



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

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

(With History, Economics and Political Science Disciplines)

B.A
HISTORY



Syllabus and Model Question Papers



DETAILS OF COURSE TITLES & CREDITS

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

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



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

Learning Outcomes:

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

- Identify and define various kinds of sources and understand how history books are shaped
- Compare and contrast various stages of progress from IVC to Vedic age and analyze the Jain, Buddhist and Vedic faiths
- Increase the awareness and appreciation of Transition from Territorial States to Emergence of Empires
- Analyze the emergence of the Mauryan and Gupta empires during the “classical age” in India
- Evaluate the key facets of ancient society, polity and culture in South India—the feudalism, and the rise of technology and commerce.
- Critically examine the nature of monarchic rule and develop an comprehensive understanding of cultural evolution during ancient period
- Visualize where places are in relation to one another through map pointing

UNIT -I :

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

UNIT II:

Ancient Indian History & Culture (6th Century BC to 2nd Century AD): Doctrines and Impact of Jainism and Buddhism; Mauryan Administration, Society, Economy & Culture - Ashoka's Dhamma; Kanishka's Contribution to Indian Culture.

UNIT-III:

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

UNIT-IV:

India from 3rd century AD to 8th century AD: Administration, Society, Economy, Religion, Art, Literature and Science & Technology under Guptas – Samudragupta; Cultural contribution of Harsha: Arab Conquest of Sind and its Impact.

UNIT -V:

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



REFERENCES

1. A.L. Basham, The Wonder That Was India
2. D.N.Jha, Ancient India
3. D.D.Kosambi, An Introduction to the Study of Indian History
4. D.P.Chattopadhyay, Science and Society in Ancient India
5. B.N.Mukherjee, The Rise and Fall of the Kushana Empire
6. K.A. NilakanthaShastri, A History of South India
7. R.C.Majumdar, K.K.Dutta&H.C.RoyChowdhuri (ed.), Advanced History of India
8. Kumkum Roy, The Emergence of Monarchy in North India: eighth to fourth centuries BC
9. RomilaThapar (et. al). India: Historical Beginnings and the Concept of the Aryan M.L.K. Murthy, *Pre-and Protohistoric Andhra Pradesh upto 500 B.C.*, New Delhi, 2003
10. K. Sathyanarayana, A Study of the History and Culture of Andhras

Mandatory Co-Curricular Activity:

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting 10 marks out of 25 marks for this skill-based activity.

Suggested Co-Curricular Activities

- Cultural Clubs
- Assignments
- Student seminars
- Literature surveys and book reviews
- Map pointing
- Individual / Group Field Studies
- Co-operative learning
- Students can be asked to create a calendar charting the dates of key events
- Students should be asked to prepare an inventory of items preserved in the museum and their usage
- Encourage the habit of Numismatics
- Collection of news reports and maintaining a record of paper-cuttings relating to topics covered in syllabus
- Group Discussions on problems relating to topics covered by syllabus
- Examinations (Scheduled and surprise tests)
- Any similar activities with imaginative thinking beyond the prescribed syllabus



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

Learning Outcomes:

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

- Understand the socio, economic and cultural conditions of medieval India
- Describe the advent of Islam in India and study the traces of political and cultural expansion of Turks & Afghans
- Explain the Administration and art and architecture of Vijayanagar Rulers, Mughals and also analyse the rise of the Marathas and the contribution of Shivaji
- Evaluate the establishment of the British rule in India and understand the dangerous consequences disunity at all levels
- Analyze the emergence of composite culture in Indian
- Visualize where places are in relation to one another through map pointing

UNIT-I:

Impact of Turkish Invasions – Balban, Allauddhin Khilji, Md. Bin Tughlaq - Administration, Society, Economy, Religion and Cultural developments under Delhi Sultanate (from 1206 to 1526 AD).

UNIT-II:

Impact of Islam on Indian Society and Culture – Bhakti Movement; Administration, Society, Economy, Religion and Cultural developments under Vijayanagara Rulers.

UNIT-III:

Emergence of Mughal Empire – Babur – Sur Interregnum - Expansion & Consolidation of Mughal Empire – Akbar, Jahangir, Shah Jahan, Aurangzeb.

UNIT-IV:

Administration, Economy, Society and Cultural Developments under the Mughals – Disintegration of Mughal Empire - Rise of Marathas under Shivaji.

UNIT-V:

India under Colonial Hegemony : Beginning of European Settlements - Anglo-French Struggle – Conquest of Bengal by EIC.

REFERENCES:

1. Chandra, S History of Medieval India (800 – 1700)
2. Chattopadhyay, B.D The Making of Early Medieval India. (Delhi, 1994)
3. Habib, Irfan, Medieval India: The Study of a Civilization
4. Habibullah, A.B.M, The Foundation of Muslim Rule in India
5. Kumar Sunil, The Emergence of the Sultanate of Delhi.
6. Nizami, K.A. Some Aspects of Religion and Politics in India in the 13th c
7. K.A. Nilakanta Sastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara.
8. K.A. Nilakanta Sastri, The Cholas.
9. Shireen Moosvi, The Economy of the Mughal Empire



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

Mandatory Co-Curricular Activity:

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

Suggested Co-Curricular Activities:

- Book Reading
- Student seminars
- Viva voce interviews
- Quiz Programs
- Individual / Group Field Studies
- Co-operative learning
- Students should be encouraged to prepare a chart on sequence of events
- Collection of news reports and maintaining a record of paper-cuttings relating to topics covered in syllabus
- Group Discussions on problems relating to topics covered by syllabus
- Examinations (Scheduled and surprise tests)
- Students may be asked to prepare a project on influence of Islam and Hinduism in their respective localities



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

Learning Outcomes:

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

- Unearth the true nature of the British rule and its disastrous impact on Indian economy and society
- Gauge the disillusionment of people against the Company's rule even during the early 19th century
- Assess the causes and effects of Reformation movements and also inspire the public to overthrow inequalities of the present day society
- Rise above petty parochial issues after understanding the sacrificial saga of freedom struggle
- Evaluate the undercurrent of communal politics that led to India's partition and identify the enemies of India's integrity and sovereignty
- Visualize where places are in relation to one another through map pointing

UNIT I:

Policies of Expansion –Warren Hastings, Cornwallis - Subsidiary Alliance & Doctrine of Lapse – Causes & Results of 1857 Revolt – Lytton, Rippon, Curzon

UNIT II:

Social, Religious & Self-Respect Movements – Raja Rammohan Roy, DayanandaSaraswathi, Swami Vivekananda, JyotibaPhule, Narayana Guru, Periyar, Dr. B. R. Ambedkar

