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

K. Mohan  
Member

Meenakshi H.G.  
Member

H. M.  
Member

K. P. M.  
Member

Shaheenabano  
Member

G. R.  
Member

B. S. K.  
Member

Member

T. S. Reddy  
Member

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

**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.	DisciplineCore(DS C)(Credits)(L+T+P)	DisciplineElective(DSE)/ OpenElective(OE)(Credit s)(L+T+P)	AbilityEnhancementCompul soryCourses(AECC),Languag es(Credits)(L+T+P)		SkillEnhancementCourses(SEC)			Total Credit s
					Skillbased(Credi ts)	Valuebased(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:DigitalFluen cy(2)(1+0+2)	Physical Education Yoga (1)(0+0+2)	Health &Wellness/S ocial&Emotio nalLearning (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 (CE11 to CE 1750) (3) Or Manuscriptology Or India as seen by Foreign Travellers	L1-2(3),L2- 2(3) (3+1+0each)	Environme ntalStudi es(2)		Physical Education Sports (1)(0+0+2)	Sports/NC C/NSSetc.( 2)(1+0+2)	25
ExitoptionwithCertificate (50credits)								
III								
IV								
ExitoptionwithDiploma inArts (100credits)ORChooseany one subjectasMajorand the otheras Minor								
V								
VI								
ExitoptionwithBachelorof Arts, B.A.DegreeinHistory and Economics(144credits)								
VII								
VIII								
AwardofBachelorof ArtsHonoursDegree,B.A.(Hons.)DegreeinHistory(186credits)								
*InlieuoftheresearchProject,twoadditionalelectivepapers/Internshipmaybeoffered.								



## **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

### **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 30:70 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

CourseTitle:Politicalhistoryof Karnataka(BCE-300toCE 1000)Part-1	
TotalContactHours:39to42	CourseCredits: 3
FormativeAssessmentMarks:40	Durationof ESA/Exam:60
ModelSyllabusAuthors:	SummativeAssessmentMarks:

**CoursePre-requisite(s):**Politicalhistoryof Karnataka(BCE-300toCE 1000)Part-1

**CourseOutcomes(COs):**

At theendofthe coursethe studentsshouldbe ableto:

(Write3-

7courseoutcomes.Courseoutcomesarestatementsofobservablestudentactionsthatserveasevidenceofknowledge,skills andvalues acquiredinthis course)

- UnderstandthecontinuityofPoliticaldevelopmentsandstrategies.
- Analysistheimportance ofcausesforthe riseofregionalpoliticaldynasties.
- Understand contextual necessities which influenced the era of politicalsupremacy.
- Understandanddescribe thecontemporarypoliticalhistory.
- Appreciate theconfluenceofdiverse politicalelements.

**CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs 1-12)**

CourseOutcomes(COs)/ProgramOutcomes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
DisciplinaryKnowledge	x	x	x	x	x	x	x	x		
CommunicationSkills	x	x	x	x	x	x	x	x		
CriticalThinking	x	x	x	x	x	x	x	x	x	x
ProblemSolving			x	x	x	x	x	x	x	x
AnalyticalReasoning	x	x	x	x	x	x	x	x		
Cooperation and TeamWork		x	x	x		x	x	x		x
ReflectiveThinking		x	x	x	x	x	x	x	x	x
Self-motivatedLearning			x	x	x	x	x	x	x	x
DiversityManagementandInclusiveApproach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
LifelongLearning		x		x	x	x	x	x		x

CourseArticulationMatrixrelatescourseoutcomesofcoursewiththecorrespondingprogram outcomes whose attainment is attempted in this course.Mark „X“ in the intersectioncellifacourseoutcomeaddresses aparticular programoutcome.

**BA Semester 1****DSC 1****Title of the Course:** Political History of Karnataka (BCE-300 to CE 1000) Part-1

<b>Course 1</b>		<b>Course 2</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 or 42</b>	<b>3</b>	<b>39 or 42</b>

