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BENGALURU  
CITY UNIVERSITY

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PhNo.080-22131385, E-mail: [registrar@bcu.ac.in](mailto:registrar@bcu.ac.in)

No.BCU/BoS/Syllabus/ History-UG/194 /2023-24

Date: 11.10.2023.

**NOTIFICATION**

- Sub: Syllabus for the V & VI Semester History Under Graduate Course  
Ref: 1. University Notification No.BCU/New Syllabus as per NEP /235/  
2021-22 dated. 12.10.2021  
2. University Notification No.BCU/New Syllabus as per NEP /263/  
2022-23 dated. 02.11.2022  
3. Recommendations of the Boards of Studies in the History (UG)  
4. Approval of Vice-Chancellor dated.10.10.2023.

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In pursuance to the recommendations of the BoS in History (UG) and the approval of the Vice-Chancellor cited at reference (3 & 4) above, the B.A. V & VI Semester History Syllabus of Bengaluru City University effective from the academic year 2023-24, is hereby notified for information of the concerned.

The copy of the Syllabus is notified in the University Website: [www.bcu.ac.in](http://www.bcu.ac.in) for information of the concerned.

  
REGISTRAR

Copy to;

1. The Registrar(Evaluation), Bengaluru City University
2. The Dean, Faculty of Arts, BCU.
3. The Principals of the concerned affiliated Colleges of BCU- through email.
4. The P.S. to Vice-Chancellor/Registrar/Registrar (Evaluation), BCU.
5. Office copy / Guard file / University Website: [www.bcu.ac.in](http://www.bcu.ac.in)



# **BENGALURU CITY UNIVERSITY**

**CHOICE BASED CREDIT SYSTEM**

**(Semester Scheme with Multiple Entry and Exit Options for  
Under Graduate Course)**

**Syllabus for B.A. History  
(V & VI Semester)**

**2023-24 onwards**

**BANGALORE CITY UNIVERSITY**  
**DEPARTMENT OF HISTORY**

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The Meeting of the Board of studies (History) (UG) held on 08 and 14<sup>th</sup> and 15<sup>th</sup> September 2023 at the Chambers of the Chairperson, Department of History, Bangalore University, Bengaluru at 11.00 A.M.

**Members of the BOS**

Sl.No.	Name of the Teacher	Designation
1	Dr.S.Nagarathnamma Professor, P.G, Dept. of History, Bangalore University, Bengaluru	Chairperson
2	Dr. Puttaswamy , Associate professor V V Puram Evening College Arts and Commerce, K R Road, Bangalore -04	Member
3	Dr. Bharathi. H.M Assistant Professor, Govt. First Grade College, Peenya , Bangalore	Member
4	Dr. M.G.Meenakshi Associate Professor SJRC College of Science Arts and Commerce, Race course road, Bengaluru-09	Member
5	Suma D, Assistant Professor, Department of History, Government Arts College, Dr. B R Ambedkar veedi Bangalore -01	Member
6	Dr. Ananda S, Department of History, Government Arts College, Dr. B R Ambedkar Veedi Bangalore -01	Member
7	Dr. Gurulingaih M K Associate Professor, GFGC Yalahanka Bangalore	Member
8	Smt. Prathima M Bidari Mat, Department of History, GFGC, Malleshwaram, Bangalore -03	Member

9	Dr. Srinivasa Reddy.T, Department of History, Associate Professor, GFGC Yalhanka Bangalore	Member
10	Dr. Shaheena Bhanu, Assistant Professor, Maharani Cluster University, Bangalore -01	External Member
11	Dr. Mohan Kumar, professor, Department of History, GFGC Sulibele, Hosakote Taluq, Bangalore	External Member

- The Board prepared and finalized BA course structure of History for V and VI semesters as per the NEP 2020 model Course Structure, with some modification.
- The board recommended to Co-opt the Srinivas Reddy T, Associate Professor GFGC, Yalahanka Bangalore, replacement of **late Puttappa H.** and Dr. Mohan Kumar, Professor GFGC sulibele, Hosakote, Bangalore Rural co-opted as External member.
- Finally, the Chairperson thanked the Board members for their full co- operation and active participation.
- As for the discussion held in the meeting and suggestions made the by the members of BOS, following Papers are Recommended to opt for the V Semester and VI Semester.

