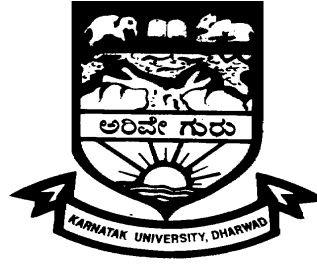


KARNATAK UNIVERSITY, DHARWAD



CURRICULUM

for

MASTER OF ARTS IN HISTORY AND ARCHAEOLOGY

CHOICE BASED CREDIT SYSTEM (MA – CBCS)



From 2014-15 onwards

Programme Code and Name: MA55 - Master of Arts in History and Archaeology

PROGRAMME SPECIFIC OUTCOMES (PSOs)

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.

Curriculum

Semester I

Paper No.	Title of the Paper	Code No.	Credit hours	Min. Marks	Max. Marks	I.A. Marks	Uni. Exams	Total Marks	Teaching Hours
Compulsory Course									
1.1	History of South India to 757 A.D.	PG42T101	4	40	100	25	75	100	4Hrs/Week
1.2	Ancient Indian Polity-Theories and Concepts	PG42T102	4	40	100	25	75	100	4Hrs/Week
1.3	History of Indian National Movement	PG42T103	4	40	100	25	75	100	4Hrs/Week
1.4	Society and Religion in Ancient India: Part-I	PG42T104	4	40	100	25	75	100	4Hrs/Week
Specialization Course (Optional Papers)									
1.5 (A)	Principles and Methods of Archaeology	PG42T105A	4	40	100	25	75	100	4Hrs/Week
OR									
1.5 (B)	Indian Art and Architecture (Select Themes)	PG42T105B	4	40	100	25	75	100	4Hrs/Week
Specialization Course (Optional Papers)									
1.6 (A)	Economic History of Medieval North India 1200-1756	PG42T106A	4	40	100	25	75	100	4Hrs/Week
OR									
1.6 (B)	Archaeology of Karnataka-Pre-historic	PG42T106B	4	40	100	25	75	100	4Hrs/Week

Semester II									
Paper No.	Subject	Code No.	Credit hours	Min Marks	Max. Marks	I.A. Marks	Uni. Exams	Total Marks	Teaching Hours
Compulsory Course									
VII	History of South India 757 to 1336	PG42T201	4	40	100	25	75	100	4Hrs/Week
VIII	Ancient Indian Political Institutions	PG42T202	4	40	100	25	75	100	4Hrs/Week
IX	History of Constitutional Development in India	PG42T203	4	40	100	25	75	100	4Hrs/Week
X	Society and Religion in Ancient India Part-II	PG42T204	4	40	100	25	75	100	4Hrs/Week
Open Elective Course									
XI	History of Karnataka Up to 1336 AD (Select Themes)	PG42T205	4	40	100	25	75	100	4Hrs/Week
Specialization Course (Optional Papers)									
XII(A)	Optional: Socio- Religious Movements in Medieval North India(1200-1707)	PG42T206A	4	40	100	25	75	100	4Hrs/Week
OR									
XII(B)	Optional :Archaeology of Karnataka- Early Historic	PG42T206B	4	40	100	25	75	100	4Hrs/Week

Semester III									
Paper No.	Subject	Code No.	Credit hours	Min. Marks	Max. Marks	I.A. Marks	Uni. Exams	Total Marks	Teaching Hours
Compulsory Course:									
XIII	History of South India 1336 to 1686 (Political)	PG42T301	4	40	100	25	75	100	4Hrs/Week
XIV	Social Reform Movements in India: Indian Renaissance	PG42T302	4	40	100	25	75	100	4Hrs/Week
XV	Method and Theory in History	PG42T303	4	40	100	25	75	100	4Hrs/Week
XVI	History of Modern World (1900-1939)	PG42T304	4	40	100	25	75	100	4Hrs/Week
Open Elective Course									
XVII	Socio-Political Movements of Modern Karnataka (Select Themes)	PG42T305	4	40	100	25	75	100	4Hrs/Week
Specialization Course (Optional Papers)									
XVIII (A)	Optional : Architects of Modern India (Life and thoughts of M.G. Ranade and Mahatma Gandhi)	PG42T306A	4	40	100	25	75	100	4Hrs/Week
OR									
XVIII (B)	Optional- Urbanization in Ancient India (from Early times to end of Guptas)	PG42T306B	4	40	100	25	75	100	4Hrs/Week

Semester IV									
Paper No.	Subject	Code No.	Credit hours	Min. Marks	Max. Marks	I.A. Marks	Uni. Exam	Total Marks	Teaching Hours
Compulsory Course:									
XIX	History of South India (1336-1686) (Cultural)	PG42T401	4	40	100	25	75	100	4Hrs/Week
XX	Social Movements for the Upliftment of the Oppressed	PG42T402	4	40	100	25	75	100	4Hrs/Week
XXI	Historiography	PG42T403	4	40	100	25	75	100	4Hrs/Week
XXII	History of Modern World (1939-1991)	PG42T404	4	40	100	25	75	100	4Hrs/Week
XXIII	Project Work (Based on Field Work, Field Survey, reference work, (Library/Archives) depending on the topic, as Compulsory Sixth Course for the MA IV Semester (CBCS) programme in History and Archaeology from the academic year 2011-12.	PG42T405	4	40	100	25 (Viva-voce)	75	100	4Hrs/Week
Specialization Course (Optional Papers)									
XXIV (A)	Optional :Architects of Modern India (Life and thoughts of Dr. Babasaheb Ambedkar and Pt. Jawaharlal Nehru)	PG42T406A	4	40	100	25	75	100	4Hrs/Week
OR									
XXIV (B)	Optional-(A): History of Indian Painting: Select Styles	PG42T406B	4	40	100	100	75	100	4Hrs/Week

Paper Code and Name	PG42T101- History of South India to 757 AD	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Realize the significance of geographical factors and sources for the reconstruction of the South Indian History of ancient times.	
CO 2	Understand the Ethical values propagated in Ashokan Edicts and his concept of Dhamma besides tracing the extent of his empire in the South.	
CO 3	Perceive the socio-political and economic conditions of South India as reflected in Sangam Literature.	
CO 4	Grasp the cultural contributions of early ruling dynasties of the Deccan.	
CO 5	Understand the zenith of Political Power of Chalukyas of Badami and Pallavas of Kanchi along with their contributions to Art and Architecture.	
	Particulars	Teaching Hours
Unit I	Geographical Factors and Sources	8hrs
	a) Geographical Factors b) Archaeological Sources c) Literary Sources	
Unit II	Mauryan Rule in South India	8hrs
	a) Ashokan Edicts in South India b) Mauryan Administration in South India c) Ashokan Dhamma	
Unit III	The Sangam Age	8hrs
	a) Literature b) Polity and Society c) Socio-Economic and Religious condition	
Unit IV	Satavahana, Ikshvaku and Vishnukundin Rule	8hrs
	a) Satavahana Genealogy, Early Rulers- Gautamiputra Satakarni and his achievements b) Socio-Economic, Religious conditions and Art and Architecture of Satavahanas c) Ikshvakus and Vishnukundins' Rule	
Unit V	The Chalukyas of Badami and Pallavas of Kanchi	8hrs
	a) Pulakesi-II and Pallava Narasimhavarma-II b) Chalukya – Pallava conflicts c) Art and Architecture of Chalukyas and Pallavas	
Books Recommended:		
1	Yazdani, G.; <i>The Early History of Deccan Vol.I & II</i> , New Delhi, 1982	
2	Sastri, K.A.N.; <i>A History of South India from Prehistoric Times to the Fall of the Vijayanagara</i> , Oxford, 1966.	

3	Subramanian, N.; <i>Sangam Polity</i> , Bombay, 1966
4	Krishnarao, B.B.; <i>A History of the Early Dynasties of Andhradesa</i> Madras, 1942.
5	Ramesh, K.V.; <i>Chalukyas of Vatapi</i> , Delhi, 1984.
6	Sheik Ali, B. (Ed.) ; <i>Karnataka Charitre</i> , Vols.1-2 Hampi, 1997

Paper Code and Name	PG42T102- Ancient Indian Polity - Theories and Concepts	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Understand the trends in Historiography of Ancient Polity.	
CO 2	Realize the significance of sources in the reconstruction of history of Political thought.	
CO 3	Understand the evolution of various theories of origin of state.	
CO 4	Comprehend the concepts and elements of state as propagated by Kautilya.	
CO 5	View contemporary Inter-state problems in the light of ancient Indian theory and concept of Raja-Mandala.	
	Particulars	Teaching Hours
Unit I	History of Research in Ancient Indian Polity- Imperial and Nationalist Views	8hrs
	a) Survey of Research b) Imperialist view c) Nationalist view	
Unit II	Sources	8hrs
	a) Manusmriti and Mahabharata b) Arthashastra c) Kamandaka's Nitisara and Dighanikaya	
Unit III	Theories on the Origin of Kingship;	8hrs
	a) Origin of State: State of Nature b) Brahmanical view- Divine origin theory c) Buddhist view- Social Contract Theory	
Unit IV	Elements of the State	8hrs
	a) Concept of Elements of State b) Saptanga theory of Kautilya	

	c) Importance of Swami and Amatya	
Unit V	Inter-State Relations	8hrs
	a) The Rajamandala concept	
	b) Kautilya's Rajamandala theory c) Its Relevance to Inter-State relations	
Books Recommended:		
1	Saletore, B.A; <i>Ancient Indian Political Thought and Institution</i> , Bombay, 1968.	
2	Kane, P.V.; <i>The History of Dharmasastras</i> (Vol.3), Poona, 1962.	
3	Goshal, U.N.; <i>A History of Indian Political Ideas</i> , OUP, 1959.	
4	Sharma, R.S.; <i>Aspects of Political Ideas and Institutions in Ancient India</i> , Delhi, 1959.	
5	Altekar, A.S.; <i>State & Government in Ancient India</i> , Banaras, 1949.	
6	Mookerji, R.K.; <i>Local Government in Ancient India</i> , Oxford, 1920.	
7	Shama Sastry R.; <i>Kautilya's Arthasastra</i> , Mysore, 1967.	

