

ದಾವಣಗೆರೆ



ವಿಶ್ವವಿದ್ಯಾನಿಲಯ

Final Copy.

ಪ್ರೊ. ವೆಂಕಟರಾವ್ ಎಂ ಪಾಲಾಟಿ,  
ಅಧ್ಯಕ್ಷರು,

ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಅಧ್ಯಯನ ವಿಭಾಗ,  
ಶಿವಗಂಗೋತ್ರಿ, ದಾವಣಗೆರೆ-577007

ಸಂ:ದಾವಿವಿ/ಇತಿಹಾಸ/2024-25/117

ದಿನಾಂಕ:24.09.2024

ಗೆ,

ಕುಲಸಚಿವರು,

ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ,

ಶಿವಗಂಗೋತ್ರಿ,

ದಾವಣಗೆರೆ-577007.

ಮಾನ್ಯರೆ,

ವಿಷಯ : 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನ ಸ್ನಾತಕೋತ್ತರ ಇತಿಹಾಸ ಮತ್ತು  
ಪುರಾತತ್ವಶಾಸ್ತ್ರ ಪದವಿಯ ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮ ಸಲ್ಲಿಸುತ್ತಿರುವ ಕುರಿತು.


- ಉಲ್ಲೇಖ : 1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಕಛೇರಿ ಪತ್ರ ಸಂಖ್ಯೆ:ದಾವಿವಿ/ಅ.ಮ/466/  
2024-25/1781 ದಿನಾಂಕ:16.08.2024.  
2. ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭಾ ನಡಾವಳಿ ದಿನಾಂಕ:10.09.2024.

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ಮೇಲ್ಕಂಡ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, ಉಲ್ಲೇಖಿತ(1)ರ ಪತ್ರದಲ್ಲಿ ತಿಳಿಸಲಾಗಿರುವಂತೆ, 2024-25ನೇ  
ಶೈಕ್ಷಣಿಕ ಸಾಲಿನ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ಸ್ನಾತಕೋತ್ತರ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವಶಾಸ್ತ್ರ ಪದವಿಯ  
ಪಠ್ಯಕ್ರಮ(ಸಿಬಿಸಿಎಸ್) ಪರಿಷ್ಕರಣೆ ಸಂಬಂಧವಾಗಿ, ದಿನಾಂಕ:10.09.2024ರಂದು ನಡೆದ ಅಧ್ಯಯನ ಮಂಡಳಿ  
ಸಭೆಯ ಅನುಮೋದನೆ ಮೇರೆಗೆ, ಪರಿಷ್ಕೃತ(ಸಿಬಿಸಿಎಸ್)ಪಠ್ಯಕ್ರಮ ಮತ್ತು (ಸಿಬಿಸಿಎಸ್) ಸಭಾ ನಡಾವಳಿಯನ್ನು  
ಈ ಪತ್ರದೊಂದಿಗೆ ಲಗತ್ತಿಸಿ ತಮ್ಮ ಮುಂದಿನ ಸೂಕ್ತ ಕ್ರಮಕ್ಕಾಗಿ ಸಲ್ಲಿಸಲಾಗಿದೆ.

ವಂದನೆಗಳು,

ತಮ್ಮ ವಿಶ್ವಾಸಿ,

  
ಅಧ್ಯಕ್ಷರು

ಅಡಖಿ;

1. ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭಾ ನಡಾವಳಿ:
2. 2024-25ನೇ ಸಾಲಿನ ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮ:

ಇತಿಹಾಸ ಅಧ್ಯಯನ ವಿಭಾಗ  
ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
ಶಿವಗಂಗೋತ್ರಿ ದಾವಣಗೆರೆ-577 007.





**DAVANGERE UNIVERSITY**Department of Studies in History and Archaeology, Shivangotri,  
Davangere-07

No:DUD/History-01/2024-25/

Date:10.09.2024

**: PROCEEDINGS OF BOARD OF BOS :**

BOS Meeting of the Department of Studies in History and Archaeology was held on 10.09.2024 at 10:30am in the Chairman's Chamber, Department of Studies in History and Archaeology, Davangere University, Davangere.

**DETAILS OF BOS MEMBER'S:-**

S.No	Name of the Member	Designation
1	Prof. Venkat Rao M Palati, Chairman & Professor	Chairman
2	Dr. Honnuruswamy. H, Assistant Professor	Member
3	Dr. P. Nagabhushanagoud, Assistant Professor	Member
4	Dr. Ambikadevi, Assistant Professor	Member
<b>External Member:</b>		
5	Prof. S.Y. Mugali, Senior Professor, Department of History and Archaeology, Karnataka University, Dharwad	External Member





**Meeting Agenda:-**

1. Revision and approval of PG (M.A) syllabus in History and Archaeology with effect from 2024-25 and onwards.
2. The approval of changed question Paper pattern of the M.A programme.
3. Any other matter with the permission of the Chair.

**RESOLUTION: I**

1. After thorough discussion, the BOS unanimously resolved to revise the existing PG (M.A) Syllabus accordingly the existing M.A History and Archaeology syllabus was revised and resolved to approve the same, which will be effective from the academic year 2024-25 and onwards. Further it was resolved to send the approved syllabus to university authorities for further needful action (Annexure-I)
2. Members discussed and approved the changed Question Paper Pattern of M.A., semester end examinations. The changed Pattern question paper is consist of Two Parts namely Part 'A' and Part B. In the part A there shall be six questions, a out of which candidate has to answer any four questions and each question carry TEN marks.( 4x10=40). In the part B there shall be four questions out of which candidate has to answer any Two questions and each question carry Fifteen marks (2x15=30) (Annexure-II)



S.No	Name of the Member	Designation	Signature
1	Prof. Venkat Rao M Palati	Chairman	
2	Dr. Honnuruswamy. H	Member	
3	Dr. Ambikadevi	Member	Absent 10/9/24
4	Dr. P. Nagabhushanagoud	Member	
<b>External Member:</b>			
5	Prof. S.Y. Mugali, Professor, Department of History and Archaeology, Karnataka University, Dharwad	External Member	 10/09/2024

  
**CHAIRMAN**  
**Chairman**  
**DOS in History**  
**Davangere University**  
**Shivagangotri, Davangere-577 007.**





# DAVANAGERE UNIVERSITY

Shivangotri, Davanagere-07.

Department of History and Archaeology

## MA-History & Archaeology (CBCS) Course Structure (2024-25 onwards)

Semester	Course Code	Title of the Paper	Instruction Hrs/ Week	Marks			Credits	Examination Duration
				Examination	Internal Assessment	Total Marks		
<b>I SEMESTER</b>	HAS 1.1	World Historiography	4	70	30	100	4	3
	HAS 1.2	Ancient World History (Earliest to 1453 CE)	4	70	30	100	4	3
	HAS 1.3	Introduction to Archaeology	4	70	30	100	4	3
	HAS 1.4	Ancient India (Earliest to 1206 CE)	4	70	30	100	4	3
	HAS 1.5	Ancient Karnataka (Up to Chalukyas of Kalyan 1189 CE)	4	70	30	100	4	3
	<b>Choose any one of the following</b>							
	HAS 1.6.1	Social History of India	4	70	30	100	4	3
	HAS 1.6.2	History of Vijayanagara Empire (1336-1646 CE)						
	HAS 1.6.3	Indian Epigraphy						
	HAS 1.6.4	Polity in Medieval India						
	Mandatory Credits : <b>Communication Skill</b>		2	-	-	-	2	-
	HAS.2.1	Indian Historiography	4	70	30	100	4	3
<b>II SEMESTER</b>	HAS 2.2	Medieval World History(1453 to 1789 CE)	4	70	30	100	4	3
	HAS 2.3	Pre-History of India (Palaeolithic to Iron Age)	4	70	30	100	4	3
	HAS 2.4	Medieval Indian History	4	70	30	100	4	3
	HAS 2.5	Medieval Karnataka (1200 To 1800 CE)	4	70	30	100	4	3
	<b>Choose any one of the following</b>							
	HAS2.6.1	History of Asia (1900- 2000)	4	70	30	100	4	3
	HAS 2.6.2	Indian Numismatics						
	HAS 2.6.3	Women Freedom Fighters of Karnataka						
	HAS 2.6.4	Palegaras of Chitradurga and Davangere						
	Mandatory Credits : <b>Computer Skill</b>		2	-	-	-	2	-

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DEAN

Faculty of Arts  
Davangere University  
Shivangotri, Davangere-07

Registrar  
Davangere University  
Shivangotri, Davangere

Semester	Course Code	Title of the Paper	Instruction Hrs/ Week	Marks			Credits	Examination Duration
				Examination	Internal Assessment	Total Marks		
<b>III SEMESTER</b>	HAS 3.1	Research Methodology-I	4	70	30	100	4	3
	HAS 3.2	Modern World History (1789-1945)	4	70	30	100	4	3
	HAS 3.3	Art and Architecture of India	4	70	30	100	4	3
	HAS 3.4	Modern Indian History (1700 to 1885)	4	70	30	100	4	3
	HAS 3.5	History of Modern Karnataka (1800- 1956 CE)	4	70	30	100	4	3
	Chose of any one of the following							
	HAS 3.6.1	Constitutional History of India	4	70	30	100	4	3
	HAS 3.6.2	Indian Paintings						
	HAS 3.6.3	World Heritage sites in India						
	HAS 3.6.4	Intellectual History of Modern India						
	HAS OE 3.1	Freedom Movement in India	2	40	10	50	2	2
	HAS OE 3.2	Social Movements in Modern India						
<b>IV SEMESTER</b>	HAS 4.1	Research Methodology-II	4	70	30	100	4	3
	HAS 4.2	Contemporary World History (1945-2020)	4	70	30	100	4	3
	HAS 4.3	Introduction to Epigraphy, Numismatics And Archives	4	70	30	100	4	3
	HAS 4.4	Indian National Movement	4	70	30	100	4	3
	HAS 4.5	DISSERTATION	4	70	Vivo-Voce 30	100	4	3
	Chose of any one of the following							
	HAS 4.6.1	Socio-Religious Movement in India	4	70	30	100	4	3
	HAS 4.6.2	Contemporary Problems of India						
	HAS 4.6.3	Indian Museology						
	HAS 4.6.4	History of Independent India						
	HAS 4.6.5	Women in Modern India						
<b>Total Credit for the course</b>			<b>102</b>	<b>1720</b>	<b>730</b>	<b>2450</b>	<b>102</b>	



## M.A HISTORY AND ARCHAEOLOGY

Semester – I

Course Code: HAS 1.1

### WORLD HISTORIOGRAPHY

#### Course Outcomes (COs):

1. Students will define and explain the importance and scope of historiography, and its philosophical foundations.
2. They will assess the contributions of Greek and Roman historians, including Herodotus and Thucydides.
3. They will analyze religious historiography and key figures such as Eusebius and Ibn Khaldun.
4. They will evaluate Enlightenment, Romantic, and Positivist historiography through the works of Voltaire, Gibbon, and Ranke.
5. They will explore new historiographical trends, including Marxist, Subaltern, Annales, Global, and Post-Colonial perspectives.

#### Program Outcomes (POs):

1. Graduates will have a solid understanding of the philosophical and conceptual foundations of historiography.
2. They will be able to critically analyse the contributions of major ancient and modern historians.
3. They will evaluate various historiographical schools and their impacts on historical analysis.
4. They will understand and apply different historiographical trends to contemporary research.
5. Graduates will be equipped to engage with and critique historical narratives from diverse perspectives.

**Module- I** History- meaning, importance, scope, uses. Philosophy of History. The Ideas of history. History is an art or Science?. Historiography - Concept and Evolution. Ballads. Aitiya. Puranas. Mythology. Greek and Roman Historiography- Herodotus. Thucydides. Tacitus. Livy. Polybius

**Module- II** Religious Historiography- Eusebius. St. Augustine. Arab Tradition- Ibn-al-Shammah. Ibn-Ishaq. Ibn-e-Khaldun. Al Masoodi

**Module- III** Enlightenment, Romantic and Positivist Historiography-Voltaire. Gibbon. Comte. Ranke. Toynbee. Oswald Spengler.

**Module- IV** New Trends in Historiography – Marxist- Karl Marx, Gramsci. Subaltern- David Arnold. Annals- Mark Bloch. Neo leftist Historiography- Fredrick Jackson. Post Colonial -Edward Said. Michel Foucault

#### 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. Sheikh Ali B.: History, Its Theory and Method
8. Shreedharan E.: A Text-Book of Historiography
9. Subrahmanian N. : Historiography
10. Subaltern Studies Volumes

**M.A HISTORY AND ARCHAEOLOGY**  
**Semester – I**  
Course Code: HAS 1.2  
**ANCIENT WORLD HISTORY: EARLIEST TO 1453 C.E**

**Course Outcomes (COs):**

1. Students will understand the significance of ancient civilizations, including Hebrews, Egyptians, and Mesopotamians, and their contributions to history.
2. They will explore major world religions, including Taoism, Confucianism, Zoroastrianism, and Christianity, and analyse the legacy of Greek and Roman civilizations.
3. They will examine the contributions and decline of the Byzantine Empire, including the Justinian Code, and the impact of Mongol invasions.
4. They will study the rise of Islam, the Crusades, the Renaissance, and the influence of feudalism in Europe, including key figures like Joan of Arc and events like the fall of Constantinople.

**Program Outcomes (POs):**

1. Graduates will have a deep understanding of the significance and impact of early civilizations and their contributions to global history.
2. They will be able to analyse the development and influence of major world religions and classical civilizations on Western culture.
3. They will evaluate the historical contributions and decline of empires, including Byzantine and Mongol influences.
4. They will understand the historical context and implications of significant events such as the Crusades, the Renaissance, and the fall of Constantinople.
5. Graduates will be prepared to critically assess the development of medieval Europe and its interaction with other cultures.

<b>Module-I</b>	Sources and Chronology, Significance of Study, Scope- Hebrews, Egyptian Civilization, Pharaoh, Position of women – Great Pyramid- Sphinx - Mesopotamia, the Fertile Crescent- code of Hammurabi.
<b>Module-II</b>	World Religions- Taoism, Confucianism, Zoroastrianism, Christianity- Teachings and Spread, Legacy of Greece – City States- Philosophers- Socrates, Plato, Aristotle, Roman Empire- General Constantine- Julius Caesar- Cleopatra, Golden Age of Augustus- Pax Roman (Roman Peace) – Epics- Architecture - colosseum - Fall of Roman empire (476 C.E)
<b>Module-III</b>	Eastern Roman (Byzantine) Empire-Contributions of Byzantine civilization- Justinian code, Decline of Byzantine Empire, Mongols in Asia. Holy Roman empire- The Church and medieval life, Charlemagne- Extinct of Holy Roman Empire (887 CE) Gothic Architecture.
<b>Module-IV</b>	Rise of Islam and cultural influence, Crusades and Children Crusades- Causes, Results, Renaissance, Feudalism in Europe, Early Middle age, Church authority, challenges to church authority, Joan of Arc- Heroine of France. The fall of Constantinople (1453 CE).

**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



## M.A. HISTORY AND ARCHAEOLOGY

### Semester - I

Course code: HAS 1.3

## INTRODUCTION TO ARCHAEOLOGY

### Course Outcomes (COs):

1. Students will define archaeology, including its aims, objectives, and scope, and trace its development in Europe and India.
2. They will analyze various archaeological theories from Antiquarianism to Post-Processual and Marine Archaeology.
3. They will understand exploration and excavation methods, including geo-physical surveys, documentation, and excavation techniques.
4. They will apply principles of excavation, including trench layout, stratigraphy, and archaeological photography.
5. They will learn about dating methods and techniques, focusing on relative, absolute, and derivative dating systems.

### Program Outcomes (POs):

1. Graduates will have a comprehensive understanding of the history and scope of archaeology, both globally and within India.
2. They will be able to critically evaluate and apply different archaeological theories and methods.
3. They will be proficient in archaeological exploration and excavation techniques, including documentation and conservation.
4. They will understand and implement various dating methods and techniques in archaeological research.
5. Graduates will be prepared to conduct archaeological research with a focus on accurate and systematic methods.

<b>Module I</b>	Introduction: Definitions, Aims, Objectives, Scope, Development of Archaeology in Europe, Development of Archaeology in Pre and post independent India, Archaeology and other Sciences, Branches of Archaeology
<b>Module II</b>	Theories of Archaeology: Antiquarianism to Traditional Archaeology, New Archaeology, Procession Archaeology, General System theories, Behavioural archaeology, Post Procession archaeology, Marine Archaeology, Archaeology Recent past
<b>Module III</b>	Exploration and Excavation Methods: Geo-physical Surveys, Scientific Methods and Techniques in Archaeological Exploration, Documentation and Operation of Ancient sites, Excavation Methods: Aims, Types, Principles of Excavations. Laying out of Trenches- Methods- Stratigraphy, Archaeological Photography, Excavation Recording, Report, Conservation-Preservation
<b>Module IV</b>	Dating Methods and Techniques: Dating System: Relative Dating Techniques, Absolute dating Techniques, Derivative Techniques, with special reference to serration.

### References:

#### English Books:

1. Rajan K., 2002, Archaeology Principles and Methods, Manoo Pathippakam, Thanjavur.
2. Paul Bahn., 2012, Archaeology A Very Short Introduction, Oxford University, Press, UK.
3. Kevin Greene & Tom Moore., 2010, Archaeology: An Introduction, Routledge, London and New York.
4. Raman K. V., 1986, Principles and methods of Archaeology, Madras, Parthajan.
5. Edward C. Harris., 1989, Principles of Archaeological Stratigraphy, Academic Press, London.
6. Aitkinson R.J.C., 1953, Field Archaeology, London.
7. Barker p., 1977, Techniques of Archaeological Excavation, London.
8. Webster G., 1974, Practical Archaeology, London.

#### Kannada Books:

9. ಶ್ರೀವಿವಾಸ ಪಾಡಿಗಾರ., 1987, ಪುರಾತತ್ವಶಾಸ್ತ್ರ ಪರಿಚಯ, ರಾಮಾಶ್ರಯ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಧಾರವಾಡ.
10. ಶ್ರೀಕಂಠಶಾಸ್ತ್ರಿ ಎಸ್., 1960, ಪುರಾತತ್ವ ಶೋಧನೆ, ಮೈಸೂರು.
11. ಸುಂದರ ಅ., 1972, ಪುರಾತತ್ವ ಸಂಶೋಧನೆ, ಧಾರವಾಡ.
12. ರಾಜಾರಾಮ್ ಹೆಗಡೆ, 2010, ಭಾರತದಲ್ಲಿ ಪ್ರಾಚೀನಶಾಸ್ತ್ರ, ಪ್ರಾಸಾರಾಂಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಶಿವಮೊಗ್ಗ.
13. ರಾಮು ಕೆ., 2002, ಪುರಾತತ್ವ ಶೋಧನೆ, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
14. ರಾವ್ ಎಸ್. ಆರ್., 2010, ಸಮುದ್ರದಲ್ಲಿ ಮುಳುಗಿದ ಶ್ರೀಕೃಷ್ಣನ ದ್ವಾರಕೆ, ಅಂಕಿತ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
15. ಗಂಗಾನಾಯಕ್ ಕೆ. ಎನ್. (ಪ್ರ. ಸಂ)., ಲಲಿತ ಎನ್. (ಸಂ)., 2011, ಪುರಾತತ್ವಜ್ಞರು, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು.
16. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ (ಸಂ)., 2009, ಕನ್ನಡ ವಿಷಯ ವಿಶ್ವಕೋಶ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು

## M.A. HISTORY AND ARCHAEOLOGY

### Semester – I

Course Code: HAS1.4

### ANCIENT INDIA (EARLIEST TO 1206 C.E)

#### Course Outcomes (COs):

1. Students will understand the concept of Bharath, including archaeological and literary sources, the Harappa Civilization, and theories on its origin, distribution, and decline.
2. They will explore the Vedic Age, focusing on Rigvedic society, polity, religion, and later Vedic developments, as well as the life and teachings of Mahavira and Buddha.
3. They will analyze the Mauryan and post-Mauryan periods, including Chandragupta and Ashoka's administration, Ashoka's Dhamma, and the Gupta and Vardhana empires' contributions to polity, administration, and culture.
4. They will examine the Vakatakas and Vardhanas' administration, education, and art, including key centers of learning like Nalanda and Taxila, and the Chola administration.
5. They will study the impact of Arab invasions and resistance by figures like Mohammad of Ghaznavid and Ghori, and understand the roles of regional rulers in resisting Islamic expansion.

