

ರಾಣಿ ಚನ್ನಮ್ಮ ವಿಶ್ವವಿದ್ಯಾಲಯ  
ಸ್ನಾತಕೋತ್ತರಕೇಂದ್ರ, ವಿಜಯಪುರ-586108



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

SCHOOL OF SOCIAL SCIENCE  
ಇತಿಹಾಸಸಲಧ್ಯಯನ 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 3<sup>rd</sup> & 4<sup>th</sup> 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](mailto:dr.murthykln@gmail.com)

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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 . 3<sup>rd</sup> Semester 02 papers DSE-5&6 Two papers OE and 4<sup>th</sup> 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 <b>OR</b> Freedom Movement in Karanataka (1800 to 1947)	3	2	40	60	100	3
<b>Total Credits</b>								<b>9</b>

**BA**  
**Semester 3**  
**DSC-5**

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

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

**Course Outcomes (Cos):**

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

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

- Understand the history and culture of Political History of India region.
- Analyse the importance of causes for backwardness of this region.
- Understand the influence of political influence on the people and culture of this region.
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

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

Course Outcomes (Cos)/Program Outcomes (Pos)	<b>DSC 1</b>	<b>DSC 2</b>	<b>DSC 3</b>	<b>DSC 4</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>OE 1</b>	<b>OE 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
Disciplinary knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X	X	X

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

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

**BA**  
**Semester 3**  
**DSC-5**

**POLITICAL HISTORY OF INDIA (From Indus Culture upto 1206)**

The main objective of this syllabus is to provide a broad historic outline about the process of socio-political formations in the north and south India up to 1206 CE. Four modules introduce four main process of the Socio - Political formations; the emergence of the first urbanization in the north western part of early India during bronze age, the Socio - Political formations of Indo Gangetic plains in the Iron Age, the emergence of an empire under Mauryas in the north the chola – chera policy in the South and the formation of feudal cultures in the north and south.

<b>UNIT -1 Towards Civilization -Harappan and Vedic Civilization</b>	
<b>Chapter-I</b>	<b>6</b>
Pre-Harappan cultures; - extension of the Harappan culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan	
<b>Chapter-II</b>	<b>6</b>
Debate on the decline of Indus civilization, Debate on Harappan script: AiravathamMahadevan – AskoParpola	
<b>Chapter-III</b>	<b>6</b>
Vedic literatures and Archaeological evidences - PGW, NBPW- early tribal pastoral and agrarian society in the Gangetic Plains, Early and later Vedic polity	
<b>UNIT -2 : Socio-Political Formations in the Indo - Gangetic Plains Nature of state</b>	
<b>Chapter-IV</b>	<b>6</b>
Formation of urban centers- Mahajanapadas,- Oligarchies, Monarchies and republics	
<b>Chapter-V</b>	<b>6</b>
Material setting of the formation of Jainism and Buddhism ,From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryan polity,	
<b>Chapter-VI</b>	<b>5</b>

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

### **Essential Readings:**

D.N Jha. Ancient India an Introductory Outline  
 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**

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

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

Course Pre-requisites(s): History and Culture of 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)	<b>DSC 1</b>	<b>DSC 2</b>	<b>DSC 3</b>	<b>DSC 4</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>OE 1</b>	<b>OE 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
Disciplinary knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X	X	X

