

BA Semester 1

Course Title: History and Culture of India from the beginning to 700 A.D	
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 Culture of India from the beginning to 700 A.D

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 and cultural developments and strategies.
- Analysis the importance of causes for the rise of national and regional political dynasties.
- Understand contextual necessities which influenced the evolution of pre and protohistoric cultures .
- Understand and describe the contemporary political history.
- Appreciate the confluence of diverse political elements.
- Understand the growth and development of ancient, political, and religious institutions.
- Understand the impact of geography in shaping the ancient Indian history and culture

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 Ancient History and Archaeology

BA Semester 1

Title of the Course: History and Culture of India from the beginning to 700 A.D

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
<p>Chapter No. 1</p> <p>A) Sources- Archaeological Sources- Literary Sources- Their Importance</p> <p>B) Geographical Features- Their Impact on Indian History and Culture</p>	05
<p>Chapter No. 2</p> <p>A) Prehistoric Cultures- Chalcolithic Cultures- Megalithic Culture- Types of Megalithic Burials- Rock Art- Gavali and Buddhajeddu.</p> <p>B) Harappan Civilization- Discovery- Harappan Art and Architecture- Economy and Political Condition- Religion- Downfall of Harappan Civilization</p>	10
<p>Chapter No. 3</p> <p>A) Advent of Aryans- Early Vedic Period- Political and Social Organization- Nature of Economy- Religion</p> <p>B) Later Vedic Period- Geographical Expansion- Economic and Social Changes- Rise of new political institutions- Emergence of Varna Division- Religion and Philosophy- Painted Grey Ware and Northern Black Polished Ware Culture</p>	06
<p>Chapter No. 4.</p> <p>A) Rise of Jainism- Life and Teachings of Vardhamana Mahavira- Shwethambhara and Digambhara- Jaina Art and Architecture</p> <p>B) Rise of Buddhism- Life and Teachings of Buddha- Hinayana and Mahayana Buddhist Art and Architecture</p>	05
<p>Chapter No. 5.</p> <p>A) Rise of the Mauryas- Chandragupta Maurya</p> <p>B) Emperor Ashoka- Policy of Dharma- Administration</p> <p>C) Mauryan Art and Architecture</p>	06
<p>Chapter No. 6.</p> <p>A) Rise of the Kushanas- Kanishka- Gandhara School of Art- Mathura School of Art</p> <p>B) Satavahanas- Gautamiputra Shatakarni- Cultural Contributions</p> <p>C) The Rise of Chalukyas- Pulakeshi II- Cultural Contributions</p> <p>D) The Rise of the Pallavas- Mahendravarman and Narasimhavarman- Cultural Contribution</p>	08
<p>Map Study</p> <p>1. Ashokan Empire and Edict Sites Girnar, Kalsi, Brahmagiri, Maski, Gavimata, Palkigonda, Sannati, Dhauri, Jaugada, Mansehra, Sanchi, Saranath, Sasaram, Patliputra, Bagh Caves, Rummindei, Yerragudi, Sopara.</p> <p>2. Satavahana Territories and Sites Pratisthana, Nasik, Karle,</p>	02

Nanaghat, Broach, Amaravati, Nagarjunakonda, Dharnokotta, Dhulikota, Vadagaon Madhavapur, Chandravalli, Brahmagiri	
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BOOKS SUGGESTED:

- Allchin, B&R, Rise of Civilization in India and Pakistan. (New Delhi 1983).
Allchin, Bridget and Raymond, The Birth of India Civilization, (Pelican 1986).
Basham, A.L. The wonder that was India, (Delhi 1971).
Davies C.C, A Historical Atlas of India, (OUP, 1957)
Dhavalikar MK. 1997. Indian Protohistory. New Delhi: Books and Books.
Deo, S.B. 1979. Problem of South Indian Megaliths. Dharwad : Karnataka University
Kosambi D.D., The Culture and civilization of Ancient India, (New Delhi 1994)
Kosambi D.D., An Introduction to the Study of Indian History (Bombay, 1956)
Gregory Possel, The Indus Civilization, A Recent Prospective (New Delhi) J
ha D.N, Ancient India: in Historical outline (New Delhi 1998).
Sastri K.A.N, Age of Nandas and Mauryas (Delhi-1965)
KAN Sastri, A history of South India Revised edition, OUP, 1999.
Majumdar, R.C. (ed.) History and Culture of the Indian people. (Bombay) First two vols.
Desai, P.B. Ritti S.H. and Gopal B.R, Pracheena Bharatada Charitre, Karnataka University.
Sali S.A Stone Age in India, (Aurangabad 1990)
Sankalia, H.D. 1974. Pre and Protohistory of India and Pakistan. Pune: Deccan College.
Sankalia H.D Prehistory of India (New Delhi-1977)
Sharma R.S, Aryarigaagi Hudukaata (Bangalore 1993)
Sharma, R.S, Pracheena Bharata (Bangalore. 1997)
Sharma, R.S, Ancient India, NCERT.
Sharma, R.S, India's Ancient Past, (OUP 2005)
Shereen Ranagar, Understanding Hararappa (New Delhi-2001)
Sinha, N.K and Ray N.R, History of India and Pakistan. (Poona 1973)
Thapar, Romila, Early India (Penguin 2002)
Thanpar, Romila, Asoka and the Decline of the Mauryas. Oxford University Press 1993.
Tripathi RS, History of Ancient India (Delhi 1960).
Upinder Singh, A History of Ancient and Early Medieval India, from the Stone age to the 12th century

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	15	60
Assignments/ Seminar/ Field visit/ Lab practice	15	
Viva Voice	10	
Total	40	
Grand Total		100

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

BA Ancient History and Archaeology

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:

- Provide an insight on objectives and aims of archaeological studies.
- Trace the development of archaeological studies in India and Europe
- Understand the historical development of human culture and thereby able to appreciate the diversity in prehistoric, historic and modern cultures.
- Know the importance of other sciences on archaeological studies
- 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: 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
<p>Chapter No. 1) Introduction</p> <p>A) Nature and Scope of Archaeology- Meaning, Definitions, Scope, Aims, Methods B) Key Archaeological Findings and their significance C) Contributions of Natural Sciences to Archaeology D) Archaeology and other Social sciences E) Differences and Similarities between Archaeology,History and Anthropology</p>	10
<p>Chapter No. 2 Development of Archaeological Studies</p> <p>A) European Experience B) Development of Archaeology in India i)Pre-independence Period - Sir William Jones, Alexander Cunningham, Sir John Marshall, Mortimer Wheeler ii) Post Independence Period- H.D. Sankalia and others</p>	12
<p>Chapter No. 3 Evolution of Culture (Human origin to complex societies)</p> <p>A) Meaning and definitions of culture B) Human Origin and Evolution. C) Palaeolithic Culture D) Mesolithic culture E) Neolithic Revolution F) Rise of civilizations-Egyptian,Mesapotomian and China</p>	10
<p>Chapter No. 4. Contemporary Trends in Archaeology</p> <p>A) Traditional Archaeology B) New Archaeology/Processual Archaeology C) Post Processual Archaeology D) Contemporary approaches to archaeology-</p>	06
<p>Chapter No. 5. Prehistoric Stone Tools</p> <p>A) Stone Tool Technology B) Identification of Stone Tools</p>	04

