

## Structure for History Discipline

Core paper no.	Paper Title	Credit	No. of Teaching Hours/ Week	Total Marks/ Assessment
<b>V Semester</b>				
DSC-9	History of India. (CE1761-CE 1857)	4	4	100 (60+40)
DSC-10	European History	4	4	100 (60+40)
DSC-11	Socio -Religious Reforms and Indian National Movement [1828-1947]	4	4	100 (60+40)
SEC-1	A. History of Tourism in India OR	2	2	50 (40+10)
	B. Heritage Tourism in Karnataka	2	2	50 (40+10)
<b>VI Semester</b>				
DSC-12	History of Freedom Movement and Unification in Karnataka	4	4	100 (60+40)
DSC-13	Contemporary History of India [1947- 1990]	4	4	100 (60+40)
DSC-14	Modern Europe [1914-1990]	4	4	100 (60+40)
SEC-2	A. Dr. B.R Ambedkar's Social and Political Philosophy OR	2	2	50 (40+10)
	B. Heritage Sites in Kittur Karnataka	2	2	50(40+10)



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Semester V

<b>Course Title: History of India. (CE1761-CE 1857)</b>	
<b>Semester: VI</b>	<b>Course Code: DSC – 9</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### Course Objectives:

This course is designed to

- Student will be able to formulate basis of modern India through different concepts like modernity, Rule of Law etc
- Students will be able to analyze the process of rise modern India and its foundation made by social reformer and freedom fighters.
- Students will be able to analyze social background of Indian Nationalism
- Students will be able to categorize different school of thoughts about Modern India history
- Students will be able to illustrate rise and growth of Economic Nationalism in India.

### Learning Outcome

At the end of the course the students shall –

- Be in a position to understand the Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, Punjab.
- Be familiar with Land revenue systems- Permanent, Ryotwari and Mahalwari system, Commercialization of Agriculture- Consequences.
- Be in a position to understand the Drain of Wealth-causes and consequences, Growth of modern industry.

<b>Unit</b>	<b>Contents of Course- DSC-9</b>	<b>60 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Indian Polity, Society and Economy in mid-18th century. Mercantile Policies and Indian Trade. <b>Chapter-2:</b> Colonial Expansion-Bengal and Punjab, Battle of Plassey and Buxar. Anglo – Mysore Wars and Anglo – Maratha Wars. <b>Chapter-3:</b> Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarians.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> British Administration and Law. The Spread of English Education-Lord Macauley’s Minutes. <b>Chapter-5:</b> The New Revenue Land Settlements-Permanent land settlement, Mahalwari and Ryotwari <b>Chapter-6:</b> Commercialization of Agriculture.	<b>15 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Deindustrialization – British Industrial Policy <b>Chapter-8:</b> Economic Impact of the Colonial Rule - Emergence of Middlemen, Moneylenders, absentee Landlords, landless labours <b>Chapter-9:</b> Social Discrimination and Colonial Rule - Caste discrimination, Untouchability and Gender discrimination- Kulinism in Bengal, Sati system, Female Infanticide and Widowhood.	<b>15 Hours</b>
<b>Unit- IV</b>	<b>Chapter-10:</b> Tribal and Peasant Movements in Colonial India <b>Chapter-11:</b> Revolt of 1857: Causes, Courses and Results <b>Chapter-12: Map Topics;</b> 1)Main Centres of Colonial Period in India Or 2) Main Centres of the Great Revolt of 1857	<b>15 Hours</b>

## Suggested Readings References

References	
1	Bandopadhyaya, Sekhara (2004), From Plassey to Partition: A History of Modern India, Orient Blackswan.
2	Bayly, C.A. (1988), Indian Society and The Making of British Empire, Cambridge University Press
3	Bhatia, B. M. (1967), Famines in India, Asia Publishing House.
4	Brown, Judith M. (1972), Gandhi's Rise to Power: Indian Politics, 1915-1922, Cambridge University Press.
5	Chandra, Bipan, (2010), Rise and Growth of Economic Nationalism in India, Har Anand
6	Chaudhuri, B.B. (2008), Peasant History of Late Pre-Colonial and Colonial India, Pearson Education.
7	Gadgil, D. R. (1939), Industrial Evolution of India Marshal, P.J. (ed.) : Eighteenth Century in Indian History, Oxford University Press, Delhi, 2007
8	Hasan, Mushirul (1991), Nationalism and Communal Politics in India: 1885-1932, Manohar.

