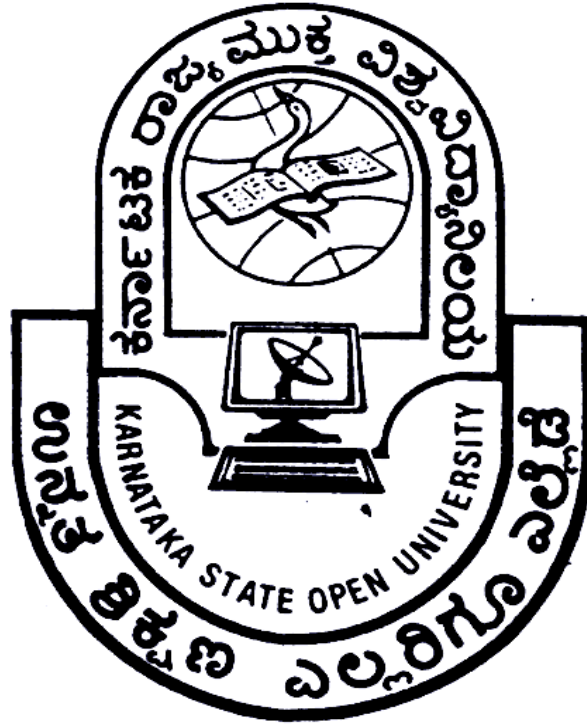


KARNATAKA STATE OPEN UNIVERSITY

PROGRAMME GUIDE

MASTER OF ARTS IN HISTORY

(CBCS-SEMESTER SCHEME)



**DEPARTMENT OF POST GRADUATE STUDIES
AND RESEARCH IN HISTORY**

Mukthagangothri, Mysore – 570 006

VICE-CHANCELLOR'S MESSAGE

Dear Learner,

The family of KSOU welcomes you to pursue the academic programmes you have chosen to achieve not only academic excellence but also to fulfil the desire of your career. The University established by the Act of State Legislature, it has created wonderful academic ambience. The programmes offered by the university have been recognized by University Grants Commission. Therefore, the degrees are valid for employment opportunities across the country. The 'core values' of the University is derived from its vision '**Higher Education to Everyone, Everywhere**'. The ultimate touchstone of providing quality higher education is the motto of the university. Today, higher education stands at the crossroads of keeping pace with the emerging needs of the country.

The University has adopted a school concept in its functioning. Different schools headed by Directors offer academic programmes in Humanities, Commerce, Education, Science and Social Sciences. It combines an inter-disciplinary and professional approach to pedagogy and research. The University believes that rigors of the contemporary world require competent quality human resources to create knowledge based society. The academic activities of M.A./M.Com programmes are routed through well-established department/s led by the Chairperson/s. Well-qualified teaching faculty with equally dedicated non-academic team is an asset to the university, which is always, committed for the welfare of the students.

The University functions in a 3-tier system of student support service, namely Headquarters, Regional Centres and Learners Support Centres spread all over Karnataka. The learners can undergo teaching learning process in the notified Regional Centres/Learner Support Centres. The University has adopted a mechanism to deliver Self Learning Material by print, limited audio visual and Counselling/Personal Contact Programme. As a learner, you will have greater opportunity to gain knowledge and skill through these mechanisms. The academic counsellors will play a strategic role and enable you from the enrolment of the programme till you accomplish the goal. A proper blending of the knowledge and skill will be imparted so that you will be transformed as a good citizen to contribute to the development of society and the country.

The UGC in its Public Notice dated: 23.02.2018 stated that the Degree/Diploma/Certificate Programmes awarded through distance mode are on par with corresponding Degree/ Diploma/ Certificate Programme obtained through conventional universities. The degrees acquired through distance education are recognized for the purpose of employment in State/Central Government, MNCs, and Private Sector etc. It also enables you to pursue higher education in other educational institutions. Therefore, you have greater opportunity of pursuing Higher Education without any kind of fear about your career.

I am sure you will enjoy good experience with services rendered by the university through its Regional Centres and Learner Support Centres, besides Headquarters. I wish you all the best in your academic endeavours.

Prof. Vidyashankar .S

MESSAGE FROM DEAN (ACADEMIC)

Dear learner,

As you know education imparts knowledge and skills which empowers all to build civilized society. Higher education policy which was once a priority sector is no longer maintaining the same, due to General Agreements and Trade in Services (GATS). The education policy of the government provides a greater opportunity to accelerate Gross Enrolment Ratio (GER).

Higher education is imparted both by conventional system and ODL system. The former education has inbuilt rigidity where ODL enjoy flexibility. Presently the GER in higher education around is 27%, thanks to the role played by ODL system. The ODL system operates under access, flexibility and success.

The Karnataka State Open University, which came up in 1996 under the Act of state legislation 1992 play a stupendous role in imparting quality education. As one of the premier institution in ODL system of the country, the university strive hard to empower various disadvantaged sections of the society like, house wives, economically and culturally backward, tribal, senior citizens, working groups, differently abled, professionals, technocrat, jail inmates etc., The University cater to the needs of students ranging from the age of 18 years to 80 years.

The programmes offered by KSOU are strictly in conformity with quality and standards set by regulatory bodies UGC/AICTE etc., The Karnataka State Open University was established on 1st June 1996 vide Government Notification No. EDI/ UOV/ 95 dated 12th February 1996- KSOU Act 1992, keeping in view the educational needs of our country, in general, and the state in particular. The University has a long and rich experience in the field of Distance Education as the erstwhile Institute of Correspondence Course and Continuing Education. University Grants Commission (UGC) New-Delhi vide order No: F.No 14-5/2018 (DEB-I) Dated : 14th August 2018 for the period from 2018-19 to 2022-23. The KSOU operates on dictum quality first and students foremost. Further the university is highly committed to provide need based education to the door steps of the students.

The KSOU has students' support services which work in 3 tiers - head office; regional centres and study centres within the jurisdiction of state. The admissions, counseling and the examinations are conducted in different places, hence, education at the door steps.

The dedicated staffs in various department and state of the art student support services create a conducive environment for teaching learning. The university put in places all possible efforts to keep the learners happy from the stage of enrolment till they get employed. I am confident that, as a learner in the university, you will enjoy good experience in the system.

I wish you all the best in your academic endeavors.

Truly yours,

Dean (Academic)

M.A.HISTORY Board of Studies

Dr. V.M.Ramesha Chairman, Dept. Of History Chairman,of Board of Studies in History(PG) KSOU.	Prof. Ashwath Narayan Dept of History Bangalore University Member of BOS
Dr. N. C. Sujatha Assistant Professor Member, Board of Studies in History(PG) KSOU. Prof. Poonacha .V Dept.of History and archeology Kannada university Hampi Member of BOS	Prof. Uday. S Murthy Dept of History and archeology Tumkur University Tumkur Member of BOS

PROGRAMME COORDINATOR M.A HISTORY

Dr. V.M.Ramesha
Chairman,
Department of Studies and Research in History,
KSOU.

December, 2021

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Further, information on the Karnataka State Open University courses may be obtained from the University's office at Mukthagangotri, Mysuru – 570 006.

Printed and published on behalf of the Karnataka State Open University, Mysuru, by the Registrar, KSOU, Mysuru.

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1.1 ABOUT THE UNIVERISTY

The Karnataka State Open University was established on 1st June 1996 vide Govt. Notification No.EDI/ UOV/ 95 dated 12th February 1996-KSOU Act 1992, keeping in view the educational needs of our country, in general, and the state in particular. It is the eighth Open University in the country. This university has a long and rich experience in the field of Distance Education as the erstwhile Institute of Correspondence Course and Continuing Education.

The Karnataka State Open University is recognized by the University Grants Commission under (Open and Distance Learning & Online Learning) Regulation 2017. The Karnataka State Open University in order to cope with the present global environment, is attempting to integrate interdisciplinary approaches in the dissemination of knowledge with the aim of achieving overall human personality development. Mysore is a historical centre possessing a rich cultural heritage which had valiant historical events of different kingdoms and humane social setup of incomparable stature. University has paved the way for realizing the vision at the international arena leading to human welfare. It was started during the year 1996 as a separate entity to cater to the needs of thousands of young aspirants of higher education. The KSOU is situated at heart of Mysore city, the University operates in 50 Acre of land in a fully green ambience. The University is offering UG, PG and Ph.D. programs besides diploma and PG Diploma programs in various disciplines. The University is fully equipped with 28 academic departments controlled by the chairpersons and supported by other faculty and non-teaching staff. The University is offering various degrees and diploma in Humanities, Social Science, Science, Commerce and Management. The KSOU is carved mainly with an intention of promoting unprivileged group of society and hence the fees for all the courses at affordable rate. The Open Distance Learning system is a unique and challenging because, the learners joining Open Distance Learning hailed from a diverse socio-economic background and with a varied learning background. The present conventional university system could not meet the genuine needs of such students who could not pursue their studies in a conventional 'university for various reasons. In order to give them an opportunity to pursue their studies in Open Distance Learning, this University has been established.

The major objective of the University is to generate human resources of top quality with more emphasis laid on the following issues:

- (1) To transform guiding vision into action plan through various measures.
- (2) To generate high quality human resources through skill training.

- (3) To provide opportunity to those who discontinued their studies.
- (4) To provide opportunity to working class to acquire higher knowledge.
- (5) To provide opportunity to pursue higher education at their own places.
- (6) To provide transparent manner of admission.
- (7) To transfer restricted learning to a global-based learning.
- (8) To promote new concept and new direction to higher education.
- (9) To promote multiple imperatives to achieve the national development.
- (10) To play critical role in addressing social imperatives.
- (11) To create adequate student-support services for innate capacity building.

1.2 ABOUT THE DEPARTMENT OF STUDIES AND RESEARCH IN HISTORY

The Department of Studies and Research in History was established in the late 1970's under the aegis of the erstwhile ICC & CE. A premier institute of Correspondence Education of University of Mysore. The institute with its infrastructure including human resources was transformed into an independent KSOU in 1996. The faculties in the department could spread their wings into many courses including research. The M.A History is one of the most demanded courses in the country today as it develops the required knowledge, skills, and attitudes among the students understanding diverse in there and to prepare for competitive exams.

The Department of Studies and Research in History is aims to prepare their students for the society at large. It seeks to enable them to handle the challenges of growth and transformation the postgraduates attributes encompass values related to well –being, emotional stability, through critical thinking, rational attitude, quality decision making, social justice and also skill/ employee ability. It is dedicated to developing the students into responsible citizens of the country with high moral values, understanding the problems of human relationships and developing a capacity to appreciate the finer values of life.

The Department is offering the following programmes:

1. Doctor of Philosophy (Ph.D.)
2. Master in History (M.A)
3. Bachelor of Degree (B.A)

The Department of History is offering the **Master of Arts in History (M.A)** Programme under CBCS in the following Dual Specialisations it is structured for students in an interdisciplinary programme.

Doctor of Philosophy (Ph.D.) in History takes a minimum of 3 years of duration to get completed and can be studied up to a maximum of 6 years. Ph.D. programme in History is governed by KSOU Ph.D. Ordinance – 2018. Ph.D. in the department is conducted in a regular mode strictly as per the UGC Ph.D. Regulation 2016. Presently there is only one Research Supervisors in the Department and 05 students are enrolled for their Ph.D. Programme.

Bachelor of Arts (B.A) is of 3 years undergraduate programme. The course is designed to provide students with requisite information about different aspects of the past to students, to teach them how to parse this information, instruct them on how historians research, frame an argument and debate details that have significance to how we understand the past and the present . In the B.A., Programme these details are carefully pared so that students can follow the narrative within particular papers and themes without feeling over- burdened. The Bachelor of Arts in History programmers prepares the students for a career in competitive exams of Banking, KPSC and UPSC Exams.

1.3 PROGRAMME'S MISSION AND OBEJCTIVES

Mission:

1. To sustain contents and creativity besides stimulating proximity and participation
2. To wake up the clientele to the hard realities of life and the highly competitive scenario which is fast emerging and limiting the opportunities
3. To strengthen the institutional networking for knowledge sharing and academic excellence
4. To make the learner a responsible citizen in the community.
5. To offer affordable course and programme to meet the academic needs of all stake holders

Objectives:

M.A History programme is an embodiment of the objectives stated as under:

- To provide Knowledge of multiple perspectives through which significant developments in the History of the Indian subcontinent from earliest times up to the period after post-independence.
- To orient the student's greater ability to distinguish between that which is historical- that is time –place-context driven, hence changeable and challengeable –from that which is not.
- To provide the gender and social inequalities as well as acquaintance with the historical trajectories of these issues.

- To promote greater respect for basic human values and ideals of equality, freedom, respect for diversity, and other constitutional values.
- To promote understanding of the present through the development of a historical perspectives on issues of contemporary importance.
- To carefully read a complex historical narrative, evaluate its deployment of evidence, and understand its arguments as well as critically analyse the same.

1.4 Relevance of the programme with HEI's Mission and Goals:

M.A in History in distant mode imparts the knowledge and required skill to the candidates. It helps learners to show how the past provides useful lessons which help us understand contemporary problems and issues. Specific examples of historical events will be used to illustrate this link between the past and present. Attention has given regional, state, national and International history the course has the composition of knowledge skill and competency to understand present socio economic, political and cultural issues.

Nature of Prospective Target Group of Learners:

- Candidates who have successfully completed qualifying examination (12+3 or 10+2+3) or any equivalent degree.
- Graduates from any discipline other than the cognate shall study Master Preparatory Programme (MPP).
- Graduates in concerned subject who could not access to conventional system of education such as married women, unemployed, senior citizens, working sections of society in Public, Private, NGO's etc.,
- Graduates from economic socio and cultural location disadvantaged groups including inclusive groups.

1.5 Appropriateness of programme to be conducted in ODL mode to acquire specific skills and competence:

M.A in History conduct contact classes and prepared Self- Learning Material (SLM) which is subjected to revision periodically, so as to cover contemporary changes in the stipulated arena. The requisite skill and the competencies is by the interaction both in print and electronic version. Further the contact classes, counselling helps in the direction. Therefore with the Self Learning Material, contact classes and counselling, the programme parallels conventional mode of delivering

the contents in dissemination of knowledge. Critical reasoning and perception of learners can be accessed through continuous assessment. The structure of the programme is designed in such a way the delivery materials with the structure of the conventional mode.

The ICT enabled teaching and learning in the university is a big support for the learners in an endeavour to gain competencies of the learners at the door steps. Audio video recording system in place, which will be used appropriately.

Instructional Design:

Curriculum development plays a very vital role in imparting quality education. The curriculum is designed keeping in view the norms of UGC from time to time. The instruction is designed as per the credits. The student programme guide, the self-learning material both in print and electronic are pressed in to the service to promote quality and excellence in all fronts. For that purpose, the university takes the following measures:

1. **Articulated:** Curriculum articulation has been adopted to avoid conflicts across the different areas. Development of a logical and sequential instructional flow from one year to the next year. Curriculum articulation is maintained at all levels of studies reducing and eliminating repetitions by establishing sound linkages wherever necessary.
2. **Realistic Contents:** Contents are developed keeping in view of the contributions expected of a student in his career. Career role with specific tasks, knowledge, skills, attitudes, and values are considered for development of curriculum. The content of the programme is delivered by way of self-learning material which is prepared by academicians of reputed both in the university and other institutions.
3. **Evaluation – Conscious:** The curriculum being developed keeping in view of evaluation-conscious. logical, accurate and measurable curriculum are being designed.
4. **Employability:** The curriculum is being developed to bridge the gap between the academic knowledge and job market requirement at various levels.

1.6 CHOICE BASED CREDIT SYSTEM (CBCS)

Choice based credit system (CBCS) is an internationally acknowledged system. Therefore, the entire higher education in India is transforming itself to this uniform grading system. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated through the grading system, which is considered to be better than the conventional

marks system. This will benefit the students to move across institutions within India to begin within and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the University Grants Commission has formulated the guideline which is being followed. The choice based credit system not only offers opportunities and avenues to learn core subjects but also exploring additional avenues of learning beyond the core subjects for holistic development of an individual. The CBCS will undoubtedly facilitate us bench mark our courses with best international academic practices. Advantages of the choice based credit system are:

- Shift in focus from the teacher-centric to student-centric education.
- Student may undertake as many credits as they can cope with (without repeating all courses in a given semester if they fail in one/more courses).
- CBCS allows students to choose inter-disciplinary, intra-disciplinary courses, skill oriented papers (even from other disciplines according to their learning needs, interests and aptitude) and more flexibility for students.
- CBCS makes education broad-based and at par with global standards. One can take credits by combining unique combinations. For example, History with Economics, political-science with Chemistry or Environment Science etc.
- CBCS offers flexibility for students to study at different times and at different institutions to complete one course (ease mobility of students). Credits earned at one institution can be transferred.

1.6.1 OUTLINE OF CHOICE BASED CREDIT SYSTEM:

- 1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.
- 2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific/specialized/advanced/supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

2.1 Discipline Specific Elective (DSE) Course: Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective.

2.2 Generic Elective (GE) Course: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

3. Ability Enhancement Courses (AEC): The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). “AECC” courses are the courses based upon the content that leads to Knowledge enhancement; i. Environmental Science and ii. English/MIL Communication. These are mandatory for all disciplines. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

3.1 Ability Enhancement Compulsory Courses (AECC): Environmental Science, English Communication/MIL Communication.

3.2 Skill Enhancement Courses (SEC): These courses may be chosen from a pool of courses designed to provide value-based and/or skill Component in Under-Graduate Courses Project work/Dissertation is considered as a special course involving application of knowledge in solving / analysing /exploring a real life situation/difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper

2.0 MASTER OF ARTS IN HISTORY PROGRAMME

The School of History is one of the leading schools in Karnataka State Open University, the course is aimed to develop knowledge and understanding of human activity in the past and to promote understanding the present over developing historical perspective on issues of contemporary importance. It is also aimed to develop knowledge and understanding of Indian history hence in order to fulfil, this course covers wide range of topics pertaining to the core, supportive and interdisciplinary domains of historical knowledge. The course is designed with consistency within the paper and between the papers. The course intends the students to develop the ability to think critically on the historical inheritance.

Credit System: The Karnataka State Open University follows the credit system for all its programmes offered. Each credit accounts to 30 hours of study comprising all learning activities. Thus, a four credit course involves 120 hours. All M.A programme courses are divided into 4 groups namely Hard-core Courses, Soft-core Courses, Inter-disciplinary Courses and Skill Enhancement Courses. This will helps the students to understand the academic effort one has to put in, in order to complete the course successfully.

Sl. No	Course Category/Group	Credits	Study Hours
01	Hard Core Courses	4/3	120
02	Soft Core Courses	3	90
03	Inter-disciplinary Courses	2	60
04	Skill Enhancement Courses	2	60

Duration: 2 years (4 Semester)

Table 1: Norms for delivery of M.A History courses through distance mode

No. of Assignments	Total learning hours	No. of counselling sessions	Size of SLMs range	Credit value of the Course
2	120 hours	*12 hours**	16 units	4 credits
2	90 hours	*09 hours**	12 units	3 credits
1	60 hours	*06 hours**	08 units	2 credits

*10% of total learning hours of a course are earmarked to deliver lecture in PCP/counselling.

**21 hours includes well packed lecturing, and apt counselling by the well experienced academicians. For this purpose face to face, audio visuals and virtual tools will be adopted.

2.1 ELIGIBILITY CONDITIONS FOR ADMISSION TO M.A HISTORY PROGRAMME

Level-1: Candidates who have obtained Bachelor's Degree from any recognised University of three years duration without studying Cognate Subjects. Such admitted candidates have to qualify the Master's Preparatory Program (MPP) examination conducted by the Karnataka State Open University.

Level-2: Candidates who have passed three years B.A with studying History as cognate subject in Degree Examination of any recognized University or an examination of any University considered equivalent thereto.

2.2 DURATION OF THE PROGRAMME:

The study of the programme is spread in **two years** with the time range to complete the programme in N+2.

2.3 MEDIUM OF INSTRUCTION

The medium of instruction of M.A History Programme is 'English' and 'Kannada', examination may be answered either in English or Kannada.

2.4 EXPECTED PROGRAMME OUTCOME

- Responsible citizens in competitive world
- Employability and communication skills.
- To recognise and appreciate the nature of the societies culture and politics.
- Enhancement quality of knowledge in the area.
- Understand cultural diversity.
- To demonstrate knowledge of major historical work
- To provide an overview of scholarly debates relating to history.

2.5 DETAILS OF FACULTIES

Sl. No	Name	Designation	Specialization	Email Id
1	Dr. V.M.Ramesha	Chairman/Assistant Professor	Socio-economic History	vmramesh35@gmail.com
2	Dr.C. Ramegowda	Assistant Professor	Constitutional History	ramegowda@yahooco.in
3	Dr. N.C. Sujatha	Assistant Professor	Ancient Indian History	Sujathancksou2017@gmail.com
4	Dr. Latha	Assistant Professor(Contract)	Economic History	latharai7@gmail.com
5	Dr.V.M.Vishwanath	Assistant Professor(Contract)	Medieval Indian History	Vishwas1383@gmail.com
6	Dr. Sumithra	Assistant Professor(Contract)	Modern Karnataka History	sumitramohith@gmail.com
7	Dr. Jayaram	Assistant Professor(Contract)	Modern History	Jayaramu87@gmail.com
8	Dr. Sudarshana .s	Assistant Professor(Contract)	Karnataka History	Sudarshan945@gmail.com

2.6 PROGRAM STRUCTURE

The following are the courses to be studied by students who are admitted to M.A History Programme

Course Code	Semester and Course	Credits	Counselling/PCP Hours	Maximum Marks			Examination Duration
				Internal Assessment	Term End Examination	Total	
Semester - I							
HC 1.1	History - Theory and Method	4	12	20	80	100	3
HC 1.2	History of Ancient India up to 1206AD	4	12	20	80	100	3
HC 1.3	History of Medieval India 1206-1707 AD	4	12	20	80	100	3
SC 1.1	Elective I	3	09	20	80	100	3
SC 1.2	Elective II	3	09	20	80	100	3
OE 1.1	Open Elective (Egypt, Mesopotamia, Greek, Roman, Inca, Chinese)	2	06	10	40	50	1 ^{1/2}
Semester – I Total		20	60	110	440	550	
SC1:1A	History of America						
SC1:1B	Introduction to Archaeology, Epigraphy Numismatics						
SC 1:2A	Science and Technology in History						
SC 1:2B	Art and Architecture of Karnataka up to 14 th Century						
Semester - II							
HC 2.1	Historiography	4	12	20	80	100	3
HC 2.2	History of Modern India (1600 to 1857 AD)	4	12	20	80	100	3
HC 2.3	Political History of Pre Modern Karnataka	4	09	20	80	100	3
SC 2.1	Elective III	3	09	20	80	100	3
SC 2.2	Elective IV	3	09	20	80	100	3
OEL 2.1	Open Elective	3	09	10	80	100	3
		2	06	10	40	50	1 ^{1/2}
Semester – II Total		20	60	110	440	550	
SC 2:1A	State, Society and Economy in Medieval India						
SC 2:1B	Art and Architecture of India						
SC 2:2A	History of Modern Asia						
SC 2:2B	Religions in India						

Course Code	Semester and Course	Credits	Counseling/PCP Hours	Maximum Marks			Examination Duration
				Internal Assessment	Term End Examination	Total	
Semester - III							
HC 3.1	History of Modern India (1857-1947)	4	12	20	80	100	3
HC 3.2	Constitutional History and Dr. B.R. Ambedkar	4	12	20	80	100	3
HC 3.3	Intellectual History of India	4	09	20	80	100	3
	Elective V	3	09	20	80	100	3
SC 3.1	Elective VI	3	09	20	80	100	3
SC 3.2							
SEC - T	Introduction to Musicology	2	06	10	40	50	1½
Semester – III Total		20	60	110	440	550	
SC 3:1A	Literary movement in Modern Karnataka						
SC 3:1B	Socio-Economic History of Pre Modern Karnataka						
SC 3:2A	New Social Movements in India						
SC 3:2B	History of Europe						
Semester – IV							
HC 4.1	History of Modern World	4	12	20	80	100	3
HC 4.2	History of Contemporary India	4	12	20	80	100	3
HC 4.3	History of Modern Karnataka 1799 to 1990	4	09	20	80	100	3
SC 4.1	History of Tourism	3	09	20	80	100	3
SC 4.2	History of Wodeyars of Mysore	3	09	20	80	100	3
SEC-P	Introduction to Archival Studies	2	06	10	40	50	1½
Semester – IV Total		20	60	110	440	550	
SC 4:1A	Heritage of India						
SC 4:2A	Economic History of India						
Semester I to IV Grand Total		80	222	440	1760	2200	

Skill Enhancement Courses (for the students of History Discipline):

- **Semester – III:**
SEC-T 3.1: Introduction to musicology
- **Semester – IV**
SEC-P 4.1: -2Introduction to Archival studies

Interdisciplinary Electives

SL No	Department	Sub Code	I Semester	Sub Code	II Semester
1	KANNADA	ELK-01	ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ	ELK-02	ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ
2	ENGLISH	ELE-01	Indian Literature -I	ELE-02	Indian Literature -II
3	HINDI	ELH-01	Vyavaharik Hindi Vyakaran	ELH-02	Hindi Cinema
4	TELUGU	ELT-01	Tilak	ELT-02	Telugu Samskruthi – Samaajam
5	HISTORY	ELHS-01	Ancient World Civilisations (Egypt, Mesopotamia, Greek, Roman, Inca, Chinese)	ELHS-02	Social Reform Movement in India
6	ECONOMICS	ELEC-01	Economic Policies of India Since 1991	ELEC-02	Institutions for International Development
7	POLITICAL SCIENCE	ELP-01	Local Government in India.	ELP-02	Indian Constitution
8	PUBLIC ADMINISTRATION	ELPA-01	Indian Polity-1	ELPA-02	Indian Polity-2
9	SOCIOLOGY	ELS-01	Invitation to Sociology	ELS-02	Study of Indian Society
10	JOURNALISM AND MASS COMMUNICATION	ELJ-01	Aspects of Journalism and Mass Communication - I	ELJ-02	Aspects of Journalism and Mass Communication - II
11	ANCIENT HISTORY AND ARCHEOLOGY	ELA-01	World heritage sites of India	ELA-02	Cultural History of Hoysalas
12	EDUCATION	ELED-01	Foundations of Education	ELED-02	Higher Education

13	COMMERCE	ELC –01	Personal Financial Planning	ELC –02	Entrepreneurship Development
14	MANAGEMENT	ELM –01	Disaster Management	ELM –02	E-Commerce
15	BIOCHEMISTRY	ELMBC –01	Basics of Bioinorganic and Biophysical chemistry for Biology graduates.	ELMBC –02	Basic Bioorganic chemistry for Biology graduates.
16	BIOTECHNOLOGY	ELMBT –01	Biotechnology Principles and applications	ELMBT –02	Fundamentals of Biotechnology
17	CHEMISTRY	ELMC –01	Open Elective I	ELMC –02	Open Elective II
18	CLINICAL NUTRITION AND DIETETICS	ELMCND –01	Healthy lifestyles and nutrition	ELMCND–02	Nutraceuticals and health foods
19	COMPUTER SCIENCE	ELMCS –01	Mobile App Development	ELMCS –02	E-Commerce
20	ENVIRONMENTAL SCIENCE	ELMES –01	Basics of Environmental Science	ELMES –02	Advances in Environmental Science
21	GEOGRAPHY	ELMG –01	Introduction to Physical Geography	ELMG –02	Geography of Karnataka
22	MATHEMATICS	ELMM –01	Fundamentals of Mathematics	ELMM –02	Combinatorics and Graph Theory
23	MICROBIOLOGY	ELMMB –01	Microbial World and Microbial Diversity	ELMMB –02	Microbes in Sustainable Agriculture and Development
24	PHYSICS	ELMP –01	Mechanics	ELMP –02	Waves and Optics
25	PSYCHOLOGY	ELMPSY –01	Introduction to Psychology	ELMPSY –02	Psychology in Everyday Life
26	INFORMATION	ELMIT –01	Green Computing	ELMIT –02	E-Commerce

	TECHNOLOGY				
27	BOTANY (NEW)	ELMBOT –01	Plant-Microbe Interactions	ELMBOT – 02	Plant Diversity and Human Welfare
28	ZOOLOGY (NEW)	ELMZ –01	Parasites Vectors & communicable diseases	ELMZ–02	Essential of Reproductive Health
29	FOOD AND NUTRITION SCIENCES	ELMFNS –01	Food Psychology	ELMFNS –02	Nutritional Management in Disaster Conditions

Note:

- A. I and II Semester Open elective (Interdisciplinary Electives) syllabus are attached in Annexure – I and Annexure - II respectively.
- B. The Students may contact respective department chairperson in case of any queries regarding open elective course. The contact details available in the university website.