Books for Reference

- Barker, P. 1982. Techniques of Archaeological Excavation. London: Batsford.
- Crawford, O.G.S. 1953. Archaeology in the Field. London: Phoenix.
- Dancey, W.S. 1985. Archaeological Field Methods: An Introduction. New Delhi: Surjeet Publications.
- Harris, E.C. 1979. Principles of Archaeological Stratigraphy. London: Academic Press.
- Schiffer, M.B. 1991. Archaeological Method and Theory, *Journal of Field Archaeology* 18(4): 523-526
- Batra, M. L. 1996. Conservation: Preservation and Restoration of Monuments. New Delhi: Aryan Books International.
- Biswas, Sachindra Sekhara. 1999. Protecting the Cultural Heritage (National Legislation and International Conservation). New Delhi: Aryan Books International.
- Deshpande, M. N. 1994. Care of Cultural Heritage. New Delhi: National Museum Institute.
- Ghoshmaulik, S. K. and K.K. Bass 2001. Understanding Heritage: Role of Museum. Bhubaneswar: Academic Staff College
- P.R.Rao 1988. Cultural Heritage of India. Delhi: Sterling
- Renfrew, C. 2000. Loot, Legitimacy and Ownership. London: Duckworth.
- Singh, L.K. 2008. Indian Cultural Heritage from Tourism Perspective. Delhi: ISHA Books.
- Thapar, B.K. 1989 Conservation of the Indian Heritage. New Delhi: Cosmo Publication
- Agrawal O.P. 1977. Care and Preservation of Museum Objects, New Delhi: National
- Binford, L.R. 1972 Introduction. An Archaeological Perspective, pp. 1–14. Seminar Press, New York.
- Biswas, A. K. 2005. Science in Archaeology and Archaeological materials. New Delhi:
- Brothwell, D. and E. Higgs (Eds.). 1969. Science in Archaeology, London: Thames and Hudson.
- Chakrabarti, D.K. 1988. A History of Indian Archaeology: From the Beginning to 1947. New Delhi: Munsiram Manoharlal.
- Daniel, Glyn, E. 1975. A Hundred and Fifty Years of Archaeology. London: Duckworth.

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 archaeology. The student, on his own, should be able to: collect ancient tools 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

BA Ancient History and Archaeology

Semester 1

Course Title: Indian Paleography	
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): Indian Paleography

Course Outcomes (COs):

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

- Provide an insight about the cultural development of Karnataka.
- Know the origin and evolution of writing system in India
- Understand the forms and structures of ancient Indian scripts and course of the evolution of modern Indian scripts.
- Know the format and contents of prominent ancient Indian inscriptions.
- Understand the techniques of estampage of inscriptions.

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: Indian Paleography 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
Chapter No. 1 Definitions- Nature- Scope- Methods of Study- Importance of Paleography	03
Chapter No. 2 A) Development of Paleographical studies in India B) Progress of Paleographical studies in Karnataka	05
Chapter No. 3. A) Format of Indian inscriptions- B) Spurious epigraphs C) Techniques of writing inscriptions D) Ancient Indian writing materials	06
Chapter No. 4. A) Origin and Antiquity of writing in India B) Chronology- Dates in inscriptions- Indian Eras	05
Chapter No. 5. A) Study of Early Indian scripts- i)Indus Script ii)Brahmi Script iii) Kharosti Script iv)Tigalari/Tulu script B) Derivation of Indian scripts from Brahmi- Evolution of Kannada script C) Taking the inscription estampage	05
Chapter No. 6. Study of inscriptions A) Belmannu Copper Plate inscription B) Barakuru Inscription of Devaraya II- 1430 A.D. C) Talangere inscription of Jayasimha D) Koteswara Inscription of 1546 A.D.	04

Allchin, F.R. and K.R. Norman 1985. Guide to the Ashokan Inscriptions, South Asian Studies, I: 49-50.
Bhandarkar, D.R. 1935-36. A List of the Inscriptions of Northern India in Brahmi and its Derivative Scripts, from about 200 B.C. Appendix to Epigraphia Indica vols. 19-23.
Bhandarkar, D.R. 1981. Inscriptions of the Early Gupta Kings (Bahadurchand Chhabra and Govind Swamirao Gai eds.). Corpus Inscriptionum Indicarum vol. III. New Delhi: Archaeological Survey of India.

