Davangere University Department of History Shivagangotri, Davanagere-577007

M A History Syllabus for (CBCS) 2020-21 onwards





University

Dr. Venkatrao M Palati Chairman

Department of History Shivagangotri, Davangere-07.

Date: 09/12/2020

No/DU/His/Ph.D/M.Phil/ ζ는 / 2020-21

Proceedings

Meeting of the Online BOS committee was held on 09/12/2020 in the Department of History,

Davangere University, Davangere. Following members were present

- 1. Dr. Venkatrao M Palati Chairman, BOS
- 2. Prof. M Kotresh, Member
- 3.Prof. Vasudeva Badigera, Member
- 4. Dr. Honnuraswamy H, Member
- 5. Dr. P Nagabhushanagoud, Member
 - The BOS Committee has conveined to the revise PG Syllabus for the year of 2020-21. The details of the suggestion and recommendation is given.
 - The BOS Committee has approved the Permanent-registration colloquium of the candidate for Ph.D Course during 2019-20 prepared and Approved by the Doctoral committee. The details of the suggestions and recommendation is given in Appendix-I
 - The Board of Studies has verified the Research outlines of the Permanent-registration for Ph.D courses and verified proposals submitted by the candidate and Approved given in Appendix-II
 - The BOS committee has discussed about revised syllabus for the academic year 2020-21 for PG courses in the Department of History and approved the same and given in Appendix III.
 - The BOS committee has finalized research title of Chandrashekhara M K for permanent registration. The BOS committee has approved the same of Research title which is given.
 - The BOS Committee has discussed about the progress reports submitted by Ph.D Research scholars Chandrashekhara M K Nagaraj and Basavaraja B who are working under the guidance of Dr Venkatrao M Palati and approved the Report.

Members

Prof. M Kotresh

Prof. Vasudev Badiger

Dr. Honnuraswamy H
 Dr.P Nagabhushanagoud

(Dr DOS in History alati) Davangere University Shivagangotri, Davangere-577 007

Shivagangotri, Davanagere-07.

Dept. of Studies and Research in History.

MA History (CBCS) Course Structure (2020-21 onwards)

HS 1.1 RESEARCH METHODOLOGY-I 4 70 30 100 4 3 3						Marks			
HS 1.2 WORLD HISTORY-I	Semester	Paper Code	Title of the Paper	Instruction Hrs/Week	Examination	Internal Assessment	Total Marks	Credits	Examination Duration
ARCHAELOGY									3
ARCHAELOGY									3
HS 1.4 INDIAN HISTORY-I		HS 1.3		4	70	30	100	4	3
Section Page 2016 Page 2017 Page 2									_
HS 1.5		HS 1.4		4	70	30	100	4	3
HS 1.6.2 HISTORY OF VIDAT ANADARA DYNASTY (1336-1646 A.D) HS 1.6.3 ART AND ARCHITECTURE OF INDIA (from 6th century B.C.E to 6th century C.E) HS 1.6.4 STATE IN INDIA Mandatory Credits : Communication Skill 2	~								
HS 1.6.2 HISTORY OF VIDAT ANADARA DYNASTY (1336-1646 A.D) HS 1.6.3 ART AND ARCHITECTURE OF INDIA (from 6th century B.C.E to 6th century C.E) HS 1.6.4 STATE IN INDIA Mandatory Credits : Communication Skill 2	E	HS 1.5		4	70	30	100	4	3
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CONSTANTINOPLE		HS.2.1	RESEARCH METHODOLOGYII	4	70	30	100	4	3
CONSTANTINOPLE		HS 2.2	WORLD HISTORY: TILL THE FALL OF	4	70	30	100	4	3
HS 2.4 INDIAN HISTORY: MEDIEVAL (1200 TO A.D 1707 A.D) HS 2.5 HISTORY OF KARNATAKA (from to 1700 A.D) Choose any one of the following HS2.6.1 HISTORY OF MODERN ASIA (from 1900 TO 2000) HS 2.6.2 ART AND ARCHITECTURE OF INDIA (6 th CENTURY CE 13 th CENTURY CE) HS 2.6.3 WOMEN FREEDOM FIGHTERS OF KARNATAKA HS 2.6.4 LINGUISTIC HISTORY OF SOUTH INDIA			CONSTANTINOPLE					-	
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HS 2.5 HISTORY OF KARNATAKA (from to 1700 A.D) HS 2.5 HISTORY OF KARNATAKA (from to 1700 A.D) Choose any one of the following HS2.6.1 HISTORY OF MODERN ASIA (from 1900 TO 2000) HS 2.6.2 ART AND ARCHITECTURE OF INDIA (6 th CENTURY CE 13 th CENTURY CE) HS 2.6.3 WOMEN FREEDOM FIGHTERS OF KARNATAKA HS 2.6.4 LINGUISTIC HISTORY OF SOUTH INDIA LINGUISTIC HISTORY OF SOUTH LINGUISTIC HISTORY OF SOUTH								-	
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HS 2.6.3 WOMEN FREEDOM FIGHTERS OF KARNATAKA HS 2.6.4 LINGUISTIC HISTORY OF SOUTH INDIA		HS 2.6.2							
HS 2.6.3 WOMEN FREEDOM FIGHTERS OF KARNATAKA HS 2.6.4 LINGUISTIC HISTORY OF SOUTH INDIA				4	70	20			_
HS 2.6.4 LINGUISTIC HISTORY OF SOUTH INDIA		HS 2.6.3		4	/0	30	100	4	3
HS 2.6.4 LINGUISTIC HISTORY OF SOUTH INDIA									
INDIA		HS 2.6.4							
Mandatory Credits : Computer Skill 2 2 -		Mandatory C	redits : Computer Skill	2	-	-	-	2	-

	H S 3.1	WORLD HISTORIOGRAPHY	4	70	30	100	4	3
	H S 3.2	WORLD HISTORY -III TILL THE FALL OF BOURBONS REGIME	4	70	30	100	4	3
	H S 3.3	PROTO HISTORY OF INDIA	4	70	30	100	4	3
	H S 3.4	HISTORY OF MODERN INDIA 1707-1885.	4	70	30	100	4	3
	H S 3.5	HISTORY OF KARNATAKA (POST VIJAYANAGARA TO 1885 C.E)	4	70	30	100	4	3
		Chose of any one of the following						
	H S 3.6.1	HISTORY OF JAPAN						
	H S 3.6.2	ART AND ARCHITECTURE OF MEDIEVAL	1					
		INDIA	4	70	30	100	4	3
	H S 3.6.3	WORLD HERITAGE SITES IN INDIA	_					
	H S 3.6.4	, TREATIES AND PEACE ORGANISATIONS OF WORLD						
	H S OE 3.1	THINKERS OF MODERN INDIA	2	40	10	50	2	2
	H S OE 3.2	PROBLEMS IN CONTEMPORARY	_					_
		INDIA						
	II C 4.1							
	H S 4.1	INDIAN HISTORIOGRAPHY	4	70	30	100	4	3
VI-SEMESTER	H S 4.2	WORLD HISTORY –IV. NAPOLEON BONAPARTE TO FALL OF SADDAM HUSSEIN	4	70	30	100	4	3
VI-SE	H S 4.3	ARCHAEOLOGY, EPIGRAPHY, NUMISMATICS		T 0	20	100		2
		AND ARCHIVES	4	70	30	100	4	3
	H S 4.4	INDIAN NATIONAL MOVEMENT	4	70	30	100	4	3
		Chose of any one of the following	1	1	1	1	1	1

H S 4.5.1	FREEDOM MOVEMENT IN KARNATAKA						
H S 4.5.2	CONTEMPORARY PROBLEMS OF INDIA						
H S 4.5.3	HISTORY OF SOUTH INDIA (1336-1686)	4	70	30	100	4	3
H S 4.5.4	HISTORY OF INDEPENDENT INDIA						
H S 4.5.5	WOMEN IN MODERN INDIA						
H S 4.6	DISSERTATION	4	70	30	100	4	3
Total Credit f	for the course	102	1,720	730	2,450	102	



Shivagangotri, Davanagere-07.

Dept. of Studies and Research in History.

Courses having focus on Employability/ Entrepreneurship/ Skill development 2020-21

Si NO	Course		Activities with Direct bearing on		
51.110	Code		Employability/ Entrepreneurship/ Skill		
		Title of the Paper	development		
		Title of the Laper			
1	HS 1.1	RESEARCH METHODOLOGY-I	Skill Development: Skill of writing		
2	HS 1.2	WORLD HISTORY-I	Human Values: in the minds of learner		
3	HS 1.3	PRINCIPLES AND METHODS OF	Employability: in the Archeological		
		ARCHAELOGY	Survey of India		
4	HS 1.4	INDIAN HISTORY-I	Sustainability: Ancient Monuments like		
		(From earliest to 1206 A.D)	Temples		
5	HS 1.5	HISTORY OF KARNATAKA			
		(From earliest to 1200 A.D)	Sustainability: Ancient Monuments like		
			forts		
6		Choose any one of the f	Collowing		
7	HS 1.6.1		Human Values: bringing fraternity		
8	HS 1.6.2	HISTORY OF VIJAYANAGARA DYNASTY	Sustainability: of Ancient Culture and		
		(1336-1646 A.D)	Tradition, Literature like Dasa Sahitya		
9	HS 1.6.3		Employability: in in the Archeological		
		(from 6 th century B.C.E to 6 th century C.E)	Survey of India		
10	HS 1.6.4		Human Values will be imbibed		
	Mandator	y Credits : Communication Skill			
11	HS 2.1	RESEARCH METHODOLOGYII	Skill Development of publishing articles		
12	HS 2.2	WORLD HISTORY: TILL THE FALL OF CONSTANTINOPLE	Human Values: thinking against wars.		
13	HS 2.3	PRE-HISTORY OF INDIA	Human Values: leading happy life amidst		
13	113 2.3	TRE-HISTORT OF INDIA			
			all odds		
14	HS 2.4	INDIAN HISTORY: MEDIEVAL	Human Values: Sufi saints methods of		
14	ПЗ 2.4	(1200 TO A.D 1707 A.D)			
		(1200 TO A.D 1707 A.D)	loving each other		
15	HS 2.5	HISTORY OF VARNATAVA (from to 1700	Custoinability and Ansignt coulatures		
13	пз 2.3	HISTORY OF KARNATAKA (from to 1700	Sustainability : of Ancient sculptures,		
		A.D)	mastigallu and Veeragallu (Hero stones)		
	Choose any one of the following				
		•			
16	HS2.6.1	HISTORY OF MODERN ASIA (from 1900 Human Values: international relations			
17	HS 2.6.2		ill development: protection of ancient		
		l .	iquities, , Employability: in the		
			cheological Survey of India		
			- ·		

18	HS 2.6.3	WOMEN FREEDOM FIGHTERS OF KARNATAKA	Gender: role of women and giving enthusiasm among women /girl students
19	HS 2.6.4	LINGUISTIC HISTORY OF SOUTH INDIA	Human Values: linguistic harmony
		Mandatory Credits : Computer Skill	Skill Development; art of web designing Employability: in Private Companies and government as a computer operator
20	H S 3.1	WORLD HISTORIOGRAPHY	Professional Ethics: in the field of Research and Teaching
21	H S 3.2	World HISTORY -III TILL THE FALL OF BOURBONS REGIME	Human Values: to avoid wars and quarrels in society.
22	H S 3.3	PROTO HISTORY OF INDIA	Skill Development: making models of ancient antiquities Sustainability: protection of Antiquities,
23	H S 3.4	HISTORY OF MODERN INDIA 1707-1885.	Human Values: bringing All are Equal in practice
24	H S 3.5	HISTORY OF KARNATAKA (POST VIJAYANAGARA TO 1885 C.E)	Human Values: following of Preachings of Haridasa Sahitya and veerashaiva Sahitya
		Chose of any one of the following	
25	H S 3.6.1	HISTORY OF JAPAN	Human Values: to come out of inferiority Complex like Japan
26	H S 3.6.2	RT AND ARCHITECTURE OF MEDIEVAL INDIA	Skill development: making models of ancient antiquities Employability: in Archeological Survey of India
27	H S 3.6.3	WORLD HERITAGE SITES IN INDIA	Environmental : to create healthy environment Sustainability: protection of Antiquities
28	H S 3.6.4	, TREATIES AND PEACE ORGANISATIONS OF WORLD	Human Value: Cultural Interaction with Each others
29	H S OE 3.1	THINKERS OF MODERN INDIA	Gender: importance of Gender Equality
30	H S OE 3.2	PROBLEMS IN CONTEMPORARY	Gender equality after independence
		INDIA	
31	H S 4.1	INDIAN HISTORIOGRAPHY	Professional Ethics: in Research field and Teaching
32	H S 4.2	WORLD HISTORY –IV. NAPOLEON BONAPARTE TO FALL OF SADDAM HUSSEIN	Gender equality: achievements of Women in the field of Science
33	H S 4.3	ARCHAEOLOGY, EPIGRAPHY, NUMISMATIC	SSkill making models of ancient antiquities Employ

		AND ARCHIVES	
34	H S 4.4	INDIAN NATIONAL MOVEMENT	Human Values will be highlighted
		Choose of any one of the following	
35	H S 4.5.1	FREEDOM MOVEMENT IN KARNATAKA	Human Values of brotherhood,
36	H S 4.5.2	CONTEMPORARY PROBLEMS OF INDIA	Gender: Women rights in contemporary India
37	H S 4.5.3	HISTORY OF SOUTH INDIA (1336-1686)	Sustainability : artistic monuments like temples, forts etc
38	H S 4.5.4	HISTORY OF INDEPENDENT INDIA	Gender: Women rights in contemporary India
39	H S 4.5.5	WOMEN IN MODERN INDIA	Gender: Women rights in contemporary India
40	H S 4.6	DISSERTATION	Skill Development: Skill of writing thesis, writing Articles

Semester – I

Course Code: HS1.1

RESEARCH METHODOLOGY-I

Course Objectives

- 1. As an introductory course, "RESEARCH METHODOLOGY" aims to introduce the student to how historians work, how to "do" history, that is, to the methods of historical research.
- 2. It is intended to introduce students to the basics of doing research in the discipline of history, the process of writing history, including the selection of topics, the techniques of historical research, the use of primary sources and secondary literature, historical criticism, analysis and synthesis.
- 3. The course will also focus on writing skills; the organization of material into a clear and readable paper; the creation of a thesis statement, the development of one's writing and the proper style for bibliography and footnotes.
- 4. The overall objective of this course is, therefore, to provide the student with the information, skills, and tools needed to do research in the discipline of history.

