

# **SRI VENKATESWARA UNIVERSITY**

**Tirupati-517 502**

**Master of Arts**

**Dept. of History**

**CBCS Pattern**

## **The Course of Study and the Scheme of Examinations**

### **Department Vision and Mission**

#### **Vision**

To impart quality and value embedded higher education and research in History emphasizing freedom of learning and practice.

#### **Mission**

\*Transforming Students into Full-fledged Historians and participate actively in the field of Historical learning and promotion.

\*Augment Knowledge and Technologies in the rapidly changing field.

\*Promoting Quality Research in Emerging Areas.

#### **Programme Outcomes**

- \* After the completion students will be able acquire the knowledge in the syllabus prescribed
- \* They will be able to analyze problems posed by historical events.
- \* They will have the capacity to explain how and why events happen through the understanding of Historical Method of Study.
- \* Students can design methods to understand solutions through historical knowledge.
- \* They can conduct investigations to understand complex historical phenomenon.
- \* M.A. History Students will demonstrate their skills by using modern tools to participate in discussions and written work.
- \* Students will have the understanding of impact of environment on societies.
- \*They will investigate their understanding of different peoples and cultures in the past and how those cultures changed over centuries.
- \* Students will be able to apply ethics learnt through historical studies.
- \*The students will be able to communicate as individuals and team members.
- \*They would be demonstrate their knowledge through projects and contribute their own historical analysis of documents and records.
- \*Students will be able to acquire the perspective of Life-long learning, and develop the ability to think critically and historically when dealing with the past.

#### **Programme Specific Outcomes**

- M. A History Students will have the holistic knowledge of History of Ancient, Medieval and Modern India together with the 20<sup>th</sup> century World.
- The students will equip themselves with the knowledge and skills to compete in the examinations like the Union Public Service Commission and State Public commission.

<b>I SEMESTER</b>		
<b>HST 101</b>	<b>Historical Method and Concepts</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks</b>	
<b>80</b>		
<b>Objectives:</b>		
1. Students to be familiar with nature and scope and sources of History		
2. To impart major theories of History to the students.		
Unit I	Meaning and definitions of History: Nature – Scope – Relations with other Social Sciences – History as Science and Art – Causation – Objectivity – Historicism and Historical Synthesis	
Unit II	Historical Sources: Primary – Archaeological, Archival/Literary and Autobiographical – Secondary Sources – Biographies – Published Works – Oral Tradition	
Unit III	Major theories of History: Linear Theory – Cyclic Theory – Historical Materialism – Post- Modernist and Structuralism	
Unit IV	Methodology: Heuristics or External Criticism – Hermeneutics or Internal Criticism – Synthetic Operations – Exposition or Presentation	
Unit V	Philosophy of History: Auguste Comte – Karl Marx – Oswald Spengler – Arnold Toynbee	
<b>Suggested Reading</b>		
1. Bajaj, Satish K., Research Methodology in History, Anmol Publications, New Delhi, 2000		
2. Carr, E. H., What is History, Macmillan, London, 1969		
3. Collingwood, R. G., The Idea of History, Oxford University Press, Oxford, 1966		
4. Manickam, S., Theory of History and Method of Research, Pudumam Publishers, Madurai, 2000		
5. Manickam, V., On History and Historiography, Clio Publications, Madurai, 2003		
6. Rajayyan, K., History in Theory and Method, Ratna Publications, Madurai, 2000		
7. Sastri, K. A. N., & H. S. Ramanna, Historical Method in Relation to Indian History, Chennai, 1956		
8. Sheik Ali, B, History: Its Theory and Method, Macmillan, Chennai, 2001		
9. Sreedharan, E., A Text Book of Historiography (500 BC to AD 2000), Orient Longman, Chennai, 2000		
10. Subramanian, N., Historiography and Historical Methods, Ennes Publications, Udumalpet, 1999		
11. Venkateswaran, G., A Study of Historiography, V. C. Publications, Rajapalayam, 2005		
<b>Course Outcomes</b>		
CO 1. Students will appreciate the nature of History and Relations with other Social Sciences		
CO 2. Students will understand various types of Sources, methodologies and Philosophy of History		

<b>I SEMESTER</b>		
<b>HST 102</b>	<b>History of Modern World 1900-1945</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>80</b>	<b>End semester Examinations Marks</b>
<b>Objectives</b>		
1. Students to learn World War I and II comprehensively		
2. To teach contribution of Indian soldiers and conditions in Asia and Africa		
Unit I	International Relations 1871-1914: Three Emperor's League 1881- Reinsurance Treaty 1887- Austro-German Alliance 1879-Triple Alliance 1882-Entente Cordiale 1904-Rivalry between Triple Alliance and Triple Entente. Origins of World War I – Its Nature – Peace Settlement and its long term consequences-Contribution of Indian soldiers in Europe, Africa and Asia in World War I – Russian Revolution -Economic Reforms	
Unit II	World between the Two World Wars: Working of the League of Nations and Collective Security – Great Depression – Ideologies of Nazism, Fascism .	
Unit III	International Relations 1919-33: Attempts to improve International Relations- The Washington Conference 1921-22, Genoa Conference 1922, The Dawes Plan 1924, The Locarno Treaties 1925, The Kellogg-Briand Pact 1928, The Young Plan 1929, The World Disarmament Conference 1932-33; France-Germany Relations 1919-33, USSR-Britain- Germany-France Relations ; International Relations 1933-39: Japan-China Relations- Mussolini's Foreign Policy- Hitler's Foreign Policy	
Unit IV	Conditions in Turkey and Spain: Turkey – The Treaty of Sevres – The treaty of Lausanne – Mustapha Kemal Pasha – Reforms and Modernization of Turkey – The Spanish Civil War - Consequences of Civil War	
Unit V	World War II: Origins – Nature and Results of World War II– Contribution of Indian soldiers in Europe, Africa and Asia in World War II -Nationalist Movements and Decolonization- -Communist Revolution in China- Nationalist Movement in Indonesia	
<b>Suggested Reading</b>		
1. Alison, P. W., History of Modern Europe, Mittal Publishers, New Delhi, 2005		
2. Carr, E.H., International Relations Between the Two World wars, macmillan: London, 1965		
3. Fisher, H.A.L. History of Europe, Edward Arnold: London, 1941		
4. George Morton-Jack, The Indian Empire at War from Jihad to Victory the Untold Story of the Indian Army in the First World War, Little, Brown: London, 2018		
5. Hazen, C.D. Modern Europe since 1789, S. Chand and Company :New Delhi, 1986		
6. Hobsbawm, E., Age of Extremes The short Twentieth Century, 1914-1991, Weidenfeld and Nicolson: London, 1994		
7. Jagdish P Sharma, World History New Horizons. Low price publication: New Delhi, 1993.		
8. Kaushik Roy, India and World War II War, Armed Forces, and Society, 1939-45, OUP: New Dehi, 2016		
9. Noel Cowen, Global History : A Short History, Macmillan, New Delhi, 1997		
10. Ranjan Chakrabarti, A History, of the modern world An Outline primus Books: New Delhi, 2012		
11. Roberts, J. M., Europe, 1880-1945, Orient Longman, Chennai, 1989		
12. William, Woodruff, A Concise History of the Modern World, Macmillan, London, 1998		
<b>Course Outcomes</b>		
CO 1. Students will understand World between two World Wars pertaining to League of Nations, Great Depression, Nazism, and Fascism.		
CO 2. They will comprehend World War II and its impact		

<b>I SEMESTER</b>		
<b>HST 103</b>	<b>History of India Up to AD 650</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>
<b>Objectives</b>		
1.To introduce Indus and Vedic Civilizations		
2. To impart Ancient Indian History		
Unit I	Sources for the Study – Indus Valley Civilization – Vedic Society – Janapadas And Mahajanapadas – territorial states – Monarchial and Republican – Religious Movements – Jainism, Buddhism and Ajivikas	
Unit II	Mauryas and Nandas: Polity, foreign relations, economy – Asokan edicts – Kautilya's Arthashastra – Megasthenes' Indica – Art and Architecture	
Unit III	Sungas and Kanvas – Indo-Greeks and Sakas – Pallavas – Social conditions - Satavahanas and Western Kshatras – Kushans – Society and Religion, trade and Commerce – Sangam Age – Polity, Society, Culture, Indo-Roman trade	
Unit IV	Guptas: Political consolidation, administration, land grants and agriculture, religion, Literature, art and architecture, science and technology, coins and currency	
Unit V	Empire of Harshavardhana – Invasion of Huns, Vakatakas, Chalukyas, Cholas, Pallavas – land grants – Art and Architecture, society and religion	
<b>Suggested Reading</b>		
1. Bose, Social and Cultural History of Ancient India, Tirunelveli, 2001		
2. Champakalakshmi, R, Trade, Ideology and Urbanization: South India 300 BC to AD 1300, OUP, Delhi, 1990		
3. Chennadevaraj, Slavery in Ancient India, Delhi, 1960		
4. Das, S.K., Education System of the Ancient Hindus, Kolkata		
5. Kosambi, D. D., The Culture and Civilization of Ancient India in Historical Outline, 1965		
6. Lunia, B. N., Life and Culture in Ancient India, Agra, 1989		
7. Majumdar, R. C., Ancient India, Kolkata, 1920		
8. Rajkumar, Survey of Ancient India, 5. Vols. Tirunelveli, 2001		
9. Romila Thapar, Ancient Indian Social History: Some Interpretations, Delhi, 1978		
10. Sarma, L. P., History of Ancient India: Pre-Historic Age to AD 1200, Delhi, 1989		
11. Sastri, K. A. N., A History of South India, Oxford, Chennai, 1956		
12. Sastri, K. A. N., The Cholas, Oxford, Chennai, 1975		
13. Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1968		
14. Sharma, R. S., Perspectives in Social and Economic History of Early India, Delhi, 1983		
15. Yazdani, G., History of the Deccan, Oxford, 1960		
<b>Course Outcomes</b>		
CO 1. Students will understand Indus Valley and Vedic Civilization		
CO 2. Students will be knowledgeable about Polity and economy from the Mauryas, Pallavas to Guptas, Chalukyas, Vakatakas.		

