

Semester-II

Course Code: HISHC 2.1

RESEARCH METHODOLOGY-II

Objectives

The course aims at promoting a comprehensive understanding on theoretical and epistemological issues of the discipline of History. It offers an analysis of historiography and historical method. The emphasis is placed on understanding the discipline of History, as a discipline of knowledge and also the Post-Modernist critiques of the discipline.

Demonstrate thinking skills by analysing, synthesizing, and evaluating historical information from multiple sources.

Develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth.

Produce well researched written work that engages with both primary sources and the secondary literature.

Develop an informed familiarity with multiple cultures.

Employ a full range of techniques and methods used to gain historical knowledge.

COs

After the completion of the course, Students will be able to

Demonstrate knowledge of arrange of pedagogical approaches for teaching History. Design programs, construct assessment tasks, and develop lesson plans (including appropriate teaching strategies and technologies, and differentiated learning activities and resources) Implement lesson sequences, assessment activities, and other requirements during a period of supervised professional experience.

Articulate the curriculum philosophies underpinning their selection of pedagogical practices.

Module-1 Data Processing-Genuineness of Data, Forgery documents –Reasons and identification. Criticism - Internal and External. Literary survey, Computer in Research- Internet, websites, search engines.

Module-2 Testing of Hypothesis. Synthetic Operation. Selection of Facts-Arrangements of Facts. Concept of Objectivity in History research and Historical Errors. Framing the Objectives. Methods of Serialization. Imagination as Principles of Serializations. Data analysis/ Presentation,

Module-3 Conceptualizing the Research Design-final Draft and Exposition. Features of Good Thesis. Technical Aids in Research- Foot Notes and endnotes. Its Forms, Styles-Uses and Misuses- Glossary, References, Bibliography, Appendix-Index, Maps- Charts.

Mayurika K

~~10/2/20~~

Module-4 Intellectual Property Right (IPR), Moral Judgement, Falsification, Fabrication and Plagiarism (FFP), Research writing- Article writing, Paper Presentation, Publication and research Misconduct, Research and Publication Ethics.

References:

1. Sheikh Ali B.: **History: its Theory and Method**
2. Satya Murthy K.: **Hand book of Research Methodology in History**
3. Subramaniam: **History of Methodology**
4. Nilakantha Sastri K.A.: **Historical Method with Special reference to India**
5. Carr E.H. : **What is History**
6. Langlois and Seignosos : **Introduction to the Study of History**
7. Garaghan G.J.: **A Guide to Historical Method**
8. Callingwood R.G.: **The Idea of History**
9. Gardner P.: **Philosophy of History**
10. Toynbee A.: **A Study of History**
11. Rowse A. D.: **The Use of History**
12. Renier A.D.: **History-Its Purpose and Method**
13. Walse W.H.: **Philosophy of History-An Introduction**
14. Rowse A.D.: **The Use of History**
15. Gorge H S : **Research Methodology in History**
16. Ranjit Kumar: **Research Methodology**
17. Alan Bryman: **Social Research Methods**
18. Kothari C R : **Research Methodology Methods & Techniques**
19. Venkataratnam A V and Padma M B: **Itihasa Samshodhana Marga (Kannada)**

Semester-II

Course Code: HISHC 2.2

WORLD HISTORY:II TILL THE FALL OF CONSTANTINOPLE

Objectives

The primary political, social, and military events and developments in the ancient Greek and Roman world.

The intellectual, cultural, and literary touchstones of the ancient Greek and Holy Roman world;

How the ancient world has influenced, and continues to influence, later cultures.

The grammar, syntax, and vocabulary of the Greek and Latin languages, for reading and writing;

The distinguishing characteristics of the various styles of the poets and prose writers active during various literary periods and different types of Architecture.

COs

Identify and define the world's earliest civilizations, including the Neolithic Revolution, and describe how it shaped the development of the early civilizations. Identify, describe, and compare/contrast the first advanced civilizations in the world. Identify and describe the emergence of the later civilizations in the world: the Aztec & Inca societies on the Indian subcontinent and the Shang and Zhou societies in China. Identify and describe the emergence of new philosophies—during the Warring States period in China. Identify and describe the subsequent rise of the Rivalry in Europe for Trade.

