

ACHARYA NAGARJUNA UNIVERSITY

A State Government University, Accredited with "A" Grade by NAAC
Nagarjuna Nagar - 522 510, Guntur, Andhra Pradesh, India.



M.A. ANCIENT HISTORY & ARCHAEOLOGY

SYLLABUS

2022 - 2023 onwards

UNIVERSITY COLLEGE OF ARTS,
COMMERCE & LAW

PROGRAM CODE:
ANUCACL01





**ABOUT
UNIVERSITY**

ACHARYA NAGARJUNA UNIVERSITY (ANU)

- A Brief Profile

Acharya Nagarjuna University, a State University established in 1976, has been constantly striving towards achieving progress and expansion during its existence for over four decades, in terms of introducing new courses in the University Colleges, affiliated colleges and professional colleges. Spread over 300 acres of land on the National High Way (NH-16) between Vijayawada and Guntur of Andhra Pradesh, the University is one of the front ranking and fastest expanding Universities in the state of Andhra Pradesh. The University was inaugurated on 11th September, 1976 by the then President of India, Sri Fakruddin Ali Ahmed and celebrated its Silver Jubilee in 2001. The National Assessment and Accreditation Council (NAAC) awarded “A” grade to Acharya Nagarjuna University and also has achieved 108 International ranks, 39 National ranks UI Green Metrics rankings and many more. It is named after Acharya Nagarjuna – one of the most brilliant preceptors and philosophers, whose depth of thought, clarity of perception and spiritual insight were such that even after centuries, he is a source of inspiration to a vast number of people in many countries. The University is fortunate to be situated on the very soil where he was born and lived, a soil made more sacred by the aspiration for light and a state of whole someness by generations of students. With campus student strength of over 5000, the University offers instruction for higher learning in 68 UG & PG programs and guidance for the award of M.Phil. and Ph.D. in 48 disciplines spread over six campus colleges and one PG campus at Ongole. It also offers 160 UG programs in 440 affiliated colleges in the regions of Guntur and Prakasam Districts. It has a Centre for Distance Education offering 87 UG & PG programs. Characterized by its heterogeneous students and faculty hailing from different parts of the state and the country, the University provides most hospitable environment for pursuing Higher Learning and Research. Its aim is to remain connected academically at the forefront of all higher educational institutions. The University provides an excellent infrastructure and on-Campus facilities such as University Library with over one lakh books & 350 journals; Computer Centre; University Scientific Instrumentation Centre; Central Research Laboratory with Ultra-modern Equipment; Well-equipped Departmental Laboratories; Career Guidance and Placement Cell; Health Centre; Sports Facilities with Indoor & Outdoor Stadiums and Multipurpose Gym; Sports Hostel; Separate hostels for Boys, Girls, Research Scholars and International Students; Pariksha Bhavan (Examinations Building); Computers to all faculty members; Wi-Fi connectivity to all Departments and Hostels; Canteen, Student Centre & Fast-food Centre; Faculty Club; Dr. H.H. Deichmann & Dr. S. John David Auditorium cum Seminar Hall; Post office; Telecom Centre; State Bank of India; Andhra Bank; Energy Park; Silver Jubilee Park; Fish ponds; internet center; xerox center; cooperative stores; Water harvesting structures.

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**VISION,
MISSION &
OBJECTIVES
OF THE
UNIVERSITY**

ACHARYA NAGARJUNA UNIVERSITY

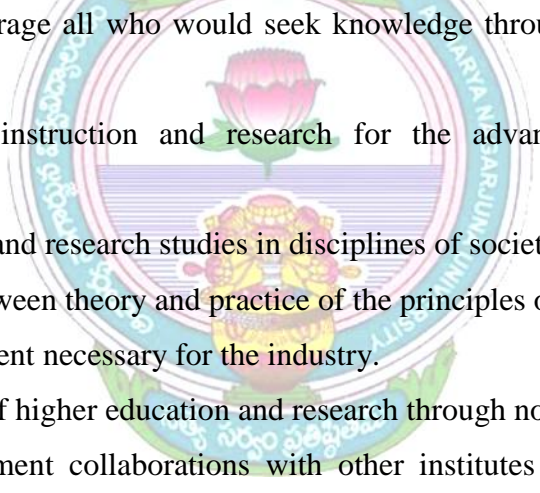
VISION

To generate sources of knowledge that dispels ignorance and establish truth through teaching, learning and research.

MISSION

To promote a bank of human talent in diversified faculties – Commerce & Management Studies, Education, Engineering & Technology, Humanities, Law, Natural Sciences, Pharmacy, Physical Education & Sports Sciences, Physical Sciences and Social Sciences that would become an investment for a prosperous society.

OBJECTIVES

- 
- To inspire and encourage all who would seek knowledge through higher education and research.
 - To provide quality instruction and research for the advancement of science and technology.
 - To promote teaching and research studies in disciplines of societal relevance.
 - To bridge the gap between theory and practice of the principles of higher education.
 - To develop human talent necessary for the industry.
 - To open up avenues of higher education and research through non-formal means.
 - To invite and implement collaborations with other institutes of higher learning on a continuous basis for mutual academic progress.
 - To motivate and orient each academic department/centre to strive for and to sustain advanced levels of teaching and research so that the university emerges as an ideal institute of higher learning.
 - To focus specially on the studies involving rural economy, justifying its existence in the rural setting.



**VISION
&
MISSION OF
THE COLLEGE**

ACHARYA NAGARJUNA UNIVERSITY

UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW

VISION AND MISSION OF THE COLLEGE:

University College of Arts, Commerce and Law presently consists of 19 teaching departments and seven research centres and running 27 courses. It had a very good team of qualified teachers with strong profiles. The vision of the college is to promote learning and research in the faculties of social sciences, humanities, law, education and management. It is intended to encourage research temperament and develop inputs for the betterment of the society. The mission of the college is to nurture the scholarship, leadership and produce outcome to promote the quality of life and address the challenges in human society.



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**VISION
&
MISSION OF
THE
DEPARTMENT**

ACHARYA NAGARJUNA UNIVERSITY
UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW
DEPARTMENT OF HISTORY & ARCHAEOLOGY
M.A. ANCIENT HISTORY & ARCHAEOLOGY

VISION OF THE DEPARTMENT:

- The P.G. courses designed as per NEP guide lines 2021 with an aim to impart knowledge and skills in Archaeology, Ancient and Medieval Indian History, Andhra History, Ancient World cultures and influences with emphasis on the study of political, social economic, religious, cultural development and changes and in Fine Arts. The content of the courses is designed to fulfill the requirement of UPSC, APPS, NET and SLT higher studies in Foreign Countries.

MISSION OF THE DEPARTMENT:

- The Dept. Aimed to train the students with profession and knowledge in Archaeology, Tourism, Museology, Soft skill, Laboratory methods in Archeology, Science and Technology to equip the students with the solid foundation to build upon the fundamentals, useful skills and expertise that can assist employment in, Archaeology, Museums, Tourism Industry and Fine Arts.
- Enlighten the students in several aspects from undisciplinatory approach to multidisciplinary study.

ACHARYA NAGARJUNA UNIVERSITY
UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW
DEPARTMENT OF HISTORY & ARCHAEOLOGY
M.A. ANCIENT HISTORY & ARCHAEOLOGY

PROGRAMME EDUCATIONAL OBJECTIVES:

The Programme Educational objectives are to impart comprehensive knowledge and understanding of Ancient History, culture of old world, and India, aims and objectives and different Archaeological methods in interpreting the human past. The course provide knowledge on the basic features of prehistoric archaeology, Indian place in human evolution. Role of Epigraphy, Numismatics, art and architecture in reconstructing human past.

PROGRAMME OUTCOMES (POS):

PO1: Introducing historical sources and archaeological sources to interpret past events and cultures. Rise of Political Empires / Powers, their fall, socio, economic conditions and consequences. Ideas and institutions.

PO2: Understanding Archaeology its methods like explorations, excavations and dating and theories of archaeology and their application in the reconstruction of past human history.

PO3: Understanding the Knowledge of the major events, trends data and consequences in human history and their significance. Ancient world cultural and study on social, economic, religious, fine arts, art architecture, numismatics, epigraphy and others.

PO4: Ability to analysis archaeological data effectively in written and oral formats.

PO5: Ability to work collaboratively and professionally in the field of Geology, Biological and Physical Sciences and history and archaeology, Musicology, tourism, fine arts for the analysis of the data

PROGRAMME SPECIFIC OUTCOMES (PSOS):

PSO stands for Program Specific Outcomes. These are the outcomes that are specific to the program and are not necessarily covered in every course. Here are some possible program specific outcomes for a History and Archaeology program

PROGRAMME SPECIFIC OUTCOMES:

- The department is specialized in teaching and research in Archaeology, Ancient and Medieval Indian History, Prehistory, Art & Architecture, Fine Arts and Culture.

- The courses are designed with an aim to impart knowledge and skills in various branches of Archaeology, Ancient and Medieval Indian History, Andhra history, ancient world cultures and influences with emphasis on the study of political, social, economic, religious, fine arts cultural development and changes.
- There are basic courses in core section on history which are thematic and cut across chronological divisions and regional polities.
- The ancient history and Medieval History courses encouraged the study on sources for the study, evolution of social structures, economy, civilizations, religious traditions, cultural development, political processes as well as historical geography and chronology.
- The courses dealing with archaeological studies provide basic concepts, theoretical training in field methods including process of archaeological investigation, Explorations excavation techniques, methods of Data retrieval, Chronology and Dating Methods, Prehistory, Proto-History, Historical Archaeology, Epigraphy, Numismatics, Art and Architecture and Fine Arts.
- The Tourism and Museology and Fine Arts course can equip the students with the solid foundation to build upon the fundamentals, useful skills and expertise that can assist employment in Tourism industry and Museum.

COURSE OUTCOMES:

CO1: Analyze primary and secondary sources to interpret archaeological data.

CO2: Evaluate the methods and theories of archaeology and their application in the study of human history.

CO3: Explain the major events and trends in human history and their significance.

CO4: Communicate archaeological data and analysis effectively in written formats.

CO5: Discuss the scientific and social implications of historical research and interpretation.

CO6: Collaborate effectively with other sciences on archaeological research projects.

Note: The numbering of course outcomes (COs) corresponds to the program outcomes (Pos) they address.



