

COMPILED DATE: 07/08/2024

**Department of History and Archaeology
School of Social and Behavioural Sciences
Central University of Karnataka**

**Name of the Academic Program: UG in History and Archaeology
Program Code: UHIST**

Qualification Descriptors (QDs)

After completion of the BA in History and Archaeology, the graduates will be able to-

QD-1: Establish the discipline of History and Archaeology as a primary field of knowledge in human and cultural evolution in its theoretical and practical forms for the young generations.

QD-2: To progress perspectives on politics of power and administration, societal practices, religious beliefs, ecology, gender, ethnicity, and resources, apply pertinent knowledge and abilities from the advanced disciplines in the field. Determine how geographical diversity has influenced the development of culture in both the former and the latter worlds, and find the scope of regional historiography to learn about the lesser-known.

QD-3: Showcase specific and transferable skills in the fields of field archaeology, archives, museums, tourism, and heritage management. These are relevant for employment opportunities in academic institutions, museums, and the fields of archaeology, tourism, and heritage management.

QD-4: Revelation of objective-based learning and research while being tolerant of the unique perspectives held by the many social groupings, and make a timely contribution to the updating of historical theories and archaeological discoveries.

Mapping Qualification Descriptors (QDs) with Mission Statements (MS)

	MS-1	MS-2	MS-3	MS-4
QD-1	3	3	3	3
QD-2	3	3	1	2
QD-3	3	2	1	2
QD-4	3	2	2	2

**Department of History and Archaeology
School of Social and Behavioural Sciences
Central University of Karnataka**

Name of the Academic Program: BA in History and Archaeology

Program Learning Outcomes (PLOs)

After completion of the B.A program in History and Archaeology, the graduates will be able to-

PLO-1: Demonstrate the comprehensive knowledge in the rise of civilization, disintegration and transitions in the geo-cultures with rigorous understanding to urbanization, trade (internal and foreign), politics and reformations.

PLO-2: Express thoughts and ideas in all the fields of History and Archaeology effectively and communicate to different groups using appropriate media, in a clear and concise manner

PLO-3: Differentiate the scope of advanced branches of history in examining different spheres of the society such as, gender, ethnic groups, class groups, economic layers, trade and policies and also critically evaluate practices and policies on the basis of empirical evidence.

PLO-4: Evaluation of art, architecture, paintings, music, tangible and intangible heritage down the line of cultural evolution, and determine the present demographic diversity in modeling the past and also demonstrate the ability to use ICT and software.

PLO-5: Articulate policies for the conservation of cultural properties and intangible heritage for preservation of literary data, artifacts & monuments that are prerequisite for future studies.

PLO-6: Strategies the pathways to determine (with ethical and social responsibility) their employable skills in the working platforms such as in museums, tourist sites and research projects for archaeological and literary surveys.

**Mapping of Program Learning Outcomes (PLOs)
with Qualification Descriptors (QDs)**

	QD-1	QD-2	QD-3	QD-4
PLO-1	3	3	3	2
PLO-2	3	2	3	2
PLO-3	2	3	2	1
PLO-4	3	3	2	3
PLO-5	3	3	3	3
PLO-6	3	3	2	2

Under-Graduation in History and Archaeology, Central University of Karnataka
Curriculum structure (single major)

Se m	Discipline Specific Core (DSC) or Major	Minor courses	Multidisciplin ary courses (MDC)	Ability Enhanceme nt courses (AEC) (language)	Skill Enhancement courses (SEC)/Interns hip /Dissertation	Commo n Value- Added Course s	Total Credi ts
I	A1(6)- Outline of Indian History (100 level)	1-History of Science & Technolog y (6) (100 level)	1-Indian Freedom Movement (3)	AEC-1(2)	SEC-1(3) Academic Writing	VAC- 1(2)	22
II	A2- . Introduction to Archaeology (6) (100 level)	2- World Civilizatio n (6) (100 level)	2- Post- Colonial India (3)	AEC-2(2)	SEC-Heritage Education (3)	VAC- 2(2)	22
<i>Students exiting the programme after securing 44 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship / Apprenticeship in addition to 6 credits from skill-based courses earned during first and second semester.</i>							44
III	A3- Indian Prehistory (6) (200 level)	3- Sources of Indian History (4) (200 level & above)	3- Twentieth Century World (3)	AEC-3(2)	Digital tools for Art and Archaeological Studies (3)	VAC- 3(2)	20
IV	A4- Ancient Indian History (6) (200 level)	4- (4) Research Methodolo gy (200 level & above)		AEC-4(2)		VAC-4 (2)	20
	A5- Research Methodolog y in History (6)						

	(200 level)						
<i>Students exiting the programme after securing 84 credits will be awarded UG Diploma in the relevant Discipline /Subject provided they secure additional 4 credit in skill based vocational courses offered during first year or second year summer term.</i>							84
V	A 6- Medieval Indian History (6) A 7- Modern Indian History (6) A 8- Gender in Indian History (4) (All are 300 level)	5- Women in Indian History (4) (200 level & above)	-	-	-	-	20
VI	A 9- Post-Colonial India (6) A 10- International Relations in Modern World (6) A11- (6) Indian Epigraphy and Paleography (All are 300 level)		-	-	Internship-A (2)	-	20
<i>Students who want to undertake 3-year UG programme will be awarded UG Degree in the relevant Discipline /Subject upon securing 124 credits</i>							124
VII	A12- Historiography (6) A13- History of Art &	Minor-7- Cultural Heritage of India (4) Minor-8- Religious	-	-	-	-	20

	Architecture in India (6) (400 level)	Reform movements in India (4) (300 level & above)					
VII I	A14- Indian Numismatics (4) A15- Introduction to Museology (4) (400 level)	-	-	-	Dissertation-12		20
<i>Students will be awarded UG Degree with Research in the relevant Discipline /Subject, provided they secure 164 credits</i>							164
OR (Without dissertation)							
VII	A12- (6) Historiography (6) A13- History of Art & Architecture in India (6) (400 level)	Minor-7- Cultural Heritage of India (4) Minor-8- Religious Reform movements in India (4) (300 level & above)	-	-	-	-	20
VII I	A14- Indian Numismatics (6) A15- Introduction to Museology (6) (400 level)	Minor-9 Intellectual Heritage (4) Minor-10- Introduction to the Mahabharata (4) (300 level	-	-	-	-	20

		& above)					
	<i>Students will be awarded UG Degree in Honours in the relevant Discipline /Subject provided they secure 164 credits</i>						164

SL. no	Course Type	Course Code	Course Title	Mode			Credit
				L	T	P	
Semester I							
1.	DS CORE/Major	UHITC11100	Outline of Indian History	4	1	1	6
2.	Minor (M)	UHITM10100	History of Science & Technology in India.	4	1	1	6
3.	Multidisciplinary Course (D)	UHITD11100	Indian Freedom Movement	2	1	-	3
4.	Skill Enhancement (S)	UHITS10100	Academic Writing	2	1	-	3
5.	Ability Enhancement Course	--	--	2	-	-	2
6.	Value Added Course	UHITV10707	Introduction to the Indian Knowledge system	2	-	-	2
Total Credits							22
Semester II							
7.	DS CORE/Major	UHITC20101	Introduction to Archaeology	4	1	1	6
8.	Minor (M)	UHITM20101	World Civilization	4	1	1	6
9.	Multidisciplinary Course (D)	UHITD20101	Post-Colonial India	2	1	-	3
10.	Skill Enhancement (S)	UHITS20101	Heritage Education	2	1	-	3
11.	Ability Enhancement Course	--	--	2	-	-	2
12.	Value Added Course	UHITV20707	Introduction to the Indian Knowledge system	2	-	-	2
Total Credits							22
Semester III							
13.	DS CORE/Major	UHITC30200	Indian Prehistory	4	1	1	6
14.	Minor (M)	UHITM30200	Sources of Indian History	3	1	-	4
15.	Multidisciplinary	UHITD30200	Twentieth	2	1	-	3

	Course (D)		Century World				
16.	Skill Enhancement (S)	UHICS30200	Digital tools for Art and Archaeological Studies	2	1	-	3
17.	Ability Enhancement Course	--	--	2	-	-	2
18.	Value Added Course	UHITV30707	Introduction to the Indian Knowledge system	2	-	-	2
Total credits							20
Semester IV							
19.	DS CORE/Major	UHITC40201	Ancient Indian History	4	1	1	6
20.	DS CORE/Major	UHITC40202	Research Methodology in History	4	1	1	6
21.	Minor (M)	UHITM40201	Research Methodology	3	1	-	4
22.	Ability Enhancement Course	--	--	2	-	-	2
23.	Value Added Course	UHITV40707	Introduction to the Indian Knowledge system	2	-	-	2
Total credits							20
Semester V							
24.	DS CORE/Major	UHITC50300	Medieval Indian History	4	1	1	6
25.	DS CORE/Major	UHITC50301	Modern Indian History	4	1	1	6
26.	DS CORE/Major	UHITC50302	Gender in Indian History	4	-	-	4
27.	Minor (M)	UHITM40300	Women in Indian History	3	1	-	4
Total credits							20
Semester VI							
28.	DS CORE/Major	UHITC60303	Post-Colonial India	4	1	1	6
29.	DS CORE/Major	UHITC60304	International Relations in Modern World	4	1	1	6

30.	DS CORE/Major	UHITC60305	Indian Epigraphy and Palaeography	4	1	1	6
31.	Research	UHIIR60300	Internship				2
Total credits							20
Semester VII							
32.	DS CORE/Major	UHITC71400	Historiography	4	1	1	6
33.	DS CORE/Major	UHITC70401	History of Art & Architecture in India	4	1	1	6
34.	Minor (M)	UHITM70400	Cultural Heritage of India	3	1	-	4
35.	Minor (M)	UHITM70401	Religious Reform movements in India	3	1	-	4
Total Credits							20
Semester VIII							
36.	DS CORE/Major	UHITC80402	Indian Numismatics	3	1	-	4
37.	DS CORE/Major	UHITC80403	Introduction to Museology	3	1	-	4
38.	Research	UHIRR80400	Dissertation				12
Total Credits							20
UG Degree Research without Dissertation							
Semester VII							
39.	DS CORE/Major	UHITC71400	Historiography	4	1	1	6
40.	DS CORE/Major	UHITC70401	History of Art & Architecture in India	4	1	1	6
41.	Minor (M)	UHITM70400	Cultural Heritage of India	3	1	-	4
42.	Minor (M)	UHITM70401	Religious Reform movements in India	3	1	-	4
Total Credits							20
UG Degree Research without Dissertation							
Semester VIII							
43.	DS CORE/Major	UHITC80402	Indian Numismatics	4	1	1	6

44.	DS CORE/Major	UHITC80403	Introduction to Museology	4	1	1	6
45.	Minor (M)	UHITM80402	Intellectual Heritage	3	1	-	4
46.	Minor (M)	UHITM80403	Introduction to Mahabharata	3	1	-	4
Total Credits							20
Grand Total of credits with or without dissertation							164

Central University of Karnataka
B.A. History & Archaeology
Semester I, Major
Course Title: Outline of Indian History

Credits: 6
Maximum Marks: 150
Total Hours: 75

Course Description: The course is designed as introduction to history of India from the early times to the end of Colonialism. This course will provide an overall preview of Indian history in its chronological sequence and will be beneficial to establish a sound foundational understanding.

Course Objectives: The components on Indian history will enable the student to have an overall understanding of Indian history in its appropriate chronological sequence based on facts and evidence.

Course Outcome: On successful completion of the course,

1. The student will possess an overall understanding of Indian history in its appropriate chronological sequence.
2. The student will know the different aspects of Indian history

Unit-I The Early Age

- a. Geographical features of India
- b. Indus valley civilization
- c. Aryan Invasion theories and debates
- d. Vedic age
- e. Early State formations
- f. Invasion of Alexander

Unit II- Age of Empires

- a. Mauryas
- b. Satvahana
- c. Guptas
- d. Harshvardhan
- e. Rashtrakutas
- f. Cholas

Unit III- The Sultanate period

- a. Invasions of Mahmud Gazani
- b. Invasion of Mohammad Ghori and foundation of Delhi Sultanate
- c. Slave rulers
- d. Khiljis and Tughluqs.
- e. Vijaynagar & Bahamanis

Unit IV- The Mughal period

- a. The great Mughals; Babur to Aurengzeb
- b. Rajput resistance to Mughal Imperialism; Sisodiyas of Mewar
- c. Decline of the Mughals
- d. Rise of the regional powers; The Marathas, Nizam, Haidar Ali, Nawab of Bengal.

Unit V- British Imperialism

- a. Coming of Europeans.
- b. British expansion; Karntaka wars, Anglo- Maratha wars, Anglo- Sikh wars, Plassy and Buxer.
- c. Subsidiary army and Doctrine of lapse
- d. Revolt of 1857.
- e. From company to crown.

Unit VI- Anti-colonial struggle

- a. Rise of nationalism
- b. Foundation of Congress; Moderates and Extremists
- c. Gandhian movements
- d. Revolutionary activities
- e. INA and Subhash Bose
- f. Independence and partition
- g. Integration of princely states.

Suggested readings:

- A.R. Desai, 2011. Social Background of Indian Nationalism. Mumbai: Popular Prakashan Ltd.
- Bipan Chandra, , 1999, Essays on Colonialism , Orient Longman , New Delhi
- Bipin Chandra. 2016. India's Struggle for Independence. Penguin Random House India.
- C.A. Bayly 1988. Indian Society and Making of the British Empire. Cambridge:
- Sumit Sarkar , 2008, A Critique of Colonial India , Papyrus.
- S.N. Sen 2010. An Advanced History of Modern India, Macmillan, Kolkata. New Delhi: Macmillan India Ltd.
- Seema Alavi.1995. The Sepoys and the Company: Tradition and Transition in Northern India 1770-1830. Delhi: Oxford University Press.
- Chandra Satish. 2010. Medieval India, vol. 2. New Delhi: Har Anand Publications
- Mukhia Harbans. 2008. The Mughals of India. New Delhi: Wiley India Pvt. Ltd.
- Muzaffar, Alam 2004 The Languages of Political Islam in India, 1200-1800. Ranikhet: Permanent Black.

**B.A. History & Archaeology
Central University of Karnataka
Semester I, Minor Course**

Paper Title: History of Science & Technology in India

**Credit: 6
Maximum marks:150
Contact Hours: 75**

Course Description: The course is designed to familiarize the students to the origin and development various disciplines and its milieu. The interface of Colonialism with native knowledge, progress of science and technology in India during the Colonial times.

Course Objectives: The module will discuss the development of science and technology in colonial India; it looks at the scientific explorations in Physical and Natural sciences, engineering, roads, transport and communication under the East India Company and British Raj in the Indian subcontinent.

Course Outcome:

1. The student will be aware of the process of knowledge production.
2. they will be familiarized to the cultural context of knowledge.
3. they will understand major developments in scientific knowledge during the time.

Unit I

Introduction to Early Scientific Systems

- A) Historiography & Philosophy of science and technology
- B) Emergence of scientific disciplines in West- Western Encounter with the 'New Worlds'- explorations, discoveries and quest for resources
- C) Theorization, structuring and new definitions of Knowledge- experimentation, validation; memory vs writing
- D) Renaissance, Colonialism and expanding horizon for human knowledge

Unit II

Ancient and Medieval India

- A) Development of Science and technology in ancient & medieval world with special reference to India
- B) Astronomy in epigraphs, Traditional measurements in ancient literature
- C) Ancient knowledge in metallurgy and material science
- D) Kerala school of Mathematics
- E) Indian knowledge of architecture

Unit III

Developments under Colonial rule and Princely States

- A) Scientific developments under Indian Princely states- Mysore, Amber, Travancore etc.
- B) Western science and Technology: Indian response to new scientific knowledge.

- C) East India Company and Scientific Explorations - Science and Orientalist ideas -Early European Scientists: Surveyors, Botanists, Doctors under the Company's Service in India.
- D) Growth of techno-scientific institutions, technical education, establishment of engineering and medical sciences colleges and institution, universities, establishing scientific institutions.

Unit IV

Technological Changes During the World Wars

- A) Innovations: Industry, agriculture, science, technology, communication, information
- B) Science and Technology between two world wars: First World war and scientific minds and science and technological innovations
- C) Science and technology after second world war

Unit V

- A) Pioneers- Sreenivasan Ramanujan, J.C. Bose, C. V. Raman, Vikram Sara Bhai, Homi Bhabha etc.
- B) Royal Commission and their reports
- C) Professionalization of science and technology

Unit VI

Policy Making for Development

- A) Transition from Dependent to Independent science.
- B) Planning for development; National Planning Committee; Bombay plan;
- C) National Planning Advisory Board; and Central Advisory Board of Education

Premier Institutes and Major Research Laboratories- IITs, PRLs, Atomic Research Centre, TIFR

- B) Planning for development; National Planning Committee; Bombay plan.
- C) National Planning Advisory Board; and Central Advisory Board of Education; Transition from Dependent to Independent science.

Essential Readings:

- Amma, T. S. 2017. Geometry in Ancient and Medieval India. Delhi: Motilal Banarsidass.
- Baber, Z. 1996. Science of Empire, The: Scientific Knowledge, Civilization, and Colonial Rule in India. New York: State University of New York Press.
- Bag, A. 1997. History of Technology in India. Delhi: PA Books.
- Bharadwaj, H. 1979. Aspects of Ancient Indian Technology. Delhi: Motilal Banarsidass.
- Bhardwaj, H.C and Sharma, V.L. 1987. Technology Tools and Appliances. Banaras: IJHS.
- Biswas A.K and S. Biswas. 1995. : Minerals and Metals in Ancient India, & Vol. I. D.K. Print World Ltd.
- Bose, S. D. 2000. A Concise History of Science in India . Universities Press.
- Chakrabarti, D. K. 1993. The Early Use of Iron in India. Delhi: OUP.
- Chattopadhyaya, D. 1987. History of Science and Technology in Ancient India. Delhi: South Asia Books.
- Derry, T. K. Williams, T. I. 1993. A short history of technology. Delhi: Dover Publication.

- Dharampal. 1972. Indian Science and Technology in the Eighteenth Century. Delhi: Impex.
- Forbes, R. 1965. Studies in Ancient Technology. London: E.J. Brill.
- Jagadish K.S 2017, Alternative Building Materials and Technologies, New Age International Private Limited, India.
- Jagadish K.S 2019, Structural Masonry, Dreamtech Press, India.
- Jagadish K. S 2019, Sustainable Building Technology, I K International Publishing House Pvt.Ltd, India.
- Joseph G.G 2011, Kerala Mathematics: History and Its Possible Transmission to Europe, BR Publishing Corporation, India
- Hoodbhoy, P. 1991. Islam and Science: Religious Orthodoxy and the Battle for Rationality. Zed Books Ltd.
- Inkster. 1991. Science & Technology in History. Rutgers University Press.
- K.T.M, H. 1991. An Introduction to Ancient Indian Metallurgy. Delhi: Geological society of India.
- Kaye, G. R. 2010. Indian Mathematics. Createspace Independent .
- Kelley, D. H. 2011. Exploring Ancient Skies: A Survey of Ancient and Cultural Astronomy . Springe.
- Kumar, D. 2006. Science and the Raj: A Study of British India. India: Oxford University Press.
- Meadows, A. 1972. Science and Controversy: A Biography of Sir Norman Lockyer. Palgrave Macmillan.
- Raina, D. 2010. Images and Contexts: The Historiography of Science and Modernity in India . India: OUP.
- Rao, S. 2012. Indian Mathematics and Astronomy : Some Landmarks. Bharathiya Vidya Bhavan.
- Sankalia, H. D. 1970. Some Aspects of Prehistoric Technology in India. Indian National Science Academy.
- Sir Shanti Swarupa Bhatnagar, V. V. 1993. S S Bhatnagar on Science, Technology, and Development. Wiley Easter.
- Subbarayappa, B. V. 2010. Science in India: A Historical Perspective. Rupa & Co.

B.A. History & Archaeology
Semester I
Multidisciplinary Course

Course Title: Indian Freedom Movement (1857 to 1947) (modified)

Credit:3
Maximum marks:75
Contact Hours:45

Course description: This paper focus on the administrative changes that appeared after the revolt of 1857 and the British rule which was the outcome of various developments such as the socio-religious movements and the emergence of nationalism. The establishment of the Indian National Congress, entry of Gandhi into Indian politics, freedom movements and various institutional and social factors leading to Indian independence are studied.

Course objectives: The course outlays factual historiography of Indian Nationalism and various forms of national movements by which the students will be able to evaluate pre and post-independent discourses in framing the ideology and governing institutions in India.

Learning outcome: The student will be able to access the,
1-Contributions of the social reformers in the different states of India is critically analysed.
2- Background behind the rise and growth of Indian nationalism broadly pre and post Gandhian era.

Unit: 1

India After the Mutiny of 1857

- a. **Economic Impact of British Rule** - Deindustrialization , Commercialization of Agriculture, Drain of Wealth
- b. **Socio- religious reforms-** Arya Samaj, The Aligarh Movement , Satyashodhak , SNDP

Unit:2

National movement

- a. The factors responsible for the growth of nationalism.
- b. Foundation of Indian National Congress
- c. Moderates and Extremist in Congress
- d. Partition of Bengal and Swadeshi Movement
- e. Non-cooperation and civil disobedience.

Unit-3

Independence and Partition

- a. Quit India Movement & Naval Mutiny
- b. Revolutionary Nationalism
- c. Cripps mission, Cabinet mission, Mountbatten plan and independence.
- d. Communal politics and Partition

Essential Readings:

Aditya Mukherjee, Imperialism, Nationalism and the Marketing of the Indian Capitalist Class, 1927-1947

Anil Seal: The Emergence of Indian Nationalism

Arnold David, Science, Technology and Medicine in Colonial India

Ayesha Jalal: Jinnah: The sole spokesperson

Basudev Chatterji: Trade, Tariffs and Empire: Lancashire and British Policy in India 1919-1939

Bipin Chandra: India's Struggle for Independence

Bipin Chandra: Nationalism and Communalism in Modern India

Bipin Chandra: The Rise and Growth of Indian Nationalism in India-1880-1905

Deepak Kumar: Science and the Raj

Desai A.R.: Social Background of Indian Nationalism

Dutt R.P.: India Today

Gail Omvedt: Dalits and Democratic Revolution: Dr. Ambedkar and Dalit Movement in Colonial India

Judeth Brown: Gandhi's rise to power

Kenneth W. Jones: Socio-religious movements in British India

Mushirul Hasan: India's Partition: Process, Strategy and Mobilization

Mushirul Hasan: Nationalism and Communal Politics in India (1885-1930)

Panniker K.N.: National and Left Movements in India

Partha Chatterjee, Nationalist Thought & the Colonial World

Ranajit Guha: Subaltern Studies, Vol. I – XI

Shekhar Bandhopadhyay: From Plessey to Partition

Sumit Sarkar: Modern India

Tapan Roy Chaudhuri: Europe Reconsidered: Perceptions of the West in Nineteenth Century Bengal

Tara Chand: History of Freedom Movement in India, Vols ii, iii and iv

Tomlinson B.R.: Indian National Congress and the Raj, 1929-1942

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
UG Semester I, Skill Enhancement Course
Academic Writing

Credit: 3
Maximum marks: 50
Contact Hours: 30

Course description: Academic writing is a professional way of communication and is an integral part of research in academia. Systematic and clear expression of idea, perspectives and knowledge information as an outcome of research needs a definite shape and structure to meet the readers in academics.

