



ANDHRA KESARI UNIVERSITY:: ONGOLE

Model Syllabus for 4-Year UG Honours in B.A. (History) as Major in
consonance with Curriculum framework w.e.f. AY 2025-26

COURSE STRUCTURE (for Semester I to VI)

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits	
I	I	1	Introduction to Indian History	4	4	
		2	Early India: Enlightenment and State Formation	4	4	
	II	3	History of Early Medieval India (c.600 -1206 CE)	4	4	
		4	History of Medieval India (c.1206 - 1707 CE)	4	4	
II	III	5	India under the East India Company (c.1707 -1857 CE)	4	4	
		6	History of Andhra (From Earliest times to 17 th Century)	4	4	
		7	History of Modern World (15 th Century to 1945 CE)	4	4	
	IV	8	Indian National Movement (c.1857 - 1947 CE)	4	4	
		9	History of Modern Andhra (17 th Century to 1956 CE)	4	4	
		10	History of Contemporary World (c.1945 -1991 CE)	4	4	
III	V	11	History of Contemporary Andhra Pradesh (c.1956 -2014 CE)	4	4	
		12 A	Tourism and Hospitality Management	4	4	
		OR				
		12 B	Museum Studies	4	4	
		13 A	Cultural Tourism in Andhra Pradesh	4	4	
		OR				
		13 B	Introduction to Archaeology	4	4	

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits
	VI	14 A	India after Independence (c.1947-1991 CE)	4	4
		OR			
		14 B	Makers of Modern India	4	4
		OR			
		15 A	History of Science and Technology in India	4	4
		OR			
		15 B	Indian Knowledge Systems	4	4

Note: In the III Year (during the V and VI Semesters), students are required to select a pair of electives from one of the **Two** specified domains. **For example: if set 'A' is chosen, courses 12 to 15 to be chosen as 12 A, 13 A, 14 A and 15 A.** To ensure in-depth understanding and skill development in the chosen domain, students must continue with the same domain electives in both the V and VI Semesters.

Approved and Forwarded

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(Bos-chairman)

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SEMESTER-I

COURSE 1: INTRODUCTION TO INDIAN HISTORY

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Know the meaning of History and its Sources
- Understand the Evolution of human culture
- Describe the greatness of Early Civilizations
- Praise the significant changes of the Iron Age

Learning Outcomes:

- Understand the meaning of history and its relation to other social sciences and historical writing.
- Learn about the origin and evolution of human culture.
- Know how humans transformed from the Stone Age to the Iron Age.
- Understand the greatness of the first Indian civilization of the Indus Valley.
- Learn about the richness of Vedic culture.

Syllabus:

Unit-I

What is History-Career and Opportunities-Importance of History-Relation with other Social Sciences-Sources of Indian History: Archaeological and Literary Sources.

Unit-II

Pre and Proto History: Palaeolithic, Mesolithic, Neolithic and Chalcolithic Phases in India.

Unit-III

Iron Age Cultures in India: Iron Age Tools and Technology-Painted Grey Ware (PGW)-Northern Black Polished Ware Culture (NBPW)-Megalithic Culture in South India-Impact of Iron technology.

Unit -IV

The Indus Valley Civilization: Origin, Extent-Sites-Features-Trade and Commerce-Social and Cultural Life-Decline of the Civilization-Latest Developments.

Unit-V

Vedic Literature: Economy, Religion, Society and Polity during the Early Vedic Period-Society, Economy, Religion and Polity during the Later Vedic Period-Origin of Varna System.

