

TUMKUR  **UNIVERSITY**

**Department of Studies and Research in
History and Archaeology**

**Master of Arts in History and Archaeology
(M. A.)**

**CBCS Regulations and Syllabus
2023-24 Onwards**

Department of Studies and Research in History and Archaeology

Tumkur University

B. H. Road, Tumakuru - 572103. Karnataka (India)

TUMKUR UNIVERSITY
REGULATIONS GOVERNING THE MASTER'S OF ARTS IN
HISTORY AND ARCHAEOLOGY
[2023-24 Onwards]
Choice Based Credit System (CBCS) Semester Scheme

Title of the Programme

The programme shall be called Master of Arts in History and Archaeology which is abbreviated as M.A. in History and Archaeology.

1. Eligibility for Admission

Candidates possessing a three years degree with History as an optional subject from the host university which in equivalent thereto complying with eligibility criteria laid down by the University for the Admission to M.A. History and Archaeology are eligible for admission. The candidate shall have passed the prescribed qualifying examination with not less than 50% of the marks in aggregate of all the semesters/years of the degree examination and also in History as well. However, in case of candidates belonging to SC/ST and any other groups classified by the Government of Karnataka for such a purpose from time to time, the University Regulations governing PG Program shall be applicable.

2. Duration of the Course

The course of the degree of Master of Arts shall consist of two academic years, consisting of four semesters. The course of study shall be based on Choice Based Credits System (CBCS) pattern with internal assessment. For this purpose each academic year shall be divided into two semesters. The First and Third Semesters cover the period from August to November and Second and Fourth Semesters from February to May.

3. About CBCS in M.A. History and Archaeology

History and Archaeology is a science of choice. Its main function is to satisfy human choices in tune with the availability of sources. "History is a science which studies human behavior as a relationship between ends and scarce means which have alternative uses." Choices are related with the available alternatives. Development process is linked with the choices. There are various types of choices, like private and public choice, individual and collective choice, History and social choice, production and consumption choice and many more types of choices. In this context we can say that the choice based higher education system is one step ahead towards need based and development oriented education.

Choice Based M.A. History and Archaeology (CBMAH&A) is very significant in the subject considering its global relevance and practical utility. In CBMAH&A, first of all there is a need to create a choice for the subject. Then we have to plan to satisfy the choice by providing the appropriate framework of the subjects. So, we shall adhere to the UGC guide lines for CBCS in CBMAH&A. Given the guidelines, the subjects are classified in Core courses, Specialized courses and Open elective subjects. The choosing of the subjects is being made according to pre-determined important criteria. The core subjects of CBMAH&A should be a concrete base, inevitable and possess

top most importance in mainstream History. The specialized subjects of CBMAH&A should be advanced, professionally forward looking, employment oriented and should have contemporary appeal in local to global scenario. The Open elective subjects in CBMAH&A should be somewhat different than the traditional and modern History subjects and linked with the other faculties or disciplines of the social science faculty. Considering these norms, students have to choose the core, elective and open elective subjects for CBMAH&A.

4. Attendance

Each course shall be taken as a unit for the calculation of attendance. A student shall be considered to have put in the required attendance for the course, if he/she has attended not less than 75% of the number of working hours/periods in each course. A candidate who does not satisfy the requirement of attendance shall not be eligible to take examination of the concerned course.

5. Registration of Credit Matrix/Pattern

It is mandatory for every student to register officially to the courses opted under CBCS system in a Registration Card/Form which contains details of core, special and open elective courses selected for a semester. Details of the registration of the credits are as per the University Regulations governing PG Program.

6. Components of a Program

Each Program shall consist of the following courses: A: Core Paper Theory; B: Special Paper Theory, and C: Open Elective Paper.

- **Credits for Core Paper Theory (CPT):** The number of credits allotted to each core theory paper shall be 4. In each semester, there shall be one or more core theory papers. The total credits to be allotted for core theory papers for the entire program shall be of 64 credits.
- **Credits for Special Paper Theory (STP):** The number of credits allotted to each Special theory paper shall be 4. In each semester there shall be at least two special theory papers. The total credits to be allotted for special theory papers for the entire program shall be of 32 credits.
- **Open Elective Paper (OEP):** The number of credits allotted to each open elective paper shall be 4. There shall be at least two open elective papers in the program. The total credit to be allotted for open elective papers for the entire program shall be minimum 8 credits. However, for dissertation the credits shall be 4.

7. Credit Matrix for M.A. in History and Archaeology

SN	Courses	I SEM			II SEM			III SEM			IV SEM			Total		
		C	P	M	C	P	M	C	P	M	C	P	M	C	P	M
1	Core paper	20	5	500	16	4	400	16	4	400	20	5	500	72	18	1800
2	Special paper	4	1	100	4	1	100	4	1	100	4	1	100	16	4	400
3	Open elective	-	-	-	4	1	100	4	1	100	-	-	-	8	2	200
Total		24	6	600	24	6	600	24	6	600	24	6	600	96	24	2400

- C-Credit, P- Paper, M-Marks and during the IV SEM, there shall be Dissertation/Project.
- Open Elective Papers shall be offered during II and III Semester.

- A student shall secure a minimum of 96 credits to be declared successful in MA in History and Archaeology.

For core, elective and interdisciplinary courses as they are formed as theory courses, there will be four hours classroom teaching per week and sixteen week work in a semester. For one hour classroom work per week, one credit is to be assigned.

Semester	Credits	Marks		
		IA	Exam	Total
I	24	180	420	600
II	24	180	420	600
III	24	180	420	600
IV	24	180	420	600
Total	96	720	1680	2400

8. Assessment and Evaluation Processes

The assessment and evaluation of the candidate shall be based on continuous assessment. However, for reporting purposes, a semester is divided into 3 discrete components identified as C1, C2 and C3.

Activities	C1	C2	Total Marks
Session Tests	10	10	20
▪ Seminars and Study Tours	05	-	05
▪ Assignments and Tour Reports	05	-	05
Semester end Examination (C3)	-	-	70
Total			100

The performance of a candidate in a course will be assessed for a maximum of 100 marks. The first component (C1) of assessment and the second component (C2) are for 10 marks each respectively. This will be followed by assignments, seminars, case studies, study tours, study tour reports etcetera which carry a total of 30 marks. The third/final component of assessment (C3) is the semester end examination for 70 marks. The teachers concerned shall conduct tests/seminars/case studies/study tours/surveys etcetera. The students shall be informed about the modalities well in advance. The evaluated courses/assignments during component I (C1) and component II (C2) of assessment are immediately provided to the candidates after obtaining acknowledgement in the Register by the concerned teacher(s) and maintained by the Chairman (in case of a University Post-Graduate Department) and the Principal/Director (in case of Institutions). Before commencement of the semester end examination, the evaluated tests, assignments, study tour reports etcetera of C1 and C2 shall be obtained back to maintain the same till the announcement of the examination results of the semester concerned. The consolidated marks statement of C1 and C2 is submitted to the Registrar (Evaluation) at least 15 days prior to the commencement of semester end examination.

9. Requirement for Proceeding to Subsequent Semester

- Candidates shall register their names for the First Semester Examination after the admission in the PG Courses.
- Candidates shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester Examinations subject to the condition that the candidates should register for all arrear subjects of earlier semesters along with current (subsequent) semester subjects.
- Candidates shall be eligible to go to subsequent semester, only if they earn sufficient attendance as prescribed by the Syndicate of the Tumkur University from time to time.

10. Passing Minimum

A candidate shall be declared to have passed in each paper wherever prescribed if he/she obtains *not less than 50 percent of marks* prescribed for the examination. He/ She shall be declared to have passed the whole examination, if he/she passes in all the papers wherever prescribed, as per scheme of examinations earning 96 credits.

11. Pattern of Question Paper

Time: 3 Hours

Max. Marks = 70

Note:

1. All Sections are compulsory.
2. Answers should be written completely either in Kannada or in English.

Part-A

Answer any FOUR of the following:

4 x 5 = 20

1. .
2. .
3. .
4. .
5. .
6. .

Part-B

Answer any THREE of the following:

2 x 10 = 20

7. .
8. .
9. .
10. .

Part-C

Answer any TWO of the following:

2 x 15 = 30

11. .
12. .
13. .
14. .

12. Submissions and Evaluation of Dissertation

The candidate has to submit the project/dissertation within the time frame as prescribed by Board of Studies. The responsibility of allocating the project work including the topic of the project, duration and the time for the field work etc., shall be decided by the Departmental Council during the previous semester. Right from the initial stage of defining the problem, the candidate has to submit the progress reports periodically and also present his/her progress in the form of seminars in addition to the regular discussions with the guide. Components of evaluation of the Project/Dissertation are as follows:

Component-I (C1): Periodic progress of the Project/Dissertation work; **Component-II (C2):** Results of Project/Dissertation work and Draft Project Report/Dissertation, and; **Component-III (C3):** Final evaluation of the Project Report/Dissertation (70%) and Viva-voce (30%). The marks for evaluation of Project Report/Dissertation and the Viva-voce examination shall be decided by the respective Board of Studies. The Component-III (C3) that is the Project Report/Dissertation shall be evaluated by a panel of three members consisting of the Chairman, an External examiner, and the concerned Research Supervisor.



TUMKUR UNIVERSITY

Department of Studies and Research in History and Archaeology Choice Based Credit System (CBCS) Course Structure

I – SEMESTER

Sr. No.	Paper	Title of the Paper	Instruction Hrs. per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Exam.	Total Marks
1	CPT 1.1.1	Principles and Methods of Archaeology	4	4	3 Hrs.	30	70	100
2	CPT 1.2.1	Introduction to Indian Epigraphy	4	4	3 Hrs.	30	70	100
3	CPT 1.3.1	Political History of Ancient India	4	4	3 Hrs.	30	70	100
4	CPT 1.4.1	Socio-Economic History of Ancient India	4	4	3 Hrs.	30	70	100
5	CPT 1.5.1	Indian Art and Architecture	4	4	3 Hrs.	30	70	100
6	SPT 1.6.1	History of Karnataka – I	4	4	3 Hrs.	30	70	100
	SPT 1.6.2	Introduction to Indian Paintings						
Total			24	24	-	180	420	600

Note: CPT (Core Paper Theory); SPT (Special Paper Theory)

II - SEMESTER

Sr. No.	Paper	Title of the Paper	Instruction Hrs. per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Exam.	Total Marks
1	CPT 2.1.1	Pre and Proto-history of India	4	4	3 Hrs.	30	70	100
2	CPT 2.2.1	Research Methodology	4	4	3 Hrs.	30	70	100
3	CPT 2.3.1	Political History of Medieval India	4	4	3 Hrs.	30	70	100
4	CPT 2.4.1	Socio-Economic History of Medieval India	4	4	3 Hrs.	30	70	100
5	SPT 2.5.1	History of Karnataka – II	4	4	3 Hrs.	30	70	100
	SPT 2.5.2	Introduction to Archival Studies						
6	OEP 2.6.1	Cultural World Heritage Sites of India	4	4	3 Hrs.	30	70	100
Total			24	24	-	180	420	600

Note: CPT (Core Paper Theory); SPT (Special Paper Theory); OEP (Open Elective Paper)

III – SEMESTER

Sr. No.	Paper	Title of the Paper	Instruction Hrs. per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Exam.	Total Marks
1	CPT 3.1.1	The Indus Civilization	4	4	3 Hrs.	30	70	100
2	CPT 3.2.1	Indian Historiography	4	4	3 Hrs.	30	70	100
3	CPT 3.3.1	Colonial History of India	4	4	3 Hrs.	30	70	100
4	CPT 3.4.1	Local Cultural Studies	4	4	3 Hrs.	30	70	100
5	SPT 3.5.1	Making of Modern Mysore	4	4	3 Hrs.	30	70	100
	SPT 3.5.2	Science and Technology in Historical India				30	70	
6	OEP 3.6.1	Heritage of Karnataka	4	4	3 Hrs.	30	70	100
Total			24	24	-	180	420	600

Note: CPT (Core Paper Theory); SPT (Special Paper Theory); OEP (Open Elective Paper)

IV – SEMESTER

Sr. No.	Paper	Title of the Paper	Instruction Hrs. per Week	No. of Credits	Duration of the Exam.	Marks		
						Internal Assessment	Semester End Exam.	Total Marks
1	CPT 4.1.1	Concepts and Ideas in Modern World History	4	4	3 Hrs.	30	70	100
2	CPT 4.2.1	Socio-Religious Reforms in India	4	4	3 Hrs.	30	70	100
3	CPT 4.3.1	Making of Modern India	4	4	3 Hrs.	30	70	100
4	CPT 4.4.1	Contemporary Problems of India	4	4	3 Hrs.	30	70	100
5	SPT 4.5.1	Introduction to Museology	4	4	3 Hrs.	30	70	100
	SPT 4.5.2	Introduction to Indian Numismatics						
6	CPT 4.6.1	Dissertation	4	4	-	30 (Viva-voce)	70 (Report)	100
Total			24	24	-	180	420	600

Note: CPT (Core Paper Theory); SPT (Special Paper Theory)

Title of the Course: PRINCIPLES AND METHODS OF ARCHAEOLOGY

Course Code: CPT 1.1.1

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

This course introduces the students to meaning, key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. It also provides understanding of the multidisciplinary nature of the subject. The students are familiarized with important theories, methods and themes of excavation and exploration and various dating techniques.

Course Outcomes:

The students will develop a strong foundation on the basic understanding of the nature, development and value of archaeology as a discipline after the completion of this course.

