



UNIVERSITY OF CALCUTTA

Notification No. CSR/106/2026

It is notified for information of all concerned that in terms of the provisions of Section 54 of the Calcutta University Act, 1979, (as amended), and, in the exercise of his powers under 9(6) of the said Act, the Vice-Chancellor has, by an order dated 05.08.2026, approved the revised syllabus Structure and Regulation for Two-year Four-Semester and One-year Two-Semester M.A./M.Sc. in Archaeology under NEP 2020 /SEP 2023 Vide CSR/72/2026, under NEP guidelines, as laid down in the accompanying pamphlet.

The above syllabus shall take effect from the academic session 2026-2027 and onwards.

SENATE HOUSE

Kolkata-700073

14.08.2026

Prof.(Dr.) Debasis Das

Registrar

**Course Structure, Syllabus and Regulation for Two-Year Four-Semester and One-Year Two-Semester M.A./M.Sc. in Archaeology under
NEP 2020/SEP 2023
Vide CSR/72/2026**

PROGRAMME	COURSE TYPE	SEMESTER			
		I	II	III/ I	IV/II
1-YR PG Diploma 40-CREDIT	CC	ARC411-415 @4-credit = 20 Credits = 300 Hrs. = 250 MARKS	ARC421-425 @4-credit = 20 credits = 300 hrs. = 250 MARKS	_____	_____
2-YR PG M.A./M.Sc. 80-CREDIT	CC DCEC (Choose 3 out of 4) SEC TUT	ARC411-415 @4-credit = 20 Credits = 300 Hrs. = 250 MARKS	ARC421-425 @4-credit = 20 Credits = 300 Hrs. = 250 MARKS	ARC511-512 @4-credit = 8 Credits = 120 hrs = 100 MARKS ARC513A-516D @4-credit = 12 Credits = 180 hrs = 150 MARKS	ARC521 @10-credit = 300 hrs = 125 MARKS ARC522 @10-credit = 150 hrs = 125 MARKS
1-YR PGM.A./M.Sc. 40-CREDIT	CC DCEC (Choose 3 out of 4) SEC TUT	_____	_____	ARC511-512 @4-credit = 8 Credits = 120 hrs = 100 MARKS ARC513A-516D @4-credit = 12 Credits = 180 hrs	ARC521 @10-credit = 300 hrs = 125 MARKS ARC522@10-credit = 150 hrs = 125 MARKS
Total Credit		20	20	20	20
Total Hours		300	300	300	450
Total Marks		250	250	250	250
Total Credit		80			
Total Hours		1350			
Total Marks		1000			

Abbreviations: CC= Core Course, DCEC= Discipline Centric Elective Course, SEC= Skill Enhancement Course, TUT= Tutorial

Course Nomenclature

Core Courses

	Course Code	Course title
Sem I	ARC411:	Introduction to Archaeology
	ARC412:	Deep Time: Prehistoric Archaeology in South Asia
	ARC413:	Protohistoric Archaeology of South Asia
	ARC414:	South Asian Epigraphy
	ARC415:	Early Indian Art and Iconography
Sem II	ARC421:	Colonial and Postcolonial Archaeologies in India
	ARC422:	Critical Perspectives in Cultural Heritage
	ARC423:	Early Indian Architecture
	ARC424:	Coinage Traditions in Early India
	ARC425:	Archaeology from the Earth: Archaeological Field Methods and Practices
Sem III	ARC511:	Themes, Thoughts and Theory in Archaeology
	ARC512:	Historical Archaeology of South Asia: Artefacts, Texts, Perspectives

Discipline Centric Elective Courses

Sem III	ARC513A:	Ethnoarchaeology
	ARC514B:	Writing Systems in Early India
	ARC515C:	Application of Sciences in Archaeology
	ARC516D:	Archaeology of Buddhism in South Asia

Skill Enhancement Course

Sem IV	ARC521:	Archaeological Excavation/ Exploration/ Hands-on Training (Practical)
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Tutorial

Sem IV	ARC522:	Dissertation/ Book Review/ Methods of Academic Writing
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NOTE: Students taking admission to One-Year Two-Semester M.A./M.Sc. in Archaeology after the completion of Four-Year Eight-Semester Undergraduate degree will be offered dedicated tutorial classes in basics of archaeological sources and methods, besides courses specified above.

Modalities of Examination for Two-Year Four-Semester and One-Year Two-Semester M.A./M.Sc. in Archaeology under NEP 2020/SEP 2023, vide the guidelines of CSR/59/2026

a. Pattern of questions with marks distribution

Students will have to write from two clusters of questions as part of examination of a course with assigned total marks of 40 (80%). The first cluster will have 4 (four) essay-type questions with 15 marks each, of which 2 (two) would need to be selected. The second cluster will have 4 short note type questions, with 5 marks each. 2 (two) would need to be attempted.

b. Modalities for holding Internal Assessment

Continuous assessment of 10 (20%) marks for each course.

c. Modalities for holding practical examinations if any

Practical examination in the form of field work/excavation/exploration and hands-on-training form the components of Skill enhancement Course (SEC) in the Fourth Semester.

d. Modalities for submission of dissertation/project

Dissertation/Book Review will form a component of Research in the Fourth Semester. The dissertation would need to be of approximate 25000 words, and the book review that of 1000 words. They need to be submitted by the end of the semester and will be assessed by the Departmental Committee.

e. Modalities for holding Viva-Voce examination

A viva-voce examination will be held as part of assessment of the SEC course and dissertation by the Departmental committee.

ARC411: Introduction to Archaeology

Course objectives

This course intends to introduce to the students the basics of archaeology, providing a foundational basis to what they are going to learn in two years. We are acutely aware of the complex relationships between theory and method, and of both of these on the current practice of archaeology. Throughout the emphasis will be on the social relevance of archaeology. The ontological status of the discipline is unique, evident in the dynamic pace of change seen over the last few decades. The course has been reflexively structured bearing this in mind.

Themes

1. Is Archaeology only about discovery? In pursuit of the Past
2. Evidence and context: The 'notion of an archaeological site' and concept of technocomplex.
3. Survey and Excavation: Aims and basic methods
4. Chronicling the past—dating methods
5. Social formation—from hunter-gatherers to early state—beyond material culture, written records, oral tradition, ethnohistory and ethnoarchaeology—the archaeology of individual and identity—investigating gender and childhood—genetics and social groups.
6. Environment and archaeology
7. Ancient subsistence and diet—insights from recent advances in scientific analyses
8. Ancient technology—the chaîne opératoire
9. The archaeology of exchange
10. Cognitive archaeology, forms of artistic expression, symbols in action
11. The bioarchaeology of people
12. Whose past(s): archaeology, public/community and heritage

Course outcomes

The students will emerge with secure foundational skills that will help them to grasp the taught courses. For a student who wishes to exit after a year this will serve to impart the basics of archaeology. It has been designed to make archaeology more relevant in the contemporary world for students to relate and thus be equipped to face employment challenges.

Select readings

- Binford, Lewis R. 1983. *In pursuit of the Past: Decoding the Archaeological Record*, University of California Press.
- Díaz-Andreu Margarita and Laura Coltofean-Arizancu. 2021. "Interdisciplinarity in archaeology – a historical introduction", in Laura Coltofean-Arizancu and Margarita Diaz-Andreu ed. *Interdisciplinarity and archaeology Scientific interactions in nineteenth- and twentieth-century archaeology*. Oxford: Oxbow Books, pp. 1-22.
- Gamble, Clive 2008. *Archaeology: The Basics* (2nd. Ed.). Oxon.
- Graeber David and David Wengrow. 2020. *The Dawn of Everything: A New History of Humanity*, Delhi: Penguin Random House.
- Meskel, Lynn and Robert W. Preucel. 2007. *A Companion to Social Archaeology*, Malden and Oxford: Blackwell Publishing Ltd.
- Moshenska, Gabriel ed. 2017. *Key concepts in Public Archaeology*, London: UCL Press.

- Renfrew, Colin and Ezra B.W. Zubrow ed. 1994. *The Ancient mind: Elements of Cognitive Archaeology*, Cambridge: Cambridge University Press.
- Renfrew, Colin and Paul Bahn. 2016. *Archaeology: Theory, Method and Practice*, London: Thames and Hudson.
- Schlanger, Nathan. 2026. "In(ter)disciplinary Preliminaries: Around and about Leroi-Gourhan", in Nathan Schlanger, *The Invention of Technology An Intellectual History with André Leroi-Gourhan*, Cambridge: Cambridge University Press, pp. viii xiii.

ARC412: Deep time: Prehistoric Archaeology in South Asia

Course objectives. The course intends to unhinge the teaching of prehistoric archaeology from a mechanistic study of technology to a larger appreciation of what it means to be human. It will encourage a critical appraisal of how archaeological evidence can be used to build up an understanding of the progressive emergence of prehistoric society, bearing in mind the limitations of the record. Although existing research in South Asia is keyed to chronicling and documenting of cultures and past environments per se, the idea of prehistory and what it entails is equally important. Thus, the student will learn the 'hard facts' of hominin behavior as well as imbibe the passion to interrogate taken-for-granted notions.

Themes

1. Historicizing Deep time and Humans—the beginnings of prehistoric archaeology in nineteenth century Britain, and its reflection in the colony
2. What it means to be human? The Five-million-year odyssey
3. Environment and prehistory—situating the prehistoric cultures of South Asia
4. Palaeolithic society—reconstructing from sites and technology—Lower and Middle Palaeolithic cultures—Hunsgi Valley, north Karnataka, a turning point in South Asian prehistoric research
5. Transitions—the enigma of the Acheulian and its transition to the Middle Palaeolithic: Was there a Late Acheulian?
6. Is there an 'Upper Palaeolithic' in Indian prehistory—microlithization in the Late Pleistocene and its wider implications—debates on modern human migrations into South Asia
7. Defining the Mesolithic—can all microlith-using cultures of the Holocene be called Mesolithic? Transitions between hunter/gatherer and early food production-- Mesolithic life and death—intensive utilization of diverse landscapes and ecological zones; diet and foodways; technology; mortuary patterns, attitudes to the dead, ancient ailments; forms of artistic expressions.

