

Under-Graduation in History and Archaeology, Central University of Karnataka Curriculum structure (single major) (2024-28 batch)

Year 1

Sem	NCrf Credit level	Discipline Specific Core (DSC) / Major	Minor courses	MDC	AEC	SEC / Interns hip /Dissertation	Common VAC	Total Credits
I	4.5	DSC 1 (6) Outline of Indian History (100level)	Minor 1 (6) History of Science & Technology in India (100 level) Minor 1- Introduction to Indian History (For LLB only) (4)	MDC 1 (3) Indian National Movement (1857–1947)	AEC1(2)	SEC-1(3) Academic Writing	VAC 1 (2) Introduction to Indian Knowledge System	22
II		DSC 2 (6) Introduction to Archaeology (100level)	Minor 2 (6) World Civilization (100level) Minor 2- Judicial System in Ancient and Medieval India (For LLB only) (4)	MDC 2 (3) Independent India: Nation Building, Democracy and Development	AEC 2 (2)	SEC 2 (3) Heritage Education	VAC 2 (2) Introduction to Indian Knowledge System	22
<p><i>Students exiting the programme after securing 44 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses offered during summer term orinternship/Apprenticeship in addition to 6 credits fromskill-based courses earned during first and second semester.</i></p>								

Year 2

Sem	NCrf Credit level	Discipline Specific Core (DSC) / Major	Minor courses	MDC	AEC	SEC / Internship /Dissertation	Common VAC	Total Credits
III	5.0	DSC 3 (6) Indian Prehistory (200level)	Minor3 (4) Sources of Indian History (200level and above) Minor 3 - Judicial and Constitutional Development during the colonial period. (For LLB only) (4)	MDC 3 (3) Twentieth Century World	AEC 3 (2)	SEC 3 (3) Digital Tools for Art and Archaeological Studies	VAC 3 (2) Introduction to Indian Knowledge System	20
IV		DSC 4 (6) Ancient Indian History DSC 5 (6) Indian Epigraphy and Palaeography	World 4 (4) Research Methodology		AEC 4 (2)		VAC 4 (2) Introduction to Indian Knowledge System	20

Students exiting the programme after securing 44 credits will be awarded UG Certificate in the relevant Discipline /Subject provided they secure 4 credits in work based vocational courses offered during summer term or internship/Apprenticeship in addition to 6credits from skill-based courses are earned during first and second semester.

Year 3

Sem	NCrf Credit level	Discipline Specific Core (DSC) / Major	Minor courses	MDC	AEC	SEC / Internship /Dissertation	Common VAC	Total Credits	
V	5.5	DSC 6 (6) Medieval Indian History DSC 7 (6) Modern Indian History (1757-1947) DSC 8 (4) Gender in Indian History (All are 300level)	Minor5 (4) Women in Indian History (200 level & above)	--	--	--	--	20	
VI		DSC 9 (6) India Since Independence: 1947- 2010 DSC 10 (4+2) Research Methodology in History (200level) DSC 11 (4) International Relations in the Modern World (All are 300level)		--	--	Internship (4)	--	20	
Studentswhowanttoundertake3-year UG programme will be awarded UG Degree in the relevant Discipline/ Subjectuponsecuring124 credits									124

Year 4 (By research)

Sem	NCrf Credit level	Discipline Specific Core (DSC) / Major	Minor courses	MDC	AEC	SEC / Internship /Dissertation	Common VAC	Total Credits	
VII	6.0	DSC 12 (4+2)) Historiography DSC 13 (6) History of Art and Architecture in India (400level)	Minor6 (4) Cultural Heritage of India Minor7 (4) Intellectual Heritage (300 level & above)	--	--	--	--	20	
VIII		DSC 14 (4) Introduction to the Mahabharata DSC 15 (4) Religious Reform movements in India (400 level)		--	--	Dissertation(12)	--	20	
Students will be awarded UG Degree (Honours-with-Research) in the relevant Discipline /Subject, provided they secure 164 credits									164

Year 4 (Honours)

Sem	NCrf Credit level	Discipline Specific Core (DSC) / Major	Minor courses	MDC	AEC	SEC / Internship /Dissertation	Common VAC	Total Credits	
VII	6.0	DSC 12 (4+2)) Historiography DSC 13 (6) History of Art and Architecture in India (400level)	Minor6 (4) Cultural Heritage of India Minor7 (4) Intellectual Heritage (300 level & above)	--	--	--	--	20	
VIII		DSC 14 (4) Introduction to the Mahabharata DSC 15 (4) Socio-Religious Reforms in India DSC 16 (6) Introduction to Museology DSC 17 (6) Indian Numismatics (400level)		--	--	--	--	20	
Students will be awarded UG Degree (Honours) in the relevant Discipline / Subject provided they secure 164 credits									164

Note: 1. Students can opt second minor from IV semester onwards

2. Students who scored more than 7.5 and above eligible to opt for UG Degree (Honours with Research).

SL · no	Course Type	Course Code	Course Title	Mode			Cred it	AI	End Sem	Total
				L	T	P				
Semester I (Year I)										
1.	DS CORE/Major	UHITC11100	Outline of Indian History	4	1	1	6	60	90	150
2.	Minor (M)	UHITM10100	History of Science & Technology in India.	4	1	1	6	60	90	150
3.	Minor for LLB	UHITM10101	Introduction to Indian History	3	1		4	40	60	100
4.	Multidisciplinary Course (D)	UHITD12100	Indian National Movement (1857–1947)	2	1	-	3	30	45	75
5.	Skill Enhancement (S)	UHITS11100	Academic Writing	2	1	-	3	30	45	75
6.	Ability Enhancement Course	--	--	2	-	-	2	20	30	50
7.	Value Added Course	UHITV12707	Introduction to the Indian Knowledge System	2	-	-	2	20	30	50
Total Credits / Marks							22			650
Semester II (Year I)										
8.	DS CORE/Major	UHITC21101	Introduction to Archaeology	4	1	1	6	60	90	150
9.	Minor (M)	UHITM20101	World Civilization	4	1	1	6	60	90	150
10.	Minor (M) for LLB	UHITM20102	Judicial System in Ancient and Medieval India	3	1		4	40	60	100
11.	Multidisciplinary Course (D)	UHITD21101	Independent India: Nation Building, Democracy and Development	2	1	-	3	30	45	75
12.	Skill Enhancement (S)	UHITS21101	Heritage Education	2	1	-	3	30	45	75
13.	Ability Enhancement Course	--	--	2	-	-	2	20	30	50
14.	Value Added Course	UHITV22707	Introduction to the Indian Knowledge System	2	-	-	2	20	30	50
Total Credits / Marks							22			650

Semester III (Year II)										
1.	DS CORE/Major	UHITC31200	Indian Prehistory	4	1	1	6	60	90	150
2.	Minor (M)	UHITM31200	Sources of Indian History	3	1	-	4	40	60	100
3.	Minor (M) for LLB	UHITM30202	Judicial and Constitutional Development during the colonial period.	3	1	-	4	40	60	100
4.	Multidisciplinary Course (D)	UHITD31200	Twentieth Century World	2	1	-	3	30	45	75
5.	Skill Enhancement (S)	UHICS30200	Digital tools for Art and Archaeological Studies	2	1	-	3	30	45	75
6.	Ability Enhancement Course	--	--	2	-	-	2	20	30	50
7.	Value Added Course	UHITV32707	Introduction to the Indian Knowledge System	2	-	-	2	20	30	50
Total Credits / Marks							20			600
Semester IV (Year II)										
1.	DS CORE/Major	UHITC41201	Ancient Indian History	4	1	1	6	60	90	150
2.	DS CORE/Major	UHITC41305	Indian Epigraphy and Palaeography	4	1	1	6	60	90	150
3.	Minor (M)	UHITM41201	Research Methodology	3	1	-	4	40	60	100
4.	Ability Enhancement Course	--	--	2	-	-	2	20	30	50
5.	Value Added Course	UHITV42707	Introduction to the Indian Knowledge System	2	-	-	2	20	30	50
Total Credits / Marks							20			500
Semester V (Year III)										
1.	DS CORE/Major	UHITC51300	Medieval Indian History	4	1	1	6	60	90	150
2.	DS CORE/Major	UHITC51301	Modern Indian History (1757-1947)	4	1	1	6	60	90	150
3.	DS CORE/Major	UHITC51302	Gender in Indian History	4	-	-	4	40	60	100
4.	Minor (M)	UHITM51300	Women in Indian History	3	1	-	4	40	60	100
Total Credits / Marks							20			500

Semester VI (Year III)

1.	DS CORE/Major	UHITC61303	India Since Independence: 1947-2010	4	1	1	6	60	90	150
2.	DS CORE/Major	UHITC61202	Research Methodology in History	4	1	1	6	60	90	150
3.	DS CORE/Major	UHITC63304	International Relations in Modern World	3	1		4	40	60	100
4.	Research	UHIIR62300	Internship				4	40	60	100
Total Credits / Marks							20			500

Semester VII (Year IV) (by research)

1.	DS CORE/Major	UHITC72400	Historiography	4	1	1	6	60	90	150
2.	DS CORE/Major	UHITC71401	History of Art & Architecture in India	4	1	1	6	60	90	150
3.	Minor (M)	UHITM71400	Cultural Heritage of India	3	1	-	4	40	60	100
4.	Minor (M)	UHITM71402	Intellectual Heritage	3	1	-	4	40	60	100
Total Credits / Marks							20			500

Semester VIII (Year IV) (with research)

1.	DS CORE/Major	UHITC80401	Introduction to the Mahabharata	3	1	-	4	40	60	100
2.	DS CORE/Major	UHITC80402	Religious Reform movements in India	3	1	-	4	40	60	100
3.	Research	UHIRR80400	Dissertation				12	120	180	300
Total Credits / Marks							20			500

Semester VIII (Year IV) (Honours)

1.	DS CORE/Major	UHITC80401	Introduction to the Mahabharata	3	1	-	4	40	60	100
2.	DS CORE/Major	UHITC80402	Socio-Religious Reforms in India	3	1	-	4	40	60	100
3.	DS CORE/Major	UHITC81403	Introduction to Museology	4	1	1	6	60	90	150
4.	DS CORE/Major	UHITC81404	Indian Numismatic	4	1	1	6	60	90	150
Total Credits / Marks							20			500

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

Credits: 6
Maximum Marks: 150
Total Hours: 90

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

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

Course Outcome: On successful completion of the course,

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

Unit I: The Early Age

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

Unit II: Age of Empires

- a. Mauryas; Chandragupta to Ashoka.
- b. Satvahana
- c. Guptas; Samudrgupta and Chandrgupta II
- d. Harshvardhan
- e. Rashtrakutras
- f. Cholas

Unit III: The Sultanate period

- a. Invasions of Mahmud Gazani
- b. Invasion of Mohammad Ghori and foundation of Delhi Sultanate
- c. Mamluk dynasty
- d. Khiljis and Tughluqs.
- e. Vijaynagar Empire
- f. Bahamanis

Unit IV: The Mughal period

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

Unit V: British Imperialism

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

Unit VI: Anti-colonial struggle

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

Suggested readings:

- A.R. Desai, 2011. Social Background of Indian Nationalism. Mumbai: Popular Prakashan Ltd.
- Bipan Chandra,, 1999, Essays on Colonialism, Orient Longman, New Delhi
- Bipin Chandra. 2016. India's Struggle for Independence. Penguin Random House India.
- C.A. Bayly 1988. Indian Society and Making of the British Empire. Cambridge:
- Sumit Sarkar, 2008, A Critique of Colonial India, Papyrus.
- S.N. Sen 2010. An Advanced History of Modern India, Macmillan, Kolkata. New Delhi: Macmillan India Ltd.
- Seema Alavi.1995. The Sepoys and the Company: Tradition and Transition in Northern India 1770-1830. Delhi: Oxford University Press.
- Chandra Satish. 2010. Medieval India, vol. 2. New Delhi: Har Anand Publications
- Mukhia Harbans. 2008. The Mughals of India. New Delhi: Wiley India Pvt. Ltd.
- Muzaffar, Alam 2004 The Languages of Political Islam in India, 1200-1800. Ranikhet: Permanent Black.
- Majumdar RC 2017 Ancient India, MLBD
- Mehta JL, 2023, Advanced Study in the History of Medieval India (three vols), Visionias.
- Shastri N., 1997, A history of South India, OUP

Central University of Karnataka
B.A. History & Archaeology
Semester I, Minor Course
Paper Title: History of Science & Technology in India

Credit: 6
Maximum marks: 150
Contact Hours: 90

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

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

Course Outcome:

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

Unit I: Introduction to Early Scientific Systems

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

Unit II: Ancient and Medieval India

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

Unit III: Developments under Colonial rule and Princely States

- A) Scientific developments under Indian Princely states- Mysore, Amber, Travancore etc.
- B) Western science and Technology: Indian response to new scientific knowledge.
- C) East India Company and Scientific Explorations - Science and Orientalist ideas -Early European Scientists: Surveyors, Botanists, Doctors under the Company's Service in India.
- D) Growth of techno-scientific institutions, technical education, establishment of engineering and medical sciences colleges and institution, universities, establishing scientific institutions.

Unit IV: Technological Changes During the World Wars

- A) Innovations: Industry, agriculture, science, technology, communication, information

- B) Science and Technology between two world wars: First World war and scientific minds and science and technological innovations
- C) Science and technology after second world war

Unit V

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

Unit VI: Policy Making for Development

- A) Transition from Dependent to Independent science.
- B) Planning for development; National Planning Committee; Bombay plan;
- C) National Planning Advisory Board; and Central Advisory Board of Education, Premier Institutes and Major Research Laboratories- IITs, PRLs, Atomic Research Centre, TIFR
- D) Planning for development; National Planning Committee; Bombay plan.
- E) National Planning Advisory Board; and Central Advisory Board of Education; Transition from Dependent to Independent science.

Essential Readings:

- Amma, T. S. 2017. Geometry in Ancient and Medieval India. Delhi: Motilal Banarsidass.
- Baber, Z. 1996. Science of Empire, The: Scientific Knowledge, Civilization, and Colonial Rule in India. New York: State University of New York Press.
- Bag, A. 1997. History of Technology in India. Delhi: PA Books.
- Bharadwaj, H. 1979. Aspects of Ancient Indian Technology. Delhi: Motilal Banarsidass.
- Bhardwaj, H.C and Sharma, V.L. 1987. Technology Tools and Appliances. Banaras: IJHS.
- Biswas A.K and S. Biswas. 1995: Minerals and Metals in Ancient India, & Vol. I. D.K. Print World Ltd.
- Bose, S. D. 2000. A Concise History of Science in India. Universities Press.
- Chakrabarti, D. K. 1993. The Early Use of Iron in India. Delhi: OUP.
- Chattopadhyaya, D. 1987. History of Science and Technology in Ancient India. Delhi: South Asia Books.
- Derry, T. K. Williams, T. I. 1993. A short history of technology. Delhi: Dover Publication.
- Dharampal. 1972. Indian Science and Technology in the Eighteenth Century. Delhi: Impex.
- Forbes, R. 1965. Studies in Ancient Technology. London: E.J. Brill.
- Jagadish K.S 2017, Alternative Building Materials and Technologies, New Age International Private Limited, India.
- Jagadish K.S 2019, Structural Masonry, Dreamtech Press, India.
- Jagadish K. S 2019, Sustainable Building Technology, I K International Publishing House Pvt.Ltd, India.
- Joseph G.G 2011, Kerala Mathematics: History and Its Possible Transmission to Europe, BR Publishing Corporation, India
- Hoodbhoy, P. 1991. Islam and Science: Religious Orthodoxy and the Battle for Rationality. Zed Books Ltd.
- Inkster. 1991. Science & Technology in History. Rutgers University Press.

- K.T.M, H. 1991. An Introduction to Ancient Indian Metallurgy. Delhi: Geological society of India.
- Kaye, G. R. 2010. Indian Mathematics. Createspace Independent.
- Kelley, D. H. 2011. Exploring Ancient Skies: A Survey of Ancient and Cultural Astronomy. Springe.
- Kumar, D. 2006. Science and the Raj: A Study of British India. India: Oxford University Press.
- Meadows, A. 1972. Science and Controversy: A Biography of Sir Norman Lockyer. Palgrave Macmillan.
- Raina, D. 2010. Images and Contexts: The Historiography of Science and Modernity in India. India: OUP.
- Rao, S. 2012. Indian Mathematics and Astronomy: Some Landmarks. Bharathiya Vidya Bhavan.
- Sankalia, H. D. 1970. Some Aspects of Prehistoric Technology in India. Indian National Science Academy.
- Sir Shanti Swarupa Bhatnagar, V. V. 1993. S S Bhatnagar on Science, Technology, and Development. Wiley Easter.
- Subbarayappa, B. V. 2010. Science in India: A Historical Perspective. Rupa & Co.

Central University of Karnataka
For B.A. LLB.
Semester I (Minor)
Course Title: Introduction to Indian History

Credits: 4
Maximum Marks: 100
Total Hours: 60

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

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

Course Outcome: On successful completion of the course,

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

Unit-I - Ancient India

- a. Geographical features of India.
- b. Indus valley civilization.
- c. Vedic age.
- d. Mauryas.
- e. Guptas and Harshvardhana.

Unit II - Early Medieval India

- a. Satavahanas.
- b. Badami Chalukyas.
- c. Rashtrakutas.
- d. Pallavas.
- e. Cholas.

Unit III - Medieval India

- a. Native ruler's resistance to Mahmud Ghazini & Ghoris Invasions.
- b. Delhi Sultanate.
- c. Vijaya nagar & Bahamanis.
- d. The Mughals.
- e. Rajput rulers and their resistance to Mughal Imperialism.

Unit IV- Modern India

- a. Rise of the regional powers; Bengal, Hyderabad, The Marathas, Mysore, Jats and Sikhs.
- b. Advent of Europeans.
- c. Expansion and Consolidation of colonial Power.
- d. Revolt of 1857.
- e. Factors for the Rise of nationalism

Unit V- National Movement

- a. INC, Moderates and Extremists
- b. Gandhian era.
- c. Militant Nationalism.
- d. Subhash Chandra Bose
- e. Independence & partition and Integration of princely states.

Suggested readings:

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

Central University of Karnataka
B.A. History & Archaeology
Semester I, Multidisciplinary Course (MDC)
Course Title: Indian National Movement (1857–1947)

Credit: 03
Maximum marks: 75
Contact Hours: 45

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

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

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

Unit I: Emergence of Indian Nationalism

- A) The Revolt of 1857: Causes, Nature, and Consequences
- B) Administrative and Economic Policies after 1858
- C) Socio-Religious Reform Movements and National Awakening
- D) Rise of Political Consciousness: Education, Press, and the Formation of the Indian National Congress (1885)

Unit II: Growth of the National Movement

- A) Swadeshi and Boycott Movement
- B) Moderates, Extremists, and the Home Rule Movement
- C) Gandhian Era: Non-Cooperation Movement and Civil Disobedience Movement
- D) Constitutional Developments: Government of India Acts (1909, 1919, and 1935)

Unit III: Towards Independence

- A) Quit India Movement and the Indian National Army
- B) Constitutional Negotiations: Cripps Mission, Cabinet Mission, and Mountbatten Plan
- C) Indian Independence Act (1947), Independence, and Partition
- D) Legacy of the Freedom Movement: National Integration, Democracy, and Constitutional Values

Essential Readings:

Aditya Mukherjee, Imperialism, Nationalism and the Marketing of the Indian Capitalist Class, 1927-1947
Anil Seal: The Emergence of Indian Nationalism
Arnold David, Science, Technology and Medicine in Colonial India
Ayesha Jalal: Jinnah: The sole spokesperson
Basudev Chatterji: Trade, Tariffs and Empire: Lancashire and British Policy in India 1919-1939
Bipin Chandra: India's Struggle for Independence
Bipin Chandra: Nationalism and Communalism in Modern India

Bipin Chandra: The Rise and Growth of Indian Nationalism in India-1880-1905
Deepak Kumar: Science and the Raj
Desai A.R: Social Background of Indian Nationalism
Dutt R.P: India Today
Gail Omvedt: Dalits and Democratic Revolution: Dr. Ambedkar and Dalit Movement in Colonial India
Judith Brown: Gandhi's rise to power
Kenneth W. Jones: Socio- religious movements in British India
Mushirul Hasan: India's Partition: Process, Strategy and Mobilization
Mushirul Hasan: Nationalism and Communal Politics in India (1885-1930)
Panniker K.N: National and Left Movements in India
Partha Chatterjee, Nationalist Thought & the Colonial World
Ranajit Guha: Subaltern Studies, Vol. I – XI
Shekhar Bandhopadhyay: From Plessey to Partition
Sumit Sarkar: Modern India
Tapan Roychaudhuri: Europe Reconsidered: Perceptions of the West in Nineteenth Century Bengal
Tara Chand: History of Freedom Movement in India, Vols ii, iii and iv
Tomlinson B.R: Indian National Congress and the Raj, 1929-1942

Central University of Karnataka
B.A. History & Archaeology
Semester I, Skill Enhancement Course (SEC)
Course Title: Academic Writing

Credit: 3
Maximum marks: 50
Contact Hours: 30

Course Description:

Academic writing is an essential component of higher education and research. It involves the systematic presentation of ideas, arguments, evidence, and research findings in a clear, coherent, and ethical manner. This course introduces students to the fundamentals of academic writing, research ethics, literature review, research planning, referencing practices, and presentation skills necessary for effective academic communication.

