



**Karnataka State Akkamahadevi Women's University,  
Vijayapura**

**Jnanashkti Campus Torvi-586108**

**CBSC Syllabus of BA in History**

**[60+40 Scheme]**

**With Effect From 2021-22 onwards  
(As per NEP 2020)**



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College For Women, BELLARY.**

  
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**DEPT. OF HISTORY**

**Smt. A.S.M. College for Women  
BALLARI.**



Karnataka State Akkamahadevi Women's University, Vijayapura  
Department of History

Structure of B.A. in History  
From 2021-22 onwards (As per NEP 2020)

### B.A. PROGRAM

(Proposed Scheme of Teaching and Evaluation for B.A (Basic/Hons) with  
History as Major)

#### BA I SEMESTER

COURSE CODE	TITLE	SCHEME OF EXAMINATION			TOTAL CREDITS	TEACHING HOURS PER WEEK	TOTAL TEACHING HOURS
		THEORY MARKS	INTERNAL MARKS	TOTAL MARKS			
DSC -C1	Political History of Karnataka (BCE-3 to 10 CE)	60	40	100	3	04	60
DSC -C2	Cultural Heritage of India	60	40	100	3	04	60
DSC -C1		60	40	100	3	04	60
DSC -C2		60	40	100	3	04	60
OE-1	Cultural History of Karnataka (CE-3 to CE-10)	60	40	100	3	04	60
L1	Kannada	60	40	100	3	04	60
L2	Language -2	60	40	100	3	04	60
SEC (Skill Based)	Digital Fluency	30	20	50	2	02	
SEC (Value Based)	Yoga	-	-	25	01	01	01
	Health & Wellness	-	-	25	01	01	01
TOTAL				800	25	32	-

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BA II SEMESTER

COURSE CODE	TITLE	SCHEME OF EXAMINATION			TOTAL CREDITS	TEACHING HOURS PER WEEK	TOTAL TEACHING HOURS
		THEORY MARKS	INTERNAL MARKS	TOTAL MARKS			
DSC -3	Political History of Karnataka (CE-11 to 1750 AD)	60	40	100	3	04	60
DSC-4	Cultural Heritage of Karnataka	60	40	100	3	04	60
DSC-3		60	40	100	3	04	60
DSC-4		60	40	100	3	04	60
OE-2	Cultural History of Karnataka (11 AD To 1750AD)	60	40	100	3	04	60
L1	Kannada	60	40	100	3	04	60
L2	Language -2	60	40	100	3	04	60
AECC	Environmental Studies	30	20	50	2	02	
SEC (Value Based)	Sports	-	-	25	01	01	01
	NCC/NSS/R&R(S &G)/Cultural	-	-	25	01	01	01
<b>TOTAL</b>				<b>800</b>	<b>25</b>	<b>32</b>	<b>-</b>

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# BA (Basic/Hons) History

## Semester 1

### DSC-I.2: Political history of Karnataka (BCE-3 to 10 CE) Part-1

<b>Course Title: Political history of Karnataka (BCE-3 to 10 CE) Part-1</b>	
<b>Total Contact Hours: 60</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 3 hours</b>
<b>Summative Assessment Marks: 60</b>	<b>Course Pre-requisite(s): 10+2 or PUC</b>

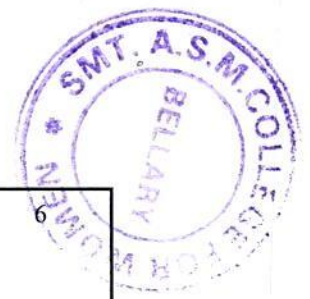
#### Course Outcomes:

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

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

- Understand the continuity of Political developments and strategies.
- Analysis the importance of causes for the rise of regional political dynasties.
- Understand contextual necessities which influenced the era of political supremacy.
- Understand and describe the contemporary political history.
- Appreciate the confluence of diverse political elements.

