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ಟಮಕ, ಕೋಲಾರ – 563103

CHOICE BASED CREDIT SYSTEM

(Semester Scheme with Multiple Entry and Exit Options for Under Graduate Course)

SYLLABUS AS PER NEP GUIDELINES

SUBJECT: HISTORY

2021-22 onwards



BENGALURU NORTH UNIVERSITY
Sri Devaraj Urs Extension, Tarnaka, Kolar - 563 103

BOS Approved Syllabus for UG Programme (NEP- 2020)

Syllabus for I & II Semester History Papers
Effective from Academic year 2021-22

November 2021

**PROCEEDINGS OF THE MEETING OF THE BOARD OF STUDIES IN HISTORY (UG),
BENGALURU NORTH UNIVERSITY HELD ON 02.11.2021 at 10.30 AM IN THE
JNANAJYOTHI AUDITORIUM, CENTRAL COLLEGE CAMPUS, BENGALURU – 560 001.**

MEMBERS

1.	Dr.S.NAGARATHNAMMA Professor, P.G. Department of History, Bangalore University, Bengaluru – 560 056.	Chairperson
2.	Dr. K. SRINIVASA Assistant Professor, GFGC for Boys, Kolar.	Member
3.	Dr. K. MOHAN KUMAR Assistant Professor, Government First Grade College, Hosakote, Bangalore Rural District.	Member
4.	Dr. SADASHIVA RAMACHANDRA GOWDA. Assistant Professor, Government First Grade College, Doddaballapura Bangalore Rural District.	Member
5.	Dr. G. MUNIVENKATAPPA. Assistant Professor, Government First Grade College, Mulabagal.	Member
6.	Dr. PRAKASH SHETTY. Assistant Professor, Govt. First Grade College for Boys, Kolar.	Member
7.	Smt KARIYAMMA. G. K. Assistant Professor, Govt. First Grade College, Kadugodi, Bangalore.	Member
8.	SMT. NEERAJA DEVI. M. Assistant Professor, Govt. First Grade College, Devanahalli. Bangalore Rural District.	Member
9.	Dr. SRINIVAS REDDY Assistant Professor, Govt. First Grade College, Yalahanka, Bengaluru	EXTERNAL Member
10.	Dr. GNANESHWARI Assistant Professor, Govt. Arts College, Bengaluru	EXTERNAL Member
11.	Dr.MAHESH Assistant Professor, Govt. First Grade College, Hebbal	EXTERNAL Member

1. The meeting started at 10:30 AM on 2nd November, 2021 with the Chairman welcoming the Members.
2. The Board prepared and finalized the 1 year BA Course Structure of History for I to II Semester as per the NEP 2020 model Course Structure.
3. The Board finalized the detailed Syllabus of History subject pertaining to I & II Semester under Graduate BA Course as per the NEP 2020.
4. The Syllabus of subsequent Semester will be taken up and finalized in the coming days.

5. The Board has made few modifications, and recommended to add the one more Open Electives for I and II Semesters.
6. Along with in the model curriculum proposed for BA. History as for NEP 2020. following papers were proposed as Open Electives
 - i) History and Historians.
 - ii) India as seen by Foreign Travellers.

The Chairperson thanked the Board members for their full co-operation and active participation. We wish to thank Registrar, Bengaluru North University and the support staff for the arrangements made for the smooth conduct of the meeting.

Member

Member

Member

Member

Member

Member

Member

Member

Member

Chairperson
Dr.S.Nagarathnamma
Chairperson in BOE (UG)
Department of History
Bengaluru North University

II B. Model Program Structures for the Under-Graduate Programs in Universities and Colleges in Karnataka

Bachelor of Arts (Basic/Hons.)(For subjects without practical's) with one major and one minor

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)	Value based(Credits) (L+T+P)		
I	DSC 1 Political History of Karnataka (From BCE 300 to CE 1000) Part -1 (3) DSC 2 Cultural Heritage of India (3) Discipline core B-1 (3) Discipline core B-2 (3)	OE-1(3) Cultural History of Karnataka (From BCE 300 to CE 1000) Or Introduction to Archeology Or History and Historians	L1-1(3),L2-1(3) (3+1+0each)		SEC-1:Digital Fluency(2)(1+0+2)	Physical Education Yoga (1)(0+0+2)	Health &Wellness/ Social & Emotional Learning (2)(1+0+2)	25
II	DSC 3 Political History of Karnataka Part -2 (CE 1000 to CE 1750) (3) DSC 4 Cultural Heritage of Karnataka (3) Discipline core B-3 (3) Discipline core B-4 (3)	OE-2Cultural History of Karnataka (CE1100 to CE 1750) (3) Or Manu scriptology Or India as seen by Foreign Travelers	L1-2(3),L2-2(3) (3+1+0each)	Environmental Studies(2)		Physical Education Sports (1)(0+0+2)	Sports/NC C/NSS etc.(2)(1+0+2)	25
Exit option with Certificate (50credits)								
III								
IV								
Exit option with Diploma in Arts (100credits)OR Choose any one subject as Major and the other as Minor								
V								
VI								
Exit option with Bachelor of Arts, B.A. Degree in History and Economics(144credits)								
VII								
VIII								
Award of Bachelor of Arts Honours Degree, B.A.(Hons.) Degree in History(186credits)								
*InlieuoftheresearchProject,twoadditionalelectivepapers/Internshipmaybeoffered.								



BENGALURU NORTH UNIVERSITY

Sri Devaraj Urs Extension, Tarnaka, Kolar - 563 1 03

BOS Approved Syllabus for UG Programme (NEP- 2020) Syllabus for I & II Semester History Papers Effective from Academic year 2021-22 September 2021.

INTRODUCTION

The NEP-2020 offers an opportunity to effect a paradigm shift from a teacher-centric to a student-centric higher education system in India. It is based on Outcome Based Education, where the Graduate Attributes are first kept in mind to reverse-design the Programs, Courses and Supplementary activities to attain the graduate attributes and learning outcomes. The learning outcomes-based curriculum framework for a degree in B.A. (Honor's) History is intended to provide a comprehensive foundation to the subject and to help students develop the ability to successfully continue with further studies and research in the subject while they are equipped with required skills at various stages. The framework is designed to equip students with valuable cognitive abilities and skills so that they are successful in meeting diverse needs of professional careers in a developing and knowledge-based society. The curriculum framework takes into account the need to maintain globally competitive standards of achievement in terms of the knowledge and skills in History.

The ever expanding boundaries of History necessitate the understanding of the various aspects of human life. The challenges of Globalization make it imperative for the History discipline to go beyond the regional, national and even international frontiers of knowledge. The curriculum aims to equip the students to understand historical processes properly and situate the significance of historical changes that take place within a society or culture, examine the patterns of such transitions and also assess the patterns of continuity. It would be an endeavor in promoting critical thinking, research and analysis. The course provides an understanding of historical concepts, perspectives and methodology.

Students pursuing B.A. History will be encouraged to be a part of interactive sessions, discussions and debates. The curriculum would make the young minds more receptive, as well as inquisitive with a scientific bent of mind. Critical thinking, analytical interpretation and drawing conclusions from data will be the focus of the learning outcomes.

