

Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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.

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 polity in the South and the formation of feudal cultures in the north and south.

UNIT -1 Towards Civilization -Harappan and Vedic Civilization	
Chapter-I	6
Pre-Harappan cultures; - extension of the Harappan culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan	
Chapter-II	6
Debate on the decline of Indus civilization, Debate on Harappan script: AiravathamMahadevan – Askoparpola	
Chapter-III	6
Vedic literatures and Archaeological evidences - PGW, NBPW- early tribal pastoral and agrarian society in the Gangetic Plains, Early and later Vedic polity	
UNIT -2 : Socio-Political Formations in the Indo - Gangetic Plains Nature of state	
Chapter-IV	6
Formation of urban centers- Mahajanapadas,- Oligarchies, Monarchies and republics	
Chapter-V	6
Material setting of the formation of Jainism and Buddhism ,From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryan polity,	
Chapter-VI	5
Asokan Edicts and Megasthenees’sIndica, Arthasasthra and early Indian treatise on the theory of state; Sapthanga – nature of Asoka’s dhamma	
UNIT -3 :	
Chapter-VII	5
Chera, Chola and Pandya polity- Chalukyan polity -Guptha polity.	
Chapter -VIII	6
Debates on Indian feudalism; R.S Sharma, HerbansMukhiaSouth Indian feudalism	
Chapter -IX	5
Arab conquest of Sind- the Sultanate ascendancy in India.	

Essential Readings:

D.N Jha. Ancient India an Introductory Outline
ShareenRatnagar. Understanding Harappa
M.K Bhavalikar. Cultural Imperialism
R.S. Sharma. India's Ancient Pasts
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
RomilaThappar. 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 India 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.

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: 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
Case Study/Assignment/Field Work Etc.		10	10
Total			40

Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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.

BA
Semester 3
DSC-6
BANGALORE IN TIME AND SPACE (Compulsory paper)

Content of Course 1	42 Hours
UNIT -1 Introducing Bangalore	
Chapter-I Historical Geography	5
Political Divisions-Topography and natural resources climate and seasons- flora and fauna-Pre History to Early Historical period	
Chapter-II Demography and ethnic variety	5
Hindu-Muslim -Sikh-Buddhist-Jain - Christian Communities -Social hierarchy and caste system.	
Chapter-III Historical Period	4
Towards a major Transition Western Gangas, Nolambas, Cholas and Hoysalas- Vijayanagar - Yelahanka Nada Prabhus- Kempe Gowda and his making of Bangalore.	
UNIT -2 : Entry of colonialism	
Chapter-IV	5
Trade and Commerce Colonial interference- Hyder Ali, Tipu Sultan, Bangalore as seen by the foreigners- Buchanan, William Arthur	
Chapter-V Towards Modern Bangalore	4
The Wodeyars-Divans Rule-handicrafts and small industries-Textile silk- Lamps-rice-cutlery,	
Chapter-VI Development of industries-	5
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,	
UNIT -3 : Art and Culture	
Chapter-VII Religion and culture	4
Major cults-Festivals, Folk-culture-Christian Missionaries	
Chapter -VIII Development of Science & Information Technology	4
Emergence of Community Associations- IISC Bangalore, Electronic City	
Chapter –IX Development of IT HUB	5
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 18th century,2003
2. Bond, Ruskin - A Golf Story, celebrating 125 years of the Bangalore Golf club,Bangalore.
3. DeAditi (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.

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
Case Study/Assignment/Field Work Etc.		10	10
Total			40

and Inclusive Approach										
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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.

B. A.
Semester 3

Title of the Course: **(Regional History) History and Culture of Kalyana Karnataka.**

Course 1 (DSC-6)		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 Introduction		14
Chapter No. 1	Geographical features of Kalyana Karnataka, Sources for the study of Kalyana Karnataka, Pre historic Sites: Sanganakallu, Piklihal and Nittur.	4
Chapter No. 2	The Mauryas and the Shatavahana's rule in Kalyana Karnataka, Rashtrakutas- Krishna I, Amoghavarsha Nrupatunga.	6
Chapter No. 3	The Chalukyas of Kalyan: Someshwara I, Vikramaditya VI; The Kalachuris: Bijjala II, Basaveshwara	4
Unit -2		14
Chapter No. 4	Vijayanagara Empire: The Sangamas-Devaraya II, The Tuluvas-Krishnadevaraya, Battle of Talikota; The Bahmanis- Mohammad Shaha III and Mahmood Gavan, The Ghorpades of Sandurur	6
Chapter No. 5	The Surapur Samsthana- Its role in 1857 Movement, Cultural contributions of Surapur Samsthana.	4
Chapter No. 6	Freedom Movement in Kalyana Karnataka region, Liberation Movement of Kalyan Karnataka, Gandhiji and his constructive programmes in Kalyana Karnataka.	4
Unit -3		14
Chapter No. 7	Cultural Heritage of Kalyana Karnataka- Religion: Jainism, Buddhism, Shaivism, Vaishnavism, Veerashaivism, Sufism, Important Centres of Socio-Religious Harmony in Kalyana Karnataka-Kodekal, Tinthani, Savalagi Shivalingeshwar, Sharanabasaveshwar, Khaja Banda Nawaz.	6
Chapter No. 8	Literary development- Kannada-Vachana, Dasa, Janapada, Dalit, Bandaya, Sanskrit, Urdu.	4
Chapter No. 9	Art and Architecture- The Monuments of Rashtrakutas, The Chalukyas of Kalyan, The Bahmanis, Places of Heritage and Pilgrimage, Map Study-Ghorpade territory, Surapur Samsthan.	4