**Pedagogy:** The course shall be taught through the lectures, interactive session, outdoor visits and week- end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

<b>Course Title: European History</b>	
<b>Semester: V</b>	<b>Course Code: DSC-10</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### Course Objectives:

Course Objectives

- To study the history of a region that is often left out of, or given short shrift in, mainstream “South Indian History”

Unit	Contents of Course- DSC-10	60 Hours
<b>The French Revolution and Napoleonic Era (1789-1815)</b>		
Unit-I	<b>Chapter-1:</b> The causes of French Revolution – The consequences of Revolution <b>Chapter-2:</b> Napoleon rises to power - Creation of Empire <b>Chapter-3:</b> The Continental system - The fall of Napoleon	15 Hours
<b>The Concert of Europe (1815-1830)</b>		
Unit-II	<b>Chapter-4:</b> The Congress of Vienna <b>Chapter-5:</b> Metternich’s Era <b>Chapter-6:</b> The Concert of Europe and Congress System Balance of Power	15 Hours
<b>Forces of Continuity and Change in Europe (1815-1848)</b>		
Unit-III	<b>Chapter-7:</b> Nationalism –Liberalism - Romanticism <b>Chapter-8:</b> Socialism - Industrial Revolution <b>Chapter-9:</b> Colonialism -Consequences	15 Hours
<b>The Eastern Question (1804-1856)</b>		
Unit-IV	<b>Chapter-10:</b> The nature of the Eastern question <b>Chapter-11:</b> The Crimean War <b>Chapter-12:</b> Russo Turkish War 1877 - Consequences	15 Hours

### Exercise:

- Students can be asked to study the main theories and interpretations on South Indian Civilization.

### Suggested Readings

References	
1	A History of Modern Europe (1789-1991) H.L. Peacock,
2	The Struggle for Mastery in Europe: 1848-1918 A.J.P Taylor
3	The Cold War: Ideological Conflict or Power Struggle Normal A. Grabener
4	The USSR: A Share History Vladimir Polrtayen,
5	Development in Russian Politics Stephen White
6	Mastering Modern European History Stuart Miller,
7	A Text Book of European History by Southgate, G.W.
8	Aspects of European History 1789-1980. Stephen J. Lee
9	Europe Since Napoleon Thompson, D
10	European Union: European politics. Tim Bale.

### Pedagogy:

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

## Course Title: Socio - Religious Reforms and Indian National Movement

<b>Semester: V</b>	Course Code: DSC-11
<b>Total Contact Hours: 56</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Outcomes (COs): At the end of the course students will be able to :**

CO1: Assess the contributions of social reformers of renaissance period.

CO2: In addition to social transformation work and activities of social reformers will inspire the youth and make them enterprising.

CO3: Further study of Aligarh, Adi Dharma and Namoh Shudra movements will also inspire the modernization and advancement of the respective communities.

CO4: Trace the course, ideology and methods of Liberal and Radical nationalists.

CO5: Understand emergence of mass politics during Gandhian era

CO6: Understands the process and impact of the constitutional development

Unit	Title: Socio - Religious Reforms and Indian National Movement	56.hrs/sem
Unit I	<p><b>Chapter-1:</b> Reform Movements of 19<sup>th</sup> Century –Rajaram Mohan Roy- Brahma Samaj, Dayanand Saraswati-Arya Samaj and Swami Vivekanand</p> <p><b>Chapter-2:</b> Aligarh Movement, Theosophical Society and Prathana Samaj</p> <p><b>Chapter-3:</b> Adi Dharma movement in Punjab and Namoh-Shudra Movement in Bengal</p>	<b>14Hour</b>
Unit II	<p><b>Chapter-4:</b> Upliftment of the Oppressed Communities – Satya Shodhak Samaj movement-Mahatma Phule and Chh. Shahu Maharaj.</p> <p><b>Chapter-5:</b> Ezhava Movement of Sri. Narayan Guru and Self Respect Movement of Periyar Ramaswamy-Nalwadi Krishanaraj Wodeyar</p> <p><b>Chapter-6:</b> Social Transformation Movement of Dr. B R Ambedkar-Empowerment of Women and Labors.</p>	<b>14Hour</b>
Unit III	<p><b>Chapter-7:</b> Indian National Movement (1885- 1907) –Rise of Nationalism – Ideology and Methods of Moderates-Anti-Partition and Swadeshi Movement.</p> <p><b>Chapter-8:</b> Extremist Nationalism [1907-1919]– Method and Ideology - Home Rule movement</p> <p><b>Chapter-9:</b> Gandhiji Era–Non-Co-operation movement, Civil Dis-obedience movement and Quit India movement.</p>	<b>14Hour</b>
Unit IV	<p><b>Chapter-10:</b> Constitutional Development– 1909,1919 Acts and Nehru Report (1932)</p> <p><b>Chapter-11:</b> Round Table Conferences –Communal Award-Poona Pact and Government of India Act of 1935</p> <p><b>Chapter-12:</b> Cabinet Mission Plan-Mountbatten Plan-Partition of India –Indian Independence Act (1947)</p> <p><b>Map Topics:</b> 1) Main places of the Non-Co-operation movement in India</p> <p style="text-align: center;">Or</p>	<b>14Hour</b>