Content of Political history of Karnataka (BCE-3 to 10 CE) Part-1	60 Hrs
<b>Unit – 1 Introduction</b>	13/14
<b>Chapter No. 1 Survey of sources- Pre historic culture</b>	4
<b>Chapter No. 2 The Mauryas</b>	6
<ul style="list-style-type: none"> <li>• Chandra Guptha Maurya- Bindusara-Asoka</li> <li>• The Satavahanas-Gautami putra Satakarni</li> <li>• Kadmbas of Banavasi-Mayura Sharma-Land grants-Political institutions of Kadamba period.</li> </ul>	4
<b>Chapter No. 3 The Gangas of Talakad</b>	4
<ul style="list-style-type: none"> <li>• Durvineetha –Sri Purusha-Rachamalla –Chavundaraya</li> <li>• The Nolambas of Henjeru.</li> </ul>	4
<b>Unit – 2 The Age of Empires</b>	13/14
<b>Chapter No. 4. Chalukyas of Badami</b>	4
<ul style="list-style-type: none"> <li>• Pulikesin – II</li> <li>• Vinayaditya.</li> </ul>	4
<b>Chapter No. 5. The Rastrakutas</b>	4
<ul style="list-style-type: none"> <li>• Krishna-I</li> <li>• Govinda-III</li> <li>• Amoghavarsha Nrupatunga</li> </ul>	4



<b>Chapter No. 6. The Chalukyas of Kalyana</b> <ul style="list-style-type: none"><li>• Tailapa-II-</li><li>• Vikramaditya VI</li><li>• Someshwara-III (CE176-CE1126) –</li><li>• Kalachuries of Kalyana</li><li>• Bijalla-II</li></ul>	6
<b>Unit – 3 Formation of State</b>	13/14
<b>Chapter No. 7 Kingship</b> <ul style="list-style-type: none"><li>• Duties and Functions of King and his Ministers</li><li>• saptanga theory.</li></ul>	5
<b>Chapter No. 8. Central And Provincial Administration</b>	5
<b>Chapter No. 9. Ritulas and Sacrifices</b> <ul style="list-style-type: none"><li>• Coronation ceremony</li><li>• Rajasuya and Vajapeya</li></ul>	4
<b>References (indicative)</b> <ol style="list-style-type: none"><li>1. K.R Basavaraja - “History and Culture of Karnataka”</li><li>2. R.S Mugali - “Glimpses of Karnataka”</li><li>3. P.B. Desai - “A History of Karnataka”</li><li>4. H.V Shrinivasa Murthy and R. Ramakrishnan - “ A Concise History of Karnataka”</li><li>5. A. Sundara (Ed) - “Karnataka Charitre” Volume I</li><li>6. B. Surendra Rao (Ed.) - “Karnataka Charitre” Volume II</li><li>7. R.R Diwakar - “ Karnataka Through the Ages”</li><li>8. M. Chidananda Murthy - “Karnataka Shasanagala Samskrutika Adhyayana”</li><li>9. S. Settar - “Halagannada – Lipi, Lipikara, Lipi Vyavasaya”</li><li>10. DR.Suryanatha U Kamath - History of Karnataka.</li></ol>	



### DSC-1.3 :Cultural Heritage of India

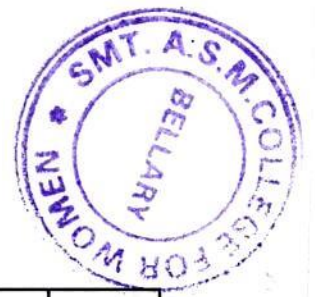
Course Title: DSC-1.3: Cultural Heritage of India	
Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Outcomes (COs):**

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

- Provide an insight about an extensive survey of heritage of India
- Familiarize Indian history and culture
- Expertize to analyse further development of culture of India
- Analyse the factor responsible for origin and decline of culture
- Provide the opportunity to understand the process of cultural development

