



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

Department of Studies in History and Archaeology

SEMESTER-I

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
FIRST	DSC1	24HAA1C1L	Elements of Archaeology	30	70	100	4	-	-	4	3
	DSC2	24HAA1C2L	Fundamentals of History	30	70	100	4	-	-	4	3
	DSC3	24HAA1C3L	Historiography	30	70	100	4	-	-	4	3
	DSC4	24HAA1C4L	Perspectives of Vedic Literature	30	70	100	4	-	-	4	3
	DSC5	24HAA1C5L	Marvels of Indian Architecture	30	70	100	4	-	-	4	3
	SEC1	24HAA1S1L/T	Development of South Indian Iconography	20	30	50	1	2	-	2	2
	DSCT1	24HAA1C1T	Elements of Archaeology	20	30	50	-	4	-	2	2
Total Marks for I Semester						600				24	

M.A. History & Archaeology: Semester I

DSC1: 24HAA1C1L: Elements of Archaeology

Course: Elements of Archaeology	Course Code: 24HAA1C1L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives: The objective of this course is to introduce the Branches of Archaeology like Exploration, Excavation and Dating Methods of Archaeological Antiquities.

Course Outcomes: At the end of the Course Students will be able to:

1. Learn about the analytical approaches of Archaeology
2. List out the branches of Historical Archaeology.
3. Analyze the Archaeological Dating Methods.
4. Differentiate between Horizontal, Vertical and Quadrant Excavation.

Unit I:	Introduction to Archaeology Meaning and Definitions, Nature and Scope, Significance - Pre, Proto and Historical Archaeology.	10 Hours
Unit II:	Branches of Historical Archaeology Archaeology and History- Epigraphy, Numismatics, Iconography- Archaeology and other sciences- Geology, Life sciences, Anthropology, Chemistry and Physics.	12 Hours
Unit III:	Exploration Methods of Exploration -Geophysical Surveys- Recording	10Hours
Unit IV:	Excavation Methods of Excavation- Horizontal, Vertical and Quadrant Methods –Recording & Reporting.	12 Hours
Unit V:	Dating the Archaeological Objects Relative, Absolute and Derivative Methods.	12 Hours

BOOKS FOR REFERENCE

1. Dancey, W.S., 1981, Archaeological Field Methods: An Introduction, Burgess, Minneapolis.
2. Dean, Martin, et.al., (ed.), 1995, Archaeology Underwater – The NAS Guide to Principles and Practice, Nautical Archaeology Society, Archetype Publications Ltd., London.
3. Agrawal, D.P. & M.G.Yadava. 1995. Dating the Human Past. Pune: Indian Society for Prehistoric and Quaternary Studies.

4. Barker, G. (Ed.). 1999. The Companion Encyclopaedia of Archaeology. Oxon, UK: Routledge.
5. Barker, Philip, 1977, The Techniques of Archaeological Excavations, Batsford, London.
6. ಶ್ರೀನಿವಾಸ್ ಪಾಡಿಗಾರ್,1997, ಪುರಾತತ್ವಶಾಸ್ತ್ರ ಪರಿಚಯ,
7. ಸುಂದರ.ಅ,1972, ಪ್ರಾಚ್ಯವಸ್ತು ಸಂಶೋಧನೆ

Select E-resources:

1. http://www.uri.edu/mua/?gclid=CNLRuZ6UoLwCFW964god_UUAGA
2. http://www.saa.org/publicftp/public/educators/04_gathering.html
3. http://en.wikipedia.org/wiki/Archaeological_field_survey

M.A. History & Archaeology: Semester I

DSC2: 24HAA1C2L: Fundamentals of History

Course: Fundamentals of History	Course Code: 24HAA1C2L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives: The objective of this course is give a compact, basic introduction and Concept of Historical Method to the students.

Course Outcomes: At the end of the Course Students will be able to :

1. Understand the Concept of Historical Research
2. Focuses on Various Steps and Methods of Research.
3. Critical Analysis of the Data.
4. Differentiate between the Synthetic and Concluding Operation

Unit I: Concept of History : **10 Hours**
Meaning of History, Definitions, Nature, Scope, Object and Value of History - Scope and Subject Matter of History, Uses and Abuses of History- History is an Art or Science?

Unit II: History and its Relation with other Sciences : **12 Hours**
Political History, Economic History, Art History, Social History, History- Science and Morality and others - History and its Allied discipline: Paleography, Numismatics, Geography.

Unit III : New trends in History : **10 Hours**
Emerging Trends: New History, Big History, Global History, Gender History, Intellectual History, Environmental History, Sub Histories; Idea of Progress in History

Unit –IV: Theoretical Issues in History : **12 Hours**
Problems of Bias and Subjectivity in History; Uses and Abuses of History – Commitment of a Historian; Value Judgment in History; Nature of Historical Explanation and Interpretation

Unit V: Methodological Issues in History : **12 Hours**
Types of Historical Sources; Historical Evidence – Nature and Transmission; Role of Historian in History; Data Collection and Selection; Generalization and Historical Imagination

BOOKS FOR REFERENCE :

1. Bombaro, Christine. 3012. Finding History: Research Methods and Resources for Students and Scholars. Plymouth, U.K.: Scarecrow Press, Inc.
2. Carr, E.H. 1982. What is History. London: Penguin Books.
3. Collingwood, R.G. 3005. The Idea of History. Rev.edn. Oxford: Oxford University Press.

4. Kathirvel, S. 1985. Research Methodology in History. Chennai: Crenieo Centre.
5. Kothari, C.R. 3004. Research Methodology: Methods and Techniques. 2nd rev.edn. New Delhi: New Age International Pvt. Ltd. Publishers.
6. Majumdar, R.K & Srivastava, A.N. 1998.Historiography. New Delhi: SBD Pub. & Distributors.
7. Manickam, S. 1985. Theory of History & Methods of Research. Madurai: Kudal Publications.
8. Dr. H. Thippeswamy-2019 – “Charitre Shastra” – Gayathri Prakashana – Ballari.
9. Rouse A L Uses of History.
10. Dr. H. Thippeswamy-2021 – “Ithihasada Saiddhanthikate matthu Samshodhana Vidhana” – Vaibhava Publications –Gadag.

M.A. History & Archaeology: Semester I

DSC3: 24HAA1C3L: Historiography

Course: Historiography	Course Code: 24HAA1C3L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives: This paper highlight the different philosophies, theories and ideologies in History. This paper contained Greek, Roman, Arabian and Indian historian ideology and development of writing of history through ages.

Course Outcomes: At the end of the Course Students will be able to :

1. Understand the Concept of Historical Writing
2. Focuses on Various Steps on Historical writing trends.
3. Critical Analysis of the Sources.
4. Differentiate between the Ancient, Medieval, and Modern age Historiography

Unit I:	Ancient period: Greek Historiography- background-Herodotus and Thucydides-Roman Historiography- Livy & Tacitus, Church Historiography : St. Augustine.	10 Hours
Unit II:	Medieval Historiography Ibn Khaldun – Alberuni - Kalhana – Ibn Batuta	12 Hours
Unit III:	Modern Historiography Gibbon and L.V.Ranke - Oswald Spengler and Arnold Toynbee - Karl Marx	12 Hours
Unit IV:	Indian Historiography Imperialist and Nationalist - Marxist and Subaltern - Dalit Historiographies	14 Hours
Unit V:	Indian Historiographers R.G. Bhandarkar - K.P.Jayswal and Jadunath Sircar - D.D. Kosambi, Romila Thapar and Irfan Habib-KAN Shastry - S.K. Aiyangar.	12 Hours

BOOKS FOR REFERENCE :

1. Kitson Clark G.,1967 ,The Creational Historians, London.
2. Philips C.H. (Ed.) , 1961Historians of India, Pakistan and Cylon, OUP.
3. Correa – Afonso, John (Ed.) , 1979, Historical Research in India, New Delhi.
4. Sheik Ali B. , 1978, History – Its Theory and Method, Madras.
5. Collingwood R.G. , 1966, Idea of History, OUP.

M.A. History & Archaeology: Semester I
DSC4: 24HAA1C4L: Perspectives of Vedic Literature

Course: Perspectives of Vedic Literature	Course Code: 24HAA1C4L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The present course is intended to provide a brief idea about the Knowledge of the Vedic Literature.

Course Outcomes: At the end of the Course Students will be able to :

1. Understand the Concept of Vedas.
2. Appreciate the content of Upavedas.
3. Compare between the Shat(Six) Angas & Shat Darshanas.
4. Find out the relation between the Agamas and the Architecture of India.

Unit I:	The Vedas (Shritis) : Origin, Meaning, parts and significance of the Vedas - Rigveda - Samaveda – Yajurveda – Atharvaveda and their contents – Parts of Vedas : Brahmanas, Aranyakas, Samhitas and Upanishats.	10 Hours
Unit II:	Shat(Six) Angas : Shat Angas : Shiksha – Kalpa : Shrouta, Grihya, Dharma and Shulba Sutras – Vyakarana – Nirukta – Chhandas – Jyotishya.	12 Hours
Unit III:	Upavedas (Smritis) : Ayurveda and its relevance – Dhanurveda and its contents – Gandharvaveda and its contents – Arthashastra and its contents.	12 Hours
Unit IV:	Shat (Six) Darshanas : Shat Darshanas : Sankhya – Nyaya – Vaisheshika – Mimamsa – Yoga – Vedanta.	14 Hours
Unit V:	Itihasas, Puranas and Agamas : Itihasas : Ramayana and Mahabharata - Puranas : Bhagavata, Markandeya, Skanda, Vishnu Purana - Agamas : Shaiva – Vaishnava – Shakta Agamas.	12 Hours

BOOKS FOR REFERENCE :

1. A Bhattacharya (2006), Hindu Dharma: Introduction to Scriptures and Theology.
2. Apte, Vaman Shivaram (1965), The Practical Sanskrit-English Dictionary Delhi: Motilal Banarsidass,
3. Banerji, Sures Chandra (1989), A Companion to Sanskrit Literature, Motilal Banarsidass
4. Biswas et al (1989), Cosmic Perspectives, Cambridge University Press
5. George M. Williams (2003), Handbook of Hindu Mythology, Oxford University Press.

6. Gavin Flood (1996), An Introduction to Hinduism, Cambridge University Press.
7. Jan Gonda (1975), Vedic Literature: (Saṃhitās and Brāhmaṇas), Otto Harrassowitz Verlag
8. Keerti Joshi – 2006 - GLIMPSES of VEDIC LITERATURE - Standard Publishers (India)
New Delhi
9. William K. Mahony (1998). The Artful Universe: An Introduction to the Vedic Religious Imagination. State University of New York Press

External Links :

<https://vedicheritage.gov.in/upanishads/aitareyopanishad/>

<https://dharmawiki.org/index.php/Aranyaka>

M.A. History & Archaeology: Semester I
DSC5: 24HAA1C5L: Marvels of Indian Architecture

Course: Marvels of Indian Architecture	Course Code: 24HAA1C5L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives: The present course is intended to provide a brief idea about the Knowledge of the Marvels of Indian Architecture.

Course Outcomes :

1. To explain the South Indian temple architecture styles.
2. Temple style of Eastern and Western India.
3. Learned about the Rock-Cut Architecture.
4. Analyze the development of Indian Iconography.

Unit I:	Principles of Temple Architecture : Main Features of Indian Art and Architecture –Temple Architectural Features - Interior and Exterior, Plan, Section, Elevation - Brief about Vastu texts.	10 Hours
Unit II:	Early Stages in Indian Architecture: Rock-Cut Architecture: Barabar Caves (Bihar); Bhaja, Karle, Kanheri and Ajanta Caves. (Maharashtra). Kailash Temple (Ellora), Elephant caves. Mahabalipuram Mandapas and Rathas. Stupa, Chaitya and Viharas - Mauryan Art: Ashokan Pillars: Saranatha, Louriya - Nandagada etc.	12 Hours
Unit III:	Northern Indian Temple Architecture Gupta Temples : Important Temples and Their Features. – Kandariya Mahadeva Temple (Madhya Pradesh) – Modhera (Gujarat) – Lingaraja Temple (Bhubaneswar), Konarka Sun Temple.	14 Hours
Unit IV:	Southern Indian Temple Architecture Pallavan - Chalukyan – Vijayanagara Temples: Important Temples and Their Features. Mahabalipuram Sea Shore Temple - Aihole and Pattadakal,– Brihadeshwara Temple at Tanjavuru – Temples of Hampi.	12 Hours
Unit V:	Developments in Indian Art Paintings : Importance, Types, Important Mural Paintings in Temples. Sculptural Art : Meaning, Definitions, Types and Important Sculptural Centers.	12 Hours

BOOKS FOR REFERENCE :

1. Acharaya, P.K. An Encyclopaedia of Hindu Architecture, Manasara Series - Vol.VII, London, Oxford University Press. 1946.
2. Agrawal,V.S. Gupta Art. Lucknow: U.P. Historical Society. 1948
3. Anant L Zandekar, 2021, Evolution of Indian Art and Architecture, Arpita Prakashana, Dharwad.
4. Banerjee,J.N. Development of Hindu Iconography.UniversityofCalcutta.1941.
5. Coomaraswamy, A.K. History of Indian and Indonesian Art, Munshiram & Manoharlal, New Delhi. 1972.
6. Coomaraswamy, A.K. Introduction to the Indian Art, Munshiram & Manoharlal Publications, New Delhi. 1969.
7. Gupta,S.P.TheRoots ofIndianArt.D.K.Publishers: Delhi.1980.
8. Harle,J.C.Gupta Sculpture.Oxford,OxfordUniversityPress.1974.
9. Huntington, Susan, L. The Art of Ancient India: Buddhist, Hindu, Jain. Penguin Books;Harmondsworth. 1986.
10. Kar,Chintamoni.IndianMetal Sculpture.London. 1952.
11. Meister,M. W.&Dhaky, M.A,KrishnaDeva(eds.)EncyclopediaofIndianTempleandArchitecture,AIIS Oxford University Press: Delhi. 1988.
12. Michell, G. & Filliozat, V. (ed.) Splendors of the Vijayanagara Empire: Hampi, MargPublications.Bombay. 1981.
13. Nagaraju, S. Buddhist Architecture of Western India. New Delhi, Agam Kala Prakashan.1981.
14. Rajashekhar S., 1999, Art and Architecture of Karanataka, Sujata Publications, Dharwad.
15. Shivarama Murthy C., 1999, Indian Paintings, National Book House, New Delhi.

