



**VIVEKANANDA COLLEGE OF ARTS, SCIENCE &
COMMERCE (AUTONOMOUS)
PUTTUR-574203. D.K. KARNATAKA**

**SYLLABI FOR
UNDERGRADUATE PROGRAM (UG)
HISTORY CURRICULUM FRAMEWORK**

(FACULTY OF ARTS)

**FRAMED ACCORDING TO THE
NATIONAL EDUCATION POLICY (NEP 2020)**

I & II SEMESTERS

**ABILITY ENHANCEMENT COMPULSORY COURSE (L+T)
TO BE IMPLEMENTED FROM THE ACADEMIC YEAR 2022-23**

**BOARD OF STUDIES IN HISTORY
VIVEKANANDA COLLEGE OF ARTS, SCIENCE & COMMERCE
(AUTONOMOUS)
PUTTUR-574203, D.K. KARNATAKA**



**VIVEKANANDA COLLEGE OF ARTS, SCIENCE & COMMERCE
(AUTONOMOUS) PUTTUR-574203, D.K. KARNATAKA**

**SYLLABI
FOR THE YEAR 2022-23 AND ONWARDS**

FRAMED UNDER NATIONAL EDUCATION POLICY-2020

HISTORY

ABILITY ENHANCEMENT COMPULSORY COURSE

I & II SEMESTERS

**COURSE PATTERNS AND SCHEME OF EXAMINATION BA UG
COURSE**

**DR. B. SHREEDHARA NAIK
CHAIRPERSON
BOARD OF STUDIES IN HISTORY
VIVEKANANDA COLLEGE OF ARTS, SCIENCE & COMMERCE
(AUTONOMOUS) PUTTUR-574203, D.K. KARNATAKA**

DEPARTMENT OF HISTORY

Preamble:

The teacher always has the opportunity not only to teach but also to learn throughout his life. Teaching is the only profession where the teacher always find a place to mix with the youth and to get the benefit from the youth experience. The teacher always tries to pass that experience through his teaching to others. In the teaching profession he has to act as a model. As Jack canfield says, “ A teacher as a person is more important than teacher as technician. What he is has more effect than anything he does” The system of imparting education, the teaching method and the interest of the general public in the study of different subjects underwent a drastic change all these years. At the same time the attitude of the of the people towards teaching also changed substantially. Time was when “Gurukula system” of education, teaching was a ‘Diksha’ – Then it became a ‘vocation’ for those who choose to be teachers. As days rolled on , it comes to be viewed as a ‘profession’ and now it has become a ‘job’ like any other. But to those who approach academic Pursuit with a sort of holy outlook , it is still a blessed noble work or service.

History is an important branch of human knowledge. It is interesting and instructive. Broadly speaking, History deals with past events related to mankind. Every human activity of the past has its own history.

The word history is derived from the Greek word ‘historia’. It means enquiry or observation. In Sanskrit, ‘Itihasa’ means it “happened like that”. In this sense the Mahabharata is considered by Indians as Itihasa. In ancient India, the purpose of history was not to record the names of kings and dynasties and their achievements. Its purpose was to emphasis the duties of the individual and to transmit the values and cultures from generation to generation. For this reason, the Puranas were narrated in villages at the time of festivals. Thus the ancient Indians were fully aware of the purpose and importance of history.

History also tries to discover the cause and effects of the events. The understanding of the cause and effects would enable us to get a better insight into past. The main purpose of history is to discover the truth as far as possible. In other words, history is an account of the achievements as well as failure of mankind through the ages in spheres such as political, economic, religions, literary, cultural and scientific. The definition of history differed from age to age and from country to country. While the importance of the study of science is taken, a question often posed is : why is the study of history important ?. This question cannot be answered in a simple way. From the late 19th and early 20th centuries scientific history came to be written by professional historians. Then onwards the study of history became a part of school education everywhere. This partly answers regarding the importance of history. However,

there are also other good reasons why should be studied. History enables us to effectively plan the future on the basis of the past experience. We meet the situations by remembering familiar and useful elements from the past

An individual cannot effectively function without his memory. This is also equally true in respect of nations. If memory goes, sanity goes. If the knowledge of our past experience is lost, both the present and future will be in danger We, may, therefore, say that history is systematic study of the important events of the of the past in a chronological order. History is an ocean of human experiences. It records great deeds, achievements, contributions, adventures, thoughts and sacrifices of extraordinary men and women. These are indeed sources of inspiration and motivation even today.

