

SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, UJIRE-574240

(Autonomous)

(Re-Accredited by NAAC at 'A++' Grade)



DEPARTMENT OF HISTORY

SYLLABUS

SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE,

(AUTONOMOUS)

UJIRE – 574 240

(Re-accredited by NAAC at 'A++' Grade)



DEPARTMENT OF HISTORY

SYLLABUS OF BACHELORS DEGREE IN

ARTS

NEP Syllabus– 2021-22 ONWARDS

APPROVED BY THE BOS MEETING HELD ON...21-11-2021`

BA Semester 1

Course Title: Political history of Karnataka (BCE-3 to 10 CE) Part-1

Total Contact Hours: 39 to 42

Course Credits: 3

Formative Assessment Marks: 40

Duration of ESA/Exam: 60

Model Syllabus Authors:

Summative Assessment Marks

Course Pre-requisite(s): Political history of Karnataka (BCE-3 to 10 CE) Part-1

Course Outcomes (COs):

At the end of the course the student should be able to:

Understand the continuity of Political developments and strategies.

- Analysis the importance of causes for the rise of regional political dynasties.
- Understand contextual necessities which influenced the era of political supremacy.
- Understand and describe the contemporary political history.
- Appreciate the confluence of diverse political elements.

BA BA Semester 1

Title of the Course:

Political History of Karnataka (BCE-3 to 10 CE) Part-1

Number of Theory Number of lecture Hours 39/ 42

Credits 3

Unit – 1 Introduction

Chapter. 1: Survey of sources- Pre historic culture

Chapter .2: The Early Alupas- The Mauryas –Chandra Guptha Maurya- Bindusara-Asoka-
The Satavahanas-Gautami putra Satakarni – Kadmbas of Banavasi-Mayura Sharma-Land
grants-Political institutions of Kadamba period

The Satavahanas – Kadambas of Banavasi

Chapter 3: The Gangas of Talakad - Durvineetha Sri Purusha-Rachamalla IV –
Chavundaraya

Unit – 2 The Age of Empires

Chapter 4: Chalukyas of Badami – Pulikesin – II-Vinayaditya

Chapter. 5: The Rastrakutas Krishna-I- Dhruva, Govinda-III – Amoghavarsha Nrupatunga

Chapter 6: The Chalukyas of Kalyana :Tailapa-II- Vikramaditya VI-Someshwara-III

(CE1076-CE1126) – Kalachuries of Kalyana – Bijalla-II

Unit – 3 Formation of State

Chapter. 7: Central And Provincial Administration

Chapter 8: Local self Government Village administration

Chapter No. 9. Map- Study : a)Gangas of Talakadu

Places: Kolar, Talakadu, Shravanabelagola , Manne, Makunda, Punnata, Kongunadu,
Kanchi, Banavasi, Nolambavadi

b)The Chalukya Empire under Pulikesin - II

Places – Badami, Aihole, Pattadakal, Banavasi, Kanchipuram, Mahakuta, Alampur,
Talakadu, Barkur, Vengi, Alvakheda, Kanchi Udyavara

c) Rastrakuta Empire

Places: Manyakheda, Ajanta, Ellora, Elephant, Banavasi, Kalyana, Takolam, Madhurai,
Laturu, Banavasi, Malwa, Vemulavada, Vengi, Kanchi

Books for Reference:

1. K.R Basavaraja - “History and Culture of Karnataka”
2. R.S Mugali - “Glimpses of Karnataka”
3. P.B. Desai - “A History of Karnataka”
4. H.V Shrinivasa Murthy and R. Ramakrishnan - “ A Concise History of Karnataka
5. A. Sundara (Ed) - “Karnataka Charitre” Volume I
6. B. Surendra Rao (Ed.) - “Karnataka Charitre” Volume II
7. R.R Diwakar - “ Karnataka Through the Ages”

8. M. Chidananda Murthy - “Karnataka Shasanagala Samskrutika Adhyayana”
9. S. Settar - “Halagannada – Lipi, Lipikara, Lipi Vyavasaya
10. Dr. Suryanatha U Kamath - History of Karnataka
11. A.C. Nagesh - “Pracheena Karnataka Charithre”
12. Epigraphia Canatica Volume 1-12 Mysore University Mysore.
13. Mysore Gazetter C. Hayavadhana Rao
14. K.V.Ramesh Dictionary of Social, Economic and Administrative Terms in South Indian Inscriptions - Vol. 1 (A-D)
15. K.V.Ramesh *Chalukyas of Vaataapi*, 1984
16. K.V.Ramesh Tulunadina Itihasa, 1969, Geetha Book House, Mysore
17. M.V. Krishna Rao and Keshava Bhatta- Karnataka Ithihasa Darshana.
18. Karnataka Charitre Vol 1-7 Hampi University
19. Adikadambaru Gangaru Badami Chalukyaru Prasaraṅga, Kannada University, Hampi.
20. G. S. Dikshit: Local self-government in mediaeval Karnataka. (Karnataka University. Dharwar 1964.
- 21.

Books for Study:

1. K.V. Ramesh Inscription of Tulunadu
2. K.V. Ramesh History of South Canara A history of South Kanara (from the earliest times to the fall of Vijayanagara) 1970
3. Ganapathi Rao Aigal Dakshina Kannada Jilleya Prachina Itihasa (Ancient History of Dakshina Kannada), published in 1923
4. Sheikh Ali Western Gangas of Talakadu Published by Prasaraṅga, University of Mysore, 1976.
5. A. V. Venkata Ratnam Local government in the Vijayanagara Empire University of Mysore 1972.
6. B. Surendra Rao Bunts in history and culture Udupi 2010..