#### V Semester

- DSC- Colonialism and Nationalism in Asia (1900 to1970),
- DSC- History of European1989 to1945 AD,
- DSC -Contemporary History of India from1947-1990s.

#### VI Semester

- DSC- History of Freedom Movement and Unification in Karnataka
- DSC -History of India (CE1761-CE1857)
- DSC- Process of Urbanization in India.

The Chairperson thanked the Board members for their full co-operation and active participation.

Meenakshi Mys

Member

B

Member

T. S. Kalyan

Member

[Signature]

Member

[Signature] H. M.

Member

K. Mahesh

Member

D. Sumad  
(Sumad)

Member

[Signature]  
(D. RANANDA. S)

Member

Member

S. N.  
**DR. S. NAGARATHNAMMA**  
Chairperson  
M.A., M.Phil., Ph.D.  
Professor  
Dept of History  
Jnanabharathi, Bangalore University  
BENGALURU - 560 056

## 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 Western Civilization (6BC-1200 AD)	4	4	<b>100(60+40)</b>
DSC-10	Colonialism And Nationalism in Asia (1900 to1970)	4	4	<b>100(60+40)</b>
DSC-11	History of Europe from 1789 to 1945 AD	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, Representation and Leisure	3	4	<b>100(60+40)</b>
<b>VI Semester</b>				
DSC-13	History of Freedom Movement and Unification in Karnataka	4	4	<b>100(60+40)</b>
DSC-14	History of India. (CE 1761- CE 1857)	4	4	<b>100(60+40)</b>
DSC-15	History of United States of America -I (1776-1945)	4	4	<b>100(60+40)</b>
DSC-16	Process of Urbanization in India	4	4	<b>100(60+40)</b>
DSE-2	A. Dr. B.R. Ambedkars 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>

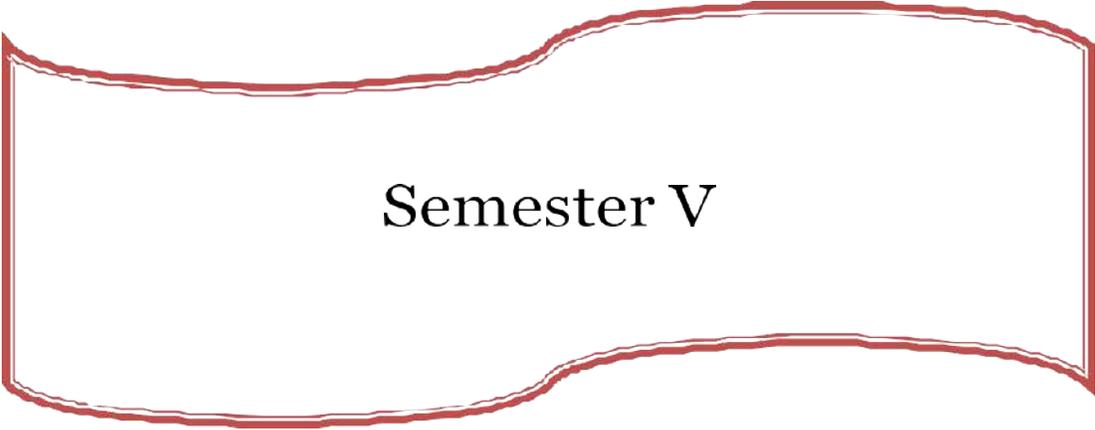
As per the discussion held in the meeting of BoS, following Papers are Recommended to opt for the V and VI Semester