STRUCTURE

ACHARYA NAGARJUNA UNIVERSITY
UNIVERSITY COLLEGE OF ARTS, COMMERCE & LAW
DEPARTMENT OF HISTORY & ARCHAEOLOGY
M.A. ANCIENT HISTORY & ARCHAEOLOGY
COURSE STRUCTURE

SEMESTER-I

Course Code	Components of Study	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
A/H101(22)	Core	History of Ancient India (upto to B.C. 321)	4	30	70	100
A/H102(22)	Core	Age of Empires (B.C. 321 - 650 A.D.)	4	30	70	100
A/H103(22)	Core	History of Andhras (From Earliest Times to 1070 A.D.)	4	30	70	100
A104(22)	Core	Principles and Methods of Archaeology	4	30	70	100
A/H105.1(22)	Elective	Ancient World Civilizations	4	30	70	100
A105.2(22)		Introduction to Indian Archaeology	4	30	70	100
A105.3(22)		Modern Western Art	4	30	70	100
TOTAL			28			700

SEMESTER-II

Course Code	Components of Study	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
A201(22)	Core	Outlines of Old World Prehistory	4	30	70	100
A202(22)	Core	History of Indian Art	4	30	70	100
A/H203(22)	Core	History of Andhras (from A.D. 1070 to A.D 1650)	4	30	70	100
A204(22)	Core	(Field work/Site visit + Report writing + Presentation)	2+2			100
A205.1(22)	Elective	Indian Epigraphy	4	30	70	100
A205.2(22)		Temple Studies	2+2	30	70	100
A205.3(22)		Internship + Report writing + Presentation	2+2			100
TOTAL			28			700

SEMESTER-III

Course Code	Components of Study	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
A301(22)	Core	History of Indian Architecture	4	30	70	100
A302(22)	Core	Numismatics	4	30	70	100
A303(22)	Core	Soft Skills in Archaeology	4	30	70	100
A/H304(22)	Core	Historical Method	4	30	70	100
A305.1(22)	Elective	Iconography	4	30	70	100
A/H305.2(22)		Indus valley Civilizations	4	30	70	100
TOTAL			24			600

SEMESTER-IV

Course Code	Components of Study	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
A401(22)	Core	History of Indian Paintings	4	30	70	100
A402(22)	Core	Museology	4	30	70	100
A403(22)	Core	Research Project (Dissertation + Viva – Voce)	4			100
A404(22)	Core	Pre-History & Proto History of India	4	30	70	100
A405.1(22)	Elective	Early Historical Archaeology	4	30	70	100
A405.2(22)		Historical Applications of Tourism	4	30	70	100
A/H405.3(22)		Modern Indian Art	4	30	70	100
TOTAL			28			700



**First
Semester**

ACHARYA NAGARJUNA UNIVERSITY
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DEPARTMENT OF HISTORY & ARCHAEOLOGY
M.A. ANCIENT HISTORY & ARCHAEOLOGY
SEMESTER-I

A/H 101(22): HISTORY OF ANCIENT INDIA

(FROM EARLIEST TIMES TO B.C. 321)

(COMMON FOR HISTORY AND ARCHAEOLOGY)

COURSE OBJECTIVES: The course introduces sources for the study, early culture and civilizations, development of different religious traditions, evolution of ancient Indian polity with major political events, political geography and chronology.

Unit-I:

Geographical Factors of Indian Sub-continent – Races and Physical Types of Indian Population – Unity in Diversity of Indian Culture.

Unit-II:

Sources for the Study of Ancient Indian History – Archaeological – Literary.

Unit – III:

Stone Age Hunter gatherers and Early Farming Communities of India - Harappan Culture Town Planning – Arts and Crafts- Economy-Trade-Religion

Unit – IV:

The Rigvedic Society-Economy and Religion-Later Vedic Society-Polity–Economy Religion-Megalithic Culture of South India – Social Stratification.

Unit- V:

Territorial States-Religious Movements – Buddhism and Jainism – Bhagavatism- courses towards empire – The Nandas-Polity, Economy and Trade-Early Foreign incursions.

COURSE OUTCOMES: Students will have a familiarity with the sources, different political, social, economic, cultural and religious traditions of the Indian subcontinent upto 550 C.E.

SUGGESTED READINGS:

- 1) Agrawal. D.P. : The Archaeology of India (Delhi, Select Book Services Syndicate, 1984)
- 2) Allchin, Bridget and F. Raymond: Origins of a Civilization: The Pre-History and Early Archaeology of South Asia (Oxford and IBH, 1994)
- 3) Basham, A.L. : The Wonder That Was India (Mumbai, Rupa, 1971)
- 4) Lal, B.B. and S.P. Gupta. : Frontiers of the Indus Civilization (Delhi, Books & Books,1984)
- 5) Majumdar, R.C.et al (Ed) : History and Culture of Indian People, Vols, I & II.
- 6) Raychaudhuri, H.C., : Political History of Ancient India (Revised Edn. With Commentary by Prof.B.N.Mukherji)

COURSE OUTCOMES:

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

CO1: Introduces, Various Geographical Factors, Races Physical Types of India Influence of these on Various History Factor

CO2: Introduces Various Sources for Historical Writing and Interpretation in Various Historical event.

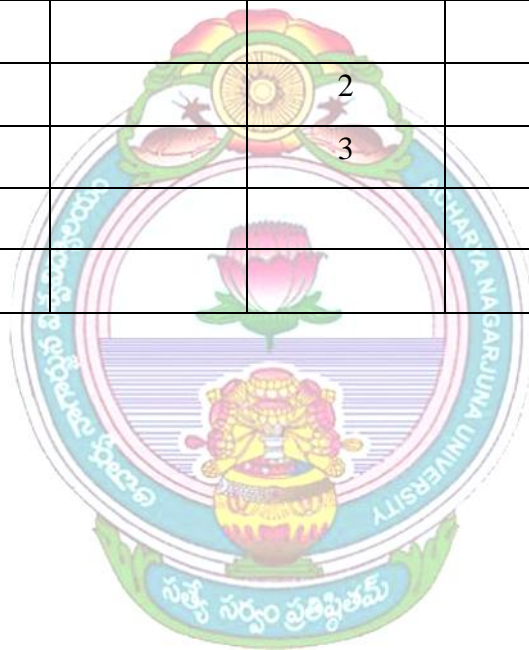
CO3: Evolution and Changes in Human Evolution from Hunting Gather in to Civilization and Various Influences

CO4: Socio-Economic factor during vedic period

CO5: Understanding various religions movements, its influences and indications

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	2			3	
CO2	2		2		3
CO3			3	3	
CO4					3
CO5				3	3



A/H 102(22): AGE OF EMPIRES (B.C. 321 TO 650 A.D.)

(COMMON FOR HISTORY AND ARCHAEOLOGY)

COURSE OBJECTIVES: It also deals with the age of foreign incursions, structure of early Indian society and the nature of economic transformation. Focus is also placed on analysis and explanation of ancient India's cultural achievements.

Unit-I:

The Mauryan empire-Chandragupta I and Bindusara-Asoka and His Dhamma the Mauryan Administrative System-Economic Conditions-Trade-Arts and crafts- Fall of the Mauryan Empire.

Unit-II:

The Indo and Bactrian Greeks-The Kushana Empire-Kanishka II-The Satavahana of Deccan and South India-The Sakas – Kharavela of Kalinga-The Satavahana Imperial Administration. The Early Pandya, Chola and Chera Kingdoms of South India.

Unit-III:

The Early Guptas and their Rise to Power-Chandragupta I-Samudragupta and the Imperial Expansion-Chandragupta II-Skandapupta, Budha Gupta and Puru Gupta –The Gupta Administration Beginnings of Feudal Trends-Trends –The Cultural Fluorescence the Gupta Period-Art and Architecture.

Unit-IV:

The Huna Invasions-The Later Guptas-The Mukharis-The Pushyabhutis-Harshvardhana The Chalukyas of Badmi-The Early Pallavas.

Unit-V:

Economic and Social Development's-The Mahayana and Vajrayana forms of Buddhism – The Decline of Buddhism-Buddhist contribution to Indian Culture, Art and Architecture The Puranic Theism and the Beginning and Growth of Temple Architecture.

COURSE OUTCOMES: Student will also be well versed with different analytical approaches and models of interpretation.

SUGGESTED READINGS:

- 1) Basham, A.L. The Wonder That Was India.
- 2) Chanpakkalakshmi, R., Trade, Ideology and Urbanization: South India 300 B.C. to AD. 1300.
- 3) Chanana, Devraj. Slavery in Ancient India
- 4) Jha, D.N. (Ed) Feudal Social Formation in Early India.
- 5) ---do--- Economy and Society in Early India: Issues and Paradigms.
- 6) Maity, S.K. Economic Life in North India in the Gupta Period 300AD-550AD.
- 7) Majumdar, R.C. et al. (Eds) History and culture of the Indian People, Vol. III The Classical Age.
- 8) Sastri, K.A.N., (Ed) Comprehensive History of India, Vol. II.
- 9) Majumdar, R.C. (Ed) A Comprehensive History of India, Vol. III (in two parts)
- 10) Raychaudhuri, H.C. Political History of Ancient India (Rev. Edn. with Commentary By Prof. B.N. Mukherji)

- 11) Sahu, B.P. (Ed.) Land System and Rural Society in Early India Delhi, Manohar, 1997
 12) Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient India.
 13) ---do--- Indian Feudalism.
 14) ---do--- Perspectives in Social and Economic History of Early
 15) ---do--- Urban Decay in India.c.300-1000

COURSE OUTCOMES:

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

CO1: Rise of Art and fall of Mauryan Empire, Socio, Economic and Religion factors

CO2: Rise of various power like Bactrian Greeks, the Kushhana, Satavahna, Kalinga, Pandya Chola Kings

CO3: Rise of Gupta empire its influence on socio, Economic and cultural

CO4: Rise of Hunes, Harshvardhana, The Chalukyas of Badmi and The Early Pallavas

CO5: Socio, Economic, Religious Development Evolution and Cultural Changes

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3			2	
CO2	3				2
CO3	3				2
CO4	3				
CO5			2		3

A/H 103 (22): HISTORY OF ANDHRAS
(FROM EARLIEST TIMES TO 1070 A.D.)
(COMMON FOR HISTORY AND ARCHAEOLOGY)

COURSE OBJECTIVES: This course introduces to the students the geographical features, sources, political formation, the region under Maurya and Satavahana rule, rise of local powers, their role in political, social, economic, religious development, cultural heritage and inter dependence of the region.

