

**S.V.U COLLEGE OF ARTS**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**



**Course**

**ANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY**

**Choice Based Credit System (CBCS)**

**2021-2022**

**NEP-2020**

## **ANCIENT INDIAN HISTORY CULTURAL & ARCHAEOLOGY**

**SRI VENKATESWARA UNIVERSITY: : TIRUPATI**

### ***S.V.U. COLLEGE OF ARTS***

- The Department of Ancient Indian History, Culture and Archaeology [AIHC&A], Sri Venkateswara University, was established in 1993. The Department is offering two years Post-Graduation (M.A.) in AIHC&Archaeology, P.G. Diploma in Epigraphy (one year evening course) and Ph.D. Research programme encompassing all the specializations. The faculty members are specialized in the fields of Pre and Proto-History, political and cultural history, Epigraphy, Numismatics, Art, Architecture, Museology and Tourism. .
- The P.G. courses are designed as per NEP guide lines 2021 with an aim to impart knowledge and skills in Archaeology, Ancient and Medieval Indian History, Andhra History, Ancient World cultures and influences with emphasis on the study of political, social, economic, religious, cultural development and changes. The content of the courses is designed to fulfill the requirement of UPSC, APPSC, NET and SET aspirants
- 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, 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 religion, culture and languages.
- The courses dealing with archaeological studies provide basic concepts, theoretical training in field methods including process of archaeological investigation, excavation techniques,

methods of Data retrieval, Chronology and Dating Methods, Prehistory, Proto-History, Historical Archaeology, Epigraphy, Numismatics, Art and Architecture.

- The Tourism , Museology, Soft skill, Laboratory methods in Archeology, 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, Archaeology and Museums.
  
- The Department of Ancient Indian History, Culture and Archaeology [AIHC&A], Sri Venkateswara University, was established in 1993. The Department is offering two years Post-Graduation (M.A.) in AIHC & Archaeology, P.G. Diploma in Epigraphy (one year evening course) and Ph.D. Research programme encompassing all the specializations. The faculty members are specialized in the fields of Pre and Proto-History, political and cultural history, Epigraphy, Numismatics, Art, Architecture, Museology and Tourism. .

## VISION

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

## Mission

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

- To train in the knowledge of practical value to students and researchers about different specializations of Archaeological and Cultural History at Regional, National and Global.

#### **E pppathshala (e-content development an UGC/ MHRD programme under NMIECT)**

- In these three decades the Department has proved its ability and academic excellence and recognized as one of the best Departments. The commitment of the faculty resulted in achieving this goal. The UGC also recognized the academic activities of the Department and sanctioned E-content development project (**Epppathshala**) for the post graduation subject **Indian Culture** by selecting Prof. P. Bhaskar Reddy as Principal Investigator, an MHRD programme under NMIECT being executed by UGC with **Rs. 1.12 Crore** during 2015-2018. The e-content for 524 Modules in four quadrants for 15 courses was successfully completed by involving subject experts at national level. The uploaded modules of the programme are in free access in [www.epgp.inflibnet.ac.in](http://www.epgp.inflibnet.ac.in) and also in several digital platforms through YouTube. The content and its quality is well appreciated by the viewers.

#### **PROGRAMME SPECIFIC OUTCOMES**

- The department is specialized in teaching and research in Archaeology, Ancient and Medieval Indian History and Culture.
- The courses are designed with an aim to impart knowledge and skills in Archeology, Ancient and Medieval Indian History, Andhra history, ancient world cultures and influences with emphasis on the study of political, social, economic, religious, cultural development and changes.
- 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 religion, culture and languages.
- The courses dealing with archaeological studies provide basic concepts, theoretical training in field methods including process of archaeological investigation, excavation techniques, methods of Data retrieval, Chronology and Dating Methods, Prehistory, Proto-History, Historical Archaeology, Epigraphy, Numismatics, Art and Architecture.
- The Tourism and Museology 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 and Museum.

**RESTRUCTURED CURRICULUM FOR AIHC & Archaeology (REGULAR) PROGRAMME**

**TO BE IMPLEMENTED WITH EFFECT FROM THE ACADEMIC YEAR 2017-2018**

<p align="center"><b>S.V. UNIVERSITY, TIRUPATI</b>  <b>SVU COLLEGE OF ARTS</b>  <b>DEPARTMENT OF ANCIENT INDIAN HISTORY CULTURE &amp; ARCHAEOLOGY</b>  <b>COURSE : M.A - AIHC &amp; Archaeology</b>  <b>CBCS Pattern (With effect from 2021-2022)</b>  <b>The Courses of Study and the Scheme of Examinations</b></p>								
<p align="center"><b>FIRST SEMESTER</b></p>								
<b>S. No.</b>	<b>Course Code</b>	<b>Components of Study</b>	<b>Title of the Paper</b>	<b>Contact hours</b>	<b>Credits</b>	<b>Internal Assessment Marks</b>	<b>End Semester Exam Marks</b>	<b>Total</b>
1	AIHC&A-101	Core-Theory	History of Ancient India upto 550 A.D.	6	4	20	80	100
2	AIHC&A-102	Core-Theory	History of India from 1206 A.D. to 1526 A.D.	6	4	20	80	100
3	AIHC&A-103	Core-Theory	History of Andhras upto 1323 A.D.	6	4	20	80	100
4	AIHC&A-104	Core-Theory	Ancient World Civilizations.	6	4	20	80	100
5	AIHC&A-105 AIHC&A-105	Compulsory Foundation *	(A) Principles and Methods of Archaeology. (B) Advanced Archaeological Theory and Research Methodology	6	4	20	80	100
6	AIHC&A-106	Elective Foundation *	(A) Social and Political Institutions in Ancient India (B) Indian Religious Movements.	6	4	20	80	100
			<b>Total:</b>	<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
7	AIHC&A-107	Audit Course*	Human Values and Professional Ethics-I.	<b>0</b>	<b>0</b>	<b>100</b>	-	-

\* All **Core Papers** are **Mandatory**  
 \*Compulsory Foundation – Choose **One** paper  
 \*Elective Foundation - Choose **ONE**  
 \*Audit Course – 100 Marks (Internal) – Zero Credits under self-study  
 \*Interested students may register for MOOC with the approval of the concerned DDC but it will considered for the award of the grade as open elective only given extra credits

**SECOND SEMESTER**

<b>S. No.</b>	<b>Course Code</b>	<b>Components of Study</b>	<b>Title of the Paper</b>	<b>Contact hours</b>	<b>Credits</b>	<b>Internal Assessment Marks</b>	<b>End Semester Exam Marks</b>	<b>Total</b>
1	AIHC&A-201	Core-Theory	History of India from 550 A.D to 1206 A.D.	6	4	20	80	100
2	AIHC&A-202	Core-Theory	History of Medieval India from 1526 A.D to 1707 A.D.	6	4	20	80	100
3	AIHC&A-203	Core-Theory	History of South India from 1323 A.D. to 1724 A.D.	6	4	20	80	100
4	AIHC&A-204	Core-Theory	Pre and Proto Historic Cultures of India	6	4	20	80	100
5	AIHC&A-205 (A) AIHC&A-205 (B)	Compulsory Foundation*	(A) History of Indian Archaeology (B) Cultural Heritage Management	6	4	20	80	100
6	AIHC&A-206 (A)  AIHC&A-206(B)	Elective Foundation *	(A)India's Early Cultural Contacts with other Countries (B) Early History of South East Asia	6	4	20	80	100
			<b>Total:</b>	<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
7	AIHC&A -207	Audit Course	Human Values and Professional Ethics-II	<b>0</b>	<b>0</b>	<b>100</b>	-	-

\* All **Core** Papers are **Mandatory**

\*Compulsory Foundation – Choose **One** paper

\*Elective Foundation - Choose **ONE**

\*Audit Course – 100 Marks (Internal) – Zero Credits under self study

\*Interested students may register for MOOC with the approval of the concerned DDC but it will considered for the award of the grade as open elective only given extra credits.