### Structure for History Discipline

Core Paper no.	Paper Title	Credit	No. of Teaching Hours/Week	Total Marks/Assessment
<b>V Semester</b>				
DSC	Colonialism And Nationalism in Asia (1900 to1970)	4	4	<b>100(60+40)</b>
DSC	History of Europe from 1789 to 1945 AD	4	4	<b>100(60+40)</b>
DSC	Contemporary History of India From 1947-1990s	4	4	<b>100(60+40)</b>
<b>VI Semester</b>				
DSC	History of Freedom Movement and Unification in Karnataka	4	4	<b>100(60+40)</b>
DSC	History of India. (CE 1761-CE 1857)	4	4	<b>100(60+40)</b>
DSC	Process of Urbanization in India	4	4	<b>100(60+40)</b>

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

<b>Programme 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 e-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



# Semester V

<b>Course Title: Colonialism And Nationalism in Asia (1900 to 1970)</b>	
<b>Semester: V</b>	<b>Course Code: DSC</b>
<b>TotalContactHours:60</b>	<b>CourseCredits:4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam:2Hours</b>
<b>Formative Assessment Marks:40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

To understand and analyze 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 analyzing 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 analyze the theory and practice of colonialism and nationalism in Asia.

**Learning Outcome:**

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

Unit	Contents of Course- DSC	60Hours
Unit-I	<p><b>Chapter-1:</b> Asia: Geographical setting land and its people- Pre-colonial Society.</p> <p><b>Chapter 2:</b> The Advent of Europeans Powers: The Portuguese, Spanish, The Dutch, French and the English.</p> <p><b>Chapter-3:</b> Impact of colonialism.</p>	15Hours
Unit-II	<p><b>Chapter-4:</b> definition and nature of colonialism.</p> <p><b>Chapter-5:</b> Colonialism in China, Opium wars, Boxer Rebellion.</p> <p><b>Chapter-6:</b>Japan( Allied occupation)- Indo China</p>	15Hours
Unit-III	<p><b>Chapter-7:</b> Factors for the rise of Nationalism in India.</p> <p><b>Chapter- 8:</b> Genesis of INC Moderates and Extremist.</p> <p><b>Chapter-9:</b> Gandhian Era – Non co-operation, civil dis-Obedience and Quite India Movement.</p>	15Hours
Unit-IV	<p><b>Chapter-10:</b>Role of Peasants and Labours in Movements</p> <p><b>Chapter-11:</b> Rise of Communalism Partition and Independence- Mount batten plan.</p> <p><b>Chapter-12:</b>Map work- A) British Colonies in Asia. B) French Colonies in Asia. C) Places of Historical Importance: Bijing, Jakarth, Nan king, Simonosaki, Hunaon, Tokiyo, Osaka, Calcutta, Bombay, Delhi</p>	15Hours

### Exercise:

- Students can be asked to study them a in 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 Black well 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: History of Europe from 1789 to 1945 AD</b>	
<b>Semester: V</b>	<b>Course Code: DSC</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:2Hours</b>
<b>Formative Assessment Marks:40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

#### Course Objectives

- To makethestudentslearnmajorissuesandcurrentissuesduringtheperiod understudy.
- To makethestudentsunderstandthereactiontoNationalismandLiberalism.
- To understand the impact of World wars on Global Society.
- To estimate the role of UNO in maintaining World Peace.

### **Learning Outcome:**

After studying this course, students will be able to

- Evaluate the contributions of great philosophers and leaders to the transformation of Society and economy of Europe.
- To appreciate Europe of today this occupies a place of vital importance in world affairs.
- To examine the impact of dictatorships on the events of Europe and the World.