Course outcome: The learners will have enhanced their effective and systematic writing and presentation skills adopting systematic methods and standard process to be productive in academia.

Unit- 1: Basics

1. Academic & research writing: Introduction; Importance of academic writing; Basic rules of academic writing.
2. Research ethics and copy rights

Unit- 2: Data collection and management

1. Library and archives, Open Educational Resources (OERs)
2. Open access and online archives; ResearchGate, Accademia, Google Scholar, Jstore

Unit- 3: Reviews

1. Literature review: Introduction, Source of literature; Process of literature review and writing a review.

Unit 4: Writings subject based contents

1. Assignment writing
2. Essay writing
3. Preparing research proposal/ synopsis
4. Abstract writing for conferences and research papers
5. Preparing effective slides for presentation

Unit 5: Citation, referencing and Indexing

1. Data collection and catalogue
2. Reference styles and citations

References

Morley, J., Doyle, P., and Pople, I. 2007 University Writing Course Express Publishing.
Peters, P. 1985 Strategies for Student Writers: A Guide to Writing Essays, Tutorial Papers, Exams and Reports J. Wiley and Sons.
Walliman, N. 2005 (2nd ed.) Your Research Project: A Step-by-step Guide for the First Time Researcher SAGE Publications
Wisker, G. 2001 The Postgraduate Research Handbook Palgrave Macmillan.

Online practice sessions

Academic Phrasebank - University of Manchester <http://www.phrasebank.manchester.ac.uk>
Advice on Academic Writing - University of Toronto <http://www.writing.utoronto.ca/advice>
Writing Tips - University of Newcastle <http://lorien.ncl.ac.uk/ming/Dept/Tips/writing/writeindex.htm>

CENTRAL UNIVERSITY OF KARNATAKA

VAC Course

Host Department: History and Archaeology

Course Title: Introduction to Indian Knowledge System

Credit:2

Maximum marks:50

Contact Hours:45

Course Objectives:

1. To introduce the learners to the various sources of knowledge in the Indian Knowledge systems
2. To develop a generation of young minds who can appreciate the value of Indian knowledge systems.
3. To facilitate the learning of important practices of the Indian knowledge system such as yoga asana, Ayurveda, etc.
4. To develop a scientific temper in the students to explore specific areas such as medicine, technology, and science for contemporary application of some of the topics

Course Learning Outcomes: After the course, the students will be able to

1. **Remember Level:** Outline the various sources of Indian knowledge.
2. **Understand Level:** Understand the role, importance, and essence of various schools of thought such as Upanishads, Nyaya, Mimamsa, etc.
3. **Apply Level:** Practice important experiential activities such as yoga Sana, pranayama, meditation, living skills, etc.
4. **Apply Level:** Apply the key concepts to contemporary developments in the fields of science, technology, and medicine.

Unit I

Major Indian knowledge systems.

Introduction to major Sources to study Indian knowledge system; Upanisads- Philosophical doctrines, Panchakosha concepts; Sankhya-Purusha and Prakruthi, Gunas, mahat, manas; Yoga- Types, goals, kleshas, eight paths; Nyaya- Metaphysics, goal of life; Vaisesika- Metaphysics, consciousness, Mimamsa- , Psychophysical systems, cognition; Advaita Vedanta- Metaphysics, adhyasa, avidya, consciousness, Visistadvaita, Ramanuja's philosophy, functions of mind; Buddhism- four schools and functioning of mind; Jainism- Theory of karma and nature of consciousness; Other significant sources.

Unit II

Applications and Experiential learning: Science, Medicine and Technology

Yogasana, Pranayama, Meditation- Spiritual meditation/ Transcendental Meditation/ Preksha Meditation/ Vipassana meditation; Baghvatgeetha- Life skills education; Ayurveda, etc

References

1. Forem, J. Transcendental Meditation: The essential Teachings of Maharishi Mahesh Yogi. Library of Congress Cataloging in publication. USA

2. Hart,W., (2009). Vipassana Meditation: As Taught by S.N Goenka. Harperone. USA
3. Mitchell, W., (2014). Buddhism. Oxford University Press. UK
4. Paniker.A., (2017).Jainism: History, Society, Philosophy & Practice. Motilal Banarsidass.India
5. Radhakrishnan,S., (2008). Indian Philosophy. Oxford Publishers.UK
6. Rangunath, S., (1976). Indian Psychology. Munshiram Manoharlal; Delhi
7. Sinha,J., (1985). Indian Psychology. Jadunath Sinha Foundation. New Delhi

Recommended Readings

1. Cornelissen,M, Misra. G & Varma.S., (2011)., Foundations of Indian Psychology Theories & concepts. Pearson publication. Delhi
2. Dalal,A, Paranjpe.R& Rao,R., (2008). Handbook of Indian Psychology. Cambridge University Press, India.
3. Coster, G. (1949). Yoga and Western Psychology. Oxford University Press, London
4. Detroja.M., (2019). Elements of Indian Psychology. Vista Publishers. Delhi
5. Kuppaswamy,B.,(2012). Indian Psychology. Limited company. India
6. Paranjpe, A.R, Ramakrishna, K., (2017). Psychology in the Indian Tradition. D.K.Printworld. India
7. Rao., (2008). Handbook of Indian Psychology. Cambridge University Press India Private Limited. New Delhi
8. Rao,R., (1962). Development of psychological thought in India. Kavyalaya Publishers, Mysore.
9. Singh, H.S. (1977). Psychotherapy in India. National Psychological Corporation, Agra.
10. Vivekananda, S. (1970). Raja yoga. Ramakrishna Vivekananda Center, New York.

Central University of Karnataka
B.A. History & Archaeology
Semester II, Core Course
Course Title- Introduction to Archaeology

Credits: 6
Contact hour: 75
Marks: 150

Course Description: This course is basics on global and Indian archaeological studies, concepts, theories and methods, that are employed in retrieving and constructing primary data of past societies through the cultural materials and sites. The course also gives a hands-on experience of analysis and recording of cultural materials.

Course Objectives: The objective of this course is to familiarise the students with archaeology as a discipline and a essential tool to construct the idea of past societies with fundamental theories, methods and initiate practical studies on the tangible and intangible aspects of the cultural materials

Course Outcomes: The learner shall know the significance and functions of archaeology discipline, its methods and practices applicable for discovering the prehistoric and historical cultures. The student will also know about the emergence of archaeology in India and the important contributions it has made to global archaeology.

Unit-I
Introduction to Archaeology

- A) Archaeology: Meaning, definition, scope and relevance, archaeology as a science and social science.
- B) Types of Archaeology – Marine Archaeology- ethnoarchaeology, experimental archaeology, contemporary archaeology and other categories; Archaeology- Natural Sciences and Social Sciences; Terminologies in archaeology.

Unit II
Archaeology Concepts and Theory

- A) Archaeological Concepts and Theories: The antiquity of man, The chaîne opératoire, Characterisation and exchange theory, Childe's revolutions, Cognitive archaeology, Environmental archaeology, Ethnoarchaeology, Key ideas in excavation, Experimental archaeology, Gender archaeology
- Antiquarianism, processual archaeologies, post processual Archaeologies.

Unit- III
Emergence of Indian Archaeology

- A) Growth of Archaeology in India: Pre and Post Independent India.
- B) Archaeologists at work, bio and contributions: Meadows Taylor, Alexander Cunningham, Robert Bruce Foote, Sir Mortimer Wheeler, Dayaram Sahni, M.H. Krishna, B.B. Lal, K. Paddayya, K. Rajan etc.

Unit-IV

Archaeological methods and tools

- A) Map reading: Toposheets, satellite imageries, geological and mineral maps
- B) Field explorations/Survey: aims and methods of Explorations, systematic and random explorations, Site documentation and recording.
- C) Archaeological excavations: aims and methods, scope of excavations, planning excavations, techniques of excavations, tools and equipment Documentation of Excavations. Excavation of type-sites: habitational site, burial site, rock-shelter sites, Mound/ stupa sites.

Unit-V

Post-Excavation: Documentation and Analysis

- A) Recording methods: objects classification, Ceramics and stone tool drawings, Photography and Photogrammetry, preparation of maps, metric-based analysis of the objects.
- B) Report writing and Statistical Methods

Unit-VI

Chronology and Dating Methods

- A) Relative Dating: Stratigraphy: Principles of stratification, factors and process of formation of layers, Identification and recording of strata, Reconstruction of cultural sequence
- B) Absolute/ radiometric dating methods: Radiocarbon, Potassium-argon, Thermoluminescence, Pollen analysis, Fluorine test, Obsidian hydration, Dendrochronology

Essential Readings:

- Bahn, C. R. 2000. Archaeology: Theories, Methods, and Practice. New York: Thames & Hudson Ltd.
- Barker, P. 2015. Techniques of Archaeological Excavation. London: Routledge.
- Clive, G. 2015. Archaeology The Basics. New York: Routledge.
- Drewett, P. 2000. Field Archaeology: An Introduction. London: Routledge.
- Greene, K. 1983. An Introduction: The History, Principles and Methods of Modern Archaeology. Delhi: Batsford Ltd.
- Higgs, D. B. 2016. Science in Archaeology. New York: University of York.
- Jim Grant, G. S. 2005. The Archaeology Course book. An Introduction to Study Skills, Topics and Methods. London: Routledge.
- L.R., B. 1972. An Archaeological Perspective. London: Seminar Press Limited.
- Piggott, S. 2015. Approach to Archaeology. London: Cambridge University Press.
- Rajan, K. 200. Archaeology: Principles and Methods. Manoo Pathippakam: Thanjavur.

Central University of Karnataka
B.A. History & Archaeology
Semester II, Minor
Course Title-World Civilizations

Credits: 3
Contact hour: 45
Marks: 75

Course Description: This course intends to develop a comprehensive understanding of the earliest human activities/ developments on earth and study the first major civilizations that emerged in the world. It imparts a general chronology of human history and an overview of geographical distribution of the early civilizations. At the same time, it tries to examine important themes and trends that affect more than one civilization across the globe. World over, the ancient society has influenced later cultures and in many ways continues to do so. This course provides a crucial overview of polity, society, science & technology, religion, economy and achievements in various other fields of these early civilizations and also to showcase their influence on later cultures world over.

Course Objectives: The main objective of this paper are to describe the ways of life of the hunter-gatherers, trace the evolution of the earliest types of tools used by prehistoric people, trace the factors that led to the development of the civilizations and big empire all around the globe and their contribution to ancient world.

Course Outcomes: By the completion of this course, students would have learnt;

1. How the sedentary society developed into large towns and civilizations.
2. Describe the key features of each civilizations and their regional diversity in the formation of economy, advances made in science and technology.
3. Evaluate the nature of beliefs, traditions, art, architecture and religious philosophies of the first civilizations of the world.

Unit-I

Beginnings: The Background to Civilization

- A) Before the rise of Civilization
- B) The Pre-historic times: Paleolithic and Mesolithic periods
- C) The Neolithic and Urban Revolutions and their relevance (cover household approaches)

Unit-II

History of Early Civilizations

- A) Origins of Civilization: Sumeria & Mesopotamia
- B) The Nile Valley: Egyptian Civilization
- C) Indian Subcontinent-Indus Valley civilization: Town-Planning and Decline.
- D) Chinese Civilization: Polity, Society and economy
- E) The Aztecs & Maya Civilization

Unit-III

Classical Civilizations of Roman, Greek and Persia

- A) Roman Civilization: Establishment of Republic, Society and Cultures achievements
Later Rome & the Rise of Christianity
- B) Greek Civilization: Athenian Democracy, Society and Culture, Classical Greece, Art & Architecture, Golden Age of Athens
- C) Persian Civilization: Origins, Achievements in Religion, Literature and Architecture.
- D) Emergence and spread of New Religions in West Asia: Judaism, Christianity,

Essential Readings:

- Bauer, Susan Wise, 1987. The History of the Ancient World. London, OUP
- Clement Huart, 1965. Ancient Persian and Iranian Civilization, CUP.
- Cowan, A. R. 1985 . A Guide to World History, New York,
- Curtis, John E. 1992 .Nigel Tallis, London,Thames & Hudson
- Darmesteter, Jas., ed. and tr., 2010 .The Zend-Avesta, 2 vol. Nabu Press.
- Dawson, Miles, 2005 The Ethical Religion of Zoroaster,Kessinger.
- Dhalla, M. N., 1938. Zoroastrian Civilization, New York ,OUP
- Curtis, John E. and Nigel Tallis (Ed) , 2005 : Forgotten Empire: The World of Ancient Persia,University of California Press.
- Harari, Yuval Noah, 2015. Sapiens. Penguin Random House.
- Harman, Chris, 2008, A People's History of the World. Verso.
- Hermann Schneider, 1931 History of World Civilization, tr. Green. 2vols,London,CUP.
- Huart, Clement. 2013 : ,Ancient Persian and Iranian Civilization, Routledge.
- Jastrow, Morris, Jr., 2014 ,The Civilization of Babylonia and Assyria, Create Space Independent.
- John E. Curtis & Nigel Tallis. 2005 : Forgotten Empire: The World of Ancient Persia, University of California Press.
- Needham, Joseph. 1956 , :Science and Civilisation in China, University of California Press.
- Parmelee, M., 1981 Oriental and Occidental Culture. London, Humanities
- Perry, Marvin, 2015 Western Civilisation-A brief History.Wadsworth Publishing Co
- Philip Souza, 2003, The Greek and Persian Wars 499-386 BCE.Osprey Publishing.
- Pierre Briant, 2002, .From Cyrus to Alexander: a history of the Persian Empire. Eisenbrauns.
- Ralph, Burns, et al, 2011, World Civilization, 3 vols, Goyalsaab.
- Schneider, Hermann , 2017. History of World Civilization, tr. Green. 2vol,London CUP.

Central University of Karnataka
B.A. History & Archaeology
Semester II, Multidisciplinary course
Course Title-Post-Colonial India

Credits: 3
Contact hour: 45
Marks: 75

Course Description: The focus of this course is based on conceptual, ideological and theories of politics in consolidation of power, unification of geographies and build a nation 'India'. From the drafting of constitution to industrialisation, administrative reformation, developing political leadership and literate society out of multiparty, diverse linguistic/ ethnic groups and multi ideological interests were in the mainstream of building the nation.

Course Objective: The objective of this course is to critically evaluate the socio-political and economic developments occurred aftermath the legacy of freedom struggle and distinguish between the role of centralised and regional/ marginal problems and factors in building & upholding the union and federal structure of a nation.

Course Outcome: By the end of this course, the student will be able to;

- 1) Identify various conceptual frameworks considered, debated in founding of a new nation, and recurrent discussions in policymaking.
- 2) Examine and fill the disparity of gaps in decision making while taking into account of geographically, socially and linguistically diversified nations.
- 3) The demographic characteristics of India are well recognised by the learner.

Unit I
Making of Nation

- A) The Constituent Assembly and the Constitution and main provision, Basic features and institutions
- B) Consolidation of National Identities – Linguistic Reorganization of the States, Integration of Tribal, Regionalism and Regional Inequality, first general election in 1952
- C) Integration of India – Hyderabad, Kashmir & Junagadh

Unit II
Nation Building

- A) Nehruvian Era: Political and Social Philosophy and its impact on India.
- B) Planning India: Growth of Industry in first two five year plans.
- C) Non Aligned Movement– Korean War, Crisis at Congo, Relations with USA and USSR

Unit III
Political Changes

- A) National Emergency- causes, effect and impact
- B) Post –Emergency India and The Janata Government – Comeback of Indira Gandhi and her assassination.

Unit IV Regional Identities

- A) Assertions of Regions –West Bengal; and Crisis of National Unity – Punjab
 - B) Regional Identities – Tamil Nadu & Assam.
 - C) Land ceiling & Bhoodan Movement – Green Revolution Agrarian struggle since independence – Naxalite Peasant movement
- Deconomic reforms and initiation of liberalization – the Challenges faced in office.

Essential reading:

- Chandra, Bipan, Mukherjee, Mirdula and Mukherjee, Aditya, 2017, India Since Independence, New Delhi: Penguin Publication
- Brian Z. Tamanaha, 2004, On the rule of Law, History, Politics, Theory, Cambridge: Cambridge University Press
- Francine R. Frankel, 2002, Transforming India: Social and Political Dynamics of Indian Democracy, New Delhi: Oxford University Press
- Gopa Sabharwal, 2017, India since 1947: The Independent Years, New Delhi: Penguin Publication
- Gopal S(ed.), 1981, Nehru an Anthology, New Delhi: Oxford University Press
- K.M. George, 1992, Modern India & Literature an Anthology Fiction, Vol.2, New Delhi: Sahitya Academy
- P.N. Dhar, 2001, Indira Gandhi, the Emergency and Indian Democracy, London: Oxford University Press
- Paul R. Brass, 1974, Language, Religion and Politics in North India, London: Cambridge University Press
- Paul R. Brass, 2003, The Production of Hindu-Muslim Violence in Contemporary India, Washington: The University of Washington
- Preben Kaarsholm (Ed.), 2004, City Flicks; Indian Cinema & the Urban Experience, Calcutta: Seagull Books
- Guha, Ramachandra, 2007, India After Gandhi: History of India's Largest Democracy, New Delhi: Picador
- Saurabh Dube, 2004, Postcolonial passage, contemporary history writing on India, London: Oxford University Press
- Selig S. Harison Paul H. Kriesberg and Dennis Kun (ed), 1999, India & Pakistan the First Fifty Years, Cambridge: Cambridge University Press
- Srivastava C.P, 2007, Lal Bahadur Shastri-A life of truth in Politics, New Delhi: Oxford University Press.
- Stuart Corbridge and John Harriss, 2000, Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy, Cambridge: Polity Press
- Sugata Bose and Ayesha Jalal, 2018. Modern South Asian History, Culture, Political Economy, East Sussex: Psychology Press
- Tapan Raychaudhari, 2000, Perceptions, Emotions, Sensibilities; Essays on India's Colonial & Post-colonial Experiences. New Delhi: Oxford University Press
- Vi Kirushna Anant, 2011, India Since Independence: Making Sense of Indian Politics, New Delhi: Pearson Education India

Central University of Karnataka
B.A. History & Archaeology
Semester II, SECC
Course Title-Heritage Education

Credits: 2
Contact hour: 30
Marks: 50

Course descriptive: Heritage tourism is quite a recent development; focused on combination of activities from conservation, preservation and promotion of historical sites. Heritage tourism draws its method of study from tourism & management, heritage conservation and policy making for creating better interface between the public and sites. Which results in better preservation of the sites, generate economy and create public recreation and awareness.

Course Objective: The objective of this course is to, 1) sensitise the learners on the heritage value of Indian archaeology and its cultural diversity. 2) to unlearn various policy measures in India for the conservation and preservation of heritage values and approaches towards public education.

Course Outcome: At the end of this course, 1) the learner will be able to access the core concepts of heritage conservation and management, and 2) examine various heritage products and contemporary stakeholders shaping the heritage tourism of India.

Unit 1
Introduction

- A) Definition of Heritage and Tourism.
- B) Scope of Study, Development of Heritage Tourism.
- C) India-Art and Architectural Heritage.
- D) Living Arts and Crafts.

Unit 2
Local Sites

- A) Prehistoric sites- Pikhlihal, Sanganakallu,
- B) Mauryan & Buddhist sites- Maski, Sannati-Kanganahalli
- C) Chalukyan & Rashtrakuta sites
- D) Medieval sites- Bidar, Basavakalyan, Kalaburgi, Bijapur Hampi Complex
- E) Forts, Royal Necropolises and Karez system Temples and Anubhawa Mantapa, Spiritual places, whispering Gallery, Hydraulic System and Royal Bath
- F) Festivals of Karnataka-Dasara-Moharram-Hampi Utsava.

Essential Readings:

Asher, Catherine B: Architecture of Mughal India,
Ashraf K.M: Life and Condition of the People of Hindustan 1200-1500

Basham, A.L: The Illustrated Cultural History of India. Oxford University Press. Bhandari.

Bashm, A.L: A Culture of History of India, Oxford.

Batra, M.L: Conservation: Preservation and Restoration of Monuments. New Delhi: Aryan Books International.

Bhowmik S.K: Heritage Management: Care, Understanding and Appreciation of Cultural Heritage.

Biswas, SachindraSekhara: Protecting the Cultural Heritage (National Legislation and International Conservation)

Brown, Percy: Indian Architecture (Islamic Period),

Desai, Z. A: Mosques of India, Archaeological Survey of India

Deshpande, M. N: Care of Cultural Heritage. New Delhi: National Museum Institute.

Dhawan, Shashi: Recent Trends in Conservation of Art Heritage. Delhi: Agam Kala Prakashan.

Ghoshmaulik, S. K. and K.K. Bass: Understanding Heritage: Role of Museum.

Grover, Satish:The Architecture of India (Islamic)

Grover, Satish:The Architecture of India (Islamic); An Outline of Islamic Architecture,

Howard, Pete: Heritage: Management, Interpretation, Identity. London.

Meenakshi Khanna: Cultural History of Medieval India

Nath, R. (ed.): Architecture in Medieval India

Paddayya, K. Heritage management with special reference to modern impacts on archaeology sites of lower Deccan.

Page, J. A: Historical Memoir of the Qutab, Archaeological Survey of India

Rao P.R: Cultural Heritage of India.

