

ಮಂಗಳೂರು
MANGALORE



ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
UNIVERSITY

(Accredited by NAAC)

ಕ್ರಮಾಂಕ/ No. : MU/ACC/CR 13/2023-24/A2

ಕುಲಸಚಿವರ ಕಛೇರಿ

ಮಂಗಳಗಂಗೋತ್ರಿ - 574 199

Office of the Registrar

Mangalagangothri - 574 199

ದಿನಾಂಕ/Date:07.10.2023

NOTIFICATION

Sub: Revised syllabus of M.A. in History & Archaeology Programme
Ref: Academic Council approval vide agenda

No.: ಎಸಿಸಿ: ಶೈ.ಮ.ಸಾ.ಸ.2:5(2023-24) dtd 04.10.2023.

The revised syllabus of M.A. in History & Archaeology programme which is approved by the Academic Council at its meeting held on 04.10.2023 is hereby notified for implementation with effect from the academic year 2023-24 and onwards.

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


REGISTRAR
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To

1. The Registrar (Evaluation), Mangalore University.
2. The Chairman, PG BOS in Dept. of History & Archaeology, University College, Mangalore.
3. The Co-ordinator, MA History & Archaeology Programme, University College, Mangalore.
4. The Superintendent (ACC), O/o the Registrar, Mangalore University.
5. The Asst. Registrar (ACC), O/o the Registrar, Mangalore University.
6. The Director, DUIMS, Mangalore University – with a request to publish in the Website.
6. Guard File.

MANGALORE UNIVERSITY



SYLLABUS for DEPARTMENT OF P.G. STUDIES in HISTORY & ARCHAEOLOGY

Choice Based Credit System (CBCS)
(New Scheme)



UNIVERSITY COLLEGE, MANGALORE



With effect from 2023-2024 Academic Year Onwards

SYLLABUS IMPLEMENTATION

Sl. No.	Course	Academic Year of Implementation
1.	FIRST SEMESTER	2023-2024 - Academic Year onwards.
2.	SECOND SEMESTER	
3.	THIRD SEMESTER	2023-2024 - Academic Year onwards.
4.	FOURTH SEMESTER	

NEW SYLLABUS

I, II, III & IV Semester w.e.f - 2023-2024

Scheme of Papers for the Post Graduate Degree of M.A. in History & Archaeology

I SEMESTER

Paper Code No	Subject	Credits	Internal Marks	Subject Marks	Total Marks
	Hard Core				
HAH - 401	Historiography	05	30	70	100
HAH - 402	Principles and Methods of Archaeology	05	30	70	100
HAH - 403	Ancient History of India up to the Mauryas	05	30	70	100
	Soft Core (Two papers to be selected out of the following)				
HAS - 404	Introduction to Paleography and Epigraphy.	04	30	70	100
HAS - 405	Social and Economic History of India (up to C.E 1206)	04	30	70	100
HAS - 406	History of Science and Technology in India.	04	30	70	100

II SEMESTER

Paper Code No	Subject	Credits	Internal Marks	Subject Marks	Total Marks
	Hard Core				
HAH - 451	Research Methods and Theories in History	05	30	70	100
HAH - 452	Pre and Proto History of India	05	30	70	100
HAH - 453	Ancient Indian Art and Architecture	05	30	70	100
	Soft Core (One paper to be selected out of the following)				
HAS - 454	History of Vijayanagara.	04	30	70	100
HAS - 455	Social and Economic History of India (C.E 1206 -1757)	04	30	70	100
	Open Elective (One out of two papers)				
HAE - 456	Art and Architecture of Karnataka	03	30	70	100
HAE - 457	Constitutional History Of India: From 1773 To 1947	03	30	70	100

NEW SYLLABUS

Scheme of Papers for the Post Graduate Degree of M.A. in History & Archaeology III SEMESTER

Paper Code No	Subject	Credits	Internal Marks	Subject Marks	Total Marks
	Hard Core				
HAH - 501	History of Indian Archaeology	05	30	70	100
HAH - 502	History of India from Post - Mauryan to Delhi Sultanate.	05	30	70	100
HAH – 503	Modern Europe	05	30	70	100
	Soft Core (One paper to be selected out of two Papers)				
HAS – 504	Indian Numismatics	04	30	70	100
HAS – 505	History of Medieval India(C.E 1206 –1757)	04	30	70	100
	Open Elective (One paper to be selected out of two Papers)				
HAE – 506	Historical and Cultural Tourism	03	30	70	100
HAE – 507	Contemporary India (Since 1947)	03	30	70	100

IV SEMESTER

Paper Code No	Subject	Credits	Internal Marks	Subject Marks	Total Marks
	Hard Core				
HAH – 551	National Movement in India	05	30	70	100
HAH – 552	Thinkers of Modern India	05	30	70	100
	Soft Core (Two papers to be selected out of three papers)				
HAS – 553	Modern Karnataka (C.E. 1752 – 1956)	04	30	70	100
HAS – 554	Social Reform Movements in Karnataka from 11 th to 20 th Century	04	30	70	100
HAS – 555	Colonialism and Nationalism in India.	04	30	70	100
HASP – 556	Project Work (Compulsory)	04	30	70	100
HAH - 557	World Civilization	05	30	70	100
HAS- 558	India after Independence (up to C.2000)	04	30	70	100

Table showing the structure of M. A in History and Archaeology course to be offered under the Choice based Semester scheme, (2021-2022 Onwards)

Semester	Hard Core			Soft Core			Open Elective		Total Credits
	No of papers	Credits allotted	Total Credits	No. of Papers	Credits allotted	Total Credits	No of Papers	Credits	
I	3	5+5+5	15	2	4+4	08			23
II	3	5+5+5	15	1	4	04	1	3	22
III	3	5+5+5	15	1	4	04	1	3	22
IV	3	5+5	10	2+1 project	4+4+4 project	12			22
Total			55			28		6	89

Total no of credits = 89

Hard Core - 15+15+15+10 = 55

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

Open Elective = 6

Percentage allotted to hard core papers: $55/89 = 61.79\%$

Percentage allotted to soft core papers: $28/89 = 31.46\%$

Open electives: $6/89 = 6.74\%$

The project shall consist of dissertation to be submitted at the end of the course work of the IV semester. It shall consist of a minimum of 25 pages and maximum of 50 pages, excluding the front page material and bibliography, (i.e. cover page, contents page, dedication). It shall be typed on A4 sheets, one sided in Times Roman 12 point font and be double spaced. The papers will have one inch margin on all sides and correspond very strictly to MLA style sheet convention (recent edition). The supervisor shall certify that the submitted dissertation is a work actually carried out by the students. The dissertations not conforming to the above requirements shall be rejected and students shall be asked to resubmit their work. Plagiarism of any sort should be avoided and a candidate may be failed if the dissertation is found to contain unacknowledged sources.

