

REVISED SYLLABUS

M.A. HISTORY
Semester – II
Course Code: HISHC 2.1
RESEARCH METHODOLOGY- II

Course Outcomes (COs):

1. Understanding Data Authenticity and Criticism: Students will be able to identify and assess the authenticity of historical data, recognize causes of document forgery, and apply higher and lower criticism methods. They will also be proficient in forming and testing hypotheses, understanding historical logic and causation, and conducting a literary survey for research.
2. Effective Data Operation and Analysis: Students will be skilled in synthesizing and arranging historical facts, identifying and addressing historical misconceptions, and engineering research objectives. They will master data analysis techniques, both qualitative and quantitative, and understand methods of serialization and presentation.
3. Thesis Conceptualization and Writing: Students will be adept at conceptualizing a research thesis, including its design, chapterization, and writing processes. They will know how to frame and analyze findings, engage in thesis editing and oral presentations, and utilize supporting aids such as footnotes, end notes, glossaries, bibliographies, appendices, and maps.
4. Navigating Intellectual Property Rights and Publication: Students will understand Intellectual Property Rights (IPR), including issues related to fabrication, falsification, and plagiarism (FFP). They will be knowledgeable about academic publication processes, including print and e-journals, ISBN, ISSN, UGC CARE, peer-reviewed articles, and the copyright Act, as well as ethical considerations in writing and publication.

Program Outcomes (POs):

1. Proficiency in Historical Data Handling: Graduates will possess the ability to critically assess and handle historical data, including verifying authenticity, addressing forgeries, and applying various criticism methods to strengthen their research.
2. Advanced Research and Data Analysis Skills: Graduates will be skilled in organizing, analyzing, and presenting historical data, capable of both qualitative and quantitative analysis, and proficient in creating well-structured and impactful research objectives and theses.
3. Expertise in Thesis Development: Graduates will excel in developing and writing research theses, including structuring, drafting, editing, and presenting their work, while effectively utilizing supporting aids to enhance the quality and clarity of their research.
4. Knowledge of Academic Integrity and Publication Practices: Graduates will be well-versed in Intellectual Property Rights, academic publication standards, and ethical practices, ensuring adherence to regulations on plagiarism, copyright, and the academic integrity of their work.

Unit-I	Data Operation. <ul style="list-style-type: none">• Authenticity of data, forgery documents. Causes and identification of forgery documents.• Criticism-Higher and lower. Hypothesis: Types, formation and testing,• Objectivity in History research, Historical logic, causation in History. Literary Survey in research
Unit- II	Synthetic Operation. <ul style="list-style-type: none">• Selection, Arrangement of facts. Historical misconceptions, originating research objectives.• Engineering of thesis. Serialization- Methods, presentation and imagination as principle of serialization.• Data Analysis: Qualitative and Quantitative, Descriptive and Exploratory analysis
Unit- III	Conceptualizing research thesis.

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	<ul style="list-style-type: none"> • Research Design, and salient features, Chapteriation. • Thesis writing, first and final draft and expositions. • Framing and analysing findings, Synopsis Colloquium,
Unit- IV	Technical Aidis in Research Histroy. <ul style="list-style-type: none"> • Oral presentation, Footnotes, End notes, Glossary, Reference, • Bibliography, Appendices, Index, Maps • Intellectual Property Right (IPR), Fabrication, Falsification and Plagiarism (FFP).
Unit- V	

Research Publication and Ethics

- Articles: writing and Publication.
- Journals- Print and E-Journals, E-Books, Scopus Journals ISBN, ISSN- UGC CARE, Peer Reviewed.
- Research and Publication Misconduct, Ethics, Copyright Act.

References:

1. "Historical Methodology: A Guide to Research and Writing" by Robert M. Rucker
2. "The Historian's Craft" by Marc Bloch
3. "Introduction to Historical Method" by William Kelleher Storey
4. "A Guide to Historical Method" by Carl L. Becker
5. "The Elements of Historical Writing" by Richard J. Evans
6. "The Practice of History" by Geoffrey R. Elton
7. "Historical Research: A Guide" by B. J. D. Chiswick
8. "The Craft of Research" by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
9. "Qualitative Research Methods for the Social Sciences" by Bruce L. Berg
10. "Quantitative Data Analysis with IBM SPSS 17, 18 & 19: A Guide for Social Scientists" by Alan Bryman
11. "How to Write a Thesis" by Umberto Eco
12. Dr. Venkat Rao M Palati- Research and Professional Ethics.
13. "Writing Your Dissertation in Fifteen Minutes a Day" by Joan Bolker
14. "The Thesis and the Book: A Guide for First-Time Academic Authors" by Eleanor Harman
15. "The Complete Guide to Writing a Successful Thesis or Dissertation: A Step-by-Step Approach" by Evelyn Hunt Ogden
16. "The Chicago Manual of Style" by University of Chicago Press
17. Intellectual Property Rights: A Critical Analysis" by David I. B. Smith
18. "Plagiarism: A How-Not-To Guide for Students" by Barbara B. Sokoloff
19. "The Copyright Handbook: What Every Writer Needs to Know" by Stephen Fishman
20. "Academic Integrity and Plagiarism: A Guide for Students" by Carol M. Roberts
21. "Understanding Intellectual Property Law" by Peter Goodhart
22. Dr. Venkat Rao M Palati-Handbook of Academic Writing.

REVISED SYLLABUS

M.A. HISTORY
Semester – II
Course Code: HISHC 2.2
MEDIEVAL WORLD HISTORY – (1453-1789)

Course Outcomes (COs):

1. Students will understand the political, economic, and social development of medieval Europe, including the early foundations of European civilization and the conflicts between Catholics and Protestants, notably Martin Luther's role and the decline of the Papacy.
2. They will analyse the feudal political and economic systems, urban life during the feudal age, and the growth of European towns and the middle class, culminating in the Renaissance.
3. They will explore religious developments during the feudal age, including the rise of new Christian movements, church organization, and figures like Ignatius Loyola and the growth of the Papacy.
4. They will study the American War of Independence, focusing on its causes, results, the Thirteen Colonies, and key figures like George Washington and Thomas Jefferson.

Program Outcomes (POs):

1. Graduates will have a thorough understanding of medieval European political, economic, and social developments, including religious conflicts and transformations.
2. They will be adept at analysing feudal systems, urbanization, and the impact of the Renaissance on European society.
3. They will be able to assess the religious changes of the feudal period and the evolving role of the church.
4. Graduates will have insights into the American War of Independence, including its causes, outcomes, and key historical figures.
5. They will be equipped to connect historical developments in Europe with broader global historical trends.

Unit-I	Civilization Cultural in Medieval World. <ul style="list-style-type: none">• Political, economic and social development in medieval World.• The Christian and Germanic foundations of early medieval European civilization.• Differences between Catholics and Protestants, Martin Luther, Decline of Papacy.
Unit-II	Feudalism in Medieval World. <ul style="list-style-type: none">• Concept, Origin and characteristics of Feudalism.• Polity, Society and Economic system, urban life in feudal age.• Growth of European towns. Rise of Middle class- Renaissance
Unit-III	Religion during Medieval age. <ul style="list-style-type: none">• Development of Religions during the feudal age.• The new Christianity- characteristics, church as Organization.• Ignatius Loyola, Growth of Papacy.
Unit-IV	American as Colony. <ul style="list-style-type: none"><input type="checkbox"/> Political, economic, and social structure of the colonies<input type="checkbox"/> Colonial administration and relations with Britain<input type="checkbox"/> Importance of the colonies in the British Empire
Unit-V	American War of Independence. <ul style="list-style-type: none">• Overview of the American War of Independence

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	<ul style="list-style-type: none">• Causes and Results, Thirteen Colonies.• George Washington, Thomas Jefferson,
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References:

1. Candice Goucher and Linda Walton : World History Journey from Past to Present
2. B V Rao : World History from Early times to A D 2000
3. Susan Wise Bauer: The History of the Ancient World
4. Glencoe: World History
5. Eugene Berger: World History: Cultures, States, and Societies to 1500
6. Catherine Nixey : The Darkening Age
7. David Stasavage: The Decline and Rise of Democracy- a Global History from Antiquity to Today
8. Will and Ariel Durant: The Lessons of History

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M.A. HISTORY

Semester – II

Course Code: HISHC 2.3

MEDIEVAL INDIAN HISTORY (1206 to 1707 AD)

Course Outcomes (COs):

1. Delhi Sultanate Dynamics: Students will understand the rise and administration of the Delhi Sultanate, including key dynasties (Mamluks, Khalji, Tughlaq, Lodi), their economic and agrarian measures, major projects, and contributions to art and architecture.
2. Mughal Empire Overview: Students will analyze the Mughal Empire's formation, key rulers (Babur, Humayun, Akbar, Jahangir, Shah Jahan, Aurangzeb), their administrative and cultural contributions, and the factors leading to the empire's decline.
3. Regional Dynasties and Movements: Students will explore the history of regional dynasties (Bengal, Gujarat, Malwa) and understand the Bhakti and Sufi movements, including their leaders, philosophies, and contributions to classical music.
4. Medieval Indian States: Students will examine the history and contributions of medieval Indian states such as the Marathas, Kakatiyas, Odisha Gajapati, Kalachuris, and Ahom Dynasty, focusing on agriculture, trade, festivals, and education.