**THIRD SEMESTER**

S. No.	Course Code	Components of Study	Title of the Paper	Contact hours	Credits	Internal Assessment Marks	End Semester Exam Marks	Total
1	AIHC&A-301	Core-Theory	History of Indian Architecture	6	4	20	80	100
2	AIHC&A-302	Core-Theory	Epigraphy	6	4	20	80	100
3	AIHC&A-303(A)	Generic Elective * (Related to subject)	(A) History of Modern Andhra from 1724 A.D. to 1956 A.D.	6	4	20	80	100
	AIHC&A-303(B)		(B) Historiography and Historical Method					
	AIHC&A-303(C)		(C) Laboratory Methods in Scientific Archaeology	6	4	20	80	100
	AIHC&A-303(D)		(D) Temple Studies					
4	AIHC&A -304	Skill Oriented Course	Soft Skills in Archaeology	6	4	20	80	100
5	AIHC&A-305(A)	Open Elective * (For other Departments)	(A) Outlines of Indian History	6	4	20	80	100
	AIHC&A-305(B)		(B) Women in Indian History					
			<b>Total:</b>	<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
<p>* All <b>Core</b> Papers are <b>Mandatory</b>            *<b>Generic Elective</b> – Choose <b>Two</b> papers            *<b>Skill Oriented</b> course is <b>Mandatory</b>            *<b>Open Electives</b> are for the Students of other Departments. Minimum <b>One Paper</b> should be opted. Extra credits may be earned by opting for more number of open electives depending on the interest of the student through self study.            *Interested students may register for MOOC with the approval of the concerned DDC.</p>								
<b>FOURTH SEMESTER</b>								

S. No.	Course Code	Components of Study	Title of the Paper	Contact hours	Credits	Internal Assessment Marks	End Semester Exam Marks	Total
1	AIHC&A-401	Core-Theory	History of Indian Art	6	4	20	80	100
2	AIHC&A-402	Core-Theory	Numismatics	6	4	20	80	100
3	AIHC&A-403(A)	Generic Elective* (Related to subject)	(A) Museology	6	4	20	80	100
	AIHC&A-403(B)		(B) Historical Applications in Tourism	6	4	20	80	100
	AIHC&A-403(C)		(C) Tour Guiding and Management					
	AIHC&A-403(D)		(D) Conservation of Cultural Property					
4	AIHC&A-404	Multidisciplinary Course/Project Work	History of Science and Technology in Ancient India	6	4	20	80	100
5	AIHC&A-405(A)	Open Elective * (For other Departments)	(A) Introduction to Indian Archaeology	6	4	20	80	100
	AIHC&A-405(B)		(B) History of Vijayanagara Empire					
			<b>Total:</b>	<b>36</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>
<p>* All <b>Core</b> Papers are <b>Mandatory</b></p> <p>*Generic Elective – Choose <b>Two</b> papers</p> <p>*Multidisciplinary/ Project Work is <b>Mandatory</b></p> <p>*Open Electives are for the Students of other Departments. Minimum One Paper should be opted. Extra credits may be earned by opting for more number of open electives depending on the interest of the student through self-study.</p> <p>*Interested students may register for MOOC with the approval of the concerned DDC.</p>								

<b>I SEMESTER</b>		
<b>101</b>	<b>HISTORY OF ANCIENT INDIA UPTO 550AD</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ The objectives of the course are to impart a comprehensive knowledge and understanding of history and culture of India up to 550 CE.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>		
<p><b>UNIT- I:</b></p> <p>Sources of Ancient Indian History - Archaeological and Literary Sources –Foreign Accounts – Purana - Itihasa Tradition – Ecological Zones of India - Indus Civilization – Its extent – Its time – Its Builders – Town Planning – Economic and Social Life – Arts, Crafts and Industries – Indus Script – Religion – End of Indus Civilization.</p>		
<p><b>UNIT-II:</b></p> <p>Vedic culture – Origin and Spread of Vedic Culture - Political Organization –Religion – Later Vedic culture, Economic and Social Life – Caste System – Religion and Philosophy – Buddhism – Buddha - Life and Doctrins of Buddha – Jainism – Mahaveera – JainaDoctrins and Philosophy.</p>		
<p><b>UNIT-III:</b></p> <p>North India in 6<sup>th</sup> Century B.C. - SodasaMahajanapadas - Rise of Magadha - Persian and Macedonian Invasions – Its Impact – Mauryan Empire – Asoka – Dharma and Missionary Activities – Mauryan Polity - Culture - Decline of the Mauryas.</p>		
<p><b>UNIT-IV:</b></p> <p>Indo-Greeks - Sakas and Kushans in India - Kushan Empire - Kanishka -Society, Economy and Religious Trends – Satavahanas in Deccan – Social and Economic conditions under the Satavahanas – Satavahana Society and Religion - Sangam Age in the South</p>		
<p><b>UNIT -V :</b></p> <p>Gupta empire - Its growth and decline - Impact of Hun invasions – Classical Age - Its facets - Gupta Polity, Society, Economy, Religion and Literature.</p>		
<p><b>SUGGESTED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Thapar, R.- History of India, Reprint, New Delhi, 1990 Asoka and the Decline of Mauryans, 2<sup>nd</sup> Ed., New Delhi, 1973.</li> <li>2. Kosambi, D.D.- An Introduction to the Study of Indian History, Bombay, 1956.</li> <li>3. Rayachaudari, H.C.- Political History of Ancient India, Calcutta,1950, 5<sup>th</sup> Edition.</li> <li>4. Kosambi, D.D.- The Culture and Civilization of Ancient India in Historical outline, London, 1965.</li> <li>5. Thapar, R - From Lineage to State, Social formation in the Mid first Millenium B.C. in the</li> </ol>		

Ganga Valley, Oxford University Press, 1984.

6. Thapar, R. - Ancient Indian Social History Some Interpretations, Delhi, 1978.
7. Pande, G.C. - Foundations of Indian Culture, Vol. I and II, New Delhi, 1984.
8. Ray, H.P. - Monastery and Guild, Commerce under the Satavahanas, Oxford University Press, Delhi, 1986.
9. Sarma, R.S. - Material Culture and Social formation in Ancient India, Delhi, Second Ed., 2007.
10. Basham, A.L. - The Wonder that was India, Calcutta, 1971.
11. Majumdar, R.C - History and Culture of the Indian people, relevant volumes, Comprehensive History of India, Vols. 1, 2 and 3.
12. Yazdani, G. - Early History of the Deccan, Vol. 1-2, Oxford University Press, 1960.
13. Subramanian, N. - Sangam Polity, Madras, 1966.
14. Upendra Singh, The Discovery of Ancient India, 2005, Reprint -2010, Delhi.

**Course Outcome:**

- Students will have a familiarity with the sources, different political, social, economic, cultural and religious traditions of the Indian subcontinent upto 550 C.E.
- Student will also be well versed with different analytical approaches and models of interpretation.

<b>102</b>	<b>HISTORY OF INDIA FROM 1206 AD TO 1526 AD</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>

**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.
- The course create awareness among the students about their polity, policies, Administrative reforms, economic development, changing pattern of society, women's participation in politics and analyses ,women centered issues in contemporary society, religious trends, , bhakti and sufi movements, 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:**

Turkish invasion - Slave Dynasty - the Rule of Khiljis - Allauddin-Khilji – Mongol invasions.

**UNIT-II:**

Tughluq rule - Muhammad-bin-Tughluq - Firoz Shah Tughluq - Break up of the empire.

**UNIT-III:**

Nature of State - Evolution of Polity under the Delhi Sultanate.

**UNIT-IV:**

Society - Impact of Islam on Hindu society - Economic conditions, Growth of towns and cities – Impact of Urbanization -Educational system

**UNIT -V :**

Religious conditions - Bhakti movement - Sikkism - Sufism- Shia-Sunni sects – Literature - Persian and Indo-Islamic Architecture - Painting

**SUGGESTED READINGS:**

1. TapanRaychaudhari., - The Cambridge Economic History of India, Oxford University Press, Delhi, Irfan Habib [ed]., 1982.
2. Percy Brown - Indian Architecture, The Islamic period, Bombay.
3. Irfan Habib - Medieval India Researches in the History of India - 1200-1750, Delhi, 1992.
4. Comprehensive History of India, Vol. V.
5. Kulke, H., - The State in India, 1000-1700 A.D. Oxford University Press, 1997.
6. Indian History Congress volumes till date, University of Delhi, New Delhi.

**Course Outcome:**

1. Students can familiarize in understanding the continuity with changes in all spheres of history and culture under the Delhi sultanates.
2. Students can able to assess the contribution of sultanates to Indian culture and impact of Islamic institutions on Indian culture

<b>103</b>	<b>HISORY OF ANDHRAS UPTO 1323 AD</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	

**Objectives:**

- The course aimed to impart comprehensive knowledge of the history of Ancient Andhra from earliest up to the end of Kakatiya dynasty.
- 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:**

Physical features – Impact on History and Culture of Andhra -Archaeological, Epigrphical and literary sources -Andhra - Andhradesa, Trilingadesa - Andhrajati. Pre-Mauryan Andhra – Andhradesa - during the Mauryas.

**UNIT-II:**

Satavahanas - Origin and original home - Political History -Satavahana state and its Salient Features - Social and Economic conditions – Buddhism - Brahmanical religion - Education and Literature.

**UNIT-III:**

Post - Satavahana period – Rule of Ikshvakus - Salankayanas – Early Pallavas – Vishnukundins - Growth of rural economy – Urbanization with reference to Nagarjunakonda - Social and Religious

conditions between 3<sup>rd</sup> and 7<sup>th</sup> centuries A.D

**UNIT-IV:**

Chalukyas in Andhra - Eastern Chalukyas of Vengi - An overview of the Political History from 624 A.D to 1200 A.D. - Chalukya-Cholas - Early medieval society - Nature of Economy - Religious movements - Virasaivism - Srivaishnavism - Early Medieval Telugu literature.

**UNIT -V :**

Kakatiyas – Political History of Kakatiyas – State and Polity - Land Revenue System - Growth of rural economy - Agrarian structure - Tank irrigation- Trade Guilds - Industries – Taxation -Society - Religious trends-Kalamukhas - Suddha Saivism - Spread of Sri Vaishnavism - Education and literature.

