



**ANDHRA PRADESH STATE COUNCIL OF HIGHER
EDUCATION**

**Model Syllabus for 4-Year UG Honours in B.A. (History) as Major in
consonance with Curriculum framework w.e.f. AY 2025-26**

COURSE STRUCTURE (for Semester I to VI)

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits	
I	I	1	Introduction to Indian History	4	4	
		2	Early India: Enlightenment and State Formation	4	4	
	II	3	History of Early Medieval India (c.600 -1206 CE)	4	4	
		4	History of Medieval India (c.1206 - 1707 CE)	4	4	
II	III	5	India under the East India Company (c.1707 -1857 CE)	4	4	
		6	History of Andhra (From Earliest times to 17 th Century)	4	4	
		7	History of Modern World (15 th Century to 1945 CE)	4	4	
	IV	8	Indian National Movement (c.1857 - 1947 CE)	4	4	
		9	History of Modern Andhra (17 th Century to 1956 CE)	4	4	
		10	History of Contemporary World (c.1945 -1991 CE)	4	4	
III	V	11	History of Contemporary Andhra Pradesh (c.1956 -2014 CE)	4	4	
		12 A	Tourism and Hospitality Management	4	4	
		OR				
		12 B	Museum Studies	4	4	
		13 A	Cultural Tourism in Andhra Pradesh	4	4	
		OR				
		13 B	Introduction to Archaeology	4	4	

Year	Semester	Course	Title of the Course	No. of Hrs /Week	No. of Credits
	VI	14 A	India after Independence (c.1947-1991 CE)	4	4
		OR			
		14 B	Makers of Modern India	4	4
		OR			
		15 A	History of Science and Technology in India	4	4
		OR			
		15 B	Indian Knowledge Systems	4	4

Note: In the III Year (during the V and VI Semesters), students are required to select a pair of electives from one of the **Two** specified domains. **For example: if set 'A' is chosen, courses 12 to 15 to be chosen as 12 A, 13 A, 14 A and 15 A.** To ensure in-depth understanding and skill development in the chosen domain, students must continue with the same domain electives in both the V and VI Semesters.

SEMESTER-I

COURSE 1: INTRODUCTION TO INDIAN HISTORY

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Know the meaning of History and its Sources
- Understand the Evolution of human culture
- Describe the greatness of Early Civilizations
- Praise the significant changes of the Iron Age

Learning Outcomes:

- 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 of the Indus Valley.
- Learn about the richness of Vedic culture.

Syllabus:

Unit-I

What is History-Career and Opportunities-Importance of History-Relation with other Social Sciences-Sources of Indian History: Archaeological and Literary Sources.

Unit-II

Pre and Proto History: Palaeolithic, Mesolithic, Neolithic and Chalcolithic Phases in India.

Unit-III

Iron Age Cultures in India: Iron Age Tools and Technology-Painted Grey Ware (PGW)-Northern Black Polished Ware Culture (NBPW)-Megalithic Culture in South India-Impact of Iron technology.

Unit -IV

The Indus Valley Civilization: Origin, Extent-Sites-Features-Trade and Commerce-Social and Cultural Life-Divine of the Civilization-Latest Developments.

Unit-V

Vedic Literature: Economy, Religion, Society and Polity during the Early Vedic Period-Society, Economy, Religion and Polity during the Later Vedic Period-Origin of Varna System.

Curricular Activities:

- History teacher must know the latest developments in the subject and discuss in the class room.
- Collection of Photos of Pre and Proto Historic tools and photos
- Observe the India Map and identify the trade countries
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings/ Exhibitions
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures/ Historical Tours
- Attend the Conferences/Symposiums
- Prepare the Charts on Indus sites
- Preparation of Videos/Synapses
- Prepare the Visit to the Museums
- To prepare an inventory of items preserved in the museum

References:

1. E.H. Carr., What is History, Penguin, 1961
2. H.D.Sanakalia., Pre History and Proto History of India and Pakistan, Bombay University Press, 1990.
3. Stuart Piggott., Prehistoric India to 1000 BC, MJP Publisher, 2022.
4. N.R.Banerjee., The Iron Age in India, Munshiram Manoharlal, 1965.
5. R.S.Sharma., Ancient India, New Delhi, 1996
6. Gordon Childe., What Happened in History, Penguin, 1952
7. D.D. Kosambi., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publishing, 1965.
8. D.N.Jha, Ancient India: In Historical Outline, Manohar Publishers, 1999.
9. D.D.Kosambi, An Introduction to the Study of Indian History, Popular Prakashan, 1996.
10. R.C.Majumdar, K.K.Dutta & H.C.Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
11. RomilaThapar., Early India: From the origins to 1300, University of California Press, 2004.

