

Bengaluru Central University

History MA Curriculum, 2018

PART I The Structure of M.A. History Courses

M.A. in History at the Bengaluru Central University shall comprise of four semesters with a student taking five courses in each semester. Out of these twenty courses, each of which is worth four credits each, twelve courses shall be core papers; five courses shall be electives; two courses shall be mandatorily taken in other departments as per BCU CBCS Regulations and finally a research project or an additional elective for those students opting not to do a research project.

BCU PG Regulations mandate that a student has to take 20 courses of 4 credits each in order to earn a Master's degree in History. Out of these, a minimum of 2 courses will have to be taken outside the department as per CBCS norms. These courses will be taken in the 2nd and 3rd semesters. Further a student can opt to do a project in the 4th semester but that process will begin in the 3rd semester itself. Thus a student could potentially study as many as 17 courses within the department. That's the minimum number of courses that the History department has to offer but depending on the resources available the department could offer as many as 19-20 courses every year (this number will be in the 9-10 course range for the first year and then 19-20 from the second year onwards).

Since the number of teaching hours per course will be 75 (5 hours per week for 15 weeks), each course will have 5 modules, each of which could be taught for around 12 hours. Relevant readings and additional resources (such as maps, timelines, audiovisual materials and primary source documents) shall be suggested for each module. Ideally a lesson plan should be created for each week/session and the same should be shared with the students.

Courses offered as part of the History Masters programme are divided into four streams: (a) Historical Methods and Historiography; (b) Global Histories; (c) Indian History and (d) Regional History. Courses within these streams are designated as core and elective. While students are mandatorily required to take all the core courses, they may select electives based on what courses have been offered during each semester.

The method of assessment consists of 30% Internal Assessment and 70% End semester exam, as mandated by the BCU PG Regulations, 2018. A question paper pattern is provided for the End semester examination. For Internal Assessment, the following parameters are specifically framed for History programme, within the ambit of BCU PG Regulations.

“With respect to the Internal Assignment, BCU PG Regulations shall be followed. Two session tests for ten marks each shall be conducted during the 6th and 12th week of the Semester. Seminar shall mean a presentation on a topic chosen by either the teacher or the students themselves and will include engagement with primary sources and scholarship. The other activity shall include either a case study, assignment or field work, with the submission of a written report.”

PART II Learning Objectives and Pedagogical Approach

The BCU History Master's Program will have the following four learning objectives:

First, to understand the nature of historical truth and learn how knowledge about the past is produced and revised.

Second, to study the past of human societies and obtain empirical knowledge of Indian and world history, with a specific focus on Karnataka.

Third, to understand the role history plays in the contemporary world and also in fashioning human futures.

Fourth, to obtain a professional orientation and analytical grounding / aptitude, which will enable the graduate to work in a variety of professional contexts.

To achieve these learning objectives, we hope to offer courses which will not be limited to the study of text books but will compel students to obtain knowledge of primary sources and historical scholarship. We also intend to provide intensive training to students in academic writing and computing.

With respect to pedagogical approach to be adopted by teachers, the BOS makes the following recommendations.

1. Along with the course outlines and module descriptions, suggested readings should be provided for each course. These readings shall include both primary sources and scholarly works, apart from textbooks. All these are to be understood as 'Select Readings' and the concerned teachers may provide relevant additional readings.

2. For each course, a combination of primary sources and scholarly works are to be used during teaching.

3. Each theme should be introduced through historiographical debates on that topic and students are to be familiarized with various positions taken by scholars. Readings shall be selected keeping such historiographical debates in mind.

4. University should invite a senior scholar as a resource person to spend a day (at least 4-5 lecture hours) per semester for each course. Students from affiliated colleges should also be invited on such occasions so that this fledgling program gets assistance from leading scholars in the field.

