



**ST.PHILOMENA'S COLLEGE (AUTONOMOUS), MYSURU**  
*(AFFILIATED TO UNIVERSITY OF MYSORE)*  
*REACCREDITED BY NAAC WITH A GRADE*

Three-year six semesters Choice Based Credit System (CBCS) with  
**Learning Outcome Based Curriculum framework (LOCF)**  
And Continuous Assessment & Grading Pattern (CAGP)  
Undergraduate Programme Under Autonomous Structure

**Programme - BA**

**The academic year 2018-19 onwards**

**DEPARTMENT OF HISTORY**

## VISION AND MISSION OF THE COLLEGE

### VISION:

The college is guided by the visionary zeal of providing value- based education to everyone irrespective of religion, caste, creed or sex by which the character is formed, intellect is explained and one can stand on his/her feet.

**MISSION:** To transform young men and women who come to learn not from books, but also from life and to share the experience of working and playing together, this inculcates life skills to become good citizens with integrity and discipline.

### Programme Educational Objective (PEO)

PEO1	Graduates will be able to master and display competency and leadership to become successful professionals, employees and entrepreneurs or pursue higher education and research.
PEO2.	Graduates will be able to demonstrate the commitment towards professional ethics, gender sensitivity, preservation of environment and sustainable development.
PEO3	Graduates will continue to learn and advance their careers through activities such as participation in professional organizations, attainment of professional certification and seeking higher education.

	<b>Programme Outcome: BA Programme</b>
PO1	<b>Disciplinary Knowledge:</b> The B.A. graduates will be acquainted with the social, science, ideological, philosophical, tradition and thinking.
PO2	<b>Cognitive and Communicative skills:</b> Students learn two languages along with three major subjects. At the end of the programme, the students would have developed reading, writing, speaking, interpretive and composition skills. They would be able to communicate with others using appropriate media; confidently share one's views and express themselves
PO3	<b>Research related skills:</b> The students would acquire skills required for research in social sciences.
PO4	<b>Ethics:</b> Education in social sciences lay emphasis on human values and cultural diversity.
PO5	<b>Problem Solving:</b> The B. A. programme enables the students to acquire the knowledge pertaining to solving various problems in life with courage and humanity.
PO6	<b>Critical Thinking:</b> Demonstrate the ability to articulate an insightful response. It equips them to think critically about the issues of contemporary relevance and hold an informed opinion on them.

PO7	<b>Social Interaction:</b> Elicit views of others, mediate disagreements and help reach conclusions in a group setting.
PO 8	<b>Environment and Sustainability:</b> Graduates will be able to understand the issues of environment and work towards sustainable development.
PO 9	<b>Employability:</b> After completing the of the programme, the graduates will have competency to be employed or to be an entrepreneur.
PO10	<b>Leadership Quality:</b> In the graduation programme students are inculcated moral and ethical values, managerial skills, adaptability, problem solving, taking initiative, decision making, risk taking to make them confident leaders.

#### **Programme Specific Outcomes (PSO): BA- Programme**

<b>PSO</b>	<b>After the completion of BA programme by studying EHP / EnHP /EnHPsy students will be able to</b>	<b>Cognitive level</b>
PSO 1	Identify the major problems and apply economics theories to real life situations	Apply
PSO 2	Develop Research skills by analyzing, synthesizing and evaluating <b>historical information</b> and express their thoughts clearly and coherently.	Evaluate
PSO 3	Understand the national and international issues, ideologies and working of world Constitutions.	Understand
PSO 4	Aable to identify, analyze, interpret and describe the critical ideas, values, and themes that appear <b>in literary and cultural texts</b> and understand the way these ideas, values, and themes inform and shape culture and society, both now and in the past.	Analyse
PSO 5	Understand different dynamics of behavior and mental processes of the self and others and apply scientific methods to study human behavior and mental process systematically	understand

Mapping of Mission of the College with PEO			
Mission	PEO-1	PEO-2	PEO-3
Mission -1	✓	✓	✓

Mapping of PEOs with Programme Outcomes(PO)											
PEO No.	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11
PEO-1		✓	✓		✓					✓	✓
PEO-2	✓			✓					✓		
PEO-3						✓	✓	✓			



**DEPARTMENT OF HISTORY**  
**CBCS SYLLABUS FOR HISTORY**  
**FOR THE ACADEMIC YEAR 2018-19 ONWARDS**

***PREAMBLE :***

The History Course of BA is a Credit Based Semester Scheme spread over Six Semesters for BA as one of the three major subjects. The department of History offers Hardcore and softcore papers giving the maximum coverage to topics and issues within the purview of the Subject. We intend to help students relive the history of the World by throwing light on various historical events, civilisations, battles, wars and leaders. We strive to motivate the students to investigate the past without any prejudices and arrive at a satisfying conclusion and research the same in order to establish the truth.

Papers on History of Ancient India, Medieval India, Modern Indian History, Asian History, European History lays premium on the contribution of India to the world. It enables students to understand the glorious past of India.

Papers on History and Culture of South India and State & Society in South India act as an eye-opener about the ancient administration, status of women, rich cultural practices, awe-inspiring different style of art and architecture, land reforms, etc. This will widen the understanding of the stakeholders.

The knowledge of the past will act as a roadmap for better understanding of History which will contribute towards the establishment of fact.

The Softcore Papers act as a supplement to the Hardcore Papers by expanding the mindset of stakeholders on various issues and perspectives. Papers on Intellectual History of Modern India, Social and Religious movements of Modern India, Glimpses of World History, Outline of Archives –Keeping, Art and Architecture of Ancient India and Prominent thinkers of Modern India act as complementary to the regular DSC papers.

The course seeks to familiarize students with the major debates in Indian History and gives an overview of the important aspects of Indian History from ancient to contemporary times. Due importance is also given to the study of the West, Middle East and South Asia especially in the context of Post-Colonialism. The country is presently confronted with several challenges -communalism, caste conflicts, gender-related issues, the impact of globalization which are threatening the social fabric of the plural society of India. In view of the correlation between education and changing society, it is imperative to enhance academic standards especially in times when the relevance of the study of history is seriously questioned. It is

essential to understand that we as a generation are inheritors of the great accomplishments of our forefathers. In strengthening the bond between the past and the future, social scientists, more so, students of history have a great role to play in connecting with the present. The focus of the curriculum has been mainly on socio-economic and cultural aspects though it is not divested of political or dynastic histories. With changing trends and latest developments in research updating of the curriculum is a necessary exercise. The intention is not a survey of the history of various periods but an in-depth study of the problems and different perspectives. The aim is also to equip students for careers in teaching, research and civil services and Tourism as well as strengthening analytical skills.

**DEPARTMENT OF HISTORY**  
**CBCS- LOCF SYLLABUS FOR HISTORY**  
**FOR THE ACADEMIC YEAR 2018-19 ONWARDS**  
**GENERAL SCHEME FOR TEACHING & EVALUATION**

**Discipline Specific Core (DSC) or Hard Core (HC) Papers.**

Semester	Title of the Paper	Course CODE	TYPE	Subject Code	Teaching Scheme Hours per Week		Examination Scheme			
					Theory	Credits	Exam Duration in Hours	Theory Max. Marks	I A-Max Marks	Total Marks
I	Paper-1:History of Ancient India up to 1206 CE	LA510	DSC		6	6	03	70	30	100
II	Paper-2: History of Medieval India from 1206 to 1761 CE	LB510	DSC		5	5	03	70	30	100
III	Paper-3:History of India from 1757	LC510	DSC		5	5	03	70	30	100
IV	Paper-4: Indian National Movement from 1885 - 1947 CE	LD510	DSC		5	5	03	70	30	100
V	Paper-5:History and Culture of South India up to 1336 CE	LE510	DSC		3	3	03	70	30	300
	Paper-6:State and Society in South India 1336 – 1800 CE	LE512	DSC		3	3	03	70	30	
	Paper-7:Colonialism and Nationalism in Asia	LE514	DSC		3	3	03	70	30	
VI	Paper-8: Perspectives in Karnataka History 1800 - 1956 CE	LF510	DSC		3	3	03	70	30	300
	Paper-9:Modern Western Civilization 1789 – 1945 CE	LF512	DSC		3	3	03	70	30	
	Paper-10:India and Contemporary World 1947 – 1995 CE	LF514	DSC		3	3	03	70	30	
<b>Note:</b>			DSE1		2	2	-	30	20	100
1. In V semester Papers 5& 6 are compulsory & 7 is an elective			DSE2		2	2	-	30	20	
2. In VI Semester Papers 8 & 9 are Compulsory & 10 is an elective						43	-			1100

### Discipline Specific Elective (DSE) or Soft Core (SC)

SL.No	Title of the Paper	Course code	TYPE	Semester	Subject Code	Teaching Scheme Hours per Week		Examination Scheme			
						Theory	Credits	Exam Duration in Hours	Theory Max. Marks	I A-Max Marks	Total Marks
1.	Outline of Intellectual History of Modern India	L51Y03	DSE	II to IV		2	2	02	30	20	50
2	An Introduction to Social and Religious Movements of Modern India.	L51Y01	DSE			2	2	02	30	20	50
3.	Glimpses of World History.	L51Y04	DSE			2	2	02	30	20	50
4	Outline of Archives Keeping	L51Y02	DSE			2	2	02	30	20	50
5.	Outline of Art and Architecture of ancient India up to 700 C.E.	L51Y05	DSE	V Or		2	2	03	30	20	50
6.	Prominent Thinkers of Modern India	L51Y06	DSE	VI		2	2	02	30	20	50