<b>Content of Course 1</b>	<b>39/42 Hrs</b>
<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> Ritu and Sacrifices – Coronation ceremony – Rajasuya- Vajapeya	04
<b>Unit – 2 Early Beginnings :</b>	13/14
<b>Chapter No. 4. The Mauryas/ The Satavahanas /Kadambas of Banavasi</b>	04
<b>Chapter No. 5.</b> The Gangas of Talakad – Durvinittha – The Nolambas	04
<b>Chapter No. 6. Age of Empires</b> The Rashtrakutas – Amoghavarsha – Nrupatunga – Chalukyas of Badami – Pulakesin -II	06
<b>Unit-3 Kingdoms of Kalyana</b>	13/14
<b>Chapter No. 7</b> Chalukyas of Kalyana – Tailapa – Vikramaditya – VI – Someshwara III (CE-1076-1126)	05
<b>Chapter No. 8.</b> Kalachuries of Kalyana – Bijjala-II	05
<b>Chapter No. 9.</b> Central and Provincial administration from Gangas of Talakadu to Kalachuries of Kalyana	04

**Books for Reference**

1. K.R. Basavaraja - "History and Culture of Karnataka"
2. R.S. Mugali - "Clipses 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 Charitra" Volume I
6. B. Surendra Rao (Ed.) - "Karnataka Charitra" Volume II
7. R.R. Diwakar - "Karnataka Through the Ages"
8. M. Chidananda Murthy - "Karnataka Shasanagala Samskrutika Adhyayana"
9. S. Settar - "Halagannada – Lipi, Lipikara, Lipi Vyavastha"
10. A. C. Nagesh - "Pracheena Karnataka Charitra"

## Pedagogy

- LectureMethod –ClassRoomTeaching
- LearningThroughProjectwork
- Collaborativelearningstrategies
- UseofLearningRecourseslikeasAudio–  
Visual aids  
FilmsDocumentaries  
Visittohistoricalsites

## Assessment:

Weightageforassessments(inpercentage)

FormativeAssessment		
	InternalAssessment	Theory PartSemesterEndExaminati on
InternalTest	20	60
Assignments/Ma pstudy	10	
VivaVoice	10	
<b>Total</b>	<b>40</b>	
<b>GrandTotal</b>		<b>100</b>

**BA Semester1**  
**DSC 2**

CourseTitle:CulturalHeritageof India	
TotalContactHours:39to42	CourseCredits: 3
FormativeAssessmentMarks:40	Durationof ESA/Exam:60
ModelSyllabusAuthors:	SummativeAssessmentMarks:

**CoursePre-requisite(s):**CulturalHeritage ofIndia

**CourseOutcomes(COs):**

At theendofthe coursethe studentshouldbe ableto:

- Provideaninsight aboutanextensive surveyofheritage of India
- FamiliarizeIndian historyandculture
- Expertizetoanalysefurtherdevelopmentofculture ofIndia
- Analyse thefactorresponsible for origin and declineofculture
- Provide the opportunitytounderstandthe processofculturaldevelopment

**CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs 1-12)**

CourseOutcomes(COs)/ProgramOutcomes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
DisciplinaryKnowledge	x	x	x	x	x	x	x	x		
CommunicationSkills	x	x	x	x	x	x	x	x		
CriticalThinking	x	x	x	x	x	x	x	x	x	x
ProblemSolving			x	x	x	x	x	x	x	x
AnalyticalReasoning	x	x	x	x	x	x	x	x		
Cooperation and TeamWork		x	x	x		x	x	x		x
ReflectiveThinking		x	x	x	x	x	x	x	x	x
Self-motivatedLearning			x	x	x	x	x	x	x	x
DiversityManagementandInclusiveApproach	x	x	x	x		x	x	x		
Moral and EthicalAwarenessReasoning	x	x	x	x	x	x	x	x		x
LifelongLearning		x		x	x	x	x	x		x

CourseArticulationMatrixrelatescourseoutcomesofcoursewiththecorrespondingprogram outcomes whose attainment is attempted in this course.Mark „X“ in the intersectioncellifacourseoutcomeaddresses aparticular programoutcome.