Module 1: Definition; Objectives of Archaeology; Relation of Archaeology and other disciplines; Kinds of Archaeology (Archaeobotany, Palaeontology, Ethno-archaeology, Geo-archaeology, Marine Archaeology, Environment Archaeology); History of Archaeology in Europe; History of Archaeology in pre-Independent India. Important Archaeological Theories: Concept of Culture; Culture-Historical Approach; New Archaeology; Functionalism; Processual Theory; General Systems Theory; Behavioural Archaeology; Post-Processual approaches; Contextual Archaeology. **(16 Hours)**

Module 2: Archaeological Exploration Methods: Purpose, Classes and Surveying equipments; Methods of Exploration – Researching Maps, Ground Reconnaissance; Aerial Reconnaissance; Geophysical Prospecting Methods. Determinants of Archaeological data; Type of sites; Selection of a site; Problem oriented approach; Site surface survey; Factors in survey design; Site survey methods; Specialized survey methods; Site data form. **(16 Hours)**

Module 3: Excavation Methods: Excavation of Settlements. Excavation techniques: Horizontal/ Vertical Area excavation. Open-area Excavation; Excavation types: Site Grid. Quadrant Method. Trial Trenches. Principles of Excavation: Excavation of Structural Remains. Excavation of a Burial Excavation of a Megalithic Burial. Excavation of Caves and Rock-shelters. 3-D Recording. **(16 Hours)**

Module 4: Dating Methods in Archaeology; Dating system; **Relative dating techniques:** Stratigraphy, Seriation, Typology and Cross Dating, Fluorine Test, Pollen Analyses, Varve Analysis. **Absolute dating techniques:** Radio Carbon or C¹⁴ Dating. Potassium Argon or K-Ar Dating, Tephrochronology, Thermo-luminescence (TL), Electron Spin Resonance (ESR), Dendrochronology. **Derivative or Calibrated dating techniques:** Protein and Amino Acid Recemization, Archaeo-magnetic Dating, Obsidian Hydration Method. **(16 Hours)**

Practical training: Exploration / Excavation / Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. *Archaeological Site Manual*, 1994, Museum of London, London.
2. Atkinson, R.J.C., 1953, *Field Archaeology*, 2nd edition, Methuen, London.

3. Barker, Philip, 1977, *Techniques of Archaeological Excavation*, B.T.Batsford Ltd., London.
4. Binford, L.R., 1972, *An Archaeological Perspective*, Seminar Press, New York.
5. Brothwell, D.R., 1982, *Digging up Bones*, 3rd edition, Cornell University Press, Ithaca, New York, London.
6. Connah, G., (ed.), 1983, *Australian Field Archaeology: A Guide to Techniques*, Australian Institute of Aboriginal Studies, Canberra, Australia.
7. Dancey, W.S., 1981, *Archaeological Field Methods: An Introduction*, Burgess, Minneapolis.
8. Dean, Martin, *et.al.*, (ed.), 1995, *Archaeology Underwater – The NAS Guide to Principles and Practice*, Nautical Archaeology Society, Archetype Publications Ltd., London.
9. Dever, G.William and Darrel Lance, H., (ed.), 1978, *A Manual of Field Excavation, Handbook for Field Archaeologists*, Hedrew Union College-Jewish Institute of Religion, New York.
10. Dillon, B.D., (ed.), 1989, *Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics*, Archaeological Research Tools 2, Institute of Archaeology, University of California, Los Angeles, U.S.A.
11. Drewett L. Peter, 1999, *Field Archaeology – An Introduction*, UCL Press, London.
12. Fladmark, K.R., 1978, *A Guide to Basic Archaeological Field Procedures*, Publication 4, Department of Anthropology, Simon Fraser University, Burnaby, British Columbia.
13. Greene, Kevin and Moore, Tom, 2010, *Archaeology: An Introduction*, 5th edition, Routledge, London and New York.
14. Harris, Edward, C., 1989, *Principles of Archaeological Stratigraphy*, Academic Press Ltd., London.
15. Hester R.Thomas, Shafer J. Harry and FederL.Kenneth, 1997, *Field Methods in Archaeology*, 7th edition, Mayfield Publishing Company, California, U.S.A.

Select Further Readings:

1. Agrawal, D.P. & M.G.Yadava. 1995. *Dating the Human Past*. Pune: Indian Society for Prehistoric and Quaternary Studies.
2. Aitken, M.J. 1983. *Physics and Archaeology*. Oxford: Oxford University Press.
3. Barker, G. (Ed.). 1999. *The Companion Encyclopaedia of Archaeology*. Oxon, UK: Routledge.
4. Barker, Philip, 1977, *The Techniques of Archaeological Excavations*, Batsford, London.
5. Basham, A.L., 1967, *The Wonder that was India*, Fontana Books in association with Rupa& Co., Delhi.
6. Bass, George, 1972, *A History of Seafaring Based on Underwater Archaeology*, Thames and Hudson, London, England.
7. Binford, Lewis R., 1962, "Archaeology as Anthropology", *American Antiquity*, vol.2, no.28, pp.217-225.
8. Binford, Lewis R., 1968, *New Perspectives in Archaeology*, Aldine, Chicago.
9. Butzer, K.W. 1972. *Environment and Archaeology*. London: Mithuen and Company.
10. Chakrabarti, Dilip K., 1988. *Theoretical Issues in Indian Archaeology*. Delhi: MunshiramManoharlal.
11. Chakrabarti, Dilip K., 1999, *India: An Archaeological History – Palaeolithic Beginnings to Early Historic Foundations*, Oxford University Press, New Delhi.
12. Chang, K.C (Ed.). 1968. *Settlement Archaeology*. Palo Alto: National Press Books.
13. Childe, V. Gordon, 1956, *Piecing Together the Past*, Routledge and Kegan Paul, London.
14. Childe, V. Gordon, 1960, *What happened in History*, Penguin Books, London.
15. Childe, V. Gordon, 1960, *A Short Introduction to Archaeology*, Collier, New York.
16. Daniel, Glyn E., 1967, *The Origins and Growth of Archaeology*, Pelican Books, London.
17. Daniel, Glyn E., 1976, *A Hundred and Fifty years of Archaeology*, Harvard University Press, Cambridge.
18. Hester, T.R., R.F.Heizer and J.A.Graham, 1975, *Field Methods in Archaeology*, Mayfield.

Select E-resources:

1. http://www.uri.edu/mua/?gclid=CNLRuZ6UoLwCFW964god_UUAGA
2. http://www.saa.org/publicftp/public/educators/04_gathering.html
3. <http://www.keyschool.org/londontown/pages/pages/archbg.html>
4. http://www.nps.gov/history/local-law/arch_stnds_7.htm
5. <http://www.harrismatrix.com/>
6. <http://www.biologie.uni-hamburg.de/b-online/library/archaeology/chap3.htm>
7. <http://voices.yahoo.com/dating-methods-archaeology-must-know-geology-4938208.html>
8. <http://www.archaeological.org/pdfs/AIATourismGuidelines.pdf>

Title of the Course: INTRODUCTION TO INDIAN EPIGRAPHY

Course Code: CPT 1.2.1 Course Credits: 04

Duration of the Course: 64 Hours

Course Objectives:

The course introduces the students to the concept of evolution of script and language in historical and archaeological context with selected examples as reference point through epigraphical studies. The course outlines the origin of different types of script and antiquity of writing in India with special reference to Karnataka.

Course Outcomes:

After studying this course, one can identify the paleographical changes visible in early Indian scripts and their inter-relations. The students will become aware of the socio-cultural significance of these records as primary sources. The student will also be able to interpret an inscription in its socio-politico- religious and economical, legislative, Scientific Technological context. The students will be successfully able to decipher and read scripts for competitive examination

Module 1: Epigraphy: Definition, Scope Types and Importance. Epigraphy as an archaeological source. Origin of Writing in General. Origin and Antiquity of script in India. History of Decipherment and Academic Bodies related to Epigraphy. Types of Inscriptions. **(16 Hours)**

Module 2: Indian Scripts: Brahmi and Kharoshthi scripts- origin and Characteristics, Indian Numerals. Nagari- Devanagari, Sharada, Bengali, Shanku Scripts. **(16 Hours)**

Module 3: Dating systems and Eras. Writing Materials. Stampage System and materials, Indian important inscriptions: Hathigumpha inscription of Kharavela, Junagarh Inscription of Rudradamana; Allahabad Pillar Inscription, Kurkyala Inscription of Jina Vallabha. Mavtur inscription and Mitakshara samhita **(16 Hours)**

Module 4: South Indian Scripts: Satavahana, Kadamba, Ganga, Badami Chalukya, Pallava, Rashtrakuta, Kalyana Chalukya, Hoysala and Vijayanagara, Important South Indian Inscriptions: Uttaramerur inscription of Parantaka I. Important inscriptions of Karnataka- Ashokan edicts, Halmidi inscription, Talagunda pillar inscription Kappe Arabhatta Inscription, Aihole prashasti of Pulakeshi II, Shravanabelagola inscription of Bukka. **(16 Hours)**

Practical training: Exploration / Field Survey/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. ನರಸಿಂಹಮೂರ್ತಿ ಎ.ವಿ. 1975, ಕನ್ನಡ ಲಿಪಿಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸ ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
2. ಮಂಜುನಾಥ ಎಂ.ಜಿ ಮತ್ತು ದೇವರಾಜಸ್ವಾಮಿ 2012, ಕನ್ನಡಲಿಪಿಯ ಬೆಳವಣಿಗೆ, ಕರ್ನಾಟಕ ಇತಿಹಾಸ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
3. Barua, 1946, *Ashoka and his Inscriptions Part I and II* New age publications. Calcutta.
4. Buhler G. 1959, *Indian Palaeography*, New age Publisher Pvt,Ltd. Delhi, India.

5. Chaudhary R.K. 1983, *Inscription of Ancient India for Gupta Inscription-Meerut*.
6. Fleet, J.F., 1888. *Corpus Inscriptionum Indicarum, (Vol. III), Inscriptions of the Early Gupta Kings*. Calcutta,
7. Mirashi, V.V. 1981. *The History and Inscriptions of the Satavahanas and the Western Kshatrapas*. Maharashtra State Board of Literature and Culture: Bombay.
8. ಕಲಬುರ್ಗಿ ಎಂ.ಎಂ, ಮಾರ್ಗ 1, II & III ಸಪ್ತ ಬುಕ್‌ಸ್ವಾಲ್, ಗಾಂಧಿನಗರ, ಬೆಂಗಳೂರು.
9. Ramesh, K.V. 1984. *Indian Epigraphy*. Sundeep Prakashan: Delhi.
10. Sastri K.A.N 1932, *studies in chola History and Administration*, Madras.
11. Sircar, D.C. 1965. *Indian Epigraphy*. Motilal Banarasidas Delhi.
12. Sircar, D.C. 1986 (3rd edition). *Select Inscriptions*. Vol. I. Asian Humanities Press: Delhi.
13. ದೇವರಕೊಂಡಾರೆಡ್ಡಿ, 2006, ಲಿಪಿಗಳ ಹುಟ್ಟು ಮತ್ತು ಬೆಳವಣಿಗೆ, ಕನ್ನಡ ಅಭಿವೃದ್ಧಿ ಪ್ರಾಧಿಕಾರ ಬೆಂಗಳೂರು.
14. ದೇವರಕೊಂಡಾರೆಡ್ಡಿ, 2010, ಲಿಪಿಯ ಹುಟ್ಟು ಮತ್ತು ಬೆಳವಣಿಗೆ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.

Further Readings:

1. *Annual Reports on Indian Epigraphy*, ASI, New Delhi, 1947 onwards.
2. *Annual Reports on South Indian Epigraphy*, Government Press, Calcutta, 1887 onwards.
3. *Corpus Inscriptionum Indicarum, (C.I.I.), (Vol. I)*, A. Cunningham, Calcutta, 1877.
4. *Epigraphia Andhrica*, Related Vols., Directorate of Archaeology and Museums, Govt. of Andhra Pradesh, Hyderabad.
5. *Epigraphia Carnatica*, Related Vols., Government Press, Madras/ Mysore, 1886-1958.
6. *Epigraphia Indica*, A.S.I., Calcutta/Delhi, 1892 onwards.
7. *South Indian Inscriptions*, Related Volumes, Government Press, Madras.
8. Reddy, Devarakonda. (ed.) *Kannada University Epigraphical Series*. Prasaranga: Hampi. 2000.

Title of the Course: POLITICAL HISTORY OF ANCIENT INDIA

Course Code: CPT 1.3.1

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course provides understanding about evolution of statecraft and political system of ancient India to students. The students will be taught about the political chronology and evolution and development of state and important ruling dynasties of ancient India.

Course Outcomes:

After going through this course, a student can understand the political chronology and evolution and development of state and become aware with the important political dynasties and personalities and their contributions in the fields of art, architecture, religion and culture.

Module 1: Introduction; Sources :Primary and Secondary. Formation of States during 6th century BC: 16 Mahajanpadas. Republic and Monarchy Rise of Magadha. Invasion of Alexander. The Mauryan Empire- Chandragupta Maurya. Ashoka & his Contributions. The Indo-Greek rulers – Demetrius and Menander. The Scythians (Saka) – Rudradaman and Nahapana. The Kushanas. **(16 Hours)**

Module 2: Post-Mauryan Period: Kalinga – Kharavela and Andhra Satavahanas. Imperial Gupta Period. Huna Invasion. Harshavardhana and his contribution. Muktapida of Kashmir. **(16 Hours)**

Module 3: Polity of Sangam Age: the Early Cholas, Chera, Pandyan. The Pallavas. The Imperial Cholas. The Kakatiyas. **(16 Hours)**

Module 4: Origin of Rajputs. Brief Study of Gurjara Pratiharas (Rajasthan - Gujarat), Paramars (Malwa), Chauhans (Ajmer/ Delhi), Chandellas (Bundelkhand). **(16 Hours)**

Practical training: Field Survey/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Altekar, A.S. 1934. *The Rashtrakutas and their Times*. Oriental Book Agency: Poona.
2. Basham, A.L. 1975. *A Cultural History of India*, Clarendon, London.
3. Mukherji, R.K. 1966. *Chandragupta Maurya & His Times*. MotilalBanarsidass: Delhi.
4. Narain, A.K. 1980. *The Indo-Greeks*. Oxford University Press: New Delhi.
5. Sarkar, Jadunath. 1993. *India through the Ages*. Orient Longman: Delhi.
6. Sastri, K.A.N. 1987. *A Comprehensive History of India*. PPH: Delhi.
7. Sastry, K.A.N. 1967. *The Age of the Nandas & Mauryas*. Motilal Banarsidass: Delhi.
8. Thapar, Romila.1985. *Asoka and the Decline of the Mauryas*. OUP: Delhi.

Further Readings:

1. Chattopadhyaya, S. 1955. *Early History of North India: Sakas in India*. Visva-Bharti Prakashan: Calcutta.
2. Raychoudhari, H. C. 1953. *Political History of Ancient India*. OUP: Calcutta,
3. Shrimali, K.M. 2007. *The Age of Iron and the Religious Revolution (c.700 – c.350 BC)*. Tulika Books: New Delhi.

