

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	2
Formation of urban centers- Mahajanapadas 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 Megasthenes'sIndica, Arthasasthra and early Indian treatise on the theory of state; Sapthanga – nature of Asoka's dhamma	
UNIT -3 :	
Chapter-VII	9
Chera, Chola and Pandya polity- Chalukyan polity	
Chapter -VIII	6
Guptha polity debates on Indian feudalism; R.S Sharma, Gupta Polits 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.

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	6
Chapter No. 8	Literary development- Kannada-Vachana, Dasa, Janapada, Dalit, Bandaya	4
Chapter No. 9	Art and Architecture- The Monuments of Rashtrakutas, The Chalukyas of Kalyan, The Bahmanis,	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 ಕುಷ್ಠಗಿ | Bandahnawaz Gisudiraz |
| 10. ಬಸವರಾಜ | ಹೈದರಾಬಾದ ಕರ್ನಾಟಕ ಕಣಜದಿಂದ |
| 11. ಕಪಾಟರಾಳ ಕೃಷ್ಣರಾಯ | ಕಲಬುರಗಿ ಜಿಲ್ಲೆಯ ಪ್ರವಾಸಿ ತಾಣಗಳು |
| 12. ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ | ಸುರಪುರ ಸಂಸ್ಥಾನದ ಇತಿಹಾಸ |
| 13. ಬಿ.ಸಿ. ಮಹಾಬಲೇಶ್ವರಪ್ಪ | ಕರ್ನಾಟಕ ಚರಿತ್ರೆ, ಸಂಪುಟಗಳು (1-7) |
| 14. ಭೋಜ್ಯನಾಯ್ಕ ಎಲ್.ಎಚ್. | ಹೈದರಾಬಾದ ಕರ್ನಾಟಕ ವಿಮೋಚನೆ |
| 15. ಡಾ.ಎಂ. ಕೊಟ್ಟೇಶ್ | ಸೊಂಡೂರು ಸಂಸ್ಥಾನಿಕರು: ಒಂದು ಚಾರಿತ್ರಿಕ ಅಧ್ಯಯನ |
| 16. ಎಸ್. ನಾಗರತ್ನಮ್ಮ | ಕಲ್ಯಾಣ ಕರ್ನಾಟಕದ ಅರಸು ಮನೆತನಗಳು |
| 17. ಡಾ. ಕೆ.ಬಿ.ಶಿವತಾರಕ | ಕರ್ನಾಟಕದಲ್ಲಿ ಅಸಹಕಾರ ಮತ್ತು ನಾಗರಿಕ ಕಾನೂನು ಭಂಗ |
| 18. ಕೃಷ್ಣಶರ್ಮ ಎಸ್. (ಸಂ) | ಚಳುವಳಿ. |
| 19. ಸೂರ್ಯನಾಥ ಕಾಮತ್ | ಕರ್ನಾಟಕದ ಪುರಾತತ್ವ ನೆಲೆಗಳು |
| 20. ಮಹಾಬಲೇಶ್ವರಪ್ಪ ಬಿ.ಸಿ. | ಗಾಂಧಿ ಮತ್ತು ಕರ್ನಾಟಕ |
| | ಸ್ವಾಮಿ ರಮಾನಂದ ತೀರ್ಥ |
| | ಹೈದರಾಬಾದ ಕರ್ನಾಟಕದಲ್ಲ ರಾಜಕೀಯ ಚಳುವಳಿಗಳು |

