

ಮಂಗಳೂರು  
MANGALORE



ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
UNIVERSITY

(Accredited by NAAC)

ಕ್ರಮಾಂಕ/ No. : MU/ACC/CR 12/2021-22/A2

ಕುಲಸಚಿವರ ಕಛೇರಿ

ಮಂಗಳಗಂಗೋತ್ರಿ - 574 199

Office of the Registrar

Mangalagangothri - 574 199

ದಿನಾಂಕ/Date:17.11.2021

**NOTIFICATION**

Sub: Revised syllabus of M.A. History & Archaeology programme.

Ref: Academic Council approval vide agenda

No.: ಎಸಿಸಿ:ಶೈ.ಸಾ.ಸ.2:26(2021-22) dtd 27.10.2021.

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The Revised syllabus of M.A. History & Archaeology programme which is approved by the Academic Council at its meeting held on 27.10.2021 is hereby notified for implementation with effect from the academic year 2021-22.

Copy of the Syllabus shall be downloaded from the University Website ([www.mangaloreuniversity.ac.in](http://www.mangaloreuniversity.ac.in))

  
REGISTRAR

To,

1. The Principal, University College, Mangalore.
2. The Co-ordinator, History & Archaeology Programme, University College, Mangalore.
3. The Chairman, P.G. BOS in History & Archaeology, University College, Mangalore.
4. The Registrar (Evaluation), Mangalore University.
5. The Superintendent (ACC), O/o the Registrar, Mangalore University.
6. The Asst. Registrar (ACC), O/o the Registrar, Mangalore University.
7. The Director, DUIMS, Mangalore University – with a request to publish in the website.
8. Guard File.

**MANGALORE**  **UNIVERSITY**



**SYLLABUS**  
for  
**DEPARTMENT OF P.G. STUDIES**  
in  
**HISTORY & ARCHAEOLOGY**

*Choice Based Credit System (CBCS)*  
(New Scheme)



UNIVERSITY COLLEGE, MANGALORE



**With effect from 2021-2022 Academic Year Onwards**

## SYLLABUS IMPLEMENTATION

| <b>Sl. No.</b> | <b>Course</b>   | <b>Academic Year of Implementation</b> |
|----------------|-----------------|--|
| 1.             | FIRST SEMESTER  | 2021-2022 - Academic Year onwards.     |
| 2.             | SECOND SEMESTER |  |
| 3.             | THIRD SEMESTER  | 2021-2022 - Academic Year onwards.     |
| 4.             | FOURTH SEMESTER |  |

## NEW SYLLABUS

I, II, III & IV Semester w.e.f - 2021-2022

Scheme of Papers for the Post Graduate Degree of M.A. in History & Archaeology

### I SEMESTER

| Paper Code No | Subject   | Credits | Internal Marks | Subject Marks | Total Marks |
|---------------|---|---------|----------------|---------------|-------------|
|               | <b>Hard Core</b>  |         |                |               |             |
| HAH - 401     | Historiography  | 05      | 30             | 70            | 100         |
| HAH - 402     | Principles and Methods of Archaeology                             | 05      | 30             | 70            | 100         |
| HAH - 403     | Ancient History of India up to the Mauryas                        | 05      | 30             | 70            | 100         |
|               | <b>Soft Core</b> (Two papers to be selected out of the following) |         |                |               |             |
| HAS - 404     | Introduction to Paleography and Epigraphy.                        | 04      | 30             | 70            | 100         |
| HAS - 405     | Social and Economic History of India (up to C.E 1206 )            | 04      | 30             | 70            | 100         |
| HAS - 406     | History of Science and Technology in India.                       | 04      | 30             | 70            | 100         |

### II SEMESTER

| Paper Code No | Subject  | Credits | Internal Marks | Subject Marks | Total Marks |
|---------------|--|---------|----------------|---------------|-------------|
|               | <b>Hard Core</b>   |         |                |               |             |
| HAH - 451     | Research Methods and Theories in History                         | 05      | 30             | 70            | 100         |
| HAH - 452     | Pre and Proto History of India                                   | 05      | 30             | 70            | 100         |
| HAH - 453     | Ancient Indian Art and Architecture                              | 05      | 30             | 70            | 100         |
|               | <b>Soft Core</b> (One paper to be selected out of the following) |         |                |               |             |
| HAS - 454     | History of Vijayanagara.   | 04      | 30             | 70            | 100         |
| HAS - 455     | Social and Economic History of India (C.E 1206 -1757)            | 04      | 30             | 70            | 100         |
|               | <b>Open Elective</b> ( One out of two papers)                    |         |                |               |             |
| HAE - 456     | Art and Architecture of Karnataka                                | 03      | 30             | 70            | 100         |
| HAE - 457     | Constitutional History Of India: From 1773 To 1947               | 03      | 30             | 70            | 100         |

## NEW SYLLABUS

### Scheme of Papers for the Post Graduate Degree of M.A. in History & Archaeology III SEMESTER

| Paper Code No    | Subject   | Credits   | Internal Marks | Subject Marks | Total Marks |
|------------------|---|-----------|----------------|---------------|-------------|
|                  | <b>Hard Core</b>  |           |                |               |             |
| <b>HAH - 501</b> | History of Indian Archaeology                                     | <b>05</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
| <b>HAH - 502</b> | History of India from Post - Mauryan to Delhi Sultanate.          | <b>05</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
| <b>HAH - 503</b> | Modern Europe   | <b>05</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
|                  | <b>Soft Core</b> (One paper to be selected out of two Papers)     |           |                |               |             |
| <b>HAS - 504</b> | Indian Numismatics  | <b>04</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
| <b>HAS - 505</b> | History of Medieval India( C.E 1206 -1757 )                       | <b>04</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
|                  | <b>Open Elective</b> (One paper to be selected out of two Papers) |           |                |               |             |
| <b>HAE - 506</b> | Historical and Cultural Tourism                                   | <b>03</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
| <b>HAE - 507</b> | Contemporary India ( Since 1947 )                                 | <b>03</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |

### IV SEMESTER

| Paper Code No     | Subject  | Credits   | Internal Marks | Subject Marks | Total Marks |
|-------------------|--|-----------|----------------|---------------|-------------|
|                   | <b>Hard Core</b>   |           |                |               |             |
| <b>HAH - 551</b>  | National Movement in India   | <b>05</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
| <b>HAH - 552</b>  | Thinkers of Modern India   | <b>05</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
|                   | <b>Soft Core</b> (Two papers to be selected out of three papers)                       |           |                |               |             |
| <b>HAS - 553</b>  | Modern Karnataka ( C.E. 1752 - 1956 )  | <b>04</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
| <b>HAS - 554</b>  | Social Reform Movements in Karnataka from 11 <sup>th</sup> to 20 <sup>th</sup> Century | <b>04</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
| <b>HAS - 555</b>  | Colonialism and Nationalism in India.  | <b>04</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |
| <b>HASP - 556</b> | Project Work ( <b>Compulsory</b> )   | <b>04</b> | <b>30</b>      | <b>70</b>     | <b>100</b>  |

