

B.A. HISTORY Syllabus

(Choice-Based Credit System - W.E.F. 2020-21)

SEMESTER IV

COURSE-IV : 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 Qutb Shahi 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.
- 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 VenkataRathnam Naidu, Guruzada Apparao, Komarraju Venkata Laxmana Rao; New Literary Movements: Rayaprolu Subbarao, Viswanatha Sathyanarayana, GurramJashua, Boyi Bheemanna, Sri Sri.
- Unit - IV Freedom Movement in Andhra (1885-1947): VandeMataram 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 Kutub Shahi 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. Venkata Rangaiah, The Freedom Struggle in Andhra Pradesh
- 6 P.R.Rao, History of Modern Andhra
- 7 Sarojini Regani, Highlights of Freedom Movement
- 8 V. Ramakrishna, Social Reform Movement in Andhra
- 9 B. Kesava Narayana, Modern Andhra & Hyderabad – 1858 – 1956 A.D., 2016

- 10 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