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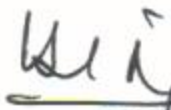

NOTIFICATION

Sub: Revised Syllabus for MA History IV Semester of
Bengaluru Central University

- Ref: 1. The recommendations of the Board of Studies in History (PG)
2. Opinion of the Dean, Faculty of Arts dated 28.01.2020.
3. Orders of the Vice-Chancellor dated 18.01.2020.

Pending approval of the Academic Council, the revised Syllabus for MA History IV Semester of Bengaluru Central University is hereby notified for implementation from the academic year 2019-20.

The copy of the Syllabus is notified in the University Website: www.bcu.ac.in for information of the concerned.


28/1/2020
REGISTRAR


To,

1. The Dean, Faculty of Arts, BCU.
2. The Chairman & Members of BoS in History (PG), BCU.
3. The Principals of the concerned affiliated Colleges of BCU – through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), BCU.
5. Office copy / Guard file.

Bengaluru Central University

History MA Curriculum

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.

Bengaluru Central University
History MA Curriculum, 2019-2020
Semester IV

| | 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) 4. Cities in Indian History (OE) | 2. Karnataka (C) |
| Semester 3 | 3. India in Transition 17 th to 19 th Century (C) | 3. 20 th Century (C) | 6. Cities in Indian History (E) OR 7. History from the Margins (E) 8. Indian Religions (OE) | 3. Bangalore (C) |

| | Methodology | World History | Indian History | Regional History |
|------------|---|---|--|--------------------------------|
| Semester 4 | 4. History and Computing (C) 5. Research Project | 4. Forms of Colonialism from 16 th to 20 th Century (E) | 9. India: Struggle for Freedom and After (E) 10. Makers of Modern India (E) 11. Indian Religions (E) | 4. Special Themes in Karnataka |

Note:

1. Both 3rd and 4th Semesters will have seven courses each. 3rd Semester offerings will include an Open Elective. In the 3rd Semester, History students too will take one open elective in other departments.

2. In the 4th semester, students can opt to do a research project. However, the process for undertaking the research project begins in the 3rd Semester itself, as made clear in the PG Regulations.

3. Each course will consist of 4 hours of lecture and 1-2 hours of discussion, seminar and tutorial sessions. Thus, the total teaching hours for each course will be between 90 (16x5) to 96 (16x6) hours per semester.

M.A History

Question paper pattern

Total Marks :100

Time :03 hours

Section – A

Write short notes on any Four of the following:

(4 x 5 = 20)

- 1
- 2
- 3
- 4
- 5
- 6

Section – B

Answer any Two of the following questions:

(2 x 10 = 20)

- 7
- 8
- 9
- 10

Section –C

Answer any Two of the following questions:

(2 x 15 = 30)

- 11
- 12
- 13
- 14

Distribution IA Marks = 30 marks

| | |
|--------------------------|------------|
| Session Test C1 | = 10 marks |
| Session Test C2 | = 10 marks |
| Seminar | = 05 marks |
| Case study/ Assignment / | = 05 marks |
| Attendance | |

Semester 4

1. History and Computing (Core)

History, like many other disciplines, is radically transformed in the Digital Age. Historical knowledge is no longer produced through printed books alone. Digital medium has enabled historical scholarship to incorporate images (including moving images) and sounds thus creating multi-media texts. These changes have impacted the nature of history writing itself. Further, technology has also changed the way history can be taught inside the classroom and also how it is transmitted through popular social media applications.

In this context, this course responds to the following question: what does it mean to study history and produce historical scholarship in the Age of Computing? It does so by exploring history, historical scholarship and history teaching in the digital age. Towards this purpose, we examine the following questions and themes: digitization of historical archives and creation of digital archives (of scholarship and also of sources); research and writing of history in the digital age; digital tools for research in history and for teaching as well as transmission of history; and finally, new professional opportunities for historians in the digital age.

It is recommended that this course be offered be as a series of monthly workshops (for a total of six days and 48 hours) at the Central College campus and students from different postgraduate centers be invited to attend the same. We propose three separate workshops: an initial workshop for three days, when basics are introduced; a second workshop of two days when digital project training is offered to students; and a final workshop when students will present their digital history projects. These projects could be short videos, image-video-audio archives with historical commentary, photo essays, digital archives of historical documents and oral histories, among other possibilities. These three workshops will be supplemented by lab sessions and onsite project work, which will be organized at the respective centers. Faculty members in charge of this course will also participate in the workshops at Central College.

