



## ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ

ಜ್ಞಾನ ಗಂಗಾ, ಕಲಬುರಗಿ-585 106, ಕರ್ನಾಟಕ

ದೂರವಾಣಿ ಸಂ. 08472-263202 ಫ್ಯಾಕ್ಸ್ 08472-263206, ಇ-ಮೇಲ್: [registrargug@rediffmail.com](mailto:registrargug@rediffmail.com)



ಕ್ರ.ಸಂ.ಗುವಿಕ/ವಿಮವಿ/ಬಿ.ಎಸ್/2022-23/ 899

ದಿನಾಂಕ:- 29.11.2022

### ಅಧಿಸೂಚನೆ

ವಿಷಯ :- ಬಿ.ಎ ಸ್ನಾತಕ ಪದವಿಯ ಇತಿಹಾಸ ವಿಷಯದ NEP-2020 ರ ಅಡಿಯಲ್ಲಿ ಮೂರನೆ ಹಾಗೂ ನಾಲ್ಕನೆ ಸೆಮೆಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳಿಸಿದ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ : 1. GUK/ACA/BOS-NEP/2022-23/01 ದಿನಾಂಕ:- 19/09/2022  
2. ಇತಿಹಾಸ ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ದಿನಾಂಕ:-19/10/2022  
3. ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯದ ಸಮಿತಿ ಸಭೆಯ ದಿನಾಂಕ:-  
4. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ:-08/11/2022

ಉಲ್ಲೇಖ (4) ರ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಒಪ್ಪಿಗೆ ಮೇರೆಗೆ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ತಿನ ಘಟನೋತ್ತರ ಅನುಮೋದನೆಯನ್ನು ನಿರೀಕ್ಷಿಸಿ ಇತಿಹಾಸ ಅಧ್ಯಯನ ಮಂಡಳಿ ಹಾಗೂ ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯದ ಸಭೆಯಲ್ಲಿ ಅನುಮೋದನೆ ಪಡೆಯಲಾಗಿರುವ ಸ್ನಾತಕ ಬಿ.ಎ ಪದವಿಯ ಇತಿಹಾಸ ವಿಷಯದ ಮೂರು ಮತ್ತು ನಾಲ್ಕನೆಯ ಸೆಮೆಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು 2022-23 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳಿಸಲಾಗಿದೆ.

ಈ ಮಾಹಿತಿಯನ್ನು ಸಂಬಂಧಪಟ್ಟ ಶಿಕ್ಷಕರ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ತರಲು ಸೂಚಿಸಲಾಗಿದೆ.

ಪಠ್ಯಕ್ರಮದ ವಿವರಗಳನ್ನು ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್‌ಸೈಟ್ [www.gug.ac.in](http://www.gug.ac.in) ದಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು

ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ

ಗೆ,

1. ಮುಖ್ಯಸ್ಥರು, ಇತಿಹಾಸ ಅಧ್ಯಯನ ವಿಭಾಗ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ
2. ಎಲ್ಲಾ ಪದವಿ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರಿಗೆ.

ಪ್ರತಿಗಳು:

1. ಡೀನರು, ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
2. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ
3. ನಿರ್ದೇಶಕರು, ಪಿಎಂಇಬಿ ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
4. ಗ್ರಂಥಪಾಲಕರು, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
5. ಸಮಾಜ ವಿಜ್ಞಾನ ನಿಕಾಯದ ಎಲ್ಲಾ ಅಧ್ಯಯನ ವಿಭಾಗಗಳ ಮುಖ್ಯಸ್ಥರಿಗೆ ಗಿ.ಎ.ಕಲಬುರಗಿ.
6. ಸಂಯೋಜಕರು, NEP-2020 ಟಾಸ್ಕ್‌ಫೋರ್ಸ್ ಸಮಿತಿ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
7. ವಿಶೇಷಾಧಿಕಾರಿಗಳು, ಆಡಳಿತ, ವಿದ್ಯಾಮಂಡಲ, ಪರೀಕ್ಷಾ, ಅಭಿವೃದ್ಧಿ ಗು.ವಿ. ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
8. ಮುಖ್ಯಸ್ಥರು, ಗಣಕ ಕೇಂದ್ರ, ಗು.ವಿ.ಕಲಬುರಗಿ ರವರಿಗೆ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರತ್ಯೇಕ ಪೋರ್ಟಲ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಸೂಚಿಸಲಾಗಿದೆ.
9. ನೋಡಲ್ ಅಧಿಕಾರಿಗಳ UUCMS ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
10. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ/ಕುಲಸಚಿವರ ಆಪ್ತ ಸಹಾಯಕರ ಗು.ವಿ.ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.



