

	ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION
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**Model Syllabus for History (Minor) in consonance with
Curriculum framework w.e.f. AY 2025-26**

COURSE STRUCTURE

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits
II	III	1	History of Ancient India (3000 BCE-647 CE)	4	4
	IV	2	History of Medieval India (712 CE-1707 CE)	4	4
III	V	3	History of Ancient and Medieval Andhra (2 nd Century BCE- 1687 CE)	4	4
		4	History of Modern India (1757 CE–1857 CE)	4	4
	VI	5	History of Modern Andhra (1765 CE-1956 CE)	4	4
		6	History of Modern India and Freedom Struggle (1857 CE-1947 CE)	4	4

SEMESTER-III

COURSE 1: HISTORY OF ANCIENT INDIA (C.3000 BCE-647 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Understand the early Cultural and Political Developments in Ancient India.
- Explore the rise of heterodox sects and their Impact on society.
- Analyze the emergence of Early Kingdoms.
- Examine the nature of Mauryan Polity and Ashoka's Dhamma Policy
- Assess the contributions of the Gupta and post-Gupta periods.

Learning Outcomes:

- ✓ Learn the evolution of Ancient Indian civilization.
- ✓ Understanding the religious and philosophical developments.
- ✓ Trace the political history of early Indian kingdoms.
- ✓ Analyze the administrative and cultural achievements of Mauryas.
- ✓ Understand the significance of foreign travelers and their works.

Syllabus:

Unit-I

Indus Valley Civilization: Origin-Characteristic Features-Dcline-Early and Later Vedic Cultures: Society, Polity, Economy, Religion- Heterodox Sects: Ajivakas, Charvakas, Jainism, and Buddhism.

Unit-II

Sixteen Mahajanapadas- Rise of Magadha: Haryanka, Sisunaga, Nanda Dynasties-Alexander's Invasion

Unit-III

Mauryan Empire-Administration-Ashoka's Dhamma Policy-Art and Architecture-Dcline of the Mauryan Empire

Unit-IV

Post-Mauryan Period-Foreign Invasions-Kushanas: Kanishka-Gandhara Art-Taxila-Development of Art and Architecture

Unit -V

Gupta Dynasty-Visit of Fa-Hien- Huna Invasions -Harshavardhana: Achievements and Administration-Nalanda University- Hiuen Tsang

Curricular Activities:

- History Teacher must be aware of the latest developments in History subject and tech in the class room
- An Assignment can be given on Indus Valley Civilization
- Pictures of Indus Valley Civilizations can be collected by the students.
- A comparative table of Indus and Vedic Culture can be prepared.
- Identify the important Indus Valley site in the Map of India.
- Identify the Ancient trading centers in the Map
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Preparation of Replicas
- Collection of Articles and books
- Guest and Invited Lectures
- Historical Tours/Visit to the Museums
- Prepare the chart on Dynasties in Chronological order

References:

1. R.S.Sharma., Ancient India, New Delhi, 1996
2. Majumdar, R. C. (Ed.), The History and Culture of the Indian People (Vols. 1-3), Bharatiya Vidya Bhavan, 2006.
3. A. L Basham,. (2001)., The Wonder That Was India, Vol-I, 2019.
4. D.D. Kosambi., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publishing, 1965.
5. D.N.Jha, Ancient India: In Historical Outline, Manohar Publishers, 1999.
6. D.D.Kosambi, An Introduction to the Study of Indian History, Popular Prakashan, 1996.
7. D.P.Chattopadhyay, Science and Society in Ancient India, Research India Publication, 1978.
8. R.C.Majumdar, K.K.Dutta & H.C.Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
9. RomilaThapar., Cultural Pasts: Essays on Early Indian History, Oxford University Press, 2000.
10. RomilaThapar., Early India: From the origins to 1300, University of California Press, 2004.

SEMESTER-IV

COURSE 2: History of Medieval India (c. 712-1707 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Describe the Central Asian invasions
- Understand the South Indian Kingdoms and their contribution to the Indian Society
- Get knowledge on Delhi Sultanate and their Importance in Indian History.
- Assess the Cultural administrative reforms of various Indian Kingdoms.
- Estimate the Role of Mughals in Indian History.