PART III - Course list and Matrix

Historical Method and Philosophy of History:

1. Time, Past and Historical Knowledge (Core)
2. Historiography and Modes of History Writing (Core)
3. History and Computing (Core)
4. The Practice of History (Elective)

Global Histories:

1. Ancient World (Core)
2. Towards a Modern World (Core)
3. 20th Century World (Core)
4. Revolutionary Ideas and Revolutions
5. History of Capitalism
6. British Colonial Empire

Indian History:

1. Polity, Society and Economy in Ancient India (Core)
2. Second Millennium (Core)
3. British Empire in India (Core)
4. Art and Architecture in India - Creating Spaces and Making Images (Elective)
5. Indian Religious Imaginations (Elective)
6. History and Literary Imagination (Elective)
7. Cities in History (Elective)
8. Environmental History of India (Elective)
9. History from the Margins - Women, Folk and the Outsider (Elective)
10. History from the Margins - Dalit, Tribal and the Labourer (Elective)
11. Technology, Commerce and Trade in India (Elective)

Regional History:

1. South India (Core)
2. Karnataka (Core)
3. Bangalore (Core)

Suggested Semester wise Distribution of Courses

	Methodology	World History	Indian History	Regional History
Semester 1	1. Time, Past and Historical Knowledge (C)	1. Ancient World (C)	1. Politics, Society and Economy in Ancient India (C) 2. Art and Architecture of India - Creating Spaces and Making Images (E)	1. South India (C)
Semester 2	2. Historiography (C)	2. Towards a Modern World (C)	3. Second Millennium (C)	2. Karnataka (C)
Semester 3	3. History and Computing (C)	3. 20th Century (C)	4. British Empire in India	3. Bangalore (C)

	Methodology	World History	Indian History	Regional History
Semester 4	4. The Practice of History (E) 5. Project	4. Revolutions and Revolutionary Ideas (E) or 5. History of Capitalism (E) or 6. British Colonial Empire from 16th to the 20th century (E)	5. Religious Imagination (E) 6. History and Literary Imagination (E) 7. Cities in Indian History (E) 8. Environmental History of India (E) 9. History from the Margins - Women, Folk and the Outsider (E) 10. History from the Margins - Dalit, Tribal and the Labourer 11. Technology, Commerce and Trade (E)	

PART IV - Semester 1

1. Time, Past and Historical Knowledge (Core):

(to be taught in the first semester)

The first course in Historical Methods stream systematically introduces students to basic concepts of History such as time, past, archives and sources; teaches how historical knowledge is produced and revised; and finally, examines what is necessary for the production of historical knowledge. In some ways, this is the most important foundational course for the entire program.

This course has the five following modules:

- a. Time - explores different notions of time in two different ways. First, we will consider how time is conceived in different disciplines such as Physics, Geology, History and Philosophy. Second, we will study how time is perceived by different human cultures, specifically Indian conceptions of 'Kala'. This module provides an opportunity to narrate what has come to be known as 'Big History' in contemporary history writing (for example See David Christian and his Big History

project online) which tries to locate human history in the context of the history of Universe, from Big bang to the present.

- b. Past - with this module, we specifically enter the domain of history and examine different notions of past. Specifically, the objective here is to explore the difference between past (which is infinite and encompasses everything) and a knowable past (which is finite, is predicated on human perception and the availability of credible sources)
- c. Historical Knowledge - in this module, we examine how historical knowledge is produced about a knowable past.
- d. Archive - introduces different kinds of archives and sources, upon which the production of the past depends. The objective here is to make students familiar with different archives and sources which they would have to use for research; more importantly, this enables them to understand how historians collect and interpret evidence in order to construct historical narratives.
- e. Undertaking Research - describes the process of historical research. Students are encouraged to think about research questions, methodology, archives and sources, interpretive methods and writing process.

Readings:

Ali, Sheik. History : Theory and Method.

Bentley, Michael. Companion to Historiography. Routledge, 1997.

Berkhofer, Robert. Fashioning History. Palgrave Macmillan, 2008.

Collingwood, R.G. The Idea of History. 1946.

Christian, David. Origin Story A Big History of Everything. Penguin, 2018.

Gunn, Simon and Lucy Faire. Research Methods for History. 2012.

Harari, Yuval Noah. Homo Sapiens. 2014.

Jenkins, Keith. Re-thinking History. Routledge, 2004.

Munslow, Alun. The New History. Pearson Longman, 2003.

Sreedharan, E. A Textbook of Historiography. Orient Blackswan, 2004.

Thapar, Romila. Time as a Metaphor of History. 1996.

Tucker, Aviezer. A companion to the Philosophy of History and Historiography (Blackwell Companions to Philosophy). Blackwell, 2008.

