Course Mapping, MA in History and Archaeology

Semester	Foundation Course (4 credits)	Discipline Specific Elective (3 credits)	GE (3 credits)	AECC (2credits)	SECC (2 credits)
I 20 or 22 Credits	Compulsory (3X4=12) 1. Traditions and Trends in Historiography 2. Principles and Methods of Archaeology 3. Prehistoric and Proto-Historic Culture of India	**Choose any ONE (3X1=3)** • Indian Epigraphy and Palaeography • Historical Geography of India • Ancient Societies • Outline of Hinduism • Early Farmers and pastoralists in India. • Oral History • Early Iron Age in India	The Indian Freedom Movement (1857–1947) (offered for other departments) Our students to opt from other departments or MOOC platforms	MOOC/Archival Science	Archaeological Illustration
II 20 or 22 Credits	Compulsory (3X4=2) 1. Ancient Indian History (From Vedic Period to 13th Century) 2. Medieval Indian History, c. 1206–1761 CE 3. History of Art and Architecture in India	Choose any one (3X1=3) • Indian Numismatics • Mahabharata and the Indian Ethos • Recent Trends and Methods in Art Historical Studies • History of Religion and Reform Movements in India • Gender History in India: From Earliest to 17th Century • Principles and Methods of Museology	India Since Independence: 1947-2010 (offered for other departments) Our students to opt from other departments or MOOC platforms	Local Heritage	MOOC/Digital and Geo-Spatial Archaeology

		• Medieval Societies: Europe and the Islamic World • Social and Economic History of Ancient India • Social and Economic History of Medieval India • Historicity and Philosophy of the Lingayatas (Virashaivas)			
III 22 Credits	1. Modern Indian History and The Freedom Movement 2. Research Methodology in History 3. Quantitative Methods and Information Science 4. Twentieth Century World	Choose any Two (3X2=6) • Indian Iconography • Field Archaeology • Ethno-Archaeology • Maritime History of India • Historical Archaeology • History of The Marathas (1630-1818CE) • History of Medicine and Public Health in India • Economic History of Modern India • Cultural and Heritage Tourism in India • History of Science and Technology in Pre-Independent India • Ecology and Environmental History in India			

		• Introduction to the Indian Diaspora • Heritage Conservation Techniques			
Total -86	**60**	**12**	**6**	**6**	**2**

Sl. No	Course Type	Course Code	Course Title	Mode			Credit	IA	End Sem	Total
				L	T	P				
Semester I										
1.	Foundation Course	PHITC14001	Traditions And Trends In Historiography	3	1	0	4	40	60	100
2.		PHITC13002	Principles and Methods of Archaeology	3	1	0	4	40	60	100
3.		PHITC13003	Prehistoric and Protohistoric Cultures of India	2	1	1	4	40	60	100
4.	Discipline Specific Elective	PHITD12002	Indian Epigraphy and Palaeography	2	1	0	3	30	45	75
5.		PHITD12004	Historical Geography and Demography of India	2	1	0	3	30	45	75
6.		PHITD11010	Ancient Societies	2	1	0	3	30	45	75
7.		PHITD11006	Outline of Hinduism	2	1	0	3	30	45	75
8.		PHITD12007	Early Farmers and Pastoralists in India	2	1	0	3	30	45	75
9.		PHITD11008	Oral History	2	1	0	3	30	45	75
10.		PHITD12009	Early Iron Age in India	2	1	0	3	30	45	75
11.	Generic Elective	PHITG13001	Indian Freedom Movement 1857–1947	2	1	0	3	30	45	75
12.	AECC	PHITA12002	Archival Science	1	1	0	2	20	30	50
13.	SECC	PHITS12001	Archaeological Illustration	1	0	1	2	20	30	50
Total Credits*							**20 or 22**			**550**

l.No	Course Type	Course Code	Course Title	Mode			Credit	IA	End Sem	Total
				L	T	P				
Semester II										
1.	Foundation Course	PHITC23005	Ancient Indian History (Vedic period to 13th century)	3	1	0	4	40	60	100
2.		PHITC23006	Medieval Indian History, 1206–1761 CE	3	1	0	4	40	60	100
3.		PHITC23007	History of Art and Architecture in India	3	1	0	4	40	60	100
4.	Discipline Specific Elective	PHITD22012	Indian Numismatics	2	1	0	3	30	45	75
5.		PHITD22021	Mahabharata and the Indian Ethos	2	1	0	3	30	45	75

6.		PHITD22013	Recent trends and Methods in Art Historical Studies	2	1	0	3	30	45	75
7.		PHITD22014	History of Religions and Religious Reform Movements in India	2	1	0	3	30	45	75
8.		PHITD22015	Gender History in India from the earliest times to 17th century	2	1	0	3	30	45	75
9.		PHITD22016	Principles and Methods of Museology	2	1	0	3	30	45	75
10.		PHITD22017	Medieval Societies: Europe and the Islamic World	2	1	0	3	30	45	75
11.		PHITD21018	Social and Economic History of Ancient India	2	1	0	3	30	45	75
12.		PHITD21019	Social and Economic History of Medieval India	2	1	0	3	30	45	75
13.		PHITD21020	Historicity and Philosophy of the Lingayatas (Virashaivas)	2	1	0	3	30	45	75
14.	Generic Elective	PHITG23001	India Since Independence: 1947-2010	2	1	0	3	30	45	75
15.	AECC	PHITA21002	Local Heritage	1	0	1	2	20	30	50
16.	SECC	PHITS21002	Digital and Geo-Spatial Archaeology	1	0	1	2	20	30	50
Total Credits*							**20 or 22**			**550**

Sl. No	Course Type	Course Code	Course Title	Mode			Credit	IA	End Sem	Total
				L	T	P				
Semester III										
1.	Foundation Course	PHITC32016	Modern Indian History and The Freedom Movement	3	1	0	4	40	60	100
2.		PHITC32017	Research Methodology in History	3	1	0	4	40	60	100
3.		PHITC31018	Quantitative Methods and Information Science in Archaeology	3	1	0	4	40	60	100
4.		PHITC32019	Twentieth Century World	3	1	0	4	40	60	100
5.	Discipline Specific Elective	PHITD32011	Indian Iconography	2	1	0	3	30	45	75
6.		PHITD31013	Field Archaeology	2	1	0	3	30	45	75
7.		PHITD31012	Ethno Archaeology	2	1	0	3	30	45	75

8.		PHITD31017	Heritage Conservation Techniques	2	1	0	3	30	45	75
9.		PHITD32016	Maritime History of India	2	1	0	3	30	45	75
10.		PHITD30019	Historical Archaeology	2	1	0	3	30	45	75
11.		PHITD31020	History of Medicine and Public Health in India	2	1	0	3	30	45	75
12.		PHITD31021	Economic History of Modern India	2	1	0	3	30	45	75
13.		PHITD30022	Cultural and Heritage Tourism in India	2	1	0	3	30	45	75
14.		PHITD30023	History of Science and Technology in Pre-Independent India	2	1	0	3	30	45	75
15.		PHITD30024	Ecology and Environmental History in India	2	1	0	3	30	45	75
16.		PHITD30025	Introduction to the Indian Diaspora	2	1	0	3	30	45	75
Total Credits*							**22**			
Sl. No	**Course Type**	**Course Code**	**Course Title**	**Mode**			**Credit**	**IA**	**End Sem**	**Total**
				L	T	P				
Semester IV										
17.		PHITC40001	Research Project				20			**500**

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Foundation Course
Traditions And Trends In Historiography

Credits: 04

Maximum Marks: 100
Contact Hours: 60

Course Description: The course introduces the student to the varied perspectives of history from ancient to modern as it provides a general outline about how history has been written through the ages. 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: (i) To make the students familiar with the evolution of the discipline of history. (ii) To familiarize the students with the different approaches and perspectives of history.

Course Outcome- (i) it will make the students familiar with the evolution of the discipline of history. (ii) They will be able to have a better perception of the different perspectives and approaches of history.

Unit I: Ancient Historiographical traditions

a. Meaning and importance of historiography

b. Greeko- Roman Historiography; Herodotus, Thucydides.

c. Chinese Historiography

d. Indian Historiography: Sanskrit Texts - Vedic literature, Itihasa-Purana Parampara, Jain and Buddhist, Sangam Literature, Kalhana.

Unit II: Medieval Historiography

a. Arab Historiography; Ibn Khaldun

b. Indo-Persian Historiography- Sultanate, Mughals

c. Historiographical trends- Rajputs, Vijaynagara, Deccan Sultanate and Maratha Historiography

Unit III: Modern Trends in Historiography

a. Positivism
b. Classical Marxism
c. Annals
d. Subaltern
e. Post-Modernism

Unit IV: Trends in Modern India

a. Colonial, Orientalist, Nationalist Historiography
b. Post-Independence trends- Marxist historians in India and post Marxist trends, emergence of right-wing historians
c. History from below- Phule-Ambedkar perspectives.
d. Emerging Trends – Ecological and Feminist historiography.

Suggested Readings-

- A Business History of India: Enterprise and the Emergence of Capitalism from 1700 - Tirthankar Roy, Cambridge University Press.
- 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. Subramaniah
- 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 - Fernanad Braudel
- Philosophies of History - Robert M. Burns & Hugh Rayment-Pickard
- Philosophy of History - G. Kuppuram
- Postmodernism for Historians - Callum G. Brown
- Power/Knowledge - Michel Focault.
- 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 Chakrvarti
- Rewriting History: The Life and Times of PanditaRamabai - Uma Chakrvarti
- The archaeology of Knowledge - Michel Focault
- 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
Department of History & Archaeology
P.G. Semester I, Foundation Course
Principles and Methods of Archaeology

Credits: 04
Maximum marks: 100
Contact Hours: 60

Course Description: This course is fundamental to the archaeology discipline, teaching the significance of archaeological studies and various methods employed in retrieving and constructing primary data of past societies through cultural materials. With the use of multidisciplinary and advanced archaeological sciences- such as geospatial tools, radiometric dating and geochronometry- establishing a chronological sequence, along with hands-on experience with stone tools, ceramics and their recording and analysis, is taught.

Course Objectives: The objective of this course is to: 1) introduce the students to the basics of the archaeology discipline, which enables them to conduct fieldwork, and (2) familiarise them with various fundamental theories and practical studies that are essential tools to study archaeology-based courses such as prehistory and protohistory.

Course Outcomes: The learner will i) understand the history of the archaeological disciplines and various developments in the studies in two phases: pre-independent and independent India. ii) The learner will be able to conduct archaeological explorations and excavations and develop interest in field studies by applying different field methods in their desired region and cultural periods to further specialise.

Unit I: Introduction to Archaeology

A) Archaeology: definition, scope, relevance; Types of Archaeology; Archaeology: Correlation - Natural Sciences and Social Sciences; Terminologies in archaeology.

B) Growth of Archaeology in India: Pre- and Post-Independent India.

C) Archaeological Theories: Antiquarianism, processual archaeologies, post-processual archaeologies and gender archaeology.

Unit II: Archaeological Methods

A) Field explorations/Survey: aims and methods of Explorations; Chance discoveries; Map and satellite image studies; village-to-village survey, salvage archaeology, geophysical methods, sampling methods, Photogrammetry, Geographical Information System, Geological landscapes and stratigraphy, Artefact analysis, Map reading; Geospatial tools and analysis. Landscapes - Site Database and GIS

B) Archaeological excavations: aims and methods, scope of excavations, planning excavations, techniques of excavations, tools and equipment, documentation of Excavations, Excavation of sites-types: habitational site, burial site, rock-shelter sites, Mound/ Stupa sites.

C) Sampling in archaeological excavations: Retrieval of botanical and other non-artefactual remains: Flotation technique, soil analysis, sample collection of various materials.

Unit III: Post-Excavation: Documentation and Analysis

A) Recording methods: Drawing: pottery, sites, and antiquities; plans, elevations, and sections; Photography: indoor photography and elementary photochemistry; Surveying; instruments and their use, preparation of maps, cartography.

B) Classification of objects/findings: Reconstruction of socio-economic aspects, including contextual and site catchment analysis, settlement patterns, and landscape archaeology.

C) Interpretation, report writing, and statistical methods.

Unit IV: 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 and the Fluorine test.

B) Absolute/ radiometric dating methods: Radiocarbon, Potassium-argon, Thermoluminescence, Obsidian hydration, Dendrochronology

Recommended Readings

Barker, Philip. (2003). *Techniques of Archaeological Excavation* (3rd ed.). Routledge.

Binford, Lewis R. (1972). *An Archaeological Perspective*. Seminar Press.

Brothwell, D. R., & Pollard, A. M. (Eds.). (2001). *Handbook of Archaeological Sciences*. John Wiley & Sons.

Gamble, Clive. (2015). *Archaeology: The Basics* (3rd ed.). Routledge.

Drewett, Peter L. (2011). *Field Archaeology: An Introduction* (2nd ed.). Routledge.

Greene, Kevin, & Moore, Tom. (2010). *An Introduction to Archaeology: History, Principles and Methods* (5th ed.). Routledge.

Grant, Jim, Gorin, Sam, & Fleming, Neil. (2015). *The Archaeology Coursebook: An Introduction to Study Skills, Topics and Methods* (4th ed.). Routledge.

Paddayya, K. (2014). *In Pursuit of the Past: Essays on History, Theory and Method in Indian Archaeology*. Development and Research Organisation.

Rajan, K. (2002). *Archaeology: Principles and Methods*. Manoo Pathippakam.

Raman, K. V. (1986). *Principles and Methods of Archaeology*. Parthajan Publications.

Renfrew, Colin, & Bahn, Paul. (2020). *Archaeology: Theories, Methods, and Practice* (8th ed.). Thames & Hudson.

Wheeler, R.E.M. (1954). *Archaeology from the Earth*. Oxford University Press.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History& Archaeology
P.G. Semester I, Foundation Course
Prehistoric and Proto- Historic Culture of India

Credit: 04
Maximum marks: 100
Contact Hours: 60

Course description: This paper begins with the development that has occurred over the past 1.5 million years, unlearning the cultural evolution that has paralleled human evolution from hominins to Homo sapiens. This line of evolution witnessed various inventions from stone tools to metals such as copper and iron, and adaptation to diverse climates and ecologies that sustained demographic transformation from foragers, hunter-gatherers, to settled villages through sedentary societies by the domestication of plants and animals. The journey of the human species from the earliest use of stone tools to the foundation of the first civilization is studied in several phases.

Course objectives: The objective of this paper is to i) study human behavior reflected by cultural materials, types & techniques of production, and cognitive growth by accessing the function and activities of humans in different cultural periods. ii) The diversity of sites from different regions and cultural periods is discussed, correlating the nature of local ecology, landscape, and climatic impact on cultural expansion and population distribution in India.

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

Unit-I: Introduction to the Stone Age

A) Human Evolution and prehistoric cultural evolution: Early hominins to Anatomical Modern Humans/ Homo Sapiens. Human Migration/out-of-Africa theories.

B) Geology and Geoarchaeology: Geological Ages and Quaternary Period, Paleoclimate and paleoenvironment study.

C) Stone tool types and technologies

D) Indian Prehistory and pioneering works of the 18^{th} to 20^{th} centuries.

Unit- II: Introduction to Indian Prehistory

A) Palaeolithic cultures (Lower, middle and upper) and site distribution in the Indian subcontinent—important sites: Bhimbetka, Isampur, Jwalapuram, Attirampakkam.

B) Mesolithic and microlithic cultures: society and subsistence economy, microliths, pottery, and animal domestication. Important sites: Methakheri, Mahadaha, Watgal etc.

C) Rock Art: recording system, interpretation of rock art, dating of rock art, Survey of rock art in India.

Unit III: Early Agropastoral Societies

A) Neolithic culture: Sedentary villages and regionalization in the Indian Subcontinent, site types, archaeobotony, archaeozoology, burials, rock art, and ashmound sites—important sites: Mehargarh, Burzoham, Ganga Valley cluster, Budihal, Sanganakallu-Kupgal.

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

C) Bronze Age and First Civilization: regionalization, localization, and Decline of the civilization. Important sites: Harappa, Mohenjadaro, Rakhigrahi, Lothal, Dholavira.

Unit IV: Iron Age cultures and Second urbanization

A) Iron Age Cultures and: Second urbanization in North India and North West India. Impact of Iron technology, Distribution of Iron Age sites and settlement systems.

B) Iron Age and Megalithic cultures of South India: Meaning, different types of megaliths, socio-political differentiation theories—important sites: Burzahom, Naikund, Veerapuram, Adichanallur, Kodumanal, Brahmagiri.

Suggested 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.

Possehll, 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
Department of History & Archaeology
P.G. Semester I, Discipline Specific Elective
Course Title: Indian Epigraphy and Palaeography

Credits: 03
Maximum marks: 75
Contact Hours: 45

Course description: This paper explores the art and science of ancient Indian writing systems, scripts, and epigraphic records. While verbal communication preceded script formation, writing systems in South Asia trace back to the Indus Valley script, followed by the historical evolution of Brahmi, Kharosthi, and regional scripts. Students will examine the techniques, materials, and decipherment methods used to record administrative, cultural, religious, and political history through inscriptions and manuscripts.

Course objectives: The objectives of this course are: 1) To introduce the origins, antiquity, and palaeographical evolution of scripts in early and medieval India. 2) To train students in epigraphic field documentation techniques (estampage, digital recording, and 3D scanning). 3) To familiarize students with critical reading, contextual analysis, and interpretation of selected historical inscriptions as primary evidence.

Course outcomes: Upon successful completion of the course, students will be able to: 1) Explain the historical development of Brahmi, Kharosthi, and derivative regional scripts. 2) Apply standard field procedures (such as taking paper eye-copies and estampages) and digital techniques for epigraphic recording. 3) Interpret royal decrees, prashastis (eulogies), land grants, and temple inscriptions to reconstruct political, social, and cultural histories. 4) Convert between various Indian eras (e.g., Vikrama, Saka, Gupta, Hijri) and the Common Era calendar.

Unit I: Fundamentals of Epigraphy and Palaeography

A) Meaning, scope, objectives, and importance of Epigraphy and Palaeography.

B) Writing in Ancient India: Origin of writing; literary and archaeological evidence.

C) Materials & Mediums: Stone, metals, clay, and perishable material.

D) Historiography of Epigraphic research in India.

E) Documentation of inscriptions: Paper Estampage methods, digital photography, and 3D scanning.

Unit II: Evolution of Scripts, Eras & Overseas Inscriptions

A) Proto-Scripts & Early Writing: The Indus Script: nature, theories of decipherment, and current debates.
B) Decipherment & Development of Major Scripts: Brahmi and Kharosthi.

C) Dating Methods & Indian Eras: Systems of reckoning time: Kali, Vikrama, Saka, Kalachuri-Chedi, Gupta, Harsha, Chalukya-Vikrama, and Hijri eras; methods of era conversion.
D) Epigraphic Expansion: Overview of Sanskrit, Tamil, and Kannada epigraphic presence in Sri Lanka and Southeast Asia.

Unit III: Selected Indian inscriptions

A) Important Ashokan Edicts: minor and major rock edicts, Pillar edicts.

B) Hathigumpha Inscription of Kharavela

C) Junagadh Rock Inscription of Rudradaman I.

D) Prayagraj Prashasti of Samudragupta.

E) Halmidi Inscription and Gudnapur Inscription.

F) Aihole Inscription of Pulakeshin II.

G) Uttaramerur Inscription of Parantaka I

H) Kurkyala Inscription of Jinavallabha

Recommended Readings

Allchin, F.R., & Norman, K.R. (1985). 'Guide to the Ashokan Inscriptions.' *South Asian Studies*, 1(1), 43–50.

Bhandarkar, D. R. (1913). 'Besnagar Inscription of Heliodoros.' *Journal of the Bombay Branch of the Royal Asiatic Society (JBBRAS)*, Vol. 23, pp. 104–106.

Bhandarkar, D.R. (1929–1938). *A List of the Inscriptions of Northern India in Brahmi and Its Derivative Scripts* (Appendix to *Epigraphia Indica*, Vols. 19–23). Archaeological Survey of India.

Bühler, Georg. (1892). 'Banavasi Inscription of Haritiputra-Satakarni.' *Indian Antiquary*, Vol. XIV, pp. 331–334.

Bühler, Georg. (1959). *Indian Palaeography*. Indian Studies: Past & Present.

Dani, A.H. (1963). *Indian Palaeography*. Clarendon Press.

Fleet, J. F. (1888). *Corpus Inscriptionum Indicarum, Vol. III: Inscriptions of the Early Gupta Kings and Their Successors* (No. 1, pp. 1–17). Calcutta: Superintendent of Government Printing.

Gai, G. S. (1996). *Inscriptions of the Early Kadambas* (pp. 58–61). New Delhi: Indian Council of Historical Research (ICHR) & Pratibha Prakashan.

Hultzsch, E. (1925). *Corpus Inscriptionum Indicarum (Vol. I: Inscriptions of Asoka)*. Oxford University Press.

Jayaswal, K. P., & Banerji, R. D. (1929–30). 'The Hathigumpha Inscription of Kharavela.' *Epigraphia Indica*, Vol. XX, pp. 71–89.

Pandey, Rajbali. (1952). *Indian Palaeography*. Motilal Banarsidass.

Ramesh, K.V. (1984). *Indian Epigraphy*. Humanities Press.

Ramesh, K. V. (1984). *Chalukyas of Vatapi* (pp. 76–85). Delhi: Agam Kala Prakashan.

Sircar, D.C. (1965). *Indian Epigraphy*. Motilal Banarsidass.

Sircar, D.C. (1966). *Select Inscriptions Bearing on Indian History and Civilisation (Vol. II)*. University of Calcutta.

Solomon, Richard. (1998). *Indian Epigraphy: A Guide to the Study of Inscriptions in Sanskrit, Prakrit, and the other Indo-Aryan Languages*. Oxford University Press.

Subrahmanya Aiyer, K. V. (1933–34). 'The Uttaramerur Inscription of Parantaka I.' *Epigraphia Indica*, Vol. XXII, pp. 145–150.

Talim, Meena. (2010). *Edicts of King Ashoka: A New Vision*. Aryan Books International.
Venkataramanayya, N. (1975). 'Kurkyala Inscription of Jinavallabha.' *Epigraphia Andhrica*, Vol. II, pp. 21–30.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Discipline Specific Elective
Historical Geography of India

Credit: 03
Maximum marks: 75
Contact Hours: 45

Course Description: Geography is a major factor in determining historical processes. The specific geographic conditions have considerable impact in social formations and cultural growth of humanity. Human interactions with space has also contributed to the rise and fall of civilizations. The course familiarizes the students to the concepts of historical geography and demography through varied sources, the historical notions of geography and human interactions with it and the use of these information for historical studies. Historical demography of India through the ages is specifically focused in a separate chapter. Current theoretical discourses in the subject is also introduced to the students.

Course Objectives: The course principally aims to introduce the geographic perspective to study the history of humans. It also provides opportunity to explore indigenous notions and understanding of space and world views as known from ancient texts of India. Spread and growth of political powers, people, cultural and religious centers and the geopolitical dynamics of the past could be presented in a new light with addition of the geographic perspective.

Course Outcome: A study of this paper enable the student to;

1. Comprehend history in its geographic context.
2. Know the ancient notions and concepts of space and time that determined their historical consciousness.
3. Trace the pattern of distribution of historical centers in its time and space context.
4. Familiarize with theories of geopolitics and enable to analyze the past from different perspectives of geography.

