



ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(w.e.f. Academic Year 2023-24)

Programme: B.A. Honours in History

Semester	Paper	Hours	Credits
I	1 Fundamentals of Social Sciences	4	4
	2 Perspectives on Indian Society	4	4
II	3. Science and Human Past	4	4
	4. Age of Enlightenment and State Formation	4	4
	Community Service Project (180 Hours with 4 Credits)		
III	5. Early Medieval History of India (300 CE-1206 CE)	4	4
	6. Medieval Indian Society: (Polity, Economy, and Culture) (1206 C.E - 1707 C.E)	4	4
	7. History of Modern India (1707 C.E. -1857 C.E)	4	4
	8. History of Modern World (1857 Upto to 1945 AD)	4	4
IV	9. Social Change in Modern India	4	4
	10. Indian National Movement (1857 C.E -1947 C.E)	4	4
	11. Social and Cultural History of Andhra Pradesh	4	4
V	Short Term Internship		
	12. Tourism and Hospitality Services	4	4
	13. Journalism and Editing Techniques	4	4
	14. A. Tourism Guidance and Operating Skills (OR) 14. B. Film and Script Writing Skills	4	4
	15. A. Modern Principles and Techniques of Archeology (OR) 15. B. Museum Management	4	4
	15. B. Museum Management	4	4
VI	Internship		
VII	7.1 (A) Ancient World Civilizations (OR) (B) Introduction to Archaeology	4	4
	7.2 (A) Tribal and Peasant Movements in India (1800-1950) (OR) (B) Recent Trends in Historiography	4	4
	7.3 (A) Art and Architecture of India (OR) (B) Environmental History of India	4	4

	7.4 (A)History of Indian Food Culture (Skill Course) (OR) (B)Tourism Principles and Practices (Skill Course)	4	4
	7.5 (A) Application of ICT in Historical Studies (Skill Course) (OR) (B)Tourism Growth and Developments in Andhra Pradesh (Skill Course)	4	4
VIII	8.1 (A) History of Modern East Asia (OR) (B)Makers of Modern India	4	4
	8.2 (A) Historical Methods (OR) (B) History of Science and Technology	4	4
	8.3 (A) History of Modern Andhra Pradesh (1956-2014) (OR) (B) History of Contemporary India (1956-2000)	4	4
	8.4 (A) Fairs and Festivals of India: Business and Marketing Strategies (Skill Course) (OR) (B)Indian Knowledge Systems (Skill Course)	4	4
	8.5 (A)Tourism Resources of India (Skill Course) (OR) (B)UNESCO World Heritage Sites: Conservation Methods (Skill Course)	4	4

Paper – 1

Fundamentals of Social Sciences

Learning objectives: The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT.

Learning Outcomes: On successful completion of the course the student will be able to :

1. Learn about the nature and importance of social science.
2. Understand the Emergence of Culture and History
3. Know the psychological aspects of social behaviour
4. Comprehend the nature of Polity and Economy
5. Knowledge on application of computer technology

Unit – I – What is Social Science?

1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences
3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

Unit -II: Understanding History and Society

1. Defining History, Its Nature and Scope
2. History- A Science or an Art
3. Importance of History in the Present Society
4. Types of History and Chronology of Indian History

Unit – III – Society and Social Behaviour

1. Definition , Nature and Scope of Psychology
2. Importance of Social Interaction
3. Need of Psychology for present Society
4. Thought process and Social Behavior

Unit – IV – Political Economy

1. Understanding Political Systems
2. Political Systems – Organs of State
3. Understanding over Economics - Micro and Macro concepts
4. Economic Growth and Development - Various aspects of development

Unit - V – Essentials of Computer

1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications
3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals
4. Cryptography – Symmetric and Asymmetric –malware – Fire walls – Fraud Techniques – Privacy and Data Protection

Reference Books

1. The social sciences: An Integrated Approach by James M. Henslin and Dannel F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson

Activities:

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.

Paper – II

Perspectives on Indian Society

Learning objectives: The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

Learning Outcomes: On successful completion of the course the student will be able to :

1. Learn about the significance of human behavior and social dynamics.
2. Remembers the Indian Heritage and freedom struggle
3. Comprehend the philosophical foundations of Indian Constitution
4. Knowledge on Indian Economy

Unit – 1 – Man in Society

1. Human Nature and Real-Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns
4. Human Life – Social Influence and Social Impact

Unit-II: Indian Heritage and Freedom Struggle in India

1. Cultural & Heritage sites of Tourism in India
2. Indian Dance, Music and Yoga
3. Rise of Nationalism Under British Rule in brief (1857-1947)
4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states

Unit – 3 – Indian Constitution

1. Philosophical Foundations of Indian Constitution
2. Elements of Indian Constitution
3. Study of Rights in Indian Constitution
4. Directive principles to State

Unit – 4. Indian Economy

1. Indian Economy - Features – Sectoral contribution in income
2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development
4. Economic Reforms - Liberalization - Privatization- Globalization

Unit – 5 - Impact on Society & Analytics

1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- WhatsApp, Twitter, facebook, impact of Social Networks on human behavior.
3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences

References

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

Activities:

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.

B.A (Honours) in History
Semester-II
3. Science and Human Fast

Learning Outcomes:

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

- Students will 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 in the Indus Valley.
- Learn about the richness of Vedic culture.

Syllabus:

Unit-I

What is History-Is History a science?-Facts, Interpretations-Relation with other Social Sciences-Sources of Indian History: Archaeological and Literary Sources.

Unit-II

Hunting Gathering to the Food Production Society: Palaeolithic, Mesolithic, Neolithic and Chalcolithic Phases in India- Evolution of tools, belief systems and art forms.

Unit-III

First Urbanization in India: The Indus Valley Civilization-Definition of Civilization and Urbanization-Origin, Extent-Sites-Features of IVC-Trade and Commerce-Social and Cultural Life-Divide of the Civilization.

Unit-IV

The Vedic Corpus: Vedic Literature-Indo-Aryans Theories-Society, Economy, Culture, religion and Polity during the Early Vedic Period-Society, Economy, Culture, religion and Polity during the Later Vedic Period-Origin of Varna System.

Unit-V

Second Urbanization in India: Iron Age Cultures in the subcontinent-Impact of Iron technology-The emergence of City life- Urban Occupations, Crafts, Guilds-Trade and Commerce.

Curricular Activities:

- A student seminar can be conducted on history and its relationship to other social sciences.

- Map-pointing should be a compulsory activity as it helps students understand the text more vividly and clearly and should be made part of the internal examination by allotting 5 marks out of 25 for this skill-based activity.
- Collection of news reports and maintaining a record of paper cuttings relating to topics covered in the syllabus
- Pictures are drawings of Stone Age cultures. 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
- An assignment can be given on metal-age cultures with student justification.
- A test can be conducted on Indus valley civilization.
- A comparative table of Indus and Vedic culture can be prepared.
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Quiz/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture
- Visit to the Museums
- Membership from AP History Congress

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. B.Shaik Ali., History: its Theory and Method, Macmillan, 1978
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. D.P.Chattopadhyay, Science and Society in Ancient India, Research India Publication, 1978.
11. R.C.Majumdar, K.K.Dutta & H.C.RoyChowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
12. RomilaThapar., Cultural Pasts: Essays on Early Indian History, Oxford university Press, 2000.
13. Romila Thapar., Early India: From the origins to 1300, University of California Press, 2004.

Semester-II
4. Age of Enlightenment and State Formation in India

Learning Outcomes:

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

- 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

Syllabus:

Unit-I

New Religious Philosophy- Ajivikas, Charvakas-Jainism and Buddhism

Unit-II

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

Unit-III

Mauryan Empire: Archaeological and Literary Sources-Chandra Gupta Maurya-Bindusara and Ashoka - Ashoka's Dhamma Policy

Unit-IV

The Mauryan Administration-Society, Economy, Art and Architecture - Decline of Mauryan Empire-Sangam Literature

Unit-V

Post Mauryan Period-Invasions from Central Asia-Indo Greeks-Sakas-Parthians and Khushans-Growth of Trade and Urban centres-Coins and Guilds-Gandhara and Mathura Art.

Curricular Activities:

- Visit the nearest Jain and Buddhist sites or temples and submit a project report.
- Conducted a test on the emergence of states in India.
- Conducted a group discussion on Ashoka's religious policy.
- Prepare a poster-making activity on the art and architecture of the Mauryas.
- Visit the nearest museum and study the Indo-Greek coins.
- Students should be asked to prepare an inventory of items preserved in the museum and their usage.
- An assignment can be given on Mauryan art.
- A test can be conducted on Sangam literature.

- A comparative table of Jainism and Buddhism culture can be prepared.
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Quiz/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture
- Visit to the Museums
- Membership from AP History Congress

References:

1. K.A.N Sastri., Age of the Nandas and Mouryas, Motilal Banarasidass, 1952
2. R.S.Sharma., Matril Culture and Social Formations in Ancient India, Macmillan India, 2007.
3. R.S.Sharma., Looking for the Aryans, Orient Longman, 1995.
4. RomilaThaper., 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.RoyChowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
9. Romila Thapar., Early India: From the origins to 1300, Univrsity of California Press, 2004.
10. Romila Thapar., Cultural Pasts: Essays on Early Indian History, Oxford University Press, 2000.
11. Romila Thapar., Ashoka and Decline of theMauryas, OUP, 2012.

Semester-III
5. Early Medieval History of India (300 CE-1206 CE)

Learning Outcomes:

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

- Will understand the political scenario of the 8th century C.E. in India.
- Know the achievements and greatness of the Gupta rulers and Harshavardhana.
- Know the Invasions of Arabs and Turks
- Understanding the emergence of regional dynasties and their mutual relations
- Visualise the contribution of the Pallavas to Indian art and architecture.
- Get awareness of Cholas local administration.
- Know the philosophies of various Bhakti saints.

Unit-I

Gupta Dynasty - Political, Administrative, Economic, Socio and Cultural conditions- Science and Technological achievements - Foreign Travellers: Fa-hien and HiuenTsang-Ajanta and Ellora Paintings

Unit-II

Harshavardhana-Rastrakutas-Rajputs-Nalanda, Taxila, Vikramasila and Vallabi Universities.

Unit-III

Arab and Turkush Invasions-Muhammad Ghorī, Muhammad Gazani-Albrunis India-Kalhana Rajatarangini

Unit-IV

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

Unit-V

Sankaracharya, Ramanujacharya and Madhvacharya Philosophies-Styles of Architecture: Dravidian, Nagara and Vyasara- Tanjor, Belur and Halebid Temples Architecture

Curricular Activities:

- Collection of Fa-hien and Hiuen-Tsang pictures with their biographies
- Identify the important cities of Vakataka, Rastrakutas, and Rajput Kingdoms on the map.
- A chart can be prepared for Arab and Turkic invasions.
- Visit the Pallava and Chola art and architecture sites and submit a detailed report.
- Quiz/Assignments
- Book Reviews on latest Developments in History

- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture
- Visit to the Museums
- Membership from AP History Congress

References:

1. Romila Thaper., 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.Roy Chowdhuri (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 Chakravarthi., Exploring Early India, upto 1300 A.D, Primus Books, 2016.

Semester-III
6. Medieval Indian Society:
(Polity, Economy, and Culture) (1206 CE-1707 CE)

Learning Outcomes:

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

- Know the Delhi Sultanate Rule and its Conditions.
- The Administrative Policies and Reforms of the Delhi Sultanate Kings
- Understand the nature of mediaeval Indian states.
- 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, Tugluq, Sayyid and Lodi dynasties-Reforms of Alla-ud-din-Khilji, Mahummad-Bin-Tugluq and Firuj-Shah-Tugluq-Divine of Delhi Sultanate.

Unit-II

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

Unit-III

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

Unit-IV

Mughal Administration, Socio, and Religious Conditions- Mughal Economy-Mansabdari System- Mughal Paintings-Art and Architecture-Literature

Unit-V

Decline of Mughals-Aurangzeb's Deccan Policy-Rise of Regional Powers-Marathas: Shivaji Administration and Peshwas-Sikhs.

Curricular Activities:

- Prepare the chronological chart of the Delhi Sultanate and collect the Delhi Sultanate archival documents.
- Collection of photographs of Delhi Sultanate rulers
- Exhibition on Mughal paintings/Prepare a chart of Delhi and Mughal rulers.
- Prepare the timeline of Mughal rulers and collect the Mughal kings archival documents.
- Collection of Various Constructions of Delhi Sultanates and Mughal Rulers
- Conduct a group discussion on Akbar's religious policy.

- Conduct a test on conditions during the Delhi Sultanate.
- Give an assignment on the rise of regional powers.
- Quiz/Assignments/Debates/Workshops/ Book Reviews
- Seminars/Group Discussions/Unit Tests/Collection of Articles and Books
- Preparation of Videos/Charts/Identify the important places in the Map
- Project Works/Collection of News Paper Cuttings
- Prepare the synopses/Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture/Visit to the Museums

References:

1. Irfan Habib., Medieval India: The Study of a Civilization, National Book Trust, 1985
2. Satish Chandra., History of Medieval India, 800-1700, Oriental Blackswan, 2007.
3. Satish Chandra., Medieval India: From Sultanate to the Mughals, Part-I & II, Har Anand Publications, 2005.
4. Satish Chandra., Essays on Medieval Indian History, Oxford University Press, 2005.
5. I.H.Qureshi., The Administration of the Sultanate of Delhi, Oriental Books, 1977.
6. Aniruddha Ray., The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture, Taylor and Francis, 2019.
7. Sunil Kumar., Emergence of the Delhi Sultanate. 1192-1286, Permanent Black, 2007.
8. Fouzia Farooq Ahmed., Muslim Rule in Medieval India: Power and Religion in Delhi Sultanate, Bloomsbury Publishing, 2016.
9. HarbansMukhia., The Mughals of India, Wiley Publishers, 2008.
10. Jhan F.Richards., The Mughal Empire, All Volumes, Cambridge University Press, 2012.
11. Michael H.Fisher., A Short History of Mughal Empire, Bloomsbury Publishing, 2015.
12. Shahabuddin Iraqi., Bhakti Movement in Medieval India: Social and Political Prospectives, Manohar Publications, 2009.
13. J.L.Mehta., Mediaeval Indian Society and Culture, Sterling Publications,
14. A.B.M. Habibulla., The Foundation of Muslim Rule in India, The Central Book Depo, 1976.
15. Shireen Moosvi., The Economy of the Mughal Empire, Macmillan, 1997.

Semester-III
7. History of Modern India (1707 CE-1857 CE)

Learning Outcomes:

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

- Identify the true nature of colonial rule and its consequences.
- Understand the unrest among the people against the company.
- Identify the true nature of different governors' journal reforms.
- Find out the various revenue, education, and social reforms.
- Unearth the concept behind the 1857 revolt and its role in modern Indian history.

Unit-1

European Penetration into India- Conflicts between European powers- Carnatic Wars-Bengal Nawabs-Battle of Plessey and Boxer

Unit-II

Anglo-Maratha Wars-Colonial Acts: Regulating Act (1773), Pitts India Act (1784), Charter Acts (1833)-Warren Hastings

Unit-III

Reforms of Cornwallis-Wellesley- William Bentinck- Dalhousie

Unit-IV

Economic Impact of British Rule: Land Revenue Policies: Permanent Settlement-Ryotwari-Mahalwari Systems- Commercialisation of Agriculture- De Industrialisation-Dcline of Handicrafts-Drain of Wealth-Famines

Unit-V

Indian Response to British Rule: Causes for Peasant and Tribal Movements in 18th and 19th Centuries-1857 Revolt-Nature- Causes- Course and results.

Curricular Activities:

- Identify the European trading centres in the Map
- Prepare the chart on Exports and Imports of India during British Rule
- Differentiate the common feature of Permanent Settlement, Raythwari and Mahalwari systems.
- Prepare the chart on Agricultural crops and Commercial Crops
- Identify the 1857 Revolt centres and their leaders in Map.
- Quiz/Assignments/Debates/Workshops
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit Tests

- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Collection of News Paper Cuttings
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions
- Visit to the Museums

References:

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

Semester-III
8. History of Modern World (Upto 1945 CE)

Learning Outcomes:

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

- Demonstrated advanced factual knowledge of world histories, politics, and cultures.
- Know the causes of geographic discoveries and new innovations.
- Assess and appraise the developments in art, literature, and society during the Renaissance and utilise content knowledge of the Reformation and Counter-Reformation to make predictions about the evolution of Christianity in Europe and abroad.
- Know the causes of the Industrial Revolution and its various developments.
- Understand the main events of the American and French Revolutions and their significance.
- Learn how Russia's traditional monarchy was replaced with the world's first Communist state.
- Know how the world wars affected the people and how the UNO played a major role in world peace.

