



BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM

**(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course- as per NEP 2020)**

**Syllabus for History
III & IV Semester**

2022-23 onwards

[illegible]

Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark “X” the intersection cell if a course outcomes addresses a particular program outcome.

BA

Semester 3

DSC-5

POLITICAL HISTORY OF INDIA (From Indus Culture upto 1206)

The main objective of this syllabus is to provide abroad historic outline about the process of socio-political formations in the north and south India upto 1206 CE. Four modules introduce four main process of the Socio - Political formations; the emergence of the first urbanization in the north western part of early India during bronze age, the Socio - Political formations of Indo Gangetic plains in the Iron Age, the emergence of an empire under Mauryas in the north the Chola – Chera polity in the South and the formation of feudal cultures in the north and south.

UNIT -1 Towards Civilization -Harappan and Vedic Civilization		39/42
Chapter-I		6
Pre-Harappan cultures: - extension of the Harappan culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan		
Chapter-II		4
Debate on the decline of Indus civilization: Debate on Harappan script – Airavatham Mahadevan – Asko Parpola		
Chapter-III		5
Vedic literatures and Archaeological evidences - PGW, NBPW- Early tribal pastoral and agrarian society in the Gangetic Plains - Early and later Vedic polity.		
UNIT -2 : Socio-Political Formations in the Indo - Gangetic Plains Nature of state		
Chapter-IV		4
Formation of urban centers- Mahajanapadas - Oligarchies, Monarchies and republics.		
Chapter-V		6
Material setting of the formation of Jainism and Buddhism -From Mahajanapadas to the empire-domination of Magadha-foundation of Mauryan polity- Gupta polity.		
Chapter-VI		5
Asokan Edicts and Megasthenes's Indica - Arthashastra and early Indian treatise on the theory of state - Saptanga – nature of Asoka's Dhamma.		
UNIT -3 : Indian polity		
Chapter-VII		4
Sangam Age- literature- polity and society.		
Chapter –VIII		5
Debates on Indian feudalism: R.S Sharma- Harbans Mukhia- Debates on South Indian state system.		
Chapter –IX		3
Advent of Islam- Arab conquest of Sindh -Arab trade.		

Map work:

Mark the extent of Ashokan Empire.

Mark the extent of The Empire of Samudra Gupta.

Places of Historical importance: Harappa, Mohenjodaro, Lothal, Lumbini, Pavapuri
Pataliputra-Saranath, Sannathi, Madurai, Kanchipuram.

Essential Readings:

D.N Jha. Ancient India an Introductory Outline

ShareenRatnagar. Understanding Harappa

M.K Bhavalikar. Cultural Imperialism

R.S. Sharma. India's Ancient Pasts

Upinder Singh. A History of Ancient and Early Medieval India

R.S. Sharma. Material Culture and Social formations in Ancient India,

R.S.Sharma. India's Ancient Past

RomilaThappar. From Lineage to State

Romila Thappar. Early India

Upinder Singh. A History of Ancient and Early Medieval India

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Political History Of India Region. The student should be able to recall, recognize, show and read the history of the region

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of Political History Of India Region. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History and Culture of Political History Of India region. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Political History Of India region in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Political History of India Region. The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of Political History of India Region. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History and Culture of Political History of India region. It also creates a critical thinking ability among the students. The student will be able to identify, analyze, collect, select, draw and verify the historical facts.

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Assessment: Weight age for assessment (in percentage)

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10

Semester 3

Course Title: Bangalore in Time and Space (Compulsory paper)	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Outcomes (Cos):

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

[illegible]

[illegible]

Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark “X” the intersection cell if a course outcome addresses a particular program outcome.

