



UJIRE - 574 240

DAKSHINA KANNADA, KARNATAKA STATE

(Re-Accredited by NAAC at 'A' Grade with CGPA 3.61 out of 4)

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DEPARTMENT OF HISTORY

SYLLABUS OF BACHELORS DEGREE IN ARTS

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

Approved by the BOS meeting held on 21th November 2021
Approved by the Academic Council meeting held on 10-12-2021



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 individual 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 19th and early 20th 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 of the past 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.

History has its own value in society and human life. It helps the students to develop their ethical and social value. They could gather knowledge about the heritage and tradition of their own country and the others. There is huge potentiality in future of a history student. Various options are opened to history students to choose their career. First of all, history is a subject from primary education level to higher study, so they can engage themselves in teaching profession in primary, secondary and post secondary schools. History is also helpful for those who are preparing for UPSC and other competitive exams. A history student may choose his or her career in Research field. A history student may choose his or her career in journalism or any other editorial board. They may get job in museum, archives and libraries. Beside those, in the field of research and archaeology they may proceed.



Sri Dharmasthala Manjunatheshwara College. (Autonomous)**Ujire-574240 D.K.****Department of History****Course Code of the NEP History subject.**

Sl.No.	DSC	PAPER	Semester	Course Code
1	DSC-1	Political History of Karnataka (BCE-3 to 10 CE) Part-1	I	HTC1.1
2	DSC-2	Cultural Heritage of India	I	HTC1.2
3	OE-1	Indology	I	HTOE1.1
		OR		
	OE-2	Cultural History of Karnataka (CE 3-CE 10) Part-I	I	HTOE 1.2
		OR		
	OE-3	Introduction to Archaeology	I	HTOE 1.3
4	DSC-3	Political History of Karnataka (CE11- 1799 AD)	II	HTC2.1
5	DSC-4	Cultural Heritage of Karnataka	II	HTC 2.2
6	OE-4	Museology	II	HTOE 2.1
		OR		
	OE-5	Cultural History of Karnataka (11 AD to 1750 AD)	II	HTOE 2.2
		OR		
	OE-6	Manuscriptology	II	HTOE 2.3



**Course Matrix for B.A. (History-Hons): 5 Years (10 Semesters) for
Academic Year 2021-22
[As per NEP-2020 Guidelines]**

FIRST SEMESTER

Sl.No.	Course	Title of the course	Instruction of Syllabus per week	Exam Duration	Marks IA + ET= Total	Credits
1.1	DSC-1	Political history of Karnataka (BCE-3 to 10 CE) Part-1	3	3	40+60= 100	3
1.2	DSC-2	Cultural Heritage of India	3	3	40+60= 100	3
1.3	OE-1	Cultural History of Karnataka (CE 3-CE 10) Part-I OR Introduction to Archaeology Or Indology	3	3	40+60= 100	3
Total Credits 9						



SECOND SEMESTER

Sl.No.	Course	Title of the course	Instruction of Syllabus per week	Exam Duration	Marks IA + ET= Total	Credits
2.1	DSC-3	Political History of Karnataka (CE11- 1799 AD)	3	3	40+60= 100	3
2.2	DSC-4	Cultural Heritage of Karnataka	3	3	40+60= 100	3
2..3	OE-2	Cultural History of Karnataka (11 AD to 1750 AD) OR Manuscriptology OR Museology	3	3	40+60= 100	3
Total Credits 9						

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

Course Title: 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.

BA Semester 1

Title of the Course: POLITICAL HISTORY OF KARNATAKA (BCE-3 to 10 CE) Part-1

Number of Theory Number of lecture Hours 39/ 42

Credits 3

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 Nrupatunga

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
CULTURAL HERITAGE OF INDIA

Course 2 : Number of Lecture Hours 39/42

Number of theory Credits 3

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, trends, personalities, chronology and generalizations, etc., related to the study of history. The student should able to: recall, recognize, show and read.

Understanding: The student should develop understanding of terms, facts, principal events,



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

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

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

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

Learning Outcome:

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

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

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: CULTURAL HISTORY OF KARNATAKA (CE 3-CE 10) Part-I

OE : Number of Lecture Hours 39/42

Number of theory Credits 3

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: INTRODUCTION TO ARCHAEOLOGY

OE : Number of Lecture Hours 39/42 Number of theory Credits 3

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 Wooly

Chapter No. 6. Archaeology in India – William Jones to Wheeler – The Allchins –

S.R. Rao – Archaeological Survey of India – Department of Archaeology Government of Karnataka

Unit – 3 Exploration, Excavation and Analysis

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. Chakrabartha D.K - A History of Indian Archaeology from the beginning to 1947
7. Chakrabartha 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: POLITICAL HISTORY OF KARNATAKA (CE11- 1750 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 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.

