



KARNATAK UNIVERSITY, DHARWAD  
ACADEMIC (S&T) SECTION

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ  
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



Tele: 0836-2215224  
e-mail: academic.st@kud.ac.in  
Pavate Nagar, Dharwad-580003  
ಪಾವಟೆ ನಗರ, ಧಾರವಾಡ - 580003

NAAC Accredited  
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/JS/MGJ(Gen)/2024-25/436

Date: 11 NOV 2024

ಅಧಿಸೂಚನೆ

ವಿಷಯ: ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ಪದವಿಗಳಿಗೆ / ಸ್ನಾತಕೋತ್ತರ ಡಿಪ್ಲೋಮಾಗಳಿಗೆ ಪಠ್ಯಕ್ರಮವನ್ನು ಪ್ರಕಟಣೆ ಕುರಿತು.

ಉಲ್ಲೇಖ: 1. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 2 ರಿಂದ 9, ದಿ: 08.11.2024.

2. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 11.11.2024.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ಪದವಿಗಳಾದ M.A./ M.Sc / M.Com / MBA / M.Ed 1 ರಿಂದ 4ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳಿಗೆ ಮತ್ತು 1 & 2ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳ ಸ್ನಾತಕೋತ್ತರ ಡಿಪ್ಲೋಮಾಗಳಿಗೆ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದನೆಯೊಂದಿಗೆ ಈ ಕೆಳಗಿನಂತೆ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅಳವಡಿಸಿಕೊಳ್ಳಲಾಗಿದೆ. ಕಾರಣ, ಸಂಬಂಧಪಟ್ಟ ಎಲ್ಲ ಸ್ನಾತಕೋತ್ತರ ವಿಭಾಗಗಳ ಅಧ್ಯಕ್ಷರು / ಸಂಯೋಜಕರು / ಆಡಳಿತಾಧಿಕಾರಿಗಳು / ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳು / ಶಿಕ್ಷಕರು ಸದರಿ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಅನುಸರಿಸುವುದು ಮತ್ತು ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ [www.kud.ac.in](http://www.kud.ac.in) ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದವನ್ನು ಸಂಬಂಧಪಟ್ಟ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸೂಚಿಸುವುದು.

Arts Faculty

Sl.No	Programmes	Sl.No	Programmes
1	Kannada	8	MVA in Applied Art
2	English	9	French
3	Folklore	10	Urdu
4	Linguistics	11	Persian
5	Hindi	12	Sanskrit
6	Marathi	13	MPA Music
7	MVA in Painting		

Faculty of Science & Technology

Sl.No	Programmes	Sl.No	Programmes
1	Geography	10	M.Sc (CS)
2	Chemistry	11	MCA
3	Statistics	12	Marine Biology
4	Applied Geology	13	Criminology & Forensic Science
5	Biochemistry	14	Mathematics
6	Biotechnology	15	Psychology
7	Microbiology	16	Applied Genetics
8	Zoology	17	Physics
9	Botany	18	Anthropology

**Faculty of Social Science**

Sl.No	Programmes	Sl.No	Programmes
1	Political Science	8	Journalism m & Mass Commn.
2	Public Administration	9	M.Lib. Information Science
3	History & Archaeology	10	Philosophy
4	A.I.History & Epigraphy	11	Yoga Studies
5	Economics	12	MTTM
6	Sociology	13	Women's Studies
7	MSW		

**Management Faculty**

Sl.No	Programmes	Sl.No	Programmes
1	MBA	2	MBA (Evening)

**Faculty of Commerce**

Sl.No	Programmes	Sl.No	Programmes
1	M.Com	2	M.Com (CS)

**Faculty of Education**

Sl.No	Programmes	Sl.No	Programmes
1	M.Ed	2	M.P.Ed

**OEC subject for PG**

Sl.No	Programmes	Sl.No	Programmes
1	Russian	5	Veman Peetha
2	Kanaka Studies	6	Ambedkar Studies
3	Jainology	7	Chatrapati Shahu Maharaj Studies
4	Babu Jagajivan Ram	8	Vivekanand Studies

**PG Diploma**

Sl.No	Programmes	Sl.No	Programmes
1	PG Diploma in Chatrapati Shahu Maharaj Studies	2	P.G. Diploma in Women's Studies
3	P.G. Diploma in Entrepreneurial Finance		

ಅಡಕ: ಮೇಲಿನಂತೆ

  
ಕುಲಸಚಿವರು.

ಗೆ,

1. ಕ.ವಿ.ವಿ. ಸ್ನಾತಕೋತ್ತರ ಅಧ್ಯಕ್ಷರುಗಳಿಗೆ / ಸಂಯೋಜಕರುಗಳಿಗೆ / ಅಡಳಿತಾಧಿಕಾರಿಗಳಿಗೆ / ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ
2. ಎಲ್ಲ ನಿಖಾಯದ ಡೀನರು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ/ ಸಿಸ್ಟಮ್ ಅನಾಲಿಸಿಸ್ಟ್ / ಸಂಬಂಧಿಸಿದ ಪದವಿಗಳ ವಿಭಾಗಗಳು, ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
6. ನಿರ್ದೇಶಕರು, ಐ.ಟಿ. ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ ಇವರಿಗೆ ಕ.ವಿ.ವಿ. ಅಂತರಜಾಲದಲ್ಲಿ ಪ್ರಕಟಿಸುವುದು.



**Faculty of Social Science**

**Two Years PG Programme**

**M.A. History & Archaeology**

Programme Guidelines and Syllabus

**As per NEP-2020**

**With Effect from 2024-25**

## GENERAL INSTRUCTIONS

### Preamble:

The Karnatak University has successfully adopted NEP-2020 from the academic year: 2021-22 for all its Under Graduate Programmes. The first batch under this scheme after completing 03 Years with 3<sup>rd</sup> year exit provision entering into Post Graduate programme from the academic Year: 2024-25. In view of this and the present global demand, it is necessary to revise the curriculum frame work for all its Post Graduate Programmes and syllabus accordingly.

As per the provisions in NEP-2020 scheme the Two- year Post Graduate Programme, the curriculum has a provision to study the open electives courses in 2<sup>nd</sup> and 3<sup>rd</sup> semesters, Discipline specific Electives for a deeper knowledge in focused area in 3<sup>rd</sup> and 4<sup>th</sup> semesters and Internship / dissertation / project work for field experience or hands on training to inculcate the skill and develop cognitive thinking / higher order thinking to analyze the information obtained from project work / internship in the 4<sup>th</sup> semester.

It is therefore, this is a revised CBCS as per NEP - 2020 having minimum 90 and maximum 100 credits in two years programme with provision of choice as above and hence, shall be called as NEP syllabus. In this context, the prevailing regulations (CBCS scheme adopted from 2009) needs some modifications and adopted herewith as Guidelines to execute all the PG Programmes unless otherwise stated.

However, the eligibility for admission to the concerned PG Programmes shall be decided by the respective Board of Studies.

### I. CREDIT, WORKLOAD AND SYLLABUS EQUIVALENCE

1. One credit is equal to 1 hour theory teaching per week.
2. One credit is equal to 2 hour practical teaching per week.
3. One credit is equal to 15 hours theory syllabus per semester ( 1 Unit is equal to 15 Hours)
4. One credit is equal to 30 hours practical syllabus per semester (1 credit practical is equal to 2 hours/ week)

#### A. Workload for theory subjects

1. There shall be 16 hrs/week workload for Assistant Professor
2. There shall be 14 hrs/week workload for Associate Professor/ Professor/Senior Professor.
3. There shall be 2hrs/week workload relaxation for Guiding Ph.D. students

**B. Workload for practical subjects**

1. There shall be 20 hrs/week workload for Assistant Professor
2. There shall be 18 hrs/week workload for Associate Professor/ Professor/Senior Professor.
3. There shall be 2hrs/week workload relaxation for Guiding Ph.D. students

**C. Workload for practical batches**

1. A batch of 10-12 students shall have 1 teacher

**D. Workload for Project**

1. Students for projects / internship shall be preferably guided by permanent faculty for atleast 10 students by sharing equally among the permanent faculty. If remained excess shall be allotted to other teacher's on roll on temporary basis.
2. If there are no permanent faculty, the students shall be distributed among the temporary teachers on roll.
3. There shall be maximum of 4 hrs/week workload for guiding the students for project work irrespective of number of students.

**II. ALLOTMENT OF SPECIALIZATION:** While allotting specialization in 3<sup>rd</sup> and 4<sup>th</sup> semester, minimum of 10 students shall have to select the specialization.

**III. ATTENDANCE:** 75% attendance is mandatory for every course (paper). No marks are reserved for attendance. If the candidates fail to fulfill 75% attendance in any one of the course (paper) in the given semester, such candidate is not eligible to appear for examination in all the papers and candidate has to get the readmission for such semester. However, up to 20% attendance may be condoned with the supportive documents for a student who represents University /State / National level sports, cultural and other events. Monthly attendance shall be displayed on notice board.

**IV. CREDIT AND MARKS EQUIVALENCE**

1. Generally, 25% weightage for Formative assessment and 75% weightage for Summative assessment.

2. Up to 2 credits equal to 50 marks (12 marks Formative assessment and 38 marks summative assessment).
3. 3-4 credits equal to 100 marks (25 marks Formative assessment and 75 marks summative assessment).
4. 5-6 credits equal to 150 marks (37 marks Formative assessment and 113 marks summative assessment).
5. Example for 100 marks out of which 25 marks for Formative assessment i.e., Formative Assessment shall be 05 marks for assignment / seminar and two internal assessments i.e.: 10 marks I.A. for 8<sup>th</sup> week and 10 marks for 14<sup>th</sup> week of every semester.

#### V. **Conduct of Examination**

1. Formative assessment examination shall be conducted for 1hr. There shall not be any reexamination for improvement or the student remaining absent. However, a special Formative assessment examination shall be conducted for a student who represents University /State / National level sports, cultural and other events if a schedule is overlapping.
2. 75 marks summative theory examination shall be conducted for 3 hrs and 38 marks for 1.5 hrs.
3. 75/ 38 marks Formative / Summative Practical examination shall be conducted for 4 hrs.
4. There shall be a single examiner for both even and odd semesters' Formative Practical examination.
5. There shall be a single examiner for odd semester Summative Practical examination and two examiners for even semester Summative Practical examination; one from internal and other shall be external examiner.

#### VI. **Assessment**

1. **Theory papers:** There shall be a single valuation for odd semester theory papers preferably internal examiner and double valuation for even semesters; one from internal and other shall be external examiner.
  2. **Project/Internship assessment**
- A) **For 100 marks Project/Internship assessment (Wherever applicable)**
- i. **Formative Assessment:** Project/Internship assessment carrying 25 marks out of 100

marks Candidate has to submit three Progress Reports; 8+8+9 Marks.

ii. **Summative Assessment:** Project/Internship assessment carrying 75 marks out of 100 marks

- a. Project Report : 35
- b. Presentation : 20
- c. Viva-voce : 20

B) For 150 marks **Project/Internship assessment (Wherever applicable)**

i. **Formative Assessment:** Project/Internship assessment carrying 37 marks out of 150 marks Candidate has to submit three Progress Reports : 12+12+13 marks.

ii. **Summative Assessment:** Project/Internship assessment carrying 113 marks out of 150 marks

- a. Project Report : 60
- b. Presentation : 30
- c. Viva-voce : 23

#### VII. Passing criteria:

1. There shall be no minimum passing marks for Formative assessment.
2. Candidate has to score minimum 40% in summative examination and fulfill 40% of the maximum marks including Formative assessment marks. For example: for 75 marks summative examination, candidate has to score minimum of 30 marks (40%) and should score cumulatively 40 marks including formative assessment in every course.

#### VIII. DECLARATION OF RESULT

- a) Candidate has to score 40% as above in all the courses to pass the semester end examination to declare pass.
- b) **Percentage and Grading:** Result shall be declared in terms of SGPA and at the end of four semesters as CGPA. The calculation of CGPA is as under
- c) If P is the percentage of marks secured (IA + semester end score) by the candidate in a course which is rounded off to the nearest integer, the grade point (GP) earned by the candidate in that course will be given as below.

Percentage (%)	Grade(GP)	Percentage (%)	Grade(GP)
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40	4.0	71-75	7.5
41-45	4.5	76-80	8.0
46-50	5.0	81-85	8.5
51-55	5.5	86-90	9.0
56-60	6.0	91-95	9.5
61-65	6.5	96-100	10.0
66-70	7.0		

Grade point of less than 4 shall be considered as fail in the course, hence, GP=0 and for the absent candidate also GP=0

- d) A student's level of competence shall be categorized by grade point (GP), Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) of the programme.
- e) **Semester Grade Point Average (SGPA):** The SGPA is a ratio of sum of the number of Credit Grade Points scored from all the courses (subject) of given semester to the total credits of such semester in which the candidate studied. (Credit Grade Points of each course = Credits x GP).
- f) **Cumulative Grade Point Average (CGPA):** It is calculated as below for 4 semester programme.  

$$CGPA = \frac{(Credit_1 \times SGPA_1) + (Credit_2 \times SGPA_2) + (Credit_3 \times SGPA_3) + (Credit_4 \times SGPA_4)}{\text{Total credits of programme (sum of credits of 4 semesters)}}$$
- g) After studying and passing, all the credits prescribed for the programme the degree shall be awarded with CGPA score after rounding off to second decimal and class distinguishing as second class, first class, and distinction along with grade letter as under:

CGPA of the programme(Degree)	Class obtained	Grade Letter
9.5 to 10.00	Outstanding	A <sup>++</sup>



7.00 to 9.49	Distinction	A <sup>+</sup>
6.00 to 6.99	First Class	A
5.50 to 5.99	Second class	B <sup>+</sup>
5.00 to 5.49		B
4.00 to 4.99	Pass	C
Less than 4.0	Fail/ Reappear	D

- h) Each semester Grade Card shall have marks and SGPA and final Grade Card shall have semester wise marks obtained in all semesters, CGPA and % of cumulative marks obtained from all semesters.
- i) There shall be Revaluation / Challenge valuations provisions as per the prevailing rules and regulations.
- j) Marks obtained from the OEC shall not be considered for award of CASH PRIZE / RANK / GOLD MEDAL.

**IX. MAXIMUM DURATION FOR COMPLETION OF THE PROGRAMME**

A candidate admitted to any P.G. Programme shall complete it within a period, which is double the duration of the programme from the date of admission.

**X. ANY OTHER TERMS AND CONDITIONS**

Apart from the above, the prevailing rules(CBCS) and regulation are valid for any other matters which are not addressed in this regard.



**KARNATAK UNIVERSITY, DHARWAD**  
**FACULTY OF SOCIAL SCIENCES**

**Two Years PG Programme**  
**MASTER OF ARTS IN HISTORY AND ARCHAEOLOGY**  
**Programme Structure and Syllabus**  
**As per NEP-2020**



**With Effect From 2024-25**

**PROGRAMME: M.A in HISTORY AND ARCHAEOLOGY**

**As per NEP - 2020**

**REVISED COURSE STRUCTURE (SCHEME)**

<b>Curriculum</b>									
<b>Semester I</b>									
<b>Course No.</b>	<b>Title of the Course</b>	<b>Code No.</b>	<b>Instru ction Hours/ Week</b>	<b>Total Hours / sem</b>	<b>Durati on of Exam</b>	<b>Marks</b>			<b>Credits</b>
						<b>Forma tive</b>	<b>Summ ative</b>	<b>Total Marks</b>	
DSC-1	The Concepts and Theories of History	B1HIA001T	04	60	03 hrs	25	75	100	04
DSC-2	Political History of South India (Up to 1336 AD)	B1HIA002T	04	60	03 hrs	25	75	100	04
DSC-3	Ancient Indian Political Ideas and Institutions	B1HIA003T	04	60	03 hrs	25	75	100	04
DSC-4	The Political History of Medieval North India (1000 – 1700 AD)	B1HIA004T	04	60	03 hrs	25	75	100	04
DSC-5	History of Modern World (1776-1900)	B1HIA005T	04	60	03 hrs	25	75	100	04
DSC-6	Makers of Modern India (Select Leaders)	B1HIA006T	04	60	03 hrs	25	75	100	04
<b>Total</b>						<b>150</b>	<b>450</b>	<b>600</b>	<b>24</b>

<b>Semester II</b>									
<b>Course No.</b>	<b>Title of the Course</b>	<b>Code No.</b>	<b>Instru ction Hours/ Week</b>	<b>Total Hours / sem</b>	<b>Durati on of Exam</b>	<b>Marks</b>			<b>Credits</b>
						<b>Forma tive</b>	<b>Summ ative</b>	<b>Total Marks</b>	
DSC-7	Principles and Methods of Archaeology	B2HIA001T	04	60	03 hrs	25	75	100	04
DSC-8	Cultural History of South India (Up to 1336 AD)	B2HIA002T	04	60	03 hrs	25	75	100	04
DSC-9	Debates on Indian History (Select Themes)	B2HIA003T	04	60	03 hrs	25	75	100	04
DSC-10	Socio-Economic History of Medieval North India (1000 – 1700 AD)	B2HIA004T	04	60	03 hrs	25	75	100	04
DSC-11	History of Modern World (1900-2000 AD)	B2HIA005T	04	60	03 hrs	25	75	100	04
OEC-1	Political History of Karnataka (Early times to 1336 AD)	B2HIA206T	04	60	03 hrs	25	75	100	04
<b>Total</b>						<b>150</b>	<b>450</b>	<b>600</b>	<b>24</b>

Semester III									
Course No.	Title of the Course	Code No.	Instruction Hours/Week	Total Hours / sem	Duration of Exam	Marks			Credits
						Formative	Summative	Total Marks	
DSC-12	Historiography of India and World	B3HIA001T	04	60	03 hrs	25	75	100	04
DSC-13	Political History of South India (1336 – 1800 AD)	B3HIA002T	04	60	03 hrs	25	75	100	04
DSC-14	Socio-Religious Reform Movement of Renaissance India	B3HIA003T	04	60	03 hrs	25	75	100	04
DSC-15	Colonialism and Nationalism in India (Up to 1919 AD)	B3HIA004T	04	60	03 hrs	25	75	100	04
DSE-16	Heritage and Museum Management	B3HIA105AT	04	60	03 hrs	25	75	100	04
	Art and Architecture of India (Select Themes)	B3HIA105BT							
	Archaeology of Karnataka (Pre-historic to Historic Period)	B3HIA105CT							
OEC-2	Freedom Movement in Karnataka (Select Themes)	B3HIA206T	04	60	03 hrs	25	75	100	04
Total						150	450	600	24

Semester IV									
Course No.	Title of the Course	Code No.	Instruction Hours/Week	Total Hours / sem	Duration of Exam	Marks			Credits
						Formative	Summative	Total Marks	
DSC-17	Research Methodology – Historical Method	B4HIA001T	04	60	03 hrs	25	75	100	04
DSC-18	Cultural History of South India (1336 – 1800 AD)	B4HIA002T	04	60	03 hrs	25	75	100	04
DSC-19	Social Reform Movement of Subaltern India	B4HIA003T	04	60	03 hrs	25	75	100	04
DSC-20	National Movement and Constitutional Developments in India (1919-1950)	B4HIA004T	04	60	03 hrs	25	75	100	04
DSE-21	Nationalist and Populist Movements in North Karnataka	B4HIA105AT	04	60	03 hrs	25	75	100	04
	Art and Architecture of Karnataka (Select Themes)	B4HIA105BT							
	Urbanization in Ancient India (Select Themes)	B4HIA105CT							
	Dissertation	B4HIA006P	-	-	-	25	75	100	04
Total						150	450	600	24

The students of the Department shall offer 6 Core Courses in the I semester, 5 Core Courses and 1 Open Elective Course in II Semester, 4 Core Courses, 1 Open Elective Course and 1 Specialization Course (out of 3 optional courses) in III semester and 4 Core Courses, 1 Specialization Course (out of 3 optional courses) and 1 Project Work in IV Semester.

<b>Programme Code and Name: MA55 - Master of Arts in History and Archaeology</b>	
<b>PROGRAMME SPECIFIC OUTCOMES (PSOs)</b>	
1	Students who successfully complete MA in History and Archaeology will be equipped with the knowledge of Cultural Heritage, local and regional history, traditions, socio-religious and political concepts and institutions since early times.
2	After successful completion of this programme, students will be able to conceive solutions to the contemporary socio-political issues and challenges in the light of the illuminating thoughts of social reformers, intellectuals and their social transformation movements.
3	This programme enlightens students about the growth of nationalist movement and development of democratic institutions in India, as well as the significance of political and educational representation of all Indians.
4	The knowledge and understanding of History and Archaeology will empower the students to serve in different academic as well as non-academic positions in various capacities.
5	Lastly, after completion of this programme, students are equipped with the techniques and methods of historical research and the knowledge of development of historiography.

