

## अध्ययन मंडल बैठक

### विषय – प्राचीन भारतीय इतिहास, संस्कृति एवं पुरातत्त्व

राष्ट्रीय शिक्षा नीति 2020 के अनुरूप विश्वविद्यालय अंतर्गत संचालित एम. ए प्राचीन भारतीय इतिहास, संस्कृति एवं पुरातत्त्व प्रोग्राम में अध्ययन मंडल द्वारा तैयार किये गए तृतीय एवं चतुर्थ सेमेस्टर के पाठ्यक्रम को निम्नानुसार लागू करने की अनुशंसा की जाती है :-

PROGRAM : ANCIENT INDIAN HISTORY CULTURE AND ARCHAEOLOGY									
Course Type	Course Code	Course Title	Paper	Semester	Credits	Max Marks	Min Marks	CIA	ESE
THIRD SEMESTER									
	AHSC – 09	Ancient Indian Art & Iconography प्राचीन भारतीय कला एवं प्रतिमा विज्ञान	T	III	04	100	40	30	70
	AHSE – 13	Indian Knowledge System भारतीय ज्ञान परंपरा	T	III	04	100	40	30	70
	AHSE – 14	Theory & Methodos In Archaeology पुरातत्त्व में सिद्धांत और विधियाँ	T	III	04	100	40	30	70
	AHSE – 15	Cultural Heritage Management सांस्कृतिक विरासत प्रबंधन	T	III	04	100	40	30	70
	AHSE – 16	Monumental studies स्मारकीय अध्ययन	T	III	04	100	40	30	70
				Total	20	500			
FORTH SEMESTER									
	AHSC – 10	RESEARCH WORK & DISSERTATION शोध कार्य एवं शोध प्रबंध							
		Synopsis preparation & Review of literature सारांश एवं साहित्य समीक्षा	P	IV	04	100	40		
		selection of problem, data collection समस्या का चयन एवं डाटा संकलन	P	IV	04	100	40		
		Hypothesis, research design परिकल्पना और अनुसन्धान डीजाइनिंग	P	IV	02	50	20		
		Research writing, analysis and interpretation शोध लेखन , विश्लेषण और व्याख्या	P	IV	04	100	40		
		Dissertation and viva – voice	P	IV	06	150	60		
				Total	20	500			
				G Total	40	1000			

**TWO YEARS POSTGRADUATION PROGRAM (2025-26)**  
**ANCIENT INDIAN HISTORY, CULTURE AND ARCHAEOLOGY**  
**COURSE CURRICULUM**

<b>PART – A Introduction</b>			
<b>Program : Master in A.I.H.C &amp; A (Post Graduation)</b>		<b>Semester – III</b>	<b>Session: 2025 – 2026</b>
<b>1.</b>	<b>Course Code</b>	<b>AHSC – 09</b>	
<b>2.</b>	<b>Course Title</b>	<b>Ancient Indian Art &amp; Iconography</b> प्राचीन भारतीय कला एवं प्रतिमा विज्ञान	
<b>3.</b>	<b>Course type</b>	<b>DSC</b>	
<b>4.</b>	<b>Pre – requisite (if any)</b>	<b>As per program</b>	
<b>5.</b>	<b>Course learning outcomes (CLO)</b>	<ul style="list-style-type: none"> <li>Under this, Indian art tradition, especially prehistoric art and idol workshop, will be studied.</li> <li>In this, along with the art introduction of Iconography and the art of Indus valley to the famous Mauryan art will be studied</li> <li>Under this, the art of different periods like Shunga and Satavahana period and the main styles of statue making like Gandhara and Mathura style as well as various aspects of Gupta art will be studied.</li> <li>Students will get knowledge about the deities related to Brahmin religion and the characteristics of Buddhist and Jain statues.</li> </ul>	
<b>6.</b>	<b>Credit Values</b>	<b>04</b>	<b>Credit = 15 Hours – Learning &amp; Observation</b>
<b>7.</b>	<b>Total marks</b>	<b>Maximum Marks : 100</b>	<b>Minimum Passing Marks : 40</b>

<b>PART -B Content of the course</b>		
<b>Total no of teaching – Learning periods (01 Hr.per period) – 60 Periods (60 Hours)</b>		
<b>Module/unit</b>	<b>Topics (Course content)</b>	<b>No. of period</b>
1.	<ul style="list-style-type: none"> <li>Art tradition of India and its salient feature भारतीय कला की परंपरा एवं इसकी प्रमुख विशेषताएं</li> <li>Prehistoric art of India भारत की प्रागैतिहासिक कला</li> <li>Origin of idol Workshop in Ancient India प्राचीन भारत में मूर्ति पूजा की उत्पत्ति</li> </ul>	15

