

AC 31-5-17  
Item No. 4.1

## UNIVERSITY OF MUMBAI



### Syllabus of Sem I and II for Approval

Sr. No.	Heading	Particulars
1	Title of the Course	<b>Master of Arts (Archaeology)</b>
2	Eligibility for Admission	<b>Graduate from any stream</b>
3	Passing Marks	<b>As per University Guidelines</b>
4	Ordinances / Regulations ( if any)	--
5	No. of Years / Semesters	<b>Two years – four semesters</b>
6	Level	<b>P.G.</b>
7	Pattern	<b>Semester</b>
8	Status	<b>New Syllabus</b>
9	To be implemented from Academic Year	<b>From Academic Year <u>2017-18.</u></b>

Date: 01/05/2017

Signature:

Name of BOS Chairperson / Dr Meenal Katarnikar

**REVISED SYLLABUS INCLUDING SCHEME OF COURSES, SCHEME OF EXAMINATION, MEDIUM OF INSTRUCTION FOR THE MASTER OF ARTS (ARCHAEOLOGY).**

**The fee structure will be as per the University structure.**

**The admission, eligibility, examination, evaluation criteria will be as per the University rules and guidelines.**

**SCHEME OF COURSES AND DETAILED SYLLABUS****Semester I**

<b>Course Code</b>	<b>Name of Course</b> <b>A. Core Courses</b>	<b>Term work</b>	
		<b>Teaching and Extension hours</b>	<b>Credits</b>
	Introduction to Archaeology (Theory and Methods)	.60	6
	Introduction to Prehistory	.60	6
	Introduction to Protohistory	.60	6
	Literary Sources of Archaeology and History	.60	6
<b>Total</b>		<b>.240</b>	<b>24</b>

**Course –I****Introduction to Archaeology (Theory and Method)**

This course will establish the connection between the theory, methods and the practice of archaeology. It will cover vast ground beginning with the first antiquarian approaches, early museology, collectors, and eventual rise of archaeology as a mature discipline. It will also look extensively at the historiography of the discipline in India and the World. It will trace the initial scholastic trends and the subsequent development of theory governing archaeological thought. It will also cover the nitty-gritty (theory) of the actual methodology of archaeological research. Finally it will look at the various allied sub-disciplines and endeavour to briefly introduce the same. Each of the units in the syllabus would require approximately 4 hours of teaching.

**The course shall comprise of the following units :****Unit 1- Definitions & Theories**

1. Definition of Archaeology and its Branches
2. The Basic Theories of Archaeology and their Development
3. Branches of Archaeology
4. The relationships of Archaeology, History and Anthropology

**Unit 2- Historiography (World and India)**

1. Development of Archaeology in Europe
2. Development of Archaeology in South Asia
3. The teaching of Archaeology in India and the World

**Unit 3- Exploration and Excavation Methods**

1. Definition of Archaeological Sites, Monuments, etc.
2. Exploration Methods and Techniques
3. Excavation Methods and Techniques
4. Post Excavation Methods, Data Storage, Preservation and Conservation and Display

**Unit 4- Allied sub-disciplines**

1. Dating Methods
2. Ceramic Analysis
3. Bio-sciences in Archaeology and Earth Sciences in Archaeology
4. Ethnoarchaeology and Ethics in Archaeology
5. Cultural Heritage and Heritage Legislation

**Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component

while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field visits followed by report, the writing of class based projects and other essays. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Bibliography**

Renfrew, Colin and Paul Bahn 2016. *Archaeology: Theory and Methods*, London. Thames and Hudson  
SBN-13: 978-0500292105 ISBN-10: 0500292108

Ashmore, Wendy and Robert Sharer 2009. *Discovering our Past*. London: MacGraw-Hill ISBN-13: 978-007353099 ISBN-10: 0073530999

Gosh, Amlananda 1990. *Encyclopaedia of Archaeology*. New Delhi: Munshiram Manoharlal

Sankalia, H D 1962. *Pre and Protohistory of India and Pakistan*. Bombay: University of Bombay

Hester, Thomas R, Harry J Shafer, Kenneth L. Feder 2009. *Field Methods in Archaeology*. London: Routledge ISBN-10: 1598744283 ISBN-13: 978-1598744286

McIntosh, Jane 1999. *The Practical Archaeologist*. New York: Checkmark Books

## **Course –II**

### **Introduction to Prehistory**

This course takes the student through the earliest and longest period of the human past i.e. Prehistory. It takes the students on a journey through Human Evolution both physical and cultural from the time of the earliest hominid tool-users and toolmakers. It is a journey of 2.4million years.

