HASSAN UNIVERSITY

DEPARTMENT OF STUDIES IN HISTORY

Professor and Chairman **Dated:17-05-2026**

ಇವರಿಗೆ

ಮಾನ್ಯ ಕುಲಸಚಿವರು

ಹಾಸನ ವಿಶ್ವವಿದ್ಯಾಲಯ

ಹೇಮಗಂಗೋತ್ರಿ,ಹಾಸನ.

ಮಾನ್ಯರೇ,

ವಿಷಯ: 2026–27ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನ ಸ್ನಾತಕ ಇತಿಹಾಸ ಅಧ್ಯಯನ ಮಂಡಳಿಯ ವಾರ್ಷಿಕ ಸಭೆಯ ನಡಾವಳಿ ಮತ್ತು ಪಠ್ಯಕ್ರಮದ ಪಟ್ಟಿಯನ್ನು ಸಲ್ಲಿಸುತ್ತಿರುವ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ: CR-05/BOS/2025-26 Dated:30-09-2025

ಈ ಮೇಲ್ಕಂಡ ವಿಷಯ ಮತ್ತು ಉಲ್ಲೇಖಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ,ಇತಿಹಾಸ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸ್ನಾತಕ ವಾರ್ಷಿಕ ಸಭೆಯನ್ನು ದಿನಾಂಕ:16–05–2026 ಮತ್ತು 17–05–2026 ರಂದು ಅಧ್ಯಕ್ಷರ ಕೊಠಡಿಯಲ್ಲಿ ನಡೆಸಲಾಯಿತು.ಸದರಿ ಸಭೆಯ ನಡವಳಿಯನ್ನು ಹಾಗೂ ಪಠ್ಯಕ್ರಮದ ಪಟ್ಟಿಯನ್ನು ಇದರೊಂದಿಗೆ ಲಗತ್ತಿಸಿ ಮುಂದಿನ ಕ್ರಮಕ್ಕಾಗಿ ಕಳುಹಿಸಿಕೊಡಲಾಗುತ್ತಿದೆ.

ದಿನಾಂಕ:17–05–2026

ತಮ್ಮ ವಿಶ್ವಾಸಿ

17/05/26

ಡಾ. ವೈ.ಎಚ್. ನಾಯಕವಾಡ

ಅಧ್ಯಕ್ಷರು
ಇತಿಹಾಸ ಅಧ್ಯಯನ ಮಂಡಳಿ
ಹಾಸನ ವಿಶ್ವವಿದ್ಯಾಲಯ

ಹಾಸನ

HASSAN UNIVERSITY
DEPARTMENT OF STUDIES IN HISTORY

DATE:16-05-2026

2026–27ನೇ ಸಾಲಿನ ಸ್ನಾತಕ ಇತಿಹಾಸ ಅಧ್ಯಯನ ಮಂಡಳಿಯ ವಾರ್ಷಿಕ ಸಭೆಯನ್ನು ದಿನಾಂಕ: 16–05–2026 ರಂದು ಅಧ್ಯಯನ ಮಂಡಳಿ ಅಧ್ಯಕ್ಷರ ಕೊಠಡಿಯಲ್ಲಿ ನಡೆಸಲಾಯಿತು.

ಸಭೆಯ ನಡವಳಿಗಳು

ಇತಿಹಾಸ ಅಧ್ಯಯನ ಮಂಡಳಿಯ (**ಸ್ನಾತಕ**) 2026–27ನೇ ಸಾಲಿನ ವಾರ್ಷಿಕ ಸಭೆಯು ದಿನಾಂಕ: 16–05–2026 ರಂದು ಬೆಳಿಗ್ಗೆ 11.00 ಗಂಟೆಗೆ ಸರಿಯಾಗಿ ಆರಂಭವಾಯಿತು. ಮಂಡಳಿಯ ಅಧ್ಯಕ್ಷರಾದ ಡಾ. ವೈ.ಎಚ್. ನಾಯಕವಾಡಿ ಅವರು ಎಲ್ಲಾ ಮಾನ್ಯ ಸದಸ್ಯರನ್ನು ಸಭೆಗೆ ಸ್ವಾಗತಿಸಿದರು. ತದನಂತರ ಸಭೆಯ ಕಾರ್ಯಸೂಚಿಯನ್ನು ಸಭೆಯ ಮುಂದೆ ಮಂಡಿಸಿದರು. ಸಭೆಯಲ್ಲಿ 2026–27ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನ ಬಿ.ಎ. ಇತಿಹಾಸ ಸ್ನಾತಕ ಪದವಿಯ ಪ್ರಥಮ ವರ್ಷದ ಮೊದಲ ಹಾಗೂ ಎರಡನೇ ಸೆಮಿಸ್ಟರ್,ದ್ವಿತೀಯ ವರ್ಷದ ಮೂರು ಮತ್ತು ನಾಲ್ಕನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳಿಗೆ ಸಂಬಂಧಿಸಿದ ಪಠ್ಯಕ್ರಮದ ಕರಡು ಪ್ರತಿಗಳನ್ನು ಹಾಜರಿದ್ದ ಸದಸ್ಯರಿಗೆ ಕೊಡಲಾಯಿತು. ಮಾನ್ಯ ಸದಸ್ಯರು ಪಠ್ಯಕ್ರಮದ ಬಗ್ಗೆ ಚರ್ಚಿಸಿ ತಮ್ಮ ಒಪ್ಪಿಗೆಯನ್ನು ನೀಡಿದರು. ಹಾಗೆಯೇ, ಮುಂದಿನ ಸೆಮಿಸ್ಟರ್‌ಗಳಿಗೆ ಅಂದರೆ ಐದನೇ ಸೆಮಿಸ್ಟರ್ ನಿಂದ ಆರನೇ ಸೆಮಿಸ್ಟರ್ ರವರೆಗೆ ಶೀರ್ಷಿಕೆಗಳನ್ನು ಹಾಗೂ ಪಠ್ಯಕ್ರಮದ ಕರಡು ಪ್ರತಿಗಳನ್ನು ಕೂಡ ಸದಸ್ಯರ ಮುಂದಿಡಲಾಯಿತು. ಅವುಗಳಿಗೆ ಕೂಡ ಸದಸ್ಯರು ಒಪ್ಪಿಗೆ ನೀಡಿದರು. ವಿಸ್ತೃತವಾದ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಶೀರ್ಷಿಕೆಗಳು ಈ ಕೆಳಗಿನಂತಿವೆ.

Title of papers for all six semesters

First Semester:
History of World Civilizations, Mesopotamia, Egypt, China, Greek and Rome
(In detail syllabus enclosed)

Second Semester:
History of Ancient India, from earliest times to 1206 CE
(In detail syllabus enclosed)

Third Semester:
Major Paper
History of Medieval India, from 1206 CE to 1757 CE
(In detail syllabus enclosed)

Elective Paper-1

History of Medieval South, India Excluding Karnataka
(In detail syllabus enclosed)

Elective Paper -2
Cultural Heritage of India
(In detail syllabus enclosed)

Fourth Semester:
Major Paper
History of Modern India, from 1757 CE to 1947 CE
(In detail syllabus enclosed)

Elective Paper-1
Principles of Tourism
(In detail syllabus enclosed)

Elective Paper -2
Introduction to Epigraphy
(In detail syllabus enclosed)

Fifth Semester:

1. History of Contemporary India, from 1947 CE to 2010 CE (Compulsory Paper)
2. History of Karnataka, from earliest period to 1565 CE

OR

History of Asia

OR

History of Africa

(In detail syllabus enclosed)

Sixth Semester:

1. History of Karnataka, from 1565 to 1956 CE (Compulsory Paper)
2. History of Tourism in India

OR

History of Modern Europe

OR

History of USA

(In detail syllabus enclosed)

ಸಭೆಯಲ್ಲಿ ಹಾಜರಿದ್ದ ಸದಸ್ಯರು:

ಕ್ರ ಸಂ.	ಹೆಸರು	ಪದನಾಮ	ಸಹಿ
1.	ಡಾ. ವೈ.ಎಚ್. ನಾಯಕವಾಡಿ	ಅಧ್ಯಕ್ಷರು	
2.	ಡಾ.ಶಶಿಕಲಾ ಎನ್ .ಎಸ್	ಸದಸ್ಯರು	
3.	ಡಾ.ಶಿವಕುಮಾರ್ ಸಿ.ಎಲ್	ಸದಸ್ಯರು	
4.	ಡಾ. ಕೃಷ್ಣೇಗೌಡ ಕೆ.ಎನ್	ಸದಸ್ಯರು	
5.	ಶ್ರೀ ಶಿವಶಂಕರ್‌ಮೂರ್ತಿ ಎಸ್.ಎಂ	ಸದಸ್ಯರು	
6.	ಡಾ. ರಾಜೇಶ್‌ವಿನ್ನಾ	ಸದಸ್ಯರು	

ಡಾ. ವೈ.ಎಚ್. ನಾಯಕವಾಡಿ
ಅಧ್ಯಕ್ಷರು
ಇತಿಹಾಸ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ)
ಹಾಸನ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ.
ಹಾಸನ ಮಂಡಳಿ
ಹಾಸನ ವಿಶ್ವವಿದ್ಯಾಲಯ
ಹಾಸನ

I BA I SEMESTER

Major Paper: **History of World Civilizations.Mesopotamia,Egypt,China Greek and Rome Civilization**

Credits: 5 (Theory: 5 Credits)

Course-1		
Number of theory credits	Number of Lecture hour per week	Total Lecture hour per semester
5	6	75

Course Objectives:

1. Students will gain a basic understanding of several major Ancient Civilizations such as Mesopotomia,Egypt,China and Rome.
2. Students will be able to expolain the brief history of major Ancient Civilizations .
3. Students will be able to identify the historical development of the ancient world.
4. Students will be able to understand the major historical events chronologically.
5. Students will be able to identify characteristics of cultural diversity in the world.

Course Outcomes:

1. After completion of the course students will learn about different aspects of Ancient world civilizations.
2. Students will understand about the unique contributions of Ancient world civilizations.
3. Students will gain knowledge of the evolution of Ancient civilizations.
4. Students will understand the chronological development of historical events.
5. Students will understand the geographical impact on the evolution of culture and its diversity.

