



# **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. Mohelb  
Member

Meenakshi M.4  
Member

  
Member

K. [Signature]  
Member

Shahena Bano  
Member

Grant  
Member

BS Sultan  
Member

Member

T. S. Reddy  
Member

S. M. 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

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

### **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.

<b>EXIT OPTIONS</b>
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-300 to CE1000) Part-1

<b>Course1</b>		<b>Course2</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>39 or 42</b>	<b>3</b>	<b>39 or 42</b>

<b>Content of Course1</b>	<b>39/42Hrs</b>
<b>Unit-1 Introduction</b>	13/14
<b>Chapter No.1.</b> Survey of sources- Pre historic culture.	04
<b>Chapter No.2. Formation of State</b> Kingship – Duties and Functions of King and his Ministers- Sapthanga theory.	06
<b>Chapter No.3.</b> Rituals and Sacrifices– Coronation ceremony – Rajasuya- Vajapeya.	04
<b>Unit – 2 Early Beginnings :</b>	13/14
<b>Chapter No.4.</b> The Mauryas - The Satavahanas - Kadambas of Banavasi.	05
<b>Chapter No.5.</b> The Gangas of Talakad – Durvineetha – The Nolambas.	04
<b>Chapter No. 6. Age of Empires</b> Chalukyas of Badami – Pulikes in -II -The Rastrakutas– Amoghavarsh Nrupathunga.	05
<b>Unit-3 Pre Medieval Powers</b>	13/14
<b>Chapter No. 7 .</b> Chalukyas of Kalyana-Taila-II- Vikramaditya-VI – Someshwara III.	04
<b>Chapter No. 8.</b> Central and Provincial Administration –The Satavahanas- Kadambas of Banavasi -The Gangas of Talakadu.	05
<b>Chapter No.9.</b> 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                                   | - | "Clipses of Karnataka"                          |
| 3. P.B. Desai                                   | - | "A History of Karnataka"                        |
| 4. H.V Shrinivasa Murthy<br>and R. Ramakrishnan | - | "A Concise History of Karnataka"                |
| 5. A. Sundara (Ed)                              | - | "Karnataka Charitra" Volume I                   |
| 6. B. Surendra Rao (Ed.)                        | - | "Karnataka Charitra" Volume II                  |
| 7. R.R Diwakar                                  | - | "Karnataka Through the Ages"                    |
| 8. M. Chidananda Murthy                         | - | "Kannada Shasanagala Sanskrita<br>Adhyayana"    |
| 9. S. Settar                                    | - | "Halagannada-Lipi,<br>Lipikara, Lipi Vyavastha" |
| 10. A.C Nagesh                                  | - | "Pracheena Karnataka Charithre"                 |

- |                        |   |                                   |
|------------------------|---|-----------------------------------|
| 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	
<b>Total</b>	<b>40</b>	
<b>Grand Total</b>		<b>100</b>

**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

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

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

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

## 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
<b>Unit–1 Introduction</b>	13/14
<b>ChapterNo.1.</b> Antiquity of Karnataka Language and Script – Inscription and Development of Literature.	03
<b>ChapterNo.2.</b> Agriculture and Land Grants.	05
<b>ChapterNo.3.</b> Education and Emergence of Agraharas.	06
<b>Unit – 2 Social Conditions</b>	13/14
<b>ChapterNo.4.</b> Society – Family and Customs- Marriage system – Food Habits.	05
<b>ChapterNo.5.</b> Religion– Traditions and Rituals.	05
<b>ChapterNo.6.</b> Festivals – Dasara, Karaga, Mahamasthaka Abisheka; Pilgrimimages – Malemaleswara, Koodalasangama, Bande Navaz Urs .	04
<b>Unit–3. ReligiousTraditions</b>	13/14
<b>ChapterNo.7.</b> Pilgrim Circuits of Jainism and Buddhism.	04
<b>ChapterNo.8.</b> Hinduism-Cults: Shaiva- Vaishnava- Bhagavatha .	05
<b>ChapterNo.9.</b> 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	
<b>Total</b>	<b>40</b>	
<b>Grand Total</b>		<b>100</b>

## 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 or 42	3	39 or 42

Content of Course1	39/42Hrs
<b>Unit-1 Introduction</b>	13/14
<b>ChapterNo.1</b> Definition–Scope-Nature	03
<b>ChapterNo.2</b> Concepts –Artifacts–Assemblage–Industry–Culture-Layer	05
<b>ChapterNo.3</b> Kinds of Archaeology–Ethno, Marine and Salvage	06
<b>Unit – 2 Archaeology by Period</b>	13/14
<b>ChapterNo.4.</b> Lower Paleolithic–Middle Paleolithic–Upper Paleolithic Mesolithic –Chalcolithic– Bronzeage– Iron Age	05
<b>ChapterNo.5</b> Development in the Global Context–From Antiquarians to Scientific Archaeology–Finders Petrie-Pitt Rivers–Leonard Wooly.	05
<b>ChapterNo.6.</b> Archaeology in India–William Jones to Wheeler–The All chins– S.R. Rao–Archaeological Survey of India–Department of Archaeology Government of Karnataka.	04
<b>Unit-3 Exploration, Excavation and Analysis</b>	13/14
<b>ChapterNo.7</b> Identification of a Site–Field Survey–Sampling Techniques–Application of Scientific Methods.	05
<b>ChapterNo.8.</b> Methods of Excavation–Vertical And Horizontal–Trenching–Gridding	05
<b>ChapterNo.9</b> 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<br>And Raymond Allchin | - | Rise of Civilization in India and Pakistan                    |
| 4. Atkinson R.J.C                         | - | Field Archaeology   |
| 5. Basker.P                               | - | Techniques of Archaeological                                  |
| 6. Excavation                             |   |   |
| 7. Chakrabarthy D.K                       | - | A History of Indian Archaeology from the<br>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	
<b>Total</b>	<b>40</b>	
<b>Grand Total</b>		<b>100</b>



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

## Pedagogy

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

Assessment:

**Weightage for assessments (in percentage)**

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

## 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.

**BASemester2****DSC 3****Title of the Course:** Political History of Karnataka (1000CE to 1750 CE)

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

<b>ContentofCourse1</b>	<b>39/42Hrs</b>
<b>Unit-1 Introduction</b>	<b>13/14</b>
<b>ChapterNo.1.</b> Kalachuris of Kalyana- Bijjala II	<b>05</b>
<b>ChapterNo.2.</b> TheHoysalas – Vishnuvardana - Ballala III	<b>05</b>
<b>Chapter No.3</b> The Seuanas (Yadavas) of Devagiri -Bhillama V - Singhana II.	<b>04</b>
<b>Unit – 2 Medieval Karnataka</b>	<b>13/14</b>
<b>ChapterNo.4.</b> Vijayanagar–Dynasties	<b>06</b>
<b>ChapterNo.5.</b> Bahamani States	<b>05</b>
<b>ChapterNo.6.</b> Nayankas of Keladi (Ikkeri)-Yalahanka Nada Prabhus- Nayakas ofChithradurga	<b>03</b>
<b>Unit-3.Post Vijayanagar</b>	<b>13/14</b>
<b>ChapterNo.7.</b> Early Wodeyars of Mysore	<b>05</b>
<b>ChapterNo.8.</b> Maratha Rule in Karnataka – Shahaji- Shivaji-Peshwas	<b>04</b>
<b>ChapterNo.9.</b> Administration Under Vijayanagara-Nayankara System-Keladi Shivappa Nayaka Shist	<b>05</b>

*Books for Reference*

1. K.R Basavaraja - "History and Culture of Karnataka"
2. P.B.Desai - "A History of Karnataka"
3. BurtonStein - "Vijayanagara"
4. B. SheikAli(Ed.) - "Karnataka Samagra Charitre" Volume IV.
5. B.VivekRai(Ed.) - "Pravasi Kanda Vijayanagara"
6. G.Yazdani - "History of the Deccan"
7. K.Satyanarayana - "History of the Wodeyars of Mysore"
8. MohibulHasan - "History of Tipu Sulthan"
9. T.V Mahalingam - "Administration and Social Life Under Vijayanagara"
10. K.VRamesh - "History of South Kenara"
11. H.K. Sarwani and P M Joshi (Ed) - Medival 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	
<b>Total</b>	<b>40</b>	
<b>Grand Total</b>		<b>100</b>

