



BENGALURU CITY UNIVERSITY

**CHOICE BASED CREDIT SYSTEM
(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course)**

**Syllabus for History
(I & II Semester)**

2021-22 onwards

PROCEEDINGS OF THE MEETING OF THE BOARD OF STUDIES IN HISTORY (UG), BENGALURU CITY UNIVERSITY HELD ON 28.09.2021 and 29.09.2021 at 10.30 AM IN THE SYNDICATE HALL, CENTRAL COLLEGE CAMPUS, BENGALURU – 560 001.

Members

- | | |
|---|--------------------|
| 1. Dr.S.Nagarathnamma
Professor, PG Department of History,
Bangalore University, Bengaluru – 560 056. | Chairperson |
| 2. Dr. Sridhar H P
Associate Professor, Department of History
V.V Puram Arts and Commerce College,
K.R Road, Bangalore-560 004 | Member |
| 3. Dr. B S Puttaswamy
Associate Professor, Department of History
VV Puram Evening College Arts and Commerce
K.R Road, Bangalore-560 004 | Member |
| 4. Dr. K. Narayanappa
Associate Professor, Department of History
Government First Grade College, Yelahanka,
Bangalore -560 064. | Member |
| 5. Mrs. Bharathi H M
Assistant Professor, Department of History
Government First Grade College, Yelahanka,
Bangalore -560 064. | Member |
| 6. Dr. Mahesh K
Associate Professor, Department of History
Government First Grade College, Govt. Middle
School Annex, Near NES Office, Yelahanka,
Bangalore -560 064. | Member |
| 7. Dr. M. G. Meenakshi
Associate Professor & Head, Department of History
SJRC College of Science, Arts and Commerce,
Race Course Road, Bangalore-560 009 | Member |
| 8. Dr. Shaheenabano
Assistant Professor, Department of History
Maharani Cluster University, Bengaluru – 560 001. | Member |
| 9. Mr. Paul Newman K
Associate Professor, Department of History
St. Joseph's Evening College (Autonomous)
Museum Road, Bangalore-560 025. | Member |
| 10 Dr. T. Srinivasa Reddy
Assistant Professor, Department of History
GFGC, Yalahanka, Bengaluru- 560 064 | Co-opted
Member |

The meeting started at 10.30 am (28 September 2021) with the Chairman welcoming the members.

1. The Board prepared and finalized the 2 years BA Course Structure of History for I to II Semester as per the NEP 2020 model Course Structure.
2. The Board finalized the detailed Syllabus of History subject pertaining to I & II Semester under Graduate BA Course as per the NEP 2020.
3. The Syllabus of subsequent Semester will be taken up and finalized in the coming days.
4. The board approved the name of Dr.T. Srinivasa Reddy Assistant Professor, Department of History GFGC, Yalahanka, Bengaluru- 560 064 as co-opted member and recommended for appointing him as member of the BoS History UG.
5. The Board has made few modifications, and recommended to add the one more Open Electives for I and II Semesters.
6. Along with in the model curriculum proposed for BA. History as for NEP 2020. following papers were proposed as Open Electives.
 - i) History and Historians.
 - ii) India as seen by Foreign Travelers.

The Chairperson thanked the Board members for their full co-operation and active participation.

U. Mohan
Member

Meenakshi H.G.
Member

[Signature]
Member

K. [Signature]
Member

Shahenabms
Member

[Signature]
Member

BS [Signature]
Member

[Signature]
Member

T.S. Reddy
Member

S. [Signature] 29/9/2024
Chairperson
Dr. S.Nagarathnamma
Chairman BOS in History (UG/PG)
Central College Campus
Bangalore City University
Bangalore - 560 001



Department of History

Central College campus

Dr. B.R Ambedkar Veedhi

Bengaluru – 560001.

BOS Approved Syllabus for UG Programme (NEP- 2020)

Syllabus for I & II Semester History Papers

Effective from Academic year 2021-22

September 2021

**IIB. Model Program Structures for the Under-Graduate Programs in Universities and Colleges in Karnataka
Bachelor of Arts(Basic/Hons.)(for subjects without practical's)with one major and one minor**

