

ಮಂಗಳೂರು
MANGALORE



ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
UNIVERSITY

(Accredited by NAAC with 'A' Grade)

ಕ್ರಮಾಂಕ/ No.:MU/ACC/CR 26/2020-21/A2

ಕುಲಸಚಿವರ ಕಛೇರಿ

ಮಂಗಳಗಂಗೋತ್ರಿ - 574 199

Office of the Registrar

Mangalagangothri - 574 199

ದಿನಾಂಕ/Date:25.11.2020

NOTIFICATION

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

Ref: Approval of Academic Council meeting held on 06.10.2020.

The revised syllabus of M.A. History & Archaeology programme which is approved by the Academic Council at its meeting held on 06.10.2020 is hereby notified for implementation with effect from the academic year 2020-21.

Copy of the Syllabus shall be downloaded from the University Website (www.mangaloreuniversity.ac.in)

REGISTRAR

To,

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

MANGALORE  **UNIVERSITY**

SYLLABUS
for
P.G. Department of Studies
in HISTORY &
ARCHAEOLOGY

Choice Based Credit system

(CBCS) (New Scheme)



Harappa Unicorn Seal



Harappa Burial Pottery



With effect from 2020 -2021 Academic Year Onwards

SYLLABUS IMPLEMENTATION

Sl. No.	Course	Academic Year of Implementation
1.	FIRST SEMESTER	2020-2021 - Academic Year onwards.
2.	SECOND SEMESTER	
3.	THIRD SEMESTER	2020-2021 - Academic Year onwards.
4.	FOURTH SEMESTER	

NEW SYLLABUS

I, II, III & IV Semester w.e.f - 2020-2021

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
	Hard Core				
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	04	30	70	100
	Soft Core (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 1206 C.E)	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
	Hard Core				
HAH - 451	Research Methods and Theories in History	04	30	70	100
HAH - 452	Pre and Proto History of India	05	30	70	100
HAH - 453	Ancient Indian Art and Architecture	04	30	70	100
	Soft Core (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 Medieval India(C.E 1206 -1757)	04	30	70	100
	Open Elective (One out of two papers for the other students)				
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
	Hard Core				
HAH - 501	History of Indian Archaeology	05	30	70	100
HAH - 502	History of India from Post-Mauryan to Delhi Sultanate.	04	30	70	100
HAH – 503	Modern Europe	05	30	70	100
	Soft Core (One paper to be selected out of two Papers)				
HAS – 504	Indian Numismatics	04	30	70	100
HAS – 505	History of Medieval India C.E 1206 –1757	04	30	70	100
	Open Elective (One paper to be selected out of two Papers)				
HAE – 506	Historical and Cultural Tourism	03	30	70	100
HAE – 507	Contemporary India (Since 1947)	03	30	70	100

IV SEMESTER

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

Table showing the structure of M. A in History and Archaeology course to be offered under the Choice based Semester scheme, (2020-2021 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+4	14	2	4+4	08			22
II	3	5+4+4	13	1	4	04	1	3	17+3
III	3	5+4+5	14	2	4	04	1	3	18+3
IV	3	5+5	10	2	4+4 4 project	12			22
Total			51			28		6	79+6

Total no of credits = 85

Hard Core - $14+13+14+10 = 51$

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

Open Elective = 6

Percentage allotted to hard core papers: $51/85 = 60\%$

Percentage allotted to soft core papers: $28/85 = 32.94\%$

Open electives: $6/85 = 7.05\%$

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.

I SEMESTER

II SEMESTER

Code No	Time	Max. Marks	Model question paper
AH - 451	3hrs	70	Section A
			Answer the following questions. Each question carries 10 marks.
HAH -452	-do-		1. a) OR b)
HAH -453	-do-		2. a) OR b)
HAS -454	-do-		3. a) OR b)
			Section B
			Answer any five questions. Each question carries 8 marks.
HAS -455	-do-		4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____
HAE -456	-do-		
HAE -457	-do-		

**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	3hrs	70	<p style="text-align: center;">Section A</p> <p>Answer the following questions. Each question carries 10 marks.</p> <p>1. _____ a).....</p> <p style="text-align: center;">OR</p> <p>b)_____</p> <p>2. . a)-----</p> <p style="text-align: center;">OR</p> <p>b)_____</p> <p>3. _____ a).....</p> <p style="text-align: center;">OR</p> <p>b)_____</p> <p style="text-align: center;">Section B</p> <p>Answer any five questions. Each question carries 8 marks.</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p> <p>11. _____</p>
HAH -502	-do-		
HAH -503	-do-		
HAS -504	-do-		
HAS -505	-do-		
HAS -506	-do-		
HAE -507	-do-		
HAE -508	-do-		

IV SEMESTER

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

INTERNAL ASSESSMENT

a) The internal assessment marks awarded to students will be based on the assessment and performance of the students in respect of the following three components,namely,

1) Test - 10marks,

2) Assignment - 10 marksand

3) Vivo-voce – 10marks

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

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 writing 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.

