

**Restructuring of Syllabus according to
Continuous and Comprehensive Evaluation (CCE)
system under the Choice-Based Credit System
(CBCS)**

**Scheme of Instruction and Examination
for**

M.A. HISTORY (Regular)

w.e.f. 2023-2024

(REVISED SYLLABUS FROM THE ACADEMIC YEAR 2023-2025)



**DEPARTMENT OF HISTORY
OSMANIA UNIVERSITY
HYDERABAD, TELANGANA**

**DEPARTMENT OF HISTORY
OSMANIA UNIVERSITY**

Model

Scheme of Instruction and Examination

M.A. History (Regular)

Continuous and Comprehensive Evaluation (CCE) system under the Choice-Based Credit System (CBCS)

(CCE) w.e.f. 2023-2024

(REVISED SYLLABUS FROM THE ACADEMIC YEAR 2023-2025)

Semester-I

Sl. No.	Subject Code	Paper Title	Scheme of Instruction (Hours per week)	Credits	Scheme of Examination
					----- Internal and Semester End Exam marks
1.	Hist-101*	Political History of India: From earliest times to 1206 CE	5	5	40+10+50 = 100
2.	Hist-102*	Ancient Civilizations	5	5	40+10+50 = 100
3.	Hist-103*	History and Culture of Telangana: From earliest times to 1724 CE	5	5	40+10+50 = 100
4.	Hist-104 *	World History: 1453-1871 CE	5	5	40+10+50 = 100
	Total		20	20	400

Semester-II

Sl. No.	Subject Code	Paper Title	Scheme of Instruction (Hours per week)	Credits	Scheme of Examination
					----- Internal and Semester End Exam marks
1.	Hist-201*	Political History of India: 1206-1858 CE	5	5	40+10+50 = 100
2.	Hist-202*	Historiography and Historical Method	5	5	40+10+50 = 100
3.	Hist-203*	History and Culture of Telangana: 1724-2014 CE	5	5	40+10+50 = 100
4.	Hist-204 *	History of Modern World: 1871-1964 CE	5	5	40+10+50 = 100
	Total		20	20	400

Semester-III

Sl. No.	Subject Code	Paper Title	Scheme of Instruction (Hours per week)	Credits	Scheme of Examination
					----- Internal and Semester End Exam marks
1.	Hist-301*	National Movement in India: 1858-1947 CE	5	5	40+10+50 = 100
2.	Hist-302*	Socio, Economic and Cultural History of India: From earliest times to 1526 CE	5	5	40+10+50 = 100
3.	Hist-303 (a)* Hist-303 (b)* Hist-303 (c)*	History of Dalit Movements in India: 19 th & 20 th Centuries History of Women in India through the Ages Archives and Museums	4	4	40+10+50 = 100
4.	Hist-304 (a)** Hist-304 (b)** Hist -304 (c)**	Constitutional History of India: 1773-1950 CE Environmental History of India History of Science and Technology in India	4	4	40+10+50 = 100
6.		Seminar	2	2	
	Total		20	20	400

Semester-IV

Sl. No.	Subject Code	Paper Title	Scheme of Instruction (Hours per week)	Credits	Scheme of Examination
					----- Internal and Semester End Exam marks
1.	Hist-401*	History of Contemporary India: 1947-2014 CE	5	5	40+10+50 = 100
2.	Hist-402*	Socio, Economic and Cultural History of India: From 1526 to 1947 CE	5	5	40+10+50 = 100
3.	Hist-403 (a)** Hist-403 (b)** Hist-403 (c)**	Tribal and Peasant Movements in India: 19 th & 20 th Centuries Buddhist Studies in India Tourism and Heritage in India	4	4	40+10+50 = 100
4	Total	Project Work ***	6	6	
	Total		20	20	400

Note:

* **Core papers.**

** **Electives.**

*** **60 marks for Project Report and 40 marks for presentation and viva-voce exam.**

Programme Specific Outcomes (PSOs)

- Examine the major political events in India from ancient times to the early medieval period.
- Investigate the rise and decline of various kingdoms and empires, such as the Maurya and Gupta Empires.
- Explore the influence of prominent rulers and their impact on political structures.
- Study the defining features and contributions of ancient civilizations, including the Indus Valley, Mesopotamia, and Egypt. Assess the interactions and exchanges that took place between different civilizations. Analyze the cultural, economic, and technological advancements in ancient societies
- Investigate the defining attributes and contributions of ancient civilizations, such as the Indus Valley, Mesopotamia, and Egypt.
- Evaluate the interactions and exchanges that took place between diverse civilizations. Study the cultural, economic, and technological progressions in ancient societies.
- Explore the historical and cultural changes in Telangana from ancient times through to the early modern era.
- Assess the impact of dynasties like the Satavahanas and Kakatiyas on the region's cultural landscape.
- Investigate the development of regional traditions, languages, and art forms.
- Examine key global events and shifts from the fall of Constantinople to the unification of Germany.
- Assess the role of European exploration, colonization, and the rise of empires in shaping world history.
- Investigate the cultural and political exchanges across regions during this period.
- Analyze political changes in India from the rise of the Delhi Sultanate to British colonization.
- Evaluate the impact of dynasties, such as the Mughals, on the political and social fabric of India.
- Investigate the influence of socio-religious movements in shaping political awareness and ideology.
- Examine the evolution of historiographical methods and their progression over time.
- Assess the relevance and role of primary and secondary sources in historical inquiry.
- Delve into the ethical dilemmas involved in historical writing and representation.
- Explore the historical and cultural trajectory of Telangana from the Asaf Jahi dynasty to modern times.
- Evaluate the influence of socio-political movements on the identity and cultural development of the region.
- Investigate Telangana's contributions to the wider scope of Indian history.
- Analyze transformative global events from the unification of Germany to the onset of the Cold War.
- Investigate the impact of industrialization, imperialism, and the two World Wars on global history.
- Explore the emergence of new ideologies and movements during this period.
- Trace the rise and evolution of the national movement in India throughout the colonial era.
- Examine the influence of key leaders and organizations in the Indian struggle for independence.
- Understand the contribution of socio-religious movements in shaping nationalist ideologies.
- Study the socio-economic and cultural changes in India from ancient times to the establishment of the Mughal Empire.
- Analyze the influence of various dynasties on India's social and economic structures.
- Investigate the role of religion, art, and literature in shaping India's cultural heritage.
- Examine the growth and impact of Dalit movements in India during the 19th and 20th centuries.
- Understand the evolution of scientific thought and technological advancements in India.
- Evaluate the contributions of ancient Indian scholars and innovators in various scientific fields.
- Analyze the impact of colonialism on the development of science and technology in India.
- Examine the role of scientific institutions and research in shaping India's technological progress.
- Investigate the integration of traditional knowledge with modern scientific practices in India.
- Assess the role of science and technology in driving social and economic development in India.
- Explore the contemporary challenges and opportunities in India's scientific and technological landscape.
- Examine the role of archives and museums in safeguarding and promoting historical knowledge.
- Evaluate the importance of curatorial practices in presenting diverse perspectives and narratives.

- Investigate the challenges and opportunities associated with managing cultural heritage institutions.
- Analyze the progression of constitutional developments in India from the colonial era to independence.
- Assess the influence of major legislations and movements on the shaping of India's constitutional framework.
- Explore the role of constitutional debates in shaping the modern Indian state.
- Investigate the historical relationship between humans and the environment in India.
- Evaluate the effects of colonial and post-colonial policies on environmental transformations.
- Examine the influence of movements focused on environmental conservation.
- Analyze the advancements in science and technology throughout India's history.
- Evaluate the contributions of Indian scholars and innovators across various fields.
- Investigate the effects of colonialism on the progress of science and technology in India.
- Analyze key political, social, and economic shifts in India from independence to the present.
- Examine the influence of major events like liberalization and globalization on Indian society.
- Explore the impact of movements that have shaped modern India.
- Assess the socio-economic and cultural changes in India from the Mughal era to independence.
- Consider the effects of colonial policies on the Indian society and economy.
- Investigate the role of cultural movements in shaping India's national identity.
- Analyze the development of tribal and peasant movements in India during the 19th and 20th centuries.
- Evaluate the contributions of prominent leaders and organizations in advocating for the rights of marginalized groups.
- Study the socio-political factors that influenced these movements.
- Explore the historical development of Buddhism in India, from its origins to modern practices.
- Assess the contributions of key figures and texts to the formation of Buddhist philosophy.
- Investigate the socio-political context that influenced the evolution of Buddhism in India
- Analyze the interplay between tourism, heritage conservation, and socio-economic development in India.
- Examine the effects of tourism on cultural heritage and local communities.
- Assess the strategies and practices in place to ensure sustainable tourism and heritage management

Programme Outcomes (POs)

- Comprehend the development of governance and administrative systems in early India.
- Assess the impact of religion and culture on shaping political ideologies.
- Apply historical analysis to explore the continuity and transformation in Indian political history.
- Investigate the social, political, and economic frameworks of ancient civilizations.
- Examine the role of geography and the environment in influencing the growth of civilizations.
- Conduct a critical evaluation of how the legacies of ancient civilizations shape contemporary society.
- Examine the socio-political landscape of Telangana's history.
- Investigate the significance of Telangana's cultural heritage and its impact on modern society.
- Apply historical analysis to evaluate the region's historical narratives.
- Explore the socio-economic and political transformations in the early modern world.
- Assess the global political consequences of key revolutions, such as the American and French Revolutions.
- Critically explore the rise of modern nation-states. Investigate the evolution of political systems and governance structures during this period.
- Evaluate the interactions between indigenous powers and foreign invaders.
- Apply historical analysis to assess the impact of colonialism on Indian politics
- Examine the evolution of historical methodologies and their application in research.
- Investigate different interpretations of historical events and their broader consequences.
- Utilize critical analysis to assess the credibility of historical sources.
- Explore the socio-economic and political context of Telangana's historical development.

- Analyze the role of cultural practices and traditions in shaping the identity of Telangana.
- Apply historical research to evaluate contemporary issues in Telangana.
- Study the socio-political and economic developments in the modern world.
- Investigate the impact of major global conflicts on international relations.
- Explore the influence of modernization and globalization through critical analysis.
- Understand the historical context surrounding the Indian independence movement.
- Examine the significance of pivotal events such as the Non-Cooperation Movement and Quit India Movement.
- Assess the impact of colonial policies on Indian society. I
- Investigate the historical background of socio-economic changes in India.
- Evaluate the influence of regional and local traditions in shaping Indian culture.
- Apply historical insights to understand the effects of social and economic transformations.
- Investigate the historical origins of caste-based discrimination and its social consequences.
- Explore the impact of movements like the Satya Shodak Samaj and the Scheduled Castes Federation.
- Conduct a critical examination of the ongoing struggles for social justice and equality.
- Investigate the historical development of gender relations in India.
- Analyze the contributions of women's movements in challenging patriarchal structures.
- Assess the progress of women's rights over time and its societal impact.
- Trace the historical evolution of archives and museums in India.
- Explore the implications of digitization and technological innovations on archival practices.
- Evaluate the role of public history in enhancing community engagement and public awareness.
- Examine the historical context of constitutional changes and reforms in India.
- Investigate the significance of key legislative documents, such as the Government of India Acts and the Indian Constitution.
- Assess the broader societal consequences of constitutional reforms in India.
- Analyze the socio-political and economic factors shaping the environmental history of India.
- Investigate the role of traditional ecological knowledge and practices in Indian environmental management. Critically assess the contemporary environmental challenges facing India.
- Examine the evolution of scientific thought and technological practices in India.
- Investigate the relevance and contribution of indigenous knowledge systems to contemporary society.
- Evaluate the role of science and technology in the broader development of Indian society.
- Apply historical analysis to understand the context of current socio-political issues in India.
- Investigate the role of democratic processes and governance in the political landscape of India.
- Analyze the socio-economic and cultural transformations in India within a rapidly changing global context.
- Examine the historical significance of regional cultural variations and their impact on Indian society.
- Evaluate the influence of economic policies on the development of India's national economy.
- Investigate the historical roots of agrarian movements and tribal rights in India.
- Analyze the significance of movements such as the Santhal Rebellion and the Tebhaga Movement in shaping Indian society.
- Assess the long-term effects of these movements on Indian social and political structures.
- Investigate the historical and contemporary significance of Buddhism in India's cultural and religious landscape.
- Analyze the impact of Buddhism on Indian art, literature, and social practices.
- Critically assess the relevance of Buddhist teachings in modern-day India.
- Explore the historical development of tourism in India and its effects on cultural heritage conservation.
- Examine the role of heritage sites in the promotion and sustainability of tourism.
- Evaluate the challenges and opportunities posed by heritage tourism in the context of cultural preservation

**FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY**

M.A. History, First Semester

**Paper I – (101) POLITICAL HISTORY OF INDIA: FROM EARLIEST TIMES TO 1206 CE
(CORE)**

The objective of the Sem – I, Paper I – (101) POLITICAL HISTORY OF INDIA: FROM EARLIEST TIMES TO 1206 CE :

The main objective of this course is to provide a comprehensive understanding of the history of India from the earliest times starting from Pre-History to 1206 CE. The student gets an insight on various issues like the political and administrative structure and events that happened in the past during the historical period and their impact.

Course Outcomes (COs)

- Explain the major political events and figures in India up to 1206 CE.
- Analyze the impact of invasions and external influences on Indian politics.
- Discuss the significance of regional powers in shaping India's political landscape.
- Comprehend the key political developments in India from the Vedic period to 1206 CE, focusing on the evolution of political structures, governance, and dynastic rule.
- Identify the major kingdoms, empires, and dynasties, such as the Maurya, Gupta, and Chola, and their contributions to India's political landscape.
- Explore the impact of significant rulers like Chandragupta Maurya, Ashoka, Samudragupta, and Rajendra Chola on the political consolidation and expansion of their empires.
- Evaluate the cultural and political exchanges between India and neighboring regions, including Central Asia, the Middle East, and Southeast Asia, and how these influenced Indian politics.
- Examine the role of political institutions, such as local self-governments, councils, and administrative systems, in shaping the governance of early Indian societies.
- Assess the impact of socio-religious movements, including Buddhism, Jainism, and the Bhakti movement, on the political consciousness of the time.
- Interpret the significance of the decline of major empires and the establishment of regional kingdoms leading to the formation of the Delhi Sultanate in 1206 CE.