Content of Course 1	42 Hours
UNIT -1 Introducing Bangalore	
Chapter-I Historical Geography	4
Geographical location -Topography and natural resources- climate and seasons-flora and fauna- Early History.	
Chapter-II Demography and ethnic diversity	4
Hindu- Jain- Buddhist-Muslim - Christian Communities- Anglo Indians-Sikh.	
Chapter-III Historical Period	5
Towards a major Transition- Western Gangas- Nolambas- Cholas and Hoysalas- Vijayanagar - Yelahanka Nada Prabhus- Kempe Gowda and foundation of Bangalore.	
UNIT -2: Early Modern and Colonial period	
Chapter-IV Bangalore under Mysore rulers	6
Chikkadevaraja Wodeyar- Hyder Ali and Tipu Sultan-Trade - Industry - Colonial inter-phase- 18 th century Bangalore as seen by the foreigners- Buchanan- William Arthur.	
Chapter-V Towards Modern Bangalore	5
Later Wodeyars-foundation of Bangalore Cantonment- Reforms of Commissioners rule- Krishnaraja Wodeyar IV-Contributions of Diwans. sir M V VisheshatayaVishwesharayya- Mirza Ismail.	
Chapter-VI Development of Industries	5

Impact of industrialization on Bangalore - growth of Trade and Commerce-Urbanization.	
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UNIT -3: Art, Culture and Science	
Chapter-VII Religion and culture: Major Cults-Festivals- Bangalore Karaga- Urs- St' Mary fest- Bangalore fairs- Kadalekaye Parise.	4
Chapter-VIII Development of Science & Information Technology.	4
Bangalore as a Science city- Scientific organisations- IISC, ISRO, HAL.	
Chapter –IX Public Institutions and Organisations of Bangalore	5
Kannada Sayithya Parishath- Mythic Society-Gokale institute – Central College.	

Map work:

1. Mark on the outline map provided settlement pattern in Bangalore during the Kempegowda and write a note on foundation of Bangalore.
2. Mark on outline map provided Cantonment area of Bangalore and write a note on formation of Cantonment during the British Rule.

Monuments of Historical importance:

1. Gavi Gangadhareshwara Temple, 2. Dharmaraya Temple, 3. Bangalore Fort, 4. Lalbagh, 5. Tipu Sultan Summer Palace, 6. Cantonment, 7. Central College, 8. Hudson Memorial church, 9. Indian Institute of Science, 10. High Court.

REFERENCE:

1. Annaswamy T.V- Bengaluru to Bangalore urban History of Bangalore from the pre-Historic period to the end of 18th century, 2003
2. Bond, Ruskin - A Golf Story, celebrating 125 years of the Bangalore Golf club, Bangalore.
3. DeAditi (Ed)- Multiple City-Writings on Bangalore, 2008
4. Handbook of Bangalore and Environs, Bangalore 1928
5. Harini Nagendra Nature in the city - Bengaluru in the past, Present and Future, 2015
6. Hasan, Fazlul - Bangalore through the centuries, Bangalore, 1970
7. Hayavadana Rao C-Derivation of the name of Bangalore', QJMS, Vol 7.
8. Hicken, Glen - Beautiful Bangalore, Bangalore. 1929
9. Issar T.P-Blossoms of Bangalore, Bangalore, 1994
10. Issar T.P-The City Beautiful-A celebration of the Architectural Heritage: Aesthetics of Bangalore, Bangalore 1988

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Bangalore in Time and Space. The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of Bangalore in Time and Space. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History and Culture of Bangalore in Time and Space. It also creates a critical thinking ability among the students. The student will be able to identify, analyze, collect, select, draw and verify the historical facts.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Bangalore in Time and Space in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10

Open Elective -3

Course Category: Elective course 2

Title of the Course: Introduction to Epigraphy	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): Freedom Movement in Karnataka (1800-1947)

Course Outcomes (Cos):

At the end of the course the students should be able to:

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the Freedom Movement in Karnataka (1800-1947)
- Analyse the importance of causes for backwardness of this region.

Understand the influence of Freedom Movement in Karnataka (1800-1947)

- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

[illegible]

[illegible]

Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark “X” the intersection cell if a course outcomes addresses a particular program outcome.

