

CURRICULUM FRAMEWORK FOR UNDER GRADUATION STATE EDUCATION

POLICY (SEP- 2024) BA IN HISTORY III & IV SEMESTER SYLLABUS

DEPARTMENT OF HISTORY

MANGALORE UNIVERSITY

SEP PROGRAMME STRUCTURE BA HISTORY III AND IV SEMESTERS

S.NO	COURSE CODE	TITLE OF THE COURSE	CATEGORY OF THE COURSE	TEACHING HRS PER WEEK	SEM EXAM	IA	TOTAL	CREDITS
SEMESTER III								
1	III SEMESTER CORE PAPER BASHTCS- 301	MEDIEVAL INDIA (1206 – 1605 AD)	THEORY	6	80	20	100	5
2	DICIPLINE ELECTIVE PAPER BASHTES – 301	HISTORY TULUNADU	THEORY	2	40	10	50	2
SEMESTER IV								
1	IV SEMESTER CORE PAPER BASHTCS- 401	EARLY MODERN INDIA (1605 – 1856 AD)	THEORY	6	80	20	100	5
2	DISCIPLINE ELECTIVE PAPER BASHTES – 401	SELECT DEBATES IN INDIAN HISTORY	THEORY	2	40	10	50	2
3	COMPULSORY/ SKILL/PRACTICAL PAPER BASHTSS – 401	TOURISM IN INDIA	PRACTICAL KNOWLEDGE/SKILL	2	40	10	50	2

In BA SEP Programme structure one each of the three compulsory courses (practical knowledge/ skill) will be related to one each of the three core courses. The practical knowledge / skill-based course will be prescribed to students as follows:

- The practical knowledge / skill-based course related to the first of the three major courses will be prescribed in the **FOURTH SEMESTER**.
- The practical knowledge / skill-based course related to the second of the three major courses will be prescribed in the **FIFTH SEMESTER**.
- The practical knowledge / skill-based course related to the third of the three major courses will be prescribed in the **SIXTH SEMESTER**.

Assessment: Weightage for Assessment for Core Papers
Outlines for continuous assessment activities for C1 and C2

FORMATIVE ASSESSMENT			
ACTIVITIES	C1	C2	TOTAL MARKS
SESSION TEST	5 marks	5marks	10
PRESENTATIONS/ACTIVITIES	5 marks	-	5
ASSIGNMENTS		5marks	5
TOTAL			20

Assessment: Weightage for Assessment for Elective Paper

Outlines for continuous assessment activities

FORMATIVE ASSESSMENT			
ACTIVITIES	C1	C2	TOTAL MARKS
SESSION TEST	5 marks	-	5
ASSIGNMENTS		5marks	5
TOTAL			10

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CURRICULUM FRAMEWORK FOR UNDER GRADUATION STATE EDUCATION

POLICY (SEP- 2024 - BA IN HISTORY III SEMESTER SYLLABUS

DEPARTMENT OF HISTORY

MANGALORE UNIVERSITY

BA III SEMESTER

Course Title: MEDIEVAL INDIA (1206-1605.AD) BASHTCS - 301

6 HRS PER WEEK

MARK-20+80=100

CREDITS - 5

COURSE DESCRIPTION

This course explores the history of Medieval India, spanning from the establishment of the Delhi Sultanate in 1206 to the dawn of the Mughal Empire in 1605.

LEARNING OBJECTIVES

1. Understand the major political, social, and cultural developments in Medieval India.
2. Analyse the impact of Islamic rule on Indian society and culture.
3. Examine the role of Sufism and Bhakti movements in shaping Medieval Indian thought and culture.
4. Evaluate the significance of the Delhi Sultanate and the Mughal Empire in Indian history.

COURSE OUTCOMES

1. Students will be equipped with the detailed knowledge on Indian feudalism, impact of Islam on Indian society and culture during medieval time.
2. Students will be able to analyse significant historical events, such as the Delhi Sultanate, the Mughal empire and the impact of foreign invasions.
3. It familiarises the students, the process that made the socio-cultural specificities possible and to make aware of the linkage effect of this period in subsequent centuries.