2.	<ul style="list-style-type: none"> <li>● Introduction of Iconography – Symbols, Aayudh, Vahan, Aashan and Mudra प्रतिमा विज्ञान का परिचय – प्रतीक, आयुध, वाहन, आसन, और मुद्रा के सन्दर्भ में</li> <li>● Indus valley – sculpture, terracotta figures and figures on seal सिन्धु घाटी – मूर्तिकला , मृण्मय मूर्तियाँ और मुहरें</li> <li>● Mouryan art – sculpture and terracotta figures मौर्य कला – मूर्तिकला और मृण्मय मूर्तियाँ</li> </ul>	15
3.	<ul style="list-style-type: none"> <li>● Sunga- Satwahana art – sculpture and terracotta figures शुंग – सातवाहन कला - मूर्तिकला और मृण्मय मूर्तियाँ</li> <li>● Main centre of art in the kushna period – Gandhara and Mathura कुषाण कला के केंद्र – गांधार एवं मथुरा कला</li> <li>● Gupta Art – sculptures गुप्त कला – मूर्तियाँ</li> </ul>	15
4.	<ul style="list-style-type: none"> <li>● Brahmic God and Goddess – Brahma, Vishnu, Surya, Navagrah, Shakti ब्राह्मण धर्म के देवी – देवताओं का प्रतिमा विज्ञान – ब्रम्हा , विष्णु , सूर्य, नवग्रह एवं शाक्त</li> <li>● Iconography of Buddha and Bodhisatva बुद्ध एवं बोधिसत्व का प्रतिमा विज्ञान</li> <li>● Iconography of Jaina – Rishabhnaath, Parshvnaath and Mahavira जैन प्रतिमा विज्ञान – ऋषभनाथ, पार्श्वनाथ एवं महावीर</li> </ul>	15

#### **PART- C Learning Resources :Textbooks, Reference Books & Others**

- Agrawal, V.S.: Indian Art
- Ray, Nihar Ranjan: Mauryan And Sungart.
- Coomarswami A.K: Early Indian Iconography
- Banerjee, J.N. : Development of Hindu Iconography.
- Singh, A.K . : Bhartiya Vastukala Tatha Kala Ke Mool Tatva
- Ray, Udaya Narayan: Bhartiya Kala.
- Coomarswami, A.K: The Origin of The Buddha Image.
- Coomarswami, A.K: Elements of Buddhist Iconography
- Srinivasan, K.R.: Temples of South India

- Deva, Krishna : Temples of India
- Kramrisch, Stella : Indian Sculptures

**Online resources – e Resources/e – Books and e – Learning portals**

**Links:-**

**PART – D Assessment and Evaluation**

**Suggested continuous evaluation methods :**

**Maximum marks : 100 Marks**

**Continuous internal assessment (CIA) : 30 Marks**

**End Semester Examination (ESE) : 70 Marks**

<b>Continuous Internal Assessment (CIA) :</b> (by course teacher)	<b>Internal test / quiz – (2) : 20 &amp; 20</b> <b>Assignment / seminar – 10</b> <b>Total marks – 30</b>	<b>Better marks out of the two test/ Quiz</b> <b>Obtained marks in assignment shall be considered against 30 marks</b>
<b>End Semester Exam (ESE)</b>	<b>Two section-A &amp; B</b> <b>Section A: Q1. Objective-10 x1=10 Mark; Q2. Short answer type- 5x4-20Marks</b> <b>Section B: Descriptive answer type qts., lout of 2 from each unit-4x10-40Marks</b>	

<b>PART – A Introduction</b>			
<b>Program : Master in A.I.H.C &amp; A (post graduation)</b>		<b>Semester – III</b>	<b>Session: 2025 – 2026</b>
<b>1.</b>	<b>Course Code</b>	<b>AHSE – 13</b>	
<b>2.</b>	<b>Course Title</b>	<b>Indian knowledge system भारतीय ज्ञान परंपरा</b>	
<b>3.</b>	<b>Course type</b>	<b>DSE</b>	
<b>4.</b>	<b>Pre – requisite (if any)</b>	<b>As per program</b>	
<b>5.</b>	<b>Course learning outcomes (CLO)</b>	<ul style="list-style-type: none"> <li>Under this unit, the definition scope and ancient knowledge will be analyzed</li> <li>Under this unit, Student are to be made Aware of the origin of Land, discovery of lost river Civilization, Indus – Saraswati Civilization as well as Vedas and Ancient Indian education system.</li> <li>Under this unit, Knowledge is to be provided about various aspects of Ancient Indian art, music, dance as well as the life philosophy of Ancient Sages and Scholars etc.</li> <li>Under this unit, Ancient indian Engineering and Technology and Architectural features of different periods will be highlighted</li> </ul>	
<b>6.</b>	<b>Credit Values</b>	<b>04</b>	<b>Credit = 15 Hours – Learning &amp; Observation</b>
<b>7.</b>	<b>Total marks</b>	<b>Maximum Marks : 100</b>	<b>Minimum Passing Marks : 40</b>

<b>PART -B Content of the course</b>		
<b>Total no of teaching – Learning periods (01 Hr.per period) – 60 Periods (60 Hours)</b>		
<b>Module/unit</b>	<b>Topics (Course content)</b>	<b>No. of period</b>
1.	<ul style="list-style-type: none"> <li>Introduction to Indian Knowledge System भारतीय ज्ञान परंपरा का परिचय</li> <li>Definition and Scope of The Indian Knowledge System भारतीय ज्ञान परंपरा की परिभाषा और कार्यक्षेत्र</li> <li>Overview of Ancient Wisdom and Contributions प्राचीन ज्ञान और योगदान का अवलोकन</li> </ul>	15
2.	<ul style="list-style-type: none"> <li>Bhāratīya Civilization and Development of Knowledge System</li> </ul>	15

