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BE BOUNDLESS

# **BENGALURU CITY UNIVERSITY**

**CHOICE BASED CREDIT SYSTEM**  
**(Semester Scheme with Multiple Entry and Exit Options for**  
**Under Graduate Course)**

**Syllabus for History**  
**(I & II Semester)**

**2021-22 onwards**

PROCEEDINGS OF THE MEETING OF THE BOARD OF STUDIES IN HISTORY (UG), BENGALURU CITY UNIVERSITY HELD ON 28.09.2021 and 29.09.2021 at 10.30 AM IN THE SYNDICATE HALL, CENTRAL COLLEGE CAMPUS, BENGALURU – 560 001.

**Members**

- |   |                    |
|---|--------------------|
| 1. Dr.S.Nagarathnamma<br>Professor, PG Department of History,<br>Bangalore University, Bengaluru – 560 056.   | Chairperson        |
| 2. Dr. Sridhar H P<br>Associate Professor, Department of History<br>V.V Puram Arts and Commerce College,<br>K.R Road, Bangalore-560 004   | Member             |
| 3. Dr. B S Puttaswamy<br>Associate Professor, Department of History<br>VV Puram Evening College Arts and Commerce<br>K.R Road, Bangalore-560 004                                  | Member             |
| 4. Dr. K. Narayanappa<br>Associate Professor, Department of History<br>Government First Grade College, Yelahanka,<br>Bangalore -560 064.  | Member             |
| 5. Mrs. Bharathi H M<br>Assistant Professor, Department of History<br>Government First Grade College, Yelahanka,<br>Bangalore -560 064.   | Member             |
| 6. Dr. Mahesh K<br>Associate Professor, Department of History<br>Government First Grade College, Govt. Middle<br>School Annex, Near NES Office, Yelahanka,<br>Bangalore -560 064. | Member             |
| 7. Dr. M. G. Meenakshi<br>Associate Professor & Head, Department of History<br>SJRC College of Science, Arts and Commerce,<br>Race Course Road, Bangalore-560 009                 | Member             |
| 8. Dr. Shaheenabano<br>Assistant Professor, Department of History<br>Maharani Cluster University, Bengaluru – 560 001.  | Member             |
| 9. Mr. Paul Newman K<br>Associate Professor, Department of History<br>St. Joseph's Evening College (Autonomous)<br>Museum Road, Bangalore-560 025.                                | Member             |
| 10 Dr. T. Srinivasa Reddy<br>Assistant Professor, Department of History<br>GFGC, Yalahanka, Bengaluru- 560 064  | Co-opted<br>Member |

The meeting started at 10.30 am (28 September 2021) with the Chairman welcoming the members.

1. The Board prepared and finalized the 2 years BA Course Structure of History for I to II Semester as per the NEP 2020 model Course Structure.
2. The Board finalized the detailed Syllabus of History subject pertaining to I & II Semester under Graduate BA Course as per the NEP 2020.
3. The Syllabus of subsequent Semester will be taken up and finalized in the coming days.
4. The board approved the name of Dr.T. Srinivasa Reddy Assistant Professor, Department of History GFGC, Yalahanka, Bengaluru- 560 064 as co-opted member and recommended for appointing him as member of the BoS History UG.
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 Travelers.

The Chairperson thanked the Board members for their full co-operation and active participation.

U. Mohan  
Member

Meenakshi H.G.  
Member

[Signature]  
Member

K. [Signature]  
Member

Shahenabms  
Member

[Signature]  
Member

BS [Signature]  
Member

[Signature]  
Member

T.S. Reddy  
Member

S. [Signature] 29/9/2024  
Chairperson  
**Dr. S. Nagarathamma**  
Chairman BOS in History (UG/PG)  
Central College Campus  
Bangalore City University  
Bangalore - 560 001



## **Department of History**

Central College campus

Dr. B.R Ambedkar Veedhi

Bengaluru – 560001.

BOS Approved Syllabus for UG Programme (NEP- 2020)

Syllabus for I & II Semester History Papers

Effective from Academic year 2021-22

September 2021

**IIB. 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		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 Travellers	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,twoadditionallectivepapers/Internshipmaybeoffered.								



## Department of History

Central College campus

Dr. B.R Ambedkar Veedhi

Bengaluru - 560001

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Syllabus for I & II Semester History Papers

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### 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 necessitates 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.