2.7 EVALUATION SYSTEM

Evaluation system comprises of:

- i. Internal assessment (IA) through assignments with a weight age of 20marks.
- ii. Term-end examination with a weight age of 80marks.

i. Internal Assessment:

Internal Assessment by way of assignment is an integral part of distance learning. The main purpose of assignments is to test the students' comprehension of the learning materials acquired through the studies and also to facilitate to understand performance of the student.

- Assignments are to be submitted for each semester. Student will not have any opportunity of submitting the Assignments in subsequent semesters. In case a student fails to submit the assignments, he/she will be assessed only for the theory marks of 80.
- Out station students other than Mysore should submit their assignments to the **Regional Director, concerned Regional Centre only.**
- Students who have opted Mysore as a centre for teaching learning, they shall submit the assignments to the address as will be indicated in the assignment circular.
- The questions for assignment will be uploaded in the University official website as per calendar of events.
- The students of shall submit their assignments under the First and Second phase at a time. Detailed information and questions will be hosted in the University's

website, as per calendar of events.

- The student shall submit assignments in blue books only.
- The University has the right to reject the assignments received after due date. The students are therefore, advised to submit them before the due date.
- The students should preserve the photocopies of all the assignments sent along with proof of submission of such assignment.
- There is no provision for revaluation of components associated with Internal Assessments.

ii. Term-end Examination

Examination for M.A History Degree Programme will be held by the University at the end of every semester. No Supplementary examination for M.A History.

Scheme of Examination per course / paper M.A History Programme

	Marks	Minimum
Internal Assessment	20	No
Term End Examination	80	32
Total	100	40
Course (Paper) exemption		40
Aggregate for pass		40%

3.0 STUDENT SUPPORT SERVICES

The University has created learners friendly support services to enable them to pursue students without any inconvenience. The students support service is considered to be excellent in the headquarters while proper measures have been taken up to provide such services at the Regional Centres /Learners Support Centre (LSC).

List of Learners Support Centres will be uploaded after the admission

KSOU functions in 3 tier system in student support services Viz.,

- i) Headquarters
- ii) Regional Centres
- iii) Learner Support Centre (Study Centre).

The **headquarters** controls all the activities of Regional Centres and study centres.

The **Regional Centres** led by the Regional Directors, engage in admission process, issue of study material, besides the management of counselling /PCP and also continuous assessment. The regional centres update all the information to the students from time to time, as and when university initiates. Candidates can select the convenient Regional Centres. There are 20 Regional centres located across Karnataka.

Learners support centres are the reputed and established colleges located at various part of Karnataka. KSOU has identified good collages at taluk levels so as to provide convenient access to students.

A. Library at Head Quarters, Mysore

The Karnataka State Open University Library caters to the need of the students, research scholars, faculty members and non-teaching staff of the university since 1996. At present, the Library's collection exceeds one lakh volumes, apart from the conventional book resources; it comprises a good number of periodicals, reference books, encyclopaedia, reports, theses, dissertations, audio visual materials, CD/DVDs, etc. Presently it has more than 300 National and International Journals. The Library is planning to build a digitalized institutional repository.

a. Membership Services:

- i. All the students of the University can become the members of the library after getting their Student Identity Card issued from the University authorities at the time of Admission.
- ii. To get membership, they have to fill Membership Application and submit it along with 2 Passport Size Photos and 1 Stamp Size Photo, Total 3 Photos.
- iii. Borrowers Tickets will be issued on payment of a Refundable Caution Deposit of Rs. 250/-
- iv. Users can Borrow One Book per Card. The issued books can be retained for a period of 60 days, and after the due date, penalty of Rs.1/- per book per day will be levied.
- v. The students should return the books and borrowers card 30 days before the commencement of the Annual Examinations. In case they fail to return the same, the Admission ticket for the Examination will not be issued.
- vi. As per University guidelines students have to produce their Identity Card and compulsorily surrender their Borrowers Tickets to the Library Authorities for obtaining No Due Certificate (NDC) of the Library.

b. Library Services

- a. Reference and Referral Service, Current Awareness Service, Users Orientation Service,
- b. Bibliographic Service, News Paper Clipping Service, Photocopy Service, etc. provided to the users.
- c. The Library has a well-equipped computer lab with internet facility to cater to the needs of the users.
- d. The library functions from 10:00 a.m. to 5:30 p.m. on all working days.
- e. During contact Programme and university examinations, the Library will be kept open from 8:00 a.m. to 8:00 p.m. and on Government Holiday's library functions from 10:00 a.m. to 5:30 p.m.
- f. The housekeeping operations and catalogue is computerized using New Gen Lib integrated library management software.
- g. Web based Online Public Access Catalogue is provided to the users.

h. The Library website provides access to e-journals, e-Books, old question papers, etc. And link to the Online Public Access Catalogue (OPAC) of the Library [<http://ksoumysore.edu.in/library.html>]. For any information regarding the library services please send your queries and feedback to e-mail id: ksoulibrary@gmail.com and contact Telephone No. 0821-2500873 / 251995 Ext: 525/526.

B. Health Centre: The University has established a Health Centre to attend to the urgent and immediate need of the students" whenever they stay in the campus. Only OPD facility is available and regular doctor and other staff will be on duty.

C. Hostels: The University has provided hostel facility both for men and women separately in KSOU Mysore campus.

Men's Hostel: KSOU Boys' Hostel is located in KSOU campus. It consists of 33 rooms. Each room could accommodate 5 students. Thus, this facility will be available to 165 students at a time. The students who wish to avail this facility shall pay 70/- per day.

D. Women's Hostel: KSOU cottages, located in the University campus, reserved to the girls' students. Each cottage can house 12 students. Totally University is having 09 cottages. Thus, 108 students can stay in these cottages at a time. The student who is willing to avail this benefit, shall pay Rs.70/- per day. The University is extending this facility within its limits. The accommodation will be provided depending on the availability by following the policy of 'First Come-First Serve'. The students of the hostel/ cottages shall maintain decency and decorum in the campus, no damage to 15 the properties of the University shall be caused. Any violation will attract disciplinary action and penalty. Those who do not get the accommodation shall make their own arrangements. To avail Hostel / cottage facility and payment of tariff, contact the Office of the University Guest House during working hours. For details contact-9880072854.

- a) Well maintained cafeteria
- b) State Bank of India with its ATM facility
- c) Post Office
- d) Wi-fi Facility
- e) Well maintained playground
- f) Pure drinking water facility

E. Special Concession for Women Students:

Women Candidates coming under the category of Below Poverty Line (BPL), seeking admission to UG/PG will be given 15 % concession in the Tuition Fee. The applicant should submit the BPL card issued by the competent authority at the time of admission. Such candidates are required to enclose a copy of the BPL Card containing the photo and the name self-attested, along with the application and original documents.

F. Mukta Sanjeevini Scholarship: The Karnataka State Open University has established Mukta Sanjivini Scholarship Fund to encourage poor students to pursue the studies. This

scholarship is available to students of economically weaker section of B.A./B.Com., Programs in KSOU.

Conditions:

- a) Annual income of students/ father/ mother/ guardian/ husband should not exceed Rupees One Lakh.
- b) Income/Caste certificate issued by concerned Tahasildar shall be submitted.
- c) Scholarship is available to II & III B.A./B.Com, students who have successfully completed their Previous Year examination with 50% marks in the first attempt.
- d) Students should be below the age of 30 years.
- e) Those who apply for this scholarship should not have applied for any scholarship anywhere else.
- f) Students will be selected for scholarship based on their merit.
- g) Students should submit prescribed filled in application form along with relevant documents to the Deputy Registrar (Admissions), Karnataka State Open University, Mukthagangothri, Mysore -570 006 within the stipulated time,

G. Competitive Examination Training Centre: The KSOU competitive examination training Centre offers training and guidance to various competitive examinations. For details contact No.0821-2515944.

H. Placement cell:

The university has a placement cell which provides placement assistance. Placement fairs are conducted by the University to provide placement assistance to students. The cell is having continuous liaison with different industry/companies. Placements are being provided to meritorious candidates.

Placement cell was started in July 2019 with the objective of providing jobs for meritorious candidates of KSOU exclusively. In later days the placement cell retained same objectives but the 16 scope was extended all aspirants of Karnataka with the above objective 4 job fairs including one mega job fair is arranged through which job were provide to 4000 students.

University has signed MOU with 2 companies for placements. Presently negotiations are going with Board of Apprentiship training Department of Employment and Training, Government of Karnataka. Around 50 students have been selected for apprentice with stipend of around 10,000 per month for 2 years. State level apprenticeship fair also arranged in collaboration of Government of Karnataka. The Placement cell planning to provide apprenticeship training with stipend of minimum 10,000/- per month for all Under Graduate and Post Graduate on SSLC based students. For more details contact placement cell: 9964697521.

I. KSOU APP

Karnataka State Open University has developed an App which can be downloaded from the Google Play store. The App provides all the relevant information such as Courses,

Admissions, Classes, and Examinations. Soft copy of the Study material can also be downloaded from the App along with previous question papers and assignments.

- J. KSOU Connect:** KSOU connect is a Web Based interactive platform developed by the University. It is used to conduct online classes, Counselling session and Special lectures. Students will get a link which enables them to join the sessions.
- K. Video Lectures:** The Department of Studies and Research in Economics has developed few video lectures which would be uploaded in the YouTube Channel.
- L. KSOU Radio:** KSOU has setup Radio station to provide radio programmes for the benefit of the students. Audio tapes related to various programmes shall be broadcasted at scheduled time.
- M. CMKKY:** KSOU is a training partner to Chief Ministers Koushalya Karnataka Yojane (CMKKY). KSOU imparts training to all its Final year / Semester students who have enrolled for various classes. For more details students can contact Dr. Sumati Ramakrishna Gowda Director CMKKY.

4.0 INSTRUCTIONS TO CANDIDATES RELATING TO EXAMINATION

- **Semester Examination:** the Examination for M.A. Degree Programmes will be conducted by the University at the end of each academic Semester. No supplementary examination for M.A.
- **Period for Completion of the Programme:** The students shall complete the programme in a period of N+2 years.
- **Procedure of Examination:** Candidate shall register for all subjects (whole examination) when he/she appears for the examination for the first time (during the year of admission).
- **Examination Centres:** Depending upon the number of students enrolled, the University will identify the Examination Centres. In addition to these Examination Centres, the University conducts examination in other institutions which will also be notified in the examination circular. If any changes are made regarding examination centres, the same will be updated in the KSOU official Website: www.ksoumysore.karnataka.gov.in. Supplementary examinations will have lesser number of examination centres depending on the strength of the students.
- **Course Exemption:** Course exemption is granted to all under graduate and Post graduate courses as per the ordinance of the University.

- **Declaration of Results for Undergraduate Programmes:** The candidates should score minimum 32 Marks in theory and aggregate of 35 percent including IA Marks in all courses at the Term end examination. Those who score less than 35 per cent will be considered as failed in the examination, therefore such candidates have to reappear for the respective courses in the examination.
- **Declaration of Results for Postgraduate Programmes:** The candidates should score minimum 32 Marks in theory and aggregate of 40 percent including IA Marks in all courses at the Term end examination. Those who score less than 40 per cent will be considered as failed in the examination, therefore such candidates have to reappear for the courses in the examination.
- **Marks Card:** The University shall issue Aadhaar based digital Marks Card and Convocation Certificate through Online, such copies will also be available in National Academic Depository (NAD).
- **Grace Policy:** The grace marks permissible shall be 1% of total maximum marks of all the papers or component or group or for the whole examination of all under graduate courses.

5.0 DETAILED SYLLABUS OF MASTER OF ARTS IN HISTORY (M.A) UNDER CHOICE BASED CREDIT SYSTEM

Semester – I

Course – HC1.1: History - Theory and Method

Objective: The course aims to understand the preliminary studies in the historical Methodology which is more essential than anything else to move towards the Study of history is an independent discipline.

Pedagogy: personal contact programmes, audio video programmes, online lectures Assignments, etc.

Credits: 4

Examination Duration: 3 hours and Maximum Marks: 80

Course outcome:

After completing this course the students should be able to

- Understand meaning definitions scope and nature of history.
- To analyse history and its relation with social sciences and auxiliary sciences.
- Discuss the methods of historical research.
- Analyse the objectivity and subjectivity in history.

Block - I

Unit-1

Meaning and definition of history, Nature and scope of History

Unit -2

Value and subject matter of history, Structure and form of history

Unit -3

History and its relation with other social science, History and auxiliary science

Unit-4

Sources of history, History a science or art or a social science.

Block - II

Unit - 5

Trends in History, Uses and abuses of history.

Unit - 6

Meaning and scope of research methodology, Requisites of research Scholar.

Unit-7

Preliminary operation how to make notes, Formulation of hypothesis, Selection of subject.

Unit-8

Analytical operation, Historical criticism, External and internal criticism

Block-III

Unit-9

Synthetic operation, Grouping of facts, Drafting thesis, Foot notes Reasoning.

Unit-10

Concluding operations, Generalisation, Exposition and presentation.

Unit-11

Causation and imagination in history, Historical thought.

Unit-12

Outline or synopsis, Bibliography, Appendix, Glossary.

Block - IV

Unit-13

Problems in writing of history, Objectivity and subjectivity in history.

Unit-14

Bias and Prejudice in History.

Unit—15

Chronology and Periodisation in History.

Unit-16

Does History repeat itself?

Suggested readings:

1. Prof sheik Ali, History its theory and method, Macmillan publishers, new Delhi 2009
2. Anderson, Durston and Poole, Thesis and assignment writing, Wiley eastern ltd, New Delhi 1970

3. Rajayyan K, History in theory and method, Kudla publication , Madurai 1993
4. Manickam.S, Theory of history and methods of research, Kudla Publication Madura 1985
5. Sreedharan E ,A manual of historical research methodology Center for south indian studies Thrivendrum 2007
6. Bombaro Christine, Finding history reasearch methods and resources for students & scholars, plymoulth UK2012
7. Venkataratna and padma, Ithihasa samshodhana margā , mysore.
8. ವಿಜಯ ಪೂಣಚ್ಚು ತಂಬಂಡ, ವಿರೂಪಾಕ್ಷ ಪೂಜಾರಳ್ಳಿ (ಸಂ) ಚರಿತ್ರೆ ಬರವಣಿಗೆ ಕ್ರಮಗಳು ಮತ್ತು ಸಂಶೋಧನಾ ವಿಧಾನ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.

Course – HC1.2: History of Ancient India up to 1206AD

Objective: The course is aims to enable the student understand the early Indian History and it also explores the changes that shaped the character of Indian Civilization.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 4.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Examine Indian civilizations
- Analyse the rule of the Mauryan Empire which is India's biggest empire.
- Discuss the Gupta's and Vardana's.
- Evaluate the administration and the contributions of south Indian kingdoms

BLOCK – I:

Unit-1

Geographical factors, Features of Indian Culture, Sources.

Unit -2

Harappan Culture, Excavations, Town Planning, Socio-economic Political, religious conditions and Decline of civilisation.

Unit -3

Vedic Civilisation, Later Vedic Period, Epic age, Causes for the raise of new religions.

Unit-4

Life and teachings of Buddha, Spread and decline of Buddhism, Contributions of Buddhism , Life and Teachings of Mahaveera, Contributions of Jainism.

Block - II

Unit - 5

Republics in ancient India- Mouraya's, Ashoka, Decline of Maurya's, Administration, Economy, Society, Architecture.

Unit - 6

Persians' and Greeks invasions, Impact on Indian Society, Kushan rule, Kanishka, cultural contributions.

Unit-7

Age of Gupta's –Political history, Samudra Gupta – Administration – Socio-economic condition, Religion, Literature, Art and Architecture.

Unit-8

House of Thaneshwara – Harshavardhana and his religious councils.

Block-III

Unit-9

Education in Ancient India – Nalanda University, Taxila University, Kanthala Shala , Kanchi University,Rajpuths Polity and Culture.

Unit-10

Cultural expansion of India, Greater India,Expansion of India outside, Java, Combodia, Shailendra Empire, China, Korla.

Unit-11

Arab invasion of Sindh and its Impact, Early Muslim Invasion and its Impact

Unit-12

The Pala's of Bengal, Dharmapala, Devapala, Mahiapal, the Sena dynasty
Tripartite Struggle for supremacy

Block - IV

Unit-13

Mourya's in Deccan India, Shatavahana's, Kadamba's, Mayur Varma Cultural Contributions, Ganga's ,Danti Durga Cultural Contributions.

Unit-14

Sangam age, Literature, Socio-Economic Political Condition - Pandays,
Cheras

Unit—15

Chalukyas of Badami, Pulikeshi, Cultural contributions, Pallavas Narsimhavarma, Cultural contributions, Rastrakutas, Amoghavarsha Cultural Contributions.

Unit-16

Chalukyas of Kalyani, Vikramaditya cultural contributions, Cholas of Tanjavor, Raja Raja Chola, Cultural contributions, Hoysalas Vishnuvardhana cultural contributions, Shaivism and Vishnavism.

Suggested readings:

1. Sharma, R.S. 1991. Aspects of Political Ideas and Institutions in Ancient India. Motilal Banarasidass: Delhi.
2. Majumdar, R.C. 1974. History and Culture of the Indian People. Vol. I, II & III. Mumbai.
3. Rayachaudhari, Tapan & Irfan Habib. 1984. Cambridge Economic History of India. Vol. IX, 500c.- 1750 AD. S Chand: New Delhi.
4. Mahajan, V.D. 1999. History of India, from Beginning to 1526 AD. S. Chand: New Delhi.

5. Altekar, A.S. 1956. Position of Women in Hindu Civilization, from Prehistoric times to the Present day. Motilal Banarasidass: New Delhi.
6. Ghurye, G.S. 1969. Caste and Class in India. Popular Prakashan: Bombay
7. Kane, P.V. 1972. History of Dharmasastra (Relevant Volumes). Bhandarkar Orient Research Institute, Poona.
8. Ghoshal, U.N. 1959. History of Hindu Political Thought. OUP: Delhi.
9. ವಿಜಯ ಪೂರ್ಣಚ್ಚು ತಂಬಂಡ, ವಿರೂಪಾಕ್ಷ ಪೂಜಾರಳ್ಳಿ (ಸಂ) ಚರಿತ್ರೆ ಬರವಣಿಗೆ ಕ್ರಮಗಳು ಮತ್ತು ಸಂಶೋಧನಾ ವಿಧಾನ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.
10. ವಿಜಯ ಪೂರ್ಣಚ್ಚು ತಂಬಂಡ (ಸಂ), ಭಾರತ ಉಪಖಂಡದ ಆಧುನಿಕ ಪೂರ್ವ ಚರಿತ್ರೆ ವಿವಿಧ ಆಯಾಮಗಳು – ಸಂಪುಟ-02, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.

Course – HC1.3History of medieval India 1200-1707

Objective: The course is aims to understand the establishment of Islamic rule in India and also explores Maratha rule as well as to comprehend the Bhakti and Sufi Movements and their contribution to the Indian culture.

Pedagogy: personal contact programmes, audio video programmes, online lectures Assignments, etc

Credits: 4

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Analyse the rule of Delhi sultanate and Mughals.
- Examine the establishment of the Maratha state.
- Discuss the Bhakti and Sufi Saints contributions to the Indian society.

Block-I

Unit-1

Sources, establishment of Sultanas of Delhi, Slave dynasty, Iltumish, Razia, Balaban.

Unit-2

Khilji dynasty, Khilji revolution, Alla-ud-din khilji, His conquest, Administrative and economic reforms

Unit-3

Tughalaq dynasty, Mohammed Bin Tughalaq, His administrative experiments ,Firoz Sha Tughlaq, administrative reforms

Unit-4

Sayyeds and Lodis, Sikandar lodi Bahalool lodi, Ibrahim lodi. Causes for the down fall of sultans.

Block-II

Unit-5

Administrative system of Delhi Sultants, Socio-economic condition, Art and Architecture of Delhi sultanates.

Unit-6

Bhakti and Sufi movements, Importance of Bhakti and Sufi movements.

Unit-7

Establishment of Mughal rule, Babar, his wars, Humayun, his problems and wars.

Unit-8

Sur dynasty, Sher Sha and his administrative, revenue, justice, police, currency reforms, development of means of communication.

Block-III**Unit-9**

Akbar the great, His conquest, Religious polices, Rajput policy, Mansabdari system, Revenue system, Estimate of Akbar.

Unit-10

Jahangeer, Revolt of Khusru, Noorjahan, Visit of European travellers, Revolt of shahajahan, Wars, Famines, Death of Mumtaz and civil war.

Unit-11

Aurangzeb Alamgir, Reforms of Aurangzeb, Anti Hindu policy, Revolt of Satnamis. Sikhs, Jats, Decan policy of Aurangzb, Causes for the failure of Mughals.

Unit-12

Rise and growth of Maratha power, Shivaji, conquest and administrative reforms of shivaji, Sambaji ,Tara bai and sahu.

Block-IV**Unit-13**

Rise and fall of peshwas, Balaji Vihwanath, Baji rao, Balaji baji rao,Third battle of panipat.

Unit-14

Mughal administration, military administration, police administration, administration of justice.

Unit-15

Art in Mughal India, architecture in Mughal, Tajmahal, Paintings in Mughal period, music, growth of literature.

Unit-16

Socio – economic conditions, Urbanisation, Agriculture, Industry, Trade, development composite culture.

Suggested readings:

1. A L Srivastva, History of medieval India
2. Satish Chandra, History of medieval India
3. J L.Mehta: Advanced study in the history of medieval India
4. V D Mahajan, Advanced history of India
5. Ishwari Prasad,medieval India
6. JN Sarkar, Themughal administration
7. A S M Habibullah. foundation of Muslim rule in India
8. Tapan Royachathri &Irfan Habib, Cambridge economic of history of India

9. ವಿಜಯ ಪೂಣಚ್ಚು ತಂಬಂಡ (ಸಂ), ಭಾರತ ಉಪಖಂಡದ ಆಧುನಿಕ ಪೂರ್ವ ಚರಿತ್ರೆ ವಿವಿಧ ಆಯಾಮಗಳು - ಸಂಪುಟ-03, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ

Course – HC1.4: History of America

Objective: The course is aims to understand the American colonization of England and its revolution for its independence explore America's democratic system of reforms economic growth, progressive reforms and how America emerged as a super power.

Pedagogy: personal contact programmes, audio video programmes, online lectures Assignments, etc

Credits: 3

Examination Duration: 3 hours and Maximum Marks:80

Course outcomes:

After completing this course the students should be able to

- Understand American Revolution and constitution.
- Analyse the democratic administrative experiments introduced by American presidents.
- Evaluate socio economic technological advancement of America.

Block-I

Unit-1

Colonisation of America, American revolution, American constitution.

Unit-2

Federalist, domestic policy and foreign policy.

Unit-3

Thomas Jefferson and democracy, Madison and Anglo-American war, Monroe administration, Jackson in era.

Unit-4

Economic growth, Social change, Westward expansion, US as a divided nation, Abraham Lincoln and civil war, the southern reconstruction.

Block-II

Unit-5

Industrial growth, Urbanisation social change, Challenges to farmers, US as world power 1899-1919, Foreign policy from 1909 to 1921.

Unit-6

Inter & foreign policy from 1921 to 1933, Economic boom and depression, foreign policy since 1933, US entry into II world war.

Unit-7

The cold war – different stages of cold war, end of Cold War.

Unit-8

Truman and Eisenhower presidencies.

Block-III

Unit-9

United states from 1976-1990, John F Canady, Nickson, Ronald Regan, George Bush.

Unit-10

Canada under colonial rule, Confederation, First World War, Women suffrage, Canada on the world stage, II world war post war 1945-60.

Unit-11

Latin American countries under colonial era, Latin America 19th century, 20th century., Military regimes.

Unit – 12

Cuba in 20th century, Cuban revolution, Castro's Cuba, End of Fedal Castro presidency.

Suggested readings:

1. Parkes H B-A history of the USA.
2. Frank Feudal-America in 20th century New York.
3. Oscar Handlin-America a History New York 1968.
4. S F Bemis - the Latin American policy of U S.1943.
5. J.G. Randall and D. Donald. The Civil War and reconstruction (Revised edition 1961).
6. W.A. Dunhing: Reconstruction, Political and Economic 1907.
7. W.R. Brock: An America crisis (1963).
8. Tom Walson: Agrarian Rebel 1938.
9. ವಿರೂಪಾಕ್ಷ ಪೂಜಾರಳ್ಳಿ (ಸಂ), ಅಮೆರಿಕಾ ಚರಿತ್ರೆಯ ವಿವಿಧ ಆಯಾಮಗಳು, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.

Course -SC 1:1B Introduction to Archaeology, Epigraphy and Numismatics

Objective: The course is aims to provide a methodological foundation for archaeological interpretation, as well as to know the origin of coins and inscriptions

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Understand archaeological theories
- Analyse the excavation methods.
- discuss the on coins and inscriptions.

Block - I

Unit-1

Definitions, Goals of Archaeology, Archaeology and other disciplines, Kinds of Archaeology

Unit-2

History of Archaeology in Europe, Antiquity of Mankind, History of Archaeology in pre-Independent India.

Unit-3

Archaeological Theories, Concept of Culture, Culture-Historical Approach, Functionalism.

Unit-4

New Archaeology, Processual Theory, General Systems Theory, Behavioural Archaeology.

Block - II

Unit-5

Post-Processual approaches, Contextual Archaeology, Archaeology and gender, Archaeology today.

Unit-6

Exploration Methods, Determinants of Archaeological data, Type of sites, Selection of a site, Problem oriented approach.

Unit-7

Research design, Site surface survey, Factors in survey design, Site survey methods, specialized survey methods, Site data form.

Unit-8

Excavation Methods, Development of field techniques, Excavation techniques, Excavation types, Principles of excavation.

Block - III

Unit-9

Dating Methods in Archaeology, Dating system, Relative dating techniques, Absolute dating techniques, Derivative dating techniques.

Unit-10

Epigraphy, Definitions, Scope and Importance, Evolution of scripts in General. Origin and Antiquity of script in India.

Unit - 11

Indian Scripts, Brahmi and Kharoshti scripts, origin and Characteristics, Indian Numerals. Nagari- Devanagari, Sharada, Bengali, Shaku Scripts.

Unit – 12

Numismatics, Antiquity and importance of Indian coinage-development of coinage in India.

Suggested readings:

1. Archaeological Site Manual, 1994, Museum of London, London.
2. Atkinson, R.J.C., 1953, Field Archaeology, 2nd edition, Methuen, London.
3. Barker, Philip, 1977, Techniques of Archaeological Excavation, B.T.Batsford Ltd., London.
4. Binford, L.R., 1972, An Archaeological Perspective, Seminar Press, New York.
5. Brothwell, D.R., 1982, Digging up Bones, 3rd edition, Cornell University Press, Ithaca, New York, London.
6. Connah, G., (ed.), 1983, Australian Field Archaeology: A Guide to Techniques, Australian Institute of Aboriginal Studies, Canberra, Australia.
7. Dancey, W.S., 1981, Archaeological Field Methods: An Introduction, Burgess, Minneapolis.
8. Dean, Martin, et.al., (ed.), 1995, Archaeology Underwater – The NAS Guide to Principles and Practice, Nautical Archaeology Society, Archetype Publications Ltd., London.

Course – HC1.5: SCIENCE AND TECHNOLOGY IN INDIA

Objective: The course is aims to trace the inventions innovations of man for the progress of human civilization. And to familiarize the major developments in different branches of science.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Analyse the growth of science and technology in ancient India.
- Describe the progress of science and technology in medieval and modern India
- Evaluate the major science and technological development of the India.

Block – I

Unit-1

Introduction: Meaning, Scope & Importance, Writings on history of science and technology. Impact of Domestication of plants and animals.

Unit-2

Indus Valley Civilization, Town Planning, Ceramics and Metallurgy, Theory of atomism & attributes of matter in ancient India.

Unit-3

Science & Technology during Vedic & Later Vedic times.

Unit-4

Major development in the history of science & technology from A.D. 1st Century to C-1200, Concept of rationality & scientific ideas in India, Interaction with Arab thought & its reception.

Block – II

Unit-5

New developments in technology, Legacy of technology in medieval India.

Unit-6

Impact of Arabian development on India with special reference to Persian wheel, gun powder, textiles, bridge building etc.