Introduction to Epigraphy Paper -3.3
Open Elective -3

Course Category: Elective course 2

No. of Contact Hours: 3 Hours per week

This paper aims to provide a broad outline about the nature of

Epigraphical studies in India and also familiarize the ancient scripts. Students could differentiate the inscriptions based on script and language. Use inscriptions as source material for reconstruction of History and historical Understanding. Read the inscriptions and manuscripts and compares it with present style of writing

Introduction to Epigraphy Paper -3.3
Open Elective -3

Course Category: Elective course 2

No. of Contact Hours: 3 Hours per week

This paper aims to provide a broad outline about the nature of

Epigraphical studies in India and also familiarize the ancient scripts. Students could differentiate the inscriptions based on script and language. Use inscriptions as source material for reconstruction of History and historical Understanding. Read the inscriptions and manuscripts and compares it with present style of writing

Open Elective -3
Course Category: Elective course 2

Introduction to Epigraphy

No. of Contact Hours: 3 Hours per week

This paper aims to provide a broad outline about the nature of Epigraphical studies in India. Students could differentiate the inscriptions based on script and language and learn about the use of inscriptions as source material for reconstruction of History and historical understanding.

CONTENT OF COURSE	42 HOURS
UNIT-I Introduction to Epigraphy	
CHAPTER-1 Evolution of Indian Epigraphy and methods of epigraphy, Definitions- Key concepts- epigraphy, paleography.	06
CHAPTER-2 James Prinsep and the decipherment of Brahmi inscriptions Attempts to decipher the Indus script – Methods- eye copy, e-stampage and photography	06
CHAPTER-3 Presentation of Text Dating- Eras; Kali era, Saka era, Vikrama era. Collections of inscriptions during Colonial Period; Epigraphia Indica, South Indian Inscriptions	06
UNIT-II Epigraphia Carnatica.	
CHAPTER-4 Scripts; Brahmi ,Kharoshti, Vattezhuttu, Grantha Medium of inscriptions-palm leaves, copper plates, silver plates, cave inscription	05
CHAPTER-5 Nature of inscriptions; Memorials, Labels, Land grants, Prashasthi.	03
CHAPTER-6 Historicizing Some Important Inscriptions: Ashokan inscriptions in Karnataka Halmidi inscription Uttaramerur inscription of Parantaka I Aihole Inscriptions of Vijayanagara period	04
UNIT-III	
CHAPTER-7 North Indian Epigraphy/Inscriptions. Hatigumpha Inscription of Kharavela. Samudragupta's Allahabad Pillar Inscription.	04

<p style="text-align: center;">CHAPTER-8</p> <p style="text-align: center;">South Indian Epigraphy/Inscriptions.Talagunda Inscription Nasik Inscription</p>	04
<p style="text-align: center;">CHAPTER-9</p> <p style="text-align: center;">Practicals in Kannada Palaeography. Practical Training in taking e-stampages of stone and copper plateinscriptions by visiting the historical places.</p>	04

REFERENCE BOOK

- 1.Buhler, G., Indian Palaeography, Indological Book House, N.Delhi, 1968
- 2.Pandey, R.B., Indian Palaeography, Motilal Banarsidas, Benaras, 1952
- 3.Dani, A.H., Indian Palaeography
- 4.Mahalingam, T.V., Early South Indian Palaeography, University of Madras, 1967
- 5.Sivaramamurthy, Indian Epigraphy and South Indian Scripts
- 6.Burnell, A.C., Elements of South Indian Palaeography
- 7.Mahalingam, T.V., Early South Indian Palaeography
- 8.Rajan, K., Kalvettiyal (Tamil), Mano Pathippagam, Thanjavur
- 9.Natana. Kasinathan, Kalleluttukalai, (Tamil)
10. Subramanian, T.N., South Indian Temple Inscriptions.

Pedagogy:

Knowledge: the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Introduction to Epigraphy. The student should be able to recall, recognize, show and read the history of the medieval times.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc., related to Introduction to Epigraphy. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of Introduction to Epigraphy. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

Practical Skills: The subject enables the students to develop practical skills

which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, diplomatic relations of the rulers of medieval times in historical perspective that discusses numerous political practices that have evolved over centuries. The students will gather knowledge about the various dynasties, political diplomacy, results and impact wars and battles the people. It also helps the students to develop the knowledge and awareness about the political ideologies.

Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10
Total			40

0.E III Semester

Course Pre-requisites(s): Freedom Movement in Karnataka (1800-1947)

At the end of the course the students should be able to:

- Understand the Freedom Movement in Karnataka (1800-1947)
- Analyse the importance of causes for backwardness of this region.
Understand the influence of Freedom Movement in Karnataka (1800-1947)
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

[illegible]

[illegible]

Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark “X” the intersection cell if a course outcomes addresses a particular program outcome.

BA**O.E III Semester****O.E-3: Freedom Movement in Karnataka (1800-1947)**

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Early Uprisings in Karnataka	12/13
Chapter No.1 Dhondiya Wagh- Battle of Kittur- Rani chennamma - Sangoli Rayanna.	05
Chapter No.2 Nagar uprising-Kodagu Revolts.	04
Chapter No.3 1857 and After-Bedas of Halagali-Naragunda Baskara rao Revolt- Surapura Venkatappa Nayaka-Mundaragi Bheema Rao.	04
Unit – 2 Nationalism in Karnataka	13/14
Chapter No.4 Growth of Nationalism -Impact of Tilak-Gandhi visit to Karnataka- Formation of Karnataka Congress (KPCC).	05
Chapter No.5 Swadeshi Movement- Khilafath Movement- Khadi Movement-Harijana Movement.	05
Chapter No.6 Role of Bramha Samaja – Arya Samaj- Theosophical Society and Ramakrishn Matta in National Movement.	04
Unit – 3 Gandhian Movements in Karnataka	14/15
Chapter No.7 Non-Cooperation Movement-Belguam Congress session1924- Civil disobedience movement-Salt Sathyagraha-No Tax Campeign-Forest Sathyagraha.	05
Chapter No.8 Genesis of Mysore Congress-Shivapura Dhwaja Sathyagraha- Vidurashwatha Tragedy -Quit India Movement-IsooruTragedy- Mysore Chalo Sathyagraha.	05

Books for Reference

AUTHORS – BOOKS

1. Diwakar.R.R -Karanirakaneya Veerakathe
2. Diwakar.R.R -Karmayogi Hanumantharayaru
3. Diwakar.R.R-Karnataka Through the Ages
4. Doreswamy.H.S-Horatada Ditta Hejjegalu
5. Hallappa G.S-History of Freedom Movement inKarnataka, Volume-2
6. Handa.R.L-History of Freedom Movement in Princely Mysore
7. Jois M.N-Karmayogi Tagaduru Ramachandra Rayaru
8. Nagarathnamma.S-Karnatakadalli Asahakara Mattu Nagareeka KhanunubangaChaluvali
9. Sardar Veerannagowda Patil-Atma Neevedane
10. Sarojini Sindri and Raghavendra Rao- Women Freedom Fighters inKarnataka
11. Suryanath Kamath (Ed)-Swatantrya Sangramada Samthigalu,
12. Suryanath Kamath-A Concise History of Karnataka
13. Tee.Tha.Sharma-Karnatakadalli Swatantra Sangrama
14. Veerathappa. K-Mysuru Samsthanadalli Swatantrya Chaluvali
15. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3
16. ಪಾಠಶಾಲಾ ಪಠ್ಯಪುಸ್ತಕ - ಇತಿಹಾಸ - ಇತಿಹಾಸದ ಮೂಲಕ ಜಿ.ಎ
17. ಡಾ.ಎಸ್.ಎಸ್.ಎಸ್. ಪಾಠಶಾಲಾ ಪಠ್ಯಪುಸ್ತಕ - ಇತಿಹಾಸದ ಮೂಲಕ ಜಿ.ಎ

Pedagogy:

Knowledge: the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Freedom Movement in Karnataka (1800-1947). The student should be able to recall, recognize, show and read the history of the medieval times.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc., related to History of Freedom Movement in Karnataka (1800-1947). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History of Freedom Movement in Karnataka (1800-1947). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