**Scheme of Examination and model question papers for the Post Graduate Degree of
M.A. in History & Archaeology**

I SEMESTER

Code No	Time	Max. Marks	Model question paper
HAH - 401	3 hrs	70	Section A Answer the following questions. Each question carries 10 marks. 1. a)..... OR b)..... 2. a)..... OR b)..... 3. a)..... OR b).....
HAH - 402	-do-		
HAH - 403	-do-		
HAS - 404	-do-		Section B Answer any five questions. Each question carries 8 marks. 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____
HAS - 405	-do-		
HAS - 406	-do-		

II SEMESTER

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

Code No	Time	Max.marks	MODEL QUESTION PAPER FOR OPEN ELECTIVE PAPERS
HAE - 456 HAE - 457	3Hrs	70	SECTION –A Answer the following questions . each questions carries 10 marks 10x2=20 1. A _____ OR B ----- 2. A _____ OR B _____ SECTION –B Answer any Five questions . each questions carries 07marks 07x5=35 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ SECTION –C Answer the following questions each questions carries 03marks 03x5=15 10. _____ 11. . _____ 12. _____ 13. _____ 14. _____

**Scheme of Examination and model question papers for the Post Graduate Degree of
M.A. in History & Archaeology**

III SEMESTER

Code No	Time	Max.Marks	Model question paper
HAH - 501	3 hrs	70	Section A Answer the following questions. Each question carries 10 marks. 1. . a)..... OR b)..... 2. . a)..... OR b)..... 3. . a)..... OR b)..... Section B Answer any five questions. Each question carries 8 marks. 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____
HAH - 502	-do-		
HAH - 503	-do-		
HAS - 504	-do-		
HAS – 505	-do-		
HAS – 506	-do-		

Code No	Time	Max.marks	MODEL QUESTION PAPER FOR OPEN ELECTIVE PAPER
HAE - 506	3Hrs	70	SECTION –A Answer the following questions . each questions carries 10 marks 10x2=20 3. A _____ OR B _____ 4. A _____ OR B _____ SECTION –B Answer any Five questions . each questions carries 07marks 07x5=35 3 _____ 4. _____ 5. _____ 6. _____ 7. _____ 8 _____ 9. _____ SECTION –C Answer the following questions each questions carries 03marks 03x5=15 10 _____ 11. _____ 12. _____ 13. _____ 14. _____
HAE - 507			

IV SEMESTER

Code No	Time	Max. Marks	Model question paper
HAH - 551	3 hrs	70	Section A Answer the following questions. Each question carries 10 marks. 1. a)..... OR b)..... 2. . a)----- OR b)..... 3. a)..... OR b)..... Section B Answer any five questions. Each question carries 8 marks. 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ 11. _____
HAH - 552	-do-		
HAH - 553	Project work. Model question paper is not applicable		
HAS - 554	-do-		
HAS - 555	-do-		
HAS – 556	-do-		
HAH- 557	-do-		
HAS- 558	-do-		

INTERNAL ASSESSMENT

a) The internal assessment marks awarded to students will be based on the assessment of

- 1) Test - 20 marks,
- 2) Assignment - 10 marks

b) The distribution of marks will be 70% for the terminal theory examination and 30% for Continuous internal assessment.

DISSERTATION / PROJECT WORK AND FIELD WORK:

Dissertation / Project work - There shall be 70 marks for project and 30 marks for viva – voce.

I Semester

Paper No. HAH: 401(Hard Core)

HISTORIOGRAPHY

Course Objectives: To introduce students to the history of historical writings in the world as well as in India. To familiarize students with the way how historians have constructed the past from time to time, the ideas and ideologies that influenced the historical writings; to highlight the contributions and limitations of various schools of historiography.

Course Outcomes:

- Students will be enlightened about the different historiographical traditions of the world and India.
- Students will also know how history has been written, the ideas that influenced the historians and also the new areas that have to be focused.

Unit- I

Introduction to Historiography; Meaning – Nature – Historiography in the West; the early foundations; Greco-Roman roots – Herodotus –Thucydides – Polybius – Pliny.

Unit-II

Evolution of the tradition; Christian Historiography – St Augustin –The Renaissance – The Enlightenment Era – Berlin Revolution: Ranke and Positivism – Hegel – Marx and Historical Materialism - The Annales Traditions – Marc Bloch.

Unit III

Indian Historiography; Historical consciousness in early India – Vedic Texts – Buddhists and Jaina texts – ‘Itihasa-Purana Tradition’.

Unit-IV

Colonial Historiography of India; The Orientalists – Asiatic Society and works of Indologists – Missionary Writings; Utilitarian Perceptions – Nationalist Response.

Unit- V

Contemporary – Communalists Perspectives – Marxists Views – Subaltern Studies.

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.AD. 600*. New Delhi.
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Ancient India*. New Delhi (1965), 1980.
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24. Upinder Singh, *A History of Ancient and Early Medieval India*, New Delhi.

Paper No. HAH: 402 (Hard Core)

PRINCIPLES AND METHODS OF ARCHAEOLOGY

Course Objectives: Introduction to Archaeology is a lecture series that introduces first semester students to key concepts and practical approaches in archaeology, highlighting their applications in interpreting the human past. The definition, aims and scope of archaeology and its development as a discipline is introduced to the students.

Course Outcomes:

- The successful completion of Introduction to Archaeology will help the students to develop a strong understanding of the nature, scope and importance of archaeology as a discipline.
- Knowledge about the theoretical and practical aspects of Archaeology will help them to acquire advanced information on the subject.

Unit-I- Introduction to Archaeology: Meaning – Definition – Nature – Scope – Importance of Archaeology – Concept of Culture – Culture-historical Approach – New Archaeology – Processual Approaches – Post-processual Approaches.

