

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**

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

**DEPARTMENT OF ANCIENT INDIAN HISTORY CULTURE &  
ARCHAEOLOGY**



**Course**  
**ANCIENT INDIAN HISTORY, CULTURE &  
ARCHAEOLOGY**

**Choice Based Credit System (CBCS)**  
**Academic Year 2017 – 18**

## **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.

## **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 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.
- 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**

<b>S.V. UNIVERSITY, TIRUPATI SVU COLLEGE OF ARTS DEPARTMENT OF ANCIENT INDIAN HISTORY CULTURE &amp; ARCHAEOLOGY COURSE : M.A - AIHC &amp; Archaeology CBCS Pattern (With effect from 2021-2022) The Courses of Study and the Scheme of Examinations</b>								
<b>FIRST 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-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	Compulsory Foundation *	(A) Principles and Methods of Archaeology.	6	4	20	80	100
	AIHC&A-105		(B) Advanced Archaeological					

			Theory and Research Methodology					
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.	0	0	100	-	-

\* 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 be considered for the award of the grade as open elective only given extra credits

## SECOND 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-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	Audit Course	Human Values and	0	0	100	-	-

-207	Professional Ethics-II					
<p>* All <b>Core</b> Papers are <b>Mandatory</b>  *Compulsory Foundation – Choose <b>One</b> paper  *Elective Foundation - Choose <b>ONE</b>  *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.</p>						

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					
	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</p>								

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.

FOURTH 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-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>								

## I SEMESTER

**Sessional Marks 20**

**End Semester Examinations Marks 80**

**Objectives:**

- The objectives of the course are to impart a comprehensive knowledge and understanding of history and culture of India up to 550 CE.
- 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.
- It also deals with the age of foreign incursions, structure of early Indian society and the nature of economic transformation. Focus is also placed on analysis and explanation of ancient India's cultural achievements.

**UNIT- I:**

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.

**UNIT-II:**

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 Doctrines of Buddha – Jainism – Mahavira – Jaina Doctrines and Philosophy.

**UNIT-III:**

North India in 6<sup>th</sup> Century B.C. - Sodasa Mahajanapadas - Rise of Magadha - Persian and Macedonian Invasions – Its Impact – Mauryan Empire – Asoka – Dharma and Missionary Activities – Mauryan Polity - Culture - Decline of the Mauryas.

**UNIT-IV:**

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

**UNIT -V :**

Gupta empire - Its growth and decline - Impact of Hun invasions – Classical Age - Its facets - Gupta Polity, Society, Economy, Religion and Literature.

**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.

**SUGGESTED READINGS:**



1. Thapar, R.- History of India, Reprint, New Delhi, 1990 Asoka and the Decline of Mauryans, 2<sup>nd</sup> Ed., New Delhi, 1973.
2. Kosambi, D.D.- An Introduction to the Study of Indian History, Bombay, 1956.
3. Rayachaudari, H.C.- Political History of Ancient India, Calcutta, 1950, 5<sup>th</sup> Edition.
4. Kosambi, D.D.- The Culture and Civilization of Ancient India in Historical outline, London, 1965.
5. Thapar, R - From Lineage to State, Social formation in the Mid first Millennium B.C. in the GangaValley, 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. Upender Singh, The Discovery of Ancient India, 2005, Reprint -2010, Delhi.

**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

**Course Outcome:**

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

**SUGGESTED READINGS:**

1. Tapan Raychaudhari., - 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.

**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, Epigraphical 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.

**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.

**SUGGESTED READINGS:**

1. Hanumantha Rao, B.S.L. - Andhrula Charitra, 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. Debala Mitra - 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. Parabrahma Sastri, P.V., - The Kakatiyas, Hyderabad, 1983.
16. Rajendra Prasad, B., - Art of South India, Andhra Pradesh, Delhi, 1980.
17. Venkataramanaiah, N., - Eastern Chalukyas 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.

**Objectives:**

- 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.

**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.

### **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.

**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.

**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

**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. Shinly Goreinstein - An Introduction to Archaeology
9. Dilip K Chakrabarathi- 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.

<b>Compulsory Foundation 105</b>	<b>(B)ADVANCED ARCHAEOLOGICAL THEORY AND RESEARCH METHODOLOGY</b>	<b>CREDITS -4</b>
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**Objectives:**

- The primary objective of this course is to introduce the major theories used in archaeology. To provide a methodological foundation for archeological interpretation, as well given as idea of global perspective on changes occurring in the discipline.
- To introduce analytical processes developed by different schools of archeological thought, and the range of approaches currently available in studying material culture.
- To introduce the process of research in a formal way, techniques of report writing and presentation skills.

**UNIT- I:**

**Introduction to Trends in Archaeological Theory**

**Importance of theory in Archaeology – Changes in archeological theory: from culture-historical perspective – New archaeology and related developments – Middle Range theory, Behavioral archaeology and ethno archaeology – Beyond New archaeology; Introduction to contemporary theories.**

**UNIT-II:**

**Epistemology and Philosophy of Science**

**Knowledge theories before emergence of science – Nature and types of knowledge – Rationalism, positivism, empiricism and critical theory – realism and relativism.**

**UNIT-III:**

**Post –Processual Perspectives Structuralism**

**Post –structuralism; Deconstructionism – Marxist archaeology, Gender Archaeology: Feminism – Post-modernism.**

**UNIT-IV:**

**Research Process Seven Stages of Research process**

**Types of Research Designs – Variables and sampling – Virtues of a researcher – Writing a research proposal.**

**UNIT -V :**

**Report writing and presentation Types of presentations**

**Structure of dissertation and thesis – style of writing: what to do and what not to do – Poster Presentation – Public/Oral Presentation.**

**Course Outcome:**

- The student will be able to understand the basic features of various theories and thoughts used in archaeological interpretations.
- They can formulate a research proposal and decide on appropriate materials and methods of analysis.
- They can present the findings and the process of conducting research in written and verbal formats.



