



# VIKRAMA SIMHAPURI UNIVERSITY::NELLORE

Common Framework of CBCS for Colleges in Andhra Pradesh  
(A.P. State of Council of Higher Education)

## B.A. HISTORY Core Syllabus under CBCS (with effect from the Academic Year 2020-21) Course Structure

### Structure of B.A. History Core Syllabus under CBCS

#### **PROGRAMME: FOUR-YEAR B.A**

(With History, Economics and PolSc., Disciplines)

Sl. No	Sem	Courses	Name of Course (Each Course consists 5 Units with each Unit having 12 hours of class-work)	Hours/Week	Credits	Marks		
						Mid Sem	Sem End	Total
1	I	I	Ancient Indian History & Culture (From Indus Valley Civil. to 13 Century A.D)	5	4	25	75	100
2	II	II	Medieval Indian History & Culture (1206 A.D To 1764 A.D)	5	4	25	75	100
3	III	III	Modern Indian History & Culture (1764-1947 A. D)	5	4	25	75	100
4	IV	IV	History & Culture of Andhra (from 1512 to 1956 AD)	5	4	25	75	100
5	IV	V	History Of Modern World (From 15th Cent. AD to 1945 AD)	5	4	25	75	100
			<b>TOTAL</b>	<b>25</b>	<b>20</b>	<b>125</b>	<b>375</b>	<b>100</b>

**B.A. HISTORY Syllabus**  
**(Choice-Based Credit System - W.E.F. 2020-21)**

**SEMESTER I**

**COURSE I : ANCIENT INDIAN HISTORY & CULTURE (FROM INDUS VALLEY CIVILIZATION TO 13TH CEN A.D)**

**Learning Outcomes:**

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

- Identify and define various kinds of sources and understand how history books are Shaped
- Compare and contrast various stages of progress from IVC to Vedic age and analyze the Jain, Buddhist and Vedic faiths
- Increase the awareness and appreciation of Transition from Territorial States to Emergence of Empires
- Analyze the emergence of the Mauryan and Gupta empires during the “classical age” in India
- Evaluate the key facets of ancient society, polity and culture in South India—the feudalism, and the rise of technology and commerce.
- Critically examine the nature of monarchic rule and develop an comprehensive understanding of cultural evolution during ancient period
- Visualize where places are in relation to one another through map pointing

**Syllabus:**

- Unit - 1 Ancient Indian Civilization (from Circa 3000 BC to 6<sup>th</sup> 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<sup>th</sup> Century BC to 2<sup>rd</sup> 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<sup>nd</sup> Century BC to 8<sup>th</sup> Century AD): Sangam Literature; Administration, Society, Economy and Culture under Satavahanas; Cultural contribution of Pallavas

Unit - IV India from 3<sup>rd</sup> century AD to 8<sup>th</sup> century AD: Administration, Society, Economy, Religion, Art, Literature and Science & Technology under Guptas – Samudragupta; Cultural contribution of Harsha: Arab Conquest of Sind and its Impact

Unit - V History and Culture of South India (9<sup>th</sup> century AD to 13<sup>th</sup> century AD): Local Self Government of Cholas; Administration, Society, Economy and Culture under Kakatiyas – Rudram Devi

**References:**

- 1 A.L. Basham, The Wonder That Was India
- 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 RomilaThapar (et. al). India: Historical Beginnings and the Concept of the Aryan
- 10 M.L.K. Murthy, *Pre-and Protohistoric 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 10 marks out of 25 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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**SEMESTER II**

**COURSE-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

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

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**SEMESTER III**

**COURSE-III : MODERNINDIAN HISTORY & CULTURE (1764-1947 A. D)**

**Learning Outcomes:**

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

- Unearth the true nature of the British rule and its disastrous impact on Indian economy and society
- Gauge the disillusionment of people against the Company's rule even during the early 19th century
- Assess the causes and effects of Reformation movements and also inspire the public to overthrow inequalities of the present day society
- Rise above petty parochial issues after understanding the sacrificial saga of freedom Struggle
- Evaluate the undercurrent of communal politics that led to India's partition and identify the enemies of India's integrity and sovereignty
- Visualize where places are in relation to one another through map pointing

**Syllabus:**

- Unit - 1           Policies of Expansion –Cornwallis - Subsidiary Alliance & Doctrine of Lapse – Causes & Results of 1857 Revolt – Rippon, Curzon
- Unit - II           Social, Religious & Self-Respect Movements – Raja Rammohan Roy, DayanandaSaraswathi, Swami Vivekananda, JyotibaPhule, Narayana Guru, Periyar, Dr. B. R. Ambedkar
- Unit -III           .Causes for the growth of Nationalism - Freedom Struggle from 1885 to 1920: Moderate Phase — Militant Phase: Vandemataram Movement - Home Rule Movement



