



**St Aloysius College (Autonomous)**  
**Mangaluru**

**Re-accredited by NAAC “A” Grade**

**Course structure and syllabus of**

**B.A.**

**HISTORY**

**CHOICE BASED CREDIT SYSTEM**

**(2019 – 20 ONWARDS)**

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(ಸ್ವಾಯತ್ತ)

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ST ALOYSIUS COLLEGE

(Autonomous)

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Re-accredited by NAAC with 'A' Grade - CGPA 3.62

Recognised by UGC as "College with Potential for Excellence"

College with 'STAR STATUS' conferred by DBT, Government of India

3<sup>rd</sup> Rank in "Swacch Campus" Scheme, by MHRD, Govt of India

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No: SAC 40/Syllabus 2019-20

Date: 18-07-2019

### NOTIFICATION

Sub: Syllabus of **B.A. History** under Choice Based Credit System.

Ref: 1. Decision of the Academic Council meeting held on 02-05-2019 vide  
Agenda No: 13(2019-20)  
2. Office Notification dated 18-07-2019

Pursuant to the above, the Syllabus of **B.A. History** under Choice Based Credit System which was approved by the Academic Council at its meeting held on 02-05-2019 is hereby notified for implementation with effect from the academic year **2019-20**.

**PRINCIPAL**

**REGISTRAR**

To:

1. The Chairman/Dean/HOD.
2. The Registrar Office
3. Library

## HISTORY

### The Preamble:

B.A. Programme in History has been developed with a view to provide an opportunity to those learners who wish to go for higher studies in history as well as to prepare them for various competitive examinations. To achieve this goal, it is found that an introductory survey course in Indian history, Modern European History and Asian History would be necessary. Besides these papers, a somewhat specialized study of the history of late medieval and modern Karnataka is also included. This programme would provide insight into the knowledge in the major developments in Indian as well as in World history.

A new syllabus of the department has been formed. After the revision of the old syllabus it was decided to set the new syllabus.

### **Major highlights**

- ▲ New aspects such as historiography, new studies have been included to give an idea of various types writers and their attitudes to questions in history, in all papers.
- ▲ In the final year the European History will be taught from the Unification of Italy i.e. from 1870 till the Cold war and the De-colonization process (1945).
- ▲ In the optional papers in the History of Modern Far East, history of South East Asia has been included-i.e. Indonesia and Indo-China. Similarly, in the History of West Asia history of Afghanistan has been included.
- ▲ Broad guidelines to assignments of students are given. The assignments exercises are a step to promote ability and taste of research among students.
- ▲ In the earlier question paper pattern all the sections had internal choice only. Now the internal choice pattern is given up in the essay type of questions. There was feeling that internal choice is difficult for the students. However this pattern is retained in the short answer section.

**Question paper pattern of End Semester examination:\***

*Section one-* 3 Questions *out of five* to be answered in 3 pages each of each 15 marks.

-3x15= 45

*Section two* - 6 questions to be answered in 1page each of each 5 marks with *internal choice* -6x5=30

*Section three-* a. One map question to be answered with five places with explanation. Each place and its explanatory note carry two marks-(5x1)+(5x1)=10

- b. 5 questions to be answered in 5 sentences each of each 3 marks -5x3=15

Total 100\*\*

\* The internal examinations have the same model of question paper as the End Semester exam. However the exam is out of 50 marks for a duration of 1.30 minutes.

\*\*The total marks for each paper are 150

i.e. The End Semester Examination marks are 100

The internal assessment marks are 50

**A note on assignments of students:**

\*All the assignments are based on field work/interview or collection of data from various sources-primary and secondary.

\*Assignments such as history of one's school, preparing of one's family tree, study of one's village, village festivals and such topics are to be written.

\*Each student has to give at least one seminar of a duration of minimum 30 mnths. during the course.

\*A study tour and its report is mandatory for all students in the final year for assignments. In the final year writing of a biography, conducting an interview, a book review/article review or such exercises are mandatory for assignments.

**Group II Elective Courses:**

There shall be Elective Courses from first to fourth semester which shall be-

- i. Supportive to the discipline of study- **Contemporary India**
  - ii. Providing an expanded scope. -**Creation of Modern State of Israel and the Palestinian Problem**
  - iii. Enabling an exposure to some other discipline/domain. -**Environmental History of India**
  - iv. Nurturing students' proficiency/skill - **History and Tourism in India**
- Each course will be taught for 2 hours per week and in total 30 hours per Semester
  - The papers of third and fourth Semester will be “open to all”
  - Each of the Elective paper will have the examination pattern of 50 marks (40 for end semester examination and 10 for internal assessment and the duration of end Semester Examination for these papers will be 2 hours. The question paper is for 50 marks which will be converted to 40 through the software system.

**The question paper pattern will be as follows:**

- 5 Short Answer questions- 5 X2 marks each=10 marks
- 4 Questions to answered out of 6 carrying 5 marks each - 4X5= 20 marks
- 2 Questions to be answered with internal choice carrying 10 marks each- 2X10=20 marks.

**PROGRAMME OUTCOMES**

The subject History is taught along with Political Science, Economics and English Major under the three major combination.

The student who studies in the department of History would imbibe considerable knowledge of the other subjects which are taught along, with ease. Studying history is complementary to other subjects and vice versa. The economic life/conditions, political life/conditions and social life/conditions are taught in all the programmes which are offered in the department. History itself is also essential to understand the other subjects taught. Studying history along with these subjects would enable a student to understand the past and present society holistically. This would make a student of history competent and knowledgeable, an ingredient to be a successful person in one's life goal.

**PROGRAMME SPECIFIC OUTCOMES**

History as a subject is considered to be the memory of mankind. In the Department of History, papers such as Indian History, History of Modern Europe, History of Modern Asia and History of Karnataka are taught.

It is a well-balanced curriculum in the under graduate level especially in this part of the country keeping with the emphasis of world, regional, national and local histories.

Students by studying these papers will acquire a fair knowledge of these subjects. This knowledge is essential for getting into any service/employment be it government or private. Especially eligibility tests to enter such service requires the student to know these subjects. Apart from that, a student who as an individual and a responsible citizen has a fair amount of knowledge of History of different spheres national, regional and so on. The department prepares such knowledgeable citizens and offers them to the nation who would be an asset to any country.

## B. A - History

Code	Title	Instruction Hrs per Week	Duration of Examination	Marks			Credits
				IA	End Semester Exam	Total	
<b>I SEMESTER</b>							
G101.1	India in the Early Historical Period (to A.D. 300)	6	3	50	100	150	3
<b>G101.1E</b>	<b>CONTEMPORARY INDIA</b>	2	2	10	40	50	1
<b>II SEMESTER</b>							
G101.2	India in the Ancient Period (A.D. 300 - 1300)	6	3	50	100	150	3
<b>G101.2E</b>	<b>CREATION OF MODERN STATE OF ISRAEL AND THE PALESTINIAN PROBLEM</b>	2	2	10	40	50	1
<b>III SEMESTER</b>							
G101.3	Medieval India(A.D. 1200 - 1707)	6	3	50	100	150	3
<b>G101.3E</b>	<b>ENVIRONMENTAL HISTORY OF INDIA</b>	2	2	10	40	50	1
<b>IV SEMESTER</b>							
G101.4	Colonial India (A.D. 1707 - 1885)	6	3	50	100	150	3
<b>G101.4E</b>	<b>HISTORY AND TOURISM IN INDIA</b>	2	2	10	40	50	1
<b>V SEMESTER</b>							
G101.5	Freedom Movement in India and its Legacy (A.D. 1885-1964) Paper V	5	3	50	100	150	3
G101.5a	Medieval Karnataka (A.D. 1336-1750) Paper VIa	5	3	50	100	150	3
G101.5b	History of the Far East and South East Asia(Since 1900) Paper VIb						
<b>VI SEMESTER</b>							
G101.6	History of Europe (A.D 1845-1945) Paper VII	5	3	50	100	150	3
G101.6a	History of Modern Karnataka (A.D. 1750-1956) Paper VIIa	5	3	50	100	150	3
G101.6b	History of the West and Central Asia (Since 1900) Paper VIIb						

## I B A: I Semester

**G101.1. India in the Early Historical Period (to A.D. 300)**

**65 hours**

### **COURSE OUTCOMES:**

By studying this course students will be able to understand the geography of India and how it shaped its history. Students would also know the evidence on which Indian History is built and understood. They would grasp the early human settlements in Indian subcontinent and later on, the civilizations which flourished in India and how they shaped the later history of India.