## 2) Main centers of the Quit India movement

### References:

1. Bipin Chandra: *Nationalism and Colonialism in India*
2. Percival Spear: *Oxford History of Modern India (1740-1975)*
3. Sumith Sarkar: *Modern India (1985-1947)*
4. A.R. Desai: *Social Background of Indian Nationalism*
5. Hassan Imam: *Indian National Movement*
6. Gopal S.: *British Policy in India (1858 -1905)*
7. Srinivas M.N.: *Social Change in Modern India*
8. Anil Seal: *The Emergence of Indian Nationalism*
9. Tarachand: *Freedom Movement in India(Four volumes), Government of India Publication, NewDelhi*
10. R.N. Agarwal : *Indian National Movement and Constitutional Development*
11. Bipan Chandra-*India's Struggle for Independence 1857–1947*, Penguin Books New Delhi 1997.
12. Girja Shankar; *Socialist Trends in Indian National Movement*, Meerut, 1987.
13. R.S.Sharma (Ed); *Indian Society: Historical Probing's*, PPH, New Delhi, 1974.
14. P.N. Chopra and Others; *A Social, Cultural and Economic History of India*, Vol.III, Macmillan, Delhi, 1974.
15. V.P. Varma; *Modern Indian Political Thought*, L.N. Agarwal, Agra, 2002.
16. Keer Dhananjay: *Mahatma Jyoti Rao Phule – Father of Indian Social Revolution*, Bombay, 1974.
17. Patil, P.G. (Trans.); *Collected works of Mahatma Jotirao Phule* Vol-I, and II, Government of Maharashtra Publication, Bombay, 1991.
18. Madhavan Ayyappath (Translated): *Narayan Guru: Bharatiya Vidya Bhavan*, Mumbai, 1978.
19. Sundara Raju & R Hardgrave Jr: *Religion and Society-selections from Periyar's Speeches and Writings*, (Translated) Emerald Publishers, Madras, 1994.
20. Vasanta Moon (Ed) *Dr. Babasaheb Ambedkar Writing and speeches*, Vol.1-18 Government of Maharashtra Publication, Mumbai.
21. Brown Judith M. (1972) : *Gandhi's Rise to Power: Indian Politics, 1915-1922*, Cambridge University Press
22. Hasan, Mushirul (1991): *Nationalism and Communal Politics in India: 1885-1932*, Manohar.

Formative Assessment for Theory	
Assessment Occasion/type	Marks
InternalAssessmentTest1	10
InternalAssessmentTest2	10
Quiz/Assignment/Small Project	10
Seminar	10
<b>Total</b>	<b>40Marks</b>
<i>Formative Assessment As per guidelines.</i>	

### Course Title: History of Tourism in India

<b>Semester: V</b>	<b>Course Code: SEC -1 (A)</b>
<b>Total Contact Hours: 30</b>	<b>Course Credits: 2</b>
<b>No. of Teaching Hours/Week:2</b>	<b>Duration of ESA/Exam: 1.5 Hours</b>
<b>Formative Assessment Marks: 10</b>	<b>Summative Assessment Marks: 40+10=50</b>

#### Course Objectives:

The objective of the course is to:

- Familiarize students with the basic concepts of travel and tourism
- discuss the terminology used
- Give an insight into how travel and tourism evolved over a period of time and reached the modern stage.
- Enhance the knowledge of students in various areas related to tourism and how it affects the destination.
- Explore the selected issues that currently influence the tourism industry both locally and globally.

#### Learning Outcome:

By the end of this course, learners would be able to:

- Understand fundamentals of tourism from the management, marketing and financial perspectives.
- Understand the concepts of travel and tourism, the framework of the system, types and form of tourism as well as the impacts of tourism.
- Describe the different types tourism resources of India, their importance in tourism and management.