SEMESTER-I

COURSE 2: EARLY INDIA: ENLIGHTENMENT AND STATE FORMATION

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Get awareness on Indian religious Philosophy
- Know the origin of state formation
- Assess the raise of Magadha and Mauryas
- Understand the significance of post Mauryan period

Learning Outcomes:

- ✓ 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

Unit-I

New Religious Movements-Ajivikas, Charvakas-Jainism: Vardhamana Mahaveera and Buddhism:
Gouthama Buddha-Causes for the Decline of Jainism and Buddhism

Unit-II

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

Unit-III

Mauryan Empire: Sources-Chandra Gupta Maurya-Bindusara and Ashoka's Dhamma Policy-The
Mauryan Administration-Art and Architecture-Decline of Mauryan Empire.

Unit-IV

Sangam Literature-Post-Mauryan Period-Indo-Greeks- Kushanas: Kanishka-Gandhara and
Mathura Art.

Unit-V

Gupta Dynasty: Socio Economic, Political and Cultural Conditions-Golden Age: Science,
Medicine and Technological Developments-Ajanta and Ellora Paintings

Curricular Activities:

- History teacher must refer the latest developments in the subject and teach in the class room.
- Collection of Photos of Historic importance
- Observe the India Map and identify the trade countries
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings/ Exhibitions
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures/ Historical Tours
- Attend the Conferences/Symposiums
- Prepare the Charts on the topic
- Preparation of Synapses
- Visit to the Museums
- To prepare an inventory of items preserved in the museum
- Photos Exhibitions

References:

1. K.A.N Sastri., Age of the Nandas and Mauryas, Motilal Banarasidass, 1952
2. R.S.Sharma., Matril Culture and Social Formations in Ancient India, Macmillan India, 2007.
3. R.S.Sharma., Looking for the Aryans, Orient Longman, 1995.
4. Romila Thaper., History of India, Penguin, 1965
5. V.D.Mahajan., Ancient India, S.Chand and Company Limited, 2019.
6. Upinder Singh., A History of Ancient and Early Medieval India: From the Ancient Stone Age to the 12th Century, Pearson India, 2009.
7. D.N. Jha., Ancient India: An Historical outline, Manohar Publishers, 1999
8. R.C.Majumdar, K.K.Dutta&H.C.Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
9. RomilaThapar., Early India: From the origins to 1300, University of California Press, 2004.
10. RomilaThapar., Cultural Pasts: Essays on Early Indian History, Oxford University Press, 2000.
11. RomilaThapar., Ashoka and Decline of the Mauryas, OUP, 2012.

SEMESTER-II

COURSE 3: HISTORY OF EARLY MEDIEVAL INDIA (C.600 -1206 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Understand the conditions of early medieval period
- Trace the emergence of regional dynasties and their relations
- Assess the Art and Architecture of India
- Know the significance of Cholas Local Administration
- Understand the significance and the impact of Bhakti Movement.

Learning Outcomes:

- Understand the political scenario and the achievements of the Gupta rulers and Harshavardhana.
- Know the Invasions of Arabs and Turks and emergence of regional dynasties.
- Visualise the contribution of the Pallavas to Indian art and architecture.
- Get awareness of Cholas local self - Government
- Know the philosophies of various Bhakti saints.

Unit-I

Harshavardhana-Rastrakutas-Ancient Universities: Nalanda, Taxila, Vikramasila and Vallabi Universities.

