



DEPARTMENT OF HISTORY

Syllabus of
**Bachelor's Degree in
HISTORY**

**CHOICE BASED CREDIT SYSTEM
SEMESTER SCHEME
UNDER NEW EDUCATION POLICY 2020
2021-22 ONWARDS**

**BOS meeting held on 21-08-2023
Academic Council meeting, held on 02-09-2023**

HISTORY AS A DISCIPLINE

Preamble:

History is an important branch of human knowledge. It is interesting and instructive. Broadly speaking, History deals with past events related to mankind. Every human activity of the past has its own history. The word history is derived from the Greek word 'historia'. It means enquiry or observation. In Sanskrit, 'Itihasa' means it "happened like that". In this sense the Mahabharata is considered by Indians as Itihasa. In ancient India, the purpose of history was not to record the names of kings and dynasties and their achievements. Its purpose was to emphasize the duties of the individuals and to transmit the values and cultures from generation to generation. For this reason, the Puranas were narrated in villages at the time of festivals. Thus the ancient Indians were fully aware of the purpose and importance of history.

History also tries to discover the cause and effects of the events. The understanding of the cause and effects would enable us to get a better insight into past. The main purpose of history is to discover the truth as far as possible. In other words, history is an account of the achievements as well as failure of mankind through the ages in spheres such as political, economic, religions, literary, cultural and scientific.

The definition of history differed from age to age and from country to country. While the importance of the study of science is taken, a question often posed is : why is the study of history important ?. This question cannot be answered in a simple way.

From the late 18th and early 19th centuries scientific history came to be written by professional historians. Then onwards the study of history became a part of school education everywhere. This partly answers regarding the importance of history..However, there are also other good reasons why should be studied. History enables us to effectively plan the future on the basis of the past experience. We meet the situations by remembering familiar and useful elements from the past.

An individual cannot effectively function without his memory. This is also equally true in respect of nations. If memory goes, sanity goes. If the knowledge of our past experience is lost, both the present and future will be in danger. We, may, therefore, say that history is systematic study of the important events of the in a chronological order. History is an ocean of human experiences. It records great deeds, achievements, contributions, adventures, thoughts and sacrifices of extraordinary men and women. These are indeed sources of inspiration and motivation even today.

Course Objectives

- Development of the personality of the student with scientific thinking, studiousness and character building.
- Inculcating ethical values, social obligations and service mindness
- Achieving self- realization and self-refinement in students.
- As Francise Bacon '**History makes men wise**'
- Enhancing growth opportunities for employability

SCHEME & SYLLABUS BA HISTORY-COURSE STRUCTURE

Group	Code	Title	Instructional Hours	Duration of Exam (Hrs)	Marks			Credits
					IA	Exam	Total	
		FIRST						
DCC	HTCT 101	Political History of Karnataka (BCE-3 to 10 CE) - I	3	3	40	60	100	3
DCC	HTCT 102	Cultural Heritage of India	3	3	40	60	100	3
DOE	HTOE 101	Indology	3	3	40	60	100	3
		SECOND						
DCC	HTCT 151	Political History of Karnataka (CE 11- 1799 AD) - II	3	3	40	60	100	3
DCC	HTCT 152	Cultural Heritage of Karnataka	3	3	40	60	100	3
DOE	HTOE 151	Museology	3	3	40	60	100	3
		THIRD						
DCC	HTCT 201	Political History of India (From Indus Culture upto 1206 AD)	3	3	40	60	100	3
DCC	HTCT 202	History of Coastal Karnataka and Kodagu	3	3	40	60	100	3
DOE	HTOE 201	Freedom Movement in Karnataka (1800 -1947)	3	3	40	60	100	3
		FOURTH						
DCC	HTCT 251	History of Medieval India	3	3	40	60	100	3

Group	Code	Title	Instructional Hours	Duration of Exam (Hrs)	Marks			Credits
					IA	Exam	Total	
DCC	HTCT 252	Cultural History of India (From Saraswati - Indus Culture to 1206 CE)	3	3	40	60	100	3
DOE	HTOE 251	Freedom Movement in India (1885-1947)	3	3	40	60	100	3
		FIFTH						
DCC	HTCT 301	History of Western Civilizations (6 BC -1200AD)	4	3	40	60	100	4
DCC	HTCT 302	Colonialism and Nationalism in Asia (1900 - 1970)	4	3	40	60	100	4
DOE	HTCT 303	European History	4	3	40	60	100	4
		SIXTH						
DCC	HTCT 351	History of Freedom Movement and Unification of Karnataka	4	3	40	60	100	4
DCC	HTCT 352	History of India (1761 CE - 875 CE)	4	3	40	60	100	4
DOE	HTCT 353	Process of Urbanization in India	4	3	40	60	100	4

Assessment:

Total Contact Hours: 39 to 42	Course Credits: 3	
Formative Assessment	Summative Assessment	
	Internal Assessment	Theory Part Semester End Examination
Internal Test	10=10= 20	60
Assignment, Projects, seminar, Field Study	15	
Vive Voice	05	
Total	40	
Grand Total		100

Question Paper Pattern:

1. 12 Marks Questions = $12 \times 2 = 24$
 2. 6 marks Question = $6 \times 3 = 18$
 3. Map Study = $6 + 6 = 12$
 4. 3 marks Question = $3 \times 2 = 6$
- Total = 60

BA Semester 1

Title of the Course: Course Code: HTCT 101 - POLITICAL HISTORY OF KARNATAKA (BCE-3 to 10 CE) Part-1	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks

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

Course Outcomes (COs):

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

Understand the continuity of Political developments and strategies.

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

Unit – 1 Introduction

Chapter. 1: Survey of sources- Pre historic culture

Chapter .2: The Early Alupas- The Mauryas –Chandra Guptha Maurya- Bindusara-Asoka-The Satavahanas-Gautami putra Satakarni – Kadmbas of Banavasi-Mayura Sharma-Land grants- Political institutions of Kadamba period

The Satavahanas – Kadambas of Banavasi

Chapter 3: The Gangas of Talakad - Durvineetha Sri Purusha-Rachamalla IV –Chavundaraya

Unit – 2 The Age of Empires

Chapter 4: Chalukyas of Badami – Pulikesin – II-Vinayaditya

Chapter. 5: The Rastrakutas Krishna-I- Dhruva, Govinda-III – Amoghavarsha Nrpatunga

Chapter 6: The Chalukyas of Kalyana :Tailapa-II- Vikramaditya VI-Someshwara-III (CE1076-CE1126) – Kalachuries of Kalyana – Bijalla-II

Unit – 3 Formation of State

Chapter. 7: Central And Provincial Administration

Chapter 8: Local self Government Village administration

Chapter No. 9. Map- Study : a)Gangas of Talakadu

Places: Kolar, Talakadu, Shravanabelagola , Manne, Makunda, Punnata, Kongunadu, Kanchi, Banavasi, Nolambavadi

b)The Chalukya Empire under Pulikesin - II

Places – Badami, Aihole, Pattadakal, Banavasi, Kanchipuram, Mahakuta, Alampur, Talakadu, Barkur, Vengi, Alvakheda, Kanchi Udyavara

c) Rastrakuta Empire

Places: Manyakheda, Ajanta, Ellora, Elephant, Banavasi, Kalyana, Takolam, Madhurai, Laturu, Banavasi, Malwa, Vemulavada, Vengi, Kanchi

Books for Reference:

1. K.R Basavaraja - “History and Culture of Karnataka”
2. R.S Mugali - “Glimpses of Karnataka”
3. P.B. Desai - “A History of Karnataka”
4. H.V Shrinivasa Murthy and R. Ramakrishnan - “ A Concise History of Karnataka
5. A. Sundara (Ed) - “Karnataka Charitre” Volume I
6. B. Surendra Rao (Ed.) - “Karnataka Charitre” Volume II
7. R.R Diwakar - “ Karnataka Through the Ages”
8. M. Chidananda Murthy - “Karnataka Shasanagala Samskrutika Adhyayana”
9. S. Settar - “Halagannada – Lipi, Lipikara, Lipi Vyavasaya
10. Dr..Suryanatha U Kamath - History of Karnataka
11. A.C. Nagesh - “Pracheena Karnataka Charithre”
12. Epigraphia Canatica Volume 1-12 Mysore University Mysore.
13. Mysore Gazetter C. Hayavadhana Rao
14. K.V.Ramesh Dictionary of Social, Economic and Administrative Terms in South Indian Inscriptions - Vol. 1 (A-D)

15. K.V.Ramesh *Chalukyas of Vaataapi*, 1984
16. K.V.Ramesh *Tulunadina Itihasa*, 1969, Geetha Book House, Mysore
M.V. Krishna Rao and keshava Bhatta- *Karnataka Ithihasa Darshana*.
17. *Karnataka Charitre Vol 1-7* Hampi University
18. Adikadambaru Gangaru Badami Chalukyaru Prasaranga, Kannada University, Hampi.
19. G. S. Dikshit: *Local self-government in mediaeval Karnataka*. (Karnataka University. Dharwar 1964.

Books for Study:

1. K.V. Ramesh *Inscription of Tulunadu*
2. K.V. Ramesh *History of South Canara A history of South Kanara (from the earliest times to the fall of Vijayanagara)*1970
3. Ganapathi Rao Aigal *Dakshina Kannada Jilleya Prachina Itihasa (Ancient History of Dakshina Kannada)*, published in 1923
4. Sheik Ali *Western Gangas of Talakadu* Published by Prasaranga, University of Mysore, 1976.
5. A. V. Venkata Ratnam *Local government in the Vijayanagara Empire* University of Mysore 1972.
6. B. Surendra Rao *Bunts in history and culture* Udupi 2010..

Pedagogy

- Lecture Method – Class Room Teaching
- Learning through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids
 - Films Documentaries
 - Visit to historical sites

BA Semester I

Title of the Course: Course Code: HTCT 102 - CULTURAL HERITAGE OF INDIA

Course 2 : Number of Lecture Hours39/42	Number of theory Credits 3
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Course Outcomes (COs):

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

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

Unit – 1 Introduction

Chapter No. 1 Meaning, Definition Historical Cultural Heritage-Concepts, Characteristics-types of Indian Cultural Heritage: Tangible, intangible, Oral and Living traditions.

