

M.A HISTORY AND ARCHAEOLOGY

Semester – III

Course Code: HAS 3.1

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. Ballads. Aitiya. Puranas. Mythology. Greek and Roman Historiography- Herodotus. Thucydides. Tacitus. Livy. Polybius

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

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

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

References:

1. Inden Ronald : Imaging India
2. Kosambi D.D.:The Culture and Civilization of India an Historical Outline
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

DEVELOPMENT OF ARCHAEOLOGY IN INDIA

Course Outcomes (COs):

1. Students will define archaeology, including its aims, objectives, and scope, and trace its development in Europe and India.
2. They will analyze various archaeological theories from Antiquarianism to Post-Processual and Marine Archaeology.
3. They will understand exploration and excavation methods, including geo-physical surveys, documentation, and excavation techniques.
4. They will apply principles of excavation, including trench layout, stratigraphy, and archaeological photography.
5. They will learn about dating methods and techniques, focusing on relative, absolute, and derivative dating systems.

Program Outcomes (POs):

1. Graduates will have a comprehensive understanding of the history and scope of archaeology, both globally and within India.
2. They will be able to critically evaluate and apply different archaeological theories and methods.
3. They will be proficient in archaeological exploration and excavation techniques, including documentation and conservation.
4. They will understand and implement various dating methods and techniques in archaeological research.
5. Graduates will be prepared to conduct archaeological research with a focus on accurate and systematic methods.

Module I	Introduction: Definitions, Aims, Objectives, Scope, Development of Archaeology in Europe, Development of Archaeology in Pre and post independent India, Archaeology and other Sciences, Branches of Archaeology
Module II	Theories of Archaeology: Antiquarianism to Traditional Archaeology, New Archaeology, Procession Archaeology, General System theories, Behavioural archaeology, Post Procession archaeology, Marine Archaeology, Archaeology Recent past
Module III	Exploration and Excavation Methods: Geo-physical Surveys, Scientific Methods and Techniques in Archaeological Exploration, Documentation and Operation of Ancient sites, Excavation Methods: Aims, Types, Principles of Excavations. Laying out of Trenches- Methods- Stratigraphy, Archaeological Photography, Excavation Recording, Report, Conservation-Preservation
Module IV	Dating Methods and Techniques: Dating System: Relative Dating Techniques, Absolute dating Techniques, Derivative Techniques, with special reference to serration.

References:

English Books:

1. Rajan K., 2002, Archaeology Principles and Methods, Manoo Pathippakam, Thanjavur.
2. Paul Bahn., 2012, Archaeology A Very Short Introduction, Oxford University, Press, UK.
3. Kevin Greene & Tom Moore., 2010, Archaeology: An Introduction, Routledge, London and New York.
4. Raman K. V., 1986, Principles and methods of Archaeology, Madras, Parthajan.
5. Edward C. Harris., 1989, Principles of Archaeological Stratigraphy, Academic Press, London.
6. Aitkinson R.J.C., 1953, Field Archaeology, London.
7. Barker p., 1977, Techniques of Archaeological Excavation, London.
8. Webster G., 1974, Practical Archaeology, London.

Kannada Books:

9. ಶ್ರೀವಿವಾಸ ಪಾಡಿಗಾರ., 1987, ಪುರಾತತ್ವಶಾಸ್ತ್ರ ಪರಿಚಯ, ರಾಮಾಶ್ರಯ ಪಬ್ಲಿಕೇಶನ್ಸ್, ಧಾರವಾಡ.
10. ಶ್ರೀಕಂಠಶಾಸ್ತ್ರಿ ಎಸ್., 1960, ಪುರಾತತ್ವ ಶೋಧನೆ, ಮೈಸೂರು.
11. ಸುಂದರ ಅ., 1972, ಪುರಾತತ್ವ ಸಂಶೋಧನೆ, ಧಾರವಾಡ.
12. ರಾಜಾರಾಮ್ ಹೆಗಡೆ, 2010, ಭಾರತದಲ್ಲಿ ಪ್ರಾಕೃತಶಾಸ್ತ್ರ, ಪ್ರಾಸಾರಾಂಗ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಶಿವಮೊಗ್ಗ.