Further it is recommended that the project work in this course be organized in conjunction with Bangalore City course. This will enable the students to do digital history projects on Bangalore and the same can be hosted in the University website.

It is suggested that assessment for this course be done through projects and practical exams instead of a writing based final exam.

This course has five modules:

1. Introduction to Computing with a specific focus on history – Basics of computing (including introduction to computers, tablets and telephones, Operating Systems and applications),
2. Digital archives for research and teaching – collection, preservation and presentation of digital sources; copyright



- related issues; best practices for digitizing, adding metadata, tagging; web tools.
3. History writing in the Digital Age – incorporating audio and visual files; writing in the digital medium.
 4. Computing applications and digital tools for Historians (to make maps, timelines/chronologies, digital archives, short videos and for podcasting)
 5. Professional Opportunities for Historians

Web Resources:

<https://rrchnm.org/>

<https://rrchnm.org/category/projects/content/teaching-resources/#projects>

<https://www.historians.org/teaching-and-learning/digital-history-resources/resources-for-getting-started-in-digital-history>

<https://teachinghistory.org/>

Cohen, Dan and Roy Rosenzweig, *Doing Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web*. University of Pennsylvania, 2005.

<http://chnm.gmu.edu/digitalhistory/introduction/>, and *Exploring the History Web*,

<http://chnm.gmu.edu/digitalhistory/exploring/>

Robertson, Stephen. "The Differences between Digital History and Digital Humanities," in *Debates in the Digital Humanities 2016*, <http://dhdebates.gc.cuny.edu/debates/text/76>.

Weller, Toni. "History in the Digital Age." In *History in the Digital Age*. Routledge, 2012.

Blevin, Cameron. "Digital History's Perpetual Future Tense." In *Debates in the Digital Humanities 2016*, <http://dhdebates.gc.cuny.edu/debates/text/77>.

Serrell, Beverly. "Behind It All: The Big Idea." In *Exhibit Labels: An Interpretive Approach*. 2015, <https://getit.library.nyu.edu/go/9430224>.

Leon, Sharon. "21st Century Public History, Part II: Digital Public History and Traditional Narrative Exhibits," <http://www.6floors.org/bracket/2010/04/23/21st-century-public-history-part-ii/>

Leon, Sharon. "21st Century Public History, Part III: Digital Public History and Knowledge Creation," <http://www.6floors.org/bracket/2010/05/13/21st-century-public-history-part-iii/>

Gold, et al., *Debates in the Digital Humanities* (2012)

Kee, *PastPlay: Teaching and Learning History with Technology* (2014)

Writing History in the Digital Age, eds. Jack Dougherty and Kristen Nawrotzki. A born-digital, open-review volume about writing and teaching digital history.

<https://writinghistory.trincoll.edu/>

Jan Kavel

Mills Kelly, Teaching History in the Digital Age
<https://www.press.umich.edu/3526836/>

Dan Cohen and Roy Rosenzweig, Digital History: A Guide to Gathering, Preserving and Presenting the Past on the Web
<http://chnm.gmu.edu/digitalhistory/authors.php>

Shawn Graham, Ian Milligan & Scott Weingart, The Historian's Macroscope: Big Digital History: A how-to book, also available through Imperial College Press, that outlines several digital-history techniques.
<http://www.themacroscope.org/>

2. Research Project:

BCU PG Regulations define the parameters of the Research Project. Although this course is offered in the 3rd semester, students opting to do a research project need to register in the 3rd semester itself and decide on a topic. Deadlines for this process as well as the components of a research project are provided in the PG Regulations.

3. Forms of Colonialism from 16th to 20th Century (E)

Colonialism is one of the main processes which produced the modern world. From the 16th Century, Europeans began traveling to different parts of the world. The objective their travels were to find a sea route to China, India and South East Asia, which may taken together be called as the old world. In this process, Europeans also discovered the Americas in the late 15th century and Australia in the 18th century. Taken together, these may be called the new world.

Decades after their discovery, Americas were colonized by the Spanish and the Portuguese; in the 16th Century, the British and the French also began building colonies in the Americas. Simultaneously, all these western European empires established trading relationships with China, India and South East Asia. While this trade proved to be profitable to the Europeans, they didn't possess colonies in the East. It was only the 18th century, as decolonization began in the Americas that Europeans began aggressively colonizing Asian nations. Africa came to be colonized in the late 19th and 20th centuries.