Curricular Activities:

- History teacher must know the latest developments in the subject and discuss in the class room.
- Collection of Photos of Pre and Proto Historic tools and photos
- Observe the India Map and identify the trade countries
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings/ Exhibitions
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures/ Historical Tours
- Attend the Conferences/Symposiums
- Prepare the Charts on Indus sites
- Preparation of Videos/Synapses
- Prepare the Visit to the Museums
- To prepare an inventory of items preserved in the museum

References:

1. E.H. Carr., What is History, Penguin, 1961
2. H.D.Sanakalia., Pre History and Proto History of India and Pakistan, Bombay University Press, 1990.
3. Stuart Piggott., Prehistoric India to 1000 BC, MJP Publisher, 2022.
4. N.R.Banerjee., The Iron Age in India, Munshiram Manoharlal, 1965.
5. R.S.Sharma., Ancient India, New Delhi, 1996
6. Gordon Childe., What Happened in History, Penguin, 1952
7. D.D. Kosambi., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publishing, 1965.
8. D.N.Jha, Ancient India: In Historical Outline, Manohar Publishers, 1999.
9. D.D.Kosambi, An Introduction to the Study of Indian History, Popular Prakashan, 1996.
10. R.C.Majumdar, K.K.Dutta & H.C.Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
11. RomilaThapar., Early India: From the origins to 1300, University of California Press, 2004.

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3. Chhabra

Approved and Recommended
J.R.K.
(BOS - Chhabra)

SEMESTER-I

COURSE 2: EARLY INDIA: ENLIGHTENMENT AND STATE FORMATION

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Get awareness on Indian religious Philosophy
- Know the origin of state formation
- Assess the rise of Magadha and Mauryas
- Understand the significance of post Mauryan period

Learning Outcomes:

- ✓ Know the philosophies of Indian religions.
- ✓ Learn about the formation of states and their growth.
- ✓ Know the causes of the rise of Magadha and its political history
- ✓ Understand the Mauryans history and Ashoka Dhamma policy
- ✓ Will know the significance of post-Mauryan conditions

Unit-I

New Religious Movements-Ajivikas, Charvakas-Jainism: Vardhamana Mahaveera and Buddhism: Gouthama Buddha-Causes for the Decline of Jainism and Buddhism

Unit-II

State formation: Sixteen Mahajanapadas-Rise of Magadha-Nandas-Foreign Invasions-Darius-I and Alexander

Unit-III

Mauryan Empire: Sources-Chandra Gupta Maurya-Bindusara and Ashoka's Dhamma Policy-The Mauryan Administration-Art and Architecture-Decline of Mauryan Empire.

Unit-IV

Sangam Literature-Post-Mauryan Period-Indo-Greeks- Kushanas: Kanishka-Gandhara and Mathura Art.

Unit-V

Gupta Dynasty: Socio Economic, Political and Cultural Conditions-Golden Age: Science, Medicine and Technological Developments-Ajanta and Ellora Paintings

Curricular Activities:

- History teacher must refer the latest developments in the subject and teach in the class room.
- Collection of Photos of Historic importance
- Observe the India Map and identify the trade countries
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings/ Exhibitions
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures/ Historical Tours
- Attend the Conferences/Symposiums
- Prepare the Charts on the topic
- Preparation of Synapses
- Visit to the Museums
- To prepare an inventory of items preserved in the museum
- Photos Exhibitions

References:

1. K.A.N Sastri., Age of the Nandas and Mauryas, Motilal Banarasisdass, 1952
2. R.S.Sharma., Matrial Culture and Social Formations in Ancient India, Macmillan India, 2007.
3. R.S.Sharma., Looking for the Aryans, Orient Longman, 1995.
4. Romila Thaper., History of India, Penguin, 1965
5. V.D.Mahajan., Ancient India, S.Chand and Company Limited, 2019.
6. Upinder Singh., A History of Ancient and Early Medieval India: From the Ancient Stone Age to the 12th Century, Pearson India, 2009.
7. D.N. Jha., Ancient India: An Historical outline, Manohar Publishers, 1999
8. R.C.Majumdar, K.K.Dutta&H.C.Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
9. RomilaThapar., Early India: From the origins to 1300, University of California Press, 2004.
10. RomilaThapar., Cultural Pasts: Essays on Early Indian History, Oxford University Press, 2000.
11. RomilaThapar., Ashoka and Decline of the Mauryas, OUP, 2012.