Graduate attributes in History

On completion of the course, students are expected to have acquired the skills of Critical thinking, rational enquiry, and exploring the relationship between the past and the present. The attributes expected from Graduates the B.A. History course are:

Knowledge of our History and Heritage; Familiarity with the process of development in other parts of the world; Identify patterns of change and continuity with regards to issues of contemporary Significance; Develop a respect for our Heritage and culture and understand the strength of Diversity of our country; Digital and ICT efficiency; Ethical awareness/ reasoning: Social Justice; National and international perspective; Lifelong learning.

Objectives of UG Program in History

The aims and objectives of UG programs in social sciences in general and History in particular is structured to: - Create the facilities and environment in all the educational institutions to consolidate the knowledge acquired at +2 level and to motivate and inspire the students to create deep interest in History; Develop broad and balanced knowledge and understanding of continuity and change: Develop the ability to apply the knowledge acquired in the classroom; Broaden the vista of young minds for better understanding of the world order.

Progressive Certificate, Diploma, Bachelor Degree or Bachelor Degree with Honours Provided at the End of Each Year of Exit of the Four-year Undergraduate Programme.

EXIT OPTIONS
Certificate upon the Successful Completion of the First Year (Two Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme.
Diploma upon the Successful Completion of the Second Year (Four Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five-year Integrated Master's Degree Programme.
Basic Bachelor Degree at the Successful Completion of the Third Year (Six Semesters) of the multidisciplinary Four- year Undergraduate Programme/Five-year Integrated Master's Degree Programme.
Bachelor Degree with Honours in a Discipline at the Successful Completion of the Fourth Years (Eight Semesters) of the multidisciplinary Four-year Undergraduate Programme/Five- year Integrated Master's Degree Programme.

The Student to be allow enter/re-enter only after the odd semester and they can only exit after even semester. Re-enter at various as lateral academic programme based on the above mentioned earned proficiency test records.

The validity of the eared credit will be for a maximum period year or as specified by the academic bank of credits (ABC).

Acronyms Expanded

AECC-Ability Enhancement Compulsory Course

DSC-Discipline Specific Course

OE-Open Elective

SEC/SB/VB-Skill Enhancement Course- Skill Based/Value Based

DSE - Discipline Specific Elective

CONTINUOUS INTERNAL EVALUATION AND SEMESTER END EXAMINATION

Total marks for each course shall be based on continuous assessments and term end examination. As per the decision of the Karnataka State Higher Education Council. it is necessary to have uniform pattern of 40:60 for CIA and Semester End examinations respectively among all the University, their affiliated and autonomous colleges.

Question Paper pattern and Scheme of Examination - There is no change in the question paper pattern. The existing question paper pattern and scheme of examination under CBCS scheme to be followed.

BA Semester1

DSC 1

Course Title: Political history of Karnataka(BCE-300toCE 1000)Part-1	
Total ContactHours:39to42	Course Credits: 3
FormativeAssessmentMarks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Political history of Karnataka (BCE-300toCE 1000) Part-1

Course Outcomes (COs): Attend of the course the student should be able to:

(Write37courseoutcomes.Courseoutcomesarestatementsofobservablestudentactionsthatserveasevidenceof 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.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		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

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

B.A. Semester-1

DSC 1

Title of the Course: Political History of Karnataka (BCE-300 to CE1000) Part-1

Course1		Course2	
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 Course1	39/42Hrs
Unit-1 Introduction	13/14
Chapter No.1. Survey of sources- Pre historic culture.	04
Chapter No.2. Formation of State Kingship – Duties and Functions of King and his Ministers- Sapthanga theory.	06
Chapter No.3. Rituals and Sacrifices– Coronation ceremony – Rajasuya- Vajapeya.	04
Unit – 2 Early Beginnings :	13/14
Chapter No.4. The Mauryas - The Satavahanas - Kadambas of Banavasi.	05

ChapterNo.5. The Gangas of Talakad – Durvineetha – The Nolambas.	04
Chapter No. 6. Age of Empires Chalukyas of Badami – Pulikesi -II -The Rastrakutas– Amoghavarsh Nrupathunga.	05
Unit–3 Pre Medieval Powers	13/14
Chapter No. 7 . Chalukyas of Kalyana-Taila-II- Vikramadithya-VI – Someshwara III.	04
Chapter No. 8. Central and Provincial Administration –The Satavahanas- Kadambas of Banavasi -The Gangas of Talakadu.	05
ChapterNo.9. Central and Provincial administration -Chalukyas of Badami – The Rastrakutas.	05

Books for Reference

01	K.R. Basavaraja	“History and Culture of Karnataka”
02	R.S. Mugali	“Climpses of Karnataka”
03	P.B. Desai	“A History of Karnataka”
04	H.V.Shrinivasa Murthy and R. Ramakrishnan	“A Concise History of Karnataka”
05	Sundara (Ed)	“Karnataka Charitre” Volume I
06	Surendra Rao (Ed.)	“Karnataka Charitre” Volume II
07	R.R. Diwakar	“Karnataka Through the Ages”
08	M. Chidananda Murthy	“Kannada Shasanagala Samskrutika Adhyayana”
09	S. Settar	“Halagannada–Lipi, Lipikara, LipiVyavasaya”
10	A.C. Nagesh	“Pracheena Karnataka Charithre”
11	M.S. Krishnamurthy	“Nolambas”
12	Noboru Karashima	A Concise History of South India
13	Sheikh Ali	Karnataka Charithre, Volumes 1-7.

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

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

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

B.A. Semester-1 DSC 2

Course Title: Cultural Heritage of India	
Total Contact Hours:39to42	Course Credits: 3
Formative Assessment Marks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural Heritage of India

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
- Expertise 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

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/Program Outcomes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		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

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

B.A.Semester-1**DSC- 2****Title of the Course:** Cultural Heritage of India

Course1		Course2	
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	39/42Hrs
Unit – 1 Introduction	13/14
ChapterNo.1. Meaning, Historical Cultural Heritage-Concepts, Characteristics-Types of Indian Cultural Heritage: Tangible, Intangible, Oral and Living traditions.	04
ChapterNo.2. Significance of Fairs and Festivals, Religious Rituals: Regional, Folk, Tribal, National – Monsoon Fairs – Animal Fairs	05
ChapterNo.3. Pilgrimage Centers of India – Kashi, Rameshwara, Amaravathi, Mount Abu, Ajmer, Sharvanabelagola, Gulbarga, Amrithsar, Goa, Velangani,	05
Unit – 2.Legends,Narratives and Cultural Ethos	13/14
ChapterNo.4. Meaning, Significance, Forms and Tradition of Legends. Puranik Legends-Ramayana and Mahabharata: Panchatantra, Jataka.	06
ChapterNo.5. Traditional Performing Arts – Bharat Natya Shastra: The Source of Performing Indian Classical Arts;	03
ChapterNo.6. IndianClassical Music –Dances as Cultural Heritage. Oral Tradition and Performing Arts. Carnatic Music and Hindustan Music – Indian Theatre.	05
Unit–3.ArchitectureandBuiltHeritage	13/14
ChapterNo.7. Meaning,DefinitionandIdeasofBuiltHeritage	04
ChapterNo.8. ImportantMonumentsof India – Sanchi, Ajanta, Shravanabelagola, Dilwara temple, Pattadakal, Konark (Sun temple), Khajuraho, Mahabalipuram, Agra –Taj Mahal, Delhi- Red fort.	04
ChapterNo.9. Places of Historical Importance: Delhi, Prayaga, Saranatha, Sanchi, Nalanda, Ellora, Puri, Varanasi, Rameshwaram, Hampi, Madurai, Shravanabelagola, Thanjavur and Agra.	06

Books for Reference

01	S. Radhakrishnan	“Culture of India.”
02	K.T.Achaya	Indian food: A Historical Companion.
03	Banga. I.(Ed)	The City in Indian History: Urban Demography, Society and Politics.
04	A.L. Basham	The Wonder that was India.
05	Sachin Shekhar Biswas	Protecting the Cultural Heritage.
06	N.K. Bose	“Culture Zones of India” in culture and Society in India.
07	S. Narayan	Indian Classical Dances.
08	Gokulsing. K. Moti	Popular Culture in a Globalized India.
09	Bhanu Shankar Mehta	Ramlila Varied Respective.
10	Rangacharya	The Natyashastra, English translation with critical Notes.