Chapter No. 2 Significance - fairs, festivals, rituals: Regional, Folk, Tribal, National.

Chapter No. 3 Fairs: Religious, Folk, Animal, Monsoon; Ritual and Tirtha Kshetras: Some important Tirtha Kshetras/Pilgrimage centers of India

Unit – 2 Legends, Narratives and Cultural Ethos

Chapter No. 4. Meaning, significance, forms and tradition of legends. Ramayana and Mahabharata- Panchtantra, Jataka. Traditional Performing Art. Folk dances and theatre:

Chapter No. 5. Bharata's Natya Shastra: The Source Texts on Performing Indian Classical Arts;

Chapter No. 6. Indian Classical dances as Cultural Heritage. Significance of fairs and festivals. Performing Arts Traditional performing Arts of Coastal Karnataka. Bhartanaty, Yakshagana, Bhootakola, Siri, Nagaradhane

Chapter No. 7 Meaning, Definition and Ideas of Built Heritage

Chapter No. 8. Important Monuments of India

Shore temples and cave temples.(Mahabalipuram), Aihole. Badami, Pattadakal. Ajanta-Ellora

Chapter No. 9 Important Monuments of India Sarnath, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Taj mahal, Red fort.

Places of Historical importance : Delhi, Agra,
Nalanda,Saranatha,Sanchi,Hampi,Badami,Mahabalipuram, Ajantha Ellora Prayaga, Varanasi,
Ramaeshwaram, Dwaraka, Konark, Khajuraho

Books for Reference

1. S. Radhakrishnan - “Culture of India”
2. K.T Achaya - Indian food: A Historical Companion,
3. Banga, I. (Ed) - The City in Indian History : Urban Demography,
Society and Politics.
4. A.L Basham - The Wonder that was India.
5. Sachin Shekhar Biswas - Protecting the Cultural Heritage
6. N.K Bose - “Culture Zones of India” in culture and Society in India.
7. S.Narayan - Indian Classical Dances.
8. Gokulsing, K. Moti - Popular Culture in a Globalized India,
9. Bhanu Shankar Mehta - Ramlila Varied Respective
10. Rangacharya - The Natya shastra, English translation with critical
11. P. Gururaj Bhat Studies in Tuluva history and culture: From the pre-historic times upto the
modern (1975)
12. P. Gururaj Bhat Tulunadina Nagamandala (1977)
13. K.G. Vasantha Madhava Pracheena Jaagathika Paridrushyadalli Bhaaratheeya
Vaidyashastra 2020
14. A P Karmarka Cultural history of Karnataka: ancient and medieval 1947.

Pedagogy

Knowledge: The student should acquire knowledge of terms, concepts, facts, events, symbols, ideas, conventions, problems, trend, personalities, chronology and generalizations, etc., related to the study of history. The student should be able to: recall, recognize, show and read.

Understanding: The student should develop understanding of terms, facts, principal events, trends, etc., related to the study of history. The student should be able to: classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect errors, interpret and extract.

Critical Thinking: The subject should enable the students to develop critical thinking. The student should be able to: identify, analyse, collect, select, draw and verify.

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

Interests: The subject should enable the students to develop interest in the study of history. The student, on his own, should be able to: collect coins and other historical materials, participate in historical dramas and mock sessions of historical events, visit places of historical interest, archaeological sites, museums and archives, read historical documents, maps and charts, write articles on historical and other related topics.

Learning Outcome:

This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. They will acquire knowledge of changing socio-cultural scenarios of India.

As well as they can gather knowledge about the cultural heritage, cultural forms and cultural Expressions performing arts, fairs and festivals.

Internship: Regional and Cultural History of India

Important Monuments of Coastal Karnataka

Project: Places of Historical Importance

Traditional performing Arts of Coastal Karnataka

Ramayana and Mahabharata importance and relevance in present day

BA Semester 1

Open Elective

Title of the Course: Course Code: HTOE 101 - CULTURAL HISTORY OF KARNATAKA (CE 3-CE 10) Part-I

OE : Number of Lecture Hours39/42	Number of theory Credits 3
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Course Outcomes (COs):

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

Course Outcomes (COs):

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

Unit – 1 Introduction

Chapter No. 1 Language and culture of Coastal Karnataka and Kodagu

Chapter No. 2 Alupa Land Grants

Chapter No. 3 Agriculture and Emergence of Agraharas – Education

Unit – 2 Social Conditions

Chapter No. 4.Caste Structure

Unit – 3 Religion and Art

Chapter No. 6 Jainism and Buddhism in Karnataka Other minor religions minor sects.

Chapter No. 7. Saivism and Vaishnavism

Chapter No. 9 Art and Architecture of Coastal Karnataka. Temples Basadis, Fort and Palace.

Books for Reference

- 1.S. Settar - “Halagannada – Lipi, Lipikara, Lipi Vyavasaya
- 2.K.R Basavaraja - “History and Culture of Karnataka
- 3.R. Rajanna & A.C Nagesh - “Karnatakada Charithre” Volume
- 4.P.B. Desai - “A History of Karnataka”
5. A. Sundara (Ed) - “Karnataka Charitre” Volume I
6. A. Sundara Pattadakal 2008.
7. B. Surendra Rao (Ed.) - “Karnataka Charitre” Volume II

8. S. Settar - “ Halagannada; Bhashe, Bhasha Vikasa, Bhasha Bandhavya”
- 9.M. Chidananda Murthy - “Karnataka Shasanagala Samskrutika Adhyayana”
10. S. Rajashekara - “ Karnataka Architecture”
11. K.A. Nilakanta Sastri - “A History of South India”
12. Dr. Suryanath KamathA Concise History Of Karnataka

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as Audio – Visual aids
- Films Documentaries
- Visit to historical sites

BA Semester I, Open Elective

Course Title: Course Code: HTOE 102 -INTRODUCTION TO ARCHAEOLOGY

OE : Number of Lecture Hours 39/42	Number of theory Credits 3
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Course Outcomes (COs):

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

Understand the concept of Archaeology as an ancillary for study of history

Help to study features of Archaeology in understanding history

Familiarize the students to know about scope of Archaeology.

Understand the various tools and techniques imbibed in Archaeology

Study various schools of disciplines of Archaeology.

Unit – 1 Introduction

Chapter No. 1 Definition – Scope – Nature

Chapter No. 2 Concepts – Artifacts – Assemblage – Industry – Culture -Layer

Chapter No. 3 Kinds of Archaeology – Ethno, Marine and Salvage

Unit – 2 Archaeology by Period

Chapter No. 4. Lower Paleolithic – Middle Paleolithic – Upper Paleolithic- Mesolithic

– Chalcolithic – Bronze age – Iron Age

Chapter No. 5. Development in the Global Context – From Antiquarians to Scientific Archaeology – Finders Petrie- Pitt Riveres – Leonard Woolly

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

Chapter No. 7 Identification of a site – field survey – sampling techniques – Application of scientific methods.

Chapter No. 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

Books for Reference

1. Agrawal D.P - Archaeology in India
2. Aiken M.J - Science based dating in archaeology
3. Allchin Bridget
And Raymond Allchin - Rise of Civilisation in India and Pakistan
4. Atkinson RJC - Field Archaeology
5. Basker .P - Techniques of Archaeological Excavation
6. Chakrabarthy D.K - A History of Indian Archaeology from the beginning to 1947
7. Chakrabarthy D.K - Theoretical Perspectives in Indian Archaeology
8. Gosha .A - Encyclopaedia of Indian Archaeology
9. Rajan .K - Archaeology, Principles and Methods
10. Raman K.V - Principles and Methods in Archaeology
11. Dr.Srinivas V Padigar - Principles of Archaeology.
12. Dr Srinivas V Padigar - Puratattva Parichaya-(Kan)

Pedagogy

Lecture Method – Class Room Teaching

Visit to Archaeological sites

Learn techniques of excavations

Collaborative learning strategies

Learning about digging, Trenching and Exploration

Collection and Preservation of Artifacts

Field Visit: Excavated Sites of Karnataka

Project work: on Eminent Archaeologist of Karnataka

Important Archaeological Excavations

Study various schools of disciplines of Archaeology.

BA II Semester

Title of the Course: Paper III

Course Code HTCT151- Political History of Karnataka (CE11- 1799 AD)

Number of Theory Credits 3.

Number of lecture hours/semester 39/42

Course Outcomes (COs):

- At the end of the course the student should be able to:
- Understand the rise and fall of Political dynasties in Medieval Karnataka.
- Familiarize with the patterns of administration.
- Analyze the traditional values and ethos of political development.
- Understand the rise and fall of regional variations.
- Study the complexities involved in polity of the time.
- To know the administrative system of the Local rulers.

Programme outcome (PO)

- To know about the early political history medieval Karnataka.
- To know about origin and antiquity of Karnataka.
- Kings and their contribution to literature, religion, politics, art and architecture.
- To understand the most powerful origin and growth of State formation in Karnataka
- Analysis the importance of regional political dynasties of South Canara
 - To the understand Local Chieftains of Coastal Karnataka, Choutas, Ajilas, Bhairavaras, Honnekambalies, Savanthas, Ballals, Heggades, Bangas, Mulas and other dynasties
 - To understand the role of Central and Provincial Administration Local self Government Village administration Nayankara system in Karnataka.
 - The extent of the empire and geographical boundaries of Karnataka.

Unit – 1 Introduction

Chapter No. 1 The Hoysalas of Dwarasamudra, Vishnuvardhana, Ballala II and Ballala III

Chapter No. 2 Medieval Alupas 11 to 14 Century.

Unit – 2 Medieval Karnataka

Chapter No. 3. Vijayanagar – Dynasties Devaraya II , Krishnadevaraya Battle of Talikote

Chapter No. 4. The Bahamani States Mohammad Gawan

Chapter No. 5. Regional Kingdoms during Vijayanagar, Nayakas of Keladi and Ikkeri, Nadaprabhus of Yalahanka, Nayaks of Chitradurga,

Chapter No. 6 : Local Chieftains of Coastal Karnataka, Choutas, Ajilas, Bhairavaras, Honnekambalies, Savanthas, Ballals, Heggades, Bangas, Mulas and other dynasties

Chapter No. 7 Administration under Vijayanagara –Nayankara system- Keladi Shivappa nayaka-Shistu.