4. It explains the changes and continuities in agrarian relations, land revenue regimes, Bhakti and Sufi traditions.

SYLLABUS

UNIT - I	15Hrs
<u>CHAPTER – 1 - THE DELHI SULTANATE</u> – Qutb – ud – din -Aibak - Struggle for the Establishment of Strong Monarchy, an overview - Balban (1236 - 1286) and the Consolidation of the Sultanate – Sultanate Mongolian policy.	
<u>CHAPTER – 2 - EXPANSION OF THE SULTANATE UNDER KHILJI'S (1290 - 1320 AD)</u> – Ala - ud-din Khilji - A Brief overview of his Conquests - Internal reforms – Agrarian policy - Market Reforms.	
<u>CHAPTER – 3- TUGHLAQ POLITY (1320 – 1414 AD)</u> - Mohammad- Bin - Tughlaq and his Experiments - Firoz shah Tughlaq and Road to Disintegration - Causes of the Decline of Delhi Sultanate.	
UNIT – II	15Hrs
<u>CHAPTER – 4 - POLITICAL AND ADMINISTRATIVE STRUCTURES OF DELHI SULTANATE:</u> Sultan and Khalifate-Variou s levels of administration – Central – Provincial – Local administrative mechanisms – Development of Science & Technology in under Delhi Sultanate.	
<u>CHAPTER – 5 - ECONOMY AND SOCIETY UNDER DELHI SULTANATE:</u> Hindus – Muslims - Nobility – The Fort y - Agrarian system- Agrarian relations – Growth of Towns - Trade and trading classes - Process of Urbanisation under Delhi sultanate.	
<u>CHAPTER – 6- MEDIEVAL INDIAN LITERATURE, ART AND ARCHITECTURE UNDER DELHI SULTANATE:</u> Persian Literature – Sanskrit Literature – Provincial architecture.	
UNIT – III	15Hrs
<u>CHAPTER – 7- THE BHAKTI MOVEMENT (13th -16th CENTURIES):</u> Origins and Development of the Bhakti Movement – Factors responsible for the origin – Features of Bhakti Movement.	
<u>CHAPTER – 8 - RISE OF MONOTHEISTIC RELIGIONS:</u> Kabir – Guru Nanak – Meera Bhai – Chaitanya - The Saints of Maharashtra – Namadev – Ekanath -Tukaram – Teachings and Legacy - Sufism - Shaikh Nizamuddin Owliya - Shaikh Moin-ud-din Chishti.	
<u>CHAPTER – 9- IMPACT OF BHAKTI MOVEMENT:</u> Impact of Bhakti Movement on Indian Society, Culture and Literature - Spirituality and Philosophy.	
UNIT – IV	15Hrs

CHAPTER – 10- SOUTH INDIA DURING 14TH CENTURY: Vijayanagar Empire – The Apogee of Vijayanagara empire under Krishnadevaraya - Nature of State – Nayankara system - Economy under Vijayanagara and Ayyagar system - Military Technology under Vijayanagara – Foreign Travellers accounts on Vijayanagara.

CHAPTER – 11 - BAHMANI KINGDOM: Its Expansion and Disintegration, An Overview – Bahaman Polity - Architecture and literature under Bahamans.

CHAPTER – 12 - THE STRUGGLE FOR THE EMPIRE IN NORTH INDIA: Mughals and Afghans (1526 -1555) Babur – Afghan - Mughal Contest for Dominance (1530-1540) – Consolidation of the Mughal State under Akbar – Akbar’s Rajput and Religious Policy.

MAP STUDY:

- 1. Alauddin Khilji’s Empire:** Thaneshwar, Delhi, Badaun, Kannauj, Chittor, Ranthambhore, Mathura, Ujjain, Chanderi, Kara, Devagiri, Dwarasamudra, Warangal, Madurai.
- 2. Vijayanagara Empire:** Hampi, Talikote. Anegondi. Lepakshi, Penugonda, Barkuru, Mangalore, Basrur, Tirupati, Raichur.