Content of Course 1	60 Hrs
<b>UNIT – 1 INTRODUCTION</b>	13/14
<b>Chapter No . 1</b> Meaning, Definition Historical Cultural Heritage <ul style="list-style-type: none"> <li>• Concepts, Characteristics</li> <li>• types of Indian Cultural Heritage:</li> <li>• Tangible, intangible</li> <li>• Oral and Living traditions.</li> </ul>	4
<b>Chapter No. 2</b> Significance <ul style="list-style-type: none"> <li>• fairs, festivals, rituals :</li> <li>• Regional, Folk, Tribal, National</li> </ul>	5
<b>Chapter No. 3</b> <b>Chapter No. 3</b> Fairs: <ul style="list-style-type: none"> <li>• Religious, Folk, Animal, Monsoon;</li> <li>• Ritual and Tirtha Kshetras:</li> <li>• Some important TirthaKshetras/Pilgrimage centres of Indi</li> </ul>	5
<b>UNIT – 2 LEGENDS, NARRATIVES AND CULTURAL ETHOS</b>	13/14
<b>Chapter No. 4.</b> Meaning, significance, forms and tradition of legends. <ul style="list-style-type: none"> <li>• Ramayana and Mahabharata</li> <li>• Panchtantra, Jataka.</li> <li>• Traditional Performing Art.</li> <li>• Folk dances and theatre:</li> </ul>	6



<b>Chapter No. 5.</b> Bharata's Natya Shastra: <ul style="list-style-type: none"> <li>The Source Texts on Performing Indian Classical Arts;</li> </ul>	3
<b>Chapter No. 6.</b> Indian Classical dances as Cultural Heritage. <ul style="list-style-type: none"> <li>Oral Tradition and performing Arts.</li> <li>Carnatic Music and Hindusthani Music</li> </ul>	5
<b>UNIT – 3 ARCHITECTURE AND BUILT HERITAGE</b>	13/14
<b>Chapter No. 7</b> Meaning, Definition and Ideas of Built Heritage	5
<b>Chapter No. 8.</b> Important Monuments of India <ul style="list-style-type: none"> <li>Shore Temple (Mahabalipuram),</li> <li>Aihole.</li> <li>Badami,</li> <li>Pattadakal.</li> <li>Ajanta</li> <li>Ellora</li> </ul>	3
<b>Chapter No. 9</b> Important Monuments of India Sarnath, <ul style="list-style-type: none"> <li>Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Taj mahal, Red fort.</li> <li>Places of Historical importance : Delhi, Agra, Nalanda, Saranatha, Sanchi, Hampi, Badami, Mahabalipuram, Ajanta, Ellora, Prayaga, Varanasi, Ramaeshwaram, Dwaraka, Konark, Khajuraho</li> </ul>	6
<b>References</b> <ol style="list-style-type: none"> <li>S. Radhakrishnan - "Culture of India"</li> <li>K.T Achaya - Indian food: A Historical Companion,</li> <li>Banga, I. (Ed) - The City in Indian History : Urban Demography, Society and Politics.</li> <li>A.L Basham - The Wonder that was India.</li> <li>Sachin Shekhar Biswas - Protecting the Cultural Heritage</li> <li>N.K Bose - "Culture Zones of India" in culture and Society in India.</li> <li>S.Narayan - Indian Classical Dances.</li> <li>Gokulsing, K. Moti - Popular Culture in a Globalized India,</li> <li>Bhanu Shankar Mehta - Ramlila Varied Respective</li> <li>Rangacharya - The Natya shastra, English translation with critical Notes.</li> </ol>	



**Semester-I**  
**Open Elective-I**  
**OEC- OE 1: Cultural History of Karnataka(CE 3- CE10) (OEC)**

Course Title: DSC- OE 1 : Cultural History of Karnataka(CE 3- CE10) (OEC)	
Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):** 12<sup>th</sup> Standard Pass

**Course Outcomes (COs):**

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

- Provide an insight about the cultural development of Karnataka.
- Familiarize Karnataka history and culture.
- Expertise to analyze further development of culture of Karnataka.
- Analyze the factors responsible for origin and decline of dynasties.
- Provide the opportunity to understand the process of cultural diversities.

Unit	Description	Hrs
I	<b>Introduction</b>	13/14
	<b>Chapter 1 : Language and Script</b>	3
	<b>Chapter 2 : Land Grants – Kadambas</b>	5
	<b>Chapter 3 : Agriculture and Emergence of Agraharas – Education</b>	6
II	<b>Social Conditions</b>	13/14
	<b>Chapter 4 : Society-Marriage System-Food habits-Family and Customs.</b>	5
	<b>Chapter 5 : Religion – Traditions and Rituals</b>	5
	<b>Chapter 6 : Festivities-Pilgrimage.</b>	4
III	<b>Religion and Art</b>	13/14