PEDAGOGY:

01	KNOWLEDGE	The student should acquire knowledge of terms, concepts, facts, events, symbols, ideas, conventions, problems, trends, personalities, chronology and generalizations, etc., related to the study of history. The student should be able to: recall, recognize, show and read.
02	UNDERSTANDING	The student should develop understanding of terms, facts, principal events, trends, etc., related to the study of history. The student should be able to: classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect errors, interpret and extract.
03	CRITICAL THINKING	The subject should enable the students to develop critical thinking. The student should be able to: identify, analyse, collect, select, draw and verify.
04	PRACTICAL SKILLS	The subject enables the students to develop practical skills helpful in the study and understanding of historical facts. The student should be able to: draw maps, charts, diagrams and prepare models, etc.,
05	INTERESTS	The subject should enable the students to develop interest in the study of history. The student, on his own, should be able to: collect coins and other historical materials, participate in historical dramas and mock sessions of historical events, visit places of historical interest, archaeological sites, museums and archives, read historical documents, maps and charts, write articles on historical and other related topics.
06	LEARNING OUTCOME	This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. They will acquire knowledge of changing socio-cultural scenarios of India. As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

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

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments / Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

B.A. Semester-1 O.E.- 1

Course Title: Cultural History of Karnataka (CE300- CE 1000) Part-I	
TotalContactHours:39to42	Course Credits: 3
FormativeAssessmentMarks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural History of Karnataka (CE300-CE1000) Part-I

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.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		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

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

B.A.Semester-1 –O.E.- 1**Title of the Course: Cultural History of Karnataka (CE 300- CE 1000) Part-I**

Course1		Course2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

Content of Course 1	39/42Hrs
Unit–1Introduction	13/14
ChapterNo.1. Antiquity of Karnataka Language and Script – Inscription and Development of Literature.	03
ChapterNo.2. Agriculture and Land Grants.	05
ChapterNo.3. Education and Emergence of Agraharas.	06
Unit – 2 Social Conditions	13/14
ChapterNo.4. Society – Family and Customs- Marriage system – Food Habits.	05
ChapterNo.5. Religion– Traditions and Rituals.	05
ChapterNo.6. Festivals – Dasara, Karaga, Mahamasthaka Abisheka; Pilgrimages – Malemadeswara, Koodalasangama, Bande Navaz Urs.	04
Unit–3.ReligiousTraditions	13/14
ChapterNo.7. Pilgrim Circuits of Jainism and Buddhism.	04
ChapterNo.8. Hinduism-Cults: Shaiva- Vaishnava- Bhagavatha.	05
ChapterNo.9. ArtandArchitecture- Fine Arts and Performing Arts.	05

Books for Reference:

01	S. Settar	“Halagannada”
02	K.R. Basavaraja	“Lipi, Lipikara, Lipi Vyavasaya”
03	R. Rajanna & A.C. Nagesh	“History and Culture of Karnataka”
04	P.B. Desai	“Karnatakada Charithre” Volume –I
05	A. Sundara (Ed)	“A History of Karnataka”
06	B. Surendra Rao (Ed.)	“Karnataka Charitre” Volume-I
07	S. Settar	“Karnataka Charitre” Volume-II
08	M. Chidananda Murthy	“ Halagannada; Bhashe, Bhasha Vikasa, Bhasha Bandhavaya”
09	S.Rajashekara	“Karnataka Shasanagala Samskrutika Adhyayana”
10	K.A. Nilakanta Shastri	“Karnataka Architecture” and “A History of South India”

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**

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

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

Semester1 OE- 1

Course Title: Introduction to Archaeology	
TotalContactHours:39to42	Course Credits: 3
FormativeAssessmentMarks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Introduction to Archaeology

Course Outcomes (COs):

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

- Understand the concept of Archaeology as an ancillary for study of history
- Help to study features of Archaeology in understanding history
- Familiarize the students to know about scope of Archaeology.
- Understand the various tools and techniques imbibed in Archaeology
- Study various schools of disciplines of Archaeology.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		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

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

B.A. Semester-1- O.E.-1

Title of the Course: Introduction to Archaeology

Course1		Course2	
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 Course1	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 Antiquarian to Scientific Archaeology–Finders Petrie–Pitt Rivers–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

01	Agrawal. D.P.	Archaeology in India
02	Aiken.M.J.	Science based dating in archaeology
03	Allchin Bridget And Raymond Allchin	Rise of Civilization in India and Pakistan
04	Basker.P	Atkinson RJC Field Archaeology Techniques of Archaeological Excavation
05	Chakrabarthi .D.K.	A History of Indian Archaeology from the beginning to 1947
06	Chakrabarthi. D.K.	Theory Artificial Perspectives in Indian Archaeology
07	Gosha. A.	Encyclopedia of Indian Archaeology
08	Rajan. K.	Archaeology, Principles and Methods
09	Raman. K.V.	Principles and Methods in Archaeology

Pedagogy

- Lecture Method –Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of excavations
- Collaborative learning strategies
- Learning about digging, Trenching and Exploration
- Collection and Preservation of Artefacts

Assessment:

Weight age for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

B.A. Semester- 1 O.E.-1

Course Title: History and Historians.	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): History and Historians

Course Outcomes (COs):

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

- Understand the meaning, nature and scope of History.
- Study the relationship between history and other social sciences.
- Understand how History has been written through the ages.
- Growth of History during different periods and in different countries.
- Critical evaluation of historical narratives.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		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

Course Articulation Matrix relates course outcomes of course with the corresponding program out comes who seat attainment is attempt end in this course. Mark,,X' in the intersection cell if a course outcome addresses a particular program out come.