Identify and describe the different periods that characterized ancient Greece—Archaic Greece (or the Greek Dark Ages), classical Greece, and the Hellenistic era.

Module-1 Byzantine Empire-Contributions of Byzantine civilization- Justinian code, Decline of Byzantine Empire, Mongols in Asia. Chengiz Khan, Kublai Khan

Module-2 Holy Roman Empire- Charles Martel, Charles the Fat, The Church and medieval life, Charlemagne- Capitularies- Extinction of Holy Roman Empire (875CE) Gothic Architecture, Conditions of Europe after the fall.

Module-3 Rise of Islam and cultural influence, Crusades and Children Crusades Causes, Results, Renaissance, Rise of Cities, guilds and crafts Feudalism in Europe, early medieval society,

Module-4 Early Middle age, Church authority, challenges to church authority, Aztec and Inca Civilizations. Impact of 100 years War, Joan of Arc- Heroine of France. The fall of Constantinople (1453 CE) Road to New Discoveries, Rivalry in Europe for world trade

References:

1. Candice Grouchier and Linda Walton: **World History Journey from Past to Present**
2. B V Rao: **World History from Early times to AD2000**
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**

Semester-II

Course Code: HISHC 2.3

INDIAN HISTORY: MEDIEVAL (1200 TO 1707 C.E)

Objective

Student will Learn to describe historical events from multiple perspectives. Student will learn to formulate, sustain, and justify a historical argument using original ideas.

Student will Learn to support arguments with historical evidence drawn from primary and secondary sources.

Student will Learn to place his to rical arguments into a largers cholary narrative. Student will Learn to analyze a primary source of medium difficulty.

“Analyze” means to describe its biases and situate it in a historical context.

COs

Critically discuss major social, political, economic, and cultural structures, events, and themes shaping the later Middle Ages.

Evaluate and analyse different medieval sources and modern historiography

Identify and assess evidence of social change and continuity through out the period. Critically evaluate the concept of decline in relation to the later Middle Ages

Conduct research using primary sources and historiography relating to the period. Formulate logical arguments substantiated with historical evidence.

Express ideas clearly in both written and or a l modes of communication.

Module-1 Early Medieval India: Sources, Archaeological. Literary: Indigenous and foreign accounts- Advent of Islam in India. Polity: Major Political developments in North India and Peninsula: Rise of Rajputs, Indian Feudalism, Trade, Commerce, Society, Status of Brahmin, Condition of Women, Science and Technology.

Module-2 Sultanates: Mamluks, Khalji, Tughlaq, Lodi Dynasties: Expeditions, Administration, Market System of Ala-Ud-Din- Khalji, Agrarian and economic measures, Chahalgani, Major projects and bureaucracy of Mohammad Bin Tughlaq. Decline of Sultanate, Art and architecture of Delhi Sultanate.

Module-3 Mughals: Babur and Battle of Panipat- I, Sur Empire- Administration, Humayun, Hemu, Akbar's Conquests, Evolution of Social and Religious outlook, Rajput Policy, Theory of Shul-i-kul, Jahangir-administration, ShahJahan-Art and Architecture, Aurangzeb- Deccan and Religious Policy. Contributions of Mughals, Decline of Mughal Empire. Advent of Europeans.

Module-4 Rise of Provincial Dynasties: Bengal, Gujarat, Malwa, Marathas- Shivaji- Bhakti Movement- Chaitanya Kabir, Gurunanak, Namadev, Tukaram- Effects. Sufism- Concept, Order of Sufi- Chisti, suharwardhi, Qadri and Nakshabandi and Wahabi tradition. Classical Music.

References:

1. Ashiwini Agaarwal: **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. LalK.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. Morel and: **From Akbar to Aurangzeb**
13. Puri B.N.: **Indian Administration, Vol.II**
14. Qureshil. 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**

Semester-II

CourseCode:HISHC2.4

History of Karnataka (from1200to1700C.E)

Objectives

In this course, students will learn to conduct meticulous field work to unearth and assemble the historical and cultural material relating to various aspects of life in Karnataka through the age.

