



Bagalkot University,

(A State Public University of Govt. of Karnataka)

Jamkhandi

The Draft

Syllabus For

**Master Of Arts
(HISTORY)
(III Semester)**

**Adapted From RCU Belagavi Applicable From the
Academic Year 2024-25**

Department of Studies In HISTORY

DEPARTMENT OF HISTORY

Third Semester

Paper No	Course Code	Title of the Course	Instruction Hours Per Week	Exam Duration	Marks			Credits
					I.A	ETE	Total	
3.1	126BAB03 HISDSC05T	Political History of India(from Indus culture to 1206 ADPart-1	3	2	40	60	100	3
3.2	126BAB03 HISDSC06T	Regional History	3	2	40	60	100	3
3.3	126BAB03 HISOEC05T	Introduction toEpigraphy	3	2	40	60	100	3
	126BAB03 HISOEC06T	Freedom Movement inKaranataka (1800 to 1947)						
Total Credits								9

Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	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					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark “X” the intersection cell if a course outcomes addresses a particular program outcome.

BA
Semester 3
DSC-5

POLITICAL HISTORY OF INDIA (From Indus Culture upto 1206)

The main objective of this syllabus is to provide a broad historic outline about the process of socio-political formations in the north and south India up to 1206 CE. Four modules introduce four main process of the Socio - Political formations; the emergence of the first urbanization in the north western part of early India during bronze age, the Socio - Political formations of Indo Gangetic plains in the Iron Age, the emergence of an empire under Mauryas in the north the chola - chera policy in the South and the formation of feudal cultures in the north and south.

UNIT -1 Towards Civilization -Harappan and Vedic Civilization	
Chapter-I	6
Pre-Harappan cultures; - extension of the Harappan culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan	
Chapter-II	6
Debate on the decline of Indus civilization, Debate on Harappan script: AiravathamMahadevan – AskoParpola	
Chapter-III	6
Vedic literatures and Archaeological evidences - PGW, NBPW- early tribal pastoral and agrarian society in the Gangetic Plains, Early and later Vedic polity	
UNIT -2 : Socio-Political Formations in the Indo - Gangetic Plains Nature of state	
Chapter-IV	6
Formation of urban centers- Mahajanapadas,- Oligarchies, Monarchies and republics	
Chapter-V	6
Material setting of the formation of Jainism and Buddhism ,From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryan polity,	
Chapter-VI	5

Asokan Edicts and Megasthenes's Indica, Arthashastra and early Indian treatise on the theory of state; Saptanga – nature of Asoka's dharma	
UNIT -3 :	
Chapter-VII	5
Chera, Chola and Pandya polity- Chalukyan polity -Gupta polity.	
Chapter -VIII	6
Debates on Indian feudalism; R.S Sharma, Harbans Mukhia South Indian feudalism	
Chapter -IX	5
Arab conquest of Sind- the Sultanate ascendancy in India.	

Essential Readings:

- D.N Jha. Ancient India an Introductory Outline
 Shareen Ratnagar. Understanding Harappa
 M.K Bhavalikar. Cultural Imperialism
 R.S. Sharma. India's Ancient Past
 Upinder Singh. A History of Ancient and Early Medieval India
 R.S. Sharma. Material Culture and Social formations in Ancient India
India's Ancient Past
 Romila Thapar. From Lineage to State
Early India
 Upinder Singh. A History of Ancient and Early Medieval India

Pedagogy:

Knowledge: The student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of Political History Of India Region. The student should be able to recall, recognize, show and read the history of the region.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of Political History Of India Region. The student is able to classify facts, illustrate events, compare and

contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History and Culture of Political History Of India region. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

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

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Political History Of India region in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment:Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10
Total			40

Pedagogy:

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

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of Bangalore in Time and Space. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History and Culture of Bangalore in Time and Space. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

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

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Bangalore in Time and Space in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Critical Thinking	X	X	X	X	X	X	X	X	X	X
Problem Solving	X	X	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					
Reflective Thinking	X	X	X	X	X	X	X	X	X	X
Self-Motivated Learning	X	X	X	X	X	X	X	X	X	X
Diversity Management and Inclusive Approach	X	X	X	X	X	X	X	X	X	X
Moral and Ethical Awareness Reasoning	X	X	X	X	X	X	X	X	X	X
Lifelong Learning	X	X	X	X	X	X	X	X	X	X

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark “X” the intersection cell if a course outcomes addresses a particular program outcome.