## 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”.

**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 4****Title of the Course:** Cultural Heritage of Karnataka

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

<b>ContentofCourse1</b>	<b>39/42Hrs</b>
<b>Unit – 1     Karnataka Cultural Heritage : An Introduction</b>	<b>13/14</b>
<b>ChapterNo.1.</b> Meaning - Definition and Historical Background of Cultural Heritage .	05
<b>ChapterNo.2.</b> Characteristic of Karnataka Heritage.	04
<b>ChapterNo.3.</b> Significance of Cultural Heritage .	03
<b>Unit – 2     Fairs Festivals and Rituals</b>	<b>13/14</b>
<b>ChapterNo.4.</b> Historical Background of Fairs - Festivals and Rituals and their importance in Karnataka Culture .	04
<b>ChapterNo.5.</b> Fairs of Karnataka - Types of Fairs – Temple Fairs (Utsava) Folk Fairs - Urs, Karaga - Kaveri Sankramana- Kambala	06
<b>ChapterNo.6.</b> Festivals of Karnataka – Religious Festivals -Ugadi- Ganesha Chaturthi- Dasara- Deepavali –Huttari –sankranthi – Muharam - Id-ul-Fitr (Ramzan)- Gurunanak Jayanthi and Christmas.	06
<b>Unit–3.Traditional Arts and Architecture and Cultural Ethos</b>	<b>13/14</b>
<b>ChapterNo.7.</b> Meaning of Art and Architecture – Forms of Dance .	05
<b>ChapterNo.8.</b> Forms of Music	05
<b>ChapterNo.9.</b> 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.Surnyath 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 strategies
- 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	
<b>Total</b>	<b>40</b>	
<b>Grand Total</b>		<b>100</b>

**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 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
<b>Unit-1. Introduction</b>	13/14
<b>Chapter No. 1</b> Vachana Movement – Anubhava Mantappa	05
<b>Chapter No. 2</b> Bhakthi Movement of Karnataka – Dasa Movement	04
<b>Chapter No. 3</b> Sufism and Christian Missionaries in Karnataka	05
<b>Unit – 2 Society and Economy</b>	13/14
<b>Chapter No. 4.</b> Social Conditions – Caste System – Rituals and Customs	05
<b>Chapter No. 5.</b> Economic Conditions – Agriculture	04
<b>Chapter No. 6.</b> Indigenous Industries – Trade and Commerce	05
<b>Unit-3. Art and Architecture</b>	13/14
<b>Chapter No. 7</b> Temple Architecture - Islamic Architecture	05
<b>Chapter No. 8.</b> Church Architecture	04
<b>Chapter No. 9</b> Painting	05

*Books for Reference*

- |                              |   |  |
|------------------------------|---|--|
| 1. P.B Desai                 | - | History of Karnataka                   |
| 2. K.R Basavaraja            | - | 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	
<b>Total</b>	<b>40</b>	
<b>Grand Total</b>		<b>100</b>

## 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
<b>Unit-1Introduction</b>	13/14
<b>ChapterNo.1</b> Meaning-Definition-Character	04
<b>ChapterNo.2</b> ScopeandImportance	05
<b>ChapterNo.3</b> Types of Manuscripts- Methods of Study	04
<b>Unit – 2 Collection</b>	13/14
<b>Chapter No.4.</b> History of Manuscript logy	05
<b>Chapter No.5.</b> Indian Manuscript logy	04
<b>Chapter No.6.</b> Manuscripts in Kannada, Tiglari, Samskrit, Malayalam, Nandinagari, Devanagari and Modi	05
<b>Unit- 3 Editing</b>	13/14
<b>ChapterNo.7</b> Collection of Manuscripts	03
<b>ChapterNo.8.</b> Processof Editing	05
<b>ChapterNo.9</b> 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                   | - | <b>Kannada Grantha Sampadhana Sastra Parichaya</b> |
| 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	
<b>Total</b>	<b>40</b>	
<b>Grand Total</b>		<b>100</b>

## 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
<b>3</b>	<b>39 or 42</b>	<b>3</b>	<b>39 or 42</b>

Content of Course 1	39/42 Hrs
<b>Unit – 1 Introduction</b>	13/14
<b>Chapter No. 1</b> India's Contacts with Outside World.	06
<b>Chapter No. 2</b> Importance of Foreign Accounts as a Source In Study of History..	05
<b>Chapter No. 3</b> A Critical Study of Foreign Accounts as a Source.	02
<b>Unit – 2 Greek- Chinese accounts on Ancient India</b>	13/14
<b>Chapter No. 4.</b> Greek Accounts with Special Reference to Megasthenes.	05
<b>Chapter No. 5.</b> Chinese Accounts with Special Reference to Fahien	04
<b>Chapter No. 6.</b> Hiuen-tsang Account on Ancient India	04
<b>Unit – 3 Early Medieval and Medieval Period</b>	13/14
<b>Chapter No. 7</b> Arab Travelers with Special Reference to Suleiman.	06
<b>Chapter No. 8</b> Persian Travelers with Special Reference to Al-Biruni.	04
<b>Chapter No. 9</b> 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	
<b>Total</b>	<b>40</b>	
<b>Grand Total</b>		<b>100</b>



# **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.

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

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



## BA

# Semester 3

# DSC-6

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

Course Pre-requisites(s): History and Culture of Bangalore in Time and Space.

## 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 and culture of Bangalore in Time and Space region.
- Analyze the importance of causes for backwardness of this region.
- Understand the influence of political influence on the people and culture of this region.
- 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]

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

Impact of industrialization on Bangalore - growth of Trade and Commerce- Urbanization.	
--	--

<b>UNIT -3: Art, Culture and Science</b>	
<b>Chapter-VII</b> Religion and culture: Major Cults-Festivals- Bangalore Karaga- Urs- St' Mary fest- Bangalore fairs- Kadalekaye Parise.	<b>4</b>
<b>Chapter-VIII Development of Science &amp; Information Technology.</b>	<b>4</b>
Bangalore as a Science city- Scientific organisations- IISC, ISRO, HAL.	
<b>Chapter –IX Public Institutions and Organisations of Bangalore</b>	<b>5</b>
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 18<sup>th</sup> 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**

<b>Formative Assessment</b>			
<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
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: <b>Introduction to Epigraphy</b>	
Total contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>
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]



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.

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

<p style="text-align: center;"><b>CHAPTER-8</b></p> <p style="text-align: center;">South Indian Epigraphy/Inscriptions.Talagunda Inscription Nasik Inscription</p>	04
<p style="text-align: center;"><b>CHAPTER-9</b></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**

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

## O.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

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

**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**

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

## BA

### Semester 4

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

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

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

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

<b>Content of Course -1</b>	<b>39/42 Hrs</b>
<b>Unit – 1 Indian Nationalism</b>	12/14
<b>Chapter No.1</b> Genesis of Indian National Congress-Moderates-Objectives- Techniques-Partition of Bengal-Swadeshi Movement	05
<b>Chapter No.2</b> Congress Split -Extremists-Objectives-Techniques, Lala Lajpat Rai- Bala Gangadharanatha Tilak-Bipan Chandra Pal.	05
<b>Chapter No.3</b> Revolutionary Movements-Bhagat Singh-Chandra Sheker Azad-Rajaguru- Kumudini Mitra Basu – Madam Bhikaji Cama – Preethi Latha Waddedar	04
<b>Unit– 2 Gandhi and Nationalism</b>	10/12
<b>Chapter No.4</b> - First world war- Emergence of Gandhi – early experiments- Lucknow Pact-1916- Khilafath movement-Rowllat Act-Jallianwala Bagh Tragedy.	04
<b>Chapter No.5</b> Non Co-operation Movement- Constructive Programmes.	03
<b>Chapter No.6</b> . Civil Disobedience movement – Salt Sathyagraha- No tax campaign-Forest Sathyagraha.	04
<b>Unit – 3 Towards Independence</b>	15/17
<b>Chapter No.7</b> Growth of Communalism - Two nations Theory- August Offer.	06
<b>Chapter No.8</b> Cripps Proposal-Quit India movement- Subashchandra Bose-INA-Mount Battan paln- Indian Independence Act.	06
<b>Chapter No.9 Freedom Fighters:</b> 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