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Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10
Total			40

BA

Semester 4

Title of the Course: **History of Medieval India**

Course 1 (DSC-7)		Course 2	
Number of Theory Credits	Number of Lecture hours/Semester	Number of Theory Credits	Number of Lecture hours/Semester
3	39 or 42	3	39 or 42

Content of Course 1		39/42 Hours
Unit -1 Interpreting Medieval Indian History		14
Chapter No. 1	Medieval India- Survey of sources.	2
Chapter No. 2	Debate on Indian Feudal System- Land Revenue systems	6
Chapter No. 3	Peasant Society in Medieval India- Agrarian Reforms of Mughal and Vijayanagara Period. : Bhakti Movement – Kabir, Nanak, Meera Bai, Sri Chaithanya – Alvars and Nayanmars- Sufi Movement.	6
Unit -2 Political Structure of Medieval India		14
Chapter No. 4	Nature of State in Delhi Sultanate, Vijayanagara Kingdom, and Mughal dynasties,	6
Chapter No. 5	Comparative study of Delhi Sultanate, Vijayanagara Polity and Mughals.	6
Chapter No. 6	Military Technology of Vijayanagara dynasties and Mughal - Development of Science and Technology in Medieval India	4
Unit -3 Provincial Kingdoms of India		14
Chapter No. 7	Palas, Paramaras and Rajputs	6
Chapter No. 8	Vijayanagara dynasty- Amaranayaka - Bahamanis administration, Muhamad Gawan - Adhil Shahis- Ibrahim Adil sha II,	6
Chapter No. 9	The rise of the Marathas – Shivaji and his administration – Ashta Pradhana System.	4

Map

1. Extent of Vijayanagara Empire under Krishnadevaraya.
 2. Extent of Mughal Empire under Akbar.
 3. Important trade Centers of Medieval India.
1. Agra 2. Fatehpur Sikri, 3. Delhi, 5. Mewar, 6. Hampi, 7. Honnavara, 8. Bhatkal, 9. Raighad, 10. Tirupathi, 11. Anegondi, 12. Ajmer, 13. Surat.

Books for Reference

1. Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building, Rawat Publication, Jaipur, 2002.
2. Kabir, Humayun N, National Information and Publications Ltd., Mumbai, 1946.
3. Malik, S. C., Understanding Indian Civilisation : A Framework of Enquiry, Indian Institute of Advanced Study, Simla, 1975.
4. Mukerji, D. P., Sociology of Indian Culture, Rawat Publications, Jaipur, 1948/1979.
5. Pandey, Govind Chandra, Foundations of Indian Culture, Books and Books, New Delhi, 1984.

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Cultural History of India (From Saraswati

- Indus Culture to 1206 CE). The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage of Cultural History of India (From Saraswati - Indus Culture to 1206 CE) in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10

BA - IV SEMESTER

BA

Semester 4 CULTURAL HISTORY OF INDIA (From Saraswati - Indus culture to 1206 CE)

Objectives in this lesson

Students investigate various facets of Indian culture. Throughout the chapter, emphasis will be on the concept and importance of Indian culture through various ages of India. After studying this lesson you will be able to:

- Understand the concept and meaning of culture;
- Establish the relationship between culture and civilization;
- Establish the link between culture and heritage;
- Discuss the role and impact of culture in human life.
- Describe the distinctive features of Indian culture;
- Identify the central points and uniqueness of Indian culture;
- Explain the points of diversity and underlying unity in it;and
- Trace the influence and significance of geographical features on Indian culture.

