



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY  
JNANA SAGARA CAMPUS, BALLARI - 583105**



**DEPARTMENT OF STUDIES IN HISTORY AND ARCHAEOLOGY**

**SYLLABUS**

**BACHELOR OF ARTS IN HISTORY AND ARCHAEOLOGY**

**(V-VI Semester)**

**WITH EFFECT FROM 2022-23 AND ONWARDS**

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**Sd/-**  
**Subject Committee Chairperson**

## Structure for History Discipline

Core paper no.	Paper Title	Credit	No. of Teaching Hours/ Week	Total Marks/ Assessment
<b>V Semester</b>				
DSC-9	History of Western Civilization – (6BC-1200 AD)	4	4	<b>100 (60+40)</b>
DSC-10	Colonialism And Nationalism in Asia(1900 to 1970)	4	4	<b>100 (60+40)</b>
DSC-11	European History	4	4	<b>100 (60+40)</b>
DSE-1	A. History of Tourism in India	3	4	<b>100 (60+40)</b>
	B. Heritage Tourism in Karnataka	3	4	<b>100 (60+40)</b>
<b>VI Semester</b>				
DSC13	History of Freedom Movement and unification in Karnataka	4	4	<b>100 (60+40)</b>
DSC14	History of India. (CE1761-CE 1857)	4	4	<b>100 (60+40)</b>
DSC15	History of United States of America – I (c.1776 – 1945)	4	4	<b>100 (60+40)</b>
DSE-2	A. Dr.B.R Ambedkar’s Social and Political Philosophy	3	4	<b>100 (60+40)</b>
	B. Heritage Sites in your own District	3	4	<b>100 (60+40)</b>
	Internship	2	--	<b>50</b>

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 9-16)**

<b>Programme Outcome</b>	<b>DSC-9</b>	<b>DSC-10</b>	<b>DSC-11</b>	<b>DSC-12</b>	<b>DSE-1</b>	<b>DSC-13</b>	<b>DSC-14</b>	<b>DSC-15</b>	<b>DSC-16</b>	<b>DSE-2</b>
Disciplinary knowledge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Professional skills	Y	Y	Y	Y	-	Y	Y	Y	Y	Y
Application of skills to chosen specialization	Y	Y	Y	Y	Y	Y	Y	Y	Y	-
Experimental learning and critical thinking	Y	Y	Y	Y	Y	Y	-	Y	Y	-
Application on to administration related problems	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Knowledge of resources and social media	Y	Y	Y	Y	-	Y	Y	Y	Y	Y
Skills in scientific writing and effective presentation	Y	Y	Y	Y	-	-	-	Y	Y	-
Critical evaluation of theoretical approaches	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y



# Semester V



Government of Karnataka

## Model Curriculum

<b>Course Title: History of Western Civilization - (6BC- 1200 AD)</b>	
<b>Semester: 5</b>	<b>Course Code: DSC-9</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam:2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### Course Objectives:

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

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

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

### Learning Outcome:

At the end of the Course the students Shall –  
Students will relate the History of Western civilization to that of other regions of the world.

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

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

### Exercises:

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

### Suggested Readings

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

4	Western Civilization: A Social and Cultural History, Vol. I, Prehistory-1750 by <b>Margaret L. King</b>
5	Western Civilizations 16e V 2 by Judith Coffin and Robert Stacey
6	Western Civilization by <b>Jackson Spielvogel (Author)</b>
7	<b>History of Western Civilization by William H. McNeill</b>

**Pedagogy:**

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

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



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

### **Course Objectives:**

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

### **Learning Outcome:**

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

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

### Exercise:

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

### Suggested Readings

References	
1	Amin, Samir, Imperialism and Unequal Development England, The Harvester Press, 1977
2	Anderson, Benedict, Imagined Communities: Reflections on the Origin and Spread of Nationalism London, Verso, Revised edition, 1991.
3	Bandyopadhyaya, Sekhar, Decolonization in South Asia, London, Routledge, 2009