	<p>भारतीय सभ्यता और ज्ञान परंपरा का विकास</p> <ul style="list-style-type: none"> <li>- Genesis of The Land, Ancientness of Civilization, On The Trail of The Lost River, Discovery of The Saraswatī River, The Saraswatī-Sindhu Civilization, Traditional Knowledge System, The Vedas, Main Schools of Philosophy, Ancient Education System, The Takṣaśilā University, The Nālandā University, Knowledge Export From Bhārata.</li> </ul> <p>भूमि की उत्पत्ति, सभ्यता की प्राचीनता, खोई हुई नदी की राह पर, सरस्वती नदी की खोज, सरस्वती सभ्यत, पारंपरिक ज्ञान प्रणाली, वेद, दर्शन के मुख्य विद्यालय, प्राचीन शिक्षा प्रणाली , तक्षशिला विश्वविद्यालय , नालंदा विश्वविद्यालय, भारत से ज्ञान निर्यात</p>	
3.	<ul style="list-style-type: none"> <li>- Arts, Literature, and Scholars कला, साहित्य और विद्वान</li> <li>- Art, Music and Dance, Nataraja- A Masterpieces of Bharatiya Art, Literature, Life And Works of Agastya, Lopamudra, Ghosha, Valmiki, Vedavyasa, Yajnavalkya, Gargi, Maitreya, Bodhayana, Charaka, Susruta, Jivaka, Nagarjuna, Kanada, Kautilya, Panini, Aryabhata, Varahamihira, Adi Shankaracharya, Bhaskaracharya, Madhavacharya.</li> <li>- कला, संगीत और नृत्य, नटराज भारतीय कला की उत्कृष्ट कृति- अगस्त्य, लोपमुद्रा, घोषा, वाल्मीकि, वेद व्यास, याज्ञवल्क्य, गार्गी , मैत्रेयी, बोधयन, चरक, सुश्रुत, जीवक, नागार्जुन, कणाद, कौटिल्य, पाणिनि, आर्यभट्ट, वराहमिहिर , आदि शंकराचार्य, भास्कराचार्य, माधवाचार्य का जीवन एवं उनके द्वारा रचित ग्रंथों का अध्ययन</li> </ul>	15
4.	<ul style="list-style-type: none"> <li>● Engineering, Technology and Architecture इंजीनियरिंग, प्रौद्योगिकी और वास्तुकला</li> <li>- Pre- Harappan and Sindhu Valley Civilization, Laboratory and Apparatus, Dyes, Paints and Cements, Glass and Pottery, Metallurgy, Engineering Science and Technology In The Vedic Age and Post-Vedic Records, Iron Pillar of Delhi, Rakhigarhi, Mehrgarh, Marine Technology, and Bet–Dwarka.</li> <li>- प्राग – हड़प्पा और सिन्धु – सरस्वती सभ्यता, प्रयोगशाला और उपकरण, पेंट और सीमेंट, कांच और मिट्टी के बर्तन, धातु विज्ञान, वैदिक युग में इंजीनियरिंग विज्ञान और प्रौद्योगिकी और वैदिक अभिलेख, दिल्ली का लौह स्तम्भ , राखीगढ़ी , मेहरगढ़, समुद्री प्रौद्योगिकी और भेट – द्वारका</li> </ul>	15

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<b>PART- C Learning Resources :Textbooks, Reference Books &amp; Others</b>			
1.Text book on The Knowledge System of Bhārata by Bhag Chand Chauhan, 2. History of Science in India Volume-1, Part-I, Part-II, Volume VIII, by Sibaji Raha, et al. National Academy of Sciences, India and The Ramkrishan Mission Institute of Culture, Kolkata (2014) 3. Pride of India- A Glimpse of India's Scientific Heritage edited by Pradeep Kohle et al. Samskrit Bharati (2006). 4. Vedic Physics by Keshav Dev Verma, Motilal Banarsidas Publishers (2012). 5. India's Glorious Scientific Tradition by Suresh Soni, Ocean Books Pvt. Ltd. (2010).			
<b>Online resources – e Resources/e – Books and e – Learning portals</b>			
<b>Links:-</b>			
<b>PART – D Assessment and Evaluation</b>			
<b>Suggested continuous evaluation methods :</b> <b>Maximum marks : 100 Marks</b> <b>Continuous internal assessment (CIA) : 30 Marks</b> <b>End Semester Examination (ESE) : 70 Marks</b>			
<b>Continuous Assessment (CIA) : (by course teacher)</b>	<b>Internal</b>	<b>Internal test / quiz – (2) : 20 &amp; 20</b> <b>Assignment / seminar – 10</b> <b>Total marks – 30</b>	<b>Better marks out of the two test/ Quiz</b> <b>Obtained marks in assignment shall be considered against 30 marks</b>
<b>End Semester Exam (ESE)</b>	<b>Two section-A &amp; B</b> <b>Section A: Q1. Objective-10 x1=10 Mark; Q2. Short answer type- 5x4=20Marks</b> <b>Section B: Descriptive answer type qts., lout of 2 from each unit-4x10=40Marks</b>		

<b>PART – A Introduction</b>			
<b>Program : Master in A.I.H.C &amp; A (post graduation)</b>		<b>Semester - III</b>	<b>Session: 2025 – 2026</b>
<b>1.</b>	<b>Course Code</b>	<b>AHSE – 14</b>	
<b>2.</b>	<b>Course Title</b>	<b>Theory and Methods in Archaeology</b> <b>पुरातत्त्व में सिद्धांत और विधियाँ</b>	
<b>3.</b>	<b>Course type</b>	<b>DSE</b>	
<b>4.</b>	<b>Pre – requisite (if any)</b>	<b>As per program</b>	
<b>5.</b>	<b>Course learning outcomes (CLO)</b>	<ul style="list-style-type: none"> <li>There will be information about the definition of Archaeology, initial discovery and development of archaeology</li> <li>You will have Knowledge about the history of archaeology and the various scientific Instruments used in its study.</li> <li>Learn about techniques related to archaeological survey and excavation.</li> <li>There will be information about identification and recording of stratification, Cultural sequence, recording of archaeological remains, relative and absolute methods of dating</li> <li>There will be information about various branches of archaeology</li> </ul>	
<b>6.</b>	<b>Credit Values</b>	<b>04</b>	<b>Credit = 15 Hours – Learning &amp; Observation</b>
<b>7.</b>	<b>Total marks</b>	<b>Maximum Marks : 100</b>	<b>Minimum Passing Marks : 40</b>

