

ACHARYA NAGARJUNA UNIVERSITY

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



M.A. HISTORY

SYLLABUS

2022 - 2023 onwards

UNIVERSITY COLLEGE OF ARTS,
COMMERCE & LAW

PROGRAM CODE:
ANUCACL06





**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 Fakhruddin 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

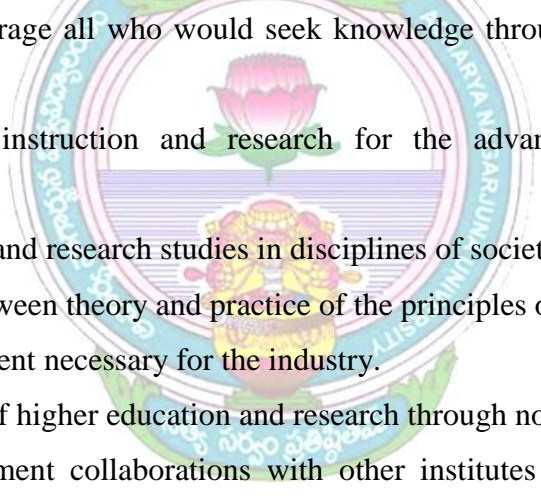
VISION

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. HISTORY

VISION OF THE DEPARTMENT:

The P.G. courses designed as per NEP guide lines 2021 with an aim to impart knowledge and skills in Ancient and Medieval, and modern Indian History, Andhra History, World History and influences with emphasis on the study of political, social economic, religious, cultural development and changes. 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 History, Tourism, Soft skill, and Technology to equip the students with the solid foundation to build upon the fundamentals, useful skills and expertise that can assist employment in History and Tourism Industry
- Enlighten the students in several aspects from unidisciplinary approach to multidisciplinary study.



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

PROGRAMME EDUCATIONAL OBJECTIVES (PEO's):

Programme Educational objectives are to impart comprehensive knowledge and understanding of history and culture of India from Earliest times to Modern times. Introducing sources for the study, early cultures, development of different religions, evolution of Indian polity, Economy, political geography, chronology from earliest times to present day.

PROGRAMME OUTCOMES (PO's):

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 of the methods and theories of history and their application in the reconstruction of human history

PO3: Analysis of the major events and consequences trends in evolution of human history and their significance.

PO4: Ability to communicate historical knowledge and analysis effectively influence of various factors and emerging changes

PO5: Understanding of the ethical philosophical beliefs and social and economic, cultural changes progress and impact, implications of historical research and interpretation.

PO6: Ability to work collaboratively and professionally in the field of history.

PROGRAMME SPECIFIC OUTCOMES (PSO's):

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.

- The courses of the department of History are designed with an aim to impart knowledge and skills in Ancient, Medieval and Modern Indian History, Andhra History, world history , contemporary history with emphasis on political, social, economic, religious, cultural developments, policies 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 courses encouraged the study on sources for the study, evolution of social structures, economy, civilizations, religious traditions, cultural developments, political processes as well as historical geography and chronology.
- Emphasis is also given to the study of Medieval history and culture with a focus on transition in Indian history from ancient to medieval and medieval to colonial period, through a reconstruction of structural continuities, regional polities, social and economic developments, as well as changes in the spheres of economic development, religion, culture and languages.
- The courses of historiography and historical methods intended to familiarize the students with approaches to historical studies with a focus on prominent historians and on the development of historical writing in modern India.
- The courses of contemporary history of India and world help the students to understand global relations and perspectives.
- The Tourism, skill development and science and technology courses can equip the students with the solid foundation to build upon the fundamentals, useful skills and expertise that can assist employment in Tourism Industry.
- The curriculum makes it possible for students to have comprehensive knowledge in History so as to enable them to clear competitive exams like UPSC, UGC NET, SLT and take up teaching and research careers with confidence.

COURSE OUTCOMES (CO's):

CO1: Analyze primary and secondary sources to interpret historical events and cultures.

CO2: Evaluate the methods and theories of History, Economic, Sociology etc and their application in the study of human history.

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

CO4: Communicate historical knowledge and analysis effectively in written formats.

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

CO6: Collaborate effectively with other concerned subjects on historical 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. HISTORY
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
H104(22)	Core	History of Modern World (till 1914)	4	30	70	100
A/H105.1(22)	Elective	Ancient World Civilizations	4	30	70	100
H105.2(22)		Freedom Movement in India (1857 – 1947)	4	30	70	100
TOTAL			24			600

SEMESTER-II

Course Code	Components of Study	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
H201(22)	Core	Early Medieval India (A.D 650 – A.D 1206)	4	30	70	100
H202(22)	Core	India Under Delhi Sultanate (A.D 1206 to A.D 1526)	4	30	70	100
A/H203(22)	Core	History of Andhras (from A.D. 1070 to A.D 1650)	4	30	70	100
H204(22)	Core	History of Modern World (1914 – 2000 A.D)	4	30	70	100
H205.1(22)	Elective	Constitutional History of India (from A.D 1772 to A.D 1950)	4	30	70	100
H205.2(22)		Religion in Andhradesa	4	30	70	100
TOTAL			24			600

SEMESTER-III

Course Code	Components of Study	Title of the Paper	No. of Credits	Internal Assessment	Semester End Examination Marks	Total Marks
H301(22)	Core	History of India under Mughals and Marathas (A.D 1526 to A.D 1761)	4	30	70	100
H302(22)	Core	South Indian History (upto 1724)	4	30	70	100
H303(22)	Core	Soft Skills	4	30	70	100
A/H304(22)	Core	Historical Method	4	30	70	100
H305.1(22)	Elective	Dimensions of Tourism	4	30	70	100
A/H305.2(22)		Indus Valley Civilization	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
H401(22)	Core	Historiography	4	30	70	100
H402(22)	Core	Social & Economic History of Modern India (1700 A.D to 1950 A.D)	4	30	70	100
H403(22)	Core	History of Modern Andhra (A.D 1765 to 1956)	4	30	70	100
H404(22)	Core	Research Project (Dissertation and Viva – Voce)	2+2			100
H405.1(22)	Elective	History of U.S.A (A.D 1600 – A.D 1945)	4	30	70	100
A/H405.2(22)		Historical Applications of Tourism	4	30	70	100
TOTAL			24			600



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DEPARTMENT OF HISTORY & ARCHAEOLOGY
M.A. HISTORY
SEMESTER-I

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

(FROM EARLIEST TIMES TO BC. 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 up to BC321

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 Historical 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 Intications.

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. Chanmpakalakshmi, 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. Sastru, K.A.N.,(Ed) Comprehensive History of India,Vol.II.
9. Majurndar, 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: Introducing Rise and fall of Mauryan Empire, Socio, Economic and Religion Factors

CO2: Introducing Rise of Various Power like Bactrian Greeks, the Kushhana, Satavahna, Kalinga, Pandya Chola Kings

CO3: Introducing Rise of Gupta Empire Its Influence On Socio, Economic and Cultural factors

CO4: Introducing 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 tapping varied kinds of sources for understanding the divergent aspects of local heritage and culture.