Unit – 1 Introduction

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

Chapter No. 2 Medieval Alupas 11 to 14 Century.

Unit – 2 Medieval Karnataka

Chapter No. 3. Vijayanagar – Dynasties

Chapter No. 4. The Bahamani States

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

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

Unit – 3 Post Vijayanagar

Chapter No. 7 Wodeyars of Mysore – Rule of Dalvoy's Sonda nayakas. Pandyas of Ucchangi.

Chapter No.8. Hyder Ali and Tippu Sulthan

Chapter No.9.

Map Study a) The Hoysala Empire

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

b)The Vijayanagar Empire.



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

c) Bahamani Empire

Places: Bidar, Gulbarga, Golkonda, Bijapura, Talikote, Ahmदनagara, 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 Shastry- History of South India
13. L.B. Bowring--- Hyder and Tippu
14. Karnataka Through the Ages—Government of Karnataka

Pedagogy

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

Field Visit

Study of Architectural centers

Books for Study and Book Review.



BA
II Semester

Course Title: 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”

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-Daivaradhane Religious Worship and traditional practices of Coastal Karnataka

Chapter No. 4 Significance of Fairs and Festivals

Chapter No.5. Local Self Government

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

Local Art and architecture: Forts, Basadi and Temples

Chapter No. 7. Legends and Narratives- Paddanas

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

Chapter No. 9. Architecture and Built Heritage

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 Kamat - Karnataka Sankshipt Itihas
9. Shrinivas T - Bhartiya Itihas Mattu Parampare
10. K.R. Basavaraj - Karnataka History and Culture

Pedagogy

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



BA
II Semester
Open Elective

Number of Theory Credits 3.

Number of lecture Hours/semester 39/42

Course Title: CULTURAL HISTORY OF KARNATAKA (11 AD to 1750 AD)

Course Outcomes (COs):

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

Understand the concept of cultural heritage of Karnataka

Study various cultural factors which influence the flow 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”.

Unit – 1 Introduction

Chapter No. 1 Administration – Central and Provincial

Chapter No. 2 Kingship – Duties of King – Governors - Warfare

Chapter No. 3 Local Self Government – Village Administration

Unit – 2 Society and Economy

Chapter No. 4. Social Conditions – Society – Rituals and Customs

Chapter No. 5. Economic Conditions – Agriculture

Chapter No. 6. Trade and Commerce

Unit – 3 Religion and Art

Chapter No. 7 Bhakti Saints -Teaching and Philosophy – Sufism

Chapter No. 8. Temple Architecture – Islamic Architecture Painting

Books for Reference

1. P.B Desai - History of Karnataka

2. K.R Basavaraja - History and Culture of Karnataka

3. B.R Hiremath - Karnataka Shasanagalalli Vartakaru

4. Rahamat Tarikere - **Karnataka Sufigalu**

5. Rajaram Hegde & M.V Vasu - Dakshina Karnataka Arasu Manethangalu

6. R.R Diwakar - Karnatka Through the Ages



7. Suryanath U. Kamath - A History of Karnataka
8. H.K Sherwani - The Bahamani"s of the Deccan
9. Dept. of Archaeology - Vijayanagar Adhayayana
10. Baragur Ramachandrappa - Karnataka Sangathi
11. Prof Sheik Ali Cultural History Of Karnataka
12. Dr. Suryanath Kamath- A concise History of Karnataka

Pedagogy

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



BA
II Semester
Open Elective

Number of Theory Credits 3.

Number of lecture Hours/semester 39/42

Course Title: MANUSCRIPTOLOGY

Course Outcomes (COs):

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

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

Unit – 1 Introduction

Chapter No. 1 Meaning – Definition – Character

Chapter No. 2 Scope and importance

Chapter No. 3 Types of Manuscripts - Methods of Study

Unit – 2 Collections

Chapter No. 4. History of Manuscriptology

Chapter No. 5. Indian Manuscriptology

Chapter No. 6. Manuscripts in Kannada, Tigalari, Samskrit,Pali,
Tamil/Grantha,Tulu,Nandinagari and Modi