Unit-7

Development in medical knowledge and interaction between Unani and Ayurveda & Alchemy. Astronomy & Mathematics in Medieval India.

Unit-8

Interaction of India & Arabic Sciences, State of science & technology on the eve of British conquest.

Block – III

Unit-9

Exploration, early European scientists, Surveyors, botanists, doctors under the Company's service, Indian response to western science.

Unit-10

Indian response to new scientific knowledge, Interactions and predicaments, Science & Indian nationalism.

Unit-11

Emergence of national science and its relations vis-versa, colonial science, Mahendra Lal Sarkar.

Unit-12

P.C. Ray, J.C. Bose, M.N. Saha. Establishment of Indian Institute of Science (1909).

Suggested readings:

1. A.K. Bisvas & K.L. Mukhopadhyaya, 1969, Science in India, Kolkata.
2. Chakravarti D.K, 1999, India: An Archaeological History, Oxford University Press,
3. D. Raina and I. Habib (ed), 1999, Situating History of Science: Dialogues with Joseph Needham, OUP, Delhi,
4. Deepak Kumar, 1991, Science & Empire, Anamika Prakashan, Delhi.
5. Deepak Kumar, 1995, Technology and the Raj, Sage, New Delhi.
6. Deepak Kumar, 2000, Science and the Raj, OUP, Delhi,.
7. Deepak Kumar, 2000, A Historical Overview, Delhi.
8. Deepak Kumar, 2001 Disease and Medicine in India, New Delhi.

SC 1:2B: ART AND ARCHITECTURE OF KARNATAKA UPTO 14TH CENTURY

Objective: The course is aims to know the evolution of art and architecture of Karnataka and also discuss the art and architectural contributions of different dynasties.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Analyse different styles of architecture
- Examine the Ganga's, Kadamaba's , Chalukya's art and architecture
- Describe the features of Hoysala's art and architecture

Block - I

Unit-1

Historiography and sources: James Fergusson, Percy Brown, Henry Cousins, Alexander, Later works.

Unit-2

Manasara, Inscriptions and monuments, The Nagara, Vesara and Dravida traditions.

Unit-3

Pre-historic art and architecture: Rock paintings, megalithic structures, types, Prebadami Chalukya art and architecture.

Unit-4

Sites connected with the Maurya and the Satavahana period art and architecture.

Block - II

Unit – 5

The Kadambas, important monuments, Main features, monuments of the Gangas of Talakad, Sculptures, pillars, Role of idolatry, religious groups.

Unit – 6

Chalukya's of Badami art and architecture, The cave temples, Characteristic features, The experiments at Pattadakal.

Unit – 7

Important sites of structural temples, main features, cave paintings.

Unit – 8

Rashtrakuta art and architecture, different types of temples-sites of rock-cut architecture, main features, structural temples, important sites.

Block – III

Unit – 9

The Chalukyas of Kalyan, Mahadeva temple Etagi, Thrikuteshwara temple at Lakkundi and Gadag.

Unit – 10

The Hoysalas of Dorasamudra, places connected with the Chalukya monuments, characteristic features.

Unit – 11

Places connected with the Hoysala temple, Main features, differences and similarities between the two styles of architecture.

Unit – 12

Hoysala temples at Belooru, Halebidu, Somanathapura, Talakadu

Suggested readings:

1. Acharya, P.K. Indian Architecture According to Manasara, (Oxford, 1921)
2. Banerjee J.N., The Development of Hindu Iconography, (Calcutta, 1956)
3. Bharata Iyer, Indian Art, A short Introduction, (Bombay, 1958) 11. Brown Percy., Indian Architecture, Vol.I, (Bombay, 1956)
4. Burgess James., Report of the First Seasons. Operations in Belgaum and Kaladgi Distrcits, ASI, (London, 1874)
5. Coomaraswamy, A.K., History of Indian and Indonesian Art, (London, 1927) 14
6. Harle, James C., Temple Gateways in South India, (Oxford, 1963)
7. Havell, E.B., A Handbook of Indian Art, (Varanasi, 1972)
8. Mahalingam, T.V., South Indian Temple Complex, (Dharwar, 1970)
9. ಪ್ರೊ. ಎ. ಸುಂದರ (ಸಂ), ಕರ್ನಾಟಕ ಚರಿತ್ರೆ - ಸಂಪುಟ-01, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.
10. ಪ್ರೊ. ಬಿ. ಸುರೇಂದ್ರ ರಾವ್ (ಸಂ), ಕರ್ನಾಟಕ ಚರಿತ್ರೆ - ಸಂಪುಟ-02, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.

Semester – II

Course – HC2.1: Historiography

Objective: The course is aim's to understand the evolution of historiography, as well as to know the contributions of western and Indian historians

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes

After completing this course the students should be able to

- Analyse the early historical writings of west.
- Evaluate the 18th and 19th century western historiography
- Examine modern Indian Historian contribution.

Block-I

Unit-1

Evolution of historical writings, Greek historiography, Herodotus Thucydides.

Unit-2

Roman historiography, Titus Livy, Cornelius, Tacitus.

Unit-3

Christianity and writing of history, Features of church history, Historiography of church history.

Unit-4

Renaissance and its influence in the course of Historical Writings.

Block - II

Unit-5

Geographical discoveries and reformation and its influence on the course of historical writings.

Unit-6

Cartesian and anti-Cartesian historiography, History of positivism.

Unit-7

Enlightenment period and romanticism.

Unit-8

Geographical discoveries and the writings of history.

Block - III

Unit-9

Scientific history, Niebuhr and Ranke -colonial historiography.

Unit-10

Philosophy of history, Scientific materialism Karl Marx.

Unit-11

Biological history of Oswald Spangler and natural philosophy of Toynbee

Unit-12

Arab historiography, Ibn Khaldun.

Block - IV

Unit-13

Indian historiography, Kalhanas Rajatarangini.

Unit-14

Muslims historiography, Alberuni.

Unit-15

Modern historiographers, J.N. Sarkar, K.A. Nilakantashastri.

Unit-16

K.M. Pannikar, D.D. Kosambi, R.S. Sharma and Romila Thaper

Suggested readings:

1. Bombaro, C.. Finding History: Research Methods and Resources for Students and Scholars. Scarecrow Press, Inc.: Plymouth. 2012.
2. Carr, E.H. What is History. Penguin Books: London. 1982.

3. Collingwood, R.G. The Idea of History. Rev.edn. Oxford University Press: Oxford. 2005.
4. Ghosh, B.N. Reprint. Scientific Method and Social Research. Sterling : New Delhi. 1993.
5. Majumdar, R.K & Srivastava, A.N. Historiography. SBD Pub.: New Delhi. 1998.
6. Manickam, S. Theory of History & Methods of Research. Kudal Publications: Madurai. 1985.
7. McDowell, W.H. Historical Research: A Guide. Longman: London. 2002.
8. Rajayyan, K. History: In Theory & Method. Kudal Publications: Madurai. 1993.
9. Sen. M. Historians and Historiography. Institute of Historical Studies, Calcutta, 1980
10. Shiek Ali, S. History: Its Theory and Method. Macmillan India Publication: Madras. 1978.
11. ವಿಜಯ ಪೊಣಚ್ಚು ತಂಬಂಡ, ವಿರೂಪಾಕ್ಷ ಪೂಜಾರಳ್ಳಿ (ಸಂ) ಚರಿತ್ರೆ ಬರವಣಿಗೆ ಕ್ರಮಗಳು ಮತ್ತು ಸಂಶೋಧನಾ ವಿಧಾನ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.

Course – HC2.2: History of Modern India (1600-1857)

Objective: The course is aims to know the advent of Europeans as well as establishment of British rule in India. Further to understand British reforms and movement against the colonial rule.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes :

After completing this course the students should be able to

- Analyse Indian's resistance against colonial rule.
- Examine the British reforms.
- Evaluate the socio religious movement.

Block1

Unit-1

Advent of Europeans, The Portuguese, Dutch, English, French, Danes.

Unit-2

Anglo-French struggle for supremacy, Carnatic wars, Causes of the French failures and success of British.

Unit-3

Rise of British power in Bengal, Battle of Plassey, Buxar, Dual government in Bengal.

Unit-4

Governor general Warren Hastings, Cornwallis.

Block – II

Unit-5

Anglo-Maratha wars, Anglo-Mysore wars.

Unit-6

Governor general William Bentinck and Dalhousie.

Unit-7

Maharaja Ranajit Singh, Anglo Sikh wars.

Unit-8

Economic Impact of British Raj – Three stages of Colonialism, Drain of wealth, Land revenue.

Block - III**Unit-9**

Railways, Commercialisation of Agriculture, Rural indebtedness.

Unit-10

Growth of landless labour, Deindustrialisation, Growth of modern industries.

Unit-11

Introduction to western education and Modern India.

Unit-12

Indian renaissance, Socio-Religious movements.

Block - IV**Unit-13**

1857 Revolt, Nature, Causes, Courses, Results of the Revolt.

Unit-14

Growth of Indian middle class, The press and its impact.

Unit-15

Raise of Modern literature, Social reform measures.

Unit-16

Caste movements, Peasant movements, Trade Union Movements.

Suggested readings:

1. Banerjee, Debdas. 1999. Colonialism in Action: Trade, Development and dependence in Late Colonial India. Orient Longman: Delhi.

2. Bhattacharya, S. 1971. The Financial Foundations of the British Raj. Indian Institute of Advanced Study: Shimla.
3. Guha, Ramachandra. 1982. A Rule of Property in Bengal: An Essay on the Idea of Permanent Settlement, Duke University Press: New Delhi.
4. Raj K.N. et al (eds.). 1985. Commercialization of Indian Agriculture, OUP: Delhi.
5. Chaudhury, B.B. 1964. Growth of Commercial Agriculture in Bengal 1757-1900, Calcutta.
6. Malcolm, J. 1970. Political History of British India from 1784 to 1823, Associated Pub. House: New Delhi.
7. Alavi, S. 1995. The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830, OUP: New Delhi.
8. Bipan Chandra, History of Modern India.
9. ವಿಜಯ ಪೊಣಚ್ಚು ತಂಬಂಡ (ಸಂ), ಭಾರತ ಉಪಖಂಡದ ಆಧುನಿಕ ಪೂರ್ವ ಚಲತ್ರೀ ವಿವಿಧ ಆಯಾಮಗಳು - ಸಂಪುಟ-02, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

Course – HC2.3: Political History of Pre Modern Karnataka

Objective: The course is aims to trace political history of ancient Karnataka and also explores administrative changes of different dynasties of Karnataka.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes

After completing this course the students should be able to

- Evaluate the political history of Satavahanas , Ganagas, kadambas
- Examine the Chalukya's Rastrakutas and folk hero's history.
- Discuss the sultans of Mysore and their contribution to Karnataka

Block-I

Unit-1

Geographical features, Sources, Pre historic period.

Unit-2

Mauryan presence in Karnataka, Chandra Gupta Maurya. Ashok and his Edicts.

Unit-3

Shatavahanas, Gautamiputra Shatakarni, Cultural contributions.

Unit-4

The Kadambas of Banavasi, Mayura Varma, Cultural contributions Kadambas.

Block - II

Unit-5

The Gangas of Talakad, Duvineetha, Cultural contributions of Gangas.

Unit-6

The Chalukya as of Badami, Immadi Pulikeshi, Cultural contributions of Chalukya's.

Unit-7

The Rastrakutas, Amoghavarsha Nrupatunga, Cultural contributions Rastrakutas.

Unit-8

The Chalukyas of Kalyani, Vikramaditya-VI, Cultural contributions of Chalukyas.

Block - III

Unit-9

Hoysalas of Dwarasamudra, Vishnuvardhana, Cultural contributions Hoysalas.

Unit-10

Socio-religion movement in Karnataka, Shankara, Ramanuja, Madhva and Basavanna Veerashaiva Movement.

Unit-11

Folk Heros of Karnataka – Madesha, Manteswamy, Junjappa, Ellamma, Kumararama.

Unit-12

The Vijayangara empire, Krishnadevaraya, Cultural contributions.

Block - IV

Unit-13

The Bahamanis and Adil Shahis, Cultural contributions.

Unit-14

The Nayakas of Keladi, Shivappa Nayaka, Nayaka's of Chitradurga, Madakari Nayaka, the Nadaprabhus of Yalahanka, Haleri Kings of Coorg.

Unit-15

Wodeyars of Mysore, Raja Wodeyar, Chikkadevaraja Wodeyar, Administration socio economic life, literature and architecture of Wodeyars.

Unit-16

Sultans of Mysore, Tippu and Hyder Ali and their contributions to Mysore.

Suggested readings:

1. Altekar A.S 1934, The Rashtrakutas and their times. Oriental Book Agency: Poona.
2. Chopra P.N Ravindran T.K. Subramanian N. 2003, History of South India (Ancient Medieval and Modern) Chand Publications, New Delhi.
3. Epigraphia Carnatica, Volumes.
4. George M. Moraes 1931, The Kadambakula, A History of Ancient and Medieval Karnataka, Asian Educational Services New Delhi.
5. Itihas Darshanas Volume No.1 to 25 Karnataka Itihas Academy Bangalore.
6. Majumdar.R.C 1952-1964 (Ed) History and Culture of The Indian People, Vols, I-VI.
7. Ramesh.K.V 1984, Chalukyas of Vatapi, Delhi.
8. Sastri K.A.N 1965, A History of South India. Bombay.
9. Sheik Ali B (Ed) 1972, The Hoysala dynasty, Mysore.
10. Suryanath U Kamath; 2001, A concise History of Karnataka from Pre-Historic Times to the present, Bangalore.
11. ಷೇಕ್ ಆಲಿ (ಸಂ), ಕರ್ನಾಟಕ ಚಲತ್ರೈ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.

SC 2:1A: State, Society and Economy in Medieval India

Objective: The course is aims to give insights on state formation, state nature, socio and economic condition of medieval India.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Explain the historical writings on medieval state and economy.
- Describe the significance of state structure in medieval India.
- Analyse the Bhakti and Sufi contributions informing Indian Culture

Block-I

Unit-1

Historiography and Sources: Colonial writings – Moreland and Vincent Smith

Unit-2

Nationalist writings – Irfan Habib and Sanjay Subramanyam – sources – Archaeology and literature.

Unit-3

Introduction, Arrival of Islam and its impact on Indian Society, Structure of Medieval, Rural and Urban Society.

Unit-4

The structure and Composition of State under the Sultans of Delhi: Institutions and Practices of Administration – Nature of the Government

Block - II

Unit-5

The Influence of Religion, Trade and Urbanism on the State – Nature of the State.

Unit-6

The Mughal State: Forces of Centralisation and Decentralisation –institutions and Organisations – Bureaucracy and the Nobles.

Unit-7

The nature of the State –influence of race, religion, trade and agriculture on the State – nature of the State.

Unit-8

Growth of the cult of bhakti, Contributions of Ramananda, Kabir, Nanak-Chaitanya-Meera.

Block - III

Unit-9

Dasa Movement: Kanakadasa and Purandaradasa. Vithoba Cult. Virashaivism. Development of Sufism in India.

Unit-10

The Maratha State: The Composition of the Maratha State—the Institutions and Organisations – Influence of Agriculture and trade – nature of the Maratha State.

Unit-11

Social and Economic conditions in Vijayanagra Period: Nature of the Society: Social Practices, Social Groups, position of Women.

Unit-12

Nature of Economy Trade, Towns. Rural and urban Economy.

Suggested readings:

1. Altekar A.S position of Women in hindu Civilization, from prehistoric times to the Present day. Motilal Banarasidass: New Drelhi. 1956
2. Chandra. S. Histiriography, religion and State in Medieval India. Har Delhi. 1996.
3. Mahajan, V.D. history of india, from Beginning to 1526 AD.S. chand: new Delhi 1999.
4. Mahalingam, T.V. Administration and Social Life under Vijayanagara (2nd Edition), madras. 1969.
5. Rayachaudri, Tapan and Irfan Habib. Cambridge Economic history of India. Vol. I-X, 550c. – 1750 AD.S. chand: New Delhi. 1984.

SC 2:1B: Art and Architecture of India

Objective: The course is aims to examine the art and science of building temples in the the past, their aestihic appraisal reflection of sub-regional variations and sensibilities. It also discuss the phases of development the styles, variations. methods and techniques.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes

After completing this course the students should be able to

- Understand the progress of art and architecture through time and space
- Identify the regional styles of arts, temple structures of different periods and regions.
- Describes sculptures and paintings

Block-I

Unit-1

Characteristics of Indian Art and Architecture – Symbolism, Lalithakala Symbols-
Beginning of Indian Art-Indus Valley Art.

Unit-2

Beginning of Rock Cut Tradition – Mauryan Rock Cut Traditions – Ashokan Pillars –
Sculptures - Achamanean Influence – Symbolism of Sarnath Capital.

Unit-3

Development of Buddhist Rock – Architecture – Hinayana Chaityas and Viharas – Stupas,
Nasik and Karla, Origin of the Stupa and its Development with Particular to Sanchi.

Unit-4

Rock-Cut Architecture: Barabar caves (Bihar); Bhaja, Karle, Kanheri and Ajanta Caves.
Ellora Kailash Temple. Elephanta caves. Badami Caves.Mahabalipuram Mandaps and
Rathas.

Block-II**Unit-5**

Indigenous Art-Sunga- Kanva-Folk Characteristics, Mathura School o Art-Gandhara School
of Art.

Unit-6

Origin of the Buddha Images – Gandhara and Mathura a Comparative Study –
Mahapurusha Lakshanas – Amaravathi.

Unit-7

Emergence of Hindu Structural Temples – Gupta period – Styles of Temple.

Unit-8

Art and Architecture During Rastrakutas.

Block-III**Unit-9**

Nagara, Dravida and Vesara- Badami Chalukyan Temples,

Unit-10

Pallava Art and Architecture – Rock cut and structural Temples.

Unit-11

Art and Architecture under Chola.

Unit-12

Art and Architecture of Vijayanagara Period.

Suggested readings:

1. Benjamin Rowland : Art and Architecture of India.
2. Percy Brown : Indian Architecture. (Buddhist and Hindu)
3. V.A.Smith : A History of Fine Art in India and Ceylon.
4. Banerjee, J.N. Development of Hindu Iconography. University of Calcutta.1941.
5. Dhaky, M. A.1996. Encyclopedia of Indian temple architecture, Vol. I, part 3:South India, Upper Drāvidadēśa, Later Phase, A.D. 973–1326. [in two parts]. Delhi: American Institute of Indian Studies and Indira Gandhi National Centre for the Arts.

6. Gupta, S. P. The Roots of Indian Art. D.K. Publishers: Delhi. 1980. 4. Harle, J. C. Gupta Sculpture. Oxford, Oxford University Press. 1974.
7. Huntington, Susan, L. The Art of Ancient India: Buddhist, Hindu, Jain. Penguin Books; Harmondsworth. 1986.
8. Meister, M. W. & Dhaky, M.A, Krishna Deva (eds.) Encyclopedia of Indian Temple and Architecture, AIIIS Oxford University Press: Delhi. 1988.
9. Nagaraju, S. Buddhist Architecture of Western India. New Delhi, Agam Kala Prakashan. 1981.
10. Rao, Gopinath. Elements of Indian Iconography. All Volumes. Delhi. 1985.

Course – SC2.2A History of Modern Asia

Objective: The course aims to know the efforts and sacrifices of many political leaders to liberate their countries from feudal forces, as well as understand the rise of implications of nationalism.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Analyse mass movements to liberate their countries.
- Evaluate the unity among the people to overcome the difficulties
- Examine the political ideologies of different leaders.

Block-I

Unit-1

Historical background of China, Opium wars, Boxer Rebellion.

Unit-2

1911 revolution and Dr. Sunyatsen.

Unit-3

Koumintang Party, Chiang Kai Sheik.

Unit-4

Mao tse tung and Communist Party

Block – II

Unit-5

Meiji period, Mikado Mutsuhito.

Unit-6

Emergence of Japan as a super power.

Unit-7

Japan and first world war, Japan during interwar period.

Unit-8

Japan and second world war, Japan under allied occupation.

Block - III

Unit-9

Young Turk Movement, Mustafa Kemal Pasha, Emergence of modern Turkey.

Unit-10

Rezashah Phelavi, Modernisation of Iran its relations with Arab countries.

Unit-11

Arab nationalism and foundation of Isreal, Balfour declaration.

Unit-12

Nationalism in Indo-China, Role of Ho-Chi-Minh, Nationalism of Indonasia, role of Dr. Sukarno.

Suggested readings:

1. N.B. Fisher – The midlist.
2. J.E. Sultan, Modern Iran.
3. Bechman, Modernisation of China.
4. Meabows T.T., The Chinese and their Rebellion.
5. Huffman James. L., Japan in World history, Oxford University – 2010.
6. Corfield Justin – The History of Vietnam, Greenwood press.
7. Brown Colin, A short history of Indonesia, The unlikely nation, Allen U.N. – 2003.
8. Drakley Steven, the history of Indonesia, Greenwood Press, London 2005.
9. Muddachari, Adhunik Asia Mysore – 1982.
10. ಮೋಹನ ಕೃಷ್ಣ ರಾಯ್ (ಸಂ), ಏಷಿಯಾ – ಜಲತೈಯ ವಿವಿಧ ಆಯಾಮಗಳು, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

SC 2:2B: Religions in India

Objective: The course is aims to understand the origin and development of different religions as well as their contributions towards establishment of pluralistic society.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits:3

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Analyse the growth of Vedic religion
- Describe the birth and spread of Jainism, Buddhism and Sikkim
- Examine the spread and development of Islam and Christianity in India

Block-I

Unit-1

Origin and Development of Religion

Unit-2

Vedic Religion

Unit-3

Jainism and Buddhism

Unit-4

Judaism and Christianity

Block-II

Unit-5

Six Schools of Indian Philosophy

Unit-6

Islam and Sufism

Unit-7

Bhakti Tradition and Medieval India

Unit-8

Shankaracharya, Ramanujacharya, Madhwacharya and Basavanna

Block-III

Unit-9

Origin and Development of Sikh Religion

Unit-10

The Religious Movements of 19th and Early 20th Century of India

Unit-11

Modern India Hinduism

Unit-12

Modern India Jainism and Buddhism

Suggested readings:

1. Mircea Eliade, The Sacred and the Profane: The Nature of Religion
2. Eugène Burnouf, Introduction to the History of Indian Buddhism
3. Brian Davies, The Thought of Thomas Aquinas
4. Geza Vermes, Jesus the Jew: a Historian's Reading of the Gospels
5. Dimitri Gutas, Greek Thought, Arabic Culture

Semester-III

Course – HC3.1: History of Modern India(1857-1947)

Objective: The course is aims to understand Nationalism and fight for Independence.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Analyse the rise of Indian National Congress .

- Examine the different faces of Indian National Movement specially the revolutionary movement.
- Discuss the role of Nethaji Subhas Chandra Bose and Mohandas karam Chand Gandhi in freedom movement.

Block-I

Unit-1

Genesis and growth of Nationalism, Formation of Associations.

Unit-2

Establishment of Indian National Congress, aims and objectives of Indian National Congress, Theory of Safety Valve.

Unit-3

Moderate Phase, Extremist Phase of Indian National Congress, partition of Bengal.

Unit-4

Revolutionary movement, Madan Lal Dingra, Bhagath Singh, Chandrashekara Ajad, Raj Guru, Udam Singh.

Block - II

Unit-5

Economic Nationalism, The Act of 1909 and British policy of Divided Rule.

Unit-6

Congress and Muslim League Lucknow Pact of 1916.

Unit-7

Home rule movement, B.G. Tilak-Anni Besent.

Unit-8

Gandhi's early experiments and Mass mobilisation.

Block - III

Unit-9

Rowlatt Act, Jalian Wala Bagh tragedy, Khilafat movement, Non Co-operation Movement.

Unit-10

Emergence of new force, Socialist and Communist movements, Labour movement, Simon commission.

Unit-11

Neharu Report, Bose and Neharu, Congress and Poornaswaraj.

Unit-12

Civil disobedience movement, Salt sathyagraha, Irwin pact, Round table conferences.

Block - IV

Unit-13

Communal Award, Poona pact, Growth of socialist ideas, Government of India act 1935.

Unit-14

Growth of communalism, Hindu Mahasabha and Muslim league and Jinnah.

Unit-15

Nethaji Subash Chandra Bose, INA, Forward block, Second World war and Political dead lock, INA trials, Naval mutiny.

Unit-16

August offer, Crips Mission, Quit India movement, Demand for Pakistan, CR formula, Wavell plan.

Suggested readings:

1. Banerjee, Debdas. 1999. Colonialism in Action: Trade, Development and dependence in Late Colonial India. Orient Longman: Delhi.
2. Bhattacharya, S. 1971. The Financial Foundations of the British Raj. Indian Institute of Advanced Study: Shimla.
3. Guha, Ramachandra. 1982. A Rule of Property in Bengal: An Essay on the Idea of Permanent Settlement, Duke University Press: New Delhi.
4. Raj K.N. et al (eds.). 1985. Commercialization of Indian Agriculture, OUP: Delhi.
5. Chaudhury, B.B. 1964. Growth of Commercial Agriculture in Bengal 1757-1900, Calcutta.
6. Malcolm, J. 1970. Political History of British India from 1784 to 1823, Associated Pub. House: New Delhi.
7. Alavi, S. 1995. The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830, OUP: New Delhi.
8. Bipan Chandra, History of Modern India.

9. ವಿಜಯ ಪೊಣಜ್ಜು ತಂಬಂಡ (ಸಂ), ಭಾರತ ಉಪಖಂಡದ ಆಧುನಿಕ ಪೂರ್ವ ಚಲತ್ರ ವಿವಿಧ ಆಯಾಮಗಳು - ಸಂಪುಟ-03, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

Course – HC3.2: Constitutional History and Dr. B.R. Ambedkar

Objective: The course is aims to understand the constitutional reforms introduced by colonial rule and and Ambedkar role in framing the Indian constitution

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Analyse the regulating act Minto-Marly reforms and government and India act
- Examine the role of Ambedkar in framing the constitution
- Discuss the state and centre relations.

Block-I

Unit-1

Founding of East India company and its constitution, Diwani rights, and its consequences.

Unit-2

Parliamentary intervention, Regulating act, Merits and de-merits, Pitt's India Act and Parliamentary control.

Unit-3

The Charter Act of 1793, 1813, 1833 and 1853 and there significance, The charter act 1833, The charter act 1853.

Unit-4

Assumption of India government by the Crown, Causes and consequences of Queens proclamation.

Block - II

Unit-5

The Indian states, administrative, political and judicial relations with the British.

Unit-6

Minto Marley reforms, Main features, Delhi Durbur.

Unit-7

Montague Chelsford Act, The operations of Act 1919.

Unit-8

The Simon commission report, Round table conferences.

Block - III

Unit-9

The Government of India Act 1935, Federal and Provincial Government, Working of the Act.

Unit-10

Ambedkar perspectives on constitution, Entry into constitutions, framing committee, Chairman of the drafting committee.

Unit-11

Union and Bicameral Chambers, Important members of constitution, Framing meetings and preamble.

Unit-12

Fundamental rights and Directive principles of state policy, Methods of constitutional amendments.

Block - IV

Unit-13

Salient features of constitution, Central government, The structure of central government and its power.

Unit-14

State and central relations, Administrative, legislative economic relations.

Unit-15

Central and State relations and local government relations.

Unit-16

The emergence rule, Constitutional amendments, 42nd and 44th amendments.

Suggested readings:

1. M.V. Pylle "The Constitutional History of India".
2. Coupland.R. : Constitutional problem in India (1949)
3. Cowell, Herbert : history and Constitution of the Courts and Legislative, Authorities in India (1936)
4. Cumming, Sir Jhon : modern India (1932)
5. Government of India: "Constitution of India"(New Delhi, 1988)
6. P.M. Bakshi: The Constitution of India (N.D. Universal Book Traders, 1992)
7. K.C. Wheare: Modern Constitutions (London, Oup 1951)
8. Maulana Abdul Kalam Azad: India Wins Freedom
9. M.V. Plyee: Constitutional Government in India (1977)
10. ವಿಜಯ ಪೊಣ್ಣು ತಂಬಂಡ (ಸಂ), ಭಾರತ ಉಪಖಂಡದ ಆಧುನಿಕ ಸೂರ್ವ ಚಲತ್ರೈ ವಿವಿಧ ಆಯಾಮಗಳು - ಸಂಪುಟ-೦೩, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

Course – HC3.3: Intellectual History of India

Objective: The course is aims understand the thoughts of Budda, Mahaveera, Bhakti saints,

Sufi saints as well as analyse the vachana movement and dasa traditions.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Discuss BUDDHA and buddist philosophy .
- Analyse the Indian renaissance
- Examine the thoughts of Gandhi Ambedkar, Jyothibai pule and Narayana Guru

Block-I

Unit-1

Introduction, Meaning of Intellectual History, Buddha, His philosophy and Buddhism contribution to Indian culture.

