

BA
Semester 1

Course Title: Political history of Karnataka (BCE-3 to 10 CE) Part-1	
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): Political history of Karnataka (BCE-3 to 10 CE) Part-1

Course Outcomes (COs):

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student actions 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 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

Title of the Course: Political History of Karnataka (BCE-3 to 10 CE) Part-1

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Survey of sources- Pre historic culture	04
Chapter No. 2 The Early Alupas- The Satavahanas – Kadambas of Banavasi	06
Chapter No. 3 The Gangas of Talakad - Durvineetha	04
Unit – 2 The Age of Empires	13/14
Chapter No. 4. Chalukyas of Badami – Pulikesin – II	04
Chapter No. 5. The Rastrakutas – Amoghavarsha	04
Chapter No. 6. The Chalukyas of Kalyani - Vikramaditya VI-Kalachuries of Kalyani– Bijalla-II	06
Unit – 3 Formation of State	13/14
Chapter No. 7 Central And Provincial Administration.	12
Chapter No. 8. Map- The Chalukya Empire under Pulikesin - II Places – Badami, Aihole, Pattadakal, Banavasi, Kanchipuram, Mahakuta, Alampur, Talakadu	02

Books for Reference:

1. K.R Basavaraja - "History and Culture of Karnataka"
2. R.S Mugali - "Glimpses of Karnataka"
3. P.B. Desai - "A History of Karnataka"
4. H.V Shrinivasa Murthy and R. Ramakrishnan - "A Concise History of Karnataka"
5. A. Sundara (Ed) - "Karnataka Charitre" Volume I
6. B. Surendra Rao (Ed.) - "Karnataka Charitre" Volume II
7. R.R Diwakar - "Karnataka Through the Ages"
8. M. Chidananda Murthy - "Karnataka Shasanagala Samskrutika Adhyayana"

9. S. Settar - “Halagannada – Lipi, Lipikara, Lipi Vyavasaya”
10. A.C. Nagesh - “Pracheena Karnataka Charithre”
11. Dr. Suryanatha U Kamath - History of Karnataka

Pedagogy

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

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	15	60
Assignments/ Seminar/ Field visit/ Lab practice	15	
Viva Voice	10	
Total	40	
Grand Total		

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

BA

Semester 1

Course Title: Cultural Heritage of India	
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): Cultural Heritage of India

Course Outcomes (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
- Expertize 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 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

Title of the Course: Cultural Heritage of India

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Meaning, Definition Historical Cultural Heritage-Concepts, Characteristics-types of Indian Cultural Heritage: Oral and Written traditions.	10
Chapter No. 2 Significance of fairs and festivals.	04
Unit – 2 Legends, Narratives and Cultural Ethos	13/14
Chapter No.3. Meaning, significance, forms and tradition of legends. Ramayana and Mahabharata: Tradition of Cultural Heritage; Panchatantra, Jataka.	06
Chapter No. 4. Traditional Performing Art, Folk dances and theatre: Bharata Natya Shastra: The Source of Performing Indian Classical Arts and other Indian classical dances as cultural Heritage	08
Unit – 3 Architecture and Built Heritage	13/14
Chapter No. 5. Important Monuments of India-Caves Shore Temple (Mahabalipuram), Aihole. Badami, Pattadakal. Ajanta, Ellora	08
Chapter No. 6. Important Monumental Centers of India Sarnath, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Taj Mahal, Red fort. <i>Places of Historical importance :</i> Delhi, Agra, Nalanda, Saranatha, Sanchi, Hampi, Badami, Mahabalipuram, Ajantha, Ellora, Prayaga, Varanasi, Rameshwaram, Dwaraka, Konark, Khajuraho	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 Natya shastra, 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, visit 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:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	15	60
Assignments/ Field study/ Seminar/	15	
Viva Voice	10	
Total	40	
Grand Total		100

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

BA

Semester 1

Course Title: Cultural History of Karnataka (CE 3-CE 10) Part-I	
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): Cultural History of Karnataka (CE 3-CE 10) 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.
- Expertize 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
BA Semester 1

Title of the Course: Cultural History of Karnataka (CE 3-CE 10) Part-I

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Language and culture of Coastal Karnataka and Kodagu	03
Chapter No. 2 Alupa Land Grants	05
Chapter No. 3 Agriculture and Emergence of Agraharas – Education	06
Unit – 2 Social Conditions	13/14
Chapter No. 4. Caste Structure	06
Chapter No. 5. Conditions of Women	08
Unit – 3 Religion and Art	13/14
Chapter No. 6 Jainism and Buddhism in Karnataka.	04
Chapter No. 7. Saivism and Vaishnavism.	05
Chapter No. 9 Art and Architecture of Coastal Karnataka.	05