Unit – I:

Source Material for the Study of Andhra History – Aryanization of South India – Andhradesa – Political and Cultural Conditions of Andhraesa before the Mauryan Empire. The Expansion of Mauryan Empire and Asoka.

Unit – II:

The Satavahanas – Andhra-Satavahana Identity – Original Home of the Satavahanas Chronology- Relations with the Western Kshatrapas-Cultural Conditions of Andhradesh under the Satavathnas.

Unit-III:

Successors of the Satavahans – The Ikshvakus of Vijayapuri-Buddhism in Andhradesa

Unit-IV:

The Salankayanas of Vengi-The Vishnukundins-The Early Pallavas-Cultural conditions of the Time.

Unit-V:

The Eastern Chalukyas-Relations with the Rashtrakutas-Andhradesa as the bone of contention between the Imperial cholas and the Western the Imperial Cholas and The Wester Chalukyas of Kalyanai-Divine of the Chalukyan power under the Chola-Chalukya Viceroy.

COURSE OUTCOMES: Regional history is becoming more and more popular, for it has inherit potential of taping varied kinds of sources for understanding the divergent aspects of local heritage and culture.

SUGGESTED READINGS:

- 1) Rama Rao., M., : Early History of Andhra Pradesh
- 2) Yazdani, G., (Ed) : Early History of Deccan. Vols. I and II
- 3) Gopalachari, K. : Early History of Andhra Country.
- 4) Sircar, D.C. : Successors of Satavahanas in Lower Deccan.
- 5) Hanumantha Rao, B.S.L. : AndhrulaCharitra (Telugu).
- 6) -do- : Religion in Andhra
- 7) Bhankarkar,R.G. : Early History of the Deccan.
- 8) Sankaranarayanan,S., : The Visnukundis and their Times.
- 9) Sarma, P.S.R., : History of Andhradesa (Telugu)

COURSE OUTCOMES:

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

CO1: Introduces various sources for historical writing and interpretation of various Historical events in Andhra History

CO2: Rise Satavahanas power socio, Economic religious cultural influences

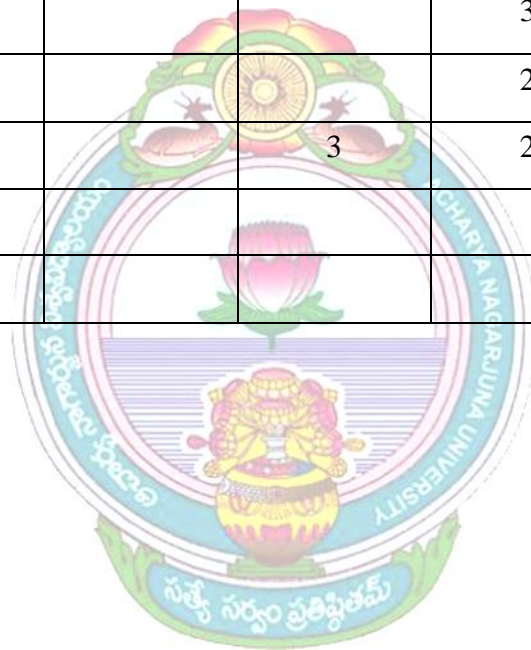
CO3: Ikshvakus Rule and various evolutions stages in Buddhism

CO4: Cultural changes during Salankayanas of Vengi, Vishnukundins

CO5: Rise of fall of eastern Chalukyas, Rashtrakutas, Imperial cholas, Wester Chalukyas of Kalyanai

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	2			3	
CO2	3			2	
CO3			3	2	
CO4					3
CO5	3				



A 104 (22): PRINCIPLES AND METHODS OF ARCHAEOLOGY

COURSE OBJECTIVES: The course includes theoretical training in field methods including process of archaeological investigation from the discovery of sites to their excavation and analysis excavation techniques, methods of Data retrieval, Chronology and Dating Methods, Documentation, Conservation and Preservation, and the role of archaeology in heritage management

Unit – I:

Definition, Nature and Scope of Archaeology – Relation of Archaeology with pure sciences

Unit – II:

Exploration: Surface Exploration – Surface Indications – Study of Maps – Aerial Survey and Photography – Reference in Literature and local lore – Under – Water Exploration.

Unit – III:

Excavation: Lay-out of trenches – vertical and horizontal excavation Excavation of circular Structures – Three-Dimensional recording-Pottery yard.

Unit – IV:

Chronology –Relative Chronology – Typology, Stratigraphy and Flourine Test – Absolute Chronology-Dendo Chronology and Radio Carbon Dating.

Unit – V:

Use of Ethnographic date for Cultural Reconstruction –Threats to Archaeological Sites Natural and Man-made - Transplantation of Monuments Nagarjunakonda and Srisailam.

COURSE OUTCOMES: Familiarized with basic descriptive technique and preliminary study of various categories of objects and the practical methods of doing Archaeological work

SUGGESTED READINGS:

- 1) Child, V.G., (1995), Piecing Together the Past.
- 2) Clark, J.G.D., (1960), Archaeology and Society
- 3) Raman, K.V., (1991), Principles and Methods of Archaeology.
- 4) Wheeler, R.E.M., (1954), Archaeology from the Earth.
- 5) Joseph. W., (1973), Dating Methods in Archaeology.

COURSE OUTCOMES:

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

CO1: Understanding Nature and Scope of Archaeology and its Relation with Sciences

CO2: Understanding Scientific Exploration methods

CO3: Understanding Excavation Methods

CO4: Understanding Scientific Dating Methods for the Analysis

CO5: Using Ethnographic date for the Reconstruction of past human History

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1		3			3
CO2		3			2
CO3		3			
CO4		3			2
CO5			3		2



A/H 105.1 (22): ANCIENT WORLD CIVILIZATION

(COMMON FOR HISTORY AND ARCHAEOLOGY)

COURSE OBJECTIVES: This course will also help the students to assess the ancient societies in the light of their contribution to political, social structure, religion, literature, science and technology, trade and commerce, Art and Architecture.

Unit – I:

Ancient Egyptian Civilization – Sources – Geographical Factors – The Old Kingdom – The Middle Kingdom – The New Kingdom – Egyptian Society – Government – Economy – Religion – Art and Architecture. Mesopotamian Civilization – Geographical Factors – The Sumerians and City – States – The Babylonian Empire – Science – Literature, Society.

Unit – II:

Law Codes of Hammurabi – Hittite Conquest – Assyrian Conquest – The Chaldean or New Babylonian Empire – Persian Invasion [539 B.C.] Ancient Greece – Historical Background – Geographical Influence – Development of City – States – Athenian Democracy – Wars with Persia [492 B.C.]

Unit – III:

Greek Philosophy – Education – Literature – Science – Art and Architecture – Decline of Greece – The Age of Alexander the Great. Ancient China – Geographical Factors – Political History – The Han Dynasty Polity – Economic Conditions – Trade and Commerce.

Unit – IV:

Ancient China Religion and Philosophy – Buddhism – Confucianism – Taoism – Art and Architecture. Ancient Rome – Geography of The Italian Peninsula – The Age of The Kings – The Roman Republic – Conquest of Italy [366-264 B.C.] – The Punic Wars – Republic to Empire [133 to 31 B.C.]

Unit – V:

The First Triumvirate – Rule of Julius Caesar [49-44 B.C.] – Society – Religion – Philosophy – Literature – Art and Architecture – Engineering and Technology. Indus Civilization – Origin – Extent – Urbanization Its Features Art and Architecture – Harappan Society – Economy, Agriculture, Trade and Commerce – Religion – Script – End of Indus Civilization.

COURSE OUTCOMES: Students gain familiarity with the rise and characteristic features of the ancient world Civilizations, its regional extent and variation.

REFERENCE BOOKS:

- 1) Wooley L and Hawker, J – History of Mankind, UNESCO, Vols. 1-3.
- 2) Chester G Starr – History of Ancient World, Oxford University Press, New York, 1974
- 3) Max Savelle, - A History of World Civilization, New York, 1963
- 4) Swain Edgar. – History of World Civilization, McGraw Hill Book Co., 1984
- 5) Wells, HJ. – A Short History of the World, New Delhi, 1992 [2nd Ed. 2007]
- 6) Herman Schinider – History of the World Civilization, London, 1931
- 7) Hutchinson Ancient World History of Civilization
- 8) Breasted, J.H. – Ancient Egypt, New York , 1909
- 9) Oppenheim, A.L. – Ancient Mesopotamia, Chicago, 1964
- 10) Delaportie, L. – Mesopotamian Civilization, New York, 1925

- 11) Finely, M.L. – Ancient Greeks, Penguin Books, Reprint, 1991
- 12) Bury, J.B. – A History of Greece, New York, 1951
- 13) Fair bank, J.K., - [Ed]., Ancient Cities of Indus
- 14) Allchin, B., & Allchin, R., - The Rise of Civilization in India and Pakistan, Revised Edition, 1983
- 15) Possell George [Ed], Ancient Cities of Indus, New Delhi, 1979
- 16) Bodo Veethoff, - Introduction to Chinese History from Ancient Times to 1912, London
- 17) Mommensen, T., - History of Rome, New York, 1903

COURSE OUTCOMES:

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

CO1: Rise of civilization and kingdoms – Economy, Art and Religion and their influences

CO2: Different conquests and its consequence in the world

CO3: Philosophy Education, Art, Literature and Science changes and spread in the world

CO4: Religion, Philosophy, Buddhism, Taoism in China and Rome their influence

CO5: The First Triumvirate, Julius Caesar, Cultural Evolution, Indus Civilization

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	2			2	
CO2	2			2	
CO3					2
CO4				2	
CO5			2		

A 105.2 (22): INTRODUCTION TO INDIAN ARCHAEOLOGY

COURSE OBJECTIVES: This course introduces to the external elective students the basic concept of Archaeology, the definition, aims and scope of archaeology and its relevance to other sciences, pre-proto historic cultures and also importance of epigraphy and numismatic studies.

Unit – I:

Definition –e– Nature – Scope-Terminology – Value – Archaeology in India.

Unit – II:

Archaeology and its Relations with other Disciplines – Social Sciences – Natural Sciences Physical Sciences.