II BA-III Semester

Content of Course	**75 hours**
Unit-I Introduction to urban and Mesopotamian Civilization	**15 hrs**
Introduction: Meanning of civilizations-Diffrence between Culture and civilization-Mesapotamian civilization:sumerians- Babylonian- Assyrians-Geographical factors- The Sumerian city states-The Babylonian empire (1700 B.C to 1525 B.C)-Science-Literature,Society –Law-codes of Hammurabi-Hittites-Assyrian conauest-Fall of Assyrians (612 B.C).The Chaldens or New Babylonian empire-Persian Invasion-Political ,social,economic and cultural fearures.	
Unit-II Egyptian Civilization	**15 hrs**
Egyptian civilization :Geographical factors-The old kingdom,the middle kingdom and new kingdom- Egyptian society and Religion-Government-economy- Art and Architecture.	

Unit-III Chinese Civilization	**15 hrs**
Chinese Civilization : Geographical factors-Political history-polity-economic conditions-trade and commerce-religion and philosophy-Bhuddism-Confucianism-Taoism-art and architecture	

Unit- IV Greek Civilization Greek Civilization:Physical features and their influence on the course of Greek history-The Aegean civilization-silent features of Greek civilization-city states –rise of Athens-government,developmentof democracy-its features-Age of pericles-Greco-Persian Wars- -Religion-social and economic life-Hellenic civilization-Greek art,architecture,Literatureand Science Philosophy	**15 hrs**
Unit- V Roman Civilization Roman Civilization :Population,indigenous and early settlers-Rise of Rome-Government in Rome-thekings-Republic –The patricians and Plebeians-expansion of the empire:Julius Caesar,his wars and fall-Augustus Caesar-Roman art,architecture,painting,sculpture-Roman law-Roman literature and science **Maps for Study** **Places of Historical Importance:** Ur,Babylon,Assur(Ashur),Nineveh,Athens,Sparta,Thebes,Macedonia,Rome,Pompeii,Sicily, Carthage,Cairo,Luxor,Abusimbel,Alexandria,peking,Nanking,Xian ,Guangzhou	**15 hrs**

Books for Study:

1. Swain JJ:History of World Civilizations,1984,Eurasia Publishing House
2. Roberts J.M:The Pelican History of the World,1984,Penguin Books
3. Joseph Reither:The World History at a Glance1952,Barnes and Noble
4. Rickard J.A and Albert Hyma:Ancient,Medievel and Modern History 1957,Barnes and Noble
5. Chester G.Star:History of Ancient World,1983 Oxford university Press
6. Srivatsava A.L and R.K Majumdar:World History,1988,S.B.D Enterprises
7. Gokhale B.K:Introduction to western Civilization,1982,Chand & Co.
8. Arnold Toynbee:Greek Civilization and Character 1953,New American Library
9. Bury J.B:The Hellenistic Age,1923,Macmillan
10. Suryanath Kamath:A Concise History of the World,1981,Archana Prakashan,Bangalore
11. Mc Nall Burns:A History of Western Civilization (3 Vols)

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I BA II SEMESTER

Major Paper: **History of Ancient India , From Earliest Times to 1206 CE**

Course-1		
Number of theory credits	Number of Lecture hour per week	Total Lecture hour per semester
5	6	75

Course Objectives:

1.This course is an introductory paper intending to introduce prehistory,proto history and important political events till 1206 CE of ancient India.

2.It expolains how,when and where people in ancient India established their first civilizations.

3.The course also intends to give a brief idea about the different sources and the changing interpretations of ancient Indian history.

4.The main objective of this paper is to understand historical processes

5.Studying ancient history allows us to have a better grasp of our cultural heritage and intellectual growth.

Course Outcomes:

1.After completion of the course students are expected to have a fair knowledge about the prehistory,proto history and history of Ancient India.

2.Students can gather knowledge about the society,culoture,religion and political history of ancient India.

3.To ensure that the students learn to look at cultures and civilizations globally.

4.Able to know ancient Indian history of various chronological periods.

5.Able to learn the contemporary civilizations and their historical process.

I BA-II Semester

Content of Course	**75 hours**
Unit-I Introduction and Harappan Civilization	**15 hrs**
Introduction:Geographical features-Survey of sources-historiography-Introduction to pre-historic cultures-Paleolithic,Mesolithic,Neolithic,Chalolithic and Iron Age.Harappan civilization-Origin,Mojor cities.society and culture-script and language-religion-economy-agriculture-decline of Harappan civilization	
Unit-II Vedic Period and Rise of New Religion	**15 hrs**
Rig Vedic period:Vedic literature-Geography of Rig Vedic period-Political organization and evolution of monarchy-Social organization-Economy-Relegious practices and Culture-Later vedic Period-Political system-social organization and language-religion economy-agriculture-decline of Harappan civilization	
Unit-III Period of Mahajanapadas and Mauryan Empire	**15 hrs**
Period of Mahajanapads:Republic and monarchies-16 Mahajanapadas-Rise of Magadha-foreign invasion-Mauryan empire-Chandragupta Maurya-Ashoka-Ashokan edicts-Ashoka's policy of Dhamma-Mauryan administration-Monuments of Mauryas-decline.	

Unit-IV Post- Mauryan Period	**15 hrs**
Post- Mauryan Period:Sangam age-Satavahanas-Kushanas-Kanishka-Schools of art-Gandhara-Mathura-Amaravathi styles-Gupta period-political history of Guptas-Gupta administration-economy-society ,religion and culture-science and technology-decline	
Unit-V Vardhana period	**15 hrs**

Vardhana Period:Harsha-His conquests-Harsha and Bhuddism-administration-society and culture-learnning and education-Nalanda and Takshashila-role of Rajputs. **Places of Historcial Importances:** **Harppa,Mahenjodaro,Lothal,Kalibangan,Bhimbetka,Pataliputra,Rajagriha, Allahabad,Purushapura,Nalanda,Takshashila,Bhodgaya,Paithan,Mathura,Amaravathi, Ajmer,Ujjain,Kanuj,Shravanabelgola,Madurai**	

Books for Study:

1.Majumdar R.C,Datta and Raychoudri:An Advanced History of India
2.Srinivasachary G and Shastry:An Advanced History of India
3.Pannikar K.M:A Survey of Indian History
5.Romila Thapar:Ancient India
6.Bharatiya Vidya Bhavan Volumes:History and Culture of Indian People (Relevent Chapters)
7.K.A.Nilakanta sastri:A History of South India
8.Sinha and Ray:A History of India
9.Ram Prasad Khosla: A History of India
10.Thapar Romila:History of India
11.R.S.Tripathi:History of Ancient India
12.D.D.Kosambi:An Introduction to the study of Indian History

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Question Paper Pattern for Major Papers I BA, I Semester and II Semester in History 2026-27

Time: -3.00 Hours **Max Marks-80**

PART-A

I. Answer any two of the following 2 x15=30

1.....

2. .....

3. .....

4. .....

PART-B

II. Answer only two of the following 2x10=20

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

PART-C

III. Answer any four of the following 4x5=20

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

PART-D

5+5=10

IV. Map Question-Locate the following places and mention their historical significance

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

Note:-One Essay Question given for blind students instead of map question. 10x1=10

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II BA III SEMESTER

Major Paper: **History of Medieval India, From 1206 CE TO 1757 CE**
Credits: 5 (Theory: 5 Credits)

Course-1		
Number of theory credits	Number of Lecture hour per week	Total Lecture hour per semester
5	6	75

Course Objectives:

6. Students will gain a basic understanding of several major aspects of medieval Indian History.
7. Students will be able to explain the brief history of medieval India
8. Students will be able to identify the historical development of the medieval India. events of genealogical.
9. Students will be able to understand the major historical chronological and
10. Students will be able to identify characteristics of cultural diversity in the medieval India.

Course Outcomes:

6. After completion of the course students will learn about different aspects of medieval India
7. Students will understand about the unique contributions of medieval Indian sultans and rulers.
8. Students will gain knowledge of the evolution of medieval civilizations.
9. Students will understand the chronological development of historical events.
10. Students will understand the geographical impact on the evolution of culture and its diversity.

II BA-III Semester

Content of Course	**75 hours**
Unit-I Advent of Arabs and Turks in Medieval India	**15 hours**
Sources-Literary, Foreign Account Archaeological sources Political condition of India in the beginning of 8th Century-Arab Invasion- Muhammud Bin Qasim Rise of Turks - Condition of India during the invasions of Muhammud of Ghazni and Ghori and their Impact-Tarain Wars.	
Unit-II Foundation of the Delhi Sultanate	**15 hours**
Qutub -uddin -Aibak- Balban- Iltutmish - Khalji Dynasty-Alauddin Khalji- Conquests-Administrative measures-Price control and Market regulations - Mohammad-bin-Tughlaq-Experiments and Reforms -Firoz Shah Tughlaq Administrative reforms - Timur's invasion- Saiyyids and Lodis.	
Unit-III Foundation of the Mughal Empire	**15 hours**
Babar and Humayun -Revival of Afghan Power-Sher Shah Suri and his Successors-The Second Battle of Panipat and triumph of the Mughals- Hemu and Bairam Khan-Akbar's rise and consolidation of power - Conquests, Rajput Policy, Religious Policy-(Din-I -Ilahi)-Revenue Administration, Evolution of Mansabdari system- Jahangir, Shah Jahan and Aurangzeb - Military exploits. Religious Policy, Deccan policy-Revolts and reaction.	

