



RANI CHANNAMMA UNIVERSITY, BELAGAVI

**PROGRAM /COURSE STRUCTURE AND SYLLABUS
as per the Choice Based Credit System (CBCS) designed in
accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)
of National Education Policy (NEP) 2020
for
Undergraduate Program in HISTORY (BA)**

w.e.f.

Academic Year 2021-22 and onwards

PREAMBLE

History, as we all know, is a vital source to knowledge about a nation's soul. Of late it has been argued and established that cannot be a nation without a past. Today more than ever before, the challenges of globalization obligate historians and researchers to go beyond the local, national and even continental frontier of their knowledge however competing and keeping pace with ever expanding horizon of history, one has to be sensitive in understanding the issues of nation history on large canvas. Absorbing polemics and not only create a belief of continuity by exploring nations past which lie in abundance. This certainly will further initiate a dialog between past and present and a new narrative emerges.

The learning outcomes based curriculum framework (LOCF) presented here visualize that graduate training needs to attend to the following considerations.

1. This course is designed to break the stereotypes of History learning and create interest amongst students to study History.
2. This programme is organized to provide the greatest flexibility to its student.
3. There are core Disciplinary papers that provide the fundamental knowledge in the discipline of history and in the study of the history of India and the world.
4. The programme is otherwise envisaged to provide a large amount of choice so that students can tailor their education on the basis of their interests.
5. These provide not just knowledge and skills in history and contemporary history but also is a vital skill for other disciplines as well.
6. The programme course is interdisciplinary keeping in mind that specialization in history is the key to access cognate skills from other disciplines.

PROGRAM OUTCOMES

By the end of the program the students will be able to:

1. To learn a basic narrative of historical events in a specific region of the world in a specific time frame.
2. To articulate factual and contextual knowledge of specific places and times to make careful comparisons (Across time space and culture)
3. The ability to use bibliographical tools for the advanced study of history.
4. To understand and evaluate different historical ideas various arguments and point of view.
5. To develop an appreciation of themselves and of others through the study of the past in local, regional, national and global context.
6. To instate an appreciation of the uniqueness of visual evidence and cultivate a particular skill of using visual evidence to understand human activity of the recent and distant past.

PROGRAM STRUCTURE

The following is the Program Structure for the History (UG) Program of Rani Channamma University:

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective(DSE)/ Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	DSC:1 Political History of Karnataka (BCE-3 to 10 CE) Part -1 (3) DSC:2 Cultural Heritage of India (3)	OE-1 Cultural History of Karnataka (CE- 3-CE 10) (3) Part-I Or Introduction to Archeology (3)	L1- 1(3), L2- 1(3) (4 hrs. each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education - Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	DSC-3 Political History of Karnataka (CE-11 to CE 1750) (3) DSC-4 Cultural Heritage of Karnataka (3)	OE-2 Cultural History of Karnataka (CE11 to CE 1750) (3) OR Manuscriptology (3)	L1- 2(3), L2- 2(3) (4 hrs. each)	Environmental Studies (2)		Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
Exit option with Certificate in (... credits)								
III	DSC-5 Political History of India (From Indus culture to CE1206) Part -1 (3) DSC-6 Regional History(3)	OE-3 Introduction to Epigraphy (3) OR Freedom Movement in Karnataka (1800 to 1947) (3)	L1- 3(3), L2- 3(3) (4 hrs each)		SEC-2: Artificial Inte- lligence (2) (1+0+2)	Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
IV	DSC-07 Political History of India 1206 to 1761 Part -2 (3) DSC-08	OE-4 Freedom Movement in India(1885 to 1947) (3) OR Principals and Practice of Museology (3)	L1- 4(3), L2- 4(3) (4 hrs each)	Constitution of India (2)		Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25

	Cultural History of India (from Indus Culture to 1206) (3)							
Exit option with Diploma in (... credits)								
V	DSC-09 History of Western Civilization (CE 6 – CE 1200) (4) DSC-10 Colonialism and Nationalism in Asia (1900 to 1970) (4)	DSE-1 History of Tourism in India (3) OR Heritage Tourism in Karnataka (3) VOC-1 Principals of Filed Study.(3)			SEC-3: SEC such as Cyber Security (2) (1+0+2)	Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	22
VI	DSC-11 Social Dissents in India (CE 6 th to CE1800) (4) DSC-12 History of India (CE 1761 –CE 1857) (4)	DSE-2 Dr.B.RAmbedakar's Social and political Philosophy (43 OR Heritage sites in your on District (3) VOC-2 Introduction to archives (3)			SEC-4: Professional Communication (2)	Physical Education - Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	24
Exit Option with Bachelor of Degree (... credits)								
VII	DSC-13 Art and Architecture of India-(Ancient and early Medieval) (4) DSC-14 Makers of Modern India (4) DSC-15 Economic history of Ancient India (4)	DSE-1 Colonialism and Nationalism in India (3) DSE-2 Contemporary India -1947-2000 (3) History –Theory and Method (3)						21
VIII	DSC-16 Art & Architecture of Karnataka (From CE 3 to CE 12) (3) DSC-17 History of Indian Painting	DSE-3 Economic History of Medieval India (3) DSE-4 History of Modern Karnataka (1800-1947)(3) development (3)						21

(3) DSC-18 History of Indian Numismatics (3)	Research Project(6)							
Award of Bachelor of Bachelor of ... Honours Degree (... credits)								

COURSE STRUCTURE

SEMESTER – I

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week (L+T+P)	Duration of Examination for Summative Assessment (in hrs.)	Marks			Credits
						Formative Assessment	Summative Assessment	Total	
1.	HISDC01*	DSC	Political History of Karnataka (BCE-3 to 10 CE) Part -1	3 (2+1+0)	2	40	60	100	3
2.	HISDC02	DSC	Cultural Heritage of India	3 (2+1+0)	2	40	60	100	3
3.	HISOE01	OE	Cultural History of Karnataka (CE-3-CE 10) OR Introduction to Archeology	3 (2+1+0)	2	40	60	100	3
4.	HISAE01	AE L1	Kannada	3 (2+1+0)	2	40	60	100	3
5.	HISAE02	AE L2	MIL/MEL	3 (2+1+0)	2	40	60	100	3
6.	HISSE01	SEC (Skill based)	Digital Skills for Social Work Practice	2(1+0+2)	1 ½	15	35	50	2
7.	HISSE02	SEC (Value based)	Physical Education for Fitness	1(0+0+2)	1	-	-	25	1
8.	HISSE03	SEC (Value based)	Health and Wellness	1(0+0+2)	1	-	-	25	1
Total								700	25

SEMESTER – II

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week (L+T+P)	Duration of Examination for Summative Assessment	Marks			Credits
						Formative Assessment	Summative Assessment	Total	
1.	HISDC04	DSC	Political History of Karnataka (CE-11 to CE1750)	3 (2+1+0)	2	40	60	100	3
2.	HISDC05	DSC	Cultural Heritage of Karnataka	3 (2+1+0)	2	40	60	100	3
3.	HISOE02	OE	Cultural History of Karnataka (CE11 to CE1750) OR Manuscriptology	3 (2+1+0)	2	40	60	100	3
4.	HISAE03	AE L1	Kannada	3 (2+1+0)	2	40	60	100	3
5.	HISAE04	AE L2	MIL/MEL	3 (2+1+0)	2	40	60	100	3
6.	HISAE05	AE	Environmental Studies	2 (1+0+2)	1 ½	15	35	50	2
7.	HISSE04	SEC (Value based)	Physical Education Yoga	1 (0+0+2)	1	-	-	25	1
8.	HISSE05	SEC (Value based)	NCC/NSS/R&R(S&G) / Cultural	1 (0+0+2)	1	-	-	25	1
Total								700	25