Module-I: Geographical Background of India - Sources: Archaeological, Literary & Foreign Accounts– India and its different names, Prehistoric Cultures: Stone Ages: Paleolithic, Mesolithic & Neolithic - Neolithic Revolution-Bronze Age-First Urbanization : Indus Valley Civilization: Origin - Major Sites - Extent - Administrative Structure - Decline.

Module-II: Rig Vedic Age and Aryans: Origin - Extent - Political Conditions - Later Vedic Age - First Political Formations –Second Urbanization- Rise of Mahajanapadas - Formation of Kingdoms (Rajya) & Ganarajyas (Republics) : Administrative Structure - Rise of Magadha: Expansion of the State System Buddhist and Jain Concept of State - Rise of Magadha- Nandas - Foreign Invasions - Alexander's Invasion & Impact.

Module-III: Formation of Empire -- Mauryan Empire - Chandragupta Maurya, Ashoka - Mauryan Administrative Structure - Decline - Post - Mauryan Period - Indo- Greeks - Sakas -Sungas - Kushanas - Kanishka - Satavahanas - Kalinga - Nature of Polity & Administration - Sangam Polity & Secondary State Formation -Administration.

Module-IV: Rise of Gupta Empire: Chandragupta I, Samudragupta, Chandragupta II - Polity - Administration –Huna Invasions- Decline-Vakatakas- - Rule of Pushyabhutis - Harshavardhana – Deccan and South Indian Kingdoms- Chalukyas - Rashtrakutas -Pallavas - Cholas - Polity –Conquest and Expansion, Administration-Local Self Government.

Module-V: Arab Conquest of Sindh -Rajput Age - Major Dynasties – Polity-Conflicts -Tripartite Struggle - Administration - Invasions of Mahmud Ghazni and Muhammad Ghor- Its Impact.

SUGGESTED READINGS:

- D.D.Kosambi, *An Introduction to Indian History*.
- -----, *An Historical Outline of Indian Culture and History*.
- Romila Thapar, *History of India*, Vol. I.
- -----, *Ancient Indian Social History*.
- -----, *Interpreting Early India*.
- Noboru Karashima, *History of South India*.
- K.A.N. Sastry, *A History of South India*.
- R.S. Sharma, *Material Culture and Social Formation in Ancient India*.
- -----, *Indian Feudalism*.
- -----, *Perspectives of Social and Economic History of India*.
- Upinder Singh, *A History of Ancient and Early Medieval India (From the Stone Age to the 12th Century)*.
- R.C. Majumdar (Ed.), *The History and Culture of Indian People*, Vol. I to VI.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, First Semester
Paper II – (102) ANCIENT CIVILIZATIONS
(CORE)

The Objective of the Sem – I, Paper II – (102) ANCIENT CIVILIZATIONS:

The main objective of this course is to discuss in detail the achievements and contributions of ancient Civilizations in the fields of Culture, Science and Technology, Art and Architecture, Language and Literature. These were also the formative periods for the evolution of societies, economies and political structures across the world. This course helps the student to appreciate the Origin & growth of Civilizations and in particular the geographical settings in Ancient world.

Course Outcomes (COs)

- Explain the major features of key ancient civilizations.
- Analyze the factors that led to the rise and fall of these civilizations.
- Discuss the cultural contributions of ancient societies to human history.
- Identify the key characteristics and contributions of major ancient civilizations, including the Indus Valley, Mesopotamia, Egypt, and China, and their influence on world history.
- Examine the social, political, economic, and cultural structures of ancient societies and their development over time.
- Explore the role of religion, art, and architecture in shaping the cultural identity of early civilizations.
- Analyze the technological and scientific advancements made by ancient civilizations and their impact on subsequent societies.
- Evaluate the interactions, trade, and exchanges between different civilizations and their effect on cultural diffusion.
- Understand the role of major historical figures, rulers, and empires in the rise and fall of ancient civilizations. *
- Investigate the decline and legacy of ancient civilizations, and their lasting influence on modern societies, institutions, and cultures

Module-I: Definition of Culture and Civilization – Features of Civilization – Mesopotamian Civilization - The Significance of Fertile Crescent - Geographical Features - The Sumerian and their State Systems - Contribution to Material Culture and Urbanization - Society - Economy – Religion - Language & Literature – Art & Architecture - Scientific Knowledge.

Module-II: Egyptian Civilization - Geographical Features - The Age of Pyramids - The Imperial Age – Important Kings and Their Contribution – Society and Economy - Agriculture – Irrigation - Trade and Commerce - Religion – Language & Literature – Art & Architecture - Scientific Knowledge.

Module-III: Ancient Greece and Rome - Geographical Features and Historical Background - Characteristic Features of Greek Society & Economy - Polity - Slavery - City States - Athenian Democracy - Greco-Persian Wars - Administration - Greek Language & Literature - Art & Architecture - Philosophers - Science and Technology - Decline - Roman Civilization - Rise of Roman Power - Great Roman Kings and their Conquests - Political Organization - Administrative Structure - Society – Language & Literature - Art & Architecture - Fall of Roman Empire.

Module-IV: Indus Valley Civilization – Sites & Major Discoveries – The First Urbanization – Phases- Characteristic Features - Socio - Economic Life – Script -Religion – Significance-Reasons for Decline.

Module-V: Ancient China - Geographical Features – Major Dynasties – Administration - Society – Economy – Religion and Philosophy – Taoism – Confucianism and Buddhism – Science and Technology, Literature - Arts and Architecture.

SUGGESTED READINGS:

- . Gordon Child, *What Happened in History*.
- . J. Bury, *History of Greece*.
- . Finley, *Ancient Culture and Society*.
- . Joseph Needham, *Science and Civilization in China*.
- . George Raux, *Ancient Iraq*.
- . V.C. Childe, *New Light on the Ancient Past*.
- . A.L. Basham, *The Wonder that was India*.
- . H.A. Davies, *An Outline History of the World*, London, 1969.
- . Neil & M.C. Willam, *A World of History*, Oxford, New York, 1907.
- . R. Hall, *Ancient History of the Near East*, 1932.
- . H.S. Baghela, *World of Civilization*

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, First Semester
Paper III – (103) HISTORY AND CULTURE OF TELANGANA: FROM EARLIEST
TIMES TO 1724 CE
(CORE)

The objective of the Sem-I, Paper III – (103) HISTORY AND CULTURE OF TELANGANA:
FROM EARLIEST TIMES TO 1724 CE:

The main objective of this course is to focus on the history and culture of Telangana from the earliest times to 1724. The various sources that help in the writing of Telangana history is highlighted. The political, administrative, social, economic and cultural past of the region is dealt in different Modules. This course helps the student to acquaint with the regional and local history.

Course Outcomes (COs)

- Explain major historical events and cultural developments in Telangana up to 1724 CE.
- Analyze the contributions of key historical figures in shaping Telangana's identity.
- Discuss the role of religion and language in the region's cultural landscape.
- Explore the origins and progression of Telangana's early history, including its prehistoric and protohistoric phases.
- Understand the political landscape and transitions in Telangana from ancient times to 1724 CE, emphasizing key dynasties and their governance.
- Analyze the socio-economic frameworks that influenced the region, covering agriculture, trade networks, and artisanal activities.
- Assess the cultural legacies of different kingdoms, focusing on Telangana's art, architecture, and literary contributions.
- Study the religious and philosophical movements that arose and their societal impact on Telangana's development.
- Evaluate the interactions between indigenous powers and external influences, including invaders and regional rulers.
- Examine the evolution and persistence of local traditions, festivals, and languages, tracing their historical origins and transformations.

Module-I: Sources: Geographical Features of Telangana: Archaeological, Literary and Foreign Accounts - Pre and Proto History: Palaeolithic - Mesolithic - Neolithic and Megalithic Cultures - Asmaka Janapada and Identity of Telangana.

Module-II: The Age of Satavahanas – Origin – Administration - Society and Economy – Religion - Language & Literature - Art & Architecture - Post-Satavahana Period - Ikshvakus – Vakatakas – Vishnukundins – Polity – Society – Economy – Religion - Language & Literature - Art & Architecture.

Module-III: Chalukyas of Badami - Rashtrakutas – Chalukyas of Vemulavada & Mudigonda – Kalyani Chalukyas – A Brief Political History – Administration – Society – Economy – Religion - Language & Literature - Art & Architecture.

Module-IV: Kakatiyas – Origin and Early History – Ganapatideva, Rudramadevi and Prataparudra -II - Administration - Revolts - Society – Economy – Language & Literature - Art & Architecture – Post-Kakatiya Political Developments: Rise of Musunuri and Velama Chiefs.

Module-V: Qutb Shahis of Golconda – Origin and Political History – Administration – Society – Economy – Religion – Language & Literature – Art & Architecture – Cultural Synthesis
Political Conditions from 1687 to 1724 CE.

SUGGESTED READINGS:

- G. Yazdani, *Early History of Deccan*, 2 Vols.
- K. Satyanarayana, *A Study of History and Culture of Andhras*, Vol. I & II.
- -----, *History of Minor Chalukyan Families in Andhra Desa*.
- Suravaram Pratapa Reddy, *Andhrula Sanghika Charitra* (Telugu).
- P. Sree Rama Sarma, *Andhrula Charitra upto 1330 A.D.* (Telugu).
- B.S.L. Hanumantha Rao, *Andhrula Charitra* (Telugu).
- Balendru Sekharam, *Andhras through the Ages*.
- M. Rama Rao, *Andhra through the Ages*.
- K. Gopalachary, *Early History of Andhra Country*.
- Parabrahma Sastry, *The Kakatiyas*.
- B.N. Sastry, *Recharla Padmanayukulu* (Telugu).
- -----, *Golkonda Charitra – Samskruthi Sasanamulu* (Telugu).
- -----, *Vemulawada Charitra Sasanamulu* (Telugu).
- Terala Satyanarayana Sarma, *Rachakonda Charitramu* (Telugu).
- Cynthia Talbot, *Pre-Colonial India in Practice: Society, Region and Identity in Medieval Andhra*, Oxford University Press, 2001.
- J.F. Richards, *Mughal Administration in Golconda*.
- H.K. Sherwani, *History of Qutb Shahis*.
- D. Raja Reddy, *The Study of Satavahana History: The Source Material*, Deccan Archaeological and Cultural Research Institute, Hyderabad.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, First Semester
Paper IV – (104) WORLD HISTORY: 1453-1871 CE
(CORE)

The main objective of the Sem-I, Paper IV – (104) WORLD HISTORY: 1453-1871 CE:

The main objective of this course is to make the student to understand the changes that took place in the World from 1453-1871 - CE and to know the impact of Revolutions that took place on Western Economy.

Course Outcomes (COs)

- Explain major events and trends in world history between 1453 and 1871.
- Analyze the impact of industrialization and modernization on various societies.
- Discuss the interconnectedness of global events and their implications.
- Analyze the significant political, social, and economic transformations in global history from 1453 to 1871, such as the Renaissance, Reformation, and Enlightenment.
- Examine the rise and fall of empires, including the Ottoman, Mughal, and European colonial powers, and their global impact.
- Evaluate the influence of revolutions, such as the American, French, and Industrial Revolutions, on world politics, society, and economy. Understand the evolution of trade networks, globalization, and cultural exchanges across continents during this period.
- Assess the emergence of new ideologies, including liberalism, socialism, and nationalism, and their influence on global and regional politics.
- Study major diplomatic events and treaties that shaped international relations and political boundaries during this era.
- Investigate the socio-cultural and technological advancements, exploring their role in reshaping societies and their legacies in contemporary times.

Module-I: Historical Background - Fall of Constantinople & Impact - The Revival of Classical Age - Rise of Renaissance - Humanism - Literature and Cultural Contribution - Scientific Knowledge and Intellectual Thought - Art and Architecture - Geographical Discoveries - Reformation and Counter Reformation Movement in Europe - Significance.

Module-II: Feudalism in Europe -Rise of Nation States- England - France - Spain - Enlightened Despotism, Austria - Russia - Prussia - Glorious Revolution and Impact.

Module-III: Beginning of Colonialism in America - American War of Independence - Causes, Course and Consequences - Mercantilism and Commercial Revolution - French Revolution - Napoleon - Congress of Vienna - Revolutions in Europe 1830-1848 - Significance - Transition from Feudalism to Capitalism.

Module-IV: Industrial Revolution: Causes - Inventions - Consequences - Rise of Industrial Capitalism - Labour and Socialist Movements - Colonialism and Imperialism in Asia & Africa.

Module-V: Unification of Italy – The Rise of Nationalism – Mazzini, Cavour, Garibaldi – Unification of Germany – Rise of Nationalism – Bismarck – The Austro-Prussian War – The Franco-Prussian War – The Treaty of Frankfurt 1871 – Consequences.

SUGGESTED READINGS:

- H.A.L. Fisher, *A History of Europe*.
- Webster, *World History*.
- Thomson, *World since 1870*.
- E.J. Hobsbawm, *Age of Revolution*.
- -----, *Age of Empires*.
- -----, *Nations and Nationalism*.
- Panikkar, *Asia and Western Dominance*.
- David Thompson, *Europe since Napoleon*.
- Norman Davis, *Europe*.
- C.D.M., Ketelbey, *A History of Modern Times from 1789*, OUP.
- C.J.H. Hayes, *Modern Europe to 1870*.
- B.V. Rao, *World History*.
- J. Kelley Sowards (Ed.), *Makers of World History*, Vol. II, St. Martin's Press, New York, 1995.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Second Semester
Paper I – (201) POLITICAL HISTORY OF INDIA: 1206-1858 CE
(CORE)

The main objective of the Sem- II, Paper I – (201) POLITICAL HISTORY OF INDIA: 1206-1858 CE:

The main objective of this course is to provide a comprehensive idea about the Political History of India from 1206-1858 CE. This period highlights the Political and Administrative developments in different regions of India.