Paper Code and Name	PG42T103- History of Indian National Movement	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Recognize the process and impact of the colonization of India.	
CO 2	Understand the ideological dimensions and trends in the writings on Indian National Movement.	
CO 3	Trace the course and methods of liberal and radical nationalists.	
CO 4	Understand the emergence of urbanized mass politics and the popular movements.	
CO 5	Understand the tangle of communal and caste politics and their remedial measures.	
	Particulars	Teaching Hours
Unit I	Introduction:	8hrs
	a) Historiography of the Indian National Movement.	
	b) Ideological Dimensions and Strategy of the Movement. c) The Revolt of 1857 and Economic Policies of the Colonial Rule	
Unit II	Rise and Growth of the National Movement	8hrs

	<p>a) Myth and Reality of Indian National Congress</p> <p>b) Moderate Phase (1885-1905) –Partition of Bengal.</p> <p>c) Extremist Phase (1905- 1919) -Split in Congress, Socialists V/S Conservatives</p>	
Unit III	Emergence of Mahatma Gandhi:	8hrs
	<p>a) Non Co-operation Movement.</p> <p>b) Civil Disobedience Movement</p> <p>c) Quit India Movement</p>	
Unit IV	Emergence of Communal & Caste Politics	8hrs
	<p>a) Partition of India – Jinna’s Two Nation Theory & Dr. Ambedkar’s thoughts on the formation of Pakistan</p> <p>b) Gandhiji on Chaturvarna and Upliftment of Dalits.</p> <p>c) Crusade against caste system and untouchability- the approaches of Dr.Ambedkar</p>	
Unit V	The Popular Movements during Freedom Struggle	8hrs
	<p>a) Peasant and Working Class Movements</p> <p>b) Tribal Movements.</p> <p>c) Role of Women in Freedom Struggle</p>	
Books Recommended:		
1	Majumdar, R.C. (Ed.)- <i>Advanced History of India (Part-III)</i> London, Macmillan, 1949.	
2	Bishweshar Prasad, <i>Changing Modes of Indian National Movement</i> , New Delhi 1966.	
3	Tara Chand, <i>History of the Freedom Movement in India (2 Vols.)</i> , Delhi, 1967	
4	Percival Spear, <i>A History of India Vol. II</i> New Delhi, 1990.	
5	Suntharalingam, <i>Indian Nationalism: Historical Analysis</i> , New Delhi, 1963.	
6	Ambedkar, B.R., <i>Thoughts on Pakistan</i> , Bombay, 1941.	
7	Keer Dhananjay- <i>Life and Mission of Dr. Babasaheb Ambedkar</i> , Popular Prakshan, Bombay.	
8	Bipan Chandra- <i>India’s Struggle for Independence 1857–1947</i> , Penguin Books New Delhi 1997.	
9	Desai., A.R., <i>Peasant Struggles in India</i> , Oup, Bombay, 1979.	
10	Sumit Sarkar- <i>Modern India 1885-1947</i> , Delhi, 1983.	
11	Sukomal Sen- <i>Working Class of India, History of Emergence and Movement, 1830-1970</i> , Calcutta, 1977.	
12	Girja Shankar, <i>Socialist Trends in Indian National Movement</i> , Meerut, 1987.	

Paper Code and Name	PG42T104- Society and Religion in Ancient India: Part I	
Course Outcomes		
After studying this course, students will be		
CO 1	Equipped with the ability to analyze causes and consequences of Varna and Caste system that prevailed in early India.	
CO 2	Able to understand the Socio-religious and philosophical developments of early and later Vedic ages.	
CO 3	Enlightened about the status of Women and Shudras in the Epic age.	
CO 4	Able to perceive Dharmashastras and Smriti as the legal codes of that period and the riddle of castes.	
CO 5	Able to realize the impact of Shakti and Tantric Cult on Ancient Indian Society and Religion.	
	Particulars	Teaching Hours
Unit I	Vedic Society and Religion	8hrs
	a) Chaturvarna and Caste System b) Religious rites and Ashrama System c) Institution of Marriage and Position of Women	
Unit II	Later Vedic Society and Religion	
	a) Sources: Vedas, Upanishads and Puranas b) Conflicts between Brahmins and Kshatriyas c) Philosophy of Upanishad– Concept of Ahimsa and war on Vedas	
	Society and Religion during Epic Age	
Unit III	a) Concept of the Yugas – Riddle of Kaliyuga b) Rajadharma and Varnashram- Fate of Shambhuka, Ekalavya and Karna c) Position of Women- Sita, Draupadi and others	8hrs
	Society and Religion during the period of Dharmashastras and Smritis	8hrs
	a) Sources b) Social order- The Riddle of Castes c) Law and Rituals	
Shakti and Tantric Cults	8hrs	
a) Origin and development b) Downfall of Male Dities and rise of Female Goddesses. c) Impacts of Shakti and Tantric Cults		
Books Recommended:		
1	<i>Apasthamba Dharma Sutra</i> , (Ed) Bihler Bombay, 1894	
2	<i>Aitareya Brahmana Commentary of Sayana</i> , Culcutta 1895	

3	<i>Atharva Veda</i> , VVR Institute Hoshiarpur, 1960
4	<i>Rigveda</i> , OUP 1890 (1935)(1954)
5	Ambedkar B.R., <i>Writings and Speeches</i> Vol.3, 4, and 5. Govt of Maharashtra Bombay 1987
6	A.L. Basham; <i>The Wonder That Was India</i> , London, 1967
7	Thapar Romila, <i>History of India</i> , 1965

Paper Code and Name	PG42T105A- Principles and Methods of Archaeology	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Understand the basic concept of Archaeology and its course.	
CO 2	Trace the development of archaeology in west and India and its evolution as a disciplined helps student to realize the trends of Archaeological Studies.	
CO 3	The Study of inter-relationship between Archaeology and other Sciences will helps student to develop interdisciplinary approach.	
CO 4	Become familiarized with the technique of excavation, prospecting.	
CO 5		
	Particulars	Teaching Hours
Unit I	Introduction to Archaeology	8hrs
	a) Meaning and Definitions b) Nature c) Scope of Archaeology	
Unit II	II. Development of Archaeology	
	a) Development in West b) Development in India Pre- independence c) Development in Post- Independence India	
Unit III	Relationship of Archaeology with other Sciences	8hrs
	a) Natural Sciences b) Physical Sciences c) Social Sciences	
Unit IV	Methods of Archaeological Excavation	8hrs
	a) Horizontal b) Vertical	

	c) Quadrant	
Unit V	Relative and Absolute Dating Methods in Archaeology	8hrs
	a) Statigraphy	
	b) C. 14 c) Dendrochronology and Thermoluminescence	
Books Recommended:		
1	<i>Frank Hole R.Heizer; Introduction to Prehistoric Archeology, Newyork,1977</i>	
2	Glyn Daniel ; A Hundred and Fifty Years of Archaeology, London 1979	
3	D.Brothwell and E Higgs; Science in Archaeology, London-NewYork, 1963.	
4	K.V.Raman Principles and Methods of Archaeology, Madras, 1986.	
5	H.D. Sankalia ; Prehistory and Protohistory in India and Pakistan Pune, 1974.	
6	S.V.Padigar; Puratatvashastra Parichaya Dharwad, 1987	

Paper Code and Name	PG42T105B- Indian Art and Architecture (Select Themes)	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Understand the purpose and significance of Cave Architecture in Ancient India.	
CO 2	appreciate the importance of the Study of Stupa Architecture will help students to understand the evolution and maturity of Stupa architecture over centuries.	
CO 3	Appreciate Chalukyan Center as cradles and centers of experimentation of styles of temple architecture in parallel to pallava architecture.	
CO 4	Trace the transition of architectural styles from Cave temples to Structural Shrines.	
CO 5	Visualize the Zenith of Vesara and Dravidian styles respectively under Hoysalas and Cholas.	
	Particulars	Teaching Hours
Unit I	Cave Architecture in India	8hrs
	a) Mauryan Caves	
	b) Later Caves in Western Deccan c) Khandagiri and Udayagiri (Orissa)	
Unit II	Mauryan Art:	8hrs
	a) Nature of Mauryan Art	
	b) Ashokan Pillars c) Yakshas & Yaskhis	

Unit III	Stupa Architecture	8hrs
	a) Origin and growth of stupa architecture b) Essential features of stupa c) Sanchi and Amaravati stupa	
Unit IV	Structural Temples	8hrs
	a) Early Chalukya and Pallava Architecture b) Centers c) Salient features	
Unit V	Structural Temples of Hoysala and Chola period	8hrs
	a) Centers of Hoysala and Chola architecture b) Main temples c) Characteristic features	
Books Recommended:		
1	Rajendra Prasad, B.; <i>Art of Andhra Pradesh</i> Delhi, 1980	
2	Brown, Percy; <i>Indian Architecture (Buddhist and Hindu Periods)</i> Bombay, 1971.	
3	Rajasekhara, S.; <i>Early Chalukya Art at Aihole</i> . New Delhi, 1985.	
4	Gupte, R.S.; <i>Ajanta, Ellora and Aurangabad Caves</i> . Bombay, 1962.	
5	Sivaramamurti, C.; <i>The Chola Temples – Thanjavur, Gangaikonda Cholapuram, Darasuram</i> . New Delhi, 1960.	
6	Dhaky M.A.; <i>Encyclopedia of Indian Temple Architecture (South India: Upper Dravida Desa) Early Phase</i> . Delhi, 1986	
7	Settar, S.- <i>The Hoysala Temples, Vol. I & II</i> . Bangalore, 1991	
8	Rajasekhara, S.; <i>Karnataka vatsusilpa mattu Chitrakale</i> (Kannada), Dharwad, 1988	
9	Sivaramamurthi, C; <i>Indian Sculptures</i> . New Delhi, 1961	
10	Barrett, Douglas; <i>Early Chola Architecture and Sculpture</i> London, 1974	

Paper Code and Name	PG42T106A- Economic History of Medieval North India -1200 to 1756
Course Outcomes	
After studying this course, students will be able to	
CO 1	Understand the agrarian Structure and land tenures of the Delhi Sultanate period.
CO 2	After understanding the market and price regulation during Delhi Sultanate, in will provide some hint to current economic crisis.
CO 3	Trace the technological advances and growth of craftsmanship that lead to the emergence of new towns and cities.

