



**BANGALORE UNIVERSITY**

**Department of History**

**Jnanabharathi Campus, Bengaluru-560056**

**V and VI Semester History Papers Under-Graduate**

**(UG) Program**

**B.A Syllabus**

29 August 2023

## **Table of Contents**

<b>Sl. No</b>	<b>Content</b>	<b>Page No</b>
<b>1</b>	<b>List of Committee Members</b>	
<b>2</b>	<b>Structure for History Discipline</b>	<b>2 - 4</b>
<b>3</b>	<b>Course Articulation Matrix</b>	<b>5</b>
<b>4</b>	<b>Semester V</b>	<b>6 - 26</b>
<b>5</b>	<b>Semester VI</b>	<b>28 -50</b>
<b>6</b>	<b>General Pattern of History Question Paper</b>	<b>51- 52</b>

**PG-BOS Chairperson in History**

**A3. Curriculum and Credit Framework for BA Programme with two cosubjects without practical in the first three years.**

Sem.	Discipline Specific - Core (DSC), DSC1: History		Discipline Specific Core DSC2:Eco or Pol.Sc or Soc	Skills Enhancement Courses (SEC)/ (Value Added Courses for all UG Programs)	Total Credits
V	DSC-9	History of Western Civilization – (6BC-1200 AD)	DSC- B9(4), DSC- B10(4), DSC- B11(4),	<b>SEC-4:</b> Cyber Security (3)/ Soft skills and Communication Skills (1+0+2)	<b>27</b>
	DSC-10,	Colonialism and Nationalism in Asia(1900 to 1970)			
	DSC-11	European History			
VI	DSC-12	Contemporary History of India from 1947-1990s	DSC-B12(4), DSC- B13(4), B14(4),	<b>SEC-5:</b> General Aptitude (2) (1+0+2) / Internship (2)	<b>26</b>
	DSC-13	History of Freedom Movement and unification in Karnataka			
	DSC-14	History of India (CE1761-CE 1857)			

**A3: Curriculum and Credit Framework for the BA Program with two cosubjects without practical's in the first three years**

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration of Exam (Hrs.)	Exam/ Evaluation Pattern (Marks)		
					Theory	Practical		IA	Exam	Total
V	DSC	HIS C9	History of Western Civilization – (6BC-1200 AD)	4	4		2.30	40	60	100
		HIS C10	Colonialism and Nationalism in Asia(1900 to 1970)	4	4		2.30	40	60	100
		HIS C11	European History	4	4		2.30	40	60	100
VI	DSC	HIS C12	Contemporary History of India from 1947-1990s	4	4		2.30	40	60	100
		HIS C13	History of Freedom Movement and unification in Karnataka	4	4		2.30	40	60	100
		HIS C14	History of India (CE1761-CE 1857)	4	4		2.30	40	60	100

## Structure for History Discipline A1 Curriculum and Credit Framework

Core paper no.	Paper Title	Credit	No. of Teaching Hours/ Week	Total Marks/ Assessment
<b>V Semester</b>				
DSC-9	History of Western Civilization – (6BC-1200 AD)	4	4	<b>100 (60+40)</b>
DSC-10	Colonialism And Nationalism in Asia (1900 to 1970)	4	4	<b>100 (60+40)</b>
DSC-11	European History	4	4	<b>100 (60+40)</b>
DSC-12	Contemporary History of India from 1947-1990s	4	4	<b>100 (60+40)</b>
DSE-1	A. History of Tourism in India	3	4	<b>100 (60+40)</b>
	B. Heritage Tourism in Karnataka	3	4	<b>100 (60+40)</b>
VOC	Principles of Field study	3	4	<b>100 (60+40)</b>
	Communicating Culture: Tellings, Representations and Leisure	3	4	<b>100 (60+40)</b>

<b>VI Semester</b>				
DSC13	History of Freedom Movement and unification in Karnataka	4	4	<b>100 (60+40)</b>
DSC14	History of India. (CE1761- CE 1857)	4	4	<b>100 (60+40)</b>
DSC15	History of United States of America–I (c.1776 – 1945)	4	4	<b>100 (60+40)</b>
DSC16	Process of Urbanization in India	4	4	<b>100 (60+40)</b>

DSE-2	A. Dr.B.R Ambedkar's Social and Political Philosophy	3	4	<b>100 (60+40)</b>
	B. Heritage Sites in your own District	3	4	<b>100 (60+40)</b>
VOC	A. Introduction to archives	3	4	<b>100 (60+40)</b>
	B. History of Indian Numismatics	3	4	<b>100 (60+40)</b>

**Note:**

**Dear fellow Teachers,**

There are two models A1 and A3, out of which one has to be followed.

**History as a Major Core Subject;**

In case if, A1 is followed for fifth and sixth semesters, there will be one major core subject, in our case, it will be History in the fifth and sixth semesters. In each of these semesters, there will be four discipline-specific (History) compulsory papers which will be of four credits each, one discipline (History) specific elective which will be of three credits, one vocational paper in History which is of three credits and one Skill Enhancement Course which is of two credits.