<b>EXIT OPTIONS</b>
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 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):** Political history of Karnataka (BCE-300toCE 1000)Part-1

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

*(Write 37 course outcomes. Course outcomes are statements of observable student action that serve as evidence of knowledge, skills and values acquired in this course)*

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

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

Course Out comes (COs)/Program Out comes(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
Lif long 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.

## BA Semester1

### DSC 1

**Title of the Course:** Political History of Karnataka (BCE-300to 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 or42	3	39 or42

Content of Course1	39/42Hrs
<b>Unit-1 Introduction</b>	13/14
<b>Chapter No.1.</b> Survey of sources- Pre historic culture.	04
<b>Chapter No.2. Formation of State</b> Kingship – Duties and Functions of King and his Ministers- Sapthanga theory.	06
<b>Chapter No.3.</b> Rituals and Sacrifices– Coronation ceremony – Rajasuya- Vajapeya.	04
<b>Unit – 2 Early Beginnings :</b>	13/14
<b>Chapter No.4.</b> The Mauryas - The Satavahanas - Kadambas of Banavasi.	05
<b>Chapter No.5.</b> The Gangas of Talakad – Durvineetha – The Nolambas.	04
<b>Chapter No. 6. Age of Empires</b> Chalukyas of Badami – Pulikes in -II -The Rastrakutas– Amoghavarsh Nrupathunga.	05
<b>Unit-3 Pre Medieval Powers</b>	13/14
<b>Chapter No. 7 .</b> Chalukyas of Kalyana-Taila-II- Vikramadithya-VI – Someshwara III.	04
<b>Chapter No. 8.</b> Central and Provincial Administration –The Satavahanas- Kadambas of Banavasi -The Gangas of Talakadu.	05
<b>ChapterNo.9.</b> Central and Provincial administration -Chalukyas of Badami – The Rastrakutas.	05

#### Books for Reference

1. K.R Basavaraja - "History and Culture of Karnataka"
2. R.S Mugali - "Climpes of Karnataka"
3. P.B. Desai - "A History of Karnataka"
4. H.V Shrinivasa Murthy and R. Ramakrishnan - "A Concise History of Karnataka"
5. A. Sundara (Ed) - "Karnataka Charitre"Volumel
6. B. Surendra Rao(Ed.) - "Karnataka Charitre"Volumell
7. R.R Diwakar - "Karnataka Through the Ages"
8. M. Chidananda Murthy - "Kannada Shasanagala Samskrutika Adhyayana"
9. S. Settar - "Halagannada–Lipi, Lipikara,LipiVyavasaya"
10. A.CNagesh - "PracheenaKarnatakaCharithre"

11. M.S. Krishnamurthy - "Nolambas"
12. Noboru Karashima - A Concise History of South India
13. Sheikh Ali - Karnataka Charithre, Volmes 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	
<b>Total</b>	<b>40</b>	
<b>Grand Total</b>		<b>100</b>

**BA Semester1**  
**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 Out comes (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 Out comes (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 intersection Cell if a course outcome addresses a particular program outcome.

**BASemester1****DSC 2****Title of the Course:** Cultural Heritage of India

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

<b>ContentofCourse1</b>	<b>39/42Hrs</b>
<b>Unit – 1 Introduction</b>	13/14
<b>ChapterNo.1.</b> Meaning, Historical Cultural Heritage-Concepts, Characteristics-Types of Indian Cultural Heritage: Tangible, Intangible, Oral and Living traditions.	04
<b>ChapterNo.2.</b> Significance of Fairs and Festivals, Religious Rituals: Regional,Folk,Tribal, National – Monsoon Fairs – Animal Fairs	05
<b>ChapterNo.3.</b> Pilgrimage Centers of India – Kashi, Rameswara, Amaravathi, Mount Abu, Ajemer, Sharvanabelagola, Gulbarga, Amrithsar, Goa, Velangani,	05
<b>Unit – 2 Legends, Narratives and Cultural Ethos</b>	13/14
<b>ChapterNo.4.</b> Meaning, Significance, Forms and Tradition of Legends. Puranic Legends-Ramayana and Mahabharata: Panchatantra, Jataka.	06
<b>ChapterNo.5.</b> Traditional Performing Arts – Bharat Natya Shastra: The Source of Performing Indian Classical Arts;	03
<b>ChapterNo.6.</b> Indian Classical Music –Dances as Cultural Heritage. Oral Tradition and Performing Arts. Carnatic Music and Hindustan Music – Indian Theatre.	05
<b>Unit–3.Architecture and Built Heritage</b>	13/14
<b>ChapterNo.7.</b> Meaning, Definition and Ideas of Built Heritage	04
<b>ChapterNo.8.</b> Important Monuments of India – Sanchi, Ajanta, Shravanabelagola, Dilwara temple, Pattadakal, Konark (Sun temple), Khajuraho, Mahabalipuram, Agra –Taj Mahal, Delhi- Redfort.	04
<b>ChapterNo.9.</b> Places of Historical Importance: Delhi, Prayaga, Saranatha, Sanchi, Nalanda, Ellora, Puri, Varanasi, Rameshwaram, Hampi, Madurai, Shravanabelagola, Thanjavur and Agra.	06