Unit-II

Foreign Travellers: Fa-hien and Hiuen Tsang- Rajputs: The Chandelas, Paramaras and Gahadwalas-Saivism and Vaishnavism

Unit-III

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

Unit-IV

Sankaracharya, Ramanujacharya Philosophies-Dravidian, Nagara and Vesara Styles of Architecture-Temple Architecture: Tanjor, Belur and Halebid

Unit-V

Arab and Turkish Invasions-Muhammad Ghorī, Muhammad Gazani-Albruni's India-Kalhana's Rajatarangini

Curricular Activities:

- History teacher must know the latest developments in the subject and teach in the class room.
- Collection of Photos of Historical importance
- Observe the India Map and identify the important temples
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings/ Exhibitions
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures/ Historical Tours
- Attend the Conferences/Symposiums
- Prepare the Charts on the topic
- Preparation of Synapses
- Visit to the Museums
- To prepare an inventory of items preserved in the museum
- Photos Exhibitions

References:

1. RomilaThaper., Early India: From the origins to 1300 A.D, Allen Lane, 2002.
2. V.A.Smith., Early History of India, Atlantic Publishers, 1999.
3. V.D.Mahajan., Ancient India, S.Chand and Company Limited, 2019.
4. Upinder Singh., A History of Ancient and Early Medieval India: From the Ancient Stone Age to the 12th Century, Pearson India, 2009.
5. D.N.Jha., Early India: A Concise History, Manohar Publishers, 2004.
6. D.N.Jha., Ancient India: An Historical Outline, Manohar Publishers, 1999.
7. R.C.Majumdar, K.K.Dutta&H.C.RoyChowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
8. RomilaThapar., Early India: From the Origins to 1300, University of California Press, 2004.
9. Burton Stein., South India: Some General Consideration of the Region and its Early History, OUP, 1978.
10. Ranabir Chakravarthi., Exploring Early India, upto 1300 A.D, Primus Books, 2016.

SEMESTER-II

COURSE 4: HISTORY OF MEDIEVAL INDIA (C.1206-1707 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Understand the nature of medieval Indian state
- Assess the policies and reforms of Delhi Sultanate Rulers
- Get the knowledge of the origin and evolution of composite culture in India
- Estimate the cultural contribution of Delhi Sultanate and Mughals of India
- Know the importance of Marathas and Sikhs in Indian History

Learning Outcomes:

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

Unit-I

Delhi Sultanate: Slave, Khilji, Tugluq, Sayyid and Lodi Dynasties-Reforms of Alla-ud-din- Khilji, Reforms of Mahummad-Bin-Tughlaq and Firuj-Shah-Tughlaq-Divine of Delhi Sultanate.

Unit-II

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

Unit-III

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

Unit-IV

Mughal Administration-Social and Religious Conditions-Mughal Paintings-Art and Architecture-Literature

Unit-V

Decline of Mughals-Rise of Regional Powers-Marathas:Shivaji Administration and Peshwas Sikhs.

Curricular Activities:

- History teacher must know the latest developments in the subject and teach in the class room.
- Collection of Photos of Delhi Sultanates and Mughal Rulers
- Observe the India Map and identify the important war zones
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings/ Exhibitions
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations/ Preparation of Synapses
- Collection of Articles and books
- Guest and Invited Lectures/ Historical Tours
- Attend the Conferences/Symposiums
- Prepare the Charts on the Delhi Sultanates and Mughal Rulers
- Visit to the Museums
- To prepare an inventory of items preserved in the museum
- Collection of Various Constructions of Delhi Sultanates and Mughal Rulers

References:

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

SEMESTER-III

COURSE 5: INDIA UNDER THE EAST INDIA COMPANY (C.1707 -1857 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Evaluate the nature and imperialistic ideas of East India Company
- Identify the impact of different policies of East India Company
- Understand the unrest of the people against the Company regime
- Describe the 1857 CE revolt and its consequences or results

Learning Outcomes:

- 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 Governor General's 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

Advent of Europeans - Conflicts between European Powers- Carnatic Wars-Bengal Nawabs- Battle of Plessey and Buxar

Unit-II

Hyder Ali-Tippu Sultan-Anglo-Mysore Wars- Anglo-Maratha Wars-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-Divide of Handicrafts-Drain of Wealth

Unit-V

Indian Response to British Rule: Peasants and Tribal Revolts in the 18th and 19th Centuries-Causes and Consequences-1857 Revolt-Nature- Causes-Course and Results.