2. Ancient World (Core)

(to be offered in the first semester)

This course shall introduce six important ancient civilizations: Mesopotamia, Indus, Egypt, China, Greece and Rome. The main objective of this course is to introduce to students how civilizations emerged in different parts of the world. This exercise is being undertaken comparatively so that similarities and divergences can be understood. Themes for discussion in each civilizational context include the beginnings, physical and ecological context, agricultural revolution, emergence of specialization and profession, state formation and urbanization, long distance trade, culture, writing and literature, religion and philosophy.

The threefold objective of this course is as follows: (a) to familiarize students on how these civilizations emerged in different parts of the world; (b) to introduce them to different kinds of sources - material culture, written sources and monumental architecture- and methods of interpretation; (c) to show how complex urban societies, with social hierarchy, political organization and literary traditions, arise in human history.

This course has the following six modules, which focus on the six major ancient civilizations:

- a. Mesopotamia till the fall of Babylon in 539 B.C.- physical setting and ecology, state, emergence of cities, professions and long distance trade, writing and religion.
- b. Indus - physical setting and ecology, cities and town planning, state, religion, professions and long distance trade, decline.
- c. Egypt Old, Middle and New Kingdoms - physical setting, ecology and agriculture, politics, monumental architecture, religion, writing, science and technology, professions and long distance trade.
- d. Chinese (Yellow River and Yangtze River valleys) Civilization up to Zhou dynasty - physical setting and ecology, politics and bureaucracy, religion and philosophy.
- e. Greece - physical setting and ecology, city states and empires, religion, literature and philosophy.
- f. Rome - physical setting and ecology, empire, religion, literature and philosophy, decline.

Readings:

Barker, Graeme and Candace Goucher. *The Cambridge World History Volume II A World With Agriculture*. Cambridge: CUP, 2015.

Cartledge, Paul. *Ancient Greece: A very short introduction*. Oxford: OUP, 2011

Cartledge, Paul. *Ancient Greece: a history in eleven cities*. Oxford: OUP, 2009.

Chakrabarti, Dilip K., (1999) *India: An Archaeological History. Palaeolithic Beginnings to Early Historic Foundations*. Delhi: Oxford University Press

Charvat, Petr. *The Birth of the State: Ancient Egypt, Mesopotamia, India and China*

Habib, Irfan. *The Indus Civilization*. Tulika Books, 2002.

Kelly, Christopher. *Roman Empire: A Very Short Introduction*. OUP, 2006.

Kriwaczek, Paul. *Babylon: Mesopotamia and the Birth of Civilization*. St. Martin's Press, 2012.

Lahiri, Nayanjot. *Finding Forgotten Cities How the Indus Civilization was discovered*. Delhi: Permanent Black, 2015.

Loewe, Michael and Edward L. Shaughnessy. *The Cambridge History of Ancient China: From the Origins of Civilization to 221 BC*.

Ratnagar, Shereen. *Understanding Harappa: Civilization in the greater Indus Valley*, Delhi: Tulika Books, 2002.

Shaw, Ian. *The Oxford History of Ancient Egypt*. Oxford: OUP, 2000.

Shaw, Ian. *Ancient Egypt: A very short introduction*. Oxford: OUP, 2004.

Tattersall, Ian. *The World From the Beginning to 4000 BCE*. Oxford: OUP, 2008.

Yoffee, Norman. *The Cambridge World History Volume III Early Cities in Comparative Perspective*. Cambridge: CUP, 2015

3. South India (Core):

(to be offered in the 1st Semester)

This course introduces the broader geographical region within which Karnataka and Kannada are located. The objective of this course is to explore the shared and connected histories among the linguistic and cultural traditions of South India. Thus the shared political, religious, ecological, archaeological and literary linkages among Kannada, Telugu, Malayalam and Tamil speakers in particular are explored.

The six modules proposed are as follows:

- a. State Formation and Politics - Badami Chalukya, Chola, Hoysala and Vijayanagara
- b. Shaivas (Kalamukhas and Virashaivas and Vaishnavas (Srivaishnavas), Bhakti (Alwar, Nayanmar, Vachana, Dasa), Folk (Kannada, Telugu and Tamil) and Intellectual traditions (Advaita, Vishistadvaita, Dvaita, Tatvapada) of South India
- c. Ecology, expansion of agriculture, craft production, trade and urbanization
- d. Art and Architecture - Temple, Mosque and Mausoleum
- e. Languages and Linguistic identities through history - Tamil, Kannada, Telugu and Malayalam
- f. Social Movements and Change in Colonial and Modern South India -

Readings:

Ali, B. Sheik. *History of the Western Gangas*. Mysore: University of Mysore, 1976.