Unit – 3 Post Vijayanagar

Chapter No.8 Wodeyars of Mysore – Rule of Dalvoy's Chikkadevaraja Wodeyar

Chapter No.9. Hyder Ali and Tippu Sulthan

Chapter No.10. Map Study

a) The Hoysala Empire

Places: Belur, Halebeedu, Somanathapura, Talakadu, Soraturu, Arasikere, Banavasi, Sosevour, Melukote, Srirangapatna, Lakkundi, Shantigrama. Markuli and Hongere.

b) The Vijayanagar Empire.

Places- Hampi, Tanjavur, Mangalore, Barkur, Penukonda, Tirupati, Orissa, Goa Talikote, Golkonda, Raichur Doab, Ummaturu, Bijapura Manjeshwara Madhurai, Udayagiri.

c) Bahamani Empire

Places: Bidar, Gulbarga, Golkonda, Bijapura, Talikote, Ahmadnagara, Berar, Raichur Doab, Warrangal, Kanchi, Kondapalli, Goa

Books for Reference:

1. K.R Basavaraja - "History and Culture of Karnataka"
2. P.B. Desai - "A History of Karnataka"
3. Burton Stein - "Vijayanagara"
4. B. Sheik Ali(Ed.) - "Karnataka Samagra Charitre" Volume IV.
5. B. Vivek Rai (Ed.) - "Pravasi Kanda Vijayanagara"
6. G. Yazdani - "History of the Deccan"
7. K. Satyanarayana - "History of the Wodeyars of Mysore"
8. Mohibul Hasan - "History of Tipu Sulthan"
9. T.V Mahalingam - "Administration and Social Life Under Vijayanagara"
10. K.V Ramesh - "History of South Kanara"

11. Robert Sewell- The Forgotten Empire.
12. K.A.N Shastri- History of South India
13. L.B. Bowring--- Hyder and Tippu
14. Karnataka Through the Ages—Government of Karnataka
15. Epigraphia Canatica Volume 1-14 Mysore University Mysore
16. K.V. Ramesh Inscription of Tulunadu
17. K.V. Ramesh History of South Canara A history of South Kanara (from the earliest times to the fall of Vijayanagara)1970
18. Ganapathi Rao Aigal Dakshina Kannada Jilleya Prachina Itihasa (Ancient History of Dakshina Kannada), published in 1923
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20. P. Gururaj Bhat Studies in Tuluva history and culture: From the pre-historic times upto the modern (1975)
21. P. Gururaj Bhat Tulunadina Nagamandala (1977)
22. K.G. Vasantha Madhava Pracheena Jaagathika Paridrushyadalli Bhaaratheeya Vaidyashastra 2020
23. A P Karmarka Cultural history of Karnataka: Ancient and medieval 1947.

Pedagogy

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

Activity:

Field Visit

Study of Architectural centers

Books for Study and Book Review.

Quiz and Seminar

Group Discussion

Viva

BA II Semester

**Course Title: Course Code: HTCT152- Paper IV Cultural Heritage of
Karnataka**

Number of Theory Credits 3.

Number of lecture

Hours/semester 39/42

Course Outcomes (COs):

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

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

Programme outcomes (PO)

- Thorough understanding of ancient Karnataka history and culture.
- Understand the studies in ancient Karnataka culture from all the perspectives without any bias.
- Elucidate the origin and development of Indian art and architecture.
- Understand the origin and development of the social norms in ancient and medieval Karnataka
- Provide an insight about an extensive survey of heritage of Karnataka
- To know the tangible and intangible heritage of Karnataka
- To understand the Significance of fairs and festivals. Performing Arts Traditional performing Arts of Coastal Karnataka
- Students appreciate the rich heritage of ancient and Medieval Karnataka.

Content of Course 1

Unit – 1 Introduction

Chapter No. 1 Meaning, Definition and Concepts

Chapter No. 2 Characteristic features of Kodagu and Coastal Karnataka

Chapter No. 3 Significance

Fairs, Festivals and Rituals- Thettha Kshetras Daivaradhane Religious Worship and traditional practices of Coastal Karnataka

Unit II

Chapter No. 4 Significance of Fairs and Festivals

Chapter No.5. Local Self Government of Coastal Karnataka

Chapter 6. Sea trade in coastal Karnataka Spread of Religions in coastal Karnataka

Local Art and architecture: Forts, Palace, Basadi and Temples

Unit III

Chapter No. 7. Legends and Narratives- Paddanas

Chapter No.8. Folk Dances and theatre- Yakshagana .Bhootakola, Siri, Nagaradhane Tulu Culture

Chapter No. 9. Architecture and Built Heritage of Karnataka

Map Study: 1. Undivided South Canara

Places of Historical, Religious and Cultural importance

Places : Mangalore, Moodbidri, Barkur, Udupi, Basruru, Gangoli, Gokarna, Shankarnarayana Karawara, Malpe, Karkala, Venoor, Dharmasthala, Shishila, Bantwala , Puttur, Neleshwara, Kumble, Kasragode, Manjeshwara, Ullala, Surtkal , Padubidre, Byandor, Bhatkala, Honnavara, Kapu, Aladangadi, Mulki, Kolluru.

Books for Reference:

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

- 12.K.V. Ramesh History of South Canara A history of South Kanara (from the earliest times to the fall of Vijayanagara)1970
- 13.P. Gururaj Bhat Studies in Tuluva history and culture: From the pre-historic times upto the modern (1975)
14. P. Gururaj Bhat Tulunadina Nagamandala (1977)
15. A P Karmarka Cultural history of Karnataka: Ancient and medieval 1947
- 16 K.G. Vasantha Madhava Pracheena Jaagathika Paridrushyadalli Bhaaratheeya Vaidyashastra 2020
17. History and Culture of Karnataka from earlier times to 1336 Karnataka University Dharwada
18. Dr. Basavaraj Akki. Karnataka History and Culture
19. Plalaaksha History of Karnataka.
20. Shivarudra Swamy Karnatakada Proudha Ithihasa mattu Samskriti

Pedagogy

Lecture Method – Class Room Teaching

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

Activity

Field Visit

Study of Architectural centers

Books for Study and Book Review.

Visit to Heritage Site.

Research work.

Practical Experience about performing Art of Coastal Karnataka

Personality Test

Sri Dharmasthala Manjunatheshwara College. (Autonomous), Ujire, 574240. D.K.

Department of History

BA I Semester

Total Contact Hours: 39 to 42	Indology Syllabus Open Elective Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks

Indology Syllabus

Programme Outcomes – After the successful completion of the prescribed course, the students will be able to

- 1) Thorough understanding of ancient Indian history and culture.
- 2) Understand the studies in ancient Indian history and culture from all the perspectives without any bias.
- 3) Elucidate the origin and development of Indian art and architecture.
- 4) Explain the cultural contacts of ancient India with other states.
- 5) Understand the origin and development of the social norms in ancient India
- 6) To understand the religious Literature and religions history.

Course Outcomes (COs):

- Indology paper aims at empowering the student to apprehend, interpret, and analyze various aspects of ancient India.
- To know the exact cultural sequence of the country and understand the origin and development of social norms.
- To know the tangible and intangible heritage of India.
- Trace the origin and development of Indian religion, literature, Culture and philosophy from the earliest times.
- To trace the origin and development of art and architecture.
- Understand the importance of performing arts and Indian aesthetics
- Study has helped to highlight the rich cultural heritage of the people of India, and the country's history and diversity.
- **Scholarly examination of the Indian society, its culture, languages, history, philosophy, and literature.**

Learning Outcome: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political

history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

1. Introduction :

2. **Idea of Bharath :** Understanding of Bharatvarsha . Eternity of synonyms Bharat. Geography, Indian concept of time and space
3. **Political Background of India :** Major Dynasties ruled in Ancient India and Ancient Karnataka
4. **Prehistoric and Proto historic Cultures in India:** Stone Age, Copper age, Bronze age and Age of Civilizations
5. **History of Indian Religious Literature-Evolution of language and Script:** Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigaliri: The glory of Indian Literature Vedic Samhitas, Vedanga, Upanishads, Epics (Ramayana, Mahabharata) Sanskrit Pali and Prakrith Literature, Jain and Buddhist Literature, Smriti, Puranas, Sanskrit Literature (Drama, Maha Kavya (Prose and Poetry), Scientific and Moral Literature).
6. **Social Institutions in Ancient India:** The concept of Vasudhaiva Kutumbakam : Man, Family and Society, Varna system, Ashrama system, 16 Sanskaras, Types of Marriage, Position of Women . Indian educational system
7. **Indian Religious History:** Origin of Religions, Vedic Dharma, Hinduism, Jainism and Buddhism, Vaishnavism, Shaivism, Shaktiworship, Integration of religion with culture and society.
8. **Economic Institutions of Ancient India :** Concept of land, forest and agriculture Industry, inland trade and commerce, maritime Trade
9. **Ancient Indian Science and Technology:** Health consciousness of (Science of Life) Ayurveda Yoga and Naturopathy, Indian numeral system and Mathematics
10. **Art, Architecture and Culture of Ancient India:** History Salient features of Indian Art (Architecture, Painting, Sculpture and Iconography) Gandhara and Mathura school of Art, Cave Architecture
11. **Art, Architecture and Culture of Ancient Karnataka:** Cave temple, Structural Architecture
12. **History of performing arts in India :** Natyashastra, Dance, Music Folklore and Classical, Seva worship in temples. Origin of Music and Dance Traditions with a basic understanding of origin of the Swara tradition, Nritha, Nrithya Natya, Abhinaya and the Tala /laya traditions. Historical development of Classical Music. Salient features of Classical Music.