## **SUGGESTED READINGS:**

1. **Beall, J.C., 2010, Logic: The Basics, Oxford : Routledge.**
2. **Binford, L.R, 1983, Working at Archaeology, New York, Academic Press.**
3. **Binford, L.R, 1989, Debating Archeology, New York, Academic Press.**
4. **Choudary, C.M., 1991, Research Methodology, Jaipur: RBSA.**
5. **Cohen, M.R. and E. Nagel 1976, An introduction to logic and scientific method: Mumbai: Allied Publishers.**
6. **De Groot, A.D. 1969, Methodology, Hague: Mouton.**
7. **Gellner, E., 1985, Relativism and Social Sciences, Cambridge, Cambridge University Press.**
8. **Gppde, W.J. and P.K. Hatt, 1952, Methods in Social Research, Tokyo Mc Graw Hill.**
9. **Gupta, Anil 2006, Empiricism and Experience, Oxford: Oxford University Press.**
10. **Hodder, I, 1992, Theory and Practice in Archeology, London: Routledge.**
11. **Hodder, I, 1995, Interpreting Archaeology Finding Meaning in the Past, New York: Routledge.**
12. **Joglekar, P.P. 2014, Research Methodology for Archaeology Students, Pune: Gayatri Sahitya.**
13. **Jones, Andrew, 2004. Archaeological Theory and Scientific Practice. Cambridge: Press.**
14. **Kelley, JH. And M.P. Hanen 1990. Archaeology and the Methodology of Science.**
15. **Mates, Benson, 1972, Elementary Logic, New Elementary New York: Oxford University Press.**
16. **Marcyky. Geoffrey, Devid Dematteo and David Festinger 2005. Essentials of Research Design and Methodology: Hoboken, New Jersey John Wiley & Sons.**
17. **Musnson, R. 1976. The Way of Life: An Informal Logic. Boston: Houghton Mifflin.**
18. **Paddayya, K. 1990. New Archaeology and Aftermath view from Outside the Anglo American World, Pune: Ravish Publishers**
19. **Paddayya , K. 2002. A Review of Theoretical Perspectives in Indian Archaeology, in S.Settar and R. korisettar (Ed) Indian Archaeology in Retrospect, Vol. IV, pp.117-157, New Delhi: ICHR and Manohar.**
20. **Paddayya, K. 2016. Revitalizing Indian Archaeology, Two Volumes, Delhi.**
21. **Phelan, J.W. 2005, Philosphy, Themes and Thinkers, Cambridge: Cambridge University Press.**
22. **Preucel, R. (ed). 1991 Processual and Postprocessual Archaeologists Multiple Ways of Knowing the Past, Carbondale (Illinois):Southern Illinois University Press.**

**Elective foundation**  
**106**

**(A) SOCIAL AND POLITICAL INSTITUTIONS  
IN ANCIENT INDIA**

**CREDITS -4**

**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 :**

Manudharma sastra - Arthashastra of Kautilya - Administration and polity 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.

**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. Sounth 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.

**Objectives:**

- It aims to promote knowledge on the origin and development of religious movements, practice and patronage in India
- Emphasis is also made in to gain knowledge on each religion about their doctrines, philosophy, sectarian divisions and harmony

**UNIT- I:**

Introduction - Vedas – Vedic religion and philosophy – Philosophical import of Vedas – Central doctrine of Upanisads – Religion in Ramayana and Mahabharatha – Bhagavad Gita.

**UNIT-II:**

Non – Vedic Religions – Jainism, Buddhism

**UNIT-III:**

Hinduism – Savism –Vaishnavism–Saktism - Tantrism – Shaddharsanas – Bhakti Movement.

**UNIT-IV:**

Islam, Sufism, Sikhism, Christianity

**UNIT -V**

Aryasamaj – Brahmosamaj – Ramakrishna paramahamsa – Swamy Vivekananda – Sri Aurobindo- Religious tolerance – National Integration.

**Course Outcomes:**

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

**SUGGESTED READINGS:**

1. Majumdar, R.C : History and Culture of the Indian People Vols
2. Winternitz: History of Indian Literature, Vol.I
3. Bhandarkar, R.G.: Vaisnavism, Saivism and Minor Religions.
4. Deshmukh, P.S.: The Origion and development of Religion in Vedic Literature.
5. Radhakrishnan, S.: Indian Philosophy, Vols. I and II.
6. Hiriyanna, M.: Outlines of Indian Philosophy.
7. JadunathSinha : A History of Indian Philosophy. 4 Vols.

8. Nilima Sharma: Twentieth Century of Indian Philosophy – Relevant chapters.
9. Swamy Archalananda : Spiritual Heritage of India.
10. Datta and Cheterji : Introduction of Indian Philosophy.
11. Karmakar. : The Religions of India.
12. Ramakrishna Mission, Calcutta : Cultural Heritage. Vols. III & IV

<b>Audit Course</b>	<b>HUMAN VALUES AND PROFESSIONAL ETHICS –I</b>	<b>CREDITS -4</b>
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**Objectives:**

- 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 – Arya Astangamarga, (c) Jainism- mahavratas and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

**UNIT -V :**

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

**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.

### **SUGGESTED READINGS:**

1. John S Mackenzie: 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

## II SEMESTER

Sessional Marks 20

End Semester Examinations Marks 80

Core Paper -  
201

HISTORY OF INDIA  
FROM 550 A.D TO 1206 A.D.

CREDITS -4

### 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.

### Course Outcome:

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

<b>Core Paper - 202</b>	<b>HISTORY OF MEDIEVAL INDIA FROM 1526 AD TO 1707 AD</b>	<b>CREDITS -4</b>
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**Objectives:**

- This course is designed to impart thorough knowledge on the Mughal conquest of India, their rule and legacy.
- 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.

**UNIT-I:**

Political situation in India at the time of Babur's invasion - Establishment of Mughal rule - Babur - Sur interlude - Sher Shah - Akbar, Jahangir - Shahjahan - Aurangazeb - Relations with the Marathas.

**UNIT-II:**

Nature of Mughal State - Mughal polity - Todarmal's reforms - Mansabdari System - Society of Mughal India.

**UNIT-III:**

Agrarian Society - Industrial and Technological Developments - Inland and Foreign trade - Indian Mercantile trade in Indian ocean - European trade - Towns and Cities of Mughal India.

**UNIT-IV:**

Religious conditions - Akbar's religious policy - Growth of Sufism, Sikkism and Christianity

**UNIT -V :**

Art and Architecture - Mughal Decorative art - Mughal Painting - Court art.

**Course Outcome:**

- 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

**SUGGESTED READINGS:**

1. Irfan Habib, - Atlas of the Mughal Empire, OUP, Delhi.
2. Japan Raychaudhari & Irfan Habib [ed], - The Cambridge Economic History of India, OUP, Delhi, 1982.
3. Tara Chand, - Society and State in the Mughal period, Delhi, 1961.
4. Percy Brown, Indian Architecture, The Islamic period.
5. Irfan Habib, Medieval India Researches in the History of India, Delhi, 1750.
6. Comprehensive History of India, Volume - V.
7. Majumdar, R.C. - The History and Culture of the Indian people, Vol. VII [The 'Mughal empire], Bombay, 1984.
8. Kulke, H. - The State in India, 1000-1700 A.D., OUP, 1997.
9. Ishwari Prasad, - A Short History of the Muslim rule in India, Allahabad, 1970.
10. Tripathi, R.P.- Rise and fall of the Mughal empire, Allahabad, 1963.



11. Muzaffar Alan Sanjay, *The Mughal State Themes in Indian History [1526-1750]*. Subramanyam, Oxford in Indian Readings, 1998-2000.
12. John F Richards, *The Mughal Empire*, the New Cambridge History of India.
13. *Indian History Congress Volumes till date*, University of Delhi, New Delhi.

