

DEPARTMENT OF ANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY

**SVU COLLEGE OF ARTS
SRI VENKATESWARA UNIVERSITY, TIRUPATI**



M.A - I, II, III and IV Semester

Syllabus, Scheme of Instructions/ Examinations

CBCS Pattern (With effect from 2024-2025)

S.V. UNIVERSITY, TIRUPATI
SVUCOLLEGE OF ARTS

DEPARTMENT OF ANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY
Re-Structured P.G. Programme (CBCS) as per NEP 2020, National Higher Education
Qualification Frame Work (NHEQF) and Guidelines of APSCHE

(With effect from the batch of Students admitted from the academic year 2024-25)

M.A. AIHC & ARCHAEOLOGY

SEMESTER - I								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	AIHC&A 101	Pre and Proto Historic Cultures of India	6	4	70	30	100
2		AIHC&A 102	History and Culture of Ancient India upto 550 CE	6	4	70	30	100
		AIHC&A 103	History of Andhras upto 1323 CE					
3		AIHC&A 104	Ancient World Civilizations	6	4	70	30	100
		AIHC&A 105	Social and Political Institutions of Ancient India					
4	*SOC	AIHC&A 106	Principles and Methods of Archaeology-1(A) OR Advanced Archaeological Theory and Research Methodology -1 (B)	6	4	70	30	100
5		AIHC&A 107	Historical Applications in Tourism -2 (A) OR Cultural Heritage Management -2 (B)	6	4	70	30	100
Total				36	20	350	150	500
6	Audit Course	AIHC&A 108	Science and Technology in Ancient India-1	6	0	0	100	0

- *CC (Core Courses) - Student can choose any Three out of Five Core Courses
- *SOC (Skill Oriented Courses) – Student can choose one from each code
- Audit Course – Zero Credits but mandatory with only a Pass

SEMESTER - II								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	AIHC&A 201	History and Culture of Early Medieval India (550 CE – 1206 CE)	6	4	70	30	100
2		AIHC&A 202	History and Culture of Medieval India (1206 CE-1707 CE)					
		AIHC&A 203	Art and Architecture of India	6	4	70	30	100
3		AIHC&A 204	History of South India (1323 CE-1724 CE)					
		AIHC&A 205	India's Early Cultural contacts with other countries					
4	*SOC	AIHC&A 206	Epigraphy and Paleography -3(A) OR Archival Science and Preservation Methods -3(B)	6	4	70	30	100
5		AIHC&A 207	Museology - 4(A) OR Tourism and Transport Management - 4(B)	6	4	70	30	100
6	*OOTC	AIHC&A 208	Open Online Trans-Disciplinary Course-1	-	2	-	100	100
Total				36	22	350	250	600
7	Audit Course	AIHC&A 209	Science and Technology in Modern India - 2	6	0	0	100	0

- *CC (Core Courses) - Student can choose any Three out of Five core courses
- *SOC (Skill Oriented Courses) – Student can choose one from each code
- *OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,
- Audit Course – Zero Credits but mandatory with only a Pass

SEMESTER - III								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	AIHC&A 301	Historiography and Historical Method	6	4	70	30	100
2		AIHC&A 302	Research Methodology in History	6	4	70	30	100
		AIHC&A 303	Numismatic Studies					
3		AIHC&A 304	History of Modern Andhra (1724 CE – 2014 CE)					
		AIHC&A 305	Rayalaseema Through the Ages					
4	*SOC	AIHC&A 306	Soft Skills in History and Archaeology - 5(A) OR Travel Agency and Tour Operations Management - 5(B)	6	4	70	30	100
5		AIHC&A 307	Tourism Guiding and Management - 6(A) OR Laboratory Methods in Scientific Archaeology - 6(B)	6	4	70	30	100
6	*OOTC	AIHC&A 308	Open Online Transdisciplinary Course – 2	-	2	-	100	100
*	Seminar / Tutorials / Remedial Classes and Quiz as part of Internal Assessment			6	-	-	-	-
Total				36	22	350	250	600

- *CC (Core Courses) - Student can choose any Three out of Five core courses
- *SOC (Skill Oriented Courses) – Student can choose one from each code
- *OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,

SEMESTER - IV								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	OOSDC	AIHC&A 401	Open Online Skill Development Courses	-	8	-	200	200
2	PW	AIHC&A 402	Project Work – Orientation Classes	24	12	300	0	300
*	Conducting classes for competitive exams, communication skills, UGC / CSIR and NET / SLET examinations			12	-	-	-	-
Total				36	20	300	200	500
Total Semesters				144	84	1350	850	2200

- Open Online Skill Development Course (OOSDC) - Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)

DEPT OF ANCIENT INDIAN HISTORY, CULTURE & ARCHAEOLOGY(AIHC&A)

S V UNIVERSITY COLLEGE OF ARTS

PROGRAMME SPECIFIC OUTCOMES

- The department is specialized in teaching and research in Archaeology, Ancient and Medieval Indian History and Culture.
- The courses are designed with an aim to impart knowledge and skills in Archeology, Ancient and Medieval Indian History, Andhra history, ancient world cultures and influences with emphasis on the study of political, social, economic, religious, cultural development and changes.
- There are basic courses in core section on history which are thematic and cut across chronological divisions and regional polities.
- The ancient history courses encouraged the study on sources for the study, evolution of social structures, economy, civilizations, religious traditions, cultural developments, political processes as well as historical geography and chronology.
- Emphasis is also given to the study of Medieval history and culture with a focus on transition in Indian history from ancient to medieval and medieval to colonial period, through a reconstruction of structural continuities, regional polities, social and economic developments, as well as changes in the spheres of religion, culture and languages.
- The courses dealing with archaeological studies provide basic concepts, theoretical training in field methods including process of archaeological investigation, excavation techniques, methods of Data retrieval, Chronology and Dating Methods, Prehistory, Proto-History, Historical Archaeology, Epigraphy, Numismatics, Art and Architecture.
- The Skill courses on Tourism, Museology, Archival science, Cartography and Archaeological lab technology 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.