#### Program Outcomes (POs):

1. Graduates will be proficient in analyzing early Indian history, including ancient civilizations and their contributions to cultural and political developments.
2. They will understand the evolution of Vedic society and religion, including the impact of major religious figures like Mahavira and Buddha.
3. They will be able to evaluate the political and cultural achievements of the Mauryan, Gupta, and Vardhana periods, including administration and art.
4. They will gain insights into the historical significance of educational centers and regional governance, including Chola administration.
5. Graduates will be prepared to critically assess the effects of early Islamic invasions and the resistance efforts by Indian rulers.

**Module I** Geographical features of India. The idea of Bharath. Sources: Archaeological and literary. Harappa Civilization- Origin, distribution, features, decline and theories, Survivals, Iron Age.

**Module II** The Vedic Age: Rigvedic and Later Vedic- polity, society and religion. Religions: Sanatana. Jainism-Mahaveera, Buddhism-Bhuddha- Life, teachings and spread, Boudha Mahasabhas. Sangam age – Society, literature. Kushanas contributions.

**Module III** Mahajanapadas. Mauryan Empire: Chandragupta, Ashoka-polity, administration, Economy, society, Ashoka's Dhamma and edicts. Gupta Empires: Polity, administration, Feudalism. literature, art and architecture (Golden Age).

**Module IV** Vardhanas, Vakatakas: Polity, contributions. Cholas: Polity, Administration and local self-government. Education centres- Nalanda, Taxila, Vikramashila. Arab invasions on Sindh: Muhammad-bin-Qasim, Raja Dahir. Bappa Rawal, Chauhans and other dynasties. Islamic invasions: Ghaznavid and Ghori.

#### References:

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, Atindra Nath.: Social and Rural Economy of Northern India, 600 BC – 200 AD, 2 Vols.
5. Burton Stein: Peasant State 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.
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12. Dumont Levis, Homo Hierarchicus, 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.
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17. Kosambi D.D. :Culture and Civilization of Ancient India, Delhi: Vikas Publishing House.
18. Kulke Hermann, :State in India, Delhi: UP.
19. Liu, Xinru, : 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



**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – I**  
**HAS 1.5**  
**ANCIENT KARNATAKA**  
**(UPTO CHALUKYAS OF KALYANA 1189 C.E)**

**Course Outcomes (COs):**

1. Students will analyze the geographical features of Karnataka and the concept of Karunadu, using archaeological, literary, and foreign sources to understand the extent of the Mauryan influence in Karnataka.
2. They will study the Sathavahanas, Kadambas, Gangas, and Chalukyas of Badami, focusing on their polity, administration, religion, society, and contributions to art and architecture.
3. They will explore the Rashtrakutas, Chalukyas of Kalyana, and Hoysalas, examining their expansion, cultural achievements, and contributions to literature, art, and architecture, as well as the social movements led by Mahatma Basaveshwara.
4. They will evaluate the life and philosophy of the Acharya trio—Shankaracharya, Ramanujacharya, and Madhwacharya—and understand the significance of key educational centers such as Balligave, Melukote, and Basavakalyana.

**Program Outcomes (POs):**

1. Graduates will have a comprehensive understanding of Karnataka's geographical and historical context, including the influence of ancient empires.
2. They will be able to critically assess the contributions of various dynasties to polity, administration, and cultural developments in Karnataka.
3. They will gain insights into the cultural and architectural achievements of the Rashtrakutas, Hoysalas, and Chalukyas of Kalyana.
4. Graduates will be knowledgeable about the philosophical contributions of major Acharyas and the historical significance of key educational centers.
5. They will be equipped to analyze and interpret historical and cultural sources related to Karnataka's rich heritage.

<b>Module I</b>	Geographical features of Karnataka. Idea of Karunadu, Sources- Archaeological, Literary: Indigenous and Foreign accounts. Extent of Mouryas in Karnataka.
<b>Module II</b>	Sathavahanas- guild and artisans.Kadambas, Gangas, Chalukyas of Badami: Polity, administration, Economy, Religion, Society, Literature, Art & Architecture.
<b>Module III</b>	Rashtrakutas, Chalukyas of Kalyana, Hoysalas – Expansion, Polity, literature, art and Architecture. Kalachuris- Social Movement: Basaveshwara,-Shakti Vishishtadvaita.
<b>Module IV</b>	Acharya trios- Shankaracharya, Ramanujacharya, Madhwacharya, - Life, Philosophy and teachings. Education Centers- Balligave, Muduvolalu, Melukote, Sannati, Nagavi, Basavakalyana.

**References**

1. P.B. Deasi: History of Karnataka
2. K.R. Basavarju :History and Culture of Karnataka
3. Hayavadana Rao:Mysore Gazetteer Volumes
4. K.A. NilakantaShastry:History of South India
5. KeshvanVeluthat :State Formation in South India
6. S. Rajashekaran: Karnataka Architecture
7. Champaka Lakshmi: Urbanization in South India
8. Kavyashree G : Punyastreeyaru (Kannada)
9. R.R. Diwakar: Karnataka through the Ages
- 10.B.L. Rice:Mysore Gazetteer Volumes
- 11.Mugali R.S: The Heritage of Karnataka
- 12.R.G. Bandarkar: History of Deccan

**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – I**  
**Course Code: HAS1.6.1**  
**SOCIAL HISTORY OF INDIA**

**Course Outcomes (COs):**

1. Students will understand and analyse various social institutions in ancient India, including tribes, castes, classes, and communities, with a focus on untouchability.
2. They will examine medieval Indian society, including urban and rural social structures, stratification, mobility, and the position of women.
3. They will explore educational systems and institutions, the impact of colonial intervention on social change, and the rise of modern education and new social classes under British rule.
4. They will evaluate social changes in colonial India, focusing on caste transitions, the conflict between tradition and modernity, the evolving role of women, and patterns of urbanization.

**Program Outcomes (POs):**

1. Graduates will have a comprehensive understanding of social institutions and structures in ancient and medieval India.
2. They will be able to critically analyse social stratification, mobility, and gender dynamics in historical contexts.
3. They will understand the impact of colonial policies on social change, education, and the emergence of new social classes.
4. Graduates will be proficient in examining transitions in caste systems, the conflict between tradition and modernity, and the patterns of urbanization in colonial India.
5. They will be equipped to assess the historical context of social changes and their impact on contemporary society.

- Module I** Sources and Approaches: Social Institutions in Ancient India: Tribe, Origin of Caste (as well as Untouchability), Class and Community.
- Module II** Medieval Indian Society: Urban and Rural; Social Stratification and Social Mobility; Position of Women.
- Module III** Educational 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 IV** Social Change in Colonial India: Transitions in Caste-ridden Society; Conflict between Tradition and Modernity; Changing Position of Women; Patterns of Urbanization.

**References:**

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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 AND ARCHAEOLOGY**  
**Semester – I**  
Course Code: HAS1.6.2  
**HISTORY OF VIJAYANAGARA EMPIRE (1336-1646 C.E)**

**Course Outcomes (COs):**

1. Students will understand the foundational aspects of the Vijayanagara Empire, including its origin, key figures like Hakka and Bukka, and the administration, economy, and culture under Devaraya II.
2. They will analyse the political history of the Salvas, focusing on Narasimha II, and evaluate his achievements, administration, and societal impact.
3. They will study the Tuluvas, including Krishnadevaraya, Achyuthadevaraya, and Sadashivaraya, examining their contributions to the consolidation and expansion of the state, as well as their administration, economy, and culture.
4. They will evaluate the political history of the Aravids, focusing on Ramaraya's foreign policy, key battles like Rakkasagi and Tangadigi, and the decline of the Vijayanagara Empire, along with the rise of the Paleyagaras.

**Program Outcomes (POs):**

1. Graduates will have a comprehensive understanding of the Vijayanagara Empire's foundations, key rulers, and their impact on administration, economy, and culture.
2. They will be able to critically assess the achievements and contributions of different dynasties within the Vijayanagara Empire, including the Salvas.
3. They will understand the role of the Tuluvas in the expansion and consolidation of the Vijayanagara state, as well as their administrative and cultural contributions.
4. Graduates will be proficient in analyzing the decline of the Vijayanagara Empire, the foreign policy of the Aravids, and the rise of the Paleyagaras.
5. They will be equipped to evaluate the broader historical and cultural context of the Vijayanagara Empire and its influence on South Indian history.

- Module I** Introduction: 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 II** Political History of the Salvas – Narasimha-II - Life and Achievements - Administration – Economy, Society and Culture.
- Module III** Political History of the Tuluvas – Krishnadevaraya and his Life- Consolidation and expansion of the state –Achyuthadevaraya and Sadashivaraya - Administration –Economy, Society and Culture.
- Module IV** Political History of the Aravids – Ramaraya - Foreign policy–Battle of Rakkasagi and Tangadigi (1565 C.E) – Decline and fall of The Vijayanagara - Administration –Economy, Society and Culture. Rise of Paleyagaras.

**References:**

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 Sentenary Value(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

## M.A. HISTORY AND ARCHAEOLOGY

### Semester – I

Course Code: HAS 1.6.3

### INDIAN EPIGRAPHY

#### Course Outcomes (COs):

1. Students will understand the fundamentals of epigraphy, including its definition, scope, importance, and the origins and antiquity of scripts.
2. They will study the development of Indian scripts from ancient times, focusing on the Indus, Brahmi, Kharosti, and their evolution to Devanagari and Dravidian scripts.
3. They will analyze various types of inscriptions, their formats, contents, writing materials, and methods of dating.
4. They will conduct a detailed study of select inscriptions from North and South India, including the Edicts of Ashoka, Hathigumpa Inscription, and Brahmagiri Edict, to understand their historical significance.

#### Program Outcomes (POs):

1. Graduates will have a foundational understanding of epigraphy and its role in the study of ancient scripts and inscriptions.
2. They will be able to trace the evolution of Indian scripts and their development over time.
3. They will gain expertise in analysing different types of inscriptions, including their formats, materials, and dating methods.
4. Graduates will be proficient in interpreting key inscriptions from both North and South India, assessing their historical and cultural significance.
5. They will be equipped to apply epigraphic techniques and knowledge to historical research and analysis.

<b>Module-I</b>	Introduction to Epigraphy- Definition, Antiquity, Scope and Importance, Origin and Antiquity of Script.
<b>Module-II</b>	Indian Scripts: Origin of Scripts, Indus, Brahmi and Kharosti, Nagari- Devanagari and Dravidian Scripts. Development of Script from Brahmi to Kannada
<b>Module-III</b>	Types of Inscriptions, Format and Contents, Writing Materials, Eras and Dating Methods.
<b>Module-IV</b>	Study of Select inscriptions: North India- Edicts of Ashoka No. 13, Hathigumpa Inscription of Kharavela, Junaghad Inscription of Rudradaman and Allahabad Pillar Inscription of Samudragupta. South India- Brahmagiri Edict, Halmidi Inscription, Talagunda Pillar and Aihole Prasasti,

#### References:

##### English Books:

1. Sircar D. C., 1965, Indian Epigraphy, Motilal Banarsidass, Delhi.
2. Sircar D. C., 1966, Indian Epigraphical Glossary, Motilal Banarsidass, Delhi.
3. Gai G. S., 2011, Introduction to Indian Epigraphy, CIIL, Mysore.
4. Richard Salomon., 1998, Indian Epigraphy, Oxford University Press, New York.
5. Andrew Glass., 2000, A Preliminary Study of Kharosthi Manuscript Paleography, University of Washington.
6. Narasimha Murthy A. V., 2015, Indian Epigraphy, B. R. Publishing Corporation, Delhi.

##### Kannada Books:

7. ಪ್ಲೀಟ್ ಜೆ. ಎಫ್ (ಮೂಲ). ಸಿ. ಪಿ. ಕೆ. (ಅನುವಾದ)., 2001, ಭಾರತೀಯ ಶಾಸನಶಾಸ್ತ್ರ ಪರಿಚಯ, ಲಕ್ಷ್ಮಿಪ್ರಿಂಟಿಂಗ್ ಅಂಡ್ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಮೈಸೂರು.
8. ಸಿ. ಪಿ. ಕೆ., 2001, ಶಾಸನಶಾಸ್ತ್ರ ಪ್ರವೇಶ, ಚೇತನ್ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
9. ಸಿ. ಪಿ. ಕೆ., 2011, ಶಾಸನಶಾಸ್ತ್ರ, ಲಕ್ಷ್ಮಿಪ್ರಿಂಟಿಂಗ್ ಅಂಡ್ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಮೈಸೂರು.
10. ನಾಯಕರ ಹುಲಗಪ್ಪ., 2011, ಶಾಸನಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
11. ದೇವರಕೊಂಡಾರಟ್ಟಿ., 2002, ಲಿಪಿಯ ಹುಟ್ಟು ಮತ್ತು ಬೆಳವಣಿಗೆ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
12. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ., 2011, ಕನ್ನಡ ಲಿಪಿಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು.
13. ಮಂಜುನಾಥ ಎಂ. ಜಿ., ದೇವರಾಜಸ್ವಾಮಿ ಜಿ. ಕೆ., 2019, ಕನ್ನಡಲಿಪಿ ವಿಕಾಸ, ಯುವಸಾಧನೆ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
14. ಶ್ರೀನಿವಾಸ ಪಾಡಿಗಾರ., 2004, ಭಾರತೀಯ ಇತಿಹಾಸದ ಶಾಸನ ಆಕರಗಳು, ರಾಮಾಶ್ರಯ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಧಾರವಾಡ.
15. ಚಿದಾನಂದಮೂರ್ತಿ ಎಂ., 2015, ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ, ಸಪ್ತ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು.
16. ದೇವರಕೊಂಡಾರಟ್ಟಿ., 2008, ಕರ್ನಾಟಕ ಶಾಸನಗಳಲ್ಲಿ ಶಾಪಾಶಯ, ಕರ್ನಾಟಕ ಇತಿಹಾಸ ಸಂಶೋಧನ ಮಂಡಲ, ಧಾರವಾಡ.



## M.A. HISTORY AND ARCHAEOLOGY

### Semester – I

Course Code: HAS1.6.4

### POLITY IN MEDIEVAL INDIA

#### Course Outcomes (COs):

1. Students will analyze the formation and structure of the Delhi Sultanate, including its kingship theories, market system under Ala-ud-din Khalji, and the Iqta system.
2. They will study the Mughal state's administrative framework, including central and provincial administration, the Mansabdari system, and the roles of Ulema and key figures like Noor Jahan.
3. They will evaluate the nature of governance in the Vijayanagara and early Maratha states, exploring despotic, feudal, segmentary, and patrimonial systems, along with regional administration and policies under Shivaji.
4. They will understand the nature and administration of the Bahamani and Shahi states, focusing on the Adil Shahis and Qutb Shahis and notable figures like Mohammad Gawan and Ibrahim Adilshaha.

#### Program Outcomes (POs):

1. Graduates will have a thorough understanding of the administrative and theoretical frameworks of the Delhi Sultanate and its key governance features.
2. They will be adept at analyzing the Mughal state's complex administrative systems and the impact of prominent figures on its governance.
3. They will be able to critically assess the nature of governance and administration in Vijayanagara and early Maratha states, including key policies and systems.
4. Graduates will have insights into the Bahamani and Shahi states, including their administrative structures and influential leaders.
5. They will be equipped to apply their knowledge to the study of historical statecraft and governance.

<b>Module-I</b>	Formation of Delhi Sultanate, Nature and Functions of the State under the Delhi Sultanate; Theory of Kingship : Balban, Market system under Ala-ud-din-Khalji and the Afghans; The Iqta System.
<b>Module-II</b>	The Mughal State : Central Government, Provincial Administration, Local Administration, Nature, Theory of Kingship; Ulema and the State; Revenue Administration of Shershah Suri, Mansabdari System, Petticoat rule, Maham Ana and Noor Jahan,
<b>Module-III</b>	The Nature of Vijayanagar and early Maratha states, Despotic, Fudal, Segmentary and Patrimonial , Provincial Administration under Vijayanagara, Nayankara system, Shivaji Hindu Padpadashahi, Chouth and Sardeshmukh.
<b>Module-IV</b>	Nature of Bahamani and Shahi States- Adil Shahis and Qutb Shahis, Mohammad Gawan, Ibrahim Adilshaha,

#### 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 13<sup>th</sup> 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

## M.A. HISTORY AND ARCHAEOLOGY

### Semester – II

Course Code: HAS 2.1

### INDIAN HISTORIOGRAPHY

#### Course Outcomes (COs):

1. Students will examine European accounts of Indian history, focusing on key Orientalists like William Jones, James Mill, and Max Muller, as well as theories such as the White Man's Burden and Oriental Despotism.
2. They will explore nationalist historiography through the works of K.P. Jayaswal, R.C. Majumdar, and others, analysing cultural nationalism and concepts like Unity in Diversity.
3. They will study Marxist perspectives on Indian history, including the contributions of D.D. Kosambi, A.R. Desai, Romila Thapar, and others, and their interpretations of socio-economic structures.
4. They will assess new trends in Indian historiography, including post-colonial studies and subaltern studies, with a focus on scholars like Berton Stein, Ranjit Guha, and Gayatri Spivak, and feminist historiography through figures like Uma Chakravathy.

#### Program Outcomes (POs):

1. Graduates will have a comprehensive understanding of European and Orientalist perspectives on Indian history and their impact on historical narratives.
2. They will be able to analyze nationalist historiography and its role in shaping cultural and political views of Indian history.
3. They will be proficient in Marxist interpretations of Indian history and the contributions of key Marxist historians.
4. Graduates will be familiar with contemporary trends in historiography, including post-colonial and feminist approaches, and their contributions to understanding Indian history.
5. They will be equipped to apply diverse historiographical perspectives to analyze and interpret historical events and trends.

<b>Module-I</b>	European Accounts- Orientalists- William Jones and Royal Asiatic Society- James Mill- Mount Stuart Elphinstone - Max Muller-White Man's Burden theory, Vincent Smith- Oriental Despotism and Asiatic Mode of Production.
<b>Module-II</b>	Nationalist Views- Nationalist Historians: K.P. Jayaswal- R.C.Majumadar- R.K. Mukharjee, H.C.Raychaudhry-Art History: Anand K. Kumarswamy, S. Settar, Cultural Nationalism, Unity in Diversity.
<b>Module-III</b>	Marxist Historians: D.D.Kosambi, A.R.Desai- RomilaThapar- R.S.Sharma- Irfan Habib- Bipan Chandra, K N Panikkar, Sumit Sarkar.
<b>Module-IV</b>	New Trends in Indian historiography Post-Colonial Studies- Berton Stein, Subaltern Studies, Ranjit Guha, Arnold David, Gayatri Spivak, Feminist Historiography- Uma Chakravathy, Dr Vina Majumdar.

#### 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

**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – II**  
Course Code: HAS 2.2  
**MEDIEVAL WORLD HISTORY – (1453-1789)**

**Course Outcomes (COs):**

1. Students will understand the political, economic, and social development of medieval Europe, including the early foundations of European civilization and the conflicts between Catholics and Protestants, notably Martin Luther's role and the decline of the Papacy.
2. They will analyse the feudal political and economic systems, urban life during the feudal age, and the growth of European towns and the middle class, culminating in the Renaissance.
3. They will explore religious developments during the feudal age, including the rise of new Christian movements, church organization, and figures like Ignatius Loyola and the growth of the Papacy.
4. They will study the American War of Independence, focusing on its causes, results, the Thirteen Colonies, and key figures like George Washington and Thomas Jefferson.

**Program Outcomes (POs):**

1. Graduates will have a thorough understanding of medieval European political, economic, and social developments, including religious conflicts and transformations.
2. They will be adept at analysing feudal systems, urbanization, and the impact of the Renaissance on European society.
3. They will be able to assess the religious changes of the feudal period and the evolving role of the church.
4. Graduates will have insights into the American War of Independence, including its causes, outcomes, and key historical figures.
5. They will be equipped to connect historical developments in Europe with broader global historical trends.

<b>Module-I</b>	Political, 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.
<b>Module-II</b>	Feudal political and economic system – Urban life in feudal age – growth of European towns. Growth of Middle class- Renaissance
<b>Module-III</b>	Religious development during the feudal age – The new Christianity- Organization of the church – Ignatius Loyola, Growth of Papacy.
<b>Module-IV</b>	American War of Independence. Causes and Results, Thirteen Colonies, George Washington, Thomas Jefferson,

**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



## M.A. HISTORY AND ARCHAEOLOGY

### Semester – II

Course Code: HAS 2.3

#### PRE HISTORY OF INDIA- PALAEO LITHIC TO IRON AGE

##### Course Outcomes (COs):

1. Pre-history and Paleolithic Culture: Students will gain insights into the Quaternary Period, human evolution, and the significance of the Paleolithic cultures, including the Lower, Middle, and Upper Paleolithic periods, with a focus on key sites and tool types.
2. Mesolithic Culture and Rock Art: Students will understand the characteristics and significance of the Mesolithic culture, its tools, and major sites, as well as methods of dating prehistoric rock art and its types.
3. Proto History and Neolithic Culture: Students will learn about Proto history, Neolithic culture in North and South India, Harappan civilization with its early and late phases, and the characteristics of ceramics and sites.
4. Chalcolithic and Iron Age Cultures: Students will explore the Chalcolithic and Iron Age cultures, including their characteristics, ceramics, and notable sites, and understand the typology of burials and pottery styles in these periods.