- Bühler, George 1898. On the Origin of Indian Brahmi Alphabet. Strassburg: Karl J. Trubner.
- Bühler, George 1959. Indian Palaeography. Calcutta: Indian Studies.
- Dani, Ahmad Hasan 1963. Indian Palaeography, Oxford: Clarendon Press. Epigraphia Indica 1892-1940. Vol. 1- XXV, Archaeological Survey of India
- Gokhale, S. Purabhilekhavidya. Mumbai: Sahitya Sanskruti Mandal.
- Goyal, S.R. 2005. Ancient Indian Inscriptions. Jodhpur: Kusumanjali Book World.
- Mehendale, M.A. 1948. Historical Grammar of Inscriptional Prakrits. Poona: Deccan College Post Graduate and Research Institute.
- Mirashi, V.V. 1981. The History and Inscriptions of the Satavahanas and the Western Kshatrapas. Bombay: Maharashtra State Board of Literature and Culture.
- Ramesh, K.V. 1984. Indian Epigraphy. Delhi: Sundeep Prakashan.
- Ramesh K.V, & Sharma M.J. Tulunadina Arasumanetanagalu mattu Dharma Samanvaya, 1985.
- Ramesh K. V and Sharma M.J, Tulunadina Sasanagalu.
- Salomon, Richard 1998. Indian Epigraphy. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Shastri, A.M. 1996-97. Some Observations on the Origin and Early History of the Vikrama Era, Prachya Pratibha, vol. XVIII: 1-51.
- Shastri, A.M. 1966. The Saka Era, Panchal, vol. 9: 109-132.
- Sircar, D.C. 1965. Indian Epigraphy. Delhi: Motilal Banarasidas.

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	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

BA Ancient History and Archaeology

Semester 1

Course Title: History and Culture of Tulunadu	
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: History and Culture of Tulunadu

Course Outcomes (COs):

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

- Understand the cultural heritage of Karnataka.
- The growth of regional cultures, traditions, customs and belief patterns.
- Understand the concepts on the evolutional of feudal states in the region.
- Know the growth of culture and traditions in the region.

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 Ancient History and Archaeology

BA Semester 1

Title of the Course: History and Culture of Tulunadu

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
Chapter No. 1 Historiography and Sources: A) Archaeology- relics and monuments- epigraphy B) Foreign notices and accounts C) Kannada and Tulu works D) Folklore.	08
Chapter No. 2 Political history: A) Kadambas and Alupas B) Hoysalas C) Vijayanagara-Mangaluru Rajya and Barakur Rajya D) Regional Chieftains of Suralu, Moodabidre, Venur, Kaup, Yermalu, Bangadi	08
Chapter No. 3 Economic and Social Developments A) The emergence of the agrarian order and social stratification B) Trade, trade routes, trading centres and trading groups C) Religion – Shaivism, Vaishnavism, Jainism, Buddhism, Islamic and Christianity- Religious architecture D) Folk Tradition- Bhuta cult.	09
Chapter No. 4. Late Medieval history A) Keladi presence in Tulunadu: B) Portuguese Factor C) Haidar and Tipu in Tulunadu D) British takeover.	08
Chapter No. 5. Colonial administration: A) Regional response- the local chiefs and peasantry B) Kalyanaswamy rebellion- C) Role of missionaries- impact of reform movements in the region D) National movement- Gandhian phase- E) Regional identity – Tulu movement integration with Karnataka.	09

Books for Reference

1. Ramesh K.V, A History of South Kanara, 1975
2. Ramesh K.V, Tulunadina Itihasa, 1968
3. Ramesh K.V, & Sharma M.J. Tulunadina Arasumanetanagalu mattu Dharma Samanvaya, 1985.
4. Ramesh K. V and Sharma M.J, Tulunadina Sasanagalu.
5. Saletore B.A, Ancient Karnataka, Vol. 1 History of Tuluva, 1936.

Pedagogy

- Lecture Method – Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of art and architectural study
- Collaborative learning strategies
- Collection and Preservation of Artifacts
- Visits to regional museums

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-

BA Ancient History and Archaeology

Semester 2

Course Title: History and Culture of India 700-1545 A.D.	
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 Culture of India 700-1545 A.D.

Course Outcomes (COs):

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

- Understand the rise and fall of Political dynasties in India.
- 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.
- Understand the cultural ethos 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 Ancient History and Archaeology

BA Semester 2

Title of the Course: History and Culture of India 700-1545 A.D.