<b>I SEMESTER</b>		
<b>HST 104</b>	<b>History of Indian Polity and Economy, 1206-1757</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>
<b>Objectives</b>		
1.To introduce sources for the study of Late Medieval India		
2. To impart Polity and Economy		
Unit I	Literary Sources : Dharma Sastras : Inscriptions – Monuments –Arabic and Persian Sources - Foreign Accounts – A Brief political History – the Delhi Sultanate – Vijayanagaras – Mughals.	
Unit II	Indian Polity: The Islamic Theory of state, nature and Character of the sultanate, Balban’s Theory of, Kingship, Allauddin’s Theory of kingship- saptanga theory.	
Unit III	Structure of the Government: The sultan – Central Administration –provincial Administration – Mansab – Jagir- Amaram – Nayankara System The Army – The Judiciary	
Unit IV	Economic Conditions: Agriculture and peasants –Village Economy, Land Revenue – Trade, Commerce. Industry and Merchants – Monetary system- Inland and Maritime Trade.	
Unit V	Growth of Towns and Cities: Nature of cities –Town Life-Slaves and Artisans – Technological Development in Medieval South India	
<b>Suggested Reading</b>		
1. Athar Ali, The Mughal Nobility Under Aurangazeb OUP, New Delhi, 2001		
2. Burton Stein, Peasant State and Society in Medieval South India, OUP, New Delhi,1986		
3. Burton stein ,Vijayanagara. The New Cambridge History of India series, CUP: Cambridge, 2005.		
4. Firdous Anwar, Nobility Under the Mughals, manohar publications: New Delhi, 2001		
5. Fukazawa,F, The Medieval Deccan: Peasants, Social systems and states 16 <sup>th</sup> -18 <sup>th</sup> Centuries. OUP New Delhi, 1991		
6. Habibullah, A.B.M .The Foundations of Muslim Rule in India, Central Books Depot:Allahabd,1967		
7. Hermann kulke, ed. The state in India 1000-1700.OUP New Delhi, 1997		
8. IrfanHabib, The Agrarian System of Mughal India, 1526-1707 New Delhi, 1999		
9. Karashima, N., South Indian History and Society, OUP, New Delhi, 1984		
10. Mehta .J.L. Advanced study in the History of Medieval India, Vol III Medieval Indian Society and Culture, Sterling Publishers: New Delhi, 1987(2006 Reprint)		
11. Nilakantasastri, K.A. History of South India from pre-Historic Times to the all of Vijayanagar OUP: New Delhi, 1975		
12. NuralHasan, Thoughts on Agrarian Relations in Mughal India people’s publishing House: New Delhi, 1990		
13. Qureshi, I.H.The Administration of the mughal Empire. Low price publications: New Delhi, 1979.		
14. Richard Eaton, Essays on Islam and Indian History, OUP New Delhi, 2002		
15. Salma Ahmed Farooqui, A Comprehensive History of Medieval India from the Twelfth to the Mid Eighieenth Century, pearson: New Delhi, 2011		
16. Satish Chandra, History of Medieval India, Orient Black swan New Delhi, 2009		
<b>Course Outcomes</b>		
CO 1. They will comprehend the Literary Sources		
CO 2. Students will understand Hindu and Islamic Polity		

<b>I SEMESTER</b>		
<b>HST 105</b>	<b>Political History of India, 1757-1857</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>
<b>Objectives</b>		
1.To make students understand Modern India comprehensively		
2.To teach Social and Economic Policies of the British		
Unit I:	Understanding Modern India: Sources – Archival Records – Private Papers – Newspapers, Periodicals and Oral Tradition – Approaches and Interpretation – Different Schools of Thought – India in the mid-18 <sup>th</sup> Century – Late pre-colonial Order – Polity, economy, society And culture	
Unit II	Expansion and Consolidation of British Power: Ideology of expansion and Mercantilism-Policies and Programs of expansion-Instruments of Expansion-War and Diplomacy- Colonization of India-Structures and Institutions-Administrative Structure-Arms of the State-Policy, army and law-Ideologies of raj and racial attitudes.	
Unit III	Social Policies and Social Changes : British understanding of Indian Society-Orientalist,Evangelical and utilitarian, Education-Indigenous and Modern - Social reform and emergence of social classes	
Unit IV	Economic Organization, Change and Continuity: Rural Economy – Urban Economy-Artisans and Industrial production- Debate over de-Industrialization-regional variations- rise of Internalmarkets and urban centres and communication-Posts, Telegraphs and Railway.	
Unit V	Resistance to Colonial Rule: Pre-1857-Peasant, Tribal and Cultural resistance-Revolt of 1857- Ideology – Programmes- Leadership at various levels- People’s participation and British repression and response.	
<b>Suggested Readings</b>		
1. Anil Seal, The Emergence of Indian Nationalism Bayly, C.A.,		
2. Indian Society and the making of the British Empire, OUP, 1996		
3. Bipan Chandra, Nationalism and Colonialism in Modern India, Delhi, OL,1981		
4. Dadabhai Nauroji, Poverty and Un-British Rule in India, London,1901		
5. Desai, A.R., Social Background of Indian Nationalism, Bombay, Popular Prakashan, 1986		
6. Dharma Kumar , Cambridge Economic History of India, Vol-2, C1757-2003., OL Delhi 2005		
7. Dutt, R.P., India today, Manisha Grihanthallaya, Calcutta, 1979		
8. Eric Stokes, The English Utilitarians and India, OUP, Delhi ,1959		
9. Fisher, M.H. , (ed), Politics of British Annexation of India, 1757-1857, OUP, Delhi, 1993		
10. Gosh, Suresh Chandra , History of Education in Modern India, 1757-1998, OL,2000		
11. Markovits, C. ,Merchants, traders, Enterprenures , Indian Business in the Colonial Period, Orient Longman, 2007.		
12. Nicholas Dirks, Castes of Mind : colonialism and making of Modern India, Permanent Block, 2003.		
<b>Course Outcomes</b>		
CO 1. Students will be aware of Modern India		
CO 2. They will Expansion and Consolidation of British Power		

	<b>I SEMESTER</b>	
<b>HST 106</b>	<b>Human Values and Professional Ethics- I</b>	<b>CREDITS -4</b>
<b>Sessional Marks</b>	<b>20</b>	<b>End semester Examinations Marks 80</b>
<b>Objectives</b> 1.To impart knowledge of Human values and Ethics 2. To teach Human Values and Ethics embedded in Indian Culture <b>Course Outcomes</b> CO 1. Students will understand Ethics, Politics and Religion CO 2. They will appreciate Value of Morals and Ethics		

<b>II SEMESTER</b>		
<b>HST 201</b>	<b>Historiography</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	
<b>Objectives</b>		
1. Familiarize students with Historiography		
2. To impart Themes and Debates in History		
Unit I	Traditions of Historical writing: Greek-Roman-Chinese-Arabic and Persian-Indian	
	Historical Tradition-itihasaPurana-Semi Historical Works-the Ramayana-The Mahabarata	
Unit II	Approaches to History : Church Historiography - Enlightenment – Romanticist- Positivist-Marxist- Annales School- Subaltern Approaches	
Unit III	Themes in Indian History: Economic-Labour-Peasant-Varna-Jati-Jajmani System-Gender- Religion-Culture-Environment-Science and Technology	
Unit IV	Major Debates in History : Socialistic Debates : Weber and Marx- Economic Debates: DadabhaiNaoroji and R.C. Dutt	
Unit V	Select Indian Historians :R.G.Bandarkar-G.S.Sardeesai- JadunathSarkar-R.C. Majundar- D.D.Kosambi-K.A.N.Sastri-K.M.Panikkar	
<b>Suggested Readings</b>		
1.	Bajaj,Satish K., Research Methodology in History, Anmol Publications, New Delhi,2000	
2.	Carr,E.H., What is History, Macmillan, London, 1969	
3.	Collingwood, R.G., The Idea of History, Oxford University Press, Oxford, 1966	
4.	Gardiner, P,(ed)., Theories of History, Oxford, 1959	
5.	Rajayyan,K., History in Theory and Method, Ratna Publications, Madurai, 2000	
6.	Sheik Ali,B, History-Its Theory and Method, Macmillan, Chennai, 2001	
7.	Sreedhran, E., A Text Book of Historiography(500BC to AD 2000), Orient Longman, Cheenai, 2000	
8.	Stern, Robert W., Changing India, Cambridge University Press, New Delhi, 1993	
9.	Subramanian, N., Historiography and Historical Methods, Ennes Publications, Udumalpet, 1999	
10.	Venkateswaran, G., A Study of Historiography, V.C. Publications, Rajapalayam, 2005	
<b>Course Outcomes</b>		
CO 1. Students will understand Traditions of Historical Writing		
CO 2. Students will comprehend Approaches to History and Major Debates in History		