Unit	Contents of Course- SEC-1 (A)	30 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Tourism: Definition -Nature and Meaning – Need for Tourism – Origin and Growth of tourism. <b>Chapter-2:</b> Indian Tourism Development Corporation (ITDC) and International Tourism. <b>Chapter-3:</b> Natural Tourist Resources – Rich Diversity in landform and landscape, geographic features of India.	<b>12 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Tourism and perspectives. National parks and Art galleries. <b>Chapter-5:</b> Components of tourism - Medical tourism –Adventure tourism, Health tourism, Conference	<b>8 Hours</b>

	and Sports tourism. <b>Chapter-6:</b> Religious Resources: Important places of pilgrimage centres of India.	
<b>Unit- III</b>	<b>Chapter-7:</b> Hindu -Temples, Muslim – Mosques Darghas, Christian- Churches, Jain - Basadi Buddhists - Stupas, Viharas. Sikhs - Gurdwaras <b>Chapter-8:</b> Monuments of Historically important, Natural Sites of India. <b>Chapter-9:</b> Beaches and Islands of India.	<b>10 Hours</b>

#### Exercise:

- Students can be asked to study and understand fundamentals of tourism from the management, marketing and financial perspectives
- They may be asked to survey the concepts of travel and tourism.
- They can be asked to analyze the different types tourism resources of India, their importance in tourism and management.

#### Suggested Readings

References	
1	Bhatia, A.K.: International Tourism : Fundamentals and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 1911.
2	Bhatia, A.K.: Tourism Development: Principles and Practices, Sterling Publishers Pvt. Ltd., New Delhi, 1989.
3	Bhatia, A.K.: Tourism in India History and Development, sterling publishers Pvt. Ltd., New Delhi, 1978.
4	Brown Percy, Indian Architecture (Islamic period), Bombay.
5	Gupta, SP, Lal, K, Bhattacharya, M. (2002) Cultural Tourism in India, DK Print.
6	Robinet Jacob etal (2012), Tourism Products of India, Abhijeeth Publications, New Delhi.
7	Michell, George, Monuments of India, Vol. 1. London.
8	Dr.I.C.Gupta and Dr.S.Kasbekar, Tourism products of India.
9	Dixit, M and Sheela, C. (2001), Tourism Products, New Royal Book

#### Pedagogy:

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assignment	02
Test -1	03
Test-2	03
Attendance	02
<b>Total</b>	<b>10</b>

<b>Course Title: Heritage Tourism in Karnataka</b>	
<b>Semester: V</b>	<b>Course Code: SEC-1(B)</b>
<b>Total Contact Hours: 30</b>	<b>Course Credits: 2</b>
<b>No. of Teaching Hours/Week: 2</b>	<b>Duration of ESA/Exam:1.5 Hours</b>
<b>Formative Assessment Marks: 10</b>	<b>Summative Assessment Marks: 40+10=50</b>

#### Course Objectives:

The objective of the course is to:

- To study the vast Tourist resources of Karnataka.
- To conceptualize a tour itinerary based on variety of themes;
- To identify and manage emerging tourist destinations.
- To make Karnataka one among the top States of India in terms of domestic and international tourist visits.
- To harness Karnataka's tourism potential for its effects on employment generation and economic development.
- To instill confidence in tourists to visit Karnataka and ensure their comfort, convenience, and safety throughout their journey in Karnataka.
- To promote Karnataka in domestic and international markets through a multitude of marketing channels

#### Learning Outcome

After studying the chapter, the reader will be able to

- Take students to the tourist places of your district/ Taluk. Ask them to prepare a report and submit for internal assessment.
- Differentiate tourism product from other manufactured products from a marketing view point
- To comprehend the vast Tourist resources of Karnataka;
- To conceptualize a tour itinerary based on variety of themes; and
- To identify and manage emerging tourist destinations.

<b>Unit</b>	<b>Contents of Course- SEC-1 (B)</b>	<b>30 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Introduction to Karnataka Culture and Heritage Tourism.</p> <p><b>Chapter-2:</b> Concept and Significance of the history of cultural heritage of Karnataka.</p> <p><b>Chapter-3:</b> Cultural heritage sites of the Mauryan Period, Satavahanas, Gangas, Chalukyas, Hoysalas, Vijayanagara, Bahamanis and Wodeyars of Mysore.</p>	<b>12 Hours</b>

