

H.K.E. SOCIETIES

SMT. CHINNAMMA BASAPPA PATIL ARTS



AND COMMERCE DEGREE COLLEGE CHINCHOLI DEPARTMENT OF HISTORY

SYLLABUS OF NEP



NATIONAL EDUCTION POLICY 2020

HISTORY SYLLABUS

BACHULAR OF ARTS (BASIC/HONS.) IN HISTORY/MASTER OF ARTS IN HISTORY

WITH EFFECT FROM 2021-22 ONWARDS

DEPARTMENT OF STUDIES AND RESEARCH IN HISTORY GULBARGA UNIVERSITY, KALABURAGI-585106

BA Semester 1

Course Title: Political history of Karnata	ka (BCE-3 to 10 CE) Part-1
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 70
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Political history of Karnataka (BCE-3 to 10 CE) Part-1

Course Outcomes (COs):

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

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

- · Understand the continuity of Political developments and strategies.
- Analysis the importance of causes for the rise of regional political dynasties.
- Understandcontextualnecessitieswhichinfluencedtheeraofpolitica I supremacy.
- Understand and describe the contemporary politicalhistory.
- Appreciate the confluence of diverse politicalelements.

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	х	X	х	х	х	х	х	1	
Communication Skills	X	х	X	х	х	х	х	х		
Critical Thinking	X	x	X	х	х	х	х	х	х	х
Problem Solving			X	х	х .	х	х	х	х	х
Analytical Reasoning	X	х	X	х	х	х	х	х		
Cooperation and Team Work		х	X	х	-114	x	х	х		х
Reflective Thinking		х	X	х	х	х	х	х	х	х
Self-motivated Learning			X	х	х	х	х	х	х	х
Diversity Management and Inclusive Approach	Х	х	X	х		x	х	х		
Moral and Ethical Awareness Reasoning	Х	x	Х	х	х	х	х	х		х
Lifelong Learning		х		х	х	х	х	х	1	х

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

Dr. Manjula. B. Chincholi Co-Ordinator Dept. of Studies in History Gulbarga University, KALABURAGI

BA **BA Semester 1**

Title of the Course: Political History of Karnataka (BCE-3 to 10 CE) Part-1

	ourse 1 (SC-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	42 Hrs			
Unit – 1 Introduction	14			
Chapter No. 1 Survey of sources- Pre historic culture	04			
Chapter No. 2 The Mauryas –Chandra Guptha Maurya- Bindusara-Asoka-The Satavahanas-GautamiputraSatakarni – Kadmbas of Banavasi-Mayura Sharma-Land grants-Political institutions of Kadamba period.				
Chapter No. 3 The Gangas of Talakad - Durvineetha –Sri Purusha-Rachamalla – Chavundaraya-The Nolambas of Henjeru.	04			
Unit-2 The Age of Empires	14			
Chapter No. 4. Chalukyas of Badami – Pulikesin – II, Vinayaditya.	04			
Chapter No. 5. The Rastrakutas: Krishna-I-Govinda-III – Amoghavarsha Nrupatunga				
Chapter No. 6. The Chalukyas of Kalyana :Tailapa-II- Vikramaditya VI Someshwara-III (CE176-CE1126) – Kalachuries of Kalyana – Bijalla-II	06			
Unit – 3 Formation of State	14			
Chapter No. 7. Nature of State, Kingship – Duties and Functions of King and his Ministers-saptanga theory.	05			
Chapter No. 8. Central And Provincial Administration	05			
Chapter No. 9. Ritulas and Sacrifices – Coronation ceremony-Rajasuya and vajapeya.	04			

Books for Reference:

1. K.R Basavaraja

2. R.SMugali

3. P.B.Desai

4. H.V ShrinivasaMurthy andR.Ramakrishnan

5. A.Sundara(Ed)

6. B. SurendraRao(Ed.)

7. R.RDiwakar

8. M.Chidananda Murthy

History and Culture of Karnataka

Glimpses ofKarnataka

A History ofKarnataka

Co-Ordinator

Dr. Manjula. B. Chincholi

A Concise History of Karnataka t. of Studies in History Karnataka Charitre- Volumel arga University, KALABURAGI

Karnataka Charitre- Volumell

Karnataka Through theAges

Karnataka ShasanagalaSamskrutika

Adhyayana

9. S.Settar Halagannada – Lipi, Lipikara, Lipi

- Lecture Method Class RoomTeaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses
- Likeas Audio Visualaids
- Films Documentaries
- · Visit to historical sites

Assessment:

Weight age for assessments (in percentage)

Outline for continuous assessment activities for CI and C2

F	ormative Assessment		
Activities	CI	C2	Total Marks
Session Test	10% Marks	10%	20%
Sessions/Presentati ons/Activity	05%Marks		05%
Case study /Assignment/Field Work/Project Work Etc		05%	05
Total	15%	15%	30%

Date:13.09.2021

CourseCo-Ordinator

Subject CommitteeChairperson

Prof. R Rajanna

DEAN SOUNCES

Dr. Manjula. B. Chincholi
Co-Ordinator
Dept. of Studies in History
Gutbarga University, KALABURAGE

BA Semester 1

Course Title: Cultural Heritage ofIndia	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 70
Model Syllabus Authors:	Summative Assessment Marks:

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

Course Outcomes (COs):

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

- Provide an insight about an extensive survey of heritage ofIndia
- · Familiarize Indian history andculture
- Expertise to analyse further development of culture ofIndia
- · Analyse the factor responsible for origin and decline ofculture
- Provide the opportunity to understand the process of culturaldevelopment

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	х	x	x	х	х	х	х	х		
Communication Skills	x	x	x	х	х	х	х	х		
Critical Thinking	x	x	x	x	х	х	х	х	х	x
Problem Solving			x	x	х	х	х	x	х	x
Analytical Reasoning	x	x	x	х	х	х	х	х		
Cooperation and Team Work		х	х	х		х	х	х		х
Reflective Thinking		х	х	х	х	х	х	х	x	х
Self-motivated Learning			x	х	х	х	х	х	х	x
Diversity Management and Inclusive Approach	х	x	x	х		х	x	x		
Moral and Ethical Awareness Reasoning	х	х	х	х	х	х	x	x		х
Lifelong Learning		х		х	х	х	x	х		x

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

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Dept. of Studies in History Gulbarga University, KALABURAGI

BA Semester 1

Title of the Course: Cultural Heritage ofIndia

	ourse 1 (DSC-2)		Course 2
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

Content of Course 1	42 Hrs
Unit-1 Introduction	14
Chapter No. 1. Meaning, Definition Historical Cultural Heritage-Concepts, Characteristics-types of Indian Cultural Heritage: Tangible, Intangible, Oral and Living traditions.	04
Chapter No. 2. Significance - fairs, festivals, rituals: Regional, Folk,Tribal, National.	05
Chapter No. 3. Fairs: Religious, Folk, Animal, Monsoon; Ritual and Tirtha Kshetras Some important TirthaKshetras/Pilgrimage centers of India.	05
Unit-2 Legends, Narratives and Cultural Ethos	14
Chapter No. 4. Meaning, significance, forms and tradition of legends. Ramayana and Mahabharata- Panchtantra, Jataka, Traditional Performing Art. Folk dances and theatre.	06
Chapter No. 5. Bharata's Natya Shastra: The Source Texts on Performing Indian Classical Arts.	03
Chapter No. 6. Indian Classical dances as Cultural Heritage. Oral Tradition and PerformingArts. Carnatic Music and Hindusthani Music.	05
Unit – 3 Architecture and Built Heritage	14
Chapter No. 7. Meaning, Definition and Ideas of Built Heritage	05
Chapter No. 8. Important Monuments of India: Shore Temple (Mahabalipuram), Aihole. Badami, Pattadakal. Ajanta-Ellora.	03
Chapter No. 9. Important Monuments of India: Sarnath, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Taj mahal, Red fort, Places of Historicalimportance: Delhi,Agra, Nalanda, Saranatha, Sanchi, Hampi,Badami,Mahabalipuram,Ajantha, Ellora,Prayaga, Varanasi, Ramaeshwaram, Dwaraka, Konark, Khajuraho	06

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Books for Reference

1. S.Radhakrishnan - "Culture ofIndia"

2. K.TAchaya - Indian.food: A HistoricalCompanion,

3. Banga, I.(Ed) - The City in Indian History: UrbanDemography,

Society and Politics.

4. A.LBasham - The Wonder that wasIndia.

5. SachinShekharBiswas - Protecting the CulturalHeritage

6. N.KBose - Culture Zones of India in culture and Society inIndia.

7. S.Narayan - Indian Classical Dances.

8. Gokulsing,K.Moti - Popular Culture in a GlobalizedIndia,

9. BhanuShankarMehta - Ramlila VariedRespective

10. Rangacharya - The Natya shastra, English translation withcritical

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 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.

FACULTI OF SOCIAL SCIENCE

Dr. Manjula. B. Chino

Co-Ordinator

- Lecture Method Class RoomTeaching
- Learning Through Project work
- Collaborative learning strategies
- **Use of Learning Recourses**
- Likeas Audio Visualaids **Films Documentaries**
- Visit to historical sites

Assessment:

Weight age for assessments (in percentage)

Outline for continuous assessment activities for CI and C2

F	ormative Assessment		
Activities	CI	C2	Total Marks
Session Test	10% Marks	10%	20%
Sessions/Presentati ons/Activity	05%Marks		05%
Case study /Assignment/Field Work/Project Work Etc	100	05%	05
Total	15%	15%	30%

Date:13.09.2021

CourseCo-Ordinator

Subject CommitteeChairperson

Prof. R Rajanna

FACULTI OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106

Dr. Manjula, B. Chincholi Co-Ordinator

Dopt, of Studies in History Gulbarga University, KALABURAGI

Semester 1

Course Title: Cultural History of Karnatal	ka (CE 3-CE 10) Part-I
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 70
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural History of Karnataka (CE 3-CE 10) 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 andculture.
- 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 culturaldiversities.