**SUGGESTED READINGS:**

1. Hanumantha Rao, B.S.L. - AndhrulaCharitra, Guntur, 1990.
2. Hanumantha Rao, B.S.L. - Religion in Andhra, Hyderabad, 1973.
3. Yazedani, G. - Early History of the Deccan, Oxford, 1960.
4. Gopalachari, K. - Early History of the Andhra Country, Madras, 1941.
5. Gopala Reddy, Y. - A Comprehensive History of Andhra, Hyderabad, 1990.
6. Satyanarayana, K. - A Study of the History and Culture of the Andhras Vol.1 and II New Delhi, 1975.
7. Sastri, A.M. - Early History of Deccan: problems and perspectives, Delhi, 1987.
8. Ray, H.P. - Monastery and guild, Commerce under Satavahanas, Delhi, 1986.
9. Amita Ray. - Life and Art of Early Andhradesa, Calcutta, 1983.
10. DebalaMitra - Buddhist Monuments, Calcutta, 1971.
11. Sankaranarayana, S. - Vishnukundins and their times, New Delhi, 1977.
12. Comprehensive History of Andhras, Vol. I, II, III & IV
13. Krishna Kumari, M., - The Rule of the Chalukya - Cholas, Delhi, 1980.
14. Burton stein - Peasant State and Society in Medieval South India, Delhi, 1980.
15. ParabrahmaSastri, P.V., - The Kakatiyas, Hyderabad, 1983.
16. Rajendra Prasad, B., - Art of South India, Andhra Pradesh, Delhi, 1980.
17. Venkataramanaiah, N., - EasternChalukyas of Vengi, Madras, 1950.
18. Krishna Reddy, N., - Social History of Andhra Pradesh [7<sup>th</sup> to 13<sup>th</sup> Century A.D.] Delhi, 1991.

**Course Outcome:**

- The study of comprehensive history of the country is incomplete without the study of regional history.
- 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.
- The students can develop thorough understanding on Ancient Andhra history and culture.

<b>104</b>	<b>ANCIENT WORLD CIVILIZATIONS</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	
<b>Objectives:</b>		

- The objective of this course is to look at the Ancient Egyptian, Mesopotamian, Greece, Chinese, Romans and Harappan civilizations. In the process of cultural development, as the requirements of the society increased, craft and trade activities intensified at several centers in ancient world. In due course of time a drastic change appeared in every sphere of life.
- 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.
- We see urban centers in several parts of the ancient world and a well-established social, economic and administrative institution which need to be studied in order to understand how they shaped the present day world.

#### **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.

#### **SUGGESTED READINGS:**

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, 1922 [2<sup>nd</sup> Ed. 2007].
6. Herman Schinider. - History of the World Civilization, London, 1931.
7. Hutchinson Ancient World History of Civilization.
8. Breasted, J.H. - A History of Egypt, New York, 1909.
9. Oppenheim, A.L. - Ancient Mesopotamia, Chicago, 1964.
10. Delaportie, L. - Mesopotamian civilization, New York, 1925.
11. Finely, M.I. - 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 Outcome:**

- Students gain familiarity with the rise and characteristic features of the ancient world Civilizations, its regional extent and variation.
- Students can understand the glory of the civilizations, the nature of its cities and material remains and institutions.

<b>105</b>	<b>PRINCIPLES AND METHODS OF ARCHAEOLOGY</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>

**Objectives:**

- This course introduces to the students the basic concept of Archaeology, the definition, aims and scope of archaeology and its development as a discipline, practical approaches in archaeology, highlighting their applications in interpreting the human past.
- The course includes theoretical training in field methods including process of archaeological investigation from the discovery of sites to their excavation and analysis excavation techniques, methods of Data retrieval, Chronology and Dating Methods, Documentation, Conservation and Preservation, and the role of archaeology in heritage management

**UNIT- I:**

Archaeology - Definition and Scope - Relationship with History, Anthropology and pure Sciences - Kinds of Archaeology.

**UNIT-II:**

History of Indian Archaeology – Foundation for Indological Studies-Sir William Jones-



Establishment of Asiatic Society – James Prinsep -Alexander Cunningham - Robert Bruce Foote – John Marshall –Mortiner Wheeler.

**UNIT-III:**

Archaeological Explorations - Aims and Methods of Exploration – Chance finds – Maps and place names – Scientific methods of explorations – Aerial photography - Remote sensing GPS (Global Position System) - Geographic Information system – Excavation – Purposes - Methods of Excavation – Vertical and Horizontal Excavations – Burial excavations.

**UNIT-IV:**

Field Conservation and Preservation – Documentation and Data Analysis - Dating Methods in Archaeology - Relative and absolute methods of dating, Thermoluminescence - Radio Carbon dating – Dendrochronology.

**UNIT -V :**

Marine Archaeology – Aim and scope – Objectives of Marine Archaeology – The Equipments used in Marine Archaeology – Sources for the study of Marine Archaeology – Birth of Marine Archaeology – Marine History of India with special reference to Dwaraka. Establishment of Marine Archaeology in India.

**SUGGESTED READINGS:**

1. Wheeler, R.E.M.,- Archaeology from the Earth, Oxford, 1954.
2. Childe, V.G., - Piecing together the past, London, 1956.
3. Graham Clark., - Archaeology and Society, London, 1960.
4. Raman, K.V.,-Principles and Methods of Archaeology, Madras, 1986.
5. Srivatsava, K.M.,-New Era of Indian Archaeology, New Delhi, 1990.
6. Michael H Dey., - Fossil Man, London, 1972.
7. Butzer, K.W., - Geomorphology from the Earth, New York, 1982.
8. ShinyGoreinstein - An Introduction to Archaeology
9. Dilip K Chakrabarthi- India: An Archaeological History, New Delhi, 2001.
10. Daniel Glyn., - The Origin and Growth of Archaeology, Penguin books, 1967.
11. Paddayya, K., -New Archaeology and its aftermath, Pune, 1990.
12. K. Rajan,- Archaeology, Principles and Methods, Manoopathippakam, Thanjavur, 2002.

**Course Outcome:**

- Students can develop a strong foundation on the basic understanding of the nature, fundamentals, development and value of archaeology as a discipline.
- Familiarized with basic descriptive technique and preliminary study of various categories of objects and the practical methods of doing Archaeological work.

<b>106</b>	<b>HUMAN VALUES AND PROFESSIONAL ETHICS –I</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>
<b>Objectives:</b>		
➤ The ethos of Indian culture has been value-oriented throughout the ages.		

- The rich literary heritage of India is a treasure of values and ethics to be acquired, pursued and imparted to the future generations of the present day.
- An enquiry into varying dimensions of human values may lead to furtherance of our knowledge and to ethical values suited for the modern world.

**UNIT- I:**

Definition and Nature of Ethics- Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics - Goals - Ethical Values in various Professions.

**UNIT-II:**

Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom. Good behavior and respect for elders, Character and Conduct.

**UNIT-III:**

Ahimsa (Non- Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non-possession) and Aparigraha(Non- stealing). Purusharthas(Cardinal virtues)-Dharma (Righteousness), Artha(Wealth), Kama( Fulfillment Bodily Desires). Moksha(Liberation).

**UNIT-IV:**

Bhagavad Gita- (a) Niskama karma. (b) Buddhism- The Four Noble Truths – AryaAstangamarga, (c) Jainism- mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

**UNIT -V :**

Crime and Theories of punishment- (a) Reformative, Retributive and Deterrent. (b) Views on manu and Yajnavalkya.

**SUGGESTED READINGS:**

John S Mackenjie: A manual of ethics.

2. "The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.

3. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.

4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.

5. Harold H. Titus: Ethics for Today

6. Maitra, S.K: Hindu Ethics

7. William Lilly: Introduction to Ethics

8. Sinha: A Manual of Ethics

**Course Outcome:**

- Students can understand the need and importance of human values and professional ethics which are essential for positive human behavior and actions in our daily lives.
- They inspire the fundamental goodness of human beings and society at large.

**II SEMESTER**

<b>201</b>	<b>HISTORY OF INDIA FROM 550 A.D TO 1206 A.D.</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>

**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.
- It also covers the invasions of Arabs and foundation of Muslim rule in India
- Apart from reviewing the broad political history of this period, the broader concept of regional polity, social, economic, religious, cultural and intellectual changes and also the theoretical framework of the Segmentary State are examined from various points of view.

**UNIT- I:**

Pallavas of Kanchi - Chalukyas of Badami - their Polity, Society and Economy - Growth of Bhakti tradition.

**UNIT-II:**

Harshavardhana and his times – Polity – Religion –Economy - Society.

**UNIT-III:**

Rashtrakutas in the Deccan - Pratiharas and Palas in the Northern India – Rashtrakutas Polity and Society.

**UNIT-IV:**

The Cholas of Thanjavur – Political – Social - Economic and Religious condition

**UNIT -V :**

The Chalukyas of Kalyani – Political, Social, Economic and Religious conditions - Foundations of Muslim rule in India.

**SUGGESTED READINGS:**

1. Devahuti, D., - Harsha, Political Study - Oxford University Press, 1980.
2. Basham, A.L., - The Wonder that was India, Calcutta, 1971.
3. Chopra, P.N., Ravindran, T.K., & Subrahmanian, N., - History of South India, Vol. I, Ancient period, New Delhi, 1979.
4. Burton Stein - Peasant State and Society in Medieval South India, Delhi, 1980.
5. Noboru Karashima., - South Indian History and Society, Studies from Inscriptions, 850-1800, Delhi, 1984.
6. Majumdar R.C., - The History and Culture of the Indian people, relevant volumes; Comprehensive History of India, Vol. 1, 2 and 3.
7. Yazdani, G., - Early History of the Deccan, Vol. 1-2, Oxford University Press, 1964.
8. Sastry, K.A.N., - History of South India, The Cholas, Madras, 1975 [Reprint]
9. Basavaraja, K.R., - Administration under the Chalukyas of Kalyani
10. Subbarayulu, Y., South India the Cholas, OUP.