SUGGESTED READINGS:

- | | | |
|-------------------|---|--|
| Rama Rao., M., | : | Early History of Andhra Pradesh |
| Yazdani, G., (Ed) | : | Early History of Deccan. Vols. I and II |
| Gopalachari, K. | : | Early History of Andhra Country. |
| Sircar, D.C. | : | Successors of Satavahanas in Lower Deccan. |

Hanumantha Rao, B.S.L.	:	AndhrulaCharitra (Telugu).
-do-	:	Religion in Andhra
Bhankarkar,R.G.	:	Early History of the Deccan.
Sankaranarayanan,S.,	:	The Visnukundis and their Times.
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 of 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 and 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				

H 104 (22): HISTORY OF MODERN WORLD (TILL 1914)

COURSE OBJECTIVES: The course is designed to promote knowledge on the history of modern world along with international relations.

Unit - I

Colonialism – Imperialism – Mercantilism – Nation – States – Progress of Science and Technology.

Unit – II:

French Revolution – The Revolution of 1830 and 1848 – Question of Slavery – The Opium wars – Meiji Restoration.

Unit - III:

Unification of Italy – Unification of Germany – Growth of Militarism and Imperialism – Sino – Japanese war of 1894.

Unit – IV:

Industrial Revolution – Big Business in U.S.A – Open door policy of U.S.A in China.

Unit – V:

Russo – Japanese war of 1904 – 05 – Nationalism Balkan States – Liberal Reforms in Russia.

COURSE OUTCOMES: Students will understand International Relations till understand thoroughly about the Second World War and its impact.

SUGGESTED READINGS:

1. Cipolla, C.M : Fontana Economic History of Europe, Vol. III (The Industrial revolution) Harvters, 1976
2. Evans, J : The Foundations of a Modern State in the 19th Century Europe
3. Hobsbawn, E : Nation and Nationalism (Cambridge, 1970)
4. Hobsbawn, E : The Age of Revolution (NAI, 1964)
5. Jelvich, Charles : Establishment of the Balkan National States, 1840-1920 (University of and Barbara Washington Press, 1977)
6. Lichtheim, George: A Short History of Socialism (Glasgow, 1976)
7. Lucas, Colin, : The French revolution and the Making of Modern Political Culture, Vol.2 (Pergamon, 1988)
8. Nove, Alec : An Economic History of the USSR (Penguin, 1972)
9. Porter : Andrew, European Imperialism, 1860 - 1914 (1994)
10. Roberts, J.M : Europe 1880 – 1945 (Longman, 1989)

11. Wood, Anthony : History of Europe 1814 – 1960
12. Carnoll, Peter and : Free and Unfree: A New History of the United States David Noble
13. Faulkner, U : Economic History of the United States of America
14. Kristol, Irving, : America’s Continuing Revolution (AM. Enterprises, 1975)
15. Pratt, W : A History of the United States Foreign Policy
16. Randall, James, et al: The Civil war and Reconstruction (Health & Co 1969)
17. Allen George : A short Economic History of Japan (London, Eirifnrgld& Nicolson, 1963)
18. Beckmann, George M: Modernization of China and Japan (Harper and Row, 1962)
19. Bia ci, Lucien : Origins of the Chinese Revolution, 1915 – 1949 (London, OUP, 1971)
20. Fairbank, John, et al: East Asia: Modern Transformation
21. Myers, Ramon H and : The Japanese Colonial Empire, 1895-1945 (Princeton University Press. 1987) Mark R. Peattics (Eds.)
22. Peffer, Nathaniel : The Far East: A Modern History

COURSE OUTCOMES:

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

CO1: Introduces Rise of Colonialism, Imperialism, Mercantilism Progress of Science & Technology

CO2: Importance and Consequences of French Revaluation

CO3: Analysis Unification of Italy and Germany and Consequences

CO4: Understanding Industrial Revolution and Consequences in the World

CO5: Analysis Russo, Japanese War and Consequences

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

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

A/H 105.1 (22): ANCIENT WORLD CIVILIZATIONS

(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) Breastead, J.H. – Ancient Egypt, New York , 1909
- 9) Oppenhiem, A.L. – Ancient Mesapotamia, 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: Understanding Different Conquests and Its Consequence in the World

CO3: Analyzing Philosophy, Education, Art, Literature and Science Changes and Spread in the World

CO4: Understanding 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		

H 105.2 (22): FREEDOM MOVEMENT IN INDIA (1857 – 1947)

COURSE OBJECTIVES: Introduces how freedom movement started and different movements and its effects and consequences of the movement. Finally Independent India.

Unit – I:

Nationalism : Its meaning and different interpretations – Factors leading to growth of Nationalism – Emergence of India National Congress – Moderates and Militant Nationalists – Swadeshi and Home Rule Movements

Unit – II:

Emergence of Gandhiji : Non – Violence and Satyagraha – Rowlat and Khilafat issues – Non – Cooperation Movement – Swarajits – Civil Disobedience Movement – Ministries at Provincial level and Second World War.

Unit – III:

Revolutionary Nationalists: Bhagath Singh – Growth of Capitalist class and its role – Growth of left Ideology and Peasant and Working Class Movements, Kisan Mahasabha

Unit – IV:

Growth of Communal Ideology and politics: Factors leading to Communalism – Formation of Muslim League and Hindu Mahasabha – National issues, Role of Congress and Muslim League, Cripps Proposals and Quit India Movement, Cabinet Mission, the Partition and Attainment of Independence.

Unit – V:

Freedom Struggle in Princely States: Socio, Political and Administrative conditions – Origin of Nationalism – Impact of Freedom Struggle of British India Over Native States, Haripura Resolution, 1938 – Growth of Popular Movements – Lapse of Paramountacy – Join India Movement – Vallabhai Patel and Integration.

COURSE OUTCOMES: Assess the role of leadership and role of common man in the movement, course and consequences of the movement.