Unit – III:

Indian Pre-History of India – Proto History of India-Early Historical Archaeology.

Unit – IV:

Nature and Scope of Epigraphy – Origin of writing in India – Paleographic formula e– Writing materials.

Unit – V:

Numismatics – Scope, function – Origin of Coinage in India – Use of Numismatics as a source for Writing History.

COURSE OUTCOMES: students can acquire the knowledge about the importance of archeological studies, its relevance to other sciences.

SUGGESTED READINGS:

- 1) R. E. M. Wheeler – Archaeology from the Earth.
- 2) K.V. Raman – Principles and Methods of Archaeology.
- 3) H.D. Sankalia – Indian Archaeology Today.
- 4) K. Paddayya – New Archaeology after Math.
- 5) Dilip K. Chakrabarty – A History of Indian Archaeology

COURSE OUTCOMES:

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

CO1: Understanding Archaeology and Its Nature and Scope for Interpreting Past cultures

CO2: Understanding Archaeology Relation with Other Disciplines

CO3: Understanding Indian Pre History, Proto History and Early History, Reconstruction of Past Human History

CO4: Reconstructing the Human Past Based on Epigraphy

CO5: Reconstructing the Human Past Based On Numismatics

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2					3
CO3		3			
CO4		2	3	2	
CO5		2	3	2	



A 105.3 (22): MODERN WESTERN ART

COURSE OBJECTIVES: The course surveys the evolution of different modern western Art forms different paints their art forms.

Unit – I

Introduction of western art: Modern Art-Modernism-Post impressionism – Sewrat, Cezzane, Gauguin, Vangogh, Pissaro – Symbolism led to the first twentieth century Fauvism in France and Germany.

Unit – II

Romanticism: Goya, Delacroix, Constable, Turner

Unit – III

Realism: Courbet, Millet, Corot, Daumier, Impressionism-Monet-Manet-Deges-Renoir

Unit – IV

Other important painters-Munch, Lawtrec-Fauvism-Matisse, Vlaminck-Cubism: Picasso, Brawue-Expressionism: Die-bruche, Kirchner,Nolde.

Unit – V

Dada and Surrealism: Chirico, Duchamp, Arp, Max Ernist, Miro, Doli, Picabla, - Abstraction: kandinsky, Klee, Willam De, Kooning, Polluck, Mark Rothko.

POP ART: David Hockney, Andy warbole, - Minimal and kinetic art-important Sculptor: Bran cusi, Henry Moore, Giocmeti, Rodin.

COURSE OUTCOMES: Student become familiar with the modern western, art forms, features, styles and art schools.

REFERENCE BOOKS:

- 1) Arnason-History of modern art
- 2) L.Lippart-Pop Art
- 3) J. Rewalf – History of Impressionism
- 4) Rosenblum – Cubism and 20th century Art
- 5) William R.Everdell – The first Moderns: Profiles in the origins of twentieth century thought, University of Chicago- 1997

COURSE OUTCOMES:

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

CO1: Understanding Western Art

CO2: Understanding Romanticism in Western Art

CO3: Understanding Realism in Western Art

CO4: Analysis Deferent Western Artists

CO5: Analysis Deferent aspects of Western Art

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1			3		
CO2					3
CO3					3
CO4				3	
CO5				3	





**Second
Semester**

M.A. ANCIENT HISTORY & ARCHAEOLOGY

SEMESTER-II

A 201 (22): OUTLINES OF OLD WORLD PRE-HISTORY

COURSE OBJECTIVES: The course intended to provide knowledge on the basic features of prehistoric archaeology, quaternary periods, pre-historic sites, and old world place in human evolution. It also tracks the development and spread of agriculture during the Neolithic.

Unit – I

Nature and Scope of Pre-Historic and Proto-historic Archaeology-Stone Age Divisions-tool Types and Techniques

Unit – II

General Features of the Lower Paleolithic Culture of Olduvai Gorge-the Acheulian Phase in Africa

Unit – III

General Features of the Acheulian Phase in Europe and Non-Hand-axe Industries

Unit – IV

General Features of Mousterian Phase in Europe-Upper Paleolithic Phase in Europe-Upper Paleolithic Art

Unit – V

General Features of the Natufian Culture-Rise of Neolithic Societies in West Asia.

COURSE OUTCOMES: Students will develop a strong foundation and critical understanding of the pre-proto cultures of old world.

SUGGESTED READINGS:

- 1) Border, F. Old Stone Age
- 2) Burkitt, M. Old Stone Age
- 3) Childe, V.G. Man Makes Himself
- 4) Mallart, J. Earliest Civilizations of Near East
- 5) Child, V.G. New Light on the Most Ancient East



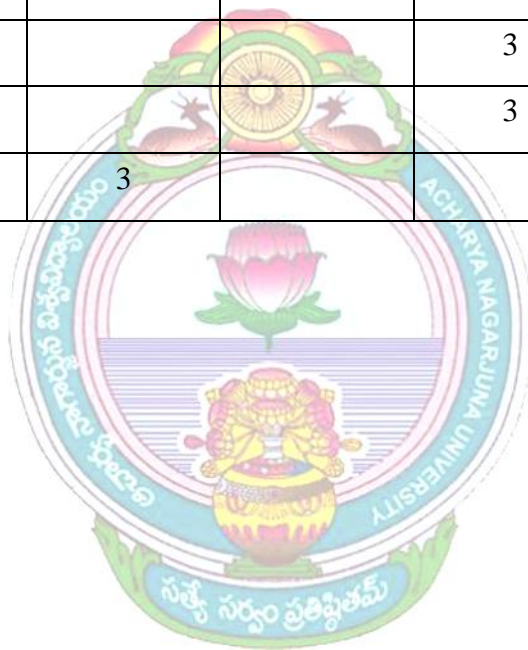
COURSE OUTCOMES:

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

- CO1:** Understanding the Pre and Proto History of Old World
- CO2:** Analysis and Reconstruction of Acheulian Phase in Africa
- CO3:** Analysis and Reconstruction of Acheulian Phase in Europe
- CO4:** Understanding and Analysis Mousterian and Upper Paleolithic Period in Europe
- CO5:** Understanding Natufian and Neolithic Cultures

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3				3	
CO4				3	
CO5		3			



A 202 (22): HISTORY OF INDIAN ART

COURSE OBJECTIVES: The course surveys the evolution of Art and sculpture of the Jain, Buddhist and Hindu religious contexts in India and their transformation through the years.

Unit – I:

Symbolism in Indian Art – Pre-Historic Rock-Art – Terracotta Art.

Unit – II:

Art of the Harappan Times – Art of Maurya-Sunga Times Kushana Times-Gupta Period

Unit – III:

Chandella Art-Khajuraho-Eastern Ganga Art-Bhuwaneshwar Puri and Konark

Unit- IV:

Sculptural Art of Amaravati-Nagarjunakonda-Sculptural Art of the Chalukyas-The Hoyasals - The Kakatiyas.

Unit - V:

Sculpture and bronzes of the Pallava, Chola and Vijayanagara periods.

COURSE OUTCOMES: Students become familiar with the monuments and their sculptures, art forms, features, styles and art schools of India during the period covered in the course.

SUGGESTED READINGS:

- | | |
|----------------------------|--|
| 1) Barrett, Douglas, | Sculptures from Amaravati in the British Museum. |
| 2) Coomaraswamy, | A.K., History of Indian and Indonesian Art . |
| 3) Ganguly, O.C., | Andhra Sculpture. |
| 4) GopalakrishnaMurthy,S., | The Kakatiya Sculpture. |
| 5) Kramarisch, Stella., | The Art of India through the Ages. |
| 6) Ramaswamy, N.S., | Art of Amaravati. |
| 7) Ray, Niharranjan., | Idea and Image in Indian Art. |
| 8) Rajendra Prasad, B., | Art of South India – Andhra Pradesh. |
| 9) –do- ., | Sculptural Art of Andhra Pradesh. |
| 10) Saraswati,S.K., | Indian Sculpture. |

COURSE OUTCOMES:

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

CO1: Understanding Symbolism and Social Implication and Art of Rock Art and Terracotta Art

CO2: Understanding Art and Social Implications of Harappan, Maurya, Sunga, Kushana Gupta Art

CO3: Analyzing the Chandella Art to Khajuraho

CO4: Analyzing the Sculptural Art from Amaravati to Kakatiyas

CO5: Analyzing Sculpture and bronzes the Pallavas, the Hoyasals, the Kakatiyas

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1			3		2
CO2			3		2
CO3	3				
CO4	3				
CO5	3				



A/H 203 (22): HISTORY OF ANDHRAS (FROM 1070 TO 1650)

(COMMON FOR HISTORY AND ARCHAEOLOGY)

COURSE OBJECTIVES: Students were able to possess understanding about American War of Independence. Will understand issue of Slavery and Anti Slavery Movement and Progressive Era.

Unit I:

Political Conditions of Andhradesa at the Rise of the Kakatiyas – Origin of the Kakatiyas – Ganapatideva- Rudramadevi – Prataparudra – Muslim Invasions on Andhradesa and fall of the Kakatiyas.

Unit II: Resistance to the Muslim Expansionism – The Musunuri Chiefs – Prolayanayaka and Kapayanayaka – The Reddi Kingdoms of Kondavidu and Rajahmundry – Cultural Developments during the period.

Unit III: The Vijayanagara Kingdom – Theories about the foundation – The Sangama dynasty – Harihara and Bukka – Harihara II – Devaraya I – Devaraya II – Fall of the Sangama Dynasty – Mallikarjuna and Virupaksha II – Relations with the Reddi Kingdoms.

Unit IV:

The Vijayanagara Kingdom under the Saluva and Tuluva kings – Saluva Narasimha and his Career – Regency of Narasanayaka and Usurpation of Power – Vira Narasimha – Krishnadevaraya- Achyutaraya and Sadasivaraya – Aliya Ramaraya and the Battle of Rakshasi – Tangadi.

Unit V:

The Vijayanagara Kingdom under the Araviti Chiefs – Tirumala Nayaka Sri Rangaraya – Venkatapati II – Fall of the Araviti kingdom – Administration of the vijayanagara kingdom – The Nayankara System – Literature of Vijayanagara Times.

COURSE OUTCOMES: The course introduces coming of Europeans, Andhra under French and British rule, role of Andhras in various phases of freedom movement. The study also intended

to focus on the movement of separate Andhra state , movement for formation of Andhra Pradesh.