Course Outcomes (COs)

- Explain significant political events and figures in India from 1206 to 1858 CE.
- Analyze the factors leading to the decline of indigenous powers and the rise of British rule.
- Discuss the implications of colonial policies on Indian society. Analyze the establishment, expansion, and administration of the Delhi Sultanate and the Mughal Empire, highlighting their political and socio-economic impacts on India.
- Evaluate the dynamics of regional kingdoms and their interactions with larger empires, including the Vijayanagara, Marathas, and Rajputs.
- Examine the evolution of administrative structures, taxation systems, and policies under various rulers from 1206 to 1858 CE. Assess the influence of foreign invasions and colonial encounters on India's political landscape during this period. Study the emergence of European trading companies, their expansion into political power, and the consolidation of British rule. Investigate socio-political movements, revolts, and resistance, including their roots, objectives, and outcomes in challenging existing power structures. Explore the role of religion, culture, and diplomacy in shaping the political history of India between 1206 and 1858 CE

Module-I: Political Conditions of Delhi - Tomar and Chauhans - Foundation of the Delhi Sultanate (1206) CE: The Slave Dynasty – Qutb-ud-din Aibak to Balban – The Khalji Dynasty – Jalal-ud- din Khilji- Ala-ud-din Khalji – Military & Market Reforms - The Tughlaq Dynasty – Muhammad-bin-Tughlaq, Firuz Shah Tughlaq - Downfall of the Tughlaq Dynasty – The Sayyid & Lodi Dynasties – Administration under the Delhi Sultanate - Decline of Delhi Sultanate.

Module-II: Political Formation in the Deccan and South India - Hoysalas, Pandayas, Yadavas - Kakatiyas - Administration - Vijayanagar Kingdom Dynasties - Administration - Decline - Bahmani Kingdom - Administration - Decline.

Module-III: Age of Mughals - Sources - Babur - Humayun - Sur Dynasty: Sher Shah's Administration - Akbar's Administration -Rajput Policy - Jahangir - Nurjahan - Shahjahan - Aurangzeb's Policies - Religious & Deccan - Decline of Mughal Empire - Rise of Marathas - Shivaji: Administration - Peshwas.

Module-IV: Advent of European Trading Companies in India: Portuguese, Dutch, English, French - East India Company – Anglo-French Rivalry – Carnatic Wars – Foundation of British Rule in India - Battles of Plassey- Battle of Buxar - Anglo-Mysore War ,Anglo-Maratha War - Era of Governor Generals (1772-1857 CE) - Warren Hastings, Cornwallis, Wellesley, Bentinck, Dalhousie - Their Policies and Impact.

Module-V: Nature of Colonial State and Ideology - Administrative Structure - Army - Police - Law - Education - Press - Resistance towards Colonial Dominance - Causes & Consequences -The Revolt of 1857 - Causes -Course - Results - Queens Proclamation, (1858) CE.

SUGGESTED READINGS:

- Omprakash, *Rise of European Commercial Enterprise in India*.
- J.F. Richards, *The Mughal Empire*.
- Satish Chandra, *History of Medieval India*, Vol. I & II.
- R.C. Majumdar (Ed.), *History and Culture of the Indian People* (Relevant Volumes), Bharatiya Vidya Bhavan Series.
- Muzaffar Alam & Sanjay Subrahmanyam, *The Mughal State, 1526-1750*, OUP, New Delhi, 1998.
- T.V. Mahalingam, *Administration and Society under Vijayanagara*.
- Irfan Habib, *The Agrarian System under the Mughals*.
- Gordon Johnson, *The Marathas, New Cambridge History*.
- H.K. Sherwani, *The Bahamanis of Deccan*.
- J.L. Mehta, *Advanced Studies in the History of Medieval India*, Vol. I to III.
- John F. Richards, *The New Cambridge History of India – The Mughal Empire*.
- R.C. Majumdar, Raychaudhuri & Datta, *Advanced History of India*.
- A.R. Desai, *Social Background of Indian Nationalism*.
- C.A. Bayly, *Indian Society and the Making of the British Empire*, OUP.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Second Semester
Paper II – (202) HISTORIOGRAPHY AND HISTORICAL METHOD
(CORE)

The main aim of the Sem-II, Paper II – (202) HISTORIOGRAPHY AND HISTORICAL METHOD:

The main objective of this course is to introduce the student to the processes of historical research. The various historiographical traditions that were prevalent from the Ancient times to the Modern times is discussed. The course also helps the student to learn about the importance of sources and their applications in research.

Course Outcomes (COs)

- Explain key historiographical debates and methodologies in history.
- Analyze the contributions of prominent historians to the field.
- Discuss the challenges of interpreting historical evidence.
- Understand the evolution and significance of historiography and the development of historical writing over time.
- Evaluate different schools of historical thought and their contributions to the interpretation of historical events.
- Analyze key historical methodologies and their application in conducting research.
- Assess the reliability, objectivity, and limitations of primary and secondary historical sources.
- Examine the influence of ideological and cultural factors on historical narratives and representations.
- Apply critical thinking and analytical skills to construct and critique historical arguments and narratives.
- Investigate ethical considerations and responsibilities involved in historical research and writing

Module-I: History: Meaning-Nature and Scope - Relationship of History with other Social Sciences & Auxiliary Sciences - Facts- Interpretation - Causation - Generalization – Subjectivity - Objectivity.

Module-II: Ancient Historiography: Greco-Roman Historiography - Herodotus Thucydides- Livy Tacitus - Historical Writing in Ancient India -Itihasa- Purana Tradition - Buddhist & Jain Literature - Bana – Kalhana - Medieval Historiography - Christian and Arab Historical Tradition - St. Augustine - Ibn Khaldun- Historians and Historiography of Medieval India: Alberuni to Abul Fazal.

Module-III: Modern Historiography: Western Historiography – Ranke and Empiricism - Karl Marx and Historical Materialism - Modern Indian Historical Writing - Imperialist/Colonialist – Nationalist Approaches - Marxist and Subaltern Schools and Other Approaches.

Module-IV: Dissertation/Thesis Writing - Selection of Topic - Synopsis Preparation - Collection of Primary & Secondary Sources - Research Methodology – Review of Literature – Hypothesis - Chapterisation – Footnotes - References – Bibliography – Index and Completion of the Thesis.

Module-V: Computational Historical Research: Artificial Intelligence - Digital approaches - Digital Humanities Network Analysis-Data mining-Network Visualization Maps - Computational Historical Linguistics.

SUGGESTED READINGS:

- E.H. Carr, *What is History*.
- Arthur Marwick, *Nature of History*.
- H.E. Barnes, *A History of Historical Writings*.
- G.R. Elton, *The Practice of History*.
- R.G. Collingwood, *Idea of History*.
- P. Gardener, *Theories of History*.
- Marc Bloch, *Historians Craft*.
- Shaik Ali, *History - Its Theory and Method*.
- C.H. Philip, *Historians of India*.
- S.P. Sen, *Historians of India*.
- Romila Thapar, *Ancient Indian Social History*.
- -----, *Past and Prejudice*.
- A.K. Warder, *Ancient Indian Historiography*.
- Gottschalk, *Generalisation of History*.
- E. Sridharan, *A Text Book of Historiography*.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Second Semester
Paper III – (203) HISTORY AND CULTURE OF TELANGANA: 1724-2014 CE
(CORE)

The main objective of the Sem – II, Paper III – (203) HISTORY AND CULTURE OF TELANGANA: 1724-2014 CE:

The main objective of this course is to acquaint the student with the developments that took place in the history of Telangana from 1724-2014 CE. The foundation of the Nizam State to the Freedom Struggle in Hyderabad State till the formation of new Telangana State have been given due importance in this course.

Course Outcomes (COs)

- Explain major historical events and cultural developments in Telangana from 1724 to 2014 CE.
- Analyze the role of key figures in shaping the region's history.
- Discuss the impact of globalization and modernity on Telangana's culture.
- Comprehend the socio-political development of Telangana from the Asaf Jahi dynasty to its establishment as a separate state in 2014.
- Assess the influence of various rulers and political transformations on the region's social and economic structures.
- Examine pivotal movements, such as the Telangana Armed Struggle and the statehood movement, in shaping the regional identity.
- Analyze the impact of Telangana's culture, language, literature, and art on its historical heritage.
- Evaluate the contributions of Telangana's freedom fighters, social reformers, and cultural leaders to both regional and national history.
- Investigate the interaction between regional customs, practices, and institutions and broader Indian socio-political dynamics.
- Utilize historical analysis to explore contemporary issues in Telangana, drawing from its rich cultural and political legacy.

Module-I: Foundation of Asaf Jahi Dynasty – Nizam-ul-Mulk to Mir Mahaboob Ali Khan – Nizam-British Relations – Salarjung Reforms - Modernization of Hyderabad – 1857 Revolt and Adivasi Rebellion – Ramji Gond – Rekapalli Revolt - Cultural Heritage of Asaf Jahis – Art, Architecture, Fine Arts, Cuisine, etc.

Module-II: Mir Osman Ali Khan – Land Tenure System and Revenue Administration – Agriculture, Irrigation - Modern Industries and Economic Development: Coal Mines, Railways, Roads, Posts and Telegraph – Educational Reforms – Osmania University – Public Health – Social, Cultural and Political Awakening in Telangana – Press, Journalism and Library Movements – Nizam Andhra Jana Sangham – Arya Samaj and Its Activities – Ittehad-ul-Muslimeen – Dalit Movements, Bhagya Reddy Verma and other Leaders.

Module-III: The Role of Andhra Maha Sabha – Hyderabad State Congress – Political Developments in Hyderabad State Justice Party – Administrative and Constitutional Reforms – Mulki-Non-Mulki Issue 1930 – Vandemataram Movement – Comrades Association, Student and Workers Organisations and Movements – Communist Party and Its Activities – Women's Movement, Andhra Mahila Sabha and others organizations.

Module-IV: Anti-Nizam and Anti-Feudal Movements – Telangana Peasants Armed Struggle - Adivasis Revolt – Kumaram Bheem – Razakars and Their Activities – Police Action – Formation of Popular Ministry under Burgula Rama Krishna Rao – Assertion of Mulki Identity and the City College Incident 1952 – Merger of Telangana and the Formation of Andhra Pradesh 1956.

Module-V: Discrimination, Dissent and Protest – Violation of Gentlemen’s Agreement – Agitation for Separate Telangana State: Formation of Telangana Praja Samithi – Role of Intellectuals, Students, Employees in 1969 Movement - Second Phase Movement for Separate Telangana – Formation of Various Associations – Telangana Aikhya Vedika – Telangana Jana Sabha - Telangana Rashtra Samithi 2001 - Role of Osmania and Kakatiya University Students and Others - Formation of Telangana Political Joint Action Committee and Its Role in the Movement - Mass Mobilization – Sakala Janula Samme – Million March – Sagara Haram, Chalo Assembly – December 2009 Declaration and the Formation of Telangana State, June 2014.

SUGGESTED READINGS:

- H.G. Briggs, *The Nizam*, Vol. I & II.
- V.K. Bawa, *The Last Nizam*.
- -----, *Hyderabad under Salarjung-I*.
- Sarojini Regani, *Nizam British Relations*.
- -----, *Highlights of the Freedom Movement in Andhra Pradesh*.
- Bharati Ray, *Hyderabad and British Paramountacy*.
- Sheela Raj, *Medievalism to Modernism – Socio, Economic and Cultural History of Hyderabad 1869-1911*.
- Karen Leonard, *Hyderabad and Hyderabadies*.
- Lucien B. Benichov, *From Autocracy to Integration Hyderabad 1938-48*.
- Wahiduddin Khan, *A Brief History of Andhra Pradesh*.
- B.N. Sastry, *Bharatadesa Charitra – Sanskruthi – Sansthanamulu* (Telugu).
- Veldurthi Manikya Rao, *Hyderabad Swathantryodiyama Charitra* (Telugu).
- N. Ramesan, *Hyderabad Freedom Struggle*, Vol. I to IV.
- Barry Pavier, *The Telangana Movement 1944-51*.
- B.S. Venkat Rao, *Our Struggle for Emancipation*, Vol. I & II.
- Madapati Hanumanth Rao, *Telangana Andhrodyama Charitra* (Telugu), Vol. I & II.
- M. Narsingh Rao, *50 Sanwathsarala Hyderabad* (Telugu).
- I. Tirumali, *Against Lord and Dora*.
- C.V. Subba Rao, *The Social Context of Industrialization 1875-1948*, Hyderabad.
- Karra Ella Reddy, *Telangana Sarvaswam*, Telangana Sahiti Publications, Warangal, 2009.
- K.V. Narayan Rao, *Emergence of Andhra Pradesh*.
- Raavi Narayana Reddy, *Veera Telangana Anubhavalu Gnapakalu*, Vishalandra Publications, 2012.
- Gautam Pingle, *The Fall and Rise of Telangana*, Orient Blackswan, New Delhi, 2014.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Second Semester
Paper IV – (204) HISTORY OF MODERN WORLD: 1871-1964 CE
(CORE)

The main objective of the Sem – II, Paper IV – (204) HISTORY OF MODERN WORLD: 1871-1964 CE:

The main objective of this course is to highlight on the events that took place between 1871-1964 CE over the world. This period is crucial as it brings to light the strengths and weaknesses of world nations.

Course Outcomes (COs)

- Explain major events and trends in world history between 1871 and 1964.
- Analyze the impact of technological advancements on societies.
- Discuss the interconnectedness of global events and their implications for the future.
- Understand the key political, social, and economic developments that shaped the modern world from 1871 to 1964.
- Analyze the causes and consequences of major global conflicts, including World War I and World War II, and their impact on international relations.
- Evaluate the rise of nationalism and decolonization movements, particularly in Asia and Africa, during the early to mid-20th century.
- Examine the transformation of global power dynamics, with a focus on the emergence of the United States and the Soviet Union as superpowers.
- Investigate the role of technological advancements, industrialization, and economic changes in shaping global societies.
- Assess the impact of ideologies such as communism, fascism, and liberalism on global politics and society.
- Explore the cultural, intellectual, and artistic movements that emerged during this period and their influence on modern thought

Module-I: Rise of Imperialism and Rivalry among the Colonial Powers - Imperialist - Hegemony over Africa and Asia - Political Conditions on the Eve of First World War.

Module-II: Formation of Alliances - Causes and Consequences - Eastern Question _ The First World War - Causes and Consequences - League of Nations - Russian Revolution - Lenin and Stalin - Post War Diplomacy -World Economic Depression 1929 and Its Impact.

Module-III: Europe between Two World Wars - Rise of Fascism in Italy – Mussolini and His Policies – Rise of Nazism in Germany – Hitler and His Policies – Rise of Militarism in Japan.

Module-IV: Second World War - Causes and Consequences - UNO and Its Achievements..

