

(Based on UGC – Learning Outcomes-Based Curriculum Framework)

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

Vision:

To emerge as a centre of excellence in History and Archaeology disciplines, fostering the spirit of historical wisdom and inquiry among the learners, engaging in the unbiased reconstruction and revision of the past through research of international standards and promoting tolerance and appreciation of diverse societies, geographies and cultures.

Mission:

MS-1 To produce human resources of international standards at Postgraduate and doctoral levels in History and Archaeology, with a broader, deeper and holistic understanding of the societies and cultures of the past to recent.

MS-2 To conduct objective-based research and contribute to new findings in filling the unidentified gaps in the disciplines of History, Archaeology and other interdisciplinary areas and publish the findings in reputed international and national journals

MS-3 To strengthen the learners in comprehensive knowledge in multidisciplinary and advanced studies in History and enhance their competing abilities and employable skills.

MS-4 To collaborate with the History and Archaeology departments of other reputed universities in India and abroad to achieve excellence in teaching, research and dissemination of new knowledge

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

Name of the Academic Program: M.A in History

Qualification Descriptors (QDs)

After completion of the M.A program in History, the postgraduates will be able to-

QD-1: Demonstrate the comprehensive understanding of the spatial-temporal nature of the discipline of History and its scope for retrieving the past knowledge in theory and practice in the modern world.

QD-2: Apply relevant knowledge and skills in the advanced branches in the discipline to develop divergent perspectives on politics of power and administration, societal practices, religious ideologies, ecology, gender, ethnicity and resources.

QD-3: Identify geographical diversity in contributing to cultural evolution in the old and new world and locate the scope of regional historiography to know the least known.

QD-4: Synthesize theory and practices, literature and cultural materials in the conduct of methodological/ systematic research and communicate the findings in a clear and concise manner

QD-5: Demonstrate objective based learning and research with tolerance to idiosyncratic understanding of the micro groups in the society and contribute to the timely revision of the historical theories.

QD-6: Demonstrate specialized and transferable skills in the multidisciplinary areas and allied disciplines of history and archaeology such as field archaeology, archives, museums, and tourism & heritage management relevant for employment opportunities in academic institutions, museums, Archaeology, tourism and heritage management departments

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

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

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

Name of the Academic Program: M.A in History

Program Learning Outcomes (PLOs)

After completion of the M.A program in History, the postgraduates will be able to-

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

PLO-2: Question and defend the power transformation from monarchical states to colonial powers, colonial powers to sovereign India, convergent to ideologies and policies adopted in structuring the administration during ancient, medieval and modern India.

PLO-3: Explain qualitative and quantitative physiognomies in different branches of History having contributed to formation and dissemination of primary and secondary sources and also define conceptual frameworks dealing with the discipline, specific to history and prehistory of different regions of the world, in further blossoming of the discipline.

PLO-4: Express thoughts and ideas in all the fields of History and Archaeology effectively and communicate to different groups using appropriate media, in a clear and concise manner

PLO-5: Examine the role of ecology, environment and sustainable development in the discourse of man-land relationships.

PLO-6: Differentiate the scope of advanced branches of history in examining different spheres of the society such as, gender, ethnic groups, class groups, economic layers, trade and policies and also critically evaluate practices and policies on the basis of empirical evidence.

PLO-7: Estimate the impact and influence of art, architecture, paintings, music, tangible and intangible heritage down the line of cultural evolution, and determine the present demographic diversity in modeling the past and also demonstrate the ability to use ICT in one's profession

PLO-8: Formulate policies for the conservation of cultural properties and intangible heritage for preservation of literary data, artifacts & monuments that are prerequisite for future studies.

PLO-9: Demonstrate research- related skills such as defining problem, formulating and testing hypotheses, analyse, interpret and draw conclusions from data; plan, execute and report the results of an experiment or investigation in the form of a dissertation, from across the branches of history and archaeology

PLO-10: Design and prepare the pathways to demonstrate (with ethical and social responsibility) their employable skills in the multidisciplinary based working platforms such as curation in museums, planning and developing tourist sites and developing research projects for archaeological and literary surveys.

PLO-11: Demonstrate ability to work effectively with diverse teams as member or leader of the team and facilitate collaborative and cooperative effort to achieve the common goal

PLO-12: Demonstrate the ability to acquire knowledge and skills throughout life, through self-directed learning to update one's knowledge and meet the changing demands of work place.

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

	QD-1	QD-2	QD-3	QD-4	QD-5	QD-6
PLO-1	3	3	3	2	2	1
PLO-2	3	2	3	2	2	1
PLO-3	2	3	2	1	1	2
PLO-4	3	3	2	3	2	2
PLO-5	3	3	3	3	2	1
PLO-6	3	3	2	2	1	1
PLO-7	2	2	2	2	2	2
PLO-8	1	1	2	1	3	1
PLO-9	3	3	3	3	2	2
PLO-10	3	3	2	2	2	2

Course Mapping, MA in History and PhD.

Semester	Foundation Course (4 credits)	Discipline Specific Elective (3 credits)	GE (2 credits)	AECC (2credits)	SECC (2 credits)
I 23 Credits	<ul style="list-style-type: none"> Philosophy of History and Historiography Principles and Methods of Archaeology Pre and Proto Historic cultures of India Ancient Societies 	<p>Choose any ONE</p> <ul style="list-style-type: none"> Indian Numismatics Indian Epigraphy and Palaeography Historical Geography and Demography of India Ecology and Environmental History in India Cultural History of Deccan 	<p>Modern India 1858-1947 (offered for other departments)</p> <p>Our students to opt from other departments or MOOC platforms</p>	--	From MOOC
II 21 Credits	<ul style="list-style-type: none"> Outline of Ancient Indian History (Vedic period to 13th Century) Outline of Medieval Indian History 13th to 18th century A.D History of Art and Architecture in India 	<p>Choose any ONE</p> <ul style="list-style-type: none"> Oral History History of Science and Technology in Pre-Independent India History of Medicine and Public Health in India History of Religions and Religious Reform Movements in India Principles and Methods of Museology 	<p>India After Independence (offered for other departments)</p> <p>Our students to opt from other departments or MOOC platforms</p>	From MOOC	From MOOC
<p>Students to choose ONE Specialisation from Group A, B and C for Semester III & Semester IV</p>					

<p>III</p> <p>25 Credits</p>	<p>Common 2x4=8</p> <ul style="list-style-type: none"> • Medieval Societies • Outline of History of Karnataka with special reference to Hyderabad Karnataka region <p style="text-align: center;">+</p> <p>Specialisation Group A 2x4=8</p> <ul style="list-style-type: none"> • Art in Pre and Proto-Historic India • Religious Architecture in Ancient India <p style="text-align: center;">OR</p> <p>Group B 2X4=8</p> <ul style="list-style-type: none"> • Early Farmers and pastoralists in India • Early Iron Age in India <p style="text-align: center;">OR</p> <p>Group C 2x 4=8</p> <ul style="list-style-type: none"> • Social and Economic History of Ancient India • Social and Economic History of Medieval India 	<p>1x3= 3</p> <p>Group A 1x3=3</p> <ul style="list-style-type: none"> • Indian Iconography • Secular and Defence Architecture <p style="text-align: center;">OR</p> <p>Group B 1x3=3</p> <ul style="list-style-type: none"> • Field Archaeology • Ethno Archaeology • Indian Ocean Archaeology <p style="text-align: center;">OR</p> <p>Group C 1x3=3</p> <ul style="list-style-type: none"> • Maritime History of India • Gender History of India from earliest times to 17th century 	<p>From MOOC</p>	<p>From MOOC</p>	<p>From MOOC</p>
<p>IV</p> <p>19 Credits</p>	<ul style="list-style-type: none"> • Outline of Modern Indian History Since 1707 • Twentieth Century World • Dissertation 1x4=4 OR Internship= 4 	<p>1x3=3</p> <p>Group A 1x3=3</p> <ul style="list-style-type: none"> • Religious Architecture in Early Medieval Deccan • Recent trends and Methods 			

	+				
	<p>Specialisation</p> <p>Group A 1x4=4</p> <ul style="list-style-type: none"> • Medieval Indian Architecture <p>OR</p> <p>Group B 1x4=4</p> <ul style="list-style-type: none"> • Historical Archaeology <p>OR</p> <p>Group C 1x4= 4</p> <ul style="list-style-type: none"> • Economic History of Modern India 	<p>in Art Historical Studies</p> <p>OR</p> <p>Group B 1x3=3</p> <ul style="list-style-type: none"> • Quantitative Methods and Information Sciences in Archaeology • Cultural and Heritage Tourism in India <p>OR</p> <p>Group C 1x 3= 3</p> <ul style="list-style-type: none"> • Caste and Class in India • Contemporary Social Issues 			
Total -88	60	12	6	4	6
PhD course work Semester I	<ul style="list-style-type: none"> • Research Methodology and Historiography • Sources for the study of Indian History • Research and Publication Ethics • Advance level Course- Research area 				

Semester I	Code	Title	Course
23 Credits	PHITC12001	Philosophy of History and Historiography	Core Course
	PHITC12002	Principles and Methods of Archaeology	Core Course
	PHITC12003	Prehistoric and Protohistoric Cultures of India	Core Course
	PHITC12005	Ancient Societies	Core Course
	PHITD22006	Indian Numismatics	Discipline Specific Elective
	PHITD21007	Indian Epigraphy and Palaeography	Discipline Specific Elective
	PHITD11003	Historical Geography and Demography of India	Discipline Specific Elective
	PHITD41015	Ecology and Environmental History in India	Discipline Specific Elective
	PHITD41019	Cultural History of Deccan	Discipline Specific Elective
	PHITG12001	Modern India 1858-1947	Generic Elective
Semester II 21 Credits	PHITC12004	Outline of Ancient Indian History (Vedic period to 13 th century CE)	Core Course
	PHITC22007	Outline of Medieval Indian History (13 th to 168 ^h century CE)	Core Course
	PHITC22009	History of Art and Architecture in India	Core Course
	PHITD31012	Oral History	Discipline Specific Elective
	PHITC42017	History of Science and Technology in Pre-Colonial India	Discipline Specific Elective
	PHITD11004	History of Medicine and Public Health in India	Discipline Specific Elective
	PHITD31014	History of Religions and Religious Reform Movements in India	Discipline Specific Elective
	PHITD41016	Principles and Methods of Museology	Discipline Specific Elective
	PHITG22001	India After Independence	Generic Elective
	Semester III 25 Credits	PHITC22010	Medieval Societies
PHITC32011		Outline History of Karnataka with special reference to Hyderabad Karnataka region	Core Course

	PHITC30013	Art in Pre and Proto Historic India	Core Course Specialisation Group A
	PHITD21008	Religious Architecture in Ancient India	Core Course Specialisation Group A
	PHITC30015	Early Farming and Pastoralism in India	Core Course Specialisation Group B
	PHITC30016	Iron Age and Megalithic Tradition	Core Course Specialisation Group B
	PHITD11002	Social and Economic History of Ancient India	Core Course Specialisation Group C
	PHITC31018	Social and Economic History of Medieval India	Core Course Specialisation Group C
	PHITD21005	Indian Iconography	Discipline Specific Elective Specialisation Group A
	PHITD30012	Secular and Defence Architecture	Discipline Specific Elective Specialisation Group A
	PHITD30013	Field Archaeology	Discipline Specific Elective Specialisation Group B
	PHITD41017	Ethno Archaeology in India	Discipline Specific Elective Specialisation Group B
	PHITD30014	Indian Ocean Archaeology	Discipline Specific Elective Specialisation Group B
	PHITD31010	Maritime History of India	Discipline Specific Elective Specialisation Group C
	PHITC32013	Gender History in India from the earliest times to 17th century	Discipline Specific Elective

			Specialisation Group C
Semester IV 19 Credits Total credits 88	PHITC32014	Outline of Modern Indian History Since 1707	Core Course
	PHITC42018	Twentieth Century World	Core Course
	PHITD31013	Medieval Indian Architecture	Core Course Specialisation Group A
	PHITC40022	Historical Archaeology	Core Course Specialisation Group B
	PHITC32012	Economic History of Modern India	Core Course Specialisation Group C
	PHITD40017	Religious Architecture in early Medieval Deccan	Discipline Specific Elective Specialisation Group A
	PHITD40018	Recent Trends and Methods in Art Historical Studies	Discipline Specific Elective Specialisation Group A
	PHITD40019	Quantitative Methods and Information Sciences in Archaeology	Discipline Specific Elective Specialisation Group B
	PHITD31011	Cultural and Heritage Tourism in India	Discipline Specific Elective Specialisation Group B
	PHITD11001	Caste and Class in India	Discipline Specific Elective Specialisation Group C
	PHITD42023	Contemporary Social Issues	Discipline Specific Elective Specialisation Group C
	PHIRC4024 OR PHIIC4025	Dissertation or Internship	Core Course
PhD	DHITC12001	<ul style="list-style-type: none"> Research Methodology and Historiography 	Course work
	DHITC12002	<ul style="list-style-type: none"> Sources for the study of Indian History 	Course work
	DHITC11003	<ul style="list-style-type: none"> Research and Publication Ethics 	Course work
	DHITC11004	<ul style="list-style-type: none"> Advance level Course-Research area 	Course work

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CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Foundation Course
Philosophy of History and Historiography

Credit: 4
Maximum marks: 100
Contact Hours: 60

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, including ideas about the context and causation, methods of historical analysis, issues of facts and objectivity, conflicting interpretations, and inquiry into varied historical approaches and genres.

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. Here the students will also learn the evolution of historical theories, their relation with other subjects, the contribution of Greek, Latin, Islamic and Indian historiography along with the method of collecting data in historical research and making use of primary and secondary sources.

Course Outcomes: By the completion of the course, Students will be able to;

- 1) Distinguish the scope and limitation of primary and secondary sources composed during different periods, and develop the writing skills required to write past.
- 2) Examine/ evaluation of evidence for establishing the authenticity of the sources with appropriate methodological tools.
3. Students will demonstrate in written work and class discussions the ability to recognize.
- 4) This course will also help in theoretical considerations to articulate the diversity of human experience, ethnicity, race, language, gender, as well as political, economic, social, and cultural structures over time and space have made its impact of writing and reinterpreting the past.

Unit-I
Introduction to Historiography

- A) History: Definition, meaning and nature
- B) Scope and purpose of History
- C) Types of History—social, economic, intellectual, agrarian, urban, art history etc. Use and Misuse of history
- D) Problems of Periodization
- E) Historian and the facts
- F) E.H.Carr's Historical facts
- G) Historical causation versus accident
- H) Subjectivity and objectivity

Unit-II

Philosophy and Research Methodology in History

- A) Philosophy and theories of history- Critical philosophy of History, Covering law theory, Speculative philosophy of History, Scientific and rational theory etc.
- B) Definition and Meaning of Historical Source Materials – Classification of Historical Source Materials – Limitations in using Historical Source Materials -Types of Sources, Collection and selection of data.

Unit-III

History and other Disciplines

- A) History and primary sources: paleography, epigraphy, numismatics, Archaeology.
- B) History and interdisciplinary approach: Geography, Sociology, Economics, Psychology, Anthropology, Political science, Linguistic
- C) Other aids of history:

Unit-IV

Traditions of Historical Writings outside India

- A) Origin of historical narrative
- B) Chinese Historiography
- C) Latin and Greek historiography: Herodotus and Thucydides
- D) Church Historiography
- E) Rise of Historical Criticism during Renaissance in Europe
- F) The effects of European “enlightenment”
- G) Schools of historiography: Marxist, subaltern and impact of postmodernism in history writing.

Unit-V

Traditions of Historical Writings in India

- A) Indian Historiography during ancient period: Itihasa Purana tradition Kalhana’s Rajatarangini and others
- B) Islamic Historiography till the 18th century: Tabari, Ibn Khaldun, Barani and Abul Fazl, Isami, Ferishta, etc.
- C) Indian Historiography during modern period

Essential Readings:

- Bernard J Thompson, James Westfall & Holm. 1967. A history of Historical writing, Vols 1-2. london: Peter Smith.
- Ali, B. S. 1978. History: its theory and method. Bangalore: Macmillan.
- Bloch, M. 2017. The Historian's Craft. Delhi: Aakar Books.
- Carr, E. H. 2018. What is History? London: Penguin Classic.
- Collingwood, R. G. 1994. The idea of history. london: Oxford University Press.
- Elton, G. 1987. The practice of History. london: Fontana press.
- Gardiner, J. 1998. What is history today? london: Palgrave Macmillan.
- Guha, R. 1997. Subaltern Studies, Vols-1-4. london: Oxford University Press.
- Habib, I. 1988. Interpreting Indian History. Shillong: North-Eastern Hill University Publications.
- Jenkins, K. 1995. On What is history. london: Routledge.
- Lemon, M. 2003. The Philosophy of History. london: Routledge.
- Marwick, A. 1970. The Nature of History. london: Macmillan Education.
- Marwick, A. 2001. The New Nature of History: knowledge, evidence, language. london: Palgrave Macmillan.
- Munslow, A. 2006 . Deconstructing History . India: Routledge .
- Pargiter, E. 2016. Ancient Indian Historical Traditions. Delhi: Motilal Banarsidass.

- Said, E. 1978. Orientalism. New York : Pantheon Books.
Sen, S. 1973. Historians and Historiography in Modern India. Delhi: Imprint.
Sreedharan, E. 2004. A Textbook of Historiography 500 BC to AD 2000. Delhi: Orient BlackSwan.
Walsh, W. H. 2008. Philosophy of History. New Delhi: Cosmo publication.
Webster, J. C. 2019. The Studying History. Delhi: Primus Books.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Foundation Course
Principles and Methods of Archaeology

Credit: 4
Maximum marks: 100
Contact Hours: 60

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

Course Objectives: The objective of this course is to, i) introduce the students to basics of archaeology discipline which enables to conduct field works and (ii) familiarize with various fundamental theories and practical studies that are essential tools to study archaeology based courses such as the prehistory and Protohistoric.

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

Unit-I
Introduction to Archaeology

- A) Archaeology: definition, scope, relevance; Types of Archaeology – Marine Archaeology-ethnoarchaeology, experimental archaeology, contemporary archaeology and other categories; Archaeology- Natural Sciences and Social Sciences; Terminologies in archaeology.
- B) Growth of Archaeology in India: Pre and Post Independent India.
- C) Archaeological Theories: Antiquarianism, processual archaeologies, post processual Archaeologies, archaeology and gender.

Unit-II
Archaeological methods

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

B) Archaeological excavations: aims and methods, scope of excavations, planning excavations, techniques of excavations, tools and equipment Documentation of Excavations.

C) Excavation of type-sites: habitational site, burial site, rock-shelter sites, Mound/ stupa sites.

D) Sampling in archaeological excavations: Retrieval of botanical and other non-artifactual remains: Floatation technique, soil analysis, sample collection of various materials.

Unit-III

Post-Excavation: Documentation and Analysis

A) Recording methods: Drawing-pottery, site and antiquity, plan, elevation, section; Photography-indoor, elementary photochemistry; Surveying; instruments and their use, preparation of maps, cartography.

B) Classification of objects / findings: Reconstruction of socio-economic aspects, including contextual and site catchment analysis. -Settlement Patterns -Landscape Archaeology

C) Interpretation Report writing and Statistical Methods

Unit-IV

Chronology and Dating Methods

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

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

Essential Readings:

Bahn, C. R. 2000. Archaeology: Theories, Methods, and Practice. New York: Thames & Hudson Ltd.

Barker, P. 2015. Techniques of Archaeological Excavation. London: Routledge.

Clive, G. 2015. Archaeology The Basics. New York: Routledge.

Drewett, P. 2000. Field Archaeology: An Introduction. London: Routledge.