Unit I: Introduction

A) Sources: Historical Geography- Geological, Archaeological and literary sources, Geographic records in Chinese itineraries
B) Historiography of the concepts - Cunningham's Ancient Geography of India and development of new trends in Indian Archaeological and historical studies.
C) Geographic determinism vs human agency

Unit II: Concepts and Ideas from Ancient Texts

A) Concept of Time and Space in early Indian traditions
B) Geographic notions in ancient India- Buddhist, Jain and Brahmanic notions
C) Geographical details in early Indian literature: Names and Physical Divisions of India- concepts of Saptadvipa, Navakhanda, Jambudvipa, Bharatavarsha etc.
D) People, Places and Geopolitics in Silappadikaram, Kavirajamarga, Adipuranam and Sandesha Kavyams

Unit III: Historical Geographic Traces

A) Distribution of Early Urbanization in India, Asokan Sites
B) Sacred Geography
C) Distribution of Early Medieval Political Geography- urbanization and distribution of historical centres
D) Geo-Politics and Political Geography - theories and application in Indian historiography
E) The cartography survey, GSI and Creation of Modern Mapping.

Suggested Readings:

Chakrabart, D. K. 2012. The Ancient Routes of the Deccan and the Southern Peninsula. Delhi: Aryan Books International.

Chakrabarti, D. k. 2011. Royal Messages by The Wayside: Historical Geography Of The Asokan Edicts. Delhi: Aryan Books.

Champakalakshmi, R. 1997. Trade, Ideology and Urbanization: South India, 300 BC to AD 1300 . Delhi: OUP.

Chattopadhyaya, B. 2002. A Survey of Historical Geography of Ancient India. Delhi: Manohar Publishers and Distributors.

Chattopadhyaya, B. D. (2006). Studying Early India: Archaeology, Texts and Historical Issues. Delhi: Anthem Press.

Chattopadhyayaa, B. D. 2017. The Concept of Bharatavarsha. Delhi: The Orient Blackswan.

Erdosy, G. 1988. Urbanisation in Early Historic India. London: British Archaeological Reports.

Falk, H. 2006. Asokan Sites and Artefacts. Delhi: Books.

Gokhale, S. 2008. Lord of Daksinapatha: Coins, Trade and Trade-Centres Under The Satavahanas. Delhi: Reesha Books Internationa.

Harris, P. M. 2003. History of Human Populations, Vol.II (Migration Urbanization and structural change). Praeger.

Howells, W. W. 1960. Estimating Population Numbers Through Archeological and Skeletal.Remains" in Robert F. Heizar and Sherburne F. cook.The application of Quantitative methods in Archeology. Vikas Publications .

Krishnan, P. 2009. Historical Demography Through Literature: Preliminary Report on Indian Historical Demography. Delhi: B.R. Publishing Corporation.

Lad, G. 1983. Mahabharata and Archaeological Evidence. Poone: Deccan College Post-Graduate and Research Institute.

Law, B. C. 2016. Historical Geography of Ancient India. Delhi: Manohar.

Nundo Lal Dey. 1990. The geographical dictionary of ancient and mediaeval India. Delhi: Low Price Publications.

Period, T. A. 2013. The Ancient Geography of India: The Buddhist Period. London:
Cambridge University Press

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Discipline Specific Elective
Ancient Societies

Credit: 03
Maximum marks: 75
Contact Hours: 45

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: History of Early Civilizations

A) The Neolithic and Urban Revolutions and their relevance (cover household approaches)
B) Origins of Civilization: Sumeria & Mesopotamia
C) The Nile Valley: Egyptian Civilization
D) Indian Subcontinent-Indus Valley civilization: Town-Planning and Decline.
E) Chinese Civilization: Polity, Society and economy
F) Greek Civilization: Athenian Democracy, Society and Culture, Classical Greece, Art & Architecture, Golden Age of Athens
G) Roman Civilization: Establishment of Republic, Society and Cultural achievements

Unit-II: Growth of civilization in Meso-America

A) The Aztecs- Origin, Society, Religion, Economy and Decline
B) Maya Civilization: Special focus on Architecture and Astronomical Knowledge.
C) The Incas: Origin, Art and Architecture, Landscape designing, Machu Pichu, Decline

Unit-III: Exchanges and Knowledge

A) Cultural interaction and maritime activities among the Indus and other civilizations.
B) Persian Civilization: Origins, Achievements in Religion, Literature and Architecture.
C) Emergence and spread of New Religions in West Asia: Judaism, Christianity, Islam and Arabic Culture
D) Science and Technology in the Ancient World: Writing – Cuneiform, Hieroglyphic scripts Mathematics and Astronomy – Mesopotamia, Egypt, China, Persia, India, Greece, Rome; Technology – Irrigation, Measurement techniques, building styles

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.j 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
Department of History & Archaeology
P.G. Semester I, Discipline Specific Elective
Outline of Hinduism

Credits: 3
Maximum Marks: 75
Contact hours: 45

Course Description: Religion, along with its theology, philosophy, and socio-cultural practices, contributes significantly to shaping the contours of history. The academic and critical engagement with religious traditions is important to have a proper perception of the past. The course aims to provide P.G. students with an historical understanding of Hinduism. It provides an overview of the gradual growth and changes that came in Hinduism since Vedic time to the modern period. It also explores its contemporary relevance in the globalised world.

Course objectives: The course intends to;
1. Equip the students with essential historical knowledge regarding Hinduism's growth over time, it's Key texts and beliefs.
2. Familiarize the researcher with the changes that came in it over time and the space it has provided for diversity.
3. Explore the contemporary relevance of Hinduism.
4. Get familiar with the features of Hinduism.

Course Outcomes: on the successful completion of the course the students:
1. Will possess a reasonable theoretical grounding regarding the nature and growth of Hinduism.
2. Will understand how it has responded to different challenges in the medieval and modern periods.
3. Will understand the perceptions of the main features of Hinduism.

Unit I: Classical Hinduism

(a) Defining the term 'Hindu'
(b) Key Texts: Vedic Samhitas, Upnishada, Epics and Puranas.
(c) Theology; *Trinity* and *Avatars*.
(d) Shaiva and Vaishnava
(e) *Purusharthas, Karma* and *Ashramas*
(f) Philosophical schools: *Astik* and *Nastika*.
(g) Varna, Castes and Gender in Hinduism

Unit II: Medieval and Modern Transformation

A) Foundation of Bhakti; Bhagavad Gita, Bhagavat Purana and Narad Bhakti Sutra,
B) Three *Acharyas:* Shankaracharya, Ramanujanacharya and Madhvacharya
C) Vernacularisation and Subaltern of Bhakti traditions: Alwars, Nayanars, Basaveshwara, Janeshwara, Namdeva, Chokhamela, Kabir, Raidas, Shankardeva, and Tukarama.
D) Gender voices: Akka Mahadevi, Janabai, Bahinabai, Mira.
E) Interface with modernity; Brahmo Samaj, Arya Samaj, Ramkrishna Mission.

Unit III: Hinduism and its Contemporary Relevance

A) Thoughts of Jyotiba Phule, Ambedkar and Periyar

B) Responding to the challenges of contemporary needs: Sri Sri Ravishankar and Sadguru Jaggi Vasudev.
C) Hindu identity and Political Mobilization: Savarkar, RSS and Ayodhya Temple movement.
D) Hinduism abroad: The Ramayana and the Mahabharata, Yoga, Vedanta Society, ISKCON.

Suggested Readings:

- Abbot J. & Godbole N., 1999, Stories of Indian Saints, MLBD.
- Altekar,A.S.,(2016) Position of Women in Hindu Civilization: From Prehistoric Time to the Present Day.Delhi.MotilalBanarasidas
- Ambedkar B.R., The Buddha and His Dhamma, Buddha Bhoomi, Nagpur.
- Ayer, V.A. K. , 2004, Hindu Sastras and Samskaras, New Delhi, BhartiyaVidyaBhavan, MLBD, .
- Basham A.L., 2016, The Origins and Development of Classical Hinduism, MLBD.
- Bernard T., 2003, Hindu Philosophy, Jaico.
- Bose A., 2019, Ramayana: Footprints in South-East Asian Culture and Heritage, Bee Books.
- Bose M., 2017, Women in the Hindu Tradition, Routledge.
- Sharma Kishna, 1987, Bhakti and Bhakti movement, Munshiram Manoharlal.
- Bharadwaj R. 1979, The Philosophy of Tulsidas, Munshiram Manoharlal
- Bryant Edwin , 2009, The Yoga Sutra of Patanjali, north point press, New York.
- Bryant Edwin , 2017, Bhakti Yoga, north point press, New York.
- Carl T. Jackson, 1994, Vedanta for the West: The Ramakrishna Movement in the United States, Indiana University Press.
- Chari S.M. S. 2017, Advita and Visistadivta, MLBD.
- Chaudhuri N & Others , 2003, The Hinduism Omnibus, OUP.
- Chitre D., 2013, Says Tuka, Poetrywala.
- Coomaraswamy A.,2007, Hinduism and Buddhism, Munshiam Manoharlal.
- Dalmia V. & Faruqui, 2014, Religious Interaction in Mughal India, OUP.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Discipline Specific Elective
Early Farmers and Pastoralists in India

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: The cultural history of pastoralism and agriculture has its roots in Neolithic cultures dating back 10,000 years and 3,000 years, respectively. What are the natural and cultural causes for the change in subsistence strategy of hunting-gathering to domestication of animals and plants is the theme of this paper. Various theories, practices, and cultural adaptations in eight zones of the Indian Subcontinent are the specialized focus of this course.

Course Objectives: The objective of this course is to learn archaeobotany, archaeozoology, and the ecological nature of early pastoralist and agricultural economy in the diverse landscapes of the Indian Subcontinent.

Course Outcome: The student will learn how nations like India have a deep-rooted majority of the population that depends on agriculture, and how animal domestication traditions and communities have sustained their basic economy.

Unit I: Introduction

A. Introduction to Neolithic culture in the Indian Subcontinent.
B. Paleoclimate and Climatic Zones in South Asia
C. Impact of global climate change and the Monsoon
D. The Beginnings of Farming and Food Production: From Hunter to Farmer – Theories; from Hunter to Farmer – The known Facts; the Transitional sites

Unit II: Neolithic regions in the Indian subcontinent

A. Baluchistan and the Indus-Sarasvati Basin: Select sites for study
B. Himalayan Region: Select sites for study
C. North-eastern Region: Select sites for study
D. Middle Ganga Basin: Select sites for study
E. Vindhya Region: Select sites for study
F. Gujarat and Rajasthan in Deccan Chalcolithic: Select sites for study
G. Western Deccan & Vidarbha: settlements and cultural materials
H. Southern Neolithic & ashmound tradition: Select sites for study

Unit III: Archaeobotany, Archaeozoology and cultural materials

A. Wild crops and cultivated crop suits
B. Domestication of animals and hunting-gathering of wild animals for diet.
C. Ceramic types and technologies
D. Lithic tradition: Edge and Non-edge tools; microliths and blade technologies; mullers and grinding grooves.

Recommended readings

Allchin, B. and Allchin, R. (1982). The Rise of Civilization in India and Pakistan. Cambridge: Cambridge University Press.

Allchin, F.R. 1963. Neolithic Cattle Keepers of South India (A study of the Deccan Ashmounds). Cambridge: Cambridge University Press.

Allchin, F.R. 1963. *Neolithic Cattle Keepers of South India (A study of the Deccan Ashmounds).* Cambridge: Cambridge University Press.

Asouti, E., and Fuller, D.Q. 2008. Trees and Woodlands of South India. Archaeological Perspectives. Walnut Creek: Left Coast Press.
Asouti, E., and Fuller, D.Q. 2008. *Trees and Woodlands of South India. Archaeological Perspectives*. Walnut Creek: Left Coast 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.
Dhavalikar, M.K. (1988). The First Farmers of the Deccan. Pune: Ravish Publishers.
Dhavalikar, M.K. (2002). Early farming cultures of Central India: A recent perspective. In: Indian Archaeology in Retrospect Vol. I: Prehistory (ed. S. Settar and R. Korisettar), 253–262. New Delhi: Indian Council of Historical Research and Manohar.
Dhavalikar, M.K., Sankalia, H.D. and Ansari, Z.D. (1988). Excavations at Inamgaon. Pune: Deccan College.
Foote, R.B. 1887. Notes on Prehistoric Finds in India. *The Journal of the Anthropological Institute of Great Britain and Ireland* 16, 70-75.

Foote, R.B. 1916. *The Foote collection of Indian Prehistoric and Protohistoic Antiquities: notes on their Ages and Distributions*. Madras: Government Press.

Fuller, D.Q. 2006a. Agricultural Origins and Frontiers in South Asia: A Working Synthesis. *Journal of World Prehistory* 20, 1–86.

Fuller, D.Q. 2006b. Dung Mounds and Domesticators: Early Cultivation and Pastoralism in Karnataka, pp. 117- 127 in Jrrige, C. and Lefevre, V (eds.), *South Asian Archaeology 2001*, *Prehistory*. Paris: Editions Recherche sur les Civilisations ADPF.

Gordon, D.H. 1950. The Stone Industries of the Holocene in India and Pakistan. *Ancient India* 6, 64-90.

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.
Possehll, 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.
Gordon, D.H. 1950a. The Early Use of Metals in India and Pakistan. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland* 80 (1/2), 55-78.

Joshi, R.V. 1978. *The Stone Age Cultures of Central India: Report of the Excavations at Rock Shelters at Adamgarh M.P*. Poona: Deccan College.

Kajale, M.D. 1989. Ancient grains from excvations at Hallur (1976 season), district Dharwar, Karnataka. *Bulletin of the Deccan College Post Graduate and Research Institute* 47-48, 123-28.

Kalale, M.D. 1989a. Archaeobotonical Investigations on Megalithic Bhagimohari and its Significance for Ancient Indian Agriculture System. *Man and Environment* XIII, 87-100.

Korisettar, R., Fuller, D.Q., and Venkatasubbaiah, P.C. 2002. Brahmagiri and Beyond: the archaeology of the southern Neolithic, pp. 313–481 in Settar, S. and Korisettar, R (eds.), *Indian Archaeology in Retrospect: Prehistory, Archaeology of South Asia*. New Delhi: Indian Council of Historical Research and Manohar Publishers.

Korisettar, R., Joglekar, P.P., Fuller, D.Q., and Venkatasubbaiah, P.C. 2001. Archaeological Re-investigation and Archaeozoology of Seven Southern Neolithic Sites in Karnataka and Andhra Pradesh. *Man and Environment* 26 (2), 47–66.

Krishnaswami, V. D. 1960. The Neolithic Pattern of India. *Ancient India* 16, 25-64.

Morrison K.D, Reddy S.N., and Kashyap, A. 2012. Agrarian Transitions in Iron Age Southern India: Social and Environmental Implications. In The 21st conference of the European Association for South Asian Archaeology and Art, Paris.

Morrison, K.D. 2009. *Daroji Valley: Landscape History, Place, and the Making of a Dryland Reservoir System*. New Delhi: Manohar Publishers & Distributors.

Morrison, K.D. 2015. Archaeologies of Flow: Water and the Landscapes of Southern India Past, Present, and Future. *Journal of Field Archaeology*. DOI 10.1179/2042458215Y.0000000033

Neumayer, E. 2011. *Rock Art of India, the Prehistoric cave-art of India*. New Delhi: Oxford University Press.

Rami Reddy, V. 1976. *The Prehistoric and Protohistoic cultures of Palavoy, South India: with Special Reference to the Ashmound Problem.* Hyderabad: Government of Andhra Pradesh.

Sankalia, H.D. 1963. *Prehistory and Protohistory in India and Pakistan*. Bombay: Bombay University Press.

Subbarao, B. 1948. *The Stone Age Cultures of Bellary*. Pune: Deccan College.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Discipline Specific Elective
Paper Title: Oral History

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course description: The course will introduce the student to approach history from unconventional sources like oral traditions, legends, epics, folk and memories. Types of sources, their validity and critical analysis will initiate to the rethinking process of conventional historical practices. Western and Indian methods as well existing theoretical applications and their implications will also be critically discussed in this course.

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) Oral History- definition, scope, historiography, discourses and trends
B) Types of Sources- Folk sources, Oral Epics, Testimonies, memory etc.
C) Lessons from Anthropology, Sociology and Ethnography.
D) Historical Consciousness, Memory, testimony and prejudices – choice and ways of recording the past
E) Oral vs written- bias and unlearning
F) Facts and memory, Preservation of facts and cultural traditions- songs, narratives and performances

Unit II: Methods, theories and practices

A) Western- present as past-Interview, Recording and digitization
B) Indian- past and continuity- reflections of past in present
C) Oral preservation of past society and its aspirations
D) Colonialism and theoretical frameworks of history
E) J. Locke, F. Bacon, George. Berkeley and the Intellectual hegemony
F) Impact of western Historiography on Indian historical studies

Unit III: Applications of Oral History

A) Applications in Indian History
B) Case studies of traditions- Helavars, Paanas, Neelagaras, Guddas, Goravas, Banjaras, Hakki-Pikki.
C) Case studies of events- freedom movement, partition, tsunami, violence, war, disaster.
D) Local history, Village history, family history, micro history

Essential Readings:

Alf Hiltebeitel. 1999. Rethining India's Oral and Classical Epics. University of Chicago Press.
Dharwadkar, Vinay (ed.). 2004. Collected Essays of A.K. Ramanujan. Oxford
Donald A. Ritchie, Doing Oral History. New York: Oxford University Press.
Kosambi, D.D. 1962. Myth and Reality. Popular Prakashan. Popular Prakashan Ltd.
Leslie Ballard. 2007. History of Oral History: Foundations and Methods. Altamira: Rowman Altamira Press.
Lynn Abrams. 2016. Oral History Theory. New York NY: Routledge.
Nonica Dutta. 2009. Violence, Martyrdom and Partition: A Daughter's Testimony. New Delhi: Oxford University Press.
Paul Thompson. 2000. The Voice of the Past. Oxford: Oxford University Press.
Robert Perks. 2016. The Oral History Reader. New York NY: Routledge.
Sadhana Naithani. 2006. In Quest of Indian Folktales. Indiana University.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Discipline Specific Elective
Early Iron Age in India

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: This specialized course in Indian Iron Age studies has received greater attention from both archaeologists and historians to assess cultural change and the impact of Iron technologies on pastoralists and agricultural communities.

Course Objectives: This course aims to specialize the learner in the most significant cultural period, spanning from Prehistory to the historical period. Also, social and scientific dimensions of iron as a new technology in demographic developments are critically evaluated.

Course Outcome: 1) The learner will be able to understand the foundations of the second urbanization, what and how the establishment of states in India began. 2) Exposure to various Iron Age culture zones and sites of India and historiographies centering the archaeological and historical debates.

Unit I: Introduction

A. Iron Age, scope and nature in the Indian context.
B. Historiography: Archaeological and Literary Evidence
C. Iron ore and major Iron ore locations/deposits in India.
D. Social and economic theories of the Indian Iron Age

Unit II: Iron Age Culture of India

A. Iron Age zones in the Indian Subcontinent, salient features, and cultural developments.
B. Configuration of society, economy, and politics.
C. Domestic to industrial scale: Iron processing technologies, craft specialization, implements, and weapons.

Unit III: Mortuary Practices and Megaliths

A) Megaliths: salient features, typologies- sepulchral and non- sepulchral, regional typological distribution
B) Settlement and non-settlement sites
C) Grave furniture and variability in cultural materials: craft specialization, food grains, and iron objects.
D) Living tradition in mortuary practices and ethnographic data: northeast India, eastern India, and Western Ghats.
E) Select excavated sites: Brahmagiri, Hire Benakal, Adichennalur, Kodumanal, Gandhara, Ahichhatra, Burzhom.

Recommended readings

Allchin, B., and Allchin, F.R. 1968. *The Birth of Indian Civilization*. Harmondsworth: Penguin.

Allchin, B., and Allchin, F.R. 1983. *The Rise of Civilization in India and Pakistan.* New Delhi: Select Book Service Syndicate.

Gururaja Rao, B.K. 1972. *Megalithic Culture in South India*. Mysore: University of Mysore

Mohanty, R.K and Selvakumar, V. 2002. *The Archaeology of Megaliths in India: 1947-97*, pp. 313-351 in Settar, S. and Korisettar, R (eds.), *Indian Archaeology in Retrospect: Prehistory, Archaeology of South Asia*. New Delhi: Indian Council of Historical Research and Manohar Publishers.

Mohanty, R.K. and Walimbe, S.R. 1993. A Demographic Approach to the Vidarbha Megalithic Culture. *Man and Environment* XVIII *(2), 93-103.*

Moorti, U.S. 1994. *Megalithic Culture of South India: Socio-Economic Perspectives.* Varanasi: Ganga Kaveri Publishing House.

Morrison, K.D. 2005. Brahmagiri revisited a re-analysis of the South Indian sequence, pp 251-261 in Jarrige, C., LeFevre, V (eds.), *South Asian Archaeology*. Paris: Recherche sur les Civilisations, ADPF.

Morrison, K.D., Lycett, M.T., and Trivedi, M., 2015. Megaliths and memory: excavations at Kadebakele and the megaliths of Northern Karnataka, in Wildorn, V., Franke, U. (eds.), Proceedings of the 20th Conference of the European Association for South Asian Archaeology and Art, Contextualizing Material Culture in South and Central Asia in Pre-modern Times Vol. 2. Brepols: Turnhout.

Munn, L. 1935. Prehistoric and Protohistoric finds in Raichur District. *Man in India* XV, 225-250.

Nagaraja Rao, M.S. 1971. *Protohistoric Cultures of the Tungabhadra Valley*. Dharwad: Nagaraja Rao.

Narasimhaiah, B. 1980. *Neolithic and Megalithic Cultures of Tamil Nadu*. New Delhi: Suddeep Prakashan.

Rao, K.P. 1988. The Deccan Megaliths. New Delhi: Sundeep Prakashan.

Setter, S., and Sontheimer, G. 1982. *Memorial Stones: a study of their Origin, Significance, and Variety*. Dharwar: Institute of Indian Art History, Karnataka University.

Sundara, A. 1975. *The Early Chamber Tombs of South India: A Study of the Iron Age Megalithic Monuments of North Karnataka.* New Delhi: University Publishers.

Taylor, M. 1841. *Megalithic Tombs and other Ancient Remains in the Dekhan. Hyderabad*: Department of Archaeology, Hyderabad State.

Taylor, M. 1851. Ancient Remains at the Village of Jiwargi, near Firozabad on the Bhima. *Journal of the Bombay Branch of royal Asiatic Society* 3 XIV, 179-195.

Taylor, M. 1853. Notices on Cromlechs, Carins and other Ancient Scythe-druidical remains in the Principality of Shorapur. *Journal of Bombay Branch of the Royal Asiatic Society* 4 (XVII), 380-429.

Thaper, B.K. 1957. Maski -1954: A Chalcolithic site of the Southern Deccan. *Ancient India* 13, 114.

Vibha Tripathi, 2008. History of Iron Technology in India (from Beginning to Pre-Modern Times). New Delhi: Rupa and Infinity Foundation.