**With Two Major Core Subjects;**

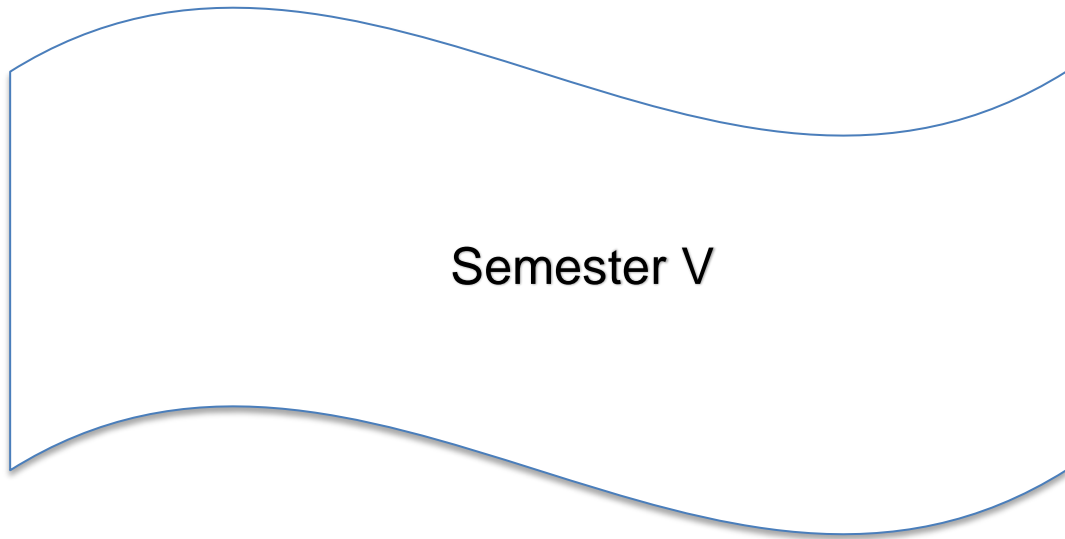
History with two major core subjects with History as one of it;

In case if A3 is followed there will be two major core subjects in third Semester, in our case one will be History in the fifth and sixth semesters and the other will be of their chosen choice say Political Science/Economics/Sociology. In each of these semesters there will be three discipline-specific papers each of four credits from the History and other chosen subjects and one Skill Enhancement Course which is of two credits.

The UG-BOS in History of Bangalore University has approved the A3 mode to be followed for Government Colleges. Wherein History is one Major Core Subject along with another Major Core Subject of their choice. Here in the case of History DSC 9, 10, 11 are to be studied in the fifth semester and DSC 12, 13, 14 are to be studied in the Sixth semester.

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 9-16)**

<b>Programe Outcome</b>	<b>DSC 9</b>	<b>DSC 10</b>	<b>DSC 11</b>	<b>DSC 12</b>	<b>DSE -1</b>	<b>DSC 13</b>	<b>DSC 14</b>	<b>DSC -15</b>	<b>DSC 16</b>	<b>DSE -2</b>
Disciplinary knowledge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Professional skills	Y	Y	Y	Y	-	Y	Y	Y	Y	Y
Application of skills to chosen specialization	Y	Y	Y	Y	Y	Y	Y	Y	Y	-
Experimental learning and critical thinking	Y	Y	Y	Y	Y	Y	-	Y	Y	-
Application on to administration related problems	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Knowledge of resources and social media	Y	Y	Y	Y	-	Y	Y	Y	Y	Y
Skills in scientific writing and effective presentation	Y	Y	Y	Y	-	-	-	Y	Y	-
Critical evaluation of theoretical approaches	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y



## Model Curriculum

<b>Course Title: History of Western Civilisation – (6BC- 1200 AD)</b>	
<b>Semester:</b> 5	<b>Course Code:</b> DSC-9
<b>Total Contact Hours:</b> 60	<b>Course Credits:</b> 4
<b>No. of Teaching Hours/Week:</b> 4	<b>Duration of ESA/Exam:</b> 2 Hours
<b>Formative Assessment Marks:</b> 40	<b>Summative Assessment Marks:</b> 60+40=100

### Course Objectives:

Western civilization traces its roots back to Europe and the Mediterranean. It is linked to ancient Greece, the Roman Empire and Medieval Western Christendom which emerged during the Middle Ages and experienced such transformative episodes as the development of Scholasticism, the Renaissance, the Reformation, the Enlightenment, the Industrial Revolution, the Scientific Revolution, and the development of liberal democracy. The civilizations of Classical Greece and Ancient Rome are considered seminal periods in Western history.

Major cultural contributions also came from the Christianized Germanic peoples, such as the Franks, the Goths, and the Burgundians. Charlemagne founded the Carolingian Empire and he is referred to as the "Father of Europe. Contributions also emerged from pagan peoples of pre-Christian Europe, such as the Celts and Germanic pagans as well as some significant religious contributions derived from Judaism and Hellenistic Judaism stemming back to Second Temple Judea, Galilee, and the early Jewish diaspora; and some other Middle Eastern influences.

