


ANDHRAKESARI UNIVERSITY
(w.e.f.Academic Year 2023-24)
Programme: B.A. Honours in History

Semester	Paper	Hours	Credits
I	1.Fundamentals of Social Sciences	4	4
	2.Perspectives on Indian Society	4	4
II	3.Science and Human Past	4	4
	4.Age of Enlightenment and State Formation	4	4
	Community Service Project (180 Hours with 4 Credits)		
III	5.Early Medieval History of India (300 CE - 1206 CE)	4	4
	6.Medieval Indian Society: (Polity, Economy, and Culture) (1206 C.E - 1707 C.E)	4	4
	7.History of Modern India (1707 C.E. - 1857 C.E)	4	4
	8.History of Modern World (1857 Upto 1945 AD)	4	4
IV	9.Social Change in Modern India	4	4
	10.Indian National Movement (1857 C.E - 1947 C.E)	4	4
	11.Social and Cultural History of Andhra Pradesh	4	4
	Short Term Internship		

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Semester-III
3. Early Medieval History of India (300 CE-1206 CE)

Learning Outcomes:

After successful completion of this course, the student will be able to:

- Will understand the political scenario of the 8th century C.E. in India.
- Know the achievements and greatness of the Gupta rulers and Harshavardhana.
- Know the Invasions of Arabs and Turks
- Understanding the emergence of regional dynasties and their mutual relations
- Visualise the contribution of the Pallavas to Indian art and architecture.
- Get awareness of Chola's local administration.
- Know the philosophies of various Bhakti saints.

Unit-I

Gupta Dynasty - Political, Administrative, Economic, Socio and Cultural conditions - Science and Technological achievements - Foreign Travellers: Fa-hien and Hiuen Tsang - Ajanta and Ellora Paintings

Unit-II

Harshavardhana - Rastrakutas - Rajputs - Nalanda, Taxila, Vikramasila and Vallabhi Universities.

Unit-III

Arab and Turkish Invasions - Muhammad Ghoris, Muhammad Ghazni - Al-Biruni's India - Kalhana's Rajatarangini

Unit-IV

South Indian Kingdoms: Pallavas - Conditions - Administration, Art and Architecture - Literature - Cholas: Local Self Government - Trade and Commerce - Cultural Contributions.

Unit-V

Sankaracharya, Ramanujacharya and Madhvacharya Philosophies - Styles of Architecture: Dravidian, Nagara and Vyasara - Tanjore, Belur and Halebid Temples Architecture

Curricular Activities:


- Collection of Fa-hien and Hiuen-Tsang pictures with their biographies
- Identify the important cities of Vakataka, Rastrakutas, and Rajput Kingdoms on the map.

- A chart can be prepared for Arab and Turkic invasions.
- Visit the Pallava and Chola art and architecture sites and submit a detailed report.
- Quiz/Assignments
- Book Reviews on latest Developments in History

- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Prepare the synopses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture
- Visit to the Museums
- Membership from AP History Congress

References:

1. Romila Thapar., Early India: From the origin to 1300 A.D., Allen Lane, 2002.
2. V.A. Smith., Early History of India, Atlantic Publishers, 1999.
3. V.D. Mahajan., Ancient India, S. Chand and Company Limited, 2019.
4. Upinder Singh., A History of Ancient and Early Medieval India: From the Ancient Stone Age to the 12th Century, Pearson India, 2009.
5. D.N. Jha., Early India: A Concise History, Manohar Publishers, 2004.
6. D.N. Jha., Ancient India: An Historical Outline, Manohar Publishers, 1999.
7. R.C. Majumdar, K.K. Dutta & H.C. Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
8. Romila Thapar., Early India: From the Origin to 1300, University of California Press, 2004.
9. Burton Stein., South India Some General Consideration of the Region and its Early History, OUP, 1978.
10. Ranabir Chakravarti., Exploring Early India, upto 1300 A.D., Primus Books, 2016.

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Semester-III
4. Medieval Indian Society:
(Polity, Economy, and Culture) (1206 CE-1707 CE)

Learning Outcomes:

After successful completion of this course, the student will be able to:

- Know the Delhi Sultanate Rule and its Conditions.
- The Administrative Policies and Reforms of the Delhi Sultanate Kings
- Understand the nature of medieval Indian states.
- Get knowledge of the emergence of composite culture in India.
- Learn about the Bhakti Movement and the evolution of composite culture.
- Know the Marathas and Sikh political history.