**BA Semester1****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 or 42</b>	<b>3</b>	<b>39 or 42</b>

<b>Content of Course1</b>	<b>39/42 Hrs</b>
<b>Unit – 1 Introduction</b>	13/14
<b>Chapter No.1</b> Meaning, Definition Historical Cultural Heritage-Concepts, Characteristics-Types of Indian Cultural Heritage: Tangible, Intangible, Oral and Living traditions.	04
<b>Chapter No.2</b> Significance of Fairs And Festivals, Religious Rituals: Regional, Folk, Tribal, National – Monsoon Fairs – Animal Fairs	05
<b>Chapter No.3</b> Pilgrimage Centers of India – Kashi, Ujjaini, Rameswara, Mount Abu Ajmer, Sharvanabelagola, Bande Navaz Darga, Amritsar, Goa, Velangani,	05
<b>Unit – 2 Legends, Narratives and Cultural Ethos</b>	13/14
<b>Chapter No.4.</b> Meaning, Significance, Forms and Tradition of Legends. Puranic Legends- Ramayana and Mahabharata: Panchatantra, Jataka.	06
<b>Chapter No.5.</b> Traditional Performing Arts - Bharat Natya Shastra: The Source of Performing Indian Classical Arts;	03
<b>Chapter No.6.</b> Indian Classical Music - Dances as Cultural Heritage. Oral Tradition and Performing Arts Carnatic Music and Hindustan Music – India Theatre.	05
<b>Unit-3 Architecture and Built Heritage</b>	13/14
<b>Chapter No.7</b> Meaning, Definition and Ideas of Built Heritage	05
<b>Chapter No.8. Important Monuments of India</b> Shore Temple (Mahabalipuram), Aihole. Badami, Pattadakal. Ajanta-Ellora, Jaganatha Temple – Puri, Konark Sun Temple, Khajuraho, Sanchi. Taj Mahal, Redfort.	03
<b>Chapter No.9 Places of Historical Importance:</b> Delhi, Agra, Nalanda, Saranatha, Sanchi, Hampi, Prayaga, Varanasi, Ramaeshwaram, Dwaraka, Konark. Madurai, Sharavanabelagola, Thanjavur.	06

## Books for Reference

1. S. Radhakrishnan - "Culture of India"
2. K. T. Acharya - 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 Nāṭyaśāstra, 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 should enable 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, visit 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:**

**Weightageforassessments(inpercentage)**

<b>FormativeAssessment</b>		
	<b>InternalAssessment</b>	<b>Theory PartSemesterEndExaminati on</b>
InternalTest	20	60
Assignments/Ma pstudy	10	
VivaVoice	10	
<b>Total</b>	<b>40</b>	
<b>GrandTotal</b>		<b>100</b>



**BA**  
**Semester1 OE- 1**

CourseTitle: CulturalHistoryofKarnataka(CE300- CE 1000) Part-I	
TotalContactHours:39to42	CourseCredits: 3
FormativeAssessmentMarks:40	Durationof ESA/Exam:60
ModelSyllabusAuthors:	SummativeAssessmentMarks:

**CoursePre-requisite(s):** Cultural HistoryofKarnataka(CE300-CE1000)Part-I

**CourseOutcomes(COs):**

At theendofthe coursethe studentsshouldbe ableto:

- Provide aninsight aboutthecultural developmentofKarnataka.
- FamiliarizeKarnatakahistoryandculture.
- ExpertizetoanalyzefurtherdevelopmentofcultureofKarnataka.
- Analyze thefactorsresponsiblefororigin anddeclineofdynasties.
- Provide the opportunityto understandthe processofculturaldiversities.

**CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs 1-12)**

CourseOutcomes(COs)/ProgramOutcomes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
DisciplinaryKnowledge	x	x	x	x	x	x	x	x		
CommunicationSkills	x	x	x	x	x	x	x	x		
CriticalThinking	x	x	x	x	x	x	x	x	x	x
ProblemSolving			x	x	x	x	x	x	x	x
AnalyticalReasoning	x	x	x	x	x	x	x	x		
Cooperation and TeamWork		x	x	x		x	x	x		x
ReflectiveThinking		x	x	x	x	x	x	x	x	x
Self-motivatedLearning			x	x	x	x	x	x	x	x
DiversityManagementandInclusiveApproach	x	x	x	x		x	x	x		
Moral and EthicalAwarenessReasoning	x	x	x	x	x	x	x	x		x
LifelongLearning		x		x	x	x	x	x		x

CourseArticulationMatrixrelatescourseoutcomesofcoursewiththecorrespondingprogram outcomes whose attainment is attempted in this course.Mark „X“ in the intersectioncellifacourseoutcomeaddresses aparticular programoutcome.