Allen, Charles. *Coromandel: a personal history of South India*. London: Little Brown, 2017.

Altkear, A. S., *The Rashtrakutas and their Times*. Poona: Oriental Book Agency, 1934.

Bhandarkar, R.G., *Early History of the Deccan*. Asian Educational Services, 1996.

Champakalakshmi, R., *Trade, Ideology and Urbanization: South India 300 B.C.- 1300 A.D.* Delhi: OUP, 1996.

Chandrashekar, S. *Colonialism, conflict and nationalism: South India, 1857-1947*. New Delhi: Vishwa Publications, 1995.

Cox, Whitney. *Politics, Kingship and Poetry in Medieval South India*. Cambridge University Press, 2017.

Diwakar, R. R., (eds) *Karnataka Through the Ages*. Bangalore: Government of Mysore, 1968.

Gopal, B.R., *The Chalukyas of Kalyana and the Kalachuris*. Dharwad, Karnataka University Press, 1981.

Gurukkal, Rajan. *Social Formations of Early South India*. Delhi: OUP, 2010.

Karashima, Noboru. *Ancient to Medieval: South Indian Society in Transition*. Delhi: OUP, 2009.

Karashima, Noboru. *A Concise History of South India: Issues and Interpretations*. OUP, 2014.
(PROVIDED)

Ramesh, K. V. *Chalukyas of Vatapi*. Delhi: Agam Kala Prakashan, 1984.

- Shastri, K. A. Nilakantha. *History of South India*. Delhi: Oxford University Press, 1955.
- Shulman, David. *Tamil A Biography*. Harvard: Harvard University Press, 2016 (PROVIDED)
- Shulman, David. *More than Real: A History of the Imagination in South India*. Harvard University Press, 2012. (PROVIDED)
- Stein, Burton. *Peasant State and Society*. Delhi: OUP, 1983.
- Veluthat, Kesavan. *The early medieval in South India*. New Delhi: OUP, 2009.
- Veluthat, Kesavan. *Political Structure of Early Medieval South India*. 2nd Edition, Orient Blackswan, 2012.
- Yazdani, G. *The early History of Deccan*. Oxford University Press, 1961.

4. Polity, Society and Economy in Ancient India (Core) (to be offered in the 1st Semester)

This course shall introduce the students to the process of state formation, conceptions of sovereignty and ideas of governance; the making of states and empires between 500 BC and 1000 AD; emergence of caste society and ; intensification of agriculture, craft production, new technologies and changes in material culture; Spread of Sanskrit, Prakrit cultures. Thus the course seeks to explore important social, political and economic developments of Ancient India. It is assumed that students are familiar with the outlines of general political history and the course may begin with a brief revision of the same.

It is recommended that selections from primary sources such as Ashokan inscriptions and major Prashasti inscriptions; texts such as Arthashastra, Buddha Charita, Bhagavadgita, Manusmriti, Harshacharita be used in classroom discussions.

This course has the following five modules:

- States and Empires - Mahajanapadas to Mauryas
- States and Empires 2 - Guptas to Chalukyas of Kalyana*
- Society - Jati-Varna; racial, ethnic and linguistic diversity; and social complexity
- Economy - intensification of agriculture, craft production, new technologies and changes in material culture, maritime trade.
- Culture - Sanskrit Cosmopolis and vernacular cultures

* The first two modules explore conceptions of sovereignty and ideas of governance. The two modules are chronologically organized. In the first unit, the process of state formation, which in Ancient India logically concludes with the Mauryan Empire. In the second module, our focus will be on the First Millennium A.D. when from Pan-Indian empires we see regional political formations such as the Chalukyas, Pallavas, Rashtrakutas and Cholas are explored.

Readings:

- Avari, Burjor. *India - the Ancient Past. A History of the Indian Subcontinent from 7000 BC to 1200 AD*.
- Allen, Charles. *Ashoka The Search for India's Lost Emperor*. London: Hachette Digital, 2012.
- Jaiswal, Suvira. *Caste : Origin, Function and Dimensions of Change*. Delhi: Manohar, 2000.