Curricular Activities:

- History teacher must know the latest developments in the subject and teach in the class room.
- Collection of Photos of Mysore rulers and British Governor Generals

- Use PPTs for effective Teaching
- Collection of Newspaper Clippings/ Exhibitions
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations/ Preparation of Synapses
- Collection of Articles and Books
- Guest and Invited Lectures/ Historical Tours
- Attend the Conferences/Symposiums
- Prepare the Charts on the Bengal and British Rulers
- Visit to the Museums
- Identify the Constructions of Bengal and British Rulers
- Collection of Newspaper Clippings
- Historical Tours and attend the Conferences
- Prepare the chart on Agricultural crops and Commercial Crops
- Identify the 1857 Revolt centres and their leaders in the Map.

References:

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

SEMESTER-III

COURSE 6: HISTORY OF ANDHRA (FROM EARLIEST TIMES TO 17TH CENTURY)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Trace the origin and earlier references about the Telugu people and their place and describe the peculiar Megalithic culture in Andhra.
- Know the various petty Kingdoms after Satavahanas
- Observe the conditions of Andhra during Satavahanas and their Successors
- Learn the hegemony of major dynasties and the development of Telugu culture and language.

Learning Outcomes:

- ✓ Learn the origin of Telugu word and the significant of megalithic culture.
- ✓ Study the imperial Satavahanas and their successors
- ✓ Understand the dynamics of Andhra society and the origin of Telugu language.
- ✓ Knowing the hegemony of different dynasty's
- ✓ Critically examine the conditions of Qutub Shahis and the evolution of Telugu literature.

Unit-I

Geographical Features-Sources: Archeological and Literary Sources- Origin of Andhra Jathi-Pre Historical Sites in Andhra-Megalithic Culture in Andhra.

Unit-II

Brief Political History of Satavahanas-Ikshvakus-Bruhatpalayanas-Vishnukundinas-Salankayanas-the Chalukyas of Vengi.

Unit-III

The Socio, Economic and Cultural History of Andhra during the Satavahanas and Post-Satavahana Period.

Unit-IV

Brief Political History of Telugu Cholas-The Rashtrakutas-The Kakatiya Rulers-Reddi Dynasty-The Vijayanagara Dynasty and Qutub Shahi Rulers.

Unit-V

The Socio, Economic and Cultural Conditions of Kakatiya, Reddi, Vijayanagara and Qutub Shahi rulers.

Curricular Activities:

- Inculcate the Andhra Culture among the students
- Collection of Photos of Famous personalities in Andhra
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures
- Historical Tours and attend the Conferences/Symposiums
- Prepare the Charts on Andhra Rulers in Chronological order
- Preparation of Videos/Charts
- Prepare the Synapses
- Visit to the Museums and write a project report
- Exhibitions
- Participate in AP History Congress/South Indian History Congress

References:

1. P.Raghnadha Rao., History and Culture of Andhra Pradesh from Earliest Times to 2019, Sterling Publications, 2021.
2. V.Ramakrishna (Ed)., Comprehensive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
3. Suravaram Pratap Reddy., Andhrula Sangika Charitra, Pallavi Publications, 2015.
4. M.L.K. Murty (Ed)., Comprehensive History and Culture of Andhra Pradesh: Pré and Proto-Historic Andhra Pradesh up to 500 BC, Oriental Longman, 2008.
5. B.S.L. Hanumantha Rao., Socio-Cultural History of Ancient and Medieval Andhra, Telugu University, 2008.
6. Komarraju Venkata Lakshmana Rao., History and Culture of the Andhras, Telugu University, 2008.
7. Andhra Pradesh Samagra Dharshini
8. Online Sources

SEMESTER-III

COURSE 7: HISTORY OF MODERN WORLD (15TH CENTURY TO 1945 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Know the Science, Technological and Geographical discoveries of the world
- Understand the impact of Renaissance and Reformation
- Learn the greatness of Revolutions
- Discuss the importance of the unifications of Italy and Germany
- Access the structure and functions of the League of Nations and the UNO.