Unit-II- Branches of Archaeology: Pre-historic Archaeology – Proto-historic Archaeology – Historical Archaeology – Environmental Archaeology – Ethno Archaeology – Aerial Archaeology – Underwater Archaeology.

Unit-III- Archaeology and its Relations with Social Sciences: History – Anthropology – Sociology; Archaeology and its Relations with Natural Sciences: Physics – Chemistry – Botany – Zoology – Geology – Geography.

Unit-IV- Archaeological Explorations: Methods – Scientific Aids in Exploration – Principles and Methods of Excavation: Types of Excavation: Stratigraphy – Vertical Excavation – Horizontal Excavation – Quadrant Method.

Unit-V- Dating Methods: Relative Dating Methods – Absolute Dating Methods - Derivative Dating Methods.

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21. Narasimha Murthy A.V, *Archaeology of Karnataka*, Mysore, 1978.
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23. Rao S.R Marine Archaeology of Indian Ocean Countries, 1988
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26. .Raman, K.V, *Principles and Methods of Archaeology*, 1991.
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38. ಶ್ರೀಕಂಠಶಾಸ್ತ್ರಿ, ಎಸ್, ಭಾರತೀಯ ಪುರಾತತ್ವ ಸಂಶೋಧನೆ, ಮೈಸೂರು, 1975
39. ಪಾಡಿಗಾರ ಶ್ರೀನಿವಾಸ, ಪುರಾತತ್ವಶಾಸ್ತ್ರ ಪರಿಚಯ, ಧಾರವಾಡ, 2016

Paper No. HAH: 403 (Hard Core)

ANCIENT HISTORY OF INDIA UPTO THE MAURYAS

Course Objectives: Select topics on Ancient History of India up to Mauryas is a lecture series that introduces the students about the important topics which have drawn the attention of the historians. The Vedic expansion into the Ganga Valley and rise of socio- economic transformations, the rise of heterodox sects, Political Structure of Mahajanapadas, Mauryan polity and Arthashastra are the topic introduced to the students.

Course Outcomes:

- The Students will come to know about the important topics of scholarly attention and debate in ancient Indian history.
- The student will be knowing the problems of historical knowledge and how history is constructed from different angles and sources.
- After completing this course students will have a familiarity with the sources and political settings of India up to 300 C.E.

Unit-I

Sources of Ancient Indian History – Archaeological – Literary – Foreign Accounts – Arthashastra – Indica.

Unit-II

The Vedic Period; - The process of transition from Lineage to State – Origin of Political Institutions in Ancient India- Sabha- Samithi- Vidhata and Raja- Kingship- Rituals- Position and Functions.

Unit- III

Political Structure of Janapadas – Ganarajyas- Mahajanapadas in Ancient India - Rise of Magadha Empire and Nandas

Unit- IV

Rise of Heterodox Religions – Jainism and Buddhism

Unit- V

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

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27. Wheeler, R.E.M, *The Indus Civiliation*

Paper No. HAS: 404 (Soft Core)

INTRODUCTION TO PALEOGRAPHY AND EPIGRAPHY

Course Objectives: The paper introduced to learn and understand the development of Brahmi and Kharosthi scripts. To establish epigraphical records as one of the foremost sources in reconstruction of ancient Indian history. To know the origin, features, techniques etc. in Indian context.

Course Outcomes:

- The Students will be successfully able to decipher and read scripts, analyses inscriptions with the help of paleographic features and will also understand the different usages of language.
- After the successful completion of the course student will be able to interpret the inscription in its social, political, religious and economical context.

Unit-I

Introduction to Indian Epigraphy; Meaning and Definitions – Ancient Indian Scripts – Origin – Development of Scripts – Study of Some important Scripts – Brahmi – Kharosthi – Nagari.

Unit-II

Ashokan Inscriptions: Nature – Geographic distribution – Major Rock Edicts of Ashoka – I,II, III, VIII, XII, XIII- Minor Rock Edicts- Brahmagiri.

Unit- III

Eras in Indian History – Vikrama – Saka – Kalachuri or Chedi and Gupta or Vallabhi – Kaliyuga Era.

Unit-IV

Study of some Important Inscriptions:

Hathigumpha Inscription of Kharavela – Nasik Inscription of Gautamiputra Satakarni – Shiva Sri Pulamavi s Banavasi Inscription – Junagadh Inscription of Rudradaman – Allahabad Inscription of Samudragupta – Talagunda Inscription of Kakutsa Varma – Banavasi Pillar Inscription of Murugesavarman – Aihole Inscription of Pulakeshin II – Mathura Pillar Inscription of Chandragupta II – Halmidi Inscription of Kakutsavarman – Jura Prashasthi of Krishna III – Jinavallabha's Kutyala Inscription – Uttaramerur Inscription of Parantaka – Shravanabelagola Inscription of Bukka I.

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18. *Corpus Inscriptionum Indicarum Volumes*,
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20. *Indian Antiquary, Volumes.*
21. *Indian Historical Quarterly, Volumes.*
22. ದೇವರಕೊಂಡಾರೇಡ್ಡಿ, ಲಿಪಿಗಳ ಹುಟ್ಟು ಮತ್ತು ಬೆಳವಣಿಗೆ, ಬೆಂಗಳೂರು. ೨೦೦೬,
23. ನರಸಿಂಹಮೂರ್ತಿ ಎ.ವಿ. ಕನ್ನಡ ಲಿಪಿಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
24. ಕಲಬುರ್ಗಿ ಎಂ.ಎಂ, ಮಾರ್ಗ I,II ಮತ್ತು III, ಬೆಂಗಳೂರು.

Paper No. HAS: 404 (Soft Core)

INTRODUCTION TO PALEOGRAPHY AND EPIGRAPHY

Course Objectives: The paper introduced to learn and understand the development of Brahmi and Kharosthi scripts. To establish epigraphical records as one of the foremost sources in reconstruction of ancient Indian history. To know the origin, features, techniques etc. in Indian context.

Course Outcomes:

- The Students will be successfully able to decipher and read scripts, analyses inscriptions with the help of paleographic features and will also understand the different usages of language.
- After the successful completion of the course student will be able to interpret the inscription in its social, political, religious and economical context.

Unit-I

Introduction to Indian Epigraphy; Meaning and Definitions – Ancient Indian Scripts – Origin – Development of Scripts – Study of Some important Scripts – Brahmi – Kharosthi – Nagari.