Reference Books:

1. Sankalia, H. D. 1974. Prehistory and Proto history of India and Pakistan. Pune: Deccan College.
2. Keith, A. B. A History of Indian Literature. Reprints. Delhi: MLBD.
3. Kane, P. V. 1941. History of Dharmashastra. Vol. II, Part I. Pune: Bhandarkar Oriental Research Institute.
4. Thapar, Romila. 1984. Ancient Indian Social History: Some Interpretations. Hyderabad: Orient Longman
5. Bhandarkar, R. G. 1970. Vaishnavism, Shaivism and Minor Religious Systems. Varanasi: Prithvi Prakashan.
6. Mookherji, Radha Kumud. 1998. Ancient Indian Education: Brahmanical and Buddhist. Reprint. Delhi: MLBD.
7. Basham, A. L. 1967. The Wonder That Was India. Reprint. New Delhi: Rupa & Co.
8. Kosambi, D. D. 1985. An Introduction to the Study of Indian History. Reprint. Mumbai: Popular Prakashan.
9. Majumdar, R. C. et al. 1948. Advanced History of India. London: Macmillan & Co.
10. Shastri, K. A. N. 1966. A History of South India. Oxford: Oxford University Press.
11. Brown, Percy. 1960. Indian Architecture (Buddhist and Hindu Period). Bombay: D. B. Taraporewala.
12. Fergusson, James & James Burgess. 2000. The Cave Temples of India. Reprint. New Delhi: Munshiram Manoharlal.
13. Sharma, R. S. 1965. Indian Feudalism. Calcutta: Calcutta University.
14. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944.
15. Bose, D. M., S. N. Sen and B. V. Subbarappa (ed.) 1971. A Concise History of Science Academy. New Delhi: Indian national Science Academy
16. Thapur, Romila 1990. From Lineage to State. Delhi: Oxford University Press.
17. Sivrammurti, C. 1961. Indian Sculpture. New Delhi: Allied Publishers Pvt. Ltd
18. Sarabhai Mrinalini (1981) Understanding Bharatanatyam, The Darpana Academy of Performing arts

Internship: Study of Ancient Literary works and Book Review

Comparative Study of Ancient Culture and Modern Culture

Assignments are drafted to motivate students to understand and appreciate the wondrous past of India.

Minor iconographic forms like Yakshas, Nagas, Vidyadharas, Gandharvas, Kinnaras, Surasundaris, Mithun Shilpas,

Write assignments on any one performing art of India.

Projects:

1. Art, Architecture and Culture of Ancient India and Ancient Karnataka
2. Literature Pali , Prakrith and Sanskrit
3. Ancient Indian Science and Technology
4. How religion and Culture integrated with community.
5. Folk Art and Classical Art
6. Growth of Religions in India

Department of History

Syllabus II Semester Open Elective

Course Code HTOE 151-Museology

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

Course Outcomes (COs):

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

- Museology is the study of history or museums and their impact on society.
- This course is of introductory nature. The students will understand the concept of the museum and learn the basic principles of museology. They will be exposed to the basic principles of museum management and administration
- Students participate in various activities like curating, preservation, and detailed cataloging and documenting of ancient artifacts.
- This course introduces the students to the technical knowledge needed in the field of museology.
- It deals with collection, documentation, and display of museum objects. Moreover, the students will also learn the legal aspects of object acquisition. They will understand the basic principles of organizing an exhibition or display.

Programme outcomes (PO)

- To Study Museums collect and preserve our objects and materials of religious, cultural and historical value.
- Museology course gives the students an opportunity to apply their knowledge of museology in a practical situation. The students are expected to undertake projects and case studies related to the functioning of the museum
- To Know Museology is also a good source of entertainment and Study.
- Understand the importance of museums and help to preserve and promote our cultural heritage.
- To understand Museums are a storehouse of old artefacts, sculptures, objects, history
- Museums help in research and study.

- To Study of Museums are the main attraction for tourist and good source of knowledge

1. Introduction: Origin, meaning, definition, Aim, Function, and purposes of Museums.

Emergence and concepts theory of Museology.

- (a) Museology: Conventional Museology, New Museology. Current contested dimensions and debates.
- (b) Changing role and social relevance of Museums. - Documentation Preservation & Interpretation.
- (c) Functions of museum: collection, documentation, conservation, research, exhibition and education.

II. History and development of Museums in Global context. Museum development in India. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum Delhi . Manjusha Museum.

III. Types of Museum and Emergence of New Museums and allied institutions.

Classification of the museum on the basis of collections. Governing body and scope etc. Open air museums, inclusive museums, Eco Museums, community center, interpretation center, galleries and virtual museums Functions of Museum.

IV. Collection Management: Collection: tangible and Intangible, Documentation in Museum.

- a) Responsibilities and management related to acquisition, disposal and loan, administrative, procedural and ethics of collection (ICOM)
- b) Indian Law related to Acquisition (the Indian Treasure Trove Act of 1878, The Antiquities and Art Treasure Act, 1972, the Ancient Monuments and Archaeological Sites and Remains Act 1958.)
- c) Handling and care of artifact

V Conservation Preventive: Introduction of preventive conservation, Factors of deterioration in artifact, micro climate, Preventive care.

VI Museum education and interpretation:

- a) The concept, significance and functions of museum as an educational institution.
- b) Interpretation, continuing education, adult education, life-long learning
- c) Basic theories of learning, making provisions for specially abled, visually impaired, physically challenged target groups
- d) Interpretation methods, role play, discovery activities, live interpretation and tactile experiences and preparation of educational materials.

Reference Books:

1. Nigam M.L. 1966. Fundamentals of Museology. Navahind Prakashan.
2. Timothy, Ambrose and Paine, Crispin. 1993. Museum Basics. ICOM. Routledge, New York.
3. Agrawal, Usha. Museums in India – a brief directory
4. Key concepts of Museology. ICOM Publication (online).
5. Museology working papers. ICOM Publication (online).
6. Seth, Manvi. 2012. Communication and Education in Indian Museums. Agam Kala Prakashan, New Delhi.
7. Jain, Sunjay. 2004. Museum Avam Museology. Kanika Prakashan, Baroda.
8. Roy, Shilpi. 2019. Museum documentation: a potent tool for collection management.—Delhi
9. Crooke, Elizabeth. 2007. Museums and Community: Ideas, Issues and Challenges. London: Routledge.
10. Agrawal. O.P. 1977. Care and Preservation of Museum Objects. New Delhi:
11. Batra M.L 1996. Conservation: Preservation and Restoration of Monuments, New Delhi
12. Ghosemaulik. S K. and K.K . Bass. 2001. Understanding Heritage: Role of Museums. Bhuneswar: Academic Staff College.
13. Gail Anderson: Reinventing the Museum.
14. Bala Krishna : Bibliography on Museology
15. Gilman, Benjamin : Museums Ideals of Purpose and Method
16. Morley, Grace : Museums Today
17. Ghosh, D.P : Studies in Museology
18. Basu, J.N : Indian Museums and Movement
19. Bhatnagar, Anupama : Museums, Museology and New Museology
20. Baxi, S.J. & Dwivedi, V.P. : Modern Museums
21. Thompson, John M.A. (ed) : Manual of Curatorship, A Guide to Museum Practice
22. Morkham, S.F. and Hargreaves, H. Museums of India
23. Aiyappan, A. and Satyamurti, S.T. Hand book of Museum Technique
24. Bedekar, V.H. : The Organisation of Museums: Practical Advice, UNESCO 14 Adam, Thomas R : The Civic Value of Museums

Pedagogy

Lecture Method – Class Room Teaching

Practical's

Visit to Museum

Learn techniques of Preservation of antiquities

Collaborative learning strategies

Learning about Documentation Preservation & Interpretation.

Collection and Preservation of Artifacts

Activity:

Field Visit

Practical Training

Case Studies

Internship

Study of Museums

Books for Study and Book Review.

Workshop

Quiz and Seminar

Projects, Viva

BA DSC-5

Semester 3

Political History of India (From Indus Culture up to 1206)

CODE NUMBER- HTCT201



Course Title: Political History of India (From Indus Culture up to 1206)	
Total Contact Hours: 39-42	Course Credits:3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Model Syllabus Authors:	Duration of ESA/Exam: 2hours

Objectives:

- Understand the history and culture of Political History of India region.
- Analyze 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 Learning Outcomes (CO)

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

CO-1 The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Political History of India Region. The student should be able to recall, recognize, show and read the history of the region.

CO-2 The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of Political History of India Region. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

CO-3 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, analyze, collect, select, draw and verify the historical facts.

CO-4 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.

CO-5 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.

POLITICAL HISTORY OF INDIA (From Indus Culture up to 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 polity in the South and the formation of feudal cultures in the north and south.

Unit I Towards Civilization Harappan and Vedic Civilization

Chapter 1: Pre – Harappan Culture: Extension of the Harappan Culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan.

Chapter 2: Debate on decline of Indus Valley civilization, Debate on Harappan script, Airavatham Mahadevan – AskoParpola

Chapter 3: Vedic literature and Archaeological evidence; PGW and NBPW- early tribal and pastoral and agrarian society in Gangetic plains. Early and Later Vedic polity. 18hours

UNIT -2 : Socio-Political Formations in the Indo - Gangetic Plains Nature of state

Chapter 4: Formation of Urban Centers: Mahajanapadas- Oligarchies- Monarchies and Republic

Chapter 5: Material setting of the formation of Jainism and Buddhism: From Mahajanapads to Empire- domination of Maghadha, foundation of Mauryan polity.

Chapter 6:Asokan Edicts and Megasthenes's Indica, Arathsashtra and early Indian tretise on theory of the state : saptanga- nature of Ashok's Dhamma 17 Hours

Unit 3 Indian Polity

Chapter 7: Chera, Chola and Pandya polity- Chalukyan polity -Guptha polity.

Chapter 8: Debates on Indian feudalism; R.S Sharma, HerbansMukhia South Indian Feudalism.

