<table>
<thead>
<tr>
<th>Course objectives</th>
<th>The objective of this course is to introduce the students with the major issues regarding society, economy and religion from 1500 BCE until 1200 CE. The major socio-economic-religious institutions in ancient India are broadly outlined.</th>
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<tbody>
<tr>
<td>Course outcomes</td>
<td>After completing this course students will have a familiarity with the general socio-economic-religious history of India upto 1200 CE. The students will be able to understand the major sources of ancient Indian society, economy and religion and the different approaches for reconstructing socio-economic-religious history.</td>
</tr>
</tbody>
</table>
| Course Content   | Unit 1: Introduction (8 Lectures)  
a) Understanding the emergence of Economic and Social paradigm within History  
b) Survey of Sources for the study of Ancient Indian History  

Unit 2: Early Social and Material Milieu (10 Lectures)  
a) North India (1500-300 BCE)  
b) Central India & Deccan (1000-300 BCE)  
c) Tamilakam (300 BCE to 300 CE)  

Unit 3: Early Historical Economy and Society (300 BCE-300 CE) (12 Lectures)  
a) Expansion of Agrarian Economy: production relations.  
b) Urban growth: North India, Central India & the Deccan; craft production: Trade & trade routes; Coinage  
c) Social Stratification: Class, Varna, jati, untouchability; gender; marriage and property relations.  

Unit 4: Towards Early Medieval India (300 CE-750 CE) (10 Lectures)  
a) Agrarian Expansion: land grants, changing production relations; graded land rights and peasantry.  
b) The problem of urban decline: patterns of trade, currency and urban settlements  
c) Varna proliferation of jatis: changing norms of marriage and property.  

Unit 5: Developments within Religion (300 BCE-750 CE) (8 Lectures)  
a) Consolidation of the Brahmanical traditions: Dharma, Varnashram, Purusharthas and Samkaras.  
b) Heterodox Cults: Ajivikas, Jainism, Buddhism  
c) Puranic Tradition and Tantricism  

Allchin, F.R. 1995. The Archaeology of Early Historic South Asia; The Emergence
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
</tr>
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</table>


Gonda, J. 1985. Change and Continuity in Indian Religion. New Delhi: Munshiram


Thapar, Romila. 2004. Early India: From the Origins to AD 1300. California:
University of California Press.


<table>
<thead>
<tr>
<th>Course objectives</th>
<th>This course introduces students to the process of archaeological investigation from the discovery of sites to their excavation and analysis of the recovered archaeological evidence. This course includes training in field methods including excavation techniques.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course outcomes</td>
<td>Students learn the practical methods of doing Archaeological work.</td>
</tr>
</tbody>
</table>
| Course Content   | **Unit 1: History and development of field archaeology (5 Lectures)**  
a) Development and changing aims of field archaeology  
b) Contributions of institutions and individuals to the development of field archaeology  

**Unit 2: Formation processes (5 Lectures)**  
a) Formation processes of an archaeological site  
b) Status of research on formation processes in India |
Unit 3: Site discovery methods (8 Lectures)
  a) Conventional methods - use of literary sources and folk traditions, village to village survey, field walking, survey along the water bodies
  b) Scientific methods - identification of archaeologically potent area by undertaking environmental and ecological survey, use of maps, satellite imagery and aerial photographs, underwater archaeology and use of various geophysical methods

Unit 4: Excavation methods (8 Lectures)
  a) Sondage, Vertical
  b) Quadrant and Horizontal excavation methods
  c) Excavation of Stone Age site, excavation of settlement sites, excavation of burial sites, excavation of fortifications and large features

Unit 5: Recording Methods (6 Lectures)
  a) Stratigraphy and three dimensional recording
  b) Contextual approach
  c) Techniques of Archaeological Photography and Photogrammetry
  d) Methods of Drawings: Plan, Section

Unit 6: Post-excavation Analysis (8 Lectures)
  a) Classification and analyses of Artefacts and ecofacts
  b) Reconstruction of past lifeways
  c) Settlement pattern: Site catchment analysis and ethnographic survey

Unit 7: Dating methods (8 Lectures)
  a) Concept of chronology in archaeology
  b) Radiocarbon
  c) Thermoluminescence
  d) Electron Spin Resonance
  e) Potassium Argon
  f) Fission Track
  g) Obsidian hydration
  h) Amino acid racemization
  i) Dendrochronology
  j) Cosmogenic dating
  k) Relative dating

Unit 8: Field work
Students will take part in archaeological exploration and excavation and learn field methodologies as part of this course. They will submit a field report for internal evaluation.