<b>Chapter 7 : Jainism and Buddhism in Karnataka.</b>	4
<b>Chapter 8 : Hinduism-.Different Cults:</b> <ul style="list-style-type: none"><li>• Shaiva-Vaishnava</li><li>• Bhagavata- Kalamukha</li><li>• Kapalika-Shakta</li><li>• Ganapathya.</li></ul>	5
<b>Chapter 9 : Art and Architecture-Paintings-Fine arts.</b>	5

**Suggested Readings:**

1. S. Settar - "Halagannada – Lipi, Lipikara, Lipi Vyavasaya"
2. K.R Basavaraja - "History and Culture of Karnataka"
3. R. Rajanna & A.C Nagesh - "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"



## Semester II

### DSC-2.2 : Political History of Karnataka (CE11- 1750 AD)

Course Title: <b>DSC-2.2 : Political History of Karnataka (CE11- 1750 AD)</b>	
Total Contact Hours: 60	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 60



**Course Pre-requisite(s):** *Basic History I*

**Course Outcomes (COs):**

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

- Understand the rise and fall of Political dynasties in Karnataka.
- Familiarize with the patterns of administration.
- Analyze the traditional values and ethos of political development.
- Understand the rise and fall of regional variations.
- Study the complexities involved in polity of the time.

Unit	Description	Hrs
I	<b>Introduction</b>	13/14
	<b>Chapter 1 : The Hoysalas of Dwarasamudra</b>	5
	<b>Chapter 2 : The Yadavas of Devagiri</b>	5
	<b>Chapter 3 : The Seuanas</b>	4
II	<b>Medieval Karnataka</b>	13/14
	<b>Chapter 4 : Vijayanagar – Dynasties</b>	6
	<b>Chapter 5 : The Bahamani States</b>	5
	<b>Chapter 6 : Maratha rule in Karnataka-Shahaji-Shivaji and Peshwas.</b>	3

III	<b>Post Vijayanagar</b>	13/14
	<b>Chapter No. 7</b> Wodeyars of Mysore <ul style="list-style-type: none"> <li>• Nayakas of Chithradurga</li> <li>• Nayakas of Keladi</li> </ul>	5
	<b>Chapter No. 8.</b> Minor Chieftains <ul style="list-style-type: none"> <li>• Yalahanka nada prabhus,</li> <li>• Sonda Nayakas</li> </ul>	4
	<b>Chapter No. 9</b> Administration under Vijayanagara <ul style="list-style-type: none"> <li>• Nayankara system</li> <li>• Keladi Shivappa nayaka-SHISTU.</li> </ul>	5
<p style="text-align: center;"><b>Books for Reference</b></p> <ol style="list-style-type: none"> <li>1. K.R Basavaraja - "History and Culture of Karnataka"</li> <li>2. P.B. Desai - "A History of Karnataka"</li> <li>3. Burton Stein - " Vijayanagara"</li> <li>4. B. Sheik Ali(Ed.) - "Karnataka Samagra Charitre" Volume IV.</li> <li>5. B. Vivek Rai (Ed.) - "Pravasi Kanda Vijayanagara"</li> <li>6. G. Yazdani - "History of the Deccan"</li> <li>7. K. Satyanarayana - "History of the Wodeyars of Mysore"</li> <li>8. Mohibul Hasan - "History of Tipu Sulthan"</li> <li>9. T.V Mahalingam - " Administration and Social Life Under Vijayanagara"</li> <li>10. K.V Ramesh - "History of South Kenara "</li> </ol>		



**DSC – 2.3 : Course Title: Cultural Heritage of Karnataka**

<b>Course Title: DSC – 2.3 : Course Title: Cultural Heritage of Karnataka</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):**

**Course Outcomes (COs):**

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

- Understand the concept of cultural heritage of Karnataka
- Study various cultural factors which influence the flow of culture
- Familiarize the factors which influenced in influencing culture and society
- Analyze the factors responsible for formation of pluralistic society
- Understand the concept “Unity in diversity”.