B.A. Semester- 1- O.E.1**Title of the Course:** History and Historians

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 Definition –Meaning –Nature- Scope of History.	06
Chapter No. 2 History and other Social Sciences.	05
Chapter No. 3 History and Auxiliary Sciences.	02
Unit – 2 Historians of Ancient, Medieval and Modern Period.	13/14
Chapter No. 4. Greek- Herodotus Thucydides Roman Historian's -Livy-Tacitus.	05
Chapter No. 5. Medieval- St.Augustine - Ibn Khaldun.	04
Chapter No. 6. Modern - Arnold Toynbee- Karl Marx	04
Unit – 3 Historians of India	13/14
ChapterNo.7 Ancient Period -Kalhana- Medieval Period - Amir Khusrau- Zia ud din Barani- Abul Fazal. Modern Period -James Mill- Macaulay-.	06
ChapterNo.8 Post Independence Historian-I Romila Thapar- Irfan Habib- Bipin Chandra	04
Chapter No. 9 Post Independence Historian-II Ranjit Guha-Burton Stein	03

Books for Reference:

01	Ramesh Chandra Sharma (Ed)	“Historiography and historian in India since Independence”
02	Car E.H.	“What is history?”
03	Collingwood. R.G.	“The Idea of history”
04	Chitnis	“Research Methodology in History -2020”
05	Subramanian. N.	“Historiography”
06	Langlois and Segnobos	“Introduction to the study of History”
07	Sreedharan. E. A.	“A Textbook of Historiography”
08	Jayapalan	“Historiography”
09	K. Rajayyan	“History in Theory and Method: A Study in Historiography”
10	Dr. M.V. Venkatarathnam and M.V.Padma	“Itihasa Samshodhana Margha”
11	Dr. H.V. Srinivasa Murthy	“Itihasa Samshodana Sameekshe”

Pedagogy

- Lecture Method – Class Room Teaching
- Biographies of Historians.
- Videos
- Use of digital content
- Collaborative learning strategies

Assessment:

Weight age for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

B.A. Semester- 2 – D.S.C. - 3

Course Title: Political History of Karnataka (1000CE to 1750CE)	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Political History of Karnataka (1000CE to 1750CE)

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.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		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

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

B.A. Semester- 2
DSC 3

Title of the Course: Political History of Karnataka (1000CE to 1750 CE)

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. Kalachuris of Kalyana- Bijjala II	05
Chapter No.2. The Hoysalas – Vishnuvardana - Ballala III	05
Chapter No.3 The Seuanas (Yadavas) of Devagiri -Bhillama V - Singhana II.	04
Unit – 2 Medieval Karnataka	13/14
Chapter No.4. Vijayanagar–Dynasties	06
Chapter No.5. Bahamani States	05
Chapter No.6. Nayankas of Keladi (Ikkeri)-Yalahanka Nada Prabhus- Nayakas of Chithradurga	03
Unit-3. Post Vijayanagar	13/14
Chapter No.7. Early Wodeyars of Mysore	05
Chapter No.8. Maratha Rule in Karnataka – Shahaji- Shivaji-Peshwas	04
Chapter No.9. Administration Under Vijayanagara-Nayankara System-Keladi Shivappa Nayaka Shist	05

Books for Reference

01	K.R. Basavaraja	“History and Culture of Karnataka”
02	P.B. Desai	“A History of Karnataka”
03	B. Sheik Ali (Ed.)	Burton Ste in “ Vijayanagara”
04	B. Vivek Rai (Ed.)	“Karnataka Samagra Charitre” Volume IV. “Pravasi Kanda Vijayanagara”
05	G. Yazdani	“History of the Deccan”
06	K. Satyanarayana	“History of the Wodeyars of Mysore”
07	Mohibul Hasan	“History of Tipu Sulthan”
08	T.V. Mahalingam	“ Administration and Social Life Under Vijayanagara”
09	K.V. Ramesh	“History of South Canara”
10	H.K. Sarwani and P M Joshi (Ed)	“Medival History of Deccan” , Volume I & II
11	Suryanath. U. Kamath	Concise History of Karnataka
12	Noboru Karashima	A Concise History of South India
13	Nilakhanat Shastri. K.A.	History of South India
14	Prof. G R. Rangaswamaiah	Dhakshina Bharathada Ithihas.
15	Sheik Ali	Karnataka Charitre Volumes I to VII

Pedagogy

- Lecture Method –Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of excavations
- Collaborative learning strategies
- Learning about digging, Trenching and Exploration
- Collection and Preservation of Arti facts

Assessment:

Weight age for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments / Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

B.A. Semester-2 D.S.C. - 4

Course Title: Cultural Heritage of Karnataka	
Total Contact Hours:39 to 42	Course Credits: 3
Formative AssessmentMarks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite (s): Cultural Heritage of Karnataka

Course Out comes (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”.
-

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		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

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

B.A.Semester-2**D.S.C.- 4****Title of the Course: Cultural Heritage of Karnataka**

Course1		Course2	
Number of Theory Credits	Number of Lecture Hours / Semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

ContentofCourse1	39/42Hrs
Unit – 1 Karnataka Cultural Heritage : An Introduction	13/14
ChapterNo.1. Meaning - Definition and Historical Background of Cultural Heritage.	05
ChapterNo.2. Characteristic of Karnataka Heritage.	04
ChapterNo.3. Significance of Cultural Heritage.	03
Unit – 2 Fairs Festivals and Rituals	13/14
ChapterNo.4. Historical Background of Fairs - Festivals and Rituals and their importance in Karnataka Culture.	04
ChapterNo.5. Fairs of Karnataka- Types of Fairs – Temple Fairs (Utsava) Folk Fairs - Urs, Karaga -Kaveri Sankramana- Kambala	06
ChapterNo.6. Festivals of Karnataka – Religious Festivals -Ugadi- Ganesha Chaturthi- Dasara- Deepavali –Huttari –Sankranthi – Muharam - Id-ul-Fitr (Ramzan)-Gurunanak Jayanthi and Christmas.	06
Unit–3.Traditional Arts and Architecture and Cultural Ethos	13/14
ChapterNo.7. Meaning of Art and Architecture – Forms of Dance.	05
ChapterNo.8. Forms of Music	05
ChapterNo.9. Architecture and Built Heritage.	04

Books for Reference

01	K.T. Achaya	Indian Food Historical Companion
02	Sachin Shekhar Biswas	Protecting the Cultural Heritage
03	N.K. Bose	Culture Zones of India in culture and Society in India.
04	S. Narayan	Indian Classical Dances
05	Prakash. H.S.	Traditional Theatres
06	Shiva Krishna. N. Reddy	Cultural Heritage of South India
07	Dr. A. Murageppa	Dakshin Bhartiya Jaanpad Kosh. Vol-III
08	Dr. Suryanath Kamat	Karnataka Sankshipt Itihas
09	Shrinivas. T.	Bhartiya Itihas Mattu Parampare
10	K.R. Basavaraj	Karnataka History and Culture

Pedagogy

- Lecture Method –Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of excavations
- Collaborative learning strategies
- Learning about digging, Trenching and Exploration
- Collection and Preservation of Arti facts

ASSESSMENT:

Weight age for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

B.A. Semester- 2 O.E. - 2

Course Title: Cultural History of Karnataka (CE 1100 to CE 1750)	
TotalContactHours:39to42	Course Credits: 3
FormativeAssessmentMarks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural History of Karnataka (CE 1100 to CE 1750)

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”.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs)/ Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	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
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		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

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

B.A.Semester-2 O.E.- 2**Title of the Course:** Cultural History of Karnataka (CE 1100 to CE 1750)

Course1		Course2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

Content of Course 1	39/42Hrs
Unit–1.Introduction	13/14
ChapterNo.1 Vachana Movement – Anubhava Mantappa	05
ChapterNo.2 Bhakthi Movement of Karnataka – Dasa Movement	04
ChapterNo.3 Sufism and Christian Missionaries in Karnataka	05
Unit – 2 Society and Economy	13/14
ChapterNo.4. SocialConditions–CasteSystem–Ritualsand Customs	05
ChapterNo.5. EconomicConditions–Agriculture	04
ChapterNo.6. Indigenous Industries – Trade and Commerce	05
Unit–3. Art and Architecture	13/14
Chapter No. 7 Temple Architecture - Islamic Architecture	05
ChapterNo.8. Church Architecture	04
ChapterNo.9 Painting	05