13. ರಾಮು ಕೆ., 2002, ಪುರಾತತ್ವ ಶೋಧನೆ, ಚೇತನ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು.
14. ರಾವ್ ಎಸ್. ಆರ್., 2010, ಸಮುದ್ರದಲ್ಲಿ ಮುಳುಗಿದ ಶ್ರೀಕೃಷ್ಣನ ದ್ವಾರಕೆ, ಅಂಕಿತ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
15. ಗಂಗಾನಾಯಕ್ ಕೆ. ಎನ್. (ಪ್ರ. ಸಂ)., ಲಲಿತ ಎನ್. (ಸಂ)., 2011, ಪುರಾತತ್ವಜ್ಞರು, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
16. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ (ಸಂ)., 2009, ಕನ್ನಡ ವಿಷಯ ವಿಶ್ವಕೋಶ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು

M.A. HISTORY AND ARCHAEOLOGY

Semester – III

Course Code: HAS3.3

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, Titimir 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.

M.A. HISTORY AND ARCHAEOLOGY

Semester – III

Course Code: HAS 3.4

DEVELOPMENT OF ART AND ARCHITECTURE OF INDIA

Course Outcomes (COs):

1. Understanding Early Indian Architecture: Students will gain knowledge of the foundational aspects of art and architecture in ancient India, including the Pre-Maurya and Mauryan periods, with a focus on Stupa and Rock-Cut architecture.
2. Development of Temple Architecture: Students will analyze the origin and evolution of temple architecture in India, including the various styles such as Nagara, Dravida, Vesara, Kadamba Nagara, and Kalinga (Phamsana) styles.
3. Study of Ancient Structural Temples and Sculptures: Students will explore the architectural and sculptural contributions of the Chalukyas of Badami, Rashtrakutas, Chalukyas of Kalyana, Pallavas, and Cholas, focusing on major sites like Aihole, Badami, Pattadakal, Ellora, Mahabalipuram, and Tanjavur.
4. Exploration of Medieval Indian Architecture: Students will examine the architectural advancements during the medieval period, including Hoysala architecture in Belur, Halebid, and Somanathpur; Vijayanagara temple architecture with special reference to Hampi and Lepakshi; and Bahamani and Adil Shahi architecture in Bidar and Bijapur.

Program Outcomes (POs):

1. In-depth Analysis of Ancient Indian Art and Architecture: Graduates will demonstrate an understanding of early Indian architectural styles and techniques, including the significance of Stupa and Rock-Cut architecture.
2. Knowledge of Temple Architecture Evolution: They will be able to identify and differentiate between various styles of Indian temple architecture and explain their development and characteristics.
3. Comprehensive Understanding of Major Temples and Sculptures: Graduates will have detailed knowledge of important structural temples and sculptures from various Indian dynasties and periods, analyzing their architectural features and artistic contributions.
4. Insight into Medieval Architectural Innovations: They will be proficient in discussing the architectural achievements of medieval India, including significant examples from the Hoysala, Vijayanagara, Bahamani, and Adil Shahi periods.
5. Integration of Historical and Artistic Contexts: Graduates will be able to integrate their understanding of art and architecture with historical contexts, demonstrating a nuanced appreciation of the cultural and historical significance of various architectural styles and structures.

Module- I Introduction to Art and Architecture, Art and Architecture of Pre- Maurya and Mauryan Period, Stupa Architecture and Rock-Cut Architecture.