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

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



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).	
<b>Chapter –VIII Museum Marketing-</b>	<b>3</b>
Museum Digitization, Conservation and Preservation - General Principles of Conservation (a) Preventive measures (b) Curative measures	
<b>Chapter –IX Collection Management</b>	<b>4</b>
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**

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

<b>Total</b>			<b>40</b>
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**Government of Karnataka**

**Curriculum Framework for Undergraduate**

**V and VI Semester Model Syllabus  
for BA  
HISTORY**

**Submitted to**

**Vice Chairman**

Karnataka State Higher Education Council  
s30, Prasanna Kumar Block, Bengaluru City University Campus,  
Bengaluru, Karnataka – 560009

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**Sd/-**  
**Subject Committee Chairperson**

## Structure for History Discipline

Core paper no.	Paper Title	Credit	No. of Teaching Hours/ Week	Total Marks/ Assessment
<b>V Semester</b>				
DSC-9	History of Western Civilization – (6BC-1200 AD)	4	4	<b>100 (60+40)</b>
DSC-10	Colonialism And Nationalism in Asia(1900 to 1970)	4	4	<b>100 (60+40)</b>
DSC-11	European History	4	4	<b>100 (60+40)</b>
DSC-12	Contemporary History of India from 1947-1990s	4	4	<b>100 (60+40)</b>
DSE-1	A. History of Tourism in India	3	4	<b>100 (60+40)</b>
	B. Heritage Tourism in Karnataka	3	4	<b>100 (60+40)</b>
VOC	Principles of Field study	3	4	<b>100 (60+40)</b>
	Communicating Culture: Tellings, Representations and Leisure	3	4	<b>100 (60+40)</b>
<b>VI Semester</b>				
DSC13	History of Freedom Movement and unification in Karnataka	4	4	<b>100 (60+40)</b>
DSC14	History of India. (CE1761-CE 1857)	4	4	<b>100 (60+40)</b>
DSC15	History of United States of America – I (c.1776 – 1945)	4	4	<b>100 (60+40)</b>
DSC16	Process of Urbanization in India	4	4	<b>100 (60+40)</b>
DSE-2	A. Dr.B.R Ambedkar's Social and Political Philosophy	3	4	<b>100 (60+40)</b>
	B. Heritage Sites in your own District	3	4	<b>100 (60+40)</b>
VOC	A. Introduction to archives	3	4	<b>100 (60+40)</b>
	B. History of Indian Numismatics	3	4	<b>100 (60+40)</b>

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 9-16)**

<b>Programme Outcome</b>	<b>DSC-9</b>	<b>DSC-10</b>	<b>DSC-11</b>	<b>DSC-12</b>	<b>DSE-1</b>	<b>DSC-13</b>	<b>DSC-14</b>	<b>DSC-15</b>	<b>DSC-16</b>	<b>DSE-2</b>
Disciplinary knowledge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Professional skills	Y	Y	Y	Y	-	Y	Y	Y	Y	Y
Application of skills to chosen specialization	Y	Y	Y	Y	Y	Y	Y	Y	Y	-
Experimental learning and critical thinking	Y	Y	Y	Y	Y	Y	-	Y	Y	-
Application on to administration related problems	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Knowledge of resources and social media	Y	Y	Y	Y	-	Y	Y	Y	Y	Y
Skills in scientific writing and effective presentation	Y	Y	Y	Y	-	-	-	Y	Y	-
Critical evaluation of theoretical approaches	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y



## Semester V





Government of Karnataka

## Model Curriculum

<b>Course Title: History of Western Civilisation – (6BC- 1200 AD)</b>	
<b>Semester: 5</b>	<b>Course Code: DSC-9</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam:2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### Course Objectives:

Western civilization traces its roots back to Europe and the Mediterranean. It is linked to ancient Greece, the Roman Empire and Medieval Western Christendom which emerged during the Middle Ages and experienced such transformative episodes as the development of Scholasticism, the Renaissance, the Reformation, the Enlightenment, the Industrial Revolution, the Scientific Revolution, and the development of liberal democracy. The civilizations of Classical Greece and Ancient Rome are considered seminal periods in Western history.

Major cultural contributions also came from the Christianized Germanic peoples, such as the Franks, the Goths, and the Burgundians. Charlemagne founded the Carolingian Empire and he is referred to as the "Father of Europe. Contributions also emerged from pagan peoples of pre-Christian Europe, such as the Celts and Germanic pagans as well as some significant religious contributions derived from Judaism and Hellenistic Judaism stemming back to Second Temple Judea, Galilee, and the early Jewish diaspora; and some other Middle Eastern influences.

Western Christianity has played a prominent role in the shaping of Western civilization, which throughout most of its history, has been nearly equivalent to Christian culture. (There were Christians outside of the West, such as China, India, Russia, Byzantium and the Middle East). Western civilization has spread to produce the dominant cultures of modern Americas and Oceania, and has had immense global influence in recent centuries in many ways.

### Learning Outcome:

At the end of the Course the students Shall –

Students will relate the History of Western civilization to that of other regions of the world.

1. Students will compare the evolution of intellectual, cultural and technological exchange of different regions.
2. Students will understand the diffusion of ideas and culture of western civilization.

Unit	Contents of Course- DSC-9	60 Hours
Unit-I	<b>Chapter-1:</b> Introduction - Ancient Civilizations- Greek City States. <b>Chapter-2:</b> The Golden Age of Greece - Hellenistic World- The Roman Republic. <b>Chapter-3:</b> The Roman Empire and the Birth of Christianity.	15 Hours
Unit-II	<b>Chapter-4:</b> Official Christianization and the fall of the western Empire, Byzantium. <b>Chapter-5:</b> New Kingdoms in Western Europe, The Rise of Islam. <b>Chapter-6:</b> Feudalism and the Commercial Revolution, Church Reforms, The Crusades.	15 Hours
Unit-III	<b>Chapter-7:</b> The Twelfth-Century Renaissance, Heights of Medieval Culture <b>Chapter-8:</b> New Religious Orders <b>Chapter-9:</b> The Rediscovery of Aristotle and the Medieval Synthesis	15 Hours
Unit-IV	<b>Chapter-10:</b> Medieval World in Crisis and the Black Death <b>Chapter-11:</b> The Hundred Year's War, Renaissance, Humanism. <b>Chapter-12:</b> The New World, The Protestant Reformation, Wars of Religion and the Thirty Years War, The Scientific Revolution	15 Hours

#### Exercises:

- Students can be asked to study the Principles democracy followed by ancient Greek.
- They may be asked to survey the ideas of Renaissance, Humanism.
- They can be asked to go to the nearest Church and study the Christianized practices followed in the church of their place.

## Suggested Readings

References	
1	The Making of the West: Peoples and Cultures: Volume 1, to 1750 5a ed. <b>by Lynn Hunt, Thomas R. Martin</b>
2	Western Civilization: Ideas, Politics, and Society: From the 1400s. <b>by Marvin Perry (Author), Theodore H. Von Laue (Author), Margaret Jacob (Author), James Jacob (Author)</b>
3	History of Western Civilizations 15e V 1: From Prehistory to the Present Vol. 1 <b>by Judith G Coffin, Robert C Stacey.</b>
4	Western Civilization: A Social and Cultural History, Vol. I, Prehistory- 1750 <b>by Margaret L. King</b>
5	Western Civilizations 16e V 2 by Judith Coffin and Robert Stacey
6	Western Civilization <b>by Jackson Spielvogel (Author)</b>
7	<b>History of Western Civilization by William H. McNeill</b>

## Pedagogy:

The course shall be taught through the lecture methods, interactive sessions, assignments and seminars

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

<b>Course Title: Colonialism And Nationalism in Asia(1900 to 1970)</b>	
<b>Semester: V</b>	<b>Course Code: DSC-10</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

To understand and analyse the manner in which the different manifestations of colonialism were at work in India, China, Japan, Indonesia and Indo-China, and the nationalist responses in these countries. To provide substantial theoretical knowledge by way of analysing the two concepts of colonialism and nationalism through the works of notable scholars on Colonialism, Dependency theory, World System and Nationalism. To understand the concepts and policies like De-colonialism and Neo-colonialism. To analyse the theory and practice of colonialism and nationalism in Asia.