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective (DSE)/ Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits)	Value based (Credits) (L+T+P)		
I	DSC 1 Political History of Karnataka (From BCE 300 to CE 1000) Part -1 (3) DSC 2 Cultural Heritage of India (3) Discipline core B-1 (3) Discipline core B-2 (3)	OE-1(3) Cultural History of Karnataka (From BCE 300 to CE 1000) Or Introduction to Archeology Or History and Historians	L1-1(3),L2-1(3) (3+1+0each)		SEC-1:Digital Fluency(2)(1+0+2)	Physical Education Yoga (1)(0+0+2)	Health & Wellness/ Social & Emotional Learning (2)(1+0+2)	25
II	DSC 3 Political History of Karnataka Part -2 (CE 1000 to CE 1750) (3) DSC 4 Cultural Heritage of Karnataka (3) Discipline core B-3 (3) Discipline core B-4 (3)	OE-2Cultural History of Karnataka (CE1100 to CE 1750) (3) Or Manu scriptology Or India as seen by Foreign Travellers	L1-2(3),L2-2(3) (3+1+0each)	Environmental Studies(2)		Physical Education Sports (1)(0+0+2)	Sports/NC C/NSS etc.(2)(1+0+2)	25
Exit option with Certificate (50credits)								
III								
IV								
Exit option with Diploma in Arts (100credits)OR Choose any one subject as Major and the other as Minor								
V								
VI								
Exit option with Bachelor of Arts, B.A. Degree in History and Economics(144credits)								
VII								
VIII								
Award of Bachelor of Arts Honours Degree, B.A.(Hons.) Degree in History (186credits)								
*InlieuoftheresearchProject,twoadditionalelectivepapers/Internshipmaybeoffered.								



Department of History

Central College campus

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Bengaluru - 560001

BOS Approved Syllabus for UG Programme (NEP- 2020)

Syllabus for I & II Semester History Papers

Effective from Academic year 2021-22

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INTRODUCTION

The NEP-2020 offers an opportunity to effect a paradigm shift from a teacher-centric to a student-centric higher education system in India. It is based on Outcome Based Education, where the Graduate Attributes are first kept in mind to reverse-design the Programs, Courses and Supplementary activities to attain the graduate attributes and learning outcomes. The learning outcomes-based curriculum framework for a degree in B.A. (Honor's) History is intended to provide a comprehensive foundation to the subject and to help students develop the ability to successfully continue with further studies and research in the subject while they are equipped with required skills at various stages. The framework is designed to equip students with valuable cognitive abilities and skills so that they are successful in meeting diverse needs of professional careers in a developing and knowledge-based society. The curriculum framework takes into account the need to maintain globally competitive standards of achievement in terms of the knowledge and skills in History.

The ever expanding boundaries of History necessitates the understanding of the various aspects of human life. The challenges of Globalization make it imperative for the History discipline to go beyond the regional, national and even international frontiers of knowledge. The curriculum aims to equip the students to understand historical processes properly and situate the significance of historical changes that

take place within a society or culture, examine the patterns of such transitions and also assess the patterns of continuity. It would be an endeavor in promoting critical thinking, research and analysis. The course provides an understanding of historical concepts, perspectives and methodology.

Students pursuing B.A. History will be encouraged to be a part of interactive sessions, discussions and debates. The curriculum would make the young minds more receptive, as well as inquisitive with a scientific bent of mind. Critical thinking, analytical interpretation and drawing conclusions from data will be the focus of the learning outcomes.

Graduate attributes in History

On completion of the course, students are expected to have acquired the skills of Critical thinking, rational enquiry, and exploring the relationship between the past and the present. The attributes expected from Graduates the B.A. History course are:

Knowledge of our History and Heritage; Familiarity with the process of development in other parts of the world; Identify patterns of change and continuity with regards to issues of contemporary Significance; Develop a respect for our Heritage and culture and understand the strength of Diversity of our country; Digital and ICT efficiency; Ethical awareness/ reasoning: Social Justice; National and international perspective; Lifelong learning.

Objectives of UG Program in History

The aims and objectives of UG programs in social sciences in general and History in particular is structured to: - Create the facilities and environment in all the educational institutions to consolidate the knowledge acquired at +2 level and to motivate and inspire the students to create deep interest in History; Develop broad and balanced knowledge and understanding of continuity and change: Develop the ability to apply the knowledge acquired in the classroom; Broaden the vista of young minds for better understanding of the world order.

Progressive Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honours Provided at the End of Each Year of Exit of the Four-year Undergraduate Programme.

EXIT OPTIONS
Certificate upon the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme /Five-year Integrated Master's Degree Programme.
Diploma upon the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme.
Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four- year Undergraduate Programme/Five-year Integrated Master's Degree Programme.
Bachelor Degree with Honours in a Discipline at the Successful Completion of the Fourth Years (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five- year Integrated Master's Degree Programme.

The Student to be allow enter/re-enter only after the odd semester and they can only exit after even semester. Re-enter at various as lateral academic programme based on the above mentioned earned proficiency test records. The validity of the eared credit will be for a maximum period year or as specified by the academic bank of credits (ABC).

Acronyms Expanded

AECC-Ability Enhancement Compulsory Course

DSC-Discipline Specific Course

OE-Open Elective

SEC/SB/VB-Skill Enhancement Course- Skill Based/Value Based

DSE - Discipline Specific Elective

CONTINUOUS INTERNAL EVALUATION AND SEMESTER END

EXAMINATION

Total marks for each course shall be based on continuous assessments and term end examination. As per the decision of the Karnataka State Higher Education Council. it is necessary to have uniform pattern of 40:60 for CIA and Semester End examinations respectively. among all the University, their affiliated and autonomous colleges.