SUGGESTED READINGS:

- 1) Parabrahma Sastry, P.V., : Kakatiyas of Warangal.
- 2) SomasekharaSarma, M., : A Forgotten Chapter in Andhra History.
- 3) ---do--- : History of the Reddi Kingdoms.
- 4) Sewell, R., : A Forgotten Empire.
- 5) NilakantaSastri, K.A., : A History of South India.
- 6) --do--& Venkatarmanayya, N. : Further Sources of Vijayanagara Empire. 3 Vols.

- 7) Venkataramanayya, N., : Early Muslim Expansion in South India.
 8) ---do--- : The Vijayanagara: Origin of the City and the empire.
 9) ---do-- : Studies in Thid Dynasty of Vijayanagara.
 10) Mahalingam, T.V., : Administration and Social Life Under Vijayanagara,
 2 Vols.
 11) Sherwani, H.K. & Joshi, P.M., : History of Medieval Deccan, 2 Vols.

COURSE OUTCOMES:

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

- CO1:** Rise of the Kakatiyas Political Power – Muslim Invasions and Consequences
CO2: Musunuri Chiefs, Reddi Kingdoms, Cultural Conditions overall consequences
CO3: Rise of Vijayanagara Kingdom, Political Ideas
CO4: Vijayanagara Political Power and Consequences
CO5: Cultural Conditions, Ideas and Instructions during Vijayanagara Period

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2	3				
CO3	3				
CO4	3				
CO5	3				

**A 204 (22): FIELD WORK/SITE VISIT + REPORT WRITING +
PRESENTATION**

COURSE OBJECTIVES: Project based on the education tour to any site of cultural significance, archeological sites, Art Galleries or Museum. The Educational Tour will take place at least once in an academic semester. The project will comprise of: The student's firsthand experience with monuments, art or artifacts.

Interaction with caretakers of the monument, art Curators, Gallery owners, Museum director/s, etcetera

To write a brief synopsis highlighting the experience

OR

Project based on social awareness: students will be required to choose any subject of social relevance and develop a project.

COURSE OUTCOMES:

- 1) Ability to develop a research aptitude and engage with monuments of historical significance, archeological site or any other space or site of cultural importance.
- 2) Research ability to engage critically with social issues and develop a project.
- 3) Ability to develop research methodology and writing skills to review an archeological sight, monument or museum.



A 205.1 (22) : INDIAN EPIGRAPHY

COURSE OBJECTIVES: The course is designed to impart basic professional knowledge about the studies in inscriptions. The course introduces to the students the meaning, scope and relevance of Palaeography and Epigraphy in general, the antiquity of writing, the decipherment of Indus script, Kharoshthi script and Brāhmī script, their origin, features and development

Unit – I:

Nature and Scope of Epigraphy - Origin and History of writing in India - Decipherment of Brahmi Script.

Unit – II:

Writing Materials - Palaeographical formulae – Types of Records – Dating of the Inscriptions.

Unit – III:

Evolution of Telugu Script from Brahmi – Estampage making and Editing of Inscriptions.

Unit – IV:

Study of the content of the following Inscriptions.

1. Asokan Edicts No's. I & XIII.
2. Hathigumpā Inscription of Kharavela.
3. Nanaghat Inscription of Naganika.
4. Grinar Inscription of Rudradaman.
5. Nagarjunakonda Inscription B-2 Ayaka Pillar Inscription of Virapurushadatta.
6. Allahabad Pillar Inscription of Samudragupta.

Unit – V:

Historical Importance of the following Inscriptions.

1. Aihole Inscription of Pulakesin II
2. Addanki Inscription of GunagaVijayaditya.
3. Nandampundi Grant of Rajaraja.
4. Chebrolu Inscription of Jayapanayaka

COURSE OUTCOMES: Able to understand the different languages used in inscriptions, interpret the inscription in its Political. Socio-economic and Religious context.

SUGGESTED READINGS:

- 1) Buhlar,G., Indian Palaeography.
- 2) Pandey,R.B., Indian Palaeography.
- 3) Dani,A.H., Indian Palaeography.
- 4) Sircar,D.C., Indian Epigraphy.
- 5) Upasak,C.S., Mauryan Brahmi.

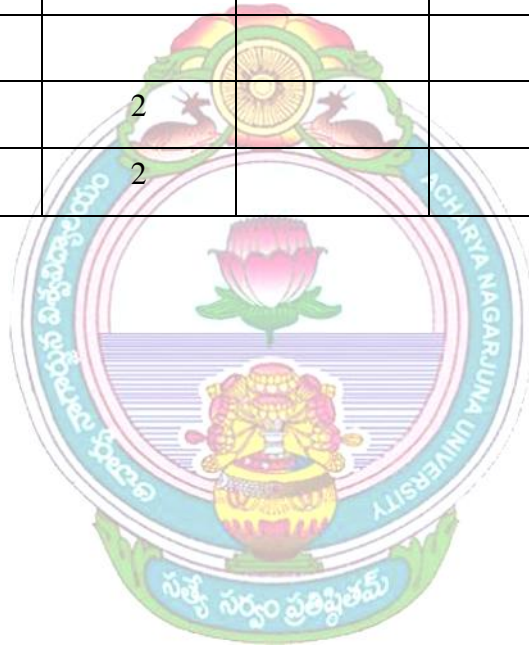
COURSE OUTCOMES:

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

- CO1:** Understanding Nature and Scope of Epigraphy, History of Writing in India
- CO2:** Understanding About Writing Materials, Palaeographical formulae, Dating Evolution
- CO3:** Understanding Evolution Telugu Script Brahmi – Estampage of Inscriptions
- CO4:** Studying an Analyzing the Content of Different Important Inscriptions
- CO5:** Understanding and Analyzing historical Importance of Few Inscriptions

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2	3				
CO3	3				
CO4	2	2			
CO5	2	2			



A 205.2 (22): TEMPLE STUDIES

COURSE OBJECTIVES: This course examines the temple from a variety of perspectives such as on the forms of worship, origin of temple and image worship, historical growth of temples to various faiths in Hinduism, and emergence of temple as socio-economic-religious and cultural institution

UNIT – I:

\Forms of Worship in Ancient India – Image worship – The Origin of the Temple – General Survey of the Historical Development of Temple Structures – Agamas – Image Making and Construction of Temples.

UNIT – II:

Styles of Temples: Nagara – Vesara and Dravida Installation of Images in Temples – Vishnu and Siva, etc with or Without Consorts

UNIT – III:

The Concept of Archavatara – The Placement of Deities in Main and Subsidiary Temples – A General Study of The Saivite and Vaishnavite Temples – Fairs and Festivals and Vahanas.

UNIT – IV:

A Brief Study of Important Temple – Sri Venkateswara at Tirumala – Sri Kalahastiswara at Sri Kalahasti, Varadarajaswami Temple at Kanchi and Varahanrasimhaswami Temple at Simhachalam.

UNIT – V:

Endowment Act – Temple Administration and Duties of Temples Priests (Archakas) – Trustees and Executive Officers – Activities of Temples.

COURSE OUTCOMES: Students can be familiar in understanding the temple culture, knowledge on the forms of worship, origin and development of image worship, temples and their role in social, economic, religious, cultural history and professional groups involved in its functions and administration .

REFERENCE BOOKS:

- 1) P.K. Acharya : Principles of Indian Silpasstra
- 2) V.Varadachari : Agamas and South Indian Vaishnavism
- 3) C. Anna Rao : Administration of Temples
- 4) Srinivasan K.R. – Temples of South India
- 5) Krishnadeva, - Temples of North India
- 6) H.KrishnaSastri – South Indian Images of Gods and Goddesses
- 7) T.A. Gopinatha Rao : Elements of Hindu Iconography (2 vols)
- 8) Stella Kramirish – Indian Sculpture
- 9) B. Bhattacharya – Indian Images
- 10) N. Ramesan – The Tirumala Temple

COURSE OUTCOMES:

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

CO1: Understanding Form of Worship, Evolution of Temple Structure, Image, Agamas

CO2: Understanding difference Temple Styles and Images in Temple

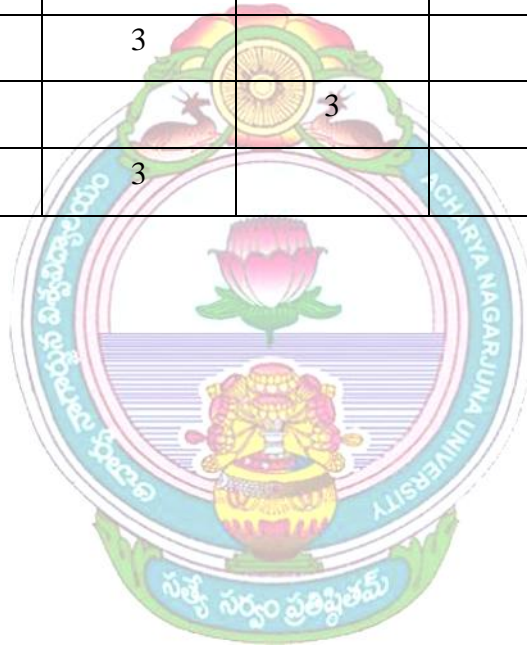
CO3: Understanding Archavatara, Cultural Aspects of Temples, Fairs and Festivals

CO4: Analyzing the Cultural Aspects of Different Impartment Temples

CO5: Under Standing Temple Administration

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1			3	2	
CO2			3		
CO3		3			
CO4	2		3		
CO5		3			



A 205.3 (22): INTERNSHIP + REPORT WRITING + PRESENTATION

COURSE OBJECTIVES:

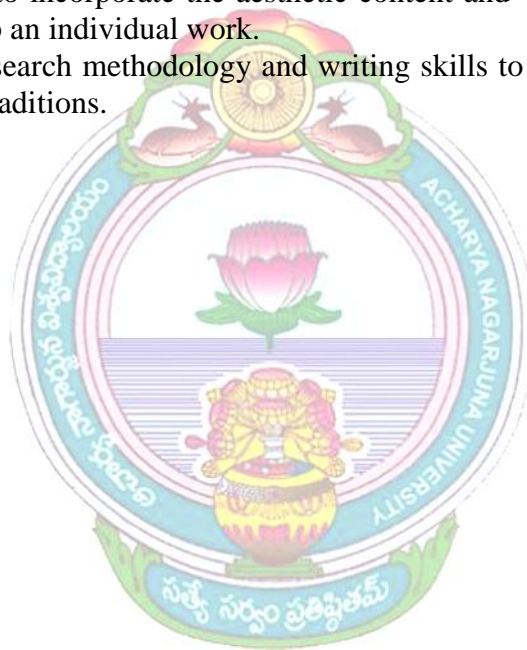
- 1) The course encourages the students to have a firsthand experience with any reputed artist or artisan in India and get hands-on experience
- 2) The project will involve the production of work under the supervision or in collaboration with the artist/artisan.