<b>Core Paper - 203</b>	<b>HISTORY OF SOUTH INDIA FROM 1323 AD TO 1724 AD</b>	<b>CREDITS -4</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 pretty powers within the context of cultural, religious and ideological changes which were taking place during the late medieval period stretching from the middle of the fourteenth century till the Battle of Tallikota 1565 AD.
- 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 14th century A.D. Resistance to the Muslim Invasions - Role of the Musunuri Chiefs - Rule of Reddi dynasties - Contributions to Andhra culture.

**UNIT-II:**

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

**UNIT-III:**

Nature of Vijayanagara state - Nayankara system, Social-economic Conditions - Religious conditions - Literature.

**UNIT-IV:**

Qutub Shahis of Golkonda - Mughal invasion and Annexation - Downfall of the Mughal empire - Rise of Secondary states in South India - Establishment of State of Hyderabad, 1724.

**UNIT -V :**

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

**Course 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.

**SUGGESTED READINGS:**

1. *Comprehensive History of India*, Vol. V.
2. *History and Culture of the Indian people*, Vol. VII, Bombay, 1984.
3. P.M. Josh and M. Sherwani, *Medieval History of Deccan*, , Hyderabad, 1973.
4. Burton Stein, *Peasant state and society in medieval South India*, Delhi, 1980.
5. Burton Stein, *Vijayanagara*, Cambridge, 1989.
6. Somasekhara Sarma, M. - *Forgotten Chapter of Andhra History*, Waltair, 1942.
7. Somasekhara Sarma, M. - *History of the Reddi kingdoms*, Waltair.
8. *Studies in the third dynasty of Vijayanagara*, Madras, 1980.
9. Hanumantha Rao, B.S.L., - *Andhrula Charitra*, Delhi, 1989.
10. Kulke, H. - *The State in India, 1000-1700* - OUP, 1997.
11. Sherwani, H.K. - *History of the Qutb Shahi 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.

**Core Paper -  
204**

**PRE AND PROTO HISTORIC CULTURES OF INDIA**

**CREDITS -4**

### **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.**

#### **Course Outcome:**

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

#### **SUGGESTED READINGS:**

1. **Ghosh, A., - Encyclopedia 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 Korisettar [ed], Indian Archaeology in Retrospect Prehistory, Archaeology of South Asia, ICHR, Manohar, 2002.**

**Compulsory  
Foundation - 205**

**(A) HISTORY OF INDIAN ARCHAEOLOGY**

**CREDITS -4**

**Objectives:**

- **This Course intended to give introduction on the development of Archaeological research in India both in Pre-independence and post-Independence era.**
- **The surveys undertaken by early explorers were analysed from a given socio-cultural context.**

**UNIT- I:**

**Antiquarianism to Archaeology – The Surveyors – The Antiquarians- Adventures – Early Archaeological Writings – William Jones and James Prinsep.**

**UNIT-II:**

**The establishment of Archeological Survey – Alexander Cunningham as a Surveyor – His contributions to the field epigraphy and archaeology – Alexander Cunningham as Director General of Archaeological Survey of India – His contribution to the development of Archaeology.**

**UNIT-III:**

**The role of Indians in archaeological studies – Lord Curzon – His contribution to the development of archaeology – Sir John Marshall and his contribution.**

**UNIT-IV:**

**Robert Bruce Foote – James Burgess – Colin Mackenzie – ACI Carlleyle – HH Cole- T.S. Elliot – Robert Wavell – Era of Mortimer Wheeler – Their contribution in the development of excavation techniques.**

**UNIT -V :**

**Post-Independence era- Development of Prehistoric studies – Proto-historic studies – Epigraphical studies – Numismatic Studies – Archaeological Excavations – Conservation.**

**Course Outcome:**

- **Students will familiarize in understanding the history of archaeological studies and**

its progress from its inception up to recent trends.

- Help the students in assessing the services rendered by pioneers of archaeologists
- It also helps to understand archeological studies in pre and post Independence and emergence of various branches.

#### **SUGGESTED READINGS:**

1. Dilip K Chakrabarthy, 1988, A history of Indian Archaeology from the beginning to 1947, Munshiram Monohar Lal, New Delhi.
2. Dilip K Chakrabarthy, 1999, India - An Archaeological History, Oxford University Press, New Delhi.
3. Ghosh, A., - "Fifty years of the Archaeological Survey of India" Ancient India, Vol 9, pp. 29-52.
4. Ghosh, A., - Encyclopedia of Indian Archaeology, ICHR, New Delhi.
5. John Kean, 2011, To cherish and Conserve: the early years of the Archaeological Survey of India, New Delhi: ASI.
6. Sourindranath Roy, 1961, The Story of Indian Archeology, 1784-1947, ASI, New Delhi.
7. Upinder Singh, 2004, The Discovery of Ancient India: Early Archeologists and the Beginnings of Archaeology, Permant Black, New Delhi.
8. Indian Archaeology - A Review - Volumes.
9. Ancient India - Volumes and Excavation Reports.

<b>Compulsory Foundation 205</b>	<b>(B) CULTURAL HERITAGE MANAGEMENT</b>	<b>CREDITS -4</b>
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#### **Objectives:**

- To introduce students to the key concepts of Heritage management, including the definition and scope of the subject, history of cultural heritage movement, heritage monuments, heritage management, policy and its implementation in the Indian context, enhancing public awareness in preservation and restoration.

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

**Heritage: Definition and scope – Types of Heritage cultural and Natural – Need for preservation and conservation of Heritage.**

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

**World Heritage Movement – Role of International organizations e.g., - UNESCO  
World Heritage Monuments – World Heritage Monuments in India.**

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

**History of Cultural Heritage in India – Role of Government bodies – India  
Legislation about Cultural Heritage – Role of Non-Government Organizations  
and Universities.**

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

**Heritage Management: Policy and Practice – Developmental issues and their  
impacts – Impact of natural factors , e.g., natural calamities – Illegal trade of art  
objects and smuggling.**

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

**Public participation in preservation of cultural heritage – Enhancing public  
awareness: formal and non-formal – education Tourism and cultural heritage.**

#### **Course Outcome:**

- Students can understand well the concept of cultural heritage, world and heritage monuments in India
- Can acquire the knowledge about the need of their conservation and promotion of awareness among the public.