Syllabus:

Unit-1

Geographical Discoveries-Renaissance- Reformation and Counter Reformation

Unit-II

Industrial Revolution-American Revolution (1776)-French Revolution (1789): Causes and Results-Napoleon

Unit-III

Unification of Italy and Germany-Communist Revolution in Russia- Causes for World War-1

Unit-IV

League of Nations-Mustafa Kemal Pasha in Turkey-World War II- Fascism in Italy

Unit-V

Nazism in Germany-United Nations Organizations: Structure, Achievements and Failures-Cold War

References:

1. J.N.L.Baker., History of Geographical Discoveries and Explorations, Cooper Square Publishers, 2008.
2. H.A.L. Fisher., History of Europe, Royal National Institute of the Blind, 1939.

3. H.A.L. Fisher., A History of Europe, Eyre & Spottiswoode, 1952.
4. Rose Barling, Valerie Boyes., The Renaissance, Jhon Murray Publishers, 1995.
5. David Thomson., Europe since Napoleon, Penguin Books, 1990.
6. R.S.Chaurasia., History of Europe, Atlantic Publishers, 2002
7. A.J.Grant., History of Europe, 3 Vols
8. B.V.Rao., History of Modern Europe, 1786-2013, Sterling Publishers, 2015.
9. J.M.Roberts., The Penguin History of Europe, Penguin Publishing Group, 1997.
10. C.J.H. Hayes, Modern Europe up to 1870
11. C.D. Hazen, Modern Europe up to 1945
12. Christopher Hill., From Reformation to Industrial Revolution
13. G.R Elton., Reformation Europe, 1517-1559
14. The New Cambridge Economic History of Europe, Vol. I, VII

Curricular Activities:

- Map-pointing should be a compulsory activity; it should be made part of the internal examination by allotting marks for this skill-based activity.
- Watch historical movies related to the topics in the e-class room.
- Organise Guest Lectures and the publication of a college-level magazine by encouraging students to write articles on the contemporary history of Europe.
- Conduct Viva voce interviews and Quiz Programmes etc.
- Quiz/Assignments/Debates/Workshops
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books/Preparation of Videos/Charts
- Identify the important places in the Map/Project Works Write articles to the reputed journals and Magazines/Photos Exhibitions/Visit to the Museums/Tourist Places
- Collection of News Paper Cuttings
- Prepare the synopses/Write articles to the reputed journals and Magazines
- Photos Exhibitions/Visit to the Museums/Tourist Places

Semester-IV
9. Social Change in Modern India

Learning Outcomes:

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

- Learn the Indigenous and Western education systems and its essence.
- Understand the genesis of vernacular literature and contribution of Christian missionaries in education.
- Knowledge of various social reform institutions and personalities
- Appreciate the services rendered by the various societies in social awakening
- Importance of Self-respect Movement
- Understand the Social Reform movements and its impact on the society.

Unit-I

Indian Education System-Introduction of English Education-Colonial Educational Policies

Unit-II

Growth of Press- The rise of Modern Vernacular Literature-Progress of Science-Christian Missionaries activities in India.

Unit-III

The Indian Renaissance-Causes-Raja Ramamohan Roy-Devendranath Tagore-Kesava Chandra Sen-Eswar Chandra Vidya Sagar-AryaSamaj

Unit-IV

Young Bengal Movement-Prathana Samaj-Ramakrishna Mission-Theosophical Society-Social Reform Movement in Andhra: Kndukuri, Raghupati VenkataRatnam Naidu- Gurajada, KomarrajuVenkata Lakhmana Rao

Unit-V

Aligarh Movement-Islamic Revivalism-Wahabi and Faraizi Movement-Self Respect Movements: Jyothiba Phule-Narayan Guru-E.V.Rama Swamy-Dr.B .R.Ambedkar

Curricular Activities:

- Prepare a chart of both Indian and western education system and display in the class room.
- Visit the local Christian missionaries, Education institutions and prepare a project work on the observations.
- Collect the Pictures of various Social Reform Movement leaders and their brief history
- Identify the Social Service NGOs and their role in the society.
- Quiz/Assignments/Debates/Workshops

- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Collection of News Paper Cuttings
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions
- Visit to the Museums/Tourist Places

References:

1. RC.Dutt.,The Economic History of India Under Early British Rule, Rutledge, 2000.
2. Thirthankar Roy., the Economic History of India, 1857-2010, Oxford University Press, 2020.
3. Kenneth W.Jones., Socio-Religious Reform Movements in British India, Vol.1, Cambridge University Press, 1989.
4. M.N.Srinivas, Social Change in Modern India, Oriental Longman, 2001.
5. Raj Pruthi., Social and Religious Reform Movements in Modern India, Common Wealth Publishers, 2014.
6. AmiyaP.Sen., Social and Religious Reform: The Hindus of British India, Oxford University Press, 2005.
7. A.Kumar., Social Transformation in Modern India, Sarup Books Limited Private Limited,2001.
8. Sumit Sarkar&Tanika Sarkar., Women and Social Reform in Modern India, Indian University Press, 2008.
9. V.Rama Krishna., Social Reform in Andhra1848-1949, Vikas Publications, 1983.

Semester-IV
10. Indian National Movement (1857-1947)

Learning Outcomes:

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

- Learn the reforms of British viceroys, i.e., Lord Lytton, Rippon, and Curzon.
- Study the important factors for the growth of Indian nationalism.
- Understand the young generation's enthusiasm to obtain independence at an early age.
- Visualise the idealistic policies of Mahatma Ghandhi.
- Paved the way for obtaining independence

Unit-1

Viceroy's Rule: Lord Lytton-Lord Rippon-Lord Curzon and their Reforms-Factors for the Growth of Indian Nationalism

Unit-II

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

Unit-III

Indian Councils Act 1892- Minto-Morley (1909) Reforms-Home Rule Movement-Montagu-Chelmsford- 1919

Unit-IV

Gandhian Phase-Khilafat Movement-Rowlatt Act-Jallian Walla Bagh-Non-Co-operation Movement- Swaraj Party-Subhash Chandra Bose

Unit-V

Simon Commission-Roundtable Conferences-Civil Disobedience Movement- Poona Pact-Communal Award- Cripps Mission-Quit India Movement-Wavell Plan, Cabinet Mission Plan-Partition of India-Integration of Princely States: Sardar Vallabhai Patel

Curricular Activities:

- 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
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Collection of News Paper Cuttings
- Prepare Charts
- Write articles to the reputed journals and Magazines
- Photos Exhibitions
- Visit to the Museums/Tourist Places

References:

1. Anil Seal., Emergence of Indian Nationalism, CUP, 1968.
2. B.L.Grover and Grover., A New Look at Modern Indian History, S. Chand Publications,1998.
3. Sekhar Bandhyopadhyay., From Plessey to Partition: A History of Modern India, Oriental Black Swan, 2004.
4. V.D.Mahajan., Modern Indian History, S.Chand and Company, 2020.
5. SumitSarkar., Modern India, Pearson India, 2014.
6. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010
7. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015
8. Barbara D. Metcalf, Thomas R. Metcalf.,A Concise History of Modern India,C Cambridge University Press, 2006.
9. K.C.Chaudari., History of Modern India, New Central Book Agency, 2011.
10. Bipan Chandra., Essays on Colonialism, Oriental black swan, 1999

Semester-IV

11. Social and Cultural History of Andhra Pradesh (upto 1956 CE)

Learning Outcomes:

- Students after successful completion of the course will be able to
- Learn the broad social and cultural history of Andhra Pradesh, from pre-historic to the formation of Andhra Pradesh.
- Visualise the various major and minor dynasties that ruled Andhradesa between the 11th and 16th centuries.
- Know the advent of Europeans in Andhra and their trading settlement.
- Learn about the socio-cultural awakening of Andhra during the 19th and early 20th centuries.
- Examined the growth of the nationalist movement in Andhra Pradesh from 1885 to 1947.
- Learn about the incidents that led to the formation of the first linguistic state in India.

Unit-I

Pre-Historic Culture-The Satavahanas-Socio-Economic and Religious Conditions, Literature, Art and Architecture-The Ikshvakas-Vishnukundins-The Eastern Chalukyas of Vengi: Society, Religion, Telugu Language, Art and Architecture.

Unit-II

Various Major and minor dynasties that ruled Andhradesa between 11th and 16th centuries A.D. (In Brief) -Socio-Religious and Economic Conditions-Growth of Telugu Language and Literature-Vijayanagara Empire: Socio, Economic and Cultural Conditions, Art, Literature and Architecture.

Unit-III

Advent of Europeans-1857 Revolt and its Impact on Andhra-Establishment of British Rule-Socio-Cultural Awakening-Growth of Nationalist Movement in Andhra between 1885 to 1947.

Unit-IV

Origin and Growth of Andhra Movement-Role of Andhra Mahasabhas-Events leading to the formation of Andhra State 1953 - Role of Press and News Papers in the Andhra Movement - Role of Library Movement and Folk and Tribal Culture.

Unit-V

Formation of Andhra Pradesh State 1956-Visalandhra Mahasabha-States Reorganization Commission (SRC) and its Recommendations - Gentlemen Agreement - Important Social and Cultural Events (1956 to 2014).

References:

1. P.Raghunadha Rao.,History and Culture of Andhra Pradesh from earliest Times to 2019, Sterling Publications, 2021.
2. Suravaram Pratap Reddy., Andhrula Sangika Charitra, Pallavi Publications, 2015
3. Etukuri BalaRamam Murty., Andhrula Sankshiptha Charitra, Vishalandhra Publishing House, 2016.
4. K.V.Narayanarao., the Emergence of Andhra Pradesh, Popular Prakasan, 1973.
5. Sarojini Regani., Highlights of the Freedom Movement in Andhra Pradesh, Ministry Cultural Affairs, Govt of Andhra Pradesh, 1972.
6. M. Venkatarangaiah(ed)., The Freedom Struggle in Andhra Pradesh (All Volumes).
7. M.L.K.Murty (Ed), Comprehensive History and Culture of Andhra Pradesh:Pre and Protohistoric Andhra Pradesh up to 500 BC, Oriental Longman,2008.
8. B.S.L.Hanumantha Rao., Socio-Cultural History of Ancient and Medieval Andhra, Telugu University, 2008.
9. KomarrajuVenkata Lakshmana Rau &Vijnana Sarvaswa Sakha., History and Culture of the Andhras,Telugu University, 2008.
10. V.Ramakrishna (Ed)., Compressive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
11. Jairam Ramesh., Old History, New Geography: Bifurcating Andhra Pradesh, Rupa Publications, 2016.
12. Prasada Rao., Compressive History of Modern Andhra Pradesh, Emesco, Vijayawada.
13. Andhra Pradesh Samagra Dharshini
14. Online Sources

Curricular Activities:

- Identify the major densities and important centres in the Map. A teacher can encourage the students to participate in national and international conferences.
- Faculty may assign some library work on collections of books, research papers on the syllabus topics.
- As a student, you can observe how socio-economic and cultural changes have taken place and shall submit a report and present it in the class room. The students may collect rare photographs of Andhra History.

- Individual Project Work shall be written in the given format not exceeding 10 to 20 pages and to be submitted to the teacher.
- Inculcate the Andhra culture among the students.
- Conduct the exhibitions on rare collection of books and photos
- Students can display the charts on various dynasties and kings
- Research-based assignments
- Invited Lectures and Presentations
- Seminars, group discussions, quizzes, etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-V
12. Tourism and Hospitality Services

Learning Outcomes:

Students after successful completion of the course will be able to

- Know the basics of tourism and hospitality services.
- Inculcate interpersonal skills in the students.
- Develop the ability to multitask and manage crises.
- Understands the spirit of teamwork and different types of services
- Acknowledge the importance of guest service and satisfaction.
- Develop their skills, leadership abilities, and entrepreneurial spirit.

Syllabus:

Unit-I

Tourism-Definition-Nature and Scope-History of Tourism-Domestic and International Tourism -Causes of Rapid Growth of Tourism

Unit: 2

Characteristics of Hospitality Industry: Inflexibility, Intangibility, Perish ability-Types of Hospitality Jobs: Hotel Manager, Hotel Receptionist, Restaurant Manager, Catering Assistant, Executive Chef etc-Types of Hotels in India.

Unit: 3

Duties, Responsibilities& Skills of Front Office Staff-Duties, Responsibilities and Skills of Housekeeping Staff-Accommodation to the Tourists-NITHM

Unit: 4

Restaurant-Kitchen, Buffets, Multi-Cuisines, Functions-Room Service, Interior designing-Catering Services-Banquette - Food and Beverage Services

Unit: 5

Different Types of Services offered in Selected Hotels/Motels/Restaurants-Minimum facilities in Hotels/Lodges-Different Types of Managerial Issues - Service Etiquettes - Menu Card Preparation.

References:

1. Philip Kotler, Bowens and James Makens., Marketing for Tourism and Hospitality, Pearson Pub, New Delhi, 2010.
2. Amitabh Devendra., Soft Skills for Hospitality, 2015
3. Sandeep Munjal, Sudhanshu Bhushan(Ed)., The Indian Hospitality Industry: Dynamics and Future Trends, CRC Press, 2017.

4. Jata Shankar Tewari., Hotel Front Office: Operation and Management, Oxford Higher Edn, 2016.
5. Anukrati Sharma, Azizul Hassan, James Kennell, Priyakrushna Mohanty., Tourism and Hospitality in Asia: Crisis, Resilience and Recovery, Springer Nature Singapore, 2023.
6. nitahm.ac.in
7. Pran Nath Seth., Successful Tourism Management, Vol.I& II, Sterling Publications, New Delhi, 2006.
8. A.K Bhatia., International Tourism Management, Sterling, New Delhi, 2010.
9. A.K.Bhatia., Tourism Management & Marketing, Aph Publishing Corporations, 1997.
10. P.N.Seth., Successful Tourism Development, Vol.1, Sterling Publications, New Delhi, 2006.
11. Web Sources

Curricular Activities:

- Various practical aspects related to hospitality industry. Visit Tourist places.
- Conduct practical competitions such as flower arrangements, cooking, catering, public speaking and many more related to hospitality services to encourage students
- Provide opportunity to show and improve their Personal and practical skills.
- The teacher should conduct mock interviews and also record them to let the students analyse their performance by watching the audio-visual.
- Students must visit local hotels, restaurants, tourism offices, catering offices etc.
- Observe and work during off-hours to gain hands-on experience and prepare a Report.

Co-Curricular Activities:

- 1) Invited Lectures/Alumni Interactions/Field Work compulsory
- 2) Hands on Experience with the help of Field Experts/Invited/Extension Lectures
- 3) Debates on Interesting Topics/Field Work/Unit Tests/Video preparation on tourist places.
- 4) Seminars, Group Discussions, Quiz, Assignments etc
- 5) Periodical Interactions with HR Managers

Semester-V
13. Journalism and Editing Techniques

Learning Outcomes:

Students at the successful completion of the course will be able to;

- Know the Significance of Report Writing
- Understand the Principles and Techniques of Reporting
- Know the types of news sources and qualities of a reporter.
- Identity: the Role of Sub Editor and Editor
- Critically analyse the challenges in reporting and editing techniques.

Unit-I

Definitions of Journalism, Reporting and Editing-History of Indian Press and News Papers-Printing Revolution-Importance of Print and Electronic Media in Present Society.

Unit-2

Sources of News -Types of News and Types of News Writing- Principles of Reporting-Problems in Reporting - Qualities of Reporter.

Unit-3

Types of Reporting-Importance of Language -International and Indian News Agencies - Importance of Photography in Journalism.

Unit-4

Principles of Editing - Role of Sub Editors and Chief Editors - Techniques of Editorial Page - Headline Techniques- Tips for Captions.

Unit-5

Characteristics of Effective Report - Report writing for all Media: Radio, Television, News Paper, Magazine and Web- Writing of Model Reports of different types like Politics, Crime, Entertainment, Press Conference, Places of Importance etc. - Career opportunities in Journalism.