Module-V: National Liberation Movements in Asia and Africa - India, China and Indonesia - Rise of Super Powers - USA & USSR - Emergence of Military Blocks – NATO - Warsaw Pact - Cold War – Berlin-Congo and Korea Crisis - Emergence of Non-Alignment and Its Relevance.

SUGGESTED READINGS:

- David Thompson, *Europe since Napoleon*.
- A.J.P. Taylor, *The Struggle for Mastery in Europe*.
- -----, *The origin of the Second World War*.
- Arun Bhattacharjee, *History of Modern Europe*, Vol. II.
- B.V. Rao, *World History*.
- E.J. Hobsbawm, *Age of Imperialism*.
- -----, *The Age of Nations and Nationalism*.
- V.I. Lenin, *Imperialism - The Highest Stage of Capitalism*.
- G.L. Lovell, *The Struggle for Africa*.
- Clyde & Beers, *The Far East*.
- Widener, *The History of Africa*.
- E.H. Carr, *The International Relations between Two World Wars*.
- K.M. Panikkar, *Asia and the Western Dominance*.
- F.G. Kirk, *A short History of the Middle East*.
- V.A. Chauhan, *Emergence of Asian Nationalism*.
- J. Kelley Sowards (Ed.), *Makers of World History*, Vol. II, St. Martin's Press, New York, 1995.
- Robert Shoemaker & Mary Vincent (Ed.), *Gender and History in Western Europe*, Arnold Publishers, 1998.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Third Semester
Paper I – (301) NATIONAL MOVEMENT IN INDIA: 1858-1947 CE
(CORE)

The course Sem- III, Paper I – (301) NATIONAL MOVEMENT IN INDIA: 1858-1947 CE:

The course gives a chronological description of the events that took place during the National Movement to achieve independence from Colonial Rule. It begins with an understanding of the concept of nationalism and study the various movements associated with Indians struggle for freedom.

Course Outcomes (COs)

- Explain significant events and figures in the Indian national movement.
- Analyze the strategies employed by various leaders and organizations in the fight for independence.
- Discuss the legacy of the national movement in contemporary India.
- Comprehend the socio-political backdrop that gave rise to the Indian National Movement from 1858 to 1947.
- Examine the contributions of prominent leaders, organizations, and pivotal events in the fight for India's independence.
- Assess the impact of British colonial policies on India's economy, society, and political framework.
- Evaluate the significance of major movements like the Non-Cooperation Movement, Civil Disobedience, and Quit India Movement in India's liberation struggle.
- Investigate how socio-religious reform movements contributed to the development of nationalist sentiments.
- Analyze the role of regional and local figures in the broader context of India's national independence movement. Study the influence of the Indian National Movement on global anti-colonial and independence movements.

Module-I: Political Conditions: Crown Rule and Viceroy Policies – Vernacular Press Act - Delhi Durbar – Nationalism/ Freedom Struggle: Its Meaning and Different Interpretations – Political and Social Nationalism - Economic and Cultural Nationalism – Causes of Freedom Struggle - Factors for National Awakening - Three Phases of Freedom Struggle: Dominion Status under British Crown: 1885–1905 - Swaraj/Self-Rule:1905–1919 & Leadership and Achieving Independence: 1919-1947.

Module-II: Emergence of M K Gandhi and Dr. B R Ambedkar as National Leaders and their Movements: - Gandhi Mass Movements: World War -I and Gandhi's Response to Colonials - Khilafat and Non-Cooperation Movement – Civil Disobedient Movement – Poona Pact - Quit India Movement – Dr. B. R Ambedkar - Southborough Committee - Mahad Satyagraha - In Bombay Legislation – Depressed Class and Tribal demands to Simon Commission - Three Round Table Conferences –Communal Award - Labour Rights - SC Federation - Law Minister of Independent India - Hindu Code Bill.

Module-III: Swaraj Party - Nehru Report - Role of Middle Class – Women Participation in Freedom Struggle and others - Revolutionary Ideology - Bhagat Sing, Chandra Sekhar Azad, Surya Sen and Others – Growth of Left Wing Politics - Peasant and Working Class Movements and All India Kisan Mahasabhas – Tribals Participation in Nationalist Movements - Rise of Capitalist Class and Its Role.

Module-IV: Communal Politics - Formation of Muslim League and Genesis of Pakistan - Hindu Mahasabha - National Issues –Ideology - Attitude of British officials towards Muslim League and Hindu Maha Sabha - Freedom Struggle in Princely States and Socio-Political and Administrative Conditions - Impact of Freedom Struggle in British India over Native States:Haripura Resolution - Growth of Popular Movements

Module-V: Cripps Proposals - Cabinet Mission - Lapse of Paramountacy - Attainment of Independence and Partition - Join India Movement - Vallabhai Patel and Integration of Princely States into Indian Union.

SUGGESTED READINGS:

- Anil Seal, *Emergence of Indian Nationalism*.
- Bipan Chandra, *India's Struggle for Independence*.
- Bipan Chandra, *Nationalism and Colonialism in Modern India*.
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*.
- A.R. Desai, *Social Background of Indian Nationalism*.
- R.P. Dutt, *India Today*.
- R.C. Dutt, *Economic History of India*, Vol. I & II.
- S. Gopal, *Jawaharlal Nehru: A Biography*.
- R.C. Majumdar, *Freedom Struggle in India*, III Volumes.
- Patha Chatterji, *The Nation and Its Fragments*.
- Sumit Sarkar, *Modern India, 1885-1947*.
- Tarachand, *History of Freedom Movement in India*, IV Volumes.
- Sekhar Bandopadhyay, *From Plassey to Partition: A History of Modern India*.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Third Semester
Paper II – (302) SOCIAL, ECONOMIC AND CULTURAL HISTORY OF INDIA FROM
EARLIEST TIME TO 1526 CE
(CORE)

This course Sem – III, Paper II – (302) SOCIAL, ECONOMIC AND CULTURAL HISTORY OF INDIA FROM EARLIEST TIME TO 1526 CE

This course gives a broad outline of the social, economic and cultural conditions that were prevalent during the medieval period. It will begin with a brief description of the nature of polity in the medieval. It also examines the composition of the social structure of the medieval Indian society. It then takes a look at the cultural events followed by the economic developments especially in agriculture and trade during the medieval period.

Course Outcomes (COs)

- Explain the major developments in India's socio-economic and cultural history up to 1526 CE.
- Analyze the role of trade, agriculture, and urbanization in shaping society.
- Discuss the contributions of various cultural practices to India's heritage.
- Understand the socio-economic and cultural developments in India from ancient times to 1526 CE.
- Analyze the evolution of political systems and governance structures in early Indian history.
- Examine the impact of major dynasties, such as the Mauryas, Guptas, and Delhi Sultanate, on India's society and economy.
- Assess the role of trade, agriculture, and urbanization in shaping early Indian economies.
- Explore the cultural and religious developments, including the rise of Hinduism, Buddhism, Jainism, and Islam.
- Investigate the contributions of art, literature, architecture, and philosophy to India's cultural heritage.
- Evaluate the interactions between India and other civilizations, including Central Asia, the Middle East, and Southeast Asia, and their impact on Indian culture and society.

Module-I: Sources for the study of Socio- Economic and Cultural History. Archaeological, Literary and Foreign Travelers & their Accounts - Natural of Society, Economy and Culture - A Brief Survey of Political History of Ancient and Medieval up to 1526 CE.

Module-II: Evolution of Varna - Jati and Kin based Societies - Caste Structure - Concept of Untouchability - Position of Women - Temple girls and their Role - Slavery - Acculturation of Tribes and Caste - Endogamy and Exogamy Religions Developments - Vedic Religion - Rise of Buddhism & Jainism - Education in Ancient India.

Module-III: Economic Condition in Early India - Agriculture - Irrigation - Rise of Cities - Trade and Commerce - Guilds- (Srenis) - Barter system - Local Markets - Trade Routes - Coinages System.

Module-IV: Economic Developments in Medieval India till 1523 CE - land Tenure System - Land Revenue System - Reforms - Crop Pattern - Trade and Commerce - Trade Routes - Trading Centers - Exports and Imports - Guilds - Monetary System and Taxation - Feudalism and Debate.

Module-V: Socio - Cultural Developments in Medieval India- Caste Structure - Jajmani System - Untouchability - Slavery - tribal Communities and their Role - Position of Women - Purdah System - Social Evils against Women - Education System in Medieval India - bhakti and Sufi Movements - Emergence of Composite Culture South India - Religions and Reform Movement in South India.

SUGGESTED READINGS:

- Irfan Habib, *Class, Caste and Colony: India from Mughal Period to British Raj*, Delhi, 2009.
- -----, *The Agrarian System of Mughal India (1556-1707)*, OUP, 2013.
- ----- & Tapan Ray Chaudhuri, *The Cambridge Economic History of India: C.1200-C.1750*, Vol.I, CUP, 2004.
- Farhat Hasan, *State and Locality in Mughal India: Power Relations in Western India, 1572-1730*, Cambridge, 2004.
- Muzaffar Alam & Sanjay Subrahmanyam, *The Mughal State, 1526-1750*, OUP, New Delhi, 1998.
- C.A. Bayly, *Rulers Townsman and Bazaars. North Indian Society in the age of British Expansion 1770-1870*, Cambridge 1983.
- -----, *Empire and Information: Intelligence gathering and Social Communication in India 1780-1870*, Delhi, 1996.
- Radhika Singha, *A Despotism of Law. Crime and Justice in early colonial India*, Delhi, 1998.
- Seema Alavi, *Eighteenth Century*.
- N.A. Palkhivala, *India's Priceless Heritage*, Bharathiya Vidya Bhavan.
- Satish Chandra, *History of Medieval India*, Vol. I & II.
- K.M. Ashraf, *Life and Conditions of the people of Hindustan, 1200-1500*.
- Percival Spear, *History of India*, Vol. II.
- S.A.A. Rizvi, *The Wonder that was India*, Vol. II.
- Vijaya Ramaswamy, *Textiles and Weavers in Medieval South India*.
- K.A. Nizami, *Some Aspects of Religion and Politics in India during the Thirteenth Century*, N.Delhi, 1961.
- T.V. Mahalingam, *Administration and Social Life under Vijayanagar*.
- K. Sarojini Devi, *Religion in Vijayanagara Empire*.
- Soundara Rajan, *Art of South India and Deccan*.
- N.N. Bhattacharya, *Medieval Movements in India*.

**FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY**

M.A. History, Third Semester

**Paper III – 303 (a) - HISTORY OF DALIT MOVEMENTS IN INDIA: 19th & 20th Centuries
(ELECTIVE)**

**This core paper Sem – III, Paper III – 303 (a) - HISTORY OF DALIT MOVEMENTS IN INDIA:
19th & 20th Centuries (ELECTIVE) :**

This core paper talks about the original Indians and their Conditions prevailed through the ages and status under Varna System which led to Struggle for freedom from Varna/ Jati (Caste System) in 19th and 20th Centuries CE, Modern India. Its main focus is on examining and analyzing the Dalit Movements that took place in various regions of India and the role of great personalities in Caste Annihilation Movements and achieving Political and Constitutional Rights.

Course Outcomes (COs)

- Explain significant events and figures in the Dalit movement.
- Analyze the strategies and ideologies employed by Dalit activists.
- Discuss the legacy of the Dalit movement in contemporary India.
- Explore the historical foundations of Dalit movements in India and the socio-political factors that influenced their emergence.
- Investigate the impact of colonialism on the socio-economic conditions and societal roles of Dalits.
- Analyze the pivotal contributions of key Dalit leaders, such as Dr. B.R. Ambedkar and Jyotirao Phule, in advocating for social justice and Dalit rights.
- Examine the role of social reform movements in confronting caste-based discrimination and promoting social equality.
- Investigate the various forms of resistance and mobilization by Dalit communities throughout the 19th and 20th centuries.
- Study the relationship between Dalit movements and broader social, political, and nationalist movements, including the Indian independence struggle.
- Assess the enduring impact of Dalit movements on India's social, political, and legal landscape.

Module-I: Dalit: Concepts – Depressed Class, Untouchables, Antajyas, Marginalised etc.,- Definition and Meaning – Sources: Literary and Foreign Accounts: Historiography and Dalit Writings - Nationalist, Marxist & D D Kosambi and Subaltern Approaches – Dalit Thinkers and Literary Developments in Different Languages – Historical Background of Dalits/ Depressed Class (Adi-Indians) through the Ages –Aryan Ideology and Purushasukta: Origin of Varna and Jati (Caste System) – Characteristic Features of Varna System - Depressed Class Conditions – Women Status – Occupation - Sanskritization and Brahmanization - Causes of the Dalit Movement.

Module-II: Modern India and Scientific Thought – British India & Impact: and Modern & English Education – Democratization of Political, Social and Economic Institutions and Liberation of Dalits - Role of Christian Missionaries – Dalit Women Education - Awakening of Dalits and Assertions towards Political Consiousness – Role of Depressed Class in Freedom Struggle of Indians and Women participation.

Module-III: Anti-Caste Movements during 19th and 20th Centuries CE of Modern India - Phule’s Non-Brahmin Movement – Fight Against Caste System: Role of Shahu Maharaj of Kolhapur and Ayyankali in Kerala - Adi-Dharma Movement in Punjab – Satnamis of Central Provinces - Adi-Hindu Movement in U.P. – Namasudra Movement in Bengal - Adi-Dravida Movement in Tamil Nadu – Adi-Andhra Movement in Andhra - Adi-Hindu Movement in Hyderabad – Adi-Karnataka Movement in Mysore.

Module-IV: Caste Reform, Annihilation and Liberation Movements - Dalit Identity - M.G. Ranade - Narayan Guru - Gandhi's Harijan Movement - Hindu Mahasabha and Dalits - M.C. Rajah and R.S. Gavai – Periyar and Self-Respect Movement - Dr. B. R. Ambedkar's Egalitarian Revolution and Annihilation of Caste – Press & Print Media - Women Participation –All India Depressed Class Conference - Bahishkrut Hitakarini Sabha — Round Table Conferences and Separate Electorates - Communal Award - Poona Pact – Yeola Declaration - Scheduled Caste Federation – Constitutional Rights – Conversion to Buddhism and Liberation – Dalit Organizations in South India and Dalit Panthers - Bahujan Samaj Party as Political Power.