OR

- 3) Develop a survey-based project on any form of living art traditions of India.

COURSE OUTCOMES:

- 1) Opportunity to work under direct supervision of a reputed artist or artisan.
- 2) Ability to develop a critical understanding and intimate insight into the living traditions of India.
- 3) Explore possibilities to incorporate the aesthetic content and visual vocabulary of living traditions and develop an individual work.
- 4) Ability to develop research methodology and writing skills to review the work and style of folk, tribal living traditions.





**Third
Semester**

M.A. ANCIENT HISTORY & ARCHAEOLOGY

SEMESTER-III

A 301 (22): HISTORY OF INDIAN ARCHITECTURE

COURSE OBJECTIVES: The various architectural features embedded in the ancient monuments viz, rock-cut and structures of religious and secular, their technique, style, regional variations, artistic skills, influences would be thrown open to the students to understand the heritage monuments of this country in right perspectives.

Unit – I:

Sources for the Study of Indian Architecture – Beginnings of Architecture in India The Harappan and Vedic.

Unit – II:

Architecture of the Maurya – Sunga Period – The Kushana Architecture Architecture of the Satavahana and Ikshvaku Periods. The Buddhist Rock-Cut Architecture of Western India.

Unit – III:

Temple Architecture of the Nagara and Dravida Styles-The Architecture of Gupta Temples Orissan Temple Architecture temples of Central India of Chandella Period.

Unit – IV:

Temple Architecture in Deccan – Architecture of Western (Early) and Eastern Chalukyas The Architecture of Rashtrakuta Times – The Western Chalukyan (Kalyani) Architecture-Architecture of the Hoysala and Kakatiya Temples.

Unit – V:

Temple Architecture of South India – The Pallava – the Chola Vijayanagar Temples.

COURSE OUTCOMES: Students will be able to understand the evolution of architecture in India and their transformation through the ages in their religious, regional and stylistic context.

SUGGESTED READINGS:

- | | |
|-----------------------------|---|
| 1) Brown, Percy | Indian Architecture (Hindu and Buddhist) |
| 2) Srinivasan, K.R. | Temples of South Indian. |
| 3) Krishnadeva | Temples of North India |
| 4) Soundararajan, K.V. | Indian Temples Styles |
| 5) Sarkar, H., | Studies in Buddhist Architecture |
| 6) Kramarisch, Stella. | Hindu Temple 2.Vols. |
| 7) Rajendra Prasad, B., | Art of South India, Andhra Pradesh. |
| 8) Daheja, Vidya. | Early Rock-Cut Temples. |
| 9) Mitra, Debala, | Buddhist Monuments. |
| 10) Mastaniah, B., | Temples of Mukhalingam |
| 11) Radhakrishna Sarma, M., | Temples of Telangana |
| 12) M.B.Meister, Krishnadev | Encyclopaedia of Indian Temple Architecture |

COURSE OUTCOMES:

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

CO1: Understanding Beginnings of Indian Architecture

CO2: Evolution and Analyzing Maurya, Sunga, Kushana, Buddhist Rock Architecture

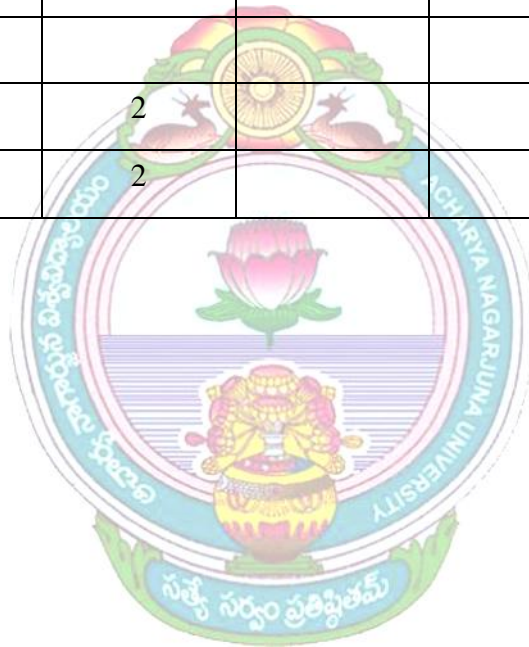
CO3: Evolution and Analyzing of Temple Architecture

CO4: Evolution and Analyzing of Temple Architecture

CO5: Evolution and Analyzing Pallava, Chola, Vijayanagar Temples

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2	3				
CO3	3				
CO4	2	2			
CO5	2	2			



A 302 (22): NUMISMATICS

COURSE OBJECTIVES: The course aimed to introduce the currency system of ancient India and acquaint the development in the coinage. The basic thrust of this course is to establish the relevance and significance of Numismatic studies in ancient Indian history.

Unit – I:

Numismatics as source material for the reconstruction of ancient Indian History – Origin and Evolution of Coinage in India – Punch marked Coins.

Unit – II:

India Creek Coinage – Coinage of Kushana Kings (Kadphises Group) – The Gupta Coinage, Samudragupta, Chandragupta II and Vikramaditya – Kumaragupta.

Unit – III:

Andhra Satavahana coinage – Coinage of Gautamiputra Satakarni- Late Satavahana Coinage.

Unit – IV:

The Coinage of Ikshvakus The Vishnukundin Coinage – The Coinage of Chalukya – Chola Kings.

Unit – V:

The Coinage of Vijayanagara Kings – Sangam, Saluva – Tuluva and Aravidu Kings.

COURSE OUTCOMES: Students will be able to identify and decipher the coins. They will also be able to understand the socio-political background that accure through the coinage of that time; thus getting holistic picture of economic and monetary system prevalent in ancient and medieval India

SUGGESTED READINGS:

- 1) Gupta, P.L., Coins.
- 2) Bhaskar Chattopdhaya., The Kushana Coins.
- 3) Aletkas, A.S., The Coinage of Gupta Empire.
- 4) Chattopadhaya, B.D., Indo Greek Coins.
- 5) Narian, A.K., Indo Greek Coins.
- 6) Maity, S.K., Coins and Currency Systems in South India.
- 7) AjaimitraSastri., The Satavahana Coinage.

COURSE OUTCOMES:

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

CO1: Understanding the Numismatics as source material and its evolution to interpret past Human Events and Cultures

CO2: Analyzing Indio Greek, Kushana, Gupta, Coinage in Reconstructing the Human Past

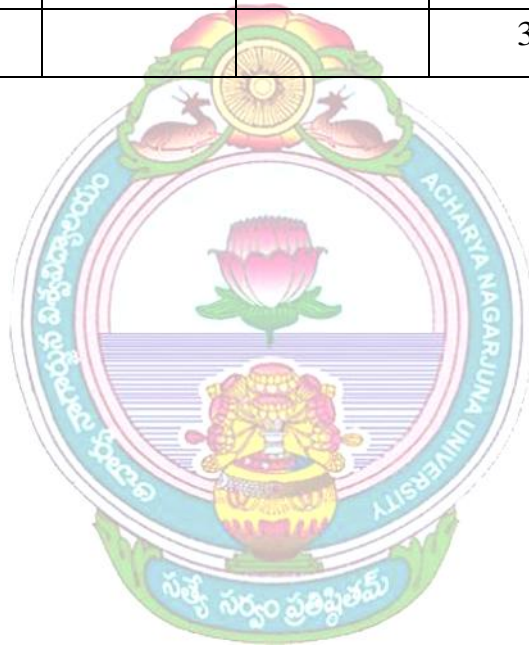
CO3: Analyzing Satavahana, Late Satavahana Coinage for the Reconstruction of Human Past

CO4: Analyzing Ikshvakus, the Vishnukund, Chalukya, Chola Coins for Reconstruction of Human Past

CO5: Analyzing Ikshvakus, Vijayanagara, the Vishnukund, Chalukya, Chola Vijayanagara Coins for Reconstruction of Human Past

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3		2		
CO2				3	
CO3				3	
CO4				3	
CO5				3	



A 303 (22): SOFT SKILLS IN ARCHAEOLOGY

COURSE OBJECTIVES: This soft skill programme intended to promote basic theoretical and practical knowledge on computer introduction, functions, programming and data management, skills in techniques such as advanced landscape, GIS, spatial analysis, remote sensing, mapping, photography etc methods.

Unit – I:

History of Computer – Components of Computer – Hardware – Software – Functions of Computer – (CPU-Input – Memory – Processing – Out Put) – Operating Systems – Programming and Languages.

Unit – II:

MS Office (MS Word – MS Excel – M.S Power Point – MS Teams)

Unit – III:

Computer in Archaeology – Printed Sources – Internet Sources – World Wide Web – Electronic Publishing – Bibliographic Service – General Computing and IT Skills – Net Working – Web Science.

Unit – IV:

Computational Archaeology – Computational Approaches in Archaeology and Human History – GIS – Remote Sensing – Landscape Survey – Planning – Point Process Modeling – Artifact Identification – Finds Processing – Data Mining – Exploratory Data Analysis in Archaeology – Scanning – Documentation.

Unit – V:

Photography – Computer Based Mapping – CAD and 3D in Archaeology – NMMA

COURSE OUTCOMES: They can expertise the working skills in computational archaeology and be able to equip for future research and enhance employability.

REFERENCE BOOKS:

- 1) Gary Lock – Using Computers in Archaeology, 2003
- 2) Benjamin C. Pierce – Types and Programming Languages
- 3) R.S. Salaria – Computer Fundamentals
- 4) Charles Petzold – The Hidden Language of Computer Hardware and Software
- 5) Computational Archaeology – Wikipedia
- 6) www.researchgate.net/publication/computational Archaeology
- 7) Isaacullah.github.io/what is computational Archaeology

COURSE OUTCOMES:

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

CO1: Introducing, Types of soft Skills

CO2: Understanding different Soft Skills

CO3: Understanding Oral Communication Skills

CO4: Written Communication Skills Use Full in Reconstructing History

CO5: Employability Skills in Reconstruction of History

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2		3			
CO3	2				
CO4		3		2	
CO5		3			



A/H 304 (22): HISTORICAL METHOD
(COMMON FOR HISTORY AND ARCHAEOLOGY)

COURSE OBJECTIVES: This course aims at developing greater understanding the meaning, scope, purpose, principles and facets of history.