References:

1. J.Natarajan, History of Indian Journalism, Ministry of Information and Broadcasting, 2010.
2. G.N.S.Raghavan, Press in India: New History, Gyan Publishing House, 1995.
3. K.M.Shrivastava, News Reporting and Editing, Sterling Publishers Pvt. Ltd, 2003.
4. S.Kundra, Reporting Methods, Anmol Publications Pvt.Ltd, 2005.
5. M.K.Joseph, Outline of Reporting, Anmol Publications, 2007.
6. J.R.Hakemulder, News Reporting and Editing, Anmol Publications, 2002.

7. Franklin, Key Concepts in Journalism Studies, Vistaar Publications, 2003.
8. M.V.Kamath, Professional Journalism, Vikas Publishing House, 1980.
9. Bruce D.Itule and Douglas A.Anderson, News Writing and Reporting for Today's Media, McGraw Hill, 2003.

Curricular Activities:

1. For Teacher: Training of students by the teacher in the classroom or in the field on Techniques for Report Writing and Editing. The teacher shall help the students to identify sources, compilation, of information/News, conduction of mock interviews, investigations, judging the authenticity and other related activities. Teacher shall suggest the students to record videos on different news.

2. For Student: The students shall go to the field for collection of news from sources. They shall describe in detail how the sources were identifies, challenges faced while collecting sources, placing the news in order, preparing and editing the report. This Individual Field Work shall be written in the given format not exceeding 10 pages and to be submitted to the teacher, as the Field Work Report.

3. Suggested Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents:*Objectives, Step-wise process, Findings, Conclusion& References*

4. Max Marks for Field Work Report: 05

5. Unit Tests/Internal Examinations

Suggested Co-Curricular Activities

- 1) Prepare a Front Page of a Newspaper with News and Photographs.
- 2) Training of Students on Reporting and Editing Techniques.
- 3) Assignments on Current and Trending News
- 4) Invited Lectures Presentations on Report writing and Editing Techniques by Local Reporters and Editors
- 5) Debates Seminars, Group Discussions, Quiz, etc.
- 6) Preparation of Videos on News Items
- 7) Collection of News and organizing them in a systematic way in a file.
- 8) Visits to Local News Paper offices/ Press/ Press Conferences etc.
- 9) Interaction with Local News Reporters and Editors

Semester-V
14. A. Tourism Guidance and operating Skills

Learning Outcomes:

Students after successful completion of the course will be able to

- Acquire Tour Guiding, Operating and Soft Skills
- Understand Different Situations under which one has to Work
- Cultivate Cultural Awareness and Flexibility
- Acknowledge the Relevance of Team Spirit and Guest relationship.
- Plan, Organize Tour operations efficiently
- Learn the Tour and Travel Agencies

Syllabus:

Unit: 1

Meaning of Tour Guide - Types of Tour Guide: Heritage Guide, Nature Guide, Adventure Guide, Business Guide, Special Interest Guide etc-Duties and Responsibilities of Guides - Various Roles of Tour Guide.

Unit: 2

Guiding Techniques: Leadership Skills, Social Skills, Presentation Skills, Communication Skills - Guide's Personality Skills: Passion, Empathy, Enthusiasm, Punctuality, Humour etc-Personal Hygiene and Grooming-Code of Conduct.

Unit: 3

Guest Relationship Management-Handling Emergency Situations- Medical, Personal, Official, VISA/Passport, Death, Handling Guest with special needs/Different Abilities/ Different Age Groups.

Unit: 4

Conducting Tours: Pre Tour Planning, Route Chart, Modes of Transportation, Security Measures, and Check List etc. - Conducting Various Types of Tours- Relationship with Fellow Guides - Coordination with Hospitality Institutions.

Unit: 5

Travel Agency and Tour operations-Difference between Travel Agent and Tour operator-Functions of Tour Operator-Types of Tour Operations and of Tour Operators - A Brief Study of Tour operating Agencies like APTDC, Southern Travels etc.

References:

1. Jaganmohan Negi., Travel Agency and Tour Operations, Kanishka Publishers,

New Delhi, 2006.

2. Mohinder Chand, Travel Agency and Tour Operations: An Introductory Text, Anmol Publications Pvt. Limited, New Delhi, 2009.
3. Pat Yale., The Business of Tour Operations, Longman, 1995.
4. Dennis L. Foster., Introduction to Travel Agency Management
5. Pat Yale., Business of Tour Operations, Longman Scientific & Technical, New Delhi, 1995.
6. K.L. Pond., The Professional Guide: Dynamics of Tour Guiding, 1993
7. Abdullah Tarinc, Ceyhun Caglar Kilinc, Gulsun Yildirim, Ozlem Ozbek., Cases on Tour Guide Practices for Alternative Tourism, IGI Global, 2020.
8. Mark Anthony Camilleri., Tourism Planning and Destination Marketing, Emerald Publishing Limited, 2018.
9. www.tourism.gov.in
10. Web Sources

Curricular Activities:

- Teacher must spend a total of not less than 10 hours on various practical aspects of related to guidance and operating skills in tourism sector. The teacher shall lead students to local tourist sites and guide them to work with local tourist guides or local tourist operators, co-ordinate with local tour operators and government agencies.
- Students must visit local tourist sites, ancient temples, tourism offices; talk to guides personally and observe their functioning and assist guides during office-hours to gain hands-on experience.
- Individual Field Work shall be written in the given format not exceeding 10 pages and to be submitted to the teacher.

Suggested Co-Curricular Activities:

- 1) Invited Lectures/Unit Tests/Assignments
- 2) Hands on experience with the help of field experts.
- 3) Seminars, Group Discussions, Quiz, Debates etc.
- 4) Alumni Interactions/Interaction with Tour operators/Managers etc.

Semester-V
14.B. Films and Script Writing Skills
(Subject Core Paper, 4 Credits)

Learning Outcomes:

Students after successful completion of the course will be able to

- Understand the scope and origin of Indian cinema.
- Understand the Evolution of Telugu Cinema and Major Changes from the Past to Present.
- Assess the Role of Telugu Cinema Makers and Their Contribution
- Identify various cinema studios and film institutions.
- Learn the skills and techniques of cinema script writing.

Unit-I

What is Cinema/Film- Origin of Indian Cinema and its Growth- Understanding of Hollywood-Bollywood-Tollywood-Cinema and its Impact on Society?

Unit- 2

Evolution of Telugu cinema: Cinema under British rule: Mookie to Talkie Films-Classical Age-Black and White to Colour Films - Pioneers of Telugu Cinema: Raghupati Venkaiah, B. N. Reddy, Gudavalli Ramabrahmam, L. V. Prasad and K. V. Reddy

Unit-3

Major Developments in Telugu Film Industry in the first 50 years (In Brief) (1912 to 1962) - Cinema Studios and Film Institutes (Chennai-Hyderabad)-Prominent Telugu Film Script Writers: Pingali Nagendra Rao, Chakrapani, Modukuri Jhonson, D.V.Narasaraju.

Unit-4

Script Writing: Characteristics of a Writer- Script Features-Selection of Story Line-Narration of Story (Summary)-Context-Dialogues-Scenes in Chronological Order-Screen Play-Script for Mythological, Historical, Folk, Social Reform and Freedom Movement, TV Serials, Web Series, and Short films etc.

Unit-5

Observation of Historical Films and Scripts-Study the Script of one of the following films Mahamantri Timmarasu, Bobbili Yuddham, Alluri Sitaramaraju-Film Education Institutions in India- Career opportunities in Cinema Industry

References:

1. Renu Saran., History of Indian Cinema, Diamond Pocket Books Pvt Ltd, 2012.
2. Ashish Rajadhyaksha, Indian Cinema: A Very Short introduction, 2016.

3. Dr.D.L.Narasimha Rao, Evolution of Telugu Films: A Historical Prospective, Research India Press, 2013.
4. K.Dharma Rao, A Book on 86 Years of Telugu Cinema (Telugu).
5. TelakaPalli Ravi, Mana Cinemalu: AnubavaluCharitra- Parinamam (Telugu), Praja Sakthi Book House, 2019.
6. Satyajith Ray, Cinimalu Manavi- Vallavi (Telugu), Anvikshiki Books, 2011.
7. Venkat Sidda Reddy, Cinema-Cinema-Cinema: Sameekshalu, Vyasalu, Parichayalu (Telugu), Anvikshiki Publishers, 2021.
8. S.Theodore Baskaran, History through the Lens: Prospective on the South Indian Cinema, 2009.
9. S.V.Srinivas, Politics as Performance: A Social History of Telugu Cinema, Orient Blackswan, 2018.
10. K.P.Ashok Kumar, Anaganaga Oka Cinema (Telugu)
11. <https://www.youtube.com/c/PARUCHURIGOPALAKRISHNAOFFL>
12. https://youtu.be/u5lE_zCV72c

Curricular Activities:

Mandatory:

1) **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on Techniques for Writing Script for Movies/Short Films/Web Series/TV Serials etc. The Teacher shall guide the students to write the Dialogues based on the context in practical form; and the script rules without any deviation in Chronological order or Scene wise.

2) **For Student:** The student shall visit Library/Studio/Archives/or any other place for collection of scripts for model purpose. Students shall select topic of their choice and write the Story/Dialogues with his/her own hand writing logically as per script rules. While writing the script he/she may observe the previous cinema/short stories scripts, which are available in the library or any nearby place/Institute/Web. This Individual Field Work shall be written in the given format not exceeding 10 pages and to be submitted to the teacher, as the Field Work Report.

Suggested Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion & References*

Max Marks for Field Work Report: 05

Unit Tests/Internal Examinations

Suggested Co-Curricular Activities

- 1) Training of Students on Script Writing
- 2) Interview with Cinema Makers
- 3) Assignments on Collection of old Historical films, Short Stories etc.
- 4) Invited Lectures on Cinema Artists/ Script Writers
- 5) Debates on History of Telugu Cinema
- 6) Seminars, Group discussions, Quiz,etc.
- 7) Preparation of Different Scripts.
- 8) Collection of Cinema old Scripts
- 9) Visits to nearby Film Institutions/ Studios
- 10) Interaction with Artists on Cinema Field.

Semester-V
15. A. Modern Principles and Techniques of Archaeology

Learning Outcomes:

Students at the successful completion of the course will be able to;

- Identify the relationship between archaeology and other disciplines
- Understand the data retrieval techniques in Archaeology
- Demonstrate post excavation analysis, recording and interpretation of data
- Differentiate the dating methods in Archaeology
- Analyze the conservation and preservation methods in Archaeology

Unit-I

Definition, Nature and Scope of Archaeology - Relationship of Archaeology with Social and Natural Sciences - Application of Digital Technology in Archaeology: GIS and Satellite Imagery - Computers and the Internet.

Unit-2

Retrieval of Archaeological Data: Techniques of Exploration, Excavation, - Study of Maps- Aerial Survey - Photography-Water Exploration – Tools of Archaeology

Unit-3

Chronology-Relative Chronology- Radio Carbon Dating-Principles of Conservation, Preservation and Documentation of Archaeological Antiquities

Unit-4

Nature and Scope of Epigraphy- Decipherment and Dating -Origin of writing in India - Historical Importance of the Inscriptions -Paleographic Formula

Unit-5

Numismatics as Source Material for the Reconstruction of History-Origin of Coinage in India Application of Numismatics and Numismatic Data to Archaeology

References:

1. Agrawal, D. P. and M. D. Yadava, Dating the Human Past. Pune: Indian Society for Prehistoric and Quaternary Studies, 1995
2. Agrawal, O. P., Preservation of Art Objects and Library Materials, New Delhi, National Book Trust India, 1993
3. Balme, Jane and Alistair Paterson, Archaeology in Practice (A Student Guide to Archaeological Analyses). West Sussex: John Wiley and Sons Inc, 2014
4. Grant, Jim, Sam Gorin and Neil Fleming, The Archaeology Course book: An Introduction to Study, Skills, Topics and Methods, London and New York, Routledge, 2002

5. Walker, Mike. Quaternary Dating Methods, West Sussex: John Wiley and Sons Limited, 2005
6. Gupta, P L, ed., Numismatics and Archaeology. Nasik: Indian Institute of Research in Numismatic Studies, 1986
7. Sharer, R and W. Ashmore, Archaeology: Discovering our Past. McGraw-Hill: New York, 2002.
8. Web sources

Co-Curricular Activities:

a) Mandatory: (*Training of students in the related skills by the Lecturer, Total 10 Hours*)

1) For Teacher: Training of students by the teacher in classroom and field for a total of not less than 10 hours on various practical skills and techniques of archaeological practices like the following; Identifying and collecting some common archaeological tools like shovels, trowels, spades, brushes, buckets etc., and how they are specifically used finding the historical dates using various simple methods. Conduct the Exhibitions on Coins/Stamps/Rare Archaeology items.

2) For Student: Students shall visit museums/monuments/ancient temples/excavation sites etc to personally make observations (if possible, students can work at excavation sites or in museums) during office-hours to gain hands-on experience). **(or)** Students shall collect/identify artifacts like stone tools, pottery vessels, metal objects such as weapons and items of personal adornment such as buttons, jewellery, clothing etc. and observe their appearance, use and time period. These individual observations shall be written in the given format

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations

b) Suggested Co-Curricular Activities

- 1) Invited Lectures
- 2) Hands on Experience with the help of Field Experts.
- 3) Debates, Seminars, Group Discussions, Quiz, etc.
- 4) Periodical Interactions with Museum / Archaeology Technical Experts

Semester-V
15. B. Museum Management

Learning outcomes:

Students after successful completion of the course will be able to.,

- Gain Awareness about the History, Context and Concepts of Museums
- Understand Curatorial Responsibilities and Ethics of Collection
- Document and Classify Museum Objects and Acquire Skills to Manage and Demonstrate them in Museum
- Evaluate the Intricacies of Exhibition Design and Develop Skills related to various aspects of Museum Exhibitions
- Analyze the Changing Dynamics between Museums and Culture and Job opportunities in this Field

Unit: 1

Origin, Meaning, Definition and Purposes of Museums – Changing Role and Social Relevance of Museums – History and Development of Museums in India.

Unit: 2

Types of Museums – Classification of the Museum- Open Air Museums, Inclusive Museums, Community Centre, Galleries and Virtual Museums.

Unit: 3

Techniques of Collection, Conservation, Preservation of Museum Objects-Ethical Procedure. Collection and preservation of old documents and books.

Unit: 4

Items exhibited in general - Purpose of Exhibition-Types of Exhibitions-Museum Exhibition Skills-Exhibition Planning- Concept Development, Exhibition Brief, and Exhibition Design – Evaluation of Exhibition.

Unit: 5

Museum Management as a Profession –Planning and Organization of Museum –Functions of Museum–Administration–Staff of the Museum and their Duties–Study of selected professional Museums – Regional, National –State/ASI and International Museums.

III. References:

1. Nigam M.L., Fundamentals of Museology. Navahind Prakashan, 1966
2. Timothy, Ambrose and Paine, Museum Basics, ICOM, Routledge, New York, 1993
3. Key Concepts of Museology, ICOM Publication (online).

4. Seth, Manvi, Communication and Education in Indian Museums, Agam Kala Prakashan, New Delhi, 2012
5. Elizabeth Bogle, Museum Exhibition Planning and Design, Altimira Press, 2013
6. Grace Morely: Museum Today, University of Baroda, 1981
7. Sivaramamurti,C, Directory of Museum in India
8. Parker, A.C., A Manual for History Museum
9. UNESCO, Organisation of Museum
10. Web sources as suggested by teacher/librarian

IV. Co-Curricular Activities:

a) Mandatory: (*Training of students in the related skills by the Lecturer, Total 10 Hours*)

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on various practical aspects of related to museum management. Teacher should get into contact with nearby museums or archival cells and conduct a visit and ask students to evaluate the collection of items, preservation, display set-up, and functioning of the organization on any given parameters. The teacher shall also train students on how to set a small museum in the college with locally available materials.

2) For Student: Students shall visit Museums or Archival Cell personally observes and if possible, works (in museums if permitted) during off-hours to gain hands-on experience. Students should write a report on the curatorial practices or collection policies of any one of the museums they visit. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

3) Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings & References.

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations

b) Suggested Co-Curricular Activities

- 1) Invited Lectures/Interactions with Museum Experts
- 2) Hands on Experience with the help of Field Experts.
- 3) Debates, Seminars, Group Discussions, Quiz, etc.