Unit	Description	Hours
I	<b>Introduction</b>	13/14
	<b>Chapter No. 1</b> Meaning, Definition and Concepts	5
	<b>Chapter No. 2</b> Characteristic features	5
	<b>Chapter No. 3</b> Significance	4
II	<b>Fairs Festivals and Rituals</b>	13/14
	<b>Chapter No. 4.</b> Significance – Festivals - Fairs	6
	<b>Chapter No. 5.</b> Rituals and Tirtha kshetras	6
	<b>Chapter No. 6.</b> Legends and Narratives	2



III	<b>Performing Arts</b>	13/14
	<b>Chapter No. 7.</b> Folk Dances and theatre	5
	<b>Chapter No. 8.</b> Oral Tradition	5
	<b>Chapter No. 9.</b> Architecture and Built Heritage	4
<b>References (indicative)</b>		
1. K.T Achaya - Indian food Historical Companion		
2. Sachin Shekhar Biswas - Protecting the Cultural Heritage		
3. N.K Bose - Culture Zones of India in culture and Society in India.		
4. S. Narayan - Indian Classical Dances		
5. Prakash, H.S Shiva - Traditional Theatres		
6. Krishna N. Reddy - Cultural Heritage of South India		
7. Dr. A. Murageppa - Dakshin Bhartiya Jaanpad Kosh. Vol-I II		
8. Dr. Suryanath Kamat - Karnataka Sankshipt Itihas		
9. Shrinivas T - Bhartiya Itihas Mattu Parampare		
10. K.R. Basavaraj - Karnataka History and Culture		



**Semester II**  
**Open Elective-2**

**OEC- 2 : Cultural History of Karnataka (11 AD to 1750 AD)**

<b>Course Title: OEC- 2 : Cultural History of Karnataka (11 AD to 1750 AD)</b>	
Total Contact Hours: 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 3 Hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

**Course Pre-requisite(s):**

**Course Outcomes (COs):**

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

- Understand the concept of cultural heritage of Karnataka
- Study various cultural factors which influence the flow of culture
- Familiarize the factors which influenced in influencing culture and society
- Analyze the factors responsible for formation of pluralistic society
- Understand the concept "Unity in diversity".

Content of Course	60 Hrs
<b>Unit 1 : Introduction</b>	13/14
<b>Chapter No. 1</b> Administration – Central and Provincial	5
<b>Chapter No. 2</b> Kingship – Duties of King – Governors - Warfare	4
<b>Chapter No. 3</b> Local Self Government – Village Administration	5
<b>Unit – 2 Society and Economy</b>	13/14
<b>Chapter No. 4.</b> Social Conditions – Society – Rituals and Customs	5



Chapter No. 5. Economic Conditions – Agriculture	4
Chapter No. 6. Trade and Commerce	5
<b>Unit – 3 Religion and Art</b>	13/14
Chapter No. 7 Bhakti Saints Teaching and Philosophy – Sufism	5
Chapter No. 8. Temple Architecture – Islamic Architecture	4
Chapter No. 9 Painting	5
<b>Books for Reference</b>	
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	

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**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 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

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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</b>	
<b>Nature of state</b>	
<b>Chapter-IV</b>	<b>6</b>
Formation of urban centers- Mahajanapadas,- Oligarchies, Monarchies	



and republics	
<b>Chapter-V</b>	<b>6</b>
Material setting of the formation of Jainism and Buddhism ,From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryan polity,	
<b>Chapter-VI</b>	<b>5</b>
Asokan Edicts and Megasthenees'sIndica, Arthasasthra and early Indian treatise on the theory of state; Sapthanga - nature of Asoka's dhamma	
<b>UNIT-3 :</b>	
<b>Chapter-VII</b>	<b>5</b>
Chera, Chola and Pandya polity- Chalukyan polity -Guptha polity.	
<b>Chapter -VIII</b>	<b>6</b>
Debates on Indian feudalism; R.S Sharma, HerbansMukhiaSouth Indian feudalism	
<b>Chapter -IX</b>	<b>5</b>
Arab conquest of Sind- the Sultanate ascendancy in India.	

**Essential Readings:**

- D.N Jha. Ancient India an Introductory Outline
- ShareenRatnagar. Understanding Harappa
- M.K Bhavalikar. Cultural Imperialism
- R.S. Sharma. India's Ancient 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
- RomilaThappar. From Lineage to State
- .....Early India
- Upinder Singh. A History of Ancient and Early Medieval India

**Pedagogy:**

**Knowledge:** The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Political History Of India Region. The



student should be able to recall, recognize, show and read the history of the region.