CONTENT OF COURSE	42 HOURS
UNIT-I An Introduction to Indian Culture	
CHAPTER-1 Characteristics of Indian culture.	06
CHAPTER-2 Influence of Geography on Indian Culture.	06
CHAPTER-3 Evolution of Religion and Philosophy in India: Ancient Period - Pre-Vedic and Vedic Religion, Buddhism and Jainism.	06
UNIT-II A Brief History of Indian Languages and Literature	
CHAPTER-4 Indian Languages – Nagari-Devanagari- Dravidian Language.	05
CHAPTER-5 Evolution of script : Harappan Script - Brahmi Script- Devanagari script.	03
CHAPTER-6 History of literature: Sankrith literature-The Vedas- Upanishads , Epics - History of Buddhist and Jain Literature - Pali, Prakrit.	04
UNIT-III PERFORMING ART& ARCHITECTURE	
CHAPTER-7 Evolution of Architecture: Rock cut Architecture- Mouryan Architecture- Gandhara and Mathura Schools of Art - Hindu Temple Architecture, - Indian Painting Tradition- paintings at Ajantha.	04
CHAPTER-8 Performing Arts: Classical music: Hindustani and Carnatic Music. Dances of India: Classical and Regional.	04

CHAPTER-9

Expansion of Indian Culture in South East Asia

04

Map work:

1. Mark on the outline map provided Geographical divisions of India and write a note on influence of Himalya on Indian Culture.
2. Mark on the outline provided places connected with Buddhist Architecture and write a note on Gandhara.

Palceses of historical interest.

1.Ayodhya, 2. Kashi, 3.Haridwara,4 Mathura,5.Takshashila, 6 Sanchi, 7.Ajantha ,8.Konark, 9.Aihole, 10.Mahabalipuram, ,

BA

O.E IV Semester

O.E-4: Freedom Movement in India (1885-1947)

Course Outcomes (Cos):

At the end of the course the students should be able to:

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the History of Freedom Movement in India (1885-1947). Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Freedom Movement in India (1885-1947).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

Course Outcomes (Cos)/Program Outcomes (Pos)	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE 1	OE 2	SEC 1	SEC 2
Disciplinary knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X	X	X
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work	X	X	X	X	X					

Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark “X” the intersection cell if a course outcomes addresses a particular program outcome.

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course -1	39/42 Hrs
Unit – 1 Indian Nationalism	12/14
Chapter No.1 Genesis of Indian National Congress-Moderates-Objectives- Techniques-Partition of Bengal-Swadeshi Movement	05
Chapter No.2 Congress Split -Extremists-Objectives-Techniques, Lala Lajpat Rai- Bala Gangadharanatha Tilak-Bipan Chandra Pal.	05
Chapter No.3 Revolutionary Movements-Bhagat Singh-Chandra Sheker Azad-Rajaguru- Kumudini Mitra Basu – Madam Bhikaji Cama – Preethi Latha Waddedar	04
Unit– 2 Gandhi and Nationalism	10/12
Chapter No.4 - First world war- Emergence of Gandhi – early experiments- Lucknow Pact-1916- Khilafath movement-Rowllat Act-Jallianwala Bagh Tragedy.	04
Chapter No.5 Non Co-operation Movement- Constructive Programmes.	03
Chapter No.6 . Civil Disobedience movement – Salt Sathyagraha- No tax campaign-Forest Sathyagraha.	04
Unit – 3 Towards Independence	15/17
Chapter No.7 Growth of Communalism - Two nations Theory- August Offer.	06
Chapter No.8 Cripps Proposal-Quit India movement- Subashchandra Bose-INA-Mount Battan paln- Indian Independence Act.	06
Chapter No.9 Freedom Fighters: A.O.Hume- Gopal Krishna Gokale- Dadabhai Navaroji- V. D. Savarkar- Kamaladevi Chattoppya- Aravinda Ghosh- sarojininaidu-Moulana Abul Kalam Azad- Khan Abdul Gafar Khan – Dr.B.R. Ambedkar- Jawarlal Nehru- jayaprakash Narayana.	05

Books for Reference:

1. Asharani- Gandhian Non-Violence and Indian Freedom Struggle
2. Bipan Chandra- Indian Struggle for Independence
3. Bipan Chandra-Communalism and Modern India