Chapter 9: Arab conquest of Sind- the Sultanate ascendancy in India. 16 Hours

Reference Books

1. D.N Jha. Ancient India an Introductory Outline Manohar Publishers & Distributors New Delhi 1977.

2. Shareen Ratnagar. Understanding Harappa Tulika Books New Delhi 2006.
3. M.K Dhavalikar. Cultural Imperialism Deccan College Post-Graduate and Research Institute), Pune 1995.
4. R.S. Sharma. India's Ancient Past Oxford University Press, New Delhi 2005.
5. Upinder Singh. A History of Ancient and Early Medieval India, Pearson publisher Noida 2019.
6. R.S. Sharma. Material Culture and Social formations in Ancient India Macmilan Publisher London 1983.
7. R.S. Sharma India's Ancient Past NCERT publishers New Delhi 2019.
8. Romila Thappar. From Lineage to State, Oxford University Press, Bombay 1984.
9. Romila Thappar Early India Penguin Publishers, 2003, New Delhi
10. Upinder Singh. A History of Ancient and Early Medieval India Pearson publisher Noida Uttar Pradesh 2019.
11. R.C. Majumdar Ancient India Motilal Banaridas New Delhi 1977.
12. V.D. Mahajan Ancient India S. Chand and Co limited New Delhi 1988.
13. J.C. Aggarwal S. Chand's Simplified Course in Ancient Indian History S. Chand & Company New Delhi 2000.
14. Prof. V.R. Hebbar and Dr. Malathi K. Moorthy History of Ancient India upto 1300 A.D. Mangalal Publications Mangalore, 1999.

DSC-6

BA

Semester 3 History of Coastal Karnataka and Kodagu CODE NUMBER- HTCT202	
Course Title : History of Coastal Karnataka and Kodagu	
Total Contact Hours: 39-42	Course Credits:3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Model Syllabus Authors:	Duration of ESA/Exam: 2hours

Objectives:

- Understand the history of Coastal Karnataka and Kodagu
- Analyze the important Political changes of this region.
- Understand the influence of political influence on the people and culture of this region.
- Appreciate the divergent Political changes of this region
- Understand the history and culture of Political History of Local region with special reference to Coastal Karnataka region.
- To the importance of regional dynasties relations with Dakshina Kannada ruling families
- Understand the importance Geographical Features of Coastal Karnataka and Kodagu

Course Learning Outcomes (CO)

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

CO-1: 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 Coastal Karnataka and Kodagu. The student should be able to recall, recognize, show and read the history of the region.

CO-2: The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of History of Coastal Karnataka and Kodagu. 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.

CO-3: The subject leads to develop the interest in the study of History of Coastal Karnataka and Kodagu

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.

CO-4: 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.

CO-5: This course enables students to explore various aspects of pre-history, political, Culture and Heritage and also the cultural diversity of History of Coastal Karnataka and Kodagu in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the political forms.

DSC-6

History of Coastal Karnataka and Kodagu

UNIT -1 Introducing History of Coastal Karnataka and Kodagu

Chapter-I: Historical Geography: Geographical Features of Coastal Karnataka and Kodagu - Sources:

Chapter-II Pre –History: Palaeolithic Culture – Mesolithic Culture –Neolithic Culture Megalithic Culture – Types of Megalithic Burials – Grave goods – Formation of Villages and Social life – Beliefs and Customs – Iron and tank irrigation. Rock Art – Avalakki Pare – Buddhanajeddu – Gavali sites. **12 Hours**

Unit II Historical Period

Chapter III: Maurya – Shatavahana – Kadamba's. Early Alupa's – Aluvarasa I – Chitravahana I – Aluvarasa II – Civil war.

Chapter IV: Medieval Alupa's – Kundavarma – Jayasimha – Kulasekhara I – Kundana – Ballamahadevi. Hoysala invasions on Coastal Karnataka and Kodagu.

10 Hours

Unit III Vijayanagar Period

Chapter V: Rise of Vijayanagar Empire: Chikkayi Tayi and Rise of Sangama Dynasty – Governor's – Banga Chiefs. Saluva's and Tuluva's – Governor's and Bhairara's of Kalasa and Karkala Choutas of Puttige and Moodbidri. Haduvalli – Gerasoppe Chiefs – Honneya Kambali's, Araveedu Dynasty – Nayakas of Keladi.

10 Hours

Unit – IV Rise of Hyder and Tippu- Haaleri Dynasty

Chapter VI: Anglo-Mysore war's – Fall of Tippu

Chapter VII: Haaleri Dynasty – Chikaveera Rajendra – Rajendra Name

10 Hours

BOOKS SUGGESTED Reference and Study:

1. K. V. Ramesh, A History of South Kanara, Karnataka University Dharwad.1975
2. K. V. Ramesh , Tulunadina Itihasa, Mangalore Press Kodiyalbil 1968
2. K. V. Ramesh, and M. J. Sharma , Tulunadina Arasumanethanagalau mattu Dharma Samanvaya, Dharmasthala Manjunatheshwara Pusthaka Prakashana Dharmasthala, 1985
3. K. V. Ramesh, and M. J. Sharma, Tulunadina Sasanagalau. Mangalore Press Kodiyalbil 1969
4. B.A. Saletore, Ancient Karantaka, Vol. I: History of Tuluva, Deccan College Poona 1936
5. B.A. Saletore, Karnataka's Tans-Oceanic Contacts, Oxford University Press London 1956
6. M. Ganapathi Rao, Aigal, Dakshina Kannada Jilleya Prachina Ithihasa Sharada Press Mangalore 1928.
7. Gaovinda Pai, Samagra Barahagalu Manjeshwara 1954.
8. Gururaja Bhat, P, Studies in Tuluva History and Culture, (From the pre-historic times up to the Vijayanagara period, Manipal Press, Udupi Manipal 1975.
9. Gururaja Bhat, P -, Antiquities of South Kanara, Mangalore Press Kodiyalbil 1969.
10. Gururaja Bhat, P, Tulunadu, Manipal Press, Udupi Manipal 1963.
11. Kushalappa Gowda and Chinnappa Gowda K, Dakshina Kannada Jilleya Kaifiyattugalu, Prasara Mangalore University, Mangalagangothri.1993.
12. Vasantha Madhava K.C., Religions in Coastal Karnataka, Anantha Prakashana Aaradhana Pavanje Haleyangadi. 1985.
13. Vasantha Madhava K.C , Western Karnataka: its Agrarian Relations (1500- 1800 A.D), Anantha Prakashana Aaradhana Pavanje Haleyangadi 1991.
14. J. Sturrock, U., South Canara Manuals Madras District Manuals of South Canara Vol. 1 Government India Press Madras 1894
15. A. Stuart, South Canara Manuals Madras District Manuals of South Canara Vol. 2. Government India Press Madras, 1895
16. N. Ramachandran, et. al, (ed.) Perspectives on Dakshina Kannada and Kodagu, Sharada Press Mangalore,1991.
18. Thurston, Castes and Tribes of Southern India, Social welfare Office Bangalore Vol V, 1909.

19. Mookonda Kushalappa The Early Coorgs: A History of Early Kodagu and Its People Mandara Press, Madikeri 2003.
20. Mysore and Coorg a Gazetteer by Benjamin Lewis Rice: Prasaraanga Mysore University, Manasagangothri, Mysore 1963.
21. D N Krishnayya Kodagina Itihasa, Bhagavathi Publishers, Virajpete 2008.
22. M G Nagaraj Kodagina Haleri Raajavamsha Bangalore Press, Bangalore 1999.
23. Dr. P.G. Bhat Ph.d Thesis Historical and Cultural Geography and Ethnography of Tulunadu in1995.
24. Dr. P.N. Narasimha Murthi: Jainism in Canara Coast Sharada Press Mangalore 1983.
25. Suryanath Kamath: Tuluvas in Vijayanagara times Ph.D thesis 1986 unpublished work.

<p style="text-align: center;">OPEN ELECTIVE All Degree Courses Semester – III Freedom Movement in Karnataka (1800-1947) CODE NUMBER-HTOE201</p>	
Course Title: Freedom Movement in Karnataka (1800-1947)	Course Credits:3
Total Contact Hours: 39-42	
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Model Syllabus Authors:	Duration of ESA/Exam: 60

Objectives

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

Course Learning Outcomes (CO)

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

CO - 1: 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.

CO - 2: 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.

CO - 3: 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, analyze, collect, select, draw and verify the historical facts and figures.

CO - 4: 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.

CO-5: 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.

Unit – 1 Early Uprisings in Karnataka

Chapter 1: Dhondya Wagh, Venkatadri Nayaka, Koppala Veerappa, Deshmuks of Bidar, Shivalingaiah, Sindagi Revolt.

Chapter.2: Rani Chennamma-Sangolli Rayanna-Nagar Revolt-Kodagu Revolt

Chapter. 3: 1857 and After-Bedas of Halagali-Naragunda Babasaheb Revolt- Surapura Venkatappa Nayaka-Mundaragi Bheema Rao.

13 hours

Unit – 2 Nationalism in Karnataka

Chapter 4: Nationalism-Causes for the Rise of Nationalism-Impact of Tilak- Chattrusutras-Gandhi in Karnataka-Belguam Congress1924.

Chapter 5: KhadiMovement-Koujalagi Hanumantha Rao-Hallikeri Gudleppa- Tagaduru Ramachandra Rao.

Chapter 6: HarijanaMovement-Harijana Sevaka Sangha-Sardhar Veeranna Gowda Patil-Nagamma Patil- Siddamati Mylar

14 hours

Unit – 3 Gandhi Movements in Karnataka

Chapter 7: Non-CooperationMovement-Salt Sathyagraha-Ankola-No Tax Campaign in Uttar Karnataka-Forest Sathyagraha.

Chapter .8: Genesis of Mysore Congress-Shivapura Dhawaja Sathyagraha-Vidurashwatha Tragedy-PatelMirza Pact-Quit India Movement-Isooru Tragedy.

Chapter .9: Establishment of Responsible Government in Princely Mysore- Mysore Chalo Sathyagraha-First Congress Ministry-A Brief Profile of Karnataka Freedom Fighter.