Unit-II

Ashokan Inscriptions: Nature – Geographic distribution – Major Rock Edicts of Ashoka – I, II, III, VIII, XII, XIII- Minor Rock Edicts- Brahmagiri.

Unit- III

Eras in Indian History – Vikrama – Saka – Kalachuri or Chedi and Gupta or Vallabhi – Kaliyuga Era.

Unit-IV

Study of some Important Inscriptions:

Hathigumpā Inscription of Kharavela – Nasik Inscription of Gautamiputra Satakarni – Shiva Sri Pulamavi's Banavasi Inscription – Junagadh Inscription of Rudradaman – Allahabad Inscription of Samudragupta – Talagunda Inscription of Kakutsa Varma – Banavasi Pillar Inscription of Murugeshavarma – Aihole Inscription of Pulakeshin II – Mathura Pillar Inscription of Chandragupta II – Halmidi Inscription of Kakutsavarman – Jura Prashasthi of Krishna III – Jinavallabha's Kutyala Inscription – Uttaramerur Inscription of Parantaka – Shravanabelagola Inscription of Bukka I.

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48. ಕಲಬುರ್ಗಿಎಂ.ಎಂ, ಮಾರ್ಗ I,IIಮತ್ತು III, ಬೆಂಗಳೂರು.

HAS: 405

SOCIAL AND ECONOMIC HISTORY OF INDIA (UPTO 1206 CE)

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

Course Outcome:

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

Unit I-

Society and Economy in Vedic Period: Lineage Society and Pastoral Economy – Booty Capturing and Redistribution – Invention of Iron Technology – Expansion of Agriculture – Social and Economic aspects of Rituals – Origin of Varna Hierarchy – *Dana* and *Dakshina* as forms of Exchange.

Unit II-

Society and Economy from c. 600 BCE to 300 CE in North India: Varna and *Jati* based Social Structure – Social Protest – Emergence of Trade and Traders – Trade Routes – Coins and Currency System – Urban Centers – Market Places – Long Distance Trade.

Unit III

Society and Economy from c. 300 CE to 1200 CE in North India: Aspects of Social Structure – Slavery and Untouchability – Merchants – Guilds – Market Places – Trade Routes – Long Distance Maritime Trade – Coinage – Urban Centers – Debates on Urban Decay – Arguments for Decline – Arguments Against Decline – Royal Land Grants.

Unit IV-

Society and Economy in Deccan and South c. 300 BCE to 1200 CE: Features of Social Organization – Economy – Urbanization – Maritime Trade – Different Levels of Exchange – Inter-Regional Trade – Nature of Indo-Roman Trade – Social Formation from Ancient to Early Medieval – Consolidation of the Agrarian Relations – Temple Based Agrarian Economy.

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Paper No. HAS: 406 (Soft Core)

HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA

Course Objectives: History of Science and Technology in India is a lecture series that Introduces first semester students to key concepts and practical approaches in ancient science and technology.

Course Outcomes:

- On the successful completion of course on science and technology in India, students develop the ability to analyze certain concepts of ancient technology.
- The students get an idea about conservation and preservation of ancient materials.

Unit-I

Technology in the Indus civilization - Town planning - Metal science.

Unit-II

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

Unit-III

Science and technology in Medieval India – Alberuni's critique - Islamic influence – contributions of Sawai Jai Singh of Jaipur.

Unit-IV

Science and technology in Colonial and modern India.

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II Semester

Paper No. HAH: 451 (Hard Core)

RESEARCH METHODS AND THEORIES IN HISTORY

Course Objectives: Research Methods and Theories in history is a series of lectures aiming at introducing the students about the research methods such as collection of historical sources, critical methods of assessing historical facts, methods of reasoning and theorizing the facts, raising research questions and answering them.

Course Outcomes:

- The students will know the methods of conducting research in this field.
- The Present paper will prepare the students to be a good researcher.

Unit- I

Definition, Nature, Scope and uses of History - History and Social Sciences.

Unit- II

Subject matter – Knowledge of the Past – Old and New – Philosophers – Historians on History – Relevance of recording the past.

Unit-III

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

Unit-IV

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

Unit-V

Research: What is Research? – Choice of topic – Implementation of hypothesis – Data collection – Field work and Library work – Taking notes and questionnaires – Interviews – Analysis and Reasoning – Historical exposition – Writing and presentation – Chapterization – Foot note/End note – Bibliography – Appendix.

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Paper No. HAH: 452 (Hard Core)

PRE AND PROTO-HISTORY OF INDIA

Course Objective: Pre-and Proto-history of India is a series of lectures aiming at introducing the past of the earliest human groups from Stone Age to the beginning of the Iron Age in India. The broad objective is to acquaint students with the basic understanding of the pre and proto history of India with all its variations and features.

Course Outcomes:

- The students will know the earliest stages of the human society
- The Students gain familiarity with the rise and decline of the Harappan Civilization, its regional extent and variation and the nature of its cities and material remains.

Unit- I: Introduction to Prehistory and Proto-history: Definition – Scope – Importance; Classifying the Indian Stone Ages – Lower Palaeolithic Age – Middle Palaeolithic Age – Upper Palaeolithic Age – Important sites - Life Ways – The Mesolithic Age in India – Important sites – Material Culture – Mesolithic art and its Significance.

Unit- II: The Neolithic Age: The earliest village settlements – Burzahom – Gufkaral – Sangankallu – Tekkalakota – Hallur – Gudekkal – Utnur – Ashmonuds - Subsistence Pattern – Indian Chalcolithic culture – Balathal – Navadatoli – Diamabad – Inamgaon – Material Culture of Chalcolithic Communities.

Unit- III: Harappan Civilization: Early Harappan Phase – Geographical distribution – Features of settlements – Mature Harappan Phase – Major sites – Harappan Crafts and Techniques – Nature of Economy – Religion and Funerary practices – Late Harappan Phase – Geographical distribution – Salient features - Decline of Urban Phase and Various Theories .

Unit- IV: Antiquity of Iron Age in North India: Spread of Iron Technology – Society and Economy – Emergence of Cities – Expansion of Urban Centers – Impact of Iron on Culture.

Unit- V: Iron Age in South India: South Indian Megalithic Culture – Various Theories of Origin – Distribution – Typology – Material Culture – Subsistence Pattern – Excavated Sites in Karnataka – Iron Age - Early Historic Transition in South India.