Professional Ethics: Professional Ethics will be inculcated

Skill Development: Students will develop Skill Development

Module-1Concept and Definitions of History-Purpose of History, Need, Value of History, Subject matter- objectivity and bias, Moral Judgement in History, Philosophy of History, Scope, Uses and Abuses of History- Types of History, Historical Evidence: Its Nature and Transmission, Objectivity in History; Causation in History; History an Art or Science?

Module-2History and Allied Disciplines; - Relationship with Geography
Anthropology, Sociology, Economics, Political Science, Archaeology,
Epigraphy and Numismatics, Science and Technology, Auxiliary
Sciences in History,

Module-3Conceptand Definitions of Research, Pre-requisites of Researcher-Problems of Researcher-Sources-Primary and Secondary, Oral tradition, Anonymous sources, Procedures for contradictory sources, Chronology, Eyewitness evidence, Indirect witnesses, Selection of Topic-Hypothesis in Research.

Module-4Collection and Selection of Historical Data-Art of Documentation And Oral History, problems-Historical Data Methods and techniques of Notes Taking-Centers of Data Collection, Tools- Field Visit, Interview

References:

1. Langlols and Seignosos: Introduction to the study of History

Garaghan G.J. : A Guide to Historical Method
 Subramaniam. : History its Theory and Method

4. Sheikh Ali B. : History Its theory and Method

5. Rowse A.D. : The Use of History

6. SatyaMurthyaK. : Handbook of Research Methodology in History

7. Collingwood R.G. : The Idea of History8. Gardner P. : Philosophy of History

9. Toynbee A. : A Study of History

10. Renier :History-Its Purpose and Method

11. WalseW.H. : Philosophy of History- An Introduction.

12. Carr E.H. :What is History?

Semester – I

Course Code: HS1.2

WORLD HISTORY: TILL THE FALL OF WESTERN ROMAN EMPIRE

Objectives

- 1. Students display knowledge about origin and nature of civilisations. Students will have gather vast knowledge of World History.
- 2. They will get knowledge of ancient living and technology. Imbibe themselves soft culture.
- 3. Students acquire a perspective on history and an understanding of the factor that shape human activity. A survey of major themes and events in world history from the earliest civilizations to 479 C.E.
- 4. Emphasis will be placed on the rise of ancient Egypt, Greece, and Rome; the early Indian, Chinese, Latin American, and African empires, and European expansionism and global encounters.

Sustainability: Sustainability of Ancient Sites, forts, temples will be learnt

Module-1Sources and Chronology, Significance of Study, Scope- Geographical Structure-The origin and life of the earth Pre historic Men -. Human Migration- theme of migration – man in different ages

Module-2Dawn of Civilizations- Mayan, Civilization, Hebrews,

Egyptian Civilization, Pharaoh, Queen Sobekneferu, Hatsepsut, Monotheism, Position of women – Great

Pyramid- Sphin -Advances in Science and Medicine in Egypt-Mesopotamia, the Fertile Crescent- code of Hammurabi.

Module-3World Religions- Taoism, Confucianism, Zoroastrianism, Christianity- Teachings and Spread

Module-4Legacy of Greece – City States- Philosophers- Socrates, Plato, Aristotle, Literature-Sophocles, Roman Empire- Julius Caesar- Cleopatra, Golden Age of Augustus- Pax Roman (Roman Peace) – Epics- Architecture and engineering- coliseum – Fall of Roman empire (476 C.E)

References:

1. Candice Goucher and Linda Walton: World History Journey from Past

to Present

- 2. B V Rao: World History from Early times to A D 2000
- 3. Susan Wise Bauer: The History of the Ancient World
- 4. Glencoe: World History
- 5. Eugene Berger: World History: Cultures, States, and Societies to 1500
- 6. Catherine Nixey: The Darkening Age
- 7. David Stasavage: The Decline and Rise of Democracy- a Global History

from Antiquity to Today

8. Will and Ariel Durant: The Lessons of History

Semester - I Course code: HS1.3

PRINCIPLES AND METHODS OF ARCHAEOLOGY

Objectives

- 1. Will learn about ancient site, prehistory period, dating method etc. critical thinking, attitudes relating to the archaeological matters. Locates physical features of India such as mountains, plateaus, plains, rivers, desert, etc. on the map of India.
- 2. Principles and methods of archaeology is a lecture series that introduces first semester students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students.
- **3.** The nature of the archaeological record and the unique role of science in archaeology is explained. The course also provides understanding cultural development and diversity from human origin to civilization development.
- **4.** Archaeology theories, exploration and excavation methods and dating methods is also discussed in this course.

Employability: ample of opportunities in the Archeological Survey of India

- Module-1 Introduction: Definitions, Aims objectives and scope of Archaeology, Development of Archaeology in Europe, Development of Archaeology in pre independent India and independent India, Archaeology Pre History, proto History and History, Archaeology and other Science, Branches of Archaeology: Industrial, Bimolecular, Settlement, Biblical Ethno and epic archaeology
- Module-2 Archaeology Theories :Antiquarianism to traditional archaeology, New Archaeology, processual archaeology, General system theories, Behavioral archaeology, Post processual archaeology, marine archaeology, Archaeology recent past.
- Module-3Exploration and Excavation Methods: Geo-physical surveys, scientific methods and techniques in Archaeological exploration, Documentation and operation of ancient sites, excavation methods: Aims of excavations, excavation types, principles of excavation, laying out of trenches- methods- stratigraphy, archaeology photography, excavation recording, report, conservation-Preservation

Module-4Dating Methods and Techniques dating system: Relative dating techniques, Absolute dating Techniques, Derivative Techniques: with special reference to serration

- 1. K.V. Raman 1986: Principles and methods of Archaeology
- 2. Staeck John P 2002: Back to Earth: an Introduction to Archaeology
- 3. Renfrew colin and Pavl Bahan P 1996: Archaeology: Theories, methods and practice
- 4. Wheeler R.E.M 1954: Archaeology for the Earth
- 5. Fagan B 1988:In the beginning an introduction to Archaeology
- 6. Hodder, lan 1992: Theory and practices in Archaeology
- 7. Trigger B 1989: History of Archaeology perspective
- 8. Barker, Philip 1977: Techniques of Archaeological excavation
- 9. Danecy W. S. 1987: Archaeological fields methods: an introduction
- 10. Harris, Edward C. 1989: Principles of Archaeological stratigraphy
- 11. Padigar S V 2010: Puratatva Shastra Parichaya (Kannada)
- 12. Srikanta Shastri S 2016: Puratatva Shodhana (Kannada)

Semester – I

Course Code: HS1.4

INDIAN HISTORY: ANCIENT (EARLIEST TO 1206 C.E)

Course Objectives

- 1. This Course aims to present historiographical, political, economic, and social contexts that emerged in ancient India.
- 2. Perceptions of past highlight positions of historians and reasons for their particular perception. The course studies aspects such as pre state and state societies, state formation, trade, urbanism, and social stratification.
- 3. locates important historical sites, places on an outline map of India. recognizes distinctive features of early human cultures and explains their growth.
- 4. describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc.
 - outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc.

Sustainability: Ancient Monuments like Temples

Module-1Sources-Archaeological sources: Inscriptions, Coins, monuments, Sculptures, Tools and Potteries, Literary sources- Indigenous: poetry, literature in regional languages ,religious literature. Foreign accounts-Greek, Chinese and Arab writers.

Module-2 Indus Valley and Vedic Civilization-Origin, extent, characteristics, decline, survival and significance, art and architecture, Development of agriculture, Crafts, Pottery, and Iron. Aryans and Vedic Period- Religious and philosophic literature; Later Vedic period; Political, social and economic life: Sangam Age.

Module-3Janapadas and Formation of States- Republics and monarchies. Rise ofurban centers.Rise of Magadha and Nandas.Jainism and Buddhism-Teachings.Vaishnavismand Shaivism. Mouryan Empire, -Chandragupta, Kautilya and Arthashastra. Ashoka- Dharma Policy: Edicts; Art, architecture and sculpture, Literature.

Module-4Post Mouryan Period:Guptas, Vakatakas and Vardhanas- Polity,

administration, Economic conditions, feudalism. Literature, art and architecture and Educational institutions; Nalanda, Taxila, Vikramshila and Vallabhi, Nagavi and Kanchi, Pallavas: Art, Cholas- Local Self Government, Invasions on Sind: Mohammad Bin Kasim, Dahir, Bappa Rawal.

- 1. Begley, Vimala and Richard Daniel De Puma (eds), Rome and India: The Ancient Sea Trade, New Delhi: Oxford University Press.
- 2. Bhattacharya, N.N.: Ancient Indian Rituals and Their Social Contents.

 New Delhi: Manohar.
- 3. Bongard-Levin, G.M.,:Mauryan India, Madhya Pradesh: Oriental University Press.
- 4. Bose, AtindraNath,: Social and Rural Economy of Northern India, 600 BC 200 AD,2 Vols.
- 5. Burton Stein,: PeasantState and Society in Early Medieval South India, New Delhi: Oxford University Press.
- 6. Chakravarty, Ranabir, ed.,:Trade in Early India, New Delhi:Oxford University Press.
- 7. Chakravarty,:Ranabir, Trade and Traders in Early India, Delhi: Manohar.
- 8. Chakravarty, Uma,:The Social Dimensions of Early Buddhism. New Delhi: Oxford University Press.
- 9. Champakalakshmi, R.,:Trade, Ideology and Urbanization: South India 300 BC to AD 1300. Delhi: Oxford University Press.
- 10. Chattopadhyaya, B.D.,: Making Medieval India, New Delhi: Oxford University Press.
- 11.Dirks Nicholas,: Castes of Mind, Colonialism and Making of Modern India, Princeton University Press.
- 12. Dumont Levis,: Homo Hierarchic us, Caste System and its Implications, University of Chicago.
- 13. Gurukkal, Rajan..: Social Formations of Early South India. New Delhi: Oxford University Press.
- 14. Habib Irfan and Raychaudhuri Tapan, : Economic History of India,

 Cambridge: Oxford University.
- 15.Kane, P.V.,:History of Dharma shastra (Vol.II), Pune: Bhandarkar Oriental Research Institute.
- 16.Kosambi D.D.:An Introduction to India History, Hyderabad: Sangam Books Ltd.
- 17. Kosambi D.D.: Culture and Civilization of Ancient India, Delhi: Vikas

Publishing House.

- 18.Kulke Hermann,:State in India, Delhi: UP.
- 19.Liu, Xinriu,:Ancient India and Ancient China: Trade and Religious Exchanges. Delhi: Oxford University Press.
- 20. Maity, S. K: Economic Life in Northern India in the Gupta period

Semester – I

Course Code: HS1.5

HISTORY OF KARNATAKA : EARLIEST TO 1200 C.E

Course Objectives

- 1. The course endeavours to equip the students with an in depth understanding of the dominant politico-administrative, economic and socio-cultural themes and issues in the history of Karnataka.
- 2. It intends to: provide a brief geo-political and ethno-historical introduction to Karnataka along with a pre-colonial socio-cultural profile of its society;
- 3. to assess the impact of the politico-administrative and economic changes introduced by the different rulers.
- 4. to develop better understanding, building knowledge, understanding of historical events and trends, especially over the past century, enables students to develop a much greater appreciation for current events today.

Sustainability: Ancient Monuments like forts

Module-1Geographical features of Karnataka. Sources-Archaeological sources: Inscriptions, Coins, monuments, Sculptures, Tools and Potteries, Literary sources: poetry, literaturein regional language, religious literature. Foreign accounts: Greek, Russian, French, Chinese and Arab writers.

Module-2Sathavahanas - Kadambas — Gangas — Chalukyas of Badami — Polity, administration, Religion, Society, Literature, Art & Architecture

Module-3Rashtrakutas – Contributions. Chalukyas of Kalyana — Cultural contributions. Hoysalas of Dwarasamudra –literature, art & architecture, Kalachuris, - Cultural contributions.

Module-4Shankaracharya, Ramanujacharya, Madhwacharya, Basaveshwara-Life and Philosophy-Socio-Religious Reforms

- 01. P.B. Deasi: History of Karnataka
- 02 .K.R. Basavarju :History and Culture of Karnataka
- 03 .Hayavadana Rao: Mysore Gazetteer Volumes
- 05.K.A. NilakantaShastry:History of South India
- 06.KeshvanVeluthat:State Formation in South India
- 07.S. Rajashekaran: Karnataka Architecture
- 08. Champaka Lakshmi: Urbanization in South India
- 09 Kavyashree G Punyastreeyaru (Kannada)
- 10.R.R. Diwakar: Karnataka through the Ages
- 11.B.L. Rice: Mysore Gazetteer Volumes
- 12. Mugali R.S: The Heritage of Karnataka
- 13.R.G. Bandarkar: History of Deccan

Semester – I

Course Code: HS1.6.1

SOCIAL HISTORY OF INDIA

Course Objectives

- 1. to distinguish between political equality, economic equality, and social equality. Student will be able to interpret social, political and economic issues in one's own region with reference to the right to equality.
- 2. to analyses the causes and consequences of disadvantages faced by women of different sections of the society.
- 3. identifies women achievers in different fields from various regions of India. illustrates contribution of women to different fields with appropriate examples. explains the functioning of media with appropriate examples from newspaper
- 4. To explain the significance of equality in democracy.

