

BA Ancient History and Archaeology

Semester 3

Course Title: History and Culture of India, 1556-1856 A.D	
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): History and Culture of India, 1556-1856 A.D

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 and cultural developments and strategies.
- Analysis the importance of causes for the rise of national and regional political dynasties.
- Understand contextual necessities which influenced the formation of medieval Indian states.
- Understand and describe the contemporary political history.
- Appreciate the confluence of diverse political elements.
- Understand the growth and development of medieval, political, and religious institutions.
- Understand the impact of revolutions in shaping the ancient Indian history and culture

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 Ancient History and Archaeology

BA Semester 3

Title of the Course: History and Culture of India, 1556-1856 A.D

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
Chapter I Mughal Empire- Akbar- Religious Policy- Rajput Policy- Jahangir and Nurjahan- Shahjahan	06
Chapter II Mughal Nobility- the Mansabdari and Jagirdari- Army- Bureaucracy- Revenue System- Todarmal- Society and Culture- Literature, Architecture, Music and Painting	09
Chapter III Aurangzeb- The Rajput Policy- Deccan Policy- Religious Attitude- Shivaji and the rise of Marathas- Rule of Peshwas-Bajirao II- Decline of Mughal Empire	08
Chapter IV Advent of Europeans- the Portuguese dominion in India- the other European elements- the French and the English- Anglo- French rivalry in carnatic.	07
Chapter V English in Bengal- Robert Clive- Battle of Plassey- Double Government in Bengal- Warren Hastings- Cornwallis- Revenue Settlements- Expansion under Wellesley- Dalhousie's Annexations	08
Map Study 1) Mughal Empire in 1605 Peshawar, Panipat, Delhi, Agra, Chittor, Gwalior, Udiapur, Kalinjar, Surat, Kanauj, Amarkot, Ayodhya, Chanderi, Ranthambor. 2) Maratha Empire under Shivaji Pune, Satara, Rajgadh, Kolhapur, Bijapur, Ahmadanagar, Bellary, Sira, Bangalore, Vellore, Jinji, Tanjore.	04

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 (Darwad 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 Ruke 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

Pedagogy

- **Lecture Method – Class Room Teaching**
- **Learning Through Project work**
- **Collaborative learning strategies**
- **Use of Learning Recourses like as**
 - 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	10	
Seminar	10	
Total	40	
Grand Total		100

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

BA Ancient History and Archaeology

Semester 3

Course Title: Indian Epigraphy	
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): Indian Epigraphy

Course Outcomes (COs):

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

- Provide an insight about the cultural development of Karnataka.
- Know the origin and evolution of writing system in India
- Understand the forms and structures of ancient Indian scripts and course of the evolution of modern Indian scripts.
- Know the format and contents of prominent ancient Indian inscriptions.
- Understand the techniques of estampage of inscriptions.

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 Ancient History and Archaeology**BA Semester 3****Title of the Course: Indian Epigraphy**

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
Chapter No. 1 Definitions- Nature- Scope- Methods of Study- Importance of Epigraphy- Paleography-Meaning and Importance	06
Chapter No. 2 A) Development of Epigraphical studies in India B) Progress of Epigraphical studies in Karnataka	05
Chapter No. 3. A) Format of Indian inscriptions- B) Spurious epigraphs C) Techniques of writing inscriptions D) Ancient Indian writing materials	07
Chapter No. 4. A) Origin and Antiquity of writing in India B) Chronology- Dates in inscriptions- Indian Eras	06
Chapter No. 5. Study of Early Indian scripts- i)Indus Script ii)Brahmi Script iii) Kharosti Script iv)Tigalari/Tulu script	10
Chapter 6 A) Derivation of Indian scripts from Brahmi- Evolution of Kannada script B) Inscription estampage	07

Allchin, F.R. and K.R. Norman 1985. Guide to the Ashokan Inscriptions, South Asian Studies, I: 49-50.

Bhandarkar, D.R. 1935-36. A List of the Inscriptions of Northern India in Brahmi and its Derivative Scripts, from about 200 B.C. Appendix to Epigraphia Indica vols. 19-23.

Bhandarkar, D.R. 1981. Inscriptions of the Early Gupta Kings (Bahadurchand Chhabra and Govind Swamirao Gai eds.). Corpus Inscriptionum Indicarum vol. III. New Delhi: Archaeological Survey of India.