Unit-2

Charvaks Jainism, Mahaveera, His early life, Jainism philosophy and Jainism contribution to Indian culture.

Unit-3

Movements of Social Sensodisation, Bhakthi movement, Principles of Bhakthi movement, Ramananda, Kabir,Guru nanak,Chaithanya, Meerabai.

Unit-4

Impact of bhakthi movement an Indian Culture. Sufi Movements, Sufi orders, Saints, impact of Sufi movement.

Block-II

Unit-5

Indian renaissance, Raja Ram Mohan Roy- The Legacy of Brahmo Samaj and young Bengal Movement, Bankim Chandra Chatterjee.

Unit-6

Anni Besant- Dayananda and Arya Samaj and Shuddhi movement.

Unit-7

Vivekananda, his early life, His philosophy and its relevance, the debates under the colonial regime.

Unit-8

Orientalism, liberalism, debate over the white man's burden, James mill.

Block-III

Unit-9

Economic Drain – Dadabhai Navroji – Controversy over Socio – Religious Reforms
Liberal democratic Strategy –Jyothibha Phule, Naryana Guru, Ayyan kali.

Unit-10

Gandhi-Ambedkar Debates - Emergency of Indian National Identity-Syed Ahmed and
Pan-Islamic. Tilak – Aurobhindo- Abdual Kalam Azad.

Unit-11

Emergence of group identities- Hindu Mahasabha and Savarkar-Hindutva- Foundation
of R.S.S- Muslim League and Jinnah.

Unit-12

Non Brahmin Movements, Separate Electorates – concept of Social Justice – Periyar and
Self -Respect Movement.

Block-IV

Unit-13

Influence of Buddhism – Jainism in Karnataka – Influence of Jainism on the state –
Shankara's Advaita.

Unit-14

The Vachana Movement – Basava, Allama, Akka Mahadevi – Language and Literature
– Anubhava Mantapa – the Revolution in Kalyana – The Concepts of Kayaka and
Dasoha.

Unit-15

Revival of Brahmical Religion – Sri Ramanuja and his Visishtadawita –
Madwacharya and Dwaitism - The Dasa tradition – Purandara and Kanaka.

Unit-16

The Socialist thought – Jawaharlal Nehru, S.C.Bose - Congress Socialist Party –
Lohia, Jayaprakash Narayan, Amarthya Sen, EMS Lambodari Pad, Communism-
M.N.Roy.

Suggested readings:

1. J.P.Andrees : The Renaissance in India
2. David Kopf : British Orientalism and Indian Renaissance
3. Rosalind O. Hanlon : Caste, Conflict, Ideology. Mahatma Jyotirao Phule and Lower Class Protest In 19th Century Western India.
4. P.K.Gopalkrishna : Development of Economic Ideas in India
5. A.R.Desai : Social Background of Indian Nationalism
6. B.L.Rice : Mysore Gazeteers
7. James Manor : Political Change In and Indian State, Mysore 1881 -1947.
8. K.Veerathappa : Readings in the History of Modern Mysore
9. Bjorn Hettne : Political Economy of Indirect Rule Mysore 1881-1947
10. ವಿಜಯ ಮೊಣ್ಣು ತಂಬಂಡ (ಸಂ), ಭಾರತ ಉಪಖಂಡದ ಆಧುನಿಕ ಪೂರ್ವ ಚಲತ್ರಿ ವಿವಿಧ ಆಯಾಮಗಳು - ಸಂಪುಟ-03, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

SC 3:1A: LITERARY MOVEMENT IN MODERN KARNATAKA

Objective: The course is aims to analyse the historical perspective of Kannada literary Movements.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Evaluate the antiquate of kannada literature
- Examine the Navodaya and Pragathisheela literary developments
- Describe the Bandaya and Dalit literary movements

Block: I

Unit : 1

Modern Kannada Literary Movements – Antiquity of Kannada Literature.

Unit : 2

A Survey of Ancient and Medieval Kannada Literature.

Unit : 3

Introduction to modern Kannada Literature – the transition – Impact of western Romanticism – Influence of the Renaissance.

Unit : 4

The search for Kannada Identity – the Karnataka Vidya Vardhaka Sangha.

Block: II

Unit : 5

The Navodaya Movement – B.M.Sri, Bendre, Kuvempu, Karanth – Nationalism and Colonialism as reflected in the works of Navodaya Writers.

Unit : 6

The Concerns of the Movement imprints of the British and native regimes on the literary imagination – Navodaya, a critique.

Unit : 7

Transition from Navodaya to pragatisheela – influence of socialist thought .Kattimani and Niranjana.

Unit : 8

Critique of the political dispensation.Pragatisheela, an assessment.Navya Movement – Adiga Centric – Anathamurthy – Lankesh.

Block: III

Unit : 9

Existentialism and Individualism- A Critique of the Navya.

Unit : 10

The New awakening among the Subaltern – the Bandaya Movement – Devanur and Siddalingaiah.

Unit : 11

Emergence of the Dalit literary Movement.

Unit : 12

Impact of the Bandaya and Dalit Movements on Kannada Literature.

BOOKS FOR REFERENCE :

1. R.S. Mughali Heritage of Karnataka.
2. S.K,Havanuru, Hosagannda Arunodaya.
3. Mysore University Publications, Kannada Sahitya Charitre(All Vols)
4. Bangalore University Publications, Samgraha Kannada Sahitya Charitre (all vols)
5. Academy Publications, Makers of Modern Kannada Literature.
6. K.D.Kurthakoti : Yugadharana and Sahitya Drishti
7. K.D.Kurthakoti : Nadedubanda Dari.

Course – SC3.2A: Socio-Economic History of Pre Modern Karnataka

Objective: The course is aims to provide insight on socio economic life of the people during ancient and medieval period.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Discuss the social life of the people during pre-modern Karnataka.
- Analyse the trade commerce and Industry of pre-modern Karnataka.
- Examine the Veerashaiva movement's and its contributions to society.

Block-1.

Unit-1

Social Conditions during Shatavanas, Agriculture, Trade, and Commerce.

Kadambas Social Condition, Agriculture, Trade, Commerce , Industry.

Unit-2

Ganga's social condition, Agriculture, trade commerce and Industry, Chalukyas of Badami, Social condition, Agriculture, Trade, Commerce and Industry, Ayya Hole 500.

Unit-3

Rastrakuta's Social conditions, Agriculture, Trade, Commerce and Industry, Chalukya's of Kalyani, Social conditions, Agriculture, Trade, Commerce and Industry.

Unit-4

Kalachuris, Social conditions, Agriculture, Trade, Commerce and Industry.

Block-II

Unit-5

Hoysala's Social conditions, Agriculture, Trade, Commerce and Industry.

Unit-6

Factors favoring the emergence of Vijayanagara – Changes in the Social formation – State and Society – Religion and Society.

Unit-7

Status of Women – Foreign accounts on Vijayanagara.

Unit :8

Economic conditions under Vijayanagara- Agriculture – Irrigation – Industries – Trade and Commerce – State Income – Coins – impact of the wars on the Economy and Society.

Block-III

Unit :9

Religious Conditions – Veerashaiva Movement, Concept of Kayaka and Dasoha – Vachana Sahitya – the Haridasa Movement – Sufism in Karnataka.

Unit :10

State Income under the Bhamanis – Gawan's Reforms – State Income Under Shahi's.

Unit :11

Revenue Settlement of Shivappa Nayaka – Overseas Trade Under Keladi – Impact of European Trade – the Anglo – Mysore Wars and their impact on Karnataka polity.

Unit :12

Sothern Karnataka – Fiscal Reforms of Chikkadevaraja Wodeyar- Haider Ali – Fiscal and Economic Reforms of Tippu – Agriculture – Industries – Trade and Commerce.

Suggested readings:

1. Saletore B.A: Social and political life in Vijayanagara – 2 vols
2. Desai .P.B(Ed) : Basaveswara and his times
3. Hiremullur Eswaran : Lingayatha Dharma, Samaja, Mattu Samskriti.
4. Gopa; M.H : Tippu Sultan's Mysore, A Economic Study
5. Hayavadana Rao . C : History of Mysore – 3 Vols
6. Rahamath Tarikere : Karnatakadalli Sufi Dharma.
7. Maqbul Ahmed : Khanuni Islam – Islam In India
8. Sherwani and Joshi (Ed) : The Bahamanis of Deccan.
9. Mahalingam .T.V : Administritive and Social life in Vijayanagara – 2 Vols

10. Sharma Rao . M : Modern Mysore – 2 Vols
11. Masti Venkatesh Iyengar : Popular Cultures in Karnataka.
12. Kumaraswamy .S : Lingayat Movement.
13. ಪ್ರೊ. ಬಿ. ಷೇಕ್ ಆಝ (ಸಂ), ಕರ್ನಾಟಕ ಜಲಶಿಕ್ಷೆ - ಸಂಪುಟ-04, 05, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ.

SC 3:2A: New Social Movement in India

Objective: The course is aims to give historical perspectives on peasant Dalit ethnic environmental and ecological movements.

Pedagogy: personal contact programmes, audio video programmes, online lectures Assignments, etc

Credits:3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes

After completing this course the students should be able to

- Analyse the causes and consequences of
- discuss the development of backward class and Dalit movements
- Discuss the development of women and children movement in India

Block- I

Unit:1

Social Movement, meaning, origin of Social movement, significance, conception and features.

Unit:2

New social movement and quest for new Identity, new social movement and resistance against dominant.

Unit:3

Classification of social movements, new social movements, nature of social movements, issue based movements, problem of classification, old and new types of movements.

Unit:4

Peasant movement, causes for the peasant movements, emerging agrarian social structure and peasant movement, important peasant movements, post-independence period, Tebhaga, Telangana Naxalites.

Block- II

Unit:5

Dalit movements, Socio economic condition, Exploitation, political mobilization of Dalits in post-independence period, political parties, Dalit ideology.

Unit:6

Back word class movements, Socio economic condition of backward class, impact of state politics, backward class movements in post-independence period, the electoral mobilization of parties of reservation.

Unit:7

Women's and children movements in India, Issues, dominance violence act-2005, Important women organization movement, women's NGO's in India.

Unit:8

Ethnic movement and tribal movements, rise of ethnic movements, post colonial period, tribals of north-east India or frontier tribes.

Block: III**Unit:9**

Environment and Ecological movements, issues and concerns, Chipko movement, Appiko movement, Narmada Bachavo Andolan.

Unit:10

Globalization and it is impact on social movements meaning and impact of globalization, important movements, farmers, workers, Middle class, Women, etc

Unit:11

New Social movements in Karnataka, peasant, environment, women, Dalit backward class, transgender movement, tribal movement of Karnataka.

Unit:12

Movement on corruption and human rights in India, Historical background, Anna Hazare, Santhosh Heggade, Human rights movement 1960 emergency phase.

Suggested Readings:

1. Byrne, Paul (1997). Social Movements in Britain. Theory and practice in British politics. Routledge.
2. Diana Kendall, Sociology In Our Times, Thomson Wadsworth, 2005.
3. Arora, N.D. (2010). Political Science for Civil Services Main Examination. Tata McGraw-Hill Education.
4. Steven M. Buechler-Social Movements in Advanced Capitalism, Oxford University Press, 1999.
5. Dr. Munivenktappa-History of Dalit Movement, Ambedkar yuvasene, Bangalore-79

SC 3:2B: History of Europe

Objective: The course is aims to trace the patterns and outcomes of social and political upheaval throughout Europe during 19th century.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Examine the political developments France and Germany.
- Analyse the growth of socialism and progress of democracy.
- Describe the causes, courses, and effects of first and Second World War.

Block- I

Unit:1

Historical Background, England, France, Austria, Russia, Eastern Question

Unit:2

Third French Republic, Problems and accomplishments

Unit:3

German Empire, The period of Bismarck, William

Unit:4

The Zarist Russia, Austria, Turkey and the Balkan States, Expansion of Europe in Africa and Pacific

Block- II

Unit:5

International Affairs 1871-1891, 1892-1914, Growth of capitalism

Unit:6

Growth of socialism and progress of democracy

Unit:7

First world War –Causes, Course and effects, Paris Peace Conference- Peace Treaties

Unit:8

Russian Revolution of 1917, the league of nations, the Weimer Republic

Block: III**Unit:9**

Lenin and Stalin, Mussoline and Italian Fascism, Hitler and Nascism

Unit:10

The United Nations Organization, The Genesis and growth of cold war

Unit:11

The Post-war Internal development in West Europe

Unit:12

The Post-war Internal development in USSR and East Europe

Suggested Readings:

1. W.H. Carr, International Relations between the two world wars 1919-1939
2. H.Holborn, History of Modern Germany
3. G.A.Crarig, Europe since 1815
4. C.D.Hazen, Modern Europe since 1789
5. P.C.Thomas, History of Europe (1789-1945)

Semester – IV**Course – HC4.1: MODERN WORLD 1900-1990**

Objective: The course is aims to understand historical perspectives of the modern world particularly nationalism cold war and ecological movements.

Pedagogy: personal contact programmes, audio video programmes, online lectures

Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Explain the legacy of 19th century world
- Understand the Nationalism and its effects
- Discuss the post coldwar developments

Block-I

Unit-1

Legacy of the 19th Century, Growth of Capitalism and Imperialism – UK-France-Germany, Japan.

Unit-2

Liberalism, Socialism, Nationalism, Power and Ideology in International relations.

Unit-3

First world war – Nature of the war – peace Settlements Long – Term Consequences – Woodrow Wilson's 14 points.

Unit-4

Reparation Problem – Paris Resolution – London Schedule – Ruhr Occupation – Inter – allied Debts- Dawes and Young plans.

Block-II

Unit-5

Hoover Moratorium, Economic Crisis, Its Impact on International Affairs.

Unit-6

World between the Two wars, League of Nations – Collective security – French quest for security

Unit-7

Little Entente –Locarno Pacts – Disarmament efforts, Foreign Policy of Soviet Union.

Unit-8

Rise of Fascism in Italy, Nazism in Germany, Militarism in Japan.

Block-III

Unit-9

Policy of Appeasement and its Impact – Munich Conference - Effects.

Unit-10

Cold War Origin - Evolution and Implications –Détente and its impact – End of the Cold War.

Unit-11

Arm Control and Disarmament towards a Nuclear free world,Fall of the Soviet System and its impact.

Unit-12

Afro – Asian Resurgence ,South Africa and fight against Apartheid, Non-alignment and self-assertion of the Third World

Block-IV

Unit-13

Indian Ocean, World Powers and their strategic interests –West Asian Politics and the Palestine Question.

Unit-14

Problems of ethnic nationalisms, East European Experiences , Terrorism, its various facets and global response.

Unit-15

Ecological Movements, International Trade Agreements, Regional associations.

Unit-16

U.N. and the World , Question of UN reforms, Human rights in the developing world, Recent developments in World Politics.

Suggested readings:

1. C. Claphan, (ed), Foreign Policy Making in Developing States.
2. Charles A. Jones, The North-South Dialogue: A Brief History.
3. K.P. Sanvant, The Group of 77.
4. Thomas C. Shelling, Arms and Influence.
5. P.K. Ghosh, Disarmament and Development.
6. Adam Roberts & Benedict Kingsbury (ed), United Nations Divided World: The UN's role in International Relations.
7. M.N. Singer, Weak States in a World of Powers.
8. P. Worsley, The Third World.
9. Kanti P. Desai, The Origins of Association in South Asia: SAARC 1979-1989.
10. ಕೆ. ಮೋಹನ್ ಕೃಷ್ಣ ರೈ (ಸಂ), ಯುರೋಪ್ ಜಲತೈಯ ವಿವಿಧ ಆಯಾಮಗಳು - ಸಂಪುಟ-05, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

Course – HC4.2: History of Contemporary India

Objective: The course is aims to explain historical perspectives on socio economic and political India

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Discuss the making of constitution and establishment of republic.
- Discuss the various reforms introduced by Neharu and Indra Gandhi as well as the globalization implications.
- Analyse the backward class and Dalit movement.

Block - I

Unit-1

Introduction, Colonial legacy, The legacy of Freedom Struggle.

Unit -2

Partition, Migration and resettlement.

Unit -3

The Making of Constitution and Establishment of Republic.

Unit-4

Integration of Princely States, Issues of National Language, Reorganisation of state.

Block - II

Unit - 5

Neharu era, Economic reforms, Mixed economy, Industrialisation, Big dams, India in the era of cold war.

Unit - 6

Smt. Indira Gandhi, Socio-Economic reforms, The foreign policy.

Unit-7

The Emergency Janatha Interregnum, The Punjab crisis.

Unit-8

Rajeev Gandhi era, Development of Science and Technology, Issues of Regional Identities Panjab, Assam, Jammu and Kashmir, Tamilnadu.

Block-III

Unit-9

Multi party politics, Economy, Society, External relations.

Unit-10

P.V. Narasimha Rao and Manmohan Singh, The economic reforms, liberalisation, Privatisation and globalisation.

Unit-11

State and Society, Federalism and Parliamentary Democracy.

Unit-12

Central and state relations, Bommai. K.S. controversies on Article 356 in Contemporary India.

Block - IV

Unit-13

Communalism and Indian Politics.

Unit-14

Backward class and Dalit Movements.

Unit—15

Empowerment of Women, Economy, Society and politics.

Unit-16

Trends in literature and cultural issues with special reference to Dalits.

Suggested readings:

1. Bipan Chandra, India since independence, New Delhi – 2001.
2. Ramachandraguha, India after Gandhi, The history of worlds largest democracy.
3. Shashi taroor, Inglorious Empire.
4. Aparna Bharadwaj, Neharu's vision to empower Indian economy.
5. Vandana Shiva, Stating alive, Women ecology and survival in India.
6. Amarthya Sen, Argumentative Indian's, Writing an Indian history and identity.
7. G. Gohn Gilbert – Contemporary History of India.
8. Jawaharlal – Nehru :Discovers of India of India.
9. A.L. Basham – The Wonder that war India.
10. William Darlymple: The last Mughal the tall of a Dynasty.

H.C.-4.3: History of Modern Karnataka 1799-1990

Objective: The course is aims to examine the historical developments of modern Karnataka. Particularly freedom movements, unification movement, and cultural developments.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Discuss the colonial rule and its resistance Karnataka
- Analyse the developments post-unification developments in Karnataka.
- Evaluate the various movements of modern Karnataka.

Block - I

Unit-1

Introduction, B.L. Rice, Hayavadana Rao, R.R. Diwakar, P.B. Desai, James Manor, Hettne,

Unit -2

Annexation of Coorg and Amara Sulya movement in 1837, Freedom and Social movements in Canara region.

Unit -3

Rani Chennamma and Sangolli Rayanna The anti colonial protest.

Unit-4

The protest of Dhondiavagh, Sarjappa Nayaka and Boodi Basappa in Nagara rebellion.

Block - II

Unit - 5

Protest of Venkatappa Nayaka of Surpur and Beda's of Alagali.

Unit - 6

Krishnaraja Wodeyar – IV, Vishweshwaraiah, Kantharaja Urs, Mirza Ismail.

Unit-7

Political development, Freedom Movement in Karnataka, Agitation in Bombay Karnataka, Agitation in Hyderabad Karnataka.

Unit-8

Freedom movement in Mysore Kingdom, Gandhiji visit to Karnataka, Shivapur Dhwaja Satyagraha, Vidhurashwatha tragedy, Esur tragedy, Women freedom fighters in Karnataka.

Block-III

Unit-9

Movement for responsible government in Karnataka, Mysore chalo movement – Hyderabad Karnataka, Ramananda Theertha, Rajukars atrocities.

Unit-10

Unification of Karnataka, Conditions of Kannadigas in Bombay, Madras and Hyderabad provinces, role of organisations Fazal ali committee, Mahajan commission.

Unit-11

Socio-Economic reforms in post unification Karnataka with Special reference to Devaraja urs.

Unit-12

Development of agriculture, Industries, Labour movements, Development of Education, Technical Medical Education, Scientific Progress.

Block - IV

Unit-13

Administrative system in Karnataka, State Executive, Legislative, Revenue, Judiciary policies.

Unit-14

Revenue Panchayath Raj, Land reforms, Progress movements.

Unit—15

Cultural development, literature, music, Dance and Sculpture.

Unit-16

Dalit movement, Backward Class Movement, Border Disputes, River disputes, pro kannada movements, Naxal movements, Peasant Movements.

Suggested readings:

1. Chandrashekar.S. Dimensions of Socio-Political Change in Mysore-1918-1940. New Delhi-1948.
2. Diwakar R.R- Karnataka through the Ages-Bangalore-1968.
3. Gayathri, M.B. Development of Mysore State, 1940-56. University of Mysore. 1997.
4. Hettne, Bjorn- The Political Economy of Indirect Rule, Mysore-1881-1947 New Delhi.
5. Iyenger.A.R- The Economic Outlook of Mysore Wadeyar-1917
6. Ramakrishna.R- Press and Politics in an Indian State, Mysore-1859-1947
7. Shama Rao, M. Modern Mysore. Vol.I & II. Higginbothams. 1936.
8. Vikram Sampath – Splend ours of Royal Mysore.
9. ಶ್ರೀ. ಎಸ್. ಚಂದ್ರಶೇಖರ್ (ಸಂ), ಕರ್ನಾಟಕ ಚರಿತ್ರೆ - ಸಂಪುಟ-07, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

SC 4:1:History of Tourism

Objective: The course is aims to understand Meaning, classification, components of tourism and it also explores various kinds of tourism.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Analyse the Important and preservation of monuments
- Discuss the socio economic tourism.
- Explain the problems and prospectus of tourism in India and Karnataka

Block-I

Unit-1

Meaning, Scope and importance of the study, Changing facets of tourism, Approaches to the study of tourism.

Unit-2

Classification of tourism, Tourist history, Tourism industry, Push and pull factors.

Unit-3

Components of tourism industry, History as a tourism product.

Unit-4

Types of tourism, Tourism organisations, WTO, National tourism organisation, State tourism organisation.

Block-II

Unit-5

Historicity of India, Monuments, World heritage centers in India, Cultural tourism.

Unit-6

Tourism infrastructure, Tourism and environment, Sustainable tourism.

Unit-7

Conservation of cultural heritage and resources, protection of monuments.

Unit-8

Social and Economic tourism.

Block-III

Unit-9

Places of Karnataka in the tourist map of India.

Unit-10

Potential of Tourism in India, The negative impact of tourism in India.

Unit-11

Tourism resource, History and heritage, Mysore as tourist destination.

Unit – 12

Problems and prospectus of tourism in India and Karnataka.

Suggested readings:

1. Chris Cooper and Fletcher : Tourism, Principles and Practices
2. A.K.Bhatia : Tourism, Principles
3. Edward D Mills : Design for holidays and Tourism
4. Elliot and Dawson : History of India as told by its own Historians
5. Percy Brown : Indian Architecture.
6. R.R.Diwakar : Karnataka Through the Ages
7. B.M.Lunia : Evolution of Indian Culture.
8. S.U.Kamal : Karnataka Gazetteer
9. S.Wahab : Tourism Marketing.
10. Douglas Pierce : Tourism to-day, a geographical Analysis.

SC 4:2:History of Wodeyar's of Mysore

Objective: The course is aims to explore Wodeyar's rule as well as resistance of Sultan's of Mysore colonial rule.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes

After completing this course the students should be able to

- Describe the achievements of wodeyars of mysore.
- Discuss the Political and economic reforms of Sultans of Mysore.
- Analyse the colonial rule in Mysore.

Block – I

Unit-1

Origin of the wodeyars.

Unit-2

Raja wodeyar his wars and achievements.

Unit-3

Kanteerva Narasaraja Wodeyar his wars and achievements.

Unit-4

Chikkadevaraja wodeyar, his wars, administrative reforms.

Block – II

Unit-5

Doddadevaraja wodeyar and the raise of dalawai, Society and economy

Unit-6

Hyder ali, Conquest and his foreign policy.

Unit-7

Tippu sultan conquest and his foreign policy, Economic Reforms of Tippu.

Unit-8

Maharani Lakshammanni and Krishnaraja wodeyar – III.

Block – III

Unit-9

Krishnaraja wodeyar, Patronage to religion, literature and art.

Unit-10

Diwan Purnaiah and his reforms.

Unit-11

Commissioner's rule, Mark cubbon and L.B. Bowring.

Unit-12

Chamaraja wodeyar and Krishnaraja wodeyar IV.

Suggested readings:

1. Chandrashekar.S. Dimensions of Socio-Political Change in Mysore-1918-1940. New Delhi-1948.
2. Diwakar R.R- Karnataka through the Ages-Bangalore-1968.
3. Gayathri, M.B. Development of Mysore State, 1940-56. University of Mysore. 1997.
4. Hettne, Bjorn- The Political Economy of Indirect Rule, Mysore-1881-1947 New Delhi.
5. Iyenger.A.R- The Economic Outlook of Mysore Wadeyar-1917
6. Ramakrishna.R- Press and Politics in an Indian State, Mysore-1859-1947
7. Shama Rao, M. Modern Mysore. Vol.I & II. Higginbothams. 1936.

SC 4:1A: Heritage of India

Objective: The course is aims to enable to understand the social economic aesthetic and Historical values that are inherent in heritage.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Discuss the meaning and significant of heritage.
- Trace heritage sites in India.

➤ Examine the folk traditions and cultures of India.

Block - I

Unit-1

Heritage: Meaning and Significance. UNESCO World Heritage sites in India

Unit-2

Main Categories: Cultural, natural and Others. Cultural Sites: Prehistoric: Rock Shelters of Bhimbetka, Champaner- Pavagadh Archaeological Park.

Unit-3

Cultural Sites: Ancient: Buddhist Monuments at Sanchi, Mahabodhi Temple Complex (Bodh Gaya), Nalanda. Ajanta Caves, Ellora Caves, Elephanta Caves.

Unit-4

Pattadakal Group of Monuments, Mahabalipuram Monuments, Konark - Sun Temple, Khajuraho Monuments, Hampi Monuments, Great Living Chola Temples.

Block - II

Unit – 5

Cultural Sites: Medieval & Modern: Qutb Complex, Humayun's Tomb, Agra Fort, Fatehpur Sikri, Taj Mahal, Red Fort Complex,

Unit – 6

Hill Forts of Rajasthan : Chittorgarh, Kumbhalgarh, Ranthambhore, Jaisalmer, Gagron & Amber. Rani ki Vav.

Unit – 7

Others: Churches and Convents of Goa, Chatrapati Shivaji Terminus (formerly Victoria Terminus).

Unit – 8

Mountain Railways of India.Chandigarh (Architectural Work of Le Corbusier).Historic City of Ahmedabad.

Block – III

Unit – 9

Introduction to the Subject. Historical Sites: Sannati, Banavasi, Badami, Talakadu, Belur, Bijapur, Srirangapatna, Mysore Palace.

Unit – 10

Religious Sites: Sringeri, Dharmasthala, Gokarna, Shravanabelgola, Kollur, Kudala Sangama, Udupi. Saundatti.

Unit – 11

Folk Traditions: Yakshagana, Somana Kunitha and Dollu Kunitha. Puppetry.

Unit – 12

Arts and Crafts: Mysore Paintings, Sandalwood carvings, Channapatna Toys. Silk weaving. Bidari Ware.

Suggested readings:

1. Ali, Javid. World Heritage Monuments and Related Edifices in India. Algora Pub.: NY. 2008.
2. Balasubramaniam. The World Heritage Complex of the Qutub. Aryan Books International: New Delhi. 2005.
3. Bhatia, S. Mahabodhi Temple: A World Heritage Site. Pilgrims Pub.: Delhi. 2007.
4. Das, M.K. Indian Cultural Heritage. Laxmi Book Publication: Solapur. 2017.
5. Dwivedi, S.M. Buddhist Heritage Sites of India. Rupa & co.: New Delhi. 2006.
6. Gupta, S. Monuments of India. Har-Anand Publications: New Delhi. 2005.
7. Boratti, V. The British in the Folklore of Colonial Karnataka, in Folklore, Vol. 125 (3). 2014. 344352.
8. Farley, P.R., Darius. L. S., Phillip, B.Z., Indian Theatre Traditions of Performance. Motilal Banarasidass Publishers Private Limited: Delhi, 1990.
9. Hanuru, K. Encyclopaedia of the Folk Culture of Karnataka: Introductory articles. Institute of Asian Studies: Madras. 1991.
10. ಸಭಾಸ್ಥಿಯನ್ ಜೋಸೆಫ್ (ಸಂ), ಕರ್ನಾಟಕ ಜಲಶ್ರೀ - ಸಂಪುಟ-06, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

SC 4:2A: Economic History of India

Objective: The course is aims to explore the historical perspectives of economic conditions of India.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Discuss the Agriculture and Trade of ancient India

- Analyse the Agriculture and commercial activities of medieval India
- Describe the economic Exploitations of colonial India.