COURSE ARTICULATION MATRIX

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE 1	OE 2	SEC 1 SB	SEC VB	SEC VB	SEC VB	SEC VB

Disciplinary Knowledge	X	X	X	X	X	X	X	X	X	X	X	X	X
Communication Skills	X	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	X
Analytical Reasoning	X	X	X	X	X	X	X	X		X		X	X
Cooperation and Team Work		X	X	X		X	X	X		X	X	X	X
Reflective Thinking		X	X	X	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	X	X	X

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

Continuous Formative Evaluation/ Internal Assessment:

Total marks for each course shall be based on continuous assessments and semester-end examinations. As per the decision taken at the Karnataka State Higher Education Council, it is necessary to have uniform pattern of 40 : 60 for IA and Semester End theory examinations

respectively in all the Universities, their Affiliated and Autonomous Colleges.

Total Marks for each course = 100% Continuous assessment (C1) = 20% marks Continuous assessment (C2) = 20% marks Semester End Examination (C3) = 60% marks.

Evaluation process of marks shall be as follows.

- The first component (C1) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester program.
- The second component (C2) of assessment is for 20% marks. This shall be based on test, assignment, seminar, case study, field work, project work etc. This assessment and score process should be based on completion of remaining 50 percent of syllabus of the courses of the semester.
- During the 17th– 19th week of the semester, a semester end examination shall be conducted by the University for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- In case of a student who has failed to attend the C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However, in case of a student who could not take the test on scheduled date due to genuine reasons, such a candidate may appeal to the Program Coordinator / Principal. The Program Coordinator / Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concerned semester end examinations.
- For assignments, tests, case study analysis etc., of C1 and C2, the students should bring their own answer scripts (A4 size), graph sheets etc., required for such tests/assignments and these be stamped by the concerned department using their department seal at the time of conducting tests /assignment/work etc.
- The outline for continuous assessment activities for Component-I (C1) and Component-II (C2) of a course shall be as under.

Outline for continuous assessment activities for C1 and C2 are as follows:

Activities	C1	C2	Total Marks
Session Test	10% marks	10% marks	20%
Seminars/Presentations/Activity	10% marks		10%
Case study/Assignment/Field work/Project work etc.		10% marks	10%
Total	20% marks	20% marks	40%

- Conduct of Seminar, Case study/Assignment, etc. can be either in C1 or in C2 component at the convenience of the concerned teacher.

COURSE-WISE SYLLABUS

BA

Semester 1

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

Course 1	Course 2
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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 FORMATION OF STATE Kingship – Duties and Functions of King and his Ministers- Sapthanga theory	06
Chapter No. 3 Rituals and sacrifices Coronation ceremony-Rajasuya-Vajapeya.	04
Unit – 2 Early Beginnings:	13/14
Chapter-4 The Mauryas - The Satavahanas - Kadambas of Banavasi	4
Chapter No. 5. The Gangas of Talakad - Durvineetha -The Nolambas	4
Chapter No. 6 - Age of Empires The Rastrakutas –Govinda III AmoghavarshaNrupatunga -Chalukyas of Badami – Pulikesin – II	6
Unit – 3 Kingdoms of Kalyana	13/14
Chapter No. 7 – Chalukyas of Kalyana-Tailapa-Vikramadithya-VI -Someshwara-III(CE-1076-CE-1126)	05
Chapter No. 8 Kalachuris of Kalyana-Bijjala-II.	05
Chapter No. 9. Central And Provincial Administration from Gangas of Talakadu to Kalachuris of Kalyana	04

Books for Reference

- | | | |
|--|---|---|
| 1. K.R Basavaraja | - | “History and Culture ofKarnataka” |
| 2. R.SMugali | - | “Climpses ofKarnataka” |
| 3. P.B.Desai | - | “A History ofKarnataka” |
| 4. H.V ShrinivasaMurthy andR. Ramakrishnan | - | “ A Concise History ofKarnataka” |
| 5. A.Sundara(Ed) | - | “Karnataka Charitre” VolumeI |
| 6. B. SurendraRao(Ed.) | - | “Karnataka Charitre” Volume II |
| 7. R.RDiwakar | - | “ Karnataka Through theAges” |
| 8. M. ChidanandaMurthy | - | “Karnataka ShasanagalaSamskrutika Adhyayana” |
| 9. S.Settar | - | “Halagannada – Lipi, Lipikara, LipiVyavasaya” |
| 10. A.CNagesh | - | “ Pracheena KarnatakaCharithre” |

BA Semester 1**Title of the Course:** Cultural Heritage ofIndia

Course 1	Course 2
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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 and Definition of Historical Cultural Heritage-Concepts, Characteristics-types of Indian Cultural Heritage: Tangible, Intangible, Oral and Living traditions.	04
Chapter No. 2 Significance of Fairs and Festivals -Religious Rituals: Regional, Folk, Tribal, National - Monsoon fairs- Animal Fairs	05
Chapter No. 3 Pilgrimage centres of India- Kashi, Ujjaini,, Rameswara, Mount Abu Ajmer, Shrivaranabelagola, Bandenavaz Darga, Amritsar, Goa.	05
Unit – 2 Legends, Narratives and Cultural Ethos	13/14
Chapter No. 4. Meaning, Significance, forms and Tradition of Legends - Puranic Legends - Ramayana and Mahabharata - Panchtantra- Jataka- Angas.	06
Chapter No. 5. Traditional Performing Arts - Bharat Natya Shastra: The Source of Performing Indian Classical Arts;	03
Chapter No. 6. Indian Classical Music - Dances as Cultural Heritage. Oral Tradition and performing Arts Carnatic Music and Hindustani Music – Indian Theatre	05
Unit – 3 Architecture and Built Heritage	13/14
Chapter No. 7 Meaning and Definition – Caves as Built Heritage	05
Chapter No. 8. Important Monuments of India Shore Temple (Mahabalipuram), Aihole. Badami, Pattadakal. Ajanta, Ellora, Jaganatha Temple –Puri, Konark Sun Temple, Khajuraho, Sanchi.	03
Chapter No. 9 A (For Map work) - Monuments of India - Sarnath, Sanchi, Konark, Khajuraho, Hampi, Taj Mahal, Red Fort, Madurai, Shrivaranabelagola, Thanjavur, B. Places of Historical importance : Delhi, Agra, Nalanda, Saranatha, Sanchi, Hampi, Badami, Mahabalipuram, Ajanta, Ellora, Prayaga, Varanasi, Ramaeshwaram, Dwaraka, Konark, Khajuraho	06

Books for Reference

1. S. Radhakrishnan - “Culture of India”

- | | | |
|--------------------------|---|---|
| 2. K.T Acharya | - | Indian food: A Historical Companion, |
| 3. Banga, I. (Ed) | - | The City in Indian History : Urban Demography,
Society and Politics. |
| 4. A.L Basham | - | The Wonder that was India. |
| 5. Sachin Shekhar Biswas | - | Protecting the Cultural Heritage |
| 6. N.K Bose | - | “Culture Zones of India” in culture and Society in India. |
| 7. S. Narayan | - | Indian Classical Dances. |
| 8. Gokulsing, K. Moti | - | Popular Culture in a Globalized India, |
| 9. Bhanu Shankar Mehta | - | Ramlila Varied Respective |
| 10. Rangacharya | - | The Natyashastra, English translation with critical Notes. |

