



**DEPARTMENT OF P.G.STUDIES AND RESEARCH IN HISTORY AND  
ARCHAEOLOGY**

**Jnana Sahyadri Campus, Shankaraghatta-577451,  
Shivamogga District, Karnataka**

**Curriculum Content**

**For**

**HISTORY (UG)-3rd & 4th SEMESTER**

**Under**

**State Education Policy (SEP)-2024**

**(Case 1: 3 Majors with a General Degree)**

***(With Effect from 2024 - 25)***

**June 2025**

**Board of Studies in History (UG):**

**Chairman:**

Dr. Virupakshi Pujarahalli, Senior Professor, Kannada University, Hampi.

**Members:**

Sri Ganesh. V, Associate Professor, GFGC, Sakharayapattana,

Dr. Manjunath Sakalesh, Professor, GFGC, Old Town, Bhadravathi,

Sri G. Maheshwarappa, Associate Professor, GFGC, Chickkamagaluru,

Smt Suma. S, Associate Professor, GFGC, Shikaripura.

### Programme Structure – Case 1: 3 Majors with General Degree

Semester	Major 1	Major 2	Major 3	Elective Optional	Language	Value/Skill – Compulsory
I	5	5	5	-----	Language 1 – 3 Language 2 – 3	Constitutional Values – 2
II	5	5	5	-----	Language 1 – 3 Language 2 – 3	Constitutional Values – 2
III	5	5	5	Elective 1-2	Language 1 – 3 Language 2 – 3	-----
IV	5	5	5	Elective 2-2	Language 1 – 3 Language 2 – 3	Compulsory Practical Knowledge/ Skill – 2

Core subject - Semester I to IV each course is of 5 credits: Teaching hours: 6

Paper No	Paper Code	Semester	Title of the Paper	No. of Credits (L:T:P)	I.A Marks (C1+C2)	Theory Exm	Total Marks
Discipline specific Course (DSC) to be offered during III Semester							
1	Paper 3	III	History of Modern India – Part-I (CE 1764- CE 1885)	C: 5-L:6+T:0=6	20	80	100
	Electives: ANY ONE		<b>Elective:</b> <b>3.1</b> : Cultural Heritage of India <b>3.2</b> : Cultural History of Karnataka (From CE 3 to CE 10)	C:3-L:4+T:0=4	20	80	100
Discipline specific Course (DSC) to be offered during III Semester							
2	Paper 4	IV	History of Modern India–Part –II (CE 1885- CE1990s)	C:5-L:6+T:0=6	20	80	100
	Electives: ANY ONE		<b>Elective:</b> <b>4.1</b> : History of Tourism in India <b>4.2</b> : Cultural History of Karnataka (From 11 CE to 1750 CE)	C:3-L:4+T:0=4	20	80	100
	Practical / Skill		<b>Introduction to Archaeology</b>	C:2-L2+T:0=2	10	40	50
<b>Note:</b> Students can choose <b>ANY ONE</b> in 3 <sup>rd</sup> and <b>ANY ONE</b> in 4 <sup>th</sup> Semester ( <b>Elective Paper</b> )							

**Note:** Number of students for elective course is **Minimum of 15**

Core subject - Semester I to IV each Paper course is of 5 credits; teaching hours **6**

Semester III to IV each Elective course is of 3 credits; teaching hours **4**

Semester IV Practical/Skill course is of 2 credits; teaching hours **2**

### INSTRUCTION

1. Credits per DSC paper per week in 3rd and 4th Semester= 05 Credits
2. Workload for Main paper per week in 3rd and 4th Semester 06 Hours [L: 6 + T: 0 = 6]
3. Credits for Elective paper per week in 3rd and 4th Semester= 03Credits
4. Workload for Elective paper per week in 3rd and 4th Semester= 04Hours [L: 4+T: 0= 4]
5. One elective paper is mandatory for students in the III and IV semesters. However, if the Student's strength is more in 3<sup>rd</sup> & 4<sup>th</sup> semester, they may teach another elective paper.

#### 6. Marks for Each Main Paper: 100 MARKS

Out of 100 Marks: C3 = 80 Marks is for Theory Examination [Comprehensive End-Semester Examination]

C 1+C2=10+10=20 Marks [Continuous Assessment] [for each Course in 6 semesters]

20 Marks for C1 & C2 Shall have the break-up as follows:

C1: 05 Marks for the first Test+ 5 Marks for Assessment/Seminar

C2: 05 Marks for the second Test+ 5 Marks for Assessment/Seminar

#### 7. Marks for SKILL/PRACTICAL PAPER: 50 MARKS

Out of 50 Marks: C3 = 40 Marks is for Theory Examination

[Comprehensive End-Semester Examination] C 1+C2=05+05=10 Marks [Continuous Assessment]

<b>ELE:</b> Elective PRACTICAL/SKILL	<b>L:T:P:</b> Lecture: Tutorials: Practical
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**SEP SYLLABUS- -BA III SEMESTER  
HISTORY III-HISTORY OF MODERN INDIA- PART-I – FROM 1764 TO 1885 CE**

**Course Objectives:**

This course is designed:

- To enable learners to acquire knowledge about the expansion of the British Empire in India and its policies.
- To help students understand the revenue policies introduced by the British East India Company.
- To enable students to analyze the significance and impact of British rule on the Indian economy.
- To help students understand the importance of the initial Indian responses to British exploitation, such as the Tribal Movements and the Revolt of 1857.
- To enable students to learn about the introduction of English education, its motivations, and its effects.
- To help students identify the growth of judicial and constitutional developments.
- To enable students to study the socio-religious reform movements of the 19th century.