SUGGESTED READINGS:

- Ambedkar, *Annihilation of Caste*.
- Ambedkar, *Untouchables*.
- Robert Deliege, *The Untouchables of India*.
- Gail Omvedt, *Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*.
- Gail Omvedt, *Cultural Revolt in Colonial Society: The Non-Brahman Movement in Western India, 1873-1930*.
- P.R. Venkatswamy, *Our Struggle for Emancipation*, Samantara
- Peter Robb (ed.), *Dalit Movements and the Meanings of Labour in India*.
- Hardgrave, *the Nadars of Tamilnadu*.
- M. Juergensmeyer, *Religion as a Social Vision: The Movement against Untouchability in 20th Century Punjab*.
- S. Bandopadhyay, *Caste, Protest and Identity in Colonial India: The Namasudras of Bengal, 1872-1947*.
- Issac, *The India's Ex-untouchables*.
- Y. Chinna Rao, *Dalit Struggle for Identity in Andhra – Hyderabad*.
- Aloysin, *Nationalism without Nation in India*.
- B.R. Mani, *Debrahmanising History-Dominance and Resistance in Indian Society*.
- Gail Omvedt, *Dalit Visions: The Anti-Caste Movements and the Construction of an Indian Identity*.
- Christophe Jaffrelot, *India's Silent Revolution*.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Third Semester
Paper III – 303 (b) – HISTORY OF WOMEN IN INDIA THROUGH THE AGES
(ELECTIVE)

This course Sem- III, Paper III – 303 (b) – HISTORY OF WOMEN IN INDIA THROUGH THE AGES (ELECTIVE):

This course is related to Women in History focus on the philosophical participation, political and reform movements in India and highlights women participation in Indian Freedom Movement and in Telangana Peasant's Armed Struggle. This help student to understand Women move from to Public Participation and Knowledge towards advanced Life.

Course Outcomes (COs)

- Explain major developments in the history of women in India.
- Analyze the contributions of key female figures and their impact on society.
- Discuss contemporary issues faced by women in India.
- Analyze the changing roles and status of women in India across different historical periods.
- Explore the impact of social, political, and economic structures on women's lives in ancient, medieval, and modern India.
- Assess the contributions of women to social, political, and cultural movements throughout Indian history.
- Examine the influence of religious and cultural norms on women's rights and freedoms in India.
- Investigate the evolution of women's education, employment, and participation in public life in India.
- Analyze the role of women in India's freedom struggle and their contributions to national and regional movements.
- Evaluate the contemporary challenges faced by women in India and the legacy of historical gender inequalities

Module-I: History of Women: Scope and Significance - Sources – Literary: Biographical and Autobiographical Accounts and Foreign Accounts – Historiography – Different Approaches – Understanding Women Conditions and Status – Women and Socio-Religious and Economic Evil practices through the Ages in India - Customs and Traditions and Impact - Life Styles and Women: Habits - Dressing –Hairstyles - Jewellery – Food - Women and Literature – Arts and Games.

Module-II: Women Role & Political Participation – Women and Philosophies: Lopamudra, Maitrei and Gargi - Role of Ruling Family Women: Queens and Princesses - Queen Prabhavati Gupta –Princess Vajayabhatarika - Queen Naganika - Kurma Devi, Rajput Queen – Razia Sultana – Rani Padmini - Rani Rudramma Devi - Gulbadan Begum - NurJahan - JahanAra - Zebunnisa - Tarabai (Solanki Tribe) - Rani Karnavati of Mewar - Rani Durgavati of Gondwana– Didda, the queen of Kashmir - Chand Bibi, Shaibji, Rani of Jhansi – Jalkaribai - Begum Hazrat Mahal – Rani Gaidulu and many others.

Module-III: Socio-Religious Reform Movements and Women – Varna/Caste and Women Conditions and Status — Socio-Religious Evil Practices and Women Sufferings: Sati System – Widowhood and Remarriage –Purdah - Female Infanticide - Law & Women Rights: Abolition of Child Marriage and Child Marriage Restraint Act - Political Rights and Reform Movement: Adult Franchise – Representation in Legislatures – Women Organisations: Women's India Conference, Women's Indian Association – National Council of Women & All India Women's Conference (AIWC) – Women Writings in different Languages and Impact.

Module-IV: Women and Leadership in Liberation and Freedom Struggle Movements – Spread of Education and Impact: Savitribai Phule – Pandita Ramabai –Fatima Sheikh - Tarabai Shinde Muktabai – Rokeya Khatun – Durgabai Deshmukh – Aruna Asaf Ali – Sarojini Naidu – Muthu Laxmi Reddy – Women Organisations: Mahila Rashtriya Sangh – Manormabai and Bahishkrit Hitkarini Sabha - Women’s Role in People’s Movement – Women in Telangana Peasant’s Armed Struggle: Chakali Ailamma, Mallu Swarajjam Political leaders in Telangana: T.N. Sadalakshmi – Smt. J. Eshwari Bai & Others.

SUGGESTED READINGS:

- Geraldine Forbes, *Women in Modern India*.
- Manmohan Kaur, *Women in India’s Freedom Struggle*.
- N.L. Gupta, *Women Education through Ages*.
- J. Krishnamurthy (ed.), *Women in Colonial India*.
- Neera Desai, *Women in Modern India*.
- Stree Sakti Sanghatana, *We were Making History*.
- Bharati Ray (ed.), *From the Seams of History: Essays on Indian Women*.
- B.R. Nanda (ed.), *Indian Women: From Purdah to Modernity*.
- Uma Chakravarthi, *Rewriting History: The Life and Times of Pandita Rama Bai*, Zubaan, 1998.
- Sumit Sarkar, Tanika Sarkar, *Women and Social Reform in Modern India*, Two Volumes, Permanent Black, New Delhi, 2008.
- Susie Tharu and K. Lalitha, *Women Writing in India from 600 B.C. to the Present*, Two Volumes, OUP, New Delhi, 1995.
- Radha Kumar, *A History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism in India, 1800-1990*, Zubaan, 1993.
- Gogu Shyamala, *Nene Balanni: T.N. Sadalakshmi Batuku Katha* (Telugu), Hyderabad Book Trust, 2011.
- Indira (ed.), *Women in History*, Research India Press, New Delhi, 2014.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Third Semester
Paper III – 303 (c) – ARCHIVES AND MUSEUMS
(ELECTIVE)

This course Sem – III, Paper III – 303 (c) – ARCHIVES AND MUSEUMS (ELECTIVE):

The course objective is to introduce to the student the importance of Archives and Museums. It also examines the ways in which the past is recorded and remembered. Its focus will also be in learning about the different methods used in retrieving and preserving the historical data.

Course Outcomes (COs)

- Explain the functions and importance of archives and museums.
- Analyze case studies of successful archival and museum projects.
- Discuss the ethical considerations in the preservation of cultural heritage.
- Understand the role of archives and museums in preserving cultural heritage and historical records.
- Analyze the significance of archival practices in the documentation and interpretation of history.
- Examine the various types of archival institutions and their contributions to historical research.
- Evaluate the ethical considerations in the management and curation of museum collections.
- Investigate the evolving role of museums in promoting public history and community engagement.
- Assess the impact of digital technology and innovation on archival and museum practices.
- Explore the challenges and opportunities in the preservation, conservation, and exhibition of cultural artifacts

Module-I: Archives – Definition – Scope & Significance – Characteristics - Freedom of Press and Archival Idea and Origin - History and Archives - Fundamental Archival Concepts: Preservation and Records - Archival Profession and Archivists' Main Concern and Long-term Digital Preservation - Allied Institutions: Museum, Library & Art Galleries

Module-II: Archives & Physical Forms: Clay Tablets, Stone Inscriptions, Metal Plates - Palm leaf to Paper Records – Seals & Coins - Photographs, Maps, Audio-Visual Records - – Microfilm & Microfiche - Electronic Database – Cloud Based Database —Development of Archives in India - Archives in India – National Archives, New Delhi – State Archives - Kolkata, Mumbai & Hyderabad - Digital Archives and Impact of Technologies on core archival functions - Electronic Record keeping and Archiving - Reflections on the Research.

Module-III: Museums – Definition and Concepts: Eco, Community, Virtual and Neighborhood Museum – Classification & Types – History & Museum – Museum Education, Interpretation and Publications - Purpose and Scope of Collections - Materials, equipment, tools and techniques used in remedial conservation of following materials: Paper and archival materials - Paintings on different substrate such as wall, canvas, paper, wood, textiles, palm leaf etc. - Textiles and costumes - Wood, Skin Material, Bone, Horn and Ivory - Metallic objects made of Iron, Copper, Bronze and Silver - Stone Objects - Ceramic and Glass - Biological specimens.

Module-IV: Museums – Museum Exhibitions - Museums in India – National Museum, New Delhi – Victoria Memorial Museum, Kolkata - Salarjung Museum, Hyderabad – Chatrapati Shivaji Sangrahalaya, Mumbai - Role of national and international professional organizations – Museums Association (U.K.), Museums Association of India, UNESCO, ICOM, ICCROM, Commonwealth Association of Museums, American Alliance of Museums, IASC, IIC, IUCN, UNESCO-ICOM Museum Information Center, etc - Legislation and Museums: The Indian Treasure Trove Act, 1878 - The Ancient Monuments and Archaeological Sites and Remains Act, 1958 - The Antiquities and Art Treasures Act, 1972 - The Wild Life Protection Act, 1972.

SUGGESTED READINGS:

- Ghose, Sailen, *Archives in India*, Firma K.L. Mukhopadhyay, 1963.
- N. Harinarayan, *Science of Archives Keeping*, Hyderabad: State Archives, Govt of Andhra Pradesh, 1969.
- Brooks, Philip, C., *Research in Archives*, University of Chicago Press, 1969.
- Stefan Berger, Felner and Passnore (ed.), *Writing History: Theory and Practice*, Bloomsbury Press, 2010.
- Millar, Laura, *Archives: Principles and Practices*, Neelschuman Publishers, 2010.
- S.K. Markhan, *Museums in India*.
- M. Zaheer, *Museums Management, Accession, Indexing, Custody Labelling and Verification of Objects*.
- Grace Marley, *Museums Today*.
- D.H. Dudley and Irma-It-al Bezold, *Museum Registration Method*.
- Smita J. Baxi and Vinod P. Dwivedi, *Modern Museum*.
- M.L. Nigam, *Fundamentals of Museology*.
- O.P. Agrawala, *Care and Preservation of Museum Objects*.
- A. Ayyappa and S. Satyamurtti (Eds.), *Handbook of Museum Techniques*.
- H.J. Plenderleith and A.E.A. Warner, *Conservation of Antiquities and Works of Art*.
- *History and Theory* (Journal).
- *Archival Science* (Journal).

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Third Semester
Paper IV- 304 (a) – CONSTITUTIONAL HISTORY OF INDIA: 1773-1950 CE
(ELECTIVE)

The course Sem- III, Paper IV- 304 (a) – CONSTITUTIONAL HISTORY OF INDIA: 1773-1950 CE (ELECTIVE):

This course examines the developments that happened in the Constitutional History of India from the beginning of British supremacy till the achievement of Independence. It also understands the main features of the various Acts and then looks into growth of Central and Provincial Legislatures.

Course Outcomes (COs)

- Explain major milestones in the constitutional history of India.
- Analyze the contributions of key figures in the constitutional development process.
- Discuss the challenges and opportunities presented by the Indian Constitution.
- Gain an understanding of the evolution of constitutional frameworks in India from the colonial era to independence.
- Examine key legislative reforms and acts, including the Regulating Act, Charter Acts, and Government of India Acts.
- Investigate the significance of major constitutional debates and their influence on India's political development.
- Assess the impact of constitutional changes on India's social, political, and legal systems.
- Analyze the contributions of Indian leaders and movements in shaping the constitutional framework.
- Evaluate the importance of the Indian Independence Act of 1947 and the adoption of the Indian Constitution in 1950.
- Explore the development of the Indian legal system and its connection to both colonial and post-colonial governance structures.

Module-I: Constitutional Developments 1773-1919 – The Regulating Act – Provisions of the Regulating Act – Criticism of Regulating Act – Provisions of Pitt's India Act – Charter Acts of 1793, 1813, 1833, 1853 – Queen's Proclamation of 1858 – Indian Councils Act, 1861, 1892 – Minto-Morley Reforms 1909 – Circumstances leading to Montagu-Chelmsford Reforms 1919 – Government of India Act, 1919 – Preamble of the Act of 1919 – Main Provisions of the Act – Working of Dyarchy.

Module-II: Constitutional Development from 1919 to 1935 – Muddiman Committee Report – Appointment of Simon Commission – The Nehru Report – Jinnah's Fourteen Points – Simon Commission Recommendation – Round Table Conference – Communal Award – Poona Pact – Third Round Table Conference – The White Paper.

Module-III: Government of India Act, 1935 – Constitutional Developments from 1937 to 1947 – Cripps Proposals – Cabinet Mission Plan – Constituent Assembly – The Indian Independence Act.

Module-IV: Growth of Central and Provincial Legislatures – Growth of Central Legislature – Charter Acts from 1833 to 1935 – Growth of Provincial Legislatures Charter Acts from 1853 to 1947- Babasaheb Dr. B. R. Ambedkar' Role in making of The constitution of India-1950-Salient Features.

SUGGESTED READINGS:

- V.D. Mahajan, *Modern Indian History: From 1707 to the Present Day*.
- -----, *Constitutional History of India*.
- A.B. Keith, *Constitutional History of India*.
- Sharan, Parmatma, *The Imperial Legislative Council of India*, 1961.
- B.L. Grover, *History of Modern India*.
- Bhagwan V, *Constitutional History of India*.
- Jain M.P, *Indian legal and Constitutional History*.
- Basu D.D. - *Commentary on the Constitution of India Vols. I to V*.
- Puri S.K, *Indian legal and Constitutional History*.
- Allen, C.K., *Law in the Making*.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Third Semester
Paper IV- 304 (b) – ENVIRONMENTAL HISTORY OF INDIA
(ELECTIVE)

The course Sem- III, Paper IV- 304 (b) – ENVIRONMENTAL HISTORY OF INDIA (ELECTIVE):

With the growing concern for the protection of planet earth, this course aims at providing a comprehensive understanding of environmental history of India, its scope and nature. The ecological disturbances during the colonial and post-colonial periods and the various movements concerning the protection of environment are the other issues discussed in this course.