Books for Reference

01	P.B. Desai	History of Karnataka
02	K.R. Basavaraja	History and Culture of Karnataka
03	B.R. Hiremath	Karnataka Shasanagalalli Vartakaru
04	Rahamat Tarikere	Karnataka Sufigalu
05	Raja ram Hegde & M.V. Vasu	Dakshina Karnataka Arasu Manethangalu
06	R.R. Diwakar	Karnataka Through the Ages
07	Suryanath. U. Kamath	A History of Karnataka
08	H.K. Sherwani	The Bahamani's of the Deccan
09	Dept. of Archaeology	Vijayanagar Adhayayana
10	Baragur Ramachandrappa	Karnataka Sangathi

Pedagogy

- Lecture Method –Class Room Teaching
- Visit to historical sites
- Group Discussion
- Visit to cultural sites
- Preparation of charts
-

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

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

B.A. Semester-2 O.E.- 2

Course Title: Manuscript logy	
TotalContactHours:39to42	Course Credits: 3
FormativeAssessmentMarks:40	Duration of ESA/Exam:60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Manuscript logy

Course Outcomes (COs):

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

- Understand the importance of manuscripts
- Study manuscript sanancillary for study of history
- Understand the concept of cataloguing of manuscripts
- Practice the science of conservation and preservation of manuscripts
- Visit libraries and Archives to study conservation and preservation

Course Articulation Matrix: Mapping of Course Outcomes (COs) 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		
Critical Thinking	x	x	x	x	x	x	x	x	x	x
Problem Solving			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	x		x
Reflective Thinking		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

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

B.A. Semester- 2 O.E. - 2**Title of the Course:** Manuscript logy

Course1		Course2	
Number of Theory Credits	Number of lecture hours /semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

Content of Course 1	39/42Hrs
Unit-1Introduction	13/14
ChapterNo.1Meaning-Definition-Character	04
ChapterNo.2ScopeandImportance	05
ChapterNo.3Types of Manuscripts- Methods of Study	04
Unit – 2 Collection	13/14
ChapterNo.4.HistoryofManuscriptology	05
ChapterNo.5.IndianManuscriptology	04
Chapter No. 6.Manuscripts inKannada,Tiglari,Sanskrit,Malayalam,Nandinagari,Devanagari and Modi	05
Unit- 3Editing	13/14
ChapterNo.7Collection of Manuscripts	03
ChapterNo.8.Process of Editing	05
ChapterNo.9 Preservation of Manuscripts	06

Books for Reference

01	Chinthahar Chakravathi	Study of Manuscript logy
02	M.V. Seetharamiah & M. Chidanadamurthy	Hasti prati Sastra
03	N. Geethacharya	Hasti prati Sastra Adhyayana
04	Sitharam Jahagirdar	Kannada Grantha Sampadhana Sastra Parichaya
05	S. Jagannath	Grantha Sampadana Shastra
06	Devarakonda Reddy	Lipiya Huttu mattu Belavanige
07	Madhava Na. Katti	Lipi shastra Pravesha
08	B.S. Sanaya	Kannada Hasta Prathigala Micro film Soochi
09	T.V. Venkatalachala Shastri	Halaya Honnu
10	A.K. Shasthri	Sringeri Kadathagalu

Pedagogy

- Classroom teaching
- Visit to repositories, Archives and institutions.
- Learn in repositories the techniques of preservation
- Learn conservative method
- Study and classify manuscripts in different languages

Assessment:

Weight age for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

B.A. Semester - 2 O.E.- 2

Course Title: India as seen by Foreign Travelers	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): India as seen by foreign travelers/Travelogue's on Indian History.

Course Outcomes (COs):

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

- India's contacts with outside world
- Importance of foreign accounts as a source for Indian history.
- A critical view of foreign accounts.

Course Articulation Matrix: Mapping of Course Outcomes (COs) 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		
Critical Thinking	x	x	x	x	x	x	x	x	x	x
Problem Solving			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	x		x
Reflective Thinking		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

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

B.A. Semester- 2 O.E. - 2**Title of the Course:** India as seen by Foreign Travelers.

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 India's Contacts with Outside World.	06
Chapter No. 2 Importance of Foreign Accounts as a Source In Study of History..	05
Chapter No. 3 A Critical Study of Foreign Accounts as a Source.	02
Unit – 2 Greek- Chinese accounts on Ancient India	13/14
Chapter No. 4. Greek Accounts with Special Reference to Megasthenes.	05
Chapter No. 5. Chinese Accounts with Special Reference to Fa hien	04
Chapter No. 6. Hiuen Tsang Account on Ancient India	04
Unit – 3 Early Medieval and Medieval Period	13/14
Chapter No. 7 Arab Travelers with Special Reference to Suleiman.	06
Chapter No. 8 Persian Travelers with Special Reference to Al-Biruni.	04
Chapter No. 9 Foreign Accounts on Vijayanagara Empire	03

Books for Reference

01	Robert Sewell	“Forgotten Empire (Vijayanagara) A Contribution to the History of India”
02	Nagegowda H.L.	“Pravasi Kanda India” (1 to 8 Volumes).
03	Shivaramayya	“Pravasi Kanda India Ondu marupayana”.
04	Dr. B.A. Vivek Roy	“Pravasi Kanda Vijayanagara”
05	Dr. Virupakshi Poojaralli	“Krishna Deva Rayana Thirthayathregalu”
06	M.P. Prakasha	“Domingo peas kanda Vijayanagara”
07	Ashok Kumar Srivastava	“India as Described by the Arab Travellers”
08	Suryanath. U. Kamath	“Karnatakada Sankshipta Itihasa (Concise History Of Karnataka)”
09	James Legge	“A Record of Buddhistic Kingdoms: Being an Account by a Chinese Monk Fa-Hein of Travels in India and Ceylon 399-414”.
10	Henry Yule	“The book of Marco Polo”

Pedagogy

- **Lecture Method – Class Room Teaching**
- **Biographies of foreign travellers.**
- **Use of maps to understand land and sea routs.**
- **Use of digital content**
- **Collaborative learning strategies**

Assessment:

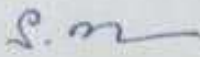
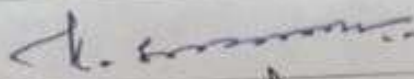
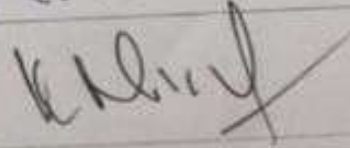
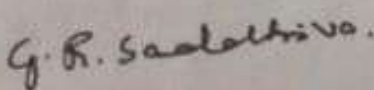

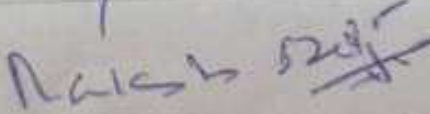
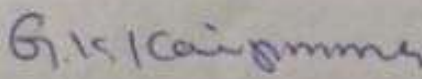
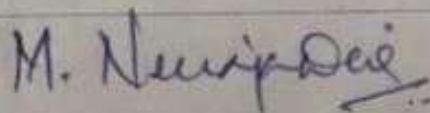
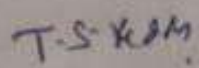
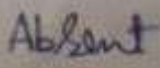
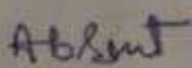
Weight age for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/Map study	10	
Viva Voice	10	
Total	40	
Grand Total		100

DEPARTMENT OF HISTORY

Proceeding of the Board of studies (History) (UG) held on 2nd September 2022 at the Chambers of the Chairperson, Department of History, Bangalore University, Bengaluru at 11.00 A.M.