SEMESTER - I

Core Course - 101	PRE AND PROTO HISTORIC CULTURES OF INDIA	CREDITS -4
IA - 30 Marks		SEE - 70 Marks

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:

Prehistory: 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:

Proto history: 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., - The Rise of Civilization in India and Pakistan, Cambridge, 1996.
3. Allchin, Bridget 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 Fairervis, Roots of Ancient India, London, 1971.
8. Dhavalikar, M.K., - Indian Proto History, 1997.
9. Dhavalikar, M.K., - Historical Archaeology of India, 1999.
10. Wheeler, R.E.M., - Indus Civilization, Cambridge University Press, 1967.
11. Gregory Possehl, - Ancient Cities of the Indus, Bombay, 1979.
12. I. S. Banerjee, N.R., - The Iron Age in India, Delhi, 1965.
13. Allchin, F.R. -The Archaeology of Early Historic South Asia, Cambridge, 1995.
14. Dilip K Chakrabarthy, - India - An Archaeological History, New Delhi, 2001.
15. S. Settar, Ravi Korisettar [ed], Indian Archaeology in Retrospect Prehistory, Archaeology of South Asia, ICHR, Manohar, 2002.
16. Journals -Man and Environment

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 Doctrins of Buddha – Jainism – Mahaveera – Jaina Doctrins and Philosophy.

UNIT-III:

North India in 6th 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, Religious and Economic conditions under the Satavahanas – 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, 2nd 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, 5th 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 Millenium 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.

Core Course - 103	HISTORY OF ANDHRAS UPTO 1323 CE	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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. <p>UNIT- I: Physical features – Impact on History and Culture of Andhra -Archaeological, Epigraphical and literary sources – History of Andhrajati - Andhradesa, Trilingadesa - Pre-Mauryan Andhra – Andhradesa during the Mauryas.</p> <p>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.</p> <p>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 3rd and 7th centuries A.D</p> <p>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.</p> <p>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.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ 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. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 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 [7th to 13th Century A.D.] Delhi, 1991. 		

Core Course - 104	ANCIENT WORLD CIVILIZATIONS	CREDITS - 4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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. <p>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.</p> <p>UNIT-II: Mesopotamian Civilization - Geographical Factors - The Sumerians and city - States - The Babylonian Empire - Science - Literature, Society - Law Codes of Hammurabi - Hittite conquest - Assyrian conquest - The Chaldean or New Babylonian empire - Persian Invasion [539 B.C.]</p> <p>UNIT-III: Ancient Greece - Historical background - Geographical influence -Development of city - states - Athenian Democracy - Wars with Persia [492 B.C.] - Greek Philosophy - Education - Literature - Science - Art and Architecture - Decline of Greece - the Age of Alexander the Great.</p> <p>UNIT-IV: Ancient China - Geographical factors - Political history - The Han dynasty Polity - Economic conditions - Trade and Commerce. Ancient China Religion and Philosophy - Buddhism - Confucianism –Taoism - Art and Architecture.</p> <p>UNIT -V : 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.] - 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.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ 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. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 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 [2nd Ed. 2007]. 6. Herman Schinider. - History of the World Civilization, London, 1931. 7. Hutchinson Ancient World History of Civilization. 8. Breastead, 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. 		

Core Course 105	SOCIAL AND POLITICAL INSTITUTIONS IN ANCIENT INDIA	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
Objectives:		
<ul style="list-style-type: none"> ➤ 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 – Types-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:		
<ul style="list-style-type: none"> ➤ 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:		
<ol style="list-style-type: none"> 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. 		

SOC -106	PRINCIPLES AND METHODS OF ARCHAEOLOGY- 1 (A)	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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 <p>UNIT- I: Archaeology - Definition and Scope - Relationship with History, Anthropology and pure Sciences - Kinds of Archaeology.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ 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 <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 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 Chakrabarthy- India: An Archaeological History, New Delhi, 2001. 10. Daniel Glyn., - The Origin and Growth of Archaeology, Penguin books, 1967. 11. Paddayya, K., -New Archaeology and its aftermath, Pune, 1990. 12. K. Rajan,- Archaeology, Principles and Methods, Manoopathippakam, Thanjavur, 2002. 		

SOC-106	ADVANCED ARCHAEOLOGICAL THEORY AND RESEARCH METHODOLOGY - 1 (B)	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
Objectives:		
<ul style="list-style-type: none"> ➤ 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 archeology: 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:		
<ul style="list-style-type: none"> ➤ 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:		
<ol style="list-style-type: none"> 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. Marczyk. 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. 		

SOC 107	HISTORICAL APPLICATIONS IN TOURISM -2 (A)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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 . <p>UNIT- I:</p> <p>Tourism – Definition – Nature and Scope – History of Tourism and its Developments – Motivation for travel – Types of Tourism – Domestic and International Tourism – Pilgrimage Tourism.</p> <p>UNIT-II:</p> <p>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- ITDC-APTDC</p> <p>UNIT-III:</p> <p>History as a tourism product – Archaeological and Historical Monuments, Delhi- Agra- Sanchi – Ajanta – Ellora – Amaravati – Nagarjunakonda – Hampi-Mahabalipuram and Hyderabad</p> <p>UNIT-IV:</p> <p>Cultural Tourism in India – Fairs and Festivals – Performing Arts – Music and Dance – Folk and Tribal Culture – Arts and Crafts – Art galleries - Museums.</p> <p>UNIT -V :</p> <p>Natural Tourism Resources – Vegetation – Wild life – Beaches – Hill resorts – Impacts of Tourism on physical environment –Pollution and its impact on Tourism.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ 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 <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 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. 		

SOC- 107	CULTURAL HERITAGE MANAGEMENT – 2 (B)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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. <p>UNIT- I: Heritage: Definition and scope – Types of Heritage cultural and Natural – Need for preservation and conservation of Heritage.</p> <p>UNIT-II: World Heritage Movement – Role of International organizations e.g., - UNESCO World Heritage Monuments – World Heritage Monuments in India.</p> <p>UNIT-III: History of Cultural Heritage in India – Role of Government bodies – India Legislation about Cultural Heritage – Role of Non-Government Organizations and Universities.</p> <p>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.</p> <p>UNIT -V : Public participation in preservation of cultural heritage – Enhancing public awareness: formal and non-formal – education Tourism and cultural heritage..</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ 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 <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 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, Undestanding 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. 		

Audit Course - 108	SCIENCE AND TECHNOLOGY IN ANCIENT INDIA -1	Credits - 0
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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 <p>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.</p> <p>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.</p> <p>UNIT- III Metal Technology – Copper, Bronze, Iron - Techniques of the Manufacture of Coins- Techniques of the Manufacture of Sculptures, Technique of Ancient Paintings.</p> <p>Unit - IV Development of Mathematics, Astronomy and Astrological Sciences- Aryabhata- Brahma Gupta - Varahamihira - Bhaskara-I.</p> <p>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.</p> <p>Course outcome:</p> <ul style="list-style-type: none"> ➤ Students will 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 <p>REFERENCE BOOKS:</p> <ol style="list-style-type: none"> 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. 		