4	Gellner, Ernest, Encounters with Nationalism U.K. Wiley Blackwell Publishers, 1997.
5	Wallerstein, Immanuel, The Modern World System (3 vols.), New York, Academic Press, 1974
6	Sardesai, D.R., South East Asia: Past and Present New Delhi, Vikas, 1981
7	Desai, A.R., Social Background of Indian Nationalism Bombay, Popular Prakashan, 1982.
8	Edwardes, Michael, Asia in the European Age 1498-1955 New Delhi, Asia Publishing House, 1961.
9	Frank, A.G., World Accumulation 1492-1789 Basingstoke, Palgrave Macmillan, 1978.
10	Hall, D.G.E., A History of South East Asia London, Macmillan, 1964.

### Pedagogy

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

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

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

**Course Objectives:**

Course Objectives

- To study the history of a region that is often left out of, or given short shrift in, mainstream “South Indian History”

Unit	Contents of Course- DSC-11	60 Hours
<b>The French Revolution and Napoleonic Era (1789-1815)</b>		
<b>Unit-I</b>	<b>Chapter-1:</b> The causes of French Revolution – The consequences of Revolution <b>Chapter-2:</b> Napoleon rise to power - Creation of Empire <b>Chapter-3:</b> The Continental system - The fall of Napoleon	<b>15 Hours</b>
<b>The Concert of Europe (1815-1830)</b>		
<b>Unit-II</b>	<b>Chapter-4:</b> The Congress of Vienna <b>Chapter-5:</b> Metternich’s Era <b>Chapter-6:</b> The Concert of Europe and Congress System Balance of Power	<b>15 Hours</b>
<b>Forces of Continuity and Change in Europe (1815-1848)</b>		
<b>Unit-III</b>	<b>Chapter-7:</b> Nationalism –Liberalism - Romanticism <b>Chapter-8:</b> Socialism - Industrial Revolution <b>Chapter-9:</b> Colonialism -Cosequences	<b>15 Hours</b>
<b>The Eastern Question (1804-1856)</b>		
<b>Unit-IV</b>	<b>Chapter-10:</b> The nature of the Eastern question <b>Chapter-11:</b> The Crimean War <b>Chapter-12:</b> Russo Turkish War 1877 - Consequences	<b>15 Hours</b>

**Exercise:**

- Students can be asked to study the main theories and interpretations on South Indian Civilization.

## Suggested Readings

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

## Pedagogy

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

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

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

### **Course Objectives:**

The objective of the course is to:

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

### **Learning Outcome**

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

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

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

#### Exercise:

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

#### Suggested Readings

References	
1	Bhatia, A.K.: International Tourism : Fundamentals and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 1911.

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

**Pedagogy:**

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

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



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

### **Course Objectives:**

The objective of the course is to:

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

### **Learning Outcome**

After studying the chapter, the reader will be able to

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

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

**Exercise:**

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

## Suggested Readings

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

### Pedagogy:

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

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



# Semester VI

<b>Course Title: MOVEMENTS OF FREEDOM AND UNIFICATION IN KARNATAKA</b>	
<b>Semester: VI</b>	<b>Course Code: DSC13</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

**Course Objectives:**

**Learning Outcome**

- To get familiarized with impact of the rebellion of 1857 on Karnataka
- To get acquainted with National Movement in Karnataka
- To know about Belgaum Congress Session
- To understand about Origin and development of unification movement in Karnataka 5. To know about Contributions of Various Kannada Organizations