##### Program Outcomes (POs):

1. Historical Context: Graduates will have a comprehensive understanding of prehistoric and early historic cultures, including their evolution, tools, and significant archaeological sites.
2. Cultural Development: They will be able to analyze the development of early human societies through the Paleolithic, Mesolithic, and Neolithic periods and their contributions to cultural and technological advancements.
3. Archaeological Methods: Graduates will be familiar with archaeological techniques and methods for dating and analyzing prehistoric art and artifacts, enhancing their ability to interpret ancient cultures.
4. Comparative Analysis: They will be skilled in comparing different prehistoric cultures, including their social structures, technological advancements, and contributions to the development of human societies.
5. Critical Evaluation: Graduates will be capable of critically evaluating the evidence from various prehistoric and protohistoric periods, contributing to a deeper understanding of early human history.

<b>Module-I</b>	Pre-history: Introduction, The Quaternary Period, Human Evolution. Paleolithic Culture: The Lower Paleolithic culture: Nature and Significance, Types of Tools, Sites- Pallavaram, Attirampakkam, Hunasagi, Baichabal Valley. The Middle Paleolithic Culture: Nature and Significance, Types of Tools, Sites- Nevasa and Jwalapuram. The Upper Paleolithic culture: Nature and Significance, Types of Tools, Sites- Kurnool Caves and Salvadagi
<b>Module-II</b>	Mesolithic Culture:- Introduction, Nature and Significance, Types of Tools, Sites-Bhimbetka, Baghor, Langhnaj, Sarainahar Rai, Damdama, Mahadaha, Pre-historic Rock Art- Types of Rock art, Technique and Methods of Dating.
<b>Module-III</b>	Proto History: Introduction, Nature and Characteristics. Neolithic Culture:-North Indian Culture: Characteristics, Ceramics, Sites- Kashmir Valley- Borzahom, Lahuradewa, Mahagara, South Indian Culture: Characteristics, Ceramics, Sites- T. Narasipur, Sanganakallu, Rampuram, Tekkalakota, Ashmounds. Harappan civilization:- Research on the Harappan Culture, Pre (early) Harappan Culture: Sites- Kotdiji-I, Kalibangan-I, Banawali, Rakhigdi-I. Late Harappan Culture: Sites- Harappa, Mohenjodaro, Lothal, Dholavira.
<b>Module-IV</b>	Chalcolithic and Iron Age culture:-Chalcolithic: Characteristics, Ceramics, Chalcolithic Culture of India: Kayatha, Malwa, Savalda, Sites- Inamgaon and Daimabad. Iron Age(megalithic culture): Characteristics, Burial Typology, Ceramics. Sites- Bhagimahri, Kodumanal and Palkalomo. Pottery: OCP, BNW, NPBW

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1. Bhattacharya D. K., 2014, An Outline of Indian Pre-History, Palaka Prakashan Publication,
2. Irfan Habib., 2004, Prehistory, Tulika Books Publication, New Delhi.
3. Irfan Habib., 2019, The Indus Civilization, Tulika Books Publication, New Delhi.

4. Krishna Mohan Shrinali., 2018, The Age of Iron and The Religious Revolution Civilization, Tulika Books Publication, New Delhi.
5. Jain V. K., 2021, Prehistory and Protohistory of India, D.K. Printworld, New Delhi.
6. Upinder Singh, 2016, A History of Ancient and Early Medieval India, Dorling Kindersley, India.
7. Gururaja Rao B.K., 1972, The Megalithic culture in South India, Prasara, University of Mysore, Mysore.
8. Sankalia H. D., 1964, Stone Age Tools, Deccan College, Poona.

**Kannada Books:**

9. ಚಾರ್ಲ್ಸ್ ಡಾರ್ವಿನ್ (ಮೂಲ), ಪುಟ್ಟಸ್ವಾಮಿ ಕೆ. (ಅನು), 2015, ಜೀವ ಸಂಕುಲಗಳ ಉಗಮ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಬೆಂಗಳೂರು.
10. ಪೂರ್ಣಚಂದ್ರ ತೇಜಸ್ವಿ ಕೆ. ಪಿ., 2020, ಮಿಸಿಂಗ್ ಲಿಂಕ್, ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
11. ಇರ್ಫಾನ್ ಹಬೀಬ್ (ಮೂಲ), ಪ್ರದೀಪ್ ಬೆಳಗಲ್ (ಅನು), 2014, ಪೂರ್ವಾತಿಹಾಸ, ಚಿಂತನ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
12. ಇರ್ಫಾನ್ ಹಬೀಬ್ (ಮೂಲ), ಪ್ರದೀಪ್ ಬೆಳಗಲ್ ಮತ್ತು ಜೈಕುಮಾರ್ ಹೆಚ್. ಎಸ್. (ಅನು), 2014, ಸಿಂಧೂ ನಾಗರಿಕತೆ, ಚಿಂತನ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
13. ಕೃಷ್ಣಮೋಹನ್ ಶ್ರೀಮಾಲಿ (ಮೂಲ), ನಾ. ದಿವಾಕರ (ಅನು), 2015, ಕಬ್ಬಿಣದ ಯುಗ ಮತ್ತು ಧಾರ್ಮಿಕ ಕ್ರಾಂತಿ, ಚಿಂತನ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
14. ಶ್ರೀರಾಮರೆಡ್ಡಿ ಜಿ. ವಿ., 2009, ಸೃಷ್ಟಿಯೇ ವಿಹಾಸವೋ, ಕ್ರಿಯಾ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
15. ಷೇಕ್ ಅಲಿ ಬಿ. (ಪ್ರ. ಸಂ), ಅ. ಸುಂದರ (ಸಂ. ಸಂ), 2018, ಕರ್ನಾಟಕ ಚರಿತ್ರೆ ಸಂಪುಟ - 1, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
16. ಅ. ಸುಂದರ., 1994, ಕರ್ನಾಟಕ ಪ್ರಾಚೀನತಾ ಕಾಲದ ಕಲೆ, ಕರ್ನಾಟಕ ಲಲಿತಕಲಾ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
17. ಶರಣಬಸಪ್ಪ ಕೋಲ್ಕಾರ., 2010, ಶಿಲಾಯುಗದ ಗವಿಚಿತ್ರಗಳು, ಬಸವ ಪ್ರಕಾಶನ ಮತ್ತು ಪುಸ್ತಕ ವ್ಯಾಪಾರಿಗಳು, ಗುಲಬರ್ಗಾ.
18. ಮೋಹನ ಆರ್., 2019, ಕರ್ನಾಟಕದ ಆದಿಮ ಚಿತ್ರಕಲೆ, ಇತಿಹಾಸ ದರ್ಪಣ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
19. ಮೋಹನ ಆರ್., 2022, ಮಾನವ ವಿಕಾಸ ಮತ್ತು ಆದಿಮ ಸಂಸ್ಕೃತಿ, ಇತಿಹಾಸ ದರ್ಪಣ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
20. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ (ಸಂ), 2009, ಕನ್ನಡ ವಿಷಯ ವಿಶ್ವಕೋಶ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು.
21. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ (ಸಂ), 2009, ಕನ್ನಡ ವಿಷಯ ವಿಶ್ವಕೋಶ ಭೂಗೋಳ ವಿಜ್ಞಾನ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು.
22. ಬಾ. ರಾ. ಗೋಪಾಲ್., 1971, ಕರ್ನಾಟಕದಲ್ಲಿ ನವಶಿಲಾಯುಗ, ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ.
23. ಲಕ್ಷ್ಮೀಪತಿ ಕೋಲಾರ ಮತ್ತು ಸುರೇಶ್ ಭಟ್ ಬಾಕ್ರಬೈಲು., 2018, ಹರಪ್ಪ ಡಿಎನ್‌ಎ ನುಡಿದ ಸತ್ಯ, ಕ್ರಿಯಾ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – II**  
**Course Code: HAS 2.4**  
**MEDIEVAL INDIAN HISTORY (1206 to 1707 CE )**

**Course Outcomes (COs):**

1. Delhi Sultanate Dynamics: Students will understand the rise and administration of the Delhi Sultanate, including key dynasties (Mamluks, Khalji, Tughlaq, Lodi), their economic and agrarian measures, major projects, and contributions to art and architecture.
2. Mughal Empire Overview: Students will analyze the Mughal Empire's formation, key rulers (Babur, Humayun, Akbar, Jahangir, Shah Jahan, Aurangzeb), their administrative and cultural contributions, and the factors leading to the empire's decline.
3. Regional Dynasties and Movements: Students will explore the history of regional dynasties (Bengal, Gujarat, Malwa) and understand the Bhakti and Sufi movements, including their leaders, philosophies, and contributions to classical music.
4. Medieval Indian States: Students will examine the history and contributions of medieval Indian states such as the Marathas, Kakatiyas, Odisha Gajapati, Kalachuris, and Ahom Dynasty, focusing on agriculture, trade, festivals, and education.

**Program Outcomes (POs):**

1. Historical Integration: Graduates will integrate knowledge of various medieval Indian dynasties and their impact on trade, administration, and society, including key projects and reforms.
2. Cultural and Religious Contributions: They will understand the contributions of the Bhakti and Sufi movements, as well as the cultural impact of Mughal and regional dynasties on art, architecture, and music.
3. Regional Dynamics: Graduates will be capable of analyzing the influence of regional states and their socio-economic contributions, including agriculture, trade, and education.
4. Critical Analysis: They will be skilled in critically evaluating the factors leading to the rise and decline of major empires and dynasties, and their roles in shaping medieval Indian history.
5. Interdisciplinary Approach: Graduates will employ an interdisciplinary approach to understand the complex interactions between political, economic, and cultural developments in medieval India.

<b>Module-I</b>	Sources: Archaeological, Literary. Rise of Rajputs. Rajaputs Art and Architectures. Delhi Sultanates: Mamluks, Khalji, Tughlaq, Lodi Dynasties: Expedition, Administration, Market System of Ala-Ud-Din- Khalji, Agrarian and Economic measures, Chahalgani, Mohammad Bin Tughlaq his projects . Decline of Sultanate. Condition of Women. Art and architecture of Delhi Sultanate
<b>Module-II</b>	Mughals: Babur, Battle of Panipat-I. Sher Shar Shah Suri- administration, Land Refoms, Transportation. Humayun. Hemu. Akbar's Conquests, Society, Religion, Rajput Policy, Theory of Shul-i-kul, Jahangir- administration, Shah Jahan- Art and Architecture, Aurangzeb- Deccan and Religious Policy. Cultural Contributions of Mughals, Decline
<b>Module-III</b>	Regional Dynasties: Bengal, Gujarat, Malwa- contributions Bhakti Movement- Chaitanya, Kabir, Gurunanak. Sufism – Sufi's, Chisti, Suharwardhi, Wahabi tradition. Classical Music
<b>Module-IV</b>	Marathas, Kakatiyas, Odisha Gajapati, Kalachuris, Ahom Dynasty Agriculture-Trade Centers, Festivals, Education centres and Literature in Medieval India,

**References:**

1. Ashiwini Agaarwal: 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. Mahadi Hussain: Tughlaq Dynasty
8. Majumdar R.C.: Mughul Age
9. Mehta J.L.: Advanced History of medieval India. Vol II
10. Mohammed Habeeb: 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 AND ARCHAEOLOGY**  
**Semester – II**  
Course Code: HAS 2.5  
**MEDIEVAL KARNATAKA (1200-1800 C.E)**

**Course Outcomes (COs):**

1. Vijayanagara State Analysis: Students will analyze the sources of historical information on the Vijayanagara State, including archaeological, literary, and foreign accounts, and will understand its administration, society, literature, art, architecture, trade, commerce, economy, and decline.
2. Deccan Sultanates Study: Students will examine the expansion, administration, and cultural contributions of the Bahamani and Deccan Sultanates, including the Bidri and Chidri art forms, Mohammad Gawan's contributions to education, and the administration and cultural achievements of the Barid Shahis and Adil Shahis.
3. Maratha and Regional Rulers: Students will explore the contributions of Maratha rulers and prominent figures in Karnataka, such as Queen Abbakka, Belavadi Mallamma, Keladi Channamma, Magadi rulers, Savanur Nawab, Shivappa Nayaka Shistu, and the Haleri dynasty.
4. Religious and Literary Developments: Students will understand the impact of the Haridasa sect and Sufism in Karnataka, including their contributions to education, centers of learning, Kannada literature, and trade centers during the medieval period.

**Program Outcomes (POs):**

1. Historical Interpretation: Graduates will be skilled in interpreting historical sources and understanding the political, social, and economic aspects of major medieval states, including Vijayanagara and Deccan Sultanates.
2. Cultural and Artistic Contributions: They will analyze the cultural and artistic contributions of various medieval states and figures, recognizing their impact on regional art, architecture, and education.
3. Regional History: Graduates will have a comprehensive understanding of the history and contributions of regional rulers and their roles in shaping the political and cultural landscape of Karnataka.
4. Religious and Literary Impact: They will assess the influence of religious movements and literary developments on medieval Karnataka, including the progress of Kannada literature and educational advancements.
5. Interdisciplinary Analysis: Graduates will use an interdisciplinary approach to evaluate the complex interactions between political, cultural, and economic factors in medieval Karnataka and the Deccan region.

**Module-I** Sources- Archaeological, Literary and Foreign Accounts. Vijayanagara Empire: Administration, Nayankara system, Guild Organization. Society.Trade and Commerce, Economy, Literature. Art & Architecture, Decline.

**Module-II** Bahamani and Deccan Sultanates: Expansion, Central, Provincial and Local administration. Cultural Contributions, Bidri and Chidri Art. Mohammad Gawan Contributions. Barid Shahi'S Conquests, Central, Provincial and Local administration andCultural Contributions. AdilShahis- Conquests, Administration. Cultural Contributions, Art and Architecture of Bahamanis and shahis.

**Module-III** Marathas in Karnataka, Queen Abbakka, Belavadi Mallamma, Keladi Channamma, Magadi rulers, Savanur Nawabs,Shivappa Nayaka Shistu, Haleri dynasty and their Contributions.

**Module-IV** Haridasa and Sufism sect in Karnataka,Education and learning centres,Progress of Kannada Literature, Trade centers in Medieval Karnataka.

**REFERENCE:**

1. P.B. Deasi: History of Karnataka
2. K.R. Basavarju : History and Culture ofKarnataka
3. Hayavadana Rao: Mysore Gazetteer Volumes
4. K.A. Nilakanta Shastry: History of South India
5. Keshvan Veluthat : State Formation in South India
6. S. Rajashekaran: Karnataka Architecture
7. Champaka Lakshmi: Urbanization in South India
8. Kavyashree G Punyastreeyaru (Kannada)
9. R.R. Diwakar: Karnataka through the Age
- 10.B.L. Rice: Mysore Gazetteer Volumes
- 11.Mugali R.S: The Heritage of Karnataka
- 12.R.G. Bandarkar: History of Deccan
- 13.Burton Stein: Peasant State and Society in Medieval South India
- 14.Robert Sewel:A Forgetting Empire

## M.A. HISTORY AND ARCHAEOLOGY

### Semester – II

Course Code: HAS 2.6.1

### HISTORY OF ASIA

(1900 – 2000)

#### Course Outcomes (COs):

1. Colonialism and Asia: Students will understand the geographical features and reasons for the rise of colonialism in Asia, including its impact on the region's historical development.
2. Far East Asia: Students will analyze the historical developments in China and Japan, including significant events such as the Boxer Rebellion, the 1911 Revolution, the achievements of Dr. Sun Yat Sen, and Japan's rise as a world power, including its conflicts, alliances, and post-war reconstruction.
3. West Asia: Students will explore key events and developments in West Asia, including the Anglo-Afghan Wars, the rise of Saudi Arabia, the impact of oil diplomacy, Iran's modernization efforts under Rezashah Pahlavi, and the creation of Israel along with the Palestine question.
4. South Asian Relations: Students will evaluate the dynamics of Indo-Sri Lanka relations, the creation of Bangladesh, Indo-Bangla relations, the Kargil War, and the role of the South Asian Association for Regional Cooperation (SAARC) in regional politics.

#### Program Outcomes (POs):

1. Historical Analysis: Graduates will be able to critically analyze the factors leading to colonialism and its effects on Asian countries, integrating geographical, political, and social perspectives.
2. Regional Dynamics: They will assess the historical and political developments in Far East Asia, including China and Japan, understanding their global impact and internal transformations.
3. Middle Eastern Politics: Graduates will have a comprehensive understanding of key events and political changes in West Asia, including the influence of oil diplomacy and regional conflicts.
4. South Asian Affairs: They will analyze the evolution of South Asian international relations, focusing on bilateral relationships, regional conflicts, and cooperation frameworks such as SAARC.
5. Interdisciplinary Approach: Graduates will employ an interdisciplinary approach to evaluate the complex interactions between historical events, political changes, and regional dynamics in Asia.

**Module-I** Introduction: Geographical Features- Rise of Colonialism - Reasons for its growth in Asia.

**Module-II** Far East Asia: China – Historical background – Boxer rebellion 1900, The revolution of 1911 C.E – Dr. Sun Yat Sen and his Principles – Achievements of Nationalist Government. 21 demands- The Period of reaction – 1912 – 1918 C.E– Yuan Shikai – Peoples Republic of China – Domestic and Foreign Policy of Mao Tse Tung. Japan – Emergence of Japan as a world power – Sino – Japanese Conflicts – Anglo – Japanese Alliances – Russo – Japanese war – Japan and World Wars – Reconstruction of Japan (SCAP)- Treaty of San-Francisco

**Module-III** West Asia: Anglo- Afghan Wars, Arabia- National Movement – The rise of Saudi – OPEC and OAPEC, Oil Diplomacy –Iran- Reforms of Rezashah Pahlavi for modernization of Iran. Mohammed Mossadic & Nationalization of Anglo Iran Oil Company, Israel: Creation of Israel – Palestine Question

**Module-IV** Indo- Sri Lanka relations, Creation of Bangla, Indo Bangla Relations, Kargil War, South Asian Association for Regional Co-operation (SAARC).

#### References

1. Rao B V: History of Asia
2. Gupta R S: History of Modern China
3. Joshi D.T: Out line of Modern Asia
4. 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



## M.A. HISTORY AND ARCHAEOLOGY

### Semester-II

Course Code: HAS 2.6.2

### INDIAN NUMISMATICS

#### Course Outcomes (COs):

1. Introduction to Coinage: Students will understand the definition, scope, and importance of coinage in India, including its origin, antiquity, and the various authorities responsible for issuing coins.
2. Coin Characteristics: Students will analyze the metal content, weight, shape, and minting techniques of coins, including punch-marked, cast, and die-struck methods, as well as the symbols used on coins.
3. Dynastic Coins – Early Period: Students will identify and describe the salient characteristics of coins from Indo-Greek, Saka (Scythians), Satavahana, Kushana, and Gupta dynasties.
4. Dynastic Coins – Medieval and Regional: Students will recognize and differentiate the characteristics of coins from the Delhi Sultanate, Mughals, Chola, Pandya, Pallava, and Karnataka dynasties (Kadamba to Vijayanagara rulers).

#### Program Outcomes (POs):

1. Historical Understanding: Graduates will demonstrate a comprehensive understanding of the evolution and significance of coinage in Indian history, including various authorities and their roles.
2. Technical Proficiency: They will be proficient in identifying and analyzing the technical aspects of coins, such as metal content, weight, shape, and minting techniques.
3. Dynastic Coin Identification: Graduates will be able to accurately identify and describe the coins of different dynasties, including Indo-Greek, Saka, Satavahana, Kushana, Gupta, Delhi Sultanate, Mughals, Chola, Pandya, Pallava, and Karnataka.
4. Cultural Insight: They will gain insights into the cultural and economic aspects reflected in the coinage of various dynasties, contributing to a deeper understanding of historical and regional developments.
5. Analytical Skills: Graduates will develop analytical skills to study and interpret the historical and numismatic significance of coins, enhancing their ability to conduct research in historical and archaeological contexts.