Learning Outcomes:

- ✓ Get awareness of Cholas Local- self Government
- ✓ Assessing the Nature of Medieval Indian States.
- ✓ Getting exposure the composite Culture of India.
- ✓ Learn the Administrative and Cultural activities of Delhi Sultanate.
- ✓ Evaluating the Role of Mughals and their contribution to the Indian society.

Unit-I

Arabs and Turkish Invasions-Muhammad Ghor-Muhammad of Ghazni-Kalhana's Rajatarangini- Albiruni.

Unit-II

South Indian Kingdoms: Art and Architecture of Pallavas-Chola's Local Self-Government-Cultural Contribution of Cholas.

Unit-III

Delhi Sultanate: Slave, Khilji, Tughlaq and Sayyid Dynasties-Conditions-Art and Architecture.

Unit-IV

History of Kakatiya's: (Ganapati Deva and Rudrama Devi)-Vijayanagara Empire: Sri Krishna Devaraya-Administration and Cultural Contributions-Bhakti and Sufi Movements.

Unit-V

History of Mughals: Babur-Humayun-Akbar-Jahangir-Shajahan-Aurangzeb-Administration-Conditions-Art and Architecture-Divine of Mughals.

Curricular Activities:

- History Teacher must be aware of the latest developments in History subject and tech in the class room
- An Assignment can be given on art and architecture of Delhi Sultans and Mughals
- Pictures of Delhi Sultans and Mughals can be collected by the students.
- A comparative table of Delhi Sultans and Mughals can be prepared.
- Identify the important urban cities in the Map of India.
- Identify the trading centers in the Map/ Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Preparation of Replicas
- Collection of Articles and books/ Guest and Invited Lectures
- Historical Tours/Visit to the Museums/Prepare the chart on Dynasties in Chronological order

References:

1. J.V.Jayakumar., Rise of the Cholas, Notion Press, 2019.
2. R.Gopalan., History of the Pallavas of Kanchi, 2021.
3. Soma Gosh., The Glory of Kakatiyas, White Falcon Publishing, 2008.
4. S.R.Ramanujan., Vijayanagara: The Never to be Forgotten Empire, 2019.
5. Burton Stein., South India: Some General Consideration of the Region and its Early History, OUP, 1978
6. Shahabuddin Iraqi., Bhakti Movement in Medieval India: Social and Political Prospective, Manohar Publications, 2009.
7. Aniruddha Ray., The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture, Taylor and Francis, 2019.
8. I.H.Qureshi., The Administration of the Sultanate of Delhi, Oriental Books, 1977.
9. A.B.M. Habibulla., The Foundation of Muslim Rule in India, 1976.
10. Irfan Habib., Medieval India: The Study of a Civilization, National Book Trust, 1985
11. Satish Chandra., History of Medieval India, 800-1700, Oriental Blackswan, 2007.
12. Satish Chandra., Medieval India: From Sultanate to the Mughals, Part-I & II, Har Anand Publications, 2005.
13. Harbans Mukhia., The Mughals of India, Wiley Publishers, 2008.
14. J.F.Richards., The Mughal Empire, All Volumes, Cambridge University Press, 2012.
15. R.C.Majumdar, K.K.Dutta &H.C.Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.

SEMESTER-V

COURSE 3: HISTORY OF ANCIENT AND MEDIEVAL ANDHRA (2ND CENTURY BCE- 1687 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Understand the Political and Administrative Systems of various Dynasties that ruled Ancient and Medieval Andhra.
- Analyze the Socio-Economic and Cultural conditions under the Satavahanas, Eastern Chalukyas, and other dynasties.
- Describe the contributions of the Reddi Kings and Kakatiyas to Telugu Literature and Culture.
- Evaluate the Administrative and Cultural Developments during the Vijayanagara period.
- Study the Qutb Shahi rule in Andhra and their contributions to the Architecture, Literature, and Culture.

Learning Outcomes:

- ✓ Learn the Evolution of Andhra History from the Satavahana period to the Qutb Shahi rule.
- ✓ Know the Administrative structures and Socio-Economic Conditions of various dynasties.
- ✓ Identify the contributions of various rulers to Telugu Language, Literature, and Cultural life.
- ✓ Understanding the Historical Significance of the Kakatiyas and Vijayanagara rulers in Andhra.
- ✓ Discuss the Role of the Qutb Shahis in the Cultural and Political landscape of late Mediaeval Andhra.

