



**RANI DURGAWATI UNIVERSITY**

Saraswati Vihar, Pachpedi, Jabalpur,

Madhya Pradesh (INDIA) -482001



**Department of Ancient Indian History culture and Archaeology**

**Syllabus of All Programme**

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**Rani Durgavati Vishwavidyalaya, Jabalpur, M.P.**

**Department of Post Graduate Studies and Research in Ancient Indian  
History, Culture and Archaeology, UTD**

**Learning Outcomes based Curriculum Framework**

**(LOCF)**

**for**

**Ph.D. Course work Ancient Indian History, Culture and Archaeology**

**2021-22**

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**Name of the Programme - Ph.D. Course work Ancient Indian History, Culture and Archaeology**

There will be courses in the Course work syllabus for qualifying for registration to the Ph.D. in the subject Ancient Indian History, Culture and Archaeology, Rani Durgawati University, Jabalpur. A candidate has to obtain 55% of passing marks or its equivalent grade points in aggregate in the Course work in order to be eligible to continue in the Ph. D. Programme.

**Course Objective:**

The main objective of this course is to introduce the students the basic methods and skill for writing research work- research paper, Dissertation and thesis.

**Course Outcome**

While doing Ph. D. the researchers encounter so many problems. The basic aim of this paper is to acquaint them all the methodology of writing research papers, dissertations and course, thesis. They would come to know all the finer aspects of research work such as differentiating primary and secondary data and to retrieve and utilize it.

## Course

**Course-1 Research Methodology**

Credits-4

- Unit-1 : Research Methodology-Importance of Recording, measuring, photography, drawings.
- Unit-2 : Visiting archaeological sites, writing brief reports on exploration and excavation, writing research papers, writing dissertations.
- Unit-3 : Importance of Library, map reading and monuments survey.
- Unit-4 : Exploration and Excavation Techniques , Dating methods-Radio Carbon, stratigraphy, typology only.
- Unit-5 : Salient features of Stone age tools, General features of Ancient pottery Writing of Mauryan Brahmi script. Besnagar- Garuda pillar Inscription, Rupnath Inscription.

**Course-2 Review of Published Research in the Relevant Field**

Credit-3

**Course-3 Computer Application**

Credit-3

**Course Objective and outcome :** The main aim behind teaching the paper is to give the researchers such a high level of ICT learning that they do all the computer work. Associated with their research, right from downloading data from e resources, filing it, editing it, then typing their own thesis in Hindi or English. They would be also taught to make power point presentations in seminars and webinars and contribute to journals.

- Unit-1 : Basic parts of computer :Monitor, CPU, keyboard, mouse
- Unit-2 : Basic hardware components: Power supply, mother board, ram, processor, CD rom.
- Unit-3 : Soft ware : Word, MS word, PageMaker, Photoshop and scanning, importance of window explorer, using charactermap.
- Unit-4 : English and Hindi typing, internet: Sending messages, downloading.
- Unit-5 : Importance of Computer in archaeology.

**Course-4 Advance Course in the Relevant Subject**

Credit-3

1. Course Objective and outcome : Students will be able to gain a basic knowledge about origin, antiquity and importance of coins in the reconstruction of history.
2. Coin's study also inform about weapons, flags, religious believes. wealth of the dynasty.

3. Students will be able to know making process of coins, ratio of metals and shape-size of coins in ancient India.
4. Students will be able to know the classification of ancient Indian temple architecture.
5. They know the techniques of architecture.
6. Students will be able to know the material and types of stones used in temple architecture.

Unit-1 : General features of ancient Indian art- Mauryan, Sunga, Kushana, Gupta, Pallava, Chandella, Kalachuri.

Unit- 2: Painting- Bhimbetka, Ajanta, Bagh,, Describing main deities-Adinatha, Parshvanatha, Mahavira, Buddha sitting and standing , Saraswati, Vishnu, Lakshmi, Lakshmi-Narayan, Shiva, Uma-Mahaeshwar, Ganapati, Mahishasuramardini, Drawing of antiquities,

Unit-3 : General features of Ancient Indian coins- Punch marked coins of Kaniska, coins of Unit-Satakarni, Gupta coins, coins of Kalachuris, describing coins.

Unit-4 : General features of Ancient Indian Architecture – Town planning of Indus Civilization, Stupas- Sanchi, Amarawati, Caves- Bhaja, chaitya and vihar, Ajanta Cave-19, Gupta temple Sanchi temple-17, Kankalidevi temple, Tigawa,, Parwati temple- Nachna, Dasavatar temple,- Virupaksha temple, Dharmaraj rath.

Unit-5 : Papanatha temple, Kandariya Mahadev temple, Udayeshwar temple, Chausathayogini temple(Bhereaghat), Nohta temple, Lingraj temple, Brihadeshwar temple.

**Course-5 : Comprehensive Viva- Voce.**

**Credit-3**



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**Department of Post Graduate Studies and Research in Ancient Indian  
History, Culture and Archaeology, UTD**

**Learning Outcomes based Curriculum Framework**

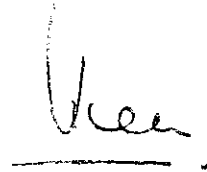
**(LOCF)**

**for**

**M.A. Ancient Indian History, Culture and Archaeology**

**Postgraduate Programme**

**2021-22**



**A. I. H. C. & Archaeology  
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JABALPUR (M. P.) 482001**

## **About the Department of Ancient Indian History, Culture and Archaeology**

The department of Post Graduate studies and Research in Ancient Indian History, Culture and Archaeology, Rani Durgavati University, Jabalpur is an Autonomous institute within the Jurisdiction of Rani Durgavati University. Department quality education in the field of Ancient Indian History, Culture and Archaeology. We will also develop skill for further professional life. Later in the year 2016 Ancient Indian History, Culture and Archaeology program was implemented Choice Based credit system (CBCS) with University Ordinance No. 222 and learning outcome based curriculum framework. Ever since the inception of this institute emphasis was given on quality of education and practical training to the students to foster the need of the country. The pattern of study includes lecture, practical, case studies, study tour, workshops, webinar which helps the students to grasp the theoretical as well as the practical aspects of the applications of all the courses come into the M.A. Ancient Indian History, Culture and Archaeology program.