**Understanding:** The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of Political History Of India Region. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

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

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

**Learning Outcomes:** This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Political History Of India region in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

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

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

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



**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

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.

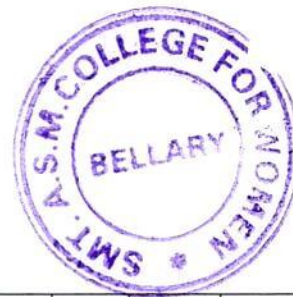
Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

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

**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,	03



Terdal, Lakkundi, Belagavi, Halasi, Ammanagi	
<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 Channamma,SangolliRayanna.HalagaliBedas and Sindhur Laxaman.	08
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 - KarnatakadItihasaSamskruti
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 2**

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 2

**No. of Credits: 3**

**No. of Contact Hours: 3 Hours per week**

This paper aims to provide a broad outline about the nature of epigraphical studies in India and also familiarize the ancient scripts. Students could differentiate the inscriptions based on script and language. Use inscriptions as source material for reconstruction of History and historical Understanding. Read the inscriptions and manuscripts and compares it with present style of writing

CONTENT OF COURSE	42 HOURS
<b>UNIT-I Introduction to Epigraphy</b>	
<b>CHAPTER-1</b> ❖ Evolution of Indian Epigraphy and methods of epigraphy, ❖ Definitions- Key concepts; epigraphy, paleography.	06
<b>CHAPTER-2</b> ❖ James Prinsep and the decipherment of Brahmi inscriptions ❖ Attempts to decipher the Indus script Methods; eye copy, estampage and photography	06
<b>CHAPTER-3</b> ❖ Presentation of Text- ❖ Dating- Eras; Kali era, Saka era, Vikrama era.	06



<ul style="list-style-type: none"><li>❖ Collections of inscriptions during Colonial Period; EpigraphiaIndica,</li><li>❖ South Indian Inscriptions,</li></ul>	
<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><li>❖ Nasik Inscription</li></ul>	04
<b>CHAPTER-9</b> Practicals In Kannada Palaeography. <ul style="list-style-type: none"><li>❖ Practical Training in taking estampages of stone and copper plate inscriptions by visiting the historical places.</li></ul>	04

#### REFERENCE BOOK

1. Buhler, G., Indian Palaeography, Indological Book House, N.Delhi, 1968
2. Pandey, R.B., Indian Palaeography, Motilal Banarsidas, Benaras, 1952



3. Dani, A.H., Indian Palaeography
4. Mahalingam, T.V., Early South Indian Palaeography, University of Madras, 1967
5. Sivaramamurthy, Indian Epigraphy and South Indian Scripts
6. Burnell, A.C., Elements of South Indian Palaeography
7. Mahalingam, T.V., Early South Indian Palaeography
8. Rajan, K., Kalvettiyal (Tamil), Mano Pathippagam, Thanjavur
9. Natana. Kasinathan, Kalleluttukalai, (Tamil)
10. Subramanian, T.N., South Indian Temple Inscriptions.

**Pedagogy:**

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

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

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

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

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





the students to develop the knowledge and awareness about the political ideologies.

**Assessment:**

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

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

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

**BA**

**O.E III Semester**

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)	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	X	X	X	X	X					