### **Learning Outcome:**

- Analyse the main theories and interpretations on colonialism and nationalism.
- Understand the emergence of the Modern World System and its impact on Asia.
- Analyse the dynamics and dimensions in the colonial working and nationalist movements in the five countries of Asia.
- Understand the concepts of decolonisation and neo- colonialism in the context of Asia.

Unit	Contents of Course- DSC-10	60 Hours
Unit-I	<b>Chapter-1:</b> What is Asia: (a) Land and its people. (b) Pre colonial Society. <b>Chapter-2:</b> The Advent of Western Powers: (a) The early Europeans. (b) The Portuguese, Spanish. (c) The Dutch, French and the English. <b>Chapter-3:</b> Introduction to Modern World System Theory	15 Hours
Unit-II	<b>Chapter-4:</b> Perceptions on Colonialism J. A. Hobson. Theory of Underdevelopment: Paul Baran - A.G. Frank - Samir Amin. <b>Chapter-5:</b> Manifestations of Colonialism and their Functioning <b>Chapter-6:</b> Colony-Protectorate - Spheres of Influence.	15 Hours
Unit-III	<b>Chapter-7:</b> The Colonial Experience: Cases of India. <b>Chapter-8:</b> The Colonial Experience: China, Japan, Indo China and Indonesia. <b>Chapter-9:</b> Nationalism: Meaning. Factors for the Genesis of Nationalism.	15 Hours
Unit-IV	<b>Chapter-10:</b> Genesis of Congress -Moderates and Extremists. <b>Chapter-11:</b> Gandhi era and Freedom Movements <b>Chapter-12:</b> De-colonization and Neo-colonialism	15 Hours

#### Exercise:

- Students can be asked to study the main theories and interpretations on colonialism and nationalism.
- They may be asked to survey the causes for the emergence of the Modern World System and its impact on Asia.
- They can be asked to analyse the dynamics and dimensions in the colonial working and nationalist movements in the five countries of Asia.

## Suggested Readings

References	
1	Amin, Samir, Imperialism and Unequal Development England, The Harvester Press, 1977
2	Anderson, Benedict, Imagined Communities: Reflections on the Origin and Spread of Nationalism London, Verso, Revised edition, 1991.
3	Bandyopadhyaya, Sekhar, Decolonization in South Asia, London, Routledge, 2009
4	Gellner, Ernest, Encounters with Nationalism U.K. Wiley Blackwell Publishers, 1997.
5	Wallerstein, Immanuel, The Modern World System (3 vols.), New York, Academic Press, 1974
6	Sardesai, D.R., South East Asia: Past and Present New Delhi, Vikas, 1981
7	Desai, A.R., Social Background of Indian Nationalism Bombay, Popular Prakashan, 1982.
8	Edwardes, Michael, Asia in the European Age 1498-1955 New Delhi, Asia Publishing House, 1961.
9	Frank, A.G., World Accumulation 1492-1789 Basingstoke, Palgrave Macmillan, 1978.
10	Hall, D.G.E., A History of South East Asia London, Macmillan, 1964.

## Pedagogy

The course shall be taught through the Lectures/ tutorials/ assignments/ self-study/ seminars.

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

<b>Course Title: European History</b>	
<b>Semester: V</b>	<b>Course Code: DSC-11</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

Course Objectives

- To study the history of a region that is often left out of, or given short shrift in, mainstream “South Indian History”

<b>Unit</b>	<b>Contents of Course- DSC-11</b>	<b>60 Hours</b>
<b>The French Revolution and Napoleonic Era (1789-1815)</b>		
<b>Unit-I</b>	<b>Chapter-1:</b> The causes of French Revolution – The consequences of Revolution <b>Chapter-2:</b> Napoleon rise to power - Creation of Empire <b>Chapter-3:</b> The Continental system - The fall of Napoleon	<b>15 Hours</b>
<b>The Concert of Europe (1815-1830)</b>		
<b>Unit-II</b>	<b>Chapter-4:</b> The Congress of Vienna <b>Chapter-5:</b> Metternich’s Era <b>Chapter-6:</b> The Concert of Europe and Congress System Balance of Power	<b>15 Hours</b>
<b>Forces of Continuity and Change in Europe (1815-1848)</b>		
<b>Unit-III</b>	<b>Chapter-7:</b> Nationalism –Liberalism - Romanticism <b>Chapter-8:</b> Socialism - Industrial Revolution <b>Chapter-9:</b> Colonialism -Cosequences	<b>15 Hours</b>
<b>The Eastern Question (1804-1856)</b>		
<b>Unit-IV</b>	<b>Chapter-10:</b> The nature of the Eastern question <b>Chapter-11:</b> The Crimean War <b>Chapter-12:</b> Russo Turkish War 1877 - Consequences	<b>15 Hours</b>

**Exercise:**

- Students can be asked to study the main theories and interpretations on South Indian Civilization.

**Suggested Readings**

References	
1	A History of Modern Europe (1789-1991) H.L. Peacock,
2	The Struggle for Mastery in Europe: 1848-1918 A.J.P Taylor
3	The Cold War: Ideological Conflict or Power Struggle Normali A. Grabener
4	The USSR: A Share History Vladimir Polrtayen,
5	Development in Russian Politics Stephen White
6	Mastering Modern European History Stuart Miller,
7	A Text Book of European History by Southgate, G.W.
8	Aspects of European History 1789-1980. Stephen J. Lee
9	Europe Since Napoleon Thompson, D
10	European Union: European politics. Tim Bale.

**Pedagogy**

The course shall be taught through the Lectures/ tutorials/ assignments/ self-study/ seminars.

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



<b>Course Title: Contemporary History of India from 1947-1990s</b>	
<b>Semester:</b> V	<b>Course Code:</b> DSC-12
<b>Total Contact Hours:</b> 60	<b>Course Credits:</b> 4
<b>No. of Teaching Hours/Week:</b> 4	<b>Duration of ESA/Exam:</b> 2 Hours
<b>Formative Assessment Marks:</b> 40	<b>Summative Assessment Marks:</b> 60+40=100

### Course Objectives:

This chapter will discuss the political legacies of colonialism in India. After studying this lesson the students will be able to:

- know the meaning of legacy of Colonialism
- understand the legacy of Colonialism.
- assess the political legacy of Colonialism.
- identify the important legacies in the form of political legacy of British Colonialism in India.

### Learning Outcome:

- Analyse the main theories and interpretations on Contemporary History of India from 1947-1990s
- Analyse the dynamics and dimensions in the Contemporary History of India from 1947-1990s

<b>Unit</b>	<b>Contents of Course- DSC-12</b>	<b>60 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Political legacy of Colonialism. <b>Chapter-2:</b> Economic and Social Legacy of Colonialism. <b>Chapter-3:</b> National movements: Its significance, Value and Legacy	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> Framing of Indian Constitution - Constituent Assembly – Draft Committee Report – declaration of Indian Constitution, Indian constitution- Basic Features and Institutions <b>Chapter-5:</b> The Initial Years: Process of National Consolidation and Integration of /Indian States – Role of Sardar Patel – Kashmir issue, Indo – Pak war 1948; the Linguistic Reorganization of the States, Regionalism and Regional Inequality. <b>Chapter-6:</b> Political development in India since Independence.	<b>15 Hours</b>

<b>Unit-III</b>	<b>Chapter-7:</b> Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu and Kashmir, the Punjab Crisis. <b>Chapter-8:</b> The Post-Colonial Indian State and the Political Economy of Development : An Overview <b>Chapter-9:</b> Foreign policy of India since independence.	<b>15 Hours</b>
<b>Unit-IV</b>	<b>Chapter-10:</b> Indian Economy, 1947-1965: the Nehruvian Legacy Indian Economy, 1965-1991, Economic Reforms since 1991 and LPG. <b>Chapter-11:</b> Caste, Untouchability, Anti-caste Politics and Strategies, Revival and Growth of Communalism. <b>Chapter-12:</b> Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution And Agrarian Struggles Since Independence	<b>15 Hours</b>

### Exercise:

- Examine the impact of colonial legacy on the post-independent Indian Political System
- Discuss the political legacy under colonialism in India.
- Highlight the different factors of political legacy of colonialism
- What is legacy? Write a note on political legacy of colonialism.
- Critically examine the important legacies in the form of political legacy of British Colonialism in India
- Discuss the economic legacy of British Colonialism
- Highlight the different fields of economic legacy of colonialism in India.
- Make an analysis on the social legacy of British colonialism.