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Paper No. HAH: 453 (Hard Core)

ANCIENT INDIAN ART AND ARCHITECTURE

Course Objectives: The main objectives of this course is to introduce students to the origin and development of Religious and secular architecture in ancient India. The paper traces the origin and development of early Buddhist, Brahmanical and Jaina architecture including sculptures.

Course Outcomes:

- The Students become familiar with the monuments and sculptures of India during the early period.
- The course provides information about various schools of art and architecture of India and their historical importance.

Unit-I

Introduction to Indian Art and Architecture: Architecture of Mauryan Period – Development of Stupa Architecture – Sanchi – Amaravati – Bharhut.

Unit-II

Development of Rock-cut Architecture: Barabar – Karla – Bhaja – Kanheri – Kondane – Bedse – Udayagiri – Khandagiri – Elephanta – Badami – Aihole.

Unit-III

Development of Structural Temples: Gupta Temples – Orissan Temple – Lingaraj and Konark Sun Temples – Khajuraho Temples – Khandaria Mahadeva Temple.

Unit-IV

South Indian Temple Architecture: Chalukyas – Pallavas and the Cholas – Badami – Aihole – Pattadakal – Rock-cut Rathas – Shore Temple – Kanchi – Tanjavur – Gangaikonda Cholapuram.

Unit- V

Hoysala Art and Architecture – Beluru – Halebidu – Somanathapura – Doddagaddavalli – Govindanahalli.

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Paper No. HAS: 454 (Soft Core)
HISTORY OF VIJAYANAGARA

Course Objectives: History of Vijayanagara is a series of lectures aiming at introducing the various economic activities which led to the formation of state and society during Vijayanagara period and thereby to understand the nature of society, economy and polity of those days.

Course Outcome:

- After the completion of course the student comes to know about the existence of historical writings on Vijayanagara and also about the society and economy of Vijayanagara period.
- After Studying the Course the Student will come to know about the Nature of Vijayanagara state.
- After Studying the Course the student will come to know about the Socio-Political and Economic condition in 14th Century South India.

Unit-I

Sources and Historiography : Archaeological and Literary – Historiography of Vijayanagara.

Unit-II

Debates on the Nature of the Vijayanagara State: K.Nilakanta Shastri and Military State - Burton Stein and Segmentary State - State Feudalism.

Unit-III

The Emergence of the Vijayanagra Empire : South India in the Beginning of the 14th Century - Krishnaswamy Iyyengar,Venkataramanayya and Telugu Claims - Father Henry Heras,Saletore and Kannada Claims - The Nayankara System.

Unit IV

Society and Economy during Vijayanagara Period: Social Stratification – Castes - Socio-Religious groups – Mathas - Education-Centers of Education - The Dasa Movement - Irrigation system – Land Tenures –Taxation.

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Paper No. HAS: 455 (Soft Core)

SOCIAL AND ECONOMIC HISTORY OF INDIA (C.E 1206 - 1757)

Course Objectives: Social and Economic history of India c. 1206 – 1757 is series of lectures to introduce the students to know about the agrarian system, trade, commerce, urbanization and the social conditions during the medieval period in India.

Course Outcome:

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

Unit-I

Society and Economy: Nobles – Slaves – Social Customs – Bhakthi Movement- Ramadas , Guru Nanak, Kabir, Meera Bai and Surdas – Sufi Tradition – Economy - Trade – Agrarian measures and market control – currency system.

Unit-II

South Indian Society and Economy in Early 14th Century – Position of Women – Economy - Inland Trade – Foreign Trade – Urbanization.

Unit-III

Mughal Society and Economy – Society in Mughal Nobility – Rajputs in Mughal Society - Changing Status of Women and Pardha system - Economy - Land Revenue System – Todar Mal – Zamindars, Chaudhuries and other intermediaries – Peasantry - Internal Trade and Foreign Trade.

Unit-IV

Advent of the European Companies; Early European Settlements - English and French Settlement in India – Policies – Zamindari - Ryotwari – Mahalawari and Permanent Settlement.

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Paper No. HAE: 456 (Open Elective)

ART AND ARCHITECTURE OF KARNATAKA

Course Objectives: The main objectives of this course is to introduce students to the origin and development of regional art and architecture. The paper traces the origin and development of early Buddhist, Brahminical and Jaina rock cut architecture including sculptures in Karnataka.

Course Outcome:

Students become familiar with the monuments and sculptures of Karnataka.

Unit-I

Art and Architecture of Karnataka: Buddhist Art and Architecture in Karnataka: Sannati – Kanaginahalli – Ankanakatte – Banavasi – Rock- Cut Caves and Structural Temples of the Badami Chalukyas – Badami – Aihole – Pattadakallu .

Unit-II

Art and Architecture of the Chalukyas of Kalayani: Styles and Features – Chandra Mauleswara Temples of Vanakkal- Brahmajinalaya of Lakkundi - Trikuteswara Temple of Gadag - Mahadeva Temple of Itagi - Kedareshwara Temple of Balligavi

Unit-III

Art and Architecture of Hoysalas: Styles and Features - Chennakeshwa Temple of Beluru – Hoysaleswara Temple of Halebidu – Keshava Temple of Somanathapura.

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CONSTITUTIONAL HISTORY OF INDIA: FROM 1773 TO 1947

Course Objectives: This paper aims to provide an insight to students with the in-depth understanding of the process, events and policies that brought the gradual evolution of constitution in India.

Course Outcomes:

- To understand the historical process of constitution making.
- To know the local, national, international and British factors which were at work in the making of a constitutional act.
- To understand the larger implications of these acts in the changing milieu of a resurgent India.

Unit-I

Introduction and the Gradual Consolidation of Power: The Regulating Act of 1773 - The Pitt's India Act 1784 - The 1793 Act.

Unit-II

Further Consolidation of Power and Restricted Reforms: Charter Act of 1813 - Charter Act of 1833 - The 1853 Act.

Unit-III

From Representative to Responsible Government: 1858 Act - 1861 Act - 1893 Act - 1909 Act - The Introduction of the Separate Electorate and Evaluation - Dyarchy and 1919 Act - Provincial Autonomy and 1935 Act - 1947 Independence Act.