Pedagogy

- Lecture Method – Class Room Teaching
- Learning through Project work
- Collaborative learning strategies

- Use of Learning Recourses like as Audio – Visual aids
 - Films Documentaries
 - Visit to historical sites

BA History Semester I

Cultural Heritage of India

Course 2 : Number of Lecture Hours 39/42

Number of theory Credits 3

Course Outcomes (COs):

At the end of the course the student should be able to:

- Provide an insight about an extensive survey of heritage of India
- Familiarize Indian history and culture
- Expertise to analyze further development of culture of India
- Analyze the factor responsible for origin and decline of culture
- Provide the opportunity to understand the process of cultural development

Unit – 1 Introduction

Chapter No. 1 Meaning, Definition Historical Cultural Heritage-Concepts, Characteristics-types of Indian Cultural Heritage: **Tangible, intangible, Oral and Living traditions.**

Chapter No. 2 Significance - fairs, festivals, rituals: Regional, Folk, Tribal, National.

Chapter No. 3 Fairs: Religious, Folk, Animal, Monsoon; Ritual and Tirtha Kshetras: Some important Tirtha Kshetras/Pilgrimage centers of India

Unit – 2 Legends, Narratives and Cultural Ethos

Chapter No. 4. Meaning, significance, forms and tradition of legends. Ramayana and Mahabharata- Panchtantra, Jataka. Traditional Performing Art. Folk dances and theatre:

Chapter No. 5. **Bharata's Natya Shastra: The Source Texts on Performing Indian Classical Arts;**

Chapter No. 6. **Indian Classical dances as Cultural Heritage. Significance of fairs and festivals. Performing Arts Traditional performing Arts of Coastal Karnataka. Bhartanaty, Yakshagana, Bhootakola, Siri, Nagaradhane**

Chapter No. 7 Meaning, Definition and **Ideas of Built Heritage**

Chapter No. 8. **Important Monuments of India**

Shore temples and cave temples.(Mahabalipuram), Aihole. Badami, Pattadakal. Ajanta-Ellora

Chapter No. 9 **Important Monuments of India Sarnath, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Taj mahal, Red fort.**

Places of Historical importance : Delhi, Agra,

Nalanda, Saranatha, Sanchi, Hampi, Badami, Mahabalipuram, Ajantha Ellora Prayaga, Varanasi, Ramaeshwaram, Dwaraka, Konark, Khajuraho

Books for Reference

1. S. Radhakrishnan - "Culture of India"
2. K.T Achaya - Indian food: A Historical Companion,
3. Banga, I. (Ed) - The City in Indian History : Urban Demography, Society and Politics.
4. A.L Basham - The Wonder that was India.
5. Sachin Shekhar Biswas - Protecting the Cultural Heritage
6. N.K Bose - "Culture Zones of India" in culture and Society in India.
7. S.Narayan - Indian Classical Dances.
8. Gokulsing, K. Moti - Popular Culture in a Globalized India,
9. Bhanu Shankar Mehta - Ramlila Varied Respective
10. Rangacharya - The Natya shastra, English translation with critical
11. P. Gururaj Bhat Studies in Tuluva history and culture: From the pre-historic times upto the modern (1975)
- 12 P. Gururaj Bhat Tulunadina Nagamandala (1977)
13. K.G. Vasantha Madhava Pracheena Jaagathika Paridrushyadalli Bhaaratheeya Vaidyashastra 2020
14. A P Karmarka Cultural history of Karnataka: ancient and medieval 1947.

Pedagogy

Knowledge: The student should acquire knowledge of terms, concepts, facts, events, symbols, ideas, conventions, problems, trends, personalities, chronology and generalizations, etc., related to the study of history. The student should be able to: recall, recognize, show and read.

Understanding: The student should develop understanding of terms, facts, principal events, trends, etc., related to the study of history. The student should be able to: classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect errors, interpret and extract.

Critical Thinking: The subject should enable the students to develop critical thinking. The student should be able to: identify, analyse, collect, select, draw and verify.

Practical Skills: The subject enables the students to develop practical skills helpful in the study and understanding of historical facts. The student should be able to: draw maps, charts, diagrams and prepare models, etc.,

Interests: The subject should enable the students to develop interest in the study of history. The student, on his own, should be able to: collect coins and other historical materials, participate in

historical dramas and mock sessions of historical events, visits places of historical interest, archaeological sites, museums and archives, read historical documents, maps and charts, write articles on historical and other related topics.

Learning Outcome:

This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. They will acquire knowledge of changing socio-cultural scenarios of India.

As well as they can gather knowledge about the cultural heritage, cultural forms and cultural Expressions performing arts, fairs and festivals.

Internship: Regional and Cultural History of India

Important Monuments of Coastal Karnataka

Project: Places of Historical Importance

Traditional performing Arts of Coastal Karnataka

Ramayana and Mahabharata importance and relevance in present day

BA

BA Semester 1 Open Elective

Title of the Course: Cultural History of Karnataka (CE 3-CE 10) Part-I

OE : Number of Lecture Hours 39/42

Number of theory Credits 3

Course Outcomes (COs):

Provide an insight about the cultural development of Karnataka.
Familiarize Karnataka history and culture.
Expertise to analyze further development of culture of Karnataka.
Analyze the factors responsible for origin and decline of dynasties.
Provide the opportunity to understand the process of cultural diversities.

Unit – 1 Introduction

Chapter No. 1 Language and culture of Coastal Karnataka and Kodagu

Chapter No. 2 Alupa Land Grants

Chapter No. 3 Agriculture and Emergence of Agraharas – Education

Unit – 2 Social Conditions

Chapter No. 4. Caste Structure

Unit – 3 Religion and Art

Chapter No. 6 Jainism and Buddhism in Karnataka Other minor religions minor sects.

Chapter No. 7. Saivism and Vaishnavism

Chapter No. 9 Art and Architecture of Coastal Karnataka. Temples Basadis, Fort and Palace.

Books for Reference

- 1.S. Settar - “Halagannada – Lipi, Lipikara, Lipi Vyavasaya
- 2.K.R Basavaraja - “History and Culture of Karnataka
- 3.R. Rajanna & A.C Nagesh - “Karnatakada Charithre” Volume
- 4.P.B. Desai - “A History of Karnataka”
5. A. Sundara (Ed) - “Karnataka Charitre” Volume I
6. A. Sundara Pattadakal 2008.