Question Paper pattern and Scheme of Examination - There is no change in the question paper pattern. The existing question paper pattern and scheme of examination under CBCS scheme to be followed.

BA Semester1

DSC 1

Course Title: Political history of Karnataka (BCE-300toCE 1000)Part-1	
Total Contact Hours :39to42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Political history of Karnataka (BCE-300toCE 1000)Part-1

Course Outcomes(COs): Attend of the course the student should be able to:

(Write 37 course outcomes. Course outcomes are statements of observable student action that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the continuity of Political developments and strategies.
- Analysis the importance of causes for the rise of regional political dynasties.
- Understand contextual necessities which influenced the era of political supremacy.
- Understand and describe the contemporary political history.
- Appreciate the confluence of diverse political elements.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes(POs 1-12)

Course Out comes (COs)/Program Out comes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lif long Learning		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“ in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester1

DSC 1

Title of the Course: Political History of Karnataka (BCE-300to CE1000)Part-1

Course1		Course2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

Content of Course1	39/42Hrs
Unit-1 Introduction	13/14
Chapter No.1. Survey of sources- Pre historic culture.	04
Chapter No.2. Formation of State Kingship – Duties and Functions of King and his Ministers- Sapthanga theory.	06
Chapter No.3. Rituals and Sacrifices– Coronation ceremony – Rajasuya- Vajapeya.	04
Unit – 2 Early Beginnings :	13/14
Chapter No.4. The Mauryas - The Satavahanas - Kadambas of Banavasi.	05
Chapter No.5. The Gangas of Talakad – Durvineetha – The Nolambas.	04
Chapter No. 6. Age of Empires Chalukyas of Badami – Pulikes in -II -The Rastrakutas– Amoghavarsh Nrupathunga.	05
Unit-3 Pre Medieval Powers	13/14
Chapter No. 7 . Chalukyas of Kalyana-Taila-II- Vikramadithya-VI – Someshwara III.	04
Chapter No. 8. Central and Provincial Administration –The Satavahanas- Kadambas of Banavasi -The Gangas of Talakadu.	05
ChapterNo.9. Central and Provincial administration -Chalukyas of Badami – The Rastrakutas.	05

Books for Reference

1. K.R Basavaraja - "History and Culture of Karnataka"
2. R.S Mugali - "Climpes of Karnataka"
3. P.B. Desai - "A History of Karnataka"
4. H.V Shrinivasa Murthy and R. Ramakrishnan - "A Concise History of Karnataka"
5. A. Sundara (Ed) - "Karnataka Charitre"Volumel
6. B. Surendra Rao(Ed.) - "Karnataka Charitre"Volumell
7. R.R Diwakar - "Karnataka Through the Ages"
8. M. Chidananda Murthy - "Kannada Shasanagala Samskrutika Adhyayana"
9. S. Settar - "Halagannada–Lipi, Lipikara,LipiVyavasaya"
10. A.CNagesh - "PracheenaKarnatakaCharithre"

11. M.S. Krishnamurthy - "Nolambas"
12. Noboru Karashima - A Concise History of South India
13. Sheikh Ali - Karnataka Charithre, Volmes 1- 7,

Pedagogy

- Lecture Method –Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as
 - Audio–Visual aids
 - Films Documentaries
 - Visit to historical sites

Assessment:

Weight age for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

**BA Semester1
DSC 2**

Course Title: Cultural Heritage of India	
Total Contact Hours: 39to42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural Heritage of India

Course Out comes (COs):

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

- Provide an insight about an extensive survey of heritage of India
- Familiarize Indian history and culture
- Expertise to analyse further development of culture of India
- Analyse the factor responsible for origin and decline of culture
- Provide the opportunity to understand the process of cultural development

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) /Program Out comes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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“ in the intersection Cell if a course outcome addresses a particular program outcome.

BASemester1**DSC 2****Title of the Course:** Cultural Heritage of India

Course1		Course2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

ContentofCourse1	39/42Hrs
Unit – 1 Introduction	13/14
ChapterNo.1. Meaning, Historical Cultural Heritage-Concepts, Characteristics-Types of Indian Cultural Heritage: Tangible, Intangible, Oral and Living traditions.	04
ChapterNo.2. Significance of Fairs and Festivals, Religious Rituals: Regional,Folk,Tribal, National – Monsoon Fairs – Animal Fairs	05
ChapterNo.3. Pilgrimage Centers of India – Kashi, Rameswara, Amaravathi, Mount Abu, Ajemer, Sharvanabelagola, Gulbarga, Amrithsar, Goa, Velangani,	05
Unit – 2 Legends, Narratives and Cultural Ethos	13/14
ChapterNo.4. Meaning, Significance, Forms and Tradition of Legends. Puranic Legends-Ramayana and Mahabharata: Panchatantra, Jataka.	06
ChapterNo.5. Traditional Performing Arts – Bharat Natya Shastra: The Source of Performing Indian Classical Arts;	03
ChapterNo.6. Indian Classical Music –Dances as Cultural Heritage. Oral Tradition and Performing Arts. Carnatic Music and Hindustan Music – Indian Theatre.	05
Unit–3.Architecture and Built Heritage	13/14
ChapterNo.7. Meaning, Definition and Ideas of Built Heritage	04
ChapterNo.8. Important Monuments of India – Sanchi, Ajanta, Shravanabelagola, Dilwara temple, Pattadakal, Konark (Sun temple), Khajuraho, Mahabalipuram, Agra –Taj Mahal, Delhi- Redfort.	04
ChapterNo.9. Places of Historical Importance: Delhi, Prayaga, Saranatha, Sanchi, Nalanda, Ellora, Puri, Varanasi, Rameshwaram, Hampi, Madurai, Shravanabelagola, Thanjavur and Agra.	06