Unit-I

Delhi Sultanate: Slave, Khilji, Tughluq, Sayyid and Lodi dynasties-Reforms of Alla-ud-din-Khilji, Mahammad-Bin-Tughluq and Firuj-Shah-Tughluq-Divine of Delhi Sultanate.

Unit-II

Administration of Delhi Sultanate, Socio-Economic-Political- Religious Conditions-Art and Architecture-Bhakti and Sufi Movements-Evolution of Composite Culture.

Unit-III

History of Greater Mughals-Babur-Humayun- Shershah Reforms-Akbar-Jahangir-Shahjahan and Aurangzeb-Later Mughals

Unit-IV

Mughal Administration, Socio, and Religious Conditions-Mughal Economy-Mansabdari System-Mughal Paintings-Art and Architecture-Literature

Unit-V

Decline of Mughals-Aurangzeb's Deccan Policy-Rise of Regional Powers-Marathas: Shivaji Administration and Peshwas-Sikhs.

Curricular Activities:

- Prepare the chronological chart of the Delhi Sultanate and collect the Delhi Sultanate archival documents.
- Collection of photographs of Delhi Sultanate rulers
- Exhibition on Mughal paintings/Prepare a chart of Delhi and Mughal rulers.
- Prepare the timeline of Mughal rulers and collect the Mughal kings' archival documents.
- Collection of Various Constructions of Delhi Sultanates and Mughal Rulers
- Conduct a group discussion on Akbar's religious policy.

- Conduct a test on conditions during the Delhi Sultanate.
- Give an assignment on the rise of regional powers.
- Quiz/Assignments/Debates/Workshops/Book Reviews
- Seminars/Group Discussions/Unit Tests/Collection of Articles and Books
- Preparation of Videos/Charts/Identify the important places in the Map
- Project Works/Collection of Newspaper Cuttings
- Prepare the synopses/Write articles to the reputed journals and Magazines
- Photos Exhibition on Temple Architecture/Visit to the Museums

References:

1. Irfan Habib., Medieval India: The Study of a Civilization, National Book Trust, 1985
2. Satish Chandra., History of Medieval India, 800-1700, Oriental Black Swan, 2007.
3. Satish Chandra., Medieval India: From Sultanate to the Mughals, Part-I & II, Har Anand Publications, 2005.
4. Satish Chandra., Essay on Medieval Indian History, Oxford University Press, 2005.
5. I.H. Qureshi., The Administration of the Sultanate of Delhi, Oriental Books, 1977.
6. Aniruddha Ray., The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture, Taylor and Francis, 2019.
7. Sunil Kumar., Emergence of the Delhi Sultanate. 1192-1286, Permanent Black, 2007.
8. Fouzia Farooq Ahmed., Muslim Rule in Medieval India: Power and Religion in Delhi Sultanate, Bloomsbury Publishing, 2016.
9. Harbans Mukhia., The Mughals of India, Wiley Publishers, 2008.
10. Jhan F. Richards., The Mughal Empire, All Volumes, Cambridge University Press, 2012.
11. Michael H. Fisher., A Short History of Mughal Empire, Bloomsbury Publishing, 2015.
12. Shahabuddin Iraqi., Bhakti Movement in Medieval India: Social and Political Perspectives, Manohar Publications, 2009.
13. J.L. Mehta., Mediaeval Indian Society and Culture, Sterling Publications,
14. A.B.M. Habibulla., The Foundation of Muslim Rule in India, The Central Book Depot, 1976.
15. Shireen Moosvi., The Economy of the Mughal Empire, Macmillan, 1997.

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Semester-III
5. History of Modern India (1707 CE-1857 CE)

Learning Outcomes:

After successful completion of this course, the student will be able to:

- Identify the true nature of colonial rule and its consequences.
- Understand the unrest among the people against the company.
- Identify the true nature of different governors' journal reforms.
- Find out the various revenue, education, and social reforms.
- Unearth the concept behind the 1857 revolt and its role in modern Indian history.

Unit-1

European Penetration into India- Conflicts between European powers- Carnatic Wars-Bengal Nawabs-Battle of Plessey and Boxer

Unit-II

Anglo-Maratha Wars-Colonial Acts: Regulating Act (1773), Pitts India Act (1784), Charter Acts (1833)-Warren Hastings

Unit-III

Reforms of Cornwallis-Wellesley-William Bentinck- Dalhousie

Unit-IV

Economic Impact of British Rule: Land Revenue Policies: Permanent Settlement-Ryotwari-Mahalwari Systems- Commercialisation of Agriculture- De Industrialisation-Divide of Handicrafts-Drain of Wealth-Famines

Unit-V

Indian Response to British Rule: Causes for Peasant and Tribal Movements in 18th and 19th Centuries-1857 Revolt-Nature- Causes- Course and results.