#### **SUGGESTED READINGS:**

1. Batra, M.L. 1996, Conversation: Preservation and Restoration of Monuments, New Delhi, Aryan Books International.

2. Basham, A.L, 2007. The illustrated Cultural History of India, Oxford University Press.
3. Bhandari, N.K. 2007, Culutral Heritage of India, Delhi, Eastern Book Corporation.
4. Bhowmik, S.K. 2004, Heritage Management: Care, Understanding and Appreciation of Cultural Heritage, Jaipur: Publication Scheme.
5. Biswas, Sachindra Sekhara, 1999, Protecting the cultural Heritage (National Legislation and International Conversation) New Delhi: Aryan Books International.
6. Deshpande, M. N. 1994, Care of Cultural Heritage. New Delhi: National Museum Institute.
7. Dhawan, Shashi, 1996. Recent Trends in Conservation of Art Heritage, Delhi: Agam Kala Prakshan.
8. Ghoshmaulik, S.K. and K.K. Bass 2001, Understanding Heritage: Role of Museum, Bhubaneswar: Academic Staff College.
9. Howard, Peter. 2003. Heritage: Management, Interpretation, Identity, London: Continuum.
10. Paddayya K, 2004, Heritage Management with special reference to modern impacts on archaeology sites of lower Deccan Studies 1 (2): 7-24.
11. P.R. Rao, 1988, Cultural Heritage of India, Delhi: Sterling.
12. Renfrew, C. 2000, loot, Legitimacy and Ownership, London: Duckworth.
13. Singh, L.K. 2008, Indian Cultural Heritage from Tourism Perspective, Delhi: ISHA Books
14. Thapar B.K. 1989, Conservation of the Indian Heritage, New Delhi: Cosmo Publication.

Elective  
Foundation-206

(A) INDIA'S EARLY CULTURAL  
CONTACTS WITH OTHER COUNTRIES

CREDITS -4

#### Objectives:

- 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 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 Suvarna Boomi – 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.

#### 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
- The students were able to understand the influence of Indian culture on Central Asia, south east asia, Japan, Tibet, Persia, Greece, Rome, Indo- China

#### **SUGGESTED READINGS:**

1. Majumadar R.C. : Hindu Colonies in the Far East.
2. Majumadar R.C. : Ancient Indian Colonization in South East Asia.
3. Nilakanta Sastry K. A.: Champa, Suvarnadvipa and Kambujadesa.
4. Nilakanta Sastry K. A.: South Indian influence in the Far East.
5. Nilakanta Sastry 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.

Elective Foundation-206	<b>(B) EARLY HISTORY OF SOUTH EAST ASIA</b>	<b>CREDITS -4</b>
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#### **Objectives:**

- This course is designed to provide a broad picture of the Early History of South East Asia.
- The emphasis will on studying the contacts between India and South East Asia in terms of Cultural, religions and economic exchanges.
- The spread of religion ,influence of art and Architecture, the concepts of Kingship, State, State craft and theories of Divine Origin will be reviewed

#### **UNIT I :**

South East Asia – Definition and Terminology – Geographical Setting – Pre historic and Proto historical past- Early Indian Literary references – Historiographical Developments.

#### **UNIT II :**

Beginning of contacts with mainland India – Early Kingdoms – Funan – Champa – Kings and dynasties.

#### **UNIT III :**

Cultural contacts – Spread of the concepts of Kingdom – Kingship – myths and legends – Religious contacts – spread of Hinduism – Buddhism – Amaravati and Mathura Schools of Art.

#### **UNIT IV:**

The Medieval Empires – Srivijaya – Sailendra Dynasty – Hindu and Buddhist Art and Architecture – Borobudur Stupa – The Khmer Empire – Ruling Dynasties – Art and Architecture – Ankor vat – Cultural significance.

#### **UNIT V :**

**Exchanges between India and South East Asia – Trade relations – Religious Expansion – Buddhism & Hinduism – Arts & Crafts – Language & Literature – Concept of Devaraja Cult and its significance in the History of South East Asia.**

**Course Outcome:**

- **Students can be able to understand thoroughly the Early History of South East Asia,**
- **the contacts between India and South East Asia in terms of Cultural, religions and economic exchanges**
- **Student can be well versed in assessing the India's early cultural contacts and its influence in South East Asia**

**SUGGESTED READINGS:**

1. **Briggs, LP., 1951, The Ancient Khmer Empire, Philadelphia.**
2. **Coedes, G. 1968, The Indianized states of South East Asia, Hawaii, Canberra.**
3. **Comaraswamy. A.K., 1951 Hisotyr of Indian and Indonesaian Art, London.**
4. **Hall, D.G.E., 1968, A History of South East Asia, London.**
5. **Le May, R., 1954, The Culture of South East Asia, London, Quaritch.**
6. **Van Heekeren, H.R., 1958, The Bronze – Iron Age of Indonesia, The Hague.**
7. **Wagner, F.A., 1959, Indonesia: The Art of an Island Group, London.**
8. **Wales, H.G., 1951, The Making of Greater India, London.**
9. **Winstedt, Sir Richard., 1953, The Malayas : A Cultural History, London.**

**Audit Course  
- 207**

**HUMAN VALUES AND PROFESSIONAL ETHICS –II**

**CREDITS -4**

**Objectives:**

- **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:**

**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.**

**UNIT-II:**

**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.**



### **UNIT-III:**

**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.**

### **UNIT-IV:**

**Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest control, Pollution and waste, Climate change, Energy and population, Justice and environmental health.**

### **UNIT -V :**

**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.**

### **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.**

### **SUGGESTED READINGS:**

1. **John S Mackenzie: A manual of ethics.**
1. **"The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.**
2. **"Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.**
3. **"Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.**
4. **Harold H. Titus: Ethics for Today.**
5. **Maitra, S.K: Hindu Ethics.**
6. **William Lilly: Introduction to Ethics.**
7. **Sinha: A Manual of Ethics.**
8. **Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.**
9. **SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. Chowkarnba Sanskrit series. Vol I and Ill, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.**
10. **CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 Vol IPP 183-191.**
11. **Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.**
12. **Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.**
13. **An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications.**
14. **Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu Akademi, Hyderabad.**
15. **I.C Sharma Ethical Philosophy of India. Nagin & co Julundhar.**



### III SEMESTER

Sessional Marks 20

End Semester Examinations Marks 80

Core Paper –  
301

HISTORY OF INDIAN ARCHITECTURE

CREDITS -4

#### Objectives:

- The course surveys the origin and evolution of architecture in India and their transformation through the ages.
- The various architectural features embedded in the ancient monuments viz, rock-cut and structures of religious and secular, their technique, style, regional variations, artistic skills, influences would be thrown open to the students to understand the heritage monuments of this country in right perspectives.

#### UNIT- I:

Introduction and Sources (Texts on Architecture) – Terminology – Three styles of Temple Architecture – Harappan Architecture - Mauryan Architecture.

#### UNIT-II:

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.

#### UNIT-III:

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.

#### UNIT-IV:

North Indian Structural Temple Architecture – Gupta Architecture – Sanchi, Bhumara, Nachanakutara and Deogarh – Orissan Architecture, Bhuvaneshwar, Puri and Konark – Central Indian style – Khajuraho.