Bühler, George 1898. On the Origin of Indian Brahmi Alphabet. Strassburg: Karl J. Trubner.

Bühler, George 1959. Indian Palaeography. Calcutta: Indian Studies.

Dani, Ahmad Hasan 1963. Indian Palaeography, Oxford: Clarendon Press. Epigraphia Indica 1892-1940.Vol. 1- XXV, Archaeological Survey of India

Gokhale, S. Purabhilekhavidya. Mumbai: Sahitya Sanskruti Mandal.

Goyal, S.R. 2005. Ancient Indian Inscriptions. Jodhpur: Kusumanjali Book World.

Mehendale, M.A. 1948. Historical Grammar of Inscriptional Prakrits. Poona: Deccan College Post Graduate and Research Institute.

Mirashi, V.V. 1981. The History and Inscriptions of the Satavahanas and the Western Kshatrapas. Bombay: Maharashtra State Board of Literature and Culture.

Ramesh, K.V. 1984. Indian Epigraphy. Delhi: Sundeep Prakashan.

Ramesh K.V, & Sharma M.J. Tulunadina Arasumanetanagalu mattu Dharma Samanvaya, 1985.

Ramesh K. V and Sharma M.J, Tulunadina Sasanagalu.

Salomon, Richard 1998. Indian Epigraphy. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

Shastri, A.M. 1996-97. Some Observations on the Origin and Early History of the Vikrama Era, Prachya Pratibha, vol. XVIII: 1-51.

Shastri, A.M. 1966. The Saka Era, Panchal, vol. 9: 109-132.

Sircar, D.C. 1965. Indian Epigraphy. Delhi: Motilal Banarasidas.

Assessment:

Weightage for assessments (in percentage)

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

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

BA Ancient History and Archaeology**Semester 3**

Course Title: Study of Indian Museums	
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): Study of Indian Museums

Course Outcomes (COs):

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

- Students learn the basic functions of museums and their activities.
- Conservation, education, exhibition collection, documentation and legislation relating to museum
- Analyze the factors responsible for formation of museums
- Understand the concept of conservation and preservation.

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 Ancient History and Archaeology

BA Semester 3

Title of the Course: Study of Indian Museums

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
Chapter No. 1 A) Definition - Aims and functions of Museum, B) Development of Museums in India C) Importance of Museums in the age globalization D) Types of Museums and their classification	07
Chapter No. 2 A) Aims, methods and ethics of collection. B) Documentation; cataloguing, indexing, computerization, C) Principles of classification and methods of identification of museum materials, terminology for describing museum objects.	07
Chapter No. 3 A) Planning and maintenance of museum building-Lighting-Security B) Kinds of exhibition, planning and programming of exhibition C) Display techniques.	08
Chapter No. 4. A) General theories and principles of educative role of museums. B) Extension programme-workshops, fieldtrips, radio and television.	06
Chapter No. 5. A) Types of museum material and Need for conservation B) Causes for the deterioration of museum materials/artifacts C) Conservation of museum material D) Museum staff and their duties	08
Chapter No. 6. A) . The Indian Treasure-Trove Act 1878. B) The Ancient Monuments and Archaeological Sites and Remains Act 1958. C) Antiquity and Art Treasure Act 1972.	06

Books for Reference

Agrawal O.P. 1977. Care and Preservation of Museum Objects, New Delhi: National Research Laboratory for Conservation of Cultural Property.

Aiyappan A. & S.T.Satyamurti 1960. Handbook of Museum Technique, Madras: Sup. Govt. Press.

Basu M.N. 1943. Museum Method & Process of Cleaning & Preservation, C u l c u t t a : University of Culcutta.

Baxi Smita J. and V. Dwivedi 1973. Modern Museum Organization and Practice in India, New Delhi: Abhinav Publication.

Bedekar V.H. (Ed.) 1988. New Museology and Indian Museum: Report based on proceedings of All India Seminar held at Gauhati, Assam.

Bhatnagar A. 1999. Museum, Museology and New Museology, New Delhi: Sandeep Prakashan

Biswas T.K. 1996. Museum and Education, New Delhi: New Age International.

Chaudhari A.R. 1963. Art museum documentation & Practical handling, Hyderabad:

Chaudhary & Chaudhary. Edson G. & Dean David 1994. Handbook for Museums, London: Routledge.