### Books for Reference

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

### Pedagogy

**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.

**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.

**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.

**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.,

**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, visits places of historical interest, archaeological sites, museums and archives, read historical documents, maps and charts, write articles on historical and other related topics.

#### 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)**

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

## BA Semester1 OE- 1

Course Title: Cultural History of Karnataka (CE300- CE 1000) Part-I	
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 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 intersection cell if a course outcome addresses a particular program outcome.

## BA Semester 1 –OE 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 Course1	39/42Hrs
<b>Unit-1 Introduction</b>	13/14
<b>ChapterNo.1.</b> Antiquity of Karnataka Language and Script – Inscription and Development of Literature.	03
<b>ChapterNo.2.</b> Agriculture and Land Grants.	05
<b>ChapterNo.3.</b> Education and Emergence of Agraharas.	06
<b>Unit – 2 Social Conditions</b>	13/14
<b>ChapterNo.4.</b> Society – Family and Customs- Marriage system – Food Habits.	05
<b>ChapterNo.5.</b> Religion– Traditions and Rituals.	05
<b>ChapterNo.6.</b> Festivals – Dasara, Karaga, Mahamasthaka Abisheka; Pilgrimimages – Malemaleswara, Koodalasangama, Bande Navaz Urs .	04
<b>Unit-3. ReligiousTraditions</b>	13/14
<b>ChapterNo.7.</b> Pilgrim Circuits of Jainism and Buddhism.	04
<b>ChapterNo.8.</b> Hinduism-Cults: Shaiva- Vaishnava- Bhagavatha .	05
<b>ChapterNo.9.</b> Art and Architecture- Fine Arts and Performing Arts.	05

### *Books for Reference*

1. S. Settar - "Halagannada–Lipi, Lipikara, Lipi Vyavasaya"
2. K.R Basavaraja - "History and Culture of Karnataka"
3. R. Rajanna & A.C Nagesh - "Karnatakada Charithre" Volume I
4. P.B. Desai - "A History of Karnataka"
5. A. Sundara (Ed) - "Karnataka Charitre" Volume I
6. B. Surendra Rao (Ed.) - "Karnataka Charitre" Volume II
7. S. Settar - " Halagannada; Bhashe, Bhasha Vikasa, Bhasha Bandhavaya"
8. M. Chidananda Murthy - "Karnataka Shasanagala Samskrutika Adhyayana"
9. S. Rajashekara - "Karnataka Architecture"
10. K. A. Nilakanta Sastri - "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:

### Weightage for assessments (in percentage)

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

## BA Semester1 OE- 1

Course Title: Introduction to Archaeology	
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):** 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 Out comes(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 intersection cell if a course outcome addresses a particular program outcome.

**BA**  
**BA Semester1 OE-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 or42	3	39 or42

Content of Course1	39/42Hrs
<b>Unit-1 Introduction</b>	13/14
<b>ChapterNo.1</b> Definition–Scope-Nature	03
<b>ChapterNo.2</b> Concepts –Artifacts–Assemblage–Industry–Culture-Layer	05
<b>ChapterNo.3</b> Kinds of Archaeology–Ethno, Marine and Salvage	06
<b>Unit – 2 Archaeology by Period</b>	13/14
<b>ChapterNo.4.</b> Lower Paleolithic–Middle Paleolithic–Upper Paleolithic Mesolithic –Chalcolithic– Bronzeage– Iron Age	05
<b>ChapterNo.5</b> Development in the Global Context–From Antiquarians to Scientific Archaeology–Finders Petrie-Pitt Rivers–Leonard Wooly.	05
<b>ChapterNo.6.</b> Archaeology in India–William Jones to Wheeler–The All chins– S.R. Rao–Archaeological Survey of India–Department of Archaeology Government of Karnataka.	04
<b>Unit-3 Exploration, Excavation and Analysis</b>	13/14
<b>ChapterNo.7</b> Identification of a Site–Field Survey–Sampling Techniques–Application of Scientific Methods.	05
<b>ChapterNo.8.</b> Methods of Excavation–Vertical And Horizontal–Trenching–Gridding	05
<b>ChapterNo.9</b> Excavation of Burial Mounds–Open Stripping–Quadrant Method –Excavation of Pits–Excavation of a Typical Site	04