### **Objectives :**

- a. To understand the relation between environment, geography and history and the uneven pattern of historical growth in subcontinent.
- b. To know the nature of Harappan Civilisation and the life in Vedic period.
- c. To distinguish between the society of the 6th C. B.C. and that of earlier period.
- d. To trace the chief events leading to the establishment of Mauryan rule and the working of the Mauryan state.
- e. To know the impact foreign contacts in trade, technology and material culture.

### **1.INTRODUCTION :**

**11 hours**

1. Sources an overview-Approaches to Indian history – Early colonial writers- Imperialist interests- Nationalist enthusiasm-Post independent trends.
2. Landscapes and Peoples-NorthernMountains-The Indo-Gangetic Plain- The Peninsula-Coastal Areas-Population-Categories of Societies-Castes

### **2. PRE HISTORIC BEGINNINGS AND THE HARAPPAN CIVILIZATION:**

**10 hours**

- a). Palaeolithic Stage- Tools-Sites- Subsistence Pattern -Mesolithic Stage-Tools-Sites- and Subsistence Pattern.
- b). Neolithic Age – Features- Earliest settlements in Baluchistan- Kashmir Valley- South India -Chalcolithic Cultures –Pottery- Houses and habitations- Belief system-Social organization
- c). Iron Age in South India- Megalithic culture-pottery- Iron and other material objects- Economy.
- d). The Early Harappan Period- Southern Afghanistan-Quetta Valley- Central

and Southern Baluchistan- The Indus area-The mature Harappan culture – Important centres – Town planning.

- e). Harappan Economy- Agriculture- Pottery- Tools and implements- Arts and Crafts- Intra regional trade exchange system-Mode of transport – Trade with the Persian gulf and Mesopotamia.
- f). Society- Dress style- Food habits-Political life-Religion- Places of worship- Objects of worship-Burial of the dead- Script.
- g). Decline-Archaeological evidences- Theories of sudden decline.

### **3. THE VEDIC AGE:**

**13 hours**

- a. The Vedic literature – the Samhita and later texts – nature of the literature.
- b. The early Vedic period – Nature of economy – Pastoralism and its social organization – Political forms – Religious ideas and practices.
- c. Later Vedic Age- Geographical shift -The advent of iron - Painted Grey Ware Culture (PGW) – Nature of the economy – Social changes and the emergence of Varna division – Break-up of old political forms – Changes in religion and philosophy.

### **4.INDIA IN THE 6<sup>TH</sup> CENTURY B.C. :**

**13 hours**

- a. Agrarian expansion and social change – The archaeology of Second Urbanization – Types of cities and Towns in Literature- The city in archaeological evidences-Items of exchange- The rise of *gahapatis* and *setthis* – The emergence of *mahajanapadas* – The political forms- The Rise and Growth of the Magadhan Empire
- b. Persian and Greek invasions-Results of the contacts.
- c. The rise of heterodox religions – The material background – Questioning of orthodoxy – Jainism and its doctrines – Buddhism and its doctrines – The fortunes of Jainism and Buddhism – Their contributions.

### **5. THE MAURYAN INDIA:**

**15 hours**

- a. The sources of Mauryan Empire – Chandragupta Maurya – Asoka and his successors.
- b. Economy and society – Uneven character of the empire – The administration of the Mauryan empire.
- c. Asoka’s policy of Dhamma – Its sources and function.
- d. Mauryan art and other cultural expressions-The decline of the Mauryas.

**MAP STUDY:**

**3 hours**

1. Neolithic sites

Quetta, Mehrgarh, Kile Gul Mohammad, Burzahom, Gufkal, Chirand, Chechar, Mahagara, Koldihwa, Barudhi, Golbai sasan, Utnur, Nagarjunakonda, Kodekal, Piklihal, Tekkalakote, Kodekal, Maski, Sanganakallu, Kupgal, Terdal, Palavoy, Brahmagiri- T. Narasipur, Hemmige, Paiyampalli.

2. Harappan sites:

Harappa, Mohenjodaro, Lothal, Kalibangan, Chanhudaro, Rupar, Kulli, Amri, Bhagatrav, Rangpur, Alamgirpur, Sukhtagen-dor, Banwali, Rakhigarhi, Dholavira, Ghanveriwala, Kot-Diji.

3. Painted Grey Ware sites:

Ganganagar, Bikaner, Mathura, Jaipur, Ropar, Alamgirpur, Ahichchatra, Shravasti, Vaishali, Jabalpur, Ujjain, Raipur, Varanasi, Kaushambi, Hastinapur

4. Mauryan sites:

Girnar, Kalsi, Brahmagiri, Maski, Gavimatha, Palkigundu, Jatingaramesvara, Sannathi, Dhauli, Jaugada, Shahbazgarhi, Mansehra, Sanchi, Saranath, Sasaram, Pataliputra, Bagh Caves, Rummindei, Yerragudi, Sopara, Gandhar, Chunar

**BOOKS SUGGESTED:**

Allchin, B&R - *Rise of Civilization in India and Pakistan*. (New Delhi 1983).

Allchin, Bridget and Raymond, - *The Birth of Indian Civilization*, (Pelican 1968).

Basham, A.L. - *The Wonder that Was India*, (Delhi 1971).

C.C. Davies - *A Historical Atlas of India*, (O.U.P., 1957) *Comprehensive History of India Series*, Indian History Congress, Calcutta (relevant volumes).

D.D. Kosambi - *The Culture and Civilization of Ancient India*, (New Delhi 1994)

D.D. Kosambi, *An Introduction to the Study of Indian History* (Bombay, 1956)

Gregory Prossehl- *The Indus Civilization, A Recent Prospective* (New Delhi 2003)

Jha DN - *Ancient India: In Historical Outline* (New Delhi 1998).

Jha DN, *Early India*, Manohar, 2003.

- KAN Sastri - *Age of Nandas and Mauryas* (Delhi - 1965)
- KAN Sastri, *A History of South India* Revised edition, OUP, 1999.
- Majumdar, R.C. (ed.) *History and Culture of the Indian People*. (Bombay) First two vols.
- P.B.Desai, S.H. Ritti and B.R. Gopal - *Pracheena Bharatada Charitre*, Karnataka University.
- Sali S.A. - *Stone Age in India*, (Aurangabad 1990)
- Sankalia H.D. - *Prehistory of India* (New Delhi - 1977)
- Sharma R.S. - *Aryarigaagi Hudukaata* (Bangalore 1993)
- Sharma R.S. - *Pracheena Bharata* (Bangalore, 1997.)
- Sharma, R.S. *India's Ancient Past*, OUP, 2005.
- Shereen Ranagar - *Understanding Harappa* (New Delhi - 2001)
- Sinha, N.K. and N.R. Ray, *History of India*, (Bombay 1973)
- Thapar, Romila - *Early India* (Penguin 2002)
- Thapar, Romila - *Asoka and the Decline of the Mauryas*. Oxford University Press 1993.
- Tripathi RS - *History of Ancient India* (Delhi 1960).

## Elective Course-I

### CONTEMPORARY INDIA

#### COURSE OUTCOMES:

By studying this course students will be able to understand the contemporary History of India and how Modern India has been shaped. Studying the latest history of the country would enable them to know the day to day events and developments. These would be easily intelligible to them. This study is a necessity to every citizen of the country. Moreover, the students are taught History of India till 1964 in the regular course.