Human Values: bringing fraternity

Module-1 Sources and Approaches; Indian Social Institutions in Ancient India: Tribe, Caste (as well as Untouchability), Class and Community

Module-2Medieval Indian Society: Urban and Rural; Social Stratification and Social Mobility; Position of Women

Module-3Educational Systems and Institutions; Syncretic Tradition and Cultural Synthesis Colonial Intervention and Social Change: British Social Policy and Western Ideas - Evangelicals and Utilitarian; Growth of Modern Education; Rise of New Social Classes

Module-4 Social Change in Colonial India: Transitions in Caste-ridden Society; Conflict between Tradition and Modernity; Changing Position of Women; Patterns of Urbanization

- 1. Ahmad, Aziz: Studies in Islamic Culture in the Indian Environment
- 2. Altekar, A.S.: Position of Women in Hindu Civilization
- 3. Ambedkar, B.R.: The Untouchables
- 4. Ashraf, K.M.: Life and Conditions of the People of Hindustan
- 5. Ballahatchet, K.S: Social Policy and Social Change in Western India
- 6. Basu, Aparna: The Growth of Education and Political Development 1898-1920
- 7. Bayly, Susan: Caste, Society and Politics in India from the Eighteenth Century to the Modern Age
- 8. Datta, K.K.: Social History of Modern India
- 9. Desai, A.R.: Social Background of Indian Nationalism
- 10. Dube, S.C: Indian Society
- 11. Habib, Irfan: Contemporary India and its Modernization
- 12. Habib, Irfan: Interpreting Indian History
- 13. Habib, Mohammad: Politics and Society during the Early Medieval Period
- 14. Hardey, Peter: The Muslims of British India
- 15.Jha, D.N.: Economy and Society in Early India: Issues and Paradigms
- 16. Kothari, Rajni (ed.): Caste in Indian Politics
- 17. Krishnamurthi, J.: Women in Colonial India
- 18. Kumar, Ravindra: Social History of Modern India
- 19. Majumdar, R.C.: British Paramount and Indian Renaissance, Vol. X
- 20. Majumdar, R.C.: The History and Culture of Indian People, Vol. V & VII
- 21.Mishra, B.B.: The Indian Middle Classes: Their Growth in Modern Times
- 22. Mishra, Girish: The Indian Middle Classes: Their Growth in Modern Times
- 23. Mujeeb, M.: The Indian Muslims
- 24. Nurullah, S. & J.P. Naik: History of Education in India
- 25.O' Malley, L.S.S.: Modern India and the West
- 26. Potts, E. Daniel: British Baptist Missionaries in India 1793-1837
- 27. Rashid, Abdul: Society and Culture in Medieval India
- 28.Rizvi, S.A.A.: Religious and Intellectual History of the Muslims in Akbar Reign
- 29. Sarkar, Sumit: Writing Social History
- 30.Shah, A.B. &C.R.M., Rao: Tradition and Modernity in India

- 31. Sharma, R.S.: Social Changes in Early Medieval India
- 32.Smith, W.C.: Modern Islam in India
- 33. Sridharan, E.: A Textbook of Historiography
- 34. Srinivas, M.N.: Social Change in Modern India
- 35. Srinivas, M.N.: Caste in India and Other Essays

M.A. History Semester – I

Course Code: HS1.6.2

HISTORY OF VIJAYANAGARA (1336-1646 C.E)

Objectives

- 1. To enable the student to learn about the great empire of medieval world To encourage the students to praise the great kings like DevarayaII, Sri Krishnadevaraya to achieve in their life
- 2. lists out significant contributions of Vijayanagara kingdom, dynasties with examples explains broad developments during Vijayanagara period and relates the developments occurring in one place with another in India and world of contemporary Vijayanagar
- 3. to describe issues, events, personalities mentioned in literary works of the time.
- 4 to Learn and adopt the irrigation system of Vijayanagara

Sustainability: Sustainability of Ancient Culture and Tradition, Literature like Dasa Sahitya

Module-1Introduction: Sources and Historiography, Foundation of Vijayanagara – Origin– Theories of the Vijayanagara, Sangamas – Hakka and Bukka-I –Devaraya-II and His life - Consolidation and expansion of the state – Administration –Economy, Society and Culture.

Module-2 Political History of the Salvas – Narasimha-II - Life and Achievements - Administration –Economy, Society and Culture.

Module-3 Political History of the Tuluvas – Krishnadevaraya and hisLife-Consolidation and expansion of the state – Achyuthadevaraya and Sadashivaraya - Administration – Economy, Society and Culture.

Module-4Political History of the Aravids – Ramaraya - Foreign policy—Battle of Rakkasagi and Tangadigi (1565 C.E) – Decline and fallof The Vijayanagara - Administration –Economy, Society and Culture. Rise of Paleyagaras

- 1. Appa Dorai: 'Economic Conditions in Southern India'
- 2. Burton Stein: 'Vijayanagara', 1994.
- 3. Burton Stein: 'Peasant State and Society in Medieval south India
- 4. KrishnaswamyIyengar: 'South India and Her Mohammadan Invaders'
- 5. KrishnaswamyIyengar: 'Sex SentanaryValue(Vijayanagara)'.
- 6. Karashima, Noboru, Subbarayalu&Shanmugam P:'Vijayanagara Rule in
- 7. Tamil Country as Revealed Through a Statistical Study o Revenue Terensin
- 8. Interruptions: Tokio, 1988.
- 9. Krishnaswamy R.: 'The Tamil Country under Vijayanagara', 1964.
- 10. Sewell Robert: 'A Forgotton Empire', New Delhi, 1900.
- 11. Sale tore B.A: 'Social Life under Vijayanagara'.
- 12. Mahalingam T.V: 'South Indian Polity'.
- 13. NeelakantaSastri K.A: 'A History of South

Semester – I

Course Code: HS1.6.3

ART AND ARCHITECTURE OF INDIAFROM 6TH CENTURY B.C.E TO 6TH CENTURY C.E

Course Objectives

- 1. To make Students to understand the meaning of Ancient.
- 2. To enable Students to understand the key concept related to Ancient India.
- 3. To inculcate interest to read historical maps, biographies, and novel related to Ancient period
- 4. To imbibe interest to visit historical place and understand ancient India through caves, Temple, Art Architecture.

Employability: in in the Archeological Survey of India

- Module-1Introduction to Art and Architecture and prelude to historical Art,
 Art of the Pre- Mauryan period, Art and Architecture of Mauryan
 period, sources of inspiration of Mauryan Art and Architecture:
 Foreign and Indigenous.
- Module-2 Origin of stupa architecture, stupa architecture: pre-Mauryan and Mauryan periods, North India, central India, Deccan and Gandhara, Structural Monasteries and Chaityas.
- **Module-3** Origin of Rock-Cut Architecture, Eastern India, Western Deccan, Eastern Deccan, Central India.
- Module-4 Origin of Temple Architecture- Theoretical aspects, concept and Symbolism of Temple, Temple Architecture during the Gupta period, Temple Architecture during the Vakataka period. Sculpture Art: Terracotta, Ivories and Bronzes.

References:

1. Dehejia, Vidya 1972:**Early Buddhist Rock Temples A Chronological study.**

- 2. DhavalikarM.K 1985:Late Hinayana Caves of Western India.
- 3. Dhavalikar M.K 1977: Masterpieces of Indian terracotta.
- 4. Dhavalikar M.K 2004: Satavahana Art.
- 5. Dhavalikar M.K 1976:Indian Ivories.
- 6. Ghosh A 1967: Ajanta Murals
- 7. Gupta S.P 1980:Roots of Indian Art.
- 8. Huntington, Susana L and John Huntington 1985:**The Art and Architecture of India.**
- 9. Khandalwala, Karl (Ed) 1991:**Golden Age: Gupta Art, Empire, Province and Influence.**
- 10. Knox, Robert 1992: Amaravati Buddhist Sculpture from the Great Stupa.
- 11. Marshall, John 1960: The Buddhist Art of Gandhara.
 - 12. Meister, Michael W and M.A Dhaky (Ed) 1999: **Encyclopedia of Indian Temple Architecture.**

M.A. History Semester – I Course Code: HS1.6.4 STATE IN INDIA

Course Objectives

- 1. The course analyses issues such as theories of state, political, agrarian and social structures, and trade and urbanisation.
- **2.** To discuss theories such as Asiatic Mode of Production, Segmentary State, and Feudalism, Centralization, Provincialization, Political Symbolism, Oriental Despotism, and Revisionist Approaches Role of ulemas and trading communities in the state will be analyzed.
- 3. To identify various levels of the government local, urban administration, state and Central governments.
- 4. To compare with Three tier system of today and to analyses the functioning of rural and urban local government bodies in sectors like health and education.

Human Values: Human Values will be imbibed

Module-1 Nature and Functions of the State under the Delhi Sultanate; Theoryof Kingship: Balban, Ala-ud-din-Khalji and the Afghans; The Iqta System

Module-2 The Mughal State: Nature, Theory of Kingship; Ulema and the State; Mansabdari System, Petticoat rule, Maham Ana and Noor Jahan

Module-3 The Nature of :Vijayanagar and early Maratha states, Despotic, Fudal, Segmentary and Patrimonial, Nayankara system, Shivaji Hindu Padpadashahi, Chouth and Sardeshmukh

Module-4Nature of Bahamani and Shahi States- AdilShahis and QutbShahis

References:

- 1. Alam, Muzaffar: Crisis of Empire in Mughal North India
- 2. Alam, Muzaffar and Sanjay : **The Mughal State** Subrahmanyam (ed)
 - 3. Ali, M. Athar: Apparatus of the Mughal Empire
 - 4. Colley, Linda: Britons: Forging the Nation
 - 5. Jackson, Peter: The Delhi Sultanate
 - 6. Joshi, Shashi and Bhagwan : **Struggle for Hegemony in India, Vol. I, II, III**
 - 7. Kulke, H.P. Rothermund: State in India: 1000-1750
 - 8. Nigam, S.B.P: Nobility under the Sultans of Delhi
 - 9. Nizami K A., Some Aspects of Religion and Politics in Indian During 13th Century
 - 10. Richards, J.F.: The Mughal Empire
 - 11. Satish Chandra: **Historiography**, **Religion and State in Medieval India**
 - 12. Stein, Burton: Vijayanagar
 - 13. Tripathi, R.P.: Some Aspects of Muslim Administration in India

Programme Outcomes (POs)

Student Understand earn The Basic Skill of history Writing & research.

Student Understand The Importance of our Glorious Past.

They Understand the Meaning of Nationalism and they Respect toward Great National Personality.

They understand Nature & scope of History.

They will be able to distinguish the different methods of Excavation

They will be able to learn about correlation with science and History

They Understand World history and its impact on India

They Tress out the Root of contemporary society from the past

They realize the importance of Socio cultural moral value.

They understand the Depth of Subject of History from Macro to Micro level.

M.A. History Semester – II

Course Code: HS 2.1

RESEARCH METHODOLOGY-II

Course Objectives

- 1. The course aims at promoting a comprehensive understanding on theoretical and epistemological issues of the discipline of History.
- 2. It offers an analysis of historiography and historical method. The emphasis is placed on understanding the discipline of History, as a discipline of knowledge and also the Post-Modernist critiques of the discipline.
- 3. Demonstrate thinking skills by analysing, synthesizing, and evaluating historical information from multiple sources.
- 4. Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.

Skill Development : of publishing articles

- **Module-1** Data Processing, Genuineness of Data, Reasons for Forgery Documents, Internal and External Criticism, Computer and Internet and websites in Research.
- Module-2 Constructing and Testing of Hypothesis- Synthetic Operation-Selection of Facts-Arrangements of Facts- Concept of Objectivities in History and Historical Errors. Framing the Objectives. Engineering of the Thesis-Methods of Serialization- Presentation-Imagination as Principles of Serializations.
- Module-3 Conceptualizing the Research Design-final Draft and Exposition-Main Features of Good Thesis. Technical Aids in Research-Foot Notes and end notes-Its Forms Styles-Uses and Misuses- Glossary, Bibliography, Appendix-Index, Maps- Charts.
- Module-4 Intellectual Property Right (IPR), Moral Judgement, Falsification,
 Fabrication and Plagiarism (FFP), Research Article writing, Publication
 Misconduct, Research and Publication Ethics.

- 1. Sheikh Ali B.: History: its Theory and Method
- 2. Satya Murthy K.: Handbook of Research Methodology in History

- 3. Subramaniam: History of Methodology
- 4. NilakanthaSastri K.A.: Historical Method with Special reference to India
- **5.** Carr E.H. : What is History
- 6. Langlols and Seignosos: Introduction to the Study of History
- 7. Garaghan G.J.: A Guide to Historical Method
- 8. Callingwood R.G.: The Idea of History
- **9.** Gardner P.: **Philosophy of History**
- **10.**Toynbee A.: A Study of History
- 11. Rowse A.D.: The Use of History
- 12. Renier A.D.: History-Its Purpose and Method
- 13. Walse W.H.: Philosophy of History- An Introduction
- **14.**Rowse A.D.: The Use of History
- 15. Gorge H S: Research Methodology in History
- 16. Ranjit Kumar: Research Methodology
- 17. Alan Bryman: Social Research Methods
- 18. Kothari C R: Research Methodology Methods & Techniques
- 19. Venkataratnam A V and Padma M B: Itihasa Samshodhana Marga (Kannada)

M.A. History Semester – II

Course Code: HS 2.2

WORLD HISTORY: II TILL THE FALL OF CONSTANTINOPLE

Course Objectives

- 1. to know The intellectual, cultural, and literary touchstones of the ancient Greek and Holy Roman world; The grammar, syntax, and vocabulary of the Greek and Latin languages, for reading and writing;
- 2. To Identify and define the world's earliest civilizations, including the Neolithic Revolution as n to identify, describe, and compare/contrast the first advanced civilizations in the world.
- 4. To identify and describe the emergence of the later civilizations inworld: the Aztec &Inca societies on the Indian subcontinent and the Shang and Zhou societies in China.
- 5. Identify and describe the emergence of new philosophies—during the Warring States period in China. Identify and describe the subsequent rise of the Rivalry in Europe for Trade.
- 6. Identify and describe the different periods that characterized ancient Greece—Archaic Greece (or the Greek Dark Ages), classical Greece, and the Hellenistic era.

Human Values: thinking against wars.

Module-1Byzantine Empire- Emperor Diocletian, General Constantine-Contributions of Byzantine civilization- Justinian code, Decline of Byzantine Empire, Mongols in Asia.

Module-2Holy Roman empire- Charles Martel, The Church and medieval life, Charlemagne- Capitularies- Extinct of Holy Roman Empire (887 CE) Gothic Architecture, Conditions of Europe after the fall.