Wheeler, R.E.M. 1947. Brahmagiri and Chandravalli 1947: Megalithic and other Cultures in the Chitaldrug District, Mysore State. *Ancient India* IV, 81–321.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Generic Elective
Paper Title: The Indian Freedom Movement (1857–1947)

Credit: 03
Maximum Marks: 75
Contact Hours: 45

Course Description: This course examines the growth of Indian nationalism from the Revolt of 1857 to Independence in 1947. It analyses the impact of British colonial rule, socio-religious reform movements, the evolution of nationalist politics, Gandhian mass movements, revolutionary nationalism, constitutional developments, and the events leading to Independence and Partition. The course also introduces students to the major historiographical interpretations of the Indian national movement.

Course Objectives: The course aims to:

1. Examine the impact of British colonial rule on Indian society and economy.
2. Understand the emergence and growth of Indian nationalism.
3. Analyse the contribution of socio-religious reformers, political organizations, and nationalist movements to the freedom struggle.
4. Examine the constitutional and political developments that culminated in India's Independence.

Course Outcome:

After successful completion of the course, students will be able to:

1. Explain the major phases of the Indian Freedom Movement (1857–1947).
2. Analyse the growth of Indian nationalism and its ideological foundations.
3. Evaluate the contribution of political leaders, socio-religious reformers, and nationalist movements to India's Independence.

Unit I: Rise of Indian Nationalism

A) 1857 Revolt: Causes, Course and Economic, Social, and Administrative Impacts.
B) Socio-Religious Reform Movements: Brahmo Samaj, Arya Samaj, Aligarh Movement, Satya Shodhak Samaj and SNDP Movement
C) Emergence of Indian Nationalism and Early Political Associations: Indian Association, Poona Sarvajanik Sabha, Madras Mahajana Sabha

Unit II: National Movement

A) Formation of the Indian National Congress and Early Nationalism
B) Partition of Bengal, Swadeshi Movement and the Moderate and Extremist Phases of the Indian National Congress
C) Gandhian Mass Movements: Non-Cooperation, Civil Disobedience, and Quit India Movement
D) Revolutionary Movements: Abhinav Bharat, Hindustan Socialist Republican Army, Ghadar Movement

Unit III: Towards Independence

A) Constitutional Developments towards Independence: August Offer, Cripps Mission, Cabinet Mission, and Mountbatten Plan
B) The Indian National Army (INA) under Subhash Chandra Bose and the Uprising of Royal Indian Navy
C) Independence and Partition: Causes, Process, and Consequences

Essential Readings

1. Bandyopadhyay, S. (2015). *From Plassey to Partition and After: A History of Modern India* (2nd ed.). Orient BlackSwan.
2. Chandra, B. (2016). *India's Struggle for Independence*. Penguin Random House India.
3. Chandra, B. (2008). *History of Modern India*. Orient BlackSwan.
4. Desai, A. R. (2011). *Social Background of Indian Nationalism*. Popular Prakashan.
5. Metcalf, B. D., & Metcalf, T. R. (2012). *A Concise History of Modern India* (3rd ed.). Cambridge University Press.
6. Sarkar, S. (2014). *Modern India: 1885–1947*. Pearson.
7. Sen, S. N. (2010). *An Advanced History of Modern India*. Macmillan India.
8. Bayly, C. A. (1988). *Indian Society and the Making of the British Empire*. Cambridge University Press.
9. Brown, J. M. (1972). *Gandhi's Rise to Power: Indian Politics, 1915–1922*. Cambridge University Press.
10. Chandra, B. (1999). *Essays on Colonialism*. Orient Longman.
11. Chatterjee, P. (1993). *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press.
12. Jones, K. W. (1990). *Socio-Religious Reform Movements in British India*. Cambridge University Press.
13. Mahajan, S. (2000). *Independence and Partition: The Erosion of Colonial Power in India*. Sage Publications.
14. Sarkar, S. (1977). *The Swadeshi Movement in Bengal, 1903–1908*. People's Publishing House.
15. Sarkar, S., & Sarkar, T. (Eds.). (2008). *Women and Social Reform in Modern India: A Reader*. Permanent Black.
16. Sen, S. N. (2006). *1857*. Publications Division, Government of India.
17. Tripathi, A. (2006). *The Extremist Challenge: India Between 1890 and 1910*. Orient Longman.
18. Dube, I. B. (2015). *A History of Modern India*. Cambridge University Press.
19. Dutta, N. (2014). *Violence, Martyrdom and Partition: A Daughter's Testimony*. Oxford University Press.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, SECC (Skill Enhancement Credit Course)
Paper Title: Archival Science

Credits: 2	**Maximum Marks**: 50
Contact Hours: 30	**Course Level**: Postgraduate — Semester I

Course Description

This course introduces postgraduate students to the principles and practical functions of archival science, with emphasis on the organization, appraisal, preservation, and access of records of enduring value. As a skill enhancement course, it builds foundational competencies in archival theory, record-keeping practice, digital preservation, and archival ethics — equipping students from history, heritage, and information science backgrounds for entry-level work in archival and heritage institutions.

Course Aim

To develop foundational archival skills and critical awareness of archival institutions, principles, and contemporary practice relevant to academic and heritage-sector work.

Course Objectives

1. To introduce the purpose, scope, and significance of archives in institutions, public memory, and historical research.
2. To familiarize students with the core principles of archival theory — provenance, original order, and appraisal.
3. To develop competence in identifying, classifying, and handling different categories of records, including digital records.
4. To introduce basic preservation, conservation, and digitization practices.
5. To engage students with archival access, ethics, and contemporary debates through institutional visits and reflective reporting.

Course Outcomes

1. Explain the role, principles, and functions of archives, and distinguish them from libraries and museums.
2. Classify records by type, provenance, and format, including official, private, and born-digital records.
3. Apply basic principles of appraisal, preservation, and digital record-keeping.
4. Critically discuss archival access, ethics, and public memory in the Indian context.
5. Prepare a structured field report based on a visit to an archival institution.

Unit I: Foundations of Archival Science

- Concept, scope, and significance of archives; archives as evidence and as a source for historical research
- Archives, libraries, and museums: distinguishing functions and overlaps
- Core archival principles: provenance, original order, and *respect des fonds*
- Types of records: official/public, private, institutional, and born-digital records
- Basics of record classification, scheduling, and appraisal (Jenkinsonian and Schellenbergian approaches)

Unit II: Archival Practice, Preservation, and Access

- Archival institutions in India: National Archives of India, State Archives, university and institutional archives
- Preservation and conservation of physical records: environmental control, handling, and basic disaster preparedness
- Digitization and digital preservation: metadata basics and an introduction to the OAIS reference model
- Access, ethics, and public memory: restricted records, the Right to Information Act 2005, and community/oral archives
- Practical component: institutional visit or virtual tour of an archive, followed by a field report/document summary and viva-voce

Suggested Reading List

Foundational Theory

1. Jenkinson, Hilary. *A Manual of Archive Administration.* Clarendon Press, 1922.
2. Schellenberg, Theodore R. *Modern Archives: Principles and Techniques.* University of Chicago Press, 1956.
3. Cook, Terry. *What is Past is Prologue: A History of Archival Ideas Since 1898.* Society of American Archivists, 2013.
4. Duranti, Luciana, and Patricia C. Franks (eds.). *Encyclopedia of Archival Science.* Rowman & Littlefield, 2015.

Practice and Institutional Context

5. National Archives of India. *Manual of Archival Procedures and Practices.* NAI, Government of India.
6. Deshpande, S.H. *Modern Archival System in India.* Concept Publishing, 1991.
7. Shepherd, Elizabeth, and Geoffrey Yeo. *Managing Records: A Handbook of Principles and Practice.* Facet Publishing, 2003.
8. Hunter, Gregory S. *Developing and Maintaining Practical Archives: A How-To-Do-It Manual.* ALA Neal-Schuman, 2020.
9. Millar, Laura. *Archives: Principles and Practices.* Facet Publishing, 2017.

Access, Ethics, and Contemporary Archives

10. Ketelaar, Eric. *Archives as Spaces of Memory.* Routledge, 2006.
11. Bastian, Jeannette Allis, and Ben Alexander. *Community Archives: The Shaping of Memory.* Facet Publishing, 2009.
12. Cox, Richard J. *Archives and Archivists in the Information Age.* Facet Publishing, 2005.
13. Government of India. *The Right to Information Act, 2005.*

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Skill Enhancement Course (practical course)
Archaeological Illustration

Credit: 2
Maximum marks: 50
Contact Hours: 30

Course Description: Archaeological illustration is an essential method for creating drawings and preparing illustrations of archaeological material, drawing on one's artistic and scientific abilities. Software is also used for digital illustration and artifact recording for statistical analysis. Further, the course enables the learner's abilities in heritage conservation and employability in the discipline of archaeology.

Course Objectives: The learner is trained to produce archaeological illustrations of archaeological artifacts, with artistic and scientific training in software, essential for professional development in archaeology.

Course Outcome: The learner shall develop soft skills and abilities to perform artifact analysis through manual drawing and the use of essential software and devices. This course will enhance the learner's contribution to their dissertation, research, and employability.

Unit I: Hands-on artefact recording and drawing

A) Introduction to Archaeological Illustration: scope, significance, science, and art.

B) Familiarising with artefacts

artefact analysis

C) Lithic tools drawing (hand-drawn)

D) Ceramics/ Pottery drawing (hand drawn)

E) Other artefact drawing (bone/ wood)

Unit II: Software in archaeological illustrations

A) Artefact recording methods

B) Statistical analysis of tools and pottery

C) Preparing digital Illustrations (Adobe Photoshop/Illustrator) and graphs

Assessment method

Internal Assessment: practical-based assignment in submittable form (either soft/ printed copy)	Max 20 marks
End Semester Examination: Real-time practical-based examination under the supervision of an invigilator. The reports/records submitted in hard/ printed copy)	Max 30 marks (2 hours)

Suggested 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& Son.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Foundation Course
Paper Title: Ancient Indian History (From Vedic Period to 13th Century)

Credit: 4
Maximum marks: 100
Contact Hours: 60

Course description: The history of India from the Vedic times to 13th century provides a survey of major historical aspects in the ancient phase of Indian history. The process of social institutional formations, emergence of state, new political structures and diversity of material culture across India of the given period will be discussed in a thematic and chronologic manner. This course will also touch upon the development of new religious ideas in the form of Buddhism & Jainism, and the nature of urbanisation in northern and southern India. The transitions of society ancient to early medieval and slipping into the medieval will be elaborated. Various theoretical approaches also will be part of the course.

Objectives: This course trains the students in understanding the historical construction and reconstruction of India's ancient past through various types of source materials and identifying the changing cultural traditions during the ancient times. The course aims to enable student to access major stages of historical developments with cause- effect framework

Learning Outcomes: The students will be able to

1. develop critical understanding of Early and early Medieval history of India with reference to primary sources such as literature, inscriptions and numismatic.
2. This course also results in shifting paradigm and perspectives from monarchy and genealogy based studies to examine rural societies, economy and ethnography with a combination of archaeological and historical sources.
3. The students will possess a clear insight into the chronological and thematical progression of ancient Indian history

Unit I: Sources: Types and interpretations

A) Primary sources - the material evidences and their relevance; epigraphical evidences - the types, contents and significance; coins - from punch-marked to the early medieval coinage; structural and art evidences- religious and non-religious evidences and their historical meanings.
B) Literary sources- from Vedic to early medieval- nature and types of texts and ways of using as source for history.
C) Interpreting early history- Colonial, Imperial, Nationalist, Materialist, Marxist and Subaltern approaches

Unit II: Social and political formations

A) Vedic age: geographic distribution; religion and rituals; material culture- Iron, PGW, emergence of social institutions and stratifications
B) The social and material milieu of the Second Urbanisation - NBPW, agricultural expansion and impact on society and economy
C) Growth of Territorial State formation in Northern India- Janapadas, kingship, centres of power
D) Heterodox religious traditions- Ajivikas, Jainism and Buddhism- their origin, nature and historical impact on the social order

Unit III: Empires and Classical age

A) Rise of Magadha from c. 550 BC to the Mauryas- Impacts of foreign Invasions

B) Territorial expansion; Ashoka Dhamma, Administration, Society, Economy, and Decline of Mauryan rule
C) Sangam literature and its historical significance
D) Political and cultural contributions of Sungas, Indo-Greeks, Sakas, Pahlavas, Kushanas and Satavahanas
E) Gupta empire- Territorial expansion, Administration, economy, society, development in literature, arts and fields of science and knowledge.
F) Disintegration of the empire and emergence of regional powers.

Unit IV: The Early Medieval

A) Theoretical explanations of transition- changes in nature of society, economy and polity- Regionalism
B) Chalukyas, Pallavas, Rashtrakutas, Pratiharas, Palas, Senas
C) Socio-economic transitions- feudalism, urbanization, organized trade
D) Regional powers- The Chola Empire: administration and patronage to religion and culture; The Eastern Gangas

Essential Readings:

Bari, M. N. 2017. Material Culture of Northern India. Delhi: Agam Kala Prakashan.

Basham, A. 1973. A cultural history of India. Delhi: Clarendon Press.

Chakravarti, R. 2016. Exploring Early India. Delhi: Primus Book.

Chattopadhyaya, B.D. 1994. The Making of Early Medieval India. New Delhi: OUP.

Ghosh, S. 2017. From the Oxus to the Indus: A Political and Cultural Study C. 300bce - C. 100. Delhi: Ratna Saga.

Jha, D. N. 2007. Ancient India - An Introductory Outline. Delhi: Manohar Publishers and Distributors.

Jha, D. N. 1993. Economy and society in early India. Delhi: Munshiram Manoharlal Publishers.

K.A.Nilakanta, S. 1997. History of South India. Delhi: Oxford.

Kosambi, D. 1997. Culture and civilisation of ancient India. Delhi: Vikas Publishing House.

Mazumdar, S. B. 2016. Mauryas in Karnataka. Kolkata: Centre tor Archaeological Studies & Training eastern India.

Parasher-Sen, A. 2007. Subordinate and Marginal Groups in Early India. India: Oxford University Press.

Sharma, R. S. 2015. Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidass Publisher.

Sharma, R. S. 2007. Material Culture and Social Formations in Ancient India. Delhi: Laxmi Publications.

Sharma, R. S. 2003. The State and Varna Formation in the Mid-Ganga Plains. Delhi: Motilal Banarsidas Publisher.

Singh, U. 2009. History of Ancient and Early Medieval India. Delhi: Pearson Education India.

Thapar, R. 2010. Ancient Indian Social History. Delhi: Orient Blackswan.

Thapar, R. 2003. The Penguin History of Early India: From the Origins to AD 1300. Delhi: Penguin India.

Veluthat, K. 1993. Political Structures of Early Medieval South India. India: OUP

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Foundation Course
Paper Title: Medieval Indian History, c. 1206–1761 CE

Credits	4
Maximum Marks	100
Contact Hours	60

Course Description

This course surveys the history of the Indian subcontinent from the Delhi Sultanate to the close of Aurangzeb's reign (c. 1206–1761 CE). It moves from the sources and the Sultanate, through the regional states of the Deccan, Vijayanagara and the Rajputs, to the Mughal Empire, and closes with the Bhakti–Sufi traditions, the rise of the Marathas, and the debate on Mughal decline.

Moving beyond dynastic narrative, it treats the period as one of state formation, institutional change, economic activity and cultural synthesis. Designed for postgraduate study, it emphasizes primary sources in translation, recent scholarship, and a balanced, evidence-based approach.

Course Objectives

- To introduce the sources and the founding, expansion and institutions of the Delhi Sultanate
- To examine the regional states — the Bahmani Deccan, Vijayanagara and the Rajputs — and their distinct paths of state-building
- To analyse the formation, administration and economy of the Mughal Empire from Babur to Aurangzeb
- To explore the Bhakti–Sufi traditions, the rise of the Marathas, and the debate on Mughal decline
- To build competence in using primary sources in translation and engaging with recent scholarship.

Learning Outcomes

On completion, students will be able to:

1. Evaluate the sources for the period and explain the rise and institutions of the Delhi Sultanate.
2. Compare the Deccan, Vijayanagara and Rajput states in state formation, administration and culture.
3. Analyse the Mughal state, its mansabdari and agrarian systems, and its economy.
4. Assess the Bhakti–Sufi traditions and account for the rise of the Marathas.

5. Engage critically with the debate on Mughal decline and the eighteenth-century transition.

Unit I: Sources and the Delhi Sultanate

A) Sources: Archaeological and literary.

B) Prithviraj Chauhan and Ghurid Invasion, Delhi Sultanate: the Mamluks (Iltutmish, Raziyya, Balban); the theory of kingship, the nobility and the Mongol factor.

C) The Khaljis - Alauddin's market and agrarian measures, Tughluqs - Muhammad bin Tughluq experiments. Firuz Shah Tughluq; the later Sultanate (Sayyids and Lodis).

D) Yadavas, Kakatiyas, Hoyasalas: Famous rulers and contributions.

E) Administration, Economy, Society, Art and Architecture.

Unit II: Rajputs, Vijayanagara, and Bahamanis

A) Rajputs: Mewar, Marwar and Amber — resistance to Sultanate and the Mughals imperialism.

B) The Vijayanagara Empire: origin, Devaraya II, Sri Krishna Devaraya, Ramaraya. Administration - Nayankara system, Economy, Society, literature, art, architecture and Music;

C) Bahmanis and its successor states — Administration, Society, Education, Art and Architecture. Vijayanagara–Bahmani relations, battle of Talikota.

Unit III: The Mughals and Marathas

A) Babur, Humayun, Sher Shah's administrative and revenue reforms. Akbar's expansion, the mansabdari and jagirdari systems, sulh-i kul and religious policy; Jahangir, Shah Jahan and Aurangzeb; Mughal–Rajput relations and the Deccan policy.

B) Decline of Mughal Empire, Administration, Economy, Society, Religion, Literature, Art and Architecture, and Paintings.

C) Ahom Kingdom: Foundation, Lachit Borphukan, Resistance and Contributions.

D) Marathas: foundation and expansion – warfare, administration and revenue.

Unit IV: Bhakti and Sufi Movement

A) The Bhakti movements - Namdev, Mirabai, Tulsidas, Kabir (saguna and nirguna)

B) Sikh Gurus: Guru Nanak, Guru Arjan Dev, Guru Tegh Bahadur, and Guru Gobind Singh

C)The Sufi silsilas; Chistis, Naqshbandis and others.

Essential Readings:

1. Chandra, S. (2007). *History of medieval India: From 800 to 1700*. Orient BlackSwan.
2. Chandra, S. (2019). *Medieval India: From Sultanat to the Mughals* (Rev. ed., Vols. 1–2). Har-Anand Publications.
3. Eaton, R. M. (2005). *A social history of the Deccan, 1300–1761: Eight Indian lives*. Cambridge University Press.
4. Eaton, R. M. (2019). *India in the Persianate age: 1000–1765*. Allen Lane.
5. Gordon, S. (1993). *The Marathas 1600–1818*. Cambridge University Press.

6. Habib, I. (2001). *Medieval India: The study of a civilization*. National Book Trust.
7. Keay, J. (2011). *India: A history* (Rev. ed.). Grove Press.
8. Kulke, H., & Rothermund, D. (2017). *A history of India* (6th ed.). Routledge.
9. Richards, J. F. (1993). *The Mughal Empire*. Cambridge University Press.
10. Sarkar, J. (2007). *Shivaji and his times* (6th ed.). Orient Longman. (Original work published 1919)
11. Sharma, S. R. (1999). *The religious policy of the Mughal emperors*. Atlantic Publishers & Distributors.
12. Singh, K. (2004). *A history of the Sikhs* (Vol. 1: 1469–1839). Oxford University Press.
13. Stein, B. (2010). *A history of India* (2nd ed., D. Arnold, Ed.). Wiley-Blackwell.
14. Thapar, R. (2002). *Early India: From the origins to AD 1300*. University of California Press.
15. Baruah, S. L. (1993). *A comprehensive history of Assam*. Munshiram Manoharlal Publishers.
16. Barpujari, H. K. (Ed.). (1990). *The comprehensive history of Assam* (Vol. 2). Publication Board, Assam.
17. Guha, A. (1983). *The Ahom political system: An enquiry into the state formation process in medieval Assam (1228–1714)*. Social Scientist, *11*(3), 3–34.
18. Guha, A. (1984). *Medieval and early colonial Assam: Society, polity and economy*. K. P. Bagchi & Company.
19. Gait, E. (2013). *A history of Assam*. Cambridge University Press. (Original work published 1906)

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Foundation course
Paper Title: History of Art and Architecture in India

Credit: 4
Maximum marks: 100
Contact Hours: 60

Course Description: Art objects and monuments from the past form a major category of primary sources to study history. This course familiarizes the learner with 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.*1800 AD. The main aim is to familiarise students with the ancient and medieval monuments and architectural planning, including the layout of cities and secular buildings, as well as the religious monuments, including the Buddhist stupas, rock-cut caves, temples, mosques, 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 an essential human cultural expression and a source of history.

Unit I: Antiquity and Early Traditions

A) Indian Art History: Historiography, methods, approaches and scope
B) Prehistoric and Harappan Foundations: Cave paintings, engravings, graffiti and Harappan material arts and Architecture.
C) Mauryan Court Art: Ashokan pillars; royal vestiges and early rock-cut traditions; Yaksha/Yakshi cult figures.
D) Early Buddhist and Jain Architecture: Stupas Chaityagrihas and Viharas- rock-cut and structural- the Mural traditions
E) Post-Mauryan Sculptural Idioms: Gandhara, Mathura, and Amaravati schools.

Unit II: Standardization of Temple Architecture

A) Vastu Vidya and Silpa sastra- important texts, their dates and essential principles
B) The Gupta-Vakataka Paradigm: formative phase
C) Nagara Architecture: Defining features, development, regional variations, important centres
D) Dravida Architecture: Evolution, characteristics, important centres; Chola bronze
E) Vesara: various theories, characteristics and important sites
F) Miniature Painting traditions: Pala, Jaina, Mughal, Rajput, Pahari and Maratha schools.

Unit III: Indo-Islamic and Vijayanagara-Maratha Architecture

A) Delhi Sultanate (Imperial Style): Evolution through dynasties: Mamluk, Khalji, Tughlaq, and Lodi.
B) Deccani and Provincial Styles: The Bahmanis, Gujarat, Malwa and Bengal.
C) Kakatiyas and Vijayanagara Architecture

D) Mughal Architecture
E) Ahoms, Gajapatis and Maratha Architecture: Temples and forts.

Unit IV: Civil Architecture

A) Defence Architecture: Defensive layouts, ramparts, moats.
B) Hydro-Architecture: temple tanks, river ghats, Nooria, Saqia, Karez, Stepwells, Civic reservoirs.

Essential Readings:

Agarwala, V.S. 1965. *Studies in Indian Art*. Varanasi: Vishwavidyalaya Prakashan.

Agarwala, V.S. 1965. *Masterpieces of Mathura Art*. Varanasi: Prithvi Prakashan.

Asher, Catherine B. 1992. *Architecture of Mughal India*. Cambridge: Cambridge University Press.

Balasubrahmaniam, S.R. 1966. *Early Chola Temples*. Bombay: Orient Longman.

Balasubrahmaniam, S.R. 1979. *Later Chola Temples*. New Delhi: Mudgala Trust.