GULBARGA



UNIVERSITY

**KALABURAGI**  
NEP Syllabus for BA 3<sup>rd</sup> and 4<sup>th</sup> semester

**BA**  
**Semester 3**  
**DSC-5**

Course Title: <b>Political History of India (From Indus Culture to 1206)</b>	
Total Contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>

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

**Course Outcomes (Cos):**

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

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

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

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

**BA**  
**Semester 3**  
**DSC-5**

**POLITICAL HISTORY OF INDIA (From Indus Culture upto 1206)**

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

<b>UNIT -1 Towards Civilization -Harappan and Vedic Civilization</b>	
<b>Chapter-I</b>	<b>6</b>
Pre-Harappan cultures; - extension of the Harappan culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan	
<b>Chapter-II</b>	<b>6</b>
Debate on the decline of Indus civilization, Debate on Harappan script: Iravatham Mahadevan - Asko Parpola	
<b>Chapter-III</b>	<b>6</b>

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

#### Essential Readings:

- D.N Jha. Ancient India an Introductory Outline Shareen Ratnagar. Understanding Harappa
- M.K Bhavalikar. Cultural Imperialism
- R.S. Sharma. India's Ancient Past
- Upinder Singh. A History of Ancient and Early Medieval India
- R.S. Sharma. Material Culture and Social formations in Ancient India
- .....India's Ancient Past
- Romila Thapar, From Lineage to State
- .....Early India
- Upinder Singh. A History of Ancient and Early Medieval India

#### Pedagogy:

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

**Understanding:** The student should develop understanding of terms, facts, important events, trends, etc., related to the history and Culture of Political 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.

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

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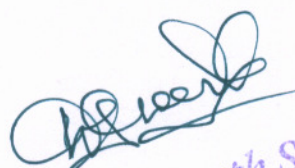
**Practical Skills:** The subject enables the students to develop practical skills which help in the study and understanding of historical facts. The student should be able to draw maps, charts, diagrams and prepare models, etc.

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

**Assessment: Weightage for assessment (in percentage)**

**Outlines for continuous assessment activities for C1 and C2.**

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Assignment/Presentations/Activities	10/10 Marks		20
<b>Total</b>			<b>40</b>

  
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**B.A. Semester 3**  
**DSC-6**

Course Title: <b>Bangalore in Time and Space (Compulsory paper)</b>	
Total contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>

Course Pre-requisites(s): History and Culture of Bangalore in Time and Space.

**Course Outcomes (Cos):**

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

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

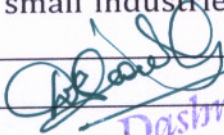
- Understand the history and culture of Bangalore in Time and Space region.
  - Analyse the importance of causes for backwardness of this region.
  - Understand the influence of political influence on the people and culture of this region.
  - Understand the political, Social, Religious and Cultural history of the region.
  - Appreciate the divergent cultural and communal harmony of this region.