<b>Module-I</b>	Numismatics meaning and Definitions, Scope and Importance, Origin and Antiquity of Coinage in India, Authority of Issuing Coins- Janapadas, Cities, Guilds, Ganas
<b>Module-II</b>	Metal content of coins, weight and shape, Technique of minting of coins- Punch marked, Cast, Die-struck. Symbols of coins.
<b>Module-III</b>	Characteristics and identification of various Coins - Indo-Greek. Saka(Scythians), Satavahana, Kushana and Gupta.
<b>Module-IV</b>	Salient features and Identification of dynastic Coins- Delhi Sultanate and Mughals, Chola, Pandya, Pallava and Karnataka Dynasties- Kadamba to Vijayanagara.

#### Reference:

##### English Books:

1. Brown C. J., 1922, The Coins of India, Association Press, Calcutta.
2. Sircar D. C., 2008, Studies in Indian Coins, Motilal Banarsidass Publishers, Delhi.
3. Rapson E. J., 2021, Indian Coins, GYAN Publisher, New Delhi.
4. Cunningham A., 2021, Coins of Ancient India, GYAN Publisher, New Delhi.
5. Cunningham A., 2021, Coins of Mediaeval India, GYAN Publisher, New Delhi.
6. Walter Elliot., 2022, Coins of Southern India, Shubhi Publications, Gurgaon.
7. Henderson J. R., 1921, The Coins of Haidar Ali and Tipu Sultan, Govt. Press, Madras.
8. Poole, 1990, Coins and Medals, Cosmo Publications, New Delhi.
9. Laalguptaparameshwari, 1969, Coins, National Books Trust, New Delhi.

##### Kannada Books:

10. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ., 2008, ಭಾರತೀಯ ನಾಣ್ಯ ಪರಂಪರೆ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
11. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ., 2003, ಕರ್ನಾಟಕದ ನಾಣ್ಯ ಪರಂಪರೆ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
12. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ., 2000, ಕರ್ನಾಟಕದಲ್ಲಿ ವಿದೇಶಿ ನಾಣ್ಯಗಳು, ಪರಂಪರೆ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
13. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ., 1996, ವಿಜಯನಗರದ ನಾಣ್ಯ ಸಂಪತ್ತು, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
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**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester-II**  
**Course Code HAS 2.6.3**  
**WOMEN FREEDOM FIGHTERS OF KARNATAKA.**

**Course Outcomes (COs):**

1. Historical Understanding of Women's Roles: Students will gain insight into the role and position of women throughout various historical periods in India, including their contributions to patriotism, education, and participation in the freedom movement.
2. Contribution of Key Figures: Students will analyze the lives and contributions of significant women in the Indian freedom struggle, such as Rani Abbakka Devi, Bellari Siddamma, Jayadevi Tayi Ligade, and Umabai Kundapur, and understand their impact on regional and national movements.
3. Role of Prominent Figures in Karnataka's Freedom Struggle: Students will evaluate the contributions of notable women like Subbamma Jois, Smt. Yashodamma Dasappa, and Kamala Devi Chattopadhyay to the freedom struggle and regional unification efforts.
4. Impact of Regional Leaders: Students will assess the achievements and socio-economic contributions of regional leaders such as Mailar Siddamma, Suganakarnad Desai, Smt. Nagamma Veranna Gowda Patil, and Sunandamma, focusing on their roles in various movements.
5. Motivational and Socio-Political Factors: Students will explore the motivational factors influencing women's participation in the freedom struggle and analyze the socio-political reasons behind varying levels of involvement.

**Program Outcomes (POs):**

1. Comprehensive Historical Insight: Graduates will develop a deep understanding of the evolving role of women in Indian history and their contributions to socio-political movements.
2. Critical Analysis of Historical Figures: They will be able to critically analyze the achievements and historical significance of key women figures in the Indian freedom struggle and regional movements.
3. Regional Impact Assessment: Graduates will assess the impact of regional leaders on the freedom struggle and socio-economic development in Karnataka and other regions.
4. Understanding Motivational Factors: They will gain insights into the motivational and socio-political factors affecting women's participation in historical movements, contributing to a nuanced understanding of gender and history.
5. Research and Interpretation Skills: Graduates will develop research and interpretative skills to study and present the contributions of women in historical contexts, enhancing their ability to engage with gender studies and historical research.

**Module- I** Introduction-position of women through the ages-patriotism, Women Education, Motivational factors, Role of women in Indian freedom movement, women participation in early stage struggle, causes for less participation of women

**Module- II** Rani Abbakka Devi-Early life Historical Background war with Portugues. Ballari Siddamma-ShivapurdwajaSathyagraha-ForrestSatyagraha- Quit India movement. Jayadevi tayi Ligade-Important role in Karnataka unification Movement. Umabai Kundapur-Belagaum congress-Salt Satyagraha, contributions of Karnataka freedom struggle.

**Module- III** SubbammaJois- Salt Satyagraha, Quit India movementImportant role of Karnataka unification Movement. Smt.Yashodamma Dasappa- Life-Social and Political Contribution, Kamala Devi Chattopaddhya- Life and Achivements.

**Module- IV** MailarSiddamma-Life and Achivement.Sugana Karnad Desai- Socio Economic and Political contributions. Smt. NagammaVeranna Gowda Patil- life and Achivements. Sunandamma-Shivapura Dvaja Sathyagraha Mysore ChaloMovement.

**Reference:-**

1. Suryanath Kamath- Karnatakadali Swantra Chaluvali.
2. Suryanath Kamath-swatantrya sangramada smritigalu 3 Vols.
3. Suryanath Kamath- Quit India Movement.
4. SarjiniShintri- Women Freedom Fighters in Karnataka.
5. Umadevi Kanavi-Swathantra Sangramadalli Karnatada Mahaliyaru
6. Halappa.G.S.Freedom movements in Karnataka vol-II
7. Pranesh Rao.B.R.et al: Yashodhara Dasappa and H C Dasappa, jeevana mattu sadhane.
8. Nijalingappa.S.My Life and politics
9. Umapati: Mysuru Chalo, kannada work
10. Hatten Bjorn: 1978, the political Economy of indirect rule –Mysore1881-1947.



## M.A. HISTORY AND ARCHAEOLOGY

### Semester-II

#### Course Code HAS 2.6.4

#### PALEGARAS OF CHITRADURGA AND DAVANAGERE

##### Course Outcomes (COs):

1. Historiographical Insights: Students will understand the contributions of historians like B.L. Rice, Mertemeer Wheeler, M.H. Krishna, and others in shaping the historiography of Karnataka. They will critically assess the impact of these historians on the study of regional history.
2. Early Palegaras and Relations: Students will examine the formative period of Chitradurga's early Palegaras, including Matti Thimmanan Nayaka and their relations with the Harapanahalli Palegaras, focusing on their political and social interactions.
3. Notable Palegaras' Contributions: Students will evaluate the achievements and significance of figures such as Bicchugatti Bharmannanayaka and Madakarinayaka V, including their military and political strategies, interactions with neighboring rulers, and the decline of their power.
4. Post-Nayaka Period Analysis: Students will analyze the influence of post-Nayaka figures like the Dalavayis and Nagatiyars, and assess the cultural contributions of the Palegaras of Chitradurga, including their advancements in art, architecture, and irrigation.
5. Regional Historical Context: Students will gain insights into the socio-cultural and administrative contributions of various Palegaras, such as Bagali Dadenayaka and Rajasomashekara Nayaka, and understand their impact on the region's historical development.

##### Program Outcomes (POs):

1. In-depth Historiographical Understanding: Graduates will develop a comprehensive understanding of key historiographical contributions and their influence on the study of Karnataka's history.
2. Detailed Analysis of Early Rulers: They will be able to analyze the political and social roles of early Palegaras, their relationships with neighboring states, and their impact on regional history.
3. Evaluation of Historical Figures: Graduates will evaluate the contributions and challenges faced by prominent Palegaras, and understand their strategic decisions and interactions with other rulers.
4. Assessment of Post-Nayaka Influence: They will assess the socio-cultural and administrative contributions of post-Nayaka figures and their influence on regional art, architecture, and irrigation practices.
5. Contextual Historical Insight: Graduates will gain the ability to contextualize the contributions of various Palegaras within the broader historical framework of Karnataka, enhancing their understanding of regional history and its development.

**Module- I** Historiography and sources – B.L.Rice,- Mertemeer Wheeler - M.H.Krishna-Hulluru Shrinivasa Jois ---M.S.Puttanna---S.K.Joshi---Lewis barriers and later historians-Rajashekarappa

**Module- II** Formative period—Matti Thimmanan Nayaka and other Early Paleyagars of Chitradurga, Relations with Harapanahalli Palegaras

**Module- III** Bicchugatti Bharmannanayaka –life and Achievements, Battle of Dodderi. Contributions. Madakarinayaka V-His Relation with Hyderali, Marathas and Neighbouring rulers, fall of Madakari Nayaka-V, Battle of Hodigere

**Module- IV** Post Nayaka period- influence of Dalavayis, Nagatiyaru, Onake Obavva.Cultural Contributions of Palegaras of Chitradurga-Art and Architecture, Irrigation. Position of Women, Harapanahalli Palegaras- Bagali Dadenayaka, Rajasomashekara Nayaka-Santebennuru Palegaras- Kenga Hanumantappappa Nayaka. Art and Architecture.

##### REFERENCE:

1. M.S.Puttanna – Chitradurgada Paleyagararu
2. Laxman Telagavi & M.V.Sreenivas – Chandravalli
3. B.Rajashekarappa – Praacheena Chitradurga
4. M.S. Puttanna : "The Palegars of Chitradurga"
5. HulluruShrinivasa Jois : "Chitradurga and Its Rulers"
6. Rajashekarappa : "Bharmannanayaka: Life and Achievements"
7. M.S. Puttanna "The History of Madakari Nayaka V"
8. Lewis Barriers : "Hyderali, Marathas, and the Chitradurga Palegars"
9. by M.S. Puttanna : "Art and Architecture of the Palegaras of Chitradurga"
10. Shrinivasa Jois : "Position of Women in Medieval Karnataka"
11. T Girija : "Durgada Nagathiyaru"
12. N S Mahantesha : Chitradurgada Kote parisarada Devalayagalu
13. Santhebennuru Sumathindra nadig : Davanagere Jille Itihasada kelavu Hejjegalu ,
14. Laxhman Telagavi, :Chitradurgada Raja Bichchugatii Bharamannanayaka

## M.A. HISTORY AND ARCHAEOLOGY

### Semester-III

#### Course Code: HAS 3.1

#### RESEARCH METHODOLOGY – I

##### Course Outcomes (COs):

1. Understanding Historical Methodology: Students will define and differentiate types of history and causation in historical analysis. They will explore history as a subject, including its objectivity, descriptive nature, and moral judgments, and understand its relationship with other disciplines such as Geography, Science, Economics, Political Science, and Literature.
2. Research Fundamentals: Students will grasp the concept and types of historical research, prerequisites for researchers, and the need for research in history. They will identify and differentiate between primary and secondary sources, including oral traditions, archival documents, manuscripts, and digital sources. They will also understand the significance of hypothesis in historical research.
3. Data Collection Skills: Students will develop skills in data collection, including identification, documentation, and oral history. They will practice note-taking techniques and understand the importance of field visits, archives, libraries, museums, and digital repositories in gathering authentic data.
4. Utilizing Data Collection Tools: Students will be proficient in using various data collection tools and methods, including fieldwork, interviews, case histories, surveys, and historical methods. They will explore the role of computers and internet sources in historical research, including data storage, analysis, digitalization of records, and cybersecurity.
5. Application of Digital Tools: Students will gain practical experience with digital tools and software for historical research, including search engines, data analysis, digitalization techniques, and exploring digital repositories like INFONET and INFLIBINET. They will understand the impact of technology on historical research and data security.

##### Program Outcomes (POs):

1. Comprehensive Historical Analysis: Graduates will be able to define and apply various historical methods and understand history's interdisciplinary connections, enhancing their analytical and interpretive skills in historical research.
2. Effective Research Practices: They will demonstrate proficiency in researching historical topics, utilizing both primary and secondary sources effectively, and formulating and testing hypotheses.
3. Advanced Data Collection Techniques: Graduates will be skilled in collecting, documenting, and analyzing historical data using traditional and modern methods, including oral history and digital tools.
4. Expert Use of Research Tools: They will be adept at using a range of data collection and analysis tools, including fieldwork techniques, interviews, and digital technologies, to support historical research.
5. Integration of Digital Technologies: Graduates will be capable of integrating digital technologies into historical research, employing software packages and online resources for data analysis and preservation, while ensuring data security and accuracy.

<b>Module- I</b>	History: Meaning and types. Causations in History. Subject Matter, Objectivity in History. Understanding History as discipline, moral Judgement in History. History relation with other Subjects: Geography, Economics, Political Science, Sociology, Literature, Science and Technology.
<b>Module- II</b>	Research: Concept and Types, Pre-requisitions of researchers, Historicism. Research in History: need, Selection of Research problem. Problems of researcher. Sources: Primary- Oral traditions, Anonymous, Chronology, Eye witness, Archival documents, Manuscripts, Genealogy. Secondary Sources: Books- Biographies, Autobiographies, Articles and Documentaries, Pictorial Sources. Digital sources, Cross verification of Sources. Hypothesis-meaning, importance in History Research.
<b>Module- III</b>	Data collection: Data Identification, Documentation skill and oral History. Notes taking techniques. Centres of data: Field Visit, Archives, Libraries, Museums, Digital repositories, ICHR, Genuinity of data.

**Module- IV** Methods and tools of Data collection: Field work, Interview, Case History, Survey, Historical method. Originating of research objectives. Computers in Research: Internet, Sources of Historical records, Information storage, Major Tools and simulators, Search engines, Data analysis, Digitalisation of Historical Records, Exploring, 3D Recording. Websites, INFONET, INFLIBINET, Software packages for Historical research. Cyber security.

**References:**

1. "The History of History: A Study of Historical Methods and Theory" by Michael Bentley
2. "What Is History?" by E.H. Carr
3. "Historiography: An Introduction" by E.H. Carr and Richard J. Evans
4. "Geography and History: Bridging the Divide" by Andrew C. Isserman
5. "Science and Technology in World History: An Introduction" by James E. McClellan III and Harold Dorn
6. "The Economic History of the World" by Paul Bairoch
7. "Political Science and History: The Crossroads of Research" by Robert E. Goodin
8. "Literature and History: An Interdisciplinary Approach" by Jonathan Bate
9. "Research Methods in History" by M.C. Curthoys and A. C. McKernan
10. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
11. "Doing Historical Research" by Iain McCalman
12. "Oral History: An Introduction for Students" by Edward D. C. D'Angelo



**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester-III**  
**Course Code: HAS 3.2**  
**MODERN WORLD HISTORY- (1789-1945)**

**Course Outcomes (COs):**

1. Understanding Revolutionary France: Students will analyze the causes, course, and results of the French Revolution, including the roles of the Bourbons, Louis XVI, and Marie Antoinette. They will also evaluate the impact of the revolution on France's economy, trade, and cultural life, including contributions by figures like Copernicus, Galileo, and Newton.
2. Napoleon and European Unification: Students will examine Napoleon Bonaparte's impact on Europe, including the Continental System, the 1812 Russian campaign, the Battle of Waterloo, and the Vienna Congress. They will also study the unification of Italy and Germany and the key figures involved.
3. Modern Conflicts and Political Changes: Students will understand the causes and outcomes of World War I and World War II, including the Russian Revolution and the role of the League of Nations and the mandate system. They will also explore the rise of dictators such as Hitler and Mussolini.
4. American Civil War and Social Change: Students will explore the American Civil War, the role of Abraham Lincoln, and the contributions of Martin Luther King Jr. They will also study the experiences of African Americans and significant figures like Theodore Roosevelt in shaping American history.

**Program Outcomes (POs):**

1. In-depth Historical Analysis: Graduates will be able to critically analyze key events and figures in European and American history, including revolutions, wars, and political changes, and understand their broader impacts.
2. Understanding Economic and Cultural Developments: They will assess the economic and cultural transformations in Europe and America, including the effects of major historical events on trade, intellectual life, and societal structures.
3. Evaluation of Political Systems and Leaders: Graduates will evaluate the roles of significant political leaders and systems, including the influence of Napoleon, the impact of World Wars, and the effects of dictatorial regimes.
4. Comprehensive Knowledge of Social Movements: They will understand the social movements and key figures in American history, including civil rights leaders and their impact on social change and governance.
5. Integration of Historical Contexts: Graduates will integrate their knowledge of historical events with broader economic, cultural, and political contexts, demonstrating a nuanced understanding of historical developments and their implications.

<b>Module- I</b>	Bourbons in France, Louis, Marie Antoinette, French Revolution-Causes-Course- Results. Expansion of growth of economy, trade and commerce– guild system – Intellectual and cultural life in medieval Europe – Philosophy and science – Copernicus, Galileo Galilee, Newton
<b>Module- II</b>	Napoleon Bonaparte- Continental System- 1812 Russia War, Waterloo, Vienna Congress, Unification of Italy and Germany- Stalwarts of Unification
<b>Module- III</b>	World War I and II, Causes and Results, Russian Revolution, League of Nations, Mandate system, Dictators Hitler, Mussolini
<b>Module- IV</b>	Civil war in America, Martin Luther Jr, Negros in America, Abraham Lincoln, Theodore Roosevelt

**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. Ongione W.C. :The world since 1914-1919
15. Carr E.H. :The Twenty Years Crisis
16. Hezen C.D.:Modern Europe
17. Carr E.H. :International Relations between the Two world Wars
18. S. G. Ghatapanadi. : Adhunika Yuropu (Kannada Version of C D Hazen's Book)

**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – III**  
**Course Code: HAS 3.3**  
**ART AND ARCHITECTURE OF INDIA**

**Course Outcomes (COs):**

1. Understanding Early Indian Architecture: Students will gain knowledge of the foundational aspects of art and architecture in ancient India, including the Pre-Maurya and Mauryan periods, with a focus on Stupa and Rock-Cut architecture.
2. Development of Temple Architecture: Students will analyze the origin and evolution of temple architecture in India, including the various styles such as Nagara, Dravida, Vesara, Kadamba Nagara, and Kalinga (Phamsana) styles.
3. Study of Ancient Structural Temples and Sculptures: Students will explore the architectural and sculptural contributions of the Chalukyas of Badami, Rashtrakutas, Chalukyas of Kalyana, Pallavas, and Cholas, focusing on major sites like Aihole, Badami, Pattadakal, Ellora, Mahabalipuram, and Tanjavur.
4. Exploration of Medieval Indian Architecture: Students will examine the architectural advancements during the medieval period, including Hoysala architecture in Belur, Halebid, and Somanathpur; Vijayanagara temple architecture with special reference to Hampi and Lepakshi; and Bahamani and Adil Shahi architecture in Bidar and Bijapur.

**Program Outcomes (POs):**

1. In-depth Analysis of Ancient Indian Art and Architecture: Graduates will demonstrate an understanding of early Indian architectural styles and techniques, including the significance of Stupa and Rock-Cut architecture.
2. Knowledge of Temple Architecture Evolution: They will be able to identify and differentiate between various styles of Indian temple architecture and explain their development and characteristics.
3. Comprehensive Understanding of Major Temples and Sculptures: Graduates will have detailed knowledge of important structural temples and sculptures from various Indian dynasties and periods, analyzing their architectural features and artistic contributions.
4. Insight into Medieval Architectural Innovations: They will be proficient in discussing the architectural achievements of medieval India, including significant examples from the Hoysala, Vijayanagara, Bahamani, and Adil Shahi periods.
5. Integration of Historical and Artistic Contexts: Graduates will be able to integrate their understanding of art and architecture with historical contexts, demonstrating a nuanced appreciation of the cultural and historical significance of various architectural styles and structures.

**Module- I** Introduction to Art and Architecture, Art and Architecture of Pre- Maurya and Mauryan Period, Stupa Architecture and Rock-Cut Architecture.

**Module- II** Origin and Development of Temple Architecture, Styles- Nagara Style, Dravida Style, Vesara Style. Kadamba Nagara Style, Characteristics of Kalinga (Phamsana) Style

**Module- III** Structural Temples and Sculptures of Ancient India: Gupta's, Chalukyas of Badami- Aihole, Badami, Pattadakal. Rashtrakutas- Alampur Group of Temples, Ellora Rock-cut Caves, Chalukyas of Kalyana- Gadag, Ittagi and Lakshmeshvara. Pallavas- Mahabalipuram and Kanchipuram, Cholas- Tanjavur and Gangaikonda Cholapuram.