REFERENCE BOOKS:

- 1) Anil Seal, Emergence of Indian Nationalism
- 2) Bipan Chandra, Communalism in Modern India, Vikas, Delhi, 1987
- 3) Bipan Chandra, Nationalism in Modern India, Orient Longman, Delhi, 1981
- 4) Bipan Chandra, 9ed), India's Struggle for Independence, 1857-1947
- 5) Brass, Paul, Politics in India since Independence, Delhi, 1994
- 6) Brown, Judith, Gandhi's rise to Power in Indian Politics, 1915-22, OUP, 1972
- 7) Desari, A.R., Peasant Struggle in India, OUP, Delhi, 1979

- 8) Desai, A.R., Social Background of Indian Nationalism, Mumbai, 1986
- 9) Guha. Ranajit, Elementary Aspects of Peasant insurgency in Colonial India, OUP, Delhi, 1983
- 10) Jones, K.S. Social and Religious Reform Movement in Modern India, New Cambridge History, 1989
- 11) Low, D.A.(ed), Congress and the Raj : Facts of the Indian Struggle 1917-1947, Delhi, 1977
- 12) Ravinder kumar, Social History of Modern India, OUP, Delhi, 1985
- 13) Sarkar, Sumit., Modern India, 1885-1947, Macmillan, 1985
- 14) Stokes, Eric, Peasant and Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India, Delhi, 1978.
- 15) Ganshyam Shah, Social Movements in India, A review of Literature, Sage, Delhi, 2004

COURSE OUTCOMES:

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

CO1: Meaning, Factors Leading to Growth of Nationalism and Emerging Consequences

CO2: Understanding Emergence of Gandhiji and Consequences

CO3: Understanding Revolution Nationalism and their Influence n various factor

CO4: Growth of Communal Ideology and Emerging Changes

CO5: Analyzing Impact of Freedom Struggle of British India

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

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



**Second
Semester**

M.A. HISTORY

SEMESTER-II

H 201 (22): EARLY MEDIEVAL INDIA (AD.650-1206)

COURSE OBJECTIVES: This course aims at imparting comprehensive historical knowledge pertaining to the early medieval India. This age witnesses the emergence of various local and regional dynasties in North and south India and their place in history and culture are dealt in detail.

Unit - I

The Rashtrakuts over Deccan-Dantidurga-Krishna II – Amoghavarsha – Krishna III – Fall of the Rashtrakuta Empire-The Palas of Bengal – Rashtrakuta - Pala Struggle of Ganga-Jamuna Plains- The –Gurjara-Partiharas – Political and Administrative Ideas and Institutions of the Empires.

Unit- II:

The Rajput kingdoms in north India-The Chandellas-The Paramaras-The Gahadvalas-The Guhilas-Political and Administrative Systems of the Rajput Kingdoms. Muhammadan Invasions of Mahmud of Ghazni and Muhammad of Ghor.

Unit III:

Invasions of Mahmud of Ghazni-Fall of the Pratiaras-Invasions of Muhammad of Ghor-The Chahamanas and Prthviraj Chauhan- Factors contributed for the Muhammadan conquest of The Rajput kingdoms.

Unit IV:

The Pallavas in South India-The Pandyas and Cholas-Rise of the Cholas to Imperial Position –The Western Chalukyas of Kalyana – Expansion of Imperial Powers from Deccan into Gangetic Plains

Unit V:

Political and Administrative Systems during the Period – Society and Economy – The Devotional Sects of Saivism and Vaishnavism – Syncretism of Sects- The Philosophical Schools of Sankara and Ramanuja- Art and Architecture.

COURSE OUTCOMES: Students can develop comprehensive knowledge on political, social, economic, religious and cultural history of early medieval India, regional polities and its impact.

SUGGESTED READING:

- 1) Bhandarkar, R. G., Early History of the Deccan, Vol. I
- 2) Bose, Social and Cultural History of Ancient India, Tirunelveli, 2001
- 3) Champakalakshmi, R, Trade, Ideology and Urbanization: South India 300 BC to AD 1300, OUP, Delhi, 1990
- 4) Chopra, P. N. , et. al., A Social, Cultural and Economic History of India, Vol. I
- 5) Lunia, B. N., Life and Culture in Ancient India, Agra, 1989
- 6) Majumdar, R. C., Ancient India, Kolkata, 1920
- 7) Rajkumar, Survey of Ancient India, 5. Vols. Tirunelveli, 2001
- 8) Romila Thapar, Ancient Indian Social History: Some Interpretations, Delhi, 1978
- 9) Sarma, L. P., History of Ancient India: Pre-Historic Age to AD 1200, Delhi, 1989
- 10) Sastri, K. A. N., A History of South India, Oxford, Chennai, 1956
- 11) Sastri, K. A. N., The Cholas, Oxford, Chennai, 1975
- 12) Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1968
- 13) Sharma, R. S., Perspectives in Social and Economic History of Early India, Delhi, 1983
- 14) Yazdani, G., History of the Deccan, Oxford, 1960

COURSE OUTCOMES:

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

CO1: Rise of Rashtrakuts, Palas of Bengal, Partiharas, Rise and Administrative Idea and Institutions

CO2: The Rajputs, The Chandellas, The Paramaras, Ghazni, Ghori and other Rule Ideas and Institution

CO3: Understanding Pariharas, Prthviraj Chauhan, Factors Contributed for the Conquest

CO4: The Pallavas, Pandyas Cholas, Western Chalukyas of Kalyana Expansion of and Consequences

CO5: Understanding of the Philosophical, Social, Economic, Religion, Cultural Changes.

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

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

H 202 (22): INDIA UNDER DELHI SULTANATE (A.D 1206 TO 1526)

COURSE OBJECTIVES: This course is designed to impart thorough knowledge on the origin and emergence of Delhi Sultanate, the political and cultural achievements of Slave, Khalji, Tughlak, Sayyad and Lodi dynasties and their legacy.

Unit - I:

Foundation of Muslim Rule in India – Qutb –ud-Din Aibak – Consolidation by Iltutmish – Balban – Fall of Slave line.

Unit - II

The Khalji Sultanate – Jalal-ed-Din Khalji-Aldud-Din – Khalji – administration of Ala-ud-Din Khalji – Fall of the Khaljis – Ghiyas-ud-Din Tughlaq – Muhammad bin Tughlaq – South Indian invasions of the Delhi Sultanate.

Unit - III

Sayyads and Lodis Moguls inroads during the Sultanate period and their impact – Invasion of Tinur and its results Administration under sultanate – weakness of the Sultanate – Its Theocratic Nature – Feudal characteristics.

Unit - IV

Rajput States in North India – The Bahamani Sultanate in Deccan – Gawan – Foundation of Vijayanagaram Kingdom –Sangam, Salva and Tulva– in South India – The Sultanate of Ma'bar

Unit - V

Religion and Culture During the Sultanate Period Influence of Islam on Hinduism – Islam – Bhakthi movement - Language – art Indo Islamic – Reciprocal Influence.

COURSE OUTCOMES: Students can familiarize in understanding the continuity with changes in all spheres of history and culture under the Delhi sultanates.