Unit	Contents of Course- DSC13	60 Hours
Unit-I	<p><b>Chapter-1:</b> Introduction: Historical background The disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state Armed Resistances against the British rule in Karnataka Revolt of Veerappa Deshmukh of Kappa in 1819.</p> <p><b>Chapter-2:</b> Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.</p> <p><b>Chapter-3:</b> The impact of the rebellion of 1857 on Karnataka Bedars of Halagali against Anti arms Act.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the Struggle.</p> <p><b>Chapter-5:</b> The National Movement in Karnataka - Early activities the response to Swadeshi and Non Co-operation Movements in Karnataka-Influence of Tilak and Gandhi.</p> <p><b>Chapter-6:</b> Belgaum Congress Session (1924) Satygraha campaigns in Karnataka (1930-34)</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Quit India Movement in Karnataka-its effects</p> <p><b>Chapter-8:</b> Movement for Responsible Government in Princely Mysore state.</p> <p><b>Chapter-9:</b> Origin and development of unification movement in Karnataka: Factors responsible for unification Movement:</p>	15 Hours
Unit- IV	<p><b>Chapter-10:</b> Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations</p> <p><b>Chapter-11:</b> The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness</p> <p><b>Chapter-12:</b> The ultimate move towards the formation of Karnataka.</p>	15 Hours

### Exercise:

### Suggested Readings

References	
1	S.Chandrashekar - Karnataka Ekikaranada Charitre
2	R.R.Diwakar - Karnataka through the ages
3	P.B.Desai - History of Karnataka

4	G.S.Halappa - History of Freedom Movement in Karnataka
5	Basavaraja.K.R. - History of Karnataka
6	K. Veerathappa - Studies in Karnataka History and Culture.
7	James Manor - Political change in an Indian State Mysore 1917-
8	M.Shamarao - 1955 - Modern Mysore (2 vols.)
9	H.S. Gopal Rao - Karnataka Ekikaranada Ithihasa

**Pedagogy:**

The course shall be taught through the lectures, assignments, group discussions and week-end seminars.

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

<b>Course Title: History of India (CE1761-CE 1857)</b>	
<b>Semester: VI</b>	<b>Course Code: DSC14</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

This course is designed to

- Student will be able to formulate basis of modern India through different concepts like modernity, Rule of Law etc
- Students will be able to analyze the process of rise modern India and its foundation made by Social reformer and freedom fighters.
- Students will be able to analyze social background of Indian Nationalism
- Students will be able to categorize different school of thoughts about Modern India history
- Students will be able to illustrate rise and growth of Economic Nationalism in India.

### **Learning Outcome**

At the end of the course the students shall –

- Be in a position to understand the Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, Punjab.
- Be familiar with Land revenue systems- Permanent, Ryotwari and Mahalwari system, Commercialization of Agriculture- Consequences.
- Be in a position to understand the Drain of Wealth-causes and consequences, Growth of modern industry.



<b>Unit</b>	<b>Contents of Course- DSC14</b>	<b>60 Hours</b>
<b>Unit-I</b>	<p><b>Chapter-1:</b> Indian Polity, Society and Economy in mid-8th century. Mercantile Policies and Indian Trade.</p> <p><b>Chapter-2:</b> Colonial Expansion-I-Bengal and Punjab. Colonial Expansion II-Mysore and Marathas.</p> <p><b>Chapter-3:</b> Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarians.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> British Administration and Law. The Spread of English Education.</p> <p><b>Chapter-5:</b> The New Land Settlements.</p> <p><b>Chapter-6:</b> Commercialization of Agriculture.</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Deindustrialization – British Industrial Policy</p> <p><b>Chapter-8:</b> Economic Impact of the Colonial Rule.</p> <p><b>Chapter-9:</b> Social Discrimination and Colonial Rule</p>	<b>15 Hours</b>
<b>Unit- IV</b>	<p><b>Chapter-10:</b> Tribal and Peasant Movements in Colonial India</p> <p><b>Chapter-11:</b> Revolt of 1857</p> <p><b>Chapter-12:</b> The Beginnings of Indentured Labour – Labour Movements in Colonial India.</p>	<b>15 Hours</b>

### Suggested Readings

<b>References</b>	
1	Bandopadhyaya, Sekhara (2004), From Plassey to Partition: A History of Modern India, Orient Blackswan.
2	Bayly, C.A. (1988), Indian Society and The Making of British Empire, Cambridge University Press
3	Bhatia, B. M. (1967), Famines in India, Asia Publishing House.
4	Brown, Judith M. (1972), Gandhi's Rise to Power: Indian Politics, 1915 -1922, Cambridge University Press.
5	Chandra, Bipan, (2010), Rise and Growth of Economic Nationalism in India, Har Anand
6	Chaudhuri, B.B. (2008), Peasant History of Late Pre-Colonial and Colonial India, Pearson Education.
7	Gadgil, D. R. (1939), Industrial Evolution of India Marshall, P.J. (ed.) : Eighteenth Century in Indian History, Oxford University Press, Delhi, 2007
8	Hasan, Mushirul (1991), Nationalism and Communal Politics in India: 1885-1932, Manohar.