Hooper Greenhill E. (Ed.) 1994. Educational Role of the Museum, London: Routledge.

Light R.B. et al. 1986. Museum Documentation System: Developments and Application, London: Butterworths

Moore Kevin (Ed.) 1994. Museum Management, London: Routledge.

Pearce S.M. (Ed.) 1994. Interpreting Objects and Collections, London: Routledge. Pearce S.M. 1990. Archaeological Curatorship, London: Leicester University Press.

Plenderleith H.J. 1971. Conservation of Antiquities and Works of Arts in India, Delhi: Sandeep Prakashan.

Taylor S. (Ed.) 1991. Try it! Improving exhibits through formative evaluation, Washington: Asso.of sc. tech. centre.

UNESCO Publication 1960. The Organization of Museum: Practical Advice, Paris: UNESCO

Pedagogy

- Lecture Method – Class Room Teaching
- Visit to Archaeological sites/museums
- Learn techniques of material conservation
- Collaborative learning strategies
- Learning about chemical treatments for the conservation of artifacts
- 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/ Field Visit	10	
Total	40	
Grand Total		100

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

BA Ancient History and Archaeology

Semester 3

Course Title: History of South India from the beginning to 700 A.D.	
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): History of South India from the beginning to 700 A.D.

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 and cultural developments and strategies.
- Analysis the importance of causes for the rise of national and regional political dynasties.
- Understand contextual necessities which influenced the evolution of pre and protohistoric cultures .
- Understand and describe the contemporary political history.
- Appreciate the confluence of diverse political elements.
- Understand the growth and development of ancient, political, and religious institutions.
- Understand the impact of geography in shaping the ancient Indian history and culture

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 Ancient History and Archaeology

BA Semester 3

Title of the Course: History of South India from the beginning to 700 A.D.

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
Chapter No. 1 Pre historic culture- Human Evolution-Palaeolithic-Mesolithic and Neolithic Culture- study of Isampur and Tekkalkota site	07
Chapter No. 2- Proto-historic Culture- Chalcolithic and Iron Age Megalithic Culture- Types of South Indian Megaliths- study of Brahmagiri and T.Narasipura Site	08
Chapter No. 2 Chandraguptha Maurya and Asoka in South India-The Satavahanas-Gautami putra Satakarni – Kadmbas of Banavasi-Mayura Sharma	08
Chapter No. 3 The Gangas of Talakad - Durvineetha –Sri Purusha-Rachamalla – Chavundaraya-The Nolambas of Henjeru.	06
Chapter No. 4. Chalukyas of Badami – Pulikesin – II-Vinayaditya.	06
Chapter No. 5 Pallavas of Kanchi- mahendravarman and Narasimhavarman	06

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, Lipi"

10. DR.Suryanatha U Kamath -

History of Karnataka.

Pedagogy

- Lecture Method – Class Room Teaching
- Learning Through Project work
- Collaborative learning strategies
- Use of Learning Recourses like as
 - 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	10	
Seminar	10	
Total	40	
Grand Total		100

BA Ancient History and Archaeology**Semester 4**

Course Title: History and Culture of India 1856-1909 A.D.	
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): History and Culture of India 1856-1909 A.D.

Course Outcomes (COs):

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

- Understand the rise and fall of Political dynasties in India.
- 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.
- Understand the cultural ethos 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 Ancient History and Archaeology

BA Semester 4

Title of the Course: Ancient History and Culture of India 1856-1909 A.D.

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
Chapter I The Great Revolt of 1857- Nature, Causes and Course- the results- the Queen's Proclamation- Changes in British Policy- Changes in Bureaucracy and Army	08
Chapter II Rise of the middle class- Education- Macaulay and Charles Wood- "the Indian Renaissance"-	06
Chapter III Role of Socio Religious Movements in the Indian Freedom struggle: Brahma Samaj- Arya Samaj- Ramakrishna Mission- Theosophical Society- Aligarh Movement- Missionary Activities	10
Chapter IV Genesis of Indian Nationalism- Viceroyalty of Lytton and Rippon- Birth of Indian National Congress	05
Chapter V The Moderates- Constitutional methods of agitation- economic critique of colonialism and the Drain Theory	04
Chapter VI Extremist Politics- Tilak and his Associates- Curzon- Partition of Bengal- Swadeshi and Boycott- Muslim League and the growth of Communalism-Act of 1909.	06
Map Study 1. Revolt of 1857 (Areas Effected) Meerut, Delhi, Lucknow, Kanpur, Barrackpore- Jhansi, Kalpi, Gwalior, Faizabad, Allahabad, Ambala 2. Partition of Bengal Calcutta- Dacca- Chittagong- Rajshahi, Purulia, Murshidabad, Patna, Bhagalpur, Dharbhanga, Burdwan	03

