

Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

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

B.A

Semester 4

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

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

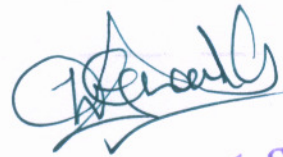
Course Outcomes (Cos):

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

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

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

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



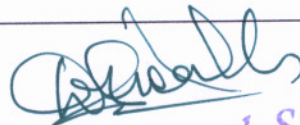
Dr. Dashrath S. Naik
M.A., M.Phil., Ph.D.
CO-ORDINATOR
Dept. of Studies & Research in History
College of Arts & Commerce, Karad.

**BA
Semester 4**

Title of the Course: **History of Medieval India**

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

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



Dr. Dashrath S. Naik
M.A., M.Phil., Ph.D.
CO-ORDINATOR
Dept. of Studies & Research in History
Gulbarga University, Kalaburag

Books for Reference:

- | | |
|-----------------------------------|---|
| 1. Anil Chandra Banarjee | History of India |
| 2. S.C.Rayachoudhary | History of Medieval India (From 1000-1707 C.E.) |
| 3. Sarkar, Jadunath | Shivaji and his Times |
| 4. Sharma S.R. | Mughal Administration |
| 5. Tripathi R.P. | Rise and Fall of Mughal Empire |
| 6. Wolseley Haig and Richard Burn | Cambridge History of India Vo. IV |
| 7. Khosala, R.P. | Mughal Kingship and Nobility |
| 8. Srivastav A.L. | Mughal Empire |
| 9. A.C.Banarjee | New History of Medieval India |
| 10. Satish Chandra | History of Medieval India |
| 11. Banerjee A.C. | The State and Society in Northern India (1206 -1526 C.E.) |
| 12. Kulkarni A.R. | Maharashtra in the Age of Shivaji |
| 13. R.C.Majumdar (Ed.) | The Delhi Sultanate |
| 14. R.C.Majumdar (Ed.) | The Mughal Empire |

Pedagogy:

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

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

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

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

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

Dr. Dashrath S. Naik
M.A., M.Phil., Ph.D.

CO-ORDINATOR
Dept. of Studies & Research in History
Kannada University, Hampi

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

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

BA**Semester 4**

D.S.C 8

Course Title: Cultural History of India (From Saraswati - Indus Culture to 1206 CE).	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 30	Duration of ESA/Exam: 70

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

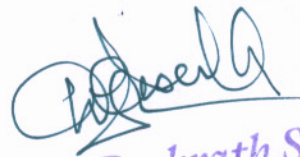
Course Outcomes (Cos):

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

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

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

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



Dr. Dashrath S. Naik
M.A., M.Phil., Ph.D.

CO-ORDINATOR
Dept. of Studies & Research in History
University of Kerala

BA
Semester 4
CULTURAL HISTORY OF INDIA (From Saraswati - Indus culture to 1206 CE)

Objectives in this lesson

DSC-8

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

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

CONTENT OF COURSE	42 HOURS
UNIT-I Indian Culture: An Introduction	
CHAPTER-1 Characteristics of Indian culture.	06
CHAPTER-2 Significance of Geography on Indian Culture.	06
CHAPTER-3 Religion and Philosophy in India: Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy.	06
UNIT-II A Brief History of Indian Arts and Architecture	
CHAPTER-4 Indian Languages and Literature - Nagari - Devanagari, Grantha - Dravidian languages - Kannada.	05
CHAPTER-5 Evolution of script and languages in India: Harappan Script and Brahmi Script.	03
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 .	04
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.	04
CHAPTER-8 Performing Arts: Divisions of Indian classical music: Hindustani and Carnatic, -Dances of India: Various Dance forms: Classical and Regional,	04
CHAPTER-9 Indian Culture in South East Asia	04

Dr. Dashrath S. Naik

Dr. Dashrath S. Naik
M.A., M.Phil., Ph.D.
CO-ORDINATOR
Dept. of Studies & Research in History
Gulbarga University, Karnataka

Books for Reference

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

Pedagogy:

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

Understanding: The student should develop understanding of terms, 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.

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

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

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



Dr. Dashrath S. Naik
M.A., M.Phil., Ph.D.

CO-ORDINATOR
Dept. of Studies, Jaipur
Jagadgurukul University

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

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

**BA - IV SEMESTER
OPEN ELECTIVE**

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

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

Course Outcomes (Cos):

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

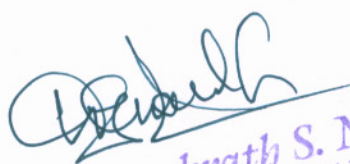
(Write 3-7 course outcomes. Course outcomes are statements of observable student's actions that serve as evidence of knowledge, skills and values acquired in this course)

- Understand the History of Freedom Movement in India (1885-1947). Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Freedom Movement in India (1885-1947).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

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

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

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


Dr. Dashrath S. Naik
 M.A., M.Phil., Ph.D.
 CO-ORDINATOR
 Dept. of Studies & Research in History
 Gulbarga University, Kalaburagi.

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

Books for Reference:

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

Pedagogy:

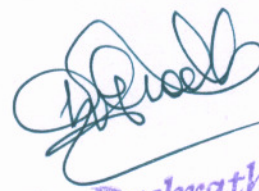
Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Freedom Movement in India (1885-1947). The student should be able to recall, recognize, show and read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

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

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

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

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



Dr. Dashrath S. Nair
M.A., M.P.H.

CO-ORDINATOR
Department of Studies & Research
Kannada University, Hampi

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2.

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

BA

Semester 4.

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

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

Course Outcomes (Cos):

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

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

- Understand the History of Principles and Practice of Museology.
- Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Principles and Practice of Museology.
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

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

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


Dr. Dashrath S. Naik
M.A., M.Phil., Ph.D.
CO-ORDINATOR
Dept. of Studies & Research in History
Gulbarga University, Kalaburagi.

BA
Semester 4
PRINCIPLES AND PRACTICE OF MUSEOLOGY

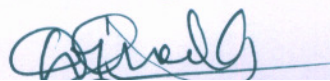
Content of Course 1	37 Hours
UNIT -1 Introduction to Museology	
Chapter-I History of Museums and Collection - Definition and scope of Museum.	5
Chapter-II General Principles of Museums. Functions of Museums	4
Chapter-III Museum Movement in Indian subcontinent, Europe, and Western Hemisphere.	4
UNIT -2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

Books for Reference

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

Pedagogy:

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



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

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the History of Principles and Practice of Museology. The student is able to classify facts, illustrate events, compare 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 Principles and Practice of Museology. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

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

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

Assessment: Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2.

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

Dr. Dashrath S. Naik
M.A., M.Phil., Ph.D.
CO-ORDINATOR
Dept. of Studies & Research in History
Gulbarga University, Kalaburag.