

**RAICHUR UNIVERSITY. RAICHUR**  
**MA History and Archaeology (CBCS) Course Structure (2023-24 onwards)**

Semester	Paper Code	Title of the Paper	Instruction Hrs/Week	Marks			Credits	Examination	
				Examination	Internal Assessment	Total Marks			
I-SEMESTER	HISHC 1.1	RESEARCH METHODOLOGY-I	4	75	25	100	4	3	
	HISHC 1.2	WORLD HISTORY-I TILL THE FALL OF ROMAN EMPIRE	4	75	25	100	4	3	
	HISHC 1.3	INDIAN HISTORY ANCIENT (up to 1206 CE)	4	75	25	100	4	3	
	HISHC 1.4	HISTORY OF KARNATAKA (UP to 1200 CE)	4	75	25	100	4	3	
	HISHC 1.5	INTRODUCTION TO ARCHAEOLOGY	4	75	25	100	4	3	
	<b>Choose any one of the following</b>								
	HISSC 1.6.1	HISTORY OF VIJAYANAGARA (1336-1646 CE)	4	75	25	100	4	3	
	HISSC 1.6.2	SOCIAL HISTORY OF INDIA							
	HISSC 1.6.3	STATE IN MEDIEVAL INDIA							
	HISSC 1.6.4	ART AND ARCHITECTURE OF INDIA (from 6 <sup>th</sup> century B.C.E to 6 <sup>th</sup> century C.E)							
II-SEMESTER	HISHC.2.1	RESEARCH METHODOLOGY-II	4	75	25	100	4	3	
	HISHC 2.2	WORLD HISTORY: TILL THE FALL OF CONSTANTINOPLE	4	75	25	100	4	3	
	HISHC 2.3	INDIAN HISTORY: MEDIEVAL (1200 TO A.D 1707 CE)	4	75	25	100	4	3	
	HISHC 2.4	HISTORY OF KARNATAKA (from 1200 to 1700 CE)	4	75	25	100	4	3	
	HISHC 2.5	PRE AND PROTO HISTORY OF INDIA	4	75	25	100	4	3	
	<b>Choose any one of the following</b>								
	HISSC2.6.1	HISTORY OF MODERN ASIA (from 1900 TO 2000)	4	75	25	100	4	3	
	HISSC 2.6.2	WOMEN FREEDOM FIGHTERS OF KARNATAKA							
	HISSC 2.6.3	LINGUISTIC HISTORY OF SOUTH INDIA							
	HISSC 2.6.4	ART AND ARCHITECTURE OF INDIA ( 6 <sup>th</sup> CENTURY CE-13 <sup>th</sup> CENTURY CE)							
HISHC 3.1	WORLD HISTORIOGRAPHY	4	75	25	100	4	3		

## **M. A History and Archaeology. RUR**

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### **Semester – I**

Course Code: HISHC 1.1

### **RESEARCH METHODOLOGY-I**

#### **Objectives**

As an introductory course, “RESEARCH METHODOLOGY” aims to introduce the student to how historians work, how to “do” history, that is, to the methods of historical research. It is intended to introduce students to the basics of doing research in the discipline of history, the process of writing history, including the selection of topics, the techniques of historical research, the use of primary sources and secondary literature, historical criticism, analysis and synthesis. The course will also focus on writing skills; the organization of material into a clear and readable paper; the creation of a thesis statement, the development of one’s writing and the proper style for bibliography and footnotes. The overall objective of this course is, therefore, to provide the student with the information, skills, and tools needed to do research in the discipline of history.

#### **Cos (Course Out Comes)**

Students will be able to do research in historical approach.

Students speak, think and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts

**Module-1** Concept, Definitions and idea of History-Purpose, Need, Value, Scope of History. Subject matter- objectivity and bias in history. Moral Judgement and Philosophy of History, Uses and Abuses of History. Types of History. Historical Evidences: Its Nature and Transmission. Causation in History. History is an Art or Science?

