



JSS COLLEGE OF ARTS, COMMERCE AND SCIENCE

(Autonomous)

B N ROAD, MYSURU- 570 025

UG Syllabus

CHOICE BASED CREDIT SYSTEM

2019-20 & 2020-21

DEPARTMENT OF HISTORY

TEMPLATE SYLLABUS IN HISTORY

Programme: BA

Subject: History

Sem	Core			DSE			GE		
	No. of Courses	Credits	Total Hours	No. of Courses	Credits	Total Hours	No. of Courses	Credits	Total Hours
I	1	6	75+15	-	-	-	-	-	90
II	1	6	75+15	-	-	-	-	-	90
III	1	6	75+15	-	-	-	-	-	90
IV	1	6	75+15	-	-	-	-	-	90
V	-	-	-	2	6	75+15	1	2	15
VI	-	-	-	2	6	75+15	1	2	15

CBCS Syllabus for BA HEG

SEM	CORE COURSE	PAPER	COURSE CODE	TEACHING HOURS PER WEEK	L: T: P	TOTAL CREDIT	THEORY EXAM	I.A. MARKS	TOTAL MARKS
I	DSC-I	History of Ancient India (upto 1100 AD)	ELA24021	5+1	5:1:0	6	70	30	100
II	DSC-II	History of Medieval India (upto 1700)	ELB24021	5+1	5:1:0	6	70	30	100
III	DSC-III	History of Karnataka (540-1565)	ELC24021	5+1	5:1:0	6	70	30	100
IV	DSC-IV	History of Modern Karnataka (1700-1956)	ELD24021	5+1	5:1:0	6	70	30	100
V	DSE –I	History of Modern India (1757-1947)	ELE24021	5+1	5:1:0	6	70	30	100
	GE-I	History of Modern India 1947	ELE24221	2	2:0:0	2	35	15	50
VI	DSE – II	History of Modern Asia(1900-1995)	ELF24021	5+1	5:1:0	6	70	30	100
	GE -II	History of Modern India 1707	ELF24221	2	2:0:0	2	35	15	50

CBCS Syllabus for BA HP

SEM	CORE COURSE	PAPER	COURSE CODE	TEACHING HOURS PER WEEK	L: T: P	TOTAL CREDIT	THEORY EXAM	I.A. MARKS	TOTAL MARKS
I	DSC-I	History of Ancient India (upto 1100 AD)	DLA24022	5+1	5:1:0	6	70	30	100
II	DSC-II	History of Medieval India (upto 1700)	DLB24022	5+1	5:1:0	6	70	30	100
III	DSC-III	History of Karnataka (540-1565)	DLC24022	5+1	5:1:0	6	70	30	100
IV	DSC-IV	History of Modern Karnataka (1700-1956)	DLD24022	5+1	5:1:0	6	70	30	100
V	DSE –I	History of Modern India (1757-1947)	DLE24022	5+1	5:1:0	6	70	30	100
	GE-I	History of Modern India 1947	DLE24222	2	2:0:0	2	35	15	50
VI	DSE – II	History of Modern Asia(1900-1995)	DLF24022	5+1	5:1:0	6	100	30	100
	GE -II	History of Modern India 1707	DLF24222	2	2:0:0	2	35	15	50

CBCS Syllabus for BA HE

SEM	CORE COURSE	PAPER	COURSE CODE	TEACHING HOURS PER WEEK	L: T :P	TOTAL CREDIT	THEORY EXAM	I.A. MARKS	TOTAL MARKS
I	DSC-I	History of Ancient India (upto 1100 AD)	DLA24024	5+1	5:1:0	6	70	30	100
II	DSC-II	History of Medieval India (upto 1700)	DLB24024	5+1	5:1:0	6	70	30	100
III	DSC-III	History of Karnataka (540-1565)	DLC24024	5+1	5:1:0	6	70	30	100
IV	DSC-IV	History of Modern Karnataka (1700-1956)	DLD24024	5+1	5:1:0	6	70	30	100
V	DSE –I	History of Modern India (1757-1947)	DLE24024	5+1	5:1:0	6	70	30	100
	GE-I	History of Modern India 1947	DLE24224	2	2:0:0	2	35	15	50
VI	DSE – II	History of Modern Asia(1900-1995)	DLF24024	5+1	5:1:0	6	100	30	100
	GE -II	History of Modern India 1707	DLF24224	2	2:0:0	2	35	15	50

