



## ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.

ಜ್ಞಾನ ಗಂಗಾ, ಕಲಬುರಗಿ-585 106, ಕರ್ನಾಟಕ, ಭಾರತ

(ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಅಧಿನಿಯಮ 1976ರನ್ವಯ 10-09-1980 ರಂದು ಸ್ಥಾಪಿಸಲಾದ ವಿಶ್ವವಿದ್ಯಾಲಯ ಮತ್ತು 2000ರ ಅಧಿನಿಯಮದ ಅಡಿಯಲ್ಲಿ ಬದಲಾಯಿಸಿದಂತೆ)  
ದೂರವಾಣಿ ಸಂ. 08472-263202 ಫ್ಯಾಕ್ಸ್: 08472-263206, ಇ-ಮೇಲ್: [registrargug@rediffmail.com](mailto:registrargug@rediffmail.com)

ವಿದ್ಯಾಮಂಡಲ



ಕ್ರ.ಸಂ.ಗುವಿಕ/ವಿಮವಿ/ಬಿಬಿಎಸ್/2023-24/ 310

ದಿನಾಂಕ: 4/11/2023

### ಅಧಿಸೂಚನೆ

ವಿಷಯ: ಸ್ನಾತಕ ಪದವಿ ಕೋರ್ಸಿನ ಇತಿಹಾಸ ವಿಷಯದ ಐದನೇ ಹಾಗೂ ಆರನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮ ಅನುಮೋದಿಸಿ 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೊಳಿಸಿದ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:1. ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ ಇಡಿ 104 ಯುಎನ್ಇ 2023 ಬೆಂಗಳೂರು, ದಿನಾಂಕ: 20.07.2023
- ಇತಿಹಾಸ ವಿಷಯದ ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 16.09.2023.
- ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯಗಳ ಸಮೀತಿ ಸಭೆಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 16.09.2023.
- ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 31.10.2023.

\*\*\*\*\*

ಸರ್ಕಾರದ ನಿರ್ದೇಶನದಂತೆ, 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಪ್ರಸಕ್ತ ಸಾಲಿನಿಂದ ಜಾರಿಗೊಳಿಸಿರುವ ಸ್ನಾತಕ ಪದವಿ ಐದನೇ ಮತ್ತು ಆರನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು ಜಾರಿಗೊಳಿಸಬೇಕಾಗಿರುವ ಪ್ರಯುಕ್ತ ಇತಿಹಾಸ ವಿಷಯದ ಅಧ್ಯಯನ ಮಂಡಳಿಯು ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಶಿಫಾರಸ್ಸು ಮಾಡಿರುವುದರಿಂದ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯದ ಸಭೆಯಲ್ಲಿ ಒಪ್ಪಿಗೆ ಪಡೆದಿರುವಂತೆ, ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಘಟನೋತ್ತರ ಅನುಮೋದನೆಯನ್ನು ನಿರೀಕ್ಷಿಸಿ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಪ್ರಸ್ತುತ ಸ್ನಾತಕ ಪದವಿ ಕೋರ್ಸಿನ ಇತಿಹಾಸ ವಿಷಯದ ಐದನೇ ಮತ್ತು ಆರನೇ ಸೆಮಿಸ್ಟರ್ 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಜಾರಿಗೊಳಿಸಲಾಗಿದೆ.

ಈ ಮಾಹಿತಿಯನ್ನು ಸಂಬಂಧಪಟ್ಟ ಶಿಕ್ಷಕರ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ತರಲು ಸೂಚಿಸಲಾಗಿದೆ. ಪಠ್ಯಕ್ರಮದ ವಿವರಗಳನ್ನು ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್‌ಸೈಟ್ [www.gug.ac.in](http://www.gug.ac.in) ದಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು 03.11.23  
ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.

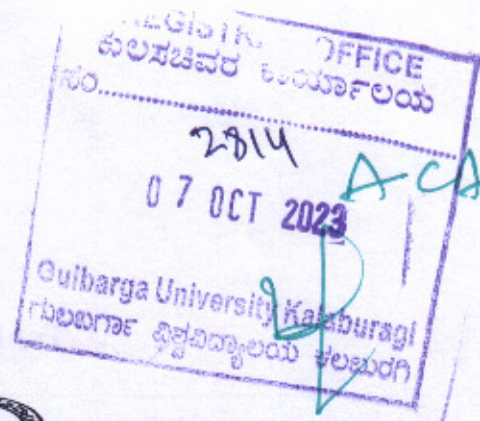
ಗೆ,

- ಮುಖ್ಯಸ್ಥರು, ಇತಿಹಾಸ ಅಧ್ಯಯನ ವಿಭಾಗ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.
- ಎಲ್ಲಾ ಪದವಿ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ.