**Course Outcome:**

- Students can develop comprehensive knowledge on political, social, economic, religious and cultural history of early medieval India , regional polities and its impact
- Can also able to understand the circumstances lead to the invasions of Arabs and foundation of Muslim rule in India

<b>202</b>	<b>HISTORY OF MEDIEVAL INDIA FROM 1526 AD TO 1707 AD</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ This course is designed to impart thorough knowledge on the Mughal conquest of India, their rule and legacy.</li> <li>➤ The course create awareness among the students about the political achievements, policies, Administrative reforms, economic development, changing pattern of society, women's participation in politics, religious trends, bhakti and sufi movements, progress in languages, education, literature, development of Art, Architecture and Paintings.</li> </ul> <p><b>UNIT- I:</b></p> <p>Political situation in India at the time of Babur's invasion - Establishment of Mughal rule - Babur - Sur interlude - Sher Shah - Akbar, Jahangir - Shah Jahan - Aurangzeb - Relations with the Marathas.</p> <p><b>UNIT-II:</b></p> <p>Nature of Mughal State - Mughal polity - Todarmal's reforms - Mansabdari System - Society of Mughal India.</p> <p><b>UNIT-III:</b></p> <p>Agrarian Society - Industrial and Technological Developments - Inland and Foreign trade - Indian Mercantile trade in Indian ocean - European trade - Towns and Cities of Mughal India.</p> <p><b>UNIT-IV:</b></p> <p>Religious conditions - Akbar's religious policy - Growth of Sufism, Sikkism and Christianity</p> <p><b>UNIT -V :</b></p> <p>Art and Architecture - Mughal Decorative art - Mughal Painting - Court art.</p> <p><b>SUGGESTED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Irfan Habib, - Atlas of the Mughal Empire, OUP, Delhi.</li> <li>2. Japan Raychaudhari&amp; Irfan Habib [ed], - The Cambridge Economic History of India, OUP, Delhi, 1982.</li> <li>3. Tara Chand, - Society and State in the Mughal period, Delhi, 1961.</li> <li>4. Percy Brown, Indian Architecture, The Islamic period.</li> <li>5. Irfan Habib, Medieval India Researches in the History of India, Delhi, 1750.</li> <li>6. Comprehensive History of India, Volume - V.</li> <li>7. Majumdar, R.C., - The History and Culture of the Indian people, Vol. VII [The 'Mughal empire], Bombay, 1984.</li> <li>8. Kulke, H., - The State in India, 1000-1700 A.D., OUP, 1997.</li> <li>9. Ishwari Prasad, - A Short History of the Muslim rule in India, Allahabad, 1970.</li> <li>10. Tripathi, R.P., - Rise and fall of the Mughal empire, Allahabad, 1963.</li> <li>11. Muzaffar Alan Sanjay, The Mughal State Themes in Indian History [1526-1750]. Subramanyam, Oxford in Indian Readings, 1998-2000.</li> <li>12. John F Richards, The Mughal Empire, the New Cambridge History of India.</li> <li>13. Indian History Congress Volumes till date, University of Delhi, New Delhi.</li> </ol> <p><b>Course Outcome:</b></p>		

- Students can understand thoroughly the Mughal conquest of India, their rule and legacy.
- The study help the students to assess the achievements and contribution of Mughals to Indian history and culture

<b>203-A</b>	<b>HISTORY OF SOUTH INDIA FROM 1323 AD TO 1724 AD</b>	<b>CREDITS -4</b>
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<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>
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**Objectives:**

- This course examines the last imperial political formation in Peninsular India and locates the history of the empires of Vijaynagara, Bahmani and contemporary petty 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.
- The course analyses the social, economic and political changes which swept across India in the late medieval period besides the coming of Europeans and its impact.

**UNIT- I:**

Political conditions in south India during 14<sup>th</sup> 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:**

QutubShahis 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.

**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. SomasekharaSarma, M. - Forgotten Chapter of Andhra History, Waltair, 1942.
7. SomasekharaSarma, M. - History of the Reddi kingdoms, Waltair.
8. Studies in the third dynasty of Vijayanagara, Madras, 1980.
9. Hanumantha Rao, B.S.L., - AndhrulaCharitra, Delhi, 1989.

10. Kulke, H. - The State in India, 1000-1700 - OUP, 1997.
11. Sherwani, H.K. - History of the QutbShahi dynasty, New Delhi, 1974.
12. Richards, J. - Mughul Administration in Golkonda, Oxford, 1975.
13. Narayana Rao, V- Symbols of substance, Court and State in Nayaka period, OUP, 1992.
14. Satyanarayana, K. - A Study of the History and Culture of the Andhras, Vol. II, 1983.

**Course Outcome:**

- 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.

<b>203-B</b>	<b>PRE AND PROTO HISTORIC CULTURES OF INDIA</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	

**Objectives:**

- The course intended to provide knowledge on the basic features of prehistoric archaeology, quaternary periods, pre-historic sites, and India's place in human evolution.
- The focus then shifts to different traits associated with Palaeolithic, Mesolithic and Neolithic are discussed.
- To give a holistic view besides the tools and techniques, different aspects of Rock Paintings, habitation features and burials practices of the early man are highlighted.
- It also tracks the development and spread of agriculture during the Neolithic, through to the rise of Harappan urbanism.
- The Early Iron Age and its cultures notably Painted Gray Ware & Northern Black Polished ware cultures associated with early historic city sites are discussed.

**UNIT-I:**

Definition, scope, terminology and periodisation - Quaternary Period: position of prehistory in geological chronology, climatic conditions - Prehistoric sites: type and nature of sites, landscape configuration, primary and secondary sites - Stone tool technology, typology, material and study of stone artifacts - Hominid fossils and the question of human evolution: Human evolution tree, Australopithecus, Homohabilis, Homo erectus, Neanderthal, Java man, Peking man and other major hominidae fossil evidences. India's place in the current scheme of human evolution – Narmada skull and other discoveries .

**UNIT-II:**

A Historiographical perspective – from Robert Bruce Foote till the present - Palaeo-environment conditions with special reference to Potwar plateau and Kashmir , Rajasthan, Son valley, Teri sites, etc - Survey of Lower Palaeolithic cultures - Middle Palaeolithic cultures - Survey of Upper Palaeolithic cultures, - Survey of Mesolithic cultures - distribution, artefacts, technology, raw material, economy, contextual occurrence of tools, chronology, types of sites in India - Rock Art : (a) Recording system, interpretation of rock art, dating of rock art - (b) Survey of rock art in India

**UNIT-III:**

Protohistory: Definition, scope, terminology - Beginning of agriculture and domestication of

animals and plants - distribution, artefacts, technology, raw material, economy, question of microliths, pottery, etc in association with animal domestication - Survey of Neolithic cultures - Chalcolithic cultures of North, Deccan and South.

**UNIT-IV:**

Harappan Civilization : Ravi , Hakra and Amri cultures Early - Harappan period, concept and evolution of terminology, characteristic features, different cultural zones during early Harappan period and distribution pattern - Late / Post Harappan period.

**UNIT -V :**

Iron Age Cultures : Antiquity of iron in India - Painted Grey Ware culture - Distribution pattern, relation to late Harappan culture - Survey of PGW sites in Pakistan and India - Megalithic cultures of India : Distribution pattern, different types of megaliths, survey of various regional types of megaliths including rock-cut chambers - Habitation sites.

**SUGGESTED READINGS:**

1. Ghosh, A., - Encyclopaedia of Indian Archaeology, Vol. I and II, New Delhi.
2. Allchin, F.R., et.al., - The Rise of Civilization in India and Pakistan, Cambridge, 1996.
3. Allchin, Bidget and Raymond., - The Birth of Indian Civilization, London, 1968.
4. Agarwal, D.p., - Archaeology of India, Delhi, 1970.
5. Sankalia, H.D., - Pre-History and Proto History in India and Pakistan, Bombay, 1962.
6. Subba Rao, B., - Personality of India, Baroda, 1958.
7. Walter Fairservis, Roots of Ancient India, London, 1971.
8. Journals -Man and Environment.
9. Dhavalikar, M.K., - Indian Proto History, 1997.
10. Dhavalikar, M.K., - Historical Archaeology of India, 1999.
11. Wheeler, R.E.M., - Indus Civilization, Cambridge University Press, 1967.
12. Gregory Possehl, - Ancient Cities of the Indus, Bombay, 1979.
13. I. S. Banerjee, N.R., - The Iron Age in India, Delhi, 1965.
14. Allchin, F.R. -The Archaeology of Early Historic South Asia, Cambridge, 1995.
15. Dilip K Chakrabarti, - India - An Archaeological History, New Delhi, 2001.
16. S. Settar, Ravi Korisetar [ed], Indian Archaeology in Retrospect Prehistory, Archaeology of South Asia, ICHR, Manohar, 2002.