BA Semester 1

Open Elective-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 Antiquity of Karnataka- Language and Script – Inscriptions and Development of Literature	03
Chapter No. 2 Agriculture and Land Grants	05
Chapter No. 3 Education and Emergence of Agraharas	06
Unit – 2 Social Conditions	13/14
Chapter No. 4. Society – Family and Customs – Marriage system – Food habits	05
Chapter No. 5. Religion – Traditions and Rituals	05
Chapter No. 6. Festivities – Dasara, Karaga, Mahamasthaka Abhisheka; Pilgrimages – Savadati, Kudalasangama, Bande Navaz Urs	04
Unit – 3 Religious Traditions	13/14
Chapter No. 7 Pilgrim Circuits of Jainism and Buddhism	04
Chapter No. 8. Hinduism – Various Cults: Shaiva-Vaishnava- Bhagavatha	05
Chapter No. 9 Art and Architecture – Fine Arts and Performing Arts	05

Books for Reference

1. S.Settar - "Halagannada – Lipi, Lipikara, Lipi Vyavasaya"
2. K.R Basavaraja - "History and Culture of Karnataka"
3. R. Rajanna & A.C. Nagesh - "Karnataka 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 Bandhavaya"
8. M. Chidananda Murthy - "Karnataka Shasanagala Samskrutika Adhyayana"
9. S. Rajashekara - "Karnataka Architecture"
10. K.A. Nilakanta Sastri - "A History of South India"

BA Semester 1

Open Elective

Title of the Course: Introduction to Archaeology

Course 1	Course 2
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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 Woolly.	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. Chakrabarti D.K | - | A History of Indian Archaeology from the beginning to 1947 |
| 7. Chakrabarti 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 |

BA Semester 2

Title of the Course: Political History of Karnataka (CE11-CE 1750)

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction	13/14
Chapter No. 1 The Hoysalas of Dorasamudra: Vishnuvardhana	05
Chapter No. 2 The Yadavas of Devagiri: Bhillama V	05
Chapter No. 3 The Kambaras of Hanagal	04
Unit – 2 Medieval Karnataka	13/14
Chapter No. 4. Vijayanagara– Empire–Krishnadevaraya – The battle of Talikota Bahamani Kingdom–Mahammad–Gawan	06
Chapter No. 5. Nayakas of Chitradurga–Madurani Nayaka V, Nayakas of Keladi–Shivappa Nayaka.	05
Chapter No. 6. Maratha Rule in Karnataka – Shahaji – Shivaji	03
Unit – 3 Post Vijayanagar	13/14
Chapter No. 7 Wadiyar of Mysore – Chikadevaraj Wadiyar–Kiranraja Wadiyar IV	05
Chapter No. 8. Minor Chieftains – Yalahanka Nadas Prabhus – Sonda Nayakas	04
Chapter No. 9 Administration from Hoysalas to post Vijayanagar period	05

Books for Reference

1. K.R Basavaraja - "History and Culture of Karnataka"
2. P.B.Desai - "A History of Karnataka"
3. Burton Stein - "Vijayanagara"
4. B.Sheik Ali (Ed.) - "Karnataka Samagra Charitra" 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 Sultan"
9. T.V Mahalingam - "Administration and Social Life Under Vijayanagara"
10. K.V Ramesh - "History of South Kanara"

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 Karnataka Cultural Heritage : An Introduction	13/14
Chapter No. 1 Meaning, Definition and Historical background of cultural Heritage	05
Chapter No. 2 Characteristics of Karnataka Heritage	05
Chapter No. 3 Significance of cultural Heritage	04
Unit – 2 Fairs, Festivals and Rituals	
Chapter No. 4. Historical background of Fairs, Festivals and Rituals and their importance in Karnataka culture	05
Chapter No. 5. Fairs of Karnataka – Types of Fairs– Temple fairs (Utsava) Folk Fairs, Urs, Karaga, Baisaki, -MakarSankaramana, Kambali-Jallikattu	04
Chapter No. 6. Festivalsof Karnataka – Religious festivals Ugadi, GaneshaChaturthi- Dasara- Deepavali, Huttari,Pongal, Muharram, Id-ul-Fitr (Ramzan) Idul-Zuha (Bakrid), GurunankJayanthi, and Christmas	05
Unit – 3 Traditional Art andArchitecture and cultural Ethos	
Chapter No. 7 Meaningof Art andArchitecture – Forms of Dance	05
Chapter No. 8. Forms of Music	04
Chapter No. 9 Architecture and Built Heritage	05

Books for Reference

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|--------------------------|---|---|
| 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-III |
| 8. Dr. Suryanath Kamat | - | Karnataka Sankshipt Itihas |
| 9. Shrinivas T | - | Bhartiya Itihas Mattu Parampare |
| 10. K.R. Basavaraj | - | Karnataka History and Culture |

BA Semester 2**Open Elective-2****Title of the Course:** Cultural History of Karnataka (CE11 to CE1750)

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 Vachana Literature – Anubhava Mantappa	05
Chapter No. 2 Bhakti Movement of Karnataka – Literature Movement	04
Chapter No. 3 Sufism and Christian missionaries in Karnataka	05
Unit – 2 Society and Economy	13/14
Chapter No. 4. Social Conditions – Caste System – Rituals and Customs	05
Chapter No. 5. Economic Conditions – Agriculture - Irrigation	04
Chapter No. 6. Indigenous Industries - Trade and Commerce	05
Unit – 3 Art and Architecture	13/14
Chapter No. 7 Temple Architecture – Islamic Architecture	05
Chapter No. 8. Church 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 | - | Karnataka Through the Ages |
| 7. Suryanath U.Kamath | - | A History of Karnataka |
| 8. H.K Sherwani | - | The Bahamani's of the Deccan |
| 9. Dept. of Archaeology | - | Vijayanagar Adhayayana |
| 10. Baragur Ramachandrappa | - | Karnataka Sangathi |

Semester2**Open Elective****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 - Characteristics	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, Brahmi, Sanskrit, Malayalam, Devanagari and Modi Script	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.Chidanadamurthy | - | Hastiprati Sastra |
| 3. N.Geethacharya | - | Hastiprati Sastra Adhyayana |
| 4. Sitharam Jahagirdar | - | Kannada Grantha Sampadana Sastra Parichaya |
| 5. S. Jagannath | - | Grantha Sampadana Shastra |
| 6. Devarakondareddy | - | Lipiya Huttumattu Belavanige |
| 7. Madhava Na Katti | - | Lipishastra Pravesha |
| 8. B.S Sanaya | - | Kannada Hasta Prathigala Micro film Soochi |
| 9. T.V Venkatalachala Sastri | - | Halaya Honnu |

BA in History Model Question Paper

Title of the Paper :

Time-2 hours

Max Marks-60

Note: All Parts – A,B and C are Compulsory

Part-A

Answer any Two of the following Short Notes

2 x 5=10

- 1
- 2
- 3
- 4

Part-B

Answer any Two of the following Question

2 x 10 =20

- 5
- 6
- 7
- 8

Part-C

Answer any Two of the following Question

2 x 15 =30

- 9
- 10
- 11
- 12 Map Questions

5 Places Mark in the Map and Brief Explain

ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ
ಸ್ನಾತಕೋತ್ತರಕೇಂದ್ರ, ವಿಜಯಪುರ-586108