Course outcomes

- (a) Upon completion of the course students should be able to grasp the unique features of South Asian prehistory and assess its distinctiveness viz- a-viz global prehistory, particularly its European and African counterparts, (b) They will acquire a hands-on training in technology and gain experience through field visits (c) They will be equipped to critically assess the existing research, as well as ask new questions. (d)

A recent trend in Archaeological theory is an engagement with interpretations of 'Being Human'. The course will apprise the students on these and draw connections with the taught content.

Select readings

- Basak, Bishnupriya, 2017. *New Dimensions in Hunter-Gatherer studies: The Prehistory of the Tarafeni Valley*, Delhi: Primus Books
- Bellwood, Peter. 2022. *The Five-Million-Year Odyssey: The Human journey from Ape to Agriculture*, Princeton University Press.
- Butzer, Karl, 1971. *Environment and Archaeology: An Ecological Approach to Prehistory*, Aldine: Chiacago and New York.
- Chakravarty, K.K. and Bednarik, R. 1997. *Indian Rock Art and its Global Context*, Delhi : Narendra Prakash Jain
- Chippindale Christopher and George Nash ed. 1998. *The Figured Landscapes of Rock Art: Pictures in Place*, Cambridge: Cambridge University Press

- Debénath, André and Harold Dibble.1994. *Handbook of Paleolithic Typology*, Vol.1, Philadelphia: University of Pennsylvania
- Inizan, Marie-Louise, Reduron-Ballinger, M., Roche, Helene and Tixier, Jacques 1997. Terminology of Knapped Stone. Nanterre: CREP.
- Paddayya, K and Bishnupriya Basak eds. 2017, *Prehistoric Research in the Indian subcontinent: A Reappraisal and New Directions*, Delhi: Primus Books.
- Paddayya, K, and Sushama Deo. 2017. *The Prehistory of South Asia: The Lower Paleolithic or the Formative period of Hunting-Gathering*, Bengaluru: The Mythic Society
- Scarre, Chris, ed. 2005. *The Human Past: World prehistory and the Development of Human Societies*, London: Thames and Hudson

ARC413: Protohistory of South Asia

Course Objectives

Protohistory of South Asia is one of the foundational courses in Indian Archaeology, and one of the areas where a considerable amount of research has taken place. Protohistoric period in South Asia covers a large time-scale and geography. This period lays the foundation of later Indian civilization including urbanization and craft production. The course is therefore important for the students to understand the connection between prehistory and later historical period.

Themes

1. Protohistory: Definition, concepts and scope, Protohistoric time-lines in South Asia with special emphasis on radio-carbon dating, Protohistoric Geography of South Asia. Notions of Neolithic and Chalcolithic.
2. Problems of understanding transition to food-production and settlement history from archaeological record and terminologies.
3. Pre/Early Harappan Cultures: a. Development of Neolithic and Chalcolithic cultures at Mehrgarh and surrounding region. Early Harappan Cultures at Kulli, Nal, Amri, Kot Diji, Hakra, Ravi, Sothi, Padri, Pre-Prabhas, Anarta.
4. Harappan Civilization: Origin and development of the Indus Valley Civilization, Geographical distribution, extent and settlement patterns; town planning and architecture. Trade and economy, technology and art, script. Socio political and religious organizations.
5. Decline: various theories, causes and consequences.
6. Late Harappan phase: geographical distribution and salient features.
7. Regional Neolithic Cultures of South Asia (Other than those related to the Indus Valley Civilization): Neolithic Cultures of Kashmir, Eastern India, Deccan and Southern India, particularly recent research from Tamil Nadu, North-East India.
8. Regional Chalcolithic Cultures (Other than those related to Indus Valley Civilization)
 - (a) Ahar-banas culture - distribution, architecture, characteristic features. Ganeshwar and Jodhpura cultures: distribution and material cultures. Central Indian Chalcolithic Cultures Kayatha, Malwa: distribution and characteristic, Major sites. OCP and Copper Hoards: distribution and cultural traditions. Deccan Chalcolithic, Savalda, late Harappan, Jorwe- distribution and major sites. Origin and decline of the Deccan Chalcolithic cultures.
 - Chalcolithic cultures of the Ganga valley; Middle and lower Ganga valley. Vindhyan and Kaimur Chalcolithic, Neolithic-Chalcolithic cultures in Bihar and West Bengal. Major sites.
 - Chalcolithic cultures of Odisha
9. Iron age: Problems of the origin of Iron age in South Asia within specific areas of dating the sites and debates.
 - (a) Iron age cultures of South Asia: PGW, BRW and early NBPW sites, chronology, distribution and settlement pattern. (b) Early Iron Age vis-a-vis Megalithic: Megalithic traditions of northern-northwestern India, southeast Rajasthan, Malwa, south India, northeast India —Origin, distribution and characteristic of early Iron Age sites in India.

Course Outcomes

The students will learn about the Protohistoric phase, which is one of the most crucial aspects of South Asia's past beyond the present nation states of South Asia. This will help the students to learn about the earliest cities and villages of South Asia and connections with the external world.

Select Readings

- Agrawal, D.P. 1982. *Archaeology of India*. Copenhagen: Scandinavian Institute of Asian Studies.
- Agrawal, D.P. 2000. *Ancient Metal Technology and Archaeology of South Asia (A Pan Asian Perspective)*, Aryan Books International, New Delhi
- Agrawal, D.P. and D.K. Chakrabarti (eds.). 1979. *Essays in Indian Protohistory*. New Delhi: D.K Publishers.
- Allchin, F.R. and B. Allchin 1993. *The Birth of Civilization in India*. revised ed. New Delhi: Penguin Books.
- Allchin, Bridget and Raymond Allchin 1982. *Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
- Datta Asok. *The Black and Red Ware Culture of West Bengal*. Delhi: Agam.
- 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.). Pune:Deccan College.
- Dhavalikar, M.K. 1990. *First Farmers of the Deccan*, Pune: Ravish Publishers.
- Dhavalikar, M.K. 1997, *Indian Protohistory*. Delhi: Books and Books.
- Possehl, G.L. 1979 (ed.). 1979. *Ancient Cities of the Indus*. New Delhi: Vikas Publishing House.
- Possehl, G.L. (ed.). 1993. *Harappan Civilization: A Recent Perspective*. New Delhi: Oxford and IBH Publishing Co.
- Possehl, G. 1999. *The Indus Age*. New Delhi: Oxford.
- Possehl G.L. 2002. *Indus Civilization: a Contemporary Perspective*, New Delhi: Vistaar Publication.
- Ratnagar Shereen, 1991. *Enquiries into the political organization of Harappan Society*. Pune: Ravish Publishers.
- Ratnagar Shereen 2016. *Harappan Archaeology: Early State Perspectives*. New Delhi: Primus Books.
- Ratnagar Shereen 2017. *Understanding Harappa, Civilization in the Greater Indus Region*. New Delhi: Tulika.
- Roy, T.N. 1983. *The Ganges Civilization: A Critical Study of the PGW and NBPW Periods of Ganga Plains of India*. New Delhi: Ramanand Vidya Bhavan.
- Shinde, Vasant. 1994. *The Deccan Chalcolithic: A Recent Perspective, Man and Environment* 19/1-2: 169 178.
- Shinde, Vasant. 1998. *Early Farming Community in the Central Tapi Basin (Study of Settlement and Subsistence Patterns)*. New Delhi: Munshiram Manoharlal Publishers.
- Tripathi, Vibha. 1976. *The Painted Grey Ware: An Iron Age Culture of Northern India*. Delhi: Concept.
- Tripathi, Vibha. 2001. *Age of Iron in South Asia: Legacy and Tradition*. , New Delhi: Aryan Books International.

ARC414: South Asian Epigraphy

Course Objectives

The course offers the students a thorough outline of learning how to handle primary inscriptional source for the study of Indian history. The course introduces the student with the most recent debates on the ontological debate concerning the identity of inscription as a text or artefact. There are specific modules on the methodology of epigraphic research and detailed themes on a survey of inscriptional texts and their importance in early Indian archaeology and history. The hands-on training, will be imparted as part of the course tutorial, will add to the students' ability physical methods of reproduction of epigraphic documents.

Themes

1. What is an inscription? Meaning and debates on definitional problems
2. South Asian Epigraphy: broad outline of b. epigraphic types and material/ support, c. language.
3. Dates in inscriptions and dating of inscriptions: reckoning and dating systems
5. History of Indian Epigraphic Studies
6. Systems of early Indian writing systems: brief introduction
7. Epigraphic methodology: reproduction and transliteration and archiving inscriptional corpuses
8. Five case studies from select epigraphic records
 - A. Asokan inscriptions: Major Rock Edicts I, II, III, IV, VI, XIII, Pillar Edict VII, Separate Edict: Rummindei
 - B. Post-Asokan Prakrit Inscriptions
 - i. Mahasthan stone plaque inscription, ii. Besnagar stone pillar inscription, iii. Hathigumpha stone inscription, iv. Nanaghat cave inscription, v. Nashik cave inscription Gautamīputra Śātakarṇi, vi. Sui Vihar inscription of the time of Kaniṣka I, vii. Ara inscription of Kaniṣka.
 - C. Sanskrit Inscriptions (*praśasti*)
 - i. Junagarh inscription of Rudradaman, ii. Allahabad inscription of Samudragupta, iii. Junagarh inscription of Skandagupta, iv. Bhitari inscription of Skandagupta v. Apsad inscription of Ādityasena, vi. Haraha inscription of Śānavarman, vii. Aihole inscription of Pulakeśin II, viii. Gwalior inscription of Mihirabhoja, ix. Sujanagar stone inscription of the time of Bhojavarman, x. Deopara inscription of Vijayasena
 - D. Sanskrit inscriptions (*śāsana*)
 - i. Chammak copperplate of Pravarasena (R.Y. 18), ii. Medinipur copperplates of Śaśāṅka, iv. Banskhera copperplate of Harṣa, v. Nidhanpur copperplate of Bhāskaravarman, vi. Khalimpur copperplate of Dharmapāla, vii. Nalanda copperplate of Devapāla viii. Jagjivanpur copperplate of Mahendrapāla
9. Recent advances in digital epigraphy: brief introduction to TEI and EpiDoc (<https://epidoc.stoa.org/>).
10. Hands-on training on documentation and presentation of inscriptional records.