15 hours

Books for Reference

1. Diwakar.R.R -Karanirakaneya Veerakathe 1967.
2. Diwakar.R.R -Karmayogi Hanumantharayaru 1972.
2. Diwakar.R.R-Karnataka Through the Ages from prehistoric times to the day of the Independence of India. (Editorial Board: Dr. R. R. Diwakar, chairman.) Published by the Government of Mysore 1968.
3. Doreswamy.H.S-Horatada Ditta Hejjegalu From Princely Autocracy to People's Government, Bangalore: Sahitya Mandira, 1993.
4. Hallappa G.S-History of Freedom Movement in Karnataka, Volume-2 Bangalore 2007.
5. Wanda.R.L-History of Freedom Movement in Princely Mysore For Mysore, it was a prolonged fight for freedom The Hindu Newspaper August 16 2022.
6. Joyish M.N-Karmayogi Tagaduru Ramachandra Rayaru Article in Prajavani 20th August 2015.
Nagarathnamma. S-Karnatakadalli Asahakara Mattu Nagareeka Khanunubanga Chaluvali
7. Sardar Veerannagowda Patil-Atma Neevedane Dharawada 2013.
8. 10.Sarojini Sindri and Raghavendra Rao- Women Freedom Fighters in Karnataka, Karnataka University Dharawada 1983.
9. Suryanath Kamath (Ed)-Swatantrya Sangramada Smruthigalu Mythic Society. Bangalore 1993.
10. Suryanath Kamath-A Concise History of Karnataka Karntaka Ithihasa Academy Bangalore 2003.
11. Tee.Tha.Sharma-Karnatakadalli Swatantra Sangrama Kannada Sahitya Parishad Bangalore 1988.
12. Veerathappa. K-Mysuru Samsthanadalli Swatantrya Chaluvali Mysore University, Manasa gangothri 1989.
13. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3 Mysore University, Manasagangothri 1989.
14. 16.M. Raghveendra Prabhu History of Karnataka Karnatakada Ithihasa Jai Bharatha Prakashana Mangalore 2016.
15. Dr. Suresh Rai K. History of Karnataka (A.D. 1565-1956) United Publishers Mangalore 2014.
16. Shyamaraj's Concise History of Karnataka by Dr Suryanath Kamath and Shyamaraj M.C.C. publications, Bangalore 2019.

DSC-7

BA Semester 4	
History of Medieval India CODE NUMBER- HTCT251	
Course Title : History of Medieval India	
Total Contact Hours: 39-42	Course Credits:3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Model Syllabus Authors:	Duration of ESA/Exam: 2hours

Objectives:

- Understand the Political History Medieval India (from 1206 to 1761).
- Analyze 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.
- History of Medieval India is an subject statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in present generation.

Course Learning Outcomes (CO)

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

- CO - 1:** 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.
- CO - 2:** 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.
- CO - 3:** 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.
- CO-4:** 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.

CO-5: 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.

Unit -1 Interpreting Medieval Indian History

Chapter 1: Interpreting Medieval Indian History

Chapter 2: Debate on Indian Feudal System

Chapter 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, Sri Chaithanya – Alvars, Nainars.

14 hours

Unit -2 Political Structure of Medieval Northern India and Southern India

Chapter 4: Comparative study of Vijayanagara Polity, Delhi Sultanate and Mughals – process of Urbanization in Mughals and Vijayanagara period

Chapter 5: Nature of state in Vijayanagara Kingdom, Delhi Sultanate and Mughal dynasties

Chapter 6: Military Technology of Mughals and Vijayanagara dynasties – Development of Science & Technology in Medieval India.

16 hours

Unit -3 Minor Kingdoms of North India

Chapter 7: Rajaputs, Gurjara Pratiharas, Palas, Paramaras

Chapter 8: Vijayanagara dynasty – Amaranayaka System – Creation of Wealth.

Chapter 9: The rise of the Marathas – Shivaji and his administration – Astha Pradhana System

Map Study

a) Extent of Vijayanagara Empire under Krishnadevaraya,

b) Extent of Mughal Empire under Akbar,

c) 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 11. Vishkapatnam, 12. Mangalore, 13. Neeleshwara 14. Bijapura

18 hours

Books for Reference:

1. Anil Chandra Banarjee History of India
2. S.C.Rayachoudhary History of Medieval India (From 1000- 1707 C.E.) Atlantic publishers , New Delhi 2002.
3. Sarkar, Jadunath Shivaji and his Times Oxford University Press New Delhi 1997.
4. Sharma S.R. Mughal Administration E- Gyana Kosh New Delhi 1940.
5. Tripathi R.P. Rise and Fall of Mughal Empire Surjeeth Publications New Delhi 2001.
6. Wolseley Haig and Richard Burn Cambridge History of India Vo. IV Cambridge University London 1997.
7. Khosala, R.P. Mughal Kingship and Nobility E- Gyana Kosh New Delhi 1934.
8. Srivastav A.L. Mughal Empire Nisith Sarani West Bengal 2005.
9. A.C.Banarjee New History of Medieval India Aligarh Muslium Univewrsity Aligadh 1995.
10. Satish Chandra History of Medieval India Oriental Black swan New Delhi 2003.
11. Banerjee A.C. The State and Society in Northern India (1206 -1526 C.E.) West Bengal 2004.
12. Kulkarni A.R. Maharashtra in the Age of Shivaji Pune University Poona 1997.
13. R.C.Majumdar (Ed.) The Delhi Sultanate Bhartiya Vidya Bhavan Bombay 1960.
14. R.C.Majumdar (Ed.) The Mughal Empire Bhartiya Vidya Bhavan Bombay 1974.

DSC-8

BA Semester 4 Cultural History of India (From Saraswati - Indus Culture to 1206 CE). CODE NUMBER- HTCT 252	
Total Contact Hours: 39-42	Course Credits:3
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Model Syllabus Authors:	Duration of ESA/Exam: 2hours

Objectives:

- 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.
- 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.

Course Learning Outcomes (CO)

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

- CO-1:** 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.
- CO-2:** The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.
- CO-3:** 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, analyze, collect, select, draw and verify the historical facts.

CO-4: 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.

CO-5: 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.

UNIT-I Indian Culture: An Introduction

Chapter1: Characteristics of Indian culture.

Chapter 2: Significance of Geography on Indian Culture.

Chapter 3: Religion and Philosophy in India: Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy

18 hours

UNIT-II A Brief History of Indian Arts and Architecture

Chapter4: Indian Languages and Literature – Nagari – Devanagari, Grantha – dravidian languages – Kannada.

Chapter 5: Evolution of script and languages in India: Harappan Script and Brahmi Script

Chapter 6: Short History of the Sanskrit literature: The Vedas, and Upanishads ,

Epics: Ramayana and Mahabharata - History of Buddhist and Jain Literature in Pali, Prakrit.

14 hours

UNIT-III ART&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.

Chapter 8: Performing Arts: Divisions of Indian classical music: Hindustani and Carnatic, -Dances of India: Various Dance forms: Classical and Regional

Chapter 9: Indian Culture in South East Asia.

14 hours

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.

<p style="text-align: center;">OPEN ELECTIVE All Degree Courses Semester – IV Freedom Movement in India (1885-1947) CODE NUMBER-HTOE 251</p>	
Course Title: Freedom Movement in India (1885-1947)	Course Credits:3
Total Contact Hours: 39-42	
Formative Assessment Marks: 40	Summative Assessment Marks: 60
Model Syllabus Authors:	Duration of ESA/Exam: 60

Objectives:

- 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.
- Students are able to state and observe the student's actions that serve as evidence of knowledge, skills and values acquired to attain the feeling of patriotism.

Course Learning Outcomes (CO)

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

CO-1: 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.

CO-2 : The student should develop understanding of terms, facts, important events, trends, etc. related to the history of Freedom Movement in India (1885-1947). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

CO-3: 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, analyze, collect, select, draw and verify the historical facts.

CO-4: 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.

CO-5: 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.

Unit – 1 Indian Nationalism

Chapter 1: Geneses of Indian National Congress. Moderate- Objectives Techniques-Partition of Bengal-Swadeshi Movement.

Chapter 2 Split of Congress-Extremists-Objectives-Techniques, Lalalajpat Ray-Balagandharanatha Tilak-Bipan Chandra Pal-Arabindo Ghosh

Chapter 3 Revolutionary Movement-Bhagat Singh-Chandra Sheker Azad- Rajaguru, Sukh Dev. Revolutionary Women-Kumudini Mitra Busu – Madam Bhikaji Cama – Preethi Latha Waddedar

14 hours

Unit – 2 1914 and After

Chapter No.4 First World War and Indian Nationalism

Chapter No.5 Home Rule Movement-Balagangadharanatha Tilak and Anni Besant

Chapter No.6 Luknow Pact-1916-Rowllet Act-Jallianwala Bagh Massacre. **12 hours**

Unit – 3 Gandhian Era

Chapter No.7 Early Experiments of Gandhi-Non Co-operation Movement- Constructive Programmes-Swara Party-Siman Commission

Chapter No.8 Lahore Congress-Salt Sathyagraha-Round Table Conference- Communal Award-Poona Pact-Subaschandra Bose-INA

Chapter No.9 Partition and Independence: Growth of Communalism Two Nation Theory-August offer-Crips Proposal-Quit India Movement-Cabinet Mission-Mount Batten Plan-1947 Indian Independence Act. **17 Hours**

Books for Reference:

1. Anderson Benedict, *Imagined Communities: Reflections in the origin and spread of Nationalism*, London Verso, London, 1990.
2. Bakshi S.R. and Sharma. K.C. (ed.) *Encyclopedia of Indian Nationalism*, Vol. IX, Vista International Publishing House, New Delhi, 2007.
3. Chandra Bipin, *India's Struggle for Independence*, Penguin books India Pvt. Ltd., New Delhi, 1988.
4. Chandra Bipin, *Essays on Indian Nationalism*, Har - Anand Publications Pvt. Ltd., New Delhi, 1993.
5. Rathod, P.B, *Modern Indian Political Thinkers*, Common Wealth Publishers, New Delhi, 2005.
6. Sarkar Sumit, *Modern India 1885-1947*, Mac Millan India Press, Madras, 1983.
7. Sharma L .P, *Indian National Movement*, Lakshmi Narain Agarwal Educational Publishers, Agra, 1996.
8. Singh Birendra Kumar, *Encyclopedia of Indian Freedom Fighters*, Vol. VIII, Centrum Press, New Delhi, 2011
9. .Asharani- *Gandhian Non-Violence and Indian Freedom Struggle History Today* Bombay 2011
10. .Judith M Brown-*Gandhi's Rise to Power, Indian Politics 1915-22* Cambridge Paperback London 1974.
11. Moulana Abdul Khalam Azad-*India Wins Freedom* Oriental Longman Hyderabad 1988.
12. Shekar Badyopadya. *From Plassey to Partition and after* Orient Blackswan Pvt. Ltd New Delhi 2007.
13. Bipin Chandra *India Since Independence* Penguin Books India Pvt. Ltd, Haryana India 2011.
14. Shankara Narayana Rao V.S-Swatantraya Gangeya Savira Toregalu Navakarnataka Publication Bangalore 2014.
15. Tharachand- *History of the Freedom Movement in India* Sangam Book Bombay 2019

V Semester
Title of the Subject- History of Western Civilizations [6BC - 1200 AD]
Paper-9
Subject Code: HTCT 301

Semester: 5	
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

Programme Outcome

1. Students can complete the programme BA with academic knowledge or subject knowledge.
2. Students can involve in various activities to improve themselves by getting skills.
3. Students can come to know on real life problems by studying the social science subjects.
4. Students can develop good communication skills, organizing skill etc

Course Outcomes

At the end of the Course the students Shall –

1. Students will relate the History of Western civilization to that of other regions of the world.
2. Students will compare the evolution of intellectual, cultural and technological exchange of different regions.
3. Students will understand the diffusion of ideas and culture of western civilization.

