

SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, UJIRE-574240

(Autonomous)

(Re-Accredited by NAAC at 'A' Grade with CGPA 3.61 out of 4)



DEPARTMENT OF HISTORY

Syllabus of
**Bachelor's Degree in
History**

**(CHOICE BASED CREDIT SYSTEM SEMESTER
SCHEME)
2019-20 ONWARDS**

**Approved by the BOS meeting held on 8th June 2019
Approved by the Academic Council meeting, held on 10-10-2019**



HISTORY AS A DISCIPLINE

Preamble

The University Grant Commission has initiated several measures to bring equity, efficiency and excellence in the higher education system. The important measures taken to enhance academic standards and quality include innovation and improvement in curriculum, teaching- learning process, examination and evaluation. This facilitates student's mobility across institutions within and across countries and also enable potential employees to assess the performance of students. Through studying elective history students will understand that have influenced and impacted our world in both political and negative ways. The Choice Based Credit System enables the degrees of Mangalore University to be on par with the global standards. Given the present trend of globalization, the University considered the feasibility of CBCS at several levels and through the meeting of several of its statutory bodies. Sri Dharmasthala Manjunatheshwara College of Ujire, being an Autonomous College of Mangalore University, has resolved to follow the Regulations. The Board of Studies in Department of History of the college has drawn up the following Scheme.

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 Indian 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 emphasize the duties of the individuals 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 18th and early 19th 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.

Eligibility for Admission to B.A. Programme:

A candidate who has passed the two years Pre-University Examination conducted by the



Pre-University Education Board in the State of Karnataka or any other examination considered as equivalent by Mangalore University is eligible for admission to the B.A. programme.

Programme Objectives :

- To develop historical interest in the study of history and activities relating to history and its contemporary relevance
- To demonstrate thinking skill by analysing, synthesizing and evaluating historical information from multiple sources
- To inculcate the values, social obligations and service mindedness among students
- To achieve self- realization and self-refinement in students
- To enhance the job opportunity and employability.

Programme Learning Outcomes:

- Students will have opportunities to engage with historical concepts and skills and the study of Historical periods
- Understand the needs of historical interest in the study of history and activities pertaining to history and its contemporary relevance.
- Students will able to develop and enhance the practical skills in the study and understanding of historical events
- Students will be able to identify the job opportunities
- Students understand the self- realization and self-refinement

Course Objectives

- Development of the personality of the student with scientific thinking, studiousness and character building.
- Inculcating ethical values, social obligations and service mindeness
- Achieving self- realization and self-refinement in students.
- As Francise Bacon ‘History makes men wise’
- Enhancing growth opportunities for employability



PAPER DESCRIPTION

Semester	Paper	Title
I	I	India in the Early Historical Period (From Earliest period to A.D. 300)
II	II	India in the Early Medieval Period (A.D.300-1300)
III	III	Medieval India (1206-1556)
IV	IV	Early Modern India (1556-1856)
V	V	Colonial India (1856-1905)
	VI	History of Modern Europe (1789-1970)
VI	VII	Freedom Movement in India and its Legacy (1905-1964)
	VIII	Modern Karnataka (1565-1956)

SCHEME OF EXAMINATION

Semester	Paper	Credits	Marks		
			IA	Sem End	Total
I	HIST- I	03	30	120	150
II	HIST- II	03	30	120	150
III	HIST- III	03	30	120	150
IV	HIST- IV	03	30	120	150
V	HIST- V	03	30	120	150
	HIST- VI	03	30	120	150
VI	HIST- VII	03	30	120	150
	HIST- VIII	03	30	120	150
Total		24	240	960	1200



CHOICE BASED CREDIT SYSTEM

Semester Wise History Course Under Degree Programmes

Groups	Course	Teaching Hours/week	Marks			Credits
			IA	Semester Exam	Total	
I Year B.A, First Semester						
Group-1 (CC)	History in the early Historical Period to	6	30	120	150	3
Group –II (Elective Course)	BASHTCT -131 Historical Method	2	10	40	50	1
I Year B.A, Second Semester						
Group –I (CC)	India in the Early Medieval Period (A.D. 300-1300)	6	30	120	150	3
Group –II (Elective Courses)	BASHTCE181 Debates in Indian History	2	10	120	150	1
II Year B.A, Third Semester						
Group-I (CC)	Medieval India (1206- 1556)	6	30	120	150	3
Group-II (Elective Course)	Tourism in India	2	10	40	50	1
II Year B. A, Fourth Semester						
Group – I(CC)	Early Modern India (1556 - 1856)	6	30	120	150	3
Group –II (Elective Course)	Current Issues and their Historical Perspective	2	10	40	50	1



III Year B. A, Fifth Semester						
Group-1 (CC)	Colonial India (1856-1905)	5	30	120	150	3
	History of Modern Europe(1789- 1990)	5	30	120	150	3
III Year B. A, Sixth Semester						
Group-1 (CC)	Freedom Movement in India and Its Legacy (1905 – 2000)	5	30	120	150	3
	Modern Karnataka (1565- 1956)	5	30	120	150	3



I SEMESTER - Paper I
HIST- 1: INDIA IN THE EARLY HISTORICAL PERIOD
(From earliest times to A.D. 300)
Teaching Hours : 6hrs per week

Learning Objectives:

- To study the historical writing on ancient India, contribution to historical writing began in India, truth they established, views and approaches on writings on India.
- To examine the important indigenous and foreign sources materials available for writing history .
- To know how a man lived in Palaeolithic, Mesolithic and Neolithic age, important sites of these ages discovered, metals used and life they led in India.
- To know the earliest civilisation of India known as Sindhu valley civilization that discovered in 1921-22 and became one among the four most ancient civilization of the world.
- To analyze the reasons for the rise of Heterodox religions ,namely, Jainism and Buddhism, in the 6th and 5th centuries B.C and their spread in India and outside India.
- To analyse the emergence of Mahajanapada, republican state, formation of state, cities towns, rise of kingdoms and how Mauryan empire became the first great empire in ancient India.

Learning outcome

- Understand the historical writing on ancient India, contribution to historical writing began in India, truth established, views and different approaches on writings .
- Able to understand the indigenous and foreign source materials available for writing history
- Understand how a man lived in Paleolithic, Mesolithic and Neolithic periods and important sites and tools of these ages in India



- Understand the salient features of Indus civilization
- Evaluate the feature of Buddhism and Jainism
- Visualize the administration of Mauryas and art and architecture

SECTION –A

1. Introduction:-

- Historical Writing on India- Changing Approaches to Indian history.
- Sources- Archaeology, Epigraphy*, Numismatics*, literature, indigenous and foreign – Their Nature and Functions. (*Epigraphy – classification – two hours Practicals for copying the inscriptions – and reading. Numismatics* – practical at Dharmasthala Museum -age-wise classification of old coins – sculptures – study at Dharmasthala Museum).
- Geographical Features and Their impact.

2. Pre - historic beginnings and the Harappan Civilization:-

- Early Stone Age sites and culture- Transition from Old Stone Age to New Stone Age – Beginnings of Agriculture and Settled Life- Copper- Bronze Age Cultures – Contacts with Iran and Central Asia.
- The Harappan Culture- Major Sites - Rural and Urban Centers- details of town planning.
- Harappan economy: agriculture and craft- social structure - Political Organization- religion – script
- Chronology of Harappan Culture- Internal Evolution- Theories Regarding the Origin and Disappearance.

SECTION – B

3. The Vedic Age:-

- Archaeological Record of the Land of the Seven Rivers- Harappan and post - Harappan cultures.
- The Vedic literature - The Samhita and later texts- nature of the literature
- The Early Vedic Period - Nature of economy - Pastoralism and its social organization - Political forms- Religious ideas and practices.