Recommended Readings
| Course objectives | This course introduces the development of plant and animal domestication and the development of the first civilizations in the Indian subcontinent from their roots in the Neolithic and Chalcolithic in India. The objective of this course is also to introduce the development of pottery technology during prehistoric, protohistoric periods. It discusses the technicalities of studying pottery from archaeological context. |
| Course outcomes | Students are introduced to some of the theories explaining the process of plant and animal domestication and the development of the first state level societies. Students gain grounding in theoretical and paractical knowledge of analysing pottery from archaeological context. |
| Course Content | Unit 1: Origins of Agriculture and Pottery (6 Lectures)  
a) Neolithic Revolution of Gordon Childe - Causes and consequences  
b) Origins of agriculture and pastoralism  
c) Transition from hunting/gathering to food production in South Asia  
d) Pottery: Origin and Evolution  
Unit 2: Neolithic (10 Lectures) |
<table>
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<tr>
<th>Neolithic cultures of Afghanistan and Baluchistan: Mehergarh</th>
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<tr>
<td>Neolithic culture of Kashmir valley</td>
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<tr>
<td>Neolithic Culture of Mid Ganga Basin and Vindhyan region</td>
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<tr>
<td>South Indian Neolithic</td>
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<td>Eastern and Northeastern Indian Neolithic</td>
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**Unit 3: Pre/Early Harappan Cultures (6 Lectures)**

a) Development of Chalcolithic cultures at Mehrgarh and surrounding region  
b) Early Harappan Kulli, Nal, Amri, Kot Diji, Hakra, Ravi, Sothi, Padri, Pre Prabhas, Anarta

**Unit 4: Harappan Culture (10 Lectures)**

a) Origin and development  
b) Geographical distribution, extent and settlement patterns  
c) Town planning and architecture  
d) Trade, economy, technology and art  
e) Harappan script  
f) Socio-political and religious organization  
g) Decline: various theories, causes and consequences  
h) Late Harappan phase

**Unit 5: Regional Chalcolithic Traditions (10 Lectures)**

a) Ahar, Ganeshwar and Jodhpura  
b) Kayatha and Malwa  
c) Savalda, Malwa and Jorwe  
d) OCP and Copper Hoards

**Unit 6: Iron Age (6 Lectures)**

a) Origins of Iron in South Asia: Problem and perspective  
b) Iron Age in South India  
c) Megalithic tradition

**Unit 7: Practical**

a) Pottery analysis: identification, drawing, description and analysis of pottery. Students are to be taught drawing, description and analysis of pottery from different cultural periods. They will submit the **practical note book** for evaluation.  
b) Pottery fieldwork: The students will visit either a potter’s village or a site. Document the potting tradition or conduct pottery analysis. They will submit a **project report** for evaluation.

**Recommended Readings**


Deo, S.B. 1985. The Megaliths: Their culture, ecology, economy and technology, in Recent Advances in Indian Archaeology (S.B. Deo and K. Paddayya eds.), Deccan College, Pune.


Haimendorf, C. von. F. 1945. The Problem of Megalithic Cultures in Middle India. Man in India XXV: 73 86.


Shinde, Vasant. 1990. Settlement pattern of the Savalda culture The first


Shinde, Vasant. 1998. Early Farming Community in the Central Tapi Basin (Study of Settlement and Subsistence Patterns), Munshiram Manoharlal Publishers, New Delhi.


Tripathi, Vibha. 1976. The Painted Grey Ware: An Iron Age Culture of Northern India. Delhi: Concept.
<table>
<thead>
<tr>
<th>Course objectives</th>
<th>Students are introduced to the major developments in Indian art and iconography from the earliest rock cut caves till 1300 CE.</th>
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<tbody>
<tr>
<td>Course outcomes</td>
<td>Students gain knowledge about the major art and iconographical styles and their development through the period in India.</td>
</tr>
</tbody>
</table>
| Course content   | **Unit 1: Introduction (8 Lectures)**<br>a) Understanding the nature and essence of Art: Uses, Aims & Functions <br>b) Art: Form, Content & Methodology <br>c) Society, Religion & Art: Patterns of Patronage <br><br>**Unit 2: Earliest Beginnings (8 Lectures)**<br>a) Prehistoric Art: Rock Paintings <br>b) Harappan Art <br>c) Southern India upto 300 BCE <br><br>**Unit 3: Art of the early Historical Period (10 Lectures)**<br>a) Mauryan Art <br>b) Sunga Art <br>c) Kushana Art: Gandhara and Mathura School of Art <br>d) Satavahana Art: Amaravati School of Art <br><br>**Unit 4: Art of the Historical Period (10 Lectures)**<br>a) Gupta Art <br>b) Post Gupta Art: Bronzes of Chola, Hoysala sculptural art, sculptural art of ancient and early Medieval Assam <br><br>**Unit 5: Introduction to Iconography (12 Lectures)**<br>a) Brahmanical Iconography: Ganesha, Surya, Saptamatrika, Iconography of Shiva Linga, Mahishasuramardini, Forms of Vishnu, Ashta-Dikpala's <br>b) Biddhist Iconography: Forms of Buddha, Avalokiteswara <br>c) Jain Iconography: Tirthankaras, Bahubali <br><br>**Unit 5:** Students will visit museums or sites of art and iconographic importance and learn documentation methodologies as part of this course. They will **submit a report** for internal evaluation.
<table>
<thead>
<tr>
<th>Recommended Readings</th>
</tr>
</thead>
</table>