Rizvi SAA: Sufism in India

Sachau Alberuni:India, Kegan Paul, Trench

Saraswati, S. K: Architecture” (History and Culture of the Indian People,

Saraswati, S. K: Indo–Islamic Architecture

Singh, L.K: Indian Cultural Heritage from Tourism Perspective.

Smith, E. W: Akbar’s Tomb, Sikandra, Archaeological Survey of India

Srivastava A.L:Medieval Indian Culture.

Tara Chand:Influence of Islam on Indian Culture

Thapar, B.K: Conservation of the Indian Heritage.

Yazadani, G: Bidar its History and Monuments,

Yusuf Husain: Glimpses of Medieval Indian Culture

CENTRAL UNIVERSITY OF KARNATAKA
Host Department: History and Archaeology
VAC Course, UG II semester
Course Title: Introduction to Indian Knowledge System

Credit:2
Maximum marks:50
Contact Hours:45

Course Objectives:

5. To introduce the learners to the various sources of knowledge in the Indian Knowledge systems
6. To develop a generation of young minds who can appreciate the value of Indian knowledge systems.
7. To facilitate the learning of important practices of the Indian knowledge system such as yoga asana, Ayurveda, etc.
8. To develop a scientific temper in the students to explore specific areas such as medicine, technology, and science for contemporary application of some of the topics

Course Learning Outcomes: After the course, the students will be able to

5. **Remember Level:** Outline the various sources of Indian knowledge.
6. **Understand Level:** Understand the role, importance, and essence of various schools of thought such as Upanishads, Nyaya, Mimamsa, etc.
7. **Apply Level:** Practice important experiential activities such as yoga Sana, pranayama, meditation, living skills, etc.
8. **Apply Level:** Apply the key concepts to contemporary developments in the fields of science, technology, and medicine.

Unit I

Major Indian knowledge systems.

Introduction to major Sources to study Indian knowledge system; Upanisads- Philosophical doctrines, Panchakosha concepts; Sankhya-Purusha and Prakruthi, Gunas, mahat, manas; Yoga- Types, goals, kleshas, eight paths; Nyaya- Metaphysics, goal of life; Vaisesika- Metaphysics, consciousness, Mimamsa- , Psychophysical systems, cognition; Advaita Vedanta- Metaphysics, adhyasa, avidya, consciousness, Visistadvaita, Ramanuja's philosophy, functions of mind; Buddhism- four schools and functioning of mind; Jainism- Theory of karma and nature of consciousness; Other significant sources.

Unit II

Applications and Experiential learning: Science, Medicine and Technology

Yogasana, Pranayama, Meditation- Spiritual meditation/ Transcendental Meditation/ Preksha Meditation/ Vipassana meditation; Baghvatgeetha- Life skills education; Ayurveda, etc

References

8. Forem, J. Transcendental Meditation: The essential Teachings of Maharishi Mahesh Yogi. Library of Congress Cataloging in publication. USA
9. Hart, W., (2009). Vipassana Meditation: As Taught by S.N Goenka. Harperone. USA
10. Mitchell, W., (2014). Buddhism. Oxford University Press. UK

11. Paniker.A., (2017).Jainism: History, Society, Philosophy & Practice. Motilal Banarsidass.India
12. Radhakrishnan,S., (2008). Indian Philosophy. Oxford Publishers.UK
13. Ragunath, S., (1976). Indian Psychology. Munshiram Manoharlal; Delhi
14. Sinha,J., (1985). Indian Psychology. Jadunath Sinha Foundation. New Delhi

Recommended Readings

11. Cornelissen,M, Misra. G & Varma.S., (2011)., Foundations of Indian Psychology Theories & concepts. Pearson publication. Delhi
12. Dalal,A, Paranjpe.R& Rao,R., (2008). Handbook of Indian Psychology. Cambridge University Press, India.
13. Coster, G. (1949). Yoga and Western Psychology. Oxford University Press, London
14. Detroja.M., (2019). Elements of Indian Psychology. Vista Publishers. Delhi
15. Kuppaswamy,B.,(2012). Indian Psychology. Limited company. India
16. Paranjpe, A.R, Ramakrishna, K., (2017). Psychology in the Indian Tradition. D.K.Printworld. India
17. Rao., (2008). Handbook of Indian Psychology. Cambridge University Press India Private Limited. New Delhi
18. Rao,R., (1962). Development of psychological thought in India. Kavyalaya Publishers, Mysore.
19. Singh, H.S. (1977). Psychotherapy in India. National Psychological Corporation, Agra.
20. Vivekananda, S. (1970). Raja yoga. Ramakrishna Vivekananda Center, New York.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
U.G. Semester III, Major
Indian Prehistory

Credit: 6
Maximum marks: 150
Contact Hours: 75

Course description: This paper introduces the beginners to Indian Prehistoric society, economy and traditions and will unlearn how our ancestor's developed hunting, foraging, art, tool, ceramics, and agricultural technologies which made the cultural evolution alongside the human evolution.

Course objectives: The objective of this paper is to inculcate the nature and significance of studying the prehistoric cultural materials and understand the skills and abilities of our ancestors adopted in distinct cultural periods. With examples to various prehistoric sites from various ecological regions, it helps correlating the significance of coexistence of humans with regional ecology, landscape, and climatic conditions for cultural and population wellbeing.

Course outcomes: The students will learn to i) identify sites and cultural materials representing various cultural period of the Indian subcontinent spanning from Stone Age to the age of metals, and ii) development of prehistoric and protohistoric studies in India with prominent excavated sites and their settlement system that have outlined various level of knowledge of Indian culture are acquainted.

Unit-I
Introduction to Indian Prehistory

- A) Indian History: periodisation and cultural sequence
- B) Prehistoric archaeology in India: Phases of development and Prehistoric Archaeologists (Meadows Taylor, Robert Bruce Foote, F.R. Allchin and Bridget Allchin, Sir Mortimer Wheeler, H.D. Sankalia, Malti Nagar, K Paddayya, Ravi Korisettar)

Unit-II
Indian Prehistoric culture: Old Stone Age

- A) **Palaeolithic cultures** (Lower, middle, and upper): Site distribution in Indian subcontinent, tool types and technology, Human dispersal theories connecting South Asia. Important sites: Bhimbetka, Isampur, Jwalapuram, Attirampakkam.
- B) Mesolithic and microlithic cultures in India: distribution, artefacts, technology, raw material, economy, question of microliths, pottery, etc. in association with animal domestication. Important sites: Methakheri, Mahadaha, Watgal.

Unit III
New Stone Age cultures: Early Domestication of Plants and Animals

A) Neolithic culture in India: Settlement and subsistence formation in Neolithic cultures: establishment of village settlements, archaeobotany, archaeozoology, burials, rock art and soundscapes, ashmound sites. Important sites: Mehargarh, Burzoham, Ganga Valley cluster, Budihal, Sanganakallu-Kupgal.

B) Chalcolithic Cultures: Distribution in copper using villages in the Deccan, North and Central India. (The Ahar-Banas Culture, Kayatha, Savalda, Malwa, Jorwe cultures. Important sites: Chandoli, Daimabad, Inamgaon, Jorwe, Kaothe, Nasik, Nevasa, Prakash, Savalda)

Unit IV

Bronze Age culture: The first Civilisation of India

A) The First Civilization: Early Harappa, Mature Harappa, and Late Harappa. Urbanisation and town planning, arts and crafts, distribution pattern of sites on the Indus, trade networks and economy, Decline of the civilization.

Unit V

Iron Age cultures and burial practices

A) Iron Age Cultures: Second urbanisation and Iron; Regional focus of Iron Age cultures, Antiquity of iron in India, Impact of Iron technology, Distribution Iron Age sites and settlement systems.

B) Megalithic cultures of South India: Meaning, distinct types of megaliths, socio-political differentiation theories.

Unit VI

Rock Art and Art in Indian Prehistory

A) Rock Art: Evolution, themes, recording and interpretation of rock art, dating of rock art.

B) Portable Art: painted potteries, terracotta figurines and adornments/jewellery

Essential Readings:

B.N.Mukherjee, R. H. 1997. Political history of Ancient India. London: Oxford University Press.

Bridget Allchin and Raymond Allchin. 1982. The Rise of Civilization in India and Pakistan. London: Cambridge University Press.

Chakrabarati, D. K. 2009. India An Archaeological History. London: Oxford University Press.

Deo, S. 1970. Problem of South Indian Megaliths. Mannheim: Leibniz Institute for the Social Sciences.

Dhavalikar, M. K. 1999. Historical archaeology of India. Michigan: Books & Books.

Habib, I. 2017. Indus civilization. Delhi: Tulika Books.

Habib, I. 2017. PreHistory. Delhi: Tulika Book.

Harappa, U. 2017. Understanding Harappa. Delhi: Tulika Books.

Korisettar(eds), S. S. 2002. Indian Archaeology in Retrospect vol. I: Prehistory. New Delhi: Manohar Publishers.

- Korishettar, R. 2017. Beyond Stones and More Stones Vol. I, II. Bangalore: The Mythic Society.
- Moorti, U. 2006. Megalithic Cultures of South India. Bangalore: Antiquity.
- Possehl, G. L. 1980. Ancient Cities of the Indus. New Delhi: Vikas Publishing House Pvt Ltd.
- Possehl, G. L. 1982. Harappan Civilization: A Contemporary Perspective. Delhi: Aris & Phillips Ltd.
- Rao, B. K. 1972. The Megalithic Culture in South India. Mysore: University of Mysore.
- Sankalia, H. D. 1963. Pre-History and proto history of India and Pakistan. Bombay: Bombay University Press.
- Shashi Asthana B. B. Lal, S. P. 1984. Frontiers of the Indus Civilization. Delhi: Books & Books.
- Tripathi, V. 1976. The Painted Grey Ware: An Iron Age Culture of Northern India. Delhi: Concept Pub. Co.

CENTRAL UNIVERSITY OF KARNATAKA

B.A. History & Archaeology

Semester III, Minor Course

Paper Title: Sources of Indian History

Credit:4

Maximum marks:100

Contact Hours:60

Course description: The course will introduce the student from any disciplinary background to understand what is the sources based on which history is written.

Course Objectives: To expand the scope of historical thinking beyond empiricism and written forms. Oral history will enable the practitioner to find evidences of past in varied forms and in day to day life. The study will help the student to identify historically significant moments of present and add new perspectives to understand history. The lived experiences and human ways of preserving information will be major focus.

Course Outcomes: A faithful participation and successful completion of the course will enable the student to

1. Apply oral history to comprehend the processes of social change.
2. Develop critical thinking, reading, and understand history beyond the meta narrative.
3. Discuss oral history as an interpretive act of past with continuity.
4. Locate resources for further study and practice of oral history.

Unit: I

Introduction

- A) What is sources?
- B) Primary sources- their nature and method of use
- C) Secondary sources- their nature and method of uses
- D) Tertiary and unconventional sources- their nature challenges of use

Unit-II

Pre historic and Ancient period

- A) Archaeological evidences- major types and their classifications
- B) Literature as source- Religious, Fictional, Didactic, Treatises, Travel accounts etc.
- C) Epigraphic, Numismatic, Art and monumental evidences

Unit- III

Medieval times

- A) Epigraphic, Numismatic, Art and monumental evidences
- B) Literature- religious, fictional, travel accounts, court chronicles, biographies, treatises etc

C) Broad trends in the writings of Zia-ud-din Barni, Hasan Nizami, Min-haj-us-Siraj.
Amir Khusrau as historian, Yahya-Bin-Ahmad

D) Badauni, Khafi Khan, Ibn Batuta.
Abbas Khan Sarwani, Abdul Hamid Lahori, Isami, Ferishta, Bhimsen

Unit- IV **Modern times**

- A) Archival materials- Government reports and documents, press reports, fictional and non-fictional literature
- B) Visual and Performing arts, Memories and testimonies

Suggested Readings:

Agrawala, V. S., India Known to Panini (English & Hindi)
Allchin, B. and F. R. Allchin, The Rise of Civilization in India and Pakistan
Basham, A. L., The Wonder That Was India.
Bandyopadhyay, S., Foreign Accounts of Marriage in Ancient India
C.H. Philips: Historians of India, Pakistan and Ceylon
Elliot & Dowson: History of India as told by its own Historian, Elliot & Dowson
J.N. Sarkar: Ideas of History in Medieval India,
J.S. Grewal : Muslim Rule in India, Assessment of British Historian,
K.A. Nizami :History and Historians in Medieval India,
Pandey, Jay Narayan, Puratattva Vimarsha (In Hindi)
P. Hardy :Historians of Medieval India
Wheeler, R. E. M., Archaeology from the Earth (English & Hindi)

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
UG semester, III, Multidisciplinary course
Twentieth Century World

Credit: 03
Maximum marks:75
Contact Hours: 45

Course Description: The course is intended to give a worldwide perspective for political economics in the twentieth century. The context for the creation of new ideologies, as well as their diffusion and impact on contemporary international relations, are discussed in depth. The same idea is expanded upon by focusing on key historical occurrences. The origins, course, nature, and expansion of World Wars, the Cold War, and the development of new nation states are all extensively covered.

Course Objectives: Students will learn about the causes of the first and second world wars as well as the demise of colonialism in this course. Students will study international history with a focus on the cold war and its effects on the political and economic climate around the world

Course Outcome: The student will be able to: 1. Understand the equations of international relations in a global perspective by careful study of this course; 2. Gain a broader perspective to examine colonialism's economic mechanisms and dynamics, as well as how they affect global order. 3. Also provide insights into international cooperation, world peace and the forces operating them.

Unit-I

Legacy of the Nineteenth century and World Order upto 1919

Growth of Capitalism and Imperialism in Europe: U.K., France, and Germany,
Liberalism, Socialism, and Nationalism
Origins of the First World War: its nature, Peace Settlement and its long-term consequences
Russian Revolution–Establishment of a Socialist State, its economic and political aspects.
Responses and reactions in the West

Unit-II

World Between the two Wars and the New Political Order

Working of the League of Nations and Collective Security and crisis in capitalism
Great Depression, liberal ideas and social movements and ideologies of Nazism and Fascism: Germany, Italy and Japan.
Origins, nature and results of the War
Nationalist Movements and Decolonization
Communist Revolution in China and its impact on world politics

Unit: III

Cold War and Age of Progress

Ideological and political basis of Cold War; Pacts and Treaties, tensions and rivalries
Non-Aligned Movement and the Third World
Industry, Agriculture, Science and Technology and Communication and Information
Cultural Revolution, Civil Rights Movement Apartheid and Feminism

Essential Readings:

Bernal J.D, Science in History
Eric Hobsbawm: Age of extremes (20th Century)
Hilton, Rodney, Transition from Feudalism to Capitalism
J.H.Roberts(ed): The Penguin History of the Twentieth Century: The History of the World,
1901 to the Present (Allen Lane History
Mark Mazower:Dark continent (20th century Europe)
Normen Lowe:Mastering modern World History
P.M.H.Bell: Twentieth Century Europe
Rice, Eugene F. and Grafton, Anthony, The Foundations of Early Modern Europe, 1460-1559
The Cambridge Economic History of Europe, Vol.I, IV
The New Cambridge Economic History of Europe, Vol.I, VII

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
UG III: Skill Enhancement Course
Digital tools for Art and Archaeological Studies

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: Digital Archaeological is advanced branch of archaeology rising with the advent of software technologies to uncover the various properties surrounding the cultural evidences, sites, natural resources. Which goes through the process of content recording, documentation, analyse and interpret the findings in illustrious forms and best preserved for posterity and accessible to re-study.

Course Objectives: The learner will understand the role of information sciences in archaeological and historical learning and how modern sciences aid in better access and managing the big data for posterity.

Course Outcome: The student will develop soft skills and abilities to perform various software and devices that help in modern archaeological sciences that are crucial in enhancing their employment opportunities in archaeology.

Unit 1: Computing Fundamentals

- A. Archaeology basic understanding and Digital archaeology
- B) Information Science: Development and scope.
- C) Data curation in archaeological surveys: Excavation and Computers, Archaeological Database management, Recording artefacts and data analysis

Unit 2: Geo-spatial archaeology

- A) Introduction to Geo-spatial archaeology
- B) Geo-spatial tools: GIS, Remote Sensing and GPS
- C) Geo-spatial maps and archaeological database: Google Earth, ArcGIS, Q-GIS and Garmin Database

Unit 3: Photogrammetry and scanners

- A) Artefact recording and analysis through cameras and scanners (tools, potteries, sculptures/ inscriptions)
- B) Image processing software: Adobe Photoshop/Illustrators, DStretch

Recommended readings

- Anderssen, J., Madsen T. and Scollar I. (Edss). 1993. Computing the Past: Computer Applications and Quantitative Methods in Archaeology, CAA 92. Aarhus: Aarhus University Press.
- Drennan R.D. 2009. Statistics for Archaeologists: A Commonsense Approach. New York: Plenum Press.
- Garg K. C. 1991. Quantitative Methods in Information Science, Collection Management, 14:3-4, 75-100.
- Lock Garry and Zoran Stancic (eds.) 1995. Archaeology and Geographical Information Systems. London : Taylor & Francis
- Lock Gary and J. Moffett (eds.) 1992. Computer Applications and Quantitative Methods in Archaeology 1991. London : BAR International Series
- Lock, G. (2003). Using computers in archaeology: Towards virtual pasts. London and New York, Routledge.
- Reilly, P. and S. Rahtz. 1992 Archaeology and the Information Age: A Global Perspective. London and New York: Routledge.
- Richards, J. D. (1998). Recent Trends in Computer Applications in Archaeology. Journal of Archaeological Research 6(4): 331-382.
- Shennan, S. 1988 Quantifying Archaeology. Edinburgh: University Press.
- Sinha, P. 2009. Cogitating Prehistoric Archaeological Landscape With Pattern Recognition, Computer Applications to Archaeology Williamsburg, Virginia, USA. March 22-26, 2009.
- Sushama G. Deo and P.P. Joglekar. 2008-09. Use of GPS-based field methods: An Introduction, iii. Bulletin of the Deccan College Research Institute 68-69: 135-144.
- VanPool, T. L. and R. D. Leonard (2010). Quantitative Analysis in Archaeology, John Wiley& Sons.

CENTRAL UNIVERSITY OF KARNATAKA
Host Department: History and Archaeology
VAC Course, UG III semester
Course Title: Introduction to Indian Knowledge System

Credit: 2
Maximum marks:50
Contact Hours:45

Course Objectives:

9. To introduce the learners to the various sources of knowledge in the Indian Knowledge systems
10. To develop a generation of young minds who can appreciate the value of Indian knowledge systems.
11. To facilitate the learning of important practices of the Indian knowledge system such as yoga asana, Ayurveda, etc.
12. To develop a scientific temper in the students to explore specific areas such as medicine, technology, and science for contemporary application of some of the topics

Course Learning Outcomes: After the course, the students will be able to

9. **Remember Level:** Outline the various sources of Indian knowledge.
10. **Understand Level:** Understand the role, importance, and essence of various schools of thought such as Upanishads, Nyaya, Mimamsa, etc.
11. **Apply Level:** Practice important experiential activities such as yoga Sana, pranayama, meditation, living skills, etc.
12. **Apply Level:** Apply the key concepts to contemporary developments in the fields of science, technology, and medicine.

Unit I

Major Indian knowledge systems.

Introduction to major Sources to study Indian knowledge system; Upanisads- Philosophical doctrines, Panchakosha concepts; Sankhya-Purusha and Prakruthi, Gunas, mahat, manas; Yoga- Types, goals, kleshas, eight paths; Nyaya- Metaphysics, goal of life; Vaisesika- Metaphysics, consciousness, Mimamsa- , Psychophysical systems, cognition; Advaita Vedanta-Metaphysics, adhyasa, avidya, consciousness, Visistadvaita, Ramanuja's philosophy, functions of mind; Buddhism- four schools and functioning of mind; Jainism-Theory of karma and nature of consciousness; Other significant sources.

Unit II

Applications and Experiential learning: Science, Medicine and Technology

Yogasana, Pranayama, Meditation- Spiritual meditation/ Transcendental Meditation/ Preksha Meditation/ Vipassana meditation; Baghvatgeetha- Life skills education; Ayurveda, etc

References

15. Forem, J. Transcendental Meditation: The essential Teachings of Maharishi Mahesh Yogi. Library of Congress Cataloging in publication. USA
16. Hart,W., (2009). Vipassana Meditation: As Taught by S.N Goenka. Harperone. USA
17. Mitchell, W., (2014). Buddhism. Oxford University Press. UK
18. Paniker.A., (2017).Jainism: History, Society, Philosophy & Practice. Motilal Banarsidass.India
19. Radhakrishnan,S., (2008). Indian Philosophy. Oxford Publishers.UK
20. Ragunath, S., (1976). Indian Psychology. Munshiram Manoharlal; Delhi
21. Sinha,J., (1985). Indian Psychology. Jadunath Sinha Foundation. New Delhi

Recommended Readings

21. Cornelissen,M, Misra. G & Varma.S., (2011)., Foundations of Indian Psychology Theories & concepts. Pearson publication. Delhi
22. Dalal,A, Paranjpe.R& Rao,R., (2008). Handbook of Indian Psychology. Cambridge University Press, India.
23. Coster, G. (1949). Yoga and Western Psychology. Oxford University Press, London
24. Detroja.M., (2019). Elements of Indian Psychology. Vista Publishers. Delhi
25. Kuppuswamy,B.,(2012). Indian Psychology. Limited company. India
26. Paranjpe, A.R, Ramakrishna, K., (2017). Psychology in the Indian Tradition. D.K.Printworld. India
27. Rao., (2008). Handbook of Indian Psychology. Cambridge University Press India Private Limited. New Delhi
28. Rao,R., (1962). Development of psychological thought in India. Kavyalaya Publishers, Mysore.
29. Singh, H.S. (1977). Psychotherapy in India. National Psychological Corporation, Agra.
30. Vivekananda, S. (1970). Raja yoga. Ramakrishna Vivekananda Center, New York.

CENTRAL UNIVERSITY OF KARNATAKA

B.A. History & Archaeology

Semester IV, Major

Course Title: Ancient Indian History

Credits: 6

Maximum Marks: 150

Total Hours: 75

Course Description: Ancient period is a major phase in the historical development of India. The course is designed to give the learner a deep insight into the various factors that formulate Indian society and culture, its intellectual progress and institutions. The various stages of these processes are specifically focused chronologically and presented in conceptual sequence. The dynastic changes, cultural phases, religions and philosophy also form the contents.

