



**St Aloysius College (Autonomous)**  
**Mangaluru**

**Re-accredited by NAAC “A” Grade**  
**Course structure and syllabus of**  
**B.A.**  
**HISTORY**

**Under NEP Regulations, 2021**

ಸಂತ ಅಲೋಷಿಯಸ್ ಕಾಲೇಜು  
(ಸ್ವಾಯತ್ತ)  
ಮಂಗಳೂರು- 575 003



ST ALOYSIUS COLLEGE  
(Autonomous)  
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Re-accredited by NAAC with 'A' Grade - CGPA 3.62  
Recognised by UGC as "College with Potential for Excellence"  
College with 'STAR STATUS' conferred by DBT, Government of India  
3<sup>rd</sup> Rank in "Swacch Campus" Scheme, by MHRD, Govt of India

No: SAC 40/Syllabus 2019-20

Date: 18-07-2019

### NOTIFICATION

Sub: Syllabus of **B.A. History** under Choice Based Credit System.

Ref: 1. Decision of the Academic Council meeting held on 02-05-2019 vide  
Agenda No: 13(2019-20)  
2. Office Notification dated 18-07-2019

Pursuant to the above, the Syllabus of **B.A. History** under Choice Based Credit System which was approved by the Academic Council at its meeting held on 02-05-2019 is hereby notified for implementation with effect from the academic year **2019-20**.

  
PRINCIPAL



  
REGISTRAR

To:

1. The Chairman/Dean/HOD.
2. The Registrar Office
3. Library

**A meeting of the Board of Study in History was held on 18<sup>th</sup> November 2021**

Members present:

1. Prof. Nagendra Rao
2. Dr SK Aruni
3. Dr Satish Kumar Shetty
4. Mr Gopal K
5. Dr Meenakshi Lokesh
6. Ms Jilsha Mary- student representative
7. Dr Denis Fernandes- Internal Member
8. Dr Vishanz Pinto- Chairperson.

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A meeting of the Board of Studies in History was held on 18<sup>th</sup> June 2022 at 10.00 a.m. at Sanidhya Hall of the Administrative Block in the College.

**Members present:**

1. Prof. Nagendra Rao- Professor Department of History – Goa Subject Expert
2. Dr SK Aruni- Director- Indian Council of Historical Research, Bangalore -Allied Field-Guest
3. Dr Satish Kumar Shetty- Principal, Besant Women College, Mangalore-Distinguished Alumni
4. Mr Gopal K- Associate Professor, Bhandarkar’s College, Kundapur, Udupi- Subject Expert
5. Dr Hubert Watson- Principal, Karnataka Theological College, Balmatta, Mangalore- Allied Field
6. Ms Jilsha Mary- III BA -student representative
7. Dr Denis Fernandes- Member
8. Dr Vishanz Pinto- Chairperson.

Syllabus of Third and Fourth Semesters- Papers/Courses are based on the recommendations of Higher Education Council of Karnataka State.

Board of Studies Meeting of the Department of History was held on 6<sup>th</sup> February, 2022

Members of BOS:

1. Prof. Nagendra Rao, -Professor, Department of History, Goa University. **Subject Expert.**
2. Dr SK Aruni, Director, -Bangalore Region, Indian Council of Historical Research- **Special Invitee.**
3. Dr Satish Kumar Shetty -- Principal Besant Women College, Mangalore. **Alumni**
4. Mr Gopal K- Associate Professor, Bhandarkar's College, Kundapur, Udupi- **Subject Expert**
5. Prof. Nirmal Raju, - Professor, Department of History, Mangalore University, **University Representative**
6. Dr Hubert Watson- Principal, Karnataka Theological College, Balmatta, Mangalore **Allied Field-**
7. Ms Anshima Fathima, III BA- **Student Representative**
8. Dr Denis Fernandes- Associate Professor, Department of History, St. Aloysius College, Mangalore.
9. Dr Vishanz Pinto- Chairperson.

## **PROGRAMME OUTCOMES**

By the end of the programme the students will be able to:

1. Learn a basic narrative of historical events in a specific region of the world in a specific time frame.
2. Articulate factual and contextual knowledge of specific places and times to make careful comparisons (Across time space and culture)
3. Have the ability to use bibliographical tools for the advanced study of history.
4. Understand and evaluate different historical ideas various arguments and point of view.
5. Develop an appreciation of themselves and of other through the study of the past in local, regional, national and global context.
6. Have an appreciation of the uniqueness of visual evidence and cultivate a particular skill of using visual evidence to understand human activity of the recent and distant past.

## Semester 1

### G101 DC1.1

#### DISCIPLINE CORE (DSC)-1

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

Total Contact Hours: 39 to 42

Course Credits: 3

Formative Assessment Marks: 40

Duration of End Semester Assessment (ESA)/Exam: 60

Summative Assessment Marks:100

Course Outcomes (COs):

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

- Understand the continuity of political developments and strategies.
- Analyse 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.

<b>Content of Course 1</b>	<b>39/42 Hrs</b>
<b>Unit - 1 Introduction</b>	13/14
<b>Chapter No. 1</b> Survey of sources- Pre historic culture	04
<b>Chapter No. 2</b> The Early Alupas- The Satavahanas – Kadambas of Banavasi	06
<b>Chapter No. 3</b> The Gangas of Talakad - Durvineetha	04
<b>Unit - 2 The Age of Empires</b>	13/14
<b>Chapter No. 4.</b> Chalukyas of Badami – Pulikesin – II	04
<b>Chapter No. 5.</b> The Rastrakutas – Amoghavarsha	04
<b>Chapter No. 6.</b> The Chalukyas of Kalyani - Vikramaditya VI-Kalachuries of Kalyani- Bijalla-II	06
<b>Unit - 3 Formation of State</b>	13/14
<b>Chapter No. 7</b> Central And Provincial Administration.	12
<b>Chapter No. 8.</b> Map- The Chalukya Empire under Pulikesin - II Places – Badami, Aihole, Pattadakal, Banavasi, Kanchipuram, Mahakuta, Alampur, Talakadu	02