Course Objectives

1. To introduce students to the principles and practices of academic writing.
2. To develop skills in locating, evaluating, and managing academic sources.
3. To familiarise students with research ethics, literature review, and research planning.
4. To train students in academic presentation, citation, and referencing techniques.

Course Outcomes

Students will be able to:

1. Demonstrate effective academic writing and communication skills.
2. Identify and use appropriate academic resources and databases for research.
3. Prepare literature reviews, research proposals, and abstracts following academic conventions.
4. Apply ethical standards, citation styles, and referencing methods in academic writing.
5. Develop and deliver effective academic presentations.

Unit I: Foundations of Academic Writing and Research

- A. Academic and Research Writing: Introduction, importance, characteristics, and basic rules of academic writing.
- B. Research Ethics, Copyright, Plagiarism, and Academic Integrity.
- C. Sources of Information: Libraries, Archives, Open Educational Resources (OERs), Open Access Resources, and Online Databases (Google Scholar, JSTOR, ResearchGate, Academia.edu).

Unit II: Literature Review and Research Planning

- A. Literature Review: Introduction, sources of literature, process of reviewing literature, and writing review articles.
- B. Data Collection, Organisation, and Management.

- C. Preparing Research Proposals and Synopses.
- D. Abstract Writing for Conferences and Research Papers.

Unit III: Academic Writing, Presentation, and Referencing

- A. Assignment Writing.
- B. Essay Writing.
- C. Preparing Effective Presentation Slides.
- D. Citation, Referencing, and Bibliographic Styles, MLA, APA, Chicago
- E. Indexing, Cataloguing, and Reference Management.

References

Morley, J., Doyle, P., and Pople, I. 2007 University Writing Course Express Publishing.

Peters, P. 1985 Strategies for Student Writers: A Guide to Writing Essays, Tutorial Papers, Exams and Reports J. Wiley and Sons.

Walliman, N. 2005 (2nd ed.) Your Research Project: A Step-by-step Guide for the First-Time Researcher SAGE Publications

Wisker, G. 2001. The Postgraduate Research Handbook. Palgrave Macmillan.

Online practice sessions

Academic Phrasebank - University of Manchester <http://www.phrasebank.manchester.ac.uk>

Advice on Academic Writing - University of Toronto <http://www.writing.utoronto.ca/advice>

Writing Tips - University of Newcastle <http://lorien.ncl.ac.uk/ming/Dept/Tips/writing/writeindex.htm>

Central University of Karnataka
B.A. History & Archaeology
Semester I, VAC

Host Department: History and Archaeology

Title of the Course: **Introduction to Indian Knowledge System** Course Code: **XXXX**

L-T-P: **2-0-0** Credits: **2**

Course Objectives:

1. To introduce learners to the diverse sources and foundations of the Indian Knowledge Systems (IKS).
2. To nurture a generation of young minds capable of appreciating the significance and relevance of Indian Knowledge Systems.
3. To facilitate experiential learning of key practices within the Indian Knowledge Systems, such as yoga, Ayurveda, and related traditions.
4. To foster a scientific temper among students, encouraging them to explore areas like medicine, technology, and science for the contemporary application of IKS concepts.

Course Learning Outcomes: After the course, the students are able to

CLO1: Understand the meaning, scope, and sources of the Indian Knowledge System (IKS).

CLO2: Gain insights into various philosophical traditions rooted in Indian heritage.

CLO3: Adopt healthy lifestyle practices such as Yoga and Pranayama.

Unit I: Understanding IKS

1. Meaning and Scope of IKS.
2. Sources of IKS: Samhitas, Upnishad, Epics, Puranas, Vednags, Sangama Literature, Arthsahastra
3. Philosophy: Astika and Nastika Schools, Purusharthas, Guna theory, Panchkosha, Bhagavd Gita: Karma, Gyana and Bhakti Yoga and its application in daily life-
4. State and Society: Arthashastra, Anushasanparva of the Mahabharata

Unit II: Application of IKS

1. Science and Technology: Metallurgy, Physics and astronomy, Chemistry, Mathematics
2. Ayurveda, Yoga, and Health Sciences.
3. Aesthetics and Sixty-four Kalas.

Recommended Readings

1. Allchin, Raymond, and Bridget Allchin. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Viking, 1997.
2. Bharadwaj, H. *Aspects of Ancient Indian Technology*. Motilal Banarsidass, 1979.
3. Bose, S. D. *A Concise History of Science in India*. Universities Press, 2000.

4. Chattopadhyaya, B. *A Survey of Historical Geography of Ancient India*. Manohar Publishers, 2002.
5. Chattopadhyaya, D. *History of Science and Technology in Ancient India*. South Asia Books, 1987.
6. Fergusson, James. *Rock Cut Temples of India*. John Weale, 1845.
7. Ghosh, A. (ed.). *Ajanta Murals*. ASI, 1996.
8. Lad, G. *Mahabharata and Archaeological Evidence*. Deccan College Post Graduate and Research Institute, 1983.
9. Meister, M. W., and Dhaky, M. A. (eds.). *Encyclopaedia of Indian Temple Architecture* (Volumes on North India and South India). AIIS, 1984.
10. Mitchell, W. *Buddhism*. Oxford University Press, 2014.
11. Mitra, Debala. *Buddhist Monuments*. Sahitya Samsad, 1971.
12. Neumayer, E. *Rock Art of India: The Prehistoric Cave Art of India*. Oxford University Press, 2011.
13. Paniker, A. *Jainism: History, Society, Philosophy & Practice*. Motilal Banarsidass, 2017.
14. Possehl, G. L. *Harappan Civilization: A Contemporary Perspective*. Aris & Phillips Ltd., 1982.
15. Radhakrishnan, S. *Indian Philosophy*. Oxford University Press, 2008.
16. Rajgopalchari, C. *Mahabharata*. Bhartiya Vidya Bhavan, 2005.
17. Rao, S. *Indian Mathematics and Astronomy: Some Landmarks*. Bharathiya Vidya Bhavan, 2012.
18. Radhakrishnan, S. *The Bhagavad-Gita*. HarperCollins, 2004.
19. Sivaramamurti, C. *Indian Sculptures*. Allied Publishers, 1961.
20. Vivekananda, S. *Raja Yoga*. Ramakrishna Vivekananda Center, 1970.
21. White, David Gordon. *Siddha Tradition: Hatha Yoga, Alchemical Practices, Ayurveda, and Medicines*. University of Chicago Press, 1996.
22. Bryant Edwin, *The Yoga Sutra of Patanjali*, north point press, New York, 2009.
23. Bryant Edwin, *Bhakti Yoga*, North Point Press, New York, 2017.
24. Chari S.M. S., *Advita and Visistadvita*, MLBD, 2017
25. Easwaran E., *The Dhammapada*, Nilgiri press, 2007.
26. Farmarin C., *Hinduism and Environmental Ethics*, Routledge, 2014.
27. Krishna N., *Hinduism and Nature*, Penguin, 2017.
28. Sharma A., *A sourcebook of Classical Hindu Thought*, DK Printworld, 2012,
29. Sutton N., *The Yoga Sutra*, Oxford Center for Hindu Studies.
30. Winternitz M., *A History of Indian Literature* (three vols.), MLBD, 2018.
31. Vatsyayan K., *Bharata: The Natyasastra*, Nesma Books, 2001.
32. Mahadevan B & Others, *Introduction to Indian Knowledge System, Concepts and Application*, PHI, 2024.
33. Sita Sundar Ram and Ramakalyani V, *History and Development of Mathematics in India*, National Misssion for Manuscripts and D.K. Printworld, Newdelhi, 2022

Central University of Karnataka
B.A. History & Archaeology
Semester II: Major Course
Course Title: Introduction to Archaeology

Credits: 06

Contact Hours: 90

Maximum Marks: 150

Course Description: The objective of this course is to familiarise students with archaeology as a discipline, introducing fundamental theories and methods to reconstruct past societies while initiating practical studies on tangible and intangible cultural materials

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

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

Unit I: Introduction to Archaeology

A) Archaeology: Meaning, definition, scope and relevance, archaeology as a science and social science.

B) Types of Archaeology: Marine Archaeology, ethnoarchaeology, experimental archaeology, contemporary archaeology, and other categories; Archaeology as Science and Social Science; Terminologies in archaeology.

Unit II: Archaeological Concepts and Theories

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

Unit III: Emergence of Indian Archaeology

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

B) Archaeologists at work, bio and contributions: P. Meadows Taylor, Alexander Cunningham, Robert Bruce Foote, Sir Mortimer Wheeler, Dayaram Sahni, M.H. Krishna, B.B. Lal, K. Paddayya, and K. Rajan.

Unit IV: Archaeological methods and tools

A) Map reading: Toposheets, satellite imagery, geological and mineral maps

B) Field explorations/Survey: aims and methods of Explorations, systematic and random explorations, Site documentation and recording.

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

Unit V: Post-Excavation: Documentation and Analysis

A) Recording methods: object classification, Ceramics and stone tool drawings, Photography and

Photogrammetry, preparation of maps, metric-based analysis of the objects.

B) Report writing and Statistical Methods

Unit VI: Chronology and Dating Methods

A) Relative Dating: Stratigraphy: Principles of stratification, factors and process of formation of layers, Identification and recording of strata, Reconstruction of cultural sequence, Pollen analysis, Fluorine test.

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

Recommended Readings

Barker, Philip. (2015). *Techniques of Archaeological Excavation* (3rd ed.). Routledge.

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

Brothwell, D. R., & Higgs, E. S. (Eds.). (1969/2016). *Science in Archaeology*. Thames & Hudson.

Drewett, Peter L. (2000). *Field Archaeology: An Introduction*. Routledge.

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

Greene, Kevin. (1983). *An Introduction: The History, Principles and Methods of Modern Archaeology*. Batsford Ltd.

Grant, Jim, Gorin, Sam, & Fleming, Neil. (2005). *The Archaeology Coursebook: An Introduction to Study Skills, Topics and Methods*. Routledge.

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

Piggott, Stuart. (2015). *Approach to Archaeology*. Cambridge University Press.

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

Renfrew, Colin, & Bahn, Paul. (2000). *Archaeology: Theories, Methods, and Practice* (3rd ed.). Thames & Hudson.

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

Credits: 06
Contact hours: 90
Marks: 150

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: The Foundations of Civilization

- A) Before the Rise of Civilization
- B) Prehistoric Times: Palaeolithic and Mesolithic Periods
- C) The Neolithic and Urban Revolutions and Their Relevance (Including Household Approaches)

Unit II: Early River Valley Civilizations

- A) Origins of Civilization: Sumerian & Mesopotamia
- B) The Nile Valley: Egyptian Civilization
- C) Indus Valley Civilization: Town Planning and Decline
- D) Chinese Civilization: Polity, Society, and Economy

Unit III: Early American and Other Civilizations

- A) The Aztec Civilization: Society, Religion, and Achievements
- B) The Maya Civilization: Political and Cultural Developments
- C) Other Early Civilizations: Comparisons and Contributions

Unit IV: Classical Civilizations of the Mediterranean and Persia

- A) Roman Civilization: Republic, Society, and Cultural Achievements
- B) Later Rome & the Rise of Christianity
- C) Greek Civilization: Athenian Democracy, Society, Culture, and Art
- D) Classical Greece and the Golden Age of Athens
- E) Persian Civilization: Origins, Religion, Literature, and Architecture

Unit V: Religious and Cultural Transformations

- A) Emergence and Spread of New Religions in West Asia: Judaism and Christianity
- B) The Influence of Religion on Ancient Societies
- C) Cultural Exchanges and the Spread of Ideas

Unit VI: Legacy of Ancient Civilizations

- A) Contributions of Early Civilizations to Modern Society
- B) Comparative Analysis of Major Civilizations
- C) The Decline of Classical Civilizations and Their Impact

Essential Readings:

- Bauer, Susan Wise, 1987. The History of the Ancient World. London, OUP
- Clement Huart, 1965. Ancient Persian and Iranian Civilization, CUP.
- Cowan, A. R. 1985. A Guide to World History, New York,
- Curtis, John E. 1992. Nigel Tallis, London, Thames & Hudson
- Darmesteter, Jas., ed. and tr., 2010. The Zend-Avesta, 2 vol. Nabu Press.
- Dawson, Miles, 2005 The Ethical Religion of Zoroaster, Kessinger.
- Dhalla, M. N., 1938. Zoroastrian Civilization, New York, OUP
- Curtis, John E. and Nigel Tallis (Ed), 2005: Forgotten Empire: The World of Ancient Persia, University of California Press.
- Harari, Yuval Noah, 2015. Sapiens. Penguin Random House.
- Harman, Chris, 2008, A People's History of the World. Verso.
- Hermann Schneider, 1931 History of World Civilization, tr. Green. 2 vols, 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. 2 vol, London CUP.

Central University of Karnataka
For B.A. LLB.
Semester II: Minor
Course Title: Judicial System in Ancient and Medieval India

Credits: 4
Maximum Marks: 100
Total Hours: 60

Course Description: The course is designed to give an overview of the spirit and functioning of the judicial system in ancient and medieval India.

Course Objectives:

1. To familiarize the students with the spirit and functioning of the judicial system in ancient and medieval India.
2. To develop an understanding of the relationship between history and law.

Course Outcome: On successful completion of the course,

1. The student will possess an overall understanding of the development of the judicial system in Ancient and medieval Indian history in its appropriate chronological sequence.
2. They will understand the spirit of governance in ancient and Medieval India.

Unit 1-

- Relevance of History to Law
- Sources of law in Ancient India
 - Dharmashastra; Manusmriti, Yajnyavalk smriti, Narada Smriti
 - Anushasan parva of the Mahabharata
 - Artshshastra of Kautilya
 - Mitakashara.

Unit 2

- Concept of Dharma and Rajdharma
- Saptang Theory and importance of Dandniti(policy of punishment)
- Judiciary under the Mauryas
- Judiciary under the Guptas.

Unit 3

- Rajtarangini and administration in Kashmir
- Cholas; local self govt.
- Chalukyas and Mitkashara.

Unit 4

- Islamic law; Sourcs- Quran, Hadis
- Judiciary under Delhi Sultanate
- Judiciary under the Mughals

Unit 5

- Judiciary under the Vijaynagar empire
- Maratha judicial administration
- Judiciary under Khalsa Empire.

Suggested Readings-

- History and Sources of Law in Ancient India- Chakradhar Jha
- Sources of Law And Society In Ancient India- Nares Chandra Sen Gupta
- Historiography of Ancient Indian Law: Paradigms from Imperialism to Postmodernism (Hardback) | By: Shiva Kant Tiwari, Publisher: Rawat Publications |
- Ancient Indian Law (Set of 3 Vols) Unknown Binding – by K N Tiwari (Author), Krishna Kumari (Author)The Manusmriti - English Translation by Manu (Author) (Author), Dr Surendra Kumar (Narrator & Translator)
- From Fire To Light: Rereading the Manusmriti by Arvind Sharma (Author)
- The Mahabharata: Book 13 Anushasana Parva Paperback –by Rajen Jani RAJA YUDHISTHIRA (HB) Hardcover – Kevin McGrath
- Yajnavalkya-smriti (Vyavaharadhyaya)—Critical study by Kalita Nabanita Olivelle, Patrick.
- "Dharmasastra: A Literary History" Naradiya Dharmasastra of the Institutes of Narada.
- By JOLLY, JULIUS. Tran.The origins of Islamic law Paperback by Yasin Dutton
- Kalhna's Rajatarangini The Saga of the Kings of Kashmir (R.S.Pandit's, Sahitya Akademi) Hardcover – 1 January 2023 by RS Pandit (Author)
- Complete Chanakya Neeti: Sutras of Chanakya (Chanakya Neeti—The Political Ethics of Chanakya) Base of Kautilya Arthashastra Paperback – 8 January 2021 by R.P. Jain (Author)
- Hindu Law and Judicature From the Dharma-Sāstra of Yajnavalkya in English by Edward Röer (Author)
- The Dharma Sa'stra or the Hindu Law Code Paperback – by Manmatha Nath Dutt (Author)
- State And Government In Ancient India Paperback by A. S. Altekar
- SOUTH INDIA UNDER THE CHOLAS Hardcover – Y. Subbarayalu (Author)
- A HISTORY OF SOUTH INDIA (OIP): From Prehistoric Times To the Fall of Vijayanagar Sastri K.A.Nilakanta; R.Champakalakshmi
- History of the Minor Chalukya Families in Medieval Andradesa by Kolluru Suryanarayana
- Administration of the Sultanate of Delhi Hardcover by Ishtiaq Husain Qureshi
- State in Medieval Kashmir Hardcover by Rattan Lal Hangloo

- Mughal Administration (Patna University Readership Lectures, 1920)
[Hardcover] Hardcover –by Jadunath Sarkar
- A Forgotten Empire (Vijayanagar): A Contribution To The History Of India Paperback
by Robert Sewell (Author)
- Administrative System of the Marathas Hardcover by Surendra Nath Sen
- Ranjit Singh: Administration and British Policy Hardcover –
- by Om Prakash
- The classical Law of India – Robert Lingat.
- The History and culture of the Indian People- R.C. Majumdar, Bhartiya Vidya Bhavan,
(vol 1 to 7)

Central University of Karnataka
B.A. History & Archaeology
Semester II: MDC

Course Title: Independent India: Nation Building, Democracy and Development

Credits: 03

Contact Hours: 45

Marks: 75

Course Description: This course introduces students to the historical development of India after Independence with emphasis on the processes of nation-building, constitutional democracy, national integration, economic planning, social transformation, and India's growing role in world affairs. It examines the evolution of democratic institutions, development policies, and contemporary challenges while highlighting India's unity in diversity and constitutional values.

Course Objective:

1. Introduce students to the process of nation-building after Independence.
2. Examine the development of constitutional, political, and economic institutions in modern India.
3. Understand the significance of national integration, democratic governance, and public policy.
4. Appreciate India's developmental achievements and contemporary challenges.

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

1. Explain the major political, constitutional, and economic developments in India since Independence.
2. Understand the role of democratic institutions and national integration in shaping modern India.
3. Evaluate India's development policies and contemporary socio-economic challenges.