Books for Reference

1. S. Radhakrishnan - "Culture of India"
2. K.T Achaya - Indian food: A Historical Companion,
3. Banga, I. (Ed) - The City in Indian History: Urban Demography, Society and Politics.

4. A.L Basham - The Wonder that was India.
5. Sachin Shekhar Biswas - Protecting the Cultural Heritage
6. N.K Bose - "Culture Zones of India" in culture and Society in India.
7. S. Narayan - Indian Classical Dances.
8. Gokulsing, K.Moti - Popular Culture in a Globalized India,
9. Bhanu Shankar Mehta - Ramlila Varied Respective
10. Rangacharya - The Natyashastra, English translation with critical Notes.

Pedagogy

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

Understanding: The student should develop understanding of terms, facts, principal events, trends, etc., related to the study of history. The student should be able to: classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect errors, Interpret and extract.

Critical Thinking: The subject should enable the students to develop critical thinking. The student should be able to: identify, analyse, collect, select, draw and verify.

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

Interests: The subject should enable the students to develop interest in the study of history. The student, on his own, should be able to: collect coins and other historical materials, participate in historical dramas and mock sessions of historical events, visits places of historical interest, archaeological sites, museums and archives, read historical documents, maps and charts, write articles on historical and other related topics.

Learning Outcome:

This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. They will acquire knowledge of changing socio-cultural scenarios of India.

As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment:

Weight age for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

BA Semester1 OE- 1

Course Title: Cultural History of Karnataka (CE300- CE 1000) Part-I	
Total Contact Hours: 39to42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural History of Karnataka (CE300-CE1000)Part-I

Course Outcomes (COs):

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

- Provide an insight about the cultural development of Karnataka.
- Familiarize Karnataka history and culture.
- Expertise to analyze further development of culture of Karnataka.
- Analyze the factors responsible for origin and decline of dynasties.
- Provide the opportunity to understand the process of cultural diversities.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/Program Outcomes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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“ in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 1 –OE 1

Title of the Course: Cultural History of Karnataka (CE 300- CE 1000) Part-I

Course1		Course2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

Content of Course1	39/42Hrs
Unit–1 Introduction	13/14
ChapterNo.1. Antiquity of Karnataka Language and Script – Inscription and Development of Literature.	03
ChapterNo.2. Agriculture and Land Grants.	05
ChapterNo.3. Education and Emergence of Agraharas.	06
Unit – 2 Social Conditions	13/14
ChapterNo.4. Society – Family and Customs- Marriage system – Food Habits.	05
ChapterNo.5. Religion– Traditions and Rituals.	05
ChapterNo.6. Festivals – Dasara, Karaga, Mahamasthaka Abisheka; Pilgrimimages – Malemadeswara, Koodalasangama, Bande Navaz Urs .	04
Unit–3. ReligiousTraditions	13/14
ChapterNo.7. Pilgrim Circuits of Jainism and Buddhism.	04
ChapterNo.8. Hinduism-Cults: Shaiva- Vaishnava- Bhagavatha .	05
ChapterNo.9. Art and Architecture- Fine Arts and Performing Arts.	05

Books for Reference

1. S. Settar - "Halagannada–Lipi, Lipikara, Lipi Vyavasaya"
2. K.R Basavaraja - "History and Cultureof Karnataka"
3. R. Rajanna & A.C Nagesh - "Karnatakada Charithre" Volume I
4. P.B. Desai - "AHistory of Karnataka"
5. A. Sundara (Ed) - "Karnataka Charitre" Volumel
6. B. Surendra Rao(Ed.) - "Karnataka Charitre"Volumell
7. S. Settar - " Halagannada; Bhashe, Bhasha Vikasa, Bhasha Bandhavya"
8. M. ChidanandaMurthy - "Karnataka Shasanagala Samskrutika Adhyayana"
9. S. Rajashekara - "Karnataka Architecture"
10. K. A. NilakantaSastri - "A History of South India"

Pedagogy

- Lecture Method –Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
 - Use of Learning Recourses like as
 - Audio–Visual aids
 - Films
 - Documentaries
 - Visit to historical sites

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

BA Semester1 OE- 1

Course Title: Introduction to Archaeology	
Total Contact Hours:39to42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Introduction to Archaeology

Course Outcomes(COs):

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

- Understand the concept of Archaeology as an ancillary for study of history
- Help to study features of Archaeology in understanding history
- Familiarize the students to know about scope of Archaeology.
- Understand the various tools and techniques imbibed in Archaeology
- Study various schools of disciplines of Archaeology.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/Program Out comes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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“ in the intersection cell if a course outcome addresses a particular program outcome.