RANI CHANNAMMA UNIVERSITY
P. G. CENTRE, VIJAYAPUR- 586108

SCHOOL OF SOCIAL SCIENCE
ಇತಿಹಾಸಸಂಶ್ಲೇಷಣಾ ವಿಭಾಗ

Dr. K.L.N. MURTHY,

DEPARTMENT OF STUDIES IN HISTORY

Chairman & Professor Email Id.: dr.murthykln@gmail.com

Cell no.: 9448443235

ರಾಜವಿ/ಸ್ನಾಕೇಂದ್ರ/ಇತಿ/2022-23/51

ದಿನಾಂಕ : 10-09-2022

TO,

The Registrar
Rani Channamma University,
VidyaSangama,
Belagavi-591156

Sir,

Sub: Submission of BOS (UG) proceedings and syllabus of the Department of History –reg

Ref:RCU/Belagavi/R.O./syll./ 2022-23/2301, Date: 02.09.2022

With reference to the Subject cited above, please find herewith enclosed the B.A. (UG) History, NEP 2020 Syllabus of all Semester in Hard & Soft Copies.

As such the Curriculum of the all 3rd & 4th Semesters was considered and with help of several experts it was drafted and placed before the BOS. The BOS with its modifications has approved the same.

The proceeding of the BOS (U.G) meeting are enclosed herewith for your kind perusal. Kindly do the needful.

Thanking you

Yours faithfully

Professor & Chairman

Dept. of Studies and Research in History
Rani Channamma University
Post Graduate Centre,
VIJAYAPUR-586108.

ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ
ಸ್ನಾತಕೋತ್ತರ ಕೇಂದ್ರ, ವಿಜಯಪುರ-586108



RANI CHANNAMMA UNIVERSITY
P. G. CENTRE, VIJAYAPUR- 586108

SCHOOL OF SOCIAL SCIENCE
(NAAC Accredited with B+ Grade - 2021)
ಇತಿಹಾಸ ಅಧ್ಯಯನ ವಿಭಾಗ

Dr. K.L.N. MURTHY,
Chairman & Professor,

DEPARTMENT OF STUDIES IN HISTORY

Email Id.: dr.murthykln@gmail.com

Cell no.: 9448443235

ರಾಚವಿ/ಸ್ನಾಕೇಂವಿ/ಇತಿ/2022-23/

ದಿನಾಂಕ:10/09/2022

Proceeding of the meeting of Board of Studies in History (U.G) held on 10.09.2022 at 11.00 AM in the Chambers of the Chairman, Department of History Rani Channamma University, P.G Centre, Vijayapur.

Members Present,

1. Dr. K. L. N. Murthy-
Professor and Chairman

Chairman

2. Dr. Ravindra Kokatanura,
Principal ,Govt Frist Grade college
Harugeri

Member

3. Dr. S.R Nagannavar
Asst Professor of History
V.M.S.R Vastrad Art College
Hunagund

Member

The Chairman BOS (U.G) welcomed the members of the Board of Studies and introduced the Agenda.

The structured curriculum and the syllabus drafted for Under Graduate. (U.G.) History NEP 2020 was placed for approval before the BOS. The BOS took Cognizance of the Suggestions made by the members. It was resolved that the Suggestions offered by the members be prepare in the new syllabus NEP 2020

The BOS approved the structured curriculum, syllabus of two semesters . 3rd Semester 02 papers DSE-5&6 Two papers OE and 4th Semester 02 papers DSE-7&8 Two papers OE.

No Changes in 1&2 Semester Syllabus.

Preparation of Examiner list has been done.

The meeting was concluded by the Chairman extending thanks to all the members.

Dr.KLN Murthy

RANI CHANNAMMA UNIVERSITY
VIDYASANGAMA, BELAGAVI

NEP -2020

UNDER GRADUATE SYLLABUS (UG)

III AND IV SEMISTER



DEPT. OF HISOTRY AND ARCHAEOLOGY

2022-23

RANI CHANNAMMA UNIVERSITY
DEPARTMENT OF HISTORY

Third Semester

Paper No	Course	Title of the Course	Instruction Hours Per Week	Exam Duration	Marks			Credits
					I.A	ETE	Total	
3.1	DSC-5	Political History of India(from Indus culture to 1206 AD Part-1	3	2	40	60	100	3
3.2	DSC-6	Regional History	3	2	40	60	100	3
3.3	OE-3	Introduction to Epigraphy OR Freedom Movement in Karanataka (1800 to 1947)	3	2	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: 60
Model Syllabus Authors:	Summative Assessment Marks:

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 – AskoParpola	
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 Megasthenes's Indica, Arthashastra and early Indian treatise on the theory of state; Saptanga – nature of Asoka's dhamma	
UNIT -3 :	
Chapter-VII	5
Chera, Chola and Pandya polity- Chalukyan polity -Gupta polity.	
Chapter -VIII	6
Debates on Indian feudalism; R.S Sharma, Harbans Mukhia South Indian feudalism	
Chapter -IX	5
Arab conquest of Sind- the Sultanate ascendancy in India.	

Essential Readings:

D.N Jha. Ancient India an Introductory Outline
 Shareen Ratnagar. Understanding Harappa
 M.K Bhavalikar. Cultural Imperialism
 R.S. Sharma. India's Ancient Past
 Upinder Singh. A History of Ancient and Early Medieval India
 R.S. Sharma. Material Culture and Social formations in Ancient India
India's Ancient Past
 Romila Thapar. 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

Pedagogy:

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

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

Critical Thinking: The subject leads to develop the interest in the study of History and Culture of Bangalore in Time and Space. It also creates a critical thinking ability among the students. The student will be able to identify, 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 Bangalore in Time and Space in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

**BA III Semester
History of Bombay Karnataka
Regional History DSC-6**

Course Title: History of Bombay Karnataka	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): History and Culture of History of Bombay Karnataka.

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 History of Bombay Karnataka.
- 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.

DSC -6
BA III Semester
History of Bombay Karnataka

Content of Course 1	39/42 Hrs
Unit – 1 Introduction – Contributions of Deccan Kingdoms	15/16
Chapter No.1 Geographical Features -Sources for the study of Bombay Karnataka.	02
Chapter No.2 Mourya Rule in Bombay Karnataka-Shatavahanas. Chalukyas of Badami : Pulakeshi II - Chalukyas of Kalayan: Vikramadity VI – Their Cultural Contributions.	09
Chapter No.3 Bahamani Kingdom: Mahammad Gawan - Adil Shahis of Bijapur: Ibrahim Adilshahi II. Their Cultural Contributions	05
Unit – 2 Religions in Bombay Karnataka	10/11
Chapter No.4 Shaiva and Vaishnava, KalamukhaCults,Basaveshwara.	04
Chapter No.5 Jainism and Jain Centers in Bombay Karnataka : Badami,Pattadkallu, Aihole, Hallur, Terdal, Lakkundi, Belagavi, Halasi, Ammanagi	03
Chapter No.6 Bhuddism and Buddhist centers in Bombay Karnataka:Aihole, Badami, Banavasi, Koliwada and Mundgod.	03`
Unit – 3 Towards Freedom Movement`	15/16
Chapter No.7. Desagatis of Bombay Karnataka –Diwan BahaddurShivalangraoDeshamuk – Rani	08

Channamma,SangolliRayanna.HalagaliBedas and Sindhur Laxaman.	
Chapter No.8 Tilak and Gandhi in Bombay Karnataka – BelgaumCongress.	03
Chapter No.9 Gandhi Movements in Bombay Karnataka – Non Co-operation movement, Salt Sathyagraha and Forest Sathyagraha.	05

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. R.R Diwakar - Karnataka Through the Ages
6. M. Chidananda Murthy - Karnataka ShasanagalaSamskrutika Adhyayana
7. Sadashiva K - SamagraKarnatakadItihasa
8. Palaksha - SamagraKarnatakadItihasa
9. Suryanath Kamath - KarnatakadItihasamattuSamskruti
10. Prof.ShrinivasVPadigar - BadamiChalukyaraShashanagalu, Vastu mattuShilpakale Karnataka ItihasSamshodhan Mandal Dharwad.
11. Dr. Shilakant.Pattar - Pattadakallu Darshan- Karnataka Itihas Samshodhan Mandal Dharwad.