7. B. Surendra Rao (Ed.) - “Karnataka Charitre” Volume II
8. S. Settar - “ Halagannada; Bhashe, Bhasha Vikasa, Bhasha Bandhavya”
- 9.M. Chidananda Murthy - “Karnataka Shasanagala Samskrutika Adhyayana”
10. S. Rajashekara - “ Karnataka Architecture”
11. K.A. Nilakanta Sastri - “A History of South India”
12. Dr. Suryanath KamathA Concise History Of Karnataka

Pedagogy

- **Lecture Method – Class Room Teaching**
- **Learning Through Project work**
- **Collaborative learning strategies**
- **Use of Learning Recourses like as Audio – Visual aids**
- **Films Documentaries**
- **Visit to historical sites**

BA HISTORY Semester I

Open Elective

Course Title: Introduction to Archaeology

OE : Number of Lecture Hours 39/42

Number of theory Credits

3

Course Outcomes (COs):

At the end of the course the student should be able to:

Understand the concept of Archaeology as an ancillary for study of history

Help to study features of Archaeology in understanding history

Familiarize the students to know about scope of Archaeology.

Understand the various tools and techniques imbibed in Archaeology

Study various schools of disciplines of Archaeology.

Unit – 1 Introduction

Chapter No. 1 Definition – Scope – Nature

Chapter No. 2 Concepts – Artifacts – Assemblage – Industry – Culture -Layer

Chapter No. 3 Kinds of Archaeology – Ethno, Marine and Salvage

Unit – 2 Archaeology by Period

Chapter No. 4. Lower Paleolithic – Middle Paleolithic – Upper Paleolithic- Mesolithic

– Chalcolithic – Bronze age – Iron Age

Chapter No. 5. Development in the Global Context – From Antiquarians to Scientific

Archaeology – Finders Petrie- Pitt Riveres – Leonard Wooly

Chapter No. 6. Archaeology in India – William Jones to Wheeler – The Allchins –

S.R. Rao – Archaeological Survey of India – Department of Archaeology Government of Karnataka

Unit – 3 Exploration, Excavation and Analysis

Chapter No. 7 Identification of a site – field survey – sampling techniques – Application of scientific methods.

Chapter No. 8. Methods of Excavation – vertical and horizontal – Trenching – Gridding

Chapter No. 9 Excavation of burial mounds – Open Stripping – Quadrant method

– Excavation of pits – Excavation of a typical site

Books for Reference

1. Agrawal D.P - Archaeology in India
2. Aiken M.J - Science based dating in archaeology
3. Allchin Bridget
And Raymond Allchin - Rise of Civilisation in India and Pakistan
4. Atkinson RJC - Field Archaeology
5. Basker .P - Techniques of Archaeological Excavation
6. Chakrabarthi D.K - A History of Indian Archaeology from the
beginning to 1947
7. Chakrabarthi D.K - Theoretical Perspectives in Indian Archaeology
8. Gosha .A - Encyclopaedia of Indian Archaeology
9. Rajan .K - Archaeology, Principles and Methods
10. Raman K.V - Principles and Methods in Archaeology
11. Dr.Srinivas V Padigar - Principles of Archaeology.
12. Dr Srinivas V Padigar - Puratattva Parichaya-(Kan)

Pedagogy

Lecture Method – Class Room Teaching

Visit to Archaeological sites

Learn techniques of excavations

Collaborative learning strategies

Learning about digging, Trenching and Exploration

Collection and Preservation of Artifacts

Field Visit: Excavated Sites of Karnataka

Project work: on Eminent Archaeologist of Karnataka

Important Archaeological Excavations

Study various schools of disciplines of Archaeology.

BA II Semester

Title of the Course: Political History of Karnataka (CE11- 1750 AD)

Number of Theory Credits 3.

Number of lecture hours/semester 39/42

Course Outcomes (COs):

At the end of the course the student should be able to:

Understand the rise and fall of Political dynasties in Karnataka.

Familiarize with the patterns of administration.

Analyze the traditional values and ethos of political development.

Understand the rise and fall of regional variations.

Study the complexities involved in polity of the time.

Unit – 1 Introduction

Chapter No. 1 The Hoysalas of Dwarasamudra, Vishnuvardhana, Hoysala Ballala II and Ballala III

Chapter No. 2 Medieval Alupas 11 to 14 Century.

Unit – 2 Medieval Karnataka

Chapter No. 3. Vijayanagar – Dynasties

Chapter No. 4. The Bahamani States

Chapter No. 5. Regional Kingdoms during Vijayanagar Regional Kingdoms , Nayakas of Keladi, Ikkeri, Nadaprabhus of Yalahanka, Nayaks of Chitradurga,

Chapter No. 6 : Local Chieftains of Coastal Karnataka, Choutas, Ajilas, Bhairavaras, Honnekambalies, Savanthas, Ballals, Heggades, Bangas, and Mulas

Unit – 3 Post Vijayanagar

Chapter No. 7 Wodeyars of Mysore – Rule of Dalvoy's Sonda nayakas. Pandyas of Ucchangi.

Chapter No.8. Hyder Ali and Tipu Sulthan

Chapter No.9.

Map Study a) The Hoysala Empire

Places: Belur, Halebeedu, Somanathapura,

Talakadu, Soraturu, Arasikere,

Banavasi, Sosevour, Melukote, Srirangapatna,

Lakkundi, Shantigramma.

b) The Vijayanagar Empire.

