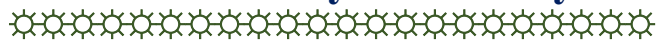




Center for Agamic Studies & Indian Knowledge Systems

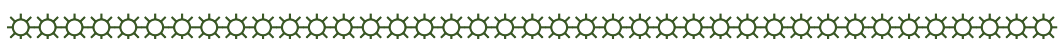


DEPARTMENT OF HISTORY
School of Social Sciences & International Studies
Pondicherry University



P.G. DIPLOMA
IN
AGAMIC STUDIES & INDIAN KNOWLEDGE SYSTEMS
[PGDAS&IKS]

REGULATIONS, CURRICULUM AND SYLLABI
(2025-26 ONWARDS)



About the Department:

The Department of History, established in 1988 has distinguished itself among the frontline history departments across the country. Its primary mission is to promote teaching and research in the diverse fields of Indian History and Archaeology. In 2023, the department has implemented the National Education Policy (NEP 2020) with the introduction of the four-Year B.A (hons) programme with a thoroughly revised curriculum having the Certificate programme in Museology (First Year) P.G. Diploma in Epigraphy & Manuscriptology (Second Year), where in the students will be equipped with employable skills in museum management and administration; study, use and application of scientific methods and tools of Archaeological survey; study, analysis and interpretation of inscriptions and conservation of manuscripts and other archival materials.

At present there are five regular faculty and six guest faculty members teaching in the department. They are drawn from different parts of the country and have had their academic training in India and abroad. The department is offering the Value-Added Course: *Understanding India*, a common paper for all the UG programmes of the University. The thrust areas of teaching and research reflect the specializations of the faculty.

The Thrust Areas of Teaching & Research:

- ❖ Chola State and the Agrarian order: Peasantry, landed groups and water rights
- ❖ Contemporary India
- ❖ Diaspora studies
- ❖ Epigraphy and Manuscriptology
- ❖ Growth of Capitalism, Labour and Subaltern studies
- ❖ History of Science, Technology & Medicine in Modern India
- ❖ History of Indian Freedom Movement.
- ❖ Indian and Global Rock Art traditions.
- ❖ Museology
- ❖ Prehistory, Proto-history and Archaeological Sciences
- ❖ Social and Intellectual history of modern India
- ❖ Social transformation in Colonial South India
- ❖ South India and Indian Ocean as a maritime Region
- ❖ State Formation and Societal Transformations in Peninsular India
- ❖ Women in India

Infrastructure and student amenities:

The Department is equipped with most modern facilities for the purpose of research and teaching. Facilities like computer laboratory, smart-boards, public address systems, collar mike and amplifiers, unlimited access to web resources, availability of Online Cambridge History Series, LCD projectors, well-furnished seminar hall and class rooms and photo copying facility. Sophisticated gadgets like hand held GPS, digital vernier calipers, digital cameras, voice recorders, scanners, estampage material for copying the stone inscriptions are also available in the department. The department is having all the necessary scientific equipment and tools needed in archaeological excavations.

We are in the process of shifting to a new building (G+2) having spacious class rooms, conference halls and ample space for separate museology section and scientific laboratory for the conservation and preservation of manuscripts and also to provide hands-on training to the students in this domain.

Our students and doctoral scholars organize extra-curricular activities under the club *Pondicherry University Societe Histoire (PUSH)*. Students are encouraged to use e-learning tools like Prezi; you tube videos, blogs, MOOCS, software like D-Stretch and Photoshop; E-Resources like JSTOR, Project MUSE; Google Scholar etc. Key papers and books are shared by faculty.

The curriculum blends empirical and theoretical aspects of history with interactive, structured teaching. Remedial classes were handled for academically weak students. Through group discussions, seminar presentations, the soft skill of the students are monitored and mentored. The department invites distinguished scholars to deliver lectures to keep the students updated with the latest trends and developments in historical and archaeological research.