SUGGESTED READINGS:

1. Asharf, K.M : Life and Conditions of the People of Hindustan (1200 – 1550 AD) (Munshiram Manoharlal,1970)
2. Habib, Irfan (Ed.) : Medieval India – Research in the history of India 1200 –1750 (Delhi – Manohar.1970)
3. Habib, Mohammad : Politics and Society in Early Medieval Period, Vol. I & II. (Delhi, PPH, 1974)
4. Habib, Mohammad : Comprehensive History of India. Vol.V. AD.1206-1526, and K.A Nizami (Eds)

5. Jackson. P. : The Delhi Sultanate (Foundation books, Delhi, 1999)

6. Moreland, W.H. : Agrarian System of Moslem India: A Historical Essay with Appendices, Edn.2. (Delhi, Oriental Books Reprint Corporation.1968).

7. Nizami, Khaliq A. : Religion and Politics in the thirteenth Century (Aligarh, 1961)

8. Satish Chandra : Histriography, Religion and State in Medieval India (Delhi, H Anand,1996)

9. Satish Chandra : Medieval India, From Sultanate to the Mughals, Part 1, Delhi Sultanate (1205- 1526) (Delhi, Har Anand, 1977)

10. Satish Chandra : Medieval India, The Jagiridari Crisis and the Village (Delhi, Macmillan, 1982)

COURSE OUTCOMES:

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

CO1: Rise of Political Empires Qutb –ud-Din Aibak, Iltutmish – and Fall

CO2: Rise of Khalji Sultanate, Khilji, South India Invasion and its Consequences

CO3: Moguls inroads their impact, Theocratic Nature

CO4: Rajpu, Bahamani, Gawan, Vijayanagaram Influences of various factors

CO5: Religions and Cultural Changes and its Influence on the Society

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	2				
CO2	3				
CO3		2	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—and Venkatarmanayya, N. : Further Sources of Vijayanagara Empire. 3 Vols.

8. Venkataramanayya, N., :Early Muslim Expansion in South India.
9. ---do--- : The Vijayanagara : Origin of the City and the Empire.
10. ---do-- :Studies in Thid Dynasty of Vijayanagara.
11. Mahalingam, T.V., :Administration and Social Life Under Vijayanagara, 2 Vols
12. Sherwani, H.K., and 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				

H 204 (22): HISTORY OF MODERN WORLD (1914-2000 AD)

(Its equivalence Twentieth Century World History-II 1914 to till date)

COURSE OBJECTIVES: To teach main events in Contemporary World History. To instruct the political and economic aspects of Cold war.

Unit - I:

Triple Alliance versus Triple Entente – First world war causes and course – Russian Revolution – Peace of Versailles – League of Nations – Organs and function.

Unit - II

The Geneva Protocol and Locarno Treaties – The Great Depression of 1928 – Internal Developments in Soviet Russia.

Unit - III:

Nazism in Germany – Fascism in Italy – Japanese Imperialism and Manchurian crisis – Spanish civil war.

Unit - IV:

Causes and course of the Second world war – Marshall Plan – Truman Doctrine – The Non – Aligned Movement.

Unit - V:

The U.N.O.: Challenges before U.N.O. – End of Cold War- changes in Political Order- Bipolar to Unipolar World order- Socialism in Decline- Liberalization- Globalization - Its Economic and Political Impact.

COURSE OUTCOMES: The students can understand the Cold War and its Impact. Possess knowledge on UN and the Concept of World Peace. Gain the knowledge on the Disintegration of Socialist Block

SUGGESTED READINGS:

1. Cipolla, C.M : Fontana Economic History of Europe, Vol. III (The Industrial revolution) Harvters, 1976
2. Evans, J : The Foundations of a Modern State in the 19th Century Europe
3. Hobsbawn, E : Nation and Nationalism (Cambridge, 1970)
4. Hobsbawn, E : The Age of Revolution (NAI, 1964)
5. Jelvich, Charles : Establishment of the Balkan National States, 1840-1920 (University of and Barbara Washington Press, 1977)
6. Lichtheim, George : A Short History of Socialism (Glasgow, 1976)
7. Lucas, Colin, : The French revolution and the Making of Modern Political Culture, Vol.2 (Pergamon, 1988)

8. Nove, Alec : An Economic History of the USSR (Penguin, 1972)
9. Porter : Andrew, European Imperialism, 1860 - 1914 (1994)
10. Roberts, J.M : Europe 1880 – 1945 (Longman, 1989)
11. Wood, Anthony : History of Europe 1814 – 1960
12. Carnoll, Peter and : Dree and Unfree: A New History of the United States David Noble
13. Faulkner, U : Economic History of the United States of America
14. Kristol, Irving, : America’s Continuing REVOLUTION (Am. Enterprises, 1975)
15. Pratt, W : A History of the United States Foreign Policy
16. Randall, James, et al: The Civil war and Reconstruction (Health & Co 1969)
17. Allen George : A short Economic History of Janan (London, Erifrngld & Nicolson, 1963)
18. Beckmann, George M: Modernization of China and Japan (Harper and Row, 1962)
19. Bia ci, Lucien : Origins of the Chinese Revolution, 1915 – 1949 (London, OUP, 1971)
20. Fairbank, John, et al : East Asia: Modern Transformation
21. Myers, Ramon H and : The Japanese Colonial Empire, 1895-1945 (Princeton University Press. 1987 Mark R. Peattics (Eds)
22. Peffer, Nathaniel : The Far East: A Modern History

COURSE OUTCOMES:

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

CO1: First World War causes and Consequences

CO2: Protocol – The Great Depression 1928 Courses and Consequences

CO3: Rise of Nazism, Fascism, Imperialism and Manchurian Spanish Civil War and Consequences

CO4: Second World War Causes and Consequences

CO5: The U.N.O its Influence on various Factor

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

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

H 205.1 (22): CONSTITUTIONAL HISTORY OF INDIA **(FROM 1772 to 1950)**

COURSE OBJECTIVES: The course introduces East India company ruling power regulating Act – different movements, different, conferences missions, Acts finally the constitution of India.

Unit I:

British East India Company emerged a Ruling Power – Regulating Act of 1773 – Criticism of the Act – Judicature Act of 1781 – Dunda’s Bill and Fox India Bill – Pitts’s India Act of 1784 – Subsequent Minor Acts of 1788 – Charter Act of 1793.

Unit II:

Charter Act of 1813 and 1833 – Charter Act of 1853 – The General Revolt of 1857 – Causes – Results –m Queen’s Proclamation of 1858 and Government of India ct of 1858 – Indian Council’s Act of 1861 – India Councils Act of 1892.

Unit III:

Minto – Morley Reforms of 1909 – Circumstances leading to Reforms – Provisions of the Act and Criticism – Political Developments after the Act – Scheme of the Congress and League – Recommendations of 1918 – Government of India Act of 1919 – Diarchy in Provinces.

Unit IV:

Constitutional Developments between 1919 and 1935 – The Muddiman Committee and its Report – Simon Commission – the Nehru Report – Fourteen Points of Jinnah – Round Table Conferences – Communal Award and Poona Pact – Round Table Conferences in 1932 – Government of India Act of 1935.