CO 4	Comprehend the relationship between Mughals and the European Companies as well as monetization of the economy.	
CO 5		
	Particulars	Teaching Hours
Unit I	Agrarian System under the Sultanate	8hrs
	a) Sultanate Ideas on Land Taxation, Land Revenue Administration Under the Delhi Sultanate b) Land Tenures – Iqta System, Agrarian structure c) Irrigation under the Tughlaqs	
Unit II	Markets and General Economy	8hrs
	a) Markets and Market Regulations b) Urban Economy, Prices in Agricultural Goods c) Currency System	
Unit III	Urbanization	8hrs
	a) Growth of Towns and Cities b) Trade and Commerce c) Technological Changes and Craft Production	
Unit IV	Economy under the Mughals	8hrs
	a) The status and role of the Mughal nobility in the countryside with special reference to the Zamindari b) The state and the Economy: Agrarian relations and the Mughal revenue and Monetary System and prices. c) Internal and Foreign Trade with special reference to the nature, extent and commodity.	
Unit V	European Trade during the Mughals	8hrs
	a) European Trading Companies b) Monetization of the Economy c) Material Condition of the people	
Books Recommended:		
1	Tapan Ray Chowdhary; <i>The Cambridge Economic History of India – Vol- I and II</i> , Delhi, 1982- 1984	
2	Morland; <i>Agrarian System of Muslim India, Akbar to Aurangajeb</i>	
3	Irfan Habib; <i>Agrarian System of Mughal India, 1556-1707</i> , Asia, Bombay, 1963. Revised edition, Oxford, Delhi, 1999.	
4	Irfan Habib; <i>An Atlas of the Mughal Empire</i> , Oxford, New Delhi, 1982; 2 nd ed., 1983.	
5	Irfan Habib; <i>The Agrarian System of Mughal India 1556-1707</i> Third edition OUP India Paperback, 2013	
6	Narasimha Reddy D. and Srijit Mishra (Ed.), <i>Agrarian Crisis in India</i> OUP India, 2010.	

Paper Code and Name	PG42T106B- Archaeology of Karnataka: Prehistoric	
Course Outcomes		
After studying this course, students will be able to		
CO 1	The study of this course helps to understand the geographical features, phases of human evolution during pre-historic Karnataka.	
CO 2	It helps students to discern developmental patterns of man from primitive to proto-modern stages during stone and metallic ages.	
CO 3	Further it helps and to identify the industrial and dwelling sites discovered and excavated in Karnataka.	
CO 4		
CO 5		
	Particulars	Teaching Hours
Unit I	Introduction to Karnataka Archaeology	8hrs
	a) Nature b) Scope c) Importance	
Unit II	Development of Archaeology in Karnataka- Pre-historic	8hrs
	a) Paleolithic b) Mesolithic c) Neolithic	
Unit III	Development of Archaeology in Karnataka: Early Historic	8hrs
	a) Epigraphy, b) Numismatics, c) Art and Architecture	
Unit IV	The Palaeolithic Cultures of Karnataka	8hrs
	a) Lower Paleolithic b) Middle Paleolithic c) Upper Paleolithic.	
Unit V	The Neolithic-Chalcolithic Cultures of Karnataka	8hrs
	a) Sanganakallu, b) Tekkalakota c) Maski	
Books Recommended:		
1	Joshi, R.V., Pleistocene Studies in the Malaprabha Basin, Poona-Dharwad, 1956.	
2	Pappu, R.S., Pleistocene Studies in the Upper Krishna Basin, Poona, 1974	
3	Paddayya, K., <i>The Lower Palaeolithic Cultures of the Hunsgi Valley: A Settlement system Perspective</i> , Pune, 1982.	

4	Allchin, B. and Allchin F.R., <i>The Rise of Civilization in India and Pakistan</i> .
5	Sheik Ali B. (Ed.), <i>Karnataka Charitre</i> , Vol.I (Hampi, 1997).

II SEMESTER

Paper Code and Name	PG42T201 - History of South India 757 to 1336 A.D.	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Understand the useful archaeological and literary sources available for the study of South Indian History	
CO 2	Understand the process of consolidation of power in the Deccan by the Rashtrakutas and their Northern Policy.	
CO 3	This course also provides an insight into the Chalukya - Chola Conflicts as well as Shri Basaveshwara's Veerashaivism.	
CO 4	It enables students to appreciate overseas expeditions of Cholas and their cultural contributions.	
CO 5	This course also helps students to understand the Hoysala role in Southern Karnataka and their contribution to Art and Architecture	
	Particulars	Teaching Hours
Unit I	Sources	8hrs
	a) Archaeological Sources b) Literary Sources c) Foreigners' Accounts	
Unit II	Rashtrakutas	8hrs
	a) The Emergence of the Rastrakutas b) Political history- Northern Policy c) Administration.	
Unit III	Development of Archaeology in Karnataka: Early Historic	8hrs
	a) Career and achievements of Somesvara-I- Vikramaditya-VI and the Kalachuri Bijjala b) Conflict with the Cholas c) Sri. Basaveshwara, – Virasaivism	
Unit IV	Imperial Cholas	8hrs
	a) Career and achievements of Rajaraja-I and Rajendra-I. b) Administration, Agriculture, Trade and Commerce. c) Art and Architecture.	
Unit V	Hoysalas	8hrs
	a) Career and achievements of Vishnuvardhana and Ballala-III b) Causes for The Decline of the Hoysalas c) Art and Architecture	

Books Recommended:	
1	Yazdani G. - The Early History of Deccan, Vol. I & II New Delhi, 1982.
2	Sastri K.A.N. - A History of South India from Prehistoric Times to the Fall on the Vijayanagara, Oxford, 1996.
3	Basavaraja, K.R. - History and Culture of Karnataka, Dharwad, 1984.
4	Desai, P.B. - A History of Karnataka, Dharwad, 1970.
5	Gopal, B.R. - The Rashtrakutas of Malkhed (Studies in their History and Culture), Bangalore, 1996.
6	Rajashekara, S. - Karnataka Architecture, Dharwad, 1986.
7	Sheik Ali B. (Ed) - Hoysala Dynasty, Mysore, 1972

Paper Code and Name	PG42T202- Ancient Indian Political Institutions	
Course Outcomes		
After studying this course, students will be able to		
CO 1	This course helps students to understand the nature of Vedic Polity and the role of Sabha and Samiti.	
CO 2	Further, it enables students to appreciate the emergence of the republican states and the democratic nature of their administration	
CO 3	It also enriches the students with knowledge on earliest forms of taxation and the ethical constraints of the same.	
CO 4	Students will be enlightened on the nature of recruitments and organization of the army.	
CO 5	Overall, students will be able to evaluate political institutions and laws of the ancient period.	
	Particulars	Teaching Hours
Unit I	Vedic Polity	8hrs
	a) Vidatha, b) Gana, c) Sabha and Samiti	
Unit II	Republican States	8hrs
	a) The Emergence of the Rastrakutas b) Political history- Northern Policy c) Administration.	
Unit III	Revenue	8hrs
	a) Principles of Taxation b) Sources of State Income	

	c) Items of Expenditure	
Unit IV	Military	8hrs
	a) Recruitment and Training	
	b) Organization c) Administration	
Unit V	Law in Ancient India	8hrs
	a) Sources of Law-Manu, Yajnavalkya, Narada Smritis	
	b) Kantaka Shodana and Vyavaharapada c) Administration of Justice.	
Books Recommended:		
1	Saletore, B.A.- <i>Ancient Indian Political Thought and Institution</i> , Bombay, 1968.	
2	Kane, P.V. <i>The History of Dharmasastras (Vol.3)</i> Poona, 1962	
3	Ghoshal, U.N.- <i>A History of Indian Political Ideas</i> 1959.	
4	Derrett, J.D.M.- <i>Religion, Law and State in Ancient India</i> , London, 1968.	
5	Sharma, R.S.- <i>Aspects of Political Ideas and Institutions in Ancient India</i> , Delhi, 1959.	
6	Altekar, A.S.- <i>State and Government in Ancient India</i> , Delhi, 1958.	
7	Shastri, K.A.N.- <i>Early History of South Indian from Prehistoric Time to the fall of Vijayanagar</i> , Oxford, 1966.	

Paper Code and Name	PG42T203- History of Constitutional Development in India	
Course Outcomes		
CO 1	This course enables students to grasp the introduction and evolution of democratic principles and institutions in India.	
CO 2	In addition enables them to understand the curtailment of company powers and extension of parliamentary control over company administration.	
CO 3	Further this helps them to understand the process of implementation and impact of British Constitutional reform Acts. Especially the Policy of Association, Policy Self and Responsible Government, Provincial Autonomy, Federal Principles and etc.	
CO 4	Moreover make student to realize the nature and importance of Communal and Class electorates, reservation policy and representation in the administrative machinery and governance.	
CO 5	In addition this enables them to make a critical analysis of the reports of British Commissions and their proposals and plans. This also makes them to assess the work of the Constituent Assemble and salient features of the Indian Constitution.	
	Particulars	Teaching Hours

Unit I	Early Acts	8hrs
	a) Regulating Act, 1773. b) The Charter Act of 1833. c) Act of 1858 and Queen’s Proclamation	
Unit II	The Acts of 1909 and 1919	8hrs
	a) The Minto – Morley Reforms (1909) b) The Montague-Chelmsford Reforms (1919) – the Dyarchy c) Swarajistis Attitude	
Unit III	Constitutional Developments (1927 to 1930)	8hrs
	a) The Simon Commission (1927) b) The Nehru Report c) The Fourteen Points of M.A. Jinnah	
Unit IV	Constitutional Deadlock and 1935 Act	8hrs
	a) The Round Table Conferences (1930-32) – Poona Pact. b) Government of India Act of 1935-Features and Provincial Autonomy. c) Cripps Mission	
Unit V	The Making of the New Constitution	8hrs
	a) Cabinet Mission Plan (1946). b) The Constituent Assembly-Important Committees: c) Salient Features of Constitution (1950)	
Books Recommended:		
1	Banerjee, A.C.; <i>Constitutional History of India</i> (1919-1977), Vol.3 Delhi, 1978.	
2	Desikachar, S.V.(Ed.); <i>Readings in the Constitutional History of India</i> (1757-1947), Delhi, 1983.	
3	Shree Govind Mishra; <i>Constitutional Development and National Movement in India</i> , Patna, 1978.	
4	Hasan Mushiral ; <i>Nationalism and Communal Politics in India</i> (1916-1928),New Delhi, 1979.	
5	Ahir D.C. ; Dr.Ambedkar and the Indian Constitution, Lucknow, 1973.	
6	Sigh S.P and Sigh A.K.; <i>Ambedkar’s Vision of the Indian Constitution</i> , Swarna publication, Patna, 1987.	
7	Chhabra G.S.; <i>Advanced Study in the Constitutional History of India (1773-1947)</i> New Academic Pub. Co.Jullundar 1973.	
8	Singh G.N.; <i>Landmarks in Indian Constitutional and National Development Vol-I (1600-1919)</i> Delhi, 1952.	
9	A.B.Keith - <i>Constitutional History of India.</i>	