Course Objectives: This course aims to provide the learner a clear understanding of India's ancient past. Correct chronological sequence and factual narration based on valid sources is expected to create right historical understanding and enable the student to appreciate Indian history.

Course Outcome: On successful completion of the course the student will be able to

1. Possess thorough understanding of ancient India on the basis of facts and evidences
2. The student will be able to appreciate Indian history
3. The student will possess a clear chronological sequence of ancient history

Unit-I

The Early History

- A) Sources- Primary and Secondary
- B) Periodization of Indian history
- C) The Vedic period- religion, polity, material culture and social organization

Unit-II

New Socio-Political Formations

- A) New social formations and material culture
- B) State formation- political centres and geographic spread
- C) New religions and philosophies- its milieu and impact
- D) Rise of Magadha

Unit-III

The Empire

- A) The Mauryan empire- emergence, territorial expansion and downfall
- B) The administration and economy under Mauryas
- C) The political, cultural and social impact of the Mauryan rule

Unit-IV

The post- Mauryan phase

- A) Emergence of New dynastic rules in North-western region
- B) Spread of power centres into central and northern India
- C) The Satavahanas- territorial and cultural expansion
- D) The Sangam cultural formation in South India

Unit-V

The Gupta phase

- A) Formation, Power struggles, territorial expansion, milestone changes
- B) Social and political institutions; changes Culture, language and art.
- C) Economy and administration

Unit-VI

The Early Medieval

- A) The Transitions- economy, society and polity
- B) Regional political formations
- C) Emergence of regional cultures and centres
- D) The Ghori Invasion and end of an era

Suggested Readings:

- Basham, A.L. 1968. The wonder that was India. London: Sidgwick and Jackson.
- Basham, A.L. 1997. A cultural history of India. New Delhi: OUP.
- Chattopadhyaya, B.D. 1997. The Making of early Medieval India. New Delhi. Oxford University Press
- Gurukul, R. 2010. Social Formations of early South India. New Delhi: OUP
- Jha, D.N. 1993. Economy and society in Early India. New Delhi: Munshiram Manoharlal Publishers.
- Jha, D.N. 1998. Ancient India in Historical Outline. New Delhi: Manohar Publishers and Distributors.
- Kosambi, D.D. 1996. An Introduction to the Study of Indian History. New Delhi: Popular Prakashan
- Palampal, V. 1998. Studies in the History of Sangam Age. Kalinga Publications
- Sastri, Ajay M. 1998. The Satavahanas and Western Ksatrapas: A historical Framework. Michigan: Dattsons
- Sastri. K.A.N. 1958. A History of South India. New Delhi. Oxford University Press
- Singh, Upinder. 2008. History of Ancient and Early Medieval India. London: Pearson Education.
- Sharma, R. S. 1991. Aspects of Ancient Indian Political Ideas and Institutions. New Delhi: Motilal Banarsidass Publishers.
- Sharma, R.S. Material Culture and Social Formations in Ancient India. Macmillan
- Subbiah, G. 1991. Roots of Tamil Religious Thought. Pondichery: Institute of Language and Culture
- Majumdar, R.C., (ed.) 1962. History and Culture of Indian People. Vol. I, II, III, & IV. New Delhi: Bharatiya Vidya Bhavan
- Thapar, R. 1978. Ancient Indian Social History. New Delhi: Orient Longman
- Thapar, R. 2003. History of early India from the Origins to AD 1300. Penguin Books Limited
- Thapar R. 1997. Asoka and The Decline of the Mauryas. New Delhi: Oxford University Press
- Thapar, R. 1990. From Lineage to State. New Delhi: OUP India

Thakur, Manoj K. 2008. India in the Age of Kanishka. Michigan: Worldview Publications
Veluthat, K. 2009. Early Medieval in South India. New Delhi. Oxford University Press
Veluthat K. 1993. Political Structure of Early Medieval South India. New Delhi: Orient
Longman

Central University of Karnataka
B.A. History & Archeology
Semester IV, Major
Course Title: Research Methodology in History

Credit: 6
Maximum Marks: 150
Total Hours: 75

Course Description:

The course is designed to introduce the undergraduate students to research in History. It explains the meaning of research, gives information about the different kind of research, steps and ethical dimensions involved in research.

Course Objectives:

1. To introduce basic methodology in historical research.
2. To make students aware of different steps in research.
3. To make students aware of the ethical dimensions of research.

Course Outcome: - At the end of the course, the students will

1. Understand the meaning of research.
2. Know about the different kind of research
3. Understand the different stages of research
4. Know about the ethical issues involved in research.

Unit – 1 – Introduction to nature and scope of History

- A) History; its scope and nature
- B) Allied and Auxiliary sciences of history
- C) Primary and Secondary Sources

Unit –2 Introduction to research

- A) Research: Definition, Need, Nature, Limitations
- B) Types of research: Philosophical, Applied, Descriptive, Experimental, Action based research, Qualitative and Quantitative

Unit 3- Preliminary Operations

- A) Choice of Subject
- B) hypothesis formation.
- C) Preparation of Outline
- D) Preparing Research proposal

E) Methods of data collection

Unit – 4 Analytical & Synthetic Operations

- A) Analytical - (a) Review of Literature (b) External & Internal Criticism.
- B) Synthetic- (a) Determining Particular Facts (b) Grouping of Facts (c) Constructive Reasoning (d) Causation & oversimplification.

Unit 5- Concluding Operations

- A) Report Writing- quote, paraphrasing.
- B) Generalization
- C) Exposition
- D) Footnotes, End notes & Citations
- E) Bibliography
- F) Viva-voce

Unit 6– Ethics in Research

- A) Challenges of Objectivity
- B) Uses and Misuse of History
- C) Issue of plagiarism & paraphrasing.

Suggested Readings-

- Ali S., 2022, History: it's Theory and Methods, Delhi: Laxmi Publishers.
- Barzon J. and G. Henry, 2003, The Modern Researcher, Missouri: Wnadsworth Publishing.
- Car E. H., 2018, What is History, Delhi: Penguin.
- Chitnis K.N., 2023, Research Methodology in History, Chennai: Atalantic Publishers.
- Collingwood R.G., 1994, The Idea of History, Delhi: OUP.
- Eco U., 2015, .How to Write a Thesis, Massacuhsetts: MIT Press.
- Kothari C.R. & G. Garg, 2019, Research Methodology, Delhi: New Age International Publishers.
- Thakur D., 2009, Research Methodology in Social science, Delhi: Deep & Deep publishers.

CENTRAL UNIVERSITY OF KARNATAKA

B.A. History & Archeology

Semester IV, Minor Course

Course Title: Research Methodology

Credit: 4

Maximum Marks: 100

Total Hours: 60

Course Description:

The course is designed to introduce the undergraduate students to research in Social Sciences. It explains the meaning of research, Gives information about the different kind of research, steps and ethical dimensions involved in research.

Course Objectives:

1. To introduce basic methodology in research.
2. To make students aware of different steps in research.
3. To make students aware of the ethical dimensions of research.

Course Outcome: - At the end of the course, the students will

5. Understand the meaning of research.
6. Know about the different kind of research
7. Understand the different stages of research
8. Know about the ethical issues involved in research.

Unit – 1 – Introduction

- D) Research: Definition, Need, Nature, Limitations
- E) Types of research: Philosophical, Applied, Descriptive, Experimental, Action based research, Qualitative and Quantitative

Unit – 2 Preliminary & Analytical Operations

- A) Preliminary Operations – (1) Choice of Subject (2) Preparation of Outline (3) Preparing Research proposal (4) Methods of data collection (5) Primary and Secondary Sources
- B) Analytical Operations- (a) Review of Literature (b) External & Internal Criticism.

Unit – 3 Synthetic & Concluding Operations

- A) Synthetic Operation – (1) Determining Particular Facts (2) Grouping of Facts (3) Constructive Reasoning (4) Causation

- B) Concluding Operations- (1) Report Writing- quote, paraphrasing. (2) Generalization (3) Exposition (4) Footnotes, End notes & Citations (5) Bibliography (6) Viva-voce

Unit – 4 Ethics in Research

- D) Challenges of Objectivity
- E) Uses and Misuse of History
- F) Issue of plagiarism & Paraphrasing

Essential Readings-

Ali S., 2022, History: it's Theory and Methods, Delhi: Laxmi Publishers.

Barzon J. and G. Henry, 2003, The Modern Researcher, Missouri: Wnadsworth Publishing.

Car E. H., 2018, What is History, Delhi: Penguin.

Chitnis K.N., 2023, Research Methodology in History, Chennai: Atalantic Publishers.

Collingwood R.G., 1994, The Idea of History, Delhi: OUP.

Eco U., 2015, .How to Write a Thesis, Massacuhsetts: MIT Press.

Kothari C.R. & G. Garg, 2019, Research Methodology, Delhi: New Age International Publishers.

Thakur D., 2009, Research Methodology in Social science, Delhi: Deep & Deep publishers.

CENTRAL UNIVERSITY OF KARNATAKA
Host Department: History and Archaeology
VAC Course, UG IV semester
Course Title: Introduction to Indian Knowledge System

Credit: 2

Maximum marks:50

Contact Hours:45

Course Objectives:

13. To introduce the learners to the various sources of knowledge in the Indian Knowledge systems
14. To develop a generation of young minds who can appreciate the value of Indian knowledge systems.
15. To facilitate the learning of important practices of the Indian knowledge system such as yoga asana, Ayurveda, etc.
16. To develop a scientific temper in the students to explore specific areas such as medicine, technology, and science for contemporary application of some of the topics

Course Learning Outcomes: After the course, the students will be able to

13. **Remember Level:** Outline the various sources of Indian knowledge.
14. **Understand Level:** Understand the role, importance, and essence of various schools of thought such as Upanishads, Nyaya, Mimamsa, etc.
15. **Apply Level:** Practice important experiential activities such as yoga Sana, pranayama, meditation, living skills, etc.
16. **Apply Level:** Apply the key concepts to contemporary developments in the fields of science, technology, and medicine.

Unit I

Major Indian knowledge systems.

Introduction to major Sources to study Indian knowledge system; Upanisads- Philosophical doctrines, Panchakosha concepts; Sankhya-Purusha and Prakruthi, Gunas, mahat, manas; Yoga- Types, goals, kleshas, eight paths; Nyaya- Metaphysics, goal of life; Vaisesika- Metaphysics, consciousness, Mimamsa- , Psychophysical systems, cognition; Advaita Vedanta-Metaphysics, adhyasa, avidya, consciousness, Visistadvaita, Ramanuja's philosophy, functions of mind; Buddhism- four schools and functioning of mind; Jainism-Theory of karma and nature of consciousness; Other significant sources.

Unit II

Applications and Experiential learning: Science, Medicine and Technology

Yogasana, Pranayama, Meditation- Spiritual meditation/ Transcendental Meditation/ Preksha Meditation/ Vipassana meditation; Baghvatgeetha- Life skills education; Ayurveda, etc

References

22. Forem, J. Transcendental Meditation: The essential Teachings of Maharishi Mahesh Yogi. Library of Congress Cataloging in publication. USA
23. Hart,W., (2009). Vipassana Meditation: As Taught by S.N Goenka. Harperone. USA
24. Mitchell, W., (2014). Buddhism. Oxford University Press. UK
25. Paniker.A., (2017).Jainism: History, Society, Philosophy & Practice. Motilal Banarsidass.India
26. Radhakrishnan,S., (2008). Indian Philosophy. Oxford Publishers.UK
27. Ragunath, S., (1976). Indian Psychology. Munshiram Manoharlal; Delhi
28. Sinha,J., (1985). Indian Psychology. Jadunath Sinha Foundation. New Delhi

Recommended Readings

31. Cornelissen,M, Misra. G & Varma.S., (2011)., Foundations of Indian Psychology Theories & concepts. Pearson publication. Delhi
32. Dalal,A, Paranjpe.R& Rao,R., (2008). Handbook of Indian Psychology. Cambridge University Press, India.
33. Coster, G. (1949). Yoga and Western Psychology. Oxford University Press, London
34. Detroja.M., (2019). Elements of Indian Psychology. Vista Publishers. Delhi
35. Kuppaswamy,B.,(2012). Indian Psychology. Limited company. India
36. Paranjpe, A.R, Ramakrishna, K., (2017). Psychology in the Indian Tradition. D.K.Printworld. India
37. Rao., (2008). Handbook of Indian Psychology. Cambridge University Press India Private Limited. New Delhi
38. Rao,R., (1962). Development of psychological thought in India. Kavyalaya Publishers, Mysore.
39. Singh, H.S. (1977). Psychotherapy in India. National Psychological Corporation, Agra.
40. Vivekananda, S. (1970). Raja yoga. Ramakrishna Vivekananda Center, New York.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
UG semester, V, Major
Medieval Indian History

Credit: 06

Maximum marks:150

Contact Hours: 75

Course description: This concise course provides a comprehensive study of medieval Indian history, focusing on key historical periods, rulers, socio-economic systems, and cultural contributions. Students will explore the significance of this era, analyze the policies and administration of various dynasties, and appreciate the artistic and architectural achievements that emerged during this transformative period in Indian history.

Course Objectives: Explore the significance of this historical period and its impact on the shaping of Indian society. Develop critical thinking skills through the examination of primary and secondary sources. Appreciate the artistic and architectural achievements of the time and their cultural significance. Foster a deeper appreciation for the complexities and richness of Indian history and heritage.

Course Outcome: Gain a thorough grasp of the main historical occurrences, governing figures, and sociocultural advancements in mediaeval India. Recognise the importance of the mediaeval age in influencing India's sociopolitical environment.

Unit-I
Sources

Significance of the Medieval Period in the Indian History
Main Features of Medieval Indian Historiography
Sources: Literary and Non Literary.

Unit-III
Delhi Sultanate

Establishment of the Delhi Sultanate - the new states under Iltutmish, Balban and Alauddin Khalji, Mohammad Bin Tughlaq and his reforms
Firoz Shah Tughlaq: religious policy and public works
The Sayyids, the Lodis,
Economy: organization of land revenue collection, Administration under the sultans of Delhi
The decline of Delhi sultanate

Unit-III
Mughal Empire

Establishment of Mughal Empire
Babar to Aurangzeb: State Formation, Consolidation of Empire Theory of Kingship
Mughal administration: central structure and revenue system
Mughal Policies, Mansabdari and Jagirdari system.
Decline of the Mughals

Unit-IV **Vijaynagara Empire**

Foundation of Vijaynagara Empire extension of the empire, Governance, economy, culture (social life, religion, literature and architecture), Bahmanis relation with Vijaynagar Empire

Unit-V **Bahmani and its Disintegration**

Emergence of Bahmani Kingdom, Political history, social and economic contribution.
Qutub Shahi, Adil Shahi, Imad Shahi. Nizam Shahi and Barid Shahis

Unit-VI **Art and Architecture**

Delhi Sultans: Delhi, Bengal and Gujrat
Mughals: Delhi, Agra Fatehpure Sikri
Deccan: Bidar, Gulbarga, Bijapure and Hyderabad.

Essential Readings:

A.Rahim- Mughal relation with Persia and central Asia.
Aniruddha Ray- Some aspects of Mughal administrations
Ayyangar, Krishnaswami S. 1986. Sources of Vijayanagar History. Hampi: Gian Publishing.
B.P.Saxena- History of Shahjahan of Delhi
Beni Prasad- History of Jahangir Calcutta: Indian History Congress.Centuries). New Delhi: OUP.
Chand, Tara. 2006. Influence of Islam on Indian Culture. Read Books.
Chandra, Satish 2007. Medieval India from Sultanate to the Mughals,vol,1. New Delhi:
Eaton, Richard M. 2019. India in the Persianate Age (1000-1765). London: Allen Lane Books.
Eaton, Richard M. and Wagoner, Phillip B. 2014. Power, Memory, Architecture: Contested Sites on
Ernst, Carl W. 2017.Sufism: An Introduction to the Mystical Tradition of Islam. Berkeley: Shambhala
Fukazawa, Hiroshi. 1998. Medieval Deccan Peasants, social system and states (sixteenth to Eighteenth
G. Yazdani – Bidar its History and monuments
H.K. Sherwani- The Qutub Shahi

H.K. Sherwani – The Bahmanis of the Deccan

Habib M. and K.A. Nizami (eds.), 1992. *Comprehensive History of India*, Vol-5: The Delhi Sultanat.

Habib, Irfan. 2011. *Economic History of Medieval India, 1200-1500*. New Delhi: Pearson Education

Habib, Mohammad. 2016. *The Delhi Sultanate and Its Times*. New Delhi: OUP India.

Hasan, Muhibul (ed.), 2018. *Historians of Medieval India*. New Delhi: Aakar Books.

Iraqi, Shahabuddin 2009. *Bhakti movement in Medieval India: Social and Political Perspectives*. New

Irfan Habib- *Medieval India*

J. Sarkar- Shivaji

K.A. Nizami. 2002. *Religion and politics in India during the 13th century*. New Delhi: OUP

K.A. Nizami- *Akbar and religion*

K.A. Nizami- *Religion and politics of India during 13th century*

K.S. Lal- *History of Khaljis*

Karashima, Noburu. 2014. *A Concise History of South India: Issues and Interpretations*. New Delhi:

Kumar, Sunil. 2010 *Emergence of the Delhi Sultanate: A.D 1192 to 1286*. Ranikhet: Permanent Black.

Lal K.S. 1980. *History of Khaljis*. New Delhi: Munshiram Manoharlal Publishing.

M. Athar Ali- *Mughal nobility under Aurangzeb*

M. Habib and K.A. Nizami (eds.)- *Comprehensive History of India*, Vol-5

Mehdi Hasan- *History of Tughlaq Dynasty*

Michell, George. *Islamic Architecture of Deccan India*.

Mohibul Hasan- *Babur, the founder of Mughal empire*

Muhibul Hasan (ed.)- *Historians of Medieval India*

Nath R., 1995. *Studies in Medieval Indian Architecture*. M.D. Publications. OUP. Pillai, S.

Manu. 2018. *Rebel Sultans: The Deccan from Khilji to Shivaji*. New Delhi: Juggernaut Press.

R.C. Majumdar- *History and culture of the Indian people*, Vol-V (selected chapters)

R.P., Tripathi 1936 *Some aspects of Muslim administration in North India*. Allahabad: The Indian Press.

R.P. Tripathi- *Rise and fall of Mughal empire*

R.P. Tripathi- *Some aspects of Muslim administration in North India*

Ray, Aniruddha. 2019. *The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture*.

Rizvi S.A.A. 1994. *A History of Sufism in India*, vols. 2. New Delhi: Munshiram Manoharlal

Satish Chandra- *Medieval India from Sultanate to the Mughals*, Vol-1

Sewell: *A forgotten empire*

Shahabuddin Iraqi- *Bhakti movement in Medieval India*

Sherwani H.K. 1943 *Mahmud Gawan: The great Bahmani Wazir*. Allahabad: Kitabistan.

Sherwani H.K. 1985 *Bahmanis of the Deccan*. Munshiram Manoharlal Publications.

Siddiqui H. 2014. *Indo-Persian Historiography up to the Thirteenth Century*. New Delhi: Primus Books.

Siddiqui, Iqtidar Husain. 2006. *Authority and Kingship under the Sultans of Delhi: Thirteenth Fourteenth Centuries*. New Delhi: Manohar Publishers.

Stein, Burton. 1980. *Peasant State and Society in Medieval South India*. New Delhi: Oxford University

Stein, Burton. 2010. *History of India*. New Jersey: Wiley.

Stein, Burton. 1989. *Vijaynagara (The New Cambridge History of India)*. Cambridge: Cambridge

Sunil Kumar- Emergence of the Delhi Sultanate: A.D 1192 to 1286
 T.R.Chaudhry and Irfan Habib- Cambridge economic history of India, vol-1
 Tara Chand- Influence of Islam on Indian culture University Press.
 W.H.Moreland-Agrarian system of Muslim India
 W.H.Moreland-India at the death of Akbar
 Wagoner, Phillip B. 1993. Tidings of the King: A Translation and Ethnohistorical Analysis of the

CENTRAL UNIVERSITY OF KARNATAKA
B.A. History & Archaeology
Semester V, Major
Course Title: Modern Indian History (1757-1947)

Credit: 6
 Maximum Marks: 150
 Total Hours: 75

Course Description: The course outlines the history of India since 18th century to the early phase of post-independence era.

Course Objectives: Coming of Europeans to India was a phenomena that brought radical changes in the Indian way of life ushering an era of modernity. The course aims at making students aware about the unfolding of modernity in India.

Course Outcome: The students will -

1. Understand the reasons behind the coming of Europeans to India.
2. Know about the resistance of the Indian rulers to British conquests.
3. Understand the reasons behind the British victory.
4. Understand the different ways and methods used by the British for expanding their hegemony over India
5. Know about the socio-religious reforms and rise of nationalism.
6. Will understand the challenges faced immediately after the independence.

Unit- I- Introduction

- A) India in the 18th Century, 18th Century Debate
- B) Colonialism, Imperialism and Capitalism.
- C) Coming of Europeans; Early European settlements.

Unit- II- British expansion & Indian Resistance

- A) Anglo-French wars in India
- B) Anglo- Maratha Wars
- C) Plassy & Buxer
- D) Subsidiary Alliance & Doctrine of Lapse
- E) Revolt of 1857- Nature, causes and consequences.

Unit III- Reform Movements

- A) Brahmo Samaj, Arya Samaj, Ramkrishna Mission ,
- B) Satyashodhak Samaj
- C) Aligarh Movement.

Unit IV- Indian National Movement - Early phase

- A) Foundation of congress- Moderates
- B) Extremists within the congress.
- C) Contributions of Revolutionaries

Unit V- Indian National Movement- Gandhian Era.

- A) Early activities- Champaranya
- B) Non-cooperation, Civil Disobedience
- C) Quit India
- D) INA & Subhas Bose

Unit IV- Economic and Administrative Changes Under the British

- A) Administrative structure Under the East India Company.
- B) Administrative structure Under the crown
- C) Economic Impact; Drain theory

Essential Readings-

Bandopadhyaya S., 2014, From Plassey to Partition and after, N. Delhi :Orient BlacSwan.

Chandra B. & Others, 2016, India Since Independence, N.Delhi: Penguin.

Chandra B. & Others, 2016, India's Struggle for Independence, N.Delhi: Penguin.

Chandra B., 2020 Modern India, N. Delhi :Orient BlacSwan.

Desai A. R., 2016, Social Background of Indian Nationalism, Mumbai, Sage.