### Suggested Readings

References	
1	South Indian Studies : Ed. By Dr.H. M. Nayak & B.R. Gopal
2	History of South India : K.A. Neelakantha Sastry
3	Karnataka Through the Ages - R. R. Diwakar
4	Karnataka Samskriti Darshana - M.V. Krishna Rao and T. Keshava Bhat
5	Karnataka Parampare - Ed. By R. R. Diwakar
6	Dakshina Bharatada Ithihasa - B. Sheik Ali G. R. Rangaswamaiah
7	Karnataka Samskritika Ithihasa - Tipperudraswamy
8	Karnatakadalli Chitrakale - Shivarama Karantha
9	Karnataka Parampare - Ed. By R. R. Diwakar
10	Bharatiya Rangabhoomi - Adya Rangacharya

## Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

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

<b>Course Title: History of Tourism in India</b>	
<b>Semester: V</b>	<b>Course Code: DSE-1 (A)</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

The objective of the course is to:

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

### **Learning Outcome**

By the end of this course, learners would be able to:

- Understand fundamentals of tourism from the management, marketing and financial perspectives.
- Understand the concepts of travel and tourism, the framework of the system, types and form of tourism as well as the impacts of tourism.
- Describe the different types tourism resources of India, their importance in tourism and management.

Unit	Contents of Course- DSE-1 (A)	60 Hours
Unit-I	<p><b>Chapter-1:</b> Tourism: Definition -Nature and Meaning – Need for Tourism – Origin and Growth of tourism.</p> <p><b>Chapter-2:</b> Tourism through the ages ancient and Medieval tourism in India - Domestic and International Tourism.</p> <p><b>Chapter-3:</b> Natural Tourist Resources – Rich Diversity in landform and landscape, geographic features of India, water bodies of India,, Flora and Fauna of India,.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Tourism and perspectives. National parks and art galleries.</p> <p><b>Chapter-5:</b> Components of tourism - Medical tourism –Adventure tourism, Health tourism, Business tourism, Conference, Conventions, Sports tourism.</p> <p><b>Chapter-6:</b> Religious Resources: introduction places of pilgrimage</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Hindu - Temples, Muslim - Mosques, Darghas, Christian- Churches, Jain - Basadi Buddhists - Stupas, Viharas. Sikhs - Gurdwaras</p> <p><b>Chapter-8:</b> Monuments of Historical importants, Natural places of interest in India.</p> <p><b>Chapter-9:</b> Coastal areas, beaches and islands.</p>	15 Hours

#### Exercise:

- Students can be asked to study and understand fundamentals of tourism from the management, marketing and financial perspectives
- They may be asked to survey the concepts of travel and tourism.
- They can be asked to analyze the different types tourism resources of India, their importance in tourism and management.

## Suggested Readings

References	
1	Bhatia, A.K.: International Tourism : Fundamentals and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 1911.
2	Bhatia, A.K.: Tourism Development: Principles and Practices, Sterling Publishers Pvt. Ltd., New Delhi, 1989.
3	Bhatia, A.K.: Tourism in India History and Development, sterling publishers Pvt. Ltd., New Delhi, 1978.
4	Brown Percy, Indian Architecture (Islamic period), Bombay.
5	Gupta, SP, Lal, K, Bhattacharya, M. (2002) Cultural Tourism in India, DK Print.
6	Robinet Jacob et al (2012), Tourism Products of India, Abhijeeth Publications, New Delhi.
7	Michell, George, Monuments of India, Vol. 1. London.
8	Dr.I.C.Gupta and Dr.S.Kasbekar, Tourism products of India.
9	Dixit, M and Sheela, C. (2001), Tourism Products, New Royal Book

## Pedagogy:

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

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

<b>Course Title: Heritage Tourism in Karnataka</b>	
<b>Semester: V</b>	<b>Course Code: DSE-1 (B)</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam:2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

The objective of the course is to:

- To study the vast Tourist resources of Karnataka.
- To conceptualize a tour itinerary based on variety of themes;
- To identify and manage emerging tourist destinations.
- To make Karnataka one among the top States of India in terms of domestic and international tourist visits.
- To harness Karnataka's tourism potential for its effects on employment generation and economic development.
- To instill confidence in tourists to visit Karnataka and ensure their comfort, convenience, and safety throughout their journey in Karnataka.
- To promote Karnataka in domestic and international markets through a multitude of marketing channels

### **Learning Outcome**

After studying the chapter, the reader will be able to

- Take students to the tourist places of your district/ Taluk. Ask them to prepare a report and submit for internal assessment.
- Differentiate tourism product from other manufactured products from a marketing view point
- To comprehend the vast Tourist resources of Karnataka;
- To conceptualize a tour itinerary based on variety of themes; and
- To identify and manage emerging tourist destinations.

Unit	Contents of Course- DSE-1 (B)	60 Hours
Unit-I	<p><b>Chapter-1:</b> Introduction to Karnataka Culture and Heritage Tourism.</p> <p><b>Chapter-2:</b> Concept and Significance of the history of cultural heritage of Karnataka. History of Cultural Heritage Tourism in Karnataka, Glimpses of Karnataka's cultural history.</p> <p><b>Chapter-3:</b> Cultural heritage of the Mauryan Period, Satavahanas, Gangas, Chalukyas, Hoysalas, Vijayanagara, Bahamanis and wodeyars of Mysore.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Preservation and Conservation of Monuments of karnataka.</p> <p><b>Chapter-5:</b> Indo-Islamic Architecture &amp; Modern Architecture,</p> <p><b>Chapter-6:</b> Important features of Karnataka Paintings &amp; Dance Forms of Karnataka (classical and folk traditions).</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Hill Stations of karnataka Chikkamagalur hills, Agumbe hills, Malemahadeshwara hills, B R hills.</p> <p><b>Chapter-8:</b> Famous Forts &amp; Palaces a. Bangalore fort, Gulbarga Fort, Chitradurga Fort, Gajendragad fort, Malkheda fort. b. Mysore Palace, Shivappanayaka Palace, Shivamugga palace, Tippu Palace Bangalore.</p> <p><b>Chapter-9:</b> Museums of Karnataka. Railway Museum Mysore, Folklore Museum Mysore, Hasta Shilpa Heritage Museum Manipal, National gallery of Morden art Bangalore, Janapada loka Manjusha Museum Dharmasthala, venkatappa art gallery Bangalore.</p>	15 Hours

#### Exercise:

- Students can be asked to study and understand fundamentals of tourism from the management, marketing and financial perspectives
- They may be asked to survey the concepts of travel and tourism.
- They can be asked to analyze the different types tourism resources of Karnataka, their importance in tourism and management.



## Suggested Readings

References	
1	Michell, George, Monuments of India, Vol. 1. London.
2	Davies, Philip, Monuments of India, Vol. II., London.
3	Brown Percy, Indian Architecture (Buddhist and Hindu), Bombay.
4	Brown Percy, Indian Architecture (Islamic period), Bombay.
5	Vatsayana, Kapila, Indian Classical Dance, New Delhi.
6	Mehta. R. J. Handicrafts & Industrial Arts of India, New York.
7	Hussain, S. A.: The national cultural of India, National Book Trust, New Delhi, 1987
8	Heinrich Zimmer, Philosophies of India, Routledge
9	Swami, Prayaganand, History of Indian Music.

## Pedagogy:

The course shall be taught through the Lectures/ tutorials/ assignments/ self-study/ seminars.

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

Course Title: Principles of Field study	
Semester: V	Course Code: VOC
Total Contact Hours: 60	Course Credits: 3
No. of Teaching Hours/Week:4	Duration of ESA/Exam:2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

### What is Field Study?

Field Study is defined as a qualitative method of data collection that aims to observe, interact and understand people ,society and History of the place of study while they are in a natural environment.