Paper Code and Name	PG42T204 - Society and Religion in Ancient India: Part-II
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Course Outcomes		
After studying this course, students will be able to		
CO 1	This course helps students to realize the heterodox pre-Buddhist Philosophies such as Ajivaka, Lokayata and so on	
CO 2	The students learn and inculcate the humanitarian values of Ahimsa and Aparigraha propagated in Jainism.	
CO 3	Similarly, it also fosters the values of realism and morality preached by the Buddha in the students.	
CO 4	Students are enabled to identify the influence of Buddhism outside India.	
CO 5	Evaluate the post-Buddhist Hindu sects namely Shaivism and Vaishnavism.	
	Particulars	Teaching Hours
Unit I	Ajivikas and Lokayats	8hrs
	a) Sources b) Philosophy c) Carvaka	
Unit II	Jainism	8hrs
	a) Origin and growth of Jainism b) Mahaveer and his Teachings c) Sects in Jainism and its decline	
Unit III	Buddhism	8hrs
	a) Background b) Origin and Growth of Buddhism c) Buddha and his Teachings	
Unit IV	Influence of Buddhism	8hrs
	a) Buddhist Rulers of India b) Buddhist Monks and Nuns c) Buddhism Outside India	
Unit V	Shaiva and Vaisnava Sects	8hrs
	a) Origin, growth and expansion of Shaivism and Vaisnavism b) Important Sects of Shaivism c) Vaisnavism – Its Philosophy	
Books Recommended:		
1	C.J.Shah- Jainism in North India	
2	A. Warder- Indian Buddhism	
3	P.V. Kane- History of Dharmasastras	
4	R. Shamashastry: Koutilya, Mysore 1905	

5	R.S. Sharma- Advent of the Aryans in India, Motilal Banarasidass Delhi-1992.
6	Chattopadhyaya Debiprasad: Lokayata- a study in Ancient Indian Materialism- New Delhi, 1992
7	Basham A.L.: The Wonder that was India, London, 1954
8	Moon Vasant: Dr.B.R. Ambedkar Writings and Speeches Vol.I, III, IV, V, VII Govt. of Maharashtra Bombay-1991

Paper Code and Name	PG42T205 - Open Elective Course-I: History of Karnataka Up to 1336 AD (Select Themes)	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Realize the importance of sources in the reconstruction of history of Karnataka	
CO 2	Appreciate the cultural contributions of Maurya to Kadambas.	
CO 3	Further, the students will be able to visualize the features of Chalukyan and Rashtrakuta Art and Architecture.	
CO 4	They will be able to analyze the socio-religious factors for the emergence of Veerashaiva Movement.	
CO 5	Appreciate the salient features of Hoysalas temples and secular structures.	
	Particulars	Teaching Hours
Unit I	Sources of Karnataka History	8hrs
	a) Importance b) Literary sources c) Archaeological sources	
Unit II	Early Historical Karnataka: Cultural Aspects	8hrs
	a) Maurya, Satavahana, b) Gangas of Talakadu c) Kadambas of Banavasi	
Unit III	Early Medieval Karnataka	8hrs
	a) Chalukyas of Badami- Art and Architecture. b) Rastrakutas- art. c) Development of Literature during the Rastrakutas	
Unit IV	Medieval Karnataka: Chalukyas of Kalyan	8hrs
	a) Society b) Religious conditions c) Veerashaiva Movement	
Unit V	Hoysalas of Dorsamudra.	8hrs
	a) Art and Architecture, Centers and Salient features;	

	b) Religious conditions c) Srivaishnavism	
Books Recommended:		
1	K.A.Nilakanta Shastri - A History of South India from Prehistoric Times to the Fall of the Vijayanagara (Oxford, 1966)	
2	G. Yazdani - The Early History of the Deccan (OUP, New Delhi, 1982)	
3	K.V. Ramesh - <i>Chalukyas of Vatapi</i> (Delhi, 1984)	
4	S. Rajashekara - Early Chalukyan Art at Aihole (NewDelhi, 1985)	
5	S. Rajashekara - Karnataka Architecture (Dharwad, 1985)	
6	K.R.Basavaraja - <i>History and Culture of Karnataka</i> (Dharwad, 1984)	
7	A.S.Altekar - <i>The Rastrakutas and Their Times</i> (Poona, 1967)	
8	S.Settar - <i>Hoysala Temples</i> , (Two Volumes) (Bangalore, 1991)	
9	S.Settar - <i>Hoysala Sculptures in the National Museum Copenhagen</i> (Copenhagen, 1975)	
10	B.Sheik Ali (Ed.) - <i>Karnataka Charitre</i> vols. I and II (Hampi, 1997)	
11	B.Sheik Ali (Ed.) - <i>The Hoysala Dynasty</i> (Mysore, 1972)	

Paper Code and Name	PG42T206A - Socio-Religious Movements in Medieval North India (1200 to 1707)	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Understand the background to the socio-religious movements that prevailed during medieval period.	
CO 2	Further they will be inspired to inculcate the religious harmony and humanitarian features of Sufi and Bhakti Sects	
CO 3	It helps students to understand the Hindu Social order, Muslim Society and position of women of that period.	
CO 4	This course helps student to understand the salient features of medieval education system and the centers of learning.	
CO 5	Finally, the students will notice the influence of Bhakti and Sufi Movements.	
	Particulars	Teaching Hours
Unit I	Social condition	8hrs

	a) Hindu Society – Caste system – Position of Women. b) State attitude towards Hindus – Imposition of Jazia. c) Religious discrimination against Hindus – Jainism – Buddhism	
Unit II	Muslim society	8hrs
	a) Privileged classes b) Attitude towards Shias c) Position of Muslim women	
Unit III	Education and Learning	8hrs
	a) Salient features of Hindu education b) Salient features of Islamic education c) Hindu and Muslim learning centers	
Unit IV	Sufi Movement	8hrs
	a) Sufi saints – Their teaching and practices. b) Schools of Sufism – Suhrawardi order – The Chisti order – Firdausia order – Qadri order – Nakshbandi order – Shattari order. c) Impact of sufism on Indian Society	
Unit V	The Bhakti movement	8hrs
	a) Bhakti saints – Their teaching and practices b) Ramananda – Chaitanya – Guru Nanak – Kabir c) Contribution of the bhakti movement	
Books Recommended:		
1	Chitnis K N Socio-economic History Of Medieval India	
2	S. Nurul Hasan <i>Religion, state, and society in medieval India: collected works of Saiyid Nurul Hasan, Satish Chandra, Oxford University Press, 2005</i>	
3	Sharma B.N. <i>Social and Cultural History of Northern India, Abhinav Publication, New Delhi, 1972</i>	
4	Luniya B.N. <i>Life and Culture in Medieval India, Kamal Prakashan, Indore, 1978</i>	
5	Jaffar, S.M. <i>Education in Muslim India, Peshawar, 1936</i>	
6	Rashid, A, <i>Society and Culture in Medieval India, New Delhi, 1980.</i>	
7	Shrivastava M.P. <i>Culture Society and Culture in Medieval India, 1206 to 1707, Chugh Publication, 1975, New Delhi.</i>	
8	Subhan, J. <i>Sufism, Its Saints and Shrines Lucknow 1930.</i>	
9	Majumdar R.C.(ed) <i>History and Culture of the Indian People Vol. IV and Vol. V</i>	
10	Yadava, B.N.S. <i>Society & Culture in North India in the 12th Century.</i>	

Paper Code and Name	PG42T206B- Archaeology of Karnataka: Early Historic	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Differentiate between prehistoric and protohistoric phases of settlements in Karnataka	
CO 2	Get inspired by the moral messages propagated in rock edicts of Ashoka discovered in Karnataka	
CO 3	The case study of Satavahana sites such as Vadgaon Madhavpur, Banavasi and so on provide students with field knowledge of Archaeology	
CO 4	Students will be able to identify the features of early historic settlements such as Banavasi, Brahmagiri and others.	
CO 5	Appreciate the contributions of stalwart archaeologists to the development of archaeology.	
	Particulars	Teaching Hours
Unit I	Early Historical Phase	8hrs
	a) Transition from Later Prehistory to Early History b) The Megalithic Phase in Karnataka c) Megalithic sites	
Unit II	The Mauryan Phase:	8hrs
	a) Its Socio-Political Importance b) Ashokan Edicts. c) Mauryan Rule in Karnataka	
Unit III	The Satavahana Phase	8hrs
	a) Satavahana Sites, b) Inscriptions and Coinage c) Art	
Unit IV	Early Historic Sites in Karnataka	8hrs
	a) Banavasi and Brahmagiri b) Sannati c) Vadgaon-Madhavpur	
Unit V	Archaeologists and Their work in Karnataka	8hrs
	a) B. Subbarao b) R.E.M.Wheeler, R. Narasimhachar, c) M.H. Krishna, M.Sheshadri	
Books Recommended:		
1	Sundara, A. <i>The Early Chamber Tombs of South India</i> , Delhi, 1975	
2	Sheikh Ali B. (Ed.), <i>Karnataka Charitre Vol.1</i> Hampi, 1997	
3	Allchin B.& Allchin, F.R., <i>The Rise of Civilization in India and Pakistan</i> , New Delhi, 1982	

4	Moorti, U.S., <i>Megalithic Culture of South India: Socio-economic Perspectives</i> , Varanasi, 1994
5	Thapar, R., <i>Asoka and the Decline of the Mauryas</i> , London, 1960.