**Pedagogy:**

The course shall be taught through the lectures, interactive session, outdoor visits and week-end seminars.

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

<b>Course Title: History of United States of America - I (c.1776 - 1945)</b>	
<b>Semester: V</b>	<b>Course Code: DSC-15</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

<b>Unit</b>	<b>Contents of Course- DSC-15</b>	<b>60 Hours</b>
<b>The Background &amp; Making of the Republic</b>		
<b>Unit-I</b>	<p><b>Chapter-1:</b> The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour- White and Black.</p> <p><b>Chapter-2:</b> a) Revolution : Sources of conflict : Revolutionary groups, Ideology: The War of Independence and its historical interpretations.</p> <p><b>Chapter-3:</b> b) Processes and Features of Construction making: Debates, Historical interpretations.</p>	<b>15 Hours</b>
<b>Evolution of American Democracy</b>		
<b>Unit-II</b>	<p><b>Chapter-4:</b> Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 1840 – 1960; judiciary role of the Supreme Court</p> <p><b>Chapter-5:</b> Expansion of Frontier: Turner’s Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh, Shawnee Prophet.</p> <p><b>Chapter-6:</b> Limits of Democracy: Blacks and Women</p>	<b>15 Hours</b>
<b>Early Capitalism &amp; The Agrarian South</b>		
<b>Unit-III</b>	<p><b>Chapter-7:</b> Beginnings of Industrialization - Immigrants and changing composition of Labour; Early Labour Movements.</p> <p><b>Chapter-8:</b> a) Plantation economy</p> <p><b>Chapter-9:</b> b) Slave Society and Culture: Slave resistance.</p>	<b>15 Hours</b>
<b>Ante Bellum Foreign Policy &amp; Civil War</b>		
<b>Unit-IV</b>	<p><b>Chapter-10:</b> War of 1812: Monroe Doctrine: Manifest Destiny.</p> <p><b>Chapter-11:</b> Abolitionism and Sectionalism – Issues and Interpretations.</p> <p><b>Chapter-12:</b> Rise of Republicanism, Emancipation and Lincoln.</p>	<b>15 Hours</b>

<b>References</b>	
1	Bailyn Bernard, The Great Republic 1985
2	Bailyn Bernard, The Ideological Origins of the American Revolution. Harvard University Press 1967
3	Beard Charles, An Economic Interpretation of the American Constitution. Macmillan, 1921
4	Brown Dee, Bury My Heart at Wounded Knee, An Indian History of the American West. Grover Gardner 1970
5	Carroll Peter and Noble David, Free and Unfree: A New History of the United States. Penguin Books, 1977.
6	Davis David B., The Problem of Slavery in the Age of Revolution 1770-1823. New York: Oxford University Press, 1999.
7	Faulkner U., American Economic History . New York, Harper, 1960
8	Fogel Robert, Railroads and American Economic Growth Baltimore: Johns Hopkins Press, 1964
9	Foner Eric, America's Black Past. Harper collins, 1970
10	Franklin, John Hope, From Slavery to Freedom. New York: Alfred A Knopf, 1947

### **Pedagogy**

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

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

<b>Course Title: Dr.B.R Ambedkar's Social and Political Philosophy</b>	
<b>Semester: VI</b>	<b>Course Code: DSE-2 (A)</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives**

- Conceptually understand the Political Philosophy of Ambedkar.
- Assess the Movements of Ambedkar.
- Assess the challenges in implementation of Dr. Ambedkar's Policies.