**Note:**

Sl.No	Type	
1.	DSC or HC	Discipline Specific Core (DSC) or Hard Core (HC)
2.	DSE or SC	Discipline Specific Elective (DSE or /Soft Core (SC)
3.	SEC or OE	Skill Enhancement Course (SEC) or Open Elective (OE)

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**CBCS SYLLABUS FOR HISTORY**  
**FOR THE ACADEMIC YEAR 2018-19 ONWARDS**  
**I SEMESTER ( DSC ) Paper –1: History of Ancient India up to 1206 CE.**  
**Marks -Theory - 70 + Internal Assessment -30= 100**  
**Class Duration – 06 Hours per week= 96 Hrs**

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**Course Objectives:**

1. To appreciate the significance of the sources for the study of ancient India
2. To understand life and cultural status of ancient Indian people
3. To gain knowledge about society, religion, polity & economy of ancient Indian people
4. To understand and appreciate literature of Ancient India
5. To know the factors responsible for the origin of new religions of India
- 6 To understand the teachings of Buddhism and Jainism
- 7 . evaluate the administration and policies of Mouryans, Indo-Greeks and Kushans
8. To analyse the administration and contribution of Guptas and Vardhanas for the cultural development of India
9. To appreciate state, society, feudal polity, art and architecture of Rajputs

**Course Learning Outcome:**

<b>Sl. No. of CO</b>	<b>After the completion of this course the student will be able to</b>	<b>Cognitive level</b>
CO 1.	Acquire knowledge about historical sources of ancient India.	understanding
CO 2.	Understand regarding primitive life & cultural status of ancient Indian people.	Understanding
CO 3.	Gather knowledge about society, religion polity & economy and will able to explain verbally and in writings.	Remember
CO 4.	Appreciate literature of Ancient India	Evaluate
CO 5.	Discuss the factors responsible for the origin of new religions of India	analyse
CO 6.	Understand the teachings of Buddhism and Jainism	Understanding
CO 7	Evaluate the administration and policies of Mouryans, Indo-Greeks and Kushans	Evaluate
CO 8.	Analyse the administration and contribution of Guptas and Vardhanas for the cultural development of India	analyse
CO 9.	Appreciate and Evaluate state, society, feudal polity, art and architecture of Rajputs	Evaluate
CO 10	Draw the extent of Empires of Ashoka, Kanishka, Samudra Gupta and Harshavardhana and locate the places of historical importance on map	apply

<b>UNIT 1</b>		<b>24 Hours</b>
1.1	Sources- literary and Archaeological	
1.2	Indus valley civilization- cities. (Harappa, Mohenjodaro,)-The political, economic and religious life of the people	
1.3	The Aryans-Origin-The Rig Vedic and later Vedic	
1.4	Sangam age – Polity – Literature.	
<b>UNIT-2</b>		<b>13 Hours</b>
2.1	causes for the rise of New religions	
2.2	Jainism-Life- and teaching of Mahaveera	
2.3	Buddhism-Life and teaching of Buddha	
<b>UNIT-3</b>		<b>22 Hours</b>
3.1	The Mauryas - Chandragupta MauryaAshoka - Kalinga war-Welfare state-Ashokadhamma	
3.2	The Indo-Greeks-Menander	
3.3	The Kushans-Kanishka-Conquests-Patronage to Buddhism-Gandhara Art.	
<b>UNIT-4</b>		
4.1	The Guptas-Samudragupta-Chandragupta II- The Gupta contributions in the field of literature. Science, Art and Architecture	<b>18 Hours</b>
4.2	The Vardhanas - Harshavardhana-Career and achievements	
<b>UNIT-5</b>		
5.1	The Rajputs- GurjaraParathiharas-Chauhans-Paramaras	<b>16 hours</b>
5.2	The state and society, feudal polity	
5.3	The Chandela art and architecture-Khajuraho and Konark temples. – Arab invasion of Sindh	
<b>MAPS FOR STUDY:</b>	<ol style="list-style-type: none"> <li>1. The Mauryan Empire under Ashoka</li> <li>2. The Kushan Empire under Kanishka</li> <li>3. The Gupta Empire under Samudra Gupta</li> <li>4. The Vardhana Empire under Harshavardhana</li> </ol>	<b>3 hours</b>
<b>Places of Historical importance:</b>	<div> i) Harappa  ii) Mohenjodaro  iii) Lothal  iv) Kalibhangan  v) Chanhudaro  vi) Lumbini  vii) Gaya  viii) Nalanda  ix) Pataliputra  x) Saranath </div> <div> xi) Maski  xii)Jatingarameshvara  xiii) Purushapura  xiv) Ujjain  xv) Thaneshvar  xvi) konark  xvii) khajuraho  xviii) Ajmer  xix) Taxila  xx) Kanuj </div>	

**BOOKS FOR REFERENCE:**

<b>Author</b>	<b>BOOKS</b>
V.D.MAHAJAN	EARLY HISTORY OF INDIA, S. CHAND & CO., NEW DELHI, 1979.
	DR.KHURANA. K.L: ANCIENT INDIA, LAKSHMI NARAIN AGARWAL PUBLISHERS, AGRA, 2001
RAYCHAUDHURI	POLITICAL HISTORY OF ANCIENT INDIA, DELHI, 1997.
K.A.N.SASTRY	HISTORY OF INDIA, PART 1 – ANCIENT INDIA, MADRAS, 1950.
LUNIYA, B. N.	EVOLUTION OF INDIAN CULTURE, LAKSHMI NARAIN AGARWAL PUBLISHERS, AGRA, 1982.
SHARMA, R. S	ASPECTS OF POLITICAL IDEAS AND INSTITUTIONS IN ANCIENT INDIA, MACMILLAN, NEW DELHI, 1991
ROMILA THAPAR	ASHOKA AND THE DECLINE OF THE MAURYAS
ROMILA THAPAR	ANCIENT INDIA
ROMILA THAPAR	EARLY INDIA, PENGUIN, NEW DELHI, 2002.
KOSAMBI, D.D.	THE CULTURE AND CIVILIZATION OF ANCIENT INDIA IN HISTORICAL OUTLINE, LONDON, 1965
BASHAM, A. L.	WONDER THAT WAS INDIA, VOL. 1, RUPA & Co., NEWDELHI, 2003.
JHA, D. N.	ANCIENT INDIA: <i>IN HISTORICAL OUTLINES</i> , MANOHAR, NEW DELHI, 2004

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## II SEMESTER – HISTORY

**DSC- Paper 2: History of Medieval India from 1206 to 1761 CE.**

**Marks -Theory - 70 + Internal Assessment -30= 100**

**Class Duration – 05 Hours per week=80 Hrs**

### Course Objectives:

1. To know the literary sources for the study of Medieval India
2. To learn the foundation, expansion and consolidation of the Delhi sultanates
3. To learn and analyse the Campaigns, administration and policies of Allauddin Khilji and Mohammed-Bin-Tughlaq
4. To learn and understand the foundation of Mughal Empire
5. To learn and Evaluate the achievements of Shershah
6. To have a comprehensive understanding of military campaigns of Akbar and his revenue administration and religious policy
7. To have an analytical comprehension of religious and Deccan policies of Aurangzeb
8. To have an evaluative Understanding of Mughal society, art and architecture.
9. To learn Bhakti movement and Sufi movement in Medieval India

### Course Learning Outcome:

Sl. No. of CO	After the completion of this course the student will be able to	Cognitive level
CO 1	Explain the significance of the literary sources for the study of Medieval India	Remember
CO 2	Describe the foundation, expansion and consolidation of the Delhi sultanates	Understanding
CO 3	Critically analyse the Campaigns, administration and policies of Allauddin Khilji and Mohammed-Bin-Tughlaq	analyse
CO 4	Describe the advent of Babur and the foundation of Mughal Empire	Understanding
CO 5	Evaluate the achievements of Shershah	Evaluate
CO 6	Discuss analytically military campaigns of Akbar and his revenue administration and religious policy	analyse
CO 7	Assess religious and Deccan policies of Aurangzeb	Evaluate
CO 8	Evaluate Mughal society, art and architecture.	Evaluate
CO 9	Comparatively discuss Bhakti and Sufi movement	analyse
CO 10	Draw the extent of Empires of Alauddin khilji, Mohammed bin Tughlaq, Akbar and Shivaji and locate the places of historical importance on map	apply

**Transaction Mode:**

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

**Expected Outcome:** To enable the student to understand the political history of Medieval India, the nature of the state, economy and society.