### **Books for Reference:**

1. Basavaraja, K.R.(1984). *History and culture of Karnataka : Early times to Unification*, Dharwad : Chalukya Publications.
2. Desai, P.B. (1970). *History of Karnataka: From Pre-history to Unification*, Dharwad: Kannada Research Institute, Karnatak University.
3. Sreenivasa Murthy, H V and Ramakrishnan, R. (1977). *A History of Karnataka, from the Earliest Times to the Present Day*, S Chand.
4. Sheik Ali, B.& Sundara, A. Ed.(2018). *Karnataka Charitre Volume I-7*, Hampi: Prasaraanga Karnataka University.
5. Diwakar, R.R. (1968). *Karnataka Through the Ages: From Prehistoric Times to the Day of the Independence of India.*, Government of Mysore.
6. Chidananda Murthy ,M. (2015). *Kannada Shasanagala Samskritika Adhyayana Chidananda Samagra Samputa 1*, Sapna Book House.
7. Settar, S. (2014). *Halagannada: Lipi, Lipikara, Lipi Vyavasaya*, Bengaluru: Abhinava.
8. Kamath, Suryanatha. U. (2010). *A Concise History of Karnataka*, Bangalore: MCC Publications.

## Semester 1

**G101 DC2.1**

### **DISCIPLINE CORE (DSC)-2**

**Course Title: CULTURAL HERITAGE OF INDIA**

Total Contact Hours: 39 to 42

Course Credits: 3

Formative Assessment Marks: 40

Duration of ESA/Exam: 60

Summative Assessment Marks:100

Course Outcomes (COs):

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

- Provide an insight about an extensive survey of heritage of India
- Familiarize Indian history and culture
- Have an expertise 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

<b>Content of Course 1</b>	<b>39/42 Hrs</b>
<b>Unit - 1 Introduction</b>	13/14
<b>Chapter No. 1</b> Meaning, Definition Historical Cultural Heritage-Concepts, Characteristics-types of Indian Cultural Heritage: Oral and Written traditions.	10
<b>Chapter No. 2</b> Significance of fairs and festivals.	04
<b>Unit - 2 Legends, Narratives and Cultural Ethos</b>	13/14
<b>Chapter No.3.</b> Meaning, significance, forms and tradition of legends. Ramayana and Mahabharata: Tradition of Cultural Heritage; Panchatantra,	06



Jataka.	
<b>Chapter No. 4.</b> 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
<b>Unit - 3 Architecture and Built Heritage</b>	13/14
<b>Chapter No. 5.</b> Important Monuments of India-Caves Shore Temple (Mahabalipuram), Aihole. Badami, Pattadakal. Ajanta, Ellora	08
<b>Chapter No. 6.</b> 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	

### Books for Reference

- 1 Thapar, Romila. (2018). *Indian Cultures as Heritage*, Aleph
- 2 Achaya, K.T (1997). *Indian Food: A Historical Companion*, Oxford University Press.
- 3 Banga, Indu. Ed. (2005). *The City in Indian History: Urban Demography, Society, and Politics*, Manohar Publishers.
- 4 Basham, A.L. (1954). *The Wonder that was India*, London: Sidgwick & Jackson.
- 5 Biswas, Sachindra Sekhar. (1999). *Protecting the Cultural Heritage*, Aryan: Aryan Books International
- 6 Bose, Nirmal Kumar. (1967). *Culture and Society in India*, Asia Publishing House
- 7 Narayan, Shovana.(2004). *The Sterling Book Of Indian Classical Dances*, New Dawn Press.
- 8 Gokulsing, K. Moti. Ed. (2008). *Popular Culture in a Globalized India*, Routledge.
- 9 Mehta, Bhanu Shankar. (2011). *Ramlila: Varied Respective*, B R Publishing Corporation.
- 10 Rangacharya, Adya. (2003). *The Natyasastra - English Translation with Critical Notes*, Munshiram Manoharlal.

## Semester 1

**G101 OE1.1**

**OPEN ELECTIVE (OE)-1**

**COURSE TITLE: CULTURAL HISTORY OF KARNATAKA (CE 3- CE 10) PART -1**

Total Contact Hours: 39 to 42

Course Credits: 3

Formative Assessment Marks: 40

Duration of ESA/Exam: 60

Summative Assessment Marks:100

Course Outcomes (COs):

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

- Provide an insight about the cultural development of Karnataka.
- Familiarize Karnataka history and culture.
- Have an expertise 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.

<b>Content of Course 1</b>	<b>39/42 Hrs</b>
<b>Unit - 1 Introduction</b>	13/14
<b>Chapter No. 1</b> Language and culture of Coastal Karnataka and Kodagu	03
<b>Chapter No. 2</b> Alupa Land Grants	05
<b>Chapter No. 3</b> Agriculture and Emergence of Agraharas – Education	06
<b>Unit - 2 Social Conditions</b>	13/14
<b>Chapter No. 4.</b> Caste Structure	06
<b>Chapter No. 5.</b> Conditions of Women	08
<b>Unit - 3 Religion and Art</b>	13/14
<b>Chapter No. 6</b> Jainism and Buddhism in Karnataka.	04
<b>Chapter No. 7.</b> Saivism and Vaishnavism.	05
<b>Chapter No. 9</b> Art and Architecture of Coastal Karnataka.	05

