



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 can't be a nation without a past. Today more than ever before, the challenges of globalization obligate historians and researchers to go beyond the of 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 other through the study of the past in local, regional, national and global context.
6. It 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 Intelligence (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 areas 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- Saphthanga 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 - "Climpes 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 of India

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,Shravanabelagola,BandeNavazDarga, 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 NatyaShastra: 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, Shravanabelagola, Thanjavur, B.Places of Historical importance :Delhi,Agra, Nalanda,Saranatha,Sanchi,Hampi,Badami,Mahabalipuram,Ajantha, Ellora, Prayaga, Varanasi, Ramaeshwaram, Dwaraka, Konark, Khajuraho	06

Books for Reference

1. S.Radhakrishnan - “Culture of India”

2. K.T Achaya - Indian food: A Historical Companion,
3. Banga, I. (Ed) - The City in Indian History : Urban Demography, Society and Politics.
4. A.L Basham - The Wonder that was India.
5. Sachin Shekhar Biswas - Protecting the Cultural Heritage
6. N.K Bose - "Culture Zones of India" in culture and Society in India.
7. S. Narayan - Indian Classical Dances.
8. Gokulsing, K. Moti - Popular Culture in a Globalized India,
9. Bhanu Shankar Mehta - Ramlila Varied Respective
10. Rangacharya - The 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 Abisheka; 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. Hinduisim – 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, LipiVyavasaya"
2. K.R Basavaraja - "History and Culture of Karnataka"
3. R. Rajanna & A.CNagesh - "Karnatakada Charithre" Volume I
4. P.B.Desai - "A History of Karnataka"
5. A.Sundara (Ed) - "Karnataka Charitre" Volume I
6. B. Surendra Rao (Ed.) - "Karnataka Charitre" Volume II
7. S.Settar - "Halagannada; Bhashe, Bhasha Vikasa, Bhasha Bandhavya"
8. M. Chidananda Murthy - "Karnataka Shasanagala Samskrutika Adhyayana"
9. S.Rajashekara - "Karnataka Architecture"
10. K.A. Nilakanta Sastri - "A History of South India"

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. Chakrabarthy D.K - A History of Indian Archaeology from the beginning to 1947
7. Chakrabarthy D.K - Theoretical Perspectives in Indian Archaeology
8. Gosha.A - Encyclopaedia of Indian Archaeology
9. Rajan.K - Archaeology, Principles and Methods
10. Raman K.V - Principles and Methods in Archaeology

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: Bhillam- V	05
Chapter No. 3 The Kambasa of Hanagal	04
Unit – 2 Medieval Karnataka	13/14
Chapter No. 4. Vijayanagara– Empire–Krishnadevraya – The battle of Talikota Bahamani Kingdom–Mahammad–Gawan	06
Chapter No. 5. Nayakas of Chitradurga–Madukari 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 – Chikkadevraj Wadiyar–Kirshanraj Wadiyar IV	05
Chapter No. 8. Minor Chieftains – Yalahanka Nada 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 Charitre" Volume IV.
5. B. Vivek Rai (Ed.) - "Pravasi Kanda Vijayanagara"
6. G.Yazdani - "History of the Deccan"
7. K. Satyanarayana - "History of the Wodeyars of Mysore"
8. Mohibul Hasan - "History of Tipu Sulthan"
9. T.V Mahalingam - "Administration and Social Life Under Vijayanagara"
10. K.V Ramesh - "History of South 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

1. K.TAchaya - Indian food HistoricalCompanion
2. SachinShekharBiswas - Protecting the CulturalHeritage
3. N.K Bose - Culture Zones of India in culture and Society in India.
4. S.Narayan - Indian ClassicalDances
5. Prakash,H.SShiva - TraditionalTheatres
6. KrishnaN.Reddy - Cultural Heritage of SouthIndia
7. Dr. A.Murageppa - DakshinBhartiyaJaanpadKosh. Vol-III
8. Dr. SuryanathKamat - Karnataka SankshiptItihas
9. ShrinivasT - BhartiyaItihasMattuParampare
10. K.R. Basavaraj - Karnataka History andCulture