**DEPARTMENT OF HISTORY AND ARCHAEOLOGY**  
**(Estd. 1955)**

Regulations Governing M.A. Degree Programme in History and Archaeology

As per NEP-2020

**I. Commencement**

These Regulations shall come into force from the academic year 2024-25

**II. Definitions**

In these Regulations unless otherwise mentioned, provided.

- a) 'University' means Karnatak University, Dharwad.
- b) 'Board of Studies' means Board of Studies in History and Archaeology (P.G) of the Karnatak University.
- c) 'Core Course' means the Course that is prescribed by the Department from time to time as compulsory.
- d) 'Specialization Course' means an optional Course prescribed by the Department from time to time.
- e) 'Open Elective' means, a Course offered by the Department of History and Archaeology, for the students of other Departments in Karnatak University from time to time. However, the students of the Department of History and Archaeology have freedom to choose from a number of open electives offered by other Departments to add to their credits required for the completion of their degree.
- f) 'Credit' means the unit by which the course work is measured. One credit means one hour of teaching work per week. As regards the marks for the Courses, 1 Credit is equal to 25 marks, 2 Credits are equal to 50 marks, 3 credits are equal to 75 marks, 4 credits are equal to 100.
- g) 'Grade' is an index to indicate the performance of a student. These Grades are arrived at by converting marks scored in each Course by the candidate after completing his/her Internal Assessment and Semester End Examinations. These grades are awarded for each Course at the end of each semester.
- h) 'Grade Point Average' or GPA refers to an indicator of the performance of the student in a given semester. GPA is the weighted average of all Grades student gets in a given semester. The GPA depends on the number of Courses a student takes and the grades awarded to him/her for each of the Course so chosen.
- i) 'Cumulative Grade Point Average' or CGPA refers to the Cumulative Grade Point Averages weighted across all the semesters and is carried forward. The calculations of the GPA, CGPA is shown in these regulations.

**III. Admission**

- a. The details of the admission rules are governed by the notifications issued by the University from time to time. However, the applicant should have studied History / Ancient Indian History / Archaeology as one of the optional subjects at UG level or equivalent degree for admission to the Department of History and Archaeology.

**Total Intake Capacity:**

MA in History and Archaeology – 2 Years duration

Centre	Eligibility Criteria	Intake For Normal Fees	Intake For Enhanced Fees
Karnatak University Main Campus, Dharwad	BA degree with History/Ancient Indian History/Archaeology as one of the subjects with minimum 45% marks. 40% Marks for SC/ST/ Cat-I candidates	50	24

MA in History and Archaeology – 2 Years duration (PG Centers)

Centre	Eligibility Criteria	Intake For Normal Fees	Management Seats
Government First Grade College, Nargund	BA degree with History/Ancient Indian History/Archaeology as one of the subjects with minimum 45% marks. 40% Marks for SC/ST/ Cat-I candidates	25	0
KSS College, Gadag		15	15
Shri Chatrapati Shivaji Maharaj Arts & Commerce Degree College, Dharwad		15	15

(Note: The University can allot more seats under enhanced fees category looking into situation).

**IV. Duration of the Programme**

The programme of study for M.A. Degree in History and Archaeology shall normally extend over a period of two consecutive academic years, each academic year comprising two semesters and each semester comprising 16 weeks of class work. However, the maximum period for completion of the Degree by the student is four years from the date of his/her first admission. The normal calendar for the semester shall be as follows:

- a) Odd (I and III) Semesters : August to November
- b) Even (II and IV) Semesters : January to April

**V. Teaching Course**

Each Course shall be taught for 4 hours per week during the period of 16 weeks in a given semester. However, the actual number of classes may not be 60 hours as per the above calculation. It may vary from Course to Course depending on the activities of the Department, general holidays and the calendar of events prescribed by the University from time to time.

## VI. Medium of Instruction

The medium of instruction shall normally be English. However, the students may write the examinations in Kannada also.

## VII. Scheme of Courses and Credits/Classes and Marks

- a) There shall be three categories of Courses viz., Core Courses, Specialization Courses and Open Electives. Core and Specialization Courses are meant for the students of Department of History and Archaeology. While allotting specialization in 3<sup>rd</sup> and 4<sup>th</sup> Semester, minimum of 10 students shall have to select the specialization. The Open Electives are the Courses offered by the Department for the students of other Departments. However, the students of the Department of History and Archaeology can also offer the Open Electives offered by other Departments to add to their Credits depending on their interest.
- b) The Credits for each of the Compulsory Course and Specialization Course are 4. The Open Electives offered by the Department to the students of other Departments also carry 4 credits. However, the number of credits for the Open Electives chosen by the students of our Department from amongst the Open Electives offered by the other Departments may vary from one Department to the other Department depending on the offer they make. The project work in IV Semester also carries 4 credits.

### Summary of Credits for the Degree of M.A. in History and Archaeology

Courses	Sem I		Sem II		Sem III		Sem IV		Total Credit Hours
Core Courses	6	24	5	20	4	16	4	16	76
Specialization Courses (optional)	-	-	-	-	1	4	1	4	8
Open Elective Course	-	-	1	4	1	4	-	-	8
Dissertation (Compulsory)	-	-	-	-	-	-	1	4	4
Total	6	24	6	24	6	24	6	24	96

## VIII. Attendance

- a) The student shall be considered to have satisfied the requirement of attendance if he/she has attended not less than 75% of total number of classes held till the end of the semester inclusive of tutorials. Each Course shall be taken as a unit for calculating the attendance.
- b) Each student will have to sign his/her attendance for every hour of teaching in each Course. The Course Teacher shall submit monthly attendance report to the Chairman of the Department at the end of every month. The Chairman of the Department shall notify the attendance of every student on the Notice Board of the Department during the second week of the subsequent month. The Chairman of the Department shall send to the Registrar (Evaluation) and other Officers, as directed by the Registrar from time to time, at the end of every month and at the end of every semester, the detailed statement of attendance.



c) However, if a student represents the Department/ University/ State/ Nation in sports, NCC, NSS or Cultural or any other officially sponsored activities he/she shall be eligible to claim the Attendance (upto 20%) for the actual number of days utilized in such activities (including travel days) subject to the production of certificate from the relevant authority within two weeks after the event.

d) Minimum 75% Attendance is mandatory for every course (paper). No marks are reserved for attendance. A student who does not satisfy the requirement of attendance of 75% in each Course shall not be permitted to appear the semester end examination. Such candidates may seek admission afresh to the given semester.

## **IX. Evaluation**

a) All courses offered by the Department except Dissertation (Project Work) are Theory papers.

Evaluation of the Courses will have two components-

i) Formative Assessment (Internal Assessment), and

ii) Summative Assessment (Semester End Examinations)

Total marks for the Internal Assessment are 25. The internal assessment shall consist of two written Tests of 10 marks each. 5 marks are assigned for Assignments / Seminars.

The tests shall be written in separate designated answer booklets. The marks of both tests shall be notified on the notice board of the Department and submitted to the Registrar (Evaluation) at the end of every semester. The Internal Assessment marks shall be taken into account for compilation of grades. In case of candidates appearing for improvement examination the marks obtained in the Internal Assessment shall not be revised since there is no provision for improvement of Internal Assessment. A special Formative assessment examination shall be conducted for a student who represents University /State / National level sports, cultural and other events if a schedule is overlapping.

b) There shall be one Semester-End examination of 3 hours duration for every Course for 75 marks. The examination shall be conducted as per the rules, regulations, notifications, orders, instructions, procedures, formats and circulars issued by the University from time to time.

c) There shall be a single valuation for odd semester theory papers preferably internal examiner and double valuation for even semesters; one from internal and other shall be external examiner.

d) Dissertation / Project assessment-

i. Formative Assessment carrying 25 marks out of 100 marks. Candidate has to submit three Progress Reports; 8+8+9 Marks.

ii. Summative Assessment carrying 75 marks out of 100 marks

Project Report : 35

Presentation : 20

Viva-voce : 20

## **X. Challenge Evaluation**

There shall be a provision for challenge valuation as per the rules and regulation of the University issued from time to time.

## **XI. Completion of the Course**

- a) A candidate is expected to successfully complete the Degree programme within two years from the date of admission.
- b) Whenever the syllabus is revised, the candidate reappearing will have to write the examination as per the syllabi prevailing at that time.
- c) A Candidate shall complete the PG programme within a period, which is double the duration of the programme, from the date of admission (a maximum of four years).

**XII. Declaration of Results**

a) Minimum for a pass in each Course shall be 40% of the total 100 marks including both the IA and the Semester-End examination. There is no minimum for the Internal Assessment marks. However, after adding the IA marks and the semester end examination marks, the candidates should score a minimum of 40% of the maximum marks per Course. For example: for 75 marks summative examination, candidate has to score minimum of 30 marks (40%) and should score cumulatively 40 marks including formative assessment in every course. Candidate shall secure a minimum of 40% in aggregate in all Courses of a programme in each semester to successfully complete the programme.

b) The improvement of the performance is permitted as per the rules and regulations of the University.

**XIII. Marks and Grade Points**

- a) Result shall be declared in terms of SGPA and at the end of four semesters as CGPA. The calculation of CGPA is as under
- b) If P is the percentage of marks secured (IA + semester end score) by the candidate in a course which is rounded off to the nearest integer, the grade point (GP) earned by the candidate in that course will be given as below.

Percentage (%)	Grade(GP)	Percentage (%)	Grade(GP)
40	4.0	71-75	7.5
41-45	4.5	76-80	8.0
46-50	5.0	81-85	8.5
51-55	5.5	86-90	9.0
56-60	6.0	91-95	9.5
61-65	6.5	96-100	10.0
66-70	7.0		

Grade point of less than 4 shall be considered as fail in the course, hence, GP=0 and for the absent candidate also GP=0

**XIV. Grading**

A student’s level of competence shall be categorized by grade point (GP), Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) of the programme. The Grade Point Average (GPA) shall be given to each candidate based on his/her performance during the semester which includes both the IA and the Semester-End examination. The GPA of each semester

should be carried to next semester as Cumulative Grade Point Average CGPA. An illustration of the same is shown below.

- a) Semester Grade Point Average (SGPA): The SGPA is a ratio of sum of the number of Credit Grade Points scored from all the courses (subject) of given semester to the total credits of such semester in which the candidate studied. (Credit Grade Points of each course = Credits x GP).
- b) Cumulative Grade Point Average (CGPA): It is calculated as below for 4 semester programme.  

$$CGPA = \frac{(Credit1 \times SGPA1) + (Credit2 \times SGPA2) + (Credit3 \times SGPA3) + (Credit4 \times SGPA4)}{\text{Total credits of programme (sum of credits of 4 semesters)}}$$
- c) After studying and passing, all the credits prescribed for the programme the degree shall be awarded with CGPA score after rounding off to second decimal and class distinguishing as second class, first class, and distinction along with grade letter as under:

CGPA of the programme(Degree)	Class obtained	Grade Letter
9.5 to 10.00	Outstanding	A <sup>++</sup>
7.00 to 9.49	Distinction	A <sup>+</sup>
6.00 to 6.99	First Class	A
5.50 to 5.99	Second class	B <sup>+</sup>
5.00 to 5.49		B
4.00 to 4.99	Pass	C
Less than 4.0	Fail/ Reappear	D

## XV. Grade Points (Format)

### M.A. Degree in History and Archaeology

**Semester:**

**Name of the Candidate:**

**Registration No:**

Number and Title of the Course	Credit Hours	Max Marks	Marks obtained	Semester Grade Point	Credit Points
History of South India	4	100	70	07.00	28.00

**Semester GPA = Total Credit Points in all Courses**

**Credit hours**

Each semester Grade Card shall have marks and SGPA and final Grade Card shall have semester wise marks obtained in all semesters, CGPA and % of cumulative marks obtained from all semesters.

The GPA for various semesters is calculated as follows:

Semester	Credits Hours	Credit Points	GPA
First	24	168	7.00
Second	24	168	7.00
Third	24	168	7.00
Fourth	24	168	7.00
<b>Total</b>	<b>96</b>	<b>672</b>	<b>28.00</b>

**Cumulative Grade Point Average = GPA of all Semesters**

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**Credits of All Semesters**

***CHAIRPERSON***

## I SEMESTER

<b>Course Code and Name</b>	<b>DSC-1 - B1HIA001T - The Concepts and Theories of History</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To introduce the meaning, nature, and significance of history as a discipline, exploring its scope and the ethical considerations surrounding historical study.	
2.	To analyze the debates on history as a science versus an art, considering objectivity, subjectivity, and the influence of ancillary sciences on historical interpretations.	
3.	To explore the philosophical schools of thought in history, including speculative and critical philosophy, with attention to divine, materialistic, and dialectical interpretations.	
4.	To examine major theories of causation and historical cyclicity, focusing on perspectives like Buddhist, Marxist, and Toynbee's Challenge-Response Theory, and their implications for understanding historical progress.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the meaning and nature, along with the significance and potential misuses of history.	
CO 2	Analyse the debates on whether history is a science or an art and explore the role of ancillary and auxiliary sciences in historical study.	
CO 3	Critically assess the major philosophical schools of thought, including speculative and critical philosophies of history.	
CO 4	Evaluate the materialistic, divine, and teleological interpretations of history, comparing their approaches and impacts.	
CO 5	Interpret and apply major theories of causation and cyclicity in historical analysis, including those of Marx, Dr. Ambedkar, and Toynbee.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Introduction</b>	15 hrs
	1.1. Meaning and Nature of History 1.2. Scope and Importance of History 1.3. Subject Matter and Abuse of History 1.4. Value Judgement in History 1.5. Historicism	
<b>Unit II</b>	<b>History as a Discipline</b>	15 hrs
	2.1. History as a Science or an Art 2.2. Ancillary and Auxiliary Sciences 2.3. Objectivity in History 2.4. Subjectivity and Bias in History 2.5. Historical Relativism: All History is Contemporary	
<b>Unit III</b>	<b>Philosophy and Theories of History</b>	15 hrs

	<p>3.1. Speculative Philosophy of History and Contingency Theory</p> <p>3.2. Critical (Analytic) Philosophy of History and Covering Law Theory</p> <p>3.3. Divine Theory/Divine Philosophy – St. Augustine</p> <p>3.4. Dialectic Theory and Materialistic Interpretation of History – Karl Marx</p> <p>3.5. Teleological Interpretation and Hegelian Interpretation of History</p>	
<b>Unit IV</b>	<b>Theories of History</b>	15 hrs
	<p>4.1. Theories of Causation – Historical Determinism</p> <p>4.2. Linear and Cyclic Theory of History– Buddhist, Marxist, Dr. Ambedkar, and others</p> <p>4.3. Scientific and Rational Theories</p> <p>4.4. Progressive Theories of History (Whig Interpretation)</p> <p>4.5. Challenge and Response Theory of Arnold Toynbee</p>	
<b>Books Recommended:</b>		
1.	Ernst Breisach, <i>Historiography</i> , University of Chicago Press, Chicago, 1983.	
2.	Jacques Le Goff, Nora Pierre (Ed), <i>Constructing the Past: Essays in Historical Methodology</i> , Cambridge University Press, New York, 1985.	
3.	Carr E.H., <i>What is History?</i> , Vintage Books, New York, 1961.	
4.	Toynbee, A.J., <i>Study of History</i> , Oxford University Press, London, 1960.	
5.	Collingwood, R.G., <i>The Idea of History</i> , Clarendon Press, Oxford, 1946.	
6.	Renier G.J., <i>History: Its Purpose and Method</i> , Routledge, London, 2016.	
7.	Kahler, Erich, <i>The Meaning of History</i> , George Braziller, New York, 1964.	
8.	Sheik Ali B., <i>History - Its Theory and Method</i> , Macmillan, Madras, 1978.	
9.	Elton, G.R., <i>The Practice of History</i> , Sydney University Press, Sydney, 1967.	
10.	Gardiner, P., <i>Theories of History</i> , George Allen and Unwin Ltd., London, 1959.	

<b>Course Code and Name</b>	<b>DSC-2 - B1HIA002T - Political History of South India (Up to 1336 AD)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To assess the importance of diverse historical sources, such as inscriptions, coins, and monuments, for reconstructing South Indian political history, focusing on the Mauryan and Satavahana periods.	
2.	To understand the political influence and territorial ambitions of the Satavahanas, Kadambas, and early Chalukyas, including key rulers like Gautamiputra Satakarni and Mayuravarma.	
3.	To evaluate the rise and consolidation of medieval South Indian powers like the Pallavas and Rastrakutas, examining their contributions to imperial politics and regional conflicts.	
4.	To explore the political history of the Cholas, Hoysalas, and minor dynasties, analyzing their administrative innovations and military achievements, including the roles of Rajaraja I and Ballala II.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Analyze the significance of various sources, including inscriptions, coins, monuments, indigenous literature, and foreign accounts, in reconstructing the political history of South India up to 1336 AD.	
CO 2	Understand the political influence and territorial expansion of the Mauryan and Satavahana empires in South India, with a special focus on the achievements of rulers like Gautamiputra Satakarni.	
CO 3	Evaluate the rise and consolidation of the early medieval South Indian powers, such as the Chalukyas of Badami, Pallavas of Kanchi, and the Rastrakutas, and their contributions to regional and imperial politics.	
CO 4	Assess the political dynamics of South India during the medieval period, focusing on key dynasties like the Chalukyas of Kalyan, Kalachuris, and Cholas, analyzing their conflicts and achievements.	
CO 5	Examine the territorial expansion, administrative innovations, and military achievements of Cholas, Hoysalas and Minor Dynasties like Kongalvas, Kadambas of Hanagal and Rattas of Savadatti their role in shaping the medieval history of South India	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Sources and Prehistory</b>	15 hrs
	1.1. Geographical Factors, Archaeological Sources - Special Reference to Epigraphy 1.2. Numismatics and Monuments 1.3. Literature - Indigenous Sources and Foreign Accounts 1.4. Pre-history of South India: Neolithic, Megalithic and Mesolithic Sites 1.5. Mauryan Rule in South India	

<b>Unit II</b>	<b>Early History of South India</b>	15 hrs
	2.1. Satavahanas - Early Rulers and Gautamiputra Satakarni 2.2. Ikshvakus and Vishnukundin Rule 2.3. Kadambas of Banavasi – Mayura Varma 2.4. The Chalukyas of Badami - Early Rulers and Pulakeshi II 2.5. The Pallavas of Kanchi – Narasimhavarman II and Chalukya - Pallava conflicts.	
<b>Unit III</b>	<b>Early Medieval History of South India</b>	15 hrs
	3.1. Gangas of Talakadu - Durvinita 3.2. The Rastrakutas - Early rulers and Amoghavarsha 3.3. Northern policy of the Rastrakutas 3.4. The Chalukyas of Kalyan - Someshwara-I and Vikramaditya-VI 3.5. The Kalachuris - Bijjala-II	
<b>Unit IV</b>	<b>Medieval History of South India</b>	15 hrs
	4.1. Cholas - Career and achievements of Rajaraja-I and Rajendra-I 4.2. Hoysalas - Early rulers 4.3. Career and achievements of Vishnuvardhana 4.4. Career and achievements of Ballala-II and Decline of Hoysalas 4.5. Minor Dynasties of South India–Kadambas of Hanagal and Rattas of Savadatti	
<b>Books Recommended:</b>		
1.	Yazdani, G., <i>The Early History of Deccan Parts I-VI</i> , Oxford University Press, Bombay, 1960.	
2.	Sastri, K.A.N., <i>A History of South India from Prehistoric Times to the Fall of the Vijayanagara</i> , Oxford University Press, London, 1958.	
3.	Ramesh, K.V.; <i>Chalukyas of Vatapi</i> , Agam Kala Prakashan, Delhi, 1984.	
4.	Sheik Ali, B. (Ed.), <i>Karnataka Charitre</i> , Vols.1-2, Prasaraanga, Kannada University, Hampi, 1997.	
5.	Sastri, Ajaya Mitra, <i>The Age of the Satavahanas Vol- I &amp; II</i> , Aryan Books International, New Delhi, 1999.	
6.	Basavaraja, K.R., <i>History and Culture of Karnataka</i> , Chalukya publication, Dharwad, 1984.	
7.	Desai, P.B., <i>A History of Karnataka</i> , Kannada Research Institute, Dharwad, 1970.	
8.	Gopal, B.R., <i>The Rashtrakutas of Malkhed(Studies in their History and Culture)</i> , Mythic Society, Bangalore, 1996.	
9.	Aiyangar Krishnaswami S., <i>History of the Pallavas of Kanchi</i> , University of Madras, 1928.	
10.	Duncan Derrett., <i>The Hoysalas</i> , Oxford University Press, Madras, 1957.	