Structure of the syllabus

Unit 1:

Chapter-1: Introduction - Ancient Civilizations- Greek City States.

Chapter-2: The Golden Age of Greece - Hellenistic World- The Roman Republic.

Chapter-3: The Roman Empire and the Birth of Christianity.

Unit 2:

Chapter-4: Official Christianization and the fall of the western Empire, Byzantium.

Chapter-5: New Kingdoms in Western Europe, The Rise of Islam.

Chapter-6: Feudalism and the Commercial Revolution, Church Reforms, The Crusade

Unit 3:

Chapter-7: The Twelfth-Century Renaissance, Heights of Medieval Culture

Chapter-8: New Religious Orders

Chapter-9: The Rediscovery of Aristotle and the Medieval Synthesis

Unit 4:

Chapter-10: Medieval World in Crisis and the Black Death

Chapter-11: The Hundred Year's War, Renaissance, Humanism.

Chapter-12: The New World, The Protestant Reformation, Wars of Religion and the Thirty Years War, The Scientific Revolution

Credit details

Total number of credits - 4

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

III Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER 9:

History of Western Civilizations

Part-1

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

- 1.
- 2.
- 3.
- 4.

SECTION – B

11. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers Books for Study and Book Review Quiz	20	60

Viva Voice		
Total	40	60
	Grand Total	100

References

- 1 Lynn Hunt, Thomas R. Martin The Making of the West: Peoples and Cultures: Volume 1, to 1750 5a ed.
- 2 Marvin Perry (Author), Theodore H. Von Laue, Margaret Jacob (Author), James Jacob: Western Civilization: Ideas, Politics, and Society: From the 1400s.
- 3 Judith G Coffin, Robert C Stacey History of Western Civilizations 15e V 1: From Prehistory to the Present Vol. 1
- 4 Margaret L. King Western Civilization: A Social and Cultural History, Vol. I, Prehistory-1750
- 5 Judith Coffin and Robert Stacey Western Civilizations 16e V 2 by6 Western Civilization by Jackson Spielvogel
- 7 William H. McNeill History of Western Civilization

Course Title: Colonialism and Nationalism in Asia (1900 to 1970)

Paper- 10

Subject Code- HTCT302

Semester: V	
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

Programme Outcome

- 1.Students can complete the programme BA with academic knowledge or subject knowledge.
- 2,Students can involve in various activities to improve themselves by getting skills.
- 3.Students can come to know on real life problems by studying the social science subjects.
- 4.Students can develop good communication skills, organizing skill etc

Course Outcome:

- Analyse the main theories and interpretations on colonialism and nationalism.
- Understand the emergence of the Modern World System and its impact on Asia.
- Analyse the dynamics and dimensions in the colonial working and nationalist movements in the five countries of Asia.
- Understand the concepts of decolonisation and neo- colonialism in the context of A

Structure of the syllabus

Unit-I

Chapter-1: What is Asia: (a) Land and its people. (b) Pre colonial Society.

Chapter-2: The Advent of Western Powers: (a) The early Europeans. (b) The Portuguese, Spanish. (c) The Dutch, French and the English.

Chapter-3: Introduction to Modern World System Theory

Unit-II

Chapter-4: Perceptions on Colonialism J. A. Hobson.

Theory of Underdevelopment: Paul Baran - A.G. Frank - Samir Amin.

Chapter-5: Manifestations of Colonialism and their Functioning

Chapter-6: Colony-Protectorate - Spheres of Influence.

Unit-III

Chapter-7: The Colonial Experience: Cases of India.

Chapter-8: The Colonial Experience: China, Japan, Indo China and Indonesia.

Chapter-9: Nationalism: Meaning. Factors for the Genesis of Nationalism.

Unit-IV

Chapter-10: Genesis of Congress -Moderates and Extremists.

Chapter-11: Gandhi era and Freedom Movements

Chapter-12: De-colonization and Neo-colonialism

Credit details

Total number of credits - 4

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

III Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER 10: HTCT 302 Colonialism and Nationalism in Asia

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

- 1.
- 2.
- 3.
- 4.

SECTION – B

11. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers	20	60

Books for Study and Book Review Quiz Viva Voice		
Total	40	60
	Grand Total	100

References

- 1 Amin, Samir, Imperialism and Unequal Development England, The Harvester Press, 1977
 - 2 Anderson, Benedict, Imagined Communities: Reflections on the Origin and Spread of Nationalism London, Verso, Revised edition, 1991.
 - 3 Bandyopadhyaya, Sekhar, Decolonization in South Asia, London, Routledge, 2009
 - 4 Gellner, Ernest, Encounters with Nationalism U.K. Wiley Blackwell Publishers, 1997.
 - 5 Wallerstein, Immanuel, The Modern World System (3 vols.), New York, Academic Press, 1974
 - 6 Sardesai, D.R., South East Asia: Past and Present New Delhi, Vikas, 1981
 - 7 Desai, A.R., Social Background of Indian Nationalism Bombay, Popular Prakashan, 1982.
 - 8 Edwardes, Michael, Asia in the European Age 1498-1955 New Delhi, Asia Publishing House, 1961.
 - 9 Frank, A.G., World Accumulation 1492-1789 Basingstoke, Palgrave Macmillan, 1978.
 - 10 Hall, D.G.E., A History of South East Asia London, Macmillan, 1964.
-

Title of the subject- European History
Subject number- 11
Subject code- HTCT303

Semester: V	
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

Programme Outcome

- 1.Students can complete the programme BA with academic knowledge or subject knowledge.
- 2.Students can involve in various activities to improve themselves by getting skills.
- 3.Students can come to know on real life problems by studying the social science subjects.
- 4.Students can develop good communication skills, organizing skill etc

Structure of the Syllabus

Unit 1:

Chapter-1: The causes of French Revolution – The consequences of Revolution

Chapter-2: Napoleon rise to power - Creation of Empire

Chapter-3: The Continental system - The fall of Napoleon

The Concert of Europe (1815-1830)

Unit-II

Chapter-4: The Congress of Vienna

Chapter-5: Metternich's Era

Chapter-6: The Concert of Europe and Congress System Balance of Power

Forces of Continuity and Change in Europe (1815-1848)

Unit-III

Chapter-7: Nationalism –Liberalism - Romanticism Chapter-8:

Socialism - Industrial Revolution Chapter-9: Colonialism -Cosequences

The Eastern Question (1804-1856)

Unit-IV

Chapter-10: The nature of the Eastern question

Chapter-11: The Crimean War

Chapter-12: Russo Turkish War 1877 - Consequences

Credit details

Total number of credits - 4

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

III Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER II: HTCT303 EUROPEAN History Part-1

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

- 1.
- 2.
- 3.
- 4.

SECTION – B

II. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers	20	60

Books for Study and Book Review Quiz Viva Voice		
Total	40	60
	Grand Total	100

References

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

Course Title: HISTORY OF FREEDOM MOVEMENT AND UNIFICATION OF INDIA

Subject Code- HTCT 351

Semester: VI	
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

Programme Outcome

1. Students can complete the programme BA with academic knowledge or subject knowledge.
2. Students can involve in various activities to improve themselves by getting skills.
3. Students can come to know on real life problems by studying the social science subjects.
4. Students can develop good communication skills, organizing skill etc

Course Outcome

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

Structure of the Syllabus

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 Kappa in 1819.

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.

Chapter-5: The National Movement in Karnataka - Early activities the response to Swadeshi and Non Co- operation 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:

Unit- IV

Chapter-10: Views of different Committees on the issue ((Dhar, JVP, SRC): Contributions of Various Kannada Organizations

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.

Credit details

Total number of credits - 4

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

III rd Year NEP SEMESTER EXAMINATION

BA- HISTORY

**PAPER 13: Freedom Struggle and Unification of Karnataka
Part-1**

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

- 1.
- 2.
- 3.
- 4.

SECTION – B

II. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers Books for Study and Book Review Quiz Viva Voice	20	60
Total	40	60
	Grand Total	100

References

- 1 S.Chandrashekhar - 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
-

Title of the Subject- History of India [CE 1761- CE 1857]

Subject Code-HTCT352

Semester: VI	
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

Programme Outcome

- 1.Students can complete the programme BA with academic knowledge or subject knowledge.
- 2.Students can involve in various activities to improve themselves by getting skills.
- 3.Students can come to know on real life problems by studying the social science subjects.
- 4.Students can develop good communication skills, organizing skill etc

Course 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, Punjab.
- Be familiar with Land revenue systems- Permanent, Ryotwari and Mahalwari system, Commercialization of Agriculture- Consequences.
- Be in a position to understand the Drain of Wealth-causes and consequences, Growth of modern industry.