Western Christianity has played a prominent role in the shaping of Western civilization, which throughout most of its history, has been nearly equivalent to Christian culture. (There were Christians outside of the West, such as China, India, Russia, Byzantium and the Middle East). Western civilization has spread to produce the dominant cultures of modern Americas and Oceania, and has had immense global influence in recent centuries in many ways.

### Learning Outcome:

At the end of the Course the students Shall –

Students will relate the History of Western civilization to that of other regions of the world.

1. Students will compare the evolution of intellectual, cultural and technological exchange of different regions.
2. Students will understand the diffusion of ideas and culture of western civilization.



<b>Unit</b>	<b>Contents of Course- DSC-9</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Introduction - Ancient Civilizations- Greek City States.</p> <p><b>Chapter-2:</b> The Golden Age of Greece - Hellenistic World- The Roman Republic.</p> <p><b>Chapter-3:</b> The Roman Empire and the Birth of Christianity.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Official Christianization and the fall of the western Empire, Byzantium.</p> <p><b>Chapter-5:</b> New Kingdoms in Western Europe, The Rise of Islam.</p> <p><b>Chapter-6:</b> Feudalism and the Commercial Revolution, Church Reforms, The Crusades.</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7:</b> The Twelfth-Century Renaissance, Heights of Medieval Culture</p> <p><b>Chapter-8:</b> New Religious Orders</p> <p><b>Chapter-9:</b> The Rediscovery of Aristotle and the Medieval Synthesis</p>	<b>15 Hours</b>
<b>Unit-IV</b>	<p><b>Chapter-10:</b> Medieval World in Crisis and the Black Death</p> <p><b>Chapter-11:</b> The Hundred Year's War, Renaissance, Humanism.</p> <p><b>Chapter-12:</b> The New World, The Protestant Reformation, Wars of Religion and the Thirty Years War, The Scientific Revolution</p>	<b>15 Hours</b>

**Exercises:**

- Students can be asked to study the Principles democracy followed by ancient Greek.
- They may be asked to survey the ideas of Renaissance, Humanism.
- They can be asked to go to the nearest Church and study the Christianized practices followed in the church of their place.

## Suggested Readings

<b>References</b>	
1	The Making of the West: Peoples and Cultures: Volume 1, to 1750 5a ed. <b>by Lynn Hunt, Thomas R. Martin</b>
2	Western Civilization: Ideas, Politics, and Society: From the 1400s. <b>by Marvin Perry (Author), Theodore H. Von Laue (Author), Margaret Jacob (Author), James Jacob (Author)</b>
3	History of Western Civilizations 15e V 1: From Prehistory to the Present Vol. 1 <b>by Judith G Coffin, Robert C Stacey.</b>
4	Western Civilization: A Social and Cultural History, Vol. I, Prehistory 1750 <b>by Margaret L. King</b>
5	Western Civilizations 16e V 2 by Judith Coffin and Robert Stacey
6	Western Civilization <b>by Jackson Spielvogel (Author)</b>
7	<b>History of Western Civilization by William H. McNeill</b>

## Pedagogy:

The course shall be taught through the lecture methods, interactive sessions, assignments and 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: Colonialism And Nationalism in Asia(1900 to 1970)</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:**

To understand and analyse the manner in which the different manifestations of colonialism were at work in India, China, Japan, Indonesia and Indo-China and the nationalist responses in these countries. To provide substantial theoretical knowledge by way of analysing the two concepts of colonialism and nationalism through the works of notable scholars on Colonialism, Dependency theory, World System and Nationalism. To understand the concepts and policies like De colonialism and Neo-colonialism. To analyse the theory and practice of colonialism and nationalism in Asia.

### **Learning Outcome:**

- Analyse the main theories and interpretations on colonialism and nationalism.
- Understand the emergence of the Modern World System and its impact on Asia.
- Analyse the dynamics and dimensions in the colonial working and nationalist movements in the five countries of Asia.
- Understand the concepts of decolonisation and neo- colonialism in the context of Asia.

Unit	Contents of Course- DSC-10	60 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> What is Asia: (a) Land and its people. (b) Pre colonial Society.</p> <p><b>Chapter-2:</b> The Advent of Western Powers: (a) The early Europeans. (b) The Portuguese, Spanish. (c) The Dutch, French and the English.</p> <p><b>Chapter-3:</b> Introduction to Modern World System Theory</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Perceptions on Colonialism J. A. Hobson. Theory of Underdevelopment: Paul Baran - A.G. Frank - Samir Amin.</p> <p><b>Chapter-5:</b> Manifestations of Colonialism and their Functioning</p> <p><b>Chapter-6:</b> Colony-Protectorate - Spheres of Influence.</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter-7:</b> The Colonial Experience: Cases of India.</p> <p><b>Chapter-8:</b> The Colonial Experience: China, Japan, Indo China and Indonesia.</p> <p><b>Chapter-9:</b> Nationalism: Meaning. Factors for the Genesis of Nationalism.</p>	<b>15 Hours</b>
<b>Unit-IV</b>	<p><b>Chapter-10:</b> Genesis of Congress -Moderates and Extremists. <b>Chapter-11:</b> Gandhi era and Freedom Movements <b>Chapter-12:</b> De-colonization and Neo-colonialism</p>	<b>15 Hours</b>

**Exercise:**

- Students can be asked to study the main theories and interpretations on colonialism and nationalism.
- They may be asked to survey the causes for the emergence of the Modern World System and its impact on Asia.
- They can be asked to analyse the dynamics and dimensions in the colonial working and nationalist movements in the five countries of Asia.