Program Outcomes (POs):

1. Historical Integration: Graduates will integrate knowledge of various medieval Indian dynasties and their impact on trade, administration, and society, including key projects and reforms.
2. Cultural and Religious Contributions: They will understand the contributions of the Bhakti and Sufi movements, as well as the cultural impact of Mughal and regional dynasties on art, architecture, and music.
3. Regional Dynamics: Graduates will be capable of analyzing the influence of regional states and their socio-economic contributions, including agriculture, trade, and education.
4. Critical Analysis: They will be skilled in critically evaluating the factors leading to the rise and decline of major empires and dynasties, and their roles in shaping medieval Indian history.
5. Interdisciplinary Approach: Graduates will employ an interdisciplinary approach to understand the complex interactions between political, economic, and cultural developments in medieval India.

Unit-I	Sources and early Sultanates. <ul style="list-style-type: none">• Sources-Archaeological, Literary and Foreign Accounts.• Rise of Rajputs Dynasties Rajaputs Art and Architectures.• Regional dynasties- Pala, Sena, Chedis- Administration, Art and Architecture.
Unit-II	Delhi Sultanates. <ul style="list-style-type: none">• Mamluks, Khalji, Tughlaq, Lodi Dynasties: Expedition, Administration, Society.• Market System of Ala-Ud-Din- Khalji, Agrarian and Economic measures.• Chahalgani, Mohammad Bin Tughlaq his projects. Decline of Sultanate. Condition of Women. Art and architecture of Delhi Sultanate.
Unit-III	Mughals Empire. <ul style="list-style-type: none">• Babar, Battle of Panipat-I. War impacts. Humayun, Conquests.• Sher Shah Suri- administration, Land Reforms, Transportation.• Hemu's achievements. Akbar's Conquests, Society, Religion, Rajput Policy, Theory of Shul-i-kul.
Unit-IV	Mughals Decline, Regional Dynasties and Bhakti Movements. <ul style="list-style-type: none">• Jahangir- administration, Shah Jahan- Art and Architecture, Aurangzeb- Deccan and Religious Policy. Cultural Contributions of Mughals, Decline• Regional Dynasties: Bengal, Gujarat, Malwa- contributions.• Bhakti Movement-Chaitanya, Kabir, Gurunanak. Sufism – Sufi's, Chisti, Suharwardhi, Wahabi tradition. Classical Music
Unit-V	Regional Dynasties. <ul style="list-style-type: none">• Marathas- Rulers Conquests, administration, Culture and War fair system.

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	<ul style="list-style-type: none">• Kakatiyas, Odisha Gajapati- Cultural Contributions.• Kalachuris, Ahom Dynasty Agriculture-Trade Centers, Festivals, Education centres and Literature in Medieval India,
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References:

1. Ashwini Agarwal: Studies in Mughal History
2. Cambridge Economics History of India: Mughal Empire
3. Habibullah A.B.M. :Foundation of Muslim Rule in India
4. Ishwari Prasad: Medieval India
5. Kundra and Bawa: medieval India
6. Lal K.S.: History of Khiljis
7. Mahadi Hussain: Tughlaq Dynasty
8. Majumdar R.C.: Mughul Age
9. Mehta J.L.: Advanced History of medieval India. Vol II
10. Mohammed Habeeb: Medieval History of India
11. Mohammed Habeeb: comprehensive History of India, Vol.V&VI
12. Moreland: From Akbar to Aurangzeb
13. Puri B.N.: Indian Administration, Vol.II
14. Qureshi I.H.: Muslim Policy
15. Rizvi S.S.S.: Wonder That Was India
16. Sarkar J.N.: The Mughal Administration
17. Srivastva A.L.: Sultanate of Delhi

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M.A. HISTORY

Semester – II

Course Code: HISHC 2.4

MEDIEVAL KARNATAKA (1200-1800 C.E)

Course Outcomes (COs):