**Learning Outcome:**

By the end of the course, students will be able to:

- Understand the expansion policies of British colonialism in India.
- Critically evaluate the revenue policies of the British East India Company and their impacts.
- Comprehend the effects of British rule on the Indian economy.
- Recognize the importance of early Indian reactions to British rule.
- Explain the introduction of English education in India and its socio-cultural impact.
- Be familiar with key judicial and constitutional developments, such as the Regulating Act, Pitt's India Act, and the Charter Acts.
- Appreciate the significance of 19th-century socio-religious reform movements influenced by Western ideas, and their role in raising awareness among Indians.

**BA: III–SEMESTER**

**PAPER–3: HISTORY OF MODERN INDIA- PART-I – FROM 1764 TO 1885 CE**

**Unit-I** **24hrs**

- I. Expansion of British Empire- Anglo-Mysore, Anglo-Maratha and Anglo-Sikh Wars –Subsidiary Alliance and Doctrine of lapse-their application, merits and demerits.
- II. Revenue policies of the British-Permanent Land Settlement, Ryotwari and Mahalwari systems-Merits & Demerits.

**Unit-II** **18hrs**

- III. Impact of British Rule on Indian Economy – Agriculture, Trade and commerce, Transportation -The Handicrafts and Industrialization - Drain of Indian Wealth.
- IV. Early colonial movements in India-Tribal Movement-Causes-Santalas and Mundas  
The Revolt of 1857 – Causes, Course and effects.

**Unit-III** **17hrs**

- V. Historiographical Writings on Indian History- Orientalists- Sir William Jones, The Royal Asiatic Society – Utilitarians - James Mill -  
Growth of Education – Introduction of English Education - Debate on Education under William Bentinck - H.H. Wilson and Lord Macaulay– Wood’s Dispatch of 1854 and Hunter Commission.
- VI. The judicial and Constitutional development under the British rule- Regulating Act of 1773, Pitt’s India Act of 1784, Charter Acts of 1793, 1813, 1833 and 1853 - Queen’s Proclamation of 1858.

**Unit-IV** **10 hrs**

- VII. Socio Religious Movements of the 19<sup>th</sup> century – Brahma Samaj, Arya Samaj, Ramakrishna Mission, Theosophical Society, Aligarh Movement, Jyothiba Phule and Narayana guru.

**Unit- V** **02 hrs**

**Map:**

Locate ten places and write the historical importance of it in one or two sentences-

- 1) Hyderabad, 2) Mysore, 3) Oudh, 4) Satara, 5) Nagapura, 6) Arcot, 7) Calcutta, 8) Barrackpur, 9) Meerat, 10) Lucknow, 11) Kanpur, 12) Jhansi, 13) Gwalior, 14) Delhi, 15) Bombay, 16) Madras, 17) Adiyar, 18) Aligarh, 19) Poona, 20) Aravippuram, 21) Salbai, 22) Lahore, 23)

Madras, 24) Srirangapatna, 25) Mangalore.

**BOOKS FOR REFERENCE:**

1	Anil Seal	Growth of Economic Nationalism in India
2	Burtan Stein Edited by David Arnold	A History of India II Edition, Wiley Blackwell publication, Delhi 2008
3	Bipan Chandra	Economic Nationalism in India Colonialism & Nationalism in India Communalism in Modern India
4	Chaurasia. R.S	History of Modern India From 1707 to 1947 Atlantic publishers & Distributor's Pvt. Ltd. New Delhi 2011
5	Dharmakumar	Cambridge economic History of India Vol. II
6	Desai A.R.	Social Background to Indian Nationalism
7	Edward T & Garratt	History of British rule in India 2 volumes, Publisher-2002
8	Gopal. S.	British Rule in India
9	Gurubaksh Singh Kapoor	Refresher course in British Rule in India, Surjit publication Delhi 1991
10	Grover. B.L. Alka Mehta	A new look at modern Indian History 1707 to Modern Times, S. Chand & Company Ltd., New Delhi 2011
11	Hamsraj	History of Modern India, Surjit Publication Delhi 1991
12	James Mill	The History of British India 3 volumes, Atlantic Publisher-2002
13	Joseph J.C	Raja Ram Mohan Roy 1901 Allahabad
14	Jail M. S	The Aligarh movement 2006 New Delhi
15	Mahajan. V.D	British Rule in India 1707-1955. S. Chand & Company Ltd., Ramnagar, New Delhi-110055-2004
16	Majumdar.R.C (Gen Edn)	The History and Culture of the Indian People, Volume No. 6 to 8, Bharatheeya Vidya Bhavan
17	Majumdar R.C.	History of Freedom Movement Vol. III
18	Percival Spear	History of India Vol. II The oxford History of Modern India 1740-1977
	E. Shreedharan	A Text book of Historiography-Oriental Black Swan Pvt. Ltd, New Delhi, 2009.
19	ಡಾ. ಸಿ.ಎನ್. ಲೋಕಪ್ಪಗೌಡ	ಆಧುನಿಕ ಭಾರತ
20	ಕೆ.ಎನ್. ಅಶ್ವಥ್	ಸಮಗ್ರ ಭಾರತದ ಇತಿಹಾಸ
21	ಡಾ.ಕೆ. ಸದಾಶಿವ	ಆಧುನಿಕ ಭಾರತದ ಇತಿಹಾಸ, ಪ್ರಿಯದರ್ಶಿನಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
22	ಆರ್. ಸಿ. ಮಜುಂದಾರ್ ಮತ್ತಿತರರು-ಕನ್ನಡ ಅನು:- ಡಾ. ಶಾರದಾ ಪ್ರಸಾದ್	ಭಾರತದ ಪ್ರೌಢ ಇತಿಹಾಸ