## Books for Reference

- 1 Settar, S. (2014). *Halagannada: Lipi, Lipikara, Lipi Vyavasaya, Bengaluru: Abhinava.*
- 2 Basavaraja, K.R.(1984). *History and culture of Karnataka : Early times to Unification,*  
Dharwad : Chalukya Publications.
- 3 Sheik Ali, B.& Sundara, A. Ed.(2018). *Karnataka Charitre Volume I-7, Hampi: Prasaranga Karnataka University.*
- 4 Desai, P.B. (1970). *History of Karnataka: From Pre-history to Unification, Dharwad: Kannada Research Institute, Karnatak University.*
- 5 Settar, S. (2017). *Halagannada; Bhashe, Bhasha Vikasa, Bhasha Bandhavya,*  
Bengaluru: Abhinava.
- 6 Chidananda Murthy ,M. (2015). *Kannada Shasanagala Samskritika Adhyayana Chidananda Samagra Samputa 1, Sapna Book House.*
- 7 Rajashekara, S.(1985). *Karnataka Architecture, Sujata Publications.*
- 8 Sastri, K.A. Nilakanta & Champalakshmi, R. (1997) *A History of South India: From Prehistoric Times to the Fall of Vijayanagar, Oxford India Paperback*

**Semester 2**

**G101 DC1.2**

**DISCIPLINE CORE (DSC)-3**

**COURSE TITLE: POLITICAL HISTORY OF KARNATAKA (CE11- 1750 CE) PART-2**

Total Contact Hours: 39 to 42

Course Credits: 3

Formative Assessment Marks: 40

Duration of ESA/Exam: 60

Summative Assessment Marks:100

Course Outcomes (COs):

At the end of the course the student would 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.

<b>Content of Course</b>	<b>39/42 Hrs</b>
<b>Unit - 1 Introduction</b>	13/14
<b>Chapter No. 1</b> The Hoysalas - Vishnuvardhana	07
<b>Chapter No. 2</b> Medieval Alupas	07
<b>Unit - 2 Medieval Karnataka</b>	13/14
<b>Chapter No. 3.</b> Vijayanagar – Dynasties	06
<b>Chapter No. 4.</b> The Bahamani States	05
<b>Chapter No. 5.</b> Regional Kingdoms during Vijayanagar.	03
<b>Unit - 3 Post Vijayanagar</b>	13/14
<b>Chapter No. 6</b> Wodeyars of Mysore – Nayakas of Chithradurga – Nayakas of Keladi	05
<b>Chapter No. 7.</b> Minor Chieftains-Local Chieftains - Chowtas	03
<b>Chapter No.8.</b> Hyder Ali and Tippu Sulthan.	05
<b>Chapter No.9.Map:</b> The Vijayanagar empire.	01

Places- Hampi, Tanjavur, Mangalore, Barkur, Penukonda, Tirupati	
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### **Books for Reference**

1. Basavaraja, K.R.(1984). *History and culture of Karnataka : Early times to Unification*, Dharwad : Chalukya Publications.
2. Desai, P.B. (1970). *History of Karnataka: From Pre-history to Unification*, Dharwad: Kannada Research Institute, Karnatak University.
3. Stein, Burton. (2005). *The New Cambridge History of India: Vijayanagara*, Cambridge University Press
4. Ali, B. Sheik. (2018). *Ground Work of Karnataka History*, Mysore Book House.
5. Ali, B. Sheik. (2012). *Cultural History Of Karnataka*, Mysore Book House.
5. Rai, B. Vivek. Ed. (2005). *Pravasi Kanda Vijayanagara*, Hampi: Prasaranga Kannada Vishwa Vidya Nilaya Publications.
6. Yazdani, G. (1960). *The early History of the Deccan*, Oxford University Press.
7. Satyanarayana, A (1996) *History of the Wodeyars of Mysore, 1610-1748*, Karnataka: Directorate of Archaeology and Museums.
8. Hasan, Mohibul. (2005). *History of Tipu Sulthan*, Delhi: Aakar Books.
9. Mahalingam, T.V. (1940). *Administration and Social Life Under Vijayanagara*, Madras: University of Madras
10. Ramesh, K.V.( 1970). *A history of South Kanara (from the earliest times to the fall of Vijayanagara)*, Dharwar: Karnatak University.

## Semester 2

**G101 DC2.2**

**DISCIPLINE CORE (DSC)-4**

**COURSE TITLE: CULTURAL HERITAGE OF KARNATAKA**

Total Contact Hours: 39 to 42

Course Credits: 3

Formative Assessment Marks: 40

Duration of ESA/Exam: 60

Summative Assessment Marks:100

### **Course Outcomes (COs):**

At the end of the course the student would 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”.

<b>Content of Course</b>	<b>39/42 Hrs</b>
<b>Unit - 1 Introduction</b>	13/14
<b>Chapter No. 1</b> Meaning, Definition and Concepts	07
<b>Chapter No. 2</b> Characteristic features of Costal Karnataka and Kodagu	07
<b>Unit - 2 Fairs, Festivals and Rituals-Daivaradhane</b>	13/14
<b>Chapter No. 3.</b> Significance – Festivals - Fairs	09
<b>Chapter No. 4.</b> Legends and Narratives- Paddanas	05
<b>Unit - 3 Performing Arts</b>	13/14
<b>Chapter No.5.</b> Folk Dances and theatre- Yakshagana	07
<b>Chapter No. 6</b> Architecture and Built Heritage	07

### **Books for Reference**

1. Achaya, K.T (1997). *Indian Food: A Historical Companion*, Oxford University Press.
2. Biswas, Sachindra Sekhar. (1999). *Protecting the Cultural Heritage*, Aryan: Aryan Books International
3. Bose, Nirmal Kumar. (1967). *Culture and Society in India*, Asia Publishing House
4. Narayan, Shovana.(2004). *The Sterling Book Of Indian Classical Dances*, New Dawn Press.
5. Prakash, H.S Shiva. (2007). *Traditional Theatres*, New Delhi: Wisdom Tree
6. Reddy, Krishna. N. (2019). *Cultural Heritage of South India*, Delhi: Sharada Publishing House.
7. Kamath, Suryanatha. U. (2010). *A Concise History of Karnataka*, Bangalore: MCC Publications.
8. Basavaraja, K.R.(1984). *History and culture of Karnataka : Early times to Unification*, Dharwad : Chalukya Publications.