The department has signed Memorandums of Understanding (MoUs) with four reputed academic Institutions: The French Institute of Pondicherry (IFP), and Sri Aurobindo Centre for Advanced Research (SACAR), Pondicherry, C.P. Ramaswamy Aiyar Foundation (CPRAF) and Sharma Centre for Heritage Education (SCHE), Chennai. In collaboration with the MoU institutions, a series of academic programmes are being designed in tune with the National Education Policy (NEP 2020).

Among the deliverables of the MoUs, the vital one is the 6-week summer internship programme for the UG students of the department, which will provide them hand-on training archaeological exploration and excavation methods; Prehistoric stone tool making; photogrammetry, 3D image processing, study and analysis of ancient coinage; reading, preservation and conservation of palm leaf manuscripts and other archival materials, research methods in history, research and publication ethics, study of temple architecture, identification of endogamous medicinal and vegetable plants, bio-diversity issues etc.

The department has proposed to start two research centers offering P.G. Diploma Courses:

- a. Center for Agamic Studies & Indian Knowledge Systems.**
- b. Center for Rock Art and Cognitive Studies.**

These centers will initially offer One Year P.G. Diploma Courses. In the near future they will start two -year P.G Programmes.

Today, the Department of History is well known for its strong academic programmes, visibility, external outreach, unique research and teaching programmes and high standards of research. We invite enthusiastic scholars and students to join us in the exciting journey of Historical and Archaeological studies and investigations.



About the P.G. Diploma :

- The One Year (Two Semester) P.G. Diploma Course in “*Agamic Studies and Indian Knowledge Systems*” offers an objective and critical study of the philosophical tenets, ethos and sensibility of religious practices, the evolution and interaction between pre-modern faiths, the foundational principles of *Agamic* literature, their world views and philosophy, sacred practices, the role of religious symbolism, their manifestation in the arts and life of India and the traditional knowledge systems that support it.

Unique Features:

- In-depth introduction to the ancient knowledge systems of India preserved in the temple-building culture of south India.
- Broad spectrum introduction to Indic and Agamic Studies, with an engaging discussion of philosophy, sacred literature, art and aesthetics.
- Dharma experiences include field visits to sacred sites, interaction with renowned scholars and specialists, and on-the-spot understanding of the nature of spiritual/religious experience.
- World-class faculty, engaging discussions that are critical and objective yet grounded in tradition.

Programme Outcome:

The students will rediscover and reclaim the *Bhartiya* civilizational roots of Indian culture, be sensitised to the civilizational values and culture of India, and be well-equipped to meet the requirements of modern challenges.

Eligibility & selection process:

- Students with a 3-year Graduate/4-year honours graduate/ Master’s Degree in History/ Ancient History & Archaeology, Religious Studies & Comparative Religion with a minimum score of 55% marks are eligible for admission into the P.G. Diploma Programme.
- The selection of the eligible students will be based on the CUET (UG/PG) merit list.
- If merit list from the CUET (UG/PG) is exhausted, the remaining seats will be filled up by calling for applications by advertising in the University web site, by the department and the merit list will be prepared based on the UG/PG marks of the applicants.
- Reservation of seats and the relaxation of the eligibility criteria is governed by the University regulations.

Intake: 30 students.

Medium of Instruction:

The medium of instruction shall be English.

Fee Structure:

Semester 1: Rs.20,472.00

Semester.2: Rs. 3,200.00

Pedagogy:

Classroom Lectures, Field Visits, Case Studies, Tutorials, Seminars, Expert Lectures etc., shall form part of the teaching methods.

Course Structure:

Students must secure 40 credits (20 credits each semester) for the award of the P.G. Diploma Certificate. The course structure includes four (4) Major papers (16 credits), two Minor papers (6 credits) and eighteen (18) credits in Seminars, Field report/Project report & Viva-Voce = (2+4+3 credits in each semester respectively).

Passing Minimum:

- To be eligible for the award of the P.G. Diploma in *Agamic Studies and Indian Knowledge Systems* [PGDAS&IKS] the student must secure 50% (internal + end semester examination together) marks.
- Percentage calculation and grading for the award of the P.G. Diploma will be governed by the existing CBCS regulations of the Pondicherry University.
- The attendance requirement, clearance of the arrear's papers shall be governed by the existing rules of the University.