UNIT III:

Causes for the growth of Nationalism - Freedom Struggle from 1885 to 1920 , Moderate Phase — Militant Phase: Vandemataram Movement - Home Rule Movement

UNIT IV:

Freedom Struggle from 1920 to 1947: Gandhiji's Role in the National Movement – Revolutionary Movement – Subhas Chandra Bose

UNIT V:

Muslim League & the Growth of Communalism – Partition of India – Advent of Freedom - Integration of Princely States into Indian Union – Sardar Vallabhai Patel

REFERENCES BOOKS:

1. Anil Seal, Emergence of Indian Nationalism
2. Banerjee, Sekhar, From Plassey to Partition
3. Bipan Chandra, Rise and Growth of Economic Nationalism in India
4. Chandra, Bipan, et. al., India's Struggle for Independence
5. Bipan Chandra, Modern India
6. Joshi, P.C., Rammohun and the Forces of Modernisation in India
7. R.P.Dutt, India Today



Mandatory Co-Curricular Activity:

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

Suggested Co-Curricular Activities:

- Debates
- Student seminars
- Viva voce interviews
- Quiz Programmes
- Photo Album
- Recording local history
- Role Play of freedom struggle events
- Organizing photo exhibition on freedom fighters
- Celebrations of important events / personalities
- Conducting Philately
- Examinations (Scheduled and surprise tests)
- Students may be asked to prepare a project on the differences between Mughal and British administration
- Encourage students to write their autobiography or biography of their inspiring personalities.



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

Learning Outcomes:

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

- Interpret social and culture transformation from medieval to modern Andhra
- Relate key historical development during medieval period occurring in costal Andhra and Telangana regions and analyze socio-political and economic changes under Qutbshahi rules
- Understand gradual change, or change in certain aspects of society in Andhra, rather than rapid or fundamental changes.
- Explain how the English East India company became the most dominant power and outline the impact of colonial on different aspects in Andhra.
- Outline the issues related to caste, women, widow remarriage , child marriage, social reforms and the laws and policies of colonial administration towards these issues.
- Take pride in the non-violence struggle for Indian Independence and relate the important of peace in every life.
- Apply the knowledge of the regional history to understand the regional, linguistic and other cultural aspirations of the present day society
- Visualize where places are in relation to one another through map pointing

UNIT I:

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

UNIT II:

Andhra Under British ruel: Administration - Land revenue settlements -Society - Education - Religion - Impact of Industrial revolution on economy- peasantry &famines - contribution of sir thomas munroe & C.P. Brown - impact of 1857 revolts in Andhra.

UNIT III:

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

UNIT IV:

Freedom Movement in Andhra (1885-1947): Vandemataram Movement– Home Rule Movement in Andhra - Non-Cooperation Movement - AlluriSeetarama Raju &Rampa Revolt (1922-24) - Civil Disobedience Movement – Quit India Movement.

UNIT V:

Movement for separate Andhra State (1953) and AP (1956): Causes – Andhra Maha Sabha –Conflict between Coastal Andhra &Rayalaseema – Sri Bagh Pact – work of various Committees – Martyrdom of PottiSriramulu – Formation of separate Andhra State (1953); Movement for formation of Andhra Pradesh (1956): VisalandhraMahasabha – Role of Communists – States Reorganization Committee – Gentlemen’s Agreement – Formation of Andhra Pradesh



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REFERENCES BOOKS:

1. H.K.Sherwani, History of the KutubShahi Dynasty
2. K. Sathyanarayana, A Study of the History and Culture of Andhras
3. B. Kesava Narayana, Political and Social Factors in Modern Andhra
4. K.V.Narayana Rao, The Emergence of Andhra Pradesh
5. M. VenkataRangaiah, The Freedom Struggle in Andhra Pradesh
6. P.R.Rao, History of Modern Andhra
7. SarojiniRegani, Highlights of Freedom Movement
8. SarojiniRegani, ఆంధ్రలో స్వాతంత్ర్యోద్యోమచరిత్ర
9. V. Ramakrishna, Social Reform Movement in Andhra
10. B. Kesava Narayana, Modern Andhra & Hyderabad – 1858 – 1956 A.D., 2016
11. K. Koti Reddy, History of Modern Andhra, Telugu Academy, Hyderabad

Mandatory Co-Curricular Activity:

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

Suggested Co-Curricular Activities:

- Students may be asked to identify families/ institutions/ personalities related to freedom struggle and prepare articles
- Assign students to write a note on the historical sites or buildings in their respective areas – thus taking teaching out of the classroom and in to the field, and creating opportunities for students to socialize with their own surroundings
- Student seminars
- Debates
- Viva voce interviews
- Quiz Programmes
- Photo Album
- Recording local history
- Role Play of freedom struggle events
- Organizing photo exhibition on freedom fighters
- Celebrations of important events / personalities
- Conducting Philately
- Examinations (Scheduled and surprise tests)
- Encourage students to write their autobiography or biography of their inspiring personalities



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

Learning Outcomes:

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

- Demonstrate advanced factual knowledge of world histories, politics, and cultures
- Assess and appraise the developments in art, literature, and society during the Renaissance and utilize content knowledge of the Reformation and Counter Reformation to make predictions about the evolution of Christianity in Europe and abroad.
- Evaluate the causes for the Glorious Revolution and American Revolution and identify the background for the evolution of human rights movement.
- Understand the main events of the French Revolution and its significance in the shift in European culture from Enlightenment to Romanticism.
- Think how Russia's traditional monarchy was replaced with the world's first Communist state.
- Know how the world wars affected people all over the world and the destruction they caused.
- Develop the intellectual curiosity and habits of thought that will lead to life-long learning and continued engagement with European history, literature, culture, languages, and current affairs and acquire advanced international and intercultural competency through coursework in international studies.
- Visualize where places are in relation to one another through map pointing.

UNIT I:

Transformation from Medieval to Modern Era – Chief Characteristics; Glorious Revolution (1688) Origin of Parliament Bill of Rights – Results

UNIT II:

American Revolution (1776); French Revolution (1789) – Causes, Course and Results

UNIT III:

Unification of Italy; Unification of Germany

UNIT IV:

Communist Revolution in Russia; World War I: Causes – Results of the War – Paris Peace Conference; League of Nations

UNIT V:

World War II: Causes, Fascism & Nazism – Results; The United Nations Organization: Structure, Functions and Challenges.