Subject objectives of the institute are to impart instructions to young and deserving students under various courses related to the Ancient Indian History, Culture and Archaeology and its ever-increasing application in diverse research Industries society at large.

### **Vision of the Department**

The Ancient Indian History, Culture and Archaeology department aims to make the students aware of the Ancient India past and its legacies through teaching, research and extension activities. We believe that only a critical understanding of the past will enable the students to understand the present and help them to look towards the future.

### **Mission**

1. Transform the students into citizens who are critically informed about the past.
2. Promote studies in Ancient Indian History, Culture and Archaeology of India.
3. Providing learning experience for the students through field training Art and Iconography, Ancient Indian Architecture and History of ancient Culture.

### **Programmes/Courses offered**

M. A. in Ancient Indian History, Culture and Archaeology (under CBCS)

Ph.D. In Ancient Indian History, Culture and Archaeology

B.A. in Ancient Indian History, Culture and Archaeology

### **Programme Objectives**

The Master of Art program in the department of Ancient Indian History, Culture and Archaeology, Rani Durgavati University, Jabalpur is designed with the objective of educating students for success as scholar having employability in government sector, research institutes, or further qualifying to competitive examination. Examination so as to pursue research for Doctoral studies it is expected that holistic development from diversified papers of the program will make the students more coefficient and will enable them to pursue their dreams or get placements in a national institute like ASI and Museum organisations. CBCS and the semester examination centric education system that aims at developing students with knowledge, skill, etude and value so very vital for leading a meaningful life and contributing to nation-building effective implementation how for organizational support, both human and Physical and total devotion, commitment of all the stakeholders.

### **Library facility available to students**

The institute has an excellent library with approximately 973 books covering all the aspects in the emerging trends.

**Under Choice Based Credit System (in Accordance with University ordinance No222) and Learning Outcome Based Curriculum Framework**

**Name of the Programme -M.A Ancient Indian History, Culture and Archaeology  
Semester- I**

**Course -Paper-1 ELEMENTS OF INDIAN ARCHAEOLOGY**

**Course Learning Outcomes:**

1. Students will be able to identify the major characteristics and demonstrate in-depth knowledge of *ELEMENTS OF INDIAN ARCHAEOLOGY*
2. Analyse scope of the course. and relation with other filed of knowledge.
3. Learn methods of exploration and excavation.
4. Collect and maintain records of antiquities.
5. Learn methods of conservation and preservation of antiquities.

**Course Content:**

- Note: 1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Maximum Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Archaeology, definition, Scope and its relation with allied discipline.	0.9
Unit :2-	Contribution of Archaeology in construction of Ancient Indian History. A brief history of Indian Archaeology	0.9
Unit:3-	Archaeological exploration and its techniques. Methods of Archaeological excavation- layout of vertical excavation, horizontal excavation and megalithic burial excavation	0.9
Unit:4-	Techniques of excavating structures and digging process. Role of Stratigraphy in excavation, excavation of village, excavation of town. Photography in excavation	0.9
Unit:5-	Recording in excavation, Various methods of dating in Archaeology.	
	Total credits-	4.5

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**Semester - I****Course-PaperII- POLITICAL HISTORY OF ANCIENT INDIA FROM VEDIC AGE TO 550 A.D.****Course Learning Outcomes:**

1. Develop a basic understanding of Historical sources.
2. Students will be gain the ability to understand chronological knowledge of vedic and mahajanapadas age.
3. Develop a basic knowledge of political conditions, republic states, rise of empire, invasion and its effects.
4. Students will be gain knowledge about rise of a first and biggest empire of ancient India.
5. Develop a clear understanding about political condition ancient India.

**Course Content:**

- Note: 1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Maximum Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Sources of ancient history	0.9
Unit:2-	Vedic Age, Later vedic Age, Sixteen Mahajanapadas	0.9
Unit:3-	Political condition during 6th century B.C., Republic States, Rise of Magadhan Empire, Alexander's invasion and its effects	0.9
Unit:4-	Mauryan Empire with special reference to the following : (a) Origin (b) Chandragupta Maurya, early life career, achievements and administration (c) Ashoka, early life, Kaling war and its effect, Dhamma and its propogation, administrative reforms, (d) decline of Mauryans.	0.9
Unit:5-	A survey of the political condition of India after the fall of Mauryan and rise of Sunga dynasty, Pusyamitra sunga. Chedi dynasty- Kharavela, Indo-Greeks.	
	Total credits-	4.5



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**Course - Paper III** POLITICAL HISTORY OF ANCIENT INDIA FROM 550A.D. TO 1206 A.D.

**Course Learning Outcomes:**

1. students will be able to trace the rise of different dynasties.
2. Understand and examine the elements of the Vardhan and early chalukyas dynasty.
3. students will be able to gain a chronological knowledge of various dynasties.

**Course Content:**

- Note: 1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Marks: 100 (Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Political condition of India with special reference to Madhya Pradesh after the decline of Gupta empire. Later Guptas, Mukharies, Pallavas	0.9
Unit:2-	Harsha Vardhan, Early Chalukyas	0.9
Unit:3-	The Gurjara Pratiharas	0.9
Unit:4-	The Palas	0.9
Unit:5-	Chandellas.	0.9
	Total Credits-	4.5



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## Course Paper IV ANCIENT INDIAN CULTURE

### Course learning outcomes:

1. Students will be able to gain a knowledge of cultural unity of India.
2. Understand and creatively engage with the traditions of ancient India.
3. To understand cast and education system.
4. Students will be able to understand the Administration, political ideas and institutions of ancient India.