Unit-I

The Satavahanas and their Successors- Administration- Socio-Economic-Religious and Cultural Conditions- Origin of Telugu Language

Unit-II

Eastern Chalukyas: Polity and Administration- Socio-Economic and Religious Conditions-Literature, Art and Architecture-Tallapaka Annamaih-Kshetravaya

Unit-III

Kakatiya's: Administration- Socio-Economic and Religious Conditions-Literature, Art and Architecture-Reddi Kingdom-Yogi Vemana

Unit-IV

Vijayanagara Dynasty: Sangama, Saluva, Tuluva, and Aravidu Dynasties- Administration-Socio-Economic and Religious Conditions-Literature, Art, Architecture and Paintings.

Unit-V

Qutb Shahis: Administration- Socio, Economic and Religious Conditions – Development of Literature, Art, Architecture and Paintings.

Curricular Activities:

- History Teacher must be aware of the latest developments in History subject and teach in the class room
- Collect the Photos of Andhra Rulers
- List out the characteristics of Each Dynasty
- Collect the Biographies
- Project Works
- Conduct the Exhibitions on Ancient and Medieval constructions
- Identify the Kingdoms in the map
- Quiz/Assignments/Debates/Workshops
- Book Reviews on latest Developments in Andhra History
- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books
- Preparation of Charts on various Kings and their Achievements
- Identify the Important places in the Map

- Collection of News Paper Cuttings
- Visit to the Museums/Tourist Places

References:

1. P.Raghunadha Rao., History and Culture of Andhra Pradesh from earliest Times to 2019, Sterling Publications, 2021.
2. V.Ramakrishna (Ed)., Comprehensive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
3. Suravaram Pratap Reddy., Andhrula Sangika Charitra, Pallavi Publications, 2015.
4. M.L.K. Murty (Ed)., Comprehensive History and Culture of Andhra Pradesh: Pré and Proto-Historic Andhra Pradesh up to 500 BC, Oriental Longman, 2008.
5. B.S.L. Hanumantha Rao., Socio-Cultural History of Ancient and Medieval Andhra, Telugu University, 2008.
6. Komarraju Venkata Lakshmana Rao &Vijnana Sarvaswam, History and Culture of the Andhras,Telugu University, 2008.
7. Andhra Pradesh Samagra Dharshini
8. H.K. Sherwani., History of the Qutb Shahi Dynasty
9. Mallampalli Somasekhara Sharma., History of the Reddi Kingdoms
10. . Burton Stein., Vijayanagara
11. S. Krishnaswami Aiyangar., South India and her Muhammadan Invaders
12. G. Yazdani (ed.)., The Early History of the Deccan (Vols. I & II)
13. B.S.L. HanumanthaRao., The Andhras Through the Ages
14. G. Yazdani (ed.)., The Early History of the Deccan (Vols. I & II)
15. K.A. Nilakanta Sastri., A History of South India

SEMESTER-V

COURSE 4: HISTORY OF MODERN INDIA (C.1757–1857 CE)

Theory

Credits: 4

4 hrs/week

Learning Objectives:

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

- Understand the Advent of European powers in India.
- Examine the Administrative Reforms of the East India Company.
- Evaluate the British policies and its impact on Indian society.
- Study the Economic consequences of British rule in 18th and 19th centuries
- Analyze the Tribal and Peasant Movements and 1857 Revolt.

Learning Outcomes:

- ✓ Learn the Nature of European Settlements and the East India Company's expansion.
- ✓ Getting Awareness of the Administrative and Legislative measures of East India Company
- ✓ Assess the Socio-Economic Changes and Colonial Policies.
- ✓ Learn the impact of British Land Revenue Systems on Indians.
- ✓ Understanding the Early Resistance against British Policies and the Nature of 1857 Revolt.

Unit-I

Advent of Europeans and their Settlements-Company Administration-Battle of Plessey (1757)-Battle of Baxar (1764)-Robert Clive.