Greene, K. 1983. An Introduction: The History, Principles and Methods of Modern Archaeology. Delhi: Batsford Ltd.

Higgs, D. B. 2016. Science in Archaeology. New York: University of York.

Jim Grant, G. S. 2005. The Archaeology Course book. An Introduction to Study Skills, Topics and Methods. London: Routledge.

L.R., B. 1972. An Archaeological Perspective. London: Seminar Press Limited .

Piggott, S. 2015. Approach to Archaeology. London: Cambridge University Press.

Rajan, K. 200. Archaeology: Principles and Methods. Manoo Pathippakam: Thanjavur.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Foundation Course
Prehistoric and Protohistoric Cultures of India

Credit: 4
Maximum marks: 100
Contact Hours: 60

Course description: This paper begins with the development occurred since 1.5 million years unlearning the cultural evolution parallel to human evolution from hominine to Homo Sapiens Sapiens. This line of evolution witnessed various inventions from stone tools to metals such as copper and iron and adoption to diverse climate and ecology that sustained demographic transformation from foragers, hunter-gatherers to settled villages through sedentary societies by the domestication of plants and animals. The journey of human species from the very first use of stone tools to the foundation of first civilization is studied in various phases.

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

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

Unit-I
Introduction to Stone Age

A) World Prehistory and Human Evolution – Prehistory of Africa and Asia - Introduction to cultural sequence of Indian prehistory, Three Age system by EP Thompson, Developments in Indian Prehistoric studies. DNA Studies and Human evolution

B) Stone tool technology.

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

A) Palaeolithic cultures (Lower, middle and upper): Site distribution in Indian subcontinent, tool types and technology, Human dispersal theories connecting South Asia. Important sites: Bhimbetka, Isampur, Jwalapuram, Attirampakkam.

B) Mesolithic and microlithic cultures in India: distribution, artefacts, technology, raw material, economy, question of microliths, pottery, etc. in association with animal domestication. Important sites: Methakheri, Mahadaha, Watgal.

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

Unit III

New Stone Age cultures and Chalcolithic sites: Early Domestication of Plants and Animals

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

Unit IV

Chalcolithic and Bronze Age cultures

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

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

Unit V

Iron Age cultures and Second urbanization

A) Ochre Coloured Pottery & copper hoards: Distribution, Typology, Associated pottery and the cultural affiliation and Dating.

B) Painted Grey Ware sites in Pakistan and India: Important sites: Ahichchhatra, Hastinapur, Bhagwanpura, Atranjikhera.

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

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

Important sites : Burzahom, Naikund, Veerapuram, Adichanallur, Kodumanal, Brahmagiri.

Essential Readings:

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

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

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

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

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

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

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

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

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

Korishettar, R. 2017. Beyond Stones and More Stones Vol. I, II. Bangalore: The Mythic Society.

Moorti, U. 2006. Megalithic Cultures of South India. Bangalore: Antiquity.

Possehl, G. L. 1980. Ancient Cities of the Indus. New Delhi: Vikas Publishing House Pvt Ltd.

Possehl, G. L. 1982. Harappan Civilization: A Contemporary Perspective. Delhi: Aris & Phillips Ltd.

- Rao, B. K. 1972. The Megalithic Culture in South India. Mysore: University of Mysore.
- SANKALIA, H. D. 1963. Pre History and proto history of India and Pakistan. Bombay: Bombay University Press.
- Shashi Asthana B. B. Lal, S. P. 1984. Frontiers of the Indus Civilization. Delhi: Books & Books.
- Tripathi, V. 1976. The Painted Grey Ware: An Iron Age Culture of Northern India. Delhi: Concept Pub. Co.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Foundation Course
Ancient Societies

Credit: 04
Maximum marks: 100
Contact Hours: 60

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

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

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

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

Unit-I

Beginnings: The Background to Civilization

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

Unit-II

History of Early Civilizations and Indus valley

- A) Origins of Civilization: Sumeria & Mesopotamia
- B) The Nile Valley: Egyptian Civilization
- C) Indian Subcontinent-Indus Valley civilization: Town-Planning and Decline.

- D) Cultural interaction and maritime activities among the Indus and other civilizations.

Unit-III

Growth of civilization in China and Meso-America

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

Unit-IV

Classical Civilizations of Roman, Greek and Persia

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

Unit-V

- A) Emergence and spread of New Religions in West Asia: Judaism, Christianity, Rise and of
Islam; Arabic Culture
- B) Science and Technology in the Ancient World: Writing – Cuneiform, Hieroglyphic scripts
Mathematics and Astronomy – Mesopotamia, Egypt, China, Persia, India, Greece, Rome;
Technology – Irrigation, Measurement techniques, building styles

Essential Readings:

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

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

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: The course is designed for students to understand the basics of Indian Numismatics as part of history. Definition of Numismatics, Importance of coins, and information derived from them across various streams of History is discussed. Recognizing script used in coins like Brahmi, Persian etc, the art of identifying coins using practical hands-on experience, and methods of coin minting are familiarizing to the students in this course. They will also be introduced to key terms and terminologies such as Obverse, Reverse, Rim, Countermark, Overstrike, Banker Marks etc. the course also explains the concepts of Regiospecificity, Numismatic type continuity, Provenance study, Hoard Study and their applications. However Special focus is given to the coinage of medieval India in the Deccan region under various political regimes.

Course Objectives: The course aims to provide the learner insights into studying the coins as an historical object and a source for history, they also provide important chronological information in the archaeological excavations, and information related to economy - trade, monetary policy, currency system and a bit about art and culture

Course Outcomes: After completion of this course students are expected to be capable of;

1. Using numismatics in the reconstruction of history, minting, monetary policy, and the currency system of different eras.
2. Recognize and identify the contrast scripts, symbols, and language etc. found on the coin.
3. Analysis the metrological similarities and dissimilarities present in coins of different kingdoms, empires, rulers of different regions.

Unit I

Numismatics as a Source of History

- A) Significance of Numismatics for Reconstructing the History
- B) Origin and evolution of the coinage in India
- C) Minting Techniques (Punching, Casting, Die-Striking and Machine Striking).

Unit II

Ancient Indian Coinage (North India)

- A) Punchmarked Coin
- B) Early Uninscribed Caste Coins
- C) Indo Greek, Indo- Scythian Indo-Parthian, Kushana and Western Kshatrapas
- D) Gupta coinage

Unit III

Ancient Indian Coinage (South India)

- A) Satavahanas.
- B) Roman coins in India.
- C) Vishnu Kandin, Chalukya and Eastern Chalukiyas and their contemporary dynasties.

Unit IV
Indian Coinage: Early Medieval to Medieval

- A) Bull/ Horseman Type Coins, Lakshmi type Coins and Indo Sassanian Coins.
- B) Medieval Indian coins and its Features: Inscription, Mint and Date.
- C) Coinage and Metrology of Delhi Sultans (Mameluk, Khaljis, Tughluq, Lodi and Suri).
- D) Coinage of Provincial sultanates.

Unit V
Medieval Indian Coins

- A) The Coinage and Metrology of Deccan Sultanates: Bahamani and its disintegrate. (Adil Shahi of Bijapur, Qutubshahi of Golconda, Nizam Shahi of Ahmadnagar, Barid Shahi of Bidar, Imad Shahi of Berar)
- B) Coinage and Metrology of Vijayanagar.
- C) Coinage of Mughals (Babur, Humayun Akbar, Jahangir, Shahjahan, Aurangzeb and his successors).

Essential Reading

- Altekar A.S. 1953. Origins and Early History of Coinage in Ancient India. JNSI Vol. 15:1-26
- Altekar A.S. 1954. The Gupta Gold Coins in the Bayana Hoard. Bombay: Numismatic Society of India.
- Altekar A.S. 1957. The Coinage of the Gupta Empire. Banares: Numismatic Society of India.
- Andrew Liddle. 2005. Coinage of Akbar the Connoisseur's Choice. New Delhi: Manohar Publishers & Distributors.
- Brown C. J. 1920. Catalogue of the Coins in the Provincial Museum, Lucknow; Coins of the Mughal. Oxford, Oxford University Press.
- Collin Bruce, Deyall John (et.al.) 1981. Standard Guide to South Asian Coins and Paper Money Since 1556. Wisconsin: Krause Publication.
- Cribb Joe. 1999. The Indian Coinage Tradition: Origins, Continuity & Change. Nashik: IIRNS
- Cunningham Alexander. 1894. Coins of Medieval India. London: B. Quaritch.
- Dasgupta Kalyan Kumar. 1974. A Tribal History of Ancient India: A Numismatic Approach. Calcutta: Nababharat Publishers.
- Deyell John S. - Living Without Silver: The Monetary History of Early Medieval north India. New Delhi: OUP.
- Goron Stan, and Goenka J.P. 2001. The Coins of Indian Sultanates. New Delhi: Munshiram Manoharlal.
- Gupta P.L 2014 (Reprint) The Punch Marked Coinage of the Indian Subcontinent. Nashik: IIRNS
- Gupta P.L. 1969. Coins. New Delhi: National Book Trust.
- Gupta P.L. 1970. Coin-Hoards from Maharashtra. Bombay: Numismatic Society of India.
- Gupta P.L. and Hardaker, T. Ancient Indian Silver Punchmarked coins of the Magadha-Maurya Karshapana Series. Nashik: IIRNS.
- Gupta P.L. and Khan Abdul Wali. 1982. Copper Coins of Barid Shahi of Bidar and Nizam Shahi of Ahamednagar. Hyderabad: Birla Archaeological & Cultural Research Institute.
- Handa Devendra, 2010, Tribal Coins of Ancient India, Aryan Books International, India
- Hussain S.E, 2003 The Bengal Sultanate: Politics, Economy and Coins, A.D. 1205-1576, Manohar Publishers and Distributors New Delhi
- Jha Amiteshwar 2003. Bhartiya sikke ka itehasik Parichay (in Hindi). Nashik: IIRNS
- John Allan- Catalogue of coins in the British Museum, Ancient India.
- Karim, Abdul. 2013. Corpus of Muslim Coins of Bengal. Dhaka: Asiatic Society of Dhaka.
- Khan Abdul Wali. 1961. Qutub Shahi Coins in the Andhra Pradesh Government Museum. Hyderabad: Govt. of Andhra Pradesh.
- Moin Danish and Verma L.B - Copper Coins of Jahangir on Silver Pattern in Numismatic Digest.

- Moin, Danish. 1999. Coins of the Delhi Sultanate. Nashik: IIRNS
- Moin, Danish. 2010. Catalogue of Medieval Coins in Assam State Museum. Guwahati: Directorate of Museum.
- Rahman, Aman Ur.2005. Zahiruddin Muhammad Babar; A Numismatic Study.
- Rajgor Dilip. 1991. Standard Catalogue of Sultanate Coins of India. Amrapali Publication.
- Rode, V.P. and Dikshit, M.G.1973. Catalogue of the Coins in Central Museum Nagpur, Coins of Mughal Emperors. Bombay: Directorate of Archives and Archaeology.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester I, Discipline Specific Elective
Title: Indian Epigraphy and Palaeography

Credit: 3
Maximum marks: 75
Contact hours: 45

Course description: The beginning of writing script postdates the possible linguistic verbal communication, but the earliest attempt to writing script dates back to the Indus Valley civilisation. However, various scripts in the form of Brahmi and Karoshti evolved during the early historic India that determined documentation of the India's past through and inscriptions and Manuscripts. This paper covers on the art & science of writing system and early developments in the proto-script and scripts during the ancient India.

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

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

Unit I
Introduction

- A) Introduction to Epigraphy and Palaeography.
- B) Scope and Importance in the Reconstruction of History.
- C) Historiography of Epigraphic Studies in India.
- D) Sanskrit and Tamil inscriptions in Sri Lanka and Southeast Asia- an overview

Unit II
Scripts, Materials, Dates and Eras

- A) Indus valley scripts.
- B) Brahmi.
- C) Kharoshti.
- D) Writing Materials- Engraving-Forged Records-Seals.
- E) Dates and Eras Vikrama Era to Hijiri Era.

Unit III
Ashokan Edicts

A) Pillar edicts, major rock edicts and minor rock edicts of Ashoka.

Unit IV
Select inscriptions of South India

- A) Banavasi Naga Inscriptions.
- B) Halmidi Inscriptions.
- C) Gudnapur Inscriptions.
- D) Talagunda Inscriptions.
- E) Nagarjunakonda Inscription of Virapurisudatta.
- F) Badami Cliff Inscriptions of Pulakesi-I.
- G) Aihole Inscription of Pulakesi-II.
- H) Uttaramerur Inscription of Parantaka.

Unit V
Select Inscriptions of North India

- A) Besnagar Garuda Pillar Inscription of Heliodorus.
- B) Hathigumpha Inscription of Kharavela.
- C) Junagarh Inscription of Rudradamana.
- D) Allahabad Prashasti of Samudragupta.
- E) Mathura Stone Inscription of Huvishka (A.D.106)
- F) Mathura Pillar Inscription of Chandragupta-II.
- G) Gwalior Prashasti of Bhoja

Essential Reading:

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

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

Credit: 3
Maximum marks: 75
Contact Hours: 45

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

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

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

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

Unit I
Introduction

- A) Sources-
Historical Geography- Geological, Archaeological and literary sources
Historical demography-Census, bills of mortality, fiscal documents, military records, inventories of properties, genealogies, marriage practices, origin and extent of towns, archaeological remains, administrative geography, colonization of new land, cemetery data, traveler's tales.
- B) Difference between History of Demography, Demographic History and Historical Demography.
- C) Historiography of the concepts- Cunningham's Ancient Geography of India and development of new trends in Indian Archaeological and historical studies.
- D) Development of historical demography: Developments in Europe, USA, and India

Unit II
Concepts and Ideas from Ancient Texts

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

Unit III

Early Historic Geographic Traces

- A) Geographic records in Chinese itineraries
- B) Distribution Pattern of Early Historical Sites– Urbanization, Asokan Sites
- C) Sacred Geography
- D) Early Medieval Political Geography- urbanization and distribution of historical centres

Unit IV

India's Demographic History

- A) Cultural Evolution and Peopling of India -Pre-historic, ancient, medieval and Modern Periods.
- B) Colonial Census and Anthropological Investigations- census enumeration and caste consciousness; Enumeration of religious identity and communalism.
- C) Epidemics, famine and Mortality; Infanticide, child marriages, and conditions of Widow.
- D) Family planning methods and health practices in India – a historical perspective.

UNIT V

The Theoretical Questions

- A) Geographic determinism vs human agency
- B) Geo-Politics and Political Geography - theories and application in Indian historiography

Essential Readings:

- Chakrabart, D. K. 2012. The Ancient Routes of the Deccan and the Southern Peninsula. Delhi: Aryan Books International.
- Chakrabarti, D. k. 2011. Royal Messages By The Wayside: Historical Geography Of The Asokan Edicts. Delhi: Aryan Books.
- Champakalakshmi, R. 1997. Trade, Ideology and Urbanization: South India, 300 BC to AD 1300 . Delhi: OUP.
- Chattopadhyaya, B. 2002. A Survey of Historical Geography of Ancient India. Delhi: Manohar Publishers and Distributors.
- Chattopadhyaya, B. D. (2006). Studying Early India: Archaeology, Texts and Historical Issues. Delhi: Anthem Press.
- Chattopadhyayaa, B. D. 2017. The Concept of Bharatavarsha. Delhi: The Orient Blackswan.
- Erdosy, G. 1988. Urbanisation in Early Historic India. London: British Archaeological Reports.
- Falk, H. 2006. Asokan Sites and Artefacts. Delhi: Books.
- Gokhale, S. 2008. Lord of Dakshinapatha: Coins, Trade and Trade-Centres Under The Satavahanas. Delhi: Reesha Books Internationa.
- Harris, P. M. 2003. History of Human Populations, Vol.II (Migration Urbanization and structural change). Praeger.
- Howells, W. W. 1960. Estimating Population Numbers Through Archeological and Skeletal Remains” in Robert F. Heizer and Sherburne F. Cook. The application of Quantitative methods in Archeology. Vikas Publications .
- Krishnan, P. 2009. Historical Demography Through Literature: Preliminary Report on Indian Historical Demography. Delhi: B.R. Publishing Corporation.
- Lad, G. 1983. Mahabharata and Archaeological Evidence. Poone: Deccan College Post-Graduate and Research Institute.
- Law, B. C. 2016. Historical Geography of Ancient India. Delhi: Manohar.
- Nundo Lal Dey. 1990. The geographical dictionary of ancient and mediaeval India. Delhi: Low Price Publications.
- Period, T. A. 2013. The Ancient Geography of India: The Buddhist Period. London: Cambridge University Press.

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

Credit: 3
Maximum marks: 75
Contact Hours:45

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

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

Course Outcomes: The objective of this course is to;

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

Unit I
Ecology & Environment

- A) Introduction to Ecology and Environment of India, Scope of Sciences and Social Sciences in environmental studies.
- B) Nature-Human Interface; Environment and Social Formations: Pastoral, Agricultural, Forests and Non- Agricultural.
- C) Environmental determinism and ecological approaches, eco-systemic approach.
- D) Indigenous perception of the environment; through Indian traditions and literature, Buddhist and Jaina texts, Tinai of Tolkapiyam (landscapes in India); sacred forest/ groves of India.

Unit II
Environment, Early Societies and Agricultural Societies

- A) Nomadic Pastoralism, Hunting-Gathering, Resource Use and Human Societies, Agricultural Diffusion and Regional Specificities-II, Agricultural Diffusion and Regional Specificities-I, River Valley Civilization, Origins of Agriculture. Impact of human culture on environment
- B) Ancient and Medieval states and their policies. Treatises on environment such as Arthashastra, Krishi Parashark, Upavana Vinodha etc.

Unit III
Environmental Boundaries and Identities of Politics

- A) Power, identity and ecology; animals and politics; coasts and river waters; ‘scarcity’, landscape and development.
- B) Nationalism and Nature.

Unit IV
Environmental Policies during Modern and Contemporary India

- A) Colonial Interests on Forests (Forest Acts 1865, 1878 and 1927); agriculture and cultivation policies; tribal economy and impacts; Forest Policy; Resolutions and Acts (1952, 1980 and 1988).

Unit V
Select Movements

- A) Movements- Chipko Movement - Appiko Movement, Silent valley movement; International Environmental Ethics –Conventions and Protocols and others.
- B) Eco-criticism and Eco-critical ethics

Essential readings:

- Agrawal Arun. Sivaramakrishnan Kalyanakrishnan (eds): Social Nature, Resources, Representations and Rule in India, Oxford University Press, New Delhi 2001.
- Arnold, David and Ramachandra Guha (eds): Nature, Culture and Imperialism: Essays on the Environmental History of South Asia, Oxford University Press, New Delhi 1996.
- Grove, Richard, Damodaran Vinita and Satpal Sangwan (eds): Nature and the Orient: The Environmental History of South and Southeast Asia, Oxford University Press, New Delhi 2000.
- Guha, Ramachandra and Gadgil Madhav, This Fissured Land: An Ecological History of India, Oxford University Press, 1992.
- Rajan Ravi, Modernizing Nature: Forestry and Imperial Eco Development 1800-1950, Oxford University Press, New York 2006.
- Rangarajan, M and Sivaramakrishnan, K. India’s Environmental History: Volumes 1 and 2, Permanent Black New Delhi . 2012.
- Rangarajan, Mahesh Fencing the Forest: Conservation and Ecological Change in India’s Central Provinces, 1860-1914, Oxford University Press, 1996.
- Dwivedi, O.P and B.N.Tiwari, 1987, Environmental Crisis and Hindu Religion, New Delhi.
- Jaswal, P.S and N.Jaswal, 2007, Environmental Law, Faridabad: Pioneer Publications.
- Jha, D.N, 2003, Ancient India in Historical Outline, New Delhi: Manohar.
- Kane, P.V (ed.), 1933, Katyayana Smriti, Bombay.
- Koshambi, D.D, 1996, The Culture and Civilization of Ancient India: In Historical Outline, New Delhi: Vikas Publishing House Pvt. Ltd..
- Majumdar, Dipa, 2004, “Antiquity of Tree Worship in India”, Indian Museum Bulletin, XXXIX: 37-38.
- Manasi, R.P, 2005, “Caste and the Structure of Society” in G.T.Garratt (ed.) The Legacy of India, New Delhi: Black and White.
- Fisher, M. (2018). An Environmental History of India: From Earliest Times to the Twenty-First Century (New Approaches to Asian History). Cambridge: Cambridge University Press. doi:10.1017/9781316276044.