### Suggested Readings

References	
1	Amin, Samir, Imperialism and Unequal Development England, The Harvester Press, 1977
2	Anderson, Benedict, Imagined Communities: Reflections on the Origin and Spread of Nationalism London, Verso, Revised edition, 1991.
3	Bandyopadhyaya, Sekhar, Decolonization in South Asia, London, Routledge, 2009
4	Gellner, Ernest, Encounters with Nationalism U.K. Wiley Blackwell Publishers, 1997.
5	Wallerstein, Immanuel, The Modern World System (3 vols.), New York, Academic Press, 1974
6	Sardesai, D.R., South East Asia: Past and Present New Delhi, Vikas, 1981
7	Desai, A.R., Social Background of Indian Nationalism Bombay, Popular Prakashan, 1982.
8	Edwardes, Michael, Asia in the European Age 1498-1955 New Delhi, Asia Publishing House, 1961.
9	Frank, A.G., World Accumulation 1492-1789 Basingstoke, Palgrave Macmillan, 1978.
10	Hall, D.G.E., A History of South East Asia London, Macmillan, 1964.

### Pedagogy

The course shall be taught through the Lectures/ tutorials/ assignments/ self-study/ 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-11</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”

<b>Unit</b>	<b>Contents of Course- DSC-11</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>Chapter-12:</b> Russo Turkish War 1877 - Consequences	<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: 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>

### Course Objectives:

This chapter will discuss the political legacies of colonialism in India. After studying this lesson the students will be able to:

- know the meaning of legacy of Colonialism
- understand the legacy of Colonialism.
- assess the political legacy of Colonialism.
- identify the important legacies in the form of political legacy of British Colonialism in India.

### Learning Outcome:

- Analyse the main theories and interpretations on Contemporary History of India from 1947-1990s
- Analyse the dynamics and dimensions in the Contemporary History of India from 1947-1990s

<b>Unit</b>	<b>Contents of Course- DSC-12</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Political legacy of Colonialism.</p> <p><b>Chapter-2:</b> Economic and Social Legacy of Colonialism.</p> <p><b>Chapter-3:</b> National movements: Its significance, Value and Legacy</p>	<b>15 Hours</b>

<b>Unit-II</b>	<p><b>Chapter-4:</b> Framing of Indian Constitution - Constituent Assembly – Draft Committee Report – declaration of Indian Constitution, Indian constitution- Basic Features and Institutions</p> <p><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.</p> <p><b>Chapter-6:</b> Political development in India since Independence.</p>	<b>15 Hours</b>
----------------	---	-----------------

<b>Unit-III</b>	<p><b>Chapter-7:</b> Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu and Kashmir, the Punjab Crisis.</p> <p><b>Chapter-8:</b> The Post-Colonial Indian State and the Political Economy of Development : An Overview</p> <p><b>Chapter-9:</b> Foreign policy of India since independence.</p>	<b>15 Hours</b>
<b>Unit-IV</b>	<p><b>Chapter-10:</b> Indian Economy, 1947-1965: the Nehruvian Legacy Indian Economy, 1965-1991, Economic Reforms since 1991 and LPG.</p> <p><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 Green Revolution And Agrarian Struggles Since Independence</p>	<b>15 Hours</b>

**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 Chittrakale - Shivarama Karantha
9	Karnataka Parampare - Ed. By R. R. Diwakar
10	Bharatiya Rangabhoomi - Adya Rangacharya

## 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: History of Tourism in India</b>	
<b>Semester: V</b>	<b>Course Code: DSE-1 (A)</b>
<b>Total Contact Hours: 60</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 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- DSE-1 (A)	60 Hours
Unit-I	<p><b>Chapter-1:</b> Tourism: Definition -Nature and Meaning – Need for Tourism – Origin and Growth of tourism.</p> <p><b>Chapter-2:</b> Tourism through the ages ancient and Medieval tourism in India - Domestic and International Tourism.</p> <p><b>Chapter-3:</b> Natural Tourist Resources – Rich Diversity in landform and landscape, geographic features of India, water bodies of India,, Flora and Fauna of India,.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Tourism and perspectives. National parks and art galleries.</p> <p><b>Chapter-5:</b> Components of tourism - Medical tourism – Adventure tourism, Healthtourism, Business tourism, Conference, Conventions, Sports tourism.</p> <p><b>Chapter-6:</b> Religious Resources: introduction places of pilgrimage</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Hindu - Temples, Muslim - Mosques, Darghas, Christian- Churches, Jain - Basadi Buddhists - Stupas, Viharas. Sikhs - Gurdwaras</p> <p><b>Chapter-8:</b> Monuments of Historical importants, Natural places of interest in India.</p> <p><b>Chapter-9:</b> Coastal areas, beaches and islands.</p>	15 Hours

**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

<b>References</b>	
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:

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: Heritage Tourism in Karnataka</b>	
<b>Semester: V</b>	<b>Course Code: DSE-1 (B)</b>
<b>Total Contact Hours: 60</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 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 instil 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.