ಪ್ರತಿಗಳು:

- ಡೀನ್‌ರು, ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
- ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ
- ನಿರ್ದೇಶಕರು, ಪಿಎಂಇಬಿ ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
- ಗ್ರಂಥಪಾಲಕರು, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
- ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯದ ಎಲ್ಲಾ ಅಧ್ಯಯನ ವಿಭಾಗಗಳ ಮುಖ್ಯಸ್ಥರಿಗೆ ಗು.ವಿ. ಕಲಬುರಗಿ
- ಸಂಯೋಜಕರು, ಟಾಸ್ಕ್‌ಫೋರ್ಸ್ ಸಮಿತಿ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
- ವಿಶೇಷಾಧಿಕಾರಿಗಳು, ಆಡಳಿತ, ವಿದ್ಯಾಮಂಡಲ, ಪರೀಕ್ಷಾ, ಅಭಿವೃದ್ಧಿ ಗು.ವಿ. ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
- ಮುಖ್ಯಸ್ಥರು, ಗಣಕ ಕೇಂದ್ರ, ಗು.ವಿ. ಕಲಬುರಗಿ ರವರಿಗೆ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರತ್ಯೇಕ ಪೋರ್ಟಲ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಸೂಚಿಸಲಾಗಿದೆ.
- ನೋಡಲ್ ಅಧಿಕಾರಿಗಳು, UUCMS, ಗು.ವಿ.ಕಲಬುರಗಿ ಇವರ ಮಾಹಿತಿಗಾಗಿ
- ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ/ಕುಲಸಚಿವರ ಆಪ್ತ ಸಹಾಯಕರ ಗು.ವಿ. ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.





**GULBARGA  UNIVERSITY  
KALABURAGI**

**Curriculum Framework for Undergraduate**

**V and VI Semester Syllabus for BA  
HISTORY**

**Submitted to**


**GULBARGA UNIVERSITY  
KALABURAGI – 585106**

**ಸಂಯೋಜಕರು**  
ಇತಿಹಾಸ ಅಧ್ಯಯನ ಪಾಠ  
ಸಂಯೋಜನಾ ವಿಭಾಗ  
ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ,  
ಕಲಬುರಗಿ.



### Structure for History Discipline

Core paper no.	Paper Title	Credit	No. of Teaching Hours/ Week	Total Marks/ Assessment
<b>V Semester</b>				
DSC-9	History of Western Civilisation – (6BC-1200 AD)	4	4	100 (60+40)
DSC-10	Colonialism And Nationalism in Asia(1900 to 1970)	4	4	100 (60+40)
DSC-11	History of European 1789 to 1945 AD	4	4	100 (60+40)
DSC-12	Contemporary History of India from 1947-1990s	4	4	100 (60+40)
DSE-1	A. History of Tourism in India	3	4	100 (60+40)
	B. Heritage Tourism in Karnataka	3	4	100 (60+40)
VOC	Principles of Field study	3	4	100 (60+40)
	Communicating Culture: Tellings, Representations and Leisure	3	4	100 (60+40)
<b>VI Semester</b>				
DSC13	History of Freedom Movement and Unification in Karnataka	4	4	100 (60+40)
DSC14	History of India. (CE1761-CE 1857)	4	4	100 (60+40)
DSC15	History of United States of America – I (c.1776 – 1945)	4	4	100 (60+40)
DSC16	Process of Urbanization in India	4	4	100 (60+40)
DSE-2	A. Dr.B.R Ambedkar's Social and Political Philosophy	3	4	100 (60+40)
	B. Heritage Sites in your own District	3	4	100 (60+40)
VOC	A. Introduction to archives	3	4	100 (60+40)
	B. History of Indian Numismatics	3	4	100 (60+40)