Basic concepts and theories of human evolution and the actual evolution of the cultural assemblage i.e. toolkit of early man will be dealt with here.

By the end of the course the student will have journeyed from 2.4million years ago right up to 9,000 years ago and will study the journey from scavenger to hunter-gatherer and from hunter-gatherer to farmer.

### **The course shall comprise of the following units:**

#### **Unit 1- Theory and Methodology**

1. What is Prehistory? (Nomenclature and Typology)
2. Neogene and Quaternary Geology, Palaeoclimate and The Ice Ages
3. Theories of Cultural Evolution
4. Exploration and Excavation Techniques specific to Prehistory

#### **Unit 2- Human Evolution and its Ramifications**

1. Definition and Theories in Primate Evolution
2. Hominoid and Hominid Evolution in Africa
3. Evolution out of Africa

#### **Unit 3- The Palaeolithic**

1. Lower Palaeolithic 1: Mode 1 (Olduvan)
2. Lower Palaeolithic 2: Mode 2 (Acheulean)
3. Middle Palaeolithic: Mode 3 (Prepared core)
4. Upper Palaeolithic and Epipalaeolithic: Mode 4 (Blade Tools)

#### **Unit 4- The Mesolithic and Neolithic**

1. The world at 18,000 BP
2. Mesolithic and Microlithic Adaptations
3. The Neolithic
4. The Mesolithic and Neolithic in South Asia- Definition, Identification and Origins

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class based projects and other essays. It will also probably include a series of experimental classes in Tool Making and Usage followed by a report. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Bibliography**

Sankalia, H D. 1962. Pre and Protohistory of India and Pakistan. Bombay: University of Bombay

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Allchin, R and B Allchin 1982. The Rise of Civilisation in India and Pakistan. Cambridge: Cambridge University Press

Jain, V K 2006. Prehistory and Protohistory of India: An Appraisal: Palaeolithic, Non-Harappan Chalcolithic Cultures (Perspectives in Indian Art & Archaeology). New Delhi: D K Printworld

Feder, K L 2017. The Past in Perspective (An Introduction to Human Prehistory). London: OUP ISBN-13: 978-0199950737 ISBN-10: 0199950733

Bhattacharya, D K. 1991. An Outline of Indian Prehistory. Delhi: Palaka Prakashan

Settar, s and Ravi Korisettar. 2004. Indian Archaeology in Retrospect: Prehistory - The Early Archaeology of South Asia (Vol 1). New Delhi: Manohar Publishers and Distributors

Foley A F and R Lewin 2013. Principles of Human Evolution. New Jersey: John Wiley & Sons

Chakrabarti, D K. 2009. India – An Archaeological History: Palaeolithic Beginnings to Early History Foundation. New Delhi: OUP

Singh, U. 2005. The Discovery of India. New Delhi: Orient Blackswan





## **Course –III**

### **Introduction to Protohistory**

This course takes the student through perhaps the most important and most relevant phase of Human Cultural development – ie Protohistory. This is the Cultural Period during which humans first learnt to exploit copper, bronze and iron (in that order). It is the period which saw the creation of surplus agrarian wealth which resulted in trade and urbanization along with all the accompanying accoutrements of religion, class, caste, written language, mathematics, medicine and the sciences. In India this period is marked by the rise of the Harappan Civilisation which is often referred to as the first Urbanisation. The writing and editing skills required for reporting across media platforms. The course also deals with the subsequent de-urbanisation of the Indian sub-continent and the early Iron Age. Whilst doing the South Asian Protohistoric period special care will be taken to also discuss the Early Bronze Ages in the rest of the Old World as also the Early Iron Age cultures outside of South Asia.