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	х	х	х	х	х	х	х	х		
Communication Skills	х	х	х	х	х	х	х	х		
Critical Thinking	х	х	х	х	х	х	х	х	х	х
Problem Solving			х	. х	х	х	х	х	х	х
Analytical Reasoning	х	х	х	х	х	х	х	х		
Cooperation and Team Work		х	х	х		х	х	х		х
Reflective Thinking		х	х	х	х	х	х	х	х	х
Self-motivated Learning			х	х	х	х	х	х	х	х
Diversity Management and Inclusive Approach	х	х	х	х		х	х	х		
Moral and Ethical Awareness Reasoning	х	х	х	x	х	х	х	х		х
Lifelong Learning		х		х	х	х	х	х		х

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

Dr. Manjula. B. Chincholi Co-Ordinator

Dept. of Studies in History Gulbarga University, KALABURAGI

	Course 1 (OEC-1)		Course 2
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	42

Content of Course 1	42 Hrs
Unit – 1 Introduction	14
Chapter No. 1 Language and Script	03
Chapter No. 2 Land Grants – Kadambas	05
Chapter No. 3 Agriculture and Emergence of Agraharas – Education	06
Unit-2 Social Conditions	14
Chapter No. 4. Society-Marriage System-Food habits-Family and Customs.	05
Chapter No. 5. Religion – Traditions and Rituals	05
Chapter No. 6. Festivities-Pilgrimage.	04
Unit – 3 Religion and Art	14
Chapter No. 7 Jainism and Buddhism in Karnataka.	04
Chapter No. 8. Hinduism-Different Cults: Shaiva-Vaishnava-Bhagavata- Kalamukha-Kapalika-Shakta-Ganapathya.	05
Chapter No. 9. Art and Architecture-Paintings-Fine arts.	05

Books for Reference

10. K.A.NilakantaSastri

1.	S.Settar	-	"Halagannada — Lipi, Lipikara,Lipi Vyavasaya"
2.	K.R Basavaraja	-	"History and Culture of Karnataka"
3.	R. Rajanna &A.CNagesh	-	"KarnatakadaCharithre" VolumeI
4.	P.B.Desai	-	"A History of Karnataka"
5.	A.Sundara(Ed)	-	"Karnataka Charitre" Volumel
6.	B. SurendraRao(Ed.)	-	"Karnataka Charitre" Volume II
7.	S.Settar		"Karnataka Charitre" Volumel "Karnataka Charitre" Volume II "Halagannada; Bhashe, Bhasha Vikasa, minda Chinator History BhashaBandhavya" "Karnataka ShasanagalaSamskrutika Adhyayana" "Karnataka Architecture"
8.	M.Chidananda Murthy		"Karnataka ShasanagalaSamskrutika Oept. of University
9.	S. Rajashekara	-	"Karnataka Architecture"

"Karnataka Architecture"
 "A History of SouthIndia"

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- Lecture Method Class RoomTeaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses
- Likeas Audio Visualaids
- Films Documentaries
- · Visit to historical sites

Assessment:

Weight age for assessments (in percentage)

Outline for continuous assessment activities for CI and C2

F			
Activities	CI	C2	Total Marks
Session Test	10% Marks	10%	20%
Sessions/Presentati ons/Activity	05%Marks		05%
Case study /Assignment/Field Work/Project Work Etc		05%	05
Total	15%	15%	30%

Date:13.09.2021

CourseCo-Ordinator

Subject CommitteeChairperson

Prof. R Rajanna

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Co-Ordinator
Dept. of Studies in History
Gulbarga University, KALABURAGI

Dr. Manjula. B. Chincholi

Semester 1

Course Title: Introduction to Archaeology	<u> </u>
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 70
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 understandinghistory
- Familiarize the students to know about scope of Archaeology.
- Understand the various tools and techniques imbibed inArchaeology
- Study various schools of disciplines of Archaeology.

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

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	х	х	х	х	х	х	х	х		
Communication Skills	х	х	х	х	х	х	х	х		
Critical Thinking	х	х	х	х	х	х	х	х	х	х
Problem Solving			х	х	х	х	х	х	х	х
Analytical Reasoning	х	х	х	х	х	х	х	х		
Cooperation and Team Work		х	×	х		×	х	х		х
Reflective Thinking		х	х	х	х	х	х	х	х	х
Self-motivated Learning			х	х	х	х	х	х	х	х
Diversity Management and Inclusive Approach	х	x	х	х		х	х	х		
Moral and Ethical Awareness Reasoning	×	×	×	×	x	x	х	х		х
Lifelong Learning		х		х	х	х	х	х		х

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

BA BA Semester 1

Title of the Course: Introduction to Archaeology

	Course-1 (OEC-1)	Course 2		
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester	
3	42	3	42	

Content of Course 1				
Unit – 1 Introduction Chapter No. 1. Definition – Scope – Nature				
Chapter No. 3. Kinds of Archaeology – Ethno, Marine and Salvage	06			
Unit-2 Archaeology by Period	14			
Chapter No. 4. Lower Paleolithic – Middle Paleolithic – Upper Paleolithic, Mesolithic Chalcolithic – Bronze age – Iron Age.	05			
Chapter No. 5. Development in the Global Context – From Antiquarians to Scientific Archaeology – Finders Petrie- Pitt Riveres, Leonard Wooly.				
Chapter No. 6. Archaeology in India — William Jones to Wheeler — The Allchins — S.R. Rao — Archaeological Survey of India — Department of Archaeology Government of Karnataka.				
Unit – 3 Exploration, Excavation and Analysis				
ChapterNo.7. Identification of a site – field survey – sampling techniques – Application of scientific methods.				
ChapterNo.8. Methods of Excavation – vertical and horizontal – Trenching – Gridding				
Chapter No. 9. Excavation of burial mounds – Open Stripping – Quadrant method Excavation of pits – Excavation of a typical site.	04			

Books for Reference

JOKS	for Reference		
1.	Agrawal D.P	-	Archaeology inIndia
2.	AikenM.J	-	Science based dating inarchaeology
3.	AllchinBridget		
	AndRaymondAllchin	-	Rise of Civilisation in India and Pakistan
4.	AtkinsonRJC	-	FieldArchaeology :la. B.
5.	Basker.P	-	Techniques of Archaeological Excavation co-Ordinatory
6.	ChakrabarthiD.K	-	Rise of Civilisation in India and Pakistan FieldArchaeology Techniques of ArchaeologicalExcavation Co-Ordinator A History of Indian Archaeology fromtheof Studies in History beginning to 1947 Theoreffical Perspectives in Indiana Pakistan
			beginning to 1947 Dept. University
7.	ChakrabarthiD.K	-	Theoreffical Perspectives in Indian Archaeology

7. ChakrabarthiD.K - Theoreftical Perspectives in IndianArchaeology
8. Gosha.A - Encyclopaedia of IndianArchaeology

8. Gosha.A - Encyclopaedia of IndianArchaeology
9. Rajan.K - Encyclopaedia of IndianArchaeology
Archaeology, Principles andMethods

10. Raman K.V - Principles and Methods inArchaeology

11. Dr.SrinivasVPadigar - Principles ofArchaeology.

12. Dr SrinivasVPadigar - PuratattvaParichaya-(Kan)

- Lecture Method Class RoomTeaching Learning Through Project work
- Collaborative learning strategies
 Use of Learning Recourses
- Likeas Audio Visualaids
- **Films Documentaries**
- Visit to historical sites

Assessment:

Weight age for assessments (in percentage)

Outline for continuous assessment activities for CI and C2

Fe	Formative Assessment					
Activities	CI	C2	Total Marks			
Session Test	10% Marks	10%	20%			
Sessions/Presentati ons/Activity	05%Marks		05%			
Case study /Assignment/Field Work/Project Work Etc		05%	05			
Total	15%	15%	30%			

Date:13.09.2021

CourseCo-Ordinator

Subject CommitteeChairperson

Prof. R Rajanna

H.K.E. SOCIETIES



SMT. CHINNAMMA BASAPPA PATIL ARTS AND COMMERCE DEGREE COLLEGE CHINCHOLI **DEPARTMENT OF HISTORY**



SYLLABUS OF NEP

BA **BA Semester 2**

Title of the Course: Political History of Karnataka (CE11- 1750 CE)

	Course 1 (DSC-3)		Course 2
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	39 or 42

Content of Course 1				
Unit – 1 Introduction				
Chapter No. 1.The Hoysalas of Dwarasamudra:				
Chapter No. 2.The Yadavas of Devagiri:	05			
Chapter No. 3.The Seuanas	04			
Unit-2 Medieval Karnataka	14			
Chapter No. 4. Vijayanagar – Dynasties	06			
Chapter No. 5. The Bahamani States	05			
Chapter No. 6. Maratha rule in Karnataka-Shahaji-Shivaji and Peshwas.	03			
Unit – 3 Post Vijayanagar	14			
Chapter No. 7. Wodeyars of Mysore: Nayakas of Chithradurg: Nayakas of Keladi	05			
Chapter No. 8. Minor Chieftains-Yalahanka nada prabhus, Sonda Nayakas				
Chapter No. 9. Administration under Vijayanagara –Nayankara system-Keladi Shivappa nayaka-Shistu.	05			

Books for Reference

1.	K.R	Basavaraja

2. P.B.Desai

3. BurtonStein

4. B.SheikAli(Ed.) 5. B. VivekRai(Ed.)

6. G.Yazdani

7. K.Satyanarayana

8. MohibulHasan

9. T.VMahalingam

10. K.V Ramesh

"History and Culture of Karnataka"

"A History of Karnataka"

"Vijayanagara"

"Karnataka SamagraCharitre" VolumelV.

"Pravasi KandaVijayanagara" "History of theDeccan"

"History of TipuSulthan"

"Administration and Social LifeUnderniula. B. Chincholi

"Vijayanagara"

"History of South Kenara"

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SOCIAL SCIENCES

BA

BA Semester 2

Title of the Course: Cultural Heritage of Karnataka

(DSC-4		Course 2
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3			42

Content of Course 1	42 Hrs
Unit-1 Introduction	14
Chapter No. 1. Meaning, Definition and Concepts	05
Chapter No. 2. Characteristic features	05
Chapter No. 3. Significance	04
Unit-2 Fairs Festivals and Rituals	14
Chapter No. 4. Significance – Festivals - Fairs	06
Chapter No. 5. Rituals and Tirtha kshetras	06
Chapter No. 6. Legends and Narratives	02
Unit – 3 Performing Arts	14
Chapter No. 7 Folk Dances and theatre	05
Chapter No. 8. Oral Tradition	05
Chapter No. 9 Architecture and Built Heritage	04

Books for Reference

1.	K.TAchaya	-	Indian food HistoricalCompanion
2.	SachinShekhar Biswas	-	Protecting the CulturalHeritage
3.	N.KBose	-	Culture Zones of India in culture and Society in
			India.
4.	S. Narayan	-	Indian Classical Dances

4. S. Narayan
 5. Prakash,H.S Shiva
 6. Krishna N.Reddy
 Indian ClassicalDance:

 TraditionalTheatres
 Cultural Heritage of So

Krishna N.Reddy
 Dr.A.Murageppa
 Cultural Heritage of SouthIndia
 Dakshin Bhartiya JaanpadKosh. Vol-III

8. Dr.SurynathKamat - Karnataka SankshiptItihas
 9. ShrinivasT - Bhartiya ItihasMattuParampare

10. K.R. Basavaraj - Karnataka History and Culture

Karnataka History and Culture

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Or. Manjula. B. Chincholi

Co-Ordinator

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KALABURAGI

Culbarga University, KALABURAGI

PACULT, OF SOCIAL SCIENCES
GULBAN

- Lecture Method Class RoomTeaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses
- Likeas Audio Visualaids
- Films Documentaries
- Visit to historical sites

Assessment:

Weight age for assessments (in percentage)

Outline for continuous assessment activities for CI and C2

F	ormative Assessment		
Activities	CI	C2	Total Marks
Session Test	10% Marks	10%	20%
Sessions/Presentati ons/Activity	05%Marks		05%
Case study /Assignment/Field Work/Project Work Etc		05%	05
Total	15%	15%	30%

Date:13.09.2021

CourseCo-Ordinator

Subject CommitteeChairperson

Prof. R Rajanna



Semester 2

Course Title: Cultural History of Karnataka (11 AD to 1750 AD)				
Total Contact Hours: 39 to 42 Course Credits: 3				
Formative Assessment Marks: 30	Duration of ESA/Exam: 70			
Model Syllabus Authors:	Summative Assessment Marks:			

Course Pre-requisite(s): Cultural History of Karnataka (11 AD to 1750 AD)

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 ofculture
- Familiarize the factors which influenced in influencing culture and society
- Analyze the factors responsible for formation of pluralisticsociety
- Understand the concept "Unity indiversity".

