

Course Title: MOVEMENTS OF FREEDOM AND UNIFICATION IN KARNATAKA	
Semester: VI	Course Code: 21BA6C12HA12
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

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>Chapter-1: 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>Chapter-2: Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.</p> <p>Chapter-3: The impact of the rebellion of 1857 on Karnataka Bedars of Halagali against Anti arms Act.</p>	15 Hours
Unit-II	<p>Chapter-4: Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the Struggle.</p> <p>Chapter-5: 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>Chapter-6: Belgaum Congress Session (1924) Satygraha campaigns in Karnataka (1930-34)</p>	15 Hours
Unit- III	<p>Chapter-7: Quit India Movement in Karnataka-its effects Chapter-8: Movement for Responsible Government in Princely Mysore state. Chapter-9: Origin and development of unification movement in Karnataka: Factors responsible for unification Movement:</p>	15 Hours
Unit- IV	<p>Chapter-10: Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations Chapter-11: The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness Chapter-12: 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.

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

Course Title: History of India (CE1761-CE 1857)	
Semester: VI	Course Code: 21BA6C13HA13
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

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.

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

Suggested Readings

References	
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.

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



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BALLARI

DEPARTMENT OF HISTORY AND ARCHAEOLOGY

BA SIXTH SEMESTER

PAPER Code: 21BA6C14HA14

Title: Process of Urbanization in India

No .of Credits-04

End of Exam-80

I/ -20

Marks -100

OBJECTIVES OF THE PAPER:

- They should understand that the urban centers due to their production and mercantile activities.
- They should be able to understand the historical process of urbanization.

UNIT- I.

- Introduction – Urbanization – Definition Urbanization in India – A historical perspective – process of Urbanization.
- Classification of traditional towns- a) trading Town, b) Manufacturing Towns – Military Towns
- Features of Urbanization in Ancient India.

UNIT- II.

- First phase of Urbanization Indus Valley civilization
- Importance of cities – Harappa – mohanjadaro Dolavira- Chanhudaro - Lothal
- Features of Urbanization – City Planning – Agricultural Surplus – bronze tools – Growth of trade – Crafts

UNIT- III.

- Second phase of Urbanization – 6th BC
- Northern India - Mahajanapada period – Ganga Yamuna basin.
- Sangam age in Southern India – Amaravathi paithan Nagarjuna konda – Kaveri pattanam – Madurai.

UNIT – IV.

- Types of Traditional towns in second phase
- Capital city – Rajadhani nagara – Pataliputra Mahanagara – Hasthinapura- Mathura – vaishali.
- Layout of a city - in Ancient Texts.

REFERENCES:

1. Allchin, F. R., (1989) 'City and State Formation in Early Historic South Asia', South Asian Studies
2. Erdosy, G., (1987) 'Early Historic Cities of Northern India', South Asian Studies
3. $\epsilon \cup \text{J} \text{ AP} \text{ h} \text{ it} \text{ PE} \ll \text{AA}^\circ \text{EP} \text{ h} \text{ u} \text{ ||} \text{ g} \text{ t} \text{-} \text{ ¥} \text{ k} \text{ AgAAU} \text{ h} \text{ PE} \text{ h} \text{ q} \text{ A} \ll \text{±} \text{ k} \text{ Z} \text{ A} \text{ i} \text{ }^\circ \text{ A} \text{ i} \text{ A} \text{,} \text{ }^\circ \text{ A} \text{ ;}$
4. Shareen Ratnagar- Understanding Harappa

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

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

- 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
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

Annexure "A"

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.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.
- 23.
- 24.
- 25.
- 26.

- 27.
- 28.
- 29.
- 30.
- 31.
- 32.
- 33.
- 34.
- 35.
- 36.