*Books for Reference*

1. Agrawal D.P - Archaeology in India
2. Aiken M.J - Science based dating in archaeology
3. Allchin Bridget  
And Raymond Allchin - Rise of Civilization in India and Pakistan
4. AtkinsonRJC - Field Archaeology
5. Basker.P - Techniques of Archaeological
6. Excavation
7. Chakrabarthy D.K - A History of Indian Archaeology from the Beginning to 1947
8. Chakrabarthy D.K - Theoretical Perspectives in Indian Archaeology

- 9. Gosha.A - Encyclopaedia of Indian Archaeology
- 10. Rajan.K - Archaeology, Principles and Methods
- 11. 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:

Weightage for assessments (in percentage)

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

## BA Semester 1

### OE-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 outcomes whose attainment is attempted in this course. Mark 'X' in the intersection cell if a course outcome addresses a particular program outcome.

**BA**  
**BA Semester 1 OE-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
<b>Unit – 1 Introduction</b>	13/14
<b>Chapter No. 1</b> Definition –Meaning –Nature- Scope of History.	06
<b>Chapter No. 2</b> History and other Social Sciences.	05
<b>Chapter No. 3</b> History and Auxiliary Sciences.	02
<b>Unit – 2 Historians of Ancient, Medieval and Modern Period.</b>	13/14
<b>Chapter No. 4. Greek-</b> Herodotus Thucydides <b>Roman Historian’s</b> -Livy-Tacitus.	05
<b>Chapter No. 5. Medieval-</b> St.Augustine - Ibn Khaldun.	04
<b>Chapter No. 6. Modern -</b> Arnold Toynbee- Karl Marx	04
<b>Unit – 3 Historians of India</b>	13/14
<b>ChapterNo.7</b> Ancient Period -Kalhana- Medieval Period - Amir Khusrau- Zia ud din Barani- Abul Fazal. Modern Period -James Mill- Macaulay-.	06
<b>ChapterNo.8</b> Post Independence Historian-I Romila Thapar- Irfan Habib- Bipan Chandra	04
<b>Chapter No. 9</b> Post Independence Historian-II Ranjit Guha-Burton Stein	03

**Books for Reference**

1. Ramesh Chandra Sharma (Ed) -- “Historiography and historian in India since Independence”
2. Car E.H -- “What is history?”
3. Collingwood RG -- “The Idea of history”
4. Chitnis -- “Research Methodology in History -2020”
5. Subramanian N -- “Historiography”
6. Langalois and Segnobos -- “Introduction to the study of History”
7. Sreedharan E A -- “A Textbook of Historiography”
8. Jayapalan -- “Historiography”
9. 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 -- “It has a Samshodhana Sameekshe”

## Pedagogy

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

Assessment:

### Weightage for assessments (in percentage)

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

**BA Semester2 DSC 3**

Course Title :Political History of Karnataka ( 1000CEto 1750CE)	
TotalContactHours:39to42	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 Out comes (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 andethos 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 intersection cell if a course outcome addresses a particular program outcome.

**BA Semester 2****DSC 3****Title of the Course: Political History of Karnataka (1000CE to 1750 CE)**

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	39/42 Hrs
<b>Unit-1 Introduction</b>	13/14
<b>Chapter No.1.</b> Kalachuris of Kalyana- Bijjala II	05
<b>Chapter No.2.</b> The Hoysalas – Vishnuvardana - Ballala III	05
<b>Chapter No.3</b> The Seuanas (Yadavas) of Devagiri -Bhillama V - Singhana II.	04
<b>Unit – 2 Medieval Karnataka</b>	13/14
<b>Chapter No.4.</b> Vijayanagar–Dynasties	06
<b>Chapter No.5.</b> Bahamani States	05
<b>Chapter No.6.</b> Nayankas of Keladi (Ikkeri)-Yalahanka Nada Prabhus- Nayakas of Chithradurga	03
<b>Unit-3. Post Vijayanagar</b>	13/14
<b>Chapter No.7.</b> Early Wodeyars of Mysore	05
<b>Chapter No.8.</b> Maratha Rule in Karnataka – Shahaji- Shivaji-Peshwas	04
<b>Chapter No.9.</b> Administration Under Vijayanagara-Nayankara System-Keladi Shivappa Nayaka Shist	05

