



VishwavidyalayaKaryasoudha  
Crawford Hall, Mysuru- 570 005

No.AC6/303/2022-23

Dated:15-09-2023

**Notification**

**Sub:-** Revised Syllabus and Scheme of Examination of History programme  
(III & IV Semester) with effect from the Academic year 2023-24.

**Ref:-** 1. This office circular No: AC2(S)/151/2020-21 dated 06-09-2023.


2. Decision of BOS in History meeting held on 13-09-2023.

\*\*\*\*

The Board of Studies in History which met on 13-09-2023 has resolved to recommended and approved the syllabus and scheme of Examinations of History programme (III & IV semester) with effect from the academic year 2023-24.

Pending approval of the Faculty of Arts and Academic Council meetings the above said syllabus and scheme of examinations are hereby notified.

The syllabus and Scheme of Examinations contents may be downloaded from the University website i.e., [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in)

  
Registrar  
REGISTRAR  
University of Mysore  
MYSORE

**To;**

1. All the Principal of affiliated Colleges of University of Mysore, Mysore.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Chairman, BOS/DOS in History, Manasagangothri, Mysore.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council , Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.

## II BA – III Semester

### Paper No.3.1 DSC -5 Rise of Modern West (1600-1871)

<b>Course Title: Rise of Modern West (1600-1871)</b>	
Total Contact Hours / semester = 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Syllabus Authors: BOS (UG)	Summative Assessment Marks: 100

#### **Course Pre-requisite(s): Rise of Modern West (1600-1871)**

#### Course Outcomes (COs):

##### **At the end of the course the student should be able to:**

- Understand how the geographical discoveries impact on the economy, polity and society of Western countries.
- Students would have developed an understanding of the significant transformations in European polity and society between sixteenth to nineteenth century.
- They would have explored various themes like capitalism, mercantilism, Renaissance and Reformation.
- Understand how scientific view helps western countries to achieve scientific revolution and Industrial Revolution
- Understand how the liberal and democratic ideas helped to achieve all round developments in western world.

#### **Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs) /Program Outcomes (POs)	DSC 5	DSC 6	DSC 7	DSC 8	OE 3	OE 4	SEC 1	SEC 2
Disciplinary Knowledge	X							
Communication Skills								
Critical Thinking	X							
Problem Solving	X							
Analytical Reasoning	X							
Cooperation and TeamWork	X							
Reflective Thinking	X							
Self-motivated Learning	X							
Diversity Management and Inclusive Approach	X							
Moral and Ethical Awareness Reasoning	X							
Lifelong Learning	X							

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark "X" in the intersection cell if a course outcome addresses a particular program outcome.

**II BA – III Semester**

**Paper No.3.1 DSC -5**

**Title of the Course: Rise of Modern West (1600-1871)**

<b>Content of Course</b>		<b>42 Hrs</b>
<b>Unit-I</b>		<b>14</b>
<b>Chapter No : 1 Europe Expands and Divides The Overseas Discoveries and Conquests of Portugal and Spain</b>		<b>05</b>
<b>Chapter No: 2 Transition from Feudalism to Capitalism</b> Capitalism – Mercantilism and the Commercial Revolution		<b>04</b>
<b>Chapter No: 3 Early Colonial Expansion and Overseas Trade Motives</b> Beginning of the Era of Colonisation – Mining and Plantation – Africans Slaves		<b>05</b>
<b>Unit -II</b>		<b>14</b>
<b>Chapter No : 4 Renaissance and Reformation</b> Meaning of Renaissance – Spread of Renaissance – Renaissance of Art, Architecture – Music – Literature – Science – Reformations and Counter Reformation		<b>05</b>
<b>Chapter No : 5 The New Absolute Monarchies</b> Emergence of Nation States – Theories of Government – Divine Right of Kings – Absolutism in Various States- Spain –Portugal- England – France – Austria - Russia		<b>04</b>
<b>Chapter No: 6 Scientific Revolution and The Age of Enlightenment</b> Emergence of Scientific View of the World – Promotion of Science – The work of Early Scientists – Growth of Chemistry, Geology and Biology. The Age of Enlightenment – Major Events of Enlightenment – Classism and Romanticism - Humanitarianism – Nationalism – Enlightened Despotism		<b>05</b>
<b>Unit - III</b>		<b>14</b>
<b>Chapter No:7 The Growth of Liberalism and Democracy</b> Basic Features of Liberalism – Growth of Liberalism The Rise of Democracy – Democratic Struggle in Various Countries – Public Opinion and Polity		<b>05</b>

<b>Chapter No: 8 Industrial Revolution</b> Scientific and Technological background to Industrialised Revolution – The Factory System – Stages and effects of Industrial Revolution – Socialist Movements – Labour Movements	<b>05</b>
<b>Chapter No : 9 Consolidation of Large Nation States</b> Unification of Italy – The Founding of the German Empire	<b>04</b>
<b>Historical Places :</b> 1.Vienna 2. Munich 3. Manchester 4. Rome 5. Madrid 6. Lisbon 7. Milan 8.Papacy 9. Bologna 10. Florence 11.Latvia 12. Lithuania 13.Romenia 14. Paris 15. Berlin 16.London 17. Frankfort 18. Saint.Petersburg 19.Malta 20. Amsterdam	

### Suggested Readings

1. Wells H.G : An Outline History of the World  
: A Short History of the World
2. Hayes et.al : World History
3. Savelle Max (Ed.) : A History of World Civilization (2Vols.)
4. Davies : World History
5. Ketelby C.D.M. : A History of Modern Time
6. Palmer R.R.and J.Colton : A History of Modern World
7. Grant and Temperley : Europe in the Nineteenth and Twentieth Century
8. Fisher H.A.L. : A History of Europe
9. Thomson David : Europe since Napoleon
10. Hoskins H.L. : European Imperialism in Africa
11. Edword MacNall Burns : World Civilization (3 Vols.)

### Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Resources like Audio- Visual aids, Films, Documentaries
- Visit to Historical Sites, Museums etc.
- ICT Supplemented Teaching
- Seminars / Guest / Special Lectures
- Group Discussions

### Modes of Assignment

- Individual Assignments
- Project Work
- Written Test
- Documentaries

**DSC -5- Title of the Paper: Rise of Modern West (1600 – 1871)**

Time : 2.30 Hours

Max Marks 60

**PART- A**

I. Answer any ten of the following in one or two sentences

10x1= 10

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

**PART-B**

II. Answer only four of the following

4x5=20

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

**PART- C**

III Answer any two of the following

2x10=20

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

**PART- D**

IV. Answer any five of the following Locate the places and explain its Historical importance 2x5= 10

\* Note:- One Essay Question given for Blind Students instead of map question.