## DEPARTMENT OF HISTORY

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### BA-III SEMESTER- SUBJECT ELECTIVE 3.1 CULTURAL HERITAGE OF INDIA

#### Course Objectives:

This course is designed:

- To enable learners to acquire knowledge about the Meaning, types and methods of Cultural Heritage of India
- To help students understand the significance of Fairs, Festivals and Thirthakshetras, Music, Dances, theatre of India.
- To enable students to analyze the importance of the built heritage of India and the development of the temple architecture and Islamic architecture of India.
- To enable students to learn about the monuments of India.

#### Learning Outcome:

At the end of the course, students will:

- Be able to understand the Meaning, types and methods of Cultural Heritage of India
- Be familiar with the significance of Fairs, Festivals and Thirthakshetras, Music, Dances, theatre of India.
- Recognize the importance of the built heritage of India and the development of the temple architecture and Islamic architecture of India.
- Understand the monuments of India.

### BA-III SEMESTER- SUBJECT ELECTIVE-3.1 CULTURAL HERITAGE OF INDIA

#### **Unit-I** **18 hours**

**Chapter 1:** Meaning and Definition of Historical Cultural Heritage-Characteristics - types of Indian Cultural Heritage: Tangible, intangible, Oral and Living traditions.

**Chapter 2:** Significance of fairs, festivals, rituals: Regional, Folk, Tribal and National.

**Chapter 3:** Objectives and Significance of the Tirthakshetras: Some important Pilgrimage centers of India

#### **Unit- II** **24 hours**

**Chapter- 4:** Meaning, significance, forms and tradition of legends-Ramayana and Mahabharatha-Panchantantra- Jataka-Traditional Performing Art - Folk dances and theatre

**Chapter- 5:** Indian Classical dances as Cultural Heritage - Carnatic and Hindusthani Music.

**Chapter- 6:** Meaning and Definition of Built Heritage- Development of Temple Architecture in India- Indo-Islamic Art.

**Chapter- 7:** Important Monuments of India-Sea Shore Temple of Mahabalipuram, Aihole, Badami, Pattadakal, Ajanta and Ellora, Saranath, Sanchi, Konark, Khajuraho, Hampi, Delhi and Agra.

## DEPARTMENT OF HISTORY

### Books for Reference

1	S. Radhakrishnan	Culture of India
2	K.T.Acharya	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	S.P Gupta, Krishnalal and Mahua Bhattacharya	Cultural Tourism in India
11	ಡಾ. ಎಸ್. ಶ್ರೀಕಂಠಶಾಸ್ತ್ರಿ	ಭಾರತೀಯ ಸಂಸ್ಕೃತಿ
12	ಬಿ.ಎಂ.ಚಂದ್ರಶೇಖರಯ್ಯ	ಭಾರತೀಯ ಸಂಸ್ಕೃತಿ ಸಮೀಕ್ಷೆ
13	ವೀರೇಶ ಯಂಗಟಿ	ಭಾರತದ ಆಕರ್ಷಣೀಯ ಪಾರಂಪರಿಕ ತಾಣಗಳು, ವಸಂತ ಪ್ರಕಾಶನ, ಮೈಸೂರು
14	ಪ್ರೊ.ಬಿ.ಪಿ. ಹೂಗಾರ, ಡಾ.ಗುರುಪ್ರಕಾಶ ಹೂಗಾರ	ಭಾರತದ ಸಾಂಸ್ಕೃತಿಕ ಪರಂಪರೆ
15	ಕೆ.ಎನ್.ಎ	ಭಾರತದ ಸಾಂಸ್ಕೃತಿಕ ಪರಂಪರೆ



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### SUBJECT ELECTIVE 3.2

#### CULTURAL HISTORY OF KARNATAKA (FROM CE 3 TO CE 10)

##### Course Objectives:

This course is designed:

- To enable learners to acquire knowledge about the Cultural History of Karnataka, its Geography, Language and Script.
- To help students understand the development of Education Economy and society of Ancient Karnataka.
- To enable students to analyze the importance of the Religion, Art and Architecture of Ancient Karnataka

##### Learning Outcome:

At the end of the course, students will:

- Be able to understand the Cultural Heritage of History of Karnataka, its Geography, Language and Script.
- Be familiar with the significance of development of Education Economy and society of Ancient Karnataka.
- Recognize the importance of the Religion, Art and Architecture of Ancient Karnataka.