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

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

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

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

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

### Open Elective -3

#### Course Category: Elective course

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

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

#### Course Outcomes (Cos):

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

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

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

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

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

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

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

<b>CONTENT OF COURSE</b>	<b>42 HOURS</b>
<b>UNIT-I Introduction to Epigraphy</b>	
<b>CHAPTER-1</b> <ul style="list-style-type: none"> <li>❖ Evolution of Indian Epigraphy and methods of epigraphy,</li> <li>❖ Definitions- Key concepts; epigraphy, paleography.</li> </ul>	06
<b>CHAPTER-2</b> <ul style="list-style-type: none"> <li>❖ James Prinsep and the decipherment of Brahmi inscriptions</li> <li>❖ Attempts to decipher the Indus script Methods; eye copy, estampage and photography</li> </ul>	06
<b>CHAPTER-3</b> <ul style="list-style-type: none"> <li>❖ Presentation of Text-</li> <li>❖ Dating- Eras; Kali era, Saka era, Vikrama era.</li> <li>❖ Collections of inscriptions during Colonial Period; EpigraphiaIndica,</li> <li>❖ South Indian Inscriptions,</li> </ul>	06
<b>UNIT-II Epigraphic carnatica.</b>	
<b>CHAPTER-4</b> Scripts; Brahmi ,Kharoshti, Vattezhuttu, , Grantha <ul style="list-style-type: none"> <li>❖ Medium of inscriptions</li> <li>❖ palm leaves,</li> <li>❖ copper plates,</li> <li>❖ silver plates,</li> <li>❖ walls of caves</li> </ul>	05
<b>CHAPTER-5</b> <ul style="list-style-type: none"> <li>❖ Nature of inscriptions; Memorials, Labels, land grants, phashasthi.</li> </ul>	03
<b>CHAPTER-6</b> Historicizing Some Important Inscriptions Asokan inscriptions in Karnataka <ul style="list-style-type: none"> <li>❖ Halmidi inscriptions</li> <li>❖ Uttaramerur inscription</li> <li>❖ Aihole</li> <li>❖ Inscriptions of vijayanagara period</li> </ul>	04
<b>UNIT-III</b>	
<b>CHAPTER-7</b> North Indian Epigraphy/Inscriptions. <ul style="list-style-type: none"> <li>❖ Hatigumpha Inscription of Kharavela.</li> <li>❖ Samudragupta's Allahabad Pillar Inscription.</li> </ul>	04
<b>CHAPTER-8</b> South Indian Epigraphy/Inscriptions. <ul style="list-style-type: none"> <li>❖ Talagunda Inscription</li> </ul>	04

❖ Nasik Inscription	
<b>CHAPTER-9</b> <b>Practicals In Kannada Palaeography.</b> ❖ 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., Kalvetiyal (Tamil), Mano Pathippagam, Thanjavur
9. Natana. Kasinathan, Kalleluttukalai, (Tamil)
10. Subramanian, T.N., South Indian Temple Inscriptions.

### Pedagogy:

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

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

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

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

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

**Assessment:**

**Weight age for assessment (in percentage)**

**Outlines for continuous assessment activities for C1 and C2**

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

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

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

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

**Course Outcomes (Cos):**

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

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

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

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

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

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

Course Outcomes (Cos)/Program Outcomes (Pos)	<b>DSC 1</b>	<b>DSC 2</b>	<b>DSC 3</b>	<b>DSC 4</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>OE 1</b>	<b>OE 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
Disciplinary knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X	X	X
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management	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
<b>Unit – 1 Early Uprisings in Karnataka</b>			12/13
<b>Chapter No.1</b> Dhondya Wagh, Venkatadri Nayaka, Koppala Veerappa, Deshmukhs of Bidar, Shivalingaiah, Sindagi Revolt.			05
<b>Chapter No.2</b> Rani Chennamma-Sangolli Rayanna-Nagar Revolt-Kodagu Revolt			04
<b>Chapter No.3</b> 1857 and After-Bedas of Halagali-Naragunda Babasaheb Revolt-Surapura Venkatappa Nayaka-Mundaragi Bheema Rao			04
<b>Unit – 2 Nationalism in Karnataka</b>			13/14
<b>Chapter No.4</b> Nationalism-Causes for the Rise of Nationalism-Impact of Tilak-Chatrusutras-Gandhi in Karnataka-Belguam Congress 1924			05
<b>Chapter No.5</b> Khadi Movement-Koujalagi Hanumantha Rao-Hallikeri Gudleppa-Tagaduru Ramachandra Rao			05
<b>Chapter No.6 Harijana Movement-Harijana Sevaka Sangha-Sardhar Veeranna Gowda Patil-Nagamma Patil-Siddamati Mylar</b>			04
<b>Unit – 3 Gandhi Movements in Karnataka</b>			14/15
<b>Chapter No.7</b> Non-Cooperation Movement-Salt Sathyagraha-Ankola-No Tax Campaign in Uttar Karnataka-Forest Sathyagraha.			05
<b>Chapter No.8</b> Genesis of Mysore Congress-Shivapura Dhawaja Sathyagraha-Vidurashwatha Tragedy-Patel Mirza Pact-Quit India Movement-Isooru Tragedy.			05
<b>Chapter No.9</b> Establishment of Responsible Government in Princely Mysore-Mysore Chalo Sathyagraha-First Congress Ministry-A Brief Profile of Karnataka Freedom Fighter.			05

## Books for Reference

### AUTHORS – BOOKS

1. Diwakar.R.R -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.<sup>1</sup>
17. DzsÀÄªPÀPÀ£ÁðIPÀzÀZÀjvÉæ - ¥ÉÆæ.Dgĩ.gÁdtÚ ªÀÄvÀÄÛqÁ.£ÁUÉÃ± J.<sup>1</sup>

### Pedagogy:

**Knowledge:** the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Freedom Movement in Karnataka (1800-1947). The student should be able to recall, recognize, show and read the history of the medieval times.