III SEMESTER

Paper Code and Name	PG42T301 - History of South India (1336-1686) (Political)	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Students will be able to distinguish between primary and Secondary sources available for the study of south India	
CO 2	Realize the importance of Epigraphical sources and Chronicles in the study of history of Vijayanagara and Deccan Sultanate	
CO 3	The study of this paper helps students to sketch the political history of South India from 1336 to 1686.	
CO 4	Further, they learn the political aspects of successive royal families of Vijayanagara, their emergence, administration, and their declines.	
CO 5	This course also makes the students aware of the role of Adil Shahis in the Deccan Politics.	
	Particulars	Teaching Hours
Unit I	Sources	8hrs
	a) Archaeological Sources with Special Reference b) Literary – <i>Madhuravijayam</i> and <i>Achyutarayabhyudayam</i> and Portuguese Accounts – <i>Paes and Nuniz</i> c) Muslim Chronicles -Basatin - Salatin and Burhan-i-Maasir	
Unit II	The Establishment of the Vijayanagara Rule	8hrs
	a) Circumstances Leading to the Emergence of the Vijayanagara b) The Sangamas: Bukka I, Harihara II, Devaraya-I, Devaraya II, Sangama-Hoysala Relations, Sangama-Reddi Relations c) The Saluvas – Saluva Narasimha	
Unit III	The Tuluvas	8hrs
	a) Krishnadevaraya:- His Campaigns and Conquests – Ummathur and Kalinga- His Relations with: Bahmanis and Portuguese b) Achyutaraya – Battle of Tambraparni c) Ramaraya – i) Foreign Policy - Battle of 1565 and Its Consequences	
Unit IV	The Aravidus and the Disintegration of the Vijayanagara Empire	8hrs
	a) The Causes for the disintegration of the Vijayanagara Empire b) Rise of the Bahmani Kingdom: Early rulers & their achievements Sihabuddin Ahmad-I- Muhammad – III, Shihabuddin Ahmad-II. c) Allauddin and Disintegration of the Bahmani Kingdom.	
Unit	Rise of the Adil Shahis of Bijapur	8hrs

V	a) Early rulers-Ibrahim-II, and his achievements b) Adil Shahi - Mughal Relations c) Decline and Fall of the Adil Shahi Rule.
Books Recommended:	
1	Nilakanta Sastri K.A.(Ed.) - Further Sources of Vijayanagara History, Madras, 1946.
2	Saletore, B.A., Social and Political Life in the Vijayanagara Empire, 2 Vols. Madras, 1934.
3	Krishnaswami Aiyangar; The Tamil country under Vijayanagara, Annamalai, 1964.
4	Mahalingam, T.V., Administration and Social Life under Vijayanagara, Parts I & II, Madras, 1975.
5	Sherwani, H.K., Bahamanis of the Deccan, Hyderabad, 1970
6	. Rajasekhara, S., Masterpieces of Vijayanagara Art, Bombay, 1983.
7	Sivaramamurti, C. Vijayanagara Paintings, New Delhi, 1987.
8	Desai, P.B. (Ed.), A History of Karnataka, Dharwad, 1970.
9	Verma D.C., History of Bijapur, New Delhi, 1974.
10	Verma D.C., Social, Economic and Cultural History of Bijapur, New Delhi,1990.
11	Eaton Richard., Sufis of Bijapur, New Delhi, 1996. Maxwell
12	Cousen Henry., Bijapur and its Architectural Remains, New Delhi,1977.
13	Sherwani H.K ., History of Medieval Deccan Vols.I & II, Hyderabad, 1973-74. & Joshi P.M
14	Shaik Ali (Ed.), Karnataka Charitre (Kannada), Vol.3, Hampi, 1997.

Paper Code and Name	PG42T302 - Social Reform Movements in India: Indian Renaissance
Course Outcomes	
After studying this course, students will be able to	
CO 1	This study enables students to trace the deep rooted causes of the social evils and practices viz; Sati system, Female infanticide, Widowhood, Kulinism, etc.
CO 2	Further, this course enables them to understand the impact of western education and culture on Indian Society.
CO 3	The study of this course enables them to assess the contributions of social reform movements with reference Brahma Samaj, Arya Samaj and Theosophical Society.

CO 4	In addition, the socio-religious views of Swami Vivekananda will inspire the youth and make them enterprising.	
CO 5	The Study of Aligarh Movement will also inspire modernization and advancement in Muslim Society.	
	Particulars	Teaching Hours
Unit I	Indian Society & Religion- an Interface	8hrs
	a) Society :Varna System, Women & Patriarchy b) Religious practices and Blind beliefs c) British Administration: Educational & Cultural Impacts	
Unit II	Rajaram Mohan Roy's Brahma Samaj	
	a) Socio- religious views of Rajaram Mohan Roy b) Brahma Samaj- Aims and Achievements c) British Social Legislations	
Unit III	Dayanand Saraswati and the Theosophical Society	8hrs
	a) Social Ideas of Dayanand Saraswati b) Arya Samaj Movement- Mode of Reforms c) Theosophical Society and its work	
Unit IV	Ramakrishna Mission	
	a) Swami Vivekananda as a Social Reformer b) His Vision of Hinduism c) Ramakrishna Mission: Aims and Objectives	
Unit V	Social Reforms among Indian Muslims	8hrs
	a) Socio-Economic conditions b) Aligarh Movement c) Sir-Syed Ahmad Khan	
Books Recommended:		
1	Mitter D.N.; Position of Women in Hindu Law	
2	Mujumadar R.; Vivekanand Centenary Memorial Volume. Calcutta	
3	A.Biswas & J.C.Aggarwal; Seven Indian Educationist, New Delhi, 1968	
4	Heimsath Charles (Ed); Indian Nationalism and Hindu Social Reforms, Princeton, 1964	
5	Datta Kalikinkar; <i>Education and Social Amelioration of Women in Pre-Mutiny India</i> , Patna, 1936	
6	Chakravarti S.C. (Ed.); The Father of Modern India (Commemoration Volume of Rajaram Mohan Roy), 1933	
7	Sophia Dobson Collet; Life & Letters of Rammohan Roy, Calcutta, 1913	
8	Shan Mohammad (Ed); Writing and Speeches of Sir Syed Ahmed Khan, Meerut, 1972.	

9	Bose N.S.; The Indian Awakening and Bengal, Calcutta, 1969
10	R.S.Sharma (Ed); Indian Society: Historical Probings, PPH, New Delhi, 1974.
11	P.N. Chopra and Others; A Social, Cultural and Economic History of India, Vol.III, Macmillan, Delhi, 1974.
12	12. V.P. Varma; Modern Indian Political Thought, L.N. Agarwal, Agra, 2002

Paper Code and Name	PG42T303 - Method and Theory in History	
Course Outcomes		
After studying this course, students will be able to		
CO 1	After the completion of the course, students will be able to understand the basic concepts and practices of method and theory of history.	
CO 2	Further, it helps them in the preparation outline of study, development of research tools, etc.	
CO 3	The paper also helps students to inculcate research ethics and publication morality.	
CO 4	This enriches them with a sound knowledge of research process and general theories of history.	
CO 5	Overall, this course helps them in the synthesis and exposition of their research work convincingly.	
	Particulars	Teaching Hours
Unit I	Introduction to History	8hrs
	a) Meaning and scope of history b) Ancillary and Auxiliary Sciences c) Sources – Their Nature and Classification	
Unit II	Nature of History	
	a) History as a Science or an Art b) Objectivity and Causation in History c) Value Judgment in History	
Unit III	Analytical Operation	8hrs
	a) Meaning and Importance of Criticism b) External Criticism c) Internal Criticism	
Unit IV	Synthetic Operation	8hrs
	a) Determining Particular Facts b) Grouping of the Facts c) Constructive Reasoning	
Unit V	Concluding Operation	8hrs
	a) Generalization and Exposition	

	b) Foot notes and Bibliography c) Use of Computer in Historical Research	
Books Recommended:		
1	Khurana K.L. <i>Concepts and Methods of Historiography</i> , LNA Agra, 2006.	
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	Garraghan G.J.- <i>A Guide to Historical Method</i> , 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	Sankalia, H.D.- <i>Prehistory and Protohistory of India and Pakistan</i> Pune Deccan College 1974	

Paper Code and Name	PG42T304 - History of Modern World (1900-1939)	
Course Outcomes		
After studying this course, students will be able to		
CO 1	This course enables the students to analyze the foreign policy of European countries before and after First World War.	
CO 2	This also enables them to critically assess the work and failure of the League of Nations and the significance of collective security.	
CO 3	Moreover, students will be able to analyze the impact of Internal and External Policies of Theodore Roosevelt and the establishment of American hegemony in Central America.	
CO 4	This further enables them to understand the features of socio-economic transformation in Russian under Lenin.	
CO 5	Further, it helps to critically assess the consequences of Great Depression as well as emergence of fascism in Italy and Nazism in Germany.	
	Particulars	Teaching Hours
Unit I	Europe on the Eve of the First World War	8hrs
	a) Background conditions b) Alliances and Counter-Alliances c) Division of the world into two camps	
	American Imperialism-Theodore Roosevelt:	
Unit II	a) The Big Stick Policy b) The Open Door Policy – American Interests in the Pacific	8hrs

	c) Central American Policy	
Unit III	The First World War and League of Nations	8hrs
	a) Causes, Course and Results of the War b) Fourteen Points of Woodrow Wilson c) Structure, Work and Failure of the League of Nations	
Unit IV	Russian Revolution (1917) and Communist Rule	8hrs
	a) The October Revolution of 1917 b) Emergence of Communist Rule c) The New Economic Policy of Lenin	
Unit V	The Great Depression (1929) and the Rise of Fascism in Europe	8hrs
	a) Causes and Impacts of Economic Crisis (1929) b) Fascism in Italy and Germany c) Policy of Appeasement and its Impact	
Books Recommended:		
1	W.S. Churchill: <i>The World Crisis 1911-1928</i>	
2	E.H. Carr; <i>International Relations – The Two World Wars</i>	
3	David Thompson; <i>Europe since Napoleon-</i> Penguin Harmondsworth, 1978.	
4	Lipson E.; <i>The League of Nations</i>	
5	M.G. Gupta: <i>International Relations since 1919</i> , Allahabad, 1957	
6	Graham Stephenson: <i>A History of Russia (1812-1945)</i> , 1989.	
7	Hazen C.R. & V.D. Mahajan: <i>Modern Europe, since 1789 (sixth edition)</i> New Delhi, 2000.	
8	Allan Nevins & Henry Steele Commager: <i>A Short History of the United States</i> , 1976.	
9	Mowat (Ed.): <i>The New Cambridge Modern History: Vol.XII</i> Cambridge, 1968.	
10	William Bernford Parkes: <i>The United States of America</i> , 1975.	