Block - I

Unit-1

Early Phase of Colonial Economy :

- a) Introduction – Economic History – Historiography, Agrarian conditions , trade commerce, Industry during Indus Vally Civilization.

Unit-2

Agrarian conditions , trade commerce, Industry during Vedic Civilization and 6th century B.C

Unit-3

Economic Condition during Maurya Empire, West Coast, Silk Route.

Unit-4

Economic Condition during Gupta empire Feudalism, Agriculture, Trade, Income.

Block - II

Unit-5

Economic Condition during Delhi Sultanate, GDP estimates.

Unit-6

Mughal empires, Agriculture, Manufacturing, Bengal Subah, Post-Mughal Empire.

Unit-7

British rule, Relative decline in productivity, British East India Company rule (1764-1857).

Unit-8

Absence of industrialisation, Indian Ordnance Factories.

Block - III

Unit-9

British Raj (1858-1947), Fall of the rupee.

Unit-10

Agriculture and industry, Railways.

Unit - 11

Economic impact of imperialism, colonial Boom (1910-30).

Unit – 12

British Raj's impact on productivity.

Suggested readings:

1. Mukherjee, Money and Social Changes in India 2012.
2. Paul Bairoch (1995). Economics and World History: Myths and Paradoxes. University of Chicago Press.
3. Angus Maddison (2007). The World Economy Volume 1: A Millennial Perspective Volume 2: Historical Statistics. Academic Foundation.
4. "The World Economy (GDP): Historical Statistics by Professor Angus Maddison"(PDF). World Economy. Retrieved 21 May 2013.
5. Maddison, Angus (2006). The World Economy – Volume 1: A Millennial Perspective and Volume 2: Historical Statistics. OECD Publishing by Organisation for Economic Co-operation and Development.
6. Jeffrey G. Williamson, David Clingingsmith (August 2005). "India's Deindustrialization in the 18th and 19th Centuries" (PDF). Harvard University. Retrieved 18 May 2017.
7. Parthasarathi, Prasanna (2011), Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600–1850, Cambridge University Press.
8. Jump up to:^{a b c d} Om Prakash, "Empire, Mughal", History of World Trade Since 1450, edited by John J. McCusker, vol. 1, Macmillan Reference US, 2006, World History in Context, accessed 3 August 2017
9. József Böröcz (10 September 2009). The European Union and Global Social Change. Routledge. p. 21. ISBN 9781135255800. Retrieved 26 June 2017.
10. ಐಜಯ ಮೋಣಚ್ಚು ತಂಬಂಡ (ಸಂ), ಅಧುನಿಕ ಭಾರತ ಜಲತೆಯ ವಿವಿಧ ಆಯಾಮಗಳು- ಸಂಪುಟ-೦೩, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.

Question Paper Pattern for Semester-end Examinations

Each Question Paper shall be divided into three Sections Viz., Section – A Section – B & C Section.

Section – A

- Maximum Marks: 20,
- Four Questions shall be answered out of Six Questions,
- Each Question carries five marks, and
- Answer to each theory Question shall be in not more than two pages.

Section – B

- Maximum Marks: 30,
- Three Questions shall be answered out of Five Questions,
- Each Question carries ten marks, and
- Answer to each Question shall be in not minimum 3 papers.

Section – C

- Maximum Marks: 30,
- Two Questions shall be answered out of Four Questions,
- Each Question carries fifteen marks, and
- Answer to each theory Question shall be in not minimum 4 pages

**Question Paper Pattern for Open Elective Courses – EL1.1: Ancient World Civilization and
EL2.1: Social Reform Movements in Modern India**

- Duration: 1 $\frac{1}{2}$ hours,
- Maximum Marks: 40,
- Students shall answer 5 questions out of 8 questions, and
- Each question carries 8 marks.

Skill Enhancement Courses for the Students of History Department

Skill Enhancement Course –

Course – SEC-T.Introduction to Museology

Objective: The course is aims to enable the students to know the ancient artefacts importants and preservation of ancient objects.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 2.

Examination Duration: 1 1/2hours and Maximum Marks: 40

Course outcomes:

After completing this course the students should be able to

- Describe different types of museums in India
- Examine the nature of museum's
- Describe the collection and documentations

Block-I

Unit : 1

Definition, Aim and scope of Museology and Museography.

Unit : 2

Theories of Museology.Laws, Acts and Policies.Relation between museums and conservation.

Unit : 3

Types and Functions of Museums. Examples: National Museums (National Museum, New Delhi, Indian Museum, Kolkata, Salarjung Museum, Hyderabad, Chhatrapati Shivaji Maharaj Vaastu Sanghralaya, Mumbai).

Unit : 4

Regional Museum (Manjusha Musuem, Dharmasthala, Keladi Museum, Mysore Museum – Jagannatha Palace).

Unit : 5

Nature of Museum - Professional Museum Organizations, Museum Associations.Display and Exhibition.

Unit : 6

Concepts of the new museums, modern museums - ECO - museums, Neighborhood museums, Living museums etc. Museum Planning and Development.

Unit : 7

Collection and Documentation: Theories, policies, ethics of collection. Modes of acquisition : field - gathering, purchase, gifts, loans, exchange, treasure, trove etc.

Unit : 8

Collection problems - forgeries, copies, replicas, export/import control Documentation process.

Suggested readings:

1. Alexander E.P. 1979. Museums in Motion : An Introduction to History and Function of Museums. Nashville.
2. Alexander, E.P.(ed.) 1995 :Museum Masters: Their Museums and their influence, New Delhi.
3. Ambrose, T. & C. Paine. 1993. Museum Basics, ICOM, Landon & New York.
4. Fahy, A.(ed.) 1999: Collection Management, London & New York.
5. Light, R.B., Roberts, D.A. & J.D. Steward (eds.) 1986. Museum Documentation Systems : Developments and Applications. London.
6. Lord, B. & Herd, G.D. (ed.). 1983. Planning our Museums. Ottawa.
7. Macdonold, S.(ed), 1999 :The Politics of Display, London & New York.
8. Plenderleith, H.J. & Werner A.E.A. 1971:The Conservation of Antiquities and Works of Arts. London.
9. Punja, S. 1998: Museums of India, Penguin, New Delhi.
10. Sarkar, H. 1981: Museums and Protection of Monuments and Aniquities in India. New Delhi. 11. Singh, A. P. 1987. Conservation & Museum Techniques. New Delhi.

SEC-P :Introduction to Archival Studies

Objective: The course is aims to explain repository of documents as well as its importance historical research.

Pedagogy: personal contact programmes, audio video programmes, online lectures
Assignments, etc

Credits: 3.

Examination Duration: 3 hours and Maximum Marks: 80

Course outcomes:

After completing this course the students should be able to

- Explain the meaning, Importance nature of archival documents.
- Discuss on Types of archives.
- Analyse the functions of national and state archives

Block-I

Unit : 1

Introduction To Archival Studies: Meaning and Importance of Archives. Nature of Archival Collection: Forms, formats and genres of records.

Unit : 2

Records as artifacts (symbolism, uniqueness); Co- evolution of social systems and Record keeping Systems.

Unit : 3

Archives Management. Types of Archives: State, Institutional, Military, Industrial, Religious, Private (Personal or Family).

Unit : 4

Activities of Archives - Reference, Preservation, Exhibitions, Outreach and Electronic Resource Development .

Unit : 5

Public Records Management.Conservation and Reprography.ICT and Archival Studies.

Unit : 6

Theory and Practice in the areas of Appraisal and Acquisition, Arrangement and Description. Some Select Laws and Regulations governing Archival Resources. (16 Hours)

Unit : 7

Origin and Development of Archives in India. Important examples: National Archives of India.

Unit : 8

State Archives – Karnataka. Non-Governmental Archival Resources.

Suggested readings:

1. Brooks, Philip C., Research in Archives. University of Chicago Press, 1969
2. Ghose, Sailen, Archives in India. Firma K.L. Mukhopadhyay, 1963
3. Gilliland, Anne J. Conceptualizing 21st Century Archives. Chicago: SAA. 2014.
4. Harinarayan, N. Science of Archives Keeping, Hyderabad: State Archives, Govt of Andhra Pradesh. 1969.
5. Millar, Laura A. Archives: Principles and Practices. New York: Neal-Schuman Publishers, 2010.
6. Bose, N. K. 1932. Canons of Orissan Architecture. Calcutta, R.Chatterji.
7. Ghosh, A., Ed. 1967. Ajanta Murals. Delhi, Lalit kala Academy.
8. Mathpal, Y. 1984. Prehistoric Rock Paintings of Bhimbetka. New Delhi, Abhinav Publications.

Question Paper Pattern for Skill Enhancement Courses – SEC3.1 :Introduction to Museology and SEC-P: Introduction to Archival Studies

- Duration: 1 1/2 hours,
- Maximum Marks: 40,
- Students shall answer 5 questions out of 8 questions, and
- Each question carries 8 marks.

INTER- DISCIPLINARY COURSE

(Open Elective) for First Semester

ವಿಭಾಗ- ಕನ್ನಡ

ಪತ್ರಿಕೆ-೬: ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ EL 1.1 (ಕ್ರೆಡಿಟ್-೨)

ಬ್ಲಾಕ್-೧೯: ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಮುಖ್ಯ ಘಟ್ಟಗಳು

ಘಟಕ-೨೩: ಆಧುನಿಕ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಹಿನ್ನೆಲೆ ಮತ್ತು ಪ್ರೇರಣೆಗಳು.

ಘಟಕ-೨೪: ನವೋದಯ ಪೂರ್ವ, ನವೋದಯ- ಬಿ.ಎಂ.ಶ್ರೀ., ಕುವೆಂಪು, ದ.ರಾ.ಬೇಂದ್ರೆ, ಶಿವರಾಮಕಾರಂತ, ಮಾಸ್ತಿವೆಂಕಟೇಶ್ ಅಯ್ಯಂಗಾರ್, ಕೆ.ಎಸ್. ನರಸಿಂಹಸ್ವಾಮಿ.

ಘಟಕ-೨೫: ಪ್ರಗತಿಶೀಲ ಮತ್ತು ನವ್ಯ: ಅನಕೃ, ಕಟ್ಟೀಮನಿ, ನಿರಂಜನ, ಚದುರಂಗ, ವಿ.ಕೃ. ಗೋಕಾಕ, ಅಡಿಗ, ಜಿ.ಎಸ್. ಶಿವರುದ್ರಪ್ಪ, ಶಾಂತಿನಾಥ ದೇಸಾಯಿ, ಅನಂತಮೂರ್ತಿ, ಯಶವಂತ ಚಿತ್ತಾಲ, ಲಂಕೇಶ್, ತೇಜಸ್ವಿ, ವೈದೇಹಿ, ವೀಣಾ ಶಾಂತೇಶ್ವರ, ವಿಜಯಾದಿತ್ಯ.

ಘಟಕ-೨೬: ಬಂಡಾಯ ಮತ್ತು ದಲಿತ:

ಬರಗೂರು ರಾಮಚಂದ್ರಪ್ಪ, ಬಿ.ಟಿ. ಲಲಿತಾನಾಯಕ, ಸಾರಾ ಅಬೂಬಕ್ಕರ್, ದೇವನೂರು ಮಹಾದೇವ, ಸಿದ್ದಲಿಂಗಯ್ಯ, ಅರವಿಂದ ಮಾಲಗತ್ತಿ, ಮೊಗ್ಗಿ ಗಣೇಶ.

ಬ್ಲಾಕ್-೨೦: ಆಧುನಿಕ ಕನ್ನಡ ಕಾವ್ಯ ಮತ್ತು ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು

ಘಟಕ-೨೭: ಕಾವ್ಯ ಪ್ರಕಾರಗಳು: ಭಾವಗೀತೆ, ಸುನೀತ, ಶೋಕಗೀತೆ, ಪ್ರಗಾಥ.

ಘಟಕ-೨೮: ಕಥನ ಕಾವ್ಯ, ಖಂಡ ಕಾವ್ಯ, ಮಹಾಕಾವ್ಯ.

ಘಟಕ-೨೯: ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು: ಕಥೆ, ಕಾದಂಬರಿ, ನಾಟಕ ಜೀವನ ಚರಿತ್ರೆ.

ಘಟಕ-೩೦: ಲಲಿತ ಪ್ರಬಂಧ, ಆತ್ಮಕತೆ, ಪ್ರವಾಸ ಸಾಹಿತ್ಯ, ಸಂಪಾದನೆ, ವಿಚಾರ ಸಾಹಿತ್ಯ, ವಿಜ್ಞಾನ ಸಾಹಿತ್ಯ

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

೧. ಹೊಸಗನ್ನಡ ಸಾಹಿತ್ಯ: ಎಲ್.ಎಸ್. ಶೇಷಗಿರಿರಾವ್, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್, ಬೆಂಗಳೂರು, ೧೯೯೨

೨. ಯುಗಧರ್ಮ ಮತ್ತು ಸಾಹಿತ್ಯ ದರ್ಶನ: ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ, ಮನೋಹರ ಗ್ರಂಥ ಮಾಲೆ, ಧಾರವಾಡ, ೧೯೯೧

೩. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಇತಿಹಾಸ: ರಂ.ಶ್ರೀ. ಮಗುಳಿ, ಗೀತಾ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು, ೨೦೧೮

೪. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ: ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ, ಹೊಸಪೇಟೆ, ೧೯೯೫

೫. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ: (ಪ್ರ.ಸಂ) ಬರಗೂರು ರಾಮಚಂದ್ರಪ್ಪ, ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ೨೦೧೮

೬. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ: ತ.ಸು. ಶಾಮರಾಯ, ತಳುಕಿನ ವೆಂಕಣ್ಣಯ್ಯ ಸ್ಮಾರಕ ಗ್ರಂಥಮಾಲೆ, ಮೈಸೂರು, ೨೦೧೪

೭. ಹೊಸಗನ್ನಡ ಕಾವ್ಯ ಪ್ರಕಾರಗಳು: ಪ್ರಧಾನ ಸಂಪಾದಕರು, ಎ.ರಂಗಸ್ವಾಮಿ, ಲೇ. ಮ. ರಾಮಕೃಷ್ಣ, ಪ್ರಸಾರಂಗ, ಕರಾಮುವಿ, ಮೈಸೂರು, ೨೦೧೦

ಲ. ಆಧುನಿಕ ಸಾಹಿತ್ಯ ಪ್ರಕಾರಗಳು: ಪ್ರಧಾನ ಸಂಪಾದಕರು, ಎ. ರಂಗಸ್ವಾಮಿ, ಲೇ. ಡಾ. ಜಿ.ಆರ್. ತಿಪ್ಪೇಸ್ವಾಮಿ, ಪ್ರಸಾರಂಗ,
ಕರಾಮವಿ, ಮೈಸೂರು, ೨೦೧೦

DEPARTMENT - ENGLISH

EL-1.1: INTER- DISCIPLINARY COURSE-I (OPEN ELECTIVE)

INDIAN LITERATURE-I

OBJECTIVES

- To help to understand the contribution of Kalidasa to Sanskrit drama as a playwright
- To create an awareness of the importance of Shakuntala and Mrichhakatika as classical Indian texts
- To evaluate Lord Macaulay and Raja Ram Mohan Roy writers of English Prose.
- To introduce the role of Autobiographies in Indian writing in English

BLOCK -I

Kalidasa: Shakuntala

Shudraka: Mrichhakatika

BLOCK -II

Jawaharlal Nehru: An Autobiography

Ram Mohan Roy: Letter to Lord Amherst

Macaulay: Minutes on Indian Education

Vivekananda: Address to the Parliament of Religions

Suggested Reading:

- **M.K.Naik:** Critical Essays on Indian Writing in English. Sahitya Akademi, 1969.
- **Narasimhaiah. C.D:** The Swan and the Eagle. Indian Institute of Advanced Study, 1987.
- **Meenakshi Mukherjee:** The Twice Born Fiction. Heinemann Educational Publishers, 1972.
- **Chirantan Kulshrestha.** Contemporary Indian English Verse: An Evaluation. Arnold-Heinemann, 1981.

DEPARTMENT - HINDI

व्यावहारिक हिंदी एवं व्याकरण

वर्ण विचार

- वर्ण
- स्वर और उसका वर्गीकरण
- व्यंजन और उसका वर्गीकरण
- वर्णों का उच्चारण स्थान
- संधि
- समास

शब्द विचार

- शब्द के भेद
- अर्थ के आधार पर शब्द भेद
- व्युत्पत्ति के आधार पर शब्द भेद
- रचना के आधार पर शब्द भेद
- प्रयोग के आधार पर शब्द भेद
- विकारी और अविकारी शब्द भेद
- अव्यय
- संज्ञा और उसके भेद
- वचन- उसके भेद, वचन परिवर्तन के नियम
- लिंग- उसके भेद, लिंग परिवर्तन के नियम
- काल और उसके भेद
- कारक और विभक्ति- उसके प्रकार,
- सर्वनाम और उसके भेद
- विशेषण और उसके भेद
- क्रिया और उसके भेद
- क्रिया विशेषण और उसके भेद
- समुच्चय बोधक और उसके भेद
- संबंधबोधक और उसके भेद
- विस्मयादिबोधक और उसके भेद
- परसर्ग और उपसर्ग
- वाच्य और उसके प्रकार

वाक्य विचार

- वाक्य का अर्थ और परिभाषा
- वाक्य के प्रकार आदि

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DEPARTMENT - TELUGU

E. L. 1.1 Thilak Prathyeka Adhyayanam

Block - 1:Thilak Kavithvam - 1

Unit - 1:Amrutham Kurisina Raathri

Unit - 2:Thilak Padhya Kavithaa Vaibhavam

Unit - 3:Thilak Abhiruchulu - Alavaatlu

Unit - 4: Thapala bantrothu

Block - 2: Thilak Kavithvam

Unit - 1:Thilak Sahithya Parichayam - 1

Unit - 2: Thilak Sahithya Parichayam - 2

Unit - 3:Thilak vachana kavithaa Vaibhavam - 1

Unit - 4: Thilak Vachana Kavithaa Vaibhavam – 2

DEPARTMENT – ECONOMICS

EL1.1: Economic Policies of India Since 1991.

- **Objective:** To enable the Students to understand the economic policies of India in the era of new economic policy.
- **Pedagogy:** A Combination of Lectures, Group Discussion, Assignments.
- **Credits:** 2 ; Examination Duration: 1½ and Maximum Marks: 50 (Internal Assessment Marks = 10 and Semester-end Examination =40)

Course Inputs

BLOCK – I: India’s Economic Policies

UNIT : 1 Economic Policies in India Since 1991

Economic reforms in India – Economic Scenario in India during 1990-91 – Domestic Financial Crisis – Balance of Payment Crisis – Extent of External debt and debt Trap Problem.

UNIT : 2 Need for Reforms

Measures Taken – Devaluation – Privatization – Liberalization – Globalization.

UNIT : 3 Monetary Policy and Fiscal Policy

Narasimhan Committee on Banking and Financial Sector Reforms Since 1998 – Fiscal Reforms: Raja Chellaiah Committee and Tax Reform Policies – Fiscal Prudence and Policies.

UNIT : 4 Structural Adjustments and External Sector in India

Foreign Trade: Trends in Exports and Imports – Balance of Payment and its Crisis – Export Import Policy – In Defence of Import Substitution – Foreign Exchange Policy.

BLOCK : II FDI and the Role of State

UNIT : 5 Foreign Direct Investment (FDI)

Trends in FDI – FDI Policy – Its Impact on the Domestic Economy – Labour Migration: causes and Consequences on Indian Economy – Information and Communication Revolution and India.

UNIT : 6 Challenges to Development in India

Poverty – Unemployment – Poverty alleviation Programmes - urban Poverty and Problems – Income Inequality – Employment Generating Schemes.

UNIT: 7 The Role of State

Parallel Economy in India – Black Money – Corruption – Slams – Redefining the Role of the State and the Markets – Balance between Economic and Socio - Political Goals.

UNIT : 8 Administrative Reforms

Rights to Information – Measures Towards Good Governance – NITI Ayoga and aftermath – Digitalized India – Demonetization – GST – Make in India.

References:

1. Acharya Shankar, (2003) India’s Economy: Some Issues and Answers, Academic Foundation, New Delhi.
2. Byres J Terence (Ed.,) (1999) The Indian Economy, Major Debates since Independence, OUP, New Delhi.
3. Datt Ruddar, (2002) Economic Reforms in India - A Critique, S.Chand and Co, New Delhi.

4. Kapila Uma (Ed) (2015) Indian Economy since Independence, Academic Foundations, New Delhi.
5. Kapila Uma, (2005) Understanding the Problem of Indian Economy, Academic Foundation, New Delhi.
6. Misra S.K. & V.K. Puri, (2011) Indian Economy-Its Development Experience, Himalaya Pub., House, Mumbai.
7. NCAER, Economic and Policy Reforms in India, NCAER, New Delhi.
8. Rangarajan C, (1998) Indian Economy- Essays on Money and Finance, UBSPD, New Delhi.
9. Sachs D.Jeffrey, A.Varshney & N Bajpai (Ed)(1999) India in the Era of Economic Reforms,OUP, New Delhi.
10. Vaidyanathan A, India's Economic Reforms and Development, OUP, New Delhi

DEPARTMENT - POLITICAL SCIENCE

(OEL-I) Local Government in India

Block-I

- Unit:1 Meaning, Nature and Scope of Local Governments.
- Unit:2 Evolution of Panchayat Raj Institution in India.
- a) Constitute Assembly and Village Panchayat.
 - b) Balavanth Roy Mehta Committee Report
 - c) Ashok Mehta Committee Report.
 - d) G.V.K. Rao Committee Report.
- Unit:3 Constitutional Amendments and Panchayat Raj Institutions:
- a) Basis of Constitutional Amendment.
 - b) 73rd and 74th Constitutional Amendment.
 - c) Karnataka Panchayat Raj At of 1983.
 - d) Karnataka Panchayat Raj Act of 1993.
- Unit:4 Zilla Panchayat: Structure, Functions and Sources of Revenue.

Block-II

- Unit:5 Taluk Panchayat : Structure, Functions, Executive Officer, Powers and Functions.
- Unit:6 Gram Panchayat: Gram Sabha, Ward Sabha: Structure, Functions and Sources of Revenue.
- Unit:7 Panchayat Development Officer and Secretary: Powers and Functions.
- Unit:8 Role of Panchayat Raj Institutions in Development (with Reference to Karnataka)
- a) Panchayat Raj in Rural Development.
 - b) Social Change: Empowerment of the Weaker Sections.

References:

1. Verma B. M, Social justice and Panchayath Raj

2. Mutarib-M.A. and Others, Theory of Local Government,
3. Dr. Arjun darshankar, Panchayath Raj aani Nagari.
4. V. B. Patil, Pancayath Raj.
5. A.N. Kulkarni, Bharatiya Sthanik Swashasan,
6. Shantaram Bhosale, Bharatiya Sthanik Shasan,
7. Kikherji. S, Essays on Rural Development.
8. Balaramu. C. H. Administration of Anty Poverty Programmes.
9. 73rd Constitutional Amendment Act, Government of India, 1993.
10. Karnataka Panchayatraj Acts, 1985, 1995.

DEPARTMENT – PUBLIC ADMINISTRATION

INDIAN POLITY – I

BLOCK – 1

- UNIT – 1 Indian Constitution. .
- UNIT – 2 Preamble - Meaning and Importance.
- UNIT – 3 Fundamental Rights and Duties.
- UNIT – 4 Directive Principles of State Policy and Relation with Fundamental Rights.

BLOCK – 2

- UNIT – 5 Indian Federalism and Parliamentary system of Government.
- UNIT – 6 Centre - State Relations. Legislative Administrative and Financial
- UNIT – 7 Union Executive - President Elections, Powers and Positions. .
- UNIT – 8 Council of Ministers and Prime Ministers - Powers and Functions

DEPARTMENT - SOCIOLOGY

Invitation to Sociology

(02 Credits)

Course Description

This course introduces learners to the basic concepts of sociology. It is particularly designed to orient the learners from interdisciplinary background about the essence of sociology and intends to inculcate sociological imagination.

Course Objectives

- To introduce the learner to the basic concepts and processes of sociology
- to comprehend the structural and organizational aspects of society
- to examine the process of social change

Learning Outcomes and Competencies

After successfully completing the course, following outcomes and competencies are possible among the learners. Learner will have/can

- Conceptual precision and clarity about the basic sociological concepts
- Develop sociological imagination and apply to analyze the contemporary events
- explain major social processes of society
- analytical view about Indian social structure
- explicate major process of social change and can conceptualize the changing aspects of Indian society

Course Contents

Block-1 Basic Concepts and Processes

Unit-1 Emergence of Sociology-Factors and Early Thinkers-Sociological Imagination

Unit-2 Society, Community- Associations and Institutions- Culture and Socialization

Unit-3 Social System, Structure and Function

Unit-4 Social Processes-Cooperation, Competition, Conflict, Accommodation and Assimilation

Block-2 Social Organization and Social Change

Unit-5 Caste and Class System-Changes in Caste

Unit-6 Social Mobility and Types

Unit-7 Factors of Social Change

Unit-8 Process of Social Change in India (Sanskritization, Westernization, Modernization and Globalization)

References

1. Berger, Peter L. 1978. An Invitation to Sociology, Allen and Unwin, London. Davis, Kingsley. Human Society, Macmilan, New Delhi.
2. Dumont, Louis, 1988, Homo Hierarchicus. Oxford University Press. Giddens, Anthony. 2009. Sociology. Politi Press, Malden.
3. Inkles, Alex. 2002. What is Sociology, Prentice Hall India, New Delhi. Jayaram, N, 1990, Introductory Sociology, Macmilan, New Delhi.
4. Johnson Harry M., 2011: Sociology: A Systematic Introduction: Allied Publishers, New Delhi.
5. MacIver, R.M and C.H. Page. Society - Introduction to Sociology, Macmilan, New Delhi
6. Samuel, Koenig. 1957. Sociology: An Introduction to Science of Society, Barnes & Nobel Books, London.
7. Singh, Yogendra. 1993: Social Change in India: Crisis and Resilience, Har-Anand, New Delhi.

DEPARTMENT – ANCIENT HISTORY AND ARCHEOLOGY

AHA
OE 1.1

World Heritage Sites of India

Block - 1

Introduction

Unit - 1 Nature - Scope - Criteria for incorporation of World Heritage sites

Unit - 2 Types of World Heritage sites in India

Block - 2

Archaeological and Cave Heritage sites

Unit - 3 Bimbetka - Sanchi- Nalanda – Champaner - Dholavira

Unit – 4 Ajanta – Ellora - Elephant

Block - 3

North Indian World Heritage Sites

Unit – 5 Bodh Gaya — Kajuraho–Konarak–Rani kivav– Jaipur,

Unit – 6 Agra Fort – Red Fort - FatehpurSikri–Taj Mahal – Humayun’s Tomb –
Ahamadabad, Qutub Minar

Block - 4

South Indian World Heritages Sites

Unit – 7 Mahabalipuram – Pattadakallu – Chola temples

Unit - 8 Monuments of Hampi – Churches and Convents of Old Goa – Ramappa Temple

References:

1. Marco Canneo, Jasmina: The world heritage sites of UNESCO –
TheTreasure of Art
2. ASI: World Heritage Sites Series
3. Individual guide: Books on respective city Individual

DEPARTMENT - EDUCATION

IDC – 1 FOUNDATIONS OF EDUCATION

BLOCK-1 FOUNDATIONS OF EDUCATION – I

Unit-1 Philosophical Foundations

Unit-2 Basic Concepts of Philosophy
Unit-3 Psychology as a Science
Unit-4 Basic Concept in Psychology related to Education

BLOCK-2 FOUNDATIONS OF LEARNING – II

Unit-5 Sociological bases of Education
Unit-6 Educational Issues in Indian Society
Unit-7 Cultural and Historical Foundations
Unit-8 Political and Economic bases of Education

References:

1. Harison and Myers (1970), Education, Manpower and Economic Growth, McGrothill, Oxfords, IBH Publishing Co., New Delhi.
2. Kamala Bhatia & Baldev Bhatia, (1974) The Philosophical and Sociological Foundations of Education, Doaba House, New Delhi.
3. Bhatia B.D, (1974), 'Theory and Principles of Education, Doaba House, Delhi'.
4. Sorokim .P, (1947) 'Society, Culture and Personality', Harper and Brothers Publishers, New York.