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	х	х	х	х	x	х	x	х		
Communication Skills	x	х	x	×	х	×	х	×		
Critical Thinking	х	х	х	х	х	х	х	х	х	х
Problem Solving			х	х	×	х	х	×	х	х
Analytical Reasoning	x	х	х	×	х	х	х	х		
Cooperation and Team Work		х	х	х		х	×	×		×
Reflective Thinking		х	х	х	х	х	х	х	х	х
Self-motivated Learning			×	х	х	х	х	х	×	х
Diversity Management and Inclusive Approach	х	×	×	×		×	×	×		-
Moral and Ethical Awareness Reasoning	х	×	×	x	×	×	x	×		×
Lifelong Learning		х		х	×	х	x	х		х

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

DISTAND SCIENCES

Dr. Manjula. B. Chincholi Co-Ordinator Dept. of Studies in History Cabarga University, KALABURAGI

BA BA Semester 2

Title of the Course: Cultural History of Karnataka (11 CE to 1750 CE)

	Course 1 (OEC-2)		Course 2
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	39 or 42

Content of Course 1	42 Hrs
Unit – 1 Introduction	14
Chapter No. 1 Administration – Central and Provincial	05
Chapter No. 2. Kingship – Duties of King – Governors - Warfare	04
Chapter No. 3. Local Self Government – Village Administration	05
Unit-2 Society and Economy	14
Chapter No. 4. Social Conditions – Society – Rituals and Customs	05
Chapter No. 5. Economic Conditions – Agriculture	04
Chapter No. 6. Trade and Commerce	05
Unit – 3 Religion and Art	14
Chapter No. 7. Bhakti Saints Teaching and Philosophy – Sufism	05
Chapter No. 8. Temple Architecture – Islamic Architecture	04
Chapter No. 9. Painting	05

Books for Reference

1.	P.BDesai	-	History of Karnataka
2.	K.R Basavaraja	-	History and Culture of Karnataka
3.	B.RHiremath	-	Karnataka ShasanagalalliVartakaru
4.	RahamatTarikere	-	KarnatakaSufigalu
5.	Rajaram Hegde&		
	M.VVasu	-	Dakshina Karnataka ArasuManethangalu
6.	R.RDiwakar	-	Karnatka Through theAges
7.	SuryanathU.Kamath	-	A History of Karnataka
8.	H.K Sherwani	-	TheBahamani'softheDeccan VijayanagarAdhayayana Dr. Manjula. B. Chincholi
9.	Dept.ofArchaeology	-	
10.	Baragur Ramachandrappa	-	Karnataka Sangathi
			Dept. of Studies III

GULBARGA UNIVERSITY

- Lecture Method Class RoomTeaching
 Learning Through Project work
 Collaborative learning strategies
 Use of Learning Recourses
 Likeas Audio Visualaids
 Films Documentaries
 Visit to historical visas

- Visit to historical sites

Assessment:

Weight age for assessments (in percentage)

Outline for continuous assessment activities for CI and C2 Formative Assessment Activities CI C2 Total Marks Session Test 10% Marks 10% 20% Sessions/Presentati 05%Marks 05% ons/Activity Case study /Assignment/Field Work/Project Work 05% 05 Etc Total 15% 15% 30%

Date:13.09.2021

CourseCo-Ordinator

Subject CommitteeChairperson

Prof. R Rajanna

Semester 2

Course Title: Manuscriptology	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 70
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Manuscriptology

Course Outcomes (COs):

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

- Understand the importance ofmanuscripts
- Study manuscripts as an ancillary for study of history
- Understand the concept of cataloguing ofmanuscripts
- ${\color{red} {\Bbb D}} \quad \hbox{Practice the science of conservation and preservation of manuscripts}$
- **Visit libraries and Archives to study conservation and preservation**

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

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	×	×	×	×	×	×	×	×		
Communication Skills	х	×	х	×	×	×	×	×		
Critical Thinking	х	×	х	×	×	×	x	×	х	х
Problem Solving			х	х	×	х	х	×	х	х
Analytical Reasoning	×	×	х	х	×	х	×	х		
Cooperation and Team Work		×	×	×		×	×	×		×
Reflective Thinking		х	х	×	×	×	×	×	×	×
Self-motivated Learning			х	х	×	×	х	х	×	×
Diversity Management and Inclusive Approach	×	×	×	×		×	х	×		
Moral and Ethical Awareness Reasoning	×	×	×	×	×	×	×	×		×
Lifelong Learning		×		×	×	×	×	×		×

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

Dr. Manjula. B. Chincholi
Co-Ordinator
Co-Or

BA

BA Semester 2

Course 1 (OEC-2)			Course 2
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	42	3	39 or 42

Content of Course 1	42 Hrs
Unit – 1 Introduction	14
Chapter No. 1. Meaning – Definition – Character	04
Chapter No. 2. Scope and importance	05
Chapter No. 3. Types of Manuscripts - Methods of Study	04
Unit-2 Collection	14
Chapter No. 4. History of Manuscriptology	05
Chapter No. 5. Indian Manuscriptology	04
Chapter No. 6. Manuscripts in Kannada, Tigalari, Samskrit, Pali, Tamil/Grantha, Tulu, Nandinagari and Modi	. 05
Unit – 3 Editing	14
Chapter No. 7 Collection of Manuscripts	03
Chapter No. 8. Process of Editing	05
Chapter No. 9. Preservation of Manuscripts	06

Books for Reference

1. ChinthaharChakravathi Study of Manuscriptology Dr. Manjula. B. Chincholi
Hastiprati Sastra
Hastiprati Sastra Dept. of Studies in History
Hastiprati SastraAdhyayana, Dept. of Studies in History
Kannada GranthaSampadhana SastraParichaya
GranthaSampadana Shastra 2. M.V Seetharamiah& M. Chidanadamurthy 3. N.Geethacharya

4. SitharamJahagirdar S.Jagannath
 Devarakondareddy GranthaSampadana Shastra

LipiyaHuttumattuBelavanige 7. MadhavaNa Katti LipishastraPravesha

8. B.SSanaya Kannada Hasta Prathigala Micro filmSoochi

9. T.VVenkatalachalaSastri HalayaHonnu 10. A.K Sasthri SringeriKadathagalu

ENDULT, OF SOCIAL SCIENCES
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GULBARGA SESSOCY

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- **Films Documentaries**
- Visit to historical sites

Assessment:

Weight age for assessments (in percentage)

Outline for continuous assessment activities for CI and C2

F	ormative Assessment		
Activities	CI	C2	Total Marks
Session Test	10% Marks	10%	20%
Sessions/Presentati ons/Activity	05%Marks		05%
Case study /Assignment/Field Work/Project Work Etc		05%	05
Total	15%	15%	30%

Date:13.09.2021

CourseCo-Ordinator

Subject CommitteeChairperson

Dr. Manjula. B. Chincholi Co-Ordinator Dept. of Studies in History Gulbarga University, KALABURAGI

Prof. R Rajanna

DEAN
FACULT: OF SOCIAL SCIENCES
GULBARGA UNIVERSITY
GULBARGA-585106



H.K.E. SOCIETIES

SMT. CHINNAMMA BASAPPA PATIL ARTS AND COMMERCE DEGREE COLLEGE CHINCHOLI DEPARTMENT OF HISTORY



B A III rd Semester NEP Syllabus 2023-24





UNIVERSITY

BA Semester 3 DSC-5

Course Title: Political History of India (From Indus Culture to 1206)

Total Contact Hours: 39-42

Course Credits: 3

Formative Assessment Marks: 40

Duration of ESA/Exam: 60

Course Pre-requisites(s): History and Culture of Political History of India Course Outcomes (Cos):

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

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

- Understand the culture and Political History of Indian region.
- Analyses the importance of causes for backwardness of this region.
- Understand political influence on the people and culture of this region.
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

 A time letting Matrix Manning of Course Outcomes (OCs) with Program

 Outcomes (OCs) with Program

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

BA Semester 3 DSC-5

POLITICAL HISTORY OF INDIA (From Indus Culture upto 1206)

The main objective of this syllabus is to provide a broad historic outline about the process of socio-political formations in the north and south India up to 1206 CE. Four modules introduce four main process of the Socio - Political formations; the emergence of the first urbanization in the north western part of early India during bronze age, the Socio - Political formations of Indo Gangetic plains in the Iron Age, the emergence of an empire under Mauryas in the north the chola - chera policy in the South and the formation of feudal cultures in the north and south.

UNIT -1 Towards Civilization -Harappan and Vedic Civilization Chapter-I	6
Pre-Harappan cultures; - extension of the Harappan culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan	
Chanter-II	6
Debate on the decline of Indus civilization, Debate on Harappan script:	
Chapter-III S. Natik	6

CO-ORDINATOR

Vedic literatures and Archaeological evidences - PGW, NBPW- Early tribal pastoral and agrarian society in the Gangetic Plains, Early and later Vedic polity	
UNIT -2: Socio-Political Formations in the Indo - Gangetic Plains Nature of stat	e
Chapter-IV	6
Formation of urban centers- Mahajanapadas,- Oligarchies, Monarchies and republics	
Chapter-V	6
Material setting of the formation of Jainism and Buddhism ,From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryan polity,	
Chapter-VI	5
Asokan Edicts and Megasthenees's Indica, Arthasasthra and early Indian treatise on the theory of state; Sapthanga – nature of Asoka's dhamma	
UNIT -3	
Chapter-VII	5
Chera, Chola and Pandya polity- Chalukyan polity -Guptha polity.	
Chapter -VIII	6
Debates on Indian feudalism; R.S Sharma, HerbansMukhiaSouth Indian feudalism	
Chapter -IX	5
Arab conquest of Sind- the Sultanate ascendancy in India.	

Essential Readings:

- i. D.N Jha. Ancient India an Introductory OutlineShareenRatnagar. Understanding Harappa
- ii. M.K Bhavalikar. Cultural Imperialism
- iii. R.S. Sharma. India's Ancient Pasts
- iv. Upinder Singh. A History of Ancient and Early Medieval India
- v. R.S. Sharma. Material Culture and Social formations in Ancient India
- vi.India's Ancient Past
- vii. Romila Thappar, From Lineage to State
- viii.Early India
- ix. Upinder Singh. A History of Ancient and Early Medieval India

Pedagogy:

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

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

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

Dashrath S. Naik

CO-ORDINATOR
Dent of Studies & Research in History

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

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

festivals.

Assessment: Weightage for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2.

