



**BA**  
**Semester 3**

**DSC-5**

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

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)	<b>DSC 1</b>	<b>DSC 2</b>	<b>DSC 3</b>	<b>DSC 4</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>OE 1</b>	<b>OE 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
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.

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

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



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
<b>UNIT -1 Introducing</b> History of Coastal Karnataka and Kodagu	
<b>Chapter-I Historical Geography</b>	5
Geographical Features of Coastal Karnataka and Kodagu - Sources:	
<b>Chapter-II Pre -History</b>	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.	
<b>Unit II Historical Period</b>	

Chapter III	<b>5</b>
Maurya – Shatavahana – Kadamba’s. Early Alupa’s – Aluvarasa I – Chitravahana I – Aluvarasa II – Civil war	
Chapter IV	<b>5</b>
Medieval Alupa’s – Kundavarma – Jayasimha – Kulasekhara I – Kundana – Ballamahadevi. Hoysala invasions on Coastal Karnataka and Kodagu	
<b>Unit III Vijayanagar Period</b>	
Chapter V	<b>10</b>
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	
<b>Unit – IV Rise of Hyder and Tippu- Haaleri Dynasty</b>	
<b>Chapter-VI</b>	<b>5</b>
Anglo-Mysore war’s – Fall of Tippu	
<b>Chapter-VII</b>	<b>5</b>
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 Sasanagalalu.
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 Ithihasa.
8. Gaovinda Pai, Samagra Barahagalalu

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**

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



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

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

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



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

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

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

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

<b>Content of Course 1</b>	<b>39/42 Hrs</b>
<b>Unit – 1 Early Uprisings in Karnataka</b>	12/13
<b>Chapter No.1</b> Dhondya Wagh, Venkatadri Nayaka, Koppala Veerappa, Deshmuks of Bidar, Shivalingaiah, Sindagi Revolt.	05
<b>Chapter No.2</b> Rani Chennamma-Sangolli Rayanna-Nagar Revolt-Kodagu Revolt	04
<b>Chapter No.3</b> 1857 and After-Bedas of Halagali-Naragunda Babasaheb Revolt-Surapura Venkatappa Nayaka-Mundaragi Bheema Rao	04
<b>Unit – 2 Nationalism in Karnataka</b>	13/14
<b>Chapter No.4</b> Nationalism-Causes for the Rise of Nationalism-Impact of Tilak-Chatrusutras-Gandhi in Karnataka-Belguam Congress 1924	05
<b>Chapter No.5</b> Khadi Movement-Koujalagi Hanumantha Rao-Hallikeri Gudleppa-Tagaduru Ramachandra Rao	05
<b>Chapter No.6 Harijana Movement-Harijana Sevaka Sangha-Sardhar Veeranna Gowda Patil-Nagamma Patil-Siddamati Mylar</b>	04
<b>Unit – 3 Gandhi Movements in Karnataka</b>	14/15
<b>Chapter No.7</b> Non-Cooperation Movement-Salt Sathyagraha-Ankola-No Tax Campaign in Uttar Karnataka-Forest Sathyagraha.	05
<b>Chapter No.8</b> Genesis of Mysore Congress-Shivapura Dhawaja Sathyagraha-Vidurashwatha Tragedy-Patel Mirza Pact-Quit India Movement-Isooru Tragedy.	05
<b>Chapter No.9</b> 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.Thi.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. ಪ್ರೇಮಚಂದ್ರ ಶರ್ಮ - ಕರ್ನಾಟಕದ ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿ
17. ಡಾ. ಸುಬ್ಬರಾವ್ - 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**

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



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**

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

<b>Content of Course 1</b>		<b>39/42 Hours</b>
<b>Unit -1 Interpreting Medieval Indian History</b>		<b>14</b>
<b>Chapter No. 1</b>	Interpreting Medieval Indian History	<b>2</b>
<b>Chapter No. 2</b>	Debate on Indian Feudal System	<b>6</b>
<b>Chapter No. 3</b>	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.	<b>6</b>
<b>Unit -2 Political Structure of Medieval Northern India and Southern India</b>		<b>14</b>
<b>Chapter No. 4</b>	Comparative study of Vijayanagara Polity, Delhi Sultanate and Mughals – process of Urbanization in Mughals and Vijayanagara period	<b>6</b>
<b>Chapter No. 5</b>	Nature of state in Vijayanagara Kingdom, Delhi Sultanate and Mughal dynasties	<b>6</b>
<b>Chapter No. 6</b>	Military Technology of Mughals and Vijayanagara dynasties – Development of Science & Technology in Medieval India	<b>4</b>
<b>Unit -3 Minor Kingdoms of North India</b>		<b>14</b>
<b>Chapter No. 7</b>	Rajaputs, Gurjara Pratiharas, Palas, Paramaras	<b>6</b>
<b>Chapter No. 8</b>	Vijayanagara dynasy – Amaranayaka System – Creation of Wealth.	<b>6</b>
<b>Chapter No. 9</b>	The rise of the Marathas – Shivaji and his administration – Astha Pradhana System <b>Map</b> 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	<b>4</b>

## 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,Á                              |

## 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**

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



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.

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

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



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

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

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



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**

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

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

**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
<b>Total Credits</b>								<b>9</b>

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
<b>Total Credits</b>								<b>9</b>