<b>UNIT-1</b>		<b>20 Hrs</b>
1.1	Sources-Literary	
1.2	Foundation of Delhi Sultanate-Qutb-ud-din Aibak- Iltutmish-Razia Sultana-Ghiasuddin Balban	
1.3	The Khiliji's-Alauddin Khilji- Market regulations	
1.4	The Tughlaqs – Mohammed bin Tughlaq- Administrative reforms	
<b>UNIT-2</b>		<b>24Hrs</b>
2.1	The advent of Babar and the foundation of the Mughal Empire	
2.2	Shershah Sur-Career and achievements	
2.3	Akbar-Conquests- Revenue Administration-Religious Policy	
2.4	Aurangzeb-Religious policy-Deccan Policy.	
<b>UNIT-3</b>		<b>15Hrs</b>
3.1	Social Structure of the Mughal Period	
3.2	Mughal Contribution to Art and Architecture With special reference to Fatepur Sikri, Taj Mahal and Red Fort at Delhi	
<b>UNIT-4</b>		<b>15Hrs</b>
4.1	Bhakti Movement- Kabir- Nanak,	
4.2	Sufism- Nizamuddin Auliya, Khawaja Moinuddin Chisti	
4.3	Shivaji-Career-Conquest-Administration	
<b>Maps for Study:</b>	i )The Khiliji Empire under Alauddin Khilji ii) The Tughlaq Empire under Mohammed bin Tughlaq iii) Mughal Empire under Akbar iv) the Maratha Kingdom under Shivaji	<b>6Hrs</b>
<b>Places of Historical importance.</b>	1. Delhi 2. Agra 3. Fatehpur Sikri 4. Panipat 5. Sassaram 6. Allahabad 7. Daulatabad 8. Warrangal 9. Lahore 10. Ajmer	11. Dwarasamudra 12. Poona 13. Raigad 14. Amristar 15. Surat 16. Amarkot 17. Srinagar 18. Chittore 19. Attock 20. Peshawar

**BOOKS FOR REFERENCE:**

Author	Books
R.C.MAJUMDAR	AN ADVANCED HISTORY OF INDIA, MACMILLAN, NEW DELHI, 2002
DR.KHURANA. K.L	HISTORY OF INDIA(1526-1967A.D.), LAKSHMI NARAIN AGARWAL EDUCATIONAL PUBLISHERS, AGRA, 1995
ISHWARI PRASAD	HISTORY OF MEDIEVAL INDIA, ALLAHABAD, 1936.
DR.KHURANA. K.L	MEDIEVAL INDIA, LAKSHMI NARAIN AGARWAL, EDUCATIONAL PUBLISHERS, AGRA, 1995.
SMITH, V. A.	OXFORD HISTORY OF INDIA, OUP, NEW DELHI, 2002.
KRISHNA REDDY	INDIAN HISTORY, TATA McGraw HILL, NEW DELHI, 2003.
NANDA, S. P.	LANDMARKS IN INDIAN HISTORY (PART-II, FROM THE ADVENT OF ISLAM TO INDIAN INDEPENDENCE), DOMINANT PUBLISHERS AND DISTRIBUTORS, NEW DELHI, 2004.
BAKSHI, S. R	ADVANCED HISTORY OF MEDIEVAL INDIA, ANMOL PUBLICATIONS, NEW DELHI, 2002
JOHN, F. RICHARD	THE NEW CAMBRIDGE HISTORY OF INDIA, CAMBRIDGE UNIVERSITY PRESS, 1996.
LANE POOL,	MEDIEVAL INDIA, HASKEL HOUSE PUBLICATION, USA, 1903

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**III SEMESTER – HISTORY****(DSC - Paper- 3: History of India from 1757 to 1857 CE.****Marks -Theory - 70 + Internal Assessment -30= 100****5 Hrs per week = 80hrs****Course Objectives:**

1. To understand the historical writings of Dadabhai Navroji, R. C. Majumdar and Bipanchandra
2. To learn advent and rivalry of British-and the French
3. To have an analytical understanding of the expansion of British power in India and Subjugation of Bengal
4. To have an evaluative assessment of Structure of the colonial government, economic policies and its impact, administrative changes
5. To have an analytical knowledge of administrative reforms and social policies of Cornwallis and William Bentinck
6. To have an evaluative assessment of the Rebellion of 1857

**Course Learning Outcome:**

Sl. No. of CO	After the completion of this course the student will be able to	Cognitive level
CO 1	Explain the historical writings of Dadabhai Navroji, R. C. Majumdar and Bipanchandra	Understanding
CO 2	Describe advent and rivalry of British-and the French	Understanding
CO 3	Critically analyse the expansion of British power in India and Subjugation of Bengal	analyse
CO 4	Analyse the battles of Plassey and Buxar	analyse
CO 5	Evaluate the Structure of the colonial government, economic policies and its impact, administrative changes	Evaluate
CO 6	Make an analysis of administrative reforms of Cornwallis	analyse
CO 7	Assessment of social policies of William Bentinck	Evaluate
CO 8	Draw the extent of Empires of Three Presidencies of British Empire in 1775, British Empire in 1857, and British Empire in 1800 and locate the places of historical importance on map	apply

**Transaction Mode:**

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

**Expected Outcome:** To enable the student to understand and analyse the policies and strategies of the English East India Company and British Empire, economic policies and administrative changes.

<b>UNIT 1</b>		<b>10 Hrs</b>
1.1	Historical writings of Dadabhai-Naoroji	
1.2	Historical writings of RC.Majumdar	
1.3	Historical writings of Bipanchandra	
<b>UNIT 2</b>	India in the 18 <sup>th</sup> century	<b>18Hrs</b>
2.1	The advent of British-and the French	
2.2	Anglo-French Rivalry(Carnatic wars), causes and consequences	
2.3	Expansion of British power in India-Subjugation of Bengal-Plassey and Buxar wars,	
<b>UNIT 3</b>	Structure of the Government-	<b>22Hrs</b>
3.1	The regulating Act of 1773	
3.2	Pitt's India Act of 1784-	
3.3	Economic and revenue policies -The Zamindari-Ryotwari and Mahalwari System	

<b>UNIT 4</b>	Administrative and Social policy-		<b>24Hrs</b>
4.1	Administrative reforms of Cornwallis-Civil services examination- Judiciary-Army		
4.2	Reforms of William Bentinck-Introduction of English education- Social reforms –Abolition of Sati, Female infanticide Etc.		
4.3	The Rebellion of 1857-Causes and results.		
<b>Maps For Study:</b>	1. Three Presidencies of British Empire in 1775  2. British Empire in 1857  3. British Empire in 1800		<b>6hrs</b>
<b>Places of Historical Importance</b>	i.Plassey ii.Buxar iii.Mysore iv.Srirangapattana v.Bessein vi.Salsette vii.Masulipatam. viii.Trichonopoly ix.Hyderabad x.Vellore	xi.Mangalore xii.Madras xiii.Calcutta xiv.Bombay xv.Hugli xvi.Ludhiana xvii.Bangalore xviii.Jhansi xix.Gwalior xx.Nagpur	

**BOOKS FOR REFERENCE:**

Author	Books
R.C.MAJUMDAR,	AN ADVANCED HISTORY OF INDIA, MACMILLAN, NEW DELHI, 2002
DR.KHURANA. K.L	HISTORY OF INDIA(1526-1967A.D.), LAKSHMI NARAIN AGARWAL EDUCATIONAL PUBLISHERS, AGRA, 1995.
V.D.MAHAJAN	ADVANCED HISTORY OF INDIA
SMITH, V. A.	OXFORD HISTORY OF INDIA, OUP, NEW DELHI, 2002
V.D.MAHAJAN	HISTORY OF MODERN INDIA, SAGE PUBLICATIONS, NEW DELHI, 2003.
GROVER, B. L. & GROVER, S.	A NEW LOOK AT MODERN INDIAN HISTORY, S. CHAND & CO., NEW DELHI, 2004.
BANDYOPADHYAY SEKHAR	FROM PLASSEY TO PARTITION, NEW DELHI, 2004.



KRISHNA REDDY	INDIAN HISTORY, TATA McGraw HILL, NEW DELHI, 2003.
NANDA, S. P	LANDMARKS IN INDIAN HISTORY (PART-II, FROM THE ADVENT OF ISLAM TO INDIAN INDEPENDENCE), DOMINANT PUBLISHERS AND DISTRIBUTORS, NEW DELHI, 2004.

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## IV SEMESTER- HISTORY

**DSC- Paper- 4: Indian National Movement from 1885 - 1947 CE.**

**Marks -Theory - 70 + Internal Assessment -30= 100**

**5Hrs per week = 80Hrs**

### Course Objectives:

- 1 To Understand Rise and growth of national consciousness
- 2 To learn about the establishment of Indian National Congress
- 3 To have an analytical understanding of Era of Moderates and Extermists and their Techniques
- 4 To have a critical assessment of the role of Chandrashekhar Azad and Bhagath Singh in the National Movement
- 5 To have an Evaluative appraisal of Congress-league pact and Home Rule movement
- 6 To have an analytical understanding of Gandhian Era in the National Movement
- 7 To have an analytical assessment of Achievement of freedom, growth of communalism and partition of country

### Course Learning Outcome:

Sl. No. of CO	After the completion of this course the student will be able to	Cognitive level
CO 1	Explain the Rise and growth of national consciousness	Understanding
CO 2	Describe the establishment of Indian National Congress	Remember
CO 3	Analyse the Era of Moderates and Extermists and their Techniques	analyse
CO 4	Critically Assess the role of Chandrashekhar Azad and Bhagath Singh in the National Movement	Evaluate
CO 5	Make an Evaluative appraisal of Congress-league pact and Home Rule movement	Evaluate
CO 6	Analyse Gandhian Era in the National Movement and Round table conferences	analyse
CO 7	Analyse the Achievement of freedom, growth of communalism and partition of country	analyse

**Transaction Mode:**

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

**Expected Outcome:** To enable the student to understand the national movement in India, the contribution of freedom fighters and events of the freedom movement.