M.A. History & Archaeology: Semester I
SEC1: 24HAA1S1L/T: Development of South Indian Iconography

Course: Development of South Indian Iconography	Course Code: 24HAA1S1L/T
Teaching Hours/Week (L-T-P): 1- 2 - 0	No. of Credits: 02
Internal Assessment: 20 Marks	Semester End Examination: 30 Marks

Course Objectives:

The objective of this course is to introduce students to the iconography of the images of the different religious traditions of Hinduism, Buddhism and Jainism. The development of iconographic depictions in each of these traditions is also outlined

Course Outcomes: At the end of the Course Students will be able to :

1. Give the details about different iconographic traditions in the Indian Subcontinent
2. Analyze the development of Iconography of Vishnu
3. Explain the various Jaina and Buddhist Iconography
4. Recognize the Iconography of Nagas, Yakshas and other sculptures

Unit I: Hindu Iconography : 8 Hours

Iconometry – Iconography of Vishnu - Iconography of Shiva, Ganesha, Kartikeya - Iconography of Brahma and Surya - Iconography of Shakta Cult - Other Important divinities: Ashtadikpalas , Navagrahas.

Unit II: Jaina Iconography : 8 Hours

Origin and development of Jaina images - Jaina Tirthankaras: Forms of Tirthankara images Sarvatobhadra, Chaturvinshati - Yakshas and Yakshinis.

Unit III: Buddhist Iconography : 8 Hours

Bodhisattva images, Avalokiteshvara, Vajrapani, Maitreya, Manjushri - Female Deities: Tara, Pradnyaparamita, Chunda, Bhrukuti, Marichi, Vasudhara, Mahamayuri, Hariti.

BOOK FOR REFERENCE

1. Banerjee, J.N. Development of Hindu Iconography. University of Calcutta.1941.
2. Gupta, S. P. The Roots of Indian Art. D.K. Publishers: Delhi. 1970.
3. Harle, J. C. Gupta Sculpture. Oxford, Oxford University Press. 1974.
4. Huntington, Susan, L. The Art of Ancient India: Buddhist, Hindu, Jain. Penguin Books; Harmondsworth. 1986.

5. Kar, Chintamani. Indian Metal Sculpture. London. 1952.
6. Meister, M. W. & Dhaky, M.A, Krishna Deva (eds.) Encyclopedia of Indian Temple and Architecture, A.I.S. Oxford University Press: Delhi. 1988.
7. Michell, G. & Filliozat, V. (ed.) Splendors of the Vijayanagara Empire: Hampi, Marg Publications. Bombay. 1981.
8. Nagaraju, S. Buddhist Architecture of Western India. New Delhi, Agam Kala Prakashan. 1981.
9. MA History and Archaeology Syllabus Under CBCS System
10. Acharaya, P.K. An Encyclopaedia of Hindu Architecture, Manasara Series - Vol. VII, London, Oxford University Press. 1946.
11. Agrawal, V.S. Gupta Art. Lucknow: U.P. Historical Society. 1948
12. Coomaraswamy, A.K. History of Indian and Indonesian Art, Munshiram & Manoharlal, New Delhi. 1972.
13. Coomaraswamy, A.K. Introduction to the Indian Art, Munshiram & Manoharlal Publications, New Delhi. 1969.

M.A. History & Archaeology: Semester I
DSCT1: 24HAA1C1T: Elements of Archaeology :Tutorial

Course: Elements of Archaeology :Tutorial	Course Code: 24HAA1C1T
Teaching Hours/Week (L-T-P): 0- 2- 0	No. of Credits: 02
Internal Assessment: 20 Marks	Semester End Examination: 30 Marks

Course Objectives:

The objective of this course is to introduce students to the Archaeological Exploration and Excavation Methods and traditions of India. The development of Exploration and Excavation in each of these traditions is also outlined

Course Outcomes: At the end of the Course Students will be able to :

1. Learn about the different methods of Archaeological Exploration.
2. Conduct the Geographical Survey
3. Get the ability to Record the details of Antiquities
4. Understand the Excavation traditions in the Indian Subcontinent with concern to the Archaeological ideas and trends.

Unit I :	Exploration : Methods of Exploration -Geophysical Surveys- Recording	8 Hours
Unit-II :	Excavation : Methods of Excavation- Horizontal, Vertical and Quadrant Methods –Recording & Reporting.	8 Hours
Unit-III :	Excavation Report Writing : Content – Objectives – Methods, Nature and Scope.	8 Hours

BOOKS FOR REFERENCE

1. Archaeological Site Manual, 1994, Museum of London, London.
2. Atkinson, R.J.C., 1953, Field Archaeology, 2nd edition, Methunen, London.
3. Barker, Philip, 1977, Techniques of Archaeological Excavation, B.T.Batsford Ltd., London.
4. Binford, L.R., 1972, An Archaeological Perspective, Seminar Press, New York.
5. Brothwell, D.R., 1982, Digging up Bones, 3rd edition, Cornell University Press, Ithaca, New York, London.
6. Connah, G., (ed.), 1983, Australian Field Archaeology: A Guide to Techniques, Australian Institute of Aboriginal Studies, Canberra, Australia.
7. Dancey, W.S., 1981, Archaeological Field Methods: An Introduction, Burgess, Minneapolis.
8. Dean, Martin, et.al., (ed.), 1995, Archaeology Underwater – The NAS Guide to Principles and Practice, Nautical Archaeology Society, Archetype Publications Ltd., London.

NEP Question Paper Pattern for PG Semester End Examination
Disciplines Specific Core (DSC) and Discipline Specific Elective (DSE)

Paper Code:

Paper Title:

Time: 3 Hours

Max. Marks: 70

Note: Answer any *FIVE* of the following questions with Question No. 1 (Q1) Compulsory, each question carries equal marks.

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|-----|----------|
| Q1. | 14 Marks |
| Q2. | 14 Marks |
| Q3. | 14 Marks |
| Q4. | 14 Marks |
| Q5. | 14 Marks |

Note: Question No.1 to 5, *one question from each unit* i.e. (Unit I, Unit II,). The Questions may be a whole or it may consists of sub questions such as a,b, c etc...

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|-----|----------|
| Q6. | 14 Marks |
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Note :Question No.6, *shall be from Unit II and III*, the Question may be a whole or it may consists of sub questions such as a,b, c etc...

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| Q7. | 14 Marks |
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Note: Question No.7, *shall be from Unit IV and V*,the Question may be a whole or it may consists of sub questions such as a,b, c etc...

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| Q8. | 14 Marks |
|-----|----------|

Note: Question No-8 shall be from *Unit II, Unit III , Unit IV and Unit V*. The question shall have the following sub questions and weightage. i.e a – 05 marks, b – 05 marks, c – 04 marks.

Skill Enhancement Courses (SECs)

Paper Code:

Paper Title:

Time: 1 Hours

Max.

Marks: 30

There shall be Theory examinations of Multiple Choice Based Questions [MCQs] with Question Paper set of A, B, C and D Series at the end of each semester for SECs for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions). The Answer Paper is of OMR (Optical Mark Reader) Sheet.

Question Paper Pattern for Subjects with Tutorial

For the subjects with Tutorial component, there is no Semester-End Examination (SEE) to the component C3. The liberty of assessment of C3 is with the concerned faculty. The faculty must present innovative method of evaluation of component C3 before the respective BoS for approval and the same must be submitted to the Registrar and Registrar (Evaluation) before the commencement of the academic year.



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

Department of Studies in History and Archaeology

II-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
Second Sem	DSC6	24HAA2C6L	Primitive Cultures of India: up to Iron Age	30	70	100	4	-	-	4	3
	DSC7	24HAA2C7L	Political Philosophy in Ancient India	30	70	100	4	-	-	4	3
	DSC8	24HAA2C8L	Cultural History of Kalyana Karnataka (8 th to 16 th Century)	30	70	100	4	-	-	4	3
	DSC9	24HAA2C9L	Culture of Early Medieval India up to 12 th Century A.D.	30	70	100	4	-	-	4	3
	DSC10	24HAA2C10L	The History of Hoysalas	30	70	100	4	-	-	4	3
	SEC2	24HAA2S2P	Computer Application in History and Archaeology	20	30	50	1	-	2	2	2
	D SCT2	24HAA2C2T	Primitive history of India : up to Iron Age	20	30	50	-	4	-	2	2
Total Marks for II Semester						600				24	

M.A. History & Archaeology: Semester II

DSC6-24HAA2C6L: Primitive Cultures of India: up to Iron Age

Course: Primitive Cultures of India: up to Iron Age	Course Code: 24HAA2C6L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The Students learn about the analytical approaches of mankind during the Prehistoric Period in Indian Sub continent.

Course Outcomes: At the end of the Course Students will be able to :

1. Know the life style of Early Man like Paleolithic, Mesolithic and Neolithic and Megalithic Ages.
2. Learn the Evaluation and Substance pattern of Mankind.
3. Analyze the Human Development in various Stages.
4. Evaluate the Various types of South Indian Megalithic Chambers.

Unit I:	Geographical Features of India: Geographical Features of India - Importance and Impacts on Indian History - Geographical Ages and Origin of Primitive Man.	10 Hours
Unit II:	Paleolithic and Mesolithic Cultures: Paleolithic Cultures of India – Lower, Middle and Upper Paleolithic Ages - Important Sites and Cultural Characteristics – Hunasigi, Kibbanahalli, Anagawadi, Ismpura, Jalihal, Balki and Ourad, Mesolithic Cultures of India – Tools and Substance Patterns -Important Sites and Cultural Characteristics – Piklihal, Tekkalakote, Sanganakallu, Kappagal and Other Important Sites.	12 Hours
Unit III:	Neolithic and Chalcolithic Cultures: North and South Indian Neolithic Cultures – Burzahom, Brahmagiri, Maski, Lingasuguru, Watagal, Tekkalakote and Sanganakallu - Material Culture and Subsistence - Patterns.	12 Hours
Unit IV:	Chalcolithic Culture: Chalcolithic Culture - Important types and sites in Ballari and Koppal Regions - Material Cultures - Malva, Jorve, Kayatha and Aahar.	12 Hours
Unit V:	Iron Age / Megalithic Culture: Iron Age Culture - Important sites in Ballari and Koppal Regions - Material Culture - South Indian Megalithic Chambers - Rituals and Practices.	14 Hours

BOOKS FOR REFERENCE:

1. Agrawal, D. P., 1982, The Archaeology of India Survey, Curzon Press, Delhi.
2. Agrawal, D.P. and Kharakwal. J.S., 2002, South Asian Prehistory, Aryan Books International, Delhi.
3. Allchin, Bridget and Raymond Allchin, 1983, The Rise of Civilization in India and Pakistan, Press Syndicate University of Cambridge, New Delhi.
4. Allchin, Raymond and Bridget Allchin, 1997, Origins of a Civilization: The Prehistory and Early Archaeology of South Asia, Viking Publishers, New Delhi.
5. Bhattacharya, D.K., 1972, Prehistoric Archaeology, Hindustan Publishing Corporation, Delhi.
6. Chakrabarti, Dilip K. (Ed.). 2004. Indus Civilization Sites in India - New Discoveries, Marg, Mumbai.
7. Chakrabarti Dilip K, 2006, The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India - Stone Age to 13th Century A.D., Oxford University Press, New Delhi.
8. Raman K.V., 1998, Pre and Proto History of India, Agamakar Publications, New Delhi.

M.A. History & Archaeology: Semester II

DSC7-24HAA2C7L: Political Philosophy in Ancient India

Course: Political Philosophy in Ancient India	Course Code: 24HAA2C7L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The objective of this course is students will understand the Polity of Ancient India through this paper.