J.N. Farquhar, 2016, Modern Religious Movements in India, Delhi : Munshiram Manoharlal

Majumdar R. C. (Ed.), 2002, The History and Culture of the Indian People, Vol IX & X., Mumbai: Bhartiya Vidya Bhavan .

Majumdar R.C., H.C. Raychaudhari & K. K. Dutta, 2020, An Advanced History of India. Delhi: Laxmi Publishers.

B.A. History & Archeology
Central University of Karnataka
Semester V, Major course
Course Title: Gender in Indian History

Credit: 4
Maximum Marks: 100
Total Hours: 60

Course Description:

With the overwhelming influence of patriarchy, the women were/are generally treated as inferior and disabilities were imposed on them. This is reflected in the Sanskrit texts as well as in the Soico-political structure that evolved in Mediveal India. In spite of these disabilities, women like Andal, Raziya Sultan and Tarabai Bhosle made their mark in the public sphere. Coming of modernity had an empowering effects on the lives of women and now we have women proving their capabilities in all sphere of life including politics and business.

Course Objectives:. The course aims at followings;

1. To make students familiar with the perceptions about women in the Ancient Sanskrit texts, Buddhist and Jain traditions.
2. To make students aware about the disabilities imposed upon them by patriarchy.
3. To make students aware of the struggle that women has gone through to break free from the shackles of patriarchy.
4. To make students familiar with the lives of few remarkable women in different fields of life.

Course Outcome: - The Students will –

1. Understand the perception towards women as reflected in the Sanskrit texts of the Ancient India.
2. Know about the disabilities imposed upon widows and women in general.
3. Understand the position of women in Buddhism and Jainism.
4. Know about the women rulers/regents of medieval India.
5. Know about the women writers/poetess of Medieval India.
6. The students will understand how the colonial rule has contributed to the breaking of cultural inertia of the Indian women and contributed to their liberation.
7. They will know about the prominent women who made their mark in public spear.

Unit 1- Women in Ancient Sanskrit Texts

- A) Introduction to gender studies
- B) Position in Society; Marriage, widowhood, Property rights.
- C) Method of patriarchy; Striswabha and Stridharma, Heroism of suffering and negation.
- D) Women in Buddhism & Jainism

E) Women in Public Sphere, Rebellious Andal

Unit 2- Women in Medieval India

- A) Polygamy; Harem
- B) Women rulers/regents- Rudramma Devi, Raziya Sultan, Tarabai Bhosle
- C) Women Historians- Gulbadan Begam
- D) Rebellion within religion- Akka Mahadevi, Mirabai

Unit 3- Women Social Reformers & Freedom fighters

- A) Pandita Ramabai, Savitribai Phule, Ramabai Ranade.
- B) Annie Besant, Sarojini Naidu, Laxmi Sehgal

Unit 5- Women in Politics, Sports, Industries and Writers in Independent India

- A) Indira Gandhi, Draupadi Murmu
- B) Mary Com,
- C) Kiran Mazumdar-Shaw
- D) Mahashweta Devi, Kamla Das, Romila Thapar

Suggested Readings-

Altekar A.S., 2016, The Position of Women in Hindu Civilization, N. Delhi: MLBD.

Annie Besant, 2019, An Autobiography, N.Delhi : Gyan Publishing.

Bose M., 2010, Women in the Hindu tradition, N. Delhi: Routledge.

Brijbhushan J., 1990, Sultan Raziya, N.Delhi: Manohar.

Chattopadhyaya B.D & Roy K. (Ed.), 2011, Women in Early Indian Societies, N. Delhi : Manohar.

Com M., 2013, Unbreakable, an autobiography, Delhi: HarperCollins.

Das K., 2009, My Story, Delhi: HarperCollins.

Gopu S., 2018, Savitribai Phule Pioneer of Women Empowerment, Delhi: Raj Publications.

Gulbadan Begam, 2022, The History of Humayun, Humayunnama, N.Delhi: Atlantic.

Janaki K. , 2012, Breaking barriers : success stories of India's leading businesswomen, Delhi: Jaico.

Kosambi M., 2018, Pandita Ramabai : Life and Landmark Writings, N.Delhi: Routledge.

Kumar R. 1981, Annie Besant's Rise to Power in Indian Politics 1914-1917, Delhi: Concept.

Lakshmi S., 2013, A revolutionary life: memoirs of a political activist, Delhi: Women unlimited.

Mahashweta Devi, 2014, Breast Stories,

Mahashweta Devi, 2014, Mother of 1084, Kolkata: Seagull Book.

Majumdar R. C. 2015, (Ed.) History and Culture of Indian People Vol 1 to 8. Bombay: Bhavans.

Naidu S., 2018, Speeches and Writings of Sarojini Naidu, London: Franklin Classics.

Perera S., 2015, Debating the Ancient and Present: A Conversation with Romila Thapar, N.Delhi: Akar.

Pupul J., 2008, Indira Gandhi, N.Delhi: Penguin.

Romila Thapar & Others, 2021, On Citizenship, N.Delhi: Aplh Books.
Roy K. 2010, T, The Power of gender & the Gender of Power, N.Delhi: OUP.
Singh S., 2016 Mythbreaker: Kiran Mazumdar-Shaw and the Story of Indian Biotech, N.Delhi : Collins
Susannah A., 2010, Life and writings of Gulbadan Begam, N.Delhi : Nabbu Press.

Central University of Karnataka
B.A. History & Archaeology
Semester V, Minor
Course Title: Women in Indian History

Credit: 4
Maximum Marks: 100
Total Hours: 60

Course Description:

With the overwhelming influence of patriarchy, the women were/are generally treated as inferior and disabilities were imposed on them. This is reflected in the Sanskrit texts as well as in the Socio-political structure that evolved in Medieval India. In spite of these disabilities, women like Andal, Raziya Sultan and Tarabai Bhosle made their mark in the public sphere. Coming of modernity had an empowering effects on the lives of women and now we have women proving their capabilities in all sphere of life including politics and business.

Course Objectives:. The course aims at followings;

5. To make students familiar with the perceptions about women in the Ancient Sanskrit texts, Buddhist and Jain traditions.
6. To make students aware about the disabilities imposed upon them by patriarchy.
7. To make students aware of the struggle that women has gone through to break free from the shackles of patriarchy.
8. To make students familiar with the lives of few remarkable women in different fields of life.

Course Outcome: - The Students will –

8. Understand the perception towards women as reflected in the Sanskrit texts of the Ancient India.
9. Know about the disabilities imposed upon widows and women in general.
10. Understand the position of women in Buddhism and Jainism.
11. Know about the women rulers/regents of medieval India.
12. Know about the women writers/poetess of Medieval India.
13. The students will understand how the colonial rule has contributed to the breaking of cultural inertia of the Indian women and contributed to their liberation.
14. They will know about the prominent women who made their mark in public sphere.

Unit 1- Women in Ancient Sanskrit Texts

- F) Introduction to gender studies
- G) Position in Society; Marriage, widowhood

- H) Method of patriarchy; Striswabhva and Stridharma, Heroism of suffering and negation.
- I) Women in Buddhism & Jainism
- J) Women in Public Sphere, Rebellious Andal

Unit 2- Women in Medieval India

- E) Polygamy; Harem
- F) Women rulers/regents- Rudramma Devi, Raziya Sultan, Tarabai Bhosle
- G) Women Historians- Gulbadan Begam
- H) Rebellion within religion- Akka Mahadevi, Mirabai

Unit 3- Women Social Reformers and Freedom Fighters

- A) Savitribai Fule
- B) Sarojini Naidu
- C) Annie Besant

Unit 4- Women in Post-Independent India

- A) Politics- Indira Gandhi, Draupadi Murmu
- B) Writers- Kamla Das
- C) Historian- Romila Thapar

Suggested Readings-

- Altekar A.S., 2016, The Position of Women in Hindu Civilization, N. Delhi: MLBD.
- Annie Besant, 2019, An Autobiography, N.Delhi : Gyan Publishing.
- Bose M., 2010, Women in the Hindu tradition, N. Delhi: Routledge.
- Brijbhushan J., 1990, Sultan Raziya, N.Delhi: Manohar.
- Chattopadhyaya B.D & Roy K. (Ed.), 2011, Women in Early Indian Societies, N. Delhi : Manohar.
- Com M., 2013, Unbreakable, an autobiography, Delhi: HarperCollins.
- Das K., 2009, My Story, Delhi: HarperCollins.
- Gopu S., 2018, Savitribai Phule Pioneer of Women Empowerment, Delhi: Raj Publications.
- Gubadan Begam, 2022, The History of Humayun, Humayunnama, N.Delhi: Atlantic.
- Janaki K. , 2012, Breaking barriers : success stories of India's leading businesswomen, Delhi: Jaico.
- Kosambi M., 2018, Pandita Ramabai : Life and Landmark Writings,N.Delhi: Routalage.
- Kumar R. 1981, Annie Besant's Rise to Power in Indian Politics 1914-1917, Delhi: Concept.
- Lakshmi S., 2013, A revolutionary life: memoirs of a political activist, Delhi: Women unlimited.
- Mahashweta Devi, 2014, Breast Stoires,

Mahashweta Devi, 2014, Mother of 1084, Kolkata: Seagull Book.

Majumdar R. C. 2015, (Ed.) History and Culture of Indian People Vol 1 to 8. Bombay: Bhavans.

Naidu S., 2018, Speeches and Writings of Sarojini Naidu, London: Franklin Classics.

Perera S., 2015, Debating the Ancient and Present: A Conversation with Romila Thapar, N.Delhi: Akar.

Pupul J., 2008, Indira Gandhi, N.Delhi: Penguin.

Romila Thapar & Others, 2021, On Citizenship, N.Delhi: Aplh Books.

Roy K. 2010, T, The Power of gender & the Gender of Power, N.Delhi: OUP.

Singh S., 2016 Mythbreaker: Kiran Mazumdar-Shaw and the Story of Indian Biotech, N.Delhi : Collins

Susannah A., 2010, Life and writings of Gulbadan Begam, N.Delhi : Nabbu Press.

B.A. History & Archaeology
Central University of Karnataka
Semester VI, Major
Course Title: Post-Colonial India

Credits: 6
Maximum Marks: 150
Total Hours: 75

Course Description: This course forms the last in the sequence of Indian history courses. It outlines the major events and trajectories in Indian history since independence. The nation building process its challenges, political changes, the regional emergences, international relations as an independent nation are major focus of this course. The contemporary history is presented here from Indian internal perspective and also in relation to the international scenario.

Course Objectives: This course aims to provide a wholesome understanding of India historically and from an experiential-observatory perspective. This course concludes the chronological narrative of Indian history started in the previous semester. As the focus is on recent and contemporary times, the student is expected to understand the continuity of history and historicity of present through this course.

Course Outcome: On successful completion of the course the student will be able to

1. Possess knowledge of India's historical process that formulated the present living conditions
2. Have a critical understanding of India's cultural, political and economic significance in global scenario
3. Able to understand the development process of India and the role of diplomatic and economic policies

Unit-I
The Making of the Nation

- A) Sources and their nature
- B) The partition and its impact
- C) Making of Constitution and being Republic
- D) Linguistic Organization of States

Unit-II
Policies and Institutions

- A) The Development policies, establishing of National institutions and Missions
- B) Five Year Plans and their objectives; Green Revolution
- C) Foreign policy and its significance

D) Reformative measures- Land Reforms etc..

Unit-III

The Period of Turmoil

- A) The Disputes with Pakistan; Formation of Bangladesh
- B) The Indo-Chinese Conflicts
- C) The political turmoil, J.P. Movement, Regional Political uprisings
- D) Son of the soil movement

Unit-IV

The Crisis Era

- A) National Emergency- antecedents, process and impact
- B) Assassination of Indira Gandhi-
- C) Agrarian struggle since independence – Naxalite Peasant movement – Environment vs Development
- D) Community consciousness and emergence of new political fronts

Unit-V

The New Economy

- A) Economic reforms of 1991 and beginning of Globalization, Liberalization and Privatization
- B) The challenges and impact of economic reforms
- C) The dissent movements

Unit-VI

Into the Millennium

- A) Revival and growth of communalism
- B) Indian economy in the new Millennium: Information revolution, Global economic crisis on 2008 and its impact on India.
- C) Current challenges: regional inequality, regional development disparities, environmental issues, education, health sector

Suggested Readings:

- Chandra, Bipin, Mukherjee, Mirdula and Mukherjee, Aditya, 2017, India Since Independence, New Delhi: Penguin Publication
- Brian Z Tamanaha, 2004, On the rule of Law, History, Politics, Theory, Cambridge: Cambridge University Press
- Francine R. Frankel, 2002, Transforming India: Social and Political Dynamics of Indian Democracy, New Delhi: Oxford University Press
- Gopa Sabharwal, 2017, India since 1947: The Independent Years, New Delhi: Penguin Publication
- Gopal S(ed.), 1981, Nehru an Anthology, New Delhi: Oxford University Press
- K.M. George, 1992, Modern India & Literature an Anthology Fiction, Vol.2, New Delhi: Sahitya Academy
- P.N. Dhar, 2001, Indira Gandhi, the Emergency and Indian Democracy, London: Oxford University Press
- Paul R. Brass, 1974, Language, Religion and Politics in North India, London: Cambridge University Press
- Paul R. Brass, 2003, The Production of Hindu-Muslim Violence in Contemporary India, Washington: The University of Washington

- Preben Kaarsholm(Ed.), 2004, *City Flicks; Indian Cinema & the Urban Experience*, Calcutta: Seagull Books
- Guha, Ramachandra, 2007, *India After Gandhi: History of India's Largest Democracy*, New Delhi: Picador
- Saurab Dube, 2004, *Postcolonial passage, contemporary history writing on India*, London: Oxford University Press
- Selig S. Harison Paul H.Kriesberg and Dennis Kun (ed), 1999, *India & Pakistan the First Fifty Years*, Cambridge: Cambridge University Press
- Srivastava C.P,2007, *Lal Bahadur Shastri-A life of truth in Politics*, New Delhi:Oxford University Press.
- Stuart Corbridge and John Harriss, 2000, *Reinventing India: Liberalisation, Hindu Nationalism and Popular Democracy*, Cambridge: Polity Press
- Sugata Bose and Ayesha Jalal, 2018. *Modern South Asian History, Culture, Political Economy*, East Sussex: Psychology Press
- Tapan Raychaudhari, 2000, *Perceptions, Emotions, Sensibilities; Essays on India's Colonial &Post-colonial Experiences*. New Delhi: Oxford University Press
- Vi Kirushna Anant, 2011, *India Since Independence: Making Sense of Indian Politics*, New Delhi: Pearson Education India

B.A. History & Archeology
Central University of Karnataka
Semester VI, Major
Course Title: International Relations in the Modern World

Credit: 6
Maximum Marks: 150
Total Hours: 75

Course Description-

The course covers the history, scope and theories about the International relations. It takes an overview of the important developments that took place between the two world wars. It takes an overview of the post-world war international scenario, success and failure of UNO, emerging global world order and foreign policy of India.

Course Objectives-

The course aims at -

1. Making students aware of the need and importance of International relations.
2. To make them aware about the reasons behind the world wars.
3. To make them aware about the fault lines that have potential leading to the major conflicts across the globe.
4. To make them aware of the foreign policy of India
5. To make them aware of the attempts of peace being made all across the globe.

Course Outcome-

1. They will understand the reasons behind the world wars and also attempts made by different organizations to maintain peace.
2. They will be aware of the unresolved conflicts that is happening all over the globe.
3. Aware of the attempts being made to preserve peace.
4. They will become familiar with the India's foreign policy and her contribution to maintain world peace.

Unit I- Introduction

- A) Concept of International Relations.
- B) History & Scope
- C) Traditional & Scientific approaches in International relations.

Unit II- World wars & International Relations

- A) Changing Political equations in Europe leading to First World War.
- B) League of Nations; Success & Failure
- C) Changing Political equations in Europe between two world wars
- D) Second World war

Unit III- Post World War Conflicts

- A) UNO- Success & Failure
- B) Cold war & Its end
- C) Border disputes
- D) Regional Cooperation & Military cooporation

Unit IV- Globalization

- A) Concept of Globalization, Development, Third World and Neo-imperialism.
- B) International financial institutions
- C) G-77 & G-20, UNICEF.
- D) International Law

Unit V- International Peace & Security

- A) Clash of civilization
- B) Nuclear Disarmament
- B) Global War on terrorism.

Unit VI- India' Foreign Policy

- A) Panchasheel , Indo-China border disputes
- B) India-Pakistan Wars
- C) India & UNO- Peace keeping missions.

Suggested Readings-

- Bajpai, U. S., 1986, India and Its Neighbourhood, New Delhi: Lancer International
- Bandopadhyaya, Jayantanuja, 2003, The Making of India's Foreign Policy, Calcutta: Allied Publishers
- Barnett, M. and Duvall R. (Eds), Power in Global Governance Cambridge University Press.
- Booth, K. and S. Smith, 1995, eds. International Relations Theory Today, Pennsylvania University Press.
- Burchill, Scott et al, 2001, Theories of International Relations 4 th (ed.), London: Palgrave,
- Calvocoressi P., 2008, World Politics since 1945, Routledge.
- Chandra, Bipan, 2000, India After Independence 1947-2000 New Delhi: Penguin,
- Christian Reus-Smith and Duncan Snidal, (eds.), 2008, Oxford Handbook of International Relations
- Gilpin, Robert, 2000, The Challenge of Global Capitalism - The World Economy in the 21th Century (Princeton N.J.: Princeton University Press,).

Gilpin, Robert, 2001, *Global Political Economy - Understanding the International Economy* Order Princeton N.J.: Princeton University Press.

Gupta, K.R. & V. Shukla, 2009, *Foreign Policy of India* Delhi: Atlantic Publishers & Distributors

Jackson R. and G. Sorenson, 2013, *Introduction to International Relations: Theories & Approaches*, U.K. : OUP.

Jain, B. M., 2008, *Global Power: India's Foreign Policy 1947-2006*, Lexington Books

Jayapalan, N., 2001, *Foreign policy of India*. Atlantic Publishers & Distributors,

Jha, Nalini Kant, 2003, *South Asia in 21st Century: India, Her Neighbours and the Great Powers*, South Asian Publishers

John Baylis & Others (eds.), 2014, *The Globalization of World Politics: An Introduction to International Relations*. UK: Oxford University Press.

Kahler, M and D Lake (eds.) 2003, *Governance in a Global Economy: Political Authority in Transition*.

Kahler, Miles, 1995, *International Institutions and the Political Economy of Integration*, Washington, DC: Brookings Institution.

Kapur, H., 1994, *India's Foreign Policy – Shadows and Substance* New Delhi: Sage.

Karns M. P. and Mingst, Karen A. 2005, *International Organizations: The Politics and Process of Global Governance* , New Delhi: Viva Books

Kenichi Ohmae, 1991, *The Borderless World: Power and Strategy in the Interlinked Economy*, New York: Harper Perennial

Kukreja, Veena, 1991, *Civil-Military Relations in South Asia: Pakistan, Bangladesh, and India* ,Sage Publications.

P. M Kamat, 1999, *Emerging International Order and Foreign Policy Options for India*, Praygraj: Indian Academy of Social Sciences,

Rajan, M.S., 1993, *Studies on India's Foreign Policy*, ABC Pub. House

Robinson, Francis, ed., 1989, *The Cambridge Encyclopedia of India, Pakistan, Bangladesh, Srilanka, Nepal, Bhutan and Maldives* , Cambridge: Cambridge University Press.

Shaw, Malcolm N, 1997, *International Law*, Cambridge: Cambridge University Press

Sinha, A. and M. Mohta (eds), 2003, *Indian Foreign Policy: Challenges and Opportunities*, New Delhi: Academic Foundation.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
UG VI, Major
Title: Indian Epigraphy and Palaeography

Credit: 6
Maximum marks: 150
Contact hours: 75

Course description: The beginning of scripts postdates languages, this paper focus on the emergence of scripts in India, their evolution, and details on how various epigraphical records have led to construct the Indian History. This paper also covers on the development in art & science of writing system, dates and eras, select inscriptions shedding light on the Indian polity, geography and administration, and also the documentation and conservation methods adopted in the field of Epigraphy.

Course objectives: 1) the course introduces the learners to the origin of writings and the development of scripts in early India. 2) Enhance the knowledge of the past through the inscriptions, and unlearn the methods employed in the construction of Indian History through the descriptions in reference to those of cultural, administrative, and political importance.

Course outcomes: 1) the student will be able to unlearn the development of scripts and attempt to read the ancient writings. 2) By this course, the learner will have a practical exposure to identify the inscriptions and systematic decipherment of the same.

Unit I
Introduction

- A) Introduction to Epigraphy and Palaeography.
- B) Scope and Importance of Inscriptions in the Reconstruction of History.
- C) Historiography of Epigraphic Studies in India.

Unit II
Ancient Scripts

- A) Origin and development of Scripts: Indus valley scripts, Brahmi and Kharoshti.

Unit III
Writing materials and Eras

- A) Writing Materials- Engraving-Forged Records-Seals.
- B) Dates and Eras Vikrama Era to Hijiri Era.

Unit IV

Memorial stones and inscriptions

- A) Memorial stones: Hero stones, Sati stones and Velavalli

Unit V

Select Inscriptions

- A) Pillar edicts, major rock edicts and minor rock edicts of Ashoka.
- B) Besnagar Garuda Pillar Inscription of Heliodorus.
- C) Hathigumpha Inscription of Kharavela.
- D) Junagarh Inscription of Rudradamana.
- E) Allahabad Prashasti of Samudragupta.
- F) Halmidi Inscriptions.
- G) Badami Cliff Inscriptions of Pulakesi-I.
- H) Aihole Inscription of Pulakesi-II.
- I) Uttaramerur Inscription of Parantaka

Unit VI

Documentation and publication

- A) Recording and documentation of inscriptions: Dabber technique and digital scanners
- B) Epigraphy journals and Bibliography

Recommended Reading:

- Allchin F.R. and K.R. Norman. 1985. Guide to the Ashokan Inscriptions, South Asian Studies, I: 43-50
- Bhandarkar D.R. 1929. A List of the Inscriptions of Northern India in Brahmi and its Derivative Scripts, from about 200 B.C. Appendix to Epigraphia Indica vols. 19-23.
- Dani, A.H. 1963. Indian Palaeography. Oxford: Clarendon Press.
- George, Bühler 1959. Indian Palaeography. Calcutta: Indian Studies Past and Present.
- Hultzsch, E. 1925. Corpus Inscriptionum Indicarum, Vol.I, Inscriptions of Asoka, Oxford University Press.
- Pandey, Rajbali. 1952. Indian Palaeography. Banares: Motilal Banarsidas.
- Ramesh K.V. 1984. Indian Epigraphy. Humanities Press.
- Sircar D.C. 1942. Select Inscriptions. Vol. I. Calcutta: University of Calcutta.
- Sircar D.C. 1965. Indian Epigraphy. Banares: Motilal Banarsidas.
- Soloman, Richard 1998. Indian Epigraphy, oxford: Oxford University Press.
- Talim, Meena. 2010. Edicts of King Ashoka. New Delhi: Aryan books International.