**Module-2** History and Allied Disciplines; - Relationship with Geography Anthropology, Sociology, Economics, Political Science, Science and Technology, Auxiliary Sciences in History: Archaeology, Epigraphy and Numismatics,

**Module-3** Concept and Definitions of Research, Essence of research in History, Pre-requisites of Researcher, Problems of Researcher. Selection of Research

Problem. Sources-Primary and Secondary, Oral tradition, Anonymous sources, Procedures for contradictory sources, Eyewitness evidence, Indirect witnesses. Chronology, Hypothesis in Research, concept, formations, characteristics, analysis.

**Module-4** Selection and Collection of Historical Data. Art of Documentation, Oral History, problems of historical data. techniques of Notes taking. Centers of Data. Methods of data collection, Historical method, Field Visits, Interviews. Archaeological excavations.

## **References:**

1. Langlois and Seignos: **Introduction to the study of History**
2. Garaghan G.J. : **A Guide to Historical Method**
3. Subramaniam. : **History its Theory and Method**
4. Sheikh Ali B. : **History Its theory and Method**
5. Rowse A.D. : **The Use of History**
6. SatyaMurthyaK. : **Handbook of Research Methodology in History**
7. Collingwood R.G. : **The Idea of History**
8. Gardner P. : **Philosophy of History**
9. Toynbee A. : **A Study of History**
10. Renier : **History-Its Purpose and Method**
11. WalseW.H. : **Philosophy of History- An Introduction.**
12. Carr E.H. : **What is History?**

**Semester – I**  
Course Code: HISHC 1.2

**WORLD HISTORY: TILL THE FALL OF WESTERN ROMAN EMPIRE**  
**(upto 476CE)**

**Objectives**

Students display knowledge about origin and nature of civilisations. Students will have gathered vast knowledge of World History. They will get knowledge of ancient living and technology. Imbibe themselves soft culture Students acquire a perspective on history and an understanding of the factors that shape human activity.

A survey of major themes and events in world history from the earliest civilizations to 479 C.E. Emphasis will be placed on the rise of ancient Egypt, Greece, and Rome; the early Indian, Chinese, Latin American, and African empires, and European expansionism and global encounters.

**COs**

**Critical Thinking:** Explain and analyze a key historical event or process in world history prior to 476 C.E

**Sources:** Interpret primary and secondary sources and utilize them to draw conclusions about the past

**Historical Processes:** Analyze broad patterns of change within and among various societies and nations

**Scholarly Argument:** Describe how societies have interacted with one another prior to and during the period of European expansionism

**Global Diversity:** Explain how various geographical and environmental spaces have affected the development of forms of economic, political, social, and/ or religious or spiritual organization

**Module-1** Sources and Chronology, Significance of Study, Scope- Geographical Structure- The origin and life of the earth Pre historic Man -. Human Migration- theme of migration – man in different ages

**Module-2** Dawn of Civilizations- Mayan, Civilization, Hebrews, Egyptian Civilization, Pharaoh, Hatshepsut, Monotheism, Position of women – Great Pyramid-Sphinx-Advances in Science and Medicine in Egypt- Mesopotamian Civilisation, code of Hammurabi.

**Module-3** World Religions- Taoism, Confucianism, Zoroastrianism, Christianity- Teachings and Spread

**Module-4** Legacy of Greece – City States- Philosophers- Socrates, Plato, Aristotle, Literature- Sophocles, Roman Empire- Julius Caesar- Cleopatra, General Constantine, Golden Age of Augustus- Pax Roman (Roman Peace) – Epics- Architecture and engineering- colosseum - Fall of Roman empire (476 C.E)

**References:**

1. Candice Goucher and Linda Walton : **World History Journey from Past to Present**
2. B V Rao : **World History from Early times to A D 2000**
3. Susan Wise Bauer: **The History of the Ancient World**
4. Glencoe: **World History**
5. Eugene Berger: **World History: Cultures, States, and Societies to 1500**
6. Catherine Nixey : **The Darkening Age**
7. David Stasavage: **The Decline and Rise of Democracy- a Global History from Antiquity to Today**
8. Will and Ariel Durant: **The Lessons of History**

## Semester – I

Course Code: HISHC 1.3

### INDIAN HISTORY: ANCIENT (UPTO 1206 C.E)

#### Objectives

This Course aims to present historiographical, political, economic, and social contexts that emerged in ancient India. Perceptions of past highlight positions of historians and reasons for their particular perception. The course studies aspects such as pre state and state societies, state formation, trade, urbanism, and social stratification.