1. Vijayanagara State Analysis: Students will analyze the sources of historical information on the Vijayanagara State, including archaeological, literary, and foreign accounts, and will understand its administration, society, literature, art, architecture, trade, commerce, economy, and decline.
2. Deccan Sultanates Study: Students will examine the expansion, administration, and cultural contributions of the Bahamani and Deccan Sultanates, including the Bidri and Chidri art forms, Mohammad Gawan's contributions to education, and the administration and cultural achievements of the Barid Shahis and Adil Shahis.
3. Maratha and Regional Rulers: Students will explore the contributions of Maratha rulers and prominent figures in Karnataka, such as Queen Abbakka, Belavadi Mallamma, Keladi Channamma, Magadi rulers, Savanur Nawab, Shivappa Nayaka Shistu, and the Haleri dynasty.
4. Religious and Literary Developments: Students will understand the impact of the Haridasa sect and Sufism in Karnataka, including their contributions to education, centers of learning, Kannada literature, and trade centers during the medieval period.

Program Outcomes (POs):

1. Historical Interpretation: Graduates will be skilled in interpreting historical sources and understanding the political, social, and economic aspects of major medieval states, including Vijayanagara and Deccan Sultanates.
2. Cultural and Artistic Contributions: They will analyze the cultural and artistic contributions of various medieval states and figures, recognizing their impact on regional art, architecture, and education.
3. Regional History: Graduates will have a comprehensive understanding of the history and contributions of regional rulers and their roles in shaping the political and cultural landscape of Karnataka.
4. Religious and Literary Impact: They will assess the influence of religious movements and literary developments on medieval Karnataka, including the progress of Kannada literature and educational advancements.
5. Interdisciplinary Analysis: Graduates will use an interdisciplinary approach to evaluate the complex interactions between political, cultural, and economic factors in medieval Karnataka and the Deccan region.

Unit-I	Sources and Contributions of Vijayanagara Empire. <ul style="list-style-type: none">• Archaeological, Literary and Foreign Accounts.• Vijayanagara Empire Cultural Contributions.• Fueditories of Vijayanagara and Palegara's.
Unit-II	Bahamani Kigdom. <ul style="list-style-type: none">• Bahamani's- Expansion, Central, Provincial and Local administration society and Cutrual exchange• Art and Architecture Bidri and Chidri Art.• Mohammad Gawan Life and Contributions.
Unit-III	Shahi's and Marathas <ul style="list-style-type: none">• Barid Shahi'S Conquests, Central, Provincial and Local administration and Cultural Contributions.• AdilShahis- Conquests, Administration. Cultural Contributions, Art and Architecture.• Marathas in Karnataka- Contribution of Shahaji, Shivaji and Sambaji.
Unit-IV	Female Rulers and Nawabs of Karnataka. <ul style="list-style-type: none">• Queen Abbakka, Belavadi Mallamma, Keladi Channamma.• Magadi rulers, Savanur, Sira Nawabs, Shivappa Nayaka Shistu, Haleri dynasty and their Contributions.• Kithuru Desai, Palegara's Chitradurga- Cintributions

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Unit-V	Haridasa and Sufism. <ul style="list-style-type: none">• Haridasa-Socio Regiolus contributions and Sufism sect in Karnataka.• Education and learning centres.• Progress of Kannada Literature, Trade centers in Medieval Karnataka.

REFERENCE:

1. P.B. Deasi: History of Karnataka
2. K.R. Basavarju : History and Culture ofKarnataka
3. Hayavadana Rao: Mysore Gazetteer Volumes
4. K.A. Nilakanta Shastry: History of South India
5. Keshvan Veluthat : State Formation in South India
6. S. Rajashekar: Karnataka Architecture
7. Champaka Lakshmi: Urbanization in South India
8. Kavyashree G Punyastreeyaru (Kannada)
9. R.R. Diwakar: Karnataka through the Age
- 10.B.L. Rice: Mysore Gazetteer Volumes
- 11.Mugali R.S: The Heritage of Karnataka
- 12.R.G. Bandarkar: History of Deccan
- 13.Burton Stein: Peasant State and Society in Medieval South India
- 14.Robert Sewel:A Forgetting Empire

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M.A. HISTORY
Semester-II
Course Code HISSC 2.1
HISTORY OF HYDERABAD - KARNATAKA (1800-1956)

Course Outcomes (COs):

1. To get familiarized with Geographical features of Karnataka
2. To get acquainted with State and Economy of Hyderabad- Karnataka under the Nizams
3. To know about Society and Culture in Hyderabad - Karnataka under the Nizams
4. To understand about Freedom Struggle in Hyderabad- Karnataka under the Nizams