<b>UNIT 1:</b>		<b>10 Hrs</b>
1.1	Marxist Historical writing-Sumit Sarakar	
1.2	Subaltern Writings - Ranjit Guha	
<b>UNIT 2:</b>		<b>23 Hrs.</b>
2.1	The Rise of Nationalism	
2.2	Establishment of Indian National Congress	
2.3	The era of Moderates.	
2.4	Extremists and their Techniques.	
2.5	Partition of Bengal-Anti-Partition agitation	
2.6	Bhagat Singh and Chandrashekhar Azad.	
<b>UNIT 3:</b>	National Movement during The first world war-	<b>23Hrs</b>
3.1	Lucknow Session of Congress --Congress-League Pact	
3.2	Home Rule Movement 1916	
3.3	Gandhian Era -Non-co-operation Movement-Civil Disobedience movement	
3.4	Round table conferences	
<b>UNIT 4:</b>	National movement after 1935-	<b>24 Hrs.</b>
4.1	Subhash Chandra Bose - Indian National Army	
4.2	Growth of Communalism -formation of Hindu Mahasabha - Muslim-League and Two Nation Theory	
4.3	Quit-India Movement	
4.4	Cabinet Mission Plan - Atlee Announcement – Mountbatten Plan	
4.5	Partition and Independence. Indian Independence Act	

## No Map Question

### BOOKS FOR REFERENCE:

Author	Books
R.C.MAJUMDAR,	AN ADVANCED HISTORY OF INDIA, MACMILLAN, NEW DELHI, 2002
DR.KHURANA. K.L	HISTORY OF INDIA(1526-1967A.D.), LAKSHMI NARAIN AGARWAL EDUCATIONAL PUBLISHERS, AGRA, 1995.
SMITH, V. A.	OXFORD HISTORY OF INDIA, OUP, NEW DELHI, 2002.
V.D.MAHAJAN	HISTORY OF MODERN INDIA, SAGE PUBLICATIONS, NEW DELHI, 2003.
SHARMA. L.P	INDIAN NATIONAL MOVEMENT
BIPAN CHANDRA	INDIAN STRUGGLE FOR INDEPENDENCE
BIPAN CHANDRA	INDIAN NATIONAL MOVEMENT, LONG TERM DYNAMICS
BIPAN CHANDRA	COMMUNALISM IN MODERN INDIA, VIKAS PUBLISHERS, DELHI, 1987.
RAM PUNIYANI	COMMUNAL POLITICS: <i>FACTS VERSUS MYTHS</i> , SAGE PUBLICATIONS, NEW DELHI, 2003.
GROVER, B. L. & GROVER, S	A NEW LOOK AT MODERN INDIAN HISTORY, S. CHAND & CO., NEW DELHI, 2004.
BANDYOPADHYAY SEKHAR	FROM PLASSEY TO PARTITION, NEW DELHI, 2004.

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## V SEMESTER- HISTORY

**DSC – Paper 5: History and Culture of South India up to 1336 CE.**

**Marks -Theory - 70 + Internal Assessment -30= 100**

**3 Hrs per week = 48 Hrs.**

### Course Objectives:

- 1 To understand The role of Literary and epigraphical sources for the study of south Indian history
- 2 To learn the significant contributions of Satavahanas, Chalukyas of Badami and Pallavas, rulers and their administrative reforms
- 3 To learn the significant contributions of The Rastrakutas, The Chalukyas of kalyani, Hoysalas, and Cholas of Tanjore rulers and their administrative reforms
- 4 To have an Evaluative assessment of the nature of state society and economy
- 5 To have a critical appraisal of the Socio – religious and Cultural conditions
- 6 To have an assessment of Contributions of socio-religious reformers.

### Course Learning Outcome:

Sl. No. of CO	After the completion of this course the student will be able to	Cognitive level
CO 1	Explain the significance of Literary and epigraphical sources for the study of south Indian history	Understanding
CO 2	Describe the significant contributions of Satavahanas, Chalukyas of Badami and Pallavas, rulers and their administrative reforms	Understanding
CO 3	Make an Evaluative assessment of the significant contributions of The Rastrakutas, The Chalukyas of kalyani, Hoysalas, and Cholas of Tanjore rulers and their administrative reforms	Evaluate
CO 4	Make an Evaluative assessment of the nature of state, society and economy	Evaluate
CO 5	Analyse the Socio – religious and Cultural conditions	analyse
CO 6	Make an Evaluative assessment of Contributions of socio-religious reformers	Evaluate
CO 7	Draw the extent of Empires of Pulikeshi II, Govinda III, Vikramaditya VI, Ballala II and locate the places of historical importance on map	apply

### Transaction Mode:

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

<b>Unit 1</b>		<b>15 Hrs</b>
1.1	Sources-Literary and Epigraphical –	
1.2	Satavahanas-GauthamiputraSatakarani –Cultural Contributions	
1.3	Chalukyas of Badami-Pulikeshi II- Cultural Contributions	
1.4	Pallavasof Kanchi-Mahendravarman-I - Narashimavarman- Cultural Contributions.	
<b>Unit 2</b>		<b>8Hrs</b>
2.1	The Rastrakutas of Manyakheta- Govinda-III – AmoghavarshaNrupatunga- cultural contributions	
2.2	The Chalukyas of Kalyani-Vikramaditya-VI –Someshvara-III- cultural contributions.	
<b>Unit 3</b>		<b>8Hrs</b>
3.1	The Hoysalas of Dwarasamudra – Vishnuvardhana-Ballala-II- Administration Art and Architecture	
3.2	The Cholas of Tanjore - Rajaraja-I –Rajendra-I - Administration – Art and Architecture.	
<b>Unit 4</b>		<b>6Hrs</b>
4.1	South Indian Society and Economy-Caste System	
4.2	Guild System - Devadaya- Bramadeya. V	
<b>Unit 5</b>		<b>8Hrs</b>
5.1	Religious Developments in South India – Shankaracharya- Ramanujacharya- Madhvacharya-Basaveshvara	
5.2	Socio-religious reforms – Nayanars and Alvars	
Maps for Study	<ol style="list-style-type: none"> <li>1. The extent of the Chalukyan Empire during Pulikeshi II</li> <li>2. The extent of RashtrakutaEmpire during Govinda III</li> <li>3. The extent of Chalukyas of Kalyani Empire during Vikramaditya VI</li> <li>4. The extent of the Hoysala Empire during Ballala II</li> </ol>	<b>3 Hrs</b>

<u>Places of Historical Importance</u>	1.Tanjore 2.Ihole 3.Pattadakallu 4.Manayakheta 5.Kanchi 6. Badami 7. Madurai	8.GangaikondaChol apuram 9.Uraiyr 10.Kalyana 11.Dwarasamudra 12.Belur 13.Mahabalipuram 14. Kaladi	15.Perumbur 16.Udupi 17.Kudala Sangama 18.Maski 19.Brahmagiri 20.Shravanabelagola.	
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**1. Compulsory educational Tour**

**2. Assignment on tour**

**BOOK FOR REFERENCE**

Author	Books
R.R. DIWAKAR (EDITED)	KARNATAKA THROUGH THE AGES
R.R.DIWAKAR	STUDIES IN INDIAN HISTORY & CULTURE
R.R.DIWAKAR (EDITED)	KARNATAKA PARAMPARE 2 VOLS.
SHAMBA JOSHI	KARNATAKA SAMSKUTHIYA POORVA PEETIKE
G. M. MORAES	THE KADAMBA KULA
VINCENT SMITH	THE CAMBRIDGE HISTORY OF INDIA VOL 01
P.B.DESAI	HISTORY OF KARNATAKA
K.A.N.SASTRY	A HISTORY OF SOUTH INDIA
B.L. RICE	MYSORE GAZETTEER VOL 01
HAYAVADANA RAO	MYSORE GAZETTEER VOL 02
HAYAVADANA RAO	THE HISTORY OF MYSORE 3 VOLS
K. BASAVARAJA	HISTORY AND CULTURE OF KARNATAKA
K. RAGHAVENDRA RAO	IMAGING THE UNIMAGINABLE
NARASIMHACHARYA	THE KANNADA, THE PEOPLE, THEIR HISTORY AND CULTURE.
S. RAJASHEKARA	KARNATAKA ART AND ARCHITECTURE

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**V SEMESTER – HISTORY**  
**DSC- Paper -6: State and Society in South India 1336 – 1800 CE**  
**Marks -Theory - 70 + Internal Assessment -30= 100**  
**3 Hrs per week = 48 Hrs.**

**Course Objectives:**

- 1 To learn the role of sources for understanding state and society of south India
- 2 To understand the Significant contributions of rulers of Vijayanagara
- 3 To learn the Significant contributions of rulers of Bahamani Dynasties
- 4 To have an analysis of Nature of society, state, administration and economy
- 5 To have an evaluative understanding of the achievements of early Wodeyars and Nayaks of Keladi and Chitradurga.
- 6 To have a critical appraisal of Religious and Cultural developments

**Course Learning Outcome:**

Sl. No. of CO	After the completion of this course the student will be able to	Cognitive level
CO 1	Explain the significance of sources for understanding state and society of south India	Remember
CO 2	Describe the Significant contributions of rulers of Vijayanagara	Understanding
CO 3	Assess the Significant contributions of rulers of Bahamani Dynasties	Evaluate
CO 4	Analyses the Nature of society, state, administration and economy	analyse
CO 5	Make an Evaluative assessment of the achievements of early Wodeyars and Nayaks of Keladi and Chitradurga.	Evaluate
CO 6	Make a critical assessment of Religious and Cultural developments	Evaluate
CO 7	Draw the extent of Empires of Krishnadevaraya, Gawan, Chikkadevaraja Wodeyar and locate the places of historical importance on map	apply

**Transaction Mode:**

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

<b>UNIT-1:</b>		<b>3 Hrs</b>
1.1	Sources- Literary and Epigraphical	
<b>UNIT-2</b>		<b>15 Hrs</b>
2.1	Vijaynagar Empire –Sangam Dynasty-Devaraya-II-	
2.2	Tuluva dynasty-Krishanadevaraya	
2.3	Battle of Talikota 1565	
2.4	Bahamani kingdom –MahammadGawan- cultural contributions.	
2.5	Adilsahis of Bijapur – Mohammed AdilShah - cultural contributions.	