Semester-VII
7.1 (A) Ancient World Civilisations

1.Learning outcomes:

Students after successful completion of the course will be able to

- Understand the concept of the evolution of mankind and culture through the ages and their impact on human lives today.
- Students will acquire knowledge about ancient human society and the transformation of ancient civilizations.
- Comprehend the complexities of the civilization of Mesopotamia.
- Appraise and examine the society, politics, economy, and culture of the Aztecs, Mayas, and Incas.
- Better understanding of Egyptian and Chinese civilizations and their contributions to the world.
- Examine the Greek philosophy and the greatness of Persian culture.
- Evaluate the contribution of Roman civilizations to the advancement of human thought and law.

II.Syllabus:

Unit-I

Origin and growth of Human culture and civilization- Mesopotamia Civilization: The land- Early Cities-Polity-Society- Science-Trade and Commerce-Law Cuneiform Script- Religion.

Unit-II

Ancient Egypt Civilization: Origin-Political History-Pharaohs-Social and economic life-Cultural Contributions-Hieroglyphic script-Religion. Chinese Civilization: Early Dynasties-Social and Economic life-Arts and Crafts-Chinese Script-Religion.

Unit-III

The Aztec Civilization: Origin, Society, Religion, Cosmology, Economy and Decline. Maya Civilization: Polity, Society, Art, Religion, and decline-The Inca Civilization: Origin, Polity, Religion, Society and Economy, Art and Architecture-Decline.

Unit-IV

Greek Civilization: Athenian democracy-Society and Culture. Persian Civilization: Political Social and Economic Conditions.

Unit-V

Roman Civilization-Establishment of Republic Society-Law and Culture. Persian civilization: Political, Social and Economic Conditions.

III. Reference Books:

1. N.Jayapalan., *History of World Civilization*, Atlantic, 2021.
2. Phillip Campbell., *The Story of Civilization*, Vol.1, TAN Books, 2016
3. Toby Wilkinson., *The Rise and Fall of Ancient Egypt*, Bloomsbury, 2011
4. Eric Brown., *Ancient Civilizations: A Complete Overview on the Incas History, the Byzantine Empire, Maya History & Maya Mythology*, 2020.
5. Sargent B., *Ancient World Civilisations*, Kaufman Press, 2022.
6. Will Durant., *The Story of Civilization: Our Oriental Heritage*, 1997
7. J.E. Swain., *A History of World Civilization*, McGraw Book, New York, 1938, reprint, S.Chand, New Delhi 2000
8. Frankfort Henri., *the Birth of Civilization to the Near East*, Indian University Press, 1951.
9. Trever, A. Albert., *History of Ancient Civilization*, Harcourt, Brace & Co. (January 1, 1936).
10. Use Web Resources and online contents: MOOCs, SWAYAM, NPTEL, Websites etc.

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on to visit Archaeological Museum for understanding the Ancient Civilization artefacts and photographs. Using a world history lens, describe how people's perspectives shaped the sources or artifacts they created. Identify the ancient civilizations on a map. The teacher shall help the students identify the civilizations and guide them in a systematic manner.

2) For Student: Student will work through a pre-prepared Google Slide/PPT presentation in order to information about the Ancient world civilizations. Students will create a story book that illustrates the development of each civilization. Collect the important photographs related to ancient world civilizations and compare the changes. The faculty plays an active role in assisting students with research related activities. Students shall submit a report on any one of the ancient civilizations in the form of a monograph, seminar paper, or research paper. This individual project work shall be written in the given format, not exceeding 10 to 20 pages, along with photographs collected from your library and web resources, and submitted to the teacher.

3) Suggested Field/Class Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identifying similarities and differences within each civilization
- Conduct Exhibitions
- Collection of Books and Research Papers on Ancient World Civilizations
- Students learn to identify symbols and features on a topographic map.
- Research-based assignments based on class work
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Comparison of Ancient World Civilizations
- Prepare charts and draw the tools and objects used by the civilians.
- Seminars, group discussions, quizzes, etc.
- Collect ancient archaeological remains, figures, photos, and books related to your topic and start writing in a systematic way.
- Visits to archeological sites, field visits, historical sites, museums, monuments, etc.

Semester-VII
7.1(B) Introduction to Archaeology

I. Learning Outcomes:

Students after successful completion of the course will be able to

- Learn the scope of Archaeology and its sources.
- Analyzes the branches of Archaeology and their relation to other disciplines.
- Understand the different kinds of Archaeological studies and their evaluation.
- Knowledge of Colonial and Oriental Studies in Indian Archaeology
- Analyze the contribution of oriental Archaeologists and their services to Archaeological developments.
- Know the Important Archaeological Sites in India and their Exploration

II. Syllabus:

Unit-I

Scope of Archaeology: Pre and Proto history-Archaeological Sources-Exploration and Excavation methods-The study of Epigraphy and Numismatics-Branches of Archaeology and Relations with other disciplines.

Unit-II

Types of Archaeology: Origin and Evolution of Archaeological Studies in the world-Classical Archaeology-Prehistoric Archaeology-Historical Archaeology-Environmental Archaeology-Underwater Archaeology-Ethno Archaeology-Linguistic Archaeology -Salvage Archaeology

Unit-III

Indian Archaeology: Colonial and Oriental Studies in Indian Archaeology-William Jones, James Prinsep, Alexander Cunningham, Robert Bruce Foote-Establishment of Professional Archaeology and Institutions-Curzon, John Marshall, Mortimer Wheeler, Sankalia-Archaeological Survey of India

Unit-IV

Important Archaeological Sites of India: Palaeolithic Sites: Bhimbetka, Attirampakkam and Renigunta- Neolithic Site: Payampalli and Nagarjunakonda.

Unit-V

Indus Sites: Excavations at Mohenjo-Daro, Harappa, Lothal and Dholavira- Megalithic and Early Historic Sites: Adichanallur, Suttukeni, Hallur, Kodumanal and Pattinam.

III. Reference Books:

1. Agrawal, D.P., *The Archaeology of India*, London, 1982.

2. Allchin, B., and R. Allchin, *The Rise of Civilization in India and Pakistan*, Cambridge, 1982
3. Chakrabarti, Dilip.K., *India : An Archaeological History*, New Delhi, 1999.
4. Chakrabarti, Dilip.K., *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, 1988.
5. Daniel, Glyn E., *the Origins and Growth of Archaeology*, London, 1967.
6. Dhavalikar, M.K., *First Farmers of the Deccan*, Pune, 1990
7. Ghosh, A., (ed.), *An Encyclopaedia of Indian Archaeology*, Vol.II, New Delhi, 1988.
8. Gururaja Rao, B.K., *Megalithic Culture in South India*, Mysore, 1972
9. Rajan, K., *Archaeology: Principles and Methods*, Tanjavur, 2002
10. Raman, K.V., *Principles and Methods of Archaeology*, Madras, 1986
11. Roy, Surendranath., *The Story of Indian Archaeology*, New Delhi, 1961
12. Singh, Upinder, *The Discovery of Ancient India, Early Archaeologists and the Beginnings of Archaeology*, New Delhi, 2004
13. Wooley, CL., *Digging the Past*, London, 1954
14. Web Resources

IV. Co-Curricular Activities:

a) Mandatory:

1. For Teacher: Training of students by the teacher in the classroom or in the field for is not less than 20 hours to visit archaeological sites and conduct exploration. Archaeologists explore sites and recover information through field work, including survey and excavation. Precautionary measures may be taken while digging the site. The teacher shall help the students identify the site and guide them to proper sources that they can authenticate, compile, arrange, and judge in a systematic order. A field visit is mandatory as per the guidelines.

2) For Students: Classifying Artifacts in the Classroom Students observe the forms and shapes of tools from the past and make hypotheses about tool functions based on contemporary examples. Students examine and describe objects, then write a creative story from their observations. Students shall submit a report on any of the archeological sites in the form of a monograph or research paper. The students may participate in archaeological excavations nearby your college or your residence area with the help of your faculty. This individual field work shall be written in the given format, not exceeding 10 to 20 pages, along with photographs, and submitted to the teacher.

3) Suggested Field/Project Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of Students in Archaeological Sites, Excavation, Exploration, C-14, Preservation Techniques, Usage of Technology, etc.
- Students learn to identify symbols and features on a topographic map.
- Research-based assignments based on field work
- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Trends in Archaeology
- Seminars, group discussions, quizzes, etc.
- Collection of archaeological remains, figures, photos, and books related to the research topic and start history writing and organizing them in a systematic way.
- Field visits to archeological and historical sites, museums, and monuments for observations, etc.
- Interaction with Archaeologists
- Usage of Archaeology Scientific Equipment
- Participate in National and International conferences and take membership in the Indian Archaeological Society, the Andhra, the South, and the Indian History Congresses.
- Awareness about photography

Semester-VII
7.2 (A) Tribal and Peasant Movements in Colonial India (1800-1950)

I. Learning outcomes:

Students after successful completion of the course will be able to

- Students will gain knowledge of the tribal and peasant revolts under colonial rule.
- Understand the 19th-century tribal uprisings in different parts of the country.
- Learn about the peasant revolts in the different parts of the country.
- Students come to know the different local peasant organizations and their integration into the national movement.
- Realize the nexus between the leftists and the peasantry in their movements.

II. Syllabus:

Unit- I

Concept of Tribe-Geographical Distributions- Ecological relations-Nature and Scope of Peasant Revolts in India-British Colonial Policies-Concept of Peasantry-Tribal and Peasant Societies in Colonial India.

Unit-II

Historiography of Tribal Movements- Tribal Uprisings in India in the 19th Century-Causes for Tribal Uprisings- Different Tribal Movements: Bhil, Kol, Mundas, Ramosi, Santhals, Ahoms, Koya, Rampa and other Revolts.

Unit-III

Agrarian Dimension of Tribal and Peasant Movements- Historiography on Peasant Revolts-A Brief Survey of Peasant Revolts-Causes for Peasant Revolts- Indigo-Rangpur-Kol-Moppila-Pabna-Deccan Riots-Champan and Bardoli.

Unit-IV

Tribal Movements in North-East India- Peasant Movements in Telangana and Andhra (1800-1947)-The Rise and Growth of All India Kisan Sabha-Integration of Peasantry into Indian National Movement.

Unit-V

The Left and the Peasant relations-Congress Socialist Party-Communist Party of India-Provincial Peasant Movements after Independence and Causes (in Brief)-Impact of Tribal and Peasant Movements on Society.

III. Reference Books:

1. Kamal.K.Misra& G.Jayaprakasan.,*Tribal Movements in India*, Manohar Publishers, 2012

2. K.S.Singh, *Tribal Movements in india*, Vol.I&II, Manohar Publishers, 2015
3. Ranajith Guha., *Elementary Aspects of Peasant Insurgency in Colonial India*, 1999.
4. Sunil Kumar Sen., *Peasant Movements in India, Mid 19th & 20th Centuries*, K.P.Bhagchi, 2009.
5. A.R.Desai., *Peasant Struggles in India*, Oxford University Press, 2008.
6. D.N.Dhanagare., *Peasant Movements in India (1920-1950)*, Oxford University Press, 1985
7. Kankanala Muniratnam Naidu., *Peasant Movements in India*, Reliance Publishing House, 2008.
8. *Subaltern Studies*, Vol. I, Oxford University Press, 1982
9. David.E.Ludden., *Peasant History in South India*, ACLS History E-Books Projects, 2008.
10. B.K.Sharma., *Tribal Revolts*, Pointer Publishers, 1996
11. Barry Pavir., *The Telangana Movement, 1944-51*, Vikas Publications, 1981.
12. Online Sources

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For the Teacher: Training of students by the teacher in the classroom or in the field is not less than 10 hours, then going to the library with the students and helping them identify the sources and books related to your topic. Identify the different tribal and peasant movements on the map. The faculty may use the PPTs and ICT for effective teaching in the classroom. The teacher may suggest to the students that they identify the tribal communities and ask them to collect information on socio-economic and cultural activities. The faculty plays an active role in assisting students with research-related activities.

2) For the Student: The student will work through a pre-prepared Google Slides or PowerPoint presentation in order to gather information about the local tribal people and their living conditions. Students will create a story book that illustrates how tribal and peasant communities are modernized in the technology era. Students shall submit a report on any one of the tribal communities topic in the form of Project work or Monograph or Term Paper etc. This individual project work shall be written in the given format, not exceeding 10 to 20 pages, along with photographs collected from your village, field, or library and also using web resources, and finally submitted to the teacher.

3) Suggested Field/Class Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (05 to 10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identifying similarities and differences between tribal communities and their habits
- Conduct class room role plays on tribal leadership and attire.
- Exhibition on Local Tribal Products
- Collection of Books and Research Papers on Tribal and Peasant Movements from Past to Present
- Students identify the local tribes and observe their activities.
- Research-based assignments
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on Recent peasant movements
- Seminars, group discussions, quizzes, etc.
- Collection of rare photos and books
- Visit the Tribal Exhibitions
- Students are strongly encouraged to participate in and organize academic seminars and conferences, film screenings, and public outreach events.
- Read the Various Govt Schemes for the welfare of SC/STs
- Interviews with Local Tribal Leaders
- Organizing a photo exhibition on tribal and peasant movements and fighters
- Celebrations of important events and personalities of tribal and peasant movements
- Students may be asked to prepare a project on the tribal and peasant movements in India.

Semester-VII
7.2 (B) Recent Trends in Historiography

I.Learning outcomes:

Students after successful completion of the course will be able to

- Know the basic understanding of the development of History as a discipline
- Illustrate how the methodological and philosophical shifts have contributed to the development of history.
- Analyze the recent developments in the National, Aligarh School of Historiography, and explore the features of the Annals School of Thought.
- Provide a basic understanding of different historical writings, i.e., Orientalism, National Socialism, Marxism, and Aligarh, etc.
- Understanding the Historical Significance of Neo-Marxist and Gender Historiography
- Exploring the new approaches of medicine, health, and science, subaltern and environmental historiographies, etc.

II.Syllabus:

Unit-I

General Survey of Historical Trend-Annals School-Marc bloch-Lucien Febvre-Fernand Braudel-Georges Duby-Robert Mandrou- Pierre Chaunu-Jacques Le Goff and Ernest Labrousse- Orientalist Historiography

Unit-II

New Marxist Historiography-Antonio Gramsci-Neo Marxism and Frankfurt School-Indian Marxist Historiography-Nationalist Historiography-Aligarh School of Historiography

Unit-III

Gender History-Women's Historiography-Historiography of Medicine and Public Health in Modern India-Historiography of Science and Technology in Modern India

Unit-IV

Subaltern Historiography-History from below-Ranajith Guha and Subaltern Studies-Historians of Subaltern studies and their interpretations.

Unit-V

Environmental Historiography: Origin- Global trends- Debates- Madhav Gadgil and Kasthuri Rangan Report-Ramachandra Guha- Deepesh Chakrabarthi- K.Sivarama Krishnan

III.Reference Books:

1. Satish K.Bajaj., *Recent trends in Historiography*, Anmol Publications, 1998.

2. Sabyasachi Bhattacharya., *Approaches to History: Essays in Indian Historiography*, Indian Council of Historical Research, 2011.
3. T.Rajesh., *Modern Trends in Historiography*, Milinda Books, 2020.
4. T.R.Sharma., *Historiography: A History of Historical Writing*, Concept Publishing, 2005.
5. Mark Harrison., *Public Health in British India: Anglo Indian Preventive Medicine*, CUP, 1994.
6. Leela Kassturi and Vina Majumdar (ed.), *Women in Indian Nationalism*, Delhi, Vikas Publishing House, 1994.
7. Michael H.Fisher., *An Environmental History of India*, CUP, 2018
8. Eric.J.Hobsbawm., *Karl Marx's Contribution to Historiography*, in *Ideology and Social Sciences*, Suffolk, 1962.
9. Georg G. Iggers., *New Directions in European Historiography*, Middletown, 1975.
10. Michael Bentley., *Modern Historiography, an Introduction*, New York, 1999.
11. Peter Burke (ed), *New Perspectives on Historical Writing*, Oxford, 1992.
12. Rigby, S.H., *Marxist Historiography* in Michael Bentley (ed), *Companion to Historiography*, New York, 1997.
13. Uma Chakravarti., *Rewriting History: the Life and Times of Pandita Ramabai*, Zubban Publishers, 2013

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For teachers: training of students by the teacher in the classroom or in the field is not less than 10 hours The teacher should help the students identify the sources and books related to the different schools of historiography and explain the latest developments in the field. The teacher may suggest to the students that they select any one of the historiography topics and present it in the class room. The faculty plays an active role in assisting students with research-related activities.