In this course, students will learn to undertake projects and prepare scholarly books, monographs, reports, research papers regarding Rulers of Karnataka etc,

In this course, students will learn to setup a specialized and multi-faceted library and repository of records/ documents related to Karnataka

In this course, students will learn to network and build partnership with various institutions and organizations working in and outside the State in line with the aims and objectives of the Academy

COs

Students will be able to demonstrate thinking skills by analyzing, synthesizing, and evaluating historical information from multiple sources.

Students will be able to develop the ability to distinguish between fact and fiction while understanding that there is no one historical truth

Students will be able to produce well researched written work that engages with both primary sources and the secondary literature.

Students will be able to develop an informed familiarity with multiple cultures Students will be able to develop an ability to convey verbally their historical knowledge.

Module-1 The Sources- Archaeological, Literary and Foreign Accounts. The Chalukyas of Kalyana, Kalchuris and Hoysalas

Module-2 Vijayanagara State, Nayankara system-Guild Organization, Society, Literature. Art & Architecture, Trade and Commerce-Economy. Vijayanagara after Battle of Talikota. Post Vijayanagara Rulers- Anegundi Principality, Harapanahalli Palegararu, Chitadurga Palegararu.

Module-3 Bahamani and Deccan Sultans,- Conquests, Central, Provincial and Local administration. Cultural Contributions, Bidri and Chidri Art. Mohammad Gawan-Contribution to Education. Barid Shahis- Conquests, Central, Provincial and Local administration. Cultural Contributions, Adil Shahis- Conquests, Central, Provincial and Local administration. Cultural Contributions, Art and Architecture.

Module-4 Haridasa Sect and Sufism in Karnataka, Education and learning Centers of learning in Medieval Karnataka, women stalwarts in Medieval Karnataka. Business centers in Medieval Karnataka.

REFERENCE

01. Burton Stein: **Peasant State and Society in Medieval South India**
02. Robert Sewel: **A Forgotten Empire**
03. T.V. Mahalingam: **South Indian Polity**
04. B.A. Salatore: **Political life in Vijayanagara Empire-2 Volumes**
05. K.A. Nilakanta Shastry: **History of South India**
06. Keshvan Veluthat: **State Formation in South India**
07. S. Rajashekar: **Karnataka architecture**
08. Champaka Lakshmi: **Urbanization in South India**
09. R.R. Diwakar: **Karnataka through the Ages**
10. Arle J.C: **The Art and Architecture of the Indian Subcontinent**
11. M. Kotresh: **Harapanahalli Taluk in Rakshana Smarakagalu**
12. Mugali R.S: **The Heritage of Karnataka**
13. G. Bandarkar: **History of Deccan**
14. G. Yazdani: **History of Deccan**
15. K.A. Nilakanta Shasrastry: **The Cholas**
16. R.C. Majumdar and others: **Advanced History of India**

Semester II
Course Code: HISHC2.5
PREANDPRO TO HISTORY OF INDIA

Objective

1. To understand historical construction of India's ancient past.
2. To learn key concepts and practical approaches in Prehistory.
3. To know from the earliest lower Paleolithic to the Mesolithic Neolithic and Catholic Culture of India
4. To understand the quaternary environmental change especially in reference to the Indian subcontinent is presented.

Employability: the reare opportunities in Archaeological Departments

Module-1 Geographical Feature of India. Lower Paleolithic Culture- Tools and technics, Sites- Pallavaram and Attiram Pakkam , Hunasagi, Baichabal valley. Middle Paleolithic Culture- Tools and technics, Sites- Nevasa, Samaanapur, Upper Paleolithic Culture- Tools and technics, Sites- Kurnool caves and Salavadagi. Important sites, Mesolithic Cultures- Tools and technics, Sites- Bhimbedka, Bagohur. Mahadaha. Rock Art.