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

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: This course is designed to acquaint students with the rise and development of a vast commercial economic and trade network which lasted for about thousand years in Deccan. It also includes in its purview, existence of mining, Textiles, timber and Maritime activities. Feudal system in Deccan would be studied in the context of the ongoing debate

Course Objectives: This course is intended to give an idea about the types of economy and social structure prevalent in Deccan. It involves a study of the influence of economy on social formation and how polity of a particular period shapes the economy. The course also aims to give an idea about the conception of state and kingship as it emerges with the Turkish, Iran conquest and the Mughals

Course Outcomes: Understand the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class.

1. Discuss and define technological advancements in Deccan.
2. Critically discuss major social, economic, structures, events, and themes shaping the Middle Ages.

Unit I

Introduction to Deccan

- A) Sources: Inscription, coins, literature.
- B) Chronology and formation of the states in Deccan, from Satavahanas to 1200 CE.
- C) Land Revenue, land ownership, Irrigation, Crafts and Urbanization.

Unit II

Structure of economy in Medieval Deccan

- A) Structure of the society
- B) Feudal economy
- C) Mining activities with focus on gold, and diamond.
- D) Trading Networks of the Deccan

Unit III

Maritime trading network in Ancient Deccan

- A) Early Historical Deccan: A Study in its Material Milieu
- B) Evolution of Intra-Regional Trade: Voyages and Seafaring Tradition
- C) Merchants and Trading Communities of Ancient Deccan
- D) Centres of Trade and Sea Ports of the Deccan and their Administration
- E) Exchange of Commodities: Textiles, timber, precious and semi-precious stones (gold, diamond, rubies, etc), metals (tin, ivory, copper, etc), etc.

Unit IV

Maritime traditions Medieval Deccan

- A) Maritime History of Medieval Deccan
- B) Medieval Ports and Maritime Centres
- C) Trading Communities, Merchant Guilds and Institutions

- D) Commodities Traded: spices, horses, subsistence goods, fine clothes, precious and semi-precious stones, metal, etc.
- E) Navigation and Shipbuilding Technology

Essential Readings

- Ashin Dasgupta (ed.). 2001. *The World of the Indian Ocean Merchant 1500-1800: Collected Essays of*, Oxford University Press, New Delhi 2001.
- Bhandarkar, R.G., *The Early History of the Deccan*, Asian Educational Services, 1996.
- Chakravarti, R, *Visiting Far Away Ports: India's trade with Western Indian Ocean 800-1500*, in Datta Rajat ed.s. *Rethinking a Millennium, Perspectives on Indian History from Eighth to Eighteenth century*, Aakar Books, 2008.
- Chakravarti, R, 2020. *The Pull Toward the Coasts and Other Essays*. New Delhi: Primus.
- Champakalshmi R, *Trade and Urbanization Early South India: 300B.C. to 1300 B.C.*, Oxford University Press, New Delhi 1999.
- Gurukul, Rajan *Social Formations of Early South India*, Oxford University Press, New Delhi, 2012.
- K. S. Mathew (Ed.), *Shipbuilding and Navigation in the Indian Ocean Region AD 1400-1800*, Munshiram Manoharlal, New Delhi, 1997.
- Narayan M.G.S, *Foundations of South Indian Society and Culture*, Bharatiya Book Cooperation, 1994.
- Noboru Karashima, *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi 2014.
- Noboru Karashima, *Ancient to Medieval: South Indian Society in Transition*, Oxford University Press, New Delhi, 2009.
- Pearson, M.N. (ed.) *India and the Indian Ocean 1500-1800*, Oxford University Press, New Delhi, 1987.
- Prakash, Om and Lombard, Denys (ed.), *Commerce and Culture in the Bay of Bengal 1500-1800*, Manohar, New Delhi 2000.
- Prakash, Om, *European Commercial Enterprise in Pre-Colonial India, Volume 5*, Cambridge University Press, Cambridge, 1998.
- Gurukul Rajan, 2016, *Rethinking Classical Indo-Roman Trade: Political Economy of Eastern Mediterranean Exchange Relations*, Oxford University Press
- Rajan. K 2016, *Churning the Ocean: Early Historic Maritime Trade of Peninsular India*
- Rolima Thapar, *Recent Perspective of Early Indian History*, Book Review Trust, New Delhi, 1995.
- Shastri K.A.N, *Sources of Indian History with special reference to South India*, Asia Publishing House, New Delhi, 1964.
- Steensgaard, Neils, *The Asian Trade Revolution of the Seventeenth Century*, University of Chicago Press, Chicago, 1973.
- Stein, Burton *Peasant State and Society in Medieval South India*, Oxford University Press, 2009.
- Veluthat, Kesavan, *The Early Medieval in South India*, Oxford University Press, 2010.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Foundation Course
Outline of Ancient Indian History (Vedic period to 13th century CE)

Credit: 4
Maximum marks: 100
Contact Hours: 60

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

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

Learning Outcomes: The students will be able to

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

Unit -I

Sources: Types and interpretations

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

Unit II

New social and political formations

- A) Vedic age: geographic distribution; religion and rituals; new material culture- iron, NBPW, agricultural expansion and impact on society, economy and polity; emergence of new social institutions and stratifications
- B) State formation in Northern India- the social and material milieu of the 6th century BC-second urbanisation and growth of territorial states
- C) Emergence of new religious traditions- Ajivikas, Jainism and Buddhism- their origin and nature and historical impact on the social order

Unit-III
Rise and fall of Mauryan empire

- A) Rise of Magadha from c. 550 BC to the Mauryas- political and cultural impacts Iranian and Macedonian Invasions
- B) Mauryan Administration and Ashokan Dhamma- Decline and legacy of Mauryan rule in history
- C) Post- Mauryan political scenario- new states of north west India- political and cultural contributions of Sungas, Indo-Greeks, Sakas, Pahlavas, Kushanas and Satavahanas
- D) The Tamilakam and its cultural and political ecozones
- E) The maritime trade and economy

Unit-IV
The new Empire and kingdoms

- A) Gupta empire-The debate on 'Golden Age', the 'Threshold time' and 'Classical Age' and theories on empire
- B) Territorial expansion, development in literature, arts and fields of science and knowledge.
- C) Administration, economy, normative texts, religious patronage and new social theories
- D) Disintegration of the empire and emergence of new regional powers.

Unit V
The early medieval

- A) Theoretical explanations of transition- changes in nature of society, economy and polity-regionalism- new kingdoms
- B) Conflicts for power- Chalukyas, Pallavas, Rashtrakutas, Pratiharas, Palas, Senas etc
- C) Emergence of feudalism in India: debate, concept, origin and development, debates on urbanisation.
- D) The Chola Empire: administration and dawn of new religious ideas and culture
- E) Changing Power politics- Mahmud's invasions The Ghorian conquests

Essential Readings:

- Bari, M. N. 2017. Material Culture of Northern India. Delhi: Agam Kala Prakashan.
- Basham, A. 1973. A cultural history of India. Delhi: Clarendon Press.
- Chakravarti, R. 2016. Exploring Early India. Delhi: Primus Book.
- Chattopadhyaya, B.D. 1994. The Making of Early Medieval India. New Delhi: OUP.
- Ghosh, S. 2017. From the Oxus to the Indus: A Political and Cultural Study C. 300bce - C. 100. Delhi: Ratna Saga.
- Jha, D. N. 2007. Ancient India - An Introductory Outline. Delhi: Manohar Publishers and Distributors.
- Jha, D. N. 1993. Economy and society in early India. Delhi: Munshiram Manoharlal Publishers.
- K.A.Nilakanta, S. 1997. History of South India. Delhi: Oxford.
- Kosambi, D. 1997. Culture and civilisation of ancient India. Delhi: Vikas Publishing House.
- Mazumdar, S. B. 2016. Mauryas in Karnataka. Kolkata: Centre for Archaeological Studies & Training eastern India.
- Parasher-Sen, A. 2007. Subordinate and Marginal Groups in Early India. India: Oxford University Press.
- Sharma, R. S. 2015. Aspects of Political Ideas and Institutions in Ancient India. Delhi: Motilal Banarsidass Publisher.
- Sharma, R. S. 2007. Material Culture and Social Formations in Ancient India. Delhi: Laxmi Publications.
- Sharma, R. S. 2003. The State and Varna Formation in the Mid-Ganga Plains. Delhi: Motilal Banarsidas Publisher.

Singh, U. 2009. History of Ancient and Early Medieval India. Delhi: Pearson Education India.
Thapar, R. 2010. Ancient Indian Social History. Delhi: Orient Blackswan.
Thapar, R. 2003. The Penguin History of Early India: From the Origins to AD 1300. Delhi: Penguin India.
Veluthat, K. 1993. Political Structures of Early Medieval South India. India: OUP

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester II, Foundation Course
Outline of Medieval Indian History (13th to 18th century A.D)

Credit: 4
Maximum marks: 100
Contact Hours: 60

Course Description: This course introduces the students to the history of medieval India with particular focus on the establishment of Delhi Sultanate followed by unstable political powers of the regional states to the establishment of centralized political structure ruling over the northern part of the Indian subcontinent. New developments in various spheres like in the economy, administration, art, architecture and literature are studied. The course also examines the main political, social, and religious institutions and processes, and their role in determining state and society in India. Towards the end there is a debate on the theme of the decline of this magnificent Mughal empire and the emergence of Successor States like Marathas, Nizam, Awad and Bengal British in the Indian subcontinent.

Course Objectives: The aim of this course is to understand major episodes in the Indian historical developments primarily during the 13th and 18th centuries through primary sources that are of political and cultural focus. The paper will essentially familiarize the students with administrative, economic changes and its impact on various aspects of public life and feudatory states. This paper also elaborates on the social reform movements and emergence of Sufi philosophies and literature. It also analyzes the important institutions like revenue, governance, and policies, the relationship established between the Mughals and other contemporary kings like the Deccani Sultans, the Marathas and others

Learning Outcomes:

After completing this course, the students shall be able to;

1. Critically evaluate both literary sources of various historiography and also dealing on coins, inscriptions, art and architecture.
2. Examine the policies and reforms of the Sultans- Kings, theory of kingship, emergence of states in Deccan such as Bahamani and Vijayanagara.
3. The social position of Sufi and Bhakti Saints in the formation of composite cultures are evaluated.
4. Examine the administrative reforms and contributions of various states in different geographical regions such as Marathas, Shur and others.
5. Debate on various theories relating to the decline of Mughals and 18th century situations.

Unit I

Sources

A) Sources for the study of the Delhi Sultanate and the Mughal Empire: Persian histories, official documents and European accounts.

B) Sufi Texts- Malfūzāt), Travelogues-Ibn Battuta and Inscriptions

Unit II
Territorial expansion phase I (1200 to 1526)

- A) Conquests under Ghoriid , consolidation of the Delhi under Aibak, Iltutmish and Balban and role of bureaucracy.
- B) Khaljis and Tughlaqs: Consolidation and the expansion of the Sultanate; conquests of the Deccan states
- C) Disintegration of the Sultanate and rise of the regional kingdoms; Syeds and Lodis .

Unit III
Territorial expansion phase II (1526 to 1707)

- A) Conquest under Babar and Humayun, and Afghan conflict, the second Afghan Empire (Sher Shah).
- B) . Territorial expansion and consolidation under Akbar to Aurangzeb, the role of military strategy and technology.
- C) Political Strategy and Policies of Mughal: the nobility and relations with Rajputs, Religious measures and Sulh- ikul, and Deccan policy. Crisis and decline of the Mughal Empire.

Unit IV
Political Structure

- A) Kingship, Nobility, central and provincial administrative structures; composition and organization of ruling elites; Iqta and revenue grants, Ulema and Sufis;
- B) The formation of Mughal state: Revenue, Mansab and Jagir systems, organization and composition of Mughal nobility, relations with Rajputs and Zamindars.

Essential Readings:

- Ayyangar, Krishnaswami S. 1986. Sources of Vijayanagar History. Hampi: Gian Publishing.
- Chand, Tara. 2006. Influence of Islam on Indian Culture. Read Books.
- Chandra, Satish 2007. Medieval India from Sultanate to the Mughals, vol,1. New Delhi: Har Anand Publications.
- Eaton, Richard M. 2019. India in the Persianate Age (1000-1765). London: Allen Lane Books.
- Eaton, Richard M. and Wagoner, Phillip B. 2014. Power, Memory, Architecture: Contested Sites on India's Deccan Plateau. New Delhi: OUP.
- Ernst, Carl W. 2017. Sufism: An Introduction to the Mystical Tradition of Islam. Berkeley: Shambhala Publications.
- Fukazawa, Hiroshi. 1998. Medieval Deccan Peasants, social system and states (sixteenth to Eighteenth Centuries). New Delhi: OUP.
- Habib M. and K.A.Nizami(eds.), 1992. Comprehensive History of India, Vol-5: The Delhi Sultanat. Calcutta: Indian History Congress.

- Habib, Irfan. 2011. *Economic History of Medieval India, 1200-1500*. New Delhi: Pearson Education India.
- Habib, Mohammad. 2016. *The Delhi Sultanate and Its Times*. New Delhi: OUP India.
- Hasan, Muhibul (ed.), 2018. *Historians of Medieval India*. New Delhi: Aakar Books.
- Iraqi, Shahabuddin 2009. *Bhakti movement in Medieval India: Social and Political Perspectives*. New Delhi: Manohar Publishers and Distributors.
- K.A, Nizami. 2002. *Religion and politics in India during the 13th century*. New Delhi: OUP
- Karashima, Noburu. 2014. *A Concise History of South India: Issues and Interpretations*. New Delhi: OUP.
- Kumar, Sunil. 2010 *Emergence of the Delhi Sultanate: A.D 1192 to 1286*. Ranikhet: Permanent Black.
- Lal K.S. 1980. *History of Khaljis*. New Delhi: Munshiram Manoharlal Publishing.
- Michell, George. *Islamic Architecture of Deccan India*.
- Nath R., 1995. *Studies in Medieval Indian Architecture*. M.D. Publications.
- Pillai, S. Manu. 2018. *Rebel Sultans: The Deccan from Khilji to Shivaji*. New Delhi: Juggernaut.
- R.P., Tripathi 1936 *Some aspects of Muslim administration in North India*. Allahabad: The Indian Press.
- Ray, Aniruddha. 2019. *The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture*. Oxfordshire: Taylor and Francis
- Rizvi S.A.A. 1994. *A History of Sufism in India, vols. 2*. New Delhi: Munshiram Manoharlal Publishing.
- Sherwani H.K. 1943 *Mahmud Gawan: The great Bahmani Wazir*. Allahabad: Kitabistan.
- Sherwani H.K. 1985 *Bahamanis of the Deccan*. Munshiram Manoharlal Publications.
- Siddiqui H. 2014. *Indo-Persian Historiography up to the Thirteen Century*. New Delhi: Primus Books.
- Siddiqui, Iqtidar Husain. 2006. *Authority and Kingship under the Sultans of Delhi: Thirteenth-Fourteenth Centuries*. New Delhi: Manohar Publishers.
- Stein, Burton. 1980. *Peasant State and Society in Medieval South India*. New Delhi: Oxford University Press.
- Stein, Burton. 2010. *History of India*. New Jersey: Wiley.
- Stein, Burton. 1989. *Vijaynagara (The New Cambridge History of India)*. Cambridge: Cambridge University Press.
- Wagoner, Phillip B. 1993. *Tidings of the King: A Translation and Ethnohistorical Analysis of the "Rayavacakamu"*. Hawaii: University of Hawai Press.

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

Credit: 4
Maximum marks: 100
Contact Hours: 60

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

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

Course Outcome: The students will be able to:

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

Unit I

Early Phase: Origin and Formations

- A) Art in historical studies- Scope, approaches and methods.
- B) Origins of art- prehistoric phase- rock art, cave paintings, engravings, graffiti. Important sites.
- C) The protohistoric phase- Harappan age- structural art, organization and utilization of space- town planning, architecture; plastic art- sculptures, seals, figurines.
- D) Early historic phase- religious art and architecture- The Mauryan court art.
- E) The Buddhist monuments- Stupas, Chaityagrihas and Viharas- rock cut and structural architecture- important sites.

Unit II

Proliferation and Diversity of Structural and Sculptural art

- A) The post Mauryan Phase- Sungas, Satavahanas, Sakas, Kushanas- continuation and augmentation of Mauryan tradition- rock cut architecture of western India, sculptures and paintings
- B) The New schools of art- towards anthropomorphism- Gandhara, Mathura, Amaravathi
- C) Gupta phase- emergence of Temple architecture, Mathura Saranath schools
- D) Post Gupta phase- proliferation of Temple architecture- evolution of canonical styles their classifications and interpretations- Regional forms- Nagara, Dravida, Vesara and their variations
- E) Emergence of canonical iconography- principles and theories- Major schools-Chola Bronzes, Pala-Sena Sculptures

Unit III

Indo-Islamic style

- A) Architecture during the Sultanate period: Main characteristics of the Islamic architecture; architecture under the various dynasties of the Delhi Sultanate.
- B) Regional styles – Deccan, Gujarat, Bahamani, Kashmir.

- C) Main Characteristics of the Mughal architecture: Development of architecture during the reign of Babar, Humayun, Sher Shah, Akbar, Jahangir, Shahjahan, Aurangzeb.
- D) Indo-Islamic architecture.

Unit IV
Regional Painting Traditions

- A) Miniature paintings- Rajput and Mughal painting: Salient features of Rajput painting
- B) Important centres- Jodhpur, Bikaner, Kota, Bundi, Mewar, Nathdwara, Kishangarh and Jaipur. Mughal painting;
- C) Western Indian Manuscript painting; Provincial Schools of Painting.