Books for Reference

1. S. Settar - “Halagannada – Lipi, Lipikara, Lipi Vyavasaya”
2. K.R Basavaraja - “History and Culture of Karnataka”
3. R. Rajanna & A.C Nagesh - “Karnatakada Charithre” Volume I
4. P.B. Desai - “A History of Karnataka”
5. A. Sundara (Ed) - “Karnataka Charitre” Volume I
6. B. Surendra Rao (Ed.) - “Karnataka Charitre” Volume II
7. S. Settar - “ Halagannada; Bhashe, Bhasha Vikasa, Bhasha Bandhavya”
8. M. Chidananda Murthy - “Karnataka Shasanagala Samskrutika Adhyayana”
9. S. Rajashekara - “ Karnataka Architecture”
10. K.A. Nilakanta Sastri - “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
Documentarie
s

Visit to historical sites

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	15	60
Assignments/ Seminar/ Project study/ Labpractice	15	
Viva Voice	10	
Total	40	
Grand Total		100

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajann

BA Semester 1

Course Title: Introduction to Archaeology	
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): 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 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

Title of the Course: Introduction to Archaeology

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Definition – Scope – Nature	03
Chapter No. 2 Concepts – Artifacts – Assemblage – Industry – Culture -Layer	05
Chapter No. 3 Kinds of Archaeology – Ethno, Marine and Salvage	06
Unit – 2 Archaeology by Period	13/14
Chapter No. 4. Lower Paleolithic – Middle Paleolithic – Upper Paleolithic- Mesolithic – Chalcolithic – Bronze age – Iron Age	05
Chapter No. 5. Development in the Global Context – From Antiquarians to Scientific Archaeology – Finders Petrie- Pitt Riveres – Leonard Wooly.	05
Chapter No. 6. Archaeology in India – William Jones to Wheeler – The Allchins – S.R. Rao – Archaeological Survey of India – Department of Archaeology Government of Karnataka	04
Unit – 3 Exploration, Excavation and Analysis	13/14
Chapter No. 7 Identification of a site – field survey – sampling techniques – Application of scientific methods.	05
Chapter No. 8. Methods of Excavation – vertical and horizontal – Trenching – Gridding	05
Chapter No. 9 Excavation of burial mounds – Open Stripping – Quadrant method – Excavation of pits – Excavation of a typical site	04

Books for Reference

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

9. Rajan .K - Archaeology, Principles and Methods
10. Raman K.V - Principles and Methods in Archaeology
11. Dr.Srinivas V Padigar - Principles of Archaeology.
12. Dr Srinivas V Padigar - Puratattva Parichaya-(Kan)

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 Artifacts

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	15	60
Assignments/ Seminar/ Project/Field study /Lab Practice	15	
Viva Voice	10	
Total	40	
Grand Total		100

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson-

Prof. R Rajanna

BA

Semester 2

Course Title: Political History of Karnataka (CE11- 1750 AD)	
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): Political History of Karnataka (C11- 1799 AD)

Course Outcomes (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 and ethos of political development.
- Understand the rise and fall of regional variations.
- Study the complexities involved in polity of the time.

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

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	x	x	x	x	x	x	x	x		
Critical Thinking	x	x	x	x	x	x	x	x	x	x
Problem Solving			x	x	x	x	x	x	x	x
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		x		x	x	x	x	x		x

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

BA
BA Semester 2

Title of the Course: Political History of Karnataka (CE11- 1799 AD)

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 The Hoysalas - Vishnuvardhana	07
Chapter No. 2 Medieval Alupas	07
Unit – 2 Medieval Karnataka	13/14
Chapter No. 3. Vijayanagar – Dynasties	06
Chapter No. 4. The Bahamani States	05
Chapter No. 5. Regional Kingdoms during Vijayanagar.	03
Unit – 3 Post Vijayanagar	13/14
Chapter No. 6 Wodeyars of Mysore – Nayakas of Chithradurga – Nayakas of Keladi	05
Chapter No. 7. Minor Chieftains-Local Chieftains - Chowtas	03
Chapter No.8. Hyder Ali and Tippu Sulthan.	05
Chapter No.9.Map: The Vijayanagar empire. Places- Hampi, Tanjavur, Mangalore, Barkur, Penukonda, Tirupati	01

Books for Reference

1. K.R Basavaraja - "History and Culture of Karnataka"
2. P.B. Desai - "A History of Karnataka"
3. Burton Stein - "Vijayanagara"
4. B. Sheik Ali(Ed.) - "Karnataka Samagra Charitre" Volume IV.
5. B. Vivek Rai (Ed.) - "Pravasi Kanda Vijayanagara"
6. G. Yazdani - "History of the Deccan"
7. K. Satyanarayana - "History of the Wodeyars of Mysore"
8. Mohibul Hasan - "History of Tipu Sulthan"
9. T.V Mahalingam - "Administration and Social Life Under Vijayanagara"
10. K.V Ramesh - "History of South Kenara "