<b>II SEMESTER</b>		
<b>HST 202</b>	<b>History of Contemporary World, C.1945-2000</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>
<b>Objectives</b>		
1.To teach main events in Contemporary World History		
2. To instruct the political and economic aspects of Cold war.		
Unit I	<b>Cold War and its Impact:</b> Ideological and Political basis of Cold War-Pacts and Treaties- NATO,WRSEW,ANZUS,SEATO,CENTO- Tensions and rivalries- between America and Soviet Union-Non-aligned Movement	
Unit II	<b>The UN and The Concept of World Peace:</b> Regional Tensions- Palestine, Suez Crisis, Kashmir, Cuba, Korea and Vietnam-Disarmament- Geneva Summit (1955), Test Ban Treaty (1963),SALTI(1972).	
Unit III	<b>Cultural Revolution in China:</b> Civil Rights Movement in the U.S.-Apartheid in South Africa – Evolution of the European Union since European Economic Community (1958) – Maastricht Treaty (1993), Monetary Union (1999)- Euro zone- Structure of the EU – Governance – Institutions – Economy, Military, Foreign Relations.	
Unit IV	<b>Indo-Pak Relations, 1947-1999 :</b> Kashmir Problom-Indo-Pak War of 1965- Tashkent Declaration- Indo-Pak War of 1971- Emergence of Bangladesh- Shimla Agreement, 1972- SAARC-Bus Diplomacy-Kargil War of 1999.	
Unit V	<b>Disintegration of Socialist Block :</b> Its genesis and Process of Disintegration– End of Super Power Rivalry – Liberalization- Globalization- Its Economic and Political Impact.	
<b>Suggested Reading</b>		
1. Asa Briggs and Patricia clauin, Modern Europe 1787-Present Pearson Education, New Delhi, 2009		
2. Dunbabin . I.P.D. International Relations since 1945,2 Vols. Longman London, 1994		
3. Desmond Dinan, Ever Closer Union An Introduction to European Integration Palgrave Macmillan :Hampshire 1999		
4. John McCormick, Understanding the European Union A Concise Introduction, Palgrave : New York, 2002		
5. Keylor, W.R. The Twentieth Century World: An International History , OUP New Delhi, 1984.		
6. Noel Cowen, Global History: A Short Overview, Blackwel Pub, USA, 2001		
7. Norman Lovet, Mastering World History, Macmillan, New Delhi, 1997		
8. Pinder, John, and Simon Usher wood. The European Union: A very short Introduction Oxford University press: Canada, 2008		
9. RafiqueAfzal M., Pakistan: A History and Politics, 1947-1971, Oxford, New Delhi, 2001		
10. Robert Ross, A Concise History of South Africa, Cambridge Cup, 1999		
11. Spate, O. H. K., India and Pakistan, M M. Publishers, New Delhi, 1994		
12. Staab, Andreas. The European Union Explained: Institutions, Actors, Global Impact, Indiana University press: Bloomington, 2008		
13. Victoria Schofield, Kashmir in the Crossfire, Viva Books, New Delhi, 1997		
14. William Woodruff, A Concise History of the Modern World, Macmillan, London, 1998		
15. Yesilada, Birol A and David M Wood. The Emerging European Union, Longman: London, 2009		
16. Young. I.W. Cold war Europe, 19489:A Political History, EawardArnolad, London,		
<b>Course Outcomes</b>		
CO 1. Will understand Cold War and its Impact		
CO 2. Will comprehend Disintegration of Socialist Block		

<b>II SEMESTER</b>		
<b>HST 203</b>	<b>History of India, AD 650-1206</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	
<b>Objectives</b>		
1.To introduce sources for Early Medieval India		
2.To impart Social and Religious Conditions		
Unit I	Sources: Sanskritic, Tamil and other Literatures, Archaeological, Epigraphical and Numismatic Sources.	
Unit II	Polity and Economy : Political structure, Regional variations- Agrarian Economy, Land grants, Agrarian organization, Irrigation, Handicrafts, Urban Economy, Trade and Trade routes, Maritime Trade, Urban settlements, Guilds, Traders and Craftsmen.	
Unit III	Society and Religion : Social Stratification, Caste and Untouchability, Status of Women, Educational ideas and Institutions- Bhakti movement, Saivism, Vaishnavism, Tantricism, Jainism, Christianity, Islam- Schools of Vedanta and Mimamsa.	
Unit IV	Literature : Sanskrit, Prakrit, Tamil and Apabhramhsa, Rise of regional Languages and Literature, Marathi, Kannada, Telugu and other Languages	
Unit V	Art and Architecture : Temple architecture, Evolution of major regional Styles, Sculpture, Bronzes and Painting.	
<b>Suggested Readings</b>		
1. Bose, Social and Cultural History of Ancient India, Tirunelveli, 2001 Das, S.K., Education System of the Ancient Hindus, Calcutta		
2. Kosambi, D.D.,The Culture and Civilization of Ancient India, In Historical Outline, 1965		
3. Lunia, B.N., Life and Culture in Ancient India, Agra, 1989		
4. Majumdar, R.C., Ancient India, Calcutta, 1920		
5. Rajkumar, Survey of Ancient India 5 Vol, Tirunelveli,2001		
6. RomilaThapar, Ancient Indian Social History : Some Interpretations, Delhi, 1978		
7. Sarma,L.P., History of Ancient India (Pre-historic age to A.D 1200)		
8. Sastri, K.A.N., A History of South India, Madras, 1965		
9. Sastri, K.A.N., The Colas, Madras, 1975		
<b>Course Outcomes</b>		
CO 1. Students will be aware of Archaeological and Literary Sources		
CO 2. Will understand Society, Religion and Art in Early Medieval India		

<b>II SEMESTER</b>		
<b>HST 204</b>	<b>Social and Cultural History of India, 1206-1757</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>
<b>Objectives</b>		
1.To introduce Social Order and Hindu, Muslim Societies		
2.To familiarize Education, art and architecture		
Unit I	Hindu Social Divisions: Muslim Social Divisions- Synthetic factors of Hindu-Muslim Social order- Conflict and Convergence of traditions- Nobility-Khans-Ulemas- Domestic servants and slave system- The Masses.	
Unit II	Position of women: Hindus and Muslim Societies- Marriage- Divorce-Sati-Jauhar- Property rights- Dress and Ornaments of Hindu- Muslim men and Women- Food habits-Untouchability, recreation and amusements- Sports and games- Festivals and Fairs of Hindus- Muslim Societies.	
Unit III	Development of Education: Hindu and Muslim Systems of Education- Development of Literature , Sanskrit, Persian, Marathi and Telugu- Religious reform Movements- Sankaracharya, Ramanujacharya- Bhakti Movements and its social reform Concept- Sufi movement and their Philosophical Schools.	
Unit IV	Development of Art and Architecture: Sultans-Mughals- Kakatiya- Reddy and Vijayanagara Styles- Development of Painting.	
Unit V	Religion: Islam, Vishnavism, Saivism- Vishanava Bhakti Movement and their Poineers, Sufi Movement and its Schools.	
<b>Suggested Readings</b>		
1. Aiyangar, S.K. Sources of Vijayanagara		
2. Eviot&Dewson, History of India as told by her own Historians		
3. Habibulla, The Foundation of Muslim Rule in India		
4. Sastri, Nilakanta, Historical Method (For sources)		
5. Sen, S.P. Sources of Indian History, Vol. II		
6. Sharma, S.R., Medieval India		
7. Sharma, S.R., Crescent in India		
8. Smith, V.A., Oxford History of India		
9. Srivastava, Delhi Sultanate		
10. VenkataRamaiah. N. HistoryFurther Sources of Vijayanagara History		
<b>Course Outcomes</b>		
CO 1. They will recognize Hindu Social Divisions		
CO 2. Students understand Religions of Islam and Sects of Hinduism		

<b>II SEMESTER</b>		
<b>HST 205</b>	<b>Economic and Cultural History of India, 1757-1857</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	
<b>Objectives</b>		
1.To introduce British understanding of Indian Society		
2. To teach Socio-Religious Reform Movements and Economy		
Unit I	Structure of Indian Society in A.D 1757: British Understanding of Indian Society- Orientalists, Evangelicals and Utilitarians.	
Unit II	Socio-religious Reform Movement: Raja Rammohan Roy and Brahma Samaj- its impact - Company's Social Policy and the Reform measures- Company's Policy towards Indian religious institutions.	
Unit III	Education: Warren Hastings, the Asiatic Society of Bengal- The Charter Act of 1813- Orientalists VsAnglicists- Macaulay's Minute and Bentinck's Resolution, 1835.	
Unit IV	The Growth of Press: Early History- the Censorship of Press Act, 1799- Thomas Munre's Recommendations and Licensing Regulations, 1823- Liberation of the Press,1835 and Licensing Act, 1857.	
Unit V	Economy: Conditions of Agriculture and Irrigation- Commercial Policy and the Decline of Indian Industry- Droughts and Famines and the Government's attitude- Development of Transport and Communication System- Drain of Wealth.	
<b>Suggested Readings</b>		
1. Bipan Chandra, Modern India, New Delhi, 1986		
2. Burton Stein, Thomas Munro- The origins of Colonial State and His vision of Empire, Oxford, 1989		
3. Datta, K.K., Socio-Cultural Background of Modern India		
4. David, M.D., Cultural History of Modern India, Allahabad, 1972		
5. Frykenburg, R.E., (ed), Land Tenure and Peasant in South India, New Delhi, 1977		
6. George, D., Bearce, British Attitude Towards India, 1784-1858, London, 1961		
7. Grover, B.L., A New Look at Modern Indian History, S.Chand& Co., New Delhi, 1992		
8. Kaye, John William, The Administration of the English East India Company, Allahabad, 1966		
9. Majumdar, R.C., (ed), History and Culture of the Indian People, Vol. XI		
10. Peter Red (ed), Rural India: Land ,Power and Society under British Rule, London, 1983		
<b>Course Outcomes</b>		
CO 1. Students will comprehend Structure of Indian Society in 1757 A.D.		
CO 2. They will understand Socio-Religious Reform Movements		