### SUBJECT ELECTIVE 3.2

#### CULTURAL HISTORY OF KARNATAKA (FROM CE 3 TO CE 10)

##### Unit –1

18 Hours

**Chapter No. 1.** Geographical Features and its influence, Language and Script

**Chapter No. 2.** Agriculture and Land Grants – In Ancient Karnataka

**Chapter No. 3.** Development of Education-Role of Agraharas

##### Unit–2

24 Hours

**Chapter No. 4.** Social conditions in Ancient Karnataka-Food habits, Dresses, Family, Customs, Marriage.

**Chapter No. 5.** Religion – Jainism and Buddhism in Karnaraka

**Chapter No. 6.** Hinduism - Different Cults- Shaiva-Vaishnava-Bhagavata, Kalamukha, Kapalika, Shakta and Ganapathya.

**Chapter No. 7.** Art and Architecture, Paintings and Fine arts: Contributions of Chalukyas of Badami and Rashtrakutas

## DEPARTMENT OF HISTORY

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### Books of Reference:

1. Basavaraja K.R, 1984, History and Culture of Karnataka: Early times to Unification, Chalukya publication, Dharwad.
2. Desai P.B., 1970, A History of Karnataka, Kannada Research Institute, Karnataka University, Dharwad.
3. Diwakar R.R, 1968, Karnataka Through the Ages, Government of Mysore, Mysore.
4. Krishna Rao M.V, 1960, Glimpses of Karnataka, Indian National Congress, Bangalore.
5. Rajashekara S, 1985, Karnataka Architecture, Sujatha Publication, Dharwad.
6. Sreenivasa Murthy H.V and Ramakrishnan, R, 1977, A history of Karnataka, from the earliest times to the present day, S Chand Publication, Delhi.
7. Suryanatha U Kamath , 2017, A Concise History of Karnataka, MCC publication, Bangalore.
8. Thipperudraswamy H , 2016, *Karnataka Samskruthi Sameekshe*, D V K Murthy prakashana, Mysore.
9. ಕುಲಕರ್ಣಿ ಆರ್.ಎಚ್, ಆರಂಭಿಕ ಚಾಲುಕ್ಯ ಶಿಲ್ಪಕಲೆ, ಕರ್ನಾಟಕ ಶಿಲ್ಪಕಲಾ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು.
10. ಚಿದಾನಂದಾಮೂರ್ತಿ ಎಂ, 2015, ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ, ಸಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು.
11. ಪಾಡಿಗಾರ ಶ್ರೀನಿವಾಸ, 2007-08, ಬದಾಮಿ ಚಾಲುಕ್ಯರ ಶಾಸನಗಳು, ವಾಸ್ತು ಮತ್ತು ಶಿಲ್ಪಕಲೆ, ಕರ್ನಾಟಕ ಇತಿಹಾಸ ಸಂಶೋಧನಾ ಮಂಡಲ, ಧಾರವಾಡ.
12. ರಾಜಶೇಖರ್ ಎಸ್. 1986, ಕರ್ನಾಟಕ ವಾಸ್ತುಶಿಲ್ಪ ಮತ್ತು ಚಿತ್ರಕಲೆ, ಸುಜಾತ ಪಬ್ಲಿಕೇಶನ್, ಧಾರವಾಡ.
13. ಶಿವರಾಮ ಕಾರಂತ ಕೆ, 2019, ಚಾಲುಕ್ಯ ವಾಸ್ತುಶಿಲ್ಪ, ಸಪ್ನ ಬುಕ್ ಹೌಸ್, ಬೆಂಗಳೂರು.
14. ಶೆಟ್ಟರ್ ಎಸ್. 2014, ಹಳಗನ್ನಡ ಲಿಪಿ, ಲಿಪಿಕಾರ, ಲಿಪಿ ವ್ಯವಸಾಯ, ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
15. ಶೆಟ್ಟರ್ ಎಸ್. 2015, ಹಳಗನ್ನಡ ಭಾಷೆ, ಭಾಷಾ ವಿಕಸನ ಮತ್ತು ಭಾಷಾ ಭಾಂಡವ್ಯ, ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
16. ಷೇಕ್ ಅಲಿ & ಸುಂದರ.ಅ, 2018, ಕರ್ನಾಟಕ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು 01 ರಿಂದ 07, ಪ್ರಸಾರಂಗ, ಹಂಪಿ ವಿಶ್ವವಿದ್ಯಾಲಯ.

## DEPARTMENT OF HISTORY

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### SEP SYLLABUS- -BA IV SEMESTER HISTORY IV-HISTORY OF MODERN INDIA- PART-II – FROM 1885 CE TO 1990'S

#### **Course Objectives:**

This course is designed:

- To enable learners to acquire knowledge about the rise of Indian nationalism.
- To help students understand the phases and progression of the Indian National Movement.
- To enable students to analyze the significance of Gandhian methods, the attainment of Indian independence, and the role of Netaji Subhash Chandra Bose.
- To help students understand the integration of princely states, the making of the Indian Constitution, and its basic features.
- To enable students to learn about the political, social, educational, and economic development of contemporary India, along with its foreign policy.

