

Curriculum Framework for Under Graduation State Education Policy (SEP-2024) BA in Ancient History and Archaeology III & IV Semester Syllabus

Department of Ancient History and Archaeology

MANGALORE UNIVERSITY

**SEP PROGRAMME STRUCTURE BA ANCIENT HISTORY AND ARCHAEOLOGY
III AND IV SEMESTER**

Sl.No	COURSE CODE	TITLE OF THE COURSE	CATEGORY OF THE COURSE	TEACHING HRS PER WEEK	SEM EXAM	IA	TOTAL	CREDITS
SEMESTER III								
1	III SEMESTER CORE PAPER-BASARCS 301	History and Culture of India, 1556-1947 A.D	THEORY	6	80	20	100	5
2	OPTIONAL/ELECTIVE PAPER-BASARES 301	Sustainable Heritage Tourism	THEORY	2	40	10	50	2
SEMESTER IV								
1	IV SEMESTER CORE PAPER BASARCS 401	History of Karnataka (A.D. 1565-1956)	THEORY	6	80	20	100	5
2.	OPTIONAL/ELECTIVE PAPER-BASARES 401	Man and Environment	THEORY	2	40	10	50	2
3	PRACTICAL/SKILL PAPER BASARSS 401	Study of Ancient Indian Scripts	PRACTICAL/SKILL	2	40	10	50	2

Assessment: Weightage for Assessment for core papers

Outlines for continuous assessment activities for C1 and C2

FORMATIVE ASSESSMENT			
ACTIVITIES	C1	C2	TOTAL MARKS
SESSION TEST	5 marks	5marks	10
PRESENTATIONS/ACTIVITIES	5 marks		5
ASSIGNMENTS		5marks	5
TOTAL			20

Assessment: Weightage for assessment for Elective and Practical/Skill paper

Outlines for continuous assessment activities

FORMATIVE ASSESSMENT			
ACTIVITIES	C1	C2	TOTAL MARKS
SESSION TEST	5 marks	-	5
ASSIGNMENTS		5marks	5
TOTAL			10

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SEP PROGRAMME STRUCTURE BA ANCIENT HISTORY AND ARCHAEOLOGY III AND IV SEMESTER

BA III SEMESTER-

Course Title: History and Culture of India, 1556-1947 A.D

6 HRS PER WEEK

MARK-20+80=100

CREDITS – 5

CODE-BASARCS 301

Course Description

This course explores the history of Medieval and modern India, spanning from the establishment of the Mughal empire to the Indian independence.

Course Objectives

1. Understand the major political, social, and cultural developments in Medieval and modern India.
2. Analyse the impact of Islamic and colonial rule on Indian society and culture.
3. Examine the role of Indian freedom fighters in shaping Modern Indian thought and culture.
4. Evaluate the significance of Mughal Empire and colonial rule in Indian history.

Course Outcomes

1. Understand the rise and fall of Political dynasties in India
2. Analyze the traditional values and ethos of political development..
3. Understand the cultural ethos of the time
4. Familiarize with the patterns of administration.
5. Study the complexities involved in polity of the time.

SYLLABUS

UNIT - I 15Hrs
Chapter 1: Mughal Empire- Akbar- Religious Policy- Rajput Policy- Shahjahan cultural contributions- Decline of Mughal Empire.
Chapter 2: Shivaji and the rise of Marathas- Rule of Peshwas-Balaji Baji Rao
Chapter 3: Advent of Europeans- the Portuguese dominion in India- Anglo- French rivalry in Carnatic.
UNIT – II 15Hrs
Chapter 4: English in Bengal- Robert Clive- Battle of Plassey- Double Government in Bengal- Expansion under Wellesley- Dalhousie's Annexation and administrative policy.
Chapter 5: First war of Indian independence of 1857- Causes - the results- the Queen's Proclamation- Changes in British Policy.
Chapter 6: British Education policy- Macaulay and Charles Wood- "the Indian Renaissance"
UNIT – III 15Hrs
Chapter 07: Role of Socio Religious Movements in the Indian Freedom struggle: Brahma Samaj- Ramakrishna Mission- Aligarh Movement- Missionary Activities
Chapter 08: The Moderates- Constitutional methods of agitation- economic critique of colonialism and the Drain Theory
Chapter 09: Extremist Politics- Tilak and his Associates- Curzon- Partition of Bengal- Swadeshi and Boycott
UNIT – IV 15Hrs
Chapter 10: Role of Mahatma Gandhiji in Indian Freedom struggle--Non co-operation and Khilafat Movements- Civil disobedience Movement-Quit India Movement
Chapter 11: Subhas Chandra Bose and I.N.A
Chapter 12: Role of Women in National movement –Annie Besant, Sarojini Naidu, Kamaladevi Chattopadhyaya .