Lahiri, Nayanjot. Ashoka in Ancient India. Harvard University Press, 2015.
 Ludden, David. The New Cambridge History of India IV - 4 An Agrarian History of South Asia. Cambridge: CUP, 1999.
 Ludden, David. India and South Asia. Macmillan, 2015.
 Pollock, Sheldon. Literary Cultures in History. UC Press, 2006.
 Scharfe, Hartmut. Education in Ancient India. Lieden: Brill, 2002.
 Settar, S. Prakrita Jagadvalaya. Bangalore: Abinava, 2018
 Singh, Upinder. Rethinking Early Medieval India: A Reader. Delhi: OUP, 2012.
 Singh, Upinder. A History of Ancient and Early Medieval India. Delhi: Pearson Education India, 2009.
 Thapar, Romila. Ashoka and the Decline of the Mauryas. Delhi: OUP, 1961.
 Thapar, Romila. Ancient Indian Social History. Orient Longman, 1978.
 Thapar, Romila. The Penguin History of Early India. Penguin, 2002.
 Thapar, Romila. The Past Before Us Historical Traditions of North India. Harvard University Press, 2013.

5. Art and Architecture in India - Creating Spaces and Making Images (Elective)

(to be offered in the 1st Semester)

This course traces historical trajectories of architectural and aesthetic traditions of India from ancient period to the present. This historical overview primarily focuses on monumental architecture through history and as a secondary element explores sculpture, painting and domestic architecture.

This course has the following modules:

- a. The Beginnings: Buddhist Art - Stupas, Chaityas and Viharas; Buddhist Sculpture - Sanchi Stupa and Ajanta Caves as main examples
- b. Temples and Temple Sculpture - Mahabalipuram, Badami, Aihole, Ellora, Tanjavur, Belur, Vijayanagara as major sites.
- c. Mosques, Mausoleums, Forts and Palaces - Delhi (Humayun's Tomb, Red Fort) Agra (Taj Mahal and Red Fort), Bijapur as major examples
- d. Images and Paintings - Chola Bronzes, Mughal Painting
- e. Colonial Architecture - Colonial Cities (Calcutta and Delhi), Indo-Saracenic Architecture (Mysore as the major example)

Readings:

Asher, Catherine. The New Cambridge History of India 1:4 Architecture of Mughal India. Cambridge: Cambridge University Press, 1999.
 Bharne, Vinayak and Krupali Krusche. Rediscovering the Hindu Temple The Sacred Architecture and Urbanism of India. New Caste Upon Tyne: Cambridge Scholars, 2012.
 Burton-Page, John. Indian Islamic Architecture : Forms and Typologies, Sites and Monuments. Leiden: Brill, 2008.
 Dehejia, Vidya. Indian Art. London: Phaidon Press, 1997. (NOT PROVIDED)
 Lahiri, Nayanjot. Marshaling the Past. Delhi: Orient Blackswan, 2012. (NOT PROVIDED)
 Michell, George. The New Cambridge History of India 1:6 Architecture and art of Southern India Vijayanagara and the successor states. Cambridge: Cambridge University Press, 2008

Michell, George and Mark Zebrowski. *The New Cambridge History of India 1:7 Architecture and Art of the Deccan Sultanates*. Cambridge: Cambridge University Press, 1999.
Mitter, Partha. *Indian Art*. Oxford: OUP, 2001. (NOT PROVIDED)
Neave, Dorinda, Lara Blanchard and Marika Sardar. *Asian Art*. Boston: Pearson, 2014. (SEE PART 1)
Rowland, Benjamin. *The Art and Architecture of India*. Penguin, 1954.
Srinivasan, D.M., (eds) *On the Cusp of an Era: Art in the Pre-Kushana World*. Leiden: Brill, 2007

Metropolitan Museum has some very useful short essays on its website. Students will find these as very useful introductions to the themes being discussed in the class.