  
**ಸಂಯೋಜಕರು**  
 ಇತಿಹಾಸ ಅಭ್ಯಾಸ ಪಾಠ



Semester V

*Arturo*



**Course Title: History of Western Civilisation -  
(6BC- 1200 AD)**

<b>Semester: 5</b>	<b>Course Code: DSC-9</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam:2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

Western civilization traces its roots back to Europe and the Mediterranean. It is linked to ancient Greece, the Roman Empire and Medieval Western Christendom which emerged during the Middle Ages and experienced such transformative episodes as the development of Scholasticism, the Renaissance, the Reformation, the Enlightenment, the Industrial Revolution, the Scientific Revolution, and the development of liberal democracy. The civilizations of Classical Greece and Ancient Rome are considered seminal periods in Western history.

Major cultural contributions also came from the Christianized Germanic peoples, such as the Franks, the Goths, and the Burgundians. Charlemagne founded the Carolingian Empire and he is referred to as the "Father of Europe. Contributions also emerged from pagan peoples of pre-Christian Europe, such as the Celts and Germanic pagans as well as some significant religious contributions derived from Judaism and Hellenistic Judaism stemming back to Second Temple Judea, Galilee, and the early Jewish diaspora; and some other Middle Eastern influences.

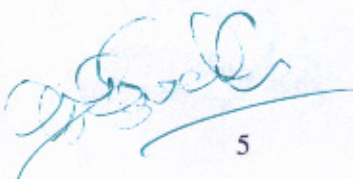
Western Christianity has played a prominent role in the shaping of Western civilization, which throughout most of its history, has been nearly equivalent to Christian culture. (There were Christians outside of the West, such as China, India, Russia, Byzantium and the Middle East). Western civilization has spread to produce the dominant cultures of modern Americas and Oceania, and has had immense global influence in recent centuries in many ways.

**Learning Outcome:**

At the end of the Course the students Shall –

Students will relate the History of Western civilization to that of other regions of the world.

1. Students will compare the evolution of intellectual, cultural and technological exchange of different regions.
2. Students will understand the diffusion of ideas and culture of western civilization.

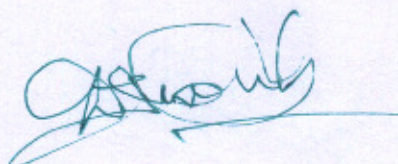




Unit	Contents of Course- DSC-9	60 Hours
Unit-I	<b>Chapter-1:</b> Introduction - Ancient Civilizations- Greek City States. <b>Chapter-2:</b> The Golden Age of Greece - Hellenistic World- The Roman Republic. <b>Chapter-3:</b> The Roman Empire and the Birth of Christianity.	15 Hours
Unit-II	<b>Chapter-4:</b> Official Christianization and the fall of the western Empire, Byzantium. <b>Chapter-5:</b> New Kingdoms in Western Europe, The Rise of Islam. <b>Chapter-6:</b> Feudalism and the Commercial Revolution, Church Reforms, The Crusades.	15 Hours
Unit-III	<b>Chapter-7:</b> The Twelfth-Century Renaissance, Heights of Medieval Culture <b>Chapter-8:</b> New Religious Orders <b>Chapter-9:</b> The Rediscovery of Aristotle and the Medieval Synthesis	15 Hours
Unit-IV	<b>Chapter-10:</b> Medieval World in Crisis and the Black Death <b>Chapter-11:</b> The Hundred Year's War, Renaissance, Humanism. <b>Chapter-12:</b> The New World, The Protestant Reformation, Wars of Religion and the Thirty Years War, The Scientific Revolution	15 Hours

**Exercises:**

- Students can be asked to study the Principles of democracy followed by ancient Greece.
- They may be asked to survey the ideas of Renaissance and Humanism.
- They can be asked to go to the nearest Church and study the Christianized practices followed in the church of their place.