Map Study

1. Mughal Empire in 1605
Peshawar, Panipat, Delhi, Agra, Chittor, Gwalior, Udiapur, Kalinjar, Surat, Kanauj, Amarkot, Ayodhya, Chanderi, Ranthambor.
2. Partition of Bengal
Calcutta- Dacca- Chittagong- Rajshahi, Purulia, Murshidabad, Patna, Bhagalpur, Dharbhanga, Burdwan

Recommended Readings:

- Shivastava A.L, The Sultanate of Delhi (Agra 1982)
- Sharma S.R, The Crescent in India (Agra 1933)
- Srivastava A.L, Medieval Indian Culture (Agra 1975)
- Sharma L.P, The Sultanate of Delhi (Delhi, 1996)

Edwards S.M & Garratt, Mughal Rule in India (New Delhi 1974)

Basavaraj K.R, History and Culture of Karnataka (Darwad 1984)

Desai P.B (ed), A History of Karnataka (Dharwar 1981)

Burton Stein, Vijayanagara (Cambridge 1999)

Banerjee A.C, A New History of Medieval India (New Delhi 1983)

Lane Poole S, Medieval India under Muhammadan Rule (London)

Majumdar R.C (ed), History and Culture of the Indian people, Vol.V & VI (Bhavan's Series)

Majumdar R.C (ed), Bharatiya Janateya Ithihasa Mattu Samskriti (Bhavan's Series)

Sathish Chandra, History of Medieval India, Vol 1 and Vol 2.

Irfan Habib, Medieval India. Edwards S.M and Garratt, Mughal Ruke in India (New Delhi 1974)

Banerjee A.C , A New History of Medieval India (New Delhi 1983)

Anirudda Ray, Some Aspects of Mughal Administration (New Delhi 1984)

Tripathi R.S, The Rise and Fall of the Mughal Empire (Allahabad 1963)

Majumdar R.C (ed), History and Culture of the India People Vol. V & VI (Bhavan's Series)

Ranade M.G, Rise of the Marata's Power (New Delhi 1947)

Edward Thompson and Garratt, Rise and Fulfilment of British Rule in India (Allahabad 1976)

Moreland W.H , Akbaraninda Aurangazebanavarege (Kannada Translation, Mysore – 1985)

Sinha N.K, Haidar Ali (New Delhi 1873) Sheik Ali- Tipu Sultan (NBT 1982)

Arfan Hanib, Atlas of the Mughal Empire (Oxford 1992)

Satish Chandra, Medieval India, 2 Vols, NCERT

Tapan Ray Chaudhury and Irfan Habib, Cambridge Economic History of India Vol. I Orient Longman.

Lakshmi Subramanian, History of India 1707-1857, New Delhi, 2010

Edward Thompson and Garratt, Rise and Fulfilment of British in India (Allahabad 1976)

Robert P.E, History of British India (OUP)S.

Gopal, British Policy in India 1858-1905 (Orier Longman)

Manjumdar R.C (ed) British Paramountcy and Indian Renaissance Part I &II (Bharatiya vidya Bhavan)

"History of Freedom Movement in India Vol. 1"

Chaudhuri S.B, Civil Rebellion in Indian Mutinies (Calcutta 1957) "Theories of the Indian Mutiny (Calcutta 1965)

Bipan Chandra, India's Stuggle for Independence (Penguin) " Modern India (NCERT)

Tara Chand, History of Freedom Movement in India Vol. I & II Perseval Sphere, History of India Vol. III

Shekar Badyopadya, Plassey Modern India

III SEMESTER OPTIONAL/ ELECTIVE PAPER

2 HRS PER WEEK

TOTAL MARKS – 40+10=50

CREDITS- 2

CODE-BASARES 301

Course Title: SUSTAINABLE HERITAGE TOURISM

The Elective courses will be related to the core subjects. Students will select the Electives that are related to the core subjects that they study.

Course Objectives:

1. Familiarize students with the basic concepts of travel and tourism discuss the terminology used
2. Give an insight into how travel and tourism evolved over a period of time and reached the modern stage.
3. Enhance the knowledge of students in various areas related to tourism and how it affects the destination.
4. Explore the selected issues that currently influence the tourism industry both locally and globally.