**Module- IV** Structural Temples and Sculptures of Medieval India: Delhi and Mogal's, Hoysalas- Belur, Halebid and Somanathpur. Architecture during Vijayanagara period: Features of temple Architecture, Study of temples with special reference to Hampi and Lepakshi. Bahamani Architecture at Bidar, Adil Shahi Architecture at Bijapur

**References:**

**English Books:**

1. Acharya P. K., 1927, Indian Architecture According to Manasara, Oxford University Press, London.
2. Dallapiccola L.S.Z. Lallemant., 1980, The Stupa: Its Religious, Historical and Architectural Significance, Wiesbaden.
3. Snodgrass., Adrian., 1992, The Symbolism in Stupa, Motilal Banarasidass, Delhi.
4. Dhavalikar M. K., 1985, Late Hinayana Caves of Western India, Deccan College, Pune.
5. Sundara Rajan K. V., 1981, Cave Temples of The Deccan, Archaeological Survey of India, New Delhi.
6. Parimoo Ratan, 1988, Ellora Caves: Sculpture and Architecture, Book and Books, New Delhi.
7. Ray., Nihar Ranjan., 1975, Maurya and Post Maurya Art, New Delhi.
8. Sundara Rajan K. V., 1972, Indian Temple Styles: The Personality of Hindu Architecture, Munshiram Manoharlal, New Delhi.



9. Michell, George., 1977, The Hindu Temple: An Introduction to its Meaning and form, University of Chicago Press, Chicago.
10. Tadgell Christopher, 1995, The History of Architecture in India, Phaidon Press Ltd, London.
11. Srinivasan K. R., 1972, Temples of South India, National Book Trust, Delhi.

**Kannada Books:**

12. ಶರ್ಮ ಆರ್. ಎಸ್. (ಮೂಲ), ಶಂಕರನಾರಾಯಣ ರಾವ್ ಎನ್. ಪಿ., 2013, ಪ್ರಾಚೀನ ಭಾರತ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
13. ಇರ್ಫಾನ್ ಹಬೀಬ್., ವಿವೇಕಾನಂದ ಝಾ (ಮೂಲ), ನಗರಗೇರೆ ರಮೇಶ್ (ಅನು), 2014, ಮೌರ್ಯರ ಕಾಲದ ಭಾರತ, ಚಿಂತನ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
14. ಕೂ. ಸ. ಅರ್ಪಣ., 2021, ದೇವಾಲಯ ವಾಸ್ತುಶಿಲ್ಪ ಪರಿಚಯ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
15. ಮನೋಜ್ ಜಿ., 2015, ದೇವಾಲಯ ವಾಸ್ತು ವಿಜ್ಞಾನ, ಸುಬೋಧಿನಿ ಬುಕ್ ಪಬ್ಲಿಷರ್ಸ್ ಮತ್ತು ನಾಲೆಡ್ಜ್ ಅಕಾಡೆಮಿ, ಚಿತ್ರದುರ್ಗ.
16. ಪ್ರಭಾಕರ್ ಎಂ. ಎಸ್., 2017, ದೇವಾಲಯ ವಾಸ್ತುಶಿಲ್ಪ, ಕರ್ನಾಟಕ ಇತಿಹಾಸ ಸಂಶೋಧನ ಮಂಡಲ(ರಿ), ಧಾರವಾಡ.
17. ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ ಎಚ್., 2015, ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ ಸಮೀಕ್ಷೆ, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
18. ಶ್ರೀನಿವಾಸ ವಿ. ಪಾಡಿಗಾರ., 2008, ಬಾದಾಮಿಯ ಚಲುಕ್ಯರ ಶಾಸನಗಳು, ವಾಸ್ತು ಮತ್ತು ಶಿಲ್ಪಕಲೆ, ಕರ್ನಾಟಕ ಇತಿಹಾಸ ಸಂಶೋಧನ ಮಂಡಲ(ರಿ), ಧಾರವಾಡ.
19. ಶೀಲಾಕಾಂತ್ ಪತ್ತಾರ., 2008, ಪಟ್ಟದಕಲ್ಲು ದರ್ಶನ, ಕರ್ನಾಟಕ ಇತಿಹಾಸ ಸಂಶೋಧನ ಮಂಡಲ(ರಿ), ಧಾರವಾಡ.
20. ಲಾಂಗ್ವೆರ್ಸ್ ಎ. ಎಚ್. (ಮೂಲ), ವೆಂಕಟೇಶ ಟಿ. (ಅನು), 2020, ಹಂಪೆಯ ಅವಶೇಷಗಳು, ವಾಸನ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಬೆಂಗಳೂರು.
21. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ (ಸಂ), 2009, ಕನ್ನಡ ವಿಷಯ ವಿಶ್ವಕೋಶ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು.
22. ಜ್ಞಾನನಂದ. ಜಿ. 2002. ಶಿಲ್ಪ ದರ್ಶನ ಸಂಪುಟ :02. ಪ್ರಸಾರಂಗ ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ
23. ಮಜುಂಧಾರ್.ಆರ್ ಸಿ (ಮೂಲ), ನರಸಿಂಹ ಮೂರ್ತಿ ಎ, ವಿ. (ಅನುವಾದಕರು ) 2001, ದೆಹಲಿ ಸುಲ್ತಾನರು ಅದಿಪತ್ಯ ಭಾಗ-02, ಸಂಪುಟ-12, ಭಾರತೀಯ ವಿದ್ಯಾಭವನ, ಬೆಂಗಳೂರು
24. ಮಜುಂಧಾರ್. ಆರ್ ಸಿ (ಮೂಲ), ನರಸಿಂಹ ಮೂರ್ತಿ ಎ ವಿ. (ಅನುವಾದಕರು ) 2003, ಮೊಗಲ್ ಸಾಮ್ರಾಜ್ಯ ಭಾಗ-03, ಭಾರತೀಯ ವಿದ್ಯಾಭವನ, ಬೆಂಗಳೂರು
25. ಮಜುಂಧಾರ್. ಆರ್ ಸಿ (ಮೂಲ), ನರಸಿಂಹ ಮೂರ್ತಿ ಎ ವಿ. (ಅನುವಾದಕರು ) 1999, ಅಭಿಜಾತ ಯುಗ ಭಾಗ-02, ಸಂಪುಟ-06 ಭಾರತೀಯ ವಿದ್ಯಾಭವನ, ಬೆಂಗಳೂರು

**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – III**  
**Course Code: HAS3.4**  
**MODERN INDIAN HISTORY (1707-1885)**

**Course Outcomes (COs):**

1. Understanding Historical Developments of the 15th Century in India: Students will analyze the key historical developments and historiographical debates of the 15th century in India, including the decline and disintegration of the Mughal Empire and the role of European trading companies.
2. Analyzing Colonial Expansion and Policy: Students will evaluate the Anglo-French struggle for dominance in the Deccan, British expansion in regions like Mysore, Maharashtra, Punjab, and Awadh, and the impact of new revenue settlements and educational policies. They will also assess cultural awakenings and social reforms of the colonial period.
3. Examining Resistance Movements and the 1857 Uprising: Students will explore peasant and tribal resistance movements in early colonial India, the causes, events, and consequences of the 1857 uprising, and the subsequent changes in British colonial policy under the crown.
4. Studying Reform Movements and Revivalist Movements: Students will analyze the major reform movements and revivalist movements among Hindus, Muslims, and Sikhs, including the Brahma Samaj, Prarthana Samaj, Arya Samaj, Ramakrishna Mission, Wahabi movement, Aligarh Movement, Pan-Islamic Movement, and others.

**Program Outcomes (POs):**

1. In-depth Knowledge of 15th Century Indian History: Graduates will possess a thorough understanding of the historical context of the 15th century in India, including the disintegration of the Mughal Empire and the influence of European trading companies.
2. Critical Analysis of Colonial Expansion and Policy: Graduates will be able to critically assess the impact of British territorial expansion, revenue settlements, and educational policies on Indian society, as well as the cultural and social reforms that emerged during the colonial period.
3. Insight into Resistance Movements and Colonial Policies: They will demonstrate an understanding of the nature and consequences of resistance movements in early colonial India, including the significance of the 1857 uprising and changes in British colonial policy.
4. Understanding of Reform and Revival Movements: Graduates will have a comprehensive understanding of the various reform and revivalist movements across different communities, their leaders, and their contributions to social and religious change in India.

**Module- I** Advent of Europeans; European Trading Companies in India, Anglo-French Struggle for Supremacy in Deccan, Duplex, British Ascendancy in Bengal- Battle of Plassey, Baxar, Robert Clive- Dual Government, British Territorial Expansion, Mysore, Maharashtra, Hyderabad, Punjab, and Awadh, New Revenue Settlements, Educational minutes of Lord Macaulay

**Module- II** India Under Governor Generals- Warren Hastings, Cornwallis, Lord Wellesley, Bentinck, Lord Hardinge –I, Doll Housie, Lord Canning.

**Module- III** Resistance against Britishers Peasant, Tribal Resistance Movements, 1857 Revolt: Causes, Course, Nature, impacts 1858 Act, Policies of Lytton, Rippon

**Module- IV** Cultural Renaissance Derozio, Brahma Samaj, Arya Samaj, Ranade, Ishwarchandra Vidyasagar, Ramakrishna Mission, Prarthana Samaj, Theosophical Society. Wahabi, Titimir Ahmadiyya, Deoband, Aligarh. Singh Sabha

**Reference:**

1. Seema Alavi: The Eighteenth Century in India.
2. Irfan Habib: The Agrarian system of the Mughal Empire.
3. Mazaffar Alam: 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. Sumit Sarka: Modern India 1885-1947.
9. Bipan Chandra: India's struggle for Independence.
10. A.R Desai: Social Background of Indian Nationalism.

## M.A. HISTORY AND ARCHAEOLOGY

### Semester – III

Course Code: HAS 3.5

### HISTORY OF MODEREN KARNATAKA (1800-1956 C.E)

#### Course Objectives

#### 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 movements in Different regions of Karnataka
5. To understand how a state formed on linguist basis

#### Program Outcomes (POs):

1. After the completion of the course, students will be able to critically discuss major social, Political , economic and cultural structures , events and themes shaping the later Middle ages in Karnataka.
2. Evaluate and analyse different medieval sources and medieval Kranataka historiography like Burtien stein
3. Critically evaluation the concept of decline in relation to the later Middle ages of Karnataka.
4. Formulate logical arguments substantiated with historical evidence.
5. Express ideas clearly in both written and oral modes of communication.

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

- Module- I** Introduction and Recall- Dondia Wagh, Wodeyar of Mysore after Tippu Sultan - Dewans, Nagar insurrection, Commissioners- Cubbon and Bowring. National Movement, Mysore State Congress, Shivapura Dhawaja Satyagraha, Forest Satyagraha, Hamilton Satyagraha, Palace Satyagraha. Formation of Responsible Government. K.C Reddy
- Module- II** Anti-British uprisings in Kalyana Karnataka- 1857 Revolt - Surapura Venkatappa Nayaka, Naragunda Baba Saheb, Nizams Rule- Arya Samaj, Razakars, Border Movement-Police Ation
- Module- III** Bombay Karnataka-Role of Peswas, expansion of British rule, Revolts- Kitturu Chennamma - Sangaolli Rayanna, Bedas of Halagali, influence of Tilak, Quit India Movement. Sardar Veeranagowda, Unification Movement- Karnataka Vidyavardhaka Sangha.
- Module- IV** Madras Karnataka- Basel Mission, - National movement -Karnad Sadashiva Rao, Haleri Kings of Kodagu-Veera Raja, Lingaraja and Chikkaviraraja. Annexation of Kodagu. - Consolidation of British rule in Kodagu. Freedom movement in Kodagu. Amarasulya insurrection of 1837-C.M. Poonachcha, P.I. Belliyappa- Unification Movement, SRC, Formation of Karnataka- S Nijalingappa

#### Reference:

1. Hettne. B., 1978. The Political Economy of Indirect Rule, Mysore 1881-1947, New Delhi Ambika Publication,
2. Belliappa C P nuggets from Coorg history Rupa Publication India Pvt Ltd New Delhi 2008
3. Belliappa C P Victoria Gowramma The Last Princess of Coorg history Rupa Publication India Pvt Ltd New Delhi 2010
4. Mahabaleswarappa B C , Hyderabad karnatakada Rajakeeya chaluvaligalu (1946-200), Prasaraanga, Gulbarga University, 1997
5. Halappa G.S., 1964. Freedom Movement in Karnataka, Vol. 2,
6. Handa, R. L., 1968. History of Freedom Struggle in Princely State, New Delhi,
7. J.D.E. Gribble, 1986. His tory of Deccan, Vol I and II, Delhi AEH Publication.
8. James Manor, 1977. Political Change in an Indian State Mysore 1917 - 1955, New Delhi
9. James Manor, 1978. Political Change in an Indian State Mysore 1917-1955, New Delhi South Asia Books.
10. Janaki Nair, 2006. Problems of Karnataka, Orient black swan,
11. Janaki Nayar, 2011. Mysore Modern, Delhi Oxford University Press,
12. Prasanna.D.A., Sadashiva, K., 2017. The Princely States and Making of Modern India, Manipal University Press

13. Rice, B.L.,1878. Mysore and Coorg Gazetteer, Govt of Karnataka Dept. of Gazetteer.
14. Ricktor, G.,1984. Gazetteer of Coorg 1871, New Delhi AEH Publication.
15. Scbastian Joseph (ed) History of Karmataka, Vol.6, Hampi Prasaranga, Kannada University,
16. Shyam Bhat, S., 1998. South Canara A Study in Colonial Administration and Regional Response, New Delhi Mittel Publications.
17. Sturruck, 2003.Malnad of Madvas Presidency 1864, Bangalore Karnataka State Gazctteer.
18. Suryanath U. Kamath, 1973. A Concise History of Karnataka, Jupiter Books.
19. Suryanth U. Kamath, 1988.Quit India Movement in Karnataka,
20. Ko. Channabasappa, Karnataka Ekikarana Ballari Jille Hinneleyalli, Lohia Prakashana, Ballari, 2007
21. Ballari Jille Hinneleyalli, Lohia Prakashana, Ballari, 2007



## M.A. HISTORY AND ARCHAEOLOGY

### Semester – III

#### HAS 3.6.1

### CONSTITUTIONAL HISTORY OF INDIA

#### Course Outcomes (COs):

1. Understanding Colonial Legislative Frameworks: Students will be able to describe the historical background and significance of key legislative acts during the colonial period, including the Regulating Act of 1773, Pitt's India Act of 1784, the Government of India Act 1858, and the Indian Council Acts of 1861 and 1892.
2. Analyzing Reforms and Political Changes: Students will analyze the Minto-Morley Reforms of 1909, Montague-Chelmsford Reforms of 1919, and their impact on Indian political structure, including the introduction of separate electorates and Indian responses to these reforms.
3. Evaluating Constitutional Developments: Students will evaluate the British challenges to Indian political aspirations, the Nehru Report of 1928, the Government of India Act of 1935, and the formation and functioning of Congress ministries.
4. Examining Independence and Constitution Formation: Students will examine the formation of the Interim Government, the role of the Constitutional Assembly and Drafting Committee, and the impact of the Indian Independence Act of 1947 on the creation of the Constitution of India in 1952, including its Preamble and salient features.

#### Program Outcomes (POs):

1. Comprehensive Knowledge of Colonial Legislation: Graduates will possess a thorough understanding of the evolution of colonial legislative frameworks and their impact on Indian governance and administration.
2. Critical Analysis of Reforms and Responses: Graduates will critically analyze the effects of significant reforms and political changes during the British era, including their impact on Indian society and the response of Indian political leaders.
3. Understanding Constitutional Developments: Graduates will have a deep understanding of the constitutional developments leading up to Indian independence, including the formation of key legislative bodies and their roles in shaping modern India.
4. Insight into Independence and Constitution Formation: Graduates will be able to assess the historical context and implications of the Indian Independence Act of 1947 and the formation of the Indian Constitution, including its fundamental principles and features.

**Module- I** Introduction - Historical Background - East India Company- Regulating Act of 1773 - Pitt's India Act of 1784 - Government of India Act 1858- Queen's Proclamation - Indian Council Act of 1861-1892

**Module- II** Minto - Morley Reforms Act of 1909 - Separate Electorates- First world war - Montague-Chelmsford Reforms- Act of 1919- Indian Response.

**Module- III** British Challenge to the Indians - Nehru Report 1928- Government of India Act of 1935 - Central and Provincial legislatures - Formation of Congress Ministries and after.

**Module- IV** The Interim Government- Constitutional Assembly- Drafting Committee, - Indian Independence Act 1947, Constitution of India 1952 -Preamble- Salient Features

#### Reference Books:

1. G.S.Chhabra: Advanced study in the History of Modern India-Vol. I.:
2. B.Keith : A Constitutional History of India
3. R.C.Majumdar: British Paramountcy and Indian Renaissance Vol. IX and X:Constitutional History of India.
4. M.V.Pylee Appadorai. A Documents on Political thought in Modern India.
5. Appadorai : Documents on Political thought in Modern India.
6. Banerjee, A,C Constitutional History of India. (1919-1977), Vol-3
7. Desikachar S V (Ed): Readings in the Constitutional History of India ( 1757- 1947) , Delhi ,1983
8. Shree Govind Mishra : Constitutional Development and National Movements in India , Patna 1978

## M.A. HISTORY AND ARCHAEOLOGY

### Semester – III

#### HAS 3.6.2

#### INDIAN PAINTING

##### Course Outcomes (COs):

1. Understanding Indian Painting Techniques: Students will be able to describe the main features of Indian painting, including pre-historic rock art and the principles of Indian painting (shadanga), as well as the techniques, materials used, and common themes.
2. Analyzing Historical Paintings: Students will analyze the painting styles and contributions of different dynasties such as the Satavahanas, Guptas, Chalukyas, and Rashtrakutas, with a focus on significant sites like Ajanta, Ellora, and Bagh Caves.
3. Exploring Miniature Paintings: Students will explore the origin and development of miniature paintings, including those from the Palas of Bengal and Mughal miniature traditions under Akbar, Jahangir, and Shah Jahan, and will understand the characteristics of Pahadi, Rajput, Rajasthani, and Deccani schools of painting.
4. Examining Regional Paintings: Students will examine the unique features of Chola paintings at the Brihadeshwara Temple, Vijayanagara paintings with emphasis on Virupaksha and Lepakshi Temples, and Deccani Sultanate paintings, particularly from Gulbarga, Bijapur, and Bidar.

##### Program Outcomes (POs):

1. In-depth Knowledge of Indian Painting: Graduates will have a comprehensive understanding of the various techniques, materials, and themes used in Indian painting from pre-historic times to modern periods.
2. Critical Analysis of Historical Painting Traditions: Graduates will be able to critically analyze and evaluate the contributions of different dynasties and periods to Indian painting, including key sites and artworks.
3. Expertise in Miniature Painting Styles: Graduates will possess expertise in the development and characteristics of miniature painting traditions across different regions and rulers in India.
4. Appreciation of Regional Artistic Contributions: Graduates will appreciate and understand the significance of regional painting styles, including Chola, Vijayanagara, and Deccani, and their contributions to the broader Indian artistic heritage.

**Module- I** Introduction and Main features of Indian Painting: Pre-historic Rock Art: Bhimbetka, Principles (shadanga) of Paintings: Preparation Technique, Materials Used and Themes.

**Module- II** Paintings under Satavahana, Guptas, Chalukyan and Rashtrakuta rulers. with special reference to Ajanta, Ellora and Bagh Caves

**Module- III** Introduction to Miniature Paintings: origin and development under Palas of Bengal, Mughal Miniatures: Akbar, Jahangir, Shahjahan, Main features of Pahadi, Rajput, Rajasthani and Deccani Schools of Paintings.

**Module- IV** Chola Paintings at Brihadeshwara Temple at Tanjore, Vijayanagara Paintings with special reference to Virupaksha and Lepakshi Temples, Paintings of Deccani sultans: with special reference to Gulbarga, Bijapur and Bidar

##### Reference:

##### English Books:

1. Archer W. G., 1956, Indian Painting, London.
2. Brown P., 1932, Indian Painting, Oxford University Press, Oxford.
3. Sivramamurti C., 2002, Indian Painting, National Book Trust, India.
4. Philip S. Rawson., 1961, Indian Painting, Paris University Books, New York.
5. Pratapaditya Pal., 2018, Indian Painting, Los Angeles County Museum of Art, California.
6. Karl Khandalavala., 1974, The Development of Style in Indian Painting, Macmillan India. New Delhi.