#### **Learning Outcome:**

At the end of the course, students will:

- Be able to understand the various factors that led to the rise of Indian nationalism.
- Be familiar with the process of the Indian National Movement through its various phases.
- Recognize the importance of Gandhian methods, the achievement of Indian independence, and the role of Netaji Subhash Chandra Bose.
- Understand the integration of princely states and the framing of the Indian Constitution, along with its basic features.
- Comprehend the political, social, educational, and economic development of contemporary India and its foreign policy.

# DEPARTMENT OF HISTORY

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## B.A: IV–SEMESTER

### PAPER – 4: HISTORY OF MODERN INDIA – PART-II- FROM 1885 TO 1990'S

#### Unit-I

25hrs

- I. Historical writings of Nationalistic Historians-Objectives- R. G. Bhandarkar, K.P. Jayaswal, R. C. Majumdar and K. M. Panikkar – Factors responsible for the rise of Nationalism in India.
- II. National Movement-Establishment of Indian National Congress–Objectives- Moderates – Extremists-Their Policies and Programs, Militant Nationalists – Their Programs and Methods.
- III. Gandhian Era – Gandhian Methods – Non Co-operation Movement- Swaraj Party - Civil Disobedience Movement – Gandhi-Irvin Pact- Round Table Conferences –Communal Award – Poona pact – Cripps Proposals – Quit India Movement –Nethaji Subhash Chandra Bose and Indian National Army (INA) Cabinet Mission – Independence Act– Partition of India.

#### Unit-II

22 hrs

- IV. Framing of Indian Constitution - Constituent Assembly – Draft Committee Report & Declaration – Contributions of Dr. B. R. Ambedkar-Basic Features of Indian constitution.
- V. The Initial Years: Process of National Consolidation and Integration of Indian States – Role of Sardar Patel – Kashmir issue, Indo – Pak war of 1948; Occupation of the Pondicherry and Goa-The Linguistic Re organization of the States.
- VI Rise of Regional Political Parties-Telagu Desham, DMK, Anna DMK, Assam Gana Parishath and Akalidal.

#### Unit-III

22 hrs

- VII. Foreign policy of India since independence.
- VIII. Indian Economy- the Nehruvian Legacy (1947-1965) - Indian Economy (1965-1991)- The Economic Reforms since 1991 and LPG.
- IX. Growth of Communalism-causes and effects - Development of Education in India – The University Act of 1904-Radhakrishna Commission-Kothari Commission – Creation of UGC- Rajeev Gandhi and his Education Policy.
- X. Land Reforms: Abolition of Zamindari system and Tenancy Reforms, The Bhoodan Movement- an Overview of Agrarian reforms since Independence and the Green Revolution.

#### Unit-IV

2hrs

Map: Locate ten places and write the historical importance of it in one or two sentences.

- 1) Ahmadabad, 2) Amritsar, 3) Bardoli, 4) Bombay, 5) Belgaum, 6) Calcutta, 7) Chauri chaura, 8) Chennai, 9) Delhi, 10) Dhaka, 11) Goa, 12) Haripura, 13) Hyderabad, 14) Junagadh, 15) Karachi, 16) Kashmir, 17) Lahore, 18) Lucknow, 19) Nagapura, 20) Pandicherry, 21) Pokaran, 22) Poona, 23) Porbandar, 24) Rajkot, 25) Simla.

## DEPARTMENT OF HISTORY

### BOOKS FOR REFERENCE:

1	Anil Seal	Growth of Economic Nationalism in India
2	Bipan Chandra	Economic Nationalism in India Colonialism & Nationalism in India Communalism in Modern India History of Independent in India
3	Dharmakumar	Cambridge Economic History of India Vol. II
4	Desai A.R	Social Background to Indian Nationalism
5	Gopal S.	British Rule in India
6		A New Look at Modern Indian History 1707 to Modern Times, S. Chand Company Ltd. New Dehli 2011
7	Majumdar R.C.	History of Freedom Movement Vol. III
8	Palme Dutt R	India Today
9	Percival Spear	History of India Vol. II The Oxford History of Modern India 1740-1977
10	Philips C.M.	Evolution of India & Pakistan.
11	Roberts P.E.	History of British India
12	Sumit Sarkar	Modern India
13	Tarachand	History of Freedom Movement
14	Ray.B.N	Reading Gandhi, Authors press, Bombay 2008
15	Rajkumar	Ambedkar & Dalit, Common wealth publication, Bombay-2011
16	Akbar M.J:	Nehru: The Making of India, Viking Publication, 1988.
17	Chandra Bipan:	History of Modern India, Orient Black Swan, 2011.
18	Chandra Bipan & others:	India Since Independence, Penguin Books, Reprint 2017.
19	Chatterjee Partha (ed):	State and Politics in India, OUP, Delhi, 1997.
20	Dubey Harihar:	India After Independence, Penguin India, New Delhi, 2000
21	Grover B.L and Mehta Alka:	A Look At Modern Indian History (From 1707 to the Modern Times), S. Chand and Company Ltd.,
22	Guha Ramachandra:	INDIA After Gandhi, Picador, 2008
23	Guha Ramachandra:	Makers of Modern India, Penguin, 2010.
24	Phalaksha:	History of India (Since Independence; 1947-2008), Shashi Prakashana, Tiptur, 2014.
25	Singer Wendy:	Independent India 1947-2000, Routledge, New Delhi, 2011.
26	E. Shreedharan	A Text book of Historiography-Oriental Black Swan Pvt. Ltd, New Delhi, 2009.
27	ಶಿವರುದ್ರ ಸ್ವಾಮಿ.ಎಸ್. ಎನ್	ಸ್ವಾತಂತ್ರ್ಯೋತ್ತರ ಭಾರತ-ಕ್ರಿ.ಶ. 1947 ರಿಂದ 2006 ರವರೆಗೆ, ಪೌರಾತ್ಯ ಪ್ರಕಾಶನ, ತಿಪಟೂರು, ಮೈಸೂರು-2002
28	ಡಾ. ಸಿ.ಎನ್. ಲೋಕಪ್ಪಗೌಡ	ಆಧುನಿಕ ಭಾರತ
29	ಕೆ.ಎನ್. ಅಶ್ವಥ್	ಸಮಗ್ರ ಭಾರತದ ಇತಿಹಾಸ