	SEMESTER II	
Core Course - 201	HISTORY AND CULTURE OF EARLY MEDIEVAL INDIA (550 CE - 1206 CE)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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. 		
<p>UNIT- I: Pallavas of Kanchi - Chalukyas of Badami - their Polity, Society and Economy - Growth of Bhakti tradition - Harshavardhana and his times – Polity – Religion – Economy - Society.</p>		
<p>UNIT-II: Rashtrakutas in the Deccan - Pratiharas and Palas in the Northern India – Their contribution to Polity, Economy, Society, Religion, Art & Architecture.</p>		
<p>UNIT-III: The Cholas of Thanjavur – Rajaraja I, Rajendra I – Administration – Local Self Government - Social – Economy – Rural Industries, Merchant Guilds - Religious conditions – Saivism, Srivaishnavism – Literature – Art & Architecture</p>		
<p>UNIT-IV: The Chalukyas of Kalyani – The Yadavas of Devagiri, Kakatiyas of Warangal – Hoyasalas of Dwarasamudram - Political, Social, Economic and Religious conditions – Literature and Art & Architecture.</p>		
<p>UNIT -V : Origin of Rajputs – The Chandellas; The Kalachuris; The Paramaras; The Chalukyas of Gujarat; The Chahamanas and the Tomaras- Administration – Society – Economy – Religion – Literature – Art & Architecture - Mahmud Ghazni invasions – Mahmud Ghori invasions – Causes for the failure of the Indian rulers - Foundations of Muslim rule in India.</p>		
<p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ Students can develop comprehensive knowledge on political, social, economic, religious and cultural history of early medieval India , regional polities and its impact ➤ Can also able to understand the circumstances lead to the invasions of Arabs and foundation of Muslim rule in India 		
<p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 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. 		

Core Course - 202	HISTORY AND CULTURE OF MEDIEVAL INDIA (1206 CE – 1707 CE)	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
Objectives:		
<ul style="list-style-type: none"> ➤ This course is designed to impart thorough knowledge on the origin and emergence of Delhi Sultanate, the political and cultural achievements of Slave, Khilji, Tughlaq, Sayyad and Lodi dynasties, Mughal conquest of India, their rule and 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 – Tughlaq rule - Muhammad-bin-Tughlaq - Firoz Shah Tughlaq - Break up of the empire.		
UNIT-II:		
Nature of State - Evolution of Polity under the Delhi Sultanate – Balban Theory of Kingship - Society - Impact of Islam on Hindu society - Economic conditions, Growth of towns and cities – Urbanization -Educational system - Bhakti movement - Sikkism - Sufism- Literature - Persian and Indo-Islamic Architecture – Painting.		
UNIT-III:		
Political situation in India at the time of Babur's invasion - Establishment of Mughal rule - Babur - Sur interlude - Sher Shah – policies and achievements of Akbar, Jahangir - Shahjahan - Aurangazeb - Relations with the Marathas		
UNIT-IV:		
Nature of Mughal State - Mughal polity - Todarmal's reforms - Mansabdari System - Society - Industrial and Technological Developments - Inland and Foreign trade - European trade - Towns and Cities - Akbar's religious policy - Art, Architecture and Painting.		
UNIT -V :		
Vijayanagara Empire – Theories of Origin – Brief Political Survey – Relation with Bahmani's and Reddi Dynasties – Administration - Socio-Economic and Religious conditions – Development of Literature – Contribution to Art, Architecture and Paintings.		
Course Outcome:		
<ul style="list-style-type: none"> ➤ 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 ➤ 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:		
<ol style="list-style-type: none"> 1. Irfan Habib, - Atlas of the Mughal Empire, OUP, Delhi. 2. Irfan Habib - Medieval India Researches in the History of India - 1200-1750, Delhi, 1992 3. Indian History Congress volumes till date, University of Delhi, New Delhi 4. Tapan Raychaudhari & Irfan Habib [ed], - The Cambridge Economic History of India, OUP, Delhi, 1982. 5. Tara Chand, - Society and State in the Mughal period, Delhi, 1961. 6. Percy Brown, Indian Architecture, The Islamic period. 7. Comprehensive History of India, Volume - V. 8. Majumdar, R.C. - The History and Culture of the Indian people, Vol. VII [The 'Mughal empire], Bombay, 1984. 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. Indian History Congress Volumes till date, University of Delhi, New Delhi 		

Core Course - 203	ART AND ARCHITECTURE OF INDIA	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ The course surveys the origin and evolution of Indian art and architecture in India and their transformation through the ages. ➤ The course surveys the evolution of Art, Sculpture and Architecture of the Jain, Buddhist and Hindu religious contexts in India and their transformation through the years. ➤ The various Art, Architectural and Sculptural 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. <p>UNIT- I: Introduction and Sources (Texts on Art & Architecture) – Terminology – Three styles of Temple Architecture – Beginnings of Rock Art- Harappan Art & Architecture - Mauryan Art & Architecture.</p> <p>UNIT-II: Buddhist Art & Architecture – Concepts and components – cave Architecture – Early Phase – Later Phase – Buddhist Stupas – Bharhut – Sanchi - Saranath –Amaravati - Nagarjunakonda – Chaityagrihas and Viharas - Kushan Art – Gandhara and Mathura School of Art – Ajanta and Ellora Art, Architecture and Paintings.</p> <p>UNIT-III: Early Hindu Cave Art & Architecture – Gupta Period - Andhradesa – Vijayawada – Mogalrajapuram – Undavalli – Bhairavakonda - Early Chalukya – Rock cut Art & Architecture - Aihole, Badami and Pattadakal – Pallava – Rock-cut caves – Monolithic Rathas – Mahabalipuram – Rashtrakuta - Greater Kailas temple.</p> <p>UNIT-IV: North Indian Structural Temple Art & Architecture – Gupta – Sanchi, Bhumara, Nachanakutara and Deogarh – Orissan - Bhuvanesar, Puri and Konark – Central Indian style – Khajuraho.</p> <p>UNIT -V : South Indian Structural Temple Art & Architecture under Pallavas -Badami Chalukyas - Cholas Tanjore - Hoyasala – Belur, Halebid, – Kakatiya -Vijayanagara Art, Architecture and Paintings.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ Students will able to understand the evolution of Art & 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. ➤ 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. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 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. 8. Sarasvati, S.K., - Indian Sculpture, Delhi, 1956 9. Ray C Craven – A Concise History of Indian Art, London, 1976. 10. Zimmer, H., - The Art of Indian Asia, 2 Vols., New York, 1955. 11. Benerjea, J.N., - The Development of Hindu Iconography, Delhi, 1967. 12. Gopinatha Rao, T.A., - Elements of Hindu Iconography, Varanasi, 1971. 13. Sivarama Murthy, C., - South Indian Paintings, New Delhi, 1968. 14. Brown, C.J., - Indian Painting. 15. Mehta, N.C., - Studies in Indian Painting, Bombay, 1926. 16. Lady Herrighan – Ajanta Frescoes, Oxford, 1915. 17. Niharanjan Ray – Maurya and Sunga Art. 		