#### UNIT -V :

South Indian Architecture – Chola architecture – Tanjore, Gangaikonda Cholapuram - Hoyasala architecture – Belur, Halebid, Somanathpur - Kakatiya - Hanumakonda, Pillalamarri, Palampeta and Warangal -Vijayanagara - Hampi.

#### Course Outcome:

- Students will be able to understand the evolution of architecture in India and their transformation through the ages in their religious, regional and stylistic context.
- Can gain theoretical knowledge about the basic philosophy, fundamental aspects and multifaceted nature of Architecture.

#### SUGGESTED READINGS:

1. Percy Brown - Indian Architecture, Vol. I, Bombay, 1956.
2. Debala Mitra - Buddhist Monuments, Calcutta, 1971.
3. Srinivasan, K.R., - Temples of South India, New Delhi, 1971.
4. Krishnadeva - Temples of North India, New Delhi, 1969.
5. James Harle - Art and Architecture of India.
6. Rajendra Prasad, B.,-Art of South India, Andhra Pradesh, Delhi, 1980.

## 7. Maichael Meister - Encyclopaedia of Indian Temple Architecture.

Core Paper - 302

EPIGRAPHY

CREDITS -4

### Objectives:

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

### 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.

### 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], 2nd 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

<b>Generic Elective - 303</b>	<b>(A) HISTORY OF MODERN ANDHRA FROM 1724 AD TO 1956 AD</b>	<b>CREDITS -4</b>
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**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 I Company, Acquisition of Northern Circars 1766, Nizam – I 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 19th century.**

**UNIT-III:**

**Andhra under the Crown : Irrigation – Economy and its impact on society – Role of Missionaries – Social Reform movements – Kandukuri Veereshalingam, Raghupati Venkataratnam – 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 I Movement**

**UNIT –V :**

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

**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

**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.
5. Ramana Rao, A.V., Economic Development of Andhra Pradesh, [1766-1957].
6. Sarojini Regani, Highlights of the Freedom Movement in Andhra Pradesh, Hyderabad, 1968.
7. Sanjanlal, The Growth of Public Opinion, Hyderabad Academy, No. 15.
8. Gurunatham, J., The Andhra Movement, Guntur, 1913.
9. Narayana Rao, K.V., The Emergence of Andhra Pradesh, Bombay, 1973.
10. Subba Rao, G.V., The Freedom Struggle in Hyderabad State, Vol. I – IV, Hyderabad, 1956.
11. Gopal Reddy, Y., A Comprehensive History of Andhra, Hyderabad, 1994.
12. Hanumantha Rao, B.S.L., Andhrula charitra.

Generic Elective -  
303

(B)HISTORIOGRAPHY AND HISTORICAL  
METHOD

CREDITS -4

**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.

**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

**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.

<b>Generic Elective - 303</b>	<b>(C) LABORATORY METHODS IN SCIENTIFIC ARCHAEOLOGY</b>	<b>CREDITS -4</b>
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**Objectives:**

- In this course students are introduced to the various scientific disciplines used for archaeological research.
- The students are trained the practical experiment in the various laboratories in the Archeology Department.

**UNIT I:**

**Role of Various Sciences in Archeological Research – Identification and Study of Stone tools – Identification and study of Pottery**

**UNIT II:**

**Archaeobotany and Palynology- Different types of plant fossils found in archaeological contexts – Identifying charred grains – Use of microscope for palaeobotanical studies.**

**UNIT III:**

**Archaeozoology and Palaeontology – brief Introduction to the scope and objectives of animal skeletal studies in Archaeology, Animal Classification, Mammalian osteology, Identification and study of Osteology of domestic animals (Cattle, Sheep, Goat, Horse, Donkey, Dog and Pig) – Fossil preparation, Identification and Systematic Palaeontology of Fossil Vertebrates.**

**UNIT IV:**

**Human Osteology – Identification – Methods of Cleaning and reconstruction – Sex Determination, Age Estimation, Demography and Pathology.**

**UNIT V:**

**Minerals and Rocks – Soils and Sediments – Geological Sections – Toposheet Reading – Satellite Imagery.**

**Course Outcome:**

- Students are familiarized with basic descriptive technique and Preliminary study of various categories of objects studied by archaeologists, such as lithics, pottery, plant fossils, human remains, rocks and minerals sediments, map reading

**SUGGESTED READING:**

1. Badam, G.L., 1979, Pleistocene Fauna of India, Pune: Deccan College.
2. Baker, J and D, Brothwell, 1980, Animal Diseases and Archaeology, Academic Press: London.
3. Das, W.M., 1981, Human Osteology: A laboratory and Field manual of the Human Skeleton, 2nd Edition, Columbia: Missouri Archaeological society.
4. Biswas, A.K. 2005, Sicne in Archcaeology and Archaeological Materials, New Delhi.
5. D.K. Print World (P) ltd., Bone J.F, 1979 Animal Anatomy and

- Physiology, Reston: Reston Publishing Co.,
6. Black C.A., Evans, D.D., White J.L., Ensminger L.E., and FE., Clark (Eds) 1965, *Methods of soil Analysis, Part I Physical and mineralogical Properties and Part II Chemical and Microbiological properties*, American Society of agronomy, Inc. Madison, Wisconsin, USA.
  7. Brothwell, D., and E. Higgs (Eds), 1969. *Science in Archaeology*, London: Thames and Hudson.
  8. Brothwell, D., and A.M. Pollard, 2001, *Handbook of Archaeological Sciences*, New York: John Wiley and Sons.
  9. Cornwall, I.W, 1974, *Bones for Archaeologists*, (revised Edition) London: L.M. Dent and Sons.
  10. Deo, S.G., 2000 01, *Computer Applications in Archaeology: A review of work done at Deccan College*, Bulletin of Deccan College Postgraduate and Research Institute, Vol. 60 61:137 142.
  11. Deotare, B.C., 1995, *Pollen recovery from minerogenic sediments: A Methodological approach*, Man and Environment, XX (2):101-105.
  12. Erdtman, G. 1969, *Hand Book of Palynology*, New York: Hafner, Greig, Kam,es 1989, *Hand Book for archaeologists No. 4: Archaeobotany*, European Science Foundation, Strasbourg.
  13. Joshi, R.V. and B.C. Deotare, 1983, *Chemical Analysis of Archaeological Deposits from India*, Pune, Deccan College.
  14. Kajale, M.D., 1991, *Current status of Indian Palaeoethnobotany: Introduced and Indigineous food plants with a discussion of the historical development of Indian Agriculture and agricultural system in general, in New light on Early Farming*, Jane Renfrew (Ed.,) Edinburgh: Edinburge University Press , pp. 155-190.
  15. Leiggi, Patrick and Peter May (eds.), 1994, *Vertebrate Palaeontological Techniques*, Vol. I, Cambridge University Press.
  16. Moore, P.D., Webb, J.A and M.E, Collinson, 1992, *Pollen Analysis*, Oxford: Black well. Pearsall, D., 1989, *Palaeoethnobotany Handbook of Procedures*, London: Academic Press.
  17. Plenderlith, H.J., 1965, *the Conservations of Antiquities and works of art*, London: Oxford University Press, Renfrew, J. 1973, *Palaeoethnobotany*, London.
  18. Mathuen and Co.Reilly, P. and S.,Rathz (eds), 1992, *Archaeology and the Information age*, London.
  19. Routedge Romer, A.S., 1967, *Vertebrate Paleontology*, Chicago: University of Chicago Press.