Unit	Contents of Course- DSC	60Hours
<b>Unit-I</b>	<b>THE FRENCH REVOLUTION AND NAPOLEONIC ERA</b>	<b>15Hours</b>
	<p><b>Chapter-1:</b> The causes of French Revolution – Causes Role of Philosophers Tennis court oath. Work of National Assembly – Reign of Terror</p> <p><b>Chapter-2:</b> Napoleon Bonaparte – Military Achievements and Reforms.</p> <p><b>Chapter-3:</b> The Congress of Vienna–Era of Metternich.</p>	
<b>Unit-II</b>	<b>UNIFICATION OF ITALY, GERMANY AND THE INDUSTRIAL REVOLUTION</b>	<b>15Hours</b>
	<p><b>Chapter-4:</b> Industrial revolution in England – Causes and its effects.</p> <p><b>Chapter-5:</b> The Unification of Italy- Mazzini–Cavour–Garibaldi–Stages of Unification.</p> <p><b>Chapter-6:</b> Unification of Germany–Bismark –Domestic and foreign Policy of</p>	
<b>Unit-III</b>	<b>FIRSTWORLDWAR</b>	<b>15Hours</b>
	<p><b>Chapter-7:</b> The first world war–causes and Results</p> <p><b>Chapter-8:</b> Treaty of Versailles–League of Nations.</p> <p><b>Chapter-9:</b> The Russian Revolution of 1917 Causes and Results.</p>	
<b>Unit-IV</b>	<b>RISE OF DICTATORS &amp; SECOND WORLD WAR</b>	<b>15Hours</b>
	<p><b>Chapter-10:</b> Rise of Dictators–Rise of Hitler and Musoloni</p> <p><b>Chapter-11:</b> The second world war–causes and Results</p> <p><b>Chapter-12:</b> Map work: A) Places connected with industrial revolution.</p> <p><b>B)</b> Places connected with First World war.</p> <p><b>C)</b> Places of Historical importance: Paris, Vienna, Waterloo, London, Rome, Venice, Versailles, Leningourd, Hegue, Geneva, Munich.</p>	

## Suggested Readings

References	
1	A History of Modern Europe(1789-1991)H.L.Peacock,
2	TheStruggleforMasteryinEurope:1848-1918A.J.PTaylor
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 South gate, G.W.
8	AspectsofEuropeanHistory1789-1980.StephenJ.Lee
9	Europe Since Napoleon Thompson,D
10	European Union: European politics. TimBale.

## Pedagogy

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

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

<b>Course Title: Contemporary History of India from 1947-1990</b>	
<b>Semester: V</b>	<b>Course Code: DSC</b>
<b>TotalContactHours:60</b>	<b>CourseCredits:4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam:2Hours</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 from1947-1990s
- Analyse the dynamics and dimensions in the Contemporary History of India from1947-1990s

Unit	Contents of Course- DSC	60 Hours
<b>Unit-I</b>	<p align="center"><b>Indian Independence Early Challenges</b></p> <p><b>Chapter-1:</b> Partition and its effects.</p> <p><b>Chapter-2:</b> Integration of Indian States – Role of Sardar Vallababhai patel. Hyderabad, Kashmir, Junagad.</p> <p><b>Chapter-3:</b> Framing of Indian Constitution- Dr. B.R. Ambedkar.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Formulation of Linguistic States- S.R.C.</p> <p><b>Chapter-5:</b> Nehruvan Era – Five Year plan- Mixed economy – Green Revolution.</p> <p><b>Chapter-6:</b> Features of Indian foreign policy- Panchasheela, NAM- Indo Pakistan and China.</p>	<b>15 Hours</b>
<b>Unit-III</b>	<p><b>Chapter -7:</b> Indhira Gandhi Era -20 point programs, liberation Bangladesh, Emergency – rise of Sikh militancy</p> <p><b>Chapter-8:</b> J.P. Movement- Janatha Experiment .</p> <p><b>Chapter-9:</b> Rajiv Gandhi and his reforms.</p>	<b>15 Hours</b>
<b>Unit-IV</b>	<p><b>Chapter-10:</b> Regional politics- DMK Movement, TDP, Akali dal</p> <p><b>Chapter-11:</b> Major issues and Challenges of contemporary India- Mandal agitation, Kashmir militancy, militancy in North East India.</p> <p><b>Chapter-12:</b> Map:</p> <p>a) Integration of princely states.  B) Formation of Linguistic States.  c) Places of importance: Amrithsara, Travancur, Hyderabad, Srinagar, Delhi, Mysore, Chandigarh, Bakhranangal, Shimla, Rai Barali, Jamshedpur, sriperambadur.</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 exam in 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.