Unit - IV Freedom Struggle from 1920 to 1947: Gandhiji's Role in the National Movement  
– Revolutionary Movement – Subhas Chandra Bose

Unit - V Muslim League & the Growth of Communalism – Partition of India – Advent of  
Freedom - Integration of Princely States into Indian Union – Sardar Vallabhai  
Patel

**References:**

- 1 Anil Seal, Emergence of Indian Nationalism
- 2 Banerjee, Sekhar, From Plassey to Partition
- 3 Bipan Chandra, Rise and Growth of Economic Nationalism in India
- 4 Chandra, Bipan, et. al., India's Struggle for Independence
- 5 Bipan Chandra, Modern India
- 6 Joshi, P.C., Rammohun and the Forces of Modernisation in India
- 7 R.P.Dutt, India Today

**Mandatory Co-Curricular Activity:**

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**Suggested Co-Curricular Activities**

- @ Debates
- @ Student seminars
- @ Viva voce interviews
- @ Quiz Programmes
- @ Photo Album
- @ Recording local history
- @ Role Play of freedom struggle events
- @ Organizing photo exhibition on freedom fighters
- @ Celebrations of important events / personalities
- @ Conducting Philately
- @ Examinations (Scheduled and surprise tests)
- @ Students may be asked to prepare a project on the differences between Mughal and British administration
- @ Encourage students to write their autobiography or biography of their inspiring Personalities

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### **SEMESTER IV**

#### **COURSE-IV : HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)**

##### **Learning Outcomes:**

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

- Interpret social and political and cultural transformation from medieval to modern Andhra
- Relate key historical developments during medieval period occurring in coastal Andhra and Telangana regions and analyze socio - political and economic changes under Qutb Shahi rulers
- Understand gradual change, or change in certain aspects of society in Andhra, rather than rapid or fundamental changes
- Explain how the English East India Company became the most dominant power and outline the impact of colonial policies on different aspects in Andhra
- Outline the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues
- Take pride in the non-violence struggle for Indian Independence and relate the importance of peace in everyday life
- Apply the knowledge of the regional history to understand the regional, linguistic and other cultural aspirations of the present day society
- Visualize where places are in relation to one another through map pointing

## SYLLABUS:

- Unit - 1 Andhra through 16<sup>th</sup>& 19<sup>th</sup> Centuries AD: Evolution of Composite Culture - The QutbShahis of Golkonda – Administration, Society & Economy – Literature & Architecture; Advent of European and settlements in Andhra - Occupation of Northern Circars and Ceded Districts.
- Unit - II Andhra under British rule: Administration – Land Revenue Settlements – Society – Education - Religion – Impact of Industrial Revolution on Economy – Peasantry & Famines – Contribution of Sir Thomas Munroe & C. P. Brown – Impact of 1857 Revolt in Andhra
- Unit - III Social Reform & New Literary Movements: Kandukuri Veeresalingam, Raghupathi VenkataRathnam Naidu, Guruzada Apparao, Komarraju Venkata Laxmana Rao; New Literary Movements: Rayaprolu Subbarao, Viswanatha Sathyanarayana, GurramJashua, Boyi Bheemanna, Sri Sri.
- Unit - IV Freedom Movement in Andhra (1885-1947): Vandemataram Movement– Home Rule Movement in Andhra - Non-Cooperation Movement – Alluri Seetarama Raju & Rampa Revolt (1922-24) - Civil Disobedience Movement – Quit India Movement
- Unit - V Movement for separate Andhra State (1953) and AP (1956): Causes – Andhra Maha Sabha – Conflict between Coastal Andhra & Rayalaseema – Sri Bagh Pact – work of various Committees – Martyrdom of Potti Sriramulu – Formation of separate Andhra State (1953); Movement for formation of Andhra Pradesh (1956): Visalandhra Mahasabha – Role of Communists – States Reorganization Committee – Gentlemen’s Agreement – Formation of Andhra Pradesh

## **References:**

- 1 H.K.Sherwani, History of the Kutub Shahi Dynasty
- 2 K. Sathyanarayana, A Study of the History and Culture of Andhras
- 3 B. Kesava Narayana, Political and Social Factors in Modern Andhra
- 4 K.V.Narayana Rao, The Emergence of Andhra Pradesh
- 5 M. Venkata Rangaiah, The Freedom Struggle in Andhra Pradesh
- 6 P.R.Rao, History of Modern Andhra
- 7 Sarojini Regani, Highlights of Freedom Movement
- 8 V. Ramakrishna, Social Reform Movement in Andhra
- 9 B. Kesava Narayana, Modern Andhra & Hyderabad – 1858 – 1956 A.D., 2016
  