DEPARTMENT – COMMERCE

EL1.1: Personal Financial Planning

Objective: To enable the Students to understand about the different Investment Avenues, Saving Schemes designed by various agencies particularly for the individuals.

Pedagogy: A Combination of Lectures, Group Discussion, Assignments.

Credits: 2

Examination Duration: 1¹/₂ and Maximum Marks: 50

(**Internal Assessment Marks** = 10 and Semester-end Examination =40)

Course Inputs

Block I

- **Unit -1: Introduction to Financial Planning:** Introduction - The Process Financial Planning – Client Interactions – Time Value of Money Applications – Personal Financial Statements – Cash Flow and Debt Management – Planning to Finance Education.
- **Unit -2: Financial Planning Process:** Introduction - Setting Goals – Informal Budget Preparation – Investment Opportunities – Financial Vs Physical Investments – Role of a Financial Planner.
- **Unit -3: Savings Plans:** Introduction - Setting Goals – Savings Instruments – Savings Plan – Tax Savings Schemes.

- **Unit -4: Investment Planning:** Introduction - Risk Return Analysis – Mutual Fund – Derivatives – Asset Allocation – Investment Strategies and Portfolio Construction and Management.

Block II

- **Unit -5: Risk Analysis and Insurance Planning:** Introduction - Risk Management and Insurance Decision in Personal Financial Planning – Various Insurance Policies and Strategies for General Insurance – Life Insurance – Motor Insurance – Medical Insurance.
- **Unit -6: Retirement Planning and Benefits:** Introduction - Retirement Need Analysis Techniques – Savings and Investment Plans for Retirement –Employee Provident Fund – Public Provident Fund – Superannuation Fund – Gratuity – Annuity Plans.
- **Unit -7: Tax Planning:** Introduction - Income-tax Computation for Individuals – Companies - Trust and other bodies – Statutory Provisions Pertaining to Capital Gains and Indexation – House Property – Deduction and Allowances.
- **Unit -8:Health Financing:** Introduction - Health Financing Models – Financing of Health in India – National Rural Health Mission – Challenges of Access to Health Care and Service Quality – Health Insurance Mechanism & Financial Protection.

Books Recommended for Reference

01. Khan M.Y, Financial Services, Tata MacGraw Hill.
02. Singhanar V.K, Students’ Guide to Income Tax, Taxmann.
03. Ranganathan and Madhuamathi, Investment Analysis and Portfolio Management, Pearson Publications.
04. Gordon and Natarajan, Emerging Scenario of Financial Services, Himalaya Publishing House.
05. George Rejda, Principles of Risk Management and Insurance, Pearson.

DEPARTMENT - MANAGEMENT

COURSE: OE-1 : Disaster Management - Credit: 2

MBAS 459: DISASTER MANAGEMENT

Objectives	: The course aims at familiarizing the students with the concepts of disaster management, need for disaster management and its relevance.
Pedagogy	: Lectures, assignments, Industrial visits and practical exercises, discussions.

1. Understanding Disasters · Meaning, nature, characteristics and types of Disasters, Causes and effects, Disaster: A Global View, Disaster Profile of India, The Disaster Management cycle.

2. Geological and Mountain Area Disasters · Earthquakes · Volcanic Eruption · Landslides Snow Avalanches, Wind and Water Related Natural Disaster · Floods and Flash Floods · Droughts · Cyclones · Tsunamis, Man Made Disasters · Understanding Man-Made Disasters · Fires and Forest Fires · Nuclear, Biological and Chemical disaster · Road Accidents
3. Introduction to disaster Preparedness · Disaster Management: Prevention, Preparedness and Mitigation · Disaster Preparedness: Concept & Nature · Disaster Preparedness Plan · Disaster Preparedness for People and Infrastructure · Community based Disaster Preparedness Plan
4. Roles & Responsibilities of Different Agencies and Govt. · Roll of Information, Education, Communication & Training · Role and Responsibilities of Central, State, District and local administration. · Role and Responsibilities of Armed Forces, Police, Para Military Forces. Role and Responsibilities of International Agencies, NGO's, Community Based Org. (CBO's)
5. Technologies for Disaster Management · Role of IT in Disaster Preparedness · Remote Sensing, GIS and GPS · Use and Application of Emerging Technologies · Application of Modern Technologies for the Emergency communication. · Application and use of ICST for different disasters.
6. Disaster Mitigation · Disaster Mitigation: meaning and concept · Disaster Mitigation Strategies · Emerging Trends in Disaster Mitigation · Mitigation management · Role of Team and Coordination
7. Disaster Management in India Disaster Profile of India – Mega Disasters of India and Lessons Learnt Disaster Management Act 2005 – Institutional and Financial Mechanism National Policy on Disaster Management, National Guidelines and Plans on Disaster Management; Role of Government (local, state and national), Non-Government and Inter-Governmental Agencies. National Disaster management Authority.

References

1. Bryant Edwards (2005): Natural Hazards, Cambridge University Press, U.K.
2. Carter, W. Nick, 1991: Disaster Management, Asian Development Bank, Manila.
3. Central Water Commission, 1987, Flood Atlas of India, CWC, New Delhi.
4. Central Water Commission, 1989, Manual of Flood Forecasting, New Delhi.
5. Government of India, 1997, Vulnerability Atlas of India, New Delhi.
6. Sahni, Pardeep et.al. (eds.) 2002, Disaster Mitigation Experiences and Reflections, Prentice Hall of India, New Delhi.

DEPARTMENT - BIO CHEMISTRY

Basics of Bioinorganic and Biophysical chemistry for Biology graduates.

Bioinorganic chemistry

Coordination Compounds: Transition metals, properties (Colour, Oxidation states, Magnetic properties) Coordinate bond, double and complex salts– differences with examples.

Postulates of Warner's theory. Types of ligands: For examples: uni, bi, polydentate ligands. Coordination number, examples.

Porphyrin nucleus and their classification. Important metallo-porphyrins occurring in nature. Structure and biological importance of Heme, cytochrome, chlorophyll, Vitamin B₁₂.

Nitrogen, Fixation of atmospheric nitrogen – Symbiotic and non-symbiotic. Nitrogen cycle.

Environmental pollution by nitrogen compounds. Phosphorous: Importance of Phosphorous compounds in biological system, phosphorous cycle

Oxygen, Formation of ozone in atmosphere. Role of ozone in maintenance of life on earth. Effect of environmental pollutants on ozone layer.

Sulphur and Selenium, Importance of compounds of Sulphur and Selenium in biological systems. Effect of sulphur compounds on environmental pollution.

Biophysical chemistry.

Units in chemistry, Avogadro's number, Mole, Mole fraction, Molarity, Equivalent weight, Normality, Molality. Colligative Properties, Osmotic pressure and its measurements. Hypo-, Hyper- and isotonic solutions. Effect of osmotic pressure on living cells.

Donnan membrane equilibrium. Relative lowering of vapour pressure, Raoult's law. Elevation of boiling point, depression in freezing point.

Adsorption: Freundlich and Langmuir's adsorption isotherm. Applications of adsorption.

Viscosity: Definition, determination of viscosity of liquids & solutions by Ostwald's viscometer (solutions of gum and protein to be taken as examples).

Distribution law, Distribution law, partition coefficient, application of distribution law.

Acids, bases and buffers- Lewis concept of acids and bases. Ionic product of water. pH scale, buffers, Henderson- Hasselbach equation, buffer capacity Choice of buffers. Theory of acid base indicators. pH titration curve and iso-electric pH of amino acids.

Selected References:

1. Basic Principles of Organic Chemistry, Roberts and Caserio, W. A. Benjamin, Inc. (1964).
2. Organic Chemistry, Morrison and Boyd, Allyn and Bacon Inc (1992).
3. Principles of Inorganic chemistry by Cotton & Wilkinson, Wiley (1999).
4. Textbook of Organic chemistry by Ahluwalia V K & Madhuri G Narosa publications (2001).
5. Physical chemistry by Castellan G W, Narosa Publications (2004).
6. Physical chemistry by Chakraborty D K, Narosa Publications (2004).

DEPARTMENT - BIOTECHNOLOGY

MBT EL –I- Biotechnology and its Applications

Introduction to biotechnology. Principles of biotechnology, classification.

Recombinant DNA Technology

Introduction, outline of genetic engineering procedure, restriction endonucleases, cloning & expression vectors- plasmids, cloning in plasmid, transformation and detection of transformants- lacZ, genomic and cDNA libraries, gene analysis techniques-hybridization: Southern, Northern, Western, in situ, Polymerase chain reaction.

Microbial and food and environmental Biotechnology

Basics of fermentation technology: Types of microbial culture- batch, continuous and fed-batch. Microbial production: Use of microbes in production of vitamins, enzymes, organic acids, amino acids, polysaccharides, flavors, sweeteners, proteins and antibiotics.

Fermented food products- yogurt, cheese, tempeh, sauerkraut; beverages- wine and beer. Pre- and Pro-biotics, single cell proteins, Genetically modified foods, designer foods.

Current status of biotechnology in environment. Bioconservation, biofuels, gasohol, biogas. Bioremediation: Concepts and principles, bioremediation using microbes, in situ and ex situ bioremediation, biosorption and bioaccumulation of heavy metals.

Plant Biotechnology

Landmarks in Plant tissue culture. Types of cultures- embryo, organ, callus and cell cultures, Somatic embryogenesis, Haploid Production, Androgenesis, Protoplast culture and somatic hybridization. Micropropagation- Methods and stages, applications. Synthetic seeds, somaclonal variation. Production of secondary metabolites by plant cells, Biotransformation.

Plant transformation techniques: Direct and indirect methods of gene transfer in plants. Transgenic plants and crop improvement- herbicide tolerance, disease resistance, abiotic stress tolerance, delayed ripening, improvement of nutritional quality, molecular pharming.

Animal Biotechnology

Basics of animal cell culture techniques, cell lines, physical conditions for culturing animal cells, equipments required, scale-up of culture methods.

Application of animal cell culture- Hybridomas, production of therapeutic antibodies, stem cell technology, cell and tissue engineering.

Genetic engineering of animals: Methods for gene transfer in animals, microinjection, nuclear transplantation, retrovirus-mediated gene transfer, gene knockdown techniques. Transgenic- animals- sheep, pigs, cattle, chickens; applications of transgenic animals.

DEPARTMENT - CHEMISTRY

Block-1	Title: Periodic Table and chemical Periodicity
Unit-1	Elements, atomic structure, atomic number, atomic mass, quantum numbers, electronic configuration,
Unit-2	Periodic properties of elements, State of Matter, their resources. Important periodic properties of the elements, covalent radii, ionic radii, ionization potential, electron affinity and electronegativity
Unit-3	Concepts of Acids and Bases: Review of acid base concepts. Lux-Flood and solvent system concepts. Hard-soft acids and bases. Applications.
Unit-4	Solutions: Concentration units, solutions of liquids in liquids, Raoult's law, ideal and non-ideal solutions.

Block-2	Title: Bonding and molecular structure
Unit-5	Calcification of matter: (elements, compounds, substance and mixture), The three states of matter, physical and chemical properties of matter, fundamental particles of atoms, atomic number, atomic mass, atomic structure of atom molecular formula, empirical formula, molecular mass.
Unit-6	Ions and ionic compounds, properties of ionic compounds, formation of ionic compounds, covalent compounds, properties of covalent compounds, properties of covalent compounds
Unit-7	Metals, properties of metals, theory of metallic bond formation, types of metals conductor, semiconductor and insulators, n-type semiconductors and p-type semiconductors, alloys and superconducting materials.
Unit-8	Acids and bases, general properties of acid and bases, Acid base reactions, oxidation reduction reactions, oxidation number, types of redox reactions, balancing oxidation-reduction equation, exothermic and endothermic reactions energy change in chemical reactions.

DEPARTMENT : CLINICAL NUTRITION AND DIETETICS

OEL-1: HEALTHY LIFESTYLES AND NUTRITION 3 Credits

BLOCK 1: INTRODUCTION TO FOOD AND NUTRITION

Unit 1.- Factors affecting food habits, choices and dietary patterns – Definition of Food, Nutrition, Health, Fitness. Interrelationship between nutrition and health, concept of a desirable diet for optimum nutrition, health and fitness.

Unit 2.- A brief review of nutrients in general –

- Energy and macronutrients – Carbohydrates, Protein, Fat - functions, sources deficiency disorders and recommended intakes.
- Micronutrients: Minerals – calcium, Iron, Iodine, and other elements, Vitamins – Fat Soluble & Water Soluble.

Unit 3: Nutritional assessment- Anthropometric, biochemical, clinical, dietary and Biochemical assessments

Unit 4: Basic principles of planning diet –, RDA for Indians, Food groups, Dietary guides

and balanced diets.

BLOCK 2: PLANNING OF DIET

Unit 5: Principles of planning a normal diet: characteristics of a normal diet, meeting nutrient requirements of individuals and family. Use of Dietary guidelines for Indians.

Unit 6: Objectives of diet therapy- Regular diet and rationale for modifications in energy and other nutrients, texture, fluid, soft diets etc.

Unit 7: Role of dietician in hospital- specific functions, team approach in patient care, psychological consideration, interpersonal relationship with patients. Nutrition and medical ethics. Hospital dietary- scope and importance, types of food service, quality management.

Unit 8: Nutrition counseling: definition, concept, role of clinical dietician, the recipient and counseling environment and goals of counseling. An overview of systems approach to nutritional care and its components (planning, implementation and evaluation).

REFERENCES

- Srilakshmi B (2004) Nutrition Science. New Age International (P) Ltd, Publishers.
- Kango M (2005) Normal Nutrition, Curing diseases through diet. First Edition CBS Publications. Paul S (2003) Text Book of Bio-Nutrition, Fundamental and Management. RBSA Publishers.
- Williams SR (2000) Nutrition and Diet Therapy. Sixth Edition C.V. Melskey Co.
- Mudambi SR and Rajagopal MV (1997) Fundamentals of Foods and Nutrition. New Age International (P) Ltd, Publishers.
- Swaminathan M (1999) Essential of Food and Nutrition. Vol I and II, Bappco publications, Madras.
- Corinne, H. Robinson 2010– “Normal and Therapeutic nutrition”, Oxford and IBH publishing company, Bombay.
- B. Srilakshmi – 2012 “Dietetics”, 4th edition, New age international publisher, Chennai

DEPARTMENT - COMPUTER SCIENCE

ELMCS-01 Mobile App Development: Credit 2

Block – I

Unit-1: Introduction to Mobile Computing: applications, a simplified reference model, Wireless Transmission:

Unit-2: Frequencies of radio transmission, signals, antennas, signal propagation, multiplexing, modulation, spread spectrum, cellular system.

Unit-3 Media Access Control: motivation for a specialized MAC, SDMA, FDMA, TDMA, CDMA, and Comparisons.

Unit-4: GSM, DECT, Wireless LAN: Infrared vs. radio transmission, Infrastructure and ad-hoc networks,

IEEE 802.11, HPERLAN, Bluetooth.

Block – II

Unit-5: Mobile Network Layer: mobile IP, dynamic host configuration protocol,

Unit-6: ad-hoc networks. Mobile Transport Layer: Traditional TCP, classical TCP improvements,

Unit-7: TCP over 2.5/3G wireless networks. File Systems, World Wide Web,

Unit-8: Wireless Application Protocol (WAP) and WAP 2.0.

Text book:

1. Jochen H. Schiller, Mobile Communications(2e)

Reference

1. Raj Kamal, Mobile Computing
2. Asoke K. Talukder, Roopa R. Yavagal, Mobile Computing
3. Mazliza Othman, Principles of Mobile Computing and Communications
4. Prasant Kumar Pattnaik, Rajib Mall, Fundamentals of Mobile Computing
5. Ivan Stojmenovic, Handbook of Wireless Networks and Mobile Computer
6. David Taniar, Mobile Computing Concepts, Methodologies, Tools, and Applications

DEPARTMENT - ENVIRONMENTAL SCIENCE

ESOEL-1: Basics of Environmental Science

Block I: Ecology and Environment

Unit 1: Definition, Principles and Scope. Biotic and abiotic factors of environment. Ecosystems: pond, forest, river, grassland and estuary ecosystems

Unit 2: Ecosystem – trophic structure, energy flow, food chain, food web, Ecological pyramids.

Unit 3: Population dynamics: Definition, population density, Natality, Mortality, Age structure, Growth pattern, population dispersion.

Unit 4: Biogeochemical cycle – types, sedimentary and gaseous cycles, N, C, S, P, O cycles. Rock and hydrological cycles.

Block II: Biodiversity and Conservation

Unit 5: Biodiversity, Definition, Types of Biodiversity, importance and roles.

Unit 6: Needs and benefits of biodiversity, Loss of biodiversity- causes and consequences, Need for conservation of biodiversity

Unit 7: Conservation strategies, endemic and exotic species, Red Data book, National parks, wildlife sanctuaries, biosphere reserves, biodiversity hotspots, wildlife protection act, biodiversity act, wetland conservation and management, Hotspots of biodiversity.

Unit 8: Project Tiger, Project elephant, Ramsar site and other conservation projects. Experts Committee Reports on Environmental conservation

DEPARTMENT - GEOGRAPHY

ELMG -01, Introduction to Physical Geography (Credit-2)

Block-1

Origin, Shape and Size of the Earth, Movement of the Earth- Rotation and Revolution, Effects of the movement of Earth, Coordinates -Latitude, Longitude and Time; Structure of the Earth, Rocks - types, significance, Weathering –types; Agents of Denudation - River, Glacier, Wind and Under Ground water; Structure and Composition of Atmosphere, Weather and Climate

Block-2

Atmospheric Pressure, Winds and Precipitation; Distribution of Land and Sea, Submarine Relief of the Ocean, Temperature and Salinity of Sea Water; Ocean Tides and Oceanic Currents- Atlantic, Pacific and Indian Oceans; Biosphere- Elements, Ecology, Ecosystem, World's Biomes, Biodiversity – Importance, Types and Conservation

References

1. B.S. Negi (1993) Physical Geography. S.J. Publication, Meerut
2. D.S.Lal (1998) Climatology. Chaitnya publishing house, Allahabad
3. K. Siddhartha (2001) Atmosphere, Weather and Climate. Kishalaya publication, New Delhi
4. R.N.Tikka (2002) Physical Geography. Kedarnath Ramnath & co, Meerut
5. William D. Thornbury (1997) Principle of Geomorphology. New Age International (Pvt Ltd.) New Delhi.

DEPARTMENT - MATHEMATICS

ELMM –01 - FUNDAMENTALS OF MATHEMATICS

(2 Credits)

Block-I: Number Theory: Natural numbers, integers, Real numbers, GCD, LCM, Prime numbers. Surds, Indices, Logarithms, Progressions, Arithmetic Progression, Geometric Progression, Harmonic Progression,

Block-II: Set Theory: Operations of Union, Intersection, Complement. Relations & Functions: Types of relations One-one, onto, Many-one functions, graphs of functions.

Mathematical Logic: Propositions, logical connectives, Methods of proofs.

Books for Reference:

1. Kolman and Busby: Discrete Mathematics, PHI.
2. S. L. Loney: The Elements of Coordinate Geometry, London Macmillan & Co.
3. B. S. Grewal: Higher Engineering Mathematics, 36th Ed., Khanna Pub.
4. S. Lipschutz and M. Lipson: Theory and Problems of Discrete Mathematics. Schaum Series. 2nd Ed. Tata McGraw Hill.

DEPARTMENT - MICRO BIOLOGY

Microbial World and Microbial Diversity

- i. Introduction to microbial world, Physiochemical and biological characteristics; Characteristics of Acellular microorganisms (Viruses); Baltimore classification, general structure with special reference to viroids and prions.
- ii. Binomial Nomenclature, Whittaker's five kingdom and Carl Woese's three kingdom classification systems and their utility.
- iii. Difference between prokaryotic and eukaryotic microorganisms
- i. General characteristics of Cellular microorganisms, types - archaeobacteria, eubacteria, wall-less forms - MLO (mycoplasma and spheroplasts) with emphasis on distribution and occurrence, morphology, mode of reproduction and economic importance.
- ii. Structure, reproduction and economic importance of Mycoplasma.
- i. General concept of Phytoplanktons and Zooplanktons. Characteristics, occurrence, thallus organization and classification of Algae.
- ii. Cyanobacteria - occurrence, thallus organization, cell ultra structure, reproduction and economic importance. Applications of algae in agriculture, industry, environment and food.
- i. Historical developments in the field of Mycology including significant contributions of eminent mycologists.
- ii. General characteristics of fungi including habitat, distribution, nutritional requirements, fungal cell ultra- structure, thallus organization and aggregation, mode of reproduction and
- iii. Economic importance of fungi with examples in agriculture, environment, Industry, medicine and food.
- i. General characteristics, structure, mode of reproduction and economic importance of Actinomycetes with special reference to its application in medicine and industry.
- ii. General characteristics, occurrence, classification structure, reproduction and economic importance of Protozoa.

References:

1. Singh, R.P. General Microbiology. Kalyani Publishers, New Delhi (2007).
2. Aneja, K.R. Experiments in Microbiology, Plant pathology and Biotechnology, Fourth edition, NewAge International publishers.
3. Dubey, R.C. and Maheshwary, D.K. Text book of Microbiology. S.chand and company (1999).
4. Powar, C.B. and Dagainawal, H.F. General Microbiology. Vol-I and Vol- II, Himalaya Publishing House.
5. Chakraborty P. A Textbook Of Microbiology. New central book Agency (2005).
6. Prescott, M.J., Harley, J.P. and Klein, D.A. Microbiology. 5th Edition WCB Mc Graw Hill, New York, (2002).
7. Tortora, G.J., Funke, B.R. and Case, C.L. Microbiology: An Introduction. Pearson Education, Singapore, (2004).
8. Alcomo, I.E. Fundamentals of Microbiology. VI Edition, Jones and Bartlett Publishers. Sudbury. Massachusetts, (2001).
9. Black J.G. Microbiology-Principles and Explorations. John Wiley & Sons Inc. New York, (2002).
10. Pelczar, M.J. Chan ECS and Krieg NR, Microbiology McGraw-Hill.
11. Willey, Sherwood, Woolverton. Prescott, Harley, and Klein's Microbiology McGraw-Hill publication

12. Tortora, Funke, Case. Microbiology. Pearson Benjamin Cummings.
13. JACQUELYN G. BLACK. Microbiology Principles and explorations. JOHN WILEY & SONS, INC.
14. Madigan, Martinko, Bender, Buckley, Stahl. Brock Biology of Microorganisms. Pearson
15. Tom Besty, D.C Jim Koegh. Microbiology Demystified Mc GRAW-HILL.

DEPARTMENT -PHYSICS

MP-EL1: Mechanics

BLOCK-A

Unit-1: Laws of Motion: Frames of reference, Newton's Laws of motion, Dynamics of a system of particles, Centre of Mass.

Unit-2: Momentum and Energy: Conservation of momentum, Work and energy, Conservation of energy, Motion of rockets.

Unit-3: Rotational Motion: Angular velocity and angular momentum, Torque, Conservation of angular momentum.

Unit-4: Gravitation: Kepler's Laws (statement only), Newton's Law of gravitation, motion of a particle in a central force field, satellite in circular orbit and applications, geosynchronous orbits, weightlessness, basic idea of global positioning system (GPS).

BLOCK-B:

Unit-5: Oscillations: Simple harmonic motion, differential equation of SHM and its solutions, kinetic and potential energy, total energy and their time averages, damped oscillations.

Unit-6: Elasticity-1: Hooke's law, stress-strain diagram, elastic moduli-relation between elastic constants, Poisson's ratio, expression for Poisson's ratio in terms of elastic constants, work done in stretching and work done in twisting a wire.

Unit-7: Elasticity-2: Twisting couple on a cylinder - determination of rigidity modulus by static torsion, torsional pendulum-determination of rigidity modulus and moment of inertia - q, η and \square by Searles method.

Unit-8: Special Theory of Relativity: constancy of speed of light, postulates of special theory of relativity, length contraction, time dilation.

DEPARTMENT -PSYCHOLOGY

EL-1 Introduction to Psychology 2 Credits

Block 1: Introduction to Psychology-I

Unit 1: Introducing Psychology -Definition, Scope, and goals

Unit 2: Branches of Psychology

Unit 3: Motivation

Unit 4: Emotions

Block 2: Introduction to Psychology-II

Unit 5: Sensation, Attention and Perception

Unit 6: Learning, Memory and Forgetting

Unit 7: Intelligence

Unit 8: Personality

References:

1. Charles G.Morris. Albert A. Maisto Psychology an Introduction , Prentice Hall. New Jersey.
2. Feldman, A. R., Understanding Psychology IV th Ed, 1996, McGraw Hill, New Delhi.
3. Morgan, King, Weisz &Schopler, Introduction to Psychology-V11 Ed,1993, Tata McGraw Hill, New Delhi.
4. Ernest R Hilgard, Richard C Atkinson ,Rita L Atkinson Introduction to Psychology Oxford Publication, New Delhi.

DEPARTMENT : INFORMATION TECHNOLOGY

ELMIT –01: Green Computing

(2 Credits)

Course Objective: Study the concepts related to Green IT, Green devices and hardware along with software methods, green enterprise activities, managing the green IT and various laws, standards, protocols along with outlook of green IT.

BLOCK 1: Overview of Green Computing

Unit 1:Green IT Introduction, Overview and issues, Initiatives and standards, Pathways of Green computing, Benefits of Green IT, Environmental Impacts of IT

Unit 2: Green devices and hardware Environmental issues arising from electronic devices, life cycle of electronic devices, Hazards and E-waste Recycling, Going paperless, Hardware considerations, Greening information systems, Managing Green IT, 3Rs of Green IT, Thinking About Money-Saving Efforts

Unit 3: Green Data Centres and Associated Energy Challenges, Data Centre IT Infrastructure, Data Centre Facility Infrastructure: Implications for Energy Efficiency, IT Infrastructure Management, Green Data Storage, Storage Media Power Characteristics,

Unit 4: Green network and communications, objectives and challenges of green networking, Enterprise Green IT strategy, Approaching Green IT strategies, Business drivers and dimensions for Green IT strategies, Steps in Developing a Green IT Strategy, Metrics and Measurements in Green Strategies

BLOCK 2: Management of Green Computing

Unit 5: Sustainable Information Systems and Green Metrics, Sustainable IT Services, Sustainable IT Roadmap, Enterprise, Green IT Readiness, Readiness and Capability

Green Enterprises and the Role of IT, Organizational and Enterprise Greening, Information Systems in Greening Enterprises, Greening the Enterprise: IT Usage and Hardware,

Unit 6: Managing Green IT, Strategizing Green Initiatives, Implementation of Green IT, Regulating Green IT: Laws, Standards and Protocols,

Unit 7: Green Cloud Computing and Environmental Sustainability, Cloud Computing and Energy Usage Model: A Typical Example, Features of Clouds Enabling Green Computing, Green Cloud Architecture

Unit 8: Green IT: An Outlook, Awareness to Implementation, Green IT Trends, Greening by IT, A Seven-Step Approach to Creating Green IT Strategy

Text Books:

1. Gangadharan, G. R., & Murugesan, S. (2012). *Harnessing Green IT: Principles and practices*. Wiley Publication, ISBN: 9788126539680.
2. Smith, B. E. (2013). *Green Computing: Tools and Techniques for Saving Energy, Money, and Resources*. CRC Press.

DEPARTMENT -BOTANY

Plant-Microbe Interactions

Overview of plant microbes interactions,

Introduction, beneficial microbes, Rhizobium bacterium and nitrogen fixation, mycorrhizal fungi.

Plant pathogens, *Agrobacterium tumefaciens* and crown gall disease,

Mechanisms of plant disease mechanism, some bacterial plant diseases,

Plant viruses and mechanism of plant against viruses attacks.

Fungal pathogen- mechanism of plant disease,

Oomycete pathogens, Fungal mediated plant.

General concept of plant immunity,

PAMP-triggered immunity (PTI) and effectors-triggered immunity (ETI).

Transcription activator like effector and their role in virulence and disease resistance.