### Steps in Conducting Field Study

1. **Build the Right Team:** To be able to conduct field Study, having the right team is important. The role of the student and any team members is very important and defining the tasks they have to carry out with defined relevant milestones is important.
2. **Recruiting People for the Study:** The success of the field Study depends on the data collected in the study is being conducted on. Using sampling methods, it is important to derive proper result oriented study.
3. **Data Collection Methodology:** data collection methods for field Study are varied. They could be a mix of surveys, interviews, case studies and observation. All these methods have to be chalked out and the milestones for each method too have to be chalked out at the outset. For example, in the case of a survey, the survey design is important that it is created and tested even before the Study begins.
4. **Site Visit:** A site visit is important to the success of the field Study and it is always conducted in historical /cultural/heritage based /traditional locations and in the actual natural environment of the respondent/s. Hence, planning a site visit along with the methods of data collection is important
5. for example,if a student is working on Mysore Dasara he should visit Mysore during this time.
6. **Data Analysis:** Analysis of the data that is collected is important to validate the premise of the field Study and decide the outcome of the field Study.

7. **Communicating Results:** Once the data is analyzed, it is important to communicate the results to the stakeholders of the Study so that it could be actioned upon.

### **Field Study Notes**

Keeping a record is very important in conducting field Study. Field notes make up one of the most important aspects of the record. The process of field notes begins as the student is involved in the observational Study process that is to be written down later.

### **Project report**

Based on the field study student should submit a project report of 50 pages for evaluation to the guide.

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## Semester VI

<b>Course Title: HISTORY OF FREEDOM MOVEMENT AND UNIFICATION IN KARNATAKA</b>	
<b>Semester: VI</b>	<b>Course Code: DSC13</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

### **Learning Outcome**

- To get familiarized with impact of the rebellion of 1857 on Karnataka
- To get acquainted with National Movement in Karnataka
- To know about Belgaum Congress Session
- To understand about Origin and development of unification movement in Karnataka 5. To know about Contributions of Various Kannada Organizations

Unit	Contents of Course- DSC13	60 Hours
Unit-I	<p><b>Chapter-1:</b> Introduction: Historical background The disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state Armed Resistances against the British rule in Karnataka Revolt of Veerappa Deshmukh of Kappa in 1819.</p> <p><b>Chapter-2:</b> Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.</p> <p><b>Chapter-3:</b> The impact of the rebellion of 1857 on Karnataka Bedars of Halagali against Anti arms Act.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the Struggle.</p> <p><b>Chapter-5:</b> The National Movement in Karnataka - Early activities the response to Swadeshi and Non Co-operation Movements in Karnataka-Influence of Tilak and Gandhi.</p> <p><b>Chapter-6:</b> Belgaum Congress Session (1924) Satyagraha campaigns in Karnataka (1930-34)</p>	15 Hours
Unit- III	<p><b>Chapter-7:</b> Quit India Movement in Karnataka-its effects</p> <p><b>Chapter-8:</b> Movement for Responsible Government in Princely Mysore state.</p> <p><b>Chapter-9:</b> Origin and development of unification movement in Karnataka: Factors responsible for unification Movement:</p>	15 Hours
Unit- IV	<p><b>Chapter-10:</b> Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations</p> <p><b>Chapter-11:</b> The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness</p> <p><b>Chapter-12:</b> The ultimate move towards the formation of Karnataka.</p>	15 Hours

### Exercise:

### Suggested Readings

References	
1	S.Chandrashekhara - Karnataka Ekikaranada Charitre
2	R.R.Diwakar - Karnataka through the ages
3	P.B.Desai - History of Karnataka
4	G.S.Halappa - History of Freedom Movement in Karnataka
5	Basavaraja.K.R. - History of Karnataka
6	K. Veerathappa - Studies in Karnataka History and Culture.
7	James Manor - Political change in an Indian State Mysore 1917-
8	M.Shamarao - 1955 - Modern Mysore (2 vols.)
9	H.S. Gopal Rao - Karnataka Ekikaranada Ithihasa

### Pedagogy:

The course shall be taught through the lectures, assignments, group discussions and week-end seminars.

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

<b>Course Title: History of India. (CE1761-CE 1857)</b>	
<b>Semester: VI</b>	<b>Course Code: DSC14</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

This course is designed to

- Student will be able to formulate basis of modern India through different concepts like modernity, Rule of Law etc
- Students will be able to analyze the process of rise modern India and its foundation made by Social reformer and freedom fighters.
- Students will be able to analyze social background of Indian Nationalism
- Students will be able to categorize different school of thoughts about Modern India history
- Students will be able to illustrate rise and growth of Economic Nationalism in India.

### **Learning Outcome**

At the end of the course the students shall –

- Be in a position to understand the Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, Punjab.
- Be familiar with Land revenue systems- Permanent, Ryotwari and Mahalwari system, Commercialization of Agriculture- Consequences.
- Be in a position to understand the Drain of Wealth-causes and consequences, Growth of modern industry.



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

## Suggested Readings

References	
1	Bandopadhyaya, Sekhara (2004), From Plassey to Partition: A History of Modern India, Orient Blackswan.
2	Bayly, C.A. (1988), Indian Society and The Making of British Empire, Cambridge University Press
3	Bhatia, B. M. (1967), Famines in India, Asia Publishing House.
4	Brown, Judith M. (1972), Gandhi's Rise to Power: Indian Politics, 1915-1922, Cambridge University Press.
5	Chandra, Bipan, (2010), Rise and Growth of Economic Nationalism in India, Har Anand
6	Chaudhuri, B.B. (2008), Peasant History of Late Pre-Colonial and Colonial India, Pearson Education.
7	Gadgil, D. R. (1939), Industrial Evolution of India Marshal, P.J. (ed.) : Eighteenth Century in Indian History, Oxford University Press, Delhi, 2007
8	Hasan, Mushirul (1991), Nationalism and Communal Politics in India: 1885-1932, Manohar.

## Pedagogy:

The course shall be taught through the lectures, interactive session, outdoor visits and week-end seminars.

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

<b>Course Title: History of United States of America – I (c.1776 – 1945)</b>	
<b>Semester: V</b>	<b>Course Code: DSC-15</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

Unit	Contents of Course- DSC-15	60 Hours
<b>The Background &amp; Making of the Republic</b>		
<b>Unit-I</b>	<b>Chapter-1:</b> The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour- White and Black. <b>Chapter-2:</b> a) Revolution : Sources of conflict : Revolutionary groups, Ideology: The War of Independence and its historical interpretations. <b>Chapter-3:</b> b) Processes and Features of Construction making: Debates, Historical interpretations.	<b>15 Hours</b>
<b>Evolution of American Democracy</b>		
<b>Unit-II</b>	<b>Chapter-4:</b> Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 1840 – 1960; judiciary role of the Supreme Court <b>Chapter-5:</b> Expansion of Frontier: Turner's Thesis; Marginalization, displacement and decimation of native Americans; Case histories of Tecumseh, Shawnee Prophet. <b>Chapter-6:</b> Limits of Democracy: Blacks and Women	<b>15 Hours</b>
<b>Early Capitalism &amp; The Agrarian South</b>		
<b>Unit-III</b>	<b>Chapter-7:</b> Beginnings of Industrialization - Immigrants and changing composition of Labour; Early Labour Movements. <b>Chapter-8:</b> a) Plantation economy <b>Chapter-9:</b> b) Slave Society and Culture: Slave resistance.	<b>15 Hours</b>
<b>Ante Bellum Foreign Policy &amp; Civil War</b>		

<b>Unit-IV</b>	<b>Chapter-10:</b> War of 1812: Monroe Doctrine: Manifest Destiny. <b>Chapter-11:</b> Abolitionism and Sectionalism – Issues and Interpretations. <b>Chapter-12:</b> Rise of Republicanism, Emancipation and Lincoln.	<b>15 Hours</b>
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References	
1	Bailyn Bernard, The Great Republic 1985
2	Bailyn Bernard, The Ideological Origins of the American Revolution. Harvard University Press 1967
3	Beard Charles, An Economic Interpretation of the American Constitution. Macmillan, 1921
4	Brown Dee, Bury My Heart at Wounded Knee, An Indian History of the American West. Grover Gardner 1970
5	Carroll Peter and Noble David, Free and Unfree: A New History of the United States. Penguin Books, 1977.
6	Davis David B., The Problem of Slavery in the Age of Revolution 1770-1823. New York: Oxford University Press, 1999.
7	Faulkner U., American Economic History . New York, Harper, 1960
8	Fogel Robert, Railroads and American Economic Growth Baltimore: Johns Hopkins Press, 1964
9	Foner Eric, America's Black Past. Harper collins, 1970
10	Franklin, John Hope, From Slavery to Freedom. New York: Alfred A Knopf, 1947

### Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

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

<b>Course Title: Process of Urbanization in India</b>	
<b>Semester: V</b>	<b>Course Code: DSC-16</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 4</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

#### Course Objectives:

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

#### Learning Outcome:

- Enable students to critically engage with the concept of urbanization through both texts and audio visual media.
- Help to connect with the earliest planned urban settlements.
- Enable students to understand that they are the engines of economic growth.
- They should understand that they are centres of innovation, knowledge and political power.