<b>Unit-II</b>	<b>Chapter-4:</b> Preservation and Conservation of Monuments of Karnataka. <b>Chapter-5:</b> Indo-Islamic Architecture. <b>Chapter-6:</b> Important features of Karnataka Paintings & Dance Forms of Karnataka (classical and folk traditions).	<b>09 Hours</b>
<b>Unit- III</b>	<b>Chapter-7:</b> Hill Stations of Karnataka Chikkamagalur hills, Agumbe hills, Malemahadeshwara hills, B R hills. <b>Chapter-8:</b> Famous Forts & Palaces <b>a.</b> Bangalore fort, Gulbarga Fort, Chitradurga Fort, Bijapur fort, Shapur fort. <b>b.</b> Mysore Palace, Shivappanayaka Palace, Shivamugga palace, Tippu Palace of Bengalore. <b>Chapter-9:</b> Karnataka State Tourism Development Corporation.	<b>09 Hours</b>

#### Exercise:

- Students can be asked to study and understand fundamentals of tourism from the management, marketing and financial perspectives
- They may be asked to survey the concepts of travel and tourism.
- They can be asked to analyze the different types tourism resources of Karnataka, their importance in tourism and management.

#### Suggested Readings

<b>References</b>	
1	Michell, George, Monuments of India, Vol. 1. London.
2	Davies, Philip, Monuments of India, Vol. II., London.
3	Brown Percy, Indian Architecture (Buddhist and Hindu), Bombay.
4	Brown Percy, Indian Architecture (Islamic period), Bombay.
5	Vatsayana, Kapila, Indian Classical Dance, New Delhi.
6	Mehta. R. J. Handicrafts & Industrial Arts of India, New York.
7	Hussain, S. A.: The national cultural of India, National Book Trust, New Delhi, 1987
8	Heinrich Zimmer, Philosophies of India, Routledge
9	Swami, Prayaganand, History of Indian Music.

#### Pedagogy:

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assignment	02
Test-1	03
Test-2	03
Attendance	02
<b>Total</b>	<b>10</b>

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Semester VI

<b>Course Title: HISTORY OF FREEDOM MOVEMENT AND UNIFICATION IN KARNATAKA</b>	
<b>Semester: VI</b>	<b>Course Code: DSC12</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Learning Outcome:**

- To get familiarized with impact of the rebellion of 1857 on Karnataka
- To get acquainted with National Movement in Karnataka
- To know about Belgaum Congress Session
- To understand about Origin and development of unification movement in Karnataka
- To know about Contributions of Various Kannada Organizations.

<b>Unit</b>	<b>Contents of Course- DSC12</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Introduction: Historical background the disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state Armed Resistances against the British rule in Karnataka.</p> <p><b>Chapter-2:</b> Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.</p> <p><b>Chapter-3:</b> The impact of the rebellion of 1857 on Karnataka Bedars of Halagali against Anti arms Act.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the Struggle.</p> <p><b>Chapter-5:</b> The National Movement in Karnataka - Early activities the response to Swadeshi and Non Co-operation Movements in Karnataka-Influence of Tilak and Gandhi.</p> <p><b>Chapter-6:</b> Belgaum Congress Session (1924) Satygraha campaigns in Karnataka (1930-34)</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Quit India Movement in Karnataka-its effects</p> <p><b>Chapter-8:</b> Movement for Responsible Government in Princely Mysore state.</p> <p><b>Chapter-9:</b> Origin and development of unification movement in Karnataka: Factors responsible for unification Movement.</p>	<b>15 Hours</b>
<b>Unit- IV</b>	<p><b>Chapter-10:</b> Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations</p> <p><b>Chapter-11:</b> The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness</p>	<b>15 Hours</b>

	<b>Chapter-12:</b> The ultimate move towards the formation of Karnataka.	
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### Suggested Readings

References	
1	S.Chandrashekar - Karnataka Ekikaranada Charitre
2	R.R.Diwakar - Karnataka through the ages
3	P.B.Desai - History of Karnataka
4	G.S.Halappa - History of Freedom Movement in Karnataka
5	Basavaraja.K.R. - History of Karnataka
6	K. Veerathappa - Studies in Karnataka History and Culture.
7	James Manor - Political change in an Indian State Mysore 1917-
8	M.Shamarao - 1955 - Modern Mysore (2 vols.)
9	H.S. Gopal Rao - Karnataka Ekikaranada Ithihasa

### Pedagogy:

The course shall be taught through the lectures, assignments, group discussions and week- end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>



<b>Course Title: Contemporary History of India from 1947-1990s</b>	
<b>Semester: V</b>	<b>Course Code: DSC-12</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