Curricular Activities:

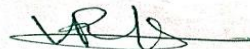
- Identify the European trading centres in the Map
- Prepare the chart on Exports and Imports of India during British Rule
- Differentiate the common feature of Permanent Settlement, Raythwari and Mahalwari systems.
- Prepare the chart on Agricultural crops and Commercial Crops
- Identify the 1857 Revolt centres and their leaders in Map.
- Quiz/Assignments/Debates/Workshops
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit Tests

- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Collection of News Paper Cuttings
- Prepare the synopses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions
- Visit to the Museums

References:

1. Sumit Sarkar., Modern India, Pearson India, 2014.
2. R.C. Dutt., The Economic History of India Under Early British Rule, K. Paul, Trench, Trubner & Company Limited, 2008.
3. Tirthankar Roy., How British Rule Changed India's Economy: The Paradox of the Raj, Springer International Publishing, 2020.
4. S.N. Sen., An Advanced History of Modern India, Macmillan India, 2010.
5. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015
6. Barbara D. Metcalf, Thomas R. Metcalf., A Concise History of Modern India, Cambridge University Press, 2006.
7. K.C. Chaudari., History of Modern India, New Central Book Agency, 2011.
8. Bipan Chandra., Essay on Colonialism, Oriental Black Swan, 1999.
9. Taylor & Francis., The Great Rebellion of 1857 in India: Exploring Transgressions, Contests and Diversities, 2010.
10. Śekhara Bandyopādhyāya., From Plessey to Partition: A History of Modern India, Oriental Black Swan, 2004
11. V.D. Mahajan., Modern Indian History, S. Chand and Company Limited, 2020.
12. Bipan Chandra, A. Tripathi, Barunde., Freedom Struggle, National Book Trust, 1987.

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Semester-III
6. History of Modern World (Upto 1945 CE)

Learning Outcomes:

After successful completion of this course, the student will be able to:

- Demonstrated advanced factual knowledge of world histories, politics, and cultures.
- Know the causes of geographic discoveries and new innovations.
- Assess and appraise the developments in art, literature, and society during the Renaissance and utilise content knowledge of the Reformation and Counter-Reformation to make predictions about the evolution of Christianity in Europe and abroad.
- Know the causes of the Industrial Revolution and its various developments.
- Understand the main events of the American and French Revolutions and their significance.
- Learn how Russia's traditional monarchy was replaced with the world's first Communist state.
- Know how the world wars affected the people and how the UNO played a major role in world peace.

Syllabus:

Unit-1

Geographical Discoveries-Renaissance-Reformation and Counter Reformation

Unit-II

Industrial Revolution-American Revolution (1776)-French Revolution (1789): Causes and Results-Napoleon

Unit-III

Unification of Italy and Germany-Communist Revolution in Russia-Causes for World War-I

Unit-IV

League of Nations-Mustafa Kemal Pasha in Turkey-World War II-Fascism in Italy

Unit-V

Nazism in Germany-United Nations Organizations: Structure, Achievements and Failures- Cold War

References:

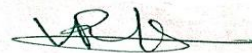
1. J.N.L.Baker., History of Geographical Discoveries and Explorations, Cooper Square Publishers, 2008.
2. H.A.L.Fisher., History of Europe, Royal National Institute of the Blind, 1939.

3. H.A.L.Fisher., AHistory of Europe,Eyre&Spootiswoode, 1952.
4. RoseBarling,Valerie Boyes.,TheRenaissance, JhonMurrayPublishers, 1995.
5. DavidThomson.,Europe sinceNapoleon, PenguinBooks, 1990.
6. R.S.Chaurasia.,HistoryofEurope,AtlanticPublishers,2002
7. A.J.Grant.,HistoryofEurope,3 Vols
8. B.V.Rao.,HistoryofModernEurope,1786-2013, SterlingPublishers,2015.
9. J.M.Roberts.,ThePenguinHistory ofEurope, PenguinPublishing Group, 1997.
10. C.J.H.Hayes,ModernEuropeupto 1870
11. C.D.Hazen, ModernEuropeupto 1945
12. ChristopherHill.,From Reformationto IndustrialRevolution
13. G.RElton.,ReformationEurope,1517-1559
14. TheNewCambridgeEconomicHistoryofEurope,Vol.I,VII