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P. A. Jha

SEMESTER-II

COURSE 3: HISTORY OF EARLY MEDIEVAL INDIA (C.600 -1206 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Understand the conditions of early medieval period
- Trace the emergence of regional dynasties and their relations
- Assess the Art and Architecture of India
- Know the significance of Cholas Local Administration
- Understand the significance and the impact of Bhakti Movement.

Learning Outcomes:

- Understand the political scenario and the achievements of the Gupta rulers and Harshavardhana.
- Know the Invasions of Arabs and Turks and emergence of regional dynasties.
- Visualise the contribution of the Pallavas to Indian art and architecture.
- Get awareness of Cholas local self - Government
- Know the philosophies of various Bhakti saints.

Unit-I

Harshavardhana-Rastrakutas-Ancient Universities: Nalanda, Taxila, Vikramasila and Vallabi Universities.

Unit-II

Foreign Travellers: Fa-hien and Hiuen Tsang- Rajputs: The Chandelas, Paramaras and Gahadwalas-Saivism and Vaishnavism

Unit-III

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

Unit-IV

Sankaracharya, Ramanujacharya Philosophies-Dravidian, Nagara and Vesara Styles of Architecture-Temple Architecture: Tanjor, Belur and Halebid

Unit-V




Arab and Turkish Invasions-Muhammad Ghorī, Muhammad Gazani-Albruni's India-Kalhana's Rajatarangini


Curricular Activities:

- History teacher must know the latest developments in the subject and teach in the class room.
- Collection of Photos of Historical importance
- Observe the India Map and identify the important temples
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings/ Exhibitions
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures/ Historical Tours
- Attend the Conferences/Symposiums
- Prepare the Charts on the topic
- Preparation of Synapses
- Visit to the Museums
- To prepare an inventory of items preserved in the museum
- Photos Exhibitions

References:

1. Romila Thapar., Early India: From the origins 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.RoyChowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
8. Romila Thapar., Early India: From the Origins 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 Chakravathi., Exploring Early India, upto 1300 A.D, Primus Books, 2016.

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SEMESTER-II

COURSE 4: HISTORY OF MEDIEVAL INDIA (C.1206-1707 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Understand the nature of medieval Indian state
- Assess the policies and reforms of Delhi Sultanate Rulers
- Get the knowledge of the origin and evolution of composite culture in India
- Estimate the cultural contribution of Delhi Sultanate and Mughals of India
- Know the importance of Marathas and Sikhs in Indian History

Learning Outcomes:

- Know the Delhi Sultanate Rule and its Conditions.
- The Administrative Policies and Reforms of the Delhi Sultanate Kings
- Understand the nature of mediaeval Indian state.
- 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, Reforms of Mahummad-Bin-Tughlaq and Firuj-Shah-Tughlaq-Divide of Delhi Sultanate.

Unit-II

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

Unit-III

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

Unit-IV

Mughal Administration-Social and Religious Conditions-Mughal Paintings-Art and Architecture-Literature

Unit-V


Decline of Mughals-Rise of Regional Powers-Marathas:Shivaji Administration and Peshwas Sikhs.

Curricular Activities:

- History teacher must know the latest developments in the subject and teach in the class room.
- Collection of Photos of Delhi Sultanates and Mughal Rulers
- Observe the India Map and identify the important war zones
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings/ Exhibitions
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations/ Preparation of Synapses
- Collection of Articles and books
- Guest and Invited Lectures/ Historical Tours
- Attend the Conferences/Symposiums
- Prepare the Charts on the Delhi Sultanates and Mughal Rulers
- Visit to the Museums
- To prepare an inventory of items preserved in the museum
- Collection of Various Constructions of Delhi Sultanates and Mughal Rulers

References:

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

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