

M.A HISTORY AND ARCHAEOLOGY

Semester – I

Course Code: HAS1.1

WORLD HISTORIOGRAPHY

Course Outcomes (COs):

1. Students will define and explain the importance and scope of historiography, and its philosophical foundations.
2. They will assess the contributions of Greek and Roman historians, including Herodotus and Thucydides.
3. They will analyze religious historiography and key figures such as Eusebius and Ibn Khaldun.
4. They will evaluate Enlightenment, Romantic, and Positivist historiography through the works of Voltaire, Gibbon, and Ranke.
5. They will explore new historiographical trends, including Marxist, Subaltern, Annales, Global, and Post-Colonial perspectives.

Program Outcomes (POs):

1. Graduates will have a solid understanding of the philosophical and conceptual foundations of historiography.
2. They will be able to critically analyse the contributions of major ancient and modern historians.
3. They will evaluate various historiographical schools and their impacts on historical analysis.
4. They will understand and apply different historiographical trends to contemporary research.
5. Graduates will be equipped to engage with and critique historical narratives from diverse perspectives.

Module- I History- concept and definitions, importance, scope, uses. Philosophy of History. The Ideas of history. History is an art or Science? Historiography - Concept and Evolution. Balkads. Aitiya. Puranas. Mythology. Greek and Roman Historiography- Herodotus. Thucydides. Tacitus. Livy. Polybius

Module- II Religious Historiography- Eusebiosu. St.Agustine. Arab Tradition- Ibn-al-Shammah. Ibn-Ishaq. Ibn-e-Khaldun. Al Masoodi

Module- III Enlightenment, Romantic and Positivist Historiography-Voltaire.Gibbon. Compte.Ranke.Toynbee. Oswald Spengler.

Module- IV New Trends in Historiography – Marxist- Karl Marx, Gramsci. Subaltern- David Arnold. Annals- Mark Bloch. Neo leftist Historiography- Fredrick Jockson. Post Colonial -Edward Said. Michel focoult

References:

1. Inden Ronald : Imaging India
2. Kosambi D.D.:The Culture and Civilization of India an HistoricalOutline
3. Sastri K.A.N.: Historical Method in Relation to Indian History
4. Ray H.C. :Historians and Historiography of Modern India
5. Said Edward :Culture and Imperialism
6. Said Edward : Orientalism
7. Sheik Ali B.:History, Its Theory and Method
8. Shreedharan E.: A Text-Book of Historiography
9. Subrahmanian N. :Historiography
- 10.Subaltern Studies Volumes



M.A. HISTORY AND ARCHAEOLOGY

Semester-III

Course Code: HAS 3.2

MODERN WORLD HISTORY- (1789-1945)

Course Outcomes (COs):

1. Understanding Revolutionary France: Students will analyze the causes, course, and results of the French Revolution, including the roles of the Bourbons, Louis XVI, and Marie Antoinette. They will also evaluate the impact of the revolution on France's economy, trade, and cultural life, including contributions by figures like Copernicus, Galileo, and Newton.
2. Napoleon and European Unification: Students will examine Napoleon Bonaparte's impact on Europe, including the Continental System, the 1812 Russian campaign, the Battle of Waterloo, and the Vienna Congress. They will also study the unification of Italy and Germany and the key figures involved.
3. Modern Conflicts and Political Changes: Students will understand the causes and outcomes of World War I and World War II, including the Russian Revolution and the role of the League of Nations and the mandate system. They will also explore the rise of dictators such as Hitler and Mussolini.
4. American Civil War and Social Change: Students will explore the American Civil War, the role of Abraham Lincoln, and the contributions of Martin Luther King Jr. They will also study the experiences of African Americans and significant figures like Theodore Roosevelt in shaping American history.