CurricularActivities:

- Map-pointingshouldbeacompulsoryactivity;itshouldbemadepartoftheinternal examination by allotting marks for this skill-based activity.
- Watchhistoricalmovies relatedtothetopicsinthee-class room.
- Organise Guest Lectures and the publication of a college-level magazine by encouragingstudentstowritearticlesonthecontemporaryhistoryofEurope.
- ConductVivavoceinterviewsandQuizProgrammesetc.
- Quiz/Assignments/Debates/Workshops
- BookReviewsonlatestDevelopmentsinHistory
- Seminars/GroupDiscussions/Unit Tests
- CollectionofArticlesandBooks/Preparationof Videos/Charts
- Identify the important places in the Map/Project Works Write articles to the reputedjournals and Magazines/Photos Exhibitions/Visit to the Museums/Tourist Places
- CollectionofNewsPaperCuttings
- Preparethesynapses/Writearticlesto thereputedjournals and Magazines
- PhotosExhibitions/Visitto theMuseums/Tourist Places

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Semester-IV

7. Social Change in Modern India

Learning Outcomes:

After successful completion of this course, the student will be able to:

- Learn the Indigenous and Western education systems and its essence.
- Understand the genesis of vernacular literature and contribution of Christian missionaries in education.
- Knowledge of various social reform institutions and personalities
- Appreciate the services rendered by the various societies in social awakening
- Importance of Self-respect Movement
- Understand the Social Reform movements and its impact on the society.

Unit-I

Indian Education System-Introduction of English Education-Colonial Educational Policies

Unit-II

Growth of Press- The rise of Modern Vernacular Literature-Progress of Science-Christian Missionaries activities in India.

Unit-III

The Indian Renaissance-Causes-Raja Ram Mohan Roy-Devendranath Tagore-Kesava Chandra Sen-Eswar Chandra Vidya Sagar-Arya Samaj

Unit-IV

Young Bengal Movement-Prathana Samaj-Ramakrishna Mission-Theosophical Society-Social Reform Movement in Andhra: Kndukuri, Raghupati Venkata Ratnam Naidu- Gurajada, Komarraju Venkata Lakhmana Rao

Unit-V

Aligarh Movement-Islamic Revivalism-Wahabi and Faraizi Movement-Self Respect Movements: Jyothiba Phule-Narayan Guru-E.V.Rama Swamy-Dr.B .R.Ambedkar

Curricular Activities:

- Prepare a chart of both Indian and western education system and display in the class room.
- Visit the local Christian missionaries, Education institutions and prepare a project work on the observations.
- Collect the Pictures of various Social Reform Movement leaders and their brief history
- Identify the Social Service NGOs and their role in the society.
- Quiz/Assignments/Debates/Workshops

- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Collection of News Paper Cuttings
- Prepare the synopses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions
- Visit to the Museums/Tourist Places

References:

1. RC.Dutt., The Economic History of India Under Early British Rule, Rutledge, 2000.
2. Thirthankar Roy., the Economic History of India, 1857-2010, Oxford University Press, 2020.
3. Kenneth W. Jones., Socio-Religious Reform Movements in British India, Vol.1, Cambridge University Press, 1989.
4. M.N.Srinivas, Social Change in Modern India, Oriental Longman, 2001.
5. Raj Pruthi., Social and Religious Reform Movements in Modern India, Common Wealth Publishers, 2014.
6. Amiya P. Sen., Social and Religious Reform: The Hindus of British India, Oxford University Press, 2005.
7. A.Kumar., Social Transformation in Modern India, Sarup Books Limited Private Limited, 2001.
8. Sumit Sarkar & Tanika Sarkar., Women and Social Reform in Modern India, Indian University Press, 2008.
9. V.Rama Krishna., Social Reform in Andhra 1848-1949, Vikas Publications, 1983.