<b>PART -B Content of the course</b>		
<b>Total no of teaching – Learning periods (01 Hr.per period) – 60 Periods (60 Hours)</b>		
<b>Module/unit</b>	<b>Topics (Course content)</b>	<b>No. of period</b>
1.	<ul style="list-style-type: none"> <li>Definition and scope of Archaeology पुरातत्त्व की परिभाषा एवं क्षेत्र</li> <li>Early Discoveries : Diltantian and Antiquarian Age प्रारंभिक खोज : दिलतैती एवं पुरातन युग</li> <li>Changes in study and development of Archaeology from a Scientific point of view. (William Jones to M. Wheeler ) वैज्ञानिक दृष्टि से पुरातत्त्व के अध्ययन एवं विकास में परिवर्तन (विलियम जोन्स से मार्टिंमर व्हीलर तक)</li> </ul>	15



	<ul style="list-style-type: none"> <li>History of Indian Archaeology भारतीय पुरातत्त्व का इतिहास</li> </ul>	
2.	<ul style="list-style-type: none"> <li>Recent Trends and their Application in Indian Archaeology. (3D, Mosaic Photography, Ariel Photography, GPR, GIS, GPS) भारत में पुरातत्त्व की अद्यतन प्रवृत्तियाँ एवं प्रयोग (3 डी, मोजेक फोटोग्राफी, एरियल फोटोग्राफी, जी.पी.आर, जी.आई.एस, जी.पी.एस.)</li> <li>Three Age System त्रि काल पद्धति</li> <li>Aims and Methods of Exploration सर्वेक्षण का उद्देश्य एवं विधियाँ</li> </ul>	15
3.	<ul style="list-style-type: none"> <li>Aims and Methods of Excavation उत्खनन का उद्देश्य एवं विधियाँ</li> <li>Stratigraphy: Formation, Identification, recording and Cultural sequence. स्तरविन्यास : निर्माण, पहचान, अभिलेखीकरण एवं सांस्कृतिक अनुक्रम</li> <li>Method of recording of excavated findings उत्खनन से प्राप्त सामग्रियों का अभिलेखीकरण</li> <li>Dating Methods :Relative (Traditional) and Absolute (scientific) तिथि निर्धारण विधियाँ : सापेक्ष (परंपरागत) एवं निरपेक्ष (वैज्ञानिक)</li> </ul>	15
4.	<ul style="list-style-type: none"> <li>Marine Archaeology समुद्री पुरातत्त्व</li> <li>New Archaeology नूतन पुरातत्त्व</li> <li>Cognitive Archaeology संज्ञानात्मक पुरातत्त्व</li> <li>Contextual Archaeology प्रासंगिक पुरातत्त्व</li> <li>Environmental Archaeology पर्यावरणीय पुरातत्त्व</li> <li>Site Catchment Analysis साइटकैचमेंट विश्लेषण</li> <li>Ethnoarchaeology न – पुरातत्त्व</li> </ul>	15

**PART- C Learning Resources :Textbooks, Reference Books & Others**

1. Pandey,J.N.—Puratatva Vimarsha. (Hindi)
2. Sankalia, H.D.—Indian Archeaology Today.
3. Sankalia, H.D— An Introduction to Archaeology, 1965, Deccan College, Pune
4. Kenyan, K.M.—Field Archaeology.
5. Chapman, Henry — Landscape Archaeology and GIS, 2011
6. Chakraborty, Dilip Ku. — A History of Indian Archaeology, 1988
7. Renfrew, Colin & Bahn, Paul – Archaeology: Theories, Methods and Practice, 2012, Themes and Hudson, London
8. Babits, Lawrence E. (Ed.) 1998, Maritime Archaeology : A Reader of substantive and theoretical Contribution, Plenum Press, New York.
9. Green, Jerlmy, 2004, Maritime Archaeology: A Technical Hand Book, Elsevier Academic Press, U.K.
10. Dikshit, K.N. – Archaeological Perspective of India since Independence.1984, Indian Archaeological Society, New Delhi
11. Gamble, Clive – Archaeology: The Basics, 2001, Routledge, London.