Unit V :

Constitutional Developments between 1935 and 1950 – Political and Constitutional Developments in India between 1935 to 1937 – Cripp’s and Mission and its Failure – Quit India Movement – Cabinet Mission – Constituent Assembly – the Indian Independence Act – New Constitution of India – Critical analysis of the Constitution.

COURSE OUTCOMES: Asses the different movements, development of different Acts, hoe finally new constitution of India came.

SUGGESTED READINGS:

- 1) Agarwal, R.C Constitutional Development and National Movement in India

- 2) Tarachand History of Freedom Movement in India, Vols. III and IV
- 3) Kapur, A.C, Constitutional History of India
- 4) Grower, B.L and Grower, S A New Look at Modern History of India
- 5) Pyle, M.V, The Constitutional Government in India
- 6) Dr.Paranjape, N.V, Constitutional History of India
- 7) Banerji, A.C (Ed.) Indian Constitutional Documents
- 8) Chatterji, A, The Constitutional Development On India (1937 – 47)
- 9) Coupland, R, The Cripps Mission
- 10) ---do -- The Indian Problem (1805 – 1935)
- 11) Menon, V.P, The Transfer of Power in India

COURSE OUTCOMES:

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

CO1: Rise of British East India Company as Ruling Power conditions and consequences.

CO2: Major events, Acts of British Rule from 1813 – 1892 and Consequences

CO3: Reform under British Rule and Its Consequences

CO4: Constitutional Development at Various Stages

CO5: Different movements, Consequences and Constitutional Development

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

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

H 205.2 (22): RELIGION IN ANDHRADESA

COURSE OBJECTIVES:

- 1) Its aims to promote knowledge on the origin and development of religious movements, practice and patronage in Andhra
- 2) Emphasis is also made into gain knowledge on each religion about their doctrines, philosophy, sectarian divisions and harmony.

Unit – I:

Early Religions: Introduction-Literary and Archaeological Sources – Land and People of Andhra – Early Beliefs and practices – Mother Goddesses - Siva-Other Practices- Spread of Buddhism – Decline of Brahmanism

Unit – II:

Buddhism – Rise and spread of Buddhism - Cause for the rise of Buddhism- Asoka and Buddhism - A Popular Movement- Early school of Buddhism- Mahayana- Decline of Buddhism

Unit- III :

Jainism - Rise and spread of Jainism –In practice- Decline of Jainism

Unit - IV:

Hinduism-Vedic practice - Puranic Theism-Devotionalism-Vaishnavism-

Unit-V:

Saivism: Temple and Math – Sectarian Harmony

COURSE OUTCOMES:

- 1) The students can able to understand well the origin and development of various religious movements and spiritual heritage of India.
- 2) Students also femilarise with the complex religious system in Andhra, their practices and reforms.

SUGGESTED READINGS:

- 1) Ayyangar and Seshagiri Rao : Studies in South Indian Jainism 1and 11
- 2) A.L. Bhashem : The Wonder That was India
- 3) R.G. Bhandarkar : Vaishnavism, Saivism and minor Religions Systems
- 4) S.B. Dasgupta : Introduction to Tantrik Buddhism
- 5) P.B. Desai : Basaveswara and his times
- 6) -Do- : Jainism in South India
- 7) Eliot. Sir. Charles : Hinduism and Buddhism
- 8) J. Pergusson : Tree and Serpent Worship
- 9) K. Goplachari : Early History of Andhra country
- 10) Jaiswal.Suvira : The Origin and Development of Vaishnavism

COURSE OUTCOMES:

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

CO1: Introducing Early Religions and Sources

CO2: Rise of Buddhism its Spread and influences of Various Factors

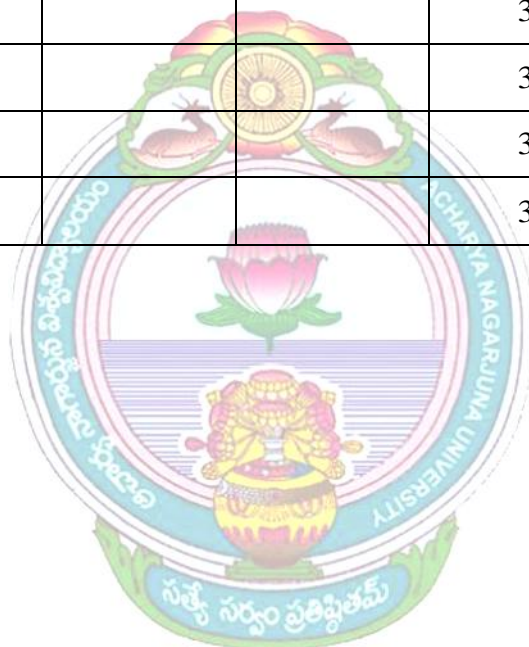
CO3: Rise of Jainism its spread as influence of various factors

CO4: Rise of Hinduism, various branches and influences on various factors

CO5: Saivism spread and influence on various factors

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

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





**Third
Semester**

M.A. HISTORY

SEMESTER-III

H 301 (22): HISTORY OF INDIA UNDER MUGHAULS AND MARATHAS – (A.D.1526 TO 1761)

COURSE OBJECTIVES: It aimed to introduce Social Order and Hindu, Muslim Societies. The course create awareness among the students about the changing pattern of society, women's participation in politics and analyses ,women centered issues in contemporary society, religious trends, bhakti and sufi movements, To familiarize the progress of Persian and indigenous languages, education, literature, development of Art, Architecture, influence and impact of Islamic traditions on Hindu culture – vis-e-vis.

Unit - I.

Political conditions of India at the time of Babur's Invasion – Babur and Humayun –Sharshah and his administration – Akbar's conquests – Akbar's Religion Policy

Unit –II.

Jahangir – Shah Jahan – Aurangazib – Rise of Maraths under Shivagi

Unit – III.

The Maratha Power under the Peshwas – Balaji Viswanath – Banji Rao – Balaji Baji Rao – Third Battle of panipat.

Unit - IV.

Mughal Administration – Rajput Policy of Aurangazeb – Decline of Mughal Kingdom.

Unit - V:

Religion and Culture of the Mughal State – Bhakti schools – Mughal contributions.

COURSE OUTCOMES: Students can familiarize in understanding the continuity with changes in all spheres of history and culture during the medieval ages. Students can able to assess the contribution of Sultanates and Mughals to Indian culture.