Advanced Readings:

1. Kosambi, D.D. 1970. *Culture and Civilization of Ancient India in Historical Outline*, Vikas Publ: Delhi.
2. Roy, Kumkum, 1994. *Emergence of Monarchy in North India*. OUP: New Delhi.
3. Sharma, R.S. 1996. *The State and Varna Formation in the Mid-Ganga Plains: An Ethnoarchaeological View*, Manohar: Delhi
4. Thapar, Romila, 1984. *From Lineage to State: Social Formations in the Mid-First Millennium BC in the Ganga Valley*, OUP: Delhi.
5. Majumdar, R.C. 1974. *History and Culture of the Indian People. Vol. I, II & III*. Mumbai.

Title of the Course: SOCIO-ECONOMIC HISTORY OF ANCIENT INDIA

Course Code: CPT 1.4.1

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course informs students about evolution of social and economic system of ancient India. The students can look at the chronological evolution and development of various social practices and socio-economic systems of ancient India on the basis of archaeological and literary sources.

Course Outcomes:

After going through this course, a student can understand the socio-economic systems of ancient India and compare them with present day institutions.

Module 1: Introduction. Source of Information. The Vedic Civilization – Society –Economy. Rise of heterodox sects- Ajivakas and Charavaka. **(16 Hours)**

Module 2: Rise of Buddhism and Jainism. Nature of the Mauryan Society- Religion and Economy. **(16 Hours)**

Module 3: Satavahana- Kushanas- Imperial Guptas- Social and Economic conditions. **16 Hours)**

Module 4: The Sangam Period: Society and Economy- Chalukyas – Rashtrakutas – Cholas – Rajputs - Social-Economic condition. **(16 Hours)**

Practical training: Field Survey/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Sharma, R.S. 1991. *Aspects of Political Ideas and Institutions in Ancient India*. Motilal Banarasidass: Delhi.
2. Majumdar, R.C. 1974. *History and Culture of the Indian People. Vol. I, II & III*. Mumbai.
3. Rayachaudhari, Tapan & Irfan Habib. 1984. *Cambridge Economic History of India. Vol. I-X, 500c.- 1750 AD*. S Chand: New Delhi.
4. Mahajan, V.D. 1999. *History of India, from Beginning to 1526 AD*. S. Chand: New Delhi.
5. Altekar, A.S. 1956. *Position of Women in Hindu Civilization, from Prehistoric times to the Present day*. Motilal Banarasidass: New Delhi.
6. Ghurye, G.S. 1969. *Caste and Class in India*. Popular Prakashan: Bombay
7. Kane, P.V. 1972. *History of Dharmasastra (Relevant Volumes)*. Bhandarkar Orient Research Institute, Poona.
8. Ghoshal, U.N. 1959. *History of Hindu Political Thought*. OUP: Delhi.

Title of the Course: INDIAN ART AND ARCHITECTURE

Course Code: CPT 1.5.1 Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The students learn about the important monuments of the country – their evolution, major features and cross-cultural relations between various sites. This course aims to introduce the concepts of origin, geography, development and major changes in the art and architectural structures in the country.

Course Outcomes:

The students learn about different types of monuments and sculptures in their religious, regional and stylistic contexts which will contribute to their knowledge related to our ancient heritage for various competitive exams. The students also learn the present days' ideas and knowledge points which originated from these structures.

Module 1: Introduction: Meaning of Art and Architecture. Main Features of India Architecture. Mauryan Art – Asokan Pillars. Development of Stupa architecture with special reference to Sanchi, Bharhut and Amaravati. **(16 Hours)**

Module 2: Rock-Cut Architecture: Concept of Chaitya and Vihara. Barabar caves (Bihar); Bhaja, Karle, Kanheri and Ajanta Caves. Ellora Kailash Temple. Elephanta caves (Maharashtra). Udayagiri and Khandagiri Caves (Odisha); Badami Caves. Mahabalipuram Mandaps and Rathas. **(16 Hours)**

Module 3: Temple Architecture: Origin of Structural Temples. Forms, Types and Features. Temple development with special reference to the Gupta temples and Badami Chalukyan temples at Pattadakal. **(16 Hours)**

Discussion on temple types with reference to:

- A. Central India –Kandariya Mahadeva temple, Madhya Pradesh
- B. Western India- Osian temples of Rajasthan
- C. Eastern India- Muktesvara and Lingaraja Temples, Odisha
- D. Southern India – Hoysala Temple at Belur; Brihadeshwara temple at Tanjore.

Module 4: Indian Iconography: Meaning and Antiquity. Types of Icons. Gandhara, Mathura, Sarnath, Amravati and Pala Schools of Art. Meanings of *Mudras, Asanas, Lanchana and Ayudhas*. **(16 Hours)**

- 1. Brahmanical Iconography: Siva, Vishnu, Ganesa, Parvati, Lakshmi.
- 2. Shakta Iconography: Saptamatrika, Mahishasuramardini, Durga.
- 3. Buddhist Iconography: Buddha, Bodhisattva (Avalokiteswara, Maitreya, Vajrapani, Manjushri).
- 4. Jain Iconography: Tirthankars (Adinatha, Parsvanatha, Mahavira). Bahubali. Jaina Yaksha and Yakshinis.

Practical Training: Monuments/ Survey/ Site/ Museum visits: – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

- 1. Banerjee, J.N. *Development of Hindu Iconography*. University of Calcutta.1941.

2. Dhaky, M. A. 1996. *Encyclopedia of Indian temple architecture, Vol. I, part 3: South India, Upper Drāvidadēśa, Later Phase, A.D. 973–1326*. [in two parts]. Delhi: American Institute of Indian Studies and Indira Gandhi National Centre for the Arts.
3. Gupta, S. P. *The Roots of Indian Art*. D.K. Publishers: Delhi. 1980.
4. Harle, J. C. *Gupta Sculpture*. Oxford, Oxford University Press. 1974.
5. Huntington, Susan, L. *The Art of Ancient India: Buddhist, Hindu, Jain*. Penguin Books; Harmondsworth. 1986.
6. Meister, M. W. & Dhaky, M.A, Krishna Deva (eds.) *Encyclopedia of Indian Temple and Architecture*, AIIS Oxford University Press: Delhi. 1988.
7. Nagaraju, S. *Buddhist Architecture of Western India*. New Delhi, Agam Kala Prakashan. 1981.
8. Rao, Gopinath. *Elements of Indian Iconography. All Volumes*. Delhi. 1985.
9. Ray, N. R. 1945. *Maurya and Sunga Art*. Calcutta, Calcutta University.
10. Saraswati, S.K. *A Survey of Indian Sculpture*. Munshiram Manoharlal: New Delhi. 1975.
11. Settar, S. *The Hoysala Temples. (2 Volumes)*. Karnatak University: Dharwad. 1992.
12. Tomory, E. *A History of Fine Arts in India and the West*, Orient Longman, New York. 1982.

Further Readings:

1. Acharaya, P.K. *An Encyclopaedia of Hindu Architecture*, Manasara Series - Vol. VII, London, Oxford University Press. 1946.
2. Agrawal, V.S. *Gupta Art*. Lucknow: U.P. Historical Society. 1948
3. Agrawal, V.S. *Indian Art: History of Indian Art from Earliest Times upto 3rd century AD*. Varanasi; Prithvi Prakashan: Varanasi. 1965.
4. Asthana, S. *Mathura Kala*. National Museum: Delhi. 1999.
5. Bhattacharya, T.P. *The Canons of Indian Art (A Study on Vastuvidya)*, (2nd Edition), Calcutta. 1963.
6. Briggs, M.S. *Concise Encyclopaedia of Architecture*, London. 1959.
7. Deva, K. *Temples of India*. Delhi, Aryan Books. 1995.
8. Jayaswal, V. *Kushana Clay Art of Ganga Plains*. New Delhi, Agam Kala Prakashan. 1991.

Advanced Readings:

1. Coomaraswamy, A.K. *History of Indian and Indonesian Art*, Munshiram & Manoharlal, New Delhi. 1972.
2. Coomaraswamy, A.K. *Introduction to the Indian Art*, Munshiram & Manoharlal Publications, New Delhi. 1969.
3. Fergusson, J. *History of India & Eastern Architecture*, Munshilal Manohar: New Delhi. 1972.
4. Ghosal, U.N. Hazra, R.C. *The Cultural Heritage of India, Vol. II*, The Ramakrishna Mission Institute of Culture: Calcutta. 1982.
5. Gupta, R.S. *Iconography of the Hindus, Buddhist and Jains*. Bombay. 1971.

E-Resources:

1. <http://asi.nic.in>
2. <http://www.sscnet.ucla.edu/southasia>
3. <http://www.archive.org>
4. <http://www.itihaas.com>
5. <http://www.unesco.org>
6. <http://www.archaeos.org>
7. www.books.google.co.in

Kannada Works:

1. Anantharangachar, N. 1972. *Karnataka Vastushilpa*. Prasarnaga, University of Mysore: Mysore.
2. Patil C.S, 1999. *Karnataka da Kotegalu, Vol. I*. Kannada University: Hampi

Title of the Course: HISTORY OF KARNATAKA – I

Course Code: SPT 1.6.1

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course introduces the political and socio-cultural background of early Karnataka from pre-historic times and emergence of regional cultural patterns.

Course Outcomes:

After completing this course students will have a familiarity with the sources and political and socio-cultural settings of early Karnataka upto 16th Century.

Module 1: Geographical Features-Sources of History - Pre-History of Karnataka – Antiquity of Karnataka. **(16 Hours)**

Module 2: Mauryan Presence in Karnataka The Satavahanas. Polity under the Kadambas of Banavasi, and the Gangas of Talakad. **(16 Hours)**

Module 3: Polity under the Badami Chalukyas – Rashtrakootas – Chalukyas of kalyana **(16 Hours)**

Module 4: Polity under the Hoysalas - Vijayanagara Empire – The Bahamanis- The Adil Shahis. **(16 Hours)**

Practical training: Field Survey/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Altekar A.S 1934, *The Rashtrakutas and their times*. Oriental Book Agency: Poona.
2. Chopra P.N Ravindran T.K. Subramanian N. 2003, *History of South India (Ancient Medieval and Modern)* Chand Publications, New Delhi.
3. Epigraphia Carnatica, Volumes.
4. George M. Moraes 1931, *The Kadambakula, A History of Ancient and Medieval Karnataka*, Asian Educational Services New Delhi.
5. Itihas Darshanas Volume No.1 to 25 Karnataka Itihas Academy Bangalore.
6. Majumdar.R.C 1952-1964 (Ed) *History and Culture of The Indian People*, Vols, I-VI.
7. Ramesh.K.V 1984, *Chalukyas of Vatapi*, Delhi.
8. Sastri K.A.N 1965, *A History of South India*. Bombay.
9. Sheik Ali B (Ed) 1972, *The Hoysala dynasty*, Mysore.
10. Suryanath U Kamath; 2001, *A concise History of Karnataka from Pre-Historic Times to the present*, Bangalore.

Kannada Sources:

1. Chinna Swamy Sosale, Ramesh Naik, M.Kotresh. 2008, *Chalukya Lekhana Samput* Kannada University.
2. Majumdar. R.C. 2000, *Samrajyakkagi Horata, Part-1*, Bharatiya Vidyabhavana: Bangalore.
3. Telagavi, L. 2010. *Mauryas and Shatavahanas*, Kannada University Hampi.
4. Pattar, S. 2000, *Chalukyas of Badami*, Kannada University Hampi.

Title of the Course: INTRODUCTION TO INDIAN PAINTINGS

Course Code: SPT 1.6.2

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

This course introduces the students to origin and development of Indian paintings and informs about the chronological, regional, religious and political aspects seen in the painting traditions.

Course Outcomes:

The students will be able to identify the various schools or paintings and important features of the paintings. They will understand the political, religious as well as socio-cultural influences reflected through the subject matter of these painting traditions.

Module 1: Introduction and main features of Indian Paintings. Prehistoric Rock Art – Bhimbetka and Adamgarh. Principles (Shadanga and Ashtanga) of Paintings; Preparation Technique, Materials used and Themes. **(16 Hours)**

Module 2: Painting under Satavahana, Guptas, Pallavs and Rashtrakuta rulers. With special reference to Ajanta, Ellora, Bagh and Sittanavasal sites. Chola Paintings at Brihadeshwara temple at Tanjore **(16 Hours)**

Module 3: Miniature Paintings: Origin and Evolution under the Mughals. Regional Schools of Indian Paintings :Pahadi, Rajput, Rajasthani and Deccani Schools of Paintings – Main features and Important Examples. **(16 Hours)**

Module 4: Vijayanagara Paintings with special reference to Hampi-Virupaksha and Lepakshi temples. **(16 Hours)**

Practical training: Field Survey/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Agrawal, V.S. 1965. *Indian Art: History of Indian Art from Earliest Times upto 3rd century AD*. Varanasi; Prithvi Prakashan: Varanasi.
2. Brown, Percy. 2007. *Indian Paintings*. Cosmo: New Delhi.
3. Coomaraswamy, A.K. 2003. *Rajput Paintings*. B.R. Publishing Corp.: New Delhi.
4. Huntington, Susan, L. 1986. *The Art of Ancient India: Buddhist, Hindu, Jain*. Penguin Books; Harmondsworth.
5. Kramrish, Stella. 1937. *A Survey of Paintings in the Deccan*. OUP: London.
6. Sivaramamurti, C. 1970. *Indian Painting*. National Book Trust: Delhi.
7. Tomory, E. 1982. *A History of Fine Arts in India and the West*, Orient Longman: New York.

Further Readings:

1. Bose, N. K. 1932. *Canons of Orissan Architecture*. Calcutta, R.Chatterji.
2. Ghosh, A., Ed. 1967. *Ajanta Murals*. Delhi, Lalit kala Academy.
3. Mathpal, Y. 1984. *Prehistoric Rock Paintings of Bhimbetka*. New Delhi, Abhinav Publications.

Kannada Works:

1. Rajashekar S.1998. *Karnatakada Vastu Silpa Mattu Chitrakale*, Sujata Publication: Dharwar,

Title of the Course: PRE AND PROTO-HISTORY OF INDIA

Course Code: CPT 2.1.1 Course Credit: 04 Duration of the Course: 64 Hours

Course Objectives:

This course introduces the students to the past of the earliest human groups from Stone Age to the beginning of the Iron Age in India.