**Online resources – e Resources/e – Books and e – Learning portals****Links:-****PART – D Assessment and Evaluation****Suggested continuous evaluation methods :****Maximum marks : 100 Marks****Continuous internal assessment (CIA) : 30 Marks****End Semester Examination (ESE) : 70 Marks**

<b>Continuous Assessment (CIA) : (by course teacher)</b>	<b>Internal</b>	<b>Internal test / quiz – (2) : 20 &amp; 20 Assignment / seminar – 10 Total marks – 30</b>	<b>Better marks out of the two test/ Quiz Obtained marks in assignment shall be considered against 30 marks</b>
<b>End Semester Exam (ESE)</b>	<b>Two section-A &amp; B</b> <b>Section A: Q1. Objective-10 x1=10 Mark; Q2. Short answer type- 5x4=20Marks</b> <b>Section B: Descriptive answer type qts., lout of 2 from each unit-4x10=40Marks</b>		

<b>PART – A Introduction</b>		
<b>Program : Master in A.I.H.C &amp; A (post graduation)</b>		<b>Semester - III</b>
		<b>Session: 2025 – 2026</b>
<b>1.</b>	<b>Course Code</b>	<b>AHSE – 15</b>
<b>2.</b>	<b>Course Title</b>	<b>Cultural Heritage Management सांस्कृतिक विरासत प्रबंधन</b>
<b>3.</b>	<b>Course type</b>	<b>DSE</b>
<b>4.</b>	<b>Pre – requisite (if any)</b>	<b>As per program</b>
<b>5.</b>	<b>Course learning outcomes (CLO)</b>	<ul style="list-style-type: none"> <li>● Student will be able to define heritage and explain its broad scope, including tangible and intangible elements they will be able to distinguish between Cultural and Natural heritage, identify examples of each and understand the importance of Preserving and Conserving heritage for future generations, recognize threat to heritage and evaluate the role of policies institutions and communities in safeguarding heritage.</li> <li>● Student will understand the concept and significance of the world Heritage Movement including UNESCO world Heritage Monuments of India.</li> <li>● Describe the History and evolution of cultural heritage in India, recognizing key periods, traditions and influences that have shaped its diverse heritage landscape. Explain the role of Government bodies Such as the ASI, National Monuments Authority etc. Analyze major Indian legislation related to cultural heritage different Acts. Evaluate the Role of non-government organization (NGOs) and Universities in heritage conservation, education and community engagement.</li> <li>● Understand the principles and practices of heritage management critically examine developmental issues, such as urbanization and infrastructure projects and their direct and indirect impacts on cultural heritage sites.</li> <li>● Recognize the importance of public participation in the preservation and conservation of cultural heritage. Evaluate methods of enhancing public awareness through both formal education (Schools, Universities) and informal means (Workshops, Media, Campaigns). Understand the relationship between tourism and cultural heritage, including the potential for heritage tourism to support conservation</li> </ul>

		efforts while also indentifying risks and management strategies.	
6.	Credit Values	04	Credit = 15 Hours – Learning & Observation
7.	Total marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B Content of the course		
Total no of teaching – Learning periods (01 Hr.per period) – 60 Periods (60 Hours)		
Module/unit	Topics (Course content)	No. of period
1.	<ul style="list-style-type: none"> <li>Heritage : Defination and scope विरासत : परिभाषा और क्षेत्र</li> <li>Types of heritage : Cultural (Tangible &amp; Intangible) and Natural Disasters विरासत के प्रकार : सांस्कृतिक (मूर्त एवं अमूर्त) तथा प्राकृतिक</li> <li>Need for preservation and conservation of heritage विरासत के संरक्षण एवं संवर्धन की आवश्यकता</li> <li>World Heritage Movement विश्व विरासत आन्दोलन</li> </ul>	15
2.	<ul style="list-style-type: none"> <li>World Heritage Monuments in India भारत में विश्व धरोहर स्मारक</li> <li>History of Cultural Heritage in India. भारत में सांस्कृतिक विरासत का इतिहास</li> <li>Role of Government bodies. सरकारी निकायों की भूमिका</li> <li>Indian Legislation about Cultural Heritage. सांस्कृतिक विरासत के बारे में भारतीय कानून</li> </ul>	15
3.	<ul style="list-style-type: none"> <li>Role of Non-Government Organizations and Universities गैर – सरकारी संगठनों और विश्वविद्यालयों की भूमिका</li> <li>Developmental issues and their impacts. विरासत प्रबंधन : नीति और अभ्यास</li> <li>Impact of natural factors, e.g. Natural Disasters. प्राकृतिक कारकों का प्रभाव, जैसे – प्राकृतिक आपदाएं</li> <li>Illegal trade of art objects and smuggling कला वस्तुओं का अवैध व्यापार और तस्करी</li> </ul>	15

4.	<ul style="list-style-type: none"> <li>Public participation in preservation of cultural heritage. सांस्कृतिक विरासत के संरक्षण में सार्वजनिक भागीदारी</li> <li>Enhancing public awareness: formal and informal. सार्वजनिक जागरूकता बढ़ाना : औपचारिक और अनौपचारिक</li> <li>Educational Tourism and cultural heritage शैक्षणिक पर्यटन और सांस्कृतिक विरासत</li> </ul>	15
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#### **PART- C Learning Resources :Textbooks, Reference Books & Others**