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 Kalyana Karnataka 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 Kalyana Karnataka 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 Kalyana Karnataka 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 Kalyana Karnataka 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

Open Elective -3

Course Category: Elective course

Title of the Course: Introduction to Epigraphy	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): Freedom Movement in Karnataka (1800-1947)

Course Outcomes (Cos):

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the Freedom Movement in Karnataka (1800-1947)
- Analyse the importance of causes for backwardness of this region.

Understand the influence of Freedom Movement in Karnataka (1800-1947)

- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

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

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.

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

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 <ul style="list-style-type: none"> ❖ Evolution of Indian Epigraphy and methods of epigraphy, ❖ Definitions- Key concepts; epigraphy, paleography. 	06
CHAPTER-2 <ul style="list-style-type: none"> ❖ James Prinsep and the decipherment of Brahmi inscriptions ❖ Attempts to decipher the Indus script Methods; eye copy, estampage and photography 	06
CHAPTER-3 <ul style="list-style-type: none"> ❖ 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 <p>Scripts; Brahmi ,Kharoshti, Vattezhuttu, , Grantha</p> <ul style="list-style-type: none"> ❖ Medium of inscriptions ❖ palm leaves, ❖ copper plates, ❖ silver plates, ❖ walls of caves 	05
CHAPTER-5 <ul style="list-style-type: none"> ❖ Nature of inscriptions; Memorials, Labels, land grants, phashasthi. 	03
CHAPTER-6 <p>Historicizing Some Important Inscriptions Asokan inscriptions in Karnataka</p> <ul style="list-style-type: none"> ❖ Halmidi inscriptions ❖ Uttaramerur inscription ❖ Aihole ❖ Inscriptions of vijayanagara period 	04
UNIT-III	
CHAPTER-7 <p>North Indian Epigraphy/Inscriptions.</p> <ul style="list-style-type: none"> ❖ Hatigumpha Inscription of Kharavela. ❖ Samudragupta's Allahabad Pillar Inscription. 	04
CHAPTER-8 <p>South Indian Epigraphy/Inscriptions.</p> <ul style="list-style-type: none"> ❖ Talagunda Inscription 	04

❖ Nasik Inscription	
CHAPTER-9 Practicals In 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

**BA
III Semester
O.E -3**

Title of the Course: Freedom Movement in Karnataka (1800-1947)	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): Freedom Movement in Karnataka (1800-1947)

Course Outcomes (Cos):

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the Freedom Movement in Karnataka (1800-1947)
- Analyse the importance of causes for backwardness of this region.

Understand the influence of Freedom Movement in Karnataka (1800-1947)

- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

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

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	X	X	X	X	X	X	X	X	X	X

and Inclusive Approach										
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, Deshmukhs of Bidar, Shivalingaiah, 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 -KaranirakaneyaVeerakathe
2. Diwakar.R.R -KarmayogiHanumantharayaru
3. Diwakar.R.R-Karnataka Through theAges
4. Doreswamy.H.S-HoratadaDittaHejjegalu
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-KarmayogiTagaduru Ramachandra Rayaru
8. Nagarathnamma.S-
KarnatakadalliAsahakaraMattuNagareekaKhanunubangaChaluvali
9. Sardar Veerannagowda Patil-AtmaNeevedane
10. Sarojini Sindri and Raghavendra Rao- Women Freedom Fighters in
Karnataka
11. Suryanath Kamath (Ed)-SwatantryaSangramadaSamthigalu,
12. Suryanath Kamath-A Concise History ofKarnataka
13. Tee.Tha.Sharma-Karnatakadalli Swatantra Sangrama
14. Veerathappa. K-Mysuru SamsthanadalliSwatantryaChaluvali
15. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3
16. PÀ£ÁðIPÀzÀZÀjvÉæ - ¥ÉÆæ.Dgĩ.gÁdtÚ ªÀÄvÀÄÛqÁ.£ÁUÉÃ± J.¹
17. DzsÀÄªPÀPÀ£ÁðIPÀzÀZÀjvÉæ - ¥ÉÆæ.Dgĩ.gÁdtÚ ªÀÄvÀÄÛqÁ.£ÁUÉÃ± 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 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

RANI CHANNAMMA UNIVERSITY
DEPARTMENT OF HISTORY

Fourth Semester

Paper No	Course	Title of the Course	Instruction Hours Per Week	Exam Duration	Marks			Credits
					I.A	ETE	Total	
4.1	DSC-7	History of Medieval India	3	2	40	60	100	3
4.2	DSC-8	Cultural History of India (from Saraswati- Indus Culture to 1206 CE)	3	2	40	60	100	3
4.3	OE-4	Freedom Movement in India(1885 to 1947) OR Principles and practice of Museology	3	2	40	60	100	3
Total Credits								9

BA
Semester 4

Title of the Course: History of Medieval India	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): Political History Medieval India (from 1206 to 1761).

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 Political History Medieval India (from 1206 to 1761). Analyse the importance of causes for backwardness of this region.
- Understand the influence of Political History Medieval India (from 1206 to 1761).
- 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 4
DSC-7

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, GurjaraPratiharas, Palas, Paramaras	6
Chapter No. 8	Vijayanagaradynasy – Amaranayaka System – Creation of Wealth.	6
Chapter No. 9	The rise of the Marathas – Shivaji and his administration – AsthaPradhana System	4

	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	
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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. ¥ÉÆæ.Dgï.gÁdtÚ ºÄÄvÄÄÛ qÁ.J.¹.£ÁUÉÃ±ï
ºÄÄzsÀåPÁ°Ã£Ä`sÁgÄvÄzÀEwºÁ,Ä | |

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
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**BA
Semester 4
DSC-8**

Course Title: Cultural History of India (From Saraswati - Indus Culture to 1206 CE).	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): Cultural History of India (From Saraswati - Indus Culture to 1206 CE).

Course Outcomes (Cos):

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE).
- 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	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE 1	OE 2	SEC 1	SEC 2

(Pos)										
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 4

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

Objectives in this lesson

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

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

CONTENT OF COURSE	42 HOURS
UNIT-I 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, HumayunN, 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

BA - IV SEMESTER

OPEN ELECTIVE

Course Title: Freedom Movement in India (1885-1947)	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): History of Freedom Movement in India (1885-1947).