Places- Hampi, Tanjavur, Mangalore, Barkur,

Penukonda, Tirupati, Orissa, Talikote,

Golkonda, Raichur Doab, Ummaturu,

Manjeshwara Madhurai, Udayagiri.

c) Bahamani Empire

Places: Bidar, Gulbarga, Golkonda, Bijapura, Talikote, Ahmadnagara, Berar, Raichur Doab, Warrangal, Kanchi, Kondapalli Goa

Books for Reference:

1. K.R Basavaraja - "History and Culture of Karnataka"
2. P.B. Desai - "A History of Karnataka"
3. Burton Stein - "Vijayanagara"
4. B. Sheik Ali (Ed.) - "Karnataka Samagra Charitre" Volume IV.
5. B. Vivek Rai (Ed.) - "Pravasi Kanda Vijayanagara"
6. G. Yazdani - "History of the Deccan"
7. K. Satyanarayana - "History of the Wodeyars of Mysore"
8. Mohibul Hasan - "History of Tipu Sulthan"
9. T.V Mahalingam - "Administration and Social Life Under Vijayanagara"

10. K.V Ramesh - “History of South Kanara
11. Robert Sewell- The Forgotten Empire.
12. K.A.N Shastry- History of South India
13. L.B. Bowring--- Hyder and Tippu
14. Karnataka Through the Ages—Government of Karnataka

Pedagogy

- **Lecture Method – Class Room Teaching**
- **Visit to Archaeological sites**
- **Learn techniques of excavations**
- **Collaborative learning strategies**
- **Learning about degging, Trenching and Exploration**
- **Collection and Preservation of Artifacts**

Field Visit

Study of Architectural centers

Books for Study and Book Review.

BA II Semester

Course Title: Cultural Heritage of Karnataka

Number of Theory Credits 3.

Number of lecture

Hours/semester 39/42

Course Outcomes (COs):

At the end of the course the student should be able to:

- Understand the concept of cultural heritage of Karnataka
- Study various cultural factors which influence the flow of culture

- Familiarize the factors which influenced in influencing culture and society
- Analyze the factors responsible for formation of pluralistic society
- Understand the concept “Unity in diversity

Content of Course 1

Unit – 1 Introduction

Chapter No. 1 Meaning, Definition and Concepts

Chapter No. 2 Characteristic features of
Kodagu and Coastal Karnataka

Chapter No. 3 Significance

Fairs, Festivals and Rituals-Daivaradhane
Religious Worship and traditional practices of
Coastal Karnataka

Chapter No. 4 Significance of Fairs and Festivals

Chapter No.5. Local Self Government

Chapter 6. Sea trade in coastal Karnataka Spread of Religions in coastal Karnataka
Local Art and architecture: Forts, Basadi and Temples

Chapter No. 7. Legends and Narratives- Paddanas

Chapter No.8. Folk Dances and theatre- Yakshagana .Bhootakola, Siri, Nagaradhane

Chapter No. 9. **Architecture and Built Heritage**

Books for Reference:

1. K.T Achaya - Indian food Historical Companion
2. Sachin Shekhar Biswas - Protecting the Cultural Heritage
3. N.K Bose - Culture Zones of India in culture and Society in India.
4. S. Narayan - Indian Classical Dances
5. Prakash, H.S Shiva - Traditional Theatres
6. Krishna N. Reddy - Cultural Heritage of South India
7. Dr. A. Murageppa - Dakshin Bhartiya Jaanpad Kosh. Vol-I II
8. Dr. Suryanath Kamat - Karnataka Sankshipt Itihas
9. Shrinivas T - Bhartiya Itihas Mattu Parampare

10. K.R. Basavaraj - Karnataka History and Culture

Pedagogy

□ **Lecture Method – Class Room Teaching**

- **Visit to Archaeological sites**
- **Learn techniques of excavations**
- **Collaborative learning strategies**
- **Learning about digging, Trenching and Exploration**
- **Collection and Preservation of Artifacts**

BA History II Semester Open Elective

Number of Theory Credits 3.

Number of lecture Hours/semester 39/42

Course Title: Cultural History of Karnataka (11 AD to 1750 AD)

Course Outcomes (COs):

At the end of the course the student should be able to:

Understand the concept of cultural heritage of Karnataka

Study various cultural factors which influence the flow of culture
Familiarize the factors which influenced in influencing culture and society
Analyze the factors responsible for formation of pluralistic society
Understand the concept “Unity in diversity”.

Unit – 1 Introduction

Chapter No. 1 Administration – Central and Provincial

Chapter No. 2 Kingship – Duties of King – Governors - Warfare

Chapter No. 3 Local Self Government – Village Administration

Unit – 2 Society and Economy

Chapter No. 4. Social Conditions – Society – Rituals and Customs

Chapter No. 5. Economic Conditions – Agriculture

Chapter No. 6. Trade and Commerce

Unit – 3 Religion and Art

Chapter No. 7 Bhakti Saints -Teaching and Philosophy – Sufism

Chapter No. 8. Temple Architecture – Islamic Architecture Painting

Books for Reference

1. P.B Desai - History of Karnataka
2. K.R Basavaraja - History and Culture of Karnataka
3. B.R Hiremath - Karnataka Shasanagalalli Vartakaru
4. Rahamat Tarikere - **Karnataka Sufigalu**
5. Rajaram Hegde &
M.V Vasu - Dakshina Karnataka Arasu Manethangalu
6. R.R Diwakar - Karnatka Through the Ages
7. Suryanath U. Kamath - A History of Karnataka
8. H.K Sherwani - The Bahamani“s of the Deccan
9. Dept. of Archaeology - Vijayanagar Adhayayana
10. Baragur Ramachandrappa - Karnataka Sangathi
11. Prof Sheik Ali Cultural History Of Karnataka
12. Dr. Suryanath Kamath- A concise History of Karnataka

Pedagogy

□ **Lecture Method – Class Room Teaching**

- **Visit to historical sites**
- **Group Discussion**
- **Visit to cultural sites**
- **Preparation of charts**

BA History II Semester Open Elective

Number of Theory Credits 3.