Unit-II

Evolution of the tradition; Christian Historiography - The Renaissance - The Enlightenment era - Berlin Revolution: Ranke and Positivism - 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 Traditions'-Vamsanucharita- Historical traditions of Medieval India - The accounts of Travelers - Biographies and Auto-biographies.

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.

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2. Gardiner Patrick, *Theories of History*, Free Press,1959.
3. Chandra Bipin, *Nationalism and Colonialism in Modern India*, New Delhi,1989.
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6. GuhaRanjit, *Subaltern Studies Vol 1, II, III and IV(Ed)*, New Delhi1982.
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16. SharmaR.S,*SudrasinAncientIndiaASocialHistoryoftheLowerOrdersDownto 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.
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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 AD2000*.
23. Thapar Romila, *Past and Prejudice*,. NewDelhi. 1972
24. Upinder Singh, *A History of Ancient and Early Medieval India*, NewDelhi.

Paper No. HAH: 402 (Hard Core)

PRINCIPLES AND METHODS OF ARCHAEOLOGY

Course Objectives: To familiarize the students with the key concepts and practical approaches in archaeology; to highlight their applications in interpreting the human past; to enlighten them on the definitions, aims and scope of archaeology and its development as a discipline.

Course Outcomes:

- The successful completion of Introduction to Archaeology will help the students to develop a strong understanding of the nature, development and value of archaeology as a discipline.
- Knowledge about the evolution of archeology in India will help them to proceed to learn advanced information in the subject.

Unit-I

Introduction to Archaeology: Meaning – Definition - Nature - Scope and Importance.

Unit-II

The relationship between Archaeology and natural sciences: Geography – Geology – Botany – Zoology – Chemistry ; the relationship between archaeology and social sciences: History – Anthropology – Sociology.

Unit-III

Development of Archaeology from 15th century to 19th centuries - Archaeology and its major branches; Pre and Proto; Historic – Aerial – Marine- Ethno – Economic and Environmental.

Unit-IV

Archaeological exploration – Principles and Methods of Excavations: Stratigraphy - Horizontal, Vertical and Quadrant Methods.

Unit-V

Archaeological dating methods: Relative, Absolute and Derivative; Radio Carbon - Thermoluminescence - Palynology- Dendrochronology and Metallurgy.

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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.
28. . Ranbir Chakravarti, *Exploring India*, upto C.A.D 1300, New Delhi,2016
29. Rao S.R, *Marine Archaeology of Indian Ocean Countries*,1988.
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39. ಪಾಡಿಗಾರ ಶ್ರೀನಿವಾಸ, ಪುರಾತತ್ವಶಾಸ್ತ್ರ ಪರಿಚಯ, ಧಾರವಾಡ, 2016

Paper No. HAH: 403 (Hard Core)

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

The Vedic Period; Political processes in Rigveda - The process of transition from Lineage to State - Centrality of the Raja - Rituals - Ideology and Legitimation.

The Later Vedic period ; The Eastward migration and settlement of the Ganga valley.

Unit-II

Political Structure of Mahajanapadas – Ganas - Rise of Magadha and Nandas -The rise of heterodox sects - Buddhism and Jainism.

Unit- III

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

Unit-IV

The Mauryan polity and Arthashastra - Indica

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4. Childe V. Gordon, *What Happened in History*.
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24. Thapar Romila, *From Lineage to State*, New Delhi, 1984.
25. Thapar Romila, *The Mauryas Revisited*, Calcutta, 1988.
26. Thapar Romila, *Asoka and Decline of the Mauryas*, New Delhi, 1997.
27. Wheeler, R.E.M, *The Indus Civilization*

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 Kharoshthi 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 Epigraphy and Paleography; Antiquity of writings in India- Materials and techniques - Theories and origin of Brahmi and Kharosthiscripts. Taking estampage of the stone and copper plate inscriptions and reading skills.

Unit-II

Edicts of Asoka - Nature - Geographic distribution - Categories and language- Study of Asoka's Rock Edicts Nos. I, III, VIII, IX XII. and XIII.