### **Learning Outcome:**

Course outcomes (Cos): After the successful completion of the course, the student will be able to:

- To define the Dr. B.R. Ambedkar's Social and political philosophy
- To examine different types of Dr. B.R. Ambedkar's Social and political philosophy
- To understand Dr. B.R. Ambedkar's Social and political philosophy
- To realize the importance Dr. B.R. Ambedkar's Social and political philosophy

Unit	Contents of Course- DSE-2 (A)	60 Hours
Unit-I	<p><b>Chapter-1:</b> Life and works of Dr. B.R. Ambedkar- Early influences of Dr. B.R. Ambedkar through Visits intellectuals, Company and his Bitter Experiences.</p> <p><b>Chapter-2:</b> Dr. B.R. Ambedkar's Reactions to British Political Reforms- Symon Commission, Three Round Table Conference, Ramse MacDonald Declaration (1932) Doable Voting, Poon-Pact, Govt of India Act 1935.</p> <p><b>Chapter-3:</b> Dr. B.R. Ambedkar's Conception of Freedom &amp; His Role in the Freedom Struggle, Mukanayaka, Janatha, Bahiskrith Bharatha, Prabudda Bharatha. Ambedkar's Perception of New India.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Dr. B.R. Ambedkar's the Quest for Social Justice, Analysis of Indian Social Problems &amp; Its Solutions, Mahad Satyagraha, Kalara Temple Moment, Caste System, Untouchability, Adivasis &amp; Minorities.</p> <p><b>Chapter-5:</b> Dr. B.R. Ambedkar's views on Annihilation of Caste, Education and Social Uplift of Scheduled Cast, Tribes &amp; Backward Classes, the Untouchables in Contemporary India.</p> <p><b>Chapter-6:</b> Social Justice Role of Ambedkar as a Chairman of the Constituent Assembly.</p>	15 Hours
Unit-III	<p><b>Chapter-7:</b> Role of Ambedkar as a Chairman of the Constituent Assembly.</p> <p><b>Chapter-8:</b> Ambedkar's view on Social Justice- Preamble of the Constitution- Fundamental Rights (Part III) Article 14,15,16,17,19,21,22. Importance of Directive Principles of State Policy in Securing Social Justice</p> <p><b>Chapter-9:</b> Ambedkar's Conception on 'Constitutional Remedies'. The Role of Judiciary in Upholding Social Justice to the Weaker Sections of the Society</p>	15 Hours

### Exercise:

- Evaluation of Role of Ambedkar as a Chairman of the Constituent Assembly
- Group discussion to generate new ideas related to the Role of Ambedkar as a Chairman of the Constituent Assembly.

### Suggested Readings

References	
1	Booker T. Washington-Up from Slavery.
2	Dhananjay Keer - Life and Mission of Dr. B.R.Ambedkar
3	A.M. Rajashekharaiiah - The Quest for Social Justice

4	Computer fundamentals a / s - B B.Ram
5	Fundamentals of computers - V.Rajaraman
6	Scholered T, Valaraie & Brown, Pam - Martin Luther King: America's Great Non-Violent Leader
7	W.N. Kuber - Ambedkar - A Critical Study
8	A first course in computers rs - S S.Jaiswal, Galgotia publications
9	Nissim Ezekiel - A Martin Luther King Reader

**Pedagogy:**

The course shall be taught through the lecture methods, lab teaching, visits to field and week-end seminars.

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

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

### **Course Objectives:**

This course will help to understand Components and Evolution of Indian Heritage

- understand the concept and meaning of Indian cultural history
- establish the link between culture and heritage
- discuss the role and impact of culture in human life

### **Learning Outcome:**

At the end of the course the students shall –

- Describe the distinctive features of Indian culture.
- Identify the sources of culture.
- Explain the components of culture.
- Trace the stages of evolution of Indian culture
- Describe the distinctive features of Indian culture.
- Identify the sources of cultural heritage of your place.
- Explain the components of cultural heritage of your place.