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Semester-IV
8. Indian National Movement (1857-1947)

Learning Outcomes:

After successful completion of this course, the student will be able to:

- Learn the reforms of British viceroys, i.e., Lord Lytton, Rippon, and Curzon.
- Study the important factors for the growth of Indian nationalism.
- Understand the young generation's enthusiasm to obtain independence at an early age.
- Visualise the idealistic policies of Mahatma Gandhi.
- Paved the way for obtaining independence

Unit-I

Viceroy's Rule: Lord Lytton-Lord Rippon-Lord Curzon and their Reforms-Factors for the Growth of Indian Nationalism

Unit-II

Indian National Congress-Moderates and Extremists-Partition of Bengal-Swadeshi Movement-Muslim League-Militant Nationalism

Unit-III

Indian Councils Act 1892- Minto-Morley (1909) Reforms-Home Rule Movement-Montagu-Chelmsford- 1919

Unit-IV

Gandhian Phase-Khilafat Movement-Rowlatt Act-Jallian Walla Bagh-Non-Co-operation Movement- Swaraj Party-Subhash Chandra Bose

Unit-V

Simon Commission-Roundtable Conferences-Civil Disobedience Movement- Poona Pact-Communal Award-Cripps Mission-Quit India Movement-Wavell Plan, Cabinet Mission Plan-Partition of India-Integration of Princely States: Sardar Vallabhai Patel

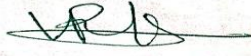
Curricular Activities:

- Collect the Photos of Lord Rippon and Curzon
- List out the characteristics of Moderates and Extremists
- Collect the Biography of Bhagat Singh and Subhash Chandra Bose
- Conduct the Exhibition on Indian National Leaders Photographs and their contribution to Indian National Movement
- Identify the Unification of Princely States in Indian Union in the map
- Quiz/Assignments/Debates/Workshops
- Book Reviews on latest Developments in History

- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Collection of News Paper Cuttings
- Prepare Charts
- Write articles to the reputed journals and Magazines
- Photos Exhibitions
- Visit to the Museums/Tourist Places

References:

1. Anil Seal., Emergence of Indian Nationalism, CUP, 1968.
2. B.L. Grover and Grover., A New Look at Modern Indian History, S. Chand Publications, 1998.
3. Sekhar Bandhyopadhyay., From Plessey to Partition: A History of Modern India, Oriental Black Swan, 2004.
4. V.D. Mahajan., Modern Indian History, S. Chand and Company, 2020.
5. Sumit Sarkar., Modern India, Pearson India, 2014.
6. S.N. Sen., An Advanced History of Modern India, Macmillan India, 2010
7. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015
8. Barbara D. Metcalf, Thomas R. Metcalf., A Concise History of Modern India, Cambridge University Press, 2006.
9. K.C. Chaudari., History of Modern India, New Central Book Agency, 2011.
10. Bipan Chandra., Essay on Colonialism, Oriental Black Swan, 1999

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Semester-IV
11. Social and Cultural History of Andhra Pradesh (upto 1956 CE)

Learning Outcomes:

- Students after successful completion of the course will be able to
- Learn the broad social and cultural history of Andhra Pradesh, from pre-historic to the formation of Andhra Pradesh.
- Visualise the various major and minor dynasties that ruled Andhra Pradesh between the 11th and 16th centuries.
- Know the advent of Europeans in Andhra and their trading settlement.
- Learn about the socio-cultural awakening of Andhra during the 19th and early 20th centuries.
- Examine the growth of the nationalist movement in Andhra Pradesh from 1885 to 1947.
- Learn about the incidents that led to the formation of the first linguistic state in India.

Unit-1

Pre-Historic Culture-The Satavahanas-Socio-Economic and Religious Conditions, Literature, Art and Architecture-The Ikshvakas-Vishnukundins-The Eastern Chalukyas of Vengi: Society, Religion, Telugu Language, Art and Architecture.

Unit-II

Various Major and minor dynasties that ruled Andhra Pradesh between 11th and 16th centuries A.D. (In Brief) -Socio-Religious and Economic Conditions-Growth of Telugu Language and Literature-Vijayanagara Empire: Socio, Economic and Cultural Conditions, Art, Literature and Architecture.

Unit-III

Advent of Europeans-1857 Revolt and its Impact on Andhra-Establishment of British Rule-Socio-Cultural Awakening-Growth of Nationalist Movement in Andhra between 1885 to 1947.

Unit-IV

Origin and Growth of Andhra Movement-Role of Andhra Mahasabhas-Events leading to the formation of Andhra State 1953 - Role of Press and News Papers in the Andhra Movement - Role of Library Movement and Folk and Tribal Culture.

Unit-V

Formation of Andhra Pradesh State 1956-Visalandhra Mahasabha-States Reorganization Commission(SRC)anditsRecommendations-GentlemenAgreement-ImportantSocialand Cultural Events (1956 to 2014).