Unit-I:

Meaning and Scope of History – Definition – Nature and Scope of History – Value of History.

Unit-II:

Historical Process – Facts and Historian – Evidence and its Transmission – Society and Individual - History as Science and Art – Conclusion.

Unit-III:

Methodology – Collection and Selection of Data – Synthesis and Exposition – Foot Notes – Errors of History – Objectivity in History.

Unit-IV:

History and Other Disciplines – Archaeology – Geography – Anthropology – Sociology – Politics – Philosophy and Literature.

Unit-V:

Major Theories of History – Cyclical Theory – Historical Materialism.

COURSE OUTCOMES: The students can familiarize with historical studies, the theories and methods used in the practice of history writing. Students also gain foundation knowledge on Historical Methods and fundamentals of research methodology

Readings Books:

- 1) Sheik Ali, B. : History: Its Theory and Method.
- 2) Carr, E.H., : What is History?
- 3) Colling wood, R.G., : The Idea of History
- 4) NilakantaSastri, K.A., : Historical Method with Special Reference to India.

COURSE OUTCOMES:

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

CO1: Understanding Meaning, Nature of Scope of History

CO2: Understanding Historical Process, Society and Individual

CO3: Understanding Historical Methodology

CO4: Understanding History relation with other disciplines

CO5: Understanding Major Theories of History

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1		3			
CO2		3			2
CO3		3			
CO4					3
CO5		3			



A 305.1 (22): ICONOGRAPHY

COURSE OBJECTIVES: The course is designed to impart basic professional knowledge about the studies in iconography. The course introduces to the students the meaning, scope and relevance of iconography. Describes different Iconographic features of, Buddhism, Jainism and Hinduism

Unit – I:

Principles and sources of iconography – Mudras, Asanas and Ayudhas of Deities.

Unit – II:

Buddhist and Jaina Iconography – Origin of Buddha Images - Mahaveera.

Unit – III:

Iconography of Vishnu – Dasavataras of Vishnu-Origin of Vishnuchakras

Unit – IV:

Iconography of Siva Anugrahamurtis Samharamurtis, Nataraja.

Unit – V:

Iconography of Shakti Images & Minor Deities – Yaksha, Yakshini, Ganesha, Kumara.

COURSE OUTCOMES: Able to understand the different iconographic features, interpret the symbols. Socio-economic and Religious context.

SUGGESTED READINGS:

- 1) Banerjee, J.N., Development of Hindu Iconography.
- 2) Bhattasali, N. K., Iconography of Buddhist and Brahmanical Sculptures in the
- 3) Deccan Museum.
- 4) Desai Kalphana., Iconography of Vishnu.
- 5) Srivastava, B., Iconography of Shakti.
- 6) Bhattacharya, B., Indian Buddhist Iconography.
- 7) Bhattacharya, B.C., Jain Iconography.
- 8) 7. Gopinath, T.A., Elements of Hindu Iconography Vol. I & Vol. II.
- 9) Sahai Bhagvant., Iconography of Minor Hindu and Buddhist Deities.

COURSE OUTCOMES:

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

CO1: Understanding Iconography as Source Material for the reconstruction of Religions beliefs

CO2: Understanding Buddhist and Jaina Iconography for better understanding their Religions and belief system

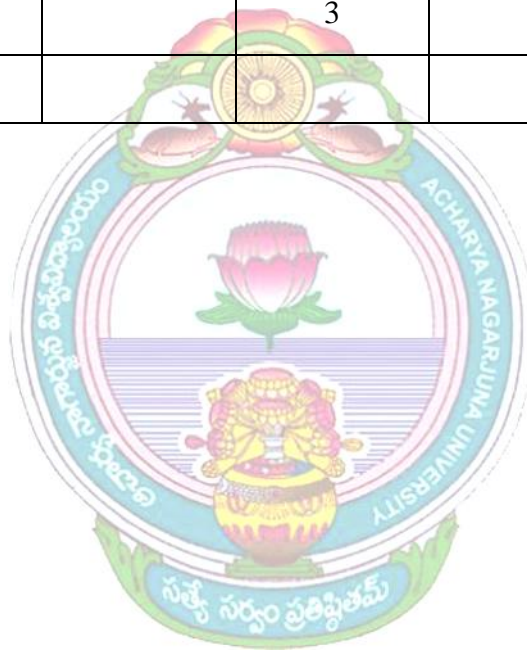
CO3: Understanding and Analyzing Dasavataras of Vishnu to Better Understanding the Religions belief system

CO4: Understanding and Analyzing Siva to Better Understanding the Religions belief system

CO5: Understanding and Analyzing Shakti Images and other to Better Understanding the Religions belief system.

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1			3		
CO2			3		
CO3	2		3		
CO4			3		
CO5					



A/H 305.2 (22): INDUS VALLEY CIVILIZATION

(COMMON FOR HISTORY AND ARCHAEOLOGY)

COURSE OBJECTIVES:: The objective of this course is to look at the detailed archaeological record of the Indus Valley Civilization, the earliest in the Indian subcontinent

Unit – I:

Development of Food production and Domestication of animals – Mehrgarh – Burzahom and Gufkral Amri – Nal

Unit – II:

Mohenjo daro - Harappa – Dholavira – Rakhigarhi – Kot Diji – Kalibangan – Lothal.

Unit – III:

The Technology of the Indus Age – The Architecture of the Indus age – The art of the Indus civilization – The Indus script.

Unit- IV:

Indus Religion – Burial customs – Trade Hinter land and overseas – transport facility.

Unit – V:

Various factors and theories of the Harappan Decline – Late Harappan Phase subsistence of Harappans plants and animal diet

COURSE OUTCOMES: Students gain familiarity with the rise and decline of the Indus Valley Civilizations, its regional extent and variation and the nature of its cities and material remains.

SUGGESTED READINGS:

- | | |
|-----------------------|--|
| 1) Allchin | - The Rice of Civilization in India and Pakistan |
| 2) D.P. Agarwal | - Archaeology of Indus |
| 3) Gregory L. Possehl | - Ancient cities of the Indus |
| 4) Gregory L. Possehl | - The Indus Civilization
A Contemporary perspective |

COURSE OUTCOMES:

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

CO1: Reconstruction of Beginning of Food Production Period in Importance Sites

CO2: Understanding and Analyzing the Indus Valley Civilization by Studying Important sites

CO3: Understanding Indus Valley Technology, Architecture, Art, and Script

CO4: Understanding Indus Valley Religion Trade, Transport etc.

CO5: Analyzing various Factors In relation to Harappan Decline

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1		3			
CO2		3		2	
CO3			3		
CO4			3		
CO5				3	



**Fourth
Semester**

M.A. ANCIENT HISTORY & ARCHAEOLOGY

SEMESTER-IV

A 401 (22): HISTORY OF INDIAN PAINTINGS

COURSE OBJECTIVES: The course surveys the evolution of Art and paintings of the Jain, Buddhist and Hindu religious contexts in India and their transformation through the years.

Unit - I:

Texts on Painting – Tools and Materials – Prehistoric art.

Unit – II:

Paintings of the Satavahana – Kushana periods.

Unit –III:

Murals of Gupta – Vakataka age.

Unit –IV:

Paintings of Pallava – Pandya – Rastrakuta – Chola Periods.

Unit –V:

Murals of Hoyasala – Kakatiya – Vijayanagara – Nayak Periods.

COURSE OUTCOMES: Students become familiar with the monuments and their paintings, art forms, features, styles and art schools of India during the period covered in the course.

SUGGESTED READINGS:

- 1) C. Sivarama Murthy : Indian Paintings
- 2) Debela Mitra : Ajanta
- 3) C. Sivarama Murthy : South Indian Paintings
- 4) A.K. Coormaraswamy : Technique and Theory of Indian Painting

COURSE OUTCOMES:

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

CO1: Understanding Sources for Indian Painting

CO2: Understanding the Satavahana, Kushana Painting for Analyzing Social and Religious Aspects

CO3: Understanding Gupta, Vakataka, Murals

CO4: Understanding the Pallava, Pandya, Rastrakuta, Chola Periods Painting for Analyzing Social and Religious Aspects

CO5: Understanding the Hoyasala, Kakatiya, Vijayanagara, Nayak Periods Murals for Analyzing Social and Religious Aspects

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2	2			2	
CO3	3				
CO4	2			3	
CO5				3	



A 402 (22): MUSEOLOGY

COURSE OBJECTIVES: The objective of this course is to introduce students to the purpose and functioning of museums. The importance of museums in linking archaeology with public education is stressed.

Unit – I:

Museum - Definition – features and Purpose – History of Museum Movement Types of Museums and their educative value.

Unit – II:

Location-Staff and Organization of museum.

Unit – III:

Collection of objects and Cataloguing and Indexing – methods of display – Temporary exhibitions.

Unit – IV:

Museum Security – Press and Publications, guidebooks, brochures, plaster models.

Unit – V:

Conservation and preservation of Museum objects-Stone objects, terracottas-metal objects-Organic objects.

COURSE OUTCOMES: Students can learn the basic nature, functions of museums and their activities. The students were able to acquire the essential skills and knowledge needed for Museum profession.

SUGGESTED READINGS:

- 1) UNESCO
- 2) UNESCO ; Conservation of cultural property
- 3) John Marshal., Conservation Manual.
- 4) Siva Rama Murthy, C., Directory of Museum in India.

COURSE OUTCOMES:

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

CO1: Understanding types of Museology their Purpose

CO2: Understanding Location and Organization of Museums

CO3: Understanding Collection and Display of Objects

CO4: Understanding the Need of Museum security and Publication

CO5: Understand the method and need of Conservation and Presentation

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2	3				
CO3	3				
CO4	3				
CO5	2		2		



A 403 (22): RESEARCH PROJECT (DISSERTATION, VIVA-VOCE)

COURSE OBJECTIVES:

- ▲ Project based on the exploration of New Archaeological sites, education tour to any site of cultural significance, archeological sites, Art Galleries or Museum. The Educational Tour will take place at least once in an academic semester. The project will comprise of: The student's firsthand experience with monuments, art or artifacts.
 - ▲ Interaction with caretakers of the monument, art Curators, Gallery owners, Museum director/s, etcetera
 - ▲ To write a brief synopsis highlighting the experience
- OR
- ▲ Project based on social awareness: students will be required to choose any subject of social relevance and develop a project.