Unit V
Medieval Architecture

- A) Defence architecture- Forts of Medieval India: Salient features of medieval forts
- B) Major forts of India- Chittor, Kumbhalgarh, Ranthambor, Jalore, Mehrangarh, Daulatabad, and Agra.
- C) Forts- Gulbarga, Bidar, Yadgir, Raichur, Koppal and Bellary
- D) Defence structures of Hampi.
- E) Irrigation and water management

Essential Readings:

- Agarwala V.S 1965 Studies in Indian Art. Varanasi: Vishwavidyalaya Prakashan
 Agarwala V.S. 1965. Masterpieces of Mathura Art. Varanasi: Prithvi Prakashan.
 Balasubrahmaniam S.R. 1960. Early Chola Temples. Bombay: Orient Longman
 Balasubrahmaniam S.R. 1979. Later Chola Temples. Mudgala Trust
 Brown Percy - Indian Architecture Buddhist and Hindu Periods. Bombay: DB Taraporevala Sons & Co.
 Brown Percy. 1920. Indian Painting. Calcutta: The Association Press.
 Chandra Pramod. 1983. On the Study of Indian Art. Harvard: Harvard University Press.
 Coomaraswamy A.K. 1956. Introduction to Indian Art. Adayar: The Theosophical Publishing House.
 Dhaky M.A. 1977 Indian Temple Forms. Ajmer: Abhinava Publications
 Fergusson James. 1876. History of Indian and Eastern Architecture. London.
 Fergusson, James. 1845. Rock cut Temples of India. London: John Weale.
 G.J Dubreuil 1927. Dravidian Architecture.
 Ghosh, A. (ed.). 1996. Ajanta Murals. New Delhi: ASI.
 Gupta S.P. 2002. Elements of Indian Art. New Delhi: D.K. Printworld.
 Gupte, R.S. 1972. Iconography of Hindus, Buddhists and Jains. Bombay: DB Taraporevala Sons & Co.
 Harle J.C. 1996. Gupta Sculpture. New Delhi: Munshiram Manoharlal Publishers.
 Huntington, Susan. 1985. The Art of Ancient India. New Delhi: Motilal Banarsidass Publications.
 Kramrisch, Stella. 1933. Indian Sculpture. Calcutta: Y.M.C.A. Publishing.
 Mate, M. S. 1969-70. Early Historic fortifications in the Ganga Valley, Puratattva Vol. 3: 58-69.
 Meister M.W and Dhaky M.A. (eds.) 1984. Encyclopaedia of Indian Temple Architecture. Relevant volumes on North India and South India. Gurgaon: AIIS.
 Michell, George. 2014. Temple Art and Architecture of Early Chalukyas. New Delhi: Niyogi Books.
 Mitra Debala. 1971. Buddhist Monuments. Calcutta: Sahitya Samsad.
 Nagaraju S. 1981. Buddhist Architecture of Western India, The Journal International Association of Buddhist Studies. Vol.4: 106-112

- Pant Susheela. 1976. Origin and Development of Stupa Architecture in India. Varanasi: Bharat Manisha Research Series.
- Rao, T. A. Gopinath. 1914. Elements of Hindu Iconography. Madras: The Law Printing House.
- Roy N.R. 1975 Maurya and Post-Mauryan Art. New Delhi: ICHR.
- Saraswati, S.K.1957. A Survey of Indian Sculptures. Calcutta: Firma L.Mukhopadhyaya.
- Settar S. 1992. The Hoysala Temples. Dharwar: Institute of Indian Art History.
- Sharma R.C. 2019.Buddhist Art of Mathura. New Deli: Agam Kala Prakashan.
- Sivaramamurti C. 1961.Indian Sculptures. New Delhi: Allied Publishers.
- Soundara Rajan K.V. 1969. Early Temple Architecture in Karnataka and its Ramifications. Dharwar: Kannada Research Institute, Karnatak University.
- Spink, Walter. 1967. Ajanta to Ellora. New Delhi: Marg Publication.
- Thakur, Priya. 2019. Secular Architectural Landscape of Vijayanagara Period. New Delhi: Kaveri books.

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

Credit:3
Maximum marks:75
Contact Hours:45

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

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

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

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

Unit I
Introduction

- A) Understanding Oral History- definition, scope, historiography, discourses and trends
- B) Types of Sources- Folk sources, Oral Epics, Testimonies, memory etc.
- C) Lessons from Anthropology, Sociology and Ethnography.

Unit II
Reconstructing history

- A) Historical Consciousness – choice and ways of recording the past
- B) Oral vs written- bias and unlearning
- C) Memory, testimony and prejudices- History v/s Histories- New History
- D) Facts and memory, Preservation of facts and cultural traditions- songs, narratives and performances

Unit III
Methods and practices

- A) Western- present as past-Interview, Recording and digitization
- B) Indian- past and continuity- reflections of past society
- C) Folk versions of epics, bridging the ‘dark ages’
- D) Oral preservation of past society and its aspirations

Unit IV
Theories of Oral History

- A) Colonialism and theoretical frameworks of history

- B) J. Locke, F. Bacon, George Berkeley and the Intellectual hegemony
- C) Impact of western Historiography on Indian historical studies

Unit V
Applications of Oral History

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

Essential Readings:

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

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

Credit: 3
Maximum marks: 75
Contact Hours: 45

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

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

Course Outcome:

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

Unit I
Introduction to Early Scientific Systems

- A) Historiography & Philosophy of science and technology
- B) Emergence of scientific disciplines in West- Western Encounter with the 'New Worlds'- explorations, discoveries and quest for resources
- C) Theorization, structuring and new definitions of Knowledge- experimentation, validation; memory vs writing
- D) Development of Science and technology in ancient & medieval world with special reference to India
- E) Renaissance, Colonialism and expanding horizon for human knowledge
- F) Innovations, discoveries and Industrial revolution in Europe: Its impact
- G) Astronomy in epigraphs, Traditional measurements in Karnataka, Kerala school of Mathematics

Unit II
Developments in Princely States of Modern India

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

Unit III
Technological Changes 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
- D) Pioneers- Sreenivasan Ramanujan, J.C. Bose, C. V. Raman, Vikram Sara Bhai, Homi Bhabha etc.

Unit IV
Contemporary Reports

- A) Royal Commission and their reports
- B) Contemporary socio-economic scenario and Professionalization of science and technology

Unit V
Policy Making for Development

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

Essential Readings:

- Amma, T. S. 2017. Geometry in Ancient and Medieval India. Delhi: Motilal Banarsidass.
- Baber, Z. 1996. Science of Empire, The: Scientific Knowledge, Civilization, and Colonial Rule in India. New York: State University of New York Press.
- Bag, A. 1997. History of Technology in India. Delhi: PA Books.
- Bharadwaj, H. 1979. Aspects of Ancient Indian Technology. Delhi: Motilal Banarsidass.
- Bhardwaj, H.C and Sharma, V.L. 1987. Technology Tools and Appliances. Banaras: IJHS.
- Biswas A.K and S. Biswas. 1995. : Minerals and Metals in Ancient India, & Vol. I. D.K. Print World Ltd.
- Bose, S. D. 2000. A Concise History of Science in India . Universities Press.
- Chakrabarti, D. K. 1993. The Early Use of Iron in India. Delhi: OUP.
- Chattopadhyaya, D. 1987. History of Science and Technology in Ancient India. Delhi: South Asia Books.
- Derry, T. K. Williams, T. I. 1993. A short history of technology. Delhi: Dover Publication.
- Dharampal. 1972. Indian Science and Technology in the Eighteenth Century. Delhi: Impex.
- Forbes, R. 1965. Studies in Ancient Technology. London: E.J. Brill.
- Jagadish K.S 2017, Alternative Building Materials and Technologies, New Age International Private Limited, India.
- Jagadish K.S 2019, Structural Masonry, Dreamtech Press, India.
- Jagadish K. S 2019, Sustainable Building Technology, I K International Publishing House Pvt.Ltd, India.
- Joseph G.G 2011, Kerala Mathematics: History and Its Possible Transmission to Europe, BR Publishing Corporation, India
- Hoodbhoy, P. 1991. Islam and Science: Religious Orthodoxy and the Battle for Rationality. Zed Books Ltd.
- Inkster. 1991. Science & Technology in History. Rutgers University Press.
- K.T.M, H. 1991. An Introduction to Ancient Indian Metallurgy. Delhi: Geological society of India.
- Kaye, G. R. 2010. Indian Mathematics. Createspace Independent .
- Kelley, D. H. 2011. Exploring Ancient Skies: A Survey of Ancient and Cultural Astronomy . Springe.
- Kumar, D. 2006. Science and the Raj: A Study of British India. India: Oxford University Press.

- Meadows, A. 1972. Science and Controversy: A Biography of Sir Norman Lockyer. Palgrave Macmillan.
- Raina, D. 2010. Images and Contexts: The Historiography of Science and Modernity in India . India: OUP.
- Rao, S. 2012. Indian Mathematics and Astronomy : Some Landmarks. Bharathiya Vidya Bhavan.
- Sankalia, H. D. 1970. Some Aspects of Prehistoric Technology in India. Indian National Science Academy.
- Sir Shanti Swarupa Bhatnagar, V. V. 1993. S S Bhatnagar on Science, Technology, and Development. Wiley Easter.
- Subbarayappa, B. V. 2010. Science in India: A Historical Perspective. Rupa & Co.

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

Credit:3
Contact Hours: 45
Maximum marks: 75

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

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

Course outcomes: The students would enable to understand

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

Unit I:

Approaches to the History of Science as Intellectual History and as Social History

- A) Interpreting the history of modern science in India – emergence of the paradigm of colonial science under the East India Company – early surveying operations, geological and botanical investigations – Orientalists intervention.
- B) The early Indian response to western science from Rammohan Roy to Mahendralal Sircar – the colonial science policy and emergence of a scientific community in the twentieth century – careers of J.C. Bose, P.C. Ray, C.V. Raman, Meghanad Saha.
- C) Science, Technology and shifting imperatives of nationalist politics – Gandhi, Bose and Nehru
- D) The politics of decolonization and making of science policy under independent Indian state

Unit II:

Evolution of history of medicine from ancient to modern era – an overview

- A) Different system of medical knowledge in India
- B) Historiography of various debates on history of medicine in colonial India
- C) Colonial Climate and Race
- D) Imperialism and Tropical medicine
- E) Medicine and colonial army

Unit III:

Reception of Public Health in British India

- A) Concept of Public Health.
- B) Institutionalizing Public Health.

C) History, Prevention and Control of diseases – Cholera, Small pox, Influenza and Tuberculosis etc. epidemic and popular culture.

**Unit IV:
Women, Health and Medicine**

- A) Women in medical education, motherhood and reproductive health.
- B) Maria Stope's manual on health and family.
- C) Nursing and child health

**Unit V:
History of psychiatry**

- A) Its evolution and changing nomenclature
- B) Study of asylums in India from early nineteenth century to mid twentieth century

Essential Readings

- Arnold, David Science, Technology and Medicine in Colonial India. Cambridge: Cambridge University Press.
- Arnold David. 1986. Cholera and Colonialism in British India," Past and Present, No . 113 (Nov. 1986). Oxford: Oxford University Press.
- Arnold David. 1988. Imperial Medicine and Indigenous Societies. Manchester: Manchester University Press
- Arnold David. 1993. Colonizing the body; State, Medicine and Epidemic Disease in nineteenth century. Cambridge: Cambridge University Press.
- Arun Bandopadhyay. Science and Society in India, 1750-2000. New Delhi: Manohar
- Chakrabarti Pratik. 2013. Medicine and Empire 1600-1960. London: Palgrave Macmillan
- David Hardiman, and Projit Bihari Mukherjee (eds.) 2012. Medical Marginality in South Asia, Situating Subaltern Therapeutics. Routledge
- Deepak Kumar (ed.). 2017. Disease and Medicine in India: A historical Perspective. New Delhi: Tulika Books.
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- Dutta Ashanta, Palit Chittabrata ed. History of Medicine in India and the Medical Encounter. New Delhi: Kalpaz Publications.
- Harrison, Mark. limates and Constitutions: Health, Race, Environment and British Imperialism in India, 1600-1850. New Delhi: OUP India.
- Harrison Mark. 1994. Public Health in British India: Anglo- Indian Preventive Medicine 1859-1914. New Delhi: Cambridge University Press.
- Kumar N (ed). 2012. Gender and Science Studies across cultures. New Delhi: Foundation Books.
- Levine, P. Prostitution, Race, Politics, Venereal Disease in the British Empire.
- Mukherjee, Sujata, Gender, Medicine and Society in Colonial Indian: Women Health care in nineteenth and early twentieth century Bengal.
- Poonam Bala. 1991. Imperialism and Medicine in Bengal. New Delhi, Newbury Park, London: Sage Publications
- Poonam Bala. 2012. Contesting Colonial authority medicine and indigenous responses in nineteenth and twentieth century India. Lexington Books
- Porter R. 2006. The New Cambridge History of Medicine. Cambridge: Cambridge University Press.
- Rajsekhar Basu and Kumar Deepak (ed.). 2013. Medical encounters in British India. Oxford: Oxford University Press.
- Sujata Mukherjee. 2012. Medical Education and Emergence of Women Medics in Colonial Bengal. Kolkata: Institute of Development Studies
- Waltraud Ernst. Mad Tales from the Raj: Colonial Psycharity in South Asia 1800-1858. Anthem Press.

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

Credit: 3
Maximum marks -75
Contact Hours: 45

Course Description: The course is designed as a survey into the history of religion as well as the many reform movements that emerged from time to time. The origins of beliefs, formation of religion and its evolution into institutionalized social institutions through centuries will be discussed in detail. In that backdrop, the emergence of new religious ideas, and their reformative roles in the ancient and medieval times follows. The reformation of religions and their impact and course in Indian society will be discussed as historical process. The implications of such movements, their philosophical and ideological foundations and continuity will also be matter of discourse for this paper.

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

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

1. Comprehend and view religion as dynamic social process and also recognize the coexistence of mutually contradicting as well as complementing ideologies as nature of Indian society.
2. Analyze the past and present religious scenarios based on facts, milieu and context.
3. Appreciate human efforts to comprehend and represent complex philosophical questions through beliefs and practices

Unit- I
Origins of religion

- A) Prehistoric and proto historic phases- burial practices; ancestor worship, spirit worship, fertility cult etc
- B) Vedic religious traditions: beginning of Text based religion and prescribed rituals; nature and divinity
- C) Upanishads and philosophic foundations of Brahmanic religion

Unit II
New religious ideas

- A) Heterodox Sramanic traditions- Ajivika, Jainism and Buddhism- Monastic order and institution; Its socio-economic milieu, fundamental principles and impact on society
- B) Normative texts and Puranas- attributions and forms of divinity and new rituals in Brahmanical religion
- C) Agamas and ritual based Brahmanical religion- space, structure and divinity

Unit- III
Theistic traditions and Practices

- A) Theistic traditions- Saiva, Vaishnava, Sakta and other Sampradayas- philosophic standardisation -six systems of Indian philosophy (Darsana) with special focus on Uttara Mimamsa (Sankara and Ramanuja)
- B) Bhakti tradition- the concept and spread; Alwars and Nayanmars and their impact on society and mainstream religion
- C) Vachana/ Lingayata movement; ideology, philosophy and challenges. Spread and Impact of the movement

Unit IV
Religious traditions in Medieval India

- A) Spread of Tantrism
- B) Women Bhaktas and the nature of their devotion
- C) Sufism: Growth of Sufism, Sufi shrines and the State; Nature of Bhakti-Sufi Interaction
- D) Nathpantha, Siddhas, local deities (Manteswamy, Siddappaji, Mylara linga, Madappa, Mutthappan etc) and religious dissent movements against inequality

Unit V
Socio-Religious Reform Movements in Colonial India

- A) Impact of Western Education- Brahmo Samaj, Arya Samaj, Wahabi Movement, Aligarh movement
- B) Spiritual reform movements- Ramakrishna Mission and SNDP
- C) Khalsa Movement.
- D) Social reform movements- SJPS, Satya Shodhak Samaj, Dr. B.R Ambedkar's activism, Self-respect movement and indigenous consciousness.

Essential readings:

- Allchin, Raymond and Bridget Allchin. 1997. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. Viking.
- 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.
- 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, Suvara. 2000. *Caste: Origin, Function and Dimensions of Change*. New Delhi: Manohar Publishers.
- Lingat, Robert. 1998. *The Classical Law of India*. New Delhi: Munshiram Manoharlal Publishers.
- Lorenzen, David N. 1991. *Kapalikas and Kalamukhas*. Motilal Banarsidas.
- Lorenzen, David N. (ed.). 2002. *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.
- Sharma, R. S. 1990. *Sudras in Ancient India: A Social History of the Lower Order Down to circa AD 600*. New Delhi: Motilal Banarsidas.
- Shivaprakash, H.S. 2010. *I Keep Vigil of Rudra*. New Delhi: Penguin India.
- Singh, Upinder. 2004. *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*. Permanent Black.
- Somarajan, C.N. and Sivadasan, S. 1995. *Civil Rights Movements in Travancore*. Kollam
- Thapar, Romila 2010. *Ancient Indian Social History: Some Interpretation*. New Delhi: OUP.
- Thapar, Romila. 2008. *Imagined Religious Communities: Ancient History and the Modern search for a Hindu Identity*. Cambridge University Press.
- Thapar, Romila. *Ancient Indian Social History: Some Interpretation*. New Delhi: OUP
- Vaudeville, Charlotte. 2017. *A Weaver Named Kabir*. New Delhi: Motilal Banarsidas. Charlotte
- Venkatesan, Archana. 2016. *The Secret Garland: Andal's Tiruppavai and Nacciyar Tirumoli*. New Delhi: Harper Perennial India.
- VijayaRamaswamy. 1996. *Walking Naked: Women, Society, and Spirituality in South India*, Simla: Indian Institute of Advanced Studies.

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

Credit: 3
Maximum marks: 75
Contact Hours: 45

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

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

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

Unit I
Introduction to Museology

- (A) Definition of museology and museography.
- (B) History of development of museums in the world with special reference to India.
- (C) Types of museums, their scope and functions.
- (D) Heritage education; museum and accessibility, modernisation of museum including the virtual exhibition.

Unit II
Collection, Documentation and Preservation

- (A) Global and Indian legislations relating to Artefacts and Museums.
- (B) Collection: field exploration, excavation, purchase, gift and bequests, loans and deposits, exchanges, treasure trove, confiscation and others.
- (C) Documentation: accessioning, indexing, cataloguing, digital documentation and de-accessioning.
- (D) Preservation: curatorial care, preventive conservation, chemical preservation and restoration.

Unit III
Exhibition- Planning, Design and Display

- (A) Types of exhibits and exhibitions, exhibition designing, planning, fabrication, installation and related issues
- (B) Permanent Exhibition- Gallery set up, Objectives and communication goals, target audience, concept development, story line, designing and layout of exhibits, gallery development, space, showcases and structural installations, colour scheme, lighting, labels & caption writing, evaluation
- (C) Objectives and communication goals, target audience, concept development, story line, designing and layout of exhibits, gallery development, space, showcases and structural installations, colour scheme, lighting, labels & scripts, evaluation

(D) Temporary exhibition- Types of temporary exhibitions, Design and display, content making, label and caption writing, fund raising, Marketing and branding, Merchandise the exhibition.

Unit IV Museum Research and Publications

- (A) Research based on museum collections, research publications, catalogue.
- (B) Popular publications such as guide books, brochures, worksheets, pamphlets, posters, picture postcards.
- (C) Museum research, visitor surveys and exhibit evaluation studies.

Unit-V Museum Education and Communication

- (A) In house educational programmes and activities, outreach programmes.
- (B) Educational activities like lectures, seminars, workshops, museum camps, special events celebrations
- (C) Use of multimedia in museums.

Practical Work for internal assignment

Students shall undertake practical work and assignments related to the topics of study. Including case study of prominent museums such as National Museum, New Delhi, Salarjung Museum, Hyderabad, Madras Museum and Madras etc.

Essential Readings:

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

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Foundation Course
Medieval Societies

Credit: 4
Maximum marks: 100
Contact Hours: 60

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

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

Course Outcomes: After the completion of this course, students will be able to differentiate,

1. Various factors have led to the transformation of ancient society into the medieval period.
2. Distinguish agrarian and feudal structure in medieval societies, and how the transformation of feudalism to capitalist society was developed by the interdependency of church and state.
3. Emergence and functioning of Islamic culture, and contribution of Muslims in various fields of knowledge building.

Unit I

- A) Medieval Europe: Transition from Ancient Society to Medieval Society
- B) Feudalism: Origin and Nature; first phase- agrarian structure and relations, manorial system, agrarian technology.