**Date: 13-09-2023**

**Place: Mysore**



**Prof. Y.H. NAYAKWADI**  
**Chairman BOS in History**  
**DOS in History**  
**University of Mysore**  
**Manasagangothri, Mysuru**  
**Board of Studies**  
**Chairman**

**Post Graduate Dept. of Studies**  
**& Research in History**  
**University of Mysore**  
**Mysore-570 006**

## II BA – III Semester

**Paper No.3.2 DSC-6**

**Title of the Course: History of Modern India 1757-1947**

Content of Course	42 Hrs
<b>Unit-I</b>	<b>14</b>
<b>Chapter No : 1 The Arrival of Europeans in India and Rise of British Supremacy</b> The Portuguese – The Dutch – The English – The French – Pattern of European Trade – English East India Company: From Trading Company to Political Power – Anglo – French Struggle for Supremacy: The Carnatic Wars – British Conquest of Bengal – Plassey to Buxar (1757-1765)	<b>04</b>
<b>Chapter No: 2 British Expansion in South and North India – Beyond Indian Frontiers</b> - Conquest of Mysore and the Marathas, 1767-1818 – Anglo-Mysore Wars (during 1767-1799) – Anglo-Maratha Wars (during 1777-1818) – British Expansion in North India – Conquest of Sindh, Punjab and Awadh, 1843-57 – British Expansion Beyond Indian Frontiers – Nepal, Burma and Afghanistan, 1814-42	<b>04</b>
<b>Chapter No: 3 British and their Impact on Indian Economy, Polity, Administration and Society</b> <b>Economy:</b> Economic Model of British East India Company – Changes in Indian Agrarian Structure and Impact on Economy – New Land Revenue Settlements and their Impact - Permanent Settlement – Ryotwari System – Mahalwari System – Economic Impact of British Rule in India <b>Polity:</b> Constitutional Development – Regulating Act 1773, Pitt’s India Act 1784, Charter Acts of 1793, 1813, 1833, 1853 and Government of India Act 1858 – <b>Administration:</b> Indian Administration under the British – The Home Government – The Government of India – The Financial and Revenue Administration – Organisation of the Civil Services, the Army and the Police – Organisation of the Judicial Services – Social and Cultural Policy - Spread of Modern Education	<b>06</b>
<b>Unit - II</b>	<b>14</b>
<b>Chapter No : 4 Resistance to the British Rule: Early Uprisings and the Revolt of 1857</b> <b>Revolts in Bengal and Eastern India – Sanyasi – Fakir Rebellion –</b>	<b>05</b>

<p>Munda Rising – Khond Uprising – Santhal Rebellion –  <b>Revolts in Western India</b> – Bhil Uprisings – Waghera Rising –  Ramosi Risings –<b>Revolts in Southern India</b> –The Revolt of the Raja  of Vizianagaram – Revolt of Diwan Velu Thampi – <b>Revolts in  Northern India</b> - Kuka or Namdhari Movement  <b>Revolt of 1857 – Causes</b> – Beginning of Mutiny and the Revolt – The  Strom Centres and the Leaders – Defeat of the Rebels – Causes of  Failure – Significance of the Revolt – Debate regarding the Nature of  the Revolt – Impact of the Revolt – Opinions of Various Historians</p>	
<p><b>Chapter No : 5 Socio Religious Reform Movements</b>  The Brahmo Samaj – Arya Samaj – Prarthana Samaj – Derozio and  Young Bengal Movement – Ramakrishna Mission – Satyashodak  Samaj – The Wahabi/Waliullah Movement -Aligarh Movement – Sikh  Sabha Movement – Shri Narayana Guru and SNDP Yogam</p>	04
<p><b>Chapter No: 6 Administrative Changes after 1858</b>  Administration – Changes in the Army – Public Services – Relation  with the Princely States – Administrative Policies – Divide and Rule –  Hostility to Educated Indians – Attitude towards the Zamindars –  Attitude towards Social Reforms –Labour Legislation – Restriction on  the Press – Racial Antagonism</p>	05
<p><b>Unit - III</b></p>	14
<p><b>Chapter No:7 Growth of New India – The Nationalist Movement, 1858-1918</b>  Factors for the Rise and Growth of National Consciousness –  Predecessors of the Indian National Congress – The Foundation of the  Indian National Congress, 1885 – The „Safety Valve“ Theory – Moderate  Phase (1885-1905) – The Rise of Neo-Nationalism or the Extremism  (1905-14) – Partition of Bengal – Boycott and the Swadeshi Movement  - Ghadar Movement – Home Rule Movement – Rise and Growth of  Communalism - The Muslim League – The Hindu Mahasabha -Lucknow  Session of the Congress (1916)</p>	05
<p><b>Chapter No: 8 Struggle for Swaraj Phase –I (1919-1927)</b>  Beginning of the Gandhian Era – The Rowlatt Bills and the Anti-Rowlatt  Satyagraha - Jallianwalla Bagh Massacre – Khilafat and Non –  Cooperation Movement – The Swarajist Party – Congress Constructive  Programmes – Growth of the Left Movement</p>	03
<p><b>Chapter No : 9 Struggle for Swaraj Phase –II (1927-1947)</b>  Simon Commission and Anti –Simon Commission Agitation – The  Nehru Report and Jinnah’s Fourteen Points – Lahore Session of the  Congress – Poorna Swaraj – Civil Disobedience Movement (1930-31) –  Round Table Conferences and Ambedkar– Poona Pact – Second Civil  Disobedience Movement, 1932-34 – The Government of India Act  1935 - Provincial Elections and formation of Ministries (1937) –  National Movement during the Second World War – The Cripps  Mission and Proposal – Quit India Movement – Subhas Chandra Bose</p>	04

and Indian National Army – Wavell Plan – Simla Conference – Cabinet Mission Plan – The Interim Government – The Constituent Assembly – Attlee’s Declaration – Mountbatten Plan - The Indian Independence Act, July 1947	
<b>Historical Places</b> 1.Calcutta 2. Calicut 3.Pandicharry 4. Basin 5. Lahore 6. Plassey 7. Thirchanapally 8. Hoogly 9.Surat, 8.Dacca 9.Nagpur 10.Madras 11. Delhi 12.Bombay 13. Poona 14. Lucknow 15. Kanpur 16. Banaras 17.Wandiwash 18. Srirangapatna 19. Machalipattanam 20.Gwalior	<b>02</b>

### Suggested Readings

1. Bipan Chandra : Indian Struggle for Independence  
: Freedom Struggle
2. Majumdar R.C : Struggle for Freedom  
: British Paramountacy and Indian Renaissance (Part-1)
3. Bipin Chandra : Rise growth of Nationalism
4. Sekhar Bandyopadya : Nationalist Movement in India
5. B.L. Grover : A new look at Modern Indian History
6. Sailendra Nath Sen : An Advanced History of Modern India
7. A.R. Desai : Social Background of Indian Nationalism
8. Sumit Sarkar : Modern India 1885 – 1947
9. M.N. Gupta : History of the Revolutionary Movement in India
10. Tarachand : History of freedom movement in India Vol.03
11. S.R.Mehrotra : The Emergence of Indian National Congress
12. Stein Burton : The making of Agrarian Policy in British India 1770 – 1900
13. Thompson & Garret : Rise and Fulfilment of British Rule in India
14. A.C. Banerjee : The New History of Modern India(1707- 1947)
15. C.A. Bayle : An illustrated History of Modern India 1600-1947
16. ಡಾ.ಕೆ.ಸದಾಶಿವ : ಆಧುನಿಕ ಭಾರತದ ಇತಿಹಾಸ: ಭಾರತದ ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟ
17. ಎಂ. ಅಬ್ದುಲ್ ರೆಹಮಾನ್ ಷುಷಾ: ರಾಷ್ಟ್ರೀಯ ಆಂದೋಲನ
18. ಸಿ.ಆರ್.ಕೃಷ್ಣರಾವ್ : ಸ್ವಾತಂತ್ರ್ಯಾನಂತರದ ಭಾರತ
19. ಆರ್ ಪೂರ್ಣಿಮಾ : ಕ್ರಾಂತಿಕಾರಿ ಘಟನೆಗಳು
20. ಎನ್.ಪಿ. ಶಂಕರನಾರಾಯಣರಾವ್ : ಸ್ವಾತಂತ್ರ್ಯ ಗಂಗೆಯ ಸಾವಿರ ತೊರೆಗಳು
21. ಕೆ.ಎಸ್.ಪಾರ್ಥಸಾರಥಿ : ಭಾರತದ ಪ್ರಥಮ ಸ್ವಾತಂತ್ರ್ಯ ಸಂಗ್ರಾಮ
22. ಬಿಪನ್ ಚಂದ್ರ ಕನ್ನಡಕ್ಕೆ ಅನುವಾದ : ಎಚ್.ಎಸ್.ಗೋಪಾಲರಾವ್ : ಆಧುನಿಕ ಭಾರತದ ಇತಿಹಾಸ
23. ಕೆ.ಎಸ್. ಪಾರ್ಥಸಾರಥಿ : ಭಾರತದ ರಾಷ್ಟ್ರೀಯತೆಯ ಪರಿಕಲ್ಪನೆ
24. ಸಿ.ಬಿ.ಕಮತಿ : ಸ್ವಾತಂತ್ರ್ಯೋತ್ತರ ಭಾರತ
25. ಸೂರ್ಯನಾಥ್ ಯು. ಕಾಮತ್ : ಸ್ವಾತಂತ್ರ ಹೋರಾಟದ ಸ್ಮೃತಿಗಳು
26. ಬಿ. ಪರಮೇಶ್ವರ : ಭಾರತ ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿ



### **Pedagogy**

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Resources like Audio- Visual aids, Films, Documentaries
- Visit to Historical Sites, Museums etc.
- ICT Supplemented Teaching
- Seminars / Guest / Special Lectures
- Group Discussions

### **Modes of Assignment**

- Individual Assignments
- Project Work
- Written Test
- Documentaries

**DSC – 6 - Title of the Paper: History of Modern India (1761 – 1947)**

Time : 2.30 Hours

Max Marks 60

**PART- A**

I. Answer any ten of the following in one or two sentences

10x1= 10

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

**PART-B**

II. Answer only four of the following

4x5=20

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

**PART- C**

III Answer any two of the following

2x10=20

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

**PART- D**


2x5=10

IV. Answer any five of the following Locate the places and explain its Historical importance

\* Note: One Essay Question given for Blind Students instead of map question.

Date: 13-09-2023

Place: Mysore

  
Prof. Y.H. NAYAKWADI  
Chairman BOS in History  
DOS in History  
Board of Studies  
University of Mysore  
Chairman  
Manasa Ganagotthri, Mysuru  
Post Graduate Dept. of Stud.  
& Research in History  
University of Mysore  
Mysuru-571 003

## II BA – III Semester

### Paper No.3.3 OE-3 Freedom Struggle in India (1857-1947)

<b>Course Title: Freedom Struggle in India (1857-1947)</b>	
Total Contact Hours/ Semester= 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Syllabus Authors: BOS (UG)	Summative Assessment Marks: 100

#### **Course Pre-requisite(s): Freedom Struggle in India 1857-1947**

#### Course Outcomes (COs):

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

- Identify the causes that led to the rise of nationalism in India
- Trace the emergence of Indian National Congress
- Understand the various stages of the National Movement in India
- Understand the value of Independence
- Realise the harmful effects of division and disintegration
- Develop a sense of patriotism, cooperation and belongingness

#### **Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs) / Program Outcomes (POs)	DSC 5	DSC 6	DSC 7	DSC 8	OE 3	OE 3	SEC 1	SEC 2
Disciplinary Knowledge					X			
Communication Skills								
Critical Thinking					X			
Problem Solving					X			
Analytical Reasoning					X			
Cooperation and Team Work					X			
Reflective Thinking					X			
Self-motivated Learning					X			
Diversity Management and Inclusive Approach					X			
Moral and Ethical Awareness Reasoning					X			
Lifelong Learning					X			

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark "X" in the intersection cell if a course outcome addresses a particular program outcome.

## II BA – III Semester

**Paper No.3.3 OE-3**

Title of the Course: **Freedom Struggle in India (1857-1947)**

Content of Course	42 Hrs
<b>Unit-I</b>	<b>14</b>
<b>Chapter No : 1 The Rise and Growth of National Consciousness</b> Factors Responsible for the Rise and Growth of Indian Nationalism	<b>06</b>
<b>Chapter No: 2 Emergence of Organised Nationalism</b> Political Associations before Indian National Congress – Background to the Birth of Indian National Congress – Formation of the Indian National Congress – Debates over the origin of the Indian National Congress - Safety Valve Theory – Ambitions of Indian Elite -Need for an All-India Body	<b>04</b>
<b>Chapter No: 3 The Moderate Phase (1885-1905)</b> The Programme and Activities of the Moderates –Dadabai Navaroji - Economic Critique of Imperialism – The Demands of the Moderates – British Reaction to the Congress Demands	<b>04</b>
<b>Unit - II</b>	<b>14</b>
<b>Chapter No : 4 Growth of Extremise Nationalism (1905-1918)</b> Impact of Swadeshi Movement on the Congress and the Surat Split - Causes for the Rise of the Extremists – Lal –Bal- Pal- The Partition of Bengal – Anti - Partition Movement – The Swadeshi and the Boycott – Ghadar Movement – Home Rule Movement	<b>04</b>
<b>Chapter No: 5 Emergence of Mahatma Gandhi in Indian Politics and his Ideology</b> Gandhi's Political Career in South Africa (1893-1914) – Gandhi's Entry into Indian Politics: Champaran, Ahmedabad and Kheda (1917-18) – Gandhi and his Ideology	<b>04</b>
<b>Chapter No: 6 Struggle for Swaraj Phase –I (1919-1927)</b> The Monagu- Chelmsford Reforms – The Rowlatt Act –Jallianwala Bagh Massacre – The Khilafat and Non-cooperation Movement (1919-1922) – The Swarajists – Swarajist Party – Constructive Programmes of Congress	<b>06</b>
<b>Unit - III -</b>	<b>14</b>

<p><b>Chapter No: 7 Rise and Growth of Communalism and Left Movement in India</b>  Factors Responsible for the Rise and Growth of Communalism in India  – Simla Deputation – Formation of the Muslim League – Introduction of Separate Electorates (1909) – Formation of the Hindu Mahasabha – Lucknow Pact (1916) – Formation of the Communist party of India – Congress Socialist Party – Growth of Socialist Ideas in the Indian National Congress – Role of Nehru and Bose</p>	05
<p><b>Chapter No : 8 Struggle for Swaraj Phase –II (1927-1947)</b>  Simon Commission –Nehru Report and Jinnah’s Fourteen Points – The Lahore Session of the Congress – Declaration of Poorna Swaraj – Civil Disobedience Movement 1930-34 – Dandi March – Gandhi Irwin Pact - Round Table Conferences 1930-32 – Communal Award 1932 – Poona Pact and Ambedkar – Gandhi’s Harijan Tour – The Individual Satyagraha, 1940-41 – The Cripps Mission and Proposal – Quit India Movement – Subhaschandra Bose and INA – Wavell Plan – Simla Conference – Cabinet Mission Plan – The Interim Government – The Constituent Assembly – Attlee’s Declaration – Mountbatten Plan -The Indian Independence Act, July 1947</p>	05
<p><b>Chapter No : 9 Important Freedom Fighters</b>  Surendranatha Banerji- Wasudev Balwant Phadke - V.D.Savarkar – Sarojini Naidu - Chandrasehkar Azad – Bhagat Singh – Khudiram Bose – Madam Bhikaji Cama – Kalpana Datta – Mahadev Desai – Gopala Krishna Ghokhale – Motilal Nehru – Babu Jagjivanram – Pattabhi Sitaramaiah – Udam Singh</p>	04
<p><b>Historical Places</b>  1. Calcutta 2. Amritsar 3. Jhansi. 4. Dacca 5. Champaran 6. ChauriChaura. 7. Kakori, 8. Dandi 9. Sabarmathi 10. Wardha 11. Nagpur 12. Madras 13. Delhi 14. Bombay 16. Poona 17. Lucknow 18. Kheda 19. Kanpur 20. Meerut</p>	