Core Course - 204	HISTORY OF SOUTH INDIA (1323 CE - 1724 CE)	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ This course examines the last imperial political formation in Peninsular India and locates the history of the empires of Vijayanagara, Bahmani and contemporary petty powers within the context of cultural, religious and ideological changes which were taking place during the late medieval period stretching from the middle of the fourteenth century till the Battle of Tallikota 1565 AD. ➤ The course analyses the social, economic and political changes which swept across India in the late medieval period besides the coming of Europeans and its impact. <p>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.</p> <p>UNIT-II: Origin and foundation of Vijayanagara Empire - Political History - Vijayanagara – Bahamani - Gajapati and Portuguese relations.</p> <p>UNIT-III: Nature of Vijayanagara state - Nayankara system, Social-economic Conditions - Religious conditions - Literature.</p> <p>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.</p> <p>UNIT -V : Society and Economy under the Qutbshahis - Religious trends - Advent of Europeans - Portuguese, Dutch and English - Impact on Trade and Commerce.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ This course provides comprehensive knowledge on the last imperial political formation in South India and the history of Vijayanagara, Bahmani and contemporary petty powers. ➤ It helps to understand with the context of polity, economy, culture, religious and ideological changes. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 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 Course 205	INDIA'S EARLY CULTURAL CONTACTS WITH OTHER COUNTRIES	Credits – 4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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 <p>UNIT- I: Sources of study – Nature and Antiquity of Cultural contacts of Hindu Colonization in South East Asia – Hinduised States in Kambuja –Angkor vat temple Champa – Expansion of Early Kingship in Early Champa and Kambuja – Devaraja Cult – Construction of Badreswara Temple - Srilanka – Influence of Gupta Culture on Cylonese Art – Indias Influence on Cylonese Script and Languages - The Cult of <i>Pattini</i> - Spread of Buddhism</p> <p>UNIT-II: Hindu Civilization in Suvarna Boomi – Malay peninsula - India's Influence on Malayan Art's and Craft's – Literature and Folk Lore – Epics in Malayan Theater – Indonesia– Saiva Cults – Siva Buddha Cult Borobodur temple - Java – Hindu Javani Images - Borneo – India's influence on Art and Architecture of Borneo - Sumatra - cultural relations - Bali – Hindu Traditions in Bali.</p> <p>UNIT-III: Indian Influence on the History and Culture of Burma – The Prevalence of Buddhism, Vaishnava and Saiva Cult - Siam – Waves of Indian Immigration to Siam - The Cult of Agastya – Ramayana in Thailand (Siam)- Influence of Indian Religions – Literature – Art and Architecture.</p> <p>UNIT-IV: Influence of Indian Culture on Central Asia – Japan and Tibet - Religion – Literature and Art – Spread of Buddhism - Monasteries.</p> <p>UNIT -V : Cultural contacts between India and China – Afghanistan –Persia –Greece and Rome – Trade Routes and Trade Contacts - Political and Cultural Relations - Literature and Art.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ 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 <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. India's Contributions to World Thought and Culture, Vivekananda Rock Memorial Committiee, Madras, 1970 2. India's Interaction with Southeast Asia, History of Science, Philosophy and Culture in Indian Civilization , Vol. I, Part.3, G.C.Pande, General.Editor. Chatopadhya.D.P. 3. Majumadar R.C. : Hindu Colonies in the Far East. 4. Majumadar R.C. : Ancient Indian Colonization in South East Asia. 5. Nilakanta Sastray K. A.: Champa, Suvarnavdipa and Kambujadesa. 6. Nilakanta Sastry K. A.: South Indian influence in the Far East. 7. Nilakanta Sastry K. A.: The Kingdom of Srivijaya. 8. Sircar H.B.: Indian Influence on Jawa and Bali. 9. Vogel J.: Buddhist Art in India Ceylon and Jawa 10. Coedes G.: Hinduised States of South East Asia 11. Regionald Lemay : Culture of South East Asia 12. Bagchi P.C: India and China. 13. Bagchi P.C: India and Central Asia 14. Regmy : History of Nepal. 15. Ghosal U.N. : Indian Culture in Afghanistan. 		

SOC - 206	EPIGRAPHY AND PALEOGRAPHY – 3(A)	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ The course is designed to impart basic professional knowledge about the studies in inscriptions. ➤ The course introduces to the students the meaning, scope and relevance of Palaeography and Epigraphy in general, the antiquity of writing, the decipherment of Indus script, Kharohshti script and Brāhmī script, their origin, features and development ➤ The course also intended to focus on types of inscriptions, inscription format, languages, writing materials, dating methods, and numerals. ➤ This course also introduces to the students the significance and reliability of some of the important Indian inscriptions. <p>UNIT- I: Epigraphy – meaning- scope- as source for the reconstruction of Indian History - History of Epigraphical studies in India.</p> <p>UNIT-II: Origin and Antiquity of writing in India - The Indus script – origin- theories-General Features- attempts of decipherment</p> <p>UNIT-III: The Brahmi script - Theories of origin of Brahmi - its characteristics - History of its development - derivatives - Early, Middle and late Brahmi - Regional variations- Siddhamatrika- Proto-Bengali and Nagari - Evolution of Telugu Kannada scripts - The Kharoshthi script - its characteristics - Origin - distribution and its end - Numerals</p> <p>UNIT-IV: Types of Inscriptions and their general characteristics - Methods of Dating of inscriptions Eras - Writing materials. Development of Prakrit- Sanskrit – Regional languages</p> <p>UNIT -V : Detailed Study of the following Inscriptions</p> <ol style="list-style-type: none"> a) Erragudi edit of Asoka [CII; Vol. I, EI Vol. XXXII], b) Hathigumpha inscription of Kharavela [EI. Vol. XX]. c) Nasik inscription of Pulumavi [EI. Vol. VIII]. d) Girnar rock inscription of Rudradamam [EI. Vol. VIII]. e) Nagarjunakonda inscription of Rudrapurushadatta, year 11 [EI Vol. XX.]. f) Guntupalli Pillar inscription of Salankayana Nandivarma [EI Vol. XIII]. g) Allahabad pillar inscription of Samudragupta [CII, Vol. III] h) Aihole inscription of Pulakesi II [EI Vol. VI], i) Kalamalla inscription of Renatichola Dhananjaya [EI Vol. XXVII], j) Gaya inscription of Krishnadevaraya [EI Vol. XXXIII]. <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ Students will be able to understand the profession 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. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 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 [Teluguj, Tirupati, 1992. 9. Relevant volumes of Corpus Inscriptions 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 		
SOC - 206	ARCHIVAL SCIENCE AND PRESERVATION METHODS – 3	CREDITS -4

(B)

IA - 30 Marks

SEE - 70 Marks

Objectives:

- This paper introduces the essential concepts, ideas and methods of archival studies. It also familiarizes the student with various scientific methods of preservation of historical document.
- It also will equip the student to preserve the documents and by which may open professional opportunities in this field.