Pedagogy

- Lecture Method – Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of excavations
- Collaborative learning strategies
- Learning about degging, 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	15	60
Assignments/Seminar/Field study/Lab Practice	15	
Viva Voice	10	
Total	40	
Grand Total		100

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

BA

Semester 2

Course Title: Cultural Heritage of Karnataka	
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): 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
BA Semester 2

Title of the Course: Cultural Heritage of Karnataka

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Meaning, Definition and Concepts	07
Chapter No. 2 Characteristic features of Coastal Karnataka and Kodagu	07
Unit – 2 Fairs, Festivals and Rituals-Daivaradhane	13/14
Chapter No. 3. Significance – Festivals - Fairs	09
Chapter No. 4. Legends and Narratives- Paddanas	05
Unit – 3 Performing Arts	13/14
Chapter No.5. Folk Dances and theatre- Yakshagana	07
Chapter No. 6 Architecture and Built Heritage	07

Books for Reference

- | | | |
|--------------------------|---|---|
| 1. K.T Achaya | - | Indian food Historical Companion |
| 2. Sachin Shekhar Biswas | - | Protecting the Cultural Heritage |
| 3. N.K Bose | - | Culture Zones of India in culture and Society in India. |
| 4. S. Narayan | - | Indian Classical Dances |
| 5. Prakash, H.S Shiva | - | Traditional Theatres |
| 6. Krishna N. Reddy | - | Cultural Heritage of South India |
| 7. Dr. A. Murageppa | - | Dakshin Bhartiya Jaanpad Kosh. Vol-I II |
| 8. Dr. Suryanath Kamat | - | Karnataka Sankshipt Itihas |
| 9. Shrinivas T | - | Bhartiya Itihas Mattu Parampare |
| 10. K.R. Basavaraj | - | Karnataka History and Culture |

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 Artifacts

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	15	60
Assignments/Map study	10	
Viva Voice	15	
Total	40	
Grand Total		100

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

BA

Semester 2

Course Title: Cultural History of Karnataka (11 AD to 1750 AD)	
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): Cultural History of Karnataka (11 AD to 1750 AD)

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
BA Semester 2

Title of the Course: Cultural History of Karnataka (11 AD to 1750 AD)

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Administration – Central and Provincial	05
Chapter No. 2 Kingship – Duties of King – Governors - Warfare	04
Chapter No. 3 Local Self Government – Village Administration	05
Unit – 2 Society and Economy	13/14
Chapter No. 4. Social Conditions – Society – Rituals and Customs	05
Chapter No. 5. Economic Conditions – Agriculture	04
Chapter No. 6. Trade and Commerce	05
Unit – 3 Religion and Art	13/14
Chapter No. 7 Bhakti Saints -Teaching and Philosophy – Sufism	05
Chapter No. 8. Temple Architecture – Islamic Architecture	04
Chapter No. 9 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 Manethangalu
6. R.R Diwakar - Karnatka 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	15	60
Assignments/Map study	10	
Viva Voice	15	
Total	40	
Grand Total		100

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Dr. R Rajanna

BA

Semester 2

Course Title: Manuscriptology	
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): Manuscriptology

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 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 2

Title of the Course: Manuscriptology

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 Meaning – Definition – Character	04
Chapter No. 2 Scope and importance	05
Chapter No. 3 Types of Manuscripts - Methods of Study	04
Unit – 2 Collection	13/14
Chapter No. 4. History of Manuscriptology	05
Chapter No. 5. Indian Manuscriptology	04
Chapter No. 6. Manuscripts in Kannada, Tegalari, Samskrit, Pali, Tamil/Grantha, Tulu, Nandinagari and Modi	05
Unit – 3 Editing	13/14
Chapter No. 7 Collection of Manuscripts	03
Chapter No. 8. Process of Editing	05
Chapter No. 9 Preservation of Manuscripts	06

Books for Reference

1. Chinthahar Chakravathi - Study of Manuscriptology
2. M.V Seetharamiah & M. Chidanada murthy - Hastiprati Sastra
3. N. Geethacharya - Hastiprati Sastra Adhyayana
4. Sitharam Jahagirdar - **Kannada Grantha Sampadhana Sastra Parichaya**
5. S. Jagannath - Grantha Sampadana Shastra
6. Devarakondareddy - Lipiya Huttu mattu Belavanige
7. Madhava Na Katti - 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	15	60
Assignments/ Field study /Seminar /Lab practice	15	
Viva Voice	10	
Total	40	
Grand Total		