2) For the Student: The student will work to identify the various schools of thoughts and developments in chronological order. Students will create a chart of historical writings and their main arguments. Students shall submit a report on any one of the historiography topics in the form of a project, a monograph, a term paper, etc. This individual project work shall be written in the given format, not exceeding 10 to 20 pages. This Project work is based on Library and also use web resources.

3) Suggested Project Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identifying similarities and different schools of thought on various themes
- Students may apply the arguments in their research.
- Collection of Books and Research Papers on Tribal and Peasant Movements from Past to Present
- Research-based assignments
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on Recent Trends in Historiography
- Seminars, group discussions, quizzes, etc.
- Collection of books, articles, etc.
- Students are suggested to participate and organize academic seminars and conferences, etc.

Semester-VII
7.3 (A) Art and Architecture of India

I.Learning outcomes:

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

- Know various texts like Agamas, Puranic, ancient Vaastu texts, and principles of art and architecture.
- Understand the different monuments in Jaina and Buddhist art and architecture in India.
- Students will get an overall understanding of the development of art and architecture in India.
- Students will learn about Indian art and architecture, its diversity, and its aesthetic richness.
- Ability to understand art as a medium of cultural expression.
- Understand the impact of Persian art on Islamic art and architecture in India.

II.Syllabus:

Unit-I

Pre and Proto Historic Art: Rock Paintings, Harappan Art and Crafts- Types of Art and Architecture-Importance of Indian Arts and Architecture- Types of Texts of Art and Architecture in India.

Unit-II

Jain and Buddhist Art & Architecture: Jain and Buddhist Monuments- Jain Basadi-Buddhist Stupa Architecture, Monasteries/Chaityas-Viharas and Caves in India- Paintings in Ancient India.

Unit-III

Hindu Art and Architecture: Origin, and Styles- Ancient and Medieval Iconography and Sculptures- Stone and Metal Sculpture-Types of Paintings-Temple art and Architecture in Ancient India-Nagara, Dravida and Vesara Styles.

Unit-IV

Islamic Art and Architecture: Indo-Islamic Architecture-Delhi Sultanate art and Architecture-Mughal Art, Paintings and Architecture-Persian influence on Art and Architecture-Forts Architecture in Medieval India-Rajput Art and Architecture.

Unit-V

Modern and European Architecture: Indo-Gothic, Neo-Roman and Indo-Saracenic Styles-British Architecture in Kolkotta, Mumbai, Chennai and Delhi-Constructions of Towns and Buildings-Colonial Architects-Neoclassical Architecture-Structures across India.

III. Reference Books:

1. V.S. Agarwal., *Indian Art*, Varanasi, 1965.
2. Adam Hardy., *the Temple Architecture of India*, Wiley, 2007.
3. Percy Brown., *Indian Architecture*, 2 Vols. Bombay, 1959.
4. Bindia Thapar., *Introduction to Indian Architecture*, Tuttle Publishing, 2012.
5. Benjamin Rowland., *The Art and Architecture of India: Buddhist, Hindu Jain*, Penguin Books, 1959.
6. J. Fergusson., *History of Indian and Eastern Architecture*, Delhi, 1999.
7. Saktipada Datta., *Art and Architecture in Medieval India*, Br Publishing Corporation, 2011.
8. *India: Art and Architecture in Ancient and Medieval Periods*, Ministry of Information and Broadcasting, Govt. of India, 2016.
9. Dr. S. Ram., *History of Medieval Indian Art and Architecture*, Common wealth Publishers, 2013.
10. Ebba Koch., *Mughal Architecture*, Primus Books, 2014.
11. C. Sivaramamurti., *Indian Painting*, Delhi, 1970.
12. R. S. Gupta., *Iconography of Hindu, Buddhist and Jain*, Advent Book, New Delhi, 1980.
13. Raj Kumar., *Essays on Indian Art and Architecture*, Discovery Publishing House, 2003.
14. B. Rowland., *Art and Architecture of India*, Harmondsworth, 1970
15. The Director General Survey of India (Ed) Guide Books: World Books: World Heritage Series, New Delhi.
16. Online sources

IV. Co-Curricular Activities: (Lecturer Participation: Total 15 Hours)

a) Mandatory:

1) For Teachers: Training of students by the teacher in the classroom or in the field for a total of not less than 15 hours. The teacher should help the students identify the sources and books related to different types of art and architecture and explain the latest developments in the field. The teacher may suggest to the students that they select any one of the art and architecture topics and present it in the class room with relevant photos. The faculty strongly suggests using ICT while teaching in the classroom. Display the PPTS or slides of styles of art, paintings, construction styles, techniques, etc. during the classroom teaching, etc. The teacher plays an active role in assisting students with research-related activities. It is strongly suggested that the teacher may visit and take the students to a local temple or historical site of historical importance for practical experience with proper precautionary measures and guidelines.

2) For the Student: The student will work to identify the various styles of art, painting, and architecture from ancient to modern developments in chronological order. Students will create a chart on the different features of Vesara, Dravida, and Nagara styles. Students shall select any one of the local temples or old historical sites, collect data, and submit a report in the form of a project, a monograph, a term paper, etc. This individual project work shall be written in the given format, not exceeding 10 to 20 pages. This Project work is based on Field only.

3) Suggested Project/Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identifying similarities and different styles of art and architecture
- Students may observe the engineering technology of the constructions in ancient to modern
- Collection of books and research papers on the art and architecture
- Research-based assignments/Seminars/Group discussions/Quizzes etc
- Draw the Plan of Architecture of Temples, Forts, and Buildings on Chart
- Invited Lectures: Presentations on Related Topics by Experts
- Field Visits

Semester-VII
7.3 (B) Environmental History of India

I. Learning Outcomes:

Students after successful completion of the course will be able to

- Know the basics of environmental history and its global trends.
- Analyze the various Environmental approaches in pre-colonial India
- Understand forest resource utilization and tribal resistance under British
- Learn about the environmental movements in post-colonial India.
- Assess the global consensus over environmental issues.
- Understand environmental disasters and their impact on society.

II.Syllabus:

Unit-I

What is Environment-Scope and Global Trends in Environmental History-Approaches to Indian environmental history-Colonial and post colonial Historiography on environmental History.

Unit-II

Environmental consensus through the ages-Environmental approach to pre historic studies-Ecology and Forests under Mauryas, Guptas, Delhi Sultanate and Mughals- Royal hunting-Conservation of forests.

Unit-III

Environmental History during colonial times-colonialism as a watershed in Indian environmental history-Colonial Forest Policies-deforestation-Impact of ship building industry, railways-forest legislations-Green Imperialism-Jhum cultivation-Tribal resistance

Unit-IV

Environmental movements in post colonial India-post colonial Scenario-Industrialization-Hydro, Electric Projects dams, mines-Deforestation and Pollution-Emergence of environmental movements-Chipco-Narmada BachaoAndolans-Women Environmental movements.

Unit-V

Environmental Disasters in India-Floods-Famines, Epidemics-Disaster Management in India-Global warming and its Impact on Ecology.

III.Reference Books:

1. Arnold, David and Ramachandra Guha (eds), *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, Delhi, Oxford University Press, 1995.

2. Brands, Dietrich, *India Forestry*, Oriental University Institute, Harvard University, 1897.
3. Gadgil, M., and Guha, R.M., *This Fissured Land; an Ecological History of India*, Delhi, Oxford University Press, 1992.
4. Richard Grove (Ed)., *Nature and Orient: The Environmental History of South East Asia*, Oxford University Press, 1998.
5. David, Arnold, *Cambridge History of India: Science, Technology and Medicine in Colonial India*, Cambridge University Press, 1981.
6. Laxman, D. Satyana., *Ecology, Colonialism, and Cattle: Central India in the Nineteenth Century*, Oxford, 2004.
7. Ramachandra Guha., *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, OUP, 1989.
8. Ramchandra Guha., *Environmentalism: A Global History*, OUP, 2000.
9. L.K.Jha., *India's Forest Policies: Analysis and Appraisal*, Ashish Publishing House, 1994
10. Jitendra Prasad., *Tribal Movements in India*, Kilaso Books, 1995

Research Articles:

11. Ramachandra Guha., *Writings on Environmental History in India*, Studies in History, 1993
12. Ramachandra Guha., *An Early Environmental Debate: The Making of The 1878 Act*, Indian Economic and Social History Review, 1990.
13. Ramachandra Guha and Madav Gadgil., *State Forestry and Social Conflict in British India*, Past and Present, Vol.123, 1989.
14. Jayantha Bandyopadyay and Vandana Shiva., *Political Economy of Ecology Movements*, EPW, Vol.23, 1988.
15. Online web resources

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on Environment and its importance to the society. Give more awareness to the Environmental Protection Act. The teacher shall help the students identify the environmental history sources and guide them to read them in chronological order. The teacher must give some book reviews and tell them to be presented in the class room. A class-room

seminar presentation is mandatory for every student. The teacher must explain the topics through ICT wherever required for better understanding of the subject.

2) For Students: Students shall submit a report on any of the environmental-related topics or current issues based on the web resources, magazines, news papers, research papers, etc. This individual project is on a topic of your interest, chosen in consultation with the faculty. Students may choose to focus on their service learning experiences for their assignment. Work shall be written in the given format, not exceeding 15 pages, and be submitted to the teacher.

3) Suggested Field/Class Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion and References, Primary Sources, and Photographs*

4) Max Marks for Field Work Report: 05

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of Students on Collection of Sources and Writing Environmental History
- Research-based assignments, videos, and documentaries on the topics
- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Trends in Environmental History
- Seminars, group discussions, quizzes, etc.
- Collection of famous personality's photos, books, and articles related to environmental movements, protectors, historians, etc.
- Awareness Programmes on Save Environment
- Visits to libraries, historical sites, museums, and monuments for rare collections, etc.
- It is suggested to participate in the Indian History Congress, South Indian History Congress, and Andhra Pradesh History Congress for updating knowledge and knowing the latest developments in history.

Semester-VII
7.4 (A) History of Indian Food Culture

I.Learning outcomes:

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

- Know the origin of food and its relation to humans.
- Understand the various changes and developments in food culture from the ancient to modern periods.
- Learn the varieties of food and recipes in different periods.
- Know the impact of Islamic influence on Indian food
- Realize the introduction of European food varieties in India.
- Learn about the changes in Indian food culture and their consequences.

II.Syllabus:

Unit-I

Meaning of Food- Definitions of Recipes, Cuisine, and Dish-Evolution of Indian food Culture-Hunting and Food gathering Society's- Barter System-Agricultural Developments-Importance of Food.

Unit-II

Ancient Indian Food Culture: Pre Historic to Indus Valley-Vedic diet, Jain and Buddhist vegetarianism-Food habits and varieties-Trade of Food items with other countries.

Unit-III

Medieval Indian Food Culture: Spicy Food- Food Culture during Delhi Sultanate period-varieties of Food and recipes, Dishes and Feasts during Mughal period- Cooking techniques and Ingredients.

Unit-IV

Europeans Food Culture: Colonial Influence on Indian Cuisine-other countries influence-Introduction of Europeans Vegetables (Tomato, Potatoes, Squash, Sweet Peanut, Chilli, Carrot-Drinks-Soups-Coffee, Tea etc.,

Unit- V

Contemporary Indian Food Culture-Street Food-Global Impact on Indian Bakery food and Alcoholic and Non Alcoholic Beverages- Impact on health-Food Business in India.

III.Reference Books:

1. K.T.Achaya., *Indian Food: A Historical Companion*, Delhi, 1994.
2. K.T.Achaya., *The Story of our Food*, Hyderabad, 2000.
3. Colleen Tayler Sen., *Feasts and Fasts: A History of Food in India*, Bombay, 2015

4. Colleen Tayler Sen., *Food Culture in India*, Universities Press, 2003.
5. Shoba Narayan., *Food and Faith: A Pilgrims Journey thorough India*, Harper Collins India, 2020.
6. Dr.SatyaPrakashaSangara., *Food and Drinks in Mughal India*,Reliance,1999.
7. Charmaine ‘O’ Brien., *Flavours of Delhi: A food lover’s Guide*, Penguin books Limited, 2003.
8. Chitrita Banerji., *Land of Milk and Honey: Travels in History of India Food*, Delhi, 2010
9. Salma Yousuf Husain., *The Mughal Feast: Recipes from Kitchen to emperor Shah Jahan*,Roli Books, 2021.
10. Salma Husain., *The Emperors Table: The Art of Mughal Cuisine*, Lustre Publishers, 2008.
11. Tanya Abraham., *Eating with History: Ancient Trade-Influenced cuisines in Kerala*, Niyogi Books, 2020.
12. Krishna Gopal Dubabey., *the Indian Cuisine*, PHI learning, 2010.
13. Usta Ray., *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle-Class*, Cambridge University Press, 2015.
14. Online Sources

IV. Co-Curricular Activities: (Lecturer Participation: Total 15 Hours)

a) Mandatory:

1) For Teachers: Training of students by the teacher in the classroom or in the field is not less than 15 hours The teacher helps the students identify the nearby hotels and restaurants and makes MOUs to train them in a few cooking items. The teachers may invite the experts in the field and explain the latest developments in Indian food culture and business. The teacher may suggest to the students to prepare any variety of food items and tell the procedure to others. The faculty strongly suggests using ICT while teaching in the class room. Display the PPTs and slides on a variety of food items from ancient to modern. It is strongly suggested that the teacher may visit and take the students to the famous local hotels for practical experience.

2) For the Student: The student will work to identify the varieties of food items and prepare them. Students shall select any one or two varieties of ancient, medieval, modern, or contemporary food items and describe the preparation method and submit a report in the form of a project, a monograph, a seminar, a term paper, etc. This individual project work shall be written in the given format, not exceeding 10 pages. This project is based on field or class only.

3) Suggested Project/Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identify the famous varieties of food and Recipes in contemporary india and world
- Students may prepare the rare food items.
- Collection of books and research papers on Indian cuisine
- Research-based assignments
- Prepare charts and write the cooking procedure.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the changes in Indian food culture
- Seminars, group discussions, quizzes, etc.
- Hotel/Restaurants Visits as per Guidelines
- Students and teachers are encouraged to participate in and organize national and international seminars, conferences, etc.

Semester-VII
7.4 (B) Tourism Principles and Practices

I.Learning outcomes:

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

- Understand the concept of Tourism and its dynamics.
- Learn the Tourism principles and Practices in the context of Globalization
- Know the Basic understanding of different tourism concepts and its relation with tourists
- Understand the various types of tourism and its importance
- Know the different forms of tourism and creation of employment opportunities
- Realize the significance of the administration of tourism.

Syllabus:

Unit-I

Concept of Tourism: Meaning, definition of Tourism, Recreation, Leisure-Origin and Growth of Tourism-Emerging Areas in Tourism

Unit-II

Characteristics of Tourism-Tourism Concepts-Types of Tourists, Visitor, Traveler, and Excursionist- Tourist Motivation and Travel Behavior-Tourism as Service Industry

Unit-III

Types of Tourism: Inter-regional and Intra-Regional tourism-In bound and out bound tourism-Domestic and International tourism-Local Tourism and its importance-Tourism and Creation of Employment

Unit-IV

Forms of Tourism: Religious, Historical, Social, Adventure, Health, Sports and Adventure Tourism- Modes of Transport: Road, Railways, Air and Sea Travel

Unit-V

Tourism Organization and Administration of India- Ministry of Tourism and Culture-Role of Archaeological Survey of India -State Tourism Department-Public Sector Agencies-ITDC, IRCTC, APTDC-Private Travel Agencies and their Role in Tourism

III.Reference Books:

1. Batiya, A.K., Tourism Development, Principles and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 1989
2. K.K. Kamra., Managing Tourist Destinations, Kanishka Publishers, 2001
3. J.K.Sharma., Tourism Planning and Development, Kanishka Publishers, 2000.