*Books for Reference*

1. K.R Basavaraja - "History and Culture of Karnataka"
2. P.B.Desai - "A History of Karnataka"
3. Burton Stein - "Vijayanagara"
4. B. Sheik Ali (Ed.) - "Karnataka Samagra Charitre" Volume IV.
5. B.Vivek Rai (Ed.) - "Pravasi Kanda Vijayanagara"
6. G.Yazdani - "History of the Deccan"
7. K.Satyanarayana - "History of the Wodeyars of Mysore"
8. Mohibul Hasan - "History of Tipu Sulthan"
9. T.V Mahalingam - "Administration and Social Life Under Vijayanagara"
10. K.V Ramesh - "History of South Kenara"
11. H.K. Sarwani and P M Joshi (Ed) - Medieval History of Deccan , Volume I & II
12. Suryanath U Kamath - Concise History of Karnataka
13. Noboru Karashima - A Concise History of South India
14. Nilakhanat Shastri K.A - History of South India
15. Prof. G R. Rangaswamaiah - Dhakshina Bharathada Ithihas.
16. Shiak Ali - Karnataka Charitre Volumes I to VII

## Pedagogy

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

## Assessment:

Weightage for assessments (in percentage)

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

## BA Semester2 DSC 4

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

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

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”.

CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(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 intersection cell if a course outcome addresses a particular program outcome.

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

*Books for Reference*

1. K.TAchaya - Indian Food Historical Companion
2. SachinShekharBiswas - Protecting the Cultural Heritage
3. N.KBose - Culture Zones of India in culture and Society in India.
4. S.Narayan - Indian Classical Dances
5. Prakash, H.SShiva - Traditional Theatres
6. KrishnaN.Reddy - Cultural Heritage of South India
7. Dr.A.Murageppa - Dakshin Bhartiya Jaanpad Kosh.Vol-III
8. Dr.Suryanath Kamat - Karnataka SankshiItihas
9. Shrinivas T - Bhartiya It has Mattu Parampare
10. K.R.Basavaraj - Karnataka History and Culture

## Pedagogy

- Lecture Method –Class RoomTeaching
- Visit to Archaeologicalsites
- Learn techniques of excavations
- Collaborative learnings trategies
- Learning about digging,TrenchingandExploration
- Collection and Preservation of Artifacts

Assessment:

**Weightage for assessments (in percentage)**

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

**BA**  
**Semester2 OE 2**

Course Title :Cultural History of Karnataka (CE 1100 to CE 1750)	
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 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 Out comes (POs 1-12)

Course Out comes (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 intersection cell if a course outcome addresses a particular program outcome.

**BA**  
**BA Semester2**  
**OE 2**

**Title of the Course:** Cultural History of Karnataka (CE 1100 to CE 1750)

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or42	3	39 or42

ContentofCourse1	39/42Hrs
<b>Unit-1.Introduction</b>	13/14
<b>ChapterNo.1</b> Vachana Movement – Anubhava Mantappa	05
<b>ChapterNo.2</b> Bhakthi Movement of Karnataka – Dasa Movement	04
<b>ChapterNo.3</b> Sufism and Christian Missionaries in Karnataka	05
<b>Unit – 2 Society and Economy</b>	13/14
<b>ChapterNo.4.</b> SocialConditions–CasteSystem–RitualsandCustoms	05
<b>ChapterNo.5.</b> EconomicConditions–Agriculture	04
<b>ChapterNo.6.</b> Indigenous Industries – Trade and Commerce	05
<b>Unit-3. Art and Architecture</b>	13/14
<b>Chapter No. 7</b> Temple Architecture - Islamic Architecture	05
<b>ChapterNo.8.</b> Church Architecture	04
<b>ChapterNo.9</b> Painting	05

*BooksforReference*

1. P.BDesai - History of Karnataka
2. K.RBasavaraja - History and Culture of Karnataka
3. B.R Hiremath - Karnataka Shasanagalalli Vartakaru
4. Rahamat Tarikere - Karnataka Sufigalu
5. Rajaram Hegde & M. V Vasu - Dakshina Karnataka Arasu Mane thangalu
6. R. R Diwakar - Karnataka Through the Ages
7. Suryanath U.Kamath - A History of Karnataka
8. H.K Sherwani - The Bahamani"s of the Deccan
9. Dept. of Archaeology - Vijayanagar Adhayayana
10. Baragur Ramachandrappa - Karnataka Sangathi

## Pedagogy

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

Assessment:

### Weightage for assessments (in percentage)

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

## BA Semester2 OE 2

Course Title: Manuscript logy	
Total Contact Hours: 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 manuscripts as an ancillary 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 Out comes(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 intersection cell if a course outcome addresses a particular program outcome.