Course outcome:

1. Understand fundamentals of tourism from the management, marketing and financial perspectives.
2. Understand the concepts of travel and tourism, the framework of the system, types and form of tourism as well as the impacts of tourism.
3. Describe the different types tourism resources of India, their importance in tourism and management.

SYLLABUS

UNIT - I	10Hrs
CHAPTER -1 - Meaning and Importance of Sustainable Heritage Tourism- Definition and scope-Importance in the modern context	
CHAPTER – 2 - Recognition of Heritage Sites in India- UNESCO World Heritage Sites- National and State-level recognitions- Heritage Sites in India.	
UNIT – II	10Hrs
CHAPTER – 3 - Types of Heritage- Cultural Heritage-Monumental Heritage-Environmental Heritage.	
CHAPTER – 4 - Tourism in India: Potentials, Challenges, and Opportunities- Economic and cultural impact-Infrastructure and policy issues-Growth opportunities in sustainable tourism	
UNIT – III	10Hrs
CHAPTER – 5 Tourist Guides – Nature and Function- Role and responsibilities-Skills, certification, and training-Enhancing tourist experience through effective guiding	
CHAPTER – 6–Funding Agencies- Ministry of tourism - ASI – NGO – Aga Khan Foundation – Action Aid India – CARE.	

BOOKS SUGGESTED:

1. **Batra, M. L.** (1996). *Conservation: Preservation and Restoration of Monuments*. New Delhi: Aryan Books International.
 2. **Biswas, S. S.** (1999). *Protecting the Cultural Heritage (National Legislation and International Conservation)*. New Delhi: Aryan Books International.
 3. **Deshpande, M. N.** (1994). *Care of Cultural Heritage*. New Delhi: National Museum Institute.
 4. **Ghoshmaulik, S. K. & Bass, K. K.** (2001). *Understanding Heritage: Role of Museum*. Bhubaneswar: Academic Staff College.
 5. **Rao, P. R.** (1988). *Cultural Heritage of India*. Delhi: Sterling.
 6. **Renfrew, C.** (2000). *Loot, Legitimacy and Ownership*. London: Duckworth.
 7. **Singh, L. K.** (2008). *Indian Cultural Heritage from Tourism Perspective*. Delhi: ISHA Books.
 8. **Thapar, B. K.** (1989). *Conservation of the Indian Heritage*. New Delhi: Cosmo Publication.
 9. **Agrawal, O. P.** (1977). *Care and Preservation of Museum Objects*. New Delhi: National Museum Institute.
 10. Shalini Singh, Cultural tourism and Heritage Management, Rawat Publication.
 11. Premnath Dhar, International Tourism Emerging Challenge and failure prospects, Kanishka Publications &Distributions.
 12. Sharma K.K, Tourism in India, Classic publication House, Jaipu
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Curriculum Framework for Under Graduation State Education Policy (SEP-2024) BA in ANCIENT HISTORY AND ARCHAEOLOGY IV Semester Syllabus

Department of ANCIENT HISTORY AND ARCHAEOLOGY

MANGALORE UNIVERSITY

SEP PROGRAMME STRUCTURE BA ANCIENT HISTORY AND ARCHAEOLOGY_III AND IV SEMESTERS

BA IV SEMESTER

Course Title: History of Karnataka (A.D. 1565-1956)

6HRS PER WEEK

MARK-20+80=100

CODE: BASARCS 401

CREDITS– 5

Course Description:

This course offers a comprehensive study of Karnataka's history from the fall of the Vijayanagara Empire in 1565 to the formation of the modern Karnataka state in 1956. It examines the rise and consolidation of regional powers, while exploring key military, political, social, and cultural transformations under native and colonial administrations. Special attention is given to the impact of Anglo-Mysore conflicts, British interventions, administrative reforms, industrialization, social movements, and the eventual unification of Karnataka.

Course Objectives:

- To explore the political developments in Karnataka following the collapse of the Vijayanagara Empire.
- To analyze the role of Keladi Nayakas, the Wodeyars of Mysore, and other regional powers in shaping Karnataka's political landscape.
- To study the British influence, administrative changes, and regional responses including revolts and resistance.
- To examine the process of modernization in Mysore under native rulers and the contributions of visionary leaders.
- To evaluate social, cultural, and political movements leading to the unification of Karnataka.
- To develop critical perspectives on Karnataka's historical transformations between 1565 and 1956.