### Course Content:

- Note: 1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Marks: 100 (Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	1. Foundation of Indian Culture, the main Characteristics of Ancient Indian Culture, Cultural Unity of India.	0.9
Unit-2	Varna, Ashram, Sanskaras	0.9
Unit-3	Caste system, Education, Purushartha	0.9
Unit-4	Political Ideas and Institutions of Ancient India - Sabha, Samiti, A Survey of - Nature, aims & function of the State, Saptanga	0.9
Unit-5	Mauryan, Gupta, Harsha and Chola administration.	0.9
	Total Credits-	4.5

  
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## **Paper V Skill Development**

### **(PERSONALITY DEVELOPMENT & SOFT SKILLS)**

#### **Course Learning Outcome:**

1. Ability to acquire workable knowledge of Personality Development & Soft Skills.
2. Ability to acquire considerable proficiency in verbal & non verbal communication.
3. Ability to acquire Self Motivational & Interpersonal Skills.
4. Ability to learn Interview skills Techniques.
5. Digital Skill & Online Awareness in contemporary times.
6. Technical knowledge with respect to Personality Development.
7. Reject all inhibitions in Development of Personality and Soft Skills activities.

#### **Unit-I**

Personality Development - Concept of Personality, Role and Impact of Personality in Society, Types of Personality, Importance and values of Psychology, Psychological Hindrances and Barriers on Mental and Physical level, Self Assessment and Psychometric Analysis - SWOT analysis, Identification and modification of SELF, Social factors influencing the Personality  
Behavior Modification- Strategies for Stress Management.

#### **Unit-II**

Communication - Process of Communication ,Types of Communication- Verbal Nonverbal, Barriers of Communication ,Techniques to reduce barriers, Listening Skills (5Ws & 1H), Group Discussion (Activity), Presentation Skills & Preparation (Public Speaking training - Activity)

Written Communication skills- Different types of letters- Sales letters, Order letters, Complaint letters, Adjustment letters, Inquiry letters, Follow-Up letter, Letters of Recommendation, Acknowledgment letters.

Content writing, Orator ship. Correct grammar, punctuation and spelling.

Speaking Skills- Speech & Language – Pronunciation and Comprehension.

#### **Unit-III**

Self Motivation- Aims, Objectives, Significance, Values, how to boost motivation and goal setting, Priority Matrix .

Interpersonal Skills - Concept, Synergy, Coping Mechanism & Strategies, Developing Empathy, Attitude of Gratitude , Creative Problem-Solving Training.

Dealing with the colleagues in professional Environment, Work-life balance training, Assertiveness & self confidence. Organizational skills .

#### **Unit-IV**

Interview Techniques (Direct and Indirect), Presentation Anxiety, Time Management, Resume Writing & Curriculum Vitae.Enhancing Confidence level for Interview, Mock Interview Training .Body Language – Kinesics, Attire,

Soft-skill training- Manners & Etiquettes.

**Unit-V****Digital Skill & Online Awareness** in contemporary times .

Basics of Digital Learning skills- Use of Internet, E-Mailing, Online Meetings e.g. Google meet , Zoom, Microsoft Teams and more, How to work with Google Workspace (Google classroom, Gmail, Drive, Files, Google slides) Website Formation. Terminology used during Online Learning, Basics of Learning Management System (LMS), E- Learning and awareness about its pros and cons.

M.A. Ancient Indian History, Culture and Archaeology

**Semester I – Scheme**

Course No./Theory						
Theory course	Paper No.	Title of Paper	Duration	Teaching Hrs.(4.5 hrs-18 wks)	Credit	Maximum Marks
AIC. 101	Paper I	ELEMENTS OF INDIAN ARCHAEOLOGY	45 Min	81	4.5	60+40(CCE)=100
AIC. 102	Paper II	POLITICAL HISTORY OF ANCIENT INDIA FROM VEDIC AGE TO 550 A.D.	45 Min	81	4.5	60+40(CCE)=100
AIC. 103	Paper III	POLITICAL HISTORY OF ANCIENT INDIA FROM 550 A.D. TO 1206 A.D.	45 Min	81	4.5	60+40(CCE)=100
AIC. 104	Paper IV	ANCIENT INDIAN CULTURE	45 Min	81	4.5	60+40(CCE)=100
					<b>Total 22</b>	400
MOO1		<b>Skill Development</b>	45 Min	81	4	
<b>Grand Total -26</b>						

Comprehensive Viva-Voce – 04 Virtual Credits



Head

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Name of the Programme -M.A Ancient Indian History, Culture and Archaeology

Semester - II  
Course - Paper I ELEMENTS OF INDIAN ARCHAEOLOGY

**Course learning outcomes:**

1. Students will be able to enhance and diversify their knowledge acquired in Stone age cultures in India .
2. Identify the major characteristics and demonstrate in-depth knowledge of stone age.
3. Students will be learn about Harappan culture.
4. Students will be learn and study about Iron its antiquity, pottery and Rock paintings.

**Course Content:**

- Note: 1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Stone age cultures in India, a brief survey : (i) Lower Palaeolithic culture (ii) Middle Palaeolithic culture (iii) Upper Palaeolithic culture	0.9
Unit:2-	(i) Mesolithic culture. (ii) Neolithic culture - General Survey	0.9
Unit:3-	The Harappan culture, Origin, extent, Salient features and decline. sites- Harappa, Mohanjodaro, Lothal, Kalibanga, Surkotada	0.9
Unit:4-	Chalcolithic Cultures - Kayatha, Ahar, Malwa and Jorwe	0.9
Unit:5-	Iron its antiquity, Painted Grey Ware Culture, Megalithic culture, A study of Rock paintings.	0.9
	Total Credits-	4.5

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**Course - Paper II POLITICAL HISTORY OF ANCIENT INDIA FROM VEDIC AGE TO 550 A.D.**

**Course learning outcomes:**

1. Students will be able to develop a basic understanding of the history of western India.
2. Develop a basic understanding of political condition of south India.
3. Develop a basic understanding of political condition of north India.
4. Students will be able to develop a basic understanding of the dynasties of India.