Table showing the structure of M. A in History and Archaeology course to be offered under the Choice based Semester scheme, (2021-2022 Onwards)

| Semester | Hard Core    |                  |               | Soft Core     |                  |               | Open Elective |         | Total Credits |
|----------|--------------|------------------|---------------|---------------|------------------|---------------|---------------|---------|---------------|
|          | No of papers | Credits allotted | Total Credits | No. of Papers | Credits allotted | Total Credits | No of Papers  | Credits |               |
| I        | 3            | 5+5+5            | 15            | 2             | 4+4              | 08            |               |         | 23            |
| II       | 3            | 5+5+5            | 15            | 1             | 4                | 04            | 1             | 3       | 22            |
| III      | 3            | 5+5+5            | 15            | 1             | 4                | 04            | 1             | 3       | 22            |
| IV       | 3            | 5+5              | 10            | 2+1 project   | 4+4+4 project    | 12            |               |         | 22            |
| Total    |              |                  | 55            |               |                  | 28            |               | 6       | 89            |

Total no of credits = 89

Hard Core - 15+15+15+10 = 55

Soft Core - 8+4+4+12 = 28

Open Elective = 6

Percentage allotted to hard core papers:  $55/89 = 61.79\%$

Percentage allotted to soft core papers:  $28/89 = 31.46\%$

Open electives:  $6/89 = 6.74\%$

The project shall consist of dissertation to be submitted at the end of the course work of the IV semester. It shall consist of a minimum of 25 pages and maximum of 50 pages, excluding the front page material and bibliography, (i.e. cover page, contents page, dedication). It shall be typed on A4 sheets, one sided in Times Roman 12 point font and be double spaced. The papers will have one inch margin on all sides and correspond very strictly to MLA style sheet convention (recent edition). The supervisor shall certify that the submitted dissertation is a work actually carried out by the students. The dissertations not conforming to the above requirements shall be rejected and students shall be asked to resubmit their work. Plagiarism of any sort should be avoided and a candidate may be failed if the dissertation is found to contain unacknowledged sources.

**Scheme of Examination and model question papers for the Post Graduate Degree of  
M.A. in History & Archaeology  
I SEMESTER**

| Code No   | Time  | Max. Marks | Model question paper  |
|-----------|-------|------------|---|
| HAH - 401 | 3 hrs | 70         | Section A   |
|           |       |            | Answer the following questions. Each question carries 10 marks. |
|           |       |            | 1. a).....<br>OR  |
| HAH - 402 | -do-  |            | b).....   |
|           |       |            | 2. a).....<br>OR  |
| HAH - 403 | -do-  |            | b).....   |
|           |       |            | 3. a).....<br>OR  |
| HAS - 404 | -do-  |            | b).....   |
|           |       |            | Section B   |
|           |       |            | Answer any five questions. Each question carries 8 marks.       |
|           |       |            | 4. _____  |
| HAS - 405 | -do-  |            | 5. _____  |
|           |       |            | 6. _____  |
|           |       |            | 7. _____  |
|           |       |            | 8. _____  |
| HAS - 406 | -do-  |            | 9. _____  |
|           |       |            | 10. _____   |
|           |       |            | 11. _____   |

**II SEMESTER**

| Code No   | Time  | Max. Marks | Model question paper  |
|-----------|-------|------------|---|
| HAH - 451 | 3 hrs | 70         | Section A   |
|           |       |            | Answer the following questions. Each question carries 10 marks. |
|           |       |            | 1. a)..... OR   |
| HAH - 452 | -do-  |            | b).....   |
|           |       |            | 2. a)..... OR   |
|           |       |            | b).....   |
| HAH - 453 | -do-  |            | 3. a)..... OR   |
|           |       |            | b).....   |
|           |       |            | Section B   |
|           |       |            | Answer any five questions. Each question carries 8 marks.       |
|           |       |            | 4. _____  |
| HAS - 454 | -do-  |            | 5. _____  |
|           |       |            | 6. _____  |
|           |       |            | 7. _____  |
|           |       |            | 8. _____  |
| HAS - 455 | -do-  |            | 9. _____  |
|           |       |            | 10. _____   |
|           |       |            | 11. _____   |



**Scheme of Examination and model question papers for the Post Graduate Degree of  
M.A. in History & Archaeology**

**III SEMESTER**

| Code No   | Time  | Max.Marks | Model question paper   |
|-----------|-------|-----------|--|
| HAH - 501 | 3 hrs | 70        | Section A<br>Answer the following questions. Each question carries 10 marks.                   |
| HAH - 502 | -do-  |           | 1. . a).....<br>OR<br>b).....  |
| HAH - 503 | -do-  |           | 2. . a)-----<br>OR<br>b).....  |
| HAS - 504 | -do-  |           | 3. . a).....<br>OR<br>b).....  |
| HAS - 505 | -do-  |           | Section B<br>Answer any five questions. Each question carries 8 marks.                         |
| HAS - 506 | -do-  |           | 4. _____<br>5. _____<br>6. _____<br>7. _____<br>8. _____<br>9. _____<br>10. _____<br>11. _____ |

| Code No   | Time | Max.marks | MODEL QUESTION PAPER FOR OPEN ELECTIVE PAPER  |
|-----------|------|-----------|---|
| HAE - 506 | 3Hrs | 70        | SECTION –A<br>Answer the following questions . each questions carries 10 marks<br>10x2=20 |
| HAE - 507 |      |           | 3. A _____<br>OR<br>B -----<br>4. A _____<br>OR<br>B _____                                |
|           |      |           | SECTION –B<br>Answer any Five questions . each questions carries 07marks<br>07x5=35       |
|           |      |           | 3 _____<br>4. _____<br>5. _____<br>6. _____<br>7. _____<br>8 _____<br>9. _____            |
|           |      |           | SECTION –C<br>Answer the following questions each questions carries 03marks 03x5=15       |
|           |      |           | 10 _____<br>11. _____<br>12. _____<br>13. _____<br>14. _____                              |

**IV SEMESTER**

| Code No   | Time  | Max. Marks | Model question paper  |
|-----------|---|------------|---|
| HAH - 551 | 3 hrs   | 70         | Section A<br>Answer the following questions. Each question carries 10 marks.<br>1. a).....            |
| HAH - 552 | -do-  |            | OR<br>b).....   |
| HAH - 553 | Project work.<br>Model question paper is not applicable |            | 2. a).....<br>OR<br>b).....   |
| HAS - 554 | -do-  |            | 3. a).....<br>OR<br>b).....<br>Section B<br>Answer any five questions. Each question carries 8 marks. |
| HAS - 555 | -do-  |            | 4. _____  |
|           |   |            | 5. _____  |
|           |   |            | 6. _____  |
|           |   |            | 7. _____  |
|           |   |            | 8. _____  |
|           |   |            | 9. _____  |
| HAS - 556 | -do-  |            | 10. _____   |
|           |   |            | 11. _____   |

**INTERNAL ASSESSMENT**

a) The internal assessment marks awarded to students will be based on the assessment of

- 1) Test - 20 marks,
- 2) Assignment - 10 marks

b) The distribution of marks will be 70% for the terminal theory examination and 30% for continuous internal assessment.