Evaluation:

- The Evaluation of the major and minor papers in each semester is for 100 marks.
- Internal Assessment will comprise 40 Marks consisting of
 - A: Internal examination: 30 marks
 - B: Written assignment: 05 marks, and
 - C: Seminar Presentation 05 marks.
- End Semester examination would be a 3-hours written test, for 60 marks, consisting of questions in Part A and Part B signifying long answer (2X15=30) and short answer (3X10=30) type questions.

COURSE STRUCTURE& CREDIT DISTRIBUTION**P.G.Diploma in Agamic Studies & Indian Knowledge Systems****[PGDAS&IKS]****(Semester I)**

Papers	Title	Credits
PGDAS&IKS-1	Ancient India I (Up to First Millennium BCE)	4
PGDAS&IKS-2	Religion in Early India	3
PGDAS&IKS-3	Early medieval South India (550 -1300 CE)	4
PGDAS&IKS-4,5,6	Seminars, Field report & Viva-Voce	2+4+3=9
Total		20 Credits

(Semester II)

Papers	Title	Credits
PGDAS&IKS-7	Ancient India II (Up to 6 th Century CE)	4
PGDAS&IKS-8	Temple & Indian Knowledge Systems in medieval south India	3
PGDAS&IKS-9	Agamic literature, polity, art, aesthetics and cross border Cultural Expansion	4
PGDAS&IKS-10,11,12	Seminars, Project Report & Viva-Voce	2+4+3=9
Total		20 Credits

Majors: 4 (16 credits) Minors: 2 (6 Credits) Practical & Field work: 18 credits= 40 credits

Papers & Syllabi

PGDAS&IKS -1: Ancient India (up to 1st Millennium BC) (Major - 4 Credits)

Course Overview:

The paper will help the student to explore and understand the processes of change and evolution of human societies right from the prehistoric times and understand the dynamic relationship between human geography and the evolution of historical events. The paper will provide a strong and comprehensive understanding of early Indian history up to the Second Urbanization in the Gangetic Valley.

Objectives:

- To Provide a basic understanding of the human past starting from the Stone Age.
- To evaluate the significance of the dawn of food producing economies in the emergence of the literate societies.
- To highlight the role of Copper and Bronze technology in the *First Urbanization* of India.
- To analyse the theoretical debates about the 'Aryan Invasion' and understand the forces that operate behind the emergence of literate societies and chiefdoms through the study of the *Vedic* and *Epic* Literature.
- To explain the social and cultural context of the Iron technology in the *Second Urbanization* in the Gangetic valley.

Course Outcomes:

- Provides a bird's eye view of the Prehistoric; proto-historic technological transformations and the resultant social, religious and economic institutions.
- Impart understanding of the cultural, social and religious dimensions of the *Vedic* literature.
- Training in the assessment of the historical debates about the Aryan Invasion Theories.
- Evaluate the role of copper, Bronze and iron in the growth of urban agglomerations in the Indian Subcontinent.

Module 1: Scope of the Study – Sources – Periodization – Historiographical trends in early Indian History – Schools of thought.

Module 2: The Beginnings – Prehistoric Societies: Palaeolithic – Neolithic – Iron Age – Settlement and subsistence Patterns – Material remains - Characteristic traits.

Module 3: Indian civilization or Indus Valley Civilization – society & economy – Debates about its relation with the Vedic people and culture- continuities.

Module 4: Early & Later Vedic Periods - Society and Economy - Myth of the Aryan Invasion- Age of the Upanishads and Epics- Emergence of Lineage Societies - Chiefdoms. Philosophical undercurrents of the Upanishads.

Module 5: 6th Century B.C – Sources - Janapadas – Nature of Society & Economy – Religious Conditions – Buddhism and Jainism- Basic tenets.