**Objectives:**

- This course examines the temple from a variety of perspectives such as on the forms of worship, origin of temple and image worship, historical growth of temples to various faiths in Hinduism, and emergence of temple as socio-economic-religious and cultural institution
- Special emphasis is given to study the of Tirumala , Tirupati , Srikalahastiswara temples, Varadarajaswami temple at Kanchi and Varahanarasimhaswami temple at Simhachalam.
- In short, the multi-dimensional role of the temple in ancient and medieval society will be highlighted

**UNIT- I:**

Forms of worship in Ancient India – Image worship – The Origin of the temple – General survey of the historical development of temple structures - Agamas – Image making and construction of temples.

**UNIT-II:**

Styles of Temples: Nagara -Vesara and Dravida Installation of Images in Temples – Vishnu and Siva, etc with or without consorts.

**UNIT-III:**

The concept of Archavatara – The placement of deities in main and subsidiary temples - A General study of the Saivite and Vaishnavite Temples – Fairs and festivals and Vahanas.

**UNIT-IV:**

A brief Study of important temples – Sri Venkateswara at Tirumala – Sri Kalahastiswara at Sri Kalahasti, Varadarajaswami temple at Kanchi and Varahanarasimhaswami temple at Simhachalam.

**UNIT -V :**

Endowment Act – Temple administration and duties of temple priests (Archakas) - Trustees and Executive Officers – Activities of Temples.

**Course Outcome:**

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

## **SUGGESTED READINGS:**

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

<b>Skill Oriented Course 304</b>	<b>SOFT SKILLS IN ARCHAEOLOGY</b>	<b>CREDITS -4</b>
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### **Objectives:**

- **Archeological researcher and heritage professionals use a raft of computational methods GIS, data mining, web science, point process modeling, and network analysis.**
- **This soft skill programme intended to promote basic theoretical and practical knowledge on computer introduction, functions, programming and data management, skills in techniques such as advanced landscape, GIS, spatial analysis, remote sensing, mapping, photography etc methods.**

### **UNIT - I :**

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

### **UNIT - II :**

**MS office (MS word – M.S Excel - M.S Power point - MS Teams)**

### **UNIT –III:**

**Computer in Archaeology- Printed Sources- Internet Sources –World Wide Web**

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**Electronic Publishing- Bibliographic Service– General Computing and IT skills–**

**Net**

**Working- Web Science**

### **UNIT –IV :**

**Computational Archaeology- Computational Approaches in Archaeology and Human**

**History- GIS- Remote Sensing - Landscape Survey- Planning- Point Process Modeling-**

**Artifact Identification-- Finds Processing – Data Mining –Exploratory Data Analysis**

**in Archaeology- Scanning – Documentation.**

### **UNIT – V :**

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

**Course Outcome:**

- The students can acquire knowledge on the basics of computer and its usage in general
- They can expertise the working skills in computational archaeology and be able to equip for future research and enhance employability.

**REFERENCE BOOKS and WEB SERIES:**

1. Gary Lock - Using Computers in Archaeology, 2003.
2. Benjamin C. Pierce – Types and Programming Languages.
3. R.S. Salaria – Computer Fundamentals.
4. Charles Petzold – The Hidden Language of computer Hardware and software.
5. Computational Archaeology - Wikipedia
6. [WWW.researchgate.net/publication/Computational Archaeology](http://WWW.researchgate.net/publication/Computational%20Archaeology)
7. [isaacullah.github.io/what is computational Archaeology](http://isaacullah.github.io/what-is-computational-Archaeology)

**Open Elective - 305 | (A) OUTLINES OF INDIAN HISTORY | CREDITS -4**

**Objectives:**

- 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
- The course introduces sources for the study, early culture and civilizations, important phases of Indian history up to independence.

**UNIT- I:**

Introduction - Geographical Factors in Indian History – Sources – Periodization of Indian History.

**UNIT-II:**

History of North India upto 8th century A.D - Mauryas - Sungas- Kushanas - Guptas - Harsha

**UNIT-III:**

History of South Indian Dynasties - Satavahanas - Pallavas – Cholas - Chalukyas - Rashtrakutas - Telugu Cholas.

**UNIT-IV:**

Arab Conquest of Sind - Delhi Sultanates Kakatiyas- Bahmanis - Vijayanagara and Mughal Empire.

**UNIT -V :**

Expansion of English Power in India - 1857 Mutiny - Nature - Causes and Results - Indian National Movement - Independent India.

**Course Outcome:**

- The non-history students as an external elective course become familiar in understanding the broad phases of Indian history and culture

**SUGGESTED READINGS:**

1. Mujumdar, Datta, and Rayachoudari, **An Advanced History of India.**
2. Srinivasa Chary. K.A. Nilakanta Sastri, **An Advanced History of India**
3. Pannikar, K.M, **A Survey of Indian History**
4. Pannikar, K.M, **Geographical Factors in Indian History**
5. **Bharatiya Vidya Bhavan Volumes , History and Culture of Indian People (Relevant Chapters)**
6. Mahajan, V.D. , **History of India from Beginning to 1526.**
7. Sinha and Ray , **A History of India .**
8. Bhasham A.L., **The Wonder that was India**
9. Ram Prasad Khosla, **A History of India**
10. Neelakanta Shastry, K.A, **History of South Indian**

**Open Elective - 305**

**(B) WOMEN IN INDIAN HISTORY**

**CREDITS -4**

**Objectives:**

- **This course is designed to create awareness among the students about the women in Indian culture through the ages and historical continuity and change**
- **The course aimed to focus on the sources for the study of women history, their role in social and religious movements since the ages, progress of education, economy, their role in cultural institutions and analyses women centered issues with historical context**

**UNIT- I:**

**Sources – Archival – Government files, Official reports, Census, Private papers, etc., Non-archival – Sacred and non-sacred texts - Epigraphs, Diaries, Memoirs, Autobiographies, Fiction, Songs, Folklore, Photographs, Paintings, Oral history.**

**UNIT-II:**

**Religion and Women – Brahmanical and non-Brahmanical – Jainism – Buddhism– Islam – Sikkism Christianity.**

**UNIT III:**

**Reform Movements and Women – Bhakti movements – ViraSaivism – Brahma Samaj – AryaSamaj – Aligarh movement – Theosophical movement – SatyaShodhakSamaj – Sri Narayan movement – Self-respect movement.**