Unit I: Nation Building after Independence

- A) The Constituent Assembly and the Making of the Constitution
- B) Fundamental Rights, Directive Principles, and Democratic Institutions
- C) Integration of Princely States, Linguistic Reorganisation, and National Integration
- D) The First General Election (1952) and the Evolution of Parliamentary Democracy
- E) Planned Economic Development and National Institution Building
- F) India's Foreign Policy: Non-Alignment and Strategic Autonomy

Unit II: Democratic Development and National Integration

- A) Democratic Institutions and Political Developments after Independence
- B) National Emergency (1975–1977): Constitutional Developments and Legacy
- C) Regional Aspirations, Federalism, and National Integration
- D) Democratic Participation, Good Governance, and Coalition Politics

Unit III: Economic Development and Contemporary India

- A) Land Reforms and Rural Development
- B) Agricultural Transformation, Food Security, and Rural Modernisation
- C) Economic Reforms of 1991: Liberalisation, Privatisation, and Globalisation
- D) Contemporary India: Infrastructure Development, Digital Transformation, Innovation, and Sustainable Development

Essential reading:

1. Bipan Chandra, Mridula Mukherjee & Aditya Mukherjee. *India Since Independence*. New Delhi: Penguin Random House India, Latest Edition.
2. Ramachandra Guha. *India After Gandhi: The History of the World's Largest Democracy*. New Delhi: Picador India, Revised Edition.
3. Gopa Sabharwal. *India Since 1947: The Independent Years*. New Delhi: Penguin Random House India, 2017.
4. V. Krishna Ananth. *India Since Independence: Making Sense of Indian Politics*. New Delhi: Pearson Education India, 2011.
5. Granville Austin. *The Indian Constitution: Cornerstone of a Nation*. New Delhi: Oxford University Press, Reprint Edition.
6. Sugata Bose & Ayesha Jalal. *Modern South Asia: History, Culture, Political Economy*. 4th Edition. London/New York: Routledge, 2018.
7. Francine R. Frankel. *Transforming India: Social and Political Dynamics of Indian Democracy*. New Delhi: Oxford University Press, 2005.
8. B.L. Grover & Alka Mehta. *A New Look at Modern Indian History: From 1707 to the Present Day*. New Delhi: S. Chand, Latest Edition.
9. S. Gopal (Ed.). *Nehru: An Anthology*. New Delhi: Oxford University Press.
10. C.P. Srivastava. *Lal Bahadur Shastri: A Life of Truth in Politics*. New Delhi: Oxford University Press.
11. Selig S. Harrison, Paul H. Kriesberg & Dennis Kux (Eds.). *India and Pakistan: The First Fifty Years*. Cambridge University Press.
12. Stuart Corbridge & John Harriss. *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*. Polity Press.
13. Jean Drèze & Amartya Sen. *India: Development and Participation*. Oxford University Press.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
B.A. History & Archaeology
Semester II, Skill Enhancement Course
Paper Title: Heritage Education

Total Credits 3
Theory 2 Credits
Practical / Field Visit 1 Credit
Maximum Marks 75
Contact Hours 45

Credit and Marks Distribution

Component	Credits	Marks	Contact Hours
Theory	2 Credits	50 Marks	30 Hours
Practical / Field Visit	1 Credit	25 Marks	15 Hours
Total	3 Credits	75 Marks	45 Hours

Course Description

Heritage Education is designed to introduce students to the meaning, significance and management of cultural heritage with special reference to India and Karnataka. Heritage tourism is a recent and growing field which combines conservation, preservation, promotion, public education and tourism management. It creates a meaningful interface between historical sites and the public by encouraging awareness, responsible tourism and cultural appreciation.

The course familiarizes students with the concepts of heritage, tourism, conservation, cultural diversity, art, architecture, living traditions, crafts, festivals and local historical sites. It also helps students understand the role of heritage tourism in preserving monuments, generating local economy and creating public awareness. The practical component provides field-based exposure through visits to local heritage sites, museums, forts, temples, spiritual places, hydraulic systems, craft centres or heritage tourism locations. Students will learn to observe, document and prepare field visit reports on heritage sites.

Course Objectives

After completing this course, students will be able to understand the core concepts of heritage, tourism, conservation, preservation and heritage management. They will develop awareness of the heritage value of Indian archaeology, art, architecture and cultural diversity, with special reference to Karnataka and the Deccan region. The course will enable learners to identify and examine important local, regional and national heritage sites and understand their historical, archaeological, architectural, religious and cultural significance. Students will also be able to analyse the relationship between heritage, public education, tourism, economy and cultural identity. Through field visits, documentation and observation, learners will gain practical exposure to heritage sites and acquire the basic skills required for preparing heritage site reports and understanding conservation-related issues.

Course Outcomes

1. Explain the core concepts of heritage, tourism, conservation, preservation and heritage management.
2. Identify and describe important archaeological, architectural, religious and cultural heritage sites of Karnataka and India, along with living arts, crafts and festivals.
3. Examine the role of stakeholders in heritage conservation and heritage tourism, and prepare a basic field visit report based on observation, documentation and interpretation of a heritage site.

Theory Component
2 Credits - 50 Marks - 30 Contact Hours

Unit I: Introduction to Heritage and Tourism

- A) Definition and meaning of Heritage and Tourism
- B) Scope of Heritage Studies and Development of Heritage Tourism
- C) Heritage Conservation, Preservation and Public Awareness
- D) India's Art and Architectural Heritage
- E) Living Arts, Crafts and Intangible Cultural Heritage
- F) Heritage Tourism, Economy and Community Participation

Unit II: Local and Regional Heritage Sites

- A) Prehistoric Sites: Piklihal and Sanganakallu
- B) Mauryan and Buddhist Sites: Maski and Sannati-Kanganahalli
- C) Chalukyan and Rashtrakuta, Nagavi, Heritage Sites.
- D) Medieval Heritage Sites: Bidar, Basavakalyan, Kalaburagi, Bijapur and Hampi Complex
- E) Forts, Royal Necropolises, Karez System, Temples and Anubhava Mantapa
- F) Spiritual Places, Whispering Gallery, Hydraulic System and Royal Bath
- G) Festivals of Karnataka: Dasara, Moharram and Hampi Utsava

Practical / Field Visit Component
1 Credit - 25 Marks - 15 Contact Hours

Practical Title: Heritage Site Study and Field Visit

- A) Identification of heritage sites based on historical, archaeological, architectural and cultural importance
- B) Field visit to local heritage sites, museums, forts, temples, monuments, craft centres or cultural institutions
- C) Observation of site layout, architecture, inscriptions, sculptures, materials, conservation status and public facilities
- D) Documentation of heritage sites through notes, photographs, sketches, maps and oral information
- E) Study of conservation issues such as weathering, encroachment, pollution, neglect and visitor pressure
- F) Understanding the role of Archaeological Survey of India, State Archaeology Department, museums, local bodies and communities
- G) Study of heritage tourism facilities such as signage, guides, interpretation boards, accessibility and visitor management
- H) Preparation of field visit report based on site observation and historical background
- I) Presentation or discussion based on field visit experience
- J) Viva voce based on heritage concepts, site study and field visit report

Practical / Field Visit Evaluation

Component	Marks
Site Identification and Historical Background	5
Field Observation and Documentation	5
Practical Record / Site Documentation	5
Field Visit Report	5
Viva Voce	5

Total	25
--------------	-----------

Suggested Field Visit Report Format

Sl. No.	Name of Site	Location	Period / Dynasty	Type of Heritage	Important Features	Conservation Status	Tourism Facilities	Historical Importance

Scheme of Examination

Component	Marks
Theory Examination	50
Practical / Field Visit	25
Total	75

Essential Readings

- Asher, Catherine B. Architecture of Mughal India. Cambridge University Press.
- Ashraf, K. M. Life and Conditions of the People of Hindustan 1200–1500.
- Basham, A. L. The Illustrated Cultural History of India. Oxford University Press.
- Basham, A. L. The Wonder That Was India. 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 Conservation.
- Brown, Percy. Indian Architecture: Islamic Period.
- Desai, Z. A. Mosques of India. Archaeological Survey of India.
- Deshpande, M. N. Care of Cultural Heritage. New Delhi: National Museum Institute.
- Dhawan, Shashi. Recent Trends in Conservation of Art Heritage. Delhi: Agam Kala Prakashan.
- Ghoshmaulik, S. K., and K. K. Bass. Understanding Heritage: Role of Museum.
- Grover, Satish. The Architecture of India: Islamic.
- Howard, Peter. Heritage: Management, Interpretation, Identity. London.
- 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 Lower Deccan.
- Rao, P. R. Cultural Heritage of India.
- Rizvi, S. A. A. Sufism in India.
- Sachau, Alberuni. India. Kegan Paul, Trench.
- Saraswati, S. K. Architecture. In History and Culture of the Indian People.
- Saraswati, S. K. Indo-Islamic Architecture.
- Singh, L. K. Indian Cultural Heritage from Tourism Perspective.

- Thapar, B. K. Conservation of the Indian Heritage.
- Yazdani, G. Bidar: Its History and Monuments.
- Yusuf Husain. Glimpses of Medieval Indian Culture.

BOS Approval Note

The course is revised as a 3 Credit Course with 2 Credits for Theory and 1 Credit for Practical / Field Visit. The total marks are 75, divided into 50 marks for Theory and 25 marks for Practical / Field Visit. The theory component covers the conceptual understanding of heritage, tourism, conservation, Indian art and architecture, living traditions and important local heritage sites. The practical component provides skill-based and field-based training in site observation, heritage documentation, conservation awareness, field visit report writing and viva voce.

Central University of Karnataka
B.A. History & Archaeology
Semester II: VAC

Host Department: History and Archaeology

Title of the Course: **Introduction to Indian Knowledge System** Course Code: **XXXX**

L-T-P: **2-0-0** Credits: **2**

Course Objectives:

To introduce learners to the diverse sources and foundations of the Indian Knowledge Systems (IKS).

To nurture a generation of young minds capable of appreciating the significance and relevance of Indian Knowledge Systems.

To facilitate experiential learning of key practices within the Indian Knowledge Systems, such as yoga, Ayurveda, and related traditions.

To foster a scientific temper among students, encouraging them to explore areas like medicine, technology, and science for the contemporary application of IKS concepts.

Course Learning Outcomes: After the course, the students are able to

CLO1: Understand the meaning, scope, and sources of the Indian Knowledge System (IKS).

CLO2: Gain insights into various philosophical traditions rooted in Indian heritage.

CLO3: Adopt healthy lifestyle practices such as Yoga and Pranayama.

Unit I: Understanding IKS

1. Meaning and Scope of IKS.
2. Sources of IKS: Samhitas, Upnishad, Epics, Puranas, Vednags, Sangama Literature, Arthsahastra
3. Philosophy: Astika and Nastika Schools, Purusharthas, Guna theory, Panchkosha, Bhagavd Gita: Karma, Gyana and Bhakti Yoga and its application in daily life.
4. State and Society: Arthashastra, Anushasanparva of the Mahabharata

Unit II: Application of IKS

1. Science and Technology: Metallurgy, Physics and astronomy, Chemistry, Mathematics
2. Ayurveda, Yoga, and Health Sciences.
3. Aesthetics and Sixty-four Kalas.

Recommended Readings

1. Allchin, Raymond, and Bridget Allchin. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Viking, 1997.
2. Bharadwaj, H. *Aspects of Ancient Indian Technology*. Motilal Banarsidass, 1979.
3. Bose, S. D. *A Concise History of Science in India*. Universities Press, 2000.
4. Chattopadhyaya, B. *A Survey of Historical Geography of Ancient India*. Manohar Publishers, 2002.
5. Chattopadhyaya, D. *History of Science and Technology in Ancient India*. South Asia Books, 1987.
6. Fergusson, James. *Rock Cut Temples of India*. John Weale, 1845.
7. Ghosh, A. (ed.). *Ajanta Murals*. ASI, 1996.
8. Lad, G. *Mahabharata and Archaeological Evidence*. Deccan College Post Graduate and Research Institute, 1983.
9. Meister, M. W., and Dhaky, M. A. (eds.). *Encyclopaedia of Indian Temple Architecture* (Volumes on North India and South India). AIIS, 1984.
10. Mitchell, W. *Buddhism*. Oxford University Press, 2014.
11. Mitra, Debala. *Buddhist Monuments*. Sahitya Samsad, 1971.
12. Neumayer, E. *Rock Art of India: The Prehistoric Cave Art of India*. Oxford University Press, 2011.
13. Paniker, A. *Jainism: History, Society, Philosophy & Practice*. Motilal Banarsidass, 2017.
14. Possehl, G. L. *Harappan Civilization: A Contemporary Perspective*. Aris & Phillips Ltd., 1982.
15. Radhakrishnan, S. *Indian Philosophy*. Oxford University Press, 2008.
16. Rajgopalchari, C. *Mahabharata*. Bhartiya Vidya Bhavan, 2005.
17. Rao, S. *Indian Mathematics and Astronomy: Some Landmarks*. Bharathiya Vidya Bhavan, 2012.
18. Radhakrishnan, S. *The Bhagavad-Gita*. HarperCollins, 2004.
19. Sivaramamurti, C. *Indian Sculptures*. Allied Publishers, 1961.
20. Vivekananda, S. *Raja Yoga*. Ramakrishna Vivekananda Center, 1970.
21. White, David Gordon. *Siddha Tradition: Hatha Yoga, Alchemical Practices, Ayurveda, and Medicines*. University of Chicago Press, 1996.
22. Bryant Edwin, *The Yoga Sutra of Patanjali*, north point press, New York, 2009.
23. Bryant Edwin, *Bhakti Yoga*, North Point Press, New York, 2017.
24. Chari S.M. S., *Advita and Visistadvita*, MLBD, 2017
25. Easwaran E., *The Dhammapada*, Nilgiri press, 2007.
26. Farman C., *Hinduism and Environmental Ethics*, Routledge, 2014.
27. Krishna N., *Hinduism and Nature*, Penguin, 2017.
28. Sharma A., *A sourcebook of Classical Hindu Thought*, DK Printworld, 2012,
29. Sutton N., *The Yoga Sutra*, Oxford Center for Hindu Studies.
30. Winternitz M., *A History of Indian Literature* (three vols.), MLBD, 2018.
31. Vatsyayan K., *Bharata: The Natyasastra*, Nesma Books, 2001.
32. Mahadevan B & Others, *Introduction to Indian Knowledge System, Concepts and Application*, PHI, 2024.

33. Sita Sundar Ram and Ramakalyani V, History and Development of Mathematics in India, National Misssion for Manuscripts and D.K. Printworld, Newdelhi, 2022.

Central University of Karnataka
B.A. History & Archaeology
Semester III: Major Course
Course Title: Indian Prehistory

Credits: 06

Maximum marks: 150

Contact Hours: 90

Course Description: This paper introduces beginners to Indian prehistoric society, economy, and traditions. It will help students understand how our ancestors developed hunting, foraging, art, toolmaking, ceramics, and agricultural technologies, which drove cultural evolution alongside human biological evolution.

Course Objectives: The objective of this paper is to instill an understanding of the nature and significance of studying prehistoric cultural materials and to appreciate the skills and abilities adopted by our ancestors across distinct cultural periods. By examining various prehistoric sites from diverse ecological regions, the course helps correlate the coexistence of humans with regional ecology, landscapes, and climatic conditions for cultural and population well-being.

Course outcomes: Upon completion of the course, students will be able to: 1) Identify sites and cultural materials representing various cultural periods of the Indian subcontinent, spanning from the Stone Age to the Age of Metals. 2) Understand the development of prehistoric and protohistoric studies in India through prominent excavated sites and their settlement systems, which outline different levels of knowledge regarding Indian culture.

Unit I: Introduction to Indian Prehistory

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

Unit II: Indian Prehistoric culture: Old Stone Age

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

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

- A) Neolithic culture in India: Settlement and subsistence formation in Neolithic cultures: establishment of village settlements, archaeobotany, archaeozoology, burials, rock art and soundscapes, ash mound sites. Important sites: Mehrgarh, Burzahom, Ganga Valley cluster, Budihal, Sanganakallu-Kupgal.
- B) Chalcolithic Cultures: Distribution in copper-using villages in the Deccan, North and Central India. (The Ahar-Banas Culture, Kayatha, Savalda, Malwa, Jorwe cultures. Important sites: Chandoli, Daimabad, Inamgaon, Jorwe, Kaothe, Nasik, Nevasa, Prakash, Savalda)

Unit IV: Bronze Age culture: The first Civilisation of India

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

Unit V: Iron Age cultures and burial practices

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

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

Unit VI: Rock Art and Art in Indian Prehistory

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

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

Recommended Readings

Allchin, Bridget, & Allchin, Raymond. (1982). *The Rise of Civilisation in India and Pakistan*. Cambridge University Press.

Chakrabarti, Dilip K. (2009). *India: An Archaeological History (Palaeolithic Beginnings to Early Historic Foundations)*. Oxford University Press.

Deo, S.B. (1973). *Problem of South Indian Megaliths*. Kannada Research Institute, Karnatak University.

Dhavalikar, M.K. (1997). *The First Farmers of the Deccan*. Ravish Publishers.

Habib, Irfan. (2001). *Prehistory (A People's History of India, Vol. 1)*. Tulika Books.

Habib, Irfan. (2002). *The Indus Civilisation (A People's History of India, Vol. 2)*. Tulika Books.

Korisettar, Ravi (Ed.). (2017). *Beyond Stones and More Stones: Defining Indian Prehistory (Vols. I & II)*. The Mythic Society.

Lal, B. B., & Gupta, S. P. (Eds.). (1984). *Frontiers of the Indus Civilisation*. Books & Books.

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

Paddayya, K. (2002). 'The Acheulian Culture of the Hunsgi and Baichbal Valleys, Peninsular India.' In S. Settar & R. Korisettar (Eds.), *Indian Archaeology in Retrospect (Vol. 1, pp. 81–111)*. Manohar.

Possehl, Gregory L. (2002). *The Indus Civilization: A Contemporary Perspective*. AltaMira Press.

Rajan, K. (2014). *Iron Age - Early Historic Transition in South India*. Institute of Archaeology, Tamil Nadu.

Rao, B. K. (1972). *The Megalithic Culture in South India*. University of Mysore.

Sankalia, H.D. (1974). *Prehistory and Protohistory of India and Pakistan (2nd ed.)*. Deccan College Postgraduate and Research Institute.

Settar, S., & Korisettar, Ravi (Eds.). (2002). *Indian Archaeology in Retrospect (Vol. 1: Prehistory - Archaeology of South Asia)*. Manohar Publishers.

Tripathi, Vibha. (2001). *The Age of Iron in South Asia: Legacy and Traditions*. Aryan Books International.

Central University of Karnataka
B.A. History & Archaeology
Semester III: Minor
Course Title: Sources of Indian History

Credit: 04
Maximum marks: 100
Contact Hours: 60

Course Description

History is not simply a record of the past but a reconstruction built from evidence. This course introduces students from any disciplinary background to the sources on which the writing of history depends, beginning with the nature and use of primary, secondary, tertiary, and unconventional sources. Moving across the prehistoric, ancient, medieval, and modern periods of Indian history, it surveys the range of materials from which the past is recovered — archaeological remains, inscriptions, coins, art and monuments, literature, court chronicles, travel accounts, archival records, and visual and performing arts. Throughout, the emphasis is source-critical: the concern is less with what happened than with how historians come to know it, and how each kind of source must be read and used with care.

Course Objectives

1. To acquaint students with the range of sources on which the writing of history is based, and their methods of use.
2. To expand historical thinking beyond written and empirical evidence to oral, material, and everyday sources.
3. To equip students to identify, evaluate, and interpret different types of evidence across the periods of Indian history.
4. To develop critical thinking and reading that go beyond received meta-narratives.
5. To enable students to locate resources for further study and research.

Course Outcomes

1. On successful completion, the student will be able to:
2. Distinguish between primary, secondary, tertiary, and unconventional sources and apply appropriate methods of use.
3. Develop critical thinking and reading, and understand history beyond the meta-narrative.
4. Discuss the use of sources as an interpretive act linking past and present.
5. Locate resources for further study and research.

Course Structure

Unit I: Introduction: The Nature of Historical Sources

1. What is a source? The idea of historical evidence and the historian's use of it; facts, interpretation, and the making of history.
2. Primary sources: their nature, classification, and method of use; strengths and limitations.
3. Secondary sources: their nature, method of use, and the problem of derivation and bias.
4. Tertiary sources (bibliographies, encyclopaedias, reference works) and unconventional sources (oral, visual, material, digital): their nature and challenges of use.

5. Source criticism: external and internal criticism, authenticity, corroboration, and the limits of evidence.

Unit II: Prehistoric and Ancient Period

1. Archaeological evidence: major types (excavated sites, artefacts, structures, tools, pottery), methods of classification, and dating techniques; its use and limitations. Examples: Harappan sites, megalithic burials.
2. Literature as a source: religious (Vedas, Buddhist and Jaina texts), fictional, didactic, treatises (Arthashastra), and travel accounts (Megasthenes, Fa-Hien, Hiuen Tsang); their value and the problem of dating and exaggeration.
3. Epigraphic evidence: inscriptions and their study; Ashokan edicts and the Allahabad pillar inscription as historical sources.
4. Numismatic evidence: coins as evidence of chronology, economy, and polity; the Gupta gold coinage as an example.
5. Art and monumental evidence: sculpture, architecture, and painting (Sanchi, Ajanta) as sources for social and religious history.

Unit III: Medieval Times

1. Epigraphic, numismatic, art, and monumental evidence of the medieval period; their use and limitations.
2. Literature as a source: religious, fictional, travel accounts, court chronicles, biographies, and treatises; the nature of court patronage and its bias.
3. Sultanate historians and their works: Hasan Nizami (Taj-ul-Ma'asir), Minhaj-us-Siraj (Tabaqat-i-Nasiri), Zia-ud-din Barni (Tarikh-i-Firuz Shahi) and his theory of history, Amir Khusrau as poet-historian, Yahya-bin-Ahmad (Tarikh-i-Mubarak Shahi).
4. Later medieval and Mughal historians: Isami, Abbas Khan Sarwani, Badauni, Abdul Hamid Lahori, Khafi Khan, Ferishta, and Bhimsen; the traveller Ibn Battuta (Rihla).
5. Comparing chroniclers: reliability, bias, and contrasting viewpoints (e.g. Badauni versus the official Mughal histories).