<b>UNIT-3</b>		<b>8 Hrs</b>
3.1	South Indian Society under Vijayanagar – society – status of women – Nayankara system	
3.2	Dasacult- PurandaraDasa- Kanaka Dasa-	
3.3	Sufism –KhwajaBande Nawaz –	
<b>UNIT-4</b>		<b>13 Hrs</b>
4.1	The Wodeyars-CikkadevarajaWodeyar-Career and achievements	
4.2	Nayakas of Ikkeri –Shivappanayaka	
4.3	ChitrdurgaNayaks-Madakarinarayaka-V	
4.4	Hyder Ali-1 <sup>st</sup> & 2 <sup>nd</sup> Anglo-Mysore wars	
4.5	Tippu Sultan-3 <sup>rd</sup> & 4 <sup>th</sup> Anglo- Mysore wars	
<b>UNIT-5</b>		<b>6 Hrs</b>
5.1	Cultural developments in South India-Vijayanagar Temples and Monuments – Art and Architecture	
<b><u>Maps for Study</u></b>	<ol style="list-style-type: none"> <li>1. The extent of the Vijayanagar Empire under Krishnadevaraya</li> <li>2. Bahaman kingdom under Gawan</li> <li>3. ChikkadevarajaWodeyar's Kingdom</li> </ol>	<b>3 Hrs.</b>
<b><u>Places of Historical Importance :</u></b>	<ol style="list-style-type: none"> <li>1. Talikot</li> <li>2. Penugonda</li> <li>3. Hampi</li> <li>4. Raichur</li> <li>5. Gulbarga</li> <li>6. Boodikote</li> <li>7. Bidar</li> <li>8. Madikeri</li> <li>9. Sira</li> <li>10. Golconda</li> </ol>	<ol style="list-style-type: none"> <li>11. Bijapur</li> <li>12. Ikkeri</li> <li>13. Bababudangir</li> <li>14. Ahmednagar</li> <li>15. Bangalore</li> <li>16. Chitradurga</li> <li>17. Devanahalli</li> <li>18. Kaginele</li> <li>19. Yalandur</li> <li>20. Devarayanadurga</li> </ol>

**BOOKS FOR REFERENCE:**

Authors	Books
R.R. DIWAKAR(Edited)	KARNATAKA THROUGH THE AGES
R.R.DIWAKAR	STUDIES IN INDIAN HISTORY & CULTURE
VINCENT SMITH	THE CAMBRIDGE HISTORY OF INDIA VOL. 01
P.B.DESAI	HISTORY OF KARNATAKA
K.A.N.SASTRY	A HISTORY OF SOUTH INDIA
KAMATH, SURYANATH U	A CONCISE HISTORY OF KARNATAKA
NILAKANTA SASTRI,	A HISTORY OF SOUTH INDIA FROM PREHISTORIC TIMES TO



K.A.	THE FALL OF VIJAYANAGAR.
HAYAVADANA RAO	THE HISTORY OF MYSORE 3 VOLS.
K. BASAVARAJA	HISTORY AND CULTURE OF KARNATAKA
K. RAGHAVENDRA RAO	IMAGING THE UNIMAGINABLE
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## V SEMESTER – HISTORY

### DSC - Paper -7: Colonialism and Nationalism in Asia

**Marks -Theory - 70 + Internal Assessment -30= 100**

**3 hrs per week = 48 Hrs**

#### Course Objectives:

- 1 To understand the political developments in China
- 2 To learn the growth of Nationalism and Communism in China
- 3 To Learn the Rise of Modern Japan
- 4 To have an analytical understanding of Japan and its wars
- 5 To have an Evaluative understanding of developments in Turkey and Iran
- 6 To have a critical assessment of the nature of Arab nationalism
- 7 To have a critical appraisal of the process of the creation of Israel

#### Course Learning Outcomes

Sl. No. of CO	After the completion of this course the student will be able to	Cognitive level
CO 1	Explain the opium wars and Boxer rebellion in China	Understanding
CO 2	Describe the growth of Nationalism and Communism in China	Remember
CO 3	Discuss the Rise of Modern Japan	Understanding
CO 4	Analyses Russo-Japanese war and Japan and Second World war	analyse
CO 5	Make an Evaluative assessment of developments in Turkey and Iran	Evaluate
CO 6	Make a critical assessment of the nature of Arab nationalism	Evaluate
CO 7	Analyse the process of the creation of Israel	analyse
CO 8	Draw the extent of People's Republic of China, Japan in	apply

	1942, Turkey under Mustafa Kemal Pasha, Israel and locate the places of historical importance on map	
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### Transaction Mode:

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

<b>UNIT-1</b>		<b>15 Hrs</b>
1.1	China a brief history-The Opium Wars	
1.2	The Boxer Rebellion-	
1.3	Dr.Sun-Yat-Sen	
1.4	ChiangkaiShek- The Kumintang Party	
1.5	Mao-Tse Tung and the Communists.	
<b>UNIT-2</b>		<b>10 Hrs</b>
2.1	Rise of Modern Japan-the Meiji Restoration	
2.2	Russo - Japanese War	
2.3	Japan & Second World War	
2.4	American Occupation of Japan.	
<b>UNIT-3</b>		<b>6 Hrs</b>
3.1	The role of Dr .Sukarno in the Struggle against the Dutch Colonial rule in Indonesia	
3.2	The role of Ho-Chi-Minh in the Struggle against French colonial rule in Indo-China	
<b>UNIT-4</b>		<b>8 Hrs</b>
4.1	Modernization of Turkey under Mustafa Kemal Pasha	
4.2	Rezashah Pahlavi and modernization of Iran	
<b>UNIT-5</b>		<b>6 Hrs</b>
5.1	Creation of Israel	
<b><u>Maps for Study:</u></b>	1. People's Republic of China 2. Japan in 1942 3. Turkey under Mustafa Kemal Pasha Attaturk 4. Creation of Israel	<b>3 hrs</b>
<b><u>Places of Historical Importance:</u></b>	1. Peking 2. Shanghai 3. Tokyo 4. Constantinople 5. Tel Aviv 6. Port Arthur	7.Damascus 8.Nanking 9Nagasaki 10.Tehran 11.Saigon 12.Ankara 13.Mosul 14.Seoul 15.Canton 16.Macao 17.Haroshima 18.Mukden 19.Jerusalem 20 Madina

**Books for Reference:**

Authors	Books
H.M. VINACKE	A HISTORY OF FAR EAST IN MODERN TIMES
K.S. LATOURETTE	A SHORT HISTORY OF FAR EAST
STORNEY	HISTORY OF MODERN JAPAN
SADASHIVA	AADHUNIKA PRAPANCHA ITHIHAASA
DR.KHURANA. K.L	HISTORY OF CHINA AND JAPAN, 20 <sup>TH</sup> CENTURY WORLD
AHMAD, FERAZ	THE MAKING OF MODERN TURKEY
COHN-SHERBOK, DAN	THE PALESTINE-ISRAELI CONFLICT-A BEGINNER'S GUIDE
SHIVAKUMAR & S. JAIN	HISTORY OF THE FAR EAST IN MODERN TIMES
R. K. MAJUMDAR	HISTORY OF THE FAR EAST
R. K. MAJUMDAR	HISTORY OF THE MIDDLE EAST
R. S. CHAURASIA	HISTORY OF FAR EAST
R. S. CHAURASIA	HISTORY OF MIDDLE EAST
B. V. RAO	HISTORY OF ASIA
K. M. PANIKKAR	ASIA AND WESTERN DOMINANCE
P. H. CLYDE AND B. F. BEERS	THE FAR EAST
PETER AVERY	MODERN IRAN
LOUIS BERNARD	THE MIDDLE EAST AND THE WEST

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**VI SEMESTER- HISTORY**

**DSC- Paper -8: Perspectives in Karnataka History 1800 - 1956 CE**

**Marks -Theory - 70 + Internal Assessment -30= 100**

**3 Hrs per week = 48 hrs**

**Course Objectives:**

- 1 To learn Historical Writings on Modern Karnataka
- 2 To acquire knowledge of developments that took place in Mysore state after restoration
- 3 To understand and assess the imposition of Direct Colonial Rule on Mysore
- 4 Gather knowledge about the administration & progressive reforms under commissioners
- 5 To have an analytical assessment of Significant contributions of Wodeyar rulers and prominent  
Dewans

6 To Get an insight into the socio-cultural & political development and Movements in Modern

Mysore (Karnataka) state.