<b>Course Code and Name</b>	<b>DSC-3 - B1HIA003T - Ancient Indian Political Ideas and Institutions</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To examine the historiographical perspectives on ancient Indian polity, analyzing sources like Manusmriti, Arthashastra, and Buddhist-Jaina texts for insights into early political structures.	
2.	To analyze theories of kingship and statecraft in ancient India, including classical Hindu and Kautilyan models, with special emphasis on Kautilya's Saptanga theory and its application.	
3.	To study the organizational frameworks of Vedic and post-Vedic political assemblies, oligarchies, and republics, exploring their administrative roles in early governance.	
4.	To explore the ancient Indian systems of revenue, military organization, and justice administration, focusing on texts like Yajnavalkya Smriti and Narada Smriti.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the various sources and historiographical perspectives on ancient Indian political ideas, including imperialist, nationalist, Marxist, and subaltern views.	
CO 2	Analyze the different theories regarding the origin of kingship and the state, focusing on classical Hindu, Buddhist, and Kautilyan models.	
CO 3	Evaluate the functioning of Vedic polity, oligarchies, and republics, exploring their administrative and constitutional frameworks.	
CO 4	Examine ancient Indian concepts of revenue collection, state expenditure, and military organization, along with the judicial and legal systems based on Smritis.	
CO 5	Appreciate the evolution of ancient Indian political institutions and their long-term influence on Indian governance and legal systems.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Sources and Theories of State</b> 1.1. Survey of Research: Imperialist, Nationalist, Marxist, and Subaltern writings on Ancient Indian Polity. 1.2. Sources of Ancient Indian Polity: Manusmriti, Mahabharata, Arthashastra, Yajnavalkya Smriti, and Narada Smriti. 1.3. Buddhist and Jaina literature and their perspectives on political ideas. 1.4. Theories on the origin of Kingship: Divine theory, Buddhist Views, and Social Contract theory. 1.5. Kautilya's Saptanga Theory and its elements of the state.	15 hrs
<b>Unit II</b>	<b>Political Institutions in Vedic and Post-Vedic Period</b>	15 hrs

	<p>2.1. Features and Importance Post-Vedic Political Institutions</p> <p>2.2. Vedic political assemblies: Vidatha, Gana, Sabha, Samiti, and Parishad</p> <p>2.3. The emergence and growth of Oligarchies and Republics in Ancient India: Their Constitution and Administration</p> <p>2.4. Rajamandala Concept and Kautilya's Rajamandala Theory of diplomacy and statecraft</p> <p>2.5. Evolution of political institutions in post-Vedic India and their impact on governance</p>	
<b>Unit III</b>	<b>Revenue Systems and Military Organization</b>	15 hrs
	<p>3.1. Principles of Tax collection in Ancient India</p> <p>3.2. Sources of State Income and Methods of Revenue Generation</p> <p>3.3. Major items of State Expenditure and Financial Administration</p> <p>3.4. Military Organization: Recruitment, Training, and Administration</p> <p>3.5. Strategies for Warfare and the Organization of Ancient Indian armies</p>	
<b>Unit IV</b>	<b>Legal Systems and Administration of Justice</b>	15 hrs
	<p>4.1. Sources of law: Manu Smriti, Yajnavalkya Smriti and Narada Smriti</p> <p>4.2. Kantaka Shodhana: The system of law enforcement and crime prevention</p> <p>4.3. Vyavaharapada: Ancient legal procedures and administration of justice</p> <p>4.4. The role of the King and State in maintaining Law and Order</p> <p>4.5. Evolution of Judicial Systems and the importance of Dharma in Ancient Indian Law</p>	
<b>Books Recommended:</b>		
1.	Saletore, B. A., <i>Ancient Indian Political Thought and Institution</i> , Asia Publishing House, Bombay, 1968.	
2.	Kane, P. V., <i>The History of Dharmashastras</i> (Vol.3), Bhandarkar Oriental Research Institute Poona, 1962.	
3.	Ghoshal, U.N., <i>A History of Indian Political Ideas</i> , Oxford University Press, Bombay, 1959.	
4.	Sharma, R. S., <i>Aspects of Political Ideas and Institutions in Ancient India</i> , Motilal Banarsidass, Delhi, 1959.	
5.	Ayyangar Rangaswami. K.V., <i>Ancient Indian Polity</i> , University of Madras, Madras, 1935.	
6.	Sharma Sastry, R., <i>Kautilya's Arthashastra</i> , Sri. Raghuvveer Printing Press, Mysore, 1915.	
7.	Derrett, J. D., <i>Religion Law and State in Ancient India</i> , Oxford University Press, London,1968.	
8.	Jayaswal K.P., <i>Hindu Polity</i> , The Bangalore printing and Publishing Co. Ltd., Bangalore, 1943.	

9.	Bhandarkar D.R., <i>Some Aspects of Ancient Hindu Polity</i> , Benares Hindu University, Varanasi, 1929.
10.	Altekar A.S., <i>State and Government in Ancient India</i> , Motilal Banarsidass, Banaras, 1949.

<b>Course Code and Name</b>	<b>DSC-4 - B1HIA004T - The Political History of Medieval North India (1000 – 1700 AD)</b>		
<b>Course Objectives</b>			
The objectives of this course are:			
1.	To analyze the socio-political conditions of pre-medieval India, assessing the impact of early Muslim invasions by the Arabs and Ghurids as recorded in indigenous and foreign sources.		
2.	To study the formation and administration of the Delhi Sultanate under key dynasties, such as the Mameluks and Khiljis, with a focus on rulers like Iltutmish and Alauddin Khilji.		
3.	To examine the establishment and expansion of the Mughal Empire, evaluating the political, economic, and cultural achievements of rulers like Akbar, Shah Jahan, and Aurangzeb.		
4.	To assess the rise of the Marathas under Shivaji, the development of Peshwa authority, and the advent of European powers, focusing on their diplomatic and military interactions with Indian rulers.		
<b>Course Outcomes</b>			
After studying this course, students will be able to			
CO 1	Analyze the indigenous and foreign sources, as well as historiographical approaches, to understand the socio-political conditions and early Muslim invasions in medieval North India.		
CO 2	Evaluate the establishment, consolidation, and administration of the Delhi Sultanate, focusing on the political histories of the Mameluk, Khilji, Tughluq, Sayyed, and Lodi dynasties.		
CO 3	Examine the rise and expansion of the Mughal Empire, with emphasis on the contributions and challenges faced by rulers like Babur, Humayun, Akbar, Jahangir, Shah Jahan, and Aurangzeb.		
CO 4	Assess the career and administrative reforms of Sher Shah Suri during the Sur dynasty and their impact on Mughal governance.		
CO 5	Understand the rise of the Marathas under Shivaji, the expansion of Peshwa authority, and the advent and influence of European powers, exploring their interactions with indigenous rulers.		
	<b>Particulars</b>	<b>Teaching Hours</b>	
<b>Unit I</b>	<b>Introduction</b>	15 hrs	
	1.1. Sources – Indigenous and Foreign 1.2. Historiography 1.3. Socio-Political Conditions prior to Muslim Rule in India 1.4. Early Muslim Invasions – Arabs 1.5. Invasions of Ghurids and Ghaznavids		
<b>Unit II</b>	<b>The Delhi Sultanate</b>		15 hrs
	2.1. Mameluk Dynasty - Political Achievements of Qutub-Ud-din Aibak, Iltutmish, Raziya Sultana and Balban 2.2. Khilji Imperialism - Conquests of Allauddin Khilji and his Administration 2.3. Tughluq Dynasty - Mohammad-Bin- Tughluq and Feroze Shah Tughluq		

	2.4. Sayyed Dynasty - Beginning of Decline 2.5. Lodi Dynasty – Ibrahim Lodi and end of Delhi Sultanate	
<b>Unit III</b>	<b>The Mughals</b>	15 hrs
	3.1. Early Rulers Babur and Humayun 3.2. Sur Dynasty- Career and Administration of Sher Shah Suri 3.3. Akbar’s Rajput Policy and Deccan Policy 3.4. Jahangir and Shahjahan – Career and Contribution to Art- Architecture and Paintings 3.5. Aurangzeb – Conquests and Deccan Policy	
<b>Unit IV</b>	<b>The Marathas and Advent of Europeans</b>	15 hrs
	4.1. Rise of Marathas – Achievements of Shivaji 4.2. Shambhaji Raje and the Usurpation of Peshwas 4.3. Advent of Portuguese and Dutch 4.4. Advent of the English and French 4.5. Relationship between the Europeans and Indigenous Rulers	
<b>Books Recommended:</b>		
1.	Prasad Ishwari., <i>A Short History of Muslim Rule in India</i> , Surjeet Publication Allahabad, 2014.	
2.	Shrivastava A.L., <i>The Mughal Empire</i> , Shivalal Agarwal and Company, Agra, 1983.	
3.	Tripathi R.S., <i>Rise and Fall of the Mughal Empire</i> , Central Book Dept, Allahabad, 1976.	
4.	Sherwani H.K. & Joshi P.M., <i>History of Medieval Deccan Vol-01</i> , Govt. of Andhra Pradesh, Hyderabad, 1973.	
5.	Nizami K.A., <i>A Comprehensive History of India - Delhi Sultanate</i> , Peoples Publishing House, Delhi, 1970.	
6.	Shrivastava A.L., <i>The Sultanate Of Delhi</i> , Shiva Lal Agarwala and Co, Agra, 1950.	
7.	Majumdar R.C., <i>History and Culture of the Indian people vol.6 Delhi sultanate</i> , Bharatiya Vidya Bhavan, Bombay, 1960.	
8.	Sardesai G.S., <i>New History Of Marathas</i> , Phoenix Publication, Bombay, 1946.	
9.	Sarkar J. N., <i>House of Shivaji</i> , S.N. Sarkar, Calcutta, 1940.	
10.	Krishna, Bal, <i>Shivaji the Great</i> , D.B. Taraporevala Sons and Co., Bombay, 1932.	

<b>Course Code and Name</b>	<b>DSC-5 - B1HIA005T - History of Modern World (1776-1900)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To comprehend the causes, major events, and outcomes of the American War of Independence, analyzing its impact on democratic ideals and constitutional developments.	
2.	To study the French Revolution and the rise of Napoleon Bonaparte, assessing their influence on the political and social transformations in Europe.	
3.	To evaluate the processes leading to the unification of Germany and Italy, focusing on the roles of leaders like Bismarck and Garibaldi in national consolidation.	
4.	To interpret the emergence of modern political ideologies, such as nationalism, communism, and liberalism, and their influence on global power dynamics and governance.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Comprehend the causes, major events, and outcomes of the American War of Independence, and its significance in shaping modern democratic ideals.	
CO 2	Analyze the French Revolution and the rise of Napoleon Bonaparte, examining their impact on European political and social structures.	
CO 3	Evaluate the factors leading to the unification of Germany and Italy, and understand the role of key figures and movements in these processes.	
CO 4	Interpret the ideological foundations and global consequences of the emergence of new states, highlighting the influence of communism, democracy, and nationalism.	
CO 5	Assess the shifts in political power dynamics in Europe, such as the rise of constitutional monarchies and the persistence of absolutism, and their implications for modern governance.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>American War of Independence</b>	15 hrs
	1.1. Background – Colonization of America 1.2. Causes for Revolution – Struggle for Sovereignty 1.3. Constitutional Struggle – No Tax Campaign and Boston Tea Party 1.4. Role of Revolutionaries – George Washington 1.5. Impact of Revolution – Paris Treaty and Constitution of America	
<b>Unit II</b>	<b>The French Revolution and Napoleon Bonaparte</b>	15 hrs
	2.1. Causes of French Revolution – Class System, Absolute Monarchy, Taxation; Inspirations of Philosophers 2.2. Abolition on Monarchy – Fall of Bastille, Drafting of New Constitution, National Assembly and the First French Republic 2.3. Political Factions – Monarchists, Centrists, Jacobins and Girondins; Reign of Terror, End of Revolution	

	2.4. Impact of the French Revolution – The French Directory, its emergence and failure; Rise of Napoleon 2.5. Napoleon Bonaparte – Career and Achievements	
<b>Unit III</b>	<b>Unification of Germany and Italy</b>	15 hrs
	3.1. Background – Geographical and Political disintegration of the Germanic and Italian Population, Stronghold of the Austro-Hungarian Political powers, Metternich’s Policies 3.2. Causes for Unification Movements –Influence of Napoleonic Rule, Emergence of Nationalist Sentiments, Cultural Uniformity 3.3. Unification of Italy - Role of Carbonari, Mazzini and Garibaldi; Cavour and Victor Emmanuel II 3.4. Unification of Germany – Leadership of Prussia - Otto von Bismarck, Frederick William IV, Wars with Denmark, Austria and France 3.5. Impacts of Unification Movements – Reorganization of the European Map	
<b>Unit IV</b>	<b>Emergence of New States</b>	15 hrs
	4.1. Ideological Inspirations in emergence of New States – Communism, Democracy, Capitalism and Liberalism 4.2. Dawn of National Identity and Nationalism in Asia, South America and Africa 4.3. Rise of Democracy in the West and the East – Causes, Influences and Objectives 4.4. Emergence of Constitutional Monarchies – Poland, United Kingdom, France, Japan 4.5. Return to Absolutism in France, Decay of the old Regimes – Ottoman Turks and Russia	
<b>Books Recommended:</b>		
1.	Stephenson Graham, <i>A History of Russia</i> , Macmillan, London, 1989.	
2.	Hazen C.R. & Mahajan V.D., <i>Modern Europe, Since 1789</i> , New Delhi, 2000.	
3.	Nevins, Joseph Allan & Commager, Henry Steele, <i>A Pocket History of the United States</i> , Pocket Books, USA, 1976.	
4.	Parkes, Henry Bamford, <i>The United State of America: A History</i> , New York University, New York, 1975.	
5.	Hargrove, Jim, <i>The Story of Unification of Germany</i> , Chicago Children Press, Chicago, 1991.	
6.	Sellman & Raymond Roger; <i>Bismarck and Unification of Germany</i> , Methuen and Co. Ltd., London, 1973.	
7.	Pearce, R.D., <i>The Unification of Italy (1815-70)</i> Hodder Murray, London, 2008.	
8.	Pratt, N.S., <i>The French Revolution</i> , The John Day Company, New York, 1970.	

9.	Harl, Kenneth, <i>Ottoman Empire</i> , The Teaching Company, Virginia, 2017.
10.	Clement, Wilson Ernest; <i>A Short History of Japan</i> , Christian Literature Society Tokyo, 1939.



<b>Course Code and Name</b>	<b>DSC-6 - B1HIA006T - Makers of Modern India (Select Leaders)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To introduce the lives and philosophies of key figures like M.G. Ranade and Raja Ram Mohan Roy, analyzing their role in India's social reform movements.	
2.	To examine Mahatma Gandhi's contribution to political freedom and social reforms, focusing on his strategies for mass mobilization and concepts like Gram Swaraj.	
3.	To study Dr. B.R. Ambedkar's impact on Dalit emancipation and women's rights, evaluating his contributions to constitutional development and economic planning.	
4.	To analyze the visions of leaders like Nehru and Sardar Patel in shaping India's foreign policy, democratic principles, and integration of princely states.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the contributions of key figures in shaping modern Indian society, including M.G. Ranade, Mahatma Gandhi, Dr. B.R. Ambedkar, Pt. Nehru, and Sardar Patel.	
CO 2	Analyze the social, political, and economic ideas of these leaders and their impact on the nationalist movement and post-colonial India.	
CO 3	Evaluate the significance of social reforms and economic strategies proposed by these leaders in the context of caste, gender, and class issues.	
CO 4	Compare and contrast the visions of these modern Indian thinkers in the development of India's constitutional, economic, and foreign policy frameworks.	
CO 5	Critically assess the lasting legacy of these figures in contemporary Indian society, politics, and governance.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Prophets of Modern India: Ranade</b>	15 hrs
	1.1. British Contributions in the Making of Modern India and Prophets of Modern India: Raja Ram Mohan Roy and Swami Vivekananda	
1.2. Prophets of Modern India: Mahatma Phule, Dadabhai Naoroji and others		
1.3. M. G. Ranade's views on Nationalism, Liberalism and Civil Society		
1.4. M. G. Ranade's views on Society – Social Reform as a focal point of All Round Progress		
1.5. M. G. Ranade's Economic Ideas: Poverty, Agricultural Economy and Industrialization		
<b>Unit II</b>	<b>Mahatma Gandhi</b>	15 hrs
	2.1. Architect of Political Freedom: Gandhian Strategy and Techniques of Mass Struggle	
	2.2. Gandhi on Hindu-Muslim Relations; Educational Ideas of Gandhi – Nai Taleem	
	2.3. Gandhi's views on Chaturvarna, Caste System and Upliftment	

	of Depressed Classes 2.4. The Work of Harijan Seva Sangh: Opposition and Criticism 2.5. Economic Ideas: Gram Swaraj and Empowerment of Women	
<b>Unit III</b>	<b>Babasaheb Dr. B. R. Ambedkar</b>	15 hrs
	3.1. Foundation of India's Economic Planning and Development during 1942-46: Labour Reforms 3.2. Messiah of Dalit-Bahujans - Annihilation of Caste and Untouchability: Thoughts and Strategies 3.3. Emancipator of Women and Backward Classes (OBCs): Hindu Code Bill and Legal Provisions 3.4. The Problem of Rupee and Stabilizing Currency; His views on Parliamentary Democracy and Nationalism 3.5. Architect of Indian Constitution and New Life Movement	
<b>Unit IV</b>	<b>Pt. Nehru and Sardar Patel</b>	15 hrs
	4.1. Nehru's Political Ideas: Nationalism, Freedom and Democracy 4.2. Nehru on Socialism, Socialist Pattern of Society and Industrialization 4.3. Architect of India's Foreign Policy – 'Panchasheela' and Kashmir Issue 4.4. Sardar Patel's Views on Secularism, Popular Democracy and Social Reforms 4.5. Sardar Patel's Role in Co-operative Movement and Integration of Native States into Indian Union	
<b>Books Recommended:</b>		
1.	Ranade, M.G., <i>Essays on Indian Economics</i> , Thaker Publications, Bombay, 1898.	
2.	Karve, D.G., <i>Ranade: The Prophet of Liberated India</i> , Aryabhavan Press, Poona, 1942.	
3.	Mankar, G.A., <i>A Sketch of the Life and Works of the Late Mr. Justice M.G. Ranade</i> , Caxton Printing Works, Bombay, 1902.	
4.	Nanda, B.R., <i>Mahatma Gandhi- A Biography</i> , Oxford University Press, London, 1958.	
5.	Chakravarthy, Gargi, <i>Gandhi; A Challenge to Communalism</i> , New Delhi, 1987.	
6.	Moon, Vasant (Ed.), <i>Dr. Babasaheb Ambedkar, Writings and Speeches</i> , Vol.1 to 18, Government of Maharashtra Publication, Bombay, 2013.	
7.	Keer Dhananjay, <i>Dr. Ambedkar: Life and Mission</i> , Popular Prakashan, Mumbai, 2002.	
8.	Nehru, J. M., <i>India's Foreign Policy (1946-1961)</i> , Govt. of India, New Delhi, 1961.	
9.	Smith, Donald Eugene, <i>Nehru &amp; Democracy</i> , Orient Longman, Calcutta, 1958.	
10.	Patel, I.J., <i>Sardar Vallabhbhai Patel</i> , Ministry of Information and Broadcasting, Govt. of India, New Delhi, 2015.	