Formative Assessment			
Activities	C1	C 2	Total Marks
Session Test	10 Marks	1 0	20
Assighment/Presentations/Activit ies	10/10 Marks		20
Total			`40

Dr. Dasbrath S. Maik
11 A. Maphi, Ph.D.
12 A. Maphi, Ph.D.
13 A. Maphi, Ph.D.
14 A. Maphi, Ph.D.
15 A. Mark
16 A. Mark
16 A. Mark
17 A. Mark
18 A. Mark
18

B A 3 Semester (DSC-6)

Course Outcomes (Cos):

At the end of the course the students should be able to: (Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the history and culture of Bangalore in Time and Space region.
 - · Analyse the importance of causes for backwardness of this region.
 - Understand the influence of political influence on the people and culture of this region.
 - Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.
 Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

Tit Ka	le of the	e Course:	(Regional History)	ester 3 History and Culture	of tran	
1	Course	1 (DSC-6	1		Or truly	FREE
	Rumbe	rof		Course 2		
	Theory	Credits	Number of	Number of	-	
100			Lecture	Theory Credits	Numbe	er of
1		3	hours/Semester		Lectur	e
			39 or 42	3	hours/	Seme
-					39	or 42
			Contact			
			Content of Cour	se 1		
0			Unit 1 v.			39/4
Ch	apter	Geogr	Unit -1 Introduct		-	Hou
No	- 1	Source	aphical features of K	alyana Karnataka		14
Ch		nistor	ic Sienne c	myana Karnataka De	~ 1	4
No.	apter	Inc.M	Distract on Lat	a, I mulli and Nitties		
1.0.	-	PERMAI	18 Karmatata	availalla S Tule in		6
Ch	pter	Amogh	laupreho M.	ukutas- Krishna I		
No.	3	The C	Talitleman - Fre	1.		
1	-	Vikran	naditya VI;	omeshwara I,		4
		The Ka	dachuris: Bijjala II, B	lana	- 1	100000
Cha	pter	I arer	Unit -2	Manueshwara		
No. 4		Vijayar	agara Empire: The S	angamas D		14
		Vijayanagara Empire: The Sangamas-Devaraya II, The Tuluvas-Krishnadevaraya, Battle of Talikoti; The Bahmanis- Mohammad Shaha III and Mahmood Gayan The Glad			-	6
		Manh Ha	hmanis- Mohammad	Shaha III and	1	
Chap	pter	The	od Gavan, The Ghor	pades of Sandaman	1	
No. 5		Mount	rapur Samsthana- It	s role in 1857		
		Samsth		utions of Surapur	- 1	4
Chap	ter	Freedon	a B.F.	- apti	1	
No. 6		Liberari	on Movement in Kalya	na Karnataka region,	-	
1		and his	constructive of Kaly	na Karnataka region, an Karnataka, Gandh	111	4
		Karnata	constructive progran	imes in Kalyana	3	
			Unit -3			
Chapt	ter	Cultural	Heritage of Kaluman	Karnataka- Religion:	1	4
No. 7						6
						- 1
					- 1	1
		Sharanat	Dasaveshwar, Khaia I	Randa Namas		
Chapte	or	LHEIHIY O	evelopment- Kannac	la-Vachama Da-		
No. 8		ominanana.	, Daux, Bandava Sa	richmit Ilmelia	4	1
Chapte	E I	Art and A	rchitecture- The Mor	numents of		-
No. 9	15	Rashtraki	itas, The Chalukvas	of Kalvan, The	4	1
		Bahmanis	, Places of Heritage	and Pilgrimage Man		1
	1 2	Study-Ghe	orpade territory, Sur	apur Samsthan	1	-

Chapter No. 4	Vijayanagara Empire: The Sangamas-Devaraya II,The Tuluvas-Krishnadevaraya, Battle of Talikoti; The Bahmanis- Mohammad Shaha III and Mahmood Gavan, The Ghorpades of Sandurur	6
Chapter No. 5	The Surapur Samsthana- Its role in 1857 Movement, Cultural contributions of Surapur Samsthana.	4
Chapter No. 6	Freedom Movement in Kalyana Karnataka region, Liberation Movement of Kalyan Karnataka, Gandhijiand his constructive programmes in Kalyana Karnataka.	4
	Unit -3	14
Chapter No. 7	Cultural Heritage of Kalyana Karnataka- Religion: Jainism, Buddhism, Shaivism, Vaishnavism, Veerashaivism, Sufism, Important Centres of Socio-Religious Harmony in Kalyana Karnataka-Kodekal, Tinthani, Savalagi Shivalingeshwar, Sharanabasaveshwar, Khaja Banda Nawaz.	6
Chapter No. 8	Literary development- Kannada-Vachana, Dasa, Janapada, Dalit, Bandaya, Sanskrit, Urdu.	4
Chapter No. 9	Art and Architecture- The Monuments of Rashtrakutas, The Chalukyas of Kalyan, The Bahmanis, Places of Heritage and Pilgrimage, Map Study-Ghorpade territory, Surapur Samsthan.	4

Books for Reference:

 K.R.Basavara 	ij	
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- 2. R.S.Mugali
- 3. P.B.Desai
- H.V.Shrinivasamurthy & R. Ramakrishna
- 5. Survanath U Kamath
- 6. G. S. Halappa
- 7. B. R. Gopal (Ed.)
- 8. Dr. Syed Shah Khusro Hussaini

History and Culture of Karnataka

Glimpses of Karnataka

A History of Karnataka

History of Karnataka

A Concise History of Karnataka

Freedom Movement in Karnataka

The Rashrakutas of Malkhed

The life, Works and Teachings of

Khwajah Bandahnawaz Gisudiraz

Pedagogy:

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

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

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

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

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Kalyana Karnataka region in historical perspective that discusses numerous cultural practices that

to would

Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	Total Marks		
Session Test	10 Marks	10	20
Assignments/Presentations/Activities	10/10Marks	20	10
Total			40

BA

O E . III Semester

Title of the Course: Freedom Movement in Karnataka (1800-1947)			
Total contact Hours: 39-42	Course Credits: 3		
Formative Assessment Marks: 40	Duration of ESA/Exam: 60		
Model Syllabus Authors:	Summative Assessment Marks:		

Course Pre-requisites(s): Freedom Movement in Karnataka (1800-1947)

Course Outcomes (Cos):

At the end of the course the students should be able to: (Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquiredin this course)

- Understand the Freedom Movement in Karnataka (1800-1947)
- Analyse the importance of causes for backwardness of this region. Understand the influence of Freedom Movement in Karnataka (1800-1947)
 - Understand the political, Social, Religious and Cultural history of theregion.
 - Appreciate the divergent cultural and communal harmony of this region.

Course Articulation Matrix: Mapping of Course Outcomes (OCs)

with ProgramOutcomes (Pos 1-12).

CO-ORDINATOR

Dept. of Studies a Presearch in History Gulbarga University, Kataboray

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

Cor	irse 1	Cou	rse 2
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs	
Unit – 1 Early Uprisings in Karnataka	12/13	
Chapter No.1 Dhondya Wagh, Venkatadri Nayaka, Koppala Veerappa, Deshmuks of Bidar, Shivalingaiah, Sindagi Revolt.		
Chapter No.2 Rani Chennamma-Sangolli Rayanna-Nagar Revolt-Kodagu Revolt		
Chapter No.3 1857 and After-Bedas of Halagali-Naragunda Babasaheb Revolt- Surapura Venkatappa Nayaka-Mundaragi Bheema Rao	04	
Unit - 2 Nationalism in Karnataka	13/14	
Chapter No.4 Nationalism-Causes for the Rise of Nationalism-Impact of Tilak-Chatrusutras-Gandhi in Karnataka-Belguam Congress1924	05	
Chapter No.5 Khadi Movement-Koujalagi Hanumantha Rao-Hallikeri Gudleppa- Tagaduru Ramachandra Rao	05	
Chapter No.6 Harijana Movement-Harijana Sevaka Sangha-Sardhar Veeranna Gowda Patil-Nagamma Patil-Siddamati Mylar	04	
Unit – 3 Gandhi Movements in Karnataka		
Chapter No.7 Non-Cooperation Movement-Salt Sathyagraha-Ankola-No Tax Campaign in Uttar Karnataka-Forest Sathyagraha.		
Chapter No.8 Genesis of Mysore Congress-Shivapura Dhwaja Sathyagraha- Vidurashwatha Tragedy-Patel Mirza Pact-Quit India Movement-Isooru Tragedy.	05	
Chapter No.9 Establishment of Responsible Government in Princely Mysore-Mysore Chalo Sathyagraha-First Congress Ministry-A Brief Profile of Karnataka Freedom Fighter.	05	

Books for Reference AUTHORS - BOOKS

- Diwakar.R.R Karanirakaneya Veerakathe
 Diwakar.R.R Karmayogi Hanumantharayaru
 Diwakar.R.R-Karnataka Through the Ages
 Doreswamy.H.S-Horatada Ditta Hejjegalu

Dr. Dashrath S. Naik
M.A.M.Phil.Ph.D.
CO-GRDINATOR
Dayt. of Studies & Research in History

- Hallappa G.S-History of Freedom Movement in Karnataka, Volume-2
- 6. Handa.R.L-History of Freedom Movement in Princely Mysore
- 7. Joyish M.N-Karmayogi Tagaduru Ramachandra Rayaru
- Nagarathnamma.S-Karnatakadalli Asahakara Mattu Nagareeka KhanunubangaChaluvali
- 9. Sardar Veerannagowda Patil-Atma Neevedane
- Sarojini Sindri and Raghavendra Rao- Women Freedom Fighters in Karnataka
- 11. Suryanath Kamath (Ed)-Swatantrya Sangramada Samthigalu,
- 12. Suryanath Kamath-A Concise History of Karnataka
- 13. Tee.Tha.Sharma-Karnatakadalli Swatantra Sangrama
- 14. Veerathappa. K-Mysuru Samsthanadalli Swatantrya Chaluvali
- 15. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3

Knowledge: the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Freedom Movement in Karnataka (1800-1947). The student should be able to recall, recognize, show and read the history of the medieval times.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc., related to History of Freedom Movement in Karnataka (1800-1947). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History of Freedom Movement in Karnataka (1800-1947). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

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

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

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Guibarga, University Kalebu &

H.K.E. SOCIETIES



SMT. CHINNAMMA BASAPPA PATIL ARTS AND COMMERCE DEGREE COLLEGE CHINCHOLI



DEPARTMENT OF HISTORY B A V th Semester NEP Syllabus 2023-24

ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.

ಜ್ಞಾನ ಗಂಗಾ, ಕಲಬುರಗಿ-585 106, ಕರ್ನಾಟಕ, ಭಾರತ

(ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಅಧಿನಿಯಮ 1976ರನ್ವಯ 10-09-1980 ರಂದು ಸ್ಥಾಪಿಸಲಾದ ವಿಶ್ವವಿದ್ಯಾಲಯ ಮತ್ತು 2000ರ ಅಧಿನಿಯಮದ ಅಡಿಯಲ್ಲಿ ಬದಲಾಯಿಸಿದಂತೆ) ದೂರವಾಣಿ ಸಂ.: 08472-263202 ಫ್ಯಾಕ್ಸ್: 08472-263206, ಇ–ಮೇಲ್: <u>registrargug@rediffmail.com</u> ವಿದ್ಯಾಮಂಡಲ

KSURF ESTABLISHED UNIVERSITY 公公公公

ಕ್ರ.ಸಂ.ಗುವಿಕ/ವಿಮವಿ/ಬಿಓಎಸ್/2023-24/560

ಪರಿಷ್ಣತ ಅಧಿಸೂಚನೆ

19.1.2024

ದಿನಾಂಕ:09.1.2024

ವಿಷಯ: ಸ್ನಾತಕ ಪದವಿ ಕೋರ್ಸಿನ ಇತಿಹಾಸ ವಿಷಯದ ಐದನೇ ಹಾಗೂ ಆರನೇ ಸೆಮೇಸ್ಟರ್ ಪಠ್ಯಕ್ರಮ ಅನುಮೋದಿಸಿ 2023–24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳಸಿದ ಬಗ್ಗೆ.