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

**B.A Semester 3**  
**DSC-6**

**BANGALORE IN TIME AND SPACE (Compulsory paper)**

Content of Course 1	42 Hours
<b>UNIT -1 Introducing Bangalore</b>	
<b>Chapter-I Historical Geography</b>	5
Political Divisions-Topography and natural resources climate and seasons-flora and fauna-Pre History to Early Historical period	
<b>Chapter-II Demography and ethnic variety</b>	5
Hindu-Muslim -Sikh-Buddhist-Jain - Christian Communities -Social hierarchy and caste system.	
<b>Chapter-III Historical Period</b>	4
Towards a major Transition Western Gangas, Nolambas, Cholas and Hoysalas-Vijayanagar - Yelahanka Nada Prabhus- Kempe Gowda and his making of Bangalore.	
<b>UNIT -2 : Entry of Colonialism</b>	
<b>Chapter-IV</b>	5
Trade and Commerce Colonial interference- Hyder Ali, Tipu Sultan, Bangalore as seen by the foreigners- Buchanan, William Arthur	
<b>Chapter-V Towards Modern Bangalore</b>	4
The Wodeyars-Divans Rule-handicrafts and small industries-Textile silk-Lamps-rice-cutlery,	
<b>Chapter-VI Development of industries-</b>	5

  
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communication and railways- Trade marts commercial groups and professionals-urbanization-old and new towns-rise of the small town gentry Synthesis of urban-rural culture,	
<b>UNIT -3 : Art and Culture</b>	
<b>Chapter-VII</b> Religion and culture	<b>4</b>
Major cults-Festivals, Folk-culture-Christian Missionaries	
<b>Chapter -VIII</b> Development of Science & Information Technology	<b>4</b>
Emergence of Community Associations- IISC Bangalore, Electronic City	
<b>Chapter –IX Development of IT HUB</b>	<b>5</b>
IT Corridor, Impact of IT & Social changes-Environmental movements- Bangalore towards BBMP status.	

#### REFERENCE:

1. Annaswamy T.V- Bengaluru to Bangalore urban History of Bangalore from the pre-Historic period to the end of 18<sup>th</sup> century, 2003
2. Bond, Ruskin - A Golf Story, celebrating 125 years of the Bangalore Golf club, Bangalore.
3. De Aditi (Ed)- Multiple city-Writings on Bangalore, 2008.
4. Handbook of Bangalore and Environs, Bangalore 1928
5. Harini Nagendra Nature in the city - Bengaluru in the past, Present and Future, 2015.
6. Hasan, Fazlul - Bangalore through the centuries, Bangalore, 1970.
7. Hayavadana Rao C-Derivation of the name of Bangalore', QJMS, Vol 7.
8. Hicken, Glen - Beautiful Bangalore, Bangalore.1929
9. Issar T.P-Blossoms of Bangalore, Bangalore, 1994.
10. Issar T.P-The City Beautiful-A celebration of the Architectural Heritage: Aesthetics of Bangalore, Bangalore 1988

#### Pedagogy:

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

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

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

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

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

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

#### Books for Reference:

- |  |  |
|--|--|
| 1. K.R.Basavaraj                         | History and Culture of Karnataka                               |
| 2. R.S.Mugali                            | Glimpses of Karnataka  |
| 3. P.B.Desai                             | A History of Karnataka   |
| 4. H.V.Shrinivasamurthy & R. Ramakrishna | History of Karnataka   |
| 5. Suryanath U Kamath                    | A Concise History of Karnataka                                 |
| 6. G. S. Halappa                         | Freedom Movement in Karnataka                                  |
| 7. B. R. Gopal (Ed.)                     | The Rashtrakutas of Malkhed                                    |
| 8. Dr. Syed Shah Khusro Hussaini         | The life, Works and Teachings of Khwajah Bandahnawaz Gisudiraz |

#### Pedagogy:

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

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

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

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

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

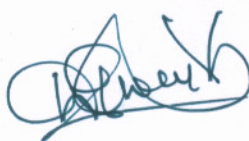
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have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

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

<b>Formative Assessment</b>			
<b>Activities</b>	<b>C1</b>	<b>C2</b>	<b>Total Marks</b>
Session Test	10 Marks	10	20
Assignment/Presentations/Activities	10/10 Marks		20
<b>Total</b>			<b>40</b>



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## B. A . III Semester History of Bombay Karnataka

Course Pre-requisites(s): History and Culture of History of Bombay Karnataka.