**DISSERTATION / PROJECT WORK AND FIELD WORK:**

Dissertation / Project work - There shall be 70 marks for project and 30 marks for viva – voce.

# **I Semester**

Paper No. HAH: 401(Hard Core)

## **HISTORIOGRAPHY**

**Course Objectives:** To introduce students to the history of historical writings in the world as well as in India. To familiarize students with the way how historians have constructed the past from time to time, the ideas and ideologies that influenced the historical writings; to highlight the contributions and limitations of various schools of historiography.

### **Course Outcomes:**

- Students will be enlightened about the different historiographical traditions of the world and India.
- Students will also know how history has been written, the ideas that influenced the historians and also the new areas that have to be focused.

### **Unit- I**

Introduction to Historiography; Meaning – Nature – Historiography in the West; the early foundations; Greco-Roman roots – Herodotus –Thucydides – Polybius – Pliny.

### **Unit-II**

Evolution of the tradition; Christian Historiography – St Augustin –The Renaissance – The Enlightenment Era – Berlin Revolution: Ranke and Positivism – Hegel – Marx and Historical Materialism - The Annales Traditions – Marc Bloch.

### **Unit III**

Indian Historiography; Historical consciousness in early India – Vedic Texts – Buddhists and Jaina texts – ‘Itihasa-Purana Tradition’.

### **Unit-IV**

Colonial Historiography of India; The Orientalists – Asiatic Society and works of Indologists – Missionary Writings; Utilitarian Perceptions – Nationalist Response.

### **Unit- V**

Contemporary – Communalists Perspectives – Marxists Views – Subaltern Studies.

## **BIBLIOGRAPHY**

1. Carr E. H. *What is History?* London, Macmillan, (1964).
2. Gardiner Patrick, *Theories of History*, Free Press, 1959.
3. Chandra Bipin, *Nationalism and Colonialism in Modern India*, New Delhi, 1989.
4. Collingwood R. G, *The Idea of History*, Oxford University, 1946
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9. Kosambi D.D, *The Culture and Civilization in Ancient India in Historical Outline*. New Delhi, (1972), 1982.
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11. Louis Gottschalk, *Understanding History*.
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15. Sharma R.S, *Light on Early Indian Society and Economy*, Bombay, 1966.
16. Sharma R.S, *Sudras in Ancient India A Social History of the Lower Orders Down to .AD. 600*. New Delhi.
17. Sharma R.S, *Indian Feudalism, Material Culture and Social Formation in Ancient India*. New Delhi (1965), 1980.
18. Sharma R.S, *Urban Decay in India, c.AD 300 to AD. 1000*, New Delhi, (1968), 1987.
19. Sastri K.A Neelakanta, *A History of South India*. Madras, (1955), 1978.
20. Sen S.P, *Historians and Historiography in Modern India*, (Ed) Calcutta. (1973), 1976.
21. Sheik Ali B, *History - Its Theory and Method*, Madras, 1978.
22. Sreedharan E, *A Textbook of Historiography 500 BC to AD 2000*.
23. Thapar Romila, *Past and Prejudice*,. New Delhi. 1972
24. Upinder Singh, *A History of Ancient and Early Medieval India*, New Delhi.

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## **Paper No. HAH: 402 (Hard Core)**

### **PRINCIPLES AND METHODS OF ARCHAEOLOGY**

**Course Objectives:** Introduction to 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.

#### **Course Outcomes:**

- The successful completion of Introduction to Archaeology will help the students to develop a strong understanding of the nature, scope and importance of archaeology as a discipline.
- Knowledge about the theoretical and practical aspects of Archaeology will help them to acquire advanced information on the subject.

**Unit-I-** Introduction to Archaeology: Meaning – Definition – Nature – Scope – Importance of Archaeology – Concept of Culture – Culture-historical Approach – New Archaeology – Processual Approaches – Post-processual Approaches.

**Unit-II-** Branches of Archaeology: Pre-historic Archaeology – Proto-historic Archaeology – Historical Archaeology – Environmental Archaeology – Ethno Archaeology – Aerial Archaeology – Underwater Archaeology.

**Unit-III-** Archaeology and its Relations with Social Sciences: History – Anthropology – Sociology; Archaeology and its Relations with Natural Sciences: Physics – Chemistry – Botany – Zoology – Geology – Geography.

**Unit-IV-** Archaeological Explorations: Methods – Scientific Aids in Exploration – Principles and Methods of Excavation: Types of Excavation: Stratigraphy – Vertical Excavation – Horizontal Excavation – Quadrant Method.

**Unit-V-** Dating Methods: Relative Dating Methods – Absolute Dating Methods - Derivative Dating Methods.

### **BIBLIOGRAPHY**

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3. Agrawal D. P and Yadava M.G, *Dating the Human Past*. 1995.

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18. Grahame Clerk, *Sir M Wheeler and Indian Archaeology*.
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20. Kenyon, K.M, *Beginning of Archaeology*, London, 1961.
21. Narasimha Murthy A.V, *Archaeology of Karnataka*, Mysore, 1978.
22. Raman K.V, *Principles and Methods of Archaeology*, 1986.
23. Rao S.R Marine Archaeology of Indian Ocean Countries, 1988
24. Shereen Ratnagar, *Understanding Harappa Civilization in the Greater Indus Valley 2015*
25. Soundara Rajan, K.V, *Invitation to Indian Archaeology*, 1985
26. .Raman, K.V, *Principles and Methods of Archaeology*, 1991.
27. .Ramachandran K.S, *A Bibliography on Indian Megaliths*, Madras, 1971.
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31. .Sankalia H.D, and Ansari Z. D, *Excavation at Inamgaon. Vol. I, Parts I and II. Deccan College, Pune, 1988.*
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37. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ, ಕನ್ನಡ ವಿಷಯ ವಿಶ್ವಕೋಶ- ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ, ಮೈಸೂರು: 2009
38. ಶ್ರೀಕಂಠಶಾಸ್ತ್ರಿ, ಎಸ್, ಭಾರತೀಯ ಪುರಾತತ್ವ ಸಂಶೋಧನೆ, ಮೈಸೂರು, 1975
39. ಪಾಡಿಗಾರ ಶ್ರೀನಿವಾಸ, ಪುರಾತತ್ವಶಾಸ್ತ್ರ ಪರಿಚಯ, ಧಾರವಾಡ, 2016

## **ANCIENT HISTORY OF INDIA UPTO THE MAURYAS**

**Course Objectives:** Select topics on Ancient History of India up to Mauryas is a lecture series that introduces the students about the important topics which have drawn the attention of the historians. The Vedic expansion into the Ganga Valley and rise of socio- economic transformations, the rise of heterodox sects, Political Structure of Mahajanapadas, Mauryan polity and Arthashastra are the topic introduced to the students.