DSC -6
BA III Semester
History of Bombay Karnataka

Content of Course 1	39/42 Hrs
Unit – 1 Introduction – Contributions of Deccan Kingdoms	15/16
Chapter No.1 Geographical Features -Sources for the study of Bombay Karnataka.	02
Chapter No.2 Mourya Rule in Bombay Karnataka- Shatavahanas. Chalukyas of Badami : Pulakeshi II - Chalukyas of Kalayan: Vikramadity VI – Their Cultural Contributions.	09
Chapter No.3 Bahamani Kingdom: Mahammad Gawan - Adil Shahis of Bijapur: Ibrahim Adilshahi II. Their Cultural Contributions	05
Unit – 2 Religions in Bombay Karnataka	10/11
Chapter No.4 Shaiva and Vaishnava, KalamukhaCults,Basaveshwara.	04
Chapter No.5 Jainism and Jain Centers in Bombay Karnataka : Badami,Pattadkallu, Aihole, Hallur, Terdal, Lakkundi, Belagavi, Halasi, Ammanagi	03
Chapter No.6 Bhuddism and Buddhist centers in Bombay Karnataka:Aihole, Badami, Banavasi, Koliwada and Mundgod.	03`
Unit – 3 Towards Freedom Movement`	15/16
Chapter No.7. Desagatis of Bombay Karnataka –Diwan BahaddurShivalangraoDeshamuk – Rani	08

Channamma,SangolliRayanna.HalagaliBedas and Sindhur Laxaman.	
Chapter No.8 Tilak and Gandhi in Bombay Karnataka – BelgaumCongress.	03
Chapter No.9 Gandhi Movements in Bombay Karnataka – Non Co-operation movement, Salt Sathyagraha and Forest Sathyagraha.	05

Books for Reference:

1. K.R Basavaraja - History and Culture of Karnataka
2. R.S Mugali - Glimpses of Karnataka
3. P.B. Desai - A History of Karnataka
4. H.V Shrinivasa Murthy and R.Ramakrishnan - A Concise History of Karnataka
5. R.R Diwakar - Karnataka Through the Ages
6. M. Chidananda Murthy - Karnataka ShasanagalaSamskrutika Adhyayana
7. Sadashiva K - SamagraKarnatakadItihasa
8. Palaksha - SamagraKarnatakadItihasa
9. Suryanath Kamath - KarnatakadItihasaSamattuSamskruti
10. Prof.ShrinivasVPadigar - BadamiChalukyaraShashanagalu, Vastu mattuShilpakale Karnataka ItihasaSamshodhan Mandal Dharwad.
11. Dr. Shilakant.Pattar - Pattadakallu Darshan- Karnataka Itihasa Samshodhan Mandal Dharwad.

Pedagogy:

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

Understanding: The student should develop understanding of terms, facts, important events, trends, etc. related to the history and Culture of Kalyana Karnataka Region. The student is able to classify facts, illustrate events, compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History and Culture of Kalyana Karnataka region. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts.

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

Learning Outcomes: This course enables students to explore various aspects of political, Culture and Heritage and also the cultural diversity of Kalyana Karnataka region in historical perspective that discusses numerous cultural practices that have evolved over centuries. The students will gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

Assessment:Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10
Total			40

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

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark "X" the intersection cell if a course outcomes addresses a particular program outcome.