Module-3 Rise of Islam and cultural influence, Crusadesand Children Crusades-Causes, Results, Renaissance, Rise of Cities, guilds and crafts-Feudalism in Europe, early medieval society,

Module-4Early Middle age, Church authority, challenges to church authority, Aztecan Inca Civilizations. Impact of 100 years War, Joan of Arc-

Heroine of France. The fall of Constantinople (1453CE) Road to New Discoveries, Rivalry in Europe for world trade

- 9. Candice Grouchier and Linda Walton: World History Journey from Past to Present
- 10. B V Rao: World History from Early times to A D 2000
- 11. Susan Wise Bauer: The History of the Ancient World
- 12. Glencoe: World History
- 13. Eugene Berger: World History: Cultures, States, and Societies to 1500
- 14. Catherine Nixey: The Darkening Age
- 15. David Stasavage: The Decline and Rise of Democracy- a Global History from Antiquity to Today
- 16. Will and Ariel Durant: The Lessons of History

M.A. History Semester - II Course Code: HS 2.3

Pre-History of India

Course Objective

- 1. to lesson understand historical construction of India"s ancient past Prehistory of India is a lecture series that introduces second semester students to key concepts and practical approaches in Prehistory.
- 2. To know The nature and scope of prehistory evidence of India, from the earliest lower Paleolithic to the Mesolithic is taught. The quaternary environmental change especially in reference to the Indian subcontinent is presented.
- 3. To Learn about various types of source material used by ancient people. Student Identify and define the earliest cultures, including the Neolithic Revolution, and describe how it shaped the development of these early cultures.
- 4. to be familiarized to the basic outline of the prehistory of India and the changing environments of the quaternary.

Human Values: leading happy life amidst all odds

Module-1Prehistory: Introduction, Beginning and stages of Development, scope and aims principle approaches.

Module-2The Quaternary period: Introduction to the quaternary, methods for reconstructing paleo environment, Nature of prehistoric records:

Archaeological remains, Biological remains, methods of studying stone tools, Geological context of prehistoric sites

Module-3 Paleolithic culture: The lower Paleolithic culture: Nature and

significance of the Technology, types of tools, sites- Attirampakkam,

Potwar Plateau, Hunasagi, Baichabal valley,

The middle Paleolithic culture: Nature and significance of the technology, types of tools, sites- Samaanpur, Jwalapuram, Nevasa,

The upper Paleolithic culture: Nature and significance of the

technology, types of tools, sites: Kurnool caves, Patna and Salvadagi

Module-4Mesolithic culture: Nature and significance of the technology, types of tools, sites Bhimbetka, Baghor, Langhnaj, Sarainahar Rai, Damdama, Mahadaha, Teri, prehistoric Rock Art: Types of rock art, Technique and Methods dating.

- 1. Chakravarty K. K & Bednarik R. G 1997: Indian rock art in global context
- 2. Dhavalikar M. K (Ed) 2013: Prehistory of India
- 3. Misra V. D & Pal J.N (Ed) 2002: Mesolithic India
- 4. Misra V. N 2007 Rajasthan: Prehistoric and early historic
- 5. Nevmayer E 2010 : Rock art of India
- 6. Agarwal D. P 1982:The Archaeology of India
- 7. Bhattacharya D. K 1972: Prehistoric Archaeology
- 8. Sankalia H. D:Pre- history and proto history of India and Pakistan
- 9. Sankalia H. D:**Stone age tools, their techniques, names and probable functions**
- 10. Misra V. A (Ed) 1964: Indian Prehistory
- 11. Diliph K & Chakrabarti 2009: Indian Archeological History Paleolithic beginning to Early Historic foundations
- 12. Nevmayer Erwin 1983: Prehistoric Indian Rock paintings
- 13. AmbalikeHriyanna(Ed) 2009: ItihasaMattuPuratatva (Kannada)

M.A. History Semester – II

Course Code: HS 2.4

INDIAN HISTORY: MEDIEVAL (1200 TO 1707 C.E)

Objective

- 1. to describe historical events from multiple perspectives.
- 2. to formulate, sustain, and justify a historical argument using original ideas. Student will Learn to support arguments with historical evidence drawn from primary

and secondary sources.

- 3. to place historical arguments into a larger scholarly narrative.
- 4. to analyze a primary source of medium difficulty. "Analyze" means to describe its biases and situate it in a historical context.

Human Values: Sufi saints methods of loving each other

Module-1Early Medieval India: Sources, Archaeological. Literary:

Indigenous and foreign accounts- Advent of Islam in India. Polity: Major Political developments in North India and Peninsula: Rise of Rajputs, Indian Feudalism, Trade, Commerce, Society, Status of Brahmin, Condition of Women, Science and Technology.

Module-2 Sultanates: Mamaluks, Khalji, Tughlaq, Lodi Dynasties:

Expeditions, Administration, Market System of Ala-Ud-Din-Khalji, Agrarian and economic measures, Chahalgani, Major projects and bureaucracy of Mohammad Bin Tughlaq. Decline of Sultanate, Art and architecture of Delhi Sultanate.

Module-3 Mughals: Babur and Battle of Panipat-I, Sur Empire-Administration, Humayun, Hemu, Akbar's Conquests, Evolution of Social and Religious outlook, Rajput Policy, Theory of Shul-i-kul, Jahangir- administration, Shah Jahan- Art and Architecture, Aurangzeb- Deccan and Religious Policy. Contributions of Mughals, Decline of Mughal Empire. Advent of Europeans.

Module-4Rise of Provincial Dynasties: Bengal, Gujarat, Malwa,
Marathas- Shivaji- Bhakti Movement-Chaitanya,
Kabir, Gurunanak, Namadev, Tukaram-Effects. Sufism- Concept,
Order of Sufi- Chisti, suharwardhi, Qadri and Nakshabandi and Wahabi tradition. Classical Music.

- 1. AshiwiniAgaarwal: Studies in Mughal History
- 2. Cambridge Economics History of India: Mughal Empire
- 3. Habibullah A.B.M. :Foundation of Muslim Rule in India
- 4. Ishwari Prasad: Medieval India
- 5. Kundra and Bawa: medieval India
- 6. Lal K.S.: History of Khiljis
- 7. MahadiHussain:Tughlaq Dynasty
- 8. Majumdar R.C.: Mughul Age
- 9. Mehta J.L.: Advanced History of medieval India. Vol II
- 10. Mohammed Habeed: Medieval History of India
- 11. Mohammed Habeeb: comprehensive History of India, Vol. V&VI
- 12. Moreland: From Akbar to Aurangzeb
- 13. Puri B.N.: Indian Administration, Vol.II
- 14. Qureshi I.H.: Muslim Policy
- 15. Rizvi S.S.S.: Wonder That Was India
- 16. Sarkar J.N.: The Mughal Administration
- 17. Srivastva A.L.: Sultanate of Delhi

M.A. History Semester – II

Course Code: HS 2.5

History of Karnataka(from 1200 to 1700C.E)

Course Objectives

- 1. to conduct meticulous field work to unearth and assemble the historical and cultural material relating to various aspects of life in Karnataka through the age.
- 2. to undertake projects and prepare scholarly books, monographs, reports, research papers regarding Rulers of Karnataka etc,
- 3. to set up a specialized and multi-faceted library and repository of records/documents related to Karnataka
- 4. to network and build partnership with various institutions and organizations working in and outside the State in line with the aims and objectives of the Academy

Sustainability: of Ancient sculptures, mastigallu and Veeragallu (Hero stones)

Module-1The Sources- Archaeological, Literary and Foreign Accounts. The Chalukyas of Kalyana, Kalchuris and Hoysalas

- Module-2 VijayanagaraState,Nayankara system-Guild Organization, Society,
 Literature. Art & Architecture, Trade and Commerce Economy. Vijayanagara
 after Battle of Talikot. Post Vijayanagara Rulers- Anegundi Principality,
 HarapanahalliPalegararu, ChitadurgaPaleyagaararu.
- Module-3Bahamani and Deccan Sultans,- Conquests, Central, Provincial and Local administration. Cultural Contributions, Bidri and Chidri Art. Mohammad Gawan-Contribution to Education.

 BaridShahis- Conquests, Central, Provincial and Local administration. Cultural Contributions, AdilShahis- Conquests, Central, Provincial and Local administration. Cultural Contributions, Art and Architecture.

Module-4 Haridasa Sect and Sufism in Karnataka, Education and learning Centers of learning in Medieval Karnataka, women stalwarts in Medieval Karnataka, Business centers in Medieval Karnataka.

REFERENCE

- 01. Burton Stein: Peasant State and Society in Medieval South India
- 02. Robert Sewel: A Forgetten Empire
- 03.T.V. Mahalingam: South Indian Polity
- 04. B.A. Salatore: Political life in Vijayanagara Empire-2 Volumes
- 05. K.A. NilakantaShastry: History of South India
- 06. Keshvan Veluthat: State Formation in South India
- 07.S. Rajashekaran: Karnataka architecture
- 08. Champaka Lakshmi: Urbanization in South India
- 09. R.R. Diwakar: Karnataka through the Ages
- 10. Arle J.C: The Art and Architecture of the Indian Subcontinent
- 11. M Kotresh: HarapanahalliTalukinaRakshana Smarakagalu
- 12. Mugali R.S: The Heritage of Karnataka
- 13.13 R.G. Bandarkar: History of Deccan
- 14. G. Yazdani: History of Deccan
- 15. K.A. NilakantaShsastry: The Cholas
- 16. R.C. Majumdar and others: Advanced History of India

M.A. History Semester – II

Course Code: HS 2.6.1

HISTORY OF MODERN ASIA (from 1900 to 2000 C.E)

Course Objectives

- 1. To make students to get acquainted with Political History of Asia
- 2. To make Students to understand the nationalist aspirations of Asia region.
- 3. To understand process of colonialism in Asia and to understand challenges of globalization.
- 4. To Compare and contrast the political, religious, economic, and social institutions of early civilizations of the Near East, Egypt, South Asia, China, and the Americas.

Human Values: international relations

Module-1Introduction: Rise of Colonialism - Reasons for its growth in Asia.

Module-2Far East Asia:China – Historical background – Boxer rebellion 1900

The revolution of 1911 C.E – Dr. SunYatSen and his Principles – Achievements of Nationalist Government. 21demands- ThePeriod of reaction – 1912 – 1918 C.E– Yuan Shikai – Peoples Republic of China – Domesticand Foreign Policy of MaoTse Tung.

Japan – Emergence of Japan as a world power – Sino – Japanese Conflicts – Anglo – Japanese Alliances – Russo – Japanese war – Japan and WorldWars – Reconstruction of Japan (SCAP)- Treaty of San-Francisco

Module-3West Asia: Arabia- National Movement – The rise of Saudi – The

Wahabi Movement-OPEC and Oil Diplomacy – USA and UK,Iran-Reforms of Rezashah Pahlavi for modernization of Iran. Mohammed Mossadic&Nationalization of Anglo Iran Oil Company,Israel: Creation of Israel – Palestine Question

Module-4South Asian Association for Regional Co-operation **(SAARC)**—QUAD-Aims and Objectives, Achievements

References

1.Rao B V: History of Asia

2.Gupta R S: History of Modern China3.Joshi D.T: Out line of Modern Asia4.Cressey G.B: Asian Lands and Peoples

5.Bernara Lewis: Arabs in History

6. Gunther John: Inside Asia

7.Hall D.G.E: A History of South East Asia 8.Kirk G.E: A Short History of Middle East

9. Buchanan, Keith: The South East Asian World

Semester-II

Course Code: HS 2.6.2

Art and Architecture of India (6th Century CE 13th Century C.E)

Course Objectives

- 1. To analyzes factors contributing to pollution in their surroundings and lists measures to prevent it.
- 2. To identify major layers of the earth's interior, rock types, layers of the atmosphere in a diagram.
- 3. locates distribution and extent of different climatic regions on the world map or globe.
- 4. explains preventive actions to be undertaken in the event of disasters e.g. earthquake, floods, droughts.

Skill development: protection of ancient antiquities, **Employability:** in the Archeological Survey of India

Module-1 Emergence of Indian Temple forms: Nagara form, Dravida form, Vesara form.

Module-2Structural Temples and Monuments-Eastern India:

Development and Characteristics of Kalinga (Phamsana)Style of Temple ArtAnd Architecture.Parashurameshvara, Mukteshvara, Lingaraj andKonark Sun Temple.

Module-3Rock-Cut, Structural Temples and Sculptures-Decean:

Chalukyas of Badami: Aihole, Badami, Pattadakal, Mahakuta, Rashtrakutas: Alampur Group of Temples, Ellora Rock-cut caves And Monolithic temples. Chalukyas of Kalyana: Gadag, ittagi, Harihara and Lakshmeshvara.

Module-4Structural Temples and Sculptures-South India:

Pallavas: Mahabalipuram and Kanchipuram

Pandyas: Kalugumalai and TirupattoCholas: KumbhaKonam, Tanjaoor,

Gangaikondacholapuram and DaraSuram. Hoysalas: Belur, Halebid and

Somanathpur.

Reference:

- 1. Acharya P.K 1927:Indian Architecture According to Manasara-Shilpashatra.
- 2. Brown, Percy 1940:Indian Architecture (Buddhist and Hindu Periods)
- 3. Chandra, Pramod (Ed) 1975: Studies in Indian temple Architecture.
- 4. Collyer, Kelleson 1990: The Hoysala Artists Their identity and Style.
- 5. Dehejia, Vidya 1990:the art of imperial cholas
- 6. Dehejia, Vidya 1979: Early Stone temples of Orissa.
- 7. Deva, Krishna 1995: Temples of India.
- 8. Foekema G 2003: Chalukya Architecture (3 Vols)
- 9. Kramrisch, Stella 2002: The Hindu Temples
- 10.Lockwood, Michael 2001:Pallava Art
- 11. Settar S 1992: Hoysala Temples.
- 12.SundraRajan K.V 1972:Indian Temple style: the Personality of Hindu Architecture.
- 13. Srinivasan K.R 1972: Temples of South India.
- 14. Srinivasan K.R 1964: Caves Temples of the Pallavas.

Semester - II

Course Code: HS 2.6.3

Women Freedom Fighters of Karnataka

Course Objectives

- 1. To Analyze the Emergence of the National Movement Appreciate the Struggle for Freedom.
- 2. Identify with the Statement that freedom is our Birth Right
- 3. Describe and appreciate the role of Gandhi in the Freedom Struggle
- 4. Interpret the result of the Salt March and Quit India Movement.

Gender: role of women and giving enthusiasm among women /girl students

- Module-1 Position of women in India through the ages- Patriotism,
 Women Education, Motivational factors, Role of women in
 Indian Freedom Movement, Women participation in early
 stage of struggle, Causes for less Participation of Women.
- Module-2UmabaiKundapur-Belgaum Congress- Salt Satyagraha.