Course Outcomes:

The students will learn about the earliest stages of the human society and evolution in their technological, cultural and subsistence pattern.

Module 1: The Geological Ages. Classification of the Indian stone age. The Palaeolithic Age: Lower Palaeolithic sites and types of tools; Middle Palaeolithic sites and types of tools; Upper Palaeolithic sites and types of tools; Palaeolithic art and cults; The life-ways of Palaeolithic Hunter-Gatherers. **(16 Hours)**

Module 2: The Mesolithic Age: Nature of the Mesolithic sites- Patterns of ecological adaptation and distribution: Sites in the alluvial plains, horseshoe lakes, coastal sites, sand-dune sites, sites in the plateaus and rock-shelter sites.; Types of Mesolithic tools; Microliths; Mesolithic art. Major Mesolithic Sites in India: Teri Sites; Sarai Nahar Rai; Mahadaha; Damdama; Langhnaj; Bagor; Bhimbetka; Patne; Sangankallu. **(16 Hours)**

Module 3: The Neolithic Age and the beginnings of food production; Why domestication? Types of Neolithic tools Changes in Cultic and Belief systems. Major Neolithic Sites in India: Mehrgarh; Burzhom; Chopani Mando; Koldihawa; Chirand; Deojali Hading; Brahmagiri; Piklihal. Ashmound Sites. **(16 Hours)**

Module 4: Chalcolithic Cultures: Banas/Ahar, Kayatha, Savalda, Malwa, Jorwe, OCP. Copper Hoard. Important Sites and major Features. Crafts and Technology. Beginning of Iron Age in India. Geographical Spread; Typology; Chronology and Main Features of - Megalithic Culture: PGW and NBPW Cultures. **(16 Hours)**

Practical training: Excavation/Exploration/ Survey/ Museum Visit – Maximum Two weeks Duration; Submission of Field Report.

Suggested Readings:

1. Agrawal, D. P. 1982. *The Archaeology of India*. Surrey: Curzon Press.
2. Agrawal, D.P. & J.S. Kharakwal. 2002. *South Asian Prehistory*. Delhi: Aryan Books International.
3. Allchin, Bridget and Raymond Allchin. 1983. *The Rise of Civilization in India and Pakistan*. New Delhi: Press Syndicate University of Cambridge.
4. Allchin, Raymond and Bridget Allchin. 1997. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.
5. Bhattacharya, D.K. 1972. *Prehistoric Archaeology*. Delhi: Hindustan Publishing Corporation.
6. Chakrabarti, Dilip K. 2006. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India – Stone Age to AD 13th Century*. New Delhi: OxfordUniversity Press.
7. Chakrabarti, Dilip K. and Makkhan Lal. 2013. *History of Ancient India Series - Vol.I: Prehistoric Roots; Vol.II: Protohistoric Foundations; Vol.III: The Texts, Political History and Administration (Till c.200 BC); Vol.IV: Political History and Administration (c.200 BC-AD 750); Vol.V: Political History and Administration (c.AD 750-1300)*. New Delhi: Vivekananda International Foundation and Aryan Books

International.

8. Chakrabarti, Dilip K. and N. Lahiri. 1996. *Copper and Its Alloys in Ancient India*. Delhi: South Asia Books.
9. Chakravarty, K.K. & R.G. Bednarik (Ed.). 1997. *Indian Rock Art and Its Global Context*. Delhi: Motilal Banarasidass.
10. Childe, V.G. 1958. *The Prehistory of European Society*. Nottingham: Spokesman.
11. Deo, S.B. 1979. *The Problem of South Indian Megaliths*. Dharwad: Karnataka University.
12. Dhavalikar, M.K. 1997. *Indian Protohistory*. New Delhi: Books and Books.
13. GururajaRao, B.K. 1972. *Megalithic Culture in South India*. Mysore: Mysore University.
14. Jaisawal, V. 1978. *Palaeohistory of India*. Delhi: Agam Kala Prakashan.

Select Further Readings:

1. Chakrabarti, Dilip K. 1992. *The Early Use of Iron in India*. Delhi: Oxford University Press.
2. Dhavalikar, M.K. 1979. 'Early Farming Communities of Central India' and 'Early Farming Cultures of Deccan.' In D.P.Agrawal and Dilip K. Chakrabarti (eds.), *Essays in Indian Protohistory*. Delhi: B.R.Publishing Corporation, pp. 229-245, 247-264.
3. Dhavalikar, M.K., H.D.Sankalia, and Z.D.Ansari. 1988. *Excavations at Inamgaon*. Vol.1, Parts I and II. Pune: Deccan College.
4. Erdosy, George (ed.), 1997. *The Indo-Aryans of Ancient South Asia: Language, Material Culture and Ethnicity*. New Delhi: Munshiram Manoharlal.
5. Gaur R.C. 1983. *Excavations at Atranjikhhera: Early Civilization of the Upper Ganga Basin*. Delhi: Motilal Banarasidass.
6. Hooja, Rima. 1988. *The Ahar Culture & Beyond: Settlements & Frontiers of 'Mesolithic' & Early Agricultural Sites in South-Eastern Rajasthan c.3rd-2nd Millennia BC*. Oxford: BAR International Series.
7. Jarrige, Catherine, Jean-Francois Jarrige, Richard H. Meadow, and Gonzague Quivron (eds.). n.d. *Mehrgarh: Field Reports from Neolithic Times to the Indus Civilization*. Karachi: Department of Culture and Tourism, Government of Sindh, Pakistan, in collaboration with the French Ministry of Foreign Affairs.
8. Korisettar, Ravi, P.C. Venkatasubbaiah, and Dorian Q. Fuller. 2003. 'Brahmagiri and Beyond: The Archaeology of the Southern Neolithic.' In Settar, S. & Ravi Korisettar (eds.). 2002. *Indian Archaeology in Retrospect – Vol.I: Prehistory – Archaeology of South Asia*. New Delhi: Indian Council for Historical Research and Manohar Publishers, pp.151-237.

Select E-resources:

1. <http://www.human-evol.cam.ac.uk/Members/Petraglia/Petraglia.htm>
2. www.harappa.com
3. <http://www.people.fas.harvard.edu/~witzel/vedica.pdf>
4. <http://asi.nic.in>
5. http://asi.nic.in/asi_publ_indian_archaeology.asp [Various volumes of *Indian Archaeology – A Review*, An Annual Publication on Archaeological Reports of the Archaeological Survey of India, New Delhi.]
6. http://asi.nic.in/asi_publ_indian_archaeology.asp [Various volumes of *Ancient India*, An earlier Annual Publication of the Archaeological Survey of India, New Delhi.]
7. <http://www.manandenvironment.org/g-about-journal.html>[Various volumes of *Man and Environment*, A Bi-Annual Journal of the Indian Society for Prehistoric and Quaternary Studies, Pune.]
8. <http://www.indarchaeology.org/archaeology/puratattva.htm>[Various volumes of *Puratattva*, A Bulletin of the Indian Archaeological Society, New Delhi].
9. <http://archaeology.up.nic.in/pragdhara.htm> [Various volumes of *Pragdhara*, An Annual Journal of the Directorate of Archaeology, Government of Uttar Pradesh].
10. <http://deccancollegepune.ac.in/library.asp> [Various volumes of *Bulletin of the Deccan College Research Institute*, Journal of the Deccan College Postgraduate and Research Institute, Pune].

Title of the Course: RESEARCH METHODOLOGY

Course Code: CPT 2.2.1 Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course helps the student to understand the concepts of research and the methods of carrying out historical research. It explains the process of research in a formal way, techniques of report writing and presentation skills.

Course Outcomes:

After studying this course, the student is able to comprehend the concepts and importance of historical criticism, literature review, preparation of a report etc. The student will be able to present the findings and the process of conducting research in written and verbal formats.

Module 1: Definition and Meaning of Research; Nature, Scope and Importance of Historical Research. Meaning and Scope of Research Methodology. History and Allied disciplines: Relationship with Geography, Anthropology, Sociology, Economics, Political science, Archeology, Epigraphy and Numismatics and Technology, Auxiliary sciences and History. **(16 Hours)**

Module 2: Types of Data. Methods of Collection of Data; Nature and Classification of Sources. Information and Communication Technologies (ICT) in archaeological research. Research Ethics. Plagiarism. **(16 Hours)**

Module 3: Historical Criticism; External and Internal Criticism; Positive and Negative Criticism; Objectivity and Subjectivity in Writing History; Synthesis and Interpretation; Exposition. **(16 Hours)**

Module 4: Types of Research Presentations: Report, Dissertation, Paper Presentation, Poster, PPT. Writing a Research Report: Selection of Topic; Formulation of Hypothesis; Review of Literature. Importance and Purpose of References Notes; Bibliography, Important Terms: Appendix, Index, Glossary. Methods of systematic referencing: APA and MLA. **(16 Hours)**

Practical training: Exploration/ Excavation/ Field Survey/ Workshop/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Anderson, Durston & Poole. 1970. *Thesis and Assignment Writing*. New Delhi: Wiley Eastern Limited.
2. Barzun, J & Graff, Henry, F. 1980. *The Modern Researcher*. New York: NY University Press.
3. Bombaro, Christine. 2012. *Finding History: Research Methods and Resources for Students and Scholars*. Plymouth, U.K.: Scarecrow Press, Inc.
4. Carr, E.H. 1982. *What is History*. London: Penguin Books.
5. Collingwood, R.G. 2005. *The Idea of History*. Rev.edn. Oxford: Oxford University Press.
6. Ghosh, B.N. 1993. Reprint. *Scientific Method and Social Research*. N. Delhi: Sterling Publishers Pvt. Ltd.
7. Kathirvel, S. 1985. *Research Methodology in History*. Chennai: Crenio Centre.
8. Kothari, C.R. 2004. *Research Methodology: Methods and Techniques*. 2nd rev.edn. New Delhi: New Age International Pvt. Ltd. Publishers.

Advanced Reading:

1. Manickam, S. 1985. *Theory of History & Methods of Research*. Madurai: Kudal Publications.
2. McDowell, W.H. 2002. *Historical Research: A Guide*. Longman.
3. Misra, R.P. 2002. Reprint. *Research Methodology: A Handbook*. New Delhi: Concept Publishing Company.
4. Rajayyan, K. 1993. *History: In Theory & Method*. Madurai: Kudal Publications.
5. Sharma, T.R. 2001. *Research Methodology in History*. New Delhi: Concept Pub.Company.
6. Shiek Ali, S. 1978. *History: Its Theory and Method*. Madras: Macmillan India Publication.
7. Sreedharan, E. 2007. *A Manual of Historical Research Methodology*. Trivandrum: Centre for South Indian Studies.
8. South, Stanley A. 1977. *Method and Theory in Historical Archaeology*. NY: Academic Press.

Title of the Course: POLITICAL HISTORY OF MEDIEVAL INDIA

Course Code: CPT 2.3.1

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course discusses about the political developments and important changes in socio-political aspects of medieval India with students.

Course Outcomes:

After going through this course, a student can understand the changing political dynamics of the state and regional political power systems of medieval India.

Module 1: Introduction. Sources: Primary and Secondary. Brief Study of Arab Contact. Conquest of Ghaznavi, Expansion and Consolidation under Muhammad Ghori. **(16 Hours)**

Module2: The Sultanate Period. The Slave dynasty, the Khaljis: Allaudin Khalji; the Tughlaqs: Muhammadbin- Tughlaq, Feroze Shah Tughlaq; the Sayyids and the Lodis. Administration under the Sultanate. **(16 Hours)**

Module3: Foundation of the Mughal Empire- Babar and Humayun. The Sur Empire: Sher Shah's administration. Akbar, Aurangzeb. Mughal Administration - Civil, Judicial, Land Revenue. Mansabdari and Jagirdari. Decline of Mughal Empire- causes. **(16 Hours)**

Module4: Marathas under Shivaji- Swaraj - Its expansion under the Peshwas. Balaji Vishwanatha, Balaji Baji Rao, Madhava Rao Peshwa. Causes of decline. **(16 Hours)**

Practical training: Field Survey/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Alam, M. 1986. *Mughal Imperial Decline in North India*. New Delhi.
2. Chandra, S. 1986. *The Eighteenth Century in India: Its Economy and the Role of the Marathas, the Jats, the Sikhs and the Afghans*, K.P. Bagchi: Kolkata.
3. Chandra, S. 1996. *Historiography, Religion and State in Medieval India*. Har Anand: Delhi.
4. Chandra, Satish. 1997. *Medieval India; From Sultanate and Mughals. Part – I. 555-1526*. Har Anand: Delhi.
5. Mehta, J.L. 1986. *Advanced Study in the History of Medieval India, Vol. I-III*. Sterling Pub.; New Delhi.
6. Tripathi, R.P. 1964. *Rise and Fall of the Mughal Empire*. Central Book Depot: Allahabad.

Further Readings:

1. Athar Ali, M. 1999. *Medieval India: Essays in the History of India, 1200-1750*. New Delhi.
2. Desikachar, S.V. 1993. *Caste, Religion and Country: A View of Ancient and Medieval India*. Orient Longman: Delhi.
3. Habib, I. 1999. *Agrarian System of Mughal India*. OUP: New Delhi.
4. Hasan, F. 2004. *State and Locality in Mughal India: Power Relations in Western India, 1572-1730*. Cambridge: New Delhi.
5. Kulkarni, A.R. 1996. *Medieval Maratha Country*, Books and Books: New Delhi.
6. Rayachaudhari, T. & Irfan, H. 1984. *Cambridge Economic History of India. Vol. I-X, 550c. - 1750 AD*. S. Chand: New Delhi.
7. Desai, S. 1980. *Social life in Maharashtra under the Peshwas*, Bombay.
7. Schimmel, A. 2006. *The Empire of the Great Mughal: History, Art and Culture*. Reaktion: New Delhi.

Title of the Course: SOCIO-ECONOMIC HISTORY OF MEDIEVAL INDIA

Course Code: CPT 2.4.1 Course Credit: 04 Duration of the Course: 64 Hours

Course Objectives:

The course discusses about the major changes taking places in socio-economical domains of early medieval India with students.