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
<p>Chapter No. 1</p> <p>A) Early Alupa Rulers- Aluvarasa I and Chitravahana I - Aluvarasa II- Belman Copper Plate Inscription</p> <p>B) Medieval Alupas- Chitravahana II- Civil war- Later Alupas-</p> <p>C) Religion- Shaiva Cult-Shakta Cult- Natha Cult- Bhagavatha Cult</p>	08
<p>Chapter No. 2</p> <p>A) Rashtrakutas- Govinda III- Amoghavarsha- Cultural Contributions</p> <p>B) The Rise of the Cholas- Raja Raja Chola and Rajendra Chola – Chola Art and Architecture</p> <p>C) The Hoysalas- Vishnuvardhana- Religion- Ramanujacharya and Madhvacharya</p> <p>D) Formation of Vijayanagara Empire- Devaraya II- Krishnadevaraya- Disputes under Vijayanagara at Udupi, Barakur and Koteswara – Hanjamas –</p> <p>E) Rise of Bahamani Kingdom- Sufism</p> <p>F) Conflict between Bahamani and Vijayanagara</p>	18
<p>Chapter No. 3</p> <p>A) Formation of Sultanate- Iltumish- Razia- Balban</p> <p>B) Alauddin Khilji- Reforms- Muhammad Bin Tughlaq- His Experiments</p>	07
<p>Chapter No. 4.</p> <p>A) Advent of Mughals- Babur in India- Humayun</p> <p>B) Shershah and Sur Interregnum- Shershaha's Administration</p>	07
<p>Map Study:</p> <p>1. South India under Cholas Tanjore, Gangaikondacholapuram, Kumbhakonam, Uttaramerur, Nagapattinum, kanchipuram, Shrirangam, Vizianinjam, Tiruvidaimaruduru, Madhurai.</p> <p>2. South India under Vijayanagara and Bahamanis Hampi, Gulbarga, Bidar, Berar, Golconda, Ahmadnagar, Goa, Warrangal, Tanjavur, Tirupati, Talikota, Penukonda, Mangalore, Barkur</p>	02

Books for Reference

- Basham, A.L, The Wonder that was India, Delhi 1971.
 Majumdar, R.C Ancient India, 6th rev. ed. 1971
 Sharma, R.S Ancient India, NCERT.
 Sinha, N.K and Ray N.R, A History of India, Bombay 1973

Thapar, Romila, Early India 2002.

Hermann Kulke and Dietmar Rothermund, A History of India, Rupa Reprint. Comprehensive History of India Series. India History Congress, Calcutta. Relevant Volumes.

Sastri K.A.N, A History of South India OUP

Jha D.N, Ancient India: An Introductory Outline. People's Publishing House.

Davies C.C, A Historical Atlas of India, OUP, 1973.

Kosambi D.D, An Introduction to the Study of Indian History.

Ramesh K.V, A History of South Kanara, 1975

Ramesh K.V, Tulunadina Itihasa, 1968

Desai, Ritti and Gopal, Pracheena Bharatada Charitre, Karnataka University.

Sharma, R.S Pracheena Bharata, Navakarnataka, Bangalore, 1997 Majumdar,

Raychaudhuri and Datta- Bharatiya Proudha Itihasa Mysore University.

Saletore B.A, Ancient Karnataka, Vol. 1 History of Tuluva, 1936.

Pedagogy

- Lecture Method – Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of architectural study
- Collaborative learning strategies
- Learn about diverse cultural values
- 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

BA Ancient History and Archaeology

Semester 2

Course Title: Introduction to Museology	
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 Museology

Course Outcomes (COs):

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

- Students learn the basic functions of museums and their activities.
- Conservation, education, exhibition collection, documentation and legislation relating to museum
- Analyze the factors responsible for formation of museums
- Understand the concept of 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: Introduction to Museology