Recommended Readings:

Shrivastava A.L, The Sultanate of Delhi (Agra 1982).
Sharma S.R, The Crescent in India (Agra 1933).
Srivastava A.L, Medieval Indian Culture (Agra 1975).
Sharma L.P, The Sultanate of Delhi (Delhi, 1996).
Edwards S.M & Garratt, Mughal Rule in India (New Delhi 1974).
Basavaraj K.R, History and Culture of Karnataka (Dharwad 1984).
Desai P.B (ed), A History of Karnataka (Dharwad 1981).
Burton Stein, Vijayanagar (Cambridge 1999).
Banerjee A.C, A New History of Medieval India (New Delhi 1983).
Lane Poole S, Medieval India under Muhammadan Rule (London).
Majumdar R.C (ed), History and Culture of the Indian people, Vol.V & VI (Bhavan’s Series.) Majumdar R.C (ed), Bhartiya Janateya Ithihasa Mattu Samskriti (Bhavan’s Series).
Sathish Chandra, History of Medieval India, Vol 1 and Vol 2.
Irfan Habib, Medieval India A Survey (2001).
K.A. Nilakantha Sastri, A History of South India from Prehistoric Times to the Fall of Vijayanagar(OUP)1991.
Romila Thapar, A History of India, Volume 1(Penguin)1991.
Harbans Mukhia, The Mughals of India (Blackwell)2004.
Percival Spear, A History of India (Penguin)1966. A.C
Banerjee, A New History of Medieval India.
Rajmohan Gandhi, History of South India.

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DEPARTMENT OF HISTORY MANGALORE UNIVERSITY

III SEMESTER OPTIONAL /DISCIPLINE ELECTIVE PAPER

Teaching Hr - 2

TOTAL MARKS – 40+10=50

Course Title: HISTORY OF TULUNADU – BASHTES – 301

The Elective courses will be related to the core subjects. Students will select the Electives that are related to the core subjects that they study.

LEARNING OBJECTIVES:

1. This course enables students to explore various aspects of pre-history, politics, culture and heritage.
2. It also enables to know the cultural diversity of the Tulunadu in historical perspective.
3. It also discusses numerous cultural practices that have evolved over centuries.
4. The students will gather knowledge about the political forms of the region.

COURSE OUTCOMES:

1. To understand the history of Tulunadu.
2. To analyse the important Political changes of this region
3. To understand the influence of political influence on the people and culture of this region.
4. To appreciate the divergent Political changes of this region

SYLLABUS

UNIT - I	10Hrs
CHAPTER -1 - Historiography of Tulunadu and Sources for the Study.	
CHAPTER - 2 - Pre-Historic Beginnings and Brief Study and Megalithic Culture.	
UNIT – II	10Hrs
CHAPTER – 3 - Political Beginnings – Northern Influence - Alupas – Historical Background – Early Alupas - Aluvarasa I – Chitravahana I – Medieval Alupas - Kundavarma and Kulasekhara I – Hoysala Influence on Tulunadu.	
CHAPTER – 4 - Influence of Vijayanagar Empire in Tulunadu – Samanthal - Sovereign relationship – Banga chiefs - Bhairarasa of Kalasa and Karkala – Domba Heggade of Vitla - Honneya Kambali's – Keladi influence on Tulunadu.	
UNIT – III	10Hrs

CHAPTER – 5 – Portuguese Activities in Tulunadu – Influence of Mysore - II Anglo Mysore war – Fall of Tippu – Colonial Legacy on Tulunadu, an overview.

CHAPTER – 6 – Social Reformers of Tulunadu – Impact of Narayana Guru on Tulunadu - Kudmul Ranga Rao and his contributions - Karnad Sadashiv Rao and his educational contributions and social reforms.

BOOKS SUGGESTED:

- K. V. Ramesh, A History of South Kanara, 1975
K. V. Ramesh, Tulunadina Itihasa, 1968
K. V. Ramesh, and M. J. Sharma, Tulunadina Arasumanethanagalau mattu Dharma Samanvaya, 1985
K. V. Ramesh, and M. J. Sharma, Tulunadina Sasanagalu.
B.A. Saletore, Ancient Karantaka, Vol. I: History of Tuluva, 1936
B.A. Saletore, Karnataka's Tans-Oceanic Contacts, 1956
M. Ganapathi Rao, Aigal, Dakshina Kannada Jilleya Prachina Ithihasa.
Gururaja Bhat, P, Studies in Tuluva History and Culture, 1975.
Gururaja Bhat, P , Antiquities of South Kanara,1969.
Gururaja Bhat, P, Tulunadu, 1963.
Kushalappa Gowda and Chinnappa Gowda K, 'Dakshina Kannada Jilleya Kaifiyattugalu', 1983.
Vasantha Madhava K.C., Religions in Coastal Karnataka, 1985.
Vasantha Madhava K.C, 'Western Karnataka: its Agrarian Relations (1500- 1800 A.D)', 1991. 15 J.
Sturrock, U., Madras District Manuals of South Canara Vol. 1., 1894.
H. A. Stuart, Madras District Manuals of South Canara Vol. 2., 1895
C. N. Ramachandran, et. al, (ed.) 'Perspectives on Dakshina Kannada and Kodagu', 1991.
Thurston, 'Castes and Tribes of Southern India', Vol V, 1909.
'Mangaluru Darshana' 3 volumes Commissioners office Mangalore, 2016
Asokan Vengassery Krishnan 'Sree Narayana Guru: The Perfect Union of Buddha and Sankara'
'Kudmul Ranga Rao' M S Shekhar, Mysore University. 2009.
'Vivek Rai 'Neevu Kandariyada Kudmul Ranga Rao (translation, Bahuroopi)
Vishwa Kundapur, Karnad Sadashiva Rao, Konkani Sahithya Academy, 2021
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CURRICULUM FRAMEWORK FOR UNDER GRADUATION STATE EDUCATION
POLICY (SEP- 2024) BA IN HISTORY – IV SEMESTER SYLLABUS

DEPARTMENT OF HISTORY
MANGALORE UNIVERSITY
SEP PROGRAMME STRUCTURE BA HISTORY III AND IV SEMESTERS
BA IV SEMESTER

Course Title: EARLY MODERN INDIA (1605-1856 AD) BASHTCS- 401

6 HRS PER WEEK

MARK-20+80=100

CREDITS – 5

COURSE DESCRIPTION

This course explores the transformation of India under colonial rule, from the decline of the Mughal Empire to the rise of British dominance.

LEARNING OBJECTIVES

1. Understand the decline of the Mughal Empire and the rise of regional kingdoms.
2. Analyse the impact of European trading companies on Indian economy and politics.
3. Examine the expansion of British rule in India and the consequences of colonialism.
4. Evaluate the social, cultural, and economic changes that occurred during this period.

COURSE OUTCOMES

1. Students will learn how the regional powers became strong in India after the downfall of the Mughal Empire and in the course of time how the British East India Company became absolute power in India.
2. They can understand about the colonial nature of state during 200 years rule of the British power in this land.
3. They can gather knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India.
4. They will understand how the company's economic exploitation made Indian sentiments to rise against the British rule. That ultimately paved the background of the Great Revolt of 1857.

SYLLABUS

UNIT - I	15Hrs
<u>CHAPTER – 1- MUGHAL DOMINATION, AN OVERVIEW – RETURN TO ORTHODOXY (1605-1707):</u> Aurangzeb's Policies – Reaction to his policy - Decline of the Mughal Empire - Causes of Decline.	