**Semester 2**

**G101 OE1.2**

**OPEN ELECTIVE (OE)-2**

**COURSE TITLE: CULTURAL HISTORY OF KARNATAKA (11 CE TO 1750 CE) PART - 2**

Total Contact Hours: 39 to 42

Course Credits: 3

Formative Assessment Marks: 40

Duration of ESA/Exam: 60

Summative Assessment Marks:100

Course Outcomes (COs):

At the end of the course the student would 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".

<b>Content of Course 1</b>	<b>39/42 Hrs</b>
<b>Unit - 1 Introduction</b>	13/14
<b>Chapter No. 1</b> Administration – Central and Provincial	05
<b>Chapter No. 2</b> Kingship – Duties of King – Governors - Warfare	04
<b>Chapter No. 3</b> Local Self Government – Village Administration	05
<b>Unit - 2 Society and Economy</b>	13/14
<b>Chapter No. 4.</b> Social Conditions – Society – Rituals and Customs	05
<b>Chapter No. 5.</b> Economic Conditions – Agriculture	04
<b>Chapter No. 6.</b> Trade and Commerce	05
<b>Unit - 3 Religion and Art</b>	13/14
<b>Chapter No. 7</b> Bhakti Saints -Teaching and Philosophy – Sufism	05



<b>Chapter No. 8.</b> Temple Architecture – Islamic Architecture	04
<b>Chapter No. 9</b> Painting	

### **Books for Reference**

1. Basavaraja, K.R.(1984). *History and culture of Karnataka : Early times to Unification*, Dharwad : Chalukya Publications.
2. Desai, P.B. (1970). *History of Karnataka: From Pre-history to Unification*, Dharwad: Kannada Research Institute, Karnatak University.
3. Hiremath, B.R. (1986). *Karnataka Shasanagalalli Vartakaru*, Dharwad.
4. Tarikere, Rahamat. (2011). *Karnatakada Sufigalu*, Bangalore: Abhinava
5. Vasu, M.V. (2001). *Dakshina Karnatakada Arasu Manethangalu*, Hampi: Kannada University Prasaranga.
6. Diwakar, R.R. (1968). *Karnataka Through the Ages: From Prehistoric Times to the Day of the Independence of India*, Government of Mysore.
7. Kamath, Suryanatha. U. (2010). *A Concise History of Karnataka*, Bangalore: MCC Publications.
8. Sherwani, H.K. (1946). *The Bahamanis of the Deccan*, Hyderabad.

BA

**Semester 3**

**DSC-5**

<b>Course Title: Political History of India (From Indus Culture to 1206 AD) Part 1</b>	
<b>Total contact Hours: 39-42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 60</b>

**Course Outcomes (Cos):**

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

- Understand the history and culture of Political History of India region.
- Analyse the importance of causes for backwardness of this region.
- Understand the influence of political influence on the people and culture of this region.
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

**POLITICAL HISTORY OF INDIA (From Indus Culture upto 1206)**

<b>UNIT -1 Towards Civilization -Harappan and Vedic Civilization</b>	
<b>Chapter-I</b>	<b>6</b>
Pre-Harappan cultures; - extension of the Harappan culture- features of the Harappan sites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan	
<b>Chapter-II</b>	<b>6</b>
Debate on the decline of Indus civilization, Debate on Harappan script: Airavatham Mahadevan – Asko Parpola	
<b>Chapter-III</b>	<b>6</b>
Vedic literatures and Archaeological evidences - PGW, NBPW- early tribal pastoral and agrarian society in the Gangetic Plains, Early and later Vedic polity	
<b>UNIT -2 : Socio-Political Formations in the Indo - Gangetic Plains Nature of state</b>	
<b>Chapter-IV</b>	<b>6</b>
Formation of urban centers- Mahajanapadas,- Oligarchies, Monarchies and republics	

<b>Chapter-V</b>	<b>6</b>
Material setting of the formation of Jainism and Buddhism ,From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryan polity,	
<b>Chapter-VI</b>	<b>5</b>
Asokan Edicts and Megasthenees'sIndica, Arthasasthra and early Indian treatise on the theory of state; Sapthanga – nature of Asoka's dhamma	
<b>UNIT -3 :</b>	
<b>Chapter-VII</b>	<b>5</b>
Chera, Chola and Pandya polity- Chalukyan polity -Guptha polity.	
<b>Chapter -VIII</b>	<b>6</b>
Debates on Indian feudalism; R.S Sharma, HerbansMukhiaSouth Indian feudalism	
<b>Chapter -IX</b>	<b>5</b>
Arab conquest of Sind- the Sultanate ascendancy in India.	

**Essential Readings:**

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

### Semester 3

#### DSC-6

<b>Course Title: Regional History - History of Coastal Karnataka and Coorg (From the beginning to 1799 A.D.)</b>	
<b>Total contact Hours: 39-42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 60</b>

#### **Course Outcomes (Cos):**

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

- Understand the history and culture of Tulunadu.
- Analyse the importance of causes for backwardness of this region.
- Understand the influence of political influence on the people and culture of this region.
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

## **History of Coastal Karnataka and Coorg**

**(From the beginning to 1799 A.D.)**

### Unit-1: Introduction

- a) Geographical Features of Coastal Karnataka and Coorg
- b) Palaeolithic Culture – Mesolithic Culture – Neolithic Culture
- c) Megalithic Culture – Types of Megalithic Burials – Grave goods – Formation of Villages and Social life – Beliefs and Customs – Iron and tank irrigation.
- d) Rock Art – Avalakki Pare – Buddhanajeddu – Gavali sites.

### Unit -2: Onset of Historical Period

- e) Maurya – Shatavahana – Kadamba's.
- f) Early Alupa's – Aluvarasa I – Chitravahana I – Aluvarasa II – Civil war
- g) Medieval Alupa's – Kundavarma – Jayasimha – Kulasekhara I – Kundana – Ballamahadevi.
- h) Hoysala invasions on Coastal Karnataka and Coorg.