SUGGESTED READINGS:

1. Alam, Muzffar and Subrahmanyam, Sanjay (Eds) : The Mughal State (Delhi, OUP, Oxford Paper backs, 2000)
2. Ali, M. Athar : The Mughal Nobility under Aurangazeeb (Mumbai, Asia, 1970)
3. Chaudhuri,K.N : Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750 (Delhi, Munshiram Manoharlal, 1985)

4. Gordon, Stewart : The Marathas, 1600 – 1818 (New Cambridge History of India) Delhi Foundation Books, 1994)
5. Habib, Irfan : Agrarian System of Mughal India, 1526 –1707 (Mumbai, Asia 1963)
6. Kulke, Hermann : The State in India (AD. 1000-1700) (Delhi OUP)
7. Majumdar, R.C., et al (Eds) : History and Culture of Indian People, Vols, VII and VIII
8. Moosvi, Shireen : Economy of the Mughal Empire: A Statistical Study (Aligarh, AMU, 1987)
9. Moreland, W.H. : From Akbar to Aurangzeb: A study of Indian Economic History, (Delhi, low price publication, 1990)
10. Mukhia, Harbans : Historians and historiography During the Reign of Akbar Delhi, Vikas, 1976)
11. Naqvi, H.K. : Urbanization and Urban Centres Under the Great Mughals, 1556-1707 (Shimla, IAs., 1971)
12. Sardesai, G.S. : New History of Maratha People, 3 Vols. (Mumbai, Popular Prakashan)
13. Satish Chandra : Historiography, Religion and State in Medieval India (Delhi, Har Anand, 1996)

COURSE OUTCOMES:

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

CO1: Babur, Humayun, Sharshah, administration Akbar's religious policy consequences

CO2: Rise of Jahangir, Shah Jahan, Aurangazib and Maraths

CO3: Consequences of Maraths power, and Third Battle of panipat

CO4: Causes and Consequences of Mughal Decline

CO5: Understanding Mughal Contributions and Bhakti schools

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

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

H 302 (22): SOUTH INDIAN HISTORY UPTO 1724

COURSE OBJECTIVES: This course examines the last imperial political formation in Peninsular India and locates the history of the empires of Vijaynagara, Bahmani and contemporary pretty powers within the context of cultural, religious and ideological changes which were taking place during the late medieval period stretching from the middle of the fourteenth century till the Battle of Tallikota 1565 AD.

Unit – I:

Political conditions in south India during 14th century A.D. Resistance to the Muslim invasions – Role of the Musunuri Chiefs – Rule of Reddi dynasties – Contributions to Andhra culture.

Unit – II:

Origin and foundation of Vijayanagara Empire – Political History – Vijayanagara – Bahamani – Gajapati and Portuguese Relations.

Unit – III:

Nature of Vijayanagara State – Nayankara System, Social-Economic Conditions – Religious Conditions – Literature.

Unit – IV:

Qutub Shahis of Golkonda – Mughal Invasion and Annexation – Downfall of the Mughal Empire – Rise of Secondary States in South India – Establishment of State of Hyderabad 1724.

Unit – V:

Society and Economy under the Qutbshahis – Religious Trends – Advent of Europeans – Portuguese, Dutch and English – Impact on Trade and Commerce.

COURSE OUTCOMES: This course provides comprehensive knowledge on the last imperial political formation in South India and the history of Vijayanagara, Bahmani and contemporary pretty powers. It helps to understand with the context of polity, economy, culture, religious and ideological changes.

SUGGESTED READINGS:

- 1) Comprehensive History of India, Vol. V.
- 2) History and Culture of the Indian People, Vol, VII, Bombay, 1984
- 3) P.M. Josh and M. Sherwani, Medieval History of Deccan, Hyderabad, 1973
- 4) Burton Stein, Peasant State and Society in Medieval South India, Delhi, 1980
- 5) Burton Stein, Vijayanagara, Cambridge, 1989
- 6) Somasekhara Sarma, M. – Forgotten Chapter of Andhra History, Waltair, 1942

COURSE OUTCOMES:

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

CO1: Understanding the Resistance of Musunuri Chiefs and Reddi in resisting Muslim invasions

CO2: Rise of Vijayanagara Empire

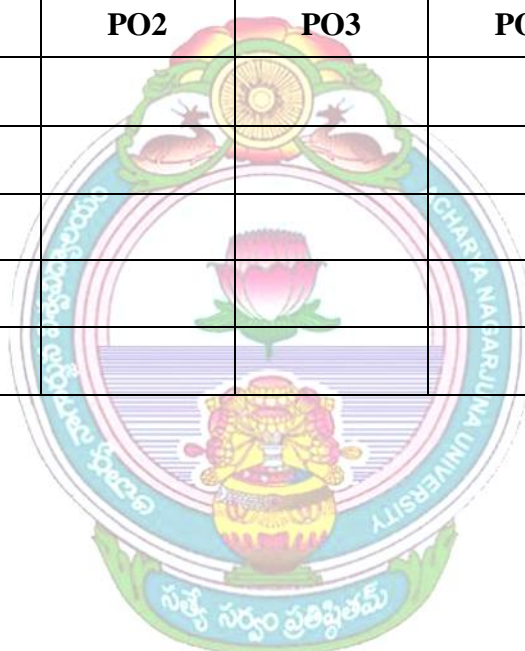
CO3: Socio, Religious, Economic conditions and ideas and institution during Vijayanagara

CO4: Understanding Qutub Shahis of Golkonda, Downfall of Mughal Empire, Establishment of Secondary State

CO5: Understanding Societies, Economy, Religious Trends and Impact of Trade and Commerce

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

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



H 303 (22): SOFT SKILLS

COURSE OBJECTIVES: To promote soft skills among the students so as to develop attributes that could enhance interactions, earning power and job performance. To inculcate effective communication, take initiatives, solve problems, and demonstrate a work ethics and create a positive impact.

Unit – I:

Types of Soft Skills& Intrapersonal Skills: Definition of soft skills – Types of Soft skills: Intrapersonal Skills – : Self-Confidence, Self-awareness, Adaptability & Flexibility, Attitude, Assertiveness, SWOC, Resilience

Unit – II

Interpersonal Soft Skills: Active Listening Skills - Goal setting – Negotiation & Persuasion skills - Time Management - Stress Management - Problem Solving and Decision-Making Skills - Leadership Skills – Conflict Resolution

Unit – III:

Oral Communication Skills: Presentation skills –JAM - Role Plays, Public Speaking skills - GD Participation and co ordination.

Unit – IV:

Written Communication Skills: Essay Writing - E mails- Report Writing – Memos.

Unit – V:

Employability Skills: Body Language - E-mail etiquette- Telephone etiquette - Dining etiquette– Grooming -Resume writing - Interview Skills.

COURSE OUTCOMES: Students can understand soft skills, types of soft skills and intrapersonal skills. It also helps in exhibiting different types of people skills

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. It also aims at introducing the student to the main features of research methodology. This course is intended to familiarize the students with approaches to historical studies in the twentieth century with a focus on prominent historians and on the development of historical writing in modern India.

