

Curriculum Framework for Under Graduation State Education Policy (SEP-2024) BA in Ancient History and Archaeology III & IV Semester Syllabus

Department of Ancient History and Archaeology

MANGALORE UNIVERSITY

**SEP PROGRAMME STRUCTURE BA -ANCIENT HISTORY AND ARCHAEOLOGY
III AND IV SEMESTER**

Sl.No	COURSE CODE	TITLE OF THE COURSE	CATEGORY OF THE COURSE	TEACHING HRS PER WEEK	SEM EXAM	IA	TOTAL	CREDITS
SEMESTER III								
1	III SEMESTER CORE PAPER- BASARCS 301	History and Culture of India, 1556-1947 A.D	THEORY	6	80	20	100	5
2	OPTIONAL/ ELECTIVE PAPER- BASARES 301	Sustainable Heritage Tourism	THEORY	2	40	10	50	2
SEMESTER IV								
1	IV SEMESTER CORE PAPER BASARCS 401	History of Karnataka (A.D. 1565-1956)	THEORY	6	80	20	100	5
2	Discipline- ELECTIVE PAPER BASARES 401	Man and Environment	THEORY	2	40	10	50	2
3.	COMPULSORY/ SKILL/PRACTICAL PAPER BASARSS – 401	Ancient Water Mngement system in Coastal Karnataka	PRACTICAL KNOWLEDGE/SKILL	2	40	10	50	2
In BA SEP Programme structure one each of the three compulsory courses (practical knowledge/ skill) will be related to one each of the three core courses. The practical knowledge / skill-based course will be prescribed to students as follows: • The practical knowledge / skill-based course related to the first of the three major courses will be prescribed in the FOURTH SEMESTER. • The practical knowledge / skill-based course related to the second of the three major courses will be prescribed in the FIFTH SEMESTER. • The practical knowledge / skill-based course related to the third of the three major courses will be prescribed in the SIXTH SEMESTER.								

Assessment: Weightage for Assessment for core papers

Outlines for continuous assessment activities for C1 and C2

FORMATIVE ASSESSMENT			
ACTIVITIES	C1	C2	TOTAL MARKS
SESSION TEST	5 marks	5marks	10
PRESENTATIONS/ACTIVITIES	5 marks		5
ASSIGNMENTS		5marks	5
TOTAL			20

Assessment: Weightage for assessment for elective paper

Outlines for continuous assessment activities

FORMATIVE ASSESSMENT			
ACTIVITIES	C1	C2	TOTAL MARKS
SESSION TEST	5 marks	-	5
ASSIGNMENTS		5marks	5
TOTAL			10

Curriculum Framework for Under Graduation State Education Policy (SEP-2024 - BA in ANCIENT HISTORY AND ARCHAEOLOGYIII Semester Syllabus

Department of ANCIENT HISTORY AND ARCHAEOLOGY

MANGALORE UNIVERSITY

SEP PROGRAMME STRUCTURE BA ANCIENT HISTORY AND ARCHAEOLOGY III AND IV SEMESTER

BA III SEMESTER-

Course Title: History and Culture of India, 1556-1947 A.D

6HRS PER WEEK

MARK-20+80=100

CREDITS-5

CODE-BASARCS301

Course Description

This course explores the history of Medieval and modern India, spanning from the establishment of the Mughal empire to the Indian independence.

Course Objectives

1. Understand the major political, social, and cultural developments in Medieval and modern India.
2. Analyse the impact of Islamic and colonial rule on Indian society and culture.
3. Examine the role of Indian freedom fighters in shaping Modern Indian thought and culture.
4. Evaluate the significance of Mughal Empire and colonial rule in Indian history.

Course Outcomes

CO 1: Understand the rise and fall of Political dynasties in India

CO2: Analyze the traditional values and ethos of political development..

CO 3: Understand the cultural ethos of the time

CO 4: Familiarize with the patterns of administration.

CO5:Study the complexities involved in polity of the time.