### Unit – 3: Rise of Vijayanagar Empire

- i) Chikkayyayi Tayi and Rise of Sangama Dynasty – Governor's – Banga Chiefs.
- j) Saluva's and Tuluva's – Governor's and Bhairava's of Kalasa and Karkala – Haduvalli – Gurusoppe Chiefs – Honneya Kambali's
- k) Araveedu Dynasty – Nayakas of Keladi

### Unit – 4: Rise of Hyder and Tipu

- l) Anglo-Mysore wars – Fall of Tipu
- m) Religious policy of Tipu
- n) Haalari Dynasty – Chikaveera Rajendra – Rajendra Name
- o) Foreign relations and Trade

Map Study: (Places of Historical importance)

Uppinangady, Mani, Kukkundur, Haradi,

Kotatattu, Gavali, Badagakajekaru, Konaje,  
Kakkunje, Putturu, Uddandadka, Bailur,  
Belman, Udyavara, Udupi, Mangalore,  
Barkur, Polali, Koteshwara, Hattiyangadi,  
Varanga, Dharmasthala, Subramanya,  
Moodubidri, Karkala, Venuru, Kadri, Bangady

**BOOKS SUGGESTED:**

- a) K. V. Ramesh, A History of South Kanara, 1975
- b) b. „ , Tulunadina Itihasa, 1968
- c) K. V. Ramesh, and M. J. Sharma , Tulunadina Arasumanethanagalau mattu Dharma Samanvaya, 1985
- d) K. V. Ramesh, and M. J. Sharma, Tulunadina Sasanagalu.
- e) B.A. Saletore, Ancient Karantaka, Vol. I: History of Tuluva, 1936
- f) B.A. Saletore, Karnataka's Tans-Oceanic Contacts, 1956
- g) M. Ganapathi Rao, Aigal, Dakshina Kannada Jilleya Prachina Ithihasa.
- h) Gaovinda Pai, Samagra Barahagalu
- i) Gururaja Bhat, P, Studies in Tuluva History and Culture, 1975.
- j) -----, Antiquities of South Kanara,1969.
- k) \_\_\_\_\_, Tulunadu, 1963.
- l) W. R. D'Silva, From RTA to Dharma
- m) Kushalappa Gowda and Chinnappa Gowda K, Dakshina Kannada Jilleya Kaifiyattugalu, 1983.
- n) Chinnappa Gowda K, Bhutaradhane, 1993.
- o) Vasantha Madhava K.C., Religions in Coastal Karnataka, 1985.
- p) \_\_\_\_\_, Western Karnataka: its Agrarian Relations (1500-1800 A.D), 1991.
- q) Burnell A.C., The Devil Worship of the Tuluvas, 1888.
- r) J. Sturrock, U., Madras District Manuals of South Canara Vol. 1., 1894.
- s) H. A. Stuart, Madras District Manuals of South Canara Vol. 2., 1895
- t) C. N. Ramachandran, et. al, (ed.) Perspectives on Dakshina Kannada and Kodagu, 1991.
- u) Thurston, Castes and Tribes of Southern India, Vol V, 1909.

v) B. S. Shastry, Studies in Indo Portuguese History, 1981.

w) Danvers, Portuguese in India, (2 Volumes).

## BA

### OE-3 III Semester

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

#### Course Outcomes (Cos):

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

- ☐ Understand the Freedom Movement in Karnataka (1800-1947)
- ☐ Analyse the importance of causes for backwardness of this region. Understand the influence of Freedom Movement in Karnataka (1800-1947)
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

#### Freedom Movement in Karnataka (1800-1947)

Content of Course 1	39/42 Hrs
<b>Unit – 1 Early Uprisings in Karnataka</b>	12/13
<b>Chapter No.1</b> Dhondya Wagh, Venkatadri Nayaka, Koppala Veerappa, Deshmuks of Bidar, Shivalingaiah, Sindagi Revolt.	05
<b>Chapter No.2</b> Rani Chennamma-Sangolli Rayanna-Nagar Revolt-Kodagu Revolt	04

<b>Chapter No.3</b> 1857 and After-Bedas of Halagali-Naragunda Babasaheb Revolt-Surapura Venkatappa Nayaka-Mundaragi Bheema Rao	04
<b>Unit – 2 Nationalism in Karnataka</b>	13/14
<b>Chapter No.4</b> Nationalism-Causes for the Rise of Nationalism-Impact of Tilak-Chatrusutras-Gandhi in Karnataka-Belguam Congress 1924	05
<b>Chapter No.5</b> Khadi Movement-Koujalagi Hanumantha Rao-Hallikeri Gudleppa-Tagaduru Ramachandra Rao	05
<b>Chapter No.6 Harijana Movement</b> -Harijana Sevaka Sangha-Sardhar Veeranna Gowda Patil-Nagamma Patil-Siddamati Mylar	04
<b>Unit – 3 Gandhi Movements in Karnataka</b>	14/15
<b>Chapter No.7</b> Non-Cooperation Movement-Salt Sathyagraha-Ankola-No Tax Campaign in Uttar Karnataka-Forest Sathyagraha.	05
<b>Chapter No.8</b> Genesis of Mysore Congress-Shivapura Dhawaja Sathyagraha-Vidurashwatha Tragedy-Patel Mirza Pact-Quit India Movement-Isooru Tragedy.	05
<b>Chapter No.9</b> Establishment of Responsible Government in Princely Mysore-Mysore Chalo Sathyagraha-First Congress Ministry-A Brief Profile of Karnataka Freedom Fighter.	05

## Books for Reference

### AUTHORS - BOOKS

1. Diwakar.R.R -Karanirakaneya Veerakathe
2. Diwakar.R.R -Karmayogi Hanumantharayaru
3. Diwakar.R.R-Karnataka Through the Ages
4. Doreswamy.H.S-Horatada Ditta Hejjegalu
5. Hallappa G.S-History of Freedom Movement in Karnataka, Volume-2
6. Handa.R.L-History of Freedom Movement in Princely Mysore
7. Joyish M.N-Karmayogi Tagaduru Ramachandra Rayaru
8. Nagarathnamma.S-Karnatakadalli Asahakara Mattu Nagareeka KhanunubangaChaluvali
9. Sardar Veerannagowda Patil-Atma Neevedane
10. Sarojini Sindri and Raghavendra Rao- Women Freedom Fighters in Karnataka
11. Suryanath Kamath (Ed)-Swatantrya Sangramada Samthigalu,
12. Suryanath Kamath-A Concise History of Karnataka
13. Tee.Th.Sharma-Karnatakadalli Swatantra Sangrama
14. Veerathappa. K-Mysuru Samsthanadalli Swatantrya Chaluvali
15. Veerathappa. K-Readings in Modern History of Mysore Vol-1,2,3