Programme Specific Out Comes for Bachelor of Arts

After completing the graduation in the Bachelor of Arts the students are able to:

- PO1. Critically recognize the social, political, economic and cultural aspects of History.
- PO2. Demonstrate thinking skills by analysing, synthesizing, and evaluating historical information from multiple sources.
- PO3. Correctly extract evidence from primary sources by analysing and evaluating them in relation to their cultural and historical context.
- PO4. Develop an informed familiarity with multiple cultures.
- PO5. Emerge as a multifaceted personality who is self-dependent.
- PO6. Spread the messages of equality, nationality, social harmony and other human values.
- PO7. Comprehend the basic structures and processes of government systems and/or theoretical underpinnings.
- PO8. Analyse political problems, arguments, information, and/or theories.
- PO9. Apply methods appropriate for accumulating and interpreting data applicable to the Discipline of political science.
- PO10. Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes

Programme Specific Outcomes of History & Political Science

After completing the graduation in the Bachelor of Arts the students are able to:

- PSO1 This Programme exerts it's Influence on life and destiny of Human beings.
- PSO2 It is a stepping stone for one's success in competitive examinations.
- PSO3 Understand the background of our religion, customs, institutions and so on.
- PSO4 Understand the present Social, political, religious and economic conditions of the people.
- PSO5 Analyze the relationship between the past and the present, is lively presented in the History
- PSO6 The study of History helps to impart moral education and the feeling of patriotism in the hearts of the pupils

Programme Outcomes for Bachelor of Arts in History and English:

After completing the graduation in the Bachelor of Arts the students are able to:

- PO1. Critically recognize the social, political, economic and cultural aspects of History.
- PO2. Demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.
- PO3. Correctly extract evidence from primary sources by analyzing and evaluating them in relation to their cultural and historical context.
- PO4. Develop an informed familiarity with multiple cultures.
- PO5. Demonstrate critical reading, writing, and thinking skills.
- PO6. Write focused, organized, well-developed, and text-based essays using effective paragraphs.

- PO7. Support a clear thesis statement, and demonstrate competence in Standard English Language and usage.
- PO8. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
- PO9. Write articles, novels, stories to spread the messages of equality, nationality, social harmony and other human values.
- PO10. Acquire the ability to engage in independent and life-long learning in a broader context about socio-technological and demographic changes.

Programme Specific Outcomes of History & English

PSO1 .Identify cultural and literary synthesis

PSO2 .Critically recognize the social, political, economic and cultural aspects of History.

PSO3.Support a clear thesis statement, and demonstrate competence in Standard English Language and usage.

PSO4 .Write articles, novels, stories to spread the messages of equality, nationality, social harmony and other human values.

PSO5.Correctly extract evidence from primary sources by analyzing and evaluating them in relation to their cultural and historical context.

PSO6 .Develop an informed familiarity with multiple cultures.

SEMESTER-I
DSC1: HISTORY OF ANCIENT INDIA Up to 1100
Credit (L: T: P = 5: 1: 0)

Course Outcomes:

- CO1. Familiarise the students of early civilizations. The birth of new religions. Jainism and Buddhism and the teachings of Mahaveera and Buddha
- CO2. Discuss ancient republics, establishment of great Empires political land military Adventures of our great rulers
- CO3. Gain knowledge of Economic, Social and religious conditions and education system of Ancient period.
- CO4. Inspire the students through the great literary books and contributions to the growth of Art & Architectures
- CO5. Understanding the administration of our great kingdoms and foreign trade And commercial activities are of great values in the development of the state.

Unit – I

Sources – Harappan culture – Vedic civilization - Rise of new Religions – Jainism; Life and Teachings of Mahaveera – Buddhism – Life and Teachings of Buddha, Ancient Indian Republics

Unit – II

Historical background the Mauryans – Chandragupta Maurya and Ashoka – Administration – Art and Architecture – The Shathavahanas – Cultural Contributions - The Kushanas – Kanishka – achievements – contribution to culture

Unit – III

The Guptas – Samudragupta and Chadragupta II – Golden Age Contributions, Vardhanas – Harshavardhana – Achievements – Nalanda University