Unit-II

Hyderali-Tippu Sultan-Anglo-Mysore Wars- Shivaji Administration-Anglo-Maratha Wars-Regulating Act (1773) - Pitt's India Act (1784)-Reforms of Warren Hastings and Cornwallis

Unit-III

Wellesley's Subsidiary Alliance-Reforms of William Bentinck-Dalhousie's Doctrine of Lapse

Unit-IV

Economic Impact of British Rule-Land Revenue Systems: Permanent Settlement, Ryotwari, Mahalwari- Commercialization of Agriculture- Deindustrialization-Drain of Wealth

Unit-V

Indian Response to Colonial Rule: Tribal Movements and Peasant Uprisings 18th& 19th Century-The Revolt of 1857: Causes, Course and causes for failure.

Curricular Activities:

- History Teacher must be aware of the latest developments in History subject and tech in the class room
- Pictures of East India Company rulers and war episodes
- Draw a table of British Governors and Generals
- Identify the important cities and trading centers of Europeans in the Map
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Preparation of Replicas
- Collection of Articles and books
- Guest and Invited Lectures
- Historical Tours/Visit to the Museums

References:

1. R.C.Dutt., The Economic History of India Under Early British Rule, K.Paul Trench, Trubner& Company Limited, 2008.
2. Sumit Sarkar., Modern India, Pearson India, 2014.
3. Bipan Chandra., Essays on Colonialism, Oriental black swan, 1999.
4. Taylor & Francis., The Great Rebellion of 1857 in India: Exploring Transgressions, Contests and Diversities, 2010.
5. Śekhara Bandyopādhyāya., From Plessey to Partition: A History of Modern India, Oriental Blackswan, 2004
6. V.D.Mahajan., Modern Indian History, S.Chand and Company Limited, 2020.
7. Bipan Chandra, A.Tripathi, Barunde., Freedom Struggle, National Book Trust, 1987
8. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015
9. Tirthankar Roy., How British Rule Changed India's Economy: The Paradox of the Raj, Springer International Publishing, 2020
10. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010.
11. Barbara D. Metcalf, Thomas R. Metcalf., A Concise History of Modern India, Cambridge University Press, 2006.
12. K.C.Chaudari., History of Modern India, New Central Book Agency, 2011.
13. K. K. Datta., Administrative Reforms in British India (1773–1858)

SEMESTER-VI

COURSE 5: HISTORY OF MODERN ANDHRA (C. 1765-1956 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

After successful completion of the course students are able to

- Understand the establishment and consolidation of East India Company in Andhra region
- Critically examine the administration and reforms of the Company in Andhra
- Identify the impact of Socio and Literary movements in Andhra
- Know the growth of nationalism and its impact in Andhra
- Trace the origin and growth of separate Andhra Movement

Learning Outcomes:

- ✓ Understand the East India company's settlements in Andhra
- ✓ Evaluate the company's administrative reforms of Andhra
- ✓ Observing the impact of Social awakening on Society
- ✓ Understand the impact of nationalism in Andhra
- ✓ Know the origin and growth of separate Andhra Movement

Unit-I

European Settlements in Andhra-French Rivalry and Carnatic Wars- British Acquisitions of Northern Circars and Ceded Districts- Revolts against East India Company.

Unit-II

Administrative System of East India Company-Revenue Systems

Unit-III

Social Reform Movements in Andhra-Brahma Samaj-Kandukuri Veeresalingam Panthulu-Raghupati Venkataratnam Naidu-Gurajada Appa Rao-Gidugu Ramamurti.

Unit-IV

Factors for the Growth of Nationalism in Andhra-Vandemataram Movement-Home Rule Movement- Chirala-Perala Movement- Pedanandipadu No-tax Campaign.

Unit-V

Salt Satyagraha-Quit India Movement-Social and Political Awakening in Andhra-Movement for a Separate Andhra State: Role of Potti Sriramulu-Formation of Andhra Pradesh.