Unit	Contents of Course- DSE-1 (B)	60 Hours
Unit-I	<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. History of Cultural Heritage Tourism in Karnataka, Glimpses of Karnataka's cultural history.</p> <p><b>Chapter-3:</b> Cultural heritage of the Mauryan Period, Satavahanas, Gangas, Chalukyas, Hoysalas, Vijayanagara, Bahamanis and wodeyars of Mysore.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Preservation and Conservation of Monuments of karnataka.</p> <p><b>Chapter-5:</b> Indo-Islamic Architecture &amp; Modern Architecture,</p> <p><b>Chapter-6:</b> Important features of Karnataka Paintings &amp; Dance Forms of Karnataka (classical and folk traditions).</p>	15 Hours



<b>Unit- III</b>	<p><b>Chapter-7:</b> Hill Stations of karnataka Chikkamagalur hills, Agumbe hills, Malemahadeshwara hills, B R hills.</p> <p><b>Chapter-8:</b> Famous Forts &amp; Palaces <b>a.</b> Bangalore fort, Gulbarga Fort, Chitradurga Fort, Gajendragad fort, Malkheda fort. <b>b.</b> Mysore Palace, Shivappanayaka Palace, Shivamugga palace, Tippu Palace Bangalore.</p> <p><b>Chapter-9:</b> Museums of Karnataka. Railway Museum Mysore, Folklore Museum Mysore, Hasta Shilpa Heritage Museum Manipal, National gallery of Morden art Bangalore, Janapada loka Manjusha Museum Dharmasthala, venkatappa art gallery Bangalore.</p>	<b>15 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>
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

<b>Course Title: Principles of Field study</b>	
<b>Semester: V</b>	<b>Course Code: VOC</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam:2 Hours</b>

Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100
--------------------------------	---------------------------------------

## What is Field Study?

Field Study is defined as a qualitative method of data collection that aims to observe, interact and understand people, society and History of the place of study while they are in a natural environment.

## Steps in Conducting Field Study

1. **Build the Right Team:** To be able to conduct field Study, having the right team is important. The role of the student and any team members is very important and defining the tasks they have to carry out with defined relevant milestones is important.
2. **Recruiting People for the Study:** The success of the field Study depends on the data collected in the study is being conducted on. Using sampling methods, it is important to derive proper result oriented study.
3. **Data Collection Methodology:** data collection methods for field Study are varied. They could be a mix of surveys, interviews, case studies and observation. All these methods have to be chalked out and the milestones for each method too have to be chalked out at the outset. For example, in the case of a survey, the survey design is important that it is created and tested even before the Study begins.
4. **Site Visit:** A site visit is important to the success of the field Study and it is always conducted in historical /cultural/heritage based /traditional locations and in the actual natural environment of the respondent/s. Hence, planning a site visit along with the methods of data collection is important
5. for example,if a student is working on Mysore Dasara he should visit Mysore during this time.
6. **Data Analysis:** Analysis of the data that is collected is important to validate the premise of the field Study and decide the outcome of the field Study.
7. **Communicating Results:** Once the data is analyzed, it is important to communicate the results to the stakeholders of the Study so that it could be actioned upon.

## Field Study Notes

Keeping a record is very important in conducting field Study. Field notes make up one of the most important aspects of the record. The process of field notes begins as the student is involved in the observational Study process that is to be written down later.

## **Project report**

Based on the field study student should submit a project report of 50 pages for evaluation to the guide.

**\*\*\*\***



**VI  
SEMESTER**

<b>Course Title: HISTORY OF FREEDOM MOVEMENT AND UNIFICATION IN KARNATAKA</b>	
<b>Semester: VI</b>	<b>Course Code: DSC13</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:**

**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

Unit	Contents of Course- DSC13	60 Hours
<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 Revolt of Veerappa Deshmukh of Kappa in 1819.</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) Satyagraha 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> <p><b>Chapter-12:</b> The ultimate move towards the formation of Karnataka.</p>	<b>15 Hours</b>

**Exercise:**

**Suggested Readings**

<b>References</b>	
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.

<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: History of India. (CE1761-CE 1857)</b>	
<b>Semester: VI</b>	<b>Course Code: DSC14</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- DSC14</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Indian Polity, Society and Economy in mid 8th century. Mercantile Policies and Indian Trade.</p> <p><b>Chapter-2:</b> Colonial Expansion-I-Bengal and Punjab. Colonial Expansion II-Mysore and Marathas.</p> <p><b>Chapter-3:</b> Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarians.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> British Administration and Law. The Spread of English Education.</p> <p><b>Chapter-5:</b> The New Land Settlements.</p> <p><b>Chapter-6:</b> Commercialization of Agriculture.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Deindustrialization – British Industrial Policy <b>Chapter-8:</b> Economic Impact of the Colonial Rule. <b>Chapter-9:</b> Social Discrimination and Colonial Rule</p>	<b>15 Hours</b>
<b>Unit- IV</b>	<p><b>Chapter-10:</b> Tribal and Peasant Movements in Colonial India</p> <p><b>Chapter-11:</b> Revolt of 1857</p> <p><b>Chapter-12:</b> The Beginnings of Indentured Labour – Labour Movements in Colonial India.</p>	<b>15 Hours</b>

### Suggested Readings

<b>References</b>	
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 Marshall, 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.