 BallariSiddamma- NagaratnammaHiremath, Shivapur
 Flag, FortestSathygraha and Quit India Movement. Kamala
 Devi Chattopaddhyaya- Life and Achievements.
- Module-3SubbammaJois- Yashodamma Dasappa- Life-Social and Political Contributions. Smt. NagammaVeranna Gowda Patil- life and achievements. Sunandamma- Shivapuraand VidurashwathaSathyagrah.
- Module-4Contributions of GowrammaVenkataramaih, Tayamma
 Veeranagowda-Belagam Congress Swadeshi Movement,
 Quit India movement. MylaraSiddamma-Life and
 achievements. SugunaKarnad Desai- Socio Economic and
 Political contributions.

Reference:-

- 1. Halappa G S:Freedom Movement in Karnataka Vol-II
- 2. Suryanath Kamath: Swatantrya Sangramada Smritigalu 3 Vols.
- 3. Suryanath Kamath: Quit India Movent in Karnataka
- 4. SarijiniShintri: Women Freedom Fighters in Karnataka.
- 5. PraneshaRao B R et al: Yashodhara Dasappa and H C Dasappa, Jeevana MattuSadhane,
- 6. Hettne Bjorn: 1978. The Political Economy of Indirect Rule-mysore 1881-1947.
- 7. Handa R L:1968. History of Freedom Struggle in Princely States.
- 8. Manor James: 1977. Political Change in an Indian State Mysore (1917-1955).
- 9. Nijalingappa S:My Life and Politics,
- 10. Lingaiah D:Shivapura Satyagraha, Kannada work
- 11. UmadeviKanavi: Swathantra Sangramadalli Karnatakada Mahaliyaru
- 12. De Ja Gowda: Karnataka Roovari, Kannada Work
- 13. Ko. Channabasappa: S NijalingappaJeevana Sadhane
- 14. Umapati: MysuruChalo, Kannada Work

Semester - II

Course Code: HS 2.6.4

Linguistic History of South India

Course Objectives

- 1. To make students comprehend, analyses and appreciate literary texts of South India
- 2. To create awareness about the importance of Dravidian languages
- 3. To cultivate research aptitude through comparative study of cultures and literatures
- 4. to acquaint with catalytic effect of English in opening gateways to myriad career opportunities

Employability: there are opportunities in CIIL- Central Institute of Indian Languages Human Values: linguistic harmony

Module-1Sources, History of Scripsit, Patronage of Rulers to the development ofLanguage, Literary Contributions of Sangama, Chola, Chera, Pandyas.

Module-2Language under Rashtrakutas- Chalukyas of Kalyana, Hoysalas, Vijayanagara and Bahamnis. Keladi rulers, Wodeyars of Mysore

Module-3History of Telugu Literature-Kakatiyas of Warangal-Musanuri Nayaks, Reddy Kingdom, Golkonda Sultans, Nizams

Module-4History of Malayalam Literature- main trends in Malayalam Literature- Kochi Dynasty, Pandalam Dynasty, Perumals of Makotai, Travancore Rulers, Zamorin of Calicut,

Reference:

- 1. Cald well: Comparative Grammar of DarvidianLangueges.
- 2. T.P Meenakshi: History of Kannada Languages.

- 3. R. Narasimhachar: History of Kannada Languages.
- 4. T.S Shama Rao: Kannada SahityaCharitre.
- 5. G.V Sitapathi: History of Telugu Literature.
- 6. R.V.S Sundaram: Telugu BhashemattuSahitya.
- 7. K.M George: History of Malayalam Language.
- 8. S.S Mugali: History of Kannada Language.
- 9. Salitore B.A: Ancient Indian Political Thought and Institutions, Bombay, 1968.
- 10. Sharma R.S: Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1959
- 11. Sharma Shastri R: Koutilya's Arthshastra, Mysore, 1967.
- 12. Shamashastri R. (Ed.): Koutilya's Arthashastra.
- 13.Dr.Kavyashree G: VachanakartiyaruMattuVaicharikaPragne, Aditya Prakashana, Chitradurga
- 14.Dr. N.A. Patil: PracheenaBharateeyaRajakiyaVicharagaluMattu Samsthegalu(Kan)
- 15. C.H. Rajashekhara: Buddha HeegeBadukiMrityuvannuJayisirendaMattuItareBelakinaKathegalu, SoumyashreePustakaPrakashana, Bangalore-2011(Kannada)

Programme Outcomes

Student Understand The Importance of our Glorious Past.

They Understand the Meaning of Nationalism and they Respect toward Great National Personality.

They understand Nature & scope of History.

They Understand World history and its impact on India Department of History Student Understand earn The Basic Skill of history Writing & research.

They Tress out the Root of contemporary society from the past

They realize the importance of Socio cultural moral value.

They understand the Depth of Subject of History from Macro to Micro level.

Semester - III

Course Code: HS 3.1
WORLD HISTORIOGRAPHY

Course Objectives

- 1. to identify and describe the contours and stakes of conversations among historians within defined historiographical fields
- 2. to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it.
- 3. demonstrate their mastery of the knowledge and skills involved in historical practice by conceptualizing and executing a significant piece of original research.
- 4. to explain and critique the historical schools of thought that have shaped scholarly understanding of their fields of study.

Professional Ethics: in the field of Research and Teaching

Research Skills. Students will acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases.

Communication Skills. Students will learn to organize and express their thoughts clearly and coherently both in writing and orally.

Module-1Historical Consciousness, Habitual and Ancestral Accounts of the Past-Ballads-Aithihya-Purana, Genealogy, Mythology, History of timeline. Beginnings of Scientific Historiography- Ancient Greece- Herodotus, Thucydides, Plato, Aristotle.Plutarch, Rome-Tacitus, Livy, Polybius, Cicero, Homer.

Module-2Religious Historiography: Arnobius, Eusebius, St. Augustine-Arab Tradition: Ibn Ishaq, Ibn-e-shum, Ibn al- Khatib, IbnKhaldun,

Module-3Modern Historiography-Enlightenment -Romantic and Positivist Schools-Voltaire, Gibbon, Comte and Ranke, Marxist and Neo Leftist Historiography-Toynbee and Spengler, Frederick Jackson, Sima Tan.

Module-4New Trends- Annals tradition-Mark Bloch- Post colonial Historiography- Edward Said, Michel Fomeault

References:

- 1. Allan Novins: The Gateway to History
- 2. CarrE.H.: What is History
- 3. Collingwood R,G.:The Idea of History
- 4. ErntBreisach.: Historiography: Ancient, Medieval and Modern
- 5. George lgggers.:The conception of History,
- 6. George Iggers.: New Directions in European Historiography
- 7. George lggers.:Historicism" Dictionary of History of Idea,
- 8. Hayden white.: Meta Historical Imagination in the 19thC.Europe,
- 9. Manic kamB.: History its Theory and method
- 10. Paul K, Breisach.: The History and Theory of History
- 11. ShreedharanE: A Textbook of Historiography
- 12. Will Durant.: The story of Philosophy
- 13. William Dray: Philosophy of History

Semester – III

Course Code: HS 3.2

WORLD HISTORY -III TILL THE FALL OF BOURBONS REGIME

Course Objectives

- 1. To Explain and analyze a key historical event or process in world History since 1500Sources:
 - 2. To Interpret primary and secondary sources and utilize them to draw conclusions about the past
 - 3. To Analyze broad patterns of change within and among various societies and nations from the 16th century
 - 4. To Describe how societies have interacted with one another from the era of the Trans-Atlantic Slave Trade

Human Values: to avoid wars and quarrels in society.

Module-1Political, economic and social development in medieval World –The Christian and Germanic foundations of early medieval European civilization. Differences between Catholics and Protestants, Martin Luther, Decline of Papacy.

Module-2feudal political and economic system – Urban life in feudalage – growth of European towns. Growth of Middle class- Renaissance

Module-3Religious development during the feudal age – The new Christianity-Organization of the church – Ignatius Loyola, Growth of Papacy. American War of Independence.

Module-4Bourbons in France, Louis, Marie Antoinette, French Revolution-Causes-Course- Results. Expansion of growth of economy, trade and commence— guild system — Intellectual and cultural life in medieval Europe — Philosophy and science — Copernicus, Galileo Galilee, Newton. Education and literature — music —medieval European Art and Architecture.

References:

- 1. P.K.Hitti: A History of Arabs.
- 2. S.N.Fisher: A History of Middle East.
- 3. F.A.Artz: The mind of middle ages.
- 4. Candice Goucher and Linda Walton: **World History Journey from Past to Present**
- 5. B V Rao: World History from Early times to A D 2000
- 6. Lucas H S:A short History of Civilization
- 7. Wells H.G: A short history of the World
- 8. Hayes et al: World History
- 9. Durant Will: Lessons of History
- 10. Fisher H.A.L: A History of Europe
 - 11. Williams T. H et al: A History of the United States(1877)
 - 12. Churchill W.S:The world crisis1911-1928
- 13. Hardy G.M.: A short History of International Affairs 1920-1938
 - 14. OngioneW.C. :The world since 1914-1919
 - 15. Carr E.H. :The Twenty Years Crisis
 - 16. HezenC.D.:Modern Europe
 - 17. Carr E.H.: International Relations between the Two world Wars
 - 18. S. G.Ghatapanadi. : AdhunikaYuropu(Kannada Version of C D Hazen's Book)

Semester - III

Course Code: HS 3.3

Proto History of India

Course Objectives

- 1. To learn about ancient site, prehistory period, dating method etc. critical thinking, attitudes relating to the archaeological matters.
- 2. to locates physical features of India such as mountains, plateaus, plains, rivers, desert, etc. on the map of India.
- 3. To develop the the definition, aims and scope of proto history of India
- 4. To understand cultural development and diversity from human origin to civilization development. Archaeology theories, exploration and excavation methods and dating methods is also discussed in this course.

Skill Development: making models of ancient antiquities

Sustainability: protection of Antiquities

- **Module-1** Proto History: Introduction, definition, scope, Terminology, origin of agriculture in India.
- Module-2 Neolithic Culture: North and East Indian Culture: Characteristics, ceramics, sites- Kashmir valley- Borzahom, Lahuradewa, Chirand, Mahagara, South Indian culture: Characteristics, Ceramics, sites- T. Narasipur, Sanganakallu, Rampuram, Tekkalakota, Ashmounds.
- Module-3 Harappan civilization: Research on the Harappan culture- pre and post-Independence India. pre (early) Harappan culture: sites- Amri, Kotdhji-I, Kalibangan-I, Banavali, Rakhigdi-I. Late Harappan culture: sites- Harappa, Mohenjodaro, Lothal, Dolavira.
- Module-4 Chalcolithic and Iron Age culture: Chalcolthic: Characteristics,
 Ceramics, Chalcolithic culture of India: Kayatha, Malwa, Savalda,

Daimabad, sites- Balathal and Inamgaom. Iron age: Megalithic culture-Characteristics, Burial Typology, Ceramics. Sites- vidarbha and south India, Bhagimahri and kodumanal, porkalomo. Pottery: OCP, BNW, NPBW

References:

- 1. Allchin, Bridget and Raymond Allchin 1983- The Rise of Civilization India and Pakistan.
- 2. Deo S.B 1979- The Problem of south Indian Megaliths.
- 3. Dhavalikar M.K 1997- Indian Pre History.
- 4. Gururaj Rao B.K 1972- Megalithic culture in South India.
- 5. Moorti M.S 1994- Megalithic culture of south India: socio-Economic perspectives.
- 6. Agrawal D.P 2007- Indus Civilization; An Interdisciplinary perspective
- 7. Agarwal D.P and Chakarabarti D.K (Ed) 1979- Essays in Indian proto History.
- 8. Deo, S.B 1985- The Megaliths their culture, ecology, economy and Technology.
- 9. Bhattacharya D.K 1972- Prehistoric archaeology

Chakrabarti and Dilip K (Ed) 2004- Indus civilization sites in India.

Semester – III

Course Code: HS3.4

History of Modern India 1707-1885.

Course Objective

- 1. To Learn and describe historical events of Modern India.
- 2. formulate justify a historical argument using original ideas.
- 3. to support arguments with historical evidence drawn from primary and secondary sources related to Modern India.
- 4. to Critically discuss major social, political, economic, and cultural structures, events, and themes shaping the Modern India.

Human Values: bringing all are Equal in practice

Unit:1The 15th century in India; Historical Developments and Historiographical debates. Decline and Disintegration of Mughal Empire: older theories and modern ritiques. European. Trading Companies in India.

Unit:2Anglo French struggle for supremacy in the Deccan. British ascendancy in Bengal. British-lerritorial expansion: Case studies of Mysore, Maharastra, the Pujnab a Awadh, New Revenue settlements, Debate on Educational policy: Anglicizes and orientalists cultural awakening and attempts at social and religious reforms.

Unit:3Peasant and tribal resistance movements in early colonial India.

The uprising of 1857: causes, Events, nature consequences. The

Queens proclamation. Changes in the British Colonial policy
under the crown.

Unit:4Movements of reforms and Revival among Hindus: Brahma Samaj, PrarthanaSamaj, and Ranade, Derozin and Young Bengal Movement, IshwarchandraVidyasagar, Aryasamaj, Ramakrishna

Mission, Tehosophical society, muslims: The Wahabi movement. The Alighar Movement, Pan Islmaic Movement, Titamir Movement, Anjuman-E-Himayath-E-Islam, Ahmadiyya Movement, Deoband movement sikh: Sing sabhaRahanumaimazdayasamnsabha.

Reference:

- 1. Seema Alavi: The Eighteenth Century in India.
- 2. Irfan Hahib: The Agrarian system of the Mughal Empire.
- 3. MazaffarAlam: The Crisis of Empire in Mughal North India.
- 4. R.B Barnett: North Indian between Empires: Awadh, the Mughals and the British.
- 5. K.N Chaudhuri: The Trading world of Asia and the English East India Company.
- 6. M. Fisher: The Politics of British in India.
- 7. R.C Dutt: Economic History of India. 2 Vols.
- 8. SumitSarka: Modern India 1885-1947.
- 9. Bipan Chandra: India's struggle for Independence.
- 10. A.R Desai: Social Background of Indian Nationalism.