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

Course Matrix for B.A. (History-Hons): 5 Years (10 Semesters)
for Academic Year 2021-22
 [As per NEP-2020 Guidelines]

FIRST SEMESTER

Paper No.	Course	Title of the Course	Instruction Hours per week	Exam Duration	Marks			Credits
					IA	ETE	Total	
1.1	DSC-1	Political history of Karnataka (BCE-3 to 10 CE) Part-1	4	3	40	60	100	3
1.2	DSC-2	Cultural Heritage of India	4	3	40	60	100	3
1.3	OE-1	Cultural History of Karnataka (CE 3-CE 10) Part-I OR Introduction to Archaeology	4	3	40	60	100	3
Total Credits								9

SECOND SEMESTER

Paper No.	Course	Title of the Course	Instruction Hours per week	Exam Duration	Marks			Credits
					IA	ETE	Total	
2.1	DSC-3	Political History of Karnataka (CE11-1799 AD)	4	3	40	60	100	3
2.2	DSC -4	Cultural Heritage of Karnataka	4	3	40	60	100	3
2.3	OE-2	Cultural History of Karnataka (11 AD to 1750 AD) OR Manuscriptology	4	3	40	60	100	3
Total Credits								9

BA
Semester 3

DSC-5

Course Title: Political History of India (From Indus Culture upto 1206)	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 2hours
Model Syllabus Authors:	Summative Assessment Marks:60

Course Pre-requisites(s): History and Culture of Political History of India

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 Political History of India region.
- Analyse 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).

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.

BA
Semester 3

DSC-5

POLITICAL HISTORY OF INDIA (From Indus Culture upto 1206)

The main objective of this syllabus is to provide a broad historic outline about the process of socio-political formations in the north and south India up to 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 policy in the South and the formation of feudal cultures in the north and south.

UNIT -1 Towards Civilization -Harappan and Vedic Civilization	
Chapter-I	6
Pre-Harappan cultures; - extension of the Harappan culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan	
Chapter-II	6
Debate on the decline of Indus civilization, Debate on Harappan script: AiravathamMahadevan – AskopParpola	
Chapter-III	6
Vedic literatures and Archaeological evidences - PGW, NBPW- early tribal pastoral and agrarian society in the Gangetic Plains, Early and later Vedic polity	
UNIT -2 : Socio-Political Formations in the Indo - Gangetic Plains Nature of state	
Chapter-IV	6
Formation of urban centers- Mahajanapadas,- Oligarchies, Monarchies and republics	
Chapter-V	6
Material setting of the formation of Jainism and Buddhism ,From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryan polity,	
Chapter-VI	5
Asokan Edicts and Megasthenees’sIndica, Arthasasthra and early Indian treatise on the theory of state; Sapthanga – nature of Asoka’s dhamma	
UNIT -3 :	
Chapter-VII	5
Chera, Chola and Pandya polity- Chalukyan polity -Guptha polity.	
Chapter -VIII	6
Debates on Indian feudalism; R.S Sharma, HerbansMukhiaSouth Indian feudalism	
Chapter -IX	5
Arab conquest of Sind- the Sultanate ascendancy in India.	

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
.....India's Ancient Past
RomilaThappar. From Lineage to State
.....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.

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

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

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-6

History of Coastal Karnataka and Kodagu (Compulsory paper)

Content of Course 1	42 Hours
UNIT -1 Introducing History of Coastal Karnataka and Kodagu	
Chapter-I Historical Geography	5
Geographical Features of Coastal Karnataka and Kodagu - Sources:	
Chapter-II Pre -History	7
Palaeolithic Culture – Mesolithic Culture –Neolithic Culture Megalithic Culture – Types of Megalithic Burials – Grave goods – Formation of Villages and Social life – Beliefs and Customs – Iron and tank irrigation. Rock Art – Avalakki Pare – Buddhanajeddu – Gavali sites.	
Unit II Historical Period	

Chapter III	5
Maurya – Shatavahana – Kadamba’s. Early Alupa’s – Aluvarasa I – Chitravahana I – Aluvarasa II – Civil war	
Chapter IV	5
Medieval Alupa’s – Kundavarma – Jayasimha – Kulasekhara I – Kundana – Ballamahadevi. Hoysala invasions on Coastal Karnataka and Kodagu	
Unit III Vijayanagar Period	
Chapter V	10
Rise of Vijayanagar Empire Chikkayi Tayi and Rise of Sangama Dynasty – Governer’s – Banga Chiefs. Saluva’s and Tuluva’s – Governer’s and Bhairara’s of Kalasa and Karkala – Haduvalli – Gerusoppe Chiefs – Honneya Kambali’s Araveedu Dynasty – Nayakas of Keladi	
Unit – IV Rise of Hyder and Tippu- Haaleri Dynasty	
Chapter-VI	5
Anglo-Mysore war’s – Fall of Tippu	
Chapter-VII	5
Haaleri Dynasty – Chikaveera Rajendra – Rajendra Name	