- d) Later Vedic Age: The advent of iron - Second urbanization-painted grey ware culture agriculture and its role - Social changes and the emergence of Varna division- Break up of old political forms- Grahapathis and Settis - changes in religion and philosophy.

4. The Age of Mahajanapadas:-

- a) The Emergence of Mahajanapadas - The political forms - Persian and Greek contacts- Alexander's invasion – Results.
- b) The Rise of Heterodox Religions- Questioning of Orthodoxy- Jainism and its doctrines- Buddhism and its doctrines – The fortunes of Jainism and Buddhism- Their contributions.

SECTION-C

5. The Age of the Mauryas:-

- a) Rise of the kingdom of Magadha – The Nandas – Chandragupta Maurya- Asoka and his successors.
- b) The Arthashastra, Indica and Asokan Edicts – Categories of the Edicts.
- c) Economy and society-uneven character of the empire- The administration of the Mauryan empire.
- d) Asoka's policy of Dhamma-Its sources and functions.
- e) Mauryan Art and other Cultural Contributions.
- f) The Decline of the Mauryas.

6. Post- Mauryan India: the Regional States

- a) The North West- The Indo Greeks- Kushanas – Kanishka – Trade: Inland and Foreign – Mahayanism and the Gandhara School of Art.
- b) The Gangetic Plain- Disappearance of Mauryan Institutions- Sunga and Kanva dynasties- Bhagavatism and the Mathura School of Art.
- c) The Deccan- Expansion of agriculture- Trade and trade Guilds- Satavahanas- Cultural contributions-Kalinga- Kharavela- penetration of northern institutions.
- d) The Tamil Country – 'Sangam' literature – Roman trade - Polity under the early Cholas, Cheras and Pandyas.



MAP STUDY:

1. **Harappan Sites:** Harappa, Mohenjodaro, Lothal, Kalibangan, Chanhudaro, Rupar, Kulli, Amri, Bhagpur, Alamgirpur, Suktagendor, Banawali, Rakhigarhi, Dholavira, Ghanveriwala, Kot- Diji.
2. **Ashok's Empire and Edict sites:** Girnar, Kalsi, Brahmagiri, Maski, Gavimatha, Palkigundu, Jatingameshvara, Sannathi, Dhuli, Jaugada, Shahbazgarhi, Manshra Sanchi, Saranath, Sasaram, Pataliputra, Rummindi, Yerragudi, Sopara.
3. **Kushana territory and sites:** Purushapura, Takshashila, Mathura, Kashgar, Kapisa, Manikyala, Sravasti, Kaushambi, Saranath.
4. **Satavahana territory and sites:** Pratisthana, Nasik, Karle, Nanaghat, Broach, Amaravathi, Nagarjunakonda, Dharanikota, Dhulikatta, Vadagaon Chandravalli, Brahmagiri.

Student Activities:

Students seminar, field visits to historical sites, current affairs, value education, students research project, Ted lecture, group discussion, students quiz and assignments.

Books for Reference: Basic Reading List

1. C.C. Davies-1957, A Historical Atlas of India (OUP)
2. Comprehensive History of India Series, Indian History Congress, Calcutta
3. D.D. Kosambi- 1994 The Culture and Civilization of Ancient India, (New Delhi)
4. D.D.Kosambi, 1956, An Introduction to the Study of Indian History, (Bombay)
5. Gregory Possehl- 2003, The Indus Civilization, A Recent prospective (New Delhi,)
6. Jha DN- 1998, Ancient India. In Historical Outline (New Delhi,)
7. KAN Shastri- 1965, Age of Nandas and Mauryas (Delhi,)
8. KAN Shastri, 1999, A History of South India, Revised edition, OUP,
9. Majumdar, R.C. (ed.). History and culture of the Indian People (Bombay) vols.1&2
10. Sali S.A. – 1990, Stone Age in India, (Aurangabad)
11. Sankalia H.D.- 1977, Prehistory of India (New Delhi,)
12. Sharma R.S.- Ancient India, NCERT.
13. Sharma R.S.- 2005, India's Ancient Past (OUP)



14. Shereen Ranagar- 2001, Understanding Harappa (New Delhi)
15. Sinha N.K. And N.R. Ray, 1973, History of India, (Bombay)
16. Sankalia H.D- 1973, Pre- History and Protohistory of India and Pakistan.(Poona)
17. Taper, Romila- 2002, Early India (Penguin)
18. Thapar, Romila- 1993, Asoka and the Decline of the Mauryas. (Oxford)
19. Tripathi RS- 1960, History of Ancient India (Delhi)



BA Semester
History
HISTORICAL METHOD
Code No. BASHTCT-131(Elective-1)
(2 hours per week)

Objectives:

- To know how history as a discipline play an important branch of human knowledge
- To know important tools of historical writing
- To study the key elements of historical research and study
- To study the method and techniques of historical research

Learning Outcomes:

- Students will be able to understand history as an important branch of human knowledge
- Understand important tools of historical writing
- Students will be able to understand the key elements of historical and study
- Understand method and techniques required for historical research

Syllabus

UNIT CONTENT

- I HISTORY AS A DISCIPLINE
- II TOOLS OF WRITING HISTORY
- III ELEMENTS OF HISTORICAL RESEARCH AND STUDY
- IV TECHNIQUES OF HISTORICAL RESEARCH

Books for reference:

1. E.H. Car, What is History
2. Arthur Morwick, The nature of history
3. Richard Evans, In dense of History,
4. Renier, History : Its purpose and method
5. Sheik Ali, History : its theory and method
6. Collingwood, Idea of History



II SEMESTER - Paper II
HIST- 2 : INDIA IN THE EARLY MEDIEVAL PERIOD
(A. D. 300 - 1300)

Teaching Hours : 6hrs per week

Learning Objectives:

- To assess the state political structure in the post- Mauryan period that emerged in North and in the Deccan and how in this situation that the Guptas began to build an empire from the beginning of the 4th century A.D.
- To understand why the age of the Guptas has been described as the ‘**Golden Age**’ in Indian history
- To know the period between the fall of the Gupta empire and the advent of Islamic rule that witnessed the emergence of many regional kingdoms in the southern peninsula like Chalukyas of Badami, Rashtrakuta of Manyakheta, Pallavas of Kanchi and Cholas.
- To understand the astonishing contributions of the Chalukyas, Rashtrakutas , Pallavas and Cholas to the field of literature, religion, culture, art and architecture,
- To examine the Arab expedition to Sindh and effects of the conquest of Sindh on India in general.
- To understand the nature of invasion of Ghazni and Ghor and their impact on India in terms of culture, religion and politics.

Learning Outcomes

- Identify the administration of Guptas and their contribution to Nalanda University.
- Understand reason for the emergence of feudalism in India
- Understand the contribution of the Chalukyas, Rashtrakutas.Pallavas and Cholas to the field of literature, culture, religion, art and architecture
- Examine the conquest of Sind and its effects on India
- Understand the nature of Invasion of Ghazni and Ghor and their impact in terms of politics, culture and religion



SECTION –A

1. The Age of Guptas and after

- a) The Rise of the Guptas – Samudragupta and the Allahabad Prashasti- Chandragupta II- Huna invasions – disintegration of the empire - Gupta administration.
- b) Economy and society- Agriculture and land grants- Decline of trade and decay of towns – “ Indian Feudalism” Proliferation of Jati.
- c) Cultural contributions- religion –Fahien’s accounts- Sanskrit literature- sculpture and painting – Architecture - Science
- d) Harsha of Kanauj- Buddhism – Hieun Tsang- Education- Nalanda Mahavihara.