### **Course Outcomes:**

- The Students will come to know about the important topics of scholarly attention and debate in ancient Indian history.
- The student will be knowing the problems of historical knowledge and how history is constructed from different angles and sources.
- After completing this course students will have a familiarity with the sources and political settings of India up to 300 C.E.

### **Unit-I**

Sources of Ancient Indian History – Archaeological – Literary – Foreign Accounts – Arthashastra – Indica.

### **Unit-II**

The Vedic Period; - The process of transition from Lineage to State – Origin of Political Institutions in Ancient India- Sabha- Samithi- Vidhata and Raja- Kingship- Rituals- Position and Functions.

### **Unit- III**

Political Structure of Janapadas – Ganarajyas- Mahajanapadas in Ancient India - Rise of Magadha Empire and Nandas

### **Unit- IV**

Rise of Heterodox Religions – Jainism and Buddhism

### **Unit- V**

The Mauryas ; Sources - Chandragupta Maurya - Asoka's policies and 'Dhamma' – the decline of the Mauryas-The Mauryan Administration

## **BIBLIOGRAPHY**

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4. Childe V. Gordon, *What Happened in History*.
5. Childe V. Gordon, *Man Makes Himself*.
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Paper No. HAS: 404 (Soft Core)

## **INTRODUCTION TO PALEOGRAPHY AND EPIGRAPHY**

**Course Objectives:** The paper introduced to learn and understand the development of Brahmi and Kharosthi scripts. To establish epigraphical records as one of the foremost sources in reconstruction of ancient Indian history. To know the origin, features, techniques etc. in Indian context.

### **Course Outcomes:**

- The Students will be successfully able to decipher and read scripts, analyses inscriptions with the help of paleographic features and will also understand the different usages of language.
- After the successful completion of the course student will be able to interpret the inscription in its social, political, religious and economical context.

### **Unit-I**

Introduction to Indian Epigraphy; Meaning and Definitions – Ancient Indian Scripts – Origin – Development of Scripts – Study of Some important Scripts – Brahmi – Kharosthi – Nagari.

### **Unit-II**

Ashokan Inscriptions: Nature – Geographic distribution – Major Rock Edicts of Ashoka – I,II, III, VIII, XII, XIII- Minor Rock Edicts- Brahmagiri.

### **Unit- III**

Eras in Indian History – Vikrama – Saka – Kalachuri or Chedi and Gupta or Vallabhi – Kaliyuga Era.

### **Unit-IV**

Study of some Important Inscriptions:

Hathigumpā Inscription of Kharavela – Nasik Inscription of Gautamiputra Satakarni – Shiva Sri Pulamavi s Banavasi Inscription – Junagadh Inscription of Rudradaman – Allahabad Inscription of Samudragupta – Talagunda Inscription of Kakutsa Varma – Banavasi Pillar Inscription of Murugesavarman – Aihole Inscription of Pulakeshin II – Mathura Pillar Inscription of Chandragupta II – Halmidi Inscription of Kakutsavarman – Jura Prashasthi of Krishna III – Jinavallabha's Kukyala Inscription – Uttaramerur Inscription of Parantaka – Shrvanabelagola Inscription of Bukka I.

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## **HAS: 405**

### **SOCIAL AND ECONOMIC HISTORY OF INDIA (UPTO 1206 CE)**

**Course Objectives:** Students are introduced to the social and economic institutions in Ancient India such as Varna, Ashrama, revenue system and trade and trade routes.

#### **Course Outcome:**

Students get acquainted with various developmental phases of the Indian society and economy and its institutions.

#### **Unit I-**

Society and Economy in Vedic Period: Lineage Society and Pastoral Economy – Booty Capturing and Redistribution – Invention of Iron Technology – Expansion of Agriculture – Social and Economic aspects of Rituals – Origin of Varna Hierarchy – *Dana* and *Dakshina* as forms of Exchange.

#### **Unit II-**

Society and Economy from c. 600 BCE to 300 CE in North India: Varna and *Jati* based Social Structure – Social Protest – Emergence of Trade and Traders – Trade Routes – Coins and Currency System – Urban Centers – Market Places – Long Distance Trade.

#### **Unit III**

Society and Economy from c. 300 CE to 1200 CE in North India: Aspects of Social Structure – Slavery and Untouchability – Merchants – Guilds – Market Places – Trade Routes – Long Distance Maritime Trade – Coinage – Urban Centers – Debates on Urban Decay – Arguments for Decline – Arguments Against Decline – Royal Land Grants.

#### **Unit IV-**

Society and Economy in Deccan and South c. 300 BCE to 1200 CE: Features of Social Organization – Economy – Urbanization – Maritime Trade – Different Levels of Exchange – Inter-Regional Trade – Nature of Indo-Roman Trade – Social Formation from Ancient to Early Medieval – Consolidation of the Agrarian Relations – Temple Based Agrarian Economy.

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Paper No. HAS: 406 (Soft Core)

## **HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA**

**Course Objectives:** History of Science and Technology in India is a lecture series that Introduces first semester students to key concepts and practical approaches in ancient science and technology.

### **Course Outcomes:**

- On the successful completion of course on science and technology in India, students develop the ability to analyze certain concepts of ancient technology.
- The students get an idea about conservation and preservation of ancient materials.

### **Unit-I**

Technology in the Indus civilization - Town planning - Metal science.

### **Unit-II**

Science and scientific thought in Ancient India – Astronomy- Mathematics - Medicine.

### **Unit-III**

Science and technology in Medieval India – Alberuni’s critique - Islamic influence – contributions of Sawai Jai Singh of Jaipur.

### **Unit-IV**

Science and technology in Colonial and modern India.

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## II Semester

Paper No. HAH: 451 (Hard Core)

### RESEARCH METHODS AND THEORIES IN HISTORY

**Course Objectives:** Research Methods and Theories in history is a series of lectures aiming at introducing the students about the research methods such as collection of historical sources, critical methods of assessing historical facts, methods of reasoning and theorizing the facts, raising research questions and answering them.

**Course Outcomes:**

- The students will know the methods of conducting research in this field.
- The Present paper will prepare the students to be a good researcher.

**Unit- I**

Definition, Nature, Scope and uses of History - History and Social Sciences.

**Unit- II**

Subject matter – Knowledge of the Past – Old and New – Philosophers – Historians on History – Relevance of recording the past.

**Unit-III**

Facts and Interpretation of History – Objectivity and Bias – Causal connection.

**Unit-IV**

Historical sources – Historical criticism – External and Internal – Synthesis – Generalization – Historical reasoning.