<b>Unit</b>	<b>Contents of Course- DSC-12</b>	<b>60 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Political legacy of Colonialism. <b>Chapter-2:</b> Economic and Social Legacy of Colonialism. <b>Chapter-3:</b> National movements: Its significance, Value and Legacy.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Framing of Indian Constitution - Constituent Assembly – Draft Committee Report – declaration of Indian Constitution, Indian constitution- Basic Features and Institutions. <b>Chapter-5:</b> The Initial Years: Process of National Consolidation and Integration of /Indian States – Role of Sardar Patel – Kashmir issue, Indo – Pak war 1948; the Linguistic Reorganization of the States, Regionalism and Regional Inequality. <b>Chapter-6:</b> Political development in India since Independence.	<b>15 Hours</b>
Unit-III	<b>Chapter-7:</b> Politics in the States: Tamil Nadu, Andhra Pradesh, West Bengal and Jammu and Kashmir, the Punjab Crisis. <b>Chapter-8:</b> The Post-Colonial Indian State and the Political Economy of Development: An Overview <b>Chapter-9:</b> Foreign policy of India since independence.	15 Hours
Unit-IV	<b>Chapter-10:</b> Indian Economy, 1947-1965: the Nehruvian Legacy Indian Economy 1965-1991, Economic Reforms since 1991 and LPG. <b>Chapter-11:</b> Caste, Untouchability, Anti-caste Politics and Strategies, Revival and Growth of Communalism. <b>Chapter-12:</b> Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the	15 Hours

	Green Revolution And Agrarian Struggles Since Independence	
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### Exercise:

- Examine the impact of colonial legacy on the post-independent Indian Political System
- Discuss the political legacy under colonialism in India.
- Highlight the different factors of political legacy of colonialism
- What is legacy? Write a note on political legacy of colonialism.
- Critically examine the important legacies in the form of political legacy of British Colonialism in India
- Discuss the economic legacy of British Colonialism
- High the different fields of economic legacy of colonialism in India.
- Make an analysis on the social legacy of British colonialism.

### Suggested Readings

References	
1	South Indian Studies : Ed. By Dr.H. M. Nayak & B.R. Gopal
2	History of South India : K.A. Neelakantha Sastry
3	Karnataka Through the Ages - R. R. Diwakar
4	Karnataka Samskriti Darshana - M.V. Krishna Rao and T. Keshava Bhat
5	Karnataka Parampare - Ed. By R. R. Diwakar
6	Dakshina Bharatada Ithihasa - B. Sheik Ali G. R. Rangaswamaiah
7	Karnataka Samskritika Ithihasa - Tipperudraswamy
8	Karnatakadalli Chitrakale - Shivarama Karantha
9	Karnataka Parampare - Ed. By R. R. Diwakar
10	Bharatiya Rangabhoomi - Adya Rangacharya

### Pedagogy:

The course shall be taught through the lectures, assignments, group discussions and week- end seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

<b>Course Title: European History</b>	
<b>Semester: V</b>	<b>Course Code: DSC-14</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

- To study the history of a region that is often left out of, or given short shrift in, mainstream “South Indian History”

<b>Unit</b>	<b>Contents of Course- DSC-14</b>	<b>60 Hours</b>
<b>The French Revolution and Napoleonic Era (1789-1815)</b>		
<b>Unit-I</b>	<b>Chapter-1:</b> The causes of French Revolution – The consequences of Revolution <b>Chapter-2:</b> Napoleon rise to power - Creation of Empire <b>Chapter-3:</b> The Continental system - The fall of Napoleon	<b>15 Hours</b>
<b>The Concert of Europe (1815-1830)</b>		
<b>Unit-II</b>	<b>Chapter-4:</b> The Congress of Vienna <b>Chapter-5:</b> Metternich’s Era <b>Chapter-6:</b> The Concert of Europe and Congress System Balance of Power	<b>15 Hours</b>
<b>Forces of Continuity and Change in Europe (1815-1848)</b>		
<b>Unit-III</b>	<b>Chapter-7:</b> Nationalism –Liberalism - Romanticism <b>Chapter-8:</b> Socialism - Industrial Revolution <b>Chapter-9:</b> Colonialism -Cosequences	<b>15 Hours</b>
<b>The Eastern Question (1804-1856)</b>		
<b>Unit-IV</b>	<b>Chapter-10:</b> The nature of the Eastern question <b>Chapter-11:</b> The Crimean War	<b>15 Hours</b>

**Exercise:**

- Students can be asked to study the main theories and interpretations on South Indian Civilization.

**Suggested Readings**

<b>References</b>	
1	A History of Modern Europe (1789-1991) H.L. Peacock,
2	The Struggle for Mastery in Europe: 1848-1918 A.J.P Taylor
3	The Cold War: Ideological Conflict or Power Struggle Normali A. Grabener
4	The USSR: A Share History Vladimir Polrtayen,
5	Development in Russian Politics Stephen White
6	Mastering Modern European History Stuart Miller,
7	A Text Book of European History by Southgate, G.W.
8	Aspects of European History 1789-1980. Stephen J. Lee
9	Europe Since Napoleon Thompson, D
10	European Union: European politics. Tim Bale.