SECTION –B

2. A Survey of Historical Background of South India

- a) Rise of Chalukyas – Pulakesin II – Relations with Kanauj- Relations with Pallavas.
- b) The Rashtrakutas- Govinda III- Amoghavarsha- relations with North Indian powers - southern expedition - contributions: literature and art.
- c) Hoysalas- Vishnuvardhana- Ballala II- Ballala III – Hoysala-Chola relations – Contributions : Art and literature.

SECTION – C

3. The Muslim invasions

- a) Arab Expedition to Sindh- “ A triumph without result?”
- b) Mahmud of Ghazni and the Nature of his invasions.
- c) Ghorian conquests- Prithviraja Chauhan - India on the eve of Sultanate –formation of the Sultanate.

4. The Age of the Pallavas and Cholas

- a) The Rise of Pallavas- Mahendravarman, Narasimhavarman - Relations with other powers.
- b) The Pallava Contributions – Art and literature.
- c) The Rise of the Cholas- Rajaraja I- Rajendra I- Expansion to Sri Lanka and Sri Vijaya – Decline of the Cholas.



d) Administration – Central and local, economy and society, arts and architecture.

MAP STUDY:

1. **The Gupta Territory Under Samudragupta** – Pataliputra, Allahabad, Ujjaini, Deoghar, Bhilsa, Udayagiri, Mehrauli, Saranath, Agra, Bhitargaon.
2. **Harsha's Empire** - Kanauj, Thaneshwar, Nalanda, Mathura, Broach, Ujjaini, Ahichhatra, Prayag, Vaishalali, Varanasi.
3. **The Chalukya Territory** - Badami, Aihole, Pattadakal, Banavasi, Kanchipuram, Vengi, Mahakuta, Alampur, Talakadu.
4. **South India Under the Imperial Cholas**- Tanjore, Gangaikondacholapuram, Kanchipuram, Uttaramerur, Nagapatanam
Kanchipuram, Srirangam, Vizhinjam, Tiruvudaimarudar, Madhuri

Student Activities:

Students seminar, field visits to historical sites, current affairs, value education, students research project, Ted lecture, group discussion, students quiz and assignments.

Books for Reference: Basic Reading List

1. Basham, A.L., 1971, The Wonder that was India, Delhi,
2. Majumdar, R.C. 1971, Ancient India, 6th rev.ed.,
3. Majumdar (ed.), 1970, History and Culture of the Indian People, Vol.III-V Bombay
4. Sharma, R.S. Ancient India, NCERT.
5. Sinha, N.K. and N.R.Ray, 1973, A History of India, Bombay
6. Thapar, Romila, 2002, Early India,
7. Hermann Kulke and Dietmar Rothermund, A History of India, Rupa reprint.
8. K.A. Nilakanta Sastri, A History of South India, OUP
9. D.N.Jha, Ancient India: An Introductory Outline, People's Publishing House
10. C.C. Davies, 1937, A Historical Atlas of India, OUP
11. D.D. Kosambi, An Introduction to the Study of Indian History.
12. Desai, Ritti and Gopal, Pracheena Bharatada Charitre, Karnataka University
13. Majumdar, Raychaudhuri and Datta – Bharativa Proudha Itihasa, Mysore University.



BA Semester-II
History
DEBATES IN INDIAN HISTORY
Code No BASHTCE181(Core Elective-II)
(2 Hours per week)

Learning objectives

- To know the different theories and debates about the origin of Aryans
- To study what factors led to the state formation in Ancient and medieval India.
- To analyse the factors that led to the urbanisation and the reasons for the urban decay
- To study the historical writing on ancient India, contribution to historical writings, truth , views and approaches on ancient India

Learning Outcomes

- Students will be able to understand the different theories and debates about the origin of Aryans
- Students will be able to understand the state formation in Ancient and medieval India
- Understand the factor that led to the urbanisation and the reasons for the decay.
- Understand the historical writing on ancient India, contribution to historical writings, truth , views and approaches on ancient India

Syllabus

Content

1. The Aryan Debate
2. The State in India History : 3 Stage State formation in Ancient India
 - a) Ancient India
 - i. Pre- State Formation- Mahajanapadas
 - ii. State formation – Mauryan State and Gupta Empire
 - iii. Decline of the Mauryan State
 - b) Medieval State
 - i. Chola and Vijayanagara – Segmentary
3. Urbanization and Urban Decay



4. Feudalism
 - a) Concept
 - b) 'Feudalism Debate'
5. Orientalism
 - a) Meaning
 - b) Contribution of Scholars
6. 18th Century Debate

Books for reference :

1. Alam, M ., and Subramanyam, S (ed.), The Mughal State, OUP, 2000
2. Alavi, Seema, The Eighteenth Century in India, OUP, New Delhi, 2002
3. Aloysius, G nationalism Without a Nation,
4. Habib, Irfan, Essays in Indian History : Towards a Marxist Perspective, Tulika, New Delhi, 1995
5. Hilton, Rodney, etc., The Transition from Feudalism to Capitalism.
6. Gadgil D.R., The Industrial Evolution of India in Recent Times: 1860-1939, OUP, Delhi,
7. Fifth edition, Fifth impression, 1982.
8. Kosambi, D.D., Culture and Civilization of Ancient India in Historical Outline, Vikas, 1981.
9. Kosambi, D.D., Myth and Reality
10. Kulke, H. (ed) The State in India, 1000-1700, OUP, 1998
11. Marshall, PJ (ed.) The Eighteenth Century in India- Evolution or Revolution?, OUP, 2002
12. Mukhia, H., Perspectives on Medieval India, Delhi, 1994
13. Said, Edward, Orientalism, Penguin, 1978.
14. Shah, KK and Meherjyoti Sangle (ed.), Historiography : Past and Present, Rawat Publishers, Jaipur 2005



III SEMESTER - Paper III
HIST-3 : MEDIEVAL INDIA (A.D. 1206-1556)
Teaching Hours : 6hrs per week

Learning Objectives:

- To know the process how the rule of Muslim was established in India.
- To understand the factor which facilitated the expansion of Muslim rule in India.
- To assess the condition of Hindus and other under the Muslim under what is called the Bhakti Movement.
- To study the reaction of Indians to Muslim rule in India.
- To examine how Vijayanagara was a reaction to the domination of Muslims in India.
- To analyze the causes for the decline of the powerful Delhi Sultane.

Learning outcomes

- Understand the foundation of the Delhi Sultanate and their administration
- Recognize the socio, economic and religious conditions under Vijayanagara
- Identify the condition of India under the Mughal Empire
- Explain the administration, art and architecture of Mughals
- Understand the rise of the Marathas and the contribution of Shivaji

SECTION-A

- 1 The Delhi Sultanate - struggle for the establishment of a strong monarchy- Iltutmish- Razia – Balban – Problem of Northwest Frontier- Eastward Expansion –Consolidation of the Sultanate.
- 2 The Khaljis and Tughluqs: The expansion of the Sultana under Alauddin Khalji – internal reforms- agrarian policy, market, experiments –Muhammed bin Taughluq – His experiments – Firuz Tughlug and road to disintegration.



SECTION –B

3. Economy, society and polity under the Delhi Sultanate:

Economic and Social life- nobles – the “Forty” - slaves- castes, social movement and customs-Bhakti movement- Sufi tradition- Delhi Sultanat and the Caliphate – The central administration– The sultan provincial and local administration – Art and architecture.

4 Pre- Vijayanagara Period – Epigraphy of Vijayanagara Period- Manuscripts – Types and Preservation – monuments – Hoysala and Vijayanagara Period.