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
<p>Chapter No. 1</p> <p>A) Definition - Aims and functions of Museum, B) Development of Museums in India C) Importance of Museums in the age globalization D) Types of Museums and their classification</p>	07
<p>Chapter No. 2</p> <p>A) Aims, methods and ethics of collection. B) Documentation; identification, classification, cataloguing, indexing, computerization, accessing photographic record of museum collection. C) Principles of classification and methods of identification of museum materials, terminology for describing museum objects.</p>	07
<p>Chapter No. 3</p> <p>A) Planning and maintenance of museum building-Lighting-Security- Reserve collection B) Lighting in relation to museum architecture and exhibition. C) Kinds of exhibition, planning and programming of exhibition –various stages of planning, role of designer. D) Display techniques.</p>	08
<p>Chapter No. 4.</p> <p>A) General theories and principles of educative role of museums. B) Educational, scientific, and cultural responsibility of museum knowledge of the community and museum audience. C) Extension programme-workshops, fieldtrips, radio and television.</p>	06
<p>Chapter No. 5.</p> <p>A) Types of museum material and Need for conservation B) Causes for the deterioration of museum materials/artifacts C) Conservation of organic material D) Conservation of inorganic material E) Museum staff and their duties</p>	08
<p>Chapter No. 6.</p> <p>A) . The Indian Treasure-Trove Act 1878. B) The Ancient Monuments and Archaeological Sites and Remains Act 1958.</p>	06

Books for Reference

- Agrawal O.P. 1977. Care and Preservation of Museum Objects, New Delhi: National Research Laboratory for Conservation of Cultural Property.**
- Aiyappan A. & S.T.Satyamurti 1960. Handbook of Museum Technique, Madras: Sup. Govt. Press.**
- Basu M.N. 1943. Museum Method & Process of Cleaning & Preservation, C u l c u t t a : University of Calcutta.**
- Baxi Smita J. and V. Dwivedi 1973. Modern Museum Organization and Practice in India, New Delhi: Abhinav Publication.**
- Bedekar V.H. (Ed.) 1988. New Museology and Indian Museum: Report based on proceedings of All India Seminar held at Gauhati, Assam.**
- Bhatnagar A. 1999. Museum, Museology and New Museology, New Delhi: Sandeep Prakashan**
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- Chaudhari A.R. 1963. Art museum documentation & Practical h a n d l i n g , Hyderabad:**
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- Hooper Greenhill E. (Ed.) 1994. Educational Role of the Museum, London: Routledge.**
- Light R.B. et al. 1986. Museum Documentation System: Developments and Application, London: Butterworths**
- Moore Kevin (Ed.) 1994. Museum Management, London: Routledge.**
- Pearce S.M. (Ed.) 1994. Interpreting Objects and Collections, London: Routledge. Pearce S.M. 1990. Archaeological Curatorship, London: Leicester University Press.**
- Plenderleith H.J. 1971. Conservation of Antiquities and Works of Arts in India, Delhi: Sandeep Prakashan.**
- Taylor S. (Ed.) 1991. Try it! Improving exhibits through formative evaluation, Washington: Asso.of sc. tech. centre.**
- UNESCO Publication 1960. The Organization of Museum: Practical A d v i c e , Paris: UNESCO**

Pedagogy

- Lecture Method – Class Room Teaching
- Visit to Archaeological sites/museums
- Learn techniques of material conservation
- Collaborative learning strategies
- Learning about chemical treatments for the conservation of artifacts
- 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

BA Ancient History and Archaeology

Semester 2

Course Title: Sustainable Heritage Tourism in 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): Sustainable Heritage Tourism in India

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”.
- Understand the value of heritage

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 Ancient History and Archaeology
BA Semester 2

Title of the Course: Sustainable Heritage Tourism in 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
Chapter No. 1 A) Meaning and Importance of Sustainable Heritage Tourism B) Recognition of World Heritage sites in India-Criteria's	08
Chapter No. 2 A) Types of Heritage Sites-Cultural and Natural B) Heritage Sites in South and North India.	08
Chapter No. 3 A) Tourism in India- Potentials, Challenges and Opportunities. B) Impact of Tourism- Socio- Cultural aspects of Tourism	08
Chapter No. 4. A) Hazards to Indian Heritage sites B) Conversation, Preservation & Maintenance of Heritage sites. C) Funding Agencies-Government-ASI-NGO	10
Chapter No. 5. A) Enhancing public awareness on heritage Value: formal and non-formal B) Education Tourism and cultural heritage C) Tourist Guides – Nature and Function.	08