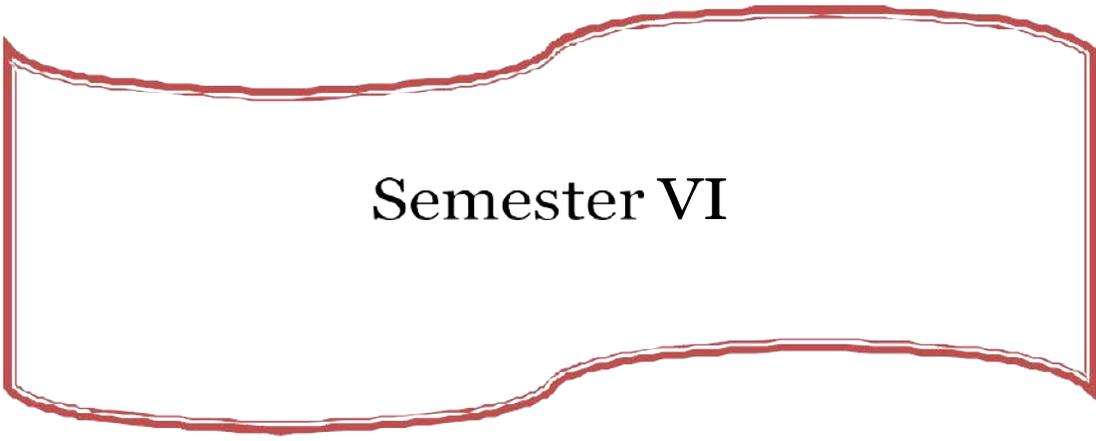
## Suggested Readings

References	
1	Post Independence India (1947-2022) A perspective, R.S. Ahuja
2	Debating Modern Indian History, Saurav Kumar Rai
3	India After Gandhi, Ramachandra Guha
4	India since Independence, Bipin Chandra, Mridula Mukharji, Adithya Mukharji.
5	History of Modern India the Origin of Asian Democracy, P S Choudary.
6	History of Post Independence India, Deepak Singh
7	Independent India Before and After, Various Authors, Published by Penguin Books India.
8	A New History of India, Rudrangshu Mukherjee, Shobita Punja, Toby Singlair
9	A new History of modern India, Ranjan Chakrabarti
10	India After 1947: Reflection and Recollections, Rajmohan Gandhi

## Pedagogy

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

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



Semester VI

<b>Course Title: HISTORY OF FREEDOM MOVEMENT AND UNIFICATION OF KARNATAKA</b>	
<b>Semester: VI</b>	<b>Course Code: DSC</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:2Hours</b>
<b>Formative Assessment Marks:40</b>	<b>Summative Assessment Marks:60+40=100</b>

**Course Objectives:**

- Student will be able to understand the historical background of the freedom struggle in Karnataka.
- The students shall be able to analyses the struggle of Rani of Kittur, Sangolli Rayanna and Bedas of Halagali.
- Students will be able to analyse the Gandhian movements in Karnataka.