Suggested Readings

- Agarwal, D.P. 1982. *The Archaeology of India*. New Delhi: Oxford.
- Allchin, B & Allchin F.R. 1984. *The Rise of Civilization in India and Pakistan*. New Delhi: Oxford.
- Banerjee, R.D.1933. *The Age of the Imperial Guptas*. Varanasi: benaras Hindu University.
- Basham, A.L. 1966. *The Wonder that was India* New Delhi: Oxford.
- Jha, D.N. 2010. *Ancient India in Historical Outline*. Delhi: Manohar Publishers.
- Mazumdar, R.C.1982. *Ancient India*. Bombay: Bharatiya kala Bhavan.
- Mazumdar , R.C.(Ed), 1946. *The Gupta – Vakataka Age*. Bombay: Bharatiya Vidya Bhavan.
- Nilakanta Sastry, K.A.1966. *A History of South India*. New Delhi: Oxford.
- Raychoudary H.C.1996. *Political History of Ancient India*. Delhi: Agam Kala Prakashan.
- Sankalia, H.D.1974. *Pre History and Proto History of India*. Pune: Deccan College.
- Singh, Upinder. 2011. *History of Ancient & Medieval India*. Delhi: Pearson.
- Thapar, Romila.1962. *Ashoka and the Decline of the Mauryas*. New Delhi: Oxford.
- Thapar, Romila. 2002. *Early India from the beginning to 1300 CE*. New Delhi: Oxford.

PGDAS&IKS -2: Religion in Early India (Minor – 3 Credits)

Course Overview:

This course seeks to impart to the students, the basic knowledge regarding the genesis and growth of religions in the early historical period in the Indian subcontinent. Religion with all its sectarian developments should be viewed as a social institution which catered to the emotional, spiritual, economic, social and cultural needs of the people. The paper deals with the structure of early Indian religions and the nature of cultural and economic transformations they heralded.

Objectives:

- To outline the prehistoric belief systems and practices.
- To discuss the evolution of structured religions in the subcontinent.
- To analyse the socio-economic context of the dawn of sectarian faiths
- To highlight the elements of *Sanatana Dharma* in the philosophical tenets of sectarian faiths.
- To evaluate the dawn of puranic theism coinciding the expansion of agrarian economy.
- To estimate the pivotal role of the temple and the popular cults in the growth of '*Hinduism*'.

Course Outcomes:

- Provides a panoramic view of the prehistoric/proto-historic cultural developments and technological transformations and the resultant social, religious and economic institutions.
- Impart understanding of the cultural, social and religious dimensions of the *Vedic* period in terms of the belief systems animistic and magical cults, rituals, philosophical tenets and sacred literature.
- Elaborate on the growth of sectarian faiths coinciding with the agrarian transformations.
- Analyse the role of religion in the emergence of kingship and associated socio-economic and cultural institutions.
- Establish the growth of temple culture, rise of puranic theism and agrarian expansion during the early historic period.

Module 1: Definition and Scope of the Study – Sources – The prehistoric genesis of religion-Animism-fertility cults-rock art representations- Indus valley religion - structural evidences.

Module 2: The Beginnings – Vedic religion- Animism- the pastoral background- Evolution of ritualistic religion in the later Vedic phase- social developments – technological developments -growth of the pantheon of gods and goddesses.

Module 3: 6th Century B.C – Sectarian religious movements – Jainism & Buddhism – basic tenets-social backdrop for their emergence-Mauryan and post-Mauryan developments – Socio economic conditions – Contribution of foreign powers for the growth of sectarian religions– Emergence of Saivism, Vaishnavism, Bhagavatism and Saktism- Development of Literature - schools of art.

Module 4: The Gupta Era – Revival of the ritualistic Hinduism- Emergence of puranic theism - socio-cultural conditions- Economy and Religion – Land grants – Feudal elements? – decline of Buddhism-evolution of tantric sects-their antecedents.

Module 5: The conditions in South India — Satavahanas – Buddhism- Mahayana and Vajrayana developments and contributions- Amaravati School of art – Early Saiva, Vaishnava and Sakta pantheons- sculptural manifestations. Post-Satavahana developments – Emergence of Vedic ritualism.