SECTION-C

5. South India Under Vijayanagara and Bahmani - South India in early fourteenth century- The foundation and fortunes of Vijayanagara empire- Bahmani Kingdom- conflicts between the two- zenith of Vijayanagara and its decline- Administration- Economy and Society- Vijayanagara and the external world.

6. The Afghan- Mughal struggle for supremacy - Central Asia and Babur- Battle of Panipat- Battle of Khanwa – Humayun and his struggle against Afghans- Sher Shah and the “Sur interregnum” - Sher Shah’s administration and achievements.

MAP STUDY:

1. **Alauddin Khilji’s Empire:-**

Thaneshwar, Delhi, Badaun, Kanauj, Chittor, Ranthambhor, Mathura, Ujjaini, Chanderi, Kara, Devagiri, Dwarasamudra, Warangal, Madhurai

2. **India at the end of the fourteenth century:** Peshawar, Multan, Delhi, Agra, Kanauj, Jaunpur, Gaur, Daulatabad, Samana, Prayag.

3. **South India under Vijayanagara and Bahmanis:** Hampi, Gulbarga, Bidar, Berar, Golconda, Ahmednagar, Goa, Warangal, Tanjavur, Tirupati, Talikota, Penukonda, Mangalore, Barkur.



Student Activities:

Students seminar, field visits to historical sites, cuurent affairs,value education, students research project,Ted lecture, group discussion,students quiz and assignments.

Books for Reference: Basic Reading List

1. Shivastava A.L.- 1982, The Sultanate of Delhi (Agra)
2. Sharma S.R. – 1983, The Crescent in India (Agra)
3. Srivastava A.L. 1975, Medieval Indian Culture(Agra)
4. Basavaraja K.R. –1984, History and Culture of Karnataka (Darwar)
5. P.B. Desai (ed) – 1981, A History of Karnataka (Dharwar)
6. Burton Stein- 1999, Vijayanagara (Cambridge)
7. Banerjee- A.C. – 1983, A New History of Medieval India (New Delhi,)
8. Majumdar R.C. (ed)- History and Culture of the Indian People, Vol. V & VI (Bhavan's series)
9. Majumdar R.C. (ed)- Bharatiya Janateya Itihasa mattu Sanskrit (Trans.in Kannada)



BA Semester III
History
TOURISM IN INDIA
Code BASHTCE -231 (Elective-III)
(2 hours per week)

Objectives

- To study the meaning, scope and importance of Tourism
- To know the role and importance of museum in preservation, conservation, maintenance and documentation and how it attracts tourist in the generation of national income of the country
- To study the different types of tourism-Eco-Tourism, Cultural tourism, marine tourism, archaeological , monuments and ruined sites, art and architecture
- To Study the role of Archaeological survey of India in preservation and maintenance of heritage sites.

Learning Outcomes

- Understand the historical writings in ancient and medieval India
- Understand the role and importance of museum in preservation, conservation documentation
- Understand the different types of tourism in India
- Able to identify the role of Archaeological survey of India in preservation, conversation and maintenance of heritage sites.

Syllabus

Content

1. Meaning, Scope and Importance- Heritage sites in India
Meaning, significance and History of Museums and Achieves – Documentation
Preservation & Interpretation.
2. Type of Tourism – Eco Tourism, Cultural Tourism, Marine Tourism
3. Impact of Tourism- Socio- Cultural aspects of Tourism
4. Heritage Tourism- Conversation Preservation & Maintenance of
Heritage sites. Funding Agencies Government Archeological Survey of India, NGO.



5. Generation of Employment-National Income and Balance of payment from Tourism-
Tourists – Guides- Tour Operation
6. Various Tourist Sites in Dakshina Kannada- Places of Religious importance-
Forts and Palaces - Museums and Archives

Books for reference :

1. Agrawal. O.P. 1977.Care and Preservation of Museum Objects. New Delhi: National
2. Batra M.L 1996. Conservation: Preservation and Restoration of Monuments, New
Delhi
3. Biswas, sachindra sekhara. 1999.protecting the Cultural heritage (National
Legislation and International Conservation). New Delhi: Aryan Books International.
4. Deshpande. M.N.1994. care of Cultural heritage. New Delhi: National Museum
Institute
5. Ghosemaulik. S K. and K.K . Bass. 20001.Understanding Heritage: Role of
Museums. Bhubneswar: Academic Staff College.
6. HarleJames,, The Art & Architecture of the Indian subcontinent, Hormounds, worth,
Penguin 1988
7. P. R. Rao C. 1988. Cultural Heritage of India. Delhi: Sterling
8. Renfrew C 2000. Loot, Legitimacy and Ownership. London: Duckworth.
9. Singh. L. K. 2008. Indian Cultural Heritage from Tourism Perspective. Delhi: ISHA
Books
10. Thapar. B.K. 1989. Conservation of the Indian Heritage. New Delhi: Cosmo
Publication
11. M.L. Nigam. 1985. Fundamentals of Musicology Deva publications



IV SEMESTER – Paper IV

HIST-4: EARLY MODERN INDIA (A.D. 1556-1856)

Teaching Hours : 6hrs per week

Rationale /Learning Objectives:

- To study the advent of the European powers to India
- To trace out the favorable factor for the growth and expansion of European power here
- To estimate the reaction of Indians to the dominance of Europeans here.
- To examine the struggle between Indians, French, English and the small political powers
- To know and examine how the English emerged victorious in these mutual fights in India.

Learning outcomes

- Understand how Mughals consolidated their relations with Gujarat, Rajaputana, Deccan and Bengal
- Evaluate the religious policy of Akbar
- Estimate Mughals contribution to the field of art and architecture
- Analyse Mughal nobility- Mansabdari and jagirdari systems- Army- Revenue system
- understand the advent of Europeans and their administration
- Understand the establishment of British paramountacy

SECTION – A

1. **Consolidation of the Mughal Empire** - Early expansion of the Mughal empire- Akbar- Relations with Rajputana, Gujarat, Deccan and Bengal – Rebellions and further expansion – Abul Fazl and Abdul Qadir Badauni- The integration of the empire- Religious Policy of Akbar – Jahangir and Nur Jahan- Shah Jahan and return to orthodoxy- Mughals and the Northwestern frontier.
2. **Polity and Society:** The King and the Court- Mughal nobility – the Mansabdari and Jagirdari- Army- Bureaucracy- Revenue System – Todarmal – Contest in the Mughal nobility after Akbar’s time- The Rajput element – Provincial and local



government – Economy- Agriculture and land tenures – Trade and industries- society and culture- literature, architecture, music and painting.

SECTION – B

3. The end of the Empire – Aurangzeb - his Rajput policy and relation with Deccan. The Rise of Marathas, Shivaji - Conquests - Administration, Peshwas – Baji Rao- Balaji Baji Rao - The Third Battle of Panipath – Results.
4. Advent of Europeans - Portuguese dominions in India and their decline - Other European Powers- French and the English in India - The Carnatic wars – Duplex.

SECTION-C

5. Establishment of British Paramountcy
Plessey - significance of the Third Battle of Panipat- Double Governments in Bengal – Warren Hastings and Cornwallis- Revenue settlement – Expansion under Wellesley and Lord Hastings – Conquest of Sindh- Punjab under Ranjit Singh – Dalhousie’s Reforms and annexations.