**Learning Outcome**

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

Unit	Contents of Course- DSC	60 Hours
Unit-I	<p><b>Chapter-1:</b> Introduction: Historical background- Armed Resistance against the British rule in Karnataka.</p> <p><b>Chapter-2:</b> Revolt of Veerappa Deshmukh of Koppala in 1819- Rani chennamma of Kittur 1824 - Sangoli Rayanna (1829-30) -Nagar revolt of 1830- Coorg Revolt - Amara Sulya.</p> <p><b>Chapter-3:</b> The impact of the rebellion of 1857 on Karnataka- Beda's of Halagali - Venkatappa Nayaka of Surapura - Babasaheb of Naragunda - Bhima Rao of Mundargi.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> The National Movement in Karnataka- Influence of Tilak on Karnataka nationalism- chatur suthras of Tilak.</p> <p><b>Chapter-5:</b> Influence of Gandhi on Karnataka (1915-1936)- Non Co-operation Movement - Civil Dis-Obedience Movement.</p> <p><b>Chapter-6:</b> Belgaum Congress Session (1924)- Gandhian constructive programs.</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Emergence of Mysore Congress- Shivapura Dwaja Sathyagraha, Vidhurashwatha tragedy -Patel Mirza pact.</p> <p><b>Chapter-8:</b> Quite India Movement– Isoor Tragedy.</p> <p><b>Chapter-9:</b> Movement for Responsible Government - Palace sathyagraha, (Mysore chalo) - K C Reddy.</p>	15 Hours
Unit- IV	<p><b>Chapter-10:</b> Unification movement in Karnataka.</p> <p><b>Chapter-11:</b> Border Issues- Karnataka and Maharashtra, Karnataka and Kerala</p> <p><b>Chapter-12:</b> Map: a) Places related to Freedom Movement Movement of Karnataka.</p> <p>a) Places related to Unification movement in Karnataka b) Places of importance- Koppala, Kittur, Kodagu, Halagali, Surpura, NAragunda, Belagam, Sanikatte, Dharwada, Davanagere, Bangalore, , Ankola, Isoor, Shivapura, Vidurashwatha, Mysore.</p>	15 Hours

### Exercise:

- Students can be asked to make a report of the heroes who fought for freedom.
- Students can be asked to study and understand the British influence in Karnataka and its impact.
- Students can be asked to understand and the struggles by surapura and other areas struggles against British rule.

## Suggested Readings

References	
1	S.Chandrashekahar- Karnataka Ekikaranada Charitre
2	R.R.Diwarakar –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 (2vols.)
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	Weight age 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: History of India.(CE 1761-CE 1857)</b>	
<b>Semester: VI</b>	<b>Course Code: DSC</b>
<b>TotalContactHours:60</b>	<b>CourseCredits:4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam:2Hours</b>
<b>FormativeAssessmentMarks:40</b>	<b>SummativeAssessmentMarks: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 Out come**

At the end of the course, the students shall–

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

<b>DSC 14: Course Title: History of India. (CE1761-CE 1857)</b>		
<b>Semester: VI</b>	<b>Course Code: DSC</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>Unit</b>	<b>Content of Course- DSC-14</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Europe Settlements in India- Portuguese, Dutc, English, French.</p> <p><b>Chapter-2:</b> Rise of British Political Power – Battle of Plessey and Buxor- Carnatic</p> <p><b>Chapter-3:</b> Anglo -Mysore wars and Anglo-Maratha wars.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Colonial impact on India.</b></p> <p><b>Chapter-4:</b> British Administrative reforms- Regulating Act 1773, Charter Act of 1813- Macaulay minute - Charles woods ditch patch.</p> <p><b>Chapter-5:</b> land Revenue settlements- Permanent settlement – Rythavary settlement and Mahalvary settlement.</p> <p>Chapter-6: British Policy towards Indian States – Subsidiary Alliance- Doctrine of laps.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Economic Impact of colonial rule.</p> <p><b>Chapter-8:</b> Deindustrialization – British Industrial Policy</p> <p><b>Chapter-9:</b> Commercialization of agriculture and its effects.</p>	<b>15 Hours</b>
<b>Unit- IV</b>	<p><b>Chapter-10:</b> Tribal and Peasant movements in colonial India up to 1857.</p> <p><b>Chapter-11:</b> Revolt of 1857- nature- causes – effects.</p> <p><b>Chapter-12:</b> Map:</p> <p>a) Places connected with 1857 upraising.</p> <p>b) Early European settlements.</p> <p>c) Places of Historical importance: Goa, Pondicherry, Calcutta, , Bombay, Plessey, Madras, Boxer, Meerut, Jhansi, , Delhi.</p>	<b>15 Hours</b>

**Exercise:**

- The students shall prepare a project on the process that led to the colonization of India.
- The students should have a group discussion on the adverse impact of British colonization.
- The students should write an article on the making of the constitution.