### Course Outcomes (Cos):

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

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

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

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

### Assessment: Weight age for assessment (in percentage)

### Outlines for continuous assessment activities for C1 and C2

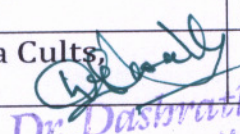
Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Assignment/Presentations/Activities	10 Marks /10		20
<b>Total</b>			<b>40</b>

## BA III Semester History of Bombay Karnataka

Course Title: <b>History of Bombay Karnataka</b>	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

## DSC -6 BA III Semester History of Bombay Karnataka

Content of Course 1	39/42 Hrs
<b>Unit - 1 Introduction - Contributions of Deccan Kingdoms</b>	<b>15/16</b>
<b>Chapter No.1</b> Geographical Features -Sources for the study of Bombay Karnataka.	02
<b>Chapter No.2</b> Mourya Rule in Bombay Karnataka- Shatavahanas, Chalukyas of Badami: Pulakeshi II - Chalukyas of Kalayan: Vikramaditya VI - Their Cultural Contributions.	09
<b>Chapter No.3</b> Bahamani Kingdom: Mahammad Gawan - Adil Shahis of Bijapur: Ibrahim Adilshahi-II. Their Cultural Contributions	05
<b>Unit - 2 Religions in Bombay Karnataka</b>	<b>10/11</b>
<b>Chapter No.4</b> Shaiva and Vaishnava, Kalamukha Cults, Basaveshwara.	04

  
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<b>Chapter No.5</b> Jainism and Jain Centers in BombayKarnataka: Badami, Pattadakallu, Aihole, Hallur, Terdal, Lakkundi, Belagavi, Halasi, Ammanagi.	03
<b>Chapter No.6</b> Bhuddism and Buddhist centers inBombay Karnataka: Aihole, Badami, Banavasi, Koliwada and Mundgod.	03
<b>Unit - 3 Towards Freedom Movement`</b>	<b>15/16</b>
Chapter No.7. Desagatis of Bombay Karnataka - Diwan Bahaddur Shivalang rao Deshamuk - Rani Channamma, Sangolli Rayanna. Halagali Bedas and Sindhur Laxaman.	08
Chapter No.8 Tilak and Gandhi in Bombay Karnataka - Belgaum Congress.	03
Chapter No.9 Gandhi Movements in BombayKarnataka - Non Co-operation movement, Salt Sathyagraha and Forest Sathyagraha.	05

#### **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. R.R Diwakar - Karnataka Through the Ages
6. M. Chidananda Murthy - Karnataka Shasanagala SamskrutikaAdhyayana
7. Sadashiva K - Samagra Karnatakad Itihasa
8. Palaksha - Samagra Karnatakad Itihasa
9. Suryanath Kamath - Karnatakad Itihasa mattu Samskruti
- 10.Prof. Shrinivas VPadigar - BadamiChalukyara Shashanagalu, Vastumattu Shilpakale Karnataka Itihasa Samshodhan Mandal Dharwad.
- 11.Dr. Shilakant.Pattar - Pattadakallu Darshan- Karnataka Itihasa Samshodhan Mandal Dharwad.

#### **Pedagogy:**

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

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

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

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

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



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

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Assignment/Presentations/Activities	10/10 Marks	20	20
<b>Total</b>			<b>40</b>

**B.A Semester 3DSC-6**

Course Title: <b>History &amp; Culture of Mysore</b>	
Total contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): History and Culture of Mysore .