#### COs

locates important historical sites, places on an outline map of India. Recognizes distinctive features of early human cultures and explains their growth. lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.

explains broad developments during ancient period e.g. hunting gathering stage, the beginning of agriculture, the first cities on the Indus etc. and relates the developments occurring in one place with another. describes issues, events, personalities mentioned in literary works of the time. describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc. outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc.

**Module-1** Sources- Archaeological sources: Inscriptions, Coins, monuments, Sculptures, Tools and Potteries, Literary sources- Indigenous: poetry, literature in regional languages, religious literature. Foreign accounts- Greek, Chinese and Arab writers.

**Module-2** Indus Valley and Vedic Civilization- Origin, extent, characteristics, decline, survival and significance, art and architecture, Development of agriculture, Crafts, Pottery, and Iron. Aryans and Vedic Period- Religious and philosophic literature; Later Vedic period; Political, social and economic life: Sangam Age;literature.

**Module-3** Janapadas and Formation of States- Republics and monarchies. Rise of urban centers. Rise of Magadha and Nandas. Sanathanism, Jainism and Buddhism- Teachings. Vaishnavism and Shaivism. Mouryan Empire, - Chandragupta, Kautilya and Arthashastra. Ashoka- Dharma Policy: Edicts; Art, architecture and sculpture, Literature.

**Module-4** Post Mouryan Period: Guptas, Vakatakas and Vardhanas- Polity, administration, Economic conditions, feudalism. Literature, art and architecture. Educational institutions; Nalanda, Taxila, Vikramshila and Vallabhi, Nagavi and Kanchi, Pallavas: Art, Cholas- Local Self Government. Invasions on Sind: Mohammad Bin Kasim, Dahir, Bappa Rawal.

## References

1. Begley, Vimala and Richard Daniel De Puma (eds), Rome and India: **The Ancient Sea Trade, New Delhi: Oxford University Press.**
2. Bhattacharya, N.N.: **Ancient Indian Rituals and Their Social Contents. New Delhi: Manohar.**
3. Bongard-Levin, G.M.,: **Mauryan India, Madhya Pradesh: Oriental University Press.**
4. Bose, Atindra Nath, : **Social and Rural Economy of Northern India, 600 BC – 200 AD, 2 Vols.**
5. Burton Stein, : **Peasant State and Society in Early Medieval South India, New Delhi: Oxford University Press.**
6. Chakravarty, Ranabir, ed., : **Trade in Early India, New Delhi: Oxford University Press.**
7. Chakravarty, : **Ranabir, Trade and Traders in Early India, Delhi: Manohar.**
8. Chakravarty, Uma, : **The Social Dimensions of Early Buddhism. New Delhi: Oxford University Press.**
9. Champakalakshmi, R., : **Trade, Ideology and Urbanization: South India 300 BC to AD 1300. Delhi: Oxford University Press.**
10. Chattopadhyaya, B.D., : **Making Medieval India, New Delhi: Oxford University Press.**
11. Dirks Nicholas, : **Castes of Mind, Colonialism and Making of Modern India, Princeton University Press.**
12. Dumont Levis, : **Homo Hierarchicus, Caste System and its Implications, University of Chicago.**
13. Gurukul, Rajan., : **Social Formations of Early South India. New Delhi: Oxford University Press.**
14. Habib Irfan and Raychaudhuri Tapan, : **Economic History of India, Cambridge: Oxford University.**
15. Kane, P.V., : **History of Dharma shastra (Vol.II), Pune: Bhandarkar Oriental Research Institute.**
16. Kosambi D.D.: **An Introduction to India History, Hyderabad: Sangam Books Ltd.**
17. Kosambi D.D. : **Culture and Civilization of Ancient India, Delhi: Vikas Publishing House.**
18. Kulke Hermann, : **State in India, Delhi: UP.**