Learning Outcomes:

- Know the causes of Geographic Discoveries and new innovations.
- Assess and appraise the developments in art, literature, and society during the Renaissance and the Reformation period.
- Know the causes of the Industrial Revolution and the main events of the American and French Revolutions.
- Learn how Russia's traditional monarchy was replaced with the world's first Communist state.
- Know how the world wars affected the people and how the UNO played a major role in world peace.

Syllabus:

Unit-1

Geographical Discoveries-Renaissance-Reformation: Role of Martin Luther and Counter Reformation

Unit-II

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

Unit-III

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

Unit-IV

League of Nations-World War II- Fascism in Italy

Unit-V

Nazism in Germany-United Nations Organization: Structure and Challenges and Contribution

References:

1. J.N.L.Baker., History of Geographical Discoveries and Explorations, Cooper Square Publishers, 2008.
2. H.A.L. Fisher., History of Europe, Royal National Institute of the Blind, 1939.
3. H.A.L. Fisher., A History of Europe, Eyre & Spottiswoode, 1952.
4. Rose Barling, Valerie Boyes., The Renaissance, Jhon Murray Publishers, 1995.
5. David Thomson., Europe since Napoleon, Penguin Books, 1990.
6. R.S.Chaurasia., History of Europe, Atlantic Publishers, 2002
7. A.J.Grant., History of Europe, 3 Vols
8. B.V.Rao., History of Modern Europe, 1786-2013, Sterling Publishers, 2015.
9. J.M.Roberts., The Penguin History of Europe, Penguin Publishing Group, 1997.
10. C.J.H. Hayes, Modern Europe up to 1870
11. C.D. Hazen, Modern Europe up to 1945
12. Christopher Hill., From Reformation to Industrial Revolution
13. G.R Elton., Reformation Europe, 1517-1559
14. The New Cambridge Economic History of Europe, Vol. I, VII

Curricular Activities:

- Identify the routes of Europe in the Map
- Collection of Travellers Photos
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures
- Historical Tours and attend the Conferences/Symposiums
- Prepare the charts on Revolutions
- Preparation of Videos/Charts
- Prepare the Synapses
- Visit to the Museums
- Exhibitions

SEMESTER-IV

COURSE 8: INDIAN NATIONAL MOVEMENT (C.1857-1947 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Describe the Social Reform Movements and its impact on society
- Critically Examine the Administrative Policies of Viceroy
- Understand the origin of INC and Various Indian National Movement incidents
- Discuss the Movements and its impact.
- Understand the Role played by Mahatma Gandhi and other National leaders in Indian National Movement.

Learning Outcomes:

- Understand the Social Reform movements and its impact on the society.
- Learn the reforms of British Viceroy, i.e., Rippon, and Curzon.
- Study the important factors for the growth of Indian nationalism.
- Visualise the idealistic policies of Mahatma Gandhi.
- Paved the way for obtaining independence

Unit-I

Social Awakening: Brahma Samaj-Raja Ram Mohan Roy-Arya Samaj-Prathana Samaj-Theosophical Society-Rama Krishna Mission-Aligarh Movement-Self Respect Movements: E V Rama Swamy, Jyothiba Pule, Narayan Guru and Dr BR Ambedkar

Unit-II

Factors for the Growth of Indian Nationalism-Indian National Congress-Moderates and Extremists-Partition of Bengal-Swadeshi Movement-Muslim League-Home Rule Movement

Unit-III

Gandhian Phase: Champaran-Kheda-Ahmadabad Mill Strike-Jallianwala Bagh Incident-Khilafat Movement-Non-Co-operation Movement- Swaraj Party

Unit-IV

Militant Nationalism: Arobindo Ghosh-Bhagat Singh-VD Savarkar-Chandra Sekhar Azad-Secret Societies -Subash Chandra Bose

Unit-V

Simon Commission-Round-table 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 Vallabhbai Patel

Curricular Activities:

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

References:

1. Bipan Chandra and Others., India's Struggle for Independence (1857-1947), Penguin Random House India.
2. M.N.Srinivas, Social Change in Modern India, Oriental Longman, 2001.
3. Raj Pruthi., Social and Religious Reform Movements in Modern India, Common Wealth Publishers, 2014.
4. Amiya P.Sen., Social and Religious Reform: The Hindus of British India, Oxford University Press, 2005.
5. A.Kumar., Social Transformation in Modern India, Sarup Books Limited Private Limited,2001.
6. Sumit Sarkar&Tanika Sarkar., Women and Social Reform in Modern India, Indian University Press,2008.
7. V.Rama Krishna.,Social Reform in Andhra1848-1949, Vikas Publications, 1983.