Course Outcomes:

After going through this course, a student can understand the changing socio-cultural dynamics of the state and social systems of early medieval India and the important reformers and philosophies leading to these changes.

Module 1: Introduction Primary & secondary source Arrival of Islam and its impact on Indian Society-Structure of the medieval Rural and Urban society. **(16 Hours)**

Module 2: Socio Economic condition under the Sultanates and Mughals: Nature of the Society: Social Practices – Social Groups – Position of Women. Nature of Economy. Trade Centres. Rural and Urban Economy. **(16 Hours)**

Module 3: Development of the Bhakti movement: Contributions of Ramananda, Kabir, Nanak, Chaitanya, Meera. Dasa Movement: Kanakadasa and Purandaradasa. Vithoba Cult. Development of Sufism in India. **(16 Hours)**

Module 4: Social and Economic conditions in Vijayanagara Period: Nature of the Society: Social Practices – Social Groups – Position of Women. Nature of Economy. Trade Centres. Rural and Urban Economy. **(16 Hours)**

Practical training: Field Survey/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Altekar, A.S. *Position of Women in Hindu Civilization, from Prehistoric times to the Present day*. Motilal Banarasisdass: New Delhi. 1956.
2. Chandra.S. *Historiography, Religion and State in Medieval India*. Har Anand: Delhi. 1996.
3. Mahajan, V.D. *History of India, from Beginning to 1526 AD*.S. Chand: New Delhi. 1999.
4. Mahalingam, T.V. *Administration and Social Life Under Vijayanagara (2nd Edition)*, Madras. 1969.
5. Rayachaudhri, Tapan & Irfan Habib. *Cambridge Economic History of India. Vol. I-X, 550c.- 1750 AD*. S. Chand: New Delhi. 1984.

Title of the Course: HISTORY OF KARNATAKA – II

Course Code: SPT 2.5.1 Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course discusses about the change in socio-political and cultural aspects due to various factors in the Karnataka region with students.

Course Outcomes:

After completion of this course, the student will be able to understand the changing socio-cultural dynamics of the state and social systems of Karnataka.

Module 1: Polity Under the Nayakas – Keladi Nayakas, Nayakas of Chitradurga – Madakari Nayaka V – Other minor dynasties **(16 Hours)**

Module 2: Wodeyars of Mysore – Early Wodeyars – Raja Wodeyar Chikkadevaraja Wodeyar **(16 Hours)**

Module 3: Rise of Hyder Ali and Tippu Sultan – Krishna Raja Wodeyar – III. **(16 Hours)**

Module 4: Commissioners rule in Mysore – Mark Cubbon – L.B Bowring Nalwadi Krishna Raja Wodeyar, Jayachamarajendra Wodeyar, Unification of Karnataka. **(16 Hours)**

Practical training: Field Survey/ Archives/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Chandrashekar.S. *Dimensions of Socio-Political Change in Mysore-1918-1940*. New Delhi-1948.
2. Diwakar R.R- *Karnataka through the Ages-Bangalore-1968*.
3. Gayathri, M.B. *Development of Mysore State, 1940-56*. University of Mysore. 1997.
4. Hettne, Bjorn- *The Political Economy of Indirect Rule, Mysore-1881-1947* New Delhi.
5. Iyenger.A.R- *The Economic Outlook of Mysore Wodeyar-1917*
6. Ramakrishna.R- *Press and Politics in an Indian State, Mysore-1859-1947*
7. Shama Rao, M. *Modern Mysore. Vol.I & II*. Higginbothams. 1936.

Title of the Course: INTRODUCTION TO ARCHIVAL STUDIES

Course Code: SPT 2.5.2 Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course helps the students to understand the concept and evolution of Archives and the role of archives in historical research. The students also discover the types of documents and records available at the archives.

Course Outcomes:

After completing this course, the students will also be able to understand the types of records available and how to access and use these for their study or future research. This course also provides them an opportunity to seek employment in Archives.

Module 1: Introduction To Archival Studies: Meaning and Importance of Archives. Nature of Archival Collection: Forms, formats and genres of records: Records as artifacts (symbolism, uniqueness); Co- evolution of social systems and Record keeping Systems. **(16 Hours)**

Module 2: Archives Management. Types of Archives: State, Institutional, Military, Industrial, Religious, Private (Personal/ Family). Activities of Archives: Reference, Preservation, Exhibitions, Outreach and Electronic Resource Development **(16 Hours)**

Module 3: Public Records Management. Conservation and Reprography. ICT and Archival Studies. Theory and Practice in the areas of Appraisal and Acquisition, Arrangement and Description. Some Select Laws and Regulations governing Archival Resources. **(16 Hours)**

Module 4: Origin and Development of Archives in India. Imperial Records Department. Important examples: National Archives of India. State Archives – Karnataka. Non-Governmental Archival Resources. The Mythic Society, Bangalore. Bhandarkar Oriental Research Institute, Pune. **(16 Hours)**

Practical Training: Workshop/ Archives/ Museum/ Site visits – Maximum Two weeks Duration; Submission of Field Report.

Suggested Readings:

1. Brooks, Philip C., *Research in Archives*. University of Chicago Press, 1969
2. Ghose, Sailen, *Archives in India*. Firma K.L. Mukhopadhyay, 1963
3. Gilliland, Anne J. *Conceptualizing 21st Century Archives*. Chicago: SAA. 2014.
4. Harinarayan, N. *Science of Archives Keeping*, Hyderabad: State Archives, Govt of Andhra Pradesh. 1969.
5. Millar, Laura A. *Archives: Principles and Practices*. New York: Neal-Schuman Publishers, 2010.

Further Readings:

1. Bose, N. K. 1932. *Canons of Orissan Architecture*. Calcutta, R.Chatterji.
2. Ghosh, A., Ed. 1967. *Ajanta Murals*. Delhi, Lalit kala Academy.

E-Resources:

1. www.books.google.co.in
2. www.jstor.org
3. <http://www.archive.org>

Title of the Course: CULTURAL WORLD HERITAGE SITES OF INDIA

Course Code: OET 2.6.1

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course is offered to students of other programs to make them aware of important historical world heritage sites listed by the UNESCO in our country. It aims to instill a sense of pride among the young generations in our cultural heritage.

Course Outcomes:

After completing this course, the students will also be able to learn interesting information which will add to their general knowledge related to our cultural heritage and will be useful for various competitive exams.

Module 1: Heritage: Meaning and Significance. UNESCO World Heritage sites in India: Main Categories: Cultural, Natural and Others. Cultural Sites: *Prehistoric*: Rock Shelters of Bhimbetka, Champaner- Pavagadh Archaeological Park. Dholavira. **(16 Hours)**

Module 2: Cultural Sites: *Ancient*: Buddhist Monuments at Sanchi, Mahabodhi Temple Complex (Bodh Gaya), Nalanda. Ajanta Caves, Ellora Caves, Elephanta Caves, Pattadakal Group of Monuments, Mahabalipuram Monuments, Konark - Sun Temple, Ramappa Temple, Khajuraho Monuments, Hampi Monuments, Great Living Chola Temples. **(16 Hours)**

Module 3: Cultural Sites: *Medieval & Modern*: Qutb Complex, Humayun's Tomb, Agra Fort, Fatehpur Sikri, Taj Mahal, Red Fort Complex, Jantar Mantar (Jaipur), Hill Forts of Rajasthan : Chittorgarh, Kumbhalgarh, Ranthambhore, Jaisalmer, Gagron & Amber. Rani ki Vav. **(16 Hours)**

Module 4: Others: Churches and Convents of Goa, Chatrapati Shivaji Terminus (formerly Victoria Terminus), Mountain Railways of India. Chandigarh (Architectural Work of Le Corbusier). Victorian Gothic and Art Deco Ensembles of Mumbai. Historic Cities: Ahmedabad and Jaipur. **(16 Hours)**

Suggested Reading:

1. Ali, Javid. *World Heritage Monuments and Related Edifices in India*. Algora Pub.: NY. 2008.
2. Balasubramaniam. *The World Heritage Complex of the Qutub*. Aryan Books International: New Delhi. 2005.
3. Bhatia, S. *Mahabodhi Temple: A World Heritage Site*. Pilgrims Pub.: Delhi. 2007.
4. Das, M.K. *Indian Cultural Heritage*. Laxmi Book Publication: Solapur. 2017.
5. Dwivedi, S.M. *Buddhist Heritage Sites of India*. Rupa & co.: New Delhi. 2006.
6. Gupta, S. *Monuments of India*. Har-Anand Publications: New Delhi. 2005.
7. Pereira, J. *Churches of Goa*. OUP: New Delhi. 2005.

Further Readings:

1. Ghosh, A., Ed. *Ajanta Murals*. Lalit kala Academy: Delhi. 1967.
2. Huntington, S.L. *The Art of Ancient India: Buddhist, Hindu, Jain*. Penguin: Harmondsworth. 1986.
3. Kloguen, D.L.C. *A Historical Sketch of Goa*. AES: Chennai. 2005. {First Pub. 1831}
4. Koch, E. *The Complete Taj Mahal and the River Front Gardens of Agra*. Thames and Hudson: Agra. 2011.

5. Lautman, V. *The Vanishing Stepwells of India*. Merrell Publishers: Chicago. 2017.
6. Mathpal, Y. *Prehistoric Rock Paintings of Bhimbetka*. Abhinav Publs.: New Delhi. 1984.
7. Mathur, L.P. *Forts and Strongholds of Rajasthan*. Inter-India Publications: Delhi. 1989.

E-Resources:

1. http://asi.nic.in/asi_monu_whs.asp
2. <http://whc.unesco.org/en/statesparties/IN/>
3. <https://books.google.co.in>

Title of the Course: THE INDUS CIVILIZATION

Course Code: 3.1.1

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The objective of this course is to look at the detailed archaeological record of the Indus civilization, the earliest in the Indian subcontinent.

Course Outcomes:

Students gain familiarity with the rise, expansion and decline of the Indus Civilization, its regional extent and variation and the nature of its important cities and material remains.

Module 1: Discovery and Nomenclature of the Indus Culture. Formative stages of the Indus culture: Emergence of village farming/ Chalcolithic settlements and beginning of regional cultures in the North and North-Western India and Pakistan. Contemporary developments in the Gagghar-Saraswati system and Gujarat (Pre-Urban /Pre and Early Harappan cultural development). **(16 Hours)**

Module 2: Urban Indus and geographical spread; settlement features; town planning and architecture; Economic production: the urban-rural dichotomy, agriculture and craft production. Trade and subsistence; Standardization of craft and the Indus script, evidence of overseas contacts. Socio-political organization; art and evidence of religious beliefs. **(16 Hours)**

Module 3: Post-Urban Harappan: Decline of the Urban Harappan: causes of decline and different theories on decline. Post-Urban phase: evidence from the Indus valley, Gagghar-Saraswati system and from Gujarat (Post-Urban or Late Harappa cultures of Sindh, Punjab, Haryana, Gujarat and Western Uttar Pradesh). **(16 Hours)**

Module 4: Regional variations within the material culture: the concept of Sorath and Sindh/Classical Harappan in Gujarat. Important excavated sites: Mohanjodaro, Harappa, Kalibangan, Lothal, Dholavira, Surkotada, Banawali, Rakhigarhi, Bagasra, Rojdi, Rangpur. **(16 Hours)**

Suggested Readings:

1. Agrawal D.P. and D. Chakrabarti (Eds.) *Essays in Indian Protohistory*. New Delhi: D.K. Publishers.
2. Allchin, B and E 1983. *The Rise of Civilization in India and Pakistan*. New Delhi: Press Syndicate University of Cambridge.
3. Chakrabarti, D.K. 1990. *The External Trade of the Indus Civilization*. New Delhi: Munshiram Manoharlal.
4. Chakrabarti, Dilip K. (Ed.). 2004. *Indus Civilization Sites in India - New Discoveries*. Mumbai: Marg.
5. Joshi, J.P. 2008. *Harappan Architecture and Civil Engineering*. New Delhi: Rupa & Co.
6. Kenoyer, J.M. 1998. *Ancient Cities of the Indus Valley Civilization*. Karachi: Oxford University Press.
7. Lal, B.B. and S.P. Gupta (eds.) 1984. *Frontiers of the Indus Civilization*. New Delhi: Books and Books.

8. Possehl, G.L. (ed.) 1979. *Ancient Cities of the Indus*. New Delhi: Vikas Publishing House.
9. Possehl, G.L. (ed.) 1993 *Harappan Civilization A Recent Perspective*. New Delhi: Oxford and IBH Publishing Co.
10. Possehl, G.L. 1980 *Indus Civilization in Saurashtra*. Delhi: B.R. Publishing House.
11. Rao, S.R. 1973. *Lothal and the Indus Civilization*. Bombay: Asia Publishing House
12. Ratnagar, S. 1991. *Enquiries into the Political Organization of Harappan Society*. Pune: Ravish Publishers.
13. Ratnagar, S., 2006. *Understanding Harappa: Civilization in the Greater Indus Valley*. Tulika Books, New Delhi.
14. Shashi, A. 1985. *Pre Harappan Cultures of India and Borderlands*. New Delhi: Books and Books.
15. Shirvalkar, P. 2013. *Pre and Early Harappan Cultures of Western India with special Reference to Western India*. Delhi: Agamkala Prakashan
16. Wheeler, R.E.M. 1968. *The Indus Civilization*. Third Edition. Cambridge: Cambridge University Press.
17. Wright RP 2010. *The Ancient Indus: Urbanism, Economy and Society*. Cambridge: Cambridge University Press.

Advanced Reading:

1. Dales, G. F. 1966. The Decline of the Harappans, *Scientific American* 214 (5): 93-100.
2. Dales, G.F. and J.M. Kenoyer. 1986. *Excavations at Mohenjo Daro: The Pottery*. Philadelphia: The University of Pennsylvania.
3. Fairservis, Walter, A. 1992. *The Harappan Civilization and its Writing*. New Delhi: Oxford and IBH Publishing Co.
4. Possehl, G.L. 1999. *Indus Age The Beginnings*. New Delhi: Oxford and IBH.
5. Volumes of Ancient India.

Title of the Course: INDIAN HISTORIOGRAPHY

Course Code: CPT 3.2.1 Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course introduces the students to the history of history writing since ancient period till present times in different regions and periods with specific examples. It also provides an outline of chronological development in the trends on writing historical works.