##### Kannada Books:

7. ಅ. ಸುಂದರ., 1994, ಕರ್ನಾಟಕ ಪ್ರಾಗೈತಿಹಾಸ ಕಾಲದ ಕಲೆ, ಕರ್ನಾಟಕ ಲಲಿತಕಲಾ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
8. ಶರಣಬಸಪ್ಪ ಕೋಲ್ಹಾರ., 2010, ಶಿಲಾಯುಗದ ಗವಿಚಿತ್ರಗಳು, ಬಸವ ಪ್ರಕಾಶನ ಮತ್ತು ಪುಸ್ತಕ ವ್ಯಾಪಾರಿಗಳು, ಗುಲಬರ್ಗಾ.
9. ಮೋಹನ ಆರ್., 2019, ಕರ್ನಾಟಕದ ಆದಿಮ ಚಿತ್ರಕಲೆ, ಇತಿಹಾಸ ದರ್ಪಣ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
10. ಶಿವರಾಮ ಕಾರಂತ., 1979, ಕಲಾಪ್ರಪಂಚ, ಪ್ರಸಾರಾಂಗ, ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ.
11. ಶಿವರಾಮಮೂರ್ತಿ ಸಿ. (ಮೂಲ).. ತಿಪ್ಪೇಸ್ವಾಮಿ ಪಿ. ಆರ್., 2017, ಭಾರತೀಯ ಚಿತ್ರಕಲೆ, ನ್ಯಾಷನಲ್ ಬುಕ್ ಟ್ರಸ್ಟ್, ಇಂಡಿಯಾ.
12. ರಾಜಶೇಖರ ಜಮದಂಡಿ., 2020, ಬೀದರ-ಬಿದ್ರಿಕಲೆ, ಬಸವಕರಿ ಪ್ರಿಂಟರ್ಸ್ ಅಂಡ್ ಪಬ್ಲಿಷರ್ಸ್, ಮೈಸೂರು.
13. ಪಾಟೀಲ ಎಸ್. ಸಿ., 2001, ವರ್ಣಸಂಚಯ, ವಿಜಯ ಚಿತ್ರಕಲಾಮಹಾವಿದ್ಯಾಲಯ, ಇಲಕಲ್ಲ.
14. ಸುಬ್ರಹ್ಮಣ್ಯಂ ಕೆ. ವಿ., 2002, ಶಿಲಾಶ್ರಯ ಕಲೆಯ ವ್ಯಕ್ತಧಾನ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
15. ಅಂಬಳಕೆ ಹಿರಿಯಣ್ಣ (ಸಂ)., 2009, ಕನ್ನಡ ವಿಷಯ ವಿಶ್ವಕೋಶ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
16. ಮಜುಂಡಾರ್ ಆರ್ ಸಿ (ಮೂಲ), ನರಸಿಂಹ ಮೂರ್ತಿ ಎವಿ. (ಅನುವಾದಕರು ) 2000, ಸಾಮ್ರಾಜ್ಯಕ್ಕಾಗಿ ಹೋರಾಟ ಭಾಗ-03, ಸಂಪುಟ-10, ಭಾರತೀಯ ವಿದ್ಯಾಭವನ, ಬೆಂಗಳೂರು



## M.A. HISTORY AND ARCHAEOLOGY

### Semester – III

Course Code: HAS 3.6.3

### World Heritage Sites in India

#### Course Outcomes (COs):

1. Understanding Heritage Concepts: Students will define and explain the nature, scope, and classification of heritage, distinguishing between tangible and intangible heritage.
2. Evaluating World Heritage Sites: Students will assess the significance of World Heritage Sites, understand the uses and negative impacts of identifying such sites, and analyze the problems and prospects related to World Heritage Sites in India.
3. Exploring Heritage Categories: Students will explore different categories of heritage including natural, art, and architecture heritage, and understand the conservation practices related to culturally significant sites and artifacts. They will also gain insight into the role of museums and Indian crafts in preserving heritage.
4. Appreciating Cultural Heritage: Students will gain knowledge about various aspects of cultural heritage, including Indian dance forms, music forms, and cuisines, and appreciate their contributions to the cultural identity and diversity of India.

#### Program Outcomes (POs):

1. Comprehensive Understanding of Heritage: Graduates will have a thorough understanding of heritage concepts, including the various types and classifications of heritage, both tangible and intangible.
2. Analytical Skills for World Heritage Sites: Graduates will be able to critically analyze the significance of World Heritage Sites, including their benefits and challenges, and understand their implications for conservation and management.
3. Knowledge of Heritage Conservation: Graduates will possess knowledge about the conservation of natural and art heritage, including relevant legal frameworks and the role of museums and crafts in heritage preservation.
4. Appreciation of Cultural Heritage: Graduates will appreciate and understand the richness of Indian cultural heritage through its dance forms, music, and cuisines, recognizing their role in maintaining cultural identity and diversity.

<b>Module- I</b>	The Definition Nature, scope of Heritage, Classification of Heritage, Tangible Heritage, Intangible Heritage
<b>Module- II</b>	World Heritage sites (UNESCO), Significance, Uses of identifying world heritage sites- Negative impacts-World Heritage Sites in India- Problems and prospects
<b>Module- III</b>	Natural Heritage, Art and Architecture Heritage, ancient Conservation of culturally heritage act, Museum as Repository of Heritage, Indian Crafts
<b>Module- IV</b>	Cultural Heritage, Indian Dance Forms, Indian Music Forms and Indian cuisines

#### References:

1. Basham, A.L., 2007. The Illustrated Cultural History of India, New York: Oxford University Press.
2. Bhandari N.K., 2007. Cultural Heritage of India. Delhi: Eastern Book Corporation.
3. Bhowmik, S.K., 2004, Heritage Management: Care, Understanding and Appreciation of Cultural Heritage, Jaipur: Publication Scheme.
4. Biswas, Sachindra Sekhara, 1999. Protecting the Cultural Heritage (National Legislation and International Conservation), New Delhi: Aryan Books International.
5. Deshpande, M. N., 1994. Care of Cultural Heritage. New Delhi: National Museum Institute.
6. Dhawan Shashi, 1996. Recent Trends in Conservation of Art Heritage. Delhi: Agama Kala Prakashan.
7. Ghoshmaulik, S. K., Bass K. K., 2001. Understanding Heritage: Role of Museum. Bhubaneswar: Academic Staff College.
8. Howard, Peter, 2003. Heritage: Management, Interpretation, Identity, London: Continuum.
9. Paddayya, K., 2004. Heritage management with special reference to modern impacts on archaeology sites of lower Deccan. Deccan Studies" 1 (2): 7-24.
10. Rao P.R., 1988. Cultural Heritage of India. Delhi: Sterling.
11. Renfrew C., 2000. Loot, Legitimacy and Ownership. London: Duckworth.
12. Singh L.K., 2008. Indian Cultural Heritage from Tourism Perspective. Delhi: ISHA Books.
13. Thapar, B.K., 1989. Conservation of the Indian Heritage. New Delhi: Cosmo Publication.

**M.A HISTORY AND ARCHAEOLOGY**  
**Semester – III**  
**Course Code: 3.6.4**  
**INTELLECTUAL HISTORY OF MODERN INDIA**

**Course Outcomes (COs):**

1. To get familiarized with Mysore Experience
2. To get acquainted with Bengal Experience
3. To know about Bombay experience
4. To understand Madras Experience

**Program Outcomes (POs):**

1. The Learner may acquire the knowledge about various intellectual personalities and their Philosophy
2. The students may understand the various intellectual thoughts and their contribution to national freedom struggle.
3. The learner can apply various intellectual personalities' Ideology in their regular life.
4. The students may evaluate and explain about important intellectual thoughts and their sacrifices towards nation.

**Module- I**      Concept of Intellectual history in modern India: Bengal Experience - English education - Emergence of Bengali Middle class - Intellectual awakening - Raja Ram Mohan Roy - Keshub Chandra Sen - Eswar Chandra Vidyasagar - Press - Literature

**Module- II**      Bombay experience - Western education - Intellectual awakening Dadabhai Navroji - Ranade - Phule - Tilak - B.R. Ambedkar.

**Module- III**      Madras Experience - Western Education - Intellectual awakening - Subramania Bharati - Justice Party Narayana Guru - Periyar - Dravidian Movement - Veeresalingam Pantulu.

**Module- IV**      Colonial reality – Rise of economic nationalism-Growth of Political ideas-Indian National Congress-Socialist-Communists Party-Growth of Indian Press.

**Reference:**

1. Raja Ram Mohan Roy: English Works (1906).
2. Rajendranath: Raja Ram Mohan Roy.
3. Mac Donald. J.R: The Awakening of India, 1910.
4. Bipin Chandra: Indian National Movement. The long Term
5. Dynamics S. Volpert Tilak and Gokhale : Reform and Revolution in Making the Modern India, California 1962
6. C.H. Heimsath : Indian Nationalism and Hindu Social Reform
7. Nikhles Guha : Pre - British State in South India, Mysore



## M.A. HISTORY AND ARCHAEOLOGY

### Semester – III

Course Code: HAS OE 3.1

### FREEDOM MOVEMENT IN INDIA

#### Course Outcomes (COs):

1. Genesis of Nationalism: Understand the press, literature, and early nationalist organizations' role in shaping Indian nationalism and the INC's role.
2. Early Nationalist Movements: Learn about early leaders (Naoroji, Gokhale, Lal-Bal-Pal), the Partition of Bengal, and key events like the Surat Congress and Lucknow Pact.
3. Gandhian Era: Grasp major Gandhian movements (Non-Cooperation, Salt Satyagraha), key agreements (Gandhi-Irvin Pact), and significant events (Jallianwala Bagh, Quit India Movement).
4. Revolutionary Patriots: Know the contributions of revolutionaries (Bhagat Singh, Bose) and key events (Ghadar Conspiracy, INA, Partition of India).

#### Program Outcomes (POs):

1. Analytical Skills: Analyze the rise of nationalism and the role of early organizations and leaders.
2. Evaluation of Strategies: Critically assess the strategies and impacts of early nationalists.
3. Knowledge of Gandhian Policies: Understand Gandhian movements and their influence on India's independence.
4. Expertise in Revolutionary Movements: Analyze revolutionary contributions and major events leading to India's independence and partition.

Human Values will be highlighted

**Module- I** Genesis of Nationalism: Role of Press and Literature, Freedom Movement: Pre-Congress Organizations Indian National Congress (INC), INC as Safety Valve

**Module- II** Early freedom Movements: Moderates: Dadabai Naoroji and Drain of Wealth Theory, Gopal Krishna Gokhale, Radicals: Lal, Bal, Pal, Partition of Bengal and Vande Mataram Movement, Surat Congress, Lucknow Pact

**Module- III** Gandhian Era: Non-Cooperation Movement, Salt Satyagraha, Gandhi-Irvin Pact, Round Table, Conferences, Communal Award, Poona Pact, Jallianwala Bagh Massacre, Go Back Simon, Cripps' Proposals, Quit India Movement

**Module- IV** Revolutionary Patriots and Later Developments: Revolutionary Patriots: Khudiram Bose, Bhagat Singh, Sukhdev Rajguru, Chandrashekhar Azad, Ram Prasad Bismil, Conspiracy: Ghadar, Kakori, Chittagong Armoury Raid, Naval Mutiny, Movements Abroad: Udham Singh, Madam Bikaji Kama, Ras Behari Bose, Netaji Subhas Chandra Bose & INA, Cabinet Mission, Independence Act, Partition of India, Noakhali Massacre

#### Reference:

1. P.E Roberts; History of British India.
2. R.C Mazumdar: History of Freedom Movement III Vol.
3. Tarachand: History of Freedom Movement.
4. S. Gopal: British Rule 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) Communalism in Modern India. 4) History of Independent India.
10. A.R Desai: Social Background to Nationalism in India.

**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – III**  
**Course Code: HAS OE 3.2**  
**SOCIAL MOVEMENTS IN MODERN INDIA**

**Course Outcomes (COs):**

1. To get familiarized with rise of the Middle Class.
2. To get acquainted with Social movements among the backward classes.
3. To know about Social Movements among the Muslims.
4. To understand about Movements among the Dalits and Women in India.
5. To know about The role of Gandhi and Ambedkar

**Program Outcomes (POs):**

1. The learner may get the knowledge of various social movements in during the modern India.
2. Students will get the information about various social movement leaders achievements.
3. Students learner can understand the aims and objectives of various social movements in India.
4. Students may understand impact of social movements on Indian society.

**Module- I** Introduction: Conceptual framework - Type of Social Movements.-the introduction of English education and its impact- Middle Class -Attitude towards reforms Renaissance of 19th Century - Rise of social reform Movements - Brahmo-samaj, Prarthana samaj, Arya samaj Ramakrishna Mission.

**Module- II** Social movements among the backward classes, Jotiba Pule - Satya Shodaka samaj Sri Narayana Dharma Paripalana Movement - The Dravidian movement -Periyar and Self Respect Movement -The Yadava movement.

**Module- III** Social Movement among Muslims - The Revivalistic and reformistic trends – Wahabi Movement - Tariq-i-Mahmadiya - Sir Syed Ahmad Khan - Aligarh movement.

**Module- IV** Emergence of Dalit Movement in modern India - Dr.B.R.Ambedkar -Philosophy and struggle - Mahatma Gandhi's approach to the eradication of untouchability, Rise of Women's Movement - Savitri bhai phule - Sarojini Naidu -Gandhi's initiative -Women participation in National Movement - Ambedkar Views on women and the oppression Contemporary Women Movement in India.

**Reference:**

1. M.S.A RAO : Social Movements In India
2. M.N.Srinivas: Social Change in Modern India.
3. A.R.Desai: Social Movement in Modern India
4. A.R. Desai :Social Background of Indian Nationalism
5. Gail Omvedt : Dalit Movement in Modern India
6. Marc Gallanter: Competing Equalities:Caste in Modern India
7. Marc Gallanter
8. Braj Ranjan Mani: Debrahmanising History : Dominance and Resistance in Indian Society (Extensively Revised Edition )

**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – IV**  
**Course Code: HAS 4.1**  
**RESEARCH METHODOLOGY- II**

**Course Outcomes (COs):**

1. Understanding Data Authenticity and Criticism: Students will be able to identify and assess the authenticity of historical data, recognize causes of document forgery, and apply higher and lower criticism methods. They will also be proficient in forming and testing hypotheses, understanding historical logic and causation, and conducting a literary survey for research.
2. Effective Data Operation and Analysis: Students will be skilled in synthesizing and arranging historical facts, identifying and addressing historical misconceptions, and engineering research objectives. They will master data analysis techniques, both qualitative and quantitative, and understand methods of serialization and presentation.
3. Thesis Conceptualization and Writing: Students will be adept at conceptualizing a research thesis, including its design, chapterization, and writing processes. They will know how to frame and analyze findings, engage in thesis editing and oral presentations, and utilize supporting aids such as footnotes, end notes, glossaries, bibliographies, appendices, and maps.
4. Navigating Intellectual Property Rights and Publication: Students will understand Intellectual Property Rights (IPR), including issues related to fabrication, falsification, and plagiarism (FFP). They will be knowledgeable about academic publication processes, including print and e-journals, ISBN, ISSN, UGC CARE, peer-reviewed articles, and the copyright Act, as well as ethical considerations in writing and publication.

**Program Outcomes (POs):**

1. Proficiency in Historical Data Handling: Graduates will possess the ability to critically assess and handle historical data, including verifying authenticity, addressing forgeries, and applying various criticism methods to strengthen their research.
2. Advanced Research and Data Analysis Skills: Graduates will be skilled in organizing, analyzing, and presenting historical data, capable of both qualitative and quantitative analysis, and proficient in creating well-structured and impactful research objectives and theses.
3. Expertise in Thesis Development: Graduates will excel in developing and writing research theses, including structuring, drafting, editing, and presenting their work, while effectively utilizing supporting aids to enhance the quality and clarity of their research.
4. Knowledge of Academic Integrity and Publication Practices: Graduates will be well-versed in Intellectual Property Rights, academic publication standards, and ethical practices, ensuring adherence to regulations on plagiarism, copyright, and the academic integrity of their work.

<b>Module I</b>	Data Operation, Authenticity of data, causes for forgery documents. Criticism-Higher and lower. Hypothesis: Types, formation and testing, Objectivity in History research , Historical logic, causation in History. Literary Survey in research
<b>Module II</b>	Synthetic Operation- Selection, Arrangement of facts. Historical misconceptions, originating research objectives, engineering of thesis. Serialization- Methods, presentation and imagination as principle of serialization. Data Analysis: qualitative and quantitative
<b>Module III</b>	Conceptualizing research thesis- design, and salient features, Chapteriation, thesis writing, first and final draft and expositions.Framing and analysing findings, Colloquium, oral presentation. Supporting aids: footnotes, end notes, glossary, bibliography, appendices, index, maps
<b>Module IV</b>	Intellectual Property Right (IPR) Fabrication, Falsification and Plagiarism (FFP), Journals-Print and E-Journals, ISBN, ISSN- UGC CARE, Peer Reviewed. Articles: writing, Publication, Misconduct, ethics, copyright Act.



## References:

1. "Historical Methodology: A Guide to Research and Writing" by Robert M. Rucker
2. "The Historian's Craft" by Marc Bloch
3. "Introduction to Historical Method" by William Kelleher Storey
4. "A Guide to Historical Method" by Carl L. Becker
5. "The Elements of Historical Writing" by Richard J. Evans
6. "The Practice of History" by Geoffrey R. Elton
7. "Historical Research: A Guide" by B. J. D. Chiswick
8. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
9. "Qualitative Research Methods for the Social Sciences" by Bruce L. Berg
10. "Quantitative Data Analysis with IBM SPSS 17, 18 & 19: A Guide for Social Scientists" by Alan Bryman
11. "How to Write a Thesis" by Umberto Eco
12. Dr. Venkat Rao M Palati- Research and Professional Ethics.
13. "Writing Your Dissertation in Fifteen Minutes a Day" by Joan Bolker
14. "The Thesis and the Book: A Guide for First-Time Academic Authors" by Eleanor Harman
15. "The Complete Guide to Writing a Successful Thesis or Dissertation: A Step-by-Step Approach" by Evelyn Hunt Ogden
16. "The Chicago Manual of Style" by University of Chicago Press
17. Intellectual Property Rights: A Critical Analysis" by David I. B. Smith
18. "Plagiarism: A How-Not-To Guide for Students" by Barbara B. Sokoloff
19. "The Copyright Handbook: What Every Writer Needs to Know" by Stephen Fishman
20. "Academic Integrity and Plagiarism: A Guide for Students" by Carol M. Roberts
21. "Understanding Intellectual Property Law" by Peter Goodhart
22. Dr. Venkat Rao M Palati-Handbook of Academic Writing.



**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – IV**  
**Course Code: HAS 4.2**  
**CONTEMPORARY WORLD HISTORY (1945-2020)**

**Course Outcomes (COs):**

1. Understanding of International Organizations and Peacekeeping: Students will have a comprehensive understanding of the United Nations' organs, their roles in peacekeeping, and their achievements. They will be able to analyze the Cold War's features and the Non-Aligned Movement's impact on global politics.
2. Knowledge of Decolonization and Global Political Figures: Students will be knowledgeable about the methods and strategies of decolonization in Asia and Africa, the impact of apartheid in South Africa, and influential figures like Nelson Mandela. They will also be familiar with Mao Tse Tung, Stalin, and advancements in space research.
3. Awareness of Contemporary Global Issues: Students will be equipped to address current global problems such as women trafficking, migration, child labor, terrorism, ethnicity, and pandemics like COVID-19. They will understand the implications of these issues on global society and policy.
4. Insight into Middle Eastern and Central Asian Geopolitics: Students will gain insights into significant events and conflicts in the Middle East and Central Asia, including the Palestine-Israel conflict, the Suez Canal crisis, the Iran-Iraq War, and the Gulf Crisis. They will also understand the effects of liberalization, privatization, and globalization on these regions and the broader world.

**Program Outcomes (POs):**

1. Proficiency in International Relations and Peacekeeping: Graduates will have a solid grasp of the structure and functions of international organizations like the UNO, their role in global peacekeeping, and the implications of Cold War politics and non-alignment.
2. Expertise in Decolonization and Political Leadership: Graduates will understand the complexities of decolonization processes, influential global leaders, and their contributions to political and social change, including developments in space research.
3. Critical Awareness of Global Issues and Challenges: Graduates will be able to critically analyze and address major contemporary global issues such as trafficking, migration, child labor, terrorism, and pandemics, applying their understanding to real-world contexts.
4. In-Depth Knowledge of Regional Conflicts and Globalization: Graduates will be adept at examining regional conflicts and geopolitical issues in the Middle East and Central Asia, including the impact of liberalization, privatization, and globalization on these areas and the global stage.