**Unit-V**

Research: What is Research? – Choice of topic – Implementation of hypothesis – Data collection – Field work and Library work – Taking notes and questionnaires – Interviews – Analysis and Reasoning – Historical exposition – Writing and presentation – Chapterization – Foot note/End note – Bibliography – Appendix.

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Paper No. HAH: 452 (Hard Core)

## **PRE AND PROTO-HISTORY OF INDIA**

**Course Objective:** Pre-and Proto-history of India is a series of lectures aiming at introducing the past of the earliest human groups from Stone Age to the beginning of the Iron Age in India. The broad objective is to acquaint students with the basic understanding of the pre and proto history of India with all its variations and features.

### **Course Outcomes:**

- The students will know the earliest stages of the human society
- The Students gain familiarity with the rise and decline of the Harappan Civilization, its regional extent and variation and the nature of its cities and material remains.

**Unit- I:** Introduction to Prehistory and Proto-history: Definition – Scope – Importance; Classifying the Indian Stone Ages – Lower Palaeolithic Age – Middle Palaeolithic Age – Upper Palaeolithic Age – Important sites - Life Ways – The Mesolithic Age in India – Important sites – Material Culture – Mesolithic art and its Significance.

**Unit- II:** The Neolithic Age: The earliest village settlements – Burzahom – Gufkaral – Sangankallu – Tekkalakota – Hallur – Gudekkal – Utnur – Ashmonuds - Subsistence Pattern – Indian Chalcolithic culture – Balathal – Navadatoli – Diamabad – Inamgaon – Material Culture of Chalcolithic Communities.

**Unit- III:** Harappan Civilization: Early Harappan Phase – Geographical distribution – Features of settlements – Mature Harappan Phase – Major sites – Harappan Crafts and Techniques – Nature of Economy – Religion and Funerary practices – Late Harappan Phase – Geographical distribution – Salient features - Decline of Urban Phase and Various Theories .

**Unit- IV:** Antiquity of Iron Age in North India: Spread of Iron Technology – Society and Economy – Emergence of Cities – Expansion of Urban Centers – Impact of Iron on Culture.

**Unit- V:** Iron Age in South India: South Indian Megalithic Culture – Various Theories of Origin – Distribution – Typology – Material Culture – Subsistence Pattern – Excavated Sites in Karnataka – Iron Age - Early Historic Transition in South India.

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Paper No. HAH: 453 (Hard Core)

## **ANCIENT INDIAN ART AND ARCHITECTURE**

**Course Objectives:** The main objectives of this course is to introduce students to the origin and development of Religious and secular architecture in ancient India. The paper traces the origin and development of early Buddhist, Brahminical and Jaina architecture including sculptures.

### **Course Outcomes:**

- The Students become familiar with the monuments and sculptures of India during the early period.
- The course provides information about various schools of art and architecture of India and their historical importance.

### **Unit-I**

Introduction to Indian Art and Architecture: Architecture of Mauryan Period – Development of Stupa Architecture – Sanchi – Amaravati – Bharhut.

### **Unit-II**

Development of Rock-cut Architecture: Barabar – Karla – Bhaja – Kanheri – Kondane – Bedse – Udayagiri – Khandagiri – Elephanta – Badami – Aihole.

### **Unit-III**

Development of Structural Temples: Gupta Temples – Orissan Temple – Lingaraj and Konark Sun Temples – Khajuraho Temples – Khandaria Mahadeva Temple.

### **Unit-IV**

South Indian Temple Architecture: Chalukyas – Pallavas and the Cholas – Badami – Aihole – Pattadakal – Rock-cut Rathas – Shore Temple – Kanchi – Tanjavur – Gangaikonda Cholapuram.

### **Unit- V**

Hoysala Art and Architecture – Beluru – Halebidu – Somanathapura – Doddagaddavalli – Govindanahalli.

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Paper No. HAS: 454 (Soft Core)  
**HISTORY OF VIJAYANAGARA**

**Course Objectives:** History of Vijayanagara is a series of lectures aiming at introducing the various economic activities which led to the formation of state and society during Vijayanagara period and thereby to understand the nature of society, economy and polity of those days.

**Course Outcome:**

- After the completion of course the student comes to know about the existence of historical writings on Vijayanagara and also about the society and economy of Vijayanagara period.
- After Studying the Course the Student will come to know about the Nature of Vijayanagara state.
- After Studying the Course the student will come to know about the Socio-Political and Economic condition in 14<sup>th</sup> Century South India.

**Unit-I**

Sources and Historiography : Archaeological and Literary – Historiography of Vijayanagara.

**Unit-II**

Debates on the Nature of the Vijayanagara State: K.Nilakanta Shastri and Military State - Berton Stein and Segmentary State - State Feudalism.

**Unit-III**

The Emergence of the Vijayanagra Empire : South India in the Beginning of the 14<sup>th</sup> Century - Krishnaswamy Iyyengar, Venkataramanayya and Telugu Claims - Father Henry Heras, Saletore and Kannada Claims - The Nayankara System.

**Unit IV**

Society and Economy during Vijayanagara Period: Social Stratification – Castes - Socio-Religious groups – Mathas - Education-Centers of Education - The Dasa Movement - Irrigation system – Land Tenures –Taxation.

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Paper No. HAS: 455 (Soft Core)

## **SOCIAL AND ECONOMIC HISTORY OF INDIA (C.E 1206 - 1757)**

**Course Objectives:** Social and Economic history of India c. 1206 – 1757 is series of lectures to introduce the students to know about the agrarian system, trade, commerce, urbanization and the social conditions during the medieval period in India.

### **Course Outcome:**

- The students get acquainted with various developmental phases of the Indian society and economy and its institutions.

### **Unit-I**

Society and Economy: Nobles – Slaves – Social Customs – Bhakthi Movement-Ramadas , Guru Nanak, Kabir, Meera Bai and Surdas – Sufi Tradition – Economy - Trade – Agrarian measures and market control – currency system.

### **Unit-II**

South Indian Society and Economy in Early 14<sup>th</sup> Century – Position of Women – Economy - Inland Trade – Foreign Trade – Urbanization.

### **Unit-III**

Mughal Society and Economy – Society in Mughal Nobility – Rajputs in Mughal Society - Changing Status of Women and Pardha system - Economy - Land Revenue System – Todar Mal – Zamindars, Chaudhuries and other intermediaries – Peasantry - Internal Trade and Foreign Trade.

### **Unit-IV**

Advent of the European Companies; Early European Settlements - English and French Settlement in India – Policies – Zamindari - Ryotwari – Mahalawari and Permanent Settlement.

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Paper No. HAE: 456 (Open Elective)

## **ART AND ARCHITECTURE OF KARNATAKA**

**Course Objectives:** The main objectives of this course is to introduce students to the origin and development of regional art and architecture. The paper traces the origin and development of early Buddhist, Brahmical and Jaina rock cut architecture including sculptures in Karnataka.