8. Kenneth W.Jones., Socio-Religious Reform Movements in British India, Vol.1, Cambridge University Press, 1989.
9. Anil Seal., Emergence of Indian Nationalism, CUP, 1968.
10. B.L.Grover and Grover., A New Look at Modern Indian History, S. Chand Publications,1998.
11. Sekhar Bandhyopadyay., From Plessey to Partition: A History of Modern India, Oriental Black Swan, 2004.
12. V.D.Mahajan., Modern Indian History, S.Chand and Company,2020.
13. SumitSarkar., Modern India, Pearson India, 2014.
14. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010
15. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015
16. Barbara D. Metcalf, Thomas R. Metcalf.,A Concise History of Modern India, Cambridge University Press, 2006.
17. K.C.Chaudari., History of Modern India, New Central Book Agency, 2011.

SEMESTER-IV

COURSE 9: HISTORY OF MODERN ANDHRA (17TH CENTURY TO 1956 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Explain the advent of Europeans and their Land Revenue Systems in Andhra
- Discuss the contributions of Sir Thomas Munroe and CP Brown in Andhra
- Identify and examine the major Social Reformers in Andhra
- Trace out the course of the Indian National Movement in Andhra
- Examine the Formation of Andhra State and Andhra Pradesh

Learning Outcomes:

- Students after successful completion of the course will be able to
- 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
- Learn about the incidents that led to the formation of the first Linguistic State in India.

Unit-1

Advent of Europeans in Andhra: Occupation of Northern Circars and Ceded Districts-
Contribution of Sir Thomas Munroe, C. P. Brown and Arthur Cotton

Unit-II

British Land Revenue Systems-Famines-Revolts against the British: Rampa Rebellion, Chenchu
Tribal Revolt-Revolt of Uyyalawada Narasimha Reddy

Unit-III

Social Reform Movement in Andhra: Kandukuri Veeresalingam, Raghupathi Venkata Ratnam
Naidu, Gurazada Apparao, Komarraju Venkata Laxmana Rao

Unit -IV

Freedom Movement in Andhra: Vandemataram Movement-Home Rule Movement-Non-
Cooperation Movement-Alluri Seetarama Raju & Rampa Rebellion (1922-24)-Civil Disobedience
Movement-Quit India Movement

Unit-V

Andhra Maha Sabha-Sri Bagh Pact-Martyrdom of Potti Sriramulu-Formation of Andhra State
(1953)- SRC (State Reorganisation Commission)-Gentlemen Agreement-Formation of Andhra
Pradesh (1956)

Curricular Activities:

- Teach the latest Socio-economic and political Developments
- Inculcate the Andhra Culture among the students
- Collection of Photos of Famous personalities in Andhra
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures
- Historical Tours and attend the Conferences/Symposiums
- Prepare the Charts
- Preparation of Videos/Charts
- Prepare the Synapses
- Visit to the Museums
- Exhibitions on Famous personalities in Andhra Pradesh
- Participate in AP History Congress

References:

1. P.Raghunadha Rao., History and Culture of Andhra Pradesh from earliest Times to 2019, Sterling Publications, 2021.
2. V.Ramakrishna (Ed)., Comprehensive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
3. Prasada Rao., Comprehensive History of Modern Andhra Pradesh, Emesco, Vijayawada.
4. Sarojini Regani., Highlights of the Freedom Movement in Andhra Pradesh, Ministry Cultural Affairs, Govt. of Andhra Pradesh, 1972.
5. K.V.Narayanarao., the Emergence of Andhra Pradesh, Popular Prakasan, 1973.
6. M. Venkatarangaiya(ed)., The Freedom Struggle in Andhra Pradesh (All Volumes).
7. Komarraju Venkata Lakshmana Rao., History and Culture of the Andhras, 2008.
8. M. Venkatarangaiya., Freedom Struggle in Andhra, 4 Vols
9. Kesava Narayana.B., Political and Social Factors in Modern Andhra
10. V.Ramakrishna., Social Reform Movement in Andhra

SEMESTER-IV

COURSE 10: HISTORY OF CONTEMPORARY WORLD (C.1945 -1991 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Analyze the Cold War and conflict between Capitalism and Communalism
- Assess the formation of various World Organizations
- Learn about the Decolonization of many countries in Asia and Africa
- Understand the necessity and significance of regional organizations of the world
- Describe the collapse of Russia and Its consequences.