Curricular Activities:

- Collection of Photos of Famous Personalities in Andhra
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures
- Historical Tours and attend the Conferences/Symposiums
- Prepare the Charts
- Preparation of Videos/Charts
- Prepare the Synapses
- Visit to the Museums/Exhibitions
- Participate in AP History Congress

References:

1. P.Ragunadha Rao.,History and Culture of Andhra Pradesh from earliest Times to 2019, Sterling Publications, 2021.
2. V.Ramakrishna (Ed)., Comprehensive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
3. Prasada Rao., Comprehensive History of Modern Andhra Pradesh
4. Sarojini Regani., Highlights of the Freedom Movement in Andhra Pradesh, Ministry Cultural Affairs, Govt. of Andhra Pradesh, 1972.
5. K.V.Narayanarao., the Emergence of Andhra Pradesh, Popular Prakasan, 1973.
6. M. Venkatarangaiya (ed)., The Freedom Struggle in Andhra Pradesh (All Volumes).
7. KomarrajuVenkataLakshmana Rao &Vijnana Sarvaswa Sakha., History and Culture of the Andhras,Telugu University, 2008.
8. M. Venkatarangaiya., Freedom Struggle in Andhra, 4 Vols
9. Kesava Narayana.B., Political and Social Factors in Modern Andhra
10. Ramakrishna, V., Social Reform Movement in Andhra
11. Vaikuntam,Y.,Education and Social Change in Andhra

SEMESTER-VI

COURSE 6: HISTORY OF MODERN INDIA AND FREEDOM STRUGGLE (C.1857-1947 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Understand administrative policies and reforms of the Viceroys.
- Examine the impact of Socio-Religious Reform Movements in India.
- Analyze the formation and evolution of the Indian National Congress.
- Study the colonial legislative reforms and self-governance.
- Evaluate the significance of Mass Movements and Gandhi leadership.

Learning Outcomes:

- ✓ Study the administrative changes introduced by Viceroys.
- ✓ Learn the contributions of Socio-Religious Reform Movements.
- ✓ Analyzing the different phases of Indian National Congress.
- ✓ Explain the Acts of 1909, 1919, and 1935.
- ✓ Evaluate the role of Gandhi in the path to independence.

Syllabus:

Unit-I

Crown's Administration: Viceroys: Lord Lytton, Lord Ripon, and Lord Curzon –Causes for the Rise of Nationalism

Unit-II

Socio-Religious Reform Movements-Brahmo Samaj-Arya Samaj, Prarthana Samaj-Theosophical Society-Aligarh Movement-Ramakrishna Mission and Swami Vivekananda

Unit-III

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

Unit-IV

Colonial Reforms: Minto-Morley (1909)-Montagu-Chelmsford Reforms (1919)-Government of India Act (1935)-Home Rule Movement

Unit-V

Rowlatt Act-Jallianwala Bagh Massacre-Gandhian Era-Non-Cooperation Movement-Swaraj Party-Civil Disobedience Movement-Quit India Movement-Subash Chandra Bose-Cabinet Mission Plan-Partition of India

Curricular Activities:

- History Teacher must be aware of the latest developments in History subject and tech in the class room
- Collect the Photos of Lord Rippon and Curzon
- List out the characteristics of Moderates and Extremists
- Collect the Biography of Bhagat Singh and Subash Chandra Bose
- Conduct the Exhibitions 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
- Identify the Important places in the Map
- Project Works/ Collection of News Paper Cuttings
- Prepare Charts/ Photos/Exhibitions
- Write articles to the reputed journals and Magazines
- Visit to the Museums/Tourist Places

References:

1. Bipan Chandra and Others., India's Struggle for Independence (1857-1947), Penguin Random House India
2. M.N.Srinivas, Social Change in Modern India, Oriental Longman, 2001.
3. Raj Pruthi., Social and Religious Reform Movements in Modern India, Common Wealth Publishers, 2014.
4. Anil Seal., Emergence of Indian Nationalism, CUP, 1968.
5. B.L.Grover and Grover., A New Look at Modern Indian History, S. Chand Publications, 1998.
6. Sekhar Bandhyopadhyay., From Plessey to Partition: A History of Modern India, Oriental Black Swan, 2004.
7. V.D.Mahajan., Modern Indian History, S.Chand and Company, 2020.
8. Sumit Sarkar., Modern India, Pearson India, 2014.
9. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010
10. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015
11. K.C.Chaudari., History of Modern India, New Central Book Agency, 2011.