Unit- I	Introduction. <ul style="list-style-type: none">• Hyderabad- Karnataka Through the ages.• Colonial intrusion in south India -Treaty of 1799.• The division of Karnataka - Settlements and re-arrangements - Territorial annexations and accessions.(Hyderabad Karnataka and British Rule)
Unit- II	Hyderabad Karnataka Region. <ul style="list-style-type: none">• The formation of the princely state of Hyderabad .• State and Economy of Hyderabad- Karnataka under the Nizams: The Imperial power of Nizam - The Landed gentry and the land revenue system – The administrative system-continuities and dis-continuities -Oppressive Revenue machinery - Excessive agrarian appropriation and rural impoverishment.• Non- agrarian economy - Local crafts and technologies and their collapse – Condition of local trade- Introduction of Railways, Roadways, Post and Telegraph system - Connections with the Imperial Metropolis.
Unit- III	Society and Culture in Hyderabad-Karnataka. <ul style="list-style-type: none">• Society and Culture in Hyderabad-Karnataka under the Nizams: The Upper ruling aristocracy and the rural elite.• Integration of the local elite in the Hyderabad System - Social Life, customs and traditions - Growth and spread of education.• Development and spread of Urdu language and Karnataka Language and literature - Osmania University and the Spread of modern Education.
Unit- IV	Freedom Struggle in Hyderabad-Karnataka. <ul style="list-style-type: none">• Impact of British Colonialism on the Hyderabad – Karnataka.• The Rise of Nationalism and awakening - The Police Action and Operation Polo. Integration of the Hyderabad Karnataka with the Union of India.• Shorapur uprising Boarder Camps, freedom movements in region.
Unit-V	Unification Movement in Hyderabad Karnataka. <ul style="list-style-type: none">• Prevailing conditions for unification movements.• History of Unification movement and re-organization of states.• The Kannada Movement for integration into the Kannada Region- Integration of Hyderabad Karnataka into Mysore State -1956.

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REFERENCE:

1. Gribble: Two native States Mysore and Hyderabad 1886.
2. Munshi K. M.: The End of an Era, Hyderabad Memories, Bombay, 1957.
3. Rameshan N. (ed) : The Freedom Struggle in Hyderabad, Hyderabad, 1966
4. Druvanarayan.M., :Pandit Taranatha', (In Kannada) Dharwar, 1976.
5. Halappa G S (ed): History of Freedom Movement in Karnataka', Bangalore, 1964.
6. Menon V.P.: The Story of Integration of Indian States', Hyderabad, 1969.
7. Sarojini Regani : Nizam-British Relations' (1724-1857).
8. Sheela Raj :Medievalism to Modernism', Bombay, 1987.
9. Swamy Ramananda Tirtha : Memories of Hyderabad Freedom Struggle', Bombay, 1967
10. Vandematama Ramachandra Rao: 'Police action on Hyderabad State', 1970.
11. Vasanth Kumar Bawa: "The Nizam between Mughal and British', New Delhi, 1986.
12. Vasanth Kumar Bawa, "The Last Nizam: The Life and Times of Mir Osman Ali Khan.
13. Yazdani : Bidar – Its History and Monuments.
14. Rameshan,N(ed): The Freedom struggle in Hyderabad Vols.IV Hyderabad, 1966

M.A. HISTORY

Semester-II

Course Code HISSC 2.2

WOMEN FREEDOM FIGHTERS OF KARNATAKA.

Course Outcomes (COs):

1. Historical Understanding of Women's Roles: Students will gain insight into the role and position of women throughout various historical periods in India, including their contributions to patriotism, education, and participation in the freedom movement.
2. Contribution of Key Figures: Students will analyze the lives and contributions of significant women in the Indian freedom struggle, such as Rani Abbakka Devi, Bellari Siddamma, Jayadevi Tayi Ligade, and Umabai Kundapur, and understand their impact on regional and national movements.
3. Role of Prominent Figures in Karnataka's Freedom Struggle: Students will evaluate the contributions of notable women like Subbamma Jois, Smt. Yashodamma Dasappa, and Kamala Devi Chattopadhyay to the freedom struggle and regional unification efforts.
4. Impact of Regional Leaders: Students will assess the achievements and socio-economic contributions of regional leaders such as Mailar Siddamma, Suganakarnad Desai, Smt. Nagamma Veranna Gowda Patil, and Sunandamma, focusing on their roles in various movements.
5. Motivational and Socio-Political Factors: Students will explore the motivational factors influencing women's participation in the freedom struggle and analyze the socio-political reasons behind varying levels of involvement.