**Total 30 hours**

#### **1 Indian Democracy at Work c1950- 2000**

**10 hours**

- a) Congress and other political formations- Nehruvian era -- Concept of development – Mixed economy -- Large scale industrialization – Big Dams- Green Revolution– India in the era of cold war.
- b) Indira Gandhi – Nationalisation of banks – Central PSUs
- c) Rajiv Gandhi – Technological Innovations
- d) NarasimhaRao – Liberalisation, Privatisation, Globalisation (LPG) – Manmohan Singh
- e) Left Parties

#### **2. The Assertion of Regional identities –Communal Politics**

**10 hours**

- a) Caste Politics
- b) Dravidian Movement
- c) V P. Singh and Mandal Commission Report- Anti Mandal Agitation
- d) Religion and Politics : Rise of Fundamentalism – Secularism and Communalism

#### **3. Society and Culture**

**10 hours**

- a) The Women’s Question: Movements and Legislation\_
- b) Cultural Trends: Institutions and Ideas, Literature, Media, Arts-
- c) Democratic Culture in India-Indian democracy in practice – elections – RTI – food
- d) Safety bill – right to education - Democratic expressions in art, literature, films

## Suggested Readings

- Bipan Chandra, et al (ed) *India after Independence*, New Delhi: Penguin Books, 1999
- Chakrabarty, D., RochonaMajumdar, Andrew Sartori,*From the Colonial to the Post- Colonial:India and Pakistan in Transition*. New Delhi: OUP, 2007.
- Chatterjee, Parthaed. *State and Politics in India*. New Delhi: OUP, 1994.
- Dreze, Jean and Amartya K. Sen. *Indian Development: Selected Regional Perspectives*. New Delhi: OUP, 1997.
- Frankel, Francine R., ed. *Transforming India: Social and Political Dynamics of Democracy*. Oxford: OUP, 2000.
- Guha, Ramachandra,*India after Gandhi*.London: Picador, 2007.
- Hasan, Zoya. *Parties and Party Politics in India*. New Delhi: OUP, 2004.
- Jaffrelot, Christophe. *The Hindu Nationalist Movement and Indian Politics 1925 to 1990s*. New Delhi: Penguin, 1999.
- Kabir, NasreenMunni. *Bollywood: the Indian Cinema Story Channel 4* London, 2001.
- Katharine Adeney, Andrew Wyatt, *Contemporary India*, Palgrave Macmillan,, 2010
- King, Robert D. *Nehru and the Language Politics of India*. New Delhi: OUP, 1997.
- Kochanek, Stanley.*The Congress Party of India: the Dynamics of One Party Democracy*. Princeton: PUP, 1968.
- Kothari, Rajni. *Caste in Indian Politics*. New Delhi: Orient Longman, 1970.
- Vinaik, Achin and Rajeev Bhargava, *Understanding Contemporary India*, Hyderabad: OrientBlack Swan, 2010.

## II B A : II SEMESTER

**G101.2 - India in the Ancient Period (A.D. 300 - 1300)**

**65 hours**

### **COURSE OUTCOMES:**

By studying this course students will be able to understand the ancient history of the country especially great empires such as the Mauryan and Gupta Empire. They were very important phases of ancient Indian History and especially these eras witnessed the development of great Indian culture and heritage. Rise of Buddhism during Mauryan rule and the revival of Brahminical Hinduism during Gupta period will be learnt by the students. Gradually how Buddhism came into the Hindu fold will also be learnt by the students.

### **Objectives :**

- ▲ To understand the political history in the early medieval period.
- ▲ To know the origin and implications of land grants.
- ▲ To learn the process and consequences of the gradual decline of cities and other urban settlements.
- ▲ To know about the rise of regional states and their relation with their contemporaries.

### **1. Post-Mauryan India: the Regional States (200 BC - AD 300):- 12 hours**

- a). The North-West - The Indo Greeks - Kushanas - Kanishka.
- b). The Gangetic Plain - Disappearance of Mauryan Institutions - Sungas and Kanvas
- c). Expansion in network of trade and production of commodities-Internal and external trade-Principal trade routes-Urban centres.
- d). Development in religion-Budhism-Expansion and patronage-Rise of Mahayanism-Centres of Budhism and sects- Jainism-spread-sects and centres-Brahmanism-new development-Shaivism and Vaishnavism.
- e). Art and Architecture-Residences-Temples and towers-Stupas-Sculptural art-Gandhara school-Mathura art-Amaravati art
- f). The Deccan -Sahavahanas- Aspects of material culture-Social organization- Pattern of administration
- g). Eastern India-rise of kingdoms-Orissa-Bengal-Assam

- h). The Early State Formation in Tamilaham-The five eco zones and subsistence pattern-Different kinds of Chiefdoms- Plunder and booty redistribution – Moovendar-Agrarian settlements-Types of trade- “Sangam” literature – Classification-Techniques of composition.

**2. The Age of the Guptas and after (A.D. 300 – 700) 17 hours**

- a). The rise of the Guptas – Samudragupta and the Allahabad Prasasti – Chandragupta II – Huna invasions – Disintegration of the empire – System of administration
- b). Economy and society – Agriculture and land grants – Decline of trade and decay of towns – “Indian feudalism” – Proliferation of jati.
- c). Cultural expressions – Religion – Fahien’s accounts – Sanskrit literature – Sculpture and other fine arts – Architecture – Sciences- The Myth of the golden age.
- d). Harsha of Kanauj –Administration- Buddhism – Hieun Tsang – Education – Nalanda Mahavihara.

**3. The Politics of Northern India (AD 700-1200):- 6 Hours**

1. The rise of Rajput states – Society, economy and polity – Literature, art and architecture.
2. The Arab invasion of Sindh- Mahmud of Ghazni and the nature of his invasions.- Ghorian conquests – India on the eve of the Sultanate – The formation of the Sultanate.

**4.The Peninsula: Emerging Regional Kingdoms (A.D. 500-900):- 17 Hours**

- a) Pallavas, Chalukyas and Rastrakutas- Conflict between different powers-The role of the minor kings-
- b) Political Economies of the Peninsula-King-Administrative units-Local associations and administration-Literary Culture-Philosophical and Religious change- Role of the Temple

**5. The Peninsula: Establishing Authorities and Structures (A.D 900-1300):-10 Hours**

- a) The Politics of the Peninsula-The Cholas-Conflicts within the Peninsula among the Cholas Chalukyas, Yadavas, Hoysalas and Kakatiyas.
- b) Chola Administration- Theories-Centralised bureaucratic state-Segmentary model-Feudal state- Village administration-Role of village assemblies- Tax system.
- c) Trade and Towns -Market centres- Trade-Merchant associations.

d) Caste and sect- Rivalries among different sects-Valangai and Idangai- Institution of devadasi-Language and literature-Religions and ideologies- Religious monuments- Architecture and sculpture.

**MAP STUDY:**

**3 Hours**

1. India during 200 BC – AD 300.

Purushapura, Takshashila, Mathura, Kashgar, Kapisa, Manikyala, Sravasti, Kaushambi, Saranath, Pratisthana, Nasik, Karle, Nanagnat, Broach, Amaravathi, Nagarjunakonda, Dharnikotta, Dhulikatta, Vadagaon-Madhavapur, Chandravalli, Brahmagiri.

2. The Gupta sites.

Pataliputra, Allahabad, Ujjain, Deogarh, Bhilsa, Udayagiri, Mehrauli, Saranath, Ajanta, Bhitargaon.

3. Sites associated with Harsha Vardhana.

Kanauj, Thaneswar, Nalanda, Mathura, Broach, Ujjain, Ahichchhatra, Prayag, Vaishali, Varanasi

4. Sites associated with the Pallavas, Chalukyas, the Cholas and the Rastrakutas.

Tanjore, Gangaikondacholapuram, Kumbhakonam, Uttaramerur, Nagapattinam, Kanchipuram, Srirangam, Mahabalipuram, Ellora, Manyakheta, Vizhinjam, Tiruvidaimarudur, Madurai, Badami, Pattadakal, Aihole.

**BOOKS SUGGESTED:**

Basham, A.L., *The Wonder that was India*, Delhi, 1971.

Majumdar, R.C. *Ancient India*, 6<sup>th</sup> rev. ed., 1971.

" (ed.) *History and Culture of the Indian People*, Vol. III-V, Bombay, 1970.

Sharma, R.S. *India's Ancient Past*, OUP, 2005.

Sinha, N.K. and N.R. Ray, *A History of India*, Bombay, 1973.

Thapar, Romila, *Early India*, New Delhi, 2002.

Hermann Kulke and Dietmar Rothermund, *A History of India*, Rupa reprint.

*Comprehensive History of India Series*, Indian History Congress, Calcutta. Relevant Volumes.

K.A. Nilakanta Sastri, *A History of South India*, O.U.P.

D.N.Jha, *Ancient India: An Introductory Outline*. People's Publishing House

C.C. Davies, *A Historical Atlas of India*, O.U.P., 1937.

D.D.Kosambi, *An Introduction to the Study of Indian History*.

Desai, Ritti and Gopal, *Pracheena Bharatada Charitre*, Karnataka University

Sharma, R.S. *Pracheena Bharata*, Navakarnataka, Bangalore, 1997

Majumdar, Raychaudhuri and Datta – *Bharatiya Proudha Itihasa* Mysore University.