**Understanding:** The student should develop understanding of terms, facts, important events, trends, etc., related to History of Freedom Movement in Karnataka (1800-1947). The student is able to classify facts, illustrate events,



compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

**Critical Thinking:** The subject leads to develop the interest in the study of History of Freedom Movement in Karnataka (1800-1947). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

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

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

**Assessment:**

**Weight age for assessment (in percentage)**

**Outlines for continuous assessment activities for C1 and C2**

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

**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) <b>OR</b> Principles and practice of Museology	3	2	40	60	100	3
<b>Total Credits</b>								9

**BA**  
**Semester 4**

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

Course Pre-requisites(s): 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)	<b>DSC 1</b>	<b>DSC 2</b>	<b>DSC 3</b>	<b>DSC 4</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>OE 1</b>	<b>OE 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
Disciplinary knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X	X	X
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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

**BA**  
**Semester 4**  
**DSC-7**

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

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

<b>Content of Course 1</b>		<b>39/42 Hours</b>
<b>Unit -1 Interpreting Medieval Indian History</b>		<b>14</b>
<b>Chapter No. 1</b>	Interpreting Medieval Indian History	<b>2</b>
<b>Chapter No. 2</b>	Debate on Indian Feudal System	<b>6</b>
<b>Chapter No. 3</b>	Interpretation of Peasant State and Society of Medieval India – North India & South India – Agrarian System of Mughal and Vijayanagara Period. Bhakti Movement – Kabir, Nanak, Meera Bai, Sri Chaithanya – Alvars, Nainars.	<b>6</b>
<b>Unit -2 Political Structure of Medieval Northern India and Southern India</b>		<b>14</b>
<b>Chapter No. 4</b>	Comparative study of Vijayanagara Polity, Delhi Sultanate and Mughals – process of Urbanization in Mughals and Vijayanagara period	<b>6</b>
<b>Chapter No. 5</b>	Nature of state in Vijayanagara Kingdom, Delhi Sultanate and Mughal dynasties	<b>6</b>
<b>Chapter No. 6</b>	Military Technology of Mughals and Vijayanagara dynasties – Development of Science & Technology in Medieval India	<b>4</b>
<b>Unit -3 Minor Kingdoms of North India</b>		<b>14</b>
<b>Chapter No. 7</b>	Rajaputs, GurjaraPratiharas, Palas, Paramaras	<b>6</b>
<b>Chapter No. 8</b>	Vijayanagaradynasy – Amaranayaka System – Creation of Wealth.	<b>6</b>
<b>Chapter No. 9</b>	The rise of the Marathas – Shivaji and his administration – AsthaPradhana System	<b>4</b>

	<b>Map</b> Extent of Vijayanagara Empire under Krishnadevaraya, Extent of Mughal Empire under Akbar, Important trade Centers of Medieval India : 1. Agra 2. Fatehpur Sikri 3. Delhi 4. Mewar 5. Hampi 6. Honnavara 7. Bhatkal 8. Raighad 9. Tirupati 10. Anegondi	
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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<br>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**

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

<b>Total</b>			<b>40</b>
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**BA  
Semester 4  
DSC-8**

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

Course Pre-requisites(s): 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	<b>DSC 1</b>	<b>DSC 2</b>	<b>DSC 3</b>	<b>DSC 4</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>OE 1</b>	<b>OE 2</b>	<b>SEC 1</b>	<b>SEC 2</b>



(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
<b>UNIT-I Indian Culture: An Introduction</b>	
<b>CHAPTER-1</b> Characteristics of Indian culture.	06
<b>CHAPTER-2</b> Significance of Geography on Indian Culture.	06
<b>CHAPTER-3</b> Religion and Philosophy in India: Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy.	06
<b>UNIT-II A Brief History of Indian Arts and Architecture</b>	
<b>CHAPTER-4</b> Indian Languages and Literature – Nagari – Devanagari, Grantha – Dravidian languages – Kannada.	05
<b>CHAPTER-5</b> Evolution of script and languages in India: Harappan Script and Brahmi Script.	03

<b>CHAPTER-6</b> Short History of the Sanskrit literature: The Vedas, and Upanishads , Epics: Ramayana and Mahabharata - History of Buddhist and Jain Literature in Pali, Prakrit .	04
<b>UNIT-III ART&amp;ARCHITECTURE</b>	
<b>CHAPTER-7</b> Indian Art & Architecture: Gandhara School and Mathura School of Art; - Hindu Temple Architecture, Buddhist Architecture- Indian Painting Tradition: ancient painting at Ajantha.	04
<b>CHAPTER-8</b> Performing Arts: Divisions of Indian classical music: Hindustani and Carnatic, -Dances of India: Various Dance forms: Classical and Regional,	04
<b>CHAPTER-9</b> Indian Culture in South East Asia	04