MAP STUDY:

1. **Mughal Empire in 1605** - Peshawar, Panipat, Delhi, Agra, Fatehpur Sikri, Chittor, Gwalior, Udaipur, Kalinjar, Surat, Kanauj, Amarkot, Ayodhya, Chanderi, Ranthambhor.
2. **Maratha Empire under Shivaji** - Pune, Satara, Rajgriha, Kolhapur, Bijapur, Ahmadnagar, Bellary, Sira, Bangalore, Vellore, Jinji, Tanjavur.
- 3 **Mughal Empire under Aurangzeb in 1707-** Ujjaini, Ahmadnagar, Keladi Tanjavur, Mathura, Lucknow, Golkonda.
4. **British India in 1805-** Calcutta, Bombay, Madras, Poona, Srirangapattanam, Mangalore, Madikeri, Tellicherry, Delhi, Lahore, Nagpur, Gwalior, Kolhapur, Mysore, Trichinopoly, Hyderabad.



Student Activities:

Students seminar, field visits to historical sites, current affairs, value education, students research project, Ted lecture, group discussion, students quiz and assignments.

Books for Reference: Basic Reading List

1. Edwards S.M. & Garratt – 1974, Mughal Rule in India (New Delhi)
2. Banerjee A.C.- 1983, A New History of Medieval India (New Delhi)
3. Aniruddha Ray- 1984, Some Aspects of Mughal Administration (New Delhi)
4. Tripathi R.S. – 1963, The Rise and fall of the Mughal Empire (Allahabad)
5. Majumdar R.C. (ed)- History and Culture of the Indian People Vol. V. & VI (Bhavan's Series)
6. Harbans Mukhia- 1996, Perspectives on Medieval Indian History (Vikas)
7. Srivastava A.L. – 1985, The Mughal Empire (Agra)
8. Ranade M.G. – 1947, Rise of the Maratha power (New Delhi)
9. Edward Thompson and Garratt- Rise and Fulfillment of British Rule in India (Allahabad)
10. Sinha NK- 1973, Hider Ali (New Delhi)
11. Sheik Ali- 1982, Tipu Sultan (NBT)
12. Irfan Habib – 1992, Atlas of the Mughal Empire (Oxford)
13. Satish Chandra- Medieval India, 2 Vols, NCERT
14. Tapan Ray Chaudhury and Irfan Habib - Cambridge Economic History of India, Vol I, Longman.



BA Semester – IV
History
CURRENT ISSUES AND THEIR HISTORICAL PERSPECTIVE
Code No BASHTOE2819 (Open Elective-IV)
(2 Hours per week)

Learning objectives

- To know the origin and evolution of concept of human rights – Greek Concept, Emanuel Kent- Hobbes, John Locke French Revolution
- To study the refugee problem after the second world war including recent development in Syria and migration to Europe
- To study the origin of terrorism
- To study the separatist movement in Asia- Kashmir problem in India- Baluchi Nationalism- Kurdish struggle for statehood.

Learning Outcomes :

- Students will be able to understand the origin and evolution of concept of human rights – Greek Concept, Emanuel Kent- Hobbes, John Locke French Revolution
- Understand the refugees problems after the second world war including recent development in Syria and migration to Europe
- Understand the origin of terrorism
- Understand the separatist movement in Asia- Kashmir problem in India- Baluchi Nationalism- Kurdish struggle for statehood.

Syllabus

Content

1. Human Rights :Origin, nature and evolution. Greek Concept – Emanuel Kent -Hobbes, John Locke. French Revolution, Declaration of Rights of Men – Promotion of Human Rights under U.N.O.
2. Refugee Problem-Nazi persecution – Jewish emigration – Settlement in Palestine Post – world war -2 Scenario – Palestinian Refugee problem – Recent development in Syria-migration to Europe – Rohingya Refugees – Historical background and nature of



the problem- Afghan refugees in Pakistan – Tamil Refugees from Srilanka and Tibetan refugees.

3. **Terrorism** – Origin of terrorism – French Revolution - Neo- terrorism –Irish Republican Army – Nationalism and Terrorism – Terrorism as an instrument of fighting against colonial regime
Terrorism on global scale – 9/11 – War on Terrorism – Its limitations.
4. Problem of Separatism in Asia –Kashmir Problem –Historical Legacy—Unghyr separatist movement in China—Baluchi Nationalism in Pakistan – Kurdish struggle for statehood

Books for reference :

1. Burke. Jason, The new threat from Islamic militancy
2. Sacks. Jonathan. Not in God's Name: Confronting Religious violence
3. Loescher a. Gill and Loescher. Ann Dull . The Global Refugee Crisis : A
REFERENCE HAND BOOK
4. Rejecting Refugees : Political Asylum in 21st century.
5. Donnely . Jack. Universal human rights in theory and practice
6. Easterly. William.Tyranny of Experts
7. Ghai. K.K Indian constitution and Human Rights
8. Sorabjee. Soli. World of all Human Rights Soli . A. Sorabjee



V SEMESTER - Paper V

HIST 5-1: COLONIAL AND NATIONALIST INDIA (A.D. 1857– 1905)

Teaching Hours : 5hrs per week

Learning Objectives:

- To examine how the discontent of Indians got expressed during the middle of the 19th century.
- To examine how nationalism developed among Indians during the British rule.
- To know how colonialism dominated the Indian social life during the British rule here
- To study the services of some Viceroys to Indian life.

Learning outcomes

- To Understand the discontent of Indians which got expressed during the middle of the 19th century
- Examine how nationalism developed among Indians during the British rule
- To study the colonial system that dominated social life of Indians
- Understand the evolution of governmental system and control over princely states – police, civil service , judiciary and economic measures- inter-state and foreign policy
- Understanding the service of viceroys to India

SECTION-A

1. The Rebellion of 1857, Its nature, causes and results. The stand of the Company's Government - its dealings and policies. The Queen's Proclamation. The Act For the Better Government of India, 1858 - Changes in the Bureaucracy. Lord Canning and his contributions to administration and policy making.
2. The Evolution of Governmental System and establishment of control on Princely states- Police, Civil Service, Judiciary, Economic measures - interstate and Foreign policy.



SECTION-B

3. Colonial Policy in the nineteenth century- Agrarian policy - Famine policy- The concept of colonialism, forms of domination- Economic, political, social and cultural condition and the impact of colonialism - Drain Theory.
4. Administration of Lytton, Ripon and Curzon - Their impact on administrative set up, economy and society.

SECTION-C

5. Genesis of Nationalism, Rise of middle class- education- Macaulay and Charles Wood- Western liberalism and reformist impulses – The Indian Renaissance- Christian and Hindu Missionary activities- Press and vernacular literature.
6. Rise of Nationalism- Factors, education, culture, economy society. reform nationalistic Associations - The Indian National Congress, its policies and early activities.
7. Indian National Movement - Moderates - Constitutional method of agitation - The British attitude towards congress.

MAP STUDY:

1. **India in 1856-57**-Calcutta, Dacca, Serampore, Murshidabad, Khatmandu, Simla, Meerat, Delhi, Kanpore, Lucknow, Gwalior, Jhansi, Faizabad, Amrithsar, Dindigal, Mysore, Hyderabad.
2. **The Revolt of 1857** - Meerat, Delhi, luchnow, kanpore, Barrackore, Jhansi, Kalpi, Gwalior, Faizabad, Gorakhpur, Ambala, Serampur, Hadagali, Mundargi, Nargunda, Surapura.
3. **Princely States in 1861** - Hyderabad, Mysore, Travancore, Cochin, Baroda, Jaipur, Udaipur, Patiala, Ambala, Kapurtala, Darbhanga, Burdwan.

Student Activities:

Students seminar, field visits to historical sites, cuurent affairs,value education, students research project,Ted lecture, group discussion,students quiz and assignments.