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

BA Semester 1

Course Title: Political history of Karnataka (BCE-3 to 10 CE) Part-1 (Subject Code : BASHIC101)	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Political history of Karnataka (BCE-3 to 10 CE) Part-1

Course Outcomes (COs):

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

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

- Understand the continuity of Political developments and strategies.
- Analysis the importance of causes for the rise of regional political dynasties.
- Understand contextual necessities which influenced the era of political supremacy.
- Understand and describe the contemporary political history. Appreciate the confluence of diverse political elements.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes(POs 1- 12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	x	X	x	x	x	x	x		
Communication Skills	X	x	X	x	x	x	x	x		
Critical Thinking	X	x	X	x	x	x	x	x	x	x
Problem Solving			X	x	x	x	x	x	x	x
Analytical Reasoning	X	x	X	x	x	x	x	x		
Cooperation and Team Work		x	X	x		x	x	x		x
Reflective Thinking		x	X	x	x	x	x	x	x	x
Self-motivated Learning			X	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	X	x	X	x		x	x	x		
Moral and Ethical Awareness Reasoning	X	x	X	x	x	x	x	x		x
Lifelong Learning		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 in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 1

Title of the Course: Political History of Karnataka (BCE-3 to 10 CE) Part-1

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 Introduction	13/14
Chapter No. 1 Survey of sources- Pre historic culture	04
Chapter No. 2 The Early Alupas- The Satavahanas – Kadambas of Banavasi	06
Chapter No. 3 The Gangas of Talakad - Durvineetha	04
Unit – 2 The Age of Empires	13/14
Chapter No. 4. Chalukyas of Badami – Pulikesin – II	04
Chapter No. 5. The Rastrakutas – Amoghavarsha	04
Chapter No. 6. The Chalukyas of Kalyani - Vikramaditya VI-Kalachuries of Kalyani– Bijalla-II	06
Unit – 3 Formation of State	13/14
Chapter No. 7 Central And Provincial Administration.	12
Chapter No. 8. Map- The Chalukya Empire under Pulikesin - II Places – Badami, Aihole, Pattadakal, Banavasi, Kanchipuram, Mahakuta, Alampur, Talakadu	02

Books for Reference:

- | | | |
|---|---|---|
| 1. K.R Basavaraja | - | “History and Culture of Karnataka” |
| 2. R.S Mugali | - | “Glimpses of Karnataka” |
| 3. P.B. Desai | - | “A History of Karnataka” |
| 4. H.V Shrinivasa Murthy
and R. Ramakrishnan | - | “ A Concise History of Karnataka” |
| 5. A. Sundara (Ed) | - | “Karnataka Charitre” Volume I |
| 6. B. Surendra Rao (Ed.) | - | “Karnataka Charitre” Volume II |
| 7. R.R Diwakar | - | “ Karnataka Through the Ages” |
| 8. M. Chidananda Murthy | - | “Karnataka Shasanagala Samskrutika
Adhyayana” |
| 9. S. Settar | - | “Halagannada –
Lipi, Lipikara,
LipiVyavasaya” |
| 10. A.C. Nagesh | - | “Pracheena Karnataka Charithre” |
| 11. Dr. Suryanatha U Kamath | - | History of Karnataka |

Pedagogy

- Lecture Method – Class Room Teaching Learning Through Project work Collaborative learning strategies**
- Use of Learning Recourses likeas Audio – Visual aids Films**
- Documentaries**

Visit to historical sites

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Seminar/ Field visit/ Lab practice	10 10	
Viva Voice		
Total	40	
Grand Total		

BA Semester 1

Course Title: Cultural Heritage of India 1 (Subject Code : BASHIC102)	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural Heritage of India

Course Outcomes (COs):

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

- Provide an insight about an extensive survey of heritage of India
- Familiarize Indian history and culture
- Expertize to analyse further development of culture of India
- Analyse the factor responsible for origin and decline of culture
- Provide the opportunity to understand the process of cultural development

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	x	x	x	x	x	x	x	x		
Critical Thinking	x	x	x	x	x	x	x	x	x	x
Problem Solving			x	x	x	x	x	x	x	x
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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 in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 1

Title of the Course: Cultural Heritage of India (Subject Code : BASHIC102)