Unit IV: Modern Times

1. Archival materials: government reports, records, and documents; their nature, use, and the problem of the colonial official record.
2. Press reports and periodicals as sources; the rise of print and public opinion.
3. Fictional and non-fictional literature as historical evidence; autobiographies, letters, and pamphlets.
4. Visual and performing arts as sources: photographs, paintings, cinema, theatre, and music.
5. Memoirs, oral testimonies, and personal narratives; their value for recovering every day and marginalized experience, and their limitations.

Suggested Readings

- Agrawala, V.S. India as Known to Panini (English & Hindi).
- Allchin, B. and F.R. Allchin. The Rise of Civilization in India and Pakistan.
- Basham, A.L. The Wonder That Was India.
- Bandyopadhyay, S. Foreign Accounts of Marriage in Ancient India.

- Philips, C.H. (ed.). Historians of India, Pakistan and Ceylon.
- Elliot, H.M. and Dowson, J. The History of India as Told by Its Own Historians.
- Sarkar, J.N. Ideas of History in Medieval India.
- Grewal, J.S. Muslim Rule in India: Assessment of British Historians.
- Nizami, K.A. History and Historians in Medieval India.
- Pandey, Jay Narayan. Puratattva Vimarsha (Hindi).
- Hardy, P. Historians of Medieval India.
- Wheeler, R.E.M. Archaeology from the Earth (English & Hindi).

Central University of Karnataka
Fort B.A. LLB.
Semester III: Minor

Course Title: Judicial and Constitutional Development during the colonial period.

Credits: 4
Maximum Marks: 100
Total Hours: 60

Course Description: The course is an overview of the judicial structure that evolved in India during the colonial period.

Course Objectives: To familiarize the students with the changes that came in the judicial structures during the colonial period and constitutional developments.

Course Outcome: On successful completion of the course,

1. The student will comprehend the stages of the evolution of the judicial system in India during the colonial period.
2. They will understand the background behind the constitutional development.
3. They will understand the process of making the Indian constitution.

Unit 1- The beginning

- Imperialistic perspective of History
- The charter acts; 1793, 1813, 1833 and 1853.
- The Regulating Act 1773
- Pitts India act 1784
- Judicial administration of Warren Hastings, Cornwallis, William Bentinck.
- Establishment of Supreme court at Calcutta.

Unit 2- The paradigm shift

- Nandkumar and Cossijurah case.
- Debate regarding the introduction of the British law in India
- Queen's proclamation 1858
- Indian High court at 1861, Federal court, Privy council.
- British revenue policy; Permanent settlement, Mahalwari and Ryatwari.

Unit 3- Laws of Social welfare.

- Abolition of Sati
- Abolition of slavery
- Caste disability removal act
- Age of consent bill
- Factory acts

Unit 4- Constitutional Development -I

- Indian Council act of 1861 and 1892.
- Govt of India act 1909
- Govt of India act 1919
- Simon Commisison
- Round table conferences.
- Nehru report

- Govt. of India Act 1935

Unit 5- Constitutional Development -2

- Increasing communalism in India
- Problems of Princely states
- The Indian Independence Act of 1947
- Constitution Assembly and Drafting Committee
- Making of the Constitution – Constitution Assembly debates
- Aims and objective, preamble of the constitution.
- Salient features of the Indian constitution.

Reading list:

- A New Look at Modern Indian History (From 1707 to The Modern Times), 32e. (2018). India: S Chand Limited.
- Agarwal, R. (2005). Constitutional Development and National Movement in India: Freedom Movement and the Indian Constitution. India: S. Chand & Company.
- Austin, G. (1999). The Indian Constitution: Cornerstone of a nation. Oxford University Press.
- Austin, G. (1999). Working a democratic constitution: The Indian experience. Oxford University Press.
- Banerjee, A. C. (1977). The constitutional history of India: Vol. 1 (1600–1858). Macmillan.
- Banerjee, A. C. (1978). The constitutional history of India: Vol. 2 (1858–1947). Macmillan.
- Basu, D. D. (2021). Introduction to the Constitution of India (26th ed.). LexisNexis.
- Chandra, B. (2009). History of Modern India. India: Orient Blackswan.
- Chandra, B., Mukherjee, M., Mukherjee, A., Panikkar, K. N., Mahajan, S. (2016). India's Struggle for Independence. India: Penguin Random House India Private Limited.
- Jain, M. P. (1972). Outlines of Indian Legal History. India: N. M. Tripathi.
- Kashyap, S. C. (2015). Constitutional History of India: Indian polity, governance and the constitution. Centre.
- Kulshreshtha, V. D. (1989). Landmarks in Indian Legal and Constitutional History. State Mutual Book & Periodical Service, Limited.
- Majumdar, R. C. (Ed.). (1965). The history and culture of the Indian people: Vol. 9. British paramountcy and Indian renaissance. Bharatiya Vidya Bhavan.
- Metcalf, B. D., Metcalf, T. R. (2006). A Concise History of Modern India. United Kingdom: Cambridge University Press.
- Sarkar, S. (2014). Modern India 1885-1947. India: Pearson Education India.
- Seervai, H. M. (1967). Constitutional Law of India: A Critical Commentary. India: N.M. Tripathi.
- Sharma, S. R. (1974). Constitutional History of India. India: Orient Longman.

Central University of Karnataka
B.A. History & Archaeology
Semester III: MDC
Course Title: Twentieth Century World

Credit: 03
Maximum marks: 75
Contact Hours: 45

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

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

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

Unit I: Legacy of the Nineteenth century and World Order upto 1919

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

Unit II: World between the Two Wars and the New Political Order

- A) The League of Nations and Collective Security and crisis in Capitalism
- B) Great Depression, and its impact. Extremist ideas - Nazism and Fascism: Germany, Italy and Japan.
- C) Origins, nature and result of the Second World War
- D) 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 Age of Progress

- A) Ideological and political basis of Cold War; Pacts and Treaties, tensions and rivalries
- B) Non-Aligned Movement and the Third World
- C) Industry, Agriculture, Science and Technology, Communication and Information

D) Cultural Revolution, Civil Rights Movement Apartheid and Feminism

Essential Readings

- **Bell, P.M.H.** Twentieth-Century Europe: A Brief History, 1900 to the Present. Wiley, 2014.
- **Bernal, J.D.** Science in History. MIT Press, 1982.
- **Hilton, Rodney.** The Transition from Feudalism to Capitalism. Aakar Books, 2006.
- **Hobsbawm, Eric.** Age of Extremes: The Short Twentieth Century, 1914–1991. Michael Joseph, 1994.
- **Lowe, Norman.** Mastering Modern World History. Macmillan, 1997.
- **Majumdar, Rohit.** History of Europe: From Renaissance to the End of the Cold War. Sage, 2020.
- **Mazower, Mark.** Dark Continent: Europe's Twentieth Century. Penguin, 2018.
- **Roberts, J.M.** The Penguin History of the Twentieth Century. Penguin, 2004.

Readings by Indian Authors

- **Chandra, Bipan.** History of Modern India. Orient BlackSwan, 2009.
- **Chandra, Bipan, et al.** India's Struggle for Independence, 1857–1947. Penguin, 1989.
- **Bhattacharya, Sabyasachi.** A Companion to the Contemporary World, 1900 to the Present. Pearson, 2011.
- **Sarkar, Sumit.** Modern India, 1885–1947. Macmillan, 1983.
- **Prakash, Om.** Global Perspectives on World History. Pearson, 2013.
- **Guha, Ramachandra.** India After Gandhi: The History of the World's Largest Democracy. Picador, 2007.
- **Habib, Irfan.** A People's History of India (relevant volumes). Tulika Books.

Supplementary Readings

- **Gaddis, John Lewis.** The Cold War: A New History. Penguin, 2005.
- **Judt, Tony.** Postwar: A History of Europe Since 1945. Penguin, 2005.
- **Westad, Odd Arne.** The Global Cold War. Cambridge University Press, 2005.

Central University of Karnataka
B.A. History & Archaeology
Semester III: SEC
Course Title: Digital Tools for Art and Archaeological Studies

Credit: 3
Maximum marks: 75
Contact Hours: 45

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

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

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

Unit I: Computing Fundamentals

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

Unit II: Geo-spatial archaeology

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

Unit III: Photogrammetry and scanners

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

Recommended readings

Anderssen, J., Madsen T. and Scollar I. (Eds). 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
B.A. History & Archaeology
Semester III, VAC

Host Department: History and Archaeology

Title of the Course: **Introduction to Indian Knowledge System** Course Code: **XXXX**

L-T-P: **2-0-0** Credits: **2**

Course Objectives:

5. To introduce learners to the diverse sources and foundations of the Indian Knowledge Systems (IKS).
6. To nurture a generation of young minds capable of appreciating the significance and relevance of Indian Knowledge Systems.
7. To facilitate experiential learning of key practices within the Indian Knowledge Systems, such as yoga, Ayurveda, and related traditions.
8. To foster a scientific temper among students, encouraging them to explore areas like medicine, technology, and science for the contemporary application of IKS concepts.

Course Learning Outcomes: After the course, the students are able to

CLO1: Understand the meaning, scope, and sources of the Indian Knowledge System (IKS).

CLO2: Gain insights into various philosophical traditions rooted in Indian heritage.

CLO3: Adopt healthy lifestyle practices such as Yoga and Pranayama.

Unit I: Understanding IKS

5. Meaning and Scope of IKS.
6. Sources of IKS: Samhitas, Upnishad, Epics, Puranas, Vednags, Sangama Literature, Arthsahastra
7. Philosophy: Astika and Nastika Schools, Purusharthas, Guna theory, Panchkosha, Bhagavd Gita: Karma, Gyana and Bhakti Yoga and its application in daily life.
8. Sate and Society: Arthashastra, Anushasanparva of the Mahabharata

Unit II: Application of IKS

4. Science and Technology: Metallurgy, Physics and astronomy, Chemistry, Mathematics
5. Ayurveda, Yoga, and Health Sciences.
6. Aesthetics and Sixty-four Kalas.

Recommended Readings

1. Allchin, Raymond, and Bridget Allchin. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Viking, 1997.
2. Bharadwaj, H. *Aspects of Ancient Indian Technology*. Motilal Banarsidass, 1979.
3. Bose, S. D. *A Concise History of Science in India*. Universities Press, 2000.

4. Chattopadhyaya, B. *A Survey of Historical Geography of Ancient India*. Manohar Publishers, 2002.
5. Chattopadhyaya, D. *History of Science and Technology in Ancient India*. South Asia Books, 1987.
6. Fergusson, James. *Rock Cut Temples of India*. John Weale, 1845.
7. Ghosh, A. (ed.). *Ajanta Murals*. ASI, 1996.
8. Lad, G. *Mahabharata and Archaeological Evidence*. Deccan College Post Graduate and Research Institute, 1983.
9. Meister, M. W., and Dhaky, M. A. (eds.). *Encyclopaedia of Indian Temple Architecture* (Volumes on North India and South India). AIIS, 1984.
10. Mitchell, W. *Buddhism*. Oxford University Press, 2014.
11. Mitra, Debala. *Buddhist Monuments*. Sahitya Samsad, 1971.
12. Neumayer, E. *Rock Art of India: The Prehistoric Cave Art of India*. Oxford University Press, 2011.
13. Paniker, A. *Jainism: History, Society, Philosophy & Practice*. Motilal Banarsidass, 2017.
14. Possehl, G. L. *Harappan Civilization: A Contemporary Perspective*. Aris & Phillips Ltd., 1982.
15. Radhakrishnan, S. *Indian Philosophy*. Oxford University Press, 2008.
16. Rajgopalchari, C. *Mahabharata*. Bhartiya Vidya Bhavan, 2005.
17. Rao, S. *Indian Mathematics and Astronomy: Some Landmarks*. Bharathiya Vidya Bhavan, 2012.
18. Radhakrishnan, S. *The Bhagavad-Gita*. HarperCollins, 2004.
19. Sivaramamurti, C. *Indian Sculptures*. Allied Publishers, 1961.
20. Vivekananda, S. *Raja Yoga*. Ramakrishna Vivekananda Center, 1970.
21. White, David Gordon. *Siddha Tradition: Hatha Yoga, Alchemical Practices, Ayurveda, and Medicines*. University of Chicago Press, 1996.
22. Bryant Edwin, *The Yoga Sutra of Patanjali*, north point press, New York, 2009.
23. Bryant Edwin, *Bhakti Yoga*, North Point Press, New York, 2017.
24. Chari S.M. S., *Advita and Visistadvita*, MLBD, 2017
25. Easwaran E., *The Dhammapada*, Nilgiri press, 2007.
26. Farman C., *Hinduism and Environmental Ethics*, Routledge, 2014.
27. Krishna N., *Hinduism and Nature*, Penguin, 2017.
28. Sharma A., *A sourcebook of Classical Hindu Thought*, DK Printworld, 2012,
29. Sutton N., *The Yoga Sutra*, Oxford Center for Hindu Studies.
30. Winternitz M., *A History of Indian Literature* (three vols.), MLBD, 2018.
31. Vatsyayan K., *Bharata: The Natyasastra*, Nesma Books, 2001.
32. Mahadevan B & Others, *Introduction to Indian Knowledge System, Concepts and Application*, PHI, 2024.
33. Sita Sundar Ram and Ramakalyani V, *History and Development of Mathematics in India*, National Mission for Manuscripts and D.K. Printworld, Newdelhi, 2022.

Central University of Karnataka
B.A. History & Archaeology
Semester IV: Major
Course Title: Ancient Indian History

Credits: 6
Maximum Marks: 150
Total Hours: 90

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

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

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

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

Unit I: The Early History

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

Unit II: Socio-Political Formations in Post-Vedic period

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

Unit III: The Empire

- A) The Mauryan empire- emergence, territorial expansion and downfall
- B) The administration, judiciary and economy under Mauryas
- C) The culture, art and society
- D) Legacy of the Mauryan rule

Unit IV: The post- Mauryan phase

- A) Emergence of New dynastic rules in North-western region- Sungas, Indo-Greeks, Sakas, Kushanas
- B) The Satavahanas- territorial and cultural expansion
- C) The Sangam cultural formation in South India

Unit V: The Gupta-Vakataka phase

- A) Formation, Power struggles, territorial expansion, milestone changes
- B) Social and political institutions; Culture, literature, art and scientific knowledge.
- C) Economy and administration
- D) The Transitions- economy, society and polity

Unit VI: The Early Medieval

- A) Power struggles- Pallavas, Chalukyas, Rashtrakutas, Pratiharas, Palas and Senas
- B) The Cholas- administration, economy and art; Bhakti movement; The Eastern Gangas
- C) Raja Dahir, Bappa Raval
- D) Arab and muhammad Gazani invasion and its impacts on Indian Society.

Suggested Readings:

- Basham, A.L. 1968. The wonder that was India. London: Sidgwick and Jackson.
- Basham, A.L. 1997. A cultural history of India. New Delhi: OUP.
- Chattopadhyaya, B.D. 1997. The Making of early Medieval India. New Delhi. Oxford University Press
- Gurukkal, R. 2010. Social Formations of early South India. New Delhi: OUP
- Jha, D.N. 1993. Economy and society in Early India. New Delhi: Munshiram Manoharlal Publishers.
- Jha, D.N. 1998. Ancient India in Historical Outline. New Delhi: Manohar Publishers and Distributors.
- Kosambi, D.D. 1996. An Introduction to the Study of Indian History. New Delhi: Popular Prakashan**
- Palampal, V. 1998. Studies in the History of Sangam Age. Kalinga Publications
- Sastri, Ajay M. 1998. The Satavahanas and Western Ksatrapas: A historical Framework. Michigan: Dattsons
- Sastri, K.A.N. 1958. A History of South India. New Delhi. Oxford University Press
- Singh, Upinder. 2008. History of Ancient and Early Medieval India. London: Pearson Education.
- Sharma, R.S. 1991. Aspects of Ancient Indian Political Ideas and Institutions. New Delhi: Motilal Banarsidass Publishers.
- Sharma, R.S. Material Culture and Social Formations in Ancient India. Macmillan
- Subbiah, G. 1991. Roots of Tamil Religious Thought. Pondichery: Institute of Language and Culture
- Majumdar, R.C., (ed.) 1962. History and Culture of Indian People. Vol. I, II, III, & IV. New Delhi: Bharatiya Vidya Bhavan
- Thapar, R. 1978. Ancient Indian Social History. New Delhi: Orient Longman
- Thapar, R. 2003. History of early India from the Origins to AD 1300. Penguin Books Limited
- Thapar R. 1997. Asoka and The Decline of the Mauryas. New Delhi: Oxford University Press
- Thapar, R. 1990. From Lineage to State. New Delhi: OUP India
- Thakur, Manoj K. 2008. India in the Age of Kanishka. Michigan: Worldview Publications
- Veluthat, K. 2009. Early Medieval in South India. New Delhi. Oxford University Press
- Veluthat K. 1993. Political Structure of Early Medieval South India. New Delhi: Orient Longman

Central University of Karnataka
B.A. History & Archaeology
Semester IV: Major
Course Title: Indian Epigraphy and Palaeography

Credit: 6
Maximum marks: 150
Contact Hours: 90

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

Course objectives: 1) The course introduces the learners to the origin of writings and the development of scripts in early India. 2) Enhance the knowledge of the past through the inscriptions, and unlearn the methods employed in the construction of Indian History through the descriptions in reference to those of cultural, administrative, and political importance. 3) To provide practical exposure to epigraphic field methods and inscriptional analysis.

Course outcomes: 1) The student will be able to understand the development of Indian scripts and attempt to read ancient writings. 2) By this course, the learner will have a practical exposure to identify the inscriptions and systematic decipherment of the same. 3) Apply practical epigraphic skills in fieldwork, documentation, conservation, and historical research.

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 and Techniques of Writing: Stone, pillars, rocks, copper plates, pottery, coins, seals, and manuscripts.
- D) Historiography of Epigraphic Studies in India.

Unit II: Scripts, Dates and Eras

- A) Indus scripts
- B) Brahmi
- C) Kharosthi and other scripts
- D) Dates and Eras Vikrama Era to Hijri Era.
- E) Sanskrit, Tamil and Kannada inscriptions in Sri Lanka and Southeast Asia: an overview

Unit III: Ashokan Edicts

- A) Pillar edicts,
- B) Major rock edicts
- C) Minor rock edicts of Ashoka.

Unit IV: Selected Inscriptions and Memorial stones inscriptions

- A) Besnagar Garuda Pillar Inscription of Heliodorus.
- B) Hathigumpha Inscription of Kharavela.
- C) Junagarh Inscription of Rudradamana.
- D) Naneghat inscription of Naganika and
- E) Nashik Cave Inscription (Prashasti) of Gautami Balashri
- F) Prayagraj (Allahabad) Prashasti of Samudragupta.
- G) Badami Cliff Inscriptions of Pulakesi-I.
- H) Halmidi Inscriptions.
- I) Aihole Inscription of Pulakesi-II.
- J) Uttaramerur Inscription of Parantaka I
- K) Kurkyala Inscription

L) Memorial stones: Hero stones, Sati stones and Velavalli

Unit V: Documentation and publication

A) Recording and documentation of inscriptions: Dabber technique and digital scanners

B) Epigraphy journals and Bibliography

C) Eminent Indian Epigraphists: James Prinsep, D.C. Sircar, V.V. Mirashi, K.V. Ramesh, G.S. Gai, A. H. Dani, T. V. Mahalingam.

Field Work and Practical Component (1 Credit): Estampage Preparation, Documentation, and Analysis of Inscriptions
--

Recommended Reading:

Allchin, F.R. and K.R. Norman. 1985. Guide to the Ashokan Inscriptions, South Asian Studies, I: 43-50

Bhandarkar D.R. 1929. A List of the Inscriptions of Northern India in Brahmi and its Derivatives Scripts, from about 200 B.C. Appendix to Epigraphia Indica vols. 19-23.

Dani, A.H. 1963. Indian Palaeography. Oxford: Clarendon Press.

George, Bühler 1959. Indian Palaeography. Calcutta: Indian Studies Past and Present.

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

Pandey, Rajbali. 1952. Indian Palaeography. Banares: Motilal Banarsidas.

Ramesh K.V. 1984. Indian Epigraphy. Humanities Press.

Sircar D.C. 1942. Select Inscriptions. Vol. I. Calcutta: University of Calcutta.