**BA Semester1 –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 or 42	3	39 or 42

Content of Course1	39/42 Hrs
<b>Unit-1 Introduction</b>	13/14
<b>Chapter No.1</b> Antiquity of Karnataka Language and Script – Inscription and Development of Literature.	03
<b>Chapter No.2</b> Agriculture and Land Grants	05
<b>Chapter No.3</b> Education and Emergence of Agraharas	06
<b>Unit – 2 Social Conditions</b>	13/14
<b>Chapter No.4.</b> Society – Family and Customs- Marriage system – Food Habits	05
<b>Chapter No.5.</b> Religion – Traditions and Rituals	05
<b>Chapter No.6.</b> Festivals – Dasara, Karaga, Mahamasthaka Abhisheka; Pilgrim Images – Malema Deswara, Koodalasangama, Bande Navaz Urs	04
<b>Unit-3 Religious Traditions</b>	13/14
<b>Chapter No.7</b> Pilgrim Circuits of Jainism and Buddhism	04
<b>Chapter No.8.</b> Hinduism-Cults: Shaiva- Vaishnava- Bhagavatha	05
<b>Chapter No.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 - "Karnataka 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

- LectureMethod –ClassRoomTeaching
- LearningThroughProjectwork
- Collaborativelearningstrategies
  - UseofLearningRecourseslikeasAudi
  - o–Visual aids
  - FilmsDocumenta
  - ries
  - Visittohistorical sites

## Assessment:

### Weightageforassessments(inpercentage)

FormativeAssessment		
	InternalAssessment	Theory PartSemesterEndExaminati on
InternalTest	20	60
Assignments/Mapstudy	10	
VivaVoice	10	
<b>Total</b>	<b>40</b>	
<b>GrandTotal</b>		<b>100</b>

## BA Semester1 OE- 1

CourseTitle:IntroductiontoArchaeology	
TotalContactHours:39to42	CourseCredits: 3
FormativeAssessmentMarks:40	Durationof ESA/Exam:60
ModelSyllabusAuthors:	SummativeAssessmentMarks:

**CoursePre-requisite(s):**IntroductiontoArchaeology

**CourseOutcomes(COs):**

At theendofthe coursethe studentshouldbe ableto:

- UnderstandtheconceptofArchaeologyasanancillary forstudyofhistory
- Help to studyfeaturesof Archaeologyin understandinghistory
- Familiarizethestudentstoknowaboutscope ofArchaeology.
- Understandthevarious tools and techniques imbibed inArchaeology
- Studyvariouschools ofdisciplines ofArchaeology.

**CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs 1-12)**

CourseOutcomes(COs)/ProgramOutcomes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
DisciplinaryKnowledge	x	x	x	x	x	x	x	x		
CommunicationSkills	x	x	x	x	x	x	x	x		
CriticalThinking	x	x	x	x	x	x	x	x	x	x
ProblemSolving			x	x	x	x	x	x	x	x
AnalyticalReasoning	x	x	x	x	x	x	x	x		
Cooperation and TeamWork		x	x	x		x	x	x		x
ReflectiveThinking		x	x	x	x	x	x	x	x	x
Self-motivatedLearning			x	x	x	x	x	x	x	x
DiversityManagementandInclusiveApproach	x	x	x	x		x	x	x		
Moral and EthicalAwarenessReasoning	x	x	x	x	x	x	x	x		x
LifelongLearning		x		x	x	x	x	x		x

CourseArticulationMatrixrelatescourseoutcomesofcoursewiththecorrespondingprogram outcomes whose attainment is attempted in this course.Mark „X“ in the intersectioncellifcourseoutcomeaddresses aparticular programoutcome.

**BA****BA Semester1 OE-1****Title of the Course:** Introduction to Archaeology

<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 or 42</b>	<b>3</b>	<b>39 or 42</b>

<b>Content of Course1</b>	<b>39/42 Hrs</b>
<b>Unit-1 Introduction</b>	13/14
<b>Chapter No.1</b> Definition–Scope–Nature	03
<b>Chapter No.2</b> Concepts –Artifacts–Assemblage–Industry–Culture–Layer	05
<b>Chapter No.3</b> Kind of Archaeology–Ethno, Marine and Salvage	06
<b>Unit – 2 Archaeology by Period</b>	13/14
<b>Chapter No.4.</b> Lower Paleolithic–Middle Paleolithic–Upper Paleolithic Mesolithic–Chalcolithic– Bronze Age– Iron Age	05
<b>Chapter No.5.</b> Development in the Global Context–From Antiquarian to Scientific Archaeology–Finders Petrie–Pitt Rivers–Leonard Woolly.	05
<b>Chapter No.6.</b> Archaeology in India–William Jones to Wheeler–The Allchins–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>Chapter No.7</b> Identification of a Site–Field Survey–Sampling Techniques–Application of Scientific Methods.	05
<b>Chapter No.8.</b> Methods of Excavation–Vertical And Horizontal–Trenching–Gridding	05
<b>Chapter No.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 Civilisation in India and Pakistan
4. Atkinson R.J.C - Field Archaeology
5. Basker.P - Techniques of Archaeological Excavation
6. Chakrabarti D.K - A History of Indian Archaeology from the beginning to 1947
7. Chakrabarti D.K - Theoretical Perspectives in Indian Archaeology
8. Gosha.A - Encyclopaedia of Indian Archaeology
9. Rajan.K - Archaeology, Principles and Methods