### Suggested Readings

1. Bipan Chandra : Indian Struggle for Independence
2. Majumdar R.C : Struggle for Freedom
3. Sekhar Bandopadhyaya : Nationalist Movement in India
4. B.L. Grover : A New look at Modern Indian History
5. Sailendra Nath Sen : An Advanced History of Modern India
6. A.R. Desai : Social Background of Indian Nationalism
7. ಡಾ.ಕೆ.ಸದಾಶಿವ : ಆಧುನಿಕ ಭಾರತದ ಇತಿಹಾಸ  
: ಭಾರತದ ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟ
8. ಎಂ. ಅಬ್ದುಲ್ ರಹಮಾನ್ ಷಂಷು : ರಾಷ್ಟ್ರೀಯ ಆಂದೋಲನ
9. ಆರ್ ಪೂರ್ಣಿಮಾ : ಕ್ರಾಂತಿಕಾರಿ ಘಟನೆಗಳು
10. ಎನ್.ಪಿ. ಶಂಕರನಾರಾಯಣರಾವ್ : ಸ್ವಾತಂತ್ರ್ಯ ಗಂಗೆಯ ಸಾವಿರ ತೊರೆಗಳು
1. Bipan Chandra : Indian Struggle for Independence
2. Majumdar R.C : Struggle for Freedom
3. Sekhar Bandopadhyaya : Nationalist Movement in India
4. B.L. Grover : A New look at Modern Indian History
5. Sailendra Nath Sen : An Advanced History of Modern India
6. A.R. Desai : Social Background of Indian Nationalism
7. ಡಾ.ಕೆ.ಸದಾಶಿವ : ಆಧುನಿಕ ಭಾರತದ ಇತಿಹಾಸ  
ಭಾರತದ ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟ

8. ಎಂ. ಅಬ್ದುಲ್ ರೆಹಮಾನ್ ಪುಷ್ಪ : ರಾಷ್ಟ್ರೀಯ ಆಂದೋಲನ:

9. ಆರ್ ಪೂರ್ಣಿಮಾ : ಕ್ರಾಂತಿಕಾರಿ ಘಟನೆಗಳು

10. ಎನ್.ಪಿ. ಶಂಕರನಾರಾಯಣರಾವ್ : ಸ್ವಾತಂತ್ರ್ಯ ಗಂಗೆಯ ಸಾವಿರ ತೋರೆಗಳು

11. ಕೆ.ಎಸ್.ಪಾರ್ಥಸಾರಥಿ : ಭಾರತದ ಪ್ರಥಮ ಸ್ವಾತಂತ್ರ್ಯ ಸಂಗ್ರಾಮ

12. ಪರಮೇಶ್ವರ ಬಿ. : ಭಾರತದ ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟ

### **Pedagogy**

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Resources like Audio- Visual aids, Films, Documentaries
- Visit to Historical Sites, Museums etc.
- ICT Supplemented Teaching
- Seminars / Guest / Special Lectures
- Group Discussions

### **Modes of Assignment**

- Individual Assignments
- Project Work
- Written Test
- Documentaries

OE – 3. Title of the Paper: Freedom Struggle in India (1857-1947)

Time : 2.30 Hours

Max Marks 60

PART- A

I. Answer any ten of the following in one or two sentences

10x1= 10

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

PART-B

II. Answer only four of the following

4x5=20

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

PART- C

III Answer any two of the following

2x10=20

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

PART- D


2x5=10

IV. Answer any five of the following Locate the places and explain its Historical importance

\* Note: One Essay Question given for Blind Students instead of map question.

Date: 13-09-2023

Place: Mysore

  
Prof. Y.H. NAYAKWADI  
Chairman BOS in History  
Board of Studies  
DOS in History  
Chairman  
University of Mysore  
Post Graduate Dept. of Studies  
& Research in History  
Mannasambathpet, Mysuru  
University of Mysore  
Mysore-570 006

## II BA - III

### Semester Paper No.3.3

#### OE-4 Introduction to Epigraphy

<b>Course Title: Introduction to Epigraphy</b>	
Total Contact Hours/ Semester = 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Syllabus Authors: BOS (UG)	Summative Assessment Marks: 100

#### Course Pre-requisite(s): Introduction to Epigraphy

##### Course Outcomes (COs):

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

- To understand the definition and importance of Palaeography, Brahmi, Kharosti scripts, dating and Eras
- To identify the writing Materials- Engraving-Stamped records-Seals.
- To understand the Evolution and Development of one of the scripts mentioned above with reference to estampages.
- Understanding the differences and similarities of inscriptions of North and South India.
- To learn about Practical Training in taking estampages of stone and copper plate inscriptions.
- To understand the importance of Palaeography, Brahmi and Kharosti scripts, dating and Eras

#### Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC 5	DSC 6	DSC 7	DSC 8	OE 3	OE 3	SEC 1	SEC 2
Disciplinary Knowledge						X		
Communication Skills								
Critical Thinking						X		
Problem Solving						X		
Analytical Reasoning						X		
Cooperation and Team Work						X		
Reflective Thinking						X		
Self-motivated Learning						X		
Diversity Management and Inclusive Approach						X		
Moral and Ethical Awareness Reasoning						X		
Lifelong Learning						X		

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark "X" in the intersection cell if a course outcome addresses a particular program outcome.



## II BA – III Semester

Paper No.3.3 OE-4

Title of the Course: **Introduction to Epigraphy**

<b>Content of Course</b>	<b>42 Hrs</b>
<b>Unit-I</b>	<b>14</b>
<b>Chapter No : 1</b> Introduction - Definition and importance of Palaeography – origin and antiquity of writing in India	<b>05</b>
<b>Chapter No: 2</b> Evolution and development of Scripts - Indus Valley Script- Kharosthi Script- Brahmi Script.	<b>05</b>
<b>Chapter No: 3</b> Writing materials - Engraving- forged records - Seals.	<b>04</b>
<b>Unit - II</b>	<b>14</b>
<b>Chapter No : 4</b> Introduction – Nature – Scope- Importance of Epigraphy	<b>05</b>
<b>Chapter No : 5</b> Types of Inscriptions –the language of Inscriptions - writing Materials - Stone, Copper, Palm leaves, Terracotta.	<b>04</b>
<b>Chapter No: 6</b> Study of Important North Indian Inscriptions <ol style="list-style-type: none"><li>1) Ashoka's Rock Edict No.13</li><li>2) Hatigumpha Inscription of Kharavela</li><li>3) Nasik Cave Inscription of Nahapana.</li><li>4) Mahrauli Pillar Inscription of Chandraguptha-II</li><li>5) Samudraguptha's Allahabad Pillar Inscription</li></ol>	<b>05</b>
<b>Unit - III</b>	<b>14</b>
<b>Chapter No:7</b> Study of Important South Indian Inscriptions <ol style="list-style-type: none"><li>1) Bramhagiri and Maski edicts of Ashoka</li><li>2) Halmidi Inscription</li><li>3) Aihole Inscription of Pulakeshi -II</li><li>4) Uttaramerur Inscription of Parantaka Chola</li><li>5) Shravanbelagola Inscription of Bukka I</li></ol>	<b>05</b>
<b>Chapter No: 8</b> Contributions of Important Epigraphists- B.L.Rice - J. F Fleet – D.L.Narasimhachar -M.H.Krishna	<b>04</b>