Sircar D.C. 1965. Indian Epigraphy. Banares: Motilal Banarsidas.

Soloman, Richard 1998. Indian Epigraphy, Oxford: Oxford University Press.

Talim, Meena. 2010. Edicts of King Ashoka. New Delhi: Aryan Books International.

Selected Volumes of Corpus Inscriptionum Indicarum, Epigraphia Indica, South Indian Inscriptions and Annual Report on Indian Epigraphy.

Central University of Karnataka
B.A. History & Archaeology
Semester IV: Minor
Course Title: Research Methodology

Credit: 4
Maximum Marks: 100
Total Hours: 60

Course Description:

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

Course Objectives:

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

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

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

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

Unit II: Preliminary & Analytical Operations

- A) Preliminary Operations – (1) Choice of Subject (2) Preparation of Outline (3) Preparing Research proposal (4) Methods of data collection; observation, questionnaire, interviews, filed visit
- B) Analytical Operations- (a) Review of Literature (b) External & Internal Criticism.

Unit III: Synthetic & Concluding Operations

- A) Synthetic Operation – (1) Determining Particular Facts (2) Grouping of Facts (3) Constructive Reasoning (4) Causation
- B) Concluding Operations- (1) Report Writing- quote, paraphrasing. (2) Generalization (3) Exposition (4) Footnotes, End notes & Citations (5) Bibliography (6) Viva-voce

Unit – 4 Ethics in Research

- A) Challenges of Objectivity
- B) Uses and Misuse of Research
- C) Issue of plagiarism & Paraphrasing
- D) Ethical use of AI

Essential Readings-

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

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

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

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

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

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

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

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

Central University of Karnataka
B.A. History & Archaeology
Semester IV: VAC

Host Department: History and Archaeology

Title of the Course: **Introduction to Indian Knowledge System** Course Code: **XXXX**

L-T-P: **2-0-0** Credits: **2**

Course Objectives:

1. To introduce learners to the diverse sources and foundations of the Indian Knowledge Systems (IKS).
2. To nurture a generation of young minds capable of appreciating the significance and relevance of Indian Knowledge Systems.
3. To facilitate experiential learning of key practices within the Indian Knowledge Systems, such as yoga, Ayurveda, and related traditions.
4. To foster a scientific temper among students, encouraging them to explore areas like medicine, technology, and science for the contemporary application of IKS concepts.

Course Learning Outcomes: After the course, the students are able to

CLO1: Understand the meaning, scope, and sources of the Indian Knowledge System (IKS).

CLO2: Gain insights into various philosophical traditions rooted in Indian heritage.

CLO3: Adopt healthy lifestyle practices such as Yoga and Pranayama.

Unit I: Understanding IKS

1. Meaning and Scope of IKS.
2. Sources of IKS: Samhitas, Upnishad, Epics, Puranas, Vednags, Sangama Literature, Arthashastra
3. Philosophy: Astika and Nastika Schools, Purusharthas, Guna theory, Panchkosha, Bhagavad Gita: Karma, Gyana and Bhakti Yoga and its application in daily life
4. State and Society: Arthashastra, Anushasanparva of the Mahabharata

Unit II: Application of IKS

1. Science and Technology: Metallurgy, Physics and astronomy, Chemistry, Mathematics
2. Ayurveda, Yoga, and Health Sciences.
3. Aesthetics and Sixty-four Kalas.

Recommended Readings

1. Allchin, Raymond, and Bridget Allchin. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Viking, 1997.
2. Bharadwaj, H. *Aspects of Ancient Indian Technology*. Motilal Banarsidass, 1979.
3. Bose, S. D. *A Concise History of Science in India*. Universities Press, 2000.
4. Chattopadhyaya, B. *A Survey of Historical Geography of Ancient India*. Manohar Publishers, 2002.

5. Chattopadhyaya, D. *History of Science and Technology in Ancient India*. South Asia Books, 1987.
6. Fergusson, James. *Rock Cut Temples of India*. John Weale, 1845.
7. Ghosh, A. (ed.). *Ajanta Murals*. ASI, 1996.
8. Lad, G. *Mahabharata and Archaeological Evidence*. Deccan College Post Graduate and Research Institute, 1983.
9. Meister, M. W., and Dhaky, M. A. (eds.). *Encyclopaedia of Indian Temple Architecture* (Volumes on North India and South India). AIIS, 1984.
10. Mitchell, W. *Buddhism*. Oxford University Press, 2014.
11. Mitra, Debala. *Buddhist Monuments*. Sahitya Samsad, 1971.
12. Neumayer, E. *Rock Art of India: The Prehistoric Cave Art of India*. Oxford University Press, 2011.
13. Paniker, A. *Jainism: History, Society, Philosophy & Practice*. Motilal Banarsidass, 2017.
14. Possehl, G. L. *Harappan Civilization: A Contemporary Perspective*. Aris & Phillips Ltd., 1982.
15. Radhakrishnan, S. *Indian Philosophy*. Oxford University Press, 2008.
16. Rajgopalchari, C. *Mahabharata*. Bhartiya Vidya Bhavan, 2005.
17. Rao, S. *Indian Mathematics and Astronomy: Some Landmarks*. Bharathiya Vidya Bhavan, 2012.
18. Radhakrishnan, S. *The Bhagavad-Gita*. HarperCollins, 2004.
19. Sivaramamurti, C. *Indian Sculptures*. Allied Publishers, 1961.
20. Vivekananda, S. *Raja Yoga*. Ramakrishna Vivekananda Center, 1970.
21. White, David Gordon. *Siddha Tradition: Hatha Yoga, Alchemical Practices, Ayurveda, and Medicines*. University of Chicago Press, 1996.
22. Bryant Edwin, *The Yoga Sutra of Patanjali*, north point press, New York, 2009.
23. Bryant Edwin, *Bhakti Yoga*, North Point Press, New York, 2017.
24. Chari S.M. S., *Advita and Visistadvita*, MLBD, 2017
25. Easwaran E., *The Dhammapada*, Nilgiri press, 2007.
26. Farmarin C., *Hinduism and Environmental Ethics*, Routledge, 2014.
27. Krishna N., *Hinduism and Nature*, Penguin, 2017.
28. Sharma A., *A sourcebook of Classical Hindu Thought*, DK Printworld, 2012,
29. Sutton N., *The Yoga Sutra*, Oxford Center for Hindu Studies.
30. Winternitz M., *A History of Indian Literature* (three vols.), MLBD, 2018.
31. Vatsyayan K., *Bharata: The Natyasastra*, Nesma Books, 2001.
32. Mahadevan B & Others, *Introduction to Indian Knowledge System, Concepts and Application*, PHI, 2024.
33. Sita Sundar Ram and Ramakalyani V, *History and Development of Mathematics in India*, National Misssion for Manuscripts and D.K. Printworld, Newdelhi, 2022.

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

Credit: 06
Maximum marks: 150
Contact Hours: 90

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

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

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

Unit I: Introduction and Delhi Sultanate

- A) Sources of Medieval India: Archaeological, Literary and Foreign Accounts.
- B) Prithviraj Chauhan and Ghurid Invasion, Delhi Sultanate: Mamluk (Slave) Dynasty – Qutb ud-Din Aibak, Iltutmish, Balban, Role of Nobles in polity.
- C) Khalji Dynasty: Alauddin Khalji – Market and Revenue Policy.
- D) Tughlaq Dynasty: Muhammad bin Tughlaq's Policies and Causes for Failure, Firoz Shah Tughlaq – Public Works.
- E) Sayyid and Lodi Dynasty: Political History.
- F) Delhi Sultanate: Administration, Society, Literature, Art and Architecture, Decline of the Delhi Sultanate.

Unit II: Regional Kingdoms

- A) Yadavas of Devagiri: Polity and Contributions.
- A) Kakatiyas, Hoysalas: Polity and Contributions.
- B) Rajputs: Sisodias of Mewar – Rana Sanga and Maharana Pratap; Marwar – Rao Jodha and Rao Maldeo; Amber – Raja Man Singh, Polity.

Unit III: The Vijayanagara and Bahamanis

- A) Vijayanagara Empire: Origin, Foundation, Deva Raya II (Praudha Deva Raya), Krishnadevaraya, Aliya Rama Raya, Expansion, Relations with the Bahmani Kingdom, Battle of Talikota and Decline.
- B) Administration: Nayankara System; Society and Festivals, Economy, Trade and Commerce, Literature, Music, Art and Architecture.
- C) Deccan Sultanates: Five Shahi Sultanates – Polity, Administration and Socio-cultural Contributions.

Unit IV: Mughal Empire

- A) Establishment of the Mughal Empire: Babur, Sher Shah Suri – Polity, Administration and Transportation, Humayun.

- B) Akbar: Conquests, Rajput Policy, Religious Policy, Mansabdari System and Administration.
- C) Jahangir and Shah Jahan: Political History, Art and Architecture. Hemu and Panipat Battle.
- D) Rajput–Mughal Relations.
- E) Aurangzeb: Deccan Policy, Religious Policy and Decline of the Mughal Empire.

Unit V: Mughal Society and Regional Powers

- A) Mughal Administration, Society, Economy, Literature, Art and Architecture.
- B) Ahom Kingdom (1228–1700): Foundation, Lachit Borphukan, Resistance and Contributions.
- C) Marathas: Shivaji, Sambhaji, Tarabai, Expansion of Maratha Power, Administration, Maratha Warfare, Taxation, Society, Religious Policy and Fortification.

Unit VI: Society and Culture in Medieval India

- A) Bhakti Movement: Origin, Major Saints and Social Impact.
- B) Sufi Silsilas: Saints and Cultural Contributions.
- C) Medieval Indian Society and Culture: Social Structure, Religion, Education, Literature, Music, Art and Architecture.

Essential Readings:

1. Avari, Burjor. (2013). *Islamic Civilization in South Asia: A History of Muslim Power and Presence in the Indian Subcontinent*. London: Routledge.
2. Habib, Mohammad, & Nizami, Khaliq Ahmad (Eds.). (1992). *A Comprehensive History of India* (Vol. V: *The Delhi Sultanate*). New Delhi: People's Publishing House.
3. Habib, Mohammad. (2016). *The Delhi Sultanate and Its Times*. New Delhi: Oxford University Press.
4. Ray, Aniruddha. (2019). *The Sultanate of Delhi (1206–1526): Polity, Economy, Society and Culture*. Abingdon: Routledge.
5. Siddiqui, Iqtidar Husain. (2006). *Authority and Kingship under the Sultans of Delhi: Thirteenth and Fourteenth Centuries*. New Delhi: Manohar Publishers & Distributors.
6. Michell, George. (1995). *Architecture and Art of Southern India: Vijayanagara and the Successor States*. Cambridge: Cambridge University Press.
7. Eaton, Richard M., & Wagoner, Phillip B. (2014). *Power, Memory, Architecture: Contested Sites on India's Deccan Plateau*. New Delhi: Oxford University Press.
8. Pillai, S. Manu. (2018). *Rebel Sultans: The Deccan from Khilji to Shivaji*. New Delhi: Juggernaut Books.
9. Sarkar, Jadunath. (1991). *History of Aurangzib* (Vols. I–V). Hyderabad: Orient Longman.
10. Sen, Surendra Nath. (1994). *Administrative System of the Marathas*. Kolkata: K. P. Bagchi & Company.
11. Gait, Edward Albert. (2013). *A History of Assam*. New Delhi: Cambridge University Press. (Reprint of the original 1905 edition.)
12. Rizvi, S. A. A. (1994). *A History of Sufism in India* (Vols. I–II). New Delhi: Munshiram Manoharlal Publishers.
13. Hasan, Mohibbul (Ed.). (2018). *Historians of Medieval India*. New Delhi: Aakar Books.
14. Ayyangar, S. Krishnaswami. (1986). *Sources of Vijayanagar History*. New Delhi: Gian Publishing House.
15. Majumdar, Ramesh Chandra (Ed.). (1960–1977). *The History and Culture of the Indian People* (Vols. VI–VIII). Mumbai: Bharatiya Vidya Bhavan.

Central University of Karnataka
B.A. History & Archaeology
Semester V: Major
Course Title: Modern Indian History (1757-1947)

Credit: 6
Maximum Marks: 150
Total Hours: 90

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

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

Course Outcome: The students will -

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

Unit I: Introduction

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

Unit II: British expansion & Indian Resistance

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

Unit III: Reform Movements

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

Unit IV: Indian National Movement - Early phase

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

Unit V: Indian National Movement- Gandhian Era.

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

Unit VI: Economic and Administrative Changes Under the British

- A) Administrative structure Under the East India Company.

- B) Administrative structure Under the crown
- C) Economic Impact; Drain theory

Essential Readings-

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

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

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

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

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

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

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

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

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

Credit: 4
Maximum Marks: 100
Total Hours: 60

Course Description:

This course examines the historical evolution of gender relations in Indian society from ancient to contemporary times. It explores the changing position of women within social, religious, political, economic, and cultural institutions across different historical periods. The course highlights women's contributions to governance, religion, literature, social reform, the freedom movement, and nation-building while encouraging a historical understanding of continuity and change in gender roles in Indian society.

Course Objectives: The course aims to follow:

1. Understand the historical evolution of gender relations in Indian society.
2. Examine the role of social, religious, political, and legal institutions in shaping women's status.
3. Analyse women's contributions in governance, literature, religion, social reform, and the national movement.
4. Appreciate women's role in nation-building and contemporary India.

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

1. Explain the changing position of women and gender relations in different periods of Indian history.
2. Analyse the role of social, religious, political, and economic institutions in shaping gender relations.
3. Assess women's contributions to governance, literature, religion, social reform, and the Indian national movement.
4. Evaluate the role of constitutional provisions and public policies in promoting gender equality in contemporary India.

Unit I: Gender in Ancient India

- A) Sources and Approaches to the Study of Gender in Ancient India
- B) Women in Ancient Indian Society: Family, Marriage, Education, and Property Rights
- C) Gender Norms in Ancient India: Stridharma, Strisvabhava, Position of Women
- D) Women in Buddhist and Jain Traditions
- E) Women in Religion and Public Life: Andal and Other Early Women Saints

Unit II: Gender in Medieval India

- A) Gender and Society in Medieval India: Family, Marriage, Social Institutions, and Women's Status
- B) Women in Governance and Administration: Rudramma Devi, Razia Sultan, and Tarabai Bhosale
- C) Women in Literature and Historical Writing: Ganga Devi and Gulbadan Begum
- D) Women in Bhakti Traditions: Akka Mahadevi and Mirabai

Unit III: Gender in Modern India

- A) Social Reform, Women's Education, and Legal Reforms: Pandita Ramabai, Savitribai Phule, and Ramabai Ranade
- B) Women in the Indian National Movement: Rani Abbakka, Kittur Rani Chennamma, Annie Besant, Sarojini Naidu, Aruna Asaf Ali and Captain Lakshmi Sahgal
- C) Women's Organisations and the Growth of Women's Public Participation

D) Constitutional Provisions, Women's Rights, and Legal Reforms

Unit IV: Gender in Contemporary India

A) Women in Politics and Public Leadership: Indira Gandhi and Droupadi Murmu

B) Women in Science, Industry, and Entrepreneurship: Kiran Mazumdar-Shaw and Sudha Murty

C) Women in Sports: P. T. Usha, Mary Kom, and P. V. Sindhu

D) Women in Literature and Social Thought: Mahasweta Devi and Kamala Das

Essential Readings:

1. Altekar, A. S. (2016). *The position of women in Hindu civilization*. Motilal Banarsidass.
2. Chakravarti, U. (2003). *Gendering caste: Through a feminist lens*. Stree.
3. Chattopadhyaya, B. D., & Roy, K. (Eds.). (2011). *Women in early Indian societies*. Manohar Publishers.
4. Forbes, G. (1996). *Women in modern India*. Cambridge University Press.
5. Kumar, R. (1993). *The history of doing: An illustrated account of movements for women's rights and feminism in India, 1800–1990*. Kali for Women.
6. Majumdar, R. C. (Ed.). (2015). *The history and culture of the Indian people* (Vols. I–XI). Bharatiya Vidya Bhavan.
7. Roy, K. (2010). *The power of gender and the gender of power: Explorations in early Indian history*. Oxford University Press.
8. Thapar, R. (2002). *Early India: From the origins to AD 1300*. Penguin Books India.
9. Besant, A. (2019). An autobiography. Gyan Publishing House.
10. Bose, M. (2010). *Women in the Hindu tradition: Rules, roles and exceptions*. Routledge.
11. Brijbhushan, J. (1990). *Sultan Razia*. Manohar Publishers.
12. Chakravarti, U. (1989). Whatever happened to the Vedic Dasi? Orientations on women in early Indian society. In K. Sangari & S. Vaid (Eds.), *Recasting women: Essays in colonial history* (pp. 27–87). Kali for Women.
13. Das, K. (2009). *My story*. HarperCollins India.
14. Forbes, G. (1998). *Women in colonial India: Essays on survival, work and the state*. Chronicle Books.
15. Gopal, S. (Ed.). (1975). *The Viceroyalty of Lord Irwin, 1926–1931*. Oxford University Press.
16. Gopu, S. (2018). *Savitribai Phule: Pioneer of women empowerment*. Raj Publications.
17. Gulbadan Begum. (2022). *Humayun-nama (The history of Humayun)*. Atlantic Publishers.
18. Jayakar, P. (2008). *Indira Gandhi*. Penguin Books India.
19. Kosambi, M. (Ed.). (2018). *Pandita Ramabai: Life and landmark writings*. Routledge India.
20. Lakshmi Sahgal. (2013). *A revolutionary life: Memoirs of a political activist*. Women Unlimited.
21. Mahasweta Devi. (2014). *Mother of 1084*. Seagull Books.
22. Naidu, S. (2018). *Speeches and writings of Sarojini Naidu*. Franklin Classics.
23. Singh, S. (2016). *Mythbreaker: Kiran Mazumdar-Shaw and the story of Indian biotech*. HarperCollins India.
24. Susannah, A. (2010). *Life and writings of Gulbadan Begum*. Nabu Press.
25. Thapar, R. (2021). *On citizenship*. Aleph Book Company.

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

Credit: 4
Maximum Marks: 100
Total Hours: 60

Course Description:

This course introduces students to the historical position and contributions of women in Indian society from ancient to contemporary times. It examines the changing status of women in social, religious, political, and economic life and highlights their contributions to governance, literature, social reform, the national movement, and nation-building. The course provides an overview of continuity and change in women's roles across different historical periods.

Course Objectives: The course aims to:

1. Introduce students to the historical position of women in different periods of Indian history.
2. Familiarise students with the contributions of women in religion, governance, literature, social reform, and the national movement.
3. Understand the changing social, political, and cultural roles of women in India.
4. Appreciate the contribution of women to nation-building and contemporary society.

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

1. Explain the changing position of women in different periods of Indian history.
2. Describe the contributions of women in religion, governance, literature, and the freedom movement.
3. Understand the role of women in social reform and nation-building.
4. Appreciate the contribution of women in contemporary India.

