



ADIKAVI NANNAYA UNIVERSITY :: RAJAMAHENDRAVARAM  
B.A History Syllabus (w.e.f : 2020-21 A.Y)

**UG PROGRAMME (4 Years Honors )  
CBCS - 2020-21**

(With History, Economics and Political Science Disciplines)

<b>B.A</b>
<b>HISTORY</b>



## Syllabus and Model Question Papers



## DETAILS OF COURSE TITLES &amp; CREDITS

Sem	Course no.	Course Name	Course type (T/L/P)	Hrs./ Week (Arts/ Commerce: 5)	Credits (Arts/ Commerce: 4)	Max. Marks Cont/ Internal /Mid Assessment	Max.Marks Sem-end Exam
I	1	Ancient Indian History & Culture (From Indus Valley Civil. to 13 Century A.D)	T	5	4	25	75
II	2	Medieval Indian History & Culture (1206 A.D To 1764 A.D)	T	5	4	25	75
III	3	Modern Indian History & Culture (1764-1947 A. D)	T	5	4	25	75
IV	4	History & Culture of Andhra (from 1512 to 1956 AD)	T	5	4	25	75
	5	History Of Modern World (From 15th Cent. AD to 1945 AD)	T	5	4	25	75
V							

Note: \*Course type code: T: Theory, L: Lab, P: Problem solving



<b>B.A</b>	<b>Semester: I</b>	<b>Credits: 4</b>
<b>Course: 1</b>	<b>Ancient Indian History &amp; Culture (From Indus Valley Civil. to 13 Century A.D)</b>	<b>Hrs/Wk: 5</b>

**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

**UNIT -I :**

Ancient Indian Civilization (from Circa 3000 BC to 6th BC): Indus Valley Civilization - Salient Features; Vedic Age - Society, Polity, Economy, Culture during early and later Vedic period.

**UNIT II:**

Ancient Indian History & Culture (6th Century BC to 2nd 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 (2nd Century BC to 8th Century AD): Sangam Literature; Administration, Society, Economy and Culture under Satavahanas; Cultural contribution of Pallavas.

**UNIT-IV:**

India from 3rd century AD to 8th 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 (9th century AD to 13th century AD): Local Self Government of Cholas; Administration, Society, Economy and Culture under Kakatiyas – Rudram Dev



## 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 M.L.K. Murthy, *Pre-and Protohistoric Andhra Pradesh upto 500 B.C.*, New Delhi, 2003
10. 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



<b>B.A</b>	<b>Semester: II</b>	<b>Credits: 4</b>
<b>Course: 2</b>	<b>Medieval Indian History &amp; Culture (1206 A.D To 1764 A.D)</b>	<b>Hrs/Wk: 5</b>

**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

**UNIT-I:**

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. Nilakanta Sastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara.
8. K.A. Nilakanta Sastri, The Cholas.
9. Shireen Moosvi, The Economy of the Mughal Empire



10. Yazdani, G. (ed) The Early History of the Deccan
11. R.C.Majumdar, The Age of Imperial Kanauj
12. R. Soma Reddy, *Late Medieval Andhra Pradesh, A.D. 1324-1724 A.D.*, New Delhi, 2014
13. HarbansMukhia, The Mughals of India.

**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



<b>B.A</b>	<b>Semester: III</b>	<b>Credits: 4</b>
<b>Course: 3</b>	<b>Modern Indian History &amp; Culture (1764-1947 A. D)</b>	<b>Hrs/Wk: 5</b>

**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

**UNIT I:**

Policies of Expansion –Warren Hastings, Cornwallis - Subsidiary Alliance & Doctrine of Lapse – Causes & Results of 1857 Revolt – Lytton, 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 BOOKS:**

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:**

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:**

- 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.





<b>B.A</b>	<b>Semester: IV</b>	<b>Credits: 4</b>
<b>Course: 4</b>	<b>History &amp; Culture of Andhra (from 1512 to 1956 AD)</b>	<b>Hrs/Wk: 5</b>

**Learning Outcomes:**

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

- Interpret social and culture transformation from medieval to modern Andhra
- Relate key historical development during medieval period occurring in costal Andhra and Telangana regions and analyze socio-political and economic changes under Qutbshahi rules
- 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 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 important of peace in every 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

**UNIT I:**

Andhra through 16th & 19th Centuries AD: Evolution of Composite culture- the Quatbshahi of Golkonda - Administration, Society &Economy - Literature & architecture: Advent of European and settlements in Andhra - Occupation of Northren Cricars and Ceeded Districts - Early revolts again the British.