**BA****Semester 4****DSC-7**

Title of the Course: Political History of India ( <b>History of Medieval India</b> AD 1206 -1761) Part-2	
Total contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>

**Course Outcomes (Cos):**

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

- Understand the Political History Medieval India (from 1206 to 1761).  
Analyse the importance of causes for backwardness of this region.
- Understand the influence of Political History Medieval India (from 1206 to 1761).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

**History of Medieval India** (Political History of India (AD 1206 -1761) Part-2)

<b>Content of Course 1</b>		<b>39/42 Hours</b>
<b>Unit -1 Interpreting Medieval Indian History</b>		<b>14</b>
<b>Chapter No. 1</b>	Interpreting Medieval Indian History	<b>2</b>
<b>Chapter No. 2</b>	Debate on Indian Feudal System	<b>6</b>
<b>Chapter No. 3</b>	Interpretation of Peasant State and Society of Medieval India – North India & South India – Agrarian System of Mughal and Vijayanagara Period. Bhakti Movement – Kabir, Nanak, Meera Bai, Sri Chaithanya – Alvars, Nainars.	<b>6</b>
<b>Unit -2 Political Structure of Medieval Northern India and Southern India</b>		<b>14</b>
<b>Chapter No. 4</b>	Comparative study of Vijayanagara Polity, Delhi Sultanate and Mughals – process of Urbanization in Mughals and Vijayanagara period	<b>6</b>

<b>Chapter No. 5</b>	Nature of state in Vijayanagara Kingdom, Delhi Sultanate and Mughal dynasties	<b>6</b>
<b>Chapter No. 6</b>	Military Technology of Mughals and Vijayanagara dynasties – Development of Science & Technology in Medieval India	<b>4</b>
<b>Unit -3 Minor Kingdoms of North India</b>		<b>14</b>
<b>Chapter No. 7</b>	Rajaputs, Gurjara Pratiharas, Palas, Paramaras	<b>6</b>
<b>Chapter No. 8</b>	Vijayanagara dynasy – Amaranayaka System – Creation of Wealth.	<b>6</b>
<b>Chapter No. 9</b>	The rise of the Marathas – Shivaji and his administration – Astha Pradhana System <b>Map</b> Extent of Vijayanagara Empire under Krishnadevaraya, Extent of Mughal Empire under Akbar, Important trade Centers of Medieval India : 1. Agra 2. Fatehpur Sikri 3. Delhi 4. Mewar 5. Hampi 6. Honnavara 7. Bhatkal 8.Raighad 9.Tirupati 10. Anegondi	<b>4</b>

### **Books for Reference:**

1. Anil Chandra Banarjee
  2. S.C.Rayachoudhary
  3. Sarkar, Jadunath
  4. Sharma S.R.
  5. Tripathi R.P.
  6. Wolseley Haig and Richard Burn
  7. Khosala, R.P.
  8. Srivastav A.L.
  9. A.C.Banarjee
  10. Satish Chandra
  11. Banerjee A.C.
  12. Kulkarni A.R.
  13. R.C.Majumdar (Ed.)
  14. R.C.Majumdar (Ed.)
- History of India  
History of Medieval India (From 1000-1707 C.E.)  
Shivaji and his Times  
Mughal Administration  
Rise and Fall of Mughal Empire  
Cambridge History of India Vo. IV  
Mughal Kingship and Nobility  
Mughal Empire  
New History of Medieval India  
History of Medieval India  
The State and Society in Northern India (1206 -1526 C.E.)  
Maharashtra in the Age of Shivaji  
The Delhi Sultanate  
The Mughal Empire

**BA**  
**Semester 4**  
**DSC-8**

<b>Course Title: Cultural History of India (From Saraswati - Indus Culture to 1206 CE).</b>	
<b>Total contact Hours: 39-42</b>	<b>Course Credits: 3</b>
<b>Formative Assessment Marks: 40</b>	<b>Duration of ESA/Exam: 60</b>

**Course Outcomes (Cos):**

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

- Understand the History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE). Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Cultural History of India (From Saraswati - Indus Culture to 1206 CE).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

**BA**  
**Semester 4**

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

<b>CONTENT OF COURSE</b>	<b>42 HOURS</b>
<b>UNIT-I Indian Culture: An Introduction</b>	
<b>CHAPTER-1</b> Characteristics of Indian culture.	06
<b>CHAPTER-2</b> Significance of Geography on Indian Culture.	06

<b>CHAPTER-3</b> Religion and Philosophy in India: Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy.	06
<b>UNIT-II A Brief History of Indian Arts and Architecture</b>	
<b>CHAPTER-4</b> Indian Languages and Literature - Nagari - Devanagari, Grantha - Dravidian languages - Kannada.	05
<b>CHAPTER-5</b> Evolution of script and languages in India: Harappan Script and Brahmi Script.	03
<b>CHAPTER-6</b> Short History of the Sanskrit literature: The Vedas, and Upanishads , Epics: Ramayana and Mahabharata - History of Buddhist and Jain Literature in Pali, Prakrit .	04
<b>UNIT-III ART&amp;ARCHITECTURE</b>	
<b>CHAPTER-7</b> Indian Art & Architecture: Gandhara School and Mathura School of Art; - Hindu Temple Architecture, Buddhist Architecture- Indian Painting Tradition: ancient painting at Ajantha.	04
<b>CHAPTER-8</b> Performing Arts: Divisions of Indian classical music: Hindustani and Carnatic, -Dances of India: Various Dance forms: Classical and Regional,	04
<b>CHAPTER-9</b> Indian Culture in South East Asia	04

#### Books for Reference

1. Gore, M. S., Unity in Diversity: The Indian Experience in Nation-Building, Rawat Publication, Jaipur, 2002.
2. Kabir, Humayun N, National Information and Publications Ltd., Mumbai, 1946.
3. Malik, S. C., Understanding Indian Civilisation : A Framework of Enquiry, Indian Institute of Advanced Study, Simla, 1975.
4. Mukerji, D. P., Sociology of Indian Culture, Rawat Publications, Jaipur, 1948/1979.
5. Pandey, Govind Chandra, Foundations of Indian Culture, Books and Books, New Delhi, 1984.