Unit	Contents of Course- DSE-2 (B)	60 Hours
Unit-I	<b>Chapter-1:</b> Sindharu of Kurugodu –Sources <b>Chapter-2:</b> Political History of Kurugodu <b>Chapter-3:</b> Cultural (Temple Art and Architecture and Literature) History of Kurugodu	15 Hours
Unit-II	<b>Chapter-4:</b> Origin of Vijayanagara Empire- Different Theories <b>Chapter-5:</b> Sources to study about Vijayanagara Empire (Literary and Archaeological Sources) <b>Chapter-6:</b> Political History of Vijayanagara- Harihara-I, Bukkaraya-I, Devaraya-II, Krishnadevaraya, Aliya Ramaraya.	15 Hours
Unit- III	<b>Chapter-7:</b> Cultural Contributions of Vijayanagara <b>Chapter-8:</b> Socio-Economic, Religious Conditions of Vijayanagra <b>Chapter-9:</b> Contribution to Art and Architecture	15 Hours
Unit-IV	<b>Chapter-10:</b> Hande Palegaras <b>Chapter-11:</b> Palegaras of Gudekote and Jarimale and their Contributions <b>Chapter-12:</b> Ghorpades of Sandur	15 Hours

**Exercise:**

- Students can visit the Temples of Hampi.
- Write a report on Shiva Vilas Palace of Sandur.

**Suggested Readings**

References	
1	Hyderabad Karnataka Charitre by Dr.Ramakrishnayya
2	Forgotten Empire by Robert Sewel
3	Empire Never to be Forgotten by Suryanath Kamath
4	History of Karnataka by Suryanath Kamath
5	History of Karnataka by Phalaksha
6	Samagra Karnatakada Ithihasa by KNA
7	Gudekote Palegararu
8	Hande Hanumappa Nayaka by Prof.S.C.Patil
9	Ballari Jilleya Palegarara Koduge by Prof.Jinnina Kotrppa and Dr.Shashikanth
10	<b>Sankeerna Ballari by Mruthyunjaya Rumale</b>

**Pedagogy:**

The course shall be taught through the Classroom lectures, Open Educational Resources (OER) as reference materials, assignments and group discussions.

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

<b>Course Title: Internship for Under-Graduate (UG) Programme</b>	
<b>Semester: VI</b>	<b>Course Code:</b>
<b>Total Contact Hours/days:</b>	<b>Course Credits: 2</b>
<b>No. of Hours/Week: 16</b>	<b>Duration of ESA/Exam:</b>
<b>Formative Assessment Marks: 50</b>	<b>Summative Assessment Marks:</b>

## **Department of History and Archaeology Internship Guidelines**

### **1. Core Learning Outcomes**

**As a result of the internship experience students will be able to:**

1. Apply appropriate workplace behaviours in a professional setting.
2. Demonstrate content knowledge appropriate to job assignment.
3. Exhibit evidence of increased content knowledge gained through practical experience.
4. Describe the nature and function of the organization in which the internship experience takes place.
5. Explain how the internship placement site fits into their broader career field.
6. Evaluate the internship experience in terms of their personal, educational and career needs.

### **2. Specific Learning Outcomes**

- Specific Learning Outcomes will be determined jointly with the student's Faculty Internship Advisor and Worksite Supervisor. Specific Learning Outcomes are linked individually to the Core Learning Outcomes and must describe the tasks that the student will perform and learn on the job. They must state specifically what the student will be able to do at the end of the work experience as a result of the internship placement.
- Some outcomes will represent reinforcement activities. They will provide the opportunity to perform and to reinforce familiar skills in the student's new working environment. Others will represent activities which are unfamiliar and which will provide opportunities to acquire new sets of skills.

### **3. Course Description**

- The students may choose a topic of his/her interest
- May invite a numismatist and organize an exhibition of coins
- May read collectively recent articles about Numismatics.
- Provides the student with an opportunity to gain knowledge and skills from a planned work experience in the student's chosen career field. In addition to meeting Core Learning Outcomes, jointly developed Specific Learning Outcomes are selected and evaluated by the Faculty Internship Advisor, Worksite Supervisor, and the student. Internship placements are directly related to the student's program of study and provide learning experiences not available in the classroom setting. Internships provide entry-level, career-related experience, and workplace competencies that employer's value when hiring new employees. Internships may also be used as an opportunity to

explore career fields. Students must meet with the Internship & Apprenticeship Coordinator prior to registering.