Books Suggested

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 (Oriel 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 Struggle 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

Pedagogy

- Lecture Method – Class Room Teaching
- Visit to Archaeological sites
- Learn techniques of architectural study
- Collaborative learning strategies
- Learn about diverse cultural values
- 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

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

BA Ancient History and Archaeology**Semester 4**

Course Title: Indian Numismatics	
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): Indian Numismatics**Course Outcomes (COs):**

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

- Students learn the basic functions of coins and their activities.
- Understand the evolution of Indian Coinage system
- Analyze the techniques of minting coins
- Understand the concept of conservation and preservation of metallic coins

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 Ancient History and Archaeology

BA Semester 4

Title of the Course: Indian Numismatics

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
Chapter I Numismatics- Meaning, Nature, Scope- Importance of Numismatics Development of Numismatics studies in India and Karnataka	07
Chapter II Antiquity of Coinage in India Technology of minting coins	07
Chapter III Study of coins- Metals, Size and Shape, Weight Standard, Denominations, Symbols and Portraits and Legends	08
Chapter IV Study of Ancient Indian Coins Punch marked Coins Roman Coins in India Gupta Coins Alupa Coins	10
Chapter V Study of Medieval Indian Coins Vijayanagara Coins Mughal Coins Coins of Hyder and Tipu Coins of Wodeyars	10

Books for Reference

- Agrawal O.P. 1977. Care and Preservation of Museum Objects, New Delhi: National Research Laboratory for Conservation of Cultural Property.
- Aiyappan A. & S.T.Satyamurti 1960. Handbook of Museum Technique, Madras: Sup. Govt. Press.
- Basu M.N. 1943. Museum Method & Process of Cleaning & Preservation, C u l c u t t a : University of Culcutta.
- Baxi Smita J. and V. Dwivedi 1973. Modern Museum Organization and Practice in India, New Delhi: Abhinav Publication.
- Bedekar V.H. (Ed.) 1988. New Museology and Indian Museum: Report based on proceedings of All India Seminar held at Gauhati, Assam.
- Bhatnagar A. 1999. Museum, Museology and New Museology, New Delhi: Sandeep Prakashan
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- Chaudhari A.R. 1963. Art museum documentation & Practical h a n d l i n g , Hyderabad:
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Plenderleith H.J. 1971. Conservation of Antiquities and Works of Arts in India, Delhi: Sandeep Prakashan.
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Pedagogy

- Lecture Method – Class Room Teaching
- Visit to museums
- Learn techniques of material conservation
- Collaborative learning strategies
- Learning about chemical treatments for the conservation of coins
- Collection and Preservation of coins

Assessment:

Weightage for assessments (in percentage)

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

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

BA Ancient History and Archaeology

Semester 4

Course Title: Study of Indian Manuscripts	
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): Study of Indian Manuscripts

Course Outcomes (COs):

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

- Understand the importance of manuscripts
- Study manuscripts as an ancillary for study of history
- Understand the concept of cataloguing of manuscripts
- Practice the science of conservation and preservation of manuscripts
- Visit libraries and Archives to study conservation and preservation

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
BA Semester 4

Title of the Course: Study of Indian Manuscripts

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
Chapter No. 1 Indian manuscripts-Features	05
Chapter No. 2 Scope and importance of Manuscripts	05
Chapter No. 3. Developments of the study of Indian Manuscripts	05
Chapter No. 4 Writing Material – Palm leaf, birch bark	06
Chapter No. 5 Parts of Manuscript – Cover, binding, recto, verso, prashasti, chapterendings, colophons, scribal remarks	06
Chapter No. 6. Forms of literature, Subject and Language, Illustrations	04
Chapter No. 7. Style of composition of manuscripts – running texts, text and commentary. Tulu Mahabharato	05
Chapter No. 8 Collection of Manuscripts- Preservation of Manuscripts and Cataloguing	04