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 - Karnatka Through the Ages
7. Suryanath U. Kamath - A History of Karnataka
8. H.K Sherwani - The Bahamani's of the Deccan
9. Dept. of Archaeology - Vijayanagar Adhayayana
10. Baragur Ramachandrappa - Karnataka Sangathi

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 – 1Introduction	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, DevanagariandModi 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. ChinthaharChakravathi - Study ofManuscriptology
2. M.V Seetharamiah& M.Chidanadamurthy - HastipratiSastra
3. N.Geethacharya - HastipratiSastraAdhyayana
4. SitharamJahagirdar - Kannada GranthaSampadhanaSastraParichaya
5. S. Jagannath - GranthaSampadanaShastra
6. Devarakondareddy - LipiyaHuttumattuBelavanige
7. MadhavaNaKatti - LipishastraPravesha
8. B.SSanaya - Kannada Hasta Prathigala Micro filmSoochi
9. T.VVenkatalachalaSastri - HalayaHonnu

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
ಇತಿಹಾಸಲಭ್ಯಯನ ವಿಭಾಗ

Dr. K.L.N. MURTHY, DEPARTMENT OF STUDIES IN HISTORY

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

Cell no.: 9448443235

ರಾಜವಿ/ಸ್ನಾಕೇಂವಿ/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 Karnataka (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 Indiaregion.
- 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 dharma	
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 Bhavlikar. 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 - KarnatakadItihasa mattu Samskruti
10. Prof.ShrinivasVPadigar - BadamiChalukyaraShashanagalu, Vastu mattuShilpakale Karnataka ItihasaSamshodhan Mandal Dharwad.
11. Dr. Shilakant.Pattar - Pattadakallu Darshan- Karnataka Itihasa 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 ❖ Evolution of Indian Epigraphy and methods of epigraphy, ❖ Definitions- Key concepts; epigraphy, paleography.	06
CHAPTER-2 ❖ James Prinsep and the decipherment of Brahmi inscriptions ❖ Attempts to decipher the Indus script Methods; eye copy, estampage and photography	06
CHAPTER-3 ❖ Presentation of Text- ❖ Dating- Eras; Kali era, Saka era, Vikrama era. ❖ Collections of inscriptions during Colonial Period; EpigraphiaIndica, ❖ South Indian Inscriptions,	06
UNIT-II Epigraphic carnatica.	
CHAPTER-4 Scripts; Brahmi ,Kharoshti, Vattezhuttu, , Grantha ❖ Medium of inscriptions ❖ palm leaves, ❖ copper plates, ❖ silver plates, ❖ walls of caves	05
CHAPTER-5 ❖ Nature of inscriptions; Memorials, Labels, land grants, phashasthi.	03
CHAPTER-6 Historicizing Some Important Inscriptions Asokan inscriptions in Karnataka ❖ Halmidi inscriptions ❖ Uttaramerur inscription ❖ Aihole ❖ Inscriptions of vijayanagara period	04
UNIT-III	
CHAPTER-7 North Indian Epigraphy/Inscriptions. ❖ Hatigumpha Inscription of Kharavela. ❖ Samudragupta's Allahabad Pillar Inscription.	04
CHAPTER-8 South Indian Epigraphy/Inscriptions. ❖ Talagunda Inscription	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.Th.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.Dgï.gÁdtÚ ºÀÄvÀÄÛqÁ.£ÁUÉÃ±ï J.¹
17. DzsÀÄªPÀPÀ£ÁðIPÀzÀZÀjvÉæ - ¥ÉÆæ.Dgï.gÁdtÚ ºÀÄvÀÄÛqÁ.£ÁUÉÃ±ï 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

	<p>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</p>	
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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£À`sÁgÀvÄzÀEw°Á,À | |

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, RawatPublications,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. DzsÄÄpPÄ`sÄgÄvÄzÄEw°Ä,Ä - ¥ÉÆæ.Dgï.gÁdtÚ aÄÄvÄÄÜqÄ.£ÁUÉÄ±ï 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