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REFERENCES BOOKS:

1. Burke, Peter, The Renaissance
2. C.J.H. Hayes, Modern Europe up to 1870
3. C.D. Hazen, Modern Europe up to 1945
4. Christopher Hill, From Reformation to Industrial Revolution
5. Elton, G.R., Reformation Europe, 1517-1559
6. Ferguson, The Renaissance
7. Gilmore, M.P., The World of Humanism, 1453-1517
8. Hilton, Rodney, Transition from Feudalism to Capitalism
9. J.H.Parry, The Age of Renaissance
10. J.N.L. Baker, History of Geographical Discoveries and Explorations
11. The New Cambridge Economic History of Europe, Vol. I, VII

Mandatory Co-Curricular Activity:

Map pointing should be a compulsory activity as it helps student to understand vividly and clearly than the text and should be made part of Internal Examination by allotting marks for this skill-based activity.

Suggested Co-Curricular Activities

- Watch movies related to the topics in the e-class room
- Organize guest lectures
- Publication of college-level magazine by encouraging students to write articles on contemporary history of Europe
- Viva voce interviews
- Quiz Programmes
- Examinations (Scheduled and surprise tests)



Model Question paper(Semester end)

B.A DEGREE EXAMINATION

Semester- I

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

Time: 3 Hours

Max.Marks: 75

Section-A (25 Marks)

Answer any Five question . Each answer carries 5 marks

(5X5=25 Marks)

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

Section –B (50 Marks)

Answer any Five question. Each answer carries 10 marks

5x10=50Marks

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



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

Time: 3 Hours

Max.Marks: 75

Section-A (25 Marks)

Answer any Five question . Each answer carries 5 marks

(5X5=25 Marks)

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

Section –B (50 Marks)

Answer any Five question. Each answer carries 10 marks

(5x10=50Marks)

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

(OR)

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

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

(OR)

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

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

(OR)

- B) Describe the Carnatic War
కర్నాటక యుద్ధాలు

12. A) Mughal Administration

(OR)

- B) Akbar Religious policy

13. A) Shersha Administative policy

(OR)

- B) Flassey and Buxar wars



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

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

Time: 3 Hours

Max.Marks: 75

Section-A (25 Marks)

Answer any Five question. Each answer carries 5 marks

5X5=25 Marks

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

Section –B (50 Marks)

Answer any Five question. Each answer carries 10 marks

5x10=50Marks

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



Model Question paper(Semester end)

B.A DEGREE EXAMINATION

Semester- IV

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

Time: 3 Hours

Max.Marks: 75

Section-A (25 Marks)

Answer any Five question. Each answer carries 5 marks

5X5=25 Marks

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

Section –B (50 Marks)

Answer any Five question. Each answer carries 10 marks

5x10=50Marks

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



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Skill Enhancement Courses(SECs) for Semester -V

From 2022-23(Syllabus-Curriculum)
Structure of SECs for Semester-V

(To choose One pair from the Four alternate pairs of SECs)

Uni code	Course No 6 &7	Name of Course	Hours/ Week	Credits	Marks	
					Internal Assmt:20 Fieldwork/Projectwork:5	Sem End
	6A	Archival Sources and Techniques	5	4	25	75
	7A	Techniques of History Writing	5	4	25	75

OR

	6B	Tourism and Hospitality Services	5	4	25	75
	7B	Tourism Guidance and Operating Skills	5	4	25	75

OR

	6C	Journalistic Reporting and Editing Techniques	5	4	25	75
	7C	Evolution of Telugu Cinema and Script Writing	5	4	25	75

OR

	6D	Modern Principles and Techniques of Archaeology	5	4	25	75
	7D	Museum Management	5	4	25	75

***Note:** FIRST and SECOND PHASES (2 spells) of APPRENTICESHIP between 1st and 2nd year and between 2nd and 3rd year (two summer vacations)

***Note:** THIRD PHASE of APPRENTICESHIP Entire 6th Semester

Note-1: For Semester-V, for the Domain Subject History, any one of the Four Pairs of SECs shall be chosen as Courses 6 and 7, i.e., 6A & 7A or 6B & 7B or 6C & 7C or 6D & 7D. The Pair shall not be broken (ABCD allotment is random, not on any priority basis).

Note-2: One of the main objectives of Skill Enhancement Courses (SEC) is to inculcate skills related to the domain subject in students. The syllabus of SEC will be partially skill oriented. Hence, teachers shall also impart practical training to students on the skills embedded in syllabus citing related real field situations.



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B.A History Syllabus (w.e.f:2020-21A.B)

B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:6A	ArchivalSourcesandTechniques	Hrs/Wk:5

Learning Outcomes:

Students after successful completion of the course will be able to:

1. Understand the archival sources and techniques as professional tools.
2. Identify the intellectual and physical content in historical sites and records.
3. Develop the ability to preserve and create access for a historical record.
4. Recognize the importance of archives in history writing.
5. Manage, budget and implement projects.

Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05. Total: 75)

Unit:1

Definition of Archives - History of Archives - Types of Archives: College Archives - University Archives - Regional Archives - Corporate Archives – A. P. State Archives and Regional Centers - National Archives.

Unit:2

Archival Sources: Public Records, Oriental Records, Manuscripts, Private Papers, News Papers etc. - Identifying Historical Records from fiction – Differentiating Primary and Secondary Sources.

Unit:3

Physical forms of Archival Materials: Clay tablets, Stone inscription, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records, Film, Video tapes and other Electronic Records.

Unit:4

Archival Administration: Authenticity of Documents, Preserving Historical Documents – Office Organization and Record Management.

Unit:5

Archival Ethics: National Security, Privacy, Intellectual Property Rights - Information Technology and Computer Application in Archives.

References:

1. Annstoler, Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense, 2009
2. Bernard Cohn, An Anthropologist among Historians and other Essays, Oxford Press, 2010
3. Saloni Mathur: India by Design: Colonial History and Cultural Display, University of California, 2007
4. Sengupta, S.: Experiencing History Through Archives, Delhi: Munshiram Manoharlal, 2004
5. Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004
6. Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973
7. Basu, Purnendu; Records and Archives, What are they, National Archive of India, 1960, Vol III, No. 29
8. The Indian Archives, Journal
9. Web sources suggested by the teacher concerned and college librarian including for reading material.



Co-CurricularActivities:

a) Mandatory:*(Trainingofstudentsinthe relatedskillsbytheLecturer, Total10Hours)*

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 identifying, extracting, classifying and preserving archival sources and documentation techniques. The training may pertain to the historical records of a local educational institution, organization, age-old institution, business establishment, government institution, hospital, historical society, monument or a cultural event.