### **The course shall comprise of the following units :**

#### **Unit 1- Definitions & Theories (including World Bronze Age and Early Iron Age)**

1. What is Protohistory?
2. Animal and Plant Domestication
3. Urbanisation and Metallurgy
4. Early (World) Bronze Age and Bronze Age Empires
5. Global Iron Age

#### **Unit 2- The Rise and Fall of the Harappans**

1. The Pre Harappans
2. The Early and Mature Harappan Period
3. The Late Harappans and the decline of the 1<sup>st</sup> Urbanisation

#### **Unit 3- The Non-Harappan Chalcolithic Cultures of South Asia**

1. The Central Indian Chalcolithic
2. The Deccan Chalcolithic and Southern Neolithic
3. The Chalcolithic cultures of Northern and Eastern India

#### **Unit-4 The Early Iron Age and the Megalithic Cultures of South Asia**

1. Megalithism in South Asia- Definition, Identification and Origins
2. Megalithism in Southern India
3. Megalithism in Central India
4. The Early Iron Age in Northern India

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class based projects and other essays. It will also probably include a series of experimental classes in Ceramic Manufacture followed by a report. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Bibliography**

Sankalia, H D. 1962. Pre and Protohistory of India and Pakistan. Bombay: University of Bombay

Gosh, Amlananda. 1990. Encyclopaedia of Archaeology. New Delhi: Munshiram Manoharlal

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Allchin, R and B Allchin 1982. The Rise of Civilisation in India and Pakistan. Cambridge: Cambridge University Press

Dhavalikar, M 1988. First Farmers of the Deccan. Pune: Ravish Publishers

Sali, S A. 1982. Daimabad (1976-79) MASI 83. New Delhi: ASI

Sankalia H D, Z D Ansari and M K Dhavalikar 1988. Excavations at Inamgaon. Pune: Deccan College.

Wheeler, R E M. 1968. The Indus Civilisation (3<sup>rd</sup> Edition). Cambridge: Cambridge University Press

Possehl, G L. 2002 The Indus Civilisation: A Contemporary Perspective. Lanham: Rowan Altamira

## **Course –IV**

### **Literary Sources of Archaeology and History**

The course equips the learner with Literary and Historical context of the Sources of Indian Archaeology and History. These sources are further divided into Indian and Foreign sources. The Indian sources are then sub-divided in religious ones and secular ones. They are also divided on the basis of their quasi-religious mythic components and in some cases oral histories. The Foreign sources are divided on the basis of their origin and their chronology.

These sources by Indian and Foreign authors are invaluable tools in reconstructing the past and more often than not are the starting point of most research. This is a very critical component of archaeology especially in the Historical and Medieval periods.

### **The course shall comprise of the following units :**

#### **Unit 1- Vedic Literature**

1. Literature as a source of History and Archaeology
2. Content and Chronology ,Classification and schools (Shakhas)
3. Major and Minor Puranas: Content, Chronology and Classification

#### **Unit 2- Classical Sanskrit Literature**

1. Ramayan and Mahabharata: Content, Chronology and Classification
2. Shravya Kavya
3. Drushya Kavya

#### **Unit 3- Buddhist Literature and early Travelogues**

1. Early Buddhist Pali Literature: Content, Chronology and Classification
2. Sanskrit Buddhist Literature: Content, Chronology and Classification
3. Accounts of Early travellers

#### **Unit 4- Jain Literature and Later Travelogues**

1. Early Jain Literature: Content, Chronology and Classification
2. Later Jain Literature: Content, Chronology and Classification
3. Accounts of Later travellers

### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching

component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class based projects and other essays. It will also probably include a series of basic exercises in data collection and collation which will be evaluated via reports and term papers. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Bibliography**

Gosh, Amlananda. 1990. Encyclopaedia of Archaeology. New Delhi: Munshiram Manoharlal

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Dasguspta SN & SK De. History of Sanskrit Literature