Course Outcomes: At the end of the Course Students will be able to :

1. Give the details about Manu's Dharmashastra
2. Explain the concepts like Saptanga Theory of Kingship
3. Understand the Concepts of Vidhata, Gana, Sabha
4. Evaluate Principles of Taxation

Unit I:	Sources and on Ancient Indian Polity: Nationalist views and their relevance, Manu's Dharmashastra, Narada Muni and Bhishmaacharya on Polity, Nitisara of Shukracharya.	10 Hours
Unit II:	Vedic Values : Types of Vedic Values : Social, Ethical and Environmental Values - Their Significance and Influence; Characteristics of Indian Political thought in Ancient Times	10 Hours
Unit III:	Origin of Kingship : Brahmanical Theories of Kingship: Social Contract and Divine Rights of Kingship. Chanakya and his Arthashastra with special reference to Saptanga Theory .	10 Hours
Unit IV:	Vedic and Post Vedic Polity: Nature and Functions of Vidhata, Gana, Sabha and Samiti, Post Vedic –Oligarchies and 16 Mahajanapadas.	10 Hours
Unit V:	Administration: Military Organization and Administration as per Dhanurvedam, Finance, Taxation, Principles of tax Collections, Law: Kantakashodhana (Criminal Laws) as per Arthashastra.	12 Hours

BOOKS FOR REFERENCE:

1. Dr. Anant L.Zandekar, Political Philosophy Thoughts in Ancient India, Arpitha Dharwad – 2003
2. Altekar A.S-State and Government in Ancient India, Banaras-1949
3. Goshal U.N-The History of Indian Political IdeasOxford-1950.
4. Kane P.U- The History of Dharmasastra (Vol-3), Poona-1962.
5. Mookerji.R.K-Local Government in Ancient India, Oxford-1930.

6. Patil.N.A-Prachin Bharateeya Rajakeeya Vicharagalu (KannadaDharwad-1989).
7. Saletore.B.A-Ancient Indian Political thought and Institution,Bombay-1968.
8. Sharma.R.S-Aspect of Political Ideas and Institutions in Ancient India, Delhi-1959.
9. Syhama Sastry.R-Kautilaya's Arthasastra, Mysore-1967.

M.A. History & Archaeology: Semester II

DSC8-24HAA2C8L: Cultural History of Kalyana Karnataka (8th to 16th Century)

Course: Cultural History of Kalyana Karnataka (8 th to 16 th Century)	Course Code: 24HAA2C8L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives: Objective of this paper is to introduce the Scio-Economic and Cultural traditions of Rulers of Kalyana Karnataka. In this Paper would be know the new cultural developments in some important spheres in this region.

Course Outcomes:

1. Students learn about the analytical approaches of ‘Cultural History of Kalyana Karnataka’
2. Students will able to understand the Concept of Socio-Economic Contributions of Various rulers in Kalyana Karnataka
3. Students able to understand the Political Administration of Rashtrakutas and Kalyana Chalukyas.
4. Students learn about the Art and Architecture of Vijayanagara Empire and Bahamani Sultanates.

Unit - I:	Sources and Culture: Sources: A. Archaeological B. Literary (Indigenous and Foreign). Culture - Definitions, Nature, Scope and Significance of Culture.	10 Hours
Unit - II:	Cultural Contributions of Rashtrakutas: Socio-Economic Status : Caste, Marriage, Family, Education - Trade and Commerce, Taxation, Land Revenue. Religious Condition - Art and Architecture - Literature	12 Hours
Unit - III:	Cultural Contributions of Kalyana Chalukya’s and Kalachuriya’s: Socio-Economic Status : Caste, Marriage, Family, Education - Trade and Commerce, Taxation, Land Revenue. Religious Condition - Art and Architecture - Literature.	12 Hours
Unit - IV:	Cultural Contributions of Vijayanagara Empire : Socio-Economic Status : Caste, Marriage, Family, Education - Trade and Commerce, Taxation, Land Revenue. Religious Condition - Art and Architecture - Literature.	12 Hours

Unit - V: Cultural Contributions of Bahamani and Shahi Rulers : 14 Hours
Socio-Economic Status : Caste, Marriage, Family, Education -
Trade and Commerce, Taxation, Land Revenue. Religious
Condition - Art and Architecture - Literature.

BOOKS FOR REFERENCE:

1. Anant L Zandekar, 2020, Cultural History of Kalyana Karnataka, Arpita Prakashana, Dharwad.
2. Basham, A.L (Ed), A Cultural History of India
3. Champakalakshmi, R Trade, Ideology and Urbanization : South India 300 BC – AD 1300
4. Chandra, S History of Medieval India (700 – 1700)
5. Chattopadhyay, B.D The Making of Early Medieval India. (Delhi, 1994)
6. Habib, Irfan, Medieval India: The Study of a Civilization
7. Habibullah, A.B.M, The Foundation of Muslim Rule in India
8. Kumar Sunil, The Emergence of the Sultanate of Delhi
9. Nizami, K.A. Some Aspects of Religion and Politics in India in the 13th c
10. K.A. NilakantaSastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara
11. K.A.NilkantaSastri, The Cholas
12. Shireen Moosvi, The Economy of the Mughal Empire

M.A. History & Archaeology: Semester II

DSC9-24HAA2C9L: Culture of Early Medieval India up to 12th Century A.D.

Course: Culture of Early Medieval India up to 12 th Century A.D.	Course Code: 24HAA2C9L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

Objective of this paper is to introduce the Scio-Economic and Cultural traditions of Early Medieval India. In this Paper would be know the new cultural developments in some important spheres in this region.

Course Outcomes: At the end of course, students will be able to:

1. Critically analyze the political development of early medieval India.
2. Understand the concept of Cultural Developments in Early Medieval India.
3. Explain the various styles and forms of painting, rise of new languages and the growth of literature in medieval India.
4. Evaluate the role of Sri Shankaracharya and his Advaita Philosophy.

Unit - I:	Political Developments in Early Medieval India: Three models for the Kingdom – Absolute Monarchy, Feudalism – Local Self Governments. Relation between Contemporary Kingdoms : Rashtrakutas, Pratiharas and Pala – Invasions of Mohammed of Ghazni and Mohammed of Ghor and their impact.	10 Hours
Unit - II:	Cultural Developments: Literature and Languages - Samskritam Literature, Persian Literature, Hindi Literature – Regional Languages : Kannada, Tamil, Telugu – Arts : Dance - Music – Paintings –Drama.	10 Hours
Unit - III:	Social Developments: Aspects of Society – Family, Caste, Marriage, Food, Ornaments, Education, Festivals, Traditional Practices with special reference to Shodasha(16) Samskaras.	10 Hours
Unit - IV:	Religious Reforms : Origin of the terms Dharma and Religion, Concept of Bhakti and Moksha – Advaita of Sri Shankaracharya - Renaissance in Hindu Dharma.	10 Hours
Unit - V:	Economic Conditions : Cultivation – Irrigation - Land Revenue – Metallurgy -Trade and Commerce – Trade Relation with Southeast Asian countries viz, Java, Thailand, Vietnam, Indonesia, Cambodia.	

BOOKS FOR REFERENCE:

1. Anant L Zandekar, 2020, The Islamic Role in North India 542 to 1707 A.D., Arpita Prakashana, Dharwad.
2. Abraham, Meera, 1988, Two Medieval Merchant Guilds of South India, Manohar Publications, New Delhi.
3. Acharya K.T., 1988, Indian Food: A Historical Companion, Oxford University Press, Delhi.
4. Agrawal D.P., 1982, Archaeology of India, Curzon Press, London and Malmo.
5. Agrawala V.S., 1949, A Catalogue of the Images of Brahma, Vishnu, and Shiva in Mathura Art, Journal of the UP Historical Society, New Delhi.
6. Banerjea, J.N., 1966, Pauranic and Tantric Religion: Early Phase, University of Calcutta, Calcutta.
7. Basham, A.L., 2003, History and Doctrines of the Ajivikas: A Vanished Religion, Indian edn, Luzac and Co., London.
8. Berghaus, P., 1991, Roman Coins from India and Their Imitations, In A. K. Jha (Ed), Coinage, Trade and Economy, Indian Institute for Research in Numismatic Studies, Nashik.
9. Brajadulal Chattopadhyay, 1994, The Making of Early Medieval India, Oxford University Press, New Delhi.
10. Kesavan Veluthat, 2010, The Early Medieval in South India, Oxford University Press, New Delhi.
11. Sharma R.S., 2014, Early Medieval Indian Society: A Study in Feudalization, Orient Blackswan Pvt Ltd, New Delhi.
12. Upinder Singh (Ed), 2012, Rethinking Early Medieval India: A Reader, Oxford University Press, New Delhi.
13. Upinder Singh, 2019, A History of Ancient and Early Medieval India, Pearson Publications, New Delhi.

M.A. History & Archaeology: Semester II

DSC10 - 24HAA2C10L: The History of Hoysalas

Course: The History of Hoysalas	Course Code: 24HAA2C10L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The present course concentrate about the Various Cultural, Political Contributions of Hoysalas.

Course Outcomes: Students will be able to :

1. Learn about the Important kings of Hoysalas.
2. Admire the Art and Architecture of Hoysalas.
3. Compare the administration system of Hoysalas with the present system.
4. Students able to understand the Trade and Commerce during Hoysalas.

Unit - I:	Sources: A. Archaeological : Inscriptions, Coins and Monuments B. Literary : Indigenous and Foreign Accounts.	10 Hours
Unit - II:	Important Kings of Hoysalas: Origin and Growth of Hoysala Dynasty -The Early Rulers -The imperial status of the Hoysalas under Ballala-I, Vishnuvardhana, Narasimha-I - The reign of Ballal-II and Narasimha-II - Decline of Hoysalas.	12 Hours
Unit - III:	Socio-Economic Condition of Hoysalas : Society - Caste, Marriage, Family, Education. Economy - Trade and Commerce, Taxation, Land Revenue.	12 Hours
Unit - IV:	Religious Conditions and Administration : Religious Conditions : Shaiva, Vaishnava, Jaina traditions. Administration System - Local, Provincial and Central Administration – Military Administration.	12 Hours
Unit – V :	Art and Architecture during Hoysalas : Hoysaleshwara Temple, Chennakeshava Temple, Keshava Temple of Somanathapura – Literature – Important Poets and their Works.	10 Hours

BOOKS FOR REFERENCE :

1. R.R.Diwakar : Karnataka through the Ages.
2. Champaka Lakshmi - Urbanization in South India
3. Harie J.C. - The Art and Architecture of the Indian subcontinent
4. R.R. Diwakar - Karnataka through the Ages
5. Mugali R.S. - The Heritage of Karnataka
6. R.G. Bandarkar - History of Decan
7. G. Yazdani - History of Deccan
8. R.C. Majumdar and others - Advanced History of India
9. William Coelho : Hoysala Vamsha J.D.M.Derrett : Hoysalas.
10. B.Sheik Ali : Hoysala Dynasty
11. Basavaraj.K.R : History and Culture of Karnataka
12. K.A.Nilakanta Sastri : History of South India
13. Keshavan Veluthat - State Formation in South India
14. Gupta K.M. - Land system in South India 700 1300 A.D.
15. S. Rajashekarana - Karnataka Architecture

M.A. History & Archaeology: Semester II

SEC2 - 24HAA2S2L/P : Computer Application in History and Archaeology

Course: Computer Application in History and Archaeology	Course Code: 24HAA2S2L/P
Teaching Hours/Week (L-T-P): 2 - 0 - 0	No. of Credits: 02
Internal Assessment: 20 Marks	Semester End Examination: 30 Marks

Course Objectives:

This tutorial is based on theoretic expository lectures using dynamic audio-visual resources, having a strong practical component, through the handling of software under tutorial supervision, with the purpose of performing exercises that deal with specific problems of history and archaeological activity.

Course Outcomes: Students will be able to :

1. Understand the basic concepts of Computer.
2. Explain the E-Resources to study about the History.
3. Give the details about GIS and digitalization of historical records.

Unit - I: Fundamentals of Computer: 10 Hours
Meaning, Definitions, Nature, Scope and Significance of Computer.
Development of Computer - Functions and Forms.

Unit- II: E-Resources and Research: 12 Hours
Internet sources of Historical Records : Virtual Libraries - Digital Archives - E-Journals and Books - Plagiarism in Historical Research – Geographical Information System.

Unit- III: Data Analysis and Digitalization: 12 Hours
Data Analysis - Digitalization of Historical Records and Maps - Excavation Drawings – Stratigraphy - 3D Recording - Trench Layout - Section Drawing - Structure Drawing - Elevation and Plan - Pottery Drawing - Stone Tool Drawing.

BOOKS FOR REFERENCE

1. Wheatley D.; Gillings, M. 2002. Spatial Technology and Archaeology, Taylor & Francis: London.
2. Harris, Trevor, 2002, GIS in Archaeology, in Knowles, AK (editor), Past time, past place: GIS for History, Redlands Clifornia, ESRI Press, 2002, pp. 131-143

3. Internet Archaeology, The first fully refereed e-journal for archaeology, ISSN 1363-5387| URL: <http://intarch.ac.uk>
4. Stanford University: Libraries & Academic Information Resources, GIS and Archaeology, <http://wwwsul.stanford.edu/depts/gis/Archaeology.htm>
5. DMOZ, Open Directory Project, Archaeological Computing, http://dmoz.org/Science/Social_Sciences/Archaeology/Topics/Archaeological_Computing/
6. Internet and Open Source in Archaeology: <http://www.iosa.it/>
7. Integrating the humanities and geospatial science: exploring cultural resources and sacred space through Internet GIS, Trevor Harris, Ph.D., Dr. Briane Turley, Ph.D., and L. Jesse Rouse, West Virginia University, http://ark.geo.wvu.edu/grave_creek/

M.A. History & Archaeology: Semester II

DSCT2 - 24HAA2C2T : Primitive History of India : up to Iron Age

Course: Primitive History of India : up to Iron Age	Course Code: 24HAA2C2T
Teaching Hours/Week (L-T-P): 2 - 0 - 0	No. of Credits: 02
Internal Assessment: 20 Marks	Semester End Examination: 30 Marks

Course Objectives:

The objective of this course is to introduce students to the Pre-history of India. The development of Stone age to Metal age in each of these traditions is also outlined.