## DEPARTMENT OF HISTORY

30	ಡಾ.ಕೆ. ಸದಾಶಿವ	ಆಧುನಿಕ ಭಾರತದ ಇತಿಹಾಸ, ಪ್ರಿಯದರ್ಶಿನಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
31	ಆರ್. ಸಿ. ಮಜುಂದಾರ್ ಮತ್ತಿತರರು-ಕನ್ನಡ ಅನು: ಡಾ. ಶಾರದಾ ಪ್ರಸಾದ್	ಪ್ರೌಢ ಭಾರತದ ಇತಿಹಾಸ
32	ಬಿಪಿನ್ ಚಂದ್ರ ಮತ್ತು ಇತರರು-ಕನ್ನಡ ಅನುವಾದ- ಡಾ. ಸಿ.ಬಿ. ಕಮತಿ	ಸ್ವಾತಂತ್ರ್ಯೋತ್ತರ ಭಾರತ ಸ್ವಾತಂತ್ರ್ಯಕ್ಕಾಗಿ ಭಾರತದ ಇತಿಹಾಸ-ನವಕರ್ನಾಟಕ ಪಬ್ಲಿಕೇಶನ್
33	ಡಾ.ಕೆ.ಪ್ರಭಾಕರ್ ರಾವ್	ಆಧುನಿಕ ಭಾರತದ ಇತಿಹಾಸಕಾರರು

## DEPARTMENT OF HISTORY

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### **BA- IV SEMESTER – SUBJECT ELECTIVE-4.1 HISTORY OF TOURISM IN INDIA**

#### **Course Objectives:**

This course is designed:

- To enable learners to acquire knowledge about the history of Tourism in India.
- To help students understand the significance of preservation and maintenance of the Tourist places.
- To enable students to analyze the importance of the tourist places such as historical, religious and natural.
- To help the students to understand the guidelines for guides and job opportunity in the field of Tourism.
- To enable students to learn about the major historical tourist and heritage centers of India as well as Karnataka.

#### **Learning Outcome:**

Students will be able -

- To have the knowledge on Tourism in India and understand its importance
- To understand how to preserve and maintenance of the Tourist places.
- To know the types of tourist places such as historical, religious and natural.
- To learn how to guide the Tourists.
- To have a knowledge of job opportunity in the field of Tourism.
- To improves the knowledge of major historical tourist and heritage centers of India as well as Karnataka.

## DEPARTMENT OF HISTORY

### BA- IV SEMESTER – SUBJECT ELECTIVE – 4.1 HISTORY OF TOURISM IN INDIA

#### Unit-1

18 hours

**Chapter- 1-Introduction to Tourism**-Meaning, Definitions, Objectives

Nature and Scope of the study of Tourism

**Chapter-2- Types of Tourism**-Historical and Cultural-Religious and Spiritual-Educational and Commercial-Seasonal

**Chapter-3-Tourism through the Ages** -Tourism in Ancient Period

Tourism in Medieval Period - Tourism in Modern Period

#### Unit-2

24 hours

**Chapter-4- Development of Tourism**- Basic infrastructure of Tourism

Supporting Services - Guidelines for guides

**Chapter-5 - Tourism Planning and Policies in India**

Planning in Tourism - Tourism Policy in India - State Policy towards Tourism

**Chapter - 6 -Towards Sustainable Tourism**

Conferences of WTO - Code of conduct for Sustained tourism

**Chapter - 7 - World Heritage Centers**

World Heritage Centers of India and Karnataka

#### Books for Reference:

1	S.P Gupta, Krishnalal and Mahua Bhattacharya	Cultural Tourism in India
2	Anurag Mathur	Indian Tourism-Tourist Places of India
3	A. K. Bhatia	Tourism in India: History and Development
4	S. P. Gupta, Krishna Lal, Mahua Bhattacharyya	Cultural Tourism in India: Museums, Monuments & Arts
5	Dr. Sureshchandra	Historical Cultural Tourism in India and North East India
6	Nimit Chowdhary	Indian Tourism, Emerald Publication
7	ಕೆ ಎನ್ ಎ	ಭಾರತದಲ್ಲಿ ಪ್ರವಾಸೋದ್ಯಮ ಇತಿಹಾಸ
8	ಫಾಲಾಕ್ಷ	ಪ್ರವಾಸೋದ್ಯಮ
9	ಫಾಲಾಕ್ಷ	ಸಮಗ್ರ ಕರ್ನಾಟಕ