Program Outcomes (POs):

1. In-depth Historical Analysis: Graduates will be able to critically analyze key events and figures in European and American history, including revolutions, wars, and political changes, and understand their broader impacts.
2. Understanding Economic and Cultural Developments: They will assess the economic and cultural transformations in Europe and America, including the effects of major historical events on trade, intellectual life, and societal structures.
3. Evaluation of Political Systems and Leaders: Graduates will evaluate the roles of significant political leaders and systems, including the influence of Napoleon, the impact of World Wars, and the effects of dictatorial regimes.
4. Comprehensive Knowledge of Social Movements: They will understand the social movements and key figures in American history, including civil rights leaders and their impact on social change and governance.
5. Integration of Historical Contexts: Graduates will integrate their knowledge of historical events with broader economic, cultural, and political contexts, demonstrating a nuanced understanding of historical developments and their implications.

Module- I Bourbons in France, Louis, Marie Antoinette, French Revolution-Causes-Course- Results. Expansion of growth of economy, trade and commerce- guild system – Intellectual and cultural life in medieval Europe – Philosophy and science – Copernicus, Galileo Galilee, Newton

Module- II Napoleon Bonaparte- Continental System- 1812 Russia War, Waterloo, Vienna Congress, Unification of Italy and Germany- Stalwarts of Unification

Module- III World War I and II, Causes and Results, Russian Revolution, League of Nations, Mandate system, Dictators Hitler, Mussolini

Module- IV Civil war in America, Martin Luther Jr, Negroes in America, Abraham Lincoln, Theodore Roosevelt

References:

1. P.K.Hitti: A History of Arabs.
2. S.N.Fisher: A History of Middle East.
3. F.A.Artz: The mind of middle ages.
4. Candice Goucher and Linda Walton: World History Journey from Past to Present
5. B V Rao : World History from Early times to A D 2000
6. Lucas H S:A short History of Civilization

- 88 7512TH
7. Wells H.G: A short history of the World
 8. Hayes et al: World History
 9. Durant Will: Lessons of History
 10. Fisher H.A.L: A History of Europe
 11. Williams T. H et al: A History of the United States(1877)
 12. Churchill W.S: The world crisis 1911-1928
 13. Hardy G.M. : A short History of International Affairs 1920-1938
 14. Ongione W.C. : The world since 1914-1919
 15. Carr E.H. : The Twenty Years Crisis
 16. Hezen C.D.: Modern Europe
 17. Carr E.H. : International Relations between the Two world Wars
 18. S. G. Ghatapanadi. : Adhunika Yuropu (Kannada Version of C D Hazen's Book)

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M.A. History

Semester – III

Course Code: HS 3.3

Proto History of India

Course Objectives

1. To learn about ancient site, prehistory period, dating method etc. critical thinking, attitudes relating to the archaeological matters.
2. to locates physical features of India such as mountains, plateaus, plains, rivers, desert, etc. on the map of India.
3. To develop the the definition, aims and scope of proto history of India
4. To understand cultural development and diversity from human origin to civilization development. Archaeology theories, exploration and excavation methods and dating methods is also discussed in this course.

Skill Development: making models of ancient antiquities

Sustainability: protection of Antiquities

- Module-1** Proto History: Introduction, definition, scope, Terminology, origin of agriculture in India.
- Module-2** Neolithic Culture: North and East Indian Culture: Characteristics, ceramics, sites- Kashmir valley- Borzahom, Lahuradewa, Chirand, Mahagara, South Indian culture: Characteristics, Ceramics, sites- T. Narasipur, Sanganakallu, Rampuram, Tekkalakota, Ashmounds.
- Module-3** Harappan civilization: Research on the Harappan culture- pre and post-Independence India. pre (early) Harappan culture: sites- Amri, Kotdhji-I, Kalibangan-I, Banawali, Rakhigdi-I. Late Harappan culture: sites- Harappa, Mohenjodaro, Lothal, Dolavira.
- Module-4** Chalcolithic and Iron Age culture: Chalcolithic: Characteristics,