	<b>II SEMESTER</b>		
<b>HST 206</b>	<b>Human Values and Professional Ethics-II</b>		<b>CREDITS -4</b>
<b>Sessional Marks</b>	<b>20</b>	<b>End semester Examinations Marks</b>	<b>80</b>
<b>Objectives</b> 1.To instruct Value Education 2. To teach Ethics and Human Rights <b>Course Outcomes</b> CO 1. Students will comprehend Value Education, Family Values and Responsibilities CO 2. They will appreciate Social Ethics and Human Rights			

	<b>III SEMESTER</b>		
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<b>HST 301</b>	<b>Theoretical Concepts of Tourism</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	
<b>Objectives</b>		
1.To introduce concepts of Tourism		
2. To explain Travel Agencies and Tourism Organizations		
Unit I	Tourism: Definition, Meaning, Nature and Scope of Tourism – Types of Tourism –Motivations – Travel in ancient, medieval and modern times	
Unit II	Elements of Tourism: Accommodation – Transport – Catering – Entertainment	
Unit III	Travel Agency: Role of Travel Agency – Thomas Cook – The Grand Circular Tour – The American Express Company – Profile of Modern Travel Agency – Setting up of a Travel Agency – The Tour Operator – Group Inclusive Tour – IATA Accreditation – Travel Trade Authority – UFTAA – WATA – ASTA	
Unit IV	Tourism Organizations: The Need for Organization – Factors influencing - Types of Organization – UN Conference Recommendations – The National Tourist Organization – Functions of the National Tourist Organization – Tourism Organizations in India – Early History – IUOTO – WTO – PATA – European Travel Commission – IOTO	
Unit V	Tourism Promotion: Advertising – Publicity – Public Relations – Sales Support – Modern Trends	
<b>Suggested Reading</b>		
1. Bhatia A. K., Tourism Development, Sterling Publishers, New Delhi, 2007		
2. Bhatia A.K., International Tourism Management, Sterling Publishers, New Delhi, 2006,		
3. Biswanath Ghosh, Tourism and Travel Management, Vikas Publishing House Pvt Ltd., New Delhi, 1998		
4. Seth, P. N., Successful Tourism Management, Sterling Publishers, New Delhi, 1987		
5. Seth, P.N and Sushma Seth Bhat, An Introduction to Travel and Tourism, Sterling Publishers, New Delhi, 2006		
6. Mario D’Souza (ed), Tourism Development and Management, Mangal Deep Publications, Jaipur, 1998		
7. Michael M. Coltman, Introduction to Travel and Tourism: An International Approach		
8. Punia, B.K., Tourism Management: Problems and Prospects, Ashish Publishing house, New Delhi, 1997		
9. Vanama, P. K., Trends in Tourism, Prabhu Publishers, Chennai, 2005		
<b>Course Outcomes</b>		
CO 1. Students will comprehend Nature and Scope of Tourism		
CO 2. They will understand Elements of Tourism and Promotion		

<b>III SEMESTER</b>		
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HST 302	Contemporary History of India-I	CREDITS -4
Sessional Marks 20	End semester Examinations Marks 80	
<b>Objectives</b>		
1.To introduce the background for Contemporary India		
2. To impart Indian Economy, Agriculture and Foreign Policy		
Unit I	<b>The Partition of India:</b> Colonial Legacy- Integration of Princely States–The Kashmir And Hyderabad issues	
Unit II	<b>The Republican Constitution of India:</b> Salient features–Fundamental Rights– Directive Principles of State policy – Powers and Functions of President – Amendments	
Unit III	<b>Indian Foreign Policy:</b> Non-Alignment– India’s Role in Korea, Indo-China, Hungary– The Suez Crisis – India and the Super Powers – Indo-Pak Relations –Sino-Indian Relations.	
Unit IV	<b>Indian Economy 1947-65:</b> Planning and Public Sector–Achievements- Industry- Infrastructure- Health and Education – Science and Technology – Social Change	
Unit V	<b>Agricultural Growth and Green Revolution:</b> Cooperatives-Overview of Land Reforms.Formation of Andhra - the States Reorganization Commission 1956 – Emergence of Andhra Pradesh	
<b>Suggested Readings</b>		
1. Bipan Chandra, Aditya Mukerji, Mrudula Mukherji, <b>India after</b> Independence, Penguin India, New Delhi, 2000		
2. Bipan Chandra, Aditya Mukerji, Mrudula Mukherji, <b>India Since</b> Independence, Penguin India, New Delhi, 2008		
3. Bhupender Singh, <b>Autonomy Movements and Federal India</b> , Rawat, New Delhi, 2002		
4. Iqbal Narain, <b>State Politics in India</b> , Rawat, New Delhi, 2002		
5. Iqbal Narain, <b>Politics in a Changing India</b> , Rawat, New Delhi, 1994		
6. Paul R. Brass, <b>The Politics of India Since Independence</b> , Cambridge, New Delhi, 1997		
7. Ramakanth, R. M (ed), <b>India’s Partition Precludes and Legacies</b> , Rawat, New Delhi, 2005		
8. Sajal Basu, <b>Regionalism, Ethnicity and Left Politics</b> , Rawat, New Delhi, 1997		
9. Selig Harrison, <b>India: The Most Dangerous Decades</b> , Rawat, New Delhi, 1997		
10. V.P. Dutt, <b>India’s Foreign Policy Since Independence</b> , National Book Trust, New Delhi, 2007		
<b>Course Outcomes</b>		
CO 1. Students will understand Colonial Legacy and Partition of India		
CO 2. They will be familiar with Indian Economy during 1947-65		

<b>III SEMESTER</b>		
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HST 303	History of USA, 1776- 1963	CREDITS -4
Sessional Marks 20	End semester Examinations Marks 80	
<b>Objectives</b>		
1.To introduce basics of History of USA		
2. To explain Slavery, Progressive Era, US Role in World wars		
Unit I	American war of Independence: Causes and Consequences, Formation of Confederation and its Problems. Forming of the Federal Constitution, Its Salient features. George Washington as the first President of USA: Administration of John Adams – Thomas Jefferson and his Republicanism, James Madison and the War of 1812.	
Unit II	James Munroe-Andrew Jackson and his Democracy –Territorial Expansion-ouisiana Purchase 1803 and the acquisition of Florida, 1819, Annexation of Texas, 1845, Settlement of Oregon, 1846. The Mexican War, 1846-1848.	
Unit III	Causes and Results-Issue of Slavery and the anti- Slavery Movement, Missouri Compromise, 1820 and the Compromise of 1850. Civil War : Causes, Course and significances – Role of Abraham Lincoln during the Civil War.	
Unit IV	Factors responsible for the growth of US Imperialism Progressive Era (1900-1917)- Domestic Policies of T.D.Roosevelt, William H. Taft and Woodrow Wilson-U.S Foreign Policy after 1900- F.D. Roosevelt, Taft and Wilson.	
Unit V	U.S.A. and the First World War: Wilson’s Fourteen Points and the Peace Treaty of 1919- Washington Conference. U.S.A and the Second World War: Beginning of the Cold War- Harry S. Truman - Fair Deal and Truman’s Doctrine- The a dministration of Dwight D. Eisenhower and John F. Kennedy.	
<b>Suggested Readings</b>		
1. Parkes, H.B., The United States and South America, Cambridge, Mass, 1948.Allen H.G., Great Britain and the United States, New York, 1955		
2. Brannon J.H., History of the Americas, New York, 1963		
3. Beard, C.A., and Mary R. Beard, New Basic History of the United States, New York, 1960.		
4. Billington, R.A., American History, Peterson, 1963		
5. Current, R.N.W., et, al., American History: A Survey, New York, 1979.		
6. Daniel,W.M., American Indian, New York, 1957.		
7. Franklin, J.H., From Slavery to Freedom, Chicago, 1966		
8. Hill, C.P., A History of the United States.		
9. McKinley, T. and Hall, S., History of the Indian Tribes of America, Philadelphia		
10. Parkes, H.B., The United States and South America, Cambridge, Mass, 1948.		
<b>Course Outcomes</b>		
CO 1. Students will understand American War of Independence		
CO 2. They will understand Issue of Slavery and Anti Slavery Movement		
<b>III SEMESTER</b>		