Paper Code and Name	PG42T305 - OEC-II: Socio-Political Movements of Modern Karnataka (Select Themes)
Course Outcomes	
After studying this course, students will be able to	
CO 1	The study of history of Non-Brahmin movements in Bombay Karnataka, enables the students to understand the impact and contributions of Mahatma Phule, Shahu Maharaj and Nalwadi Krishnaraj Wodeyar.

CO 2	It also enables to understand the impact of Dr. Ambedkar and the emergence of Dalit Movements in Karnataka	
CO 3	In addition, this course enables students to analyze the inter-state disputes especially border disputes, inter-river disputes and pro-Kannada movements	
CO 4	Further, it helps to understand the course and impacts of Socialist and Peasant Movements in Karnataka.	
CO 5	Lastly, students will grasp the essence of progressive and rebellious literature of Karnataka.	
	Particulars	Teaching Hours
Unit I	Non-Brahmin Movement in Karnataka:	8hrs
	a) Satya Shodhak Movement of Mahatma Phule and Shahu Maharaj and its Impact on Karnataka. b) Non-Brahmin Movement in Bombay Karnataka c) Nalwadi Krishnaraj Wodeyar-Miller Commission	
Unit II	Dalit Movement in Karnataka	8hrs
	a) Dr.Ambedkar's Movement in Karnataka b) Devaray Ingale and Shamasundar c) Boosa Episode – B.Basavalingappa and Emergence of Dalit Sangharsh Samiti	
Unit III	Inter-State Disputes Pro-Kannada Movements	8hrs
	a) Border Disputes – Belagavi and Kasaragodu b) Water Disputes – Krishna and Kaveri c) Gokak Movement for Primacy of Kannada	
Unit IV	Socialist and Peasant Movements in Karnataka	8hrs
	a) Socialist Movements in Karnataka b) Emergence of Peasant Movement- the Role of Gopal Gouda and Prof.Nanjundaswamy c) Peasant Uprisings in Naragund and Nipani	
Unit V	Modern Progressive & rebellious literary movements	8hrs
	a) Influence of Dr.Ambedkar, Marx & Lohia b) Bandaya Tradition – its Icons c) Dalit Tradition – Poetry and Novels.	
Books Recommended:		
1	Patil, P.G.; <i>Collected Works of Mahatma Jotirao Phule</i> Vol-1 & II, Govt. of Maharashtra Publication, Bombay, 1991.	
2	Keer Dhanajay ; <i>Mahatma Phule- Social Revolutionary</i> , Popular Prakashan, Bombay, 1991.	
3	Lathe A.B. ; <i>Memories of His Highness Shri Shahu Chhatrapati Maharaj of Kolhapur</i> , Vol-I & II, The Times Press, Bombay, 1924.	
4	Salunkhe, P.B.; <i>Chhatrapati Shahu the Pillar of Social Democracy</i> , Govt. of Maharashtra, Bombay, 1994.	
5	Vijay Mankar ; <i>Poona Pact: Historical Harms by Gandhi, Gandhism and Congress-An Inquiry</i> , Blue world Series, Nagapur, 2010.	

6	Patil Puttappa; <i>Sir Sahebaru, Life and Work of Sir Siddapa Kambli</i> , Sahitya Prakashana, Hubli, 1998
7	Halappa.G.S.; <i>History of Freedom Movement in Karnataka</i> , Vol-II, Govt of mysore, 1964.
8	Vasant Moon; <i>Dr. Babasaheb Ambedkar Writings and Speeches, (Vol.1-18)</i> Maharastra Govt, Bombay, 2002.
9	Zellot Eleanor; <i>Ambedkar and the Mahar Movement</i> , University of Pennsylvania, 1969.
10	S.K. Kallollikar & Y.B. Himmadi (Eds.); <i>B. Basavalingappa Commemoration Volume</i> , HDMC, Hubli, 2009.
11	V.T. Rajasekhar; <i>History of Dalit Movement in Karnataka</i> , Bangalore
12	«dAiÄÄ ¢ÄÆtZÄÑ vÄÄŞAqÄ (¢Äæ., ÄÄ) ¢ÄÄvÄÄÜ a£Äß, Äé«Ä ÉÆÄ, Ä-É (, ÄÄ); , ÄÄÄPÄ°Ä£Ä PÄ£ÄØIPÄ-ZÄjvÉæAiÄÄ ««zsÄ DÄiÄiÄÄÄÄÜÄ¼ÄÄ, PÄ£ÄßqÄ «±Äé«zÄâ®AiÄÄ, °ÄÄi, 2010.
13	Raghavendara Rao H.S.(Ed); <i>Shatamaanada Saahitya Vimarshe</i> , Karnataka Sahitya Academy Banglore, 2009.
14	Purushottama Bilimale ; <i>Bandaya- Dalita Sahitya</i> , Karnataka Sahitya Academy Banglore, 1995.
15	Baraguru Ramchandrappa : <i>Bandaya Sahitya Mimamse</i> , Anveshane Publication Banglore
16	Ashok Shettar; <i>Charitre, Samaaja, Saahitya</i> . (CVG Publications, Bangalore, 2004)
17	Ashok Shettar; “Progressive Literary Movement in Karnataka: An Overview”, <i>Aniketana</i>
18	Ashok Shettar; <i>Journal of Karnataka Sahitya Academy</i> , Vol.3 No.3 (Bangalore-1992).
19	UÄuÉÄ±Ä PÄzÄÄ °ÄUÄÆ ²Ä- ÄzsÄgÄ ¢ÄÄÄÜÄ½ (C£ÄÄ): ¢ÄÄÆPÄ £ÄAiÄÄPÄ, zÄ±ÄØ£Ä ¢ÄæPÄ±Ä£Ä, zsÄgÄÄÄqÄ, 2012
20	²Ä- ÄzsÄgÄ ¢ÄÄÄÜÄ½; “zsÄgÄÄÄqÄ f-ÉèAiÄÄ°è Äæ°ÄÄuÉÄvÄgÄ ZÄ¼ÄÄÄ½”, ©.Dgï. UÉÆÄ¢Ä® (, ÄÄ) zsÄgÄÄÄqÄ f-ÉèAiÄÄ Ew°Ä, Ä °ÄUÄÆ ¢ÄÄgÄvÄvÄé, ¢ÄÄÉ, ÄÆgÄ, 2008

Paper Code and Name	PG42T306A - Architects of Modern India (Life and thoughts of M.G. Ranade and Mahatma Gandhi)
Course Outcomes	
After studying this course, students will be able to	
CO 1	Students will understand the the prevailing socio-political conditions that influenced the life and thoughts of M. G. Ranade
CO 2	This course will help the students to understand the philosophical basis to and strategy of Ranade's Social Reforms.
CO 3	Further, it enriches the students with the socio-economic ideas of M G Ranade
CO 4	Students also understand the Gandhian strategy and strategy of social-reformation

CO 5	Moreover, it enables students to analyze the economic thoughts of Gandhi and their relevance.	
	Particulars	Teaching Hours
Unit I	Introduction	8hrs
	a) Socio-Political Conditions b) Influence on Ranade - Career and Works c) Influence on Gandhi- Early Career and Works	
Unit II	Ranade: Political Ideas and Struggle	8hrs
	a) The Philosophical Basis of his thought b) Strategies of his struggle. c) Ranade's views on Nationalism, Liberalism and Civil society	
Unit III	Ranade: Socio-Economic Ideas	8hrs
	a) His views on Caste and Social Reforms b) His Religious and Economic Ideas –Poverty c) Ranade's views on Agricultural Economy and Industrization	
Unit IV	Gandhi's views on select issues	8hrs
	a) National Movement- Gandhian strategy b) Gandhi on Hindu- Muslim Relations. c) His views on Women and Education	
Unit V	Gandhi: Upliftment of Untouchables and Economic Development	8hrs
	a) His views on Chaturvarna and upliftment of Untouchables. b) Harijan Sevak Sangha c) Gandhiji on Economic Development.	
Books Recommended:		
1	D.G. Karve 1942; Ranade: <i>The Prophet of Liberated India</i> , Poona.	
2	G.A. Mankar, 1902; <i>A Sketch of the Life and Works of the Late Mr. Justice M.G. Ranade</i> , Bombay.	
3	Ramabai Ranade (Ed.) 1992; (Reprint of the Original 1915 edition) <i>Miscellaneous Writings of Late Mr. Justice M.G. Ranade</i> , New Delhi, Sahitya Academy.	
4	P.G. Jagirdar, 1971; <i>Mahadeo Govind Ranade</i> , New Delhi, Publications Division, Government of India.	
5	Richard P. Tucker, 1972; <i>Ranade and the Roots of Indian Nationalism</i> , Bombay, Popular Prakashan.	
6	Bipan Chadra (ed.), <i>Ranade's Economic Writings</i> , Gian Publishing House, New Delhi, 1990.	
7	Vasant Moon (ed.), <i>Dr. Babasaheb Ambedkar-Writings and Speeches</i> , Vol-1, Govt. of Maharashtra, Bombay, 1987.	
8	Nanda B.R; <i>Mahatma Gandhi- A Biography</i> , London, 1958.	
9	Nanda B.R.; <i>Gandhi and His Critics</i> , Delhi, 1985.	

10	Bakshi, S.R.; <i>Gandhi and Concepts of Swaraj</i> , New Delhi, 1988.
11	Gargi Chakravathy; <i>Gandhi; A Challenge to Communalism</i> , New Delhi, 1987.