Number of lecture Hours/semester 39/42

Course Title: Manuscriptology

Course Outcomes (COs):

At the end of the course the student should be able to

- Understand the importance of manuscripts
- Study manuscripts as an ancillary for study of history
- Understand the concept of cataloguing of manuscripts
- Practice the science of conservation and preservation of manuscripts
- Visit libraries and Archives to study conservation and preservation

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Unit – 1 Introduction

Chapter No. 1 Meaning – Definition – Character

Chapter No. 2 Scope and importance

Chapter No. 3 Types of Manuscripts - Methods of Study

Unit – 2 Collections

Chapter No. 4. History of Manuscriptology

Chapter No. 5. Indian Manuscriptology

Chapter No. 6. Manuscripts in Kannada, Tegalari, Samskrit, Pali,
Tamil/Grantha, Tulu, Nandinagari and Modi

Unit – 3 Editing

Chapter No. 7 Collection of Manuscripts

Chapter No. 8. Process of Editing

Chapter No. 9 Preservation of Manuscripts

Books for Reference

1. Chinthahar Chakravathi - Study of Manuscriptology
2. M.V Seetharamiah &
M. Chidanada murthy - Hastiprati Sastra
3. N. Geethacharya - Hastiprati Sastra Adhyayana
4. Sitharam Jahagirdar - Kannada Grantha Sampadhana Sastra Parichaya
5. S. Jagannath - Grantha Sampadana Shastra
6. Devarakondareddy - Lipiya Huttu mattu Belavanige
7. Madhava Na Katti - Lipishastra Pravesha

8. B.S Sanaya - Kannada Hasta Prathigala Micro film Soochi

9. T.V Venkatalachala Sastri - Halaya Honnu

10. A.K Sasthri - Sringeri Kadathagalu

Pedagogy

- **Class room teaching**
- **Visit to repositories, Archives and institutions.**
- **Learn in repositories the techniques of preservation**
- **Learn conservative method**
- **Study and classify manuscripts in different languages**

Books for Study for I and II Semester.

1, K.V. Ramesh Inscription of Tulunadu

2. K.V. Ramesh History of South Canara A history of South Kanara (from the earliest times to the fall of Vijayanagara)1970

3. Ganapathi Rao Aigal Dakshina Kannada Jilleya Prachina Itihasa (Ancient History of Dakshina Kannada), published in 1923

4. Sheik Ali Western Gangas of Talakadu Published by Prasaraanga, University of Mysore, 1976.

5. A. V. Venkata Ratnam Local government in the Vijayanagara Empire University of Mysore 1972.

6.B. Surendra Rao Bunts in history and culture Udupi 2010..

7. P. Gururaj Bhat Studies in Tuluva history and culture: From the pre-historic times upto the modern (1975)

8. Dr. P.G. Bhat: The Taluva: Study of Tulunadu

9. B.S. Shastry: Goa Kanara Portuguese relations 1498- 1763.

10. K. Anantaram – Dakshinada Sirinadu

11. R.S. Sharma- India's Ancient Past

12. R.S. Sharma – Early Medieval Indian society

13. Romila Thaper- History of India

Romila Thaper – India's Culture as a Heritage.

Course Matrix for B.A. (History-Hons): 5 Years (10 Semesters) for Academic Year 2021-22

[As per NEP-2020 Guidelines]

FIRST SEMESTER						
Sl.No.	Course	Title of the course	Instruction of Syllabus per week	Exam Duration	Marks IA + ET= Total	Credits
1.1	DSC-1	Political history of Karnataka (BCE-3 to 10 CE) Part-1	3	3	40+60= 100	3
1.2	DSC-2	Cultural Heritage of India	3	3	40+60= 100	3
1.3	OE-1	Cultural History of Karnataka (CE 3-CE 10) Part-I OR Introduction to Archaeology Or Indology	3	3	40+60= 100	3
Total Credits 9						

Course Matrix for B.A. (History-Hons): 5 Years (10 Semesters) for Academic Year 2021-22

[As per NEP-2020 Guidelines]

SECOND SEMESTER						
Sl.No.	Course	Title of the course	Instruction of Syllabus per week	Exam Duration	Marks IA + ET= Total	Credits
2.1	DSC-3	Political History of Karnataka (CE11- 1799 AD)	3	3	40+60= 100	3
2.2	DSC-4	Cultural Heritage of Karnataka	3	3	40+60= 100	3
2..3	OE-2	Cultural History of Karnataka (11 AD to 1750 AD)	3	3	40+60= 100	3

		OR Manuscriptology OR Museology				
Total Credits 9						

Assessment:

Total Contact Hours: 39 to 42	Course Credits: 3	
Formative Assessment	Summative Assessment	
	Internal Assessment	Theory Part Semester End Examination
Internal Test	10=10= 20	60
Assignment, Projects, seminar, Field Study	15	
Vive Voice	05	
Total	40	
Grand Total		100

Question Paper Pattern:

1. 12 Marks Questions = $12 \times 2 = 24$
2. 6 marks Question = $6 \times 3 = 18$
3. Map Study = $6 + 6 = 12$
4. 3 marks Question = $3 \times 2 = 6$
- Total = 60.

Practicals in History:

Some of the practical will be in the form of

1. Copying Inscriptions and deciphering them
2. Study of old coins of historical value
3. Interpretation of icons and idols
4. Study of old manuscripts
5. Collection of old manuscripts
6. Study of the technique of preservation of manuscripts and old remain or art pieces.
7. Field visits (to historical sites)
8. Survey of Archaeological Monuments
9. Preparing historical Maps
10. Preparing the Genealogy of dynasties and families

11. Presenting the discoveries to the public's through PPT.
12. Viewing the historical films
13. Reviewing the programmes of History channel in T.V
14. Conducting Seminars on new findings
15. Arranging the historical events in the chronological sequence
16. Collecting pictures of historical events and personalities
17. Studying the original literary works
18. Arranging a Historical Museum in the college
19. Arranging lectures by Tourist guides
20. Conducting excavations in Historical sites

Sri Dharmasthala Manjunatheshwara College (Autonomous) Ujire

Department of History

HISTORY AS A DISCIPLINE

V and VI Semester

Preamble of NEP Syllabus.