### Course Learning Outcome:

Sl. No. of CO	After the completion of this course the student will be able to	Cognitive level
CO 1	Explain the Historical Writings on Modern Karnataka	Understanding
CO 2	Describe the developments that took place in Mysore state after restoration	Remember
CO 3	Make an Evaluative assessment of the imposition of Direct Colonial Rule on Mysore	Evaluate
CO4	Make an analytical assessment of administration & progressive reforms under commissioners	analyse
CO 5	Analytically assesses significant contributions of Wodeyar rulers and prominent Dewans	analyse
CO 6	Make a critical appraisal of The Freedom Struggle, Mysore Chalo Movement and Unification Of Karnataka Movement	Evaluate
CO 7	Draw the extent of The Rendition of Mysore state in 1881, Mysore State in 1956 and locate the places of historical importance on map	apply

### Transaction Mode:

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

<b>UNIT 1</b>		<b>6 Hrs</b>
1.1	Historical Writings on Modern Karnataka-James Manor-Bjorn Hettne-B.L.Rice	
<b>UNIT 2</b>		<b>10 Hrs</b>
2.1	The subsidiary Treaty	
2.2	DewanPoornaiah-Administration	
2.3	KrishnarajaWodeyar III contributions	
2.4	1831 Nagar Revolt.	
<b>UNIT 3</b>	The imposition of Direct Colonial Rule on Mysore	<b>6 Hrs</b>
3.1	Mark Cubban – administrative reforms	
3.2	Bowring- administrative reforms	
<b>UNIT 4</b>	Modernisation	<b>15 Hrs</b>
4.1	Rangacharlu - Administrative Reforms	
4.2	K.SheshadriIyer - developmental works	
4.3	Sir M.Vishveshwariah - Administrative Reforms	
4.4	Mirza Ismail - Administrative Reforms	
4.5	Krishna Raja Wodeyar IV – Contributions	

<b>UNIT 5</b>			<b>8 Hrs</b>
5.1	The Freedom Struggle - Mysore Chalo Movement		
5.2	Unification Of Karnataka Movement		
<b><u>Maps For Study:</u></b>	The Rendition of Mysore-1881 Mysore State In 1956		<b>3 hrs</b>
<b><u>PLACES:</u></b>	1. Mysore 2 KrishnarajaSagar 3Banglore 4. Mandya 5Nanjangud 6.Kalale 7.Belgaum 8. Shimoga 9.Chamarajanagar 10.Udupi	11. Kolar 12. Shivapura 13. Srirangapatna 14. Belagola 15. Madras 16. Dharwad 17. Hubli 18. Yelandur 19. Ankola 20. Mangalore	

### Books for Reference

AUTHORS	BOOKS
R.R. DIWAKAR	KARNATAKA THROUGH THE AGES
R.R.DIWAKAR	STUDIES IN INDIAN HISTORY & CULTURE
VINCENT SMITH	THE CAMBRIDGE HISTORY OF INDIA VOL. 01
P.B.DESAI	HISTORY OF KARNATAKA
K.A.N.SASTRY	A HISTORY OF SOUTH INDIA
HAYAVADANA RAO	MYSORE GAZETTEER VOL. 2
KAMATH, SURYANATH U.	A CONCISE HISTORY OF KARNATAKA
HAYAVADANA RAO	THE HISTORY OF MYSORE 3 VOLS.
K. BASAVARAJA	HISTORY AND CULTURE OF KARNATAKA
K. RAGHAVENDRA RAO	IMAGINING THE UNIMAGINABLE
NARASIMHACHARYA	THE KANNADA, THE PEOPLE, THEIR HISTORY AND CULTURE.

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## VI SEMESTER- HISTORY

### DSC - Paper - 9: Modern Western Civilization 1789 – 1945 CE

Marks -Theory - 70 + Internal Assessment -30= 100

3 hrs per week = 48

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#### Course Objectives:

- 1 To learn and understand Nature, Scope, course and results of French revolution and Post revolution developments.
- 2 To understand reforms of Napoleon Bonaparte
- 3 To have an analytical understanding of Nationalism and Socialism in Europe
- 4 To have a Critical appraisal of Unification movements in Italy and Germany and role of Bismarck
- 5 To get insight into the Causes and effects of World Wars, Russian Revolutions and Functions of UNO

#### Course Learning Outcome:

Sl. No. of CO	After the completion of this course the student will be able to	Cognitive level
CO 1	Describe the Nature, Scope, course and results of French revolution and Post revolution developments.	Understanding
CO 2	Explain the reforms of Napoleon Bonaparte	Understanding
CO 3	Make a critical analysis of Nationalism and Socialism in Europe	analyse
CO 4	Make a evaluative assessment of Unification movements in Italy and Germany	Evaluate
CO 5	Discuss the role of Bismarck in the emergence German Empire	Understanding
CO 6	Make a critical and analytical assessment of the Causes and effects of World Wars, Russian Revolutions and Functions of UNO	analyse
CO 7	Draw the extent of Napoleonic Empire, The Kingdom Of Italy In 1870, The German Empire In 1871 and locate the places of historical importance on map	apply

**Transaction Mode:**

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

<b>Unit-1:</b>		<b>13 Hrs</b>
1.1	The French Revolution-Causes- Tennis Court Oath- Formation of the National Assembly	
1.2	The Reign Of Terror – Jacobins - Girondists	
1.3	Napoleon Bonaparte-Administrative Reforms	
<b>Unit-2:</b>		<b>8 Hrs</b>
2.1	Unification Of Italy-	
2.2	Unification of Germany	
<b>Unit-3:</b>		<b>8 Hrs</b>
3.1	The First World War Causes And Results	
3.2	The Russian Revolution Of 1917-Causes and consequences	
3.3	League of Nations.	
<b>Unit-4:</b>		<b>8 Hrs</b>
4.1	Rise Of Dictatorship-Fascism – Benito Musolini	
4.2	Nazism – Adolf Hitler	
<b>Unit-5:</b>		<b>8 Hrs</b>
5.1	Second World War - Causes And Results	
5.2	UNO.	
<b>MAPS FOR STUDY:</b>	1. Napoleonic Empire 2.The Kingdom Of Italy In 1870 3.The German Empire In 1871	<b>3 Hrs</b>
<b><u>Places Of Historical Importance</u></b> :	1.Paris 2.London 3.Madrid 4.Vienna 5.Berlin 6.Bonn 7.Frankfort 8.Waterloo 9.Trafalgar 10.Moscow 11. Geneva 12. Genoa 13. The Hague 14. Amsterdam 15 Versailles 16. Constantinople 17. Crimea 18. Ajiacia 19. Leningrad 20. Rome	

**Books for Reference:**

<b>Authors</b>	<b>Books</b>
C.D. HAZEN	EUROPE AFTER 1815 A.D
H.A.L. FISHER	HISTORY OF EUROPE VOL. 01 & 02
J. A. R. MARRIOT	A HISTORY OF EUROPE
DR.KHURANA. K.L	WORLD HISTORY
DR.KHURANA. K.L	MODERN EUROPE
V.D.MAHAJAN	MODERN EUROPE SINCE 1789 A.D.
J. M. THOPSON	THE FRENCH REVOLUTION
ERIC HOBSBAWN	THE AGE OF EMPIRE 1875-1914
KETELBY	HISTORY OF MODERN TIME FROM 1789, OXFORD UNIVRSITY PRESS, NEW DELHI, 2000.
LIPSON, E.	EUROPE IN THE 19 <sup>TH</sup> AND 20 <sup>TH</sup> CENTURIES, PRENTIES HALL OF INDIA, NEW DELHI, 1940
SETTAR, S.	WORLD HISTORY, LANDMARKS IN HUMAN CIVILIZATION, MACMILLAN, NEW DELHI, 1973
THOMSON, D	WORLD HISTORY FROM 1914 TO 1968, OXFORD UNIVRSITY PRESS, NEW DELHI, 1969

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**VI SEMESTER- HISTORY**

**DSC - Paper -10 : India and Contemporary World 1947 – 1995 CE**

**Marks -Theory - 70 + Internal Assessment -30= 100**

**3 Hrs per week = 48 hrs**

**Course Objectives:**

- 1 To get an insight into the Establishment of Indian republic, problems and developments of free India
- 2 To understand the process of National Integration and linguistic reorganization of India.
- 3 To have an evaluative comprehension of Non-Alignment Movement and Principles of foreign policy
- 4 To have an analytical assessment of India's relation with International organizations and contemporary world
- 5 To have a critical appraisal of Modern developments in Asia and struggle against apartheid and Nationalist struggle in Africa