## II SEMESTER

<b>Course Code and Name</b>	<b>DSC-7 - B2HIA001T - Principles and Methods of Archaeology</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To introduce the fundamental concepts of archaeology, focusing on its meaning, scope, and the scientific and technical advancements in archaeological research.	
2.	To study the global development of archaeology, with emphasis on the contributions from Europe, Asia, and particularly India by pioneers like Mortimer Wheeler and S.R. Rao.	
3.	To explore the interdisciplinary nature of archaeology, examining its relationships with natural, physical, and social sciences, and the role of technology in archaeological research.	
4.	To analyze the techniques of archaeological exploration, excavation, and dating, focusing on methods like stratigraphy, radiocarbon dating, and thermoluminescence.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the meaning, nature, and scope of archaeology, including its scientific and technical progress.	
CO 2	Analyze the development of archaeology globally, with special attention to advancements in Europe, Asia, Africa, America, and India.	
CO 3	Evaluate the relationship between archaeology and natural, physical, and social sciences, highlighting the interdisciplinary nature of archaeological research.	
CO 4	Examine the methods of archaeological exploration and excavation, focusing on the discovery, planning, techniques, and equipment involved in uncovering ancient sites.	
CO 5	Assess the various relative and absolute dating methods used in archaeology, including stratigraphy, C-14, dendrochronology, and their merits and demerits.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Introduction and Scope of Archaeology</b>	
	1.1. Meaning and definition of Archaeology 1.2. Nature and Scope of Archaeology as a discipline 1.3. Scientific and Technical progress in Archaeological research 1.4. Major contributions of Archaeology to understanding human history 1.5. Role of Archaeology in cultural heritage preservation	15 hrs
<b>Unit II</b>	<b>Global Development of Archaeology</b>	
	2.1. Advances in European archaeology and its impact. 2.2. Archaeological progress in Asia, Africa, and America. 2.3. Development and contributions of Indian Archaeological research- R. B. Foote, H. D. Sankalia, Mortimer Wheeler, S. R. Rao and Others 2.4. Major Archaeological discoveries across different continents	15 hrs

	2.5. Comparative analysis of Archaeological Methodologies across regions	
<b>Unit III</b>	<b>Archaeology's Relationship with Other Sciences</b>	15 hrs
	3.1. Relationship between archaeology and the Natural Sciences (Geology, Biology, etc.). 3.2. Integration of archaeology with the physical sciences (Chemistry, Physics, etc.). 3.3. Archaeology's connections with the Social Sciences (History, Anthropology, Sociology, etc.). 3.4. Importance of Interdisciplinary Research in Archaeology. 3.5. Role of modern technology (e.g., GIS, remote sensing) in Archaeological Investigations	
<b>Unit IV</b>	<b>Exploration, Excavation, and Dating Methods in Archaeology</b>	15 hrs
	4.1. Discovery of Ancient Sites: Techniques, Tools and Archaeological Exploration 4.2. Excavation planning, methods, and techniques used in Archaeology 4.3. Excavation equipment and organizational methods for large-scale projects 4.4. Absolute Dating Methods: Stratigraphy and C-14 4.5. Relative Dating Methods: Dendrochronology Thermoluminescence and their applications	
<b>Books Recommended:</b>		
1.	Muckle R.J., <i>Introducing Archaeology</i> , University of Toronto Press, Toronto, 2014.	
2.	Daniel, G. E., <i>A Hundred Years of Archaeology</i> , Harvard University Press, Harvard, 1976.	
3.	K. V. Raman., <i>Principles and Methods of Archaeology</i> , Parthajan Publications, Madras, 1986.	
4.	Massimo, Pallottino., <i>The Meaning of Archaeology</i> , Harry and Abrahams, New York, 1968.	
5.	Greene, Kevin, <i>Archaeology- An Introduction: The History, Principles and Methods of Modern Archaeology</i> , Routledge, New York, 1995.	
6.	Atkinson, R. J. C., <i>Field Archaeology</i> , Methuen and Co. Ltd., London, 1946.	
7.	Brothwell, D. and Higgs, E.(Eds.), <i>Science in Archaeology</i> , New York, 1970.	
8.	Michels, J. W., <i>Dating Methods in Archaeology</i> , Seminar Press, New York, 1973.	
9.	H. D. Sankalia., <i>Prehistory and Protohistory in India and Pakistan</i> , University of Bombay, Bombay, 1963.	
10.	Padigar S. V., <i>Puratattvashastra Parichaya</i> , Chaitanya Prakashan, Dharwad, 1987.	



<b>Course Code and Name</b>	<b>DSC-8 - B2HIA002T - Cultural History of South India (Up to 1336 AD)</b>		
<b>Course Objectives</b>			
The objectives of this course are:			
1.	To analyze the administrative systems under various South Indian dynasties, including the Chalukyas, Rashtrakutas, and Hoysalas, focusing on local self-governance.		
2.	To examine the socio-economic conditions in South India, with special reference to the Sangam Age, Satavahana economy, and societal structure under the Chalukyas.		
3.	To study the influence of religions like Buddhism, Jainism, and Veerashaivism on South Indian society, analyzing the role of figures like Basaveshwara.		
4.	To explore the development of literature and educational systems, examining Sangam literature, Buddhist texts, and the literary contributions of Pallava and Hoysala patrons.		
<b>Course Outcomes</b>			
After studying this course, students will be able to			
CO 1	Analyze the administrative structures of major South Indian dynasties, including the Chalukyas, Rastrakutas, Cholas, and Hoysalas.		
CO 2	Understand the social, economic, and religious conditions under different rulers, with special reference to the Satavahanas, the Sangam age, and Veerashaivism.		
CO 3	Assess the development of education systems and literature during the reign of the Pallavas, Rastrakutas, and Hoysalas, with an emphasis on Sangam literature.		
CO 4	Explore the architectural achievements of South Indian dynasties such as the Chalukyas, Pallavas, Cholas, and Hoysalas, identifying key cultural and architectural centers.		
CO 5	Examine the influence of Ashokan Dhamma, the economic prosperity of the Satavahanas, and the role of religious movements in shaping South Indian society.		
	<b>Particulars</b>	<b>Teaching Hours</b>	
<b>Unit I</b>	<b>Administration</b>	15 hrs	
	1.1. Administration under the Chalukyas of Badami 1.2. Administration under the Rashtrakutas 1.3. Administration under the Chalukyas of Kalyan 1.4. Administration under the Cholas - Local Self Government 1.5. Administration under the Hoysalas		
<b>Unit II</b>	<b>Social and Economic Conditions</b>		15 hrs
	2.1. Sangam Age - Society 2.2. Social and Economic conditions under the Satavahanas 2.3. Social and Economic conditions under the Chalukyas of Badami 2.4. Social and Economic conditions under the Chalukyas of Kalyan 2.5. Social and Economic conditions under the Rashtrakutas		
<b>Unit III</b>	<b>Religious Conditions</b>	15 hrs	

	<p>3.1. Ashokan Dhamma  3.2. Religious conditions under the Satavahanas  3.3. Religious conditions during the Sangam Age  3.4. Veerashaivism – Social Philosophy and Egalitarian Casteless Society  3.5. Vaishnavism</p>	
<b>Unit IV</b>	<b>Education and Literature</b>	15 hrs
	<p>4.1. Sangam Literature  4.2. Education System under the Pallavas  4.3. Development of literature during the Rashtrakutas: Patronage of Kannada  4.4. Literature of the Hoysalas  4.5. Important Educational Centres</p>	
<b>Books Recommended:</b>		
1.	Dikshit, Durga Prasad, <i>Political History of the Chalukyas of Badami</i> , Abhinav Publication, New Delhi, 1958.	
2.	Rangaswami C.V., <i>Government and Administration Under the Chalukyas of Badami</i> , (Ph.D. Thesis), Karnatak University, Dharwad, 1969.	
3.	Rajasekhara, S., <i>Karnataka Architecture</i> , Sujata Publication, Dharwad, 1985.	
4.	Basavaraja, K.R., <i>History and Culture of Karnataka</i> , Chalukya Publication, Dharwad, 1984.	
5.	Altekar A.S., <i>The Rastrakutas and Their Times</i> , Poona, 1967.	
6.	Ambalike, Hiriyanna (Ed.), <i>Kannada Vishaya Vishvakosha Itihasa mattu Puratattva</i> , (Kannada) University of Mysore, Mysore, 2009.	
7.	Desai P.B., <i>Basaveshvara and his Times</i> , Kannada Research Institute, Dharwad, 1968.	
8.	Minakshi. C., <i>Administration and Social life under the Pallavas</i> , University of Madras, Madras, 1938.	
9.	Gopal B.R., <i>The Chalukyas of Kalyana and The Kalachuris</i> , Karnatak University, Dharwad, 1981.	
10.	Balasubramanyam S.R., <i>Later Chola Temples</i> , Mudgala Trust, Faridabad, 1979.	



<b>Course Code and Name</b>	<b>DSC-9 - B2HIA003T - Debates on Indian History (Select Themes)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To critically assess early Indian sources, examining debates around Harappan culture, the Aryan problem, and periodization in ancient Indian history.	
2.	To analyze ancient and medieval political structures, focusing on the debate surrounding Indian feudalism, the nature of the Sultanate, and agrarian economies.	
3.	To study modern critiques of colonial rule by figures like Dadabhai Naoroji and R.C. Dutt, exploring economic exploitation, caste dynamics, and social reforms.	
4.	To examine post-Independence debates on issues like reservation policies, Dalit-Bahujan mobilization, and globalization, assessing their impact on contemporary Indian society.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Critically assess early Indian sources, Harappan Culture, the Aryan problem, and debates on ancient cultural and racial identities in Indian history.	
CO 2	Analyze socio-political structures in both ancient and medieval India, with emphasis on feudalism, the Mughal state, and agrarian economies.	
CO 3	Understand the economic, political, and social critiques of colonial rule, exploring key nationalist and intellectual figures such as Naoroji, Phule, Gandhi, and Ambedkar.	
CO 4	Investigate the communal, political, and social challenges during the post-Independence period, focusing on state reorganization, linguistic issues, and centre-state and inter-state issues.	
CO 5	Evaluate contemporary debates on reservation policies, Dalit-Bahujan mobilization, and the effects of globalization on India's economy and society.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Early Indian History and Cultural Debates</b>	15 hrs
	1.1. The Nature and Problems of Ancient Indian Sources 1.2. Periodization of Indian History: Early Historic, Medieval and Modern 1.3. Harappan Culture: Its Authors and Theories of Decline – Aryan Invasion Theory 1.4. Vedic Social Formation, Aryanization, and Sanskritization: Theories of Caste and Varnas 1.5. Arya-Dravid Dichotomy and Naga-Dravida: Racial and Linguistic Interpretations	
<b>Unit II</b>	<b>Ancient and Medieval States and Economy</b>	15 hrs
	2.1. Oriental Despotism and the Asiatic Mode of Production 2.2. Ancient Republics and Oligarchies 2.3. Pre-Modern State: The Debate on Indian Feudalism – Comparison with European Feudalism 2.4. The Nature of the Sultanate and the Mughal State as a	

	<p>Patrimonial – Bureaucratic Empire v/s a Centralized Despotic State</p> <p>2.5. Theories of Land Grants, Agricultural Expansion, and the Jagirdari System</p>	
<b>Unit III</b>	<b>Issues and Debates on Modern India</b>	15 hrs
	<p>3.1. Debate over the Nature of British Rule: Benevolent Despotism v/s Exploitative Colonialism</p> <p>3.2. The Critique of Colonial Economy: Dadabhai Naoroji and R.C. Dutta – Drain Theory</p> <p>3.3. Mahatma Phule’s Debates on Society, Women, and Caste</p> <p>3.4. Gandhiji v/s Dr. Ambedkar: Debate on Caste, Untouchability and Social Reform</p> <p>3.5. Debate on Secularism and Communalism: Secular State v/s Rising Communal Politics</p>	
<b>Unit IV</b>	<b>Post-Independence Debates and Contemporary Issues</b>	15 hrs
	<p>4.1. Reorganization of Linguistic States and the Problem of Regionalism</p> <p>4.2. Merit v/s Reservation: The Debate on Caste-based Reservation and the Mandal Commission</p> <p>4.3. Dalit-Bahujan Political and Social Mobilization</p> <p>4.4. Centre-State Relations: Legislative, Financial and Inter-State Disputes</p> <p>4.5. Globalization and Its Social and Economic Implications</p>	
<b>Books Recommended:</b>		
1.	Sharma, R.S., <i>Advent of the Aryans in India</i> , Motilal Banarsidass, Delhi, 1999.	
2.	Thapar, Romila, <i>Ancient Indian Social History-Some Interpretations</i> , Motilal Banarsidass, Hyderabad, 1978.	
3.	Burton, Stien, <i>Peasant, State and Society in Medieval South India</i> , Oxford University Press, London, 2000.	
4.	Sharma, R.S., <i>Indian Feudalism</i> , Macmillan Company of India Ltd., Calcutta, 1965.	
5.	Thapar, Romila, <i>Re-writing Indian History</i> , Motilal Banarsidass, Delhi. 1919.	
6.	Phule, J. <i>Ghulamgiri</i> , Patil P.G. (trans.), <i>Slavery</i> , Govt. of Maharashtra, Mumbai, 1991.	
7.	Chakravarty, Bidyut., <i>Communal Identity in India</i> , Oxford University Press, New Delhi, 2005.	
8.	Sarkar. J. C., <i>Mughal Administration</i> , M C Sarkar & Sons, Calcutta, 1920.	
9.	Ambedkar, B. R., <i>What Congress and Gandhi have done to the Untouchables</i> , Thaker & Co. Ltd., Bombay, 1946.	
10.	Mandal, B. P., <i>Report of the Backward Classes Commission</i> , Govt. of India, New Delhi, 1956.	



<b>Course Code and Name</b>	<b>DSC-10 - B2HIA004T - Socio-Economic History of Medieval North India (1000 – 1700 AD)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To analyze the socio-economic dynamics of Hindu society in medieval North India, focusing on caste hierarchy, family structure, and the Bhakti movement.	
2.	To study the structure of medieval Muslim society, examining the role of nobility, cultural integration, and the influence of Sufi saints like Khwaja Moinuddin Chishti.	
3.	To explore the medieval educational systems, comparing Hindu and Islamic centers of learning and their intellectual contributions.	
4.	To examine the agrarian economy, taxation systems, urban markets, and trade networks, including the impact of European trading companies.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the structure and dynamics of Hindu society during the medieval period, with a focus on the caste system, position of women, and the impact of religious policies like the imposition of Jeziya on non-Muslims.	
CO 2	Analyze the social hierarchy and cultural practices of Muslim society, including the role of privileged classes, the position of Muslim women, and the influence of Sufi movement.	
CO 3	Examine the key features of Hindu and Islamic educational systems, the functioning of learning centers, and the contributions of various educational institutions to the intellectual landscape of medieval India.	
CO 4	Evaluate the medieval agrarian system, including taxation, revenue collection, and the Iqta system, along with the organization of urban markets, trade dynamics, and currency systems.	
CO 5	Assess the processes of urbanization, the roles of the Mughal nobility and Zamindari system, and the impact of European trading companies on trade, commerce, and the economic conditions of the period.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Hindu Society</b>	15 hrs
	1.1. Hindu Society – Caste System and Social Hierarchy	
	1.2. Position of Women	
	1.3. State attitude towards and Discrimination against Non-Muslims – Imposition of Jeziya on Brahmins and Non-Brahmins	
	1.4. Family and Marriage Customs	
	1.5. Bhakti Movement–Kabir, Meerabai, Guru Nanak, Chaitanya, Surdas, Tulsidas and others.	
<b>Unit II</b>	<b>Muslim Society</b>	15 hrs
	2.1. Privileged classes – Mughal Nobility	
	2.2. State Attitude towards Shias	
	2.3. Position of Muslim women	

	2.4. Influence of Hindu Social Practices 2.5. Sufism– Origin and Development, Major Sufi Orders and Sufi Saints - Khwaja Moinuddin Chishti, Shaikh Nizamuddin Auliya, Farid-Uddin Ganj-i-Shakar and others	
<b>Unit III</b>	<b>Education and Learning</b>	15 hrs
	3.1. Salient Features of Hindu Education 3.2. Hindu Learning Centres 3.3. Salient Features of Islamic Education 3.4. Muslim Learning Centres 3.5. Educational Institutions	
<b>Unit IV</b>	<b>Medieval Economy</b>	15 hrs
	4.1. Agrarian System – Taxation, Revenue, Iqta System and Irrigation 4.2. Market – Regulations, Urban Economy and Currency System 4.3. Urbanization – Town and Cities, Trade and Commerce 4.4. Mughal Nobility and Zamindari System 4.5. European Trade – Trading Companies, Goods and Prices	
<b>Books Recommended:</b>		
1.	Choudhari, Tapan Roy, <i>The Cambridge Economic History of India</i> , Orient Blackswan, New Delhi, 1984.	
2.	Chitnis, K.N., <i>Socio-Economic History of Medieval India</i> , Atlantic Publishers, the University of Michigan, 1990.	
3.	Sharma, B.N., <i>Social and Cultural History of Northern India</i> , Abhinav Publication, New Delhi, 1972.	
4.	Jaffar, S. M., <i>Education in Muslim India</i> , Ripon Printing Press, Peshawar, 1936	
5.	Rashid, A., <i>Society and Culture in Medieval India</i> , Ghosh Printing House, Calcutta, 1969	
6.	Subhan, John A., <i>Sufism Its Saints and Shrines</i> , Lucknow Publishing House, Lucknow, 1930	
7.	Rawlinson, Hugh C., <i>British Beginnings in Western India, 1579-1657</i> , Clarendon press, Oxford, 1920.	
8.	Bos, Ann Radwan, <i>The Dutch in western India 1601-1632</i> , Firma KLM Private Limited, Calcutta, 1978.	
9.	Rizvi, Saiyid, <i>A History of Sufism in India</i> , Munshiram Manoharlal Publishers, New Delhi, 1978.	
10.	Majumdar, R.C., <i>History and Culture of the Indian People - The Mughul Empire Volume 07</i> , Bharatiya Vidya Bhavan, New Delhi, 1974.	

<b>Course Code and Name</b>	<b>DSC-11 - B2HIA005T - History of Modern World (1900-2000 AD)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To study the causes and consequences of the First World War, analyzing its impact on global politics and the formation of the League of Nations.	
2.	To examine the rise of totalitarian regimes in the interwar period, focusing on leaders like Hitler, Stalin, and Mussolini, and their roles in World War II.	
3.	To analyze the Cold War and its impact on decolonization and third-world politics, with a focus on the roles of the USA, USSR, and the Non-Aligned Movement.	
4.	To interpret post-Cold War global developments, including the rise of globalization, the emergence of a unipolar world, and issues like human rights and environmental challenges.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Comprehend the factors that led to the two World Wars, evaluate their major events, and assess their profound effects on global order and international relations.	
CO 2	Understand the emergence of totalitarian regimes in the interwar period, explore the ideologies and policies of leaders like Stalin, Hitler, and Mussolini, and analyze their impact on society and global conflict.	
CO 3	Analyze the origins, key events, and outcomes of the Cold War, including the ideological, political, and military rivalries between the USA and USSR, and their influence on global geopolitics and the decolonization process.	
CO 4	Investigate the end of colonial rule in Asia, Africa, and the Middle East, understand the challenges faced by newly independent states, and evaluate the significance of the Non-Aligned Movement in shaping global politics.	
CO 5	Interpret the global changes and challenges from the 1970s to 2000, including the rise of globalization, the unipolar world order, and emerging issues such as environmental concerns and human rights.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>The First World War and Its Aftermath (1914–1939)</b> 1.1. Causes and Course of the First World War 1.2. Treaty of Versailles and Its Impact on Europe – 14 Points of Wilson, League of Nations 1.3. The Russian Revolution and Soviet Union– Lenin, NEP, Stalin, Five Years Plans 1.4. The Great Depression and Global Economic Crisis (1929) 1.5. Rise of Totalitarian Regimes in Europe: Hitler in Germany, Mussolini in Italy, Kemal Pasha in Turkey	15 hrs
<b>Unit II</b>	<b>The Second World War and Its Consequences (1939–1945)</b>	15 hrs

	<p>2.1. Causes and Outbreak of the Second World War</p> <p>2.2. Major Battles and Turning Points of the War – Dumbarton and Yalta Declarations. Battles of Dunkirk, Normandy, etc., Attacks on Pearl Harbour, Nuclear Bombing of Japan</p> <p>2.3. Impact on Europe, Asia, and the World</p> <p>2.4. End of the War and the Paris Peace Treaties</p> <p>2.5. Formation and Early Challenges of the United Nations - Atlantic Charter</p>	
<b>Unit III</b>	<b>The Cold War and Decolonization (1945–1970)</b>	15 hrs
	<p>3.1. Origins and Development of the Cold War – USA v/s USSR; Berlin Blockade, Korean War, Vietnam War, Cuban Revolution and other events</p> <p>3.2. Decolonization and the Emergence of New Nations</p> <p>3.3. The Non-Aligned Movement and Third World Politics</p> <p>3.4. Chinese Revolution and the Role of Mao Tse Tung</p> <p>3.5. Détente and the Easing of Cold War Tensions</p>	
<b>Unit IV</b>	<b>Global Changes and the New World Order (1970–2000)</b>	15 hrs
	<p>4.1. End of the Vietnam War and Its Global Impact</p> <p>4.2. Economic Crises, Neoliberal Reforms, and Globalization</p> <p>4.3. The Fall of Communism and the End of the Cold War and Bi-Polar System</p> <p>4.4. The Rise of the U.S. as a Superpower and Unipolar World</p> <p>4.5. Global Challenges: Environment, Health, and Human Rights</p>	
<b>Books Recommended:</b>		
1.	Langsam, W. C., <i>The World Since 1914</i> , Macmillan Co., New York, 1936.	
2.	Strachan, Hew. (Ed.), <i>The Oxford Illustrated History of The First World War</i> , Oxford University Press, 2014.	
3.	Pierre, Renouvin, <i>World War II and its Origins</i> , Harper and Row Publishers, New York, 1968.	
4.	Bruun, Geoffrey., <i>The Second World and After</i> , Houghton Mifflin Co., Boston, 1964.	
5.	Carr. E. H., <i>International Relations Since the Peace Treaties</i> , Macmillan and Co. Ltd., London, 1941.	
6.	Jackson, J. H., <i>The Post War World: A Short Political History</i> , Victor Gollancz Ltd., London, 1938.	
7.	Leffler, M. P.; Painter, D.S., <i>Origins of the Cold War</i> , Taylor & Francis, London, 2005.	
8.	Kovalenko, I.I. (Ed.), <i>The Non-Aligned Movement</i> , Progress Publishers, Moscow, 1985.	
9.	Kirchner, W., <i>A History of Russia</i> , Barnes and Nobles, New York, 1963.	
10.	Mackenzie, D., <i>A History of Russia, the Soviet Union and Beyond</i> , Belmont Calif Wadsworth Publishing Co., California, 1993.	