History is an important branch of human knowledge. It is interesting and instructive. Broadly speaking, History deals with past events related to mankind. Every human activity of the past has its own history.

The word history is derived from the Greek word 'historia'. It means enquiry or observation. In Sanskrit, 'Itihasa' means it "happened like that". In this sense the Mahabharata is considered by Indians as Itihasa. In ancient India, the purpose of history was not to record the names of kings and dynasties and their achievements. Its purpose was to emphasise the duties of the individual and to transmit the values and cultures from generation to generation. For this reason, the Puranas were narrated in villages at the time of festivals. Thus the ancient Indians were fully aware of the purpose and importance of history.

History also tries to discover the cause and effects of the events. The understanding of the cause and effects would enable us to get a better insight into past. The main purpose of history is to discover the truth as far as possible. In other words, history is an account of the achievements as well as failure of mankind through the ages in spheres such as political, economic, religions, literary, cultural and scientific. The definition of history differed from age to age and from country to country. While the importance of the study of science is taken, a question often posed is : why is the study of history important ?. This question cannot be answered in a simple way.

From the late 19th and early 20th centuries scientific history came to be written by professional historians. Then onwards the study of history became a part of school education everywhere.

This partly answers regarding the importance of history. However, there are also other good reasons why should be studied. History enables us to effectively plan the future on the basis of the past experience. We meet the situations by remembering familiar and useful elements from the past.

An individual cannot effectively function without his memory. This is also equally true in respect of nations. If memory goes, sanity goes. If the knowledge of our past experience is lost, both the present and future will be in danger. We, may, therefore, say that history is systematic study of the important events of the of the past in a chronological order. History is an ocean of human experiences. It records great deeds, achievements, contributions, adventures, thoughts and sacrifices of extraordinary men and women. These are indeed sources of inspiration and motivation even today.

History has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and tradition of their own country and the others. There is huge potentiality in future of a history student. Various options are opened to history students to choose their career. First of all, history is a subject from primary education level to higher study, so they can engage themselves in teaching profession in primary, secondary and post secondary schools. History is also helpful for those who are preparing for UPSC and other competitive exams. A history student may choose his or her career in Research field. A history student may choose his or her career in journalism or any other editorial board. They may get job in museum, archives and libraries. Beside those, in the field of research and archaeology they may proceed.

Title of the Subject-

History of Western Civilizations [6BC - 1200 AD]

Paper-9

Subject Code- HTCT 301

CourseTitle:HistoryofWesternCivilisation- (6BC-1200AD)	
Semester:5	CourseCode:DSC-9 HTCT301
TotalContactHours:60	CourseCredits:4
No.ofTeachingHours/Week:4	DurationofESA/Exam:2Hours
FormativeAssessmentMarks:40	SummativeAssessmentMarks:60+40=100

Programme Outcome

1. Students can complete the programme BA with academic knowledge or subject knowledge.
2. Students can involve in various activities to improve themselves by getting skills.
3. Students can come to know on real life problems by studying the social science subjects.
4. Students can develop good communication skills, organizing skill etc

Course Outcomes

At the end of the Course the students Shall –

1. Students will relate the History of Western civilization to that of other regions of the world.
2. Students will compare the evolution of intellectual, cultural and technological exchange of different regions.

3. Students will understand the diffusion of ideas and culture of western civilization.

Structure of the syllabus

Unit 1:

Chapter-1: Introduction-Ancient Civilizations-Greek City States.

Chapter-2: The Golden Age of Greece-Hellenistic World-The Roman Republic.

Chapter-3: The Roman Empire and the Birth of Christianity.

Unit 2;

Chapter-4: Official Christianization and the fall of the western Empire, Byzantium.

Chapter-5: New Kingdoms in Western Europe, The Rise of Islam.

Chapter-6: Feudalism and the Commercial Revolution, Church Reforms, The Crusade

Unit 3;

Chapter-7: **The Twelfth-Century Renaissance, Heights of Medieval Culture**

Chapter-8: New Religious Orders

Chapter-9: **The Rediscovery of Aristotle and the Medieval Synthesis**

Unit 4:

Chapter-10: Medieval World in Crisis and the Black Death

Chapter-11: The Hundred Year's War, Renaissance, Humanism.

Chapter-12: The New World, The Protestant Reformation, Wars of Religion and the Thirty Years War, The Scientific Revolution

Credit details

Total number of credits - 4

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

III Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER 9: History of Western Civilizations

Part-1

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

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

SECTION – B

II. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers Books for Study and Book Review Quiz Viva Voice	20	60
Total	40	60
	Grand Total	100

References

- 1 Lynn Hunt, Thomas R. Martin The Making of the West: Peoples and Cultures: Volume 1, to 1750 5a ed.
- 2 Marvin Perry (Author), Theodore H. Von Laue, Margaret Jacob (Author), James Jacob: Western Civilization: Ideas, Politics, and Society: From the 1400s.
- 3 Judith G Coffin, Robert C Stacey History of Western Civilizations 15e V 1: From Prehistory to the Present Vol. 1

4 Margaret L. King Western Civilization: A Social and Cultural History, Vol. I, Prehistory-1750

5 Judith Coffin and Robert Stacey Western Civilizations 16e V 2 by6 Western Civilization by Jackson Spielvogel

7 William H. McNeill History of Western Civilization

Course Title:

Colonialism And Nationalism in Asia(1900 to 1970)

Paper- 10

Subject Code- HTCT302

CourseTitle:ColonialismAndNationalisminAsia(1900to1970)	
Semester:V	CourseCode:DSC-10 HTCT302
TotalContactHours:60	CourseCredits:4
No.ofTeachingHours/Week:4	DurationofESA/Exam:2Hours
FormativeAssessmentMarks:40	SummativeAssessmentMarks:60+40=100

Programme Outcome

1.Students can complete the programme BA with academic knowledge or subject knowledge.