Module- II Origin and Development of Temple Architecture, Styles- Nagara Style, Dravida Style, Vesara Style. Kadamba Nagara Style, Characteristics of Kalinga (Phamsana) Style

Module- III Structural Temples and Sculptures of Ancient India: Gupta's, Chalukyas of Badami-Aihole, Badami, Pattadakal. Rashtrakutas- Alampur Group of Temples, Ellora Rock-cut Caves, Chalukyas of Kalyana- Gadag, Ittagi and Lakshmeshvara. Pallavas- Mahabalipuram and Kanchipuram, Cholas- Tanjavur and Gangaikonda Cholaapuram.

Module- IV Structural Temples and Sculptures of Medieval India: Delhi and Mogal's, Hoysalas- Belur, Halebid and Somanathpur. Architecture during Vijayanagara period: Features of temple Architecture, Study of temples with special reference to Hampi and Lepakshi. Bahamani Architecture at Bidar, Adil Shahi Architecture at Bijapur

References:

English Books:

1. Acharya P. K., 1927, Indian Architecture According to Manasara, Oxford University Press, London.
2. Dallapiccola L.S.Z. Lallemant., 1980, The Stupa: Its Religious, Historical and Architectural Significance, Wiesbaden.
3. Snodgrass., Adrian., 1992, The Symbolism in Stupa, Motilal Banarasidass, Delhi.

4. Dhavalikar M. K., 1985, Late Hinayana Caves of Western India, Deccan College, pune.
5. Sundara Rajan K. V., 1981, Cave Temples of The Deccan, Archaeological Survey of India, New Delhi.
6. Parimoo Ratan, 1988, Ellora Caves: Sculpture and Architecture, Book and Books, New Delhi.
7. Ray., Nihar Ranjan., 1975, Maurya and Post Maurya Art, New Delhi.
8. Sundara Rajan K. V., 1972, Indian Temple Styles: The Personality of Hindu Architecture, Munshiram Manoharlal, New Delhi.
9. Michell, George., 1977, The Hindu Temple: An Introduction to its Meaning and form, University of Chicago Press, Chicago.
10. Tadgell Christopher, 1995, The History of Architecture in India, Phaidon Press Ltd, London.
11. Srinivasan K. R., 1972, Temples of South India, National Book Trust, Delhi.

Kannada Books:

12. ಶರ್ಮ ಆರ್. ಎಸ್. (ಮೂಲ), ಶಂಕರನಾರಾಯಣ ರಾವ್ ಎನ್. ಪಿ., 2013, ಪ್ರಾಚೀನ ಭಾರತ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
13. ಇರ್ಫಾನ್ ಹಬೀಬ್., ವಿವೇಕಾನಂದ ಝಾ (ಮೂಲ), ನಗರಗೇರೆ ರಮೇಶ್ (ಅನು), 2014, ಮೌರ್ಯರ ಕಾಲದ ಭಾರತ, ಚಿಂತನ ಪುಸ್ತಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
14. ಕೂ. ಸ. ಅರ್ಪಣ., 2021, ದೇವಾಲಯ ವಾಸ್ತುಶಿಲ್ಪ ಪರಿಚಯ, ಪ್ರಸಾರಾಂಗ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ.
15. ಮನೋಜ್ ಜಿ., 2015, ದೇವಾಲಯ ವಾಸ್ತು ವಿಜ್ಞಾನ, ಸುಬೋಧಿನಿ ಬುಕ್ ಪಬ್ಲಿಷರ್ಸ್ ಮತ್ತು ನಾಲೆಡ್ಜ್ ಅಕಾಡೆಮಿ, ಚಿತ್ರದುರ್ಗ.
16. ಪ್ರಭಾಕರ್ ಎಂ. ಎನ್., 2017, ದೇವಾಲಯ ವಾಸ್ತುಶಿಲ್ಪ, ಕರ್ನಾಟಕ ಇತಿಹಾಸ ಸಂಶೋಧನ ಮಂಡಲ(ರಿ), ಧಾರವಾಡ.
17. ತಿಪ್ಪೇರುದ್ರಸ್ವಾಮಿ ಎಚ್., 2015, ಕರ್ನಾಟಕ ಸಂಸ್ಕೃತಿ ಸಮೀಕ್ಷೆ, ಡಿ.ವಿ.ಕೆ. ಮೂರ್ತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
18. ಶ್ರೀನಿವಾಸ ವಿ. ಪಾಡಿಗಾರ., 2008, ಬಾದಾಮಿಯ ಚಲುಕ್ಯರ ಶಾಸನಗಳು, ವಾಸ್ತು ಮತ್ತು ಶಿಲ್ಪಕಲೆ, ಕರ್ನಾಟಕ ಇತಿಹಾಸ ಸಂಶೋಧನ ಮಂಡಲ(ರಿ), ಧಾರವಾಡ.
19. ಶೀಲಾಕಾಂತ ಪತ್ತಾರ., 2008, ಪಟ್ಟದಕಲ್ಲು ದರ್ಶನ, ಕರ್ನಾಟಕ ಇತಿಹಾಸ ಸಂಶೋಧನ ಮಂಡಲ(ರಿ), ಧಾರವಾಡ.
20. ಲಾಂಗ್ವೆಸ್ಟ್ ಎ. ಎಚ್. (ಮೂಲ), ವೆಂಕಟೇಶ ಟಿ. (ಅನು), 2020, ಹಂಪಿಯ ಅವಶೇಷಗಳು, ವಾಸನ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ಬೆಂಗಳೂರು.
21. ಅಂಬಳಿಕೆ ಹಿರಿಯಣ್ಣ (ಸಂ), 2009, ಕನ್ನಡ ವಿಷಯ ವಿಶ್ವಕೋಶ ಇತಿಹಾಸ ಮತ್ತು ಪುರಾತತ್ವ, ಪ್ರಸಾರಾಂಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
22. ಜ್ಞಾನನಂದ. ಜಿ. 2002. ಶಿಲ್ಪದರ್ಶನಸಂಪುಟ :02, ಪ್ರಸಾರಂಗಕನ್ನಡವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಹಂಪಿ
23. ಮಜುಂಧಾರ್.ಆರ್ ಸಿ (ಮೂಲ), ನರಸಿಂಹ ಮೂರ್ತಿ ಎ, ವಿ. (ಅನುವಾದಕರು) 2001, ದೆಹಲಿ ಸುಲ್ತಾನರು ಅದಿಪತ್ಯ ಭಾಗ-02, ಸಂಪುಟ-12, ಭಾರತೀಯ ವಿದ್ಯಾಭವನ, ಬೆಂಗಳೂರು
24. ಮಜುಂಧಾರ್. ಆರ್ ಸಿ (ಮೂಲ), ನರಸಿಂಹ ಮೂರ್ತಿ ಎ ವಿ. (ಅನುವಾದಕರು) 2003, ಮೊಗಲ್ ಸಾಮ್ರಾಜ್ಯ ಭಾಗ-03, ಭಾರತೀಯ ವಿದ್ಯಾಭವನ, ಬೆಂಗಳೂರು
25. ಮಜುಂಧಾರ್. ಆರ್ ಸಿ (ಮೂಲ), ನರಸಿಂಹ ಮೂರ್ತಿ ಎ ವಿ. (ಅನುವಾದಕರು) 1999, ಅಭಿಜಾತ ಯುಗ ಭಾಗ-02, ಸಂಪುಟ-06 ಭಾರತೀಯ ವಿದ್ಯಾಭವನ, ಬೆಂಗಳೂರು

M.A. HISTORY AND ARCHAEOLOGY

Semester – III

HAS 3.1 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 Paramountcy 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

Semester – III
Course Code: HAS 3.2
MODEREN 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 Burton 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 Dhwaja 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 Action
- 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

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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 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- II 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.

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10. A.R Desai: Social Background to Nationalism in India.