COURSE OUTCOMES:

- 1) Ability to develop a research aptitude exploration of New Archaeological sites and engage with monuments of historical significance, archeological site or any other space or site of cultural importance.
- 2) Research ability to engage critically with social issues and develop a project.
- 3) Ability to develop research methodology and writing skills to review an archeological sight, monument or museum.



A 404 (22): PRE-HISTORY & PROTO HISTORY OF INDIAN

COURSE OBJECTIVES: The course intended to provide knowledge on the basic features of prehistoric archaeology, quaternary periods, pre-historic sites, and India's place in human evolution. It also tracks the development and spread of agriculture during the Neolithic, through to the rise of Harappan urbanism. The Early Iron Age and its cultures notably Painted Gray Ware & Northe

Unit – I:

Nature and scope of Pre-history and Proto-history – Stone Age divisions – Tool types techniques.

Unit-II:

General feature of the Lower, Middle and Upper Palaeolithic Cultures.

Unit – III:

Mesolithic culture – general feature of the Northern, Eastern and Southern Neolithic Cultures– Rock Art.

Unit –IV:

Early-Harappan and Mature Harappan Cultures Centres – Town Planning – Trade – Arts – Pottery – Seals – Decline of Harappan cities.

Unit – V:

Copper Hoards and O.C.P – P.G.W and NBPW – Beginnings of Iron Age in India – Megalithic burial types of South India.

COURSE OUTCOMES: Students will develop a strong foundation and critical understanding of the pre-proto cultures of India

SUGGESTED READINGS:

- 1) Allchin, Bridget and Raymond – The Birth of Indian Civilization.
- 2) Walter Fairservice Jr – The Roots of Ancient India.
- 3) Allchin and Allchin - - The Rise of Civilization in India.
- 4) R.E.M. Wheeler – Indian Civilization.
- 5) H.D. Sankalia – Prehistory and Protohistory of India.
- 6) N.R. Banarjee – The Iron Age in India.
- 7) K.P.Rao – Deccan Megaliths.

COURSE OUTCOMES:

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

CO1: Understanding Nature and Scope and Stone Age Division.

CO2: Ability to Understand and Analyze the Lower, Middle, Upper Palaeolithic Cultures to reconstruct the Human Past.

CO3: Understanding and Analyzing the Mesolithic and Neolithic Cultures Reconstruct the Past.

CO4: Understanding and Analyzing Various Cultural Aspects of Harappan Cultures.

CO5: Understanding and Analyzing of O.C.P, Iron Age and Megalithic burial for the Reconstruction of Past.

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2	2			3	
CO3	2			3	
CO4	2			3	
CO5	2			3	



A 405.1 (22): EARLY HISTORICAL ARCHAEOLOGY

COURSE OBJECTIVES: The aim of the course is to provide useful knowledge of the Tourism Industry in relevance to History and cultural attractions of India. The course can provide more in depth insight in to the specific aspects of tourism industry, fundamentals, basic concepts, socio-economic significance, tourism as industry, role of Governments at state and central in its promotion, besides special focus on Archaeological, historical, cultural and natural heritage of India as attractions of tourism .

Unit– I:

Nature and Scope of Historical Archaeology, Its correlation with literary sources.

Unit– II:

Historicity and archaeological evidences related to Ramayana and Mahabharata.

Unit– III:

The Concept of Second Urbanization – Topology of the cities, The beginning of the history in various regions of the sub- continent.

Unit– IV:

The Sequence and settlement of the areas mentioned below with reference to type sites – Sanchi, Mathura, Pataliputra, Sisupalgarh..

Unit– V:

Amaravati, Nagarjunakonda, , Arikamedu, Pattanam.

COURSE OUTCOMES: The students can familiarize the knowledge needed to excel in tourism activities. It will equip the students with the solid foundation to build upon the fundamentals, useful skills and expertise that can assist employment in Tourism Industry

SUGGESTED READINGS:

- 1) Allchin, - The Birth of Indian Civilizations.
- 2) Lal, B.B., - Indian Archaeology since Independence.
- 3) Gupta, S.P., (Ed.)- Mahabharata, Myth and Reality – Differing views, Delhi, 1976.
- 4) Sankalia, H.D., - The Ramayana in the Historical Perspective, Delhi, 1982.
- 5) Ghosh, A., - The City in early historical India.
- 6) Encyclopaedia of Indian Archaeology

COURSE OUTCOMES:

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

CO1: Understanding Nature and Scope of Archaeology

CO2: Analyzing the historicity of Ramayana and Mahabharata

CO3: Understanding and analyzing the Second Urbanization and spread of History

CO4: Analyzing the Sequence of Improve Sites

CO5: Analyzing few early Historic Sites in South India

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2				3	
CO3				3	
CO4				3	
CO5				3	



A/H 405.2 (22): HISTORICAL APPLICATION OF TOURISM

(COMMON FOR HISTORY AND ARCHAEOLOGY)

COURSE OBJECTIVES: The aim of the course is to provide useful knowledge of the Tourism Industry in relevance to History and cultural attractions of India. The course can provide more in depth insight in to the specific aspects of tourism industry, special focus on Archaeological, historical, cultural and natural heritage of India as attractions of tourism .

Unit– I:

Meaning and Nature of Tourism – Basic Components and Elements of Tourism – Brief History of Tourism in India.

Unit– II:

Types of Tourist destinations in India – Monuments – Museums – Hill – Resorts – Desert Sarias – Beaches – Wild Life Sanctuaries.

Unit– III:

Important Heritage Circuits of India.

- a) Delhi – Agra – Jaipur.
- b) Sanchi – Khajuraho.
- c) Belur – Halebidu – Hampi
- d) Mahabalipuram – Kanchipuram – Tanjavur.

Unit– IV:

Tourism Products of Andhra Pradesh.

- a) Visakahapatnam Circuit
- b) Amaravati – Nagarjunakonda Circuit
- c) Kurnool Circuit
- d) Tirupati Circuit

Unit– V:

Socio – Cultural Heritage of Andhra Pradesh – Dance Styles – Performing Arts – Fairs and Festivals – Folk Cultures – Handicrafts.

COURSE OUTCOMES: The students can familiarize the knowledge needed to excel in tourism activities. It will equip the students with the solid foundation to build upon the fundamentals, different Tourist destinations in India in Tourism Industry

SUGGESTED READINGS:

- 1) Bhatia, A.K., Tourism Development : Principles and Practices.
- 2) ASI., Relevant Guide Books for Monuments.
- 3) APTTDC., Discover of Andhra Pradesh and other Brochures.
- 4) Krishnadeva., Temples of North India.
- 5) Srinivasan, K.R., Temples of South India.
- 6) Rajendra Prasad, B., Art of South India, Andhra Pradesh.



COURSE OUTCOMES:

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

CO1: Introducing Tourism Basic Components and History of Tourism and Theory

CO2: Knowledge of Major Tourism Destination in India

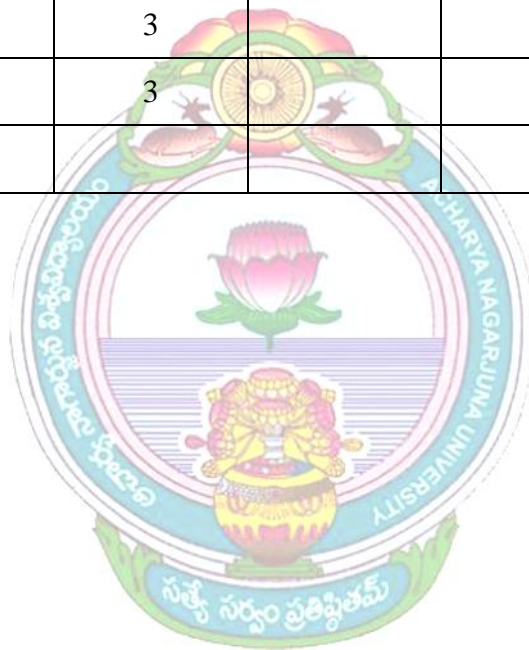
CO3: Introducing and Understanding the Importance of Heritage Circuits of India

CO4: Introducing and Understanding Tourism Circuits of Andhra Pradesh

CO5: Understanding the Socio, Culture of Heritage of Andhra Pradesh

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3	2			
CO2			3		
CO3	2	3			
CO4	2	3			
CO5					3



A 405.3 (22): MODERN INDIAN ART

COURSE OBJECTIVES: The course surveys the evolution of Art contexts in India and their transformation through the years.

Unit – I:

Britain artists in India and the impact on the Indian sensibility colonial representation of India. Indian art during the British.

Unit – II:

Establishment of the art schools. Ravivarma and academism, Nationalist movement and Bengal school. Rabindranath Tagore, Amrtha sher gil, Jamini Roy – Discussion of Modern in the Indian context.

Unit – III:

Study of Major art centers of the 40's Madras, Lucknow, Delhi Calcutta and Bombay.

Unit – IV:

Individual artist and group of post independent India. Indian Art in the context of the international art scene.

Unit – IV:

South Indian artists, Ravivarma, Dhanabal, Srinivasulu, K.C.S. Panikar, and other contemporary artists of Tamil Nadu.

COURSE OUTCOMES: Students become familiar with the art forms, features, styles and art schools of India during the period covered in the course.

REFERENCE BOOKS:

- 1) Tradition and Modernity in India during the twentieth century
- 2) A Stake in Modernity – A brief history of modern Indian Art-Kapur, Geeta – 2005
- 3) Trends in Modern Indian Art, M.D. Publication – 2011
- 4) Art and National –Partha Mitter

COURSE OUTCOMES:

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

CO1: Understanding Indian Art during the British Rule

CO2: Understanding and analyzing different Art Schools in Modern India

CO3: Studying and analyzing Major centers of the 40's

CO4: Understanding and analyzing Individual artist

CO5: Understanding South India Artist

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2	2			2	
CO3				3	
CO4				3	
CO5	3				