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		06
<ul style="list-style-type: none"> ❖ Evolution of Indian Epigraphy and methods of epigraphy, ❖ Definitions- Key concepts; epigraphy, paleography. 		
CHAPTER-2		06
<ul style="list-style-type: none"> ❖ James Prinsep and the decipherment of Brahmi inscriptions ❖ Attempts to decipher the Indus script Methods; eye copy, estampage and photography 		
CHAPTER-3		06
<ul style="list-style-type: none"> ❖ Presentation of Text- ❖ Dating- Eras; Kali era, Saka era, Vikrama era. ❖ Collections of inscriptions during Colonial Period; Epigraphia Indica, ❖ South Indian Inscriptions, 		
UNIT-II Epigraphic carnatica.		
CHAPTER-4		05
Scripts; Brahmi ,Kharoshti, Vattezhuttu , , Grantha <ul style="list-style-type: none"> ❖ Medium of inscriptions ❖ palm leaves, ❖ copper plates, ❖ silver plates, ❖ walls of caves 		
CHAPTER-5		03
<ul style="list-style-type: none"> ❖ Nature of inscriptions; Memorials, Labels, land grants, phashasthi. 		
CHAPTER-6		04
Historicizing Some Important Inscriptions Asokan inscriptions in Karnataka <ul style="list-style-type: none"> ❖ Halimidi inscriptions ❖ Uttaramerur inscription ❖ Aihole ❖ Inscriptions of vijayanagara period 		
UNIT-III		
CHAPTER-7		04
North Indian Epigraphy/Inscriptions. <ul style="list-style-type: none"> ❖ Hatigumpha Inscription of Kharavela. ❖ Samudragupta's Allahabad Pillar Inscription. 		
CHAPTER-8		04
South Indian Epigraphy/Inscriptions. <ul style="list-style-type: none"> ❖ Talagunda Inscription ❖ Nasik Inscription 		
CHAPTER-9		04
Practicals In Kannada Palaeography. <ul style="list-style-type: none"> ❖ Practical Training in taking estampages of stone and copper plate inscriptions by visiting the historical places. 		

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., Kalvettiyal (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 & 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 should be 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 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 diplomatic results and impact wars and battles on the people. It also helps the students to develop the knowledge and awareness about the political ideologies.

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, Deshmuku 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-Chatusutras-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 Dhwaja 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

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
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 Khanunubanga Chaluvali
9. Sardar Veerannagowda Patil-Atma Neevedane
10. Sarojini Sindri and Raghavendra Rao- Women Freedom Fighters in Karnataka
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
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.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc., related to History of Freedom Movement in Karnataka (1800-1947). The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

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.

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

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
Chapter No. 1	Interpreting Medieval Indian History - slave dynasty	5
Chapter No. 2	Debate on Indian Feudal System - Khiljis – Tughlaqs	6
Chapter No. 3	Society of Medieval India -Agrarian System of Mughal and Vijayanagara Period.	3
Unit -2 Political Structure of Medieval Northern India and Southern India		14
Chapter No. 4	Bhakti Movement – Kabir, Nanak, Meera Bai, Sri Chaithanya – Alvars, Nainars.	6
Chapter No. 5	Nature of State- Polity- Vijayanagara Kingdom, Delhi Sultanate and Mughal dynasties	6
Chapter No. 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
Chapter No. 9	The rise of the Marathas – Shivaji and his administration – Astha Pradhana System	4

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 |
| 15. ಪ್ರೊ.ಆರ್.ರಾಜಣ್ಣ ಮತ್ತು ಡಾ.ಎ.ಸಿ.ನಾಗೇಶ್ | ಮಧ್ಯಕಾಲೀನ ಭಾರತದ ಇತಿಹಾಸ |

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.

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

Objectives in this lesson

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

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.

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

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

Content of Course -1	39/42 Hrs
Unit – 1 Indian Nationalism	12/14
Chapter No.1 Genises of Indian National Congress-Moderate-Objectives-Techniques-Partion of Bengal-Swadeshi 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-Rowllet 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- Mylar Mahadevappa	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 Khalam Azad-India Wins Freedom
9. Richard Sesan and Sekhar Bandyopadhyay- Congress and Indian Nationalism -From Plassey to Partition 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
15. ಅಧುನಿಕ ಭಾರತದ ಇತಿಹಾಸ - 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 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,

BA

Semester 4

PRINCIPLES AND PRACTICE OF MUSEOLOGY

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

Books for Reference

1. Dr. V. Jayaraj - Museology - Heritage Management - Seawaves Printers, Chennai - 86, 2005
2. M.L. Nigam - Fundamentals of Museology, Deva Publications, 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, Prithvi 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.