Course Outcomes:

1. Give the details about the different Pre-historic traditions in the Indian Subcontinent.
2. Analyze the development of Primitive Men.
3. Explain the various features of Pre-historic ages.
4. Understand the tool or material culture.

Unit - I: Neolithic and Chalcolithic Cultures : 8 Hours

North and South Indian Neolithic Cultures – Burzahom, Brahmagiri, Maski, Lingasuguru, Watagal, Tekkalakote and Sanganakallu - Material Culture and Subsistence - Patterns.

Unit - II: Iron Age /: 8 Hours

Iron Age Culture - Important sites in Ballari and Koppal Regions - Material Culture

Unit – III: Megalithic Chambers : 8 Hours

South Indian Megalithic Chambers : Rituals and Practices.

BOOKS FOR REFERENCE

1. Atkinson, R.J.C., 1953, Field Archaeology, Longmans Publication, London.
2. Barker, P., 1982, Techniques of Archaeological Excavation, Batsford Press, London.
3. Crawford, O.G.S., 1953, Archaeology in the Field, Phoenix Publishers, London.
4. Dancey, W.S., 1985, Archaeological Field Methods: An Introduction, Surjeet Publications, New Delhi.
5. Harris, E.C., 1979, Principles of Archaeological Stratigraphy, Academic Press, London.
6. Rajan, K., 2002, Archaeology: Principles and Methods, Manoo Pathippakam, Thanjavur.

NEP Question Paper Pattern for PG Semester End Examination
Disciplines Specific Core (DSC) and Discipline Specific Elective (DSE)

Paper Code:

Paper Title:

Time: 3 Hours

Max. Marks: 70

Note: Answer any *FIVE* of the following questions with Question No. 1 (Q1) Compulsory, each question carries equal marks.

- | | |
|-----|----------|
| Q1. | 14 Marks |
| Q2. | 14 Marks |
| Q3. | 14 Marks |
| Q4. | 14 Marks |
| Q5. | 14 Marks |

Note: Question No.1 to 5, *one question from each unit* i.e. (Unit I, Unit II,). The Questions may be a whole or it may consists of sub questions such as a,b, c etc...

- | | |
|-----|----------|
| Q6. | 14 Marks |
|-----|----------|

Note :Question No.6, *shall be from Unit II and III*, the Question may be a whole or it may consists of sub questions such as a,b, c etc...

- | | |
|-----|----------|
| Q7. | 14 Marks |
|-----|----------|

Note: Question No.7, *shall be from Unit IV and V*,the Question may be a whole or it may consists of sub questions such as a,b, c etc...

- | | |
|-----|----------|
| Q8. | 14 Marks |
|-----|----------|

Note: Question No-8 shall be from *Unit II, Unit III, Unit IV and Unit V*. The question shall have the following sub questions and weightage. i.e a – 05 marks, b – 05 marks, c – 04 marks.

Skill Enhancement Courses (SECs)

Paper Code:

Paper Title:

Time: 1 Hours

Max.

Marks: 30

There shall be Theory examinations of Multiple Choice Based Questions [MCQs] with Question Paper set of A, B, C and D Series at the end of each semester for SECs for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions). The Answer Paper is of OMR (Optical Mark Reader) Sheet.

Question Paper Pattern for Subjects with Tutorial

For the subjects with Tutorial component, there is no Semester-End Examination (SEE) to the component C3. The liberty of assessment of C3 is with the concerned faculty. The faculty must present innovative method of evaluation of component C3 before the respective BoS for approval and the same must be submitted to the Registrar and Registrar (Evaluation) before the commencement of the academic year.



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

Department of Studies in History and Archaeology

III-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
THIRD	DSC11	24HAA3C11L	Political History of Medieval India (From 1206 to 1526 CE)	30	70	100	4	-	-	4	3
	DSC12	24HAA3C12L	Sindhu-Saraswati Civilization	30	70	100	4	-	-	4	3
	DSC13	24HAA3C13L	Freedom Movement in Karnataka	30	70	100	4	-	-	4	3
	DSE1	24HAA3E1L/A or 2HAA3E1L/B	Varna and Education Systems in Ancient India or Backward Class Movement in Karnataka	30	70	100	4	-	-	4	3
	DSE2	24HAA3E2L/A or 24HAA3E2L/B	History of Vijayanagara Empire or European History (From 1789 to 1945 CE)	30	70	100	4	-	-	4	3
	GEC1	24HAA3G1AL	History of Karnataka Part-I	20	30	50	2	-	-	2	2
	DSCT3	24HAA3C3T	Early Historical Excavations in India	20	30	50	-	4	-	2	2
Total Marks for III Semester						600				24	

M.A. History & Archaeology: Semester III

DSC11-24HAA3C11L: Political History of Medieval India (From 1206 to 1526 CE)

Course: Political History of Medieval India (From 1206 to 1526 CE)	Course Code: 24HAA3C11L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

Objective of this paper is to throw light on the political history of Medieval India. In this Paper we would be know the activities of important sultans and their impacts on Indian Society.

Course Outcomes: Students will be able to :

1. Critically Analyze the political developments of medieval India.
2. Understand the Market Policy of Ala-Ud-Din Khalji.
3. List out the rebellions against the Mohammed Bin Tughlaq.
4. Explain the various fanatic activities of Feroz-Shah Tughlaq.

Unit - I	Sources to study about Medieval India: A. Archaeological : Monuments, Inscriptions and Coins B. Literary : Tabquat-I-Nasiri, Taj-UI-Masir, Kitab-UI-Rehla, Tahkik-I-Hind, Khazain-UI-Futuh, Fatwa(Tariq)-I-Feroz Shahi	10 Hours
Unit -II	Slave Dynasty : Origin – Establishment of Slavery Dynasty – Qutb-Ud-Din Aibak (1206-10) – Shams-Ud-Din Iltutmish (1211-1236) – Razia Begum(1236-40) – Ghiyas-Ud-Din Balban(1265-85)	12 Hours
Unit -III	Khalji Dynasty : Jalal-Ud-Din Feroz Khalji (1290-96) – Ala-Ud-Din Khalji (1296-1316) – Mubarak Shah Khalji (1316-1320)	12 Hours
Unit -IV	Tughlaq Dynasty : Ghiyas-Ud-Din Tughlaq (1320-25) – Md. Bin-Tughlaq (1325-51) – Feroz-Shah Tughlaq (1351-1388)	12 Hours
Unit-V	Syed and Lodhi Dynasties: Syed Dynasty : Khizr Khan (1414-21) – Mubarak Shah (1421-1434) – Md. Shah(1434-45) – Ala-Ud-Din Alam Shah-II (1445-51). Lodhi Dynasty : Bahlol Khan Lodhi (1451-89) – Siqander Shah Lodhi (1489-1517) – Ibrahim Lodi (1517-1526) – Battle of Panipat-I (1526).	14 Hours

BOOKS FOR REFERENCE :

1. Anant L Zandekar, 2020, The Islamic Role in North India 542 to 1707 A.D., Arpita Prakashana, Dharwad.
2. Abraham, Meera, 1988, Two Medieval Merchant Guilds of South India, Manohar Publications, New Delhi.
3. Acharya K.T., 1988, Indian Food: A Historical Companion, Oxford University Press, Delhi.
4. Agrawal D.P., 1982, Archaeology of India, Curzon Press, London and Malmo.
5. Agrawala V.S., 1949, A Catalogue of the Images of Brahma, Vishnu, and Shiva in Mathura Art, Journal of the UP Historical Society, New Delhi.
6. Banerjea, J.N., 1966, Pauranic and Tantric Religion: Early Phase, University of Calcutta, Calcutta.
7. Basham, A.L., 2003, History and Doctrines of the Ajivikas: A Vanished Religion, Indian edn, Luzac and Co., London.
8. Berghaus, P., 1991, Roman Coins from India and Their Imitations, In A. K. Jha (Ed), Coinage, Trade and Economy, Indian Institute for Research in Numismatic Studies, Nashik.
9. Brajadulal Chattopadhyay, 1994, The Making of Early Medieval India, Oxford University Press, New Delhi.
10. Kesavan Veluthat, 2010, The Early Medieval in South India, Oxford University Press, New Delhi.
11. Sharma R.S., 2014, Early Medieval Indian Society: A Study in Feudalization, Orient Blackswan Pvt Ltd, New Delhi.
12. Upinder Singh (Ed), 2012, Rethinking Early Medieval India: A Reader, Oxford University Press, New Delhi.
13. Upinder Singh, 2019, A History of Ancient and Early Medieval India, Pearson Publications, New Delhi.

M.A. History & Archaeology: Semester III

DSC12-24HAA3C12L: Sindhu-Saraswati Civilization

Course: Sindhu-Saraswati Civilization	Course Code: 24HAA3C12L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The present course is intended to discuss the recent developments in Sindhu-Saraswati Civilization.

Course Outcomes(CO's): At the end of the course, students will be able to :

1. Know the Pre - Mature Age of Indus Valley Civilization.
2. Learn about the Town Planning of Indus Valley Civilization.
3. Analyze the Socio-Economic and Religious Conditions.
4. Explain the Causes for the Decline of the Indus Valley Civilization.

Unit - I	Concept of Pre and Proto History : Different Aspects – Origin - Geographical extent of Indus Valley Civilization – Characteristics - Exploration and Excavation – Recent developments regarding the name of the civilization.	10 Hours
Unit -II	Origin and Evolution : Early, Mature and Later Harappan Culture: Important Sites and their Importance - Substance Patterns - Evolution of Urbanization - Harappan Town Planning and Structures.	12Hours
Unit -III	Important Sites : Harappa - Mohenjodaro - Sutkagendor - Chanhudaro - Amri - Kalibangan -Lothal -Surkotada - Banawali - Dholavira etc.	12Hours
Unit -IV	Society : Social Conditions : Status of Men and Women, Family. Economic Conditions : Agriculture, Barter System, Trade and Commerce,Crafts Religious Conditions : Worship of Nature, Mother Goddess and Pashupathi.	12Hours
Unit-IV	Downfall : Causes and Theories - Reasons –Aryans invaded and conquered - Natural factors - Geological and Climatic -Tectonic disturbances - Changes in patterns of rainfall -Dramatic shifts in the river courses.	12Hours

BOOKS FOR REFERENCE :

1. Agrawal, D.P. 1982. *The Archaeology of India*. Surrey: Curzon Press.
2. Agrawal, D.P. & J.S. Kharakwal. 1102. *South Asian Prehistory*. Delhi: Aryan Books International.
3. Allchin, Bridget and Raymond Allchin. 1983. *The Rise of Civilization in India and Pakistan*. New Delhi: Press Syndicate University of Cambridge.
4. Allchin, Raymond and Bridget Allchin. 1997. *Origins of a Civilization: The Prehistory and Early Archaeology of South Asia*. New Delhi: Viking.
5. Bhattacharya, D.K. 1972. *Prehistoric Archaeology*. Delhi: Hindustan Publishing Corporation.
6. Chakrabarti, Dilip K. (Ed.). 2004. *Indus Civilization Sites in India - New Discoveries*. Mumbai: Marg.
7. Chakrabarti, Dilip K. 2006. *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India – Stone Age to 13th Century AD*. New Delhi: Oxford University Press.

M.A. History & Archaeology: Semester III

DSC13 - 24HAA3C13L:Freedom Movement in Karnataka

Course: Freedom Movement in Karnataka	Course Code: 24HAA3C13L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The present course is intended, introduce an overview of the Freedom Movement in Karnataka.

Course Outcomes(CO's):

At the end of the course,

1. Students are able to list out the freedom fighters of Karnataka.
2. Students can explain the importance of armed struggle in Karnataka.
3. Students are able to analyze the structure of freedom movement.
4. Students are able to evaluate the various events of freedom struggles in Karnataka.