Course Outcomes (COs)

- Explain major developments in the environmental history of India.
- Analyze case studies of successful environmental movements and policies.
- Discuss the implications of environmental changes for society and policy.
- Comprehend the historical interactions between humans and the environment in India.
- Evaluate the effects of colonial policies on India's natural resources and ecological systems.
- Investigate the role of indigenous ecological knowledge and practices in preserving the environment.
- Assess the environmental impacts of industrialization and urban growth in contemporary India.
- Examine the rise and influence of environmental movements within the Indian context.
- Critically analyze the effectiveness of government initiatives aimed at environmental conservation and sustainable practices.
- Explore current environmental issues in India, such as climate change and the loss of biodiversity.

Module-I: Environmental History of India: Scope and Significance – Sources - Geographical location and Environment - The Constitution of India, Article 51 (A) and Protection of Environment – Role of UNO and Human Environment and Rights – Environment through the Ages in India – Forests: Flora and Fauna.

Module-II: Environment, Culture and Civilization: - Mass Protection and Preservation of Quality Air and Water during different Era - Patronage of Royal Trees - Wild Life and Bird Sanctuaries - Meadows and Gardens – Parks - Environment and Utilization of Natural Resources – Rural and Urban Practices: Agriculture – Irrigation – Hygiene and Sanitation – Drinking Pure Water - Waste Management.

Module-III: Exploitation of Natural Resources: Hunting Practices - Land Alienation – destruction of Hills and Stones — Mining & Minerals -- Industries – Technology and Means of Transport – Wars and Animals – Wars and Explosive materials – Bhopal Industrial Disaster and Pollution - Diseases and Spread of Virus

Module-IV: Emergence of Environmental Movements – Political conditions and its Impact - Use of Animals in Wars and Impact - Forest Communities and Tribal Resistance – Role of Women in Indian Environmental Movements: Chipko – Silent Valley – Narmada Bachao Andolan – Appiko Movement – Government Policies – Green House Gas, Green Energy Project, Harita Haram in Telangana and many other initiatives.

SUGGESTED READINGS:

- Ramachandra Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, 1989.
- Madhav Gadgil and R. Guha, *This Fissured Land: An Ecological History of India*, University of California Press, 1993.
- D. Arnold and R. Guha, (ed.), *Nature, Culture and Imperialism*.
- R. Guha, *Environmentalism: A Global History*.
- Mahesh Rangarajan, *Fencing the Forest: Conservation and Ecological Change in India's Central Provinces, 1860-1914*.
- Richard Grove, *Ecology, Climate and Empire*.
- Sumit Guha, *Environment and Ethnicity in India, 1200-1991*, CUP, Cambridge, 1999.
- E. Bharucha, *Textbook of Environmental Studies for Undergraduate Courses*, UGC, Chennai, 2003.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Third Semester
Paper IV- 304 (c) –HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA
(ELECTIVE)

The course Sem-III, Paper IV- 304 (c) –HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA (ELECTIVE):

This course offers a theoretical introduction to the development of science and technology in India. It also discusses the developments brought in the fields of agriculture, science and technology, and medicine in the Ancient, Medieval and Modern India.

Course Outcomes (COs)

- Explain major milestones in the history of sciences and technology in India.
- Analyze the contributions of key figures in advancing scientific knowledge.
- Discuss the challenges and opportunities in contemporary scientific research.
- Grasp the progression of scientific ideas and technological innovations in India.
- Assess the contributions made by ancient Indian thinkers and inventors across various scientific domains.
- Investigate how colonial influence shaped the growth of science and technology in India.
- Explore the influence of scientific institutions and research on India's technological advancements.
- Examine the synergy between traditional knowledge and modern scientific practices in India.
- Evaluate the role of science and technology in fostering India's social and economic development.
- Identify the current challenges and potential opportunities in India's science and technology sector

Module-I: Science and Technology- Development in different branches of Science in Ancient India: Astronomy, Mathematics, Engineering and Medicine, Developments in metallurgy: Use of Copper, Bronze and Iron in Ancient India- Impact on Culture and Civilization.

Module-II: Developments in Science and Technology in Medieval India- Scientific and Technological Developments in Medieval India- Developments in the fields of Mathematics, Chemistry, Astronomy and Medicine- Innovations in the field of agriculture - new crops introduced new techniques of irrigation etc.

Module-III.: Developments in Science and Technology in Colonial India- Early European Scientists in Colonial India- Surveyors, Botanists, Doctors, under the Company's Service- Indian Response to new Scientific Knowledge, Science and Technology in Modern India- Development of research organizations like CSIR and DRDO- Establishment of Atomic Energy Commission; Launching of the space satellites.

Module-IV : Prominent Scientists of India Mathematics and Astronomy: Baudhayana, Aryabhata, Brahmagupta, Bhaskaracharya, Varahamihira, Nagarjuna - Medical Science of Ancient India (Ayurveda & Yoga): Susruta- Charaka, Yoga & Patanjali - Science and Technological developments in Medieval India - Scientists of Modern India: Srinivas Ramanujan, C.V. Raman, Jagdish Chandra Bose, Homi Jehangir Bhabha and Dr. Vikram Sarabhai, etc.

SUGGESTED READINGS:

- Acharya , P. K ., *Dictionary of Hindu Architecture.*
- Bose , D. M ., Sen , S. N., and Subba Rayappa , B. V. (Eds.), *A Concise History of Science in India.*
- Chatterji, Sunm Kumar (E d.), *The Cultural Heritage of India. Vol. V.*
- Chattopadhyaya , Debiprasad (Ed.), *Studies in the History of Science in India (2Vols.).*
- Dampier, W. C., *History of Science and its Relations with Philosophy and Religion.*
- Forbes , George , *History of Astronomy.*
- Forbes , R. J ., *Metallurgy in Antiquity.*
- Haldane , J. B. S., *Science and Indian Culture.*
- Frawley, D., *Planets in the Vedic literature, Indian Journal of History of Science.*
- B Datta and A N Singh, *History of Hindu Mathematics .*
- George G Joseph, *Crest of the Peacock, Non-European roots of mathematics.*
- Balasubramaniam, R., *Marvels of Indian Iron through the Ages.*
- Shrivastava, R., *Mining and Metallurgy in Ancient India,*
Deepak Kumar, Science and the Raj, 1857-1905, Published by Oxford University Press, New Delhi, 1995.
- Deepak Kumar & Roy Macleod (ed.), *Technology and the Raj: Western Technology, Technological Transformation to India, 1700-1947, Sage Publications, New Delhi, 1995.*
- Deepak Kumar (ed.), *Science and Empire: Essays in Indian Context, Anamika Prakashan, Delhi, 1991.*
- G.S. Aurora, *Scientific Communities in India, Amrita Prakasan, Bombay, 1989*
- Upadhyaya , B. S., *India in Kalidasa.*
- Taher, M., *Educational Developments in the Muslim World*
- Rogers, A., *Tuzuk-i-Jahangiri -Or Memoirs Of Jahangir.*
- Chanda, Tara., *Influence of Islam on Indian Culture,*
- Elgood, C., *Medicine in India.*
- Ashri, S.B., *Delhi's Jantar Mantar Observatory.*
- Volwahren, Andreas., *Cosmic Architecture of India, Astronomical Monuments of Jai Singh,*
- Al-Hasan, A.Y., *Science & Technology in Islam,*
- Mukhopadhyaya , G. N., *History of Indian Medicine (3 Vols.).*
- Jaggi, O. P., *Science and Technology in Medieval India.*
- Taton , Rene (Ed.), *History of Science: Ancient Medieval Science from the Beginnings to 1450.*
- Chanda, Tara., *Influence of Islam on Indian Culture. Elgood, C., Medicine in India.*
- Ashri, S.B., *Delhi's Jantar Mantar Observatory, Volwahren, Andreas., Cosmic Architecture of India, Astronomical Monuments of Jai Singh.*
- Irfan Habib, *'Technology and the Barriers to Social Change in Mughal India'.*
- Deepak Kumar, *Science and the Raj, 1857-1905..*
- Deepak Kumar & Roy Macleod (ed.), *Technology and the Raj: Western Technology, Technological Transformation to India, 1700-1947.*
- Deepak Kumar (ed.), *Science and Empire: Essays in Indian Context.*
- G.S. Aurora, *Scientific Communities in India,*

- *Dharmapal, Indian Science and Technology in 18th Century.*
- *D.P. Chattopadhyay, History of Science and Technology in Ancient India.*
- *A. Rahman (Ed.), History of Indian, Technology and Culture, CE. 1000-1800.*
- *Bipan Chandra (Ed.), India after Independence.*
- *S. Irfan Habib & Dhruv Raina, Social History of Science in Colonial India. S. Irfan Habib & Dhruv Raina, Domesticating Modern Science: A Social History of Science & Culture in Colonial India*

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Fourth Semester
Paper I – 401 HISTORY OF CONTEMPORARY INDIA: 1947-2014 CE
(CORE)

This paper Sem- IV, Paper I – 401 HISTORY OF CONTEMPORARY INDIA: 1947-2014 CE (CORE):

This paper aims to acquaint students with the new developments that took place in the post-independent period. Its main focus is to understand the role of various political parties in the making of modern India. It will also discuss themes such as casteism, communalism and regionalism and separate statehood.

Course Outcomes (COs)

- Explain significant events and trends in contemporary Indian history.
- Analyze the role of technology and media in shaping public discourse.
- Discuss the implications of social and political changes for the future of India.
- Analyze the political, social, and economic changes in India from independence through to 2014.
- Examine the effects of pivotal political events, including the partition, state formation, and the Emergency period, on Indian society.
- Evaluate the contributions of prominent political leaders, such as Jawaharlal Nehru and Indira Gandhi, to India's post-independence development.
- Investigate the impact of socio-religious movements and policies on India's cultural diversity, identity, and regional dynamics.
- Study the evolution of India's foreign policy and its role in shaping global relations throughout the 20th and early 21st centuries.
- Understand the trajectory of economic policies, such as the Green Revolution and liberalization, and their effects on Indian society and economy.
- Assess the importance of democratic institutions, electoral systems, and civil society in strengthening India's democracy after 1947.

Module-I: Colonial Legacy - National Movement and Its Legacy - The Emergence of Indian Republic – Evolution of the Constitution and Its Basic Features and Institutions - Making of Indian Nation and Nehruvian Agenda - Nehru as National Architect – Creation of National Culture – Language - National Education - National Economy - Five Year Plans and Nehruvian Foreign Policy.

Module-II: Democracy, Secularism and Nation State – Political System - Decentralization and Gross Root Democracy - Growth of Regionalism – Phase - I 1947 -1997 - Tamil Nadu, Punjab, Assam and Telangana - Ethnicity Question – Jharkhand and North-East Movements – Left Parties and Politics – Workers, Naxalite Movement and Peasant Mobilization.

Module-III: Land Question and Indian Peasantry – Land Reforms, Zamindari Abolition, Bhoodan Movement, Co-operative Movement, Green Revolution, Agrarian Transformation – Indira Gandhi and Emergency - J.P. Movement - Mrs. Indira Gandhi's Populist Policies.

Module-IV: Caste and Communalism in Indian Politics – Rise and Consolidation of Right Wing Formation, Hindu-Muslim Communalism – Anti-Caste Politics and Strategies - D.M.K. and Socialist Party – Dalit Panthers and Bahujan Samaj Party and other Political Developments in India.

Module-V: Regionalism – Phase –II 1997-2014 - Nature and scope – Separate Statehood policy and movements – Northern India -Utharakhand, Uttaranchal, Punjab – Khalistan Movement – Azadi Kashmir –North Eastern India – Autonomy of Seven Sister States – Western India - Vidarbha- Central India – Vindhyachal – Chhattisgarh – Jharkhand – South India – Andhra Pradesh – Separate Telangana Movement – Tamil Movements – India on the Eve of the new millennium – Political Developments.

SUGGESTED READINGS:

- S. Gopal, *Jawaharlal Nehru*.
- Norman Palmer, *Indian Political System*.
- V.K.R.V. Rao, *The Nehru Legacy*.
- Bipan Chandra, *Essays in Contemporary India*.
- Partha Chatterjee, *The Nation and Its Fragment*.
- Francine R. Frankel, M.S.A. Rao (Eds.), *Dominance and State Power in Modern India: Decline of a Social Order*, Two Volumes.
- K.P. Mishra (ed.), *Non-Alignment in Contemporary International Relations*.
- Christophe Jaffrelot, *The Hindu Nationalist Movement in India*.
- V.P. Menon, *Transfer of Power*.
- Bipan Chandra (ed.), *India after Independence*, Penguin Books, New Delhi, 1999.
- Ramachandra Guha, *India after Gandhi: The History of the World's Largest Democracy*, Picador, New Delhi, 2007.
- Girin Phukou, *Politics of Regionalism in North - East India*.
- Malsawmlina and Lal Sangzela Pachuau – *Politics of Regionalism in North – East India*.
- Rituraj, Basumatary – *Centenary Issues in North – East india Politics, Insurgency*.
- V. Prakesh, *History of Telangana Movement*.
- Telugu Academy, *History and Culture of Telangana*.

**FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY**

M.A. History, Fourth Semester

**Paper II – 402 SOCIAL, ECONOMIC AND CULTURAL HISTORY OF INDIA (1526 TO 1947 CE)
(CORE)**

The course Sem- IV, Paper II – 402 SOCIAL, ECONOMIC AND CULTURAL HISTORY OF INDIA (1526 TO 1947 CE)(CORE):

This course reflects the Social, Economic & Cultural Events that took place between 1526 to 1947 CE. It begins with a detailed Scrutiny of the Sources. The Paper Examines Medieval agriculture and Industrial Practices, Socio – Religious Reform Movements in the 19th & 20th Centuries and Economic Changes in Indian Society during Colonial period.

Course Outcomes (COs)

- Explain major developments in India's socio-economic and cultural history from 1526 to 1947 CE.
- Analyze the role of trade, agriculture, and industry in shaping society.
- Discuss the contributions of various cultural practices to India's heritage.
- Analyze the socio-economic structures of India during the Mughal and colonial periods.
- Examine the impact of major political and cultural shifts, including the rise and fall of the Mughal Empire and British colonial rule, on Indian society.
- Evaluate the role of trade, agriculture, and industrialization in shaping India's economy from the 16th to 20th centuries.
- Investigate the cultural developments in India, including literature, art, architecture, and religious movements during this period.
- Assess the socio-religious reforms and movements, such as the Bhakti and Sufi traditions, in influencing Indian social structures and values.
- Understand the effects of British colonial policies on India's social, political, and economic systems, including land revenue systems and education.
- Examine the role of colonialism in the emergence of Indian nationalism and the struggle for independence.