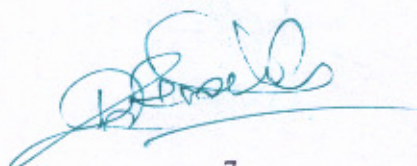
### Suggested Readings

References	
1	The Making of the West: Peoples and Cultures: Volume 1, to 1750 5a ed. by <b>Lynn Hunt, Thomas R. Martin</b>
2	Western Civilization: Ideas, Politics, and Society: From the 1400s. by <b>Marvin Perry (Author), Theodore H. Von Laue (Author), Margaret Jacob (Author), James Jacob (Author)</b>
3	History of Western Civilizations 15e V 1: From Prehistory to the Present Vol. 1 by <b>Judith G Coffin, Robert C Stacey.</b>
4	Western Civilization: A Social and Cultural History, Vol. I, Prehistory-1750 by <b>Margaret L. King</b>
5	Western Civilizations 16e V 2 by Judith Coffin and Robert Stacey
6	Western Civilization by <b>Jackson Spielvogel (Author)</b>
7	<b>History of Western Civilization by William H. McNeill</b>

### Pedagogy:

The course shall be taught through the lecture methods, interactive sessions, assignments and seminars

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>





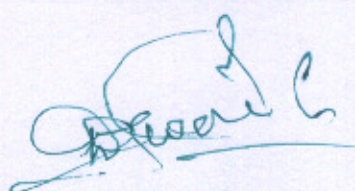
<b>Course Title: Colonialism And Nationalism in Asia(1900 to 1970)</b>	
<b>Semester: V</b>	<b>Course Code: DSC-10</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

To understand and analyse the manner in which the different manifestations of colonialism were at work in India, China, Japan, Indonesia and Indo-China, and the nationalist responses in these countries. To provide substantial theoretical knowledge by way of analysing the two concepts of colonialism and nationalism through the works of notable scholars on Colonialism, Dependency theory, World System and Nationalism. To understand the concepts and policies like De-colonialism and Neo-colonialism. To analyse the theory and practice of colonialism and nationalism in Asia.

### **Learning Outcome:**

- Analyse the main theories and interpretations on colonialism and nationalism.
- Understand the emergence of the Modern World System and its impact on Asia.
- Analyse the dynamics and dimensions in the colonial perspectives and nationalist movements in the five countries of Asia.
- Understand the concepts of decolonisation and neo- colonialism in the context of Asia.

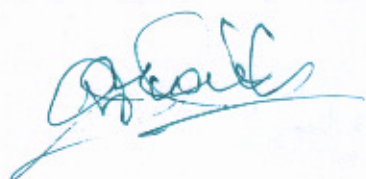




Unit	Contents of Course- DSC-10	60 Hours
Unit-I	<p><b>Chapter-1:</b> What is Asia: (a) Land and its people. (b) Pre colonial Society.</p> <p><b>Chapter-2:</b> The Advent of Western Powers: (a) The early Europeans. (b) The Portuguese, Spanish. (c) The Dutch, French and the English.</p> <p><b>Chapter-3:</b> Introduction to Modern World System Theory</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Perceptions on Colonialism J. A. Hobson. Theory of Underdevelopment: Paul Baran - A.G. Frank - Samir Amin.</p> <p><b>Chapter-5:</b> Manifestations of Colonialism and their Functioning</p> <p><b>Chapter-6:</b> Colony-Protectorate - Spheres of Influence.</p>	15 Hours
Unit-III	<p><b>Chapter-7:</b> The Colonial Experience: Cases of India.</p> <p><b>Chapter-8:</b> The Colonial Experience: China, Japan, Indo China and Indonesia.</p> <p><b>Chapter-9:</b> Nationalism: Meaning. Factors for the Genesis of Nationalism.</p>	15 Hours
Unit-IV	<p><b>Chapter-10:</b> Genesis of Congress -Moderates and Extremists.</p> <p><b>Chapter-11:</b> Gandhian era and Freedom Movement.</p> <p><b>Chapter-12:</b> De-colonization and Neo-colonialism</p>	15 Hours

**Exercise:**

- Students can be asked to study the main theories and interpretations on colonialism and nationalism.
- They may be asked to survey the causes for the emergence of the Modern World System and its impact on Asia.
- They can be asked to analyse the dynamics and dimensions in the colonial working and nationalist movements in the five countries of Asia.