<u>CHAPTER – 2 – POLITY, ECONOMY AND SOCIETY UNDER MUGHALS:</u> The King and the Court – Mughal Nobility – Provincial and Local Administration – Mansabdari System – Economy – Agriculture and Land Tenures -Trade and Industries – Science and Technology under Mughals - Society and Culture.	
<u>CHAPTER – 3 – THE RISE OF THE MARATHAS:</u> Shivaji's Career and achievements - Idea of Swarajya - Administration – Epitome of Maratha dominance under the Peshwas - Third battle of Panipat.	
UNIT – II	15Hrs
<u>CHAPTER – 4 - THE ADVENT OF EUROPEAN TRADING COMPANIES (1600-1763):</u> European Commercial interests in India - Rise and Fall of Portuguese power - Anglo-French Rivalry in South India.	
<u>CHAPTER – 5 - EXPANSION AND CONSOLIDATION OF BRITISH RULE:</u> Battle of Plassey (1757) – Battle of Buxar (1764) and the Conquest of Bengal - Warren Hastings - Expansion of the Company Territories and Administrative Policies - Cornwallis and Permanent Settlement, the Zamindari system in Bengal, Bihar, and Orissa.	
<u>CHAPTER – 6- EXPANSION UNDER WELLESLEY:</u> Subsidiary Alliance – Expansion through treaties – Military Conquests - Anglo-Mysore Wars - Anglo-Maratha Wars and the Conquest of Western India.	
UNIT – III	15Hrs
<u>CHAPTER – 7- BRITISH AS PARAMOUNT POWER:</u> Lord Hastings - Expansion and Consolidation, Anglo - Nepal War -- William Bentinck and His Social Reforms and Modernization - Dalhousie - Doctrine of Lapse – Annexations - India in 1856.	
<u>CHAPTER – 8 – SOCIAL CHANGES:</u> Society and Culture - Impact of colonialism on Indian Society – Changes in Caste Dynamics, Land Ownership and Social norms.	
<u>CHAPTER – 9 - CULTURAL CHANGES:</u> Promotion of Western Education – Changes in Traditional Practices - Literature, and Art - Introduction of English Education - Macaulay- Western liberalism.	
UNIT – IV	15Hrs
<u>CHAPTER – 10: ECONOMIC CHANGES:</u> Economy and impact of British rule on Indian economy - Deindustrialization - Development of Transport & Communications - Railways - Post & Telegraph.	
<u>CHAPTER – 11 - LAND REVENUE POLICY:</u> Ryotwari system in southern India – Madras and Bombay Presidencies - Mahalwari system in North Western Provinces and Central India – Impact – Indian Middle Class in the 19 th century.	
<u>CHAPTER – 12 - INDIAN RESISTANCE AND REFORM MOVEMENTS:</u> Early resistance movements: Tribal and Peasant Movements in Colonial India up to 1856 -Indigo and Santhal rebellion - Reform movements: Raja Ram Mohan Roy, Brahmo Samaj.	

MAP STUDY

1. Maratha Empire under Shivaji

Places: Pune, Satara, Rajgarh, Kolhapur, Ahmednagar, Bellary, Sira, Bangalore, Vellore, Jinji, Tanjore.

2. India in 1856

Places: Calcutta, Bombay, Madras, Poona, Srirangapatnam, Mangalore, Madikeri, Telli cherry, Delhi, Laswari, Nagpur, Gwalior, Kolhapur, Mysore, Trichinopoly, Hyderabad.

BOOKS SUGGESTED:

Edwards S.M and Garratt, Mughal Rule in India (New Delhi 1974)

Banerjee A.C, A New History of Medieval India (New Delhi 1983)

Aniruddha Ray, Some Aspects of Mughal Administration (New Delhi 1984)

Tripathi R.S, The Rise and Fall of the Mughal Empire (Allahabad 1963)

Majumdar R.C (ed), History and Culture of the India People Vol. V & VI (Bhavan's Series)

Ranade M.G, Rise of the Marata's Power (New Delhi 1947)

Edward Thompson and Garratt, Rise and Fulfilment of British Rule in India (Allahabad 1976) Moreland W.H, Akbaraninda Aurangazebanavarege (Kannada Translation, Mysore – 1985) Sinha N.K, Haidar Ali (New Delhi 1873)

Sheik Ali- Tipu Sultan (NBT 1982)

Irfan Habib, Atlas of the Mughal Empire (Oxford 1992)

Satish Chandra, Medieval India, 2 Vols, NCERT

Tapan Ray Chaudhury and Irfan Habib, Cambridge Economic History of India Vol. I Orient Longman.

Lakshmi Subramanian, History of India 1707-1857, New Delhi, 2010.

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DEPARTMENT OF HISTORY MANGALORE UNIVERSITY

BA IV SEMESTER OPTIONAL / DISCIPLINE ELECTIVE PAPER

Teaching Hr - 2

TOTAL MARKS – 40+10=50

Course Title: SELECT DEBATES IN INDIAN HISTORY – BASHTES – 401

The Elective courses will be related to the core subjects. Students will select the Electives that are related to the core subjects that they study.

COURSE DESCRIPTION:

This course explores some of the most significant debates and controversies in Indian history, from ancient times to the present day. Students will engage with different perspectives and interpretations of Indian history, analysing the complexities and nuances of the past.