<b>Course Code and Name</b>	<b>OEC-1 - B2HIA206T - Political History of Karnataka (Early times to 1336 AD)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To explore Karnataka's early history, focusing on geographical influences and sources like inscriptions and coins from the Mauryan and Satavahana periods.	
2.	To study the political evolution under dynasties like the Kadambas and Gangas, analyzing the achievements of rulers such as Mayuravarma and Durvinita.	
3.	To examine the Chalukyas, Rashtrakutas, and the Chalukyas of Kalyan, focusing on rulers like Pulakeshi II and Amoghavarsha and their contributions to Karnataka's history.	
4.	To assess the rise of regional powers like the Hoysalas, focusing on leaders like Vishnuvardhana and Ballala II, and their influence on Karnataka's political landscape.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Analyze the significance of geographical factors and various sources, including inscriptions, coins, and foreign accounts, in reconstructing Karnataka's early history.	
CO 2	Understand the political evolution of Karnataka under the Mauryas, Satavahanas, Kadambas, and Gangas, with a focus on key rulers like Mayuravarma and Durvinita.	
CO 3	Assess the achievements of the Chalukyas of Badami, the Rashtrakutas, and the Chalukyas of Kalyan, particularly the contributions of Pulakeshi II and Amoghavarsha.	
CO 4	Examine the rise and influence of the Kalachuris, Rattas of Saundatti, and Hoysalas, focusing on rulers like Bijjala-II, Vishnuvardhana Ballala II, Ballala III and Decline of Hoysalas	
CO 5	Explore the socio-political and religious impact of figures like Basaveshwara and their role in shaping the cultural landscape of Karnataka.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Sources</b>	15 hrs
	1.1. Geographical factors 1.2. Archaeological Sources - Special Reference to Inscriptions 1.3. Numismatic and Monuments. 1.4. Literary Sources - Indigenous sources 1.5. Foreign Accounts	
<b>Unit II</b>	<b>Early History of South India</b>	15 hrs
	2.1. The Mauryan rule in Karnataka 2.2. Satavahanas - Early rulers. 2.3. Career and achievements of Gautamiputra Satakarni 2.4. The Kadambas - career and achievement of Mayuravarma 2.5. Gangas of Talakadu - Durvinita	
<b>Unit III</b>	<b>Chalukyas of Badami, The Rastrakutas and Chalukyas of Kalyan</b>	15 hrs

	<p>3.1. Chalukyas of Badami - Early rulers.  3.2. Career and achievements of Pulakeshi II  3.3. The Rashtrakutas - Early rulers.  3.4. Career and achievements of Amoghavarsha  3.5. Chalukyas of Kalyan - Someshwara I</p>	
<b>Unit IV</b>	<b>The Kalachuris, The Rattas of Saundatti, and the Hoysalas</b>	15 hrs
	<p>4.1. The Kalachuris – Bijjala II and Basaveshwara  4.2. History of Saundatti Rattas  4.3. The Hoysalas - Early rulers  4.4. Career and achievements of Vishnuvardhana  4.5. Ballala II, Ballala III and Decline of the Hoysalas</p>	
<b>Books Recommended:</b>		
1.	Yazdani, G., <i>The Early History of Deccan Parts I-VI</i> , Oxford University Press, Bombay, 1960	
2.	Sastri, K.A.N., <i>A History of South India from Prehistoric Times to the Fall of the Vijayanagara</i> , Oxford University Press, London, 1958.	
3.	Ramesh, K.V., <i>Chalukyas of Vatapi</i> , Agam Kala Prakashan, Delhi, 1984.	
4.	Sheik Ali, B. (Ed.), <i>Karnataka Charitre</i> , Vols.1-2, Prasaranga, Kannada University, Hampi, 1997.	
5.	Sastri Ajaya Mitra., <i>The Age of the Satavahanas Vol- I &amp; II</i> , Aryan Books International, New Delhi, 1999.	
6.	Basavaraja, K.R., <i>History and Culture of Karnataka</i> , Chalukya publication, Dharwad, 1984.	
7.	Desai, P.B., <i>A History of Karnataka</i> , Kannada Research Institute, Dharwad, 1970.	
8.	Gopal, B.R., <i>The Rashtrakutas of Malkhed(Studies in their History and Culture)</i> , Mythic Society, Bangalore, 1996.	
9.	Gopal B.R., <i>The Chalukyas Of Kalyana And The Kalachuris</i> , Karnatak University, Dharwad, 1981.	
10.	Duncan Derrett, <i>The Hoysalas</i> , Oxford University Press, Madras, 1957.	

### III SEMESTER

<b>Course Code and Name</b>	<b>DSC-12 - B3HIA001T - Historiography of India and World</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To study ancient historiographical traditions, including Greek, Roman, and early Indian narratives, focusing on the contributions of Herodotus, Thucydides, and Kalhana.	
2.	To analyze the development of Western historiography, from the Church chronicles to the Romantic and Positivist schools, including key figures like Gibbon, Ranke, and Hegel.	
3.	To explore the evolution of Indian historiography, examining Hindu, Buddhist, and Jaina historiographical traditions, and the impact of colonial scholarship.	
4.	To evaluate the influence of modern historiographical trends, including nationalist, Marxist, and subaltern perspectives, on the interpretation of Indian history.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the development of ancient historiographical traditions, with a focus on Greek, Roman, and ancestral historical accounts.	
CO 2	Trace the evolution of Western historiography from the Church annals and chronicles to postcolonial and subaltern schools.	
CO 3	Explore the rich historiographical traditions of India, including the Itihasa-Purana tradition, and the contributions of Hindu, Buddhist, and Jaina scholars.	
CO 4	Realize the impact of Orientalist, colonial, nationalist, and Marxist historians on Indian historiography.	
CO 5	Understand the contributions of subaltern, Dalit, and South Indian historians in reshaping Indian historical narratives from different perspectives.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Ancient Historiography</b>	15 hrs
	1.1. Habitual and Ancestral Account of the Past	
	1.2. Pre-Conditions of Historiography and Quasi-Historical Nature	
	1.3. Greek Historiography – Herodotus and Thucydides	
	1.4. Roman Historiography – Livy and Tacitus	
	1.5. Features of Greek and Roman Historiography	
<b>Unit II</b>	<b>World Historiography</b>	15 hrs
	2.1. Church Historiography, Medieval Annals and Chronicles – Ibn Khaldun	
	2.2. Enlightenment School – Edward Gibbon	
	2.3. Romantic and Positivist Schools – Ranke and Hegel	
	2.4. Postcolonial Historiography – Edward Said and Michel Foucault	
	2.5. Subaltern School – Antonio Gramsci and Annales Tradition –	

	Marc Bloch	
<b>Unit III</b>	<b>Indian Historiography</b>	15 hrs
	3.1. Itihasa-Purana Tradition 3.2. Hindu Historiography – Kalhana 3.3. Buddhist and Jaina Historiography 3.4. Historiography of the Sultanate and Mughal Period 3.5. Orientalist, Colonial and Neo-Traditionalist – James Mill and V.A. Smith	
<b>Unit IV</b>	<b>Elitist and Subaltern Historiography of India</b>	15 hrs
	4.1. Nationalist Historiography – K.P. Jayaswal and R.C. Majumdar 4.2. Marxist Historians – D.D. Kosambi, A.R. Desai, and R.S. Sharma 4.3. Subaltern Historians – Burton Stein and Ranajit Guha and Feminist Historiography 4.4. Dalit Historiography – Mahatma Phule, B.R. Ambedkar and Gail Omvedt 4.5. South Indian Historians – K.A.N. Shastri and S. Settar	
<b>Books Recommended:</b>		
1.	Warder A.K., <i>Introduction to Indian Historiography</i> , Bombay Popular Prakashan, Bombay, 1987.	
2.	Majumdar, R.C., <i>Historiography in Modern India</i> , Asia Publishing House, New York, 1970.	
3.	Breisach, Ernst, <i>Historiography</i> , University of Chicago Press, Chicago, 1983.	
4.	Khurana K.L., <i>Concepts and Methods of Historiography</i> , LNA Agra, 2006.	
5.	Gardiner, P., <i>Theories of History</i> , George Allen and Unwin Ltd., London, 1959.	
6.	Sreedharan, E., <i>A Textbook of Historiography 500 BC to AD 2000</i> , Orient Longman, New Delhi, 2004.	
7.	Philips C.H. (Ed.); <i>Historians of India, Pakistan and Cylon</i> , Oxford University Press, London, 1961.	
8.	Iranna K.P & Others, <i>Itihasa Chintakaru</i> (Kannada), Manu Sahitya Prakashan, Dharwad, 2003.	
9.	Shettar Ashok, “S. Settar”, in Sadanand Kanavalli and Others (Ed.); <i>Maha Marga</i> , M. M. Kalburgi Felicitation Volume, Gadag-Belgaum, 1998.	
10.	Roy, Kumkum, <i>The Power of Gender and the Gender of Power</i> , Oxford University Press, New Delhi, 2010.	

<b>Course Code and Name</b>	<b>DSC-13 - B3HIA002T - Political History of South India (1336 – 1800 AD)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To explore the sources for reconstructing South Indian history from 1336 to 1800 AD, focusing on archaeological, numismatic, and literary sources like Amuktamalyada and foreign accounts.	
2.	To analyze the foundation and growth of the Vijayanagara Empire, examining the political strategies and achievements of rulers such as Bukka I and Devaraya II.	
3.	To study the Tuluva dynasty's contributions, especially Krishnadevaraya's administration and the impact of the Battle of Talikota on the empire's decline.	
4.	To assess the rise of regional powers like the Bahamani Sultanate, Sultanate of Bijapur, and the Palegars of Chitradurga, focusing on their interactions with Vijayanagara.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the key archaeological, literary, and numismatic sources that shed light on the political history of South India from 1336 to 1775.	
CO 2	Analyze the establishment and growth of the Vijayanagara Empire, with special reference to its prominent rulers and political strategies.	
CO 3	Assess the significance of the Tuluva dynasty, particularly the reign of Krishnadevaraya, and understand the causes and consequences of the Battle of 1565 AD.	
CO 4	Examine the rise and decline of the Bahamani Sultanate and the Sultanate of Bijapur, alongside their relations with Vijayanagara and neighboring kingdoms.	
CO 5	Evaluate the contributions of regional powers like the Palegars of Chitradurga Nayakas of Keladi focusing on key figures such as Thimmannanayaka, Madakarinayaka V, Shivappa Nayaka and Keladi Channamma their role in shaping the political landscape of South India.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Sources</b>	15 hrs
	1.1. Archaeological Sources - Special Reference to i) Aladahalli (1338 AD) ii) Sringeri (1346 AD) iii) Sravanabelagola (1368 AD) iv) Hampi (1510 AD) and Kalahasti (1532 AD) inscriptions. 1.2. Numismatic and Monuments. 1.3. Literary Sources - Special References to Madhura Vijayam and Amuktamalyada 1.4. Portuguese Accounts - Paes and Nuniz 1.5. Muslim Chronicles - Basatin-Salatin and Burhan-i-Maasir	
<b>Unit II</b>	<b>The Establishment of the Vijayanagara Rule</b>	15 hrs
	2.1. Political Conditions of South India in Early 14th Century 2.2. Origin of Vijayanagar Empire 2.3. Sangama - Bukka-I, Harihara-and I and Harihara - II	

	2.4. Devaraya - I and Devaraya – II 2.5. Saluva –Usurpation of Saluva Narasimha	
<b>Unit III</b>	<b>The Tuluvas</b>	15 hrs
	3.1. Krishnadevaraya - His Conquests and Contributions 3.2. Achyutaraya - Battle of Tamraparni 3.3. Ramaraya – Nature of his foreign policy 3.4. Battle of 1565 AD and its consequences 3.5. The Aravidus and Disintegration of the Vijayanagara Empire	
<b>Unit IV</b>	<b>The Deccan Sultanate and Palegars</b>	15 hrs
	4.1. Rise of the Bahamani - Allauddin Hasan Bahaman Shah, Muhammad II and Shihabuddin Ahamad II 4.2. Disintegration of the Bahamani Sultanate 4.3. Sultanate of Bijapur - Early rulers, Ibrahim II and his achievements, Decline of the Sultanate 4.4. Nayakas of Keladi – Shivappanayaka, Keladi Channamma 4.5. Palegars of Chitradurga - Thimmananayaka and Madakarinayaka V – and his achievements.	
<b>Books Recommended:</b>		
1.	Sharma Rama M.H., <i>History of the Vijayanagar Empire</i> , Popular Publication Pvt. Ltd., Bombay, 1978.	
2.	Sinha S.K., <i>Medieval History of the Deccan Vol-II</i> , Govt. of Andhra Pradesh, Hyderabad, 1968.	
3.	Sheikh Ali B., <i>Karnataka Charitre Vol-03</i> , Kannada University, Hampi, 2017.	
4.	Ramakrishna R.A., <i>Krishnadevaraya</i> , Sahitya Academy, Bangalore, 1993.	
5.	Sewell Robert., <i>A Forgotten Empire: Vijayanagar</i> , Swan Sonnenschein & Co., London, 1900.	
6.	Nagegouda H.L., <i>Pravasi Kanda India Vols</i> , University of Mysore, Mysore, 1972.	
7.	Lakshminarayanaraya, N., <i>Karnatakada Arasu Manetanagalu</i> , Itihasa Samshodhana Mandala, Dharwad, 1946.	
8.	Shastri, K.A.N., <i>A History of South India</i> , Oxford University Press, New Delhi, 2003.	
9.	Divakar R.R., <i>Karnataka Through the Ages</i> , Government of Mysore, Bangalore, 1968.	
10.	Havanur Shrinivas., <i>South India</i> , Karnataka Itihasa Academy, Bangalore, 2011.	

<b>Course Code and Name</b>	<b>DSC-14 - B3HIA003T - Socio-Religious Reform Movement in Renaissance India</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To analyze the social evils and rigidities prevalent in 19th-century Indian society, including practices like Sati and female infanticide, and the socio-political impact of British rule.	
2.	To evaluate the contributions of reform movements like Brahma Samaj and Arya Samaj, examining their role in promoting social equality and Vedic revivalism.	
3.	To study the socio-religious ideas of Swami Vivekananda and the Theosophical Society, focusing on their influence on Indian nationalism and youth empowerment.	
4.	To assess regional and community-based reform movements like the Aligarh and Sikh reform movements, and their significance in shaping modern Indian society.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the deep-rooted causes of social evils and practices such as Sati, female infanticide, widowhood, Kulinism, and untouchability, and their impact on Indian society.	
CO 2	Assess the influence of British rule, particularly its educational and cultural policies, on Indian society and religion.	
CO 3	Evaluate the contributions of major socio-religious reform movements, including Brahma Samaj, Arya Samaj, and Theosophical Society, alongside other regional and community-based reforms.	
CO 4	Analyze the socio-religious ideas of Swami Vivekananda, including his vision of Hinduism, views on social hierarchy, and his contribution to youth empowerment.	
CO 5	Analyze the impact of movements like the Aligarh Movement, Deoband Movement, and Sikh reform movements, as well as the role of women and regional movements, in modernizing Indian society.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Indian Society and Colonial Influence in the 19th Century</b>	15 hrs
	1.1. Indian Society: Varna, caste, untouchability, and the status of women during the 19th century 1.2. Impact of British Rule and British Social Legislation: Educational policies and colonial governance 1.3. The Role of Religion in shaping social hierarchies and values. 1.4. Raja Ram Mohan Roy and Abolition of Sati; Brahma Samaj: Aims, achievements, and social impact 1.5. Dayananda Saraswati and Arya Samaj: Ideas of reform, Vedic revivalism, and Influence on society	
<b>Unit II</b>	<b>Major Socio-Religious Reform Movements</b>	15 hrs
	2.1. Atmaram Pandurang: Prarthana Samaj and Atmiya Sabha 2.2. Theosophical Society: Objectives and contributions to Indian social and religious reform	

	<p>2.3. Swami Vivekananda – His Social Ideas, thoughts on nationalism</p> <p>2.4. Ramakrishna Mission: Vision of Aims and Humanitarian Work.</p> <p>2.5. Pandita Ramabai and the Mukti Mission: Social reform and educational efforts for women</p>	
<b>Unit III</b>	<p><b>Social Reform Movements among Muslims and Sikhs</b></p> <p>3.1. Socio-Economic Conditions of Indian Muslims in the 19th Century: Challenges and Marginalization</p> <p>3.2. Aligarh Movement: Sir Syed Ahmad Khan’s contributions to Muslim educational and social reforms</p> <p>3.3. Deoband Movement: Religious education and socio-political influence on Indian Muslims</p> <p>3.4. Sikh Reform Movements: Nirankaris, Namdharis, and Akali Movements – Their objectives and impact</p> <p>3.5. Social and Religious Reform in Other Communities: Parsi Reform Movement</p>	15 hrs
<b>Unit IV</b>	<p><b>Regional and Community-Based Reform Movements</b></p> <p>4.1. Manava Dharma Sabha: Objectives, activities, and contributions to social reform in Gujarat.</p> <p>4.2. Young Bengal Movement: Radical intellectualism, reform, and its influence on the youth.</p> <p>4.3. Contribution of Women Reformers: Efforts by Ramabai Ranade, and other women in the reform era.</p> <p>4.4. Contributions of Early Nationalists: Influence of reformers on the growth of Indian nationalism and self-awareness.</p> <p>4.5. Limitations of Renaissance Reformers</p>	15 hrs
<b>Books Recommended:</b>		
1.	Heimsath, Charles H., <i>Indian Nationalism and Hindu Social Reforms</i> , Princeton University Press, New Jersey, 1964.	
2.	Chakravarti, S.C. (Ed.), <i>The Father of Modern India (Commemoration Volume of the Rammohun Roy Centenary Celebrations)</i> , Rammohun Roy Centenary Committee, Calcutta, 1933.	
3.	Majumdar, R. C., <i>Swami Vivekananda: A Historical Review</i> , Advaita Ashram, Belur Math, Calcutta, 1965.	
4.	Datta, Kalikinkar, <i>Education and Social Amelioration of Women in Pre-Mutiny India</i> , Patna Law Press, Patna, 1936.	
5.	Muhammad, Shan (Ed.); <i>Writing and Speeches of Sir Syed Ahmed Khan</i> , Nachiketa Publications, Meerut, 1972.	
6.	Chandavarkar, G. L., <i>The Prarthana Samaj, Bombay: Its Ideal, Mission and Message</i> , Gomantak Printing Press, Goa, 1959.	
7.	Metcalf, B. D., <i>Islamic Revival in British India: Deoband, 1860-1900</i> , Princeton University Press, New Jersey, 2014.	
8.	Singh, K. P., <i>Arya Samaj Movement: A Study of Socio-religious Consciousness in Western U.P., 1875-1926</i> , Tarun Prakashan, Lucknow, 2002.	