<p><b>Chapter No : 9</b> Visit to Local Inscription Sites</p> <p>Practical training in taking Estampage of stone or copper plate inscriptions- preparation of Field Study Report for assignment is mandatory.</p> <p><b>Map for study - Locate the Important Inscriptions and its Importance</b></p> <p>1) Besnagar 2) Hathigumpā 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) Gujarrā 18) Nagarjunakonda 19) Halmidi 20) Shahbazgarhi.</p> <p><b>Note-</b> One Essay Question for Blind Student for 10 Marks</p>	<p><b>05</b></p>
--	------------------

### Suggested Readings

1. D. C. Sircar : Indian Epigraphy
2. R.B.Pandey : Indian palaeography
3. Gai. G.S : Introduction to Indian epigraphy
4. ನರಸಿಂಹಮೂರ್ತಿ.ಎ.ವಿ : ಕನ್ನಡ ಲಿಪಿಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸ
5. ಅಣ್ಣಿಗೇರಿ. ಎಂ ಎಂ : ಶಾಸನಗಳ ಸಂಗ್ರಹ
6. ಡಾ.ಚಿದಾನಂದ ಮೂರ್ತಿ : ಕನ್ನಡ ಶಾಸನಗಳ ಸಾಂಸ್ಕೃತಿಕ ಅಧ್ಯಯನ
7. ಸುಂದರ. ಅ : ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ
8. ಹಿರೇಮಠ ಎಂ.ಎಸ್ : ಶಾಸನಾಧ್ಯಯನ
- 9 ಕೃಷ್ಣಮೂರ್ತಿ.ಸಿ.ಪಿ.: ಶಾಸನಶಾಸ್ತ್ರ ಪ್ರವೇಶ
10. ರಮೇಶ ಕೆ.ವಿ. : ಕರ್ನಾಟಕ ಶಾಸನ ಸಮೀಕ್ಷೆ, ಬೆಂಗಳೂರು
11. ಶ್ರೀನಿವಾಸ.ವಿ.ಪಾಡಿಗಾರ್ : ಭಾರತೀಯ ಶಾಸನ ಆಕರಗಳು

### Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Resources like Audio- Visual aids, Films, Documentaries
- Visit to Historical Sites, Museums etc.
- ICT Supplemented Teaching
- Seminars / Guest / Special Lectures
- Group Discussions

### Modes of Assignment

- Individual Assignments
- Project Work
- Written Test
- Documentaries

**OE – 3 - Title of the Paper: Introduction to Epigraphy**

Time : 2.30 Hours

Max Marks 60

**PART- A**

I. Answer any ten of the following in one or two sentences 10x1= 10

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

**PART-B**

II. Answer only four of the following 4x5=20

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

**PART- C**

III Answer any two of the following 2x10=20

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

**PART- D**


2x5=10

IV. Answer any five of the following Locate the places and explain its Historical importance

\* Note: One Essay Question given for Blind Students instead of map question.

Date: 13-09-2023

Place: Mysore



**Prof. Y.H. NAYAKWADI**  
Chairman BOS in History  
DOS in History  
University of Mysore  
Manasagangothri Mysuru  
Post Graduate Dept. of Studies  
& Research in History  
University of Mysore  
Mysore-570 006

**II BA – IV Semester**

**Paper No.4.1 DSC- 7 History of Karnataka (From Earliest times to 10<sup>th</sup> Century CE)**

<b>Course Title: History of Karnataka (From Earliest times to 10<sup>th</sup> Century CE)</b>	
Total Contact Hours/ semester = 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Syllabus Authors: BOS (UG)	Summative Assessment Marks: 100

**Course Pre-requisite(s): History of Karnataka (From Earliest times to 10<sup>th</sup> Century CE)**

**Course Outcomes (COs):**

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

- Develop a bird view on the historical development of Polity, economy and culture of Karnataka.
- To understand the cultural transitions of Karnataka from earliest times to 10<sup>th</sup> century CE.
- To understand how the different ruling powers develop a harmony in society through their religious policies.
- Develop a strong cultural understanding of Karnataka's language, literature and different cultural aspects.
- To identify the makers of Karnataka and how they helped to preserve the continuity of long cultural heritage

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

<b>Course Outcomes (COs) / Program Outcomes (POs)</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>DSC 7</b>	<b>DSC 8</b>	<b>OE 4</b>	<b>OE 4</b>	<b>SEC 1</b>	<b>SEC 2</b>
Disciplinary Knowledge			X					
Communication Skills								
Critical Thinking			X					
Problem Solving			X					
Analytical Reasoning			X					
Cooperation and TeamWork			X					
Reflective Thinking			X					
Self-motivated Learning			X					
Diversity Management and Inclusive Approach			X					
Moral and Ethical Awareness Reasoning			X					
Lifelong Learning			X					

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark "X in the intersection cell if a course outcome addresses a particular program outcome.

## II BA – IV Semester

Paper No.4.1 DSC- 7

Title of the Course: History of Karnataka (From Earliest times to 10<sup>th</sup> Century CE)

Content of Course	42 Hrs
<b>Unit-I</b>	<b>14</b>
Chapter No : 1 Survey of Sources – Pre Historic Culture – Stages – Tools – Important Sites – Brahmagiri, Sanganakallu – T. Narasipura -Proto Historic Culture – Sannati –Rajaghatta. Early State formation in Karnataka – Vadugas : Non Tamil Political entities – Depicted in Shangam Literature	<b>05</b>
Chapter No: 2 The Mauryans in Karnataka – Ashoka – Mauryan influences on Polity of Karnataka – Inscriptions – Royal Edicts	<b>05</b>
Chapter No: 3 The Satavahanas – Gautamiputra Satakarni – Polity and Administration	<b>04</b>
<b>Unit - II The Rise of Karnataka</b>	<b>14</b>
Chapter No : 4 The Kadambas of Banavasi – Mayuravarma and Kakutsavarma – Polity – Administration – Land Grant Policy	<b>04</b>
Chapter No : 5 The Gangas of Talakadu – Konganivarma – Durvineeta – Sri Purusha – Chavundaraya – Importance of Gangas in Geo-polity of Ancient Karnataka - Polity – Administration – Land Grant Policy	<b>05</b>
Chapter No: 6 The Chalukyas of Badami – Pulakeshi-II Vikramaditya- II - Polity – Administration – Land Grant Policy	<b>05</b>
<b>Unit - III The Age of Empires</b>	<b>14</b>
Chapter No:7 The Rastrakutas – Krishna-I – Govinda-III – Amoghavarsha Nrupatunga- Expansion Policy - Polity and Administration	<b>05</b>
Chapter No: 8 The Chalukyas of Kalyana – Tailapa-II – Vikramaditya-VI – Someshwara-III - Polity –Administration	<b>04</b>

<p><b>Chapter No : 9 Minor Dynasties of Ancient Karnataka-</b>  The Punnatas - The Nolambas - The Banas</p> <p><b>Maps for Study –</b>  Kadamba State during Kakustavarma  Ganga State during Durvineeta  Badami Chalukyan Empire during Pulikeshi II  Rastrakuta Empire under Amoghavarsha Nrupatunga</p> <p><b>Important Historical Places:</b>  1. Talakadu 2. T.Narasipura 3. Kibbanahalli 4. Chandravalli 5. Siddapura  6. Jatingarameshwara 7. Manyakheta 8. Badami 9. Pattadakallu 10. Ihole  11. Hemmige 12. Nandi 13. Manne 14. Sannati 15. Shravanabelagola</p>	<b>05</b>
---	-----------