Module-2 Neolithic Culture and Indus Civilization- Neolithic Culture, Tekkalakota, Sanganakallu, T. Narasipura. Indus Civilization- Pre- Harappa- Late Harappans Important Sites: Harappa, Mohenjodaro, Lothal, Kalibangan, Dolavira

Module-3 Catholic Culture of India -North andSouth India – Characteristic, Kayatha Culture, Aahara Culture and Malwa Culture, Daimabad, Balthal, and Inamgaom.

Module-4 Iron Age or Megalithic Cultures: South Indian Megaliths- Brahmagiri, Kodumanal, Porkalomo. Pottery- OCP. BNW. NPBW

References:

1. Agarawal D.P.:**The Archaeology of the Copper, Bronze Age in India**
2. Allchin F.R. :**Mesolithic Cattle keepers of South India:A Study of Deccan Ashmounds**
3. Allchin F.R.:**The Rise of Civilization in India and Pakistan the Birth**

of Indian Civilization

4. Chakrabarti DilipK.:**Early Agriculture and the Development of Trade in India**
5. Dhavalikar M.K.:**Early forming Cultures of Deccan**
6. Dhavalikar M.K.:**New Light on Indians Civilization**
7. Gregory Posheil: **Harappa Civilization, Frontiers of Indus Civilization**
8. Lal B.B.:**The Earliest Civilization of South Asia India 1947-1997**
9. Narashimhamurthy A.V.:**Karnataka Archaeology**
10. Rao S.R.:**Lothal and Indus Civilization**
11. Sankalia H.D.:**Prehistory and Protohistory of India and Pakistan**
12. Thapar B.K.:**Recent Archaeology Discoveries in India**

Semester-II

Course Code: HISSC2.6.1

HISTORY OF MODERN ASIA (from 1900 to 2000 C.E)

Objectives

To make students to get acquainted with Political History of Asia
To make Students to understand the national aspirations of Asiaregion.

COs

Students will understand process of colonialism in Asia Students will understand challenges of globalization.

Compare and contrast the political, religious, economic, and social institutions of early civilizations of the Near East, Egypt, South Asia, China, and the Americas. Student will compare political situation of Asia and Europe.

Module-1 Introduction: Rise of Colonialism- Reasons for its growth in Asia.

Module-2 Far East Asia: China – Historical background – Boxer rebellion 1900 The revolution of 1911 C.E – Dr. Sun Yat Sen and his Principles – Achievements of Nationalist Government. 21 demands- The Period of reaction – 1912 – 1918 C.E– Yuan Shikai – Peoples Republic of China – Domestic and Foreign Policy of Mao Tse Tung. Japan – Emergence of Japan as a world power – Sino – Japanese Conflicts–Anglo–JapaneseAlliances –Russo–Japanesewar–JapanandWorld Wars – Reconstruction of Japan (SCAP)- Treaty of San-Francisco

Module-3 West Asia: Arabia- National Movement – The rise of Saudi – The Wahabi Movement-OPEC and Oil Diplomacy–USA and UK, Iran-Reforms of Rezashah Pahlavi for modernization of Iran. Mohammed Mossadic & Nationalization of Anglo Iran Oil Company, Israel: Creation of Israel–Palestine Question

Module-4 South Asian Association for Regional Co-operation (SAARC)– QUAD-Aims and Objectives, Achievements

References

1. Rao B V:HistoryofAsia
2. Gupta RS: History of Modern China
3. Joshi D.T: Out line of Modern Asia
4. Cressey G.B: Asian Lands and Peoples
5. Bernara Lewis: Arabsin History
6. Gunther John:Inside Asia
7. Hall D.G.E:A History of South East Asia
8. Kirk G.E: A Short History of Middle East
9. Buchanan,Keith:The South East Asian World

Semester-II

Course Code: HISSC 2.6.2

Women Freedom Fighters of Karnataka

Objectives

Analyze the Emergence of the National Movement Appreciate the Struggle for Freedom. Identify with the Statement that freedom is our Birth Right Describe and appreciate the role of Gandhi in the Freedom Struggle Appreciate the leadership of women in freedom movement

Debate on the Happenings Between 1885-1947.