Unit-IV

The Chalukyas - Pulikeshi II - Contributions to culture-The Rastrakutas-AmoghaVarsha Nrupatunga I-Contributions to culture-The Hoysalas-Vishnuvardhana-Art and Architecture

Unit – V

The Pallavas of Kanchi ; Mahendravarma I & Narasimha Varman I, Growth of Art and architecture – The Cholas – Rajaraja Chola I and Rajendra Chola I – Administration with reference to local – self government Art & Architecture

MAP

Places of Historical Importance:

- | | |
|----------------|-----------------|
| 1. Paithan | 6. Malkhed |
| 2. Lothal | 7. Nalanda |
| 3. Pataliputra | 8. Maski |
| 4. Badami | 9. Dwarasamudra |
| 5. Thanjur | 10. Kanchi |

Books for Study and Reference:

- 1) Romila Thapar – Recent perspective of India History – Oxford University Press Delhi – 1988
- 2) Romila Thapar – From Lineage to State – Oxford University Press – 2000
- 3) Romila Thaper – Ashoka and the decline of the Maurayas – Oxford University Press, Delhi – 1999
- 4) D. Kosambi – The Culture and Civilization of Ancient India – An historical outline – Vikas publications, New Delhi – 1997
- 5) A.L. Basham – The wonder that was India Vol – 1, Rupa & Co.,
- 6) R.S. Sharma – Indian Feudalism, Macmillan Publications, Madras – 1998
- 7) R.S. Sharma – Material Culture and Social Formation in Ancient India
- 8) R.S. Sharma – Aspects of political ideas and institutions in ancient India Motilal Banarasidas publication, New Delhi – 1999
- 9) B.N. Luniya – Evolution of Indian culture – Laxmi Narayan Agarwal, Agra – 1997
- 10) R.C. Manumdar – Ancient India – Motilal Banarsidas publications, New Delhi – 1982
- 11) A.S. Altekar – State & Government in Ancient India (Third Edition)
- 12) Vijaya Kumar – Urbanization in Ancient India (Thakur Abhinava Publication, New Delhi – 1981)
- 13) Irfan Habib and Vijaya Kumar Thakur – The Vedic Aryans
- 14) Burton Stein-Peasant and society in Medieval South India, Oxford, Delhi 1999
- 15) T.V. Mahalingam: South Indian politics
- 16) Dr. N. Chinnaswamy (Ed), Badami Chalukyas, Kannada Uni. Hampi

II – SEMESTER
PAPER- II
DSC2: HISTORY OF MEDIEVAL INDIA Upto 1700
Credit (L: T: P = 5: 1: 0)

Course outcomes:

- CO 1. Assimilate knowledge to the students to learn the developments in India during the Muslim rule.
- CO 2. Conceptualize the Persian literary sources, military adventures and administration of Delhi Sulthanate and the great Moghuals
- CO 3. Gain knowledge about the cultural contributions of sulthans in the medieval period.
- CO 4. Inspire the students through the great literary books and contributions to the growth of Art and Architectures.
- CO 5. Understanding the administration of our great kingdoms and foreign trade and commercial activities are of great values in the development of the state.

Unit-I

The Rajputs-Origin-Early Turkish invasions-Mahammed of Ghor-Battles of Tarain-Rajput Architecture

Unit – II

Delhi Sultanate – Early Turkish Rule; The Slave Dynasty – The Khalijis : Alauddin Khaji, expansion of the Delhi Sultanate and Administrative reforms – The Tughluqs : Muhammad – bin – Tughluq – Administrative Experiments – Tughluq

Unit – III

The Great Mughals – Babur – foundation of the Mughal empire – Revival of Afghan rule – Shershah and his administration – Akbar – expansion of the empire, administrative reforms – religious policy – Aurangzeb – religious policy and Deccan policy-Contribution to Culture

Unit – IV

Rise of the Marathas – Shivaji – Military achievements – administration – Rise of peshwas – Balaji Vishwanath, Bajirao 1 and expansion of the Maratha power and Balaji Bajirao – The third battle of Panipat – 1761 causes of results

Unit – V

Society and Economy – Bhakti Movement – features – Kabir and Guru Nanak – Sufi Movement – features – Muinuddin Chisti and Nizamuddin Aulia – Economy : Growth of new towns and cities, trade and commerce

MAP

Places of Historical Importance:

- | | |
|-------------|-------------------|
| 1. Tarain | 6. Kabul |
| 2. Delhi | 7. Golkonda |
| 3. Panipat | 8. Fathepur Sikri |
| 4. Devagiri | 9. Agra |
| 5. Poona | 10. Ahmadnagar |

Books for Study and Reference:

- 1) Irfan Habib – Medieval India (1200 – 1750) Oxford University 1997
- 2) Sathish Chandra – Medieval India from Sultante to Mughals (Har Anand Publication – New Delhi – 1998)
- 3) Irfan Habib – Akbar & His India. Oxford Press – New Delhi – 1998
- 4) Muzafar Alam & Sanjay Subramanya – The Mughal State 1526-1750 (Oxford University – 1998)
- 5) Tarachand – Influences of Islam on Indian Culture (The Indian Press Publication Ltd, Allahabad)
- 6) L.P. Sharma – Sultanate of Delhi (Konark publication, New Delhi – 1998)
- 7) Moreland W H – From Akbar to Arurangazeb
- 8) Tapan Roy Choudhari & Irfan Habib – The CAMBRIDGE Economic History of India (2 Vol) orient and Logman in association with vambridge uni press)
- 9) L.P. Sharma History of Medival India – (1000-1707) Konark publications – New Delhi)
- 10)R.C. Majumdar – Ancient India
- 11)R.C. Majumdar and others – Advanced History of India, Macmillan India Ltd., Delhi 2000
- 12)SAA Razvi – Wonder that was India II
- 13)A C Banerjee – Medieval India
- 14)M Habibi and KA Nizami – A Comprehensive History of India – vol – Delhi Sultanate

III – SEMESTER
DSC3: HISTORY OF KARNATAKA
(540-1565)

Credit (L: T: P = 5: 1: 0)

Course outcome:

- CO1. Understand the historical growth of Karnataka, sources-Geographical feature and Early kingdom
- CO2. Enable the students to learn the contributions of Chalukyas, Rastrakutas and Hoysalas development of Art and Architecture.
- CO3. Understand the glorious days of Vijayanagara Empire. The developments of Economy, Social and religious life style, contribution, Administration and culture.
- CO4. Gain knowledge about Bahamani and Adilshahi's Kingdom, their contribution to Education and Culture.
- CO 5. Helpful for the students to understand the policy of Wodeyar and their contributions to the of growth and development of Mysore

Unit – I

Sources: Literary sources and Archeological sources

Unit – II

Socio-Religious movement-Shankaracharya-Ramanujacharya-Madhvacharya and Basaveshwara

Unit – III

Vijayanagar Empire – Origin,Sangam Dynasty: Deveraya II – Krishnadevaraya – Battle of Talikote

Unit – IV

Administration Cultural Contributions during Vijayanagar, Vijayanagara as seen by Foreign Travelers

Unit – V

The Bahamani Kingdom – Mohammad Gawan – Bahamani and Adilshahi's Art and Architecture Wodeyars of Mysore, Early Wodeyars – Raja Wodeyar -Chikkadevaraja Wodeyar – Administration and literature

MAP

Places of Historical Importance:

- | | |
|-------------------|--------------------|
| 1. Udupi | 6. Srirangapattana |
| 2. Srirangam | 7. Talikote |
| 3. Kudala Sangama | 8. Mysore |
| 4. Gulbarga | 9. Raichur |
| 5. Hampi | 10. Bidar |

Books for Reference:

1. Burton Stein – Peasant State and Society in Medieval South India, Oxford, Delhi 1999
2. A.R. Kulkarni : Medieval Deccan History, Popular Pub House, Bombay 1996
3. K.A. Neelakanta Sastri : A History of South India, Oxford University Press, Madras
4. Heras : South India under Vijayanagar Empire (2 Vol)
5. Robert Sewl : A Forgotten Empire – Asian Educational Services, New Delhi
6. S. Rajashekara : Karnataka Architecture, Sujatha Pub 1985
7. T.V. Mahalingum : South Indian Polity
8. B.A. Salatore : Social Political Life in Vijayanagar Empire (II Vol)
9. Gordon Johnson : Architecture and Art of Southern India, Cambridge University Press 1998
10. Appadorai A : Economic Condition in South India, 1000-1500 AD (2 Vols) Madras University, Madras, 1936
11. K.R. Basavaraja : History and Culture of Karnataka, Chalukya Pub. Dharwad, 1984
12. G.S. Dixit – Krishnadevaraya – Life and Achievements, Pub. Directorate of Archaeology and Museums, Mysore
13. Shamarao : History of Mysore
14. Burton Stein : Vijayanagar, Cambridge Uni. Press
15. Dr. N. Chinnaswamy – (Ed) Badami Chalukyaru, Kannada Uni. Hampi