Unit - I	Freedom Struggle: Causes, Nature and Importance of Freedom Struggle. Pre 1857 Struggles: Armed Freedom Struggle - Sode Sadashivaraya - Dondia Wagh – Venakatadri Nayaka – Koppal Veerappa -Deshmukhs of Bidar - Shivalingaiah - Sindagi Revolt - Kitturu Chennamma - Sangaolli Rayanna and Guerilla War in 1829 to 1830 - Nagara Struggle - Kodagu Struggle - Badami Flair-Up of 1842.	10 Hours
Unit -II	Early Activities of National Movement: 1857 Struggles: Baba Saheb of Naragunda - Bedas of Halagali - Raja Venkatappa Nayak and Surapur Struggle - Mundaragi Bheema Rao– Nationalism in Karnataka : Causes for the Rise of Nationalism - Swadeshi and Non-Co-operation Movements - Influence of Tilak and Gandhi. - Belagavi Congress Session in 1924 - Vidhwarshwatha Tragedy in 1938 and etc.	14 Hours
Unit -III	Quit India Movement: Before Activities : Khadi Movement-Koujalagi Hanumantha Rao-Hallikeri Gudleppa-Tagaduru Ramachandra Rao - Quit India Movement in Karnataka - Its Effects - Do or Die - Genesis of Mysore Congress - Incident of Easuru - Shivapura Dhwaja Satyagraha	12 Hours
Unit -IV	Approaches of Freedom Movement in Karnataka: Harijana Sevaka Sangha-Sardhar Veeranna Gowda Patil-Nagamma Patil-Siddamati Mylar - Non-Cooperation Movement - Salt Sathyagraha - Ankola-No Tax Campaign in Uttar Karnataka - Forest Sathyagraha - Freedom Movement in Hyderabad Karnataka with Special Reference to Ballari, Vijayanagara andKoppalDistricts - Main Events	12 Hours

Unit-V Movement for Responsible Government:**12 Hours**

Establishment of Responsible Government in Princely Mysore - Mysuru Chalo Movement: Demands - Leaders - First Congress Ministry- Karnataka Freedom Fighters- Tekuru Subrahmanyam, Kolachalam Venkata Rao, Pandita Taranatha, Alavandi Shivamurthy Swamajji, Pandita Ramananda Theertha

BOOKS FOR REFERENCE :

1. Chandra, Bipan. 1989. India's Struggle for Independence. Penguin: New Delhi.
2. Guha, Ramachandra. 2012. Makers of Modern India. Penguin: New Delhi.
3. Majumdar, R.C. 1971. History of the Freedom Movement in India, Volume 1. Firma K. L. Mukhopadhyay: Calcutta.
4. Mukherjee, R. & Kapoor, P. 2008. Date Line 1857: Revolt against the Raj. Roli Books Pvt. Ltd.: New Delhi.
5. Sahgal, Nayantara. 2013. The Story of India's Freedom Movement. Rupa Publications: New Delhi.
6. Sen, S.N. 1997. History of the Freedom Movement in India (1857-1947). New Age International: New Delhi.
7. Sharma, S.K. 2009. Quit India Movement. Mittal Publication: New Delhi.
8. Bose, A.C. 1971. Indian Revolutionaries Abroad 1905-1922. B.R. Publishers: Patna.
9. Gandhi, M.K. 2006. My Experiments with Truth. Puffin: New Delhi.
10. Green, Jen. 2013. Gandhi and the Quit India Movement. Na-H: New York.
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14. Iyer, Raghavan. 1989. The Moral and Political Writings of Mahatma Gandhi. Oxford University Press: New Delhi.
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17. Habib, Irfan. 2012. (Tr.) Rashtreeya Andolana. Navakarnataka Publications: Bangalore.
18. Parthasarathy, K.S. 2011. Bharatada Prathama Swatantra Sangrama. Navakarnataka Publications: Bangalore.
19. S. Chandrashekhar : Karnataka Ekikaranada Charitre.
20. R.R. Diwakar : Karnataka through the ages.
21. P.B. Desai : History of Karnataka
22. G.S. Halappa : History of Freedom Movement in Karnataka.
23. Basavaraja. K.R. : History of Karnataka.

M.A. History & Archaeology: Semester III

DSE1 - 24HAA3E1L/A: Varna and Education Systems in Ancient India

Course: Varna and Education Systems in Ancient India	Course Code: 24HAA3E1L/A
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The present course is intended, discuss and throw light on the concepts of Varna and Education Systems in Ancient India.

Course Outcomes(CO's):

At the end of the course, students will be able to :

1. Learn the Vedic and Post Vedic Education System of Ancient India.
2. Capable to differentiate between the Vedic and the Buddhist educational systems.
3. Analyze the Varna System in various stages of Ancient India.
4. List out the Vedic Institutions.

Unit - I:	Background of Varna and Education System:	10 Hours
	Concept and Four Varnas - Fundamentals and Salient Features of Ancient Indian Education..	
Unit -II :	Varnas in Ancient India:	10 Hours
	Varna System : Brahmana, Kshatriya, Vaishya and Shudra and their Purpose and Functions - Status of Women in Varna System - Customs and Traditions of Vedic Religion.	
Unit -III :	Education System:	12 Hours
	Pre and Vedic Era :Sources - Ethics - Main Characteristics of Education - Female Education - Swa-Adhyayana(Self-Learning) - Duties of a Teacher and a Student.	
Unit-IV :	Buddhist Education System:	14 Hours
	Characteristics of Buddhist Education - Methods of Teaching - Women Education - Educational Centers - Merits and Demerits - A comparison between the Brahmanic and the Buddhist education.	
Unit -V :	Educational Centres:	14 Hours
	Forms of Education : Gurukula, Brahmapuri, Agrahara, Gatikasthan Educational Centres: Vikramashila, Nalanda, Takshashila, Kashi, Pampakeshtra, Nagavi.	

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1. Altekar, A.S., Education in Ancient India, (5th edition), 1957, Varanasi: Nand Kishore and Bros.
2. Chaube, S.P. History and Problems of Indian Education, Agra: Vinod Pustak Mandir.
3. Harshananda Swami, An Introduction to Hindu Culture: Ancient & Medieval, 2007.
4. Ifrah Georges, The Universal History of Numbers.
5. Mukherjee, R.K., Hindu Civilization Longman, Green and Co. London, 1936.
6. Mahajan, V. D. Ancient India.
7. Motwani Kewal, India: A synthesis of cultures.
 8. Rawat, P.L. History of Indian Education, Agra: Ram Prasad & Sons, 1996.

M.A. History & Archaeology: Semester III

DSE1 - 24HAA3E1L/B: Backward Class Movement in Karnataka

Course: Backward Class Movement in Karnataka	Course Code: 24HAA3E1L/B
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The present course is intended, throw light on the Backward Class Movement in Karnataka.

Course Outcomes(CO's):

At the end of the course, students will be able to :

1. Learn the Backward Class Movements in Karnataka.
2. Know the comparison the Various Commissions Reports.
3. Analyze the Caste conflicts based collective mobilization.
4. Explain the works and achievements of Backward class leaders.

Unit - I: Concept of Backward Class:

10 Hours

Meaning, Definitions, Nature and Characteristics of Backward Classes.

Unit -II : Early Backward Class Movements:

Concept of Backward Class Movement - Genesis and Growth - Social Dynamics of Backward Classes - Emergence of Non-Brahmin Movement in Bombay, Mysore and Hyderabad Karnataka Region.

Unit-III : Backward class Commissions Reports:

Nagana Gowda report - L.G.Havanoor Commission - T.V. Venkataswamy Commission - Mandal Commission - Contribution of D. Devaraja Arasu.

REFERENCES:

1. Bjorn Hettne : Political, Economy of Indirect Rule. Mysore - 1881-1947.
2. Chandrashekar .S : Dimensions of social political Change in princely Mysore
3. G.S.Halappa : History of Freedom movement in Karnataka Vol.1&2
4. Havanoor Commission Report.
5. I SS Paper series – 6 New Delhi 1989-90.
6. I.M.Mathanno : History of Modern Karnataka.
7. James Manor – Structural Changes in Karnataka EPW 12 – 1977
8. James Manor : Political Change in an Indian State Mysore - 1917- 1955
9. K..Veerathappa(ed.) : Studies in Karnataka History and Culture, Vol. 1.
10. Kuppaswamy.B : Backward class movement in Karnataka.
11. Lakshman Telagavi : Hindulida haagu Dalita Vargagala Chalualigalu.
12. M.N. Srinivas & Panini Political Society.
13. M.N.Srinivas and Panini- Political Society in Karnataka EPW.

M.A. History & Archaeology: Semester III

DSE2 - 24HAA3E2L/A: History of Vijayanagara Empire

Course: History of Vijayanagara Empire	Course Code: 24HAA3E2L/A
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The present course is intended, to discuss in detail about the History of Vijayanagara Empire.

Course Outcomes: At the end of the course, students will be able to :

1. Learn the Establishment of the Vijayanagara empire.
2. List out the Clans of Vijayanagara empire.
3. Appreciate the political achievements of the empire.
4. Explain the Cultural Contributions of the empire.

Unit - I:	Sources: Archaeological Sources with Special Reference to: (i)Aladahalli (1338 AD) (ii) Sringeri (1346 AD) (iii) Sravana Belgola (1368 AD) Hampi (1510 AD) and (iv) Kalahasti (1532 AD) Inscriptions.- Literary: Madhuravijayam and Achyutarayabhyudayam - Muslim Chronicles and Accounts : Basatin - Salatin and Burhan-i-Maasir.-Portuguese Accounts : Paes and Nuniz	10 Hours
Unit -II :	The Establishment of the Vijayanagara Rule: Political Conditions of South India in Early 14th Century- Circumstances Leading to the Emergence of the Vijayanagara	12 Hours
Unit -III :	The Sangamas: Bukka I, Harihara II, Devaraya-I, Devaraya II, Sangama-Hoysala Relations, Sangama Reddi Relations.The Saluvas – Saluva Narasimha	12 Hours
Unit-IV :	The Tuluvas: 1) Krishnadevaraya : (i) His Campaigns and Conquests : Ummathur and Kalinga (ii) His Relations with: (a) Bahmanis (b) Portuguese 2) Achutaraya : Battle of Tambraparni 3) Ramaraya : i) Foreign Policyii) Battle of 1565 A.D. and Its Consequences	14 Hours

Unit -V : Vijayanagara Administration:

12 Hours

Central and Provincial – the Nayankara System-Religion-
Social Condition- Economic Condition - Education and
Literature- Art and Architecture

BOOKS FOR REFERENCE

1. Nilakanta Sastri K.A.(Ed.),1946, Further Sources of Vijayanagara History, Madras.
2. Saletore, B.A., 1934, Social and Political Life in the Vijayanagara Empire,2 Vols. Madras.
3. Krishnaswam , 1964, The Tamil country under Vijayanagara, Annamalai.
4. Mahalingam, T.V.,1975, Administration and Social Life under Vijayanagara,
Parts I & II, Madras.
5. Sherwani, H.K.,1970, Bahamanis of the Deccan, Hyderabad.
6. Rajasekhara, S , 1983, Masterpieces of Vijayanagara Art, Bombay.
7. Sivaramamurti, C. 1987, Vijayanagara Paintings, New Delhi.
8. Desai, P.B. (Ed.) , 1970, A History of Karnataka, Dharwad.

M.A. History & Archaeology: Semester III

DSE2 - 24HAA3E2L/B: European History (From 1789 to 1917)

Course: European History (From 1789 to 1945)	Course Code: 24HAA3E2L/B
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives: This Paper gives an overview of the Conditions of Europe in between 1789 and 1945 CE including the establishment of the UNO.

Course Outcomes : At the end of this course, students will be able to :

1. Understand the causes for the French Revolution.
2. Appreciate the greatness of Napoleon Bonaparte.
3. Evaluate the ideology of Metternich.
4. Recall that, Garibaldi is considered as this Sword of Italy.
5. Explain the contributions of Bismarch in order to unify Germany.

Unit - I:	French Revolution – 1789 CE	10 Hours
	Introduction - Causes : Financial, Social, Political Causes and Immediate Cause - Course – Consequences -	
Unit -II :	Napoleonic Era (1799 – 1815 CE)	12 Hours
	Brief History – Military Campaigns – Continental System – Decline.	
Unit -III :	Metternich Era (1815-1848 CE)	12 Hours
	Early Life - The Congress of Rastatt – Ambassador – Chancellor - Congress of Vienna	
Unit-IV :	Unification of Italy (1870)	12 Hours
	Introduction - Causes - Role of Victor Emmanuel II - Giuseppe Mazzini (1 st Stage) – Count of Cavour (2 nd Stage) - Giuseppe Garibaldi(3 rd Stage).	
Unit -V :	Unification of Germany (1871)	12 Hours
	Introduction – Causes - Zollverein System (1 st Stage) – Frankfurt Parliament (2 nd Stage) – Otto Von Bismarch (3 rd Stage).	

Books for Reference

1. Sen, S.N. Europe and the World. 1789-1945. S. Chand; New Delhi. 1998.
2. Thomson, David. Europe since Napoleon. Longmans: UK. 1958.
3. Khanna, V.N. International Relations. Vikas Publishing House: New Delhi. 1102.
4. Nanda, S.P. History of the Modern World. Anmol Publ.: New Delhi. 1998.
5. Jha, K.N. Studies in World History. Cosmos: New Delhi. 2008.
6. Dev, Arjun. History of the World from the Late Nineteenth to the Early Twenty-First Century. Orient Blackswan: New Delhi. 2009.

M.A. History & Archaeology: Semester III

GEC1 - 24HAA3G1AL: Political History of Karnataka Part - I

Course: Political History of Karnataka Part - I	Course Code: 24HAA3G1AL
Teaching Hours/Week (L-T-P): 30- 0 – 0	No. of Credits: 02
Internal Assessment: 20 Marks	Semester End Examination: 30 Marks

Course Objective :

In the present course, it is intended to introduce an overview of the History of different dynasties those who ruled Karnataka.

Course Outcomes : At the end of the course, students will be able to :

1. Recognize the Kadambas as the first local dynasty to rule Karnataka.
2. Explain the greatness of Sri Purusha as a great Ganga ruler.
3. Appreciate the Chalukyas of Badami, especially, Pulikeshi II as an empire builder, even outside the present boundary of Karnataka.

Unit - I: Kadambas of Banavasi: 10 Hours

Kadambas : Origin - Important Rulers : Mayura Varma, Shanti Varma, Kakutstha Varma – Decline.

Unit - II: Gangas of Talakadu: 10 Hours

Origin, Growth - Important Rulers : Dadiga, Sri Purusha, Marasimha Nitivakya II, Mantri Chavundaraya - Decline.

Unit -III: Chalukyas of Badami : 10 Hours

Origin - Important Rulers : Pulikeshi II, Vikramaditya I, Vinayaditya, Vikramaditya II – Decline.