Course outcomes:

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

CO 1: Describe the political evolution of Karnataka from the 16th to the 20th century.

CO 2: Analyze the rise of regional kingdoms and their relations with colonial powers.

CO 3: Interpret the nature and consequences of British intervention and administrative changes in Karnataka.

CO 4: Explain the social, cultural, and political transformations during the colonial period.

CO 5: Critically assess the factors leading to the unification of Karnataka and the creation of the modern state.

CO 6: Demonstrate skills of historical inquiry, analysis, and interpretation through written and oral presentations

SYLLABUS

UNIT - I 15Hrs
Chapter 1: Rise of Palegaras and the Nayakas Kingdoms
Chapter 2: The Keladi Nayakas ; their political expansion to the west coast- their relations with the Portuguese-
Chapter 3; Rise of Mysore: the early Wodeyars- Chikkadevaraja Wodeyar- the consolidation of the Mysore kingdom.
UNIT – II 15Hrs
Chapter 4: The Dalvoys of Mysore- The Rise of Haider Ali the First and Second Anglo- Mysore Wars.
Chapter 5: Tipu Sultan; expansion- the Third Anglo Mysore war-The Fourth Anglo – Mysore War
Chapter 6: Regions under the direct Company Rule- the regions under indirect control- Mysore under Krishnaraja Wodeyar III- the work of Diwan Purnaiah.
UNIT – III 15Hrs
Chapter 7: The British influence in Mysore- the Nagar Revolt- the British take – over
Chapter 8: - the Commissioners Rule – Cubbon and Bowring- The British annexation of Kodagu- anti- British rebellions in south Kanara a Kodagu-rebellion of 1837- revolt in Kittur- echoes of 1857 in Karnataka
Chapter 9: The Rendition of Mysore and the workings of the Indirect Rule: the rule of the Diwan, Rangacharlu, Seshadri Iyer
UNIT – IV 15Hrs
Chapter 10: Modernisation of Mysore Industrialization-- Model State Concept’ works of M. Vishweshwariah and Mirza Ismail.
Chapter 11: Social, Cultural and Political Developments: Missionary work- Backward class Movement—Indian Freedom Struggle in Mysore.
Chapter 12: Unification of Karnataka: Political divisions before the Unification- Role of the Press and Writers- organizations- Fazal Ali Commission and the Formation of the State.

MAP STUDY

- 1. Tipu’s Possession in 1789:** Mysore, Srirangapatna, Madikeri, Cannanore, Sringeri, Mangalore, Bangalore, Periyapatna, Chitradurga, Doddaballapur.
- 2. Unification of Karnataka-** Political divisions before the Unification-Belagavi, Gulbarga, Raichur, Mysore, Mangalore, Ankola, Surapura, Raichur, Dharwad.

BOOKS SUGGESTED:

Desai P.M, Ritti S.H Gopal B.R, A History of Karnataka, Dharwad, 1970.

Basavaraja K. R, History and Culture of Karnataka, Dharwad, 1984.

Sreenivasa Murty H.V and Ramakrishnan R., A History of Karnataka, Delhi 1980.

Suryanath U. Kamath, A Concise History of Karnataka, Bangalore 1997.

Diwakar, R.R (Ed.) Karnataka Through the Ages, Bangalore, 1968.

Sinha N.K, Haidar Ali, Calcutta, 1965.

Sheik Ali B., Tipu Sultan, 1982

Sheik Ali B, (General Editor), Karnataka Charitre, Vol. 6-7, Hampi, 1997.

Sharma T.T, Karnatakadalli Swatantra Sangrama, 1957.

M. Shama Rao – *Modern Mysore: From 1799 to 1947*

B. L. Rice (Ed.) – *Mysore Gazetteer*

Nilakanta Sastri, K.A. – *History of South India*

Suryanath U. Kamath – *A Concise History of Karnataka*

G. Paramashivaiah – *Karnataka Ekikarana Charitre*

IV SEMESTER OPTIONAL/ ELECTIVE PAPER

2 HRS PER WEEK

TOTAL MARKS – 40+10=50

CREDITS- 2

CODE-BASARES 401

Course Title: MAN AND ENVIRONMENT

The Elective courses will be related to the core subjects. Students will select the Electives that are related to the core subjects that they study.

Course Objectives

1. Understand the fundamental concepts of the relationship between human beings and their environment from prehistory to the present.
2. Explore the development of prehistoric cultures in India and the role of environment in shaping cultural evolution.
3. Examine traditional and indigenous water management systems across India and their ecological significance.
4. Evaluate specific case studies of historical water management systems and connect them with sustainable practices.
5. Understand and critically reflect on contemporary environmental challenges through key reports and the efforts of local environmental stewards.