**UNIT II:**

Andhra Under British ruel: 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 revolts in Andhra.

**UNIT III:**

Social Reforms &New literary Movements : Kandukuri Vereeshalingam, Ragupathi Venkatarathnam Naidu, Guruzada AppaRao,Kommarraju Venkata Laxman Rao ; New literacy movements :Rayaprolu SubbaRao, Viswanath Satyanarayana, Gurram Jashua , Boyi Bhimanna, Sri Sri.

**UNIT IV:**

Freedom Movement in Andhra (1885-1947): Vandemataram Movement– Home Rule Movement in Andhra - Non-Cooperation Movement - AlluriSeetarama 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 PottiSriramulu – Formation of separate Andhra State (1953); Movement for formation of Andhra Pradesh (1956): VisalandhraMahasabha – Role of Communists – States Reorganization Committee – Gentlemen’s Agreement – Formation of Andhra Pradesh



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**REFERENCES BOOKS:**

1. H.K.Sherwani, History of the KutubShahi 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. VenkataRangaiah, The Freedom Struggle in Andhra Pradesh
6. P.R.Rao, History of Modern Andhra
7. SarojiniRegani, Highlights of Freedom Movement
8. SarojiniRegani, ఆంధ్రలో స్వాతంత్ర్యోద్యోమచరిత్ర
9. V. Ramakrishna, Social Reform Movement in Andhra
10. B. Kesava Narayana, Modern Andhra & Hyderabad – 1858 – 1956 A.D., 2016
11. 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



<b>B.A</b>	<b>Semester: IV</b>	<b>Credits: 4</b>
<b>Course: 5</b>	<b>History Of Modern World (From 15th Cent. AD to 1945 AD)</b>	<b>Hrs/Wk: 5</b>

**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 Romanticis.
- 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.

**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.



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**REFERENCES BOOKS:**

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)



Model Question paper(Semester end)

B.A DEGREE EXAMINATION

Semester- I

Course 1 : Ancient Indian History & Culture  
from Indus valley civilization to 13<sup>th</sup> century A.D

Time: 3 Hours

Max.Marks: 75

Section-A (25 Marks)

Answer any Five question . Each answer carries 5 marks

(5X5=25 Marks)

- 1) Vedic Culture వేద సంస్కృతి
- 2) Jainisam జైనమతం
- 3) Narasimha Varma –I నరసింహ వర్మ –I
- 4) Mahabhalipuram
- 5) Rani Rudhrama Devi రాణి రుద్రమా దేవి
- 6) Arab invasion అరబ్ దండయాత్ర
- 7) Kanishka
- 8) Kautilya

Section –B (50 Marks)

Answer any Five question. Each answer carries 10 marks

5x10=50Marks

- 9) A) Salient Features of Indus valley civilization?  
సింధు నాగరికత యొక్క ముఖ్య లక్షణాలు వివరింపుము?  
(OR)  
B) Describe the Administrative system of Maurya  
మౌర్య పరిపాలనా విధానము వివరించండి?
- 10) A) Describe the Political History of Andhra Satavahana?  
ఆంధ్ర శాతవాహన రాజకీయ చరిత్రను వివరించండి?  
(OR)  
B) The greatness of Samudra Gupta ?  
సముద్రగుప్త ని ఘనకార్యములను వివరింపుము?
- 11) A) The Greatness of Harshavaradhana ?  
హర్షవర్ధన్ ని ఘనకార్యములను వివరింపుము?  
(OR)  
B) Describe the Administrative system of cholas?  
చోళుల పరిపాలనా విధానము వివరించండి?
- 12) A) Golden age of Guptas  
(OR)  
B) Impact of Jainism and Buddhiam
- 13) A) Cultural Heritage in South India from 9<sup>th</sup> Century to 13<sup>th</sup> Century  
(OR)  
B) Political history of Kakatiyas



**Model Question paper(Semester end)**  
**B.A DEGREE EXAMINATION**  
**Semester- II**  
**Course 2: Medieval Indian History & Culture**  
(from 1206 to 1764 A.D )

Time: 3 Hours

Max.Marks: 75

**Section-A (25 Marks)**

Answer any Five question . Each answer carries 5 marks

(5X5=25 Marks)