B. D. Chattopadhyaya, *Making of Early India*, OUP, 1993.

Burton Stein, *Peasant State and Society in Medieval South India*, Delhi, 1980

**Elective Course-II**  
**CREATION OF MODERN STATE OF ISRAEL AND THE PALESTINIAN PROBLEM**  
**30 Hours**

**COURSE OUTCOMES:**

In this course students can learn one of the major developments in Modern World History - the formation of the State of Israel and a new crisis called the Palestinian Problem. The world leaders are engaged for quite some time in the Palestinian Problem. There are various groups engaged in either supporting or opposing the issues involved herein. This course is a part of international relations

1. **Israel today** – The complexity of contemporary Israeli society-The New Jew and the return to the old-new homeland. **3Hours**
2. **Palestine and the Palestinians before Zionism;** The Zionist movement; Zionist colonization; The British Mandate period (1917-1948) **4Hours**
3. **World War Two** – The Holocaust; 1948 - The establishment of the State of Israel and the Palestinian "catastrophe". **4 Hours**
4. **A brief survey of Israel's wars-** 1948-present; The Palestinians today: The Palestinian Authority and the West Bank, the Hamas and the Gaza strip. **4Hours**
5. **Israel's formative years (1948-1967)** -Political, social and geographical foundations: Israel's political and municipal systems; The three branches of government; The educational systems; The military; The economy; Types of urban and agricultural settlements, -The Arab towns and villages. **4 Hours**
6. **Post-1948 Jewish immigration to Israel** **4 Hours**
7. **The Palestinian-Arab minority in Israel** – History and identity. **4 Hours**
8. **Israeli economy,** Globalization in Israel; Technology and environment in Israel today. **3 Hours**

## **Suggested Readings**

- Colin Shindler, *A History of Modern Israel*, CUP, 2008
- Daniel Gordis, *Israel: A concise History of a Nation Reborn*, 2017
- Donald F Zeigler, *Israel (Modern World Nations)*, 2003
- Gudrun Krämer, *A History of Palestine: From the Ottoman Conquest to the Founding of the State of Israel*, Princeton University Press, 2002
- Louise Chipley Slavicek, *Israel (Creation of the Modern Middle East)*, 2002
- Mark A. Tessler, *A History of the Israeli-Palestinian Conflict*, Indiana University Press, 1994.
- Michael Brenner, *In Search of Israel: The History of an Idea*, Princeton University Press, 2018.
- Simon Schama, *Belonging: The Story of the Jews 1492-1900*, 2017

## II B A: III SEMESTER

### G101.3. Medieval India(A.D. 1200 - 1707)

<b>COURSE OUTCOMES:</b>
By studying this course students will be able to understand the early part of Medieval Indian History when Turkish and Mongol invaders established their rule in India and gradually become Indians and contribute to Indian culture and art and architecture. Islamic society and its contributions and their ethos will be understood by the students. How Indian society responded to the influence of Islam, will be understood by the students.

**65 hours**

#### **Objectives :**

1. To understand the place of medieval India in a larger historical context of political and social developments
2. To know the mechanisms of distribution of revenue resources- increasing use of money in economy and currency system.
3. To learn the role of changing material base in social transformation.
4. To understand the background of the bhakti movement, its features and the socio-economic factors.

#### **1. The Delhi Sultanate(1200 - 1400):**

**17 Hours**

##### a. Historiography

b. The Mameluks: Establishment of a strong monarchy - Iltutmish - Razia - Balban - The problem of Northwest frontier - Eastward expansion - Consolidation of the Sultanate.

##### c. The Khaljis and Tughluqs:

- 1.) The expansion of the Sultanate under Alauddin Khalji - Internal reforms - Agrarian policy and market experiments
- 2.) Muhammed bin Tughluq - His experiments - Firuz Tughluq and the road to disintegration.

## **2. Government, Economy, Society under the Delhi Sultanate: 10 Hours**

a) The Sultan - The central administration - local administration.

b) Economic and social life - Peasants and rural gentry - Trade - industry and merchants - Nobles - the Slaves - Artisans and others - Castes, social manners and customs - Religious freedom under the Sultanate

c) Cultural development - architecture - religious ideas and beliefs - Sufi movement - Chisti and Suhrawardis - Bhakti movement - Vaisnavite movement - literature and fine arts.

## **3. Struggle for supremacy - Afghans - Mughals : (1526 - 1556) 9 Hours**

Central Asia and Babur - Battle of Panipat - Battle of Khanwa - Significance of Babur's advent into India - Humayun and his struggle against Afghans - Sher Shah and Sur Empire - Contributions of Sher Shah.

## **4. Consolidation of the Mughal Empire: 10 Hours**

Expansion of the Mughal empire - Akbar - Relations with Rajputana, Gujarat, Deccan and Bengal - rebellions and further expansion - Abul Fazl and Abdul Qadir Badauni - The integration of the empire - Religious policy of Akbar - Jahangir and Nurjahan - Shah Jahan and the return to orthodoxy - Mughals and the Northwestern frontier.

## **5. Polity and Society: 8 Hours**

The king and the court - Mughal nobility - The mansabdari and jagirdari - Army - Bureaucracy - Revenue system - Todarmal - Contest in the Mughal nobility after Akbar - The Rajput element - Provincial and local government - Economy - Agriculture and land tenures - Trade and industries - Society and culture - Literature, architecture, music and painting.

## **6. The End of the Empire: 8 Hours**

Aurangzeb - The Rajput policy - Religious attitude - Shivaji and the rise of the Marathas - Mughal Maratha relations - Aurangzeb's relations with Deccan - A brief note on Marathas under the early Peshwas - Decline of the Mughal empire.

## **MAP STUDY:**

### **1. Sites associated with the Sultans of Delhi**

**3 hours**

Thaneshwar, Delhi, Badaun, Kanauj, Chittor, Ranthambhor, Mathura, Ujjain, Chanderi, Kara, Devagiri, Dwarasamudra, Warangal, Madurai, Peshawar, Multan, Delhi, Agra, Kanauj, Jaunpur, Gaur, Daulatabad, Samana, Prayaga. Muradabad, Patna, Banaras

### **2. Sites associated with the Mughals**

Peshawar, Panipat, Agra, Fatehpur-Sikri, Chittor, Gwalior, Udaipur, Kalinjar, Surat, Kanauj, Amarkot, Ayodhya, Chanderi, Ranthambor. Lahore, Gandhar, Multan

### **3. Maratha sites**

Pune, Satara, Rajgarh, Kolhapur, Bijapur, Ahmadnagar, Bellary, Sira, Bangalore, Vellore, Jinji, Tanjore

## **BOOKS SUGGESTED:**

Shivastava A.L. – *The Sultanate of Delhi* (Agra 1982)

Sharma S.R. – *The Crescent in India* (Agra 1983)

Srivastava A.L. – *Medieval Indian Culture* (Agra 1975)

Sharma L.P. – *The Sultanate of Delhi* (Delhi 1996)

Edwards S.M. & Garratt – *Mughal Rule in India* (New Delhi 1974)

Banerjee A.C. – *A New History of Medieval India* (New Delhi 1983)

Lane Poole S – *Medieval India under Muhemmadan Rule* (London)

Majumdar R.C.(ed) – *History and Culture of the Indian People*, Vol.V & VI (Bhavan's series)

Majumdar R.C.(ed) – *Bharatiya Janateya Itihasa mattu Samskriti* (Bhavan's series)

Edwards S.M. & Garratt – *Mughal Rule in India* (New India 1974)

Aniruddha Ray – *Some Aspects of Mughal Administration* (New India 1984)

Tripathi R.S. – *The Rise and Fall of the Mughal Empire* (Allahabad 1963)

Harbans Mukhia – *Perspectives on Medieval India History* (Vikas 1996)

A.L. Srivastava – *The Mughal Empire* (Agra 1985)

Ranade M.G. – *Rise of the Maratha Power* (New India 1947)

W.H. Moreland – *Akbaraninda Aurangzebnavarege* (Kannada Translation, Mysore 1985)

Sheik Ali – *Tipu Sultan* (NBT 1982)

Irfan Habib, *Atlas of the Mughal Empire* (Oxford 1992)

Satish Chandra, *Medieval India*, 2 vols., NCERT.

Tapan Ray Chaudhury and Irfan Habib, *Cambridge Economic History of India*, Vol.I, Orient Longman.

### Elective Course-III

#### ENVIRONMENTAL HISTORY OF INDIA

Total 30 hours

<b>COURSE OUTCOMES:</b>
By studying this course students will be able to understand the History of India along with environmental issues it developed time to time. For instance, the early settlements of people in Indian subcontinent, how they used environment for their survival and so on. Evidence like how they learnt to store water for drinking purpose and for irrigation purpose and so on. Students will also learn the latest environmental concerns due to large scale industrialization, the life of forest dwelling tribes, the government legislations on environmental concerns and so on.