Course Outcomes

With this core course the student learns to (a) deal with primary inscriptional sources of South Asia (b) engage with the most recently published database on the inscriptional corpus (c) effectively classify inscriptional documents recorded from surveys and repositories (d) have the most recent methods of reproduction of epigraphic texts, including an introductory knowledge of the methods of digital epigraphy.

Select Readings

Asher, Frederick M. and G.S. Gai (eds.), *Indian Epigraphy: Its Bearing on Indian Art*, pp. 3-6. New Delhi.

- Balogh, Dániel 2024. On the Brink of the Third Century of Indic Epigraphic Publication. *Journal of the Asiatic Society* [Special Issue *Scholarship Indelible: James Prinsep (1799–1840)*]. 66/2: 79–108.
- Basak, Radhagovinda 1959. *Aśōkan Inscriptions*. Calcutta.
- Batavyal, Umesh Chandra 1894. On a New Copper-plate Grant of Dharmapāla. *Journal of the Asiatic Society of Bengal* 63/1: 39-62.
- Bhandarkar D.R. 1936. *Inscriptions of Asoka*. Calcutta.
- Bhattacharya, S.C. 2007. The Jagjibanpur Plate of Mahendrapāla Comprehensively Re-edited. *Journal of Ancient Indian History* 23: 61-125.
- Furui, Ryosuke. Sujanagar Stone Inscription of the Time of Bhojavarman, Year 7. *Pratna Samiksha: New Series* 10:115-22.
- Ilieva, Dimitar, Elina Boeva, Polina Yordanova. 2019. Challenges and Perspectives in Creating a Digital Epigraphy Collection Using TEI XML and Front-end Services. *Digital Presentation and Preservation of Cultural and Scientific Heritage*. Conference Proceedings. Vol. 9, Sofia, Bulgaria: Institute of Mathematics and Informatics – BAS: 383-89.
- Majumda, N.G. 1929. *Inscriptions of Bengal*, vol. 3. Rajshahi.
- Majumdar, R.C. (ed.). 1954. *History and Culture of the Indian People*, vols. 2: *The Age of Imperial Unity*, 3: *The Classical Age*, 4: *The Age of Imperial Kanauj*, 5: *Struggle for Empire*. Bombay: Bharatiya Vidya Bhavan.
- Majumdar, R.C. Two Copper-Plates of Śaśāṅka from Midnapore. *Journal of the Royal Asiatic Society of Bengal, Letters*. 11/1: 1-9.
- Panciera, Sylvio 2012. What is an Inscription? Problems of Definition and Identity of an Historical Source. *Zeitschrift für Papyrologie und Epigraphik* 183: 1–10
- Salomon, Richard (1985). 'Calligraphy in Pre-Islamic India', Frederick M. Asher and G.S. Gai (eds.), *Indian Epigraphy: Its Bearing on Indian Art*, pp. 3-6. New Delhi.
- Salomon, Richard 1998. *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit and the Other Indo-Aryan Languages*. New York.
- Sircar, D.C. 1965. *Indian Epigraphy*. Delhi
- Sircar, D.C. 1965. *Select Inscriptions bearing on Indian History and Civilisation*, vol. 1. Calcutta.
- Sircar, D.C. 1970-71. Introduction to Indian Epigraphy and Palaeography. *Journal of Ancient Indian History* 4: 72-136.
- Sircar, D.C. 1983. *Select Inscriptions bearing on Indian History and Civilisation*, vol.2. Delhi.
- Journals
Corpus Inscriptionum Indicarum (volumes IIa and III)
Epigraphia Indica (relevant volumes suggested)
Indian Antiquary (relevant volumes suggested)
Indian Historical Quarterly (relevant volumes suggested)

ARC415: Early Indian Art and Iconography

Course Objectives

The course aims to provide students with an understanding of the development of Indian art traditions from the Harappan to the Late Medieval period and to examine the dynamic relationship between art, religion, society, and archaeology. It introduces the evolution of Brahmanical, Buddhist, and Jain iconography through the study of textual, archaeological, and visual sources. The course also seeks to develop practical skills in image identification, documentation, cataloguing, and conservation of cultural heritage. In addition, it explores artistic interactions between India and Southeast Asia, highlighting the transmission of artistic ideas and cultural influences across regions. Students will further be introduced to contemporary methods of documentation, interpretation, and management of heritage resources, enabling them to engage critically with the study and preservation of art and archaeological heritage.

Themes

1. Foundations of Indian Art and Iconography: Historiographical Issues: History of Indian art studies, Colonial and post-colonial approaches, Archaeological approaches to art history, Major scholars and methodologies
2. Introduction to Iconography: Definition, scope and significance, Terminology and methods, Sources for iconographic studies: Archaeological evidence, Textual sources, Epigraphic and Numismatic evidence, Gleanings from *Śilpa* texts
3. Protohistoric Art Idioms
Harappan Art: Stone, Bronze, Terracotta, Seals and glyptic art, Lapidary traditions, External influences and interactions
4. Early Historic Art Idioms: Mauryan and Post-Maurya Phases
Pillars and capitals, Zoomorphic sculptures, Grotesque figures, extraneous influences
5. Narrative and Regional Schools
Sunga: Bharhut, Bodhgaya, Sanchi, Narrative relief sculptures; Kushana: Mathura and Gandhara Schools: Comparative study and extraneous influences; Andhra: Amaravati, Nagarjunakonda; Gupta: 'Classical' ideals of aesthetics, Mathura and Sarnath traditions, Regional developments
6. Painting Traditions
Ajanta murals: Techniques, themes and patronage, Narrative and devotional painting
7. Medieval Indian Art Traditions
North India: Kashmir; Eastern India: 'Pāla-Sena' schools, Odisha and Konark; Central India: Khajuraho; Deccan and South India: Aihole, Badami, Mahabalipuram, Kanchipuram, Elephanta, Ellora; Chola Bronzes: Iconography and technological excellence
8. Brahmanical Iconography
Viṣṇu: Development of Vaiṣṇava iconography: Dhruvabera, Caturvyūha, Caturvīṣātimūrti, Avatāra
Surya: Origin and development, North Indian and South Indian types, Comparative study
Śiva: Anugraha-mūrti, Saṁhāra-mūrti, Umā-Maheśvara, Naṭarāja, Phallic forms
Goddess Traditions: Maḥiṣāsuramardīnī and Saptamatrika
Minor and Subsidiary Divinities: Gaṇapati, Brahmā, Navagraha, Dīpālā and Memorial Stones
9. Buddhist and Jain Iconography
Buddhist: Origin and development of Buddhist imagery, Aniconic representations, Iconographic forms of Buddha
Mahāyāna and Vajrayāna Traditions
Buddhas: Transcendent forms; Bodhisattvas: Avalokiteśvara, Maitreya, Vajrapāṇi and Mañjuśrī; Female Deities: Tārā, Prajñāpāramitā, Bhṛṅkuṭī, Mārīcī and Hārīti; Miscellaneous: Aparājītā, Samvara and Jambhala
Jain Iconography

Development of Jain imagery; Tirthaṅkaras, Yakṣa-Yakṣinī, Ambikā, Sarasvatī, Kubera

10. Documentation of Sculptures

Methods of image documentation, Catalogue preparation, Museum documentation

11. Fieldwork and Practical Component

Students must undertake:

Visit to museums and archaeological sites.

Course Outcomes

After successful completion of the course, students will be able to analyze the development of Indian art and iconography from the Protohistoric to the Medieval periods and identify major artistic traditions, schools, and iconographic forms. They will acquire the ability to interpret archaeological, textual, and visual sources related to Indian art and heritage, while developing practical skills in documenting, cataloguing, and analyzing sculptural and painted remains. Students will also understand and apply basic principles of conservation to sculptural heritage and gain insight into the cultural and artistic interactions between India and Southeast Asia. Furthermore, they will become proficient in the use of modern tools and techniques for documentation, heritage interpretation, and heritage management. The course will equip them with the analytical and research skills necessary to undertake independent studies in art history, iconography, archaeology, and cultural heritage, preparing them for professional careers and advanced academic research in these fields.

Select Readings

- Agrawala, R. C. 1965. *Studies in Indian Art*. Varanasi.
- Banerjea, J. N. 1956. *The Development of Hindu Iconography*. New Delhi.
- Bautze-Picron, Claudine 2015. *The Forgotten Place: Stone Images from Kurkihar, Bihar*. New Delhi.
- Bhattacharya, B. C. 1939. *The Jaina Iconography*. Lahore.
- Bhattacharyya, Benoytosh. 1924. *The Indian Buddhist Iconography*. Oxford.
- Chandra, Lokesh. 1999–2005. *Dictionary of Buddhist Iconography* (Vols. I–XV). New Delhi.
- Coomaraswamy, Ananda K. 1956. *History of Indian and Indonesian Art*. New York.
- Dehejia, Vidya. 1997. *Indian Art*. London.
- Dutt, Nalinaksha. 1930. *Buddhist Sects in India*. London.
- Getty, Alice. 1914. *The Gods of Northern Buddhism*. Oxford.
- Ghosh, A. (Ed.). 1967. *Ajanta Murals*. New Delhi.
- Ghosh, A. (Ed.). 1989. *An Encyclopaedia of Indian Archaeology* (2 Vols.). New Delhi.
- Huntington, Susan L. 1985. *The Art of Ancient India*. New York.
- Kenoyer, Jonathan Mark. 1998. *Ancient Cities of the Indus Valley Civilization*. Karachi.
- Kramrisch, Stella. 1946. *The Hindu Temple* (2 Vols.). Delhi.
- Krishna Deva. 1969. *Temples of North India*. New Delhi.
- Mitra, Debala. 1971. *Buddhist Monuments*. Calcutta.
- Possehl, Gregory L. 2002. *The Indus Civilization: A Contemporary Perspective*. Walnut Creek, California.
- Rao, T. A. Gopinatha. 1914–1916. *Elements of Hindu Iconography* (2 Vols.). Madras.
- Rowland, Benjamin. 1977. *The Art and Architecture of India: Buddhist, Hindu and Jain*. Harmondsworth.
- Sengupta, Gautam and Sharmila Saha. 2014. *Vibrant Rock: A Catalogue of Stone Sculptures in the State Archaeological Museum, West Bengal*. Kolkata.
- Shah, U. P. 1955. *Studies in Jaina Art*. Banaras.
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- Spink, Walter M. 2005–2017. *Ajanta: History and Development* (Vols. I–VII). Leiden.
- Tiwari, M. N. P. 1983. *Jain Iconography*. Varanasi.
- Zin, Monika. 2003. *Ajanta: Handbook of the Paintings*. New Delhi.