BOOKS SUGGESTED:

1. K. V. Ramesh, A History of South Kanara, 1975
2. K. V. Ramesh , Tulunadina Itihasa, 1968
3. K. V. Ramesh, and M. J. Sharma , Tulunadina Arasumanethanagalau mattu Dharma Samanvaya, 1985
4. K. V. Ramesh, and M. J. Sharma, Tulunadina Sasanagalau.
5. B.A. Saletore, Ancient Karantaka, Vol. I: History of Tuluva, 1936
6. B.A. Saletore, Karnataka’s Tans-Oceanic Contacts, 1956
7. M. Ganapathi Rao, Aigal, Dakshina Kannada Jilleya Prachina Itihasa.
8. Gaovinda Pai, Samagra Barahagalau

9. Gururaja Bhat, P, Studies in Tuluva History and Culture, 1975.
10. Gururaja Bhat, P -, Antiquities of South Kanara,1969.
11. Gururaja Bhat, P, Tulunadu, 1963.
12. Kushalappa Gowda and Chinnappa Gowda K, Dakshina Kannada Jilleya Kaifiyattugalu, 1983.
13. Vasantha Madhava K.C., Religions in Coastal Karnataka, 1985.
14. Vasantha Madhava K.C , Western Karnataka: its Agrarian Relations (1500- 1800 A.D), 1991.
15. J. Sturrock, U., Madras District Manuals of South Canara Vol. 1., 1894.
16. H. A. Stuart, Madras District Manuals of South Canara Vol. 2., 1895
17. C. N. Ramachandran, et. al, (ed.) Perspectives on Dakshina Kannada and Kodagu, 1991.
18. Thurston, Castes and Tribes of Southern India, Vol V, 1909.
19. The Early Coorgs: A History of Early Kodagu and Its People: [Mookonda Kushalappa](#)
20. **Mysore and Coorg a Gazetteer by Benjamin Lewis Rice:** [Benjamin Lewis Rice](#)
21. Kodagina Itihasa D N Krishnayya
22. Kodagina Haleri Raajavamsha M G Nagaraj

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 Coastal Karnataka and Kodagu. 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 History of Coastal Karnataka and Kodagu. 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 Coastal Karnataka and Kodagu

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 pre-history, political, Culture and Heritage and also the cultural diversity of History of Coastal Karnataka and Kodagu in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the political forms.

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

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

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

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

Introduction to Epigraphy
Paper -3.3
Open Elective -3
Course Category: Elective course 2

No. of Credits: 3

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

CONTENT OF COURSE	42 HOURS
UNIT-I Introduction to Epigraphy	
CHAPTER-1 ❖ Evolution of Indian Epigraphy and methods of epigraphy, ❖ Definitions- Key concepts; epigraphy, paleography.	06
CHAPTER-2 ❖ James Prinsep and the decipherment of Brahmi inscriptions ❖ Attempts to decipher the Indus script Methods; eye copy, estampage and photography	06
CHAPTER-3 ❖ Presentation of Text- ❖ Dating- Eras; Kali era, Saka era, Vikrama era. ❖ Collections of inscriptions during Colonial Period; EpigraphiaIndica, ❖ South Indian Inscriptions,	06
UNIT-II Epigraphic carnatica.	
CHAPTER-4 Scripts; Brahmi ,Kharoshti, Vattezhuttu, , Grantha ❖ Medium of inscriptions ❖ palm leaves, ❖ copper plates, ❖ silver plates, ❖ walls of caves	05
CHAPTER-5 ❖ Nature of inscriptions; Memorials, Labels, land grants, phashasthi.	03
CHAPTER-6 Historicizing Some Important Inscriptions Asokan inscriptions in Karnataka ❖ Halmidi inscriptions ❖ Uttaramerur inscription ❖ Aihole ❖ Inscriptions of vijayanagara period	04
UNIT-III	
CHAPTER-7 North Indian Epigraphy/Inscriptions. ❖ Hatigumpha Inscription of Kharavela. ❖ Samudragupta's Allahabad Pillar Inscription.	04
CHAPTER-8 South Indian Epigraphy/Inscriptions. ❖ Talagunda Inscription ❖ Nasik Inscription	04
CHAPTER-9 PracticalsIn Kannada Palaeography. ❖ Practical Training in taking estampages of stone and copper plate inscriptions by visiting the historical places.	04

REFERENCE BOOK

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

Pedagogy:

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

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

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

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

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

Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

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

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

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

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

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

Content of Course 1	39/42 Hrs
Unit – 1 Early Uprisings in Karnataka	12/13
Chapter No.1 Dhondya Wagh, Venkatadri Nayaka, Koppala Veerappa, Deshmuks of Bidar, Shivalingaiyah, Sindagi Revolt.	05
Chapter No.2 Rani Chennamma-Sangolli Rayanna-Nagar Revolt-Kodagu Revolt	04
Chapter No.3 1857 and After-Bedas of Halagali-Naragunda Babasaheb Revolt-Surapura Venkatappa Nayaka-Mundaragi Bheema Rao	04
Unit – 2 Nationalism in Karnataka	13/14
Chapter No.4 Nationalism-Causes for the Rise of Nationalism-Impact of Tilak-Chatrusutras-Gandhi in Karnataka-Belguam Congress 1924	05
Chapter No.5 Khadi Movement-Koujalagi Hanumantha Rao-Hallikeri Gudleppa-Tagaduru Ramachandra Rao	05
Chapter No.6 Harijana Movement-Harijana Sevaka Sangha-Sardhar Veeranna Gowda Patil-Nagamma Patil-Siddamati Mylar	04
Unit – 3 Gandhi Movements in Karnataka	14/15
Chapter No.7 Non-Cooperation Movement-Salt Sathyagraha-Ankola-No Tax Campaign in Uttar Karnataka-Forest Sathyagraha.	05
Chapter No.8 Genesis of Mysore Congress-Shivapura Dhawaja Sathyagraha-Vidurashwatha Tragedy-Patel Mirza Pact-Quit India Movement-Isooru Tragedy.	05
Chapter No.9 Establishment of Responsible Government in Princely Mysore-Mysore Chalo Sathyagraha-First Congress Ministry-A Brief Profile of Karnataka Freedom Fighter.	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 in Karnataka, Volume-2
6. Handa.R.L-History of Freedom Movement in Princely Mysore
7. Joyish M.N-Karmayogi Tagaduru Ramachandra Rayaru
8. Nagarathnamma.S-Karnatakadalli Asahakara Mattu Nagareeka Khanunubanga Chaluvalli
9. Sardar Veerannagowda Patil-Atma Neevedane
10. Sarojini Sindri and Raghavendra Rao- Women Freedom Fighters in Karnataka
11. Suryanath Kamath (Ed)-Swatantrya Sangramada Samthigalu,
12. Suryanath Kamath-A Concise History of Karnataka
13. Tee.Th.Sharma-Karnatakadalli Swatantra Sangrama
14. Veerathappa. K-Mysuru Samsthanadalli Swatantrya Chaluvalli
15. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3
16. ಪ್ರೀತಿಪಾತ್ರಾ ಜೈವೇಶ್ - ಇತಿಹಾಸದಿಗ್ಗುಲದಲ್ಲಿ ಕರ್ನಾಟಕದ ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿ
17. ದತ್ತಾತ್ರೇಯ ಪ್ರೀತಿಪಾತ್ರಾ ಜೈವೇಶ್ - ಇತಿಹಾಸದಿಗ್ಗುಲದಲ್ಲಿ ಕರ್ನಾಟಕದ ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿ

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

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

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

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

BA**Semester 4**Title of the Course: **History of Medieval India**

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

Content of Course 1		39/42 Hours
Unit -1 Interpreting Medieval Indian History		14
Chapter No. 1	Interpreting Medieval Indian History	2
Chapter No. 2	Debate on Indian Feudal System	6
Chapter No. 3	Interpretation of Peasant State and Society of Medieval India – North India & South India – Agrarian System of Mughal and Vijayanagara Period. Bhakti Movement – Kabir, Nanak, Meera Bai, Sri Chaithanya – Alvars, Nainars.	6
Unit -2 Political Structure of Medieval Northern India and Southern India		14
Chapter No. 4	Comparative study of Vijayanagara Polity, Delhi Sultanate and Mughals – process of Urbanization in Mughals and Vijayanagara period	6
Chapter No. 5	Nature of state in Vijayanagara Kingdom, Delhi Sultanate and Mughal dynasties	6
Chapter No. 6	Military Technology of Mughals and Vijayanagara dynasties – Development of Science & Technology in Medieval India	4
Unit -3 Minor Kingdoms of North India		14
Chapter No. 7	Rajaputs, Gurjara Pratiharas, Palas, Paramaras	6
Chapter No. 8	Vijayanagara dynasy – Amaranayaka System – Creation of Wealth.	6
Chapter No. 9	The rise of the Marathas – Shivaji and his administration – Astha Pradhana System Map Extent of Vijayanagara Empire under Krishnadevaraya, Extent of Mughal Empire under Akbar, Important trade Centers of Medieval India : 1. Agra 2. Fatehpur Sikri 3. Delhi 4. Mewar 5. Hampi 6. Honnavara 7. Bhatkal 8. Raighad 9. Tirupati 10. Anegondi	4