Unit I: Women in Ancient India

- A. Sources for the Study of Women in Ancient India
- B. Women in Ancient Indian Society: Family, Marriage, Education, and Property Rights
- C. Gender Norms in Ancient India: Stridharma, Strisvabhava, Position of Women
- D. Women in Buddhist and Jain Traditions
- E. Women in Religion and Literature: Andal and Other Early Women Saints

Unit II: Women in Medieval India

- A. Women and Society in Medieval India: Family, Marriage, Social Institutions, and Women's Status
- B. Women in Governance: Rudrama Devi, Razia Sultan, and Tarabai Bhonsle
- C. Women Writers and Historians: Ganga Devi and Gulbadan Begum
- D. Women in Bhakti Traditions: Akka Mahadevi and Mirabai

Unit III: Women in Modern India

- A. Social Reform and Women's Education: Pandita Ramabai, Savitribai Phule, and Ramabai Ranade
- B. Women in the Indian National Movement: Rani Abbakka, Kittur Rani Chennamma, Annie Besant, and Captain Lakshmi Sahgal
- C. Constitutional Rights and Women's Empowerment
- D. Women's Organisations and Social Change

Unit IV: Women in Contemporary India

- A. Women in Politics and Public Leadership: Indira Gandhi and Droupadi Murmu
- B. Women in Science, Industry, and Entrepreneurship: Kiran Mazumdar-Shaw, Tessy Thomas, and Sudha Murty
- C. Women in Sports: P. T. Usha, Mary Kom and P. V. Sindhu
- D. Women in Literature: Mahasweta Devi and Kamala Das

Essential Readings:

1. Altekar, A. S. (2016). *The Position of Women in Hindu Civilization*. Motilal Banarsidass.
2. Chattopadhyaya, B. D., & Roy, K. (Eds.). (2011). *Women in Early Indian Societies*. Manohar Publishers.
3. Forbes, G. (1996). *Women in Modern India*. Cambridge University Press.
4. Kumar, R. (1993). *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800–1990*. Kali for Women.
5. Roy, K. (2010). *The Power of Gender and the Gender of Power: Explorations in Early Indian History*. Oxford University Press.
6. Thapar, R. (2002). *Early India: From the Origins to AD 1300*. Penguin Books India.
7. Besant, A. (2019). *An Autobiography*. Gyan Publishing House.
8. Bose, M. (2010). *Women in the Hindu Tradition: Rules, Roles and Exceptions*. Routledge.
9. Brijbhushan, J. (1990). *Sultan Razia*. Manohar Publishers.
10. Das, K. (2009). *My Story*. HarperCollins India.
11. Gopu, S. (2018). *Savitribai Phule: Pioneer of Women Empowerment*. Raj Publications.
12. Gulbadan Begum. (2022). *Humayun-nama*. Atlantic Publishers.
13. Jayakar, P. (2008). *Indira Gandhi*. Penguin Books India.
14. Kosambi, M. (Ed.). (2018). *Pandita Ramabai: Life and Landmark Writings*. Routledge India.
15. Lakshmi Sahgal. (2013). *A Revolutionary Life: Memoirs of a Political Activist*. Women Unlimited.
16. Singh, S. (2016). *Mythbreaker: Kiran Mazumdar-Shaw and the Story of Indian Biotech*. HarperCollins India.

Central University of Karnataka
B.A. History & Archaeology
Semester VI: Major
Course Title: India Since Independence: 1947-2010

Credits: 6
Maximum Marks: 150
Total Hours: 90

Course Description: This course examines India's political, constitutional, economic, social, and diplomatic development since Independence. It explores the processes of nation-building, democratic consolidation, national integration, economic transformation, and India's emergence as an important global actor. The course also examines contemporary developmental challenges and India's responses within the framework of constitutional democracy and sustainable development.

Course Objectives:

- To understand the historical process of nation-building after Independence.
- To examine the evolution of India's democratic and constitutional institutions.
- To analyse India's economic development and public policies.
- To study India's foreign policy and strategic role in the international system.
- To understand contemporary developmental challenges in India.

Course Outcome:

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

1. Explain the major political, constitutional, economic and social developments in India since Independence.
2. Analyse the processes of nation-building, democratic consolidation and national integration.
3. Evaluate India's economic transformation and foreign policy in the contemporary world.
4. Assess the opportunities and challenges of India's development in the twenty-first century.

Unit I: Nation Building after Independence

- A) Sources and Nature of Contemporary Indian History
- B) Partition, Refugee Rehabilitation, and National Integration
- C) Framing of the Constitution and the Establishment of the Republic
- D) Integration of Princely States and Linguistic Reorganisation of States

Unit II: Development Policies and Institution Building

- A) Development Planning and National Institution Building
- B) Planned Economic Development, Agricultural Transformation, and Food Security
- C) India's Foreign Policy and Strategic Autonomy
- D) Land Reforms, Panchayati Raj, and Rural Development

Unit III: National Security and Democratic Consolidation

- A) India–Pakistan Relations and the Liberation of Bangladesh
- B) India–China Relations and Border Security
- C) Democratic Institutions, Electoral Politics, Regional Aspirations and Federalism
- D) National Integration, Internal Security, and Regional Development

Unit IV: Democracy, Governance and National Development

- A) National Emergency (1975–1977): Background, Constitutional Developments and Legacy
- B) Democratic Restoration and Political Developments (1977–1990)
- C) Agrarian Development, Rural Transformation and Environmental Sustainability
- D) Social Justice, Democratic Participation and Coalition Politics

Unit V: Economic Reforms and Global Integration

- A) Economic Reforms of 1991: Liberalisation, Privatisation and Globalisation (LPG)
- B) Economic Growth, Industrial Transformation and Global Integration
- C) Inclusive Development: Agriculture, Employment, Skill Development and Environmental Sustainability
- D) Infrastructure Development, Digital Economy and Financial Inclusion

Unit VI: India in the Twenty-First Century

- A) National Integration, Social Harmony and Inclusive Development
- B) India's Knowledge Economy: Information Technology, Digital Transformation and Innovation
- C) Global Financial Crisis (2008) and India's Economic Resilience
- D) Contemporary Developmental Challenges: Regional Development, Environmental Sustainability, Education, Healthcare and Climate Change

Essential Readings:

1. Chandra, B., Mukherjee, M., & Mukherjee, A. (2017). *India since independence* (Revised ed.). Penguin Random House India.
2. Guha, R. (2007). *India after Gandhi: The history of the world's largest democracy*. Picador India.
3. Sabharwal, G. (2017). *India since 1947: The independent years*. Penguin Random House India.
4. Ananth, V. K. (2011). *India since independence: Making sense of Indian politics*. Pearson Education India.
5. Austin, G. (1966/1999). *The Indian Constitution: Cornerstone of a nation*. Oxford University Press.
6. Bose, S., & Jalal, A. (2018). *Modern South Asia: History, culture, political economy* (4th ed.). Routledge.
7. Frankel, F. R. (2005). *India's political economy, 1947–2004: The gradual revolution* (2nd ed.). Oxford University Press.
8. Gopal, S. (Ed.). (1981). *Jawaharlal Nehru: An anthology*. Oxford University Press.
9. Tamanaha, B. Z. (2004). *On the rule of law: History, politics, theory*. Cambridge University Press.
10. George, K. M. (Ed.). (1992). *Modern Indian literature: An anthology* (Vol. 2: Fiction). Sahitya Akademi.
11. Dhar, P. N. (2001). *Indira Gandhi, the Emergency, and Indian democracy*. Oxford University Press.
12. Brass, P. R. (1974). *Language, religion and politics in North India*. Cambridge University Press.
13. Brass, P. R. (2003). *The production of Hindu-Muslim violence in contemporary India*. University of Washington Press.
14. Kaarsholm, P. (Ed.). (2004). *City flicks: Indian cinema and the urban experience*. Seagull Books.
15. Dube, S. (2004). *Postcolonial passages: Contemporary history writing on India*. Oxford University Press.
16. Harrison, S. S., Kriesberg, P. H., & Kux, D. (Eds.). (1999). *India and Pakistan: The first fifty years*. Cambridge University Press.
17. Srivastava, C. P. (2007). *Lal Bahadur Shastri: A life of truth in politics*. Oxford University Press.
18. Corbridge, S., & Harriss, J. (2000). *Reinventing India: Liberalization, Hindu nationalism*

- and popular democracy*. Polity Press.
19. Raychaudhuri, T. (2000). *Perceptions, emotions, sensibilities: Essays on India's colonial and post-colonial experiences*. Oxford University Press.

Central University of Karnataka
B.A. History & Archaeology
Semester VI: Major
Course Title: Research Methodology in History

Credit: 6
Maximum Marks: 150
Total Hours: 90

Course Description:

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

Course Objectives:

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

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

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

Unit I: Introduction

- A) History; its scope and nature
- B) Research: Definition, Need, Nature, Limitations
- C) Types of research: Philosophical, Applied, Descriptive, Experimental, Action based research, Qualitative and Quantitative
- D) Allied and Auxiliary sciences of history
- E) Primary and Secondary Sources
- F) Centres of data: Library, Archives, Museums, Online Sources.

Unit II: Preliminary Operations

- A) Selection of Topic
- B) Formulation of Research Objectives.
- C) Preparing Research proposal
- D) Methods of data collection; observation, questionnaire, interviews, filed visit

Unit III: Analytical operations

- A) Review of Literature
- B) External Criticism; authenticity, relevance of the source.
- C) Internal Criticism; positive and negative internal criticism.

Unit IV: Synthetic Operations

- A) Determining Particular Facts
- B) Classification of the Facts
- C) Constructive Reasoning
- D) Causation & simplification
- E) Types of data analysis

Unit V: Concluding Operations

- A) Generalization
- B) Exposition
- C) Notes- Footnotes, End notes & Citations
- D) Report Writing- quote, paraphrasing.
- E) Reference Style; APA, MLA, Chicago
- F) Bibliography
- G) Viva-voce

Unit VI: Ethics in Research

- A) Challenges of Objectivity
- B) Uses and Misuse of History
- C) Issue of fabrication, falsification, plagiarism & paraphrasing.
- D) 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.
- Car E. H., 2018, What is History, Delhi: Penguin.
- Chitnis K.N., 2023, Research Methodology in History, Chennai: Atalantic Publishers.
- Collingwood R.G., 1994, The Idea of History, Delhi: OUP.
- Eco U., 2015, How to Write a Thesis, Massacuhusetts: MIT Press.
- Kothari C.R. & G. Garg, 2019, Research Methodology, Delhi: New Age International Publishers.
- Thakur D., 2009, Research Methodology in Social science, Delhi: Deep & Deep publishers.

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

Credit: 4
Maximum Marks: 100
Total Hours: 60

Course Description-

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

Course Objectives-

The course aims at -

1. Making students aware of the need and importance of International relations.
2. To make them aware about the reasons behind the World Wars.
3. To make them aware about the fault lines that had potential leading to the major conflicts across the globe.
4. To make them aware of the Foreign Policy of India
5. To make them aware of the attempts of peace making across the globe.

Course Outcome-

1. They will understand the reasons behind the World Wars
2. They will be aware of the unresolved conflicts that are happening all over the globe.
3. Aware of the attempts being made to preserve peace.
4. They will become familiar with the India's Foreign Policy and India's contribution to maintain world peace.

Unit I: Introduction to International Relations

- A) Concept of International Relations.
- B) History & Scope.
- C) Traditional & Scientific approaches in International relations.
- D) Concept of Globalization, Development, Third World and Neo-Imperialism.
- E) International Financial Institutions, G-77 & G-20, UNICEF and International Law.

Unit II: World Wars and International Relations

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

Unit III: Post-World War Conflicts and Global Peace Issues

- A) UNO – Success & Failure.
- B) Cold War & It's end.
- C) Regional Cooperation & Military Cooperation.
- D) Clash of Civilization. Nuclear Disarmament, Global War on Terrorism.

Unit IV: India's Foreign Policy

- A. Panchasheel, Indo-China border disputes.
- B. India-Pakistan Wars.

C. India & UNO – Peace Keeping Missions.

Suggested Readings-

- Chotard, J. R. (1987). Bajpal, US (Ed.) India and its Neighbourhood. New Delhi (India), Lancer International, 1986, 404 p. *Études internationales*, 18(3), 682-684.
- Bandopadhyaya, Jayantanuja, (2003). The Making of India's Foreign Policy, Calcutta: Allied Publishers.
- Barnett, M. N., & Duvall, R. (Eds.). (2005). *Power in global governance* (p. 1). Cambridge: Cambridge University Press.
- Booth, K. and S. Smith, (1995), eds. International Relations Theory Today, Pennsylvania University Press.
- Smith, S. (1995). The self-images of a discipline: a genealogy of international relations theory. *International relations theory today*, 1-37.
- Burchill, S., Paterson, M., Reus-Smit, C., Linklater, A., Devetak, R., True, J., & Donnelly, J. (2005). *Theories of international relations*. Palgrave Macmillan.
- Calvocoressi, P. (2013). *World politics since 1945*. Routledge.
- Chandra, B. (2000). *India after independence: 1947-2000*. Penguin UK.
- Upcher, J. (2009). Christian Reus-Smit and Duncan Snidal (eds). The Oxford Handbook of International Relations.
- Gilpin, R. (2000). *The challenge of global capitalism: The world economy in the 21st century*. Princeton University Press.
- Gilpin, Robert, (2001), Global Political Economy - Understanding the International Economy Order Princeton N.J: Princeton University Press.
- Gilpin, R. (2000). *The challenge of global capitalism: The world economy in the 21st century*. Princeton University Press.
- Gupta, K. R., & Shukla, V. (2009). *Foreign Policy of India*. Atlantic Publishers & Dist.
- Jackson R. and G. Sorenson, (2013). Introduction to International Relations: Theories & Approaches, U.K: OUP.
- Jain, B. M. (2009). *Global power: India's foreign policy, 1947-2006*. Lexington Books.
- Jayapalan., N., (2001). Foreign Policy of India. Atlantic Publishers & Distributors.
- Jha, Nalini Kant, (2003), South Asia in 21st Century: India, Her Neighbours and the Great Powers. South Asian Publishers.
- Baylis, J., Smith, S., & Owens, P. (Eds.). (2014). *The globalization of world politics: An introduction to international relations*. OUP Oxford.
- Kahler, M., & Lake, D. A. (2003). Globalization and changing patterns of political authority. *Governance in a global economy: Political authority in transition*, 412-438.
- Kahler, M. (1995). *International institutions and the political economy of integration*. Bloomsbury Publishing PLC.
- Kapur, H., (1994), India's Foreign Policy – Shadows and Substance New Delhi: Sage.
- Karns M. P. and Mingst, Karen A. (2005). International Organizations: The Politics and Process of Global Governance. New Delhi: Viva Books.
- Ohmae, K. (1990). The Borderless World: Power and Strategy in the Interlinked Economy New York. *Harpers*.
- Kukreja, Veena., (1991). Civil-Military Relations in South Asia: Pakistan, Bangladesh, and India. Sage Publications.
- Kamat, P.M.. (1999). Emerging International Order and Foreign Policy Options for India. Praygraj: Indian Academy of Social Sciences.
- Kamath, V., Ribeiro, M. A., Woosnam, K. M., Mallya, J., & Kamath, G. (2023). Determinants of visitors' loyalty to religious sacred event places: A multigroup measurement invariance model. *Journal of travel research*, 62(1), 176-196.

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

Robinson, F. (Ed.). (1989). *The Cambridge Encyclopedia of india, pakistan, Bangladesh, sri Lanka, Nepal, Bhutan and the maldives*. Cambridge: Cambridge University Press.

Shaw, M. N. (1997). The International Court of Justice: A Practical Perspective. *International & Comparative Law Quarterly*, 46(4), 831-865.

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

Central University of Karnataka
B.A. History & Archaeology
Semester VII: Major
Course Title: Historiography

Credits: 6
Maximum Marks: 150
Total Hours: 90

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

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

Course Outcome: On successful completion of the course,

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

Unit I: Historiography in Ancient World

- A) Meaning of Historiography, philosophy of history and Historicism
- B) Greek Historiography
- C) Roman Historiography
- D) Chinese Historiography

Unit II: Ancient Indian Historiography

- A) Concept of *Itihasa*
- B) Sanskrit Texts- Vedic literature, Itihasa-Purana traditions, Rajtarangini.
- C) Sangam Literature
- D) Buddhist sources- Pali texts
- E) Jain sources

Unit III: Medieval Historiography

- A) Arab Historiography: Ibn Khaldun
- B) Indo-Persian Historiography
- C) Raso literature
- D) Maratha Historiography
- E) Historiography of Medieval Deccan

Unit IV: Modern Approaches to History

- A) Classical Marxism
- B) Positivism
- C) Annals
- D) Subaltern
- E) Post-Modernism

Unit V: Trends during the Colonial Period in India

- A) Orientalist Historiography
- B) Imperialist Historiography
- C) Nationalist Historiography
- D) Dalit Historiography

Unit VI: Trends in post-colonial period

- A) Marxist and Neo-Marxist Historiography
- B) Emerging branches- Tribal history, Ecological history, Gender history
- C) Emerging approaches- Oral history, Affective history, Micro history

Books Recommended-

- 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 – E. 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.
- Historians and Historiography in Modern India - S. P. Sen (ed)
- Historians of Medieval India - Peter Hardy
- Historiography and Historians of Sultanate Period - Bharti S. Kumar
- History, Historical Thoughts and Historiography – Aroop Chakravarti
- History, its Theory and Method - Sheikh Ali
- Idea of History - R.G. Collingwood
- Indo-Persian Historiography - Iqtidar Husain Siddiqui
- On History - Fernand Braudel
- Philosophy of History - G. Kuppuram
- Postmodernism for Historians - Callum G. Brown
- Power/Knowledge - Michel Foucault.
- Recent Trends in Historiography - Satish K. Bajaj
- The Greek and Roman Historians - Timothy E. Duff
- The Historian's Craft - Marc Bloch
- The Muqaddimah - Ibn Khaldun (Tr. Franz Rosenthal)
- The Past Before Us- Romila Thapar
- The Philosophy of History - G.W.F. Hegel
- The Portable Greek Historians - M.I. Finley
- The Travels of Ibn Battuta - H.A.R. Gibb
- Theories of History - Patrick Gardiner
- Understanding Itihasa - Sibesh Bhattacharya
- What is History - E.H. Carr

Central University of Karnataka
B.A. History & Archaeology
Semester VII: Minor Course
Course Title: Cultural Heritage of India

Credits: 04

Maximum marks: 100

Contact Hours: 60

Course Description: Heritage tourism plays a pivotal role in connecting communities across regions while raising public awareness of the tangible and intangible cultural values embedded in historical and archaeological sites. In a culturally diverse nation like India, cultural heritage management bridges conservation ethics with socio-economic development. This course introduces students to the core concepts of cultural heritage, institutional frameworks (UNESCO and ASI), legislative protections, public engagement strategies, and sustainable heritage tourism.

Course Objectives: The objectives of this course are to: 1) Introduce the concepts, typologies, and socio-cultural significance of tangible and intangible heritage in India. 2) Familiarise students with national and international bodies, legislative acts, and policy frameworks governing heritage management. 3) Examine modern challenges in heritage conservation, including urban encroachment, illicit trafficking, and natural disasters. 4) Analyse select UNESCO World Heritage and ASI-protected sites to understand heritage interpretation, site management, and sustainable tourism.

Course Outcomes: Upon successful completion of the course, students will be able to: 1) Distinguish between various categories of heritage; 2) Evaluate the roles of governmental departments (ASI, State Archaeology), NGOs, and international bodies (UNESCO, ICOMOS); 3) Apply legal frameworks regarding Indian antiquities protection and international heritage charters; 4) Develop community-centric strategies for public heritage awareness, sustainable tourism, and visitor management at key cultural destinations.

Unit I: Introduction

- A) Concepts & Scope of Heritage: Definition, scope, and categorisation into Tangible and Intangible heritage; Living and Natural Heritage.
- B) Fundamentals of Tourism: Definition, scope, and typologies.
- C) Heritage Conservation & Tourism Dynamics.
- D) Challenges in Heritage Management: Urban development pressures, environmental hazards, natural calamities, vandalism, illicit trafficking, and looting of antiquities.

Unit II: Institutional Frameworks, Legislation & Heritage Policies

- A) International Organisations & Charters: Role of UNESCO, ICOMOS, and related bodies.
- B) National Organisations: Archaeological Survey of India (ASI) and State Departments of Archaeology and Museums; role of Non-Governmental Organizations (e.g., INTACH) and Academic Institutions.
- C) Indian Heritage Legislation: Ancient Monuments and Archaeological Sites and Remains (AMASR) Act (1958/2010), Antiquities and Art Treasures Act (1972), and The Indian Treasure Trove Act, 1878.
- D) Policy and Practice: Development issues, urban heritage management, and national conservation policies.

Unit III: Public Awareness, Community Engagement & Heritage Management

- A) Public Archaeology & Community Participation.
- B) Site Management & Interpretation.
- C) Resource Mobilisation & Public Funding.

Unit IV: Selected Heritage Sites

- A) UNESCO World Heritage Sites: Dholavira, Pattadakal and Hampi.
- B) ASI & State Protected Sites: Brahmagiri, Sannati-Kanaganhalli, Bidar, and Ter.

Recommended Readings

- Basham, A.L. (1975). *A Cultural History of India*. Oxford University Press.
- Basham, A. L. (2007). *The Illustrated 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, Sachindra Sekhara. (1999). *Protecting the Cultural Heritage: National Legislation and International Conservation*. Aryan Books International.
- Canizaro, V. B. (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, Shashi. (1996). *Recent Trends in Conservation of Art Heritage*. Agam Kala Prakashan.
- Ghoshmaulik, S. K., & Basa, K. K. (Eds.). (2001). *Understanding Heritage: Role of Museum*. Academic Staff College, Utkal University.
- Hough, M. (1990). *Out of Place: Restoring Identity to the Regional Landscape*. Yale University Press.
- Howard, Peter. (2003). *Heritage: Management, Interpretation, Identity*. Continuum.
- Kirshenblatt-Gimblett, B. (2004). 'Intangible Heritage as Metacultural Production.' *Museum International*, 56(1–2), 52–65.
- Norberg-Schulz, C. (1980). *Genius Loci: Towards a Phenomenology of Architecture*. Rizzoli.
- Paddayya, K. (2004). 'Heritage management with special reference to modern impacts on archaeology 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, Colin. (2000). *Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology*. Duckworth.
- 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, Laurajane. (2006). *Uses of Heritage*. Routledge.
- Smith, Laurajane, & Akagawa, Natsuko (Eds.). (2009). *Intangible Heritage*. Routledge.
- Thapar, B.K. (1989). *Conservation of the Indian Heritage*. Cosmo Publications.