UNIT- I:

Archives: Definition - Meaning – Scope – Functions – Relationship with social sciences, Physical Sciences, Natural Sciences – Museums & Libraries -

UNIT-II:

History of Archives Keeping – Europe – USA – France – Origin and Development of Archives in India – National Archives - State Archives

UNIT -III:

Characteristics of Archives - Classification of Records – Archivist - Private Archives - Collection of Records- Registry System- Record Room- Digitalization- moving image archives and sound archives- micro film- micro-fiche- film archives - oral history archives- online archives- Archives in Modern India-British government - Maps, surveys, photographs- legal records- Folklore and archives.

UNIT -IV:

Archives Functions and Laws: Historical Value - Administrative value - Intellectual Value - Social Value; Supply of Records to administrators and Researchers – Publication – Library - Offering training - Weeding up of Records - Archival legislation in India – Public Record Act 1993 – Archival Rules 1997 – Archival Policy 1982.

UNIT -V:

Methods of Preservation and Repair of Archival Records- Causes for Archives deterioration - Control of insects- Thymol Fumigation- Thymol Chamber- Protective measures- Bleaching Method- Re Sizing- Full Pasting- Backing- Chiffon Repair- Lamination - Docketing- Guarding etc.

Reference:

1. Muller, Feith and Furin, Manual for the Arrangement and Description of Archive, H.W. Wilson Co., 1968.
2. State Archives Department, An Introduction to the Kerala State Archives, Government of Kerala, 1975.
3. Schellemborg T. R., Modern Archives: Principles and Techniques, Melbourne, Australia, 1956.
4. Schellemborg T. R., The Management of Archives, Columbia University Press, 1965.
5. Scargil- Bird, Guide to Records in Public Records Office, London, 1896.
6. Tolboys Wheeler J, Early Records of British India , 1878.
7. Gregory Hunter, Developing and Maintaining Practical Archives, New York, 2003 Abdul Majeed C.P., Archival Science: Past Present and Future, Kottayam, 2017
8. Bhargava, K.D., An Introduction to the National Archives, New Delhi, 1958.
9. Cook Michael, Archives Administration, Dawson, 1977.
10. Guide to Archives Series, Regional Archives Department, Ernakulam.
11. Isaac Jayadhas, Archives Keeping, Villukury, 2012.
12. James B. Rhoads, The Role of Archives and Records Management in National Information System, 1983.
13. Daniel J Cohen and Roy Rosenzweig, Digital History:A Guide to Gathering, Preserving and Presenting the Past on the Web, 2006.
14. Judith Ellis, Keeping Archives, Alta Mira Press, 2003.

SOC - 207	MUSEOLOGY -4 (A)	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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. <p>UNIT- I: Introduction to Museology-Definitions of Museology - History of the Museum Movement in the world History -Development of Museums in India - Types of Museums - their Scope and Functions.</p> <p>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</p> <p>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.</p> <p>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</p> <p>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.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ 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. <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Nigam, M.L., - Fundamentals of Museology, Hyderabad, 1966 [Rev. 1985]. 2. Sivaramamurthy, C., - Directory of Museums in India. 3. Grace Morley, - Museum Today, 1967. 4. Mookerji, Ajit, - Museum Studies. 5. Markham, S.F. & Hargreves, H., - The Museums of India. 6. Smith G Bakshi, - Modern Museum. 7. UNESCO, Organisation of a Museum. 8. UNESCO, Conservation of Cultural property. 9. Plenderlith, H.J., - The Conservation of Antiquities and work of Art, London, 1957. 10. Agarwal, R.C. – Conservation. 		

Objective:

- Students will learn different Modes of Transport and understand transport linkages to Tourism
- To learn to start a Tourist Transport Business
- To know about the Rules and Regulations of the Indian Motor Vehicle Act

Unit – I Transport Systems: Concept of Transport- Linkages between Transport and Tourism – Characteristics of Transport -- Role of Transport in Tourism -- Various transport systems: Road, Rail, Water and Air Transport - Advantages of Motor Transport

Unit – II Transport Management: Work Patterns in Tourist Transport Business: Patience, Management, Mechanical and Technical awareness - Rules and Regulations: Economic and Infrastructural regulations -- Awareness of the destination sites – Customer care.

Unit – III Geography of transport systems : Transportation and Physical environment Transport Networks – Terminals – Urban Transport – Rural Transport — Mechanised transport systems used in different environments – Deserts -- Hilly terrains – Snow clad mountains – Under water

Unit – IV Setting up of Tourist Transport Business: Entrepreneurial Qualities - Forecasting Tourist Demand, Preparation of Business Plan -- Considerations for Setting Up of Tourist Transport Business - Infrastructure : Vehicles, Well-equipped Office, Trained Manpower, Parking and Garage, Maintenance Facilities, Communication Facilities and Selling Network.

Unit – V Motor Vehicle Act: Motor Vehicles Act, 1988 - Registration of Vehicles- The Central Motor Vehicles Rules-Driving Licence- Tourist Transport Permits: Local and National Permits -Insurance of Motor Vehicles Rent-a-Cab Scheme- The Motor Vehicles Rules, 1993: Traffic signs, Fitness certificate -Offences Penalties and Procedure.

Suggested Readings

1. Government Motor Vehicle Act, Eastern Book Company, Lucknow, 1989
2. John Duke, Fleet Management, McGraw-Hill Co, New York,1984.
3. Kitchin.L.D., Bus Operation, Illiffie and Sons Co., London, III edition, 1992
4. Cook, R.A; Marqua, J&Yale, L.J.(2006), *Tourism: The Business of Travel*. New York: Pearson Education
5. Fontgalland, B.De.(2010).*The World Railway System*. New York: Cambridge University Press
6. Pender,L.(2001). *Travel Trade and Transport*. Coninnum, New York.

Course Outcomes:

1. Students will understand the role of Transport in Tourism
2. Gain knowledge on the importance of manpower in Transport Business
3. Comprehend the students how Transport Management is essential in Tourism.