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

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

### BA

#### O.E III Semester

#### O.E-3: Freedom Movement in Karnataka (1800-1947)

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



<b>Unit – 1 Early Uprisings in Karnataka</b>	12/13
<b>Chapter No.1</b> DhondyaWagh, Venkatadri Nayaka, KoppalaVeerappa, Deshmuks of Bidar,Shivalingaiah, Sindagi Revolt.	05
<b>Chapter No.2</b> Rani Chennamma-SangolliRayanna-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 Congress1924	05
<b>Chapter No.5</b> Khadi Movement-KoujalagiHanumantha Rao-HallikeriGudleppa-Tagaduru Ramachandra Rao	05
<b>Chapter No.6 Harijana Movement</b> -HarijanaSevaka Sangha-SardharVeeranna Gowda Patil-Nagamma Patil-Siddamati Mylar	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-ShivapuraDhwajaSathyagraha-VidurashwathaTragedy-Patel Mirza Pact-Quit India Movement-Isooru Tragedy.	05
<b>Chapter No.9</b> Establishment of Responsible Government in Princely Mysore-Mysore ChaloSathyagraha-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-Karmayogi Tagaduru Ramachandra Rayaru
8. Nagarathnamma.S-  
Karnatakadalli Asahakara Mattu Nagareeka Khanunubanga Chaluvali
9. Sardar Veerannagowda Patil-Atma Neevedane
10. Sarojini Sindri and Raghavendra Rao- Women Freedom Fighters in  
Karnataka
11. Suryanath Kamath (Ed)-Swatantrya Sangramada Samthigalu,
12. Suryanath Kamath-A Concise History of Karnataka
13. Tee.Thi.Sharma-Karnatakadalli Swatantra Sangrama
14. Veerathappa. K-Mysuru Samsthanadalli Swatantrya Chaluvali
15. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3
16. PÀÉÁðIPÀzÀZÀjvÉæ - ¥ÉÆæ.Dgĩ.gÁdtÚ ãÄvÄÄÛqÁ.ÉÁUÉÄ±ï J.<sup>1</sup>
17. DzsÄÄ±PÀPÀÉÁðIPÀzÀZÀjvÉæ - ¥ÉÆæ.Dgĩ.gÁdtÚ ãÄvÄÄÛqÁ.ÉÁUÉÄ±ï  
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>

**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)	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

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
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<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</b>	The rise of the Marathas – Shivaji and his	<b>4</b>



<b>No. 9</b>	administration – AsthaPradhana System <b>Map</b> Extent of Vijayanagara Empire under Krishnadevaraya, Extent of Mughal Empire under Akbar, Important trade Centers of Medieval India : 1. Agra 2. Fatehpur Sikri 3. Delhi 4. Mewar 5. Hampi 6. Honnavara 7. Bhatkal 8. Raighad 9. Tirupati 10. Anegondi	
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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.Dgĩ.gÁdtÚ ðÀÄvÄÄÛ qÁ.J.<sup>1</sup>.fÁUÉÄ±ĩ  
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**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>

**BA**  
**Semester 4**

<b>Course Title: 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:

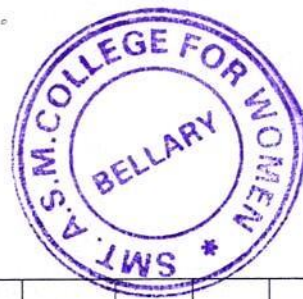
(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- 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 (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	X	X	X	X	X	X	X	X	X	X



Ethical Awareness Reasoning										
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.

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



Indian Culture in South East Asia	
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### **Books for Reference**

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

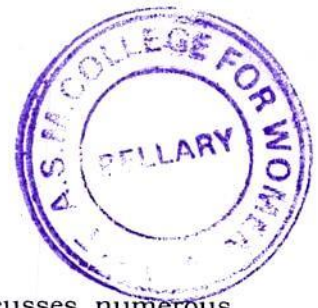
**Understanding:** The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). The student is able to classify facts, illustrate events, compare and contrast events, explain events, 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**

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

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:

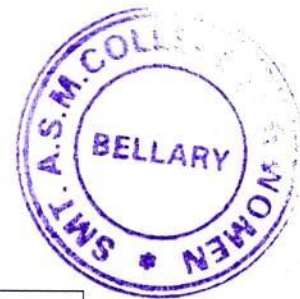
(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)



- 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 (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	X	X	X	X	X	X	X	X	X	X



Thinking										
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</b> 1914 and After	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</b> Gandhian Era	15/17
<b>Chapter No.7</b> Early Experiments of Gandhi-Non Co-operation Movement-Constructive Programmes-Swaraj Party-Siman Commission	06
<b>Chapter No.8</b> Lahore Congress-Salt Sathyagraha-Round Table Conference-Communal Award-Poona Pact-Subaschandra Bose-INA	06
<b>Chapter No.9</b> Partion and Independence: Growth of Communalism Two Nation Theory-August offer-Crips Proposal-Quit India Movement-Cabinet Mission-Mount Batten Plan-1947 Indian Independence Act.	05