<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: History of United States of America – I (c.1776 – 1945)</b>	
<b>Semester:</b> V	<b>Course Code:</b> DSC-15
<b>Total Contact Hours:</b> 60	<b>Course Credits:</b> 4
<b>No. of Teaching Hours/Week:</b> 4	<b>Duration of ESA/Exam:</b> 2 Hours
<b>Formative Assessment Marks:</b> 40	<b>Summative Assessment Marks:</b> 60+40=100

<b>Unit</b>	<b>Contents of Course- DSC-15</b>	<b>60 Hours</b>
<b>The Background &amp; Making of the Republic</b>		
<b>Unit-I</b>	<p><b>Chapter-1:</b> The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour- White and Black.</p> <p><b>Chapter-2:</b> a) Revolution : Sources of conflict : Revolutionary groups, Ideology: The War of Independence and its historical interpretations.</p> <p><b>Chapter-3:</b> b) Processes and Features of Construction making: Debates, Historical interpretations.</p>	<b>15 Hours</b>
<b>Evolution of American Democracy</b>		
<b>Unit-II</b>	<p><b>Chapter-4:</b> Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 1840 – 1960; judiciary role of the Supreme Court</p> <p><b>Chapter-5:</b> Expansion of Frontier: Turner’s Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh, Shawnee Prophet.</p> <p><b>Chapter-6:</b> Limits of Democracy: Blacks and Women</p>	<b>15 Hours</b>

<b>Early Capitalism &amp; The Agrarian South</b>		
<b>Unit-III</b>	<b>Chapter-7:</b> Beginnings of Industrialization - Immigrants and changing composition of Labour; Early Labour Movements. <b>Chapter-8:</b> a) Plantation economy <b>Chapter-9:</b> b) Slave Society and Culture: Slave resistance.	<b>15 Hours</b>
<b>Ante Bellum Foreign Policy &amp; Civil War</b>		

<b>Unit-IV</b>	<b>Chapter-10:</b> War of 1812: Monroe Doctrine: Manifest Destiny. <b>Chapter-11:</b> Abolitionism and Sectionalism – Issues and Interpretations. <b>Chapter-12:</b> Rise of Republicanism, Emancipation and Lincoln.	<b>15 Hours</b>
----------------	---	-----------------

<b>References</b>	
1	Bailyn Bernard, The Great Republic 1985
2	Bailyn Bernard, The Ideological Origins of the American Revolution. Harvard University Press 1967
3	Beard Charles, An Economic Interpretation of the American Constitution. Macmillan, 1921
4	Brown Dee, Bury My Heart at Wounded Knee, An Indian History of the American West. Grover Gardner 1970
5	Carroll Peter and Noble David, Free and Unfree: A New History of the United States. Penguin Books, 1977.
6	Davis David B., The Problem of Slavery in the Age of Revolution 1770-1823. New York: Oxford University Press, 1999.
7	Faulkner U., American Economic History . New York, Harper, 1960
8	Fogel Robert, Railroads and American Economic Growth Baltimore: Johns Hopkins Press, 1964

9	Foner Eric, America's Black Past. Harper collins, 1970
10	Franklin, John Hope, From Slavery to Freedom. New York: Alfred A Knopf, 1947

### 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: Process of Urbanization in India</b>	
<b>Semester: V</b>	<b>Course Code: DSC-16</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:**

- They should understand that the urban centres due to their production and mercantile activities.
- They should be able to understand the historical process of urbanization.

**Learning Outcome:**

- Enable students to critically engage with the concept of urbanization through both texts and audio visual media.
- Help to connect with the earliest planned urban settlements.
- Enable students to understand that they are the engines of economic growth.
- They should understand that they are centres of innovation, knowledge and political power.

Unit	Contents of Course- DSC-16	60 Hours
<b>Unit-I</b>	<b>Chapter-1:</b> Introduction – Urbanization – Definition Urbanization in India – A historical perspective – process of Urbanization. <b>Chapter-2:</b> Classification of traditional towns- a) trading Town, b) Manufacturing Towns – Military Towns <b>Chapter-3:</b> Features of Urbanization in Ancient India.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> First phase of Urbanization Indus Valley civilization <b>Chapter-5:</b> Importance of cities – Harappa – mohanjadaro Dolavira- Chanhudaro - Lothal <b>Chapter-6:</b> Features of Urbanization – City Planning – Agricultural Surplus – bronze tools – Growth of trade – Crafts	<b>15 Hours</b>