ASTORIA

Ceramics, Chalcolithic culture of India: Kayatha, Malwa, Savalda, Daimabad, sites- Balathal and Inamgaom. Iron age: Megalithic culture- Characteristics, Burial Typology, Ceramics. Sites- vidarbha and south India, Bhagimahri and kodumanal, porkalomo. Pottery: OCP, BNW, NPBW

References:

1. Allchin, Bridget and Raymond Allchin 1983- The Rise of Civilization India and Pakistan.
 2. Deo S.B 1979- The Problem of south Indian Megaliths.
 3. Dhavalikar M.K 1997- Indian Pre History.
 4. Gururaj Rao B.K 1972- Megalithic culture in South India.
 5. Moorti M.S 1994- Megalithic culture of south India: socio-Economic perspectives.
 6. Agrawal D.P 2007- Indus Civilization; An Interdisciplinary perspective
 7. Agarwal D.P and Chakarabarti D.K (Ed) 1979- Essays in Indian proto History.
 8. Deo, S.B 1985- The Megaliths their culture, ecology, economy and Technology.
 9. Bhattacharya D.K 1972- Prehistoric archaeology
- Chakrabarti and Dilip K (Ed) 2004- Indus civilization sites in India.

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M.A. HISTORY AND ARCHAEOLOGY

Semester – III

Course Code: HAS 3.4

MODERN INDIAN HISTORY (1707-1885)

Course Outcomes (COs):

1. Understanding Historical Developments of the 15th Century in India: Students will analyze the key historical developments and historiographical debates of the 15th century in India, including the decline and disintegration of the Mughal Empire and the role of European trading companies.
2. Analyzing Colonial Expansion and Policy: Students will evaluate the Anglo-French struggle for dominance in the Deccan, British expansion in regions like Mysore, Maharashtra, Punjab, and Awadh, and the impact of new revenue settlements and educational policies. They will also assess cultural awakenings and social reforms of the colonial period.
3. Examining Resistance Movements and the 1857 Uprising: Students will explore peasant and tribal resistance movements in early colonial India, the causes, events, and consequences of the 1857 uprising, and the subsequent changes in British colonial policy under the crown.
4. Studying Reform Movements and Revivalist Movements: Students will analyze the major reform movements and revivalist movements among Hindus, Muslims, and Sikhs, including the Brahma Samaj, Prarthana Samaj, Arya Samaj, Ramakrishna Mission, Wahabi movement, Aligarh Movement, Pan-Islamic Movement, and others.

Program Outcomes (POs):

1. In-depth Knowledge of 15th Century Indian History: Graduates will possess a thorough understanding of the historical context of the 15th century in India, including the disintegration of the Mughal Empire and the influence of European trading companies.
2. Critical Analysis of Colonial Expansion and Policy: Graduates will be able to critically assess the impact of British territorial expansion, revenue settlements, and educational policies on Indian society, as well as the cultural and social reforms that emerged during the colonial period.
3. Insight into Resistance Movements and Colonial Policies: They will demonstrate an understanding of the nature and consequences of resistance movements in early colonial India, including the significance of the 1857 uprising and changes in British colonial policy.
4. Understanding of Reform and Revival Movements: Graduates will have a comprehensive understanding of the various reform and revivalist movements across different communities, their leaders, and their contributions to social and religious change in India.

Module- I Advent of Europeans; European Trading Companies in India, Anglo-French Struggle for Supremacy in Deccan, Duplex, British Ascendancy in Bengal- Battle of Plassey, Baxar, Robert Clive- Dual Government, British Territorial Expansion, Mysore, Maharashtra, Hyderabad, Punjab, and Awadh, New Revenue Settlements, Educational minutes of Lord Macaulay

Module- II India Under Governor Generals- Warren Hastings, Cornwallis, Lord Wellesley, Bentinck, Lord Hardinge –I, Doll Housie, Lord Canning.