<b>Unit</b>	<b>Contents of Course- DSC-16</b>	<b>60 Hours</b>
<b>Unit-I</b>	<b>Chapter-1:</b> Introduction – Urbanization – Definition Urbanization in India – A historical perspective – process of Urbanization. <b>Chapter-2:</b> Classification of traditional towns- a) trading Town, b) Manufacturing Towns – Military Towns <b>Chapter-3:</b> Features of Urbanization in Ancient India.	<b>15 Hours</b>
<b>Unit-II</b>	<b>Chapter-4:</b> First phase of Urbanization Indus Valley civilization <b>Chapter-5:</b> Importance of cities – Harappa – mohanjadaro Dolavira- Chanhudaro - Lothal <b>Chapter-6:</b> Features of Urbanization – City Planning – Agricultural Surplus – bronze tools – Growth of trade – Crafts	<b>15 Hours</b>

<b>Unit-III</b>	<b>Chapter-7:</b> Second phase of Urbanization – 6th BC <b>Chapter-8:</b> Northern India - Mohanjadaro period – Ganga Yamuna basin. <b>Chapter-9:</b> Sangam age in Southern India – Amaravathi paithan Nagarjuna konda – Kaveri pattanam – Madurai.	<b>15 Hours</b>
<b>Unit-IV</b>	<b>Chapter-10:</b> Types of Traditional towns in second phase <b>Chapter-11:</b> Capital city – Rajadhani nagara – Pataliputra Mahanagara – Hasthinapura- Mathura – vaishah – Nigana- pattana. <b>Chapter-12:</b> Layout of a city in ancient India	<b>15 Hours</b>

### Exercise:

### Suggested Readings

References	
1	
2	
3	
4	
5	
6	

### Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

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

<b>Course Title: Dr.B.R Ambedkar's Social and Political Philosophy</b>	
<b>Semester: VI</b>	<b>Course Code: DSE-2 (A)</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives**

- Conceptually understand the Political Philosophy of Ambedkar.
- Assess the Movements of Amebedkar.
- Asses the challenges in implementation of Dr. Ambedkar's Policies.

### **Learning Outcome:**

Course outcomes (Cos): After the successful completion of the course, the student will be able to:

- To define the Dr. B.R. Ambedkar's Social and political philosophy
- To examine different types of Dr. B.R. Ambedkar's Social and political philosophy
- To understand Dr. B.R. Ambedkar's Social and political philosophy
- To realize the importance Dr. B.R. Ambedkar's Social and political philosophy

Unit	Contents of Course- DSE-2 (A)	60 Hours
Unit-I	<p><b>Chapter-1:</b> Life and works of Dr. B.R. Ambedkar- Early influences of Dr. B.R. Ambedkar through Visits intellectuals, Company and his Bitter Experiences.</p> <p><b>Chapter-2:</b> Dr. B.R. Ambedkar's Reactions to British Political Reforms- Symon Commission, Three Round Table Conference, Ramse MacDonald Declaration (1932) Doable Voting, Poon-Pact, Govt of India Act 1935.</p> <p><b>Chapter-3:</b> Dr. B.R. Ambedkar's Conception of Freedom &amp; His Role in the Freedom Struggle, Mukanayaka, Janatha, Bahiskrith Bharatha, Prabudda Bharatha. Ambedkar's Perception of New India.</p>	15 Hours
Unit-II	<p><b>Chapter-4:</b> Dr. B.R. Ambedkar's the Quest for Social Justice, Analysis of Indian Social Problems &amp; Its Solutions, MahadSatyagraha, Kalara Temple Moment, Caste System, Untouchability, Adivasis &amp; Minorities.</p> <p><b>Chapter-5:</b> Dr. B.R. Ambedkar's views on Annihilation of Caste, Education and Social Uplift of Scheduled Cast, Tribes &amp; Backward Classes, the Untouchables in Contemporary India.</p> <p><b>Chapter-6:</b> Social Justice Role of Ambedkar as a Chairman of the Constituent Assembly.</p>	15 Hours
Unit-III	<p><b>Chapter-7:</b> Role of Ambedkar as a Chairman of the Constituent Assembly.</p> <p><b>Chapter-8:</b> Ambedkar's view on Social Justice- Preamble of the Constitution- Fundamental Rights (Part III) Article 14,15,16,17,19,21,22. Importance of Directive Principles of State Policy in Securing Social Justice</p> <p><b>Chapter-9:</b> Ambedkar's Conception on 'Constitutional Remedies'. The Role of Judiciary in Upholding Social Justice to the Weaker Sections of the Society</p>	15 Hours

#### Exercise:

- Evaluation of Role of Ambedkar as a Chairman of the Constituent Assembly
- Group discussion to generate new ideas related to the Role of Ambedkar as a Chairman of the Constituent Assembly.

#### Suggested Readings

References	
1	Booker T. Washington-Up from Slavery.
2	Dhananjay Keer - Life and Mission of Dr. B.R. Ambedkar
3	A.M. Rajashekharaiiah - The Quest for Social Justice



4	Computer fundamentals a / s - B B.Ram
5	Fundamentals of computers - V.Rajaraman
6	Scholered T, Valaraie & Brown, Pam - Martin Luther King: America's Great Non-Violent Leader
7	W.N. Kuber - Ambedkar - A Critical Study
8	A first course in computers rs - S S.Jaiswal, Galgotia publications
9	Nissim Ezekiel - A Martin Luther King Reader

**Pedagogy:**

The course shall be taught through the lecture methods, lab teaching, visits to field and week-end seminars.

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

<b>Course Title: Heritage Sites in your own District- (Bangalore)</b>	
<b>Semester: VI</b>	<b>Course Code: DSE-2 (B)</b>
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:4</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

This course will help to understand Components and Evolution of Indian Heritage

- understand the concept and meaning of Indian cultural history
- establish the link between culture and heritage
- discuss the role and impact of culture in human life

### **Learning Outcome:**

At the end of the course the students shall –

- Describe the distinctive features of Indian culture.
- Identify the sources of culture.
- Explain the components of culture.
- Trace the stages of evolution of Indian culture
- Describe the distinctive features of Indian culture.
- Identify the sources of cultural heritage of your place.
- Explain the components of cultural heritage of your place.

Unit	Contents of Course- DSE-2 (B)	60 Hours
Unit-I	<b>Chapter-1:</b> Bangalore Palace-History, architecture of Bangalore Palace-Palace ground <b>Chapter-2:</b> Tipu Sultan Palace-ALBERT Victor road-Rashe-E JANNATH-History-Architecture museum in Tipu's Palace-Tipu Sultans' Throne-Artistic features of the Throne. <b>Chapter-3:</b> Bangalore Fort-Legend of Bangalore Fort, History of Bangalore fort, Architecture of Bangalore Fort.	15 Hours
Unit-II	<b>Chapter-4:</b> Vidhana soudha-Tajmahal of South India Neo-Dravidian style of Architecture History-Construction of Vidhana Soudha <b>Chapter-5:</b> Athara Kacheri-History-Gothic style of Architecture <b>Chapter-6:</b> Halasuru Someshwara temple- History Architectural features of Dravidian style	15 Hours
Unit- III	<b>Chapter-7:</b> Mayo Hall and its history <b>Chapter-8:</b> St. Mark's Cathedral Church and its history. <b>Chapter-9:</b> Botanical Gardens and its history.	15 Hours

#### Exercise:

- Students can visit the Botanical Gardens of Banagalore.
- Write a report on St. Marks Cathedral.

