

PROGRAMME: THREE-YEAR B.A.

(With History, Economics and Political Science Disciplines)

Course Code:

Domain Subject: History

Semester-wise Syllabus under CBCS

II Year B. A. – Semester – IV

Course 4: HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)

Learning Outcomes:

After successful completion of this course, the student will be able to:

- Interpret social and political and cultural transformation from medieval to modern Andhra
- Relate key historical developments during medieval period occurring in coastal Andhra and Telangana regions and analyze socio - political and economic changes under QutbShahi rulers
- Understand gradual change, or change in certain aspects of society in Andhra, rather than rapid or fundamental changes
- Explain how the English East India Company became the most dominant power and outline the impact of colonial policies on different aspects in Andhra
- Outline the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues
- Take pride in the non-violence struggle for Indian Independence and relate the importance of peace in everyday life
- Apply the knowledge of the regional history to understand the regional, linguistic and other cultural aspirations of the present day society
- Visualize where places are in relation to one another through map pointing

Syllabus:

Unit - 1 Andhra through 16th& 19th Centuries AD: Evolution of Composite Culture - The QutbShahis of Golkonda –Administration, Society

&Economy – Literature & Architecture; Advent of European and settlements in Andhra - Occupation of Northern Circars and Ceded Districts – Early revolts against the British

Unit - II Andhra under British rule: Administration – Land Revenue Settlements – Society – Education - Religion – Impact of Industrial Revolution on Economy – Peasantry & Famines – Contribution of Sir Thomas Munroe & C. P. Brown – Impact of 1857 Revolt in Andhra

Unit - III Social Reform & New Literary Movements: Kandukuri Veeresalingam, Raghupathi Venkata Rathnam Naidu, Guruzada Apparao, Komarraju Venkata Laxmana Rao; New Literary Movements: Rayaprolu Subbarao, Viswanatha Sathyanarayana, Gurram Jashua, Boyi Bheemanna, Sri Sri

Unit - IV Freedom Movement in Andhra (1885-1947): Vande Mataram Movement – Home Rule Movement in Andhra - Non-Cooperation Movement - Alluri Seetarama Raju & Rampa Revolt (1922-24) - Civil Disobedience Movement – Quit India Movement

Unit - V Movement for separate Andhra State (1953) and AP (1956): Causes – Andhra Maha Sabha – Conflict between Coastal Andhra & Rayalaseema – Sri Bagh Pact – work of various Committees – Martyrdom of Potti Sriramulu – Formation of separate Andhra State (1953); Movement for formation of Andhra Pradesh (1956): Visalandhra Mahasabha – Role of Communists – States Reorganization Committee – Gentlemen's Agreement – Formation of Andhra Pradesh

References:

- 1 H.K.Sherwani, History of the KutubShahi Dynasty
- 2 K. Sathyanarayana, A Study of the History and Culture of Andhras
- 3 B. Kesava Narayana, Political and Social Factors in Modern Andhra
- 4 K.V.Narayana Rao, The Emergence of Andhra Pradesh
- 5 M. VenkataRangaiah, The Freedom Struggle in Andhra Pradesh
- 6 P.R.Rao, History of Modern Andhra
- 7 SarojiniRegani, Highlights of Freedom Movement
- 8 SarojiniRegani, ఆంధ్రలో స్వాతంత్ర్యోద్యమచరిత్ర
- 9 V. Ramakrishna, Social Reform Movement in Andhra
- 10 B. Kesava Narayana, Modern Andhra & Hyderabad – 1858 – 1956 A.D., 2016
- 11 K. Koti Reddy, History of Modern Andhra, Telugu Academy, Hyderabad

Mandatory Co-Curricular Activity:

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

Suggested Co-Curricular Activities

- @ Students may be asked to identify families/ institutions/ personalities related to freedom struggle and prepare articles
- @ Assign students to write a note on the historical sites or buildings in their respective areas – thus taking teaching out of the classroom and in to the field, and creating opportunities for students to socialize with their own surroundings
- @ Student seminars
- @ Debates
- @ Viva voce interviews
- @ Quiz Programmes
- @ Photo Album
- @ Recording local history
- @ Role Play of freedom struggle events
- @ Organizing photo exhibition on freedom fighters
- @ Celebrations of important events / personalities

- @ Conducting Philately
- @ Examinations (Scheduled and surprise tests)
- @ Encourage students to write their autobiography or biography of their inspiring personalities

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I/II Year B. A. – Semester 4

Course 5: HISTORY OF MODERN WORLD (From 15th Cent. AD to 1945 AD)

Learning Outcomes:

After successful completion of this course, the student will be able to:

- Demonstrate advanced factual knowledge of world histories, politics, and cultures
- Assess and appraise the developments in art, literature, and society during the Renaissance and utilize content knowledge of the Reformation and Counter Reformation to make predictions about the evolution of Christianity in Europe and abroad
- Evaluate the causes for the Glorious Revolution and American Revolution and identify the background for the evolution of human rights movement
- Understand the main events of the French Revolution and its significance in the shift in European culture from Enlightenment to Romanticism
- Think how Russia's traditional monarchy was replaced with the world's first Communist state.
- Know how the world wars affected people all over the world and the destruction they caused
- Develop the intellectual curiosity and habits of thought that will lead to life-long learning and continued engagement with European history, literature, culture, languages, and current affairs and acquire advanced international and intercultural competency through coursework in international studies
- Visualize where places are in relation to one another through map pointing

Syllabus:

- Unit - 1 Transformation from Medieval to Modern Era – Chief Characteristics;
Glorious Revolution (1688) – Origin of Parliament Bill of Rights – Results
- Unit - II American Revolution (1776); French Revolution (1789) – Causes, Course and
Results
- Unit - III Unification of Italy; Unification of Germany
- Unit - IV Communist Revolution in Russia; World War I: Causes – Results of the War –
Paris Peace Conference; League of Nations
- Unit - V World War II: Causes, Fascism & Nazism – Results; The United Nations
Organization: Structure, Functions and Challenges

References:

- 1 Burke, Peter, The Renaissance
- 2 C.J.H. Hayes, Modern Europe up to 1870
- 3 C.D. Hazen, Modern Europe up to 1945
- 4 Christopher Hill, From Reformation to Industrial Revolution
- 5 Elton, G.R., Reformation Europe, 1517-1559
- 6 Ferguson, The Renaissance
- 7 Gilmore, M.P., The World of Humanism, 1453-1517
- 8 Hilton, Rodney, Transition from Feudalism to Capitalism
- 9 J.H.Parry, The Age of Renaissance
- 10 J.N.L. Baker, History of Geographical Discoveries and Explorations
- 11 The New Cambridge Economic History of Europe, Vol. I, VII

Mandatory Co-Curricular Activity:

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

Suggested Co-Curricular Activities

- @ Watch movies related to the topics in the e-class room
- @ Organize guest lectures
- @ Publication of college-level magazine by encouraging students to write articles on contemporary history of Europe
- @ Viva voce interviews
- @ Quiz Programmes
- @ Examinations (Scheduled and surprise tests)

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