Course Outcomes

1. Demonstrate an informed understanding of the dynamic relationship between humans and their environment through different cultural and historical phases.
2. Critically evaluate environmental changes during prehistoric times and their influence on human adaptation and cultural development.
3. Analyze and appreciate traditional and historical water conservation methods and their relevance to sustainable environmental practices.
4. Apply knowledge from case studies (like Dholavira, Sudarshana Lake, Hampi, and Chitradurga) to understand the integration of ecological intelligence in ancient societies.
5. Assess the implications of major environmental reports (Gadgil and Kasturirangan) and recognize the role of individuals in local environmental conservation efforts.

SYLLABUS

UNIT - I 10 Hrs
CHAPTER -1- Human Culture and Environmental Evolution: Meaning and Concept of Man-Environment Relationship-Dynamic interaction between human societies and their surrounding environment.
CHAPTER - 2 - Environmental Phases in Prehistory- The Pleistocene and Holocene environments: Impact of environmental changes on early human settlements and adaptations.
UNIT – II 12 Hrs
CHAPTER - 3– Cultural Development in Prehistoric India: Palaeolithic, Mesolithic, Neolithic and Megalithic Culture

<p>CHAPTER – 4 - Traditional Water Management in India- Historical Water Harvesting Techniques-Indigenous knowledge systems in water conservation across ancient and medieval India.</p>

<p>UNIT – III 10 Hrs</p>

<p>CHAPTER – 5 - Case Studies in Water Management-Dholavira-Sudarshana Lake-Hampi: Chitradurga.</p>
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<p>CHAPTER – 6 - Contemporary Environmental Issues-Gadgil Committee Report: - Kasturirangan Committee Report-Local Environmental Stewards:-<i>Salumarada Thimmakka-Kamegowda</i>:</p>
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References;

- Brian M. Fagan. **"People of the Earth: An Introduction to World Prehistory."** Routledge.
- Clive Gamble. **"Timewalkers: The Prehistory of Global Colonization."** Harvard University Press.
- R. L. Schalk. **"Pleistocene and Holocene Environmental Changes."** University of Washington Press.
- Misra, V. N., and Peter Bellwood (eds.). **"Recent Advances in Indo-Pacific Prehistory."** Oxford & IBH.

- D. K. Bhattacharya. **"Prehistoric Archaeology."** Wiley Eastern Limited.
- Sankalia, H. D. **"Prehistory and Protohistory of India and Pakistan."** Deccan College, Pune.
- Allchin, Bridget, and Raymond Allchin. **"The Rise of Civilization in India and Pakistan."** Cambridge University Press.
- Anil Agarwal and Sunita Narain. **"Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting Systems."** Centre for Science and Environment (CSE).
- A. Sundara. **"The Early Chamber Tombs of South India: A Study of the Iron Age Megalithic Monuments of Northern Karnataka."**

- Possehl, Gregory L. **"The Indus Civilization: A Contemporary Perspective."**
- A. R. Kulkarni. **"Medieval Maharashtra: Dynamics of Social Change."**
- Madhav Gadgil and Ramachandra Guha. **"This Fissured Land: An Ecological History of India."** Oxford University Press.
- Kasturirangan Committee Report (available online at Ministry of Environment, Forests and Climate Change website).
- Gadgil Committee Report (Western Ghats Ecology Expert Panel Report, available online).
- S. Vishwanath. **"Water Wisdom: Interviews with India's Water Warriors."** India Water Portal Publications.

IV- SEMESTER PRACTICAL/ SKILL PAPER

2 HRS PER WEEK

TOTAL MARKS – 40+10=50

CREDITS- 2

CODE-BASARSS 401

STUDY OF ANCIENT INDIAN SCRIPTS

The practical/skill courses will be related to the core subjects. Students will select the practical/skill courses that are related to the core subjects that they study.

Course Objectives:

1. Understand the nature, scope, and significance of ancient scripts in the context of Indian history and heritage.
2. Trace the origin and evolution of writing systems, both globally and in the Indian subcontinent.
3. Analyze and interpret early Indian scripts such as Indus, Brahmi, and Tulu, understanding their structural features and usage.
4. Study the derivation of Indian scripts from Brahmi, with a specific focus on the evolution of the Kannada script.
5. Develop basic epigraphical and paleographical skills to assist in further **research**, conservation, and documentation of ancient inscriptions.