Books for Reference

- | | | |
|---|---|--|
| 1. Chinthahar Chakravathi | - | Study of Manuscriptology |
| 2. M.V Seetharamiah & M. Chidanada murthy | - | Hastiprati Sastra |
| 3. N. Geethacharya | - | Hastiprati Sastra Adhyayana |
| 4. Sitharam Jahagirdar | - | Kannada Grantha Sampadhana Sastra Parichaya |
| 5. S. Jagannath | - | Grantha Sampadana Shastra |
| 6. Devarakondareddy | - | Lipiya Huttu mattu Belavanige |
| 7. Madhava Na Katti | - | Lipishastra Pravesha |
| 8. B.S Sanaya | - | Kannada Hasta Prathigala Micro film Soochi |
| 9. T.V Venkatalachala Sastri | - | Halaya Honnu |
| 10. A.K Sasthri | - | Sringeri Kadathagalu |

Pedagogy

- Class room teaching
- Visit to repositories, Archives and institutions.
- Learn in repositories the techniques of preservation
- Learn conservative method
- Study and classify manuscripts in different languages

Assessment:

Weightage for assessments (in percentage)

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

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

Prof. R Rajanna

BA Ancient History and Archaeology

Semester 4

Course Title: History of South India from 700 A.D to 1336 A.D.	
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): History of South India from 700 A.D to 1336 A.D.

Course Outcomes (COs):

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

- Understand the cultural heritage of South India.
- The growth of regional cultures, traditions, customs and belief patterns.
- Understand the model state concept.
- Know the growth of political set-up in medieval south India. .

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
BA Semester 4

Title of the Course: History of South India from 700 A.D to 1336 A.D.

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
Chapter No. 1. The Rastrakutas Krishna-I-Govinda-III – Amoghavarsha Nrupatunga- Religion and Literature	08
Chapter No. 2. The Chalukyas of Kalyana :Tailapa-II- Vikramaditya VI- Someshwara-III (CE176-CE1126) Kalachuries of Kalyana –Bijalla-II- Religion and Literature	10
Chapter No. 3 Early Alupa Rulers- Aluvarasa I and Chitravahana I - Aluvarasa II- Belman Copper Plate Inscription Medieval Alupas- Chitravahana II- Civil war- Later Alupas- Religion- Shaiva Cult-Shakta Cult- Natha Cult- Bhagavatha Cult	10
Chapter No. 4 The Rise of the Cholas- Raja Raja Chola and Rajendra Chola – Chola Administration	06
Chapter No. 5 The Hoysalas- Vishnuvardhana- Religion- Ramanujacharya and Madhvacharya	06

Books for Reference

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 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.
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 Diwakar, R.R (Ed.) Karnataka Through the Ages, Bangalore, 1968.
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 Sastri K.A.N, A History of South India OUP
 Jha D.N, Ancient India: An Introductory Outline. People's Publishing House.
 Davies C.C, A Historical Atlas of India, OUP, 1973.
 Kosambi D.D, An Introduction to the Study of Indian History.
 Ramesh K.V, A History of South Kanara, 1975

Pedagogy

- Class room teaching
- Visit to repositories, Archives and institutions.
- Learn in repositories the techniques of preservation
- Learn conservative method
- Study and classify manuscripts in different languages

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

Date:13.09.2021

Course Co-ordinator

Subject Committee Chairperson

[As per NEP-2020 Guidelines]

THIRD SEMESTER

Pape rNo.	Course	Title of the Course	Instructi on Hours per week	Exam Duratio n	Marks			Credits
					IA	ETE	Total	
1.1	DSC-4	History and Culture of India, 1556-1856 A.D	3	2	40	60	100	3
1.2	DSC-6	Indian Epigraphy	3	2	40	60	100	3
1.3	OE-3	Study of Indian Museums OR History of South India from the beginning to 700 A.D.	3	2	40	60	100	3
Total Credits								9

FOURTH SEMESTER

Pape rNo.	Course	Title of the Course	Instructio nHours per week	Exam Duratio n	Marks			Credits
					IA	ETE	Total	
2.1	DSC-7	History and Culture of India from 1856- 1909 A.D	3	2	40	60	100	3
2.2	DSC -8	Indian Numismatics	3	2	40	60	100	3
2.3	OE-4	Study of Indian Manuscripts OR History of South India from 700-1336 A.D	3	2	40	60	100	3
Total Credits								9