### **Course Outcome:**

Students become familiar with the monuments and sculptures of Karnataka.

### **Unit-I**

Art and Architecture of Karnataka: Buddhist Art and Architecture in Karnataka: Sannati – Kanaginahalli – Ankanakatte – Banavasi – Rock- Cut Caves and Structural Temples of the Badami Chalukyas – Badami – Aihole – Pattadakallu .

### **Unit-II**

Art and Architecture of the Chalukyas of Kalayani: Styles and Features – Chandra Mauleswara Temples of Vanakkal- Brahmajinalaya of Lakkundi - Trikuteswara Temple of Gadag - Mahadeva Temple of Itagi - Kedareshwara Temple of Balligavi

### **Unit-III**

Art and Architecture of Hoysalas: Styles and Features - Chennakeshva Temple of Beluru – Hoysaleshwara Temple of Halebidu – Keshava Temple of Somanathapura.

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Paper No. HAE: 457 (Open Elective)

## **CONSTITUTIONAL HISTORY OF INDIA: FROM 1773 TO 1947**

**Course Objectives:** This paper aims to provide an insight to students with the in-depth understanding of the process, events and policies that brought the gradual evolution of constitution in India.

**Course Outcomes:**

- To understand the historical process of constitution making.
- To know the local, national, international and British factors which were at work in the making of a constitutional act.
- To understand the larger implications of these acts in the changing milieu of a resurgent India.

### **Unit-I**

Introduction and the Gradual Consolidation of Power: The Regulating Act of 1773 - The Pitt's India Act 1784 - The 1793 Act.

### **Unit-II**

Further Consolidation of Power and Restricted Reforms: Charter Act of 1813 - Charter Act of 1833 - The 1853 Act.

### **Unit-III**

From Representative to Responsible Government: 1858 Act - 1861 Act - 1893 Act - 1909 Act - The Introduction of the Separate Electorate and Evaluation - Dyarchy and 1919 Act - Provincial Autonomy and 1935 Act - 1947 Independence Act.

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### **III SEMESTER**

Paper No. HAH - 501(Hard Core)

### **HISTORY OF INDIAN ARCHAEOLOGY**

**Course Objectives:** To Provide information about the historical writings on various archaeological excavations and their interpretations; To familiarize the students with the beginning of archaeological explorations in the colonial period works of British archaeologists, path breaking findings and discoveries and also with the developments in the post independent period.

#### **Course Outcomes:**

- The successful study of the paper will enable the students to grasp the beginnings, developments and results of the excavations in India.
- It will help students to comprehend the history of India in a systematic manner and appreciate the same.

#### **Unit-I**

Historiography of Indian Archaeology - Colonial and Post-Independence.

#### **Unit-II**

Development of Indian Archaeology – Asiatic society – Mackenzie – Alexander Cunningham – Establishment of ASI – Robert Bruce Foote – Philp Meadows Taylor – James Prinsep – B.L Rice and J.F Fleet.

#### **Unit-III**

Archaeological excavations in pre-Independent India: John Marshall and Mortimer wheeler and their contributions; excavation reports and publications.

#### **Unit-IV**

Archaeological research after independence: A Ghosh – H. D. Sankalia and S. R. Rao – B. B. Lal – Recent explorations and excavations.

#### **Unit- V**

Major Archaeological discoveries by the ASI and Department of State Archaeology - Important excavated sites – Dholavira – Inamgaon – Adichanallur – Brahmagiri – Sannati – Talakadu – Hampi.

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Paper No- HAH 502:(Hard Core)

## **HISTORY OF INDIA FROM POST - MAURYAN TO DELHI SULTANATE**

**Course Objectives:** History of India from post Mauryan to Delhi Sultanate is a lecture series that introduces the students about the important topics which have drawn the attention of the historians. The post Mauryan kingdoms, the Guptas, Chalukyas of Badami, Rashtrakutas, Pallavas, Cholas and Muslim invasions on North India are the topic introduced to the students.

### **Course Outcomes:**

- Students will come to know about the important topics of scholarly attention and debate in ancient Indian history.
- They will be knowing the problems of historical knowledge and how history is constructed from different angles and sources.
- After completing this course students will have a familiarity with the sources and political settings of India up to 1200 C.E. Students will also be well versed with different analytical approaches and models of interpretation.

### **Unit-I**

Post Mauryan Kingdoms - Sungas – Kanvas – Shakas - Greeks - Kushanas and Shatavahanas.

### **Unit-II**

The Guptas : Samudra Gupta - Chandra Gupta II – Skanda Gupta - Huna Invasions – Downfall – Debate on Gupta Age as a Golden Age.

### **Unit-III**

Harshavardhana of Kanauj: Career and achievements – Cultural activities – Administration – Literature – Hiuen Tsang.

### **Unit-IV**

The Southern kingdoms : Conflicts of three empire - Chalukys of Badami - Pallavas of Kanchi – Pandyas.

### **Unit-V**

Political condition of North India before Muslim Invasions : The Rajputs - Mahmud Ghazni and Muhammad Ghor – Emergence of Delhi Sultanate.

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## **MODERN EUROPE**

**Course Objectives:** Modern Europe is a series of lectures intended to provide the students with a background of the political and intellectual history of the modern Europe and introduce important issues and debates relevant to the current situations. Paper aims to provide an insight in to the circumstances that were responsible for the outbreak of revolutions and their impact on state, society and economy of Western Europe.

### **Course Outcome:**

After the completion of the course, the students will understand the causes for various revolutions and will have an idea about the legacies of the modern European history.

### **Unit-I**

The English Revolution: fall of absolutism - rise of constitutional monarchy - impact on European society and polity.

### **Unit-II**

The Industrial Revolution: The inventions and discoveries – the factory system – industrial capitalism – impact on society and economy.

### **Unit-III**

The French Revolution: The ancient regime – the economic, social and political issues - the ideological role of the philosophers –Different Stages of French Revolution- Constitutional Monarchy-Republican form of Government - Directory system - Consulate system - Military Dictatorship - principles of the Revolution and their fulfilment.

### **Unit-IV**

1848 Revolutions: Revolutions in France – Austria – Hungary and other countries – nature - Role of Nationalism – Kossuth – success and failure of liberalism – Frankfurt parliament.

### **Unit-V**

The Russian Revolution: The Tsarist despotism in Russia – Westernization and its problems – Karl Marx and impact of his ideas – First World War – Formation of League of Nations - Mensheviks and Bolsheviks – the Leninist coup – II World War - UNO-Nationalization.

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Paper No. HAS: 504 (Soft Core)

## **Indian Numismatics**

**Course Objectives:** To know about the currency system of ancient India and acquaint the knowledge of developments in the coinage.

### **Course Outcomes:**

- The students will be able to identify and decipher the scripts on the coins of different ancient periods.
- The students will also be able to understand the socio-political background and economic systems of ancient India.