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

**Education and Women – Ancient India – Medieval India – Colonial India – Post Independence; Women and Work – Household – Agriculture – Industry – Formal and informal sectors Professions – Wages – Property rights.**

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

**Women and Culture – Women’s representation and participation in Literature – Art and Sculpture – Music – Dance – Films Theatre – Religious scriptures – Historical writing – Media.**

#### **Course Outcome:**

- **The students can acquire knowledge course on the sources for the study of women history, their role in social and religious movements since the ages, progress of education, economy, their role in cultural institutions and analyses women centered issues with historical context.**

#### **SUGGESTED READINGS:**

1. **Agnew, Vijay, Elite Women in Indian Politics, Delhi, Vikas, 1979.**
2. **Altekar, A.S. The Position of Women in Hindu Civilization, Delhi, 1978.**
3. **Chakravarti Uma and Kumkum Roy, Breaking out of Indivisibility: Rewriting the History of Women in Ancient Perceptions of the Role of Women in Politics and Society, UNESCO, Berg, 1988.**
4. **Dehejia, Vidya, Representing the Body : Gender Issues in Indian Art, Kali for Women, Delhi, 1997.**
5. **Desai Neera, Women in Modern India, Vora, Mumbai, 1957.**
6. **Everett, Jana M. Women and Social Change in India, Delhi, 1981.**
7. **Jayawardena, Kumari, Feminism and Nationalism in Third World, London, 1986.**
8. **Krishnamurthy, J. ed., Women in Colonial India : Essays on Survival, Work and the State, OUP, Delhi, 1989.**
9. **Nair, Janaki, Women and Law in Colonial India : A Social History, Delhi, 1986.**

<b>IV SEMESTER</b>			
<b>Sessional Marks</b>	<b>20</b>	<b>End Semester Examinations Marks</b>	<b>80</b>
<b>Core Paper - 401</b>		<b>HISTORY OF INDIAN ART</b>	<b>CREDITS -4</b>

#### **Objectives:**

- **This Course introduces to the students the glorious tradition of Indian art from its very early phase.**
- **The course surveys the evolution of Art and sculpture of the Jain, Buddhist and Hindu religious contexts in India and their transformation through the years.**
- **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:**

**Badami Chalukyan Art – Badami, Aihole, Pattadakal, and Alampur Rashtrakuta Art – Ellora and Elephanta – Vengi Chalukyan Art –Pancharamas and Biccavolu – Hoyasala Art – Belur, Halebid and Somanathpur**

**UNIT-IV:**

**Pallava Art – Mahabalipuram and Kanchi – Chola Art – Tanjore, Gangaikonda Cholapuram, 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.**

**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.**

**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.**

**Core Paper -  
402**

**NUMISMATICS**

**CREDITS -4**

**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**

**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**

**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.**

<b>Generic Elective 403</b>	<b>(A)</b>	<b>MUSEOLOGY</b>	<b>CREDITS -4</b>
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**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.

**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.

**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. & Hargreaves, 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.

Generic Elective  
403

**(B) HISTORICAL APPLICATIONS IN TOURISM**

**CREDITS -4**

**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.**

**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**

**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. Pran Nath Seth, - Successful tourism Management.

**Generic Elective  
403**

**( C ) TOUR GUIDING AND MANAGEMENT**

**CREDITS -4**

**Objectives:**

- **The aim of the course is to provide useful theoretical knowledge and skill**

requirement of the Tourism guide

- The course can provide more in depth insight in to the specific aspects of tour guide, basic concepts, skill requirement , communication proficiency, personality, , first aid treatment and role of guide in tourism

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

**Tour Guiding Concept – History – Dimensions and Present status, Role and Responsibilities of Tour Guide – Tour Guide code of conduct, Personal hygiene and grooming Check List for Tour Guides. Principles of Tour Guide – How develop Tour guiding skill.**

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

**Communication for Tour guiding – Language – Posture and Presentation, Roadblocks in Communication – Speaking faults – body language for speaking, Tour commentary – composition and contains microphones technique – sense of Humor – How to deal with Awkward questions timing and indications – apology and pausing. Linking commentary with what to be seen.**

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

**Visitor interpretation: concept – principles and types, how to develop interpretation skill – popular understanding of a place, principles of Good interpretative practical. Reconstructive and re-creative interpretation – personal stereo type.**

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

**Nature interpretation – Concept – Perspective – approach – Principles of Nature interpretation. Intrinsic quality of a resource Hierarchy of interpretation. Heritage Interpretation**

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

**Dealing with Emergencies – Accidents, Law and Order, Theft, Loss of Documents. First aid : Importance – general procedures - evolution of situation. First Aid Procedure – Artificial Ventilation – Bleeding Control Treating Wounds. Principles of Bandaging – Treating Burns – Treating Snake Bite – Dealing with Fractures. Complaint handling.**

#### **Course outcome:**

- The students can familiarize the knowledge needed to tourism guide activities.
- It will equip the students with the solid foundation to build upon the fundamentals of tour guide, useful skills and expertise that can assist employment in Tourism Industry

#### **SUGGESTED READINGS:**

1. Travel Agency & Tour Operations, Foser .D.
2. Conducting Tours, Dellers.
3. Travel Agency and Tour Operat TT – 31 lion, J.M. Negi
4. Ravel Agency Mangaement, M.N. Chand.
5. Tour Operations and Tour Guiding, J.N. Negi.
6. What time is this place, David Hetchenberg.

**Objectives:**

- The paper is designed to provide introductory information on various methods and techniques followed in the Conservation and Preservation of Cultural Property made of Organic and Inorganic materials such as Archaeological Sites, Monuments, Antiquities made of metal, Wood, Ivory and Textile.

**UNIT- I:**

**Terminology used in Conservation**

**History of Conservation: Definition : Monuments – Antiquities – Archaeological Site and Remains – Conservation – Preservation – Structure – Intervention – Repair – Restoration – Reconstruction – Reproduction – Salvage Archaeology.**

**UNIT-II:**

**Structural Conservation – Materials**

**Materials: Classification of Materials: Stone – Brick – Wood – Mortar – Composition of Material – Causes of Decay Treatment: Chemical Wars – Sand Blast – Paper pulb.**

**UNIT-III:**

**Structural Conservation – Techniques**

**Techniques: Grouting – Grunting – Pointing – Underpinning - Plastering – Monitoring of Cracks – Filletting – Edging.**

**UNIT-IV:**

**Chemical Conservation – Inorganic Antiquities**

**Metalic antiquities : Gold, Silver, Copper, Bronze, Lead and Iron – Ores, Source of Origin – Metallurgy – Cause of Decay and Corrosion – Laboratory Treatment and Preservation.**

**UNIT -V :**

**Chemical Conservation Organic Antiquities**

**Organic Antiquities: Ivory, Bone, Pal Leaf, Wood and Textile – Material and its composition – Causes of Decay – Treatment in the field and Laboratory.**

**Course outcome:**

- The student can equip with various methods and techniques followed in the Conservation and Preservation of Cultural Property.
- The students were able to possess the essential skills and knowledge that can assist employment in Archaeology and museum as conservator

**SUGGESTED READINGS:**

1. Alchin, B., Allchin, F.R., Thapar, B.K., Conservation of the Indian Heritage, Cosmo Publication, 1989, New Delhi.
2. Batra.N.L., A Plea for new Technology in Conservation, Proceedings of World

Archaeological Congress -3, New Delhi, Dec., 4-11-1994.