**Pedagogy:**

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

<b>Course Title: Dr.B.R Ambedkar's Social and Political Philosophy</b>	
<b>Semester: VI</b>	<b>Course Code: SEC-2 (A)</b>
<b>Total Contact Hours: 30</b>	<b>Course Credits: 2</b>
<b>No. of Teaching Hours/Week:2</b>	<b>Duration of ESA/Exam: 1.5 Hours</b>
<b>Formative Assessment Marks: 10</b>	<b>Summative Assessment Marks: 40+10=50</b>

### **Course Objectives**

- Conceptually understand the Political Philosophy of Ambedkar.
- Assess the Movements of Ambedkar.
- Asses the challenges in implementation of Dr. Ambedkar's Policies.

### **Learning Outcome:**

Course outcomes (Cos): After the successful completion of the course, the student will be able to:

- To define the Dr. B.R. Ambedkar's Social and political philosophy
- To examine different types of Dr. B.R. Ambedkar's Social and political philosophy
- To understand Dr. B.R. Ambedkar's Social and political philosophy
- To realize the importance Dr. B.R. Ambedkar's Social and political philosophy

<b>Unit</b>	<b>Contents of Course- SEC-2 (A)</b>	<b>30 Hours</b>
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<b>Unit-I</b>	<p><b>Chapter-1:</b> Life and works of Dr. B.R. Ambedkar- Early influences of Dr. B.R. Ambedkar through Visits intellectuals.</p> <p><b>Chapter-2:</b> Dr. B.R. Ambedkar's Reactions to British Political Reforms- Symon Commission, Three Round Table Conference and Poon-Pact.</p> <p><b>Chapter-3:</b> Dr. B.R. Ambedkar's Conception of Frndeedom &amp; His Role in the Freedom Struggle, Mukanayaka, Janatha, Bahiskrith Bharatha, Prabudda Bharatha. Ambedkar's Perception of New India.</p>	<b>10 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Dr. B.R. Ambedkar's the Quest for Social Justice, Analysis of Indian Social Problems &amp; Its Solutions, Mahad Satyagraha, Caste System, Untouchability, Adivasis &amp; Minorities.</p> <p><b>Chapter-5:</b> Dr. B.R. Ambedkar's views on Annihilation of Caste, Education and Social Uplift of Scheduled Cast, Tribes &amp; Backward Classes, the Untouchables in Contemporary India.</p> <p><b>Chapter-6:</b> Social Justice Role of Ambedkar as a Chairman of the Constituent Assembly.</p>	<b>12 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Role of Ambedkar as a Chairman of the Constituent Assembly.</p> <p><b>Chapter-8:</b> Ambedkar's view on Social Justice- Preamble of the Constitution- Fundamental Rights (Part III) Article 14,15,16,17,19,21,22.</p> <p><b>Chapter-9:</b> Ambedkar's Conception on 'Constitutional Remedies'. The Role of Judiciary in Upholding Social Justice to the Weaker Sections of the Society</p>	<b>08 Hours</b>

### Exercise:

- Evaluation of Role of Ambedkar as a Chairman of the Constituent Assembly
- Group discussion to generate new ideas related to the Role of Ambedkar as a Chairman of the Constituent Assembly.

References	
1	Booker T. Washington-Up from Slavery.
2	Dhananjay Keer - Life and Mission of Dr. B.R.Ambedkar
3	A.M. Rajashekharaiiah - The Quest for Social Justice
4	Computer fundamentals a / s - B B.Ram
5	Fundamentals of computers - V.Rajaraman
6	Scholered T, Valaraie & Brown, Pam - Martin Luther King: America's Great Non-Violent Leader
7	W.N. Kuber - Ambedkar - A Critical Study
8	A first course in computers - S S.Jaiswal, Galgotia publications
9	Nissim Ezekiel - A Martin Luther King Reader

### Pedagogy:

The course shall be taught through the lecture methods, lab teaching, visits to field and week- end seminars.