Books for Reference:

- | | |
|---|---|
| 1. Anil Chandra Banarjee | History of India |
| 2. S.C.Rayachoudhary | History of Medieval India (From 1000-1707 C.E.) |
| 3. Sarkar, Jadunath | Shivaji and his Times |
| 4. Sharma S.R. | Mughal Administration |
| 5. Tripathi R.P. | Rise and Fall of Mughal Empire |
| 6. Wolseley Haig and Richard Burn | Cambridge History of India Vo. IV |
| 7. Khosala, R.P. | Mughal Kingship and Nobility |
| 8. Srivastav A.L. | Mughal Empire |
| 9. A.C.Banarjee | New History of Medieval India |
| 10. Satish Chandra | History of Medieval India |
| 11. Banerjee A.C. | The State and Society in Northern India (1206 -1526 C.E.) |
| 12. Kulkarni A.R. | Maharashtra in the Age of Shivaji |
| 13. R.C.Majumdar (Ed.) | The Delhi Sultanate |
| 14. R.C.Majumdar (Ed.) | The Mughal Empire |
| 15. ¥ÉÉ#Dgi.gÁdt ¢ÁÁvÁÁÚ qÁ.J.1.ÉÁÚÉÁ±i | ¢ÁÁzsÁpÁ°Á£ "sÁgÁvÁzÁ EwÁÁ |

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 Medieval India. 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 medieval India. 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 medieval Indian history. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

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

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

Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

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

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.

BA

Semester 4 (DSC-8)

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

Objectives in this lesson

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

- understand the concept and meaning of culture;
- establish the relationship between culture and civilization;
- establish the link between culture and heritage;
- discuss the role and impact of culture in human life.
- describe the distinctive features of Indian culture;
- identify the central points and uniqueness of Indian culture;
- explain the points of diversity and underlying unity in it; and
- trace the influence and significance of geographical features on Indian culture.

CONTENT OF COURSE		42 HOURS
UNIT-I Indian Culture: An Introduction		
CHAPTER-1 Characteristics of Indian culture.		06
CHAPTER-2 Significance of Geography on Indian Culture.		06
CHAPTER-3 Religion and Philosophy in India: Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy.		06
UNIT-II A Brief History of Indian Arts and Architecture		
CHAPTER-4 Indian Languages and Literature – Nagari – Devanagari, Grantha – Dravidian languages – Kannada.		05
CHAPTER-5 Evolution of script and languages in India: Harappan Script and Brahmi Script.		03
CHAPTER-6 Short History of the Sanskrit literature: The Vedas, and Upanishads , Epics: Ramayana and Mahabharata - History of Buddhist and Jain Literature in Pali, Prakrit .		04
UNIT-III ART&ARCHITECTURE		
CHAPTER-7 Indian Art & Architecture: Gandhara School and Mathura School of Art; - Hindu Temple Architecture, Buddhist Architecture- Indian Painting Tradition: ancient painting at Ajantha.		04
CHAPTER-8 Performing Arts: Divisions of Indian classical music: Hindustani and Carnatic, -Dances of India: Various Dance forms: Classical and Regional,		04
CHAPTER-9 Indian Culture in South East Asia		04

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
Case Study/Assignment/Field Work Etc.		10	10
Total			40

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

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

BA**O.E IV Semester****O.E-4: Freedom Movement in India (1885-1947)**

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

Content of Course -1	39/42 Hrs
Unit – 1 Indian Nationalism	12/14
Chapter No.1 Genises of Indian National Congress-Moderate-Objectives-Techniques-Partition of Bengal-Swadeshi Movement	05
Chapter No.2 Split of Congress-Extremists-Objectives-Techniques, Lalalajpat Ray-Balagandharanatha Tilak-Bipan Chandra Pal-Arabindo Ghosh	05
Chapter No.3 Revolutionary Movement-Bhagat Singh-Chandra Sheker Azad-Rajaguru, Sukh Dev. Revolutionary Women-Kumudini Mitra Busu – Madam Bhikaji Cama – Preethi Latha Waddedar	04
Unit – 2 1914 and After	10/12
Chapter No.4 First World War and Indian Nationalism	04
Chapter No.5 Home Rule Movement-Balagangadharanatha Tilak and AnniBesant	03
Chapter No.6 Luknow Pact-1916-Rowllet Act-Jalliyawala Bagh Massacre	04
Unit – 3 Gandhian Era	15/17
Chapter No.7 Early Experiments of Gandhi-Non Co-operation Movement-Constructive Programmes-Swaraj Party-Siman Commission	06
Chapter No.8 Lahore Congress-Salt Sathyagraha-Round Table Conference-Communal Award-Poona Pact-Subaschandra Bose-INA	06
Chapter No.9 Partion and Independence: Growth of Communalism Two Nation Theory-August offer-Crips Proposal-Quit India Movement-Cabinet Mission-Mount Batten Plan-1947 Indian Independence Act.	05