Learning Outcomes:

- ✓ Learn about the Course of Cold War and ideological conflicts between the Capitalism and Communalism.
- ✓ To Know the various World Organizations and its Achievements
- ✓ Understanding the Decolonization in Asia and Africa, and the birth of Regional Languages.
- ✓ Knowing the collapse of USSR and Its Impact on the World.

Unit-I

World after World Wars-The Emergence of the Bipolar World-Political Hegemony of USA and USSR-Mao Zedong

Unit-II

Warsaw Pact-NATO-SEATO-CENTO-Korean War-Proxy War in Vietnam

Unit-III

The Suez Crisis-The Cuban Missile Crisis-Non-Aligned Movement (NAM)-Bandung Conference-Birth of Internet

Unit-IV

Regional Organization of the World: Aims and Objectives of SAARC, ASEAN, OPEC-Iranian Revolution-US Civil Rights Movement

Unit-V

Mikhail Gorbachev Reforms-Reunification of Germany-Fall of Soviet Union-New Economic Reforms: Liberalization, Privatization and Globalization

Curricular Activities:

- Collection of Photos of Famous personalities in the World
- Observe the World Map and identify the countries
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and Books
- Guest and Invited Lectures
- Historical Tours and attend the Conferences/Symposiums
- Prepare the Charts
- Preparation of Videos/Charts
- Prepare the Synapses
- Visit to the Museums
- Exhibitions
- Participate in Regional to World History Congress

References:

1. Peter Calvocoressi., World Politics Since 1945
2. Arjun Dev., Contemporary World History
3. B.V. Rao., World History: From Early Times to 2000 CE
4. V.D. Mahajan., Modern World History
5. S.R. Sarma., International Relations: from 1919 CE to Present
6. Norman Lowe., Mastering Modern World History
7. John. L. Gaddis.,The Cold War: A New History
8. Paul Kennedy., The Rise and Fall of the Great Powers.
9. Rhiannon Vickers., The Cold War and the Politics of History.
10. K.L. Khurana., Modern World: A History of the World from 1500 to the Present.

SEMESTER-V

COURSE 11: HISTORY OF CONTEMPORARY ANDHRA PRADESH (C.1956-2014 CE)

Theory

Credits: 4

4 hrs/week

Objectives:

Students after successful completion of the course will be able to

- Learn about the Political Developments of Andhra 1956 to 2014 CE
- Analyze the Reforms and Policies of different Governments of Andhra Pradesh
- Understand the Socio, Cultural and Ideological Movements of Andhra Pradesh
- Describe the Education, Technological Developments of Andhra Pradesh.

Learning outcomes:

- ✓ 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.

Unit-I

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

Unit-II

Reforms: Famines & Droughts- Reforms of Nandamuri Taraka Rama Rao- Reforms of Nara Chandra Babu Naidu-Reforms of Dr.YS.Raja Sekhara Reddy.

Unit-III

Socio-Cultural Conditions: Social Problems: Poverty and Unemployment-Leftist, Marxist and Dalit Movements-Growth of Telugu Cinema

Unit-IV

Educational and IT Reforms: Andhra Pradesh as Educational Hub-Technical and Medical Developments-Emergence of IT Sector.

Unit-V

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

Curricular Activities:

- Collection of Photos of Famous personalities
- Observe the Andhra Map and identify the Districts and their importance
- Use PPTs for effective Teaching/ Research-based assignments
- Collection of Newspaper Clippings/ Historical Tours
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations/ Collection of Articles and books
- Guest and Invited Lectures/ attend the Conferences/Symposiums
- Prepare the Charts/ Synapses/ Visit Industrial and IT hubs
- Visit to the Museums/ Exhibitions/Debates on the AP Bifurcation Act of 2014
- Participate in Andhra Pradesh History Congress
- Inculcate the Andhra culture among the students.
- Students can display the charts on the Growth of Science and Technology.