1. Batra, M. L. 1996. Conservation: Preservation and Restoration of Monuments. New Delhi: Aryan Books International.
2. Basham, A.L. 2007. The Illustrated Cultural History of India. Oxford University Press. Bhandari, N.K. 2007. Cultural Heritage of India. Delhi: Eastern Book Corporation. Bhowmik, S. K. 2004 Heritage Management: Care, Understanding and Appreciation of Cultural Heritage. Jaipur: Publication Scheme.
3. Biswas, Sachindra Sekhara. 1999. Protecting the Cultural Heritage (National Legislation and International Conservation). New Delhi: Aryan Books International.
4. Deshpande, M. N. 1994. Care of Cultural Heritage. New Delhi: National Museum Institute. Dhawan, Shashi. 1996. Recent Trends in Conservation of Art Heritage. Delhi: Agam Kala Prakashan.
5. Ghoshmaulik, S. K. and K.K. Bass 2001. Understanding Heritage: Role of Museum. Bhubaneswar: Academic Staff College.
6. Howard, Peter. 2003. Heritage: Management, Interpretation, Identity. London: Continuum. Paddayya, K . Paddayya, 2 0 0 4 . Heritage management with special reference to modern impacts on archaeology sites of lower Deccan. Deccan Studies 1 (2): 7-24.
7. P.R.Rao 1988. Cultural Heritage of India. Delhi: Sterling.
8. Renfrew, C. 2000. Loot, Legitimacy and Ownership. London: Duckworth.
9. Singh, L.K. 2008. Indian Cultural Heritage from Tourism Perspective. Delhi: ISHA Books.
10. Thapar, B.K. 1989 Conservation of the Indian Heritage. New Delhi: Cosmo Publication

#### **Online resources – e Resources/e – Books and e – Learning portals**

#### **Links:-**

#### **PART – D Assessment and Evaluation**

#### **Suggested continuous evaluation methods :**

**Maximum marks : 100 Marks**

**Continuous internal assessment (CIA) : 30 Marks**

**End Semester Examination (ESE) : 70 Marks**

<b>Continuous Assessment (CIA) : (by course teacher)</b>	<b>Internal</b>	<b>Internal test / quiz – (2) : 20 &amp; 20 Assignment / seminar – 10 Total marks – 30</b>	<b>Better marks out of the two test/ Quiz Obtained marks in assignment shall be considered against 30 marks</b>
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<b>End Semester Exam</b> <b>(ESE)</b>	<b>Two section-A &amp; B</b> <b>Section A: Q1. Objective-10 x1=10 Mark; Q2. Short answer type- 5x4=20Marks</b> <b>Section B: Descriptive answer type qts., lout of 2 from each unit-4x10=40Marks</b>
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<b>PART – A Introduction</b>			
<b>Program : Master in A.I.H.C &amp; A (post graduation)</b>		<b>Semester – III</b>	<b>Session: 2025 – 2026</b>
<b>1.</b>	<b>Course Code</b>	<b>AHSE – 16</b>	
<b>2.</b>	<b>Course Title</b>	<b>Monumental studies</b> <b>स्मारकीय अध्ययन</b>	
<b>3.</b>	<b>Course type</b>	<b>DSE</b>	
<b>4.</b>	<b>Pre – requisite (if any)</b>	<b>As per program</b>	
<b>5.</b>	<b>Course learning outcomes (CLO)</b>	<ul style="list-style-type: none"> <li>Understand the historical, cultural, and architectural significance of monuments in India and the world.</li> <li>Identify, classify, and interpret different types of monuments, their styles, and symbolism.</li> <li>Apply basic principles of monument conservation and understand related legal frameworks.</li> <li>Practical Application – Use heritage management concepts and modern documentation techniques for monument study and preservation.</li> </ul>	
<b>6.</b>	<b>Credit Values</b>	<b>04</b>	<b>Credit = 15 Hours – Learning &amp; Observation</b>
<b>7.</b>	<b>Total marks</b>	<b>Maximum Marks : 100</b>	<b>Minimum Passing Marks : 40</b>

<b>PART -B Content of the course</b>		
<b>Total no of teaching – Learning periods (01 Hr.per period) – 60 Periods (60 Hours)</b>		
<b>Module/unit</b>	<b>Topics (Course content)</b>	<b>No. of period</b>
<b>1.</b>	<ul style="list-style-type: none"> <li>Introduction of monumental studies – definition, scope and importance स्मारक अध्ययन की परिभाषा, परिधि एवं महत्त्व</li> <li>Classification of monuments : archaeological, architectural, cultural, religious, funerary स्मारकों का वर्गीकरण – पुरातात्विक, वास्तुकला संबंधी, सांस्कृतिक, धार्मिक, समाधि/स्मृति</li> <li>Interdisciplinary approaches : History, Art history, anthropology, archaeology अंतर्विषयक दृष्टिकोण – इतिहास, कला इतिहास, मानवविज्ञान, पुरातत्व</li> <li>Evolution of Monumental Architecture in the Ancient World (Egypt, Mesopotamia, Indus valley, China)</li> </ul>	<b>15</b>

	प्राचीन विश्व में स्मारक वास्तुकला का विकास – मिस्र, मेसोपोटामिया, सिन्धु घाटी, चीन	
2.	<ul style="list-style-type: none"> <li>Indian Ancient Monumental Heritage – Mouryan to Gupta भारतीय प्राचीन स्मारक विरासत – मौर्य काल से गुप्त काल तक</li> <li>Rock cut monument शैलकृत वास्तुकला (रॉक-कट आर्किटेक्चर)</li> <li>Principle and methods of monuments conservation स्मारक संरक्षण के सिद्धांत एवं विधियाँ</li> <li>Challenges in preservations संरक्षण में आने वाली चुनौतियाँ</li> </ul>	15
3.	<ul style="list-style-type: none"> <li>Role of community participant in preservation संरक्षण में समुदाय की भागीदारी की भूमिका</li> <li>Role of Archaeological survey of India and State government भारतीय पुरातत्व सर्वेक्षण (ASI) एवं राज्य विभागों की भूमिका</li> <li>Role of UNESCO and ICOMOS यूनेस्को (UNESCO) एवं आईकॉमोस (ICOMOS) की भूमिका</li> <li>Heritage laws in India भारत में विरासत संबंधी कानून</li> </ul>	15
4.	<ul style="list-style-type: none"> <li>Heritage site management and tourism विरासत स्थलों का प्रबंधन एवं पर्यटन</li> <li>Selected ASI monuments in India (Dashvatara temple Deogarh, Purana Qila, Jagannath temple, any megalithic site, Karle &amp; bhaja caves ) भारत के चयनित ASI स्मारक (दशावतार मंदिर देवगढ़, पुराना किला दिल्ली, जगन्नाथ मंदिर ओडिशा, कोई भी महापषाणिक स्थल, कार्ले एवं भाजा गुफा)</li> <li>ASI Monuments of Chhattisgarh छत्तीसगढ़ के ASI स्मारक</li> </ul>	15