3. **Batra, N.L., Heritage Conservation Aryan Books International, New Delhi, 1996, Felldon, Bernard, Conservation of Historical Buildings, butterworth Scientific series.**
4. **Gulroln, T.R., Hand book of Chemical Conservation of Museum Objects, Department of Museology, Maharajasayajirao University of Baroda.**
5. **Jeyaraj, V., Care of Paintings, Commissioner of Museum, Chennai, 2002.**
6. **Jeyaraj.V., Care of Museum Objects, Commissioner of Museum, Chennai 1995, Marshall, John, Conservation Manual, 1904.**
7. **Nagar. S.I, Protection, Conservation and Preservation of Indian Monuments, New Delhi, Proceedings of International Congress on Stone Conversation, UNESCO, Held in Paris, June 1993.**

<b>Multidisciplinary Course/ Project Work-404</b>	<b>HISTORY OF SCIENCE AND TECHNOLOGY IN ANCIENT INDIA</b>	<b>CREDITS - 4</b>
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**Objectives:**

- **This course as multidisciplinary designed to promote knowledge on emergence and character of Ancient Science and Technology, technological development in pre and proto historic periods, usage of minerals and metals, origin of mathematics, astronomy, astrology, history of medicine with special reference to ayurveda.**

**UNIT - I:**

**Meaning of Science - its Origin and Scope - The emergence and character of**

**Ancient Science and Technology (an over view) – Archaeology as Source of Indian Technology.**

**UNIT-II:**

**Tool Technology during Pre-historic and Proto-historic Period - a Brief Survey of Stone Age Technology - Early Human ideas as depicted in Prehistoric Rock Shelters, Manufacturing of Ceramic, Terracottas, Glass and Bead technology – Indus Town Planning and Building Technology including building materials.**

**UNIT- III:**

**Metal Technology – Copper, Bronze, Iron - Techniques of the Manufacture of Coins- Techniques of the Manufacture of Sculptures, Technique of Ancient Paintings.**

**UNIT – IV:**

**Development of Mathematics, Astronomy and Astrological Sciences- Aryabhata- Brahma Gupta - Varahamihira - Bhaskara-I.**

**UNIT – V:**

**History of Ayurveda- History of Indian Medicine with special reference to Charak Samhita- History of Indian Surgery with special reference to Susruta Samhita- Theory of Tridosas- Eight classical division of Ayurveda.**

**Course outcome:**

- **Students will be able to understand the history of science and technology and its progress through the ages, introduction and impact of the stone and metal ages and nature of scientific developments in ancient India.**
- **They also acquire the knowledge on the history of Mathematical Sciences and Ayurveda**

**SUGGESTED READINGS:**

- 1. Bag, A.K. (ed.) History of Technology in India, Vol. I, New Delhi, 1997.**
- 2. Bose. D.M. et. al., Concise History of Science in India, INSA, New Delhi, 1971.**
- 3. Dikshit, M.G. History of Indian Glass, Bombay, 1964.**
- 4. Forbes, R.J. Studies in Ancient Technology, Vol. I to IX, Leiden, 1976.**
- 5. Hodges. H, Technology in the Ancient World, London, Pelican, 1970.**
- 6. Jaggi, O.P., Dawn of Indian Technology, Delhi, 1969.**
- 7. Kutumbiah, P, Ancient Indian Medicine, Orient Longman, 1969.**

**Open Elective -  
405**

**(A) INTRODUCTION TO INDIAN  
ARCHAEOLOGY**

**CREDITS -4**

**Objectives:**

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

numismatic studies.

**UNIT- I:**

**Definition - 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 in India - Examination of a Coin.**

**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**

**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**

**Objectives:**

- This course examines the last imperial political formation in peninsular India and locates the empire within the context of social, cultural, religious and ideological changes.
- The course analyses the political, social, economic, religious and cultural changes and continuity under the Vijayanagara rulers

**UNIT- I:**

Sources for the reconstruction of Vijayanagara History – Circumstances leading to the foundation of the Vijayanagara empire – Telugu or Kannadiga origin of founders.

**UNIT-II:**

History of Sangamas in relation to the Reddis, Bahmanis and Gajapatis – Reign of Devaraya II – Decline of the Sangam power – Saluva usurpation – Narasimha's achievement – Narasa Nayaka's regency – Tuluva usurpation.

**UNIT-III:**

Tuluva Dynasty Krishnadevaraya – Relations with the Gajapatis - Sultans of Bijapur and the Portuguese Achayutadevaraya – Sadasivaraya and regency of Aliya Ramaraya – Origin of Southern Nayakships – Relations with Portuguese and Deccan Sultans – Causes, Course & Results of the battle of Rakshasi Tangadi.

Aravidu Dynasty – Vankatapatiraya's relations with Sultan of Golkonda and the Portuguese – Relations with feudatories – Civil War – Sriranga III and disintegration of Vijayanagara Empire.

**UNIT-IV:**

Administration – Central Government – Provincial set up – Nayankara system – Society – Social institutions – Position of Women – Economic conditions – Guilds – Trade and Commerce.

**UNIT -V :**

Religion – Literature with special reference to Telugu Literature - Art, Architecture and painting.

**Course Outcome:**

- The non-history student as an external elective can be familiar in understanding the history of Vijayanagara empire and their contribution to south Indian culture

**SUGGESTED READINGS:**

1. Rangaswami Saraswati, A.: Sources of Vijayanagar History.
2. Nilakanta Sastri, K.A. and Venkataramanayya, N.: Further Sources of Vijayanagara History, Vols. I & II.
3. Mahalingam, T.V. : Administration and Social Life under Vijayanagara, 2 Parts.
4. Ramachandraiya, O.: Studies on Krishnadevaraya of Vijayanagara.
5. Venkataramanyya, N.: Studies in the Third Dynasty of Vijayanagara.
6. Saletore, B.A.: Social and Political Life in the Vijayanagara Empire (A.D.1346-

**1646) 2 Vols.**

- 7. SreeramaSarma, P. History of the Saluva Dynasty.**
- 8. Robert Sewell: A Forgotten Empire.**
- 9. Sherewani H.K and Joshi PM (Ed) : The Medieval History of the Deccan (Relevant Chapters)**