Unit II

- A) Developments in the second phase of feudalism- growth of foreign trade and commerce, technology, urban centers and society
- B) Transition from feudalism to capitalism

Unit III

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

Unit IV

- A) Pre-Islamic Arab Culture
- B) Rise of Islam and the pious Caliphate

Unit V

- A) Evolution of Islamic State during Umayyad and Abbasid Caliphs- society, economy, intellectual and cultural contribution
- B) Emergence of sultanates- Samanids, Ghaznavids, Saljuq, Ghorids

Essential Readings:

- Anderson, Perry. 1974. *Passages from Antiquity to Feudalism*. London: NLB
- Chase F. Robinson (ed.) 2011. *The New Cambridge History of Islam, Vol. I: The Formation of the Islamic World, Sixth to Eleventh Centuries*. Cambridge University Press.
- Cipolla Carlo M. (ed.). 1976. *The Fontana Economic History of Europe: The Middle Ages, Vol.1*. New York: Barnes and Noble Books.
- Coleman D.C. 1969. *Revisions in Mercantilism*. London: Methuen & Co.
- Dobb Maurice and Dobb Sweezy - *Studies in the Development of Capitalism*.
- Duby George. 1976. *The Age of Cathedrals: Art and Society, 980-1420*, trs. Eleanor Levieux and Barbara Thompson. Chicago University Press.
- Duby George. 1990. *The Legend of Bouvines: Religion and Culture in the Middle Ages*. University of California Press.
- Farooqi Amar 2012. *Early Social Formations*. New Delhi: Manak Publications.
- Ganshof F.L. 1944. *Feudalism*. University of Toronto Press.
- Gurevitch. 1983. *Categories of Medieval Culture*, London: Routledge Kegan & Paul.
- Hall A.R. 1954. *The Scientific Revolution 1500-1800*. London: Longmans, Green & Co.
- Hodgson, Marshall G.S. 1975. *The Venture of Islam- The Gunpowder Empires and Modern Times, Vol. 3*. University of Chicago Press.
- Le Goff Jacques. 1957. *Intellectuals in the Middle Ages*. London: Wiley- Blackwell.
- Le Goff Jacques. 1964. *Medieval Civilization*. London: Wiley.
- Lineham Peter and Nelson Jonet (ed.) 2018. *The Medieval World*. London: Routledge.
- Mukhia Harbans (ed.). 1999. *The Feudalism Debate*. New Delhi: Manohar Publishing.
- Sweezy, Paul M. and Maurice Dobb. 1950. *The Transition from Feudalism to Capitalism*. *Science & Society* Vol.14, no. 2: 134-67.
- W. M Watt. 1961. *Islam and the Integration of Society*. London: Routledge
- W. M. Watt .1953. *Muhammad at Mecca*. Oxford: Oxford University Press.
- White Lynn. 1962. *Medieval Technology and Social Change*. New York: OUP USA.
- Bloch, March. 1961. *Feudal Society, 2 Vols*. Chicago: Chicago University Press.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Foundation Course
Outline History of Karnataka with special reference to Hyderabad- Karnataka region

Credit: 4
Maximum marks: 100
Contact Hours: 60

Course description: Hyderabad Karnataka region is the former dominion of the Nizams of Hyderabad. This region has witnessed as assimilation of culture, literature and languages of Kannada, Telugu, Marathi and Deccani Urdu. In this paper, a general outline history of this region is discussed with particular focus on the formation and growth of administration under various rulers and their contribution to state infrastructure and trade, development of art and literature, reform movements & role of Karnataka in the socio-political movements such as freedom movement and Karnataka union formation.

Course objective: 1) This course is specially focused on regional history of Karnataka for learning the general history of the region in the cross road of three states of south India targeting students of the region and outside Karnataka. 2) The course is aimed at highlighting the social, cultural and linguistic diversity within a state, which was a seat of most prominent empires of South India.

Course outcome: 1) The learner will have a thorough outline understanding of the advanced history of Karnataka, helps in identifying potential areas to research, and 2) access the impact and role of ecological and geographical features of the region in shaping the economy and revenue system in coastal lines, Ghats and inland of Deccan Plateau.

Unit I
Situating Karnataka

- A) Geographical Features of Karnataka.
- B) Sources for the study of History of Karnataka region: Inscriptions, literature and numismatics.
- C) Ashokan Rock edicts in Kalayana Karnataka Region.

Unit II
Society and polity in Ancient Karnataka

- A) Kadambas– Socio-politics, economy and cultural contribution.
- B) The reign of Chalukyas, from Badami to Kalyani-Socio-politics, economy and cultural contribution.
- C) Rashtrakutas – Socio-politics, economy and cultural contribution.

Unit III
Society and polity in Medieval Karnataka

- A) Hoysalas of Dorasamudra: Political developments from North and South India, transformation in art and religion.
- B) The Vijayanagara Empire: The nature of state, inland and overseas trade economy, town planning, festivals of celebration, literature and philosophy.
- A) The Bahmani Kingdom: Nature of state, administration and revenue, culture and linguistic influences, patronage to Sufism and literature.

Unit V

Modern Mysore to state reorganisation of Karnataka

- A) Wodeyars of Mysore: From feudatories of Vijayanagara to independent state, Wodeyars-Hyder Ali & Tipu Sultan alliance with French & British. Mysore under Commissioners Rule.
- B) Freedom Movement in Karnataka: Swadeshi Movement – Non Co-operation movement – Historic Belgaum Congress session – civil Disobedience movement – Quit India movement in Karnataka – Backward class movement
- C) Reorganisation of modern administration and infrastructure, education and industrialisation.
- D) The Nizam's Dominion and Hyderabad-Karnataka Region to the Unification of Karnataka.

Essential reading

- Aloka Parashaer Sen (ed.). 1993. *Social and Economic History of Early Deccan*. Delhi: Manohar Publishers & Distributors.
- Aloka Parashaer Sen. 2021. *Settlement and Local Histories of the Early Deccan*. Routledge
- Altekar A.S. 1967. *The Rashtrakutas and their Times*. Delhi: Oriental Book Company.
- Bari M.N. and Maheshwariah (ed). 2017. *Deccan- Heritage, Culture and Literature*. Delhi: Manak Publications Pvt.
- Burton Stein. 2011. *The New Cambridge History of India- Vijayanagara*. Cambridge: Cambridge University Press.
- Burton Stein. *The Economic Function of a Medieval South Indian Temple*. Cambridge: Cambridge University Press.
- Desai P.B. 1970. *History of Karnataka*. Dharwar: Kannada Research Institute.
- Diwakar R.R. (ed) al. 1968. *Karnataka through the Ages Govt. of Karnataka*. Bangalore: Literary and Cultural Development Department, Government of Mysore.
- Habib. M., & Nizami K.A: *Comprehensive History of India*, vol. 5. New Delhi: People's Publ. House.
- Nilkanthashastry K.A. 1955. *A History of South India: From Prehistoric Times to the fall of Vijayanagar*. Oxford: Oxford University Press.
- Robert Sewell. 2008. *A Forgotten Empire – Vijayanagar*. Delhi: Mastermind Publication .
- Sherwani H.K. 1970. *History of Medieval Deccan, 1295-1724*. Hyderabad: Government of Andhra Pradesh. New Delhi: People's Publishing House.
- Sherwani H.K. 1985. *The Bahmanis of Deccan*. New Delhi: Munshiram Manoharlal Publishers Pvt Ltd.
- Suryanath Kamath. 2018. *Concise History of Karnataka*. Bangalore: MCC.
- Yazdani. G (ed). 1960. *The Early History of the Deccan, Vol. II*. London: Oxford University. Press.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Foundation Course- Specialization Group A
Art in Pre and Protohistoric Period

Credit: 4
Maximum marks: 100
Contact Hours: 60

Course Description: The course is the first one in the series of Art History specialization. It introduces the student to emergence of aesthetics in human history. The possible thought processes, motives and notions of art from the very beginning is discussed in the course. The progress of aesthetic expressions from earliest times are traced through different stages through the civilization, into dawn of historic phase of India.

Course Objectives: The course is aimed at creating a strong foundation for the art history. Following a chronological sequence, this paper provides the origin and development of art activity form the earliest times.

Course Outcomes: By the completion of the course, Students will be able to;

- 1) Clearly discern the origin and development of art in prehistoric times
- 2) Identify the types and nature of different art evidences from the pre and protohistoric phases
- 3) Track the progression of art parallel to human progression

UNIT I

Rock art

- A) Historiography, chronology and geographic distribution
- B) Types and techniques- additive, reductive etc
- C) Content and Meaning- themes, iconic and aniconic depictions
- D) Materials and rock types

UNIT II

Sepulchral and Non sepulchral Structures

- A) Megalithic age- origins of conscious construction
- B) Types, forms and meaning
- C) Expression of belief, nature and orientations and its continuity

UNIT III

Indus Valley Civilization- structural art

- A) Town planning- utilisation and allocation of space

- B) Distribution of structures
- C) Types of structures- residential, public utility, others etc
- D) Water management and sewage systems

UNIT IV

Indus Valley Civilization-visual art

- A) Sculptures- materials and methods of making
- B) Reflections of society through diversity of art expression- stone, metal and terracotta
- C) Seals and the depictions- fauna, flora, landscape, symbols etc
- D) Pottery, graffiti, jewellery- their styles and designs

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Foundation Course- Specialization Group A
Paper Title: Religious Architecture in Ancient Indian

Credit: 4
Maximum marks: 100
Contact Hours: 65

Course description: the course exclusively focuses on the ancient period of Indian art and architecture. It surveys the art from its origin in the prehistoric period to elaborate religious edifices. Various religious architecture and iconographic developments, the theoretical foundations of these art forms are also discussed in detail. The development of modes of architecture and the canonical classifications are also focused in the units.

Course Objectives: the course aims to provide specialized understanding of origin and development of Indian art to the learners. Types of art, their stylistic changes, regional specificities and will be made clear to the students.

Course Outcomes: the course will enable the students to'

1. Know the trajectories of Indian art through ages
2. Use art objects as evidence for historical studies
3. Understand and appreciate ancient art as evidence of ancient wisdom and aesthetic sense.

Unit I
Introduction

- A) General features of early Indian art- its sacred character- 'Anonymous' Artists- patrons- major phases in early Indian art
- B) Early rock art- Madhya Pradesh, Karnataka, Kerala
- C) Town planning, structures and plastic art of Indus civilization

Unit II
Early Phase of Indian Art

- A) Mauryan court art- Columns and Caves
- B) Buddhist and Jaina monuments- rock-cut monuments- Stupas, Chaityagrhas and Viharas
- C) Rock-cut and structural modes of architecture
- D) Reflections of the society in art

Unit III
The Experimentations and Transitions

- A) Rock cut architecture centres- Bhaja, Bedsa, Ajanta, Karle, Ellora etc. (Western India); Udayagiri, Khandagiri (Eastern India); Badami and Aihole (Southern India); Udaigiri, Junnar etc. (Central India)
- B) Structural mode centres- Takshasila, Gandhara (North West); Sanchi, Saranath, Bharhut (Central); Amaravati, Nagarjunakonda, Kanaganahalli, Bavikonda (South India)
- C) The sculptures- figures, narrative panels; different mediums and centres

Unit IV
Canonical Art and Architecture

- A) Culmination of Rock cut mode
- B) Gupta temples- Formative phase, typologies and genesis of styles

- C) Canonical texts- Vastu vidya, Vastu Sastra, Silpa Sastras
- D) Classifications- definitions and explanations in texts

Unit V Canonical Styles and Regional Art

- A) Nagara- salient features; developmental stages; sub styles- Kalinga, Sekhari, Bhumija, Maru, Gurjara etc; important centres
- B) Dravida- salient features, formation under Pallavas, progress under different dynasties, regional variations; Important centres- Kanchipuram, Mamallapuram, Tanjavur, Ganagikondacholapuram, Vadakkunnathan, Hampi etc.
- C) Vesara- the disputed identity and origin; problem of nomenclature; different phases- Early Chaluky; Rashtrakuta; Later Chalukya, Kakatiya and Hoysala.
- D) Iconography- salient features; materials and methods.

Essential Readings:

- Agarwala V.S 1965 Studies in Indian Art. Varanasi: Vishwavidyalaya Prakashan
- Agarwala V.S. 1965. Masterpieces of Mathura Art. Varanasi: Prithvi Prakashan.
- Banerjee J.N. 1947. Development of Hindu Iconography. Calcutta: University of Calcutta.
- Bhandarkar D.R. 1939. Jaina Iconography. Delhi: Motilal Banarsidas Publication.
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- Chandra Pramod. 1983. On the Study of Indian Art. Harvard: Harvard University Press.
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- Gupta S.P. 2002. Elements of Indian Art. New Delhi: D.K. Printworld.
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- Harle J.C. 1996. Gupta Sculpture. New Delhi: Munshiram Manoharlal Publishers.
- Kramrisch, Stella. 1933. Indian Sculpture. Calcutta: Y.M.C.A. Publishing.
- Meister M.W and Dhaky M.A. (eds.) 1984. Encyclopaedia of Indian Temple Architecture. Relevant volumes on North India and South India. Gurgaon: AIIS.
- Michell, George. 2014. Temple Art and Architecture of Early Chalukyas. New Delhi: Niyogi Books.
- Mitra Debala. 1971. Buddhist Monuments. Calcutta: Sahitya Samsad.
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- Pant Susheela. 1976. Origin and Development of Stupa Architecture in India. Varanasi: Bharat Manisha Research Series.
- Rao, T. A. Gopinath. 1914. Elements of Hindu Iconography. Madras: The Law Printing House.
- Saraswati, S.K. 1957. A Survey of Indian Sculptures. Calcutta: Firma L. Mukhopadhyaya.
- Settar S. 1992. The Hoysala Temples. Dharwar: Institute of Indian Art History.
- Soundara Rajan K.V. 1969. Early Temple Architecture in Karnataka and its Ramifications. Dharwar: Kannada Research Institute, Karnatak University.
- Spink, Walter. 1967. Ajanta to Ellora. New Delhi: Marg Publication.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Foundation Course- Specialization Group B
Early Pastoralism and Farming in India

Credit: 4

Maximum marks: 100

Contact Hours: 65

Course Description: The cultural history of pastoralism and agriculture has its roots in Neolithic culture dating back to 10,000 years ago and 3000 years ago. What are the natural and cultural causes for the change in subsistence strategy of hunting-gathering to domestication of animals and plants is the theme of this paper. Various theories, practices and cultural adaptations in eight zones of the Indian Subcontinent are the specialised focus of this course.

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

Course Outcome: The student will learn how nations like India have its deep rooted majority of the population depend on agricultural and how animal domestication traditions and communities have sustained their basic economy.

Unit I
Introduction

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

Unit II
Neolithic traditions in the Indian subcontinent

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

Unit III
Archaeobotany and archaeozoology

- A. Wild crops and cultivated crop suits
- B. Domestication of animals and hunting-gathering of wild animals for diet.

Unit IV Cultural materials

- A. Ceramic types and technologies
- B. Lithic tradition: Edge and Non-edge tools; microliths and blade technologies; mullers and grinding grooves.

Recommended readings

- Allchin, B. and Allchin, R. (1982). *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
- Allchin, F.R. 1963. *Neolithic Cattle Keepers of South India (A study of the Deccan Ashmounds)*. Cambridge: Cambridge University Press.
- Allchin, F.R. 1963. *Neolithic Cattle Keepers of South India (A study of the Deccan Ashmounds)*. Cambridge: Cambridge University Press.
- Asouti, E., and Fuller, D.Q. 2008. *Trees and Woodlands of South India. Archaeological Perspectives*. Walnut Creek: Left Coast Press.
- Asouti, E., and Fuller, D.Q. 2008. *Trees and Woodlands of South India. Archaeological Perspectives*. Walnut Creek: Left Coast Press.
- Chakrabarati, D. K. 2009. *India An Archaeological History*. London: Oxford University Press.
- Deo, S. 1970. *Problem of South Indian Megaliths*. Mannheim: Leibniz Institute for the Social Sciences .
- Dhavalikar, M. K. 1999. *Historical archaeology of India*. Michigan: Books & Books.
- Dhavalikar, M.K. (1988). *The First Farmers of the Deccan*. Pune: Ravish Publishers.
- Dhavalikar, M.K. (2002). Early farming cultures of Central India: A recent perspective. In: *Indian Archaeology in Retrospect Vol. I: Prehistory* (ed. S. Settar and R. Korisettar), 253–262. New Delhi: Indian Council of Historical Research and Manohar.
- Dhavalikar, M.K., Sankalia, H.D. and Ansari, Z.D. (1988). *Excavations at Inamgaon*. Pune: Deccan College.
- Foote, R.B. 1887. Notes on Prehistoric Finds in India. *The Journal of the Anthropological Institute of Great Britain and Ireland* **16**, 70-75.
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- Fuller, D.Q. 2006a. Agricultural Origins and Frontiers in South Asia: A Working Synthesis. *Journal of World Prehistory* **20**, 1–86.
- Fuller, D.Q. 2006b. Dung Mounds and Domesticators: Early Cultivation and Pastoralism in Karnataka, pp. 117- 127 in Jrrige, C. and Lefevre, V (eds.), *South Asian Archaeology 2001, Prehistory*. Paris: Editions Recherche sur les Civilisations ADPF.
- Gordon, D.H. 1950. The Stone Industries of the Holocene in India and Pakistan. *Ancient India* **6**, 64-90.
- Korisettar(eds), S. S. 2002. *Indian Archaeology in Retrospect vol. I: Prehistory*. New Delhi: Manohar Publishers.

- Korishettar, R. 2017. *Beyond Stones and More Stones* Vol. I, II. Bangalore: The Mythic Society.
- Moorti, U. 2006. *Megalithic Cultures of South India*. Bangalore: Antiquity.
- Possehl, G. L. 1982. *Harappan Civilization: A Contemporary Perspective*. Delhi: Aris & Phillips Ltd.
- Rao, B. K. 1972. *The Megalithic Culture in South India*. Mysore: University of Mysore.
- Sankalia, H. D. 1963. *Pre History and proto history of India and Pakistan*. Bombay: Bombay University Press.
- Gordon, D.H. 1950a. The Early Use of Metals in India and Pakistan. *The Journal of the Royal Anthropological Institute of Great Britain and Ireland* **80** (1/2), 55-78.
- Joshi, R.V. 1978. *The Stone Age Cultures of Central India: Report of the Excavations at Rock Shelters at Adamgarh M.P.* Poona: Deccan College.
- Kajale, M.D. 1989. Ancient grains from excavations at Hallur (1976 season), district Dharwar, Karnataka. *Bulletin of the Deccan College Post Graduate and Research Institute* **47-48**, 123-28.
- Kalale, M.D. 1989a. Archaeobotanical Investigations on Megalithic Bhagimohari and its Significance for Ancient Indian Agriculture System. *Man and Environment* **XIII**, 87-100.
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- Korisetar, R., Joglekar, P.P., Fuller, D.Q., and Venkatasubbaiah, P.C. 2001. Archaeological Re-investigation and Archaeozoology of Seven Southern Neolithic Sites in Karnataka and Andhra Pradesh. *Man and Environment* **26** (2), 47–66.
- Krishnaswami, V. D. 1960. The Neolithic Pattern of India. *Ancient India* **16**, 25-64.
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- Morrison, K.D. 2009. *Daroji Valley: Landscape History, Place, and the Making of a Dryland Reservoir System*. New Delhi: Manohar Publishers & Distributors.
- Morrison, K.D. 2015. Archaeologies of Flow: Water and the Landscapes of Southern India Past, Present, and Future. *Journal of Field Archaeology*. DOI 10.1179/2042458215Y.0000000033
- Neumayer, E. 2011. *Rock Art of India, the Prehistoric cave-art of India*. New Delhi: Oxford University Press.
- Rami Reddy, V. 1976. *The Prehistoric and Protohistoric cultures of Palavoy, South India: with Special Reference to the Ashmound Problem*. Hyderabad: Government of Andhra Pradesh.