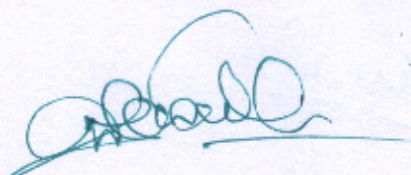
## Suggested Readings

References	
1	Amin, Samir, Imperialism and Unequal Development England, The Harvester Press, 1977
2	Anderson, Benedict, Imagined Communities: Reflections on the Origin and Spread of Nationalism London, Verso, Revised edition, 1991.
3	Bandyopadhyaya, Sekhar, Decolonization in South Asia, London, Routledge, 2009
4	Gellner, Ernest, Encounters with Nationalism U.K. Wiley Blackwell Publishers, 1997.
5	Wallerstein, Immanuel, The Modern World System (3 vols.), New York, Academic Press, 1974
6	Sardesai, D.R., South East Asia: Past and Present New Delhi, Vikas, 1981
7	Desai, A.R., Social Background of Indian Nationalism Bombay, Popular Prakashan, 1982.
8	Edwardes, Michael, Asia in the European Age 1498-1955 New Delhi, Asia Publishing House, 1961.
9	Frank, A.G., World Accumulation 1492-1789 Basingstoke, Palgrave Macmillan, 1978.
10	Hall, D.G.E., A History of South East Asia London, Macmillan, 1964.

## Pedagogy

The course shall be taught through the Lectures/ tutorials/ assignments/ self-study/ seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>





<b>Course Title: History of European 1789 to 1945 AD</b>	
<b>Semester: V</b>	<b>Course Code: DSC-11</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

#### Course Objectives

- To make the students learn major issues and current issues during the period under study.
- To make the students understand the reaction to Nationalism and Liberalism.
- To understand the impact of World wars on Global Society.
- To estimate the role of UNO in maintaining World Peace.

### **Learning Outcome:**

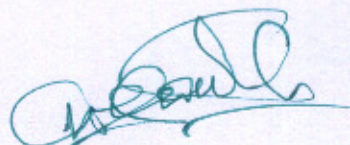
After studying this course, students will be able to

- evaluate the contributions of great philosophers and leaders to the transformation of Society and economy of Europe.
- To appreciate Europe of today this occupies a place of vital importance in world affairs.
- To examine the impact of dictatorships on the events of Europe and the World.





Unit	Contents of Course- DSC-11	60 Hours
<b>Unit-I</b>	<b>THE FRENCH REVOLUTION AND NAPOLEONIC ERA</b>	<b>15 Hours</b>
	<p><b>Chapter-1:</b> The causes of French Revolution – Causes Role of Philosophers Tennis court oath. Work of National Assembly – Reign of Terror</p> <p><b>Chapter-2:</b> Napoleon Bonaparte – Military Achievements and Reforms.</p> <p><b>Chapter-3:</b> The Congress of Vienna – Era of Metternich.</p>	
<b>Unit-II</b>	<b>UNIFICATION OF ITALY, GERMANY, AND THE INDUSTRIAL REVOLUTION</b>	<b>15 Hours</b>
	<p><b>Chapter-4:</b> Industrial revolution in England – characteristics of industrial era</p> <p><b>Chapter-5:</b> The Unification of Italy – carbo – three leaders of Unification – Mazzini – Cavour- Garibaldi – Stages of Unification.</p> <p><b>Chapter-6:</b> Unification of Germany – Domestic and foreign policy of Bismark</p>	
<b>Unit-III</b>	<b>FIRST WORLD WAR</b>	<b>15 Hours</b>
	<p><b>Chapter-7:</b> Growth of Socialism in Europe -Karl Mark</p> <p><b>Chapter-8:</b> The First world war – causes and Results of the War – League of Nations.</p> <p><b>Chapter-9:</b> The Russian Revolution of 1917 Causes and Results.</p>	
<b>Unit-IV</b>	<b>RISE OF DICTATORS &amp; SECOND WORLD WAR</b>	<b>15 Hours</b>
	<p><b>Chapter-10:</b> Rise of Dictators – Treaty of Versailles – Rise of Hitler – Nazi party – Causes for the rise of Nazism – Nazi Doctrine.</p> <p><b>Chapter-11:</b> The second world war – causes and Results</p> <p><b>Chapter-12:</b> UNO – Achievements and failures of UNO.</p>	





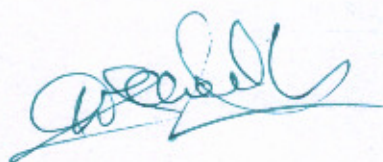
### Suggested Readings

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

### Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>





<b>Course Title: Contemporary History of India from 1947-1990s</b>	
<b>Semester: V</b>	<b>Course Code: DSC-12</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

This chapter will discuss the political legacies of colonialism in India. After studying this lesson the students will be able to:

- know the meaning of legacy of Colonialism
- understand the legacy of Colonialism.
- assess the political legacy of Colonialism.
- identify the important legacies in the form of political legacy of British Colonialism in India.