ARC421: Colonial and Postcolonial Archaeologies in India

Course Objectives

The course seeks to introduce the students to the ways in which ideas of the Orient were created, the colonial forms of knowledge in archaeology and heritage were constructed and the nationalist frames emerged as a counter-narrative. Postcolonial theory has not impacted Indian archaeology to a great extent. Yet, the intersectionality between the two would be investigated. Overall, the emphasis will be on the epistemologies and practices of knowledge production of the lost past(s) in pre and post independence India, offering a critical stocktaking of the way in which the twin spheres of archaeology and art history evolved in colonial India, and took on their nationalized persona over the early and mid-twentieth century. In recent years decolonizing practices in archaeology have become a potential site of debates and discourses, which will be addressed.

Themes

1. Defining Colonialism and Postcolonialisms—a colonial discourse of *Orientalism*, Said and his critics—interrogating binaries, Franz Fanon's *Black skin, White Masks*
2. *Imagining India*--the Orientalist constructions of race, language and culture, ethnological and linguistic studies— William Jones, Asiatic Society and *Asiatick Researches* – Wilkins, Colebrooke, Wilson and textual studies – Max Müller and the high noon of Orientalism – James Prinsep and epigraphic studies--orientalism in imperial ideology –Orientalism without empire: German and French “Indology”. The Western Indian school of Orientalism. The Madras school of Orientalism. Neo-nationalist trends in Indological studies, a critique.
3. Survey as an investigative modality—James Rennell, Colin Mackenzie, Francis Buchanan, Colonel Todd, Alexander Cunningham, James Fergusson-- Maps as visual artefacts, mapping the empire—ethnological surveys, classification of a subject population and surveillance, H.H. Risley and others—surveying the Deep Times, Robert Bruce Foote and Valentine Ball
4. Institutionalization of archaeology, the Archaeological Survey of India and the construction of an Imperial archive—collecting, conserving and classifying—excavating a ‘Buddhist past’, founding ‘urban’ sites, John Marshall.
5. Institutionalization of heritage—the museum in the colony, collecting, classifying and displaying—museum and the ambivalence of colonial ‘science’.
6. A ‘nationalist’ archaeology? ‘Native’ voices claiming a nationalist/vernacular heritage—Babu Rajendralala Mitra, Rakhaldas Banerjee, Akshay Kumar Maitreya—perceptions of the past, debates and dilemma in late nineteenth and early twentieth century—the role of institutions like Bangiya Sahitya Parishad, Varendra Research Society and the Asutosh Museum of Indian Art
7. Making archaeology ‘scientific’—Mortimer Wheeler as the Director General of the Archaeological Survey of India
8. Archaeology and Heritage in a nascent state-- Nehruvian era and a new cultural policy- the growth of states and a new regionalism—the role of institutes like the Deccan College, Pune and K.P. Jayaswal Research Institute, Patna in the development of a regional archaeology and cementing of regional/local identities
9. Local history and archaeology.
10. Decolonizing archaeological practice—whither archaeology?

Course outcomes

(a) Students will acquire an understanding of the historical and epistemological relationships linking the development of archaeology and museology with colonialism and postcolonialisms. They will be encouraged to think about the legacies of colonial heritage formation in the postcolonial condition. (b) They will form an idea on decolonization and its implications. The phenomenon of decolonization has its own relevance. (c) At the end of the course students will be able to apply their analytical skills to professional activities linked with the popularization and public use of archaeological and museum-linked expertise

Select Readings

- Basak, Bishnupriya (Forthcoming), *Archaeology, Local History and Memory: A Cultural Historiography of the Sundarbans*, Delhi: Primus Books.
- Breckenridge, Carol A. and Peter van der Veer, eds., *Orientalism and the Postcolonial Predicament*, Delhi, 1994. Oxford University Press.
- Cohn, Bernard S., *Colonialism and Its Forms of Knowledge*, New Delhi, 1997, Oxford University Press.
- Deshpande, Prachi, *Creative Pasts: Historical memory and Identity in Western India, 1700-1960*, New York, 2007. Columbia University Press.
- Fanon, Frantz (Trans. Charles Lam Markmann) 1986. *Black Skin, White Masks*, London: Pluto Press
- Guha, Sudeshna, 2015. *Artefacts of History: Archaeology, Historiography and Indian Pasts*, Delhi: Sage India
- Guha-Thakurta Tapati, *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-colonial India*, Delhi, 2004. Permanent Black.
- Inden, Ronald, *Imagining India*, Oxford, 1990. Blackwell Publishers.
- Kejariwal, O.P., *The Asiatic Society of Bengal and the Discovery of India's Past 1784-1838*, Delhi, 1988. Oxford University Press.
- Loomba, Ania, 2015. *Colonialism/Postcolonialism*. London: Routledge
- Lydon, Jane & Uzma Z. Rizvi ed., 2010. *Handbook of Postcolonial Archaeology*, London and New York: Routledge.
- Majeed, Javed, *Ungoverned Imaginings: James Mill's The History of British India and Orientalism*, Oxford, 1992. Clarendon Press
- Mitter, Partha, 1977. *Much Maligned Monsters: A History of European Reactions to Indian Art*, Oxford: Clarendon Press.
- Paddayya, K. 2013. *Essays in History of Archaeology: Themes, Institutions and Personalities, Delhi*, Delhi: Archaeological Survey of India.
- Paddayya, K. et al ed. 2025. *Remembering Sir Ramakrishna Gopal Bhandarkar: Life and Legacy (A Death Centenary Tribute)*, Delhi: Aryan Books International.
- Prakash, Gyan.1999. *Another Reason: Science and Imagination of Modern India*, Princeton: Princeton University Press.
- Said, Edward, *Orientalism*, New York, 1987. Pantheon Books.
- Sengupta Gautam and Kaushik Gangopadhyay. 2009. *Archaeology in India, Ideas, Individuals and Institutions*, Munshiram Manoharlal in Association with Centre for Archaeological Studies & Training, Eastern India.
- Singh, Upinder, *The Discovery of Ancient India: early archaeologists and the beginnings of archaeology*. Delhi, 2004. Permanent Black.
- Trautmann, T. *Aryans and British India*, University of California Press.

ARC422: Critical Perspectives in Cultural Heritage

Course Objectives

The focus of this course is upon examining 'heritage' in conceptual, epistemological and intellectual terms. The cultural heritage sector, which encompasses museums, archaeological sites, monuments, and the visual arts, as well as intangible elements such as traditions, languages, and rituals, plays a crucial role in enriching public understandings of culture and history. The field is experiencing rapid change and institutions are looking for researchers and professionals who can tackle some of its most current and pressing challenges. Given the nature of the field, emphasis is placed on intersectionality of heritage with art history, archaeology, politics and government, sociology, social history, cultural studies, cultural anthropology, drawing upon diverse theoretical sources and methodological approaches. Current debates and contestations will be taught by focusing on issues such as: authenticity, identity, ideology, ownership and commodification; tangible and intangible heritage; culture and conflict; indigenous/ethnic rights and associated issues. A central objective would be to align with a wider scholarship committed to disrupting the 'Eurocentrism' which continues to dominate cultural heritage theory/ practice. The impact of international canonical regulations on cultural heritage of the Global South, particularly India will be addressed.

Themes

1. Heritage and the discourse of Critical Heritage Studies—debates, theories and practice
2. Current trends in Critical Heritage Studies—how are the changing phenomena in social, political and economic context impacting cultural heritage-- climate and extinction crises-- crisis enforced by the plight of migration—pandemic—social justice and the emergence of new discourses and ontologies of heritage? Heritage for the Future
3. The representation and non-representation of heritage—museum, history, theory and politics. Restitution, repatriation and reparation of objects.
4. Authorizing heritage—national and international policy making, with particular reference to India
5. Environmental change, climate justice and heritage futures
6. Dark, dissonant heritage—archaeology of totalitarianism
7. Critical Heritage and healing in conflict—Heritage of devastation
8. Community rights and values—whose pasts? Benefits and burdens of Heritage
9. Critical Heritage research skills--methodologies, and practical frameworks used in qualitative research in the fields of heritage studies. Topics include ethnography in theory and practice, research ethics, visual and object-based methodologies, audience research, internet ethnography and digital methodologies, spatial methodologies and research design.

Course Outcomes

(a) By the end of the course students should be capable of thinking beyond mainstream heritage concepts, categories and texts and engaging with alternative intellectual and methodological frame-works. (b) Opportunities will be provided to develop professional skills like presenting cutting-edge research, managing qualitative data, and writing research proposals.(c) Students will be able to use this knowledge to explore how inclusive and innovative practices can shape this sector in the future.