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III SEMESTER

HISTORY OF INDIAN ARCHAEOLOGY

Course Objectives: To Provide information about the historical writings on various archaeological excavations and their interpretations; To familiarize the students with the beginning of archaeological explorations in the colonial period works of British archaeologists, path breaking findings and discoveries and also with the developments in the post independent period.

Course Outcomes:

- The successful study of the paper will enable the students to grasp the beginnings, developments and results of the excavations in India.
- It will help students to comprehend the history of India in a systematic manner and appreciate the same.

Unit-I

Historiography of Indian Archaeology - Colonial and Post-Independence.

Unit-II

Development of Indian Archaeology – Asiatic society – Mackenzie – Alexander Cunningham – Establishment of ASI – Robert Bruce Foote – Philip Meadows Taylor – James Prinsep – B.L Rice and J.F Fleet.

Unit-III

Archaeological excavations in pre-Independent India: John Marshall and Mortimer wheeler and their contributions; excavation reports and publications.

Unit-IV

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

Unit- V

Major Archaeological discoveries by the ASI and Department of State Archaeology - Important excavated sites – Dholavira – Inamgaon – Adichanallur – Brahmagiri – Sannati – Talakadu – Hampi.

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Paper No- HAH 502:(Hard Core)

HISTORY OF INDIA FROM POST - MAURYAN TO DELHI

SULTANATE

Course Objectives: History of India from post Mauryan to Delhi Sultanate is a lecture series that introduces the students about the important topics which have drawn the attention of the historians. The post Mauryan kingdoms, the Guptas, Chalukyas of Badami, Rashtrakutas, Pallavas, Cholas and Muslim invasions on North India are the topic introduced to the students.

Course Outcomes:

- Students will come to know about the important topics of scholarly attention and debate in ancient Indian history.
- They will be knowing the problems of historical knowledge and how history is constructed from different angles and sources.
- After completing this course students will have a familiarity with the sources and political settings of India up to 1200 C.E. Students will also be well versed with different analytical approaches and models of interpretation.

Unit-I

Post Mauryan Kingdoms - Sungas – Kanvas – Shakas - Greeks - Kushanas and Shatavahanas.

Unit-II

The Guptas : Samudra Gupta - Chandra Gupta II – Skanda Gupta - Huna Invasions – Downfall – Debate on Gupta Age as a Golden Age.

Unit-III

Harshavardhana of Kanauj: Career and achievements – Cultural activities – Administration – Literature – Hiuen Tsang.

Unit-IV

The Southern kingdoms : Conflicts of three empire - Chalukys of Badami - Pallavas of Kanchi – Pandyas.

Unit-V

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

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MODERN EUROPE

Course Objectives: Modern Europe is a series of lectures intended to provide the students with a background of the political and intellectual history of the modern Europe and introduce important issues and debates relevant to the current situations. Paper aims to provide an insight in to the circumstances that were responsible for the outbreak of revolutions and their impact on state, society and economy of Western Europe.

Course Outcome:

After the completion of the course, the students will understand the causes for various revolutions and will have an idea about the legacies of the modern European history.

Unit-I

The English Revolution: fall of absolutism - rise of constitutional monarchy - impact on European society and polity.

Unit-II

The Industrial Revolution: The inventions and discoveries – the factory system – industrial capitalism – impact on society and economy.

Unit-III

The French Revolution: The ancient regime – the economic, social and political issues - the ideological role of the philosophers –Different Stages of French Revolution- Constitutional Monarchy-Republican form of Government - Directory system - Consulate system - Military Dictatorship - principles of the Revolution and their fulfilment.

Unit-IV

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

Unit-V

The Russian Revolution: The Tsarist despotism in Russia – Westernization and its problems – Karl Marx and impact of his ideas – First World War – Formation of League of Nations - Mensheviks and Bolsheviks – the Leninist coup – II World War - UNO- Nationalization.

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Indian Numismatics

Course Objectives: To know about the currency system of ancient India and acquaint the knowledge of developments in the coinage.

Course Outcomes:

- The students will be able to identify and decipher the scripts on the coins of different ancient periods.
- The students will also be able to understand the socio-political background and economic systems of ancient India.

Unit-I

Numismatics as a Source of History: Terminology - Scope and Importance: their Political, Economic and Socio-cultural Significance.

Unit-II

Punch-marked Coins: Techniques of Coin Making - Coins of Indo-Greek – Coins of the Kushanas.

Unit-III

Coins of the Satavahanas - Roman Coins - their distribution in India – Coins of the Guptas

Unit- IV

South Indian Coins: Coins of the Cholas, Cheras and Pandyas; Coins of the Vijayanagara Kingdom.

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HISTORY OF MEDIEVAL INDIA C.E. 1206-1757

Course Objectives: The political history of Medieval India is a lecture series that introduces the students about the important topics of the Delhi Sultanate, the Khaljis: the Tughlaqs, the Sayyids and the Lodis. The Mughals, the Bahamanis and the Shahi States and Indo-Islamic style of Architecture.

Course Outcomes:

- Students will come to know about the important topics of scholarly attention and debate in medieval Indian history.
- They will be knowing the problems of historical knowledge and how history is constructed from different angles and sources.
- After completing this course students will have a familiarity with the sources and political settings of India up to 1757 C.E. Student will also be well versed with different analytical approaches and models of interpretation and Indo-Islamic style of Architecture.

Unit-I

The Delhi Sultanate: The Slave dynasty - The Khiljis- Alaudin Khilji ; theTughlaqs: Muhammad-bin- Tughlaq, Feroz Shah Tughlaq; the Sayyids and the Lodis. – Downfall of Delhi Sultanate.

Unit-II

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

Unit-III

The Marathas: Shivaji – Sambaji – Rajaram– Shahu Maharaj – Peshwas: Balaji Vishwanath – Baji Rao I - Balaji Baji Rao – III battle of Panipath and Downfall of the Marathas.

Unit-IV

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

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HISTORICAL AND CULTURAL TOURISM

Course Objectives The historical and cultural tourism in India is a lecture series intending to introduce the students of elective disciplines to understand the concept of historical and cultural tourism and some important world heritage sites.

Course Outcome:

- Students will gain a preliminary knowledge about the world and cultural heritage sites and tourist places of India.