Essays on South Asian Art

South Asian Art and Culture

https://www.metmuseum.org/toah/hd/sasa/hd_sasa.htm

Introduction to Prehistoric Art, 20,000-8000

https://www.metmuseum.org/toah/hd/preh/hd_preh.htm

Mauryan Empire (ca. 323-185 B.C.)

https://www.metmuseum.org/toah/hd/maur/hd_maur.htm

Recognising the Gods

https://www.metmuseum.org/toah/hd/gods/hd_gods.htm

Buddhism and Buddhist Art

https://www.metmuseum.org/toah/hd/budd/hd_budd.htm

GANDHARA

https://www.metmuseum.org/toah/hd/gand/hd_gand.htm

Cosmic Buddhas in the Himalayas

https://www.metmuseum.org/toah/hd/cbud/hd_cbud.htm

Shunga Dynasty

https://www.metmuseum.org/toah/hd/shun/hd_shun.htm

Kushan Empire

https://www.metmuseum.org/toah/hd/kush/hd_kush.htm

Life of the Buddha

https://www.metmuseum.org/toah/hd/buda/hd_buda.htm

List of Rulers of South Asia

https://www.metmuseum.org/toah/hd/ssar/hd_ssar.htm

Hinduism and Hindu Art

https://www.metmuseum.org/toah/hd/hind/hd_hind.htm

Jain Manuscript Painting

https://www.metmuseum.org/toah/hd/decc/hd_decc.htm

Jain Sculpture

https://www.metmuseum.org/toah/hd/jais/hd_jais.htm

The Birth of Islam

https://www.metmuseum.org/toah/hd/isla/hd_isla.htm

Islamic Art of the Deccan

https://www.metmuseum.org/toah/hd/decc/hd_decc.htm

The Art of the Mughals before 1600

https://www.metmuseum.org/toah/hd/mugh/hd_mugh.htm

The Art of the Mughals after 1600

https://www.metmuseum.org/toah/hd/mugh_2/hd_mugh_2.htm

The Shah Jahan Album

https://www.metmuseum.org/toah/hd/empe/hd_empe.htm

Indian Textiles: Trade and Production

https://www.metmuseum.org/toah/hd/intx/hd_intx.htm

Poetic Allusions in the Rajput and Pahari Paintings of India

https://www.metmuseum.org/toah/hd/rajp/hd_rajp.htm

The Rise of Modernity in South Asia

https://www.metmuseum.org/toah/hd/rmsa/hd_rmsa.htm

Modern Art in India

https://www.metmuseum.org/toah/hd/mind/hd_mind.htm

Early Modernists and Indian Traditions

https://www.metmuseum.org/toah/hd/emit/hd_emit.htm

Company Paintings in Nineteenth Century India

https://www.metmuseum.org/toah/hd/cpin/hd_cpin.htm

Nineteenth - Century Court Arts in India

Postmodernism: Recent Developments in Art in India

https://www.metmuseum.org/toah/hd/pmin/hd_pmin.htm

Annexures:

1. The Making of Social Science Curriculum at BCU:

BCU organized a series of workshops since the Summer of 2017, bringing together social scientists and humanities scholars from leading Indian universities. The objective of these workshops was to formulate pedagogical strategies to be adopted at the university.

In a rapidly changing contemporary world, social sciences and humanities have faced unprecedented challenges about their knowledge claims, ideological as well as political bias and social usefulness. Not surprisingly then, the claims of universality made by social sciences have been rejected, as these disciplines are being criticized for their Euro-centric approach as well as practical irrelevance. Thus, we at BCU realized the pressing need to rethink not only the theoretical orientation of social sciences and humanities but also how to make them relevant in the Indian context. This necessitated addressing both theoretical issues as well as real world challenges of making social sciences relevant for the job market.

In order to address such challenges, BCU convened a series of meetings over a period of 18 months between January 2017 and June 2018 to lay down a roadmap for the Faculty of Arts at the University. These meetings brought together many eminent scholars from across the country. Among them were Ravi Srivastava (Economics, JNU), Satish Deshpande (Sociology, DU), Valerian Rodrigues (Political Science, JNU), N. Jayaram (Sociology, TISS & NLSUI), Sundar Sarukkai (Philosophy NIAS), Rajendra Chenni (English, Kuvempu University) and Nataraj Hulyar (Comparative Literature and Kannada, Bangalore University). They discussed how best disciplines of social sciences and humanities could be taught in a state university, both in the Central College campus and in various affiliated colleges. The challenge of teaching and researching in Kannada as well as training students in academic English were also considered in these discussions. These experts also led a systematic effort to prepare curriculum for various disciplines in collaboration with senior scholars from various universities of Karnataka. One such consultation was organized for History in February 2018.