Select Readings

Apaydin, Veyssel, Kalliopi Fouseki, David Francis, Jonathan Gardner and Sara Perry, 2026. *Critical Heritage and Social Justice Redistribution, recognition and representation in context*, London: UCL Press
 Bennett, Tony, 1995. *The Birth of the Museum: History, theory, politics*, London and New York: Routledge

- Hall, Stuart, 1999. "Whose Heritage? Un- settling 'The Heritage', Re- imagining the Post- nation", *Third text*, vol. 13, pp. 3-13
- Harrison, R. 2013. *Heritage: Critical Approaches*. Abingdon: Routledge.
- Harrison, Rodney, Nélia Dias and Kristian Kristiansen, 2023. *Critical Heritage Studies and the Futures of Europe*, London: UCL Press
- Harvey David, C. 2001. "Heritage Pasts and Heritage Presents: Temporality, Meaning and the Scope of Heritage Studies," *International Journal of Heritage Studies* 7 (4): 319–338. doi:10.1080/13581650120105534.
- Lowenthal, D, 1985. *The past Is a Foreign Country*, Cambridge: CUP.
- Paddayya, K., 2018. *Indian Archaeology and Heritage Education: Historiographical and Sociological Dimensions*, New Delhi: Aryan Books International.
- Smith, L. 2006. *Uses of Heritage*. Abingdon, Oxon: Routledge.
- Samuel, R. 1994. *Theatres of Memory*, London: Verso.
- Sterling, Colin, 2020. "Critical heritage and the posthumanities: problems and prospects", *International Journal of Heritage Studies*, Vol.26 (11), 1029-1046

ARC423: Early Indian Architecture

Course Objectives

Students will understand the development of Indian architecture and urbanism through the study of archaeological, literary, epigraphic, iconographic, and scientific sources. They will analyze the evolution of diverse architectural traditions, including Buddhist, Hindu, rock-cut, and regional temple styles, with special reference to Early Historic and Medieval India. The course will enable them to interpret monuments and archaeological landscapes as valuable sources of cultural, historical, and religious heritage. Students will also acquire knowledge of heritage conservation principles, heritage legislation, and the protection and management of archaeological sites and monuments. In addition, they will develop practical and field-based skills in architectural documentation, site survey, mapping, and heritage management through interdisciplinary approaches, enhancing their ability to engage in professional work and advanced research in archaeology, architecture, and cultural heritage studies.

Themes

1. Archaeological Sources

a) Definition and scope of architectural studies in archaeology. b) Structural Remains: Temples, stupas, monasteries, forts, palaces, settlements, and water structures. Excavated architectural remains and their interpretation. c) Archaeological Excavations: Contribution of excavations to architectural history. Building Materials and Technology: Stone, brick, wood, terracotta, lime mortar, and metal. Construction techniques and technological developments. d) Other Sources: Epigraphic, Sculptural, Numismatic

2. Textual Sources

a) Vedic and Early Texts: References to architecture in the Vedas, Brahmanas, Epics, and Puranas. b) Architectural Treatises (*Vāstu* and *Śilpa* Texts): *Mānasāra Mayamata*, *Samarāṅganasaṁgraha*, *Aparājitaśrīcchā*, *Viṣṇudharmottarapurāṇa*

3 Early Historic Cities: Characteristics of cities and town planning

Case Studies: Rajgir, Mathura, Sravasti, Kaushambi, Sisupalgarh, Ujjain

4. Architecture of Buddhist *stūpa*, *caitya* and *vihāra*:

Case studies on Sarnath, Sanchi, Amaravati Stupa, Nagarjunakonda and Dhamek Stupa, Bhaja Caves, Bedsa Caves, Karla Caves, Ajanta caves, Ellora caves, Nalanda Vikramashila, Ratnagiri, Somapura monasteries

5. Brahmanical Temple Design

a) Gupta Temples: Emergence of structural temples, Temple symbolism, Building technology and iconography, Case study

b) Development of Medieval Temple Traditions: Nāgara order: Temple plans and elevations. Regional Schools: Odisha, Central India, Gujarat-Rajasthan. Drāviḍa order: Pallava Phase: Rock-cut temples, Monolithic *ratha*, Structural temples. Case Studies on Mahabalipuram Shore Temple, Kailasanatha Temple, Coḷa Phase: Imperial temple architecture, bronze tradition and ritual. Case Studies: Brihadisvara Temple, Gangaikondacolapuram, Vesara order: Western Chalukya and Hoysala Traditions

6. Temple Traditions of Eastern India: The Case of Bengal: Evolution of Bengal temple architecture. Case Studies: Barakar, Bahulara, Sonatapal, Satdeulia, Dharapat, Telkupi, Deulghata.

7. Field-Based Sources and Architectural Documentation: Measured drawing and architectural recording. Preparation of site plans, elevations, and sections. Heritage inventories and monument documentation. Landscape and contextual studies. Preparation of architectural drawings and photographic records.

Course Outcomes

After successfully completing the course, students will be able to critically analyze and interpret the sources, development, and regional traditions of Indian architecture from the Early Historic to the Medieval period. They will be able to identify, classify, and evaluate architectural styles, monuments, urban settlements, and cultural landscapes through archaeological and architectural approaches. Students will gain practical skills in field and digital documentation techniques, including architectural recording and heritage documentation. They will also demonstrate knowledge of heritage conservation, heritage legislation, and the management of archaeological sites and monuments. Furthermore, the course will help students develop professional, analytical, and research skills necessary for careers in archaeology, heritage management, conservation, museums, cultural resource management, and advanced academic research.

Select Readings

- Acharya, P. K. 1934. *Architecture of Manasara*. Oxford.
- Allchin, F. R. (ed.). 1995. *The Archaeology of Early Historic South Asia*. Cambridge.
- Bandyopadhyay, Amiya Kumar. 1971. *Bankura Jelar Purakirti*. Kolkata.
- Brown, Percy. 1942. *Indian Architecture (Buddhist and Hindu Periods)*. Bombay.
- Chakrabarti, Dilip K. 2006. *The Oxford Companion to Indian Archaeology*. New Delhi.
- Coomaraswamy, Ananda K. 1956. *History of Indian and Indonesian Art*. New York.
- McCutchion, David J. 1972. *Late Mediaeval Temples of Bengal*. Calcutta.
- Deva, Krishna. 1969. *Temples of North India*. New Delhi.
- Dhaky, M. A. 1983–2010. *Encyclopaedia of Indian Temple Architecture*. New Delhi.
- Dhavalikar, M. K. 2003. *Ajanta and Ellora*. New Delhi.
- Fergusson, James. 1910. *History of Indian and Eastern Architecture*. London.
- Ghosh, A. (ed.). 1967. *Ajanta Murals*. New Delhi.
- Hardy, Adam. 1995. *The Temple Architecture of India*. Chichester.
- Huntington, Susan L. 1985. *The Art of Ancient India*. New York.
- Kramrisch, Stella. 1946. *The Hindu Temple* (2 Vols.). Delhi.
- Mitra, Debala. 1971. *Buddhist Monuments*. Calcutta.
- Mitra, Debala. 1965. *Ellora Caves*. New Delhi.
- Rowland, Benjamin. 1977. *The Art and Architecture of India: Buddhist, Hindu and Jain*. Harmondsworth.
- Sanyal, Hiteshranjan. 1981. *Social Mobility in Bengal*. Calcutta.
- Santra, Tarapada. 1979. *Temple Architecture of Bengal*. Calcutta.
- Sivaramamurti, C. 1974. *South Indian Temples*. New Delhi.
- Srinivasan, K. R. 1972. *Temples of South India*. New Delhi.

ARC424: Coinage Traditions in Early India

Course Objectives

The course is meant to enable the student define core numismatic terminologies, concepts, and ancient minting techniques, explain the historical significance of coins as primary archaeological source and distinguish between various source contexts, including hoards, stray finds, and stratigraphic excavation data. It is offered to encourage the student to analyse the concept of 'Coinage Tradition' to trace the origin and antiquity of early Indian currency. It allows the student to typologically analyse coinage systems in their geochronological orders.

Themes

1. Introduction: (a) Definition and Significance of studying Numismatics; Scope and Terminologies and Minting Techniques, (b) Sources: Findings from excavations and Stratigraphic relevance, Stray finds, Hoards, Private and Public Collections (c) Origin and antiquity of coinage in India, (b) The notion of 'Coinage Tradition' as a tool to understanding early Indian numismatics
2. Major coinage traditions of early India: (a) Punch Marked Coins: characteristics, symbols, technique and dating (b) Uninscribed Cast Copper Coin. (c) Indo-Greek coins with special reference to the coins of Demetrius, Eucratides, Agathocles and Menander. (d) Indo-Scythian and Indo-Parthian coins with special reference to the coins of Maues, Azes, Azilises and Gondophernes (e) Tribal Coins: three case studies (f) Kuṣāṇa coins with special reference to reverse devices, (g) Western Kṣatrapa and Sātavāhana coins with special reference to the coins of Gautamīputra Sātakarṇi Nahapāṇa and Rudradāman, (h) Coins of the Gupta rulers
3. Documentation: Methods of reproduction and documentation of numismatic records.

Course Outcomes

After the completion of this course the student will be (a) able to conceptually grasp recent theoretical issues in the domain of Indian numismatic studies, viz., the notion of 'coinage tradition' a tool and a mode of economic exchange system (b) have an overall understanding of the varying coinage traditions across varying early Indian temporal and spatial frames (b) develop an analytical framework for the understanding of specific regional coinage systems and (d) apply scientific methods to reproduce, document, and catalogue numismatic data accurately.

Select Readings

- Allan, J. 1935. *Catalogue of Coins of Ancient India*. London.
- Altekar, A.S., 1937. *Catalogue of Coins of the Gupta Empire*. Varanasi.
- Bhandarkar, D.R., 1921. *Carmichael Lectures on Ancient Indian Numismatics*. Calcutta.
- Bharadwaj, H.C. 1979. *Aspects of Ancient Indian Technology*. Delhi.
- Chattopadhyaya, Bhaskar 1967. *The Age of the Kushanas – A Numismatic Study*. Calcutta.
- Dasgupta, K.K. 1974. *A Tribal History of Ancient India – A Numismatic Approach*. Calcutta.
- Datta, Mala 1990. *A Study of the Satavahana coinage*. Delhi.
- Handa, Devendra 2007. *Tribal Coins of Ancient India*. New Delhi.
- Gardener, P. 1886. *The Coinage of the Greek and Scythic Kings of Bactria and India in British Museum*. London.
- Gupta, P.L. 1979. (2nd rev. ed.) *Coins*. New Delhi.
- Gupta, P.L. 1981. *Coins: Source of Indian History*. Ahmedabad.