COURSE OBJECTIVES:

1. Encourage students to think critically about historical events, interpretations, and debates.
2. Develop analytical skills to evaluate different perspectives and arguments.
3. To Understand Historical Debates and Controversies and to introduce students to major debates and controversies in Indian history.
4. Analyse the context, key arguments, and implications of these debates.

COURSE OUTCOMES:

1. Students develop the ability to analyse historical events and debates from multiple perspectives.
2. Cultivate critical thinking skills to evaluate different interpretations and arguments.
3. Learn to identify biases, assumptions, and flaws in reasoning.
4. Familiarize students with major debates in Indian history, including those related to ancient, medieval, and modern periods

SYLLABUS

UNIT - I	10Hrs
CHAPTER -1 – Aryan Debate – Theories on the origin – Invasion Vs Migration Vs Indigenous origin.	
CHAPTER - 2 – The Nature of Ancient Indian State - Segmentary state Vs Centralised state.	
UNIT – II	10Hrs
CHAPTER – 3 – Urbanization in India – Ancient, Medieval and modern – Concept of urban decay.	
CHAPTER – 4 -. Feudalism – Origin of Feudalism in India – Concept of Indian Feudalism – Characteristic features of Indian feudalism.	
UNIT – III	10Hrs
CHAPTER – 5 – Orientalism – Meaning – Western perceptions of East – Orientalist construction of India.	
CHAPTER – 6 – Eighteenth Century Debate – The Nature of Moghul empire's decline – Sudden collapse or Gradual process? – The role of regional powers in the decline.	

BOOKS SUGGESTED:

Alam, M., and Subramanyam, S (ed.), The Mughal State, OUP, 2000
 Alavi, Seema, The Eighteenth Century in India, OUP, New Delhi, 2002
 Aloysius, G nationalism Without a Nation,
 Habib, Irfan, Essays in Indian History: Towards a Marxist Perspective, Tulika, New Delhi, 1995
 Hilton, Rodney, etc., The Transition from Feudalism to Capitalism.
 Gadgil D.R., The Industrial Evolution of India in Recent Times: 1860-1939, OUP, Delhi, Fifth edition, Fifth impression, 1982.

Kosambi, D.D., Culture and Civilization of Ancient India in Historical Outline, Vikas, 1981.
Kosambi, D.D., Myth and Reality Kulke, H. (ed) The State in India, 1000-1700, OUP, 1998
Marshall, PJ (ed.) The Eighteenth Century in India- Evolution or Revolution? OUP, 2002.
Mukhia, H., Perspectives on Medieval India, Delhi, 1994
Said, Edward, Orientalism, Penguin, 1978.
Shah, KK and Meher Jyoti Sangle (ed.), Historiography: Past and Present, Rawat Publishers, Jaipur 2005
Sharma, R.S., Aspects of Ancient India Political Ideas and Institutions, Manohar, reprint, 1999
Sharma, R.S., Indian Feudalism, Calcutta, 1965.
Sharma, R.S., Urban Decay in India, Munshiram Manoharlal, Delhi.
Thapar, R., Ancient India Social History: Some Interpretations, Orient Longman reprint 1996.
Thapar, R., Early India, Penguin, 2003
Thapar Romila (ed.) The Aryan Debate, National Book Trust.

QUESTION PAPER PATTERN CORE COURSE QUESTION PAPER PATTERN III and IV
SEMESTERS TOTAL – 80 MARKS

SECTION – A

I. Answer the following in three pages each **12X4=48**

(Two questions each from all the four units with internal choice)

SECTION – B

II. Answer the following in 15 – 20 sentences each **6X4=24**

(Two questions each from all the four units with internal choice)

SECTION – C

III. On the outline map provided

- | | |
|------------------------------------|----------------|
| i) Mark the boundary of the empire | 4 marks ii) ii |
| ii) Locate the given places | 4 marks |

QUESTION PAPER PATTERN III & IV SEMSTER OPTIONAL / DISCIPLINE ELECTIVE
COURSE AND PRACTICAL/SKILL PAPER OF IV SEMESTER.