Introduction to Epigraphy
Paper -3.3
Open Elective -3
Course Category: Elective course

No. of Credits: 3

No. of Contact Hours: 3 Hours per week

This paper aims to provide a broad outline about the nature of epigraphical studies in India and also familiarize the ancient scripts. Students could differentiate the inscriptions based on script and language. Use inscriptions as source material for reconstruction of History and historical Understanding. Read the inscriptions and manuscripts and compares it with present style of writing

CONTENT OF COURSE	42 HOURS
UNIT-I Introduction to Epigraphy	
CHAPTER-1 ❖ Evolution of Indian Epigraphy and methods of epigraphy, ❖ Definitions- Key concepts; epigraphy, paleography.	06
CHAPTER-2 ❖ James Prinsep and the decipherment of Brahmi inscriptions ❖ Attempts to decipher the Indus script Methods; eye copy, estampage and photography	06
CHAPTER-3 ❖ Presentation of Text- ❖ Dating- Eras; Kali era, Saka era, Vikrama era. ❖ Collections of inscriptions during Colonial Period; EpigraphiaIndica, ❖ South Indian Inscriptions,	06
UNIT-II Epigraphiccarnatica.	
CHAPTER-4 Scripts; Brahmi ,Kharoshti, Vattezhuttu, , Grantha ❖ Medium of inscriptions ❖ palm leaves, ❖ copper plates, ❖ silver plates, ❖ walls of caves	05
CHAPTER-5 ❖ Nature of inscriptions; Memorials, Labels, land grants, phashasthi.	03
CHAPTER-6 Historicizing Some Important Inscriptions Asokan inscriptions in Karnataka ❖ Halmidi inscriptions ❖ Uttaramerur inscription ❖ Aihole ❖ Inscriptions of vijayanagara period	04
UNIT-III	
CHAPTER-7 North Indian Epigraphy/Inscriptions. ❖ Hatigumpha Inscription of Kharavela. ❖ Samudragupta's Allahabad Pillar Inscription.	04
CHAPTER-8 South Indian Epigraphy/Inscriptions. ❖ Talagunda Inscription	04

❖ Nasik Inscription	
CHAPTER-9 Practicals In Kannada Palaeography. ❖ Practical Training in taking estampages of stone and copper plate inscriptions by visiting the historical places.	04

REFERENCE BOOK

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

Pedagogy:

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

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

Critical Thinking: The subject leads to develop the interest in the study of Introduction to Epigraphy. It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

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

Learning Outcomes: This course enables students to explore various aspects of political, diplomatic relations of the rulers of medieval times in historical perspective that discusses numerous political practices that have evolved over centuries. The students will gather knowledge about the various dynasties, political diplomacy, results and impact wars and battles the people. It also helps the students to develop the knowledge and awareness about the political ideologies.

Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
Session Test	10 Marks	10	20
Sessions/Presentations/Activities	10 Marks		10
Case Study/Assignment/Field Work Etc.		10	10
Total			40

**BA
III Semester
O.E -3**

Title of the Course: Freedom Movement in Karnataka (1800-1947)	
Total contact Hours: 39-42	Course Credits: 3
Formative Assessment Marks: 40	Duration of ESA/Exam: 60
Model Syllabus Authors:	Summative Assessment Marks:

Course Pre-requisites(s): Freedom Movement in Karnataka (1800-1947)

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

Course Articulation Matrix relates course outcomes of course with the corresponding program outcomes whose attainment is attempted in this course. Mark "X" the intersection cell if a course outcomes addresses a particular program outcome.

BA
O.E III Semester

O.E-3: Freedom Movement in Karnataka (1800-1947)