HST 304.a	History of Andhra, 1766- 1857	CREDITS -4
Sessional Marks	20	End semester Examinations Marks 80
<b>Objectives</b>		
1.To introduce History of Modern Andhra		
2. To teach Andhra and Telangana under Company		
UNIT-I	Political Conditions and Administrative set up of Andhra, 1645-1724, Machilipatnam as Enterepot-Role of European Factories on Andhra Coast,Unity under Nizam-ul-Mulk,1724-1748, French Rule in Andhra,1750-1759	
UNIT-II	Stages in British Acquisition: Missions and acquisition of Northern Circars 1766-Delayed acquisition of MurtlanagarCircar 1788, Establishment of British Indirect rule over Telangana,1798. Acquisition of Rayalaseema Districts,1800- Acquisition of Chittoor and Nellore Districts,1801.	
UNIT-III	Telangana Under Company: Reign of Sikandar Jah,1803-1829- Reforms of Charles Metcalfe-Reign of Nasir-ud-Doula,1829-1857, Cession of Berar 1853, Role of British Residents,1800-1857- Manifestations of Revolt of 1857	
UNIT-IV	Andhra Under Company: Survey and Settlement of Rayalaseema,1801-1805-Revolt of Chittoor Palegars,1802-1805	
UNIT-V	Services of Collin Mackenzie, C.P. Brown and Arthur Cotton: Revolt of PalegarNarsimha Reddy,1846 - Effects of the Company Rule	
<b>Suggested Readings</b>		
1. Burton Stein, Thomas Munro, Delhi, 1989.		
2. Frykenburg, R.E., Guntur District,1788-1848, Oxford, 1965		
3. Mangamma, J., Book Printing in India, 1746-1847, Nellore, 1975		
4. Patabhirama Reddy, M., Peasant and State In Modern Andhra History,Vijayawada,1985		
5. Peter Sohmitt, Telugu Resurgence , New Delhi, 2001		
6. RamanaRao, A.V., Economic Development of Andhra Pradesh,1756-1957, Bombay, 1958		
7. Rao, P.R., Modern History of Andhra Pradesh, New Delhi, 1993		
8. SarojiniRegani, Nizam-British Relations,1824- 1857, Hyderabad, 1963		
9. SaradaRaju, A., Economic Conditions in Madras Presidency, 1800-1850, Madras, 1941		
10. SudershanRao, Y., Andhra Between two Empires, Hanmakonda, 1991		
<b>Course Outcomes</b>		
CO 1. Students will understand Political Conditions and Administrative Set UP of Andhra		
CO 2. They will comprehend stages in British Acquisition and Andhra under company		

<b>III SEMESTER</b>		
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HST 304.b	History of World Civilizations	CREDITS -4
Sessional Marks	20	End semester Examinations Marks 80
<b>Objectives</b>		
1.To introduce facets of Ancient Civilizations		
2. To explain the features of Ancient African, Asian and European Civilizations.		
Unit I	Mesopotamian civilization – the significance of Fertile Crescent – Physical and Geographical factors – The Sumerian and their state systems – Its contribution to Material culture and Urbanization – Society – Economy – Religion, Language and Literature – Art – Architecture – Scientific knowledge.	
Unit II	Egyptian Civilization – Geographical and Physical factors – The Age of Pyramids – The imperial Age – Noted kings and their contribution – Economic system – Agriculture – Irrigation, trade and commerce – religion – Growth of Script – Literature – Art – Architecture – Advances in Scientific knowledge.	
Unit III	Ancient Greece – Geographical factors and Historical Background-Characteristic Features of Greek Society – Polity, Slavery-City States-Athenian Democracy-Greco- Persian wars-Administration-Greek language-Literature-Art-Architecture-Philosophers- Science and Technology - Significance and Decline.	
Unit IV	Roman Civilization – Rise of Roman power –Great Roman kings and their conquests – Society – Political organization – Administrative structure - cultural contribution – Language and Literature – Art and Architecture - Monuments – Fall of Roman Empire.	
Unit V	Ancient China – Geographical and Physical features – Polity, Administration – Social system – Economy – Religion and Philosophy – Taoism Confucianism and Buddhism – Science and Technology.	
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Basham.A.L, The Wonder that was India.</li> <li>2. Bury, J., History of Greece</li> <li>3. ChildeV.C., New Light on the Ancient Past</li> <li>4. Finley., Ancient Culture and Society</li> <li>5. George Raux., Ancient Iraq</li> <li>6. Gordon Child, What Happened in History</li> <li>7. Joseph Needham., Science and Civilization in China</li> <li>8. Rao, B.V. Concise book of World History, Sterling Publishers Pvt. New Delhi. 1996</li> <li>9. Savelle, Max (ed.) A History of World Civilization (2 Vols.)</li> </ol>		
<b>Course Outcomes</b>		
CO 1. Students will comprehend Mesopotamian Civilization		
CO 2.They will understand Egyptian, Greek and Chinese Civilization		

<b>III SEMESTER</b>		
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HST 304.c	Indian Foreign Policy: An Introduction	CREDITS -4
Sessional Marks 20	End semester Examinations Marks 80	
<b>Objectives</b>		
1.To introduce basics of Indian Foreign Policy		
2. To explain the evolution of Indian Foreign Policy during and After Cold War		
Unit-I	<b>Foundations of Indian Foreign Policy:</b> Nehru- Non- Alignment-Basic parameters- Early Years- Role in International Affairs- The Korean War- Indo-China- Suez Canal- Relations with USA and USSR	
Unit-II	<b>India's Relations with the South Asian Nations:</b> Pakistan- Problem of Kashmir- Emergence of Bangladesh- Shimla Agreement- Nepal- Bhutan- Maldives- Sri Lanka	
Unit-III	<b>Sino- Indian Relations:</b> Panchasheel –Tibetan Problem- Sino- Indian War, 1962 and aftermath- Role of Super Powers	
Unit – IV	<b>Disintegration of USSR:</b> Economic Reforms and Liberalization in India, 1991- Changing Relations with the US and Russia from Cold War to Post Cold War	
Unit- V	<b>Indian Foreign Policy in the 21<sup>st</sup> Century:</b> 9/11 Terrorist Attack- Terrorism and Increased attention and importance to India- Globalization- Relations with the US, Russia and China	
<b>Suggested Readings</b>		
1. Appadorai, A., Domestic Roots of Foreign Policy, OUP, New Delhi, 1981.		
2. Badhopadhyaya, J., Making of India's Foreign Policy, Allied Publishers, New Delhi, 2008		
3. Behera, N.C., (ed), International Relations in South Asia: Search for an Alternative Paradigm, Sage Publications, New Delhi, 2008.		
4. Bertsch, G.K., et.al (eds), Engaging India: US- Strategic Relations with the World's Largest Democracy, Routledge, New York, 1999		
5. Bhargav, G.S., South Asian Security after Afghanistan, Lexington Books, Toronto, 1983		
6. Bipan Chandra, et.al (eds), India Since Independence, Penguin, New Delhi, 2008		
7. Dixit, J.N., India's Foreign Policy 1947-2003, Picus Books, New Delhi, 2003.		
8. Dutt, V.P., India's Foreign Policy Since Independence, NBT, New Delhi, 2007		
9. Ghosh, A. et.al, (eds), India's Foreign Policy, Pearson, New Delhi, 2009		
10. Jetley, Nancy (ed), Indian Foreign Policy: Challenges and Prospects, New Delhi, 1999		
11. Muni, S.D., Indian's Afghan Policy: Emerging from the Cold, Vol-1, Pentagon Press, New Delhi, 2007		
12. Murthy, P., Managing Suspicion: Understanding India's Relations with Bangladesh, Nepal, Bhutan and Sri Lanka, Knowledge World, New Delhi, 2000		
13. Pant, H.V., India's Foreign Policy in a Unipolar World, Routledge, New Delhi, 2009		
14. Rajiv. S., Challenge and Strategy: Rethinking India's Foreign Policy, Sage, New Delhi, 2009		
<b>Course Outcomes</b>		
CO 1. Students will understand Foundations of Indian Foreign Policy		
CO 2. They will grasp Discuss Indian Foreign Policy in the 21st Century		

<b>III SEMESTER</b>		
<b>HST 304.d</b>	<b>Constitutional History of India, 1773- 1950</b>	<b>CREDITS -4</b>
<b>Sessional Marks</b>	<b>20</b>	<b>End semester Examinations Marks</b>
		<b>80</b>
<b>Objectives</b>		
1.To introduce the evolution of the Indian Constitution		
2.To teach Agitations and Reforms for the Constitution		
Unit I	<b>Formation of English East India Company</b> : Annexation of Bengal and Clive’s Dual government – Regulating Act,1773- Pitts India Act,1784- Lord Cornwallis reforms – Constitution of the Company rule- Lord Wellesley- Lord Hastings – Lord Dalhousie – Charter Acts of 1813,1833 and 1853- Centralization of the Powers - Great Revolt of 1857- its significance	
Unit II	<b>Establishment of Crown’s Rule:</b> Queen Victoria’s Proclamation Act, 1858- Lord Canning – Era of Legislative devolution- Indian Council Act of 1861 and 1892- Indian factor in Legislatures- Relations between Central and Provincial governments – Organization of Civil Services – Administration under the Crown- Lord Ripon and the Local self government	
Unit III	<b>Nationalist agitations and the Reforms</b> : Indian National Congress and the demand for Swaraj- Lord Minto- Indian Council Act 1909(Minto-Morley Reforms)- World War I and India’s Co-operation- Montague- Chemsford India Act 1919- Congress rejection- Working of the Dyarchy in Provinces – Muddiman Committee Report- Simon commission- Nehru Report- Lahore Resolution, 1929- Round Table Conference	
Unit IV	<b>Background of Communal Award:</b> Poona Pact, 1932- Joint Parliamentary Committee Report- Government of India Act, 1935- Provincial Autonomy- World War II and the India’s reaction, resignation of Congress Ministers- Cripps Mission of 1942- Muslim League – Jinnah and demand for Pakistan- Simla Conference of 1945- Cabinet Mission plan of 1946- Interim Government- Communal Disturbances	
Unit V	<b>Mountbatten Plan:</b> Partition and Independence – Republican Constitution of India- Constituent Assembly- Forming of India’s Constitution- Salient features, Fundamental rights and directive principles	
<b>Suggested Readings</b>		
1. Basu, D.S., Commentary on the Constitution of India, 2 vol.		
2. Benerjee, A.C., Indian Constitutional Documents, 1757-1947 4 vol.		
3. Coupland, A., The Constitutional Problem in India.		
4. GajendraGadkar. P.B., The Constitution of India, Oxford, 1969		
5. Keith, A.B., A Constitutional History of India, London, 1936.		
6. Keith, A.C., Speeches and Documents in Indian Policy,vol.I&II		
<b>Course Outcomes</b>		
CO 1. Students will grasp Establishment of Crown Rule		
CO 2. Will understand National Agitations and Reforms		