BA
BA Semester1 OE-1

Title of the Course: Introduction to Archaeology

Course1		Course2	
Number of Theory Credits	Number of Lecture Hours/Semester	Number of Theory Credits	Number of Lecture Hours/Semester
3	39 or42	3	39 or42

Content of Course1	39/42Hrs
Unit-1 Introduction	13/14
ChapterNo.1 Definition–Scope-Nature	03
ChapterNo.2 Concepts –Artifacts–Assemblage–Industry–Culture-Layer	05
ChapterNo.3 Kinds of Archaeology–Ethno, Marine and Salvage	06
Unit – 2 Archaeology by Period	13/14
ChapterNo.4. Lower Paleolithic–Middle Paleolithic–Upper Paleolithic Mesolithic –Chalcolithic– Bronzeage– Iron Age	05
ChapterNo.5 Development in the Global Context–From Antiquarians to Scientific Archaeology–Finders Petrie-Pitt Rivers–Leonard Wooly.	05
ChapterNo.6. Archaeology in India–William Jones to Wheeler–The All chins– S.R. Rao–Archaeological Survey of India–Department of Archaeology Government of Karnataka.	04
Unit-3 Exploration, Excavation and Analysis	13/14
ChapterNo.7 Identification of a Site–Field Survey–Sampling Techniques–Application of Scientific Methods.	05
ChapterNo.8. Methods of Excavation–Vertical And Horizontal–Trenching–Gridding	05
ChapterNo.9 Excavation of Burial Mounds–Open Stripping–Quadrant Method –Excavation of Pits–Excavation of a Typical Site	04

Books for Reference

1. Agrawal D.P - Archaeology in India
2. Aiken M.J - Science based dating in archaeology
3. Allchin Bridget
And Raymond Allchin - Rise of Civilization in India and Pakistan
4. AtkinsonRJC - Field Archaeology
5. Basker.P - Techniques of Archaeological
6. Excavation
7. Chakrabarthy D.K - A History of Indian Archaeology from the Beginning to 1947
8. Chakrabarthy D.K - Theoretical Perspectives in Indian Archaeology

9. Gosha.A - Encyclopaedia of Indian Archaeology
10. Rajan.K - Archaeology, Principles and Methods
11. Raman K.V - Principles and Methods in Archaeology

Pedagogy

- Lecture Method –Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of excavations
- Collaborative learning strategies
- Learning about digging, Trenching and Exploration
- Collection and Preservation of Artefacts

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

BA Semester 1

OE-1

Course Title: History and Historians.	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): History and Historians

Course Outcomes (COs):

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

- Understand the meaning, nature and scope of History.
- Study the relationship between history and other social sciences.
- Understand how History has been written through the ages.
- Growth of History during different periods and in different countries.
- Critical evaluation of historical narratives.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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' in the intersection cell if a course outcome addresses a particular program outcome.

BA
BA Semester 1 OE-1

Title of the Course: History and Historians

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 Introduction	13/14
Chapter No. 1 Definition –Meaning –Nature- Scope of History.	06
Chapter No. 2 History and other Social Sciences.	05
Chapter No. 3 History and Auxiliary Sciences.	02
Unit – 2 Historians of Ancient, Medieval and Modern Period.	13/14
Chapter No. 4. Greek- Herodotus Thucydides Roman Historian’s -Livy-Tacitus.	05
Chapter No. 5. Medieval- St.Augustine - Ibn Khaldun.	04
Chapter No. 6. Modern - Arnold Toynbee- Karl Marx	04
Unit – 3 Historians of India	13/14
ChapterNo.7 Ancient Period -Kalhana- Medieval Period - Amir Khusrau- Zia ud din Barani- Abul Fazal. Modern Period -James Mill- Macaulay-.	06
ChapterNo.8 Post Independence Historian-I Romila Thapar- Irfan Habib- Bipan Chandra	04
Chapter No. 9 Post Independence Historian-II Ranjit Guha-Burton Stein	03

Books for Reference

1. Ramesh Chandra Sharma (Ed) -- “Historiography and historian in India since Independence”
2. Car E.H -- “What is history?”
3. Collingwood RG -- “The Idea of history”
4. Chitnis -- “Research Methodology in History -2020”
5. Subramanian N -- “Historiography”
6. Langalois and Segnobos -- “Introduction to the study of History”
7. Sreedharan E A -- “A Textbook of Historiography”
8. Jayapalan -- “Historiography”
9. K. Rajayyan -- “History in Theory and Method: A Study in Historiography”
10. Dr. M. V. Venkatarathnam and M.V. Padma -- “Itihasa Samshodhana Margha
11. Dr. H. V. Srinivasa Murthy -- “It has a Samshodhana Sameekshe”