Members Present

Sl.No.	Name of the Teacher	Designation	Signature
1	Dr.S.Nagarathnamma Professor, P.G. Dept. of History, Bangalore University, Bengaluru	Chairperson	
2	Dr.K.Srinivasa Assistant Professor, GFGC Boys, Kolar.	Member	
3	Dr.K.Mohan Kumar Associate Professor, Govt. First Grade College, Hosakote, Bengaluru Rural District.	Member	
4	Dr. Sadashiva Ramachandra Gowda Associate Professor, Govt. First Grade College and P.G Centre, Doddaballapura, Bengaluru Rural District	Member	
5	Dr.G.Munivenkatappa Associate Professor, Govt. First Grade College, Mulabagilu.	Member	
6	Dr.Prakash Shetty Associate Professor, Govt. First Grade College for Boys, Kolar.	Member	
7	Smt. Kariyamma Assistant Professor, Govt. First Grade College, Kadugodi, Bengaluru.	Member	
8	Smt. Neeraja Devi.M Associate Professor, Govt. First Grade College, Devanahalli, Bengaluru Rural District.	Member	
9	Dr.Srinivas Reddy ,T Assistant Professor, Govt. First Grade College, Yalahanka, Bengaluru.	Member	
10	Dr.Jnaneshwari Associate Professor, Govt. Arts College, Bengaluru.	External Member	
11	Dr. Mahesh Associate Professor Govt. First Grade College Hebbal.	External Member	



BENGALURU NORTH UNIVERSITY

HISTORY - 3rd & 4th Semester Syllabus

AS PER THE NATIONAL EDUCATION POLICY 2020

(With effect from the academic year 2022 – 23)

BOS IN HISTORY (UG)
BENGALURU NORTH UNIVERSITY

[illegible]

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 abroad historic outline about the process of socio-political formations in the north and south India upto 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 polity 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	4
Debate on the decline of Indus civilization: Debate on Harappan script – Airavatham Mahadevan – Asko Parpola	
Chapter-III	5
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	4
Formation of urban centers- Mahajanapadas - Oligarchies, Monarchies and republics.	
Chapter-V	6
Material setting of the formation of Jainism and Buddhism -From Mahajanapada to the empire-domination of Magadha-foundation of Mauryan polity- Gupta polity.	
Chapter-VI	5
Asokan Edicts and Megasthenes's Indica - Arthashastra and early Indian treatise on the theory of state - Saptanga – nature of Asoka's Dhamma.	
UNIT -3 : Indian polity	
Chapter-VII	5
Sangam Age- literature- polity and society.	
Chapter –VIII	5
Debates on Indian feudalism: R.S Sharma- Harbans Mukhia- Debates on South Indian state system.	
Chapter –IX	3
Advent of Islam- Arab conquest of Sindh -Arab trade.	

Map work:

Mark the extent of Ashokan Empire.

Mark the extent of The Empire of Samudra Guptha.

Places of Historical importance: Harappa, Mohenjodaro, Lothal, Lumbini, Pavapuri
Pataliputra-Saranath, Sannathi, Madurai, Kanchipuram.

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,

R.S.Sharma. India's Ancient Past

RomilaThappar. From Lineage to State

Romila Thappar. 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.

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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.

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Assessment: Weight age for assessment (in percentage)

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/FieldWork Etc.		10	10
Total			40

Semester 3

Course Title: Bangalore in Time and Space (Compulsory paper)	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Outcomes (Cos):

(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)

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

[illegible]

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.

Content of Course 1	42 Hours
UNIT -1 Introducing Bangalore	
Chapter-I Historical Geography	4
Geographical location -Topography and natural resources- climate and seasons-flora and fauna- Early History.	
Chapter-II Demography and ethnic diversity	4
Hindu- Jain- Buddhist-Muslim - Christian Communities- Anglo Indians-Sikh-Social hierarchy.	
Chapter-III Historical Period	5
Towards a major Transition- Western Gangas- Nolambas- Cholas and Hoysalas-Vijayanagar - Yelahanka Nada Prabhus- Kempe Gowda and foundation of Bangalore.	
UNIT -2 : Early Modern and Colonial period	
Chapter-IV Bangalore under Mysore rulers	6
Chikkadevaraja Wodeyar- Hyder Alia and Tipu Sultan-Trade - Industry - Colonial inter-phase- 18 th century Bangalore as seen by the foreigners- Buchanan- William Arthur.	
Chapter-V Towards Modern Bangalore	5
Later Wodeyars-foundation of Bangalore Cantonment- Reforms of Commissioners rule-Krishnaraja Wodeyar IV-Contributions of Diwans.	
Chapter-VI Development of Industries	5
Expansion of Railways- Early Industries- Growth of Trade and commerce – Town planning and Urbanization.	

UNIT -3 : Arts, Culture and Science	
Chapter-VII Religion and culture: Major cults-Festivals- Bangalore Karaga- Urs- St' Merry Festival- Bangalore fairs.	4
Chapter-VIII Development of Science & Information Technology.	4
-Development of Science and technology- IISC -ISRO .	
Chapter –IX Public Institutions and Organisations of Bangalore	5
Kannada Sayithya Parishath- Mythic Society-Gokale institute – Central College.	

Map work:

1. Mark on the outline map provided settlement pattern in Bangalore during the Kempegouda and write a note on foundation of Bangalore.
2. Mark on outline map provided Cantonment area of Bangalore and write a note on formation of Cantonment during the British Rule.

Monuments of Historical importance:

1. Gavi Gangadhareshwara Temple, 2. Dharmaraya Temple, 3. Bangalore Fort, 4. Lalbagh, 5. Tipu Sultan Summer Palace, 6. Cantonment, 7. Central College, 8. Hudson Memorial church,, 09. Indian Institute of Science, 10. Vidhana Soudha/High Court,

REFERENCE:

1. Annaswamy T.V- Bengaluru to Bangalore urban History of Bangalore from the pre Historic period to the end of 18" century, 2003
2. Bond, Ruskin - A Golf Story, celebrating 125 years of the Bangalore Golf club, Bangalore.
3. DeAditi (Ed)- Multiple city-Writings on Bangalore, 2008
4. Handbook of Bangalore and Environs, Bangalore 1928
5. Harini Nagendra Nature in the city - Bengaluru in the past, Present and Future, 2015
6. Hasan, Fazlul - Bangalore through the centuries, Bangalore, 1970
7. Hayavadana Rao C-Derivation of the name of Bangalore', QJMS, Vol 7.
8. Hicken, Glen - Beautiful Bangalore, Bangalore. 1929
9. Issar T.P-Blossoms of Bangalore, Bangalore, 1994
10. Issar T.P-The City Beautiful-A celebration of the Architectural Heritage: Aesthetics of Bangalore, Bangalore 1988

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.

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 2

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).