Semester - III

Course Code: HS 3.5

HISTORY OF KARNATAKA(POST VIJAYANAGARA TO 1885 C.E)

Course Objectives

- 1. to describe historical events from multiple perspectives.
- 2. formulate, sustain, and justify a historical argument using original ideas.
- 3. support arguments with historical evidence drawn from primary and secondary sources.
- 4. Evaluate and analyze different medieval sources and medieval Karnataka historiography like Burtein Stein

Human Values: following of Preaching of Haridasa Sahitya and veerashaiva Sahitya

Module-1Political Conditions of Karnataka in early 16th Century.Mughals, Marathas in Karnataka, Nizam rule in Karnataka, Decline of Vijayanagara State. Rise of small autonomous states- Keldi Chitradurga, Harapanahalli and other Paleyagaras, Wodeyars of Mysuru- Origin, Rise, Contributions.

Module-2Hyder Ali and Tippu Sultan- administration, reforms. Relations with British, Restoration and rendition. Dewansand Commissioners administration in Mysuru- Dewan Purnaiah, C Rangacharlu, K. Sheshadri Iyar, Cubbon, Bowring

Module-3Revolts in Karnataka- DondiaWagh, KitturuChannamma, Nagar,Surpur, MundaragiBheemaraya, KoppalaVeerappa, HalagaliBedaru,

Module-4British in KarnatakaGenesis of Nationalism in Karnataka, Literary, Art and Cultural Progress in Karnataka, Religious Practices, Communal Harmony (1700-1885)

REFERENCES

- 1. T.V. Mahalingam South Indian Polity
- 2. K.A. NilakantaShastry History of South India
- 3. K.R. Basavarju History and Culture of Karnataka

- 4. KeshvanVeluthat State Formation in South India
- 5. S. Rajashekaran Karnataka architecture
- 6. Champaka Lakshmi Urbanization in South India
- 7. R.R. Diwakar Karnataka through the Ages
- 8. Harle J.C The Art and Architecture of the Indian Subcontinent
- 9. Mugali R.S The Heritage of Karnataka
- 10. Shama Rao M. History of Mysore
- 11. R.R. Diwakar Karnataka through the Ages
- 12. Kavyashree G Belakina Teru
- 13. R.G. Bandarkar History of Deccan
- 14. G. Yazdani History of Deccan

M.A. History Semester – III

Course Code: HS 3.6.1 **History of Japan**

Course Objectives

- 1. To display knowledge about origin and natural Resources of Japan, .
- 2. To gather geographical knowledge of Japan and neighbouring countries.
- 3. get knowledge of ancient living in japan. Imbibe themselves software and electronical achievements of japan. Students acquire a perspective on history of Japan and an understanding of the factor that shape human activity.
- 4. to know how did Japan reinforced itself after Hiroshima Nagasaki tragedy.

Human Values: to come out of inferiority Complex like Japan

- Module-1Pre Modern Japan-The Tokugawa Shogunate- the feudal society and government, Encounter with the West- the Perry Mission and the opening up of Japan to the West-The crisis and fall of Shogunate
- Module-2 Meiji Restoration (1867-68) and Rise of Modern Japan- Its nature and character- Different social classes and groups behind the Restoration-Processes of modernization- social, military, political and educational-Contrasting response of China and Japan to the impact of the West
- **Module-3** Popular and Democratic Movements- Satsuma rebellion- Popular rights movement- Movements leading to the Meiji constitution- Rise of political parties
- **Module 4**Economic Modernization- Abolition of feudalism and economic growth-New land settlement pattern-Industrialization and the role of state and private entrepreneurs iv) Zaibatsu

Emergence of Japan as an Imperial Power

- 5.1 The Sino-Japanese War
- 5.2 The Anglo-Japanese alliance
- 5.3 The Russo- Japanese War
- 5.4 World War I and after- Japan in the Pacific and the Washington Conference
- 5.5 Manchurian Crisis
- 5.6 Failure of the Democratic system and the rise of militarism in the 1930's and 1940's

5.7 Japan and the World War II

5.8 Post War Japan under General MacArthur.

References

Allen George – A Short Economic History of Modern Japan (London, Allen Unwin, 1946). Beasley W.G. - The Modern History of Japan (London, Weidenfeld and Nicolson, 1963). Beckmann George M – Modernization of China and Japan (Harper and Row, 1962). Beckmann George M - The Making of Meiji Constitution (Greenwood, 1975). Bianco Lucian - Origins of the Chinese Revolution, 1915-1949 (London, OUP, 1971). The Cambridge History of Japan Vols V and VI, edited by Jansen Y.B. (Cambridge, 1988 & 1989). The Cambridge History of China Vol X edited by Fairbank J.K. (Cambridge, 1978) Chesneaux Jean et al – China from Opium War to 1911 Revolution (Sussex, Harverter Press, 1976). Chesneaux Jean et al – China from the 1911 Revolution to Liberation (Delhi, Khosla Publishing, 1986). Chesneaux Jean et al – Peasant Revolts in China, 1840-1949 (London, Thames and Hudson, 1973). Chen Jerome – Mao Tse Tung and the Chinese Revolution (Cambridge, 1970). Fairbank John K, et al – East Asia: The Modern Transformation (London, George Allen & Unwin, 1965). Fitzgerald C.P. – Birth of Communist China (Harmondsworth, Penguin Books, 1964). Gordon Andrew – A Modern History of Japan: From Tokugawa Times to Present (New York, 2003). Halliday Jon – A Political History of Japanese Capitalism (New York, Pantheon, 1975). Hsu C.Y. Immanuel – The Rise of Modern China (O.U.P., 1989).

Johnson Chalmers A - Peasant Nationalism and Communist Power: The Emergence Of Red China, 1937-1945 (California, Standford University Press, 1962).

Jon Livingston et al – The Japan Reader Vol. – Imperial Japan 1800-1945 (Pantheon,

1974). Norman E.H. – Japan's Emergence as a Modern State (New York, 1946).

Peffer Nathaniel – The Far East: A Modern History (Ann Arbor, University of Michigan Press,

1950). Purcell Victor – The Boxer Uprising: A Background Study (Cambridge, 1963).

Pyle Kenneth B – The Making of Modern Japan

Sansom George – The Western World and Japan (London Crescent Press, 1950).

Schurmann Franz and Orville Schell (eds) China Readings 2 Vols (Imperial Ch; Republican

Ch.). Storry Richard – A History of Modern Japan (London, O.U.P. 1965).

Tse Tung Chow – The May Fourth Movement: Intellectual Revolution in Modern China (California, Stanford University Press, 1967).

Vinacke H – A History of the Far East in Modern times (London, George Allen and Unwin, 6th Ed, 1960). Wright Mary C – China in Revolution: The First Phase 1900-1913 (Yale, 1968). YanagaChitoshi – Japan since Perry (Greenwood, 1975).

Semester - III

Course Code: HS 3.6.2

Art and Architecture of Medieval India

Course Objectives

- 1. to Develop and critically analyze architectural design
- 2. To Situate architecture within historic, social and cultural contexts
- 3. to produce work (such as short essays, structured class discussions, presentations, original research papers) using the methods of the history and theory of architecture.
- 4. To Assert a critical position through the development of an architecture thesis

Skill development: making models of ancient antiquities

Employability: in Archeological Survey of India

- **Module-1** Art and Architecture under the Delhi sultanate:Tugalak dynasty, Khiliji dynasty, Syyids and Lodhis
- **Module-2** Art and Architecture under the mughals: Babur, Humayan, Shershahh, Akbar, Jahangir, Shajahan
- Module-3 Architecture during Vijayanagara period: Features of temple architecture, study of temples: with special reference to Hampi and Lepakshi
- **Module-4** Architecture during Bahamani Sultans period:Bahamani monuments at Biadar, AdilShahi architecture at Bijapur

Reference:

1. Brown Percy- Indian architecture Islamic period: Indian paintings under mughals

- 2. Fergusson- History of Indian and eastern Architecture vol-I and vol-II
- 3. Havell E.D- Indian architecture
- 4. Richmond E.T- Muslim architecture
- 5. Michael W, Meister (Ed)- Encyclopedia of Indian temples and architecture of south India
- 6. Giyazadani- Bidar and its monuments
- 7. Sunder Rajan- Vijayanagara architecture
- 8. Michell G and Filliozat V (Ed)- Splendors of the vijayanagara empire Hampi

Semester - III

Course Code: HS 3.6.3

World Heritage Sites in India

Objectives

- 1. To Understand and appreciate the legacy of archaeology on modern cultures.
- 2. To Acquire an understanding of the concept of stewardship in archaeology: preserving non-renewable cultural resources through policy, law and public education.
- 3. Display a broad understanding of the historical development of human culture and apply this information with sensitivity and an appreciation for diversity in prehistoric, historic and modern cultures.
- 4. Develop an awareness of intercultural influences and exchanges between different culture groups, and the mechanisms through which these operated in the past.

Environmental: to create healthy environment

- **Module 1** The Definition of Heritage, Classification of Heritage, Tangible Heritage, Intangible Heritage
- Module 2 World Heritage sites (UNESCO), Significance, Uses of identifying world heritage sites-Negative impacts-World Heritage Sites in India- Problems and prospects
- **Module 3** Natural Heritage, Art and Architecture Heritage, Museum as Repository of Heritage, Indian Crafts
- **Module 4** Cultural Heritage, Indian Dance Forms, Indian Music Forms and Indian cuisines

References:

Basham, A.L., 2007. The Illustrated Cultural History of India, New York: Oxford University Press.

Bhandari N.K., 2007. Cultural Heritage of India. Delhi: Eastern Book Corporation.

Bhowmik, S.K.,2004, Heritage Management: Care, Understanding and Appreciation of Cultural Heritage, Jaipur: Publication Scheme.

Biswas, Sachindra Sekhara, 1999. Protecting the Cultural Heritage (National Legislation and International Conservation), New Delhi: Aryan Books International.

Deshpande, M. N., 1994. Care of Cultural Heritage. New Delhi: National Museum Institute. DhawanShashi,1996. Recent Trends in Conservation of Art Heritage.Delhi:Agama KalaPrakashan.

Ghoshmaulik, S. K., BassK. K., 2001. Understanding Heritage: Role of

Museum.Bhubaneswar: Academic Staff College.

Howard, Peter, 2003. Heritage: Management, Interpretation, Identity, London: Continuum. Paddayya, K., 2004. Heritage management with special reference to modern impacts on archaeology sites of lower Deccan. Deccan Studies" 1 (2): 7-24.

Rao P.R., 1988. Cultural Heritage of India. Delhi: Sterling.

Renfrew C., 2000. Loot, Legitimacy and Ownership. London: Duckworth.

Singh L.K., 2008. Indian Cultural Heritage from Tourism Perspective. Delhi: ISHA Books.

Thapar, B.K., 1989. Conservation of the Indian Heritage. New Delhi: Cosmo Publication.

Semester – III

Course Code: HS 3.6.4

Wars, Treaties and Peace Organizations of World

Course Objectives

1. To get knowledge and understanding broader than that generally provided within a single department or discipline;

extended, deepened, and refined skills in critical thinking, and writing about war and treaties;

- 2. to get knowledge among different contexts to underscore the interdependence of thought;
- 3. to comprehend the cross-connections among violence and justice on the micro, meso, and macro levels and to understand tools to increase justice and decrease violence;
- 4. to Demonstrate critical thinking elements and standards such as relevance, assumptions, and accuracy;

Human Value: Cultural Interaction with Each others

- Module 1 War-Concept, Types, absolute war, Instrumental war, agonistic war, causes, impacts, Agreements. Major Wars in ancient world, Punic wars, Greeco-Persian Wars-Peloponnesian war- Greeco-Trozen war-Alexander-Porus
- **Module 2** 100 years, 7 years, Religiouswars and Conflicts, Vietnam, Korean, -Gulf, Israel Wars and Palestine conflict.
- **Module 3** Treaties- Thirtyyears treaty between Athens and Sparta, Treaty of Constantinopel-1454, Axe-Law Chappell, Treaty of Versailles, Paris Treaty, Geneva.
- **Module 4** Peace Organisations—SAARC, ASIAN, BRICKS, OPEC, G-16, Commonwealth, UNESCO, UNICEF, UNO, QWAD, Red Cross,

References:

- 1. B V Rao: World History from Early times to A D 2000
- 2. Fleming D.F.: Cold War and Aligns
- 3. Taylor A.J.P.: Origin of the Second World War
- 4. Churchill. W.S.:History of the Second World War
- 5. DuttR.P.:Fascism and Social World Revolution
- 6. Stracher John: The Coming Struggle for Power
- 7. Bullock Allam:Hitler: A study of Tyranny
- 8. Coyle David Cushman: The UN and Law it Works
- 9. Michal H.G.: The UN as a Political Institution
- 10. Knapp Wilfred: A History of War and Common Wealth
- 11. PanikkarK.M .: Regionalism and Security
- 12. Candice Goucher and Linda Walton :World History Journey from Past to

 Present
- 13. C D Hazen.: **Modern Europe**
- 14. S. G. Ghatapanadi. : **AdhunikaYuropu**(Kannada Version of C D Hazen's Book)

Semester - III

Course Code: HS OE 3.1

THINKERS OF MODERN INDIA

Course Objectives

- 1. Develop comprehensive understanding of the subject by teaching both conventional and new areas of relevance in the domain of political theory and philosophy, Indian politics, comparative politics, public administration and international politics.
- 2. To develop comprehensive and interdisciplinary knowledge by emphasizing interlinkages between various political, economic and social issues and challenges.
- 3. To generate socially-informed knowledge and cater to the educational upliftment of marginalized communities through papers like Human Rights, Political Ideas in Modern India and Women and Politics in India.
- 4. To develop theoretically rich and empirically grounded knowledge

Gender: importance of Gender Equality

- **Moduel-1** Introduction: Raja Ram Mohan Roy- Ideas of Modernization, Religion—Society, DadabaiNavroji-Economic nationalism, Drain Theory
- **Moduel-4** AurbindoGhosh- Views on nationalism,Gokhale-Ideas on Social reforms-B.G.Tilak-swaraj
- **Moduel-3** M.K.Gandhi-Views on Swaraj-social reforms, Dr.B.R.Ambedkar-Concept of Social Democracy
- **Moduel-4** Jawaharlal Nehru-Quest for Democratic Socialism-Secularism, Ram ManoharaLohia- Socialism

References:

1. Ambedkar B.R. : Who were the Shudras?

2. Ambedkar B.R. : Pakistan or the Partition of India

3. Gandhi M.K.: Hind Swaraj or Indian Home Rule

4. Gandhi M.K.: My Experiments with Truth

5. Mill James : History of British India

6. Nehru J. : Discovery of India

7. Nehru J. : Glimpses of World History

8. Karunakaran K.P. : Indian Politics from DadabaiNaoroji to Gandhi

9. Lohia R. : Wheel of History

10.Lohia R. : The Caste system

11.DadabaiNaoroji : **Poverty and Un British rule in India**

12. Ravindra Kumar : Essay on Social History of Modern India

Semester - III

Course Code: HS OE 3.2

PROBLEMS IN CONTEMPORARY INDIA

Course Objectives

- 1. to Describe the social and cultural changes in Indian society after Indian Independence Understand the theory of Social change and co-relate with contemporary Society.
- 2. To Analyze the cultural process. Understand the social movement in present and post scenario. This paper will develop theoretical understanding to study the individual behavior and social and political problems. •
- 3. To be acquainted about the various social problems like child labour and abuse, sati system, women problems like dowry, unemployment, corruption, terrorism, casteism and communalism and gender discrimination.
- 4. to develop conceptual understanding about poverty and unemployment and studied about the two main poverty abolishment programs in rural India like MNREGA and IRDP. • Students acquainted about affirmative action regarding backward caste and minorities.