## Books for Reference

1. Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building, Rawat Publication, Jaipur, 2002.
2. Kabir, 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**

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

## BA - IV SEMESTER

### OPEN ELECTIVE

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

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

**Books for Reference:**

1. Asharani- Gandhian Non-Violence and Indian Freedom Struggle
2. Bipan Chandra- Indian Struggle for Independence
3. Bipan Chandra-Communalism and Modern India
4. Bukshi S.R-Gandhi and Dandi March
5. Dominique Larry Collins-Freedom at Midnight
6. Judith M Brown-Gandhi's Rise to Power, Indian Politics 1915-22
7. Lakshmi Jain- History of Freedom Movement in India
8. Moulana Abdul Khalam Azad-India Wins Freedom
9. Richard Sesan and Sekhar Bandyopadhyay- Congress and Indian Nationalism -From Plassey to 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.<sup>1</sup>

### **Pedagogy:**

**Knowledge:** The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Freedom Movement in India (1885-1947). The student should be able to recall, recognize, show and read the history of the region.

**Understanding:** The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Freedom Movement in India (1885-1947). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

**Critical Thinking:** The subject leads to develop the interest in the study of History of Freedom Movement in India (1885-1947). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.



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

**Learning Outcomes:** This course enables students to explore various aspects of political, Culture and Heritage of Freedom Movement in India (1885-1947) in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

**Assessment:Weight age for assessment (in percentage)**

**Outlines for continuous assessment activities for C1 and C2**

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

**BA**  
**Semester 4**  
**OE-04**

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

Course Pre-requisites(s): 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)	<b>DSC 1</b>	<b>DSC 2</b>	<b>DSC 3</b>	<b>DSC 4</b>	<b>DSC 5</b>	<b>DSC 6</b>	<b>OE 1</b>	<b>OE 2</b>	<b>SEC 1</b>	<b>SEC 2</b>
Disciplinary knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X	X	X
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong	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

<b>Content of Course 1</b>	<b>37 Hours</b>
<b>UNIT -1 Introduction to Musicology</b>	
<b>Chapter-I</b>	<b>5</b>
History of Museums and Collection - Definition and scope of Museum.	
<b>Chapter-II</b>	<b>4</b>
General Principles of Museums. Functions of Museums	
<b>Chapter-III</b>	<b>4</b>
Museum Movement in Indian subcontinent, Europe, and Western Hemisphere.	
<b>UNIT -2 : Functions and types Museums</b>	
<b>Chapter-IV</b>	<b>5</b>
Functions of Museums: (a.) Collection (b.) Identification (c.) Preservation (d.) Documentation (e.) Presentation (Exhibition) (f.) Research (g.) Educational activities	
<b>Chapter-V</b>	<b>4</b>
Various Types of Museums: Archaeology museums, Art museums History museums, Maritime museums ,Military and war museums, Science museums	

<b>Chapter-VI</b>	<b>3</b>
New trends in Museums and Legislations concerning Museums.	
<b>UNIT -3 : Management and Administration</b>	
<b>Chapter-VII</b>	<b>5</b>
Museum Management and Administration: 1. Location and Surrounding of Museums (a.) Selection of site (b.) Surrounding (c.) Use of space, design (d.) Planning (e.) Construction of museum (f.) Special Problems (war. flood, fire & earthquake etc.).	
<b>Chapter -VIII</b>	<b>3</b>
Museum Conservation and Preservation. 1. General Principles of Conservation (a) Preventive measures (b.) Curative measures	
<b>Chapter -IX</b>	<b>4</b>
Classification of Museums based on the nature of collections, concepts of eco Museum, Personallia Museums, Children Museums, and Virtual Museums.	

### **Books for Reference**

1. Dr. V. Jayaraj - Museology - Heritage Management - Seawaves Printers, Chennai - 86, 2005
2. M.L. Nigam - Fundamentals of Museology, Deva Publicaitons, Hyderabad, 1985
3. Grace Morley - The Museum and its functions, Ed. Saifur Rahman dar, Lahore Museum, Lahore, 1981
4. Dr. V. Jayaraj - Handbook on Conservation in Museums Published by the Commissioner of Museums, Chennai, 1995
5. J. Smifa, J. Baxi and Vinod P. Dwivedi - Museum Storage, Modern Museum, V.P. Abbhinav Publications, New Delhi, 1985
6. Agarwala. V.S. - Museum studies, 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.

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**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.

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Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field		10	10

Work Etc.			
<b>Total</b>			<b>40</b>