Module- III Resistance against Britishers Peasant, Tribal Resistance Movements, 1857 Revolt: Causes, Course, Nature, impacts 1858 Act, Policies of Lytton, Rippon

Module- IV Cultural Renaissance Derozio, Brahma Samaj, Arya Samaj, Ranade, Ishwarchandra Vidyasagar, Ramakrishna Mission, Prarthana Samaj, Theosophical Society, Wahabi, Titimiri Ahmadiyya, Deoband, Aligarh. Singh Sabha

Reference:

1. Seema Alavi: The Eighteenth Century in India.
2. Irfan Habib: The Agrarian system of the Mughal Empire.
3. Mazaffar Alam: The Crisis of Empire in Mughal North India.
4. R.B Barnett: North Indian between Empires: Awadh, the Mughals and the British.
5. K.N Chaudhuri: The Trading world of Asia and the English East India Company.
6. M. Fisher: The Politics of British in India.
7. R.C Dutt: Economic History of India. 2 Vols.
8. Sumit Sarka: Modern India 1885-1947.
9. Bipan Chandra: India's struggle for Independence.
10. A.R Desai: Social Background of Indian Nationalism.

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M.A. HISTORY AND ARCHAEOLOGY

Semester – III

Course Code: HAS 3.5

HISTORY OF MODERN KARNATAKA (1800-1956 C.E)

Course Objectives

Course Objectives

1. To describe historical events from multiple perspectives.
2. Formulate, sustain, and justify a historical argument using original ideas.
3. Support arguments with historical evidence drawn from primary and secondary sources.
4. Evaluate and analyze different movements in Different regions of Karnataka
5. To understand how a state formed on linguist basis

Program Outcomes (POs):

1. After the completion of the course, students will be able to critically discuss major social, Political , economic and cultural structures , events and themes shaping the later Middle ages in Karnataka.
2. Evaluate and analyse different medieval sources and medieval Karnataka historiography like Burtien stein
3. Critically evaluation the concept of decline in relation to the later Middle ages of Karnataka.
4. Formulate logical arguments substantiated with historical evidence.
5. Express ideas clearly in both written and oral modes of communication.

Human Values: following of Preaching of Haridasa Sahitya and veerashaiva Sahitya

- Module- I** Introduction and Recall- Dondia Wagh, Wodeyar of Mysore after Tippu Sultan - Dewans, Nagar insurrection, Commissioners- Cubbon and Bowring. National Movement, Mysore State Congress, Shivapura Dhawja Satyagraha, Forest Satyagraha, Hamilton Satyagraha, Palace Satyagraha. Formation of Responsible Government. K.C Reddy
- Module- II** Anti-British uprisings in Kalyana Karnataka- 1857 Revolt - Surapura Venkatappa Nayaka, Naragunda Baba Saheb, Nizams Rule- Arya Samaj, Razakars, Border Movement-Police Aton
- Module- III** Bombay Karnataka-Role of Peswas, expansion of British rule, Revolts- Kitturu Chennamma - Sangaolli Rayanna, Bedas of Halagali, influence of Tilak, Quit India Movement. Sardar Veeranagowda, Unification Movement- Karnataka Vidyavardhaka Sangha.
- Module- IV** Madras Karnataka- Basel Mission, - National movement -Karnad Sadashiva Rao, Haleri Kings of Kodagu-Veera Raja, Lingaraja and Chikkaviraraja. Annexation of Kodagu. - Consolidation of British rule in Kodagu. Freedom movement in Kodagu. Amarasulya insurrection of 1837-C.M. Poonachcha, P.I. Belliyappa- Unification Movement, SRC, Formation of Karnataka- S Nijalingappa

Reference:

1. Hettne. B., 1978. The Political Economy of Indirect Rule, Mysore 1881-1947, New Delhi Ambika Publication,
2. Belliyappa C P nuggets from Coorg history Rupa Publication India Pvt Ltd New Delhi 2008
3. Belliyappa C P Victoria Gowramma The Last Princess of Coorg history Rupa Publication India Pvt Ltd New Delhi 2010
4. Mahabaleshwarappa B C , Hyderabad karnatakada Rajakeeya chaluvaligalu (1946-200), Prasaraanga, Gulbarga University, 1997
5. Halappa G.S., 1964. Freedom Movement in Karnataka, Vol. 2,
6. Handa, R. L., 1968. History of Freedom Struggle in Princely State, New Delhi,
7. J.D.E. Gribble, 1986. History of Deccan, Vol I and II, Delhi AEH Publication.
8. James Manor, 1977. Political Change in an Indian State Mysore 1917 - 1955, New Delhi
9. James Manor, 1978. Political Change in an Indian State Mysore 1917-1955, New Delhi South Asia Books.
10. Janaki Nair, 2006. Problems of Karnataka, Orient black swan,
11. Janaki Nayar, 2011. Mysore Modern, Delhi Oxford University Press,
12. Prasanna.D.A., Sadashiva, K., 2017. The Princely States and Making of Modern India, Manipal University Press

13. Rice, B.L., 1878. Mysore and Coorg Gazetteer, Govt of Karnataka Dept. of Gazetteer.
14. Ricktor, G., 1984. Gazetteer of Coorg 1871, New Delhi AEH Publication.
15. Sebastian Joseph (ed) History of Karnataka, Vol.6, Hampi Prasaraanga, Kannada University.
16. Shyam Bhat, S., 1998. South Canara A Study in Colonial Administration and Regional Response, New Delhi Mittel Publications.
17. Sturrock, 2003. Malnad of Madras Presidency 1864, Bangalore Karnataka State Gazetteer.
18. Suryanath U. Kamath, 1973. A Concise History of Karnataka, Jupiter Books.
19. Suryanath U. Kamath, 1988. Quit India Movement in Karnataka,
20. Ko. Channabasappa, Karnataka Ekikarana Ballari Jille Hinneleyalli, Lohia Prakashana, Ballari, 2007
21. Ballari Jille Hinneleyalli, Lohia Prakashana, Ballari, 2007

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M.A. HISTORY AND ARCHAEOLOGY

Semester – III

HAS 3.6.1

CONSTITUTIONAL HISTORY OF INDIA

Course Outcomes (COs):

1. Understanding Colonial Legislative Frameworks: Students will be able to describe the historical background and significance of key legislative acts during the colonial period, including the Regulating Act of 1773, Pitt's India Act of 1784, the Government of India Act 1858, and the Indian Council Acts of 1861 and 1892.
2. Analyzing Reforms and Political Changes: Students will analyze the Minto-Morley Reforms of 1909, Montague-Chelmsford Reforms of 1919, and their impact on Indian political structure, including the introduction of separate electorates and Indian responses to these reforms.
3. Evaluating Constitutional Developments: Students will evaluate the British challenges to Indian political aspirations, the Nehru Report of 1928, the Government of India Act of 1935, and the formation and functioning of Congress ministries.
4. Examining Independence and Constitution Formation: Students will examine the formation of the Interim Government, the role of the Constitutional Assembly and Drafting Committee, and the impact of the Indian Independence Act of 1947 on the creation of the Constitution of India in 1952, including its Preamble and salient features.

Program Outcomes (POs):

1. Comprehensive Knowledge of Colonial Legislation: Graduates will possess a thorough understanding of the evolution of colonial legislative frameworks and their impact on Indian governance and administration.
2. Critical Analysis of Reforms and Responses: Graduates will critically analyze the effects of significant reforms and political changes during the British era, including their impact on Indian society and the response of Indian political leaders.
3. Understanding Constitutional Developments: Graduates will have a deep understanding of the constitutional developments leading up to Indian independence, including the formation of key legislative bodies and their roles in shaping modern India.
4. Insight into Independence and Constitution Formation: Graduates will be able to assess the historical context and implications of the Indian Independence Act of 1947 and the formation of the Indian Constitution, including its fundamental principles and features.

