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

1. The social sciences: An Integrated Approach by James M. Henslin and Dänniel 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
7. ML Seth – Macro Economics - Lakshminarayana Agarwal, 2015
8. Fundamentals of Computers by V. Raja Raman

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

Unit-II: Indian Heritage and Freedom Struggle in India
1. Cultural & Heritage sites of Tourism in India
2. Indian Dance, Music and Yoga
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
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

Unit-IV

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:

5. R.S.Sharma., Ancient India, New Delhi, 1996
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

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
4. RomilaThaper., History of India, Penguin, 1965
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 HuienTsang-Ajanta and Ellora Paintings

Unit-II
Harshavardhana-Rastrakhutas-Rajputs-Nalanda, Taxila, Vikramasila and Vallabi Universities.

Unit-III
Arab and Turkush Invasions-Muhammad Ghori, Muhammad Gazani-Albrunis India-Kalhna Rajatarangini

Unit-IV

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 Huien-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.
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

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

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 synapses/Write articles to the reputed journals and Magazines
➢ Photos Exhibitions on Temple Architecture/Visit to the Museums

References:
13. J.L.Mehta., Mediaeval Indian Society and Culture, Sterling Publications,
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), Pits 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-Decline 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:
10. Śekhara Bandyopādhyāya., From Plessey to Partition: A History of Modern India, Oriental Blakswan, 2004
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-I
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-I

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:

7. A.J.Grant., History of Europe, 3 Vols
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

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 synapses/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-Christain Missionaries activities in India.

Unit-III
The Indian Renaissance-Causes-Raja Ramamohan Roy-Devendranath Tagore-Kesava Chandra Sen-Eswar Chandra Vidya Sagar-Arya Samaj

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

Unit-V

Curricular Activities:
➢ Prepare a chart of both Indian and western education system and display in the classroom.
➢ 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
➢ Indentify the important places in the Map
➢ Project Works
➢ Collection of Newspaper Cuttings
➢ Prepare the synapses
➢ Write articles to the reputed journals and Magazines
➢ Photos Exhibitions
➢ Visit to the Museums/Tourist Places

References:

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 viceroy, 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-I
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

Unit-IV
Ghandhian Phase-Khilafat Movement-Rawlat Act-Jillian Walabagh-Non-Co-operation Movement- Swaraj Party-Subhash Chandra Bose

Unit-V

Curricular Activities:

➢ Collect the Photos of Lord Rippon and Curzon
➢ List out the characteristics of Moderates and Extremists
➢ Collect the Biography of BhagatSingh 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 Newspaper 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.
6. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010
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

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

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

References:

10. V.Ramakrishna (Ed)., Compressive History of Modern Andhra, Emesco Books Pvt Ltd, 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:

6. nitahm.ac.in

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
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:

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 identified, 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

Unit: 2

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.


4. Dennis L. Foster., Introduction to Travel Agency Management


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-1
What is Cinema/Film- Origin of Indian Cinema and its Growth- Understanding of Hollywood-Bollywood-Tollywood-Cinema and its Impact on Society?

Unit- 2

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:
4. K.Dharma Rao, A Book on 86 Years of Telugu Cinema (Telugu).
10. K.P.Ashok Kumar, Anaganaga Oka Cinema (Telugu)
11. https://www.youtube.com/c/PARUCHURIGOPALAKRISHNAOFFFL
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


Unit-2


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:

5. Walker, Mike. Quaternary Dating Methods, West Sussex: John Wiley and Sons Limited, 2005
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

Unit: 4

Unit: 5

III. References:
4. Seth, Manvi, Communication and Education in Indian Museums, Agam Kala Prakashan, New Delhi, 2012
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.
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

Unit-II

Unit-III

Unit-IV

Unit-V
III. Reference Books:

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

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

Unit-V

III. Reference Books:


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
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 Polices-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, Mudas, Ramosi, Santhals, Ahoms, Koya, Rampa and other Revolts.

Unit-III

Unit-IV
Tribal Movements in North-East India- Peasant Movements in Telangana and Andhra (1800-1947)-The Raise 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:

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:
6) Suggested Co-Curricular Activities

- Identifying similarities and differences between tribal communities and their habits
- Conduct classroom 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

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 Subalterns studies and their interpretations.

Unit-V

III. Reference Books:

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 classroom. 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.
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

Unit-IV

Unit-V
III. Reference Books:

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 Vesera, 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
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:

2. Brands, Dietrich, *India Forestry*, Oriental University Institute, Harvard University, 1897.

**Research Articles:**

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 than10 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, newspapers, 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 verities-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:
6. Dr. Satya Prakash Sangara., *Food and Drinks in Mughal India*, Reliance, 1999.
8. Chitrita Banerji., *Land of Milk and Honey: Travels in History of India Food*, Delhi, 2010
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:**
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:
4. S.P. Singh., Tourism Development, ABD Publishers, 2005
12. https://www.youtube.com/watch?v=Q-TQE893D1g&list=PLbD1jXjL6WVYFsM_sv9WNp8Ox2MOEtEv
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 palaces 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

Unit-IV

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

III. Reference Books:


**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 indentify 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

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

Reference Books:
4. https://aptourism.gov.in/media-data/documents/6-1170c3b0fe3613982afab1600627a35d60ebba2d.pdf
7. Sharma, K.K., Planning for Tourism, New Delhi, 2000
12. https://www.youtube.com/watch?v=QTQE893D1g&list=PLbD1jXjL6WVYFsmM_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.
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:

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


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.

71
➢ 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.
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

Unit-II

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

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

III. Reference Books:


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.
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:
7. S. Manickam, Theory of History and Method of Research.

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.
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


Unit-III


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

III. Reference Books:


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.
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

Unit-II

Unit-III

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

III. Reference Books:
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

Unit-III

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

II. Reference Books:

2. Wendy Singer., Independent India 1947-2000, Taylar and Francis, 2018
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.
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

Unit-IV

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:

4. Laxmi kantha Mohan., *Telugu Fairs and Festivals, International Telugu Centre*, Telugu University, 2019
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.
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

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

III. Reference Books:


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 classroom. 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

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:
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

94
➢ 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.
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

Unit-III

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

III. Reference Books:
3) Swati Mitra., Speaking Stones: World Cultural Heritage Sites in India, Eicher Good earth Limited, 2012
7) https://www.unesco.org/en
8) https://asi.nic.in/

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.