Books for Reference:

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
-
9. ವಸಂತ ಕುಷ್ಟಗಿ
 10. ಬಸವರಾಜ
 11. ಕಪಾಟರಾಳ ಕೃಷ್ಣರಾಯ
 12. ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ
 13. ಬಿ.ಸಿ. ಮಹಾಬಲೇಶ್ವರಪ್ಪ
 14. ಭೋಜನಾಯಕ ಎಲ್.ಎಚ್.
 15. ಡಾ.ಎಂ. ಕೊಟ್ಟೇಶ್
 16. ಎಸ್. ನಾಗರತ್ನಮ್ಮ
 17. ಡಾ. ಕೆ.ಬಿ.ಶಿವತಾರಕ್
 18. ಕೃಷ್ಣಶರ್ಮ ಎಸ್. (ಸಂ)
 19. ಸೂರ್ಯನಾಥ ಕಾಮತ್
 20. ಮಹಾಬಲೇಶ್ವರಪ್ಪ ಬಿ.ಸಿ.
- Bandahnawaz Gisudiraz**
- ಹೈದರಾಬಾದ್ ಕರ್ನಾಟಕ ಕಣಜದಿಂದ
ಕಲಬುರಗಿ ಜಿಲ್ಲೆಯ ಪ್ರವಾಸಿ ತಾಣಗಳು
ಸುರಪುರ ಸಂಸ್ಥಾನದ ಇತಿಹಾಸ
ಕರ್ನಾಟಕ ಚರಿತ್ರೆ, ಸಂಪುಟಗಳು (1-7)
ಹೈದರಾಬಾದ್ ಕರ್ನಾಟಕ ವಿಮೋಚನೆ
ಸೊಂಡೂರು ಸಂಸ್ಥಾನಿಕರು: ಒಂದು ಚಾರಿತ್ರಿಕ ಅಧ್ಯಯನ
ಕಲ್ಯಾಣ ಕರ್ನಾಟಕದ ಅರಸು ಮನೆತನಗಳು
ಕರ್ನಾಟಕದಲ್ಲಿ ಅಸಹಕಾರ ಮತ್ತು ನಾಗರಿಕ ಕಾನೂನು ಭಂಗ
ಚಳುವಳಿ.
ಕರ್ನಾಟಕದ ಪುರಾತತ್ವ ನೆಲೆಗಳು
ಗಾಂಧಿ ಮತ್ತು ಕರ್ನಾಟಕ
ಸ್ವಾಮಿ ರಮಾನಂದ ತೀರ್ಥ
ಹೈದರಾಬಾದ್ ಕರ್ನಾಟಕದಲ್ಲ ರಾಜಕೀಯ ಚಳುವಳಿಗಳು

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
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10
Total			40

Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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.

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

Content of Course 1	39/42 Hrs
Unit – 1 Introduction – Contributions of Deccan Kingdoms	15/16
Chapter No.1 Geographical Features -Sources for the study of Bombay Karnataka.	02
Chapter No.2 Mourya Rule in Bombay Karnataka-Shatavahanas. Chalukyas of Badami : Pulakeshi II - Chalukyas of Kalayan: Vikramadity VI – Their Cultural Contributions.	09
Chapter No.3 Bahamani Kingdom: Mahammad Gawan - Adil Shahis of Bijapur: Ibrahim Adilshahi II. Their Cultural Contributions	05
Unit – 2 Religions in Bombay Karnataka	10/11
Chapter No.4 Shaiva and Vaishnava, Kalamukha Cults,Basaveshwara.	04
Chapter No.5 Jainism and Jain Centers in Bombay Karnataka : Badami, Pattadakallu, Aihole, Hallur, Terdal, Lakkundi, Belagavi, Halasi, Ammanagi	03
Chapter No.6 Bhuddism and Buddhist centers in Bombay Karnataka: Aihole, Badami, Banavasi, Koliwada and Mundgod.	03`
Unit – 3 Towards Freedom Movement`	15/16
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 Bombay Karnataka – 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 Samskrutika
Adhyayana
7. Sadashiva K - Samagra Karnatakad Itihasa
8. Palaksha - Samagra Karnatakad Itihasa
9. Suryanath Kamath - Karnatakad Itihasa mattu Samskruti
10. Prof.ShrinivasVPadigar - BadamiChalukyara Shashanagalu, Vastu
mattu 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
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10
Total			40

Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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 outcome addresses a particular program outcome.