Books for Reference:

1. Asharani- Gandhian Non-Violence and Indian Freedom Struggle
2. Bipan Chandra- Indian Struggle for Independence
3. Bipan Chandra-Communalism and Modern India
4. Bukshi S.R-Gandhi and Dandi March
5. Dominique Larry Collins-Freedom at Midnight
6. Judith M Brown-Gandhi's Rise to Power, Indian Politics 1915-22
7. Lakshmi Jain- History of Freedom Movement in India
8. Moulana Abdul Khalam Azad-India Wins Freedom
9. Richard Sesan and Sekhar Bandyopadhyay- Congress and Indian Nationalism -From Plassey to Partion Senley Wolfort
10. Shankara Narayana Rao V.S-Swatantrada Guri Bharatada Dari
11. Shankara Narayana Rao V.S-Swatantraya Gangeya Savira Toregalu
12. Subas Chndra Bose-The Indian Struggle
13. Sumit Sarkar-Modern India
14. Tharachand- History of the Freedom Movement in India
15. DzsÄÄPÄ "sÄgÄVÄZÄ EwÄÄÄ - ¥ÉÆæ.Dgi.gÄdt ÄÄvÄÄÜ qÄ.£ÄUÉÄ±i J.1

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
Total			40

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 4****PRINCIPLES AND PRACTICE OF MUSEOLOGY**

Content of Course 1	37 Hours
UNIT -1 Introduction to Museology	
Chapter-I	5
History of Museums and Collection - Definition and scope of Museum.	
Chapter-II	4
General Principles of Museums. Functions of Museums	
Chapter-III	4
Museum Movement in Indian subcontinent, Europe, and Western Hemisphere.	
UNIT -2 : Functions and types Museums	
Chapter-IV	5
Functions of Museums: (a.) Collection (b.) Identification (c.) Preservation (d.) Documentation (e.) Presentation (Exhibition) (f.) Research (g.) Educational activities	
Chapter-V	4
Various Types of Museums: Archaeology museums, Art museums History museums, Maritime museums ,Military and war museums, Science museums	
Chapter-VI	3
New trends in Museums and Legislations concerning Museums.	
UNIT -3 : Management and Administration	
Chapter-VII	5
Museum Management and Administration: 1. Location and Surrounding of Museums (a.) Selection of site (b.) Surrounding (c.) Use of space, design (d.) Planning (e.) Construction of museum (f.) Special Problems (war. flood, fire & earthquake etc.).	
Chapter -VIII	3
Museum Conservation and Preservation. 1. General Principles of Conservation (a) Preventive measures (b.) Curative measures	
Chapter -IX	4
Classification of Museums based on the nature of collections, concepts of eco Museum, Personallia Museums, Children Museums, and Virtual Museums.	

Books for Reference

1. Dr. V. Jayaraj - Museology - Heritage Management - Seawaves Printers, Chennai - 86, 2005
2. M.L. Nigam - Fundamentals of Museology, Deva Publicaitons, 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. Abbhinav Publications, New Delhi, 1985
6. Agarwala. V.S. - Museum studies, Prithivi Prakashan, Varanashi, 1978
7. Grace Morley - Museum today, Lucknow, 1981

Pedagogy:

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

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

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

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

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

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

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

Course Matrix for B.A. (History -Hons): 5 Years (10 Semesters)
for Academic Year 2022-23
 [As per NEP-2020 Guidelines]

THIRD SEMESTER

Paper No.	Course	Title of the Course	Instruction Hours per week	Exam Duration	Marks			Credits
					IA	ETE	Total	
1.1	DSC-5	Political History of India (From Indus Culture upto 1206)	3	2	40	60	100	3
1.2	DSC-6	History of Coastal Karnataka and Kodagu	3	2	40	60	100	3
1.3	OE-3	Introduction to Epigraphy OR Freedom Movement in Karnataka (1800-1947)	3	2	40	60	100	3
Total Credits								9

FOURTH SEMESTER

Paper No.	Course	Title of the Course	Instruction Hours per week	Exam Duration	Marks			Credits
					IA	ETE	Total	
2.1	DSC-7	History of Medieval India	3	2	40	60	100	3
2.2	DSC - 8	Cultural History of India (From Saraswati - Indus Culture to 1206 CE).	3	2	40	60	100	3
2.3	OE-4	Freedom Movement in India (1885-1947) OR Principles and Practice of Museology	3	2	40	60	100	3
Total Credits								9