[illegible]

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 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

Introduction to Epigraphy Paper -3.3

Open Elective -3

Course Category: Elective course 2

No. of Contact Hours: 3 Hours per week

This paper aims to provide a broad outline about the nature of

Epigraphical studies in India and also familiarize the ancient scripts. Students could differentiate the inscriptions based on script and language. Use inscriptions as source material for reconstruction of History and historical Understanding. Read the inscriptions and manuscripts and compares it with present style of writing

CONTENT OF COURSE	42 HOURS
UNIT-I Introduction to Epigraphy	
CHAPTER-1 <ul style="list-style-type: none">❖ Evolution of Indian Epigraphy❖ Types of inscriptions; Memorials, Labels, land grants, Prashasthi.❖ Definitions- Key concepts; epigraphy, paleography.	06
CHAPTER-2 <ul style="list-style-type: none">❖ Basic features, claim to decipherment,❖ The role of writing in the Harappan civilization❖ James Prinsep and the decipherment of Brahmi inscriptions	06
CHAPTER-3 <ul style="list-style-type: none">❖ Presentation of Text-❖ Dating- Eras, Saka era, Vikrama era.	06

UNIT-II The Origin and Development of Early Historic Script	
CHAPTER-4 ❖ Scripts; Brahmi ,Kharoshti, Kannada ❖ languages of ancient and early medieval inscriptions-prakrit, Sanskrit and regional vernaculars	05
CHAPTER-5 ❖ Medium of inscriptions ❖ palm leaves, ❖ copper plates, ❖ Rock /Stone inscription	03
CHAPTER-6 North Indian Epigraphy/Inscriptions. ❖ Hatigumpha Inscription of Kharavela. ❖ Samudragupta's Allahabad Pillar Inscription.	04
UNIT-III Inscriptions	
CHAPTER-7 South Indian Epigraphy/Inscriptions. ❖ Talagunda Inscription ❖ Nasik Inscription ❖ Uttaramerur inscription of Parantaka I	04
CHAPTER-8 Karnataka Epigraphy/Inscriptions. ❖ Asokan inscriptions in Karnataka ❖ Halmidi inscription ❖ Aihole ❖ 1 Bukkaraya Sravanabelagola	04
CHAPTER-9 Practical's In Kannada Paleography. ❖ 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/FieldWork Etc.		10	10
Total			40

BA

O.E III Semester

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).

[illegible]

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

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

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

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

Content of Course 1	39/42 Hrs
Unit – 1 Early Uprisings in Karnataka	12/13
Chapter No.1 Dhondiya Wagh-Venkatadri Nayaka- Koppala Veerappa- Deshmuks of Bidar- 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 Baskara rao Revolt-Surapura Venkatappa Nayaka-Mundaragi Bheema Rao.	04
Unit – 2 Nationalism in Karnataka	13/14
Chapter No.4 Growth of Nationalism -Impact of Tilak-Gandhi visit to Karnataka-Formation of Karnataka Congress (KPCC).	05
Chapter No.5 Swadeshi Movement- Khilaphath Movement- Khadi Movement-Harijana Movement.	05
Chapter No.6 Role of Brmha Samaja – Arya Samaj- Theosophical Society and Ramakrishn Matta in National Movement.	04
Unit – 3 Gandhian Movements in Karnataka	14/15
Chapter No.7 Non-Cooperation Movement-Belguam Congress1924- Civil disobedience, Salt Sathyagraha-No Tax-Forest Sathyagraha.	05
Chapter No.8 Genesis of Mysore Congress-Shivapura Dhwaja Sathyagraha-Vidurashwatha Tragedy -Quit India Movement-IsooruTragedy- Mysore Chalo Sathyagraha.	05
Chapter No.9A Brief Profile of Karnataka Freedom Fighters- GangadharRao Deshpande- N .S. Hardekar- Mylar Mahadevappa- Umabhai Kundapura-Krishna bhai Panajikar- Ballary Siddamma- Yoshdhara Dasappa- M N Joyish- T Siddalingaih- K T. BHashyam- T. Siddalingaih- H.S. Doreswamy.	05

Books for Reference

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2. Diwakar.R.R -Karmayogi Hanumantharayaru
3. Diwakar.R.R-Karnataka Through the Ages
4. Doreswamy.H.S-Horatada Ditta Hejjegalu
5. Hallappa G.S-History of Freedom Movement in Karnataka, Volume-2
6. Handa.R.L-History of Freedom Movement in Princely Mysore
7. Joyish M.N-Karmayogi Tagaduru Ramachandra Rayaru
8. Nagarathnamma.S-Karnatakadalli Asahakara Mattu Nagareeka Khanunubanga 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.Tha.Sharma-Karnatakadalli Swatantra Sangrama
14. Veerathappa. K-Mysuru Samsthanadalli Swatantrya Chaluvali
15. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3
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17. ದತ್ತಾತ್ರೇಯ ಕರ್ನಾಟಕದ ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿ - ಬಿ.ಎ.ಎಸ್. ಜಿ.ಎ

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

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

Content of Course 1		39/42 Hours
Unit -1 Interpreting Medieval Indian History		14
Chapter No. 1	Interpretating Medieval India- Survey of sources.	2
Chapter No. 2	Debate on Indian Feudal System- Land Revenue systems	6
Chapter No. 3	Peasnt State in Medieval India- Agrarian Reforms of Mughal and Vijayanagara Period. Society in Medieval India: Bhakti Movement – Kabir, Nanak, Meera Bai, Sri Chaithanya – Alvars and Nayanmars- sufi Movement.	6
Unit -2 Political Structure of Medieval India		14
Chapter No. 4	Comparative study of Delhi Sultanate, Vijayanagara Polity and Mughals.	6
Chapter No. 5	Nature of State in Vijayanagara Kingdom, Delhi Sultanate and Mughal dynasties	6
Chapter No. 6	Military Technology of Mughal and Vijayanagara dynasties- Development of Science and Technology in Medieval India	4
Unit -3 Deccan Kingdoms		14
Chapter No. 7	Rashtrakutas, Rajaputs, Gurjara Pratihars, Palas, Paramaras	6
Chapter No. 8	Bahamanis - Adhil Shahis and Vijayanagara dynasty- Amaranayaka System- trade and Banking system	6
Chapter No. 9	The rise of the Marathas – Shivaji and his administration – Astha Pradhana System – Chauth and Sardeshmukhi	4

Map

1. Ectent of Vijayanagara Empire under Krishnadevaraya.
2. Extent of Mughal Empire under Akbar.
3. Important trade Centers of Medieval India.

1. Agra 2. Fatehpur Sikri , 3. Delhi, 5. Mewar, 6. Hampi, 7. Honnavara, 8.Bhatkal,9.Raighad, 10.Tirupathi, 11. Anegondi, 12. Karachi,13. Surat.

Books for Reference

1. Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building, Rawat Publication, Jaipur, 2002.
2. Kabir, Humayun N, National Information and Publications Ltd., Mumbai, 1946.
3. Malik, S. C., Understanding Indian Civilisation : A Framework of Enquiry, Indian Institute of Advanced Study, Simla, 1975.
4. Mukerji, D. P., Sociology of Indian Culture, Rawat Publications, Jaipur, 1948/1979.
5. Pandey, Govind Chandra, Foundations of Indian Culture, Books and Books, New Delhi, 1984.

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). The student should be able to recall, recognize, show and read the history of the region.