Suggested Readings

Champakalakshmi, R.2011.*Religious Tradition and Ideology: Pre-colonial South India*. New Delhi: Oxford.

Hanumantha Rao, B.S.L.1996.*Religion in Andhra*. Hyderabad: Government of A.P.

Heehs, Peter. 2002.*Religions in India*. Pondicherry.

Nilakanta Sastry, K.A. 1992. *Development of Religion in South India*. Delhi: Munshiram, Manoharlal.

Sharma, I.K.1995. *Saivism in Andhra*. Hyderabad: Government of A.P.

Singh, Upinder. 2011. *History of Ancient & Medieval India*. Delhi: Pearson.

Subramanyam, B. 2002.*Vajrayana Buddhist Centres in Andhra*. New Delhi: Bharatiya Kala Prakashan.

Thapar, Romila.2012. *Early India*. Delhi: Oxford.

Relevant articles published in various journals.

PGDAS&IKS -3: Early Medieval South India (c. 550-1300CE)

(Minor – 3 Credits)

Course Overview:

This course aims at imparting comprehensive historical knowledge pertaining to the early medieval South India. The course looks at the social, political and economic changes that took place in south India from the perspective of (a) the state and its strategies legitimation, (b) landed groups and institutions and (c) economic structures and activities. Apart from reviewing the broad political history of this period, an attempt will be made to place the history of the period in the broader concept of social and intellectual changes. The theoretical framework of the Segmentary State is examined from various points of view.

Objectives:

- To evaluate the historical discourses on the periodization of Indian History and the coining of the word 'Early Medieval' associated with socio-political transformations.
- To understand the impact of agrarian economy and the so-called decline of monetary economy on the growth of internal trade and commerce, rise of professional and craft groups and the processes of temple oriented 'Third Urbanization' in South India.
- To estimate the nature of kingship and the rise of imperial states in south India and their role in the growth of agrarian economy.
- Evaluate the role of early medieval dynasties and the patronization of temple building activities and the growth of puranic religion, rituals and cults.

Course Outcomes:

- Provide a comprehensive understanding of the historiographical trends in medieval south India.
- Assess the role of religious institutions in the agrarian expansion and creation of associates social institutions.
- Comprehend the role of temple centered urbanization processes in south India and the role of kingship in the trading activities and guild organizations.

Module 1

Sources for the study of South Indian History - Epigraphic and Literary Sources - Trends in 19th Century Historiography of South India - Recent developments in the Historiography of the Pallava and Chola period.

Module 2

The Pallavas of Kanchipuram – Economy & Culture - Formation of the Medieval Agrarian Order – Religion during the Pallava period –Cave and Structural Temples

Module 3

Geographical factor in Chola history – Role of Land, Environment and the Sea – The Chola state-Kingship and polity- Intellectual History of the Chola period

Module 4

The Pandyas of Madurai – Early History – The Medieval assertion – Political and Cultural History – Religious contributions

Module 5

Society and Economy of the Medieval South India - Landed groups and the Agrarian Economy-Social, Political and Economic structures – Nadu and Nagaram - Overseas Trade and Commercial activities - Social institutions and conflict - temple and its economic and social functions.

Suggested Readings

- Champakalakshmi, R. *Vaishnava Iconography in the Tamil Country*, New Delhi: Orient Longman, 1974.
- Champakalakshmi, R. "Urban Processes in Early Medieval Tamil Nadu" in *Situating Indian History*, S. Bhattacharya and R. Thapar, eds., New Delhi: Oxford University Press, 1988.
- Champakalakshmi, R., *Ideology and Urbanization in South India, (1300-1800)*. Delhi: Oxford University Press. 1997,
- Karashima, Noboru. *South Indian History and Society*, New Delhi: Oxford University Press, 1985.
- Ludden, David, *Peasant History in South India*, New Jersey: Princeton University Press, 1985.
- Minakshi, L. *Administration and Social Life under the Pallavas*, Madras: University of Madras. 1938.
- Miller, Barbara Stoler. *The Power of Art, Patronage in Indian Culture*, New Delhi: Oxford University Press, 1955.
- Miller, Barbara Stoler. *Studies in Chola History and Administration*, Madras: Madras University Press, 1935.
- Spencer, George. *The Politics of Expansion: The Cholas in Sri Lanka and Sri Vijaya*, Madras: New Era, 1983.
- Stein, Burton. *Peasant State and Society in Medieval South India*, New Delhi: Oxford University Press, 1980.
- Stein, Burton. *Essays on South Indian History*. Honolu: University of Hawaii Press. 1978.
- Stein, Burton. *South Indian Temples: An Analytical Reconsideration*, New Delhi, 1979.