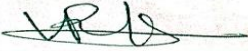
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1. P.RaghunadhaRao.,HistoryandCultureofAndhraPradeshfromearliestTimesto 2019, Sterling Publications, 2021.
2. SuravaramPratapReddy.,AndhrulaSangikaCharitra,PallaviPublications, 2015
3. EtukuriBalaRamam Murty.,AndhrulaSankshipthaCharitra,VishalandhraPublishing House, 2016.
4. K.V.Narayanarao.,theEmergenceofAndhraPradesh,PopularPrakasan,1973.
5. Sarojini Regani., Highlights of the Freedom Movement in Andhra Pradesh, Ministry Cultural Affairs, Govt of Andhra Pradesh, 1972.
6. M.Venkatarangaiah(ed)., TheFreedomStruggleinAndhraPradesh(AllVolums).
7. M.L.K.Murty (Ed), Comprehensive History and Culture of Andhra Pradesh:Pre andProtohistoric Andhra Pradesh up to 500 BC, Oriental Longman,2008.
8. B.S.L.HanumanthaRao.,Socio-CulturalHistoryofAncientandMedievalAndhra, Telugu University, 2008.
9. KomarrajuVenkata Lakshmana Rau &VijnanaSarvaswa Sakha., History and Culture of the Andhras,Telugu University, 2008.
10. V.Ramakrishna(Ed).,CompressiveHistoryofModernAndhra,EmescoBooksPvtLtd, Vijayawada.
11. JairamRamesh.,OldHistory,NewGeography:BifurcatingAndhraPradesh,Rupa Publications, 2016.
12. PrasadaRao.,CompressiveHistoryofModern AndhraPradesh,Emesco, Vijayawada.
13. AndhraPradeshSamagraDharshini
14. Online Sources

CurricularActivities:

- IdentifythemajordensitiesandimportantcentresintheMap.Ateacherencourage the students to participate in national and international conferences.
- Faculty may assign some library work on collections of books, research papers on the syllabus topics.
- As a student, you can observe how socio-economic and cultural changes have taken placeandshallsubmitareportandpresentitintheclassroom.Thestudentsmaycollect rare photographs of Andhra History.

- Individual Project Work shall be written in the given format not exceeding 10 to 20 pages and to be submitted to the teacher.
- Inculcate the Andhra culture among the students.
- Conduct the exhibition on rare collection of books and photos
- Students can display the charts on various dynasties and kings
- Research-based assignments
- Invited Lectures and Presentations
- Seminars, group discussions, quizzes, etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.
-

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ANDHRAKESARIUNIVERSITY-ONGOLE
BA DEGREE (UG-REGULAR) EXAMINATIONS 2023-24
B.A.Honours in History (Major)
II-YEAR, III & IV-SEMESTER
MODEL QUESTION PAPER

MAX.TIME:03HOURS MAX.MARKS:75

SECTION-A(10MARKSQUESTIONS)::5Qx10M=50M

ANSWER ANY FIVE OF THE FOLLOWING QUESTIONS

1. ?
2. ?
3. ?
4. ?
5. ?
6. ?
7. ?
8. ?
9. ?
10. ?

SECTION-B(05MARKSQUESTIONS)::2Qx05M=10M

ANSWER ANY TWO (02) OF THE FOLLOWING QUESTIONS

11. ?
12. ?
13. ?
14. ?
15. ?

SECTION-C(1MARKMCQs)::5Qx1M=5M

ANSWER ALL OF THE FOLLOWING MULTIPLE CHOICE QUESTIONS

- | | | | |
|--------|----|----|----|
| 16.A. | B. | C. | D. |
| 17.A. | B. | C. | D. |
| 18. A. | B. | C. | D. |
| 19. A. | B. | C. | D. |
| 20. A. | B. | C. | D. |

SECTION-D(1MARKFILLINTHEBLANKS)::5x1=5

ANSWERALLOFTHEFOLLOWINGQUESTIONS


21. _____.
22. _____.
23. _____.
24. _____.
25. _____.

SECTION-E(1MARK MATCH THE FOLLOWING)::5x1=5

PARTSOFTHECONSTITUTION-ITEMS

26.Matchthefollowing

- | | | |
|----|-----|----|
| A. | () | 1. |
| B. | () | 2. |
| C. | () | 3. |
| D. | () | 4. |
| E. | () | 5. |

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