<b>Unit-III</b>	<p><b>Chapter-7:</b> Second phase of Urbanization – 6th BC</p> <p><b>Chapter-8:</b> Northern India - Mohanjadaro period – Ganga Yamuna basin.</p> <p><b>Chapter-9:</b> Sangam age in Southern India – Amaravathi paithan Nagarjuna konda – Kaveri pattanam – Madurai.</p>	<b>15 Hours</b>
<b>Unit-IV</b>	<p><b>Chapter-10:</b> Types of Traditional towns in second phase</p> <p><b>Chapter-11:</b> Capital city – Rajadhani nagara – Pataliputra Mahanagara – Hasthinapura- Mathura – vaishah – Nigana- pattana.</p> <p><b>Chapter-12:</b> Layout of a city in ancient India</p>	<b>15 Hours</b>

**Exercise:**

**Suggested Readings**

<b>References</b>	
1	
2	
3	
4	
5	
6	

**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: Dr.B.R Ambedkar's Social and Political Philosophy**

**Semester: VI**

**Course Code: DSE-2 (A)**

<b>Total Contact Hours: 60</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 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

Unit	Contents of Course- DSE-2 (A)	60 Hours
<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, Company and his Bitter Experiences.</p> <p><b>Chapter-2:</b> Dr. B.R. Ambedkar's Reactions to British Political Reforms- Symon Commission, Three Round Table Conference, Ramse MacDonald Declaration (1932) Doable Voting, Poon-Pact, Govt of India Act 1935.</p> <p><b>Chapter-3:</b> Dr. B.R. Ambedkar's Conception of Freedom &amp; His Role in the Freedom Struggle, Mukanayaka, Janatha, Bahiskrith Bharatha, Prabudda Bharatha. Ambedkar's Perception of New India.</p>	<b>15 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, Kalara Temple Moment, 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>15 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. Importance of Directive Principles of State Policy in Securing Social Justice</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>15 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.

**Suggested Readings**

<b>References</b>	
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 rs - 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>

Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>

**Course Title: Heritage Sites in your own**

**District- (Bangalore)**

<b>Semester: VI</b>	<b>Course Code: DSE-2 (B)</b>
<b>Total Contact Hours: 60</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 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 your place.
- Explain the components of cultural heritage of your place.

Unit	Contents of Course- DSE-2 (B)	60 Hours
Unit-I	<p><b>Chapter-1:</b> Bangalore Palace-History, architecture of Bangalore Palace-Palace ground</p> <p><b>Chapter-2:</b> Tipu Sultan Palace-ALBERT Victor road Rashe-E JANNATH-History-Architecture museum in Tipu's Palace-Tipu Sultans' Throne-Artistic features of the Throne.</p> <p><b>Chapter-3:</b> Bangalore Fort-Legend of Bangalore Fort, History of Bangalore fort, Architecture of Bangalore Fort.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Vidhana soudha-Tajmahal of South India Neo-Dravidian style of Architecture History Construction of Vidhana Soudha</p> <p><b>Chapter-5:</b> Athara Kacheri-History-Gothic style of Architecture</p> <p><b>Chapter-6:</b> Halasuru Someshwara temple- History Architectural features of Dravidian style</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Mayo Hall and its history</p> <p><b>Chapter-8:</b> St. Mark's Cathedral Church and its history.</p> <p><b>Chapter-9:</b> Botanical Gardens and its history.</p>	15 Hours

#### Exercise:

- Students can visit the Botanical Gardens of Banagalore.
- Write a report on St. Marks Cathedral.

#### Suggested Readings

References	
1	<b>Discovering Bengaluru by Meera Iyer (Author),</b>
2	<b>Nature in the City: Bengaluru in the Past, Present, and Future by Harini Nagendra (Author)</b>
3	PAST & CURIOUS - Forty Tales of Good Old Bangalore Paperback, by Stanley Carvalho

4	<b>Discovering Bengaluru Perfect Paperback</b> , by Meera, yer (Author), Chiranjiv Singh (Introduction)
5	<b>Glimpses of Vintage Bengaluru</b> , by Sushil Mehra
6	<b>Bangalore: Roots and Beyond</b> , by Maya Jayapal

**Pedagogy:**

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

<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: Introduction to Archives**

<b>Semester: VI</b>	<b>Course Code: VOC</b>
<b>Total Contact Hours:45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</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:**

- Students will understand the importance of archives is not only to study the past but also for the impact knowledge of the past, that have on the present and the future.
- They understand the changing trends in the society, different levels of government's policies, organizations/ institutions regulation etc., are some of the efficient utilization of archives.
- They will know that Everyone benefit from archives, they are the institutional memory. Archives permit continuity and consistency and accountability to the people.

**Learning Outcome:**

- After seeing archives students shall understand that Archives provide citizens with a sense of national identity and are of great value to them in establishing and protecting individual and property right and privileges.
- They educate, entertain, and enrich our lives by providing appealing and tangible heritage of our society. In short, archives provide the basic for understanding of our past, they help orient us to our present, and they provide guidance for our progress into the future.