Central University of Karnataka
B.A. History & Archaeology
Semester VII: Minor
Course Title: Intellectual Heritage

Credit: 4
Maximum Marks: 100
Total Hours: 60

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

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

Course Outcome:

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

Unit I: Conceptual Universe in the Indian Tradition

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

Unit II: Ethics in Indian Tradition

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

Unit III: Western Intellectual Tradition (Ancient & Medieval)

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

Unit IV: Modern Western Intellectual Traditions

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

Suggested Readings-

Ambedkar B.R., 2017, Buddha and His Dhamma Jaipur: Buddham Publishers.

Derrida J. and Caputo J., 2020, Deconstruction in a Nutshell, New York: Fordham University Press.

Durant W., 1991, The Story of Philosophy, Noida: Simon & Schuster.

Easwaran E, 2009, The Dhammapada, N.Delhi: Jaico.

Emile B., 1939, What is Marxism, California: Create Space.

Foucault M., 2020, History of sexuality (3 Vol.), N.Delhi: Penguin.

Glendinning S. 2011, Derrida: A Very Short Introduction, UK: OUP

Govindacharya A., 2019, The life of Ramanujacharya: The exponent of the Visistadvaita philosophy, N.Delhi: Alpha Edition.

Karl M., 2016, Das Capital, N.Delhi: Prakash Books.

Kautilya, (Ed. Rangarajan L N), 1992, The Arthashastra, N.Delhi: Penguin Classics.

Liotard F., 1984 The Postmodern Condition: A Report on Knowledge, Minneapolis, USA: University of Minnesota Press.

Machiavelli N., 2018, The Prince, N.Delhi: Prakash Books.

Menon K, 1976, The Mind of Adi Shankaracharya, N.Delhi: Jaico.

Omvedt G., 2003, Buddhism in India, N.Delhi: Sage.

Plato, 2015, The Republic, N.Delhi: Prakash Books.

Swami Vivekananda, 2019, Complete work of Swami Vivekananda, Champavat; Advaita Ashram.

Taylor D., 2012, Michel Foucault: Key Concepts, New Delhi: Rawat.

Central University of Karnataka
B.A. History & Archaeology
Semester VIII: Major
Course Title: Introduction to the Mahabharata

Credit: 4
Maximum Marks: 100
Total Hours: 60

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

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

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

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

Unit I: Introduction

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

Unit II: Important Characters

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

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

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

Unit IV: Contemporary relevance & creative retelling of the epic

- A) Ecodharma & War ethics
- B) Bhasha's Drama
- C) Modern retelling- Bhyrappa's Parva & Chitra Banerjee's Palace of illusion.

Suggested Readings-

- Badrinath Chaturvedi, 'The Mahābhārata, an inquiry in the human condition', Orient BlackSwan, Hyderabad, 2013.
- Buitenen J.A.B. van, 'The *Mahābhārata*, Volume 1, (1. The Book of the Beginning) ', The University of Chicago Press, 1973.
- Buitenen J.A.B. van, 'The *Mahābhārata*, Volume 2, (2. The Book of the Assembly Hall, 3. The Book of the Forest)', The University of Chicago Press, 1975.

Buitenen J.A.B. van, 'The *Mahābhārata*, Volume 3, (4. The Book of Virāṭa, 5. The Book of the Effort), The University of Chicago Press, 1978.

Debroy B., 'The Mahabharata' (Volume 1-10), Penguin, New Delhi, (2010-2014)

Dhand A. 'Woman As Fire, Woman As Sage: Sexual Ideology in the Mahābhārata', S U N Y Series in Religious Studies, 2008, (Kindle Edition.)

Fitzgerald James L, 'The *Mahābhārata*, Volume 7, (11. The Book of the Women, 12. The Book of Peace, Part One)', The University of Chicago Press, 1992.

Ganguli K. M. 'The *Mahābhārata*', Munshiram Manoharlal, New Delhi, 2008. (Paperback in four volumes, hardback in twelve volumes)

Hydrabad, 2013.

Karve Irawati, 'Yuganta', Disha Books, Hyderabad, 2008.

McGrath K., 'Stri, Feminine Power in the Mahabharata', Orient BlackSwan, Hyderabad, India, 2009.

Narayan R.K., 'The Mahabharata', Vision Books, New Delhi, 2012.

Rajgopalchari C., 'Mahabharata', Bhartiya Vidya Bhavan, Bombay, 2005.

S. 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.

Central University of Karnataka
B.A. History & Archaeology
Semester VIII: Major
Course Title: Socio-Religious Reforms in India

Credit: 4
Maximum marks -100
Contact Hours: 60

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

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

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

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

Unit I: Reformist Movements in Ancient India

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

Unit II: Medieval Reformist Voices

- A) Nathas and Siddhas
- B) Bhakti Movement
- C) Sufism

Unit III: Socio-Religious Reforms During the Colonial Period

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

Unit IV: Reformists movements in Post-Colonial India

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

Suggested readings:

Asim Kumar Chatterjee- A Comprehensive History of Jainism (2 vols),
Chakrabarti, Kunal. 2018. *Religious Process: The Puranas and the Making of a Regional Tradition*. New Delhi: OUP.
Chakravarti, Uma. 2018. *Gendering Caste through a Feminist Lens*. New Delhi: Sage

Publications.

- Chakravarti, Uma: *The Social Dimensions of Early Buddhism*. Delhi: Oxford University Press.
- Champakalakshmi, R. 2011. *Religion, Tradition and Ideology: Pre-Colonial South India*. New Delhi: OUP.
- Chatterjee, Asim Kumar: *A Comprehensive History of Jainism*
- Chattopadhyaya, S. 2000. *Evolution of the Theistic Sects*. New Delhi: Munshiram Manoharlal.
- Desai A.R. 2011. *Social Background of Indian Nationalism*. New Delhi: Popular Prakashan.
- Devadevan, V. Manu. 2016. *A Prehistory of Hinduism*. Washington: Ingram Short Title.
- Elliot, Charles. 2016. *Hinduism and Jainism*. Createspace Independent Publishers.
- Ernst, Carl W. 1992. *Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Centre*. New York: State University of New York.
- Gail, Omvedt, 2008, *Ambedkar: Towards an Enlightened India*, Delhi: Penguin.
- Gail, Omvedt, 2009, *Buddhism in India*, N.Delhi: Sage.
- Gail, Omvedt, 2009, *Seeking Begampura*, N.Delhi: Navanaya,
- Gilmartin, David and Lawrence, Bruce B. (eds.): *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*. Florida: Florida University Press.
- Hawley, John Stratton. 2012. *Three Bhakti Voices*. New Delhi: OUP.
- Jaiswal, Suvira. 2000. *Caste: Origin, Function and Dimensions of Change*. New Delhi: Manohar Publishers.
- Kheer, Dhananjay, 2011, *Dr. B.R. Ambedkar, Life and Mission*, Mumbai: Popular Prakashan.
- Lingat, Robert. 1998. *The Classical Law of India*. New Delhi: Munshiram Manoharlal Publishers.
- Lorenzen, David N. (ed.). 2002. *Bhakti Religion in north India: Community Identity and Political Action*. New Delhi: Manohar Publications.
- Lorenzen, David N. (ed.). 2005. *Religious Movements in South Asia 600-1800*. New Delhi: OUP.
- Mohan, Sanal. 2015. *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*. New Delhi: OUP.
- Narayanan, M. G. S. and Veluthat, Kesavan 'The Bhakti Movement in South India', in S.C.Malik, (ed.), *Indian Movements: Some Aspects of Dissent and Protest*, Simla, 1978, pp 33-66.
- Nizami K.A. 2002 *Some Aspects of Religion and Politics in India During the Thirteenth Century*. New Delhi: OUP.
- P.S. Velayudhan- *Cultural renaissance in Modern Kerala*
- Pandey, Rekha. 2005. *Religious Movements in Medieval India*. New Delhi: Gyan Publishing House.
- Pandey, Rekha. 2010. *Divine Sounds from The Heart*. Cambridge University Press.
- Rajan, Mavali, V.P., Remya and S. Khettry. 2018. *Facets of Temple Culture: Perspectives on Religious and Social Traditions in Early Medieval India*. New Delhi: Kaveri Books.
- Ramanujan, A.K. 1973. *Speaking of Siva*. London: Penguin Classics.
- Raychaudhuri, H.C. 1920 *Early History of Vaishnava Sects*. Calcutta: Bhattacharya.
- Richard M. Eaton, (ed.) 2006. *India's Islamic Traditions, 711- 1750. Themes in Indian History*. New Delhi: OUP.
- Sen, Aloka Parasher. 1991. *Mlecchas in Early India: A Study in Attitudes towards Outsiders up to AD 600*. New Delhi: Munshiram Manoharlal.

Central University of Karnataka
B.A. History & Archaeology
Semester VII: Major
Course Title: Historiography

Credits: 6
Maximum Marks: 150
Total Hours: 90

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

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

Course Outcome: On successful completion of the course,

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

Unit I: Historiography in Ancient World

- A) Meaning of Historiography, philosophy of history and Historicism
- B) Greek Historiography
- C) Roman Historiography
- D) Chinese Historiography

Unit II: Ancient Indian Historiography

- A) Concept of *Itihasa*
- B) Sanskrit Texts- Vedic literature, Itihasa-Purana traditions, Rajtarangini.
- C) Sangam Literature
- D) Buddhist sources- Pali texts
- E) Jain sources

Unit III: Medieval Historiography

- A) Arab Historiography: Ibn Khaldun
- B) Indo-Persian Historiography
- C) Raso literature
- D) Maratha Historiography
- E) Historiography of Medieval Deccan

Unit IV: Modern Approaches to History

- A) Classical Marxism
- B) Positivism
- C) Annals
- D) Subaltern
- E) Post-Modernism

Unit V: Trends during the Colonial Period in India

- A) Orientalist Historiography

- B) Imperialist Historiography
- C) Nationalist Historiography
- D) Dalit Historiography

Unit VI: Trends in post-colonial period

- A) Marxist and Neo-Marxist Historiography
- B) Emerging branches- Tribal history, Ecological history, Gender history
- C) Emerging approaches- Oral history, Affective history, Micro history

Books Recommended-

- 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 – E. 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.
- Historians and Historiography in Modern India - S. P. Sen (ed)
- Historians of Medieval India - Peter Hardy
- Historiography and Historians of Sultanate Period - Bharti S. Kumar
- History, Historical Thoughts and Historiography – Aroop Chakravarti
- History, its Theory and Method - Sheikh Ali
- Idea of History - R.G. Collingwood
- Indo-Persian Historiography - Iqtidar Husain Siddiqui
- On History - Fernand Braudel
- Philosophy of History - G. Kuppuram
- Postmodernism for Historians - Callum G. Brown
- Power/Knowledge - Michel Foucault.
- Recent Trends in Historiography - Satish K. Bajaj
- The Greek and Roman Historians - Timothy E. Duff
- The Historian's Craft - Marc Bloch
- The Muqaddimah - Ibn Khaldun (Tr. Franz Rosenthal)
- The Past Before Us- Romila Thapar
- The Philosophy of History - G.W.F. Hegel
- The Portable Greek Historians - M.I. Finley
- The Travels of Ibn Battuta - H.A.R. Gibb
- Theories of History - Patrick Gardiner
- Understanding Itihasa - Sibesh Bhattacharya
- What is History - E.H.Carr

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

Credits: 6
Maximum Marks: 150
Total Hours: 90

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 art and architecture from the earliest times to c.1800 AD. The main aim is to familiarise students with the ancient and medieval monuments, art, 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 source of history.

Unit I: The Prehistoric Art and Architecture

- A) Historiography and Methodology: Scope, approaches, and methods.
- B) The rock art: paintings, graffiti, and engravings.
- C) Burial structures
- D) The Indus Civilization: town planning and Structures; Sculptures: stone, metal, terracotta.
- E) Paintings, seal, pottery paintings, beads and ornaments.

Unit II: The Early Historic Phase

- A) Art in historical studies
- B) Buddhist Architecture: Stupa, Chaityagriha, Viharas
- C) Mauryan Architecture: Pillars, Stupas, Rock-cut Architecture
- D) Jaina Architecture
- E) Post-Mauryan Sculptural Idioms: The Gandhara, Mathura, and Amaravati schools.

Unit III: Standardization of Temple Architecture

- A) The Gupta-Vakataka Paradigm: Early structural temples.
- B) Nagara Architecture: Defining features; regional variations in Eastern, Central and Western India
- C) Dravida Architecture: Evolution from Pallava monolithic *rathas* to imperial Chola; Chola bronze.
- D) Vesara and Regional Variations: Chalukyan experimentation at Aihole, Badami, and Pattadakal; the Rashtrakutas, the Kalyani Chalukyas, the Hoysalas, the Yadavas and the Kakatiya.
- E) Mural Traditions: the classical cave paintings of Ajanta, Bagh, and Ellora; the fresco technique.

Unit IV: Iconography

- A) Textual base for Iconography
- B) Iconography and Iconometry; Materials and Techniques of Sculpture Making
- C) Hindu Iconography
- D) Buddhist Iconography

E) Jaina Iconography

Unit V: Medieval Indian Art and Architecture

A) Indo-Islamic architecture: salient features

B) Architecture: the Delhi Sultanate and regional centres (Deccan, Gujarat, Bahamani, and Kashmir).

C) Art and Architecture in the Vijayanagara period

D) The Mughal Art and Architecture

D) Art and Architecture under Rajput states, Ahoms, Gajapatis and Marathas

E) Miniature Painting traditions: Pala, Jaina, Mughal, Rajput, Pahari and Maratha schools.

Unit VI: Civil Architecture

A) Defence Architecture: Defensive layouts, ramparts, moats.

B) Hydro-Architecture: Stepwells, Civic reservoirs, temple tanks, river Ghats, gardens.

Suggested 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 CE to 1400 CE)*. 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 CE to 1850 CE)*. 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. – CE 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 Hoysala 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
B.A. History & Archaeology
Semester VII: Minor Course
Course Title: Cultural Heritage of India

Credits: 04

Maximum marks: 100

Contact Hours: 60

Course Description: Heritage tourism plays a pivotal role in connecting communities across regions while raising public awareness of the tangible and intangible cultural values embedded in historical and archaeological sites. In a culturally diverse nation like India, cultural heritage management bridges conservation ethics with socio-economic development. This course introduces students to the core concepts of cultural heritage, institutional frameworks (UNESCO and ASI), legislative protections, public engagement strategies, and sustainable heritage tourism.

Course Objectives: The objectives of this course are to: 1) Introduce the concepts, typologies, and socio-cultural significance of tangible and intangible heritage in India. 2) Familiarise students with national and international bodies, legislative acts, and policy frameworks governing heritage management. 3) Examine modern challenges in heritage conservation, including urban encroachment, illicit trafficking, and natural disasters. 4) Analyse select UNESCO World Heritage and ASI-protected sites to understand heritage interpretation, site management, and sustainable tourism.

Course Outcomes: Upon successful completion of the course, students will be able to: 1) Distinguish between various categories of heritage; 2) Evaluate the roles of governmental departments (ASI, State Archaeology), NGOs, and international bodies (UNESCO, ICOMOS); 3) Apply legal frameworks regarding Indian antiquities protection and international heritage charters; 4) Develop community-centric strategies for public heritage awareness, sustainable tourism, and visitor management at key cultural destinations.

Unit I: Introduction

- A) Concepts & Scope of Heritage: Definition, scope, and categorisation into Tangible and Intangible heritage; Living and Natural Heritage.
- B) Fundamentals of Tourism: Definition, scope, and typologies.
- C) Heritage Conservation & Tourism Dynamics.
- D) Challenges in Heritage Management: Urban development pressures, environmental hazards, natural calamities, vandalism, illicit trafficking, and looting of antiquities.

Unit II: Institutional Frameworks, Legislation & Heritage Policies

- A) International Organisations & Charters: Role of UNESCO, ICOMOS, and related bodies.
- B) National Organisations: Archaeological Survey of India (ASI) and State Departments of Archaeology and Museums; role of Non-Governmental Organizations (e.g., INTACH) and Academic Institutions.
- C) Indian Heritage Legislation: Ancient Monuments and Archaeological Sites and Remains (AMASR) Act (1958/2010), Antiquities and Art Treasures Act (1972), and The Indian Treasure Trove Act, 1878.

D) Policy and Practice: Development issues, urban heritage management, and national conservation policies.

Unit III: Public Awareness, Community Engagement & Heritage Management

A) Public Archaeology & Community Participation.

B) Site Management & Interpretation.

C) Resource Mobilisation & Public Funding.

Unit IV: Selected Heritage Sites

A) UNESCO World Heritage Sites: Dholavira, Pattadakal and Hampi.

B) ASI & State Protected Sites: Brahmagiri, Sannati-Kanaganhalli, Bidar, and Ter.

Recommended Readings

Basham, A.L. (1975). *A Cultural History of India*. Oxford University Press.

Basham, A. L. (2007). *The Illustrated 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, Sachindra Sekhara. (1999). *Protecting the Cultural Heritage: National Legislation and International Conservation*. Aryan Books International.

Canizaro, V. B. (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, Shashi. (1996). *Recent Trends in Conservation of Art Heritage*. Agam Kala Prakashan.

Ghoshmaulik, S. K., & Basa, K. K. (Eds.). (2001). *Understanding Heritage: Role of Museum*. Academic Staff College, Utkal University.

Hough, M. (1990). *Out of Place: Restoring Identity to the Regional Landscape*. Yale University Press.

Howard, Peter. (2003). *Heritage: Management, Interpretation, Identity*. Continuum.

Kirshenblatt-Gimblett, B. (2004). 'Intangible Heritage as Metacultural Production.' *Museum International*, 56(1–2), 52–65.

Norberg-Schulz, C. (1980). *Genius Loci: Towards a Phenomenology of Architecture*. Rizzoli.

Paddayya, K. (2004). 'Heritage management with special reference to modern impacts on archaeology 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, Colin. (2000). *Loot, Legitimacy and Ownership: The Ethical Crisis in Archaeology*. Duckworth.

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, Laurajane. (2006). *Uses of Heritage*. Routledge.

Smith, Laurajane, & Akagawa, Natsuko (Eds.). (2009). *Intangible Heritage*. Routledge.

Thapar, B.K. (1989). *Conservation of the Indian Heritage*. Cosmo Publications.

Central University of Karnataka
B.A. History & Archaeology
Semester VII: Minor
Course Title: Intellectual Heritage

Credit: 4
Maximum Marks: 100
Total Hours: 60

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

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

Course Outcome:

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

Unit I: Conceptual Universe in the Indian Tradition

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

Unit II: Ethics in Indian Tradition

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

Unit III: Western Intellectual Tradition (Ancient & Medieval)

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

Unit IV: Modern Western Intellectual Traditions

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

Suggested Readings-

Ambedkar B.R., 2017, Buddha and His Dhamma Jaipur: Buddham Publishers.
Derrida J. and Caputo J., 2020, Deconstruction in a Nutshell, New York: Fordham University Press.
Durant W., 1991, The Story of Philosophy, Noida: Simon & Schuster.
Easwaran E., 2009, The Dhammapadam, N.Delhi: Jaico.
Emile B., 1939, What is Marxism, California: Create Space.

Foucault M., 2020, History of sexuality (3 Vol.), N.Delhi: Penguin.

Glendinning S. 2011, Derrida: A Very Short Introduction, UK: OUP

Govindacharya A., 2019, The life of Ramanujacharya: The exponent of the Visistadvaita philosophy, N.Delhi: Alpha Edition.

Karl M., 2016, Das Capital, N.Delhi: Prakash Books.

Kautilya, (Ed. Rangarajan L N), 1992, The Arthashastra, N.Delhi: Penguin Classics.

Lyotard F., 1984 The Postmodern Condition: A Report on Knowledge, Minneapolis, USA: University of Minnesota Press.

Machiavelli N., 2018, The Prince, N.Delhi: Prakash Books.