**Course Outcome:**

- Students will develop a strong foundation and critical understanding of the pre-proto cultures of India and will be able to situate Indian materials within wider archaeological debates.

<b>204</b>	<b>HISTORICAL ARCHAEOLOGY</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	

**Objectives:**

- The course aimed to impart knowledge on studying the history and culture in conjunction with the help of written records.

- The study focuses on inscriptions, coins, monuments, royal documents, oral history and eye witnesses with their importance in writing the history from Mauryan period up to contemporary age
- The cultural sequences reflected in the ancient historical sites also dealt in detail.

#### **UNIT- I:**

Definition and scope - Brief review of archaeology of pre-Mauryan period from 6th century B.C. to 4th century B.C. and contemporary cultural assemblage including potteries of the sub-continent  
Technology and elements of economy – Historical Urbanization

#### **UNIT-II:**

Archaeology of post-Maurya period (2nd century B.C. to end of 3rd century A.D.). - Archaeology of the period of the Guptas and other contemporary dynasties (4th century A.D. to 6th century A.D.).

#### **UNIT-III:**

Archaeology of 7th century A.D. to 10th century A.D. in different regions - Archaeology of 11th century A.D. to 13th century A.D. in different regions.

#### **UNIT-IV:**

Archaeology of 14th century A.D. to 16th century A.D. in different regions. -Archaeology of 17th century A.D. to 19th century A.D. in different regions.

#### **UNIT -V :**

Cultural sequence of important sites: Taxila - Kausambi - Sanchi - Sishupalgarh - Chandraketugarh - Hampi - Sannati - Nagarjunakonda - Arikamedu - Mathura - Sravasti - Brahmagiri - Nalanda

#### **SUGGESTED READINGS:**

1. Allchin, The Birth of Indian Civilizations.
2. Lal, B.B., - Indian Archaeology since Independence.
3. Marshal, J, - Taxila [3 Vols.] Cambridge, 1951.
4. Dilip K Chakrabarthy, India - An Archaeological History, New Delhi, 1999.
5. Gupta, S.P., [Ed.] Mahabharata, Myth and Reality - Differing views, Delhi, 1976.
6. Sankalia, H.D., - The Ramayana in the Historical Perspective, Delhi,1982,
7. Sinha, K.K., - Excavations at Sravasti, Varanasi, 1967.
8. Ghosh, A., - The City in early historical India.
9. Ghosh, A., - Encyclopaedia of Indian Archaeology.
10. Longhurst, A.H., & Ramachandran, T.N., - Nagarjunakonda.
11. Sankalia, H.D., &Dikshit - Excavations at Brahmपुरi.
12. Indian Archaeology - A Review - Volumes.
13. Ancient India - Volumes and Excavation Reports.

#### **Course Outcome:**

- The students can understand thoroughly the nature of the historical archaeology and their importance in historical and cultural studies.
- Able to interpret and writing the history with the help of written records.



205	HUMAN VALUES AND PROFESSIONAL ETHICS –II	CREDITS -4
Sessional Marks 20	End semester Examinations Marks 80	
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ The ethos of Indian culture has been value-oriented throughout the ages.</li> <li>➤ The rich literary heritage of India is a treasure of values and ethics to be acquired, pursued and imparted to the future generations of the present day.</li> <li>➤ An enquiry into varying dimensions of human values may lead to furtherance of our knowledge and to ethical values suited for the modern world.</li> </ul>		
<b>UNIT- I:</b>		
<p>Value Education- Definition - relevance to present day - Concept of Human Values - self introspection – Self-esteem - Family values-Components, structure and responsibilities of family Neutralization of anger - Adjustability - Threats of family life - Status of women in family and society - Caring for needy and elderly - Time allotment for sharing ideas and concerns.</p>		
<b>UNIT-II:</b>		
<p>Medical ethics- Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.</p>		
<b>UNIT-III:</b>		
<p>Business ethics- Ethical standards of business-Immoral and illegal practices and their solutions.Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.</p>		
<b>UNIT-IV:</b>		
<p>Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest control, Pollution and waste, Climate change, Energy and population, Justice and environmental health. 20 -20-</p>		
<b>UNIT -V :</b>		
<p>Social ethics- Organ trade. Human trafficking.Human rights violation and social disparities, Feminist ethics.Surrogacy/pregnancy. Ethics of media- Impact of Newspapers, Television, Movies and Internet.</p>		
<b>SUGGESTED READINGS:</b>		
<ol style="list-style-type: none"> <li>1. John S Mackenzie: A manual of ethics.</li> <li>2. The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.</li> <li>3. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.</li> <li>4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.</li> <li>5. Harold H. Titus: Ethics for Today.</li> <li>6. Maitra, S.K: Hindu Ethics.</li> <li>7. William Lilly: Introduction to Ethics.</li> <li>8. Sinha: A Manual of Ethics.</li> <li>9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.</li> </ol>		

10. SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. Chowkarnba Sanskrit series. VolLII and III, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.
11. CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavanDash,Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIPP 183-191.
12. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
13. Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.
14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. CosmoPublications.
15. Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu ~ Akademi, Hyderabad.
16. I.C Sharma Ethical Philosophy of India. Nagin & co Julundhar.

**Course Outcome:**

- Students can understand the need and importance of human values and professional ethics which are essential for positive human behavior and actions in our daily lives.
- They inspire the fundamental goodness of human beings and society at large.

**III SEMESTER**

<b>301</b>	<b>EPIGRAPHY</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>		<b>End semester Examinations Marks 80</b>

**Objectives:**

- The course is designed to impart basic professional knowledge about the studies in inscriptions.
- The course introduces to the students the meaning, scope and relevance of Palaeography and Epigraphy in general, the antiquity of writing ,the decipherment of Indus script, Kharohshti script and Brāhmī script, their origin, features and development
- The course also intended to focus on types of inscriptions, inscription format, languages, writing materials, dating methods, and numerals.
- This course also introduces to the students the significance and reliability of some of the important Indian inscriptions.

**UNIT- I:**

Epigraphy as source for the reconstruction of Indian History - History of Epigraphical studies in India.

**UNIT-II:**

Origin and Antiquity of writing in India - The Indus script -General Features attempts at decipherment

**UNIT-III:**

The Brahmi script - its characteristics - History of its development - The Kharoshthi script - its characteristics - Origin - distribution and its end - Evolution of Telugu Kannada scripts.

**UNIT-IV:**

Types of Inscriptions and their general characteristics - Methods of Dating of inscriptions Eras - Writing materials.

### **UNIT -V : Detailed Study of the following Inscriptions**

- a) Erragudi edit of Asoka [CII; Vol. I, EI Vol. XXXII],
- b) Hathigumpha inscription of Kharavela [EI. Vol. XX].
- c) Nasik inscription of Pulumavi [EI. Vol. VIII].
- d) Girnar rock inscription of Rudradamam [EI. Vol. VIII].
- e) Nagarjunakonda inscription of Rudrapurushadatta, year 11 [EI Vol. XX.].
- f) Guntupalli Pillar inscription of Salankayana Nandivarma [EI Vol. XIII].
- g) Allahabad pillar inscription of Samudragupta [CII, Vol. III]
- h) Aihole inscription of Pulakesi II [EI Vol. VI],
- i) Kalamalla inscription of Renachola Dhananjaya [EI Vol. XXVII],
- j) Ahadanakaram plates of Eastern Chalukya Vishnuvardhana [Telugu portion] [JESI-Vol.I]
- k) Chebrolu inscription of Jayappanayaka [EI Vol. V],
- l) Santanasagara inscription of Pedakomati Vema Reddi [EI XI].
- m) Gaya inscription of Krishnadevaraya [EI Vol. XXXIII].

### **SUGGESTED READINGS:**

1. Buhler, G., - Indian Palaeography.
2. Pandey, R.B., - Indian Palaeography, 1952.
3. Sircar, D.C., - Indian Epigraphy, Delhi, 1965.
4. Sivarama Murthy, C., - Indian Epigraphy and South Indian Scripts, Madras, 1952.
5. Mahalingam, T.V., - Early South Indian Palaeography, Madras, 1974.
6. Ramesh, K.V., - Indian Epigraphy.
7. Ojha, G.H., - Bharatiya Prachina Lipimala [Hindi], 2<sup>nd</sup> Ed., Ajmer, 1980.
8. Krishna Reddy, N., - Sasana Parichayam [Telugu], Tirupati, 1992.
9. Relevant volumes of Corpus Inscriptionum Indicarum [CII].
10. Relevant volumes of Epigraphia Indica [EI].
11. Richard Solomon : Indian Epigraphy – A Guide to the study of inscriptions in Sanskrit, Prakrit and the other Indo-Aryan Languages, New York, 1998.
12. Gai G.S.: Introduction to Indian Epigraphy, Mysore, 1986

### **Course Outcome:**

- Students will be able to understand the professional knowledge on decipher and read scripts; assess the date of inscriptions with the help of paleographic features.
- Able to understand the different languages used in inscriptions, interpret the inscription in its Political, Socio-economic and Religious context.