2) **For Student:** Students shall visit a college library, local library, an organization's office, archival cell or museum and observe the collection, preservation and cataloguing techniques. They shall write their individual observations in the given format, not exceeding 10 pages, and submit to the teacher, as the Fieldwork/Project work Report.

3) **Suggested Fieldwork/Projectwork Format***(Reportshallnotexceed10pages):*

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

4) Max Marks for Fieldwork/Projectwork Report: 05

5) Unit Tests/Internal Examinations.

b) Suggested Co-Curricular Activities

1) Invited Lectures

2) Hands-on experience by field experts.

3) Debates on interesting topics

4) Seminars, Group discussions, Quiz, etc.

5) Assignments



ADIKAVINANNAYAUNIVERSITY::RAJAHMAHENDRAVARAM
B.A History Syllabus (w.e.f:2020-21A.B)

B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:7A	Techniques of History Writing	Hrs/Wk:5

Learning Outcomes:

Students after successful completion of the course will be able to:

1. Understand the meaning of history, scope and various concepts in historical writings
2. Identify various historical sources for writing history of a person / event / place / organization / monument / etc.
3. Understand the different ways to organize sources and interpretation
4. Summarize the changing ideas and approaches to a particular topic of history
5. Learn skills related to choosing and writing of a comprehensive history of a small unit

Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05. Total: 75)

Unit:1

What is History-Meanings and Scope of History – Generalizations in History – Judgement in History– Hypothesis?

Unit:2

Understanding Sources of History -Survey of Sources: Archeological and Literary Sources-Foreign Travelers Accounts- Oral History- Sources of Contemporary History-Data mining from information Science(Internet/Web Sources)

Unit:3

History Writing. Importance and Types of History Writing: Research Papers/Essays/General History/Book Reviews/Biographies/Reports/ Analysis of original works etc.

Unit:4

Writing Biographical History. individual, family, organization history - (Ex: Makers of Modern India/ Freedom Fighters /Politicians/Sports Personalities/ Industrialists/Business Personalities, are reputed family and noted business firm)

Unit:5

General and Local History Writing: Street/Village/Urban/Institute/Incident/Place/Monument History etc.-Structure of a History Document-Bibliography

References:

1. E.H.Carr, What is History, Penguin Classic, Reprint in 2018.
2. E.H.Carr, What is History (T.M), Hyderabad Book Trust, 2016.
3. E.Sreedharan, A Text Book of Historiography, Orient Longman, First Published in 2000, Reprint in 2006.
4. Sumit Sarkar, Writing Social History, Oxford University Press, 1998.
5. B.Sheikh Ali, History-Its Theory and Method, Laxmi Publications, 2019
6. Steven Roger Fischer, History of Writing, Reaktion Books, 2021.
7. Amartya Sen, Argumentative Indian, Writings on Indian History, Culture and identity, Penguin, 2006.
8. R.G.Collingwood, The Idea of History, Oxford University Press, 1994.
9. K. Rajayyan, History in Theory and Method: A Study in Historiography, Raj Publishers, 1982.
10. G. P Singh, Ancient Indian Historiography Sources and Interpretations, D.K.Print World Ltd, 2003.
11. N.R.Ray, Sources for the History of India, New Delhi, 1978.
12. R.C.Majumdar, Historiography in Modern India: 18th and 19th Centuries, Asia Publishing House, 1970.
13. Ramasundari Mantena, The Origins of Modern Historiography in India: Antiquarianism and Philology, 1780-1880, Palgrave and Macmillan, 2012.



14. Websources suggested by teacher/librarian

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 techniques of writing history. The teacher shall train the students to identify the sources, authenticate, compile, arrange and judge in a proper order.

2) For Student: Students shall individually visit a place like a Street/Village/Cultural Centre /Religious place / Monument/Organization/Institution or a Historical place and study its history and make observations. **(or)** Study the Biography/achievements of an Inspiring Personality and make observations.

These individual observations shall be written not exceeding 10 pages and submitted to the teacher as Fieldwork/Project work Report in the given format.

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. Training of Students on Writing History

2. Assignments

3. Invited Lectures/Presentations on Related Topics by Field Experts.

4. Debates on Interesting Topics

5. Seminars, Group Discussions, Quiz, etc.

6. Preparation of Videos on Historical Sites.

7. Collection of Material/Figures/Photos/Books related to History of a Place and History writing and organizing them in a systematic way in a file.

8. Visits to Historical Sites, Museums, Monuments etc



ADIKAVINANNAYAUNIVERSITY::RAJAHMAHENDRAVARAM
B.A History Syllabus (w.e.f:2020-21A.B)

B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:6B	Tourism and Hospitality Services	Hrs/Wk:5

Learning Outcomes:

Students after successful completion of the course will be able to:

1. Understand hospitality as a career
2. Inculcate interpersonal skills
3. Develop the ability for multitasking and crisis management
4. Understand the spirit of teamwork
5. Acknowledge the importance of guest service and satisfaction

Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05. Total: 75)

Unit:1

Tourism–Definition–Nature and Scope–History of Tourism–Types of Tourism– Domestic and International Tourism– Causes of rapid growth of tourism– National Institute of Tourism and Hospitality Management

Unit:2

Relationship between history and tourism–Major tourist spots in AP– Gandikota, Nagarjunakonda, Salihundam, Konaseema

Unit:3

Characteristic of Hospitality Industry–Inflexibility, Intangibility, Perishability–Types of Hospitality jobs – Hotel Manager, Hotel Receptionist, Restaurant Manager, Catering Assistant, Executive Chef etc –Concepts of Atithi Devo Bhavah–Types of hotels in India

Unit:4

Duties, responsibilities & skills of front office staff– duties, responsibilities and skills of housekeeping staff- guest stay process in a hotel–major processes and stages associated with it

Unit:5

Different types of services offered in selected Hotels/Motels/Restaurants– Room Service, Catering Services–Different types of managerial issues –Service etiquettes

References:

6. Marketing for Tourism and Hospitality, Philip Kotler, Bowen and James Makens, Pearson Pub, New Delhi, 2010
7. Soft Skills for Hospitality, Amitabh Devendra, Oxford Higher Edn, 2015
8. The Indian Hospitality Industry: Dynamics and Future Trends, Ed: Sandeep Munjal, Sudhanshu Bhushan, CRC Press, 2017
9. Hotel Front Office: Operation and Management, Jatashankar Tewari, Oxford Higher Edn, 2016
10. www.ilo.org
11. <https://riginstitute.com>
12. nitahm.ac.in
13. web sources as suggested by teacher/librarian



Co-CurricularActivities:

a) Mandatory:(Training of student in skills by Teacher: Total 10 Hours)

1) For Teacher: Training of students by the teacher in the classroom and in the field for a total of not less than 10 hours on various practical aspects related to tourism and hospitality industry.