**Suggested Readings**

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	Weight age 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: Process of Urbanization in India</b>	
<b>Semester: V</b>	<b>CourseCode:DSC</b>
<b>TotalContactHours:60</b>	<b>CourseCredits:4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam:2Hours</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 to furbanization 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 centers of innovation, knowledge and political power.

<b>Unit</b>	<b>Contents of Course- DSC</b>	<b>60Hours</b>
<b>Unit-I</b>	<b>Introduction</b> <b>Chapter-1:</b> Urbanization – Definition - Meaning. <b>Chapter-2:</b> Classification of urban centers- Religious Centers-trading Centers- Capital cities. <b>Chapter-3:</b> Features of Urbanization in Ancient India.	<b>15Hours</b>
<b>Unit-II</b>	<b>First urbanization</b> <b>Chapter-4:</b> First Urbanization - Indus Valley civilization- Features <b>Chapter-5:</b> Crafts - Trade contacts. <b>Chapter-6:</b> Important cities–Harappa–Mohanjadaro -Lothal	<b>15Hours</b>
<b>Unit-III</b>	<b>Second Urbanization</b> <b>Chapter-7:</b> Factors for the rise of second Urbanization. <b>Chapter-8:</b> Mahajanapadas- Buddhist and Jaina centers. <b>Chapter-9:</b> Sangam age in Southern India–Amaravathipaithan - Nagarjunakonda–Kaveripattanam–Madurai.	<b>15Hours</b>
<b>Unit-IV</b>	<b>Urban centers in India</b> <b>Chapter-10:</b> Rise of Magadha- Pataliputra as Imperial Capital. <b>Chapter-11:</b> Important Urban centers of Ancient India- Hasthinapura-Mathura–Varanasi–Kanchi- Madurai. <b>Chapter-12:</b> Map Work: a) Urban centers of Indus valley civilization. b) Important urban centers of Ancient India. c) Places of Historical Importance. Harappa, Mohenjadarro, Lothal, Kaveri Pattanam, Poompuhar, Pataliputhra, Sanchi, Varanasi, Kanchi.	<b>15Hours</b>

### Exercise:

- Ask students to visit some town or city near their place and make a survey of its markets.
- Ask students to prepare a timeline of the development of the town or city where they reside.
- Ask students to visit and survey some important historical places in their city.

## Suggested Readings

References	
1	Urbanization in India: Challenges, Opportunities and the Way Forward-by Isher Judge Ahluwalia (Author, Editor), Ravi Kanbur (Editor), P. K. Mohanty (Editor)
2	Urbanization and Urban Systems in India-by R. Ramachandran(Author)
3	Cities Urbanization and Urban Systems-by K.Siddhartha (Author)
4	Hand book of Urbanization in India- (Editors) Kallidaikurichi Chidambara krishnan Sivaramakrishnan, Amitabh Kundu, B. N. Singh
5	Urbanization in Ancient India- by Vijay Kumar Thakur.
6	Urban Development in Ancient India- Adhir Chakravarthi
7	Urbanization in Ancient India- U.N .Roy
8	Urbanization in early Historic India – George Erdosy.
9	Urbanization in Ancient Tamilnadu- Durai Ilamurugu( E-book)
10	Urban Centers and Urbanization - K.T.S Sarao.

## Pedagogy

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

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

## **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: Map Questions**
- Section B: Short Answer Questions**
- Section C: Answer Questions**
- Section D: Answer Questions**

#### **Section A: Map Questions**

**Answer any one of the following questions (10x1=10)**

1. On the outline map provided, Mark the extension & write a short note.
2. On the outline map provided , Mark the following places and write their historical importance.

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

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

- 3.
- 4.
- 5.

#### **Section C: Answer Questions (4x5=20)**

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

- 6.
- 7.
- 8.

- 9.
- 10.
- 11.

**Section D: Answer Questions (5x2=10)**

**Answer all the following questions.**

- 12.**
- 13.
- 14.
- 15.
- 16.