CENTRAL UNIVERSITY OF KARNATAKA
B.A. History & Archaeology
Semester VII
Core Course
Course Title: Historiography

Credits: 6
Maximum Marks: 150
Total Hours: 75

Course Description: The course introduces the student to the methods developed by various historiographical schools that have constructed the knowledge of the past by the use of primary and secondary sources. This course will benefit the learner to explore some fundamental components of historical thinking.

Course Objectives: The course is aimed at educating the students about the theories of history followed by a fundamental understanding of the subject matter and it is the scope in historical reconstruction of the past. The components on Indian history will enable the student to have an understanding of Indian tradition of preserving the past.

Course Outcome: On successful completion of the course,

3. The student will possess a fair understanding of historical methods and practice of history writing.
4. They will be able to critically analyse a historical work based on its methodological merits

Unit – 1 - Historiography in Ancient World

- a. Meaning of Historiography, philosophy of history and Historicism
- b . Greek Historiography
- c. Roman Historiography
- d.. Chinese Historiography

Unit – 2 - Ancient Indian Historiography

- a. Concept of *Itihasa*
- b. Sanskrit Texts- Vedic literature, Itihasa-Purana traditions, Rajtarangini.
- c. Sangam Literature
- d. Buddhist sources- Pali texts
- e. Jain sources
- f. Account of travelers- Yuwn Shwang.

Unit – 3- Medieval Historiography

- a. Arab Historiography
- b. Indo-Persian Historiography
- c. Raso literature
- d. Maratha Historiography
- e. Historiography of Medieval Deccan
- f. Account of travelers- Al be Runi, Ibn Bhatuta, Nikitin.

Unit -4 - Modern Approaches to History

- a. Positivism
- b. Annals
- c. Post-Modernism

Unit - 5- Trends during the Colonial Period in India

- a. Orientalist Historiography
- b. Imperialist Historiography
- c. Nationalist Historiography
- d. Dalit Historiography- Phule and Ambedkar.

Unit - 6 - Trends in post-colonial period

- a. Marxist (Leftist) Historiography in India & R
- b. Tribal Historiography
- c. Ecological Historiography
- d. Feminist Historiography
- e. Business Historiography

Books Recommended-

- A Business History of India: Enterprise and the Emergence of Capitalism from 1700 - Tirthankar Roy
- A Critical Method in Historical Research and Writing - H.C. Hocket
- A History of Historical Writing - H.E. Barnes
- A Study of History - Gardiner Patrick
- A Text Book of Historiography - Sreedharan
- Alberuni's India - Dr. Edward C. Sachau
- An Introduction to Indian Historiography - A. K. Warder
- Ancient Indian Historical Tradition - F.E. Pargiter
- Beginning Postmodernism- Tin Woods
- French Historical Method - Traian Stoianovich.
- Global History of Modern Historiography - George G. Iggers & Edward Wang.
- Hinduism & Its Sense of History - Arvind Sharma
- Historians and Historiography in Modern India - S. P. Sen (ed)
- Historians of Medieval India - Peter Hardy
- Histories and Historiography During the Reign of Akbar – Harbans Mukhia
- Historiography - N. Jayapalan.
- Historiography - N. Subramaniam
- Historiography and Historians of Sultanate Period - Bharti S. Kumar

- Historiography, Religion and State in Medieval India - Satish Chandra
- History, Historical Thoughts and Historiography – Aroop Chakravarti
- History, its Theory and Method - Sheikh Ali
- Ibn Khaldun - Syed Farid Alatas
- Idea of History - R.G. Collingwood
- India in the World Economy: From Antiquity to the Present - Tirthankar Roy
- Indo-Persian Historiography - Iqtidar Husain Siddiqui
- On Historiography - S.R. Tikekar
- On History - Eric Hobsbawm
- On History - Fernand Braudel
- Philosophies of History - Robert M. Burns & Hugh Rayment-Pickard
- Philosophy of History - G. Kuppuram
- Postmodernism for Historians - Callum G. Brown
- Power/Knowledge - Michel Foucault.
- Recent Trends in Historiography - Satish K. Bajaj
- Research Methodology - K.N. Chitnis
- Research Methodology - Satish Bajaj
- Research Methodology in History - T.R. Sharma
- Rethinking Economic Change in India: Labour and Livelihood- Tirthankar Roy
- Gendering Caste: Through A Feminist Lens (Theorizing Feminism) - Uma Chakravarti
- Rewriting History: The Life and Times of Pandita Ramabai - Uma Chakravarti
- The archaeology of Knowledge - Michel Foucault
- The East India Company: The World's Most Powerful Corporation - Tirthankar Roy
- The Economic History of India, 1857–2010 - Tirthankar Roy
- The French Historical Revolution - Peter Burke
- The Greek and Roman Historians - Timothy E. Duff
- The Historian's Craft - Marc Bloch
- The Histories - Herodotus (Tr. George Rawlinson)
- The Muqaddimah - Ibn Khaldun (Tr. Franz Rosenthal)
- The Philosophy of History - G.W.F. Hegel
- The Portable Greek Historians - M.I. Finley
- The Travels of Ibn Battuta - H.A.R. Gibb
- Theories of History - Patrick Gardiner
- Understanding Itihasa - Sibesh Bhattacharya
- What is History - E.H. Carr

Central University of Karnataka
B.A. History & Archaeology
Semester VII, Major
Course Title: History of Art and Architecture in India

Credits: 6
Maximum Marks: 150
Total Hours: 75

Course Description: Art objects and monuments from the past form a major category of primary source to study history. This course familiarizes the learner to various types of art evidence from different phases like prehistoric rock art, religious and defence architecture and plastic art under different patrons, their styles, methods etc.

Course Objectives: The objective of this paper is to acquaint students with the history of ancient and medieval Indian architecture from the earliest times to C.1700AD. The main aim is to familiarise students with the ancient and medieval monuments and architectural planning including the lay-out of cities and secular buildings as well as the religious monuments including the Buddhist stupas, rock-cut caves, temples, mosque and tombs.

Course Outcome: The students will be able to:

1. Understand the development of art activity in India from prehistoric to medieval times.
2. They can identify art objects- sculpture, painting and architecture- to specific historic phases, their stylistic affinity and context.
3. Appreciate art as essential human cultural expression and source of history.

Unit-I
The Pre- and Proto-historic art

- A) The rock art- paintings, graffiti, engravings- Important sites
- B) Burial structures
- C) The Indus Valley Civilization- town planning and Structures- function, planning, designs and materials
- D) Sculptures- stone, metal, terracotta
- E) Paintings, seal, pottery paintings, beads and ornaments

Unit-II
The Early Historic Phase

- A) Art in historical studies

- B) Mauryan Court art
- C) Emergence of religious art
- D) Buddhist architecture- Stupa, Chaityagriha, Viharas- important sites
- E) Paintings and sculptures- rock-cut, murals, frescoes- important Centres

Unit-III **The Canonical Art**

- A) Essential principles of Indian art
- B) Emergence of temple architecture- formative and experimental phase
- C) The Canonical texts- Vastu Vidya and Silpa Sastra
- D) Temple architecture styles- Nagara, Dravida, Vesara and others- important sites and monuments

Unit-IV **Iconography**

- A) Textual base for Iconography
- B) Essential principles of Iconography and Iconometry
- C) Materials and Techniques of Sculpture making
- D) Iconographic features of Sramanic and Agamic Deities- iconographic representations of select deities

Unit-V **Paintings**

- A) The Early medieval- Rajput
- B) Tibetan and Himalayan manuscript and scroll painting tradition
- C) Art and society, patronage of art

Unit-VI **Medieval Indian art**

- A) Indo-Islamic architecture- salient features
- B) Architecture under the various dynasties of the Delhi Sultanate and regional centres- Deccan, Gujarat, Bahamani, Kashmir.
- C) Main Characteristics of the Mughal architecture- important sites and monuments
- D) Secular architecture- Forts, irrigation and water management, gardens and other public utility structures- important centres and monuments

Suggested Readings:

- Agarwala V.S 1965 Studies in Indian Art. Varanasi: Vishwavidyalaya Prakashan
- Agarwala V.S. 1965. Masterpieces of Mathura Art. Varanasi: Prithvi Prakashan.
- Balasubrahmaniam S.R. 1960. Early Chola Temples. Bombay: Orient Longman
- Balasubrahmaniam S.R. 1979. Later Chola Temples. Mudgala Trust
- Brown Percy - Indian Architecture Buddhist and Hindu Periods. Bombay: DB Taraporevala Sons & Co.
- Brown Percy. 1920. Indian Painting. Calcutta: The Association Press.
- Chandra Pramod. 1983. On the Study of Indian Art. Harvard: Harvard University Press.

- Coomaraswamy A.K. 1956. Introduction to Indian Art. Adyar: The Theosophical Publishing House.
- Dhaky M.A. 1977 Indian Temple Forms. Ajmer: Abhinava Publications
- Fergusson James. 1876. History of Indian and Eastern Architecture. London.
- Fergusson, James. 1845. Rock cut Temples of India. London: John Weale.
- G.J Dubreuil 1927. Dravidian Architecture.
- Ghosh, A. (ed.). 1996. Ajanta Murals. New Delhi: ASI.
- Gupta S.P. 2002. Elements of Indian Art. New Delhi: D.K. Printworld.
- Gupte, R.S. 1972. Iconography of Hindus, Buddhists and Jains. Bombay: DB Taraporevala Sons & Co.
- Harle J.C. 1996. Gupta Sculpture. New Delhi: Munshiram Manoharlal Publishers.
- Huntington, Susan. 1985. The Art of Ancient India. New Delhi: Motilal Banarsidass Publications.
- Kramrisch, Stella. 1933. Indian Sculpture. Calcutta: Y.M.C.A. Publishing.
- Mate, M. S. 1969-70. Early Historic fortifications in the Ganga Valley, Puratattva Vol. 3: 58-69.
- Meister M.W and Dhaky M.A. (eds.) 1984. Encyclopaedia of Indian Temple Architecture. Relevant volumes on North India and South India. Gurgaon: AIIS.
- Michell, George. 2014. Temple Art and Architecture of Early Chalukyas. New Delhi: Niyogi Books.
- Mitra Debala. 1971. Buddhist Monuments. Calcutta: Sahitya Samsad.
- Nagaraju S. 1981. Buddhist Architecture of Western India, The Journal International Association of Buddhist Studies. Vol.4: 106-112
- Pant Susheela. 1976. Origin and Development of Stupa Architecture in India. Varanasi: Bharat Manisha Research Series.
- Rao, T. A. Gopinath. 1914. Elements of Hindu Iconography. Madras: The Law Printing House.
- Roy N.R. 1975 Maurya and Post-Mauryan Art. New Delhi: ICHR.
- Saraswati, S.K. 1957. A Survey of Indian Sculptures. Calcutta: Firma L. Mukhopadhyaya.
- Settar S. 1992. The Hoysala Temples. Dharwar: Institute of Indian Art History.
- Sharma R.C. 2019. Buddhist Art of Mathura. New Delhi: Agam Kala Prakashan.
- Sivaramamurti C. 1961. Indian Sculptures. New Delhi: Allied Publishers.
- Soundara Rajan K.V. 1969. Early Temple Architecture in Karnataka and its Ramifications. Dharwar: Kannada Research Institute, Karnatak University.
- Spink, Walter. 1967. Ajanta to Ellora. New Delhi: Marg Publication.
- Thakur, Priya. 2019. Secular Architectural Landscape of Vijayanagara Period. New Delhi: Kaveri books.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
UG VII, Minor
Paper Title: Cultural Heritage of India

Credit: 4
Maximum marks: 100
Contact Hours: 60

Course Description: Tourism is one of the oldest industries which has been mobilising the people across different regions and continents for various reasons including visiting historical and archaeological sites embedded with tangible and intangible cultural values. Cultural and Heritage Tourism has developed itself as a major sub-industry in a country like India which has regional diversities and large corpus of places as such. Such activities have not only mobilised the people, but create consciousness on the access to cultural heritage we possess and involve in the conservation and preservation of the Indian past.

Course Objectives: The aim of this course is to sensitise the learner to one of the potential branches, which is instrumental in dissemination of Indian cultural heritage through tourism.

Course Outcome: The learner will get exposed to one of the emerging branches of archaeological studies, and acquaint with various organisations and legislations involved in the function of Heritage tourism at the global level.

Unit 1: Introduction

- A) Heritage: Definition, scope and types.
- B) Tourism: Definition and scope, types of tourism, role in preservation and conservation of cultural heritage.

Unit 2: Organisations and key functions

- A) UNESCO, ASI and private groups: Origin, function and role in cultural heritage management.
- B) History of Cultural Heritage in India Role of Government bodies Indian Legislation about Cultural Heritage Role of Non-Government Organizations and Universities.
- C) Heritage Management: Policy and Practice Developmental issues and their impacts Impact of natural factors, e.g. natural calamities Illegal trade of art objects and smuggling.

Unit 3: General public awareness and heritage management

- A) Public participation in preservation of cultural heritage Enhancing public awareness: formal and non-formal education Tourism and cultural heritage.
- B) Crowd funding and crowd participation

Unit 4: Select heritage Sites

- A) UNESCO protected and declared sites: Dholavira, Pattadakal,
- B) Archaeological Survey of India and state archaeology protected sites: Brahmagiri,

Suggested readings

- Basham, A.L. 2007. The Illustrated Cultural History of India. Oxford: Oxford University Press.
- Basham, A.L. 1997. A Culture of History of India. Oxford. Oxford University Press.
- Batra, M.L. 1997. Conservation: Preservation and Restoration of Monuments. New Delhi: Aryan Books International.
- Bhowmik S.K. 2004. Heritage Management: Care, Understanding and Appreciation of Cultural Heritage. Jaipur: Publication Scheme.
- Biswas, Sachindra Sekhara. 1999. Protecting the Cultural Heritage (National Legislation and International Conservation). New Delhi. Aryan Books International.
- Deshpande, M. N. 2001. Care of Cultural Heritage. New Delhi: National Museum Institute.
- Dhawan, Shashi. 1996. Recent Trends in Conservation of Art Heritage. Delhi: Agam Kala Prakashan.
- Ghoshmaulik, S. K. and K.K. Bass 2001. Understanding Heritage: Role of Museum. Bhubaneswar: Academic Staff College.
- Howard, Peter. 2003. Heritage: Management, Interpretation, Identity. London: Continuum.
- Paddayya, K. 2004. Heritage management with special reference to modern impacts on archaeology sites of lower Deccan. Deccan Studies 1 (2): 7-24.
- Rao P.R. 1988. Cultural Heritage of India. Delhi: Sterling.
- Renfrew, C. 2000. Loot, Legitimacy and Ownership. London: Duckworth.
- Singh, L.K. 2008. Indian Cultural Heritage from Tourism Perspective. Delhi: ISHA Books.
- Thapar, B.K. 1989. Conservation of the Indian Heritage. New Delhi: Cosmo Publication.
- Canizaro, V.B. 2007. Architectural Regionalism. Collected Writings on Place, Identity, Modernity, and Tradition. New York: Princeton Architectural Press.
- Cohen, N. 2001. Urban Planning Conservation and Preservation. United States of America: McGraw-Hill.
- Hough, M. 1990. Out of Place. Restoring Identity to the Regional Landscape. New Haven, London: Michael Hough.
- Kirshenblatt-Gimblett, B. (2000). Intangible Heritage as Metacultural Production. United Kingdom: Blackwell Publishing.
- Newman, P., & Jennings, I. (2008). Cities as Sustainable Ecosystems. Principles and Practices. Washington D.C.: Island Press.
- Norberg-Schulz, C. (1980). Genus Loci. Towards a Phenomenology of Architecture. United States of America: Rizzoli Inc.
- Pietrobruno, S. (2009). Cultural Research and Intangible Heritage: Culture Unbound. Journal of Current Cultural Research. No. 1, pp. 227-247.
- Potteiger, M., & Purinton, J. (1998). Landscape Narratives. Design Practices for Telling Stories. Canada: John Wiley and Sons, Inc.

- Raj Isar, Y. (2004). Tangible and intangible heritage: are they really Castor and Pollux?. New Delhi: INTACH.
- Saleh, Y., Mat Said, Z., Nayan, N., & Che Leh, F. (2007). Survival Warisan Budaya Dalam Sektor Pelancongan. Satu Tinjauan Di Melaka. Perak: Universiti Pendidikan Sultan Idris.
- Smeets, R. (2003). Intangible Cultural Heritage and Its Link to Tangible Cultural and Natural Heritage. UNESCO.
- Smith, L. (Ed.) (2006). Cultural Heritage: Critical Concepts in media and Cultural Studies. New York: Routledge.
- Smith, L., & Akagawa, N. (Eds). (2009). Intangible Heritage. New York: Routledge.
- Strange, Y. (199). Local Politics, a New Agendas and Strategies for Change in English Historic Cities. Leeds, UK: Leeds Metropolitan University.

CENTRAL UNIVERSITY OF KARNATAKA
B.A. History & Archaeology
Semester VII, Minor
Paper title: Religious Reform Movements in India

Credit: 4
Maximum marks -100
Contact Hours: 60

Course Description: The course is designed as a survey into the history of religious reform movements that emerged in India from time to time. The reformation of religions and their impact and course in Indian society will be discussed as historical process. The implications of such movements, their philosophical and ideological foundations and continuity will also be matter of discourse for this paper.

Objectives: The objective of this paper is to present to the students the evolution of religious reforms in India, their philosophies beliefs and practices. It will clearly articulate the reciprocal relation between religion and society in Indian history. It aims to present to the student various reform movements, their goals, ideologies and impacts on Indian society factually and objectively.

Learning Outcomes: After completion of the course the students are expected to

1. Comprehend and view religion as dynamic social process and also recognize the coexistence of mutually contradicting as well as complementing ideologies as nature of Indian society.
2. Analyze the past and present religious scenarios based on facts, milieu and context.

Unit- I
Reformist Movements in Ancient India

- A) Background of the protest movements; Gender and Varna bias, protest within Vedic tradition.
- B) Attitude of Buddhism and Jainism about gender and varna
- C) Lokayat, Ajivijka and Charvaka

Unit II

Medieval Reformist Voices

- A) Nathpanthis
- B) Bhakti Movement
- C) Sufis

Unit- III

Soico-Religious Reforms During the Colonial Period

- A) Arya Samaj
- B) Satyashodhak Samaj
- C) Aligarh Movement

Unit IV

Reformists movements in Post-Colonial India

- A) Ambedkar and Neo-Buddhism
- B) Brahmakumaris
- C) Isha Foundation

Suggested readings:

- Asim Kumar Chatterjee- A Comprehensive History of Jainism (2 vols),
Chakrabarti, Kunal. 2018. *Religious Process: The Puranas and the Making of a Regional Tradition*. New Delhi: OUP.
- Chakravarti, Uma. 2018. *Gendering Caste through a Feminist Lens*. New Delhi: Sage Publications.
- Chakravarti, Uma: *The Social Dimensions of Early Buddhism*. Delhi: Oxford University Press.
- Champakalakshmi, R.2011. *Religion, Tradition and Ideology: Pre-Colonial South India*. New Delhi: OUP.
- Chatterjee, Asim Kumar: A Comprehensive History of Jainism
- Chattopadhyaya, S. 2000. *Evolution of the Theistic Sects*. New Delhi: Munshiram Manoharlal.
- Desai A.R. 2011. *Social Background of Indian Nationalism*. New Delhi: Popular Prakashan.
- Devadevan,V. Manu. 2016. *A Prehistory of Hinduism*. Washington: Ingram Short Title.
- Elliot, Charles. 2016. *Hinduism and Jainism*. Createspace Independent Publishers.
- Ernst, Carl W. 1992. *Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Centre*. New York: State University of New York.
- Gail, Omvedt, 2008, *Ambedkar: Towards an Enlightened India*, Delhi: Penguin.
- Gail, Omvedt, 2009, *Buddhism in India*, N.Delhi : Sage.
- Gail, Omvedt, 2009, *Seeking Begumpura*, N.Delhi: Navanaya,
- Gilmartin, David and Lawrence, Bruce B. (eds.): *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*. Florida: Florida University Press.
- Hawley, John Stratton. 2012. *Three Bhakti Voices*. New Delhi: OUP.

- Jaiswal, Suvira. 2000. *Caste: Origin, Function and Dimensions of Change*. New Delhi: Manohar Publishers.
- Kheer, Dhananjay, 2011, *Dr. B.R. Ambedkar, Life and Mission*, Mumbai: Popular Prakashan.
- Lingat, Robert. 1998. *The Classical Law of India*. New Delhi: Munshiram Manoharlal Publishers.
- Lorenzen, David N. (ed.). 2002. *Bhakti Religion in north India: Community Identity and Political Action*. New Delhi: Manohar Publications.
- Lorenzen, David N. (ed.). 2005. *Religious Movements in South Asia 600-1800*. New Delhi: OUP.
- Mohan, Sanal. 2015. *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*. New Delhi: OUP.
- Narayanan, M. G. S. and Veluthat, Kesavan 'The Bhakti Movement in South India', in S.C.Malik, (ed.), *Indian Movements: Some Aspects of Dissent and Protest*, Simla, 1978, pp 33-66.
- Nizami K.A. 2002 *Some Aspects of Religion and Politics in India During the Thirteenth Century*. New Delhi: OUP.
- P.S. Velayudhan- *Cultural renaissance in Modern Kerala*
- Pandey, Rekha. 2005. *Religious Movements in Medieval India*. New Delhi: Gyan Publishing House.
- Pandey, Rekha. 2010. *Divine Sounds from The Heart*. Cambridge University Press.
- Rajan, Mavali, V.P., Remya and S. Khettry. 2018. *Facets of Temple Culture: Perspectives on Religious and Social Traditions in Early Medieval India*. New Delhi: Kaveri Books.
- Ramanujan, A.K. 1973. *Speaking of Siva*. London: Penguin Classics.
- Raychaudhuri, .H.C. 1920 *Early History of Vaishnava Sects*. Calcutta: Bhattacharya.
- Richard M. Eaton, (ed.) 2006. *India's Islamic Traditions, 711- 1750. Themes in Indian History*. New Delhi: OUP.
- Sen, Aloka Parasher. 1991. *Mlecchas in Early India: A Study in Attitudes towards Outsiders up to AD 600*. New Delhi: Munshiram Manoharlal.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
UG semester, VIII, Major
Paper title: Indian Numismatics

Credit: 04
Maximum marks:100
Contact Hours:60

Course Description: This captivating course immerses students in the fascinating world of Indian numismatics, offering a comprehensive exploration of the history, culture, and significance of Indian coinage. From ancient times to the Medieval era, it will delve into the evolution of Indian currency, examining its artistic intricacies, archaeological insights, and socio-economic implications. A combination of historical analysis, hands-on study of coins, and examination of numismatic artefacts will develop a deep understanding of the unique numismatic heritage of India and its role in shaping the country's cultural and economic narrative.