Books for Reference

- Batra, M. L. 1996. Conservation: Preservation and Restoration of Monuments. New Delhi: Aryan Books International.
- Biswas, Sachindra Sekhara. 1999. Protecting the Cultural Heritage (National Legislation and International Conservation). New Delhi: Aryan Books International.
- Deshpande, M. N. 1994. Care of Cultural Heritage. New Delhi: National Museum Institute.
- Ghoshmaulik, S. K. and K.K. Bass 2001. Understanding Heritage: Role of Museum. Bhubaneswar: Academic Staff College
- P.R.Rao 1988. Cultural Heritage of India. Delhi:
- Sterling Renfrew, C. 2000. Loot, Legitimacy and Ownership. London: Duckworth.
- Singh, L.K. 2008. Indian Cultural Heritage from Tourism Perspective. Delhi: ISHA Books.
- Thapar, B.K. 1989 Conservation of the Indian Heritage. New Delhi: Cosmo Publication
- Agrawal O.P. 1977. Care and Preservation of Museum Objects, New Delhi: Nationa

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: History of Karnataka (A.D. 1565-1956)	
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 of Karnataka (A.D. 1565-1956)

Course Outcomes (COs):

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

- Understand the cultural heritage of Karnataka.
- The growth of regional cultures, traditions, customs and belief patterns.
- Understand the model state concept.
- Know the growth of nationalism and the process of attainment of freedom.

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: History of Karnataka (A.D. 1565-1956)

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 A) Rise of Palegaras and the Nayakas Kingdoms B) The Keladi Nayakas ; their political expansion to the west coast- their relations with the Portuguese- the Keladi Polity. C) Rise of Mysore: the early Wodeyars- Chikkadevaraja Wodeyar- the consolidation of the Mysore kingdom	10
Chapter No. 2 A) the Dalvoys of Mysore- The Rise of Haider Ali the First and Second Anglo- Mysore Wars. B) Tipu Sultan; expansion- the Third AngloMysore war-The Fourth Anglo – Mysore War.	08
Chapter No. 3 A) Mysore under Krishnaraja Wodeyar III B) The work of Diwan Purnaiah- C) The British influence in Mysore- the Nagar Revolt D) The Commissioners Rule – Cubbon and Bowring- E) The British annexation of Kodagu- anti- British rebellions in south Kanara and Kodagurebellion of 1837- revolt in Kittur- echoes of 1857 in Karnataka	12
Chapter No. 4. A) The rule of the Diwan, Rangacharlu, Seshadri Iyer, B) M. Vishweshwariah, Mirza Ismail-Modernisation of Mysore Industrialization- ‘ Model State Concept’	06
Chapter No. 5. A) Political divisions before the Unification- Role of the Press and Writers- organizations- B) Fazl Ali Commission and the Formation of the State.	06

Books for Reference

- Desai P.M, Ritti S.H Gopal B.R, A History of Karnataka, Dharwad, 1970.
 Basavaraja K. R, History and Culture of Karnataka, Dharwad, 1984.
 Sreenivasa Murty H.V and Ramakrishnan R., A History of Karnataka, Delhi 1980.
 Suryanath U. Kamath, A Concise History of Karnataka, Bangalore 1997.
 ----- Quit India Movement in Karnataka, Hubli, 1988
 Diwakar, R.R (Ed.) Karnataka Through the Ages, Bangalore, 1968.

Sinha N.K, Haidar Ali, Calcutta, 1965.

Sheik Ali B., Tipu Sultan, 1982

Sheik Ali B, (General Editor), Karnataka Charitre, Vos 6-7, Hampi, 1997.

Sharma T.T, Karnatakadalli Swatantra Sangrama, 1957

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

**Course Matrix for B.A. (Ancient History and Archaeology -
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	History and Culture of India from the beginning to 700 A.D	4	3	40	60	100	3
1.2	DSC-2	Introduction to Archaeology	4	3	40	60	100	3
1.3	OE-1	Indian Paleography OR History and Culture of Tulunadu	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	History and Culture of India 700-1545 A.D.	4	3	40	60	100	3
2.2	DSC -4	Introduction to Museology	4	3	40	60	100	3
2.3	OE-2	Sustainable Heritage Tourism in India OR History of Karnataka (A.D. 1565-1956)	4	3	40	60	100	3
Total Credits								9