Unit-I

Meaning and Nature of Tourism – ‘UNESCO’ Definitions of Tourism - brief history of tourism in India – Types of Tourism in India - Monuments – Museums

Unit-II

Selected World Heritage sites in India – Sanchi – Khajuraho - Pattadakallu – Hampi - Delhi – Agra – Fatehpur Sikri – Jaipur

Unit-III

Types of Tourism in Karnataka :

- A) Historical Tourism – Talakadu - Shravanabelagola – Halebidu – Belur - Somanathapura
- B) Hill Station Tourism – Kodagu, Chikkamagaluru - Dandeli
- C) Beach Tourism – Mangalore – Panambur – Sasihihlu - Surfing center; Padubidri - Blueflag beach; Malpe - beach water sports -St. Mary’s island; Maravanthe-estuary; Karwar -Rabindranath Tagore beach - Sea bird Naval base
- D) Religious Tourism – Mysore – Shrirangapatana – Talacauvery - Kukke Subrahmanya – Dharmasthala – Moodbidri – Udupi - Shringeri.

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CONTEMPORARY INDIA (SINCE 1947)

Course Objectives: The course describes the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states. It also focuses on the development of education, science and technology and dwells on the consolidation of the nation, examining contemporary issues related to religion, caste and politics in India.

Course Outcome:

After completing the course student will get an idea about the contemporary history and able to analyse the India's political and economic agenda and basics of foreign policy were evolved and developed since independence.

Unit- I

The Integration of Princely States : Jammu and Kashmir - Hyderabad-Junagadh - Making of the Constitution – Reorganization of States - Indian Emergency – Emergence of Coalition Politics – The Mandal Commission - The Punjab Crisis - Panchayat raj.

Unit-II

India's Foreign Policy: Origins, Continuity and Changes - Panch Sheel – Non Alignment - Concept of Cold War - India - China War - Liberation of Goa - Merger of Sikkim - India-Pakistan War of 1971 – Simla Agreement – Pokharan I – Nuclear Policy and Tests - Kargil War.

Unit-III

Five Year Plans - Land Question - Industrial Policy – Green Revolution - Progress in Science and Technology in the Nehruvian and post - Nehruvian Era – Liberalization of Economy – Economic transformation.

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IV SEMESTER

Paper No. HAH: 551(Hard Core)

NATIONAL MOVEMENT IN INDIA

Course Objectives: This paper makes an attempt to shed light on the nature of National movement and the contributions of national leaders towards freedom.

Course Outcome:

After the completion of the course the students will come to know about the different stages of the National Movement like the 1857 revolt, moderate phase, extremist phase, revolutionary phase and Gandhian phase.

Unit I

The Revolt of 1857: Historiography – Debates on 1857- Causes, Reasons for Failure, Interpretations and its Effect.

Unit II

Genesis of Indian Nationalism- Reasons; Political Associations before Indian National Congress - Formation of INC- different Theories; Safety valve theory – Moderates - Gopala Krishna Gokhale - Dadhabai Nauroji - Badruddin Tyabji - Extremists: Lala Lajpat Rai - Bala Gangadhar Tilak - Bipin Chandra Pal.

Unit III

Lord Curzon - Partition of Bengal - Muslim league - Surat Split- Swadeshi Movement- The Revolutionary Movement - Early Phase - Aurobindo Ghosh - Anushilan Samiti – Jugantar - Ghadar Movement – Lucknow Pact - Annie Besant - Home Rule League Movement - Jallianwalabagh Massacre - Gandhiji - Ideology and Movements – Satyagraha – Khilafat - Non – Cooperation – Swarajists - Chittaranjan Das.

Unit IV

Hindu Mahasabha - Revolutionary Nationalism - Ramprasad Bismil - Chandrashekhar Azad - Bhagat singh - Civil Disobedience - Round Table Conferences- Communal Award - Poona pact - 1938 Congress government and Political Deadlock - Subhash Chandra Bose - Forward Bloc - Quit India – INA - Cripps Mission.

Unit V

August Offer - Demand for Pakistan.-Wavell Plan - INA Trials - Naval Mutiny - Cabinet Mission - Mountbatten Plan - Partition of India and Independence.

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THINKERS OF MODERN INDIA

Course Objective: This paper aims to provide information on intellectual aspects of modern India. Further it also sheds light on the thinkers and their visions and ideologies which played a crucial role in making India a modern state.

Course Outcome:

After the completion of course the student comes to know about various thinkers and their organizations which played a vital role in eradicating the blind beliefs from the Indian society and making India a modern state.

Unit-I

Introduction: 19th Century India – Renaissance – Rise of Nationalism in India – Raja Ram Mohan Roy – Brahmo samaj – Liberalism and critique on religion – Dayananda Saraswati - Arya samaj – cultural awakening and nationalism – Swami Vivekananda – Ramakrishna Mission - Syed Ahamed Khan – progressive thoughts on society and religion.

Unit-II

Jyotibha Phule: Satyashodhak samaj – critique of caste system and social reforms through education – Savitri Bai Phule and Woman Empowerment.

Unit-III

Gandhiji Non-violence and Satyagraha – Sarvodaya philosophy – constructive programmes – Gramarajya.

Unit-IV

B.R. Ambedkar: Analysis of caste system – Gandhi and Ambedkar debates – Antyodaya – Democracy and state socialism – Indian Constitution.

Unit-V

Jawaharlal Nehru: Secularism, socialism and democracy – Vinoba Bhave and Bhoodana Movement – Ram Manohar Lohia – Indian Socialism – Jagjeevan Ram.

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Course Objective: This paper aims to provide information on the emergence of Mysore as a modern state and its confrontations with the colonial power. Further it deals with different revolts and Diwan's rule till the unification Karnataka.

Course Outcomes;

After the completion of the course the students will understand the circumstances that helped the rise of Mysore and the various reforms that helped in the overall development of Mysore as a model state.

Unit-I

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

Unit-II

Colonialism in Karnataka: Mysore and Coorg as Protectorates – Nagara, Canara and Coorg Rebellions – Commissioner's Rule in Mysore – Restoration of Mysore.

Unit-III

Karnataka 1881-1947: Social Legislations – Western Education – Industrialization – Public works – Political reforms – towards responsible government - Diwans' regime : Rangacharlu – Sheshadri Iyer – Sir.M.Vishweshwaraiah – Sir Mirza Ismail.