OOTC- 208	OPEN ONLINE TRANSDISCIPLINARY COURSE - 1	CREDITS -2
<p>OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,</p>		
<p>Audit Course - 209</p>	<p>SCIENCE AND TECHNOLOGY IN MODERN INDIA -2</p>	<p>Credits - 0</p>
<p>Objectives</p> <ul style="list-style-type: none"> ➤ This course as multidisciplinary designed to promote knowledge on emergence and character of Science and Technology, technological development in India since 1858. ➤ To familiarize scientific developments medical education and health sciences. ➤ It also focus on communication, transport development and scientists. <p>UNIT-I: Introduction - Scientific Tradition in India - Introduction of Modern Sciences by the Europeans - Asiatic Society of Bengal - Zoological Survey of India - Botanical Survey - Geographical Survey - Trigonometrically Survey - Development of Meteorological and Astronomical Sciences.</p> <p>UNIT-II: Learned Institutes for Development of Science - Indian Association for the Cultivation of Science - Indian Science Congress Association - Institution of Engineers - National Academy of Sciences - Indian National Science Academy.</p> <p>UNIT-III: Medical Education and Research - Technical Education and Research – Agricultural Education and Research - Veterinary Science - Agriculture and Irrigation - Food Crops - Commercial Crops - Plantation Crops - Engineering and Industry - Cottage Industry - Rural & Urban Arts and Crafts.</p> <p>UNIT-IV: Transport and Communication - Roads and Bridges - Harbours - Ports and Lighthouses - Waterways. Great Scientists - S.Ramanujam, J.C.Bose - C.V.Raman - Role of Universities and Scientific Institutions.</p> <p>Course Outcomes</p> <ul style="list-style-type: none"> ➤ This paper will make the students to understand how far Science and Technology has progressed in India and resulted in bringing Socio-Economic changes in the Society. <p>Reference Books</p> <ol style="list-style-type: none"> 1. Gupta, S.P. Science, Technology and Society in Modern Age. 2. Gupta, S.P. Modern India and Progress in Science and Technology. 3. KalpanaRajaram : Science and Technology in India. 4. VadilalDagli : Science and Technology in India, S.Chand& Co, Ltd, New Delhi, 1982. 5. Varghese Jeyaraj, S.: History and Science and Technology, Anns Publications, UthamaPalayam, 2004. 6. Venkatraman, R. :History of Science and Technology. Ennes Publications, Madurai,1988. 		

	SEMESTER - III	
Core Course 301	HISTORIOGRAPHY AND HISTORICAL METHOD	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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. <p>UNIT- I: Meaning, Definition of History - Scope of History- Importance of its study– Historian and his facts - Influence of Society on the Historian - History is Science or Art – History relations with other Social Sciences.</p> <p>UNIT-II: Historical Methodology: Heuristics – Hermeneutics – Synthesis – Exposition - Objectivity – Subjectivity - Errors in History.</p> <p>UNIT-III: Sources of Indian History: Ancient and Medieval -Contributions of Kautilya, Banabhatta – Kalhana – Alberuni - Alexander Cunningham - John Marshall, Robert Sewell to Indian Historiography.</p> <p>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.</p> <p>UNIT -V: Modern Indian Historiography : Orientalist – Imperialistic Historiographers - Willam Jones, James Stuart Mill and V,A, Smith – Nationalistic Historiographers – Jadunath Sankar , R.C. Majumdar, R.G. Bhandarkar and K.N. Sastry - Marxist School- D.D. Kosambi, Romila Thapar, Irfan Habib - Subaltern School – Ranajit Guha and A.R. Desai.</p> <p>Course Outcome: It provides a critical overview of one of the most dynamic areas of modern historical inquiry—global history.</p> <ul style="list-style-type: none"> ➤ 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 <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Arthur Marwick, <i>The Nature of History</i>, London, 1970. 2. E. H. Carr : <i>What is History</i>, Penguin Books, 1969. 3. B. Sheik Ali : <i>History, its theory and Method</i>, Delhi, 1978. 4. M Block : <i>The Historians Craft</i>, New York, 1953. 5. R. G. Collingwood : <i>The Idea of History</i>, New York, 1993. 6. J.W. Thomson , <i>History of Historical Writings</i>[2 Vols.], New York, 1942. 7. Waleh, W.H, <i>An Introduction to the Philosophy of History</i>, London, 1951. 8. K. A. N. Sastry & Ramanna : <i>Historical method with special reference to Indian History</i>, Madras, 1966. 9. R. K. Majumdar & Srivastava A.N., <i>Historiography</i>, Delhi [6 ed.] 1999. 10. Aron, Raymond, <i>Introduction to the Philosophy of History</i>, London, 1960. 11. Butterfield, Herbert, <i>History and Human Relations</i>, London, 1951. 12. Dray, William, H., <i>Philosophy of History</i>, New York, 1960. 13. P. Gardiner, <i>Theories of History</i>, New York, 1969. 14. Lowith, Karl, <i>Meaning in History</i>, London, 1970. 15. A.L. Roose, <i>The Use of History</i>, London, 1963. 		

Core Course 302	RESEARCH METHODOLOGY IN HISTORY	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ This course aims at developing greater understanding the meaning, scope, purpose, principles and methods of Historical research ➤ It also aims at introducing the student to the main features of research methodology <p>UNIT- I: Definition and Meaning of Research – Scope – Purpose – What is Research - Importance of Research – Objectives – Selection of a Problem for Research – Formulation of the Selected Problem – Concepts – Research Design or Plan - Suggested Readings - Filing the gaps in History.</p> <p>UNIT-II: Sources of Indian History – Primary Sources – Archaeological, Archival – Secondary Sources – Literary – Biographies – Published Works – Oral Traditions, Surveys, Field Studies – Need for Reviewing Literature – Note Taking</p> <p>UNIT-III: Types and Methods of Research – Classification of Research – Exploratory or Formulative Research – Historical Research - Heuristics, Hermeneutics, Synthetic Operations, Subjectivity, Objectivity – External Criticism – Internal Criticism – Exposition or presentation – Positive interpretative & Negative Interpretative Criticism.</p> <p>UNIT-IV: Data collection – Types of Data Collection – Case Study – Analysis of Facts – How to take notes – Chronological Arrangement –Chapterisation – Tabulation – Construction of Frequency Table – Drafting a Thesis – Unity in the Narration of Facts.</p> <p>UNIT -V : Preparation of Analysis – Multivariate analysis – Constructive Reasoning – Errors of accuracy – Stages of Writing – Hypothesis - Planning Report Writing – Report Format - Foot Notes – Bibliography - Conclusions.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> • The students can familiarize with historical research- basic concepts and requirements • Students also gain foundation knowledge on Historical Methods and fundamentals of research methodology <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Arthur Marwick, <i>The Nature of History</i>, London, 1970. 2. E. H. Carr : <i>What is History</i>, Penguin Books, 1969. 3. B. Sheik Ali : <i>History, its theory and Method</i>, Delhi, 1978. 4. M Block : <i>The Historians Craft</i>, New York, 1953. 5. R. G. Collingwood : <i>The Idea of History</i>, New York, 1993. 6. J.W. Thomson, <i>History of Historical Writings</i>[2 Vols.], New York, 1942. 7. K. A. N. Sastry & Ramanna : <i>Historical method with special reference to Indian History</i>, Madras, 1966. 8. Butterfield, Herbert, <i>History and Human Relations</i>, London, 1951. 9. P. Gardiner, <i>Theories of History</i>, New York, 1969. 10. Lowith, Karl, <i>Meaning in History</i>, London, 1970. 11. A.L. Roose, <i>The Use of History</i>, London, 1963. 12. Bajaj Satish. K., <i>Research Methodology in History</i>, Anmol Publications, New Delhi, 2000. 13. Subramahian. N., <i>Historiography & Historical Methods</i>, Enner Publications, Udumlalpet, 1999. 14. Krishnaswami.O.R., Ranganatham. M., <i>Methodology of Research in Social Sciences</i> , Himalaya Publishing House, Mumbai, 2008. 		

