



K.V.R.GOV.T. COLLEGE FOR WOMEN (AUTONOMOUS) KURNOOL.

Re-Accredited by NAAC with Grade "A"

CHOICE BASED CREDIT SYSTEM (w.e.f.2020-21)

B.A.Three Year Degree Course (Semester Wise)

Syllabus for I Year –I Semester

HISTORY

PAPER-I ANCIENT INDIAN HISTORY AND CULTURE (From Indus

Valley Civilization to 13th Century A.D)

Syllabus:

Unit - 1	Ancient Indian Civilization (from Circa 3000 BC to 6 th BC): Indus Valley Civilization - Salient Features; Vedic Age - Society, Polity, Economy, Culture during early and later Vedic period
Unit - II	Ancient Indian History & Culture (6 th Century BC to 2 nd Century AD): Doctrines and Impact of Jainism and Buddhism; Mauryan Administration, Society, Economy & Culture - Ashoka's Dhamma; Kanishka's Contribution to Indian Culture
Unit - III	History & Culture of South India (2 nd Century BC to 8 th Century AD): Sangam Literature; Administration, Society, Economy and Culture under Satavahanas; Cultural contribution of Pallavas
Unit -IV	India from 3 rd century AD to 8 th century AD: Administration, Society, Economy, Religion, Art, Literature and Science & Technology under Guptas – Samudra gupta; Cultural contribution of Harsha: Arab Conquest of Sind and its Impact
Unit - V	History and Culture of South India (9 th century AD to 13 th century AD): Local Self Government of Cholas; Administration, Society, Economy and Culture under Kakatiyas – Rudram Devi

References:

- 2 D.N.Jha, Ancient India
- 3 D.D.Kosambi, An Introduction to the Study of Indian History
- 4 D.P.Chattopadhyay, Science and Society in Ancient India
- 5 B.N.Mukherjee, The Rise and Fall of the Kushana Empire
- 6 K.A. NilakanthaShastri, A History of South India
- 7 R.C.Majumdar, K.K.Dutta&H.C.RoyChowdhuri (ed.), Advanced History of India
- 8 Kumkum Roy, The Emergence of Monarchy in North India: eighth to fourth centuries BC
- 9 Romila Thapar (et. al). India: Historical Beginnings and the Concept of the Aryan
- 10 M.L.K. Murthy, *Pre-and Proto historic Andhra Pradesh upto 500 B.C.*, New Delhi, 2003
- 11 K. Sathyanarayana, A Study of the History and Culture of Andhras

Mandatory Co-Curricular Activity:

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and **should be made part of Internal Examination by allotting 5marks out of 40 marks for this skill-based activity.**

Suggested Co-Curricular Activities

- Cultural Clubs
- Assignments
- Student seminars
- Literature surveys and book reviews
- Map pointing
- Individual / Group Field Studies
- Co-operative learning
- Students can be asked to create a calendar charting the dates of key events
- Students should be asked to prepare an inventory of items preserved in the museum and their usage
- Encourage the habit of Numismatics

- Collection of news reports and maintaining a record of paper-cuttings relating to topics covered in syllabus
- Group Discussions on problems relating to topics covered by syllabus
- Examinations (Scheduled and surprise tests)
- Any similar activities with imaginative thinking beyond the prescribed syllabus



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Syllabus for I Year –II Semester

PAPER-II: MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D to 1764 A.D)

Learning Outcomes:

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

- Understand the socio, economic and cultural conditions of medieval India
- Describe the advent of Islam in India and study the traces of political and cultural expansion of Turks & Afghans
- Explain the Administration and art and architecture of Vijayanagar Rulers, Mughals and also analyse the rise of the Marathas and the contribution of Shivaji
- Evaluate the establishment of the British rule in India and understand the dangerous consequences disunity at all levels
- Analyze the emergence of composite culture in Indian
- Visualize where places are in relation to one another through map pointing

Syllabus:

- Unit - 1 Impact of Turkish Invasions – Balban, Allauddhin Khilji, Md. Bin Tughlaq - Administration, Society, Economy, Religion and Cultural developments under Delhi Sultanate (from 1206 to 1526 AD)
- Unit - II Impact of Islam on Indian Society and Culture – Bhakti Movement; Administration, Society, Economy, Religion and Cultural developments under Vijayanagara Rulers
- Unit - III Emergence of Mughal Empire – Babur – Sur Interregnum - Expansion & Consolidation of Mughal Empire – Akbar, Jahangir, Shah Jahan, Aurangzeb
- Unit - IV Administration, Economy, Society and Cultural Developments under the Mughals – Disintegration of Mughal Empire - Rise of Marathas under Shivaji
- Unit - V India under Colonial Hegemony : Beginning of European Settlements - Anglo-French Struggle – Conquest of Bengal by EIC

References:

- 1 Chandra, S History of Medieval India (800 – 1700)
- 2 Chattopadhyay, B.D The Making of Early Medieval India. (Delhi, 1994)
- 3 Habib, Irfan, Medieval India: The Study of a Civilization
- 4 Habibullah, A.B.M, The Foundation of Muslim Rule in India
- 5 Kumar Sunil, The Emergence of the Sultanate of Delhi
- 6 Nizami, K.A. Some Aspects of Religion and Politics in India in the 13th c
- 7 K.A. NilakantaSastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara
- 8 K.A.NilkantaSastri, The Cholas
- 9 ShireenMoosvi, The Economy of the Mughal Empire
- 10 Stein, B Peasant, State & Society in Medieval South India
- 11 Yazdani, G. (ed) The Early History of the Deccan
- 12 R.C.Majumdar, The Age of Imperial Kanauj
- 15 R. Soma Reddy, *Late Medieval Andhra Pradesh, A.D. 1324-1724 A.D.*, New Delhi, 2014
- 16 HarbansMukhia, The Mughals of India
- 17 C.A.Bayly, Indian Society and the Making of the British Empire

Mandatory Co-Curricular Activity:

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

Suggested Co-Curricular Activities

- @ Book Reading
- @ Student seminars
- @ Viva voce interviews
- @ Quiz Programs
- @ Individual / Group Field Studies
- @ Co-operative learning
- @ Students should be encouraged to prepare a chart on sequence of events
- @ Collection of news reports and maintaining a record of paper-cuttings relating to topics covered in syllabus
- @ Group Discussions on problems relating to topics covered by syllabus
- @ Examinations (Scheduled and surprise tests)

@ Students may be asked to prepare a project on influence of Islam and Hinduism in their respective localities