Unit-IV

Nationalism in Karnataka: Early Phase of Congress Politics - Backward Classes Movement - Freedom Movement in Princely Mysore and British territories —Isur-Vidurashwatha - Towards Unification, 1956 – the Mahajan and Mahishi Report.

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

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

Course Outcome:

The students will get an idea about the native response to the social reform during those period and their significance in the formation of the Indian Society.

Unit-I

Socio-Religious movements in the 11th Century: Shaktivishistadhvaita – Basavanna – Allama – Akkamahadevi – Vachana Movement – Anubhava Mantapa.

Unit-II

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

Unit-III

Rajarshi Nalvady Krishnaraja wodeyar – Backward class movement in Mysore – Miller Committee Report – Kantaraja Uras – Devaraj Urs.

Unit-IV

Socio-Religious Movements in Coastal Karnataka: Caste – Status of Women – Inheritance -Missionary Activities – Basel Mission - Educational Ideas and Institutions – Social reforms of Narayana Guru – Kudmal Ranga Rao as a Social Reformer.

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COLONIALISM AND NATIONALISM IN INDIA

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

Course Outcome:

- After completion of the course the students will come to know the process in which the European powers succeeded in establishing the hegemony of the West over India and also the rise of Nationalism in India.

Unit-I

The Colonial State: Consolidation and Governance – The apparatus of the Company Raj – Parliament and the Company – The bureaucracy – Princes and Paramountcy – Imperial rule and revenue contraction: revenue settlements – The commercial, industrial and financial capitalism at work – impact on the Indian economy.

Unit-II

Political and Economic Structure – Financial administrative pressures - Local self-government and Council Reform – Colonial Economy – Deindustrialization and Commercialization of Agriculture – Land Relations - The educational mode of conquest – Western education – Creation of the “Middle Class” – Social relations in the colony.

Unit-III

Social and Political Movements – Tribal Movements – No Revenue campaigns – Communal consciousness - Middle Class consciousness and politics.

Unit-IV

Mass Nationalism – Emergence and Problems - Mahatma Gandhi – His early experiments in Satyagraha – Non Cooperation and Khilafat movement – Quit India movement.

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PROJECT WORK

Course objective: This paper aims to provide information to the students to understand the basic skills and basic tools of historical analysis that historians used in research and historical writings

Course outcome:

- After the completion of course the student's develops interpretation based on different categories of analysis.
- The students will produce their own historical project work.
- The students will learn to distinguish between primary and secondary sources in the field of history, use of proper citation, footnotes etc.

Unit-I

Introduction

Unit-II

Archaeology and Literary survey

Unit-III

Methodology.

Unit-IV

Select Bibliography

Each student has to compulsory submit a project work. (English/Kannada). The project shall be submitted at the end of the course work of the IV semester. It shall consists minimum 25 pages and maximum 50 pages excluding the front pages and bibliography. It shall be typed in A4 size papers, font size 12-14, font type- Times new Roman/Nudi, lines spacing – 1.5 minimum including clear paragraph.

World Civilizations

Course Objectives: The main objective of this course is to introduce students to the origin and development of different civilizations around the world. The paper analyse the factors that led to the genesis of civilizations in various parts of the globe. This paper examines the society, polity, economy and culture of people who resided in these civilizations.

Course Outcome

- Students will be aquanaut with the knowledge of how the Human Civilization process was start
- The History of World Civilization course will be developing the curiosity in students the rise and growth of Ancient Civilization in world.
- This curriculum develops the attitude of contemporary students towards the World Civilization.

Unit-I

Introduction: Stages of Human Evolution – Origin and growth of Human Culture and Civilization – Character of Civilization, features contributed to the rise of Civilizations.

Unit II

Egyptian Civilization: Political Developments, Art & Architecture, Religion – Mesopotamian Civilization: Sumerian, Babylonian and Assyrian: Society, Art & Architecture, Religion, Law Codes, Administration, Religion and Education.

Unit III

Chinese Civilization: Polity, Society, Science & Technological Developments – The Aztecs: Origin, Society, Religion, Cosmology, Economy and Decline – Maya Civilization: Polity, Society, Science & Technological Developments.

Unit IV

The Incas: Origin, Polity, Religion, Society and economy, Art & Architecture, Decline of Greek Civilization: Athenian Democracy, Society and Culture.

Unit V

Roman Civilization: Establishment of Republic and Cultures – Persian Civilization: Political, Social and Economic Conditions.

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India after Independence (up to c. 2000)

Course Objectives: To familiarise students with the Political, Social and Economic development since Independence.

- To enlighten them with the major problems and challenges that India faced after Independence.
- To familiarize students with the process of India emerging as a modern nation over a period of 50 years.

Course Outcome: After studying the course students will be able to understand the challenges and problems of India encountered since the independence.

- They will have understood India's political journey as a democracy and will be able to appreciate it.
- The students will feel proud about the way India has emerged as a modern, democratic, industrialised unified, secular nation.

Unit I

India at the time of Independence: Early problems- Partition horrors- State of Indian economy and polity; India 1947-1964: The Nehru era- Integration of princely states- Sardar Vallabhbhai Patel- Framing of Indian constitution-B.R Ambedkar- Linguistic Reorganisation state and the Tribal States in the North East- An estimate of Pandit Jawaharlal Nehru.

Unit II

India 1964-1984: Lal Bahadur Shastri to Indira Gandhi: Social and economic measures under Indira Gandhi The J.P movement and the emergences 1975-1977- The Janatha Party Government (1977-1979) and its policies; Indira and Panjab crisis an estimate of Indira Gandhi; Rajiv Gandhi and the millennium Goals; The political Process up to 2000.

Unit III

India and World Affairs: Evolution of Indian foreign policy – Cold War and Non-Alignment – India and International organizations – UNO, Commonwealth, SAARC, BRICS – India and her neighbours – Cooperation and conflict – Trade and Commerce – Sino- Indian conflict of 1962 – Indo-Pak Wars of 1965 and 1971 –The Kargil War- Indian foreign policy since 1990s.

Unit IV

Transition of Economy: Colonial Economy: The Nehruvian Legacy – Assessment of Five-Year Plans – *Niti Aayog* – Mixed Economy — Peasant mobilisations & Movement, Land reforms –The *Bhoodan* Movement – Advancement in Science and Technology-Green Revolution – White Revolution – *Panchayati Raj* Liberalization and Globalization on Indian Economy – Impact.

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