References

1. Lautenberg, B. (2015). *Principles of Plant-Microbes Interactions: Microbes for sustainable Agriculture*, Springer.
2. Stacey, G. and Keen, N. T. (1997). *Plant-Microbes Interactions*, Vol 4, . Springer.
3. Ramasamy, K, (2015). *Plant Microbes Interactions*, New India Publishing Agency.
4. Martin, F. and Kamoun, S. (2014). *Effectors in Plant-Microbes Interactions* 1st Edition, Wiley Blackwell.

DEPARTMENT -ZOOLOGY

MZO-IE-1: Parasites, Vectors & Communicable Diseases

Introduction to parasites.

Distribution, types, origin and evolution of parasites. Parasitism.

Types: Ecto-parasites, Endo-parasites and their adaptations.

Pathogenic micro-organisms, brief outline and classification of parasitic protozoan's: Entamoeba, Balantidium, Giardia, Trichomonus, Plasmodium, Leishmania and Trypanosoma and their diseases.

Control measures, diagnosis and therapy.

Pathogenic helminthes and vectors.

Etiology, epidemiology, pathogenesis, diagnosis, prevention and control of disease due to *Trichinella spiralis*, *Ancylostoma duodenale*, *Fasciola hepatica*, Schistosoma species.

Pathogenic Cestodes: Life cycle, treatment of diseases caused by Echinococcus, Hymenolepis and Diphylobothrium. Scope and importance of vectors. Origin and evolution of vectors. Habitat, life cycle, pathogenicity of fleas, mites, ticks, lice's and mosquitoes.

Historical perspectives and scientists involved in the discovery of vectors and communicable Diseases.

Epidemiology, bio-ecology, life cycle of biological and mechanical Vectors. Vector-host-parasites interactions, Host-pathogen interaction, insects transmitting Bacteria and viruses.

Control and management of vectors and vector borne diseases

Control measures: cultural, chemical, biological, genetic and environmental Methods of vectors. Management of biological and mechanical vectors during Different seasons. Integrated Vector Control and Management.

Insecticide resistance in vectors, Drug resistance in pathogens.

Importance of education, awareness among public on communicable diseases and community participation. Covid-19 pandemics. Epidemiology of corona virus and its mutants. Vaccination against corona virus in India and other parts of the world.

DEPARTMENT –FOOD AND NUTRITION SCIENCE

ELMFNS- 01 FOOD PSYCHOLOGY

Credits: 2

BLOCK 1: FOOD: PREFERENCES AND CHOICES

Unit 1: Food: Physiological definition and significance, meaning of food, food classification, Food as statement of self-identity, Social interaction, Cultural identity

Unit 2: The Role of Food and Eating on Personality and Social Development: Psychology of eating, Food and emotion regulation, Food in daily living, Food Socialization, Food and control of others

Unit 3: Food Preferences and Fluctuations: Developmental Models, Cognitive Models & Psychophysiological Models, Physiology of food choice, Likes and Dislikes, acquired food preferences, Attitudes towards change, Food and sensory stimulus, Factors influencing eating behavior – (biological, environmental, individual, food characteristics, culture etc., Effect of eating on food selection and preferences, Understanding of the body and self – selection of the diet.

Unit 4: Food choices across lifespan and influence of society: The changing role of the senses in food choice and food intake across lifespan, Food in security and health across lifespan, Influence of media and advertisements, Digital platform and influence on food choices

BLOCK 2: EATING DISORDERS AND TREATMENTS

Unit 5: Mood, Emotions, food cravings and addictions: relation with food preferences, Connection between mood and eating, Biological and physiological aspects of food cravings, Stress and eating behavior, Food addiction - description, neurobiology of food addiction

Unit 6: Eating disorders and treatment: Anorexia nervosa, Bulimia nervosa and binge eating Disorder-Definition, Symptoms, believed causes, Classification, Risk factors, Common myths of eating disorders, Treatment & dietary management

Unit 7: Overeating, Obesity and Weight management: Definition, Prevalence, Classification of Body Mass Index, Types & patterns, Etiology, Physiological component, Fad diets, Risk factors, Treatment - Weight management (Behavior & Cognitive), Lifestyle modifications, Dietary modification - (calorie restricted diet)

Unit 8: You are what you eat- Approaches to change the dietary behavior: Multidisciplinary approach, Strategies to support healthy dietary behavior: Encouraging healthy eating, Selection of food, Meal & portion size, developing education materials, Motivation & economics, Benefits of exercise, Stage classification for change, Barriers affecting the clinical outcome

REFERENCES:

1. [Smith John L.](#) (2002), The Psychology of Food and Eating (English, Hardcover, Smith John , Publisher: Palgrave MacmillanL.), ISBN: 9780333800201, 0333800206.
Alexandra W. Logue Oct 2017, The Psychology of Eating and Drinking Fourth Edition.

Annexure II

INTER- DISCIPLINARY COURSE

(Open Elective) for Second Semester

ವಿಭಾಗ- ಕನ್ನಡ

ಪತ್ರಿಕೆ-೬: ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ

EL-2.1 (ಕ್ರೆಡಿಟ್-೨)

ಬ್ಲಾಕ್-೨೮: ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ಉಗಮ ಮತ್ತು ವಿಕಾಸ

ಘಟಕ-೧೪೯: ಸಾಹಿತ್ಯದ ಉಗಮ, ಬೆಳವಣಿಗೆ, ಉದ್ದೇಶ.

ಘಟಕ-೧೫೦: ಪ್ರಾಚೀನ ಪೂರ್ವ ಶಾಸನಸಾಹಿತ್ಯ.

ಘಟಕ-೧೫೧: ಪಂಪ ಪೂರ್ವ ಯುಗದ ಸಾಹಿತ್ಯ.

ಘಟಕ-೧೫೨: ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆಯ ವಿಭಾಗಕ್ರಮ.

ಬ್ಲಾಕ್-೨೯: ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ

ಘಟಕ-೧೫೩: ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯ ರೂಪಗಳು; ಚಂಪೂ, ವಚನ, ರಗಳೆ, ಷಟ್ಪದಿ, ಸಾಂಗತ್ಯ ಇತ್ಯಾದಿ.

ಘಟಕ-೧೫೪: ಪ್ರಾಚೀನ ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪರಿಕಲ್ಪನೆಗಳು;

ಚರಿತ್ರೆ-ಪುರಾಣ, ಧರ್ಮ-ಕಾವ್ಯಧರ್ಮ, ಹಿಂಸೆ-ಅಹಿಂಸೆ, ಮಾರ್ಗ-ದೇಶಿ, ಲೌಕಿಕ-ಆಗಮಿಕ, ವಸ್ತುಕ-ವರ್ಣಕ, ಪ್ರಭುತ್ವ-ಪ್ರತಿರೋಧ.

ಘಟಕ-೧೫೫: ಪ್ರಾಚೀನ ಕನ್ನಡ ಕವಿ-ಕೃತಿ-ಕಾಲ-ದೇಶ-ಭಾಗ ೧.

ಪಂಪ, ರನ್ನ, ಪೊನ್ನ, ೧ನೆ ಚಾವುಂಡರಾಯ, ನಾಗವರ್ಮ ೨ನೆಯ ಚಾವುಂಡರಾಯ, ನಾಗಚಂದ್ರ, ನಯಸೇನ, ದುರ್ಗಸಿಂಹ, ಬ್ರಹ್ಮಶಿವ, ಕರ್ಣಪಾರ್ಯ, ಜನ್ನ.

ಘಟಕ-೧೫೬: ಪ್ರಾಚೀನ ಕನ್ನಡ ಕವಿ-ಕೃತಿ-ಕಾಲ-ದೇಶ-ಭಾಗ ೨.

ಆಂಡಯ್ಯ, ನೇಮಿಚಂದ್ರ, ರುದ್ರಭಟ್ಟ ಪ್ರಮುಖ ವಚನಕಾರರು - ಜೇಡರ ದಾಸಿಮಯ್ಯ, ಬಸವಣ್ಣ, ಅಕ್ಕ ಮಹಾದೇವಿ, ಅಲ್ಲಮಪ್ರಭು, ಚನ್ನಬಸವಣ್ಣ, ಹರಿಹರ, ರಾಘವಾಂಕ, ಕುಮಾರವ್ಯಾಸ, ಲಕ್ಷ್ಮೀಶ, ಪ್ರಮುಖ ಕೀರ್ತನಕಾರರು, ಚಾಮರಸ, ಕುಮಾರವಾಲ್ಮೀಕಿ, ಸರ್ವಜ್ಞ, ಷಡಕ್ಷರಿ, ಸಂಚಿ ಹೊನ್ನಮ್ಮ, ನಂಜುಂಡ, ರತ್ನಾಕರವರ್ಣಿ, ಮುದ್ದಣ, ಕೆಂಪುನಾರಾಯಣ.

ಪರಾಮರ್ಶನ ಗ್ರಂಥಗಳು

೧. ಗತಿಬಿಂಬ : ಜಿ.ಎಸ್. ಶಿವರುದ್ರಪ್ಪ, ಬೆಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಬೆಂಗಳೂರು
೨. ಕಾವ್ಯ ವಿಹಾರ : ಕುವೆಂಪು, ಉದಯರವಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು, ೧೯೬೯
೩. ಸಮಗ್ರ ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : ಬೆಂಗಳೂರು, ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಬೆಂಗಳೂರು, ೨೦೦೨
೪. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : ಕೆ. ವೆಂಕಟರಾಮಪ್ಪ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು
೫. ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ: ದೇವುಡು, ಶಾರದಾ ಪ್ರಕಾಶನ, ಮೈಸೂರು, ೧೯೩೫
೬. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಸಂಗಾತಿ : ಕೀರ್ತಿನಾಥ ಕುರ್ತಕೋಟಿ, ಮನೋಹರ ಗ್ರಂಥಮಾಲೆ, ಧಾರವಾಡ
೭. ಶೈಲಿ : ಎಸ್.ವಿ.ರಂಗಣ್ಣ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, ೧೯೭೬
೮. ಶತಮಾನದ ಕನ್ನಡ ಸಾಹಿತ್ಯ : ಸಂಪಾದಕರು, ಜಿ.ಎಸ್. ನಾಯಕ, ಕನ್ನಡ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು
೯. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಇತಿಹಾಸ : ರಂ. ಶ್ರೀ. ಮುಗಳಿ, ಕೇಂದ್ರ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ನವದೆಹಲಿ, ೧೯೬೩
೧೦. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ : ರಂ.ಶ್ರೀ. ಮುಗಳಿ, ಉಷಾ ಸಾಹಿತ್ಯ ಮಾಲೆ, ಮೈಸೂರು, ೧೯೭೧
೧೧. ಬಿಂಬ: ಚದುರಂಗ, ಸಂವಹನ ಪ್ರಕಾಶನ, ಮೈಸೂರು
೧೨. ಕನ್ನಡ ಸಾಹಿತ್ಯ ಚರಿತ್ರೆ ಸಂಪುಟಗಳು : ಕುವೆಂಪು ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು. ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, ೧೯೮೨
೧೩. ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಾಚೀನತೆ: ಪ್ರಧಾನ ಸಂಪಾದಕರು, ಎ. ರಂಗಸ್ವಾಮಿ, ಲೇ. ಎಚ್.ಪಿ. ಗೀತಾ, ಜನಪ್ರಿಯ ಕನ್ನಡ ಮಾಲೆ, ಕನ್ನಡ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ, ಕರಾಢುಮಿ, ಮೈಸೂರು, ೨೦೧೧
೧೪. ಪ್ರಾಚೀನ ಕನ್ನಡ ಕಾವ್ಯ ಸ್ಥಿರತೆ ಮತ್ತು ಚಲನ ಶೀಲತೆ : ಪ್ರಧಾನ ಸಂಪಾದಕರು, ಎ. ರಂಗಸ್ವಾಮಿ, ಲೇ. ಶಿವರಾಮಯ್ಯ, ಜನಪ್ರಿಯ ಕನ್ನಡ ಮಾಲೆ, ಕನ್ನಡ ಅಧ್ಯಯನ ಮತ್ತು ಸಂಶೋಧನಾ ವಿಭಾಗ, ಕರಾಢುಮಿ, ಮೈಸೂರು, ೨೦೧೨
೧೫. ಕನ್ನಡ ಕೃಷಿಡಿ: ಸಂಪುಟ ೨, ಪ್ರಸಾರಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು, ೨೦೦೭

DEPARTMENT - ENGLISH

EL-2.1: INDIAN LITERATURE-II

OBJECTIVES

- To appreciate artistic values in *Hayavadana* and the use of myth
- To know the importance of Indian English historical plays
- To appreciate Sri Aurobindo as a poet and critic
- To comprehend the different theories of aesthetic experience of art

BLOCK -I

Girish Karnad: Hayavadana

Gurucharan Das: Larin Sahib

BLOCK -II

M. Hiriyanna: Art Experience

Sri Aurobindo: Selections: The Poets of the Dawn and The Poets of the Dawn 3 (The Future Poetry)

Suggested Reading:

- **K.R.Srinivas Iyengar:** Indian Writing in English .Macmillan, 1979.
- **M.K.Naik:** Critical Essays on Indian Writing in English.Sahitya Akademi, 1969.
- **Narasimhaiah C.D:** The Swan and the Eagle. Indian Institute of Advanced Study, 1987.
- **Meenakshi Mukherjee:** The Twice Born Fiction. Heinemann Educational Publishers, 1972.

DEPARTMENT - HINDI

हिंदी सिनेमा

- सिनेमा का उद्भव और विकास
- मूक चलचित्र और दादा साहब फाल्के युग
- दूसरा पढ़ाव, सवाक चलचित्र अथवा आलमआरा
- रंगीन सिनेमा का युग
- सामाजिक सिनेमा एक विवेचन
- धर्म एवं सांस्कृतिक सिनेमा एक विवेचन
- राजनैतिक सिनेमा एक विवेचन
- आर्थिक सिनिमा एक विवेचन
- हास्य एवं व्यंग्य सिनेमा एक विवेचन
- बाल सिनेमा
- सिनेमा एवं संवेदना
- सिनेमा एव भाषा-शिल्प सिनेमा एवं गायन
- सिनेमा एवं पात्र संयोजना
- सिनेमा एवं नैतिक मूल्य
- अनूदित सिनेमा
- सिनेमा का तुलनात्मक अध्ययन
- फिल्म समीक्षा.....आदि

□□□□□□ □□□□□□

- सिनेमा साहित्य और समाज- प्रहलाद अग्रवाल, अनामिका प्रकाशन, नई दिल्ली
- कथाकार कमलेश्वर और हिंदी सिनेमा- उज्ज्वल अग्रवाल, राजकमल प्रकाशन, नई दिल्ली
- बॉलिवुड पाठ विमर्श के संदर्भ- ललित जोशी, वाणी प्रकाशन, नई दिल्ली
- फ्लैशबैक, प्रभुनाथ आजमी, शिल्पायन, नई दिल्ली
- नाटक के सौ बरस, हरिश्चंद्र अग्रवाल और अजित पुष्कल, शिल्पायन, नई दिल्ली

DEPARTMENT - TELUGU

E. L. 2.1 TELUGU SAMSKRUTHI - SAMAJAM

Block - 1: ANDHRULA CHARITHRA - SAMSKRUTHI

Unit - 1: Samskruthi Vaisistyam

Unit - 2: Andhrula Charithra - Samskruthi Paraspara Prabhavam

Unit - 3: Andhrula kalalu

Unit - 4: Andhrula basha - samajam

Block - 2: ANDHRULA AACHARALU -SAMPRADHAYALU

Unit - 1: Andhrula Pandugalu

Unit - 2: Sthrela Nomulu - Vrathalu

Unit - 3: Andhrula Sangikaacharalu

Unit - 4: Andhrula Sampradhayalu

DEPARTMENT - ECONOMICS

EL2.1: Institutions for International Development

- **Objective:** To enable the Students to understand the need and importance of various International Institutions.
- **Pedagogy:** A Combination of Lectures, Group Discussion, Assignments.
- **Credits:** 2 ; Examination Duration: 1½ and Maximum Marks: 50 (Internal Assessment Marks = 10 and Semester-end Examination =40)

Course Inputs

Block – I

Economic Issues at Global and National Level

Unit – 1

Globalisation

Globalisation – Forces Driving Globalisation – Income Inequality – National Integrity – Impact on Labour – Multinational corporations – Global Business Environment – National Business Environment.

Unit – 2

Legal Issues of Business at Global and National Level

Political Risks – Legal System – Business Ethics – Centrally Planned Economy – Mixed Economy – Market Economy – Human Development

Unit – 3

International Trade

Importance – Volume – Direction – Composition – Trends – Theories of Trade - Mercantilism – Absolute Advantage – Comparative Advantage – International Product Life Cycle – Political, Economic and Cultural Motives behind Government Intervention.

Unit – 4

GATT and WTO

Importance – objectives – Functions - GATT and W.T.O – India and WTO.

Block – II Economic Integration and International Business Issues

Unit – 5 Regional Economic Integration

Meaning – Effects – Integration in Europe: European Union – Integration in Americas : North American Free Trade Agreement (NAFTA) – Latin American Integration Association (LAIA) – Free Trade Area of Americans (FTAA) and Transatlantic Economic Partnership.

Unit – 6 Integration in Asia

Association of Southern East Asian Nations (ASEAN) - Asia Pacific Economic Cooperation (APEC) – Integration in middle East : Gulf Cooperation Council (GCC) – BRICS – SAARC.

Unit – 7 International Financial Markets

International capital markets – Foreign Exchange markets – Currency Convertibility – International Monetary System.

Unit – 8 Issues in International Business

Trade War – Balance of Payment – Terrorism – Oil Crisis – Smuggling – Dumping – Environmental Degradation – Exhibit of Nuclear power – Covid 19 and other pandemics.

References:

01. Apte A.N. (2011) International Financial Management, Tata McGraw Hill Pub., Co. Ltd., New Delhi.
02. Bhambari C.P, (1980) The World Bank and India, Vikas Publishing House, New Delhi.
03. International Development Association, Annual Reports.
04. International Finance Corporation, Annual Reports.
05. International Monetary Fund, Annual Reports.
06. World Bank, (1995) The Evolving Role of the World Bank in the First Half Century, Washington D.C.
07. World Bank, World Bank in India, Washington, D.C. USA
08. World Bank, World Development Reports, and Annual Reports.
Palle Krishna Rao, (2005) WTO, Text and Cases, PSG Excel Series, New Delhi.

DEPARTMENT - POLITICAL SCIENCE

(OEL-I) Indian Constitution

Block-I

- Unit:1 Framing of the Indian Constitution.
Unit:2 Preamble and Salient Features of the Indian Constitution.
Unit:3 Fundamental Rights and Duties.
Unit:4 Directive Principles of the State Policy.

Block-II

- Unit:5 Union Legislature : Composition, Powers and Functions.

Unit:6	Union Executive : President and Vice-President - Election, Powers and Functions, Prime ministers and Council of Minister - Powers and Functions.
Unit:7	State Legislature : Composition, Powers and Functions, State Executive - Governor and Chief Minister.
Unit:8	The Judiciary : Supreme Court and High Court - Composition, Jurisdiction and Functions.

References:

1. Andre Beteille, 1965. Caste, class, and Power. Berkley: University of California Press.
2. Appadorai, A 1968. India: Studies In Social And Political Development 1947-1967. New Delhi: Aisa Publishing House.
3. Desai, A R. 2016. Social Background of Indian Nationalism. Los Angeles: Papular Prakashan.
4. Granville Austin, 2000. The Indian Constitution: Cornerstone of a Nation. Melbourne: Oxford University Press.
5. Hanson and Douglas, 1972. India`s Democracy. New York city: W W Norton & Co Inc.
6. Johari J C 1974. Indian Government and Politics. New Delhi: Vishal Publications.
7. Karunakaran, K.P 1964. Continuity and Change in Indian Politics. New Delhi: People`s Pub. House.
8. Kochanek. A. 1968. The Congress Party of India: the Dynamics of a One-Party Democracy. New Jersey: Princeton University Press.
9. Morris Jones, 1967. The Government and Politics of India. London: Hutchinson University Library.
10. Myron Weiner, 1957. Party Politics in India. New Jersey: Princeton University Press.
11. Myron Weiner, 1967. Party Building in New Nation. Chicago: University of Chicago Press.
12. Palmer, N D 1971. The Indian Political System. Boston: Houghton Mifflin.
13. Partha Chatterjee, 1998. State and Politics in India. University of Michigan: Oxford University Press.
14. Pylee, M V 1960. Constitutional government in India. Bombay: Asia Pub. House.
15. Rajni Kothari, 1970. Politics in india. The University Of Michigan: Little Brown
16. Rajni Kothari, 1995. Caste in Indian Politics. Telangana: Orient Blackswan.
17. Venkatarangaiya: M Shiviah, 1975. Indian Federalism. New Delhi: Arnold-heinemann Publishers.
18. Zoya Hasan, 2000. The State in Indian Politics. Landon: Sage publication.

DEPARTMENT - SOCIOLOGY

Study of Indian Society -02 Credits

Course Description

Every science has its own classical theories, which stand as eternal in their explanatory power and prowess to transcend the time and region. This course intends to introduce the learners to the classical period of sociology which is not just a bundle of theories but a consistent tradition and formative period, even contemporary theories cannot eschew from being inspired. After studying this course, following learning outcomes can be expected.

Course Objectives

1. To appreciate the organizational framework of Indian society

2. To appreciate the aspects unity and diversity of Indian society
3. Examine the social issues in contemporary India

Learning Outcomes

Following outcomes are expected from the learners after successfully completing the course.

Learner can/has

LOC-1: sociological insights about the social structural and organizational aspects of Indian society

LOC-2: present the changes in institutional framework of Indian society

LOC-3: recognize the causes for major social issues and present realistic remedies

Course Content

Block-1 Social Organizations

Unit-1 Unity and Diversity-Problem of Integration

Unit-2 Caste-Characteristics and Recent Changes

Unit-3 Marginalization-SC, ST, OBC and Minorities

Unit-4 Changes in Family and Concerns of the Aged

Block-2 Social Issues in Contemporary India

Unit-5 Environmental Sanitation and Ecological Degradation

Unit-6 Educated Unemployment and Employability

Unit-7 Social Unrest-Terrorism, Naxalism, Communalism and Corruption

Unit-8 Child Rights and Right to Education (RTE)

References

- Ahuja, Ram. 2002. Study of Social Problems. Jaipur & New Delhi: Rawat Publications
- Atal, Yogesh. 1979. The Changing Frontiers of Caste. National Publishing House: Delhi
- Beteille, Andre. 1971. Caste, Class and power. Berkeley: University of California.
- Beteille, Andre. 1974. Social Inequality, New Delhi: Oxford University Press.
- Beteille, Andre. 1992. Backward Classes in Contemporary India. New Delhi: Oxford University Press.
- Berreman, G.D. 1979. Caste and Other Inequalities: Essays in Inequality. Meerut: Folklore Institute.
- Dube, Leela. 1997. Women and Kinship, Comparative Perspectives on Gender Southern South Asia.
- Das, Veena. 2006. Oxford Handbook of Indian Sociology. New Delhi: Sage
- Dube, S C. 1990. Study of Indian Society. New Delhi: National Book Trust
- Jha, Hetukar. 2015. Sanitation in India. Delhi: Gyan Books.
- Karve, Iravathi. 1990. Kinship Organization in India.
- Pais, Richard. 2015. Sociology of Sanitation. Delhi: Kalpaz Publications.
- Pathak, Bindeshwar. 2015. Sociology of Sanitation. Delhi: Kalpaz Publications.
- Singer, Milton & Cohen, Bernards. 1996. Structure and change in Indian Society. Jaipur: Rawat
- Singh, Yogendra, Modernization of Indian Tradition. Jaipur & New Delhi: Rawat
- Srinivas, M N. 1995. Social Change in Modern India: Orient Blackswan
- Srinivas, M. N. 1962. Caste in Modern India and Other Essays. Asia Publishing House: Delhi

DEPARTMENT – ANCIENT HISTORY AND ARCHEOLOGY

AHA
OE 2.1

Cultural History of Hoysalas (OE)

Block - 1

Early Kings

- Unit - 1 Archeological and Literary Sources
Unit - 2 Theories of Origin of Hoysalas – Sala – Nripakama – Ereyanga

Block - 2

Important Rulers

- Unit - 3 Vishnuvardhana - VeeraNarasimha – I
Unit - 4 Ballala – II - Narasimha – II - Narasimha III and Ballala – III

Block - 3

Cultural Contributions

- Unit - 5 Hoysala polity - Economy
Unit –6 Hoysala Society – Religion – Education - literature

Block - 4

Art and Architecture

- Unit - 7 Hoysala Architecture
Unit – 8 Hoysala Art

References:

1. Epigraphia Carnatica: Relevant Volumes
2. Derrett Duncan, M.J: The Hoysalas, 1957
3. Dhakey M.A: Encyclopedia of Indian Temple Architecture
4. Desai P.B: History of Karnataka
5. Foekema Gerard: A Complete Guide to Hoysala Temples
6. Gopinatha Rao T.A: Elements of Hindu Iconography, Vols
7. Kelleson Collyer: The Hoysala Artists – Their Identity Style
8. Krishna Murthy M.S: The Hoysala Art, Kuppam, 2007
9. Padmnabha K: Hoysala Sculptures : A cultural Study
10. Sheik Ali B (Ed): The Hoysala Dynasty , 1972
11. William Cohelo: The Hoysala Vamsha, 1950
12. Annual Reports of the Department of Archaeology, Mysore 1939 – 46
13. Settar S: Hoysala Temples
14. Marg: In Praise of Hoysala Art
15. Narasimhachar R; Lakshmidēvi Temple at Doddagaddhāvalli
16. Shastri KAN: The Cholas, 17. Shastri KAN: History of South India

DEPARTMENT - EDUCATION

IDC - 2 HIGHER EDUCATION

BLOCK - 1 HIGHER EDUCATION – ORGANIZATION AND TEACHING – LEARNING

Unit-1 Higher Education

Unit-2 Teaching Learning in Higher Education – I

Unit-3 Teaching-Learning in Higher Education – II

Unit-4 Problems and Innovations in Higher Education

BLOCK - 2 HIGHER EDUCATION – SOCIO-PSYCHOLOGICAL AND MANAGEMENT DIMENSIONS

Unit-5 Socio-Psychological Background of College Students

Unit-6 Problems of College Students

Unit-7 Higher Education – Management Dimensions

Unit-8 Higher Education Teacher

References:

1. Shills Edward (1989) 'The modern university Liberal Democracy'.
2. Abraham, Abu (1988) The Penguin, Book of Indian cartoons, New Delhi.
3. Chandra, Bipan (1984) Communalism Modern India, New Delhi.
4. Chauhan S.S (1989) Innovations in Teaching Learning Process, New Delhi, Vikas.
5. Srivastva A.B and Sharma K.K (1985) Elementary Statistics in Psychology and Education, New Delhi, Sterling Publishers Pvt. Ltd.,

DEPARTMENT - COMMERCE

Elective Course – EL2.1: Entrepreneurship Development

- **Objective:** To enable the Students to understand about the different aspects of Entrepreneurship Development.
- **Pedagogy:** A Combination of Lectures, Group Discussion, Assignments.
- **Credits:** 2 ; Examination Duration: 1½ and Maximum Marks: 50 (Internal Assessment Marks = 10 and Semester-end Examination =40)

Course Inputs

Block I

- **Unit -1: Entrepreneur and Entrepreneurship:** Introduction - Evolution – Characteristics – Distinction between Entrepreneur and Manager – Functions – Types – Entrepreneur - Concept of Entrepreneurship – Growth of Entrepreneurship in India – Role of Entrepreneurship in Economic Development
- **Unit – 2: Women Entrepreneurship:** Introduction - Concept – Statistical Evidence – New Age Women – Functions – Growth - Problems – Recent trends in Development of Women Entrepreneurship.
- **Unit -3: Rural Entrepreneurship:** Introduction - Meaning – Need – Rural Industrialisation in Retrospect – Problems – Development of Rural Entrepreneurship – NGOs and Rural Entrepreneurship.

- **Unit -4: Conceptual Models of Entrepreneurship:** Introduction - Models of John Kao – Uday Pareek and Nadakarni– NISIET.