Pedagogy

- Lecture Method – Class Room Teaching
- Biographies of Historians.
- Videos
- Use of digital content
- Collaborative learning strategies

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments / Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

BA Semester2 DSC 3

Course Title :Political History of Karnataka (1000CEto 1750CE)	
TotalContactHours:39to42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Political History of Karnataka (1000CE to 1750CE)

Course Out comes (COs):

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

- Understand the rise and fall of Political dynasties in Karnataka.
- Familiarize with the patterns of administration.
- Analyze the traditional values andethos of political development.
- Understand the rise and fall of regional variations.
- Study the complexities involved in polity of the time.

Course Articulation Matrix: Mapping of Course Outcomes (COs)with Program Outcomes (POs 1-12)

Course Outcomes (COs)/Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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“ in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 2**DSC 3****Title of the Course: Political History of Karnataka (1000CE to 1750 CE)**

Course1		Course2	
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 Introduction	13/14
Chapter No.1. Kalachuris of Kalyana- Bijjala II	05
Chapter No.2. The Hoysalas – Vishnuvardana - Ballala III	05
Chapter No.3 The Seuanas (Yadavas) of Devagiri -Bhillama V - Singhana II.	04
Unit – 2 Medieval Karnataka	13/14
Chapter No.4. Vijayanagar–Dynasties	06
Chapter No.5. Bahamani States	05
Chapter No.6. Nayankas of Keladi (Ikkeri)-Yalahanka Nada Prabhus- Nayakas of Chithradurga	03
Unit-3. Post Vijayanagar	13/14
Chapter No.7. Early Wodeyars of Mysore	05
Chapter No.8. Maratha Rule in Karnataka – Shahaji- Shivaji-Peshwas	04
Chapter No.9. Administration Under Vijayanagara-Nayankara System-Keladi Shivappa Nayaka Shist	05

Books for Reference

1. K.R Basavaraja - "History and Culture of Karnataka"
2. P.B.Desai - "A History of Karnataka"
3. Burton Stein - "Vijayanagara"
4. B. Sheik Ali (Ed.) - "Karnataka Samagra Charitre" Volume IV.
5. B.Vivek Rai (Ed.) - "Pravasi Kanda Vijayanagara"
6. G.Yazdani - "History of the Deccan"
7. K.Satyanarayana - "History of the Wodeyars of Mysore"
8. Mohibul Hasan - "History of Tipu Sulthan"
9. T.V Mahalingam - "Administration and Social Life Under Vijayanagara"
10. K.V Ramesh - "History of South Kenara"
11. H.K. Sarwani and P M Joshi (Ed) - Medieval History of Deccan , Volume I & II
12. Suryanath U Kamath - Concise History of Karnataka
13. Noboru Karashima - A Concise History of South India
14. Nilakhanat Shastri K.A - History of South India
15. Prof. G R. Rangaswamaiah - Dhakshina Bharathada Ithihas.
16. Shiak Ali - Karnataka Charitre Volumes I to VII

Pedagogy

- Lecture Method –Class RoomTeaching
- Visit to Archaeological sites
- Learn techniques of excavations
- Collaborative learning strategies
- Learning about digging, Trenching and Exploration
- Collection and Preservation of Artifacts

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments /Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

BA Semester2 DSC 4

Course Title: Cultural Heritage of Karnataka	
TotalContactHours:39to42	Course Credits: 3
FormativeAssessmentMarks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural Heritage of Karnataka

Course Outcomes(COs):

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

- Understand the concept of cultural heritage of Karnataka
- Study various cultural factors which influence the flow of culture
- Familiarize the factors which influenced in influencing culture and society
- Analyze the factors responsible for formation of pluralistic society
- Understand the concept“ Unity in diversity”.

CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs 1-12)

Course Outcomes (COs)/Program Outcomes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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“ in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 2**DSC 4****Title of the Course:** Cultural Heritage of Karnataka

Course1		Course2	
Number of Theory Credits	Number of Lecture Hours/Semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