### Suggested Readings

1. B. Sheik Ali : The Western Gangas
2. G.R. Rangaswamayya : Dakshina Bharatada Itihasa
3. A. Sundara (Ed.) : Kannada Vishaya Vishvakosha-Ithihasa mattu Puratatva
4. K.R.Basavaraju : History and Culture of Karnataka
5. P.B. Desai : A History of Karnataka
6. A. Sundara (Ed) : Karnataka Charitre -Vol- I
7. B.Surendra Rao (Ed) : Karnataka Charitre -Vol - II
8. K.A.Nilakanta Sastri : A History of South India
9. R.S. Mugali : The Heritage of Karnataka
10. Suryanath Kamat : Karnatakada Sankshipta Itihasa

### Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Resources like Audio- Visual aids, Films, Documentaries
- Visit to Historical Sites, Museums etc.
- ICT Supplemented Teaching
- Seminars / Guest / Special Lectures
- Group Discussions

### Modes of Assignment

- Individual Assignments
- Project Work
- Written Test
- Documentaries

**DSC -7 -Title of the Paper: History of Karnataka (From Earliest times to – 10Centrury CE)**

Time :- 2.30 Hours

Max Marks -60

**PART- A**

I. Answer any ten of the following in one or two sentences 10x1= 10

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

**PART-B**

II. Answer only four of the following 4x5=20

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

**PART- C**

III Answer any two of the following 2x10=20

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

2x5= 10

**PART- D**

IV. Answer any five of the following Locate the places and explain its Historical importance  
\* Note:- One Essay Question given for Blind Students instead of map question.

**Date: 13-09-2023**  
**Place: Mysore**

*Y.H. NAYAKWADI*  
**Prof. Y.H. NAYAKWADI**  
**Chairman BOS in History**  
**DOS in History**  
**University of Mysore**  
**Manasa Gangotri, Mysuru**  
**Post Graduate Centre**  
**& Research in History**  
**University of Mysore**  
**Mysore-570 006**

## II BA- III Semester

### Paper No.3.2 DSC-6 History of Modern India 1761-1947

<b>Course Title: History of Modern India 1761-1947</b>	
Total Contact Hours / Semester = 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Syllabus Authors: BOS (UG)	Summative Assessment Marks: 100

#### **Course Pre-requisite(s): History of Modern India 1761-1947**

#### **Course Outcomes (COs):**

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

- The Students will be able to trace the British colonial expansion in the political contacts of 18<sup>th</sup> century India. They will learn about the changes in society, politics, religion and economy during the period. They will also acquire knowledge about the freedom struggle
- The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its conceptuality.
- To understand India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles, indeed, India's national movements has vast and divergent ideological base with inner contradictions.
- Understand how the colonial rule was overthrown by the Indian nationalists.
- Identify the various phases of National Movement
- Understand the Gandhian Era.
- Appreciate the ideals and values of Gandhi that resulted in freedom.

#### **Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs) /Program Outcomes (POs)	DSC 5	DSC 6	DSC 7	DSC 8	OE 3	OE 3	SEC 1	SEC 2
Disciplinary Knowledge		X						
Communication Skills								
Critical Thinking		X						
Problem Solving		X						
Analytical Reasoning		X						
Cooperation and TeamWork		X						
Reflective Thinking		X						
Self-motivated Learning		X						
Diversity Management and Inclusive Approach		X						
Moral and Ethical Awareness Reasoning		X						
Lifelong Learning		X						

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.



## II BA – IV Semester

**Paper No.4.2 DSC-8**

**Title of the Course: History of Modern Europe (1871-1945)**

Content of Course	42 Hrs
<b>Unit-I</b>	<b>14</b>
<b>Introduction</b>	
<b>Chapter No : 1 The German Empire from 1871 to 1914</b> German Constitution – Domestic and Foreign Polices of Bismark and William Kaiser II	<b>04</b>
<b>Chapter No: 2 III Republic of France</b> Domestic and Foreign Policies of France Colonialism and Imperialism in Asia and Africa in the 19 <sup>th</sup> and 20 <sup>th</sup> Century	<b>04</b>
<b>Chapter No: 3 Eastern Question : Interests of Various Powers in Balkan States</b> <b>Stages:</b> 1.Serbian Independence to Treaty of Paris 2. Paris Treaty to Treaty of Berlin 3. Berlin Treaty of Bucharest 4. Congress of Berlin 5. Balkan Crisis and Wars-Causes – Failures – Consequences - Results	<b>06</b>
<b>Unit - II</b>	<b>14</b>
<b>Chapter No : 4 International Diplomacy Before the First World War</b> Power blocks and Alliances : Expansion of European Empires from 1870 to 1914- Three Emperors' League or Dreikaiserbund – Relations between England and France – Anglo – Russian Alliance of 1907	<b>06</b>
<b>Chapter No : 5 First World War</b> Causes – Course – Results –The Paris Peace Conference and the Treaty of Paris - Treaty of Versailles – Fourteen Points of Woodrow Wilson	<b>05</b>
<b>Chapter No: 6 League of Nations – the Assembly – The Council – Organisations – Achievements and Failures</b>	<b>03</b>
<b>Unit III</b>	<b>14</b>
<b>Chapter No:7 Rise of Totalitarianism in Europe</b> <b>Russian Revolution, 1917 – Causes and Its Results</b> <b>Rise of Totalitarianism in Russia under Lenin - Economic Change</b> <b>Stalin - New Constitution of Soviet Russia – Foreign Policy</b>	<b>04</b>

<b>Chapter No: 8 Failure of Weimar Republic and Rise of Nazism in Germany -</b> Adolf Hitler - Home and Foreign Policies – Formation of the Greater Germany - Military Organisation – Formation of the Rome-Berlin-Tokyo Axis. <b>Fascism in Italy – Benito Mussolini – Home and Foreign Policies</b>	<b>05</b>
<b>Chapter No : 9 Quest for Security and Road to Second World War</b> International Issues leading to Second World War - Causes – Course – Results – The Peace treaties <b>Formation of U.N.O - its Organisation – Achievements - Its Strength and Weaknesses</b>	<b>05</b>
<b>Historical Places :</b> 1.Berlin 2. Paris 3. London 4. Sarajevo 5. Rome 6. Belgrade 7. Montenegro 8. Bosnia and Herzegovina 8. Vatican 9. Istanbul 10. Moracco 11. Budapest 12. Prague 13. Lisbon 14.Vienna 15. Munich 16. Milan 17.Serbia 18.Romania 19.Frankfort 20.Mascow	

### Suggested Readings

1. C.D. Hazen : Modern Europe since 1789
2. E. H. Carr : International Relations between to World Wars (1919-1939)
3. R.D. Cornwall : World History in 20<sup>th</sup> Century
4. A.J.P. Taylor : Struggle for Mastery of Europe 1848-1918
5. A.J. Grant & Templeton : Europe in 19<sup>th</sup> and 20<sup>th</sup> Century
6. C.D.M. Ketelby : A History of Modern Times from 1789
7. C.J.H. Hayes : Cultural and Political History of Europe Vol. 1 (1500-1830)
8. George Lichtheim : A Short History of Socialism
9. Peter Mathias : First Industrial Revolution
10. Alec Nove : An Economic History of the USSR
11. Andrew Porter : European Imperialism, 1870-1914(1994)
12. Clyde and Beer : History of the far East
13. Hayes (ed) : World History
14. Durant, Will, : Lesson of History
15. Palmer. R.R and J. Cotton, : A History of the modern world
16. Fisher, H.A.L : A History of Europe
17. Hays, C. J. H, : Contemporary Europe since 1870
18. Grosvenor, Edwin : Contemporary History of the World

### Pedagogy

- Lecture Method – Classroom teaching, classroom discussions and student presentations in class and/or in tutorials.
- Learning Through Project work
- Collaborative learning strategies
- Use of Resources like Audio- Visual aids, Films, Documentaries
- Visit to Historical Sites, Museums etc.
- ICT Supplemented Teaching
- Seminars / Guest / Special Lectures
- Group Discussions

### Modes of Assignment

- Individual Assignments
- Project Work
- Written Test
- Documentaries

**DSC – 8 - Title of the Paper: History of Modern Europe (1871 – 1945)**

Time : 2.30 Hours

Max Marks 60

**PART- A**

I. Answer any ten of the following in one or two sentences

10x1= 10

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

**PART-B**

II. Answer only four of the following

4x5=20

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

**PART- C**

III Answer any two of the following

2x10=20

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

**PART- D**

2x5= 10

IV. Answer any five of the following Locate the places and explain its Historical importance

\* Note: One Essay Question given for Blind Students instead map question.