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 Introduction	13/14
Chapter No. 1 Meaning, Definition Historical Cultural Heritage-Concepts, Characteristics-types of Indian Cultural Heritage: Oral and Written traditions.	10
Chapter No. 2 Significance of fairs and festivals.	04
Unit – 2 Legends, Narratives and Cultural Ethos	13/14
Chapter No.3. Meaning, significance, forms and tradition of legends. Ramayana and Mahabharata: Tradition of Cultural Heritage; Panchatantra, Jataka.	06
Chapter No. 4. Traditional Performing Art, Folk dances and theatre: Bharata Natya Shastra: The Source of Performing Indian Classical Arts and other Indian classical dances as cultural Heritage	08
Unit – 3 Architecture and Built Heritage	13/14
Chapter No. 5. Important Monuments of India-Caves Shore Temple (Mahabalipuram), Aihole. Badami, Pattadakal. Ajanta, Ellora	08
Chapter No. 6. Important Monumental Centers of India Sarnath, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Taj Mahal, Red fort. <i>Places of Historical importance</i> : Delhi, Agra, Nalanda, Saranatha, Sanchi, Hampi, Badami, Mahabalipuram, Ajantha, Ellora, Prayaga, Varanasi, Rameshwaram, Dwaraka, Konark, Khajuraho	06

Books for Reference

1. S. Radhakrishnan - "Culture of India"
2. K.T Achaya - Indian food: A Historical Companion,
3. Banga, I. (Ed) - The City in Indian History : Urban Demography, Society and Politics.

4. A.L Basham - The Wonder that was India.
5. Sachin Shekhar Biswas - Protecting the Cultural Heritage
6. N.K Bose - "Culture Zones of India" in culture and Society in India.
7. S.Narayan - Indian Classical Dances.
8. Gokulsing, K. Moti - Popular Culture in a Globalized India,
9. Bhanu Shankar Mehta - Ramlila Varied Respective
10. Rangacharya - The Natya shastra, English translation with critical

Notes.

Pedagogy

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

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

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

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

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

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

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

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ / Seminar/	10 10	
Viva Voice		
Total	40	
Grand Total		100

BA Semester 1

Course Title: Cultural History of Karnataka (CE 3-CE 10) Part-I 1 (Subject Code : BASHIOE101)	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural History of Karnataka (CE 3-CE 10) Part-I

Course Outcomes (COs):

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

- Provide an insight about the cultural development of Karnataka.
- Familiarize Karnataka history and culture.
- Expertize to analyze further development of culture of Karnataka.
- Analyze the factors responsible for origin and decline of dynasties.
- Provide the opportunity to understand the process of cultural diversities.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	x	x	x	x	x	x	x	x		
Communication Skills	x	x	x	x	x	x	x	x		
Critical Thinking	x	x	x	x	x	x	x	x	x	x
Problem Solving			x	x	x	x	x	x	x	x
Analytical Reasoning	x	x	x	x	x	x	x	x		
Cooperation and Team Work		x	x	x		x	x	x		x
Reflective Thinking		x	x	x	x	x	x	x	x	x
Self-motivated Learning			x	x	x	x	x	x	x	x
Diversity Management and Inclusive Approach	x	x	x	x		x	x	x		
Moral and Ethical Awareness Reasoning	x	x	x	x	x	x	x	x		x
Lifelong Learning		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 in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 1

Title of the Course: Cultural History of Karnataka (CE 3-CE 10) Part-I

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 Introduction	13/14
Chapter No. 1 Language and culture of Coastal Karnataka and Kodagu	03
Chapter No. 2 Alupa Land Grants	05
Chapter No. 3 Agriculture and Emergence of Agraharas – Education	06
Unit – 2 Social Conditions	13/14
Chapter No. 4. Caste Structure	06
Chapter No. 5. Conditions of Women	08
Unit – 3 Religion and Art	13/14
Chapter No. 6 Jainism and Buddhism in Karnataka.	04
Chapter No. 7. Saivism and Vaishnavism.	05
Chapter No. 9 Art and Architecture of Coastal Karnataka.	05

Books for Reference

- | | | |
|----------------------------|---|--|
| 1. S. Settar | - | “Halagannada – Lipi, Lipikara, LipiVyavasaya” |
| 2. K.R Basavaraja | - | “History and Culture of Karnataka” |
| 3. R. Rajanna & A.C Nagesh | - | “Karnatakada Charithre” Volume I |
| 4. P.B. Desai | - | “A History of Karnataka” |
| 5. A. Sundara (Ed) | - | “Karnataka Charitre” Volume I |
| 6. B. Surendra Rao (Ed.) | - | “Karnataka Charitre” Volume II |
| 7. S. Settar | - | “ Halagannada; Bhashe, BhashaVikasa, Bhasha Bandhavya” |
| 8. M. Chidananda Murthy | - | “Karnataka Shasanagala Samskrutika Adhyayana” |
| 9. S. Rajashekara | - | “ Karnataka Architecture” |
| 10. K.A. Nilakanta Sastri | - | “A History of South India” |

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses likeas Audio – Visual aids Films Documentarie