Interpret the result of the Salt March and Quit India Movement. Express Views and role of women in Movement for Independence COs

Students will learn about Mahatma Gandhi, the development of non-violent mass action, and the Indian movement for independence. Students will retain strong mental images of Gandhi and the origins of nonviolent mass action.

Rationale: Knowledge of non violent mass action and of the Indian independence movement is important for any student of modern world history.

- Students will learn to involve in the development activities for the nation.
- Will learn to serve for the Society.

Girl students will be inspired by the women freedom fighters

Module-1 Position of women in India through the ages- Patriotism, Women Education, Motivational factors, Role of women in Indian Freedom Movement, Women participation in early stage of struggle, Causes for less Participation of Women.

Module-2 Umabai Kundapur- Belgaum Congress- Salt Satyagraha. Ballari Siddamma- Nagaratnamma Hiremath, Shivapur Flag, Fortest Sathyagraha and Quit India Movement. Kamala Devi Chattopadhyaya- Life and Achievements.

Module-3 Subbamma Jois- Yashodamma Dasappa- Life-Social and Political Contributions. Smt. Nagamma Veranna Gowda Patil- life and achievements. Sunandamma- Shivapura and Vidurashwatha Sathyagrah.

Module-4 Contributions of Gowramma Venkataramaih, Tayamma Veeranagowda- Belagam Congress Swadeshi Movement, Quit India movement. Mylara Siddamma- Life and achievements. Suguna Karnad Desai- Socio Economic and Political contributions.

Reference:-

1. Halappa GS: **Freedom Movement in Karnataka Vol-II**
2. Suryanath Kamath: **Swatantrya Sangramada Smritigalu 3Vols.**
3. Suryanath Kamath: **Quit India Movement in Karnataka**
4. Sarijini Shintri: **Women Freedom Fighters in Karnataka.**
5. Pranasha Rao BRetal: **Yashodhara Dasappa and HCD asappa, Jeevana Mattu Sadhane,**
6. Hettne Bjorn: **1978. The Political Economy of Indirect Rule-mysore 1881- 1947.**

7. HandaRL:1968.History of Freedom Struggle in Princely States.
8. Manor James: 1977. Political Change in an Indian State– Mysore (1917- 1955).
9. Nijalingappa S:My Life and Politics,
10. Lingaiah D:Shivapura Satyagraha, Kannada work
11. Umadevi Kanavi: Swathantra Sangra madalli Karnatakada Mahaliyaru
12. DeJaGowda: Karnataka Roovari, Kannada Work
13. Ko.Channabasappa: S Nijalingappa Jeevana Sadhane
14. Umapati: Mysuru Chalo, Kannada Work

Semester-II
Course Code: HISSC 2.6.3
Linguistic History of South India

Objectives

To make students comprehend, analyses and appreciate literary texts of South India

To create awareness about the importance of Dravidian languages

To cultivate research aptitude through comparative study of cultures and literatures

COs

Students will be able to acquaint with catalytic effect of English in opening gateways to myriad career

opportunities

students will be enhanced their personality, build their confidence through training in communication

viz. socialetiquette, manners, polite conversations and formal and informal discourse etc.

Student will be active in learning different languages.

Module-1 Sources, History of Scribes, Patronage of Rulers to the development of Language, Literary Contributions of Sangama, Chola, Chera, Pandyas.

Module-2 Language under Rashtrakutas- Chalukyas of Kalyana, Hoysalas, Vijayanagara and Bahamani. Keladi rulers, Wodeyars of Mysore

Module-3 History of Telugu Literature- Kakatiyas of Warangal- Musanuri Nayaks, Reddy Kingdom, Golkonda Sultans, Nizams

Module-4 History of Malayalam Literature- main trends in Malayalam Literature- Kochi Dynasty, Pandaram Dynasty, Perumals of Makotai, Travancore Rulers, Zamorin of Calicut,

Reference:

1. Caldwell: Comparative Grammar of Dravidian Languages.
2. T. P Meenakshi: History of Kannada Languages.
3. R. Narasimhachar: History of Kannada Languages.
4. T.S Shama Rao: Kannada Sahitya Charitre.
5. G.V Sitapathi: History of Telugu Literature.
6. R.V. S Sundaram: Telugu Bhashemattu Sahitya.
7. K.M George: History of Malayalam Language.