References :

1. Dr. Malyaban Chattopadhyay - Political History Of The Chalukyas Of Badami Or Vatapi With Special Reference To Pulakesin-II –
2. Sailendra Nath Sen. Ancient Indian History and Civilization. New Age International, 1999 – India
3. Stein, Burton (1980). Peasant State and Society in Medieval South India. Delhi: Oxford University Press.
4. L. K. Ananthakrishna Iyer (1935). The Mysore Tribes And Castes - Mysore University.
5. Kamath, Suryanath U. (2001). A Concise History of Karnataka:
6. Cousens, Henry (1996) [1926]. The Chalukyan Architecture of Kanarese Districts. New Delhi:
7. Bolon, Carol Radcliffe (1 January 1979). "The Mahākūṭa Pillar and Its Temples". *Artibus Asiae*.
8. I. M. Muthanna (1977). Karnataka, History, Administration & Culture. Carnatic (India): Lotus

M.A. History & Archaeology: Semester III
DSCT3 - 24HAA3C3T: Early Historical Excavations in India

Course: Early Historical Excavations in India	Course Code: 24HAA3C3T
Teaching Hours/Week (L-T-P): 2- 0 – 0	No. of Credits: 02
Internal Assessment: 20 Marks	Semester End Examination: 30 Marks

Course Objective : This present course is intended to share knowledge about the early Indian Excavated sites.

Course Outcomes(CO's): At the end of the course, students will be able to

1. Learned the Early Historical Principles of Excavation.
2. Compare between the Earth Excavation and Marine Excavation.
3. Understand the important Excavations in North India.
4. Can give the details of antiquities acquired in excavation sites.

Unit - I: Principles of Excavation : 10 Hours
 Background - Meaning, Definitions, Nature, Scope and Methods of Excavation – Recording and Reporting.

Unit - II: Excavations in India: 10 Hours
Excavations in North India: Takshashila -Indraprastha - Puranakilla -Kuruksheetra -Pataliputra (Bulandibagh)- Hastinapura- Kaushambi -Nalanda.**Excavations in South India:**Arikamedu- Talakadu - Rajaghatta - Vadagova Madhavapura - Talagunda - Pattanam in Kerala.

Unit -III: Marine Archaeological Excavations in India: 10 Hours
 Dwaraka- Somanatha, Lakshadweepa, Vijaydurga, Mathura, Goa and Poompuhar.

REFERENCES:

1. Ansari, Z.D. and M.S. Mate 1966. Excavations at Dwarka. Pune: Deccan College, Pune.
2. Begley, V. et al., 1996. The Ancient port of Arikamedu: New Excavations and Researches 1989- 1992. pp.1-39. Pondicherry, Ecole Francaize D'Extreme-Orient.
3. Ghosh, A. 1948. Taxila Sirkap 1944-45. Ancient India 4: 41-84.
4. Lal, B.B. 1954-55. Excavations at Hastinapura and Other Explorations in the Upper Ganga and Sutlej Basins 1950-52. Ancient India: 10-11: 5-151.
5. Rao, S.R. 1990. Excavation of the Legendary City of Dwaraka the in Arabian sea, Journal of Marine Archaeology 1: 59-98.
6. Sharma, G.R. 1969. Excavations at Kausambi 1949-50.

NEP Question Paper Pattern for PG Semester End Examination
Disciplines Specific Core (DSC) and Discipline Specific Elective (DSE)

Paper Code:

Paper Title:

Time: 3 Hours

Max. Marks: 70

Note: Answer any *FIVE* of the following questions with Question No. 1 (Q1) Compulsory, each question carries equal marks.

- | | |
|-----|----------|
| Q1. | 14 Marks |
| Q2. | 14 Marks |
| Q3. | 14 Marks |
| Q4. | 14 Marks |
| Q5. | 14 Marks |

Note: Question No.1 to 5, *one question from each unit* i.e. (Unit I, Unit II,). The Questions may be a whole or it may consists of sub questions such as a,b, c etc...

- | | |
|-----|----------|
| Q6. | 14 Marks |
|-----|----------|

Note :Question No.6, *shall be from Unit II and III*, the Question may be a whole or it may consists of sub questions such as a,b, c etc...

- | | |
|-----|----------|
| Q7. | 14 Marks |
|-----|----------|

Note: Question No.7, *shall be from Unit IV and V*,the Question may be a whole or it may consists of sub questions such as a,b, c etc...

- | | |
|-----|----------|
| Q8. | 14 Marks |
|-----|----------|

Note: Question No-8 shall be from *Unit II, Unit III, Unit IV and Unit V*. The question shall have the following sub questions and weightage. i.e a – 05 marks, b – 05 marks, c – 04 marks.

Skill Enhancement Courses (SECs)

Paper Code:

Paper Title:

Time: 1 Hours

Max. Marks: 30

There shall be Theory examinations of Multiple Choice Based Questions [MCQs] with Question Paper set of A, B, C and D Series at the end of each semester for SECs for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions). The Answer Paper is of OMR (Optical Mark Reader) Sheet.

Question Paper Pattern for Subjects with Tutorial

For the subjects with Tutorial component, there is no Semester-End Examination (SEE) to the component C3. The liberty of assessment of C3 is with the concerned faculty. The faculty must present innovative method of evaluation of component C3 before the respective BoS for approval and the same must be submitted to the Registrar and Registrar (Evaluation) before the commencement of the academic year.



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

Department of Studies in History and Archaeology

IV-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)	
				IA	Sem. Exam	Total	L	T	P			
FOURTH	DSC14	24HAA4C14L	Research Methodology in History	30	70	100	4	-	-	4	3	
	DSC15	24HAA4C15L	History of Women Movements in India	30	70	100	4	-	-	4	3	
	DSE3	24HAA4E3L/A	Principles and Methods of Museology	or	30	70	100	4	-	-	4	3
		24HAA4E3L/B	Heritage Tourism in Karnataka									
	DSE4	24HAA4E4L/A	History of Indian Environmental Movements	or	30	70	100	4	-	-	4	3
		24HAA4E4L/B	Coinage in Ancient and Medieval India									
	GEC2	24HAA4G1AL	History of Karnataka Part-II	20	30	50	2	-	-	2	2	
SEC3	24HAA4S3L/T	Indian Palaeography and Epigraphy	20	30	50	1	2	-	2	2		
Project	24HAA4C1R	Project Work	30	70	100	-	-	8	4	4		
Total Marks for IV Semester						600				24		

M.A. History & Archaeology: Semester IV

DSC14 - 24HAA4C14L: Research Methodology in History

Course: Research Methodology in History	Course Code: 24HAA4C14L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The objective of this course is give a compact, basic introduction and Concept of Historical Method to the students.

Course Outcomes: At the end of the Course Students will be able to :

1. Understand the Concept of Historical Research
2. Focuses on Various Steps and Methods of Research.
3. Critical Analysis of the Data.
4. Differentiate between the Synthetic and Concluding Operation

Unit- I:	Concept of Research: Concept of Research and Pre-Requisites of a Research Scholar- Problems of Researcher-Kinds of Research and Their Importance- Brief Views on Historical Research-Ancient, Medieval, Modern ages in World and India	12 Hours
Unit- II	Primary Operations: Sources-Primary and Secondary. Research and Bibliography-Selection of a Topic-Hypothesis in Research-Art of Documentation and Oral History. Data Collection- Problems in Collection of Historical data	12 Hours
Unit -III:	Analytical Operations: Authenticity of Documents, Reason for Fake/Forgery Documents and Historical Errors- Methods of Conducting External and Internal Criticism- Testing of Hypothesis	12 Hours
Unit –IV:	Synthetic Operation: Synthetic Operation-Selection of Facts- Arrangements of Facts etc. Theory of Causation. Concept of Objectivity in Historical Research.	12 Hours
Unit V:	Concluding Operation Engineering of the Thesis-Methods of Serialization-Presentation- Imagination as a Principle of Serialization-Theme and Design of the Thesis and Final Draft and Exposition-Main Features of a Good Thesis- Foot Notes: Its Forms Uses and Misuses Bibliography, Appendix-Index, Maps-Charts.	12 Hours

BOOKS FOR REFERENCE

1. Anderson, Durston & Poole. 1970. Thesis and Assignment Writing. New Delhi: Wiley Eastern Limite
2. Barzun, J & Graff, Henry, F. 1970. The Modern Researcher. New York: NY University Press.
3. Bombaro, Christine. 3012. Finding History: Research Methods and Resources for Students and Scholars. Plymouth, U.K.: Scarecrow Press, Inc.
4. Carr, E.H. 1982. What is History. London: Penguin Books.
5. Collingwood, R.G. 3005. The Idea of History. Rev.edn. Oxford: Oxford University Press.
6. Ghosh, B.N. 1993. Reprint. Scientific Method and Social Research. New Delhi: Sterling Publishers Private Limited.
7. Kathirvel, S. 1985. Research Methodology in History. Chennai: Crenieo Centre.
8. Kothari, C.R. 3004. Research Methodology: Methods and Techniques. 2nd rev.edn. New Delhi: New Age International Pvt. Ltd. Publishers.
9. Majumdar, R.K & Srivastava, A.N. 1998. Historiography. New Delhi: SBD Pub. & Distributors.
10. Manickam, S. 1985. Theory of History & Methods of Research. Madurai: Kudal Publications.
11. Dr. H. Thippeswamy-2019 – “Charitre Shastra” – Gayathri Prakashana – Ballari.
12. Dr. H. Thippeswamy-2021 – “Ithihasa Samshodhana Vidhana” – Vaibhava Publications –Gadag.
13. Dr. H. Thippeswamy-2021 – “Ithihasada Saiddhanthikate matthu Samshodhana Vidhana” – Vaibhava Publications –Gadag.

M.A. History & Archaeology: Semester IV

DSC15 - 24HAA4C15L: History of Women Movements in India

Course: History of Women Movements in India	Course Code: 24HAA4C15L
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives:

The objective of this course is to give a compact, basic introduction and Concept of History of Women Movements in India

Course Outcomes(CO's): At the end of the course Student will be able to :

1. Understand the Origin and growth of Women Movements in India.
2. Learnt the Various Women Movements in India.
3. Analyze the approaches of Indian Womens
4. List out the Women Rights and its forms.

Unit- I:	Concept of Women Movements : Genesis of Women Movements , History of International Women's Day, Women Participation in the National Movement: Revolt of 1857, Dandi March, Salt Satyagrah (1930), Civil Disobedience Movement (1930), Non-cooperation Movement (1919-1922), Quit India Movement (1942).	12 Hours
Unit- II	Reformers in India on the Promotion of Women: Jyotiba Phule, Bhagini Nivedita, Ishwar Chander Vidyasagar, Mahatma Gandhi, B. R. Ambedkar, Babu Jagajivan Ram, Women Writers: Shashi Deshpande, Taslima Nasreen, Kumkum Sangari, Vina Mazumdar, Neera Desai.	16 Hours
Unit -III:	Women Movements in Post-independence Period of India: Chipko Movement-1973, Anti Price Rise Movement, Peasant Movement, Anti Arrack Movement, Anti Alcohol, Anti Dowry, Anti Rape Movements : Mathura & Nirbhaya Rape Case, Telangana movement 1948-50, Navnirman movement 1974.	10 Hours
Unit -IV:	Contribution of Women Fighters: Savitri Bai Phule, Sarojini Naidu, Kamla Devi Chattopadhyaya, Vijyalaxmi Pandit, Sucheta Kriplani, Dr. Annie Besant, Dr. Mutthulaxmi Reddy, Durgabai Deshmukh.	12 Hours
Unit V:	Debate on Women Reservation Bill: Women's Reservation Bill since 1996 -Impact of Women Movements- Contemporary Women Issues and Challenges.	10 Hours

REFERENCES:

1. Basu, Aparna. (1990). "The Role of Women in the Indian Struggle for Freedom". In .R.Nanda (Ed). "Indian Women: From Purdah to Modernity". Nehru Memorial Museum and Library and Vikas/ Radiant Pub, New Delhi.
2. Gandhi, Nandita&Nandita Shah. (1992). "The Issues at Stake:Theory and Practice in the Contemporary Women's Movement in India". Kali, New Delhi.
3. Goonesekere, Savitri (ed). (2004). "Violence, Law and Women's Rights in South Asia". Sage, New Delhi.
4. Khullar Mala, (ed.). (2005). "Writings in Women's Studies: A Reader". Zubaan Publications, New Delhi.
5. Kuumba, M. Bahati. (2003). "Gender and Social Movements". Rawat Publications, New Delhi.
6. Mazumdar, Vina. (1989). "Peasant Women Organise for Empowerment: The Bankura Experiment". (Occasional Papers),CWDS, New Delhi.
7. Mishra, Anupam and Tripathi, Satyendra. (1978). "Chipko Movement: Uttarakhand Women's Bid to Save Forest Wealth". Radhakrishna for People's Action, New Delhi.
8. Neera Desai. (1988). "A Decade of Women's Movement in India".MeenaPandev, Bombay.
9. . Radha Kumar. (1993). "The History of Doing". Kali for Women, New Delhi.
10. Rajawat, Mamta. (2005). "Dalit Women: Issues and Perspectives".Anmol Pub, New Delhi.
11. Rao, MSA. (1979). "Social Movements in India". Vol I, Manohar New Delhi.