Beach, Milo Cleveland. 1992. *Mughal and Rajput Painting* (The New Cambridge History of India). Cambridge: Cambridge University Press.

Behl, Benoy K. 1998. *The Ajanta Caves: Artistic Wonder of Ancient India*. London: Thames & Hudson.

Bhuyan, S.K. 1949. *Ahom Polity*. Gauhati: Gauhati University.

Brown, Percy. 1956. *Indian Architecture (Buddhist and Hindu Periods)*. Bombay: D.B. Taraporevala Sons & Co.

Brown, Percy. 1956. *Indian Architecture (Islamic Period)*. Bombay: D.B. Taraporevala Sons & Co.

Brown, Percy. 1920. *Indian Painting*. Calcutta: The Association Press.

Chavan, Kamal. 1983. *Maratha Murals: Late Medieval Painting of Maharashtra*. New Delhi: B.R. Publishing Corporation.

Chandra, Pramod. 1983. *On the Study of Indian Art*. Cambridge, Mass: Harvard University Press.

Coomaraswamy, A.K. 1956. *Introduction to Indian Art*. Adyar: The Theosophical Publishing House.

Dengle, Narendra, Pushkar Sohoni, Chetan Sahasrabuddhe, and Minal Sagare (eds.). 2024. *Architecture of Maharashtra: Tradition and Journey* (2 Volumes). Mumbai: Maharashtra State Board for Literature and Culture.

Deshpande, S.R. 1985. *Yadava Sculpture (Western Maharashtra: 1000 A.D. to 1400 A.D.)*. New Delhi: B.R. Publishing Corporation.

Dhaky, M.A. 1977. *The Indian Temple Forms in Karṇāṭa Inscriptions and Architecture*. New Delhi: Abhinav Publications.

Dhavalikar, M.K. 2003. *Ellora: A Monumental Legacy*. New Delhi: Oxford University Press.

Donaldson, Thomas E. 1985. *Hindu Temple Art of Orissa* (Vols. 1–3). Leiden: Brill.

Fergusson, James. 1876. *History of Indian and Eastern Architecture*. London: John Murray.

Fergusson, James. 1845. *Rock-cut Temples of India*. London: John Weale.

Foekema, Gerard. 2003. *Architecture of Chālukya Temples: A Compendium of the Monuments in Karnataka*. New Delhi: Abhinav Publications.

Ghosh, A. (ed.). 1967. *Ajanta Murals*. New Delhi: Archaeological Survey of India.

Gupta, S.P. 2002. *Elements of Indian Art*. New Delhi: D.K. Printworld.
Gupte, R.S. 1972. *Iconography of Hindus, Buddhists and Jains*. Bombay: D.B. Taraporevala Sons & Co.
Harle, J.C. 1974. *Gupta Sculpture*. Oxford: Clarendon Press.
Huntington, Susan L. 1985. *The Art of Ancient India: Buddhist, Hindu, Jain*. New York: Weatherhill.
Jain-Neubauer, Jutta. 1981. *The Stepwells of Gujarat: In Art-historical Perspective*. New Delhi: Abhinav Publications.
Jouveau-Dubreuil, G. 1920. *Dravidian Architecture*. Madras: Asian Educational Services reprint.
Kramrisch, Stella. 1933. *Indian Sculpture*. Calcutta: Y.M.C.A. Publishing House.
Mate, M.S. 1969–70. "Early Historic Fortifications in the Ganga Valley." *Puratattva*, Vol. 3: 58–69.
Mate, M. S. 1959. *Maratha Architecture (1650 A.D. to 1850 A.D.)*. Pune: University of Poona.
Meister, M.W. and M.A. Dhaky (eds.). 1984–present. *Encyclopaedia of Indian Temple Architecture* (Relevant Volumes). New Delhi/Gurgaon: American Institute of Indian Studies.
Michell, George. 2014. *Temple Art and Architecture of the Early Chalukyas*. New Delhi: Niyogi Books.
Mitra, Debala. 1971. *Buddhist Monuments*. Calcutta: Sahitya Samsad.
Nagaraju, S. 1981. *Buddhist Architecture of Western India (c. 250 B.C. – A.D. 300)*. Delhi: Agam Kala Prakashan.
Pant, Susheela. 1976. *The Origin and Development of Stupa Architecture in India*. Varanasi: Bharat Manisha.
Rao, T.A. Gopinath. 1914. *Elements of Hindu Iconography*. Madras: Law Printing House.
Ray, Niharranjan. 1975. *Maurya and Post-Maurya Art: A Study in Social History*. New Delhi: ICHR.
Saraswati, S.K. 1957. *A Survey of Indian Sculpture*. Calcutta: Firma K.L. Mukhopadhyay.
Settar, S. 1992. *The Hoysaḷa Temples*. Bangalore: Kala Yatra Publications.
Sharma, R.C. 1994. *Splendour of Mathura Art and Museum*. New Delhi: D.K. Printworld.
Singh, B. Satyanarayana. 1999. *The Art and Architecture of the Kākatīyas*. New Delhi: Bharatiya Kala Prakashan.
Sivaramamurti, C. 1961. *Indian Sculpture*. New Delhi: Allied Publishers.
Soundara Rajan, K.V. 1981. *Early Temple Architecture in Karnataka and its Ramifications*. Dharwad: Kannada Research Institute.
Spink, Walter M. 2005-2017. *Ajanta: History and Development* (Vols. 1–7). Leiden: Brill.
Thakur, Priya. 2019. *Secular Architectural Landscape of the Vijayanagara Period*. New Delhi: Kaveri Books.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Discipline Specific Elective
PAPER TITLE: Indian Numismatics

Particulars	Details
Total Credits	3
Theory	2 Credits
Practical	1 Credit
Maximum Marks	75
Contact Hours	60

Credit and Marks Distribution

Component	Credits	Marks	Contact Hours
Theory	2	50	30
Practical	1	25	30
Total	3	75	45

Course Description

This course introduces students to Indian numismatics as a primary source for reconstructing the political, economic, social, religious and cultural history of the subcontinent. It examines the origin and evolution of coinage in India, the principles of numismatic method, and the techniques of minting, alongside the study of metals, scripts, symbols, legends, mint-marks, dates and metrological standards.

The theory component surveys the major coinage traditions of ancient, early medieval and medieval India in chronological sequence, while the practical component provides hands-on training in the identification, classification, reading and documentation of coins, supported by museum, collection or digital-archive based field learning.

Course Objectives

- To establish numismatics as a distinct discipline and a critical source for reconstructing Indian history.
- To trace the origin, evolution and development of Indian coinage from the earliest punch-marked issues to the medieval period.
- To familiarise students with numismatic method: minting techniques, metrology, palaeography of legends, symbols, mint-marks and dating.
- To develop practical competence in coin identification, classification, decipherment and scientific documentation through field-based learning.

Course Outcomes

On successful completion of the course, students will be able to:

1. Apply numismatic evidence to the reconstruction of political, economic, social, religious and cultural history.
2. Explain the origin, evolution, minting techniques and metrological systems of Indian coinage across historical periods.
3. Identify and critically analyse major coin types, metals, scripts, symbols, legends, mint-marks and dynastic features.
4. Document and catalogue coins systematically and interpret them within their historical context.

Theory Component

2 Credits — 50 Marks — 30 Contact Hours

Unit I: Foundations of Numismatics

A) Meaning, scope, definition and significance of numismatics; numismatics as a source of history and its relationship with epigraphy and archaeology.

B) Coins as evidences for polity, economy, trade, religion, art and culture; limitations of numismatic evidences.

C) Origin and early evolution of money and coinage in India.

D) Minting techniques: punch-marking, casting, die-striking and machine-striking.

E) Fundamental numismatic concepts: obverse, reverse, rim, flan, legend, symbol, monogram, countermark, overstrike, Guilds mark, mint and denomination.

F) Elements of metrology: weight standards, metals, alloys and monetary systems.

Unit II: Ancient Indian Coinage

A) Punch-marked coins (Karshapana): types, symbols and chronology.

B) Early uninscribed cast and die-struck coins; local, tribal and city (janapada) coinages.

C) Indo-Greek coinage and the introduction of the portrait-and-legend tradition; Indo-Scythian and Indo-Parthian issues.

D) Kushana coinage and Western Kshatrapa coinage.

E) Satavahana coinage.

F) Roman coins in India and Indo-Roman trade.

G) Gupta coinage: gold dinaras, types, legends and iconography.

H) Coinage of the early Deccan and South: Chalukyas and their contemporaries.

Unit III: Early Medieval and Medieval Indian Coinage

A) Early medieval coinage: Bull-and-Horseman type, Lakshmi (Gadhaiya) type; debasement and regional monetary trends.

B) Features of medieval Indian coins: legends, script, mint-names and dating (Hijri and regnal reckoning).

C) Coinage and metrology of the Delhi Sultanate: Mamluk, Khalji, Tughluq (including token currency), Sayyid–Lodi and Sur reforms.

D) Coinage and metrology of Vijayanagara.

E) Coinage and metrology of the Deccan Sultanates: Bahmani and its successor states.

F) Mughal coinage and metrology: standardisation, mint organisation, and the coinage of the successor states.

Practical Component

1 Credit — 25 Marks — 30 Contact Hours

Practical Title: Practical Study of Indian Coins and Field Visit

A) Identification of coins by metal, shape, size, weight, symbols and legends.

B) Classification of coins by period, dynasty, region and ruler.

C) Practical study of minting techniques: punching, casting, die-striking and machine-striking.

D) Reading and interpretation of symbols, legends, mint-names and dates.

E) Study of metrology: weight standards, denominations and monetary systems.

F) Scientific documentation of coins through photographs, sketches, descriptions and catalogue entries.

G) Application of core numismatic terminology in description (obverse, reverse, legend, countermark, overstrike, banker's mark, etc.).

H) Field visit to a museum, archaeology department, university or private coin collection, archive or digital numismatic repository.

I) Preparation of a field-visit report and practical record / catalogue.

J) Viva voce based on coin identification, the practical record and the field-visit report.

Practical / Field Visit Evaluation

Component	**Marks**
Coin Identification and Classification	5
Reading of Symbols, Legends, Mint and Date	5
Practical Record / Catalogue Preparation	5
Field Visit Report	5
Viva Voce	5
Total	25

Suggested Practical Record Format

Sl. No.	Coin Type	Period / Dynasty	Metal	Shape	Weight	Symbol / Image	Inscription / Legend	Mint / Date	Historical Importance

Scheme of Examination

Component	Marks
Theory Examination	50
Practical	25
Total	75

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Discipline Specific Elective
Paper Title: Mahabharata and Indian Ethos

Credit: 03
Maximum Marks: 75
Total Hours: 45

Course Description: The Mahabharata having acquired a written from over the centuries is a repository of the profound contemplation of the human existence apart from being like an encyclopaedia of the Indian culture. The course aims at introducing the students to the Mahabharata as a source of understanding the Indian society.

Course Objectives: To make students familiar with 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 be familiar with the important values and debates about Dharma, Violence and non-violence in the epic.
4. They will understand the patriarchal attitude and varna consciousness as it is reflected in the epic.
5. They will know about the few creative retelling of the epic.

Unit I: Introduction, structure and Important Characters.

A) Itihasa and history
B) The Mahabharata- central theme, structure, and the Parvas, Different editions; Critical and Vulgate, From Jaya to Mahabharata; the history of the text and its relevance
C) Important Characters; Bhishma, Drona, Dhritrashtra, Yudhishtira, Duryodhana, Krishna, Bhima, Arjuna and Karna
D) Women in the epic; Satyavati, Kunti, Gandhari, Draupadi and Madhavi.
E) Who is the hero of the epic?

Unit II: The conceptual universe and Socio-Cultural Milieu in the epic

A) Dharma and Apad Dharma
B) Himsa & Ahimsa, War ethics and Bhagavad Gita.
C) Karma and Destiny
D) Gender equations and patriarchy
E) The Varna and subalterns

Unit III: Legacy, Contemporary relevance & creative retelling of the epic

A) Archaeological Sites related to the Mahabharata
B) Universal values- Ecodharma. War ethics in the epic
C) Bhasha's Dramas, Pampa's Mahabharata
D) Modern retelling- Dinkar's poems, Shivaji Sawant's Mrutunjay, Bhyrappa's Parva & Chitra Banerjee's Palace of illusion.

Suggested Readings-

Badrinath Chaturvedi, 'The Mahābhārata, an inquiry in the human condition', Orient BlackSwan, Hydrabad, 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.)
Fitzggerald 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)
Hydrabad, 2013.
Karve Irawati, 'Yuganta', Disha Books,Hrderabad,2008.
McGrath K., 'Stri, Feminine Power in the Mahabharata', Orient BlackSwan, Hydrabad, India, 2009.
Narayan R.K., 'The Mahabharata', Vision Books, New Delhi, 2012.
Rajgopalchari C. , 'Mahabharata', Bhartiya Vidya Bhavan, Bombay, 2005.
S. RadhaKṛṣṇan, '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.
रामधारी सिंह 'दिनकर' ' रश्मिरथी' , लोकभारती, अलाहबाद , 2012.
रामधारी सिंह 'दिनकर' 'कुरूक्षेत्र', Rajpal & Sons, New Delhi, 2013.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Discipline Specific Elective
Paper Title: Recent Trends and Methods in Art Historical Studies

Credit: 03
Maximum marks: 75
Contact Hours: 45

Course description: The course focus on updated methods and techniques employed in studying art. The use of new technology, information sciences, devices and gadgets etc for quantitative and qualitative analysis of art objects will be elaborately discussed. The methods of analysing structures, sculptures and paintings are discussed under different units.

Course Objectives: The course aims to provide updated information in the field of art history. It will help the students to understand the subject in a progressive manner and take up further studies into the filed.

Course Outcome: Successful completion of the course will enable the student to

1.Use updated techniques to study art
2.Apply state of the art knowledge system to analyse and interpret historical art.
3.Equipped to take up further study in the filed

Unit I: Historiography

A) Recent historiographic developments- application of sociological and ethnographic theories
B) The subaltern and gender perspectives of art
C) Quest for continuity into past and living traditions

Unit II: Theories

A) Theorising identity of artists and patronage
B) Contextualising art
C) Theoretical discourses- aesthetic or utilitarian or propaganda

Unit III: Analysis and interpretation- sculptures and paintings

A) Restoration and conservation- chemical treatment for metals, peeling and coating of paintings
B) Ground plan and elevation through automation
C) Aerial photography and LIDAR
D) Iconometry- proportions and alignments; conjecturing the fragments and reconstruction
E) Softwares for conjunction and analysis- 3D imaging, CIG, CAD etc.

Recommended readings

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.

Richards, J. D. (1998). Recent Trends in Computer Applications in Archaeology. Journal of Archaeological Research 6(4): 331-382.

Van Pool, T. L. and R. D. Leonard (2010). Quantitative Analysis in Archaeology, John Wiley& Sons.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Discipline Specific Elective
Paper Title: History of Religion and Reform Movements in India

Credit: 03
Maximum Marks: 75
Contact Hours: 45

Course Description: The course is designed as a survey into the history of religion as well as the many reform movements that emerged from time to time. The origins of beliefs, formation of religion and its evolution into institutionalized social institutions through centuries will be discussed in detail. In that backdrop, the emergence of new religious ideas, and their reformative roles in the ancient and medieval times follows. 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 religions 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.
3. Appreciate human efforts to comprehend and represent complex philosophical questions through beliefs and practices

Unit I: Origins of religion

A) Prehistoric and proto historic phases- burial practices; ancestor worship, spirit worship, fertility cult.
B) Vedic religious traditions: beginning of Text based religion and prescribed rituals; nature and divinity; Upanishads and philosophic foundations
C) Heterodox Sramanic traditions- Ajivika, Jainism and Buddhism- Monastic order and institution; Its socio-economic milieu, fundamental principles and impact on society
D) Normative texts and Puranas- attributions and forms of divinity and rituals
E) Agamas and ritual based religion- space, structure and divinity

Unit II: Theistic traditions and Practices

A) Theistic traditions- Saiva, Vaishnava, Sakta and other Sampradayas- philosophic standardisation
B) Bhakti tradition- the concept and spread; Alwars and Nayanars and their impact on society and mainstream religion; Vachana/ Lingayata movement
C) Spread of Tantrism
D) Sufism: Sufi shrines and the State; Nature of Bhakti-Sufi Interaction
E) Nathapantha, Siddhas and local deities

Unit III: Socio-Religious Reform Movements in Colonial India

A) Impact of Western Education- Brahmo Samaj, Arya Samaj, Wahabi Movement, Aligarh movement

B) Spiritual reform movements- Ramakrishna Mission and SNDP
C) Social reform movements- SJPS; Satya Shodhak Samaj; Dr. B.R Ambedkar; Self-respect movement and indigenous consciousness.

Suggested readings:

Allchin, Raymod and Bridget Allchin. 1997. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Viking.

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: T*he 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.

Hawley, John Stratton. 2012. *Three Bhakti Voices.* New Delhi: OUP.

Jaiswal, Suvira. 2000. C*aste: Origin, Function and Dimensions of Change*. New Delhi: Manohar Publishers.

Lingat, Robert. 1998. The Classical Law of India. New Delhi: Munshiram Manoharlal Publishers.

Lorenzen, David N. 1991. *Kapalikas and Kalamukhas*. Motilal Banarsidas.

Lorenzen, David N. (ed.). 2002. B*hakti 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 S*ome 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.
Sharma, R. S. 1990. *Sudras in Ancient India: A Social History of the Lower Order Down to circa AD 600*. New Delhi: Motilal Banarsidas.
Shivaprakash, H.S. 2010. *I Keep Vigil of Rudra.* New Delhi: Penguin India.
Singh, Upinder. 2004. *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*.Permanent Black.
Somarajan, C.N. and Sivadasan, S. 1995. *Civil Rights Movements in Travancore*. Kollam
Thapar, Romila 2010. *Ancient Indian Social History: Some Interpretation.* New Delhi: OUP.
Thapar, Romila. 2008. *Imagined Religious Communities: Ancient History and the Modern search for a Hindu Identity*. Cambridge University Press.
Vaudeville, Charlotte. 2017.*A Weaver Named Kabir.* New Delhi: Motilal Banarsidas.Charlotte
Venkatesan, Archana. 2016. *The Secret Garland: Andal's Tiruppavai and Nacciyar Tirumoli*. New Delhi: Harper Perennial India.
Vijaya Ramaswamy. 1996. *Walking Naked: Women, Society, and Spirituality in South India,* Simla: Indian Institute of Advanced Studies.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. semester II, Discipline Specific Elective
Paper Title: Gender History in India: From Earliest to 17th Century

Credit: 03
Maximum Marks: 75
Contact Hours: 45

Course description:
This course introduces students to the historical study of gender in India from the earliest times to the seventeenth century. It examines changing constructions of gender through literary, epigraphic, archaeological and visual sources, and analyses women's position within family, society, religion, polity and economy. The course also familiarises students with major historiographical debates and feminist approaches to the writing of Indian history.

Course Objectives
The course aims to:
1. Introduce students to the concepts and historiography of gender history.
2. Examine the changing position and status of women in ancient and medieval India.
3. Analyse the relationship between gender, caste, religion, polity and economy.
4. Develop critical understanding of historical sources used in gender studies.

Course Outcomes
After successful completion of the course, students will be able to:
1. Explain major concepts and historiographical approaches in gender history.
2. Analyse the changing status and roles of women from ancient to medieval India.
3. Critically evaluate literary, archaeological and epigraphic sources relating to gender.
4. Assess the contribution of feminist historiography to Indian historical studies.

Unit I: Concepts, Sources and Historiography of Gender History
A) Gender History: Concepts, Scope and Approaches
B) Sources for Gender History: Literary, Archaeological, Epigraphic, Numismatic and Visual Sources
C) Historiographical Perspectives: Nationalist, Marxist, Feminist and Subaltern Approaches

Unit II: Gender in Ancient India
A) Women in Vedic and Early Historic India: Family, Marriage, Education and Property
B) Women in Buddhism and Jainism
C) Gender, Caste and Social Institutions in Ancient India
D) Women in Religion, Literature and Public Life

Unit III: Gender in Medieval India
A) Women and Society in Medieval India: Family, Marriage, Purdah, Polygamy and Social Institutions
B) Women Rulers: Didda, Kundavai, Razia Sultana, Rudrama Devi.
C) Bhakti and Sufi Traditions: Women's Religious Agency: Andal, Akka Mahadevi, Lal Ded and Mirabai.
D) Devadasi Institution, Court Culture, Harems and Representation of Women in Medieval Literature and Art

Essential Readings

1. Altekar, A. S. (2016). *The position of women in Hindu civilization: From prehistoric times to the present day*. Motilal Banarsidass.
2. Chakravarti, U. (1996). *The social dimensions of early Buddhism*. Munshiram Manoharlal.
3. Chakravarti, U. (2003). *Gendering caste: Through a feminist lens*. Stree.

4. Chattopadhyaya, B. D., & Roy, K. (Eds.). (2011). *Women in early Indian societies*. Manohar Publishers.
5. Forbes, G. (1996). *Women in modern India*. Cambridge University Press.
6. Roy, K. (2010). *The power of gender and the gender of power: Explorations in early Indian history*. Oxford University Press.

Suggested Readings

1. Bhattacharji, S. (1987). Prostitution in ancient India. *Social Scientist, 15*(2), 32–61.
2. Findly, E. B. (1988). The capture of Maryam-uz-Zamānī's ship: Mughal women and European traders. *Journal of the American Oriental Society, 108*(2), 227–238.
3. Gulati, S. (1985). *Women and society in northern India in the eleventh and twelfth centuries*. Chanakya Publications.
4. Gupta, K. (2003). *Women in Hindu social system, 1206–1707 A.D.* Oriental Publishers & Distributors.
5. Musallam, B. F. (1983). *Sex and society in Islam: Birth control before the nineteenth century*. Cambridge University Press.
6. Pande, R. (2004). At the service of the Lord: Temple girls in medieval Deccan (11th–17th centuries). *Deccan Studies, 2*(2), 25–43.
7. Pande, R., & Lavanya, B. (2004). Miniature paintings in Golconda and the representation of women (16th–17th centuries). *Journal of Interdisciplinary Studies in History and Archaeology, 1*, 73–86.
8. Pandey, S. M., & Zide, N. (1965). Mirabai and her contributions to the Bhakti movement. *History of Religions, 5*(1), 54–60.
9. Poonacha, V. (2005). Negotiating historical spaces: Reclaiming women's agency in the writing of history. In K. K. Shah (Ed.), *History and gender: Some explorations* (pp. 15–33). Rawat Publications.
10. Tharu, S., & Lalita, K. (Eds.). (1991). *Women writing in India* (Vol. 1). Oxford University Press.
11. Wadley, S. S. (1977). Women and the Hindu tradition. *Signs, 3*(1), 113–125.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Discipline Specific Elective
Paper Title: Principles and Methods of Museology

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: Museology deals with the technical and theoretical aspects of the collection, documentation, preservation, and exhibition of artifacts and objects. The course deals with the origin of the subject, its development, organizational setup, and significance and role as an institution. A museum visit is also part of the course to provide practical hands-on experience.