IV – SEMESTER
DSC5: HISTORY OF MODERN KARNATAKA
(1700-1956)

Credit (L: T: P = 5: 1: 0)

Course Outcomes:

- CO1. Acquire knowledge about Dalavoy's, Hyder Ali and Tippu-Anglo-Mysore war.
- CO2. Evaluate the Restoration of Mysore and understand Resistance against the British.
- CO3. Gain knowledge to students about the Commissioner's rule in Mysore and Development of Mysore during Diwans.
- CO4. Providing basic information on Backward Class movement in Mysore.
- CO5. Stimulate interest among students for Freedom Movement in Karnataka and Unification movement and Birth of United Karnataka in 1956-Historical places of Freedom struggle and unification movement

Unit – I

Mysore Between 1704 – 1750 Dalavoy's – rise of Hyder Ali – Relations with the British and the Marathas – Tippu Sultan – His relations with the British

Unit – II

Restoration of Mysore – Krishnaraja Wodeyar III – Dewan Purnaiah – Direct Rule of Krishnaraja Wodeyar – Nagar insurrection – Cultural achievements of Krishnaraja Wodeyar III

Unit – III

Commissioner's Rule – Mark Cubbon – administration – LB Bowring – Administration

Unit – IV

Rendition of Mysore – Dewan Rangacharlu – Sheshadri Ayer – Vishweshwaraiah – Sir Mirza Ismail

Unit – V

Backward class movement in Mysore – Freedom Movement in Karnataka – Belgaum Congress Session – Unification Movement – Birth of United Karnataka in 1956

MAP

Places of Historical Importance:

- | | |
|------------------|---------------|
| 1. Ankola | 6. Bangalore |
| 2. Mysore | 7. Belagum |
| 3. Vidhuraswatha | 8. Mangalore |
| 4. Easuru | 9. Bidanoor |
| 5. Kittur | 10. Shivapura |

Books for Reference:

1. Mohibul Hassan – History of Tippu Sultan the World Press Pvt. Ltd., 1971
2. P.B. Desai – History of Karnataka
3. K.R. Basavaraj – History and Culture of Karnataka, Chalukya Pub, Dharwad
4. Sheik Ali – Tippu Sultan – Geetha Book House, Mysore – 1982
5. James Manor – Political Change in an Indian State (Mysore 1831 – 1920) Rawal Pub. Jaipur 1996
6. Veerathappa K – Readings in Modern History of Mysore S Chand & Co. Delhi 1985
7. I.M. Muthanna – History of Modern Karnataka – Sterling Pub Delhi 1986
8. Naidu B.M – Intellectual History of Colonial India (Mysore 1831 – 1920) Rawal Pub. Jaipur 1996
9. Chandrashekar S – Dimenstions of Socio Political Change in Mysore 1918 – 1940 Delhi 1965
10. K.G. Made Gowda – Modern Mysore State, (A Study of Elite Polity and Society) Mysore Uni. Pub. 1997
11. Hayavadana Rao – Mysore Gazetteers Vol. 1 to 5, Bangalore 1929
12. R. Ramakrishna – Press and Politics in Modern Mysore 1997
13. G.S. Halappa – History of Freedom Movement in Karnataka
14. Shastri K.N.V. - Administration of Mysore under Mark Cubbon – London 1932
15. Mark Wiks – History of Mysore (3 Vol)
16. R.R. Diwakar – Karnataka through the Ages
17. Dr. R. Gopal and Dr. Narendra Prasad – Mummadi Krishnaraja Wodeyar Pub, Directorate of Archeology and Museums, Mysore
18. Dr. B.V. Sudhamani – Dalavoy Nanjaraja
19. Dr. K.S. Shivanna – Karnataka Charitre, Vol 3, Kannada University Hampi

V SEMESTER
DSE – 1 : HISTORY OF MODERN INDIA (1498-1947)

Credit (L: T: P = 5: 1: 0)

Course outcomes:

- CO1. Understand the detailed picture of the heroic resistance Indian to the company's rule, the battle of Plassey, Buxar and Carnatic wars and their effects
- CO2. Develop the knowledge of Consolidation of the British rule regulating Act 1773, subsidiary alliance, doctrine of lapse and land revenue policies.
- CO3 Indian renaissance and change of administration, the great revolt of 1857. It will inspire students to appreciate and respect national leaders and values of patriotism and nationalism.
- CO 4. Gain knowledge about foundation of Indian National congress. Role of moderates, extremists and Gandhian era., to the students

Unit 1

Advent of Europeans –Portuguese-English-French-Anglo-French Rivalry- Conquest of Bengal by the British –Battles of Plassey and Buxar –Robert Clive –Dual Government in Bengal –Anglo – Maratha Wars Rise of Sikhs – Ranjit Singh –Anglo Sikh Wars

Unit-II

Consolidation of the British rule- The regulating Act-1773 Pitts's India Act –lord Wellesly – Subsidiary Alliance _features and significance –doctrine of Lapse-Land Revenue Policies – Zamindari System –Roytwari System –its features

Unit III

Rebellion of 1857 –cause and consequences –Queen's proclamation act of 1858 – socio and Religious movements –Causes of the Indian Renaissance – the Brahma Samaj, Arya samaj, Ramakrishna Mission – The Aligarh Movement

Unit –IV

Rise and Growth of Nationalism – Foundation of Indian National Congress Moderates and their Achievements – Rise of Extrimism – Growth of Revolutionaries Nationalism till 1930 Gadar Movement, Chandrasjekar, Azad, Bhagat Sign

Unit –V

Gandhi Era – Round Table Conference – Government India Act of 1935 – Quit India Movement – Partition and Independence and Dr. B. R Ambedkar

Books For Reference:

1. Percival Spear: Oxford History of Modern India (1740-1975) (new Delhi
2. Arthar D .Innes: History of British in India, Lal Pub. New Delhi 1999
3. Ranjit Guha :subaltern studies(10 Vols)
4. A.R Desai Social Background to Indian Nationalism
5. Tharachand History of Freedom Movement

V SEMESTER
GE – 1 :HISTORY OF MODERN INDIA (1498 – 1858)
Credit (L: T: P = 2: 0: 0)

Course outcome:

Unit 1

Advent of Europeans –Portuguese-English-French-Anglo-French Rivalry- Conquest of Bengal by the British –Battles of Plassey and Buxar –Robert Clive –Dual Government in Bengal – Anglo – Maratha Wars Rise of Sikhs – Ranjit Singh –Anglo Sikh Wars

Unit-II

Consolidation of the British rule- The regulating Act-1773 Pitts's India Act –lord Wellesly –Subsidiary Alliance _features and significance –doctrine of Lapse-Land Revenue Policies Rebellion of 1857 –causes and consequences –Queen's proclamation act of 1858

Books For Reference:

1. Percival Spear: Oxford History of Modern India (1740-1975(new Delhi
2. Arthar D .Innes: History of British in India, Lal Pub. New Delhi 1999
3. Ranjit Guha :subaltern studies(10 Vols)
4. A.R Desai Social Background to Indian Nationalism
5. Tharachand History of Freedom Movement

VI SEMESTER
DSE – 2: HISTORY OF MODERN ASIA (1900 – 1995)
Credit (L: T: P = 5: 1: 0)

Course outcome

- CO1. Analyze the progress of Asian countries like China and Japan from insular nations to their present Dynamic position
- CO2. Understand to trace their role in world affairs in the last 3 decades of the 20th Century
- CO3. Develop the knowledge about diverse countries of the region and provide an insight into the historical background
- CO4. Evaluate the basics of colonization and decolonization and analyse the areas of conflict in this vital region. Historical background of Iran, Arabs and Jews. Rise and growth of Arab nationalism, Zionist movement,

Unit I – China: Historical background – Opium Wars

- 1) The Boxer Rebellion : Causes and results – Boxer Protocol
- 2) Revolution of 1911 – Causes and Consequences – Role of Dr Sun Yat – Sen
- 3) Conflicts between the Kuomintang Nationalists and the Communists

Unit II – Japan

- 1) Historical background with reference to Meiji Restoration
- 2) The Anglo – Japanese Alliance – 1902 – Its significance
- 3) Japan's relations with China between 1914 to 1939