Core Course 303	NUMISMATIC STUDIES	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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. <p>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</p> <p>UNIT-II: Coins of Foreign Invaders - Indo-Greeks - Romans and the Kushans.</p> <p>UNIT-III: Coins of the Satavahanas – Coins of the Gupta Emperors.</p> <p>UNIT-IV: Coinage of Ikshvakus – Vishnukundins - Coins of the Eastern Calukyas and the Cholas</p> <p>UNIT -V : Coinage of the Kakatiyas and Vijayanagaras – Coins of the Muslim dynasties of Delhi – Coins of the Mughal Emperors</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ 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 <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 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. 		

Core Course - 304	HISTORY OF MODERN ANDHRA (1724 CE - 2014 CE)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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 <p>UNIT- I: Andhra under the Company Rule : Anglo-French rivalry and the rise of English East India Company, Acquisition of Northern Circars and Ceded districts – Consolidation of company rule in Andhra – Administration – Revenue – Irrigation – Agriculture development – Thomas Munro and his reforms – 1857 Mutiny and its impact.</p> <p>UNIT-II: Andhra under the Crown : Irrigation – Economy and its impact on society – Role of Missionaries – Salarjung reforms - Social Reform movements – Kandukuri Veeresalingam, Raghupati Venkataratnam Naidu</p> <p>UNIT-III: Rise of Nationalism – Press, Communications, Political Associations – Indian National Congress – Growth of Nationalist ideas – Political consciousness in Andhra - Various phases of National Movement in Andhra - Vandemataram Movement and its impact – Home Rule Movement – Non-Cooperation Movement – Civil Disobedience Movement – Alluri Seetharamaraju – Rampa rebellion – 1922-24 – Quit India Movement – Attainment of Independence.</p> <p>UNIT-IV: Movement for separate Andhra - Origin and Growth – Andhra Mahasabhas— Sribagh Pact - Martyrdom of Potti Sriramulu – J.V.P. Report -Formation of Andhra State, 1953 – Various factors leading to the formation of Andhra Pradesh 1956.</p> <p>UNIT –V : Separate Movements in Andhra Pradesh – Jai Telangana (1969) and Jai Andhra (1972) Movements – Six point Formula - Separate Rayalaseema Movements - Emergence of TRS – Telangana Movement – Response of Political Parties - 9th December 2009 Declaration of UPA Government – Repercussions - Bifurcation of Telangana, 2014.</p> <p>Course Outcome:</p> <ul style="list-style-type: none"> ➤ 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 and Telengana <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Rao, P.R., Modern History of Andhra Pradesh, New Delhi, 1985. 2. Bipin Chandra, Modern I, New Delhi, 1986. 3. Venkatarangaiah, M., The Freedom Struggle in Andhra Pradesh Volume, Hyderabad, 1965. 4. Waheed Khan, H.W., Brief History of Andhra Pradesh, Hyderabad, 1972. Ramana Rao, A.V., Economic Development of Andhra Pradesh, [1766-1957]. 5. Sarojini Regani, Highlights of the Freedom Movement in Andhra Pradesh, Hyderabad, 1968. 6. Sanjanlal, The Growth of Public Opinion, Hyderabad Academy, No. 15. 7. Gurunatham, J., The Andhra Movement, Guntur, 1913. 8. Narayana Rao, K.V., The Emergence of Andhra Pradesh, Bombay, 1973. 9. Subba Rao, G.V., The Freedom Struggle in Hyderabad State, Vol. I – IV, Hyderabad, 1956. 10. Gopal Reddy, Y., A Comprehensive History of Andhra, Hyderabad, 1994. 11. Hanumantha Rao, B.S.L., Andhrula charitra. 		

Core Course - 305	RAYALASEEMA THROUGH THE AGES	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p>UNIT I: Nomenclature – Geographical features : Kadapa Basin – Sources – Pre-History – The Nandas – The Mauryas – The Satavahanas – The Pallavas – The Chalukyas of Badami – The Renati Cholas – The Banas – The Vaidumbas – Telugu Chodas – The Kayasthas – Vijayanagara rule –Administration–Socio-Economic, Religious and Cultural conditions.</p> <p>UNIT II: Rayalaseema under the Polygars - Important Forts – Gandikota, Siddhavatam, Gutty, Penugonda, Chandragiri – The Matli chiefs – Socio-Religious reforms: Vemana, Annamayya and Pothuluri Veerabrahmam.</p> <p>UNIT III: Rayalaseema under the Mysore rulers: Hyderali and Tippu Sultan – Ceding of Rayalaseema to the British – Sir Thomas Munro and his reforms – Missionary Activities-Spread of Western Education –</p> <p>UNIT IV: Beginning of Nationalism - Ternekallu Revolt (1801) – Revolt of Chittoor Polygars (1804-1805) – Gulam Rasool Khan (1839) – Uyyalawada Narasimha Reddy (1846-47) – Shaik Peer Shah and 1857 Revolt –Famines in Rayalaseema – Rayalaseema in National Movement – Hampanna Episode (1893) – Freedom fighters- Pappuri Ramacharyulu Gadicherla Harisarvothamarao- Koti Reddy-Anantasayanam Iyengar.</p> <p>UNIT V: Rayalaseema issues in seperarate Andhra (1953) and Andhra Pradesh(1956) formations - Movement for separate Rayalaseema – Rayalaseema Maha Sabha – Rayalaseema Vimochana Samithi – Seema Hakkula Aikya Porata Vedika – Rayalaseema Movement from 2009 –Rayalaseema Vidyavanthula Vedika (2009) and some other Student Organisations.</p> <p>Suggested Readings</p> <ol style="list-style-type: none"> 1. P. Yenadi Raju, Evolution of Indian Nationalism, Rayalaseema, 1858-1947. 2. P. Yenadi Raju, Rayalaseema during Colonial Times, Study of Indian Nationalism, 1858- 1947. 3. K.V. Narayana Rao, Emergence of Andhra Pradesh. 4. M.V. Ramana Reddy, Rayalaseema Kanneeti Gadha (Telugu). 5. Bhuman, Charithralo Rayalaseema (Telugu). 6. Bhuman, Rayalaseema Mukha Chitram (Telugu). 7. Imam, Koti Gonthukala Akrandana (Telugu). 8. Imam, Seema Gunde Chappudu; Karuvu Seema Samalochana (Telugu). 9. Rayalaseema Swatanthrodhyama Charithra (Telugu). 10. Y. Gopal Reddy, Ghanapur Group of Temples. 		