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

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Foundation Course- Specialization Group B
Iron Age and Megalithic Tradition in India

Credit: 4

Maximum marks: 100

Contact Hours: 65

Course Description: This is a specialised course in the areas of Indian Iron Age studies, which has received greater attention of both archaeologist and historians to access the cultural change and impact of Iron technologies on pastoralists and agricultural communities.

Course Objectives: The aim of this course is to specialise the learner on the most significant cultural period transforming from prehistory to historical period. Also social and scientific dimensions of Iron as new technology in demographical developments are critically evaluated.

Course Outcome: 1) The learner will be able to understand the foundations of second urbanisation what and hoe establish of states in India began. 2) Exposure to various Iron Age culture zones and sites of India and historiographies centring the archaeological and historical debates.

Unit 1: Introduction

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

Unit 2: Iron Age Culture of India

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

Unit 3: Mortuary practices and Megaliths

- A) Megaliths: salient features, typologies- sepulchral and non- sepulchral, regional typological distribution
- B) Settlement and non-settlement sites
- C) Grave furniture and variability in cultural materials: craft specialization, food grains and iron objects.

D) Living tradition in mortuary practices and ethnographic data: northeast India, eastern India and Western Ghats.

Unit 4: Important Excavated Sites

A. Select excavated sites one each from different Iron Age zones: Brahmagiri, Adichennalur, Kodumanal, Ummichiipoyh, Gandhara, Ahirachhatra, Burzhom,), Joythma etc.

Recommended readings

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Taylor, M. 1841. *Megalithic Tombs and other Ancient Remains in the Dekhan*. Hyderabad: Department of Archaeology, Hyderabad State.
- Taylor, M. 1851. Ancient Remains at the Village of Jiwargi, near Firozabad on the Bhima. *Journal of the Bombay Branch of royal Asiatic Society* **3** XIV, 179-195.
- Taylor, M. 1853. Notices on Cromlechs, Carins and other Ancient Scythe-druidical remains in the Principality of Shorapur. *Journal of Bombay Branch of the Royal Asiatic Society* **4** (XVII), 380-429.
- Thaper, B.K. 1957. Maski -1954: A Chalcolithic site of the Southern Deccan. *Ancient India* **13**, 114.
- Vibha Tripathi,. 2008. *History of Iron Technology in India (from Beginning to Pre-Modern Times)*. New Delhi: Rupa and Infinity Foundation.
- Wheeler, R.E.M. 1947. Brahmagiri and Chandravalli 1947: Megalithic and other Cultures in the Chitaldrug District, Mysore State. *Ancient India* **IV**, 81–321.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Foundation Course- Specialization Group C
Social and Economic History of Ancient India

Maximum marks: 100

Contact Hours: 65

Credit: 4

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

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

Course Outcomes: A successful completion of the course will

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

Unit I

Beginning of Social Structures

- A) The People, an Anthropological introduction- distinction between caste society and kin-based society
- B) Stages in the Evolution of social stratification
- C) Society and Economy during the Vedic period—Pastoralism and Agriculture—emergence of monarchy- The Myth of the Origin of four Varnas and hierarchical order of society social classes and their functions
- D) Use of iron and expansion of agriculture

Unit II

State Formation and its Impact

- A) Society and economy since 500 BCE-Second Urbanization; Trade and commerce – trade routes; Traders and craftsmen – Coins and currency system
- B) Impact on social structure - Gahapatis, Dasas, Setthis and Karmakars; origin of untouchability in society.
- C) Birth of new religious movements.
- D) Society and economy under the Mauryas.

Unit III

The Post-Mauryan and Gupta Era

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

Unit IV
Into the Early Medieval

- A) Growth of states and expansion of agrarian economy in Deccan and South India: the Agraharas and the temple institutions.
- B) Proliferation of Jatis; Changing position of women; forms of servitude; emergence of rural aristocracy Integration of local cults and consolidation of Bhakti ideology.
- C) Theory of Indian feudalism and de-urbanisation: the debate.
- D) Theories on Nature of state.

Essential Readings

- Bagchi, Amiya Kumar, ed., 2002 : Money and Credit in Indian History : From Early Medieval Times, Delhi. Tulika,
- Bose, Atindra Nath, (1961) : Social and Rural Economy of Northern India, 600 BC – 200 AD, 2 Vols. Calcutta, Firma K.L.Mukhopadhyay.
- Chakravarti, Ranabir ,2002 .: Trade and Traders in Early India, Delhi, Manohar.
- Chakravarti, Ranabir, ed.,2001 : Trade in Early India, OUP.
- Champakalakshmi, R. 1996, : Trade, Ideology and Urbanisation: South India 300 BC to AD 1300, Delhi, OUP,
- Chattopadhyaya, Brajadulal, 1990. :Aspects of Rural Settlements and Rural Society in Early Medieval India, Calcutta, Manohar.
- Chattopadhyaya, Brajadulal, 1994 ,:The Making of Early Medieval India, Delhi, OUP.
- Chattopadhyaya, Brajadulal, 2003, :Studying Early India: Archaeology, Texts and Historical Issues, Delhi, Permanent Black
- Choudhary, B.K. 1999, :From Kinship to Social Hierarchy: The Vedic Experience, Patna, K.P.Jayaswal Research Institute.
- Economic History, Cambridge, CUP.
- Goitein, S.D. and Friedman, Mordechai A, 2008,;Indian Traders of the Middle Ages: Documents from the Cairo Geniza ('India Book'), Boston, Brill Leide.
- Gopal, Lallanji, 1965, : The Economic Life of Northern India, c.AD 700-1200, Delhi, Motilal Banarsidass
- Gupta, Narayani, ed. 1993 : Craftsmen and Merchants: Essays in South Indian Urbanism,
- Jain, V.K, 1990, :Trade and Traders in Western India (AD 1000-1300), Delhi, Munshiram Manoharlal.
- Jha, D.N., ed., 2000 :The Feudal Order: State, Society and Ideology in Early Medieval India, Delhi, Manohar.
- Manohar.
- Mukhia, Harbns, ed., 1999 . The Feudalism Debate, Delhi, Manohar.
- Nandi, R.N., 2001, :State Formation, Agrarian Growth and Social Change in Feudal South India, Delhi, Manohar.
- Ratnagar, Shereen, 2007, : Makers and Shapers: Early Indian Technology in the Home, Village and Urban Workshop, Books, Tulika.
- Ray, Himanshu Prabha, 1986, :The Winds of Change: Buddhism and the Maritime Links of Early South Asia, Delhi, OUP.
- Ray, Himanshu Prabha, ed., 1999, Archaeology of Seafaring : The Indian Ocean in the Ancient Period, Delhi, Pragati Publications.
- Sahu, B.P. (ed), 1997 :Land System and Rural Society in Early India, Delhi,
- Sharma, R.S, 1983, : Material Culture and Social Formations in Ancient India, Delhi, Macmillan India.

- Sharma, R.S. and Shrimali, K.M., eds. 2008. A Comprehensive History of India, Vol.IV, Delhi.Macmillan.
- Sharma, R.S., 2001, Early Medieval Indian Society : A Study in Feudalisation, Orient Longman.
- Sharma, R.S., 2006. Indian Feudalism, 3rd edition, Macmillan India, Delhi,
- Tomber, Roberta, 2008, Indo-Roman Trade : From Pots to Pepper, London, Duckworth.
- Veluthat, Kesavan, 2008, The Early Medieval in South India, Delhi, OUP.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Foundation Course- Specialization Group C
Social and Economic History of Medieval India

Maximum marks: 100

Contact Hours: 65

Credit: 4

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

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

Course Outcomes: A successful completion of the course will

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

Unit I

Agrarian Economy

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

Unit II

Emergence of Urban Economy

- A) Trade and commerce
- B) Money and its Circulation: Agents, Mahajans, Sahukar, Baniyas, Sarrafs, and Hundi
- C) Composition of trade: Role of Arab, European traders and Indian Merchants
- D) Medium of exchange, currency, coinage.

Unit III

Advancement of the technology and Economic development

- A) Technological developments during the Sultanate period
- B) Technological developments during the Mughal period
- C) Transformation of technology from Europe and Central Asia

Unit IV Urbanisation

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

Essential Readings

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

24. Richards, J. F. (ed.) The Imperial Monetary System of Mughal India, OUP, Delhi, 1987.
25. Sanger, Pramod, Growth of English Trade under the Mughals, New Delhi, 1993.

26. Sarkar, Jagdish Narayan, Studies in Economic Life in Mughal India, New Delhi, 1975.
27. Sherwani, H. K. Joshi, P.M. (Jt.ed.), History of Medieval Deccan (1295-1724) Vol.I, The Government of Andhra Pradesh Publ. Hyderabad, 1973.
28. Siddiqui, N. A, Land Revenue Administration under the Mughals (1700-1750) , Munshiram Manoharlal, Delhi, 1989.
29. Singh, M. P, Town, Market, Mint and Port in the Mughal Empire, New Delhi, 1985.
30. Stein, Burton, Peasant State and Society in Medieval India, O. U. P., O. L. P. New Delhi, 1994, 2nd impression, 1999.
31. Subramanyam, Sanjay (ed.) Themes in Indian History, Money and the Market in India- 1100-1700, OUP, OIP, 1998.
32. Wright, H. Nelson, Coinage and Metrology of the Sultans of Delhi, Reprint 1974, Delhi, 1936..

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Discipline Specific Elective - Specialization Group A
Paper title: Indian Iconography

Credit: 3
Maximum marks: 75
Contact Hours: 45

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

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

Course Outcomes: A successful completion of the course will enable the student to;

1. Be equipped to use and analyze sculpture as a source to study history.
2. capable to appreciate art and its relevance in society in a retrospective manner.
3. Identify sculptures and distinguish its historical / traditional identity.
4. appreciate art creations as human excellence.

Unit – I
Introduction

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

Unit- II
Buddhist and Jain Iconography

- A) Buddhist and Jain Iconography
- B) Buddha and Bodhisattvas; deities in Buddhism: Avalokiteshvara, Prajnaparamita, Tara etc.
- C) Tirthankaras and their forms- semi divine figures- Yaksha, Yakshini and Sasanadevatas
- D) Buddhism in India and beyond.

Unit- III
Brahmanical Iconography

- A) Brahmanical Iconography: key concepts and terminologies of iconography
- B) Major Brahmanical deities and their iconographic representations- Siva, Sakti, Vishnu, Surya and Ganapati
- C) Symbolism

Unit- IV
Development through phases and Major Centres

- A) Ancient centres of sculptural art- Gandhara, Mathura, Saranath, Amaravati etc.

- B) Early medieval- Eastern India under Palas and Senas, South India under Cholas
- C) Medieval miniature art forms

Unit- V

Iconography and Society

- A) Cultural and political background of art
- B) Understanding society through sculptures
- C) Art and patronage
- D) Icons as indicator of social dynamisms

Essential Readings:

- Banerjee J.N. 1947. Development of Hindu Iconography. Calcutta: University of Calcutta.
- Bhandarkar D.R. 1939. Jaina Iconography. Delhi: Motilal Banarsidass Publication.
- Bhattacharya B. 1924. Indian Buddhist Iconography. Oxford: Oxford University Press.
- Bhattacharya N.K. 1929. Iconography of Buddhist and Brahmanical Sculptures in the Dacca Museum. Dacca: Dacca Museum Committee.
- Chandra R.P. 1925-26. Svetambara and Digambara Images. ASIAR.
- Coomaraswamy A.K. 1935. Elements of Buddhist Iconography. Cambridge: Harvard University Press.
- Coomaraswamy A.K. 1957. Dance of Siva. Asia Publishing House.
- Dhar, Parul Pandya. 2011. Indian Art History: Changing Perspectives. New Delhi: D.K. Print World.
- Gupte R.S. 1972. Iconography of Hindus, Buddhists and Jains. Michigan: University of Michigan.
- Jain, J and Fischer, E. 1978. Jaina Iconography. Brill.
- Rao, T. A. Gopinath. 1914. Elements of Hindu Iconography. Madras: The Law Printing House.
- Rowland Benjamin. 1976. The Evolution of Buddha Images. Virginia: University of Virginia.
- Saraswati, S.K. 1957. A Survey of Indian Sculptures. Calcutta: Firma L. Mukhopadhyaya.
- Zimmer H. 1955. The Art of Indian Asia. New York: Pantheon Books.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. II Semester, Discipline Specific Elective - Specialization Group A
Paper title: Secular and Defence Architecture

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course description: India has a large number of monuments to testify the defence techniques from the past. This course focuses on the aspects relating to non-religious monuments from India including palaces, forts, irrigation facilities etc.. The course covers a time span from early historic phase to pre modern times. And looks into all regions of India. The types of structure, their purpose, designs and unique features will be discussed.

Course Objectives: The course aims to bring discourses on non-religious architecture into mainstream academic focus. This aspect has not received adequate attention from historians. The attempts to understand the time-space distribution of the structures and their historical context.

Course Outcomes: the course enables the students to:

1. To appreciate the creativity of utilitarian structures with aesthetics from the past.
2. The learner will possess clear understanding of the knowledge systems pertaining to planning, civil life, engineering techniques from past.
3. The understanding will enhance the protection and preservation of the monuments.

Unit I
Early Historic phase

- A) Textual and actual evidences- Vedic *puras*, *prasadas*; references in Sangam literature, Epics, Pali sources, foreign accounts and inscriptions
- B) The ganga valley- evidences from second Urbanisation- important sites and structures
- C) Early forts- Badami, Aihole etc..
- D) Tanks, reservoirs and canals in texts and inscriptions

Unit II
Early Medieval Phase

- A) The proliferation of defence structure- Pratihara, Rashtrakuta, etc
- B) Water management- tanks and canals during Cholas

Unit III
Medieval Times

- A) The Deccan- new hydraulic techniques and irrigation systems, proliferation of fortifications - Bahamanis, Adil Shahis, Vijayanagara and Western India
- B) The Sultans- Mausoleums, gardens, tanks, watch towers etc.

Unit IV
Unique structures

- A) The Jantar Mantars- Jaipur, Varanasi, New Delhi, Ujjain and Mathura- the meaning and purpose
- B) Patronage and scientific temper in pre-Independent times
- C) The protection and conservation of monuments- legislations and organisation

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

Credits: 3
Hours: 45
Maximum marks: 75

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

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

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

Unit I
Concepts in Ethno-archaeology

- A) Definition, scope and methods; Anthropology, ethnography and ethnoarchaeology.
- B) Historiography of Ethno archaeology in India.
- C) Reconstruction of past through ethnography.
- D) Research Methods and Ethics in anthropological research.

Unit II
Composition of the Adivasis

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

Unit III
Past Through the Present- I

- A) Making of stone tools, from the large to micro tools.
- B) Foraging flora and fauna.
- C) Subsistence of hunting and gathering.
- D) Agro-pastoralism and agricultural implements.
- E) The cattle tradition and the ashmounds.
- F) Water, fishermen and fishing.
- G) Mortuary practices, Megalithic tradition

Unit IV
Past Through the Present- II

- A) Taming fire and crossing the river
- B) Rock art and the artist ever since the beginning.

- C) Craft production and technologies.
 - D) Metallurgy, from copper to steel.
- Indigenous craft

Unit V
Ethno archaeology Beyond the Research

- A) Ethics and 'conflict of interests' in the ethnographic studies.
- B) Global ethno-archaeology, challenges and problems.

Essential readings

- Ansari, S, 2005. Ethno archaeology of Prehistoric Settlement Pattern of South Central Ganga Valley, Indian Society for Pre Historic and Quarterly Studies.
- David, N, Integrating Ethno archaeology: A Subtle Realist Perspective, Journal of Anthropological Archaeology.
- Kramer, C, Ethno archaeology. Guildford Survey: Columbia Survey.
- Pratap, Ajay. 2009. Indigenous Archaeology in India Prospects for an Archaeology of the Subaltern, Archaeopress.
- Raju, D.R, Stone Age Hunter-Gatherers: Ethno- Archaeology of Cuddapah Region, South-East India, Ravish Publishers, 1988.
2008. Recent Study in Indian Archaeology. New Delhi: Muniram Manoharlal.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester III, Discipline Specific Elective - Specialization Group B
Indian Ocean Archaeology

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: Indian Ocean rim is a modern concept including the external contacts between the nations sharing the coastal line of Indian Ocean. This includes the Afro-Asian countries primarily which have been point of contacts to mobilize goods and involving in cultural exchanges as well. To access the cultural contacts and navigation among them from the ancient times, archaeology has made prominent researches to study.

Course Objectives: This course is based on archaeological researches to enhance our understanding on external contacts of India in Indian Ocean countries, and reciprocal exchanges among them.

Course Outcome: The course results in understanding the antiquity of cultural and trade contacts among the Indian Ocean bordering countries and navigation activities.

Unit 1: Introduction

- A) Geography of the Indian Ocean and Indo-pacific line: concept and theme of study
- B) Navigation history of Indian Ocean and historiography
- C) Methods and concept of underwater archaeology and maritime archaeology
- D) Modern ideologies surrounding “Indian Ocean”

Unit 2: Early Culture and Trade exchanges among the counties of Indian Ocean rim

- A) Monsoon onset: Navigation, southwest monsoon and northeast monsoon
- B) Harbours and trading centres: commodities export and imports.
- C) Pirates in Indian Ocean

Unit 3: Ancient ports on the Indian Ocean

- A) Indian peninsula
- B) African Peninsula
- C) Arabian Peninsula
- D) South East Asian Islands and China

Unit 4: Medieval and modern ports on the Indian Ocean rim

- A) Indian peninsula
- B) African Peninsula
- C) Arabian Peninsula
- D) South East Asian Islands and China

Recommended readings

Abraham, S. A. (2007). “South Asian Perspective.” In *Berenike 1999/2000: Report on the Excavations at Berenike, Including Excavations in Wadi Kalalat and Siket, and the Survey of the Mons Smaragdus Region*, edited by S. E. Sidebotham and W. Z.

- Wendrich, pp. 285–294. Los Angeles: Cotsen Institute of Archaeology, University of California. Agius, D. A., J. P. Cooper, A. Trakadas, and C. Zazzaro, eds. (2012). *Navigated S.*
- Ansari Z.D. and M.S. Mate, *Excavation at Dwarka Poona, 1966.* Begley, V. and R. De Puma, *Rome and India: the Ancient Sea Trade*, 1991. Begley, V. et al, *The Ancient Port of Arikamedu: New Excavations and Researches 1989-1992*, 1, Pondicherry, 1996.
- Begley, V., and R. Tomber (1999). “Indian Pottery Sherds.” In *Berenike 1997. Report of the 1997 Excavations at Berenike and the Survey of the Egyptian Eastern Desert, Including Excavations at Shenshef*, edited by S. E. Sidebotham and W. Z. Wendrich, pp. 161–182. Leiden: Universiteit Leiden.
- Chakrabarti, Dilip K., *The External Trade of the Indus Civilization*, New Delhi, 1990. Chakravarti, Ranabir, ed., *Trade in Early India*, New Delhi, 2001. Chakravarti, Ranabir, *Trade and Traders in Early Indian Society*, Delhi, 2002. Champakalakshmi, R., *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*, New Delhi, 1996. Chattopadhyaya, B. D., *The Making of Early Medieval India*, New Delhi, 1994.
- Gupta, A., D. M. Anderson, and J. M. Overpeck (2003). “Abrupt Changes in the Asian Southwest Monsoon During the Holocene and Their Links to the North Atlantic Ocean.” *Nature* 421: 354–357.
- Ray HP. 2021. ED. *The Archaeology of Knowledge Traditions of the Indian Ocean World.* Routledge India.
- Thomas, R. (2012). “Port Communities and the Erythraean Sea Trade.” *British Museum Studies in Ancient Egypt and Sudan* 18: 170–199. Tomber, R. (2000). “Indo-Roman Trade: The Ceramic Evidence from Egypt.” *Antiquity* 74: 624–631.