<b>III SEMESTER</b>		
<b>HST 305. a</b>	<b>Social, Economic And Cultural History Of Vijayanagara Empire</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>
<b>Objectives</b>		
1.To introduce Social and Economic History of Vijayanagara		
2.To explain Religion and Literature		
Unit I	<b>Administration under Vijayanagara Empire</b> -The King and his Ministers- Central and Provincial administration- Police and Military administration-Judiciary	
Unit II	<b>Society and Religion under Vijayanagaras-</b> Religion-Hinduism-Jainism- Buddhism-Islam-Religious life of people-Festivals-Spread of Vira Saivism Social Life- Social Institutions-Status of Women-Court Life-Devadasi system- Customs of Sati-Games and Amusements	
Unit III	<b>Economy under Vijayanagaras</b> Methods of Agriculture-Systems of Land Tenure- Irrigation system-irrigation tanks-taxation-economic prosperity Trade and Commerce-guilds-Maritime trade- Trade relations with other countries- Communication and Transport	
Unit IV	<b>Literature and Literary Development</b> Court poets-Ashtadiggajas and other poets- patronization of Telugu literature-Literary development-Telugu-Kannada and Tamil	
Unit V	<b>Art and Architecture under Vijayanagara rulers</b> Architecture-Sculpture- Painting-Growth of Art and Art forms-Hindu monuments-Indo-Sarsanic Architecture and its influence	
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Filliozat, Vasundhara, editor, 1999, <i>Vijayanagara, As Seen by Domingo Paes and FernaoNuniz (16[th] Century Portuguese Chroniclers) and Others</i>, National Book Trust, New Delhi.</li> <li>2. Krishnaswami Aiyangar, Sakkottai, editor, 2003, <i>Sources of Vijayanagar History, Reprint [Orig. 1919]</i>, New Delhi, Aryan Books International.</li> <li>3. Longhurst, A. H., 1995, <i>Hampi Ruins: Described and Illustrated</i>, reprint, Asian Educational Services, New Delhi.</li> <li>4. Michell, George, 1990, <i>Vijayanagara: Architectural Inventory of the Urban Core</i>, 2 volumes, Directorate of Archaeology and Museums, Mysore.</li> <li>5. NilakantaSastri, K. A. and N. Venkataramanayya, editors, 1946, <i>Further Sources of Vijayanagara History</i>, 3 vols, Madras.</li> <li>6. Sewell, Robert, 2000, <i>A Forgotten Empire (Vijayanagar): A Contribution to the History of India</i>, reprint, Asian Educational Services, New Delhi.</li> <li>7. Stein, Burton, 1989, <i>The New Cambridge History of India I.1, Vijayanagara</i>, Cambridge University Press, Cambridge.</li> <li>8. Verghese, Anila, 1995, <i>Religious Traditions at Vijayanagara: As Revealed Through Its Monuments</i>, Manohar, New Delhi.</li> <li>9. Patil, Channabasappa, S. and Vinoda C. Patil, 1995, <i>Inscriptions at Vijayanagara (Hampi)</i>, Directorate of Archaeology and Museums, Mysore.</li> </ol>		
<b>Course Outcomes</b>		
CO 1. Students will understand Administration under Vijayanagara		
CO 2. They will appreciate Society and Religion		

<b>III SEMESTER</b>		
<b>HST 305. b</b>	<b>Women Studies in Modern India</b>	<b>CREDITS -4</b>
<b>Sessional Marks</b>	<b>20</b>	<b>End semester Examinations Marks</b>
		<b>80</b>
<b>Objectives</b>		
1.To introduce stages in the Evolution of Women Studies		
2.To explain Modern Education and Women Awakening		
Unit I	Evolution of Women Studies: Women and Caution – Nationalist – Marxist – Feminist and Subaltern Approaches – Importance of Women’s Literacy – Women as subject in History.	
Unit II	Women in Caste Hinduism and Islam: Women’s Lives household and Agricultural Technology – Religious Rituals and Sentiments – Fertility and Family Size – Furnishings – Jewels and Clothing – Inheritance and Property Right and Marriage and Divorce – endowment and Colonial Acts and Women Questions.	
Unit III	Modern Education and Awakening of Women folk: Christianity – nationalist and Women Educationists – Religious Reform Movement and Women Question – Women Mobilization and organizations – National Council of Women – the Women’s India Conference – All India Women Conference – the AryaMahilaSamaj.	
Unit IV	Women Movement: Caste base and Nature – Role of SavitriBaiPhule, Pandita Rama Bai – Tara baiShinde – DurgabaiDeshmukh – MuthuLaxmi Reddy and Sarojini Naidu.	
Unit V	Women in the Freedom Struggle: Pre-Gandhian Era – Campaign for female Franchise – Gandhian Movement and Women’s Participation – Growth of Literary Movement and Women’s Participation – Women in the revolutionary Struggle – Telangana Armed Struggle.	
<b>Suggested Readings</b>		
1. Bipan Chandra, India’s Struggle for Independence, 1857-1947, Penguin Books Pvt. Ltd., New Delhi, 1989		
2. Desai, Neera, Women in Modern India		
3. Forbs, G., Women in Modren India, Cambridge University Press, New Delhi, 1996		
4. Gupta, N. I., Women Education through Ages.		
5. Kaur, Manmohan, Women in India’s Freedom Struggle.		
6. Krishnamurthy, J., Women in Colonial India.		
7. Ray, Bharati (ed.), From the Seams of history: Essays on Indian Women.		
8. Sarkar, Sumit, Modern India, Macmillan, New Delhi, 1983		
9. Majumdar, R.C., History of the Freedom Movement in India 3 Vol.		
10. Maurice Guyer and Appadurai, A., Speeches and Documents on Indian Constitution, vol. I		
11. Punnias, K.V., Constitutional History of India,1858-1918		
12. Pylee, M.V., Constitutional History of India, 1600-1950.		
13. Shiva Rao, B., Framing of the Indian Constitution, 4 Volumes		
<b>Course Outcomes</b>		
CO 1. Students will grasp Evolution of Women Studies		
CO 2.They will understand Women in Hinduism and Islam		

<b>IV SEMESTER</b>		
<b>HST 401</b>	<b>Freedom Movement in India, 1857 – 1947</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	
<b>Objectives</b>		
1.To teach Freedom Movement in India at length		
2. To impart the Role of Gandhi and His impact		
Unit I	Nationalism : Its meaning and different interpretations – Factors leading to growth of Nationalism- Emergence of Indian 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- Swarajists - 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 movement.KisanMahasabha	
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.	
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Anil Seal, Emergence of Indian Nationalism</li> <li>2. Bipan Chandra, Communalism in Modern India, Vikas, Delhi, 1987</li> <li>3. Bipan Chandra, Nationalism in Modern India, Orient Longman, Delhi, 1981</li> <li>4. Bipan Chandra, (ed), India’s Struggle for Independence, 1857-1947</li> <li>5. Brass, Paul, Politics in India since Independence, Delhi, 1994</li> <li>6. Brown, Judith, Gandhi’s rise to Power in Indian Politics, 1915-22, OUP, 1972</li> <li>7. Desai, A.R., Peasant Struggle in India, OUP, Delhi, 1979</li> <li>8. Desai, A.R., Social Background of Indian Nationalism, Mumbai, 1986</li> <li>9. Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India, OUP, Delhi, 1983</li> <li>10. Jones, K., Social and Religious Reform Movement in Modern India, New Cambridge History, 1989</li> <li>11. Low, D.A.(ed), Congress and the Raj : Facts of the Indian Struggle 1917-1947, Delhi, 1977</li> <li>12. Ravinder Kumar, Social History of Modern India, OUP, Delhi, 1985</li> <li>13. Sarkar, Sumit., Modern India, 1885-1947, Macmillan, 1985</li> <li>14. Stokes, Eric, Peasant and Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India, Delhi, Vikas, 1978</li> <li>15. Ganshyam Shah, Social movements in India, A review of Literature, Sage, Delhi, 2004</li> </ol>		
<b>Course Outcomes</b>		
CO 1. Students will appreciate Nationalism, its different Interpretations		
CO 2. They will understand Gandhiji and his Method		
<b>IV SEMESTER</b>		