9.	Jones, K. W., <i>Socio-Religious Reform Movements in British India</i> , Cambridge University Press, Cambridge, 1989.
10.	Sarkar, Sumit & Sarkar, Tanika, <i>Women and Social Reform in Modern India</i> , Indiana University Press, Indiana, 2010.

<b>Course Code and Name</b>	<b>DSC-15 - B3HIA004T - Colonialism and Nationalism in India (Up to 1919 AD)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To understand the impact of British colonial rule on Indian society, focusing on economic exploitation, social changes, and the establishment of Western education and legal systems.	
2.	To analyze the rise of Indian nationalism, tracing the early resistance movements, the formation of the Indian National Congress, and key events like the Partition of Bengal.	
3.	To study the contributions of leaders like Tilak, Gokhale, and Lala Lajpat Rai, evaluating their roles in shaping the Swadeshi movement and early Gandhian campaigns.	
4.	To assess the political developments up to 1919, including the effects of World War I on India and the socio-political climate that influenced subsequent movements.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the ideological foundations of colonialism in India, including the civilizing mission and the rise of Indian nationalism.	
CO 2	Analyze the impact of colonial rule on the Indian economy, focusing on agriculture, land relations, and industrial development.	
CO 3	Assess the social and political changes during colonial rule, including reform movements, the 1857 revolt, and the rise of a new middle class.	
CO 4	Evaluate the growth of nationalist politics, including the formation of the Indian National Congress, the Muslim League, and key movements like Swadeshi and Home Rule.	
CO 5	Comprehend the evolution of British constitutional control over India, from the Regulating Acts to the policies of self-governance and responsible government.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Introduction</b>	15 hrs
	1.1. Sources, Writings on Colonialism and historiographical trends	
1.2. Colonial Ideology: Civilizing Mission, Utilitarianism, and Missionaries		
1.3. Types of Colonies: Protectorate and Sphere of Influence		
1.4. Stages of Colonialism: Manifestations and Functioning		
	1.5. Nature and Ideological Dimensions of Indian Nationalism	
<b>Unit II</b>	<b>Impact of Colonial Rule</b>	15 hrs
	2.1. Colonialism and the Theory of Underdevelopment – Drain Theory	
	2.2. Impact on Agriculture, Land Relations and Industries	
	2.3. Colonial Educational Policies and the Rise of the New Middle Class	
	2.4. Colonial Impact on Indian Society: Caste Structure and	

	Women 2.5. Rise of Indian Renaissance Movement and Caste Based Reform Movements	
<b>Unit III</b>	<b>Constitutional and Nationalist Development</b>	15 hrs
	3.1. British Parliamentary Control over India: Regulating Acts of 1773 and 1784 3.2. Policy of Centralization and the Free Trade Era: The 1833 Act 3.3. The Great Revolt of 1857: Natures, Interpretations and Consequences 3.4. Queen's Proclamation an Act of 1858 3.5. The Rise of Nationalism: Theories of Establishment of Indian National Congress	
<b>Unit IV</b>	<b>Liberal and radical Nationalist Phase</b>	15 hrs
	4.1. Liberal Constitutional Phase (1885–1905): Ideology, Method and Swadeshi Movement 4.2. Minto-Morley Reforms of 1909: Policy of Association 4.3. Radical Nationalists (1906–1919): Ideology, Method and Home Rule Movement - Lucknow Pact 4.4. India during the First World War (1914-1918)- Montague Declaration of 1917 – Parishats of Depressed Class Mission 4.5. Self-Rule and Responsible Government: 1919 Act	
<b>Books Recommended:</b>		
1.	Suntharalingam, R., <i>Indian Nationalism: Historical Analysis</i> , Vikas Publishing House, New Delhi, 1983.	
2.	Panikkar, A. M., <i>Indian Nationalism - Its Origin, History, And Ideals</i> , The Faith Press, Westminster, 1920.	
3.	Biswas, Debajyoti & Ryan, John Charles, <i>Nationalism in India: Texts and Contexts</i> , Taylor & Francis, United Kingdom, 2021.	
4.	Desai, A. R., <i>Social Background of Indian Nationalism</i> , Popular Prakashan, Bombay, 2023.	
5.	Seal, Anil, <i>The Emergence of Indian Nationalism: Competition and Collaboration in the Later Nineteenth Century</i> , Cambridge University Press, London, 1971.	
6.	Naoroji, Dadabhai. <i>Poverty and Un-British Rule in India</i> . S. Sonnenschein, London, 1901.	
7.	Sisson, Richard & Wolpert, Stanley A. <i>Congress and Indian Nationalism: The Pre-independence Phase</i> , University of California Press, Berkeley, 1988.	
8.	Chandra, Bipan, <i>The Rise and Growth of Economic Nationalism in India</i> , Anamika Publishers, New Delhi, 2004.	
9.	Moore, Robin James. <i>Liberalism and Indian Politics: 1872-1922</i> , Edward Arnold, London, 1966.	
10.	Peers, Douglas M., <i>India Under Colonial Rule: 1700-1885</i> , Taylor & Francis, New York, 2013.	

<b>Course Code and Name</b>	<b>DSE-16 - B3HIA105AT - Heritage and Museum Management</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To introduce the concept of heritage, its classifications, and its role in preserving cultural identity, including challenges in conserving tangible and intangible heritage.	
2.	To examine the principles of museum management, focusing on collection, preservation, and exhibition methods, and the role of technology in enhancing visitor experience.	
3.	To study the development of Indian museums, with special reference to key institutions like the National Museum and ASI's contributions to heritage preservation.	
4.	To analyze the legal and ethical issues in heritage conservation, emphasizing the protection of monuments, sites, and landscapes, and the role of international conventions.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the evolution of heritage conservation and museum management in India, focusing on legal frameworks and institutions.	
CO 2	Evaluate the historical and contemporary museum movements in India, including the development of New Museology.	
CO 3	Analyze the challenges and practices in heritage conservation and the role of museums in promoting cultural heritage.	
CO 4	Identify and assess key heritage laws, policies, and the institutions responsible for managing heritage and museums.	
CO 5	Gain knowledge of important heritage sites, museums, and centers of heritage management in India, with a focus on Karnataka.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Heritage in India</b>	15 hrs
	1.1. Meaning, Types, and Importance of Heritage: Natural, Cultural, and Intangible 1.2. Heritage Conservation in India: Historical Background and Evolution 1.3. Key Heritage Laws: Conservation of Monuments Act (1908), The Ancient Monuments and Archaeological Sites and Remains Act (1958), The Antiquities and Art Treasures Act (1972) 1.4. Role of Government Institutions: Archaeological Survey of India (ASI) and Karnataka State Department of Archaeology, Museums and Heritage 1.5. International Conventions: UNESCO World Heritage Sites and India's Commitments	
<b>Unit II</b>	<b>Museum Movements and Institutions in India</b>	15 hrs

	<p>2.1. Early Museum Movements in India: Colonial and Post-Colonial Developments</p> <p>2.2. Key Museums in India: National Museum (Delhi), Indian Museum (Kolkata), Salar Jung Museum (Hyderabad)</p> <p>2.3. Important Museums in Karnataka: Mysore Palace Museum, Venkatappa Art Gallery, Karnataka State Museum, Kittur Museum, RBFSAM, KRI Museum</p> <p>2.4. Role of Museums in Education and Public Engagement</p> <p>2.5. Museum Associations and Networks: ICOM India, INTACH, and Other Cultural Institutions</p>	
<b>Unit III</b>	<b>Museum Management and New Museology</b>	15 hrs
	<p>3.1. Museum Management: Collection, Preservation, and Exhibition Practices</p> <p>3.2. Museum Architecture and Display Techniques</p> <p>3.3. The New Museology: Visitor Engagement, Inclusivity, and Community Participation</p> <p>3.4. Challenges in Museum Management: Funding, Maintenance, and Technology Integration</p> <p>3.5. Digital Museums and Virtual Exhibitions: Technological Innovations (AR, VR and MR) and Future Prospects</p>	
<b>Unit IV</b>	<b>Heritage Centers and Conservation Practices</b>	15 hrs
	<p>4.1. Key Heritage Sites in India: Dholavira, Ajanta-Ellora, Khajuraho, Konark</p> <p>4.2. Heritage Management in Karnataka: Hampi, Pattadakal, Badami</p> <p>4.3. Role of Non-Governmental Organizations (NGOs) and Heritage Trusts</p> <p>4.4. Heritage Tourism: Opportunities and Challenges</p> <p>4.5. Case Studies: Successful Heritage Conservation and Museum Revitalization Initiatives</p>	
<b>Books Recommended:</b>		
1.	Bhowmik, S. K., <i>Heritage Management: Care, Understanding and Appreciation of Cultural Heritage</i> , Publication Scheme, Jaipur, 2004.	
2.	Cleere, H. (ed.), <i>Archaeological Heritage Management in the Modern World</i> , Unwin Hyman Ltd., London, 1990.	
3.	Jeyaraj, V., <i>Museology Heritage Management</i> , Director of Museums, Govt. of Tamil Nadu, 2005.	
4.	Dayalan, D., <i>Conservation and Management of Cultural Heritage</i> , Aryan Books International, New Delhi, 2019.	
5.	Moore, K. (ed.), <i>Museum Management</i> , Routledge, London, 1997.	
6.	Boylan, P. J., <i>Running a Museum: A Practical Handbook</i> , ICOM – UNESCO, Paris, 2004.	
7.	Banerjee, N. R., <i>Museum and Cultural Heritage of India</i> , Agam Kala Prakashan, Delhi, 1990.	

8.	Sarkar, H., <i>Museums and Protection of Monuments and Antiquities in India</i> , Sandeep Prakashan, Delhi, 2004.
9.	Munsuri, S., <i>Museums, Museology and New Museology</i> , World Heritage Inc., New Delhi, 2019.
10.	Gupta J. K. & Gupta Y., <i>Managing unique heritage of India, Approaches and Options</i> , Chandigarh, 2020.

<b>Course Code and Name</b>	<b>DSE-16 - B3HIA105BT - Art and Architecture of India (Select Themes)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To explore major themes in Indian art and architecture, focusing on stylistic developments during the Mauryan, Gupta, and Chalukya periods.	
2.	To examine the evolution of Dravidian and Nagara architectural styles, analyzing their unique features and major monuments, including temples at Badami and Khajuraho.	
3.	To study the religious influences on art and iconography in India, analyzing representations in Hindu, Buddhist, and Jain art forms.	
4.	To assess the contributions of regional and dynastic patrons in promoting architecture and sculpture, including the architectural achievements of Vijayanagara and the Mughals.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the etymology, historiography, and foundational concepts of Indian art and architecture, along with their historical development and textual sources.	
CO 2	Analyze the architectural evolution of ancient cave and stupa structures, with a focus on key sites such as the Mauryan and Orissa caves, and the Sanchi and Amaravati stupas.	
CO 3	Explore the diverse painting traditions of India, including the mural paintings of Ajanta, the miniature styles of Eastern and Western India, and the distinct characteristics of Mughal and Pahari paintings.	
CO 4	Evaluate the development and stylistic features of Indian sculpture art from the Harappan period to the Mauryan era, covering both religious and non-religious sculptures.	
CO 5	Critically assess the cultural and artistic significance of various Indian art forms in reflecting the socio-religious and historical contexts of different periods.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Introduction to Architecture</b>	15 hrs
	1.1. Etymology and Historiography of Art and Architecture 1.2. Origin and development of Architecture 1.3. Nature and Salient Features of Architecture 1.4. Types of Architecture –Nagara, Dravida, Vesara and others 1.5. Architectural Texts- Mayamata, Manasara, Vishvakarma, Aparajitaprachha	
<b>Unit II</b>	<b>Cave and Stupa Architecture</b>	15 hrs
	2.1. Mauryan and Orissa Caves – Lomasha, Vishvakarma, Khandagiri and Udayagiri 2.2. Ajanta and Ellora Caves – Technique, Features, Themes 2.3. Origin and development of Stupa Architecture 2.4. Features of Stupa 2.5. Sanchi and Amaravati Stupa – Discovery and Features	

<b>Unit III</b>	<b>Painting Tradition in India</b>	15 hrs
	3.1. Origin and Development of Painting Art. 3.2. Mural paintings of Ajanta Caves – Development, Stylistic Features and Themes 3.3. Mughal Paintings – Akbar and Jahangir’s Period 3.4. Pahari Paintings – Bashohli and Kangra 3.5. Miniature Paintings – Eastern and Western India	
<b>Unit IV</b>	<b>Sculpture Art in India</b>	15 hrs
	4.1. Origin and Development of Sculpture Art 4.2. Harappan Sculpture – Terracotta Images and Seals 4.3. Mauryan Sculpture – Yaksha-Yakshis, Pillars 4.4. Religious Sculpture – Shaiva, Vaishnava and Shakta 4.5. Secular Sculpture – Nature and Human Forms and Narrative Themes	
<b>Books Recommended:</b>		
1.	Brown Percy; <i>Indian Architecture(Buddhist and Hindu periods)</i> , D. B. Taraporevala and Sons Private Ltd., Bombay, 1971.	
2.	Gupte R.S.; <i>Ajanta, Ellora and Aurangabad Caves</i> , D. B. Taraporevala and Sons Private Ltd., Bombay, 1962.	
3.	Dhaky M.A.; <i>Encyclopaedia of Indian Temple Architecture</i> , American Institute of Indian Studies, Delhi, 1961.	
4.	Motichandra; <i>Studies in Early Indian painting</i> , Asia Publishing House, Bombay, 1974.	
5.	Percy Brown; <i>Indian Painting</i> , The Association Press, Calcutta, 1953.	
6.	Randhawa M.S.; <i>Bashohli Paintings</i> , Ministry of Information and Broadcasting, Govt of India, New Delhi, 1981.	
7.	Randhawa M.S.; <i>Kangra Valley Painting</i> , Ministry of Information and Broadcasting, Govt of India, New Delhi, 1966.	
8.	Ramachandra Rao S.K.; <i>Murtishilpa: Nele Hinnele</i> (Kannada), S.K.R. Rao Memorial Trust, Bangalore, 2013.	
9.	Pramodchandra; <i>Sculptures of India</i> , National Gallery of Art, Washington, 1985.	
10.	Pal Pratapaditya; <i>Indian Sculpture</i> , Los Angeles County Museum of Art, California, 1986.	



<b>Course Code and Name</b>	<b>DSE-16 - B3HIA105CT - Archaeology of Karnataka (Pre-historic to Historic Period)</b>		
<b>Course Objectives</b>			
The objectives of this course are:			
1.	To study the archaeological evidence for prehistoric human settlement in Karnataka, focusing on sites like Brahmagiri and Sannati.		
2.	To analyze the socio-economic developments in Karnataka during the Neolithic and Megalithic periods, including early farming and tool industries.		
3.	To examine the transition to early historic Karnataka, exploring trade, urbanization, and political structures based on inscriptions and archaeological findings.		
4.	To assess the role of key dynasties like the Satavahanas and Kadambas in shaping Karnataka's political landscape, examining the contributions of early inscriptions and artifacts.		
<b>Course Outcomes</b>			
After studying this course, students will be able to			
CO 1	Comprehend the development and scope of archaeology in Karnataka, tracing its evolution through the works of early scholars and modern research.		
CO 2	Analyse the cultural, technological, and subsistence strategies of Palaeolithic and Mesolithic societies in Karnataka through archaeological evidence.		
CO 3	Evaluate the significance of Neolithic-Chalcolithic and Megalithic cultures by studying settlement patterns, material culture, and burial practices.		
CO 4	Interpret the transformation from prehistory to early historic urbanization in Karnataka by examining key archaeological sites.		
CO 5	Assess the contributions of epigraphy and numismatics in reconstructing the social and political history of early Karnataka.		
	<b>Particulars</b>	<b>Teaching Hours</b>	
<b>Unit I</b>	<b>Sources and Development of Archaeology in Karnataka</b>	15 hrs	
	1.1. Sources of Archaeology in Karnataka: Early and Modern Theories 1.2. Nature, Scope and Importance of Karnataka Archaeology 1.3. Prehistoric Development of Archaeological Studies and Discoveries 1.4. Early-Historic Sites - The Contributions of Early Scholars: Mortimer Wheeler and M.H. Krishna 1.5. New Archaeological Studies and Their Significance		
<b>Unit II</b>	<b>Palaeolithic and Mesolithic Period in Karnataka</b>		15 hrs
	2.1. Palaeolithic Period: Lower, Middle, and Upper Palaeolithic cultures in Karnataka		
	2.2. Major Palaeolithic Sites: Key discoveries, tool industries, and settlement patterns		
	2.3. Mesolithic Period: Characteristics of Mesolithic cultures and subsistence strategies		
	2.4. Rock Art in Karnataka: Study of rock shelters, paintings, and		

	<p>their cultural relevance</p> <p>2.5. Transition to Neolithic: Technological and social developments at the end of the Mesolithic</p>	
<b>Unit III</b>	<b>Neolithic-Chalcolithic and Megalithic Period in Karnataka</b>	15 hrs
	<p>3.1. Neolithic-Chalcolithic Settlements: Patterns of settlement, agriculture, and animal domestication</p> <p>3.2. Important Neolithic-Chalcolithic Sites: Sangankallu, Tekkalakota, Hallur, and others</p> <p>3.3. Early metal use and technological advancements, Agricultural Development, ashmounds</p> <p>3.4. Material Culture of Neolithic-Chalcolithic Societies: Pottery, tools, and architecture</p> <p>3.5. Megalithic Culture: Types of Burials and Megalithic Sites: Brahmagiri, Maski, Hire Benakal, and others</p>	
<b>Unit IV</b>	<b>Early Historic Archaeology of Karnataka</b>	15 hrs
	<p>4.1. Early Historic Urban Centers: Banavasi, Sannati, Vadgaon-Madhavpur and Halasi</p> <p>4.2. Material Culture of Early Historic Period: Pottery, Votive Sculptures, Images</p> <p>4.3. Contributions of Early Antiquarians in Epigraphy and Numismatics</p> <p>4.4. Early Historic Epigraphy: Inscriptions and Their Historical Importance</p> <p>4.5. Numismatics: Coinage and its Social Dimensions</p>	
<b>Books Recommended:</b>		
1.	Panchamukhi, R.S., <i>Archaeology of Karnatak</i> , Kannada Research Institute, Dharwad, 1953.	
2.	Sheikh Ali B., <i>Karnataka Charitre</i> Vol-01, Kannada University Hampi, 1997.	
3.	Murti U.S., <i>Megalithic Culture of South India: Socio-Economic Perspectives</i> Antiquity Publications Ltd, Varanasi, 1995.	
4.	Gururaja Rao, B.K., <i>Megalithic culture in South India</i> , University of Mysore, Mysore, 1972.	
5.	Lawrence.S.L., <i>South Indian Megalithic Burials</i> , the University of Michigan, Michigan, 1974.	
6.	Paddayya, K., <i>Neolithic Ash mounds of the Deccan: Their Place in the Archaeology of Peninsular India</i> , Aryan Books International, New Delhi, 2019.	
7.	Joshi R.V., <i>Pleistocene Studies in the Malaprabha Basin</i> , University of Poona, Poona, 1955.	
8.	Sundara. A., <i>Brahmagiri Mattu Chandravalli</i> , I.B.H. Publication, Bangalore, 1973.	
9.	Shivatark.K.B., <i>Karnatakada Puratatva Nelegalu</i> , Kannada University, Hampi, 2001.	
10.	Chidanandamurti M., <i>Kannada Shasanagala Samskrutika Adhyayana</i> , Sapna Book House, Bangalore, 2011.	