ಉಲ್ಲೇಖ:1. ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ. ಇಡಿ 104 ಯುಎನ್ಇ 2023 ಬೆಂಗಳೂರು, ದಿನಾಂಕ: 20.07.2023

2. ಇತಿಹಾಸ ವಿಷಯದ ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 28.11.2023

3. ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯದ ಸಮಿತಿ ಸಭೆಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 03.01.2024

4.ಈ ಕಛೇರಿ ಅಧಿಸೂಚನೆ ಸಂಖ್ಯೆ. ಗುವಿಕ/ವಿಮವಿ/ಬಿಓಎಸ್/2023-24/ 310 ದಿನಾಂಕ:04.11.2023

5. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 09.01.2024

ಸರ್ಕಾರದ ನಿರ್ದೇಶನದಂತೆ, 2023–24ನೇ ಶೈಕ್ಷಣಿಕ ಪ್ರಸಕ್ತ ಸಾಲಿನಿಂದ ಜಾರಿಗೊಳಿಸಿರುವ ಸ್ನಾತಕ ಪದವಿ ಐದನೇ ಮತ್ತು ಆರನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು ಜಾರಿಗೊಳಿಸಬೇಕಾಗಿರುವ ಪ್ರಯುಕ್ತ ಇತಿಹಾಸ ವಿಷಯದ ಅಧ್ಯಯನ ಮಂಡಳಿಯು ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಶಿಫಾರಸ್ಸು ಮಾಡಿರುವುದರಿಂದ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯದ ಸಭೆಯಲ್ಲಿ ಒಪ್ಪಿಗೆ ಪಡೆದಿರುವಂತೆ, ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಘಟನೋತ್ತರ ಅನುಮೋದನೆಯನ್ನು ನಿರೀಕ್ಷಿಸಿ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಪ್ರಸ್ತುತ ಸ್ನಾತಕ ಪದವಿ ಕೋರ್ಸಿನ ಇತಿಹಾಸ ವಿಷಯದ ಐದನೇ ಮತ್ತು ಆರನೇ ಸೆಮೆಸ್ಟರ್ 2023–24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳೀಸಲಾಗಿದೆ.

ಈ ಮಾಹಿತಿಯನ್ನು ಸಂಬಂಧಪಟ್ಟ ಶಿಕ್ಷಕರ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ತರಲು ಸೂಚಿಸಲಾಗಿದೆ. ಪಠ್ಯಕ್ರಮದ ವಿವರಗಳನ್ನು ಗುಲಬಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್ಸೈಟ್ www.gug.ac.in ದಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು 17-0/24

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ಮುಖ್ಯಸ್ಥರು, ಇತಿಹಾಸ ಅಧ್ಯಯನ ವಿಭಾಗ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.

2. ಎಲ್ಲಾ ಪದವಿ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ.

ಪ್ರತಿಗಳು:

1. ಡೀನ್ ರು, ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.

2. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ

3. ನಿರ್ದೇಶಕರು, ಪಿಎಂಇಬಿ ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.

4. ಗ್ರಂಥಪಾಲಕರು, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.

ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯದ ಎಲ್ಲಾ ಅಧ್ಯಯನ ವಿಭಾಗಗಳ ಮುಖ್ಯಸ್ಥರಿಗೆ ಗು.ವಿ. ಕಲಬುರಗಿ
 ಸಂಯೋಜಕರು, ಟಾಸ್ಕ್ ಮೋರ್ಸ್ ಸಮಿತಿ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.

7. ವಿಶೇಷಾಧಿಕಾರಿಗಳು, ಆಡಳಿತ, ವಿದ್ಯಾಮಂಡಲ, ಪರೀಕ್ಷಾ, ಅಭಿವೃದ್ಧಿ ಗು.ವಿ. ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.

8. ಮುಖ್ಯಸ್ಥರು, ಗಣಕ ಕೇಂದ್ರ, ಗು.ವಿ. ಕಲಬುರಗಿ ರವರಿಗೆ ವೆಬ್ಸೈಟ್ ನಲ್ಲಿ ಪ್ರತ್ಯೇಕ ಪೋರ್ಟಲ್ ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಸೂಚಿಸಲಾಗಿದೆ.

9. ನೋಡಲ್ ಅಧಿಕಾರಿಗಳು, UUCMS, ಗು.ವಿ.ಕಲಬುರಗಿ ಇವರ ಮಾಹಿತಿಗಾಗಿ

10. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ/ಕುಲಸಚಿವರ ಆಪ್ತ ಸಹಾಯಕರ ಗು.ವಿ. ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.

BOS Notification 2023-24

GULBARGA UNIVERSITY KALABURAGI

Curriculum Framework for Undergraduate

V and VI Semester (Revised)

Syllabus BA

HISTORY

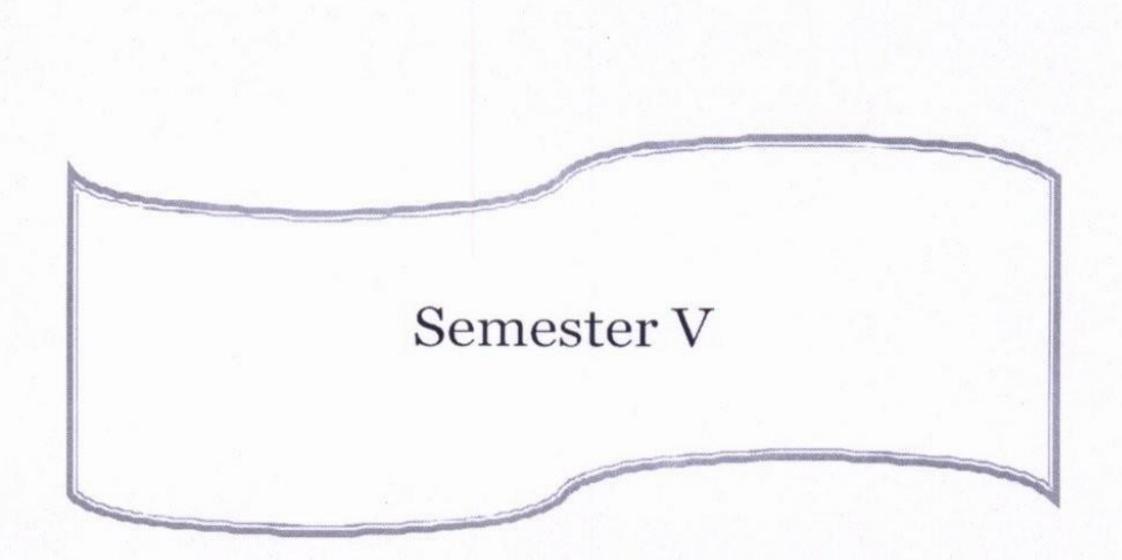
Submitted to

GULBARGA UNIVERSITY KALABURAGI – 585106

> ಇತಿಹಾಸ ಅಧ್ಯಯನ ಹಾಗು ಸಂಶೋಧನಾ ವಿಭಾಗ ಸಂಶೋಧನಾ ವಿಭಾಗ ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿಧ್ಯಾಲಯ. ಕಲಬುರಗಿ.

Structure for History Discipline

Core paper no.	Paper Title	Credit	No. of Teaching Hours/ Week	Total Marks/ Assessment
	V			
	Semester			
DSC-9	History of Western Civilization – (6BC-1200 AD)	4	4	100 (60+40)
DSC-10	History of Europe 1989 to 1945 AD	4	4	100 (60+40)
DSC-11	Contemporary History of India from 1947-1990s	4	4	100 (60+40)
SEC	As per University Regulation			
	VI			
	Semester			
DSC12	History of Freedom Movement and Unification in Karnataka	4	4	100 (60+40)
DSC13	History of India. (CE1761-CE 1857)	4	4	100 (60+40)
DSC14	History of United States of America – I (c.1776 – 1945)	4	4	100 (60+40)
	Internship -2 As per University Regulation			



Course Title: History of Western Civilization - (6BC- 1200 AD)			
Semester: 5	Course Code: DSC-9		
Total Contact Hours: 60	Course Credits: 4		
No. of Teaching Hours/Week:4	Duration of ESA/Exam:2 Hours		
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100		

Course Objectives:

Western civilization traces its roots back to Europe and the Mediterranean. It is linked to ancient Greece, the Roman Empire and Medieval Western Christendom which emerged during the Middle Ages and experienced such transformative episodes as the development of Scholasticism, the Renaissance, the Reformation, the Enlightenment, the Industrial Revolution, the Scientific Revolution, and the development of liberal democracy. The civilizations of Classical Greece and Ancient Rome are considered seminal periods in Western history.

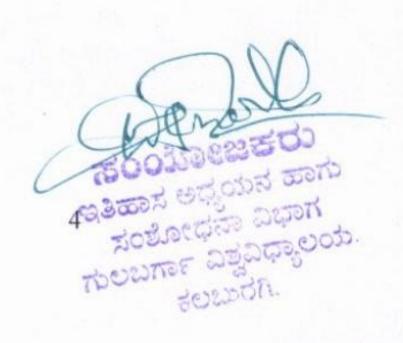
Major cultural contributions also came from the Christianized Germanic peoples, such as the Franks, the Goths, and the Burgundians. Charlemagne founded the Carolingian Empire and he is referred to as the "Father of Europe. Contributions also emerged from pagan peoples of pre-Christian Europe, such as the Celts and Germanic pagans as well as some significant religious contributions derived from Judaism and Hellenistic Judaism stemming back to Second Temple Judea, Galilee, and the early Jewish diaspora; and some other Middle Eastern influences.

Western Christianity has played a prominent role in the shaping of Western civilization, which throughout most of its history, has been nearly equivalent to Christian culture. (There were Christians outside of the West, such as China, India, Russia, Byzantium and the Middle East). Western civilization has spread to produce the dominant cultures of modern Americas and Oceania, and has had immense global influence in recent centuries in many ways.

Learning Outcome:

At the end of the Course the students Shall – Students will relate the History of Western civilization to that of other regions of the world.

- Students will compare the evolution of intellectual, cultural and technological exchange of different regions.
- Students will understand the diffusion of ideas and culture of western civilization.



Unit	Contents of Course- DSC-9	60 Hours
Unit-I	Chapter-1: Introduction - Ancient Civilizations- Greek City States. Chapter-2: The Golden Age of Greece - Hellenistic World- The	15 Hours
	Roman Republic. Chapter-3: The Roman Empire and the Birth of Christianity.	
Unit-II	Chapter-4: Official Christianization and the fall of the western Empire, Byzantium. Chapter-5: New Kingdoms in Western Europe, The Rise of Islam.	15 Hours
	Chapter-6: Feudalism and the Commercial Revolution, Church Reforms, The Crusades.	
Unit-III	Chapter-7: The Twelfth-Century Renaissance, Heights of Medieval Culture Chapter 2: New Policieus Orders	15 Hours
	Chapter-8: New Religious Orders Chapter-9: The Rediscovery of Aristotle and the Medieval Synthesis	
Unit-IV	Chapter-10: Medieval World in Crisis and the Black Death Chapter-11: The Hundred Year's War, Renaissance, Humanism.	15 Hours
	Chapter-12: The New World, The Protestant Reformation, Wars of Religion and the Thirty Years War, The Scientific Revolution	

Exercises:

- Students can be asked to study the Principles of democracy followed by ancient Greece.
- They may be asked to survey the ideas of Renaissance and Humanism.
- They can be asked to go to the nearest Church and study the Christianized practices followed in the church of their place.