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

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

1. Definition of museology and museography.
2. History of the development of museums worldwide, with special reference to India.
3. Types of museums, their scope, and functions.
4. Global and Indian legislations relating to Artefacts and Museums.
5. Museum security and safety- alarms, CCTV cameras, infrared technologies
6. Museum administration and management

Unit II: Collection, Documentation, and Display

1. Object Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation, and others.
2. Object Documentation: accessioning, indexing, cataloging, digital documentation, and de-accessioning.
3. Object Display and Exhibition: Types of exhibits and exhibitions, Permanent Exhibition, Temporary exhibition, setting up galleries, and Virtual Museums.
4. Multimedia technologies, digitization and digitalization.

Unit III: Museum Research and Publication

1. Popular publications: guidebooks, brochures, worksheets, pamphlets, posters, picture postcards.
2. Museum Research and publication on museum collections, research publications, catalogue and monographs.
3. Public outreach programs: children/ student camps, workshops, cultural events, and seminars.

Assessment method

Internal Assignment- I	Classroom test	10 marks

Internal Assignment-II	Museum visit and study report submission	10 marks
	Prepare temporary exhibition (physical/digital form)	10 marks
End semester examination		45 marks
Total		**75 marks**

Essential 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
Department of History & Archaeology
P.G. Semester II, Discipline Specific Elective
Medieval Societies: Europe and the Islamic World

Credit: 03
Maximum marks: 75
Contact Hours: 45

Course Description: The medieval societies witnessed the spread of two major religions of the world i.e. Islam and Christianity. Christianity became very powerful in Europe and Islam spread across the eastern part of the world, playing significant role in the state formation. The course begins with a discussion of the murky world of feudalism that had engulfed Europe and processes that helped the whole region in coming out of it. The cultural developments during this period also form a part of this course. The influence of medieval societies and culture have made an indelible influence in shaping the world that we live in.

Course Objective: The objective of this paper is to describe the nature of transition from ancient to medieval world, and its impact on the socio-political and economic life of the people around Europe, west Asia and south Asia. Also to critically examine the influence of religious institutions on state formation.

Course Outcomes: After the completion of this course, students will be able to differentiate,
1. Various factors have led to the transformation of ancient society into the medieval period.
2. Distinguish agrarian and feudal structure in medieval societies, and how the transformation of feudalism to capitalist society was developed by the interdependency of church and state.
3. Emergence and functioning of Islamic culture, and contribution of Muslims in various fields of knowledge building.

Unit I

A) Medieval Europe: Transition from Ancient Society to Medieval Society
B) Feudalism: Origin and Nature; first phase- agrarian structure and relations, manorial system, agrarian technology.
C) Developments in the second phase of feudalism- growth of foreign trade and commerce, technology, urban centers and society
D) Transition from feudalism to capitalism

Unit II

A) Medieval Church: Nature and its structure.
B) Medieval State and its relation with church
C) Medieval mentalities and folkloric culture

Unit III

A) Pre-Islamic Arab Culture
B) Rise of Islam and the pious Caliphate
C) Evolution of Islamic State during Umayyad and Abbasid Caliphs- society, economy, intellectual and cultural contribution
D) Emergence of sultanates- Samanids, Ghaznavids, Saljuq, Ghorids

Essential Readings:

Anderson, Perry. 1974. Passages from Antiquity to Feudalism. London: NLB
Chase F. Robinson (ed.) 2011. The New Cambridge History of Islam, Vol. I: The Formation of the Islamic World, Sixth to Eleventh Centuries. Cambridge University Press.
Cipolla Carlo M. (ed.). 1976.The Fontana Economic History of Europe: The Middle Ages, Vol.1. New York: Barnes and Noble Books.
Coleman D.C. 1969. Revisions in Mercantilism. London: Methuen & Co.

Dobb Maurice and Dobb Sweezy - Studies in the Development of Capitalism.
Duby George. 1976.The Age of Cathedrals: Art and Society, 980-1420, trs. Eleanor Levieux and Barbara Thompson. Chicago University Press.
Duby George. 1990. The Legend of Bouvines: Religion and Culture in the Middle Ages. University of California Press.
Farooqi Amar 2012. Early Social Formations. New Delhi: Manak Publications.
Ganshof F.L. 1944. Feudalism. University of Toronto Press.
Gurevitch. 1983. Categories of Medieval Culture, London: Routledge Kegan & Paul.
Hall A.R. 1954.The Scientific Revolution 1500-1800. London: Longmans, Green & Co.
Hodgson, Marshall G.S.1975. The Venture of Islam- The Gunpowder Empires and Modern Times, Vol. 3. University of Chicago Press.
Le Goff Jacques. 1957. Intellectuals in the Middle Ages. London: Wiley- Blackwell.
Le Goff Jacques. 1964. Medieval Civilization. London: Wiley.
Lineham Peter and Nelson Jonet (ed.) 2018. The Medieval World. London: Routledge.
Mukhia Harbans (ed.).1999. The Feudalism Debate. New Delhi: Manohar Publishing.
Sweezy, Paul M.and Maurice Dobb. 1950. The Transition from Feudalism to Capitalism. Science & Society Vol.14, no. 2: 134-67.
W. M Watt. 1961. Islam and the Integration of Society. London: Routledge
W. M. Watt .1953. Muhammad at Mecca. Oxford: Oxford University Press.
White Lynn. 1962. Medieval Technology and Social Change. New York: OUP USA.
Bloch, March. 1961. Feudal Society, 2 Vols. Chicago: Chicago University Press.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Discipline Specific Elective
Social and Economic History of Ancient India

Credit: 03
Maximum marks: 75
Contact Hours: 45

Course Description: Social and economic history is an important area of historical studies. The course explores this area through an introduction to the people, their social structures, ways of social organization and its economic base. It also surveys different phases of early India under different political scenarios. The dynamisms in trade, rural-urban formations and economic systems are focused keenly in this course.

Course Objectives: The course aims to focus on the fundamental factors of social and economic formations of early India. It is intended to analyze the interconnections of different social forces and their mutual impacts on the economy to understand the course of historical processes.

Course Outcomes: A successful completion of the course will

1. Equip the student to critically analyze the socio economic factors of history.
2. Enable them to recognize and locate socio economic dynamics behind cultural and other developments.
3. Create a proper historical sense based on facts beyond notions.

Unit I: Beginning of Social Structures and State Formation

A) The People, an Anthropological introduction- distinction between caste society and kin-based society, Stages in the Evolution of social stratification
B) Society and Economy during the Vedic period—Pastoralism and Agriculture—emergence of monarchy- The Myth of the Origin of four Varnas, hierarchical order of society, social classes and their functions and use of iron and expansion of agriculture
C) Society and economy since 500 BCE-Second Urbanization; Trade and commerce – trade routes; Traders and craftsmen – Coins and currency system
D) Impact on social structure - Gahapatis, Dasas, Setthis and Karmakars; origin of untouchability in society.
E) Birth of new religious movements.

Unit II: State Formation, Mauryan, Post-Mauryan and Gupta Era

A) Society and economy under the Mauryas.
B) Society and economy in Deccan—Society and economy in the far south as reflected in early Tamil texts and inscriptions.
C) Dharmasastras- concept of ideal ruler and society; position of women; Forms of marriage; modes of education.
D) Patronage to culture, religion, art and literature and Consolidation of hierarchical social order.
E) Changing patterns in trade and commerce– maritime trade and growth in rural economy-Guilds—currency and medium of exchange—growth of regional economy, society and political centers.

Unit III: Into the Early Medieval

A) Growth of states and expansion of agrarian economy in Deccan and South India: The Agraharas and the temple institutions.

B) Proliferation of Jatis; Changing position of women; forms of servitude; emergence of rural aristocracy Integration of local cults and consolidation of Bhakti ideology.
C) Theory of Indian feudalism and de-urbanisation: the debate.
D) Theories on Nature of state.

Essential Readings

Bagchi, Amiya Kumar, ed., 2002: Money and Credit in Indian History: From Early Medieval Times, Delhi. Tulika,

Bose, Atindra Nath, (196)1: Social and Rural Economy of Northern India, 600 BC – 200 AD, 2 Vols. Calcutta, Firma K.L.Mukhopadhyay.

Chakravarti, Ranabir ,2002: Trade and Traders in Early India, Delhi, Manohar.

Chakravrti, Ranabir, ed.,2001: Trade in Early India, OUP.

Champaka Lakshmi, R. 1996: Trade, Ideology and Urbanisation: South India 300 BC to AD 1300, Delhi, OUP,

Chattopadhyaya, Brajadulal, 1990: Aspects of Rural Settlements and Rural Society in Early Medieval India, Calcutta, Manohar.

Chattopadhyaya, Brajadulal, 1994: The Making of Early Medieval India, Delhi, OUP.

Chattopadhyaya, Brajadulal, 2003: Studying Early India: Archaeology, Texts and Historical Issues, Delhi, Permanent Black

Choudhary, B.K. 1999: From Kinship to Social Hierarchy: The Vedic Experience, Patna, K.P.Jayaswal Research Institute.

Economic History, Cambridge, CUP.

Goitein, S.D. and Friedman, Mordechai A, 2008: Indian Traders of the Middle Ages: Documents from the Cairo Geniza ('India Book'), Boston, Brill Leide.

Gopal, Lallanji, 1965: The Economic Life of Northern India, c.AD 700-1200, Delhi, Motilal Banarsidass

Gupta, Narayani, ed. 1993: Craftsmen and Merchants: Essays in South Indian Urbanism,

Jain, V.K, 1990: Trade and Traders in Western India (AD 1000-1300), Delhi, Munshiram Manoharlal.

Jha, D.N., ed., 2000: The Feudal Order: State, Society and Ideology in Early Medieval India, Delhi, Manohar.

Manohar.

Mukhia, Harbns, ed., 1999 . The Feudalism Debate, Delhi, Manohar.

Nandi, R.N., 2001: State Formation, Agrarian Growth and Social Change in Feudal South India, Delhi, Manohar.

Ratnagar, Shereen, 2007: Makers and Shapers: Early Indian Technology in the Home, Village and Urban Workshop, Books, Tulika.

Ray, Himanshu Prabha, 1986: The Winds of Change: Buddhism and the Maritime Links of Early South Asia, Delhi, OUP.

Ray, Himanshu Prabha, ed., 1999, Archaeology of Seafaring: The Indian Ocean in the Ancient Period, Delhi, Pragati Publications.

Sahu, B.P. (ed), 1997: Land System and Rural Society in Early India, Delhi,

Sharma, R.S, 1983: Material Culture and Social Formations in Ancient India, Delhi, Macmillan India.

Sharma, R.S. and Shrimali, K.M., eds. 2008. A Comprehensive History of India, Vol.IV, Delhi.Macmillan.

Sharma, R.S., 2001, Early Medieval Indian Society: A Study in Feudalisation, Orient Longman.

Sharma, R.S., 2006. Indian Feudalism, 3rd edition, Macmillan India, Delhi,

Tomber, Roberta, 2008, Indo-Roman Trade: From Pots to Pepper, London, Duckworth.

Veluthat, Kesavan, 2008, The Early Medieval in South India, Delhi, OUP.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Discipline Specific Elective
Social and Economic History of Medieval India

Credit: 03
Maximum marks: 75
Contact Hours: 45

Course Description: Social and economic history is an important area of historical studies. The course explores this area through an introduction to the people, their social structures, ways of social organization and its economic base. It also surveys different phases of early India under different political scenarios. The dynamisms in trade, rural-urban formations and economic systems are focused keenly in this course.

Course Objectives: The course aims to focus on the fundamental factors of social and economic formations of early India. It is intended to analyze the interconnections of different social forces and their mutual impacts on the economy to understand the course of historical processes.

Course Outcomes: A successful completion of the course will

4. Equip the student to critically analyze the socio economic factors of history.
5. Enable them to recognize and locate socio economic dynamics behind cultural and other developments.
6. Create a proper historical sense based on facts beyond notions.

Unit I: Agrarian Economy

A) Agricultural Production: Crop patterns, Means of irrigation, agricultural products and Market
B) Land Tenure and Revenue System
C) Taxation (methods of assessment and collection)
D) Natural calamities (Famines, etc and their Impact)

Unit II: Emergence of Urban Economy and Technological Development

A) Trade and commerce
B) Money and its Circulation: Agents, Mahajans, Sahukar, Baniyas, Sarrafs, and Hundi
C) Composition of trade: Role of Arab, European traders and Indian Merchants
D) Medium of exchange, currency, coinage.
A) Advancement of the technology and Economic development - Technological developments during the Sultanate period, Technological developments during the Mughal period, Transformation of technology from Europe and Central Asia

Unit III: Urbanisation

A) Emergence of Towns and Cities
B) Demographic Changes
C) Urban Communities

Suggested Readings:

1. Appadorai, A, Economic Conditions of Southern India (1000-1500), 2 Vols. Madras, 1936.
2. Banga, Indu (ed.), The City in Indian History Urban Demography, Society and Politics, Manoharlal Munshiram, Delhi, 1991.
3. Champalakshmi, R, Trade, Ideology and Urbanisation South India 300B.C.-1300 A.D. O. U. P., Delhi, 1997.
4. Chandra, Satish (ed.), Essays in Medieval Indian Economic History, IHC, Munshiram Manoharlal Publication Pvt. Ltd., New Delhi, 1987.
5. Chicherov, A. I, India – Economic Development in the 16th – 18th Centuries: Outline History of Crafts and Trade, Moscow, 1971.
6. Chitnis, K. N, Socio-Economic History of Medieval India, Atlatic Publishers and Distributors, New Delhi, 1990.
7. Choudhari, K.N, Trade and Civilisation in the Indian Ocean An Economic History From Rise of Islam to 1750, Munshiram Manoharlal, Delhi, 1985
8. Gordon, Stewart, The Marathas, 1600-1818, New Cambridge History of India Foundation, Books, Delhi, 1994.
9. Gupta, Ashin Das, Pearson, M. M, (ed.), India and the Indian Ocean, 1500-1800, O. U. P., O. I. P., 1999.
10. Hasan, S. Nural, Thoughts on Agrarian Relations in Mughal India, P. P. H., Delhi, 1973.
11. Habib, Mohammad and Nizami, K.A, Comprehensive History of India, Vol. V AD 1206-1526,The Delhi Sultanate, PPH, Delhi, 1987.
12. Habib, Irfan (ed.), Agrarian System of Mughal India 1526-1707, Asia Publishing House, Mumbai, 1963.
13. Hasan, S. Nural, Thoughts on Agrarian Relations in Mughal India, P. P. H., Delhi, 1973.
14. Kulkarni, A. R, Maharashtra in the age of Shivaji, Deshmukh, Poona, 1969.
15. Kulshrestha, S. S, Development of Trade and Industry under the Mughals, Allahabad, 1964
16. Majumdar, R. C. (ed.) The History and Culture of the Indian People, Vol. VI & VII, Bharatiya Vidya Bhavan, Bombay, 1960.
17. Moreland, W. H, The Agrarian System of Moslem India, Kant Publication, Delhi, 1988. (Ist Publication in 1929.)
18. Moreland, W. H, Akbar to Aurangzeb – A Study of Indian Economic History, London, 1923.
19. Moreland, W. H, India at the Death of Akbar - An Economic Study, London, 1920.
20. Mukherji, Radha, Indian Shipping, A History of the Seaborne Trade Kumud Maritime Activity of the Indians from the Earliest Time, London, reprint, 1972 .
21. Muzaffar, Alam, Subramanyam, Sanjay, (eds.), Themes in Indian History, The Mughal State, (1526-1750), OUP, Delhi, 1998.
22. Naqvi, H.K, Urbanisation and Urban Centres under the Great Mughals 1556-1707, Simb. II AS, 1971
23. Raychoudhari, Tapan and Habib, Irfan, Cambridge Economic History of India, 1200-C.1750, Vol. I, S. Chand, Delhi, 1984.
24. Richards, J. F. (ed.) The Imperial Monetary Ststem of Mughal India, OUP, Delhi, 1987.
25. Sanger, Pramod, Growth of English Trade under the Mughals, New Delhi, 1993.

26. Sarkar, Jagdish Narayan, Studies in Economic Life in Mughal India, New Delhi, 1975.
27. Sherwani, H. K. Joshi, P.M. (Jt.ed.), History of Medieval Deccan (1295-1724) Vol.I, The Government of Andhra Pradesh Publ. Hyderabad, 1973.
28. Siddiqui, N. A, Land Revenue Administration under the Mughals1700-1750) ,

Munshiram Manoharlal, Delhi, 1989.
29. Singh, M. P, Town, Market, Mint and Port in the Mughal Empire, New Delhi, 1985.
30. Stein, Burton, Peasant State and Society in Medieval India, O. U. P., O. L. P. New Delhi, 1994, 2nd impression, 1999.
31. Subramanyam, Sanjay (ed.) Themes in Indian History, Money and the Market in India- 1100-1700, OUP, OIP, 1998.
32. Wright, H. Nelson, Coinage and Metrology of the Sultans of Delhi, Reprint 1974, Delhi, 1936..

CENTRAL UNIVERSITY OF KARNATAKA

Department of History and Archaeology

P.G. Semester II, Discipline Specific Elective

Course Title: Historicity and Philosophy of the Lingayatas (Virashaivas)

Credits: 03

Maximum marks: 75

Contact Hours: 45

Course Description: This course explores the Lingayata (Virashaiva) movement, a transformative 12th-century socio-religious reform movement in South India. It examines the movement's historical origins, key philosophical principles, Vachana literature, material culture, and prominent Sharana figures such as Basaveshwara, Allama Prabhu, and Akka Mahadevi. The course also evaluates the socio-political impact, egalitarian philosophy, and historical archaeology of the movement through inscriptions, shrines, and monasteries.

Course objectives: The course aims 1) To introduce the foundational philosophy, literature, and practices of Lingayatism, highlighting its distinctiveness from other Shaiva traditions. 2) To analyse the historical role of Basava and contemporary Sharanas in shaping an egalitarian movement in 12th-century Karnataka. 3) To examine epigraphic, textual, architectural, and oral sources to reconstruct the material and socio-cultural history of the Lingayatas.

Course outcomes: Upon successful completion of the course, students will be able to: 1) Explain the historical evolution, philosophical doctrines, and unique socio-religious identity of Lingayatism. 2) Differentiate the Lingayat movement dynamics from mainstream normative traditions and analyse its contribution to Kannada Vachana literature. 3) Critically evaluate epigraphic records, monastic institutions, and important centres associated with the Sharana movement.

Unit I: Introduction

A) Definition and Overview: The terms 'Lingayata' and 'Virashaiva'
B) Historical Background (12th Century): Political, socio-economic, and religious landscape under the Kalyani Chalukyas and Kalachuris.
C) Core Religious Philosophy & Practices.
D) Gender, Equality & Cultural Contribution.

Unit II: Historicity and Philosophy of the Lingayata Movement

A) Historical Evolution of the Lingayata Movement
B) Life of Basava and His Teachings
C) Other prominent figures: Allama Prabhu, Akka Mahadevi, Siddharama, and Channabasavanna.
D) Syncretism & Inter-Sectarian Dynamics

Unit III: Textual, Material, and Oral Sources

A) Textual records: Manuscripts and Texts
B) Epigraphical Sources
C) Important centres of the Lingayatas: Basavkalyan, Kudal Sangam, Mangalvedha, and Srisailam.
D) Shrines and Monasteries
E) Ethnographic Approaches: Interviewing contemporary practitioners.

Recommended Readings

Desai, P. B. (1968). *Basaveshwara and His Times*. Karnataka University.

Gopal, B. R. (1981). *The Chalukyas of Kalyan and the Kalachuris*. Karnataka University.

Ishwaran, K. (2021). *Speaking of Basava: Lingayat Religion and Culture in South Asia*. Routledge.

Lorenzen, David N. (1972). *The Kapalikas and the Kalamukhas: Two Lost Saivite Sects*. University of California Press.

Michael, R. Blake. (1983). 'Women of the Śūnyasaṃpādane: Housewives and Saints in Vīraśaivism.' *Journal of the American Oriental Society*, 103(2), 361–368.

Michael, R. Blake. (1992). *The Origins of Vīraśaiva Sects: A Typological Analysis of Ritual and Associational Patterns in the Śūnyasaṃpādane*. Motilal Banarsidass.

Nandi, R. N. (1973). *Religious Institutions and Cults in the Deccan*. Motilal Banarsidass.

Narasimhacharya, R. (1988). *History of Kannada Literature*. Penguin Books.

Patil, S. H. (2002). *Community Dominance and Political Modernisation: The Lingayats*. Mittal Publications.

Rao, Velcheru, & Roghair, G. (Trans.). (2014). *Siva's Warriors: The Basava Purana of Palkuriki Somanatha*. Princeton University Press.

Ramanujan, A. K. (1973). *Speaking of Śiva*. Penguin Classics.

Sakhare, M. R. (1942). *History and Philosophy of Lingayat Religion*. Mahavir Press.

Schouten, Jan Peter. (1995). *Revolution of the Mystics: On the Social Aspects of Vīraśaivism*. Motilal Banarsidass.

Upadhye, G. N. (Ed.). (2001). *Kannada Inscriptions of Maharashtra* (Kannada University Epigraphical Series-VI). Kannada University, Hampi.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. II Semester, Generic Elective
Paper Title: India Since Independence: 1947-2010

Credit: 03
Maximum Marks: 75
Contact Hours: 45

Course Description:

This course examines the political, constitutional, economic, and social transformation of India from Independence 1947 to 2010. It explores the processes of nation-building, democratic consolidation, federalism, economic development, regional aspirations, foreign policy, and economic reforms. The course also introduces students to major historiographical debates on post-colonial India.

Course Objective:

The course aims to:

1. Examine the process of nation-building and democratic consolidation after Independence.
2. Analyse the evolution of constitutional institutions, federalism, and regional politics.
3. Examine India's economic development, political transformations, and foreign policy in the post-independence period.
4. Evaluate contemporary challenges and historiographical debates on post-colonial India.

Course Outcome

After successful completion of the course, students will be able to:

1. Explain the major political, constitutional, and economic developments in India after Independence.
2. Analyse the processes of nation-building, democratic consolidation, and regional politics.
3. Evaluate India's development policies, foreign relations, and economic reforms.
4. Critically evaluate major historiographical debates on post-independence India.

Unit I: Nation-Building and Democratic Foundations

A) Framing of the Constitution and the Establishment of the Republic
B) Integration of Princely States, Linguistic Reorganisation of States, and National Integration
C) Democratic Institutions: Parliamentary Democracy, Federalism, and the First General Election (1952)
D) Development Planning, Industrialisation, and Public Institutions
E) India’s Foreign Policy: Non-Alignment and Strategic Relations

Unit II: Political Developments and Regional Dynamics (1967–1990)

A) Political Transformation: Decline of One-Party Dominance and the Rise of Coalition Politics
B) The Emergency (1975–1977): Causes, Major Developments, and Its Impact on Indian Democracy
C) Centre–State Relations and Regional Movements: Punjab, Assam, Tamil Nadu, and Jammu & Kashmir
D) Electoral Politics, Regional Parties, and Coalition Governments after the Emergency

Unit III: Economic Reforms and Contemporary India

A) Economic Reforms (1991): Liberalisation, Privatisation, and Globalisation (LPG)
B) Change in Economy: Information Technology, Globalisation, and Urbanisation

C) Social Development: Education, Health, Poverty Alleviation, and Human Development
D) Contemporary Challenges: Regional and security problems, Environmental Sustainability and Inclusive Development

Essential Readings

1. Austin, G. (1999). *The Indian Constitution: Cornerstone of a nation*. Oxford University Press.
2. Chandra, B., Mukherjee, M., & Mukherjee, A. (2017). *India since independence* (Revised ed.). Penguin Random House India.
3. Frankel, F. R. (2005). *Transforming India: Social and political dynamics of Indian democracy*. Oxford University Press.
4. Guha, R. (2007). *India after Gandhi: The history of the world's largest democracy*. Picador India.
5. Metcalf, B. D., & Metcalf, T. R. (2012). *A Concise History of Modern India* (3rd ed.). Cambridge University Press.
6. Sabharwal, G. (2017). *India since 1947: The independent years*. Penguin Random House India.
7. Sugata Bose, & Jalal, A. (2018). *Modern South Asia: History, culture, political economy* (4th ed.). Routledge.
8. V. Krishna Ananth. (2011). *India since independence: Making sense of Indian politics*. Pearson Education.