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Course Title: <b>Freedom Movement in India (1885-1947)</b>	
Total contact Hours: <b>39-42</b>	Course Credits: <b>3</b>
Formative Assessment Marks: <b>40</b>	Duration of ESA/Exam: <b>60</b>

**Course Outcomes (Cos):**

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

- Understand the History of Freedom Movement in India (1885-1947). Analyse the importance of causes for backwardness of this region.
- Understand the influence of History of Freedom Movement in India(1885-1947).
- Understand the political, Social, Religious and Cultural history of the region.
- Appreciate the divergent cultural and communal harmony of this region.

## Freedom Movement in India (1885-1947)

Content of Course -1	39/42 Hrs
<b>Unit – 1 Indian Nationalism</b>	12/14
<b>Chapter No.1</b> Genesis of Indian National Congress-Moderate-Objectives-Techniques-Partition of Bengal-Swadeshi Movement	05
<b>Chapter No.2</b> Split of Congress-Extremists-Objectives-Techniques, Lalalajpat Ray-Balagandharanatha Tilak-Bipan Chandra Pal-Arabindo Ghosh	05
<b>Chapter No.3</b> Revolutionary Movement-Bhagat Singh-Chandra Sheker Azad-Rajaguru, Sukh Dev. Revolutionary Women-Kumudini Mitra Busu – Madam Bhikaji Cama – Preethi Latha Waddedar	04
<b>Unit – 2 1914 and After</b>	10/12
<b>Chapter No.4</b> First World War and Indian Nationalism	04
<b>Chapter No.5</b> Home Rule Movement-Balagangadharanatha Tilak and AnniBesant	03
<b>Chapter No.6 Lucknow Pact-1916-Rowllet Act-Jallianwala Bagh Massacre</b>	04
<b>Unit – 3 Gandhian Era</b>	15/17
<b>Chapter No.7</b> Early Experiments of Gandhi-Non Co-operation Movement-Constructive Programmes-Swaraj Party-Simon Commission	06
<b>Chapter No.8</b> Lahore Congress-Salt Sathyagraha-Round Table Conference-Communal Award-Poona Pact-Subaschandra Bose-INA	06
<b>Chapter No.9</b> Partition and Independence: Growth of Communalism Two Nation Theory-August offer-Cripps Proposal-Quit India Movement-Cabinet Mission-Mount Batten Plan-1947 Indian Independence Act.	05

### Books for Reference:

1. Asharani- Gandhian Non-Violence and Indian Freedom Struggle
2. Bipan Chandra- Indian Struggle for Independence
3. Bipan Chandra-Communalism and Modern India
4. Bukshi S.R-Gandhi and Dandi March
5. Dominique Larry Collins-Freedom at Midnight

6. Judith M Brown-Gandhi's Rise to Power, Indian Politics 1915-22
7. Lakshmi Jain- History of Freedom Movement in India
8. Moulana Abdul Khalam Azad-India Wins Freedom
9. Richard Sesan and Sekhar Bandyopadhyay- Congress and Indian Nationalism -From Plassey to Partion Senley Wolfort
10. Shankara Narayana Rao V.S-Swatantrada Guri Bharatada Dari
11. Shankara Narayana Rao V.S-Swatantraya Gangeya Savira Toregalu
12. Subas Chndra Bose-The Indian Struggle
13. Sumit Sarkar-Modern India
14. Tharachand- History of the Freedom Movement in India

### **5.1 DSC-9, History of Western Civilization-(6BC-1200AD)**

#### **Course Outcome:**

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

1. Have an overview of Western Civilization to the students through which they could understand the development of Civilization in other parts of the World as well as how the western societies have evolved.
2. They would have the knowledge on World Civilization and antiquities of Modern World order.
3. They would have insights on general knowledge of all civilizations for the understanding of mankind.

#### **UNIT-I**

#### **THE FIRST MILLENNIUM ANTIQUITY (500 BC - AD 500)**

#### **GREECE**

500-320 BC: THE RISE AND FALL OF HELLAS. (Ancient Greece)

320 BC-AD 150: THE PERIOD OF HELLENISTIC CULTURE

#### **ROME**

500-30 BC: THE ROMAN REPUBLIC



30 BC-478AD: THE ROMAN EMPIRE

**UNIT-II**

**THE SECOND MILLENNIUM (500-1500)**

**500-900: THE DARK AGES**

30-500: ROMAN PRELUDE (Downfall of the Roman Empire)

500-900: THE ROMAN CHURCH AND THE FRANKISH RULERS

**UNIT-III**

**900-1250: THE HIGH MIDDLE AGES**

THE HOLY ROMAN EMPIRE

ECONOMIC GROWTH, CULTURE AND PHILOSOPHY

**LATE MIDDLE AGES**

1250-1500: THE LONG DECLINE: DEMOCRATIC COLLAPSE, POLITICAL INSTABILITY  
AND RELIGIOUS UPHEAVALS

**Books Suggested:**

1. **Brian A. Pavlac**, A Concise Survey of Western Civilization: Supremacies and Diversities throughout History, Prehistory to 1500- Rowman & Littlefield, India, 2023.
2. **Chuck Paprocki & Tom Paprocki**, The Untold Story of Western Civilization Vol. 2: The Age of Warrior Kings, Inner world Publications, 2019
3. **James Harvey Robinson and James Henry Breasted**, History of Europe, Ancient and Medieval: Earliest Man, the Orient, Greece and Rome, Palala Press, 2018
4. **Stuart Piggott**, Ancient Europe, Routledge; 1st edition, 2007
5. **Oswyn Murray**, Early Greece, Harvard University Press, 2010
6. **Michael Crawford**, The Roman Republic, Fontana Press, 2011