- The purpose of the Internship Program is to provide each student practical experience in a standard work environment. The Internship Coordinator and Faculty Internship Advisor will assist students in making the job a valuable and productive experience. Success in this job will help ensure development of skills necessary for a lasting and rewarding career in the future.

#### **4. Eligibility requirements for Internship Education**

As prescribed by the respective Universities /BoS

#### **5. Course Requirements**

1. Students must schedule an orientation with the Internship & Apprenticeship Coordinator and meet with his/her Faculty Internship Advisor/HOD to determine eligibility and discuss internship opportunities. For Paralegal and Human Services programs, students must meet with their Faculty Advisor prior to meeting with the Internship & Apprenticeship Coordinator.

2. Students must secure their own internship employer.

3. Students must complete all the admission formalities for Internship Education prior to the commencement of their internship experience.

4. The student, Worksite Supervisor, HOD/Principal, and the Internship & Apprenticeship Coordinator must sign the Memorandum of Understanding (MOU) between the employer, student and college. The signed MOU must be submitted to the Internship & Apprenticeship Coordinator in order to register for the class.

5. The internship shall be paid or unpaid.

#### **6. Additional Requirements**

1. Complete all assignments in the Internship Education Student Workbook.

2. Achieve the Core Learning Outcomes.

3. Meet the Specific Program Outcomes.

4. Students must remain at the internship worksite placement for the agreed upon period for which they are registered. If there are significant changes in the work schedule, in the job expectations, or the working conditions, students are required to contact their Faculty Internship Advisor.

#### **7. Attendance Policy**

1. Students are required to report to work on time and according to the requirements of

the student's individualized work schedule.

2. Students are expected to conform to all attendance policies established by the employer and must notify the Worksite Supervisor and Faculty Internship Advisor in the event of absence from work.

3. When the employer is open for business on college holidays, the student is expected to report to work as scheduled.

### **8. All internships shall have the following requirements**

1. Internships must be arranged one semester in advance. Given work requirement variation in internships, it may be necessary to earn academic credit in the semester following the work of the internship.

2. The Internship Coordinator/Faculty will assist students in choosing the area of Internship.

3. The workplace Internship & Apprenticeship Coordinator, in consultation with the faculty member, will provide a memo detailing workplace expectations, including the work to be performed; dress code; and the time frame for the work must be received before the Faculty Advisor can agree to supervise the internship.

4. The supervising faculty member (Faculty Advisor) will maintain contact with the workplace Internship & Apprenticeship Coordinator, throughout the internship to assess the satisfaction of the supervisor and to assure the quality of the internship experience for the student.

5. Workplace supervisors (Internship & Apprenticeship Coordinator) will be requested to complete evaluations of the student following the internship. These evaluations will not be used to calculate the grade of the student.

6. All interns will submit a weekly journal to the Faculty Advisor. The journal will detail the work the student has completed that week and will analyze the work in terms of its illumination of principles, concepts and/or methods learned in History and Archaeology.

7. All interns will complete a research paper which examines the literature relevant to the organization and work conducted during the internship and analyzes the work of the internship in that context.

### **1. Evaluation:**

As prescribed by the respective Universities /BOS.