SYLLABUS

UNIT - I 15Hrs
Chapter 1: Mughal Empire- Akbar- Religious Policy- Rajput Policy- Shahjahan cultural contributions- Decline of Mughal Empire.
Chapter 2: Shivaji and the rise of Marathas- Rule of Peshwas- Balaji Baji Rao
Chapter 3: Advent of Europeans- the Portuguese dominion in India- Anglo- French rivalry in Carnatic.
UNIT – II 15Hrs
Chapter 4: English in Bengal- Robert Clive- Battle of Plassey- Double Government in Bengal- Expansion under Wellesley- Dalhousie's Annexation and administrative policy.
Chapter 5: First war of Indian independence of 1857- Causes - the results- the Queen's Proclamation- Changes in British Policy.
Chapter 6: British Education policy- Macaulay and Charles Wood- "the Indian Renaissance"
UNIT – III 15Hrs
Chapter 07: Role of Socio Religious Movements in the Indian Freedom struggle: Brahma Samaj- Ramakrishna Mission- Aligarh Movement- Missionary Activities
Chapter 08: The Moderates- Constitutional methods of agitation- economic critique of colonialism and the Drain Theory
Chapter 09: Extremist Politics- Tilak and his Associates- Curzon- Partition of Bengal- Swadeshi and Boycott
UNIT – IV 15Hrs
Chapter 10: Role of Mahatma Gandhi in Indian Freedom struggle--Non co-operation and Khilafat Movements-Civil disobedience Movement-Quit India Movement
Chapter 11: Subhas Chandra Bose and I.N.A
Chapter 12: Role of Women in National movement –Annie Besant, Sarojini Naidu, Kamaladevi Chattopadhyaya.

Map Study

1. Mughal Empire in 1605
Peshawar, Panipat, Delhi, Agra, Chittor, Gwalior, Udiapur, Kalinjar, Surat, Kanauj, Amarkot, Ayodhya, Chanderi, Ranthambor.
2. Partition of Bengal
Calcutta- Dacca- Chittagong- Rajshahi, Purulia, Murshidabad, Patna, Bhagalpur, Dharbhanga, Burdwan

Recommended Readings:

- Shivastava A.L, The Sultanate of Delhi (Agra 1982)
- Sharma S.R, The Crescent in India (Agra 1933)
- Srivastava A.L, Medieval Indian Culture (Agra 1975)
- Sharma L.P, The Sultanate of Delhi (Delhi, 1996)
- Edwards S.M & Garratt, Mughal Rule in India (New Delhi 1974)
- Basavaraj K.R, History and Culture of Karnataka (Dharwad 1984)

Desai P.B (ed), A History of Karnataka (Dharwar 1981)

Burton Stein, Vijayanagara (Cambridge 1999)

Banerjee A.C, A New History of Medieval India (New Delhi 1983)

Lane Poole S, Medieval India under Muhammadan Rule (London)

Majumdar R.C (ed), History and Culture of the Indian people, Vol.V & VI (Bhavan's Series)

Majumdar R.C (ed), Bharatiya Janateya Ithihasa Mattu Samskriti (Bhavan's Series)

Sathish Chandra, History of Medieval India, Vol 1 and Vol 2.

Irfan Habib, Medieval India. Edwards S.M and Garratt, Mughal Rule in India (New Delhi 1974)

Banerjee A.C , A New History of Medieval India (New Delhi 1983)

Anirudda Ray, Some Aspects of Mughal Administration (New Delhi 1984)

Tripathi R.S, The Rise and Fall of the Mughal Empire (Allahabad 1963)

Majumdar R.C (ed), History and Culture of the India People Vol. V & VI (Bhavan's Series)

Ranade M.G, Rise of the Marata's Power (New Delhi 1947)

Edward Thompson and Garratt, Rise and Fulfilment of British Rule in India (Allahabad 1976)

Moreland W.H , Akbaraninda Aurangazebanavarege (Kannada Translation, Mysore – 1985)

Sinha N.K, Haidar Ali (New Delhi 1873) Sheik Ali- Tipu Sultan (NBT 1982)

Arfan Hanib, Atlas of the Mughal Empire (Oxford 1992)

Satish Chandra, Medieval India, 2 Vols, NCERT

Tapan Ray Chaudhury and Irfan Habib, Cambridge Economic History of India Vol. I Orient Longman.