Date: 13-09-2023

Place: Mysore



**Prof. Y.H. NAYAKWADI**  
**Chairman BOS in History**  
**DOS in History**  
**University of Mysore**  
**Manasagangothri, Mysuru**  
**Board of Studies**  
**Chairman**  
**Post Graduate Dept. of Studies**  
**& Research in History**  
**University of Mysore**  
**Mysore-570 006**

## II BA – IV Semester

### Paper No.4.3 OE-4 Freedom Movements in Karnataka (1800- 1947)

<b>Course Title: Freedom Movements in Karnataka (1800- 1947)</b>	
Total Contact Hours / Semester = 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Syllabus Authors: BOS (UG)	Summative Assessment Marks: 100

#### **Course Pre-requisite(s): Freedom Movements in Karnataka (1800- 1947)**

#### Course Outcomes (COs):

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

- Understand nature of freedom struggle in Karnataka
- To Analyse the different stages of freedom struggle in Karnataka
- To Know the Swadeshi and Non Co-operation Movements in Karnataka
- To Know the influence of Gandhi on freedom struggle
- Understand the prominent freedom fighters of Karnataka

#### **Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)**

Course Outcomes (COs) / Program Outcomes (POs)	DSC 5	DSC 6	DSC 7	DSC 8	OE 4	OE 4	SEC 1	SEC 2
Disciplinary Knowledge					X			
Communication Skills								
Critical Thinking					X			
Problem Solving					X			
Analytical Reasoning					X			
Cooperation and Team Work					X			
Reflective Thinking					X			
Self-motivated Learning					X			
Diversity Management and Inclusive Approach					X			
Moral and Ethical Awareness Reasoning					X			
Lifelong Learning					X			

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark "X" in the intersection cell if a course outcome addresses a particular program outcome.

## I BA – IV Semester

### Paper No.4.3 OE-4

Title of the Course: **Freedom Movements in Karnataka (1800- 1947)**

Content of Course	42 Hrs
<b>Unit-I</b>	<b>14</b>
<b>Introduction:</b> Introduction to Historical Background	<b>02</b>
<b>Chapter No : 1</b> The disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay Provinces and Hyderabad State – Economic Background to Karnataka National Movement	<b>04</b>
<b>Chapter No: 2</b> <b>Armed Resistances Against the British Rule in Karnataka.</b> Revolt of Veerappa Deshmukh of Koppa in 1819 - Rani of Kittur – 1824- Sangolli Rayanna -1829-30 – Nagar Revolt 1830-31 – Resistance in Kodagu	<b>04</b>
<b>Chapter No: 3</b> <b>The Impact of the Rebellion of 1857 on Karnataka</b> Against anti - Arms Act - Bedas of Halagali -1857 - Venkatappa Nayaka of Surapura- Baba Saheb of Naragunda –Bhimarao of Mundargi – Effects of the Struggle.	<b>04</b>
<b>Unit - II</b>	<b>14</b>
<b>Chapter No : 4</b> <b>The National Movement in Bombay Karnataka</b> Rise of Nationalism in Karnataka - Early activities – Influence of Balagandhar Tilak -The response to Swadeshi Movement– Home Rule Movement -Influence of Mahatma Gandhi – Non Cooperation Movement - Belgaum Congress Session of 1924 –Civil Disobedience Movement – No Tax Campaign	<b>05</b>
<b>Chapter No : 5</b> <b>The National Movement in Hyderabad Karnataka</b> Early activities – The response to Swadeshi and Non Cooperation Movements – Influence of Mahatma Gandhi and Swamy Ramananda Theertha – Razakar Movement	<b>04</b>
<b>Chapter No: 6</b> <b>National Movement in Princely Mysore</b> Early Activities – Influence of Tilak and the Response to Swadeshi Movement -Establishment of Indian National Congress in Mysore – Civil Disobedience Movement – Forest Satyagraha and No Tax campaign	<b>05</b>
<b>Unit - III</b>	<b>14</b>

<b>Chapter No:7 Foundation of Mysore Congress</b> Shivapura Congress Session – Vidhuraswatha Tragedy- Quit India Movement -Esuru Tragedy - Mysore Chalo Movement	<b>05</b>
<b>Chapter No: 8 Congress Constructive Programmes in Karnataka</b> Propogation of Khadi – Rejuvanation of Village Industries –Removal of Untouchability – Hindu –Muslim Harmony – Prohibition of Liquor	<b>04</b>
<b>Chapter No : 9 Prominent Freedom Fighters of Karnataka</b> Hardikar Manjappa -Gangadhara Rao Deshpande – Kamala Devi Chattopadhyaya –Tagaduru Ramachandra Rao - Nijalingappa. S – T.Siddalingaiah – K.C.Reddy – Yashodhara Dasappa - Channiga Ramaiah – M.N. Jois	<b>05</b>
<b>Historical Places :</b> 1.Mysore 2.Esur 3. Vidhurashwath 4. Badanavalu 5. Halagali 6.Surapura 7.Sulya 8.Turuvanuru 9. Shivapura 10 Mangalore 11. Bangalore 13. Dharwada 14. Tagaduru 15.Kittur 16. Belgaum 17. Ankola 18. Mandya 19. Naragunda 20.Turvekere	

### Suggested Readings

1. S.Chandrashekhar : ದಕ್ಷಿಣ ಭಾರತ: ವಸಾಹತುಶಾಹಿ ಮತ್ತು ಸಂಘರ್ಷ : ಆಧುನಿಕ ಕರ್ನಾಟಕದ ಆಂದೋಲನಗಳು
2. R.R.Diwakar : Karnataka through the ages
3. P.B.Desai : History of Karnataka
4. K.Veerathappa : Studies in Karnataka History and Culture.
5. James Manor : Political change in an Indian State Mysore 1917-1955
6. M.Shamarao : Modern Mysore (2 vols.)
7. Suryanath U Kamat : A Concise History of Karnataka  
: ಕರ್ನಾಟಕದ ಸಂಕ್ಷಿಪ್ತ ಇತಿಹಾಸ
8. ಷೇಕ್‌ಅಲಿ ಬಿ. (ಪ್ರ. ಸಂ.) : ಕರ್ನಾಟಕ ಚರಿತ್ರೆ ಸಂಪುಟ 6 ಮತ್ತು 7
9. ಎಚ್.ಎಸ್. ಗೋಪಾಲ ರಾವ್ : ಕರ್ನಾಟಕ ಏಕೀಕರಣದ ಇತಿಹಾಸ
10. ದೊರೆಸ್ವಾಮಿ ಎಚ್.ಎಸ್. : ಸ್ವಾತಂತ್ರ್ಯ ಚಳವಳಿ : ಕರ್ನಾಟಕ
11. ದಿವಾಕರ್ ಆರ್.ಆರ್. : ಕರ್ನಾಟಕದ ಪರಂಪರೆ ಸಂಪುಟ-2

### Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Resources like Audio- Visual aids, Films, Documentaries
- Visit to Historical Sites, Museums etc.
- ICT Supplemented Teaching
- Seminars / Guest / Special Lectures
- Group Discussions

### Modes of Assignment

- Individual Assignments
- Project Work
- Written Test
- Documentaries

**OE – 4. Title of the Paper: Freedom Movement in Karnataka (1800 – 1947)**

Time : 2.30 Hours

Max Marks 60

**PART- A**

I. Answer any ten of the following in one or two sentences

10x1= 10

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

**PART-B**

II. Answer only four of the following

4x5=20

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

**PART- C**

III Answer any two of the following

2x10=20

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

**PART- D**

IV. Answer any five of the following Locate the places and explain its Historical importance

2x5=10

\* Note: One Essay Question given for Blind Students instead of map question.