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

Credit:3
Maximum marks:75
Contact Hours:45

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

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

Course outcome: Learners will be able to,

- 1) Evaluate the technology of shipbuilding and marine knowledge of India across the past.
- 2) Will examine the cultural and economic importance of the Indian Ocean with Europe, Africa and west/ south East Asia.

Unit I

Beginning of Maritime History and Marine Archaeology

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

Unit II

The Indus Civilisation to Kushanas

- A) Indus civilisation and the Mediterranean contacts.
- B) Mauryas contact with Persia, and Greece.
- C) Early India's maritime activities with Southeast Asia and West Asia.

Unit III

Maritime trade in early south India

- A) The Indo-Roman trade.
- B) Trading networks and ports of east and west coast
- C) The Pallavas and the Southeast Asian countries.
- D) The Chola Navy – overseas activities of the Cholas – Ceylon and Sri Vijaya – Maritime contacts with South East Asia – Merchants – Princes – Guilds- Sages and Saints in Maritime History.
- F) Trade in Malabar; from Arab merchants to colonial merchants.

Unit IV
Maritime trade during Medieval India

- A) The Delhi sultanates and Mughals.
- B) Inland and external trade during the Bahamanis and Vijayanagara period.

Unit V
Colonial maritime trade in India

- A) Dutch trade in Kochi and the Kingdom of Travancore.
- B) Portuguese in Goa & Dutch English trade in Bombay, Social & Tellicherry.
- C) French trade in Pondicherry, Karaikal, Trade in Masulipatnam & Balasore, Trade in Hughli, Malda, Kasimbazar.
- D) French in Chandranagoric Dances at Serapore, Urbanisation of ports, developments of the Hinterland wearing Centres, Migration of artisans to European Settlements, Impact of the European. Trading Companies in India.

Essential Readings:

- Das Gupta, A., and Pearson, M.N. 1999. India and the Indian Ocean, 1500-1800. *The Journal of Asian Studies*, Volume 60, Issue 4, November 2001, pp. 1220 – 1222.
- Fuller D.Q., Boivin, N. Hoogervorst, T. and Allaby, R. 2015. Across the Indian Ocean: The prehistoric movement of plants and animals. *Antiquity*, Volume 85 , Issue 328 , June 2011 , pp. 544 - 558
- Gupta, S. 2010. Nevasa: A type-site for the study of Indo-Roman trade in western India. *South Asian Studies*.
- Gupta, S. 2018. The Bay of Bengal interaction sphere (1000 BC–AD 500). *Bulletin of the Indo-Pacific Prehistory Association*.
- Kenoyer, J. M. 1997. Indus and Mesopotamian trade networks. *World Archaeology* 29 (2): 262-280
- Kenoyer, J. M. 2008. Intercultural Relations between South and Southwest Asia. *British Archaeological Reports*.
- Mukherjee, Rila (ed). 2013. *Oceans Connect: Reflections on Water Worlds across Time and Space*. New Delhi: Primus Books.
- Ray H.P. & E.A. 2007. *Alpers, Cross Currents and Community Networks: Encapsulating the History of the Indian Ocean World*. New Delhi: Oxford University Press.
- Ray H.P. & J.-F. Salles, 1996. *Tradition and Archaeology: Early Maritime Contacts in the Indian Ocean*, Manohar Publishers, New Delhi.
- Ray, H. P. 2003. *Archaeology of Seafaring: The Indian Ocean in the Ancient Period*. Cambridge University Press.
- Ray, H. P. 2013. *The Archaeology of Seafaring in Ancient South Asia*, Cambridge University Press, 2003.
- Ray, H. P. 2015. *Beyond Trade: Cultural Roots of India's Ocean*, Aryan Books International.
- Richards, D.S. (ed.). *Islam and the Trade of Asia*. Pennsylvania: University of Pennsylvania Press.
- S.R. Rao. 1965. *Shipping and Maritime Trade of the Indus People*. Expedition, 7.
- Satish Chandra & Himanshu Prabha Ray. 2013. *The Sea, Identity and History: From the Bay of Bengal to the South China Sea*, Manohar Publishers.
- Selvakumar, V., Shajan, K.P and Tomber R. 2004. Archaeological investigations at Pattanam, Kerala: New evidence for the location of ancient Muziris. *Journal of Roman Archaeology* 17: 312-320.
- Sridharan, K. 1965. *A Maritime History of India*. Delhi, Publications Division, Ministry of Information and Broadcasting.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. semester III, Discipline Specific Elective - Specialization Group C
Gender History in India from the earliest times to 17th century

Credit:3
Maximum marks:75
Contact Hours:45

Course description: Gender study is one of the prominent branches of history discipline that has its own spatial space to study social and economic aspects of women across the different historical periods. With the sources emerging specifically on women histories, critical examination of literary, art and cultural materials are contributing to new theorisation and conceptualisation on gender equality and rights.

Course objectives: This course is designed to provide 1) an opportunity to the students to acquire an understanding of the status of women through the historical period from the ancient period to 17th century in relation to the larger developments in polity, economy and society. 2) Such a study would enable an understanding of the changes and continuities in the lives of women. This course would focus on institutions and ideas that determined the position and status of women in Indian civilization. Aspects such as family, society, culture, religion will be highlighted.

Course outcomes: This course will have, 1) Formed interest among the readers to identify lesser-known developments in the society. 2) Through the gender studies, the learner will consider to take an in depth and methodological analysis/ examination for the further research.

Unit I
Understanding Gender and Gender History

- A) What is Gender History?
- B) The need for the study of women's (Gender) History
- C) Different Historiographical approaches
- D) Creation of Patriarchy- A Debate
- E) Sources.

Unit II
Women in Ancient India

- A) Representation of women in Early Indian History.
- B) Women in Indian Ancient Past.
- C) Buddhism and women
- D) The Question of Sati in Ancient India.
- E) Women, Caste and the creation of Brahmanical Patriarchy.

Unit III
Women in Medieval India.

- A) Bhakti Movement and Women- Saiva, Vaishnava and Sufi
- B) Women and Power- Raziya Sultana, Kundavai, Santala, Sri Didda
- C) Temples and Devdasis in medieval India.
- D) Cloistered spaces and invisible politics in Harems- Prostitutes and concubines
- E) Portrayal of Women in Literature- Kamasutra, medical texts, poems, treatises etc.

Unit IV
Women in Modern India.

- A) Colonial Discourse on Women.
- B) Reform Movement and the Women's Question.
- C) Self Respect Movement
- D) Devdasis and Courtesans
- E) Dalit Women.
- F) Hindu Code Bill and Women.

Unit V
Women Education

- A) Access to education
- B) Opening of Schools and Higher education centres
- C) Pioneers- Savitribai phule, Rokaiya, Pandita Rama Bai, Muthulakshmi Reddy etc.

Essential readings:

- Altekar, A.S. 2016. Position of Women in Hindu Civilization from Pre- historic Times to Present day. New Delhi: Motilal Banarsidas.
- Bhattacharji Sukumari. 1987. Prostitution in Ancient India. Social Scientist 15: 32-61.
- Chakravarti, Uma. 1996. Social Dimension of Early Buddhism. New Delhi: Munshiram Manoharlal Publishers.
- Dash, Bhagwan& Basu, R.N. 1968. Methods for Sterilization and Contraception in Ancient and Medieval India, Planning Commission. Nirman Bhavan, Vol 3.
- Findly, Ellison B. 1988. The Capture of Maryam-uz-Zamānī's Ship: Mughal Women and European Traders, Journal of the American Oriental Society, Vol. 108: 108-113.
- Gulati, Saroj. 1985. Women and Society, Northern India in 11th and 12th centuries, Chanakya Publications, Delhi. Delhi: Chanakya Publications.
- Gupta, Kamala. 2003. Women in Hindu social system, 1206-1707 A.D. New Delhi: Oriental Publishers & Distributors.
- Musallam, B. F. 1983. Sex and Society in Islam: Birth Control before the Nineteenth Century. Cambridge: Cambridge University Press.
- Pande, Rekha and B.Lavanya. 2004. Miniature paintings in Golconda and the representation of women(16th to 17th). Journal of Interdisciplinary Studies in History and Archaeology. Vol. 1: 73-86.
- Pande, Rekha. 2004. At the service of the Lord- Temple girls in Medieval Deccan (11th to 17th centuries), in Deccan Studies, Vol.II (2): 25-43.
- Pandey, S. M. and Zide. 1965. Norman: Mirabai and Her Contributions to the Bhakti Movement, History of Religions, Vol. 5: 54-60.
- Poonacha, Veena, 2005, 'Negotiating Historical Spaces: Reclaiming Women's Agency in the Writing of History', in Kirit K. Shah (ed.): History and Gender: Some Explorations, pp. 15- 33, Rawat Publications, New Delhi. Tharu, Susie and K. Lalita: Women writing in India, Vol. 1.
- Wadley , Susan S. 1977. Women and the Hindu Tradition Signs, Vol. 3, No. 1, Women and National Development: The Complexities of Change.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester IV, Foundation Course
Twentieth Century World

Credit: 4
Maximum marks: 100
Contact hours: 60

Course Description: The course is designed to provide the global context of political economy in the twentieth century. The background for emergence of new ideologies and their spread and impact on the international relations of the time are dealt in detail. The same is elaborated by focusing on major historical events. The origin, course, nature and spread of World Wars, the Cold War and emergence of new nation states are discussed in detail.

Course Objectives: Here students will learn about the causes of the first and second world war and the end of colonialism. Students will learn about the World history with special emphasis on the cold war and its impact on world political and economic condition.

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

1. Understand the equations of international relations in global context
2. Get broader perspective to analyze the economic forces and mechanism of colonialism and its impact on world order
3. Also provide insights into international cooperation, world peace and the forces operating them.

Unit I
Legacy of the Nineteenth Century

- A) Capitalism and Imperialism: U.K., France, Germany, Russia and Japan.
- B) New socio-economic Systems-Liberalism and Socialism.
- C) Nationalism
- D) First World War: reasons and antecedents: Nature of war; Conclusion of war- terms and settlements and its long-term consequences
- E) Russian Revolution-Emergence of new political and economic ideologies- Socialism, Communism and its impact on western world order.

Unit II
World Between the Two Wars

- A) League of Nations- Challenges, success and failure- The power play and internal structural crisis
- B) Great Depression and its impact on Western world
- C) Emergence of Extremist ideas- Nazism and Fascism: Germany, Italy and Japan.
- D) Second World War and the New Political Order: Origins, nature and global impact of the War
New notions of Self Determination and Nationalism- Asia and Africa; Nationalist Movements and Decolonization; Communist Revolution in China and its impact on world politics

Unit III
Cold War and its effects

- A) Formation of power blocks and polarization of nations
- B) Ideological and political basis of cold war; pacts and treaties, tensions and rivalries
- C) Non-Aligned Movement and the Third World

Unit IV

New Economic and Social orders

- A) Industry, Agriculture, science and technology and communication and information
- B) Cultural Revolution, Civil Rights Movement Apartheid and Feminism

Unit V

Disintegration of Socialist block and end of Cold War

- A) Genesis and process of disintegration-its impact on society and politics.
- B) Changes in the political order: from bipolar to unipolar World System.
- C) Socialism in decline.
- D) Impact of Unipolar world order- Globalization, Liberalization and its impact on East and Western Societies.

Essential Readings

- Bernal J.D , Science in History, MIT Press , 1982.
- Hilton, Rodney, Transition from Feudalism to Capitalism, Aakar Books, 2006.
- Hobsbawm, Eric , Age of Extremes : The Short Twentieth Century ,1994-1991, Michael Joseph , 1994
- Lowe, Norman Mastering Modern World History, Macmillan 1997
- Majumdar, Rohit, History of Europe- from Renaissance to end of Cold War, Sage Publications , New Delhi 2020.
- Mazower, Mark, Dark Continent :Europe's Twentieth Century, Penguin Books , 2018.
- P.M.H.Bell, Twentieth Century Europe, A Brief History , 1900 to the Present , Wiley 2014.
- Rice, Eugene F. and Grafton, Anthony, ed.The Foundations of Early Modern Europe, 1460-1559, Weidenfeld Nicolson, 1971.
- Rich, E.E, Wilson, W.H., The Cambridge Economic History of Europe, Vol.V
- Roberts J.H. (ed), The Penguin History of the Twentieth Century: The History of the World, 1901 to the Present, Penguin Books , 2004.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
Semester IV, Foundation Course - Specialization Group A
Paper Title: Medieval Indian Architecture

Credit: 4
Maximum marks -100
Contact Hours: 60

Course description: In the medieval era of Indian context witnesses the magnificent capitals of the Delhi, Deccan sultans and Mughal Empires were representative of the architectural wealth of their regimes. This course tracks the complexity and surprisingly discontinuous pasts of the urban agglomerations constructed in the riverine plains of Delhi, its surrounded areas, provinces and Deccani region. This course challenges these interpretations and intersects with a more recent historiography to understand the complex relationships of these cities with their respective regimes. The ideologies of the respective regimes help in comprehending the morphology of monumental architecture, the socio-cultural lives and the organisation of the courts and elites in their capitals.

Course objectives: The broad aim is to acquaint students with the growth, features, styles and regional variations in the field of Indo- Islamic architecture

Course outcome: 1) To understand the process of the evolution of Indo-Islamic architecture. 1) To know the origin, features, styles, buildings, art etc. reflection of inherent culture in their art and architecture.

Unit I
Introduction to Medieval Architecture

- A) Style and its relationship to chronology.
- B) Debates on origins, antiquity, and cross-cultural transactions in art.
- C) Basis of classifications - racial, religious, dynastic, regional.

Unit II
Architecture under the Sultans of Delhi (1200 to 1320)- phase I

- A) The Growing sense of aesthetics
- B) The main Characteristics of the Indo-Islamic Architecture
- C) Architecture under the slave Dynasty
- D) Architecture under the Khaljis

Unit III
Architecture under the Sultans of Delhi (1320 to 1526)- phase II

- A) Architecture under the Sultans of Delhi-II
- B) Architecture under the Tughlaqs.
- C) Architecture under the Saiyyads and Lodis

Unit IV
Mughals Architecture

- A) Mughal Architecture: Main Characteristics
- B) Architecture under Babur and Humayun
- C) Architecture under, Akbar, Jahangir, Shahjahan, Aurangzeb

Unit V
Architecture under Daccani Sultans

- A) Daccani Architecture: Introduction, its affiliation with Iran
- B) Architecture under Bahmani Gulbarga period Bidar period
- C) Architecture under Adilshahi Architecture, Under QutubShahi

Essential Readings:

- Asher, Catherine B. 1992. Architecture of Mughal India, Cambridge: Cambridge University Press.
- Ali, Syed Nadeem Rizaw. 2013. Fatehpur Sikri Revisited, New Delhi: Oxford University Press.
- Ashraf K.M. 2001. Life and Condition of the People of Hindustan 1200-1500, New Delhi: Gyan Publication House.
- Brown, Percy. 1942, Indian Architecture (Islamic Period), Bombay: Taraporevala's Sons.
- Burgess J. 2012, Muhammadan Architecture of Ahmedabad: 1412-1520, Archaeological Survey of Western India, London: William Griggs & sons.
- Desai, Z. A. 1979, Mosques of India, Archaeological Survey of India. New Delhi: Publication Division.
- Furgusson. J. 2011. History of Indian and Eastern Architecture, New Delhi: Rupa Publication.
- Grover, Satish, 1996,. Islamic Architecture in India, New Delhi: South Asia Book.
- Michell, George (Eds.). 1984, Architecture of the Islamic World, USA, Thames and Hudson.
- Nath, R. 1995. Studies in Medieval Indian Architecture, New Delhi: M.D. Publication.
- Nath, R., 1995. Medieval India: History and Architecture, New Delhi" APH Publication.
- Page, J. A. 1991, Historical Memoir of the Qutab, Archaeological Survey of India, New Delhi: Swati Publication.
- Tara Chand. 1936. Influence of Islam on Indian Culture, Allahabad: The Indian Press.
- Yazadani, G. 1929. Mandu- the city of Joy, London: Oxford University Press.
- Yazadani, G. 1947. Bidar its History and Monuments, London: Oxford University Press.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester IV, Foundation Course - Specialization Group B
Historical Archaeology

Credit: 4
Maximum marks: 100
Contact Hours: 60

Course Description: Historical archaeology is another major branch of archaeological studies which has potential sources to study from literature, inscriptions, numismatics in addition to sources such as sites, monuments and cultural materials. Historical archaeology draws its boundaries across ancient and medieval periods of India offering diverse religious and secular features to study.

Course Objective: The objective of this course is to broaden the outlook of archaeology with literary sources to verify with field archaeology.

Course Outcome: The learner will be able to access on development of early urbanisation processes in India, regional towns and trading centres, impact of new technologies and state formations leading to a massive demographic personality of India.

Unit 1:
Introduction

- A) Historical Archaeology: Concept and Development of historical archaeology
- B) Sources of Historical Archaeology in India: cities, forts, inscriptions, monuments and the role of literature.
- C) Modern Historiography and Historical archaeology

Unit 2:
Urbanisation in India

- A) Concepts of urbanisation
- B) Social, economic and political developments in Urbanisation process
- C) Chronology and sequence of developments in the Northern and southern India.

Unit 3:
Ancient India

- A) Emergence of forts, cities and trading centres
- B) Select sites: Rajgrih, Pataliputra, Hastinapur, Taxila, Nalanda, Sisupalgarh, Banavasi, Amaravati, Kanchi, Badami and others

Unit 4:
Medieval India

- A) Emergence of forts, cities and trading centres
- B) Select sites: Mathura, Agra, Aurangabad, Kalaburagi, Hampi, Talakadu, Sri Rangapatna, Madurai and others.

Recommended readings

- Chadha, A. 2010. Commentary: archaeological survey of India and the science of postcolonial archaeology, in J. Lydon & U.Z. Rizvi (ed.) *Handbook of postcolonial archaeology* (World Archaeological Congress Research Handbooks in Archaeology): 227-33. Walnut Creek (CA): Left Coast Press. India: Historical Archaeology, Fig. 6 A “hero stone” or virakallu that vandals uprooted and left abandoned among the ruins of a fourteenth century fort. It may eventually find its way into a local museum or collection or enter the pipeline that feeds the world market of stolen antiquities (Photo by Barry Lewis) I 3758 India: Historical Archaeology
- Chakrabarti, D.K. 2003. *Archaeology in the Third World: a history of Indian archaeology since 1947*. New Delhi: D.K. Printworld. - 2006. *The Oxford companion to Indian archaeology: the archaeological foundations of ancient India, Stone Age to AD 13th century*. New Delhi: Oxford University Press. - 2008. *The battle for ancient India: an essay in the sociopolitics of Indian archaeology*. New Delhi: Aryan Books International. - 2010. *India: an archaeological history: Palaeolithic beginnings to early historic foundations* (2nd edition). New Delhi: Oxford University Press.
- Dhavalikar, M.K. 1999. *Historical Archaeology of India*. New Delhi Books and Books
- Gaur, A.S. & K.H. Vora. 2011. Maritime archaeological studies in India, in A. Catsambis, B. Ford & D. L. Hamilton (ed.) *The Oxford handbook of maritime archaeology*: 513–34. Oxford: Oxford University Press.
- Guha, S. 2005. Negotiating evidence: history, archaeology and the Indus civilisation. *Modern Asian Studies*: 39: 399-426.
- Harding, D.F. 1997-99. *Smallarms of the East India Company, 1600-1856*. 4 vols. London: Foresight Books.
- Hatti, N. & J. Heimann. 1991. The return of the “black books”: a unique, new source-material for reinterpretation of south Indian history. *Scandinavian Economic History Review* 39: 42-89. HENIGE, D.P. 2005. *Historical evidence and argument*. Madison: University of Wisconsin Press.
- Lahiri, N., V. Sethi & B. Purushartha. 2002. Historical archaeology of India: an outline of the work of the Archaeological Survey of India, in S. Settar & R. Korisettar (ed.) *Archaeology and historiography: history, theory and method, Indian archaeology in retrospect*: 71-115. New Delhi: Manohar. ORSER, C.E. 1996. *A historical archaeology of the modern world*. New York: Plenum.
- Paddayya, K. 2002. A review of theoretical perspectives in Indian archaeology, in S. Settar & R. Korisettar (ed.) *Indian archaeology in retrospect: archaeology and historiography: history, theory, and method*: 117-57. New Delhi: Manohar.
- Peabody, N. 2001. Cents, sense, census: human inventories in late precolonial and early colonial India. *Comparative Studies in Society and History* 43: 819-50.
- Rajeeve, C.B. 2006. Preface, in *Indian archaeology 2000- 2001 - a review*: unpaginated. New Delhi: Archaeological Survey of India.
- Ray, H.P. & C.M. Sinopoli. (ed.) 2004. *Archaeology as history in early South Asia*. Delhi: Indian Council of Historical Research. SETTAR, S. & R. KORISSETAR. 2002. Introduction, in S. Settar & R. Korisettar (ed.) *Indian archaeology in retrospect: archaeology and historiography: history, theory, and method*: xi-xix. New Delhi: Manohar.
- South, Stanley A. 1977. *Method and Theory in Historical Archaeology*. NY: Academic Press.
- Trautmann, T.R. & C.M. Sinopoli. 2002. In the beginning was the word: excavating the relations between history and archaeology in South Asia. *Journal of the economic and social history of the orient* 45: 492-523.