### **Unit-I**

Numismatics as a Source of History: Terminology - Scope and Importance: their Political, Economic and Socio-cultural Significance.

### **Unit-II**

Punch-marked Coins: Techniques of Coin Making - Coins of Indo-Greek – Coins of the Kushanas.

### **Unit-III**

Coins of the Satavahanas - Roman Coins - their distribution in India – Coins of the Guptas

### **Unit- IV**

South Indian Coins: Coins of the Cholas, Cheras and Pandyas; Coins of the Vijayanagara Kingdom.

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## **HISTORY OF MEDIEVAL INDIA C.E. 1206-1757**

**Course Objectives:** The political history of Medieval India is a lecture series that introduces the students about the important topics of the Delhi Sultanate, the Khaljis: the Tughlaqs, the Sayyids and the Lodis. The Mughals, the Bahamanis and the Shahi States and Indo-Islamic style of Architecture.

### **Course Outcomes:**

- Students will come to know about the important topics of scholarly attention and debate in medieval Indian history.
- They will be knowing the problems of historical knowledge and how history is constructed from different angles and sources.
- After completing this course students will have a familiarity with the sources and political settings of India up to 1757 C.E. Student will also be well versed with different analytical approaches and models of interpretation and Indo-Islamic style of Architecture.

### **Unit-I**

The Delhi Sultanate: The Slave dynasty - The Khiljis- Alaudin Khilji ; theTughlaqs: Muhammad-bin- Tughlaq, Feroz Shah Tughlaq; the Sayyids and the Lodis. – Downfall of Delhi Sultanate.

### **Unit-II**

The Mughals (1526-1757 C.E) – Babur – Humayun – Shershah – Akbar – Jahangir - Shajahan - Aurangzeb - Fall of Mughal Empire.

### **Unit-III**

The Marathas: Shivaji – Sambaji – Rajaram– Shahu Maharaj – Peshwas: Balaji Vishwanath – Baji Rao I - Balaji Baji Rao – III battle of Panipath and Downfall of the Marathas.

### **Unit-IV**

Art and Architecture of Medieval India – Beginning of Indo- Islamic Architecture - Imperial Style - Provincial Style - special reference to Indo-Islamic style of Architecture.

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Paper No. HAE: 506 (Open Elective)

## **HISTORICAL AND CULTURAL TOURISM**

**Course Objectives** The historical and cultural tourism in India is a lecture series intending to introduce the students of elective disciplines to understand the concept of historical and cultural tourism and some important world heritage sites.

### **Course Outcome:**

- Students will gain a preliminary knowledge about the world and cultural heritage sites and tourist places of India.

### **Unit-I**

Meaning and Nature of Tourism – ‘UNESCO’ Definitions of Tourism - brief history of tourism in India – Types of Tourism in India - Monuments – Museums

### **Unit-II**

Selected World Heritage sites in India – Sanchi – Khajuraho - Pattadakallu – Hampi - Delhi – Agra – Fatepursikri – Jaipur

### **Unit-III**

Types of Tourism in Karnataka :

- A) Historical Tourism – Talakadu - Shraavanabelagola – Halebidu – Belur - Somanathapura
- B) Hill Station Tourism – Kodagu, Chikkamagaluru - Dandeli
- C) Beach Tourism – Mangalore –Panambur – Sasihithlu - Surfing center; Padubidri - Blueflag beach; Malpe - beach water sports -St. Mary’s island; Maravanthe-estuary; Karwar -Rabindranath Tagore beach - Sea bird Naval base
- D) Religious Tourism – Mysore – Shrirangapattana – Talacauvery - Kukke Subrahmanya –Dharmasthala – Moodbidri – Udupi - Shringeri.

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19. Ramraju, , Folk Cultures of India
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Paper No. HAE: 507 (Open Elective)

## **CONTEMPORARY INDIA (SINCE 1947)**

**Course Objectives:** The course describes the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states. It also focuses on the development of education, science and technology and dwells on the consolidation of the nation, examining contemporary issues related to religion, caste and politics in India.

### **Course Outcome:**

After completing the course student will get an idea about the contemporary history and able to analyse the India's political and economic agenda and basics of foreign policy were evolved and developed since independence.

### **Unit- I**

The Integration of Princely States : Jammu and Kashmir - Hyderabad-Junagadh - Making of the Constitution – Reorganization of States - Indian Emergency – Emergence of Coalition Politics – The Mandal Commission - The Punjab Crisis - Panchayat raj.

### **Unit-II**

India's Foreign Policy: Origins, Continuity and Changes - Panch Sheel – Non Alignment - Concept of Cold War - India - China War - Liberation of Goa - Merger of Sikkim - India-Pakistan War of 1971 – Simla Agreement – Pokharan I – Nuclear Policy and Tests - Kargil War.

### **Unit-III**

Five Year Plans - Land Question - Industrial Policy – Green Revolution - Progress in Science and Technology in the Nehruvian and post - Nehruvian Era – Liberalization of Economy – Economic transformation.

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## **IV SEMESTER**

Paper No. HAH: 551(Hard Core)

### **NATIONAL MOVEMENT IN INDIA**

**Course Objectives:** This paper makes an attempt to shed light on the nature of National movement and the contributions of national leaders towards freedom.

**Course Outcome:**

After the completion of the course the students will come to know about the different stages of the National Movement like the 1857 revolt, moderate phase, extremist phase, revolutionary phase and Gandhian phase.

#### **Unit I**

The Revolt of 1857: Historiography – Debates on 1857- Causes, Reasons for Failure, Interpretations and its Effect.

#### **Unit II**

Genesis of Indian Nationalism- Reasons; Political Associations before Indian National Congress - Formation of INC- different Theories; Safety valve theory – Moderates - Gopala Krishna Gokhale - Dadhabai Nauroji - Badruddin Tyabji - Extremists: Lala Lajpat Rai - Bala Gangadhar Tilak - Bipin Chandra Pal.

#### **Unit III**

Lord Curzon - Partition of Bengal - Muslim league - Surat Split- Swadeshi Movement- The Revolutionary Movement - Early Phase - Aurobindo Ghosh - Anushilan Samiti – Jugantar -Ghadar Movement – Lucknow Pact - Annie Besant - Home Rule League Movement -Jallianwalabagh Massacre - Gandhiji - Ideology and Movements – Satyagraha – Khilafat - Non – Cooperation – Swarajists - Chittaranjan Das.

#### **Unit IV**

Hindu Mahasabha - Revolutionary Nationalism - Ramprasad Bismil - Chandrashekhar Azad -Bhagat singh - Civil Disobedience - Round Table Conferences- Communal Award - Poona pact - 1938 Congress government and Political Deadlock - Subhash Chandra Bose - Forward Bloc - Quit India – INA - Cripps Mission.

#### **Unit V**

August Offer - Demand for Pakistan.-Wavell Plan - INA Trials - Naval Mutiny - Cabinet Mission - Mountbatten Plan - Partition of India and Independence.