Together, these processes of colonization influenced the world in innumerable ways. This course seeks to study comparatively colonialism across the world and also consider the nature of decolonization. Such a comparative study will help us to understand the nature of European Colonial and Imperial projects, the difference between Spanish, Portuguese, British and the French colonialism. Similarly, we will also understand how these colonies overcame European colonialism and achieved freedom. It is significant that different regions witnessed decolonization in different periods and for different reasons.

Finally, this course will also explore Postcolonial theories. The objective here is to familiarize the students with a body of thinking which has become very influential in social

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sciences and humanities over the last four decades. It is suggested that major Postcolonial discourses be briefly taught to the students.

This course has the following six modules:

1. Colonialism comparatively
2. Portuguese and Spanish in the Americas and Asia
3. British Colonies – America, Australia, Asia and Africa
4. French, Dutch and other Europeans (Germans, Belgians and Italians) – Asia, Americas, Africa
5. Decolonization – Americas, Asia and Africa
6. Postcolonialism

Readings:

Ashcraft, Bill et al Postcolonial Studies Reader. Taylor and Francis, 2005.

Ashcraft, Bill et al Postcolonial Studies: The Key Concepts. Routledge, 2013.

Gandhi, Leela, 1988. *Postcolonial Theory: A Critical Introduction*, New York: Columbia University Press.

Guha, Ranajit and Spivak, Gayatri, 1988. *Selected Subaltern Studies*, New York and Oxford: Oxford University Press.

Kohn, Margaret and Kavita Reddy. "Colonialism" Entry in the Stanford Encyclopedia of Philosophy. <https://plato.stanford.edu/entries/colonialism/>

Mehta, Uday, 1999. *Liberalism and Empire: A Study in Nineteenth-Century British Liberal Thought*, Chicago: University of Chicago Press.

Said, Orientalism. *Orientalism*. New York: Vintage, 1979.

Wills, John E. *The World From 1450 to 1700*. OUP, 2009.

Young, Robert. *Postcolonialism: an Historical Introduction*. Oxford, 2001.

Young, Robert. *Postcolonialism: A Very Short Introduction*. Oxford, 2003.

Kannada Readings:

Vijay, Tambanda Poonacha. *Kannada Vishvavidyanilaya Caritre Samputa, Volumes 1-8*. Hampi: Kannada University, 2010.

4. India: Struggle for Freedom and After (E)

This course seeks to explain the making of contemporary India. It continues our exploration of Indian history and focuses on the 20th century developments. In the third semester, we had studied India's transition to modern era through Colonialism and the preliminary Indian nationalist responses. In the present course, we begin with the maturing of Indian nationalism and the emergence of a mature anti-colonial struggle.

We will begin with the early 20th century Indian nationalism, beginning with the emergence of Indian National Congress as a powerful anti-colonial force. Specifically we will study the developments after Gandhi's return to India in 1915 and the major events of anti-colonial struggle up to India's independence. Simultaneously, we will consider the development of India's Constitution. If the Constitution itself was written between 1947 and 1949, we will see its origins in the various reform measures undertaken by the British from the early 20th century until the 1935 Government of India Act. Here our objective is to consider the making of the Constitution and how it provided the foundation for the emergence of Indian democracy.

Moving forward, we will consider the political challenges to the idea of India that emerge from the 1940s. This process begins with the Partition of India into two nation states, India and Pakistan and then reaches its logical conclusion with the further breaking up of Pakistan into Pakistan and Bangladesh in 1971. Further, we will consider other separatist movements faced by India, specifically in Punjab, Northeast and Kashmir.

Finally, we will consider the two main eras of political and economic history of India. In the first part, we will study India from Nehru to Rajiv Gandhi. This period from the 1950s to 1980s saw the maturing of Indian democracy, which faced the challenge of Emergency and also successfully brought a variety of social groups into the mainstream of Indian politics; consolidation of its national economy under a public sector led industrialization and agriculture which relied on large irrigation projects as well as Green revolution; witnessed armed conflicts with China and Pakistan; and finally, tried to follow a non-aligned foreign policy.

Finally, we will consider how India has changed since the economic liberalization of 1991 and the emergence of Hindu Right as a powerful nationalist political force.

This course has the following five modules:

1. Anti-colonial struggle and Indian Nationalism – The Age of Gandhi.
2. The Making of the Indian Constitution and Indian Democracy
3. Partition, Bangladesh and Separatist Movements
4. Nehruvian Era and After – From Nehru to Rajiv Gandhi.
5. Liberalization and the New India – Globalization and Economic Liberalization; Ramjanmabhumi Movement and the Rise of the Hindu Right.