Lakshmi Subramanian, History of India 1707-1857, New Delhi, 2010

Edward Thompson and Garratt, Rise and Fulfilment of British in India (Allahabad 1976)

Robert P.E, History of British India (OUP)S.

Gopal, British Policy in India 1858-1905 (Orier Longman)

Manjumdar R.C (ed) British Paramountcy and Indian Renaissance Part I &II (Bharatiya vidya Bhavan)

"History of Freedom Movement in India Vol. 1"

Chaudhuri S.B, Civil Rebellion in Indian Mutinies (Calcutta 1957) "Theories of the Indian Mutiny (Calcutta 1965)

Bipan Chandra, India's Stuggle for Independence (Penguin) " Modern India (NCERT)

Tara Chand, History of Freedom Movement in India Vol. I & II Perseval Sphere, History of India Vol. III

Shekar Badyopadya, Plassey Modern India

III SEMESTER OPTIONAL/ ELECTIVE PAPER

2 HRS PER WEEK

TOTAL MARKS – 40+10=50

CREDITS- 2

CODE-BASARES 301

Course Title: SUSTAINABLE HERITAGE TOURISM

The Elective courses will be related to the core subjects. Students will select the Electives that are related to the core subjects that they study.

Course Objectives:

1. Familiarize students with the basic concepts of travel and tourism discuss the terminology used
2. Give an insight into how travel and tourism evolved over a period of time and reached the modern stage.
3. Enhance the knowledge of students in various areas related to tourism and how it affects the destination.
4. Explore the selected issues that currently influence the tourism industry both locally and globally.

Course outcome:

1. Understand fundamentals of tourism from the management, marketing and financial perspectives.
2. Understand the concepts of travel and tourism, the framework of the system, types and form of tourism as well as the impacts of tourism.
3. Describe the different types tourism resources of India, their importance in tourism and management.

SYLLABUS

UNIT - I	10Hrs
CHAPTER -1 - Meaning and Importance of Sustainable Heritage Tourism- Definition and scope-Importance in the modern context	
CHAPTER – 2 - Recognition of Heritage Sites in India- UNESCO World Heritage Sites- National and State-level recognitions-Heritage Sites in India.	
UNIT – II	10Hrs
CHAPTER – 3 - Types of Heritage- Cultural Heritage-Monumental Heritage-Environmental Heritage.	
CHAPTER – 4 -Tourism in India: Potentials, Challenges, and Opportunities- Economic and cultural impact-Infrastructure and policy issues-Growth opportunities in sustainable tourism	
UNIT – III	10Hrs
CHAPTER – 5 Tourist Guides – Nature and Function- Role and responsibilities-Skills, certification, and training-Enhancing tourist experience through effective guiding	
CHAPTER – 6-Funding Agencies- Ministry of tourism - ASI – NGO – Aga Khan Foundation – Action Aid India – CARE.	

BOOKS SUGGESTED:

1. **Batra, M. L.** (1996). *Conservation: Preservation and Restoration of Monuments*. New Delhi: Aryan Books International.