Visit to historical sites

Assessment:

Weight age for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Seminar	10 10	
Total	40	
Grand Total		100

Semester 2

Course Title: Political History of Karnataka (CE11- 1799 AD) 1 (Subject Code : BASHIC201)	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Political History of Karnataka (C11- 1799 AD)

Course Outcomes (COs):

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

- Understand the rise and fall of Political dynasties in Karnataka.
- Familiarize with the patterns of administration.
- Analyze the traditional values and ethos of political development.
- Understand the rise and fall of regional variations.
- Study the complexities involved in polity of the time.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X		
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving			X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work		X	X	X		X	X	X		X
Reflective Thinking		X	X	X	X	X	X	X	X	X
Self-motivated Learning			X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X		X	X	X		
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X		X
Lifelong Learning		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 in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 2

Title of the Course: Political History of Karnataka (CE11- 1799 AD)

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 Introduction	13/14
Chapter No. 1 The Hoysalas - Vishnuvardhana	07
Chapter No. 2 Medieval Alupas	07
Unit – 2 Medieval Karnataka	13/14
Chapter No. 3. Vijayanagar – Dynasties	06
Chapter No. 4. The Bahamani States	05
Chapter No. 5. Regional Kingdoms during Vijayanagar.	03
Unit – 3 Post Vijayanagar	13/14
Chapter No. 6 Wodeyars of Mysore – Nayakas of Chithradurga – Nayakas of Keladi	05
Chapter No. 7. Minor Chieftains-Local Chieftains - Chowtas	03
Chapter No.8. Hyder Ali and Tippu Sulthan.	05
Chapter No.9.Map: The Vijayanagar empire. Places- Hampi, Tanjavur, Mangalore, Barkur, Penukonda, Tirupati	01

Books for Reference

- | | | |
|-----------------------|---|--|
| 1. K.R Basavaraja | - | “History and Culture of Karnataka” |
| 2. P.B. Desai | - | “A History of Karnataka” |
| 3. Burton Stein | - | “ Vijayanagara” |
| 4. B. Sheik Ali(Ed.) | - | “Karnataka Samagra Charitre” Volume IV. |
| 5. B. Vivek Rai (Ed.) | - | “Pravasi Kanda Vijayanagara” |
| 6. G. Yazdani | - | “History of the Deccan” |
| 7. K. Satyanarayana | - | “History of the Wodeyars of Mysore” |
| 8. Mohibul Hasan | - | “History of Tipu Sulthan” |
| 9. T.V Mahalingam | - | “ Administration and Social Life Under Vijayanagara” |
| 10. K.V Ramesh | - | “History of South Kenara ” |

Pedagogy

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

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments/ Seminar	10 10	
Total	40	
Grand Total		100

BA Semester 2

Course Title: Cultural Heritage of Karnataka 1 (Subject Code : BASHIC202)	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural Heritage of Karnataka

Course Outcomes (COs):

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

- Understand the concept of cultural heritage of Karnataka
- Study various cultural factors which influence the flow of culture
- Familiarize the factors which influenced in influencing culture and society
- Analyze the factors responsible for formation of pluralistic society
- Understand the concept “Unity in diversity”.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X		
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving			X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work		X	X	X		X	X	X		X
Reflective Thinking		X	X	X	X	X	X	X	X	X
Self-motivated Learning			X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X		X	X	X		
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X		X
Lifelong Learning		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 in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 2

Title of the Course: Cultural Heritage of Karnataka

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 Introduction	13/14
Chapter No. 1 Meaning, Definition and Concepts	07
Chapter No. 2 Characteristic features of Coastal Karnataka and Kodagu	07
Unit – 2 Fairs, Festivals and Rituals-Daivaradhane	13/14
Chapter No. 3. Significance – Festivals - Fairs	09
Chapter No. 4. Legends and Narratives- Paddanas	05
Unit – 3 Performing Arts	13/14
Chapter No.5. Folk Dances and theatre- Yakshagana	07
Chapter No. 6 Architecture and Built Heritage	07

Books for Reference

- | | | |
|--------------------------|---|---|
| 1. K.T Achaya | - | Indian food Historical Companion |
| 2. Sachin Shekhar Biswas | - | Protecting the Cultural Heritage |
| 3. N.K Bose | - | Culture Zones of India in culture and Society in India. |
| 4. S. Narayan | - | Indian Classical Dances |
| 5. Prakash, H.S Shiva | - | Traditional Theatres |
| 6. Krishna N. Reddy | - | Cultural Heritage of South India |
| 7. Dr. A. Murageppa | - | Dakshin Bhartiya Jaanpad Kosh. Vol-I II |
| 8. Dr. Suryanath Kamat | - | Karnataka Sankshipt Itihas |
| 9. Shrinivas T | - | Bhartiya Itihas Mattu Parampare |
| 10. K.R. Basavaraj | - | Karnataka History and Culture |