Structure of the Syllabus

Unit-I

Chapter-1: Indian Polity, Society and Economy in mid- 8th century. Mercantile Policies and Indian Trade.

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.

Unit- III

Chapter-7: Deindustrialization – British Industrial Policy

Chapter-8: Economic Impact of the Colonial Rule.

Chapter-9: Social Discrimination and Colonial Rule

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.

Credit details

Total number of credits - 4

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

IIIrd Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER 14: HTCT 352

History of India (CE 1761- CE 1857)

Part-1

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

- 1.
- 2.
- 3.
- 4.

SECTION – B

11. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers Books for Study and Book Review Quiz Viva Voice	20	60
Total	40	60
	Grand Total	100

References

- 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.

Title of the Subject- Process of Urbanization in India

Subject Code-HTCT 353

Semester-6

Course Title: Process of Urbanization in India	
Semester: V	Course Code: DSC-15
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 Outcome:

- Enable students to critically engage with the concept of urbanization through both texts and audio visual media.
- Help to connect with the earliest planned urban settlements.
- Enable students to understand that they are the engines of economic growth.
- They should understand that they are centres of innovation, knowledge and political power.

Structure of the Syllabus

Unit-I

Chapter-1: Introduction – Urbanization – Definition Urbanization in India – A historical perspective – process of Urbanization.

Chapter-2: Classification of traditional towns- a) trading Town, b) Manufacturing Towns – Military Towns

Chapter-3: Features of Urbanization in Ancient India.

Unit-II

Chapter-4: First phase of Urbanization Indus Valley civilization

Chapter-5: Importance of cities – Harappa – mohanjadaro Dolavira- Chanhudaro - Lothal

Chapter-6: Features of Urbanization – City Planning – Agricultural Surplus – bronze tools – Growth of trade – Crafts

Unit-III

Chapter-7: Second phase of Urbanization – 6th BC

Chapter-8: Northern India - Mohanjadaro period – Ganga Yamuna basin.

Chapter-9: Sangam age in Southern India – Amaravathi paithan Nagarjuna konda – Kaveri pattanam – Madurai.

Unit-IV

Chapter-10: Types of Traditional towns in second phase

Chapter-11: Capital city – Rajadhani nagara – Pataliputra Mahanagara – Hasthinapura- Mathura – vaishah – Nigana- pattana.

Chapter-12: Layout of a city in ancient India

Credit details

Total number of credits - 4

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

IIIrd Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER 15: HTCT 353

Urbanization in India

Part-1

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 4-5 pages. 15X 2=30

- 1.
- 2.
- 3.
- 4.

SECTION – B

11. Answer any Three of the following questions not exceeding 2-3 pages. 10X 3=30

- 1.
- 2.
- 3.
- 4.
- 5.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers	20	60

Books for Study and Book Review Quiz Viva Voice		
Total	40	60
	Grand Total	100

References:

1. Ravi Kanbar and P. K. Mohanthy Urbanization in India- Challenges and Opportunities
2. R. Ramachandran Urbanization and Urban Systems in India
3. K. Siddharth Cities, Urbanization and Urban Systems
4. Shivaram Krishnan and K. Chidambaa Krishnan Hand Book of Urbanization in India

Question Paper Pattern

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

1st Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER I: Political History of Karnataka (BCE-3 to 10 CE) Part-1

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 3-4 pages. 12X 2=24

- 1.
- 2.
- 3.
- 4.

SECTION – B

II. Answer any two of the following questions not exceeding 1-2 pages. 6X 2=12

- 1.
- 2.
- 3.
- 4.

SECTION – C

III. On the outline map provided

A) Mark the Extent of the Empire 6

B) Locate the following places with a brief note on Historical Importance of the place. 6

1. 2. 3. 4. 5. 6.

SECTION – D

IV. Answer the following questions in-3-4 sentences each

3X4= 12

- 1.
- 2.
- 3.
- 4.

Formative Assessment		
	Internal Assessment	Theory Part Semester End examination
Internal Test	20	
Assignments Seminar Field visit Study of Architectural centers Books for Study and Book Review Quiz Viva Voice	20	60
Total	40	60
	Grand Total	100

BA- HISTORY II Semester

Paper III Political History of Karnataka (CE11- 1799 AD)

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 3-4 pages. 12X 2=24

- 1.
- 2.
- 3.
- 4.

SECTION – B

II. Answer any two of the following questions not exceeding 1-2 pages. 6X 2=12

- 1.
- 2.
- 3.
- 4.

SECTION – C

III. On the outline map provided

A) Mark the Extent of the Empire 6

B) Locate the following places with a brief note on Historical Importance of the place. 6

2. 2. 3. 4. 5. 6.

SECTION – D

IV. Answer the following questions in-3-4 sentences each 3X4= 12

- 1.
- 2.
- 3.
- 4.

1st Year NEP SEMESTER EXAMINATION
BA- HISTORY II SEMESTER
Paper IV Cultural Heritage of Karnataka

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 3-4 pages. 12X 2=24

- 1.
- 2.
- 3.
- 4.

SECTION – B

II. Answer any two of the following questions not exceeding 1-2 pages. 6X 2=12

- 1.
- 2.
- 3.
- 4.

SECTION – C

III. On the outline map provided

A) Locate the Following Places 6

- 1.
- 2.
- 3.
- 4.
- 5.
- 6

B) Write the Historical Importance of the Following place. 6

- 1.
- 2.
- 3.
- 4.
- 5.
- 6

SECTION – D

IV. Answer the following questions in-3-4 sentences each 3X4= 12

- 1.
- 2.
- 3.
- 4.

PAPER I1: Open Elective MUSEOLOGY

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding -3-4 pages. 12X 2=24

- 1.
- 2.
- 3.
- 4.

SECTION – B

II. Answer any two of the following questions not exceeding 1-2 page each. 6X 2=12

- 1.
- 2.
- 3.
- 4.

SECTION – C

III. Answer the following questions in-3-4 sentences each 3X4= 12

- 1.
- 2.
- 3.
- 4.

SECTION – D

IV. Answer the following questions in-3-4 sentences each 3X4= 12

- 1.
- 2.
- 3.
- 4.

Question paper Pattern for III -IV Semester end examinations
SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.

IIInd Year NEP III SEMESTER EXAMINATION

BA- HISTORY HTCT 201

Paper V

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 3-4 pages. 12X 2=24

- 1.
- 2.
- 3.
- 4.

SECTION – B

II. Answer any two of the following questions not exceeding 1-2 pages. 6X 2=12

- 1.
- 2.
- 3.
- 4.

SECTION – C

III. Answer any three following questions not exceeding half page each 4X3= 12

- 1.
- 2.
- 3.
- 4.

SECTION – D

IV. Answer the following questions in-3-4 sentences each

3X4= 12

1.

2.

3.

4.

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

IInd year NEP IV SEMESTER EXAMINATION,

BA- HISTORY HTCT 251

PAPER VII:

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 3-4 pages. 12X 2=24

- 1.
- 2.
- 3.
- 4.

SECTION – B

II. Answer any two of the following questions not exceeding 1-2 pages. 6X 2=12

- 1.
- 2.
- 3.
- 4.

SECTION – C

III. On the outline map provided

A) Mark the Extent of the Empire 6

B) Locate the following places with a brief note on Historical Importance of the place. 6

1. 2. 3. 4. 5. 6.

SECTION – D

IV. Answer the following questions in-3-4 sentences each

3X4= 12

- 1.
- 2.
- 3.
- 4.

Question paper Pattern for Open Elective III -IV Semester end examinations

**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
(AUTONOMOUS), UJIRE-574240 D.K.**

2nd Year NEP III SEMESTER EXAMINATION, BA- HISTORY

Paper II HTOE 201.

TIME: 2. HOURS

MAX. MARKS: 60

SECTION –A

1. Answer any two of the following questions not exceeding 2-3 pages. 12X 2=24

- 1.
- 2.
- 3.
- 4.

SECTION – B

II. Answer any two of the following questions not exceeding 1-2 pages. 6X 2=12

- 1.
- 2.
- 3.
- 4.

SECTION – C

III. Answer any three following questions not exceeding half page each 4X3= 12

- 1.
- 2.
- 3.
- 4.

**SHREE DHARMASTHALA MANJUNATHESHWARA COLLEGE (AUTONOMOUS),
UJIRE**

CORE SUBJECT-Internal Examination

-

Sri Dharmasthala Manjunatheshwara College (Autonomous) Ujire

III SEMESTER INTERNAL ASSESSMENT EXAMINATION 2022

Paper V HISTORY NEP BATCH-2021-22

II B.A (III Sem.) Paper V

Marks: 25

Time:1 Hour

I. Answer the following questions in about one word or one sentence each. 1X5=5

- 1.
- 2.
- 3.
- 4.
- 5.

II. Answer any Two of the following question in about 3 to 4 pages. 10X2=20

- 1.
- 2.
- 3.
- .

**SHREE DHARMASTHALA MANJUNATHESHWARA COLLEGE (AUTONOMOUS),
UJIRE**

OPEN ELECTIVES INTERNAL EXAMS

Sri Dharmasthala Manjunatheshwara College (Autonomous) Ujire

III SEMESTER INTERNAL ASSESSMENT EXAMINATION

HISTORY

IInd IIISem

NEP- Open Elective

Paper Freedom Movement in Karnataka

Marks: 25

Time:1 Hour

I. Answer the following questions in about one word or one sentence each. 1X5=5

- 1.
- 2.
- 3.
- 4.
- 5.

II. Answer the following questions in about three or four sentences each. 2X 5= 10

- 6.
- 7.
- 8.
- 9.
- 10.
- .

III. Answer any TWO of the following questions in about a one page each. 5X2=10

- 11.
- 12.
- 13.

Formative Assessment:

Total Contact Hours: 39 to 42	Course Credits: 3	
Formative Assessment	Summative Assessment	
	Internal Assessment	Theory Part Semester End Examination
Internal Test 1 st internal & II internal	10+10= 20	60
Assignment, Projects, seminar, Presentations Field Study, Book Review, Projects etc.	15	
Vive Voice	05	
Total	40	
Grand Total		100