<b>I. The importance of Environment.</b>	<b>2 hours</b>
<b>2. Geography, Ecology and Cultures in Pre-Colonial India</b>	<b>4 hours</b>
-Land, Forests, Dams, Water, Pastures, Ecology of Hills andMountains	
<b>3. Colonialism and developments in the Environment</b>	<b>8 hours</b>
-New Regimes of land, Forests, Water and Irrigation	
-Resistance: Peasants, Tribals and Pastoralists.	
<b>4. Environmental Issues in Independent India</b>	<b>6 hours</b>
-Forests, Dams, Displacement, Pollution, Degradation.	
<b>5.Environmental Movements in Independent India</b>	<b>6 hours</b>
-Forests, Dams, Displacement, Pollution.	
<b>6. Environmental concerns in a Globalizing World.</b>	<b>4 hours</b>
Climate Change and global efforts-Alternative vision	

### **Suggested Readings**

- Anil Agarwal, et al, The State of India's Environment, The Second Citizens' Report, Delhi, 1985
- David Arnold & Ramchandra Guha, eds, Nature, Culture, Imperialism, Delhi, OUP, 1995
- Dr Nandini Sinha Kapur, Environmental History of Early India: A Reader, OUP, 2011
- Irfan Habib, Man and Environment: The Ecological History of India, Tulika Books, 2015
- Madhav Gadgil & Ramchandra Guha, This Fissured Land, An Ecological History of India, Delhi, OUP, 1990
- Madhav Gadgil, Ramachandra Guha, Ecology and Equity, the use & abuse of nature in contemporary India, Routledge, 1995
- Mahesh Rangarajan, et al, Environmental Issues in India, Pearson Longman, 2009
- Michael M Fisher, An Environmental History of India, Cambridge University Press, 2018

### III B A: IV SEMESTER

#### G101.4- Colonial India (A.D. 1707 - 1885)

65 hours

<b>COURSE OUTCOMES:</b>
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By studying this course students will be able to understand the advent of the Europeans towards the end of the fifteenth and towards the beginning of sixteenth century. How Europeans established their colonies and exploited India in all fields is learnt. How the English were able to rule the entire subcontinent, how they introduced education, united the subcontinent politically, how various Governor Generals followed various policies to control India so on are learnt The Indians also resisted their imperialism leading to rebellions like the Santhal rebellion and the Great Revolt of 1857 are learnt.
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#### Objectives :

1. To learn the advent of Europeans and the struggle for establishing dominion over the Indian territories.
2. To know the establishment of British power and its nature.
3. To understand colonialism and its various stages.
4. To know how under colonialism the Indian economy and society were completely subordinated to the British economy and political condition.
5. To discuss nature and characteristics of various uprisings and the attitude of colonial regime towards these uprisings.

#### 1. The Road to Colonialism:

8 hours

Historiography-Advent of the Europeans - The Portuguese dominion in India - The other European elements - The French and the English - Anglo-French rivalry in the Carnatic -The English in Bengal.

## **2 Establishment of British Rule:**

**12 hours**

Plassey - The significance of the Third Battle of Panipat - Double Government in Bengal - Warren Hastings and Cornwallis - Revenue settlements - Expansion under Wellesley and Lord Hastings - Conquest of Sindh - Punjab under Ranajit Singh - Dalhousie's annexations- The early resistance.

## **3. The Rebellion of 1857:**

**8 Hours**

Historiography- the significance - the Queen's Proclamation - Changes in British policy - Changes in bureaucracy and army- The working of Paramountcy.

## **4. British Rule and Indian Renaissance 26 Hours**

The evolution of government and systems of control - Army - Police - Civil service and judiciary - Racial relations - Economic policies - Transport and communication - Modes of colonial domination - The princely states-Agrarian policy - Famine policy - Policies towards native states, Commercial policies -Education - Macaulay and Charles Wood - Western liberalism and reformist impulses - "The Indian Renaissance" - Brahma Samaj - Missionary activities - Press and vernacular literature.

## **5. Genesis of Indian Nationalism:**

**8 hours**

Contradictions of colonial rule - Economic exploitation - Social and cultural bases - The reform movements - Arya Samaj, Ramakrishna Mission, Aligarh Movement - Education, Press and Literature - The early associations and the birth of Indian National Congress.

## **MAP STUDY:**

**3 hours**

### **1. Early European Settlements in India.**

Calicut, Cochin,Goa, Diu, Daman, Salsette, Bassein, Bombay, Surat, Madras, Pondicherry, Tranquebar, Pulicat, Masulipatanam, Chandernagore, Mahe, Hooghly, Calcutta, Tellichery.

### **2. India in 1805.**

Calcutta, Bombay, Madras, Poona, Srirangapatanam, Mangalore, Tellicherry, Nagpur, Gwalior, Kolhapur, Mysore, Trichinopoly, Hyderabad.

### **3. India in 1856.**

Calcutta, Dacca, Serampore, Murshidabad, Kathmandu, Shimla, Meerut, Delhi, Kanpur, Lucknow, Gwalior, Jhansi, Faizabad, Amritsar, Dindigul, Mysore, Hyderabad

### **4. The Revolt of 1857.**

Meerut, Delhi, Lucknow, Kanpur, Barrackpore, Jhansi, Kalpi, Gwalior, Faizabad, Gorakhpur, Allahabad, Ambala, Saharanpur. Arrah

**BOOKS SUGGESTED:**

Edward Thompson and Garratt – *Rise and Fulfilment of British Rule in India*(Allahabad 1976)

P.E. Roberts – *History of British India* (OxfordUniversity Press)

S. Gopal, *British Policy in India 1858 – 1905* (Orient Longman)

R.C. Majumdar (ed.) *British Paramountcy and Indian Renaissance Part I & II* (Bharatiya Vidya Bhavan)

" *History of Freedom Movement in India* Vol. I

S.B.Chaudhuri, *Civil Rebellion in Indian Mutinies* (Calcutta 1957)

" *Theories of the Indian Mutiny* (Calcutta 1965)

Bipan Chandra, *India's Struggle for Independence* (Penguin)

" *Modern India* (NCERT)

Tara Chand, *History of Freedom Movement in India* Vol. I & II

## Elective Course-IV

### HISTORY AND TOURISM IN INDIA

Total 30 hours

#### **COURSE OUTCOMES:**

By studying this course students will be able to understand the importance of tourism today and also the tourism Industry in India. History and Historical sites which are of tourist importance is taught. Along with it the Indian culture and its significance and its heritage will be understood by the students.

#### **Unit I :**

**6 hours**

Tourism-Concept and meaning – Nature-Scope-types of tourism-Tourism as an industry-Socio- Economic impact of Tourism-History of tourism development in India

#### **Unit II:**

**12 hours**

History and culture as tourism products-Monuments, religious and secular-Historical Sites-Historical and cultural events-Impact of tourism development on Protection and conservation of historical monuments and sites- National Parks and Wild Life Sanctuaries of India.- Festivals of India.

#### **Unit III**

**12 hours**

Tourism and Karnataka : Historical Sites -World Heritage Sites -Hampi -Pattadakal-Adventure Tourism - Beaches Resorts- Wild Life Sanctuaries in Karnataka Prospects of Tourism in Karnataka

KSTDC –Establishment –Aims & Objective-Activities Facilities –Jungle Lodge and Resorts, Home stays

### **Suggested Readings**

- A.K. Bhatia, International Tourism Management, Sterling Publishers, New Delhi, 2011
- D.S Bharadwaj and Others (Ed), Domestic Tourism in India, Indus Publishing company, New Delhi, 1998
- K VijayaBabu (Ed), Tourism in India, Zenon Academic Publishing, Hyderabad, 2014.
- Kevin Hannam, Anya Diekmann, Tourism and India: A Critical Introduction, Routledge, 2011
- PranNath Seth, SushmaShethBhat, An Introduction to Travel and Tourism – Sterling Publishers, New Delhi, 1998
- Rabindra Seth, Tourism in India- An Overview, Kalpaz Publications, New Delhi, 2005

### III B A: V SEMESTER

#### G101.5 -Freedom Movement in India and its Legacy (A.D. 1885 - 1964)

60 Hours

##### **COURSE OUTCOMES:**

By studying this course students will be able to understand the domination of the colonial government and its reaction by the Indians. How Indians organized themselves to fight the long colonial domination will be understood by the students. Secondly, in the history of the world how non-violent movement of Mahatma Gandhi triumphed is also taught. How by the mid twentieth century, India became independent and emerged as a prominent democratic country of the world is also taught.