<b>Course Code and Name</b>	<b>OEC-2 - B3HIA206T - Freedom Movement in Karnataka (Select Themes)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To explore the role of Karnataka in India's freedom movement, focusing on early resistance and the contributions of leaders like Gangadhar Rao Deshpande and Aluru Venkata Rao.	
2.	To analyze the impact of key national movements, including the Non-Cooperation and Quit India movements, on Karnataka's political landscape.	
3.	To study local movements and events, such as the Vidurashwatha incident and the Mysore Chalo movement, in integrating regional issues with the broader nationalist agenda.	
4.	To examine the socio-cultural impact of the freedom struggle in Karnataka, focusing on how it inspired regional identity and socio-political reforms.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the various early revolts against British rule in Karnataka, including the contributions of local leaders like Dhondia Wagh, Rani Chennamma, Sangolli Rayanna, Bedas of Halagalai, Surapur Venkatappa Nayaka, Naragunda Babasaheb and Mundaragi Bhimarao.	
CO 2	Analyze the rise of nationalism in Karnataka, highlighting the role of key figures and events such as Bal Gangadhar Tilak and the Belgaum Congress session of 1924.	
CO 3	Evaluate the influence of Mahatma Gandhi's mass Movements in Karnataka, including the Non-cooperation Movement, Salt Satyagraha, No-Tax campaign, Shivapura Dhvaja Satyagraha and Vidhurashwatha tragedy.	
CO 4	Examine role of Freedom fighters like Veeranagouda Patil, N.S. Hardikar, D. P. Karmakar, R. R. Divakar, Gangadhar Rao Deshpande, Kaka Kharakanis and Siddappa Hosamani, Mailara Mahadevappa.	
CO 5	Appreciate the contributions of notable female freedom fighters from the Karnataka and understand their roles in the fight for India's independence.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Early Revolts Against British Rule in Karnataka</b>	15 hrs
	1.1. Dhondia Wagh and his opposition to British rule. 1.2. Rani Chennamma of Kittur – Her resistance and legacy. 1.3. Sangolli Rayanna and his role in local uprisings. 1.4. The Revolt of 1857 and its aftermath in Karnataka. 1.5. The Bedas of Halagali, Surapur Venkatappa Nayaka, Naragunda Babasaheb and Mundaragi Bhimarao resistance to the British	
<b>Unit II</b>	<b>The Spread of Nationalism in Karnataka</b>	15 hrs

	<p>2.1. Influence of Moderate Leaders and Swadeshi Movement in Karnataka.</p> <p>2.2. Impact of Radical Nationalists - Bal Gangadhar Tilak</p> <p>2.3. Home Rule Movement in Karnataka.</p> <p>2.4. Gandhiji's Influence: The Significance of the Belgaum Congress Session of 1924</p> <p>2.5. Bombay Presidency Political Parishads in Karnataka</p>	
<b>Unit III</b>	<b>Gandhian Mass Movements and Regional Resistance</b>	
	<p>3.1. The Non-cooperation Movement in Karnataka and its impact.</p> <p>3.2. The Salt Satyagraha and Karnataka's involvement.</p> <p>3.3. Civil Disobedience Movement - The No-Tax Campaign and Forest Satyagraha as key regional protests.</p> <p>3.4. The Shivapura Dhvaja Satyagraha and its symbolic significance.</p> <p>3.5. The Vidhurashwatha tragedy and its impact on Karnataka's freedom movement.</p>	15 hrs
<b>Unit IV</b>	<b>The Quit India Movement and Freedom Fighters</b>	
	<p>4.1. The Quit India Movement and the Isooru tragedy.</p> <p>4.2. Mysore Congress and its role in the Quit India Movement.</p> <p>4.3. Underground Activities in Bombay-Karnataka – Mailara Mahadevappa and others; Individual Satyagraha</p> <p>4.4. Select Freedom fighters: Veeranagouda Patil, N.S. Hardikar, D. P. Karmakar, R. R. Divakar, Gangadhar Rao Deshpande, Kaka Kharakanis and Siddappa Hosamani</p> <p>4.5. Select Women Freedom Fighters - Umabai Kundapur, Nagamma Patil, Bellary Siddamma, Shantabai Karmakar, Krishnabai Panjekar and others</p>	15 hrs
<b>Books Recommended:</b>		
1.	Halappa, G. S. & Krishna Rao, M. V., <i>History of Freedom Movement in Karnataka</i> , Vol I & II, Director of Public Instruction, Government of Mysore, 1964.	
2.	Vasanthakumar, B. V. (Kan. Ed.) & Bhat, A. G. (Eng. Ed.), <i>Karnataka in Freedom Struggle</i> , Vol I & II, Kuvempu Bhasha Bharati Pradhikara, Bengaluru, 2022.	
3.	Patil, Y. R., <i>Swatantrya Chaluvilige Kannadatiyara Koduge</i> , Sapna Book House, Bengaluru, 2022.	
4.	Shankaranarayana Rao, N. P., <i>Swaatantrya Gangeya Saavira Toregalu</i> , Navakarnataka Publications, Bengaluru, 2018.	
5.	Patil, S.M. & Kattimani, S.S. & Mayar, A.E., <i>Karnatakadalli Swatantrya Horatagalu</i> , BLDE Asso. Commerce, BHS Arts and TGP Science College, Jamkhandi, 2022.	
6.	Kamath, S. U., <i>Swatantrya Sangramada Smrutigalu</i> , Vol I, II & III, Geeta Book House, Mysore, 1974.	
7.	Subramanyam, S., <i>Karnataka Swatantrya Horatagararu</i> , Golden Jubilee Committee, Bangalore, 1993.	

8.	Kamath, S. U., <i>Quit India Movement in Karnataka</i> , Lipi Publishers, Bangalore, 1988.
9.	Divakar R. R., <i>Kara Nirakaraneya Veera Kathe</i> , Loka Shikshana Granthamale, Hubballi, 1995.
10.	Shintri, Sarojini, and Raghavendra Rao, Kurukundi, <i>Women Freedom Fighters in Karnataka</i> , Prasaranga, Karnatak University, Dharwad, 1983.

## IV SEMESTER

<b>Course Code and Name</b>	<b>DSC-17 - B4HIA001T - Research Methodology – Historical Method</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To introduce students to the fundamentals of historical research, examining the nature, objectives, and scope of historical inquiry and research ethics.	
2.	To study the methods of data collection, including the use of primary and secondary sources, archival research, and oral history.	
3.	To analyze the techniques of data organization and analysis, focusing on historiographical critique, argument formulation, and interpretation of sources.	
4.	To guide students in the stages of historical writing, from drafting to revision, emphasizing coherence, academic rigor, and adherence to historiographical standards.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the meaning, nature, and scope of historical research, and the importance of research in history for uncovering and interpreting past events.	
CO 2	Analyze different types of historical research—exploratory, descriptive, and analytical—and assess the various sources of history, including primary, secondary, and tertiary.	
CO 3	Comprehend the historical method by applying both external and internal source criticism, focusing on authenticating and interpreting historical data.	
CO 4	Develop analytical and synthetic skills in historical research, with an emphasis on classifying facts, constructing thematic narratives, and generalizing conclusions.	
CO 5	Apply proper methodologies for the presentation of historical research, including the use of digital tools, proper citation (footnotes and bibliography), and effective writing of conclusions.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Introduction to Historical Research</b>	
	1.1. Meaning, Nature, and Scope of Historical Research 1.2. Significance of Research in History: Why Research Matters 1.3. Research in Social Science: Types 1.4. Types of Historical Research: Exploratory, Descriptive, Analytical, etc. 1.5. The Role of Hypothesis and Research Questions in Historical Studies	
<b>Unit II</b>	<b>Historical Method: Source Criticism and Validation</b>	
	2.1. Sources of History: Types and Classification (Primary, Secondary, and Tertiary) and Collection of Sources/Data: References, Field Work, etc. 2.2. External Criticism: Authenticating Historical Sources	
		15 hrs
		15 hrs

	<p>2.3. Internal Criticism: Interpreting and Understanding Historical Content</p> <p>2.4. Chronology and Context: Importance of Time and Place in Historical Analysis</p> <p>2.5. Techniques of Note Taking</p>	
<b>Unit III</b>	<b>Analytical and Synthetic Operations</b>	15 hrs
	<p>3.1. Analysis of Historical Data: Classification and Interpretation of Facts</p> <p>3.2. Determining and Establishing Historical Facts: Methodologies</p> <p>3.3. Grouping Historical Facts: Creating Thematic Categories</p> <p>3.4. Constructive Reasoning: Synthesizing Historical Narratives</p> <p>3.5. Historical Generalization: Developing Broader Conclusions from Specific Data</p>	
<b>Unit IV</b>	<b>Concluding Operation and Presentation of Research</b>	15 hrs
	<p>4.1. Generalization and Exposition in Historical Writing</p> <p>4.2. Footnotes and Bibliography</p> <p>4.3. Writing Historical Conclusions and Appendix</p> <p>4.4. Use of Computers and Digital Tools in Historical Research</p> <p>4.5. Editing and Publication of Historical Research</p>	
<b>Books Recommended:</b>		
1.	Bloch, M., <i>The Historian's Craft</i> , Manchester University Press, Manchester, 1954.	
2.	Collingwood, R.G., <i>The Idea of History</i> , Oxford University Press, Oxford, 1946.	
3.	Carr E.H., <i>What is History?</i> Macmillan, London, 1983.	
4.	Elton G.R., <i>The Practice of History</i> , London, 1967.	
5.	Gilber, J., Garraghan, S.J., <i>A Guide to Historical Method</i> , Fordham University Press, New York, 1957.	
6.	Sheik Ali B., <i>History-Its Theory and Method</i> , Mac Millan, Madras, 1978.	
7.	Renier G.J., <i>History: Its Purpose and Method</i> , George Allen and Unwin Ltd., London, 1961.	
8.	Vincent, J. M., <i>Historical Research - An Outline of Theory and Practice</i> , Henry Holt & Co., New York, 1911.	
9.	Fling, F. M., <i>Outline of Historical Method</i> , J. H. Miller, Lincoln, Nebraska, 1899.	
10.	Gottschalk, L., <i>Generalization in The Writing Of History</i> , The University Of Chicago Press, Chicago, 1963.	



<b>Course Code and Name</b>	<b>DSC-18 - B4HIA002T - Cultural History of South India (1336 – 1800 AD)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To explore the cultural developments in South India during the Vijayanagara period, focusing on advancements in literature, art, and architecture.	
2.	To examine the influence of religious movements like Bhakti and Veerashaivism on South Indian society, including their egalitarian and social reform aspects.	
3.	To study the patronage of cultural activities by South Indian rulers, focusing on Kannada, Telugu, and Tamil literary traditions.	
4.	To analyze the architectural and artistic achievements of dynasties like the Vijayanagara and Nayaka rulers, emphasizing their contributions to temple architecture and sculpture.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the administrative structures of the Vijayanagara, Bahamani Sultanate, Sultanate of Bijapur, and the Palegars of Chitradurga, analyzing their systems of governance and control.	
CO 2	Evaluate the social, economic, and religious conditions of South India during the Vijayanagara period, Bahamani-Adil Shahi period and under the Palegars, with a focus on the interaction between Hindu and Muslim societies.	
CO 3	Gain insights into the educational systems and literary achievements of South India during this period, with special emphasis on Kannada, Telugu, Sanskrit, and Persian literature.	
CO 4	Examine the role and influence of the Sufi movement in South India, particularly focusing on key figures like Gesu Daraz and Syed Tajuddin, and their impact on religious and cultural life.	
CO 5	Appreciate the architectural developments under the Vijayanagara, Bahamani, and Bijapur sultanates, exploring their contributions to South Indian art and architecture.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Administration</b>	15 hrs
	1.1. Administration under the Vijayanagara - Central and provincial	
1.2. Nayankara System		
1.3. Administration under the Bahamani Sultanate		
1.4. Administration under the Sultanate of Bijapur		
1.5. Administration under the Palegars of Keladi and Chitradurga		
<b>Unit II</b>	<b>Social and Economic conditions</b>	15 hrs
	2.1. Social conditions under the Vijayanagara	
	2.2. Economic conditions under the Vijayanagara	
	2.3. Hindu and Muslim Society during the Bahamanis and Adil Shahi Period	
	2.4. Economy under Deccan Sultanates: Irrigation and Land Revenue	

	2.5. Social and Economic conditions under the Palegars of Chitradurga and Nayakas of Keladi – Shivappa Nayaka’s Shistu	
<b>Unit III</b>	<b>Religious Conditions and Sufi Movement</b>	15 hrs
	3.1. Religious Conditions under the Vijayanagara 3.2. Religious Conditions under the Bahamanis and Sultanate of Bijapur 3.3. Religious Conditions under the Palegars of Chitradurga and Nayakas of Keladi 3.4. Sufi Saints – Gesu Daraz and Syed Tajuddin and their Philosophy 3.5. Hindu Sufi Saints and their Philosophy	
<b>Unit IV</b>	<b>Education and Literature</b>	15 hrs
	4.1. Education System under the Vijayanagara 4.2. Education System under the Bahamani and Adil Shahi Period 4.3. Literature – Sanskrit, Kannada, Telugu and Tamil 4.4. Persian literature 4.5. Educational Centres: Hindu and Islamic	
<b>Books Recommended:</b>		
1.	Basavaraja, K.R., <i>History and Culture of Karnataka</i> , Chalukya Publication, Dharwad, 1984.	
2.	Desai, P.B., <i>A History of Karnataka</i> , Kannada Research Institute, Dharwad, 1970.	
3.	Rai, B A Viveka, <i>Pravasi Kanda Vijayanagara</i> (Kannada), Prasaranga- Kannada University, Hampi, 2014.	
4.	Verma, D C., <i>History of Bijapur</i> , Indian Institute of Islamic Studies, New Delhi, 1974.	
5.	Sheik Ali B., <i>Karnataka Charitre</i> (Kannada) Vols 03-04, Prasaranga - Kannada University, Hampi, 2018.	
6.	Saletore, B. A., <i>Social and Political Life in the Vijayanagara Empire</i> , B. G. Paul & Co., Madras, 1934.	
7.	Eaton, R. M., <i>The Sufis of Bijapur, 1300-1700: Social Roles of Sufis in Medieval India</i> , Princeton University Press, New Jersey, 1978.	
8.	Naik, H. P. Keshava, <i>Some Aspects of Feudal Elements in the Vijayanagara Polity, 1336-1565 AD</i> , Prasaranga- University of Mysore, Mysuru, 1998.	
9.	Dikshit, G. S. (Ed.), <i>Studies in Keladi History (Seminar Papers)</i> , Mythic Society, Bangalore, 1981.	
10.	Flatt, Emma J., <i>The Courts of the Deccan Sultanates: Living Well in the Persian Cosmopolis</i> , Cambridge University Press, Cambridge, 2019.	

<b>Course Code and Name</b>	<b>DSC-19 - B4HIA003T - Social Reform Movement of Subaltern India</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To study the conditions and struggles of marginalized communities, focusing on social evils like caste discrimination and untouchability.	
2.	To examine the contributions of leaders like Dr. B.R. Ambedkar, Jyotirao Phule, and Periyar E.V. Ramasamy, in promoting education, social justice, and political representation for Dalits and backward classes.	
3.	To analyze the rise of Dalit and Adivasi movements, focusing on grassroots mobilization and legislative reforms.	
4.	To assess the impact of these movements on modern Indian society, examining how they influenced policy changes and public discourse on caste and social equality.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Critically analyze the graded inequalities in Indian society and their impact on Shudras, Depressed Classes, and women.	
CO 2	Understand the significance of the Satya Shodhak Samaj and the social reforms and reservation policies initiated by Shahu Maharaj.	
CO 3	Appreciate the unique contributions of Shri Narayan Guru and the Ezava Movement in empowering marginalized communities.	
CO 4	Understand the multi-faceted work and contributions of Dr. B.R. Ambedkar towards the upliftment of Dalits, Backward Classes, and women, and assess his role as an architect of modern Indian society.	
CO 5	Evaluate the influence of the Self-Respect Movement and the Justice Party Movement in South India in fighting caste and social discrimination.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Legacy of Social Reformers and Early Movements</b>	15 hrs
	1.1. Buddha, Basaveshwara, Kabir Das, and Ravidas – Contributions to social equality and upliftment of marginalized communities	
1.2. Shudras, Untouchables, and Women (19th-20th Century) – Social, economic, and political status		
1.3. Namo-Shudra Movement in Bengal – Role of Harichand Thakur and Guruchand Thakur		
1.4. Pandit Ayothidas’s Movement – Upliftment of Dalits		
1.5. Early Regional Social Movements – Fighting caste oppression		
<b>Unit II</b>	<b>Satya Shodhak Samaj and Social Reforms in Maharashtra</b>	15 hrs
	2.1. Mahatma Jyotirao Phule – Reforms for women, Shudras, and Untouchables; critique of Brahmanical supremacy	
	2.2. Satya Shodhak Samaj – Aims, achievements, and Women’s Empowerment	
	2.3. Rajarshi Shahu Maharaj – SocialReforms and Reservation for	

	Backward Castes and Depressed Classes 2.4. Educational Reforms – Efforts by Phule and Shahu Maharaj. 2.5. Women in Social Reforms – Contributions of Savitribai Phule, Fatima Begum Sheikh and Tarabai Shinde	
<b>Unit III</b>	<b>Dr. B.R. Ambedkar's Social and Political Contributions</b>	15 hrs
	3.1. Ambedkar on Social Justice – Critique of caste and advocacy for Dalits and women 3.2. Constitutional Remedies – Role in drafting the Constitution and social justice 3.3. Emancipation of SCs, OBCs, and Women – Vision for an inclusive society 3.4. Ambedkar's Political and Economic Thoughts – Equality, State Socialism, Education, and Economic Reforms 3.5. Ambedkar's Legacy – Continuing Relevance in Modern India	
<b>Unit IV</b>	<b>Ezava Movement and Self-Respect Movement in South India</b>	15 hrs
	4.1. Narayan Guru and the Ezava Movement: The SNDP, social and religious reforms 4.2. Ayyankali's Social Reform Movement in Kerala: Rights of Depressed Castes, Women's Education, Anti-Untouchability 4.3. Periyar E.V. Ramasamy's Self-Respect Movement 4.4. Contributions of Krishnaraja Wodeyar IV in Mysore-Miller Commission 4.5. Role of Women in the Self-Respect Movement: Gender equality and women's empowerment	
<b>Books Recommended:</b>		
1.	Divekar, V. D., <i>Social Reform Movements in India: A Historical Perspective</i> , Bharat Itihas Samshodhak Mandal, Pune, 1991.	
2.	Desai, Manisha., <i>Subaltern Movements in India: Gendered Geographies of Struggle Against Neoliberal Development</i> , Taylor & Francis, London, 2015.	
3.	Pandey, Ajit K. & Pankaj, Ashok K., <i>Dalits, Subalternity and Social Change in India</i> , Taylor & Francis, 2018.	
4.	Gita, V., & Rajadurai, S. V., <i>Towards a Non-Brahmin Millennium: From Iyoothee Thass to Periyar</i> , Bhatkal & Sen, UK, 1998.	
5.	Keer Dhananjay, <i>Mahatma Phule- Social Revolutionary</i> , Popular Prakashan, Bombay, 1991.	
6.	O'Hanlon, Rosalind, <i>Caste, Conflict and Ideology: Mahatma Jotirao Phule and Low Caste Protest in Nineteenth-Century Western India</i> , Cambridge University Press, London, 2002.	
7.	Parameswaran, P., <i>Narayana Guru: The Prophet of Renaissance</i> , Suruchi Prakashan, New Delhi, 2024.	
8.	Zelliot, Elenor, <i>Dr. Babasaheb Ambedkar and the Untouchable Movement</i> , Blumoon Books, New Delhi, 2004.	
9.	Moon, Vasant (Ed.), <i>Dr. Babasaheb Ambedkar: Writing and speeches</i> , Vol. 1 – 17, Government of Maharashtra Publication, Mumbai, 2013.	

10. Begari, Jagannatham (Ed.), *B.R. Ambedkar and Social Transformation: Revisiting the Philosophy and Reclaiming Social Justice*, Taylor & Francis, New York, 2021.