**Learning Outcome:**

- Analyse the main theories and interpretations on Contemporary History of India from 1947-1990s
- Analyse the dynamics and dimensions in the Contemporary History of India from 1947-1990s





Unit	Contents of Course- DSC-12	60 Hours
Unit-I	<p><b>Chapter-1:</b> Political legacy of Colonialism.</p> <p><b>Chapter-2:</b> Economic and Social Legacy of Colonialism.</p> <p><b>Chapter-3:</b> National movements: Its significance, Value and Legacy</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Framing of Indian Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Indian constitution- Basic Features and Institutions</p> <p><b>Chapter-5:</b> The Initial Years: Process of National Consolidation and Integration of /Indian States - Role of Sardar Patel - Kashmir issue, Indo - Pak war 1948; the Linguistic Reorganization of the States, Regionalism and Regional Inequality.</p> <p><b>Chapter-6:</b> Political development in India since Independence.</p>	15 Hours
Unit-III	<p><b>Chapter-7:</b> Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu and Kashmir, the Punjab Crisis.</p> <p><b>Chapter-8:</b> The Post-Colonial Indian State and the Political Economy of Development : An Overview</p> <p><b>Chapter-9:</b> Foreign policy of India since independence.</p>	15 Hours
Unit-IV	<p><b>Chapter-10:</b> Indian Economy, 1947-1965: the Nehruvian Legacy Indian Economy, 1965-1991, Economic Reforms since 1991 and LPG.</p> <p><b>Chapter-11:</b> Caste, Untouchability, Anti-caste Politics and Strategies, Revival and Growth of Communalism.</p> <p><b>Chapter-12:</b> Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution And Agrarian Struggles Since Independence</p>	15 Hours

### Exercise:

- Examine the impact of colonial legacy on the post-independent Indian Political System
- Discuss the political legacy under colonialism in India.
- Highlight the different factors of political legacy of colonialism
- What is legacy? Write a note on political legacy of colonialism.
- Critically examine the important legacies in the form of political legacy of British Colonialism in India
- Discuss the economic legacy of British Colonialism
- High the different fields of economic legacy of colonialism in India.
- Make an analysis on the social legacy of British colonialism.






### Suggested Readings

References	
1	South Indian Studies : Ed. By Dr.H. M. Nayak & B.R. Gopal
2	History of South India : K.A. Neelakantha Sastry
3	Karnataka Through the Ages - R. R. Diwakar
4	Karnataka Samskriti Darshana - M.V. Krishna Rao and T. Keshava Bhat
5	Karnataka Parampare - Ed. By R. R. Diwakar
6	Dakshina Bharatada Ithihasa - B. Sheik Ali G. R. Rangaswamaiah
7	Karnataka Samskritika Ithihasa - Tipperudraswamy
8	Karnatakadalli Chitrakale - Shivarama Karantha
9	Karnataka Parampare - Ed. By R. R. Diwakar
10	Bharatiya Rangabhoomi - Adya Rangacharya

### Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>





<b>Course Title: History of Tourism in India</b>	
<b>Semester: V</b>	<b>Course Code: DSE-1 (A)</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

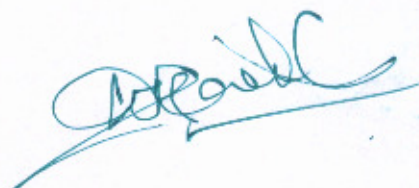
The objective of the course is to:

- Familiarize students with the basic concepts of travel and tourism
- discuss the terminology used
- Give an insight into how travel and tourism evolved over a period of time and reached the modern stage.
- Enhance the knowledge of students in various areas related to tourism and how it affects the destination.
- Explore the selected issues that currently influence the tourism industry both locally and globally.

### **Learning Outcome**

By the end of this course, learners would be able to:

- Understand fundamentals of tourism from the management, marketing and financial perspectives.
- Understand the concepts of travel and tourism, the framework of the system, types and form of tourism as well as the impacts of tourism.
- Describe the different types tourism resources of India, their importance in tourism and management.