Books for Reference: Basic Reading List

1. Edward Thomson and Gazratt- 1971, Rise and Fulfillment of British rule in India (Allahabad)
2. P.E. Roberts- History of British India
3. S. Gopal- British Policy in India 1858-1905 (Oriental Longman)
4. R.C. Majumdar (Ed.) - British Paramountcy and India Renaissance Part-I and II
5. Bharathiya Vidya Bhavan)
6. R.C. Manjumdar- History of Freedom movement in India Vol.I
7. K.A. Neelakantha Shastry- A new look on Modern Indian History
8. Tara Chand- History of Freedom Movement in India Vol.I.



V SEMESTER - Paper VI
HIST- 5-2: HISTORY OF MODERN EUROPE (1789-1990)
Teaching Hours : 5hrs per week

Learning Objectives:

- To study the modern history of Europe as students largely unfamiliar with the socio-cultural context, ethos and idioms of European life as well as with the astonishing achievements in science and technology of the European people.
- To understand how small a continent has played a major role in world affairs on account of its location, its considerable economic resources and technological supremacy.
- To know how European history evolved as a distinct culture areas as a result of certain historical processes.
- To know the European history and its contribution to the world history.
- To assess how the French revolution of 1789 brought about fundamental transformation in political and social structure in France and provided a ideals to the revolutionary movements that occurred in the 19th century Europe.
- To examine the causes of industrial revolution that took place only in Great Britain.
- To analyze the conditions that favored the growth of imperialism and colonialism.
- To assess the era of “ Armed Peace”(1871-1914).
- To understand the system of rival alliances and how it led to the world wars.

Learning outcome

- Realize the causes and results of French Revolution and the achievements of Napoleon Bonaparte
- Visualise the importance of revolt of 1830 and 1848 in France and the efforts of Bismark for the unification of Germany
- Understand the causes and results of the first world war
- Examining the Nazism and Fascism in Germany and Italy
- Understand the causes and results of second world war and the establishment of UNO



- Analyze the genesis of cold war between USA and USSR
- Understanding the factors leading to the end of cold war

SECTION - A

1. French Revolution- Causes of French Revolution- National Assembly –Legislative Assembly –National Convention- Reign of Terror and Thermidorian Reaction – The Directory – Revolutionary Wars- Impact on Continent.
2. The Napoleonic Era (1799-1815)–Rise of Napoleon–Consulate–Empire- Reforms of Napoleon –Napoleonic Wars- “Continental System” and European Reaction – Fall of Napoleon - Metternich and Reaction (1815-1848), Congress of Vienna – The concert of Europe – The Holy Alliance.
3. Industrial Revolution- Technological developments from guild to factory- Economic and social changes- Economic and Social theories of industrial era – Utilitarianism - Classical Economics - Utopian Socialism and Marx and Scientific Socialism.

SECTION - B

4. Nationalism and the Unification of Italy and Germany – Rise of nationalism in Europe - Its expressions- Early Italian associations - Mazzini and Garibaldi-Italian unification under the Sardinian leadership - Work of Victor Emmanuel II.
5. Making of German Nation- early attempts at German unification - Prussian lead, work of Bismarck –Three Wars and birth of German Empire. Bismarck and German Empire, William II.

SECTION – C

6. Russian Revolution – Tsarist Absolutism- Economy and society under Tsars – Revolution of 1905- Beginnings of industrialization – Ideological factors in Russian Revolution- The Russian Revolution of 1917 - February Revolution and Alexander Kerensky- Mensheviks- Work of Lenin.
7. The First World War and League of Nations- The causes of the World War I- Major theatres of war- The progress – The Treaty of Versailles- “Fourteen Points”- The League of Nations and its Organs- work of League of Nations and its failure.
8. Europe between the wars- Italy goes Fascist - domestic and foreign policies of - Nazi party- Ideology and methods of Nazi party- Foreign policy of Hitler.
9. The Second World War and after –Causes of World War II- Important Theatres – Formation of UNO- Aims, Functions, Organs and Achievement of UNO.



10. Post second world war Era – Cold war between USA & USSR – Rivalry in trade, Commerce and Space – End of European colonialism in Asia and Africa – Relation between England and South Africa – End of Racial Discrimination – Disintegration of USSR – End of Cold War – Emergence of USA as the Super Power and the Present World.

MAP STUDY:

1. **Napoleon's Empire(1810)** - Paris, Warsaw, Lisbon, Madrid, Amsterdam, Berlin, Rome, Brussels, Moscow, Austerlitz
2. **Vienna Settlement (1815)** - Vienna, Frankfurt, Aix-la-Chapelle, Bucharest, Copenhagen, Stockholm, Budapest, London, Trope, Munich, Leipzig, Waterloo
3. **Europe after Peace Settlement (1919)** London, Paris, Bonn, Geneva, Hague, Moscow, Madrid, Rome, Turin, Vienna

Student Activities:

Students seminar, field visits to historical sites, current affairs, value education, students research project, Ted lecture, group discussion, students quiz and assignments.

Books for Reference: Basic Reading List

1. Ergang. R. and Donald G. Rohr – 1981, Europe Since Waterloo, Delhi,
2. Gottschalk, Louis and Donald Lach – 1962, Europe and the Modern World, Vols. I-II Bombay
3. Hayes, C.J.- Modern Europe to 1870 and Contemporary Europe since 1870
4. Hazen, C.D.-Modern Europe upto 1945. (Kannada translation by Dr. S.G. Ghatapanadi, Adhunka Europe)
5. Ketelbey, C.D.M., - A History of Modern Times from 1789
6. Lane P.- 1985, Europe Since 1945. Batsord,
7. Peacock, H.L.- A History of Modern Europe 1789-1981
8. Hermann Educational Books, 1982, London, 7th edition,
9. Century and Europe in the twentieth Century. 1984, Longman,
10. Thomson, D.- Europe Since Napoleon. Penguin.
11. E.J.B. Hobs Awn-The Age of Revolution, 1789-1848: The Age of Capital, 1848-1875: The Age of Empire, 1875-1914, New Delhi.



VI SEMESTER - Paper VII

HIST- 6-1: FREEDOM MOVEMENT IN INDIA AND ITS LEGACY

(A.D. 1905 – 2000)

Teaching Hours : 5hrs per week

Learning Objectives:

- To understand how nationalism in India led to independence
- To trace out the main factors that led to the independence of India
- To assess some outburst of discontent of Indians during the freedom struggle
- To know the building of the nation in the post – independent period
- To know the developments in India after.

Learning outcomes

- Understanding how nationalism in India led to independence
- Able to understand the main factors that led to the independence of India from British
- Understanding of some outbursts of discontent of Indians during the freedom struggle
- Understand the role of moderates and extremist in the freedom movement
- Evaluate the integration of Indian states and Sardar Vallabai Patel's effort for this
- Able to understand the internal and external policy of Jawaharlal Nehru, Lal Bahadur Sastri and Indira Gandhi
- Understand the internal and external policies of Rajiv Gandhi, V.P.Singh and Narasimha Rao
- Identify the contemporary challenges like terrorism, liberalization, privatization and globalization

SECTION –A

1. Partition of Bengal -Extremists -Tilak and his associates - Swadeshi movement.
2. The widening horizons of Nationalist Agitation - Revolutionary terrorism- Muslim League and Growth of Communalism – The Act of 1909- The First World War- Home Rule Leagues – Peasant and tribal uprisings.



SECTION-B

3. Gandhi in Indian Politics – Gandhiji in South Africa- Early experiments in India – The Act of 1919- Rowlett Act- Jalianwallabagh Tradey - Non-Co-operation and Khilafath Movements- Swarajist Party- Simon Commission- Civil Disobedience movement - Revolutionary terrorism- Gandhi-Irwin Pact- Round Table Conferences.
4. Struggle for Swaraj- the Act of 1935- work of Congress Ministries – Second World War- Cripps Mission – Quit India Movement. Towards Freedom- Subhas Chandra Bose and I.N.A.- Wavell Plan- Cabinet Mission-Mountbatten plan - Partition of India and Independence.