Gender equality: Gender equality after independence

- **Module-1** Introduction- Independence and after the Refugee Problem-Reorganization of States-Formation of New States
- Module-2Problems of Poverty and Population and Unemployment-Causes,
 Right to Food, Urban Slum, rural-Urban Divide, Agriculture and
 Industry-Globalization and Liberalization-Its implications on Indian
 Economy
- Module-3Neo Social Movement-Backward Class Movement-Mandal Commission, Merit v/s Reservation, Dalit movement- Movement on Environmental issues
- Module-4 Women Movement-Peasant Movement-Water Dispute-Child

Labor, Sati, Dowry, alcoholism and violence, communalism, Regionalism

References:

- 1. BalrajPuri: The Issue at Kashmir
- 2. Christophe Jaffrelot: History of Hindu Nationalist politics in India
- 3. HiranmayKarlekar(ed): 50 years of India's Independence
- 4. Panikar K.N.: communalism and The Secularism Agenda
- 5. ParthaChatterajee(ed): A Nation and Its Fragments
- 6. ParthaChatterjee(ed): A Possible India
- 7. ParthaChatterjee(ed): Wages of Freedom
- 8. Paul R Brass: Political of India Since Independence
- 9. Rajani Kothari: Caste in India politics
- 10. Tapan Basu: Shorts and Saffron Flag
- 11. Terence J. Byres: The Indian Economy-Major Debates Since Independence

Programme Outcomes (POs)

Explain and analyze a key historical event or process in the area and during the period under study

Understand the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class

Analyze historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the area under study

Think critically about the varieties of experience found in the historical record of the United States, exploring diversity as a critical component of history

Distinguish between primary and secondary sources, and understand how each are used to make historical arguments

Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past

Effectively conduct research and write a coherent historical essay or research paper that articulates a clear argument, effectively uses interprets multiple forms of evidence, identifies arguments in secondary historical texts, and uses appropriate citations

Understand the difference between opinions and substantiated scholarly claims

Student will be able to learn a basic narrative of historical events in a specific region of the world.

Student can distinguish primary and secondary sources.

Understand and evaluate historical ideas, arguments, and points of view.

Evaluate competing interpretations and multiple narratives of the past.

Student will be able to assess primary historical evidence.

Student will be able to compile a bibliography.

Student can present clear and compelling arguments, based on critical analysis of diverse historical sources, and effectively communicate his interpretations in written essays and/or other media.

To develop a research question and complete a well-supported piece of historical writing about it.

Semester – IV

Course Code: HS 4.1

INDIAN HISTORIOGRAPHY

Objectives

- 1. to identify and describe the contours and stakes of conversations among Indian historians within defined historiographical fields
- 2. to apply historical methods to evaluate critically the record of the past of Indian sub Continent and how Indian historians and other Historians who worked on India have interpreted it.
- 3. to acquire basic historical research skills, including (as appropriate) the effective use of libraries, archives, and databases.
- 4. to organize and express their thoughts on Indian clearly and coherently both in writing and orally.

Professional Ethics: in Research field and Teaching

Module-1Colonial Historiography: Early Europe Accounts-The
Orientalists-William Jones and Royal Asiatic Society- James
Mill-Mount Stuart Elphinstone-Elliot-Max Muller-Vincent
Smith-Concepts of Oriental Despotism
Asiatic Mode of Production

Module-2 Nationalist Response: Nationalist Views and Arguments-Cultural Nationalism, The Nationalist Historians: K.P. Jayaswal-R.C.Manjumadar-R,K. Mukharjee, Muhammad Habib, H.C.Raychaudhry-Art History: Anand K. Kumarswamy, S Settar, Concept of Unity in Diversity

Module-3 Indian Marxist Historians: D.D.Kosambi-A.R.Desai-RomilaThapar-R.S.Sharma-IrfanHabib-Bipan Chandra-New Trends in Indian historiography

Module-4 Post-Colonial Studies- Berton Stein and Subaltern Studies, Ranjit Guha, Arnold David, Gayatri Spivak, Noboru Karashima

References:

- 1. Inden Ronald: Imaging India
- 2. Kosambi D.D.:The Culture and Civilization of India an Historical Outline
- 3. Sastri K.A.N. : Historical Method in Relation to Indian History
- 4. Ray H.C.: Historians and Historiography of Modern India
- 5. Said Edward: Culture and Imperialism
- 6. Said Edward: Orientalism
- 7. Sheik Ali B.: History, Its Theory and Method
- 8. Shreedharan E.: A Text-Book of Historiography
- 9. Subrahmanian N.: Historiography
- 10. Subaltern Studies Volumes

Semester – IV

Course Code: HS 4.2

WORLD HISTORY –IV. NAPOLEON BONAPARTE TO FALL OF SADDAM HUSSEIN

Objectives

- 1. to provide a comprehensive understanding of World history from the decline of feudalism to the death of Saddam Hussein.
- 2. to Summarize the differences and similarities between 19th Century and 20th Century nationalism
- 3. to Compare and contrast the impact of the French Revolution and Industrial Revolution on European society and the world Global Diversity: Describe the impact that European imperialism had on Europe and the world
- 4. to Explain and analyze a key historical event or process in the history of Europe since the rise Napoleon Bonaparte

Gender equality: achievements of Women in the field of Science

- **Module -1** Child of revolution- Continental System- 1812 Russia War, Waterloo, Martin Luther Jr, Nigros in America, Vienna Congress, Unification of Italy and Germany- Russian Revolution, World Wars,
- Module -2 League of Nations and UNO, Cold War, : Decolonization of Asia and Africa- methods and strategies; Non-Aligned Movement.

 Human Massacres- Hitler, Mao Tse Tung, Stalin, Development Space Research
- Module -3 Problems before world: Women trafficking, Migration- Rohingyas Child Labour, Terrorism; Al-Qaida, Taliban, ISIS, Bokohama, Lashkar-e-Toyba, Ethnicity. Pandemics- Plague, Fluenza, Ebola, Sars and Effect on Human Recourse,
- **Module -4**The Middle East and Central Asia: Arab-Israel conflict, Suez Canal crisis, Gulf Crisis- Iran-Iraq ,Sunni-Shia Conflict, annexation of Kuwait, America in Middle East, end of Saddam Hussein's

regime,

- 15. B V Rao: World History from Early times to A D 2000
- 16. Fleming D.F.: Cold War and Aligns
- 17. Taylor A.J.P.: Origin of the Second World War
- 18. Churchill. W.S.:History of the Second World War
- 19. Dutt R.P.: Fascism and Social World Revolution
- 20. Stracher John: The Coming Struggle for Power
- 21. Bullock Allam: Hitler: A study of Tyranny
- 22. Coyle David Cushman: The UN and Law it Works
- 23. Michal H.G.: The UN as a Political Institution
- 24. Knapp Wilfred: A History of War and Common Wealth
- 25. PanikkarK.M .: Regionalism and Security
- 26. Candice Goucher and Linda Walton : World History Journey from Past to Present
- 27. C D Hazen.: Modern Europe
- 28. S. G. Ghatapanadi. : Adhunika Yuropu (Kannada Version of C D Hazen's Book)

Semester – IV

Course Code: HS 4.3

Sources of Indian History: Archaeology, Epigraphy, Numismatics and Archives

Course Objective

- 1. to make students aware of what is study of epigraphy, its use as a source for reconstructing the early history of India, its merits and demerits, eras used in the epigraphs as well as the beginning of epigraphical study.
- 2. The study of Coins is also incorporated in this course in order to show the students that how coins are used as a source for knowing the history of early India.es:
- 3. to teach the students the methods and techniques used in minting coins in early India. Identification of coins is also an important part of this course. This course is an introductory paper intending to introduce prehistory, protohistory and important political events till 400 BCE of India to the students.
- 4. To give a brief idea about the different sources and the changing interpretations of ancient Indian history.

Skill Development: making models of ancient antiquities Employ

Module -1Archaeological Sources: Archaeological remains of Harappa-

Indus Seals- Mouryan remains- Gupta Monuments and South Indian archaeological remains, Epigraphy: Definition, Antiquity, Nature scope and importance, Types of inscriptions, (Prosaisis, Land Grants.

hero Stones, Sati Stones, Nishadi and Soon) format and contents, writing materials, eras and dating methods.

Module -2Indian scripts: Indus, Brahmi and Kharosti, Development of Scripts from Brahmi to Kannada. Study of some inscriptions: North Indian Edicts of Ashoka No. 13, Hathigumpa Inscription of Kharavela, Junaghad Inscription of Rudradaman, Allahabad pillar Inscription of

samudragupta. Karnataka: Brahmagiri edict, Halmidi Inscription, Talagunda pillar, Aihole Prasasti,

Module -3Numismatics: origin and Antiquity of coinage in India,
Contributions to political, Administrative, Economic and
Religious History of Ancient India, Various coin
Manufacture Techniques, study of some important coins:
The Punch Marked Coins, Indo-greek, saka (Scythians),
Satavahana, Kushana, Gupta, Delhi sultans Mughal and
Karnataka Dynasties

Module -4 Archives: Definition, Nature, Scope and importance, History of Archives, Types of Archival materials: Palm Leaf and paper manuscripts, paper documents, kadatas, preservation and maintenance, libraries and plagiarism in research.

Books for References:

- 1. Buhler George 1959- Indian Paleography
- 2. Allan J 1975- Catalogue of coins in Ancient India.
- 3. Altekar A.S 1937- Catalogue of coins of the Gupta Empire.
- 4. Ganesh K. and Girijapathy 1999- Karnataka Numismatic Studies.
- 5. Goyal S.R 1985- The Coinage of Ancient India.
- 6. Goyal S.R 1995- Dynastic coins of Ancient India.
- 7. HegdeRajaram (Ed) 2006- Archival Sources for Karnataka History (Kannada)
- 8. Ramesh K.V 1984- Indian Epigraphy.
- 9. Sahni Birbal 1973- The Technique of Casting coins in Ancient India.
- 10. Devarakonda Reddy 2006- Lipigala Huttu Mattu Belavanige (Kannada)
- 11. Narashimamoorthi A.V 1975- Kannada Lipi Ugama Mattu Vikasa (Kannada)

Semester – IV Course Code: HS 4.4 Indian National Movement

Course Objectives:

- 1. to familiarise the students with the writings of eminent scholars of modern Indian history.
- 2. to enable the students to comprehend the nature, dynamics, ramifications and significance of the Indian National Movement. The valuable ideals like truth, non-violence, democracy, secularism, socialism and constructive work upheld by the national struggle for independence and which are very relevant even today could be emphasised while handling this course and inculcated in the minds of the students.
- 3. to approach the subject at a higher level of understanding by emphasising on the issues and problems, myths and realities, and history from below paradigm.

Human Values will be highlighted

Module -1Factors responsible for the rise of Nationalism in India.

National movement-Indian National congress-objectives: moderates Radicals-Their policy and Program.

Module -2Gandhian Era Non Co-operation movement-Gandhi-Irvin

pact- Round Table conferences-communal Award-Poona

Pact- Cripps Proposals- Quit India movement- Nethaji &

INA- cabinet Mission –Independence Act-Partition of India.

Module -3Development of Education in India- The University Act of

1904 The University Act of 1904- The Ramakrishna Mission. Kotari Commission, creation of UGC, Ambedkar as a reformist as an architect of Indian Constitution.

Module -4Nehru-Foreign policy. Political shift: Sham Prasda Mukharji,

K.B Hedgevar, Banaras Hindu University, thoughts of Lohia and Jayaprakash Narayan-Emergency 1975 New Education Policy.1986

- 1. P.E Roberts; History of Brish India.
- 2. R.C Mazamdar: History of Freedom Movement III Vol.
- 3. Tarachanal: History of Freedom Movement.
- 4. S. Gopal: British Rull in India.
- 5. C.M. Philips: Evolution of India and Pakistan.
- 6. R. Palme Dutt: India Today.
- 7. Sumit Sarkar: Modern India.
- 8. Dharmakumar: Cambridge economic History of India Vol II.
- 9. Bipan Chandra: 1) Economic Nationalism in India.
 - 2) Colonialism and Nationalism in India.
 - 3) Communialism in Modern India.
 - 4) History of Independent in India.
- 10. A.R Desai: Social Background to Nationalism in India.

Semester – IV

Course Code: HS 4.5.1

FREEDOM MOVEMENT IN KARNATAKA

Objectives

- 1. To Explain the rise of nationalism in KarnatakaIdentify the various phases of national movement
- 2. to introduce to the students the Indian national movement as an important building bloc in the making of modern India.
- 3. to sensitized to the complex process through which modern politics was introduced in India. The national movement was a crucial element in the transformation of the Indian society and polity.
- 4. To enable students to appreciate the complex nature of this transformation.

Human Values of brotherhood

- Module -1 Source and historiography, armed resistances against the British role in Karnataka. Revolt of Veerappa Deshmukh of Koppa in 1819 rain of Kittur 1824 Sangolli Rayanna 1829-30 Nagara revolt of 1830 and resistance in Kodagu.
- **Module-2** Impact of the 1857 revolt on Karnataka Border of Halagali against of anti-arms act.
- Module-3 Venkatappa Nayaka of Surapura, Babasaheb of Naragunda Bhimrao of Mundaragi and effects of the struggle. Belgaum Congress session Sathyagraha campaigns in Karnataka (1930-34) Quit India in Karnataka freedom struggle for responsible government in princely. Hyderabad and Mysore.
- Module -4 Integration of union Aggressive movement in Karnataka.