2.Students can involve in various activities to improve themselves by getting skills.

3.Students can come to know on real life problems by studying the social science subjects.

4.Students can develop good communication skills, organizing skill etc

Course Outcome:

- Analyse the main theories and interpretations of 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 A

Structure of the syllabus

Unit-I

Chapter-1: What is Asia: (a) Land and its people. (b) Pre colonial Society.

Chapter-2: The Advent of Western Powers: (a) The early Europeans. (b) The Portuguese, Spanish. (c) The Dutch, French and the English.

Chapter-3: Introduction to Modern World System Theory

Unit-II

Chapter-4: Perceptions on Colonialism J. A. Hobson.
Theory of Underdevelopment: Paul Baran - A.G. Frank -
Samir Amin.

Chapter-5: Manifestations of Colonialism and their
Functioning

Chapter-6: Colony-Protectorate - Spheres of Influence.

Unit-III

Chapter-7: The Colonial Experience: Cases of India.

Chapter-8: The Colonial Experience: China, Japan, Indo
China and Indonesia.

Chapter-9: Nationalism: Meaning. Factors for the Genesis of
Nationalism.

Unit-IV

Chapter-10: Genesis of Congress -Moderates and
Extremists.

Chapter-11: Gandhi era and Freedom Movements

Chapter-12: De-colonization and Neo-colonialism

Credit details

Total number of credits - 4

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

IIIrd Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER 10: HTCT 302 Colonialism and Nationalism in Asia

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

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

SECTION – B

II. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers Books for Study and Book Review Quiz Viva Voice	20	60
Total	40	60

	Grand Total	100
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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.
-

Title of the subject- European History

Semester- 5

Subject number- 11

Subject code- HTCT303

CourseTitle:EuropeanHistory	
Semester:V	CourseCode:DSC-11HTCT 303
TotalContactHours:60	CourseCredits:4
No.ofTeachingHours/Week:4	DurationofESA/Exam:2Hours
FormativeAssessmentMarks:40	SummativeAssessmentMarks:60+40=100

Programme Outcome

- 1.Students can complete the programme BA with academic knowledge or subject knowledge.
- 2.Students can involve in various activities to improve themselves by getting skills.
- 3.Students can come to know on real life problems by studying the social science subjects.
- 4.Students can develop good communication skills, organizing skill etc

Structure of the Syllabus

Unit 1:

Chapter-1: The causes of French Revolution – The consequences of Revolution

Chapter-2: Napoleon rise to power - Creation of Empire

Chapter-3: The Continental system - The fall of Napoleon
The Concert of Europe (1815-1830)

Unit-II

Chapter-4: The Congress of Vienna

Chapter-5: Metternich's Era

Chapter-6: The Concert of Europe and Congress System Balance of Power
Forces of Continuity and Change in Europe (1815-1848)

Unit-III

Chapter-7: Nationalism –Liberalism - Romanticism

Chapter-8: Socialism - Industrial Revolution Chapter-

9: Colonialism -Consequences

The Eastern Question (1804-1856)

Unit-IV

Chapter-10: The nature of the Eastern question

Chapter-11: The Crimean War

Chapter-12: Russo Turkish War 1877 - Consequences

Credit details

Total number of credits - 4

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

III Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER I1: HTCT303 EUROPEAN History

Part-1

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

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

SECTION – B

I1. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit	20	60

Study of Architectural centers Books for Study and Book Review Quiz Viva Voice		
Total	40	60
	Grand Total	100

References

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

Semester - 6

Preamble of NEP Syllabus.

History is an important branch of human knowledge. It is interesting and instructive. Broadly speaking, History deals with past events related to mankind. Every human activity of the past has its own history.

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reason, the Puranas were narrated in villages at the time of festivals. Thus the ancient Indians were fully aware of the purpose and importance of history.

History also tries to discover the cause and effects of the events. The understanding of the cause and effects would enable us to get a better insight into past. The main purpose of history is to discover the truth as far as possible. In other words, history is an account of the achievements as well as failure of mankind through the ages in spheres such as political, economic, religions, literary, cultural and scientific. The definition of history differed from age to age and from country to country. While the importance of the study of science is taken, a question often posed is : why is the study of history important ?. This question cannot be answered in a simple way.

From the late 19th and early 20th centuries scientific history came to be written by professional historians. Then onwards the study of history became a part of school education everywhere. This partly answers regarding the importance of history. However, there are also other good reasons why should be studied. History enables us to effectively plan the future on the basis of the past experience. We meet the situations by remembering familiar and useful elements from the past.

An individual cannot effectively function without his memory. This is also equally true in respect of nations. If memory goes, sanity goes. If the knowledge of our past experience is lost, both the present and future will be in danger. We, may, therefore, say that history is systematic study of the important events of the of the past in a chronological order. History is an ocean of human experiences. It records great deeds, achievements, contributions, adventures, thoughts and sacrifices of extraordinary men and women. These are indeed sources of inspiration and motivation even today.

History has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and tradition of their own country and the others. There is huge potentiality in future of a history student. Various options are opened to history students to choose their career. First of all, history is a subject from primary education level to higher study, so they can engage themselves in teaching profession in primary, secondary and post secondary schools. History is also helpful for those who are preparing for UPSC and other competitive exams. A history student may choose his or her career in Research field. A history student may choose his or her career in

journalism or any other editorial board. They may get job in museum, archives and libraries. Beside those, in the field of research and archaeology they may proceed.

Title of the subject-

History of Freedom Movement and Unification of India

Subject Code- HTCT351

Semester- 6

Total Credits- 4

CourseTitle:HISTORYOFFREEDOMMOVEMENTANDUNIFICATION NINKARNATAKA	
Semester:VI	CourseCode:DSC13
TotalContactHours:60	CourseCredits:4
No.ofTeachingHours/Week:4	Duration ofESA/Exam:2Hours
FormativeAssessment Marks:40	SummativeAssessment Marks:60+40=100

Programme Outcome

1. Students can complete the programme BA with academic knowledge or subject knowledge.
2. Students can involve in various activities to improve themselves by getting skills.
3. Students can come to know on real life problems by studying the social science subjects.
4. Students can develop good communication skills, organizing skill etc

Course Outcome

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

Structure of the Syllabus

Unit-I

Chapter-1: 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.