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

SUGGESTED READINGS:

- 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			



H 305.1 (22): DIMENSIONS OF TOURISM

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

Historical Dimensions-Travel Through Ages-Causes for the Rapid Growth of Tourism in Modern Times.

Unit- II

Travel Motivation-Social Tourism –Role of State in Promoting Social Tourism.

Unit- III

Economic Dimensions –Tourism as Economic Multiplier-Tourism as Employment Multiplier.

Unit-IV

Tourism in Social and Cultural Changes-Impact on Moral Values Crime Rate Effects on Arts and Crafts-Crafts-Cultural Arrogance-Erosion of Local Cultures.

Unit-V.

Effects of Tourism on Natural Environment-Impacts of Tourism on Tourist Destination.

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) Bhati,A.K. : Tourism Development-Principles and Practices
- 2) Mathieson, A and Wall, G : Tourism –Economic, Physical and Social Impacts
- 3) Cooper, Fletcher et.al. : Tourism-Principles and Practice.

COURSE OUTCOMES:

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

CO1: Introducing Tourism through Historical times

CO2: Understanding Social Tourism

CO3: Understanding Economic Dimension of Tourism

CO4: Tourism – Social and Cultural Consequences

CO5: Tourism influence are effects on Natural Environment and Destination.

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
C01	3				
C02					3
C03					3
C04	3				
C05				3	



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. HISTORY

SEMESTER-IV

H 401 (22): HISTORIOGRAPHY

COURSE OBJECTIVES: This course is intended to familiarize the students with approaches to historical studies in the twentieth century with a focus on prominent historians and on the development of historical writing in modern India. It makes a critical evaluation of the impact of Orientalism on Indian historiography, the Imperialist, Nationalist, Class, Elite, Subaltern and Gender approaches and their influence on the writing and interpretation of Indian history.

Unit - I:

Traditions of Ancient Historical Writing – Greek - Roman – Indian.

Unit - II:

Traditions of Medieval Historical Writing - ST. Augustine - Ibn Khaldun Abul Fazl– alhana - Alberuni

Unit - III:

Traditions of Modern Historical Writing - Enlightenment – Romantic – Positivist and Marxist.

Unit - IV:

Approaches to Modern Indian history – Orientals – Imperialist – James Mill -V.A Smith – Nationalists -K.P. Jayaswal - Marxist– D.D Kosambi R .S. Sarma - Ranajit Guha.

Unit - V:

Select Historians – Ranke - Toynbee – J.N. Sarkar– R.C. Majumdar – Nihar Ranjan Roy.

COURSE OUTCOMES: It provides a critical overview of one of the most dynamic areas of modern historical inquiry—global history. The students can familiarize with historical studies, approaches theories and methods used in the practice of history writing.

SUGGESTED READINGS:

- 1) Sheik Ali, B. : History: Its Theory and Method
- 2) Subrahmanyam, N : Historiography
- 3) Collingwood, R.G : The Idea of History
- 4) Sen. S.P. : Historians and Historiography in Modern India.
- 5) Philips, C.H. : Historians of Indian, Pakistan and Ceylon.
- 6) Thapar, Romila : Past and Prejudice Communalism in Indian Historical Writing

COURSE OUTCOMES:

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

CO1: Understanding Various Traditions of Historical Writings

CO2: Introducing Medieval Historical Writings

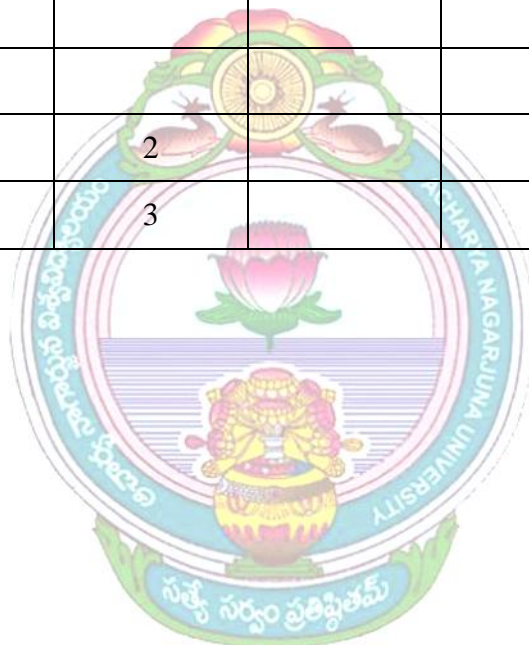
CO3: Introducing Traditions of Modern Historical Writings

CO4: Understanding Different Approaches in Modern Indian History Theories

CO5: Understanding Method and Theory of Selected Historians Approaches

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

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



H 402 (22): SOCIAL & ECONOMIC HISTORY OF MODERN INDIA
(1700 A.D TO 1950 A.D)

COURSE OBJECTIVES: To introduce British understanding of Indian Society. To teach Socio-Religious Reform Movements and Economy

Unit – I:

India Socio – Economic condition of Eighteenth Century – Industries and trade – Hindu muslim relations.

Unit – II:

Agriculture under British rule – Christian missionaries – Permanent revenue settlements – Western education – Commercialization of Agriculture – emergence of middle class.

Unit – III:

De Industrialization of small scale and cotton industries – Transport – Growth of Foreign Capital.

Unit- IV:

Socio – Religious movements – Brahma Samaj – Arya Samaj – Theosophical – Ramakrishna mission – Aligarh movement – Wahabi movement – Self respect movement – Jyotiba phule – B.R. Ambedkar – Social legislation.

Unit – V:

Growth of Cotton textile – Iron, steel – sugar capitalist class, Caste system untouchability, Liberation of women.

COURSE OUTCOMES: Students were able to understand the Structure of Indian Society during the British rule. Will understand Socio-Religious Reform Movements, its impact on society, role of press and economic issues.

COURSE OUTCOMES:

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

CO1: Introducing – Socio – Economic Conditions In Modern India

CO2: Understanding Introduction and Consequences of Christian Missionaries, Revenue Settlement, Western Education others

CO3: De Industrialization of small scale Industries its influence of Various Factors

CO4: Understanding Changes in Socio, Religions Philosophical and Movements

CO5: Understanding the Change in Social and Economic Factors

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
C01	3				
C02	3				
C03				3	
C04			2	3	3
C05					3



H 403 (22): HISTORY OF MODERN ANDHRA (1765-1956)

COURSE OBJECTIVES: 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

Unit – I:

European settlements in Andhra-French rivalry and Carnatic wars- British Acquisitions of Northern Circars and Ceded Districts- Revolts against East India Company.

Unit- II :

Administrative system of East India Company- Revenue settlements- Reforms of Dewan Salar Jung

Unit – III:

Social Reform Movements in Andhra Brahm Samaj-Veera sakbugan - Venkataratnam Naidu-Guzzala Appa Rao –Gidugu Ramamurti.