**Unit Contents of Course- VOC 45 Hours**

<b>Unit-I</b>	<b>Chapter-1:</b> Definition of Archives - Creation of Archives - Uses of Archives <b>Chapter-2:</b> Archives and Library - Various types of Archives - Materials used for creation – Birth of a document <b>Chapter-3:</b> History of Archives in Europe and India - Preservation techniques	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Enemies of Records - Rehabilitation of Records - Functions of Archivist <b>Chapter-5:</b> Functions and Administration: Role of IT in the Development of Archives – Rules relating to the accession of records in Archives <b>Chapter-6:</b> Appraisal of Records- Retention Schedule - Compilation and Publication	<b>15 Hours</b>

<b>Unit- III</b>	<p><b>Chapter-7:</b> Various aspects of records management such as Documentation practices and filing system, life cycle of a file and nature of modern records</p> <p><b>Chapter-8:</b> Classification of records and methods of control on mass production.</p> <p><b>Chapter-9:</b> National Archives of India and Karnataka State Archives - Requirement of Record Room - Administration of Karnataka Archives - Saraswathi Padasala of Tanjore - Jesuits Archives in Shenbaganur - Field Work</p>	<b>15 Hours</b>
------------------	--	-----------------

**Exercise:**

- Visit Vidhana Soudha Archives
- Read literature in a group regarding Archives and digital Archives
- Listen to lectures by experts maintained in archives.

**Suggested Readings**

<b>References</b>	
1	Introduction to Archives and Museum by Madhurima Sen
2	The Great Archives : A Historical Account by Thakur Rudra Pratap Singh
3	Studies On Archives And History Hardcover by T. R. Sareen (Author)
4	Introduction to archives Book by F. G. Emmison
5	Archives Principles & Practices Hardcover by Kumar S (Author)

**Pedagogy:**

The course shall be taught through interactive sessions, assignments, group discussions and week-end 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: History of Indian Numismatics</b>	
<b>Semester: VI</b>	<b>Course Code: VOC</b>
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</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 highlight the importance of Coins not only in corroborating Indian History but also in modifying it

- To elucidate the information derived from coins across various streams of History i.e Polity, Economy, Religion, Culture, Technology, Trade & Commerce
- To explain the interaction of Coins with the allied fields of Archaeology, Palaeography and Epigraphy resulting in generation of factual data to Historians
- To introduce students to Numismatic methodologies such as Regio Specificity, Numismatic type continuity, Provenance study, Hoard Study.

### **Learning Outcome:**

At the end of the course the students shall –

A chronological coverage of Indian coins from the Mahajanapada period to the latest coins with due focus on non-political aspects such as economy, religion, metallurgy etc.,

- Hands on where the students will handle genuine coins (and not replicas) pertaining to the various historical time periods.
- Workshop involving working on a hoard of coins. Students need to group coins by implementing typological similarities, similarities in coin fabric, Iconography etc.
- An end of session Quiz to reiterate the important aspects covered during the course.

## Unit Contents of Course- VOC 45 Hours

<b>Unit-I</b>	<p><b>Chapter-1:</b> Meaning, scope and definitions of Numismatics</p> <p><b>Chapter-2:</b> Identification and classification of coins - Mode of occurrence of coins - excavations, hoards, individual collections - Shape &amp; Size, Metals/Alloys, weight metrology and denominations.</p> <p><b>Chapter-3:</b> Techniques of manufacturing coins - punching, casting, die-struck.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Typology: Obverse - reverse device, legend, symbols, mint marks.</p> <p><b>Chapter-5:</b> Decipherment and dating - Knowledge of scripts, Brahmi, Kharoshthi, Greek. Numismatics as a source of Political, Cultural and Economic history; counterfeit coins.</p> <p><b>Chapter-6:</b> An outline history of Punched marked, Janapada &amp; Tribal coins, coins of foreign invaders (Indo-Greeks, Shaka, Parthian), Kushanas</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Western Kshatrpa coins - Guptas, Post-Guptas and early medieval coinage</p> <p><b>Chapter-8:</b> Salient features of medieval Indian coins, An outline history of the coinage of Mahmud Ghazanavi, Delhi Sultanate (Mamluk, Khilji, Tughlaq, Lodis.....), Shershah Suri, Mughals. Successors of the Mughals</p> <p><b>Chapter-9:</b> Hindu rulers during the Sultanate and Mughal period. Coinage of the Sultans of Malwa and Gujarat. Coinage of Rajputana.</p>	<b>15 Hours</b>

### Exercise:

The students may choose a topic of his/her interest dynastic coins and submit a project May invite a numismatist and organize an exhibition of coins may read collectively recent articles about Numismatics.

<b>References</b>	
1	Historical Studies In Mughal Numismatics by Hodivala Shahpurshah Hormasji
2	A Study of Ancient Indian Numismatics by Surendra Kisor Chakraborty (Author)

3	Indian Numismatics- From the Earliest Times to the Rise of the Imperial Guptas by S.K. Chakraborty (Author)
4	Numismatic Art of India: Historical and Aesthetic Perspectives by B.N. Mukherjee (Author)
5	Indian Numismatics by Devendra Handa (Author)
6	A Study of Indian Numismatics by Dr Anup Kumar

**Pedagogy:**

The course shall be taught through the lecture, tutorial, interactive sessions, assignments, seminars, group discussions and week-end 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>

**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.

**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 (30x2=60)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.
  
- 27.
- 28.
- 29.
- 30.
- 31.
- 32.
- 33.
- 34.
- 35.
- 36.