COURSE CODE:126BAB03HISOEC06T

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
3	39 or 42	3	39 or 42

Content of Course 1	39/42 Hrs
Unit – 1 Early Uprisings in Karnataka	12/13
Chapter No.1 Dhondya Wagh, Venkatadri Nayaka, Koppala Veerappa, Deshmukhs of Bidar, Shivalingaiyah, Sindagi Revolt.	05
Chapter No.2 Rani Chennamma-Sangolli Rayanna-Nagar Revolt-Kodagu Revolt	04
Chapter No.3 1857 and After-Bedas of Halagali-Naragunda Babasaheb Revolt-Surapura Venkatappa Nayaka-Mundaragi Bheema Rao	04
Unit – 2 Nationalism in Karnataka	13/14
Chapter No.4 Nationalism-Causes for the Rise of Nationalism-Impact of Tilak-Chatrusutras-Gandhi in Karnataka-Belguam Congress 1924	05
Chapter No.5 Khadi Movement-Koujalagi Hanumantha Rao-Hallikeri Gudleppa-Tagaduru Ramachandra Rao	05
Chapter No.6 Harijana Movement-Harijana Sevaka Sangha-Sardhar Veeranna Gowda Patil-Nagamma Patil-Siddamati Mylar	04
Unit – 3 Gandhi Movements in Karnataka	14/15
Chapter No.7 Non-Cooperation Movement-Salt Sathyagraha-Ankola-No Tax Campaign in Uttar Karnataka-Forest Sathyagraha.	05
Chapter No.8 Genesis of Mysore Congress-Shivapura Dhawaja Sathyagraha-Vidurashwatha Tragedy-Patel Mirza Pact-Quit India Movement-Isooru Tragedy.	05

Chapter No.9 Establishment of Responsible Government in Princely Mysore- Mysore ChaloSathyagraha-First Congress Ministry-A Brief Profile of Karnataka Freedom Fighter.	05
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Books for Reference

AUTHORS – BOOKS

1. Diwakar.R.R -KaranirakaneyaVeerakathe
2. Diwakar.R.R -KarmayogiHanumantharayaru
3. Diwakar.R.R-Karnataka Through theAges
4. Doreswamy.H.S-HoratadaDittaHejjegalu
5. Hallappa G.S-History of Freedom Movement in Karnataka, Volume-2
6. Handa.R.L-History of Freedom Movement in Princely Mysore
7. Joyish M.N-KarmayogiTagaduru Ramachandra Rayaru
8. Nagarathnamma.S-
KarnatakadalliAsahakaraMattuNagareekaKhanunubangaChaluvali
9. Sardar Veerannagowda Patil-AtmaNeevedane
10. Sarojini Sindri and Raghavendra Rao- Women Freedom Fighters in Karnataka
11. Suryanath Kamath (Ed)-SwatantryaSangramadaSamthigalu,
12. Suryanath Kamath-A Concise History ofKarnataka
13. Tee.Tha.Sharma-Karnatakadalli Swatantra Sangrama
14. Veerathappa. K-Mysuru SamsthanadalliSwatantryaChaluvali
15. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3
16. ಕರ್ನಾಟಕದ 'ಚರಿತ್ರೆ - ಪ್ರೊ.ಆರ್.ರಾಜಣ್ಣ ಮತ್ತು ಡಾ.ನಾಗೇಶ್ ಎ.ಸಿ
17. ಆಧುನಿಕ ಕರ್ನಾಟಕದ ಚರಿತ್ರೆ - ಪ್ರೊ.ಆರ್.ರಾಜಣ್ಣ ಮತ್ತು ಡಾ.ನಾಗೇಶ್ ಎ.ಸಿ

Pedagogy:

Knowledge: the student should acquire knowledge of terms, concepts, political events, ideas, conventions, problems, trends, personalities, chronology and generalizations etc. related to the study of History of Freedom Movement in Karnataka (1800-1947). The student should be able to recall, recognize, show and read the history of the medieval times.

Understanding: The student should develop understanding of terms, facts, important events, trends, etc., related to History of Freedom Movement in Karnataka (1800-1947). The student is able to classify facts, illustrate events,

compare and contrast events, explain events, discriminate, identify, arrange facts, detect the errors, interpret and extract.

Critical Thinking: The subject leads to develop the interest in the study of History of Freedom Movement in Karnataka (1800-1947). It also creates a critical thinking ability among the students. The student will be able to identify, analyse, collect, select, draw and verify the historical facts and figures.

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

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Assessment:

Weight age for assessment (in percentage)

Outlines for continuous assessment activities for C1 and C2

Formative Assessment			
Activities	C1	C2	Total Marks
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Sessions/Presentations/Activities	10 Marks		10
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Total			40