Module-I: Socio - Economic and Cultural history of India From 1526 to 1947 – Significance and Relevance - Sources: Archaeological, Literary and Foreign Travelers accounts - A Brief Survey of Political History.

Module-II: Socio - Cultural life in Mughal India: Social Structure - Segregation of Classes - Social Practices - Position of Women - Life Style - Education - Religions Policies and Practices – Din-I-Ilahi – Jakat and Jaziya - Cultural Developments under Mughals - Art and Architecture - Language and Literature - Synthesis of Indo - Islamic Culture.

Module-III: Economic Life in Mughal India - Agriculture - Land Tenure System - Land Revenue Policies in North and South India – Crop Pattern - Agricultural Practices and Communities - Taquavi - Industries and Crafts - Industrial Communities - Trade and Commerce - Chauth and Sardeshmukhi - Urbanisation - Trading Communities – Polygars –Deshmukh – Baluta – Watandari - Monetary System and Taxation - Establishment of European Trading Centers - Colonialism and Mercantilism – Economic Drain.

Module-IV: Acculturative Movements in India during 19th and 20th Centuries: Socio - Religious and Cultural Reform Movements - Brahma Samaj – Arya Samaj - Satya Shodak Samaj – Ramakrishna Mission – Ahmadiyahs and Sayyid Ahmad Khan and Aligarh Experiment – Parsis & Rahnumai Mazdanan Sabha - Sikhs and Singh Sabhas - Arya Samaj – Shuddhi Movement - Pandita Ramabai - Rise of Non – Brahman and Dalit -Movements – Jyotibha Phule - Savitribai Pule - Prarthana Samaj - Mahadev Govind Ranade - Sri Narayana Guru - Kandukuri Veeresalingam - M K Gandhi – Ayyankali – Theosophical Society - Socio-Religious Movements in a Politicized World in 20th C: Periyar and Self-Respect Movement and Dr. B R Ambedkar – Annihilation of Caste – Yeola Declaration – Constitutional Rights and Conversion to Buddhism – and Rise of Middle Class.

Module-V: Stages of Colonialism - Agrarian and Revenue Policies of the British and their Impact - Zamindari and Mahalwari – Trade and Commerce – Modernization – Industries and Crafts - Urbanization and Growth of Transport and Communications – Railways, Road ways, Posts and Telegraph – Foreign Trade – growth of Modern Industries in India (1853-1947) – British Tariff Policies and their Impact – Britishers Cultural Contribution: English Education – Establishment of ASI and Universities and other Institutions – Filtration Theory – Literature and Establishment of Asiatic Society – Art and Architecture – Development of Indo – European Culture interaction & Lifestyles and Legacy.

SUGGESTED READINGS:

- A.R. Desai, *Social Background of Indian Nationalism*.
- R.P. Dutt, *India Today*.
- Charles Hiemsath, *Indian Nationalism and Hindu Social Reform*.
- Irfan Habib, *Essays in Indian History*.
- Ghanshyam Shah, *Social Movements in India: A Review of Literature*.
- B.B. Misra, *Emergence of Indian Middle Classes*.
- Rosalind O’Hanlon, *Caste, Conflict and Ideology, Mahatma Jotirao Phule and Low Caste Protest in Nineteenth Century Western India*.
- Gail Omvedt, *Cultural Revolt in a Colonial Society, The non-Brahman movement in Western India 1873-1930*.
- -----, *Dalits and the Democratic Revolution, Dr. Ambedkar and the Dalit Movement in Colonial India*.
- Dalit Visions, *The Anti-Caste Movements and the Construction of an Indian Identity*.
- V. Geetha and Rajadurai, *Towards Non-Brahmin Millennium*.
- Susan Baily, *Caste, Society and Politics in India*.
- Kenneth Jones, *Social and Religious Reform Movements in British India*.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Fourth Semester
Paper III – 403 (a) TRIBAL AND PEASANT MOVEMENTS IN INDIA, 19TH & 20TH
CENTURIES
(Elective)

The course Sem – IV, Paper III – 403 (a) TRIBAL AND PEASANT MOVEMENTS IN INDIA, 19TH & 20TH CENTURIES (Elective):

This course will cover the tribal and peasant movements in the 19th and 20th centuries. The study focuses on their cultural and ethnic Identity and the nature and causes of tribal and peasant Struggle and Revolution during Freedom Struggle Movement and Further in India.

Course Outcomes (COs)

- Explain significant events and figures in tribal and peasant movements.
- Analyze the strategies and ideologies employed by these movements.
- Discuss the legacy of tribal and peasant movements in contemporary India.
- Understand the origins, causes, and significance of tribal and peasant movements in 19th and 20th century India.
- Analyze the socio-economic and political conditions that led to the emergence of these movements.
- Evaluate the role of key leaders and organizations in mobilizing tribal and peasant communities.
- Examine the impact of colonial policies on tribal and agrarian societies and their resistance strategies.
- Investigate the influence of tribal and peasant movements on Indian nationalism and socio-political reforms.
- Assess the long-term consequences of these movements on socio-economic justice and land reforms.
- Explore regional variations in these movements and their cultural and historical legacies within Indian society.

Module-I: Tribals and Its Terms – Adivasis, Aborigines – Nature of Movements – Scope & Significance: Tribal Communities & Constitution of India - Tribal Culture - Main Issues: Land Alienation, Usury, Forced / Bounded Labour, Minimum Wages, Land Grabbing - Typology: Ethnic – Agrarian and Forest – Rehabilitation and Political Movements against Feudal, Zamindars, Moneylenders: Diku, Petty Government Officials, Socio-Religious Movements, Freedom Struggle of India - Historiography: Peasant Historiography & Literature: Phule's Shetkari and Dr. B. R. Ambedkar's on Small Holdings – A. R. Desai, Gail Omvedt and Dhanagare and other works.

Module-II: Tribal Movements or Uprisings in Tribal Zones - Three Phases: (1) 1795-1860 Phase under leadership (2) 1860-1920 Phase Movements from lowest Rung, (3) 1920-1947 Phase as Nationalist and Agrarian Movements – Tribal Movements: Kol & Santhal Insurrection, Bhils - Birsa Munda – Sardar and Kherwar in Bihar- Tribal Revolts in the North-East India: Mishmi 1827 – Khashi - Zeliangrong – Messianic Movements of Kacha Naga (1881-1930) - Gond & Ramji Gond – Komaram Bheem –Khasi Tribals - Khonds, Savara, Koya Singaraju – Kharwar - Rampa Revolt – Kuki – Mizo - Nagas and Simon Commission - Tribal Peasants Movement: Telangana Peasant Armed Struggle, Jharkhand Movement – Oraon & Tana Bhagat - Tribal Organisations: Adivasi Ekta Parishad(AEP) and Self-Respect,1993 - Chhattisgarh Mukti Morcha and Deesha in Gujarat.

Module-III: Peasant/ Kisans – Relationship with ownership of land: absentee landlords, supervisory agriculturists, owner-cultivators, sharecroppers – tenants & landless labourers –Nature of Struggles/Rebellions and & Multi-Class Mass & Scope – Significance and Relevance – Peasant conditions – Tax burden through the Ages – Issues: Begar – Vetti Chakari – Forced Labour and Against Forced Cultivation – exploitation by Moneylenders - Local Landlords – Price Rise & Famines – Outside invaders and Dynasties - Different Acts: Classification: Three Phases: Princely State, Feudal, Colonial Policies and Nationalist and Post-independence – Types of Peasant Movements: Protest /Restorative Rebellions.

Module-IV: Peasant Movements in 19th & 20th Century CE – Sanyasi Revolt, Pagal Panthis & Poligars - Indigo – Pabna and Deccan Riots - Peasants and 1857 Revolt – Kisan Sabha &–Indigo and Mophlah - Tebhaga Movement in Bengal – Oudh Revolt - Peasant Armed Struggle in Telangana – Varli in Bombay Province and Punnapra Vayalar in Kerala - Integration of Peasantry into the Nationalist Movement - Eka Movement – Bardoli - All India Kisan Sabha - Communist Party of India Emergence of Class Conscious Organisations – The Provincial Ministries and Peasant Struggles – Peasants and Constitutional Rights – Peasant Organisations: Bhoomi Sena – Shramik Sangathana – Bhoodan Movement – Chhattisgarh Mukti Morcha – Majdoor Kisan Shakti Sangathan - Green Revolution, Capitalist Agriculture, penetration of Market Economy and Globalization and Different Movements.

SUGGESTED READINGS:

- Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*.
- A.R. Desai (Ed.), *Peasant Struggles in India*.
- D.N. Dhanagare, *Peasant Movements in India*.
- *Subaltern Studies, Vol. I*
- *Social Movements in India, Ghanshyam Shah, Sage Publications, New Delhi, 2004*.
- V. Raghavaiah, *Tribal Revolts in India*.
- Sunil Sen, *Agrarian Struggles in Bengal*.
- Barry Pavier, *Telangana Movement*.
- K.S. Singh, *Tribal Movements in India*.
- N.G. Ranga, *Fight for Freedom*.
- J. Mangamma, *Alluri Seetarama Raju*.
- Haimendorf, *Tribal Hyderabad*.
- Kapil Kumar, *Peasants in Revolt*.
- K.N. Panikkar, *Against Lord and State*.
- A. Satyanarayana, *Andhra Peasants under British Rule: Agrarian Relations and Rural Economy, 1800-1940*.
- B.K. Sarma, *Tribal Revolts*.
- *Biswamoi Pati, Adivasi Revolts*.
- M.S.A. Rao (Ed.), *Social Movements in India: Peasant & Backward Classes Movements, Vol.I, Manohar, 1978*.
- Ghanshyam Shah (Ed.), *Social Movements and the State Readings in Indian Government & Politics, Sage Publications, 2002*.

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Fourth Semester
Paper III – 403 (b) BUDDHIST STUDIES IN INDIA
(Elective)

The Course Sem – IV, Paper III – 403 (b) BUDDHIST STUDIES IN INDIA
(Elective):

This course objective is to facilitate acquisition of specialized knowledge in Buddhist History, Philosophy and Literature available in Pali, Sanskrit Literature. Buddhist thought of peace and Non - Violence with high ethical standards and social relevance.

Course Outcomes (COs)

- Explain major developments in the history of Buddhism in India.
- Analyze the contributions of key Buddhist leaders and their teachings.
- Discuss the challenges and opportunities faced by Buddhism in modern society.
- Understand the origins and historical development of Buddhism in India from the life of Gautama Buddha to contemporary times.
- Analyze the core teachings of Buddhism, including the Four Noble Truths and the Eightfold Path, and their philosophical significance.
- Examine the role of major Buddhist councils and texts in shaping Buddhist thought and practice.
- Assess the spread of Buddhism within India and its interactions with other religious and philosophical traditions.
- Evaluate the cultural, social, and political impact of Buddhism on ancient and medieval Indian society.
- Study the contributions of key Buddhist figures, such as Ashoka, Nagarjuna, and Bhikkhuni Sanghamitta, to the spread and development of Buddhism.
- Explore the contemporary relevance of Buddhist teachings in modern India and globally, including their role in social justice and peace building.

Module-I: Buddhism: an Enlightened Revolution and Sramana Movement of 6th Century BCE, India and Era of Second Urbanisation - Nature and Scope - Significance, Influence and Relevance - Indian Identity of Buddhism as Peace keeping Force - Rise, Decline and Revival - Literary Sources : Pali Language and Literature: Three Pitakas - Post - Canonical: Jataka Tales - Buddha Charita by Ashvagosh - Sanskrit Language: Vaibhashika, Vajrayana, Vijnanavada (Yogachara) and Madhyamika- Buddha and His Dhamma by Baba Saheb Dr. B. R. Ambedkar and contemporary writings.

Module-II: Buddhist Philosophy and History: Siddharth Gautham: Life and Struggle towards Path of Enlightenment and becoming Sakya Muni Gautham Buddha - The First Socio- Religious Reformer of India: Opposed Vedic Yagna, Sacrifice Practices, and Caste System - Fundamental Teachings of Buddhism: Four Arya Satya or Four Noble Truths - Ashtangmarg or Eight fold Path - Panchasheel - First Sermon at Sarnath - Spread of Buddhism during Life time of Buddha in India - Three Jewels: Buddha - Dhamma - Sangha - Schools of Philosophy: Theravada - Mahayana and Vajrayana - Yogachara - Nagarjuna and Madhyamika - Buddhist Theory of Social Contract.

Module-III: State and Patronage of Buddhism: Bimbisar, Ajatashatru, Emperor Ashoka Kanishka & Harshvardhan and other rulers - Traders & People's Role - Role of Women - Four Buddhist Councils, Results and Impact: Hinayana, Mahayana and Navayana - Spread of Buddhism in India and to other Countries - Contribution to Education and Knowledge: Establishment of Educational Institutions and Universities - Scientific Education - Scientists and Philosophers- Contribution to Sports: Meditation - Yoga - Martial Sports .

Module-IV: Buddhist Art and Architecture : Stupa, Chaityas and Vihara - Buddhist Tourism and Incredible India - Places associated with life of Buddha - Lumbini - Kapilavastu - Bodhgaya - Sarnath - Kusinara - Sanchi - Paintings and Sculpture - Buddhist Rock Cut Architecture Sites -Nagarjunakonda, Phanigiri, Ajanta, Ellora, Karle, Junnar - Buddhist Sites in Telangana - Adilabad - Nalgonda - Karimnagar - Khammam - Hyderabad - Nizamabad - Warangal and other places in India.