Course Outcomes:

After studying this course, the student will be able to identify different schools of historiography and examine the recent trends in the subject.

Module 1: Definition of Historiography. Historical Background: Western Tradition: Herodotus and Thucydides (Greek); Livy and Tacitus (Roman). St. Augustine (Church Historiography); Ibn Khaldun (Arab). **(16 Hours)**

Module 2: Indian Tradition of Historical Writing: Itihas-Puranic Tradition. Banabhatta, Kalhana, Alberuni, Amir Khusrau, Ziauddin Barani and Abul Fazal. **(16 Hours)**

Module 3: Types of Historiography: Colonial: Orientalist: William Jones & James Prinsep. Imperialist: James Mill & Vincent Adam Smith. Nationalist: R.G. Bhandarkar, H.C. Raychoudhari and J.N. Sarkar. Marxist: D.D. Kosambi, Romila Thapar & Irfan Habib. **(16 Hours)**

Module 4: Post-Colonial Historiography: Subaltern: Ranjit Guha. Recent Trends in Historiography: Peasant, Tribal, Dalit, Gender and Diaspora History. **(16 Hours)**

Practical training: Field Survey/ Library/ Archives/Workshop/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Bombaro, C.. *Finding History: Research Methods and Resources for Students and Scholars*. Scarecrow Press, Inc.: Plymouth. 2012.
2. Carr, E.H. *What is History*. Penguin Books: London. 1982.
3. Collingwood, R.G. *The Idea of History*. Rev.edn. Oxford University Press: Oxford. 2005.
4. Ghosh, B.N. Reprint. *Scientific Method and Social Research*. Sterling : New Delhi. 1993.
5. Majumdar, R.K & Srivastava, A.N. *Historiography*. SBD Pub.: New Delhi. 1998.
6. Manickam, S. *Theory of History & Methods of Research*. Kudal Publications: Madurai. 1985.
7. McDowell, W.H. *Historical Research: A Guide*. Longman: London. 2002.
8. Rajayyan, K. *History: In Theory & Method*. Kudal Publications: Madurai. 1993.
9. Sen. M. *Historians and Historiography*. Institute of Historical Studies, Calcutta, 1980
10. Shiek Ali, S. *History: Its Theory and Method*. Macmillan India Publication: Madras. 1978.

Advanced Reading:

1. Sreedharan, E. *A Manual of Historical Research Methodology*. Centre for South Indian Studies: Trivandrum. 2007.
2. South, S. A. *Method and Theory in Historical Archaeology*. Academic Press: New York. 1977.
3. Subramanian. N. *Historiography*. Ennes Publications: Udumalpet. 1973.

E-resources:

1. <http://www.questia.com/library/history/historiography/historical-method>
2. www.books.google.co.in
3. www.jstor.org
4. <http://www.archive.org>

Title of the Course: COLONIAL HISTORY OF INDIA

Course Code: CPT 3.3.1 Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course highlights the significant political and socio-economical developments which took place during the colonial period of India.

Course Outcomes:

The students will be able to understand the impact of colonialism on Indian society, economy and administrative systems.

Module 1: European Traders in India in the 17th and 18th Centuries – Portuguese, Dutch, French and British, British Subjugation of.. Bengal, Hyderabad, Mysore, Marathas and Sikhs
(16 Hours)

Module 2: Colonialism and the agrarian system: Land Revenue Systems; Zamindari, Ryotwari, Inamdari Systems. Famines. Commercialization of Agriculture.
(16 Hours)

Module 3: Peasant Rebellions – Economic Nationalism, Transport and Communication Systems
(16 Hours)

Module 4: British Education Policy: Reforms of Judiciary and Civil services – British Industrial Policy - Decline of Indian industries.
(16 Hours)

Practical training: Field Survey/ Archives/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Banerjee, Debdas. 1999. *Colonialism in Action: Trade, Development and dependence in Late Colonial India*. Orient Longman: Delhi.
2. Bhattacharya, S. 1971. *The Financial Foundations of the British Raj*. Indian Institute of Advanced Study: Shimla.
3. Guha, Ramachandra. 1982. *A Rule of Property in Bengal: An Essay on the Idea of Permanent Settlement*, Duke University Press: New Delhi.
4. Raj K.N. et al (eds.). 1985. *Commercialization of Indian Agriculture*, OUP: Delhi.

Further Readings:

1. Alavi, S. 1995. *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830*, OUP: New Delhi.
2. Chaudhury, B.B. 1964. *Growth of Commercial Agriculture in Bengal 1757-1900*, Calcutta.
3. Malcolm, J. 1970. *Political History of British India from 1784 to 1823*, Associated Pub. House: New Delhi.
4. Metcalf, T.R. 1995. *Ideologies of the Raj: The New Cambridge History of India*, Vol. III (4), Cambridge University Press; New Delhi.
5. Peers, D. 2006. *India under Colonial Rule 1700-1885*, Pearson Longmans: London.

Title of the Course: LOCAL CULTURAL STUDIES

Course Code: CPT 3.4.1 Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

This course introduces the students to historical and archaeological information related to the Tumkur region (limited to respective districts) since pre-historic till present in a historic timeline.

Course Outcomes:

The students will learn to appreciate the historical significance of their district and identify the important archaeological and historical sites. This course will also add a sense of pride and awareness in them about their heritage.

Module 1: Introduction: Geographical features of Tumkur District: Rivers and Hills. Primary and Secondary Sources available. Pre-Historic sites: (Reported from the district) Kibbanahalli, Biligere, Irakasandra Kaloni. Megalithic Sites. **(16 Hours)**

Module 2: Historic Period: Ruling dynasties: Chola; Ganga; Hoysala; Vijayanagara; Paleyagars – Nidugal, Hagalavadi, Honnehalli, Madugiri, Sira, Pavagada, Huliurdurga, Channarayanadurga; Devarayanadurga Wodeyars of Mysore. **(16 Hours)**

Module 3: Freedom Movement: Growth of Nationalism; Non- Cooperation; Salt & Quit India Movement; Mysore Chalo Movement. Congress Meetings. Important Freedom fighters. **(16 Hours)**

Module 4: Society and Culture: Religion, Economic Condition, Art and Architecture, Folk Traditions. Sufi Centers, Important Temple and inscriptions **(16 Hours)**

Practical training: Exploration/ Field Survey/ Archives/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. ಬಾಸ್ಕರಪ್ಪ.ಸಿ.ಎಸ್ – 1981 ತುಮಕೂರು ಜಿಲ್ಲಾದರ್ಶನ, ಟೈಮ್ಸ್ ಪಬ್ಲಿಕೇಷನ್, ತುಮಕೂರು
2. ಸಂಪದ್ಗಿರಿರಾವ್ – 1970 ಕರ್ನಾಟಕ ಪರಂಪರೆ, ಸಂ-2- ಮೈಸೂರು ರಾಜ್ಯ ಸರ್ಕಾರ
3. ಶ್ರೀನಿವಾಸ ಅಯ್ಯಂಗಾರ್.ಎಂ.ಡಿ –1987 ಮಧುಗಿರಿ ಇತಿಹಾಸ ಸುಧಾಪ್ರಕಾಶ, ಮಧುಗಿರಿ
4. ಶ್ರೀಕಂಠಯ್ಯಕೆ – 1983 ವಿಜಯನಗರ ಕಾಲದ ಕನ್ನಡ ಸಾಹಿತ್ಯದಲ್ಲಿ ಜನಜೀವನ, ಗೀತಾಬುಕ್ ಹೌಸ್, ಮೈಸೂರು
5. ವಾಸು.ಎಂ.ವಿ – 2001 (ಸಂ) ದಕ್ಷಿಣ ಕರ್ನಾಟಕದ ಅರಸು ಮನೆತನಗಳು ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ
6. ಯೋಗೇಶ್ವರಪ್ಪ.ಡಿ.ಎಸ್, 1999 ಹಾಗಲವಾಡಿ ನಾಯಕರು, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ.
7. Diwakar R.R. 1968 Karnataka through the ages: Mysore.
8. ವಿಜಯನಗರ ಅಧ್ಯಯನ ಸಂಪುಟಗಳು 12, ಪುರಾತತ್ವ, ಸಂಗ್ರಹಾಲಯಗಳು, ಪರಂಪರೆ ಇತಿಹಾಸ, ಬೆಂಗಳೂರು.

9. ಗೋಪಾಲ ಆರ್. 2012 ತುಮಕೂರು ಜಿಲ್ಲೆಯ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ, ಪುರಾತತ್ವ ಸಂಗ್ರಹಾಲಯಗಳು, ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು.
10. M.S. Krishnamurthy, The Nolamba's. A Political and Cultural Study, Prasaranga, Mysore University Mysore. 1980
11. R.Kavallamma, Maddagiri Mahanadu Pradhugalu, K-S. Muddappa Smaraka Trust. Krishnapura Doddi-2005
12. ಚನ್ನಬಸಪ್ಪ.ಸಿ.ಎಸ್, ಪಾಟೀಲ್, ಕರ್ನಾಟಕದ ಕೋಟೆಗಳು, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ-1999

Further Readings:

1. Desai, P.B., 1970, *A History of Karnataka*, Dharwar: Karnataka University Dharwar
2. Kamath, S.U. 2001. *A concise History of Karnataka from Pre-Historic Times to the present*, Bangalore.
3. Related Volumes of *District Gazetteers*.
4. Related Volumes of *Epigraphia Carnatica*, 12,16 & 25.
5. Related Volumes of *Itihas Darshana, Karnataka Itihasa Academy*
6. Sastri K.A.N 1965, *A History of South India*. Bombay.

Title of the Course: MAKING OF MODERN MYSORE

Course Code: SPT 3.5.1

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

This course introduces the students to the history of formation of modern state of Karnataka in socio-political outlines.

Course Outcomes:

The students will learn about important personalities and major political and administrative developments which contributed to the formation of Karnataka.

Module 1: Introduction: Primary and Secondary sources. Krishna Raja Wodeyar III; Rendition of Mysore and the instrument of transfer Act 1881. Administration of Ranga Charlu, 1881-1883. Establishment of Mysore Representative Assembly. **(16 Hours)**

Module 2: Administration of Sheshadri Iyer. Chamaraja Wodeyar, Administration during Regency. P.N. Krishna Murthy. V.P. Madhava Rao- Visweshwaraiah M. Kantharaj urs. **(16 Hours)**

Module 3: Mirza Ismail-Sultanpet Disturbances; Shivapur Session. Viduraswanath Disturbances. Nalwadi Krishna Raja Wodeyar. **(16 Hours)**

Module 4: Quit India movement in the state; Isur Disturbances; Mysore Chalo movement; Establishment of Responsible Government. **(16 Hours)**

Practical training: Field Survey/ Archives/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Chandrashekar V.S. *Dewan Rangacharlu*. Publication Division. New Delhi-1981
2. Chandrashekar.S. *Dimensions of Socio-Political Change in Mysore-1918-1940*. Ashish Pub. House. New Delhi.1948.
3. Diwakar R.R. (Ed.) *Karnataka through the Ages*. Literary and Cultural Development Department, Government of Mysore. Bangalore.1968.
4. Gayathri, M.B. *Development of Mysore State, 1940-56*. University of Mysore. 1997.
5. Hettne, Bjorn. *The Political Economy of Indirect Rule, Mysore-1881-1947*. Curzon Press. London. 1978.
6. Ramakrishnan, R. *Press and Politics in an Indian State, Mysore-1859-1947*. Delta Publishing House. New Delhi. 1994.
7. Shama Rao, M. *Modern Mysore. Vol.I & II*. Higginbothams. 1936.

Title of the Course: SCIENCE AND TECHNOLOGY IN HISTORICAL INDIA

Course Code: SPT 3.5.2 Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

This course introduces the students to the interesting and major developments in the fields of science and technology in early India.

Course Outcomes:

The students will learn and appreciate the contributions made by the Indians in various fields of Sciences and technology in historical period.

Module 1: Introduction: Meaning, Scope & Importance. Writings on history of science and technology. Indus Valley Civilization – Town Planning, Ceramics and Metallurgy. Theory of atomism & attributes of matter in ancient India. Science & Technology during Vedic & Later Vedic times. **(16 Hours)**

Module 2: Major development in History of science & technology [A.D. 1st Century to c.1200]; Concept of rationality & scientific ideas in India, New developments in technology. Legacy of technology in medieval India. Impact of Arabian development on India with special reference to Persian wheel; gun powder, textiles; bridge building. **(16 Hours)**

Module 3: Development in medical knowledge and interaction between Unani and Ayurveda & Alchemy. Astronomy & Mathematics in Medieval India; Interaction of India & Arabic Sciences. State of science & technology on the eve of British conquest. **(16 Hours)**

Module 4: Exploration; early European scientists; surveyors, botanists, doctors under the Company's service. Indian response to new scientific knowledge; interactions and predicaments; emergence of national science & its relations vis-à-vis colonial science, Mahendra Lal Sarkar, P.C. Ray, J.C. Bose, M.N. Saha. Establishment of IISc. (1909). **(16 Hours)**

Practical training: Exploration/ Field Survey/ Archives/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report

Suggested Readings:

1. A.K. Bisvas & K.L. Mukhopadhyaya, 1969, *Science in India*, Kolkata.
2. Chakravarti D.K, 1999, *India: An Archaeological History*, Oxford University Press,
3. D. Raina and I. Habib (ed), 1999, *Situating History of Science: Dialogues with Joseph Needham*, OUP, Delhi,
4. Deepak Kumar, 1991, *Science & Empire*, Anamika Prakashan, Delhi.
5. Deepak Kumar, 1995, *Technology and the Raj*, Sage, New Delhi.
6. Deepak Kumar, 2000, *Science and the Raj*, OUP, Delhi,.
7. Deepak Kumar, 2000, *A Historical Overview*, Delhi.
8. Deepak Kumar, 2001 *Disease and Medicine in India*, New Delhi.
9. Dharmpal, 1971, *Indian Science and Technology in the Eighteenth Century*, Delhi.