10. RamanK.V

- Principles and Methods in Archaeology

## Pedagogy

- LectureMethod –ClassRoomTeaching
- VisittoArchaeologicalsites
- Learntechniquesofexcavations
- Collaborativelearningstrategies
- Learningaboutdigging,TrenchingandExploration
- CollectionandPreservationofArtifacts

## Assessment:

Weightageforassessments(inpercentage)

FormativeAssessment		
	InternalAssessment	Theory PartSemesterEndExaminati on
InternalTest	20	60
Assignments/Mapstudy	10	
VivaVoice	10	
<b>Total</b>	<b>40</b>	
<b>GrandTotal</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 -- "Itihasa Samshodana Sameeksha"

## 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**

CourseTitle:PoliticalHistoryofKarnataka(CE 11-CE 1750)	
TotalContactHours:39to42	CourseCredits: 3
FormativeAssessmentMarks:40	Durationof ESA/Exam:60
ModelSyllabusAuthors:	SummativeAssessmentMarks:

**CoursePre-requisite(s):** Political Historyof Karnataka(CE 11-CE 1799)

**CourseOutcomes(COs):**

At theendofthe coursethe studentshouldbe ableto:

- Understandtheriseandfall ofPolitical dynasties in Karnataka.
- Familiarizewiththepatternsofadministration.
- Analyzethetraditionalvaluesandethosof politicaldevelopment.
- Understandtheriseandfall ofregional variations.
- Studythe complexitiesinvolved inpolityofthetime.

**CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs 1-12)**

CourseOutcomes(COs)/ProgramOutcomes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
DisciplinaryKnowledge	x	x	x	x	x	x	x	x		
CommunicationSkills	x	x	x	x	x	x	x	x		
CriticalThinking	x	x	x	x	x	x	x	x	x	x
ProblemSolving			x	x	x	x	x	x	x	x
AnalyticalReasoning	x	x	x	x	x	x	x	x		
Cooperation and TeamWork		x	x	x		x	x	x		x
ReflectiveThinking		x	x	x	x	x	x	x	x	x
Self-motivatedLearning			x	x	x	x	x	x	x	x
DiversityManagementandInclusiveApproach	x	x	x	x		x	x	x		
Moral and EthicalAwarenessReasoning	x	x	x	x	x	x	x	x		x
LifelongLearning		x		x	x	x	x	x		x

CourseArticulationMatrixrelatescourseoutcomesofcoursewiththecorrespondingprogram outcomes whose attainment is attempted in this course.Mark „X“ in the intersectioncellifacourseoutcomeaddresses aparticular programoutcome.

**BASemester2****DSC 3****Title of the Course:** Political History of Karnataka (CE 11-CE 1750)

<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 or 42</b>	<b>3</b>	<b>39 or 42</b>

<b>Content of Course1</b>	<b>39/42 Hrs</b>
<b>Unit-1 Introduction</b>	<b>13/14</b>
<b>Chapter No.1 The Hoysalas</b>	<b>05</b>
<b>Chapter No.2 The Yadavas of Devagiri</b>	<b>05</b>
<b>Chapter No.3 The Seuanas</b>	<b>04</b>
<b>Unit – 2 Medieval Karnataka</b>	<b>13/14</b>
<b>Chapter No.4. Vijayanagar–Dynasties- Bahamani States</b>	<b>06</b>
<b>Chapter No.5. Nayankara System – Keladi Shivappa Nayaka – Shistu</b>	<b>05</b>
<b>Chapter No.6. Maratha Rule in Karnataka – Shahaji- Shivaji</b>	<b>03</b>
<b>Unit-3 Post Vijayanagar</b>	<b>13/14</b>
<b>Chapter No.7 Wodeyars of Mysore–Nayakas of Chithradurga–Nayakas of Keladi</b>	<b>05</b>
<b>Chapter No.8. Minor Chieftains- Yalahanka Nada Prabhus – Sonda Nayakas</b>	<b>04</b>
<b>Chapter No.9 Administration from Hoysalas to Post Vijayanagar Period</b>	<b>05</b>