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

Critical Thinking: The subject leads to develop the interest in the study of History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

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

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage of Cultural History of India (From Saraswati - Indus Culture to 1206 CE) in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment: Weight age for assessment (in percentage) Outlines

for continuous assessment activities for C1 and C2

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

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 An Introduction to Indian Culture	
CHAPTER-1 Characteristics of Indian culture.	06
CHAPTER-2 Influence of Geography on Indian Culture.	06
CHAPTER-3 Evolution of Religion and Philosophy in India: Ancient Period - Pre-Vedic and Vedic Religion, Buddhism and Jainism.	06
UNIT-II A Brief History of Indian Languages and Literature	
CHAPTER-4 Indian Languages – Sanskrit - Prakrit – Pali Dravidian .	05
CHAPTER-5 Evolution of script : Harappan Script - Brahmi Script- Devanagari script.	03
CHAPTER-6 History of literature: Sanskrit literature-The Vedas- Upanishads , Epics- Dharmashstras- Buddhist and Jain Literature .	04
UNIT-III PERFORMING ART&ARCHITECTURE	
CHAPTER-7 Evolution of Architecture: Rock cut Architecture- Mauryan Architecture- Gandhara and Mathura Schools of Art - Hindu Temple Architecture, - Indian Painting Tradition- paintings at Ajanta.	04
CHAPTER-8 Performing Arts: Classical music: Hindustani and Carnatic Music. Dances of India: Classical and Regional.	04
CHAPTER-9 Expansion of Indian Culture in South East Asia	04

Map work :

1. Mark on the outline map provided Geographical divisions of India and write a note on influence of Himalya on Indian Culture.
2. Mark on the outline provided places connected with Buddhist Architecture and write a note on Gandhara.

Palceses of historical interest.

1.Ayodhya, 2. Kashi, 3.Haridwara,4 Mathura,5.Takshashila, 6 Sanchi, 7.Ajantha ,8.Konark, 9.Aihole, 10.Mahabalipuram , ,

BA

O.E IV Semester

O.E-4: 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	SE C1	SE C2
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.

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 Genesis of Indian National Congress-Moderates-Objectives- Techniques-Partition of Bengal-Swadeshi Movement	05
Chapter No.2 Congress Split -Extremists-Objectives-Techniques, Lala Lajpat Rai-Bala Gangadharanatha Tilak-Bipan Chandra Pal.	05
Chapter No.3 Revolutionary Movements-Bhagat Singh-Chandra Sheker Azad-Rajaguru- Kumudini Mitra Basu – Madam Bhikaji Cama – Preethi Latha Waddedar	04
Unit– 2Gandhiand Nationalism	10/12
Chapter No.4 - First world war- Emergence of Gandhi – early experiments- Lucknow Pact-1916- Khilaphath movement-Rowllat Act-Jallianwala Bagh Tragidy.	04

Chapter No.5 Non Co-operation Movement- constructive progress.	03
Chapter No.6 . Civil Disobedience movement – Salt Sathyagraha- No tax campaign- Forest Sathyagraha.	04
Unit – 3 Towards Independence	15/17
Chapter No.7 Growth of Communalism - Two nations Theory- August Offer.	06
Chapter No.8 Cripps Proposal-Quiet India- Subashchandra Bose-INA- Mount Batan paln- Indian Independence Act.	06
Chapter No.9 Freedom Fighters: A.o.Hume- Gopal Krishna Gokale- Dadabhai Navaraji- V. D. Savarkar- Kamaladevi Chattopadhyaya- Aravinda Ghosh- sarojininaidu-Moulana Abul KalamAzad- Khan abdul Gafar Khan – Dr.B.R. Ambedkar- Jawar lal Nehru- jayaprakash Narayana.	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 Wofort
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. Džāpīl' "qūvzī Ew°A,ſ- ¥Bgi.gA d t vīll qĀ.EAUAēi J.A

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/FieldWork Etc.		10	10
Total			40

BA
Semester 4

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).

[illegible]

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.

Semester 4

PRINCIPLES AND PRACTICE OF MUSEOLOGY

Content of Course 1	37 Hours
UNIT -1 Introduction to Museology	
Chapter-I Museum and Museology	5
History of Museums and Collection - Definition and scope of Museum.	
Chapter-II Principles of museum	4
<ul style="list-style-type: none"> ❖ Museum as a learning resource. ❖ Museum movement in India. ❖ Laws governing cultural property: - The Indian Museums Act, 1961. ❖ Museology as a profession Professional ethics. 	
Chapter-III Various Types of Museums	4
<ul style="list-style-type: none"> ❖ Archaeological museums ❖ Art museums ❖ History museums ❖ Maritime museums ❖ Military and war museums ❖ Science museums. 	
UNIT -2 : Introduction to Conservation	
Chapter-IV Conservation concept and significance.	5

<ul style="list-style-type: none"> ❖ Principles/Basis of conservation. ❖ Specific role of curator and conservator in conservation. ❖ Traditional conservation versus professional conservation. Relevance of traditional methods in present day context. 	
Chapter-V Curatorial Conservation	4
<ul style="list-style-type: none"> ❖ Meaning and significance of preventive conservation. ❖ Professional conservation versus curatorial conservation: ❖ Specific roles of curator and conservator in preventive conservation. 	
Chapter-VI Museum Environment	3
<ul style="list-style-type: none"> ❖ Meaning of museum environment: ❖ terms commonly used to describe museum environment: ❖ Environmental factors: light, relative humidity, temperature, pollutants vibrations and various types of pests. 	
UNIT -3 : Management and Administration	
Chapter-VII Museum Management	5
<p>New trends in Museums and Legislations concerning Museums.</p> <ul style="list-style-type: none"> ❖ Management Meaning and definitions ❖ Functions of management : ❖ Planning ❖ Organizing : ❖ Directing 	
Chapter –VIII Museum Marketing-	3
<ul style="list-style-type: none"> ❖ Meaning, definitions and functions. ❖ Role of marketing in museums. ❖ The Product concept a. Types of products and their characteristics b. Goods and services: 	
Chapter –IX Collection Management	4
<ul style="list-style-type: none"> ❖ Acquisition: <ol style="list-style-type: none"> 1. History of collection. 2. Ethics of collection. 3. Modes of acquisition: Gift/ bequeath, excavation, exploration, expedition, loan, exchange, purchase, confiscation, and fabrication. ❖ Registration & Documentation: <ol style="list-style-type: none"> 1. Accessioning & deaccessioning. 	

- | | |
|--|--|
| <ol style="list-style-type: none"> 2. Numbering. 3. Marking. 4. Identification, classification, dating, search of bibliographical reference. 5. Cataloguing. 6. Indexing. 7. Photo documentation. 8. Computerized documentation, digital cataloguing. | |
|--|--|

Books for Reference

1. Dr. V. Jayaraj - Museology - Heritage Management - Seawaves Printers, Chennai - 86, 2005
2. M.L. Nigam - Fundamentals of Museology, Deva Publicaitons, Hyderabad, 1985
3. Grace Morley - The Museum and its functions, Ed. Saifur Rahman dar, Lahore Museum, Lahore, 1981
4. Dr. V. Jayaraj - Handbook on Conservation in Museums Published by the Commissioner of Museums, Chennai, 1995
5. J. Smifa, J. Baxi and Vinod P. Dwivedi - Museum Storage, Modern Museum, V.P. Abbhinav Publications, New Delhi, 1985
6. Agarwala. V.S. - Museum studies, Prithivi Prakashan, Varanashi, 1978
7. Grace Morley - Museum today, Lucknow, 1981

Pedagogy:

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

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

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

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

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

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

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