<b>Course Code and Name</b>	<b>DSC-20 - B4HIA004T - National Movement and Constitutional Developments in India (1919-1950)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To examine the events and impacts of the national movement from 1919, focusing on Gandhian movements and the roles of leaders like Sardar Patel and Jawaharlal Nehru.	
2.	To analyze the constitutional developments under British rule, including reforms such as the Montagu-Chelmsford Reforms and the Government of India Act 1935.	
3.	To study the challenges of India's independence, focusing on communal tensions, the partition of India, and the integration of princely states.	
4.	To evaluate the drafting of the Indian Constitution, examining the contributions of leaders like Dr. Ambedkar and the principles enshrined in the constitution.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the historiographical perspectives and evolution of the Indian National Movement.	
CO 2	Analyse the expansion of the nationalist base through key political and social events, including mass movements and British constitutional reforms.	
CO 3	Understand the Quit India Movement, the role of caste and communal politics, and the socio-political impacts of Partition.	
CO 4	Appraise the contributions of key figures like Gandhiji, Dr. Ambedkar, and women leaders in shaping India's social and political fabric.	
CO 5	Gain insights into the making of the Indian Constitution and the integration of princely states into the Indian Union.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Introduction</b>	15 hrs
	1.1. Historiography of the Indian National Movement 1.2. Expansion of the Social Base of the National Movement: Non-Co-operation Movement (1920) 1.3. Simon Commission and Nehru Committee Reports 1.4. Growth of Peasant, Tribal and Working-Class Movements 1.5. Regional and Communal Variations in National Movement: 14 Points of Jinnah, Deccan Ryot Sabha, Self-Respect Movement in South India	
<b>Unit II</b>	<b>Nationalist Politics in the 1930s</b>	15 hrs
	2.1. Civil Disobedience Movement: No-Revenue Campaign and Role of the Swaraj Party 2.2. Round Table Conferences: Issues, Minorities Pact, and Poona Pact (1932) 2.3. Government of India Act of 1935: Federal Features and Working of Provincial Autonomy 2.4. Political Developments in Indian Provinces under Provincial	

	Autonomy 2.5. Emergence of Leftist and Radical Politics within Congress	
<b>Unit III</b>	<b>Quit India, Partition, and Caste Politics</b>	15 hrs
	3.1. Crusade against Caste System and Untouchability: Gandhiji and Dr. Ambedkar's Approaches 3.2. Individual Satyagraha and the Quit India Movement (1942) 3.3. India during the Second World War: Political and Economic Developments 3.4. Cripps Mission, Cabinet Mission, and the Mountbatten Plan 3.5. Partition of India: Two-Nation Theory and Dr. Ambedkar's Thoughts on Pakistan	
<b>Unit IV</b>	<b>Constitution Making and Integration of India</b>	15 hrs
	4.1. Role of Women and INA in Freedom Struggle 4.2. Constituent Assembly: Role and Work of the Drafting Committee 4.3. Salient Features of the Indian Constitution (1950) – Preamble and DPSP 4.4. Integration of Native States into the Indian Union 4.5. Impact of Constitution on Post-Independent India: A Retrospective Evaluation	
<b>Books Recommended:</b>		
1.	Banerjee, A.C., <i>Constitutional History of India (1919-1977)</i> , Macmillan Publishers, Delhi, 1977.	
2.	Chhabra, G. S., <i>Advanced Study in the Constitutional History of India</i> , Parkash Bros., Ludhiana, 1964.	
3.	Gaur, I. D., <i>Essays in History and Historiography: India's Struggle for Freedom</i> , Anmol Publications, New Delhi, 1998.	
4.	Chandra, Bipan, et al., <i>India's Struggle for Independence</i> . Penguin India Pvt. Ltd., New Delhi, 2000.	
5.	Desai, A. R. (Ed.), <i>Peasant Struggles in India</i> , Oxford University Press, Bombay, 1979.	
6.	Shankar, Girja. <i>Socialist Trends in Indian National Movement: Being a Study of the Congress Socialist Party</i> . Twenty-First Century Publishers, Meerut, 1987.	
7.	Tara Chand, <i>History of Freedom Movement in India - Vol 1-3</i> , Publications Division - Ministry of Information & Broadcasting, New Delhi, 1961.	
8.	Ambedkar, B. R., <i>Thoughts on Pakistan</i> . Thacker Ltd., Bombay, 1941.	
9.	Ahir, D. C., <i>Dr. Ambedkar and Indian Constitution</i> , Buddha Vihara, Lucknow, 1973.	
10.	Singh, S. P., and Singh, A. K., <i>Ambedkar's Vision of the Indian Constitution</i> , Swarna Prakashan, Patna, 1985.	

<b>Course Code and Name</b>	<b>DSE-21 - B4HIA105AT - Nationalist and Populist Movements in North Karnataka</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To study the rise of nationalist and populist movements in North Karnataka, focusing on figures like Siddappa Kambli, L R Angadi, A B Latthe and K G Kundangar.	
2.	To examine the socio-economic factors that influenced populist movements, including agrarian issues and colonial policies affecting local communities.	
3.	To analyze the role of cultural and political events in shaping regional consciousness and integrating local struggles with the national movement.	
4.	To assess the socio-political impact of these movements, focusing on their influence on regional reforms and the rise of democratic values in Karnataka.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the role of North Karnataka in the freedom struggle, particularly in the Pre-Gandhian and Gandhian phases, along with significant local movements such as the Hyderabad Karnataka and Goa Liberation Movements.	
CO 2	Comprehend the impact of Dalit and Non-Brahmin movements in Bombay-Karnataka, focusing on the contributions of leaders like Mahatma Phule, Dr. B.R. Ambedkar, and Sir Siddappa Kambli.	
CO 3	Outline inter-state disputes and their implications on North Karnataka, including border conflicts, water disputes, and the struggle for special status under Article 371(J).	
CO 4	Appreciate the significance of environmental activism in North Karnataka, particularly efforts to preserve Kappattagudda and the Western Ghats, and how these movements reflect broader environmental concerns.	
CO 5	Trace the various populist movements such as Socialist and Trade Union movements, as well as the peasant uprisings and feminist movements that shaped the socio-political landscape of North Karnataka.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Nationalist and Liberation Movements</b>	
	1.1. Freedom Movement: Pre-Gandhian Phases and Important Satyagrahas	
	1.2. Main Events of Gandhian Phase: Belgaum Session, Ankola and Hirekerur	
	1.3. Unification Movement: Stages and Developments in North Karnataka	
	1.4. Liberation of Hyderabad Karnataka: Local Leaders and Associations	
	1.5. Goa Liberation Movement: Role of North Karnataka	
		15 hrs
<b>Unit II</b>	<b>Dalit and Non-Brahmin Movements</b>	
		15 hrs



	<p>2.1. The Impact of Mahatma Phule and Chh. Shahu Maharaj on North Karnataka: Satya Shodhak Samaj – Work and Activities in North Karnataka</p> <p>2.2. Non-Brahmin Movement in Bombay-Karnataka: Sir Siddappa Kambli, L R Angadi, A B Latthe and K G Kundangar</p> <p>2.3. The Influence and Association of Dr. B R Ambedkar with North Karnataka: Parishads and Activities</p> <p>2.4. Dalit Movement in Bombay Karnataka: Balavantrao Varale Datta Katti and others</p> <p>2.5. Bhima Sena Movement: B. Sham Sundar – His Ideas and Struggle and DSS Movement in North Karnataka</p>	
<b>Unit III</b>	<b>Populist Movements</b>	15 hrs
	<p>3.1. Socialist Movements in North Karnataka- Impact of Kagodu Satyagraha</p> <p>3.2. Trade Unionism in North Karnataka: The Problems of Working Class and Mill Labourers</p> <p>3.3. Peasant Uprising in Naragund, Nipani, Supa and other areas</p> <p>3.4. Feminist Movements in Karnataka: Educational Movement</p> <p>3.5. Environmental Movement in North Karnataka: Kappattagudda and Western Ghats</p>	
<b>Unit IV</b>	<b>Inter-State Disputes</b>	15 hrs
	<p>4.1. Border Disputes: Belagavi, Nipani, Jatt, Akalkot and Solapur</p> <p>4.2. Water Disputes: Krishna and Mahadayi</p> <p>4.3. Movements for Special Status to Kalyan Karnataka: Article 371 (J)</p> <p>4.4. Co-operative Movements in North Karnataka: Co-operative Banks, Co-operative Societies and Associations: K H Patil</p> <p>4.5. Gokak Movement for Primacy of Kannada: Language Movement in Karnataka</p>	
<b>Books Recommended:</b>		
1.	Halappa, G. S. & Krishna Rao, M. V., <i>History of Freedom Movement in Karnataka</i> , Vol I & II, Director of Public Instruction, Government of Mysore, 1964.	
2.	Vasanthakumar, B. V. (Kan. Ed.) & Bhat, A. G. (Eng. Ed.), <i>Karnataka in Freedom Struggle</i> , Vol I & II, Kuvempu Bhasha Bharati Pradhikara, Bengaluru, 2022.	
3.	Gopala Rao, H. S., <i>Karnataka Ekikarana Itihasa</i> , Navakarnataka Publications, Bangalore, 2017.	
4.	Shankaranarayana Rao, N. P., <i>Swaatantrya Gangeya Saavira Toregalu</i> , Navakarnataka Publications, Bengaluru, 2018.	
5.	Gopala Rao, H. <i>Hyderabad Mukti mattu Sangharsha</i> , Rashtrrothana Publication, Bangalore, 2001.	
6.	Madhusudhan, R., <i>Dalit Movement in Karnataka</i> , Rudra Publications, Chhattisgarh, 2022.	
7.	Ranjan, Amit, <i>Federalism and Inter-State River Water Disputes in India</i> , Routledge, New York, 2024.	
8.	Bhandare, V. R., <i>Maharashtra -Karnataka Border Dispute: Politics of Manipulation</i> , Kirti Prakashan, Bombay, 1985.	

9.	Kuppuswamy, B., <i>Backward Class Movement in Karnataka</i> , Bangalore University, Bangalore, 1978.
10.	Dushkin, Lelah, <i>The Non-Brahmin Movement in Princely Mysore</i> , University of Pennsylvania, Philadelphia, 1974.

<b>Course Code and Name</b>	<b>DSE-21 - B4HIA105BT - Art and Architecture of Karnataka (Select Themes)</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To study the architectural styles of Karnataka, focusing on Nagara, Dravida and Vesara traditions as seen in major temples at Aihole, Pattadakal and other architectural centers in Karnataka.	
2.	To analyze the contributions of the Chalukyas, Hoysalas, and Vijayanagara rulers to the development of temple architecture, sculpture, and iconography.	
3.	To examine the religious, cultural, and political significance of key architectural sites, including the temples of Belur and Halebidu.	
4.	To explore the regional variations in Karnataka's art and architecture, examining how dynastic patronage influenced artistic developments.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the salient features and evolution of Karnataka's architectural heritage, from the Satavahana periods to the Deccan Sultanates.	
CO 2	Analyze the architectural styles and contributions of the Chalukyas of Badami and the Rashtrakutas, focusing on their main temples and architectural centers.	
CO 3	Evaluate the distinctive features of the Kalyana Chalukyan and Hoysala temple architectures, and identify their prominent temple sites and cultural significance.	
CO 4	Explore the concept, nature, and significance of defense architecture in Karnataka, along with the study of major fortifications and their strategic importance.	
CO 5	Examine the evolution of painting traditions in Karnataka, particularly the contributions of the Vijayanagara, Bahamani, and Adil Shahi schools, and their impact on regional art.	
	<b>Particulars</b>	<b>Teaching Hours</b>
<b>Unit I</b>	<b>Introduction to Karnataka Architecture</b>	15 hrs
	1.1. Sources and Historiography 1.2. Salient Features 1.3. Evolution of Karnataka Architecture: Pre-historic Art 1.4. Beginning of Structural Temples - Satavahana and Kadamba Period 1.5. Badami Chalukyan Architecture – Features, Centres	
<b>Unit II</b>	<b>Temples of Rastrakuta and Chalukyas of Kalyan Period</b>	15 hrs
	2.1. Rashtrakuta Architecture – Features, 2.2. Main Temples of Rashtrakutas 2.3. Kalyana Chalukyan Architecture – Features, Styles 2.4. Main Temples of Chalukyas of Kalyan 2.5. Architectural Centres and Complexes	
<b>Unit III</b>	<b>Temples of Hoysala and Vijayanagara Period</b>	15 hrs
	3.1. Hoysala Architecture – Features and Ruvaris 3.2. Main Temples of Hoysalas – Hoysaleswara and Channakeshava	

	3.3. Vijayanagara Architecture – Features, 3.4. Main Temples of Vijayanagara – Virupaksha, 3.5. Major Centres	
<b>Unit IV</b>	<b>Defence Architecture and Painting Art in Karnataka</b>	15 hrs
	4.1. Meaning and Nature of Defence Architecture. 4.2. Features, types and Centres of Defence Architecture 4.3. Vijayanagara Painting – Development, Themes, Centres 4.4. Bahamani Painting – Features 4.5. Adil Shahi Painting – Themes, Ragamala Paintings	
<b>Books Recommended:</b>		
1.	Rajasekhara. S; <i>Karnataka Architecture</i> , Sujata, Dharwad, 1985.	
2.	AparnaK. S., <i>Devalaya Vastushilpa Parichaya</i> (Kannada), Prasaranga, Kannada University, Hampi, 2021.	
3.	Sheik Ali B; <i>Karnataka Charitre</i> (Kannada) Vols 01-04, Prasaranga, Kannada University, Hampi, 1997	
4.	Shivaramamurti. C; <i>South Indian Paintings</i> , National Museum, New Delhi, 1968.	
5.	Shivaramamurti. C; <i>Vijayanagara Paintings</i> , Patiyala House, New Delhi, 1985.	
6.	Ambalike, Hiriyananna, <i>Itihasa mattu Puratatva</i> (Kannada), Kannada Vishaya Vishvakosha, University of Mysore, Mysore, 2009.	
7.	Verma Amrit; <i>Forts of India</i> , Government of India, New Delhi 1985.	
8.	Diwakar R.R.; <i>Karnataka Through the Ages</i> , Govt. of Mysore, Bangalore 1968.	
9.	Aruni S.K.; <i>Dakhani Chitrakale</i> (Kannada), Bangalore, 2002 .	
10.	Soundara Rajan, K.V.; <i>Early Temple Architecture in Karnataka and its Ramifications</i> , Karnatak University, Dharwad, 1969.	

<b>Course Code and Name</b>	<b>DSE-21 - B4HIA105CT - Urbanization in Ancient India (Select Themes)</b>			
<b>Course Objectives</b>				
The objectives of this course are:				
1.	To examine the process of urbanization in ancient India, focusing on the Harappan cities and the early urban centers of the Mauryan period.			
2.	To study the factors contributing to urban growth, including trade, economic specialization, and administrative functions.			
3.	To analyze the social, cultural, and political significance of urban centers, emphasizing their roles as hubs of power and religious influence.			
4.	To explore the decline and transformation of ancient cities, assessing the impacts of economic changes and political instability on urban life.			
<b>Course Outcomes</b>				
After studying this course, students will be able to				
CO 1	Understand the role of literary and archaeological sources in reconstructing the history of urban settlements in Ancient India.			
CO 2	Gain insights into the natural history of urbanization and the concept of urban revolutions in ancient times.			
CO 3	Appreciate the scientific town-planning, civil amenities, and socio-economic structure of Harappan Urbanization.			
CO 4	Trace and analyze urban trends in the Post-Vedic period and understand their key features and factors.			
CO 5	Visualize the flourishing urban centres, towns, and cities during the rule of the Mauryas and Guptas, and their contributions to arts, crafts, trade, and commerce.			
	<b>Particulars</b>	<b>Teaching Hours</b>		
<b>Unit I</b>	<b>Sources and Natural History of Urbanization</b>	15 hrs		
	1.1. Importance of sources in the study of urbanization 1.2. Literary Sources and Foreign Travelers' Accounts 1.3. Archaeological Sources: Excavations and Material remains 1.4. Natural History of Urbanization. 1.5. Urban Revolution: Definition and Significance.			
<b>Unit II</b>	<b>Harappan and Early Urbanization</b>		15 hrs	
	2.1. Town Planning and Architecture in Harappan civilization: Streets, drainage, and public buildings 2.2. Harappan Economy: Trade, Commerce, and Occupations 2.3. Distribution of Harappan Settlements 2.4. Causes of de-urbanization post-Harappan phase 2.5. Nature of Vedic society and urban settlements			
	<b>Unit III</b>			15 hrs
	<b>Second Urbanization and Urban Trends in Post-Vedic Period</b>			
	3.1. Urban trends in the Post-Vedic period: causative factors 3.2. Main features of the Second Urbanization: Emergence of new cities and settlements 3.3. Social, economic, and Political Changes driving the Second Urbanization			

	3.4. Arts, crafts, and industries in early urban centers 3.5. Growth of internal and external trade routes during early urbanization	
<b>Unit IV</b>	<b>Urbanization During Mauryas and Guptas</b>	15 hrs
	4.1. Major towns and cities during the Mauryan period: Pataliputra, Taxila, and others 4.2. Arts, crafts, and industries under the Mauryan rule 4.3. Trade, commerce, and economic developments during the Mauryas 4.4. Urbanization during the Gupta period: Towns, cities, and infrastructure 4.5. Role of guilds in the growth of urbanization: Constitution, functions, and impact on trade	
<b>Books Recommended:</b>		
1.	Childe, V. Gordon, <i>Man Makes Himself</i> , Watts and Co, London, 1936.	
2.	R.E.M. Wheeler, <i>The Indus Civilization</i> , Book Club Associates, London, 1976.	
3.	Allchin, B. & Allchin, R., <i>Birth of Indian Civilization</i> , Penguin Books, Cambridge, 1983.	
4.	Possehl, Gregory L., <i>Ancient Cities of the Indus</i> , Vikas Publishing House, New Delhi, 1989.	
5.	Thakur, V.K., <i>Urbanization in Ancient India</i> , Abhinav Publications, New Delhi, 1981.	
6.	Majumdar, R.C., <i>Corporate Life in Ancient India</i> , University of Calcutta, Calcutta, 1969.	
7.	Ray, Himanshu Prabha, <i>Monastery and Guild</i> , Oxford University Press, Bombay, 1986.	
8.	Datt Binode Behari, <i>Town Planning in Ancient India</i> , Thacker Spink and Co., Calcutta, 1925.	
9.	Thapar, Romila, <i>Early India: From the Origins to AD 1300</i> , Penguin Books, New York, 2002.	
10.	Chakrabarti, Dilip K., <i>The Archaeology of Ancient Indian Cities</i> , Oxford University Press, Mumbai, 1997.	

<b>Course Code and Name</b>	<b>B4HIA006P - Dissertation</b>	
<b>Course Objectives</b>		
The objectives of this course are:		
1.	To guide students in identifying and conducting original research on a historical or archaeological topic, using appropriate research methodologies and sources.	
2.	To develop students' ability to analyze primary and secondary sources, formulating a research question and constructing a structured argument.	
3.	To provide students with the skills to organize and present research findings in a scholarly manner, emphasizing clarity, coherence, and rigorous documentation.	
4.	To encourage independent critical thinking, enabling students to contribute original insights to their chosen field and refine their research, writing, and analytical skills.	
<b>Course Outcomes</b>		
After studying this course, students will be able to		
CO 1	Understand the importance of historical research in documenting local history, with an emphasis on collecting data through fieldwork and engaging with local sources, including oral traditions.	
CO 2	Analyze historical and archaeological sources within local contexts, evaluating their role in preserving regional history and creating awareness among local communities.	
CO 3	Evaluate oral histories and local narratives by applying rigorous historical methods, including source criticism, to authenticate and preserve these valuable records for future generations.	
CO 4	Develop research skills that contribute to the preservation of local heritage, enabling students to compile, synthesize, and present regional histories through thematic narratives and public engagement.	
CO 5	Apply effective methodologies in presenting research, including the use of digital tools and proper citation techniques, to disseminate findings and promote historical awareness in local communities.	
	<b>Particulars</b>	<b>Teaching Hours</b>
	<b>Compulsory for all students</b> <b>Dissertation</b> (Based on Field Work, Field Survey, reference work, (Library/Archives) depending on the topic, as Compulsory Sixth Course for the MA IV Semester programme in History and Archaeology from the academic year 2024-25.	

## Question Paper Model

**Time: 3 hrs**

**Maximum Marks: 75**

### **Instructions:**

1. Answer all the Questions from all the sections
2. Answer all the questions either in English or in Kannada

### **Section A**

Write Short Notes on ANY FOUR of the following

4x5=20

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

### **Section B**

Answer ANY FOUR of the following

4x10=40

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

### **Section C**

Answer ANY ONE of the following

1x15=15

- 13.
- 14.