Course Outcomes (Cos):

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the History of Freedom Movement in India (1885-1947). Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Freedom Movement in India (1885-1947).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

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

Course Outcomes (Cos)/Program Outcomes	DSC 1	DSC 2	DSC 3	DSC 4	DSC 5	DSC 6	OE 1	OE 2	SEC 1	SEC 2

(Pos)										
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
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-Partion 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 Anni Besant			03
Chapter No.6 Luknow Pact-1916-Rowllet Act-Jallianwala 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 Partition Senley Wolfort
10. Shankara Narayana Rao V.S-Swatantrada Guri Bharatada Dari
11. Shankara Narayana Rao V.S-Swatantraya Gangeya Savira Toregalu
12. Subas Chndra Bose-The Indian Struggle
13. Sumit Sarkar-Modern India
14. Tharachand- History of the Freedom Movement in India
15. DzsÄÄªPÄ`sÄgÄvÄzÄEw°Ä,Ä - ¥ÉÆæ.Dgĩ.gÁdtÚ ªÄÄvÄÄÛqÁ.£ÁUÉÃ±ĩ 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

BA
Semester 4
OE-04

Course Title: Principles and Practice of Museology	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): Principles and Practice of Museology

Course Outcomes (Cos):

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

(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the History of Principles and Practice of Museology.
- Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Principles and Practice of Museology.
- 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	X	X	X	X	X	X	X	X	X	X

Learning										
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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 Musicology	
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, PrithiviPrakashan, 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		10	10

Work Etc.			
Total			40

Structure for History Discipline

Core paper no.	Paper Title	Credit	No. of Teaching Hours/ Week	Total Marks/ Assessment
V Semester				
DSC-9	History of India. (CE1761-CE 1857)	4	4	100 (60+40)
DSC-10	European History	4	4	100 (60+40)
DSC-11	Socio -Religious Reforms and Indian National Movement [1828-1947]	4	4	100 (60+40)
SEC-1	A. History of Tourism in India OR	2	2	50 (40+10)
	B. Heritage Tourism in Karnataka	2	2	50 (40+10)
VI Semester				
DSC-12	History of Freedom Movement and Unification in Karnataka	4	4	100 (60+40)
DSC-13	Contemporary History of India [1947- 1990]	4	4	100 (60+40)
DSC-14	Modern Europe [1914-1990]	4	4	100 (60+40)
SEC-2	A. Dr. B.R Ambedkar's Social and Political Philosophy OR	2	2	50 (40+10)
	B. Heritage Sites in Kittur Karnataka	2	2	50(40+10)

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 9-14)
Program Outcomes (Pos 9-14)

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

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Semester V

Course Title: History of India. (CE1761-CE 1857)	
Semester: VI	Course Code: DSC – 9
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

This course is designed to

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

Learning Outcome

At the end of the course the students shall –

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

Unit	Contents of Course- DSC-9	60 Hours
Unit-I	Chapter-1: Indian Polity, Society and Economy in mid-18th century. Mercantile Policies and Indian Trade. Chapter-2: Colonial Expansion-Bengal and Punjab, Battle of Plassey and Buxar. Anglo – Mysore Wars and Anglo – Maratha Wars. Chapter-3: Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarians.	15 Hours
Unit-II	Chapter-4: British Administration and Law. The Spread of English Education-Lord Macauley's Minutes. Chapter-5: The New Revenue Land Settlements-Permanent land settlement, Mahalwari and Ryotwari Chapter-6: Commercialization of Agriculture.	15 Hours
Unit- III	Chapter-7: Deindustrialization – British Industrial Policy Chapter-8: Economic Impact of the Colonial Rule - Emergence of Middlemen, Moneylenders, absentee Landlords, landless labours Chapter-9: Social Discrimination and Colonial Rule - Caste discrimination, Untouchability and Gender discrimination- Kulinism in Bengal, Sati system, Female Infanticide and Widowhood.	15 Hours
Unit- IV	Chapter-10: Tribal and Peasant Movements in Colonial India Chapter-11: Revolt of 1857: Causes, Courses and Results Chapter-12: Map Topics; 1) Main Centres of Colonial Period in India Or 2) Main Centres of the Great Revolt of 1857	15 Hours

Suggested Readings References

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

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

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

Course Title: European History	
Semester: V	Course Code: DSC-10
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

Course Objectives

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

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

Exercise:

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

Suggested Readings

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

Pedagogy:

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

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

Course Title: Socio - Religious Reforms and Indian National Movement

Semester: V	Course Code: DSC-11
Total Contact Hours: 56	Course Credits: 3
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Outcomes (COs): At the end of the course students will be able to :

CO1: Assess the contributions of social reformers of renaissance period.

CO2: In addition to social transformation work and activities of social reformers will inspire the youth and make them enterprising.

CO3: Further of the study of Aligarh, Adi Dharma and Nammo Shudra movements will also inspire the modernization and advancement of the respective communities.

CO4: Trace the course, ideology and methods of Liberal and Radical nationalists.

CO5: Understand emergence of mass politics during Gandhian era

CO6: Understands the process and impact of the constitutional development

Unit	Title: Socio - Religious Reforms and Indian National Movement	56.hrs/ sem
Unit I	Chapter-1: Reform Movements of 19 th Century –Rajaram Mohan Roy- Brahmo Samaj, Dayanand Saraswati-Arya Samaj and Swamy Vivekanand Chapter-2: Aligarh Movement, Theosophical Society and Prathana Samaj Chapter-3: Adi Dharma movement in Punjab and Nammo-Shudra Movement in Bengal	14Hour
UnitII	Chapter-4: Upliftment of the Oppressed Communities – Satya ShodhakSamaj movement-Mahatma Phule and Chh. Shahu Maharaj. Chapter-5: Ezava Movement of Sri. Narayan Guru and Self Respect Movement of Periyar Ramaswamy-Nalwadi Krishanaraj Wodeyar Chapter-6: Social Transformation Movement of Dr. B R Ambedkar-Empowerment of Women and Labors.	14Hour
UnitIII	Chapter-7: Indian National Movement (1885- 1907) –Rise of Nationalism – Ideology and Methods of Moderates-Anti- Partition and Swadeshi Movement. Chapter-8: Extremist Nationalism [1907-1919]– Method and Ideology - Home Rule movement Chapter-9: Gandhiji Era–Non-Co-operation movement, Civil Dis-obedience movement and Quit India movement.	14Hour
UnitIV	Chapter-10: Constitutional Development– 1909,1919 Acts and Nehru Report (1932) Chapter-11: Round Table Conferences –Communal Award-Poona Pact and Government of India Act of 1935 Chapter-12: Cabinet Mission Plan-Mountbatten Plan-Partition of India –Indian Independence Act (1947) Map Topics: 1) Main places of the Non-Co-operation movement in India Or	14Hour

	2) Main centers of the Quit India movement	
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References:

1. Bipin Chandra: *Nationalism and Colonialism in India*
2. Percival Spear: *Oxford History of Modern India (1740-1975)*
3. Sumith Sarkar: *Modern India (1985-1947)*
4. A.R. Desai: *Social Background of Indian Nationalism*
5. Hassan Imam: *Indian National Movement*
6. Gopal S.: *British Policy in India (1858 -1905)*
7. Srinivas M.N.: *Social Change in Modern India*
8. Anil Seal: *The Emergence of Indian Nationalism*
9. Tarachand: *Freedom Movement in India(Four volumes), Government of India Publication, NewDelhi*
10. R.N. Agarwal : *Indian National Movement and Constitutional Development*
11. Bipan Chandra-*India's Struggle for Independence 1857–1947*, Penguin Books New Delhi 1997.
12. Girja Shankar; *Socialist Trends in Indian National Movement*, Meerut, 1987.
13. R.S.Sharma (Ed); *Indian Society: Historical Probing's*, PPH, New Delhi, 1974.
14. P.N. Chopra and Others; *A Social, Cultural and Economic History of India*, Vol.III, Macmillan, Delhi, 1974.
15. V.P. Varma; *Modern Indian Political Thought*, L.N. Agarwal, Agra, 2002.
16. Keer Dhananjay: *Mahatma Jyoti Rao Phule – Father of Indian Social Revolution*, Bombay, 1974.
17. Patil, P.G. (Trans.); *Collected works of Mahatma Jotirao Phule* Vol-I, and II, Government of Maharashtra Publication, Bombay, 1991.
18. Madhavan Ayyappath (Translated): *Narayan Guru: Bharatiya Vidya Bhavan*, Mumbai, 1978.
19. Sundara Raju & R Hardgrave Jr: *Religion and Society-selections from Periyra's Speeches and Writings*, (Translated) Emerald Publishers, Madras, 1994.
20. Vasanta Moon (Ed) *Dr.Babasaheb Ambedkar Writing and speeches*, Vol.1-18 Government of Maharashtra Publication, Mumbai.
21. Brown Judith M.(1972) : *Gandhi's Rise to Power: Indian Politics, 1915-1922*, Cambridge University Press
22. Hasan, Mushirul (1991): *Nationalism and Communal Politics in India: 1885-1932*, Manohar.

Formative Assessment for Theory	
Assessment Occasion/type	Marks
InternalAssessmentTest1	10
InternalAssessmentTest2	10
Quiz/Assignment/Small Project	10
Seminar	10
Total	40Marks
<i>Formative Assessment As per guidelines.</i>	

Course Title: History of Tourism in India

Semester: V	Course Code: SEC -1 (A)
Total Contact Hours: 30	Course Credits: 2
No. of Teaching Hours/Week:2	Duration of ESA/Exam: 1.5 Hours
Formative Assessment Marks: 10	Summative Assessment Marks: 40+10=50

Course Objectives:

The objective of the course is to:

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

Learning Outcome:

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

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

Unit	Contents of Course- SEC-1 (A)	30 Hours
Unit-I	Chapter-1: Tourism: Definition -Nature and Meaning – Need for Tourism – Origin and Growth of tourism. Chapter-2: Indian Tourism Development Corporation (ITDC) and International Tourism. Chapter-3: Natural Tourist Resources – Rich Diversity in landform and landscape, geographic features of India.	12 Hours
Unit-II	Chapter-4: Tourism and perspectives. National parks and Art galleries. Chapter-5: Components of tourism - Medical tourism –Adventure tourism, Health tourism, Conference	8 Hours

	and Sports tourism. Chapter-6: Religious Resources: Important places of pilgrimage centres of India.	
Unit- III	Chapter-7: Hindu -Temples, Muslim – Mosques Darghas, Christian- Churches, Jain - Basadi Buddhists - Stupas, Viharas. Sikhs - Gurdwaras Chapter-8: Monuments of Historically important, Natural Sites of India. Chapter-9: Beaches and Islands of India.	10 Hours

Exercise:

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

Suggested Readings

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

Pedagogy:

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assignment	02
Test -1	03
Test-2	03
Attendance	02
Total	10

Course Title: Heritage Tourism in Karnataka	
Semester: V	Course Code: SEC-1(B)
Total Contact Hours: 30	Course Credits: 2
No. of Teaching Hours/Week: 2	Duration of ESA/Exam:1.5 Hours
Formative Assessment Marks: 10	Summative Assessment Marks: 40+10=50

Course Objectives:

The objective of the course is to:

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

Learning Outcome

After studying the chapter, the reader will be able to

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

Unit	Contents of Course- SEC-1 (B)	30 Hours
Unit-I	Chapter-1: Introduction to Karnataka Culture and Heritage Tourism. Chapter-2: Concept and Significance of the history of cultural heritage of Karnataka. Chapter-3: Cultural heritage sites of the Mauryan Period, Satavahanas, Gangas, Chalukyas, Hoysalas, Vijayanagara, Bahamanis and Wodeyars of Mysore.	12 Hours

Unit-II	Chapter-4: Preservation and Conservation of Monuments of Karnataka. Chapter-5: Indo-Islamic Architecture. Chapter-6: Important features of Karnataka Paintings & Dance Forms of Karnataka (classical and folk traditions).	09 Hours
Unit- III	Chapter-7: Hill Stations of Karnataka Chikkamagalur hills, Agumbe hills, Malemahadeshwara hills, B R hills. Chapter-8: Famous Forts & Palaces a. Bangalore fort, Gulbarga Fort, Chitradurga Fort, Bijapur fort, Shapur fort. b. Mysore Palace, Shivappanayaka Palace, Shivamugga palace, Tippu Palace of Bengalore. Chapter-9: Karnataka State Tourism Development Corporation.	09 Hours

Exercise:

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

Suggested Readings

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

Pedagogy:

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assignment	02
Test-1	03
Test-2	03
Attendance	02
Total	10

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Semester VI

Course Title: HISTORY OF FREEDOM MOVEMENT AND UNIFICATION IN KARNATAKA	
Semester: VI	Course Code: DSC12
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Learning Outcome:

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

Unit	Contents of Course- DSC12	60 Hours
Unit-I	<p>Chapter-1: Introduction: Historical background the disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state Armed Resistances against the British rule in Karnataka.</p> <p>Chapter-2: Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.</p> <p>Chapter-3: The impact of the rebellion of 1857 on Karnataka Bedars of Halagali against Anti arms Act.</p>	15 Hours
Unit-II	<p>Chapter-4: Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the Struggle.</p> <p>Chapter-5: The National Movement in Karnataka - Early activities the response to Swadeshi and Non Co-operation Movements in Karnataka-Influence of Tilak and Gandhi.</p> <p>Chapter-6: Belgaum Congress Session (1924) Satyagraha campaigns in Karnataka (1930-34)</p>	15 Hours
Unit- III	<p>Chapter-7: Quit India Movement in Karnataka-its effects</p> <p>Chapter-8: Movement for Responsible Government in Princely Mysore state.</p> <p>Chapter-9: Origin and development of unification movement in Karnataka: Factors responsible for unification Movement.</p>	15 Hours
Unit- IV	<p>Chapter-10: Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations</p> <p>Chapter-11: The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness</p>	15 Hours

	Chapter-12: The ultimate move towards the formation of Karnataka.	
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Suggested Readings

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

Pedagogy:

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

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

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

Unit	Contents of Course- DSC-12	60 Hours
Unit-I	Chapter-1: Political legacy of Colonialism. Chapter-2: Economic and Social Legacy of Colonialism. Chapter-3: National movements: Its significance, Value and Legacy.	15 Hours
Unit-II	Chapter-4: Framing of Indian Constitution - Constituent Assembly – Draft Committee Report – declaration of Indian Constitution, Indian constitution- Basic Features and Institutions. Chapter-5: The Initial Years: Process of National Consolidation and Integration of /Indian States – Role of Sardar Patel – Kashmir issue, Indo – Pak war 1948; the Linguistic Reorganization of the States, Regionalism and Regional Inequality. Chapter-6: Political development in India since Independence.	15 Hours
Unit-III	Chapter-7: Politics in the States: Tamil Nadu, Andhra Pradesh, West Bengal and Jammu and Kashmir, the Punjab Crisis. Chapter-8: The Post-Colonial Indian State and the Political Economy of Development: An Overview Chapter-9: Foreign policy of India since independence.	15 Hours
Unit-IV	Chapter-10: Indian Economy, 1947-1965: the Nehruvian Legacy Indian Economy 1965-1991, Economic Reforms since 1991 and LPG. Chapter-11: Caste, Untouchability, Anti-caste Politics and Strategies, Revival and Growth of Communalism. Chapter-12: Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the	15 Hours