**Module -I** UNO- organs, as a peace maker, achievements, Cold War- Features, Non-Aligned Movement.

**Module -II** Decolonization of Asia and Africa- methods and strategies; Apartheid in South Africa, Nelson Mandela-African Gandhi, Mao Tse Tung, Stalin, Development in Space Research

**Module -III** Problems before world: Women trafficking, Migration- Child Labour, Terrorism, Ethnicity Pandemics- Plague, Affluenza, COVID-19

**Module -IV** The Middle East and Central Asia: Palestine -Israel conflict, Suez Canal crisis, Gulf Crisis- Iran-Iraq, annexation of Kuwait, -America in Middle East, Liberalization, Privatization, Globalization (LPG)

**References:**

1. B V Rao : World History from Early times to A D 2000
2. Fleming D.F.: Cold War and Aligns
3. Churchill. W.S.:History of the Second World War
4. Dutt R.P.:Fascism and Social World Revolution
5. Coyle David Cushman:The UN and Law it Works
6. Michal H.G.: The UN as a Political Institution
7. Knapp Wilfred:A History of War and Common Wealth
8. Panikkar K.M. : Regionalism and Security
9. Candice Goucher and Linda Walton :World History Journey from Past to present
10. C D Hazen.: Modern Europe
11. S. G. Ghatapanadi. : Adhunik Yuropu (Kannada Version of C D Hazen's Book)
12. Venkatrao M Palati – COVID-19

**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – IV**  
**Course Code: HAS 4.3**  
**INTRODUCTION TO EPIGRAPHY, NUMISMATICS AND ARCHIVES**

**Course Outcomes (COs):**

1. Understanding of Epigraphy and Inscriptions: Students will understand the definition, antiquity, and importance of epigraphy, including the various types of inscriptions, their formats and contents, writing materials, and methods for dating inscriptions.
2. Knowledge of Indian Scripts: Students will be familiar with the origin and development of Indian scripts, from the Indus script through Brahmi and Kharosti to the evolution of scripts leading up to Kannada.
3. Expertise in Numismatics: Students will gain insights into the origin and antiquity of coinage in India, including its importance and manufacturing techniques. They will study significant coins from ancient India, including those from the Satavahana, Kushana, Gupta, Delhi Sultanate, Mughal periods, and Karnataka dynasties.
4. Proficiency in Archives and Preservation: Students will learn about the definition, nature, scope, and importance of archives, including the history and types of archival materials such as palm leaf manuscripts, paper documents, and kadas. They will also understand preservation techniques, the role of libraries, and issues related to plagiarism in research.

**Program Outcomes (POs):**

1. Proficiency in Epigraphy and Historical Inscriptions: Graduates will be adept at analyzing and interpreting various inscriptions, understanding their formats and contents, and utilizing dating methods to place them accurately within historical contexts.
2. Expertise in Indian Script Evolution: Graduates will have a comprehensive understanding of the development of Indian scripts, their historical significance, and their influence on the evolution of writing systems in India.
3. Knowledge of Numismatics and Coinage: Graduates will be skilled in studying the history and significance of coinage, including techniques of manufacture and the historical context of important coins across different Indian dynasties.
4. Understanding of Archival Practices and Preservation: Graduates will be knowledgeable about the nature and scope of archives, methods of preserving archival materials, and the role of libraries in supporting research, with a keen awareness of issues related to plagiarism.

<b>Module -I</b>	Epigraphy: Definition, Antiquity, Importance, Types of Inscriptions, Format and Contents, Writing Materials, Eras and Dating Methods.
<b>Module -II</b>	Indian scripts: Origin of Scripts, Indus, Brahmi and Kharosti, Development of Script from Brahmi to Kannada.
<b>Module -III</b>	Numismatics: origin and Antiquity of Coinage in India, importance, Manufacture Techniques, Study of some important Coins- Ancient India, Satavahana, Kushana, Gupta, Delhi sultante - Mughals and Karnataka Dynasties- Kadambas to Vijayanagara Rulres.
<b>Module -IV</b>	Archives: Definition, Nature, Scope and Importance, History of Archives, Types of Archival Materials (Palm Leaf and Paper manuscripts, Paper Documents, Kadas) Preservation and Maintenance, Libraries and Plagiarism in Research.

## References:

### English Books:

1. Sircar D. C., 1965, Indian Epigraphy, Motilal Banarsidass, Delhi.
2. Sircar D. C., 1966, Indian Epigraphical Glossary, Motilal Banarsidass, Delhi.
3. Gai G. S., 2011, Introduction to Indian Epigraphy, CIIL, Mysore.
4. Richard Salomon., 1998, Indian Epigraphy, Oxford University Press, New York.
5. Andrew Glass., 2000, A Preliminary Study of Kharosthi Manuscript Paleography, University of Washington.
6. Narasimha Murthy A. V., 2015, Indian Epigraphy, B. R. Publishing Corporation, Delhi.
7. Brown C. J., 1922, The Coins of India, Association Press, Calcutta.
8. Sircar D. C., 2008, Studies in Indian Coins, Motilal Banarsidass Publishers, Delhi.
9. Rapson E. J., 2021, Indian Coins, GYAN Publisher, New Delhi.
10. Cunningham A., 2021, Coins of Ancient India, GYAN Publisher, New Delhi.
11. Cunningham A., 2021, Coins of Mediaeval India, GYAN Publisher, New Delhi.
12. Walter Elliot., 2022, Coins of Southern India, Shubhi Publications, Gurgaon.
13. Henderson J. R., 1921, The Coins of Haidar Ali and Tipu Sultan, Govt. Press, Madras.
14. Poole, 1990, Coins and Medals, Cosmo Publications, New Delhi.
15. Laalguptaparameshwari, 1969, Coins, National Books Trust, New Delhi.
16. Kharbade B. V., Bhatia S. K., 2003, Preventive Conservation of Museum Objects, NRLC, New Delhi.
17. Thiagarajan J., 2007, Archives Keeping, Prabha Publications, Madurai.
18. Mukherjee., 1973, Preservation of Library Materials, Archives and Documents, Calcutta.
19. Sailen Ghose., 1963, Archives in India: History and Assets, Sri R.C. Bose Press, Calcutta.

### Kannada Books:

20. ಪ್ಲೀಟ್ ಜೆ. ಎಫ್ (ಮೂಲ), ಸಿ. ಪಿ. ಕೆ. (ಅನುವಾದ), 2001, ಭಾರತೀಯ ಶಾಸನಶಾಸ್ತ್ರ ಪರಿಚಯ, ಲಕ್ಷ್ಮಿಪ್ರಿಂಟಿಂಗ್ ಅಂಡ್ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಮೈಸೂರು.
21. ಸಿ. ಪಿ. ಕೆ., 2001, ಶಾಸನಶಾಸ್ತ್ರ ಪ್ರವೇಶ, ಚೇತನ್ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
22. ಸಿ. ಪಿ. ಕೆ., 2011, ಶಾಸನಶಾಸ್ತ್ರ ಲಕ್ಷ್ಮಿಪ್ರಿಂಟಿಂಗ್ ಅಂಡ್ ಪಬ್ಲಿಷಿಂಗ್ ಹೌಸ್, ಮೈಸೂರು.
23. ನಾಯಕರ ಹುಲುಗಪ್ಪ, 2011, ಶಾಸನಗಳ ಪ್ರಕಾರಗಳು ಮತ್ತು ಅವುಗಳ ಮಹತ್ವ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
24. ದೇವರಕೊಂಡಾರಡ್ಡಿ, 2002, ಲಿಪಿಯ ಹುಟ್ಟು ಮತ್ತು ಬೆಳವಣಿಗೆ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
25. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ., 2011, ಕನ್ನಡ ಲಿಪಿಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು.
26. ಮಂಜುನಾಥ ಎಂ. ಜಿ., ದೇವರಾಜಸ್ವಾಮಿ ಜಿ. ಕೆ., 2019, ಕನ್ನಡಲಿಪಿ ವಿಕಾಸ, ಯುವಸಾಧನೆ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
27. ಶ್ರೀನಿವಾಸ ಪಾಡಿಗಾರ., 2004, ಭಾರತೀಯ ಇತಿಹಾಸದ ಶಾಸನ ಆಕರಗಳು, ರಾಮಾಶ್ರಯ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಧಾರವಾಡ.
28. ಚಿದಾನಂದಮೂರ್ತಿ ಎಂ., 2015, ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ, ಸಪ್ನಾ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು.
29. ದೇವರಕೊಂಡಾರಡ್ಡಿ, 2008, ಕರ್ನಾಟಕ ಶಾಸನಗಳಲ್ಲಿ ಶಾಪಾಶಯ, ಕರ್ನಾಟಕ ಇತಿಹಾಸ ಸಂಶೋಧನ ಮಂಡಲ, ಧಾರವಾಡ.
30. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ., 2008, ಭಾರತೀಯ ನಾಣ್ಯ ಪರಂಪರೆ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು.
31. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ., 2003, ಕರ್ನಾಟಕದ ನಾಣ್ಯ ಪರಂಪರೆ, ಕನ್ನಡ ಪುಸ್ತಕ ಪ್ರಾಧಿಕಾರ, ಬೆಂಗಳೂರು.
32. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ., 2000, ಕರ್ನಾಟಕದಲ್ಲಿ ವಿದೇಶಿ ನಾಣ್ಯಗಳು, ಪರಂಪರೆ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
33. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ., 1996, ವಿಜಯನಗರದ ನಾಣ್ಯ ಸಂಪತ್ತು, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು.
34. ಅಂಬಳಕೆ ಹಿರಿಯಣ್ಣ (ಸಂ), 2009, ಕನ್ನಡ ವಿಷಯ ವಿಶ್ವಕೋಶ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು.
35. ಅಗ್ರವಾಲ್ ಓ. ಪಿ. (ಮೂಲ), ನರಹರಿ ಇ. ಡಿ. (ಅನು), 2008, ಕಲಾಸಂಸ್ಕೃತಿಗಳು ಮತ್ತು ಗ್ರಂಥಾಲಯ ಸಾಮಗ್ರಿಗಳ ಸಂರಕ್ಷಣೆ, ನ್ಯಾಷನಲ್ ಬುಕ್ ಟ್ರಸ್ಟ್, ಇಂಡಿಯಾ.
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**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – IV**  
Course Code: HAS 4.4  
**INDIAN NATIONAL MOVEMENT**

**Course Outcomes (COs):**

1. Genesis of Nationalism: Understand the press, literature, and early nationalist organizations' role in shaping Indian nationalism and the INC's role.
2. Early Nationalist Movements: Learn about early leaders (Naoroji, Gokhale, Lal-Bal-Pal), the Partition of Bengal, and key events like the Surat Congress and Lucknow Pact.
3. Gandhian Era: Grasp major Gandhian movements (Non-Cooperation, Salt Satyagraha), key agreements (Gandhi-Irvin Pact), and significant events (Jallianwala Bagh, Quit India Movement).
4. Revolutionary Patriots: Know the contributions of revolutionaries (Bhagat Singh, Bose) and key events (Ghadar Conspiracy, INA, Partition of India).

**Program Outcomes (POs):**

1. Analytical Skills: Analyze the rise of nationalism and the role of early organizations and leaders.
2. Evaluation of Strategies: Critically assess the strategies and impacts of early nationalists.
3. Knowledge of Gandhian Policies: Understand Gandhian movements and their influence on India's independence.
4. Expertise in Revolutionary Movements: Analyze revolutionary contributions and major events leading to India's independence and partition.

Human Values will be highlighted

**Module- I**      Genesis of Nationalism: Role of Press and Literature, National Movement: Pre-Congress Organizations Indian National Congress (INC), INC as Safety Valve

**Module- II**      Early Nationalist Movements: Moderates: Dadabai Naoroji and Drain of Wealth Theory, Gopal Krishna Gokhale, Radicals: Lal, Bal, Pal, Partition of Bengal and Vande Mataram, Movement, Surat Congress, Lucknow Pact

**Module- III**      Gandhian Era : Non-Cooperation Movement, Salt Satyagraha, Gandhi-Irvin Pact, Round Table Conferences, Communal Award, Poona Pact, Jallianwala Bagh Massacre, Go Back Simon, Cripps' Proposals, Quit India Movement

**Module- IV**      Revolutionary Patriots and Later Developments: Revolutionary Patriots: Khudiram Bose, Bhagat Singh, Sukhdev Rajguru, Chandrashekhar Azad, Ram Prasad Bismil, Conspiracy: Ghadar, Kakori, Chittagong Armoury Raid, Naval Mutiny, Movements Abroad: Udham Singh, Madam Bikaji Kama, Ras Behari Bose, Netaji Subhas Chandra Bose & INA, Cabinet Mission, Independence Act, Partition of India, Noakhali Massacre

**Reference:**

1. P.E Roberts; History of British India.
2. R.C Mazumdar: History of Freedom Movement III Vol.
3. Tarachand: History of Freedom Movement.
4. S. Gopal: British Rule 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) Communalism in Modern India. 4) History of Independent India.
10. A.R Desai: Social Background to Nationalism in India

**M.A HISTORY AND ARCHAEOLOGY**  
**Semester – IV**  
**Course Code: 4.6.1**  
**SOCIO-RELIGIOUS MOVEMENTS IN INDIA (19<sup>th</sup> CE)**

**Course Outcomes (COs):**

Socio-Religious Reform Movements in Colonial India is a series of lectures to introduce about the 19th century reform movements and personalities like Brahmo Samaj, Arya Samaj, Prarthana Samaj, and Aligarh movement, Ramakrishna and Vivekananda and Jyotiba Phule.

**Program Outcomes (POs):**

The students will get an idea about the native responses to the colonial rule during the 19th century and their significance in formation of the modern Indian society.

- Module- I**      Impact of English Education and Renaissance: English Intervention in socio-religious life of Indian People: Indian Response to British Social Reforms
- Module- II**      Raja Rammohan Roy - the father of Indian Renaissance and Brahmo Samaj: Henry Vivian Derozio and Young Bengal Movement: Effort at Women Emancipation
- Module- III**      Arya Samaj and Swami Dayananda Saraswathi: Prarthana Samaj and Theosophical Society: Aligarh and Wahabi Movement
- Module- IV**      Jyotiba Phule and Satyashodhak Samaj: Ramakrishna Paramahansa and Vivekananda-Ramakrishna mission

**References:**

1. A. Gupta (ed.), 1958. Studies in the Bengal Renaissance. Bengal: National Council of Education.
2. A.F.S Ahmed, 1965. Social Ideas and Social Change in Bengal, Netherland: Brill Archive.
3. A.R Desai, 2011. Social Background of Indian Nationalism, Mumbai: Popular Prakashan.
4. Amit Sen, 2011. Notes on the Bengal Renaissance, New Delhi: Nabu Press.
5. Annie Besant, 2010. For India 's Uplift, US: University of Michigan Library.

## M.A. HISTORY AND ARCHAEOLOGY

### Semester – IV

Course Code: HAS 4.6.2

### CONTEMPORARY PROBLEMS OF INDIA

#### Course Outcomes (COs):

1. Post-Independence Challenges: Understand the refugee problem, state reorganization, and formation of new states in post-independence India.
2. Economic and Social Issues: Analyze issues related to poverty, population, unemployment, and the impacts of globalization and liberalization on the Indian economy.
3. Social Movements: Study neo-social movements, including backward class movements, Mandal Commission, and environmental issues.
4. Societal Problems: Examine movements addressing women's rights, peasant struggles, water disputes, and social issues like child labor, sati, dowry, and alcoholism.

#### Program Outcomes (POs):

1. Understanding Historical Developments: Evaluate the impact of post-independence challenges and state reorganizations on India's socio-political landscape.
2. Economic Analysis: Assess the effects of economic policies like globalization and liberalization on various sectors and social issues.
3. Social Movements Insight: Analyze the role and impact of various social movements and commissions in addressing social justice and environmental concerns.
4. Addressing Social Issues: Critically evaluate efforts and movements aimed at solving critical societal problems and improving social welfare.

**Module- I** Introduction- Independence and after the Refugee Problem-Reorganization of States-Formation of New States

**Module- II** Problems 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- III** Neo Social Movement-Backward Class Movement-Mandal Commission, Merit v/s Reservation, Dalit Movement-Movement on Environmental issues

**Module- IV** Women Movement-Peasant Movement-Water Dispute- Child Labor, Sati, Dowry, alcoholism and violence

#### References:

1. Balraj Puri: The Issue at Kashmir
2. Christophe Jaffrelot: History of Hindu Nationalist politics in India
3. Hiranmay Karlekar (ed): 50 years of India's Independence
4. Panikar K.N.: communalism and The Secularism Agenda
5. Partha Chatterjee (ed): A Nation and Its Fragments
6. Partha Chatterjee (ed): A Possible India
7. Partha Chatterjee (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



**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – IV**  
**Course Code: HAS 4.6.3**  
**INDIAN MUSEOLOGY**

**Course Outcomes (COs):**

1. **Museology Foundations:** Define the scope of museology and museography, understand key theories, and explore relevant laws and policies. Examine the relationship between museums and conservation.
2. **Museum Types and Functions:** Identify different types of museums and their functions. Study major national and regional museums, including their professional organization, displays, and exhibitions.
3. **Modern Museums:** Explore concepts of new and modern museums, including CEO and neighborhood museums. Understand museum planning and development.
4. **Collection and Documentation:** Learn about collection theories, policies, and ethics. Study acquisition methods, collection problems, and the documentation process.

**Program Outcomes (POs):**

1. **Museology Knowledge:** Gain a comprehensive understanding of museology, its aims, and its role in conservation and museum management.
2. **Museum Functions and Organization:** Analyze the functions of various types of museums and their organizational structures, focusing on major museums and their roles.
3. **Modern Museum Concepts:** Evaluate the development and planning of modern museums, including innovative concepts and community engagement.
4. **Collection Management:** Master the principles of collection management, including acquisition, documentation, and addressing collection-related challenges.

<b>Module-I</b>	Definitions, Aim and Scope of Museology and Museography. Theories of Museology. Laws, Acts and Policies. Relation between Museums and Conservation
<b>Module-II</b>	Types and Function of Museums. National Museums: New Delhi. Indian Museum, Kolkata. Salarjung Museum, Hyderabad. Chhatrapati Shivaji Maharaj Vastu Sangrahalaya, Mumbai. Regional Museums: Majumdar Museum, Dharmasthala, Keladi Museum, Mysore Museum–Jagannathan Place. Nature of Museum – Professional Museum Organization, Museum Association. Display and Exhibition.
<b>Module-III</b>	Concepts of the New Museums, Modern Museums- CEO – Museums, Neighborhood Museums, Living Museums etc. Museum Planning and Development.
<b>Module-IV</b>	Collection and Documentation. Collections: Theories, Policies, ethics of Collection. Modes of acquisition: filed – gathering, purchase, gifts, loans, exchange, treasure, trove etc. Collection problems – forgeries, copies, replicas, export/import control. Documentation Process.

**Reference:**

1. Alexander E. P., 1979, Museums in Motion: An Introduction to History and Function of Museums. Nashville.
2. Alexander E.P.(ed.), 1995, Museum Masters: Their Museums and their influence, New Delhi.
3. Ambrose T. & Paine C., 1993, Museum Basics, ICOM, London.
4. Fahy A.(ed.), 1999, Collection Management, London.
5. Light R. B., Roberts D. A., & J. D. Steward (eds), 1986, Museum Documentation Systems: Developments and Applications, London.
6. Lord B. & Herd G. D. (ed.), 1983, Planning our Museums, Ottawa.
7. Macdonald S. (ed), 1999, The Politics Of Display, London.
8. Plenderleith H. J. & Werner A.E.A., 1971, The Conservation of Antiquities and Works of Arts, London.
9. Punja S., 1998, Museums of India, New Delhi.
10. Sarkar H. 1981, Museums and Protection of Monuments and Antiquities in India, New Delhi.
11. Singh A. P., 1987, Conservation & Museum Techniques, New Delhi.

**M.A. HISTORY AND ARCHAEOLOGY**  
**Semester – IV**  
Course Code: HAS 4.6.4  
**HISTORY OF INDEPENDENT INDIA**

**Course Outcomes (COs):**

1. Genesis of Nationalism: Understand how the press, literature, and early organizations shaped Indian nationalism and the role of the Indian National Congress (INC).
2. Early Nationalist Movements: Explore the contributions of leaders like Naoroji, Gokhale, Lal-Bal-Pal, and key events such as the Partition of Bengal and the Surat Congress.
3. Gandhian Era: Learn about major Gandhian movements (Non-Cooperation, Salt Satyagraha), key agreements (Gandhi-Irvin Pact), and significant events like the Jallianwala Bagh massacre and Quit India Movement.
4. Revolutionary Patriots: Recognize the contributions of revolutionaries like Bhagat Singh and Subhas Chandra Bose and events like the Ghadar Conspiracy, the Indian National Army (INA), and the Partition of India.

**Program Outcomes (POs):**

1. Analytical Skills: Analyze the rise of nationalism and evaluate the impact of early nationalist organizations and leaders.
2. Evaluation of Strategies: Critically assess the strategies of early nationalists and their effectiveness.
3. Knowledge of Gandhian Policies: Understand the principles and impact of Gandhian movements on India's path to independence.
4. Expertise in Revolutionary Movements: Analyze the contributions of revolutionary movements and their role in shaping modern India and its independence.