#### **PART- C Learning Resources :Textbooks, Reference Books & Others**

1. Agrawal, V.S. : Bhartiya vastu kla ka itihās
2. Agrawal, V.S. : Bharatiya kla (Prambh se 3 shabdi tak)
3. Agrawal, V.S. : Kla aur sanskriti
4. Timothy J Dailan : Sanskritik Virasat aur prayatan : ek Parichay
5. Pyarelal, Gupta : Prachin Chhattisgarh.
6. Parihar, Dinesh Nandini: Dakshin Kosal ka Rajnaitik Itihas



7. Parihar, Dinesh Nandini : Prachin Chhattisgarh ka samajik evam Arthik Itihas. 8. Singhdev, J.P. : Cultural Profile of South Kosal. 9. Jain, B.C. : Utkeerna Lekh. 10. Venkateshwar M., monuments of India 11. Chandra , Ramesh : Historical monument of india 12. Pandey, Shyam Kumar—Dakshin Kosal ka Itihas		
<b>Online resources – e Resources/e – Books and e – Learning portals</b>		
<b>Links:-</b>		
<b>PART – D Assessment and Evaluation</b>		
<b>Suggested continuous evaluation methods :</b> <b>Maximum marks : 100 Marks</b> <b>Continuous internal assessment (CIA) : 30 Marks</b> <b>End Semester Examination (ESE) : 70 Marks</b>		
<b>Continuous Internal Assessment (CIA) :</b> <b>(by course teacher)</b>	<b>Internal test / quiz – (2) : 20 &amp; 20</b> <b>Assignment / seminar – 10</b> <b>Total marks – 30</b>	<b>Better marks out of the two test/ Quiz</b> <b>Obtained marks in assignment shall be considered against 30 marks</b>
<b>End Semester Exam (ESE)</b>	<b>Two section-A &amp; B</b> <b>Section A: Q1. Objective-10 x1=10 Mark; Q2. Short answer type- 5x4-20Marks</b> <b>Section B: Descriptive answer type qts., lout of 2 from each unit-4x10-40Marks</b>	

<b>PART – A Introduction</b>			
<b>Program : Master in A.I.H.C &amp; A (post graduation)</b>		<b>Semester – IV</b>	<b>Session: 2025 – 2026</b>
	<b>Course Code</b>	<b>AHSC – 10</b>	
	<b>Course Title</b>	<b>Research Work and Dissertation</b> <b>शोध कार्य एवं शोध प्रबंध</b>	
	<b>Course type</b>	<b>DSC</b>	
	<b>Pre – requisite (if any)</b>	<b>As per program</b>	
	<b>Course learning outcomes (CLO)</b>	At the end of this course, student will be able to 1. Understand the Fundamentals of Research. 2. Formulate Research Problems and Hypotheses. 3. Review and Synthesize Literature. 4. Design Research Methodologies. 5. Interpret and Present Research Findings. 6. Demonstrate Ethical Research Practices.	
	<b>Credit Values</b>	<b>06</b>	<b>Credit = 15 Hours – Learning &amp; Observation</b>
	<b>Total marks</b>	<b>Maximum Marks : 150</b>	<b>Minimum Passing Marks : 60</b>

<b>PART -B Content of the course</b>		
<b>Total no of teaching periods (01 Hr.per period) = periods ( Hours)</b>		
<b>Module/unit</b>	<b>Topics (Course content)</b>	<b>No. of period</b>
1.	<b>Preparation of synopsis :</b> selection of research topic, formulation of research problem, statement of objectives, scope and limitation शोध विषय का चयन, शोध समस्या का विवरण, उद्देश्यों का विवरण, अध्ययन का क्षेत्र एवं सीमाएँ <b>Review of Literature:</b> Literature Review: Meaning, importance and nature of research literature review, objectives, role (in identification of problem, objectives and formulation of hypotheses), literature sources – primary, secondary, tertiary, research texts, journals, research articles, internet resources, references and standard formats of reference list, methods of review – descriptive, analytical, comparative, organisation and classification of research literature, theme based review and time based review, techniques of writing review – abstract, critical approach, presentation of literature review in research report or thesis, common errors and precautions	20