**Course Content:**

- Note: 1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Saka rulers of Taxila, Sakas of Mathura, Sakakshatrapas of Western India (Maharashtra) Kshaharat dynasty, Kardamak dynasty.	0.9
Unit:2-	Pahlavas, Sangam age	0.9
Unit:3-	Satavahanas, Rise and fall of the Kushana, Political condition of north India before the rise of the Guptas.	0.9
Unit:4-	Early History of the Guptas, Chandragupta-I, Samudragupta- Career, Conquests and estimate. Ramagupta, Chandragupta-II, Kumargupta-I.	0.9
Unit:5-	Skandgupta, Decline of Gupta empire, Vakataka dynasty, Gupta-Vakataka Relation, Hunas.	0.9
	Total Credits-	4.5

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**Course - Paper II POLITICAL HISTORY OF ANCIENT INDIA FROM VEDIC AGE TO 550 A.D.**

**Course learning outcomes:**

1. Students will be able to develop a basic understanding of the history of western India.
2. Develop a basic understanding of political condition of south India.
3. Develop a basic understanding of political condition of north India.
4. Students will be able to develop a basic understanding of the dynasties of India.

**Course Content:**

Note: 1. There shall be four compulsory papers in each Semester.

2. Two essay type questions to be set from each unit and one to be attempted.

3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Saka rulers of Taxila, Sakas of Mathura, Sakakshatrapas of Western India (Maharashtra) Kshaharat dynasty, Kardamak dynasty.	0.9
Unit:2-	Pahlavas, Sangam age	0.9
Unit:3-	Satavahanas, Rise and fall of the Kushana, Political condition of north India before the rise of the Guptas.	0.9
Unit:4-	Early History of the Guptas, Chandragupta-I, Samudragupta- Career, Conquests and estimate. Ramagupta, Chandragupta-II, Kumargupta-I.	0.9
Unit:5-	Skandgupta, Decline of Gupta empire, Vakataka dynasty, Gupta-Vakataka Relation, Hunas.	0.9
	Total Credits-	4.5



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**Course - Paper III POLITICAL HISTORY OF ANCIENT INDIA FROM 550 A.D. TO 1206 A.D.**

**Course learning outcomes:**

Students will be able to gain a basic knowledge of the dynasties of early medieval India.

**Course Content:**


Note: 1. There shall be four compulsory papers in each Semester.

2. Two essay type questions to be set from each unit and one to be attempted.

3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	The Kalachuries	0.9
Unit-2	The Gahadavalas, The Chahamanas	0.9
Unit-3	The Parmaras.	0.9
Unit-4	The Rastrakutas	0.9
Unit-5	The Cholas.	0.9
	Total Credits-	4.5

  
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## **Paper V Skill Development**

### **(Entrepreneurship Development)**

#### **Course Learning Outcome:**

1. Ability to acquire workable knowledge of Entrepreneurial Skills.
2. Ability to acquire considerable proficiency in Communication, Presentation, Marketing & Registration of a business.
3. Technical knowledge with respect to development of Entrepreneurship Skills.
4. Reject all inhibitions in Leading activities .

#### **Unit-I**

Concept of Entrepreneurship. Different forms of entrepreneurship. Need and importance for Entrepreneurship Development: Enhances creativity and innovation, Builds self Confidence in people, Serves as a tool for nation building, Serves as the engine of growth For the nation's economy.

Reasons of entrepreneurship hold be developed in a country:

- a. Employment generation.
- b. Increased national production.
- c. Re-investing national resources.
- d. Harnessing youth vigour.

#### **Unit-II**

Meaning of Entrepreneur , Difference between Entrepreneur and Owner of a Business, Characteristics of an Entrepreneur, Development of Entrepreneurial Skills, Factors affecting Entrepreneurship e.g. Environment immediate, family-friends, Community, national, international , Financial, Displacement, etc. Role of Entrepreneurs towards development e.g. Government, Society, Families and friends, The stake holders like financial institutes.

#### **Unit-III**

Employment and its various forms, Types of Employment- Wage employment & Self employment. Characteristics, advantage and disadvantage of wage and self employment. Self-Employment, opportunities for self-employment Role of Government and various agencies towards the development of self- employment opportunities.

#### **Unit-IV**

Small Businesses : its meaning, features and importance, various forms of small businesses, importance of small businesses towards self-employment generation and socio-economic development, challenges / problems faced by small business organizations, Business environment, role of various central, state and non-government agencies towards development of small businesses service providers in India, DIC, MSME, NSIC, SIDCO, financial Institutions & Banks

#### **Unit-V**

Registration of business, its procedure and problems, Product management: designing, branding, merchandizing, research and development, IPR, Patent, Copyright. Introduction to Copyright. Rules & Norms of The Government to run a business. Government schemes and business assistance: financial loan / place / Training / subsidiary etc. Industrial visit. Workshops & Training - Planning & Proposal of a Business .Product Branding & Marketing Training. Online trading Strategies & Marketing Skills Development .

## M.A. Ancient Indian History, Culture and Archaeology

### Semester II - Scheme

Course No./Theory						
Theory course	Paper No.	Title of Paper	Duration	Teaching Hrs.(4.5 hrs-18 wks)	Credit	Maximum Marks
AIC105	Paper I	ELEMENTS OF INDIAN ARCHAEOLOGY	45 Min	81	4.5	60+40(CCE)=100
AIC106	Paper II	POLITICAL HISTORY OF ANCIENT INDIA FROM VEDIC AGE TO 550 A.D.	45 Min	81	4.5	60+40(CCE)=100
AIC107	Paper III	POLITICAL HISTORY OF ANCIENT INDIA FROM 550 A.D. TO 1206 A.D.	45 Min	81	4.5	60+40(CCE)=100
AIC108	Paper IV	ANCIENT INDIAN CULTURE	45 Min	81	4.5	60+40(CCE)=100
					Total-22	400
MOO1		Skill Development	45 Min	81	4	
<b>Grand Total -26</b>						

Comprehensive Viva-Voce – 04 Virtual Credits



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**Name of the Programme - M.A Ancient Indian History,  
Culture and Archaeology**  
**Semester - III**  
**Course - Paper I ; ANCIENT INDIAN PALAEOGRAPHY AND EPIGRAPHY**

**Course learning outcomes:**

1. Students will be able to gain a basic knowledge and learn about origin and development of ancient script.
2. Students will be learn to read and translate the inscriptions.
3. Students will be able to gain a basic knowledge about administration, political, social, economical life of ancient India.