Block II

- **Unit – 5: Factors Affecting Entrepreneurial Growth And Competencies:** Introduction - Economic Factors – Non-Economic Factor – Government Actions - Entrepreneurial Competencies: Meaning – Major Entrepreneurial Competencies – Developing Competencies.
- **Unit -6: Entrepreneurial Motivation and Mobility:** Introduction - Motivation – Motivation Theories – Motivating Factors – Achievement Motivation – Factors Influencing Mobility – Occupational Mobility – Locational Mobility.
- **Unit – 7: Entrepreneurship Development Programmes:** Introduction - Need for EDPs - Objectives of EDPs – Course Contents and Curriculum of EDPs – Phases of EDPs – Evaluation of EDPs.
- **Unit -8: Institutional Support System for Entrepreneurship:** Introduction - DICs – SISIs – SIDCOs – NISIET – EDIT – NIESBU – TCOs- A Broad Overview of Central and State Level Financing Institutions.

Books Recommended for Reference

- a. Vasanth Desai, The Dynamics of Entrepreneurial Development and Management, Himalaya Publishing House.
- b. A. N Desai, Entrepreneurship Management, Ashish Publishing House.
- c. Chandra Prasanna, Project Preparation, Appraisal and Implementation, Tata McGraw Hill.
- d. Khanka, S.S, Entrepreneurial Development, S. Chand Publications.
- e. Prasanna Chandra, Projects: Planning, Analysis, Selection, Implementation and Review, Tata McGraw Hill.

DEPARTMENT - MANAGEMENT

E-COMMERCE

Credits: 2

Module 1: E-commerce and its Technological Aspects:

Overview of developments in Information Technology and Defining E-Commerce: The scope of E commerce, Electronic Market, Electronic Data Interchange, Internet Commerce, Benefits and limitations of E-Commerce, Produce a generic framework for E-Commerce, Architectural framework of Electronic Commerce, Web based E Commerce Architecture.

Module 2: Electronic Data Interchange: Benefits of EDI, EDI technology, EDI standards, EDI communications, EDI Implementation, EDI Agreements, EDI Security. Electronic Payment Systems, Need of Electronic Payment System: Study and examine the use of Electronic Payment system and the protocols used, Study Electronic Fund Transfer and secure electronic transaction protocol for credit card payment. Digital economy: Identify the methods of payments on the net – Electronic Cash, cheques and credit cards on the Internet.

References:

1. Elias. M. Awad, " Electronic Commerce", Prentice-Hall of India Pvt Ltd.

2. Ravi Kalakota, Andrew B. Whinston, "Electronic Commerce-A Manager's guide", Addison-Wesley.
3. Efraim Turban, Jae Lee, David King, H. Michael Chung, "Electronic Commerce—A Managerial Perspective", Addison-Wesley.
4. Elias M Award, "Electronic Commerce from Vision to Fulfilment", 3rd Edition, PHI, Judy Strauss, Adel El-Ansary, Raymond Frost, "E-Marketing", 3rd Edition, Pearson Education

DEPARTMENT - BIO CHEMISTRY

Basics of Bioorganic chemistry for Biology graduates.

Introduction to Organic chemistry: Classification of organic compounds, unique characteristics, IUPAC nomenclature of organic compounds (including bifunctional).

Reaction mechanisms: Classification of organic reactions: substitution, addition, elimination and rearrangement with one example for each. Concepts of the following – carbon anions, carbon cations, free radicals, carbenes, nucleophiles and electrophiles.

Cycloalkanes: Reactivities and relative stability, Bayer's strain theory. Sachse-Mohr theory. Boat and chair form of cycloalkanes. Axial and equatorial bonds.

Arenes: Structure of Benzene—resonance and molecular orbital theories. Aromaticity. Mechanism of Nitration and Friedel-Craft's reaction. Electronic interpretation of the orienting influence of substituents in the electrophilic substitution of Toluene, Chlorobenzene, Nitrobenzene and Phenol. Polynuclear hydrocarbons—Resonance structures of Naphthalene, Anthracene and phenanthrene.

S_N1 and S_N2 reactions, mechanism with an example for each. Concept of elimination reactions. Example –n-butyl chloride.

Alcohols: Classification, monohydric, alcohols-distinguishing reactions for primary, secondary and tertiary alcohols.

Trihydric alcohols: Glycerol, Properties, ($KHSO_4$, HNO_3 , Oxalic acid and HI)

Phenols: Acidity of phenols, Effect of substitution on acidity

Stereochemistry: Stereoisomerism, types, Fischer-projection formulae, asymmetric carbon atom, molecular dissymmetry, chirality, optical isomerism: ex. Glyceraldehyde, Lactic acid, Tartaric acid. Nomenclature of enantiomers. D- and L- system, Racemisation and resolution.

Heterogeneous and Homogeneous hydrogenation of oils.

Selected References:

1. Basic Principles of Organic Chemistry, Roberts and Caserio, W. A. Benjamin, Inc. (1964).
2. Organic Chemistry, Morrison and Boyd, Allyn and Bacon Inc (1992).
3. Principles of Inorganic chemistry by Cotton & Wilkinson, Wiley (1999).
4. Textbook of Organic chemistry by Ahluwalia V K & Madhuri G Narosa publications (2001).
5. Physical chemistry by Castellan G W, Narosa Publications (2004).
6. Physical chemistry by Chakraborty D K, Narosa Publications (2004).

DEPARTMENT - BIOTECHNOLOGY

MBT EL-2 FUNDAMENTAL OF BIOTECHNOLOGY

Scope and Introduction to Biotechnology History & Introduction to Biotechnology What is Biotechnology? Definition of Biotechnology, Traditional and Modern Biotechnology, Branches of Biotechnology

Plant, Animal Biotechnology, Marine Biotechnology, Agriculture, Healthcare, Industrial Biotechnology, Pharmaceutical Biotechnology, Environmental Biotechnology.

Applications Biotechnology Applications of Biotechnology in Agriculture : GM Food, GM Papaya, GM Tomato, Fungal and Insect Resistant Plants BT Crops, BT Cotton and BT Brinjal Pros and Cons Biotechnological applications in Crop and Livestock Improvements Modifications in Plant Quality Golden Rice, Molecular Pharming, Plant Based Vaccines Ethics in Biotechnology and IPR 15 lectures

Food and Fermentation Biotechnology Food Biotechnology Biotechnological applications in enhancement of Food Quality Unit Operation in Food Processing Quality Factors in Pre processed Food Deterioration and its Control Rheology of Food Products Microbial role in food products Yeast, Bacterial and other Microorganisms based process and products Fermentation Technology Definition, Applications of Fermentation Technology Microbial Fermentations Overview of Industrial Production of Chemicals (Acetic Acid, Citric Acid and Ethanol), Antibiotics, Enzymes and Beverages

Molecular Biology - Replication DNA Replication in Prokaryotes and Eukaryotes Semi-conservative DNA replication, DNA Polymerases and its role, E.coli Chromosome Replication, Bidirectional Replication of Circular DNA molecules. Rolling Circle Replication, DNA Replication in Eukaryotes DNA Recombination – Holliday Model for Recombination Transformation

Mutation and DNA Repair Definition and Types of Mutations. Mutagenesis and Mutagens. (Examples of Physical, Chemical and Biological Mutagens) Types of Point Mutations, DNA REPAIR Photo reversal, Base Excision Repair, Nucleotide Excision Repair, Mismatch Repair, SOS Repair and Recombination Repair.

Genetic Engineering Experimental evidences for DNA and RNA as Genetic Material. Genetic Engineering in Ecoli and other Prokaryotes, Yeast, Fungi and Mammalian Cells Cloning Vectors- Plasmids (pBR 322, pUC) Vectors for Plant and Animal Cells, Shuttle Vectors, YAC Vectors, Expression Vectors Enzymes- DNA Polymerases, Restriction Endonucleases, Ligases, Reverse Transcriptase's, Nucleases, Terminal Transferees, Phosphatases Isolation and Purification of DNA (Genomic, Plasmid) and RNA,, Identification of Recombinant Clones

DEPARTMENT - CHEMISTRY

Block-1	Title: Physical parameters of molecules
Unit-1	Thermodynamics: First and second laws of thermodynamics. Concept of entropy and free energy, entropy as a measure of unavailable energy. Entropy and free energy changes and spontaneity of process.
Unit-2	Chemical kinetics: Rate and order of reaction. Factor affecting the rate of reaction. And determination Order of reaction. Energy of activation and its determination. Brief account of collision and activated complex theories.
Unit-3	Ionic equilibria: pH scale, buffer solutions, calculation of pH of buffer solutions, buffer capacity and buffer index, buffer mixtures.
Unit-4	Electrochemistry: Electrolytic conductance, specific, equivalent and molar conductance, ionic mobility and transference number, factors affecting the electrolytic conductance, Arrhenius theory of strong and weak electrolytes, assumptions of DebyeHuckel theory of strong electrolytes.

Block-2	Title: Organic molecules
Unit-5	Introduction to organic chemistry, atomic orbitals, sigma and pi bond formation-molecular orbital (MO) method, sp, sp ² and sp ³ hybridization, bond length, bond dissociation energies and bond angles
Unit-6	Electronegativity and polarity of the bonds. Classifications and reactions of organic compounds (with examples).
Unit-7	Biological importance of natural products: Amino acids, proteins, carbohydrates (cellulose, starch, glycogen), lipids (fats and oils, phospholipids), nucleic acids, steroids, alkaloids, vitamins, flavonoids.
Unit-8	Applications of synthetic products: Dyes, drugs, polymers (plastics), soaps and detergents, pesticides and pheromones.

DEPARTMENT – CLINICAL NUTRITION AND DIETETICS

OEL - 2: NUTRACEUTICALS AND HEALTH FOODS 2 Credits

BLOCK 1. NUTRACEUTICALS:

Unit - 1: Introduction to Nutraceutical

Unit - 2: Use of Nutraceuticals in Traditional Health Sciences

Unit – 3: Functional Foods

Unit – 4: Development of Nutraceutical and Functional Foods

BLOCK 2: FUNCTIONAL FOODS AND NUTRACEUTICALS OF PLANT, ANIMAL AND MIRCIBIAL ORIGIN

Unit - 5: Prebiotics and Probiotics

Unit - 6: Bio Active Peptides and Phyto- Chemicals

Unit - 7: Fats and Oils- Omega 3 Fatty Acids:

Unit - 8: Sugar Substitutes / Sweeteners

REFERENCES:

- Tai Hu Guan, (2018), text book of Nutraceuticals and Health, Scitus Academics Publisher, Wilmington DE 19804, United States of America.
- Wildman REC, (2016), Handbook of Nutraceuticals and Functional Foods, 2nd edition, CRC Press publishers, Boca Raton, Florida (USA).
- Athapol Noomhorm, Imran Ahmad, Anil Kumar Anal (2014), Functional Foods and Dietary Supplements Processing, Effects and Health Benefits, first edition, published by John Wiley & Sons, Ltd. UK 111 River Street, Hoboken, NJ 07030-5774, USA
- Wildman REC, (2001) Handbook of Nutraceutical and Functional Foods, CRC Press, USA.
Ghosh D et al, (2012) Innovations in Healthy and Functional Foods, CRC Press, USA.
Pathak YV (2011) Handbook of nutraceuticals Volume 2, CRC Press, USA.

DEPARTMENT - COMPUTER SCIENCE

ELMCS- 02: E -Commerce

BLOCK-1

UNIT-1: Overview of developments in Information Technology and Defining E-Commerce: The scope of E commerce, Electronic Market, Electronic Data Interchange, Internet Commerce, Benefits and limitations of E-Commerce, Produce a generic framework for E-Commerce,

UNIT-2: Architectural framework of Electronic Commerce, Web based E Commerce Architecture. Consumer Oriented E Commerce E-Retailing: Traditional retailing and e retailing, Benefits of e retailing,

UNIT-3: Key success factors, Models of e retailing, Features of e retailing. E services: Categories of e-services, Web-enabled services, matchmaking services,

UNIT-4: Information-selling on the web, e entertainment, Auctions and other specialized services. Business to Business Electronic Commerce

BLOCK-2

UNIT-5: Electronic Data Interchange: Benefits of EDI, EDI technology, EDI standards, EDI communications, EDI Implementation, EDI Agreements, EDI Security. Electronic Payment Systems, Need of Electronic Payment System:

UNIT-6: Study and examine the use of Electronic Payment system and the protocols used, Study Electronic Fund Transfer and secure electronic transaction protocol for credit card payment. Digital economy: Identify the methods of payments on the net – Electronic Cash, cheques and credit cards on the Internet.

UNIT-7: Security in E Commerce Threats in Computer Systems: Virus, Cyber Crime Network Security: Encryption, Protecting Web server with a Firewall, Firewall and the Security Policy, Network Firewalls and Application Firewalls, Proxy Server. Issues in E Commerce Understanding Ethical,

UNIT-8: Social and Political **issues in E-Commerce:** A model for Organizing the issues, Basic Ethical Concepts, Analyzing Ethical Dilemmas, Candidate Ethical Principles Privacy and Information Rights: Information collected at E-Commerce Websites, The Concept of Privacy, Legal protections Intellectual Property Rights: Types of Intellectual Property protection, Governance.

References:

1. Elias. M. Awad, " Electronic Commerce", Prentice-Hall of India Pvt Ltd.
2. RaviKalakota, Andrew B. Whinston, "Electronic Commerce-A Manager's guide", Addison-Wesley.
3. Efraim Turban, Jae Lee, David King, H.Michael Chung, "Electronic Commerce–A ManagerialPerspective", Addison-Wesley.
4. Elias M Award, "Electronic Commerce from Vision to Fulfilment", 3rd Edition, PHI, Judy Strauss, Adel
5. El-Ansary, Raymond Frost, "E-Marketing", 3RDEdition, Pearson Education.

DEPARTMENT - GEOGRAPHY

ELMG –02 Regional Geography of Karnataka (Credits – 2)

Block-1

Physical setting - Location, Administrative divisions, Geology, Physiographic divisions of the Karnataka; Climate and Rivers; Soils and Vegetation; Irrigation in Karnataka, Major Multipurpose River Valley Projects, Major water problems and Issues - Yetthinahole, Linganamakki, Mekedatu, Krishna-Cauvery valley-linking Rivers.

Block-2

Agriculture - Major of Crops: Rice, Jowar, Ragi, Wheat, Oil seeds, Sugarcane, Cotton, Tobacco and Coffee; Minerals Resources - Iron ore, Manganese, Bauxite, Copper, Gold; Major Power Projects - Hydel, Thermal and Atomic Energy power plants; Industries - Cotton Textile, Silk Textile, Sugar, Iron and Steel, Cement and Paper industries, Industrial Regions of Karnataka; Transportation - Roads, Railway, Water way, Ports/Harbors and Airways; Population - growth, distribution and density

References:

1. Directorate of Information and Tourism, Government of KarnatakaKarnataka State Gazetteer
2. Mallappa, P., (2014) Geography of Karnataka, Chethana book publishers, Mysuru
3. N.B.K Reddy & G.S. Murthy, (1967) Regional Geography of Mysore State
4. R.P. Misra, (1973) Geography of Mysore
5. Ranganath, (2018) Geography of Karnataka, Mysore Book House, Mysuru

DEPARTMENT - MATHEMATICS

Combinatorics and Graph Theory (ELMM –02) 2 Credits

Block-I: Permutations and Combinations, Pigeon-hole principle, Principle of inclusion and exclusion.

Block-II: Graphs, Vertices of graphs, Walks and connectedness, Degrees, Operations on graphs, Blocks – Cutpoints, bridges, Block graphs and Cutpoint graphs. Trees - Elementary properties of trees,

Books for Reference:

1. C. L. Liu – Elements of Discrete Mathematics, McGraw-Hill, 1986.
2. Kenneth H. Rosen – Discrete Mathematics and its Applications, McGraw-Hill, 2002.
3. F. Harary – Graph Theory, Addition Wesley Reading Mass, 1969.
4. N. Deo – Graph Theory With Applications to Engineering and Computer Science, Prentice Hall of India, 1987.
5. K. R. Parthasarathy – Basic Graph Theory, Tata McGraw-Hill, New Delhi, 1994.
6. G. Chartand and L. Lesniak – Graphs and Diagraphs, wadsworth and Brooks, 2nd Ed.,
7. Clark and D. A. Holton – A First Look at Graph Theory, Allied publishers.
8. D. B. West – Introduction to Graph Theory, Pearson Education Inc.,2001, 2nd Ed.,
9. J. A. Bondy and U. S. R. Murthy – Graph Theory with applications, Elsevier, 1976.

DEPARTMENT - MICROBIOLOGY

Microbes in Sustainable Agriculture and Development

- i. Soil Microbiology: Soil as Microbial Habitat, Soil profile and properties,
- ii. Soil formation, Diversity and distribution of microorganisms in soil.
- iii. Microbial Activity in Soil and Green House Gases- Carbon dioxide, methane, nitrous oxide, nitric oxide – production and control
- i. Mineralization of Organic & Inorganic Matter in Soil: Mineralization of cellulose, hemicelluloses, lignocelluloses, lignin and humus, phosphate, nitrate, silica, potassium .
- ii. Microbial Control of Soil Borne Plant Pathogens: Biocontrol mechanisms and ways, Microorganisms used as biocontrol agents against Microbial plant pathogens, Insects, Weeds.
- iii. Biofertilization, Phytostimulation,

- iv. Bioinsecticides: Plant growth promoting bacteria, biofertilizers – symbiotic (Bradyrhizobium, Rhizobium, Frankia),
- v. Non Symbiotic (Azospirillum, Azotobacter, Mycorrhizae, MHBs, Phosphatesolubilizers, algae),
- vi. Novel combination of microbes as biofertilizers, PGPRs
- i. Secondary Agriculture Biotechnology: Biotech feed, Silage, Biomanure, biogas, biofuels – advantages and processing parameters.
- ii. GM crops: Advantages, social and environmental aspects, Bt crops, golden rice, transgenic animals.

References:

1. Eldor A. Paul. Soil Microbiology. Ecology and Biochemistry. VI Edition: Academic Press, (2007).
2. Eugene L. Madsen. Environmental Microbiology: From Genomes to Biogeochemistry. I Edition, Wiley-Blackwell Publishing. (2008).
3. Agrios, G.N. Plant pathology. Harcourt Asia Pvt. Ltd. (2000).
4. Buchanan. B.B., Gruissem, W. and Jones, R.L Biochemistry and Molecular Biology of Plants. I.K. International Pvt. Ltd. (2000).
5. Mehrotra R S and Ashok Agrawal. Plant Pathology. Tata Mc Graw Hill ,6th reprint (2006).
6. K. S. Bilgrami, H. C. Dube. A textbook of modern pathology. 6th Edition, Vani Educational Books, a division of Vikas, (1984).
7. K.R. Aneja .Experiments in Microbiology, Plant Pathology and Biotechnology . New Age

Publications.2017

DEPARTMENT - PHYSICS

MP-EL2: Waves and Optics

BLOCK-A:

Unit-1: Superposition of Two Collinear Harmonic oscillations: linearity & superposition principle. (i) Oscillations having equal frequencies and (ii) oscillations having different frequencies (Beats).

Unit-2: Waves Motion- General: Transverse waves on a string, travelling and standing waves on a string, normal modes of a string, group velocity, phase velocity, plane waves, Spherical waves, wave intensity.

Unit-3: Fluids: Surface tension: synclastic and anticlastic surface - excess of pressure - application to spherical and cylindrical drops and bubbles. viscosity - rate flow of liquid in a capillary tube - Poiseuille's formula - determination of coefficient of viscosity of a liquid.

Unit-4: Sound: Simple harmonic motion - forced vibrations and resonance intensity and loudness of sound, intensity levels, musical notes, musical scale, acoustics of buildings: reverberation and time of reverberation, absorption coefficient, Sabine's formula - measurement of reverberation time.

BLOCK-B:

Unit-5: Wave Optics: electromagnetic nature of light, definition and properties of wave front, Huygen's Principle.

Unit-6: Interference: Interference: division of amplitude and division of wavefront. Young's double slit experiment, interference in thin films: parallel and wedge-shaped films, Newton's Rings: measurement of wavelength and refractive index.

Unit-7: Diffraction: Fraunhofer diffraction- single slit and double Slit, multiple slits and diffraction grating, Fresnel diffraction: half-period zones, zone plate, Fresnel diffraction pattern of a straight edge, a slit and a wire using half-period zone analysis.

Unit-8: Polarization: Transverse nature of light waves, plane polarized light – production and analysis, circular and elliptical polarization.

DEPARTMENT -PSYCHOLOGY

EL-2 Psychology in Everyday Life 2 Credits

Block 1: Applications of Psychology-I

Unit 1: Psychology as a Profession

Unit 2: Memory Improving Techniques

Unit 3: Stress and Emotional Management

Unit 4: Personality Development

Block 2: Applications of Psychology-II

Unit 5: Psychology in Educational Settings

Unit 6: Psychology in Health Setting

Unit 7: Psychology in Organizational Setting

Unit 8: Adjustment to Family and Work Place

References:

1. Charles G.Morris. Albert A. Maisto Psychology an Introduction , Prentice Hall. New Jersey.
2. Feldman, A. R., Understanding Psychology IV th Ed, 1996, McGraw Hill, New Delhi.
3. Morgan, King, Weisz & Schopler, Introduction to Psychology-V11 Ed, 1993, Tata McGraw Hill, New Delhi.
4. Ernest R Hilgard, Richard C Atkinson ,Rita L Atkinson Introduction to Psychology Oxford Publication, New Delhi.

DEPARTMENT -INFORMATION TECHNOLOGY

ELMIT –02 E-Commerce (2 Credits)

Block 1: Fundamentals of E-commerce

Unit 1 : Introduction to E-commerce

What Is E-commerce? The Difference Between E-commerce and E-business, Technological Building Blocks Underlying E-commerce: the Internet, Web, and Mobile Platform, Major Trends in E-commerce, Unique Features of E-commerce Technology

Unit 2 : Types of E-commerce:

Business-to-Consumer (B2C) E-commerce, Business-to-Business (B2B) E-commerce. Consumer-to-Consumer (C2C) E-commerce, Mobile E-commerce (M-commerce), Social E-commerce, Local

E-commerce E-commerce: A Brief History, Understanding E-commerce: Organizing Themes, Academic Disciplines Concerned with E-commerce

Unit 3 : E-Commerce Infrastructure

The Internet, Technology Background , Internet – Key Technology concepts, TCP/IP, IP addresses, Domain names, DNS and URLs, Client Server Computing, Cloud computing model, Mobile platform

Unit 4 : Internet and Web

Hypertext, HTML, XML, Web servers and clients, Web browsers, Communication tools – E mail, messaging apps, online message boards, Internet Telephony

Block 2: Construction of E-commerce presence

Unit 5: E-commerce presence – Building an e-commerce idea, Systematic approach, Choosing software and hardware, E-commerce site tools

Unit 6: E-commerce security E-commerce System environment, Security threats, Technology solutions

Unit 7: E-commerce payment systems : Management policies, E-commerce payment systems, Electronic billing presentment and payment

Unit 8: E-commerce Business Strategies : E-commerce business models, Major B2C Business models, B2B Business models,

References:

1. Laudon, Kenneth C., and Carol Guercio Traver. *E-Commerce 2020-2021*. Pearson, 2020.
2. Laudon, Kenneth C., and Carol Guercio Traver. *E-commerce Essentials*. Pearson, 2014

DEPARTMENT - BOTANY

Plant Diversity and Human Welfare

Plant Diversity and its Scope Levels of biodiversity: Genetic, Species and Ecosystem; Agrobiodiversity and cultivated plant taxa and related wild taxa.

Values and uses of Biodiversity, Methodologies for valuation, Ethical and aesthetic values, Uses of plants; Ecosystem services.

Loss of Biodiversity Loss of biodiversity- causes and implications, Hot spots of biodiversity, extinction of species, projected scenario for biodiversity loss.

Management of Plant Biodiversity Organizations associated with biodiversity management, IUCN, UNEP, WWF, UNESCO, NBPGR; Methodology for execution;

Biodiversity legislation; Information management and communication.

Conservation of Biodiversity, Role of Plants in Relation to Human Welfare Conservation of genetic, species and ecosystem diversity,

In situ and ex situ conservation strategies, India's biodiversity and its conservation Social approaches to conservation,

Biodiversity awareness programmes, Sustainable development.

Importance of forestry their utilization and commercial aspects; Avenue trees; Ornamental plants of India; Alcoholic beverages; Fruits and nuts; Wood and its uses; their commercial importance.

References

1. Krishnamurthy, K.V. (2004). An Advanced Text Book of Biodiversity - Principles and Practices. Oxford and IBH Publications Co. Pvt. Ltd. New Delhi
2. Singh, J.S., Singh, S.P. and Gupta, S. (2006). Ecology Environment and Resource Conservation. Anamaya Publications, New Delhi, India.
3. Reddy, K.V. and Veeraiah, S. (2010). Biodiversity and Plant Resources. Aavishkar publication, New Delhi.
4. Heywood, V. H. and Watson, R. T. (1995). Global biodiversity and Assessment. Cambridge University Press.

DEPARTMENT –FOOD AND NUTRITION SCIENCE

OEL-2: NUTRITIONAL MANAGEMENT IN DISASTER CONDITIONS

BLOCK- I: NATURAL / MANMADE DISASTERS

Unit-1: Emergency Situations-Famine, Drought, Flood, Earthquake, Cyclone, War, Civil and Political Emergencies.

Unit-2: Nutrition in Emergencies, Nutritional Problems and Communicable Diseases.

Unit-3: Feeding Programs during Emergencies.

Unit-4: Assessment and monitoring of Nutritional Status and relief measures during emergencies.

BLOCK- I: NUTRITIONAL RELIEF AND REHABILITATION

Unit-5: Assessment of Food needs in emergency situations, Food Distribution Strategy, Local food rehabilitation.

Unit-6: Special Foods/ Rations for Nutritional Relief, Organizations for Mass Feeding/ Food Distribution, and Supplementary Feeding.

Unit-7: Transportation, Storage, Feeding Centres, Sanitation, Hygiene and Identifying Reaching the Vulnerable Group.

Unit-8: Public Nutrition Approach to Tackle Nutritional and Health Problems in Emergencies, food security.

REFERENCES:

- Jaspars, S. & Young, H. (1996), General Food Distribution in Emergencies: from Nutritional Needs to Political Priorities. Good Practice Review 3. 1996. Relief and Rehabilitation Network, Overseas Development Institute. London.
- Young H., Jaspars S., Brown R., Frize J. & Khogali H (2001), Food Security and Assessments in Emergencies: A Livelihoods Approach. Humanitarian Practice Network, Overseas Development Institute. London.

Annexure III

6.0 QUESTION PAPER PATTERN

M.A FIRST SEMESTER EXAMINATIONS2022

COURSE 1: Introduction to Musicology

Time: 3 Hours

Max. Marks: 80

Section – A

Answer any **four** questions. Each Question Carries **5** Marks (4 X 5= 20)

1. Scope of History
2. History and Literature
3. Imagination in History
4. Hypothesis
5. Bibliography
6. Periodization in History

Section – B

Answer any **three** questions. Each Question Carries **10** Marks (3 X 10= 30)

7. Evaluate the History and its relation with other social science.
8. Critically Examine uses and abuse History.
9. Discuss the internal criticism in Historical research.
10. Describe the structure of synopsis.
11. Examine the trends in History.

Section – C

Answer any **two** questions. Each Question Carries **15** Marks

(2 X 15= 30)

12. Analyses the meaning and definition of History.
13. What is Research? Explain Requisites of Research scholar.
14. Describe Synthetic of operation in Historical method.
15. Examine the role of bias and prejudice in History

M.A THIRD SEMESTER EXAMINATIONS2023

Skill Enhancement Courses: Introduction to Musicology

Time: 1 1/2 Hours

Max. Marks: 40

Section – A

Answer any **FIVE** questions. Each Question Carries **8** Marks

(5 X 8= 40)

1. Explain meaning and definition of Muse logy.
2. Write a note on National museum
3. Explain Nature of museum
4. Write types of Museum.
5. Discuss Significance of Keladi Museum
6. Write a Essay on Museum Planning and Development
7. Analyse Documentation Process.
8. Write a note on SalarJung Museums.

FIRST SEMESTER EXAMINATIONS2022

Open Elective Courses: Ancient World Civilization

Time: 1 1/2 Hours

Max. Marks: 40

Section – A

Answer any **FIVE** questions. Each Question Carries **8** Marks

(5 X 8= 40)

1. Explain the importance Nile River.
2. Describe the Art and Architecture Egyptian Civilization.
3. Write a note on Hammurabi's code
4. Analyse the Contributions of Greek Philosophy
5. Examine the political conditions of Roman's Empire
6. Discuss on patricians and plebeians status in Roman Empire.
7. Evaluate causes for decline of Roman Empire
8. Write essay on Chinese philosophy.