**Date: 13-09-2023**

**Place: Mysore**



**Prof. Y.H. NAYAKWADI**  
**Chairman BOS in History**  
**DOS in History**  
**University of Mysore**  
**Manasagangothri Mysuru**  
**Board of Studies**  
**Chairman**  
**Post Graduate Dept. of Studic.**  
**& Research in History**  
**University of Mysore**  
**Mysore-570 006**

## II BA – IV Semester

### Paper No.4.3 OE-4 Principles and Practice of Museology

<b>Course Title: Principles and Practice of Museology</b>	
Total Contact Hours / Semester =42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Syllabus Authors: BOS (UG)	Summative Assessment Marks: 100

#### Course Pre-requisite(s): Principles and Practice of Museology

##### Course Outcomes (COs):

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

- Understand the concepts of Museum, Museology, Museography
- To identify properly both Cultural and Natural Heritage objects
- Know the acquisition methods, proper collection of objects for cultural centres
- Documentation of Tangible, Intangible and Natural Heritage objects
- Learn how to make museum and cultural centre as a destination of cultural tourism
- Learn how to make museums and other cultural organizations as resource centre for local communities

#### Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC 5	DSC 6	DSC 7	DSC 8	OE 4	OE 4	SEC 1	SEC 2
Disciplinary Knowledge						X		
Communication Skills								
Critical Thinking						X		
Problem Solving						X		
Analytical Reasoning						X		
Cooperation and Team Work						X		
Reflective Thinking						X		
Self-motivated Learning						X		
Diversity Management and Inclusive Approach						X		
Moral and Ethical Awareness Reasoning						X		
Lifelong Learning						X		

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark "X" in the intersection cell if a course outcome addresses a particular program outcome.



**II BA – IV Semester**

**Paper No.4.3 OE-4**

**Title of the Course: Principles and Practice of Museology**

<b>Content of Course I</b>		<b>42 Hrs</b>
<b>Unit-I</b>		<b>14</b>
<b>Introduction</b>		
<b>Chapter No : 1</b> Definitions and concepts of Museology and Museum		<b>05</b>
<b>Chapter No: 2</b> Origin and development of Museology and Museography		<b>04</b>
<b>Chapter No: 3</b> <b>Functions of Museum</b> – Collection, Documentation - Index and catalogue – numbering the objects		<b>05</b>
<b>Unit - II</b>		<b>14</b>
<b>Chapter No: 4</b> <b>A brief history of Museum Movement in India and Abroad.</b>		<b>05</b>
<b>Chapter No : 5</b> <b>Types of Museums - Archaeology Museums- Art museums- History museums- Maritime museums - Military and war museums - Open-air Museums - Industrial museums, Science Museums.</b>		<b>04</b>
<b>Chapter No: 6</b> <b>Indian Legislative Measures Relating to Museums -Treasure Trove Act, Antiquity Registration Act. Role of Professional Organizations – Museums Association of India UNSECO - ICOM. - , ICOMOS</b>		<b>05</b>
<b>Unit -III</b>		<b>14</b>
<b>Chapter No:7</b> <b>Important National Museums of India - National Museum, New Delhi - Salarjung Museum Hyderabad - Calcutta Museum – Mathura Museum- Government Museum Chennai</b>		<b>05</b>
<b>Chapter No: 8</b> <b>Regional Museums - Natural History Museum, Mysore - Government Museum, Hassan - Government Museum Bangalore - Manjusha Museum, Dharmasthala - Suttur Museum</b>		<b>05</b>
<b>Chapter No : 9</b> <b>Exhibition Equipments in Museum – Showcase – Pedestals- Audio Visual Equipments –Labeling Visit to nearest Museums Or Preparation Project report on Museums for Assignment is Mandatory</b>		<b>04</b>

**Places :**

1.New Delhi 2.Calcutta 3.Hydrabad 4. Mumbai 5.Chennai. 6. Bangalore 7. Buvaneaswar 8. Patna 9.Kochi 10. Ahmadabad 11. Poona 12. Mysore 13. Dharmathala 14. Hassan 15.Amritsar 16. Jaipur 17. Madras 18. Dakshina Chitra(Muttukad) 19. Indore 20. Goa

## Suggested Readings

1. Grace Morley : Museums
2. To- day, Department of Museology, M.S.  
University of Baroda. 1968
3. Diwadi.V.P. (Edited) : Museums and Museology: New horizons.
4. Vasant Hari Bedkar, : New Museology for India, National Museum Institute  
of History of Art, Conservation and Museology, 1985
5. Sviram Murti.C : Directory of Museums, Museology and New  
Museology, New Delhi 1985
6. Nigam M.L. : Fundamentals of Museology. Navahind Prakashan,  
1966.
7. Agrawal, Usha. : Museums in India – a brief directory
8. Seth, Manvi. : Communication and Education in Indian Museums.
9. Roy, Shilpi. : Museum documentation: a potent tool for collection  
Management
10. Smith Bautista, Susana. : Museums in the Digital Age: Changing Meanings of  
Places, Community and Culture.
9. Nigam,M.L : Museums in India
10. Nigam,M.L : Fundamentals of Museology
11. Ghosh D.P : A Studies in Museology
12. ಸಣ್ಣಯ್ಯ ಬಿ.ಎಸ್. (ಅನುವಾದ) : ವಸ್ತು ಸಂಗ್ರಹಾಲಯ ಮೂಲ ತತ್ವಗಳು

## Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Resources like Audio- Visual aids, Films, Documentaries
- Visit to Historical Sites, Museums etc.
- ICT Supplemented Teaching
- Seminars / Guest / Special Lectures
- Group Discussions

## Modes of Assignment

- Individual Assignments
- Project Work
- Written Test
- Documentaries

**OE-4 - Title of the Paper: Principles and Practices of Museology**

Time :- 2.30 Hours

Max Marks -60

**PART- A**

I. Answer any ten of the following in one or two sentences 10x1= 10

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....

**PART-B**

II. Answer only four of the following 4x5=20

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

**PART- C**


III Answer any two of the following 2x10=20

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

**PART- D** 2x5=10

IV. Answer any five of the following Locate the places and explain its Historical importance  
\* Note: One Essay Question given for Blind Students instead of map question.

**Date: 13-09-2023**  
**Place: Mysore**

  
**Prof. Y.H. NAYAKWADI**  
**Chairman BOS in History**  
**DOS in History**  
**Board of Studies**  
**University of Mysore**  
**Manasa Ganigotri, Mysur**  
**Post Graduate Dept. of Studies**  
**& Research in History**  
**University of Mysore**  
**Mysore-570 006**