##### **Objectives :**

1. To understand the various stages of struggle for freedom
2. To appreciate the efforts of Indian masses and their leaders in facing the challenges of communal and minority problems in relation to constitutional reforms.
3. To know the attitude of the various sections of Indian people towards the movements and response to these movements in different regions of the country.
4. To know basic character of constitution of free India and to understand the basic concepts which went into the understanding of planning.

##### **1. Indian Nationalist Movement(1885-1905):**

**10 hours**

Historiography- The Moderates - The constitutional methods of agitation - Significance of economic nationalism - The British attitude towards Congress - Extremist politics - Tilak and his associates.

##### **2. The Widening Horizons of Nationalist Agitation(1905 - 1919):**

**10 hours**

Partition of Bengal - Swadeshi and Boycott - Revolutionary terrorism - Muslim League- Reaction to the Act of 1909 - The First World War - Home Rule Leagues - Peasant and Tribal uprisings.

### **3. Gandhi in Indian Politics(1916-1947):**

**10 Hours**

#### **I Phase:Emergence of Gandhi**

Gandhi in South Africa - Early experiments in India - The reaction to the Act of 1919 - Rowlatt Act - Jalianwallah Bagh - Non Co-operation and Khilafat Movement - Swarajist Party - Constructive programmes of Gandhi -Simon Commission - Communalism-Civil Disobedience Movement - Revolutionary Terrorism - Gandhi - Irwin Fact - Round Table Conferences.

#### **II Phase: The struggle for Swaraj(1935 -1942):**

**10 hours**

The Act of 1935 - The work of Congress Ministries - The growth of Socialist ideas - Peasants' and Workers' Movements - Growth of Hindu and Muslim Communalisms and Second World War - Cripps Mission - Quit India Movement.

#### **III. Phase: Towards Freedom(1942-1947):8 hours**

Subhas Chandra Bose and I.N.A. - Wavell Plan - Cabinet Mission Plan - Mountbatten - Naval Revolt - I.N.A. Trials - Partition and Independence.

### **4. Post- Independent India(1947-1964) 9 Hours**

Constitution - Dr. B.R. Ambedkar - integration of states - Nehru the post-colonial reconstruction - Planning - Foreign Policy and Non-Alignment - Relations with neighbours - Formation of linguistic states.

#### **MAP STUDY:**

**3 Hours**

##### **1. Partition of Bengal**

Calcutta, Dacca, Chittagong, Rajshahi, Mymensingh, Purulia, Murshidabad, Patna, Bhagalpur, Darbhanga, Burdwan

##### **2. Congress Ministries 1937: Different provinces where Congress was in office and their headquarters**

##### **3. Linguistic States 1956: States and their capitals**

**BOOKS SUGGESTED:**

Bipan Chandra, *India's Struggle for Independence* Penguin.

" *Modern India*, NCERT.

" *The Rise and Growth of Economic Nationalism in India*, New Delhi, 1966

Bipan Chandra, Amales Tripathi and Barun De, *Freedom Struggle* (NBT)

Desai, A.R., *Social Background of Indian Nationalism* Bombay, 1976.

Majumdar, R.C., *History of Freedom Movement in India*, I-III, Calcutta, 1962-63.

Majumdar, R.C. (ed.), *The History and Culture of the Indian People*, Vol. IX-XI, Bombay 1963-69.

Menon, V.P., *The Story of the Integration of India* State, Calcutta, 1956.

" *The Transfer of Power in India*, New Delhi, 1967.

Ram Gopal, *Indian Muslims: A Political History, 1858-1947*

Sarkar, Sumit, *Modern India, 1885-1947*, Delhi, 1983

Tara Chand, *History of Freedom Movement in India*, I-IV, New Delhi, 1965-72.

## III B A: V SEMESTER

### Optional paper

#### G101.5a- Medieval Karnataka (A.D. 1336 - 1750)

60 Hours

<b>COURSE OUTCOMES:</b>
By studying this course students will be able to understand the History of Karnataka State especially Karnataka in medieval period. In the medieval period great empires such as Vijayanagar and Bahmani flourished and contributed immensely to the History and culture of South India and Deccan. Vijayanagar was praised by the travelers as abode of wealth and prosperity, contributing immensely to the culture and heritage of the people of this region.

### Objectives :

- 1.To know the political scenario of Karnataka in the 14<sup>th</sup> century A.D.
- 2.To understand the polity and the socio economic life in south India during Bahmani-Vijayanagara rule.
- 3.To learn the rise of minor powers and their struggle for supremacy

#### 1. Vijayanagara Empire: 12 Hours

a) Background- Sources - literary and archaeological- recent excavations - foreign accounts. Historiography - Sewell - Burton Stein.

13 Hours

b)The Formation of the Vijayanagara State - The origin of Vijayanagara - the Vidyaranya factor - the early Sangamas - the expansion of the empire to the South and East - the Saluvas - the Tuluva Supremacy - Krishnadeva Raya - relations with the Bahmanis - the climacteric at Talikota - the Aravidu dynasty.

14 Hours

c)Administration and Social Life – Central Government under Vijayanagara – Provinces and the Nayankara System – Revenue administration – agriculture and irrigation – artisanal activities – trade, inland and foreign – urban centres, ports and trade-routes. The Portuguese intervention – society and religion – Haridasa Movement – Literature – Vijayanagara Art and Architecture.

## **2.Deccan under the Bahmanis :10 hours**

The origin of the Bahmani Kingdom – expansion – the Bahmani relations with Vijayanagara and the Portuguese – the work of Mahmud Gawan – the break-up of the Bahmani kingdom – administration under the Bahmanis – Military system.

## **3. The Successor states of the Bahmanis: 8 hours**

The Adil Shahis of Bijapur – The kingdoms of Bidar, Golconda, Berar and Ahmadnagar – The Mughal presence – Economy – Agriculture and craft production – Contributions to art – Architecture – Painting and music -Religion the Sufi tradition in the Deccan.

## **MAP STUDY: 3 Hours**

1. Karnataka under Vijayanagar.

Hampi, Raichur, Gulbarga, Bijapur, Bidar, Anegundi, Tirupathi, Srisailam, Kondavidu, Goa, Honnavar

2.Vijayanagara after 1565-Chandragiri, Anegundi, Talikote, Penukonda, Tirupathi, Rakkasagi, Tangadagi.

3.The Five Shahi Kingdoms: Berar, Bidar, Golconda, Bijapur, Ahmednagar, Hyderabad,Goa

**BOOKS SUGGESTED:**

1. P.B. Desai, S.H. Ritti, B.R. Gopal, *A History of Karnataka*, Dharwad, 1970.
2. K.R.Basavaraja, *History and Culture of Karnataka*, Dharwad, 1984.
3. H.V.Sreenivasa Murthy and R.Ramakrishnan, *A History of Karnataka* Delhi 1980.
4. SuryanathU. Kamath, *A Concise History of Karnataka*, Bangalore 1997.
5. K.A. Nilakanta Sastri, *A History of South India*, Oxford, 1955
6. Diwakar, R.R. (Ed.), *Karnataka Through the Ages*, Bangalore, 1968.
7. Sewell, R., *A Forgotten Empire*, Delhi, 1965.
8. Burton Stein, *Vijayanagara*, Delhi, 1992.
9. " *PeasantState and Society in Medieval South India*, Delhi, 1980
10. N. Karashima, *Towards a New Formation*, Delhi, 1994.
11. 'Saki' *Making History: Karnataka's People and Their Past*, Vol.I, Bangalore, 1998
12. M. Chidananda Murthy, *Kannada Sashanagala Samskritika Addhyayana*, 1966.
13. T.T. Sharma, *Karnatakadalli Swatantra Samgrama*, 1957.
14. B.Sheik Ali (Ed.), *Karnataka Charitre*, Vos.3-4, Hampi, 1997.

### III B A: V SEMESTER

#### Optional paper

#### G101.5b - History of the Far East and South East Asia(Since 1900)

60 hours

<b>COURSE OUTCOMES:</b>
By studying this course students will be able to understand the History of Asia with special reference to China and Japan and also Vietnam and Indonesia. All these modern countries were abode of ancient civilizations and how in modern times came under imperialistic domination. How they fought imperialism just like Indians is taught. Presently, China has grown to become a super power and Japan too had reached its economic climax. China is a communist country as well as an economic giant. How these countries are faring in modern times is taught.