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Paper No. HAH: 552 (Hard Core)

## **THINKERS OF MODERN INDIA**

**Course Objective:** This paper aims to provide information on intellectual aspects of modern India. Further it also sheds light on the thinkers and their visions and ideologies which played a crucial role in making India a modern state.

### **Course Outcome:**

After the completion of course the student comes to know about various thinkers and their organizations which played a vital role in eradicating the blind beliefs from the Indian society and making India a modern state.

### **Unit-I**

Introduction: 19<sup>th</sup> Century India – Renaissance – Rise of Nationalism in India – Raja Ram Mohan Roy – Brahmo samaj – Liberalism and critique on religion – Dayananda Saraswati - Arya samaj – cultural awakening and nationalism – Swami Vivekananda – Ramakrishna Mission - Syed Ahamed Khan – progressive thoughts on society and religion.

### **Unit-II**

Jyotibha Phule: Satyashodhak samaj – critique of caste system and social reforms through education – Savitri Bai Phule and Woman Empowerment.

### **Unit-III**

Gandhiji Non-violence and Satyagraha – Sarvodaya philosophy – constructive programmes – Gramarajya.

### **Unit-IV**

B.R. Ambedkar: Analysis of caste system – Gandhi and Ambedkar debates – Antyodaya – Democracy and state socialism – Indian Constitution.

### **Unit-V**

Jawaharlal Nehru: Secularism, socialism and democracy – Vinoba Bhave and Bhoodana Movement – Ram Manohar Lohia – Indian Socialism – Jagjeevan Ram.

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16. Raj Chandavarkar, *The Urban Working Classes in India, 1880-1950*.
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Paper No. HAS: 553 (Soft Core)

## **MODERN KARNATAKA C.E 1750 – 1956**

**Course Objective:** This paper aims to provide information on the emergence of Mysore as a modern state and its confrontations with the colonial power. Further it deals with different revolts and Diwan's rule till the unification Karnataka.

### **Course Outcomes;**

After the completion of the course the students will understand the circumstances that helped the rise of Mysore and the various reforms that helped in the overall development of Mysore as a model state.

### **Unit-I**

Introduction: Historiography of Karnataka - Haiderali - Tipu Sultan: British Imperialism and Haiderali- Tipu Sultan - Karnataka in 1799 – 'Partition of Mysore'.

### **Unit-II**

Colonialism in Karnataka: Mysore and Coorg as Protectorates – Nagara, Canara and Coorg Rebellions – Commissioner's Rule in Mysore – Restoration of Mysore.

### **Unit-III**

Karnataka 1881-1947: Social Legislations – Western Education – Industrialization – Public works – Political reforms – towards responsible government - Diwans' regime : Rangacharlu – Sheshadri Iyer – Sir.M.Vishweshwaraiah – Sir Mirza Ismail.

### **Unit-IV**

Nationalism in Karnataka: Early Phase of Congress Politics - Backward Classes Movement - Freedom Movement in Princely Mysore and British territories --Isur-Vidurashwatha - Towards Unification, 1956 – the Mahajan and Mahishi Report.

## **BIBLIOGRAPHY**

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Paper No. HAS: 554 (Soft Core)

## **SOCIAL REFORM MOVEMENTS IN KARNATAKA FROM 11<sup>TH</sup> TO 20<sup>TH</sup> CENTURY**

**Course Objectives:** Social Reform Movement in Karnataka is a series of lectures from 11<sup>th</sup> to 20<sup>th</sup> centuries intended to provide the students with a background of reform movements and personalities like Ramanujacharya, Madhvacharya, Basavanna, Allama, Akkamahadevi, Sufi and Dasa movements. This paper also deals with backward class movements, social stratification and position of women etc.

### **Course Outcome:**

The students will get an idea about the native response to the social reform during those period and their significance in the formation of the Indian Society.

### **Unit-I**

Socio-Religious movements in the 11<sup>th</sup> Century: Shaktivishistadhvaita – Basavanna – Allama – Akkamahadevi – Vachana Movement – Anubhava Mantapa.

### **Unit-II**

Sufi tradition in Karnataka – Khadri – Khalandiri – Shattari – Chisti – Haridasa Movement: Purandaradasa – Kanakadasa – Vyasaraaja.

### **Unit-III**

Rajarshi Nalvady Krishnaraja wodeyar – Backward class movement in Mysore – Miller Committee Report – Kantaraja Uras – Devaraj Urs.

### **Unit-IV**

Socio-Religious Movements in Coastal Karnataka: Caste – Status of Women – Inheritance -Missionary Activities – Basel Mission - Educational Ideas and Institutions – Social reforms of Narayana Guru – Kudmal Ranga Rao as a Social Reformer.

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Paper No. HAS: 555 (Soft Core)

## **COLONIALISM AND NATIONALISM IN INDIA**

**Course Objectives:** This paper aims to provide information on the methods and strategies that were adopted by the Western powers to conquer India.

### **Course Outcome:**

- After completion of the course the students will come to know the process in which the European powers succeeded in establishing the hegemony of the West over India and also the rise of Nationalism in India.

### **Unit-I**

The Colonial State: Consolidation and Governance – The apparatus of the Company Raj – Parliament and the Company – The bureaucracy – Princes and Paramountcy – Imperial rule and revenue contraction: revenue settlements – The commercial, industrial and financial capitalism at work – impact on the Indian economy.

### **Unit-II**

Political and Economic Structure – Financial administrative pressures - Local self-government and Council Reform – Colonial Economy – Deindustrialization and Commercialization of Agriculture – Land Relations - The educational mode of conquest – Western education – Creation of the “Middle Class” – Social relations in the colony.

### **Unit-III**

Social and Political Movements – Tribal Movements – No Revenue campaigns – Communal consciousness - Middle Class consciousness and politics.

### **Unit-IV**

Mass Nationalism – Emergence and Problems - Mahatma Gandhi – His early experiments in Satyagraha – Non Cooperation and Khilafat movement – Quit India movement.

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## **PROJECT WORK**

**Course objective:** This paper aims to provide information to the students to understand the basic skills and basic tools of historical analysis that historians used in research and historical writings

**Course outcome:**

- After the completion of course the student's develops interpretation based on different categories of analysis.
- The students will produce their own historical project work.
- The students will learn to distinguish between primary and secondary sources in the field of history, use of proper citation, footnotes etc.

### **Unit-I**

Introduction

### **Unit-II**

Archaeology and Literary survey

### **Unit-III**

Methodology.

### **Unit-IV**

Select Bibliography

Each student has to compulsory submit a project work. (English/Kannada). The project shall be submitted at the end of the course work of the IV semester. It shall consists minimum 25 pages and maximum 50 pages excluding the front pages and bibliography. It shall be typed in A4 size papers, font size 12-14, font type- Times new Roman/Nudi, lines spacing – 1.5 minimum including clear paragraph.