4. S.P. Singh., Tourism Development, ABD Publishers, 2005
5. Saurabh Dixit., Tourism Development, Reference Press, 2005
6. Madan Prasad Bezbaruah., Indian Tourism: Beyond the Millennium, South Asia Books, 1999.
7. Kumar Gupta Vijay., Tourism in India, Gian Publishing House, 1987
8. R.K.Sinha., Growth and Development of Modern Tourism, Wisdom, 2012
9. Douglas Foster., Travel and Tourism Management, Palgrave Macmillan, 1985
10. Rathana Deep Singh., Dynamics of Modern Tourism, Kanishka Publishers, 2006
11. Surendra, G (Ed.), Tourism Guidance, CCE Publication, Govt. of A.P., 2022.
12. https://www.youtube.com/watch?v=Q-TQE893D1g&list=PLbD1jXjL6WVYFsM_sv9WNp8Ox2MOEtEvy
13. Swain, S.K. & Mishra, J.M., Tourism Principles and Practices, OUP, 2011.
14. Online Web Sources

IV. Co-Curricular Activities: (Lecturer Participation: Total 15 Hours)

a) Mandatory:

1) For the Teacher: Make a questionnaire for surveying motivational factors of travel and distribute 10 such questionnaires to neighbors and family members. Ask them to fill them and return back. On getting them back, note down the most admired factor to list one. Training of students by the teacher in the classroom or in the field is not less than 15 hours. The teacher helps the students identify the nearby tourist places and visit them. The teachers may invite the experts in the field to explain the latest developments in the tourism industry. The teacher may suggest to the students that they choose one or two unexplored tourist destinations and submit a report. The faculty strongly suggests using ICT while teaching in the classroom. Display the PPTs or slides while teaching. The tour is mandatory as per guidelines.

2) For Students: The student will work to identify the various local tourist places, collect the information, and submit a report in the form of a project, a monograph, a seminar, a term paper, etc. This individual project work shall be written in the given format, not exceeding 10 to 20 pages. This project is based on field or class only.

3) Suggested Project/Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identify the famous tourist places in your area.
- Students may prepare a route map of tourist places.
- Collection of books and research papers on Indian tourism places
- Research-based assignments
- Exhibition on Tourism Products
- Prepare the list of basic needs for the tour visit.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the trends in Indian tourism
- Seminars, group discussions, quizzes, etc.
- Visit the ITDC and local tourism travel agencies
- Students and teachers are encouraged to participate in and organize national and international seminars.
- Visit the tourism institutions or Visit tourist spots and places nearby your residence city and note down into which type of tourism they fall.
- Prepare Videos/Documentaries on unexplored Tourism Places nearby your places.

Semester-VII
7.5 (A) Application of ICT in Historical Studies

I.Learning outcomes:

After completion of this Course, students shall be able to:

- Know the basic understanding and usage of ICT in historical studies.
- Develop pupils' information literacy.
- Understand the basics of computer knowledge.
- Learn the role of ICT in education, particularly in classroom teaching.
- Develop skills to use the various social networks and sites.
- Use various ICTs for project-based learning environments.
- Learn the ICT role in digital initiatives in higher education

II.Syllabus:

Unit-I

The Concept of ICT-Meaning, Nature and Scope of ICT-Basic Computer Knowledge: Introduction to Internet, the World Wide Web, e-mail, and social media- E-learning: Virtual learning environment, Massive Open Online Courses (MOOC's).

Unit-II

Types of ICT -Role of ICT in Education-Using ICT to develop skills in History-Resources for using ICT in History: e-books, e-journals-Important websites for History.

Unit-III

Digital Initiatives in Higher Education: SWAYAM, NPTEL, Swayam Prabha, E-Sodh Sindhu, Virtual Labs, E-Acharya, and E-Yantra.

Unit-IV

ICT for Historical Education Administration: Archival Studies, Scheduling, Record keeping, Digitalization process- National Academic Depository-National Digital Library of India - Preparation of Historical Documentation.

Unit- V

Computer Security: Privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices-Problems and Prospective of ICT

III.Reference Books:

1. Terry, Haydn & Christine, Counsell., *History, ICT and Learning, 2002-10*, Rutledge, 2002.
2. C.Abbott., *ICT: Changing Education*, London, Rutledge Falmer, 2001.

3. Kulakarni, S.S., *Introduction to Educational Technology*, New Delhi: Oxford and IBH, 1996
4. Vanaja M., Rajasekhar S. & Arulsamy, S., *Information and Communication Technology (ICT) in Education*, Neelkamal Publication, Hyderabad, 2005
5. NCERT-*A Hand Book of History Teacher*: NCERT, New Delhi.
6. Bharihok., *Fundamentals of Information Technology*, Pentagon Press: New Delhi, 2000.
7. James, K.L., *The Internet: A User's Guide*, Prentice Hall of India Pvt. Ltd, New Delhi, 2003

IV. Co-Curricular Activities: (Lecturer Participation: Total 20 Hours)

a) Mandatory:

1) For the Teacher:

Teachers must use ICTs for 'routine tasks' like record keeping, lesson plan development, information presentation, basic information searches on the Internet, etc. Teachers more knowledgeable in ICTs use computer-assisted instruction less than other teachers who use ICTs. Therefore, the faculty must upgrade their computer knowledge by using ICT, PPTs, Google Slides, or any other innovative emerging technology tools while teaching in the classroom. Hands-on experience is needed for slow learners.

2) For Students: Assignments must on web based technology and submission is also through internet only. Student will work to identify the various ICT Resources for effective presentation of their project work or seminars etc. Students may gain hands-on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices. The students may create digital maps, flow charts, bar diagrams, timelines for a particular historical content. Field visit to the EDUSAT center and take part in teleconferencing.

3) Suggested Project/Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identify the famous ICT Tools
- Students may prepare the ICT Tool Chart.

- Create your accounts on the various social networking sites and explore historical documents.
- Register for an online course through any of the online learning platforms like SWAYAM, NPTEL, etc.
- Using various computer software and apps to get things done
- Interview of a computer hardware engineer/ICT specialist regarding hardware planning, evaluation, maintenance, and upgrade.
- Assignments through ICT
- Prepare the list of basic needs for ICT.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on ICT in Education
- Seminars, group discussions, quizzes, etc.

Semester-VII
7.5 (B) Tourism Growth and Developments in Andhra Pradesh

I.Learning outcomes:

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

- Knowing the basics of tourism aspects, you will be able to manage emerging tourist destinations, traditions, and resources.
- Students will know the potential of tourism in Andhra Pradesh.
- Understand the different acts, policies, boards, and committees involved in the development of Andhra Pradesh tourism.
- Know the Main Tourist Destinations in Andhra Pradesh
- Realize the various tourist products and marketing strategies.
- Know the methods in the development of tourism policies in Andhra Pradesh.

II.Syllabus:

Unit-I

Introduction to Tourism- Historical Development of Tourism in AP- Physical features of Andhra Pradesh -Rivers, Coastal line, Hills-Scope of Tourism in AP-Vision and Objectives of AP Tourism.

Unit-II

Main Tourist Destinations in Andhra Pradesh: Natural, Historical, Pilgrimage, Beaches and Parks- Tourism Products: Arts and Crafts, Handlooms, Handicrafts, Toys-Handicrafts Emporiums-Tourism Packages.

Unit-III

Strategies of Andhra Pradesh Tourism Developments: Income Generation-Role of Museums- Andhra Pradesh Tourism Policy-2020-25-Tourism Investment Policies-Tourism Infrastructure and Development-PPP Investments in Tourism Sectors.

Unit-IV

Marketing and Promotion of Tourism: Andhra Pradesh Tourism Development Corporation (APTDC) - State Tourism Promotion Board (STPB)-Incentives and Concessions-Haritha Resorts and Hotels

Unit-V

Skill Development and Capacity Building in Tourism Sector- Promotion and Marketing- Tourism Service Projects- Capacity Building Programmes-Mega Tourism Projects -Safety and Security Policies in Tourism.

Reference Books:

1. Jitendra Mohan Mishra, Tourism Principles and Practices, OUP, 2012
2. <https://www.advantageap.in/wp-content/uploads/2023/02/AP-TourismPolicy-2020-2025.pdf>
3. <https://cms.aptdc.in/fetch?payload=1d5ea735-ea9c-4826-8c2b-eb8497099a9d.pdf>
4. <https://aptourism.gov.in/media-data/documents/6-1170c3b0fe3613982afab1600627a35d60ebba2d.pdf>
5. Indira., Tourism in Andhra Pradesh: Growth and Developments 1956-2007, Research India Press, 2014.
6. Gunna, C.A., Tourism Planning Basics, London, 2002.
7. Sharma, K.K., Planning for Tourism, New Delhi, 2000
8. Hawkings and Middleton, V.T.C., Sustainable Tourism, Oxford University, 1998.
9. Thyagaraju, M., Tourism Guidance, Mumbai, 2021
10. Surendra, G (Ed), Tourism Guidance, CCE Publication, Govt. of A.P., 2022.
11. Manoj Dixit, Tourism Products, New Royal Book Co. Lucknow. 2002.
12. https://www.youtube.com/watch?v=Q-TQE893D1g&list=PLbD1jXjL6WVYFsM_sv9WNp8Ox2MOEtEvy

IV. Co-Curricular Activities: (Lecturer Participation: Total 20 Hours)

a) Mandatory:

1) For Teachers: Prepare a questionnaire for the most attractive tourist places in Andhra Pradesh and distribute it to your neighbors and friends. Ask them to fill it out and analyze it. Prepare an interview with travel agency operators and tourists on how to improve tourism in AP and submit a report to the Ministry of Tourism, AP. Training of students by the teacher in the classroom or in the field is not less than 20 hours. The teacher helps the students identify the nearby tourist palaces and visit them. The teachers may invite the experts in the field and explain the latest developments in the AP tourism industry. The teacher may suggest to the students that they choose any one ASI tourist site and submit a report. The faculty strongly suggests using ICT, PPTs, Google Slides, or any new innovative technology tools while teaching in the classroom. The tour is mandatory as per guidelines.

2) For the Student: The student will work to identify the various local products and think of ways to market them effectively in tourist areas. Students also collect information on any one or two products (ex: Kondapalli dolls, Vijayanagara Veena, etc.) and submit a report in the form of a project, a monograph, a seminar, a term paper, etc. This individual project work shall be written in the given format, not exceeding 10 to 20 pages. This project is based on field or class only.

3) Suggested Project/Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identify the famous tourist places in Andhra Pradesh.
- Students may prepare a route map of tourist places.
- Collection of Books/Research papers on Indian Tourism places
- Research-based assignments
- Exhibition on Tourism Products
- Prepare the list of basic needs for the tour visit.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Attraction of Tourism in AP
- Seminars, group discussions, quizzes, etc.
- Visits to APTDC, Agencies, and Tour Travelers
- Students and teachers are encouraged to participate in and organize national and international seminars.
- Visit to the Tourism Institutions or Visit tourist spots or places nearby your residence or city and observe factors for the positive and negative impacts on tourists.
- Prepare Videos/Documentaries on Tourism Places.

Semester-VIII
8.1 (A) History of Modern East Asia

I.Learning outcomes:

Students after successful completion of the course will be able to.,

- Learn to think critically and competitively about historical events in modern East Asia.
- Students are able to understand the origins of the Qing Dynasty.
- Know the advent of Europeans into China and their disturbances to Chinese society and Chinese reaction.
- Learn about the awakening of the Chinese people, their aspiration to free their nation, and the contribution of Dr. Sun-Yat-Sen.
- Learn the contribution of Communist leaders Civil War and establishment of Republic of China.
- Students realize how Japan was modernized during Meiji era.
- Students get exposure to the growth of Japan and its role in the First and Second World Wars.

Syllabus:

Unit-I

Origins of Qing Dynasty-Traditional China-Advent of Europeans into China-Opium Wars-Taiping Rebellion- Boxer Rebellion

Unit-II

Chinese Nationalist Movement and Proclamation of the Republic, Sun-Yat-Sen-First World War

Unit-III

Chiang-Kai-Shek (Kuomintang)-Growth of Communism-Civil War-Establishment of Peoples Republic of China-Mao Zedong

Unit- IV

Modernization of Japan during the Meiji Era-The Constitutional Movement and the Japan modernization.

Unit-V

Russia and Japanese War-Japan in First and Second world Wars-Japan Foreign Policy.

III.Reference Books:

1. Charles Holcombe., *A History of East Asia, From the Origins of Civilization to the Twenty-First Century*, CUP, 2017

2. Joseph P. Mc Dermott and Peter Burke (Ed)., *the Book Worlds of East Asia and Europe, 1450-1850: Connections and Comparisons*, Hong Kong University Press 2015
3. Carin Holvoyd., *Introducing East Asia: History, Politics, Economy and Society*, Taylor and Francis, 2020.
4. *History of East Asia: A Captivating Guide to the History of China, Japan Korea and Taiwan*, Captivating History, 2020.
5. Hsu Y. Immanuel., *the Rise of Modern China*, OUP, 1995.
6. Storry Richard., *A History of Modern Japan*, Penguin Books, 1991.
7. Online/web Resources

IV. Co-Curricular Activities: (Lecturer Participation: Total 05 Hours)

a) Mandatory:

1) For the Teacher: Training of students by the teacher in the classroom or in the field is not less than 05 hours in the library with the students and helping them identify the sources and books related to the syllabus. Using a world history lens, describe how people's perspectives shaped the sources or artifacts they created. Identify the East Asian countries on the map. The faculty plays an active role in assisting students with research-related activities.

2) For the Students: The student will work through a pre-prepared Google Slides or PowerPoint presentation in order to gather information about modern China and Japan. Students will create a story book that illustrates the development of each country. Students shall submit a report on any one of the syllabus topics in the form of a monograph, term paper, or seminar paper. This individual project work shall be written in the given format, not exceeding 10 to 20 pages, along with photographs collected from your library and web resources, and submitted to the teacher.

3) Suggested Field/Class Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identifying similarities and differences between modern China and Japan
- Conduct class room role plays
- Collection of Books and Research Papers on Modern East Asian Studies
- Students identify the countries on the map.

- Research-based assignments
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Comparison of China and Japan's Developments
- Seminars, group discussions, quizzes, etc.
- Collection of Photos and Books Related to Modern East Asia
- Visit the Indian Diaspora Institutes at the Universities or any
- Students are strongly encouraged to participate in and organize academic seminars and conferences, exhibitions, film screenings, and public outreach events.
- Observe the Indian Foreign Policy towards China and Japan.
- Visit the official websites of China and Japan.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.1(B) The Makers of Modern India

I.Learning Objectives:

Students after successful completion of the course will be able to

- Lean into some of the political stalwarts and their vision of modern India.
- Analyzing the Contribution of Scientists in Modern India
- Know the services of great historians who wrote the history of India to reconstruct the historical past to present society in chronological order.
- Learn from the businessmen who contributed their services to society.
- Know some of the extraordinary talent sportspersons in their respective fields.
- Understand some of the makers and their contributions to the culture and service fields.

II.Syllabus:

Unit-I

Modern Visionaries: Jawahar Lal Nehru, Dr. B.R. Ambedkar, M.K.Ghandhi, Moulana Abul Kalalm Azad, P.V. Narasimharao and Atal Bihari Vajpayee

Unit-II

Contribution of the Giant Scientists to the Modern Society: Sir C.V. Raman, Har Gobind Khorana- Homi J.Baba-Subramanyam Chandra Shekhar- A.P.J.Abdul Kalam-Vikram Sarabai- M.S. Swaminathan-C.N.R.Rao-Yallapragada Subba Rao

Unit-III

Contribution of Different Schools of Historians: R.S. Sharma-D.N.Jha- Romila Thapar-D.D. Kosambi-J.N. Sarkar-Irfan Habib-Bipan Chandra, Ramachandra Guha

Unit-IV

Contribution of the Great Business Men: Dhirubhay Ambani, Ardeshir Godrej, J.R.D. Tata, Kailash Chandra Mahindra, Mukhesh Ambani

Unit-V

Contribution of Sports, Culture and Services: Abhinav Bhindra, Bhanu Aithaiya, Satyajith Rey, A.R. Rahmen, Vinoba Bhave, Sachin Tendulkar, P.T. Usha.

III.Reference Books:

1. Ramachandra Guha., *Makers of Modern Asia*, Harvard University Press, 2014
2. Ramachandra Guha., *India after Gandhi: The History of the World' Largest Democracy*, Pan MacMillan, 2017
3. Ramachadra Guha., *Makers of Modern India*, Harvard University Press, 2013

4. Prof. Jyoti Singh., *the Great Indian Scientist*, Nitya Publications, 2022
5. Jog Jith Singh., *Some Eminent Indian Scientists*, Govt of India, 2001
6. Refer the Biographies/Auto Biographies and their writings of the above mentioned personalities.
6. Online/ Web Resources

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For the Teacher: The teacher can try a historical role play! You can do this by having your students dress up in costume and act out certain periods or events in history. You can also try having them act out famous figures from history. Role-playing is one of the best ways to learn about history. Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours to visit museums or libraries Faculty may assign some library work on collections of books or research papers on the makers of modern India. The teacher shall assign the book reviews, tell them to present them in the classroom, and also help the students identify the sources and guide them.