Unit-IV:

Factors for the Growth of Nationalism in Andhra-Vendemataram Movement- Home Rule Movement-Ghechirala-Perala Movement-Forest Satyagraha-No- Tax Campaign at Pedanandipadu.

Unit-V:

Salt Satyagraha-Quit India Movement-Social and Political awakening in Telangana-Movement for a separate Andhra State-Liberation movement in Telangana. Emergence of Andhra Pradesh.

COURSE OUTCOMES: Assess the role of Andhras in the freedom movement. Acquire thorough knowledge on the causes and course of the movement of separate Andhra state, movement for formation of Andhra Pradesh

SUGGESTED READINGS:

- 1) P.R.Rao : History of Modern Andhra
- 2) K.V.Narayana Rao : Emergence of Andhra Pradesh
- 3) Sarojini Regani : Highlights of Freedom Movement
- 4) M.Venkatarangaiah : Freedom Struggle in Andhra 4 Vols.
- 5) M.Venkatarangaiah : Freedom Struggle in Telangana
- 6) KesavaNarayana.B : Political and Social Factors in Modern Andhra
- 7) Ramakrishna.V. : Social Reform Movement in Andhra
- 8) Vaikuntham, Y. : Education and Social Change in Andhra.

COURSE OUTCOMES:

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

CO1: Understanding European Settlements and Emerging Changes

CO2: Understanding the Administrative and Revenue System of British

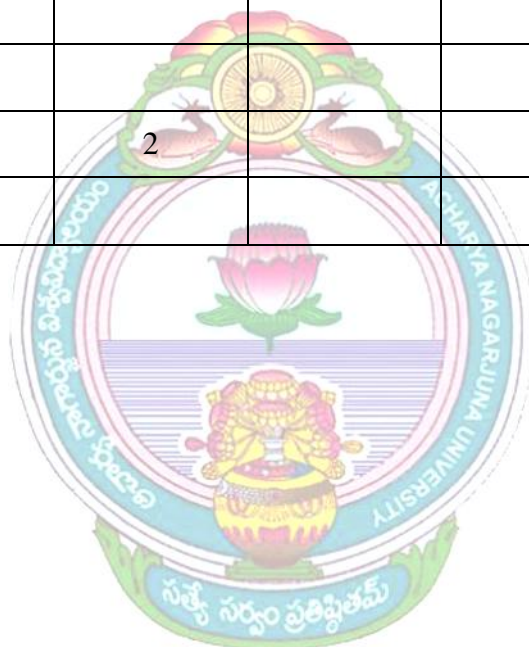
CO3: Understanding Social Reforms and its Emerging Changes in Andhra

CO4: Understanding the Growth of Nationalism Various Movements

CO5: Understanding Movements and Emerging Changes in Formation of Andhra Pradesh

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

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



H 404 (22): RESEARCH PROJECT (DISSERTATION & VIVA-VOCE)

COURSE OBJECTIVES:

- ▲ Project based on the education tour to any site of cultural significance, archeological sites, Art Galleries or Museum Archives. 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, Archival record
- ▲ Interaction with caretakers of the monument, art Curators, Gallery owners, Museum director/s, Archives director, others
- ▲ 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, or Archives
- 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.



H 405.1 (22): HISTORY OF U.S.A (1600 TO 1945)

(OPTIONAL PAPER)

COURSE OBJECTIVES: To introduce basics of History of USA. To explain Slavery, Progressive Era, US Role in World wars

Unit - I:

Colonies - American War of Independence – Constitutional Conventions – George Washington – Federalists – John Adams – Election of 1800.

Unit - II:

Thomas Jefferson democracy – Purchase of Louisiana – Thomas Madison – War of 1812 – Treaty of Ghent – The Munro Doctrine – Andrew Jackson – James Polk – The Manifest Destiny – War with Mexico – Acquisition of California.

Unit - III:

The question of Slavery – The Compromise of 1850 – Abraham Lincoln – Civil War – The Surrender of Confederates – Post Civil War -Reconstitution Big Business -

Unit - IV:

The Populist Movement – Imperialism – Theodore Roosevelt – Internal and External Administration.

Unit - V:

Woodrow Wilson's 14 Points – Treaty of Versailles – Harding's – Franklin D Roosevelt – The New deal Policy – USA'S Entry into World War II – The Atlantic Charter – The Yalta and Potsdam Conferences.

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

SUGGESTED READINGS:

- 1) H.B Parks : The United States of America History
- 2) Morison Samuel E : The Growth of the American Republic Commager H.S. vol. I & II
- 3) Allen Nervins and Hendry Steele Commanger : A Short History of United States.
- 4) Baily Thomas A : A Diplomatic History of the American People.
- 5) Curti Manli : The Growth of American People
- 6) Commanger H.S : The Documents of American History

COURSE OUTCOMES:

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

CO1: Introducing Various Colonies and American War of Independence

CO2: Understanding Thomas Jefferson democracy and Other Movements

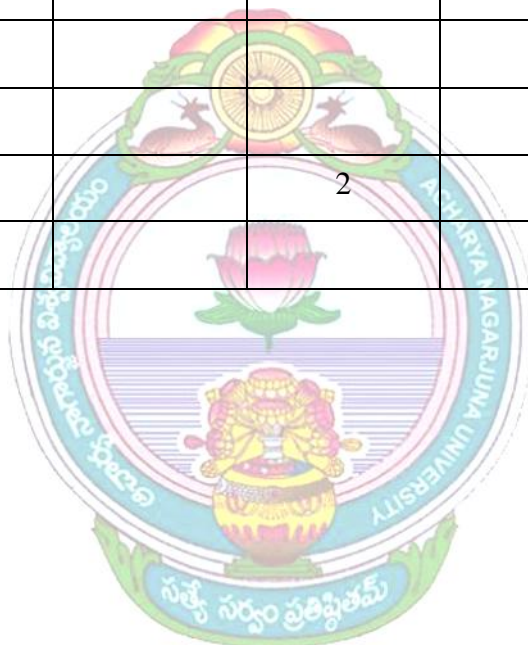
CO3: Influence of Various Factors and Emerging Changes - Abraham Lincoln – Civil War and Others

CO4: Understanding Populist Movement Internal and External Administration

CO5: Understanding Treatys, Policy, world War and Emerging Changes

MAPPING OF PROGRAMME OUTCOMES WITH COURSE OUTCOMES:

	PO1	PO2	PO3	PO4	PO5
CO1	3				
CO2					3
CO3				3	
CO4			2	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, 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:-

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:-

- a) Important Heritage Circuits of India.
- b) Delhi – Agra – Jaipur.
- c) Sanchi – Khajuraho.
- d) Belur – Halebidu – Hampi
- e) Mahabalipuram – Kanchipuram – Tanjavur.

Unit– IV:-

Tourism circuits 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, useful skills and expertise that can assist employment 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

* * * * *