10. Dikshit. S.B.,1931,*Bharatiya Jyotish Shastra*, Poona,
11. Hoernle A.F.R.,1907,*Studies in Medicine of Ancient India*, Oxford,.
12. Hoodbhoy Pervez,1991,*Islam and Science*, London,.
13. Ian Inkstem, 1991,*Science & Technology in History*, London,.
14. J.D. Bansal,1939,*The Social Function of Science*, London.
15. K.D. Bhargava NAI,1968,*Selections from educational records of Govt. of India*, Scientific and Technical Education in India, Delhi,
16. Kashikar C.G.,1951, *Indian Medicine*, Poona.
17. Kaye G.R., 1924,*Hindu Astronomy*, Calcutta,
18. Kaye G.R., Lahore,1889, *Hindu Mathematics*.
19. V.V. Krishna & S.S. Bhatnagar, 1993, *Science, Technology and Development*, Delhi.

Title of the Course: HERITAGE OF KARNATAKA

Course Code: OET 3.6.1 Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course is offered to students of other programs to make them aware of local heritage of the state of Karnataka.

Course Outcomes:

After completing this course, the students will also be able to know details which contribute to their general knowledge related to our cultural heritage for various competitive exams.

- Module 1: Introduction to the Subject. Historical Sites: Sannati, Banavasi, Badami, Talakadu, Belur, Bijapur, Srirangapatna, Brahmagiri **(16 Hours)**
- Module 2: Religious Sites: Sringeri, Dharmasthala, Gokarna, Shravanabelgola, Kollur, Kudala Sangama, Udupi. Saundatti. **(16 Hours)**
- Module 3: Folk Traditions: Yakshagana, Somana Kunitha and Dollu Kunitha. Puppetry. veeragasa **(16 Hours)**
- Module 4: Arts and Crafts: Mysore Paintings, Sandalwood carvings, Channapatna Toys. Silk weaving. Bidari Ware. Stone carving. **(16 Hours)**

Suggested Reading:

1. Abhishankar, K. 1969. *Tumkur Gazetteer*, Bangalore: Government Press.
2. Boralingiah, H.C. *Janapada Kalegala Kosha*, Director of Prasaranga: Kannada University, Hampi. 1996.
3. Diwakar R.R. *Karnataka through the Ages*. Prasaranga: Mysore. 1968.
4. Hiriyanna, A. *Studies in Karnataka Folklore*. Prasaranga, Karnatak University. 2000.
5. Jiwan Pani. *World of Other Faces Indian Masks*. Ministry of Information and Broadcasting: New Delhi. 1986.
6. Kamath, S.U. *A Concise History of Karnataka*. MCC Publications: Bangalore. 2001.
7. Prasad, Nalluru. *Janapada Karnataka*. Karnataka Janapada and Yakshagana Academy: Bangalore. 1998.

Advanced Reading:

1. Boratti, V. The British in the Folklore of Colonial Karnataka, in *Folklore*, Vol. 125 (3). 2014. 344-352.
2. Farley, P.R., Darius. L. S., Phillip, B.Z., *Indian Theatre Traditions of Performance*. Motilal Banarasidass Publishers Private Limited: Delhi, 1990.
3. Hanuru, K. *Encyclopaedia of the Folk Culture of Karnataka: Introductory articles*. Institute of Asian Studies: Madras. 1991.
4. Rice, B.L. *Mysore and Coorg: A Gazetteer compiled for the Government of India*. Vol. II. Mysore Government Press: Bangalore. 1876.

E-Resources:

1. http://www.gazetteer.kar.nic.in/gazetteer/hand%20book/Chapter-13_477-458.pdf
2. www.books.google.co.in

Title of the Course: CONCEPTS AND IDEAS IN MODERN WORLD HISTORY

Course Code: CPT 4.1.1 Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

This course introduces the students to the political developments taking place in the world in the 19th century and the emergence and impact of various ideologies at the time of the First and the Second World Wars.

Course Outcomes:

The students will develop a strong understanding of the reasons for the decline of colonial rule and the emergence and success of nationalism in various parts of the world. The student will be able to comprehend the change in political inter-relations between different nations.

Module 1: Legacy of the 19th Century- Growth of capitalism–Imperialism-Liberalism-Socialism
The Russian revolution. **(16 Hours)**

Module 2: First World War – Treaty of Versailles – the League of Nations and its failure, the
Great Depression. **(16 Hours)**

Module 3: Rise of Fascism and Nazism – Mussolini – Hitler. The Second World War: Cause and
impact. **(16 Hours)**

Module 4: Emergence of the United Nations – Truman Doctrine – Marshall plan – Warsaw pact,
the Cold war – Non Aligned movement. **(16 Hours)**

**Practical training: Exploration/ Field Survey/ Archives/ Site/ Museum Visit – Maximum Two Weeks
Duration; Submission of Field Report.**

Suggested Readings:

1. Banerji, A. *Writing History in the Soviet Union: Making the Past Work*. New Delhi, 2008.
2. Bendersky, J.W. 2007. *A Concise History of Nazi Germany*. New York: Rowman & Littlefield Publishers.
3. Bosworth, R. J. 2006. *Mussolini's Italy*. London: Penguin.
4. Brewer, A. 2003. *Marxist Theories of Imperialism: A Critical Survey*. London: Routledge.
5. Chakraborty, B. 1996. *The United Nations and the Third World – Shifting Paradigms*. New Delhi: Tata McGraw Hill.
6. Cipolla, C. 1993. *Before the Industrial Revolution*, London: Routledge.
7. Dev, A. 2009. *HiImstory of the World from the Late Nineteenth to the Early Twenty-First Century*. New Delhi: Orient Blackswan.
8. Gellner, E. 2008. *Nations and Nationalism*, Cornell: Cornell University Press.
9. Hart, B.H.L. 2015. *A History of the Second World War*. London: Pan Macmillan.
10. Hobsbawm, E. J. (Ed.) 1982. *The History of Marxism*. Sussex: Harvester Press.
11. Hobsbawm, E. J. 1962. *The Age of Revolution, 1789-1848*. New York: New American Library.
12. Hobsbawm, E. J. 1975. *The Age of Capital, 1848-1875*. New York: New American Library.
13. Hobsbawm, E. J. 1987. *The Age of Empire, 1875-1914*. New York: Pantheon Books.
14. Hobsbawm, E. J. 1994. *The Age of Extremes: a History of the World, 1914-1991*. New York: Pantheon Books.
15. Housden, M. 2012. *The League of Nations and the Organization of Peace*. New York: Pearson Longman.

16. Jha, K.N. *Studies in World History*. Cosmos: New Delhi. 2008.
17. Khanna, V.N. *International Relations*. Vikas Publishing House: New Delhi. 1102.
18. Krasno, J.E. (Ed.) 2005. *The United Nations: Confronting the Challenges of a Global Society*. New Delhi: Viva Books Pvt. Ltd.
19. Nanda, S.P. 1998. *History of the Modern World*. New Delhi: Anmol Publ.
20. Sarti, R. 1971. *Fascism and the Industrial Leadership in Italy, 1919-1940*, California: University of California Press.
21. Sen, S.N. 1998. *Europe and the World. 1789-1945*. S. Chand; New Delhi.
22. Thomson, David. 1958. *Europe since Napoleon*. Longmans: UK.

Further Readings:

1. Bentley, M. *Politics without Democracy: Great Britain, 1815-1914*, Blackwell, 1985.
2. Gooding, J. *Rulers & Subjects: Government & People in Russia 1801-1991*. New York, 1996
3. Anthony Brewer, *Marxist Theories of Imperialism: A Critical Survey*. Routledge, 2003
4. E. Gellner, *Nations and Nationalism*, Cornell University Press, 2008.
5. R. J. Bosworth, *Mussolini's Italy*, Penguin 2006.

Advanced Readings:

1. Adam Smith. *Wealth of Nations*. New York: Random House, 1985.
2. Carlo Cipolla, *Before the Industrial Revolution*, Routledge, London, 1993
3. Gary Kates (ed.), *The French Revolution: Recent Debates and New Controversies*, London, Routledge, 1998.
4. Lynn Hunt, *Politics, Culture and Class in the French Revolution*, University of California Press, 1984.
5. Marius Jansen, ed. & Peter Duus, ed. *The Cambridge History of Japan, Volumes 5 and 6*. Cambridge: Cambridge University Press, 1989
6. Roland Sarti, *Fascism and the Industrial Leadership in Italy, 1919-1940*, University of California Press: California. 1971.

E-Resources:

1. <http://www.un.org/en/aboutun/structure/index.shtml> : For United Nations and its organs.
2. <http://www.bbc.co.uk/history/> : For I and II ww information and videos.

Title of the Course: SOCIO- RELIGIOUS REFORMS IN INDIA

Course Code: CPT 4.2.1 Course Credit: 04 Duration of the Course: 64 Hours

Course Objectives:

The course aims to inform the students about the various social and religious movements that took place and influenced the socio-cultural and political systems of India since early historic period.

Course Outcomes:

The students will be able to recognize and learn about the important reformers and their contributions in socio-political and cultural set-up of India since early historic times.

Module 1: Introduction. Primary and Secondary Sources. Contribution of Acharyas: Shankara, Madhava and Ramanuja to religion and philosophy. **(16 Hours)**

Module 2: Vachana Movement: Basaveshwara, Devaradasimaiah, Akkamahadevi, Ambiga Chowdaiah, Madivalamachaiah, Doharakakkaiah, Molagemaraiah: The Sikh Movement: Gurunanak Dev, the Adigrantha, The Khalsa, The saints of medieval times; Their impact on socio-political and religious life. **(16 Hours)**

Module 3: Indian reformers: Raja Ram Mohan Roy, Eshwara Chandra Vidyasagar, M.G Ranade, Jyotiba Phule, Dayananda Sarasvathi, Swamy Vivekananda, Syed Ahmad Khan. Ramakrishna Mission, Wahabi Movement. **(16 Hours)**

Module 4: Movement of the oppressed classes; Dr.B.R Ambedkar and his ideas on caste system, Untouchability and Indian Culture. Dalit Upliftment and institutions founded by Ambedkar. **(16 Hours)**

Practical training: Exploration/ Field Survey/ Archives/ Site/ Museum Visit –Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. ಸ್ವಾಮಿ ದಯಾನಂದ ಸರಸ್ವತಿ. 2003, ಸತ್ಯಾರ್ಥಪ್ರಕಾಶ, ಆರ್ಯ ಸಮಾಜ, ಬೆಂಗಳೂರು. (ಅನು: ಸುಧಾಕರ ಚತುರ್ವೇದಿ)
2. ಪಣಿಕ್ಕರ್ ಕೆ.ಎಂ.1985, ನವಭಾರತದ ಬುನಾದಿ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ (ಅನು: ಜಯಪ್ಪ ಗೌಡ)
3. ಶಂಕರ ನಾರಾಯಣರಾವ್.1999, ಸ್ವಾತಂತ್ರ್ಯ ಗಂಗೆಯ ಸಾವಿರ ತೊರೆಗಳು, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ.
4. ಮಜುಮದಾರ್.ಆರ್.ಸಿ ಮತ್ತು ಇತರರು, ಪ್ರೌಢಭಾರತದ ಇತಿಹಾಸ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
5. Anantharangachar.N 1970 *Sahitya Bharati*, Mysore University, Mysore.
6. Barbara Haris White, 2004, *India working essays on Society and Economy*, Cambridge University Press. New Delhi.
7. Desai A.R 1959, *Social Background of Indian Nationalism*, Popular Book Depot. New Delhi.
8. Kenneth W. Jones 1976, *Arya Dharm Hindu Consciousness in Nineteenth Century Punjab*. Manohar Pub. New Delhi.
9. Krishna Rao.A.N1962, *Bharateeya Samaskruthi Darshana*, Sagar Prakashana, Bangalore.
10. Maxmuller. 1860. *A History of Ancient Sanskrit Literature*. Williams and Norgate. Edinburgh.
11. Nagegouda.H.L, *Pravashikanda India*, Volumes 1 to 7. Mysore.
12. ಕುವೆಂಪು 2000, ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ, ಶ್ರೀರಾಮಕೃಷ್ಣ ಆಶ್ರಮ ಮೈಸೂರು.

Further Readings:

1. Divekar, V.D. 1991. *Social Reform Movements in India: A Historical Perspective*. Bharat Itihas Samshodhak Mandal
2. Haris, W. B. 2004, *India working essays on Society and Economy*, Cambridge University Press.
3. Heimsath, C.H. 1964. *Indian Nationalism and Hindu Social Reform*. OUP: Bombay.
4. Jones, K.W. 1976. *Arya Dharma: Hindu Consciousness in Nineteenth Century Punjab*. Manohar. New Delhi.
5. Jones, K.W. 1989. *The New Cambridge History of India: The Socio-Religious Movements in British India*. Vol. III. Cambridge University Press.
6. Kopf, D. 1979. *The Brahma Samaj and the shaping of the Modern Indian Mind*. Princeton University Press.
7. Krishna Rao, A.N. 1962, *Bharateeya Samaskruthi Darshana*, Sagar Prakashana, Bangalore.
8. Nagegouda, H.L. *Pravashikanda India*, Volumes 1 to 7 Mysore.
9. O'Hanlon, R.1985. *Caste, Conflict and Ideology. Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India*. Cambridge University Press
10. Pandey, R. 2005. *Religious Movements in Medieval India: Bhakti Creation of Alternative Spaces*. Gyan Publishing House: Delhi.

Title of the Course: MAKING OF MODERN INDIA

Course Code: CPT 4.3.1

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course aims to create awareness in the students about the background and the development of modern India as a nation through the freedom struggle and the political factors behind the development in state and society in contemporary times.

Course Outcomes:

The students will be able to identify several socio-political elements and their impact on present day India.