Unit- III

Eras in Indian History - Vikrama - Saka - Kalachuri - Chedi and Guptas.

Unit-IV

Study of important inscriptions - Hathigumpha inscription of Kharavela - Junagada inscription of Rudradaman - Allahabad Prasasti of Samudragupta - Mathura inscription of Huvishka – Halmidi inscription - Aihole inscription of Pulikeshin II - Jura Prasasti of Krishana III - Uttaramerur inscription of Parantaka

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- 16.*Annual Reports on Indian Epigraphy, Volumes*.
- 17.*Annual Reports on South Indian Epigraphy, Volumes*.
- 18.*Corpus Inscriptionum Indicarum Volumes*,
- 19.*Epigraphia Indica, Volumes*.
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- 23.ನರಸಿಂಹಮೂರ್ತಿ ಎ.ವಿ.ಕನ್ನಡ ಲಿಪಿಯ ಉಗಮಮತ್ತುವಿಕಾಸ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
24. ಕಲಬುರ್ಗಿ ಎಂ.ಎಂ,ಮಾರ್ಗ I,II ಮತ್ತು III,ಬೆಂಗಳೂರು.

Paper No. HAS: 405 (Soft Core)

SOCIAL AND ECONOMIC HISTORY OF INDIA (UP TO 1206 C.E.)

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

Course Outcome:

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

Unit-1

The Vedic Age; Early Vedic Society and Economy - Later Vedic Society and Economy- Geographical shift - Iron technology and transformation in agriculture - Later Vedic Society- Socio-Economic metamorphosis.

Unit-II

The Mauryan Society and Economy - Urban settlement - Trade and other professions - Trade routes- Guilds - Foreign elements and their influence on Indian society.

Unit-III

Sangam age – Society - Social Divisions - Tolkappiyam – Caste - Position of Women – Religion – Alvaras and Nayanars – Economy – Agriculture - Inland and Foreign trade Greco-Roman links – Fine arts - handicrafts – Sangam literature - Tirukkural – Manimekalai – Shilpadiagram.

Unit-IV

Indian feudalism - Debates - Decay of urban centers -Social change in early medieval India.

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Paper No. HAS: 406 (Soft Core)

HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA.

Course Objectives: History of Science Technology in India is 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 science and technology in India students develop ability to determine of ancient technology.
- The students get an idea about conservation and preservation of ancient materials.

Unit-I

Technology in the Indus civilization - Town planning - Metalscience.

Unit-II

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

Unit-III

Science and technology in Medieval India – Alberuni'scritique - Islamic influence – contributions of Sawai Jai Sing of Jaipur.

Unit-IV

Science and technology in Colonial and modernIndia.

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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

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

Unit-III

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

Unit-IV

Research and Thesis Engineering - What is Research? - Qualifications of Research scholar - 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- Chapterisation - Foot note/End note - Bibliography -Indexes.

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Paper No. HAH: 452(Hard Core)

PRE AND PROTO-HISTORY OF INDIA

Course Objectives: 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 course is to look at the detailed archaeological record of the Harappan civilization.

Course Outcomes:

- The students will know the earliest stages of the human society and their
- 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

Paleolithic and Mesolithic culture of India- Important sites and their cultural significance.

Unit-II

Neolithic and Chalcolithic Cultures of India - North and South Indian Neolithic Cultures - Material culture and subsistence- Chalcolithic cultures - Importantsites.

Unit-III

Indus Civilization - Pre-Harappan- Late-Harappan - Important sites - Harappan crafts and techniques - Nature of Economy - Religion and funerary practices - Destruction of Indus Valley Civilization.

Unit-IV

Iron Age - Origin and its spread in North - South India.

Unit-V

Megaliths of South India - Important sites and its features- Types of Megalithic monuments.

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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, Brahmanical 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 and Buddhist Art - Architecture of Mauryan period - Stupa Architecture - Origin and development of Stupas.

Unit-II

Rock-cut Architecture - Western India and Central India.

Unit-III

Development of temple; Structural Architecture in North India - Guptas and later period.

Unit-IV

Evolution of Temple Architecture in South India – Badami Chalukyas; cave and structural architecture

Unit-IV

Pallava and Chola Art and Architecture

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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 the nature of state, society and economy of Vijayanagara period.

Unit-I

Sources and Historiography - Nature of the State - Archaeological sources - Inscriptions and Literature - Indigenous and Foreign accounts.