Suggested Readings

1. Brass, P. R. (1974). *Language, religion and politics in North India*. Cambridge University Press.
2. Brass, P. R. (2003). *The production of Hindu-Muslim violence in contemporary India*. University of Washington Press.
3. Corbridge, S., & Harriss, J. (2000). *Reinventing India: Liberalisation, Hindu nationalism and popular democracy*. Polity Press.
4. Dhar, P. N. (2001). *Indira Gandhi, the Emergency and Indian democracy*. Oxford University Press.
5. Dube, S. (2004). *Postcolonial passages: Contemporary history writing on India*. Oxford University Press.
6. Gopal, S. (Ed.). (1981). *Nehru: An anthology*. Oxford University Press.
7. Harrison, S. S., Kriesberg, P. H., & Kux, D. (Eds.). (1999). *India and Pakistan: The first fifty years*. Cambridge University Press.
8. Kaarsholm, P. (Ed.). (2004). *City flicks: Indian cinema and the urban experience*. Seagull Books.
9. Tamanaha, B. Z. (2004). *On the rule of law: History, politics, theory*. Cambridge University Press.
10. Raychaudhuri, T. (2000). *Perceptions, emotions, sensibilities: Essays on India's colonial and post-colonial experiences*. Oxford University Press.
11. Srivastava, C. P. (2007). *Lal Bahadur Shastri: A life of truth in politics*. Oxford University Press.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. II Semester, Ability Enhancement Course
Paper Title: Local Heritage

Credits	2
Maximum Marks	50
Contact Hours	30

Course Description

Heritage tourism is a recent field that combines the conservation, preservation and promotion of historical sites. Drawing on tourism and management studies, heritage conservation and public policy, it seeks a better interface between the public and heritage sites — one that improves preservation, generates local economy, and creates public recreation and awareness.

This course introduces the core concepts of heritage and tourism and applies them to the rich local heritage of Karnataka, from prehistoric and early-historic sites to the medieval monuments of the Deccan. It gives equal attention to tangible and intangible heritage and to the practical challenges of conserving and presenting sites to the public.

Course Objectives

- To sensitise learners to the heritage value of Indian archaeology and its cultural diversity.
- To introduce the core concepts of heritage conservation, preservation and management.
- To acquaint learners with Karnataka's local heritage sites and their historical significance.
- To examine India's policy measures for heritage conservation and approaches to public education and heritage tourism.

Course Outcomes

1. Explain the core concepts of heritage, tourism, conservation and management.
2. Identify and describe Karnataka's major local heritage sites and their significance.
3. Assess heritage products and the stakeholders shaping heritage tourism in India.
4. Recognise key conservation challenges and the role of the public in heritage preservation.

Unit I: Introduction to Heritage and Tourism

A) Definition and meaning of heritage and tourism; tangible and intangible heritage.

B) Scope of heritage studies and the development of heritage tourism.

C) Conservation, preservation and restoration; public awareness and heritage education.

D) India's art and architectural heritage; living arts and crafts.

E) Heritage tourism, local economy and community participation.

Unit II: Local Heritage Sites of Karnataka

A) Prehistoric sites: Piklihal and Sanganakallu.

B) Early-historic and Buddhist sites: Maski (Ashokan minor rock edict) and Sannati–Kanganahalli (major rock edict and Maha-Stupa). Nagavi

C) Medieval sites of the Deccan: Bidar (fort, royal necropolises and the Karez water system); Basavakalyan (fort, ancient temples and the Anubhava Mantapa); Kalaburagi (fort and spiritual places); Bijapur (Gol Gumbaz / Whispering Gallery, hydraulic system and Royal Bath).

D) The Hampi complex: the Vijayanagara capital, its temples, royal enclosure and hydraulic system (UNESCO World Heritage Site).

E) Festivals of Karnataka as intangible heritage: Dasara, Moharram and Hampi Utsava.

Reading list

Asher, Catherine B. *Architecture of Mughal India*. Cambridge: Cambridge University Press, 1992.

Ashraf, K. M. *Life and Conditions of the People of Hindustan, 1200–1500*.

Basham, A. L. *The Wonder That Was India*. Oxford: Oxford University Press.

Basham, A. L., ed. *A Cultural History of India*. Oxford: Oxford University Press.

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, Sachindra Sekhara. *Protecting the Cultural Heritage: National Legislation and International Conventions*.

Brown, Percy. *Indian Architecture (Islamic Period)*. Bombay: Taraporevala.

Desai, Z. A. *Mosques of India*. New Delhi: 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. Basa. *Understanding Heritage: Role of Museum*.

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

Howard, Peter. *Heritage: Management, Interpretation, Identity*. London: Continuum.

Khanna, Meenakshi. *Cultural History of Medieval India*.

Nath, R., ed. *Architecture in Medieval India*.

Paddayya, K. *Heritage Management, with Special Reference to Modern Impacts on Archaeological Sites of the Lower Deccan*.

Page, J. A. *Historical Memoir of the Qutb*. New Delhi: Archaeological Survey of India.

Rao, P. R. *Cultural Heritage of India*.

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

Saraswati, S. K. *Indo-Islamic Architecture*.

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

Smith, E. W. *Akbar's Tomb, Sikandra*. New Delhi: 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*.

Yazdani, G. *Bidar: Its History and Monuments*. Oxford: Oxford University Press.

Yusuf Husain. *Glimpses of Medieval Indian Culture*.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
PG II: Skill Enhancement Course
Digital and Geo-Spatial Archaeology

Credit: 02
Maximum marks: 50
Contact Hours: 30

Course Description: Digital Archaeology is an advanced branch of archaeology rising with the advent of software technologies to uncover the various properties surrounding the cultural evidence, sites, and natural resources. This process involves content recording, documentation, analysis, and the interpretation of findings in illustrious forms, and is best preserved for posterity and accessible for re-study.

Course Objectives: The learner will understand the role of information sciences in archaeological studies and how modern sciences aid in better access to and management of big data for posterity. This course aims to train learners to enhance the skills and abilities essential to archaeology.

Course Outcome: The student will develop soft skills and abilities to use various software and devices in modern archaeological sciences, which are crucial for enhancing their employment opportunities in archaeology.

Unit I: Photogrammetry and scanners

A. Archaeology basic understanding and Digital archaeology

B) Data curation in archaeological surveys: Excavation and Computers, Archaeological Database management, Recording artefacts and data analysis

C) Artefact recording and analysis through cameras and scanners (tools, potteries, sculptures/ inscriptions)

D) Image processing software: Adobe Photoshop/Illustrator, DStretch

Unit II: Geo-spatial tools

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

Assessment method

Internal Assessment: practical-based assignment in submittable form (either soft/ printed copy)	20 marks
End semester examination: Real-time practical-based examination under the supervision of an invigilator. The reports/records submitted in hard/ printed copy)	30 marks

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 Common-sense 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
Department of History & Archaeology
P.G. Semester III, Foundation Course
PAPER TITLE: Modern Indian History and The Freedom Movement

Credit: 04
Maximum marks: 100
Contact hours: 60

Course description: This paper mainly deals with the socio-political and economic conditions of India with the emergence of Colonial rule in the Indian subcontinent. Administrative reforms and new rules made by East India company up to the revolt of 1857 and its consequences and effects forms first part of the course. The second half focus on the administrative changes that appeared after the revolt of 1857. The various developments like the socio-religious movements and the emergence of nationalism, establishment of the Indian National Congress, entry of Gandhi into Indian politics, freedom movements and various institutional and social factors leading to Indian independence will be discussed.

Course objectives: This course exposes the students to a wider understanding of economic and social changes transforming in the late medieval period due to the shifts in political supremacies. Various historical aspects determining the social and administrative systems in the society are analysed with primary sources, and evaluate the cause and outcome of renaissances in forming the personality of medieval India. 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.

Course outcomes: This course acquaints the learners on 1) how to initiate critical evaluation of the power transformation from princely states to colonial powers in India. 2) application of theoretical approaches considering the trends in socio-religious movements and unrest in the system. 3) Background behind the rise and growth of Indian nationalism broadly

Unit I: 18th-century India

A) Rise of Regional powers: Hyderabad, Bengal, Awadh, Mysore and Maratha.
B) Rise of British power: The conflict with European powers
C) British Conflicts: The Carnatic Wars, Bengal, Mysore, and the Marathas
D) Organisation of British rule: administrative arrangements-assumption of Dewani, Dual government

Unit II: British Policy in India

A) New administrative reforms- Agrarian settlement, Subsidiary alliance and Policy of annexation
B) Economic policies- trade and commerce facilitation
C) British Legislative interventions and Indian responses- protests and reforms
D) British economic exploitation of India- drain of wealth
E) The Revolt of 1857: reasons, movement and major impact on polity and economy

Unit III: Indian National Movement

A) Rise of Nationalism: theories; factors in the growth and development of national movement in India, growth of modern political ideas and political associations
B) Foundation of Indian National Congress: the safety valve theory, the first phase 1885-1905
C) Partition of Bengal and Swadeshi Movement
D) Punjab Hindu Sabha, different Caste Sabhas

Unit IV: Pathways to Independence

A) Nature of Militant nationalism and its manifestations- extremists and moderates

B) Indian Nationalists and First World War: Home rule movement, Lucknow Pact- merger of Congress faction

C) Gandhi Era: entry into politics, Non-Cooperation and Khilafat, civil disobedience, Quit India.

D) Revolutionary Nationalism: and Ghadar Party

E) Simon Commission, Nehru Report and Round Table Conference, the Cabinet Mission, 1935 Act.

F) Subhash Chandra Bose and INA and Naval Mutiny.

H) Muslim League, Mountbatten Plan and Partition of India- Causes and Consequences

Suggested Readings:

A.R. Desai, 2011. Social Background of Indian Nationalism. Mumbai: Popular Prakashan Ltd.

Amales Tripathi,2006, The Extremist Challenge: India between 1890-1910, Orient Longman, New Delhi

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: Cambridge University Press.

David Kopf, 1979, *The Brahmo Samaj and the Shaping of the Modern Indian Mind.* Atlantic

David Washbrook , 2008. The Emergence of Provincial Politics: The Madras Presidency, Cambridge University Press.

Grover and Grover. 1980. A new Look at Modern Indian History. Mumbai: S Chand.

Ishita Banerjee Dube, 2015, A History of Modern India, Cambridge University Press, New Delhi .

Judith Brown, 1972: Gandhi's Rise to Power: Indian Politics 1915-1922, Cambridge University Press.

Kenneth Jones, 2003, Socio Religious Reform Movements in British India

Kenneth W. Jones. 1990. Socio- religious movements in British India. Cambridge: Cambridge University Press.

Kulkarni. A.R. 2008. Studies in Maratha History. Pune: Diamond Publications.

Mc Lane R . John, 1977, *Indian Nationalism and the Early Congress.* Princeton University

Neeladri Bhattacharya. 1992. The Making of Agrarian Policy in British India 1770-1900. Delhi: Oxford University Press.

Nicholas B Dirks, 2001, Castes of Mind , Princeton, New Jersey, Princeton University Press.

Nonica. Dutta 2014. Memories of Partition.

Partha Chatterjee, 1993, Nationalist Thought and the Colonial World: A Derivative Discourse , University of Minnesota Press.

Partha Chatterjee, 2020, The Nation and its Fragments ; Colonial and Post Colonial Practices, Princeton University Press

Peter Robb, ed. 1993 Dalit movements and the meanings of labour in India, Oxford University Press, New Delhi Press.

S.N. Sen 2010. An Advanced History of Modern India, Macmillan, Kolkata. New Delhi: Macmillan India Ltd.
Sabyasachi Bhattacharya, 2007, Rethinking 1857, Orient Longman, Delhi
Sekhar Bandhopadhyay. 2004. From Plessey to Partition. New Delhi: Orient Longman.
Sucheta Mahajan , 2000, Independence and Partition , Erosion of Colonial Power in India, Sage Publications, New Delhi .
Sumit Sarkar , 2008, A Critique of Colonial India , Papyrus.
Sumit Sarkar , 1977, The Swadeshi Movement in Bengal, 1903-1908, People's Publishing House, New Delhi.
Sumit Sarkar , Tanika Sarkar, eds. 2008, Women and Social Reform in Modern India, Indiana University Press.
Sumit Sarkar, 2014, Modern India, Pearson.
Susobhan, Sarkar. 1983. Notes on Bengal Renaissance. Social Scientist: 3-15.
V.C. Joshi, 1975, Rammohan Roy and the process of modernization in India, Vikas Publishing House.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Foundation Course
Research Methodology in History

Credit: 04
Maximum Marks: 100
Total Hours: 60

Course Description:
The course is designed to introduce 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 basics of historical research methods.
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 I: Introduction to research in History

A) History; its scope and nature. History of historical research: Indian approaches to history.
B) Historicism, Historical consciousness
C) Research: Definition, Need, Nature, Limitations
D) Types of research: Philosophical, Applied, Descriptive, Experimental, Action based research, Qualitative and Quantitative
E) Primary and secondary sources
F) Allied and Auxiliary sciences of history

Unit II: Preliminary Operations

A) Choice of Subject: selection of topics, identification of research problem.
B) Induction and Deduction method; Hypothesis formation and testing.
C) Background Work and Preparation of Outline
D) Preparing a research proposal
E) Methods of data collection; observation, questionnaire, interviews, filed visit

Unit III: Analytical & Synthetic Operations

A) Analytical - (a) Review of Literature (b) Time: Priori and Aposteriori
(c)External & Internal Criticism.
B) Synthetic- (a) Determining Particular Facts (b) Grouping of Facts (c) Constructive Reasoning (d) Causation & Oversimplification.

Unit IV: Concluding Operations & Research Ethics.

A) Report Writing- quote, paraphrase.
B) Generalization

C) Exposition
D) Footnotes, Endnotes & Citations
E) Reference Styles; APA, MLA, Chicago
E) Bibliography
F) Viva-voce and open-defence presentation methods.
G) Common mistakes made in research: Challenges of Objectivity, Uses and Misuse of History
H) Issue of plagiarism and ethical use of AI

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.

Bullock, Alan and Trombley, Stephen (ed.). (2000). *The New Fontana Dictionary of Modern Thought.* London: Harper Collins.

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.

Day, Mark (2008) *The Philosophy of History.* New York: Continuum International.

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

Jenkins, Keith. (1991). *Rethinking History,* London, Routledge.

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

Lambert, Peter and Phillipp, Schofield (ed.) (2006), *Making History: An Introduction to the History and Practices of a Discipline,* Routledge: London.

Sreedharan, E. (2004). *A Textbook of Historiography 500 BC to 2000*. New Delhi: Orient Blackswan.

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

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
P.G. Semester III, Foundation Course
Paper Title: Quantitative Methods and Information Science

Credit: 04
Maximum Marks: 100
Total Hours: 60

Course Description: Archaeology is both a social science and a science. Archaeological research draws on various scientific disciplines to uncover the properties of cultural evidence. Likewise, archaeology employs a range of statistical tools and software to record, analyze, and interpret findings.

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

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

Unit I: Computing Fundamentals

A. Information Science: Development, scope, software
B. Managing Information: i. Excavation and Computers ii. Archaeological Database management a. What is a database? b. What is archaeological data? c. Recording artefacts d. Analysing data e. Data Security

Unit II: Descriptive Statistics

A. Statistical Methods: Measures of Central Tendency, Measures of Dispersion, Calculating Estimates of the Mean and Standard Deviation, Coefficients of Variation, Box Plots, Characterizing Nominal and Ordinal Scale Data.

B. Sampling Techniques and methods: probability and non- probability, random sampling, judgmental sampling unit, grid sampling.

Unit III: Probability and Hypothesis Testing

A. Theoretical Determinations of Probability, Empirical Determinations of Probability, Complex Events, Using Probability to Determine Likelihood, The Binomial Distribution
B. Probability in Archaeological Contexts: Sampling, Research Designs, and the Archaeological Record and Determining How to Select a Sample

Unit IV: Data Visualisation

A. Characterizing Data Visually: Frequency Distributions, Histograms, Stem and Leaf Diagrams, Ogives (Cumulative Frequency Distributions), Describing a Distribution, Bar Charts, Displaying Data like a Pro, Archaeology and Exploratory Data Analysis.

B. Landscapes and settlement pattern analysis: GIS Remote Sensing, Lidar, digital mapping, and GPS-based cartography, Digital Image Processing.

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
Department of History & Archaeology
P.G. Semester III, Foundation Course
Paper Title: Twentieth Century World

Credits: 04
Maximum marks: 100
Contact hours: 60

Course Description: The course is designed to provide the global context of political economy in the twentieth century. The background for emergence of new ideologies and their spread and impact on the international relations of the time are dealt in detail. The same is elaborated by focusing on major historical events. The origin, course, nature and spread of World Wars, the Cold War and emergence of new nation states are discussed in detail. Course Objectives: Here students will learn about the causes of the first and second world wars and the end of Colonialism. Students will learn about the World history with special emphasis on the Cold war and its impact on world political and economic conditions.

Course Outcome: A thorough study of this course will enable the student to:

1. Understand the equations of international relations in global context

2. Get broader perspective to analyse the economic forces and mechanism of colonialism and it's impact on world order

3. Also provide insights into international cooperation, world peace and the forces operating them.

Unit I: Legacy of the Nineteenth Century

A) Capitalism and Imperialism: U.K., France, Germany, Russia and Japan.

B) New Socio-economic Systems-Liberalism and Socialism.

C) Nationalism

D) First World War: reasons and antecedents: Nature of war; Conclusion of war- terms and settlements and its long-term consequences

E) Russian Revolution-Emergence of new political and economic ideologies- Socialism, Communism and its impact on western world order.

Unit II: World between the Two Wars

A) League of Nations- Challenges, success and failure- The power play and internal structural crisis

B) Great Depression and it's impact on Western world

C) Emergence of Extremist Ideas- Nazism and Fascism: Germany, Italy and Japan.

D) Second World War and the New Political Order: Origins, nature and global impact of the War; New notions of Self Determination and Nationalism- Asia and Africa; Nationalist

Movements and Decolonization; Communist Revolution in China and its impact on world politics

Unit III: Cold War and its effects

A) Formation of Power Blocks and polarization of Nations

B) Ideological and political basis of Cold war; pacts and treaties; tensions and rivalries.

C) Non-Aligned Movement and the Third World

Unit IV: New Economic and Social orders - Disintegration of Socialist block and end of Cold War

A) Industry, Agriculture, science and technology, communication and information

B) Cultural Revolution, Civil Rights Movement Apartheid and Feminism

C) Genesis and process of Disintegration-its impact on society and politics.

D) Changes in the political order: from bipolar to unipolar World System.

E) Socialism in decline.

F) Impact of Unipolar World Order- Globalization, Liberalization and its impact on East and Western Societies.

Essential Readings

Bernal, John Desmond. *Science in History, Volume 3*. Vol. 3. 1971.

Hilton, Rodney, and Paul Marlor Sweezy. "The transition from feudalism to capitalism." (1985).

Hobsbawm, Eric J., and Marion Cumming. *Age of extremes: the short twentieth century, 1914-1991*. Vol. 408. London: Michael Joseph, 1994.

Lowe, Norman, and John Traynor. *Mastering modern world history*. Basingstoke: Palgrave Macmillan, 2013.

Merriman, John. *A history of modern Europe: from the Renaissance to the present*. Vol. 1. WW Norton & Company, 2009.

Mazower, Mark. *Dark continent: Europe's twentieth century*. Vintage, 2009.

Bayly, Christopher Alan. *Remaking the modern world 1900-2015: Global connections and comparisons*. John Wiley & Sons, 2018.

Kennedy, Ross A. *The United States and the Origins of World War II in Europe*. Taylor & Francis, 2025.

Rice, Eugene F. "The foundations of early modern Europe, 1460-1559." (1970).

Herlihy, David. "EE Rich and CH Wilson, eds. The Cambridge Economic History of Europe, Vol. V: The Economic Organization of Early Modem Europe. London–New York: Cambridge University Press, 1977. 8 illus.+ xi+ 749 pp. $38.50." *Renaissance Quarterly* 32, no. 3 (1979): 389-391.

Roberts, John Morris. *The Penguin history of the twentieth century: The history of the world, 1901 to the present*. Penguin UK, 2000.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Discipline Specific Elective
Paper Title: Indian Iconography

Credit: 03
Maximum marks: 75
Contact Hours: 45

Course description: The course is an introduction to ancient and medieval sculptural art of India. The textual and conceptual base and the fundamental principles of studying icons will be elaborately dealt in this course. It discusses the important centres of art and their salient features. Changing art trends through stages, impact of social changes on art traditions and reflections of religious transitions in art are focused.

Course Objectives: The paper is designed to familiarize the students to understand sculptural art traditions of India through stages. Awareness about theoretical and conceptual aspects relating to icons and their making will help them to understand art as reflection of contemporaneous society.

Course Outcomes: A successful completion of the course will enable the student to;
1. Be equipped to use and analyze sculpture as a source to study history.
2. capable to appreciate art and its relevance in society in a retrospective manner.
3. Identify sculptures and distinguish its historical / traditional identity.
4. appreciate art creations as human excellence.

Unit I: Introduction

A) Origin and development of image worship in early India- from aniconic to iconic tradition
B) Types of sculptures- rounded, relief and bas relief
C) Materials and techniques of sculpting- Stone, Wood, Clay, Metals, stucco and cutting, carving and moulding techniques
D) Fundamentals of iconography- major texts, textual base and practices

Unit II: Buddhist and Jain Iconography

A) Buddha and Bodhisattvas; deities in Buddhism: Avalokiteshvara, Prajnaparamita, Tara.
B) Tirthankaras and their forms- semi divine figures- Yaksha, Yakshini and Sasanadevatas
C) Buddhist iconography beyond India
D) Major centres- Gandhara, Mathura, Saranath, Amaravati

Unit III: Hindu Iconography

A) Hindu Iconography: key concepts and terminologies of iconography
B) Major Agamic deities and their iconographic representations- Siva, Sakti, Vishnu, Surya and Ganapati
C) Symbolism
D) Major phases- Eastern India under Palas and Senas, South India under Cholas, Rashtrakutas, Kalyana Chalukya.

Essential Readings:

Banerjee J.N. 1947. Development of Hindu Iconography. Calcutta: University of Calcutta.
Bhandarkar D.R. 1939.Jaina Iconography. Delhi: Motilal Banarsidass Publication.
Bhattacharya B. 1924. Indian Buddhist Iconography. Oxford: Oxford University Press.