**Semester – I**  
Course Code: HISHC 1.4

**HISTORY OF KARNATAKA : UPTO TO 1200 C.E**

**Objectives**

The course endeavours to equip the students with an in depth understanding of the dominant politico-administrative, economic and socio-cultural themes and issues in the history of Karnataka . It intends to: provide a brief geo-political and ethno-historical introduction to Karnataka along with a pre-colonial socio-cultural profile of its society; assess the impact of the politico-administrative and economic changes introduced by the different rulers.

**COs**

Students will learn about ancient kingdoms and culture Will be able to develop better understanding, building knowledge, understanding of historical events and trends, especially over the past century, enables students to develop a much greater appreciation for current events today.

**Module-1** Geographical features of Karnataka. Sources- Archaeological sources: Inscriptions, Coins, monuments, Sculptures, Tools and Potteries, Literary sources: poetry, literature in regional language, religious literature. Foreign accounts: Greek, Russian, French, Chinese and Arab writers.

**Module-2** Sathavahanas - Kadambas -- Gangas – Chalukyas of Badami -Polity, administration, Religion, Society, Literature, Art & Architecture

**Module-3** Rashtrakutas – Contributions. Chalukyas of Kalyana -- Cultural contributions. Hoysalas of Dwarasamudra –literature, art & architecture, Kalachuris, - Cultural contributions.

**Module-4** Shankaracharya, Ramanujacharya, Madhwacharya, Basaveshwara- Life and Philosophy- Socio- Religious Reforms

**References**

01. P.B. Deasi: **History of Karnataka**
- 02 .K.R. Basavarju :**History and Culture of Karnataka**
- 03 .Hayavadana Rao:**Mysore Gazetteer Volumes**

- 05.K.A. NilakantaShastry:**History of South India**
- 06.KeshvanVeluthat :**State Formation in South India**
- 07.S. Rajashekarana: **Karnataka Architecture**
- 08.Champaka Lakshmi: **Urbanization in South India**
- 09 Kavyashree G Punyastreeyaru (Kannada)
- 10.R.R. Diwakar: **Karnataka through the Ages**
- 11.B.L. Rice:**Mysore Gazetteer Volumes**
- 12.Mugali R.S: **The Heritage of Karnataka**
- 13.R.G. Bandarkar: **History of Deccan**

**Semester - I**  
**Course code: HISHC 1.5**  
**INTRUCTION TO ARCHAEOLOGY**

**Objectives**

will learn about ancient site, prehistory period, dating method etc. critical thinking, attitudes relating to the archaeological matters. locates physical features of India such as mountains, plateaus, plains, rivers, desert, etc. on the map of India.

Principles and methods of archaeology is a lecture series that introduces first semester students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students. The nature of the archaeological record and the unique role of science in archaeology is explained. The course also provides understanding cultural development and diversity from human origin to civilization development. Archaeology theories, exploration and excavation methods and dating methods is also discussed in this course.

**COs**

Draws neighborhood map showing scale, direction, and features with the help of conventional symbols. Examines critically the superstitions related to eclipses.

Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period. recognizes distinctive features of early human cultures and explains their growth.

On the successful completion of introduction to archaeology students will develop a strong foundation on the basic understanding of the nature, development and value of archaeology as a discipline.

**Module-1** concept and Definitions, Aims, objectives and scope of Archaeology. Development of Archaeology in Europe and India, Archaeology and other Sciences/ disciplines. Theories of Archaeology. Archaeological remains.

**Module-2** Exploration Methods: Geo-physical surveys, scientific methos and techniques in Archaeological exploration, Tools of Exploration, Documentation and operation of ancient sites.

**Module-3** Excavation methods: Aims and procedure of excavations, types of excavation , principles of excavation, laying out of trenches- methods- stratigraphy, archaeology photography, excavation recording, report, conservation-Preservation

**Module-4** Dating Methods and Techniques of dating system: Relative dating techniques, Absolute dating Techniques, Derivative Techniques: with special reference to serialization.