Unit-IV State, Economy, Society and Culture under the Delhi Sultans and Mughals	**15 hours**
Delhi Sultans: Central and Provincial Administration- Economy-Trade and industries-Society Social manners and Customs-Slavery under the Delhi Sultans. **Mughals:** Central, Provincial, Local-Theory of Kingship-Jagirdari System - Sources of Revenue - Military - Judicial System - Mughal Nobility and Bureaucracy -Deccan Policy of the Mughals- Trade and commerce. Social structure under Mughals - Indian Muslims - Hindus -Condition of Women-Development of Science, literature, art,	

architecture and painting.	
Unit- V Bhakti and Sufi Movements, The Rise of Marathas	**15 hours**
Bhakti Movement in South and North India-Alvars-Nayanars Basavanna- Kabir-Ravi Das-Guru Nanak-Causes for the popularity of the Movement- Impact of the Bhakti Movement- Sufi Movement-Shaik Nizamudin Auliya- Salim Chisti – The Rise of Marathas-Shivaji's Career and Achievements – Administration – The Peshwas – Balaji Vishwanatha – Bajirao I – Balaji Bajirao – III Battle of Panipat	

Maps for Study:

1. Khilji Empire Under Allauddin Khilji
2. Tuglaq Empire Under Mummmad Bin Tuglaq
3. Mughal empire Under Akbar
4. Maratha Kingdom under Shivaji

Places of Historical Importance:

Delhi, Agra, Panipat, Poona, Chittor, Gwalior, Udaipur, Kalinjar, Warangal, Kanauj, Amarkot Ayodhya, Ranthamboor, Devagiri, Dwarasamudra, Madurai, Lahore, Sasaram, Raigar, Bijapur

Books for Study:

1.A.L Srivastava: Delhi Sultanate, Shiv Lal Agarwal & Co., Agra,Reprint, 2017

2.A.L.Srivastva: The Mughal Empire (Shiv Lal Agarwal & Co.,Agra,Reprint,2017

3.Sharma L.P, The Sultanate of Delhi (Delhi, 1996)

4.Banerjee A.C, A New History of Medieval India (New Delhi 1983)

5.Sathish Chandra, History of Medieval India, Vol. 1 and 2.

6.Irfan Habib, Medieval India.

7.B. N.S Yadav: Society and Culture in North India in the 12th century

8.B.P. Majumdar: Socio-Economic History of Northern India,

9.Herman Kulke(ed.) The State in India(1000-1700), OUP, 199516.

10K.N. Chitnis: Socio-Economic History of Medieval India, Atlantic Publishers, 2018

11.Majumdar, Raychaudhary& Dutta: An Advanced History of India, Laxmi Publications, 2016

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II BA III SEMESTER

Elective Paper-1: **History of Medieval South India, Excluding Karnataka**

Credits: 3 (Theory: 3 Credits)

Course-1		
Number of theory credits	Number of Lecture hour per week	Total Lecture hour per semester
2	3	48

Course Objectives:

1. The primary objective is to understand dynastic struggles, the political landscape and rise and fall of various kingdoms.
2. To analyse socio-economic development sin South India
3. To examine cultural contribution sin the field of Art-Architecture, Literature and Religion.
4. To develop critical thinking to evaluate the impact of external influences and their impact on historical events.
5. To understand the rules and the cultural identities of Modern Indian States

Course Outcome:

1. This study helps to under stand the Rise and Fall of various dynasties in Medieval South India, their territorial expansions and interactions with neighboring kingdoms.
2. This study will help the students to understand social hierarchy their economic systems and the role of merchant guildsin the Medieval South Indian Economy.
3. Students gain knowledge about the evolution of literature, art and architecture of South Indian kingdoms.
4. Students can understand the impact of the arrival of Muslim ruler sand its impact on the regions.
5. Students willga in knowledge about how the political, social and economic developments of medieval south India laid the foundations for Modern Indian States and their cultural identities.

II BA-III Semester

Content of the course:	**48hours**
Unit I: Post Sangam Age	**12 hours**
Sources-Advent of the Pallavas of Kanchi–Achievements of Mahendra Varman I – NarasimhaVarman - I –Cultural Contributions–Religion, Literature, Art and Architecture	
Unit II:Cholas of Thanjavur	**12 hours**
AchievementsofRajarajacholaI,RajendracholaI–ExpansionofPolitical Power – Uttaramerur Inscription – Chola Polity – Religion, Literature, Art and Architecture.	
Unit III:South Indian Society and Economy	**8 hours**
Caste System–Guild System–Land Grants	
Unit IV: Kakathiyas of Warangal	**8 hours**

Rise–Rudradeval–Achievements of Queen Rudramma Devi– Prathaparudra II and Decline of Kakathiya Dynasty – Forts –Art and Architecture	

Unit V:Seunas of Devagiri	**8 hours**
Rise – Bhillama II-Achievements of Simhana – Ramachandra – Invasions of Alla-ud-din-khilji and Decline – Development in Literature, Art and Architecture	

Places of Historical Importance:

Uraiyur, Kanchi, Mahabalipuram, Badami,Madhurai,Thanjavur, Kaveri Pattanam, Gangaikondacholapuram, Uttarameruru, Warangal, Devagiri, Soraturu, Kolhapur, Hanagal, Talakad, Golkonda, Calicut, Cochin, Bijapur, Aihole.

Books for Study:

1. K.A. Neelakantashastri –A History of South India: From Pre-Historic times to the Fall of Vijayanagar
2. Y.Subbarayalu–South India under the Cholas
3. Noboru Karashima: Aconcise history of South India
4. Anirudh Kanisetti: Lords of the Deccan – Southern India from the Chalukyas to the Cholas.
5. K.A. Neelakantashastri,R Champakalakshmi-A History of South India: From Pre-Historic times to the Fall of Vijayanagar.
6. Rajan Gurukhal – Social Formations of Early South India.
7. S.K. Krishnaswamy Aiyangar–A Social History of the Deccan

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II BA IV SEMESTER

Major Paper: **History of Modern India, From 1757 CE to 1947 CE**
Credits: 5 (Theory: 5 Credits)

Course-1		
Number of theory credits	Number of Lecture hour per week	Total Lecture hour per semester
5	6	75

Course Objectives:

1. This course is a modern history deals with rational aspects.
2. It explains how, when, and where people in modern India established their settlement.
3. The course also intends to give a brief idea about the different sources and the changinginterpretations of modern Indian history.
4. The main objective of this paper is to understand historical processes of Modern India.
5. Studying modern history allows us to have a better grasp of our cultural heritage and intellectualgrowth.

Course Outcome:

1. After completing this course students are expected to have a fair knowledge about the modern Indian history.
2. Students can gather knowledge about the society, culture, religion and political history of modern India.
3. To ensure that the students learn to look at cultures and civilizations globally.
4. Able to know modern Indian history of various chronological periods.
5. Able to learn the contemporary societies and their historical processes.

II BA IV SEMESTER

Content of Course	**75 hours**
Unit –I: Advent of Europeans	
Portuguese -Albuquerque for – for India - Dutch and Danes in India - English and French - Anglo-French rivalry - Carnatic Wars.	**15 Hours**
Unit – II: British Expansion	**15 Hours**
Battle of Plassey and Buxar – Robert Clive to Wellesley- Anglo- Mysore wars - Maratha wars - Subsidiary alliance - Anglo-Sikh Wars - Dalhousie and Doctrine of Lapse - Administration before 1857 - The Dual System - Judicial System - Land Revenue Policy - Permanent Settlement - Ryotwari- Mahalwari.Impact of British administration.	
Unit –III: Revolt of 1857	**15 Hours**
Causes - Dalhousie and Doctrine of Lapse Spread of the Revolt -Leaders of the Revolt- Failure of the Revolt -Consequences. - Socio-Religious Reforms – BramoSamaj- AryaSamaj- Ramakrishna Mission - RajaRam Mohan Roy, Swami DayanandaSaraswati Swami Vivekananda Satya Shodak Samaj, NarayanaGuru- SNDP Yogam. - Reform Movements Among Muslims - Impact of Reform Movements.	
Unit –IV: Nationalism in India	**15 Hours**
Early Phase Indian National Congress - Moderates , Extremistsand Revolutionaries- Activities Outside India - Partition of Bengal,Swadeshi Movement - Muslim League, - Surat split - Indian Council Act (Morley-Minto Act) 1909 - Lucknow Pact - Home	

Rule Advent of Gandhi - Champaran Satyagraha - Ahmadabad Mill Strike - KhedaSatyagraha -The Government of India Act, 1919 - Rowlatt Act and JallianwalaBaghMassacre - Khilafat Movement - The Non-Cooperation Movement Swaraj Party - Simon Commission - Nehru Report - Jinnah's Fourteen Points - Lahore Session, 1929	
Unit –V: Indian National Movement	**15 Hours**
Civil Disobedience Movement - Salt sathyagrah - Round Table Conferences - Gandhi-Irwin Pact, 1931 - Communal Award -Poona Pact, 1932 - Government of India Act, 1935 - World War II and Indian Nationalism - August Offer of 1940- Individual Civil Disobedience - Two-Nation Theory- Demand for Pakistan (1942) - Cripps Mission (194 - Quit India Movement- Indian National Army – INA Trials - Cabinet Mission (1946) – Shimla Conference - Wavell Plan - Direct Action Resolution – Royal Indian Naval Mutiny(RIN)- Mountbatten Plan - Indian Independence Act 1947.	

Places of Historical Importance:

Calcutta, Calicut, Pondicherry, Lahore, Plassey, Buxar, Thirchanapally, Hoogly, Surat, Dacca, Nagpur,. Madras, Delhi, Bombay, Poona, Lucknow, Kanpur, Banaras, Wandiwash Srirangapatna, Machalipattanam, Gwalior, Kannur.