Bhattasali N.K. 1929. Iconography of Buddhist and Brahmanical Sculptures in the Dacca Museum. Dacca: Dacca Museum Committee.
Chandra R.P. 1925-26. Svetambara and Digambara Images. ASIAR.
Coomaraswamy A.K. 1935. Elements of Buddhist Iconography. Cambridge: Harvard University Press.
Coomaraswamy A.K. 1957. Dance of Siva. Asia Publishing House.
Dhar, Parul Pandya. 2011. Indian Art History: Changing Perspectives. New Delhi: D.K. Print World.
Gupte R.S. 1972. Iconography of Hindus, Buddhists and Jains. Michigan: University of Michigan.
Jain, J and Fischer, E.1978. Jaina Iconography.Brill.
Rao, T. A. Gopinath. 1914. Elements of Hindu Iconography. Madras: The Law Printing House.
Rowland Benjamin. 1976. The Evolution of Buddha Images. Virginia: University of Virginia.
Saraswati, S.K.1957. A Survey of Indian Sculptures. Calcutta: Firma L.Mukhopadhyaya.
Zimmer H. 1955. The Art of Indian Asia. New York: Pantheon Books.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. III Semester, Discipline Specific Elective
Paper Title: Field Archaeology

Credit: 03
Maximum marks: 75
Contact Hours: 45

Course Description: Field archaeology is a fundamental method for retrieving and constructing primary data on past societies through cultural materials and sites. This course is primarily based on field studies and post-field-study practicals, providing real-time learning experience for students from prehistoric and early historic sites. This includes inculcating conventional field exploration methods and advanced methods using geo-spatial tools and photogrammetry software.

Course Objectives: The objective of this course is to familiarise students with field archaeological methods and to provide field training at archaeological sites spanning prehistoric and early historic cultures/periods. Further engage students in post-field study analysis and conservation laboratory studies. The field study is mandatory for all students who opt for this DSE course.

Course Outcomes: A student is experienced and trained in the archaeological sites for conducting explorations in a range of site types, and possesses enhanced skills in identifying, observing, and sampling the cultural materials and site features. As a post-fieldwork laboratory initiative, the learner will better handle the advanced archaeological data for study and research.

Unit I: Introduction to Archaeology

A) Field Archaeology: Meaning, definition, scope and relevance in archaeology.
B) Field explorations/Survey: aims and methods of explorations, systematic and random explorations, site documentation, and recording methods.
C) Archaeological Excavations: site types and methods of excavations, tools and equipment required, Documentation of Excavations.

Unit II: Field Study

A) Field study and training in a prehistoric site: Recording and documentation, sampling, photography, and map preparation.
B) Field study and training in Early Historic site: Recording and documentation, sampling, photography, and map preparation.

Potential field study sites: Watgal, Bilamrayanagudda, Kotekal, Hunsagi-Baibal, Kodekal, Sanganakallu-Kupgal, Maski, Brahmagiri, Badami, Sannati, Kanaganahalli, Nagavi, etc.

Unit III: Post Exploration Practical

A) Sample processing: cleaning, conservation, documentation, attribute-based metric analysis, and cataloguing
B) Rock art image processing and photogrammetry
C) Geo-spatial analysis: toposheets, GIS mapping
D) Report writing, presentation, and submission

Credit Distribution
Theory: 1 credit
Filed Study: 1 credit

Practical: 1 credit

Assessment method

Internal Assignment- I	Classroom test	10 marks
Internal Assignment-II	Filed study report	10 marks
	Laboratory work and report	10 marks
End semester examination		45 marks
Total		**75 marks**

Guidelines for Field Study.

1. The Course Instructor shall conduct the Field Study program under his/her supervision. The field study supervisor shall plan to cover the sites in the nearest region possible and conduct a budget-friendly field study at the convenience of the students.
2. Total duration of the field study should cover 20 hrs of training. i.e., 8-10 hrs of field study per day.
3. Field study is mandatory, and the students shall cover their own expenditure for the field study (such as for travel, accommodation, and food maintenance).
4. Course Instructor/Field Study Supervisor (1 male and 1 female) shall be provided with TA, DA, and accommodation as per the rules of CUK.

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. 2000. Archaeology: Principles and Methods. Manoo Pathippakam: Thanjavur.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Discipline Specific Elective
Ethno-Archaeology

Credits: 03
Hours: 45
Maximum marks: 75

Course Description: Ethno-archaeology is relatively a specialised branch of archaeology which adopts ethnographic data and ethnography methods for understanding the composition of ancient societies and their cultural materials.

Course Objectives: The objective of this course is to 1) Introduce a specialised branch of archaeology and enhance the interest of the students in better understanding of the past. 2) To help bridge the gap between the theoretical understanding of ancient knowledge and technologies with the same with practical case studies.

Course Outcomes: The course will have trained the students in one of the potential method for archaeological researches. 2) They will distinguish modern social demography with the unaltered ethnic societies indigenous to the Indian Subcontinent/ South Asia.

Unit I: Concepts in Ethno-archaeology

A) Definition, scope and methods; Anthropology, ethnography and ethnoarchaeology.
B) Historiography of Ethno archaeology in India.
C) Reconstruction of past through ethnography.
D) Research Methods and Ethics in anthropological research.
E) Ethics and 'conflict of interests' in the ethnographic studies.

Unit II: Composition of the Adivasis

A) The coinage of the term 'Tribe', and the British colony. Colonial researches
B) Adivasis in Southern India, Central India and North East India
C) Social composition and Subsistence economy of the tribes

Unit III: Past Through the Present

A) Making of stone tools: edge and non-edge tools
B) Subsistence of hunting and gathering flora and fauna
D) Agro-pastoralism and agricultural implements.
E) The cattle tradition and the ashmounds.
F) Mortuary practices, Megalithic tradition
B) Rock art and the artist ever since the beginning.
C) Craft production and Metallurgy, copper and Iron

Essential readings

Ansari, S, 2005.Ethno archaeology of Prehistoric Settlement Pattern of South Central Ganga Valley, Indian Society for Pre Historic and Quarterly Studies.

David, N, Integrating Ethno archaeology: A Subtle Realist Perspective, Journal of Anthropological Archaeology.

Kramer, C, Ethno archaeology. Guildford Survey: Columbia Survey.
Pratap, Ajay. 2009.Indigenous Archaeology in India Prospects for an Archaeology of the Subaltern, Archaeopress.
Raju, D.R, Stone Age Hunter-Gatherers: Ethno- Archaeology of Cuddapah Region, South-East India, Ravish Publishers, 1988.
2008.Recent Study in Indian Archaeology. New Delhi: Muniram Manoharlal.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Discipline Specific Elective
Paper Title: Maritime History of India

Credit: 03
Maximum marks: 75
Contact Hours: 45

Course description: Maritime History is one of the major branches of archaeological and historical studies focusing on Indian Ocean and Mediterranean, as it covers overseas/ external trade of economies since 5000 years. This course covers shipbuilding, ports and navigation technologies as part of archaeological and development studies. On historical part the course covers the exchange of commodities and nature of cultural interactions with the Indian subcontinent during different phases of administrative change.

Course objective: The objective of this course is to, 1) Understand the antiquity of seafaring and overseas trade. 2) Trace the technological advancements in the marine activities and distribution of ports and harbours in India. 3) Expose the learners to the extent of the Overseas trade economy shaping the economy of States/Empires.

Course outcome: Learners will be able to, 1) Evaluate the technology of shipbuilding and marine knowledge of India across the past. 2) Will examine the cultural and economic importance of the Indian Ocean with Europe, Africa and west/ south East Asia.

Unit I: Beginning of Maritime History and Marine Archaeology

A) Meaning and scope of the study.
B) Sources to study Indian marine technologies and maritime activities.
C) Important Ports and harbours in India.
D) Early shipbuilding and navigation technologies.
E) Indian trade in the Indian Ocean, overview.

Unit II: Maritime trade in Early India

A) Indus Civilisation and the Mediterranean contacts.
B) Maurya's contact with Persia and Greece.
C) Early India's maritime activities
D) The Indo-Roman trade.
E) Trading Networks and Ports of East and West Coast
F) The Pallavas and The Cholas; Navy – Overseas activities of the Cholas – Ceylon and Sri Vijaya – Maritime contacts with South East Asia – Merchants – Princes – Guilds- Sages and Saints in Maritime History.

Unit III: Maritime trade in Medieval and Modern India

A) Trade in Malabar; from Arab merchants to Colonial merchants.
B) The Delhi Sultanates and The Mughals.
C) Inland and external trade during the Bahamanis and Vijayanagara period.
D) Portuguese in Kozhikode (1498), Cochin(1503), Kannur, Diu, Daman, Goa(1510), Bassein (1534), Bombay (1534), Hugli
E) Dutch trade in Masulipatnam, Pulicat, Nagapattinam, Kochi and Quillon

F) English trade in Bombay, Surat & Tellicherry. And Danes at Tranquebar, Serampore and Nicobar Islands.
G) French trade in Pondicherry, Karaikal, Balasore, Hughli, Malda, Kasimbazar.
H) Urbanisation of Ports, Developments of the Hinterland Weaving Centres, Migration of Artisans to European Settlements, Impact of the European Trading Companies in India.

Suggested Readings:

Ahsanjan Qaisar. (1982). *The Indian Response to European Technology and Culture, (A.D. 1498-1707)*. New Delhi. Oxford University Press.

Arasaratnam, Sinnappah. (1986*). Merchants, Companies and Commerce on the Coromandel Coast, 1650-1740,* New Delhi, Oxford University Press.

Arasaratnam, Sinnappah. (1994). *Maritime India in Seventeenth Century*. New Delhi. Oxford University Press. ISBN No. 0195634241.

Chandra, S., & Ray, H. P. (2013). The Sea, Identity and History. *From the Bay of Bengal to the South China Sea. New Delhi: Manohar*.

Das Gupta, A., and Pearson, M.N. (1999). India and the Indian Ocean, 1500-1800. The Journal of Asian Studies, Volume 60, Issue 4, November 2001, pp. 1220 – 1222.

Fuller, D. Q., Boivin, N., Hoogervorst, T., & Allaby, R. (2011). Across the Indian Ocean: the prehistoric movement of plants and animals. *Antiquity*, *85*(328), 544-558.

Fuller, D. Q., Boivin, N., Hoogervorst, T., & Allaby, R. (2011). Across the Indian Ocean: the prehistoric movement of plants and animals. *Antiquity*, *85*(328), 544-558.

Gupta, S. (1998). Nevasa: A type-site for the study of Indo-Roman trade in western India. *South Asian Studies*, *14*(1), 87-102.

Gupta, S. (2005). The Bay of Bengal interaction sphere (1000 BC-AD 500). *Bulletin of the Indo-Pacific Prehistory Association*, *25*, 21-30.

Kenoyer, J. M. (1997). Indus and Mesopotamian trade networks. World Archaeology 29 (2): 262-280

Kenoyer, J. M. (2008). Indus and Mesopotamian trade networks: New insights from shell and carnelian artifacts. *Intercultural relations between South and Southwest Asia*, 19-28.

Kenoyer, J. M. (2008). Intercultural Relations between South and Southwest Asia. British Archaeological Reports.

Mukherjee, Rila (ed). (2013). Oceans Connect: Reflections on Water Worlds across Time and Space. New Delhi: Primus Books.

Om Prakash. (2000). *The New Cambridge History of India European commercial Enterprise in Pre-Colonial India.* New Delhi, Cambridge University Press.

Pius Malekandathil.(2010). *Maritime India: Trade, Religion and Polity in the Indian Ocean*. Delhi. Primus Books. ISBN: 978-93-80607-01-6.

Rao, S. R. (1965). SHIPPING AND MARITIME TRADE OF THE INDUS PEOPLE. *Expedition*, *7*(3), 30.

Ray Animesh. (1993).*Maritime India Ports and Shipping.* New Delhi, Munshiram Manohar Publishers Private Limited.

Ray H.P. & E.A. (2007). Alpers, Cross Currents and Community Networks: Encapsulating the History of the Indian Ocean World. New Delhi: Oxford University Press.

Ray H.P. & J.-F. Salles, (1996). Tradition and Archaeology: Early Maritime Contacts in the Indian Ocean, Manohar Publishers, New Delhi.

Ray, H. P. (2003). Archaeology of Seafaring: The Indian Ocean in the Ancient Period. Cambridge University Press.

Ray, H. P. (2003). The Archaeology of Seafaring in Ancient South Asia, Cambridge University Press.

Ray, H. P. (2015). Beyond Trade: Cultural Roots of India's Ocean, Aryan Books International.

Richards, D. S. (Ed.). (2016). *Islam and the trade of Asia: a colloquium*. University of Pennsylvania Press.

Sanjay Subrahmanyam. (1993). *The Portuguese Empire in Asia 1500-1700: A Political and Economic History.* United Kingdom. Longman Group UK Limited. ISBN 0 582 05069 3.

Sanjay Subrahmanyam.(1990).*The Political Economy of Commerce South India 1500-1650*.USA. Cambridge University Press, New York, USA.

Selvakumar, V., Shajan, K. P., & Tomber, R. (2009). Archaeological investigations at Pattanam, Kerala: new evidence for the location of ancient Muziris. *Migration, Trade and Peoples, Part*, *1*, 29-41.

Sridharan, K. 1965. A Maritime History of India. Delhi, Publications Division, Ministry of Information and Broadcasting.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Discipline-Specific Elective
Course Title: Historical Archaeology

Credits: 03
Maximum marks: 75
Contact Hours: 45

Course Description: Historical Archaeology integrates material culture (excavated sites, monuments, artefacts, numismatics, and epigraphy) with textual and documentary sources. Crossing the boundaries of early historic, medieval, and late precolonial/colonial India, this course explores how material evidence collaborates with or challenges literary traditions in understanding urbanism, state formations, trade, and social developments.

Course Objective: The objectives of this course are 1) To introduce the theoretical foundations, scope, and methodologies of Historical Archaeology in India. 2) To examine the processes of urbanisation, trade dynamics, and technology transfer from the early historic through medieval periods. 3) To train students in critically correlating literary, epigraphic, and numismatic data with field archaeology.

Course Outcome: Upon successful completion of this course, students will be able to: 1) Understand the theoretical framework and historiographical trajectory of historical archaeology in South Asia. 2) Analyse early and medieval urbanisation, state formation, trade routes, and demographic transformations. 3) Evaluate excavated material culture alongside textual sources to construct nuanced historical interpretations.

Unit I: Introduction to Historical Archaeology

A) Concepts & Scope: Definition, growth, and scope of Historical Archaeology; relationship between text, artefact, and context.
B) Primary Sources: Material sources and textual sources.
C) Historiography & Methodologies.
D) Institutional Archaeology: Role of the Archaeological Survey of India (ASI), state archaeology departments, and academic institutions in historical site excavation.

Unit II: Historical Archaeology of Ancient India

A) Early Urbanisation in North and Southern India, Theories of Urbanisation, chronology and political trajectories.
B) Urban Morphology & Infrastructure: Emergence of fortified cities, structural architecture, granaries, regional trade hubs, coinage economy administrative centres.
C) Maritime and Indian Ocean exchange networks
D) Selected Sites of North & East India: Rajgir, Pataliputra, Hastinapur, Taxila, Nalanda, and Sisupalgarh.
E) Selected Sites of Peninsular & South India: Banavasi, Amaravati, Kanchi, Badami, and Arikamedu.

Unit III: Historical Archaeology of Medieval India

A) Medieval Urbanism & Defence Architecture: Fortifications, military architecture, royal capitals, garrison towns, market centres, and hydraulic systems.
B) Selected Sites of India: Delhi, Agra, Aurangabad, Hampi, Kalaburagi, Chittorgarh, Talakadu, Madurai, Pune, and Sivasagar.
C) Material Culture of Medieval Phase: Glazed ceramics, Islamic and regional coinage, arms and armour, glass artefacts, and monumentality as political ideology.

Recommended Readings

Chadha, A. (2010). 'Archaeological Survey of India and the science of postcolonial archaeology.' In J. Lydon & U.Z. Rizvi (Eds.), *Handbook of Postcolonial Archaeology* (pp. 227–233). Left Coast Press.

Chakrabarti, D.K. (2003). *Archaeology in the Third World: A History of Indian Archaeology since 1947*. D.K. Printworld.

Chakrabarti, D.K. (2006). *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13th Century*. Oxford University Press.

Chakrabarti, D.K. (2008). *The Battle for Ancient India: An Essay in the Sociopolitics of Indian Archaeology*. Aryan Books International.

Chakrabarti, D.K. (2010). *India: An Archaeological History (Palaeolithic Beginnings to Early Historic Foundations)* (2nd ed.). Oxford University Press.

Dhavalikar, M.K. (1999). *Historical Archaeology of India*. Books & Books.

Gaur, A.S., & Vora, K.H. (2011). 'Maritime Archaeological Studies in India.' In A. Catsambis et al. (Eds.), *The Oxford Handbook of Maritime Archaeology* (pp. 513–534). Oxford University Press.

Guha, S. (2005). 'Negotiating evidence: History, archaeology and the Indus civilisation.' *Modern Asian Studies*, 39(2), 399–426.

Harding, D.F. (1997–1999). *Small-arms of the East India Company, 1600–1856* (4 vols.). Foresight Books.

Hatti, N., & Heimann, J. (1991). 'The return of the black books: A unique, new source-material for reinterpretation of south Indian history.' *Scandinavian Economic History Review*, 39(1), 42–89.

Lahiri, N., Sethi, V., & Purushartha, B. (2002). 'Historical archaeology of India: An outline of the work of the Archaeological Survey of India.' In S. Settar & R. Korisettar (Eds.), *Indian Archaeology in Retrospect: Archaeology and Historiography* (Vol. 4, pp. 71–115). Manohar.

Orser, C.E. (1996). *A Historical Archaeology of the Modern World*. Plenum Press.

Paddayya, K. (2002). 'A review of theoretical perspectives in Indian archaeology.' In S. Settar & R. Korisettar (Eds.), *Indian Archaeology in Retrospect: Archaeology and Historiography* (Vol. 4, pp. 117–157). Manohar.

Peabody, N. (2001). 'Cents, sense, census: Human inventories in late precolonial and early colonial India.' *Comparative Studies in Society and History*, 43(4), 819–850.

Ray, H.P., & Sinopoli, C.M. (Eds.). (2004). *Archaeology as History in Early South Asia*. Indian Council of Historical Research & Aryan Books International.

South, Stanley A. (1977). *Method and Theory in Historical Archaeology*. Academic Press.
Trautmann, T.R. (2009). *The Madras School of Orientalism: Producing Knowledge in Colonial South India*. Oxford University Press.
Trautmann, T.R., & Sinopoli, C.M. (2002). 'In the beginning was the word: Excavating the relations between history and archaeology in South Asia.' *Journal of the Economic and Social History of the Orient*, 45(4), 492–523.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
P.G. Semester III, Discipline Specific Elective
Paper Title: History of The Marathas (1630-1818CE)

Credit: 03
Maximum marks: 75
Contact Hours: 45

Course Description-

The rise and fall of the Marathas in the 17th and 18th century was an interesting phenomenon that has profoundly affected the contour of the Indian history. Rising from the western ghat part of the present day Maharashtra, the Marathas established their political domination over a major part of the Indian subcontinent from Punjab to Tanjavur and from Rajasthan to Bengal. This paper aims at introducing the students to this dimension of the Indian history.

Course Objectives-

1. To make students familiar with the rise and fall of the Maratha power.
2. To evaluate the contribution of the Marathas to Indian history

Course Outcome-

1. The paper orients the students with various sources of Maratha history.
2. It will enable them to understand the inspirations behind the foundation of the Maratha rule.
3. It also gives information about the leadership, the socio-economic life, expeditions by the Marathas and the administration of the Marathas.

Unit I: The period of Ch. Shivaji

a. Sources: Bakhars, Adnyapatre
b. Maharashtra Dharma, Rise of the Marathas
c. Shivaji- Early life, Diplomatic relations with Adil Shaha and Mughals, Coronation
d. The Maratha War of Independence- Sambhaji, Tarabai, Rajaram
e. Shivaji's war strategies: Guerrilla warfare

Unit II: Period of Maratha Confederation.

a. Shahu and Rise of the Peshwas- Balaji Vishwantah
b. Expansion of the Maratha empire- Bajirao- I & Balaji Bajirao ,
c. Shinde, Holkar, Gaykwad, Tanjavur
d. Battle of Panipat (1761) and aftermath (Madhavaro & Narayanrao)

Unit III: The decline and legacy

a. Anglo- Maratha wars and the end of the Maratha Empire.
b. Causes of downfall; Internal dissension, war tactics, nature of confederation.
c. The Maratha administration
d. Society, culture and economy under the Marathas.

Books Recommended-

- Administrative System of the Marathas - S. N. Sen

- History of the Maratha Navy and Merchantship - B. K. Apte
- History of the Marathas Vol I & II - Grant Duff
- House of Shivaji - J. N. Sarkar
- Judicial System of the Marathas - V. T. Gune
- Maharashtra in the Age of Shivaji - A. R. Kulkarni
- Main Currents in Maratha History - G. S. Sardesai
- Maratha Administration in the 18th Century -T. T. Mahajan
- Military System of the Marathas - S. N. Sen
- Mughal Maratha Relations: Twenty Five Fateful Years (1682-1707) - G. T. Kulkarni
- Shivaji - Setu Madhav Pagadi
- Shivaji and His Times - J.N. Sarkar
- ShivajiThe Great - Dr. Balkrishna
- The Rise of the Maratha Power - M. G. Ranade

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Discipline Specific Elective
History of Medicine and Pubic Health in India

Credit: 03
Contact Hours: 45
Maximum marks: 75

Course description: This course traces the history and politics of overseas intervention in medicine and public health from pre- modern to the modern period. It reconstructs the historical origins of modern global health movement, highlighting the movement's roots in practices of colonialism and empire building.

Course objectives: Institutionalization of medical knowledge is an essential feature of modernity. An examination of the history of medicine and health system in modern India can indicate how specialized knowledge in a particular branch has been used for colonial hegemony and power relation. Therefore, the objective of the paper is to examine how the development of colonialism led to the hegemonic institutionalization of medical knowledge and health system in this region.

Course outcomes: The students would enable to understand

1. How medical knowledge and health system have been evolved in India over the years.
2. They would able to examine how the hegemonic assumptions of colonial knowledge systems produced various forms of authority and power structure.
3. The students would able to recognize how colonial knowledge produced notions of body, alienate medicines and health systems in India.

Unit I: Approaches to the History of Science

A) Concept of Public Health.
B) Interpreting the history of modern science in India – emergence of the paradigm of colonial science under the East India Company.
B) The early Indian response to western science from Rammohan Roy to Mahendralal Sircar – the colonial science policy and emergence of a scientific community in the twentieth century.
C) The politics of decolonization and making of science policy under independent Indian state

Unit II: Evolution of history of medicine from ancient to modern era

A) Different system of medical knowledge in India
B) Imperialism, Tropical medicine and colonial army
C) History, Prevention and Control of diseases – Cholera, Small pox, Influenza and Tuberculosis etc. epidemic and popular culture.