**References:**

1. K.V. Raman 1986: **Principles and methods of Archaeology**
2. Staeck John P 2002: **Back to Earth: an Introduction to Archaeology**
3. Renfrew colin and Pavl Bahan P 1996: **Archaeology: Theories, methods and practice**
4. Wheeler R.E.M 1954: **Archaeology for the Earth**
5. Fagan B 1988: **In the beginning an introduction to Archaeology**
6. Hodder, Ian 1992: **Theory and practices in Archaeology**
7. Trigger B 1989: **History of Archaeology perspective**
8. Barker, Philip 1977: **Techniques of Archaeological excavation**
9. Danecy W. S. 1987: **Archaeological fields methods: an introduction**
10. Harris, Edward C. 1989: **Principles of Archaeological stratigraphy**
11. Padigar S V 2010: **Puratatva Shastra Parichaya (Kannada)**
12. Srikanta Shastri S 2016: **Puratatva Shodhana (Kannada)**

## **Semester – I**

Course Code: HISSC1.6.2

### **HISTORY OF VIJAYANAGARA (1336-1646 C.E)**

#### **Objectives**

To enable the student to learn about the great empire of medieval world

To encourage the students to praise the great kings like Devaraya II , Sri Krishnadevaraya to achieve in their life

#### **COs**

lists out significant contributions of Vijayanagara kingdom, dynasties with examples explains broad developments during Vijayanagara period and relates the developments occurring in one place with another in India and world of contemporary Vijayanagara

describes issues, events, personalities mentioned in literary works of the time.

Learn and adopt the irrigation system of Vijayanagara

**Module-1** Introduction: Sources and Historiography, Foundation of Vijayanagara – Origin – Theories of the Vijayanagara, Sangamas – Hakka and Bukka-I – Devaraya-II and His life - Consolidation and expansion of the state – Administration –Economy, Society and Culture.

**Module-2** Political History of the Salvas – Narasimha-II - Life and Achievements - Administration –Economy, Society and Culture.

**Module-3** Political History of the Tuluvas – Krishnadevaraya and his Life- Consolidation and expansion of the state – Achyuthadevaraya and Sadashivaraya - Administration – Economy, Society and Culture.

**Module-4** Political History of the Aravids – Ramaraya - Foreign policy– Battle of Rakkasagi and Tangadigi (1565 C.E) – Decline and fall of the Vijayanagara - Administration –Economy, Society and Culture. Rise of Paleyagaras

## **References:**

1. Appa Dorai: **'Economic Conditions in Southern India'**
2. Burton Stein: **'Vijayanagara', 1994.**
3. Burton Stein: **'Peasant State and Society in Medieval south India**
4. KrishnaswamyIyengar: **'South India and Her Mohammadan Invaders'**
5. KrishnaswamyIyengar: **'Sex Sentanary Value(Vijayanagara)'**.
6. Karashima, Noboru, Subbarayalu&Shanmugam P: **'Vijayanagara Rule in**
7. Tamil Country as Revealed Through a Statistical Study o Revenue Terensin
8. Interruptions: **Tokio, 1988.**
9. Krishnaswamy R.: **'The Tamil Country under Vijayanagara', 1964.**
10. Sewell Robert: **'A Forgotton Empire', New Delhi, 1900.**
11. Sale tore B.A: **'Social Life under Vijayanagara'**.
12. Mahalingam T.V: **'South Indian Polity'**.
13. NeelakantaSastri K.A: **'A History of South**

**Semester – I**  
Course Code: HISSC 1.6.2  
**SOCIAL HISTORY OF INDIA**

**Objectives**

Students will be able to distinguish between political equality, economic equality, and social equality.

Student will be able to interpret social, political and economic issues in one's own region with reference to the right to equality.

**COs**

analyses the causes and consequences of disadvantages faced by women of different sections of the society.

identifies women achievers in different fields from various regions of India.

illustrates contribution of women to different fields with appropriate examples.

explains the functioning of media with appropriate examples from newspapers.

creates an advertisement.

explains the significance of equality in democracy.