ContentofCourse1	39/42Hrs
Unit – 1 Karnataka Cultural Heritage : An Introduction	13/14
ChapterNo.1. Meaning - Definition and Historical Background of Cultural Heritage .	05
ChapterNo.2. Characteristic of Karnataka Heritage.	04
ChapterNo.3. Significance of Cultural Heritage .	03
Unit – 2 Fairs Festivals and Rituals	13/14
ChapterNo.4. Historical Background of Fairs - Festivals and Rituals and their importance in Karnataka Culture .	04
ChapterNo.5. Fairs of Karnataka - Types of Fairs – Temple Fairs (Utsava) Folk Fairs - Urs, Karaga - Kaveri Sankramana- Kambala	06
ChapterNo.6. Festivals of Karnataka – Religious Festivals -Ugadi- Ganesha Chaturthi- Dasara- Deepavali –Huttari –sankranthi – Muharam - Id-ul-Fitr (Ramzan)- Gurunanak Jayanthi and Christmas.	06
Unit–3.Traditional Arts and Architecture and Cultural Ethos	13/14
ChapterNo.7. Meaning of Art and Architecture – Forms of Dance .	05
ChapterNo.8. Forms of Music	05
ChapterNo.9. Architecture and Built Heritage.	04

Books for Reference

1. K.TAchaya - Indian Food Historical Companion
2. SachinShekharBiswas - Protecting the Cultural Heritage
3. N.KBose - Culture Zones of India in culture and Society in India.
4. S.Narayan - Indian Classical Dances
5. Prakash, H.SShiva - Traditional Theatres
6. KrishnaN.Reddy - Cultural Heritage of South India
7. Dr.A.Murageppa - Dakshin Bhartiya Jaanpad Kosh.Vol-III
8. Dr.Suryanath Kamat - Karnataka SankshiItihas
9. Shrinivas T - Bhartiya It has Mattu Parampare
10. K.R.Basavaraj - Karnataka History and Culture

Pedagogy

- Lecture Method –Class RoomTeaching
- Visit to Archaeologicalsites
- Learn techniques of excavations
- Collaborative learnings trategies
- Learning about digging,TrenchingandExploration
- Collection and Preservation of Artifacts

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

BA
Semester2 OE 2

Course Title :Cultural History of Karnataka (CE 1100 to CE 1750)	
Total Contact Hours: 39to42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural History of Karnataka(CE 1100 to CE 1750)

Course Outcomes(COs):

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

- Understand the concept of cultural heritage of Karnataka
- Study various cultural factors which influence the flow of culture
- Familiarize the factors which influenced in influencing culture and society
- Analyze the factors responsible for formation of pluralistic society
- Understand the concept “Unity in diversity”.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Out comes (POs 1-12)

Course Out comes (COs)/Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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“ in the intersection cell if a course outcome addresses a particular program outcome.

BA
BA Semester2
OE 2

Title of the Course: Cultural History of Karnataka (CE 1100 to CE 1750)

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

ContentofCourse1	39/42Hrs
Unit-1.Introduction	13/14
ChapterNo.1 Vachana Movement – Anubhava Mantappa	05
ChapterNo.2 Bhakthi Movement of Karnataka – Dasa Movement	04
ChapterNo.3 Sufism and Christian Missionaries in Karnataka	05
Unit – 2 Society and Economy	13/14
ChapterNo.4. SocialConditions–CasteSystem–RitualsandCustoms	05
ChapterNo.5. EconomicConditions–Agriculture	04
ChapterNo.6. Indigenous Industries – Trade and Commerce	05
Unit-3. Art and Architecture	13/14
Chapter No. 7 Temple Architecture - Islamic Architecture	05
ChapterNo.8. Church Architecture	04
ChapterNo.9 Painting	05

BooksforReference

1. P.BDesai - History of Karnataka
2. K.RBasavaraja - History and Culture of Karnataka
3. B.R Hiremath - Karnataka Shasanagalalli Vartakaru
4. Rahamat Tarikere - Karnataka Sufigalu
5. Rajaram Hegde & M. V Vasu - Dakshina Karnataka Arasu Mane thangalu
6. R. R Diwakar - Karnataka Through the Ages
7. Suryanath U.Kamath - A History of Karnataka
8. H.K Sherwani - The Bahamani"s of the Deccan
9. Dept. of Archaeology - Vijayanagar Adhayayana
10. Baragur Ramachandrappa - Karnataka Sangathi

Pedagogy

- Lecture Method –Class Room Teaching
- Visit to historical sites
- Group Discussion
- Visit to cultural sites
- Preparation of charts

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments / Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

BA Semester2 OE 2

Course Title: Manuscript logy	
Total Contact Hours: 39to42	Course Credits: 3
FormativeAssessmentMarks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Manuscript logy

Course Outcomes(COs):

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

- Understand the importance of manuscripts
- Study manuscripts as an ancillary for study of history
- Understand the concept of cataloguing of manuscripts
- Practice the science of conservation and preservation of manuscripts
- Visit libraries and Archives to study conservation and preservation

Course Articulation Matrix: Mapping of Course Out comes(COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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“ in the intersection cell if a course outcome addresses a particular program outcome.