M.A. History & Archaeology: Semester IV

DSE3 - 24HAA4E3L/A : Principles and Methods of Museology

Course: Principles and Methods of Museology	Course Code: 24HAA4E3L/A
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives: The objective of this course is to introduce the Branches of Archaeology like Exploration, Excavation and Dating Methods of Archaeological Antiquities.

Course Outcomes: At the end of the Course Students will be able to :

1. Learn the basic functions of museums and their activities.
2. Understand the Conservation, Preservation Techniques of Museum Objects.
3. Learn the exhibition and documentation Methods of Museum objects.
4. Learn the Professional Organizations related to Museums and Museum Ethics, Administration and Legislation.

Unit- I: Historical Museums: 12 Hours

Introduction-Origin, meaning, Definition, purposes of Museums. Museology and Museography. Aims and functions Museology - Types -Methods and ethics of collection-Documentation; Identification, classification, accessing, cataloguing, indexing, data processing, information retrieval, computerization, insurance of museum objects, accessing photographic record of museum collection -Principles of classification.

Unit- II Museum Architecture and Exhibition : 12 Hours

Planning and maintenance of museum building, public and service area. - Lighting in relation to museum architecture and exhibition. - Storage of reserve collection and problems of security. - Kinds of exhibition, planning and programming of exhibition ; special, temporary, circulating and permanent, methods of grouping and installation, various stages of planning, role of designer. - Display techniques.

Unit -III: Conservation and Preservation of Museum Objects: 14 Hours

Types of museum materials. - Climatology, Deterioration factors; their recognition and control, climate and environment; light, insects, microorganisms, atmospheric pollution, curatorial responsibilities in preservation and conservation. - Conservation of organic material such as manuscripts, wood, paper, ivory and bone objects. - Conservation of inorganic material such as stone, terracotta, glass and metal. - Conservation of biological material, plants and animals.

Unit –IV: Museum Administration and Organizations: Administration : Museum staff and their duties. - Museum finance and general maintenance - Museum and Public Relations, visitors' facilities - Supervision and security. Legislations : The Indian Treasure Trove Act 1878. - The Ancient Monuments and Archaeological Sites and Remains Act 1958. - Antiquity and Art Treasure Act 1972. Professional Organizations-ICOM (International Council of Museums) and MAI (Museums Association of India). **10 Hours**

Unit V: Museums in India: History, Collection and Other Activities : National Museum, New Delhi. - Indian Museum, Kolkata. - Chhatrapati Shivaji Maharaj Vastu Sangrahalaya, formerly Prince of Wales Museum, Mumbai. - Salar Jung Museum, Hyderabad. - Indira Gandhi Rashtriya Manav Sangrahalaya, Bhopal.- Case Studies of Archaeological Museums-Hampi-Kamalapur (ASI and Dam Museums),Kannada University and Sanganakallu Robert Bruce Foote Museum, Ballari - JSW Museum-Toranagallu. **12 Hours**

Books for Reference:

1. Agrawal O.P. 1977. Care and Preservation of Museum Objects, New Delhi: National Research Laboratory for Conservation of Cultural Property.
2. Aiyappan A. & S.T.Satyamurti 1960. Handbook of Museum Technique, Madras: Sup. Govt. Press.
3. Basu M.N. 1943. Museum Method & Process of Cleaning & Preservation, Calcutta : University of Calcutta.
4. Baxi Smita J. and V. Dwivedi 1973. Modern Museum Organization and Practice in India, New Delhi: Abhinav Publication.
5. Bedekar V.H. (Ed.) 1988. New Museology and Indian Museum: Report based on proceedings of All India Seminar held at Gauhati, Assam.
6. Bhatnagar A. 1999. Museum, Museology and New Museology, New Delhi: Sandeep Prakashan.
7. Biswas T.K. 1996. Museum and Education, New Delhi: New Age International.
8. Chaudhari A.R. 1963. Art museum documentation & Practical handling, Hyderabad: Chaudhary & Chaudhary.
9. Edson G. & Dean David 1994. Handbook for Museums, London: Routledge.
10. Hooper Greenhill E. (Ed.) 1994. Educational Role of the Museum, London: Routledge.
11. Light R.B. et al. 1986. Museum Documentation System: Developments and Application, London: Butterworths.
12. Moore Kevin (Ed.) 1994. Museum Management, London: Routledge.
13. Pearce S.M. (Ed.) 1994. Interpreting Objects and Collections, London: Routledge.
14. Pearce S.M. 1990. Archaeological Curatorship, London: Leicester University Press.
- 15.

M.A. History & Archaeology: Semester IV

DSE3- 24HAA4E3L/B: Heritage and Tourism Development

Course: Heritage and Tourism Development	Course Code: 24HAA4E3L/B
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objectives: The objective of this course is to introduce the Branches of Archaeology like Exploration, Excavation and Dating Methods of Archaeological Antiquities.

Course Outcomes: At the end of the Course Students will be able to :

1. Know the Cultural Tourism like Fairs and Festivals, Dance Festivals, Performing arts, Dance and Music, Myths and Legends.
2. Learn the evaluation of Tourism.
3. Analyze the Tourism Organizations in World.
4. Evaluate the Various types of Indian Heritage and Architecture.

Unit- I: History and Concepts of Tourism: 12 Hours

Introduction: Concepts, Meaning and Definition, Objectives, Historical development of Tourism, Nature and Significance of Tourism Industry. Concept of Tourist - Types of Tourists: Visitor/ Traveller/ Excursionist. Forms and types of Tourism.

Unit- II Tourism Industry: 12 Hours

Framework of Tourism - Major Components- Accessibility- Types of Transportation, Air Transportation, Water Transportation, Rail Transportation, Road Transportation. Accommodation- Primary Accommodation- Secondary Accommodation. Attractions- Nature based, Manmade, symbiotic. Minor Components- Activities- Air based activities, Water based activities, Land based activities. Amenities Ancillary services.

Unit -III: Approaches of Tourism: 12 Hours

Positive and Negative Impacts of Tourism industry-Economic impacts, Environmental impacts, Socio-Cultural impacts, Political Impacts. Emerging trends in Tourism industry, The role of Technology in Tourism industry, Terrorism and Tourism. - Challenges and development of Tourism. - Tourism Organizations:WTO, PATA, WTCC, ITDC,KTDC, DTPC, FHRAI, IATA.

Unit -IV: Indian Culture and Heritage: 14 Hours

Introduction: Origin, Concept and Significance, Definition, Types of Heritage : Tangible and Intangible - Importance of World Heritage Sites - Criteria of declaration of World Heritage Sites - Polices -

Indian Cultural Heritage- Architectural Heritage -Important World Heritage Sites in India : Konark, Ellora, Bhimbetka, Badami, Pattadakallu, Hampi.

Unit V: Prospective of Heritage Tourism: 12 Hours
Problems and prospects of Cultural Tourism - Fairs and Festivals - Dance-Performing arts - Music - Myths and Legends - Cuisines and specialty dishes - Artifacts and Handicrafts - Indian Paintings, The Management and Marketing of Heritage Tourism, Development Aspects of Heritage Tourism.

Books for Reference:

1. P.N Seth: Successful tourism Management (Vol. 1 & 2) , Sterling Publishers, New Delhi
2. A.K Bhatia: International Tourism Management, Sterling Publishers.
3. A.K Bhatia: Tourism Development: Principles and Practices, Sterling Publishers.
4. Christopher.J. Hollway; Longman ; The Business of Tourism.
5. Cooper, Fletcher et al, (1993), Tourism Principles and Practices, Pitman.
6. A.K Bhatia: The Business of Tourism concept and strategies , Sterling Publishers
7. Page, S: Tourism Management: Routledge, London.
8. Glenn. F. Ross - The Psychology of Tourism (1998), Hospitality Press, Victoria, Australia.
9. Gupta, SP, Lal, K, Bhattacharya, M. Cultural Tourism in India (DK Print 2002).
10. Michell, George, Monuments of India, Vol. 1. London.
11. Davies, Philip, Monuments of India, Vol. II., London.
12. Brown Percy, Indian Architecture (Buddhist and Hindu), Bombay.
13. Brown Percy, Indian Architecture (Islamic period), Bombay.
14. Vatsayana, Kapila, Indian Classical Dance, New Delhi.
15. Swami, Prayaganand, History of Indian Music.
16. Jain, Jyotindra & Arti, Aggrawala : National Handicrafts and Handlooms Museum.
17. Mehta. R. J. Handicrafts & Industrial Arts of India, New York.
18. Hussain, S. A.: The national cultural of India, National Book Trust, New Delhi, 1987.
19. Heinrich Zimmer, Philosophies of India, Routledge.

M.A. History & Archaeology: Semester IV

DSE4- 24HAA4E4L/A: A. History of Environmental Studies

Course: A. History of Indian Environmental Movements	Course Code: 24HAA4E4L/A
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objective : This course is intended to create and increase the care about the environment.

Course Outcomes (CO's) : At the end of the course, students will be able to :

1. Know the meaning of the environment.
2. Understand the different types of Natural Resources.
3. Analyze the environmental pollution.
4. Evaluate the different environmental movements.
5. Know the environmental issues like global warming etc.

Unit- I:	Introduction to Environmental Studies: Nature of environmental studies, Scope and importance - Ecosystem: Structure and function of ecosystem - Energy flow in an Ecosystem: Food chains, Food webs and Ecological succession.	12 Hours
Unit- II	Natural Resources: Land and Water Resources: Land resources: Land-use and Land degradation, Soil erosion, and desertification. Water Resources: Use and over-exploitation of surface and ground water, floods, droughts.	12 Hours
Unit -III:	Environmental Pollution: Types, Causes, Effects and Controls; Air and noise pollution, nuclear hazards and human health risks, Solid waste; management and control measures of urban and industrial waste.	12 Hours
Unit –IV:	Environmental Movements: Environmental movements Chipko Movement, Silent valley Movement, Movement of Bishnois of Rajasthan.	14 Hours
Unit V:	Environmental Policies and Practices: Climate Change, Global Warming, Ozone Layer depletion, Acid rain and impacts.	12 Hours

M.A. History & Archaeology: Semester IV

DSE4- 24HAA4E4L/B: Coinage in Ancient and Medieval India

Course: B. Coinage in Ancient and Medieval India	Course Code: 24HAA4E4L/B
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objective : This present course is intended to provide the knowledge about the Indian Coinage.

Course Outcomes(CO's): At the end of the course, students will be able to :

1. Know the Origin and growth of Coinage System in India.
2. Learn the Coin producing technique in India.
3. Analyze the approaches of Coins.
4. Identify the historical importance of coins and its forms.

Unit- I: Numismatics: 10 Hours

Introduction : Meaning, Definitions, Nature and Scope of Numismatic - Source of History - Origin and Growth of Coinage in World. **Discovery of Coins :** Hoards, Stray finds, finds from excavations/explorations. Study of Coins : Typology, Inscriptions, Symbols, Description of Coins.

Unit- II Development of Indian Coinage: 12 Hours

Origin and evolution of Coinage in India-Literary, Archaeological, Epigraphic evidence and folk traditions -Terminology used in Numismatic studies - History of Numismatic studies in India and Karnataka - Numismatic Paleography.

Unit -III: Early Indian Coins: 14 Hours

Early Indian Coins :Types - Punch-marked Coins -Distribution, Chronology, Symbols, Classification, Manufacturing Techniques - Cast and die-struck coins.**Specific Coins :**Takshashila, Kausambi, Ayodhya, Panchala and Mathura - Audumbaras, Yaudheyas, Malavas, Kunindas and Arjunayanas. Coins of Maghas and Nagas.

Unit -IV: Coinage in Ancient India: 12 Hours

Types, Manufacturing Techniques, Importance of Coins :Maurya - Indo-Greek-Western Satraps - Gupta - Vardhanas - Chalukyas - Rajputs-Pandya, Chola and Chera- Hoysala.

Unit V: Coinage in Medieval India: 12 Hours

Types, Manufacturing Techniques, Importance of Coins :Turkish and Delhi Sultanate- Mughals - Bhamani - Vijayanagara Empire.

REFERENCES:

1. "A Comparative Study of the Patraha (Purnea) Hoard of Silver Punch-marked Coins". JNSI - IV. "Punch-marked Coins from Taxila". MASI. 59.
2. A.M. Shastri; Catalogue of the coins of the Maghas.
3. Allan, J. Catalogue of the Indian Coins in the British Museum. London. 1936.
4. Altekar, A. S. "Origin and Early History of Coinage in Ancient India" JNSI, XV. pp. 1-26.
5. Bela Lahiri, Indigenous States of Northern India.
6. Bhandarkar, D. R. Carmichael Lectures on Ancient Indian Numismatics. Calcutta. 1921.
7. Bhattacharya, P. N. "A Hoard of Silver Punch-marked coins from Purnea". MASI-62. Delhi. 1940.
8. Chakraborty, S. K. A Study of Ancient Indian Numismatics. Calcutta. 1973.
9. Cunningham, A. Coins of Ancient India. Varanasi. 1974. 18
10. Dasgupta, K. K. A Tribal History of Ancient India, A Numismatic Approach. Calcutta. 1974.
11. Goel, S.R. : Ancient Indian Coinage.
12. Gupta, P. L. and Hardaker, T.R. Ancient Indian Silver Punch-marked Coins of the Magadh – Maurya Karshapana Series. Nasik. 1985.
13. Gupta, P. L. The Amaravati Hoard of Silver Punch-marked coins. Hyderabad. 1963.
14. Gupta, P.L. Coins – The Source of Indian History. Delhi. 1969.
15. Gupta, P.L. Pracheena Bharteeya Mudrayen. Varanasi.
16. Kosambi, D. D. Indian Numismatics, Delhi. Orient Longman. 1981.
17. Narain A. K. & Gopal, L. (eds.) Seminar papers on the Chronology of Punch-marked Coins. Varanasi. 1966.
18. Narain, A. K. Seminar Papers on the Local Coins of Northern India, Varanasi. 1968.
19. Prasad, D. "Classification and Significance of the symbols on the silver Punchmarked coins of Ancient India". JNSI. XIV and XLVII.
20. Shastri, A.M. The Catalogue of Coins of Nagas.
21. Singh, J. P. and N. Ahmad. Seminar Papers on the Tribal Coins of Ancient India. Varanasi. 1977.
22. Trivedi, H.V., Catalogue of the Coins of the Naga Kings of Padmavati.
23. Walsh, E. H. C. "Punch-marked Silver Coins, Their Standard of Weight. Age and Minting". JRAS, 1937.
24. Walsh, E.H.C. : "Paila Hoard of Punch-marked Coins". JNSI - II.