Module 1: The Revolt of 1857- Causes, Reasons for Failure, Interpretations and its Effect Early Indian Nationalism: Formation of national associations; Peasant and tribal uprising during the early nationalist era; **(16 Hours)**

Module 2: Foundation of the Indian National Congress; The Moderate phase of the Congress; Partition of Bengal; Growth of Extremism; The Revolutionaries- India and Abroad;; Home rule Movements. Swarajists. Emergence of Communalism. **(16 Hours)**

Module 3: Nationalism under Gandhi's leadership: thoughts and methods of mass mobilization; Rowlat Act, Satyagraha, Khilafat- Non Cooperation Movement, Civil Disobedience Movement, Round table conference, Poona Pact and Women Freedom Movement The Act of 1935, 1940 Satyagraha and Quit India Movement. **(16 Hours)**

Module 4: Constitutional Politics. Subhas Chandra Bose and the Indian National Army. Post-1945 upsurge (RIN Mutiny, Telangana uprising etc.); Constitutional negotiations and the Transfer of Power, 15 August 1947. Indian Independence Act. **(16 Hours)**

Practical training: Field Survey/ Archives/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Chandra, Bipan. 1989. India's Struggle for Independence. Penguin: New Delhi.
2. Guha, Ramachandra. 2012. Makers of Modern India. Penguin: New Delhi.
3. Majumdar, R.C. 1971. History of the Freedom Movement in India, Volume 1. Firma K. L. Mukhopadhyay: Calcutta.
4. Mukherjee, R. & Kapoor, P. 2008. Date Line 1857: Revolt against the Raj. Roli Books Pvt. Ltd.: New Delhi.
5. Sahgal, Nayantara. 2013. The Story of India's Freedom Movement. Rupa Publications: New Delhi.
6. Sen, S.N. 1997. History of the Freedom Movement in India (1857-1947). New Age International: New Delhi.
7. Sharma, S.K. 2009. Quit India Movement. Mittal Publication: New Delhi.

Further Readings:

1. Bose, A.C. 1971. Indian Revolutionaries Abroad 1905-1922. B.R. Publishers: Patna.
2. Gandhi, M.K. 2006. My Experiments with Truth. Puffin: New Delhi.

3. Green, Jen. 2013. Gandhi and the Quit India Movement. Na-H: New York.
4. Nanda, B.R. 1958. Mahatma Gandhi- A Biography. Oxford University Press: New Delhi.
5. Sarkar, Sumit. 2011. Swadeshi Movement in Bengal 1903-1908. Permanent Black: New Delhi.

Advanced Readings:

1. Borman, William. 1986. Gandhi and Non-Violence. State University of New York Press: New York.
2. Iyer, Raghavan. 1989. The Moral and Political Writings of Mahatma Gandhi. Oxford University Press: New Delhi.
3. Prasad, Rajendra. 1949. Satyagraha in Champaran. Navajivan Publishing House: Ahmedabad.

Kannada Works:

1. Parthasarathy, K.S. 2011. BharatadaPrathamaSwatantraSangrama. Navakarnataka Publications: Bangalore

Title of the Course: CONTEMPORARY PROBLEMS OF INDIA

Course Code: CPT 4.4.1

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course is designed to create awareness in the students about the multitude of problems faced by the nation in contemporary times.

Course Outcomes:

The students will understand the several issues plaguing the socio-cultural system of the country.

Module 1: Introduction. Factors leading to the problems of the Nation Independence and the Refugee problem. Border and Water Disputes between India and neighbouring countries. Separatist groups. Rise of Terrorism. Geo-political Issues. Question of Nationality and Identity. Illegal migrants.

Module 2: Religion and Politics. Fundamentalism and Communalism. Religious Conversion. Atrocities on Dalits.

Module 3: Degeneration in Society: Drug Abuse; Child labour. Alcoholism and Violence. Corruption. Problem of Suicide. Divorce. Gender Inequality. Dowry System; Prostitution; Human Trafficking and India.

Module 4: Problems of poverty. Over population. Unemployment. Issues in indian Education system Information Technology and Youth. Role of Media. Mental Health Issues.

Practical training: Workshop/ Field Survey/ Archives/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report

Suggested Readings:

1. Basu, A & Kohli, A. 1991. *CommModule y conflicts and the State in India*. Oxford University Press: New Delhi.
2. Gandhi, M.K 1942. *Women and Social Injustice*. Navjeevan: Ahmedabad.
3. Hanumantha Rao, C.H & Linnemann, Hans. (Ed). 1996. *Economic Reforms and Poverty Alleviation in India*. Sage Publications; New Delhi.
4. Satyamurthy, T.V (Ed.) 1995. *Industry and Agriculture in India since Independence*. Oxford University Press: New Delhi.
5. Sekhon, Joti. 2002. *Modern India*. McGraw Hill; New Delhi.
6. Srinivas, M.N. 1984. *Some Reflections on Dowry*. Oxford University Press: New Delhi.

Title of the Course: INTRODUCTION TO MUSEOLOGY

Course Code: SPT 4.5.1 Course Credit: 04 Duration of the Course: 64 Hours

Course Objectives:

The course is designed to introduce students to the discipline of museology and related fields of museography and curation.

Course Outcomes:

The students will be able to understand the important role played by museums in heritage conservation and awareness.

Module 1: Definition, Aim and scope of Museology and Museography. Nature of Museum Theories of Museology. Museum Related Legislations and Conventions: The Indian Treasure Trove Act, 1878; The Ancient Monuments and Archaeological Sites and Remains Act, 1958; The Antiquities and Art Treasures Act, 1972. Right to information Act, 2005; UNESCO World Heritage Convention, 1972 . The UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, 2003. Relation between museums and conservation. **(16 Hours)**

Module 2: Types and Functions of Museums. Examples: National Museums (National Museum, New Delhi, Indian Museum, Kolkata, Salarjung Museum, Hyderabad, Chhatrapati Shivaji Maharaj Vaastu Sanghralaya, Mumbai) and Regional Museum (Manjusha Musuem, Dharmasthala, Keladi Museum, Mysore Museum – Jagannatha Palace)..Professional Museum Organizations, Museum Associations. Museums Association (U.K.), Museums Association of India, UNESCO, ICOM. **(16 Hours)**

Module 3: Concepts of the New museums, Eco- museums; Virtual museum; Community Museum; Neighborhood museums, Living museums etc. Museum Planning and Development. Display and Exhibition. **(16 Hours)**

Module 4: Collection and Documentation: Policies and Ethics of collection. Modes of Acquisition: field - gathering, purchase, gifts, loans, exchange, treasure, trove etc. Collection Problems - forgeries, copies, replicas, export/import control. Documentation Process. **(16 Hours)**

Practical training: Exploration/ Field Survey/ Workshop/ Archives/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report

Suggested Readings:

1. Alexander E.P. 1979. *Museums in Motion : An Introduction to History and Function of Museums*. Nashville.
2. Alexander, E.P.(ed.) 1995 :*Museum Masters: Their Museums and their influence*, New Delhi
3. Ambrose, T. & C. Paine. 1993. *Museum Basics*, ICOM, Landon & New York.
4. Fahy, A.(ed.) 1999: *Collection Management*, London & New York.

5. Light, R.B., Roberts, D.A. & J.D. Steward (eds.) 1986. *Museum Documentation Systems : Developments and Applications*. London.
6. Lord, B. & Herd, G.D. (ed.). 1983. *Planning our Museums*. Ottawa.
7. Macdonold, S.(ed), 1999 :*The Politics of Display*, London & New York.
8. Plenderleith, H.J. & Werner A.E.A. 1971:*The Conservation of Antiquities and Works of Arts*. London.
9. Punja, S. 1998: *Museums of India*, Penguin, New Delhi.
10. Sarkar, H. 1981: *Museums and Protection of Monuments and Aniquities in India*. New Delhi.
11. Singh, A. P. 1987. *Conservation & Museum Techniques*. New Delhi.

Title of the Course: INTRODUCTION TO INDIAN NUMISMATICS

Course Code: SPT 4.5.2

Course Credit: 04

Duration of the Course: 64 Hours

Course Objectives:

The course introduces the currency system of ancient India and acquaints the students with the development in the coinage.

Course Outcomes:

Students will be able to identify the main features of the early coinage. They will also be able to understand the socio-political background that accure through the coinage of that time; thus getting holistic picture of that economic system prevalent in ancient India.

Module 1: Numismatics: Meaning and Importance. History of Numismatic Studies in India. Coins as a source of history. Origin and antiquity of coinage in India. Authority of issuing coins – Janapadas, Cities, Guilds, Ganas and Dynasties. **(16 Hours)**

Module 2: Different Categories of the Coins based on text: Shatmana, Vimshatik and Karshapana series. Metal content of coins, weight and shape. Technique of minting coins: Punch-marked, cast, die-struck. Symbols on coins. Legends on Coins: Brahmi, Kharosthi and Greek. **(16 Hours)**

Module 3: Broad characteristics and identification of dynastic coins of: Indo-Greek, Indo-Scythians, Satavahana, Western Kshatrapa, Kushana, Imperial Gupta. Distribution of Roman Coins in India. **(16 Hours)**

Module 4: Broad characteristics and identification of dynastic coins of: Sangam age (Chera, Chola and Pandya); Imperial Cholas. The Vijayanagara Rulers. Coins of Tipu Sultan. The Wodeyars of Mysore. **(16 Hours)**

Practical training: Field Survey/ Site/ Museum Visit – Maximum Two Weeks Duration; Submission of Field Report.

Suggested Readings:

1. Altekar, A.S. 1954. *The Gupta Gold Coins in the Bayana Hoard*. Numismatic Society of India: Varanasi.
2. Goyal, S. R. 1995. *The Coinage of Ancient India*. Kusumanjali Prakashan: Jodhpur.
3. Goyal, S.R. 1995. *The Coinage of Ancient India*. Kusumanjali Prakashan: Jodhpur.
4. Gupta P.L. 1969. *Coins*. National Book Trust: New Delhi.
5. Gupta, P.L. & Jha, A. (Ed.). 1987. *Numismatics and Archaeology*. Indian Institute of Research in Numismatic Studies: Nasik.
6. Narasimha Murthy, A.V. 1991. *Early Historical Archaeology and Numismatics of Karnataka*. Madras University: Madras.

Further Readings:

1. Allan, John. 1936. Reprint 1989. *Catalogue of coins in the British Museum, Ancient India*. Eastern Book House: Patna.
2. Altekar, A.S. 1957. *Coinage of the Gupta Empire*. Numismatic Society of India: Varanasi.
3. Bhandarkar, D.R. 1921. *Carmichael Lectures on Ancient India Numismatics*. Calcutta University: Calcutta.

4. Chakraborty, S. 1986. *Socio Religious and Cultural Study of the Ancient Indian Coins*. B.R. Publishing Corporation: Delhi.

Advanced Readings:

1. Bhatt, S.K. 1998. *Nishka- The Rig Vedic Money*. Academy of Indian Numismatics and Sigillography: Indore.
2. *Journal of the Numismatic Society of India*, Numismatic Society of India, Banaras Hindu University, Varanasi 221005 (Uttar Pradesh).
3. *Journal of Studies in South Indian Coins*. New Era Pubs: Chennai.

Kannada Works:

1. Narasimhamurthy A.V. 1996. *Vijayanagara Nanyasampathu*, Prasaranga, Mysore University: Mysore.

Title of the Course: DISSERTATION

Course Code: CPT 4.6.1 Course Credit: 04

Course Objectives:

The course is designed to instill research inclination in the students by encouraging them to select problems of their interest and present the research outcome in the form of a dissertation or report.

Course Outcomes:

The students will become familiar with the practical aspects of doing research work and its presentation.

Course Description:

Each student of the Final year- IV Semester has to compulsorily submit a Dissertation written either completely in English or in Kannada. He/ She has to prepare a report of about 100 pages typed in A4 size paper with a font size of 12 for main text and font size 14 for headings in Times New Roman (English) with line spacing of minimum 1.5. If the work is in Kannada then the font type should be Nudi with a font size of 14 for main text and font size 16 for headings. The student shall provide detailed references for each chapter in End Notes Format in APA style of reference. The pages must include page numbers in the bottom of each sheet.

The Final Dissertation should contain the Declaration from the student and the Certificate from the Supervisor regarding the original nature of work and clearly stating the originality of the work undertaken with no instance of plagiarism of any kind in the text. The Dissertation work must include clearly labeled maps, line drawings and photographs and a detailed bibliography in the end of the report.

The topic of the Dissertation must be decided in consultation with the assigned supervisor. It is advised to commence the preparatory work related to the assigned Dissertation topic right from the First Semester and develop the theme qualitatively before the end of the Fourth Semester.

The Final Dissertation has to be submitted in triplicate along with two CDs (.pdf version) by the student within the time limit of the announced date of the Final Examination.

REFERENCE AND BIBLIOGRAPHY – APA FORMAT [The Kannada work should also follow the same style.]

□ **In case of JOURNAL- Author/s, Year, The title of the Article, Name of journal that published the article in Italics, Volume No: pp.**

Allchin, F.R. 1956. 'Alignments of Southern Hyderabad.' In *Man*, Vol. 11 (150). 133-36.

□ **In case of BOOK – Author/s, Year, The title of the book in italics, Place: Publisher**

Sundara, A. 1975. *The Early Chamber Tombs of South India*. New Delhi: University Publishers.

□ **In case of edited BOOK – Author/s, Year, The title of the Article, Name of book that published the article in italics, (Name of editors). Page Nos. Place: Publisher.**

Hegde, K.T.M., V.H. Sonawane, K.K. Bhan, P. Ajithprasad and K. Krishnan 1990. Excavations at Nagwada-1987- 1988: A Preliminary Report, in *Adaptation and Other Essays* (N.C. Ghosh and S. Chakrabarti Eds.) 191-195. Santiniketan: Vishva Bharati Research Publication.

□ **In case of CHAPTER – Author/s, Year, The title of the chapter/Article. Name of editors. The title of the book in italics, pp. Place: Publisher.**

Thakur, P. (2016). “The socio-cultural facet of temples with reference to Vijayanagara Period,” in Mavali Rajan, K. (Ed.). *Temple and Society in South India*. 163-178. New Delhi: Kaveri Publications.

Suggested Reading:

1. Lipkowitz, E. (Ed.) *From Concept to Completion: A Dissertation-writing Guide for History Students*. American Historical Association. 2009.
2. Cooley, L. & Lewkowicz, J. *Dissertation Writing in Practice: Turning Ideas into Text*. Hong King University Press: Aberdeen. 2003.
3. Paltridge, B. & Starfield, S. *Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors*. Routledge: London. 2007.
4. Editorial Staff. *The Chicago Manual of Style*. 17th edition. University of Chicago Press. 2017.
5. Trinkle, D. A. *Writing, Teaching, and Researching History in the Electronic Age: Historians and Computers*. New York: M.E. Sharpe. 1998.

Websites:

1. <http://www.apastyle.org>
2. <https://books.google.co.in>
3. www.chicagomanualofstyle.org
4. <https://www.mla.org/MLA-Style>