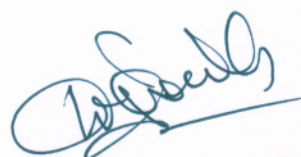
**Course Outcomes (Cos):**

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

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

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

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



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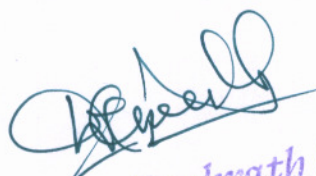
**B. A. Semester 3DSC-6****Title of the Course: History & Culture of Mysore**

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

Content of Course 1	42 Hrs
<b>Unit - 1 Introduction</b>	
Chapter No. 1 : Historical Writings on ModernKarnataka- James Manor - B. L. Rice ,	4
Chapter No. 2 : Aspects of Social life – FrancisBuchanan & Meadows Taylor.	6
Chapter No. 3 : A Survey of Economic Conditions-1800-1956	4
<b>UNIT - 2 Education</b>	
Chapter No. 4 : Education – Modern Period.	5
Chapter No. 5 : History of Kannada Journalism	4
Chapter No. 6 : Christian Missions in Karnataka	6
<b>UNIT - 3 Art, Painting</b>	
Chapter No. 7 : Development of Music, Dances inMysore	5
Chapter No. 8 : Dasara festivities– Dasara inMysore	5
Chapter No. 9 : Dance, Temples and Painting	3

**Books for Reference****AUTHORS – BOOKS**

- 01 P.B. Deasi - History of Karnataka
- 02 K.R. Basavarju - History and Culture of karnataka
- 03 Sheik Ali B - Tippu Sultan
- 04 Shastry K.N.V. - Economic Development of Mysore
- 05 Hayavadana Rao - Mysore Gazetteer Volumes
- 06 K.A. Nilakanta Shastry - History of South India
- 07 Keshvan Veluthat - State Formation in Sough India
- 08 08 S. Rajashekar - Karnataka Architecture
- 09 Champaka Lakshmi - Urbanization in South India10 R.R. Diwakar – Karnataka through the Ages
- 11 Shama Rao M. - History of Mysore
- 12 B.L. Rice - Mysore Gazetteer Volumes
- 13 Mugali R.S - The Heritage of Karnataka
- 14 R.G. Bandarkar - History of Deccan

  
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**Pedagogy:**

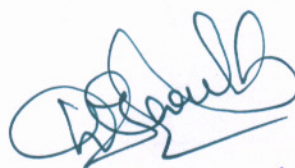
**Knowledge:** The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of history and Culture of Mysore Region. The student should be able to recall, recognize, show and read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

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

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

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

**Learning Outcomes:** This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Mysore 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.



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

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

**Open Elective -3**

**Course Category: Elective course 2**

Title of the Course: <b>Introduction to Epigraphy</b>	
Total contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>

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

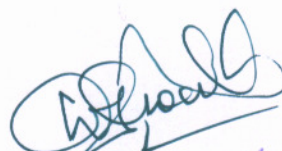
**Course Outcomes (Cos):**

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

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

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

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

  
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## Introduction to Epigraphy Paper -3.3

Open Elective - 3


Course Category: Elective course 2

No. of Credits: 3

**No. of Contact Hours: 3 Hours per week**

This paper aims to provide a broad outline about the nature of epigraphical studies in India and also familiarize the ancient scripts. Students could differentiate the inscriptions based on script and language. Use inscriptions as source material for reconstruction of History and historical Understanding. Read the inscriptions and manuscripts and compares it with present style of writing

CONTENT OF COURSE	42 HOURS
<b>UNIT-I Introduction to Epigraphy</b>	
<b>CHAPTER-1</b> Evolution of Indian Epigraphy and methods of epigraphy, ❖ Definitions- Key concepts; epigraphy, paleography.	06
<b>CHAPTER-2</b> ❖ James Prinsep and the decipherment of Brahmi inscriptions ❖ Attempts to decipher the Indus script Methods; eye copy, estampage and photography	06
<b>CHAPTER-3</b> ❖ Presentation of Text- ❖ Dating- Eras; Kali era, Saka era, Vikrama era. ❖ Collections of inscriptions during Colonial Period; Epigraphia Indica, ❖ South Indian Inscriptions,	06
<b>UNIT-II Epigraphic Carnatica.</b>	
<b>CHAPTER-4</b> Scripts; Brahmi ,Kharoshti, Vattezhuttu, , Grantha ❖ Medium of inscriptions ❖ palm leaves, ❖ copper plates, ❖ silver plates, ❖ walls of caves	05
<b>CHAPTER-5</b> Nature of inscriptions; Memorials, Labels, land grants, prashasthis.	03
<b>CHAPTER-6</b> Historicizing Some Important Inscriptions Asokan inscriptions in Karnataka ❖ Halmidi inscriptions ❖ Uttaramerur inscription ❖ Aihole ❖ Inscriptions of vijayanagara period	04
<b>UNIT-III</b>	
<b>CHAPTER-7</b> North Indian Epigraphy/Inscriptions. ❖ Hatigumpha Inscription of Kharavela. ❖ Samudragupta's Allahabad Pillar Inscription.	04