Joseph B

Suggested Readings

1	eferences
1	The Making of the West: Peoples and Cultures: Volume 1, to 1750 5a ed. by Lynn Hunt, Thomas R. Martin
2	* * *
3	History of Western Civilizations 15e V 1: From Prehistory to the Present Vol. 1 by Judith G Coffin, Robert C Stacey.
4	Western Civilization: A Social and Cultural History, Vol. I, Prehistory- 1750 by Margaret L. King
5	Western Civilizations 16e V 2 by Judith Coffin and Robert Stacey
6	Western Civilization by Jackson Spielvogel (Author)
7	History of Western Civilization by William H. McNeill

Pedagogy:

The course shall be taught through the lecture methods, interactive sessions, assignments and seminars

Formative Assessment		
Assessment Occasion/ type	Weightage in Marks	
Assessment Test-1	10	
Seminar/Presentation/Group Discussion	10	
Assessment Test-2	10	
Assignment	10	
Total	40	

Course Title: Histor	y of Europe (1789 to 1945 AD)
Semester: V	Course Code: DSC-10
Total Contact Hours: 60	Course Credits: 4
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objectives:

Course Objectives

- To make the students learn major issues and current issues during the period under study.
- To make the students understand the reaction to Nationalism and Liberalism.
- To understand the impact of World wars on Global Society.
- To estimate the role of UNO in maintaining World Peace.

Learning Outcome:

After studying this course, students will be able to

- evaluate the contributions of great philosophers and leaders to the transformation of Society and economy of Europe.
- To appreciate Europe of today this occupies a place of vital importance in world affairs.
- To examine the impact of dictatorships on the events of Europe and the World.

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Unit	Contents of Course- DSC-10	60 Hours
Unit-I	THE FRENCH REVOLUTION AND NAPOLEONIC ERA	15 Hours
	Chapter-1: The causes of French Revolution – Causes Role of Philosophers Tennis court oath. Work of National Assembly – Reign of Terror Chapter-2: Napoleon Bonaparte – Military Achievements and Reforms. Chapter-3: The Congress of Vienna – Era of Metternich.	
Unit-II	UNIFICATION OF ITALY, GERMANY, AND THE INDUSTRIAL REVOLUTION	15 Hours
	Chapter-4: Industrial revolution in England – characteristics of industrial rea Chapter-5: The Unification of Italy – carbo – three leaders of Unification – Mazzini – Cavour- Garibaldi – Stages of Unification. Chapter-6: Unification of Germany – Domestic and foreign policy of Bismark	
Unit-III	FIRST WORLD WAR	15 Hours
	Chapter-7: Growth of Socialism in Europe -Karl Mark Chapter-8: The First world war – causes and Results of the War – League of Nations. Chapter-9: The Russian Revolution of 1917 Causes and Results.	
Unit-IV	RISE OF DICTATORS & SECOND WORLD WAR	15 Hours
	Chapter-10: Rise of Dictators – Treaty of Versailles – Rise of Hitler – Nazi party – Causes for the rise of Nazism – Nazi Doctrine. Chapter-11: The second world war – causes and Results Chapter-12: UNO – Achievements and failures of UNO.	

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Suggested Readings

Re	ferences
1	A History of Modern Europe (1789-1991) H.L. Peacock,
2	The Struggle forMastery in Europe: 1848-1918 A.J.P Taylor
3	The Cold War: Ideological Conflict or PowerStruggle Normali A. Grabener
4	The USSR: A Share History Vladimir Polrtayen,
5	Development in Russian Politics Stephen White
6	Mastering Modern European History Stuart Miller,
7	A Text Book of European History by Southgate, G.W.
8	Aspects of European History 1789-1980. Stephen J. Lee
9	Europe Since Napoleon Thompson, D
10	European Union: European politics. Tim Bale.

Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment		
Assessment Occasion/ type	Weightage in Marks	
Assessment Test-1	10	
Seminar/Presentation/Group Discussion	10	
Assessment Test-2	10	
Assignment	10	
Total	40	

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Course Title: Contemporary History of India from 1947- 1990s		
Semester: V	Course Code: DSC-11	
Total Contact Hours: 60	Course Credits: 4	
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours	
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100	

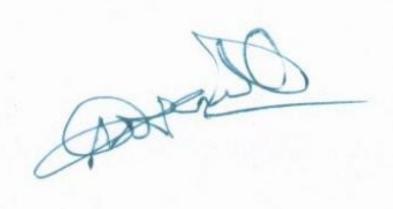
Course Objectives:

This chapter will discuss the political legacies of colonialism in India. After studying this lesson the students will be able to:

- know the meaning of legacy of Colonialism
- understand the legacy of Colonialism.
- assess the political legacy of Colonialism.
- identify the important legacies in the form of political legacy of British Colonialism in India.

Learning Outcome:

- Analyse the main theories and interpretations on Contemporary History of India from 1947-1990s
- Analyse the dynamics and dimensions in the Contemporary History of India from 1947-1990s



Unit	Contents of Course- DSC-11	60 Hours
Unit-I	Chapter-1: Political legacy of Colonialism. Chapter-2: Economic and Social Legacy of Colonialism. Chapter-3: National movements: Its significance, Value and Legacy	15 Hours
Unit-II	Chapter-4: Framing of Indian Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Indian constitution- Basic Features and Institutions Chapter-5: The Initial Years: Process of National Consolidation and Integration of /Indian States - Role of Sardar Patel - Kashmir issue, Indo - Pak war 1948; the Linguistic Reorganization of the States, Regionalism and Regional Inequality. Chapter-6: Political development in India since Independence.	15 Hours
Unit-III	Chapter-7: Politics in the States: Tamil Nadu, Andhra Pradesh,	
Unit-IV	Chapter-10: Indian Economy, 1947-1965: the Nehruvian Legacy Indian Economy, 1965-1991, Economic Reforms since 1991 and LPG. Chapter-11: Caste, Untouchability, Anti-caste Politics and Strategies, Revival and Growth of Communalism. Chapter-12: Land Reforms: Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution And Agrarian Struggles Since Independence	15 Hours

Exercise:

- Examine the impact of colonial legacy on the post-independent Indian Political System
- Discuss the political legacy under colonialism in India.
- Highlight the different factors of political legacy of colonialism
- What is legacy? Write a note on political legacy of colonialism.
- Critically examine the important legacies in the form of political legacy of British Colonialism in India
- Discuss the economic legacy of British Colonialism
- High the different fields of economic legacy of colonialism in India.

Make an analysis on the social legacy of British colonialism.

11

Suggested Readings

Ke	ferences
1	South Indian Studies : Ed. By Dr.H. M. Nayak & B.R. Gopal
2	History of South India : K.A. Neelakantha Sastry
3	Karnataka Through the Ages - R. R. Diwakar
4	Karnataka Samskriti Darshana - M.V. Krishna Rao and T. Keshava Bhat
5	Karnataka Parampare - Ed. By R. R. Diwakar
6	Dakshina Bharatada Ithihasa - B. Sheik Ali G. R. Rangaswamaiah
7	Karnataka Samskritika Ithihasa - Tipperudraswamy
8	Karnatakadalli Chitrakale - Shivarama Karantha
9	Karnataka Parampare - Ed. By R. R. Diwakar
10	Bharatiya Rangabhoomi - Adya Rangacharya

Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment		
Assessment Occasion/ type	Weightage in Marks	
Assessment Test-1	10	
Seminar/Presentation/Group Discussion	10	
Assessment Test-2	10	
Assignment	10	
Total	40	





H.K.E. SOCIETIES

SMT. CHINNAMMA BASAPPA PATIL ARTS AND COMMERCE DEGREE COLLEGE CHINCHOLI



DEPARTMENT OF HISTORY B A IV th Semester NEP Syllabus 2023-24

Assessment:

- Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Assignments/Presentations/Activities	10/10Marks	20	10
Total			40

B.A Semester 4

Title of the Course: History of Medieval India		
Total contact Hours: 39-42	Course Credits: 3	
Formative Assessment Marks: 40	Duration of ESA/Exam: 60	

Course Pre-requisites(s): Political History Medieval India (from 1206 to 1761). Course Outcomes (Cos):

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

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

- Understand the Political History Medieval India (from 1206 to 1761).
 Analyse the importance of causes for backwardness of this region.
- Understand the influence of Political History Medieval India (from 1206 to 1761).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

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

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Additional presenting History

BA Semester 4

Title of the Course: History of Medieval India

Course 1 (DSC-7)	Course 2	
Number of Theory Credits	Number of Lecture hours/Semester	Number of Theory Credits	Number of Lecture hours/Semester
3	39 or 42	3	39 or 42

	Content of Course 1	39/42 Hours
Uni	it -1 Interpreting Medieval Indian History	14
ChapterNo. 1	Interpreting Medieval Indian History	2
ChapterNo. 2	Debate on Indian Feudal System	6
ChapterNo. 3	Interpretation of Peasant State and Society of Medieval India – North India & South India – Agrarian System of Mughal and Vijayanagara Period. Bhakti Movement – Kabir, Nanak, Meera Bai, SriChaithanya – Alvars, Nainars.	6
Unit -2 Po	olitical Structure of Medieval Northern India and Southern India	14
ChapterNo. 4	Comparative study of Vijayanagara Polity, Delhi Sultanate and Mughals – process of Urbanization in Mughals and Vijayanagara period	6
ChapterNo. 5	Nature of state in Vijayanagara Kingdom, Delhi Sultanate and Mughal dynasties	6
ChapterNo. 6	Military Technology of Mughals and Vijayanagara dynasties – Development of Science & Technology in Medieval India	4
	Unit -3 Minor Kingdoms of North India	14
Chapter No. 7	Rajaputs, Gurjara Pratiharas, Palas, Paramaras	6
Chapter No. 8	Vijayanagara dynasy – Amaranayaka System – Creation of Wealth.	6
ChapterNo. 9	The rise of the Marathas – Shivaji and his administration – Astha Pradhana System Map Extent of Vijayanagara Empire under Krishnadevaraya, Extent of Mughal Empire under Akbar, Important trade Centers of Medieval India: 1. Agra 2. Fatehpur Sikri 3. Delhi 4. Mewar 5. Hampi 6. Honnavara 7. Bhatkal 8.Raighad 9.Tirupati 10. Anegondi	4

Books for Reference:

- 1. Anil Chandra Banarjee
- 2. S.C.Rayachoudhary
- 3. Sarkar, Jadunath
- 4. Sharma S.R.
- 5. Tripathi R.P.
- 6. Wolseley Haig and Richard Burn
- 7. Khosala, R.P.
- 8. Srivastav A.L.
- 9. A.C.Banarjee
- 10. Satish Chandra
- 11. Banerjee A.C.
- 12. Kulkarni A.R.
- 13. R.C.Majumdar (Ed.)
- 14. R.C.Majumdar (Ed.)

History of India

History of Medieval India (From 1000-

1707 C.E.)

Shivaji and his Times

Mughal Administration

Rise and Fall of Mughal Empire

Cambridge History of India Vo. IV

Mughal Kingship and Nobility

Mughal Empire

New History of Medieval India

History of Medieval India

The State and Society in Northern India

(1206 -1526 C.E.)