Unit III – Turkey

- 1) Disintegration of Ottoman Empire
- 2) The Young Turk Movement – achievements of the Young Turk government
- 3) Mustafa Kemal Pasha – Modernization of Turkey

Unit IV – Iran

- 1) Historical background
- 2) Pahlavi Regime – Reza Shah Pahlavi
- 3) Mossadeq – The Oil Crisis

Unit V – Arabs and Jews

- 1) Rise and Growth of Arab Nationalism
- 2) Zionist Movement: Genesis and growth – Balfour Declaration, Birth of Israel

Books for Reference:

- 1) H.M. Vinacke: A History of the far East in Modern time
- 2) W. David M.D. Rise and Growth of Modern China. Himalayan Pub. Bombay 1987
- 3) D.G.E. Hall History of South East Asia
- 4) S.L. Roy : History of Far East and South East Asia (2 Vol)
- 5) K.M. Panikar : Asia and Western Dominance
- 6) Luke: Modern Turkey
- 7) Karan Armstrong : A History of Jerusalem
- 8) Immanuel C.Y. HSU : The rise of Modern China, N.Y. 1995
- 9) George Ienczowsky : Middle East in the World Affairs
- 10) J.C. Michael – The Shaping of Arabs Clyde and Beers: The Far East
- 11) Shaik Ali thers : A short History of Modern Asia (1900 – 19600) Chandramouli Prakashana – 1987
- 12) B.K. Gokhale – Histry of Modern World, Himalaya Pub. House, New Delhi

IV SEMESTER

GE-2: HISTORY OF MODERN INDIA (1828-1947)

Credit (L: T: P = 2: 0: 0)

Unit-I

Socio and Religious movements –Causes of the Indian Renaissance – the Brahma Samaj, Arya Samaj, Ramakrishna Mission – The Aligarh Movement

Rise and Growth of Nationalism – Foundation of Indian National Congress Moderates and their Achievements – Rise of Extremists

Unit –II

Gandhi Era – Round Table Conference – Government India Act of 1935 – Quit India Movement – Partition and Independence

Books For Reference:

1. Percival Spear: Oxford History of Modern India (1740-1975(new Delhi
2. Arthar D .Innes: History of British in India, Lal Pub. New Delhi 1999
3. Ranjit Guha :subaltern studies(10 Vols)
4. A.R Desai Social Background to Indian Nationalism
5. Tharachand History of Freedom Movement

Pattern of Question Paper

1. Internal Assessment

Each paper will have an internal assessment component for 30 marks out of the maximum 100 Marks

2. **Theory Examination**

Max Marks 70

Theory question paper pattern

Theory question paper for I – IV semester will have Four Parts

Question Paper Pattern

Theory (6 Credits)

Time: 3 Hours

Max. Marks: 70

PART – A

This part consists of **two** questions of 15 marks each and the student will have to answer **one** question

$$15 \times 1 = 15$$

PART – B

Part – B consists of five questions of **ten** marks each and the students will have to answer **three** questions

$$10 \times 3 = 30$$

PART – C

This part will have **five** questions of **five** marks and the students will have to answer **three** questions

$$5 \times 3 = 15$$

PART – D

Map question will have **Ten** marks out of which Five marks will be awarded to locating Five places. **Five** marks for writing explanatory note on the places

$$5 + 5 = 10$$

The V & VI semester will have **Three parts** **Part – A** consists **01** question for **15** Marks. **Part – B** consists of **04** questions for **40** Marks and **Part – C** consists of **15** Marks for **03** questions.

GENERIC ELECTIVES

Pattern of Question Paper

1. Internal Assessment
Internal assessment component for 15 marks out of the maximum 50 Marks for C1&C2
2. **Theory Examination** **Max Marks:35**
Theory question paper pattern
Theory question paper for all the V – VI semester will have 3 Parts

Question Paper Pattern

Theory (2 Credits)

Time: 2.00 Hours

Max. Marks: 35

PART – A

This part consists of **five compulsory** questions of 2 marks each and the student will have to answer **one** question **5 x 2 = 10**

PART – B

Part – B consists of two questions of **Ten** marks each and the students will have to answer **one** question **10 x 1 = 10**

PART – C

This part will have **Five** questions of Five marks and the students will have to answer **Three** questions **5 x 3 = 15**