2. **Biswas, S. S.** (1999). *Protecting the Cultural Heritage (National Legislation and International Conservation)*. New Delhi: Aryan Books International.
 3. **Deshpande, M. N.** (1994). *Care of Cultural Heritage*. New Delhi: National Museum Institute.
 4. **Ghoshmaulik, S. K. & Bass, K. K.** (2001). *Understanding Heritage: Role of Museum*. Bhubaneswar: Academic Staff College.
 5. **Rao, P. R.** (1988). *Cultural Heritage of India*. Delhi: Sterling.
 6. **Renfrew, C.** (2000). *Loot, Legitimacy and Ownership*. London: Duckworth.
 7. **Singh, L. K.** (2008). *Indian Cultural Heritage from Tourism Perspective*. Delhi: ISHA Books.
 8. **Thapar, B. K.** (1989). *Conservation of the Indian Heritage*. New Delhi: Cosmo Publication.
 9. **Agrawal, O. P.** (1977). *Care and Preservation of Museum Objects*. New Delhi: National Museum Institute.
 10. Shalini Singh, Cultural tourism and Heritage Management, Rawat Publication.
 11. Premnath Dhar, International Tourism Emerging Challenge and failure prospects, Kanishka Publications & Distributions.
 12. Sharma K.K, Tourism in India, Classic publication House, Jaipu
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Curriculum Framework for Under Graduation State Education Policy (SEP-2024) BA in ANCIENT HISTORY AND ARCHAEOLOGY IV Semester Syllabus

Department of ANCIENT HISTORY AND ARCHAEOLOGY

MANGALORE UNIVERSITY

SEP PROGRAMME STRUCTURE BA ANCIENT HISTORY AND ARCHAEOLOGY III AND IV SEMESTERS

BA IV SEMESTER

Course Title: History of Karnataka (A.D. 1565-1956)

6HRS PER WEEK

MARK-20+80=100

CODE: BASARCS 401 CREDITS- 5

Course Description:

This course offers a comprehensive study of Karnataka's history from the fall of the Vijayanagara Empire in 1565 to the formation of the modern Karnataka state in 1956. It examines the rise and consolidation of regional powers, while exploring key military, political, social, and cultural transformations under native and colonial administrations. Special attention is given to the impact of Anglo-Mysore conflicts, British interventions, administrative reforms, industrialization, social movements, and the eventual unification of Karnataka.

Course Objectives:

- To explore the political developments in Karnataka following the collapse of the Vijayanagara Empire.
- To analyze the role of Keladi Nayakas, the Wodeyars of Mysore, and other regional powers in shaping Karnataka's political landscape.
- To study the British influence, administrative changes, and regional responses including revolts and resistance.
- To examine the process of modernization in Mysore under native rulers and the contributions of visionary leaders.
- To evaluate social, cultural, and political movements leading to the unification of Karnataka.
- To develop critical perspectives on Karnataka's historical transformations between 1565 and 1956.

Course outcomes:

Upon successful completion of the course, students will be able to:

CO 1: Describe the political evolution of Karnataka from the 16th to the 20th century.

CO 2: Analyze the rise of regional kingdoms and their relations with colonial powers.

CO 3: Interpret the nature and consequences of British intervention and administrative changes in Karnataka.

CO 4: Explain the social, cultural, and political transformations during the colonial period.

CO 5: Critically assess the factors leading to the unification of Karnataka and the creation of the modern state.

CO 6: Demonstrate skills of historical inquiry, analysis, and interpretation through written and oral presentations

SYLLABUS

UNIT - I 15Hrs
Chapter 1: Rise of Palegaras and the Nayakas Kingdoms
Chapter 2: The Keladi Nayakas ; their political expansion to the west coast- their relations with the Portuguese-
Chapter 3: Rise of Mysore: the early Wodeyars- Chikkadevaraja Wodeyar- the consolidation of the Mysore kingdom.
UNIT – II 15Hrs
Chapter 4: The Dalvoys of Mysore- The Rise of Haider Ali the First and Second Anglo-Mysore Wars.
Chapter 5: Tipu Sultan; expansion- the Third Anglo Mysore war-The Fourth Anglo – Mysore War
Chapter 6: Regions under the direct Company Rule- the regions under indirect control- Mysore under Krishnaraja Wodeyar III- the work of Diwan Purnaiah.
UNIT – III 15Hrs
Chapter 7: The British influence in Mysore- the Nagar Revolt- the British take – over
Chapter 8: - the Commissioners Rule – Cubbon and Bowring-The British annexation of Kodagu- anti- British rebellions in south Kanara a Kodagu-rebellion of 1837- revolt in Kittur- echoes of 1857 in Karnataka
Chapter 9: The Rendition of Mysore and the workings of the Indirect Rule: the rule of the Diwan, Rangacharlu, Seshadri Iyer
UNIT – IV 15Hrs
Chapter 10: Modernisation of Mysore Industrialization-- Model State Concept’ works of M. Vishweshwariah and Mirza Ismail.
Chapter 11: Social, Cultural and Political Developments: Missionary work- Backward class Movement—Indian Freedom Struggle in Mysore.
Chapter 12: Unification of Karnataka: Political divisions before the Unification- Role of the Press