BA
Semester 3
DSC-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
Unit – 1 Introduction	
Chapter No. 1 : Historical Writings on Modern Karnataka- James Manor - B.L.Rice ,	4
Chapter No. 2 : Aspects of Social life – Francis Buchanan & Meadows Taylor	6
Chapter No. 3 : A Survey of Economic Conditions - 1800 -1956	4
UNIT - 2 Education	
Chapter No. 4 : Education – Modern Period	5
Chapter No. 5 : History of Kannada Journalism	4
Chapter No. 6 : Christian Missions in Karnataka	6
UNIT - 3 Art, Painting	
Chapter No. 7 : Development of Music, Dances in Mysore	5
Chapter No. 8 :Dasara – festivities – Dasara in Mysore	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 South India
- 08 S. Rajashekarana - Karnataka Architecture
- 09 Champaka Lakshmi - Urbanization in South India
- 10 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
15. ಕರ್ನಾಟಕದ ಚರಿತ್ರೆ - ಪ್ರೊ.ಆರ್.ರಾಜಣ್ಣ ಮತ್ತು ಡಾ.ನಾಗೇಶ್ ಎ.ಸಿ
16. ಆಧುನಿಕ ಕರ್ನಾಟಕದ ಚರಿತ್ರೆ - ಪ್ರೊ.ಆರ್.ರಾಜಣ್ಣ ಮತ್ತು ಡಾ.ನಾಗೇಶ್ ಎ.ಸಿ

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.

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
Case Study/Assignment/Field Work Etc.		10	10
Total			40

Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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.

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
UNIT-I Introduction to Epigraphy	
CHAPTER-1 ❖ Evolution of Indian Epigraphy and methods of epigraphy, ❖ Definitions- Key concepts; epigraphy, paleography.	06
CHAPTER-2 ❖ James Prinsep and the decipherment of Brahmi inscriptions ❖ Attempts to decipher the Indus script Methods; eye copy, estampage and photography	06
CHAPTER-3 ❖ Presentation of Text- ❖ Dating- Eras; Kali era, Saka era, Vikrama era. ❖ Collections of inscriptions during Colonial Period; EpigraphiaIndica, ❖ South Indian Inscriptions,	06
UNIT-II Epigraphic carnatica.	
CHAPTER-4 Scripts; Brahmi ,Kharoshti, Vattezhuttu, , Grantha ❖ Medium of inscriptions ❖ palm leaves, ❖ copper plates, ❖ silver plates, ❖ walls of caves	05
CHAPTER-5 ❖ Nature of inscriptions; Memorials, Labels, land grants, phashasthi.	03
CHAPTER-6 Historicizing Some Important Inscriptions Asokan inscriptions in Karnataka ❖ Halmidi inscriptions ❖ Uttaramerur inscription ❖ Aihole ❖ Inscriptions of vijayanagara period	04
UNIT-III	
CHAPTER-7 North Indian Epigraphy/Inscriptions. ❖ Hatigumpha Inscription of Kharavela. ❖ Samudragupta's Allahabad Pillar Inscription.	04
CHAPTER-8 South Indian Epigraphy/Inscriptions. ❖ Talagunda Inscription ❖ Nasik Inscription	04
CHAPTER-9 Practicals In Kannada Palaeography. ❖ Practical Training in taking estampages of stone and copper plate inscriptions by visiting the historical places.	04

REFERENCE BOOK

1. Buhler, G., Indian Palaeography, Indological Book House, N.Delhi, 1968
2. Pandey, R.B., Indian Palaeography, Motilal Banarsidas, Benaras, 1952
3. Dani, A.H., Indian Palaeography
4. Mahalingam, T.V., Early South Indian Palaeography, University of Madras, 1967
5. Sivaramamurthy, Indian Epigraphy and South Indian Scripts
6. Burnell, A.C., Elements of South Indian Palaeography
7. Mahalingam, T.V., Early South Indian Palaeography
8. Rajan, K., Kalvetiyal (Tamil), Mano Pathippagam, Thanjavur
9. Natana. Kasinathan, Kalleluttukalai, (Tamil)
10. Subramanian, T.N., South Indian Temple Inscriptions.

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.

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
Case Study/Assignment/Field Work Etc.		10	10
Total			40

Cooperation and Team Work	X	X	X	X	X					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

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.

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

Books for Reference

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1. Diwakar.R.R -Karanirakaneya Veerakathe
2. Diwakar.R.R -Karmayogi Hanumantharayaru
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7. Joyish M.N-Karmayogi Tagaduru Ramachandra Rayaru
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15. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3
16. ಕರ್ನಾಟಕದ ಚರಿತ್ರೆ - ಪ್ರೊ.ಆರ್.ರಾಜಣ್ಣ ಮತ್ತು ಡಾ.ನಾಗೇಶ್ ಎ.ಸಿ
17. ಆಧುನಿಕ ಕರ್ನಾಟಕದ ಚರಿತ್ರೆ - ಪ್ರೊ.ಆರ್.ರಾಜಣ್ಣ ಮತ್ತು ಡಾ.ನಾಗೇಶ್ ಎ.ಸಿ

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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