### Books for Reference:

1. Asharani- Gandhian Non-Violence and Indian Freedom Struggle
2. Bipan Chandra- Indian Struggle for Independence
3. Bipan Chandra-Communalism and Modern India
4. Bukshi S.R-Gandhi and Dandi March
5. Dominique Larry Collins-Freedom at Midnight
6. Judith M Brown-Gandhi's Rise to Power, Indian Politics 1915-22
7. Lakshmi Jain- History of Freedom Movement in India
8. Moulana Abdul Khalam Azad-India Wins Freedom
9. Richard Sesan and Sekhar Bandyopadhyay- Congress and Indian Nationalism -From Plassey to Partion Senley Wolfort
10. Shankara Narayana Rao V.S-Swatantrada Guri Bharatada Dari
11. Shankara Narayana Rao V.S-Swatantraya Gangeya Savira Toregalu
12. Subas Chndra Bose-The Indian Struggle

13. Sumit Sarkar-Modern India
14. Tharachand- History of the Freedom Movement in India
15. DzsÄÄxPÄ`sÁgÀvÀzÄEwºÁ,À - ¥ÉÆæ.Dgï.gÁdtÚ ºÄÄvÄÄÜqÁ.ÉÁUÉÄ±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**



<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**

<b>Course Title: 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)	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**  
**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. Abhinav 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.



AKKAMAHADEVI WOMEN'S UNIVERSITY  
VIJAYAPURA

## History of Modern Europe

(From 1789A.D to 1871A.D)

Vth Sem Syllabus (5 priods per Week) 80 hrs

### 5.2 B optional

- Unit – I –a)**Condition of Europe on the view of French Revolution 30 Hrs  
b) The French Revolution causes –Course and result.
- Unit -II -** Napoleonic – Bonaport- Reforms and Conquests, Decline of Napoleon
- Unit-III – a)**Era of Metternich–Vienna settlement and concert of Europe. 25 Hrs  
b) 1830 and 1840 Revolution in france.  
c) Second French Republic -1848 to 1852  
d) Second French Empire under Napoleon III -1852 to 1870
- Unit-IV – a)** Nationalism and movements for Unification of Italy, 10 Hrs  
b) Nationalism and movements in Germany 15 Hrs

Distribution of Internal assessment Marks - Total 20 Marks

- 1) Test- 10 Marks
- 2) Seminar -% marks
- 3) Project Report – 5 Marks



AKKAMAHADEVI WOMEN'S UNIVERSITY  
VIJAYAPURA

## History of Modern Europe

(From 1871A.D to 1990)

VIth Sem Syllabus (5 priods per Week) 80 hrs

(6.2 B optional)

### Unit-I

25Hrs

- a) German Empire (1871-1914) Bismark and Kaiser William II
- b) First World War- (1914-1919) Causes, Course,
- c) Paris Peace Conference
- d) League of Nations- objective, organs, Achievement and Failure.

### Unit II

20 Hrs

- a) Russian Revolution – (1917-Causes Course and Results,
- b) Lenin and Stalin –Internal and Foreign Policy
- c) Rise of Dictatorship in Italy and Germany

### Unit III-

25 Hrs

- a) Second World War (1939 - 1945) Causes, Course and Results,
- b) UNO- objectives, organs, Achievements

### Unit-IV-

- a) Post war military pacts in Europe, -NATO, CENTO, SEATO, Warsaw pact.
- b) Cold War- (1945-1990) meaning, Ideology and Impact

Project work on –

London, Rome, Vienna, Prague, Sarajevo, Geneva, Versailles, Berlin, Petersburg,  
Munich, Leningrad, Milan.

Distribution of Internal assessment Marks - Total 20 Marks

- 1) Test- 10 Marks
- 2) Seminar -% marks
- 3) Project Report – 5 Marks

**Learning Outcomes:** This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Principles and Practice of Museology in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

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

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

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

*T. Ganaling*  
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*D. S. Subrah*  
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**Smt. Allum Sumangalamma Memorial**  
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*Kalsh*  
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**Smt. ASM College**  
**For Women, BALLARI**