- Note: 1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	1. Origin and antiquity of writing in India. 2. Origin and development of Brahmi script	0.9
Unit:2-	1. Method of dating and use of numerals in Ancient Indian inscriptions. 2. Writing Material, Ancient Indian Eras.	0.9
Unit:3-	Study of the following inscriptions - Ashokan Inscriptions - Rock edict II, XII (Girnar), XIII and Pillar edict VII	0.9
Unit:4-	Lumbini Pillar edict, Besnagar Garuda Pillar Inscription, Hathigumpha Inscription and Sarnath Inscription of Kanishka-I of the year-3.	0.9
Unit:5-	Nasik Inscriptionn of Gautami Balasri of year 19, Junagarh Inscription of Rudradaman, Nasik inscription of Gautamiputra Satakarni- year 24.	0.9
Total Credits		4.5



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**Course - Paper II ANCIENT INDIAN NUMISMATICS**

**Course learning outcomes:**

1. Students will be able to gain a basic knowledge about origin, antiquity and importance of coins in the reconstruction of history.
2. Coin's study also inform about weapons, flags, religious believes. wealth of the dynasty.
3. Students will be able to know making process of coins, ratio of metals and shape-size of coins in ancient India.

**Course Content:**

- Note: 1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Marks: 100 (Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Origin and antiquity of coins in India, importance of coins in the reconstruction of history.	0.9
Unit:2-	Punch Marked Coins, making of coins in ancient India.	0.9
Unit:3-	Coins of Malava, Arjunayana, Audumber, Kuninda and Yaudheya	0.9
Unit:4-	Coins of Indo-Greek kings	0.9
Unit:5-	Coins of the Sakas, Pahlavas and Satavahanas	0.9
	Total Credits	4.5



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## Course - Paper III : ANCIENT INDIAN ART AND ICONOGRAPHY

### Course learning outcomes:

1. Students will be able to gain a basic knowledge about sculptures of the ancient and early medieval India.
2. Students also know the development and characteristic features of sculptures.
3. Students also know about schools of art and different images.

### Course Content:

- Note: 1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit:1-	Indus valley - sculptures, terracottas and seals, Mauryan art – development, characteristics, foreign influence.	0.9
Unit:2-	Sunga art - characteristics, yaksha, yakshi, sculptures of Sanchi, Bharhut and Bodhagaya, Satavahana art, Kushana art - characteristics, origin of Buddha image, Mathura and Gandhar school of art.	0.9
Unit:3-	Gupata art, Pallava art and Chalukya art.	0.9
Unit:4-	Rashtrakuta art, Chola art, Pratihara art.	0.9
Unit:5-	Paramara art, Chandella art and Kalachuri art.	0.9
	Total Credits-	4.5



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**Course - Paper IV ANCIENT INDIAN ARCHITECTURE**

**Course learning outcomes**

1. Students will be able to gain a basic knowledge about literary and archaeological sources of ancient Indian architecture.
2. Basic knowledge of town planning in ancient India.
3. Basic understanding of origin and development of caves and temple architecture.

**Course Content:**

Note: 1. There shall be four compulsory papers in each Semester.

2. Two essay type questions to be set from each unit and one to be attempted.

3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	Literary and Archaeological sources of ancient Indian architecture. Indus valley town planning.	0.9
Unit-2	Mauryan architecture - City, palace, cave and stupa	0.9
Unit-3	Sunga architecture, development of stupa architecture, Bharhut, Sanchi, Bodhagaya and Amaravati stupas.	0.9
Unit-4	Rock-cut architecture and its development with special reference to western India.	0.9
Unit-5	Origin of temple architecture, Gupta temple architecture with special reference to central India.	0.9
	Total	4.5
	Credits-	



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# Paper V Skill Development

## (COMPUTER APPLICATION)

### Course Outcomes:

- To develop Professional skills and be an effective goal oriented team player.
- To develop professionals with idealistic, practical Computing values.

### Computer Application

#### UNIT I

Computer Fundamentals, Introduction to Computers History, Computers Components of Hardware, Peripherals: input and output devices, Basic applications of computer, Concept of Operating System—Features of Windows XP, Concept of hardware and software, application software, system software

#### UNIT II

Customize the Desktop Environment

- a. Desktop: creating and deleting shortcuts on desktop, how programs may save files in specific location by defaults.
- b. Start Menu, and
- c. Task bar etc.

File and Directory management: types of file, naming, file extension, file path, Windows Explorer, viewing file, explain file size (bytes, kilo, mega and giga bytes). Accessibility Settings

#### UNIT III

Representation of data/ information : concept of data processing

MS Word-*Creating*, Text creating and manipulating: editing, selection, cut, copy and paste, spell checker, thesaurus. *Table Manipulator*: Draw table, changing width and height, alignment of text in cell, deleting/insertion of rows and column, borders of shading, table formulas. *Organizing & Formatting* Content Collaborating, Merge, Insert, View / Edit / Track Mode etc. *Formatting & Managing Documents*  
*Inserting graphics elements*: insert a clip art picture, insert symbol, special characters, adding watermark; using word-art, adding a drop-case.

#### UNIT IV

Spread Sheet, Elements of spreadsheet-Creating, Analyzing & Formatting, Data & Content Collaborating, Insert, View, Addressing cell, Managing Workbooks  
Printing of spreadsheet, Saving spreadsheet, Manipulating of cell: Entering text, numbers and date, Editing worksheet data, Inserting and deleting row, column, cell, Changing cells height and width

Formulas and functions: using formulas and function, basic mathematic operators, using auto sum etc, using formulas with multiple cell references, finding the right function, relative and absolute cell references, fixing formula errors; chart; learning about chart, creating charts, working with graphics; clip art.