*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. Sheikh Ali (Ed.) - "Karnataka Samagra Charitre" Volume IV.
5. B. Vivek Rai (Ed.) - "Pravasi Kanda Vijayanagara"
6. G. Yazdani - "History of the Deccan"
7. K. Satyanarayana - "History of the Wodeyars of Mysore"
8. Mohibul Hasan - "History of Tipu Sulthan"
9. T.V. Mahalingam - "Administration and Social Life Under Vijayanagara"
10. K.V. Ramesh - "History of South Kanara"

## Pedagogy

- LectureMethod –ClassRoomTeaching
- VisittoArchaeologicalsites
- Learntechniquesofexcavations
- Collaborativelearningstrategies
- Learningaboutdigging,TrenchingandExploration
- CollectionandPreservationofArtifacts

## Assessment:

Weightageforassessments(inpercentage)

FormativeAssessment		
	InternalAssessment	Theory PartSemesterEndExaminati on
InternalTest	20	60
Assignments/Ma pstudy	10	
VivaVoice	10	
<b>Total</b>	<b>40</b>	
<b>GrandTotal</b>		<b>100</b>

## BA Semester2 DSC 4

CourseTitle:CulturalHeritageofKarnataka	
TotalContactHours:39to42	CourseCredits: 3
FormativeAssessmentMarks:40	Durationof ESA/Exam:60
ModelSyllabusAuthors:	SummativeAssessmentMarks:

**CoursePre-requisite(s):**CulturalHeritageofKarnataka

**CourseOutcomes(COs):**

At theendofthe coursethe studentshouldbe ableto:

- Understandtheconcept ofcultural heritage ofKarnataka
- Studyvariousculturalfactors which influencetheflowofculture
- Familiarizethefactorswhichinfluencedin influencing cultureandsociety
- Analyzethefactorsresponsibleforformation ofpluralisticsociety
- Understandtheconcept“Unityindiversity”.

**CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs 1-12)**

CourseOutcomes(COs)/ProgramOutcomes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
DisciplinaryKnowledge	x	x	x	x	x	x	x	x		
CommunicationSkills	x	x	x	x	x	x	x	x		
CriticalThinking	x	x	x	x	x	x	x	x	x	x
ProblemSolving			x	x	x	x	x	x	x	x
AnalyticalReasoning	x	x	x	x	x	x	x	x		
Cooperation and TeamWork		x	x	x		x	x	x		x
ReflectiveThinking		x	x	x	x	x	x	x	x	x
Self-motivatedLearning			x	x	x	x	x	x	x	x
DiversityManagementandInclusiveApproach	x	x	x	x		x	x	x		
Moral and EthicalAwarenessReasoning	x	x	x	x	x	x	x	x		x
LifelongLearning		x		x	x	x	x	x		x

CourseArticulationMatrixrelatescourseoutcomesofcoursewiththecorrespondingprogram outcomes whose attainment is attempted in this course.Mark „X“ in the intersectioncellifacourseoutcomeaddresses a particular programoutcome.



**BA Semester 2****DSC 4****Title of the Course:** Cultural Heritage of Karnataka

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

Content of Course 1	39/42 Hrs
<b>Unit – 1 Karnataka Cultural Heritage : An Introduction</b>	13/14
<b>Chapter No. 1</b> Meaning, Definition and Historical Background of Cultural Heritage	05
<b>Chapter No. 2</b> Characteristic of Karnataka Heritage	05
<b>Chapter No. 3</b> Significance of Cultural Heritage	04
<b>Unit – 2 Fairs, Festivals and Rituals</b>	13/14
<b>Chapter No. 4.</b> Historical Background of Fairs, Festivals and Rituals and their importance in Karnataka Culture	06
<b>Chapter No. 5.</b> Fairs of Karnataka- Types of Fairs – Temple Fairs (Utsava) Folk Fairs, Urs, Karaga, Baisaki, -Kaveri Sankaramana, Kambali-Jallikatu	06
<b>Chapter No. 6.</b> Festivals of Karnataka – Religious Festivals Ugadi, Ganesha Chaturthi- Dasara- Deepavali Huttari, Pongal, Muharam, Id-ul-Fitr (Ramzan) Id-ul-Zuha (Bakrid), Gurunank Jayanthi and Christmas	02
<b>Unit – 3 Traditional Arts and Architecture and Cultural Ethos</b>	13/14
<b>Chapter No. 7</b> Meaning of Art and Architecture – Forms of Dance	05
<b>Chapter No. 8.</b> Forms of Music	05
<b>Chapter No. 9</b> Architecture and Built Heritage	04