## BASemester2 OE 2

Title of the Course: Manus criptology

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
<b>Unit-1Introduction</b>	13/14
<b>ChapterNo.1</b> Meaning-Definition-Character	04
<b>ChapterNo.2</b> ScopeandImportance	05
<b>ChapterNo.3</b> Types of Manuscripts- Methods of Study	04
<b>Unit – 2 Collection</b>	13/14
<b>Chapter No.4.</b> History of Manuscript logy	05
<b>Chapter No.5.</b> Indian Manuscript logy	04
<b>Chapter No.6.</b> Manuscripts in Kannada, Tiglari, Samskrit, Malayalam, Nandinagari, Devanagari and Modi	05
<b>Unit- 3 Editing</b>	13/14
<b>ChapterNo.7</b> Collection of Manuscripts	03
<b>ChapterNo.8.</b> Processof Editing	05
<b>ChapterNo.9</b> Preservation of Manuscripts	06

### Books for Reference

1. Chinthahar Chakravathi - Study of Manuscriptology
2. M.V Seetharamiah & M. Chidanadamurthy - Hastiprati Sastra
3. N. Geethacharya - Hastiprati Sastra Adhyayana
4. Sitharam Jahagirdar - **Kannada Grantha Sampadhana Sastra Parichaya**
5. S. Jagannath - Grantha Sampadana Shastra
6. Devarakonda reddy - Lipiya Huttumattu Belavanige
7. Madhava NaKatti - Lipishastra Pravesha
8. B.S Sanaya - Kannada Hasta Prathigala Micro film Soochi
9. T.V Venkatalachala Sastri - Halaya Honnu
10. A.K Sasthri - Sringeri Kadathagalu

## Pedagogy

- Class room 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:

### Weightage for assessments (in percentage)

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

## BA Semester 2 OE- 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)	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 intersection cell if a course outcome addresses a particular program outcome.

## BA Semester 2 OE 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 or42	3	39 or42

Content of Course 1	39/42 Hrs
<b>Unit – 1Introduction</b>	13/14
<b>Chapter No. 1</b> India’s Contacts with Outside World.	06
<b>Chapter No. 2</b> Importance of Foreign Accounts as a Source In Study of History..	05
<b>Chapter No. 3</b> A Critical Study of Foreign Accounts as a Source.	02
<b>Unit – 2 Greek- Chinese accounts on Ancient India</b>	13/14
<b>Chapter No. 4.</b> Greek Accounts with Special Reference to Megasthenes.	05
<b>Chapter No. 5.</b> Chinese Accounts with Special Reference to Fahien	04
<b>Chapter No. 6.</b> Hiuentang Account on Ancient India	04
<b>Unit – 3 Early Medieval and Medieval Period</b>	13/14
<b>ChapterNo.7</b> Arab Travelers with Special Reference to Suleiman.	06
<b>ChapterNo.8</b> Persian Travelers with Special Reference to Al-Biruni.	04
<b>Chapter No. 9</b> Foreign Accounts on Vijayanagara Empire	03

### Books for Reference

1. Robert Sewell                    --            “Forgotten Empire (Vijayanagara) A Contribution to the History of India”
2. Nagegowda H.L                --            “Pravasi Kanda India” (1 to 8 Volumes).
3. Shivaramayya                 --            “Pravasi Kanda India Ondu marupayana”.
4. Dr. B.A Vivek Roy             --            “Pravasi Kanda Vijayanagara”
5. Dr. Virupakshi Poojaralli    --            “Krishnadevarayana Thirthayathregalu”
6. MP Prakasha                  --            “Domingo peas kanda Vijayanagara”
7. Ashok Kumar Srivastava    --            “India as Described by the Arab Travellers”
8. Suryanath u Kamath         --            “ Karnatakada Sankshipta Itihasa (Concise History Of Karnataka)”
9. 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 routes.
- Use of digital content
- Collaborative learning strategies

## Assessment:

Weightage for assessments (inpercentage)

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