- Gupta, P.L. and Sarojini Kulashreshtha 1993. *Kushana Coins and History*. New Delhi.
- Gupta, P.L. and T.R. Hardaker 1985. *Ancient Indian Silver Punch-Marked Coins of the Magadha–Maurya–Nanda Series*. Nasik.
- Jha, A.K. 1998. *Observations on the Principles of Typology: A Study of Ancient Indian Coinage, Ex Moneta: Essays on Numismatics in Honour of Dr. David W. Macdowall* (A.K. Jha and Sanjay Garg eds.) Volume I, pp. 33-42. New Delhi.
- Jha, Amiteshwar and Dilip Rajgor 1994. *Studies in the Coinage of Western Kshatrapas*. Anjaneri and Varanasi.
- Cribb, Joe 1985, "Dating India's earliest coins", *South Asian Archaeology*, 1983, Naples, edited by M. Taddei and J. Schotsmans, pp. 535–554.
- Kribb, Joe 2003. The Origins of the Indian Coinage Tradition. *South Asian Studies* 19: 1-19.
- Cribb, Joe 2006. *Indian Coinage Tradition*. Anjaneri.
- Lahiri, A.N. 1965. *Corpus of Indo-Greek Coins*. Calcutta
- Rajgor, Dilip 2001. *Punch-Marked Coins of Early Historic India*. California.
- Ray, S.C. 1977. *The Stratigraphic Evidence of Coins in Indian Excavations and Some Allied Issues*. Varanasi.
- Sahni, Birbal 1973. *The Technique of Casting Coins in Ancient India*. Varanasi.
- Sarma, I.K. 1980. *Coinage of the Satavahana Empire*. Delhi.
- Srivastava, A.K. 1969. *Catalogue of Indo-Greek Coins in the State Museum, Lucknow*. Lucknow.
- Whitehead, R.B. 1910. *Catalogue of Coins in the Punjab Museum, Lahore*, Vol.I: Indo-Greek Coins. Oxford.

ARC425: Archaeology from the Earth: Archaeological Field Methods and Practices

Course Objectives

The objective of the course is to impart to the students a broad outline of archaeological field and post-field methods. The objective of the course is to prepare the students for the practical field training as part of this course and also for their future employment. The objective is to impart a theoretical know-how of the latest and possible future applications in field archaeology.

Themes

1. A brief history of archaeological fieldwork particularly antiquarian activities in Europe and outside of Europe. Beginning of surveys to locate and document archaeological sites. General Pitt-Rivers and Sir Flinders Petri for stratigraphy and use of seriation in dating archaeological artefacts and sites.
2. Archaeological Surveys: Beginning of archaeological prospections and explorations. Early archaeological surveys in the nineteenth century and early twentieth century, methods and outcomes.
3. Beginning of Modern archaeological Surveys: aims and scope; the settlement pattern approach as adopted in the archaeological surveys of Viru Valley by Gordon. R. Willey and Mesopotamia by Robert MacAdams. Use of sampling methods in archaeological research design.
4. Maps and Surveys: Use of cartography in archaeological surveys. Cartesian maps of archaeological sites (Topographic Sheets) to interpretation of digital maps aiding social constructions of space, visual representations and patterns, including temporal and spatial changes.
5. From sites to landscapes: Understanding cultural and natural landscapes from geomorphological and phenomenological perspectives.
6. Site formation process; Off-site and non-site archaeology.
7. Use of remote sensing data in mapping archaeological sites in terrestrial and underwater environments.
8. Archaeological excavations: A brief history.
- Stratigraphy: Wheeler-Kenyon methods and excavation by archaeological 'layers'. Horizontal excavations: the grid system, three-dimensional recording of archaeological artefacts.
9. Stratigraphy, Urban archaeology, concepts of 'Harris Matrix' and 'single context' recording of archaeological features.
10. The 'strip' method and 'Lot' system using the concept of locus.
11. Excavation of structural, habitation (Urban/rural) and burial sites. Inter-tidal and underwater archaeology. Use of remote sensing data from GPR and other non-intrusive methods in modern day archaeological excavations.
12. Transition from Empirical to Reflexive in archaeological methods: Antiquarian, Historical, Empirical, Processual, Reflexive
13. Examples of select archaeological surveys and excavations from India as case studies. Post-Excavation artefact analysis method: lithics, ceramics, bone and other organic materials.
14. Archaeological methods in the digital era: big data science, photogrammetry, Geographical Information System (GIS) and on-site digital recording of archaeological layers and features.
15. Methods of dating archaeological sites: Dendrochronology, ¹⁴C, OSL, TL, Potassium-Argon, Magnetic dating.

Course outcomes

After the completion of this course (a) the students will learn in detail regarding archaeological field methods. (b) The students will learn how to interpret physical and digital maps leading to an interpretation

of cultural landscapes. (c) The students will gain knowledge about the range of methods used in field archaeology. The students will learn the practical ways of handling archaeological artefacts and ecofacts. (d) The students will gain theoretical knowledge regarding use of scientific methods in the field and in the laboratory.

Select Readings

- Aitken, M.J. 1990. *Science based Dating in Archaeology*. London.
- Balme, Jane and Alistair Paterson, (eds.) 2006. *Archaeology in Practice: A Student Guide to Archaeological Analysis*. London.
- Atkinson, R.J.C. 1953. *Field Archaeology*. London.
- Banning E.B. 2002. *Archaeological Survey: Manuals in Archaeological Method, Theory and Technique*. New York.
- Barker, P. 1982. *Techniques of Archaeological Excavation*. London.
- Binford, L.R. 1964. A Consideration of Hypothetical Research Design. *American Antiquity* 29:425-441.
- Biswas, A. K. 2005. *Science in Archaeology and Archaeological materials*. New Delhi.
- Carver, Martin. 2009. *Archaeological Investigation*. London.
- Das, Sudhir Ranjan. *Uthkhanan Vijnan* (Bengali), Calcutta.
- Deotare, B.C. 1995. Pollen Recovery from Minerogenic Sediments: An Methodological Approach. *Man and Environment* 20/2:101-105.
- Guha, Sudeshna 2003. Imposing the Habit of Science: Sir Mortimer Wheeler and Indian Archaeology. *Bulletin of the History of Archaeology* 13/1:1-10. <http://dx.doi.org/10.5334/bha.13102>.
- Guha, Sudeshna 2010. Mortimer Wheeler's Archaeology in South Asia and its Photographic Presentation. *South Asian Studies* 19/1:43-55
- Joshi, R.V. and B.C. Deotare. 1983. *Chemical Analysis of Archaeological Deposits from India*. Pune.
- Harris, E.C. 1979. *Principles of Archaeological Stratigraphy*. London.
- Higginbotham, Edward 1985. Excavation Techniques in Historical Archaeology. *Australian Historical Archaeology* 3: 8-14.
- Kanyon, Kathleen 1954. *Beginning in Archaeology*. London
- Kristiansen Kristian, 2014. Towards a New Paradigm, The Third Science Revolution and its possible consequences in Archaeology. *Current Swedish Archaeology* 22:11-34
- Londono, W. 2014. Reflexivity in Archaeology. *Encyclopedia of Global Archaeology* (eds) Claire Smith. New York. https://doi.org/10.1007/978-1-4419-0465-2_296.
- Orton, Clive 2001. *Sampling in Archaeology*. Cambridge Manuals in Archaeology.
- Rajan, K. 2002. *Archaeology: Principles and Methods*. Thanjavur.
- Rosengol, Jaqueline and Luan Wansnider 1992. *Space, Time and Archaeological Landscape, (Interdisciplinary Contributions to Archaeology)*. New York.
- Shinde, Vasant 1993-94. Techniques of Excavation of Mud Structures. *Bhāratī* 20/1-2:19-22.
- Stei Julie et al. Archaeological Stratigraphy. *Encyclopedia of Archaeology* (eds.) Allan S. Gilbert et al. Oxford.
- Ucko, Peter, Ruth Tringham and G.W. Dimbelby 1972. *Man, Settlement, Urbanism*. Richmond.
- Wandsnider, L and Camilli 1992. The Character of Surface Archaeological Deposits and its Influence on Survey Accuracy. *Journal of Field Archaeology* 19(2): 169-188.
- Wheeler, R.E.M. 1954. *Archaeology from the Earth*. Harmondsworth: Penguin Books.

ARC511: Themes, Thoughts and Theory in Archaeology

Course objectives

This course provides an intensive introduction to fundamental issues in archaeological theory and interpretations. It is initiated with an introductory theme on the importance of theory and is chiefly structured around critical debates about the nature of archaeological data, objectives, and perspectives. Some of the debates that characterised Euro-American archaeology in the 1960s-90s were widely followed and have been very influential elsewhere in the world. The main intention is not to simply review these debates as an historical episode in the development of Euro American archaeological traditions, but to point out their contemporary relevance for archaeologists.

Themes

1. Why is theory important? Archaeology, Theory and Practice
2. Antiquarian practices, can they be done away with--of tools, fossils and the races of man, debating Deep Time
3. Culture history: objectives, assumptions and impact—Gordon Childe and the *Dawn of European Civilization*
4. Exploring social anthropology and functionalism in archaeology
5. The New Archaeology—reconsidering the objectives and potential of this movement—a critique within, Binford's Middle Range Research
6. Postprocessual archaeologies, drawing upon structuralism, post-structuralism and approaches to meaning. A critical appraisal—lasting insights and claims, what have they accomplished--applied research.
7. Material culture and materiality--in recent years the ideas of 'materiality' and 'object agency' have become central to artefact studies, linked to frameworks such as Latour's Actor Network Theory.
8. A New Materialism in archaeological theory and practice—New Materialism has emerged as part of decolonizing theories trying to incorporate non-western worlds, whereas posthumanism emerged as a critique against anthropocentrism and humanism aiming to deconstruct hierarchical boundaries between the human and the non-human. The connecting link between the two is that they ask radically new questions about non-western understandings of the world. Although not uncontested, they have opened up new avenues for research in archaeology, museum studies, and heritage, and therefore count as an important current development in scholarship—methodologies in practice.
9. Archaeology and identities—how different concepts of identities have shaped and been shaped by the history of archaeology—what kinds of archaeological evidence are invoked in constructing identities—ancient DNA, its impact on understanding ancient identities, and its contemporary significance.
10. Archaeology, politics and the public.