**5.2 DSC-10, Colonialism and Nationalism in Asia (1900-1970)**

**Course Outcome:**

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

1. Have an overview of Colonialism and Nationalism in Asia to the students through which they could understand the imperialism of the Western countries on Asia
2. Have the knowledge on how nationalism sprang up to meet the colonial challenges and western exploitation.
3. Have insights on general knowledge of Asian societies and how they fought for their rights and self determination

### **Unit-I**

Definition and Meaning of Colonialism and Nationalism.

**China-** Advent of Europeans- Rise of Nationalism- Dr Sun-Chiang Kai Shek- Mao-Tse Tung- communism

### **Unit -II**

**Philippines-** Spanish rule (1521–1898) American rule (1898–1946) and Japanese occupation (1941–1946)

**Indonesia-** The Dutch- Rise of Nationalism- **Vietnam-** French- Communism and Ho Chi Minh

### **Unit -III**

**Iran-** Anglo- Russian Interests- Fall of the Kajars- Reza Shah Pahlavi-

**Afghanistan-**English-Nadir Shah- Zaheer Shah

**Arab Nationalism-** Rise of Nationalism- Emergence of Saudi Arabia, Jordan, Iraq

### **Books Suggested:**

1. K.M.Panikkar, *Asia and Western Dominance*, London, 1953.
2. Harold M. Vinacke, *A History of the Far East in Modern Times*, London, 1960.
3. C.H. Clyde, *The Far East*, New York, 1948
4. Nathaniel Peffer, *The Far East*, New Delhi, 1985.
5. D.G.E. Hall, *The South-East Asia*, London, 1964.
6. Sardesai, *South-East Asia*, Delhi, 1992.
7. Khoo Kye Kim, *History of South, South-East and East-Asia*, New Delhi, 1982.
8. Starling T., *Cambridge History of South-East Asia*, London, 1995.
9. S.N. Fisher, *The Middle East: A History*, London, 1960.
10. Phillip Hitti, *The Arabs* London 1978
11. Anthony Nutting, *The Arabs*, New York, 1965.
12. Willian Yale, *The Near East*, New Delhi, 1992.

13. Kirk, George, *A History of the Middle East*, New Delhi, 1990.

14. B.V. Rao, *Modern Asia*, Sterling Publishers.

### **5.3 DSE-1, History of Tourism in India**

#### **Course Outcome:**

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

1. Have the knowledge of the tourism potential in the country and how history of the country is an essential ingredient in it. The rich heritage of Indian culture and the need to preserve it and benefit from it is emphasised.
2. Knowledge of the history of tourism and the inter connections from the point of view of competitive exams. They would be also be ready to face interviews on current events/tourism issues.

#### **Unit I:**

Tourism-Concept and Meaning – Nature-Scope-Types of Tourism-Tourism as an Industry-Socio- Economic impact of Tourism-History of tourism development in India

#### **Unit II:**

History and Culture as tourism products-Monuments, Religious and Secular-Historical Sites-Historical and cultural events-Impact of tourism development on Protection and conservation of Historical Monuments and Sites- National Parks and Wild Life Sanctuaries of India. - Festivals of India.

#### **Unit III**

Tourism and Karnataka: Historical Sites -World Heritage Sites -Hampi -Pattadakal- Adventure Tourism - Beaches Resorts- Wild Life Sanctuaries in Karnataka Prospects of Tourism in Karnataka

KSTDC –Establishment –Aims & Objective-Activities Facilities –Jungle Lodge and Resorts, Home Stays

#### **Books Suggested:**

1. A.K. Bhatia, *International Tourism Management*, Sterling Publishers, New Delhi, 2011

2. D.S Bharadwaj and Others (Ed), Domestic Tourism in India, Indus Publishing company, New Delhi, 1998
3. K Vijaya Babu (Ed), Tourism in India, Zenon Academic Publishing, Hyderabad, 2014.
4. Kevin Hannam, Anya Diekmann, Tourism and India: A Critical Introduction, Routledge, 2011
5. Pran Nath Seth, Sushma Sheth Bhat, An Introduction to Travel and Tourism – Sterling Publishers, New Delhi, 1998
6. Rabindra Seth, Tourism in India- An Overview, Kalpaz Publications, New Delhi, 2005

## 5.6. VOC- Principles of Field Study

### Course Outcome:

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

1. Have the knowledge of research to students and how to go about it.
2. They would understand the various thesis prepared by scholars about various subjects so that they understand the intricacies and complexities of societies in general.

### Unit I:

Research Methodology- Meaning and Significance

Conducting Field Research

### Unit II:

Field notes- Kinds of field Notes- Jot Notes-Field Notes Proper-Methodological Notes- Journals and Diaries-

Interviewing

### Unit III:

Field Studies Across Disciplines- Case studies in Anthropology

Biology- Ecology- Archaeology, Economics, Law, Management.

### Books Suggested

1. Frank Bechhofer and Lindsay Paterson, **Principles of Research Design in the Social Sciences** (Social Research Today), Routledge; 1st edition 2000.

2. Gretchen B Rossman, Sharon F Rallis, **An Introduction to Qualitative Research: Learning in the Field**, SAGE Publications, Inc; Fourth edition, 2016
3. Celia Lury , Rachel Fensham , Alexandra Heller-Nicholas, **Routledge Handbook of Interdisciplinary Research Methods** (Routledge International Handbooks) Routledge; 1st edition, 2020.
4. Clive Seale, **Researching Society and Culture**, SAGE Publications Ltd; Fourth edition, 2017

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