Module- I Introduction - Historical Background - East India Company- Regulating Act of 1773 - Pitts India Act of 1784 - Government of India Act 1858- Queens Proclamation - Indian Council Act of 1861-1892

Module- II Minto - Morley Reforms Act of 1909 - Separate Electorates- First world war - Montague-Chelmsford Reforms- Act of 1919- Indian Response.

Module- III British Challenge to the Indians - Nehru Report 1928- Government of India Act of 1935 - Central and Provincial legislatures - Formation of Congress Ministers and after.

Module- IV The Interim Government- Constitutional Assembly- Drafting Committee, – Indian Independence Act 1947, Constitution of India 1952 -Preamble- Salient Features

Reference Books:

1. G.S.Chhabra: Advanced study in the History of Modern India-Vol. I.:
2. B.Keith : A Constitutional History of India
3. R.C.Majumdar: British Paramountery and Indian Renaissance Vol. IX and X:Constitutional History of India.
4. M.V.Pylee Appadorai. A Documents on Political thought in Modern India.
5. Appadorai : Documents on Political thought in Modern India.
6. Banerjee, A.C Constitutional History of India. (1919-1977), Vol-3
7. Desikachar S V (Ed): Readings in the Constitutional History of India (1757- 1947) , Delhi ,1983
8. Shree Govind Mishra : Constitutional Development and National Movements in India , Patna 1978

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M.A. HISTORY AND ARCHAEOLOGY

Semester – III

Course Code: HAS 3.6.2

World Heritage Sites in India

Course Outcomes (COs):

1. Understanding Heritage Concepts: Students will define and explain the nature, scope, and classification of heritage, distinguishing between tangible and intangible heritage.
2. Evaluating World Heritage Sites: Students will assess the significance of World Heritage Sites, understand the uses and negative impacts of identifying such sites, and analyze the problems and prospects related to World Heritage Sites in India.
3. Exploring Heritage Categories: Students will explore different categories of heritage including natural, art, and architecture heritage, and understand the conservation practices related to culturally significant sites and artifacts. They will also gain insight into the role of museums and Indian crafts in preserving heritage.
4. Appreciating Cultural Heritage: Students will gain knowledge about various aspects of cultural heritage, including Indian dance forms, music forms, and cuisines, and appreciate their contributions to the cultural identity and diversity of India.

Program Outcomes (POs):

1. Comprehensive Understanding of Heritage: Graduates will have a thorough understanding of heritage concepts, including the various types and classifications of heritage, both tangible and intangible.
2. Analytical Skills for World Heritage Sites: Graduates will be able to critically analyze the significance of World Heritage Sites, including their benefits and challenges, and understand their implications for conservation and management.
3. Knowledge of Heritage Conservation: Graduates will possess knowledge about the conservation of natural and art heritage, including relevant legal frameworks and the role of museums and crafts in heritage preservation.
4. Appreciation of Cultural Heritage: Graduates will appreciate and understand the richness of Indian cultural heritage through its dance forms, music, and cuisines, recognizing their role in maintaining cultural identity and diversity.

Module- I The Definition Nature, scope of Heritage, Classification of Heritage, Tangible Heritage, Intangible Heritage

Module- II World Heritage sites (UNESCO), Significance, Uses of identifying world heritage sites- Negative impacts-World Heritage Sites in India- Problems and prospects

Module- III Natural Heritage, Art and Architecture Heritage, ancient Conservation of culturally heritage act, Museum as Repository of Heritage, Indian Crafts

Module- IV Cultural Heritage, Indian Dance Forms, Indian Music Forms and Indian cuisines

References:

1. Basham, A.L., 2007. The Illustrated Cultural History of India, New York: Oxford University Press.
2. Bhandari N.K., 2007. Cultural Heritage of India. Delhi: Eastern Book Corporation.
3. Bhowmik, S.K., 2004. Heritage Management: Care, Understanding and Appreciation of Cultural Heritage. Jaipur: Publication Scheme.
4. Biswas, SachindraSekhara, 1999. Protecting the Cultural Heritage (National Legislation and International Conservation). New Delhi: Aryan Books International.
5. Deshpande, M. N., 1994. Care of Cultural Heritage. New Delhi: National Museum Institute.
6. DhawanShashi, 1996. Recent Trends in Conservation of Art Heritage. Delhi: Agama KalaPrakashan.
7. Ghoshmaulik, S. K., BassK. K., 2001. Understanding Heritage: Role of Museum. Bhubaneswar: Academic Staff College.
8. Howard, Peter, 2003. Heritage: Management, Interpretation. Identity. London: Continuum.
9. Paddayya, K., 2004. Heritage management with special reference to modern impacts on archaeology sites of lower Deccan. Deccan Studies" 1 (2): 7-24.
10. Rao P.R., 1988. Cultural Heritage of India. Delhi: Sterling.
11. Renfrew C., 2000. Loot, Legitimacy and Ownership. London: Duckworth.
12. Singh L.K., 2008. Indian Cultural Heritage from Tourism Perspective. Delhi: ISHA Books.
13. Thapar, B.K., 1989. Conservation of the Indian Heritage. New Delhi: Cosmo Publication.

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M.A. History

Semester – III

Course Code: HS 3.6.2

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Art and Architecture of Medieval India

Course Objectives

1. to Develop and critically analyze architectural design
2. To Situate architecture within historic, social and cultural contexts
3. to produce work (such as short essays, structured class discussions, presentations, original research papers) using the methods of the history and theory of architecture.
4. To Assert a critical position through the development of an architecture thesis

Skill development: making models of ancient antiquities

Employability: in Archeological Survey of India

Module-1 Art and Architecture under the Delhi sultanate: Tughlak dynasty, Khiliji dynasty, Syyids and Lodhis

Module-2 Art and Architecture under the mughals: Babur, Humayan, Shershahh, Akbar, Jahangir, Shajahan

Module-3 Architecture during Vijayanagara period: Features of temple architecture, study of temples: with special reference to Hampi and Lepakshi

Module-4 Architecture during Bahamani Sultans period: Bahamani monuments at Biadar, AdilShahi architecture at Bijapur

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M.A. HISTORY AND ARCHAEOLOGY

Semester – III

Course Code: HAS OE 3.1

FREEDOM MOVEMENT IN INDIA

Course Outcomes (COs):

1. Genesis of Nationalism: Understand the press, literature, and early nationalist organizations' role in shaping Indian nationalism and the INC's role.
2. Early Nationalist Movements: Learn about early leaders (Naoroji, Gokhale, Lal-Bal-Pal), the Partition of Bengal, and key events like the Surat Congress and Lucknow Pact.
3. Gandhian Era: Grasp major Gandhian movements (Non-Cooperation, Salt Satyagraha), key agreements (Gandhi-Irvin Pact), and significant events (Jallianwala Bagh, Quit India Movement).
4. Revolutionary Patriots: Know the contributions of revolutionaries (Bhagat Singh, Bose) and key events (Ghadar Conspiracy, INA, Partition of India).

Program Outcomes (POs):

1. Analytical Skills: Analyze the rise of nationalism and the role of early organizations and leaders.
2. Evaluation of Strategies: Critically assess the strategies and impacts of early nationalists.
3. Knowledge of Gandhian Policies: Understand Gandhian movements and their influence on India's independence.
4. Expertise in Revolutionary Movements: Analyze revolutionary contributions and major events leading to India's independence and partition.