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 - 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
7. isaacullah.github.io/what is computational Archaeology

Objectives:

- Students will learn the role of travel agencies in Tourism and its linkages with other agencies.
- Gain the skill of Itinerary preparation and Tour formulation process.
- Comprehend the functions of a travel agency and Rules and Regulations of the agency approval besides domestic travel operators

UNIT – I

Travel Agency: History and Growth – Emergence of Thomas Cook and American Express –Types of Travel Agency and Tour Operation Wholesale and Retail Travel Agency - Setting up of a Travel Agency – Linkages with different Transport Systems

UNIT- II

Functions of a Travel Agency: Tour Operations Planning – Domestic and international – Types of Tours: Independent Tour, Escorted Tour, Hosted Tour, Incentivized Tour -- Tour Wholesalers and Retailers -- Diversified Role of Tour Operators -Tour Formulation and Design Process – Group Tour Planning

UNIT- III

Tour Packages: Meaning - Types and forms of Tour Packages – Tariffs – Vouchers – Hotel and Airline Exchange Order –Merits and Demerits of Package Tours – Special Tour Packages

UNIT- IV

Setting up of a Travel Agency: Essential Requirements for Starting Travel Agency & Tour Operation Business - Cost Management - Procedures for Obtaining Recognition - Travel Agency Organization Structure - Sources of Revenue - Threats in Travel Agency Business.

UNIT-V

Programme Preparations: Sample Tours – General and Personalized Itinerary -- Domestic and International – Preparation of common interest - Tour Itinerary and costing – Tour Regulations – Preparation models of Thomas Cook, Cox & Kings and SITA Travels

Suggested Readings

1. Bhatia A.K., *The Business of Travel Agency and Tour Operations Management*, Sterling Publishers, New Delhi, 2012.
2. Chand, M., *Management of Travel Agency and Tour Operation*, Anmol Publications, New Delhi, 2002.
3. Holloway, J. C., *The Business of Tourism*, Macdonald & Evans, London, 1982
4. Negi, J. M. S., *Travel Agency Operation, Concepts and Principles*, Kanishka, New Delhi, 2005.
5. Negi, J., *Tourist Guide and Tour Operation: Planning and Organization*, Kanishka, New Delhi, 2005.
6. Singh, L.K., *Management of Travel Agency*, Anmol Publications, New Delhi, 2009
7. Victor, T. C., *Marketing and Selling of Airline Products*, London, 2004.

SOC - 307	TOURISM GUIDING AND MANAGEMENT -6 (A)	Credits -4
IA - 30 Marks		SEE - 70 Marks
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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 <p>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.</p> <p>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.</p> <p>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.</p> <p>UNIT-IV: Nature interpretation – Concept – Perspective – approach – Principles of Nature interpretation. Intrinsic quality of a resource Hierarchy of interpretation. Heritage Interpretation</p> <p>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.</p> <p>Course outcome:</p> <ul style="list-style-type: none"> ➤ 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 <p>SUGGESTED READINGS:</p> <ol style="list-style-type: none"> 1. Travel Agency & Tour Operations, Foser .D. 2. Conducting Tours, Dellers. 3. Travel Agency and Tour Operator – 31 lion, J.M. Negi 4. Travel Agency Management, M.N. Chand. 5. Tour Operations and Tour Guiding, J.N. Negi. 6. What time is this place, David Hetchenberg. 		

SOC - 307	LABORATORY METHODS IN SCIENTIFIC ARCHAEOLOGY – 6 (B)	Credits - 4
IA - 30 Marks		SEE - 70 Marks
<p>Objectives:</p> <ul style="list-style-type: none"> ➤ 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. 		
<p>UNIT I: Role of Various Sciences in Archeological Research – Identification and Study of Stone tools – Identification and study of Pottery</p>		
<p>UNIT II: Archaeobotany and Palynology- Different types of plant fossils found in archaeological contexts – Identifying charred grains – Use of microscope for palaeobotanical studies.</p>		
<p>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.</p>		
<p>UNIT IV: Human Osteology – Identification – Methods of Cleaning and reconstruction – Sex Determination, Age Estimation, Demography and Pathology.</p>		
<p>UNIT V: Minerals and Rocks – Soils and Sediments – Geological Sections – Toposheet Reading – Satellite Imagery.</p>		
<p>Course Outcome:</p>		
<ul style="list-style-type: none"> ➤ 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 		
<p>Suggested Reading:</p>		
<ol style="list-style-type: none"> 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, Sine in Archcaeoology and Archaeological Materials, New Delhi. 5. D.K. Print World (P) ltd., Bone J.F, 1979 Animal Anatomy and Physiology, Reston: Reston Pulbicating Co., 6. Black C.A., Evans,DD., White JL., Ensminger LE., 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 gronomy, Inc. Madision, 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: Hafher, Greig, Kam,es 1989, Hand Book for archaeologists No. 4: Archaeobotony, Eurpoean 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 Palaeoethnobotoany: 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. 		

OOTC- 308	Open Online Transdisciplinary Course - 2	CREDITS -2
<p>OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,</p>		
SEMESTER - IV		
OOSDC - 401	Open Online Skill Development Courses	Credits -8
<p>Open Online Skill Development Course (OOSDC) - Students can choose any Two relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get 8 credits (with 4 credits from each course)</p>		
PW - 402	Project Work	Credits - 12
<p>Project work carries 300 Marks (Dissertation -200 marks, Seminar- 50 marks, Viva – voice – 50 marks).</p>		