Maharashtra in the Age of Shivaji

The Delhi Sultanate

The Mughal Empire

Pedagogy:

Knowledge: the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Medieval India. The student should be able to recall, recognize, show and read the history of the medieval times. **Understanding:** The student should develop understanding of terms, facts, important events, trends, etc., related to medieval India. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

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

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

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

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Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Total			30

BA

Semester 4

10.50 8 Semest	er 4
Course Title: Cultural History of India to 1206	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 70

Course Pre-requisites(s): Cultural History of India (From Saraswati - Indus Culture to 1206 CE).

Course Outcomes (Cos):

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

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

- Understand the History of Cultural History of India (From Saraswati -Indus Culture to 1206 CE). Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

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

BA

Semester 4

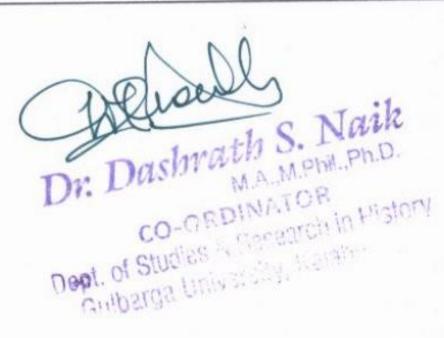
CULTURAL HISTORY OF INDIA (From Saraswati - Indus culture to 1206 CE)

Objectives in this lesson

students investigate various facets of Indian culture. Throughout the chapter, emphasis will be on the concept and importance of Indian culture through various ages of India. After studying this lesson you will be able to:

- understand the concept and meaning of culture;
- establish the relationship between culture and civilization;
- · establish the link between culture and heritage;
- discuss the role and impact of culture in human life.
- · describe the distinctive features of Indian culture;
- · identify the central points and uniqueness of Indian culture;
- · explain the points of diversity and underlying unity in it; and
- trace the influence and significance of geographical features on Indian culture.

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



Books for Reference

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

Pedagogy:

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

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

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

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

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

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Assessment: Weight age for assessment (in percentage)
Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Assignments/Presentations/Activities	10/10 Marks		10
Total			40

BA - IV SEMESTER OPEN ELECTIVE

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

Course Pre-requisites(s): History of Freedom Movement in India (1885-1947).

Course Outcomes (Cos):

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

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

- Understand the History of Freedom Movement in India (1885-1947). Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Freedom Movement in India (1885-1947).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.
 Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

O.E IV Semester O.E-4: Freedom Movement in India (1885-1947)

Co	ourse 1	Cor	urse 2
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

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Content of Course -1	39/42 Hrs
Unit – 1 Indian Nationalism	12/14
Chapter No.1 Geneses of Indian National Congress-Moderate-Objectives- Techniques-Portion of Bengal-Swedish Movement	05
Chapter No.2 Split of Congress-Extremists-Objectives-Techniques, Lalalajpat Ray- Balagandharanatha Tilak-Bipan Chandra Pal-Arabindo Ghosh	05
Chapter No.3 Revolutionary Movement-Bhagat Singh-Chandra Sheker Azad- Rajaguru, Sukh Dev. Revolutionary Women-Kumudini Mitra Busu – Madam Bhikaji Cama – Preethi Latha Waddedar	04
Unit – 2 1914 and After	10/12
Chapter No.4 First World War and Indian Nationalism	04
Chapter No.5 Home Rule Movement-Balagangadharanatha Tilak and AnniBesant	03
Chapter No.6 Luknow Pact-1916-Rowllet Act-Jalliyanwala Bagh Massacre	04
Unit – 3 Gandhian Era	15/17
Chapter No.7 Early Experiments of Gandhi-Non Co-operation Movement- Constructive Programmes-Swaraj Party-Siman Commission	06
Chapter No.8 Lahore Congress-Salt Sathyagraha-Round Table Conference- Communal Award-Poona Pact-Subaschandra Bose-INA	06
Chapter No.9 Partion and Independence: Growth of Communalism Two Nation Theory-August offer-Crips Proposal-Quit India Movement-Cabinet Mission-Mount Batten Plan-1947 Indian Independence Act.	05

Books for Reference:

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

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Freedom Movement in India (1885-1947). The student should be able to recall, recognize, show and read the history of the region.

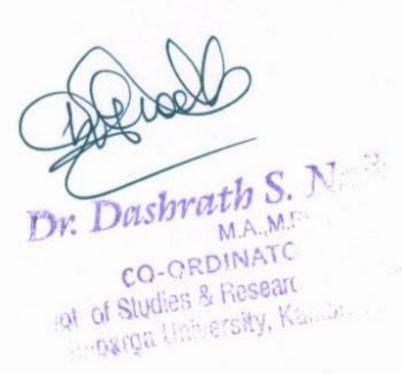
Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Freedom Movement in India (1885-1947). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the

arrore interpret and extract

Critical Thinking: The subject leads to develop the interest in the study of History of Freedom Movement in India (1885-1947). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

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

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage of Freedom Movement in India (1885-1947) in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.



Assessment: Weight age for assessment (in percentage)
Outlines for continuous assessment activities for C1 and C2.

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10/10 Marks		10
Total			40

BA Semester 4.

Course Title: Principles and	d Practice of Museology
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60

Course Pre-requisites(s): Principles and Practice of Museology

Course Outcomes (Cos):

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

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

- · Understand the History of Principles and Practice of Museology.
- Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Principles and Practice of Museology.
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.
 Course Articulation Matrix: Mapping of Course Outcomes (OCs) with Program Outcomes (Pos 1-12).

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

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M.A. M. Phil. Ph.D.

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BA

Semester 4 PRINCIPLES AND PRACTICE OF MUSEOLOGY

Content of Course 1	37 Hours
UNIT -1 Introduction to Museology	
Chapter-I History of Museums and Collection - Definition and scope of Museum.	5
Chapter-II General Principles of Museums. Functions of Museums	4
Chapter-III Museum Movement in Indian subcontinent, Europe, and Western Hemisphere.	4
UNIT -2: Functions and types Museums	
Chapter-IV Functions of Museums: (a.) Collection (b.) Identification (c.) Preservation(d.) Documentation (e.) Presentation (Exhibition) (f.) Research (g.) Educational activities	5
Chapter-V Various Types of Museums: Archaeology museums, Art museums History museums, Maritime museums ,Military and war museums, Science museums	4
Chapter-VI New trends in Museums and Legislations concerning Museums.	3
UNIT -3: Management and Administration	
Chapter-VII Museum Management and Administration: 1. Location and Surrounding of Museums (a.) Selection of site (b.) Surrounding (c.) Use of space, design (d.) Planning (e.) Construction of museum (f.) Special Problems (war. flood, fire & earthquake etc.).	5
Chapter –VIII Museum Conservation and Preservation. General Principles of Conservation (a) Preventive measures (b.) Curative measures	3
Chapter -IX Classification of Museums based on the nature of collections, concepts of eco Museum, Personallia Museums, Children Museums, and Virtual Museums.	4

Books for Reference

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

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political

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

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

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

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

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

Assessment: Weight age for assessment (in percentage) Outlines for continuous assessment activities for C1 and C2.

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Total			30

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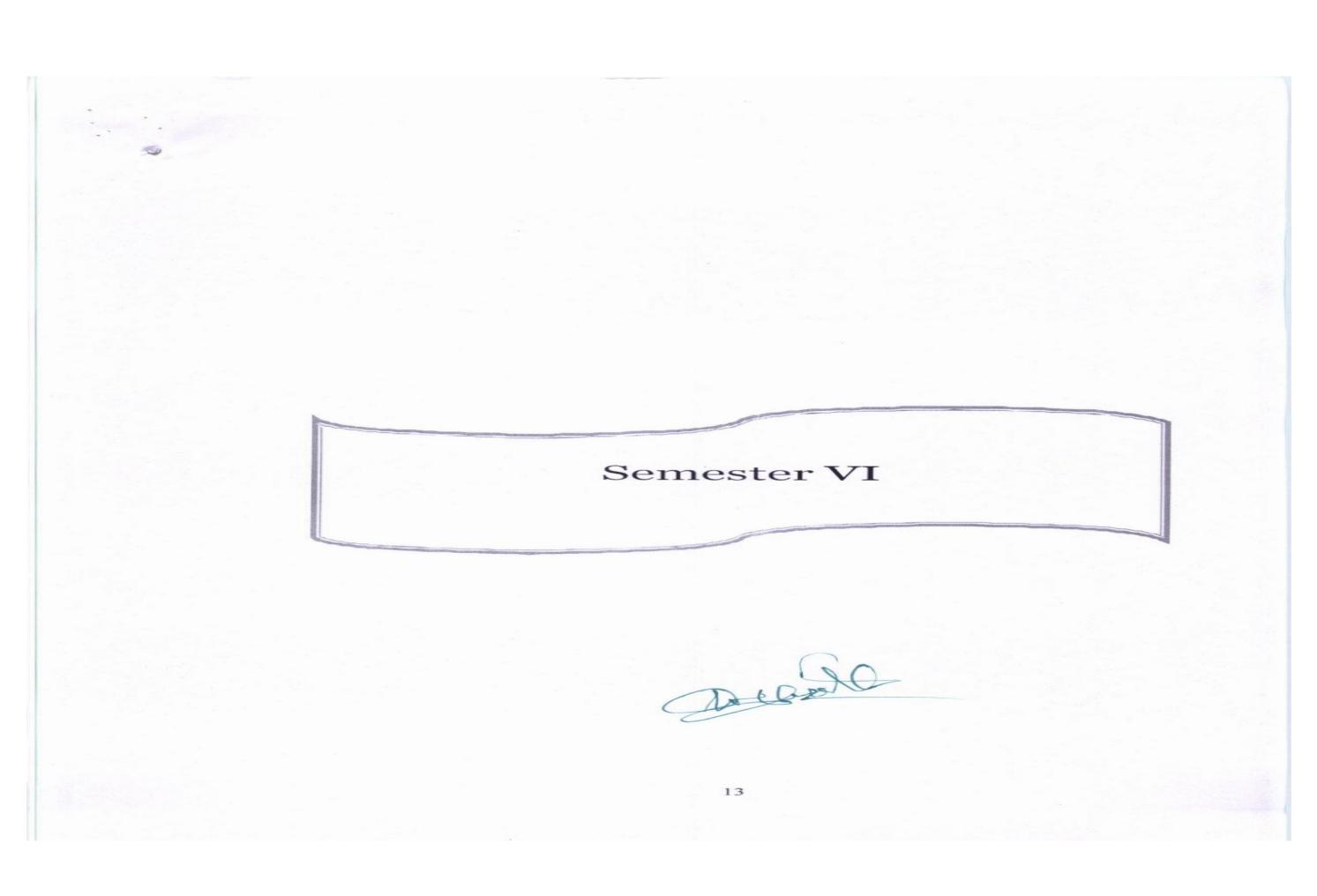


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SMT. CHINNAMMA BASAPPA PATIL ARTS AND COMMERCE DEGREE COLLEGE CHINCHOLI

DEPARTMENT OF HISTORY B A VIth Semester NEP Syllabus 2023-24



Course Title: HISTORY OF FREEDOM MOVEMENT AND UNIFICATION OF KARNATAKA		
Semester: VI	Course Code: DSC12	
Total Contact Hours: 60	Course Credits: 4	
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours	
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100	

Course Objectives:

- Student will be able to Understand the historical background of the freedom struggle in Karnataka.
- The students shall be able to analyses the struggle of Rani of Kittur, Sangolli Rayanna and Bedas of Halagali.
- Students will be able to analyse the Gandhian movements in Karnataka.