<b>Formative Assessment</b>	
<b>Assessment Occasion/ type</b>	<b>Weightage in Marks</b>
Assignment	02
Test-1	03
Test-2	03
Attendance	02
<b>Total</b>	<b>10</b>

<b>Course Title: Heritage Sites in Kittur Karnataka</b>	
<b>Semester: VI</b>	<b>Course Code: SEC-2 (B)</b>
<b>Total Contact Hours: 30</b>	<b>Course Credits: 2</b>
<b>No. of Teaching Hours/Week:2</b>	<b>Duration of ESA/Exam: 1.5 Hours</b>
<b>Formative Assessment Marks: 10</b>	<b>Summative Assessment Marks: 40+10=50</b>

**Course Objectives:**

This course will help to understand Components and Evolution of Indian Heritage

- understand the concept and meaning of Indian cultural history
- establish the link between culture and heritage
- discuss the role and impact of culture in human life

**Learning Outcome:**

At the end of the course the students shall –

- Describe the distinctive features of Indian culture.
- Identify the sources of culture.
- Explain the components of culture.
- Trace the stages of evolution of Indian culture
- Describe the distinctive features of Indian culture.
- Identify the sources of cultural heritage of our place.

- Explain the components of cultural heritage of our place.

Unit	Contents of Course- SEC-2 (B)	30 Hours
Unit-I	<p><b>Chapter-1: Belagavi District Historical monuments</b> - Kamala Basadi, Fort, Monuments of Colonial's Period in Belagavi.</p> <p><b>Chapter-2:</b> Heritage sites of Halasi</p> <p><b>Chapter-3:</b> Architecture of Kittur: Palaces, Fort and Fortification of Kittur.</p>	10 Hours
Unit-II	<p><b>Chapter-4: Bagalkot District Heritage sites:</b> Historical monuments of Badami and Mahakoot</p> <p><b>Chapter-5:</b> Heritage sites in Aihole and its features</p> <p><b>Chapter-6: The</b> World Heritage site in Pattakallu and historical site of Kudalsangam</p>	10 Hours
Unit- III	<p><b>Chapter-7: Architecture Remains of Bijapur:</b> Palaces of Bijapur and historical sites of Navaraspur.</p> <p><b>Chapter-8:</b> Tombs, Mosques and Fort and fortification of Bijapur in AdilShahis period.</p> <p><b>Chapter-9:</b> Heritage site in Basavan Bagewadi</p>	10 Hours

**Exercise:**

- Students can visit the Historical places of Kittur Karnataka.
- Write a report on World Heritage site Pattakallu.

**Suggested Readings**



References	
1	Prof. Panda and E. Shiva Nagi Reddy: Temple Architecture of Indian – Bharatiya Kala Prakashan, 2019 Dhali.
2	George Michell: The Hindu Temple – University of Chicago Press, 1988.
3	A Sundara: Pattadakal; World Heritage Series. Archaeological Survey of India 2008.
4	George Michell: Temple Architecture and art of the early Chalukyas Niyogi Books 2014.
5	Dr. Suryanath U. Kamath: Concise History of Karnataka, MCC, Bangalore 2002.
6	Henry Cousens: Bejapur and Its Architectural Remains with and Historical outline of the Adil Shahis Dynasty, Bharatiya Publishing House 1976.
7	Smita Surebankar: Architectural Splendours of Belagavi, 2018.

### Pedagogy:

The course shall be taught through the classroom lectures, Open Educational Resources (OER) as reference materials, assignments and group discussions.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assignment	02
Test -1	03
Test-2	03
Attendance	02
<b>Total</b>	<b>10</b>

## General Pattern of History Question Paper

### I. Term End Examination for Discipline Specific Core (DSC) Papers

Each paper will be for maximum of **60 mark**. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

**Note:** Duration of Examination for Discipline Specific Core (DSC) Papers is **3 hours**.

Question paper pattern for **Discipline Specific Core (DSC) Papers** –

**Section A: Multiple Choice Questions**

**Section B: Short Answer Questions**

**Section C: Long Answer Questions**

**Section A: Multiple Choice Questions**

**All Questions are Compulsory (10x1=10)**

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Section B: Short Answer Questions (2x10=20)**

**Answer any Two questions. Answer the following questions in not more than 500 words**

- 11.
- 12.
- 13.

**Section C: Long Answer Questions (2x15=30)**

**Answer any Two questions. Answer the following questions in not more than 800 words**

- 14.
- 15.
- 16.

**I. Term End Examination for Discipline Specific Elective (DSE) Papers**

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

**Note:** Duration of Examination for Discipline Specific Elective (DSE) Papers is **2 hours**.

Question paper pattern for **Discipline Specific Elective (DSE) Papers** –

**Section A: Short Answer Questions**

**Section A: Short Answer Questions**

**Answer any thirty (30 x 2 = 60)**

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