Course outcomes:

1. Demonstrate a clear understanding of the importance of script study in historical and archaeological research.
2. Explain the evolutionary stages of scripts, from pictographs to phonetic systems, with special reference to Indian developments.
3. Identify and differentiate traditional writing materials used in ancient India and explain their impact on script forms.
4. Perform practical techniques such as taking estampages of inscriptions, ensuring preservation and accurate documentation.
5. Recognize the main features of Indus, Brahmi, and Tulu scripts, including their geographic and chronological usage.
6. Apply basic skills in reading, documenting, and analyzing inscriptions, supporting further academic or field-based work in epigraphy and manuscriptology.

SYLLABUS

UNIT - I 10 Hrs
CHAPTER -1- Nature- Scope- Methods - Importance of study of scripts.
CHAPTER - 2 – Origin and phases of evolution of scripts- Pictographic to phonetic transformation- Comparison of evolution in various civilizations.
UNIT – II 10 Hrs
CHAPTER - 3– Origin and Antiquity of writing in India- Harappan writing system- Vedic culture and oral traditions- Historical references to writing in Indian texts- Transition from oral to written tradition in early India.
CHAPTER – 4 – Ancient Indian writing materials and Method of taking estampages of inscriptions- Traditional writing materials: palm leaves, birch bark, cloth, copper plates,

stone, clay tablet- Instruments used: stylus, reed pens, chisels, brushes- Step-by-step process of taking estampages of stone inscriptions.

UNIT – III 12 Hrs

CHAPTER – 5 – Study of early Indian scripts- Indus, Brahmi and Tulu script.

CHAPTER – 6 - Derivation of Indian scripts from Brahmi- Evolution of Kannada script

References;

Allchin, F.R. and K.R. Norman 1985. Guide to the Ashokan Inscriptions, South Asian Studies, I: 49-50.

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.

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.

Bühler, George 1898. On the Origin of Indian Brahmi Alphabet. Strassburg: Karl J. Trubner.

Bühler, George 1959. Indian Palaeography. Calcutta: Indian Studies.

Dani, Ahmad Hasan 1963. Indian Palaeography, Oxford: Clarendon Press. Epigraphia Indica 1892-1940. Vol. 1- XXV, Archaeological Survey of India

Gokhale, S. Purabhilekhavidya. Mumbai: Sahitya Sanskruti Mandal.

Goyal, S.R. 2005. Ancient Indian Inscriptions. Jodhpur: Kusumanjali Book World.

Mehendale, M.A. 1948. Historical Grammar of Inscriptional Prakrits. Poona: Deccan College Post Graduate and Research Institute.

Mirashi, V.V. 1981. The History and Inscriptions of the Satavahanas and the Western Kshatrapas. Bombay: Maharashtra State Board of Literature and Culture.

Ramesh, K.V. 1984. Indian Epigraphy. Delhi: Sundeep Prakashan.

Ramesh K.V, & Sharma M.J. Tulunadina Arasumanetanagalu mattu Dharma Samanvaya, 1985.

Ramesh K. V and Sharma M.J, Tulunadina Sasanagalu.

Salomon, Richard 1998. Indian Epigraphy. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

Shastri, A.M. 1996-97. Some Observations on the Origin and Early History of the Vikrama Era, Prachya Pratibha, vol. XVIII: 1-51.

Shastri, A.M. 1966. The Saka Era, Panchal, vol. 9: 109-132.

Sircar, D.C. 1965. Indian Epigraphy. Delhi: Motilal Banarasidas.

QUESTION PAPER PATTERN
CORE COURSE III and IV SEMESTERS

TOTAL – 80 MARKS

SECTION – A

I. Answer the following in three pages each **12X4=48**

(Two questions each from all the four units with internal choice)

SECTION – B

II. Answer the following in 15 – 20 sentences each **6X4=24**

(Two questions each from all the four units with internal choice)

SECTION – C

III) On the outline map provided

- i) Mark the boundary of the empire **4 marks**
- ii) Locate the given places **4 marks**

QUESTION PAPER PATTERN III & IV SEMSTER OPTIONAL / ELECTIVE COURSE

TOTAL – 40 MARKS

SECTION – A

- I. Answer any two of the following questions in two pages;**
(Four questions from all the three units with external choice) **2X10=20**

SECTION – B

- II. Answer any 4 of the following questions in 15-20 sentences;**
(Six questions from all the three units with external choice) **4X5=20**

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