4. Bukshi S.R-Gandhi and Dandi March
5. Dominique Larry Collins-Freedom at Midnight
6. Judith M Brown-Gandhi's Rise to Power, Indian Politics 1915-22
7. Lakshmi Jain- History of Freedom Movement in India
8. Moulana Abdul Khalam Azad-India Wins Freedom
9. Richard Sesan and Sekhar Bandyopadhyay- Congress and Indian Nationalism -From Plassey to Partition Senley Wolfort
10. Shankara Narayana Rao V.S-Swatantrada Guri Bharatada Dari
11. Shankara Narayana Rao V.S-Swatantraya Gangeya Savira Toregalu
12. Subas Chndra Bose-The Indian Struggle
13. Sumit Sarkar-Modern India
14. Tharachand- History of the Freedom Movement in India
15. DzsÄÄPÄ ¨sÄgÄvÄzÄ Ew°Ä,Ä- ¥Ésæ.Dgi.gÄdt vÄÄvÄÄ qÄ.£ÄUÉÄË J.A

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Freedom Movement in India (1885-1947). The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Freedom Movement in India (1885-1947). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History of Freedom Movement in India (1885-1947). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage of Freedom Movement in India (1885-1947) in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural

heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment: Weight age for assessment (in percentage) Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10

PRINCIPLES AND PRACTICE OF MUSEOLOGY

[illegible]

Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark “X” the intersection cell if a course outcomes addresses a particular program outcome.

Semester 4

PRINCIPLES AND PRACTICE OF MUSEOLOGY

Content of Course 1	37 Hours
UNIT -1 Introduction to Museology	
Chapter-I	5
Definition and scope of Museum-History of Museums and Collection	
Chapter-II Principles of museum	4
General Principles of Museums	
Chapter-III Various Types of Museums	4
Museum Movement in Indian subcontinent, Europe, and Western Hemisphere.	
UNIT -2 : Functions and Types Museums	
Chapter-IV	5
Functions of Museums: (a.) Collection (b.) Identification (c.) Preservation (d.) Documentation (e.) Presentation (Exhibition) (f.) Research (g.) Educational activities	
Chapter-V Curatorial Conservation	4
Various Types of Museums: Archaeological museums, Art museums, History museums, Maritime museums, Military and war museums, Science museums.	
Chapter-VI Museum Environment	3
Classification of museums based on the nature of collections, concept of eco-museum personal museums children's museum and virtual museums.	
UNIT -3 : Management and Administration	
Chapter-VII	5

Museum Management and Administration: 1. Location and Surrounding of Museums (a) Selection of site (b) Surrounding (c) Use of space and design (d) Planning (e) Construction of museum (f) Special Problems (war, flood, fire & earthquake).	
Chapter –VIII Museum Marketing-	3
Museum Digitization, Conservation and Preservation - General Principles of Conservation (a) Preventive measures (b) Curative measures	
Chapter –IX Collection Management	4
Legislations concerning museums -Study of select museums in India – national Museum Delhi, Salar Jung Museum Hyderabad, The Indian Museum Kolkata, the Victoria Memorial Hall Kolkata, the National Gallery of Modern Art, Bangalore.	

Books for Reference

1. Dr. V. Jayaraj - Museology - Heritage Management - Seawaves Printers, Chennai - 86, 2005
2. M.L. Nigam - Fundamentals of Museology, Deva Publications, Hyderabad, 1985
3. Grace Morley - The Museum and its functions, Ed. Saifur Rahman dar, Lahore Museum, Lahore, 1981
4. Dr. V. Jayaraj - Handbook on Conservation in Museums Published by the Commissioner of Museums, Chennai, 1995
5. J. Smifa, J. Baxi and Vinod P. Dwivedi - Museum Storage, Modern Museum, V.P. Abhinav Publications, New Delhi, 1985
6. Agarwala. V.S. - Museum studies, Prithivi Prakashan, Varanashi, 1978
7. Grace Morley - Museum today, Lucknow, 1981

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Principles and Practice of Museology. The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the History of Principles and Practice of Museology. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of Principles and Practice of Museology. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

Practical Skills: The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Principles and Practice of Museology in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10

Total			40
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