#### Suggested Readings

References	
1	Discovering Bengaluru by Meera Iyer (Author),
2	Nature in the City: Bengaluru in the Past, Present, and Future by Harini Nagendra (Author)
3	PAST & CURIOUS - Forty Tales of Good Old Bangalore Paperback, by Stanley Carvalho
4	Discovering Bengaluru Perfect Paperback , by Meera, yer (Author), Chiranjiv Singh (Introduction)
5	Glimpses of Vintage Bengaluru, by Sushil Mehra
6	Bangalore: Roots and Beyond, by Maya Jayapal

#### Pedagogy:

The course shall be taught through the Classroom lectures, Open Educational Resources (OER) as reference materials, assignments and group discussions.

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

<b>Course Title: Introduction to Archives</b>	
<b>Semester: VI</b>	<b>Course Code: VOC</b>
<b>Total Contact Hours:45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

- Students will understand the importance of archives is not only to study the past but also for the impact knowledge of the past, that have on the present and the future.
- They understand the changing trends in the society, different levels of government's policies, organizations/ institutions regulation etc., are some of the efficient utilization of archives.
- They will know that Everyone benefit from archives, they are the institutional memory. Archives permit continuity and consistency and accountability to the people.

### **Learning Outcome:**

- After seeing archives students shall understand that Archives provide citizens with a sense of national identity and are of great value to them in establishing and protecting individual and property right and privileges.
- They educate, entertain, and enrich our lives by providing appealing and tangible heritage of our society. In short, archives provide the basic for understanding of our past, they help orient us to our present, and they provide guidance for our progress into the future.

Unit	Contents of Course- VOC	45 Hours
Unit-I	<b>Chapter-1:</b> Definition of Archives - Creation of Archives - Uses of Archives <b>Chapter-2:</b> Archives and Library - Various types of Archives - Materials used for creation – Birth of a document <b>Chapter-3:</b> History of Archives in Europe and India - Preservation techniques	15 Hours
Unit-II	<b>Chapter-4:</b> Enemies of Records - Rehabilitation of Records - Functions of Archivist <b>Chapter-5:</b> Functions and Administration: Role of IT in the Development of Archives – Rules relating to the accession of records in Archives <b>Chapter-6:</b> Appraisal of Records- Retention Schedule - Compilation and Publication	15 Hours
Unit- III	<b>Chapter-7:</b> Various aspects of records management such as Documentation practices and filing system, life cycle of a file and nature of modern records <b>Chapter-8:</b> Classification of records and methods of control on mass production. <b>Chapter-9:</b> National Archives of India and Karnataka State Archives - Requirement of Record Room - Administration of Karnataka Archives - Saraswathi Padasala of Tanjore - Jesuits Archives in Shenbaganur - Field Work	15 Hours

#### Exercise:

- Visit Vidhana Soudha Archives
- Read literature in a group regarding Archives and digital Archives
- Listen to lectures by experts maintained in archives.

## Suggested Readings

References	
1	Introduction to Archives and Museum by Madhurima Sen
2	The Great Archives : A Historical Account by Thakur Rudra Pratap Singh
3	Studies On Archives And History Hardcover by T. R. Sareen (Author)
4	Introduction to archives Book by F. G. Emmison
5	Archives Principles & Practices Hardcover by Kumar S (Author)

## Pedagogy:

The course shall be taught through interactive sessions, assignments, group discussions and week-end seminars.

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

<b>Course Title: History of Indian Numismatics</b>	
<b>Semester: VI</b>	<b>Course Code: VOC</b>
<b>Total Contact Hours: 45</b>	<b>Course Credits: 3</b>
<b>No. of Teaching Hours/Week:3</b>	<b>Duration of ESA/Exam: 2 Hours</b>
<b>Formative Assessment Marks: 40</b>	<b>Summative Assessment Marks: 60+40=100</b>

### **Course Objectives:**

To highlight the importance of Coins not only in corroborating Indian History but also in modifying it

- To elucidate the information derived from coins across various streams of History i.e Polity, Economy, Religion, Culture, Technology, Trade & Commerce
- To explain the interaction of Coins with the allied fields of Archaeology, Palaeography and Epigraphy resulting in generation of factual data to Historians
- To introduce students to Numismatic methodologies such as Regio Specificity, Numismatic type continuity, Provenance study, Hoard Study.

### **Learning Outcome:**

At the end of the course the students shall –

A chronological coverage of Indian coins from the Mahajanapada period to the latest coins with due focus on non-political aspects such as economy, religion, metallurgy etc.,.

- Hands on where the students will handle genuine coins (and not replicas) pertaining to the various historical time periods.
- Workshop involving working on a hoard of coins. Students need to group coins by implementing typological similarities, similarities in coin fabric, Iconography etc.
- An end of session Quiz to reiterate the important aspects covered during the course.



Unit	Contents of Course- VOC	45 Hours
<b>Unit-I</b>	<p><b>Chapter-1:</b> Meaning, scope and definitions of Numismatics</p> <p><b>Chapter-2:</b> Identification and classification of coins - Mode of occurrence of coins - excavations, hoards, individual collections - Shape &amp; Size, Metals/Alloys, weight metrology and denominations.</p> <p><b>Chapter-3:</b> Techniques of manufacturing coins - punching, casting, die-struck.</p>	<b>15 Hours</b>
<b>Unit-II</b>	<p><b>Chapter-4:</b> Typology: Obverse - reverse device, .legend, symbols, mint marks.</p> <p><b>Chapter-5:</b> Decipherment and dating - Knowledge of scripts, Brahmi, Kharoshthi, Greek. Numismatics as a source of Political, Cultural and Economic history; counterfeit coins.</p> <p><b>Chapter-6:</b> An outline history of Punched marked, Janapada &amp; Tribal coins, coins of foreign invaders (Indo-Greeks, Shaka, Parthian), Kushanas</p>	<b>15 Hours</b>
<b>Unit- III</b>	<p><b>Chapter-7:</b> Western Kshatrapa coins - Guptas, Post-Guptas and early medieval coinage</p> <p><b>Chapter-8:</b> Salient features of medieval Indian coins, An outline history of the coinage of Mahmud Ghazanavi, Delhi Sultanate (Mamluk, Khilji, Tughlaq, Lodis.....), Shershah Suri, Mughals. Successors of the Mughals</p> <p><b>Chapter-9:</b> Hindu rulers during the Sultanate and Mughal period. Coinage of the Sultans of Malwa and Gujarat. Coinage of Rajputana.</p>	<b>15 Hours</b>

**Exercise:**

- The students may choose a topic of his/her interest dynastic coins and submit a project
- May invite a numismatist and organize an exhibition of coins
- May read collectively recent articles about Numismatics.

References	
1	Historical Studies In Mughal Numismatics by Hodivala Shahpurshah Hormasji
2	A Study of Ancient Indian Numismatics by Surendra Kisor Chakraborty (Author)
3	Indian Numismatics- From the Earliest Times to the Rise of the Imperial Guptas by S.K. Chakraborty (Author)
4	Numismatic Art of India: Historical and Aesthetic Perspectives by B.N. Mukherjee (Author)
5	Indian Numismatics by Devendra Handa (Author)
6	A Study of Indian Numismatics by Dr Anup Kumar

### Pedagogy:

The course shall be taught through the lecture, tutorial, interactive sessions, assignments, seminars, group discussions and week-end seminars.

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

## **General Pattern of History Question Paper**

### **I. Term End Examination for Discipline Specific Core (DSC) Papers**

Each paper will be for maximum of **60 mark**. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

**Note:** Duration of Examination for Discipline Specific Core (DSC) Papers is **3 hours**.

Question paper pattern for **Discipline Specific Core (DSC) Papers** –

**Section A: Multiple Choice Questions**

**Section B: Short Answer Questions**

**Section C: Long Answer Questions**

#### **Section A: Multiple Choice Questions**

**All Questions are Compulsory (10x1=10)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

#### **Section B: Short Answer Questions (2x10=20)**

**Answer any Two questions. Answer the following questions in not more than 500 words**

- 11.
- 12.
- 13.

#### **Section C: Long Answer Questions (2x15=30)**

**Answer any Two questions. Answer the following questions in not more than 800 words**

- 14.
- 15.
- 16.

### **I. Term End Examination for Discipline Specific Elective (DSE) Papers**

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

**Note:** Duration of Examination for Discipline Specific Elective (DSE) Papers is **2 hours**.

Question paper pattern for **Discipline Specific Elective (DSE) Papers** –

#### **Section A: Short Answer Questions**

#### **Section A: Short Answer Questions**

**Answer any thirty (30x2=60)**

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