Books for Study:

1. Tara Chand : History of the Freedom Movement in India, vols.
2. SumitSarkar: Modern Indian History
3. R.K. Mookerjee: Rise and Fall of the East India Company
4. ShekharBandyoPadhyaya : From Plassey to Partition
5. Bipan Chandra: History of Modern India
6. BipanChandra: The Rise and growth of Economic Nationalism in India
7. DadabhaiNaoroji : Poverty and British Rule in India
8. Spear, Percival: India: A Modern History
9. John William Kaye: The Administration of the East India Company.
10. K.V. Rajendra: Modern History of India
11 B.L. Grover: A new look at Modern Indian History
12. SailendraNathSen: An Advanced History of Modern India
13. A.R. Desai: Social Background of Indian Nationalism
14. Stein Burton: The New Cambrige History of India – Vijaynagar
15. Thompson & Garret: Rise and Fulfilment of British Rule in India
16. C.A. Bayle: An illustrated History of Modern India 1600-1947
17. Bharathiya Vidya Bhavan Series National Movement

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II BA-III Semester

Elective Paper-2 **Cultural Heritage of India**
Credits -3 Theory credits 3

Course-1		
Number of theory credits	Number of Lecture hour per week	Total Lecture hour per semester
2	3	48

Course Objectives:

1. To explore diverse cultural traditions of India,exploring how geography, religion and social structure have shaped distinctive cultural practices and expressions.
2. To examine the various forms of Indian cultural expression including literature, music, dance, art and architecture, religious practices.
3. To analyse the historical evolution of Indian civilization from ancient times to the contemporary period, understanding how cultural heritage has been preserved, transformed and transmitted through generations
4. To foster appreciation for cultural diversity and pluralism within India
5. To understand the factors responsible for the evolution and decline of culture

Course Outcomes:

Upon completion of this course, students will be able to:

1. Demonstrate comprehensive knowledge of major cultural traditions, practices and belief systems of Indian cultural heritage
2. Familiarize oneself with Indian History and culture
3. Understand the process of cultural development
4. Analyse the factors responsible for cultural evolution as well as decline
5. Analyse the significance of Indian cultural heritage in a global context

II BA-III Semester

Content of Course	**48 Hours**
Unit I	**8 Hours**
Cultural Heritage Meaning-Definitions-characteristics-Types of Indian Cultural Heritage- Tangible and Intangible (Oral traditions)- Cultural Zones of India	
Unit II	**12 Hours**
Fairs, Festivals and Pilgrimage Centres of India- Significance and Historical background of Fairs-Regional-Folk-National-AnimalFairs-Jatres:Mylaralinga,Suttur-Dasara, Baisaki, Deepavali, Onam	
Pilgrimage Centres of India- Kashi- Amarnath-Rameshwaram-Bodh Gaya-Shravanabelagola- Bande Nawaz Darga-Amritsar- Velangani	
Unit III	**8 Hours**
Legends, Narratives and Traditional Performing Arts-Puranic Legends-Ramayana and Mahabharatha- Ancient	
Fables of Ethical and Moral values: Panchatantra and Jataka stories -Traditional performing	
Arts-Bharathanatyam-Kathakali-Kathak-Kuchipudi-Odissi- Manipuri Dance-Important Folk Dances- Lavani, Garba, Ghoomar, kalbelia, Chang Lo, Giddha	
Unit IV	**8 Hours**
Indian Classical Music-Two Major Traditions: Hindustani and Carnatic Music-Personalities of Indian classical music:	
Amir Khusrow, Sarangdev, Tansen, Mohammad shah" Rangeela", Purandaradasa and Kanakadasa-M.S.Subbalakshmi	
Unit V	**12 Hours**
Indian Architecture-The Beginnings- Jaina and Buddhist Architecture- Temple	

Architecture-Mughal Architecture- Colonial Architecture	
Important Monuments of North India:Nalanda, Ajanta, Ellora, Dwaraka, Konark, Khajuraho-Agra-Taj Mahal, Delhi- Red Fort	
Important Monuments of South India: Mahabalipuram, Sannati, Aihole, Badami, Pattadakal, Hampi, Kanchi, Nagarjunakonda, Amaravathi, Thiruvananthapuram	
Historical Places	
1. Pushkar 2. Prayaga 3. Shravanabelagola 4. Ajmer 5. Amritsar 6. Delhi 7. Kashi 8. Nalanda 9. Ajanta 10. Dwaraka 11.Puri 12. Konark 13. Khajuraho 14. Thiruvananthapuram 15. Ellora 16. Mahabalipuram 17. Pattadakallu 18. Hampi 19. Kanchi 20. Nagarjunakonda	

Suggested Readings:

1. A.L.Basham- The Wonder that was India, Picador Publisher, Indian ed. 2014
2. N.K. Bose-" Cultural Zones of India" in Culture and Society in India, Asia Publishing House 49
3. 3.S.Narayan- Indian Classical Dances, Shubhi Publications, 2005
4. Raman Varadara- Glimpses of Indian Heritage, Popular Prakashan Private Ltd., Bombay, 1989
5. V. Vasudev- Fairs and Festivals, Incredible India series, 2007
A. Sundara (Ed.)- Kannada vishayaVishwakosha Ithihasa mattu Puratatva
6. Janapada Vishaya Vishwakosha Vol- I and II Prasaranga, University of Mysore

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II BA IV SEMESTER

Major Paper: **History of Modern India, From 1757 CE to 1947 CE**
Credits: 5 (Theory: 5 Credits)

Course-1		
Number of theory credits	Number of Lecture hour per week	Total Lecture hour per semester
5	6	75

Course Objectives:

1. This course is a modern history deals with rational aspects.
2. It explains how, when, and where people in modern India established their settlement.
3. The course also intends to give a brief idea about the different sources and the changinginterpretations of modern Indian history.
4. The main objective of this paper is to understand historical processes of Modern India.
5. Studying modern history allows us to have a better grasp of our cultural heritage and intellectualgrowth.

Course Outcome:

1. After completing this course students are expected to have a fair knowledge about the modern Indian history.
2. Students can gather knowledge about the society, culture, religion and political history of modern India.
3. To ensure that the students learn to look at cultures and civilizations globally.
4. Able to know modern Indian history of various chronological periods.
5. Able to learn the contemporary societies and their historical processes.

II BA IV SEMESTER

Content of Course	**75 hours**
Unit –I: Advent of Europeans	
Portuguese -Albuquerque for – for India - Dutch and Danes in India - English and French - Anglo-French rivalry - Carnatic Wars.	**15 Hours**
Unit – II: British Expansion	**15 Hours**
Battle of Plassey and Buxar – Robert Clive to Wellesley- Anglo- Mysore wars - Maratha wars - Subsidiary alliance - Anglo-Sikh Wars - Dalhousie and Doctrine of Lapse - Administration before 1857 - The Dual System - Judicial System - Land Revenue Policy - Permanent Settlement - Ryotwari- Mahalwari.Impact of British administration.	
Unit –III: Revolt of 1857	**15 Hours**
Causes - Dalhousie and Doctrine of Lapse Spread of the Revolt -Leaders of the Revolt- Failure of the Revolt -Consequences. - Socio-Religious Reforms – BramoSamaj- AryaSamaj- Ramakrishna Mission - RajaRam Mohan Roy, Swami DayanandaSaraswati Swami Vivekananda Satya Shodak Samaj, NarayanaGuru-SNDP Yogam. - Reform Movements Among Muslims - Impact of Reform Movements.	
Unit –IV: Nationalism in India	**15 Hours**
Early Phase Indian National Congress - Moderates , Extremistsand Revolutionaries-Activities Outside India - Partition of Bengal,Swadeshi Movement - Muslim League, - Surat split - Indian Council Act (Morley-Minto Act) 1909 - Lucknow Pact - Home	

Rule Advent of Gandhi - Champaran Satyagraha - Ahmadabad Mill Strike - KhedaSatyagraha -The Government of India Act, 1919 - Rowlatt Act and JallianwalaBaghMassacre - Khilafat Movement - The Non-Cooperation Movement Swaraj Party - Simon Commission - Nehru Report - Jinnah's Fourteen Points - Lahore Session, 1929	
Unit –V: Indian National Movement	**15 Hours**
Civil Disobedience Movement - Salt sathyagrah - Round Table Conferences - Gandhi-Irwin Pact, 1931 - Communal Award -Poona Pact, 1932 - Government of India Act, 1935 - World War II and Indian Nationalism - August Offer of 1940- Individual Civil Disobedience - Two-Nation Theory- Demand for Pakistan (1942) - Cripps Mission (194 - Quit India Movement- Indian National Army – INA Trials - Cabinet Mission (1946) – Shimla Conference - Wavell Plan - Direct Action Resolution – Royal Indian Naval Mutiny(RIN)- Mountbatten Plan - Indian Independence Act 1947.	

Places of Historical Importance:

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4. ShekharBandyoPadhyaya : From Plassey to Partition
5. Bipan Chandra: History of Modern India
6. BipanChandra: The Rise and growth of Economic Nationalism in India
7. DadabhaiNaoroji : Poverty and British Rule in India
8. Spear, Percival: India: A Modern History
9. John William Kaye: The Administration of the East India Company.
10. K.V. Rajendra: Modern History of India
11. B.L. Grover: A new look at Modern Indian History
12. SailendraNathSen: An Advanced History of Modern India
13. A.R. Desai: Social Background of Indian Nationalism
14. Stein Burton: The New Cambrige History of India – Vijaynagar
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II BA IV SEMESTER

Elective Paper 1: Principles of Tourism
Credits:3 (Theory :3 Credits)

Course-1		
Number of theory credits	Number of Lecture hour per week	Total Lecture hour per semester
2	3	48

Course Objectives:

1. This course provides a basic under standing of the major aspects of Tourism.
2. It explains how travel and tourism developed through the ages.
3. The course acquaints the students with the diverse nature of modern day tourism and it's evolving nature.
4. Students will earn about the important in situation a interventions which played greater role in the development of tourism.
5. The course provides a glimpse of the exciting world of her it age and tourism sites from around the world there by inspiring a zest for travel in them.

Course Outcome:

1. After completion of the course students will gain knowledge about the fundamental aspects of tourism.
2. Students will earn about travel and tourism in his to rical timeline.
3. Students willga in knowledge about types of tourism and how to make it sustainable.
4. Students will be able to understand the importance of institutions and planning in the development of tourism.
5. Students will be able to appreciate and respect cultural diversity as the core aspect of human civilizations.