TOTAL – 40 MARKS

SECTION – A

- I. Answer any two of the following questions in Two pages;**
(Four questions from all the three units with external choice) **2X10=20**

SECTION – B

- II. Answer any 4 of the following questions in ONE page only;**
(Six questions from all the three units with external choice) **4X5=20**

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**CURRICULUM FRAMEWORK FOR UNDER GRADUATION
STATE EDUCATION POLICY (SEP- 2024)
BA IN HISTORY IV SEMESTER SYLLABUS
MANGALORE UNIVERSITY**

DEPARTMENT OF HISTORY

COMPULSORY SKILL/PRACTICAL PAPER

BASHTSS – 401

TOURISM IN INDIA

**Mangalore University has introduced modifications to the IV semester COMPULSORY/
SKILL/PRACTICAL PAPER BASHTSS – 401 TOURISM IN INDIA, as per letter ಕ್ರಮಾಂಕ/No:
MU/ACC/CR 37/2023-24/A2 dated 17-1-2026.**

Guidelines for the conduct of practical knowledge/skill course

1. The compulsory course prescribed in the fourth, fifth, sixth semester will be related to three core courses in a programme and shall be offered one each in a semester. Principals of the Colleges will facilitate for the said course as prescribed in a programme.
2. The compulsory (practical knowledge/skill) course shall not have regular class room teaching and written examination.
3. The work load is 2hrs/week.
4. Report submitted by the candidate shall be assessed/ evaluated by two examiners of the concerned subject. In case internal examiners are not available the external examiners may be preferred.
5. Out of 50 marks allotted for the compulsory (practical knowledge/skill) course, 10 Marks (to be considered as C1) and 40 marks (to be considered as C2).
6. In BA SEP Programme structure one each of the three compulsory courses (practical knowledge/ skill) will be related to one each of the three core courses. The practical knowledge / skill-based course will be prescribed to students as follows:
 - The practical knowledge / skill-based course related to the first of the three major courses will be prescribed in the FOURTH SEMESTER.
 - The practical knowledge / skill-based course related to the second of the three major courses will be prescribed in the FIFTH SEMESTER.
 - The practical knowledge / skill-based course related to the third of the three major courses will be prescribed in the SIXTH SEMESTER

6. The scheme of valuation is as follows:

Project/ Field study/Dissertation	
a) Internal Assessment:	C 1; 10 Marks: Basis for Internal Assessment Continuous Evaluation:
b) Evaluation of Report:	C 2; Total 40 Marks: i) Work carried out:20 Marks ii) Preparation of Report:10 Marks iii) Presentation and Viva-Voce: 10 Marks

BA IV - SEMESTER SKILL/ PRACTICAL PAPER

TOTAL MARKS 40+10=50

Workload: 2hrs per week

DEPARTMENT OF HISTORY

MANGALORE UNIVERSITY

Compulsory PRACTICAL/SKILL COURSE:

TOURISM IN INDIA (BASHTSS – 401)

The Practical/skill courses will be related to the core subjects. Students will select the practical/skill courses that are related to the core subjects that they study.

Course Objectives:

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

Course outcomes:

1. Understand fundamentals of tourism from the management, marketing and financial perspectives.
2. Understand the concepts of travel and tourism, the framework of the system, types and form of tourism as well as the impacts of tourism.
3. Describe the different types tourism resources of India, their importance in tourism and management.
4. Students get insights of tourist management by visiting sites.

Topics to be considered

- TOURISM: Definitions – Historical writings on Tourism – Ancient – Medieval – Modern - Origin and growth of Tourism in India.
- TYPES OF TOURISM – Eco Tourism, Cultural Tourism, Marine Tourism – Adventure Tourism.
- HERITAGE SITES – Conservation – Preservation – and Maintenance.
- WORLD HERITAGE CENTRES OF INDIA AND KARNATAKA – Kaziranga national park – Group of monuments in Mahabalipuram - Ajanta caves – Ellora caves – Western Ghates – Hoysala Temples of Belur and Halebidu.
- IMPACT OF TOURISM- Socio economic and cultural aspects of Tourism.
- FUNDING AGENCIES – Government - Ministry of Tourism - ASI – NGO – Aga Khan Foundation (AKF) – Action Aid India – CARE – Role of NGOs in Tourism.

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