PGDAS&IKS - 7: Ancient India II (up to 6th Century CE) (Major - 4 Credits)

Course Overview:

The paper will help the student to explore and understand the processes of change and evolution of human societies right from the Second Urbanization up to the end of the Gupta Era. It will provide the students with a strong and comprehensive understanding of social, cultural, economic, literary, religious and technological transformations in the early Indian History from 1000 BCE to the 6th century CE.

Objectives:

- Equip the student with a critical understanding of the analytical study and interpretation of the source material starting from the Later Vedic period.
- Understand the significance of the urban agglomerations in the Gangetic valley and the growth of *Sramanic* ideology from the *Upanishadic age* and its culmination in the emergence of the sectarian faiths.
- Highlight the role of Later Vedic literature and the Epic literature for the better appreciation of the contemporary socio-political, economic and religious transformations.
- Highlight the role of the Lower Gangetic basin in the emergence of the radical thought processes, political institutions and the cultural efflorescence.
- Analyse the social and cultural context of the Second Urbanization and the role of Iron technology in the Second Urbanization in the Gangetic valley.
- Study of the archaeological and material remains for understanding the factors leading to the emergence of Magadhan Imperialism.
- Understand the historical developments on a geographical scale across the subcontinent during the post Mauryan times leading to the growth of kingship, State, ritual sovereignty, *Vedic* culture and rituals, growth of ruling dynasties identifying themselves on the vertical social order.

Course Outcomes:

- Provides a comprehensive understanding of the socio-cultural processes in the early Indian history up to the end of the 6th century CE.
- Impart understanding of the cultural, social and religious dimensions of the early Indian history.
- Training in the assessment of the historical debates about the emergence of Kingship, political ideas and institutions, growth of *puranic* theism etc.
- Understanding the role economy, technology and philosophical currents in the growth and expansion of various social, cultural religious and economic institutions in early India.

Module 1: Rise of Magadhan Imperialism- The Nanda Dynasty - Emergence of the Mauryan Empire – Sources of study – Socio-economic conditions – The Dhamma of Ashoka – Political Ideas and Institutions of Mauryan Era.

Module 2: Post Mauryan Developments – The rise of small kingdoms – Sungas- Kanvas -Indo-Greeks – Sakas -Kushanas – Nature of the Society in the Gangetic Valley – Trade & Economy-Religious developments.

Module 3: The Pre-Satavahana Chiefdoms – Coinage- Society & Economy-Religious developments. The Age of the Satavahanas – Sources- Society & Economy- Religion and Literature- emergence of Vedic Ritualism – Buddhism and its establishments. Political developments in the Deccan and South India – The Sangam Age in the Interior south India-Literature- Society & Culture.

Module 4: Post Satavahana developments- Rise of Ikshvakus- Kadambas- Pallavas - Growth of agrarian economy and Sanskrit cultures.

Module 5: The Gupta Era – Society – Economy and Religion – Land grants – expansion of Agriculture – Economic institutions – Education – Literature – The Debate on the ‘Golden Age’.

Suggested Readings

Agarwal, D.P. 1982. *The Archaeology of India*. Oxford: New Delhi.

Banerjee, R.D.1933. *The Age of the Imperial Guptas*. Varanasi: Banares Hindu University.

Basham, A.L. 1954.*The Wonder that was India*. Oxford: New Delhi.