Pedagogy

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

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments	10	
Seminar	10	
Total	40	
Grand Total		100

BA Semester 2

Course Title: Cultural History of Karnataka (11 AD to 1750 AD) (Subject Code : BAHIOE201)	
Total Contact Hours: 39 to 42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisite(s): Cultural History of Karnataka (11 AD to 1750 AD)

Course Outcomes (COs):

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

- Understand the concept of cultural heritage of Karnataka
- Study various cultural factors which influence the flow of culture
- Familiarize the factors which influenced in influencing culture and society
- Analyze the factors responsible for formation of pluralistic society
- Understand the concept “Unity in diversity”.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

Course Outcomes (COs) / Program Outcomes (POs)	DSC1	DSC2	DSC3	DSC4	DSC5	DSC6	OE1	OE2	SEC1	SEC2
Disciplinary Knowledge	X	X	X	X	X	X	X	X		
Communication Skills	X	X	X	X	X	X	X	X		
Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving			X	X	X	X	X	X	X	X
Analytical Reasoning	X	X	X	X	X	X	X	X		
Cooperation and Team Work		X	X	X		X	X	X		X
Reflective Thinking		X	X	X	X	X	X	X	X	X
Self-motivated Learning			X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X		X	X	X		
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X		X
Lifelong Learning		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 in the intersection cell if a course outcome addresses a particular program outcome.

BA Semester 2

Title of the Course: Cultural History of Karnataka (11 AD to 1750 AD)

(Subject Code : BAHIOE201)

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 Introduction	13/14
Chapter No. 1 Administration – Central and Provincial	05
Chapter No. 2 Kingship – Duties of King – Governors - Warfare	04
Chapter No. 3 Local Self Government – Village Administration	05
Unit – 2 Society and Economy	13/14
Chapter No. 4. Social Conditions – Society – Rituals and Customs	05
Chapter No. 5. Economic Conditions – Agriculture	04
Chapter No. 6. Trade and Commerce	05
Unit – 3 Religion and Art	13/14
Chapter No. 7 Bhakti Saints -Teaching and Philosophy – Sufism	05
Chapter No. 8. Temple Architecture – Islamic Architecture	04
Chapter No. 9 Painting	05

Books for Reference

- | | | |
|-----------------------------|---|---------------------------------------|
| 1. P.B Desai | - | History of Karnataka |
| 2. K.R Basavaraja | - | History and Culture of Karnataka |
| 3. B.R Hiremath | - | Karnataka Shasanagalalli Vartakaru |
| 4. Rahamat Tarikere | - | Karnataka Sufigalu |
| 5. Rajaram Hegde & M.V Vasu | - | Dakshina Karnataka Arasu Manethangalu |
| 6. R.R Diwakar | - | Karnatka Through the Ages |
| 7. Suryanath U. Kamath | - | A History of Karnataka |
| 8. H.K Sherwani | - | The Bahamani's of the Deccan |
| 9. Dept. of Archaeology | - | Vijayanagar Adhayayana |
| 10. Baragur Ramachandrappa | - | Karnataka Sangathi |

Pedagogy

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

Assessment:

Weightage for assessments (in percentage)

Formative Assessment		
	Internal Assessment	Theory Part Semester End Examination
Internal Test	20	60
Assignments	10	
seminar	10	
Total	40	
Grand Total		100

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

FIRST SEMESTER

PaperNo.	Course	Title of the Course	InstructionHours per week	Exam Duration	Marks			Credits
					IA	ETE	Total	
1.1	DSC-1	Political history of Karnataka (BCE-3 to 10 CE) Part-1	4	3	40	60	100	3
1.2	DSC-2	Cultural Heritage of India	4	3	40	60	100	3
1.3	OE-1	Cultural History of Karnataka (CE 3-CE 10) Part-I	4	3	40	60	100	3
Total Credits								9

SECOND SEMESTER

PaperNo.	Course	Title of the Course	InstructionHours per week	Exam Duration	Marks			Credits
					IA	ETE	Total	
2.1	DSC-3	Political History of Karnataka (CE11-1799 AD)	4	3	40	60	100	3
2.2	DSC -4	Cultural Heritage of Karnataka	4	3	40	60	100	3
2.3	OE-2	Cultural History of Karnataka (11 AD to 1750 AD)	4	3	40	60	100	3
Total Credits								9