II BA-IV Semester

Content of the course:	**48 hours**
Unit I: Concepts of tourism	**8 hours**
Tourism: Definition-Nature–Meaning –Need for tourism Definitions : Tourist and Excursionist-Domestic touris tand International tourist.	
Unit II :History of Tourism	**12 hours**
Travel and Tourism in the ancient world: Greece–Rome–China– India Medieval Period –The Grand Tour of Europe Medieval Travelless –Alberuni–Marco Polo–Ibn Batuta–AlMasudi Modern Period–The Rise of organized tour in Europe–Thomas look company-	

Industrial revolution and the emergence fmass tourism You the Hostel Move mentand Democratising Travel	
II :Types of Tourism	**8 hours**
ıge tourism–Recreational tourism–Adventure tourism–Health tourism – onmental tourism	
IV:Planningand Development of Tourism	**10 hours**
ld tourism–The Role of UNESCO rnational Union of Official Travel Organization-IUOTO World urism Organization-WTO cific Asia Travel Association–PATA stablishment–Membership–Activities–PATA Chapters	
nit V :Heritage and Tourism sites	**10 hours**
- Rome and Vatican - Great Pyramid of Giza, Karnak, Egypt - Angkorwat, Cambodia - Great wall of Chain, For biddencity, china - Ajantaand Ellora Caves,I ndia - Shravana belagola,Belur,Halebidu,Karnataka	

Places of Historical Importance:
Patna, Kaziranga national park, Pattadakal, Srirangapattana, Bhimbetka, Bijapur, Ajanta, Chitrorgarh, Madurai, Amritsar, Jaisalmer, Madikeri, Rameshwaram, Varanasi, Sarnath, Ladakh, Kolkata, Kulu-Manali, Hyderabad, Kanyakumari

BooksforStudy:

1. Charles R.Gerldner & J.K.Brent Rigchie:"Tourism:Principles,Practice, Philosophies"
2. A.K.Bhatia:"Tourism:Principles and Practice"
3. A.K.Bhatia:"Tourism Development"
4. Kamra& Chand"Fundament als of Tourism"
5. KrishmaK.Karama:"BasicsofTourism"
6. LeonardJ. Lickorish & CarsonL. Jenkins:"AnIntroductiontoTourism"
7. Clare, Gumn:"Tourism Planning; Basics, Concepts, Cases"
8. UNWTO' Introductory Guides.

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II BA IV SEMESTER

Elective Paper -2 Introduction to Epigraphy
Credits 3- Theory credits 3

Course-1 Number of theory credits	Number of Lecture hour per week	Total Lecture hour per semester
2	3	48

Course Objectives:

6. To understand Palaeography and Scripts, and their role in historical studies.
7. To identify and learn about ancient writing materials, engraving methods and forged records in inscriptions.
8. To explore and understand the nature, scope and importance of Epigraphy and its role in historical studies.
9. To study major inscriptions and analyse their historical importance.
10. To examine the contributions of prominent epigraphists and their role in deciphering and preserving ancient Indian inscriptions

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

- Understand the evolution of writing in ancient India and distinguish between major scripts used in different historical periods.
- Identify and interpret various types of inscriptions, their language ,script and historical context.
- Understand the differences and similarities of inscriptions of North and South Indiaand assess their relevance to Indian history .
- Appreciate the scholarly work of Indian and foreign epigraphists, and understand how their research has shaped our knowledge of the past.
- Apply practical skills in inscription documentation and preparing field reports based on site visits.

II BA-IV Semester

Content of Course	48 hours
Unit I Introduction – Definition and importance of Palaeography origin and antiquity of writing in India. Evolution and development of Scripts – Indus Valley Script- Kharosthi Script – Brahmin Script.	
Unit II Introduction – Nature – Scope – Importance of Epigraphy Types of Inscriptions – the language of Inscriptions – writing Materials – Stone, Copper, Palm leaves, Terracotta, Forged records.	
Unit III Studey of Important North Indian Inscriptions 1) Ashoka's Roack Edict No. 13 2) Hatigumpha Inscription of Kharavela 3) Nasik Cave Inscription of Nahapana 4) Mahrauli Pillar Inscription of Chandraguptha – II 5) Samudraguptha'sAllahadab Pillar Inscription	
Unit IV Study of Important South Indian Inscriptions 1) Bramhagiri and Maski edicts of Ashoka	

2) Halmidi Inscription 3) Aihole Inscription of Pulakeshi – II 4) Uttaramerur Inscription of Parantaka Chola 5) Shravanbelagola Inscription of Bukka I	
Unit V	
Contribution of Important Epigraphists – B. L. Rice – J.F Fleet – D. L. Narasimhachar – H.H.Krishana Visit to Local Inscription Sites. Paractical training in taking Estampage of stone or copper plate inscriptions – preparation of Field Study Report for assignment is mandatory.	
Map for study – Locate the Imporatant Inscriptions and its Importance	
1. Besnagar 2. Hathigumpa 3. Junagada 4. Mathura 5. Banavasi 6. Badami 7. Arjunawada 8. Beluru 9. Kudumiyanmalai 10. Nasik 11. Allahabad 12. Brahamagiri 13. Talagunda 14. Saranatha 15. Maski 16. Sannathi 17. Gugarra 18. nagarjunakonda 19. Halmidi 20. Shahbazaraghi.	

Suggested Readings:

7. D. C.Sircar : Indian Epigraphy
8. R. B. Pandey : Indian palaeography
9. Gai. G. S : Introduction to Indina epigraphy
10. ನರಸಿಂಹಮೂರ್ತಿ ಎ. ವಿ.: ಕನ್ನಡ ಲಿಪಿಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸ
11. ಅಣ್ಣಿಗೇರಿ ಎಂ. ಎಂ. : ಶಾಸನಗಳ ಸಂಗ್ರಹ
12. ಡಾ. ಚಿದಾನಂದ ಮೂರ್ತಿ: ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕಅಧ್ಯಯನ
13. ಸುಂದರ ಅ. : ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ತ್ವ
14. ಹಿರೇಮಠ ಎಂ. ಎಸ್. : ಶಾಸನಾಧ್ಯಯನ
15. ಕೃಷ್ಣಮೂರ್ತಿ ಸಿ. ಪಿ. : ಶಾಸನಶಾಸ್ತ್ರ ಪ್ರವೇಶ
16. ರಮೇಶ ಕೆ. ವಿ. : ಕರ್ನಾಟಕ ಶಾಸನ ಸಮೀಕ್ಷೆ, ಬೆಂಗಳೂರು
17. ಶ್ರೀನಿವಾಸ ವಿ. ಪಾಡಿಗಾರ್ : ಭಾರತೀಯ ಶಾಸನ ಆಕರಗಳು

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III BA V Semester

History of Karnataka from Earliest Period to 1565 CE
Credits: 4 (Theory: 4 Credits)

Course Objectives

1. To study the prehistoric and proto historic cultures of Karnataka, including archaeological sites such as Maski, Brahmagiri, Sangakallu etc.
2. To examine the rise and administration of early historical dynasties, including Kadamba Dynasty, Ganga Dynasty,Badami Chalukyas etc.
3. To analyze the political, social, economic, and cultural contributions of major dynasties such as Rashtrakutas, Chalukyas of Kalyana and Hoysalas etc
4. To study the emergence and expansion of the Vijayanagara Empire, particularly Under the rule of Krishnadevaraya and the significance of Hampi.
5. To understand the causes and consequences of the decline of Vijayanagara in 1565 CE, and its long-term impact on Karnataka's political and cultural history.

Course Outcome:

1. Understand the geographical features and early cultural foundations of Karnataka, including prehistoric cultures and early settlements.
2. Analyze the political history and administration of major dynasties such as the Kadambas, Gangas, Chalukyas, Rashtrakutas, Hoysalas, and the Vijayanagara Empire up to 1565 CE.
3. Evaluate the socio-economic structures, agrarian systems, trade networks, and urban development in Karnataka.
4. Contributions of Karnataka to art, architecture, literature, and culture, including monuments at Badami, Pattadakal, Belur, Halebidu, and Hampi.
5. Develop critical thinking skills through the interpretation of inscriptions, coins, literature, and other archaeological sources related to Karnataka history up to 1565 CE.

III BA V Semester

Content of Course	75 Hours
Unit – 1: Pre-Historic Cultures-Early State Formation	
Introduction - Survey of Sources; Pre Historic Cultures – Stages – Tools - Important sites ; Brahmagiri, SanganaKallu, T.Narasipura, Sannati, Rajaghatta; Early state formation in Karnataka -The Mauryas in Karnataka: Ashokan Edicts – their content and importance.	**15 Hours**
Unit – 2: The Rise of Early Kingdoms	
The Kadambas of Banavasi- MayuraVarma - KakutsaVarma – Polity – Administration – Cultural Contributions. The Gangas of Talakad – Durvineeta – Sri Purusha – Chavundaraya- Polity – Administration – Religion – Literature – Art and Architecture. The Chalukyas of Badami- Pualakeshi II -Vikramaditya II – Polity – Administration, Society- Economy - Religion – Literature – Art and Architecture.	**15 Hours**
Unit – 3: The Age of Empires	
The Rashtrakutas - Govinda III-Amoghavarsha Nrupatunga – Expansionist Policy – Polity and Administration – Cultural Contributions. The Chalukyas of Kalyana - Tailapa II- Vikramaditya VI- Someshwara III – Polity – Administration- Cultural Contributions. The Hoysala Dynasty –Vishnuvardhana- Ballala II Polity and Administration – Society- Economy- Religion- Literature - Art and Architecture.	**15 Hours**

Unit – 4: The Vijayanagara Empire	
Establishment of Vijayanagara Dynasty- Sources – Origin – Sangamas – Harihara I – Bukkaraya I – Devaraya II and his achievements : Tuluvas – Krishnadevaraya and his achievements – Ramaraya – The Battle of Talikota – Disintegration of Vijayanagara Empire–Administration, Society, Economy and Cultural Contributions. Haridasa Movement - Purandaradasa - Kanakadasa.	**15 Hours**
Unit- 5: The Bahamanis	**13 Hours**
Foundations of the Bahamani State – Alauddin Bahman Shah – Muhamad Shah I – Muhammad Gawan - Administration- Social Life – Economy – Cultural Contributions.	
Places of Historical Importance	
Brahmagiri, T.Narasipura, Sannati, Jatingarameswara, Maski, Banavasi, Talakadu, Shravanabelagola, Aihole, Badami, Pattadakallu, Manyakheta, Ellora, Kalyana, Dwarasamudra, Belur, Hampi, Talikota, Bidar, Gulbarga.	**02 Hours**

Books for Reference:

1. Altekar A.S. : Rashtrakutas and their times.
2. Basavaraju,K.R. : History and Culture of Karnataka
3. Burton Stein : Vijayanagara, Cambridge University Press ,1990
4. Desai,P.B. : History of Karnataka
5. Majumdar R.C (ed). : History and Culture of the Indian People
6. Mugali,R.S. : The Heritage of Karnataka
7. NilakantaSastri,K.A. : A History of South India
8. Ramesh K.V. : Chalukyas of Vatapi, Delhi
9. Rangaswamayya, G.R : Dakshina Bharatada Ithihasa
10. Robert Sewell : A Forgotten Empire
11. Sheik Ali B. : The Hoysala Dynasty, Mysore, 1972
12. Sheik Ali, B. : The Western Ganges
13. Sundra,A.(Ed.) : Kannada Vishaya Visvakosha – Ithihasa mattu Puratatva
14. Sundara,A.(Ed.) : Karnataka Charitre – Vol-I, Kannada University, Hampi
15. Surendra Rao, B.(Ed.) : Karnataka Charitre – Vol-II, Kannada University, Hampi
16. Suryanath U Kamat : Karnatakada Sankshipta Ithihasa
17. Rangaswamayya, G.R : Karnatakada Charitre
18. Divakar R.R. (Ed.) : Karnataka Parampare, Kannada and Culture Department. Bengaluru
19. Saki : The Making History, Vol-1
20. Shivanna K.S (Ed.) : Karnataka Charitre – Vol-III, Kannada University, Hampi
21. Sheik Ali B (Ed.) : Karnataka Charitre – Vol-IV, Kannada University, Hampi

III BA - V SEMESTER

Paper 2: History of Asia (1900 CE-1980 CE)
Credits: 4 (Theory: 4 Credits)

Course Objectives:

1. This course is a Modern Asian History deals with colonialism and nationalism and modernization.
2. It explains how and when China and Japan become world powers and its impact on Asia.
3. The main objective of this paper is to understand historical processes of Modern Asia.
4. Students will be able to identify the historical development of Asia in modern times.
5. Students will be able to understand the major historical events in chronological order of Asian countries.

Course Outcome:

After completion of the course students will learn about different aspects of colonial and modern Asia.

1. Students will gain knowledge of the modern Far-East and West Asian countries.
2. Students will understand about the chronological development of historical events in Asian countries.
3. This study will help the students to understand political history and colonial history of Asian Countries.
4. Students will gain knowledge about how the political, social and economic developments of Asian countries laid the foundations for modern era.

III BA -V SEMESTER

Content of Course	**75 Hours**
UNIT-I : CHINA	
Historical Background –Western imperialism in China - The Opium Wars-Taiping Revolt - The Boxer Rebellion: The Revolution of 1911 - Dr. Sun-Yat-Sen-Yuan-Shikai-Chiang-Kai-Shek - Kouming-Tang Party (KMT): The Rise of Communists -Mao-Tse-Tung-Communist China	**20 Hours**
UNIT-II : JAPAN	
Historical Background Modernization of Japan under Meiji Era Japan as World Power - Sino-Japanese War Anglo-Japanese Treaty - Russo-Japanese war: Japan between two World Wars-Washington Conference - Mukden Incident-Japan in Second world war - Pearl-Harbor incident-Japan under SCAP	**20 Hours**
UNIT-III : IRAN	
Modernism of Iran-Reza Shah Pahlvi-1979 Revolution and its impact-Dr. Mossadiq-Islamic constitution and Ayutulla Khomeni	**12 Hours**
UNIT-IV : TURKEY	
European colonial interests and Wrecking of Ottoman Empire Young Turk movement-Modernism of Turkey-Mustafa Kemal Pasha Ataturk-Abdul Hamid-I	**10 Hours**
UNIT-V : ARAB AND ISRAEL	
Western Colonial Interests in Arab region-Rise of Arab nationalism-Arab League-Balfour Declaration – Creation of Israel	**11 Hours**

History of Africa (1500 CE-1960 CE)
BA V Semester

Maps for Study: **02 Hours**

1. Chinese Peoples Republic
2. Japan after 1942
3. Turkey under Mustafa Kemal Pasha
4. Creation of Israel

Places of Historical Importance

1. Ankara
2. Canton
3. Constantinople
4. Damascus
5. Hiroshima
6. Jerusalam
7. Madina
8. Mosel
9. Mukdane
10. Macau
11. Nagasaki
12. Nanking
13. Peking
14. Port-Arthur
15. Saigon
16. Seoul
17. Shanghai
18. Tel-Aviv
19. Tehran
20. Tokyo

BOOKS FOR REFERENCE

1. Charles Hazen - History of Modern World
2. Clyde & Beer - The Far East
3. David M D - Rise and Growth of Modern China
4. Edward Said - The Growth of Palestine
5. Fisher H A L - History of Middle East
6. Lewis Barnard - Emergence of Modern Turkey
7. Luke - Modern Turkey
8. Muddachari. B - Short History of Modern Asia
9. Pannikar K M - Asia and Western Dominance
10. Roy S L - History of Far East and South East
11. Shaik Ali - A Short History of Modern Asia
12. Vinacke H M - A History of the Far East in

History of Africa (1500 CE-1960 CE)
BA V Semester

Paper 2: History of Africa (1500 CE-1960 CE)
Credits: 4 (Theory: 4 Credits)

Course Objectives:

This course aims to provide students with a comprehensive and nuanced understanding of Africa's historical trajectory from the early modern period through colonialism to the mid-20th century era of decolonization. By the end of the course, students will be equipped to:

- Critically engage with the historiography of Africa, challenging Eurocentric narratives and appreciating the contributions of African-centered scholarship, oral traditions, and interdisciplinary approaches.
- Analyze Africa's dynamic role in global economic, political, and cultural networks, including trade systems, migrations, imperialism, and resistance movements.
- Examine the social, economic, and cultural transformations brought by colonialism, while highlighting African agency, adaptation, and innovation in response to external pressures.
- Understand the emergence of new identities, ideologies, and social structures under colonial rule, including the intersections of race, class, religion, gender, and ethnicity.
- Evaluate the processes of popular protest, nationalist movements, and the pathways to independence, situating them within broader global anti-colonial struggles and their legacies.

Course Outcome:

Upon successful completion of this course, students will be able to:

1. Demonstrate a clear grasp of the major chronological developments and thematic patterns in African history from c. 1500 to the 1960s.
2. Interpret primary and secondary sources to construct evidence-based historical arguments about key events, processes, and figures in modern African history.
3. Analyze the causes, mechanisms, and consequences of European imperialism, the trans-Atlantic slave trade, colonial economic exploitation, and African resistance.
4. Critically assess how colonial policies shaped identities, economies, and societies, and how these legacies continue to influence contemporary Africa.
5. Articulate the diversity of African experiences across regions (North, West, East, Central, and Southern Africa) while recognizing shared themes of resilience and transformation.
6. Communicate historical analysis effectively through written work, discussions, and presentations, employing appropriate academic conventions.

The course is structured into five units, balancing chronological progression with thematic depth for an engaging undergraduate-level study.

III BA - V SEMESTER

Content of Course	75 Hours
Unit 1: Main Issues in the Historiography of Africa.	
1. Evolution of African historical writing, from oral traditions to modern scholarship. 2. Major pre-15th century societies, including the rise of agriculture, complex states (e.g., Mali, Songhai, Great Zimbabwe), and early trade networks. 3. Influence of Islam, indigenous religions, and trans-Saharan exchanges on social structures.	15 Hours

Unit 2: Commerce, Migration C 1500–1900	
Focusing on economic and demographic changes, this unit examines Africa's integration into global trade systems. Topics include: 1. Changing patterns of trade, including trans-Saharan, Indian Ocean, and emerging Atlantic networks. 2. The trans-Atlantic slave trade: its scale, repercussions on African societies, and contributions to European capitalism. 3. Migrations of labor and capital, with special reference to southern Africa and the diaspora.	15 Hours
Unit 3: Patterns of Colonisation:	
This unit explores the scramble for Africa and the establishment of colonial rule. Topics include: 1. Informal empire in the 19th century and the shift from slave trade to "legitimate commerce." 2. European imperialism: motives, the Berlin Conference, and the partition process. 3. Structures of colonial control, including French rule in North and West Africa, British administration in East and Southern Africa, and Belgian exploitation in the Congo.	15 Hours
Unit 4: Economic Transformations	
Addressing the impacts of colonial economies on society and culture, this unit covers: 1. Agriculture, mining, and forestry developments; the making of colonial economies in Sub-Saharan Africa. 2. Emergence of new identities: race, class, and ethnicity in colonial contexts, with focus on Islam, Christianity, and indigenous religions. 3. Language, education, cultural forms, and the roots of apartheid in South Africa.	15 Hours
Unit 5: Emergence of New Identities:	
This unit examines African agency in challenging colonial rule and shaping post-independence trajectories. Topics include: 1. Popular protests, peasant and labour rebellions, and the role of women in resistance. 2. Nationalist movements in key regions: Algeria, Kenya, Congo, Angola, and South Africa. 3. Negritude, diaspora influences, and the dilemmas of independence, including post-colonial state-building and economic challenges.	13 Hours
Map for study : • Algeria, • Egypt, • Ethiopia, • Angola, • Namibia, • Zimbabwe, • Congo, • Kenya, • Libya • Sudan, • South Africa, • Uganda • Morocco	02 Hours

BA History

V Semester – Practical / Skill paper

Title: Principles and Practices of Archaeology

Credits: 2 Marks: 50Teaching hours 2/week

Course Objectives:

1. Students will learn about the core principles of Archaeology as a discipline.
2. Students will explore different branches of Archaeology and dating methods in Archaeology.
3. Students will learn about the field methodologies used in Archaeological field work.
4. Students will learn about conservation practices in modern context.

Course Outcome:

After completion of the course students will be able to:

1. Understand and articulate the fundamental principles of archaeology.
2. Analyse the evolution of Indian Archaeology from Colonial era to modern times.
3. Describe Indian archaeological practices including conservation techniques.
4. Learn practical skills required for archaeological field work.

Content of course **Total Hours: 32**

Unit-I: Principles of Archaeology 15 Hours

Meaning, definition, aims and scope of Archaeology, Branches of Archaeology – Ethno, Marine and Salvage Archaeology- Archaeological exploration - Dating methods in Archaeology – Relative dating methods and Absolute dating methods (Carbon 14, dendrochronology, Thermoluminescence).