# DEPARTMENT OF HISTORY

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## SUBJECT ELECTIVE 4.2 CULTURAL HISTORY OF KARNATAKA (11 CE TO 1750 CE)

### Course Objectives:

This course is designed:

- To enable learners to acquire knowledge about the Cultural History of Medieval Karnataka,
- To help students understand the Administrative system, development of Economy and society of Medieval Karnataka.
- To enable students to analyze the importance of the Religion, Art and Architecture of Medieval Karnataka

### Learning Outcome:

At the end of the course, students will:

- Be able to understand the Cultural History of Medieval Karnataka,
- Be familiar with the significance of the Administrative system, Economy and society of Ancient Medieval Karnataka.
- Recognize the importance of the Religion, Art and Architecture of Medieval Karnataka.

## SUBJECT ELECTIVE 4.2 CULTURAL HISTORY OF KARNATAKA (11 CE TO 1750 CE)

### Unit – 1

**18 Hours**

**Chapter No. 1:** Administration – Central and Provincial- Kingship-Duties of King

**Chapter No. 2:** Local Self Government – Village Administration

**Chapter No. 3:** Social Conditions – Society – Rituals and Customs

### Unit – 2

**24 Hours**

**Chapter No. 4:** Economic Conditions – Growth of Agriculture,

**Chapter No. 5:** Trade and Commerce-Internal and Foreign

**Chapter No. 6:** Religion: Bhakti Saints-Teachings and Philosophy: Ramanujacharya, Madhvacharya and Veerashaiva Movement – Basaveshwara and other Sharanas. Sufism in Karnataka.

**Chapter No. 7:** Temple Architecture, Painting and Fine Arts: Contributions of Vijayanagara Empire - Indo-Islamic Architecture: Contributions Bahamani and Adilshahis

## DEPARTMENT OF HISTORY

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### Books for Reference

1. Baragur Ramachandrappa (Ed), 2017, Karnataka Sangathi, Karnataka Sahithya Academy, Bangalore.
2. Basavaraj K.R, 1984, Karnataka History and Culture, Dharwada.
3. Dept. of Archaeology, 1996-2019, Vijayanagar Adhayayana Vol. 01 to 21, Govt. of Karnataka.
4. Desai P.B., 1970, A History of Karnataka, Kannada Research Institute, Karnataka University, Dharwad.
5. Diwakar R.R, 1968, Karnataka Through the Ages, Government of Mysore, Mysore.
6. Hiremath B.R, 1982, Karnataka Shasanagalalli Vartakaru, Karnataka University, Dharwad.
7. RahamatTarikere, 1998, Karnatakada Sufigalu, Abhinava Prakashana. Bangalore.
8. RajaramHegde & M.V.Vasu -Dakshina Karnataka Arasu Manethangalu
9. Suryanath Kamath, 2017, Karnataka Sankshiya Itihass, M.C.C Publications, Bangalore
10. Sherwani, H.K ,1985, The Bahamanis of the Deccan, Munshiram Manoharlal Publishers PvtLtd . New Delhi.
11. ShivaramaMurthy , South Indian Paintings
12. Shivarama Karantha , 1930, *Bharatheeya Chithrakale, Shivarama Karantha, Putturu, Dakshina Kannada.*
13. SrinivasanK.R , 2010, Temples of South India, National Book Trust, Delhi.
14. ThipperudraswamyH , 2016, *Karnataka Samskruthi Sameeksha, D V K Murthy prakashana, Mysore.*

# DEPARTMENT OF HISTORY

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## **COMPULSORY (PRACTICAL KNOWLEDGE/SKILL-1) (For IV Semester) INTRODUCTION TO ARCHAEOLOGY**

### **Course Objectives:**

This course is designed:

- To enable learners to acquire knowledge about the Principles and Methods of Archaeology.
- To enable students to learn about the meaning, nature and scope of the study of Archaeology.
- To enable students to understand the Branches and Kinds of Archaeology.
- To help students to analyze the significance of techniques of exploration, excavation, documentation, dating and reporting.

### **Learning Outcome:**

At the end of the course, students will:

- Be familiar with the significance of the Principles and Methods of Archaeology.
- Be able to understand the meaning, nature and scope of the study of Archaeology.
- Be understood the Branches and Kinds of Archaeology.
- Be recognizing the importance of the techniques of exploration, excavation, documentation, dating and reporting.