302	HISTORY OF INDIAN ARCHITECTURE	CREDITS -4
Sessional Marks 20	End semester Examinations Marks 80	
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ The course surveys the origin and evolution of architecture in India and their transformation through the ages.</li> <li>➤ The various architectural features embedded in the ancient monuments viz, rock-cut and structures of religious and secular, their technique, style, regional variations, artistic skills, influences would be thrown open to the students to understand the heritage monuments of this country in right perspectives.</li> </ul>		
<b>UNIT- I:</b>		
Introduction and Sources (Texts on Architecture) – Terminology – Three styles of Temple Architecture – Harappan Architecture - Mauryan Architecture.		
<b>UNIT-II:</b>		
Buddhist Architecture – Concepts and components – Buddhist cave Architecture – Early Phase – Later Phase – Buddhist Structural Architecture – Stupas of North India – Bharhut – Sanchi - Saranath –Amaravati - Nagarjunakonda – Bhattiprolu - Chaityagrihas and Viharas.		
<b>UNIT-III:</b>		
Early Hindu Cave Architecture – Gupta period-Cave Architecture in Andhradesa – Vijayawada – Mogalrajapuram – Undavalli – Bhairavakonda - Early Chalukya – Rock cut Architecture - Structural temples – Aihole, Badami and Pattadakal – Pallava – Rock-cut caves – Monolithic Rathas – Structural temples - Mahabalipuram and Kanchipuram – Rashtrakuta – Ajantha - Ellora - Greater Kailas temple.		
<b>UNIT-IV:</b>		
North Indian Structural Temple Architecture – Gupta Architecture – Sanchi, Bhumara, Nachanakutara and Deogarh – Orissan Architecture, Bhuvanewar, Puri and Konark – Central Indian style – Khajuraho.		
<b>UNIT -V :</b>		
South Indian Architecture – Chola architecture – Tanjore, GangaikondaCholapuram - Hoyasala architecture – Belur, Halebid, Somanathpur - Kakatiya - Hanumakonda, Pillalamarri, Palampeta and Warangal -Vijayanagara - Hampi.		
<b>SUGGESTED READINGS:</b>		
<ol style="list-style-type: none"> <li>1. Percy Brown - Indian Architecture, Vol. I, Bombay, 1956.</li> <li>2. DebalaMitra - Buddhist Monuments, Calcutta, 1971.</li> <li>3. Srinivasan, K.R., - Temples of South India, New Delhi, 1971.</li> <li>4. Krishnadeva - Temples of North India, New Delhi, 1969.</li> <li>5. James Harle - Art and Architecture of India.</li> <li>6. Rajendra Prasad, B.,-Art ofSouth India, Andhra Pradesh, Delhi, 1980.</li> <li>7. Maichael Meister - Encyclopaedia of Indian Temple Architecture.</li> </ol>		
<b>Course Outcome:</b>		
<ul style="list-style-type: none"> <li>➤ Students will able to understand the evolution of architecture in India and their transformation through the ages in their religious, regional and stylistic context.</li> </ul>		

- Can gain theoretical knowledge about the basic philosophy, fundamental aspects and multifaceted nature of Architecture.

<b>303</b>	<b>HISTORIOGRAPHY AND HISTORICAL METHOD</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	

**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.
- 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:**

Meaning, Definition of History - Scope of History- Importance of its study– Philosophy of History – Historian and his facts - Influence of Society on the Historian - History as Science or Art – Causation in History.

**UNIT-II:**

Research Methodology : Heuristics – Hermeneutics – Synthesis – Exposition - Objectivity – Errors in History – History and its relations with other Social Sciences.

**UNIT-III:**

Sources of Indian History: Ancient and Medieval -Contributions of Kautilya, Banabhatta – Kalhana – Alberuni - Alexander Cunningham - John Marshall, Robert Swell to Indian Historiography.

**UNIT-IV:**

Development of Western and Arab Historiography – Classical period Herodotus, Thucydides - Medieval period : Church Historiography – St. Aungustine; Arab Historiography : Ibn Khaldun – Modern Period : Hegal, Spengler and Toynbee.

**UNIT -V :**

Eminent Indian Historians : D.D. Kosambi, K.A.N. Sastri – Modern Indian Historiography : Historiography of the Indian Freedom Movement – Nationalist School - Cambridge School - Marxist School - Subaltern School.

**SUGGESTED READINGS:**

1. Arthur Marwick, *The Nature of History*, London, 1970.
2. E. H. Carr : *What is History*, Penguin Books, 1969.
3. B. Sheik Ali : *History, its theory and Method*, Delhi, 1978.
4. M Block : *The Historians Craft*, New York, 1953.
5. R. G. Collingwood : *The Idea of History*, New York, 1993.

6. J.W. Thomson , History of Historical Writings[2 Vols.], New York, 1942.
7. Waleh, W.H, An Introduction to the Philosophy of History, London, 1951.
8. K. A. N. Sastry&Ramanna : Historical method with special reference to Indian History, Madras, 1966.
9. R. K. Majumdar& Srivastava A.N., Historiography, Delhi [6 ed.] 1999.
10. Aron, Raymond, Introduction to the Philosophy of History, London, 1960.
11. Butterfield, Herbert, *History and Human Relations*, London, 1951.
12. Dray, William, H., *Philosophy of History*, New York, 1960.
13. P. Gardiner, *Theories of History*, New York, 1969.
14. Lowith, Karl, *Meaning in History*, London, 1970.
15. A.L. Roose, *The Use of History*, London, 1963.

**Course Outcome:**

- 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, the theories and methods used in the practice of history writing.
- Students also gain foundation knowledge on Historical Methods and fundamentals of research methodology.

<b>304-A</b>	<b>HISTORY OF MODERN ANDHRA FROM 1724 AD TO 1956AD</b>	<b>CREDITS -4</b>
<b>Sessional Marks</b>	<b>20</b>	<b>End semester Examinations Marks</b>
		<b>80</b>

**Objectives:**

- The course aimed to impart comprehensive knowledge of the history of modern Andhra in context of regional as well with national events.
- The course introduces coming of Europeans, establishment of Asafjahi dynasty, Andhra under company and crown 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:**

Andhra under the Company Rule : Anglo-French rivalry and the rise of English East India Company, Acquisition of Northern Circars 1766, Nizam – British Relations – securing ceded districts – Consolidation of company rule in Andhra – Administration – Revenue - Irrigation – Agriculture development – Agrarian settlements – Thomas Munro and his reforms – Education - 1857 Mutiny and its impact.

**UNIT-II:**

Telangana under the Nizam's rule :Salarjung reforms – Social and Economic conditions in Telangana under the Asafjahi dynasty in 19<sup>th</sup> century.

**UNIT-III:**

Andhra under the Crown : Irrigation – Economy and its impact on society – Role of Missionaries - Social Reform movements – KandukuriVeereshalingam, RaghupatiVenkataratnam – Rise of Nationalism – Press, Communications, Political Associations – Indian National Congress – Growth of Nationalist ideas – Political consciousness in Andhra.

**UNIT-IV:**

Nationalist Movement : Vandemataram Movement and its impact – Home Rule and Non-Brahmin Movements – Non-Cooperation Movement - Visit of Simon Commission, Civil Disobedience Movement in Andhra – Alluri Seetharamaraju – Rampa rebellion – 1922-24 - Quit India Movement

**UNIT -V :**

Andhra movement : Origin and Growth – Andhra Mahasabhas – Role of Nizam - Government of India Act 1935 – Congress in Power 1937-39 – Growth of left ideology – Attainment of Independence – Movement for separate Andhra - Martyrdom of PottiSriramulu – J.V.P. Report Formation of Andhra State, 1953 - Gentlemen’s Agreement, Emergence of Andhra Pradesh, 1956.

**SUGGESTED READINGS:**

1. Rao, P.R., Modern History of Andhra Pradesh, New Delhi, 1985.
2. Bipin Chandra, Modern India, New Delhi, 1986.
3. Venkatarangaiah, M., The Freedom Struggle in Andhra Pradesh Volume, Hyderabad, 1965.
4. Waheed Khan, H.W., Brief History of Andhra Pradesh, Hyderabad, 1972. Ramana Rao, A.V., Economic Development of Andhra Pradesh, [1766-1957].
5. SarojiniRegani, Highlights of the Freedom Movement in Andhra Pradesh, Hyderabad, 1968.
6. Sanjanlal, The Growth of Public Opinion, Hyderabad Academy, No. 15.
7. Gurunatham, J., The Andhra Movement, Guntur, 1913.
8. Narayana Rao, K.V., The Emergence of Andhra Pradesh, Bombay, 1973.
9. Subba Rao, G.V., The Freedom Struggle in Hyderabad State, Vol. I – IV, Hyderabad, 1956.
10. Gopal Reddy, Y., A Comprehensive History of Andhra, Hyderabad, 1994.
11. Hanumantha Rao, B.S.L., Andhrulacharitra.

**Course Outcome:**

- The students can understand the history of Andhra as well the history of Hyderabad state under company and crown rule.
- 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

<b>304-B</b>	<b>SOCIAL AND POLITICAL INSTITUTIONS IN ANCIENT INDIA</b>	<b>CREDITS -4</b>
<b>Sessional Marks</b>	<b>20</b>	<b>End semester Examinations Marks</b>
		<b>80</b>

**Objectives:**

- This course introduces to the students the basic social, political ideas and institutions of ancient India.
- Social stratifications through Varna-Āśrama system, the ideal behaviour patterns of Purusharthas, family system, and position of women, educational system, and the significance of the institutions of marriage are discussed.
- Nature of polity and administration and also the idea of state in ancient India are brought to the fore through this course.