SECTION-C

5. Social and Cultural aspects- Nationalist Literature – Press – Theatre - Role of women in National Movement- Caste movements- Dravidian movement- Depressed Class movements with special reference to Jyothiba Phule in Maharastra.
6. Legacy of Freedom Movement- Constitution- Dr. B. R. Ambedkar- Integration of States- Nehru: Post Colonial reconstruction – Planning – Foreign Policy and Non alignment – Relations with neighbours – Formation of linguistic states.
7. Lal Bahadur Shastri – Indo–Pak relations – Indira Gandhi and her policies – Administration of V. P. Singh – P. V. Narasimha Rao – Policy of liberalisation.

MAP STUDY:

1. **Partition of Bengal:** Calcutta, Dacca, Chittagong, Purulia, Murshidabad, Patna, Bhagalpur, Darbhanga, Burdwan
2. **Congress Ministries 1937:** Different Provinces where Congress was in Office and their Head Quarters.
3. **Linguistic States 1956:** States and Their Capitals



Student Activities:

Students seminar, field visits to historical sites, current affairs, value education, students research project, Ted lecture, group discussion, students quiz and assignments.

Books for Reference: Basic Reading List

1. Bernard Cohn -Colonialism and Its Forms of Knowledge (OUP)
2. Bipan Chandra- India's Struggle for Independence Penguin.
3. Bipan Chandra, Modern India, NCERT.
4. Bipan Chandra, 1966, The Rise And Growth of Economic Nationalism in India, New Delhi,
5. Bipan Chandra, Amalesh Tripathi Freedom Struggle (NBT)
6. Desai, A.R.- 1976, Social Background of Indian Nationalism, Bombay,
7. Majumdar, R.C.- History of Freedom Movement in India, I-III, Calcutta,1962-63
8. Majumdar, R.C. (ed), The History and Culture of the Indian People,Vol. IX-XI, Bombay, 1963-69
9. Menon, V.P. – 1956, The Story of the Intergration of India States, Calcutta
10. The Transfer of Power in India, 1967, New Delhi
11. Ram Gopal- Indian Muslims: A Political History, 1858-1947
12. Sarkar , Sumit – 1983, Modern India, 1885-1947, Delhi
13. Tara Chand- History of Freedom Movement in India, I-IV, New Delhi, 1965-72
14. Manorama Year Books



VI SEMESTER – Paper VIII
HIST- 6-2(A): MODERN KARNATAKA (A.D. 1565-1956)
Teaching Hours : 5hrs per week

Learning Objectives:

- To know about the Nayakas of Keladi that emerged as one of the important splinter state during the decline and after the fall of Vijayanagara empire in the south western part of Karnataka and their contribution to literature, religion, politics, art and architecture..
- To understand the another most powerful and famous state political structure that came into existence after the fall of Vijayanagara empire is the Wodeyars of Mysore
- To analyze the rise and fall of Hyder Ali and Tippu Sultan and their struggle against British and contribution to the Karnataka
- To assess about the British colonial rule in Karnataka and ant- British Struggle in Karnataka.
- To know about the echoes of 1857 movements and freedom struggle in Karnataka.
- To examine about the political division of Karnataka before independence and inspiration for the unification movement of Karnataka.
- To understand the role of press, writers, organizations and political leaders in the unification of Karnataka

Learning outcome

- Understand about the Nayakayas of Keladi that emerged as one of the important splinter state during and after fall of Vijayanagara empire in the south western part of Karnataka and their contribution to Karnataka
- Understand the most powerful and famous state political structure that came into existence is the Wodeyars of Mysore.
- Analyze the rise and fall of Hyder Ali and Tipu Sultan and their struggle against British
- Understand the echoes of 1857 movements and different stages of freedom struggle in Karnataka
- Understand the colonial rule and anti-British struggle in Karnataka.



- Identify the political division of Karnataka before independence
- Examine the role of press, writers, organization and political leaders in the unification of Karnataka

SECTION-A

1. Karnataka after Vijayanagara - The rise of Keladi Nayakas- Their political expansion-Venkatappa Nayaka, Shivappa Nayaka, Channamaji, Veerammaji - Their relations with the Portuguese - contributions.
2. Rise of Mysore - The early Wodeyars - Raja Wodeyar, Kanthirava Narasaraja Wodeyar, Doddadevaraja Wodeyar-Chikkadevaraja Wodeyar-their contributions and consolidation of Mysore kingdom.

SECTION-B

3. Towards colonial domination –Dalvoys of Mysore - Rise of Hider Ali- his relations with the British –First and Second Anglo Mysore wars. Tipu Sultan- economic reforms- expansion to Kodagu, South Kanara and Malabar- Third Anglo- Mysore War and Fourth Anglo-Mysore War.
3. Karnataka under the British- Regions under the direct rule of Company- Mysore under Krishnaraja wodeyar III- work of Divan Purniah - Nagar Revolt - Commissioners’ rule- Cubbon and Bowring- British annexation of Kodagu - anti British revolts in South Kanara and Kodagu- rebellions in the Nizam’s dominions- revolt in Kittur – echoes of 1857 in Karnataka.
4. Rendition of Mysore, rule of Diwans – Rangacharlu, Seshadri Iyer, M. Vishweshwariah, Mirza Ismail- Modernization of Mysore ‘Model State’ concept- The State attitude towards Indian Nationalism.



SECTION-C

5. Social cultural and political developments- Missionary work- spread of education - Printing and Press new literary growth- spread of nationalist ideas - Congress in Karnataka- Backward class movement- Freedom movement and its expressions in Karnataka- Mysore chalo movement.
6. Unification of Karnataka- Political divisions before the unification- role of the press and writers- Organizations- Fazl Ali Commission and the formation of the States- Mahajan Commission.

MAP STUDY:

1. **Keladi kingdom.** Keladi, Ikkeri, Nagar (Bednur)
Neeleshwaram, Bekal, Ullala, Mangalore, Honnavar.
2. **Tip's Possessions in 1789**
Mysore, Srirangapatna, Madikeri, Cannanore, Sringeri, Mangalore, Bangalore, Piriapatna, Chitradurga, Doddaballapura.
3. **Unification of Karnataka.**
Dharwad, Belgaum, Bellary, Kolar, Gulbarga, Bidar, Raichur, Karwar, Viduraswattha, Isur, Shivapura, Ankola, Gadag.

Student Activities:

Students seminar, field visits to historical sites, current affairs, value education, students research project, Ted lecture, group discussion, students quiz and assignments.

Books for Reference: Basic Reading List

1. P.B. Desai, S.H. Ritti, B.R.Gopal- 1970, A History of Karnataka , Dharwad,
2. Basavaraja K.R.- 1984, History and Culture of Karnataka, Dharwad,
3. Sreenivasa Murthy H.V. and R.Ramakrishnan- 1980, A History of Karnataka, Delhi
4. Suryanath U. Kamath- 1997, A Concise History of Karnataka Bangalore
5. " Quit India Movement in Karnataka, 1988, Hubli
6. Diwakar, R.R. (Ed.)- 1968, Karnataka Through the Ages, Bangalore
7. Sinha N.K.- 1965, Haidar Ali, Calcutta
8. Sheik Ali B.- 1982, Tipu Sultan
9. Sheik Ali B. (General Editor), 1997, Karnataka Charitre, Vols. 6-7, Hampi
10. Sharma T.T., 1957, Karnatakadalli Swatantrya Samgrama.