- |   |   |
|---|---|
| 1) Ghazani Invasion<br>గజనీ దండయాత్ర                  | 2) Akbar Religious policy1<br>అక్బర్ మతం విధానం |
| 3) Babur<br>బాబర్                                     | 4) Jahangir<br>జహంగీర్                          |
| 5) Aurangazeb Religious policy<br>ఔరంగజీబు మతం విధానం | 6) Waran Hasting<br>వారన్ హాస్టింగ్             |
| 7) Sufi Movement                                      | 8) Balban                                       |

**Section -B ( 50 Marks)**

Answer any Five question. Each answer carries 10 marks

(5x10=50Marks)

9. A) Describe the Administrative system of Allauddin Khilji  
అల్లాఉద్దీన్ ఖిల్జీ పాలనా విధానం

(OR)

- B) Greatness of Sri Krishna Devaraya  
శ్రీ కృష్ణ దేవరాయల ఘనకార్యములను వివరింపుము?

10. A) Golden Age of Shajahan  
షాజహాన్ కాలం స్వర్ణ యుగం

(OR)

- B) Impact of Islam on Indian Society or Bhakti Moment  
భక్త ఉద్యమమును గూర్చి వ్రాయుము

11. A) The Greatness of Shivaji ?  
శివాజీ ఘనకార్యములను వివరింపుము?

(OR)

- B) Describe the Carnatic War  
కర్నాటక యుద్ధాలు

12. A) Mughal Administration

(OR)

- B) Akbar Religious policy

13. A) Shersha Administrative policy

(OR)

- B) Flassey and Buxar wars



**Model Question paper(Semester end)**  
**B.A DEGREE EXAMINATION**  
**Semester- III**

**Course 3: Modern Indian History & Culture( 1764-1947 A.D )**

Time: 3 Hours

Max.Marks: 75

**Section-A (25 Marks)**

**Answer any Five question. Each answer carries 5 marks**

**5X5=25 Marks**

- 1) Tippu Sultan
- 2) Warn Hasting
- 3) Raja Ramamohan Roy
- 4) Bakimchanra Cheterji
- 5) Balaganghadara Tilak
- 6) Home rule Movement
- 7) Subhase Chandra Bose
- 8) Motillal Nehru

**Section –B (50 Marks)**

**Answer any Five question. Each answer carries 10 marks**

**5x10=50Marks**

- 9) A) What is meant by Subsidiary system? What was its feature?  
(OR)  
B) Causes and course of the 1857 Revolt
- 10) A) Social Religious Reform Movement in India  
(OR)  
B) Dr.B.R. Ambedkar Ideology
- 11) A) Causes for the growth of Nationalism in India  
(OR)  
B) Describe the Vandemataram Movement
- 12) A) Describe the causes and course of the Non Co operation movement  
(OR)  
B) Describe the Quit India Movement
- 13) A) Muslim League Politics in Freedom Struggle  
(OR)  
B) Integration of Princely States into Indian Union



**Model Question paper(Semester end)**

**B.A DEGREE EXAMINATION**

**Semester- IV**

**Course 4 : History & Culture OF Andhra (From 1512 TO 1956 A.D )**

Time: 3 Hours

Max.Marks: 75

**Section-A (25 Marks)**

**Answer any Five question. Each answer carries 5 marks**

**5X5=25 Marks**

- 1) Narasimha Reddy Revolt
- 2) Rippon
- 3) Sir Arthaur Cotton
- 4) Boyi Bheemanna
- 5) Home Rule Movement
- 6) C.P Brown
- 7) Rampa Revolt
- 8) Suravaram Pratap Reddy

**Section –B (50 Marks)**

**Answer any Five question. Each answer carries 10 marks**

**5x10=50Marks**

- 9) A) Political history of QutubShais of Golkonda  
(OR)  
B) Occupation of Northern Circars by British Government
- 10) A) Impact of Industrial Revolution in India  
(OR)  
B) Causes and course of 1857 revolt in India
- 11) A) Social Reform Movement in Modern Andhra  
(OR)  
B) \*New Literary movement in Modern Andhra
- 12) A) Non- Cooperation movement in Andhra  
(OR)  
B) Viplava Jyothi Alluri Sita Rama Raju
- 13) A) Martyrdom of Potti Sriramulu  
(OR)  
B) Movement for formation of Andhra Pradesh