M.A. History & Archaeology: Semester IV

GEC 2 - 24HAA4G2AL: Political History of Karnataka Part-II

Course: Political History of Karnataka Part-II (From Rashtrakutas to Hoysalas)	Course Code: 24HAA4G2AL
Teaching Hours/Week (L-T-P): 42- 0 – 0	No. of Credits: 02
Internal Assessment: 20 Marks	Semester End Examination: 30 Marks

Course Objective :

In the present course, it is intended to introduce an overview of the History of different dynasties those who ruled Karnataka.

Course Outcomes : At the end of the course, students will be able to :

1. Evaluate the role of Govinda III, who invaded areas upto Ganga River valley.
2. Analyze the cultural contributions of Chalukyas of Kalyana.
3. Evaluate the achievements of Vishnuvardhana in all the fields.

Unit - I: Rashtrakutas of Manyakheta : 10 Hours
Origin - Dhruva, Govinda III, Amoghavarsha I, Krishna III – Decline.

Unit - II: Chalukyas of Kalyana : 10 Hours
Origin - Important Rulers : Jayasimha II, Someshwara I, Vikramaditya VI, Someshwara III – Decline.

Unit -III: Hoysalas of Dwarasamudra : 10 Hours
Origin – Important Rulers : Vishnuvardhana, Ballala II, Ballala III – Decline.

1. Dr. Malyaban Chattopadhyay - Political History Of The Chalukyas Of Badami Or Vatapi With Special Reference To Pulakesin-II –
2. Sailendra Nath Sen. Ancient Indian History and Civilization. New Age International, 1999 – India
3. Stein, Burton (1980). Peasant State and Society in Medieval South India. Delhi: Oxford University Press.
4. L. K. Ananthakrishna Iyer (1935). The Mysore Tribes And Castes - Mysore University.
5. Kamath, Suryanath U. (2001). A Concise History of Karnataka:
6. Cousens, Henry (1996) [1926]. The Chalukyan Architecture of Kanarese Districts. New Delhi:
7. Bolon, Carol Radcliffe (1 January 1979). "The Mahākūṭa Pillar and Its Temples". *Artibus Asiae*.
8. I. M. Muthanna (1977). Karnataka, History, Administration & Culture. Carnatic (India): Lotus Printers,

Unit V: Kannada Script Development in Inscriptions:

12 Hours

Development of Kannada Script - Some Important Inscriptions :
Brahmagiri -Jatangirameshwara - Maski - Udegollam - Gavimath -
Halmidi - Tamatakallu -Talagunda Inscriptions of Shantivarma -
Badami Kappe Arabhatta Inscription - Aihole Inscription of Pulakesi
II- Basaralu Inscription - Bukkaraya Inscription of Hampi.

REFERENCES:

1. Allchin, F.R. and K.R. Norman 1985. Guide to the Ashokan Inscriptions, South Asian Studies, I: 49-50.
2. Bhandarkar, D.R. 1935-36. 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.
3. Bhandarkar, D.R. 1981. Inscriptions of the Early Gupta Kings (Bahadurchand Chhabra and Govind Swamirao Gai eds.). Corpus Inscriptionum Indicarum vol. III. New Delhi: Archaeological Survey of India.
4. Bühler, George 1892. A New Variety of the Southern Maurya Alphabet, Wiener Zeitschrift für die Kunde des Morgen Landes (Vienna Oriental Journal), vol. 6: 148-156.
5. Bühler, George 1898. On the Origin of Indian Brahma Alphabet. Strassburg: Karl J. Trubner.
6. Bühler, George 1959. Indian Palaeography. Calcutta: Indian Studies.
7. Dani, Ahmad Hasan 1963. Indian Palaeography, Oxford: Clarendon Press. Epigraphia Indica 1892-1940. Vol. 1- XXV, Archaeological Survey of India.
8. Hultzsch, D. 1969 (Reprint). Corpus Inscriptionum Indicarum. Vol.I. Varanasi: Indological Book House.
9. Gokhale, S. Purabhilekhavidya. Mumbai: Sahitya Sanskruti Mandal.
10. Goyal, S.R. 2005. Ancient Indian Inscriptions. Jodhpur: Kusumanjali Book World.
11. Khare, M.D. 1967. Discovery of a Vishnu Temple near the Heiodorus Pillar, Besnagar, District Vidisha (M.P.), Lalit Kala (13): 21-27.
12. Lüders, H. 1912. A List of Brahmi Inscriptions from the Earliest Times to About A.D. 400 with the Exception of those of Asoka. Appendix to Epigraphia Indica Vol. X.
13. Mangalam, S.J. 1990. Kharoshti Script. Delhi: Eastern Book Linkers.
14. Mehendale, M.A. 1948. Historical Grammar of Inscriptional Prakrits. Poona: Deccan College Post Graduate and Research Institute.
15. Mehendale, M.A. 1948. Asokan Inscriptions in India (Linguistic Study together with Exhaustive Bibliography). Bombay: University of Bombay.
16. Mirashi, V.V. 1981. The History and Inscriptions of the Satavahanas and the Western

M.A. History & Archaeology: Semester IV

Project -24HAA4C1R:Project Work

Course: Project Work	Course Code: 24HAA4C1R
Teaching Hours/Week (L-T-P): 4 - 0 - 0	No. of Credits: 04
Internal Assessment: 30 Marks	Semester End Examination: 70 Marks

Course Objective : The present course will deliver research knowledge on practical basis.

Course Outcomes(CO's):

At the end of the course, students will be able to:

1. Get opportunity for students to apply theoretical concepts in research work.
2. Get exposed to the current historical development.
3. Learn multi-disciplinary concept of research.
4. Know the present scenario of a particular field ideas.
5. Create awareness for various research topics.

VSKU Guidelines for Project Work for MA in History & Archaeology Program

INTRODUCTION:

Project work is an integral part of academic curriculum of the Post-Graduate Department of History and Archaeology Vijayanagara Sri Krishnadevaraya University, Ballari. It is an initiative to bridge the gap between knowledge and application through a series of interventions that will enable students to gain insights. The FOURTH months [120 Days] project work positioned during 4th semester of the Master of Arts in History & Archaeology (NEP) program as it serves the twin purposes of providing practical and theoretical knowledge to students and providing understanding past history with through present society.

General Guide lines:

- ❖ **Nature of project work:** The student will have to identify an project work in history and archaeology that matches the student's area of specialization. Project work is a combination of In-plant study and a research project. Students are expected to study the functioning of an area, identify a problem area and provide suggestions to overcome the problems.
- ❖ No two students of the PG Department/ College shall work on the same topic. Students can take field-based research in different filed of the history and archaeology.
- ❖ **Duration of project work:** The project works shall be for a period of FOUR months [120 Days]. The project works commence after successful completion Internship Work in the first phase of the four semesters. Students are expected to take up the preliminary work such as identifying the area and finalization of topic and review of literature during the 4th semester and start the Internship project work.
- ❖ **Guide: Internal guide** of the project work is a full-time faculty member working in **History and Archaeology** department of the **History and Archaeology VSKU**/affiliated colleges where **Master of Arts in History and Archaeology** program offered. **Internal guide** is from the where the student is carrying out his/her project work.
- ❖ Schedule to be followed before commencement of Internship [During 4th semester of the Master of Arts in History and Archaeology Program]

Activity Time-line Remarks

Identifying the research area and Problem Identification First two weeks Student individually identifies a research area and identifies topic with his guide for his/her study, according to his/her interest topic 3rd week His/her interests discussed with guide. Research design 4th week discussion with internal guide to decide on suitable design for the research.

- The approval status is submitted to Chairman, Post Graduate Department of **History and archaeology** who will officially give concurrence for execution of the internship.

*Synopsis: It is a 3-5 pages hard copy document and to be submitted to the Chairman with the signatures of Internal Guide and the Student.

Page 1 Title, contact addresses of student-with details of internal Guide

Page 2 Introduction with objectives, Review of articles/literature about the topic with source of information and expected results (300 words).

Final report should be submitted to the university before two weeks of the commencement of theory examination.

- **Format of the project report:**

a. **The report shall be prepared using a MS word** processor with Times New Roman font sized 12, on a page layout of A4 size with 1” margin on all three sides and left with 1.5”, double line spacing and only front side print, [no back-to-back print]. The report may not exceed 85pages.

- **Submission of report:**

a) Students should submit the report in Hardbound “**NavyBlue**” color with Golden Embossing or green-printing.

b) Students should also submit their report in electronic form [CD].

c) Only, in PDF file (Un-editable format) to the department and colleges

where **Master of Arts in History and archaeology** program offered. Colleges in turn shall submit all the reports and CDs of their students along with a consolidated master list with university registration number], Name of the student, and Title of the report to the

Chairman, PG-Department of History and archaeology, VSKUB before the commencement of the theory examinations.

➤ **Publication of research findings:**

a) Students expected to present their research findings in seminars/conferences/technical events/fests or publish their research work in journals in association with their internal guide of the department with VSKU Bellary affiliation as a tag. Appropriate weightage should be given to this in the internal evaluation of the project report.

➤ **Evaluation:**

a) The project report of a candidate shall be assessed for maximum of 100 marks [consisting of 70 marks for report evaluation by the internal and external guide and 30 marks for viva-voce examination.

b) The average of internal and external shall be arrived to award final marks for a maximum

of ONE HUNDRED (100) marks based on parameters specified by BOS in History and archaeology.

➤ **Viva-voce/Presentation:**

a) viva-voce examination will be conducted for THIRTY [30] marks at the PG-Department of History and archaeology, VSKU, Bellary and each student is expected to give a presentation of his/her work.

b) The Chairman of the department and an expert appointed by the BOE chairman shall conduct the viva-voce examination.

c) The Candidate who fails to attend and/or fulfill the requirements of the course shall not be eligible and he/she shall re-register for the course when offered.

*Candidates shall submit the presentation reports to the department and should bring the same on the day of Viva-Voce examination.

Viva-voce by Chairman and an Expert Drawn from Other University for 30 Marks

Sl. No Aspects Marks

1. Presentation Skills 05
2. Communication Skills 05
3. Subject Knowledge 05
4. Objective of the study/Methodology 05
5. Analysis using Statistical tools and Statistical Packages 05
6. Findings and appropriate suggestions 05

Total = 30

NEP Question Paper Pattern for PG Semester End Examination
Disciplines Specific Core (DSC) and Discipline Specific Elective (DSE)

Paper Code:

Paper Title:

Time: 3 Hours

Max. Marks: 70

Note: Answer any *FIVE* of the following questions with Question No. 1 (Q1) Compulsory, each question carries equal marks.

- | | |
|-----|----------|
| Q1. | 14 Marks |
| Q2. | 14 Marks |
| Q3. | 14 Marks |
| Q4. | 14 Marks |
| Q5. | 14 Marks |

Note: Question No.1 to 5, *one question from each unit* i.e. (Unit I, Unit II,). The Questions may be a whole or it may consists of sub questions such as a,b, c etc...

- | | |
|-----|----------|
| Q6. | 14 Marks |
|-----|----------|

Note :Question No.6, *shall be from Unit II and III*, the Question may be a whole or it may consists of sub questions such as a,b, c etc...

- | | |
|-----|----------|
| Q7. | 14 Marks |
|-----|----------|

Note: Question No.7, *shall be from Unit IV and V*,the Question may be a whole or it may consists of sub questions such as a,b, c etc...

- | | |
|-----|----------|
| Q8. | 14 Marks |
|-----|----------|

Note: Question No-8 shall be from *Unit II, Unit III, Unit IV and Unit V*. The question shall have the following sub questions and weightage. i.e a – 05 marks, b – 05 marks, c – 04 marks.

Skill Enhancement Courses (SECs)

Paper Code:

Paper Title:

Time: 1 Hours

Max. Marks: 30

There shall be Theory examinations of Multiple Choice Based Questions [MCQs] with Question Paper set of A, B, C and D Series at the end of each semester for SECs for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions). The Answer Paper is of OMR (Optical Mark Reader) Sheet.

Question Paper Pattern for Subjects with Tutorial

For the subjects with Tutorial component, there is no Semester-End Examination (SEE) to the component C3. The liberty of assessment of C3 is with the concerned faculty. The faculty must present innovative method of evaluation of component C3 before the respective BoS for approval and the same must be submitted to the Registrar and Registrar (Evaluation) before the commencement of the academic year.