Unit-II: Evolution and Practices of Archaeology 15 Hours

Archaeology in India – Sir William Jones, James Prinsep, Alexander Cunningham, Sir John Marshall, H.D. Sankalia, S.R. Rao: Archaeological Survey of India – Department of Archaeology, Govt. of Karnataka.

- **Excavation methods:** Trial and horizontal excavation, vertical excavation and stratigraphy.
- **Preservation and Conservation:** Legislative framework and scientific approach.

- **Field work / Practical component:** Field visit to a nearby archaeological site, museum or monument – prepare and submit field report. Preparation of field study report / Assignment is Mandatory.

- **Map work:** Identify the places on Map. **02 Hours**

Places:

1. Harappa, 2. Lothal, 3. Bhimbetka, 4. Nalanda, 5. Pataliputra, 6. Ellora, 7. Sannati, 8. Ajanta, 9. Hampi, 10. Mahabalipuram, 11. Edakkal Caves, 12. Talkad, 13. Warangal, 14. Arikamedu, 15. Belur

Book for References

1. **Agarwal D.P.** – *Archaeology in India*
2. **Aiken M.J.** – *Science based dating in Archaeology*
3. **Basker P.** – *Techniques of Archaeological Excavation*
4. **Chakrabarthi D.K.** – *A History of Indian Archaeology from the beginning to 1947*
5. **Rajan K.** – *Archaeology, Principles and Methods*
6. ಡಾ. ಶ್ರೀನಿವಾಸ್ ಪಡಿಗಾರ –ಪುರಾತತ್ವಪರಿಚಯ
7. ಬಿ. ಸುಂದರ (ಸಂ.) – ಕನ್ನಡ ವಿಷಯ ವಿಶ್ವಕೋಶ – [illegible]

III BA VI Semester

Compulsory Paper: History of Karnataka from 1565 CE– 1956 CE
Credits: 4 (Theory: 4 Credits)

Course Objectives

1. To Study the political fragmentation of Karnataka after 1565.
2. Rise of Regional Powers viz., Keladi Nayakas, Palegars of Chitradurga, Yelahanka Nadaprabhus, Adilshahis of Bijapur, Wodeyars of Mysore
3. To analyze Mysore under Hyder Ali and Tipu Sultan
4. To study British Expansion and Colonial Administration
5. To identify the historical development of Karnataka history after 1565

Course Outcome:

1. Disintegration of Vijayanagara and rise of small principalities
2. Knowledge about society, culture, religion and political history of Karnataka
3. To know about nature of British Colonialism in Karnataka
4. To understand national movement in Karnataka
5. To understand origin and evolution of Unification Movement of Karnataka

III BA VI Semester

Content of Course	75 Hours
Unit – 1: Post-Vijayanagara	
Introduction - Survey of Sources – Disintegration of Vijayanagara Empire and the Rise of Principalities – Nayakas of Keladi – Palegars of Chitradurga – Yelahanka Nada Prabhus – Polity, Society, Econmy – Cultural Contributions. Adilshahis of Bijapur – Yusuf Adilshahi – Ibrahim Adil Shah II – Cultural Contributions – Barid Shahis of Bidar	**15 Hours**
Unit – 2: Early Wodeyars : Haider Ali and Tipu Sultan	
Early Wodeyars – Chikkadevaraya Wodeyar- Consolidation of his Kingdom- Administration – Rise and Fall of Dalavayis – Nanjarajaiah and Devarajaiah- European Trading Companies in the 18th Century. Haider Ali and Tipu Sultan – Anglo-Mysore wars and their effects – Modernization of Administration and Economy – Treaty of 1799 and Division of Mysore Kingdom – Confronting Colonialism – Mysore Under Krishnaraja Wodeyar III – Nagar Revolt – Its effects.	**15 Hours**
Unit – 3: Colonialism in Karnataka	
British Colonialism in Mysore – Commissioners Rule in Mysore - Cubbon and Bowring– Their reforms – Rendition of Mysore – Chamaraja Wodeyar X – Dewan Rangacharlu – Dewan Sheshadri Iyer – Nalvadi Krishnaraja Wodeyar – Dewan Sir M. Vishveshwariah – Dewan Mirza Ismail – Hyderabad Karnataka under the Nizams, Mahaboob Ali Khan – His Socio-Political Reforms.	**15 Hours**

Unit – 4: Nationalism in Karnataka	
Armed Resistances against British; Kittur Revolt – Coorg Revolt - Impact of 1857 Revolt on Karnataka – Bedars of Halagali– Venkatappa Nayak of Surapura – Babasaheb of Nargunda – Bhimarao of Mundargi - effects. Rise of Nationalism and awakening in Bombay Karnataka - Hyderabad Karnataka and Princely Mysore – Influence of Tilak and Gandhi – Response to Swadeshi and Non Cooperation Movements in Karnataka- Belgaum Congress session (1924) – Sathyagraha Campaigns in Karnataka (1930-34) – Quit India Movement in Karnataka 1942 – Police Action in Hyderabad Karnataka.	**15 Hours**
Unit- 5: Unification of Karnataka	
Unification movement in Karnataka – Factors – Stages - Views of various Committees (Dhar, JVP and SRC) – Contributions of various Kannada Organizations – Role of Kannada Literature and Journalism – Formation of Karnataka 1956.	**13 Hours**
Places of Historical Importance	
Keladi, Ikkeri, Chitradurga, Yelahanka, Magadi, Bijapur,Bidar, Srirangapatna, Mysore, Bidanur, Mangalore, Kittur, Coorg, Halagali, Surapura,Naragunda,Mundaragi, Belgaum,Ankola, Esuru	**02 Hours**

Books for Reference

1. Campbel J.M.,(Ed.) : Belgaum District Gazetteer, 1884
2. Campbel J.M.,(Ed.) : Bijapur District Gazetteer, 1884
3. Chandrashekar S. : Dimensions of Socio-Political Changes in Mysore-1918-1940
4. Chitnis,K.N. : Keladi Polity,Dharwad,1977
5. Diwakar R.R. (Ed.) : Karnataka through the Ages, Vol-II Bangalore-1968
6. Gopala Rao, H,S. : Karnataka Ekikaranada Ithihasa, NavaKarnataka Publications
7. Halappa G.S : History of Freedom Movement in Karnataka, Vol II, Govt of Mysore
8. Hamilton Buchnan, F. : A Journey from Madras through the countries of Mysore, Canara, Malabar, (3 Vols) 1807
10. Hayavadhana Rao C. : History of Mysore (2 Vols),
11. Hayavadhana Rao C.(Ed). : Mysore Gazetteers , (5 Vols), 1929
12. Krishna Rao, P. :Brief History of Mysore,1868
13. Muthanna,I.M. : History of Karnataka: History, Administration & Culture
14. Rice, B.L.(Ed) : Mysore and Coorg Gazetteers (3 Vols.), 1896-97
15. Shama Rao, M. : Modern Mysore (2 Vols.), 1936
16. Sheik Ali B. : Tipu Sultan, 1982
17. Sheik Ali, B. : Ground work of Karnataka History
18. Sheik Ali B.(Ed) : Karnataka Charitre, Vol 6-7,Hampi, 1997
19. Sherwani,H.K. : History of Deccan, Reprint, Delhi,1980
20. Sreenivasa Murthy H.V. and Ramakrishnan : History of Karnataka, Delhi, 1980
21. Saki : Making History Vol-II

III BA -VI SEMESTER

Paper 2: History of Tourism in India
Credits: 3 (Theory: 3 Credits)

Course Objectives:

1. This course provides a basic understanding of the major aspects of Tourism.
2. It explains the resources and types of tourism in India.
3. The course provides a glimpse of tourism development and policies developed in India.
4. Students will learn about the tourism planning and administration in India.
5. The course provides the information about different tourist sites from India there by inspiring a zest for travel in them.

Course Outcome

1. After completion of the course students will gain the knowledge about fundamental aspects of tourism.
2. Students will learn about tourism resources and types of tourism in India.
3. Students will gain the knowledge about importance of tourism policies and the development of tourism in India.
4. Students will be able to understand the tourism planning and administration.
5. Students will be able to appreciate and respect cultural diversity as the core aspects of tourism.

III BA VI SEMESTER

Content of Course	**75 Hours**
UNIT-I : Concepts of Tourism	
Introduction – Definition, Nature and Scope of Tourism Components of Tourism Tourists and Excursionists Domestic and International Tourists Importance of Tourism	**15 Hours**
UNIT-II : Resources and Types of Tourism In India	
Types of Resources: Natural, Historical, Religious and Cultural Resources. Types of Tourism: Heritage Tourism, Recreation Tourism, Adventure Tourism, Environmental Tourism, Health Tourism	**15 Hours**
UNIT-III :Tourism Development and Policies.	
Tourism through the Ages: Ancient, Medieval and Modern period Sir John Sargent Committee Report on Tourism(1945) L K Jha Committee on Tourism(1963) Ancient Monuments preservation Acts of 1904, 1958 and 1972 Archaeological Survey of India(ASI) and Museums	**15 Hours**

UNIT-IV :Tourism Planning and Administration	
Ministry of Tourism: Aims, Objectives and Functions. India Tourism Development Corporation (ITDC): Aims and objectives and construction of Hotels, Resorts and Restaurants. Karnataka State Tourism Development Corporation (KSTDC): Aims, Objectives and Activities – Facilities and Accommodations	**15 Hours**
UNIT-V : Heritage and Tourist Sites	
Ajanta and Ellora Caves Delhi and Agra Hampi and Pattadakallu Varanasi and Prayagraj Kajuraho and Konark Goa and Amaranatha Bodhgaya and Sravanabelgola	**13 Hours**

Places of Historical Importance **02 Hours**

1. Agra
2. Ajanta
3. Amaranath
4. Amritsar
5. Bodhgaya
6. Delhi
7. Goa
8. Gokarna
9. Hampi
10. Jaipur
11. Khajuraho
12. Konark
13. Mysore
14. Madurai
15. Mahabalipuram
16. Pattadakallu
17. Prayagraj
18. Sravanabelagola
19. Thiruvanathapura
20. Varanasi

III BA -VI SEMESTER

Major Paper: History of Modern Europe (1789 CE -1945 CE)
Credits: 3 (Theory: 3 Credits)

Course Objectives:

- To analyse the causes, processes, and consequences of major revolutions and wars in modern Europe.
- To understand the rise of nationalism, industrialization, and imperialism and their roles in shaping modern states.
- To evaluate the ideological shifts, including liberalism, socialism, fascism, and communism, and their societal impacts.
- To explore the inter war period's instabilities and the lead-up to World
- To develop skills in historical interpretation through primary sources, debates, and comparative analysis.