Unit III: Women, Health, Medicine and psychiatry

A) Women in medical education, motherhood and reproductive health.
B) Maria Stope's manual on health and family.
C) Nursing and child health
D) Psychiatry - evolution and changing nomenclature
E) Study of asylums in India from early nineteenth century to mid twentieth century

Essential Readings

Arnold, David Science, Technology and Medicine in Colonial India. Cambridge: Cambridge University Press.

Arnold David. 1986. Cholera and Colonialism in British India," Past and Present, No . 113 (Nov. 1986). Oxford: Oxford University Press.

Arnold David. 1988. Imperial Medicine and Indigenous Societies. Manchester: Manchester University Press

Arnold David. 1993. Colonizing the body; State, Medicine and Epidemic Disease in nineteenth century. Cambridge: Cambridge University Press.

Arun Bandopadhyay. Science and Society in India, 1750-2000. New Delhi: Manohar

Chakrabarti Pratik. 2013. Medicine and Empire 1600-1960. London: Palgrave Macmillan

David Hardiman, and Projit Bihari Mukherjee (eds.) 2012. Medical Marginality in South Asia, Situating Subaltern Therapeutics. Routledge

Deepak Kumar (ed.). 2017. Disease and Medicine in India: A historical Perspective. New Delhi: Tulika Books.

Deepak Kumar. 2006. Science and the Raj (ed.2). New Delhi: Oxford University Press.

Dutta Ashanta, Palit Chittabrata ed. History of Medicine in India and the Medical Encounter. New Delhi: Kalpaz Publications.

Harrison, Mark. limates and Constitutions: Health, Race, Environment and British Imperialism in India, 1600-1850. New Delhi: OUP India.

Harrison Mark. 1994. Public Health in British India: Anglo- Indian Preventive Medicine 1859-1914. New Delhi: Cambridge University Press.

Kumar N (ed). 2012.Gender and Science Studies across cultures. New Delhi: Foundation Books.

Levine, P. Prostitution, Race, Politics, Venereal Disease in the British Empire.

Mukherjee, Sujata, Gender, Medicine and Society in Colonial Indian: Women Health care in nineteenth and early twentieth century Bengal.

Poonam Bala. 1991. Imperialism and Medicine in Bengal. New Delhi, Newbury Park, London: Sage Publications

Poonam Bala. 2012. Contesting Colonial authority medicine and indigenous responses in nineteenth and twentieth century India. Lexington Books

Porter R. 2006. The New Cambridge History of Medicine. Cambridge: Cambridge University Press.

Rajsekhar Basu and Kumar Deepak (ed.). 2013. Medical encounters in British India. Oxford: Oxford University Press.

Sujata Mukherjee. 2012. Medical Education and Emergence of Women Medics in Colonial Bengal. Kolkata: Institute of Development Studies

Waltraud Ernst. Mad Tales from the Raj: Colonial Psycharity in South Asia 1800-1858. Anthem Press.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Discipline Specific Elective
Economic History of Modern India

Credit: 03
Maximum marks: 75
Contact Hours: 45

Course description: This paper aims at introducing the subject of economic history of modern India as a discipline which emerged during the seventeenth century with the proponents of mercantilism, establishing the material welfare of a nation as the proper object of economic history. The paper tries to analyse the pioneer studies in economic history, which had its origin in the controversy over the beneficial or harmful effect of British rule. Themes discussed include colonial and nationalist of the Indian economy, how the Indian economy shifted from traditional to modern forms and the impact of British imperialism on Indian economic processes.

Course objectives: Students will be learning.1) To understand the core economic principles and how they apply to a wide range of real-world issues.2) To become familiar with salient developments in the world economy, in both present-day and historical contexts

Course Outcomes: Students will be able to,1) Present economic theory and applications in written and oral form.2) Understand how factor market works, identify the various manpower and resources management, need of credit/finance for initiating and accelerating projects

Unit I: Introduction

A) Historiography of Economic History of India
B) Nationalist, Imperialist and Marxist
C)The Genesis and the Apparatus of the Company's rule: Administrative and Economic Rights, Merchantilism and Laissez Faire
D) Land revenue settlements and its impact
E) Commercialisation of Agriculture indebtedness, famines growth of landless labour, Famine and British Policy

Unit II: Urban Economy

A) Development of communication and transport- Effects: Social, Economic and Political
B) Growth of Modern Industries & Indian Capitalist Class.
C) Rise of internal markets and urban centres- rise of cities: Calcutta, Bombay and Madras.
D) Institutions of finance and banking- Managing Agencies, Foreign banking and Indigenous banking.

Unit III: Colonial Transition

A) Drain of Wealth- Theory, Volume and Effects.
B) Handicraft industry in transition under colonialism.
C) Debate on de-industrialization – various views and regional variations.
D) Economic impact of British imperialism- A Critical Approach.
E) Swadeshi enterprise in Bengal, Business and Politics in Colonial India.)
F) Industrial enterprises in India: Big bourgeoisie and its relations with the Colonial State.

Essential Readings:

Aditya Mukherjee and Mridula Mukherjee. 1988. Imperialism and Growth of Indian Capitalism in the Twentieth Century. EPW.
Amartya Sen. 1981. Poverty and Famine. Oxford: Clarendon Press.
Amiya Bagchi. 2010. Private Investment in India. Cambridge: Cambridge University Press.
Bhatia B.M. 1963. Famines in India 1860-1945. New Delhi: Asia Publishing House.
Bipan Chandra. 1966. Rise and Growth of Economic Nationalism in India: New Delhi: People's Publishing House..
Bipan, Chandra. 1979. Nationalism and Colonialism in Modern India. Delhi: Orient Longmans.
Coleman D.C. 1980. Mercantilism Revisited,The Historical Journal: 773-791.
Dutt R.C: The Economic History of India under Early British rule, Vol. I, Great Britain: Kegan Paul.
Irfan Habib. 1975. Colonialization of the Indian Economy, 1757-1900, Social Scientist, Vol. 3.Social Scientist: 25-53.
Kochanek, S.A. 1974. Business and Politics in India. California: University of California.
Latika, Chaudhary, Bishnupriya Gupta and Tirthankar Roy (Ed.). 2015. A New History of Colonial India. London: Routledge.
Robert Travers. 2007. Ideology and Empire in Eighteenth Century India: The British in Bengal. Oxford: Cambridge University Press.
Sabyasachi, Bhattacharya: Financial Foundations of the British Raj
Sekhar Bandyopadhyay. 2004. From Plassey to Partition - A History of Modern India. Orient Blackswan Pvt Ltd.
Suniti Kumar Ghosh. 2013. The Indian big bourgeoisie. Radical Impression.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
P.G. Semester III, Discipline Specific Elective
Course Title: Cultural and Heritage Tourism in India

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: Tourism is one of the oldest global industries, mobilising people across regions to visit historical and archaeological sites embedded with tangible and intangible cultural values. Cultural and Heritage Tourism has emerged as a major sub-industry in India due to its vast regional diversity and rich heritage corpus. This course examines how heritage tourism mobilises communities, raises public awareness of cultural access, and fosters active engagement in the preservation and conservation of India's past.

Course Objectives: This course aims to sensitise learners to heritage tourism as a key discipline instrumental in preserving and disseminating Indian cultural heritage.

Course Outcome: The learner will be introduced to an emerging branch of archaeological studies and become acquainted with various organisations and legislative frameworks governing heritage tourism at the global and national levels.

Unit I: Introduction

A) Heritage: Definition, nature and scope.

B) Tourism: Definition and scope, role in preservation and conservation of cultural heritage.

C) Types of Tourism: Cultural, Heritage, Pilgrimage, Ecotourism, and Rural Tourism.

Unit II: Organisations and key functions

A) Institutional Frameworks and Charters: UNESCO, ASI and private groups: Origins, functions and their roles in cultural heritage management.

B) Indian Heritage Legislation: The Ancient Monuments and Archaeological Sites and Remains Act, 1958 and 2010, The Antiquities and Art Treasures Act, 1972; Legal measures against illicit trafficking, illegal trade, looting, and smuggling of art objects

C) Challenges in Heritage Management: Policy and Practice, Developmental issues and their impacts, Impact of natural factors and climate change, Government Tourism Initiatives.

Unit III: Public Awareness, Heritage Management, and Selected Heritage Sites

A) Public Awareness and Community Participation: Enhancing public consciousness through formal, non-formal, and museum education; Heritage walks, cultural festivals, and digital tools in heritage interpretation; Community-based tourism, crowdfunding mechanisms, and local stakeholder involvement in site maintenance.

B) Case Studies: UNESCO World Heritage Sites: Hampi, Pattadakal

C) Case Study: Centrally and State Protected Sites: Brahmagiri and other sites.

Recommended readings

Basham, A. L. (2007). *The Illustrated Cultural History of India*. Oxford University Press.
Basham, A. L. (Ed.). (1997). *A Cultural History of India*. Oxford University Press.
Batra, M. L. (1997). *Conservation: Preservation and Restoration of Monuments*. Aryan Books International.
Bhowmik, S. K. (2004). *Heritage Management: Care, Understanding and Appreciation of Cultural Heritage*. Publication Scheme.
Biswas, S. S. (1999). *Protecting the Cultural Heritage: National Legislation and International Conservation*. Aryan Books International.
Canizaro, V. B. (Ed.). (2007). *Architectural Regionalism: Collected Writings on Place, Identity, Modernity, and Tradition*. Princeton Architectural Press.
Cohen, N. (2001). *Urban Planning Conservation and Preservation*. McGraw-Hill.
Deshpande, M. N. (2001). *Care of Cultural Heritage*. National Museum Institute.
Dhawan, S. (1996). *Recent Trends in Conservation of Art Heritage*. Agam Kala Prakashan.
Ghoshmaulik, S. K., & Basa, K. K. (2001). *Understanding Heritage: Role of Museum*. Academic Staff College.
Hough, M. (1990). *Out of Place: Restoring Identity to the Regional Landscape*. Yale University Press.
Howard, P. (2003). *Heritage: Management, Interpretation, Identity*. Continuum.
Kirshenblatt-Gimblett, B. (2004). Intangible Heritage as Metacultural Production. *Museum International*, 56(1–2), 52–65.
Newman, P., & Jennings, I. (2012). *Cities as Sustainable Ecosystems: Principles and Practices*. Island Press.
Norberg-Schulz, C. (1980). *Genius Loci: Towards a Phenomenology of Architecture*. Rizzoli Inc.
Paddayya, K. (2004). Heritage management with special reference to modern impacts on archaeological sites of the lower Deccan. *Deccan Studies*, 1(2), 7–24.
Pietrobruno, S. (2009). Cultural research and intangible heritage. *Culture Unbound: Journal of Current Cultural Research*, 1(1), 227–247.
Potteiger, M., & Purinton, J. (1998). *Landscape Narratives: Design Practices for Telling Stories*. John Wiley & Sons.
Raj Isar, Y. (2004). *Tangible and Intangible Heritage: Are They Really Castor and Pollux?* INTACH.
Rao, P. R. (1988). *Cultural Heritage of India*. Sterling Publishers.
Renfrew, C. (2000). *Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology*. Duckworth.
Saleh, Y., Mat Said, Z., Nayan, N., & Che Leh, F. (2007). *Survival Warisan Budaya Dalam Sektor Pelancongan: Satu Tinjauan Di Melaka [Cultural Heritage Survival in the Tourism Sector: A Survey in Melaka]*. Universiti Pendidikan Sultan Idris.
Singh, L. K. (2008). *Indian Cultural Heritage from Tourism Perspective*. ISHA Books.
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*. Routledge.
Smith, L., & Akagawa, N. (Eds.). (2009). *Intangible Heritage*. Routledge.
Strange, I. (1996). *Local Politics, New Agendas and Strategies for Change in English Historic Cities*. Leeds Metropolitan University.
Thapar, B. K. (1989). *Conservation of the Indian Heritage*. Cosmo Publications.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Discipline Specific Elective
Paper Title: History of Science and Technology in Pre-Independent India

Credit: 3
Maximum marks: 75
Contact Hours: 45

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) Development of Science and technology in ancient & medieval world with special reference to India
E) Renaissance, Colonialism and expanding horizon for human knowledge
F) Innovations, discoveries and Industrial revolution in Europe: Its impact
G) Astronomy in epigraphs, Traditional measurements in Karnataka, Kerala school of Mathematics

Unit II: Developments in Princely States of Modern India

A) Scientific developments under Indian Princely states- Mysore, Amber 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.
C) Growth of techno-scientific institutions, technical education, establishment of engineering and medical sciences colleges and institution, universities, establishing scientific institutions.

Unit III: Technological Changes

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

D) Pioneers- Sreenivasan Ramanujan, J.C. Bose, C. V. Raman, Vikram Sara Bhai, Homi Bhabha etc.
E) Royal Commission and their reports
F) Contemporary socio -economic scenario and Professionalization of science and technology

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.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Discipline Specific Elective
Ecology and Environmental History in India

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: Environmental studies is an emerging branch in advanced history courses which helps in understanding the ancient to recent ecologies, landscape alterations, man-environment relationships, issues and problems which had political and economic implications. This course will examine the relationship between humanity and the biosphere from the prehistoric era to present. We will focus less on regional histories and more on processes of environmental change at the larger scale. The goal is to impart a general understanding of the concepts, methods, and ideas of environmental history of India.

Course Objectives: Environmental studies is an emerging branch of advanced history to understand ancient to recent ecological changes and its impact on human-environment relationships having political and economic implications. This course will examine 1) Indulge the students on historical and rational thinking on environmental degradation; 2) Understand human and ecological interfaces from multiple disciplines such as anthropology, politics and economic studies, and 3) Take an interdisciplinary approach to environmental history and develop environmental ethics, which is essential for ecological sustainability.

Course Outcomes: The objective of this course is to;

1) Indulge the students on historical and rational thinking on sweltering issues of the modern world related to environmental degradation in reference to the Indian subcontinent.
2) Understand human and ecological interfaces from multiple disciplines such as anthropology, politics and economic studies.
3) Take an interdisciplinary approach to environmental history and develop environmental ethics, which is essential for ecological sustainability.

Unit I: Ecology & Environment

A) Introduction to Ecology and Environment of India, Scope of Sciences and Social Sciences in environmental studies.

B) Nature-Human Interface; Environment and Social Formations: Pastoral, Agricultural, Forests and Non- Agricultural.

C) Environmental determinism and ecological approaches, eco-systemic approach.

D) Indigenous perception of the environment; through Indian traditions and literature, Buddhist and Jaina texts, Tinai of Tolkapiuam (landscapes in India); sacred forest/ groves of India.

Unit II: Environment, Early Societies and Agricultural Societies

A) Nomadic Pastoralism, Hunting-Gathering, Resource Use and Human Societies, Agricultural Diffusion and Regional Specificities-II, Agricultural Diffusion and Regional Specificities-I, River Valley Civilization, Origins of Agriculture. Impact of human culture on environment

B) Treatises on environment such as Arthashastra, Krishi Parashark, Upavana Vinodha etc.

Unit III: Environmental Boundaries and Policies during Modern and Contemporary India

A) Power, identity and ecology; animals and politics; coasts and river waters; 'scarcity', landscape and development.

B) Colonial Interests on Forests (Forest Acts 1865, 1878 and 1927); agriculture and cultivation policies; tribal economy and impacts; Forest Policy; Resolutions and Acts (1952, 1980 and 1988).
C) Movements- Chipko Movement - Appiko Movement, Silent valley movement; International Environmental Ethics –Conventions and Protocols and others.
D) Eco-criticism and Eco-critical ethics

Suggested Readings:

Agrawal Arun. Sivaramakrishnan Kalyanakrishnan (eds): Social Nature, Resources, Representations and Rule in India, Oxford University Press, New Delhi 2001.

Arnold, David and Ramachandra Guha (eds): Nature, Culture and Imperialism: Essays on the Environmental History of South Asia, Oxford Universiy Press , New Delhi 1996.

Grove, Richard, Damodaran Vinita and Satpal Sangwan (eds): Nature and the Orient: The Environmental History of South and Southeast Asia, Oxford University Press, New Delhi 2000.

Guha, Ramachandra and Gadgil Madhav , This Fissured Land: An Ecological History of India, Oxford University Press, 1992.

Rajan Ravi, Modernizing Nature: Forestry and Imperial Eco Development 1800-1950, Oxford University Press , New York 2006.

Rangarajan ,M and Sivaramakrishnan, K. India's Environmental History: Volumes 1 and 2, Permanent Black New Delhi . 2012.

Rangarajan, Mahesh Fencing the Forest: Conservation and Ecological Change in India's Central Provinces, 1860-1914, Oxford University Press, 1996.

Dwivedi,O.P and B.N.Tiwari , 1987, Environmental Crisis and Hindu Religion, New Delhi.

Jaswal,P.S and N.Jaswal, 2007, Environmental Law , Faridabad: Pioneer Publications.

Jha,D.N , 2003, Ancient India in Historical Outline , New Delhi: Manohar.

Kane, P.V (ed.), 1933, Katyayana Smriti, Bombay.

Koshambi,D.D, 1996, The Culture and Civilization of Ancient India: In Historical Outline, New Delhi: Vikas Publishing House Pvt. Ltd..

Majumdar,Dipa, 2004, "Antiquity of Tree Worship in India", Indian Museum Bulletin, XXXIX: 37-38.

Manasi,R.P, 2005, "Caste and the Structure of Society" in G.T.Garratt (ed.) The Legacy of India, New Delhi: Black and White.

Fisher, M. (2018). An Environmental History of India: From Earliest Times to the Twenty-First Century (New Approaches to Asian History). Cambridge: Cambridge University Press. doi: 10.1017/9781316276044.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
PG III Semester: Discipline Specific Elective
Course Title: Introduction to the Indian Diaspora

Credit: 3
Maximum Marks: 75
Total Hours: 45

Course Description:

This course offers an introductory exploration of the Indian Diaspora, covering its origins, historical development, and contemporary significance. Students will gain foundational knowledge of migration patterns, socio-economic contributions, and cultural dynamics of Indian communities globally. Through an interdisciplinary approach, the course examines key themes such as the concept of diaspora, historical evolution, and the role of Indian communities in shaping global societies.

Course Objectives:

1. To introduce the concept, origin, and evolution of the Indian Diaspora.
2. To provide a foundational understanding of historical and contemporary Indian migration patterns.
3. To explore the socio-economic and cultural impact of Indian communities worldwide.
4. To familiarise students with the nature and dynamics of diasporic communities and transnational identities.
5. To highlight the role of the Indian Diaspora in shaping global historical and cultural landscapes.

Course Outcomes: Students will be able to:

1. Define and explain key concepts related to the Indian Diaspora.
2. Trace the historical development of Indian migration from ancient times to the present.
3. Identify the impact of Indian communities on the social, cultural, and economic development of host countries.
4. Describe the causes and effects of Indian emigration during different historical periods.
5. Recognize contemporary issues facing the Indian Diaspora globally.

Outline of the Course:

Unit I: Introduction

A) Meaning and Concept of Diaspora
B) Defining the Indian Diaspora: Historical and Contemporary Perspectives
C) Theories and Approaches to Studying Diaspora

Unit II: Historical Evolution of the Indian Diaspora

A) Early Indian Migrations: Antiquity to Pre-Colonial Period
B) Colonial Period Migration Patterns and Influences
C) Post-Colonial Migration Trends

Unit III: Contemporary Relevance and Significance of the Indian Diaspora

A) Socio-Economic Contributions of the Indian Diaspora Globally
B) Cultural Identity, Transnationalism, and Global Networks
C) The Indian Diaspora in Global Politics and International Relations
D) Socio-Cultural Impact on Homeland

Suggested Readings:

Clifford, J. (1997). *Routes: Travel and Translation in the Late Twentieth Century*. Harvard University Press.

Cohen, R. (2010). *Global Diasporas: An Introduction*. Routledge.
Hegde, R. S., & Sahoo, A. K. (2018). *Routledge Handbook of the Indian Diaspora*. Routledge/Tayor & Francis Group.
Lal, B. V., Reeves, P., & Rajesh Rai. (2007). *The Encyclopedia of the Indian Diaspora*. Oxford University Press.
Mishra, V. (2007). *The Literature of the Indian Diaspora*. Routledge.
N Jayaram. (2004). *The Indian Diaspora: Dynamics of Migration*. Sage Publ.
Parekh, B. C. (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Harvard University Press.
Rajan, S. I. (2014). *India Migration Report 2012*. Routledge.
Rajan, S. I. (2015). *India Migration Report 2014: Diaspora and Development*. Routledge.
Rajan, S. I. (2020). *India Migration Report 2010: Governance and Labour Migration*. Routledge.

Central University of Karnataka
Department of History & Archaeology
PG III semester, Discipline Specific Elective Course (Optional)
Title: Heritage Conservation Techniques

Credit: 3
Maximum Marks: 75
Contact Hours: 45

Course Description: Heritage conservation is a principle stage in protecting and preserving the cultural materials of organic and inorganic types. Conservation and preservation of the cultural properties are of utmost significance to document and to develop the identity of cultural history of a nation or region. This course has both a social sciences and sciences approach to handle the cultural properties regulated with heritage conservation laws and treated in laboratories. The conservation laboratory in the Dept. of History and Archaeology provides necessary practical training and hand-on experience in handling the objects and in conservation of the same.

Course Objective: The objective of this course is to train the pupil in professionally handling and curating the cultural objects /structural materials through applied conservation methods. Further the course aims to inculcate a multidisciplinary approach in archaeological studies with its emerging branch of conservation and preservation labs/ dept. in Museums.

Course outcome: By the successful conduct of this course, the student shall be able to self-handle the cultural materials with appropriate tools and techniques for conservation and protection of cultural properties. And invariably the student will be able to compete for the employability in museum or conservation laboratories across the world.

Unit 1: Introduction

1. Meaning and definition of Heritage, conservation and Preservation
2. Scope and nature of heritage conservation and preservation.
3. Principles and Ethics of Conservation.
4. Regulatory Laws and bodies: History of Antiquarian Law in India: AMASR Acts, Archaeological Survey of India and National Monuments Authority, INTACH, UNESCO

Unit II. Materials of Conservation

1. Knowing the Materials – Organic and inorganic materials in heritage conservation
2. Conservation of Palm Leaf Manuscripts and Paper Documents
3. Technique of Structural and Chemical Conservation
4. Conservation tools and materials

Unit III: Techniques and methods

1. Conservation Methodology.
2. Causes of Decay in Cultural Property.
3. Deterioration Factors: Biological, Physical and Chemical.
4. Conservation treatment: Examination, Cleaning and Stain removal, Deacidification and Restoration.

Suggested reading

Agrawal O.P. 1993. Preservation of Art Objects and Library Materials, NBT.

Agrawal O.P. and Barkeshli M. 1997. Conservation of Books, Manuscripts and Paper Documents, INTACH.

Barbara, A. 2012. Conservation Treatment Methodology. Published: Taylor and Francis.
Batra L.N. 1996. Heritage Conservation (Preservation and Restoration of Monuments). Aryan Books International: New Delhi, 1996.
Biswas, S.S. 2002. Protecting The Cultural Heritage, Aryan Books International: New Delhi.
Cameron, C. 2024. Evolving Heritage Conservation Practice in the 21st Century. Springer Verlag, Singapore.
Feilden, B. 1989. Guideline for Conservation (A Technical Manual), INTACH.