Course objective: The primary objective of this course is to familiarize students with the study of ancient and medieval coins of India, which constitutes a vital and substantial component of the discipline. Our aim is to facilitate students in acquiring proficiency in deciphering and identifying coins, thereby enabling them to delve into the rich historical and numismatic aspects associated with these artifacts.

Course outcome: By the end of the course, 1) students will acquire the necessary skills to decipher and identify various types of ancient and medieval coins from India. 2) Students will develop a comprehensive understanding of the historical significance of Indian coinage and its role as a valuable source of historical information.

Unit -I
Introduction and Outline to Indian coins

Introduction of money and antiquity of coinage
Minting Technology of ancient Indian coins, Punch-marked technique, casting technique, Die-Struck technique, Repousse technique
Coinage of ancient India
Punch-marked Coinage: Janapada series, Imperial series
Uninscribed Cast Coinage
Gupta Empire
Satavahanas
Kushana and Indo-Greeks

Unit-II

Medieval Indian coinage as a source of History

Medieval Indian Coins and its importance in Indian History
Introduction of Islamic Type Coins in India- Reasons
Features of Islamic type coins: Kalima and names of caliphs, Significance of names and titles. Date and Minting Name.
Scripts/ Language used on Medieval Indian coins
Bull and Horseman Types, Laxmi type. Bilingual type coins (Devanagari/ Arabic)
Coinage of Ghaznavid. Coinage of Ghori

Unit – III

The Coinage and Metrology of Delhi Sultans and Mughal

Mameluk, Khalji sultans and Tughluq.
Coin types of Babar - Shah-rukhi Coins –its origin, type, Weight and Circulation
Suri Coinage –The changes in the Inscription
Coinage and Metrology of Akbar. Kalima type, Ilahi type and Alf type coins
Coins of Aurangzeb and his successors

Unit – IV

Coinage and Metrology of Medieval Deccan

Coins of Vijaynager Empire
Coins of Bahmani and its Disintegrations

Recommended Reading

Allan, John, Catalogue of coins in the British Museum, Ancient India
Altekar, A.S., Origins and Early History of Coinage in Ancient India
Altekar, A.S., The Gupta Gold Coins in the Bayana Hoard
Altekar, A.S., The Coinage of the Gupta Empire. Varanasi
Brown, C. J., *Catalogue of the Coins in the Provincial Museum, Lucknow; Coins of the Mughal Emperor*, vol.I and II
Collin Bruce, John Deyall (et.al.), *Standard Guide to South Asian Coins and Paper Money Since 1556*
Cunningham, Alexander., *Coins of Medieval India*, Delhi
Cribb, Joe , *The Indian Coinage Tradition: Origins, Continuity & Change*

Deyell, John S., *Living Without Silver*
 Dasgupta, Kalyan Kumar, *A Tribal History of Ancient India: A Numismatic Approach*
 Gupta P.L., Bharat ke Poorva-Kalik Sikke.
 Gupta P.L., *Coins*
 Gupta, P.L. and T Hardaker, *Ancient Indian Silver Punchmarked coins of the Magadha-Maurya Karshapana series*
 Goron, Stan and J.P. Goenka., *The Coins of Indian Sultanates*
 Gupta, Parmeshwari Lal and Abdul Wali Khan., *Copper Coins of BaridShahi of Bidar and NizamShahi of Ahmadnagar*
 Gupta, Parmeshwari Lal., *Coin-Hoards from Maharashtra*
 Hussain, M.K., *Catalogue of the Coins in Central Museum Nagpur, Coins of Mughal Emperors*
 Jha, Amiteshwar., *BhartiyesikkeekaitehasikParichay* (in Hindi)
 Karim, Abdul., *Corpus of Muslim Coins of Bengal*
 Khan, Abdul Wali., *QutubShahi Coins in the Andhra Pradesh Government Museum,*
 Liddle, Andrew., *Coinage of Akbar The Connoisseur's Choice*
 Moin, Danish., *Catalogue of Medieval Coins in Assam State Museum, Guwahati*
 Moin, Danish., *Coins of the Delhi Sultanate*
 Moin, Danish and Verma, L.B., *Copper Coins of Jahangir on Silver Pattern, Numismatic Digest*
 Rahman, A., *Zahiruddin Muhammad Babar; A Numismatic Study*
 Rajgor, Dilip., *Standard Catalogue of Sultanate Coins of India*
 Rode, V.P., *Catalogue of the Coins in Central Museum Nagpur Coins of Mughal Emperors*

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
UG Semester VIII
Course Title- Introduction to Museology

Credit:4
Maximum marks: 100
Contact Hours: 60

Course Description: Museology deals with technical theoretical aspects of collection, documentation preservation and exhibition of artefacts and objects. The course deal with the origin of the subject, its development, organizational set up and significance and role as an institution. Museum visit is also part of the course for providing practical hands-on experience.

Course Objectives: In this paper students will learn about different aspects of museology including documentation and preservation, museum exhibitions, museum managements, research and educations.

Course Outcomes: 1) The course will equip the student with practical knowledge in Museology along with theory. 2) The student will get trained in museum functions like collection, documentation, preservation and exhibition and, 3) the course will enhance the awareness about heritage preservation and its institutional methods.

Unit I
Introduction to Museology

- A) Definition of museology and museography.
- B) History of development of museums in the world with special reference to India.
- C) Types of museums, their scope and functions.

Unit II

Heritage, Public and Museum

- A) Heritage education; museum and accessibility, modernisation of museum including the virtual exhibition.
- B) Global and Indian legislations relating to Artefacts and Museums.

Unit III

Collection and Documentation and Exhibition planning

- (A) Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others.
- (B) Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.

Unit IV

Exhibitions methods and techniques

- A) Types of exhibits and exhibitions, galleries and exhibition designing. Objectives and communication goals, target audience, concept develop storyline line, designing and layout of exhibits, gallery development, space, showcases and structural installations, colour scheme, lighting, labels & scripts, evaluation

Suggested Readings:

- Basu M.N, 1943. Museum Method - Process of Cleaning and Preservation, Calcutta University, Calcutta.
- Chakrabarti, Mahua, Museums in India, NBT 2016.
- Greenhill, Eilean Hooper. 2007. Museum and Education: Purpose, Pedagogy, Performance, Taylor and Francis.
- Mac Donald Sharan. 2011. A Companion to Museums Studies, Wiley.
- Madhuparna Roy Chaudhary. 2015. **Displaying India's Heritage: Archaeology and the Museum Movement in Colonial India**. Orient Blackswan.
- UNESCO, Museums and Monuments, the Organisation of Museums: Practical Advice, 1960.

WITHOUT DISSERTATION PATTERN

CENTRAL UNIVERSITY OF KARNATAKA
B.A. History & Archaeology
Semester VII
Core Course
Course Title: Historiography

Credits: 6
Maximum Marks: 150
Total Hours: 75

Course Description: The course introduces the student to the methods developed by various historiographical schools that have constructed the knowledge of the past by the use of primary and secondary sources. This course will benefit the learner to explore some fundamental components of historical thinking.

Course Objectives: The course is aimed at educating the students about the theories of history followed by a fundamental understanding of the subject matter and it is the scope in historical reconstruction of the past. The components on Indian history will enable the student to have an understanding of Indian tradition of preserving the past.

Course Outcome: On successful completion of the course,

5. The student will possess a fair understanding of historical methods and practice of history writing.
6. They will be able to critically analyse a historical work based on its methodological merits

Unit – 1 - Historiography in Ancient World

- a. Meaning of Historiography, philosophy of history and Historicism
- b . Greek Historiography
- c. Roman Historiography
- d.. Chinese Historiography

Unit – 2 - Ancient Indian Historiography

- g. Concept of *Itihasa*
- h. Sanskrit Texts- Vedic literature, Itihasa-Purana traditions, Rajtarangini.
- i. Sangam Literature
- j. Buddhist sources- Pali texts
- k. Jain sources
- l. Account of travelers- Yuwn Shwang.

Unit – 3- Medieval Historiography

- a. Arab Historiography
- b. Indo-Persian Historiography
- c. Raso literature
- d. Maratha Historiography
- e. Historiography of Medieval Deccan
- f. Account of travelers- Al be Runi, Ibn Bhatuta, Nikitin.

Unit -4 - Modern Approaches to History

- d. Positivism
- e. Annals
- f. Post-Modernism

Unit - 5- Trends during the Colonial Period in India

- e. Orientalist Historiography
- f. Imperialist Historiography
- g. Nationalist Historiography
- h. Dalit Historiography- Phule and Ambedkar.

Unit - 6 - Trends in post-colonial period

- f. Marxist (Leftist) Historiography in India & R
- g. Tribal Historiography
- h. Ecological Historiography
- i. Feminist Historiography
- j. Business Historiography

Books Recommended-

- A Business History of India: Enterprise and the Emergence of Capitalism from 1700 - Tirthankar Roy
- A Critical Method in Historical Research and Writing - H.C. Hocket
- A History of Historical Writing - H.E. Barnes
- A Study of History - Gardiner Patrick
- A Text Book of Historiography - Sreedharan
- Alberuni's India - Dr. Edward C. Sachau
- An Introduction to Indian Historiography - A. K. Warder
- Ancient Indian Historical Tradition - F.E. Pargiter
- Beginning Postmodernism- Tin Woods

- French Historical Method - Traian Stoianovich.
- Global History of Modern Historiography - George G. Iggers & Edward Wang.
- Hinduism & Its Sense of History - Arvind Sharma
- Historians and Historiography in Modern India - S. P. Sen (ed)
- Historians of Medieval India - Peter Hardy
- Histories and Historiography During the Reign of Akbar – Harbans Mukhia
- Historiography - N. Jayapalan.
- Historiography - N. Subramaniam
- Historiography and Historians of Sultanate Period - Bharti S. Kumar
- Historiography, Religion and State in Medieval India - Satish Chandra
- History, Historical Thoughts and Historiography – Aroop Chakravarti
- History, its Theory and Method - Sheikh Ali
- Ibn Khaldun - Syed Farid Alatas
- Idea of History - R.G. Collingwood
- India in the World Economy: From Antiquity to the Present - Tirthankar Roy
- Indo-Persian Historiography - Iqtidar Husain Siddiqui
- On Historiography - S.R. Tikekar
- On History - Eric Hobsbawm
- On History - Fernand Braudel
- Philosophies of History - Robert M. Burns & Hugh Rayment-Pickard
- Philosophy of History - G. Kuppuram
- Postmodernism for Historians - Callum G. Brown
- Power/Knowledge - Michel Foucault.
- Recent Trends in Historiography - Satish K. Bajaj
- Research Methodology - K.N. Chitnis
- Research Methodology - Satish Bajaj
- Research Methodology in History - T.R. Sharma
- Rethinking Economic Change in India: Labour and Livelihood- Tirthankar Roy
- Gendering Caste: Through A Feminist Lens (Theorizing Feminism) - Uma Chakravarti
- Rewriting History: The Life and Times of Pandita Ramabai - Uma Chakravarti
- The archaeology of Knowledge - Michel Foucault
- The East India Company: The World's Most Powerful Corporation - Tirthankar Roy
- The Economic History of India, 1857–2010 - Tirthankar Roy
- The French Historical Revolution - Peter Burke
- The Greek and Roman Historians - Timothy E. Duff
- The Historian's Craft - Marc Bloch
- The Histories - Herodotus (Tr. George Rawlinson)
- The Muqaddimah - Ibn Khaldun (Tr. Franz Rosenthal)
- The Philosophy of History - G.W.F. Hegel
- The Portable Greek Historians - M.I. Finley
- The Travels of Ibn Battuta - H.A.R. Gibb
- Theories of History - Patrick Gardiner
- Understanding Itihasa - Sibesh Bhattacharya
- What is History - E.H. Carr

B.A. History & Archaeology

Central University of Karnataka
Semester VII, Major
Course Title: History of Art and Architecture in India

Credits: 6
Maximum Marks: 150
Total Hours: 75

Course Description: Art objects and monuments from the past form a major category of primary source to study history. This course familiarizes the learner to various types of art evidence from different phases like prehistoric rock art, religious and defence architecture and plastic art under different patrons, their styles, methods etc.

Course Objectives: The objective of this paper is to acquaint students with the history of ancient and medieval Indian architecture from the earliest times to C.1700AD. The main aim is to familiarise students with the ancient and medieval monuments and architectural planning including the lay-out of cities and secular buildings as well as the religious monuments including the Buddhist stupas, rock-cut caves, temples, mosque and tombs.

Course Outcome: The students will be able to:

4. Understand the development of art activity in India from prehistoric to medieval times.
5. They can identify art objects- sculpture, painting and architecture- to specific historic phases, their stylistic affinity and context.
6. Appreciate art as essential human cultural expression and source of history.

Unit-I
The Pre- and Proto-historic art

- F) The rock art- paintings, graffiti, engravings- Important sites
- G) Burial structures
- H) The Indus Valley Civilization- town planning and Structures- function, planning, designs and materials
- I) Sculptures- stone, metal, terracotta
- J) Paintings, seal, pottery paintings, beads and ornaments

Unit-II
The Early Historic Phase

- F) Art in historical studies
- G) Mauryan Court art
- H) Emergence of religious art
- I) Buddhist architecture- Stupa, Chaityagriha, Viharas- important sites
- J) Paintings and sculptures- rock-cut, murals, frescoes- important Centres

Unit-III
The Canonical Art

- E) Essential principles of Indian art
- F) Emergence of temple architecture- formative and experimental phase
- G) The Canonical texts- Vastu Vidya and Silpa Sastra

- H) Temple architecture styles- Nagara, Dravida, Vesara and others- important sites and monuments

Unit-IV

Iconography

- E) Textual base for Iconography
- F) Essential principles of Iconography and Iconometry
- G) Materials and Techniques of Sculpture making
- H) Iconographic features of Sramanic and Agamic Deities- iconographic representations of select deities

Unit-V

Paintings

- D) The Early medieval- Rajput
- E) Tibetan and Himalayan manuscript and scroll painting tradition
- F) Art and society, patronage of art

Unit-VI

Medieval Indian art

- E) Indo-Islamic architecture- salient features
- F) Architecture under the various dynasties of the Delhi Sultanate and regional centres- Deccan, Gujarat, Bahamani, Kashmir.
- G) Main Characteristics of the Mughal architecture- important sites and monuments
- H) Secular architecture- Forts, irrigation and water management, gardens and other public utility structures- important centres and monuments

Suggested Readings:

- Agarwala V.S 1965 Studies in Indian Art. Varanasi: Vishwavidyalaya Prakashan
- Agarwala V.S. 1965. Masterpieces of Mathura Art. Varanasi: Prithvi Prakashan.
- Balasubrahmaniam S.R. 1960. Early Chola Temples. Bombay: Orient Longman
- Balasubrahmaniam S.R. 1979. Later Chola Temples. Mudgala Trust
- Brown Percy - Indian Architecture Buddhist and Hindu Periods. Bombay: DB Taraporevala Sons & Co.
- Brown Percy. 1920. Indian Painting. Calcutta: The Association Press.
- Chandra Pramod. 1983. On the Study of Indian Art. Harvard: Harvard University Press.
- Coomaraswamy A.K. 1956. Introduction to Indian Art. Adyar: The Theosophical Publishing House.
- Dhaky M.A. 1977 Indian Temple Forms. Ajmer: Abhinava Publications
- Fergusson James. 1876. History of Indian and Eastern Architecture. London.
- Fergusson, James. 1845. Rock cut Temples of India. London: John Weale.
- G.J Dubreuil 1927. Dravidian Architecture.
- Ghosh, A. (ed.). 1996. Ajanta Murals. New Delhi: ASI.
- Gupta S.P. 2002. Elements of Indian Art. New Delhi: D.K. Printworld.
- Gupte, R.S. 1972. Iconography of Hindus, Buddhists and Jains. Bombay: DB Taraporevala Sons & Co.

- Harle J.C. 1996. Gupta Sculpture. New Delhi: Munshiram Manoharlal Publishers.
- Huntington, Susan. 1985. The Art of Ancient India. New Delhi: Motilal Banarsidass Publications.
- Kramrisch, Stella. 1933. Indian Sculpture. Calcutta: Y.M.C.A. Publishing.
- Mate, M. S. 1969-70. Early Historic fortifications in the Ganga Valley, Puratattva Vol. 3: 58-69.
- Meister M.W and Dhaky M.A. (eds.) 1984. Encyclopaedia of Indian Temple Architecture. Relevant volumes on North India and South India. Gurgaon: AIIS.
- Michell, George. 2014. Temple Art and Architecture of Early Chalukyas. New Delhi: Niyogi Books.
- Mitra Debala. 1971. Buddhist Monuments. Calcutta: Sahitya Samsad.
- Nagaraju S. 1981. Buddhist Architecture of Western India, The Journal International Association of Buddhist Studies. Vol.4: 106-112
- Pant Susheela. 1976. Origin and Development of Stupa Architecture in India. Varanasi: Bharat Manisha Research Series.
- Rao, T. A. Gopinath. 1914. Elements of Hindu Iconography. Madras: The Law Printing House.
- Roy N.R. 1975 Maurya and Post-Mauryan Art. New Delhi: ICHR.
- Saraswati, S.K. 1957. A Survey of Indian Sculptures. Calcutta: Firma L. Mukhopadhyaya.
- Settar S. 1992. The Hoysala Temples. Dharwar: Institute of Indian Art History.
- Sharma R.C. 2019. Buddhist Art of Mathura. New Delhi: Agam Kala Prakashan.
- Sivaramamurti C. 1961. Indian Sculptures. New Delhi: Allied Publishers.
- Soundara Rajan K.V. 1969. Early Temple Architecture in Karnataka and its Ramifications. Dharwar: Kannada Research Institute, Karnatak University.
- Spink, Walter. 1967. Ajanta to Ellora. New Delhi: Marg Publication.
- Thakur, Priya. 2019. Secular Architectural Landscape of Vijayanagara Period. New Delhi: Kaveri books.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
UG VII, Minor
Paper Title: Cultural Heritage of India

Credit: 4
Maximum marks: 100
Contact Hours: 60

Course Description: Tourism is one of the oldest industries which has been mobilising the people across different regions and continents for various reasons including visiting historical and archaeological sites embedded with tangible and intangible cultural values. Cultural and Heritage Tourism has developed itself as a major sub-industry in a country like India which has regional diversities and large corpus of places as such. Such activities have not only mobilised the people, but create consciousness on the access to cultural heritage we possess and involve in the conservation and preservation of the Indian past.

Course Objectives: The aim of this course is to sensitise the learner to one of the potential branches, which is instrumental in dissemination of Indian cultural heritage through tourism.

Course Outcome: The learner will get exposed to one of the emerging branches of archaeological studies, and acquaint with various organisations and legislations involved in the function of Heritage tourism at the global level.

Unit 1: Introduction

- A) Heritage: Definition, scope and types.
- B) Tourism: Definition and scope, types of tourism, role in preservation and conservation of cultural heritage.

Unit 2: Organisations and key functions

- A) UNESCO, ASI and private groups: Origin, function and role in cultural heritage management.
- B) History of Cultural Heritage in India Role of Government bodies Indian Legislation about Cultural Heritage Role of Non-Government Organizations and Universities.
- C) Heritage Management: Policy and Practice Developmental issues and their impacts Impact of natural factors, e.g. natural calamities Illegal trade of art objects and smuggling.