Course outcomes

It will enable the students to understand the theoretical frames of doing archaeology and help to dispel the persisting notion that an archaeologist does not look beyond the trowel. The ontological turn in archaeology is reflected in some of the themes. Understanding the basis of the debates would help them to develop their own theoretical position. Learning about the political relevance of archaeology in the contemporary world initiates an acquaintance with activism in research.

Select Readings

- Appadurai, A. 1981. "The past as a scarce resource", *Man* 16: 201-19.
- Appadurai, A. 1986. *The Social Life of Things*. Cambridge, Cambridge University Press.
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ARC512: Historical Archaeology of South Asia: Artefacts, Texts, Perspectives

Course objectives

This course will enable the students to have a thorough grasp of the database on historical archaeology in India. It offers a detailed empirical grounding on the spatial spread of early historic and early medieval/medieval sites in the subcontinent. At the next level, the course introduces the student to the debates and recent advances in issues of urbanism in South Asia in the historical period. It is further aimed at engaging the students in questioning established paradigms in historical archaeology of South Asia. One specific area of focus on the methodological and terminological debate on 'early medieval archaeology' in India. Themes on the interplay of textual and material sources allow the student to explore the methodological nuances involved in the use of epigraphic and transmitted texts in understanding spatial dimensions of archaeological data.

Themes

1. Prelude to the historical period in Indian Archaeology: The problem of the 'Vedic age' in archaeological constructs.
2. Interplay of text and materiality: a. Spatial distribution of Asokan edicts, sites and artefacts, b. archaeology of Early medieval rural settlements from a new methodological perspective, c. Archaeology and epic traditions with particular reference to *Mahābhārata* and Archaeological evidence.
3. The notion of 'Early Historic' in Indian archaeology: Paradigms and Debates.
4. Material world of early urban centres in South Asia: problems of ceramics, numismatic, beads, terracotta figures, plaques and structural 'markers' in early historic archaeology.
5. Exploring urban and non-urban sites in the context of early historic India: Texts and archaeological data.
6. Archaeology and Indian Ocean trade and interactions, 3rd Century BCE-3rd Century CE: texts, sites and artefacts. Study of select archaeological sites: Arikamedu, Tamruk and Pattanam.
7. Recent research on spatial distribution, networks, and archaeological profile of select urban sites with special focus on Eastern India.
8. 'Early Medieval' in Indian archaeology: problems of methodology and source – recent debates on the chronological span and spatial spread of 'early medieval' in Indian archaeology – recent research on the archaeology of the 'urban decay' theory and allied issues.

Course outcomes

After the completion of this course the student should be able to (a) have a detailed understanding of the nature of database on early historic and early medieval archaeology in South Asia, (b) handle primary archaeological source of the historical period, (c) participate in the supplementary tutorial classes in having the experience of dealing with artefacts from excavated sites (d) critically evaluate conceptual issues on methodology and sources on historical archaeology of South Asia (e) independently cross-examine and synthesize interdisciplinary data on the subject.

Select Readings

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ARC523A: Ethnoarchaeology: Paradigms and Practices

Course Objectives

Ethnoarchaeology has been considered as a sub-discipline of archaeology. The objective of the course is to make students understand the usefulness of ethnographic observations in archaeological interpretations ranging from 'middle range research' of the processual school to the symbolic interpretation of material objects by the post-processualists.

Themes

1. History, scope and definition of Ethnoarchaeology. A paradigm shift in archaeology?
2. Archaeology as anthropology: Ethnoarchaeology within the theoretical scope of processual and post-processual archaeologies.
3. The use of Analogy and reactions against analogy. In Ethnohistory part of ethnoarchaeology?
4. Ethnoarchaeology in action: Hunter-gatherers and forager/collectors.
5. Ethnoarchaeology of Farming-pastoralists societies.
6. Ethnoarchaeology of early urban societies.
7. Ethnoarchaeology of craft specialization.
8. Different forms of ethnoarchaeological practices: Action Archaeology, Living traditions and experimental approaches, critical and contemporary community oriented ethnoarchaeology, ethics and ethnoarchaeological practices. Post-humanist approaches and ethnoarchaeology.
9. Case studies of Inuit Eskimos, Kung bushmen, Alyawara, Kalinga ethnoarchaeology and Symbols in Action, Ethnoarchaeology in two Indian Cities, Khambhat bead making traditions.

Course Outcomes

- (a) The student will develop a theoretical grounding in ethnoarchaeology. (b) The students will learn about how to employ ethnographic data critically to be used in archaeological interpretations. (c) The student will learn about the different types of ethnoarchaeological practices. (d) This will orient the students for future research projects.

Select Readings

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Allchin, B. 1994. *Living Traditions: South Asian Ethnoarchaeology*. New Delhi: Oxford & IBH Co Pvt Ltd.

Atalay, Sonya. 2012. *Community-Based Archaeology: Research with, by, and for Indigenous and Local Communities*. Berkeley: University of California Press

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ARC524B: Writing Systems in Early South Asia

Course Objectives

This course is designed for students specifically interested in the study of writing in early India. The course takes the student beyond the level of just copying scripts from published inscriptional texts and pledges to explore questions on the evolutionary perspectives of variegated writing styles prevalent in South Asia from the 1st to the 5th/6th c. CE. In course further encourages the student to ask conceptual question on the systemics and systemic shifts in writing styles of early India.

Themes

1. Palaeography: meaning and scope
2. Early Indian writing systems: A brief overview of 'problems of term and terms of problem'
3. Earliest writings in South Asia: Harappan script and related problems.
4. Antiquity of historical writing in India
5. Study of historical scripts
 - A. Brāhmī: decipherment debate (with emphasis on social network and system network hypotheses) distribution and characteristics
 - i. Early Brāhmī, Middle Brāhmī and Late Brāhmī: Lessons and reading sessions
 - B. Kharoṣṭhī: distribution, nomenclature, characteristics
 - i. Asokan Kharoṣṭhī
 - ii. Kuṣāṇa Kharoṣṭhī
6. Origin Theories of Early Indian Scripts: Brāhmī and Kharoṣṭhī
7. Brief overview of early medieval Proto-regional scripts with emphasis on eastern India: Review of Al-Biruni's terminologies
 - i. early Siddhamatrka
 - ii. mature Siddhamatrka
 - iii. Gaudi
8. Problematic and 'Mixed' scripts of South Asia

Course Outcomes

From this course the student will (a) be able to have a detailed and thorough idea of the nature and pattern of usage of scripts in early South Asia (b) be enabled to gain proficiency in writing the three major early writing styles in Brāhmī dating between 3rd c. BCE and 5th c. CE. (c) be able to engage with recent debates on the systemics of Protohistoric writing system of Harappa and the Proto-regional script systems across the subcontinent.

Select Readings

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ARC525C: Application of Sciences in Archaeology

Course Objectives

The student will learn about the basics in applying scientific methods in archaeology. Keeping in mind the interdisciplinary nature of contemporary archaeological practices. The primary objective of the course is to impart knowledge to students of archaeology, including those without a major in science at the UG levels and thereby serving as a bridge between natural science, humanities and social sciences. The course will impart knowledge regarding application of scientific techniques including those which are relevant from the point of view of Indian archaeology. Students will gain familiarity with the Indian knowledge system (IKS) in tune with NEEP and finally how scientific archaeology can address problems such as climate change and society.

Themes

1. Environmental archaeology and earth science approaches in archaeology, geoarchaeology and its practical applications including theoretical background of dating methods in archaeology, and stable isotopes analysis of organic materials for environmental reconstructions.
2. Bioarchaeology including past diet and nutrition as gleaned from residue analysis from pottery. Ancient plant, animal and human DNA in archaeology.
3. Zooarchaeology and Archaeobotany which aims to reconstruct human-animal and human-ecosystem relations with particular emphasis on domestications.
4. Computer aided Archaeology with emphasis on theoretical lectures on spatial analysis using GIS softwares and network analysis, reconstructing past geographical and social landscapes.
5. Material studies including provenance analysis of artefacts using XRF, XRD and petrography. Experimental archaeology. Ancient Indian technologies as gleaned from scientific analysis of archaeomaterials.
6. Use of quantitative methods in archaeology particularly sampling techniques.
7. Practical training of sample extractions and preparations and softwares such as ARC GIS and R for social network analysis.

Course outcomes

(a) The students will get acquainted with the recent scientific approaches in archaeology. Archaeological science is presently not simply as a tool for analysis or dating of archaeomaterials but has developed as a critical method to study past human society and its relation to ecosystems. (b) The student will learn about the recent cutting edge scientific tools to reconstruct past society such as food history from lipid analysis. (c) The student will gain insights into technologies used in ancient South Asia and better appreciate ancient Indian knowledge systems from a critical and scientific perspective. (d) The student will also have hands-on training on sample extraction, preparation and preservations before these samples are sent to specialized laboratories.

Select Readings

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- Aitken, M.J. 1990. *Science based Dating in Archaeology*. London: Longmans.
- Badam, G.L. and Vijay Sathe. 1995. *Palaeontological Research in India: Retrospect and Prospect*. Memoir 32, Geological Society of India, pp. 473 495.
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- Brothwell, D. and A.M. Pollard. 2001. *Handbook of Archaeological Sciences*, New York: JohnWiley and Sons.
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- Chattopadhyaya, U.C. 2002. *Research in Archaeozoology of the Holocene Period (Including the Harappan Tradition in India and Pakistan)*, In Indian Archaeology in Retrospect, Vol.III: *Archaeology and Interactive Disciplines* (S. Settar and Ravi Korisettar Eds.), pp. 365 422. New Delhi: CHR, Manohar Publishers.
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In *Quaternary Environments and Geoarchaeology of India: Essays in honour of Prof. S.N. Rajaguru* (S. Wadia, R. Korisettar and V.S. Kale, Eds.), pp. 515-529. Bangalore: Geological Society of India, Bangalore.