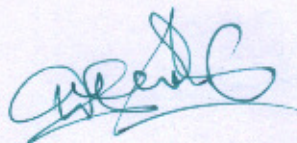




Unit	Contents of Course- DSE-1 (A)	60 Hours
Unit-I	<p><b>Chapter-1:</b> Tourism: Definition -Nature and Meaning – Need for Tourism – Origin and Growth of tourism.</p> <p><b>Chapter-2:</b> Tourism through the ages ancient and Medieval tourism in India - Domestic and International Tourism.</p> <p><b>Chapter-3:</b> Natural Tourist Resources – Rich Diversity in landform and landscape, geographic features of India, water bodies of India,, Flora and Fauna of India,.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Tourism and perspectives. National parks and art galleries.</p> <p><b>Chapter-5:</b> Components of tourism - Medical tourism –Adventure tourism, Health tourism, Business tourism, Conference, Conventions, Sports tourism.</p> <p><b>Chapter-6:</b> Religious Resources: introduction places of pilgrimage</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Hindu - Temples, Muslim - Mosques, Darghas, Christian- Churches, Jain - Basadi Buddhists - Stupas, Viharas. Sikhs - Gurdwaras</p> <p><b>Chapter-8:</b> Monuments of Historical importants, Natural places of interest in India.</p> <p><b>Chapter-9:</b> Coastal areas, beaches and islands.</p>	15 Hours

**Exercise:**

- Students can be asked to study and understand fundamentals of tourism from the management, marketing and financial perspectives
- They may be asked to survey the concepts of travel and tourism.
- They can be asked to analyze the different types tourism resources of India, their importance in tourism and management.





## Suggested Readings

References	
1	Bhatia, A.K.: International Tourism : Fundamentals and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 1911.
2	Bhatia, A.K.: Tourism Development: Principles and Practices, Sterling Publishers Pvt. Ltd., New Delhi, 1989.
3	Bhatia, A.K.: Tourism in India History and Development, sterling publishers Pvt. Ltd., New Delhi, 1978.
4	Brown Percy, Indian Architecture (Islamic period), Bombay.
5	Gupta, SP, Lal, K, Bhattacharya, M. (2002) Cultural Tourism in India, DK Print.
6	Robinet Jacob etal (2012), Tourism Products of India, Abhijeeth Publications, New Delhi.
7	Michell, George, Monuments of India, Vol. 1. London.
8	Dr.I.C.Gupta and Dr.S.Kasbekar, Tourism products of India.
9	Dixit, M and Sheela, C. (2001), Tourism Products, New Royal Book

## Pedagogy:

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>





<b>Course Title: Heritage Tourism in Karnataka</b>	
<b>Semester: V</b>	<b>Course Code: DSE-1 (B)</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam:2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

The objective of the course is to:

- To study the vast Tourist resources of Karnataka.
- To conceptualize a tour itinerary based on variety of themes;
- To identify and manage emerging tourist destinations.
- To make Karnataka one among the top States of India in terms of domestic and international tourist visits.
- To harness Karnataka's tourism potential for its effects on employment generation and economic development.
- To instill confidence in tourists to visit Karnataka and ensure their comfort, convenience, and safety throughout their journey in Karnataka.
- To promote Karnataka in domestic and international markets through a multitude of marketing channels

### **Learning Outcome**

After studying the chapter, the reader will be able to

- Take students to the tourist places of your district/ Taluk. Ask them to prepare a report and submit for internal assessment.
- Differentiate tourism product from other manufactured products from a marketing view point
- To comprehend the vast Tourist resources of Karnataka;
- To conceptualize a tour itinerary based on variety of themes; and
- To identify and manage emerging tourist destinations.