8. S.S Mugali: History of Kannada Language.
9. Salitore B.A: Ancient Indian Political Thought and Institutions, Bombay, 1968.
10. Sharma R.S: Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1959
11. Sharma Shastri R: Koutilya's Arthshastra, Mysore, 1967.
12. Shamashastri R. (Ed.): Koutilya's Arthashastra.
13. Dr. Kavyashree G: Vachanakartiyaru Mattu Vaicharika Pragne, Aditya Prakashana, Chitradurga
14. Dr. N.A. Patil: Pracheena Bharateeya Rajakiya Vicharagalu Mattu Samsthegalu (Kan)
15. C.H. Rajashekara: Buddha Heege Baduki Mrityuvannu Jayisirenda Mattutare Belakina Kathhegalu, Soumyashree Pustaka Prakashana, Bangalore-2011 (Kannada)

Semester-II

Course Code: HISSC 2.6.4

Art and Architecture of India (6th Century CE 13th Century

C.E) Objectives

To enable students to analyse factors that impact development of specific regions.

Identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram.

Locates distribution and extent of different climatic regions on the world map or globe.

Explains preventive actions to be undertaken in the event of disasters e.g. earthquake, floods, droughts.

COs

Describes formation of land forms due to various factors / events. Explains composition and structure of the atmosphere.

Describes different components of the environment and the inter-relationship between them.

Analyzes factors contributing to pollution in their surroundings and lists measures to prevent it.

Reasons factors leading to diversity in flora and fauna due to various factors e.g. climate, landforms, etc.

Reflects on the factors leading to disasters and calamities.

Shows sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna.

Draws inter-relationship between climatic regions and life of people living in different climatic regions.

Module-1 Emergence of Indian Templeforms:Nagaraform,Dravidaform, Vesara form.

Module-2 Structural Temples and Monuments- Eastern India: Development and Characteristics of Kalinga (Phamsana) Style of Temple Art And Architecture. Parashurameshvara, Mukteshvara, Lingaraj and Konark Sun Temple.

Module-3 Rock-Cut, Structural Temples and Sculptures- Deccan: Chalukyas of Badami: Aihole, Badami, Pattadakal, Mahakuta,Rashtrakutas: Alampur Group of Temples, Ellora Rock-cut caves And Monolithic temples. Chalukyas of Kalyana: Gadag, ittagi, Harihara and Lakshmeshvara.

Module-4 Structural Temples and Sculptures- South India: Pallavas: Mahabalipuramand Kanchipuram Pandyas: Kalugumalai and Tirupatto Cholas:

Kumbha Konam, Tanjaoor, Gangaikondacholapuram andDaraSuram.Hoysalas: Belur, Halebid and Somanathpur.

Reference:

1. AcharyaP.K1927:**Indian Architecture According to Manasara- Shilpashatra.**
2. Brown,Percy1940: **Indian Architecture(Buddhist and Hindu Periods)**
3. Chandra, Pramod(Ed)1975:**Studiesin Indian temple Architecture.**
4. Collyer,Kelleson1990:**The Hoysala Artists Their identity and Style.**
5. Dehejia,Vidya1990:**theartofimperial cholas**
6. Dehejia,Vidya1979:**Early Stone temples of Orissa.**
7. Deva, Krishna 1995:**Temples of India.**
8. Foekema G2003:**Chalukya Architecture (3Vols)**
9. Kramrisch, Stella 2002:**The Hindu Temples**
10. Lockwood,Michael2001:**Pallava Art**
11. SettarS1992:**Hoysala Temples.**
12. Sundra RajanK.V1972:**Indian Templestyle: the Personality of Hindu Architecture.**
13. Srinivasan K.R1972:**Temples of South India.**
14. Srinivasan K.R1964:**CavesTemples of the Pallavas.**