2) For the Student: students collect the sources and write their brief story of individual achievements of the makers of modern India and identify the others, those who created history and provided services to the society. Students shall submit a report on any one or two of the makers of India in the form of a monograph or research paper. The students may participate in national and international seminars and update their knowledge. The students may collect the photographs and display them in the exhibitions. Individual class work shall be written in the given format, not exceeding 10 to 20 pages, and submitted to the teacher.

3) Suggested Class Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and Reference Books; Primary Source Materials; and Photographic Evidence.*

4) Max Marks for Field Work Report: **(10 Marks)**

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of Students in Photographic Paintings and Their Techniques, etc.
- Conduct the exhibitions and display the photos with a brief history of their contributions.

- Students learn to identify collections of individual writings by the makers of modern India.
- Research-based assignments
- Invited Lectures and Presentations on Related Topics
- Debates on the contribution of the makers of modern India
- Seminars, group discussions, quizzes, etc.
- Collection of books and photos of the makers of modern India.
- Visits to museums, libraries for the collection of literature, rare photos, etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.2 (A) Historical Methods

I.Learning Outcomes:

Students after successful completion of the course will be able to

- Understand the History Nature and its purpose
- Know the Prerequisites of a Researcher
- Learn about the selection of a research topic and the collection of primary and secondary sources.
- Know the Analysis, Synthesis, and Documentation of the Thesis
- summarizing the data analysis, causation, and objectivity in history
- Learn the writings of a research monograph or research paper.

II.Syllabus:

Unit-I

Definitions of History, Nature and its Purpose- Scope of History-Relations with other Social Sciences-Bias in History-What is Research

Unit-II

Prerequisites of a Researcher-Selection of a topic-Periodisation and its Importance-Hypothesis-Sources: Primary, Secondary sources-Oral Tradition-Web Sources

Unit-III

Discourse Analysis-Synthesis- Facts in History-Documentation and Execution of the Thesis-Methods of Citation- Foot Notes-End Notes-Bibliography.

Unit-IV

Data Analysis-Causation in History-Errors of History-Objectivity in History-Generalization in History-Use of ICT in History

Unit-V

Writing a Research Monograph: Preface, Content, Introduction, Chapterisation-Conclusion-Bibliography-Appendix-Glossary, Index

III.Reference Books:

1. E.H.Carr., What is History, Macmillan, 1961
2. Jhon H.Arnold., History: A Very Short Introduction, OUP, 2000.
3. Sheik Ali., History-Its theory and Method, Delhi,1980.
4. Uma Chakravarti., Rewriting History, New Delhi, 1998.
5. R.G.Collingwood., Idea of History, Oxford University Press, 1974.
6. S.Kadhirvel., Historical Methods, Saravana, Madras, 1978.

7. S.Manickam., Theory of History and Method of Research.
8. NilakantaSastri&Ramanna., Historical Method in Relation to Indian History, 1955.
9. Sumit Sarkar., Writing Social History, Delhi: Oxford University Press, 1998.
- 10.Sen, S.P. Ed., Historians and Historiography in Modern India, Calcutta, 1973.
- 11.Sridharan., Historiography, Hyderabad, Orient Longman, 2002.
- 12.G.Venkatesan., A Study of Historiography, Rajapaliyam, 2013

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For the Teacher: Students can divide into small groups, break up half of the class into two larger groups, or even have the students participate individually and discuss objectivity in history, bias in history, causation in history, or any other history topics. The training of students by the teacher in the classroom is not less than 10 hours on archival sources.

2) For Students: Students write about different topics and events in history. This will help them practice their writing skills and learn more about the history. Students shall submit a report on any of the research topics or general topics. This individual project work shall be submitted in the given format.

3) Suggested Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials*

4) Max Marks for Field Work Report: 05

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of Students on Collection of Sources and Writing History
- Research-based assignments, and archival visits
- Invited Lectures/Debates, Seminars, Group Discussions, Quizzes, etc.
- Mandatory to participate in AP History, South India, and Indian History Congress conferences.

Semester-VIII
8.2 (B) History of Science and Technology in India

I.Learning outcomes:

- Enable the students to understand the origins of science and technology from time immemorial.
- Make students in understanding the scientific temperament of Ancient India
- Know the achievements of science and technology in medieval India.
- Get exposed to the achievements of modern India.
- Enable to students to know the achievements in the field of Science, Technology and Medicine of contemporary India.

II.Syllabus:

Unit-I

Meaning of Science, Technology and Medicine- Origin and Development- Importance of the study of History of Science and Technology-Historiography of Science and Technology in Modern India.

Unit-II

Science and Technology in Ancient India: Tool technology in Pre Historic Period-Town Planning and Building Constructions - Metal Technology-Development of Mathematics, Astronomy, Astrology, and Medicine.

Unit-III

Science and Technology in Medieval India: Irrigation Technology-Building Technology-Minting Technology- Military Technology -Development of Unani Medicine.

Unit-IV

Science and Technology in Modern India: Science and Technology under Colonial Rule (1858-1947)-Agricultural and Industrial Developments- Infrastructure- Nuclear Energy-Achievements in Space Technology- Developments in Health and Medical Sciences after Independence.

Unit-V

Science and Technology in contemporary India: Science, Technology and Innovation Policy of 2013-Science and Technological Milestones since Independence-Covid-19 Vaccines-Impact of Science and Technology on Society.

III.Reference Books:

1. O.P.Jaggi., History of Science and Technology in India: Science in Modern India, Atma Ram, 1984.
2. Debiprasad Chattopadhyaya., History of Science and Technology in Ancient India: Astronomy, Science and Society, Firma KLM, 1986.
3. Irfan Habib., Technology in Medieval India C.650-1750, Tulika Books, 2016.
4. O.P.Jaggi., Science and Technology in Medieval India, Atma Ram, 1981.
5. G.Kuppuram, K. Kumudamani (Ed)., History of Science and Technology in India: Health and Medicine, Science and Religion, Sundeep Prakashan, 1990.
6. Bose D.M., (ed) A Concise History of Science in India, New Delhi, 1971
7. David Arnold, the New Cambridge History of India: Science, Technology and Medicine in Colonial India, Cambridge 2000.
8. Babar Zahir, Science of Empire, Scientific Knowledge, and Medicine in Colonial India, Delhi, 1980.
9. Kuppuram, G. History of Science and Technology, New Delhi, 1990
10. Habib, Irfan and Dhru Raina, Situating the History of Science Dialogues with Joshep Needham, Delhi, 1999.
11. Perspectives in Science and Technology, Dept of Science and Technology, New Delhi, 1990.

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For Teacher:

The teacher can start the institutional scientific clubs and structures of free exercises and expanded scientific projects by students with the help of your professors. The teacher can train their students in the methodology required for the preparation, delivery, and evaluation of scientific projects. Teachers can encourage the students to participate in national and international demonstrations and competitions in science and technology. Training of students by the teacher in the classroom or in field work is not less than 10 hours to visit scientific institutions. Faculty may assign some library work on collections of books or research papers on the history of science and technology. The teacher shall assign the book reviews, tell them to present them in the classroom, and also help the students identify the sources and guide them.

2) For Students: As a student, you can observe how science is important in our lives every day. Students can compare ancient and medieval technologies and how they differ from the latest developments in the field. Students shall submit a report on any one or two of the topics in the form of a monograph, seminar paper, or research paper. The students may collect rare photographs and technology to display in the exhibitions. Individual class work shall be written in the given format, not exceeding 10 to 20 pages, and submitted to the teacher.

3) Suggested Class/Project Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: Objectives, Step-Wise Process, Findings, Conclusion, and Reference Books; Primary Source Materials; and Photographic Evidence

4) Max Marks for Field Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Inculcate the scientific temper among the students.
- Visit CSIR, DST, ISRO, DRDO, IITs, and other science institutes, etc.
- Conduct the exhibitions and display the photos with a brief history of their contributions to society.
- Students can display the charts on the growth of science and technology in chronological order.
- Research-based assignments
- Invited Lectures and Presentations on Related Topics
- Debates on the Science and Innovation Policies
- Seminars, group discussions, quizzes, etc.
- Rare Collection of Books/Photos of Scientists.
- Making a video on rare collections or unknown facts about historical science
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.
- Take membership in the Indian Science Congress and the Indian Social Science Congress.

Semester-VIII
8.3 (A) History of Modern Andhra Pradesh (1956-2014)

I.Learning outcomes:

Students after successful completion of the course will be able to

- Analyze the political developments and political awareness of the Andhra people.
- Learn about the economic reforms and people's impoverishment in Andhra Pradesh.
- Know the social and cultural changes of Andhra society
- Assess the different educational and IT reforms and their impacts.
- Analyze the scientific and technological improvements and their impact on Andhra society.

II.Syllabus:

Unit-I

Major Political Developments from 1956 to 2014 C.E.-Jai Telangana Movement (1969)- Jai Andhra Movement- Six Point Formula-Emergence of Regional Parties-TDP, TRS-YSRCP and others- Regional Disputes-Andhra Pradesh Reorganization Act-2014

Unit-II

Reforms: Famines & Droughts-Farmers Suicides-Agricultural Crisis-Andhra Pradesh Land Reforms-Reforms of NTR- Reforms of Sri Nara Chadra Babu Naidu-Reforms of Dr.YS.Raja Sekhar Reddy- Agriculture and Industrial Developments.

Unit-III

Socio-Cultural Conditions: Social Problems- Social and Political Consciousness-Poverty and Unemployment-Communal Violence-Leftist and Marxist Movements-Dalit Movements-Performing Arts, Dance, Music, and Literary Developments-Growth of Telugu Cinema.

Unit-IV

Educational and IT Reforms: Andhra Pradesh as Educational Hub-Establishment of Technical Institutions-Medical Developments-Emergence of IT Industry-Development of Andhra Pradesh Tourism.

Unit-V

Science and Technological Development: Arrival of MNC's and Employment- Rapid Growth of Science and Technology-Research Institutes in AP-Information Technology Policy 2021-24-Major Issues and Challenges of Andhra Pradesh and Solutions .

III.Reference Books:

1. P.Raghynadha Rao., History of Modern Andhra, Sterling Publications, Reprint 2012.

2. Jairam Ramesh., Old History, New Geography: Bifurcating Andhra Pradesh, Rupa Publications, 2016.
3. V.Ramakrishna (Ed)., Compressive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
4. <https://www.aplegislature.org/documents/12524/17895/APRegACT2014.pdf/8505fe86-f67b-41a7-ac8f-571f58090586>
5. https://apindustries.gov.in/incentives/Data/APIndustrial_Policy_Brochure.pdf
6. <http://apindustries.gov.in/apindus/Data/Industry1/AP%20Food%20Processing%20Policy%202015-20.pdf>
7. Prasada Rao, Compressive History of Modern Andhra Pradesh, Emesco, Vijayawada.
8. Andhra Pradesh SamagraDharshini
9. Online Sources

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For Teacher:

The teacher can train their students in the methodology required for the preparation, delivery, and evaluation of the Andhra Pradesh Map. A teacher can encourage the students to participate in national and international conferences. Training of students by the teacher in the classroom or in the field is a total of not less than 10 hours. Faculty may assign some library work on collections of books, research papers on Andhra Pradesh new industrial, agricultural, and tourism policy documents, and analyses in the class room. The teacher shall assign the latest socio-economic and industrial developments from AP and ask them to present them in the class room, and also help the students identify the sources and guide them.

2) For Students: As a student, you can observe how socio-economic and cultural changes have taken place. Students shall submit a report on any one of the topics on the syllabus in the form of a monograph, seminar paper, or research paper. The students may collect rare photographs of politicians and the heritage and culture of Andhra Pradesh. Individual Project Work shall be written in the given format not exceeding 10 to 20 pages and to be submitted to the teacher.

3) Suggested Class/Project Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: Objectives, Step-Wise Process, Findings, Conclusion, and Reference Books; Primary Source Materials; and Photographic Evidence

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Inculcate the Andhra culture among the students.
- Visit industrial and IT hubs
- Conduct the exhibitions
- Students can display the charts on the growth of science and technology in Andhra Pradesh.
- Research-based assignments
- Invited Lectures and Presentations on Related Topics
- Debates on the AP Bifurcation Act of 2014
- Seminars, group discussions, quizzes, etc.
- Rare collection of books and photos
- Making a video on unknown history
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.3 (B) History of Contemporary India (1947-2000)

I.Learning Outcomes:

Students after successful completion of the course will be able to

- Know the major changes and developments in contemporary India.
- Understand the developments in the fields of education, science, and technology.
- Inculcate the scientific temper among the students.
- Learn about the new economic reforms in the era of globalization.
- Know the Indian Foreign Policy and its relations with other countries.
- Understand the challenges of contemporary India.

II.Syllabus:

Unit-I

Interpretations of Indian National Movement- Making of Indian Constitution- First General Elections-Major Political Developments-Abolition of Zamindari System- Formation of Linguistic States

Unit-II

Green Revolution and Agricultural Developments-New Economic Reforms 1991: Liberalization, Globalization and Privatization- Land reforms-National Emergency

Unit-III

Development of Education, Science and Technology-IT Sector and Employment-Information Technology Act-2000- ISRO &DRDO Achievements

Unit-IV

India's Foreign policy: Panchsheel-Non-Aligned Movement-SAARC-Indo-China War, Indo-Pak War and Its Impact-Pokran-I&II

Unit-V

Challenges of Contemporary India: Terrorism-Regionalism, Communalism, Naxalism-Corruption, Basic Needs-Unemployment, Pollution and Poverty, Population, Social Justice, Agricultural distress, Women safety-Health hazards-Social Media and its Impact

II.Reference Books:

- 1.Bipan Chandra., India Since Independence, Penguin Books Limited, 2008
2. Wendy Singer., Independent India 1947-2000, Taylor and Francis, 2018
3. Bipan Chandra., Aditya Mukherjee, Mridula Mukharjee., India after Independence, Penguin Books Limited, 1999.
4. Paul R.Brass., The politics of India since Independence, Cambridge University Press, 1994.

5. Dietmar Rothermund., Contemporary India, Political, Economic and Social Developments Since 1947, Pearson Education, 2013.

6. Baljith Singh., Revising Nehru in Contemporary India, KW, 2020.

7. News papers/Journals/Books

7. Online/offline Sources

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For Teacher:

The teacher can train their students in the methodology required for the preparation, delivery, and evaluation of the Andhra Pradesh Map. Teacher can encourage the students to participate in National and International conferences. Training of students by the teacher in the classroom or in the field is a total of not less than 10 hours. Faculty may assign some library work on collections of books, research papers on Andhra Pradesh new industrial, agricultural, and tourism policy documents, and analyses in the class room. The teacher shall assign the latest socio-economic and industrial developments from AP and ask them to present them in the class room, and also help the students identify the sources and guide them.

2) For Students: As a student, you can observe how socio-economic and cultural changes have taken place. Students shall submit a report on any one of the topics on the syllabus in the form of a monograph, seminar paper, or research paper. The students may collect rare photographs of politicians and the heritage and culture of Andhra Pradesh. Individual Project Work shall be written in the given format not exceeding 10 to 20 pages and to be submitted to the teacher.

3) Suggested Class/Project Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: Objectives, Step-Wise Process, Findings, Conclusion, and Reference Books; Primary Source Materials; and Photographic Evidence

4) Max Marks for Field/Project Work Report: **(10 Marks)**

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Inculcate the Andhra culture among the students.
- Visit industrial and IT hubs
- Conduct the exhibitions
- Students can display the charts on the growth of science and technology in Andhra Pradesh.
- Research-based assignments

- Invited Lectures and Presentations on Related Topics
- Debates on the AP Bifurcation Act of 2014
- Seminars, group discussions, quizzes, etc.
- Rare collection of books and photos
- Making a video on unknown history
- Mandatory to Participate in Andhra Pradesh, South Indian and Indian History Congresses.

Semester-VIII
8.4 (A) Fairs and Festivals of India: Business and Marketing Strategies

1. Learning Outcomes:

Students after successful completion of the course will be able to

- Know the rich Indian beliefs, fairs, and festivals and their importance.
- Learn the different types of fairs and festivals from ancient times until today.
- Recognize the national and regional importance of festivals and their impact
- Know the Important Fairs and Festivals in Andhra Pradesh and Telangana State
- Inculcate business and marketing skills during the festival seasons.
- Cultivate cultural awareness among the students.