Chapter-2: Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.

Chapter-3: The impact of the rebellion of 1857 on Karnataka Bedars of Halagali against Anti arms Act.

Unit-II

Chapter-4: Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the Struggle.

Chapter-5: The National Movement in Karnataka - Early activities the response to Swadeshi and Non Co- operation Movements in Karnataka-Influence of Tilak and Gandhi.

Chapter-6: Belgaum Congress Session (1924) Satygraha campaigns in Karnataka (1930-34)

Unit- III

Chapter-7: **Quit India Movement in Karnataka-its effects**

Chapter-8: Movement for Responsible Government in Princely Mysore state.

Chapter-9: **Origin and development of unification movement** in Karnataka: Factors responsible for unification Movement:

Unit- IV

Chapter-10: **Views of different Committees on the issue** ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations

Chapter-11: The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness

Chapter-12: The ultimate move towards the formation of Karnataka.

Credit details

Total number of credits - 4

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

IIIrd Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER 13: Freedom Struggle and Unification of Karnataka

Part-1

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

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

SECTION – B

**II. Answer any Three of the following questions not exceeding 2-3 pages. 10X
3=30**

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers Books for Study and Book Review Quiz Viva Voice	20	60
Total	40	60
	Grand Total	100

References

- 1 S.Chandrashekhar - Karnataka EkikaranadaCharitre
- 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

Title of the Subject- History of India [CE 1761- CE 1857}

Semester- 6
Subject Code-HTCT352

CourseTitle:HistoryofIndia.(CE1761-CE1857)	
Semester:VI	CourseCode:DSC14
TotalContactHours:60	CourseCredits:4
No.ofTeachingHours/Week:4	Duration ofESA/Exam:2Hours
FormativeAssessment Marks:40	SummativeAssessment Marks:60+40=100

Programme Outcome

- 1.Students can complete the programme BA with academic knowledge or subject knowledge.
- 2.Students can involve in various activities to improve themselves by getting skills.
- 3.Students can come to know on real life problems by studying the social science subjects.
- 4.Students can develop good communication skills, organizing skill etc

Course Outcome

Attheendofthecoursethestudentsshall–

- BeinapositiontounderstandtheDynamicsofexpansion,w
ithspecialreferencetoBengal,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.

Structure of the Syllabus

Unit-I

Chapter-1: Indian Polity, Society and Economy in mid-18th century. Mercantile Policies and Indian Trade.

Chapter-2: Colonial Expansion-I-Bengal and Punjab.

Colonial Expansion II-Mysore and Marathas.

Chapter-3: **Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarians.**

Unit-II

Chapter-4: British Administration and Law. The Spread of English Education.

Chapter-5: **The New Land Settlements.**

Chapter-6: Commercialization of Agriculture.

Unit- III

Chapter-7: Deindustrialization – British Industrial Policy

Chapter-8: Economic Impact of the Colonial Rule.

Chapter-9: Social Discrimination and Colonial Rule

Unit- IV

Chapter-10: **Tribal and Peasant Movements in Colonial India**

Chapter-11: Revolt of 1857

Chapter-12: **The Beginnings of Indentured Labour – Labour Movements in Colonial India.**

Credit details

Total number of credits - 4

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

IIIrd Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER 14: HTCT 352 History of India (CE 1761- CE 1857)

Part-1

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

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

SECTION – B

II. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part

		Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers Books for Study and Book Review Quiz Viva Voice	20	60
Total	40	60
	Grand Total	100

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.

Title of the Subject- Process of Urbanization in India

Subject Code-HTCT353

Semester-6

Course Title: Process of Urbanization in India	
Semester: V	Course Code: DSC-15
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week: 4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Outcome:

- Enable students to critically engage with the concept of urbanization through both texts and audiovisual 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.

Structure of the Syllabus

Unit-I

Chapter-1: Introduction – Urbanization – Definition Urbanization in India – A historical perspective – process of Urbanization.

Chapter-2: Classification of traditional towns- a) trading Town, b) Manufacturing Towns – Military Towns

Chapter-3: Features of Urbanization in Ancient India.

Unit-II

Chapter-4: First phase of Urbanization Indus Valley civilization

Chapter-5: Importance of cities – Harappa – mohanjadaroDolavira- Chanhudaro - Lothal

Chapter-6: Features of Urbanization – City Planning – Agricultural Surplus – bronze tools – Growth of trade – Crafts

Unit-III

Chapter-7: Second phase of Urbanization – 6th BC

Chapter-8: Northern India - Mohanjadaro period – Ganga Yamuna basin.

Chapter-9: Sangam age in Southern India – Amaravathi paithan Nagarjuna konda – Kaveri pattanam – Madurai.

Unit-IV

Chapter-10: Types of Traditional towns in second phase

Chapter-11: Capital city – Rajadhani nagara – Pataliputra Mahanagara – Hasthinapura- Mathura – vaishah – Nigana- pattana.

Chapter-12: Layout of a city in ancient India

Credit details

Total number of credits - 4

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

IIIrd Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER 15:HTCT 353

Urbanization in India

Part-1

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

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

SECTION – B

II. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment

	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers Books for Study and Book Review Quiz Viva Voice	20	60
Total	40	60
	Grand Total	100

References:

1. Ravi Kanbar and P. K. Mohanthy Urbanization in India- Challenges and Opportunities
2. R. Ramachandran Urbanization and Urban Systems in India
3. K. Siddharth Cities, Urbanization and Urban Systems
4. Shivaram Krishnan and K. Chidambaa Krishnan Hand Book of Urbanization in India