#### UNIT V

MS PowerPoint-Creating & Formatting Content Collaborating, Track, Edit, Add (text, picture, graph, clip art etc.), Delete Comments, Merge, Managing & Delivering, Preparation of slides- Presentations, Animation affect, Audio affect, Time setting viewing a presentation, choosing a set up for presentation, printing

slides and handouts ,Slide-shows: running a slide show, transition and time setting,  
 automating a slide show  
 Project Work & Assignment

## M.A. Ancient Indian History, Culture and Archaeology

### Semester III - Scheme

Course No./Theory						
Theory course	Paper No.	Title of Paper	Duration	Teaching Hrs.(4.5 hrs-18 wks)	Credit	Maximum Marks
AIC109	Paper I	ANCIENT INDIAN PALAEOGRAPHY AND EPIGRAPHY	45 Min	81	4.5	60+40(CCE)=100
AIC110	Paper II	ANCIENT INDIAN NUMISMATICS	45 Min	81	4.5	60+40(CCE)=100
AIC111	Paper III	ANCIENT INDIAN ART AND ICONOGRAPHY	45 Min	81	4.5	60+40(CCE)=100
AIC112	Paper IV	ANCIENT INDIAN ARCHITECTURE	45 Min	81	4.5	60+40(CCE)=100
MOO1		Skill Development	45 Min	81	4	
					Total-22	400
<b>Grand Total -26</b>						

Comprehensive Viva-Voce – 04 Virtual Credits



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 A. I. H. C. & Archaeology  
 Rani Durgawati Vishwavidyalaya  
 JABALPUR (M. P.) 482001

Name of the Programme - M.A Ancient Indian History,Culture and Archaeology  
Semester - IV  
Course - Paper I - ANCIENT INDIAN PALAEOGRAPHY AND EPIGRAPHY

**Course learning outcomes**

1. Students will be learn methods of dating and use of numerals in ancient Indian inscriptions.
2. Students will be able to know about writing material in ancient Indian era.
3. By reading and translation of inscriptions students know chronology, victories, administration and cultural life.

**Course Content:**

- Note: 1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	Allahabad pillar inscription of Samudragupta, Mehrauli Iron pillar inscription of Chandra, Mandsour pillar inscription of Kumargupta and Bandhuverman.	0.9
Unit-2	Bhitari pillar inscription of Skandgupta, Poona copper plate of Prabhavati gupta, Eran pillar inscription of Budhagupta	0.9
Unit-3	Banskhera plate of Harsha, Aihole inscription of Pulakesin second, Apsad stone inscription of Adityasen	0.9
Unit-4	Khajuraho inscription of Yasoverman and Dhanga, Gwalior Prasasti of Bhoja, Khalimpur plate of Dharmapal.	0.9
Unit-5	Udaipur prasasti of the kings of Malwa, Bilhari inscription of Yuvarajdev-II, Sanjan copper plate of Amoghavarsha-I.	0.9
Total Credits-		4.5



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**Course - Paper II – ANCIENT INDIAN NUMISMATICS**

**Course learning outcomes**

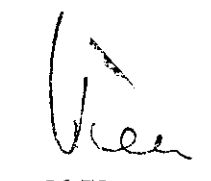
1. Students studied coins and they know the qualities of coins from different dynasties.
2. Through the coins study they able know co-relation between two states, trade, rise and fall of the dynasties.
3. Students will be able to know about weight of coins.
4. Students will be able to know about clothes and ornaments wearing god- goddess and king-queen shown on coins.

**Course Content:**

- Note:1. There shall be four compulsory papers in each Semester.  
2. Two essay type questions to be set from each unit and one to be attempted.  
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	Coins of the Kushanas and the Nagas.	0.9
Unit-2	Coins of the Chandragupta-I, Samudragupta, Ramagupta and Chandragupta-II.	0.9
Unit-3	Kumargupta, Skandgupta, silver and copper coins of Guptas, Hunas.	0.9
Unit-4	Coins of Harsha, Pratiharas and Gahadavalas.	0.9
Unit-5	Coins of the Kalachuris, Paramaras, Chandellas and Chauhanas.	0.9
	Total Credits-	4.5



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### Course - Paper III : ANCIENT INDIAN ART AND ICONOGRAPHY

#### Course learning outcomes

1. Students will be able to know characteristics features of iconography which is described in ancient texts.

#### Course Content:

Note 1. There shall be four compulsory papers in each Semester.

2. Two essay type questions to be set from each unit and one to be attempted.

3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	Iconography of Vishnu and his incarnations	0.9
Unit-2	Iconography of Siva and Family	0.9
Unit-3	Iconography of Shakti	0.9
Unit-4	Iconography of Teerthankaras, Dikpalas	0.9
Unit-5	Iconography of Buddha, general study of Bodhisattva, Manushabuddha, Avalokiteswar in brief. Iconography of Navagrahas.	0.9
Total Credits-		4.5



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**Course - Paper IV ANCIENT INDIAN ARCHITECTURE**

**Course learning outcomes**

1. Students will be able to know the classification of ancient Indian temple architecture.
2. They know the techniques of architecture.
3. Students will be able to know the material and types of stones used in temple architecture.

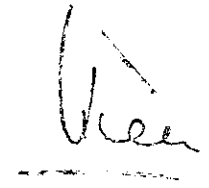
**Course Content:**

Note1. There shall be four compulsory papers in each Semester.

2. Two essay type questions to be set from each unit and one to be attempted.
3. All questions carry equal marks.

Marks: 100(Theory-60 CCE -40)

Unit	Content	Credits Allocated
Unit-1	Classification of Indian temples, Early Chalukyan temples	0.9
Unit-2	Pallava mandapas, rathas and structural temples, Rashtrakuta temples	0.9
Unit-3	Temples of Kachchapaghata, Chandella temples	0.9
Unit-4	Paramara temples, Kalachuri temples.	0.9
Unit-5	Chola temples, Orissan temples	0.9
	Total Credits-	4.5



Signature  
A. I. B. C. B. Archaeology  
Rani Durgawati Mahavidyalaya  
JABALPUR (M. P.) 482001



## Paper V Skill Development

### (COMMUNICATION SKILLS)

#### Course Outcomes:

- To develop Professional Communication skills and be an effective goal oriented team player.
- To develop communication and problem solving skills.
- To re-engineer attitude and understand its influence on behavior.