Unit-II

The emergence of the Vijayanagara State - Origin myths and Political processes from the 14th century onwards - Circumstances leading to the emergence of Bahmanis.

Unit-III

The Sangamas and the Saluvas - Consolidation of the empire – conflict between Vijayanagara and Bahamani

Unit-IV

The Tuluvas – Krishnadevaraya - Territorial expansion and consolidation - His relations with Shahi kingdoms and Portuguese - Ramaraya - Foreign policy- Battle of 1565 C.E. and its consequences – Aravidu dynasty

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Paper No. HAS: 455 (Soft Core)
SOCIAL AND ECONOMIC HISTORY OF MEDIEVAL 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 movements - Customs. Bhakthi Movements; Ramadas, Guru Nanak, Kabhir, Meera Bai and Surdas – Sufi Tradition. Economy; Trade - Agrarian measures and market control - currency system.

Unit-II

South Indian Society and Economy in Early 14th Century – Social Divisions – Caste. Haridas Movement – Sufi in Deccan – Economy - Inland Trade –Foreign Trade- Urbanization - Shahi Artisans.

Unit-III

Mughal Society and Economy – Society in Mughal Nobility – Orthodoxy – Rajput in Mughal Society- Changing Status of Women and Pardha system - Economy - Land Revenue System - Zamindars, Chaudhuries and other intermediaries – Peasantry - Internal Trade and Artisanal Production - Foreign Trade

Unit-IV

Advent of the European Companies; Early European Settlements - English and French Settlement in India – English Revenue Settlements and Polices – Zamindari - Ryotwari 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

Explorations; Art and Architecture of Karnataka - Developments of Buddhist Art and Architecture.

Unit-II

Rock cut Caves and Temple Architecture - Badami, Aihole and Pattadakallu.

Unit-III

Art and Architecture of the Rashtrakutas - the Chalukayas of Kalyana and the Hoysalas.

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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: Background-1600 to 1773 - The Regulating Act of 1773 - The Pitt's India Act - 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 - Cripps Mission - Cabinet Plan - 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 pioneering 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 - Philip Meadows Taylor - James Prinsep - B.L Rice and J.G Fleet

Unit-III

Archaeological excavations in pre-Independent India: John Marshall and Mortimer Wheeler and their contributions; excavations report and publications

Unit-IV

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

Unit- V

Major Archaeological discoveries by the Department of State Archaeology- Important excavated sites – Dholavira - Inamgaon - Brahmagiri – Sannati - Talkad - 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. Student 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 - Harshavardhan.

Unit-III

The Southern kingdoms – Conflicts of three empire - Chalukys of Badami - Pallavas of Kanchi – Pnadys

Unit-IV

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

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Paper No. HAH: 503 (Hard Core)

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 - principles of the Revolution and their fulfilment - the continental impact.

Unit-IV

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

Unit-V

The Russian Revolution: The Tsarist despotism in Russia – Other factors responsible for the revolution. – Karl Marx and impact of his ideas - Mensheviks and Bolsheviks – the Leninist coup – Nationalization.

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Paper No. HAS: 504 (Soft Core)

Indian Numismatics

Course Objectives: To introduce 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 coins of the different ancient period.
- 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: Significance of symbols - Coins of Indo-Greek, Indo-Scythian and Indo-Parthian dynasties-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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Paper No. HAS: 505 (Soft Core)

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

Historiography – The Sultanate period - Expansion and consolidation. The Slave dynasty - The Khilji - Allaudin Khilji; the Tughlaqs: Muhammad-bin- Tughlaq, Feroze Shah Tughlaq; the Sayyids and the Lodis. – Downfall of Delhi Sulanate.

Unit-II

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

Unit-III

The Marathas – Shivaji – Sambaji – Rajarama - Peshwas – Shahu Maharaj - Balaji Vishvanatha - Balaji BajiRao – Baji Rao II – II battle of Panipath and Downfall of the Marathas.

Unit-IV

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

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Paper No. HAS: 506 (Soft Core)

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 - Making of the Constitution –Reorganization of States- Indian Emergency – Emergence of Coalition Politics – The Mandal Commission - The Punjab Crisis - Panchyat raj.

Unit-II

India's Foreign Policy: Origins, Continuity and Changes Panch Sheel – Non Alignment - Concept of Cold War - India - China War - - 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.

Unit-IV

Social Change and Transformation; Land Marks in the Progress of Education – Social legislature - Hindu Code Bills - Assertion of Dalits and Backward castes – Civil Society Activism: Bhoodan, Chipko and Save Narmada Movements.