- Nature, scope and origin of state in ancient India along with the concept of Saptānga theory, kingship and its functions and the existence of democratic elements in the form of Republican states form the subject matter.
- Administrative paraphernalia and the intricacies of war and diplomacy, principles of taxation are analysed.

#### **UNIT- I:**

Sources of study - Family as social unit – Joint family – Samskaras – Purusharthas - Asramas - Varnas and the Caste system.

#### **UNIT-II:**

Institution of Marriage - The position of women – System of Education and Educational Institutions.

#### **UNIT-III:**

State in Ancient India – Saptanga Theory – Origin of Kingship – Position and functions of the king – Council of Ministers - Military, Law and Justice – Taxation – Spy System – Inter State Relations.

#### **UNIT-IV:**

Vedic Polity - Republics in Ancient India - Local Self Government in Ancient Indian Kingdoms.

#### **UNIT -V :**

Manudharmasastra -Arthashastra of Kautilya - Administration and polity in Ancient India.

#### **SUGGESTED READINGS:**

1. Bhagawan Das: Science of Social Organisation.
2. Prabhu R.B.: Hindu Social Organisation.
3. Pandey R.B.: Hindu Samskaras.
4. Datt. N.K.: Origin and growth of Caste in Ancient India
5. Hutton : Caste in India.
6. Altekar A.S. : Position of Women in Ancient India.
7. Indira : Position of Women in Ancient India.
8. Altekar A.S.: Education in Ancient India.
9. Jayaswal K.P.: Hindu polity
10. Ghoshal U.N.: A History of Hindu Political theories.
11. Mahalingam T.V. South Indian Polity
12. Dikshitar V.R.R.: Mauryan Polity
13. Altekar A.S.: State and Govt. in Ancient India.
14. Mukherjee . R.K.: Education in Ancient India.

#### **Course Outcome:**

- Students get acquainted with various developmental phases of the Indian social institutions and their significance in human life and values
- It helps to understand the concepts of Political institutions in Ancient India and their significance.



305-A	OUTLINES OF INDIAN HISTORY	CREDITS -4
Sessional Marks 20		End semester Examinations Marks 80
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ The aim of the course is to impart to the students of other departments about the basic knowledge and understanding of history and culture of India</li> <li>➤ The course introduces sources for the study, early culture and civilizations, important phases of Indian history up to independence.</li> </ul>		
<b>UNIT- I:</b>		
Introduction - Geographical Factors in Indian History – Sources – Periodization of Indian History.		
<b>UNIT-II:</b>		
History of North India upto 8th century A.D - Mauryas - Sungas- Kushanas - Guptas - Harsha		
<b>UNIT-III:</b>		
History of South Indian Dynasties - Satavahanas -Pallavas – Cholas - Chalukyas - Rashtrakutas - Telugu Cholas.		
<b>UNIT-IV:</b>		
Arab Conquest of Sind - Delhi Sultanates Kakatiyas- Bahmanis - Vijayanagara and Mughal Empire.		
<b>UNIT -V :</b>		
Expansion of English Power in India - 1857 Mutiny - Nature - Causes and Results - Indian National Movement - Independent India.		
<b>SUGGESTED READINGS:</b>		
<ol style="list-style-type: none"> <li>1. Mujumdar, Datta, and : An Advanced History of India</li> <li>2. Srinivasa Chary. K.A. : An Advanced History of India</li> <li>3. Pannikar, K.M : A Survey of Indian History</li> <li>4. Pannikar, K.M : Geographical Factors in Indian History</li> <li>5. Bharatiya Vidya Bhavan Volumes : History and Culture of Indian People (Relevant)</li> <li>6. Mahajan, V.D. : History of India from Beginning to 1526</li> <li>7. Sinha and Ray : A History of India</li> <li>8. Bhasham A.L. : The Wonder that was India</li> <li>9. Ram Prasad Khosla : A History of India</li> <li>10. Neelakanta Shastry, K.A : History of South Indian</li> </ol>		
<b>Course Outcome:</b>		
<ul style="list-style-type: none"> <li>➤ The non history students as an external elective course become familiar in understanding the broad phases of Indian history and culture</li> </ul>		
<b>IV SEMESTER</b>		
401	HISTORY OF INDIAN ART	CREDITS -4
Sessional Marks 20		End semester Examinations Marks 80
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ This Course introduces to the students the glorious tradition of Indian art from its very early phase.</li> <li>➤ The course surveys the evolution of Art and sculpture of the Jain, Buddhist and Hindu</li> </ul>		

religious contexts in India and their transformation through the years.

- The various sculptural and art features embedded in the ancient monuments particularly in the temples, stupas, viharas, major developments, would be thrown open to the students to understand the heritage monuments of this country in right perspective.

#### **UNIT- I:**

Sources – Features of Indian Art - Terminology – Beginnings of Rock Art –Indus Valley Art – Mauryan Art – Art of Sunga period.

#### **UNIT-II:**

Kushan Art – Gandhara and Mathura School of Art – Art of Amaravati and Nagarjunakonda – Gupta Art – Ajanta, Ellora – Orissan Art – Bhuvaneshwar, Puri and Konark.

#### **UNIT-III:**

BadamiChalukyan Art – Badami, Aihole, Pattadakal, and AlampurRashtrakuta Art – Ellora and Elephanta - VengiChalukyan Art –Pancharamas and Biccavolu - Hoyasala Art – Belur, Halebid and Somanathpur

#### **UNIT-IV:**

Pallava Art – Mahabalipuram and Kanchi - Chola Art – Tanjore, GangaikondaCholapuram, Tribhuvanam and Dharasuram - Kakatiya Art; Hanumakonda, Palampet, Pillalamarri and Warangal; Vijayanagara Art – Hampi.

#### **UNIT -V :**

Indian Painting – Sources – Important texts – Technique and Tools – Ajanta Frescoes – Bagh Paintings – Tanjore Paintings – Paintings of Sittanavasal - Paintings of Lepakshi.

#### **SUGGESTED READINGS:**

1. Sarasvati, S.K., - Indian Sculpture, Delhi, 1956.
2. James Harle - Art and Architecture of India.
3. Krishnadeva - Temples of North India, New Delhi, 1969.
4. Srinivasan, K.R., - Temples of South India, New Delhi, 1971.
5. Ray C Craven - A Concise History of Indian Art, London, 1976.
6. Zimmer, H., - The Art of Indian Asia, 2 Vols., New York, 1955.
7. Benerjea, J.N., - The Development of Hindu Iconography, Delhi, 1967.
8. Gopinatha Rao, T.A., - Elements of Hindu Iconography, Varanasi, 1971.
9. Sivarama Murthy, C., - South Indian Paintings, New Delhi, 1968.
10. Brown, C.J., - Indian Painting.
11. Mehta, N.C., - Studies in Indian Painting, Bombay, 1926.
12. Lady Herrighan - Ajanta Frescoes, Oxford, 1915.
13. Niharanjan Ray - Maurya and Sunga Art.

#### **Course Outcome:**

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

<b>402</b>	<b>NUMISMATICS</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	

**Objectives:**

- The course aimed to introduce the currency system of ancient India and acquaint the development in the coinage.
- The basic thrust of this course is to establish the relevance and significance of Numismatic studies in ancient Indian history.
- Beginning with the antiquity of coins, early Indian coinage, coins of Indo-Greeks, Śakas and Kusānas , features of Sātavāhana and Gupta coins are discussed.
- The coins of the Chola, Kakatiya, Vijayanagara dynasties and also coins of Delhi sultanates, Mughal emperors are dealt in detail.

**UNIT- I:**

Importance of the study of Coins - Origin and Evolution of Coinage Early Indian Coins – Punch Marked Coins - Epigraphical reference to Numismatics of the Deccan and Andhra

**UNIT-II:**

Coins of Foreign Invaders - Indo-Greeks - Romans and the Kushans.

**UNIT-III:**

Coins of the Satavahanas – Coins of the Gupta Emperors.

**UNIT-IV:**

Coinage of Ikshvakus – Vishnukundins - Coins of the Eastern Calukyas and the Cholas

**UNIT -V :**

Coinage of the Kakatiyas and Vijayanagaras – Coins of the Muslim dynasties of Delhi – Coins of the Mughal Emperors

**SUGGESTED READINGS:**

1. Altekar, A.S., - Coinage of the Gupta empire.
2. Bhandarkar, D.R., - Lectures on Ancient Indian Numismatics.
3. Chattopadhyaya, B., - The Age of Kushanas - A Numismatic Study.
4. Chattopadhyaya, B.D., - Coins and Coinage in South India, New Delhi, 1977.
5. Gupta, P.L., - Coins, New Delhi, 1996.
6. Sarma, I.K., - Coinage of the Satavahana Empire, New Delhi, 1980.
7. Kosambi, D.D., - Indian Numismatics, Delhi, 1992.
8. The Journal of the Numismatic Society of India Volumes.
9. Numismatic Digest volumes, Indian Institute of Research in Numismatic Studies, Anjaneri, Nashik.
10. Studies in South Indian Coins volumes, New Era Publications, Madras.
11. Paula J Turner, Roman Coins branch India, 1989, London.
12. P. Srivastava, Encyclopaedia of Indian Coins – Vol. I & II, Delhi, 2012.
13. David R Sear, Roman Coins and their Values, London, 1988.
14. Durga Prasad, Silver Punch marked Coins of Ancient India [N.S. XLV, & LVII]
15. S.K. Chakravarthi, Ancient Indian Numismatics.