Jha, D.N. 1998.*Ancient India in Historical Outline*. Delhi:Manohar Books.

Mazumdar, R.C.1982. *Ancient India*. Bombay: Bharatiya Vidya Bhavan.

Mazumdar , R.C.(Ed). 1946. *The Gupta – Vakataka Age*.Bombay: Bharatiya Vidya Bhavan.

Nilakanta Sastry. K.A.1966. *A History of South India*. Delhi: Oxford

Raychoudary H.C.1996. *Political History of Ancient India*.Delhi: Agam kala Publications.

Singh, Upinder. 2011. *History of Ancient & Medieval India*. Delhi: Pearson.

Thapar, Romila. 2002. *Early India from the beginning to 1300 CE*. Delhi: Oxford.

PGDAS&IKS-8: Temple and Indian Knowledge Systems in Medieval South India (Major - 4 Credits)

Course Overview:

‘Temple’ as a religious institution is well known. This course examines the temple from a variety of perspectives such as its role in the economy, social and professional groups involved in temple transactions, iconography and sculpture from traditional sources and changing architectural patterns in the evolution of the temple structure. In short, the multi-dimensional role of the ‘temple’ in the ancient and medieval Indian Society will be highlighted.

Objectives:

- To analyse the theoretical debates about the periodization of Indian History and the idea of ‘early Medieval’.
- To evaluate the socio-economic transformations from 6th Century CE onwards and the resultant growth of puranic theism and temple centric kingship.
- Discuss the emergence of professional and craft groups coinciding with the expansion of land grant economy and the growth of Indian Knowledge Systems to preserve and perpetuate the ideals of ‘Sanatana Dharma’.
- To impart knowledge about the multi-dimensional role of the temple, as the backbone of agrarian economy, ritual kingship, craft and professional groups, providing employment to a cross section of the medieval society.
- Understanding the role of temple as an educational institution, facilitating the compilation and building up a storehouse of Indian knowledge systems in the form of literary texts.

Course Outcomes:

- The student will be equipped with a sound knowledge of the historiographical trends on a sub-continental scale.
- The student will be equipped with a sound knowledge of the phenomenal interplay of various institutions, persons and ruling dynasties in the expansion of agrarian economy, growth of professional and craft groups and guilds, rise of temple building activity and its emergence as a catalyst to the early medieval Society, culture, education, economy, arts and crafts.

Module 1

Emergence of a Temple-oriented society- Land grants- Temples and royal patronage.

Module 2

Temple and agrarian society- Temples as centers of redistribution- Temple and the *Bhakti movement*.

Module 3

Temple as a source of livelihood- Development of sub castes- metallurgy – Carpentry – Stone working – Growth of professional groups temple, trade and market centres- Temple and trade Guilds

Module 4

Temple- Production Structure and power relations- *Devadana* and *Brahmadeya*- Managerial and functional groups- Temples as educational centres – inclusive curriculum – patron -client relationship through temple culture- ecological awareness.

Module 5

Temple art and architecture- Chalukya, Pallava and Chola styles of architecture – growth of Literary texts on temple building technology and Iconography.

Suggested Readings

Champakalakshmi, R., *Religion, Tradition and Ideology: Pre Colonial South India*, New Delhi: OUP. 2011.

Gurukkal, Rajan. *Social Formations of Early South India*, New Delhi: OUP. 2010.

Heitzmen, James. *Gifts of Power: Lordship in an early Indian State*. New Delhi: OUP. 2001.

Miller, Barbara Stoler, *The Power of Art, Patronage in Indian Culture*, New Delhi: Oxford University Press. 1955.

Miller, Barbara Stoler, *Studies in Chola History and Administration*, Madras: Madras University Press. 1935.

Nilakanta Sastry, K.A. *A History of South India*. Delhi: Oxford.1996.

Singh, Upinder. *History of Ancient & Medieval India*. Delhi: Pearson.2011.

Spencer, George, *The Politics of Expansion: The Cholas in Sri Lanka and Sri Vijaya*, Madras: New Era. 1983.