#### UNIT I

Communication, Models of communication, Channels of communication & its type, Types of communication channel- Face-to-Face, Broadcast Media- TV, radio and loud speakers, Mobile, Electronic, Written.  
Medium of communication, Type of communication- Verbal, Non-verbal communication and its type, Non-Verbal Communication-its importance and Nuances  
Facial Expression, Posture, Gesture, eye-contact, Appearance (Dress Code)

#### UNIT II

Barriers of communication, Communication and soft skill

- i. Practice on: Oral/spoken communication skill & testing- voice and accent, voice clarity, voice modulation & intonation, word stress etc.
- ii. Feedback & questioning technique:  
Objectiveness in argument (Both one on one and in groups)

#### UNIT III

5Ws & 1H, 7 Cs for effective Communication- Correctness, Clarity, Conciseness, Completeness, Consideration, Concreteness, Courtesy  
Etiquette and manners, Seven steps of effective communication - Step 1: Listening, Step 2: Talk brief., Step 3: Consider using names, Step 4: Talk confidently, Step 5: Use non-verbal communication to send your message effectively, Step 6: Take care of your language and jargon, Step 7: Create a level of comfort.

#### UNIT IV

Listening-its importance, Good and bad listening

Self management: Self-Evaluation: Identifying one's strength and weakness  
Self-discipline: Planning & Goal setting, Self-criticism: Managing self-emotions, ego, pride, Recognition of one's own limits and deficiencies.

Formal Communication Channels, Informal Communication Channels,  
Unofficial Communication Channels, Types of Communication Medium, A.  
Physical media- Large meetings, town hall meetings, Department meetings (weekly meetings), Up close and personal (exclusive meetings), Video conferences, Viral communication or word of mouth

B. Mechanical media - E-mail, Weekly letters or newsletters, Personal letters, Billboards, Intranet, Magazines or papers, Sms/Social media

#### UNIT V

Concept to effective Communication- Conviction, Confidence, Enthusiasm  
Business Letter writing- Sales Letters, Order Letters, Complaint Letters, Adjustment Letters, Inquiry Letters, Follow-Up Letter, Letters of Recommendation, Acknowledgment Letters, Project Work, Assignment & Practical Training on Communication Skill

M.A. Ancient Indian History, Culture and Archaeology

Semester IV - Scheme

Course No./Theory						
Theory course	Paper No.	Title of Paper	Duration	Teaching Hrs.(4.5 hrs-18 wks)	Credit	Maximum Marks
AIC.113	Paper I	ANCIENT INDIAN PALAEOGRAPHY AND EPIGRAPHY	45 Min	81	4.5	60+40=100
AIC.114	Paper II	ANCIENT INDIAN NUMISMATICS	45 Min	81	4.5	60+40=100
AIC.115	Paper III	ANCIENT INDIAN ART AND ICONOGRAPHY	45 Min	81	4.5	60+40=100
AIC.116	Paper IV	ANCIENT INDIAN ARCHITECTURE	45 Min	81	4.5	60+40=100
MOO1		Skill Development	45 Min	81	4	
					Total-22	400
<b>Grand Total -26</b>						

Comprehensive Viva-Voce – 04 Virtual Credits



Head  
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**Rani Durgavati Vishwavidyalaya, Jabalpur, M.P.**

**Department of Post Graduate Studies and Research in Ancient Indian  
History, Culture and Archaeology, UTD**

**Learning Outcomes based Curriculum Framework**

**(LOCF)**

**for**

**B.A. Ancient Indian History, Culture and Archaeology**

**Under Graduate Programme**

**2021-22**



**Head**

A. E. M. G. S. Archaeology  
Rani Durgavati Vishwavidyalaya  
JABALPUR (M. P.) 482001

## Programme Objectives

The Course presented will be useful in providing Historical knowledge to the students, it has been constructed in such a way that it will not only gain knowledge of ancient civilization of India, but can also be understood with the help of historical development. It contains details of Political and Cultural development of ancient India, students may be familiar with it. Art culture and Philosophy of religion of ancient India have been included in the course.

Through this students will get acquainted with historical facts and get knowledge of ancient pride of India and can develop a positive attitude towards History. The student will be motivated to contribute towards nation building by making them aware of the composite Culture of India. This course will develop the logical ability of the students to do rational analysis of historical events and will develop research attitude in the students. It will not only inspire the logical ability of the students but will also provide them employment orientation.

**Name of the Programme** -B.A Ancient Indian History, Culture and Archaeology

## Course Learning Outcome

The Purpose to this paper is from the sources of Ancient Indian History, Culture and Archaeology. Introduction to the Pre-History period, Proto-History, period, Historical period. Introduction to the Palaeography, Epigraphy, Numismatics. Relation of Archaeology with other subjects. Introduction to Archaeological methods. Introduction to Indian Art and Architecture. To maintain the glory of Ancient History, Culture and Archaeology. It is our plan to present this paper for the awareness of the student and also to reveal the introductory structure of our ancient Culture. This paper will help The students to understand the other papers of ancient Indian History. They will be able to grasp the ideas of ancient sites and human landscapes in a much meaningful manner. This paper will also help students make their career planning as Indian History has been a major part of any competitive examination. the most important outcome of this paper is the enhancement in the paper understanding of Indian History, Culture and Archaeology.

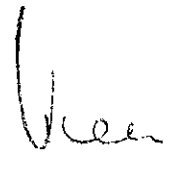
Class-B.A. I year

Course code-A1-AIHC1T

Course Type-Core Course

Course Title-Introduction of Ancient Indian History, Culture and Archaeology

Unit	Syllabus
unit-1	Sources of Ancient Indian History – Archaeological, Literary and Oral sources Definition of History, Culture, Archaeology and Oral
unit-2	Introduction of Pre-Historical period Introduction of Proto-Historical period Introduction of Historical period
unit-3	Relation of Archaeology with other Subjects. Archaeological Method
unit-4	Introduction of Palaeography Introduction of Epigraphy Introduction of Numismatics
unit-5	Introduction of Ancient Indian Art Introduction of Ancient Indian Architecture

  
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## Course Learning Outcome

This Course will attempt to introduce the concepts of Society and economy in Ancient India. Under this Paradigm, the Origin of family, Caste, clan and social customs will be discussed. which will present the true picture of Ancient Indian society and develop understanding in relation to the distortions that started over time and it will help establishing social harmony. In the discussion of the gradual development of the Economy involves the study of the modes of production and distribution, the circulation of exchange and currency and the activities of internal and external trade. So that the student will be familiar with the ancient Indian Economic activities and concepts and will be able to understand its useful aspect.