**Course Outcome:**

- Students will be able to identify and decipher the coins.

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

<b>403</b>	<b>HISTORICAL APPLICATIONS IN TOURISM</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	

**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:**

Tourism – Definition – Nature and Scope – History of Tourism and its Developments – Motivation for travel – Types of Tourism – Domestic and International Tourism – Pilgrimage Tourism.

**UNIT-II:**

Socio-economic significance of Tourism – Tourism as an industry – Ancillary industries in Tourism – Tourism organization, national and International – Role of State and Centre in the promotion of Tourism

**UNIT-III:**

History as a tourism product – Archaeological and Historical Monuments, Sanchi – Ajanta – Ellora – Amaravati – Nagarjunakonda – Mahabalipuram and Hyderabad

**UNIT-IV:**

Cultural Tourism in India – Fairs and Festivals – Performing Arts – Music and Dance – Folk and Tribal Culture – Arts and Crafts – Art galleries - Museums.

**UNIT -V :**

Natural Resources – Vegetation – Wild life – Beaches – Hill resorts – Impacts of Tourism on physical environment –Pollution and its impact on Tourism.

**SUGGESTED READINGS:**

1. Majumdar, R.C., - Races and Culture of India, Bombay, 1980.
2. Bhatia, A.K., - Tourism Development, Principles and Practices.
3. Allchin, F.R., - Cultural Tourism in India, Its Scope and Development.
4. Basham, A.L., - The Wonder that was India, New Delhi, 1963.
5. Gupta, S.P., - Tourism Monuments of India.
6. Kaul, S.N., - Tourism in India.
7. Kramrisch, Stella, - The Art of India, London, 1954.
8. Chris Cooper and Fletcher, - Tourism; Principles and Practices.

9. Wahab, S., Tourism marketing.
10. Joan Bakewell, - The Complete Traveller.
11. James W. Morrison, - Travel Agent and Tourism.
12. Edward D. Mills, - Design for Holidays and Tourism.
13. Douglas Pierce, - Tourism Today; a Geographical Analysis.
14. Sivanagi Reddy, E., - Andhra Pradeshlo Tourism; Vanarulu – Avakasalu [Telugu], Hyderabad, 2003.
15. George Young, Tourism – Blessing or Blight.
16. Ram Acharya, - Tourism in India.
17. Mistra, K.S., - Tourism in India.
18. PranNath Seth, - Successful tourism Management.

**Course Outcome:**

- 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

<b>404-A</b>	<b>MUSEOLOGY</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	

**Objectives:**

- The objective of this course is to introduce students to the purpose and functioning of museums.
- The importance of museums in linking archaeology with public education is stressed.
- The prime aim of the course is to impart knowledge on the meaning and scope of museum ,its history, importance of museum and museology, types of museums, acquisition, documentation , methods and principles of exhibition, Architectural aspects, educational activities, management , conservation and preservation.

**UNIT- I:**

Introduction to Museology-Definitions of Museology - History of the Museum Movement in the world History and development of Museums in India. Types of Museums - their Scope and Functions.

**UNIT-II:**

Museum collections - Documentation and Exhibition. Collection Policies, Ethics and Procedures  
Collection methods : Field exploration – Excavation – Purchase Gift and Bequests – Loans – Exchanges – Treasure trove and others.

Documentation : Registration, Accessioning, Cataloguing, Indexing,

De-Accession - Museum equipment. Methods of Display - Temporary and circulating exhibitions

**UNIT-III:**

Organization of Museum – Educational programmes and activities -Research based on Museum collections.

Museum Publications:[Catalogues, Guide books, Brochures, Worksheets, Pamphlets, Posters, Picture cards etc.]. Museum Management and administration. Museum security - internal and external.

**UNIT-IV:**

Conservation - History of Archaeological conservation. Restoration and Preservation - Principles and guidelines of Conservation. Museum exhibits, Material classification, Organic and Inorganic – Causes of decay – Measures of Conservation

**UNIT -V :**

Special study of the Museums

National Museum - Delhi

Salarjung Museum - Hyderabad

Nagarjunakonda Museum - Nagarjunakonda

State Archaeology and Museums- Hyderabad.

Sri Venkateswara Museum - Tirumala Tirupati Devasthanams

**SUGGESTED READINGS:**

1. Nigam, M.L., - Fundamentals of Museology, Hyderabad, 1966 [Rev. 1985].
2. Sivaramamurthy, C., - Directory of Museums in India.
3. Grace Morley, - Museum Today, 1967.
4. Mookerji, Ajit, - Museum Studies.
5. Markham, S.F. &Hargreves, H., - The Museums of India.
6. Smith G Bakshi, - Modern Museum.
7. UNESCO, Organisation of a Museum.
8. UNESCO, Conservation of Cultural property.
9. Plenderlith, H.J., - The Conservation of Antiquities and work of Art, London, 1957.
10. Agarwal, R.C. – Conservation.

**Course Outcome:**

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

<b>404-B</b>	<b>INDIA’S EARLY CULTURAL CONTACTS WITH OTHER COUNTRIES</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ This course is designed to provide a broad picture of contacts between India and South East Asia in terms of cultural, religious and economic exchanges. The Spread of Religions, influence of art and Architecture are analyzed. The Concepts of Kingship, State, Statecraft</li> </ul>		

and Theories of Divine Origin will be reviewed.

- The influence of Indian culture on Central Asia, Japan, Tibet, Persia, Greece, Rome, Indo-China also discussed

#### **UNIT- I:**

Sources of study – Nature and Antiquity of Cultural contacts of Hindu Colonization in South East Asia – Hinduised States in Kambuja – Champa - Srilanka

#### **UNIT-II:**

Hindu civilization in SuvarnaBoomi – Malay peninsula – Indonesia – Java – Bornia – Sumatra and Bali – Religion – Art and Architecture

#### **UNIT-III:**

Indian Influence on the History and Culture of Burma and Siam - Influence of Indian Religion – Literature – Art and Architecture.

#### **UNIT-IV:**

Influence of Indian Culture on Central Asia – Japan and Tibet. Religion – Literature and Art.

#### **UNIT -V :**

Cultural contacts between India and China – Afghanistan – Persia – Greece and Rome – Literature and Art.

#### **SUGGESTED READINGS:**

1. Majumadar R.C. : Hindu Colonies in the Far East.
2. Majumadar R.C. : Ancient Indian Colonization in South East Asia.
3. NilakantaSastry K. A.: Champa, Suvarnavipa and Kambujadesa.
4. NilakantaSastry K. A.: South Indian influence in the Far East.
5. NilakantaSastry K. A.: The Kingdom of Srivijaya.
6. Sircar H.B.: Indian Influence on Jawa and Bali.
7. Vogel J.: Buddhist Art in India Ceylon and Jawa
8. Coedes G.: Hinduised States of South East Asia
9. Regionald Lemay : Culture of South East Asia
10. Bagchi P.C: India and China.
11. Bagchi P.C: India and Central Asia
12. Regmy : History of Nepal.
13. Ghosal U.N. : Indian Culture in Afghanistan.

#### **Course Outcome:**

- Cross regional cultural diffusion has been an important aspect of historical evolution. A strong and vibrating civilization having its impact felt upon other contemporary cultures has been a common phenomenon of history.
- Student can understand well India's early cultural contacts and its influence in South East Asia, Central Asia, Persia, Indo-China Greece and Rome

<b>405-A</b>	<b>INTRODUCTION TO INDIAN ARCHAEOLOGY</b>	<b>CREDITS -4</b>
<b>Sessional Marks 20</b>	<b>End semester Examinations Marks 80</b>	
<b>Objectives:</b>		

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

**UNIT- I:**

Definition - Aim - Scope and Function of Archaeology

**UNIT-II:**

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

**UNIT-III:**

Pre-Proto and Early Historic Periods.

**UNIT-IV:**

Indian Epigraphy - Scope, Use and Function - Origin of Writing in India - Ancient Scripts and Languages - Paleographic Formula - Writing Materials.

**UNIT -V :**

Indian Numismatics - Scope, Use Function - Origin of Coinage inIndia - Examination of a Coin.

**SUGGESTED READINGS:**

1. Sankalia, H.D : Pre and Proto history of India and Pakistan
2. Sankalia, H.D : Indian Archaeology Today
3. Alchn, Bridget and Raymond : Birth of Indian Civilization
4. Childe, Gordon : What happened in History?
5. Pandey, R.B : Indian Paleography.
6. Gupta, PL : Coins
7. Glyn Daniel : 150 Years of Archaeology
8. Frank Hole and Heizer F, Robert : Introduction to Pre-historic Archaeology

**Course Outcome:**

- The external elective students can acquire the knowledge about the importance of archeological studies, its relevance to other sciences.
- Will become familiar to understand the importance of epigraphy and numismatics in the reconstruction of history