SUGGESTED READINGS:

- *Dr. Baba Saheb, B.R. Ambedkar, Buddha & His Dhamma, Pub; by Govt. Of Maharashtra.*
- *Buddha: The Light of Asia, by Sir Edwin Arnold, 1879, London.*
- *Glimpse of Buddhism, by N. Ramesan, Hyderabad, 1961.*
- *Hinduism & Buddhism, by Sir (Harles Eliot, New Delhi, 2008 (3 Volumes)*
- *Baba Saheb Dr. B.R. Ambedkar, Writings & Speeches, Volume, 3&5.*
- *Sarao, K.T.S., Origin and Nature of Ancient Indian Buddhism, 4th revised Edition, New Delhi, Munshiram, Manoharlal, 2009. .*
- *Winternitz, MA. History of Indian Literature, 2 Volumes, New Delhi: 1968.*
- *Garroski, Studies about the Sanskrit Buddhist Literature, Delhi: 1967.*
- *Lamotte, E. Historie du bouddhisme indien, Louvain: 1958, English Edition: History of Indian Buddhism, Louvain: 1988. 6. Warder, A.K. Indian Buddhism, 2nd Edition, Delhi: 1980.*
- *Nakamura, H. Indian Buddhism: A Survey with Bibliographical Notes, reprint, Delhi: 1989.*
- *Dutt. N., Early Monastic Buddhism, 2 Vols., Calcutta: 1943*

FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF HISTORY, OSMANIA UNIVERSITY
M.A. History, Fourth Semester
Paper III - 403 (c) –TOURISM AND HERITAGE IN INDIA
(ELECTIVE)

The objective of the course Sem – IV, Paper III - 403 (c) –TOURISM AND HERITAGE IN INDIA (ELECTIVE):

The main objective of this course is to make student understand the importance of Indian heritage and its potential as tourism product. This paper helps to understand the relationship between tourism and heritage. It also aims to bring awareness among the students of how to preserve and conserve India's rich heritage for future generations.

Course Outcomes (COs)

- Explain the major developments in tourism and heritage management in India.
- Analyze the impact of tourism on cultural, social, and economic aspects of local communities.
- Discuss strategies for sustainable tourism and the preservation of cultural heritage.
- Understand the significance of India's diverse cultural and natural heritage in the global tourism landscape.
- Evaluate the impact of tourism on the conservation and management of heritage sites in India.
- Examine the role of tourism in promoting sustainable practices for heritage preservation.
- Analyze the economic, social, and cultural effects of tourism on local communities and heritage sites.
- Assess the challenges in balancing tourism development with the preservation of historical and cultural assets.
- Explore the role of government policies and international collaborations in heritage tourism management.
- Critically examine the role of technology and digital media in promoting India's heritage tourism globally.

Module-I: Meaning and Definitions of Tourism- History of tourism in India-Types of Tourism - Meaning and definitions of Heritage- Tangible and Intangible heritage – Relationship between Tourism & Heritage- An overview of Indian heritage as Incredible India.

Module-II: Introducing Tangible Heritage of India: Monuments (Ancient, Medieval and Modern structures-both religious and secular), Museums, paintings, sculptures, handlooms and handicrafts, cuisines of India- National Tourism policies of India for the promotion of tangible heritage of India- (*Dekho Apna Desh*).

Module-III: Introducing Intangible Heritage of India: Different forms of Music (folk and classical), dance (folk and classical), theatre, festivals of India (general festivals and tourism organized festivals), martial arts, games/sports- Ministry of Tourism, Government of India initiatives in the promotion of intangible heritage (policies) – Policies of state Governments of Telangana, Andhra Pradesh, Kerala, Tamil Nadu, Karnataka with regard to heritage promotion and heritage management.

Module-IV: Impacts on Heritage tourism (positive and negative): Measures for the preservation and conservation of Heritage, Development of sustainable policies- – Role of UNESCO, ASI, State level bodies, INTACH, World Monuments Fund and other regional and local bodies in preserving heritage.

SUGGESTED READINGS:

- Mc. Intosh, Robert, W., *Tourism, Principles, Praces & Philosophies*, (Grid. Inc. Columbus, Ohxor, K.).
- A.K. Bhatia, *Tourism Development: Its Principles and Practices*.
- Ram Acharya, *Tourism in India*.
- F.R. Allchin, *Cultural Tourism in India: Its Scope and Development*, Department of Tourism, Government of India, New Delhi.
- A.L. Basham, *The Wonder That was India*, Rupa & Company, New Delhi, 1967.
- Burkart and S. Medlik, *An outline of Tourism*, Heinemann, London, 1976.
- Chris Copper, *Tourism: Principles and Practice*, Harlow Longman, London, 1998.
- S. Dharmarajan & Seth, Rabindra, *Tourism in India: Trends and Issues*, New Delhi, 1994.
- Kaul, Virendra, *Tourism and the Economy*, Har-Anand Publications, New Delhi, 1994.
- Leela, Shelly, *Tourism Development in India: A Study of the Hospitality Industry*, Arihant, Jaipur, 1991.
- Satish Babu, *Tourism Development in India*.
- Messenger, Rob Allen, *The Economics of Tourism*, Routledge, London, 1997.
- P.N. Seth, *Successful Tourism – Planning and Management*, Cross Sections Publications, New Delhi, 1979.
- K.S. Subrahmaniam, *Buddhism in South India and Early History of Andhra*, Kondal Publications, Madras.
- Williams, Stephen, *Tourism Geography*, Routledge, London, 1998.
- Indira, *Tourism in Andhra Pradesh: Growth & Developments 1956-2007*, Research India Press, New Delhi, 2014.

IV-Project Work

- When developing project work in history, the focus should be on creating meaningful, research-driven, and engaging experiences for students. Here are some suggestions for impactful history project work: Oral History Projects: Collect oral histories from elders or community members, documenting personal experiences, cultural traditions, or major historical events from their lives. This helps preserve first-hand accounts and connects students with living history.
- Local History Research and Documentation: Investigate and document the history of a local area, such as historical buildings, events, migrations, or cultural practices.
- This can involve archival research, interviews, and multimedia presentations.
- Historical Analysis of Artifacts: Study and analyze historical artifacts, such as tools, clothing, or art pieces. Interpret their historical context, usage, and cultural significance through research and exhibitions.
- Historical Exhibit Creation: Develop a mini-museum exhibit on a historical theme, using artifacts, documents, models, and digital tools to tell a cohesive story. This could be done in partnership with local museums or historical societies.
- Comparative History Studies: Research and present comparisons of similar historical phenomena across different regions or cultures, such as revolutions, social movements, or economic trends, highlighting similarities, differences, and impacts.
- Digital Storytelling Projects: Use digital media to create a documentary, podcast, or interactive website exploring a specific historical topic or theme. This can include videos, timelines, and interviews.
- Reenactment and Role-Play Projects: Recreate historical events, debates, or court cases through reenactments and role-playing exercises.
- Students can learn about historical figures, perspectives, and decision-making.
- Archival Research Projects: Access and study primary source documents from libraries, archives, or digital collections. Analyze letters, diaries, government records, or other materials to gain insights into specific historical periods.
- Thematic History Papers: Research and write an in-depth paper on a specific historical theme, such as gender roles in a particular era, the impact of technological changes, or shifts in political ideologies.
- Cultural Heritage Preservation Plans: Develop a plan for preserving and promoting a cultural heritage site, taking into account historical significance, community needs, sustainability, and tourism impact.
- Historical Fiction Writing: Create a short story, play, or novel set in a particular historical period, incorporating accurate historical details, events, and characters while exploring creative narratives.
- History and Media Analysis Projects: Examine how historical events have been depicted in movies, documentaries, literature, or other media, analyzing accuracy, biases, and societal impacts.
- Fieldwork and Site Visits: Conduct guided visits to historical sites, followed by a reflective report or project that analyzes the site's historical importance, architecture, and its role in heritage tourism.
- Genealogy Research Projects: Trace a family's genealogy, exploring migration patterns, historical contexts, and social changes that influenced family history, while using primary and secondary sources.
- Timeline Creation and Analysis: Develop a detailed timeline of a historical period or event, noting key milestones and their impacts. Use digital tools to make the timeline interactive or visually engaging.
- History Debates and Discussions: Organize debates on controversial historical interpretations, events, or figures, encouraging critical thinking, research, and persuasive argumentation.
- Mapping Historical Change Projects: Use GIS or other mapping tools to illustrate changes in territories, trade routes, migrations, or urban development over time, with historical context and analysis.
- Interviews with Historians or Experts: Interview historians, archivists, or other experts to gain insights into their areas of expertise, then create reports or presentations summarizing key findings.
- Creative Interpretive Projects: Use creative methods like art, sculpture, poetry, or music to interpret historical themes or events, emphasizing their relevance and emotional impact.
- Sustainability and History Projects: Investigate how historical practices and traditions inform current issues related to sustainability, such as water management, agriculture, or community resilience strategies.
- These projects can be tailored to suit various educational levels and objectives, combining research skills, creativity, critical analysis, and community engagement for a comprehensive learning experience.

Program Outcomes (POs) of a Project Work

- Historical Knowledge: Demonstrate comprehensive knowledge of various historical periods, key events, and historiographical debates, enabling a critical understanding of global, national, and regional histories.
- Research and Analysis: Develop strong research skills, including the ability to use primary and secondary sources, analyze historical data, and interpret historical narratives critically.
- Critical Thinking: Cultivate analytical skills to assess diverse historical interpretations, identify biases, and question historical assumptions. Communication: Enhance the ability to effectively communicate historical knowledge, ideas, and research findings in written, oral, and digital formats.
- Interdisciplinary Perspective: Appreciate and apply interdisciplinary approaches by integrating perspectives from economics, sociology, political science, and other fields to deepen the understanding of historical phenomena.
- Cultural Awareness and Sensitivity: Understand and respect the diverse cultural, social, and political contexts that shaped historical events and narratives, fostering global citizenship.
- Ethical Awareness: Develop a strong ethical foundation regarding the representation of history, ensuring accuracy, sensitivity, and responsibility in research and presentation.

Course Outcomes (COs)

- For a Project-Based History Course: Project Design and Execution: Develop the skills to design, plan, and execute a history project from concept to completion, ensuring a clear research question, method, and outcomes.
- Primary Source Analysis: Engage with and analyze primary sources, such as archival documents, oral histories, and material culture, to develop original historical insights.
- Interdisciplinary Research: Apply interdisciplinary research methods and theories from fields like anthropology, archaeology, and sociology to address historical questions.
- Historical Interpretation: Critically evaluate and synthesize diverse historical narratives, fostering a deeper understanding of historical events and issues.
- Collaborative Work: Work collaboratively in groups, sharing knowledge, engaging in peer review, and contributing to the collective understanding of historical problems.
- Presentation and Dissemination: Present research findings clearly and effectively, utilizing appropriate academic tools such as visual aids, academic writing, and digital formats.
- Ethical Research Practices: Adhere to ethical guidelines in historical research, including responsible sourcing, acknowledging diverse perspectives, and ensuring that the project reflects historical accuracy and integrity.
- These outcomes would focus on preparing students not only for research and analysis but also for the application of historical methods in real-world contexts, such as museums, archives, or public history projects.

DEPARTMENT OF HISTORY

OSMANIA UNIVERSITY

M.A. (Previous) First Semester

First Internal Assessment Test

Paper-III (103) – History and Culture of Telangana: From Earliest Times to 1724 CE

Date:

Time : 30 Minutes

Marks : 10

SECTION – A

(Multiple choice)

10x1/2=5

1. “Thlivaha: is refered to to the region of ()
(a) Krishna river (b) Godavari river
(c) Musi river (d) Manjeera river
2. The “ Purli Inscription” was belongs to the ruler ()
(a) Indravarma (b) Ganpati deva
(c) Madhava Varma (d) Rudrasena
3. “Father of History” was Know as ()
(a) Megastenese (b) Tasitus
(c) Herodotus (d) Pliny
4. The “ Study of Inscriptions” Called as ()
(a) Geography (b) Biography
(c) Seismography (d) Epigraphy
5. “Megalithic period” was extended in between years ()
(a) 1500 BCE to 300 BCE (b) 1400 BCE to 250 BCE
(c) 1300 BCE to 200 BCE (d) 1200 BCE to 150 BCE
6. The “Court Poet” of Vemulawada Chalukyans was ()
(a) Ponna (b) Pampa
(c) Ranna (d) Pothana
7. “A History of Deccan - Volume - I” book was written by ()
(a) JD. B. Grible (b) Maulvichirag
(c) Salarjang (d) Haimondarph
8. The “Lower palaeolithiscties” were founded by in North Telangana ()
(a) P.V. P. Sastri (b) B. N. Sastri
(c) Taku Rajaram Singh (d) V.V. K. Krishasastri
9. “ Thrisamudra toyapitavahana” the title was belongs to ()
(a) Gouthami Putra Satakarni (b) satakarni -I
(c) Pulomavi (d) Halasatakarni
10. The “ Capital city of Ikshvakus” dunasty was ()
(a) Kotilingala (b) Kondapur
(c) Vijayapuri (d) Dhanyakataka

SECTION – B

(Fill in the blanks)

10x1/2=5

11. In between place called as “ Trilinga Desha”
12. The “ Study of Coins” was called as
13. The “Kandikal Hill region” is extende in districts
14. The famous book “ Suhrulekha” was written by
15. “ Nasik Inscription” was installed by
16. The famous Army stations of Satavahanas were called as.....
17. was mentioned in the puranas as the founder of the Vakataka dynasty
18. The Great Buddhist Philosopher Dignagma was lived in the Kingdom
19. Five Villages used to be called as in Ikshvakas period
20. The book of was written by sharvavarma.

DEPARTMENT OF HISTORY
OSMANIA UNIVERSITY
M.A. (Previous) First Semester
First Internal Assessment Test
Paper-III (103) – History and Culture of Telangana: From Earliest Times to 1724 CE

Time : 02:00. Hours

Marks : 50

SECTION – A

5x2=10

I. Answer all the following questions:

1. Definition of History
2. Phanigiri Buddhist Site
3. Ihole Inscription
4. Thousand Pillar Temple
5. Chemakura Venkatakavi

SECTION – B

5x8=40

II. Answer all the following questions.

6. (a). Discuss about the literary Sources for the study of Telangana History.
(or)
(b). Explain the important palaeolithic sites in Telangana Region.
7. (a). Write about the Political Achievements of Goutamiputrasatakarni.
(or)
(b). Trace the contribution of Vishnukundins to Buddhist Culture.
8. (a). Estimate the historical significance of Vemulawada Chalukyas.
(or)
(b). Describe the socio-economic conditions under the Kalyani chalukyas.
9. (a). Bring out the salient features of Kakatiyas's Administration.
(or)
(b). Examine the Post-Kakatiya's Political Developments in Telangana.
10. (a). Evaluate the foundation of Qutbshahis dynasty in Hyderabad Deccan.
(or)
(b). Analyse the Development of Irrigational Facilities under the Qutb shahis Period.