Paper Code and Name	PG42T306B - Urbanization in Ancient India (From Early Times to the End of the Guptas)		
Course Outcomes			
After studying this course, students will be able to			
CO 1	The study of literary and Archaeological sources equips students in the process of reconstruction of history of urban settlements.		
CO 2	This course helps students to understand the natural history of Urbanization and Urban Revolution.		
CO 3	Students will appreciate the scientific town-planning and civil amenities of Harappan Urbanization		
CO 4	Further, students will be able to trace the urban trends in the Post-Vedic periodn and their features.		
CO 5	Students will be able to visualize the towns and cities that flourished under the rule of Mauryas and Guptas.		
	Particulars	Teaching Hours	
Unit I	Sources of Study	8hrs	
	a) Importance b) Literary Sources and Foreigners' accounts c) Archaeological sources		
Unit II	Urbanization and Urban Revolution		8hrs
	a) Natural history of Urbanization b) Urban revolution c) Importance		
	Harappan Urbanism		
Unit III	a) Town Planning, b) Arts and Crafts, c) Trade and Commerce	8hrs	
	Second Urbanization		8hrs
	a) Urban Trends in the Post-Vedic Period b) Causative factors c) Main features		
Unit IV	Urbanization in the Mauryan Period	8hrs	
	a) Towns and Cities, b) Arts, Crafts, Industries, c) Trade and Commerce		
	Urbanization in the Gupta Period		8hrs
a) Arts, Crafts and Industries			

	b) Trade and Commerce c) Guilds	
Books Recommended:		
1	V.Gordon Childe- Man Makes Himself (London 1936)	
2	R.E.M.Wheeler- The Indus Civilization (Cambridge, 1982)	
3	B and R Allchin - Birth of Indian Civilization (Cambridge-NewDelhi, 1983)	
4	G.Possehl - Ancient Cities of the Indus (New Delhi, 1989)	
5	V.K.Thakur- Urbanization in Ancient India (NewDelhi,2003)	
6	R.C.Majumdar - Corporate Life in Ancient India (Calcutta, 1969)	
7	Himanshu Prabha Ray- Monastery and Guild	
8	D.P.Datta-Town Planning in Ancient India (Delhi, 1977)	

IV Semester

Paper Code and Name	PG42T401 - History of South India (Cultural) (1336-1686)	
Course Outcomes		
After studying this course, students will be able to		
CO 1	After studying this paper, the students are able to understand the administrative system, Socio-economic conditions of the Vijayanagara empire	
CO 2	Further, students understand the society, economy and administration of the Bahamanis and Adil Shahis.	
CO 3	In addition to this, students will understand Educational and literary developments in Kannada, Telugu and Persian languages of the period.	
CO 4	Students will understand and inculcate the values propagated by Bhakti and Sufi Saints in Karnataka	
CO 5	This study will help students to analyze the features of Art and Architecture of Vijayanagara and Deccan Sutans	
	Particulars	Teaching Hours
Unit I	Administration	8hrs
	a) Administration under the Vijayanagara- Central- Provincial and Nayankara System	
	b) Administration under the Bahamanis c) Administration under the Adilshahis of Bijapur	
Unit II	Social and Economic conditions	8hrs
	a) Social and Economic conditions under the Vijayanagar	

	b) Hindu and Muslim Society under the Bahamanis and Adil Shahis c) Industries under the Bahamanis and Adil Shahis	
Unit III	Education and Literature	8hrs
	a) Education System under the Vijayanagar b) Kannada, Telagu, Parsian and Sanskrit literature c) Educational Centers	
Unit IV	Sufi and Bhakti Movements	8hrs
	a) Sufi saints and their Philosophy b) Bhakti saints and their Philosophy c) Impact on Society	
Unit V	Art and Architecture	8hrs
	a) Vijayanagar Art and Architecture b) Bhahamani Architecture at Gulburga and Bidar c) Adil Shahi Architecture at Bijapur	

Books Recommended:

1	Nilakanta Sastri K.A.(Ed.)- <i>Further Sources of Vijayanagara History</i> , Madras, 1946
2	Saletore, B.A. - <i>Social and Political Life in the Vijayanagara Empire</i> , 2 Vols. Madras, 1934.
3	Krishnaswami - <i>The Tamil country under Vijayanagara</i> , Annamalai,1964.
4	Mahalingam, T.V. - <i>Administration and Social Life under Vijayanagara</i> , Parts I & II, Madras, 1975.
5	Sherwani, H.K. - <i>Bahamanis of the Deccan</i> , Hyderabad, 1970.
6	Rajasekhara, S. - <i>Masterpieces of Vijayanagara Art</i> , Bombay, 1983.
7	Desai, P.B. (Ed.) - <i>A History of Karnataka</i> , Dharwad, 1970.
8	Verma D.C. - <i>History of Bijapur</i> , New Delhi, 1974.
9	Verma D.C. - <i>Social Economic and Cultural History of Bijapur</i> , New Delhi, 1990.
10	Eaton Richard - <i>Sufis of Bijapur</i> , New Delhi, 1996. Maxwell
11	Cousens Henry - <i>Bijapur and its Architectural Remains</i> , New Delhi, 1977.
12	Sherwani H.K. - <i>History of Medieval Deccan Vols.I & II</i> , Hyderabad, & Joshi P.M, 1973-74.
13	Sheik Ali (Ed.) - <i>Karnataka Charitre (Kannada)</i> , Vol.3, Hampi, 1997
14	Karashima, N. <i>South Indian History and Society : Studies from inscriptions</i>

Paper Code and Name	PG42T402 - Social Movements for the Upliftment of the Oppressed	
Course Outcomes		
After studying this course, students will be able to		
CO 1	The course enables the students to critically analyze the graded inequality of caste system and its effects on Shudras, Depressed classes and women.	
CO 2	It enables them to realize the significance of Satya Shodhak and Social reforms and reservation policy of Shahu Maharaj.	
CO 3	Further it enlightens the students on the unique contributions of Shri Narayan Guru and Ezva Movement	
CO 4	It also helps to understand the influence of Self-Respect Movement and Justice Party Movement in South India	
CO 5	Lastly, it enables students to understand multi-faceted work and contributions of Dr. Ambedkar towards upliftment of Dalit and Backward Classes and to entire India, thus, to assess him as an architect of modern society.	
	Particulars	Teaching Hours
Unit I	Indian Society: Theoretical Concepts	8hrs
	a) Chaturvarna System b) Caste-System- Shudra Castes c) Untouchability and Gender Discrimination	
Unit II	Satya Shodhak Samaja Movement	
	a) Mahatma Phule : The Upliftment of Women, Shudras and Untouchables.	
	b) Satya Shodhak Samaj: Its Work and Achievements c) The Social Reforms of Chh. Shahu Maharaj	
Unit III	Ezva Movement of Narayan Guru	8hrs
	a) Socio- Religious Conditions of Ezvas	
	b) Narayan Guru's views on Social Reforms. c) Nature and work of the Ezva Movement- SNDP	
Unit IV	Self-Respect Movement in South India	8hrs
	a) Sufi saints and their Philosophy	
	b) Bhakti saints and their Philosophy c) Impact on Society	
Unit V	Dr.Ambedkar's Movement	8hrs
	a) His views on Social Issues & 'Broken Men Theory'	
	b) Constitutional Remedies and the Mission of Dr.Ambedkar. c) His Strategies for the Emancipation of Dalits, OBC's and Women	
Books Recommended:		
1	Keer Dhananjay: <i>Mahatma Jyotirao Phule – Father of Indian Social Revolution, Bombay, 1974.</i>	
2	Patil, P.G. (Transd.); <i>Collected works of Mahatma Jotirao Phule Vol-I, and II, Government of Maharashtra Publication, Bombay, 1991.</i>	

3	Mundale Asha (Translated); <i>Collected works of Mahatma Phule Vol.III, Cultivator's Whip cord.</i>
4	Raikar Sitaram (Tran.): <i>Collected works of Mahatma Phule Vol.IV The Universal Religion of Truth.</i>
5	Madhavan Ayyappath (Translated): <i>Narayan Guru: Bharatiya Vidya Bhavan, Mumbai, 1978.</i>
6	Padmanabhana Natarajan: <i>The World of Guru, Gurukul House New Delhi, 1977.</i>
7	Mukottu Kumgyanppan : <i>Sri.Narayan Guru, National Book Trust, New Delhi, 1982.</i>
8	Sundara Raju & R Hardgrave Jr: <i>Religion and Society-selections from Periyar's speeches and writings, (Translated) Emerald Publishers, Madras, 1994.</i>
9	E.Sa. Vishwanathan; <i>The Political career of E.V.Ramaswami Naiker, Madras, 1983.</i>
10	Devanandan P.D.; <i>The Dravid Kazalgam- A Revolt against Brahmanism, Bangalore, 1959</i>
11	Keer Dhananjaya- <i>Dr.Ambedkar Life and Mission, Popular Prakashan Mumbai (10th Reprint-2002)</i>
12	Vasanta Moon (Ed) <i>Dr.Babasaheb Ambedkar Writing and speeches, Vol.1.18 & Government of Maharashtra Publication, Mumbai.</i>
13	Bhagwan Das, <i>Revival of Buddhism in India and Role of Dr.Babasaheb Ambedkar, Dalit Prakashan, Lucknow, 2000.</i>
14	Zelliot Elenor, <i>Dr.Ambedkar and the Untouchables Movement, Blue Moon Books, New Delhi, 2004.</i>
15	Jatava D.R.; <i>Social Philosophy of Dr.B.R.Ambedkar, Rawat Publications, New Delhi.</i>
16	Chandra Bharill: <i>Social and Political Ideas of Dr.B.R.Ambedkar, Aalekh Publishers, Jaipur, 1977.</i>
17	Jahannes Beltz: <i>Mahar, Buddhist and Dalit: Religious Conversion and Socio-Political Emancipation Manohar Publishers, New Delhi, 2005.</i>

Paper Code and Name	PG42T403 - Historiography
Course Outcomes	
After studying this course, students will be able to	
CO 1	After studying Greek and Roman historiographies, students understand the style of historical narrations in ancient times.
CO 2	The study of Medieval Historiography makes students to realize the impact of Divine Interpretations in
CO 3	By studying modern historiography students will be able to understand the trends in the historical writings.
CO 4	Further, students get a view of elitist and sub-altern representations of the various schools of thoughts.