M.A. History

Semester – II

Course Code: HS OE 2.1

SOCIO-RELIGIOUS MOVEMENTS IN INDIA

Course Out Comes (Cos)

1. Students will understand the subject by both conventional and new areas of relevance in the domain of Indian Society
2. They develop comprehensive and interdisciplinary knowledge by emphasizing inter-linkages between various social issues and challenges.
3. They generate socially-informed knowledge and cater to the educational upliftment of marginalized communities
4. To develop theoretically rich and empirically grounded knowledge about the personalities who fought for betterment of Society

Gender: importance of Gender Equality

Module-1 Socio-Religious Conditions in 6th century B.C- Mahaveera, Gouthama Buddha and Gouthama Buddha Spread Impact of Buddhism and Jainism on Indian Society

Module-2 Shankaracharya, Ramanujacharya, Madhvacharya-Basaveshwara

Module-3 BrahmoSamaja, Arya Samaj, Ramakrishna Mission and Swami Vivekananda, Aligarh Movement

Module-4 Theosophical Society, Gandhiji-Social Philosophy, Dalit and Womens Movements, JyothibaPhule D.K Karve, Uma Bai and Ramabai

References:

1. Majumdar R.C.: **The Classical Age**
2. Altekar A.S.: **Ancient India**
3. Lunia B.N.: **Evaluation of Indian Culture**
4. Sharma R.S.: **Ancient India**
5. Tripathi A.S.: **Ancient India**
6. Sathianth Ayer R.: **History of India vol.I**
7. Basavaraj K.R. : **Basaveshwara-Life, Vision and Work**
8. Hirematha R.C.(ED): **Essence of Shatsthala**
9. Hirematha R.C.(ED): **ShunyaSamapadane, Vol 1-6**
10. Palekar S.A.: **Concept of Equality and Ideal Society**
11. Dannur D.M.: **ArivinaAndolana**
12. Desai P.B.: **Basaveshwara and His Times**
13. Srinivas Murthy: **Vachanadharm Sara**
14. Panikkar K.A. : **Indian Renaissance**
15. Kavyashree G.: **VachanakartiyarumattuVaicharikaPragne**

M.A. History

Semester – II Course Code: HS OE 2.2 FREEDOM MOVEMENT IN INDIA (1857-1947)

Course Outcomes (COs)

1. Students will understand the social composition and regional variations in various movements
2. familiarise with the writings of eminent scholars of modern Indian history.
3. comprehend the nature, dynamics, ramifications and significance of the Indian National Movement.
4. respect the valuable ideals like truth, non-violence, democracy, secularism, socialism and constructive work upheld by the national struggle for independence

Ethics: National integrity, Equality

Module-1 British Rule in India, 1857 Revolt, the Drain of Wealth-Dadabhai Naoroji

Module-2 Genesis of Indian nationalism- Establishment of INC, Congress Programmes, British attitude towards Congress

Module-3 -Partition of Bengal-Anti partition agitations-Swadeshi and Boycott-growth of Revolutionary- Muslim League- -Congress split

Module-4 Home Rule League Movement, Entry of Gandhi, Non Cooperation Movement, Quit India Movement, 1947 Indian Independence Act Partition of India

References:

1. Beni Prasad : The Hindu-Muslim Question
2. Bimal Prasad: The Foundation of Muslim Nationalism
3. Brodov.: Indian Philosophy in Modern times
4. Chintamani C.Y.: Indian Politics since the Mutiny
5. Desai A.R.: Peasant Movement on India
6. Desai A.R.: Social background of Indian Movement
7. Gopalakrishnan P.K.: Development of Economic Ideas in India
8. Karunakaran K.P.K. : Indian Politics from Dadabhai Naoroji to Gandhi
9. Majumdar R,C. : History of Indian Politics

10. Mukharjee&Rangaswamy :Great Western Political thinkers(series)

11. Peter G. Robb. :The Evolution of British Policy Towards Indian Politics

12. Ravindrakumar :Essays on the social History of Modern India