The teacher shall also train students with the help of experts in skills such as flower arrangements, cooking and catering supervision, speaking to guests etc. related to hospitality services.

2) For Student: Students shall visit any one of the local tourism offices, tourism sites, hotels, restaurants, catering offices to make personal observations and to gain hands-on experience. These individual observations shall be written as a Fieldwork/Project work Report not exceeding 10 pages and submit to teacher in the given format.

3) Suggested Fieldwork/Project work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *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

2) Hands on Experience with the help of Field Experts.

3) Debates on Interesting Topics

4) Seminars, Group Discussions, Quiz, etc.

5) Assignments

6) Alumni Interactions

7) Periodical Interactions with HR Managers



ADIKAVINANNAYAUNIVERSITY::RAJAHMAHENDRAVARAM
B.A History Syllabus (w.e.f:2020-21A.B)

B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:7B	Tourism Guidance and Operating Skills	Hrs/Wk:5

Learning Outcomes:

Students after successful completion of the course will be able to:

1. Acquire tour guiding, operating and soft skills
2. Understand different situations under which one has to work
3. Cultivate cultural awareness and flexibility
4. Understand and apply team spirit
5. Plan and organize tour operations efficiently

Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05 Total: 75)

Unit:1

Meaning of tour guide - types of tour guide: heritage guide, nature guide, adventure guide, business guide, special interest guide etc – duties and responsibilities of guides - various roles of tour guide.

Unit:2

Guiding techniques: leadership skills, social skills, presentation skills, communication skills - Guide's personality skills: passion, empathy, enthusiasm, punctuality, humour etc - Personal hygiene and grooming – code of conduct.

Unit:3

Guest Relationship Management- Handling emergency situations- Medical, Personal, Official, VISA/Passport, Death, Handling Guest with special needs/Different Abilities/Different age groups.

Unit:4

Conducting Tours: Pre-Tour Planning, Route Chart, Modes of Transportation, Security Measures, and Checklist 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 Travel etc.



References:

1. JagmohanNegi,TravelAgencyandTourOperations,KanishkaPublishers, NewDelhi,2006
2. Mohinder Chand, Travel Agency and Tour Operations: An Introductory Text,AnmolPublications Pvt. Limited, NewDelhi, 2009
3. Dennis LFoster–IntroductiontoTravelAgencyManagement
4. Pat Yale (1995); Business of Tour Operations, Longman Scientific & Technical, NewDelhi
5. PondK L,TheProfessionalGuide:Dynamicsof TourGuiding,1993
6. www.tourism.gov.in
7. www.qtic.com
9. www.cedeop.europe
10. websourcesassuggested byteacher/librarian

Co-CurricularActivities:

a) Mandatory:*(Trainingofstudents intherelatedskills bytheLecturer,Total 10Hours)*

1) For Teacher: Training of students by the teacher in the classroom and in the field for atotal of not less than10 hours on various practical skills related to guidance and operating tours intourism sector, with the help of local experts. The teacher shall lead students to local tourist sitesandguidethem to workwithlocal tourist guidesor localtourist operators.

2) For Student: Students shall individually choose and visit a local tourist place/monumentsuch as a historical site, temple etc., and talk to local guides personally. Observe their

functioningtogainexperience,includinguggestionsfortheimprovingtheguidance.Theseindividualob servations shall be written in the given format not exceeding 10 pages and submit to the teacherasFieldwork/Project work Report.

3) SuggestedFieldwork/ProjectworkFormat:

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

4) Max MarksforFieldwork/Projectwork Report:05

5) UnitTests/InternalExaminations

a) SuggestedCo-CurricularActivities

- 1) InvitedLectures
- 2) Handsonexperiencewiththehelp of fieldexperts.
- 3) Debateson interestingtopics
- 4) Seminars,GroupDiscussions,Quiz, etc.
- 5) Assignments
- 6) AlumniInteractions
- 7) PeriodicalinteractionswithTourManagers



ADIKAVINANNAYA UNIVERSITY :: RAJAHMAHENDRAVARAM
B.A History Syllabus (w.e.f:2020-21A.B)

B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:6C	Journalistic Reporting and Editing Techniques	Hrs/Wk:5

Learning Outcomes:

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

1. Gauge the significance of Report Writing
2. Understand the principles and techniques of Reporting
3. Know the types of news sources and qualities of a Reporter
4. Identify the role of Sub Editor and Editor
5. Critically analyze the challenges in reporting and editing techniques

Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05. Total: 75)

Unit-I

Definitions of Journalism, Reporting and Editing - History of Indian Press and Newspapers - Printing Revolution - Importance of print and electronic media

Unit-2

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

Unit-3

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

Unit-4

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

Unit-5

Characteristics of effective report - Report writing for all media: Radio, Television, News Paper, Magazine and Web - Writing of model reports of different types like politics, crime, entertainment, press conference, places of importance etc. - Career opportunities in Journalism

References:

1. J. Natarajan, History of Indian Journalism, Ministry of Information and Broadcasting, 2010.
2. G.N.S. Raghavan, Press in India: New History, Gyan Publishing House, 1995.
3. K.M. Shrivastava, News Reporting and Editing, Sterling Publishers Pvt. Ltd, 2003.
4. S. Kundra, Reporting Methods, Anmol Publications Pvt. Ltd, 2005.
5. M.K. Joseph, Outline of Reporting, Anmol Publications, 2007.
6. J.R. Hakemulder, News Reporting and Editing, Anmol Publications, 2002.
7. Franklin, Key Concepts in Journalism Studies, Vistaar Publications, 2003.
8. M.V. Kamath, Professional Journalism, Vikas Publishing House, 1980.
9. Bruce D. Itule and Douglas A. Anderson, News Writing and Reporting for Today's Media, McGraw Hill, 2003.
10. Web sources as suggested by teacher/librarian



Co-CurricularActivities:

a) Mandatory:*(Trainingofstudentsinthe relatedskillsbytheLecturer, Total10Hours)*

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

2. For Student: 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 news, placing the news in order, preparing and editing the report. They may interact with the local working journalists and editors and observe their methods. 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, 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. 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



ADIKAVINANNAYAUNIVERSITY::RAJAHMAHENDRAVARAM
B.A History Syllabus (w.e.f:2020-21A.B)

B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:7C	Evolution of Telugu Cinema and Script Writing	Hrs/Wk:5

Learning Outcomes:

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

1. Understand the evolution of Telugu cinema and major changes from past to present
2. Assess the role of Telugu cinema makers and their contribution
3. Identify various cinema studios and film institutions
4. Learn skills and techniques of cinema script writing

Syllabus:(Hours:Teaching:60,Skills Training:10,others in clunitt tests:05.Total:75)

Unit:1

What is Cinema- Origin - Definitions-Scope of Cinema- History of Indian cinema- Cinema and its importance-Some prominent Indian filmmakers in other languages:Satyajit Ray,Santa Ram, K.Subramanyam,B.R.Pantulu and A door Gopalakrishnan.