## Course Learning Outcome:

Sl. No. of CO	After the completion of this course the student will be able to	Cognitive level
CO 1	Discuss the Establishment of Indian republic, problems and developments of free India	Understanding
CO 2	Analytically describe the process of National Integration and Accession of Princely States	analyse
CO 3	Analyse comprehensively the process of linguistic reorganization of India.	analyse
CO 4	Make a comprehensive Evaluation of Non-Alignment Movement	Evaluate
CO 5	Analyse critically Principles of foreign policy of India	analyse
CO 6	Make an analytical assessment of India's relation with SAARC, ASEAN, UNO	analyse
CO 7	Make a comprehensive evaluative assessment of India's relation with Pakistan and China	Evaluate
CO 8	Assess critically and comprehensively the struggle against apartheid and Nationalist struggle in Africa	Evaluate

### Transaction Mode:

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

<b>Unit-1:</b>		<b>10 Hrs</b>
1.1	Rise of Indian Republic –Partition and its impact	
1.2	Making of Indian Constitution	
<b>Unit-2</b>		<b>12 Hrs</b>
2.1	National Integration – Accession of Princely States	
2.2	Reorganization of linguistic States	
2.3	Economic Development with special reference to first three 5 year plans	
<b>Unit-3:</b>		<b>9 Hrs</b>
3.1	Bandung conference and Non-Alignment- Movement (NAM)	
3.2	Principles of Foreign Policy of independent India	
3.3	Relation with Pakistan and China	
<b>Unit -4:</b>		<b>10 Hrs</b>
4.1	SAARC, ASEAN,	
4.2	UNO and India.	
<b>Unit-5:</b>		<b>7 Hrs</b>
5.1	Struggle against Apartheid- Nelson Mandela	

### No Map Question

### **Books for Reference**

Author	Books
DR.KHURANA. K.L	HISTORY OF INDIA(1526-1967A.D.) 20 <sup>TH</sup> CENTURY WORLD
V.D.MAHAJAN	HISTORY OF MODERN INDIA (1919-1982 A.D.)
SHARMA. L.P.	INDIAN NATIONAL MOVEMENT AND CONSTITUTIONAL DEVELOPMENT
BIPAN CHANDRA	INDIA SINCE INDEPENDENCE
BIPAN CHANDRA	MODERN INDIA
BIPAN CHANDRA	INDIA AFTER INDEPENDENCE, PENGUIN, NEW DELHI, 2002
JOHN GILBERT, G	CONTEMPORARY HISTORY OF INDIA, ANMOL PUBLICATIONS, NEW DELHI, 2006
PAUL R. BRASS,	THE POLITICS OF INDIA SINCE INDEPENDENCE, CAMBRIDGE UNIVERSITY PRESS, NEW YORK, 2001
BHATIA, KRISHNAN	THE ORDEAL OF NATIONHOOD: A SOCIAL STUDY OF INDIA SINCE INDEPENDENCE, BPH PUBLICATIONS, DELHI, 1996
RAMACHANDRA GUHA	INDIA AFTER GANDHI, PAN MACMILLAN, NEW DELHI, 2008.
KETELBY	HISTORY OF MODERN TIME FROM 1789, OXFORD UNIVRSITY PRESS, NEW DELHI, 2000.

## **SYLLABUS FOR DISCIPLINE SPECIFIC ELECTIVE (DSE) HIS-SC- 1- HISTORY**

**Paper –HIS-SC-1: Outline of Intellectual History of Modern India.**

**Marks -Theory - 30 + Internal Assessment -20= 50**

**Class Duration – 02 Hours per week=32 Hrs**

**Subject Description:** This paper covers the basic concepts of Intellectual History of Modern India.

**Objectives:** This paper is designed

- To create awareness among the students about their role in nation building.
- To provide role models to the students and to instill value based leadership.
- To help the student to understand the struggles and sacrifices involved in building up India.

**Transaction Mode:**

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

**Expected Outcome:** The student shall understand and appreciate the struggles and sacrifices involved in building up India.

The student shall analyse and examine the perspectives of Indian Intellectuals

<b>UNIT 1</b>	Socio-Religious Intellectuals	<b>09 Hours</b>
1.1	Raja Ram Mohan Roy: Fight against social evils	
1.2	Dr. B. R. Ambedkar: Social Justice and Equality	
1.3	Swami Vivekaananda: Theory of Ethics	
<b>UNIT 2</b>	Political Intellectuals	<b>12 Hours</b>
2.1	Mahatma Gandhi: Satyagraha (Non Cooperation and civil disobedience)	
2.2	Jawaharlal Nehru: Panchasheel – Democratic Socialism.	
2.3	BhagatSingh : Revolutionary Socialism.	
<b>UNIT 3</b>	Prominent Women and their Thought	<b>11 Hours</b>
3.1	SavithribhaiPhule: Abolition of Devadaasi	
3.2	Sarojini Naidu: Cosmopolitanism and Internationalism.	
3.3	Annie Besant: Theosophical society and Home rule league	

## BOOKS FOR REFERENCE:

Author	BOOKS
Bishop, Donald, H.,	Thinkers of the Indian Renaissance, Wiley Eastern Limited, New Delhi, 1983.
Mahajan, V.D.	History Of India, S. Chand & Co., New Delhi, 1979.
Bati, B. R.	Modern Indian Thought, Sterling Publishers Private Limited, New Delhi, 1980.
Gilbert, John, G.	Contemporary History of India, Anmol Publications, New Delhi, 2003.
Sarkar, Sumith,	Modern India, Macmillan, New Delhi, 2004.
Grover, B. L. and Grover, S.,	A New Outlook of Indian History, S. Chand and Co., New Delhi, 2004.

Seal, Anil.,	Emergence of Indian Nationalism, New Delhi, 1980.
Gopal, S.,	Jawaharlal Nehru, A Biography, New Delhi, 1987

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### ( DSE )HIS-SC- 2- HISTORY

#### Paper –HIS-SC-2: An Introduction to Social and Religious Movements of Modern India.

Marks -Theory - 30 + Internal Assessment -20= 50

Class Duration – 02 Hours per week=32 Hrs

#### Course Objectives:

- 1 To understand the peasant movements
- 2 To comprehend the Tribal movements
- 3 To get insight into the Religious movements
- 4 To have an evaluative comprehension of Social movements

#### Course Learning Outcome:

Sl. No. of CO	After the completion of this course the student will be able to	Cognitive level
CO 1	Describe comprehensively the Peasant Movements	Understanding
CO 2	Explain critically Indigo revolt	Understanding
CO 3	Assess critically Mapilla and Santal rebellion	Evaluate
CO 4	Make an evaluative assessment of Religious movements	Evaluate
CO 5	Make a critical appraisal of Social Movements	analyse
CO 6	Analyse critically Backward Class and Dalit movements	analyse

#### Transaction Mode:

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

<b>. UNIT 1</b>	Peasant and Tribal Movements	<b>11 Hours</b>
1.1	Indigo Revolt.	
1.2	Mopillah Rebellion.	
1.3	Santhal Rebellion.	
<b>UNIT 2</b>	Religious Movements	<b>10 Hours</b>
2.1	BrahmoSamaj.	
2.2	Arya Samaj.	
2.3	Ramakrishna Mission.	
<b>UNIT 3</b>	Social Movements	<b>11 Hours</b>

3.1	Self-Respect Movement.	
3.2	Backward Class Movement.	
3.3	Dalit Movement.	

### BOOKS FOR REFERENCE:

Author	BOOKS
Agnihotri, V.K.,	Indian History, Allied Publishers, New Delhi, 2013.
Bandyopadhyay, Sekhar,	Nationalist Movement in India: A Reader, Oxford University Press, New Delhi, 1979.
Stokes, Eric,	The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India, Cambridge University Press, 1980.
Basham, A. L.,	A Cultural History of India, Oxford University Press, New Delhi, 2011.
Chandra, Bipan,	India's Struggle for Independence, Penguin, United Kingdom, 2000.
Desai, A. R.	Social Background of Indian Nationalism, Popular Prakashan, New Delhi, 2005.
Guha, Ranjith	Elementary Aspects of Peasant Insurgency in Colonial India, Oxford University Press, New Delhi, 2005.

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**( DSE )HIS-SC- 3- HISTORY**  
**Paper –HIS-SC-3: Glimpses of World History.**  
**Marks -Theory - 30 + Internal Assessment -20= 50**  
**Class Duration – 02 Hours per week=32Hrs**

**Subject Description:** This paper covers the basic concepts of World History.

**Objectives:** This paper is designed

- To make the students understand the features of the modern world.
- To facilitate the students to develop a critical look at the modern world.
- To equip the students to acquire the knowledge of developments of the modern world.

**Transaction Mode:**

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

**Expected Outcome:** The student shall understand the features of modern world.

The student shall analyse and appreciate the developments of modern world.

<b>UNIT 1</b>	Beginning of Modern World	<b>08Hours</b>
1.1	Fall of Constantinople	
1.2	Geographical Discoveries	
<b>UNIT 2</b>	Age of Reason	<b>12 Hours</b>
2.1	Renaissance	
2.2	Reformation Movement	
2.3	Counter-Reformation.	
<b>UNIT 3</b>	Colonialism and Imperialism	<b>12 Hours</b>
3.1	Establishment of colonies in Asia (India, China and Japan)	
3.2	Concept of Mercantilism.	
3.3	Emergence of Imperialism.	