## **INTRODUCTION TO ARCHAEOLOGY**

### **Unit – 1**

**12 Hours**

**Chapter No. 1:** Meaning, Definition, Nature and Scope of the study of the Archaeology

**Chapter No.2:** Branches of Archaeology-Epigraphy, Numismatics, Iconography,

**Chapter No. 3:** Kinds of Archaeology – Ethno and Marine - Archaeology by Period – Lower

Paleolithic - Middle Paleolithic - Upper Paleolithic - Mesolithic –

Chalcolithic- Bronze age - Iron Age

### **Unit – 2**

**12 Hours**

**Chapter No. 4:** Identification of a site-Methods of Exploration

**Chapter No. 5 :** Methods of Excavation – Vertical and Horizontal – Trenching –Gridding -  
Excavation of burial mounds – Quadrant method

**Chapter No. 6:** Methods of Documentation, Dating-C14 Method-Reporting

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### Books for Reference:

- |                            |   |  |
|----------------------------|---|--|
| 1. Agrawal D.P             | - | Archaeology in India                           |
| 2. Aiken M.J               | - | Science based dating in archaeology            |
| 3. Atkinson RJC            | - | Field Archaeology                              |
| 4. Basker .P               | - | Techniques of Archaeological Excavation        |
| 5. Chakrabarthi D.K        | - | Theoretical Perspectives in Indian Archaeology |
| 6. Gosha .A                | - | Encyclopedia of Indian Archaeology             |
| 7. Rajan .K                | - | Archaeology, Principles and Methods            |
| 8. Raman K.V               | - | Principles and Methods in Archaeology          |
| 9. Dr. Srinivas V. Padigar | - | Principles of Archaeology.                     |
| 10. ಡಾ. ಶ್ರೀನಿವಾಸ ಪಾಡಿಗಾರ್ | - | ಪುರಾತತ್ವ ಪರಿಚಯ                                 |

**SEP-Examination Pattern: Semester III & IV**  
**Continuous Assessment Programme/Internal Assessment/**  
**Formative Assessment**

### Major Courses

Sl. No.	Continuous Assessment Programme/Internal Assessment	Maximum Marks
(1)	(2)	(3)
01	Two Session Tests with a proper record for assessment (5+5=10)	10
02	Assessment of Assignment with proper record	05
03	*Attendance with proper record*	05
	<b>Total Marks</b>	<b>20</b>

### \*Attendance Marks-breakup

<75%	-	00 Marks	ಅಂತರಿಕ ಅಂಕಗಳು ಒಟ್ಟು--	20
75-80%	-	01 Marks	ಮೊದಲನೇ ಟೆಸ್ಟ್	-- 05
80-85%	-	02 Marks	ಎರಡನೇ ಟೆಸ್ಟ್	-- 05
85-90%	-	03 Marks	ಅಸೈನ್ಮೆಂಟ್	-- 05
90-95%	-	04 Marks	ಹಾಜರಾತಿ	-- 05
>95%	-	05 Marks		

**THEORY EXAMINATION QUESTION PAPER PATTERN FOR HISTORY**

**Semester Scheme-SEP Syllabus:**

**SUBJECT: HISTORY**

**Paper Code:**

**Time: 3 Hours**

**[Max. Marks: 80]**

**Instructions to Candidates:**

- 1) There 04 Sections.
- 2) All Sections are compulsory.
- 3) There are choices in each section, except map question.
- 4) Section IV (b) is only for Blinds.

**Section-I**

I. Answer any TEN of the following (out of 12 questions). Each one carries two marks.

(10X2=20)

Ia), Ib), Ic), Id), Ie), If), Ig), Ih), Ii), Ij), Ik), Il),

**Section-II**

II. Answer any SIX of the following (out of 8 questions). Each one carries 5 marks.

(6X5=30)

II 2), II 3), II 4), II 5), II 6), II 7), II 8), II 9)

**Section-III**

III. Answer any TWO of the following (out of 4 questions). Each one carries 10 marks.

(2X10=20)

III 10), III 11), III 12), III 13)

**Section-IV**

**IV. (14 a) Map Question-**

(5+5=10)

Mark the ten places in the given Map and write the historical importance of each place in one or two sentences.

**IV. (14-b) Instead** of Map, there is one question carries 10 Marks-Only for **Blind students**.

## DEPARTMENT OF HISTORY

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**SEP- COMPULSORY (PRACTICAL KNOWLEDGE/SKILL-1)**  
**(For IV Semester)**  
**Continuous Assessment Programme/Internal Assessment/**  
**Formative Assessment**

**Major Courses**

Sl. No.	Continuous Assessment Programme/Internal Assessment	Maximum Marks
(1)	(2)	(3)
01	One Internal Test with a proper record for assessment	05
02	Assessment of Assignment with proper record	05
	<b>Total Marks</b>	<b>10</b>

**THEORY EXAMINATION QUESTION PAPER PATTERN- FOR COMPULSORY**  
**(PRACTICAL KNOWLEDGE/SKILL-1)**  
**(For IV Semester)**  
**HISTORY**

**Semester Scheme-SEP Syllabus: For Subject Elective**

**SUBJECT: HISTORY, Paper Code:**

**Time: 90 Minutes**

**[Max. Marks: 40]**

**Instructions to Candidates:**

- 1) There 03 Sections.
- 2) All Sections are compulsory.
- 3) There are choices in each section,

**Section-I**

I. Answer any FIVE of the following (out of 06 questions). Each one carries two marks.  
(5X2=10)

I a), I b), I c), Id), I e), I f),

**Section-II**

II. Answer any FOUR of the following (out of 6 questions). Each one carries 5 marks.  
(4X5=20)

II 2), II 3), II 4), II 5), II 6), II 7),

**Section-III**

III. Answer any ONE of the following (out of 2 questions) which carries 10 marks.  
(1X10=10)

III 8), III 9),

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