Unit:2

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

Unit:3

Major Developments in Telugu Film Industry in the first 50 years (1912 to 1962)- Cinema Studios and Film Institutes (Chennai-Hyderabad) - Film Censorship - National & State Awards-Film Festivals- Telugu Cinema at World Market- Cinema and its Impact on Society

Unit:4

Evolution of Telugu film story/scripts and themes in the first 50 years (1912 to 1962):mythological, historical, folk, social reform and freedom movement, family, hero-cult.Rural and urban background

Unit:5

Adaptation of historical events for historical films: Comparative study original (reorded) history and the film's story –study of one of the following films Mahamantri Timmarasu, Bobbili Yuddham, Alluri Sitaramaraju; Prominent Telugu film script writers: Pingali Nagendra Rao, Chakrapani, Modukuri Jhonson, D.V.Narasaraju.



ADIKAVINANNAYAUNIVERSITY::RAJAHMAHENDRAVARAM
B.A History Syllabus (w.e.f:2020-21A.B)

References:

1. RenuSaran.,Historyof IndianCinema,DiamondPocketBooksPvtLtd,2012.
2. AshishRajadhyaksha,IndianCinema:AVeryShortintroduction,2016.
3. Dr.D.L.NarasimhaRao,EvolutionofTelugu Films:AHistoricalProspective,ResearchIndiaPress, 2013.
4. K.DharmaRao,ABook on86YearsofTeluguCinema(Telugu).
5. TelakaPalli Ravi, ManaCinimalu: AnubavaluCharitra- Parinamam (Telugu), PrajaSakthiBook House, 2019.
6. SatyajithRay,CinimaluManavi-Vallavi(Telugu),AnvikshikiBooks,2011.
7. VenkatSidda Reddy, Cinema-Cinema-Cinema: Sameekshalu, Vyasalu, Parichayalu,AnvikshikiPublishers, 2021.
8. S.TheodoreBaskaran, History through the Lens: Prospective on the South Indian Cinema,2009.
9. S.V.Srinivas,PoliticsasPerformance:ASocialHistoryofTeluguCinema,OrientBlack swan,2018.
- 10.K.P.AshokKumar,AnaganagaOkaCinema(Telugu)
11. <https://www.youtube.com/c/PARUCHURIGOPALAKRISHNAOFFL>
12. https://youtu.be/u5IE_zCV72c
13. <https://youtube.com/kiranprabhataalkshows>
14. Websources assuggested byteacher/librarian

Co-CurricularActivities:

a) Mandatory:*(Trainingofstudents intherelatedskills bytheLecturer,Total 10Hours)*

1) **For Teacher:** Training of students by the teacher in the classroom and in the field for not less than 10 hours on identification of various historical stages of evolution of Telugu film industry interms of themes, backgrounds, attire, language etc. and their significance. Recognizing the contribution of various film personalities. Identification of differences between historical facts and story of the film.

2) **For Student:** The student shall individually choose a category of films (ex. Mythological or folk or historical or social) and observe the evolution of such films over a period of 10 years **(or)** compare films of different themes over a period of five years, identify differences among various themes **(or)** compare films which won National awards **(or)** choose a film famous personality (ex. Dadasaheb Phalke Awardee) and make observations on his/her films. 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. 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.



ADIKAVINANNAYAUNIVERSITY::RAJAHMAHENDRAVARAM
B.A History Syllabus (w.e.f:2020-21A.B)

B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:6D	Modern Principles and Techniques of Archaeology	Hrs/Wk:5

Learning Outcomes:

Students after successful completion of the course will be able to:

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

Syllabus: (Hours: Teaching: 60, Skills Training: 10, others including unit tests: 05. Total: 75)

Unit:1

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

Unit:2

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

Unit:3

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

Unit:4

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

Unit:5

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

References:

1. Agrawal, D. P. and M. D. Yadava, Dating the Human Past. Pune: Indian Society for Prehistoric and Quaternary Studies, 1995
2. Agrawal, O. P., Preservation of Art Objects and Library Materials, New Delhi, National Book Trust India, 1993
3. Balme, Jane and Alistair Paterson, Archaeology in Practice (A Student Guide to Archaeological Analyses). West Sussex: John Wiley and Sons Inc, 2014
4. Grant, Jim, Sam Gorin and Neil Fleming, The Archaeology Course book: An Introduction to Study, Skills, Topics and Methods, London and New York, Routledge, 2002
5. Walker, Mike. Quaternary Dating Methods, West Sussex: John Wiley and Sons Limited, 2005
6. Gupta, P L, ed., Numismatics and Archaeology. Nasik: Indian Institute of Research in Numismatic Studies, 1986
7. Sharer, R and W. Ashmore, Archaeology: Discovering our Past. McGraw-Hill: New York, 2002.
8. Web sources as suggested by teacher/librarian



Co-CurricularActivities:

a) Mandatory:*(Trainingofstudents intherelatedskills bytheLecturer,Total 10Hours)*

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. Collecting and organizing coin/stamp exhibitions and in deriving history from their chronology and evolution. Teacher may take local experts' help wherever needed.

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 off-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, jewelry, clothing etc. and observe their appearance, use and time period. 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

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



ADIKAVINANNAYAUNIVERSITY::RAJAHMAHENDRAVARAM
B.A History Syllabus (w.e.f:2020-21A.B)

B.A	Semester – V (Skill Enhancement Course- Elective)	Credits:4
Course:7D	Museum Management	Hrs/Wk:5

Learning Outcomes:

Students after successful completion of the course will be able to:

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

Syllabus: (Hours: Teaching: 60, Skills Training: 10, others incl. unit tests: 05. Total: 75)

Unit:1

Origin, Meaning, Definition and Purposes of Museums –

Changing Role and Social Relevance of Museums – History and Development of Museums in India.

Unit:2

Types of Museums – Classification of the Museum –

Open Air Museums, Inclusive Museums, Community Centre, Galleries and Virtual Museums.

Unit:3

Techniques of Collection, Conservation, Preservation of Museum Objects –

Ethical Procedure. Collection and preservation of old documents and books.