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Kapadia, H. 1944. Jaina Religion and Literature. Lahore

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Singh, G P. 2003. Ancient Indian Historiography. New Delhi: DK Printworld

Singh, U. 2005. The Discovery of India. New Delhi: Orient Blackswan

Singh U. 2015 The Idea of Ancient India: Essays on Religion, Politics and Archaeology. New Delhi: SAGE India

## Semester II

Course Code	Name of Course A. Core Courses	Term work	
		Teaching and Extension hours	Credits
	Historical Archaeology of South Asia (7 <sup>th</sup> c BC to 1947AD)	.60	6
	Economic Systems in India (upto 1300AD)	.60	6
	Development of Social Institutions in India (upto 1300AD)	.60	6
	Development of Religio-Philosophical Thoughts in India (upto 1300AD)	.60	6
<b>Total</b>		<b>.240</b>	<b>.24</b>

## Course I

### **Historical Archaeology of South Asia (7<sup>th</sup> c BC to 1947AD) (Core Course)**

The course provides the learner with basic historical background into the periods commonly known as Historical, Medieval, Colonial and Early Modern Archaeology. This is the Archaeology of those periods for whom we are in possession of (often extensive) written records. This is the formative phase of modern society and is thus considered one of the most important periods under study.

The volume of written/historical data though is more often than not inadequate and incomplete especially when it comes to the understanding of the lives of the common people. Thus it is up to archaeology in tandem with (if existent) historical data to fill in these lacunae.

#### **The course shall comprise of the following units:**

##### **Unit1- Ancient India (7<sup>th</sup> c BC to 8<sup>th</sup> c AD)**

1. Early Iron Age and Mahajanapadas
2. Mauryas to Guptas and Harshavardhana
3. Southern India in the 7<sup>th</sup> c BC to 8<sup>th</sup> c AD

##### **Unit 2- Early Medieval India (8<sup>th</sup> c AD to 1526AD)**

1. Northern India and the Ganga Valley
2. The Deccan
3. South India

##### **Unit 3- Later Medieval India and Early Colonial India (1526 to 1858 AD)**

1. The European Powers (Portuguese, Dutch, Danish & French)
2. The Mughals and the Marathas
3. The arrival of the British and the EIC

##### **Unit 4- British India (1858-1947AD)**

1. The Post 1857 consolidation of Colonial India
2. The Princely States
3. The Freedom Struggle and Independence

#### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours, 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two

tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class based projects and other essays. It will also probably include a series of field visits and historical reports. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Bibliography**

Gosh, Amlananda. 1990. Encyclopaedia of Archaeology. New Delhi: Munshiram Manoharlal

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Majumdar, R C. H C Raychaudhuri and K Datta. 1946. An Advanced History of India. New Delhi: Laxmi Publications Pvt Ltd (4<sup>th</sup> Ed 2016)

Basham A L. 1954. The Wonder That was India. New Delhi: Picador

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## Course II

### Economic Systems in India (Core Course)

This course deals with the evolution of various economic systems in Ancient India. It traces their origins, growth and development alongside the move from Hunting Gathering to Domestication and from an Agrarian Rural economy to the Industrial Urbanised Economy of the Ganga Valley and subsequently the whole of peninsular India

#### The course shall comprise of the following units :

##### Unit I- Economic thought

1. Different stages of economy
2. Varta
3. Jain thought on development of human culture

##### Unit II - Agrarian Economy

1. Methods of Agriculture, Irrigation
2. Agricultural Products
3. Forests

##### Unit III - Industrial Economy

1. Various arts & crafts
2. Growth of town life
3. Guilds

##### Unit IV -Trade & Commerce

1. Trade & trade –routes
2. Medium of Exchange, Banking, Weights & Measures
3. Fiscal economy

#### Class methodology

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The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class based projects and other essays. These will be evaluated for 15 marks. The self-study component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

## **Bibliography**

Chopra,P.N. ,B.N. Puri, and M.N.Das 1974.Social,Cultural and Economic History of India. Delhi: Macmillian India.