HST 402	Contemporary History of India- II	CREDITS -4
Sessional Marks 20	End semester Examinations Marks 80	
<b>Objectives</b>		
1.To introduce Contemporary History of India From 1960s to 2000		
2.To explain Indian Economy and Reforms		
Unit I	<b>Functioning of Parliamentary Democracy :</b> Coming of Swatantra party–the KMPP And KLP- the Socialist Party- the Communist Party- RSS-Jan Sangh theCongress split, 1969- Emergence of Regional Parties	
Unit II	<b>The Emergency :</b> Indira Gandhi and the Allahabad Judgement- the J.P. Movement–theJanata Party Rule, 1977-1980- Indira Gandhi returns to Power 1980- India and the NAM- the Sikh problem- Operation Blue Star- Assassination of Indira Gandhi, 1984 – Rajiv Gandhi’s Succession : Crisis in Sri Lanka- TIE- Defeat of Congress 1989- Coalition Politics- Assassination of Rajiv Gandhi, 1991	
Unit III	<b>Indian Economy 1965-91</b> Mid 1960s crisis and response- Achievements-Gross Domestic Savings,Gross Domestic Capital Formation, MRTP Act etc	
Unit IV	<b>Economic Reforms since 1991</b> Reforms during Indira Gandhi-Rajiv Gandhi- P.V.Narasimha Rao-Effect of Reforms-Indian Economy in the New Millennium-Breakthrough in Growth-Relationship with external world-Challenges in New Millennium	
Unit V	<b>Revival and Growth of Communalism:</b> Hindu and Muslim Communalism-Caste-Untouchability- Indian Foreign Policy since 1991- Look East Policy-USA- Russia-China-South Asia.	
<b>Suggested Readings</b>		
1. Bipan Chandra, AdityaMukerji, MrudulaMukherji, India <b>after</b> Independence, Penguin India, New Delhi, 2000		
2. Bipan Chandra, AdityaMukerji, MrudulaMukherji, India <b>Since</b> Independence, Penguin India, New Delhi, 2008		
3. Gandhi, K., India Beyond Sixty, Allied Publishers, New Delhi, 2009		
4. Giseal Non, the Indian Challenge, Allied publishers, New Delhi, 1992		
5. Michel Brecher, Nehuru a Political Biography, OUP, New Delhi, 1998 Nanda, B.R.,		
6. Jawaharlal Nehuru- Rebel and Statesman,OUP, New Delhi, 1998		
7. Paul R., Brass, the Politics of India since Independence OUP, New Delhi, 1997		
8. Panjab,K.L., The Indomitable Sardhar , BharatiyaVidyaBhavan, Bombay, 1990		
<b>Course Outcomes</b>		
CO 1. Students will understand Functioning of Parliamentary Democracy in India		
CO 2. They will grasp Economic Reforms since 1991		

<b>IV SEMESTER</b>		
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HST 403	Historical Application of Tourism in India	CREDITS -4
Sessional Marks 20	End semester Examinations Marks 80	
<b>Objectives</b>		
1.To introduce aspects of Historical Application of Tourism		
2. To explain Heritage circuits and their potential		
Unit I	Meaning and Nature of Tourism : Basic Components and Elements of Tourism- Brief History of Tourism in India	
Unit II	Types of Tourist destination in India –Monuments- Museums- Hill resorts Sarais- 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- Tanjore	
Unit IV	Tourism Products of Andhra Pradesh and Telangana	
	A. Vishakapatanam Circuit B. Amravati- NagrajunaKonda Circuit C. Kornool Circuit D. Tirupati Circuit E. Warangal Circuit	
Unit V	Socio- Cultural Heritage of Andhra Pradesh : Dance Style- Performing Arts- Fairs and Festivals, Folk Cultures- Handicrafts	
<b>Suggested Readings</b>		
1. A.P.Tourism Development Corporation, Discover of Andhra Pradesh and other Brochures		
2. Archaeological Survey of India, Guide Books for Monuments		
3. Bhatia,A.K., Tourism Development: Principles and Practices, Sterling Publishers, New Delhi, 2007		
4. Husain, S. A., The National Culture of India, NBT, New Delhi,		
5. Krishnadeva, Temples of North India		
6. National Cultures of India and Dance Forms of India, NBT, New Delhi		
7. Rajendhraprasad, B., The Art of South India, Andhra Pradesh		
8. Ramraju, B., Folk Cultures of India		
9. Sivaramamurthy, C., Indian Painting		
10. Srinivasan, K.R., Temples of South India		
<b>Course Outcomes</b>		
CO 1. Students will understand types of Tourist Destinations in India		
CO 2. They will appreciate Heritage Circuits of India		

<b>IV SEMESTER</b>		
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HST 404. a	History of Andhra, 1857 – 1972	CREDITS -4
Sessional Marks 20	End semester Examinations Marks 80	
<b>Objectives</b>		
1.To teach the evolution of Modern Andhra Pradesh		
2.To explain Awakenings and Movements		
Unit I	Social and cultural awakening: Veeresalingam - his service to Telugu literature ; social Reforms activities- Growth of Telugu Journalism- Reforms of Salar Jang-Komarraju LakshamanaRao – Establishment of Krishnadevaraya Andhra BhashaNilayam and VignanaChandrikaMandali.	
Unit II	Political Awakening : Role of District Associations – Vandemataram Movement in Andhra – Andhra Movement- Andhra MahaSabha- Home rule Movement in Andhra- Andhra Congress Circle- Chirala- Perala Struggle- Palanadu Forest Satyagraha- No Tax Campaign of Pedanandipadu-Rampa Rebellion and AlluriSitaramaRaju- Andhra Jana Sangham.	
Unit III	Developments during 1926-1947 : Establishment of Andhra University- Salt Sstyagraha in Andhra- The “Sri Bagh” Pact – Quit India Movement in Andhra-Nizam- Andhra MahaSabha- Hyderabad State Congress- MadapatiHanumanthaRao-Telangana Armed Struggle.	
Unit IV	Shaping of Modern Andhra Pradesh : Police Action on Hyderabad, 1948 ; Dar Commission, 1948 ; J.V.P. Report, 1949 ; Martyrdom of PottiSriramulu ; Fromation of Andhra State, 1953; Gentlemen’s Agreement, 1956.	
Unit V	Emergence of Andhra Pradesh, 1956- State’s Border disputes- Srikakulam Armed Struggle, 1966-1970- Telangana Agitation, 1969 – Jai Andhra Movement, 1972 Six Point Formula –Revocation of President Rule.	
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. A.P. State Committee, Freedom Struggle in Hyderabad, Vol. II-IV, Hyderabad, 1956-1966</li> <li>2. BhaskaraRao, N., Politics of Leadership in an Indian State : Andhra Pradesh, Vijayawada, 1968</li> <li>3. Kesavenarayana, B., Political and Social Factor in Andhra, Vijayawada, 1976</li> <li>4. Naidu, Ch.M., Salt Satygrha in Coastal Andhra, Delhi 1986.</li> <li>5. NarasingaRao, B., Telangana- The Era of Mass Politics, Hyderabad, 1983.</li> <li>6. NarayanaRao, K.V., Emergence of Andhra Pradesh, Bombay, 1973.</li> <li>7. NarayanaRao, K.V., Telangana – A Study in the Regional Committee of India, Calcutta, 1972.</li> <li>8. RamanaRao, A.V., Economic Development of Andhra Pradesh, 1966-1957, Bombay, 1958.</li> <li>9. Ramakrishna, V., Social Reform in Andhra, New Delhi, 1983.</li> <li>10. SarojiniRegani, Highlights of Freedom Movement in Andhra Pradesh, Hyderabad, 1968.</li> </ol>		
<b>Course Outcomes</b>		
CO 1.Students will appreciate Social and Cultural Awakening in Andhra		
CO 2. They will comprehend Shaping of Modern Andhra Pradesh		
<b>IV SEMESTER</b>		

HST 404. b	History of Modern Asia C. 1868-1960	CREDITS -4
Sessional Marks	20	End semester Examinations Marks 80
<b>Objectives</b>		
1.To introduce the evolution of Modern Asia		
2. To explain Modernization in Asia		
Unit I.	<b>Japan</b> : Transition from feudalism to capitalism- Crisis of Tokugawa Bakuhan system - Meiji Restoration :Its nature and Significance- Political Reorganization- Military Reforms - Social, cultural and educational reforms (bunmeikaika) - Financial reforms and educational development in the‘Meiji’era - Meiji Constitution	
Unit II	<b>Japanese Imperialism</b> (a) China(b)Manchuria(c) Korea - Democracy and Militarism/Fascism -Popular/People’ s Rights Movement - Nature of political parties - Rise of Militarism-Nature and significance - Second World War-American occupation -Post-War Changes	
Unit III	<b>Emergence of Modern Korea-</b> The old order and Institutional Decay:JoseonKorea - Korea’s interactions with the Western powers andKorea’s unequal treaties with Japan- Attempts at social, political and economic reformsin Korea - Japan’s colonization: March First Movement andthe growth of Korean nationalism; in situationaltransformation 1910-1945 - Post-War Changes	
Unit IV	<b>Modern West Asia</b> Leaders, Modernization, Ideologies andMovements: Kemal Ataturk Pasha and reforms inTurkey; modernization of Iran under Reza Shah Pahlavi; Orientalism; Ottamanism; Arabism and Zionism.	
Unit V	<b>World War II and Post war conflicts</b> in theMiddle East: Rise of Arab nationalism; West Asia andWorld War II; creation of Israel; Arab–Israel conflict	
<b>Suggested Readings</b>		
<p>F. Beasley, The Modern History of Japan.Frederick A. Praeger, London 1963.</p> <ol style="list-style-type: none"> <li>1. Bruce Cummings, Korea’s place in the Sun: Modern History,</li> <li>2. W.W.Norten and Co., 1992</li> <li>3. Chow Tse Tung, The May Fourth Movement: Intellectual Revolution</li> <li>4. in Modern, China. 1913.</li> <li>5. Jon Livingstone, et. al., The Japan Reader ( Imperial Japan : 1800</li> <li>6. 1945), Vol. I</li> <li>7. MikisoHane, Modern Japan: A Historical Survey.Westview Press, 1992. Ann Arbor</li> <li>8. Kenneth B. Pyle, The Making of Modern Japan. 1978. Lexington, Massachusetts.</li> <li>9. Michael J. Seth, A concise history of Modern Korea,Rowman and</li> <li>10. Littlefield,2009</li> <li>11. Nathaniel Peffer, The Far East: A Modern History. Ann Arbor:</li> <li>12. University of Michigan Press, 1958.</li> <li>13. Ramon H. Mayers and Mark R. Peattie(ed), The Japanese Colonial</li> <li>14. Empire, 1895-1945,Princeton: Princeton University Press, 1984</li> </ol>		
<b>Course Outcomes</b>		
CO 1. Students will understand Japanese Imperialism and Emergence of Modern Korea		
CO 2. They will comprehend Modern West Asia		
<b>IV SEMESTER</b>		