Unit:4

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

Unit:5

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

References:

1. Nigam M.L., Fundamentals of Museology. Navahind Prakashan, 1966
2. Timothy, Ambrose and Paine, Museum Basics, ICOM, Routledge, New York, 1993
3. Key Concepts of Museology, ICOM Publication (online).
4. Seth, Manvi, Communication and Education in Indian Museums, Agam Kala Prakashan, New Delhi, 2012
5. Elizabeth Bogle, Museum Exhibition Planning and Design, Altira Press, 2013
6. Grace Morely: Museum Today, University of Baroda, 1981
7. Sivaramamurti, C, Directory of Museum in India
8. Parker, A.C., A Manual for History Museum
9. UNESCO, Organisation of Museum
10. Web sources as suggested by teacher/librarian



Co-CurricularActivities:

a) Mandatory:*(Trainingofstudents intherelatedskills bytheLecturer,Total 10Hours)*

1) **ForTeacher:** Trainingofstudentsbytheteacherinthe classroomorinthefieldforatotal of not less than10 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 askstudents to evaluate the collection of items, preservation, display set-up, and functioning of theorganization on any given parameters. The teacher shall also train students on how to set a smallmuseumin the collegewith locallyavailablematerials.

2) **For Student:** Students shall visit Museums or Archival Cell personally observe and ifpossible, works (in museums if permitted) during off-hours to gain hands-on experience. Studentsshould write a report on the curatorial practices or collection policies of any one of the museumsthey visit. These individual observations shall be written in the given format not exceeding 10pagesand submit to theteacherasFieldwork/Project workReport.

3) SuggestedFieldwork/ProjectworkFormat:

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

4) Max MarksforFieldwork/Projectwork Report:05

5) UnitTests/InternalExaminations

b) SuggestedCo-CurricularActivities

1) InvitedLectures

2) Handson Experiencewith thehelp of Field Experts.

3) Debates,Seminars, GroupDiscussions,Quiz,etc.

4) Periodical InteractionswithMuseumTechnicalExperts

HISTORY: IV year B. A. Hons. Semester - V ①
course - 6A: Archival Sources and Techniques

Time: 3 hrs

marks - 75

Section - A

I Answer any FIVE of the following questions
5x5=25

1. Write about the definitions of Archives.
2. Write a note on Fiction
3. Explain the Corporate Archives
4. Write about Cartographic Records.
5. What was the role of office organisation in Archival administration.
6. Write a note on Manuscripts.
7. Write about Privacy in Archival ethics.
8. Write about Computer Application in Archives.

Section - B

II Write All the questions. (5x10:50)

1. (a) Write about various types of Archives. (or)

b, Differentiate A.P. State Archive and Regional Archive centres.

2. Identify the Archival sources and write (a) about various Archival sources. (or)

b, Differentiate Primary and Secondary Archival sources.

Shreyas
(Sp. Inviter)

3, a, What are the physical forms of Archival materials and write about them.

(b)
b, Explain Photographs, Film and Video tapes in Archival Materials.

4, (a) What are the Documents and write about Authenticity of Documents in Archival administration. (b)

b, Write about office organization and Record Management in Archival administration.

5, (a) Write various kinds of Archival ethics. (b)

b, Write a note on Computer Application in Archives.

~~Answer~~
(Spl Invoice)

course 7A. History - Semester - V.

(2)

Techniques and History Writing

Time : 3 hrs

Max marks : 75

I

Section - A

Answer ~~All~~ Any five of the following questions $5 \times 5 = 25$

1. Write about the Scope of History.
2. Write about Literary Sources of History.
3. What is Hypothesis.
4. Write about Research papers in History writing.
5. Write about Biographical history of any politician.
6. Write about a noted business firm.
7. Write about local history of your Village.
8. What is Bibliography.

Section - B.

$5 \times 10 = 50$

II Answer All questions "

- (1) (a) Write about the Generalizations in History
(b) Write a note on judgement in History.
- (2) (a) What are various sources of History?
and write ~~them~~ about them.
(b) Write about Data mining from information Science. (Internet/ Web Sources)

Pragya
(2pt Inverter)

3(a) What are the different types of History writing and its importance. (Or)

b) Write a note on Book Reviews and Research papers in History writing.

4(a) Write a note on Freedom fighters and Politicians. (Or)

b) Write a note on Industrialists and Business personalities.

5(a) Write about the local history of a village and ~~urban~~ ~~you know to you~~ urban that you know. (Or)

b) Write a note on ~~any~~ history of any place and incident that you know.

Prasanna
(Cpl Inviter)

Course - ~~7B~~ ^{6B} History - Semester - V;

(2)

Tourism Guidance and

Tourism And Hospitality Services - 6B

Marks - 75

Time: 3 hrs

Section - A.

I Answer any FIVE of the following questions $5 \times 5 = 25$

6 ಅನುಕರಣೆ 5 ಪ್ರಶ್ನೆಗಳಿಗೆ ಸುಮಾರು 50 ಪದಗಳಿಗೆ.

1. Write about the Definitions of Tourism
2. Write about the Hospitality Management
3. Write a note on Nagajuna Konda
4. Concepts of Atithi seva Bharata.
5. Write a note on Hotel Manager.
6. Guest stay Process in a Hotel
7. Room Services in a hotel.
8. Catering Services in a hotel.

SECTION - B.

II Answer All questions (5 x 10 = 50)

6ನೇ ಪ್ರಶ್ನೆಗಳಿಗೆ ಸುಮಾರು 500 ಪದಗಳಿಗೆ.

(1) a, write about various types of Tourism.
(5)

b, what are the cause for rapid growth of Tourism

(2) a, what are the relationship between history and Tourism.

(5)

Dr. Sagar
(Get Invites)

b, Write about the Major tourist spots
in A.P

2. a, what are the characteristics of Hospitality
Industry.

b, Write about the various types of
Hospitality Jobs.

4. a, Write about the duties, responsibilities
and skills of front office staff.

b, what are the duties, responsibilities and
skills of House Keeping staff.

5. a, what are the types of services offered
by the hotels.

b, what are the types of Managerial
service etiquettes.

Answer
(Spl Dinner)

etiquette - ~~etiquette~~

History, Semester - V

(4)

Course Code: 7B. "Tourism Guidance and Operating"
Skill.

Time: 3 hours.

MARKS: 75

Section - A

1. Answer any FIVE of the following questions
5 x 5 = 25

1. Write a note on role of Tourism guide.
2. Code of Conduct in Tourism guidance.
3. Write about Guest Relationship Management.
4. Write about VISA
5. What are Security Measures in conducting tours
6. Write a note on Relationship with fellow guides.
7. What are the functions of tour operator.
8. Write a note on APTDC.