Especially Hydrabhad Karnataka Mysore and other southern states. Border Movement, and Police Action in Hyderabad-Karnataka and Mysore chalo Movement in Mysore state integration of Indian union.

- 01.P.B. Deasi History of Karnataka
- 02. K.R. Basavarju History and Culture of Karnataka
- 03. Mugali R.S The Heritage of Karnataka
- 04.R.R. Diwakar Karnataka through the Ages
- 05.Kavyashree G: Belakina Teru
- 06.Halappa G S Freedom Movement in Karbnataka Vol II Gove of Karnataka
- 07. Nijalingappa S My life and Politics
- 08.Lingaih D., Shivapura dhaja satyagraha
- 09 Mahabaleshwarappa B C Hyderabad Karnatakadalli Rajakeeya
- Chaluvaligalu

Semester – III

Course Code: HS4.5.2

CONTEMPORARY PROBLEMS OF INDIA

Course Objectives

- 1. To Describe the social and cultural changes in Indian society after Indian Independence Understand the theory of Social change and co-relate with contemporary Society.
- 2. To Analyze the cultural process and to understand the social movement in present and post scenario.
- 3. To develop theoretical understanding to study the individual behavior and social and political problems.
- 4. To develop conceptual understanding about poverty and unemployment and studied about the two main poverty abolishment programs in rural India like MNREGA and IRDP.

Gender: Women rights in contemporary India

- **Module-1** Introduction- Independence and after the Refugee Problem-Reorganization of States-Formation of New States
- Module-2 Problems of Poverty and Population and
 Unemployment-Causes, Right to Food, Urban Slum, ruralUrban Divide, Agriculture and Industry-Globalization and
 Liberalization-Its implications on Indian Economy
- **Module-3** Neo Social Movement-Backward Class Movement-MandalCommission, Merit v/s Reservation, Dalit movement- Movement on Environmental issues
- **Module-4** Women Movement-Peasant Movement-Water Dispute-Child Labor, Sati, Dowry, alcoholism and violence

- 12. BalrajPuri: The Issue at Kashmir
- 13. Christophe Jaffrelot: History of Hindu Nationalist politics in India
- 14. HiranmayKarlekar(ed): 50 years of India's Independence
- 15. Panikar K.N.: communalism and The Secularism Agenda
- 16. ParthaChatterajee(ed): A Nation and Its Fragments
- 17. ParthaChatterjee(ed): A Possible India
- 18. ParthaChatterjee(ed): Wages of Freedom
- 19. Paul R Brass: Political of India Since Independence
- 20. Rajani Kothari: Caste in India politics
- 21. TapanBasu: Shorts and Saffron Flag
- 22. Terence J. Byres: The Indian Economy-Major Debates Since Independence

Semester - IV

Course Code: HS 4.5.3

HISTORY OF SOUTH INDIA (1336-1686)

Course Objectives

- 1. To draw interrelationship between climatic regions and life of people living in different climatic regions of South India
- 2. To analyse factors that impact development of specific regions like Vijaya nagara Bijapura etc .
- 3. To provide examples of sources used to study various periods in South Indian history.
- 4. To correlates key historical developments during medieval period occurring in one place with another.

Sustainability: artistic monuments like temples, forts etc

- Module-1 Sources- Archaeological Sources and Literary Sources Foreign Accounts- Origin of Vijayanagar Empire Conquest of Bukka I, Hirahara, Harihara II-Devaraya- I-Devaraya II- SaluvaNarasimha-Krishnadevaraya and his Conquests and cultural Contributions-Administration-Nayankara System
- Module-2Achutaraya and hisBattle Ramaraya- Foreign Policy-Battle Of Talikot(1565 C.E) .and its consequences- The Aravidus and the Disintegration of the Vijayanagara
- Module-3Rise of the Bahmani Kingdom: AllauddinHasanBahman Shah- Muhammad- III- Mahmud Gawan- Cultural Contributions. Disintegration of the Bahmani Kingdom
- Module-4Rise of the AdilShahis of Bijapur and BArid Shahi of
 Bidar.- Ibrahim Adil Shah-I and MuhammadAdilshab- Ali Adil-I.
 Ibrahim-II-Ali Shah-II-Literature-Art &

Architecture –Painting-Decline and fall of The Adilshahis

References:

1. Nilakanta Sastri K, A. (Ed.) : Further Sources of Vijayanagara

History

2. Saletore: Social and Political Life in the Vijayanagara Empire

3. Robert Sewel : Forgotten Empire

4. Sheik Ali B. : Karnataka Parampare, Vols

5. Desai P.B.: History of Karnataka

6. Desai P.B.:Basaveshwara and his Times

7. Alteka A.S.: The Rashtrakutas and Their Times

8. Subramanyam N.:Sangam- Polity

9. NilakanthaShastri K.A.: History of South India

10. NilkanthaShastri K.A.: The Cholas

11. NilkanthaShastri K.A.: The Pandyas Kingdom

12. Derret D.: The Hoysala

13. Gopal B.R.: The Chalukyas of Kalyan and Kalachuries

14. Sheikh Ali(Ed).: Karnataka Charitre (Karnataka). Vol.3

Semester – IV

Course Code: HS 4.5.4

HISTORY OF INDEPENDENT INDIA

Course Objectives

- 1. To acquainted with an overview of the current trends in Political Theories.
- 2. To understand the divergent trends in the modern political theories.
- 3. To get awareness of about Social Justice Theory, Theory of Rights, Feminist Political Theory, Libertarianism, Communitarianism and Theory of Welfare State.
- 4. to acquire the knowledge about the Indian constitution. Student will follow the ethics, values and duties prescribed by the constitution.

Gender: Women rights in contemporary India

- Module-1 Introduction-The constitution of India Salient features-Fundamental Rights and Directive Principles of State Policy- Center-State Relations-India and Pakistan from 1947-1980-Indo-Pak Wars of 1965 and the emergence of BanglaDesh-Simla Agreement-Indo-Sri Lanka Relations
- Module-2Panch-Sheel-Sino-Indian Relation-War of 1962-Indo-Soviet-Treaty of Friendship and Co-operation-Indo-U.S. Relation-Economic Policy and Progress from 1947-1980-Five Year plans-Perspectives on agriculture-Lan Reforms-Industrial policy-Survey of Economic Development-Nationalization of Banks 1969

Module-3SRC and Linguistic states. 1956- Local Bodies and

PanchayatRaj-Education & Social Welfare

Module-4 Politics and Political Parties – Congress Split in 1969-Nuclear Explosion – Total Revolution and Jayaprakash Narayan-Emergency and aftermath-Globalization – Human Rights, Communalism

- 1. Dabs S.B.: India since Independence
- 2. Jagmohan: 25 years of India Independence
- 3. Govt, of India Publication : India since Independence
- 4. KuldipNayar: India after Nehru
- 5. Menon V.P.: The Transfer of Power
- 6. Bipan Chandra: India after Independence 1947-2000
- 7. Ramchandra Guha: India after Gandhi

Semester – IV Course Code: HS 4.5.5

WOMEN IN MODERN INDIA

Objectives

To comprehend the issues and challenges faced by women in a holistic manner through deliberations, research work, theory building and information dissemination. To introduce epistemological and ontological aspects of gender studies to academicians coming from different streams of knowledge in a structured manner. To discuss the issues of gender discrimination with the participants in order to develop a knowledge system and pedagogy free from all sorts of gender stereotype. To make participants understand the nuances of gender justice and its significance so that they can spread awareness among students and civil society against systemic gender discrimination embedded in our culture. To develop gender sensitive pedagogy and knowledge system. To enunciate new insights for further research, theory building etc. in this area of knowledge.

COs

This course is broadly categorized into ten themes and designed to span four concepts, theories, research modules. These modules deal with the methodologies, movements, programs and policies related to the gender studies. This course will be helpful in minimizing gender bias among teachers, scholars and academicians; whereby students will also develop an equitable and just thinking towards women. A gender bias free teaching-learning process can be instrumental in bringing about positive social change towards an egalitarian society. A faculty member who values, practices and espouses gender equity would definitely inspire his/her students to make their career decisions in an unbiased and confident manner leading to judicious presence of males and females in all areas of study and profession. This course will provide academic perspectives and inputs to policy-makers whereby, they will be able to address the problems of gender bias in the society through enabling policy making and legislation.

Gender: Women rights in contemporary India

- **Module-1** Sources-Literary and Oral Tradition-Colonial Construction of India-Women in19th Century-Women and Reforms-BrahmoSamaj, SatyaShodhakSamaj, AryaSamaj. Debate on Widow Marriage-Female Education-Social Legislation Enactments .Self-respect Movements
- Module-2Legal Status of Women-Political Rights-Colonial and Post-Colonial- Legislative Measures-Women in Political Movements –Pre-Gandhian, Revolutionary, Gandhian Movements-Labour, Left and PeasantMovements, Emergence and functioning of WomensOrganization
- Module-3 Women's Movements –Post 1947: Peasant, Tribal, Trade Union-Environment Movements-Anti Dowry-Anti Rape Agitations-Women at Work-Household-Agriculture-Industry-Professions-Wages-Women and Five Year Plans
- Module-4Women and Empowerment- Debate on Affirmative
 Action- Influence of Gender Movements Compulsion of
 Political Parties Women and Decentralization Role of
 NGO'S- The Present Scenario

- 1. Altekar A.S.: The Position of Women in Hindu Civilization
- 2. Bharathi Ray and AparnaBasu. : From freedom to Independence women and Fifty years of India's Independence
- 3. Everett J.M.: Women and social Change in India, Published by Heritage
- 4. Gail Minault: The Extended Family- Women and Political Participation in India and Pakistan
- 5. Joshi V.C.: Ram Mohan Roy and the Process of Modernization in India
- 6. Julia I Lesile(ed) : Roles and Pitfalls for Hindu Women
- 7. Krishna Murthy J (ed),: Women in Colonial India Essays on Survival, Workand the State

Semester – IV

Course Code: HS 4.6

DISSERTATION

Skill Development: Skill of writing thesis, writing Articles

Programme Outcomes

The department of History Davangre university is is committed to its students learning and success. Educational process and outcomes are aimed at transformational learning that support students all round and holistic development. The Department has clearly stated Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution through website which is intended to help prospective students and others to evaluate the Department educational goals and student outcomes of the education we provide. The vision, mission and objectives of the institution are clearly displayed on website, prospectus and at the main entrance of the Department. The staff and students are made aware of the aims and objectives and Program out comes through meetings, orientation programs for teachers, staff members and students. University and affiliated colleges organize workshops on new syllabus and give insights on Program outcomes and course outcomes/objectives and communicate the same to the teachers. University states Program outcomes and course outcomes/objectives along with syllabus. At the college level concern teachers go through the syllabus and frames some outcomes/ objectives and communicate to the students.

Ist Sem

Programme Outcomes (POs)

- 1. Student Understand earn The Basic Skill of history Writing & research.
- 2. Student Understand The Importance of our Glorious Past.
- 3. They Understand the Meaning of Nationalism and they Respect toward Great National Personality.
 - 4. They understand Nature & scope of History.
 - 5. They will be able to distinguish the different methods of Excavation

Programme Specific Outcomes(PSo)

- 1. They will be able to learn about correlation with science and History
- 2. They Understand World history and its impact on India
- 3. They Tress out the Root of contemporary society from the past
- 4. They realize the importance of Socio cultural moral value.
- 5. They understand the Depth of Subject of History from Macro to Micro level.

2nd Sem

ProgrammeOutcomes

- 1. Student Understand The Importance of our Glorious Past.
- 2. They Understand the Meaning of Nationalism and they Respect toward Great National Personality.
 - 3. They understand Nature & scope of History.
 - 4. They Understand World history and its impact on India Department of History .

Programme Specific Outcomes(PSo)

- 1. Student Understand earn The Basic Skill of history Writing & research.
- 2. They Tress out the Root of contemporary society from the past
- 3. They realize the importance of Socio cultural moral value.
- 4. They understand the Depth of Subject of History from Macro to Micro level.

3rd sem

Programme Outcomes (POs)

- 1. Explain and analyze a key historical event or process in the area and during the period under study
- 2. Understand the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class
- 3. Analyze historical processes that shape individuals and communities, drawing on detailed knowledge about the history of the area under study
- 4. Think critically about the varieties of experience found in the historical record of the United States, exploring diversity as a critical component of history
- 5. Distinguish between primary and secondary sources, and understand how each are used to make historical arguments
- 6. Assess, use, and synthesize different kinds of evidence from a variety of historical sources to make a coherent argument about the past
- 7. Student can distinguish primary and secondary sources.
- 8. Understand and evaluate historical ideas, arguments, and points of view.

Programme Specific Outcomes(PSo)

- Effectively conduct research and write a coherent historical essay or research paper that articulates a clear argument, effectively uses interprets multiple forms of evidence, identifies arguments in secondary historical texts and uses appropriate citations
- 2. Understand the difference between opinions and substantiated scholarly claims
- 3. Student will be able to learn a basic narrative of historical events in a specific region of the world.
- 4. Evaluate competing interpretations and multiple narratives of the past.
- 5. Student will be able to assess primary historical evidence.
- 6. Student will be able to compile a bibliography.
- 7. Student can present clear and compelling arguments, based on critical analysis of diverse historical sources, and effectively communicate his interpretations in written essays and/or other media.
- 8. To develop a research question and complete a well-supported piece of historical writing about it.

4th sem

Programme Outcomes

- 1. The department of History DavangereUniversity is committed to its students learning and success.
- 2. Educational process and outcomes are aimed at transformational learning that support students all round and holistic development.
- 3. The Department has clearly stated Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution through website which is intended to help prospective students and others to evaluate the Department educational goals and student outcomes of the education we provide.
- 4. The vision, mission and objectives of the institution are clearly displayed on website, prospectus and at the main entrance of the Department.

Programme Specific Outcomes(PSo)

- 1. The staff and students are made aware of the aims and objectives and Program out comes through meetings, orientation programs for teachers, staff members and students.
- 2. University and affiliated colleges organize workshops on new syllabus and give insights on Program outcomes and course outcomes/objectives and communicate the same to the teachers.
- 3. University states Program outcomes and course Outcomes/objectives along with syllabus.
- 4.At the college level concern teachers go through the syllabus and Frames some outcomes/ objectives and communicate to the students.