BASemester2 OE 2

Title of the Course: Manus criptology

Course1		Course2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

ContentofCourse1	39/42Hrs
Unit-1Introduction	13/14
ChapterNo.1 Meaning-Definition-Character	04
ChapterNo.2 ScopeandImportance	05
ChapterNo.3 Types of Manuscripts- Methods of Study	04
Unit – 2 Collection	13/14
Chapter No.4. History of Manuscript logy	05
Chapter No.5. Indian Manuscript logy	04
Chapter No.6. Manuscripts in Kannada, Tiglari, Samskrit, Malayalam, Nandinagari, Devanagari and Modi	05
Unit- 3 Editing	13/14
ChapterNo.7 Collection of Manuscripts	03
ChapterNo.8. Processof Editing	05
ChapterNo.9 Preservation of Manuscripts	06

Books for Reference

1. Chinthahar Chakravathi - Study of Manuscriptology
2. M.V Seetharamiah & M. Chidanadamurthy - Hastiprati Sastra
3. N. Geethacharya - Hastiprati Sastra Adhyayana
4. Sitharam Jahagirdar - **Kannada Grantha Sampadhana Sastra Parichaya**
5. S. Jagannath - Grantha Sampadana Shastra
6. Devarakonda reddy - Lipiya Huttumattu Belavanige
7. Madhava NaKatti - Lipishastra Pravesha
8. B.S Sanaya - Kannada Hasta Prathigala Micro film Soochi
9. T.V Venkatalachala Sastri - Halaya Honnu
10. A.K Sasthri - Sringeri Kadathagalu

Pedagogy

- Class room teaching
- Visit to repositories, Archives and institutions.
- Learn in repositories the techniques of preservation
- Learn conservative method
- Study and classify manuscripts in different languages

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

BA Semester 2 OE- 2

Course Title: India as seen by Foreign Travelers	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA / Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): India as seen by foreign travelers / Travelogue's on Indian History.

Course Outcomes (COs):

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

- India's contacts with outside world
- Importance of foreign accounts as a source for Indian history.
- A critical view of foreign accounts.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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' in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 2 OE 2

Title of the Course: India as seen by Foreign Travelers.

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

Content of Course 1	39/42 Hrs
Unit – 1Introduction	13/14
Chapter No. 1 India’s Contacts with Outside World.	06
Chapter No. 2 Importance of Foreign Accounts as a Source In Study of History..	05
Chapter No. 3 A Critical Study of Foreign Accounts as a Source.	02
Unit – 2 Greek- Chinese accounts on Ancient India	13/14
Chapter No. 4. Greek Accounts with Special Reference to Megasthenes.	05
Chapter No. 5. Chinese Accounts with Special Reference to Fahien	04
Chapter No. 6. Hiuentang Account on Ancient India	04
Unit – 3 Early Medieval and Medieval Period	13/14
ChapterNo.7 Arab Travelers with Special Reference to Suleiman.	06
ChapterNo.8 Persian Travelers with Special Reference to Al-Biruni.	04
Chapter No. 9 Foreign Accounts on Vijayanagara Empire	03

Books for Reference

1. Robert Sewell -- “Forgotten Empire (Vijayanagara) A Contribution to the History of India”
2. Nagegowda H.L -- “Pravasi Kanda India” (1 to 8 Volumes).
3. Shivaramayya -- “Pravasi Kanda India Ondu marupayana”.
4. Dr. B.A Vivek Roy -- “Pravasi Kanda Vijayanagara”
5. Dr. Virupakshi Poojaralli -- “Krishnadevarayana Thirthayathregalu”
6. MP Prakasha -- “Domingo peas kanda Vijayanagara”
7. Ashok Kumar Srivastava -- “India as Described by the Arab Travellers”
8. Suryanath u Kamath -- “ Karnatakada Sankshipta Itihasa (Concise History Of Karnataka)”
9. James Legge -- “A Record of Buddhistic Kingdoms: Being an Account by a Chinese Monk Fa-Hein of Travels in India and Ceylon 399-414”.
10. Henry Yule -- “The book of Marco Polo”

Pedagogy

- Lecture Method – Class Room Teaching
- Biographies of foreign travellers.
- Use of maps to understand land and sea routes.
- Use of digital content
- Collaborative learning strategies

Assessment:

Weightage for assessments (inpercentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100



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

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 1206CE. 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 policy 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 –AskoParpola	
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 Megasthenees’s Indica - Arthasasthra and early Indian treatise on the theory of state - Sapthanga – 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- Herbans 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 Guptha.

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 Past

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.

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.

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

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 VisheshatayaVishwesharaya- 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

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

CHAPTER-8 South Indian Epigraphy/Inscriptions.Talagunda Inscription Nasik Inscription	04
CHAPTER-9 Practicals in Kannada Palaeography. Practical Training in taking e-stampages of stone and copper plateinscriptions by visiting the historical places.	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., Kalvetiyal (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

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

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

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

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 Navaraji- V. D. Savarkar- Kamaladevi Chattoppya- Aravinda Ghosh- sarojinainaidu-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 Partion 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. DzsÄÄrPÄ `sÁgÀvÀzÀ Ew°Á,À- ¥Ésæ.Dgi.gÁdt vÄÄvÄÄÜ qÁ.£ÁUÉÄí 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

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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