Through this course students will get proper information about ancient Indian Rites Educational system Economic condition, Gurukul-Tradition etc. which will make it easier to understand Ancient Indian History in a holistic manner.

*Class-B.A. I year*

*Course code-A1-AIHC2T*

*Course Type-Core Course*

Course Title-Introduction of Ancient Indian History, Culture and Archaeology

Unit	Syllabus
Unit 1	Sources of Social and Economic History. Varna and Jatis, Ashrama System and Purusharthas.
Unit 2	Sixteen sanskaras and their importance
Unit 3	Aims and Ideals of Ancient Indian Education and Institutions . Buddhist Philosophy and Institutions . { Nalanda and Vikarmshila}
Unit 4	Ancient Agriculture System, Ownership of Land. Produce Land Revenue and land grants.
Unit 5	Trade and Trade Routs. Guilds and Banking System.

*Class-B.A. I year*

*Course code-A1-AIHC2T*

*Course Type- Minor/ Open Elective*

Course Title-Introduction of Ancient Indian History, Culture and Archaeology

Unit	Syllabus
Unit 1	Sources of Social and Economic History. Varna and Jatis, Ashrama System and Purusharthas.
Unit 2	Sixteen sanskaras and their importance
Unit 3	Aims and Ideals of Ancient Indian Education and Institutions . Buddhist Philosophy and Institutions . { Nalanda and Vikarmshila}
Unit 4	Ancient Agriculture System, Ownership of Land. Produce Land Revenue and land grants.
Unit 5	Trade and Trade Routs. Guilds and Banking System.



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**Name of the Programme -B.A II<sup>nd</sup> Year Ancient Indian History, Culture and Archaeology**

**Course Learning Outcome**

The purpose of this Course Paper is to make the students aware of concept of ancient Indian State and Kingship their diverse, types, monarchical and Republican System, Council of Ministers, weekend Principles and Administration of various periods. Indian Political activities have been the best due to their diverse characteristics. The purpose of this question paper is to get the Students to study the ancient administration policy principle of India. In which students can became aware of the thoughts of the past question paper, student will be able to assess the future administrative conditions in the sequence of ancient administrative arrangements.

After the study of this syllabus students will be able to understand the concept of early state formation, the Monarchy, Republic Mahajanpadas forms of state in early India. They will learn interrelationship of State and religion. Its study will make the students aware of various duties and responsibilities of the state.

Class-B.A. II<sup>nd</sup> year

Course code-A2-AIHC2T

Course Type- Core Course

Course Title- Ancient Indian Polity and Administration

Unit	Syllabus
Unit 1	Origen and development of the state – Nature and Functions of the state
Unit 2	Kingship, Council of Ministers, Constitution and Functions.
Unit 3	The saptanga theory, Mandala theory, Shadagunya theory.
Unit 4	Republics Constitutions, Administration, Merits and Dmerits
Unit 5	Moryan Administration System, Gupta Administration System, Chola Administration System.

K.P. Jayaswal- Hindu Polity, Varanai.

A. S. Altekar- State and Government in Ancient India

R.S. Sharma- Aspects of Political Ideasand Institutions in India

**Course Learning Outcome**


After complete this course students are expected to have afair knowledge about the Political events in chronological order of ancient Indian history. This study will all also enable them to understand the work causal relation in historical sense. The paper ensures that the students learn the changes in political happing during this chronological span that will develop their politi understanding. It will also teach them now to study sources to the changing historical processes.

Class-B.A. II<sup>nd</sup> year

Course code-A2-AIHC2T

Course Type- Core Course

Course Title- Political History of India { Sixth Century BEC to 1200CE}

  
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Rajawade Sanshodhan Mandal, Vishwavidyalaya  
JALANDHAR - 150001

Unit	Syllabus
Unit 1	Sixteen Mahajanpadas and Republication state, Rise of Magadh Empire.
Unit 2	Alexander's invasion and its effects, Moryan and Sunga Empire
Unit 3	The Satvahanas { Goutimiputra satkarni and vasithiputra satkarni}, the Indo-Greeks invansion and its effects, The Sakas, kushana.

Unit 4	Vakataka {Rudrasingh II}, Chandragupta I, Sumudragupta, Chandragupta II, Political achievement of Harsha vardhana.
Unit 5	Pratihara Dynasty { Mihirbhaoja}, Parmara Dynasty {bhoja Parmara}, Chandala Dynasty { Yashovarman and Dhanga}, Pala Dynasty { Dharmpal}, Kalchuri Dynasty { gageydev}, Chauhan Dynasty { Prithviraj III}, Chaulukya of Badami { Pulkeshin II}, Pallavas Dynasty { Narshimsimavarman II}, Rashtrakutas Dynasty { Amoghvarsh and Govind III}, Chola Dynasty {Rajraj chola and Rajendra Chola}

Class-B.A. II<sup>nd</sup> year

Course code-A2-AIHC2T

Course Type- Minor/ Open Elective

Course Title- Political History of India { Sixth Century BEC to 1200CE}

Unit	Syllabus
Unit 1	Sixteen Mahajanpadas and Republication state, Rise of Magadh Empire.
Unit 2	Alexander's invasion and its effects, Moryan and Sunga Empire
Unit 3	The Satvahanas { Goutimiputra satkarni and vasithiputra satkarni}, the Indo-Greeks invansion and its effects, The Sakas, kushana.
Unit 4	Vakataka {Rudrasingh II}, Chandragupta I, Sumudragupta, Chandragupta II, Political achievement of Harsha vardhana.
Unit 5	Pratihara Dynasty { Mihirbhaoja}, Parmara Dynasty {bhoja Parmara}, Chandala Dynasty { Yashovarman and Dhanga}, Pala Dynasty { Dharmpal}, Kalchuri Dynasty { gageydev}, Chauhan Dynasty { Prithviraj III}, Chaulukya of Badami { Pulkeshin II}, Pallavas Dynasty { Narshimsimavarman II}, Rashtrakutas Dynasty { Amoghvarsh and Govind III}, Chola Dynasty {Rajraj chola and Rajendra Chola}



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