CO 5	The select study of Indian Historiographers enriches the students on various aspects of history.	
	Particulars	Teaching Hours
Unit I	Ancient	8hrs
	a) Greek Historiography- background b) Herodotus and Thucydides c) Roman Historiography- Livy & Tacitus	
Unit II	Medieval Historiography	8hrs
	a) St. Augustine b) Ibn Khaldun c) Kalhana	
Unit III	Modern Historiography	8hrs
	a) Gibbon and Ranke b) Spangler and Arnold Toynbee c) Karl Marx	
Unit IV	Indian Historiography	8hrs
	a) Imperialist and Nationalist b) Marxist and Subaltern c) Dalit Historiography	
Unit V	Some Indian Historiographers	8hrs
	a) R.G. Bhandarkar, K.P. Jayswal and Jadunath Sircar b) D.D. Kosambi, Romila Thapar and Irfan Habib c) KAN Shastry S.K. Aiyangar, and S. Settar	
Books Recommended:		
1	Kitson Clark G.; <i>The Creational Historians</i> , London, 1967	
2	Philips C.H. (Ed.); <i>Historians of India, Pakistan and Cylon</i> , OUP, 1961.	
3	Correa – Afonso, John (Ed.); <i>Historical Research in India</i> , New Delhi, 1979.	
4	Sheik Ali B.; <i>History – Its Theory and Method</i> , Madras, 1978	
5	Collingwood R.G.; <i>Idea of History</i> , OUP, 1966	
6	Gardiner Patrick; <i>Theories of History</i> , Free Press, 1959.	
7	Iranna K.P & Others ; <i>Itihasa Chintakaru</i> , (Kannada), Manu Sahitya Prakashan, Dharwad, 2003.	
8	Sreedharan, E ; <i>A Textbook of Historiography 500 BC to AD 2000</i> .	
9	Shettar Ashok, “S. Settar”, in Sadanand Kanavalli and Others (Ed.); <i>Maha Marga</i> , M.M. Kalburgi Felicitation Volume, Gadag-Belgaum 1998.	
10	Khurana K.L. and Others: <i>Concepts and Methods of Historiography</i> L.N.A. Agra, 2006.	

Paper Code and Name	PG42T403 - History of Modern World (1939-1991)	
Course Outcomes		
After studying this course, students will be able to		
CO 1	The course enables the students to critically assess the work and achievements of Mao-Tse-Tung and Communist China.	
CO 2	The Study of this course will enable the student to assess the impacts of World War-II on human life and international peace and order.	
CO 3	In addition this enables them to realize the importance of international morality and law in view of the commendable work and role of the UNO.	
CO 4	This course enables them to perceive the tangle of ideological conflict and effects of Cold war on the world.	
CO 5	Students will be able to critically assess as well as understand the significance of Non Aligned Movement led by Third World Countries.	
	Particulars	Teaching Hours
Unit I	Communism in China	8hrs
	a) Growth of Communism in China b) People's Republic of China c) Role of Mao-Tse-Tung	
Unit II	The Second World War (1939-45)	
	Nature, Causes and Course of War Results of the Second World War Paris Peace Treaty(1945) and Subsequent Treaties	
Unit III	United Nations Organization	8hrs
	a) The Aims and Purpose, b) Its Structure c) Work and Evaluation	
Unit IV	The New World Order	
	a) Cold War-Ideological and Political Basis of Cold War b) Pacts and Treaties – Its Impact c) Disintegration of Soviet Bloc – Uni-Polar World System	
Unit V	Non-Aligned Movement	8hrs
	a) Aims and Purpose b) Its work and Achievement c) Third World Countries and Their Role	
Books Recommended:		
1	Taylor, A.J.P.; <i>Origin of the Second World War</i> , London, 1962.	
2	Churchill, W.S.; <i>History of the Second War</i> , New York, 1960.	

3	Dutta, R.P.; Fascism and Social Revolution
4	Coyle David (Cushman); <i>The U.N. and Law it works.</i>
5	Micheal H.G. ; <i>The U.N. as a political Institution.</i>
6	Knapp Wilfred; <i>A History of War and Peace, (1939-1965)</i>
7	Pannikar, K.M.; <i>Regionalism and Security</i> , New Delhi, 1948.
8	Kingh Hall Sir Stephen; <i>Defence in the Nuclear Age</i>
9	Clyde P.H. and Beers B.F.; <i>A History of the Far East</i> , New Delhi, 1968.
10	Pannikar K.M.; <i>Asia and Western Dominance</i> , London, 1959.
11	Willetts Peter ; <i>Non-Aligned Movement-Origin of Third World Alliance, 1978.</i>
12	Dromnjak Milos; <i>Policy and Movement-Non- Aligned Movement</i>
13	Grant A. J.; <i>Europe in the 19th and 20th Centuries(1789-1950).</i>

Paper Code and Name	PG42T405 - Project Work	
Course Outcomes		
After studying this course, students will be able to		
CO 1	This course aims to familiarize the students with the method and theory of historical research	
CO 2	This course creates ecological awareness in the students as well as hygiene.	
CO 3	The students are enabled to identify the heritage remains around them and create public awareness about the same.	
CO 4	It nurtures budding researchers and prepares them to take up research on higher scales.	
CO 5	Lastly, students gain field experience and first-hand knowledge in handling historical sources.	
	Particulars	Teaching Hours
	Compulsory for all students Project Work (Based on Field Work, Field Survey, reference work, (Library/Archives) depending on the topic, as Compulsory Sixth Course for the MA IV Semester (CBCS) programme in History and Archaeology from the academic year 2011-12.	16hrs

Paper Code and Name	PG42T406A - Architects of Modern India (Life and thoughts of Dr. Babasaheb Ambedkar and Pt. Jawaharlal Nehru)	
Course Outcomes		
After studying this course, students will be able to		
CO 1	Analyze the Socio-political influences on the life and thoughts of Dr. Ambedkar and Pt. Nehru.	
CO 2	This course enlightens students on the socio-economic and political ideas and struggles of Dr. Ambedkar.	
CO 3	Appreciate the farsightedness of Dr. Ambedkar as an architect of Modern Indian Society and Economy.	
CO 4	Assess the relevance of Nehru's socialist and liberal political views.	
CO 5	This course enables students to critically analyze the economic and foreign policy of Pandit Nehru.	
	Particulars	Teaching Hours
Unit I	Introduction	8hrs
	a) Socio-Economic Situations b) Influence on Dr. Ambedkar- Early Career and Works c) Influence on Pt. Nehru – Career and Works	
Unit II	Dr. Ambedkar: Social Ideas and Movements	
	a) His views on Chaturvarna, Caste system and Untouchability. b) Social Movements: Mahad Satyagraha c) Hindu Code Bill and The Emancipation of Dalits and Backward Classes	
Unit III	Dr. Ambedkar: Economic and Political ideas and Contributions	8hrs
	a) His views on State Socialism and Labour Reforms b) His Contribution to Economic Planning and Development c) His views on Parliamentary Democracy and Revival of Buddhism	
Unit IV	Nehru: Political and Socialist Ideas and activities	
	a) Nehru's Political Ideas: Nationalism, Freedom and Democracy. b) His Approach to Minorities- Muslims and Depressed Classes and Peasants. c) Home Policy of Nehru; Socialism and Socialist Society.	
Unit V	Nehru: Industrial Growth and Foreign Policy	8hrs
	a) Nehru on Capitalism and Industrialization b) His concept of 'Panchaseela' and views on Kashmir Issue c) India's Foreign Policy during Nehru regime	
Books Recommended:		

1	Keer Dhanjaya- <i>Life and Mission of Dr. Ambedkar</i> , Popular Publication, Bombay, 1961.
2	Chandra Bharil- <i>Social and Political Ideas of B.R. Ambedkar</i> Aalekh Publishers, Jaipur, 1977.
3	Lokhande, G.S.- <i>Bhimrao Ramji Ambedkar</i> New Delhi, 1982.
4	Vasant Moon (Ed)- <i>Dr.Babasaheb Ambedkar, Writings and Speeches</i> , Vol.1 to 18, Government of Maharashtra Publication, Bombay.
5	P. Abraham- <i>Ambedkar's Contribution for Economic Planning Developments – Its Relevance</i> , New Delhi, 2002.
6	Naranaware R.V.: <i>Dr.Babasaheb Ambedkar An Emanicipator of Indian Working Class</i> , S.K. Publication, Nagapur, 2005.
7	Patil, V.T.(Ed.)- <i>Studies on Nehru</i> , New Delhi, 1987.
8	Gopal, S. – <i>Jawaharlal Nehru</i> London, 1975.
9	Nehru, J.- <i>The Unity of India</i> London, 1941.
10	Nehru, Jawaharalal- <i>India's Foreign Policy (1946-1961)</i> Govt. of India, New Delhi, 1961.
11	Smith, Donald Eugene- <i>Nehru & Democracy</i> , Orient Longman, Calcutta, 1958.

Paper Code and Name	PG42T406B - History of Indian Painting (Select Styles)	
Course Outcomes		
After studying this course, students will be able to		
CO 1	This course introduces students to the development of different styles of painting in India.	
CO 2	Students will learn to appreciate the intricacy of Miniature traditions of paintings.	
CO 3	Trace the popularization of Portrait painting during the reign of Mughals.	
CO 4	This course familiarises the students with rare and unique styles of paintings developed in Kangra valley and Basohli.	
CO 5	Appreciate the treasure of Murals and other styles of paintings that flourished during Vijayanagara and Deccan Sultanate.	
	Particulars	Teaching Hours
Unit I	Buddhist Paintings at Ajanta	8hrs
	a) Stages of Development b) Themes	

	c) Stylistic features	
Unit II	Miniature Paintings of India	8hrs
	a) Beginning of miniature tradition b) Eastern Indian Miniatures c) Western Indian Miniatures	
Unit III	The Mughal Paintings	8hrs
	a) Painters of Mughal Court b) Development of Painting- Akbar's period c) Development of painting- Jahagir's period	
Unit IV	Kangra Valley and Basohli Paintings	8hrs
	a) Importance b) Style and Characteristic features c) Themes and centers	
Unit V	The Vijayanagara Paintings	8hrs
	a) Phases of Development b) Style c) Themes	
UNIT VI	Deccani Paintings	8hrs
	a) Features b) Bahamani paintings c) Adilshahi Paintings	
Books Recommended:		
1	R. S. Gupte-Ajanta, Ellora and Aurangabad Caves (Bombay, 1962)	
2	Motichandra- Studies in Early Indian Painting (Bombay,1974)	
3	C. Sivaram Murti.-South Indian Paintings (New Delhi,1978)	
4	C.Sivaram Murti-Vijayanagara Paintings (New Delhi, 1968)	
5	A. G. Rao- Lepakshi (New Delhi,1968)	
6	Percy Brown- Indian Paintings Under the Mughals	
7	Ashok Kumar Das- Paintings Under the Mughals	
8	M. S. Randhawa- Kangra Valley Painting (New Delhi, 1966)	

9	M. S. Randhawa- Basohli Paintings (New delhi, 1981)
10	S. K. Aruni- Dakhani Chitrakale (Bangalore, 2002)