**Books for Reference**

- |                          |   |   |
|--------------------------|---|---|
| 1. K.T. Acharya          | - | Indian Food Historical Companion                        |
| 2. Sachin Shekhar Biswas | - | Protecting the Cultural Heritage                        |
| 3. N.K. Bose             | - | Culture Zones of India in culture and Society in India. |
| 4. S. Narayan            | - | Indian Classical Dances                                 |
| 5. Prakash, H.S. Shiva   | - | Traditional Theatres                                    |
| 6. Krishna N. Reddy      | - | Cultural Heritage of South India                        |
| 7. Dr. A. Murageppa      | - | Dakshin Bhartiya Jaanpad Kosh. Vol-III                  |
| 8. Dr. Suryanath Kamat   | - | Karnataka Sankshipt Itihas                              |
| 9. Shrinivas T           | - | Bhartiya Itihas Mattu Parampare                         |
| 10. K.R. Basavaraj       | - | Karnataka History and Culture                           |

## Pedagogy

- LectureMethod –ClassRoomTeaching
- VisittoArchaeologicalsites
- Learntechniquesofexcavations
- Collaborativelearningstrategies
- Learningaboutdigging,TrenchingandExploration
- CollectionandPreservationofArtifacts

Assessment:

**Weightageforassessments(inpercentage)**

FormativeAssessment		
	InternalAssessment	Theory PartSemesterEndExaminati on
InternalTest	20	60
Assignments/Ma pstudy	10	
VivaVoice	10	
<b>Total</b>	<b>40</b>	
<b>GrandTotal</b>		<b>100</b>

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

CourseTitle:CulturalHistoryofKarnataka (CE 1100 to CE 1750)	
TotalContactHours:39to42	CourseCredits: 3
FormativeAssessmentMarks:40	Durationof ESA/Exam:60
ModelSyllabusAuthors:	SummativeAssessmentMarks:

**CoursePre-requisite(s):**CulturalHistoryofKarnataka(CE 1100 to CE 1750)

**CourseOutcomes(COs):**

At the end of the course the students 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 intersection cell if a course outcome addresses a particular program outcome.

**BA**  
**BA Semester 2 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 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> Vachana Movement – Anubhava Mantappa	05
<b>Chapter No. 2</b> Bhakthi Movement of Karnataka – Dasa Movement	04
<b>Chapter No. 3</b> Sufism and Christian Missionaries in Karnataka	05
<b>Unit – 2 Society and Economy</b>	13/14
<b>Chapter No. 4.</b> Social Conditions – Caste System – Rituals and Customs	05
<b>Chapter No. 5.</b> Economic Conditions – Agriculture	04
<b>Chapter No. 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>Chapter No. 8.</b> Church Architecture	04
<b>Chapter No. 9</b> Painting	05

*Books for Reference*

- |                             |   |                                       |
|-----------------------------|---|---------------------------------------|
| 1. P.B Desai                | - | History of Karnataka                  |
| 2. K.R Basavaraja           | - | History and Culture of Karnataka      |
| 3. B.R Hiremath             | - | Karnataka Shasanagalalli Vartakaru    |
| 4. Rahamat Tarikere         | - | <b>Karnataka Sufi Galu</b>            |
| 5. Rajaram Hegde & M.V Vasu | - | Dakshina Karnataka Arasu Manethangalu |
| 6. R.R Diwakar              | - | Karnataka Through the Ages            |
| 7. Suryanath U. Kamath      | - | A History of Karnataka                |
| 8. H.K Sherwani             | - | The Bahamani "sof the Deccan"         |
| 9. Dept. of Archaeology     | - | Vijayanagar Adhayayana                |
| 10. Baragur Ramachandrappa  | - | Karnataka Sangathi                    |