- 10 K. Koti Reddy, History of Modern Andhra, Telugu Academy, Hyderabad

## **Mandatory Co-Curricular Activity:**

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## **Suggested Co-Curricular Activities**

- @ Students may be asked to identify families/ institutions/ personalities related to freedom struggle and prepare articles
- @ Assign students to write a note on the historical sites or buildings in their respective areas – thus taking teaching out of the classroom and in to the field, and creating opportunities for students to socialize with their own surroundings
- @ Student seminars
- @ Debates
- @ Viva voce interviews
- @ Quiz Programmes
- @ Photo Album
- @ Recording local history
- @ Role Play of freedom struggle events
- @ Organizing photo exhibition on freedom fighters
- @ Celebrations of important events / personalities

- @ Conducting Philately
- @ Examinations (Scheduled and surprise tests)
- @ Encourage students to write their autobiography or biography of their inspiring personalities

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**SEMESTER IV**

**COURSE-V : HISTORY OF MODERN WORLD (From 15th Cent. AD to 1945 AD)**

**Learning Outcomes:**

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

- Demonstrate advanced factual knowledge of world histories, politics, and cultures
- Assess and appraise the developments in art, literature, and society during the Renaissance and utilize content knowledge of the Reformation and Counter Reformation to make predictions about the evolution of Christianity in Europe and abroad
- Evaluate the causes for the Glorious Revolution and American Revolution and identify the background for the evolution of human rights movement
- Understand the main events of the French Revolution and its significance in the shift in European culture from Enlightenment to Romanticism
- Think how Russia's traditional monarchy was replaced with the world's first Communist state.
- Know how the world wars affected people all over the world and the destruction they caused
- Develop the intellectual curiosity and habits of thought that will lead to life-long learning and continued engagement with European history, literature, culture, languages, and current affairs and acquire advanced international and intercultural competency through coursework in international studies
- Visualize where places are in relation to one another through map pointing

## SYLLABUS:

- Unit - I      Transformation from Medieval to Modern Era – Chief Characteristics;  
Glorious Revolution (1688) – Origin of Parliament Bill of Rights – Results
- Unit - II      American Revolution (1776); French Revolution (1789) – Causes, Course and  
Results
- Unit - III      Unification of Italy; Unification of Germany
- Unit - IV      Communist Revolution in Russia; World War I: Causes – Results of the War –  
Paris Peace Conference; League of Nations
- Unit - V      World War II: Causes, Fascism & Nazism – Results; The United Nations  
Organization: Structure, Functions and Challenges

### References:

- 1      Burke, Peter, The Renaissance
- 2      C.J.H. Hayes, Modern Europe up to 1870
- 3      C.D. Hazen, Modern Europe up to 1945
- 4      Christopher Hill, From Reformation to Industrial Revolution
- 5      Elton, G.R., Reformation Europe, 1517-1559
- 6      Ferguson, The Renaissance
- 7      Gilmore, M.P., The World of Humanism, 1453-1517
- 8      Hilton, Rodney, Transition from Feudalism to Capitalism
- 9      J.H.Parry, The Age of Renaissance
- 10     J.N.L. Baker, History of Geographical Discoveries and Explorations
- 11     The New Cambridge Economic History of Europe, Vol. I, VII

### 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**

- @ Watch movies related to the topics in the e-class room
- @ Organize guest lectures
- @ Publication of college-level magazine by encouraging students to write articles on contemporary history of Europe
- @ Viva voce interviews
- @ Quiz Programmes
- @ Examinations (Scheduled and surprise tests)

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**PROGRAM: B. A. HISTORY (CBCS) MODEL QUESTION PAPER & PATTERN**

**Time: 3 hrs**

**Max. Marks: 75**

**SECTION A** (Total: 15 Marks)

**Matching** (5 Marks: 5 x 1)

<b>A</b>		<b>B</b>
1	( )	A
2	( )	B
3	( )	C
4	( )	D
5	( )	E

**Multiple Choice** (5 Marks: 5 x 1)

1.
2.
3.
4.
5.

**Map Pointing** (5 Marks)

**SECTION B**

(Total: 3x5=15 Marks)

(Answer any **three questions**. Each answer carries **5 marks**)

(At least 1 question should be given from each Unit)

1.	
2.	
3.	
4.	
5.	
6.	

**SECTION C**

(Total: 3x15 = 45 Marks)

(Answer any **three questions**. Each answer carries **15 marks**)

(At least 1 question should be given from each Unit)

1.	
2.	
3.	
4.	
5.	
6.	

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