Section - B

II Answer All the questions
5 x 10 = 50

- 1 a. Write about various types of tour guides
(or)
b. What are the duties and responsibilities of Tour guides.
- 2 a. Write about Guiding techniques and its various skills.
(or)
b. Write about personal hygiene and grooming.

Arvind
(Spl. Inviter)

3 a, Write a note on Handling emergency situations.

(Or)

b Write a note on Handling guests with special needs.

4 a, Write what are the measures for conducting tour.

(Or)

b, Write about the conducting of various types of tours

5 a, what are the difference between Travel agent and tour operator.

(Or)

b, What write about various tour operating agencies.

~~Answer~~
(Spl Invitee)

History - Semester - V, IV year BA.
Course 6C, Journalistic Reporting & Editing ⑤
Techniques.

Time: 3 hrs.

Max Marks: 75

Section - A

I Answer any FIVE of the following questions $5 \times 5 = 25$

- ① Write about the definitions of Journalism.
- ② Role of Electronic media in Journalism
- ③ Write a note on Types of News.
- ④ What are the qualities of Reporter.
- ⑤ Write about the importance of Photography.
- ⑥ What are the principles of Editing.
- ⑦ Write a report on Press Conference.
- ⑧ Write a note on Career opportunities in Journalism.

Section - B.

II ~~Write~~ ~~the~~ ~~questions~~ ~~..~~ $5 \times 10 = 50$

II Write All the questions.

- ① (a) Write an essay on Reporting and Editing in Journalism. (or)
- ② (a) Write about the history of Indian Press and news papers.
- ③ (a) What are the various types of News and News writing. (or)
- ④ (a) What are the various problems in Reporting news.
- ⑤ (a) Write an essay on Importance of language in ~~Journalistic~~ reporting. (or)
- ⑥ (a) Write about the various Indian News Agencies.

Dr. S. S. Srinivasan
(SPT Institute)

Q② Write about the Role of Sub Editors and chief editors in editing system.
(2)

b) What are the Techniques of Editorial page.

Q③ Write a note on Reporting Writing for Television and Newspaper.
(2)

b) Write an essay on ~~the~~ Writing Reports on ~~the~~ Crime and entertainment.

← — — — — →
Assignment
(1st Inmate)

History - Semester - V, IV Year B.A.
Course T.C.

(6)

Evolution of Telugu Cinema and Script Writing.

Time: 3 hrs

Max marks: 75

I Section - A
Write any FIVE of the following questions
5 × 5 = 25

- ① Write about origin and definitions of cinema.
- ② Write about Satyajit Ray as Indian film maker.
- ③ Write about Mookie film.
- ④ Write the service of B.V. Reddy to the Telugu cinema.
- ⑤ Write on Film censorship.
- ⑥ Write about Folk.
- ⑦ Write on the film Maha mantri Timmakasu.
- ⑧ Write about Pingali Nagendra Rao as Telugu script writer.

Section - B.

II Answer All the questions. 5 × 10 = 50

① a. Write an essay on cinema and its importance. (5)

b. Write ~~some~~ ^{about the} prominent Indian film makers like Santa Ram and K. Subrah - manyam.

② a) Write an essay on ^{Evolution of} Black and white to colour films. (5)

b. Write ~~the~~ about the ~~Pioneers~~ Pioneers of Telugu cinema like L.V. Prasad and K.V. Reddy.

Bhuvan
(Spl Inviter)

3a) Write a note on cinema studios
and Film Institutes. (or)

b) What is cinema and its impact on
society.

4a) Write about the evolution of Telugu
film story and themes from 1912 to 1962.
(or)

b) Write a note on the theme of
Freedom movement in the Telugu
film.

5a) Write a comparison on original history
and the film's ~~too~~ story in the historical
films. (or)

b) Write about the prominent Telugu
Script writers like Shan Sai Chakrapani
and Sai D.V. Narasa Raju.

—o—
Prasen
(Spl. Inviter)

Course 6D: History - IV year (Hons) Semester - V
Modern Principles and Techniques of Archaeology

Time: 3 hrs

Max Marks: 75

⑦

Section - A

I Answer any FIVE of the following questions
5×5=25

- ① Write about the Definition of Archaeology.
- ② Write about the Computer Application in Archaeology.
- ③ Study of Maps.
- ④ Water Exploration.
- ⑤ Write a note on Chronology.
6. Write a note on Antiquities.
7. Write about the Paleographic formula.
8. Write about Numismatic data.

Section - B.

II Answer All questions
5×10=50.

- 1(a) Write about the Definition, Nature and Scope of ~~Archaeology~~ Archaeology.
- b, Write ^{about the} (b) Relationship of Archaeology with Social and Natural Sciences.
- 2(a) Write about the Techniques of Exploration and Excavation.
- (b)
b, Write about the Study of Maps and Aerial Surveys.

Devesh
(Sp I write)

2(a) Write about the Radio Carbon Dating.
(Or)
b) Write the Principles of Conservation of antiquities.

4(a) Write about the Nature and Scope of Epigraphy. (Or)

b) Explain the Historical importance of the Inscriptions.

5 a) Define the Numismatics as source of material for the Reconstruction of History.
(Or)

b) Explain the Origin of Coinage in India and its importance.

—o—

Ans:-
(Spl Answer)

Course - TD - History - 10 years (Hons) Semester - IV

Museum Management

(8)

Time : 3 hrs

Max marks - 75

I Answer any FIVE of the following questions $5 \times 5 = 25$

- ① Define the various definitions of the Museum.
- ② Role of Museums
- ③ Open Air Museums
- ④ Write about Galleries.
- ⑤ Write any three of the techniques of collection of books.
6. Write any two types of Exhibitions.
7. Define the Exhibition design.
8. Write about the Regional Museums.

Section - B.

II Answer all the questions $5 \times 10 = 50$

- 1 a, Write about the Meaning, Definition and Purpose of Museums (or)
- b Define the History and Development of Museums in India.
- 2 a, What is Museum and define its classification (or)
- b Write about the various types of Museums.

[Signature]
(Spl Inviter)

3 a, Write various steps of conservation of
Museum objects.
(or)

b, Explain the various techniques of
collection and preservation of old documents
and books.

4 a, Write down which items are generally
displayed in the museum.
(or)

b, What are the various types of exhibi-
tions and define its activities.

5 a, Define the Museum management
as a profession.
(or)

b, Write the various functions of
Museum and define its functions.

→
Kulav
(Spt Rewite)