ARC526D: Archaeology of Buddhism in South Asia

Course Objectives

This course is aimed to offer a thorough outline of an archaeological history of Buddhism in South Asia. The themes include a detailed historiographical understanding of growth of studies in Indian Buddhism from the nineteenth century. It allows the student to engage beyond monumental architecture of early Buddhist monasticism, encourages the student to delve deep into the issues of primacy of textual sources in the study of Indian Buddhism, critically examine the travelogues beyond the limits of 'identification' of sites and further explore intensively the material milieu of early Indian Buddhism through a holistic lens.

Themes

1. The question of 'revival': Debates on rediscovery of Buddhism in early colonial India: (a) Alexander Cunningham's survey towards a 'Buddhist Archaeology' of India, (b) Major discoveries and debates of the late nineteenth and early twentieth century.
2. Primacy of textual sources on Indian Buddhism: (a) evidence from *Vinaya* texts (b) evidence from travelogues: Faxian, Xuanzang and Yijing
3. Epigraphic sources on Indian Buddhism: the case of Bengal.
4. Distribution and archaeological profile of major early monastic sites: (a) North India: case study on of Mathura (b) Eastern Deccan: case studies on Thotlakonda and Phanigiri (c) Central India: the Buddhist landscape of Sanchi (d) Western Deccan: case study on Aurangabad
5. Archaeology of Buddhism in the early medieval period: the case of Eastern India
6. Collaborative use of source in the study of Indian Buddhism: problems and perspectives in the use text-travelogue-archaeology

Course Outcomes

After the completion of this course, the student will (b) be able to meaningfully handle historiographical issues in the textual, art historical and archaeological studies on Indian Buddhism (b) have a grasp over the general distribution of Buddhist sites across South Asia (c) be capable of understanding entanglements related to the use of transmitted and epigraphic texts for an archaeological study of Buddhism.

Select Readings

- Amar, Abhishek Singh. 2021. Buddhist Monasteries and their Settlement Contexts in Early Medieval Magadha. *On the Regional Development of Early Medieval Buddhist Monasteries in South Asia* (RINDAS Series of Working Papers 34), ed. Abhishek Singh Amar et al. pp. 131-160. Ryukoku.
- Bose, Chandreyi Patronage and Representation at the Huviṣka Vihāra, A Kuṣāṇa-Period Monastery in Mathura. *Studies in History* 22/2(n.s.): 157-79.
- Brancaccio, Pia 2011. *The Buddhist Caves at Aurangabad: Transformation in Art and Religion*. Leiden
- Cunningham, Alexander 1871. *Archaeological Survey of India Four Reports Made during the Years 1862-63-64-65*. Calcutta.
- Davis, Richard 2023. *Religions of Early India: A Cultural History*. Princeton.
- Deeg, Max 2020. 'How to Create a Great Monastery: Xuanzang's Foundation Legend of Nālandā in Its Indian Context', *Hualin International Journal of Buddhist Studies*, Vol. 3. No. 1, pp. 225-255.
- Deeg, Max 2021. 'Between Normativity and Material Emptiness: Indian Buddhist Monasteries and the Chinese Buddhist Travelogues. *On the Regional Development of Early Medieval Buddhist Monasteries in South Asia* (RINDAS Series of Working Papers 34), ed. Abhishek Singh Amar et al. pp. 89-130. Ryukoku.
- Fogelin, Lars 2006. *Archaeology of Early Buddhism*. Lanham.
- Fogelin, Lars 2015. *An Archaeological History of Indian Buddhism*. Oxford.
- Furui, Ryosuke 2023. Buddhist Viharas in Early Medieval Bengal: Organizational Development and Historical Context. *Buddhism Law and Society* 99 (2021-2022): 99-142.

- Ghosh, Suchandra 2008. Mainamati: An Enigmatic Centre of Buddhism in Southeastern Bangladesh. *Nalanda, Srivijaya and Beyond: Re-exploring Buddhist Art in Asia* (ed. Gauri Parimoo Krishnan), pp. 37-50. Singapore.
- Jason Hawkes and Akira Shimada, "Approaches to the Study of Buddhist Stūpas: An Introduction," in *Buddhist Stupas in South Asia*, ed. Hawkes and Shimada (Oxford: OUP, 2008), pp. xi-xxx
- M. Wijayaratna, *Buddhist Monastic Life: According to the Texts of Theravāda Tradition* (Cambridge: CUP, 1990), "Chastity," pp. 89-108; "Solitude," pp. 109-22; "Nuns," pp. 158-63
- Mira, Debala 1971. *Buddhist Monuments*. Kolkata.
- Li Ronxi 2000. *Buddhist Monastic Traditions of Southern Asia by Śramaṇa Yijing*. Berkeley.
- Li, Rongxi, (trans.) 1996. *The Great Tang Dynasty Record of the Western Regions*. Berkeley.
- R.A.L.H. Gunawardana, *Robe and Plough: Monasticism and Economic Interest in Early Medieval Sri Lanka* (Tucson: University of Arizona Press, 1979), pp. 95-110 and 117-36.
- Sanyal, Rajat 2018. Antichak. in *History of Bangladesh: Early Bengal in Regional Perspectives (up to c. 1200 CE)*, *Archaeology, Political History, Polity*, ed. Abdul Momin Chowdhury and Ranabir Chakravarti, pp. 131-43. Dhaka.
- Sanyal, Rajat 2018. Bodhgaya. *History of Bangladesh: Early Bengal in Regional Perspectives (up to c. Archaeology, Political History, Polity*, ed. Abdul Momin Chowdhury and Ranabir Chakravarti, pp.167-76. Dhaka.
- Sanyal, Rajat 2018. Moghalmari. *History of Bangladesh: Early Bengal in Regional Perspectives (up to c. Archaeology, Political History, Polity*, ed. Abdul Momin Chowdhury and Ranabir Chakravarti, pp.281-90. Dhaka.
- Sanyal, Rajat 2018. Nalanda. *History of Bangladesh: Early Bengal in Regional Perspectives (up to c. 1200 CE)*, *Volume 1, Archaeology, Political History, Polity*, ed. Abdul Momin Chowdhury and Ranabir Chakravarti, pp. 291-316. Dhaka.
- Sanyal, Rajat 2019. Two Monastic Sealings from Moghalmari. *Pratna Samiksha*, New Series, vol. 10, pp. 79-93.
- Sanyal, Rajat and Suchandra Ghosh 2019. 'Enduring Passages, Voyaging Perceptions: New Evidence on Indian Ocean Linkages from Southwestern Bengal,' in *Cross Cultural Networking in the Indian Ocean Realm, c. 100-1800 CE*, ed. Kenneth R. Hall, et al., Delhi: Primus Books, pp. 121-149.
- Schopen, Gregory 1990. Buddha as an Owner of the Property and Permanent Resident in Medieval Indian Monasteries. *Journal of Indian Philosophy* 18: 181-217.
- Schopen, Gregory 1991. Archaeology and Protestant Presuppositions in the Study of Indian Buddhism. *History of Religions* 31/1: 1-23.
- Schopen, Gregory 2014. On Monks & Menial Laborers: Some Monastic Accounts of Building Buddhist Monasteries. *Buddhist Nuns, Monks and Other Worldly Matters* pp. 251-75. Honolulu.
- Shaw, Julia 2011. Monasteries, Monasticism, and Patronage in Ancient India: Mawasa, a Recently Documented Hilltop Buddhist Complex in the Sanchi Area of Madhya Pradesh. *South Asian Studies* 27/2: 111-130.
- Shaw, Julia and John Sutcliffe 2005. Ancient Dams and Buddhist Landscapes in the Sanchi area: New evidence on Irrigation, Land use and Monasticism in Central India. *South Asian Studies* 21/1: 1-24.
- Silk, Jonathan 2002. What, If Anything, Is Mahāyāna Buddhism? Problems of Definitions and Classifications. *Numen* 49/4: 355-405.
- Silk, Jonathan *Managing Monks: Administrators and Administrative Roles in Indian Monastic Buddhism*. Oxford, New York.
- Singh, Upinder 2004. *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*. Delhi.

ARC521: Archaeological Excavation/ Exploration/ Hands-on Training (Practical)

Course Objectives

This course is aimed to teach students the physical and practical methods of uncovering, recording, and analyzing the human past. Core objectives span excavation techniques, survey methods, data documentation, and the critical analytical skills needed to reconstruct history from material. Major foci of the course will be to enable the student to **(a)** Learn how to identify, locate, and map sites using tools like GPS, GIS, and total stations, **(b)** Master hands-on digging methods, stratigraphy interpretation, and the safe extraction of artifacts and ecofacts, **(c)** Develop meticulous record-keeping skills, including maintaining detailed field journals, drawing stratigraphic profiles, and taking site photographs, **(d)** Acquire skills in processing, cataloguing, and conserving recovered materials (e.g., ceramics, lithics, bone), **(e)** Formulate and test archaeological hypotheses in the field using established scientific methodologies, **(f)** understand the ethical responsibilities of archaeology, cultural heritage laws, and collaborative teamwork.

Course Outcomes

After the completion of this course the student will be capable of **(a)** conducting surface surveys, utilizing GPS and mapping tools, and create scaled site plans, **(b)** safely operating excavation tools (trowels, brushes, screens) while preserving the stratigraphic integrity of the site. **(c)** washing, labelling, cataloguing, and conducting preliminary sorting of recovered artifacts, **(d)** maintaining accurate, industry-standard field notebooks, registers, and stratigraphic records, **(e)** independently undertaking post-survey and post-digging documentation and mapping exercises.

ARC522: Dissertation/ Book Review/ Methods of Academic Writing

Course Objectives

This course is meant to enable the student to formulate research questions, develop strategies in synthesis of published research in the discipline and gain mastery over research methodology.

Course Outcomes

After completion of the course the student will be able to (a) independently define research questions in archaeology, (b) build methodological framework for fieldwork, (c) critically analyze extant literature on the subject in general and the theme of research in particular, (d) self-equipped to locate research gaps in the existing academic body of knowledge and (e) plan and draft academic dissertation.