**Module-1** Sources and Approaches ; Indian Social Institutions in Ancient India : Tribe, Caste (as well as Untouchability), Class and Community

**Module-2** Medieval Indian Society : Urban and Rural; Social Stratification and Social Mobility; Position of Women

**Module-3** Educational Systems and Institutions; Syncretic Tradition and Cultural Synthesis Colonial Intervention and Social Change : British Social Policy and Western Ideas - Evangelicals and Utilitarian ; Growth of Modern Education; Rise of New Social Classes

**Module-4** Social Change in Colonial India : Transitions in Caste-ridden Society; Conflict between Tradition and Modernity; Changing Position of Women; Patterns of Urbanization

## **References :**

1. Ahmad, Aziz: **Studies in Islamic Culture in the Indian Environment**
2. Altekar, A.S.: **Position of Women in Hindu Civilization**
3. Ambedkar, B.R.: **The Untouchables**
4. Ashraf, K.M.: **Life and Conditions of the People of Hindustan**
5. Ballahatchet, K.S: **Social Policy and Social Change in Western India**
6. Basu, Aparna: **The Growth of Education and Political Development 1898-1920**
7. Bayly, Susan: **Caste, Society and Politics in India from the Eighteenth Century to the Modern Age**
8. Datta, K.K.: **Social History of Modern India**
9. Desai, A.R.: **Social Background of Indian Nationalism**
10. Dube, S.C: **Indian Society**
11. Habib, Irfan: **Contemporary India and its Modernization**
12. Habib, Irfan: **Interpreting Indian History**
13. Habib, Mohammad: **Politics and Society during the Early Medieval Period**
14. Hardey, Peter: **The Muslims of British India**
15. Jha, D.N.: **Economy and Society in Early India : Issues and Paradigms**
16. Kothari, Rajni (ed.): **Caste in Indian Politics**
17. Krishnamurthi, J.: **Women in Colonial India**
18. Kumar, Ravindra: **Social History of Modern India**
19. Majumdar, R.C.: **British Paramount and Indian Renaissance, Vol. X**
20. Majumdar, R.C.: **The History and Culture of Indian People, Vol. V & VII**
21. Mishra, B.B.: **The Indian Middle Classes : Their Growth in Modern Times**
22. Mishra, Girish: **The Indian Middle Classes : Their Growth in Modern Times**
23. Mujeeb, M.: **The Indian Muslims**
24. Nurullah, S. & J.P. Naik: **History of Education in India**
25. O' Malley, L.S.S.: **Modern India and the West**
26. Potts, E. Daniel: **British Baptist Missionaries in India 1793-1837**
27. Rashid, Abdul: **Society and Culture in Medieval India**
28. Rizvi, S.A.A.: **Religious and Intellectual History of the Muslims in Akbar Reign**
29. Sarkar, Sumit: **Writing Social History**
30. Shah, A.B. & C.R.M., Rao: **Tradition and Modernity in India**
31. Sharma, R.S.: **Social Changes in Early Medieval India**
32. Smith, W.C.: **Modern Islam in India**
33. Sridharan, E.: **A Textbook of Historiography**

**Semester – I**  
Course Code: HISSC1.6.3

**STATE IN MEDIEVAL INDIA**

**Objectives**

The course analyses issues such as theories of state, political, agrarian and social structures, and trade and urbanisation. Theories such as Asiatic Mode of Production,

Segmentary State, and Feudalism, Centralization, Provincialization, Political Symbolism, Oriental Despotism, and Revisionist Approaches will be discussed. Role of ulamas and trading communities in the state will be analyzed. The course will survey transition from

**COs**

Identifies various levels of the government – local, urban administration, state and Central governments. Compare with Three tier system of today analyses the functioning of rural and urban local government bodies in sectors like health and education.

describes factors responsible for availability of different occupations undertaken in rural and urban areas.