#### Objectives:

4. To know about the specific characteristics of the region related to the land, people and ecology
5. To understand the nature of the native response to the Western presence in the Far East
6. To assess the nature and impact of the anti-colonial wars and their significance in the history
7. To familiarize the revolutions and the rise of modern governments in these regions.

#### 1. China:

22 hours

- 1.Condition of China at the close of the 19<sup>th</sup> Century - Boxer Rebellion - Revolution of 1911- Sun Yat Sen
- 2.Life, philosophy and achievements of Chiang Kaishek.
- 3.Rise of the Kuomintang and China - Achievements of the nationalist government.
- 4.Emergence and Growth of Communism - Civil War, 1943-49.
- 5.Communist China - Mao Zedong - Early reforms (1949-1957) - The Great Leap Forward - The Great Cultural Revolution (1966-76) - End of Maoism.

6.Foreign policy of China: Ping-pong diplomacy – 1970-80: Sino-Soviet relations, Sino-American relations and Sino-Indian relations.

7.China after Mao- Deng Xiaoping- market socialism-new constitution of 1982- Tiananmen Square protests of 1989

## **2. Japan:**

**19 Hours**

1.Meiji restoration.

2.Rise of modern Japan – Anglo-Japanese Alliance, 1902 –Russo-Japanese War, 1904-05 – Expansionist policy – Japan and the I World War – Twenty-one Demands – Washington Conference(1921-22) -Growth of Militant nationalism.

3.Japan and the World War II – Allied Occupation of Japan (1945-1951) – Post-War policies and reconstruction – U.S. – Japan Treaty revision.

4.Political developments since 1952: Ikeda-Sato and their Successors – Liberal Democratic Party – Tanaka Scandals – Lockheed Affair – Japan and ASEAN – Japan and Korea.

5.Economic development since 1952: The Japanese “economic miracle” – resurgence of Japan an international economic power -Japan-United States Mutual Security Assistance Pact, 1960- Oil Crisis and recession, 1973- Bubble Economy

## **3. Indonesia**

**8 hours**

1.Nationalism in South-east Asia – Japanese occupation (1942-45) – Final struggle with the Dutch – Dr. Sukarno’s role in freedom struggle – Bandung Conference – Fall of Dr. Sukarno.

2.Policy of confrontation with Malaysia.

3.The coup of 1965 and after – Massacre of Communists – Gen. Suharto’s internal and external policies

## **4. Indo-China**

**8 hours**

1.French colonization and colonial system – nationalism in Indo-China.

2.Indo-China during the World War II –Geneva Conference, 1954 – withdrawal of the French.

3.Role of Ho-Chi-Minh – American intervention – War in Vietnam – 1968 elections foreign and domestic policy – unification of Vietnam.

**MAP STUDY:****3 hours**

## 1. China in 1911

Beijing, Port Arthur, Nanking, Shanghai, Canton, Macao, Taipei, Hong Kong, Shantung.

## 2. Japanese expansion during the World War II

Manchuria, Liotung Peninsula, Mukden, Seoul, Tokyo, Hiroshima, Nagasaki, Rangoon, Bangkok, Bandung, Kaula Lumpur, Singapore, Jakarta, Port Blair.

## 3. Partition of Vietnam

-Hanoi, Ho-Chi-Minh City.

**BOOKS SUGGESTED:**

1. K.M.Panikkar, *Asia and Western Dominance*, London, 1953.
2. Harold M. Vinacke, *A History of the Far East in Modern Times*, London, 1960.
3. C.H. Clyde, *The Far East*, New York, 1948
4. Nathaniel Peffer, *The Far East*, New Delhi, 1985.
5. D.G.E. Hall, *The South-East Asia*, London, 1964.
6. B.V. Rao, *Modern Asia*, Sterling Publishers.
7. Sardesai, *South-East Asia*, Delhi, 1992.
8. Khoo Kye Kim, *History of South, South-East and East-Asia*, New Delhi, 1982.
9. Starling T., *Cambridge History of South-East Asia*, London, 1995.

**III B A: VI SEMESTER****G101.6 History of Europe (A.D 1845-1945)**

**COURSE OUTCOMES:**

By studying this course students will be able to understand the History of Europe from the rise of Nationalism in Western Europe towards the later part of nineteenth century till the Second World War and formation of United Nations. This paper also teaches the problems of decaying of Ottoman empire and related history as well as the conquest of Africa and rise of Nazism and Fascism. How the two world wars devastated the economy and society and its impact is also taught to the students.

**Objectives :**

1. To understand the new regimes in Europe.
2. To learn the rise of nationalism and its effect on unification movements and the division of Europe into two camps.
3. To know the World Wars and their effect.

12 Hours

**1. Nationalism and the Unifications of Italy and Germany:**

Legacy of French Revolution- Rise of Nationalism in Europe – its expressions – early Italian associations – Mazzini and Garibaldi – Italian unification under the Sardinian Leadership – The work of Victor Emmanuel II and Cavour- Early attempts at German unification – the Prussian lead – The work of Bismarck – The three wars and the birth of the German Empire.

8 Hours

**2. Europe in two camps:**

The Eastern question – New Imperialism in Africa- The formation of the Triple Alliance and Triple Entente – The era of armed peace.

**3. The First World War and the League of Nations:9 hours**

The causes of the World War I – The Paris Peace Conference and the Treaties – The ‘Fourteen Points’- The League of Nations and its work.

**4. The Russian Revolution:9 hours**

The Czarist Absolutism – economy and society under the Czars – the Revolution of 1905 – Beginnings of industrialization – The ideological factors in Russian

Revolution – February Revolution and Alexander Kerensky – Mensheviks and Bolsheviks – Work of Lenin – NEP and the Five Year Plans – Stalin and the ‘Iron Curtain’.

### **5. Europe between the Wars:9 hours**

The aftermath of Versailles – The economy – The Great Depression – Italy goes Fascist – Domestic and foreign policies of Mussolini – German goes Nazi- Work of Hitler.

### **6. The Second World War and After:10 hours**

The causes of World War II – New technology of War – The Progress- End of the War and results- Cold War- The De-colonisation process.

### **MAP STUDY:**

**3 Hours**

#### 1. Unification of Italy:

Rome, Palermo, Parma, Modena, Tuscany, Florence, Venice, Nice, Savoy, Turin, Sardinia.

#### 2. Unification of Germany:

Frankfurt, Berlin, Munich, , Ems, Colon, Düsseldorf, Audi berg,

#### 3. Europe after Peace Settlement (1919):

London, Paris, Bonn, Geneva, the Hague, Moscow, Madrid, Rome, Turin, Vienna, Warsaw, Belgrade, Budapest,

#### 4. German Occupations in 1944. -Indicate the regions in Europe occupied by Nazi Germany with the Major cities.

### **BOOKS SUGGESTED:**

1. Ergang, R. and Donald G. Rohr, *Europe since Waterloo*, Delhi 1981.
2. Gottschalk, Louis and Donald Lach, *Europe and the Modern World*, Vol.I-II, Bombay, 1962.
3. Hayes, C.J.H. *Contemporary Europe since 1870*. (Indian editions)
4. Hazen, C.D., *Modern Europe Up to 1945*, (Indian editions)  
(Also Kannada translation by Dr. S.G. Ghatapanadi, Adhunik Europe)
5. Ketelbey, C.D.M., *A History of Modern Times From 1789*.(Indian editions)
6. Peacock, H., *A History of Modern Europe, 1789-1981*. Heimann Educational Tools, London, 7<sup>th</sup> Edition, 1982.
7. Ramm, Agatha, Grant and Temperley' *Europe in the Nineteenth and Twentieth Century*.Longman, 1984
8. Thomson, D., *Europe since Napoleon*, Penguin
9. E.J. Hobsbawm, *The Age of Empire*. 1988. (Indian Editions)
10. \_\_\_\_\_, *The Age of Extremes*1988. (Indian Editions)
11. Edward Mcnall Burns, *Western Civilisation*
12. Peacock, H., *A History of Modern Europe, 1789-1981*. Heimann Educational tools, London, 7<sup>th</sup> Edition, 1982.
13. Thomson, D., *Europe since Napoleon*, Penguin
14. E.J. Hobsbawm, *The Age of Revolutions*, 1988. (Indian Editions)
15. " *The Age of Capital*.1988(Indian Editions)

### III B A: VI SEMESTER

#### Optional paper

## G101.6a -History of Modern Karnataka (A.D. 1750 - 1956)

60 Hours

### COURSE OUTCOMES:

By studying this course students will be able to understand the History of Modern Karnataka especially after the decline of Vijayanagara. How various palegars became independent rulers and how Mysore emerged as one of the strong states under Hyderali and his son Tippu Sultan. How they continued their fight against the imperialistic British who were following various tactics to put down the Indian rulers. This paper also teaches various movements like the backward class movement, independence movement as well as unification movement along with the progress the state of Karnataka made in modern times in spheres such as literature, education, art and so on.