Unit	Contents of Course- DSE-1 (B)	60 Hours
Unit-I	<p><b>Chapter-1:</b> Introduction to Karnataka Culture and Heritage Tourism.</p> <p><b>Chapter-2:</b> Concept and Significance of the history of cultural heritage of Karnataka. History of Cultural Heritage Tourism in Karnataka, Glimpses of Karnataka's cultural history.</p> <p><b>Chapter-3:</b> Cultural heritage of the Mauryan Period, Satavahanas, Gangas, Chalukyas, Hoysalas, Vijayanagara, Bahamanis and wodeyars of Mysore.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Preservation and Conservation of Monuments of karnataka.</p> <p><b>Chapter-5:</b> Indo-Islamic Architecture &amp; Modern Architecture,</p> <p><b>Chapter-6:</b> Important features of Karnataka Paintings &amp; Dance Forms of Karnataka (classical and folk traditions).</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Hill Stations of karnataka Chikkamagalur hills, Agumbe hills, Malemahadeshwara hills, B R hills.</p> <p><b>Chapter-8:</b> Famous Forts &amp; Palaces a. Bangalore fort, Gulbarga Fort, Chitradurga Fort, Gajendragad fort, Malkheda fort. b. Mysore Palace, Shivappanayaka Palace, Shivamugga palace, Tippu Palace Bangalore.</p> <p><b>Chapter-9:</b> Museums of Karnataka. Railway Museum Mysore, Folklore Museum Mysore, Hasta Shilpa Heritage Museum Manipal, National gallery of Morden art Bangalore, Janapada loka Manjusha Museum Dharmasthala, venkatappa art gallery Bangalore.</p>	15 Hours

**Exercise:**

- Students can be asked to study and understand fundamentals of tourism from the management, marketing and financial perspectives
- They may be asked to survey the concepts of travel and tourism.
- They can be asked to analyze the different types tourism resources of Karnataka, their importance in tourism and management.





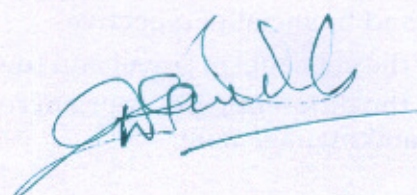
## Suggested Readings

References	
1	Michell, George, Monuments of India, Vol. 1. London.
2	Davies, Philip, Monuments of India, Vol. II., London.
3	Brown Percy, Indian Architecture (Buddhist and Hindu), Bombay.
4	Brown Percy, Indian Architecture (Islamic period), Bombay.
5	Vatsayana, Kapila, Indian Classical Dance, New Delhi.
6	Mehta. R. J. Handicrafts & Industrial Arts of India, New York.
7	Hussain, S. A.: The national cultural of India, National Book Trust, New Delhi, 1987
8	Heinrich Zimmer, Philosophies of India, Routledge
9	Swami, Prayaganand, History of Indian Music.

## Pedagogy:

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
<b>Total</b>	<b>40</b>





Course Title: Principles of Field study	
Semester: V	Course Code: VOC
Total Contact Hours: 60	Course Credits: 3
No. of Teaching Hours/Week:4	Duration of ESA/Exam:2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

### What is Field Study?

Field Study is defined as a qualitative method of data collection that aims to observe, interact and understand people ,society and History of the place of study while they are in a natural environment.

### Steps in Conducting Field Study

1. **Build the Right Team:** To be able to conduct field Study, having the right team is important. The role of the student and any team member is very important and defining the tasks they have to carry out with defined relevant milestones is important.
2. **Recruiting People for the Study:** The success of the field Study depends on the data collected in the study. By Using sampling methods, it is important to derive proper result oriented study.
3. **Data Collection Methodology:** data collection methods for field Study are varied. They could be a mix of surveys, interviews, case studies and observation. All these methods have to be chalked out and the milestones for each method too have to be chalked out at the outset. For example, in the case of a survey, the survey design is important that it is created and tested even before the Study begins.
4. **Site Visit:** A site visit is important to the success of the field Study and it is always conducted in historical /cultural/heritage based /traditional locations and in the actual natural environment of the respondent/s. Hence, planning a site visit along with the methods of data collection is important
5. for example,if a student is working on Mysore Dasara he should visit Mysore during this time.
6. **Data Analysis:** Analysis of the data that is collected is important to validate the premise of the field Study and decide the outcome of the field Study.





- 7. Communicating Results:** Once the data is analyzed, it is important to communicate the results to the stakeholders of the Study so that it could be actioned upon.

### **Field Study Notes**

Keeping a record is very important in conducting field Study. Field notes make up one of the most important aspects of the record. The process of field notes begins as the student is involved in the observational Study process that is to be written down later.

### **Project report**

Based on the field study student should submit a project report of 50 pages for evaluation to the guide.

\*\*\*\*