Readings:

- Austin, Granville. The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press, repr. 2015.
- Bandyopadhyay, Sekhar (ed). National Movement in India: A Reader. New Delhi: Oxford University Press, 2009.
- Bhargava, Rajeev, ed. [sic] Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press, 2008.
- Bose, Sugata and Ayesha Jalal. Modern South Asia: History, Culture, Political Economy. Abingdon (Oxon) and New York: Routledge, 2017.
- Brass, Paul R. Politics of India since Independence. (Cambridge, 1994)
- Butalia, Urvashi. The Other Side of Silence: Voices From the Partition of India. Penguin: Random House India, repr. 2015.
- Chandra, Bipin. India's Struggle for Freedom.

Guha, Ramachandra. India After Gandhi. Picador, 2007.
Sarkar, Sumit. Modern India.
Ravinder Kumar, Social History of Modern India.

Chaudhary, Latika et. al., eds. A New Economic History of Colonial India. London and New York: Routledge, 2016.

Kapila, Shruti, ed. An Intellectual History for India. Delhi: Cambridge University Press, 2010.

Metcalf, Barbara. Islamic Revival in British India: Deoband, 1860-1900. New York: Oxford University Press, repr. 2004.

Nag, Sajal. et al., eds. Making of the Union: Merger of Princely States and Excluded Areas with India. New Delhi: Akansha, 2007.

Naregal, Veena. Language Politics, Elites and the Public Sphere: Western India Under Colonialism. New Delhi: Permanent Black, 2001.

Pandey, Gyanendra. The Construction of Communalism in Colonial North India. New Delhi: Oxford University Press, 1992.

Pandian, M.S.S. Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present. New Delhi: Permanent Black, 2007.

Zamindar, Vazira Yacoob-Ali, The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories. New York: Columbia University Press, 2007.

5. Indian Religions (E)

India has been home to all the major world religions. It gave birth to three major religions (Hinduism, Buddhism and Jainism) and embraced two other world religions - Islam as well as Christianity. This course seeks to explore comparatively the historical experience of these complex religions in India. In this course, we will attempt to understand the development of Indian religious ideas, institutions and practices. Thus, the student will appreciate how religious thought and practice developed in the past 3,600 years.

Themes included in this comparative historical analysis include (a) the evolution and spread of these religions; (b) conception of divinity (c) their core values, institutions and religious practices; (d) religious reforms undertaken historically, with a specific focus on religious reform and secularism in modern India. Such an inquiry will allow the student to learn how Indians have thought about some of the basic questions of human existence and the answers provided in their scriptures and religious practices. Study material used in this class should include religious scriptures, philosophical texts, Bhakti and Sufi poetry, audio and video recordings of rituals and other religious observations.

This course has the following five modules:



Classical Hinduism – Vedas, Upanishads, Mahabharata, Ramayana and the Bhagavadgita, Puranas, Bhakti traditions, Temple Worship, Popular Hinduism
Buddhism, Jainism and Sikhism – founders, teachings, expansion, decline and modern period
Islam and Christianity – arrival and expansion of both Islam and Christianity, Sufism, Islam and Christianity in modern India
Key concepts of Indian religions – Dharma, Bhakti, Moksha, Samsara,
Religious in Modern India – Colonial critique of Indian Religions, Modern Indian Religious Reformers and Reform Movements (Brahmasamaj, Arya Samaj), Secularism in India

Readings:

Clothey, Fred. Religion in India: A Historical Introduction (Routledge, 2007)
Eck, Diana. Darshan: Seeing the Divine image in India (Columbia University Press 1998)
Gupta, Bina. An Introduction to Indian Philosophy Perspectives on Reality, Knowledge and Freedom (Routledge, 2012)
Heehs, Peter eds Indian Religions: The Spiritual traditions of South Asia
Lopez, Donald. Buddhism in Practice. Princeton: PUP, 1995.
Lopez, Donald. Religions of India in Practice. Princeton: PUP, 1995.
Metcalf, Barbara D (eds) Islam in South Asia in Practice (Princeton: Princeton University Press, 2009)
Miller, Barbara Stoler. Bhagavadgita (New York: Bantam Books, 1986)
Mittal, Sushil. The Hindu World. Routledge, 2007.
Mittal, Sushil. Religions of India An Introduction. Routledge, 2017.
Narayan, R. K. The Indian Epics Retold. The Ramayana, the Mahabharatha, Gods, Demons and others (Delhi: Penguin Books, 1995)
Smith, Houston. The World's Religions: Our great wisdom traditions (Harper Collins Publishers)