Stein, Burton, *South Indian Temples: An Analytical Reconsideration*. New Delhi. 1979

Subbarayulu, Y. *South India under the Cholas*, New Delhi: OUP. 2012.

Thapar, Romila. *Early India from the beginning to 1300 CE*. Delhi: Oxford.2002.

Veluthat, Kesavan. *The Early Medieval in South India*, New Delhi: OUP. 2010.

PGDAS&IKS - 9: Agamic literature, polity, art, aesthetics and cross border Cultural Expansion (Major- 4 credits)

Course Overview:

This paper seeks to introduce the students to the advanced knowledge in various facets of Sacred literature, debates in Classical Art and Aesthetics, Indian knowledge Systems, Dimensions of socio-political transformations in the context of the medieval south India and the contribution of south India in the cultural expansion of Indian philosophical tenets, ideas, literary texts, kingship, art and sculpture, to the south-east Asian countries.

Objectives:

- To analyse the philosophical doctrines of ancient Indian Sacred literature and its primacy in the present day material outlook of the world and related social and cultural problems.
- To discuss the processes of state formation in medieval South India.
- To analyse the role of art and aesthetics in the moulding of the temple culture of south India.
- To understand the multi-dimensional role of temple in the spread and perpetuation of Indian Knowledge systems.
- To estimate the role of medieval south India in the cultural colonization of south east Asia.

Course Outcomes:

- To equip the student with a sound knowledge of the epic and puranic literature to understand the socio-cultural developments of their respective times.
- To evaluate the role of temple in the socio-religious and economic developments of medieval south India.
- To assess the primacy of the profane social background of the Agamic literature and its contribution to the growth of temple art and sculpture.

Module I: Philosophical Doctrines and World views

Introduction: Development of primary *Sastric* Literature from Veda to the (Saiva, Vaishnava, Shakta Agamas) modern interpretations in the works of Sri Aurobindo.

Module II: Socio-political conditions and State formation

This module will focus on pre and post-medieval state formations in India with special reference to material culture, patronage, and cultural interactions with maritime South Asia.

Module III: Classical Art and Aesthetics

Philosophical foundations of Indian art and aesthetics expounded in *Natyasastra*, *Silpa* texts and *Vastuvidya*. The emphasis will be on understanding the integral nature of visual arts, performing arts and crafts.

Module IV: Bhartiya Legacy of the Indian Knowledge Systems

The lectures on philosophy and aesthetics will be closely linked with oral transmissions and techniques of ancient knowledge systems with the living traditions in the field of material cultures, such as temple building, image-making, sacred geometry, conservation of the environment, the internal logic of ritual, practices, the significance of visual and performing arts as a technique to unite social diversity.

Module V: Indian Civilisation across South Asian Borders

This module explores the impact of Indian Civilisation via Case Studies through the transmission of epics, literature and monumental art.

Suggested Readings

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- Sanderson Alexis. *The Saiva Age: Rise and dominance of Saivism during early medieval period*, Institute of Oriental culture, University of Tokyo,2000.
- Santidevasadhu. *Encyclopedia of Tantra*, Delhi: Motilal Banarsidas.2000.
- Saraswathi, S.K. *A Survey of Indian Sculpture*, Delhi:Munishiram Manoharlal. 1957.
- Sivaramamurthi, C. *South Indian Paintings*, Delhi: National Museum. 1968.
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- Srinivasan, K.R. *Temples of South India*. Delhi: National Book Trust.1972.
- Swami Shankarananda. *The Yoga of Kashmir Shaivism: Consciousness is Everything*. Delhi: Motilal Banarsidass. 2016.
- Unni N. P. *Tantra literature of Kerala*, Delhi: New Bharatiya Book Corporation.2007.
- Unni N.P. *Tantrapaddhati*. Delhi:New Bharatiya Book Corporation.2003.
- Veluthat Kesavan. *Early medieval in South India*. Delhi: Oxford University Press.2010.
- Veluthat Kesavan. *Political structure of Early medieval south India*, Delhi: Orient Blackswan.2012.



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