MAP STUDY

- 1. Tipu's Possession in 1789:** Mysore, Srirangapatna, Madikeri, Cannanore, Sringeri, Mangalore, Bangalore, Periyapatna, Chitradurga, Doddaballapur.
- 2. Unification of Karnataka-** Political divisions before the Unification-Belagavi, Gulbarga, Raichur, Mysore, Mangalore, Ankola, Surapura, Raichur, Dharwad.

BOOKS SUGGESTED:

Desai P.M, Ritti S.H Gopal B.R, A History of Karnataka, Dharwad, 1970.

Basavaraja K. R, History and Culture of Karnataka, Dharwad, 1984.

Sreenivasa Murty H.V and Ramakrishnan R., A History of Karnataka, Delhi 1980.

Suryanath U. Kamath, A Concise History of Karnataka, Bangalore 1997.

Diwakar, R.R (Ed.) Karnataka Through the Ages, Bangalore, 1968.

Sinha N.K, Haidar Ali, Calcutta, 1965.

Sheik Ali B., Tipu Sultan, 1982

Sheik Ali B, (General Editor), Karnataka Charitre, Vol. 6-7, Hampi, 1997.

Sharma T.T, Karnatakadalli Swatantra Sangrama, 1957.

M. Shama Rao – *Modern Mysore: From 1799 to 1947*

B. L. Rice (Ed.) – *Mysore Gazetteer*

Nilakanta Sastri, K.A. – *History of South India*

Suryanath U. Kamath – *A Concise History of Karnataka*

G. Paramashivaiah – *Karnataka Ekikarana Charitre*

IV- SEMESTER OPTIONAL/ ELECTIVE PAPER

2 HRS PER WEEK

TOTAL MARKS – 40+10=50

CREDITS- 2

CODE-BASARES 401

MAN AND ENVIRONMENT

The Elective courses will be related to the core subjects. Students will select the Electives that are related to the core subjects that they study.

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2. Give an insight into how travel and tourism evolved over a period of time and reached the modern stage.
3. Enhance the knowledge of students in various areas related to tourism and how it affects the destination.
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Course outcomes:

1. Understand fundamentals of tourism from the management, marketing and financial perspectives.
2. Understand the concepts of travel and tourism, the framework of the system, types and form of tourism as well as the impacts of tourism.
3. Describe the different types tourism resources of India, their importance in tourism and management.

SYLLABUS

UNIT - I 10 Hrs
CHAPTER -1- Human Culture and Environmental Evolution: Meaning and Concept of Man-Environment Relationship-Dynamic interaction between human societies and their surrounding environment.
CHAPTER - 2 - Environmental Phases in Prehistory- The Pleistocene and Holocene environments: Impact of environmental changes on early human settlements and adaptations.
UNIT – II 12 Hrs
CHAPTER - 3– Cultural Development in Prehistoric India: Palaeolithic, Mesolithic, Neolithic and Megalithic Culture
CHAPTER – 4 - Traditional Water Management in India- Historical Water Harvesting Techniques- Indigenous knowledge systems in water conservation across ancient and medieval India.
UNIT – III 10 Hrs
CHAPTER – 5 - Case Studies in Water Management- Dholavira-Sudarshana Lake-Hampi:Chitradurga.
CHAPTER – 6 - Contemporary Environmental Issues- Gadgil Committee Report: - Kasturirangan Committee Report-Local Environmental Stewards:- <i>Salumarada Thimmakka-Kamegowda</i> :

References:

- Brian M. Fagan. "People of the Earth: An Introduction to World Prehistory." Routledge.