Unit – 3 Editing

Chapter No. 7 Collection of Manuscripts

Chapter No. 8. Process of Editing

Chapter No. 9 Preservation of Manuscripts

Books for Reference

1. Chinthahar Chakravathi - Study of Manuscriptology
2. M.V Seetharamiah & M. Chidanada murthy - Hastiprati Sastra
3. N. Geethacharya - Hastiprati Sastra Adhyayana
4. Sitharam Jahagirdar - Kannada Grantha Sampadhana Sastra Parichaya



5. S. Jagannath - Grantha Sampadana Shastra
6. Devarakondareddy - Lipiya Huttu mattu Belavanige
7. Madhava Na Katti - Lipishastra Pravesha
8. B.S Sanaya - Kannada Hasta Prathigala Micro film Soochi
9. T.V Venkatalachala Sastri - Halaya Honnu
10. A.K Sasthri - Sringeri Kadathagalu

Pedagogy

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

Books for Study for I and II Semester.

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..
7. P. Gururaj Bhat Studies in Tuluva history and culture: From the pre-historic times upto the modern (1975)
8. Dr. P.G. Bhat: The Taluva: Study of Tulunadu
9. B.S. Shastry: Goa Kanara Portuguese relations 1498- 1763.
10. K. Anantaram – Dakshinada Sirinadu
11. R.S. Sharma- India's Ancient Past
12. R.S. Sharma – Early Medieval Indian society



13. Romila Thaper- History of India
14. Romila Thaper – India’s Culture as a Heritage.

Practicals in History:

Some of the practical will be in the form of

1. Copying Inscriptions and deciphering them
2. Study of old coins of historical value
3. Interpretation of icons and idols
4. Study of old manuscripts
5. Collection of old manuscripts
6. Study of the technique of preservation of manuscripts and old remain or art pieces.
7. Field visits (to historical sites)
8. Survey of Archaeological Monuments
9. Preparing historical Maps
10. Preparing the Genealogy of dynasties and families
11. Presenting the discoveries to the public’s through PPT.
12. Viewing the historical films
13. Reviewing the programmes of History channel in T.V
14. Conducting Seminars on new findings
15. Arranging the historical events in the chronological sequence
16. Collecting pictures of historical events and personalities
17. Studying the original literary works
18. Arranging a Historical Museum in the college
19. Arranging lectures by Tourist guides
20. Conducting excavations in Historical sites



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.

Introduction :

1. **Idea of Bharath :** Understanding of Bharatvarsha. Eternity of synonyms Bharat. Geography, Indian concept of time and space
2. **Political Background of India :** Major Dynasties ruled in Ancient India and Ancient Karnataka
3. **Prehistoric and Proto historic Cultures in India:** Stone Age, Copper age, Bronze age and Age of Civilizations
4. **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).
5. **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
6. **Indian Religious History:** Origin of Religions, Vedic Dharma, Hinduism, Jainism and Buddhism, Vaishnavism, Shaivism, Shaktiworship, Integration of religion with culture and society.
7. **Economic Institutions of Ancient India :** Concept of land, forest and agriculture Industry, inland trade and commerce, maritime Trade
8. **Ancient Indian Science and Technology:** Health consciousness of (Science of Life) Ayurveda Yoga and Naturopathy, Indian numeral system and Mathematics
9. **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
10. **Art, Architecture and Culture of Ancient Karnataka:** Cave temple, Structural Architecture
11. **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, Nritta, 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 Bhararatanatyam ,Ther 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 y



Department of History
Syllabus II Semester Open Elective

MUSEOLOGY

Total Contact Hours: 39 to 42

Course Credits: 3

Formative Assessment Marks: 40

Duration of ESA/Exam: 60

Model Syllabus Authors:

Summative Assessment Marks

1. (a) Origin, meaning, definition, and purposes of Museums. Emergence and concepts theory, Museology and Museography.
(b) Museology: Conventional Museology, New Museology. Current contested dimensions and debates.
(c) Changing role and social relevance of Museums.
- II. History and development of Museums in Global context. Museum Development in India.
- III. Types of Museums – classification of the museum on the basis of collections, governing body and scope etc. Open air museums, inclusive museums, community center, interpretation center, galleries and virtual museums Functions of Museum.
- IV. Museum as a profession Professional Museum Organizations- regional, national and international. Role of UNESCO in the field of culture.
- V. Museum Management and Administration. and Public Relation

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.



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

1st Year NEP SEMESTER EXAMINATION,

BA- HISTORY

PAPER1: Open Elective INDOLOGY

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. 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.



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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.



**SRI DHARMASTHALA MANJUNATHESHWARA COLLEGE.
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1st Year NEP SEMESTER EXAMINATION

BA- HISTORY

PAPER II: Cultural Heritage of India

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.