- Module- I** 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- II** Panch-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- III** SRC and Linguistic states. 1956- Local Bodies and PanchayatRaj-Education & Social Welfare.
- Module- IV** Politics and Political Parties – Congress Split in 1969- Nuclear Explosion – Total Revolution and Jayaprakash Narayan-Emergency and aftermath-Globalization – Human Rights, Communalism

**References:**

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

## M.A. HISTORY AND ARCHAEOLOGY

### Semester – IV

Course Code: HAS 4.6.5

### WOMEN IN MODERN INDIA

#### Course Outcomes (COs):

1. Historical and Reform Movements: Understand the sources, colonial construction of India, and 19th-century women's roles, including reforms by Brahmo Samaj, Arya Samaj, and Satya Shodhak Samaj.
2. Legal and Political Status: Analyze the legal and political rights of women during colonial and post-colonial periods, including legislative measures and participation in various political movements.
3. Post-Independence Movements: Examine women's movements post-1947, focusing on peasant, tribal, and trade union movements, as well as issues like dowry, rape, and labor conditions.
4. Empowerment and Decentralization: Explore women's empowerment in modern India, debates on affirmative action, the role of NGOs, and the impact of gender movements and political parties.

#### Program Outcomes (POs):

1. Historical Analysis: Analyze historical sources and reforms affecting women in 19th-century India.
2. Legal and Political Evaluation: Evaluate changes in legal and political rights of women from colonial to post-colonial India.
3. Movement Impact Assessment: Assess the impact of post-independence women's movements on social and economic conditions.
4. Empowerment Strategies: Understand the strategies for women's empowerment and the role of various institutions in modern India.

#### Gender: Women rights in contemporary India

<b>Module- I</b>	Sources-Literary and Oral Tradition-Colonial Construction of India-Women in 19 <sup>th</sup> Century- Women and Reforms-Brahmo Samaj, Satya Shodhak Samaj, Arya Samaj. Debate on Widow Marriage-Female Education-Social Legislation Enactments .Self-respect Movements
<b>Module- II</b>	Legal Status of Women-Political Rights-Colonial and Post-Colonial- Legislative Measures- Women in Political Movements –Pre-Gandhian, Revolutionary, Gandhian Movements- Labour, Left and Peasant Movements, Emergence and functioning of Women's Organization
<b>Module- III</b>	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
<b>Module- IV</b>	Women and Empowerment-Status of women in modern India Debate on Affirmative Action- Influence of Gender Movements – Compulsion of Political Parties – Women and Decentralization – Role of NGO'S- The Present Scenario

#### References:

1. Altekar A.S. : The Position of Women in Hindu Civilization
2. Bharathi Ray and Aparna Basu. : 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 Leslie(ed) : Roles and Pitfalls for Hindu Women
7. Krishna Murthy J (ed),: Women in Colonial India – Essays on Survival, Work and the State



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**HAS 4.5  
DISSERTATION**

**OBJECTIVES OF THE COURSE**

**(WITH GUIDELINES)**

## Model Question Paper

First Semester M. A. Degree Examination, February 2025  
(CBCS)

Paper: (OE) \_\_\_\_\_

Time: 2 Hours

Max. Marks: 40

### SECTION-A

1. Answer any FIVE of following. Each question carries TWO marks. (2 X 5 =10)

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

### SECTION-B

Answer any FOUR of the following. Each question carries FIVE marks (5 X 4 = 20)

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

### SECTION-C

Answer any ONE of the following. Each question carries TEN marks. (10 X 1= 10)

- 8.
- 9.
- 10.

-----  
*Suchitra.s*

**DEAN**  
Faculty of Arts  
Davangere University  
Shivagangotri, Davangere-07





**Model Question Paper**  
**First Semester M. A. Degree Examination, December**  
**2024-25(CBCS)**  
**HISTORY AND ARCHEOLOGY**  
**Paper: HC-1.1: RESEARCH METHODOLOGY-I**  
**PAPER CODE:**

Time:3 Hours

Max. Marks:70

**PART-A**

**I. Answer any FIVE of the following. (2X5=10)**

- a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)

**PART-B**

**II. Answer any FOUR of the following Questions. (5X4 = 20)**

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

**PART-C**

**III. Answer any FOUR of the following Questions. (10X4 = 40)**

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

*Suchitra S*  
**DEAN**  
Faculty of Arts  
Davangere University  
Shivangotri, Davangere-07

**Model Question Paper for O E**  
**First Semester M. A. Degree Examination, December**  
**2024-25(CBCS)**  
**HISTORY AND ARCHEOLOGY**  
**Paper: O E 3.1**

Time:2 Hours

Max. Marks:40

**SECTION-A**

**I. Answer any FOUR of the following. Each carries FIVE marks (4 X5=20)**

1. From Module -1
2. From Module -2
3. From Module -3
4. From Module -4
5. From Module -1 or 2
6. From Module -3 or 4

**SECTION-B**

**II. Answer any TWO of the following Questions. Each question carries TEN marks (2X10=20)**

7. From Module -1
8. From Module -2
9. From Module -3
10. From Module -4

## Internal Assessment / Evaluation Policy for P G in History and Archaeology

Examination Pattern is 70 (Theory) : 30 ( I A) for all hard core and soft core papers.  
For open elective papers 40 : ( Theory ) 10 ( I A) for semester End examinations .  
The break up Internal Assessment marks is shown below.

### Distribution of marks for Internal Assessment

Internal Assessment for 30 marks comprises of performance in the tests.  
Assignment , seminar, with submission of the document and attendance

1. Two tests for 5 marks each with proper record for assessment - 10 marks
2. Assignment ( Document submission mandatory ) - 05 marks
3. Seminar ( Document submission mandatory ) - 05 marks
4. Attendance Marks -10 marks

Total - 30 Marks

### Distribution of the Marks for Attendance

Sl. No	% of Attendance	Marks
1	75-80	2
2	80-85	4
3	85-90	6
4	90-95	8
5	95-100	10

Internal Assessment for 10 marks ( open elective ) comprises of performance in the test Assignment and attendance

1. Two tests for 2 marks each with proper record for assessment - 04 marks
2. Assignment ( Document submission mandatory ) - 02 marks
3. Seminar ( Document submission mandatory ) - 02 marks
4. Attendance Marks -02 marks

Total - 10 Marks



# Guidelines Governing Dissertation Report for Master of Arts in History and Archaeology

## INDEX

S.No	Clause	Title
1	HASPGDG1.0	An Overview of the Dissertation Work
2	HASPGDG2.0	Commencement of Dissertation Work
3	HASPGDG3.0	Dissertation Report Writing
4	HASPGDG4.0	Submission of the Dissertation Work
5	HASPGDG5.0	Evaluation of the Dissertation Report
6	HASPGDG6.0	Miscellaneous
7	HASPGDG7.0	Appendices

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<b>HASPGDG 1.0</b>	<b>An Overview of the Dissertation work</b>
	Every student is required to work on a dissertation on his/her interested title within the discipline and prepare a dissertation report under the supervision of a Faculty Guide. It also develops technical, analytical, social, historical sense and communication skills among students. Students are expected to carry out the study with research Commitment, Quality and Integrity towards learning by doing.
<b>HASPGDG 1.1</b>	<b>Objectives of the dissertation Work</b>
	<ol style="list-style-type: none"> <li>1. To extend the education and evaluation beyond the classroom of the University.</li> <li>2. To demonstrate the student's knowledge relating to field experience.</li> <li>3. To reveal the student's ability to collect, analyse, interpret and synthesize information/data.</li> <li>4. To present the results obtained, in a sequential and logical manner.</li> </ol>
<b>HASPGDG 1.2</b>	<b>Criteria for dissertation Topic Selection</b>
	<ol style="list-style-type: none"> <li>1. Any topic in relation with history and archaeology/historical events/organization/ historical personalities/review of biographies and Autobiographies/history and Archaeology related issues in the area of student's specialization.</li> <li>2. The dissertation work may comprise of historical, descriptive, analytical or exploratory methods, historical Case Studies, field work method and other methods of research may also be followed.</li> <li>3. Organisational Specific issues</li> <li>4. Any other related to History and Archaeology Stream.</li> </ol>
<b>HASPGDG 2.0</b>	<b>Commencement of dissertation work</b>
<b>HASPGDG 2.1</b>	<ol style="list-style-type: none"> <li>1. Students of the IV Semester, after completion of the III Semester End Examination have to undergo the dissertation work as per the Calendar of Events issued by the Chairperson/Head of the Department.</li> <li>2. This dissertation work carries four (4) credits during VI semester of the program.</li> <li>3. Once the dissertation work title is chosen, the students shall submit a duly filled in Registration form to the guide. The format of the Registration form is shown in <b>Appendix I</b>. This Registration form shall be maintained by the Office of the Chairperson/ Head, Department of Studies in History and Archaeology.</li> <li>4. Title of the dissertation work of the students should not be same, if so the students should ensure that the objectives and hypotheses of the research study must be entirely different.</li> <li>5. The student shall submit the synopsis of the dissertation as per the time schedule and the prescribed format to office of the Chairman/HOD, Department of Studies in History and Archaeology /Head of the Department through Guide. The format for the synopsis is shown in <b>Appendix II</b>.</li> <li>6. Students and the guide shall have regular interaction. The dissertation diary shall be maintained by the respective guides in order to enhance the quality of dissertation. The format for the dissertation Diary is shown in <b>Appendix III</b>.</li> </ol>

<b>HASPGDG 2.2</b>	<b>Role and Responsibilities of Guides:</b>
	<ol style="list-style-type: none"> <li>1. Only faculty members are Internal Guides/Faculty Guide: <ol style="list-style-type: none"> <li>a. The guide shall monitor the progress of the students under their guidance from the selection of the dissertation title to the submission.</li> <li>b. The guides are authorized to reject the report, if it does not meet the expected standard quality as per the guidelines.</li> <li>c. Guides should encourage primary data collection wherever possible. However, in case of secondary data, care should be taken to ensure relevance, adequacy and discretion.</li> <li>d. Establish a weekly assessment for the students to review progress and satisfaction with the dissertation.</li> </ol> </li> </ol>
<b>HASPGDG 3.0</b>	<b>Dissertation Report Writing:</b>
	<ol style="list-style-type: none"> <li>1. Following are the preliminary pages of the dissertation; Students shall follow the same sequence. <ol style="list-style-type: none"> <li>a. Cover Page and Title Page</li> <li>b. Declaration by the students</li> <li>c. Certificate of Originality by the Guide</li> <li>d. Acknowledgements</li> <li>e. Table of Contents</li> <li>f. List of Tables</li> </ol> </li> </ol>
<b>HASPGDG 3.1</b>	<p>Contents of the Chapters: This section gives indicative framework for the students towards the contents of the chapters in the Dissertation work:</p> <p><b>Chapter I: Introduction</b></p> <ul style="list-style-type: none"> <li>• Background of the study</li> <li>• Aims of the study</li> <li>• Importance of the study</li> <li>• Scope of the study</li> <li>• Statement of the problem/Need of the study</li> <li>• Geographical background and Historical background (if need)</li> <li>• Objectives of the study</li> <li>• Hypotheses for the Study</li> <li>• Limitations of the study</li> </ul> <p><b>Chapter II: Review of Literature:</b>(Minimum 35 reviews).</p> <p><b>Chapter III:</b></p> <ul style="list-style-type: none"> <li>• Research Design</li> <li>• Methodology</li> <li>• Data collection</li> </ul> <p><b>Chapter IV: Data analysis and interpretation:</b> Systematic analysis of primary or secondary data collected with proper headings. etc.</p> <p><b>Chapter V: Summary of findings, Conclusions and Suggestions.</b> The summary of findings and suggestions shall be presented as per the objectives of the study.</p> <p>Bibliography</p> <p>Appendices/ Annexure (If Any): The Appendices contain material which is of interest to the reader but not an integral part of the dissertation report and any problem that have arisen that may be useful to document for future reference.</p>
<b>HASPGDG 3.2</b>	<b>Presentation of the Report:</b>
	<ol style="list-style-type: none"> <li>a. Typing should be done on one side of the A-4 size paper.</li> <li>b. The left side margin should be 1.75 inches, the right, top and bottom margin should be 1 inch each.</li> <li>c. Font size: Chapter heading: 12; Sub-heading: 11 (Bold) and text of the running matter: 11.</li> <li>d. Fonts to be used are Times New Roman.</li> <li>e. The text of the report should have 1.5 line spacing; quotations and foot notes should be in single-line space.</li> <li>f. Chapter heading should be capitalized and should be kept at centre.</li> <li>g. Tables and diagrams should have respective number, captions and source.</li> <li>h. The body of the report can be in the range of 100 to 120 pages.</li> <li>i. All pages in main text should carry the Arabic numerals placed on the bottom at the</li> </ol>

	<p>centre. The Title page, Acknowledgement, Table of contents etc. should be numbered in lower case Roman numerals.</p> <p>j. The numbering of chapters, divisions and sub-divisions should be done, using Arabic numerals only. For example, sub-division 2 under division 4 of chapter 3 should be numbered as 3.4.2.</p> <p>k. Table and Figures appearing in the main text should have appropriate numbers and captions.</p> <p>l. Endnotes should be numbered consecutively within each chapter or throughout the dissertation report. Citations on the main text should carry the author(s) name with year, say for example, Sharma (2011) or (Sharma, 2011) as the case requires. The full reference for the citation should appear in the Bibliography.</p>
<b>HASPGDG 3.3</b>	<b>Plagiarism:</b>
	<p>a. Copying of material from any source without appropriate referencing the source will initiate plagiarism procedures, Institutions will initiate severe action for the same.</p> <p>b. All the materials that relates to the dissertation work, including completed questionnaires or tapes from interviews, should be shown to the guide and to be retained by the students until the University has declared the results. Students are advised not to dispose of the material away once their dissertation report is submitted, as they might be asked to present it as part of the viva voce or otherwise.</p>
<b>HASPGDG 4.0</b>	<b>Submission of the Report:</b>
	<p>a. The students shall submit four (04) copies of the report in hardbound (Normal binding) for report evaluation. One copy for the student, one copy for guide, one copy for the University and another copy for the institute/Department.</p> <p>b. The Students shall also submit the Soft copy of the report to the Chairman of the Department.</p> <p>c. The Chairman, shall consolidate the soft copy of the reports of all the students and submitted to the university.</p>
<b>HASPGDG 5.0</b>	<b>Evaluation of the Report</b>
	<p>a. After the successful submission of the report by students, examiner shall evaluate the report for 70 marks as per the Evaluation Format (<b>Appendix IV</b>).</p> <p>b. The Chairman, Department of Studies in History and Archaeology of the University, shall prepare the panel of examiners to conduct of viva voce for 30 marks as per the Viva voce format (<b>Appendix V</b>).</p> <p>c. It is the responsibility of the Chairman to submit the final consolidated marks to the University as per the calendar of events as notified by the University.</p>
<b>HASPGDG 6.0</b>	Miscellaneous
<b>HASPGDG 6.1</b>	The dissertation work guidelines should be read as a whole for the purpose of any interpretation.
<b>HASPGDG 6.2</b>	Wherever the words "he", "him", "his" occur in the regulations, they include "she", "her", "her's".
<b>HASPGDG 6.3</b>	In case of any doubt or ambiguity in the interpretation of the guidelines, the decision of the Chairman, department of History and Archaeology, shall be final.
<b>HASPGDG 6.4</b>	The University may change or amend the guidelines at any time, and the changes or amendments made shall be applicable to all the students with effect from the date notified by the University.
<b>HASPGDG 7.0</b>	Appedices

**NOTE: Refer Appendix I to XI**

#### Appendixes:

#### Appendix-I Registration Form

- 1 Name of the Student :
- 2 Name of the Guide :
- 3 Proposed Research Area : History and Archaeology
- 4 Proposed Research Topic :
- 5 Write a brief note on your Topic : (Minimum 400 to 500 Words)

Student's Signature:

Guide's Signature with date



## Appendix-II

Format of Synopsis:

Notes:

- The synopsis should not exceed 07 pages
- The cover page of the synopsis shall be the same as the cover page of the dissertation

**The contents of the synopsis:**

1. Introduction
2. Literature Review
3. Statement of the Problem
4. Need for the study
5. Objectives of the Study
6. Hypotheses for the Study
7. Scope of the study
8. Methodology
9. Data collection
10. Plan of Analysis, and
11. Chapter Scheme

## Appendix III

### Dissertation work Progress Diary

Date of the meeting	Topics discussed	Progress as on Date	Signature of the Faculty guide

**Note:**The Guide and students are expected to meet at least once in a week to discuss about Dissertation work .

Signature of the Student

## Appendix IV

### COVER PAGE & TITLE PAGE

Title<font size Arial Narrow 18-All caps & Bold>

Report submitted in partial fulfilment of the requirement for the award of the Degree of <Font Size Arial

Narrow 14>

MASTER OF HISTORY AND ARCHAEOLOGY

of

Name of the University

<Font size Arial Narrow 14-All caps & Bold)



By(font Size 14-Italic)

Name<Font size Arial Narrow 14-Title Case)

Reg. No.....

Under the guidance of

Name of Guide. <Font size Arial Narrow 14-Title Case)

Designation of guide <Font size Arial Narrow 12-Title Case)

Name of the Department <Font size Arial Narrow 20-Title Case)

Name of the University

2024-25(Font size-14)

[NOTE: Cover page should not contain any page number]

## Appendix V

### DECLARATION (BY THE STUDENT)

I hereby declare that the Dissertation work entitled "Title of the Report" submitted to the Department of Studies in History and Archaeology, Davangere University, Davangere, is a record of an original work done by me under the guidance of "Dissertation guide name, his/her designation, Department name he/she is associated with and the name of the University" and this Dissertation work is submitted in the partial fulfilment of the requirements of for the award Master Degree in History and Archaeology by Davangere University.

I also declare that this Dissertation is the outcome of my own efforts and that it has not been submitted to any other university or Institute for the award of any other degree or Diploma or Certificate.

**Place:**  
**Date:**

**Name:**  
**Register Number:**

## Appendix VI

### CERTIFICATE OF ORIGINALITY

**(To be Given by Guide and department)**

Date:

This is to certify that the Dissertation work titled"\_\_\_\_\_“ is an original work of Mr/Ms.\_\_\_\_\_: bearing University Register Number\_\_\_\_\_ and is being submitted in partial fulfilment for the award of the Master Degree in History and Archaeology by Davanagere University. The report has not been submitted earlier to this University/Institution for the fulfilment of the requirement of course of study.

**Signature of the Guide**  
**Date:**

**Signature of the Chairman**  
**Date:**



## Appendix VII

### Table of Contents

#### Report Structure

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1	Introduction, Conceptual Framework-Topic name	
2	Research Design	
3	Review of Literature	
4	Data analysis and Interpretation	
5	Summary of Finding, Conclusion and Suggestions	
	Bibliography	
	Annexure	
	Etc.....	

## Appendix-VIII

### List of Tables

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## Appendix-IX

### List of Figure

Figure Number	Figure Name	Page Number
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## Appendix X

Bibliography (Style of Referencing is APA format): Examples are given below for your students References.

### Books:

Abraham, K. (2001), The Dynamics of Economic Reforms (Economic Liberalization and Political Transformation), New Delhi: McGraw Publishers.

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### Reports and Gazettes:

Indian Archaeological survey (2008) India: April, 2008, Manila.

### Newspapers and Magazines:

Ahluwalia, M. (2003) 'Some of the criticism directed at the ICHR is not valid', an exclusive interview, D+C [Development & Cooperation], September, vol.30.

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Ministry of Finance (2008) "Colonization", Viewed on 06/11/2003 in the Website, <http://www.mof.in/~epa/colonization/index.html>.

Ram Mohan, T.T. (2004) " Civilization in China: Softly, Softly Does it", accessed on 02/10/2010 at <http://www.iimahd.ernet.in/publications/public/Fulltext.jsp?wp-no=2004-09-04>.

## Appendix-XI

### Dissertation Report Evaluation format for 70 Marks

S.No	Registration No	Name of the Students	70 Marks					
			Introduction & Conceptual framework (10 Marks)	Research design (05 Marks)	Review of Literature (10Marks)	Data Analysis and Interpretation (30Marks)	Summary of Findings, Suggestions and Conclusion(15Mark)	Total Marks Secured

## Appendix-XII

### Dissertation Report Vivo Voce format for 30 Marks by Panel of Examination appointed by the Chairman of the DoS in History and Archaeology, Davangere University

S.No	Registration No	Name of the Students	30 Marks					Total Marks Secured
			Self-Introduction (03 Marks)	Confidence (05 Marks)	Communication Skill (05 Marks)	Question and Answer report (12 Marks)	Learning by field experience (05 Marks)	