6. Makers of Modern India (E)

In the 18th Century, India suffered a jolt because of Colonialism. Since was India occupied by the British East India Company and consequently became a British colony, it had to regain its political independence. Colonialism also brought modern civilization and modernity to India. This meant India had to respond to modern critiques of its society and religions, which were characterized as backward, superstitious and divided. This loss of political independence as well as powerful criticisms of Indian society meant that India had to re-imagine and recreate itself.

Prominent Indian political and religious leaders as well as intellectuals faced this challenge in remarkable ways. Many of these towering figures received western education but they also engaged with Indian traditions. Their goal was to recover what is valuable in Indian traditions and blend that with the best that the modern world offered. These reformers and visionaries offered new visions of Indian nationalism; debated what kind of democracy India should have; discussed strategies to modernize Indian economy; suggested reforms that Indian society and religions should undertake, while also creating utopian communities like Brahma Samaj and Arya Samaj; provided new spiritual and ethical visions for India.

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In this course, we will seek to study important makers of modern India, whose ideas, actions and imaginations created the modern India. Our approach will be biographical as we undertake the study of individual figures. In addition to outlines of their lives, we will consider their ideas and activities as well as the institutions they created. The following prominent themes will be considered in the case of each maker of modern India wherever they are relevant: critique of colonialism; idea of India; critique of Indian society and religions as well as reforms suggested; conceptions of freedom, equality and democracy; modernizing Indian economy; reforming Indian education. These broad themes will also be opportunities to raise specific issues such as Sati, caste and untouchability, religious differences and conflicts.

The following Indian leaders and thinkers will be studied in this course:

Raja Rammohan Roy, Ramakrishna Paramahansa, Swami Vivekananda, Syed Ahmad Khan, Jotirao Phule, Tarabai Shinde, Dayananda Saraswathi, Keshab Chandra Sen, Arubindo Ghosh, Balagangadhara Tilak, Gopalakrishna Gokhale, Rabindra Nath Tagore, M.K. Gandhi, Jawaharlal Nehru, Periyar E. V. Ramaswami, Vinayaka Damodar Savarkar, M.S. Golwalkar, Jayaprakash Narayan, Rammanohar Lohia, Dr. B. R. Ambedkar.

Guha, Ramachandra. Makers of Modern India. Viking, 2010.

Habib, Irfan. Indian Nationalism: Essential Readings. Aleph, 2017.

Kapila, Shruti, ed. An Intellectual History for India. Delhi: Cambridge University Press, 2010.

Sen, Amiya P. Social and Religious Reform: The Hindus of British India. OUP, 2005.

7. Themes in the History and Historiography of Karnataka

This course is proposed as a reading intensive, discussion oriented course which will introduce students to the Historiography of Karnataka. It builds on the larger discussions on philosophy of history and historiography which have taken place in prior courses such as Time, Past and Historical Knowledge, Historiography and Readings in Indian Historiography. The rationale for this course is quite simple: majority of BCU (and indeed, of other Karnataka universities) MA history students will undertake research on Karnataka. In light of that, it is imperative to train them in themes taken up by historians of Karnataka, their major works and finally, schools of historiography.

The following is list of themes and representative historians to be considered for study:

Colonial Historians – Mark Wilks, J. F. Fleet, B.L. Rice

Epigraphy and Numismatics – G. S. Ghai, A.V. Narasimhamurthy

Social and Religious History – B.A. Salatore, K. Ishwaran, Richard Eaton, Rahmat Tarikere



Political History and State Formation – C. Hayavadana Rao, B. Sheikh Ali, Burton Stein, James Manor

On Kannada, Kannada literature and Karnataka – Aluru Venkatarao, S. Settar, M. Chidanandamurthy, D. R. Nagaraj

Archaeology and Prehistory – A. Sundara, Ravi Korishettar, George Michell and John Fritz, Kathleen Morrison

Politics and Nationalism – Suryanath Kamat and S. Chandrashekar

History of Economy and Urbanization – Kuppaswamy and Janaki Nair

A handwritten signature in blue ink, appearing to read 'Amherst', with a long horizontal line extending to the right.