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Paper No. HAE: 507 (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 – Delhi – Agra – Fatehpur Sikri - Jantar Mantar - Jaipur, Sanchi – Khajuraho – Hampi - Pattadakallu.

Unit-III

Types of Tourism in Karnataka :

- A) Historical Tourism – Belur, Halebidu, Sharvanabelogola, Somanathapura, Talakadu, Mysore
- B) Hill Station Tourism – Kodagu, Chikkamagaluru, Dandeli
- C) Beach Tourism – Mangalore to Karwar

- D)** Religious Tourism - Srirangapatana- Nanjanagudu – Thala
Kavery –Mysore - Kudala sangama Basavana Bagevadi - Dharmasthala, Kukke-
Subramanya, Horanadu, Sringeri, Udupi, Moodubidre, Kadri.

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IV SEMESTER

Paper No. HAS: 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 the different stages in the like revolts, rebellions, appraisals, Swaraj, satyagraha, non-cooperation, civil disobedient, quit India and independence.

Unit I

The Revolt of 1857- Causes, Reasons for Failure, Interpretations and its Effect.

Unit II

Genesis of Indian Nationalism- Reasons; Political Associations before Indian Nation Congress. Formation of INC- different Theories; Moderates and Extremists.

Unit III

Swadeshi Movement. The Revolutionaries - India and Abroad; Partition of Bengal; Home rule Movements - Swarajists - Emergence of Communalism - Gandhi - Ideology and Movements- Satyagraha, Khilafat, Non-Cooperation.

Unit IV

Civil Disobedience - Round Table Conferences, Communal Award, Poona pact - 1938 Congress government - Quit India – Subhash Chandra Bose - Forward Bloc. Growth of Communalism - Left Movement.

Unit V

II World War and political Deadlock - August Offer - Demand for Pakistan. Wavell Plan - INA Trials - Naval Mutiny - Cabinet Mission - Mountbatten Plan - Partition of India and Independence - Integration of Princely States.

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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 shed light on the persons 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's comes to know about various persons and their organizations which played a vital role in eradicating the blind belief from the Indian society and making India a modern state and society.

Unit-I

Introduction: 19th Century India – Historiography – 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 – Syhed Ahamed Khan – progressive thoughts on society and religion.

Unit-II

Jyotibha Phule: Satyashodhaksamaj – 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.

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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 Muslim rule and its confrontations with the colonial power and also the decline and disintegration of Muslim rule in Karnataka and its impact on polity and economy of Karnataka. Further it deals different revolts, 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 Muslim rule and their conflicts with colonial power and also its decline in Karnataka

Unit-I

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

Unit-II

Colonialism in Karnataka: Mysore and Coorg as Protectorates – Territories under Colonial Rule – Nagara, Canara and Coorg Rebellions - Commissioners' Rule in Mysore and Coorg – Restoration in Mysore.

Unit-III

Karnataka 1881-1947: Social Legislations – Western Education – Industrialization – Public Works – Political Reforms – towards responsible Government - Diwans' regime.

Unit-IV

Nationalism in Karnataka: Early Phase of Congress Politics – Non-Brahmin mobilizations - Freedom Movement in Princely Mysore and British territories – Towards Unification, 1956 – the Mahajan and Mahishi Report

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Paper No. HAS: 554 (Soft Core)

SOCIAL REFORM MOVEMENTS IN KARNATAKA FROM 11TH TO 20TH CENTURY

Course Objectives: Social Reform Movement in Karnataka is a series of lectures from 11th to 20th centuries intended to provide the students with a background of reform movements and personalities like Ramanujacharya, - Madhvacharya. – Basavanna - Allama, Akkamahadevi - Sufi and Dasa movement. The paper is also deals with Backward class movement, social stratification – women position 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 the Indian Society.

Unit-I

Socio Religious movements in the 11th Century - Vishistadvaita- Ramanujacharya, Dvaita- Madhvacharya. Shaktivishistadvaita- Basavanna, Allama, Akkamahadevi

Unit-II

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

Unit-III

Backward class movement in Mysore- Miller Committee Report – Kantaraja Uras - Mirza Ismail - Devaraj Urs

Unit-IV

Society - Social stratification- proliferation of castes, status of women-property relations- inheritance - educational ideas and institutions — Naryanaguru – Kudmal Ranga Rao

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Paper No. HAS: 555 (Soft Core)

COLONIALISM AND NATIONALISM IN INDIA

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

Learning Outcome:

- After completing 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.

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

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Paper No. HASP: 556

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 which develops their
- 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.