  
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<b>CHAPTER-8</b> South Indian Epigraphy/Inscriptions. ❖ Talagunda Inscription ❖ Nasik Inscription	04
<b>CHAPTER-9</b> Practicals in Kannada Paleography. ❖ Practical Training in taking estampages of stone and copper plateinscriptions by visiting the historical places.	04

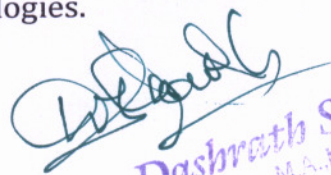
**Pedagogy:**

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

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

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

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

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

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

**BA****O E . III Semester**

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

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

**Course Outcomes (Cos):**

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

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

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

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

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

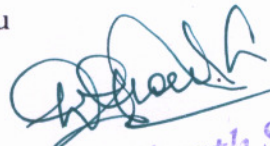
Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
<b>Unit – 1 Early Uprisings in Karnataka</b>	12/13
<b>Chapter No.1</b> Dhondya Wagh, Venkatadri Nayaka, Koppala Veerappa, Deshmuks of Bidar, Shivalingaiah, Sindagi Revolt.	05
<b>Chapter No.2</b> Rani Chennamma-Sangolli Rayanna-Nagar Revolt-Kodagu Revolt	04
<b>Chapter No.3</b> 1857 and After-Bedas of Halagali-Naragunda Babasaheb Revolt-Surapura Venkatappa Nayaka-Mundaragi Bheema Rao	04
<b>Unit – 2 Nationalism in Karnataka</b>	13/14
<b>Chapter No.4</b> Nationalism-Causes for the Rise of Nationalism-Impact of Tilak-Chatrusutras-Gandhi in Karnataka-Belguam Congress 1924	05
<b>Chapter No.5</b> Khadi Movement-Koujalagi Hanumantha Rao-Hallikeri Gudleppa-Tagaduru Ramachandra Rao	05
<b>Chapter No.6</b> Harijana Movement-Harijana Sevaka Sangha-Sardhar Veeranna Gowda Patil-Nagamma Patil-Siddamati Mylar	04
<b>Unit – 3 Gandhi Movements in Karnataka</b>	14/15
<b>Chapter No.7</b> Non-Cooperation Movement-Salt Sathyagraha-Ankola-No Tax Campaign in Uttar Karnataka-Forest Sathyagraha.	05
<b>Chapter No.8</b> Genesis of Mysore Congress-Shivapura Dhawaja Sathyagraha-Vidurashwatha Tragedy-Patel Mirza Pact-Quit India Movement-Isooru Tragedy.	05
<b>Chapter No.9</b> Establishment of Responsible Government in Princely Mysore-Mysore Chalo Sathyagraha-First Congress Ministry-A Brief Profile of Karnataka Freedom Fighter.	05

**Books for Reference**

**AUTHORS – BOOKS**

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

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

### **Pedagogy:**

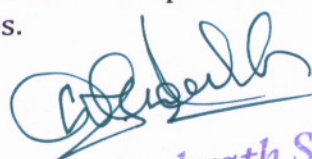
**Knowledge:** the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Freedom Movement in Karnataka (1800-1947). The student should be able to recall, recognize,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

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

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

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