## Pedagogy

- LectureMethod –ClassRoomTeaching
- Visittohistoricalsites
- GroupDiscussion
- Visittoculturalsites
- Preparationofcharts

Assessment:

**Weightageforassessments(inpercentage)**

FormativeAssessment		
	InternalAssessment	Theory PartSemesterEndExaminati on
InternalTest	20	60
Assignments/Ma pstudy	10	
VivaVoice	10	
<b>Total</b>	<b>40</b>	
<b>GrandTotal</b>		<b>100</b>

## BA Semester2 OE 2

CourseTitle:Manuscriptology	
TotalContactHours:39to42	CourseCredits: 3
FormativeAssessmentMarks:40	Durationof ESA/Exam:60
ModelSyllabusAuthors:	SummativeAssessmentMarks:

**CoursePre-requisite(s):**Manuscriptology

**CourseOutcomes(COs):**

At theendofthe coursethe studentshouldbe ableto:

- Understandtheimportance ofmanuscripts
- Studymanuscriptsasanancillaryfor studyofhistory
- Understandtheconcept ofcataloguing ofmanuscripts
- Practicethescience ofconservation and preservation ofmanuscripts
- Visitlibraries andArchivestostudyconservationandpreservation

**CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs 1-12)**

CourseOutcomes(COs)/ProgramOutcomes(POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
DisciplinaryKnowledge	x	x	x	x	x	x	x	x		
CommunicationSkills	x	x	x	x	x	x	x	x		
CriticalThinking	x	x	x	x	x	x	x	x	x	x
ProblemSolving			x	x	x	x	x	x	x	x
AnalyticalReasoning	x	x	x	x	x	x	x	x		
Cooperation and TeamWork		x	x	x		x	x	x		x
ReflectiveThinking		x	x	x	x	x	x	x	x	x
Self-motivatedLearning			x	x	x	x	x	x	x	x
DiversityManagementandInclusiveApproach	x	x	x	x		x	x	x		
Moral and EthicalAwarenessReasoning	x	x	x	x	x	x	x	x		x
LifelongLearning		x		x	x	x	x	x		x

CourseArticulationMatrixrelatescourseoutcomesofcoursewiththecorrespondingprogram outcomes whose attainment is attempted in this course.Mark „X“ in the intersectioncellifacourseoutcomeaddresses a particular programoutcome.

## BASemester2 OE 2

**Title of the Course:** Manuscriptology

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
<b>Unit-1 Introduction</b>	13/14
<b>Chapter No.1</b> Meaning-Definition-Character	04
<b>Chapter No.2</b> Scope and Importance	05
<b>Chapter No.3</b> Types of Manuscripts- Methods of Study	04
<b>Unit – 2 Collection</b>	13/14
<b>Chapter No.4.</b> History of Manuscriptology	05
<b>Chapter No.5.</b> Indian Manuscriptology	04
<b>Chapter No. 6.</b> Manuscripts in Kannada, Tigrari, Sanskrit, Malayalam, Nandinagari, Devanagari and Modi	05
<b>Unit- 3 Editing</b>	13/14
<b>Chapter No.7</b> Collection of Manuscripts	03
<b>Chapter No.8.</b> Process of Editing	05
<b>Chapter No.9</b> Preservation of Manuscripts	06

### *Books for Reference*

- |  |   |   |
|--|---|---|
| 1. Chintahar 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 Sampadhana Shastra                  |
| 6. Devarakondareddy                      | - | Lipiya Huttumattu Belavanige                |
| 7. Madhava Na Katti                      | - | Lipi Shastra Pravesha                       |
| 8. B.S Sanaya                            | - | Kannada Hasta Prathigala Microfilm Soochi   |
| 9. T.V Venkatalachala Sastri             | - | Halaya Honnu                                |
| 10. A.K Sasthri                          | - | Sringeri Kadathagalu                        |



## Pedagogy

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

## 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 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 AwarenessReasoning	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 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> 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 Fa hien	04
<b>Chapter No. 6.</b> Hiuen tsang Account on Ancient India	04
<b>Unit – 3 Early Medieval and Medieval period</b>	13/14
<b>Chapter No. 7</b> Arab Travelers with Special Reference to Suleiman.	06
<b>Chapter No. 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 (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>