Such consultations compelled BCU to take the critique of dominant mode of doing Social Sciences seriously, and face the challenge of reordering them squarely. However, this is being done keeping in mind BCU's institutional as well as intellectual context and the diverse social background of potential students. Thus the curriculum as well as the Regulations for the post-graduate programmes have been framed so that they can be effectively implemented in both the University as well as affiliated colleges. Needs of students from different socio-economic, religious and linguistic backgrounds have been addressed. At the same time, BCU's advantageous institutional location in Bangalore has also been incorporated into the structure of the curriculum so that students could thrive intellectually and professionally. Thus BCU has sought to cater to the needs of students of diverse talents, aspirations and professional requirements in a constructive and professional manner.

2. A Preamble for History Curriculum Making:

As you can make out from the above description, our approach to curriculum preparation was a mix of ambition and pragmatism. We weren't blind to the reality of the kind of students who will walk into the classroom at Central College nor did we ignore the fact that the same curriculum had to be taught in at least four other colleges within BCU's jurisdiction. Our ambitions were tempered by the fact that the University library is yet to be established; further, even if a good library existed, there are few good scholarly resources available in Kannada; if we were to collate

scholarly materials and prepare adequate readers in Kannada, we would still have the challenge of preparing and motivating students to use such readers.

Despite such challenges, we wanted to begin with a basic question: what do we expect a graduate of our History MA program to have learnt?

In responding to this question and deciding on a benchmark for the curriculum, we worked through three fundamental fault lines, which are as follows. First, to what extent the curriculum of sister universities in Karnataka should be followed? We raised this question specifically because of how students might react if the courses are radically different. Second, should we try to cover UGC NET syllabus or UPSC/KPSC History syllabus maximally? The point here was whether we should create largely content based curriculum which will help students in these exams or should we adopt a different framework. A related final question was this: should we try to offer broad based content oriented courses or should we create a curriculum which offers a mix of methodological courses and a cross section of thematic courses? JNU and Delhi University offer a radical version of the latter, in which (a) students specialize in ancient, medieval or modern histories and (b) courses are thematic (history of books or reading, for example) and focus on narrow band of time (50 years or less).

Here again we wanted to be pragmatic and arrive at a combination of all three approaches. We decided we wouldn't be radically different from our sister universities, especially in relation to assessment, and further that we would also try to prepare our students for UGC and other competitive examinations. However, despite these two commitments, we didn't want to limit ourselves to general, broadly content oriented courses. Therefore, the curriculum suggested below offers a mix of (a) methodological courses (4), (b) thematic global history courses (up to 6 offered and students have to take 4), (c) Indian history courses (10-12 approved, including 3 core courses and 7-9 electives, out of which students can take a maximum of 4 electives) (d) Regional History courses (3 courses, all of which are core) and (e) an optional research project.

The curriculum proposed doesn't aim to be comprehensive but it also wants to avoid being a superficial, textbook based curriculum. Our aim is to provide a solid grounding in methodological issues, training in reading scholarship and primary sources and insights into key moments of regional, national and world histories.

3. Question Paper Pattern:

4.

End Semester exams shall be conducted for 70 Marks:

Section A: Answer any two out of four questions. (15x2)

Section 2: Answer any four out of six questions. (10x3)

Section 3: Answer ten questions (1x10). Only ten multiple choice questions shall be given.

Questions should be conceptual, requiring testing of both factual and analytical skills, even for section three.

5. Kannada Scholarly Resources*

While the paucity of scholarly materials in Kannada remains a critical concern, several excellent resources continue to be under utilized. Therefore, the Board of Studies strongly feels that scholarly works available in Kannada should be properly deployed in the classroom. In particular, the BOS recommends that the following works be used as much as possible.

1. Ali, Sheik. Karnataka Charitre Volumes 1-7. Hampi: Kannada University, 1997
2. Vijay, Tambanda Poonacha. Kannada Vishvavidyanilaya Caritre Samputa, Volumes 1-8. Hampi: Kannada University, 2010.
3. Chandrashekar, S. and B. Surendra Rao. Karnatakada Samajika mattu Arthika Caritreya Kelavu Nelegalu, Volumes 1-12. Bangalore: Kuvempu Bhasha Bharathi, 2016.

*These references will be augmented and we hope you will also contribute useful references.