	Green Revolution And Agrarian Struggles Since Independence	
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Exercise:

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

Suggested Readings

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

Pedagogy:

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

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

Course Title: European History	
Semester: V	Course Code: DSC-14
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

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

Unit	Contents of Course- DSC-14	60 Hours
The French Revolution and Napoleonic Era (1789-1815)		
Unit-I	Chapter-1: The causes of French Revolution – The consequences of Revolution Chapter-2: Napoleon rise to power - Creation of Empire Chapter-3: The Continental system - The fall of Napoleon	15 Hours
The Concert of Europe (1815-1830)		
Unit-II	Chapter-4: The Congress of Vienna Chapter-5: Metternich’s Era Chapter-6: The Concert of Europe and Congress System Balance of Power	15 Hours
Forces of Continuity and Change in Europe (1815-1848)		
Unit-III	Chapter-7: Nationalism –Liberalism - Romanticism Chapter-8: Socialism - Industrial Revolution Chapter-9: Colonialism -Cosequences	15 Hours
The Eastern Question (1804-1856)		
Unit-IV	Chapter-10: The nature of the Eastern question Chapter-11: The Crimean War	15 Hours

	Chapter-12: Russo Turkish War 1877 - Consequences	
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Exercise:

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

Suggested Readings

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

Pedagogy:

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

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

Course Title: Dr.B.R Ambedkar's Social and Political Philosophy	
Semester: VI	Course Code: SEC-2 (A)
Total Contact Hours: 30	Course Credits: 2
No. of Teaching Hours/Week:2	Duration of ESA/Exam: 1.5 Hours
Formative Assessment Marks: 10	Summative Assessment Marks: 40+10=50

Course Objectives

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

Learning Outcome:

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

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

Unit	Contents of Course- SEC-2 (A)	30 Hours
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Unit-I	Chapter-1: Life and works of Dr. B.R. Ambedkar- Early influences of Dr. B.R. Ambedkar through Visits intellectuals. Chapter-2: Dr. B.R. Ambedkar's Reactions to British Political Reforms- Symon Commission, Three Round Table Conference and Poona Pact. Chapter-3: Dr. B.R. Ambedkar's Conception of Freedom & His Role in the Freedom Struggle, Muktanayaka, Janatha, Bahiskrith Bharatha, Prabuddha Bharatha. Ambedkar's Perception of New India.	10 Hours
Unit-II	Chapter-4: Dr. B.R. Ambedkar's the Quest for Social Justice, Analysis of Indian Social Problems & Its Solutions, Mahad Satyagraha, Caste System, Untouchability, Adivasis & Minorities. Chapter-5: Dr. B.R. Ambedkar's views on Annihilation of Caste, Education and Social Uplift of Scheduled Cast, Tribes & Backward Classes, the Untouchables in Contemporary India. Chapter-6: Social Justice Role of Ambedkar as a Chairman of the Constituent Assembly.	12 Hours
Unit- III	Chapter-7: Role of Ambedkar as a Chairman of the Constituent Assembly. Chapter-8: Ambedkar's view on Social Justice- Preamble of the Constitution- Fundamental Rights (Part III) Article 14,15,16,17,19,21,22. Chapter-9: Ambedkar's Conception on 'Constitutional Remedies'. The Role of Judiciary in Upholding Social Justice to the Weaker Sections of the Society	08 Hours

Exercise:

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

References	
1	Booker T. Washington-Up from Slavery.
2	Dhananjay Keer - Life and Mission of Dr. B.R. Ambedkar
3	A.M. Rajashekharaiiah - The Quest for Social Justice
4	Computer fundamentals a / s - B B. Ram
5	Fundamentals of computers - V. Rajaraman
6	Scholered T, Valaraie & Brown, Pam - Martin Luther King: America's Great Non-Violent Leader
7	W.N. Kuber - Ambedkar - A Critical Study
8	A first course in computers - S S. Jaiswal, Galgotia publications
9	Nissim Ezekiel - A Martin Luther King Reader

Pedagogy:

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assignment	02
Test-1	03
Test-2	03
Attendance	02
Total	10

Course Title: Heritage Sites in Kittur Karnataka	
Semester: VI	Course Code: SEC-2 (B)
Total Contact Hours: 30	Course Credits: 2
No. of Teaching Hours/Week:2	Duration of ESA/Exam: 1.5 Hours
Formative Assessment Marks: 10	Summative Assessment Marks: 40+10=50

Course Objectives:

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

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

Learning Outcome:

At the end of the course the students shall –

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

- Explain the components of cultural heritage of our place.

Unit	Contents of Course- SEC-2 (B)	30 Hours
Unit-I	Chapter-1: Belagavi District Historical monuments - Kamala Basadi, Fort, Monuments of Colonial's Period in Belagavi. Chapter-2: Heritage sites of Halasi Chapter-3: Architecture of Kittur: Palaces, Fort and Fortification of Kittur.	10 Hours
Unit-II	Chapter-4: Bagalkot District Heritage sites: Historical monuments of Badami and Mahakoot Chapter-5: Heritage sites in Aihole and its features Chapter-6: The World Heritage site in Pattakallu and historical site of Kudalsangam	10 Hours
Unit- III	Chapter-7: Architecture Remains of Bijapur: Palaces of Bijapur and historical sites of Navaraspur. Chapter-8: Tombs, Mosques and Fort and fortification of Bijapur in AdilShahis period. Chapter-9: Heritage site in Basavan Bagewadi	10 Hours

Exercise:

- Students can visit the Historical places of Kittur Karnataka.
- Write a report on World Heritage site Pattakallu.

Suggested Readings

References	
1	Prof. Panda and E. Shiva Nagi Reddy: Temple Architecture of Indian – Bharatiya Kala Prakashan, 2019 Dhali.
2	George Michell: The Hindu Temple – University of Chicago Press, 1988.
3	A Sundara: Pattadakal; World Heritage Series. Archaeological Survey of India 2008.
4	George Michell: Temple Architecture and art of the early Chalukyas Niyogi Books 2014.
5	Dr. Suryanath U. Kamath: Concise History of Karnataka, MCC, Bangalore 2002.
6	Henry Cousens: Bejapur and Its Architectural Remains with and Historical outline of the Adil Shahis Dynasty, Bharatiya Publishing House 1976.
7	Smita Surebankar: Architectural Splendours of Belagavi, 2018.

Pedagogy:

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

Formative Assessment	
Assessment Occasion/ type	Weightage in Marks
Assignment	02
Test -1	03
Test-2	03
Attendance	02
Total	10

General Pattern of History Question Paper

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

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

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

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

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10x1=10)

- 1.
- 2.
- 3.
- 4.

- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

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

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

- 11.
- 12.
- 13.

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

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

- 14.
- 15.
- 16.

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

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

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

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

Section A: Short Answer Questions

Section A: Short Answer Questions

Answer any thirty (30 x 2 = 60)

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