Human Values will be highlighted

Module- I Genesis of Nationalism: Role of Press and Literature, Freedom Movement: Pre-Congress Organizations Indian National Congress (INC), INC as Safety Valve

Module- II Early freedom Movements: Moderates: Dadabai Naoroji and Drain of Wealth Theory, Gopal Krishna Gokhale, Radicals: Lal, Bal, Pal, Partition of Bengal and Vande Mataram Movement, Surat Congress, Lucknow Pact

Module- III Gandhian Era: Non-Cooperation Movement, Salt Satyagraha, Gandhi-Irvin Pact, Round Table, Conferences, Communal Award, Poona Pact, Jallianwala Bagh Massacre, Go Back Simon, Cripps' Proposals, Quit India Movement

Module- IV Revolutionary Patriots and Later Developments: Revolutionary Patriots: Khudiram Bose, Bhagat Singh, Sukhdev Rajguru, Chandrashekhar Azad, Ram Prasad Bismil, Conspiracy: Ghadar, Kakori, Chittagong Armoury Raid, Naval Mutiny, Movements Abroad: Udhham Singh, Madam Bikaji Kama, Ras Behari Bose, Netaji Subhas Chandra Bose & INA, Cabinet Mission, Independence Act, Partition of India, Noakhali Massacre

Reference:

1. P.E Roberts; History of British India.
2. R.C Mazumdar: History of Freedom Movement III Vol.
3. Tarachand: History of Freedom Movement.
4. S. Gopal: British Rule in India.
5. C.M. Philips: Evolution of India and Pakistan.
6. R. Palme Dutt: India Today.
7. Sumit Sarkar: Modern India.
8. Dharmakumar: Cambridge economic History of India Vol II.
9. Bipan Chandra: 1) Economic Nationalism in India. 2) Colonialism and Nationalism in India. 3) Communalism in Modern India. 4) History of Independent India.
10. A.R Desai: Social Background to Nationalism in India.

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M.A. HISTORY AND ARCHAEOLOGY

Semester – III

Course Code: HAS OE 3.2

SOCIAL MOVEMENTS IN MODERN INDIA

Course Outcomes (COs):

1. To get familiarized with rise of the Middle Class.
2. To get acquainted with Social movements among the backward classes.
3. To know about Social Movements among the Muslims.
4. To understand about Movements among the Dalits and Women in India.
5. To know about The role of Gandhi and Ambedkar

Program Outcomes (POs):

1. The learner may get the knowledge of various social movements in during the modern India.
2. Students will get the information about various social movement leaders achievements.
3. Students learner can understand the aims and objectives of various social movements in India.
4. Students may understand impact of social movements on Indian society.

Module- I Introduction: Conceptual framework - Type of Social Movements.-the introduction of English education and its impact- Middle Class -Attitude towards reforms Renaissance of 19th Century - Rise of social reform Movements - Brahmo-samaj, Prarthanasamaj, Aryasamaj Ramakrishana Mission.

Module- II Social movements among the backward classes, Jotiba Pule - Satya Shodaka samaj Sri Narayana Dharma Paripalana Movement - The Dravidian movement -Periyar and Self Respect Movement -The Yadava movement.

Module- III Social Movement among Muslims - The Revivalistic and reformistic trends - Wahabi Movement - Tariyah-i-Mahamadiyya - Sir Syed Ahamad Khan - Aligarh movement.

Module- IV Emergence of Dalit Movement in modern India - Dr.B.R.Ambedkar -Philosophy and struggle - Mahatma Gandhi's approach to the eradication of untouchability, Rise of Women's Movement - Savitri bhai phule - Sarojini Naidu -Gandhi's initiative -Women participation in National Movement - Ambedkar Views on women and the oppression Contemporary Women Movement in India.

Reference:

1. M.S.A RAO : Social Movements In India
2. M.N.Srinivas: Social Change in Modern India.
3. A.R.Desai: Social Movement in Modern India
4. A.R. Desai :Social Background of Indian Nationalism
5. Gail Omvedt : Dalit Movement in Modern India
6. Marc Gallanter: Competing Equalities:Caste in Modern India
7. Marc Gallanter
8. Braj Ranjan Mani: Debrahmanising History : Dominance and Resistance in Indian Society (Extensively Revised Edition)