VI Semester
HIST – 6.2 (B) HISTORY OF TULUNADU
(From Earliest Times To Modern Period)

5 hours per week

Marks: 30+80

SECTION –A

1. Tulunadu - meaning, scope, importance- the geographical divisions and their impact.
2. Sources: archaeological, literary and prehistoric period and findings
3. The Alupas- Origin and expansion- Contributions
4. Impact of the rule of early dynasties of Karnataka: Kadambas, Chalukyas, Rashtrakutas, Hoysalas – their contributions.

SECTION- B

5. Religions: their contributions and impact - Madhwa School of Thought.
6. The Vijayanagara Rule- Mangalore and Barkur Rajya, Governors, local administration, Heggades, Ballalas- towns and villages
7. The local chiefs- Bangas, Ajilas, Chautas, Tolahas, Samantas, Bhairarasas- the rulers of Gerusoppe, rulers of Nagire and Haduvalli – other minor chieftains, interdynastic relations- contributions.

SECTION- C

8. Rule of the Nayakas of Keladi- Hyder Ali, Tipu Sultan,
9. The British Rule and their Administrative steps
10. a) Freedom Movement- Abbakka, Raja of Vitla, Kalyanappa, Gandhian Movement.
b) Attempt for Unification
11. Culture and society – Tulu language - Art and architecture, literature, Yakshagana, Aliya Santana system.
12. The Developmental side- Education, Banking, Trade and Commerce, Hotel Business, Agriculture, Industrial growth pastimes - development of cultural awareness.



Map Study

1. **The territory of Alupas:** Mangalapura, Kulashekhara, Udyavara, Barkur, Alwakheda. Kadi, Honnavara, Banavasi, Karkala.
2. **The Territory of Bangas: Bhairas, Nagire Chiefs.**
Bangawadi, Nadavara, Mangalore, Subrahmanya, Kalasa, Honbaccha, Haduvalli, (Sangeethapura) Venur, Hosangadi, Moolki, Moodabidre, Someshwara, Suralu, Bailangadi, Gerusoppe, Vitla.
3. **Freedom Movement:** Bhatkal, Karkala, Sullia, Puttur, Udupi, Nandavara, Ullala, Sullia, Bellare, Kumble, Uppinangadi

Books Suggested:

1. K.V. Ramesh- History of South Kanara, Dharwad, 1970
2. Gururaja Bhat- Studies in Tuluva History and Culture, Kallianpur, 1972.
3. Suryanatha Kamath- Tuluva in Vijayanagar Times, Dharwad
4. B.A. Saletore- History of Tuluvas, Poona Oriented Agency, 1936.
5. Vasantha Madhava- Western Karnataka and Its Agrarian Relations (1500-1763) New Delhi, 1987
6. B. Jagadeesh Shetty- Agro- Economic- Relations and Social Structure of Dakshina Kannada, Mangalore – 1992
7. Herinje Krishna Bhat (Ed.) Tulunadina Arasu Manethanagalu (Kannada)
8. Ganapathi Rao Aigal – Dakshina Kannada Jilleya Prachina Ithihasa, Bantwal, 1923



SDM College (Autonomous), Ujire
Department of History
Changes and Improvements Made for Updating
The syllabus of History of the degree classes

- To meet the demands of the time
- To increase the employability
- To include practicals

The chairman and the enlightened members of the Board of Studies in History felt it fit to go ahead with the existing syllabus of Mangalore University in general and to make some necessary changes in it keeping in view the expectations of the community and increasing its employability. Subsequently some changes in the syllabus were found necessary. The improvements made in the subsequent meetings of Board of Studies can be summed of as under:

1. Since the Paper – I of Mangalore University does not have a reference to the invasion of Alexander which in fact has a bearing on the future events in the history of ancient India this topic has been incorporated in our syllabus.
2. The study of Hoysala Dynasty which has a direct connection with the Chalukyas of Kalyan and the great Vijayanagara Empire which is not found in the syllabus of Mangalore University, has been included in the syllabus of Paper – II
3. The Chapter on the history of Rajputs which is significant neither from historical nor cultural point of view has been given up in paper - II. Rajputs played no role in the resitence of progressive invasions of Mahammad of Ghazmi and of Ghor and played no role in shaping to future course of History.
4. The Map study on Aurangazeb’s Empire has been newly added in Paper – IV, which shows the position of Marathas, Sikhs, Satnamis and the Wodeyars of Mysore.



5. A slight change has been made in the title of the Paper – V. In the place of the former title “Colonial India- 1858-1885” (under Mangalore University) now it is renamed as “Colonial and Nationalist India – 1857-1905” to give expression to Indian nationalism in the studies.
6. The Paper VI “History of Europe (A.D.1815-1970) has been reshuffled and named as” History of Modern Europe (Since 1789 to 2014)” by including French Revolution and latest developments in Europe like the disintegration of USSR, end of cold war and emergence of USA as the super power and the present world.
7. In the case of Paper – VII, the syllabus has been extended upto 2000, from 1964 (Which is the last topic in the syllabus of Mangalore University) including such interesting topics as the administration of Indira Gandhi, her policies – administration V.P. Singh – P.V. Narasimharao – policies of liberalization.



PRACTICALS IN HISTORY

INTRODUCTION:

The Department of History of the college proposes to introduce practicals in the teaching and learning of History. These practicals can be result-finding like those in Chemistry or Physics but fact-finding like those in Mathematics or Botany or many other social sciences. Experimentation and observation in a lab is not possible in History. A situation cannot be created newly under a said condition and its reactions cannot be observed and recorded in History.

HOW IN HISTORY:

Practicals in History therefore will be for finding out facts from historical sources, verification of facts and also for the establishment of facts by supplying proofs, evidences, and statistical data. Secondly practicals will be employed to find out the causes and results of historical events in the context of time and place. Geography and Ecology have much influence on the course of history.

THE METHODOLOGY

It is proposed to have the practical of one hour or one unit of time, in a week. This will be in the classroom, open classroom, computer lab or a historical site. The ratio between teaching hours and hours of practical will be 4:1. Since historical knowledge depends upon its sources, the practical will be focused on allied disciplines also like -

1. Epigraphy
2. Iconography
3. Numismatics
4. Geography
5. Chronology
6. Literature
7. Foreign Sources



8. Paleography
9. Manuscript logy
10. Folk-lore and so on

Some of the practicals 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



SDM College (Autonomous), Ujire
Choice Based Credit System
HISTORY
PATTERN OF QUESTION PAPER

Time: 3 Hours

Max. Marks: 120

SECTION – A

I. Answer any 5 out of the 6 given in about one page each 6x5=30

SECTION – B

II. Answer any 3 out of the 4 given in about two pages each 10x3=30

SECTION – C

III. Answer any 2 out of the 3 given each in about 3-4 pages 15x2=30

SECTION – D

IV. Mark the following on the outline map provided 05

A. Boundary of an empire

B. Locate the following places (5 places) with a brief note on Historical importance of the place 5x1=5

SECTION – E

V. Write a brief note in 2-3 sentences on the 5 following events and mention their dates (2 marks will be given for the date and two marks for the explanation) 5x4=20



Sri Dharmasthala Manjunatheshwara College (Autonomous) Ujire

History

(Core Elective and Open Elective)

Semester - I

MODEL QUESTION PAPER

Time: 2 Hours

Max. Marks: 40

Section –A

Answer any **TWO** of the following questions

2 x 10 = 20

- 1.
- 2.
- 3
- 4

PART B

Answer any **FOUR** of the following questions

4 x 5 = 20

- 1
- 2
- 3
- 4
- 5
- 6

