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1. Science and Human Past

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

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

➢ Know the Delhi Sultanate Rule and its Conditions.
➢ The Administrative Policies and Reforms of the Delhi Sultanate Kings
➢ Understand the nature of mediaeval Indian states.
➢ Get knowledge of the emergence of composite culture in India.
➢ Learn about the Bhakti Movement and the evolution of composite culture.
➢ Know the Marathas and Sikh political history.

Unit-I

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,
3. 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 Gandhi.
➢ Paved the way for obtaining independence

Unit-I

Viceroy Rules: 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

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

Unit-V

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

Curricular Activities:

➢ Collect the Photos of Lord Rippon and Curzon
➢ List out the characteristics of Moderates and Extremists
➢ Collect the Biography of Bhagat Singh and Subhash Chandra Bose
➢ Conduct the Exhibitions on Indian National Leaders Photographs and their contribution to Indian National Movement
➢ Identify the Unification of Princely States in Indian Union in the map
➢ Quiz/Assignments/Debates/Workshops
➢ Book Reviews on latest Developments in History
➢ Seminars/Group Discussions/Unit Tests
➢ Collection of Articles and Books
➢ Preparation of Videos/Charts
➢ Identify the important places in the Map
➢ Project Works
➢ Collection of News Paper Cuttings
➢ Prepare Charts
➢ Write articles to the reputed journals and Magazines
➢ Photos Exhibitions
➢ Visit to the Museums/Tourist Places

References:

1. Anil Seal., Emergence of Indian Nationalism, CUP, 1968.
6. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010
4. Social and Cultural History of Andhra Pradesh (up to 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:


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 classroom. 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.
5. **Tourism and Hospitality Services**

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**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-1**

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
6. 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-1**
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 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**

**Unit-5**

**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 identifies, challenges faced while collecting sources, placing the news in order, preparing and editing the report. This Individual Field Work shall be written in the given format not exceeding 10 pages and to be submitted to the teacher, as the Field Work Report.

3. **Suggested Field Work Format:**

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

4. Max Marks for Field Work Report: 05

5. Unit Tests/Internal Examinations

**Suggested Co-Curricular Activities**

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