- Trautmann, T.R. 2005. Introduction, in T.R. Trautmann (ed.) The Aryan debate: xiii-xliii. New Delhi: Oxford University Press. - 2009. The Madras School of Orientalism: producing knowledge in colonial south India. New Delhi: Oxford University Press.
- Viswesvaran, K., M. Witzel, N. Majrekar, D. Bhog & U. Chakravarti. 2009. The Hindutva view of history: rewriting textbooks in India and the United States. Georgetown Journal of International Affairs 10: 101-12.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester IV, Foundation Course - Specialization Group C
Paper Title: Economic History of Modern India

Credit:4
Maximum marks -100
Contact Hours:60

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

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

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

Unit I
Introduction

- A) Historiography of Economic History of India
- B) Nationalist, Imperialist and Marxist
- C)The Genesis and the Apparatus of the Company's rule: Administrative and Economic Rights, Merchantilism and Laissez Faire

Unit II
Rural Economy

- A) Land revenue settlements and its impact

B) Commercialisation of Agriculture indebtedness, famines growth of landless labour, Famine and British Policy

Unit III Urban Economy

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

Unit IV Colonial Transition

- A) Drain of Wealth- Theory, Volume and Effects.
- B) Handicraft industry in transition under colonialism.
- C) Debate on de-industrialization – various views and regional variations.
- D) Economic impact of British imperialism- A Critical Approach.

Unit V India during the 20th century

- A) Swadeshi enterprise in Bengal, Business and Politics in Colonial India.)
- B) Industrial enterprises in India: Big bourgeoisie and its relations with the Colonial State.
- C) Post-colonial changes: from Tenancy Legislation to Operation Barga, food crisis
- D) Planning and Development in India, Green Revolution.
- E) Neo-liberal Policy: Liberalization, Privatization and Globalization, ‘Special Economic Zones’.

Essential Readings:

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

CENTRAL UNIVERSITY OF KARNATAKA
Department of History & Archaeology
P.G. Semester IV, Discipline Specific Elective - Specialization Group A
Paper Title: Religious Architecture in early Medieval Deccan

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course description: Early medieval Deccan has produced some of India's masterpieces of architecture. The location facilitating cultural interaction from different regions and with foreigners has resulted in creation of unique religious architecture. Through a survey of the religious structures, the course will discuss the debates about theory-practical discourse on art, the problems of stylistic classification and different theoretical explanations. The possible reasons for the nature of art forms and the socio political and cultural milieu of this region will also be discussed.

Course Objectives: To specifically understand the art activity in the Deccan in its context. The time-space frame is fixed to contextualise the study to help the learner to identify and analyse what contributes into the making of art and art traditions in society.

Course Outcome: with successful completion of the course, the student will possess

1. A thorough understanding of architecture as a product of society
2. will be capable to identify and analyse the structures based on its style and features and ascertain tentative dates.

Unit I

- A) Design and its relationship to historiography.
- B) Debates on origins, and cultural transactions in art.
- C) Basis of classifications - racial, religious, dynastic, regional.

Unit II

- A) The Techniques: The Trabeate, the Corbel and the Arcuate
- B) Building Materials: Wood, Stone, Bricks & Mortar

Unit III

- C) Temple Architecture in South India
- D) Development of Temples under Rastrakutas, early Jain Architecture, Ellora

Unit IV

- A) Kalyani Chalukya - Basic layout, structure, articulation, sculptures
- B) Hoysala, Kakatiyas

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

Credit: 3
Maximum marks: 75
Contact Hours: 45

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

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

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

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

Unit-I

Historiography

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

Unit II

Theories

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

Unit III

Analysis and interpretation- sculptures and paintings

- A) Restoration and conservation- chemical treatment for metals, peeling and coating of paintings
- B) Iconometry- proportions and alignments; conjecturing the fragments and reconstruction
- C) Softwares for conjunction and analysis- 3D imaging, CIG, CAD etc.

Unit IV
Analysis and interpretation – structures

- A) Ground plan and elevation through automation
- B) Aerial photography and LIDAR
- C) Conjunction and 3D imaging- CIG, Auto CAD etc.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
P.G. Semester IV, Discipline Specific Elective - Specialization Group B
Quantitative Methods and Information Science

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: Archaeology is both social science and science. Archaeological research includes various science branches to uncover the various properties surrounding the cultural evidences. Likewise, archaeology adopts a range of statistical tools and programing softwares to record, analyse and interpret the findings.

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

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

Unit 1: Computing Fundamentals

- A. Information Science: Development and scope.
- B. Readymade software and programming languages
- C. Managing Information (5 hrs) i. Excavation and Computers ii. Archaeological Database management a. What is database? b. What is archaeological data? c. Recording artefacts d. Analyzing data e. Data Security

Unit 2: Digitisation

- A) Digital Landscapes: GIS and Remote Sensing
- B) Digital Image Processing.
- C) Maps and GPS based cartography
- D) Antiquity documentation

Unit 3: Preservation and Conservation of data

- A) Preserving and Managing Evidence of the Past
- B) CRM and increasing computer usage
- C) Museums, computers and archaeological collections
- D) Communicating Archaeology: Interactive multimedia and the Internet, Use of web resources for research and E-Publication.

Unit 4: Quantitative methods in archaeological research

- A) Basics to quantitative methods: archaeological theory and quantitative thinking, validity and reliability of quantitative analysis.
- B) Unit 7: Basic Statistics and classification and tabulation of data.
- C) Sampling Techniques and probability and non-probability methods.

Recommended readings

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

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
P.G. Semester IV, Discipline Specific Elective - Specialization Group B
Cultural and Heritage Tourism in India

Credit: 3
Maximum marks: 75
Contact Hours: 45

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

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

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

Unit 1: Introduction

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

Unit 2: Organisations and key functions

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

Unit 3: General public awareness and heritage management

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

Unit 4: Select heritage Sites

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

Recommended readings

- Basham, A.L. 2007. *The Illustrated Cultural History of India*. Oxford: Oxford University Press.
- Basham, A.L. 1997. *A Culture of History of India*. Oxford. Oxford University Press.
- Batra, M.L. 1997. *Conservation: Preservation and Restoration of Monuments*. New Delhi: Aryan Books International.
- Bhowmik S.K. 2004. *Heritage Management: Care, Understanding and Appreciation of Cultural Heritage*. Jaipur: Publication Scheme.
- Biswas, Sachindra Sekhara. 1999. *Protecting the Cultural Heritage (National Legislation and International Conservation)*. New Delhi. Aryan Books International.
- Deshpande, M. N. 2001. *Care of Cultural Heritage*. New Delhi: National Museum Institute.
- Dhawan, Shashi. 1996. *Recent Trends in Conservation of Art Heritage*. Delhi: Agam Kala Prakashan.
- Ghoshmaulik, S. K. and K.K. Bass 2001. *Understanding Heritage: Role of Museum*. Bhubaneswar: Academic Staff College.
- Howard, Peter. 2003. *Heritage: Management, Interpretation, Identity*. London: Continuum.
- Paddayya, K. 2004. *Heritage management with special reference to modern impacts on archaeology sites of lower Deccan*. *Deccan Studies* 1 (2): 7-24.
- Rao P.R. 1988. *Cultural Heritage of India*. Delhi: Sterling.
- Renfrew, C. 2000. *Loot, Legitimacy and Ownership*. London: Duckworth.
- Singh, L.K. 2008. *Indian Cultural Heritage from Tourism Perspective*. Delhi: ISHA Books.
- Thapar, B.K. 1989. *Conservation of the Indian Heritage*. New Delhi: Cosmo Publication.
- Canizaro, V.B. 2007. *Architectural Regionalism. Collected Writings on Place, Identity, Modernity, and Tradition*. New York: Princeton Architectural Press.
- Cohen, N. 2001. *Urban Planning Conservation and Preservation*. United States of America: McGraw-Hill.
- Hough, M. 1990. *Out of Place. Restoring Identity to the Regional Landscape*. New Haven, London: Michael Hough.
- Kirshenblatt-Gimblett, B. (2000). *Intangible Heritage as Metacultural Production*. United Kingdom: Blackwell Publishing.
- Newman, P., & Jennings, I. (2008). *Cities as Sustainable Ecosystems. Principles and Practices*. Washington D.C.: Island Press.
- Norberg-Schulz, C. (1980). *Genus Loci. Towards a Phenomenology of Architecture*. United States of America: Rizzoli Inc.
- Pietrobruno, S. (2009). *Cultural Research and Intangible Heritage: Culture Unbound*. *Journal of Current Cultural Research*. No. 1, pp. 227-247.
- Potteiger, M., & Purinton, J. (1998). *Landscape Narratives. Design Practices for Telling Stories*. Canada: John Wiley and Sons, Inc.
- Raj Isar, Y. (2004). *Tangible and intangible heritage: are they really Castor and Pollux?*. New Delhi: INTACH.
- Saleh, Y., Mat Said, Z., Nayan, N., & Che Leh, F. (2007). *Survival Warisan Budaya Dalam Sektor Pelancongan. Satu Tinjauan Di Melaka*. Perak: Universiti Pendidikan Sultan Idris.
- Smeets, R. (2003). *Intangible Cultural Heritage and Its Link to Tangible Cultural and Natural Heritage*. UNESCO.
- Smith, L. (Ed.) (2006). *Cultural Heritage: Critical Concepts in media and Cultural Studies*. New York: Routledge.
- Smith, L., & Akagawa, N. (Eds). (2009). *Intangible Heritage*. New York: Routledge.
- Strange, Y. (199). *Local Politics, a New Agendas and Strategies for Change in English Historic Cities*. Leeds, UK: Leeds Metropolitan University.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
P.G. Semester IV, Discipline Specific Elective - Specialization Group C
Caste and Class in India

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course descriptive: This paper aims at introducing the subject of caste and class in India. It begins by exploring the notion of varna order, and chaturvarna scheme of social stratification and heterogeneous identities of Dalits. The course will focus on social political movements of the colonial period, and post-colonial constitutional enactments to safeguard these vulnerable groups to locate discursively the processes of exclusion in the various public and private sector organizations. Some of the main components in this paper would be mapping the transitions and transformation of the Dalits historically within the caste society and to develop an ethnographic approach to class and how both caste and class were related in understanding the course of history.

Course objectives: A comprehensive and critical exploration of multiple processes and forms of exclusions in socio-political and cultural spheres will prepare students to undertake empirical research in social sciences. To make the student aware about the issues of caste and class in India, its origin, significance and relevance in contemporary India.

Course outcomes: With successful completion of the course;

1. The student possesses sound knowledge of the social order with its historical background.
2. They also develop a critical view point about caste identity in contemporary India based on historical facts
3. Student is equipped to objectively participate in society with awareness

Unit I
Concepts of Caste and Class

- A) Approaches to the study of caste and class- the myth, reality and discourses.
- B) Caste through the ages (Varna Jati)- texts, inscriptions and traditions vis-a-vis archaeological evidence and living traditions.
- C) Stratification and Hierarchy- theories of validation; power, wealth and social structure.
- D) History of untouchable identity- questions and changing nature of their nomenclature from time to time.
- E) Caste: Sanskritization and anti Brahmanical trends.

Unit II
Socio-Political Movements during Colonial Rule

- A) Social, political developments in early 20th century- indigenous claims and regional movements- Adi Dravida, Adi Andhra movements in South India, Adi-Dharma movement in Punjab, Adi-Hindu movement in northern provinces.
- B) Gandhi's Approach to caste and untouchability; Ambedkar's perspective on caste. Adopt uniform style for all individuals.
- C) The Constitution of India- the Constituent Assembly, Debates in Parliament and establishing Legal validity of individual equality.
- D) Land reforms and social change.

Unit III
Caste and Class in Contemporary India

- A) Constitutional provisions and affirmative actions- reservation and representation

- B) Marxist interpretation of class associated with Dalit identity
- C) Caste and gender
- D) Dalit intellectual history
- E) Caste and identity politics

Unit IV

Challenges of new Economic Order

- A) Economic Reforms, Globalisation, Liberalisation and impact on Indian Social Order- creation of new classes.
- B) Impact of Neo Imperial policies and Privatisation on the socio-economic stability of weaker sections- deprivation to opportunities and inaccessibility to resources.
- C) Caste politics and challenges of democracy.

Essential Readings:

- Ambedkar, B. R. 1916. *Castes in India: Their Mechanism, Genesis and Development*. Bombay: Education Department, Government of Maharashtra,.
- Basu, R. S. 2011. *Nandanar's Children: The Paraiyans' Tryst with Destiny, Tamil Nadu 1850 - 1956*. Delhi: Sage India.
- Basu, S. 2015. *Readings on Dalit Identity: History, Literature and Religion*. Delhi: Orient BlackSwan.
- Bayly, S. 2006. *Caste, Society and Politics in India from the Eighteenth Century to the Modern Age* South Asia Edition. Delhi: CUP.
- Das, B. 2010 . *Untouchability, Scheduled Castes and the Nation Building*. Delhi: Book.
- Dirks, N. B. 2001 . *Castes of Mind: Colonialism and the Making of Modern India* . London: Princeton University Press.
- Ghurye, G. S. 1957 . *India: Caste and Class in India* . Bombay: Sage, Popular Book Depot.
- Gould, H. 1960 . *Castes, Outcastes, and the Sociology of Stratification*. *International Journal of Comparative Sociology* , 66.
- Gupta, D. Volume 10, 1980 - Issue 3 . "From Varna to Jati: The Indian Caste System, from the Asiatic to the Feudal Mode of Production. *Journal of Contemporary Asia* , 10.
- china Rao, Y. 2007. *Writing Dalit History and Other Essays*. Delhi: Kanishka Publishing House.
- Jaiswal, S. 1980 . *Studies in Early Indian Sodal History: Trends and Possibility*. *The Indian Historical Review*, Vol VI , 43.
- Narayan, B. 2001 . *Documenting Dissent: Contesting Fables, Contested Memories and Dalit Political Discourse*. Delhi: Indian Institute of Advanced Studies.
- Narayan, B. 2006 . *Women Heroes and Dalit Assertion in North India: culture, Identity and Politics*. India: Sage.
- O'Malley, L. S. 2012 . *Popular Hinduism: The Religion of the Masses*. London: Cambridge University Press.
- Omvedt, G. 2003. *Buddhism in India: Challenging Brahmanism and Caste*. Delhi: Sage India.
- Omvedt, G. 1991 . *The anti-caste movement and the discourse of power* . sage , 22.
- Patankar, B. 2010. *The Dalit liberation movement in the colonial period*. Delhi: Bharat Patankar.
- Patel, H. K. 1984. *Aspects of Mobilisation of Dalits in Bihar*. Komkata: Univesity of Komkata.
- Sarkar, S. 2003 . *Beyond Nationalist Frames*. Delhi: Permanent Black.
- Sarkar, S. 2018 . *Caste in Modern India*. Delhi: Permanent Black.
- Sharma, K. L. 1986 . *Caste and Class in India : Some Conceptual Problems* . Sage India , 57.
- Society, D. H. 2015 . *Debrahmanising History: Dominance and Resistance in Indian Society* . Delhi: Manohar.
- Thapar, R. 1999. *From Lineage to State: Social Formation in the Mid-First Millennium BC in the Ganga Valley*. Delhi: Oxford University Press.
- White, B. H. 2013. *Dalits and Adivasis in Indias Business Economy: Three Essays and an Atlas*. India: Three Essays Collective.
- White, B. H. 2010. *India Working*. London: Cambridge University Press.

CENTRAL UNIVERSITY OF KARNATAKA
Department of History and Archaeology
P.G. Semester IV, Discipline Specific Elective - Specialization Group C
Paper Title: Contemporary Social Issues

Credit: 3
Maximum marks: 75
Contact Hours: 45

Course Description: This course will provide an overview of how socio-cultural concepts and approaches can be applied to the study of causes and consequences of various social issues in contemporary society. A theoretical and practical survey of selected problems. Students will explore approaches for defining problems, explaining causes and critiquing solutions. Topics may include poverty, crime, violence, social isolation, urban decay, changes in family structure, consumerism, health disparities and emphasis is on generating questions rather than finding answers.

Course Objectives: This course provides different perspectives on evolving social, political, environmental and gender issues in India, and helps in examining the impact of policies on the demographic developments contributing on the national identities.

Course Outcomes: At the end of this course, 1) the learners will have comprehensive picture of the socio-cultural and political developments in the recent past, which has been shaping the personality of India. 2) They will be able to examine and evaluate issues in the policy making across politics, media and other social arenas that impact on gender empowerment, environmental conservation and multiculturalism.

Unit I

Reading and writing Contemporary History: Prospects and Challenges

- B) Contemporary understanding and relevance of History
- C) The question of nativity and interpretation
- D) Myth in Indian History

Unit II

Understanding Culture in India

- A) Multi-Culturalism
- B) Composite Culture & Communal Harmony, Secularism
- C) Reflections in art and literature

Unit III

Contemporary Social problems

- A) Concept of social problem, different social issues- Child labour, untouchability, communalism, issues related to women (dowry system, violence against women, domestic violence) and laws to stop social abuse in India.
- B) HIV and Drug Abuse in India and its Impact, Use of Alcohol, Tobacco, Marijuana, Opium and Hashish and its impact on the health.

Unit IV

Indian Politics and Society -1960-2000

- A) Bhoodan movement, Naxalbari movement, J.P Movement, Emergency 1975

B) The Political Voice of Caste: Non – Brahmin and Dalit Assertion, the Mandal Commission, Tribal issues, Communalism and Religious Violence in India

Unit V
Feminism in India

- A) Construction of Gender
- B) Emancipation of women
- C) Critique of patriarchy
- D) Women Social Reform and Law

Unit VI
Development Discourse, Environmental Issues and People's Rights

- A) Development Discourse, new technologies, environmental impact
- B) Civil Society and popular environmental movements in India

Unit VII
The New Public

- A) Role of Media, Cinema, Television

Essential Readings:

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