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Maity, S. K. 1958. Economic Life in Ancient India in the Gupta Period. Calcutta: World Press Ltd.

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Motichandra 1977. Trade and trade Routes in Ancient India New Delhi: Abhinav Publications.

Rawlinson, H.G.1916.Intercourse between India and the Western World, Cambridge: Cambridge University Press.

Sharma R.S. 1987. Urban Decay in India. New Delhi: Munshiram Manoharlal.

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Sharma, R.S. 1966. Light on Early Society and Economy. Bombay: Manaktalas.

Sharma , R.S. 1965 Indian Feudalism. Calcutta: Calcutta University.

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### Course III

#### Development of Social Institutions in India (Core Course)

The basic aim of this course is to make the student aware of the intricacies of social life. It also emphasizes the importance of tribal, social and legal studies and finally it raises awareness vi-a-vis the various different Sociological and Anthropologically techniques and methods of study.

#### The course shall comprise of the following units:

##### Unit 1- Fundamentals of Ancient Indian Society

1. Origin of society-theories of social stratification
2. Fundamental Views-Four Purusharthas, Tririna, Value-based society
3. Samskaras

##### Unit 2- Varna, Caste and Tribe

1. Origin of caste system
2. Untouchability
3. Tribal Society

##### Unit 3- Position of Women

1. Different stages of womanhood
2. Women in religion
3. Women in public life

##### Unit 4- Education in Ancient India

1. Religious
2. Secular
3. Universities

#### Class methodology

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class based projects and other essays. These will be evaluated for 15 marks. The self-study

component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Bibliography**

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Sharma, R.S. and V Jha (Eds.). 1974. *Indian Society: Historical Probing*s. New Delhi: People's Publishing House.

## Course IV

### Development of Religio-Philosophical Thoughts in South Asia (Core Course)

The aim of this course is to make the students cognizant with Religion and Philosophy. To make the student understand the importance of religious beliefs and philosophical studies and their role in shaping the cultural life of man in India and finally to make students understand the Sociological, ritualistic and philosophical methods of studying the past.

#### **The course shall comprise of the following units:**

##### **Unit 1- What is Religion?**

1. Components of Religion: Ethics, Rituals and Mythology
2. Development of Religion as understood by Archeologists and Sociologists
3. Polytheism, Monotheism and Monism.

##### **Unit 2- The Vedic Age**

1. Vedic Ritualism and Gods
2. Development of philosophy from Vedas to Upanishads
3. Kriyavada (Lokayata, Buddhism and Jainism) and Akriyavada (Ajivaka)

##### **Unit 3- Darshanas: Principals, Classification and Chronology**

1. Sankhya, Yoga and Mimamsa
2. Nyaya, Vaisheshika and Vedanta
3. Introduction to Agamas and Tantras (Shaiva, Shakta, Vaishnava and Ganapatya)

##### **Unit 4- Later Cultic Developments**

1. Bhakti
2. Natha
3. Datta

#### **Class methodology**

This is a six credit course. It will involve teaching-learning for four hours a week for a period of 15 weeks. Of the total 60 teaching-learning hours (in each paper), 40 will comprise the central teaching component while 20 hours will comprise the self-study component. The self-study component will consist of academic tasks outside the classroom that will be assigned by the teacher. The 40 hour teaching component will include two tests conducted in the classroom. These tests may be written, oral, in the form of presentations etc. Altogether these tests will be for 25 marks.

The self-study component of 20 hours will include basic field/museum visits followed by report, the writing of class based projects and other essays. These will be evaluated for 15 marks. The self-study

component assigned in this manner will be related to or an extension of but not in lieu of the prescribed syllabus.

### **Bibliography**

- Agarwala,V.S. 1970.Ancient Indian Folk Cults.Varanasi:Prithvi Prakashana
- Benerjea, J.N.1963Pranic and Tantric Religion,Calcutta:Calcutta University.
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- O'Flaherty, Wendy, D. 1973.Asceticism and Eroticism in the Mythology of Siva. Oxford: Oxford University Press
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