- Clive Gamble. **"Timewalkers: The Prehistory of Global Colonization."** Harvard University Press.
- R. L. Schalk. **"Pleistocene and Holocene Environmental Changes."** University of Washington Press.
- Misra, V. N., and Peter Bellwood (eds.). **"Recent Advances in Indo-Pacific Prehistory."** Oxford & IBH.
- D. K. Bhattacharya. **"Prehistoric Archaeology."** Wiley Eastern Limited.
- Sankalia, H. D. **"Prehistory and Protohistory of India and Pakistan."** Deccan College, Pune.
- Allchin, Bridget, and Raymond Allchin. **"The Rise of Civilization in India and Pakistan."** Cambridge University Press.
- Anil Agarwal and Sunita Narain. **"Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting Systems."** Centre for Science and Environment (CSE).
- A. Sundara. **"The Early Chamber Tombs of South India: A Study of the Iron Age Megalithic Monuments of Northern Karnataka."**
- Possehl, Gregory L. **"The Indus Civilization: A Contemporary Perspective."**
- A. R. Kulkarni. **"Medieval Maharashtra: Dynamics of Social Change."**
- Madhav Gadgil and Ramachandra Guha. **"This Fissured Land: An Ecological History of India."** Oxford University Press.
- Kasturirangan Committee Report (available online at Ministry of Environment, Forests and Climate Change website).
- Gadgil Committee Report (Western Ghats Ecology Expert Panel Report, available online).
- S. Vishwanath. **"Water Wisdom: Interviews with India's Water Warriors."** India Water Portal Publications.

ONE MORE COMPULSORY COURSE IN IV SEMESTER

One each of the three compulsory courses (practical knowledge/ skill) will be related to one each of the three core courses. The practical knowledge / skill-based course will be prescribed to students as follows:

- The practical knowledge / skill-based course related to the first of the three major courses will be prescribed in the **fourth semester**.
- The practical knowledge / skill-based course related to the second of the three major courses will be prescribed in the **fifth semester**.
- The practical knowledge / skill-based course related to the third of the three major courses will be prescribed in the **sixth semester**.

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CURRICULUM FRAMEWORK FOR UNDERGRADUATION STATE EDUCATION POLICY (SEP- 2024)

BA IN ANCIENT HISTORY AND ARCHAEOLOGY IV SEMESTER SYLLABUS MANGALORE UNIVERSITY

DEPARTMENT OF HISTORY COMPULSORY SKILL /PRACTICAL PAPER BASARSS – 401

ANCIENT WATER MANAGEMENT SYSTEM IN COASTAL KARNATAKA

**Mangalore University has introduced modifications to the IV semester COMPULSORY/
SKILL/PRACTICAL PAPER (BASARSS – 401)**

Ancient Water Management System in Coastal Karnataka, as per letter

/No:MU/ACC/CR37/2023-24/A2dated17-1-2026.

Guidelines for the conduct of practical knowledge/skill course

1. The compulsory course prescribed in the fourth,fifth,sixth semester will be related to Three corecourses in a programme and shall be offered one each in a semester.Principals of the Colleges will facilitate for the said course as prescribed in a programme.
2. The compulsory(practicalknowledge/skill) course shall not have regularclassroom teaching and written examination.
3. The work loadis 2hrs/week.
4. Report submitted by the candidate shall be assessed/evaluated by two examiners of the Concerned subject.Incase internal examiners are not available the external examiners may be preferred.
5. Out of 50 marks allotted for the compulsory(practicalknowledge/skill)course,10Marks (to be considered as C1) and 40 marks (to be considered as C2).
6. In BA SEP Programmes tructure one each of the three compulsorycourses(practical knowledge/ skill) will be related to one each of the three core courses. The practical

knowledge / skill-based course will be prescribed to students as follows:

- The practical knowledge /skill-based course related to the first of the three major courses will be prescribed in the FOURTH SEMESTER.
- The practical knowledge /skill-based course related to the second of the three major courses will be prescribed in the FIFTH SEMESTER.
- The practical knowledge /skill-based course related to the third of the three major courses will be prescribed in the SIXTH SEMESTER

7. The scheme of valuation is as follows:

Project/Fieldstudy/Dissertation

a) Internal Assessment:

C1:10 Marks:Basis for Internal Assessment Continuous Evaluation:

b) Evaluation of Report:

C2:Total 40Marks:

- Work carried out:20Marks
- Preparation of Report:10 Marks
- Presentation and Viva-Voce:10Marks

BAIV-SEMESTER SKILL/PRACTICAL PAPER

TOTAL MARKS 40+10=50

Workload:2hrs per week DEPARTMENT OF

HISTORY MANGALORE UNIVERSITY COMPULSORY

PRACTICAL/SKILLCOURSE:(BASARSS– 401)

ANCIENT WATER MANAGEMENT SYSTEM IN COASTAL KARNATAKA

The Practical/skill courses will be related to the core subjects.Students will select the practical/skill courses that are related to the core subjects that they study.

Course Objectives:

After completing this course,students will be able to:

1. Understand the concept and importance of ancient water management systems
2. Identify traditional water structures in Udupi district
3. Document water heritage using basic field and survey techniques
4. Develop skills in observation, mapping,recording, and reporting
5. Appreciates sustainable water practices and local ecological knowledge
6. Apply traditional principles to present-day waterconservation efforts

Course outcomes:

Students will be able to:

1. Describe various ancient water management systems
2. Conduct basic field surveys and documentation
3. Prepare simple maps,sketches,and reports
4. Interact with local communities to record oral histories
5. Demonstrate awareness of water conservation and sustainability

Topics to be considered

Introduction to Ancient Water Management-Meaning and significance-Relationship between water,settlement, agriculture, and culture-Overview of Indian traditional water systems-

Introduction to coastal Karnataka and Udupi district water ecology

Practical Component:Identification of local water sources in the student'svillage/town-

Group discussion on present water issues

Traditional Water Structures of Coastal Karnataka-Tanks and ponds(kere,kalyani, pushkarini)-Wells(openwells,lateritewells)-Temple tanks and ritual water bodies-Springs, streams, and small ancient-Rainwater harvesting methods

PracticalComponent:Visit to a nearby traditional water structure-Observation and note-making- Sketching of a water structure

Ancient Water Management Practices in Udupi District-Water management in agrarian systems-Community-managed water systems-Role of temples,villages,and local institutions-Traditional maintenance and conservation practices

Practical Component: Interaction with local elders/farmers-Recording oral history related to water use

Field Documentation and Skill Development-Basics of field survey and documentation-Measurement of water structures, GPS Markings-Photographic Documentation-Simple mapping and marking-Preparing data sheets and registers
Practical Component: Field survey of one water structure per group-Preparation of documentation sheets- Photo documentation and sketch mapping.

QUESTION PAPER PATTERN

CORE COURSE III and IV SEMESTERS

TOTAL – 80 MARKS

SECTION – A

I. Answer the following in three pages each **12X4=48**

(Two questions each from all the four units with internal choice)

SECTION – B

II. Answer the following in 15 – 20 sentences each **6X4=24**

(Two questions each from all the four units with internal choice)

SECTION – C

III) On the outline map provided

i) Mark the boundary of the empire 4 marks

ii) Locate the given places 4 marks

QUESTION PAPER PATTERN III & IV SEMSTER OPTIONAL / ELECTIVE COURSE

TOTAL – 40 MARKS

SECTION – A

I. Answer any two of the following questions in two pages;

(Four questions from all the three units with external choice) **2X10=20**

SECTION – B

II. Answer any 4 of the following questions in 15-20 sentences;

(Six questions each from all the three units with external choice) **4X5=20**

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