Unit 3: General public awareness and heritage management

- A) Public participation in preservation of cultural heritage Enhancing public awareness: formal and non-formal education Tourism and cultural heritage.
- B) Crowd funding and crowd participation

Unit 4: Select heritage Sites

- A) UNESCO protected and declared sites: Dholavira, Pattadakal,
- B) Archaeological Survey of India and state archaeology protected sites: Brahmagiri,

Suggested readings

- Basham, A.L. 2007. *The Illustrated Cultural History of India*. Oxford: Oxford University Press.
- Basham, A.L. 1997. *A Culture of History of India*. Oxford. Oxford University Press.
- Batra, M.L. 1997. *Conservation: Preservation and Restoration of Monuments*. New Delhi: Aryan Books International.
- Bhowmik S.K. 2004. *Heritage Management: Care, Understanding and Appreciation of Cultural Heritage*. Jaipur: Publication Scheme.
- Biswas, Sachindra Sekhara. 1999. *Protecting the Cultural Heritage (National Legislation and International Conservation)*. New Delhi. Aryan Books International.
- Deshpande, M. N. 2001. *Care of Cultural Heritage*. New Delhi: National Museum Institute.
- Dhawan, Shashi. 1996. *Recent Trends in Conservation of Art Heritage*. Delhi: Agam Kala Prakashan.
- Ghoshmaulik, S. K. and K.K. Bass 2001. *Understanding Heritage: Role of Museum*. Bhubaneswar: Academic Staff College.
- Howard, Peter. 2003. *Heritage: Management, Interpretation, Identity*. London: Continuum.
- Paddayya, K. 2004. Heritage management with special reference to modern impacts on archaeology sites of lower Deccan. *Deccan Studies* 1 (2): 7-24.
- Rao P.R. 1988. *Cultural Heritage of India*. Delhi: Sterling.
- Renfrew, C. 2000. *Loot, Legitimacy and Ownership*. London: Duckworth.
- Singh, L.K. 2008. *Indian Cultural Heritage from Tourism Perspective*. Delhi: ISHA Books.
- Thapar, B.K. 1989. *Conservation of the Indian Heritage*. New Delhi: Cosmo Publication.
- Canizaro, V.B. 2007. *Architectural Regionalism. Collected Writings on Place, Identity, Modernity, and Tradition*. New York: Princeton Architectural Press.
- Cohen, N. 2001. *Urban Planning Conservation and Preservation*. United States of America: McGraw-Hill.
- Hough, M. 1990. *Out of Place. Restoring Identity to the Regional Landscape*. New Haven, London: Michael Hough.
- Kirshenblatt-Gimblett, B. (2000). *Intangible Heritage as Metacultural Production*. United Kingdom: Blackwell Publishing.
- Newman, P., & Jennings, I. (2008). *Cities as Sustainable Ecosystems. Principles and Practices*. Washington D.C.: Island Press.
- Norberg-Schulz, C. (1980). *Genus Loci. Towards a Phenomenology of Architecture*. United States of America: Rizzoli Inc.
- Pietrobruno, S. (2009). Cultural Research and Intangible Heritage: Culture Unbound. *Journal of Current Cultural Research*. No. 1, pp. 227-247.
- Potteiger, M., & Purinton, J. (1998). *Landscape Narratives. Design Practices for Telling Stories*. Canada: John Wiley and Sons, Inc.
- Raj Isar, Y. (2004). *Tangible and intangible heritage: are they really Castor and Pollux?*. New Delhi: INTACH.
- Saleh, Y., Mat Said, Z., Nayan, N., & Che Leh, F. (2007). *Survival Warisan Budaya Dalam Sektor Pelancongan. Satu Tinjauan Di Melaka*. Perak: Universiti Pendidikan Sultan Idris.
- Smeets, R. (2003). *Intangible Cultural Heritage and Its Link to Tangible Cultural and Natural Heritage*. UNESCO.
- Smith, L. (Ed.) (2006). *Cultural Heritage: Critical Concepts in media and Cultural Studies*. New York: Routledge.

Smith, L., & Akagawa, N. (Eds). (2009). Intangible Heritage. New York: Routledge. Strange, Y. (1999). Local Politics, a New Agendas and Strategies for Change in English Historic Cities. Leeds, UK: Leeds Metropolitan University.

Central University of Karnataka
B.A. History & Archaeology
Semester VII, Minor
Paper title: Religious Reform Movements in India

Credit: 4
Maximum marks -100
Contact Hours: 60

Course Description: The course is designed as a survey into the history of religious reform movements that emerged in India from time to time. The reformation of religions and their impact and course in Indian society will be discussed as historical process. The implications of such movements, their philosophical and ideological foundations and continuity will also be matter of discourse for this paper.

Objectives: The objective of this paper is to present to the students the evolution of religious reforms in India, their philosophies beliefs and practices. It will clearly articulate the reciprocal relation between religion and society in Indian history. It aims to present to the student various reform movements, their goals, ideologies and impacts on Indian society factually and objectively.

Learning Outcomes: After completion of the course the students are expected to

3. Comprehend and view religion as dynamic social process and also recognize the coexistence of mutually contradicting as well as complementing ideologies as nature of Indian society.
4. Analyze the past and present religious scenarios based on facts, milieu and context.

Unit- I

Reformist Movements in Ancient India

- D) Background of the protest movements; Gender and Varna bias, protest within Vedic tradition.
- E) Attitude of Buddhism and Jainism about gender and varna
- F) Lokayat, Ajivika and Charvaka

Unit II

Medieval Reformist Voices

- A) Nathpanthis
- B) Bhakti Movement
- C) Sufis

Unit- III

Socio-Religious Reforms During the Colonial Period

- A) Arya Samaj
- B) Satyashodhak Samaj
- C) Aligarh Movement

Unit IV

Reformists movements in Post-Colonial India

- A) Ambedkar and Neo-Buddhism
- B) Brahmakumaris
- C) Isha Foundation

Suggested readings:

- Asim Kumar Chatterjee- A Comprehensive History of Jainism (2 vols),
Chakrabarti, Kunal. 2018. *Religious Process: The Puranas and the Making of a Regional Tradition*. New Delhi: OUP.
- Chakravarti, Uma. 2018. *Gendering Caste through a Feminist Lens*. New Delhi: Sage Publications.
- Chakravarti, Uma: *The Social Dimensions of Early Buddhism*. Delhi: Oxford University Press.
- Champakalakshmi, R.2011. *Religion, Tradition and Ideology: Pre-Colonial South India*. New Delhi: OUP.
- Chatterjee, Asim Kumar: A Comprehensive History of Jainism
- Chattopadhyaya, S. 2000. *Evolution of the Theistic Sects*. New Delhi: Munshiram Manoharlal.
- Desai A.R. 2011. *Social Background of Indian Nationalism*. New Delhi: Popular Prakashan.
- Devadevan, V. Manu. 2016. *A Prehistory of Hinduism*. Washington: Ingram Short Title.
- Elliot, Charles. 2016. *Hinduism and Jainism*. Createspace Independent Publishers.
- Ernst, Carl W. 1992. *Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Centre*. New York: State University of New York.
- Gail, Omvedt, 2008, *Ambedkar: Towards an Enlightened India*, Delhi: Penguin.
- Gail, Omvedt, 2009, *Buddhism in India*, N.Delhi : Sage.
- Gail, Omvedt, 2009, *Seeking Begampura*, N.Delhi: Navanaya,
- Gilmartin, David and Lawrence, Bruce B. (eds.): *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*. Florida: Florida University Press.
- Hawley, John Stratton. 2012. *Three Bhakti Voices*. New Delhi: OUP.
- Jaiswal, Suvira. 2000. *Caste: Origin, Function and Dimensions of Change*. New Delhi: Manohar Publishers.
- Kheer, Dhananjay, 2011, *Dr. B.R. Ambedkar, Life and Mission*, Mumbai: Popular Prakashan.
- Lingat, Robert. 1998. *The Classical Law of India*. New Delhi: Munshiram Manoharlal Publishers.
- Lorenzen, David N. (ed.). 2002. *Bhakti Religion in north India: Community Identity and Political Action*. New Delhi: Manohar Publications.
- Lorenzen, David N. (ed.). 2005. *Religious Movements in South Asia 600-1800*. New Delhi: OUP.

- Mohan, Sanal. 2015. *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*. New Delhi: OUP.
- Narayanan, M. G. S. and Veluthat, Kesavan 'The Bhakti Movement in South India', in S.C.Malik, (ed.), *Indian Movements: Some Aspects of Dissent and Protest*, Simla, 1978, pp 33-66.
- Nizami K.A. 2002 *Some Aspects of Religion and Politics in India During the Thirteenth Century*. New Delhi: OUP.
- P.S. Velayudhan- Cultural renaissance in Modern Kerala
- Pandey, Rekha. 2005. *Religious Movements in Medieval India*. New Delhi: Gyan Publishing House.
- Pandey, Rekha. 2010. *Divine Sounds from The Heart*. Cambridge University Press.
- Rajan, Mavali, V.P., Remya and S. Khettry. 2018. *Facets of Temple Culture: Perspectives on Religious and Social Traditions in Early Medieval India*. New Delhi: Kaveri Books.
- Ramanujan, A.K. 1973. *Speaking of Siva*. London: Penguin Classics.
- Raychaudhuri, .H.C. 1920 *Early History of Vaishnava Sects*. Calcutta: Bhattacharya.
- Richard M. Eaton, (ed.) 2006. *India's Islamic Traditions, 711- 1750. Themes in Indian History*. New Delhi: OUP.
- Sen, Alok Parasher. 1991. *Mlecchas in Early India: A Study in Attitudes towards Outsiders up to AD 600*. New Delhi: Munshiram Manoharlal.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
UG semester, VIII, Major
Paper title: Indian Numismatics

Credit: 06
Maximum marks:150
Contact Hours:75

Course Description: This captivating course immerses students in the fascinating world of Indian numismatics, offering a comprehensive exploration of the history, culture, and significance of Indian coinage. From ancient times to the Medieval era, it will delve into the evolution of Indian currency, examining its artistic intricacies, archaeological insights, and socio-economic implications. A combination of historical analysis, hands-on study of coins, and examination of numismatic artefacts will develop a deep understanding of the unique numismatic heritage of India and its role in shaping the country's cultural and economic narrative.

Course objective: The primary objective of this course is to familiarize students with the study of ancient and medieval coins of India, which constitutes a vital and substantial component of the discipline. Our aim is to facilitate students in acquiring proficiency in deciphering and identifying coins, thereby enabling them to delve into the rich historical and numismatic aspects associated with these artifacts.

Course outcome: By the end of the course, 1) students will acquire the necessary skills to decipher and identify various types of ancient and medieval coins from India. 2) Students will develop a comprehensive understanding of the historical significance of Indian coinage and its role as a valuable source of historical information.

Unit -I
Introduction and Outline to Indian coins

Introduction of money and antiquity of coinage
Minting Technology of ancient Indian coins, Punch-marked technique, casting technique, Die-Struck technique, Repousse technique
Coinage of ancient India
Punch-marked Coinage: Janapada series, Imperial series
Uninscribed Cast Coinage
Gupta Empire
Satavahanas
Kushana and Indo-Greeks

Unit-II

Medieval Indian coinage as a source of History

Medieval Indian Coins and its importance in Indian History
Introduction of Islamic Type Coins in India- Reasons
Features of Islamic type coins: Kalima and names of caliphs, Significance of names and titles. Date and Minting Name.
Scripts/ Language used on Medieval Indian coins
Bull and Horseman Types, Laxmi type. Bilingual type coins (Devanagari/ Arabic)
Coinage of Ghaznavid. Coinage of Ghori

Unit – III

The Coinage and Metrology of Delhi Sultans and Mughal

Mameluk, Khalji sultans and Tughluq.
Coin types of Babar - Shah-rukh Coins –its origin, type, Weight and Circulation
Suri Coinage –The changes in the Inscription
Coinage and Metrology of Akbar. Kalima type, Ilahi type and Alf type coins
Coins of Aurangzeb and his successors

Unit – IV

Coinage and Metrology of Medieval Deccan

Coins of Vijaynagar Empire
Coins of Bahmani and its Disintegrations

Recommended Reading

Allan, John, Catalogue of coins in the British Museum, Ancient India
Altekar, A.S., Origins and Early History of Coinage in Ancient India
Altekar, A.S., The Gupta Gold Coins in the Bayana Hoard
Altekar, A.S., The Coinage of the Gupta Empire. Varanasi
Brown, C. J., *Catalogue of the Coins in the Provincial Museum, Lucknow; Coins of the Mughal Emperor*, vol.I and II
Collin Bruce, John Deyall (et.al.), *Standard Guide to South Asian Coins and Paper Money Since 1556*
Cunningham, Alexander., *Coins of Medieval India*, Delhi
Cribb, Joe , *The Indian Coinage Tradition: Origins, Continuity & Change*
Deyall, John S., *Living Without Silver*
Dasgupta, Kalyan Kumar, *A Tribal History of Ancient India: A Numismatic Approach*
Gupta P.L, *Bharat ke Poorva-Kalik Sikke*.
Gupta P.L., *Coins*
Gupta, P.L. and T Hardaker , *Ancient Indian Silver Punchmarked coins of the Magadha-Maurya Karshapana series*
Goron, Stan and J.P. Goenka., *The Coins of Indian Sultanates*
Gupta, Parmeshwari Lal and Abdul Wali Khan., *Copper Coins of Barid Shahi of Bidar and Nizam Shahi of Ahmadnagar*
Gupta, Parmeshwari Lal., *Coin-Hoards from Maharashtra*
Hussain, M.K., *Catalogue of the Coins in Central Museum Nagpur, Coins of Mughal Emperors*

Jha, Amiteshwar., *BhartiyesikkeekaitehasikParichay* (in Hindi
 Karim, Abdul., *Corpus of Muslim Coins of Bengal*
 Khan, Abdul Wali., *QutubShahi Coins in the Andhra Pradesh Government Museum*,
 Liddle, Andrew., *Coinage of Akbar The Connoisseur's Choice*
 Moin, Danish., *Catalogue of Medieval Coins in Assam State Museum, Guwahati*
 Moin, Danish., *Coins of the Delhi Sultanate*
 Moin, Danish and Verma, L.B., *Copper Coins of Jahangir on Silver Pattern, Numismatic Digest*
 Rahman, A., *Zahiruddin Muhammad Babar; A Numismatic Study*
 Rajgor, Dilip., *Standard Catalogue of Sultanate Coins of India*
 Rode, V.P., *Catalogue of the Coins in Central Museum Nagpur Coins of Mughal Emperors*

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
UG Semester VIII
Course Title- Introduction to Museology

Credit:6
Maximum marks: 150
Contact Hours: 75

Course Description: Museology deals with technical theoretical aspects of collection, documentation preservation and exhibition of artefacts and objects. The course deal with the origin of the subject, its development, organizational set up and significance and role as an institution. Museum visit is also part of the course for providing practical hands-on experience.

Course Objectives: In this paper students will learn about different aspects of museology including documentation and preservation, museum exhibitions, museum managements, research and educations.

Course Outcomes: 1) The course will equip the student with practical knowledge in Museology along with theory. 2) The student will get trained in museum functions like collection, documentation, preservation and exhibition and, 3) the course will enhance the awareness about heritage preservation and its institutional methods.

Unit I
Introduction to Museology

- D) Definition of museology and museography.
- E) History of development of museums in the world with special reference to India.
- F) Types of museums, their scope and functions.

Unit II
Heritage, Public and Museum

- A) Heritage education; museum and accessibility, modernisation of museum including the virtual exhibition.
- B) Global and Indian legislations relating to Artefacts and Museums.

Unit III
Collection and Documentation and Exhibition planning

- (C) Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others.
- (D) Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.

Unit IV

Exhibitions methods and techniques

A) Types of exhibits and exhibitions, galleries and exhibition designing. Objectives and communication goals, target audience, concept develop storyline line, designing and layout of exhibits, gallery development, space, showcases and structural installations, colour scheme, lighting, labels & scripts, evaluation

Unit V

Select Museums

- 1) National Museum, New Delhi
- 2) Natural History Museum, New Delhi
- 3) Chattrapati Shivaji Maharaj Vastu Sangrahalaya, Mumbai

Unit VI

Select Museums, International

- 1. British Museum, London
- 2. Smithsonian National Museum of Natural History, Washington DC
- 3. Tokyo National Museum, Tokyo

Suggested Readings:

- Basu M.N, 1943. Museum Method - Process of Cleaning and Preservation, Calcutta University, Calcutta.
- Chakrabarti, Mahua, Museums in India, NBT 2016.
- Greenhill, Eilean Hooper. 2007. Museum and Education: Purpose, Pedagogy, Performance, Taylor and Francis.
- Mac Donald Sharan. 2011. A Companion to Museums Studies, Wiley.
- Madhuparna Roy Chaudhary. 2015. **Displaying India's Heritage: Archaeology and the Museum Movement in Colonial India**. Orient Blackswan.
- UNESCO, Museums and Monuments, the Organisation of Museums: Practical Advice, 1960.

CENTRAL UNIVERSITY OF KARNATAKA

B.A. History & Archaeology

Semester VIII, Minor Course

Course Title: Intellectual Heritage

Credit: 4

Maximum Marks: 100

Total Hours: 60

Course Description: Familiarity with the intangible dimension of civilizations is important to have a comprehensive understanding of the past. The course covers few the important concepts in the Indian and western traditions that had a significant influence in shaping the intellectual traditions.

Course Objectives: The course aims at making the students familiar with the important ideas that occupied the thinking space of humanity in the west and in India.

Course Outcome:

1. It will make students familiar with the concepts like Dharma, Purusharthas, Nirvana, Moksha and the concepts about the divine.
2. The students will understand how the ethical concepts like Ahimsa and environmental ethics are dealt with.
3. They will understand Indian and western concept about the ethics in politics.
4. They will get familiar with the few important western thinkers from Socrates to Michel Foucault

Unit I- Conceptual Universe in the Indian Tradition

- A) Dharma & Four Purusharthas, Ashrama System
- B) Nature of Soul & Divine- Dweta, Adweta & Visisthaadweta.
- C) Karma, Nirvana & Moksha

Unit II- Ethics in Indian Tradition

- A) Ahimsa (Non-violence) in Hinduism, Buddhism & Jainism
- B) Ecodharma, the Environmental Ethics in Indian tradition
- C) Kautilya's Arthashastra, the ethics of governance.

Unit III- Western Intellectual Tradition (Ancient & Medieval)

- A) Greek Traditions- Socrates & Plato
- B) Renaissance Thinkers- Spinoza & Francis Bacon.
- C) Niccolo Machiavelli, the ethics & Politics.

Unit IV- Modern Western Intellectual Traditions

- A) Karl Marx and Materialistic interpretation of past.
- B) Michel Foucault and Post modernism
- C) Derrida & Deconstruction.

Suggested Readings-

- Ambedkar B.R., 2017, Buddha and His Dhamma Jaipur: Buddham Publishers.
- Derrida J. and Caputo J., 2020, Deconstruction in a Nutshell, New York: Fordham University Press.
- Durant W., 1991, The Story of Philosophy, Noida: Simon & Schster.
- Easwaran E., 2009, The Dhammapada, N.Delhi : Jaico.
- Emile B., 1939, What is Marxism, California: Create Space.
- Foucault M., 2020, History of sexuality (3 Vol.), N.Delhi: Penguin.
- Glendinning S. 2011, Derrida: A Very Short Introduction, UK: OUP
- Govindacharya A., 2019, The life of Ramanujacharya : The exponent of the Visistadvita philosophy, N.Delhi : Alpha Edition.
- Karl M., 2016, Das Capital, N.Delhi: Prakash Books.
- Kautilya, (Ed. Rangarajan L N), 1992, The Arthashastra, N.Delhi :Penguin Classics.
- Liotard F., 1984 The Postmodern Condition: A Report on Knowledge, Minneapolis, USA: University of Minnesota Press.
- Machiavelli N., 2018, The Prince, N.Delhi : Prakash Books.
- Menon K, 1976, The Mind of Adi Shankaracharya, N.Delhi: Jaico.
- Omvedt G., 2003, Buddhism in India, N.Delhi : Sage.
- Plato, 2015, The Republic, N.Delhi : Prakash Books.
- Swami Vivekananada, 2019, Complete work of Swami Vivekananada, Champavat; Advita Ashram.
- Taylor D., 2012, Michel Foucault: Key Concepts, New Delhi: Rawat.

CENTRAL UNIVERSITY OF KARNATAKA
B.A. History & Archaeology
Semester VIII, Minor Course
Introduction to the Mahabharata

Credit: 4
Maximum Marks: 100
Total Hours: 60

Course Description: The course aims at introducing the students to the Mahabharata as a source of understanding the Indian society.

Course Objectives: It aims at understanding the values and attitudes of the people among whom the epic grew.

Course Outcome: - At the end of the course, the students will

1. Be familiar with the central theme and structure of the epic.
2. They will understand how the characters were shaped to represent the complexities of human existence.
3. They will understand the patriarchal attitude and varna consciousness as it is reflected in the epic.
4. They will familiar with the important values and debates about Dharma and Himsa in the epic.
5. They will know about the few creative retelling of the epic.

Unit – 1 – Introduction

- A) The central theme, structure and the Parvas.
- B) Different editions; Critical and Vulgate
- C) From Jaya to Mahabharata; the history of the text and its relevance

Unit – 2 – Important Characters

- A) The elder generation; Bhishma, Drona and Dhritrashtra
- B) The younger one; Yudhishtira, Duryodhana, Krishna, Arjuna and Karna
- C) Women in the epic; Satyawati, Kunti, Gandhari, Draupadi and Madhavi
- D) Who is the hero of the epic?

Unit – 3 – Socio-Cultural Milieu and the conceptual universe in the epic

- A) Gender equations and patriarchy
- B) The Varna and subalterns
- C) Dharma and Adharma
- D) Himsa & Ahimsa , Karma and Destiny

Unit – 4 - Contemporary relevance & creative retelling of the epic

- A) Ecodharma & War ethics
- B) Bhasha's Drama

C) Modern retelling- Bhyrappa's Parva & Chitra Banerjee's Palace of illusion.

Suggested Readings-

- Badrinath Chaturvedi, 'The Mahābhārata, an inquiry in the human condition', Orient BlackSwan, Hyderabad, 2013.
- Buitenen J.A.B. van, 'The *Mahābhārata*, Volume 1, (1. The Book of the Beginning) ', The University of Chicago Press, 1973.
- Buitenen J.A.B. van, 'The *Mahābhārata*, Volume 2, (2. The Book of the Assembly Hall, 3. The Book of the Forest)', The University of Chicago Press, 1975.
- Buitenen J.A.B. van, 'The *Mahābhārata*, Volume 3, (4. The Book of Virāṭa, 5. The Book of the Effort), The University of Chicago Press, 1978.
- Debroy B., 'The Mahabharata' (Volume 1-10), Penguin, New Delhi, (2010-2014)
- Dhand A. 'Woman As Fire, Woman As Sage: Sexual Ideology in the Mahābhārata', S U N Y Series in Religious Studies, 2008, (Kindle Edition.)
- Fitzgerald James L, 'The *Mahābhārata*, Volume 7, (11. The Book of the Women, 12. The Book of Peace, Part One)', The University of Chicago Press, 1992.
- Ganguli K. M. 'The *Mahābhārata*', Munshiram Manoharlal, New Delhi, 2008. (Paperback in four volumes, hardback in twelve volumes)
- Hyderabad, 2013.
- Karve Irawati, 'Yuganta', Disha Books, Hyderabad, 2008.
- McGrath K., 'Stri, Feminine Power in the Mahabharata', Orient BlackSwan, Hyderabad, India, 2009.
- Narayan R.K., 'The Mahabharata', Vision Books, New Delhi, 2012.
- Rajgopalchari C. , 'Mahabharata', Bhartiya Vidya Bhavan, Bombay, 2005.
- S. RadhaKrṣṇan, 'The Bhagavad-Gita', HarperCollins, N. Delhi, 2004.
- Shah S. , 'The Making of Womanhood, Gender Relations in the Mahabharata', Manohar, New Delhi, 2012.
- Sharma TRS, 'Reflections and variations on The Mahabharata', Sahitya Akademi, 2009.
- Sukthankar V.S., 'On the Meaning of the Mahābhārata', Motilal Banarsidass, Delhi, 1998.