Menon K, 1976, The Mind of Adi Shankaracharya, N.Delhi: Jaico.

Omvedt G., 2003, Buddhism in India, N.Delhi: Sage.

Plato, 2015, The Republic, N.Delhi: Prakash Books.

Swami Vivekananda, 2019, Complete work of Swami Vivekananda, Champavat; Advaita Ashram.

Taylor D., 2012, Michel Foucault: Key Concepts, New Delhi: Rawat.

Central University of Karnataka
B.A. History & Archaeology
Semester VIII: Major
Course Title: Introduction to the Mahabharata

Credit: 4
Maximum Marks: 100
Total Hours: 60

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

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

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

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

Unit I: Introduction

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

Unit II: Important Characters

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

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

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

Unit IV: Contemporary relevance & creative retelling of the epic

- A) Ecodharma & War ethics
- B) Bhasha's Drama
- C) Modern retelling- Bhyrappa's Parva & Chitra Banerjee's Palace of illusion.

Suggested Readings-

Badrinath Chaturvedi, 'The Mahābhārata, an inquiry in the human condition', Orient BlackSwan, Hyderabad, 2013.

Buitenen J.A.B. van, 'The *Mahābhārata*, Volume 1, (1. The Book of the Beginning) ', The University of Chicago Press, 1973.

Buitenen J.A.B. van, 'The *Mahābhārata*, Volume 2, (2. The Book of the Assembly Hall, 3. The Book of the Forest)', The University of Chicago Press, 1975.

Buitenen J.A.B. van, 'The *Mahābhārata*, Volume 3, (4. The Book of Virāṭa, 5. The Book of the Effort), The University of Chicago Press, 1978.

Debroy B., 'The Mahabharata' (Volume 1-10), Penguin, New Delhi, (2010-2014)

Dhand A. 'Woman As Fire, Woman As Sage: Sexual Ideology in the Mahābhārata', S U N Y Series in Religious Studies, 2008, (Kindle Edition.)

Fitzgerald James L, 'The *Mahābhārata*, Volume 7, (11. The Book of the Women, 12. The Book of Peace, Part One)', The University of Chicago Press, 1992.

Ganguli K. M. 'The *Mahābhārata*', Munshiram Manoharlal, New Delhi, 2008. (Paperback in four volumes, hardback in twelve volumes)

Hydrabad, 2013.

Karve Irawati, 'Yuganta', Disha Books, Hyderabad, 2008.

McGrath K., 'Stri, Feminine Power in the Mahabharata', Orient BlackSwan, Hyderabad, India, 2009.

Narayan R.K., 'The Mahabharata', Vision Books, New Delhi, 2012.

Rajgopalchari C., 'Mahabharata', Bhartiya Vidya Bhavan, Bombay, 2005.

S. 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.

Central University of Karnataka
B.A. History & Archaeology
Semester VIII: Major
Course Title: Socio-Religious Reforms in India

Credit: 4
Maximum marks -100
Contact Hours: 60

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

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

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

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

Unit I: Reformist Movements in Ancient India

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

Unit II: Medieval Reformist Voices

- A) Nathas and Siddhas
- B) Bhakti Movement
- C) Sufism

Unit III: Socio-Religious Reforms During the Colonial Period

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

Unit IV: Reformists movements in Post-Colonial India

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

Suggested readings:

Asim Kumar Chatterjee- A Comprehensive History of Jainism (2 vols),
Chakrabarti, Kunal. 2018. *Religious Process: The Puranas and the Making of a Regional Tradition*. New Delhi: OUP.

- Chakravarti, Uma. 2018. *Gendering Caste through a Feminist Lens*. New Delhi: Sage Publications.
- Chakravarti, Uma: *The Social Dimensions of Early Buddhism*. Delhi: Oxford University Press.
- Champakalakshmi, R.2011. *Religion, Tradition and Ideology: Pre-Colonial South India*. New Delhi: OUP.
- Chatterjee, Asim Kumar: *A Comprehensive History of Jainism*
- Chattopadhyaya, S. 2000. *Evolution of the Theistic Sects*. New Delhi: Munshiram Manoharlal.
- Desai A.R. 2011. *Social Background of Indian Nationalism*. New Delhi: Popular Prakashan.
- Devadevan,V. Manu. 2016. *A Prehistory of Hinduism*. Washington: Ingram Short Title.
- Elliot, Charles. 2016. *Hinduism and Jainism*. Createspace Independent Publishers.
- Ernst, Carl W. 1992. *Eternal Garden: Mysticism, History, and Politics at a South Asian Sufi Centre*. New York: State University of New York.
- Gail, Omvedt, 2008, *Ambedkar: Towards an Enlightened India*, Delhi: Penguin.
- Gail, Omvedt, 2009, *Buddhism in India*, N.Delhi: Sage.
- Gail, Omvedt, 2009, *Seeking Begampura*, N.Delhi: Navanaya,
- Gilmartin, David and Lawrence, Bruce B. (eds.): *Beyond Turk and Hindu: Rethinking Religious Identities in Islamicate South Asia*. Florida: Florida University Press.
- Hawley, John Stratton. 2012. *Three Bhakti Voices*. New Delhi: OUP.
- Jaiswal, Suvira. 2000. *Caste: Origin, Function and Dimensions of Change*. New Delhi: Manohar Publishers.
- Kheer, Dhananjay, 2011, *Dr. B.R. Ambedkar, Life and Mission*, Mumbai: Popular Prakashan.
- Lingat, Robert. 1998. *The Classical Law of India*. New Delhi: Munshiram Manoharlal Publishers.
- Lorenzen, David N. (ed.). 2002. *Bhakti Religion in north India: Community Identity and Political Action*. New Delhi: Manohar Publications.
- Lorenzen, David N. (ed.). 2005. *Religious Movements in South Asia 600-1800*. New Delhi: OUP.
- Mohan, Sanal. 2015. *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*. New Delhi: OUP.
- Narayanan, M. G. S. and Veluthat, Kesavan 'The Bhakti Movement in South India', in S.C.Malik, (ed.), *Indian Movements: Some Aspects of Dissent and Protest*, Simla, 1978, pp 33-66.
- Nizami K.A. 2002 *Some Aspects of Religion and Politics in India During the Thirteenth Century*. New Delhi: OUP.
- P.S. Velayudhan- *Cultural renaissance in Modern Kerala*
- Pandey, Rekha. 2005. *Religious Movements in Medieval India*. New Delhi: Gyan Publishing House.
- Pandey, Rekha. 2010. *Divine Sounds from The Heart*. Cambridge University Press.
- Rajan, Mavali, V.P., Remya and S. Khettry. 2018. *Facets of Temple Culture: Perspectives on Religious and Social Traditions in Early Medieval India*. New Delhi: Kaveri Books.
- Ramanujan, A.K. 1973. *Speaking of Siva*. London: Penguin Classics.
- Raychaudhuri,.H.C. 1920 *Early History of Vaishnava Sects*. Calcutta: Bhattacharya.
- Richard M. Eaton, (ed.) 2006. *India's Islamic Traditions, 711- 1750. Themes in Indian History*. New Delhi: OUP.
- Sen, Aloka Parasher. 1991. *Mlecchas in Early India: A Study in Attitudes towards Outsiders up to AD 600*. New Delhi: Munshiram Manoharlal.

Central University of Karnataka
B.A. History & Archaeology
Semester VIII: Major Course
Course Title: Introduction to Museology

Credits: 06

Maximum Marks: 150

Contact Hours: 90

Course Description: This paper provides a comprehensive theoretical and practical introduction to Museology and Museography. Students will explore object acquisition, documentation protocols, gallery design, preventive conservation, ethics, public outreach, and the modernisation of museums through digital technologies. Practical fieldwork and museum study visits form an integral component of this paper.

Course Objectives: The objectives of this paper are: 1) To introduce the origins, theoretical frameworks, and historical evolution of museums globally and in India. 2) To train students in collection management, accessioning, indexing, cataloguing, and digital documentation protocols. 3) To provide practical knowledge of exhibition design, gallery layout, spatial organisation, lighting, and visual communication. 4) To examine preventive conservation, environmental hazard control, legal frameworks, and ethical guidelines in museum management. 5) To evaluate heritage education, universal accessibility, and digital modernisation initiatives in museums.

Course Outcomes: Upon successful completion of the course, students will be able to: 1) Distinguish between Museology and Museography and classify museums based on function, scope, and administrative ownership. 2) Apply standard procedures for collection management, cataloguing, accessioning, and deaccessioning. 3) Design exhibition layouts with clear communication goals, narrative storylines, accessible labelling, and appropriate lighting. 4) Apply preventive conservation methods to protect organic and inorganic material culture from environmental agents of deterioration. 5) Evaluate national and international museum legislation, ethics, and digital accessibility tools. 6) Conduct field evaluations of museum institutions and compile analytical museum survey reports.

Unit I: Fundamentals of Museology & Historiography

- A) Concepts & Scope: Definition and scope of Museology, Museography.
- B) History of Museums in India
- C) Typology & Functions of Museums: Classification by discipline
- D) Museum Administration & Governance

Unit II: Collection Management & Legal Protocols

- A) Acquisition Strategies: Methods including field exploration, archaeological excavation, purchases, gifts, bequests, loans, exchanges, deposits, Treasure Trove claims, and legal confiscations.
- B) Documentation Systems: Physical registration, accession registers, object tagging, cataloguing, card indexing, and de-accessioning protocols.
- C) Digital Documentation & Management: Museum Management Software (MMS), collection databases, metadata standards, digital archiving, and 3D object scanning.
- D) Legal & Ethical Frameworks: International treaties and Indian legislation; ICOM Code of Ethics for Museums.

Unit III: Exhibition Design, Methods & Visual Communication

- A) Exhibition Conceptualisation: Types of exhibits and exhibitions; identifying target audiences, educational goals, and narrative storylines.
- B) Gallery Planning & Spatial Design: Layout design, visitor circulation flow, space management, showcases, pedestals, mounts, and structural installations.
- C) Lighting, Aesthetics & Ergonomics: Principles of exhibition lighting; colour schemes, graphic design, font choices, and ergonomic viewing heights.
- D) Museum Scripts & Labels: Drafting label copy: main titles, section labels, object captions, multilingual considerations, and braille/audio guides.

Unit IV: Preventive Conservation & Material Care

- A) Agents of Deterioration: Physical, chemical, biological, and environmental factors affecting cultural artefacts.
- B) Care of Material Categories: Inorganic and organic objects.
- C) Preventive Methods & Storage: Storage systems, climate control, Integrated Pest Management, safe handling protocols, packing, and transportation.
- D) First Aid in Conservation: Basic cleaning protocols, stabilisation techniques, and distinguishing preventive care from invasive restoration.

Unit V: Heritage Education, Public Engagement & Modernization

- A) Educational Programming: Museum pedagogy, school outreach programs, workshops, guided tours, lecture series, and touch-tables for tactile learning.
- B) Accessibility & Universal Design: Making museums accessible for physical, visual, auditory, and neurodiverse visitors; inclusive museum infrastructure.
- C) Digital Modernisation & Virtual Museums: Virtual exhibitions, augmented reality (AR) / virtual reality (VR) integrations, interactive kiosks, digital storytelling, and social media engagement.
- D) Museum Security & Emergency Planning: Physical security systems, fire safety, disaster management protocols, and risk assessment for collections.

Unit VI: Practical Museology & Institutional Fieldwork

- A) Object Handling & Cataloguing Practicum: Practical training in measuring, describing, documenting, and drafting catalogue entries for diverse material artefacts.
- B) Museum Study Visit & Field Report: Field evaluation of local/regional museums and submission of a survey report.

Recommended Readings

- Ambrose, Timothy, & Paine, Crispin. (2018). *Museum Basics: The International Handbook* (4th ed.). Routledge.
- Basu, M.N. (1943). *Museum Method: Process of Cleaning and Preservation*. Calcutta University Press.
- Chakrabarti, Mahua. (2016). *Museums in India*. National Book Trust.
- Dean, David. (1996). *Museum Exhibition: Theory and Practice*. Routledge.
- Edson, Gary, & Dean, David. (1994). *The Handbook for Museums*. Routledge.
- Hooper-Greenhill, Eilean. (2007). *Museums and Education: Purpose, Pedagogy, Performance*. Routledge.

- Macdonald, Sharon (Ed.). (2011). *A Companion to Museum Studies*. Wiley-Blackwell.
- Nigam, M.L. (1985). *Fundamentals of Museology*. Navahind Publications.
- Roychowdhury, Madhuparna. (2015). *Displaying India's Heritage: Archaeology and the Museum Movement in Colonial India*. Orient Blackswan.
- Plenderleith, H.J., & Werner, A.E.A. (1971). *The Conservation of Antiquities and Works of Art*. Oxford University Press.
- UNESCO. (1960). *Museums and Monuments: The Organisation of Museums - Practical Advice*. UNESCO.

Central University of Karnataka
B.A. History & Archaeology
Semester VIII: Major Course
Course Title: Indian Numismatics

Particulars	Details
Total Credits	6
Theory	4 Credits
Practical	2 Credits
Maximum Marks	150
Contact Hours	120

Credit and Marks Distribution

Component	Credits	Marks	Contact Hours
Theory	4	100	60
Practical	2	50	60
Total	6	150	120

Course Description

This course introduces students to Indian numismatics as a primary source for reconstructing political, economic, religious, and artistic history. It traces the evolution of coinage in the subcontinent from its earliest punch-marked forms through the classical, Indo-foreign, and Gupta periods, into the Islamic, Delhi Sultanate, Mughal, and regional Deccan traditions of the medieval era. Alongside chronological and typological study, students will engage in hands-on identification, documentation, and cataloguing of coins, and undertake a field visit to a museum or numismatic collection, building practical competence alongside historical analysis.

Course Objectives

1. To introduce students to the methods, terminology, and technology of Indian coinage across the ancient and medieval periods.
2. To develop skill in identifying, describing, and dating coins using type, legend, script, and metrology.
3. To situate numismatic evidence within broader historical, economic, and art-historical contexts, including trade, political legitimation, and religious iconography.
4. To familiarize students with standard numismatic reference works, cataloguing conventions, and emerging digital/scientific approaches to the discipline.

Course Outcomes

1. On successful completion of this course, students will be able to:
2. Identify and classify major series of ancient and medieval Indian coins by technique, type, and period.

3. Read and interpret coin legends, dates, and mint names in the relevant scripts and languages.
4. Evaluate coinage as evidence for political history, trade networks, and cultural exchange.
5. Prepare a numismatic catalogue entry and documentation report following standard academic conventions.
6. Critically engage with a museum or field collection of coins and present findings in a structured report.

UNIT I: Foundations of Indian Numismatics

- Numismatics as a discipline and as a source of history; its relationship with epigraphy, art history, and economic history
- Origins of money and the antiquity of coinage in the Indian subcontinent
- Minting technologies: punch-marking, casting, die-striking, and repoussé techniques
- Punch-marked coinage: The Janapada series and the Imperial (Mauryan) series
- Uninscribed cast coinage and local/tribal issues
- Emerging approaches: Archaeometric analysis of coin metal, hoard studies, and digital cataloguing/databases

UNIT II: Coinage of Post-Mauryan and Classical India

Indo-Greek coinage, Indo-Scythian (Saka) coinage, Kushana coinage and Western Kshatrapa coinage Satavahana coinage, Roman coins in India and Indo-Roman trade, Gupta coinage: gold *dinaras*, types, legends, and Iconography, Coinage of the early Deccan and South: Chalukyas and their contemporaries

UNIT III: Introduction of Islamic Coinage and the Delhi Sultanate

- Transition to Islamic-type coinage in India: historical context and reasons
- Features of Islamic-type coins: Names and titles of caliphs, mint names, and dating formulae
- Scripts and languages on medieval Indian coins
- Transitional and bilingual types: Bull-and-Horseman, Lakshmi-type, and Devanagari–Arabic bilingual issues
- Delhi Sultanate coinage: Mamluk (Slave Dynasty), Khalji, and Tughluq issues

UNIT IV: Coinage Traditions of the Medieval Deccan, Regional Kingdoms and Mughal India

- Coinage of Babur: Shahrukhi coins — origin, types, weight, and circulation
- Sur interregnum coinage: Sher Shah's reforms and changes in inscription and metrology
- Coinage of Aurangzeb and his successors; decline of Mughal minting standards
- Coinage of the Vijayanagara Empire
- Coinage of the Bahmani Sultanate and its successor states (Bidar, Bijapur, Golconda, Ahmadnagar, Berar)

Practical / Field Visit Component

2 Credits — 30 Marks — 20 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: punch-marking, casting, die-striking and repoussé.
- 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, mint-mark, denomination, etc.).
- H) Field visit to a museum, archaeology department, university or private coin collection, or archive/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	10
Reading of Symbols, Legends, Mint and Date	10
Practical Record / Catalogue Preparation	10
Report	10
Viva Voce	10
Total	50

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	100
Practical	50
Total	150

Recommended Reading

- Allan, John. Catalogue of Coins in the British Museum: Ancient India.
- Altekar, A. S. Origins and Early History of Coinage in Ancient India.
- Altekar, A. S. The Gupta Gold Coins in the Bayana Hoard.
- Altekar, A. S. The Coinage of the Gupta Empire. Varanasi.
- Brown, C. J. Catalogue of the Coins in the Provincial Museum, Lucknow; Coins of the Mughal Emperors, Vols. I–II.
- Bruce, Collin, and John Deyell, et al. Standard Guide to South Asian Coins and Paper Money Since 1556.
- Cunningham, Alexander. Coins of Medieval India. Delhi.
- Cribb, Joe. The Indian Coinage Tradition: Origins, Continuity and Change.
- Deyell, John S. Living Without Silver.
- Dasgupta, Kalyan Kumar. A Tribal History of Ancient India: A Numismatic Approach.
- Gupta, P. L. Bharat ke Poorva-Kalik Sikke.
- Gupta, P. L. Coins.
- Gupta, P. L., and T. Hardaker. Ancient Indian Silver Punch-Marked Coins of the Magadha–Maurya Karshapana Series.
- Goron, Stan, and J. P. Goenka. The Coins of the Indian Sultanates.
- Gupta, Parmeshwari Lal, and Abdul Wali Khan. Copper Coins of the Barid Shahi of Bidar and the Nizam Shahi of Ahmadnagar.
- Gupta, Parmeshwari Lal. Coin-Hoards from Maharashtra.
- Hussain, M. K. Catalogue of the Coins in Central Museum, Nagpur: Coins of the Mughal Emperors.
- Jha, Amiteshwar. Bhartiye Sikko ka Aitihāsik Parichay (in Hindi).
- Karim, Abdul. Corpus of Muslim Coins of Bengal.
- Khan, Abdul Wali. Qutub Shahi Coins in the Andhra Pradesh Government Museum.
- Liddle, Andrew. Coinage of Akbar: The Connoisseur's Choice.
- Moin, Danish. Catalogue of Medieval Coins in Assam State Museum, Guwahati.
- Moin, Danish. Coins of the Delhi Sultanate.
- Moin, Danish, and L. B. Verma. "Copper Coins of Jahangir on Silver Pattern." Numismatic Digest.
- Rahman, A. Zahiruddin Muhammad Babur: A Numismatic Study.
- Rajgor, Dilip. Standard Catalogue of Sultanate Coins of India.

- Rode, V. P. Catalogue of the Coins in Central Museum, Nagpur: Coins of the Mughal Emperors.

Note:

1. Rationale

Numismatics is a source-based discipline that requires direct, hands-on engagement with actual coins. Classroom instruction alone cannot develop the practical skills of identification, dating, reading of legends and symbols, metrology, minting-technique recognition, preservation, documentation, cataloguing and interpretation that the discipline demands. A structured practical training/fieldwork component is therefore essential to the course.

2. Proposed Resource List

It is proposed that the Department prepare and periodically update a comprehensive list of institutions/sources for practical training, covering:

- Museums with numismatic collections
- Archaeological museums and site museums
- Government archives and cultural institutions
- Universities and research centres with coin collections
- Private collectors and recognised numismatists
- Numismatic societies and associations
- Auction houses and professional coin catalogues
- Published numismatic catalogues and digital databases
- Other relevant institutions or collections

The list may be updated by the Department, with the Head of the Department's approval, without a fresh BOS resolution each time. Visits to private collections shall be undertaken only after due verification, and each visit shall be documented through a field-visit report countersigned by the supervising faculty.

3. TA/DA for Accompanying Faculty

Faculty deputed to accompany students on approved academic field visits/practical training shall be entitled to official Travelling Allowance (TA) and Daily Allowance (DA) as per applicable University/Government rules, on production of requisite documentation.