HST 404. c	International Relations and Organizations	CREDITS -4
Sessional Marks 20	End semester Examinations Marks 80	
<b>Objectives</b>		
1. To introduce dimensions of International Relations.		
2. To teach aspects of International Organizations		
<b>Unit-I</b>	<b>Concept of International Relations:</b> The State System and its corollaries- Concept of Sovereignty- Nationalism versus Internationalism- National Power- Elements of National Power.	
Unit-II	Diplomacy: Functions of Diplomats: Diplomatic rules and Procedures; Origins of Modern Diplomacy and its conditions; Democratic and totalitarian Diplomacies; other kinds of Diplomacy.	
Unit-III	Instrument of National Policy: Techniques of Propaganda; Pre and Post World War II; Economic Instruments- International trade, International cartels; Other Economic Instruments.	
Unit-IV	Balance of Power: Nature and Characteristic – Bipolar and Multi Polar World- Devices for Balance of Power- Collective Security and Balance of Power- Foreign Policies during the inter- war period: The USA, The USSR, The Great Britain, France and Germany.	
Unit-V	International Organizations: United Nations- Structure and Role- Maintenance of International Peace and Security- Socio- Economic and Cultural achievements of the UN- Reforming of the UN.	
<b>Suggested Readings</b>		
1. Hartmann, F.H., Readings in International Relations		
2. Catherine, H., A Short History of International Relations, New York, 1951		
3. Morgenthau, H.J., Politics Among Nations, Calcutta 1969		
4. Palmer and Perkins, International Relations: The world Community in Transition, Calcutta, 1969		
5. Quincy, W., The Study of the International Relations, Bombay, 1970.		
6. Srivastava, L.S. and V.P. Joshi, International Politics and Relations, Hyderabad, 2012		
<b>Course Outcomes</b>		
CO 1. Students will comprehend the Concept of International Relations		
CO 2. They will understand International Organizations		

HST 404. d	History of Medieval World	CREDITS -4
Sessional Marks	20	End semester Examinations Marks 80
<b>Objectives</b>		
1.To familiarize Medieval World broadly		
2.To instruct transition to Modern Age		
Unit I	Middle Ages: Rise and Spread of Christianity – The Papacy – Byzantine Civilization – Rise and Spread of Islam – Saracen Civilization.	
Unit II	Feudalism – Origin – Merits and Demerits – Crusades – Causes and Results – Monastic orders of medieval Europe – Growth of Medieval Cities – Progress of Education and Rise of Universities.	
Unit III	Transition to Modern Age – Renaissance – Causes – Renaissance in Italy – Results of Renaissance – Geographical Discoveries of 15 <sup>th</sup> and 16 <sup>th</sup> Centuries – causes, Course and Results – Reformation in Germany, France and Switzerland – Counter Reformation.	
Unit IV	French Revolution and its impact – Romanticism – Industrial and Agrarian Revolutions– Causes, Course and Results – Revolutions of the 20 <sup>th</sup> Century – China, Russia, Latin America.	
Unit V	Nationalism Vs Internationalism - League of Nations – United Nations De – Colonization – Nelson Mandela – Developments in Science and Technology – Philosophy, Arts and Literature during the Contemporary World.	
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Brinton, Crane et al., Modern Civilisation: A History of the Last Five Centuries.</li> <li>2. Edward Macnall: Western Civilization – Their History and Their Culture, W.W. Norton &amp; Company, New York, 1963</li> <li>3. Gokhale, B.K: Indtroduction to Western Civilizations, S. Chand &amp;Pvt.Ltd, New Delhi. 1973</li> <li>4. Lenczowski, George, Middle East in World Affairs.</li> <li>5. Savell, Max (ed.), A History of World civilization (2 Vols.)</li> <li>6. Shapiro, Irwin (ed.), Universal History of the World.</li> <li>7. Swain, J.E.: A History of World Civilization, Eurasia Publishing House Pvt.Ltd., New Delhi, 1994.</li> <li>8. Webster, World History.</li> <li>9. Wells, HG, A Short History of the World.</li> </ol>		
<b>Course Outcomes</b>		
CO 1.Students will comprehend Middle Ages and Rise of Christianity		
CO 2.They will understand Transition to Modern Age		

	IV SEMESTER	
HST 405.a	An Introduction to Indian Art	CREDITS -4
Sessional Marks	20	End semester Examinations Marks 80
<b>Objectives</b>		
1.To teach basics of North Indian and South Indian Art		
2. To introduce Islamic Art		
Unit- I	<b>Outlines of Indian Art:</b> Indus valley Art – Mauryan Art -Kushana Art -Indo-Greek– Gandhara School of Art – Mathura School of Art - Amaravati School Art	
Unit – II	<b>North Indian Art:</b> Buddhist Art- Gupta Art- Paintings of Vaakatakas- Rastrakutas, Rajputs.	
Unit-III	<b>The Satavahana Art:</b> The Ikshvakus and the Post Ikshvaku Art.	
Unit-IV	<b>South Indian Art:</b> The Chalukyan Art- ThePallava art- The Chola Art - Rock Art – Ajantha, Pandya andVijayanagar art.	
Unit –V	<b>Islamic Art:</b> The Art of Sultanate and the Mughals- the QutubShahis and AsafJahis.	
<b>Suggested Readings</b>		
1. Balasubrahmanyam, S.R., <i>Early Chola Art</i> , Asia Publishing House, Bombay,1966		
2. Barret Douglas, <i>Early Chola Architecture and Sculpture</i> , Faber and Faber, London,1974		
3. Saraswathi, S.K., <i>A Survey of Indian Sculpture</i> , MunishiramManoharlal, New Delhi,1957		
4. Sivaramamurthi, C., <i>South Indian Paintings</i> , National Museum, New Delhi,1968		
5. Suresh, B.Pillai, <i>Introduction to the Study of Temple Art</i> , Equator and Meridian, Thanjavur, 1976		
6. Benjamin, R., <i>The Art and Architecture of India: Buddhist- Hindu- Jain</i> , Penguin Books		
7. Srinivasan, K.R., <i>Temples of South India</i> , NBT, New Delhi, 1972		
8. Krishnadeva, <i>Temples of North India</i> , NBT, New Delhi, 2013		
9. Maicheal, M., <i>Encyclopedia of Indian Temple Architecture</i> .		
10. Cravn, R.C., <i>A Concise History of Indian Art</i> , London, 1976.		
11. Brown, P., <i>Indian Architecture: Buddhist and Hindu</i> , D.B.Taraporevala Sons& co. Pvt.Ltd, Bombay, 1959.		
12. Rao, V.K., <i>Select Vijayanagara Temples of Rayalaseema</i> , Hyderabad, 1976.		
<b>Course Outcomes</b>		
CO 1. Students will comprehend Outlines of Indian Art		
CO 2. They will appreciate Islamic Art		

<b>IV SEMESTER</b>		
<b>HST 405.b</b>	<b>Environmental History of Modern India</b>	<b>CREDITS -4</b>
<b>Sessional Marks</b>	<b>20</b>	<b>End semester Examinations Marks</b>
		<b>80</b>
<b>Objectives</b>		
1.To familiarize History of Environment in Modern India		
2. To instruct Social Issues and Legislation		
Unit I	Environment: Environmental Factors – Ecology – Multi - Disciplinary Nature of Environmental Studies – Importance of Environmental Studies – Natural Resources – Forest Resources – Water Resources – Land Resources – Mineral Resources	
Unit II	Use of Resources and Environment: Food gathering stage – Pastoralism – Settled Cultivation – Industrial Revolution – Deforestation and Environment – Neolithic stage – River Valley Civilizations – Empires and Environment – Exploitation of Forest Resources – Colonial Forest Acts and Forest Codes.	
Unit III	Social Issues and Environment: Concept of Sustainable Development – Issues for Sustainable Development – Rio Conference – Basic Aspects of Sustainability – Efforts for Sustainability	
Unit IV	Environmental Legislations: Environmental Ethics in India – Environmental Legislation in India – Air, Water, Noise Pollution, Wildlife – Forest Protection Laws and Hazardous Waste Management Laws – Enforcement of Environmental Legislations.	
Unit V	Urban Environment: Urban Ecology – Critical Issues – Indian Urban Environment – Environment and Human Health	
<b>Suggested Readings</b>		
1. Bharucha, E., Text book of Environmental Studies for Undergraduate Courses, Universities Press, New Delhi, 2013.		
2. Cunningham, W. P & T. H. Cooper, Environmental Encyclopedia, Jaico Publishing house, Bombay, 2001		
3. Guha, R., Environmentalism: A Global History, OUP, New Delhi, 2000		
4. Keith, S., Environmental Hazards, Routledge, New York 1996		
5. Lead India, Rio, Johannesburg and beyond: India's Progress in Sustainable development, Orient longman, New delhi, 2003		
6. Manivasakam, N., Environmental Pollution, NBT, New Delhi, 1992		
7. Saxena, H.M., Environmental Studies, Rawat Publications, New Delhi, 2006		
8. Smith, G.H., (ed.), A Conversation Natural Resources, New York, 1965.		
9. Turk, J., Introduction to Environmental Studies, Chicago University press, Chicago, 1985		
<b>Course Outcomes</b>		
CO 1. Students will understand Environmental factors		
CO 2. They will realize Social Issues and Environment		

**\* Among the Generic Electives a student shall choose three, and one in Open Elective**