	साहित्य समीक्षा : शोध साहित्य समीक्षा का अर्थ , महत्त्व और स्वरूप, उद्देश्य, भूमिका (समस्या की पहचान, उद्देश्य, एवं परिकल्पनाओं के निर्माण में), साहित्य स्रोत – प्राथमिक, द्वितीयक, तृतीयक, शोध ग्रन्थ, पत्रिकाएं, शोध लेख, इनटरनेट संसाधन, सन्दर्भ एवं सन्दर्भ सूची के मानक प्रारूप, समीक्षा की विधियाँ – वर्णात्मक, विश्लेषणात्मक, तुलनात्मक, शोध साहित्य का संगठन एवं वर्गीकरण, थीम आधारित समीक्षा एवं समय आधारित समीक्षा , समीक्षा लिखने की तकनीकी – सार , आलोचनात्मक दृष्टिकोण, शोध रिपोर्ट या प्रबंध में साहित्य समीक्षा का प्रस्तुतीकरण, सामान्य त्रुटियाँ और सावधानियाँ	
2.	<b>Selection of Problem, Data Collection :</b> Sources of identification of research problem, process of selecting the problem, definition of the problem – delimitation and format determination, formulation of research title, purpose of selecting research topic, methods of data collection (survey, interview, observation), validity and reliability, analysis अनुसंधान समस्या की पहचान के स्रोत, समस्या का चयन करने की प्रक्रिया, समस्या की परिभाषा – सीमांकन एवं स्वरूप निर्धारण, अनुसंधान शीर्षक का निर्माण, शोध विषय चयन करने का उद्देश्य, डाटा संग्रहण की विधियाँ (सर्वेक्षण, साक्षात्कार, प्रेक्षण), वैधता और विश्वसनीयता, विश्लेषण	20
3.	<b>Hypothesis and Research Design:</b> Meaning and role of hypothesis, types and formulation of hypothesis, meaning, definition, importance, objectives, main components, characteristics of research design, descriptive research design, analytical research design, experimental and quasi-experimental designs, comparative and exploratory designs, meaning and importance of sample design, types of sample design परिकल्पना का अर्थ और भूमिका, परिकल्पना के प्रकार एवं सूत्रीकरण, शोध डिजाइन का अर्थ, परिभाषा, महत्त्व, उद्देश्य, मुख्य घटक, विशेषता, वर्णात्मक शोध डिजाइन, विश्लेषणात्मक शोध डिजाइन, प्रायोगिक और अर्ध – प्रायोगिक डिजाइन, तुलनात्मक और अन्वेषणात्मक डिजाइन, सैंपल डिजाइन का अर्थ और महत्त्व, सैंपल डिजाइन के प्रकार	25
4.	<b>Research Writing, Analysis and Interpretation:</b> Research Writing, Analysis and Interpretation: Meaning, nature and importance of research writing, objectives, types, characteristics, language style, process of research writing, format, structure, difference between research article, report and dissertation, clarity, coherence and logical sequence in writing, ethics in writing, abstract and conclusion writing, research findings, publications and standard journals शोध लेखन , विश्लेषण एवं व्याख्या : शोध लेखन का अर्थ, स्वरूप और महत्त्व, उद्देश्य, प्रकार, विशेषताएं, भाषा शैली, शोध लेखन की प्रक्रिया, प्रारूप, ढांचा, शोध आलेख , रिपोर्ट और प्रबंध में अंतर , लेखन में स्पष्टता , सुसंगतता , और तार्किक क्रम, लेखन में नैतिकता , सार और उप संहार लेखन, शोध निष्कर्ष, प्रकाशन और मानक पत्रिकाएं	25
5.	<b>Dissertation and Viva – Voice</b>	
<b>Keywords</b>	<b>Research Proposal, Field Work, Data Collection, Dissertation Writing, Report Presentation.</b>	

<b>PART- C Learning Resources :Textbooks, Reference Books &amp; Others</b>		
<ol style="list-style-type: none"> <li>1. Kothari, C. R. (2004). Research methodology: Methods and techniques (2nd ed.). New Age International.</li> <li>2. Kumar, R. (2019). Research methodology: A step-by-step guide for beginners (5th ed.). SAGE Publications.</li> <li>3. Dawson, C. (2009). Introduction to research methods: A practical guide for anyone undertaking a research project (4th ed.). How To Books.</li> <li>4. Bhattacharyya, D. K. (2009). Research methodology (2nd ed.). Excel Books</li> <li>5. Shrivastava, B.K.-Itihas Lekhan : Awdharna, Vidhayen Evam Sadhan</li> <li>6. Mishra,Ramendranath: Itihas Chintan:Paddhati Evam Itihas Lekhan</li> </ol>		
<b>Online resources – e Resources/e – Books and e – Learning portals</b> <input type="checkbox"/> www.ignou.ac.in <input type="checkbox"/> www.egyankosh.ac.in <input type="checkbox"/> www.iitm.ac.in <input type="checkbox"/> www.eskillindia.org <input type="checkbox"/> www.eshiksha.mp.gov.in <input type="checkbox"/> www.vlab.co.in <input type="checkbox"/> www.swayam.ac.in <input type="checkbox"/> <a href="http://www.internshala.com">www.internshala.com</a>		
<b>Links:-</b>		
<b>PART – D Assessment and Evaluation</b>		
<b>Suggested continuous evaluation methods :</b> <b>Maximum marks : 500 Marks</b> <b>Continuous internal assessment (CIA) : 150 Marks</b> <b>End Semester Examination (ESE) : 350 Marks</b>		
<b>Continuous Internal Assessment (CIA) : (by course teacher)</b>	<b>Dissertation Presentation Assignment / seminar</b>	<b>Better marks out of the two test/ Quiz Obtained marks in assignment shall be considered against 30 marks</b>
<b>End Semester Exam (ESE)</b>	<b>A. Evaluation of Dissertation by assigned teacher B. Dissertation Viva</b>	<b>Managed by Course teacher as per the syllabus</b>