## Websites to Check for Internships With the Govt. of India

1. Ministry of External Affairs (MEA) - <https://www.internship.mea.gov.in/>
2. NITI Aayog - <https://www.niti.gov.in/internship>
3. Reserve Bank of India (RBI) Internship - <https://opportunitycell.com/rbi-internship-reserve-bank-of-india-research-internship/>
4. Law and Justice Ministry Internship - <https://www.lawctopus.com/ministry-of-law-and-justice-internship/>
5. Finance Ministry Internship-
6. List of Indian Government Internships Program  
<https://pmjandhanyojana.co.in/indian-government-internship-programs/>
7. Department of Public Enterprises - <https://dpe.gov.in/schemes/scheme-internship>
8. Internship with Directorate General of Foreign Trade -  
<http://dgft.gov.in/exim/2000/EmpCorner/internship.pdf>
9. Internship with Technology Information Forecasting and Assessment Council (TIFAC) -  
[http://www.tifac.org.in/index.php?option=com\\_content&view=article&id=9403:internship-opportunity-spring-summer-2017&catid=49:latest-news&Itemid=17](http://www.tifac.org.in/index.php?option=com_content&view=article&id=9403:internship-opportunity-spring-summer-2017&catid=49:latest-news&Itemid=17)
10. Internship with Ministry of HRD - <http://mhrd.gov.in/internship-scheme>

### **Other Departments include**

1. Internship with Department of Telecom, BSNL, MTNL, TEC, CDOT, TRAI
2. The Woman Internship Programme of CARE India
3. Internships at PRS Legislative Research
4. Internship with Ministry of Women and Child Development
5. Internship with Serious Fraud Office
6. Digital India Internship Scheme
7. National Productivity Council Internship
8. Internship with Competition Commission of India
9. CCI Internship Program
10. Internship with National Museum, Ministry of Culture
11. Internship with National Human Rights Commission (NHRC)
12. Internship with Central Information of Commission
13. Internship with Centre for Public Policy and Research

**FORMAT OF INTERNSHIP COMPLETION CERTIFICATE**  
(To be given on Letter Head)

**Date:**

**TO WHOMSOEVER IT MAY CONCERN**

This is to certify that Mr/ Ms\_\_\_\_\_a student of (name of the institution studying) has successfully completed his/her Internship with \_\_\_\_\_. During the period of Internship he/ she worked under in the following areas.

- i.
- ii.

2.He/She has shown special flair for\_\_\_\_\_and his/her performance in preparation of the report has been rated as \_\_\_\_\_(1 to 10 Points/Grade)

3. During the period his/her internship program he/she was punctual and hardworking.
4. I wish him/her every success in his/her career and life.

**Signature**

**FORMAT FOR NOC TO BE OBTAINED FROM COLLEGE/INSTITUTION**

(To be given on Letter Head)/To be signed by HOD/Principal)

**Date:**

Sub:- No Objection Certificate for Internship Programme at\_\_\_\_\_.

It is certified that Mr/Ms is a bonafide student (Student ID no, Semester, name of the programme) of this (College/Institution).

The (College/Institution) has no objection for doing the Internship programme at \_\_\_\_\_for the period from ----- to -----. It is also certified that he/she is not registered for any course requiring, his/her attendance in the class during the said period.

The conduct of the student as recorded by the (College/Institution) has been found good/satisfactory/unsatisfactory.

**(Signature and Seal)**



## **General Pattern of History Question Paper**

### **I. Term End Examination for Discipline Specific Core (DSC) Papers**

Each paper will be for maximum of **60 mark**. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

**Note:** Duration of Examination for Discipline Specific Core (DSC) Papers is **3 hours**.

Question paper pattern for **Discipline Specific Core (DSC) Papers** –

- Section A: Multiple Choice Questions**
- Section B: Short Answer Questions**
- Section C: Long Answer Questions**

### **Section A: Multiple Choice Questions**

All Questions are Compulsory (10x1=10)

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

### **Section B: Short Answer Questions (2x10=20)**

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.

### **Section C: Long Answer Questions (2x15=30)**

Answer any Two questions. Answer the following questions in not more than 800 words

- 14.
- 15.
- 16.

## **I. Term End Examination for Discipline Specific Elective (DSE) Papers**

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

**Note:** Duration of Examination for Discipline Specific Elective (DSE) Papers is **2 hours**.

Question paper pattern for **Discipline Specific Elective (DSE) Papers** –

### **Section A: Short Answer Questions**

#### **Section A: Short Answer Questions**

**Answer any thirty (30x2=60)**

- 1.
- 2.
- 3.
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