II.Syllabus:

Unit-I

Definitions of Fairs, Festivals, and Culture- Difference between Fairs and Festivals- Importance of Fairs and festivals in Indian Society-Faiths and Social beliefs

Unit-II

Ancient and Medieval Indian Fairs and Festivals-European Festivals-Influence of Western festivals on Indian Society- Tribal Festivals of India-Tribal Products and marketing

Unit-III

Types of Festivals: National Festivals-Hindu Festivals-Muslim Festivals- Christian Festivals- Secular Festivals-Jain, Buddhist and Sikh Festivals-Sindhi and Parsi Festivals- Fairs and Festivals of Andhra Pradesh and Telangana

Unit-IV

Important Indian Fairs: Kumbh Mela,Sonepur Cattle Fair- Bihar, Pushkar Fair, Hemis Gompa Fair- Ladakh, Kolayat Fair-Rajasthan, Gangasagar fair-West Bengal, Chandrabhaga Mela- Odisha, Gangaur Fair, Ambubachi Fair-Assam, Maha Shivaratri fair-Maharashtra- Baneswar Fair-Mahamagham-Nauchandi fair-Puskar Fair-Surajkund fair-Rath Yatra of Lord Jagnath

Unit-V

Business and Marketing during Festival Seasons-Marketing Strategies-Tips for Promotion of Products/Goods-Digital Marketing/E-Commerce offers- (Flipkart, Amazon etc)-Local/Village Festivals and Its Importance- Festival Business and Employment opportunities.

III. Reference Books:

1. S.P.Sharma& Seema Guptha., *Fairs and Festivals of India*, Pustak Mahal, 2006.
2. Uma Vasudev., *Incredible India: Fairs and Festivals*, Wisdom Tree Publications, 2007

3. Madan Prasad Bezbaruah., *Fairs and Festivals of India (AP & Karnataka)*, Vol.I, 2003
4. Laxmi kantha Mohan., *Telugu Fairs and Festivals, International Telugu Centre, Telugu University*, 2019
5. Dr.Kishan Gopal., *Fairs and Festivals of India (Andhra Pradesh and Karnataka)*, Gyan Publishing House.
6. Wilco International., *Festivals of India*, Wilco Books, 2016
7. Sonia Mehta., *Discover India: Festivals of India*, Puffin Publishers, 2019
8. Sawan, Sahil (Ed), & Sasank ., *Festivals of India*, Manoj Publications, 2020
9. Shakti.M.Guptha., *Festivals, Fairs and Fasts of India*, Clarian Books, 1991
10. Supriya Laxmi Mishra., *Indian Tribes: Fairs and Festivals*, Innovative Imprint, 2018.
11. Subash Kulakarni., *Festivals of India: A Picture Book on Festivals of India*, 2020
12. Online and web resources

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For the Teacher: Training of students by the teacher in the classroom or in the field is not less than 15 hours on important fairs and festivals of India or local festivals. The teacher shall help the students identify the local fairs and festivals and their celebrations, belief systems, etc. The teacher must assign each individual topic on the above-mentioned syllabus and tell the students to collect the information and present it in the class room. The students also observe the business and marketing strategies during the festival seasons for selling their goods and products.

2) For Students: Students may participate in any local fairs or festivals with precautionary measures and submit a report on their observations and their method of celebration with photographs. The student may observe the marketing tips and strategies during the festival seasons. This individual field work shall be written in the given format, not exceeding 15 pages, and submitted to the teacher as the field work report.

3) Suggested Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field Work Report: 10

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of students on marketing strategies during the festival seasons

- Research-based assignments
- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Indian festivals and fairs
- Unit tests and internal examinations
- Seminars, group discussions, fieldwork, quizzes, etc.
- Collection of fairs and festival celebration Photos, news clippings, videos, books, etc.:
preserve them in a folder.
- Visits to local fairs, processions, and festivals; different religious festival celebrations
irrespective of caste and creed; etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.4(B) Indian Knowledge Systems

I.Learning outcomes:

Students after successful completion of the course will be able to

- Students will understand India's rich knowledge system.
- Know the concept and contribution of knowledge in Indian traditions.
- Learn the approaches of the Indian Knowledge System.
- Learn to appreciate the need for and importance of languages in getting to the roots of philosophical concepts.
- Inculcate the Indian Scientific Knowledge System among the students.
- Learn the Indian Agriculture Knowledge System.

II.Syllabus:

Unit-I

Definition of Knowledge-concept and contribution of knowledge in Indian traditions-oral knowledge, and maintains-Nature of reality-Uniqueness of Indian Ontology and Epistemology.

Unit-II

Indian Knowledge system approaches-Vedic/Hindu Philosophy-Jain and Buddhist Philosophy-Ajivakas and Charvakas Philosophies- Islamic, Sufi and Christian Philosophies

Unit-III

History and Development of Indian Languages: Sanskrit-Hindi-Urdu-Arabic-English and Vernacular languages.

Unit-IV

Indian Scientific Knowledge: Astronomy, Mathematics, Astrology, Science, Medicine and Technology.

Unit-V

Knowledge System of Indian Agriculture: Nature of Indian Lands-Types of lands, Rivers-Indian cropping system, manures- Animal husbandry.

III.Reference Books:

1. Kapil Kapoor, Avadhesh K. Singh., Indian Knowledge Systems, Indian Institute of Advanced Studies, 2005.
2. Debashis Chatterjee, Deepa Sethi, Surya Prakash Pati.,Globalising Indian Thought: Insights from Indian Knowledge Systems, Sage Publications, 2021.

3. Yih-Ren Lin, Huei-Min Tsai, Mucahid Mustafa Bayrak., Indigenous Resilience and Indigenous Knowledge Systems in the Context of Climate Change, MDPIAG, 2021.
4. Lokesh Chandra., (Ed), & Raghu Veera (Author)., Development of Indian languages, International Academy of Indian Culture and Aditya Prakashan, 2021
5. A.P.J.Abdul Kalam., The Scientific Indian: A Twenty-First Century Guide to the World Around us, Penguin Books Ltd, 2010.
6. S.Radh Krishnan., Indian Philosophy, Vol-I, Oxford University Press, 2008
7. Rajendra Singh Paroda., Reorienting Indian Agricultural System: Challenges and Opportunities, CABI Publishers, 2018
8. Thanu Padmanabhan., Astronomy in India: A Historical Prospective, Springer India, 2014

IV. Co-Curricular Activities: (Lecturer Participation: Total 15 Hours)

a) Mandatory:

1) For the Teacher: Training of students by the teacher in the classroom is not less than 10 hours on important Indian knowledge systems. The teacher shall help the students identify the different types of Indian knowledge systems and train them in at least one specific area of knowledge. The teacher must assign each individual topic on the above-mentioned syllabus and tell the students to collect the information and present it in the class room. The students also observe the various knowledge systems in India and around the world.

2) For Students: Students may participate and visit any national or state knowledge institutes and observe the developments. Students can identify the local talents in the socioeconomic, cultural, and scientific fields. The student may take any topic on knowledge systems, collect the information, and present it in the class room. Books are collected on the Indian knowledge systems and do the book reviews. This individual library work shall be written in the given format, not exceeding 15 pages, and submitted to the teacher.

3) Suggested Class/Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: 10

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of Students on any one of the knowledge systems

- Research-based assignments
- Invited Lectures
- Presentations on Related Topics by Field Experts
- Debates on various knowledge systems
- Unit tests and internal examinations
- Seminars, group discussions, fieldwork, quizzes, etc.
- Collection of news paper cuttings, videos, and books on new innovation and the latest developments in various fields and preserve them in a folder.
- Visits to scientific knowledge institutions, organizations, industries, etc.
- Book Reviews/Seminars Presentations on Indian Knowledge Systems
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.5 (A) Tourism Resources of India

I.Learning outcomes:

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

- Learn about various types of tourism, and resources of tourism
- Know the vast tourism resources of India.
- Understand the relevance and importance of famous tourism destinations.
- Understand the major tourism circuits and identify the emerging tourist destinations.
- This course helps to study the various forms of tourism in India.
- Recognize various manmade resources for tourism.
- Identified the emerging tourism destination of India

II.Syllabus:

Unit-I

Concept of Tourism-definitions-Characteristics of Tourism Resources-Classification of Tourism resources of India (Weather and Climatic, Landscape, Seascape, Historical and Cultural Resources)-Tourism Products in India

Unit-II

Natural Resources: Wild life Sanctuaries-National Parks-Bio Sphere resources-Mountain tourist and hill stations-Islands-Beaches-Caves and deserts of India.

Unit-III

Major Tourism Circuits of India-Interstate and Intrastate Circuits- Religious circuits-Heritage Circuits-Wild life Circuits-Emerging Tourism destinations of India-Eco tourism-Rural tourism-Medical tourism.

Unit-IV

Man made Tourism Resources: Adventure Tourism Resources in India-Commercial attractions-Amusement Parks-Gaming-Shipping-Live entertainments-Home boats, Tree houses, Home stages etc.,

Unit-V

Socio-Cultural Tourism Resources: Religious and Spiritual Tourism Resources-Historical Places and Monuments of South India-Tourism by Rail-Deccan Odyssey and Golden Chariot.

III.Reference Books:

1. Rajamanicam Thandavan, Girish Revathy., Tourism Resources of India, 2006.
2. Robinet Jacob, P.Mahadevan, Sinddhu Joseph., A Fresh prospective on the Various Tourism Resources of India, 2012.

3. Bhatia, A.K., Tourism Development- Principles and Practices, Penguin Books, 2009.
4. Coltmén, M.M., Introduction to Travel and Tourism: An International Approach, 1991
5. Dixit, M (2002) Tourism Products, New Royal Book Co, Lucknow, 2002.
6. Reisinger, Y and Turner., Cross-Cultural Behavior in tourism-concepts and Analysis, Oxford, 2003.
7. Surendra, G. (ed.), Tourism Guidance, CCE Publication, Govt. of A.P., 2022.
8. https://www.youtube.com/watch?v=Q-TQE893D1g&list=PLbD1jXjL6WVYFsM_sv9WNp8Ox2MOEtEvY
9. Online and Web Resources

IV. Co-Curricular Activities: (Lecturer Participation: Total 20 Hours)

a) Mandatory:

1) For the Teacher: Prepare a questionnaire for the most attractive tourist places in India and distribute it to your neighbours and friends. Ask them to fill it out and analyze it. Prepare an interview with travel agency operators and tourists on how to improve the tourism resources in India and submit a report to the Ministry of Tourism, Government of India. The training of students by the teacher in the classroom or field is not less than 20 hours. The teacher helps the students identify the nearby tourist palaces and visit them. The teachers may invite the experts in the field and explain the latest developments in the national tourism industry. The teacher may suggest to the students that they choose any one of the UNESCO World Heritage sites and submit a report on that. The faculty strongly suggests using ICT, PPTS, Google Slides, or any new innovative emerging technology tools while teaching in the classroom. The tour is mandatory as per guidelines.

2) For the Students: The student will work to identify the various local tourist resources. Students also collect information on any one of the UNESCO World Heritage Sites, collect the information, and finally submit a report in the form of a project, a monograph, a seminar, a term paper, etc. This individual project work shall be written in the given format, not exceeding 10 to 20 pages. This project is based on field or class only.

3) Suggested Project/Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identify the famous tourist places in India.
- Students may prepare a route map of tourist places.
- Collection of Books and Research Papers on Indian Tourism Places
- Research-based assignments
- Exhibition on Tourism Products
- Prepare the list of basic needs for the tour visit.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Attraction of Tourism in India
- Seminars, group discussions, quizzes, etc.
- Visit the IRCTC, Southern Tour Travelers, etc.
- Students and teachers are encouraged to participate in and organize national and international seminars.
- Visit the tourism institutions or Visit tourist spots or places nearby your college or city and observe the conservation methods adopted by the government.
- Prepare videos or documentaries on tourism places.
- Celebrate the World Tourism Day on September 27th, and events may be organized, i.e., a quiz, exhibitions, cultural walks, poster design, etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.5 (B) UNESCO World Heritage Sites: Conservation Methods

I.Learning Outcomes:

Students after successful completion of the course will be able to

- Know the UNESCO World Heritage Sites in India and their Importance
- Learn about the World Heritage Convention (WHC), UNESCO, and ASI's role in the conservation of heritage sites.
- Inculcate India's rich historical and cultural heritage among the students.
- Know India's heritage sites and their role in tourism attractions
- Understand the criteria for selection and nomination of World Heritage Sites
- Learn the conservation methods and policies for the protection of heritage sites.
- Know the Challenges and Threats of Heritage Sites

II.Syllabus:

Unit-I

Definitions of Heritage Sites, Conservation, Preservation, Protection, Monuments-What is Cultural and Natural Heritage-Constitutional Rights of Heritage Sites-World Heritage Day

Unit-II

World Heritage Convention (WHC) and its Functions- UNESCO and its Functions- World Heritage Committee - Criteria for Selection of World Heritage Sites-World Heritage List Nomination Procedure- Operational Guidelines for the Implementation of WHC-2021

Unit-III

List of UNESCO World Heritage Sites in India: Natural World Heritage Sites- Cultural World Heritage Sites- World Heritage Monuments (State wise)-Role of World Heritage Sites in Tourism attractions.

Unit-IV

World Heritage Fund and International Assistance-World Heritage Sites and Economic Development of India- Tourism and Foreign Exchange-Threats of World Heritage Sites

Unit-VI

Conservation Methods of Heritage Sites-International Conservation Movement-Heritage Conservation and Preservation Act-2010-ASI (Archaeological Survey of India) Role in Conservation of Heritage Sites-Challenges of Preservation of Sites-National Policy for Conservation (NPC-AMASR)-2014

III.Reference Books:

- 1) Shikha Jain, Rohit Chawla, Vinay sheel Oobero (Ed).,India: UNESCO World Heritage Sites, UNESCO, 2021
- 2) UNESCO., World Heritage Sites: A Complete Guide to 1073 UNESCO World Heritage Sites, Firefly Books, 2018
- 3) Swati Mitra., Speaking Stones: World Cultural Heritage Sites in India, Eicher Good earth Limited, 2012
- 4) Marco Cattaneo, Jasmina Trifoni., Great Book of World Heritage Sites, White Star, 2005.
- 5) Jigna Desai., Equity in Heritage Conservation: The Case of Ahmadabad, India, Taylor and Francis, 2019.
- 6) Rima Hooja, Shikha Jain., Conserving Fortified Heritage, Cambridge Scholars Publishing, 2016.
- 7) <https://www.unesco.org/en>
- 8) <https://asi.nic.in/>
- 9) https://www.indiacode.nic.in/bitstream/123456789/16447/1/heritahe_conservation_and_preservation_act%2C_2010.pdf
- 10) <https://asi.nic.in/wp-content/uploads/2018/11/national-conservation-policy-final-April-2014.pdf>
- 11) <https://whc.unesco.org/en/convention/>

IV. Co-Curricular Activities: (Lecturer Participation: Total 15 Hours)

a) Mandatory:

1) For the Teacher: Training of students by the teacher in the classroom or in the field is not less than ten hours on important UNESCO World Heritage Sites or nearby colleges may be visited to explain the importance and preservation techniques to your students. The teacher shall help the students identify national, state, or local heritage sites and observe building technology, foreign tourists' visits, and business in the surrounding areas of the heritage sites.

2) For Students: Students may choose any of India's UNESCO Heritage Sites and collect the information and submit the report on their observations and their methods of conservation techniques with photographs.

The student may observe business and marketing at heritage sites. This individual field work shall be written in the given format, not exceeding 15 pages, and submitted to the teacher as the field work report.

3) Suggested Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials*

4) Max Marks for Field Work Report: 10

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of Students on Conservation and Preservation Methods of UNESCO World Heritage Sites
- Exhibition on Heritage Sites and Monuments
- Research-based Assignments on Archaeological Sites, Monuments, etc.
- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Indian Historical Sites and Their Protection
- Unit tests and internal examinations
- Seminars, group discussions, fieldwork, quizzes, etc.
- Photography Competitions on India's World Heritage Sites
- Collections of national, state, and local historical sites' photos, newspaper cuttings, articles, videos, books, etc. should be preserved in a folder.
- Visits to local historical sites to observe the conservation and preservation methods of heritage sites
- Watch the UNESCO World Heritage Site documentaries, videos, movies, etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.