**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE, (AUTONOMOUS)**

**UJIRE – 574 240**

(Re-accredited by NAAC at ‘A’ Grade with CGPA 3.61 out of 4)



**DEPARTMENT OF HISTORY**

**SYLLABUS OF BACHELORS DEGREE IN**

**ARTS**

CHOICE BASED CREDIT SYSTEM – 2019-20 ONWARDS

APPROVED BY THE BOS MEETING HELD ON 08-06-2019

APPROVED BY THE ACADEMIC COUNCIL MEETING

HELD ON.........................................

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**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.

**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 thereto by Mangalore University is eligible for admission to the B.A. programme.

**Objectives & Outcomes**

**Programme Specific 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 Specific 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

**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) | 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) | 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- ( 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 |

**BA Semester - I**

**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

**BA Semester-II**

**History**

**DEBATES IN INDIAN HISTORY**

**Code No BASHTCE181(Core Elective-II)**

**(2 Hours per week)**

**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

**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.

1. Type of Tourism – Eco Tourism, Cultural Tourism, Marine Tourism
2. Impact of Tourism- Socio- Cultural aspects of Tourism
3. Heritage Tourism- Conversation Preservation & Maintenance of

Heritage sites. Funding Agencies Government Archeological Survey of India, NGO.

1. Generation of Employment-National Income and Balance of payment from Tourism-Tourists – Guides- Tour Operation
2. 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

**BA Semester – IV**

**History**

**CURRENT ISSUES AND THEIR HISTORICAL PERSPECTIVE**

**Code No BASHTOE2819 (Open Elective-IV)**

**(2 Hours per week)**

**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 fron Srilanka and Tibetian refugees.

3. **Terrorism** – Origin of terrorism – French Revolution - Neo- terr

Orism –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

**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.

 3

 4

**PART B**

Answer any **FOUR** of the following questions **4 x 5 = 20**

1

2

3

4

5

6