Course Outcome:

At the end of this course, the students shall:

- Get the students to be oriented to the historical changes that are taking place in the European continent.
- This helps the students to understand the causes and the impact to the French revolution.
- It helps to understand and analyze the rise of nationalism in Europe.
- It helps to evaluate the inner workings of imperialism and colonialism and colonial expansion.
- It helps the students to understand the causes and the consequences of the world wars first and second.

III BA-VI SEMESTER

Content of Course	75 Hours
Unit-I:The French Revolution and Napoleonic era	
1. Causes and phases of the French Revolution: Enlightenment ideas, role of philosophers, oath of tennis-court, National Assembly, Reign of terror, Jacobins and Girondists. 2. Napoleon's rise, reforms (Code of Napoleon, education, administration), and military campaigns across Europe. The Napoleonic Wars: Battles of Austerlitz, Trafalgar, and Waterloo; impact on European boundaries.	15 Hours
Unit II: Vienna Settlement-Era of Metternich	
1. Congress of Vienna (1815): Restoration of monarchies, Role of Metternich, Holy Alliance- Revolutions of 1830 and 1848	15 Hours

Unit III: Unification of Italy and Germany and Industrial Revolution	
Unification of Italy and Germany- German Empire after 1871-domestic and foreign policy of Bismarck Industrial Revolution in Europe-Characteristics-effects	15 Hours
Unit IV: Growth of socialism in Europe and First World War	
1. Early Socialist thought-Marxian Socialism 2. Europe on the eve of First World War-causes-course and Results. 3. The Russian revolution of 1917-Causes, course, results and Role of Lenin 4. League of Nations-objectives, organs and failures	15 Hours
Unit V: Rise of Dictators and Second World War 1. The rise Dictators-Fascism in Italy and Nazism in Germany 2. Second world War-causes, course and results 3. United Nations Organisation (UNO)-Structure, achievements and failures.	13 Hours
Map for Study **Historical Places:** • Paris Newyork • Rome Lisbon • London Amsterdam • Madrid Brussels • Vienna Moscow • Berlin Austerlitz • Frankfurt Munich • Waterloo Alsace • Trafalgar Lorraine • The Hague • Warsaw	02 Hours

Books for Reference

1. Hobsbawm, Eric. The Age of Revolution: Europe1789-1848.Vintage Books, 1996.
2. Palmer, R. R., and Joel Colton. A History of the Modern World. McGraw- Hill, 2007.
3. Merriman, John. A History of Modern Europe: From the Renaissance to the Present. W.W. Norton & Company, 2010.
4. Judt, Tony. Postwar: A History of Europe Since1945. Penguin Books, 2006.
5. Evans, Richard J. The Pursuit of Power: Europe 1815-1914. Penguin Books, 2016.
6. Mazower, Mark. Dark Continent: Europe's Twentieth Century. Vintage Books, 2000.
7. Roberts, J.M.Europe1880-1945.Routledge, 2000.

8. Joll, James.EuropeSince1870: An International History. Penguin Books. 1990.
9. Lindemann, Albert S.A History of Modern Europe: From 1815 to the Present. Wiley-Blackwell, 2013.
10. Andress,David.1789: The Threshold of the Modern Age. Farrar, Straus and Giroux, 2009.
11. Edward Davis-Europe-A History
12. Fisher H.A.L- A History of Europe (2 Vols)
13. David Thomson-Europe Since Napoleon
14. Hazen C.D- Modern Europe upto 1945
15. Burns H.E-Intellectual History of Europe
16. Hayes C.J.H-Contemporary Europe Since 1870
17. Ketelbey C.D.M-A History of Modern Times from 1789
18. Well H.G: An Outline History of the World
: A Short History of the World
19. Hayes etal_World History
20. Grant and Temperley: Europe in the Nineteenth and Twentieth Century
21. Southgate G.W –History of Europe

III BA -VI SEMESTER

Major Paper: History of USA (1776 CE -1990 CE)
Credits: 3 (Theory: 3 Credits)

Course Objectives:

1. To get familiarized with Expansion of Europe
2. To get acquainted with Federalists and Republicans
3. To know about Re-construction Policy
4. To understand about Progressive Movement

Course Outcome:

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

- Identify and explain key periods and turning points in U.S. history.
- Analyse primary and secondary sources to construct evidence-based arguments.
- Evaluate the impacts of social, economic, and political forces on diverse groups in American society.
- Connect historical events to current global and national challenges.
- Demonstrate improved skills in oral and written communication through essays, presentations, and class participation.

III BA VI SEMESTER

Content of Course	75 Hours
UNIT-I : From Colony To The Revolution	
Expansion of Europe - The Discovery of America - Columbus – Founding of the Colonies - Socio-Economic Politics in the colonies-The American enlightenment - The Causes and course of the revolution – The continental congress and the war of Independence – and The confederation and the constitution.	**15 Hours**
UNIT-II : From Washington To Abraham Lincoln	
Federalists and Republicans -Washington and Jefferson - James Monroe and the Monroe Doctrine – The Jacksonian Democracy- The Westward Movement to the Mexican War-The Sectional conflict – Abraham Lincoln and Civil War.	**15 Hours**
UNIT-III : United States From 1865 To 1900	
Re-construction Policy - The Gilded age – Industrial Revolution - The Populist movement - America Becomes a World Power and War with Spain - China and the Open Door Policy - The annexation of Hawaii and Philippines - America as a colonial power.	**15 Hours**
UNIT-IV : United States From 1900 To 1945	
The Progressive Movement and Theodore Roosevelt - The Big stick Policy - Corollary to the Monroe-Doctrine The Progressive Period and contribution of William Howard Taft and Woodrow Wilson - America and First World War - The Jazz age and America in the inter war period - The Era of Franklin D. Roosevelt and the New Deal Policy - American entry into the Second World War.	**15 Hours**

UNIT-V : United States Since 1945:	
Domestic Affairs - The cold war-Bi-polar World - The movement of the blacks for civil liberty-The end of the cold war - Disarmament Programme - The emergence of United States as a super power in the Uni-polar World.	**13 Hours**
Places of Historical Importance 1. New York 2. Los Angeles 3. California 4. Washington DC 5. San Francisco 6. Florida 7. Chicago 8. South Dakota 9. Arizona 10. Phoenix 11. Houston 12. Philadelphia 13. San Antonio 14. San Diego 15. Dallas 16. Delaware 17. New Hampshire 18. Massachusetts 19. Rhode Island 20. Connecticut	**02 Hours**

Books for Reference

1. Andrews, Charles M. : The Colonial Period of American History, Yale University Press.
2. Allan Navins : The American States during and After the Revolution 1924
3. Gipson L.H., : The coming of the Revolution, 1954,
4. Main, Jackson. T : The Social Structure of Revolutionary America, Princeton University Press
5. Wood, Gordon. S. : Creation of the American Republic, 1776-1787, University of North Carolina Press
6. Charles, Joseph : The Origins of the American Party System
7. Williamsburg,VA : Institute of Early American History and Culture.

B.A. History

VI Semester - Practical / Skill Paper

Title: Principles and Methods of Museology
Credits: 2, Marks: 50, Teaching hours: 2/week

Course Objectives:

1. Students will obtain knowledge on conservation of cultural and natural heritage and its importance.
2. Students will learn about the principles and methods of Museology.
3. Students will explore types of museums and their management.
4. Students will learn about conservation of objects and legislative measures.

Course Outcome:

After completion of the course students will be able to:

1. Understand the fundamental principles of Museology.
2. Appreciate the significance of the Museum movement of India.
3. Understand the importance of conservation of objects and the role of society in it.
4. Get an exposure on the skills required for conducting the chief functions of Museum.

Principles and Methods of Museology (32 Hours)

Unit – 1: Definition, Aim and Scope of Museology—Origin and development of Museology and Museography—Functions of Museum - Collection, Documentation - Index and Catalogue - numbering objects.

(15 Hours)

Unit – II: Types of Museums—Archaeological, Art, Natural History, Military and war, Science and Industrial Museums—Indian Legislative measures relating to Museums—Treasure Trove Act - Antiquity Registration Act—Important National / Regional Museums of India—National Museum, New Delhi; Salar Jung Museum, Hyderabad; Indian Museum Calcutta; Natural History Museum, Mysore; Manjusha Museum-Dharmasthala; Suttur Museum.

(15 Hours)

Field Work/Practical component: Visit to nearest museum and preparation of project report on Museums for assignment is mandatory.

(02 Hours)

Map Work: Identify the places:
1. New Delhi, 2. Kolkata, 3. Allahabad, 4. Srinagar, 5. Nalanda, 6. Sarnath, 7. Mysore, 8. Hampi, 9. Bengaluru, 10. Mahabalipuram, 11. Dharmasthala, 12. Hyderabad, 13. Mumbai, 14. Patna, 15. Chennai.

Books for Reference:

1. Basu J.N. - *Indian Museums Movement*
2. Gilman B.I. : *Museum Ideals, Purpose and Method*
3. Sircar, H. - *Museums in India*
4. Satya Murthy & Ayyappan: *Handbook of Museum Techniques*
5. Archaeological Survey of India: *Conservation Manual*

Question Paper Pattern for Practical / Skill Based Paper

III BA V and VI Semester in History

C1 + C2 = 5 + 5 (Internal Test + Field Visit Report)

C3 = 40 marks

Time: 2 Hrs.

Max marks: 40

PART - A

I. Answer any one of the following: (1×15 = 15)

1.

2.

PART - B

II. Answer any one of the following: (1×10 = 10)

1.

2.

PART - C

III. Answer any two of the following: (2×5 = 10)

1.

2.

3.

4.

PART - D

IV. Map Question: Locate the following places: (1×5 = 5)

1.

2.

3.

4.

5.

Note: One Essay question given for blind students instead of map question (1×5 = 5)