Parimoo, Ratan 1982. Life of Buddha in Indian Sculpture (Ashta-Maha-


Sahai, Bhagwant 1975. Iconography of Minor Hindu and Buddhist Deities. New Delhi

Sahai, Bhagwant 2006. Recent Researches in Indian Art and Iconography. Missouri: Kaveri Prakashan.


SEMESTER-II
Paper: ARC805C
MUSEUM STUDIES
Credits: 4 (3+0+1)

Course objectives
This course introduces contemporary issues in museum studies, including the history of the museum and the museological movement in India. We will also look at the various concepts underpinning collecting, displaying, presenting and curating objects of museological importance. The course also is targeted to develop knowledge on kinds of museums, and characteristics of different categories. Discussions are also included on Museological importance of the Northeast India, and specific topics on Museum and related organization of Assam.

Course outcomes
Students learn the basics of functions of museums and define and apply terminology relevant to museum studies, define the types of museums and their historical development, explain the interpretive stances and strategies employed by museums, engage in the ethics and professional practices of museums and formal or visual analyses of design and presentation in museums.

Course Content
Unit 1: Fundamentals (6 Lectures)
   a) Definition, aim and scope
   b) History and development of museums and museology
   c) History of museum movement in India

Unit 2: Kinds of Museums (6 Lectures)
   a) Types of museums, their scope and functions
   b) Different kinds of museums - archaeological, science and technological and natural history
   c) Local museums, private museums, municipal museums, institutional museums, public museums, industrial museums, mobile museums

Unit 3: Museums and organization (6 Lectures)
   a) ICOM - International Council of Museums, Paris
   b) Select museums in India
   c) Museological importance of Northeast India
   d) Assam State Museum
   e) Kamrup Anusandhan Samiti

Unit 4: Museum movements in India (6 Lectures)
   a) Cultural property of India: a historical perspective
   b) Indian legislative measures relating to protection and preservation of museum objects
   c) Importance of museum for archaeology
Unit 5: Techniques and methods in museology (12 Lectures)
   a) Methods of acquisition of objects for museum: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others
   b) Collection ethics; ICOM code of professional ethics
   c) Cataloguing of objects
   d) Preparation of index cards
   e) Preparation of records and registers
   f) Preservation and conservation of objects
   g) Display Techniques
   h) Information technology in museum

Unit 6: Display and presentation of museum objects (12 Lectures)
   a) Factors governing display of objects
   b) Types of exhibits and exhibitions
   c) Requirements and methods
   d) Objectives and communication goals, target audience, concept development, story line
   e) Gallery development, space, showcases and structural installations
   f) Colour scheme, lighting, labels and scripts
   g) Use of multimedia
   h) Security measures and upkeeps

Unit 7: Project work
Students shall undertake practical works and assignments related to the topics of study within the context of modern museum practices. Students will progress through the semester with guided instructions for hands-on experiences in museums, museum processes and places of museological importance and will **submit a report** on their visit to a museum and hand-on activities at the museum.

**Recommended Readings**

<table>
<thead>
<tr>
<th>Book</th>
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Bhatnagar A. 1999. Museum, Museology and New Museology, New Delhi:
<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biswas T.K.</td>
<td>Museum and Education</td>
<td>New Delhi: New Age Int.</td>
</tr>
<tr>
<td>Chaudhari A.R.</td>
<td>Art museum documentation &amp; Practical handling</td>
<td>Hyderabad: Chaudhary &amp; Chaudhary</td>
</tr>
<tr>
<td>Moore Kevin (Ed.)</td>
<td>Museum Management</td>
<td>London: Routledge</td>
</tr>
<tr>
<td>Pearce S.M.</td>
<td>Interpreting Objects and Collections</td>
<td>London: Routledge</td>
</tr>
<tr>
<td>Pearce S.M.</td>
<td>Archaeological Curatorship</td>
<td>London: Leicester University Press</td>
</tr>
<tr>
<td>Plenderleith H.J.</td>
<td>Conservation of Antiquities and Works of Arts in India</td>
<td>Delhi: Sandeep Prakashan</td>
</tr>
<tr>
<td>Taylor S. (Ed.)</td>
<td>Try it! Improving exhibits through formative evaluation</td>
<td>Washington: Asso. of sc. tech. centre</td>
</tr>
<tr>
<td>UNESCO Publication</td>
<td>The Organization of Museum: Practical Advice</td>
<td>Paris: UNESCO</td>
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