Learning Outcome

- To get familiarized with impact of the rebellion of 1857 on Karnataka
- To get acquainted with National Movement in Karnataka
- To know about Belgaum Congress Session
- To understand about Origin and development of unification movement in Karnataka.
- To know about Contributions of Various Kannada Organizations



Unit	Contents of Course- DSC12	60 Hours
Unit-I	Chapter-1: Introduction: Historical background: The disintegration of Karnataka and absorption of Karnataka areas into Madras, Bombay provinces and Hyderabad state Armed Resistances against the British rule in Karnataka Revolt of Veerappa Deshmukh of Koppa in 1819.	15 Hours
	Chapter-2: Rani of Kittur 1824, Sangoli Rayanna (1829-30), Nagar revolt of 1830-Resistance in Kodagu.	
	Chapter-3: The impact of the rebellion of 1857 on Karnataka Bedars of Halagali against Anti arms Act.	
Unit-II	Chapter-4: Venkatappa Nayaka of Surapura, Babasaheb of Naragunda, Bhima rao of Mundargi - effects of the Struggle.	15 Hours
	Chapter-5: The National Movement in Karnataka - Early activities the response to Swadeshi and Non Cooperation Movements in Karnataka-Influence of Tilak and Gandhi.	
	Chapter-6: Belgaum Congress Session (1924) Satyagraha campaigns in Karnataka (1930-34)	
Unit- III	Chapter-7: Quit India Movement in Karnataka-its effects Chapter-8: Movement for Responsible Government in Princely Mysore State. Chapter-9: Origin and Development of unification movement in Karnataka: Factors responsible for unification Movement:	15 Hours
Unit- IV	Chapter-10: Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations	15 Hours
	Chapter-11: The Kannada Renaissance role of Kannada literature and Journalism in bringing about Karnataka Consciousness Chapter-12: The ultimate move towards the formation of Karnataka.	

Exercise:

- Students can be asked to make a report of the heroes who fought for freedom.
- Students can be asked to study and understand the British influence in Karnataka and its impact.
- Students can be asked to understand the struggles by surapura and other areas struggles against British rule.

Suggested Readings

Re	ferences
1	S.Chandrashekahar - Karnataka Ekikaranada Charitre
2	R.R.Diwakar - Karnataka through the ages
3	P.B.Desai - History of Karnataka
4	G.S.Halappa - History of Freedom Movement in Karnataka
5	Basavaraja.K.R History of Karnataka
6	K. Veerathappa - Studies in Karnataka History and Culture.
7	James Manor - Political change in an Indian State Mysore 1917-
8	M.Shamarao - 1955 - Modern Mysore (2 vols.)
9	H.S. Gopal Rao - Karnataka Ekikaranada Ithihasa

Pedagogy:

The course shall be taught through the lectures, assignments, group discussions and weekend seminars.

Formative Assessment		
Assessment Occasion/ type	Weightage in Marks	
Assessment Test-1	10	
Seminar/Presentation/Group Discussion	10	
Assessment Test-2	10	
Assignment	10	
Total	40	

Caro of

Course Title: History of India. (CE1761-CE 1857)		
Semester: VI	Course Code: DSC13	
Total Contact Hours: 60	Course Credits: 4	
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours	
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100	

Course Objectives:

This course is designed to

- Student will be able to formulate basis of modern India through different concepts like modernity, Rule of Law etc
- Students will be able to analyze the process of rise modern India and its foundation made by Social reformer and freedom fighters.
- Students will be able to analyze social background of Indian Nationalism
- Students will be able to categorize different school of thoughts about Modern India history
- Students will be able to illustrate rise and growth of Economic Nationalism in India.

Learning Outcome

At the end of the course, the students shall -

- Be in a position to understand the Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, and Punjab.
- Be familiar with Land revenue systems- Permanent, Ryotwari and Mahalwari systems, Commercialization of Agriculture- Consequences.
- Be in a position to understand the Drain of Wealth-causes and consequences, Growth of modern industry.



Unit	Contents of Course- DSC13	60 Hours
Unit-I	Chapter-1: Indian Polity, Society and Economy in mid- 8th century. Mercantile Policies and Indian Trade.	15 Hours
	Chapter-2: Colonial Expansion-I-Bengal and Punjab. Colonial Expansion II-Mysore and Marathas. Chapter-3: Imperial Ideologies and Psyche: Orientalists Construction of India and the Utilitarians.	
Unit-II	Chapter-4: British Administration and Law. The Spread of English Education. Chapter-5: The New Land Settlements. Chapter-6: Commercialization of Agriculture.	15 Hours
Unit- III	Chapter-7: Deindustrialization – British Industrial Policy Chapter-8: Economic Impact of the Colonial Rule. Chapter-9: Social Discrimination and Colonial Rule	15 Hours
Unit- IV	Chapter-10: Tribal and Peasant Movements in Colonial India Chapter-11: Revolt of 1857 Chapter-12: The Beginnings of Indentured Labour – Labour Movements in Colonial India.	15 Hours

Exercise:

- The students shall prepare a project on the process that led to the colonization of India.
- The students should have a group discussion on the adverse impact of British colonization.
- The students should write an article on the making of the constitution.

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Suggested Readings

1	Bandopadhyaya, Sekhara (2004), From Plassey to Partition: A History of Modern India, Orient Blackswan.
2	Bayly, C.A. (1988), Indian Society and The Making of British Empire, Cambridge University Press
3	Bhatia, B. M. (1967), Famines in India, Asia Publishing House.
4	Brown, Judith M. (1972), Gandhi's Rise to Power: Indian Politics, 1915-1922, Cambridge University Press.
5	Chandra, Bipan, (2010), Rise and Growth of Economic Nationalism in India, Har Anand
6	Chaudhuri, B.B. (2008), Peasant History of Late Pre-Colonial and Colonial India, Pearson Education.
7	Gadgil, D. R. (1939), Industrial Evolution of India
	Marshal, P.J. (ed.): Eighteenth Century in Indian History, Oxford University Press, Delhi, 2007
8	Hasan, Mushirul (1991), Nationalism and Communal Politics in India: 1885-1932, Manohar.

Pedagogy:

The course shall be taught through the lectures, interactive session, outdoor visits and week-end seminars.

Formative Assessment		
Assessment Occasion/ type	Weightage in Marks	
Assessment Test-1	10	
Seminar/Presentation/Group Discussion	10	
Assessment Test-2	10	
Assignment	10	
Total	40	



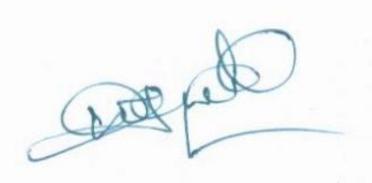
Course Title: History of United States of America - I (c.1776 - 1945)		
Semester: V	Course Code: DSC-14	
Total Contact Hours: 60	Course Credits: 4	
No. of Teaching Hours/Week:4	Duration of ESA/Exam: 2 Hours	
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100	

Course Objectives:

- Students shall be able to identify, explain and give example of significant development in American history over a defined span of time, roughly C 1776 – 1945.
- Student shall be able to interpret and evaluate the acceptability of historical evidence.

Learning Outcome:

- Students will be able to interpret the political parties the role of judiciary in the making of the republic in USA.
- They will understand the spirit of American revolution and its ideology.



Unit	Contents of Course- DSC-14	60 Hours
	The Background & Making of the Republic	
Unit-I	Chapter-1: The land and indigenous people: settlement and colonization by Europeans; early colonial society and politics; indentured labour- White and Black.	15 Hours
	Chapter-2: a) Revolution: Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations.	
	Chapter-3: b) Processes and Features of Construction Making: Debates, Historical interpretations.	
	Evolution of American Democracy	
Unit-II	Chapter-4: Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 1840 – 1960; judiciary role of the Supreme Court Chapter-5: Expansion of Frontier: Turner's Thesis; Marginalization, displacement, and discrimination of Native Americans; Case histories of Tecumseh, Shawnee Prophet. Chapter-6: Limits of Democracy: Blacks and Women	15 Hours
	Early Capitalism & The Agrarian South	- 12E X
Unit-III	Chapter-7: Beginnings of Industrialization - Immigrants and changing composition of Labour; Early Labour Movements. Chapter-8: a) Plantation economy Chapter-9: b) Slave Society and Culture: Slave Resistance.	15 Hours
	Ante Bellum Foreign Policy & Civil War	
Unit-IV	Chapter-10: War of 1812: Monroe Doctrine: Manifest Destiny. Chapter-11: Abolitionism and Sectionalism – Issues and Interpretations. Chapter-12: Rise of Republicanism, Emancipation and Lincoln.	15 Hours

Exercise:

- Students should be asked to prepare a project on industrialization in America and its impact.
- Students can submit assignments on the abolition of slavery.
- Ask the students to submit a report on the heroes of the American war of independence.



Suggested Readings

1	Bailyn Bernard, The Great Republic 1985				
2	Bailyn Bernard, The Ideological Origins of the American Revolution. Harvard University Press 1967				
3					
4	Brown Dee, Bury My Heart at Wounded Knee, An Indian History of the American West. Grover Gardner 1970				
5	Carroll Peter and Noble David, Free and Unfree: A New History of the United States. Penguin Books, 1977.				
6	Davis David B., The Problem of Slavery in the Age of Revolution 1770-1823. New York: Oxford University Press, 1999.				
7	Faulkner U., American Economic History . New York, Harper, 1960				
8	Fogel Robert, Railroads and American Economic Growth Baltimore: Johns Hopkins Press, 1964				
9	Foner Eric, America's Black Past. Harper collins, 1970				
10	Franklin, John Hope, From Slavery to Freedom. New York: Alfred A Knopf, 1947				

Pedagogy

The course shall be taught through the Lectures/ tutorials/assignments/self-study/seminars.

Formative Assessment			
Assessment Occasion/ type	Weightage in Marks		
Assessment Test-1	10		
Seminar/Presentation/Group Discussion	10		
Assessment Test-2	10		
Assignment	10		
Total	40		

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General Pattern of History Question Paper

I. Term End Examination for Discipline Specific Core (DSC) Papers

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

Note: Duration of Examination for Discipline Specific Core (DSC) Papers is 3 hours.

Question paper pattern for Discipline Specific Core (DSC) Papers -

Section A: Multiple Choice Questions Section B: Short Answer Questions Section C: Long Answer Questions

Section A: Multiple Choice Ouestions

All Questions	are	Compulsory	(10x1=10)
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- 1.
- 2.
- 3.
- 4
- 5.
- 6.

Section B: Short Answer Questions (2x10=20)

Answer any Two questions. Answer the following questions in not more than 500 words

- 11.
- 12.
- 13.

Section C: Long Answer Questions (2x15=30)

Answer any Two questions. Answer the following questions in not more than 800 words

- 14.
- 15.
- 16.

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I. Term End Examination for Discipline Specific Elective (DSE) Papers

Each paper will be for maximum of 60 mark. The minimum mark to pass the examination is 40% (24 mark) in each theory paper.

Note: Duration of Examination for Discipline Specific Elective (DSE) Papers is 2 hours.

Question paper pattern for Discipline Specific Elective (DSE) Papers -

Section A: Short Answer Questions

Section A: Short Answer Questions

Answer any thirty (30x2=60)

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