### Objectives :

1. To understand the expansion of colonial power and their relation with the native states
2. To know the struggle against the colonial domination in Karnataka.
3. To learn the rule of the princely state of Mysore and the concept of 'ModelState'.
4. To understand the cultural development in modern Karnataka and its effect on political as well as unification movement.

10 hours

1. **Karnataka after Vijayanagara** -Collapse of Vijayanagara-Emergence of Nayaka Kingdoms

The Keladi Nayakas - Their political expansion to the west coast - Their relations with the Portuguese - The Keladi Polity.

Rise of Mysore - The early Wodeyars - Chikkadevaraja Wodeyar - The consolidation of the Mysore kingdom.

South Canara- The Barkur Metropolis.

10 hours

2. **Towards Colonial Domination -**

The Dalvoys of Mysore – Deccan under the Marathas and the Nizam – The Rise of Haider Ali – His relations with the Marathas and the Nizam – Relations with the British – The First and Second Anglo-Mysore Wars- Tipu Sultan – Economic reforms – Military innovations – Diplomatic manoeuvres – Expansion to Kodagu, Kanara and Malabar – The Third Anglo-Mysore War and the Treaty of Srirangapattana-The Fourth Anglo-Mysore War.

**15 hours**

### **3. Karnataka under the British –**

**A. Mysore(1799-1947):** Regions under the direct Company Rule – The regions under indirect control – Mysore under Krishnaraja Wodeyar III – The work of Diwan Purniah – The British influence in Mysore – The Nagar Revolt – The British take-over – The Commissioners’ Rule – Cubbon and Bowring – The Rendition of Mysore and the working of the Indirect Rule – The rule of the Diwans –M. Vishweshwariah, Mirza Ismail – Modernisation of Mysore – Industrialization – Education – Health – ‘Model State Concept’ – The State attitude towards Indian Nationalism-Mysore Chalo Movement.

**8 hours**

**B. Other parts of Karnataka(till 1947):** Bellary, North Kanara- South Kanara-Karnataka under the Nizam’s rule-The British annexation of Kodagu – Revenue settlement – Anti-British revolts in Kanara and Kodagu – Rebellions in the Nizam’s dominions – Revolt in Kittur – Echoes of 1857 in Karnataka.

**8 hours**

**C. Social, Cultural and Political Developments** – Missionary work – Spread of education – Printing and the press – Literary and scholastic studies -development of theatre – New literary genres – Spread of nationalist ideas – Congress in Karnataka – Backward class Movement – Freedom Movement and its expressions in Karnataka.

**6 hours**

**4. Unification of Karnataka** – Political divisions before the Unification – Role of the Press and Writers – Organizations – Fazl Ali Commission and the Formation of the State.

**MAP STUDY: 3 hours**

1. Tipu's Possession in 1789.

Mysore, Srirangapatna, Madikeri, Cannanore, Sringeri, Mangalore,  
Bangalore, Periyapatna, Chitradurga, Doddaballapur.

2. Unification of Karnataka.

Dharwad, Belgaum, Bellary, Kolar, Gulbarga, Bidar, Raichur, Karwar,  
Viduraswatha, Isur, Shivapura, Ankola, Gadag.

**BOOKS SUGGESTED:**

1. P.B. Desai, S.H. Ritti, B.R. Gopal, *A History of Karnataka*, Dharwad, 1970.

2. K.R. Basavaraja, *History and Culture of Karnataka*, Dharwad, 1984.

3. H.V. Sreenivasa Murthy and R. Ramakrishnan, *A History of Karnataka* Delhi 1980.

4. Suryanath U. Kamath, *A Concise History of Karnataka*, Bangalore 1997.

5. " *Quit India Movement in Karnataka*, Hubli, 1988.

6. Diwakar, R.R. (Ed.), *Karnataka Through the Ages*, Bangalore, 1968.

7. 'Saki', *Making History: Karnataka's People and Their Past*, Vol.I, Bangalore, 1998

8. N.K. Sinha, *Haidar Ali*, Calcutta, 1965.

9. B. Sheik Ali, *Tipu Sultan*, 1982.

10. \_\_\_\_\_, *Diplomacy and Confrontation*,

11. T.T. Sharma, *Karnatakadalli Swatantra Samgrama*, 1957.

12. B. Sheik Ali (General Editor), *Karnataka Charitre*, Vos.6-7, Hampi, 1997.

13. Mohibul Hasan, *Hyder Ali*

14. Bjorn Hattney, *Political Economy of Indirect Rule*.

15. Fernandes, Praxy. *Storm over Shrirangapattana*. Bombay: Thacker & Co., 1969.

**III B A: VI SEMESTER**

## Optional paper

### G101.6b History of the West and Central Asia(since 1900)

60 Hours

<b>COURSE OUTCOMES:</b>
By studying this course students will be able to understand the History of Modern West and Central Asia including countries such as Turkey, Iran, Iraq, Arab World along with modern State of Israel and Palestinian Problem. West Asia also was colonized by the European powers and how they were continuously made to fight the British and other imperialistic hegemonies, is taught. Leaders such as Mustafa Kemal Pasha, Reza Shah Pahlavi, Dr Mosaddeq, Amanullah Khan and others are taught who were some of the rare leaders of the region. Paper also teaches contemporary history of the region with topics such as the rise of Taliban in Afghanistan.

#### 1. Iran:

15 Hours

1. Anglo-Russian interest in Iran – Ahmed Shah, 1909-25 – Iran during World War I.
2. Rise of Reza Shah Pahlavi and his reforms
3. Iran and World War II – Mohammad Shahpur Reza Shah Pahlavi.
4. Post-War Iran-Rise of Dr. Mohammad Mossadeq – Nationalization of oil companies – Fall of Dr. Mossadeq – Shah’s agrarian reforms – Foreign affairs – Policy towards America – Petroleum and Gas developments – The Western Consortium.
5. Revolution of 1978-79 – Rise of Ayatollah Khomeini.

#### 2. Turkey:

15 Hours

1. Sultan Abdul Hameed II – The Young Turk Movement – Achievements – Foreign policy.
2. Turkey and World War I – Nationalism and the Kemalist era- Turkish Republic – Internal and foreign policy.
3. Turkey and the World War II – Turkey’s experiment with democracy –Turko-American relations- Impact of NATO – Russo-Turkish relations.

### **3. Afghanistan**

**10 hours**

1. Monarchy under Amir Habibullah (1901-1919) – Amanullah Khan (1919-29) – domestic and foreign policy – Nadir Shah (1929-33) – Muhammad Zaman Shah – Najibullah – Problem of Pushtoonistan.

2. Afghanistan and Cold War – Russian and American rivalry – Russian withdrawals Civil War in Afghanistan.

### **4. The Arab World:**

**17 hours**

1. Growth of Arab nationalism – Arab freedom struggle.

2. Arabs and World War I – Mandates in Syria, Jordan, Palestine, Iraq- Creation of the state of Israel, 1942 – Arab-Israeli War (1948-49) – The three Arab-Israeli Wars- the Suez War (1956), the Six Days War (1967) and the Yom Kippur War (1973) – The PLO and Yasser Arafat- Role of U.N. – Role of the U.S. in West Asia.

### **MAP STUDY:**

**3 hours**

1. British and French Mandates after the World War I

-Beirut, Damascus, Amman, Jerusalem, Tel Aviv, Ankara, Smyrna, West Bank, Gaza Strip-Abadan,

2. West Asia after 1973-

Tehran, Baghdad, Bahrein, Mecca, Medina, Riyadh, Muscat,

3. Afghanistan- Kabul, Kandahar, Herat

### **BOOKS SUGGESTED:**

1. S.N. Fisher, *The Middle East: A History*, London, 1960.

2. Phillip Hitti, *The Arabs* London 1978

3. Anthony Nutting, *The Arabs*, New York, 1965.

4. Willian Yale, *The Near East*, New Delhi, 1992.

5. Kirk, George, *A History of the Middle East*, New Delhi, 1990.

6. Rodinson, Maxime, *The Arabs*, Harmandsworth, 1961.

7. Richard Allen, *Imperialism and Nationalism in the Fertile Crescent*, London, 1978.

8. Ira M. Lapidus, *History of Islamic Societies*, London, 1992.

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