### BOOKS FOR REFERENCE:

<b>Author</b>	<b>BOOKS</b>
Rao, B. V.,	World History, Sterling Publishers Private Limited, New Delhi, 1984.
Khurana, K. L.,	World History (1453- 1966 A.D.), L. N. Agarwal Publishers, New Delhi, 1997.
Ketelby, C. D.,	History of Modern Times from 1789, Oxford University Press, New Delhi, 1973.
Battacharjee, Arun,	History of Europe (1453-1789), Sterling Publishers Private Limited, New Delhi, 2001.
Fisher, A. L.,	History of Europe, Prentice Hall of India, New Delhi, 1936.
Swain,	World civilization, New Delhi, 1999.
Weech, W. N.	History of the World, London, 2001.

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**( DSE )HIS-SC- 4- HISTORY**

**Paper –HIS-SC-4: Outline of Archives Keeping**

**Marks -Theory - 30 + Internal Assessment -20= 50**

**Class Duration – 02 Hours per week=32 Hrs**

**Course Objectives:**

- 1 To learn and understand the definitions, meaning and scope of Archives
- 2 To get an insight of development of Science of Archives keeping
- 3 To know about the organization and functions of the Archives.
- 4 To help the students utilize the archives in best possible way.
- 5 To equip the students acquire the knowledge of Archives Keeping and seek employment in Archives and Libraries.

**Course Learning Outcome:**

<b>Sl. No. of CO</b>	<b>After the completion of this course the student will be able to</b>	<b>Cognitive level</b>
CO 1	Define and explain meaning and scope of Archives	Remember
CO 2	Describe the development of Science of Archives keeping	Understanding
CO 3	Analyse the organization and functions of the Archives	analyse
CO 4	Utilize the archives in best possible way	apply
CO 5	acquire the knowledge of Archives Keeping and seek employment in Archives and Libraries.	apply

**Transaction Mode:**

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

**Expected Outcome:** The student shall understand the organization and functions of the Archives.

The student shall be enabled to seek employment in Archives and Libraries.

<b>UNIT 1</b>	Introducing Archives	<b>08 Hours</b>
1.1	Definitions, Meaning, Scope	
1.2	Development of Science of Archive keeping	
1.3	Creation of Archives	
<b>UNIT 2</b>	Preservation of Archives	<b>12 Hours</b>
2.1	Causes for decay	
2.2	Preventive measures and precautionary methods of preservation	

2.3	Repair and Rehabilitation	
<b>UNIT 3</b>	Functions of Archives and Archives in India	<b>12 Hours</b>
3.1	Uses of Archives	
3.2	Functions of Archives	
3.3	National Archives and Karnataka Archives	

### BOOKS FOR REFERENCE:

Author	BOOKS
Jenkinson, Hilary,	A Manual of Archives Keeping, London, 1995.
Macmillan, D. S., (ed)	Records Management, New York, 2000.
SailenGhose	Archives in India, New Delhi, 2004.
Sundararaj, M.,	A Manual of Archival System and the World of Archives, Siva Publications, Chennai, 2000.
Thyagarajan, J.,	Archives Keeping, Tensy Publications, Sivakasi, 2009.

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**( DSE )HIS-SC-5 - HISTORY**  
**Paper –HIS-SC- 5: Outline of Art and Architecture of**  
**Ancient India up to 700 C.E.**  
**Marks -Theory - 30 + Internal Assessment -20= 50**  
**Class Duration – 02 Hours per week=32 Hrs**

**Subject Description:** This paper covers the basic concepts of Art and Architecture of Ancient India.

**Objectives:** This paper is designed

- To make the students understand the features of Art and Architecture of Ancient India
- To facilitate the students to develop a critical look at Art and Architecture of Ancient India.
- To equip the students to acquire the knowledge of developments of Art and Architecture of Ancient India.

**Transaction Mode:**

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.



**Expected Outcome:** The student shall understand the features of Art and Architecture of Ancient India.

The student shall analyse and appreciate the developments of Art and Architecture of Ancient India.

<b>UNIT 1</b>	Early Architecture of Ancient India	<b>10 Hours</b>
1.1	Art and Architecture of Mauryan Period	
1.2	Mathura School of Art	
<b>UNIT 2</b>	Influence of Greece-Roman on Art and Architecture	<b>10 Hours</b>
2.1	Gandhara School of Art	
2.2	Amaravati School of Art	
<b>UNIT 3</b>	The Emergence of Indian Temple Architecture	<b>12 Hours</b>
3.1	Dravidian style of Architecture	
3.2	Nagara style of Architecture	

### BOOKS FOR REFERENCE:

Author	BOOKS
Brown, Percy,	Indian Architecture, Taraporevala and Sons, Bombay, 1983.
Grover, Satish,	The Architecture of India, Vikas Publishing House, New Delhi, 1990.
Tadgell, Christopher,	The History of Architecture in India, Longman Group, U.K. Ltd., London, 1990.
Vaidyanathan, Guruswamy,	Gateway to Indian Architecture, Edifice Publication, 2003.
Rowland, B.,	The Art and Architecture of India, Penguin Books, London, 1967.
Sundararajan, K.V.,	Glimpses of Indian Culture, Architecture, Art and Religion, New Delhi, 1985.

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### ( DSE )HIS-SC- 6 - HISTORY

#### Paper –HIS-SC- 6: Prominent Thinkers of Modern India

**Marks -Theory - 30 + Internal Assessment -20= 50**

**Subject Description:** This paper covers the basic concepts of prominent thinkers of modern India.

**Objectives:** This paper is designed

- To create awareness among the students about their role in nation-building.
- To provide role models to the students and to instil value-based leadership.
- To help the student to understand the struggles and sacrifices involved in building up India.

**Transaction Mode:**

Through lectures, group discussions, interactive sessions, activities and use of audio-video materials.

**Expected Outcome:** The student shall understand and appreciate the struggles and sacrifices involved in building up India.

The student shall analyse and examine the perspectives of Indian Intellectuals and thinkers.

<b>UNIT 1</b>		<b>08 Hrs</b>
1.1	DadabhaiNavroji – Economic Nationalism- Drain Theory	
1.2	Gopal Krishna Gokhale –Moderate Politics- Views on Socio-Religious reforms and Swaraj	
<b>UNIT 2</b>		<b>12 Hrs</b>
2.1	Aurbindo Ghosh – Concept of Revolutionary Extremism – Aurbindo’s spiritualism.	
2.2	Bipin Chandra Pal – Extremist Nationalism	
<b>UNIT 3</b>		<b>12 Hrs</b>
3.2	Ram ManoharLohia – Secularism – Eradication of castes	
3.3	Jaya Prakash Narayan – JP movement – Total Revolution	

### **BOOKS FOR REFERENCE:**

<b>Author</b>	<b>BOOKS</b>
Bishop, Donald, H.,	Thinkers of the Indian Renaissance, Wiley Eastern Limited, New Delhi, 1983.Indian Architecture, Taraporevala and Sons, Bombay, 1983.
Bati, B. R.,	Modern Indian Thought, Sterling Publishers Private Limited, New

	Delhi, 1980.
Grover, Verinder,	Political Thinkers of Modern India, Deep and Deep Publishers, New Delhi, 1993.
Chandra, Bipan,	Nationalism and Colonialism in Modern India, Orient Blackswan, New Delhi, 2009.
Chandra, Bipan,	The Rise and Growth of Economic Nationalism in India, Anamika Publishers, New Delhi, 2016.
Chandra, Bipan, Mridula Mukherjee, Aditya Mukherjee, K. N. Panikkar, Sucheta Mahajan,	India's Struggle for Independence 1857-1947, Gurugram Penguin Books, Gurugram, 2016.
Arumugam, M.,	Socialist Thought in India: The contribution of Ram Manohar Lohia, Sterling, New Delhi, 1978.
Keer, Dhananjay,	Dr. Ambedkar: Life and Mission, Popular Prakashan, Mumbai, 2016.
Das, Ratan,	Jayaprakash Narayan: His life and mission, Sarup and Sons, New Delhi, 2007.

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**BluePrint of Question Paper  
for paper 1, 2, 3, 5, 6, 7, 8 and 9**

	<b>ST.PHILOMENA'S COLLEGE (AUTONOMOUS), MYSURU</b> <b>DEPARTMENT OF HISTORY</b> <b>Paper –1: History of Ancient India up to 1206 CE.</b> Time : 3 hrs	Max. Marks:70
	Part - A	
	Write short note on any Two of the following	5x2=10
1		
2		
3		
	Part – B	
	Answer any Two of the following	10x2=20

4		
5		
6		
	Part – C	
	Answer any Two of the following	15x2=30
7		
8		
9		
	Part - D	
10	On the outline map provided mark the extent of empire	4
11	Locate the following places	6
	a.	d.
	b.	e.
	c.	f.

**Blue Print of Question Paper  
for paper 4 and 10**

	<b>ST.PHILOMENA'S COLLEGE (AUTONOMOUS), MYSURU</b> <b>DEPARTMENT OF HISTORY</b> <b>Paper –4: Indian National Movement</b> Time : 3 hrs	Max. Marks:70
	Part - A	
	Write short note on any Four of the following	5x4=20
1		
2		
3		
4		
5		
	Part – B	

	Answer any Two of the following	10x2=20
6		
7		
8		
	Part – C	
	Answer any Two of the following	15x2=30
9		
10		
11		