Program Outcomes (POs):

1. Comprehensive Historical Insight: Graduates will develop a deep understanding of the evolving role of women in Indian history and their contributions to socio-political movements.
2. Critical Analysis of Historical Figures: They will be able to critically analyze the achievements and historical significance of key women figures in the Indian freedom struggle and regional movements.
3. Regional Impact Assessment: Graduates will assess the impact of regional leaders on the freedom struggle and socio-economic development in Karnataka and other regions.
4. Understanding Motivational Factors: They will gain insights into the motivational and socio-political factors affecting women's participation in historical movements, contributing to a nuanced understanding of gender and history.
5. Research and Interpretation Skills: Graduates will develop research and interpretative skills to study and present the contributions of women in historical contexts, enhancing their ability to engage with gender studies and historical research.

Unit- I	Introduction. <ul style="list-style-type: none">• Position of women through the ages in Karnataka.• Concept of patriotism and education, Motivational factors awakening among women and social reform movements in Karnataka.• Causes for limited participation of women in political movements
Unit- II	Early Women Freedom Fighters of Karnataka. <ul style="list-style-type: none">• Rani Abbakka Devi-Early life Historical Background Naval battles and resistance against the Portuguese.• Ballari Siddamma-ShivapurdwajaSathygraha-Forrest Satyagraha- Quit India movement.• Jayadevi tayi Ligade- Important role in Karnataka unification Movement. Umabai Kundapur-Belagaum congress-Salt Satyagraha, contributions of Karnataka freedom struggle.

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Unit- III	Prominent Women Freedom Fighters. <ul style="list-style-type: none">• Subbamma Jois- Involvement in Salt Satyagraha and Quit India Movement and Active role in the Karnataka Unification Movement• Smt.Yashodamma Dasappa- early Life-Social Background, Political social contributions and Advocacy for women's rights and social justice.• Kamala Devi Chattopaddhya- Life and Contribution Role in the freedom movement, promotion of Indian handicrafts, and social reform Contribution to cultural and women's empowerment in post-independence India.
Unit- IV	Other Significant Women Freedom Fighters. <ul style="list-style-type: none">• Mailar Siddamma-Life and Achievement.• Sugana Karnad Desai- Socio Economic and Political contributions.• Smt. NagammaVeranna Gowda Patil- life and Achievements. Sunandamma-Shivapura Dvaja Sathyagraha Mysore Chalo Movement.
Unit- V	Legacy of women Freedom fighters. <ul style="list-style-type: none">• Role of women in social reform• Impact of their participation on women's empowerment and equality• Memorials, commemorations, and state recognition of Inspirational values: courage, leadership, sacrifice, and patriotism women freedom fighters

Reference:-

1. Suryanath Kamath- Karnatakadali Swantra Chaluvali.
2. Suryanath Kamath-swatantrya sangramada smritigalu 3 Vols.
3. Suryanath Kamath- Quit India Movement.
4. SarijiniShintri- Women Freedom Fighters in Karnataka.
5. Umadevi Kanavi-Swathantra Sangramadalli Karnatada Mahaliyaru
6. Halappa.G.S.Freedom movements in Karnataka vol-II
7. Pranesha rao.B.R.et ai: Yashodhara Dasappa and H C Dasappa, jeevana mattu sadhane.
8. Nijalingappa.S.My Life and politics
9. Umapati: Mysuru Chalo, kannada work
10. Hetten Bjorn: 1978, the political Economy of indirect rule –Mysore1881-1947.

M.A. HISTORY

Semester – II

Course Code: HIS OE 2.2

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 achieves.
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.

Unit- I	Introduction: <ul style="list-style-type: none">• 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.
Unit- II	Social Movements among the Backward Classes and Muslim <ul style="list-style-type: none">• Jotiba Pule - Satya Shodaka samaj Sri Narayana Dharma Paripalana Movement –• The Dravidian movement -Periyar and Self Respect Movement -The Yadava movement.• Social Movement among Muslims - The Revivalistic and reformistic trends – Wahabi Movement - Tariah-i-Mahamadiyia - Sir Syed AhamadKhan - Aligarh movement.
Unit- III	Emergence of Dalit and Women's Movements.

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	<ul style="list-style-type: none">• 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.
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Reference:

1. M.S.A RAO : Social Movements In India
2. M.N.Srinivas: Social Change in Modern India.
3. A.RDesai: 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 (Extensivcly Revised Edi tion)