**Module-1** Nature and Functions of the State under the Delhi Sultanate; Theory of Kingship : Balban, Ala-ud-din-Khalji and the Afghans; The Iqta System

**Module-2** The Mughal State : Nature, Theory of Kingship; Ulema and the State; Mansabdari System, Petticoat rule, Maham Ana and Noor Jahan

**Module-3** The Nature of : Vijayanagar and early Maratha states, Despotic, Fudal, Segmentary and Patrimonial , Nayankara system, Shivaji Hindu Padpadashahi, Chouth and Sardeshmukh

**Module-4** Nature of Bahamani and Shahi States- Adil Shahis and Qutb Shahis

## **References:**

1. Alam, Muzaffar: **Crisis of Empire in Mughal North India**
2. Alam, Muzaffar and Sanjay : **The Mughal State**  
Subrahmanyam (ed)
3. Ali, M. Athar: **Apparatus of the Mughal Empire**
4. Colley, Linda: **Britons : Forging the Nation**
5. Jackson, Peter: **The Delhi Sultanate**
6. Joshi, Shashi and Bhagwan : **Struggle for Hegemony in India, Vol. I, II, III**
7. Kulke, H.P. Rothermund: **State in India : 1000-1750**
8. Nigam, S.B.P: **Nobility under the Sultans of Delhi**
9. Nizami K A., **Some Aspects of Religion and Politics in Indian During 13<sup>th</sup> Century**
10. Richards, J.F.: **The Mughal Empire**
11. Satish Chandra: **Historiography, Religion and State in Medieval India**
12. Stein, Burton: **Vijayanagar**
13. Tripathi, R.P.: **Some Aspects of Muslim Administration in India**

**ART AND ARCHITECTURE OF INDIA FROM 6<sup>TH</sup> CENTURY B.C.E TO  
6<sup>TH</sup> CENTURY C.E**

**Objectives**

To make Students to understand the meaning of Ancient.

To enable Students to understand the key concept related to Ancient India.

They take interest to read historical maps, biographies, and novel related to Ancient period

**COs**

They take interest to visit historical place and understand ancient India through caves, Temple, Art Architecture. They collect models of Art , coins, other material related to Ancient History They knowing the importance of Sources of History

They take interest to Visit Museum and Archives

They make study tour report properly.

**Module-1** Introduction to Art and Architecture and prelude to historical Art, Art of the Pre- Mauryan period, Art and Architecture of Mauryan period, sources of inspiration of Mauryan Art and Architecture: Foreign and Indigenous.

**Module-2** Origin of stupa architecture, stupa architecture: pre-Mauryan and Mauryan periods, North India, central India, Deccan and Gandhara, Structural Monasteries and Chaityas.

**Module-3** Origin of Rock-Cut Architecture, Eastern India, Western Deccan, Eastern Deccan, Central India.

**Module-4** Origin of Temple Architecture- Theoretical aspects, concept and Symbolism of Temple, Temple Architecture during the Gupta period, Temple Architecture during the Vakataka period. Sculpture Art: Terracotta, Ivories and Bronzes.

**References:**

1. Dehejia, Vidya 1972:**Early Buddhist Rock Temples A Chronological study.**

2. Dhavalikar M.K 1985: **Late Hinayana Caves of Western India.**
3. Dhavalikar M.K 1977: **Masterpieces of Indian terracotta.**
4. Dhavalikar M.K 2004: **Satavahana Art.**
5. Dhavalikar M.K 1976: **Indian Ivories.**
6. Ghosh A 1967: **Ajanta Murals**
7. Gupta S.P 1980: **Roots of Indian Art.**
8. Huntington, Susana L and John Huntington 1985: **The Art and Architecture of India.**
9. Khandalwala, Karl (Ed) 1991: **Golden Age: Gupta Art, Empire, Province and Influence.**
10. Knox, Robert 1992: **Amaravati Buddhist Sculpture from the Great Stupa.**
11. Marshall, John 1960: **The Buddhist Art of Gandhara.**
12. Meister, Michael W and M.A Dhaky (Ed) 1999: **Encyclopedia of Indian Temple Architecture.**