Reference Books:

1. P.Raghunadha Rao., History of Modern Andhra, Sterling Publications, Reprint 2012.
2. Jairam Ramesh., Old History, New Geography: Bifurcating Andhra Pradesh, Rupa Publications, 2016.
3. V.Ramakrishna (Ed)., Compressive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
4. <https://www.aplegislature.org/documents/12524/17895/APRegACT2014.pdf/8505fe86-f67b-41a7-ac8f-571f58090586>
5. https://apindustries.gov.in/incentives/Data/APIIndustrial_Policy_Brochure.pdf
6. Prasada Rao, Compressive History of Modern Andhra Pradesh, Emesco, Vijayawada.
7. K.V.Narayanarao., the Emergence of Andhra Pradesh, Popular Prakasan, 1973.
8. Kesava Narayana.B., Political and Social Factors in Modern Andhra
9. Andhra Pradesh Samagra Dharshini/ Online Sources

SEMESTER-V

COURSE 12 A: TOURISM AND HOSPITALITY MANAGEMENT

Theory

Credits: 4

4 hrs/week

Objectives:

Students after successful completion of the course will be able to

- Discuss the Tourism and its importance
- Describe the Tour Guide and his role in Tourism sector
- Analyse the Types of tourism and Hospitality
- Understand the Nature of Hospitality and Management

Learning Outcomes:

- ✓ Know the basics of tourism and hospitality services.
- ✓ Acquire Tour Guiding, Operating and Soft Skills
- ✓ Inculcate interpersonal and ability skills in the students
- ✓ Understands the spirit of teamwork and different types of services
- ✓ Develop their skills, leadership abilities, and entrepreneurial spirit.

Syllabus:

Unit-I

Definitions of Tourism-Nature and Scope-History of Tourism-Domestic and International Tourism-Tourists and Excursionists-Causes for Rapid Growth of Tourism

Unit-II

Types of Tour Guides-Duties and Responsibilities of Tour Guide-Accommodation to the Tourists-NITHM (National Institute of Tourism and Hospitality Management)-NITTM

Unit-III

Tour VISA and Passport-Conducting Various Types of Tours-Travel Agency and Tour Operators-Tourism and National Economy

Unit-IV

What is Hospitality & Management-Characteristics of Hospitality Industry-Types of Hospitality Jobs and their Duties: Hotel Manager, Hotel Receptionist, Restaurant Manager, Catering Assistant, and Executive Chef

Unit-V

Types of Hotels in India- Facilities in Hotels-Food and Beverage Management-Multi-Cuisines-Catering Services-Front office and Housekeeping operations-Hygiene and Sanitation-Room Service

Curricular Activities:

- Students must visit local hotels, restaurants, tourism offices, catering offices etc
- Periodical Interactions with Tourist Guides and HR Managers
- Use PPTs for effective Teaching
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations
- Collection of Articles and books
- Guest and Invited Lectures
- Tours and attend the Conferences/Symposiums
- Preparation of Videos/Charts/ Synapses
- Exhibitions on Cosines
- Students can display the charts on the growth of Tourism and Hospitality Management.
- Research-based assignments
- Various practical aspects related to hospitality industry.
- Conduct practical competitions such as flower arrangements, cooking, catering, public speaking and many more related to hospitality services to encourage the students

References:

1. Philip Kotler, Bowens and James Makens., Marketing for Tourism and Hospitality, Pearson Pub, New Delhi, 2010.
2. Amitabh Devendra., Soft Skills for Hospitality, 2015
3. Sandeep Munjal, Sudhanshu Bhushan (Ed).,The Indian Hospitality Industry: Dynamics and Future Trends, CRC Press, 2017.
4. Jata Shankar Tewari., Hotel Front Office: Operation and Management, Oxford Higher Edn, 2016.
5. Anukrati Sharma, Azizul Hassan, James Kennell, Priya Krishna Mohanty., Tourism and Hospitality in Asia: Crisis, Resilience and Recovery, Springer Nature Singapore, 2023.
6. nitahm.ac.in
7. Pran Nath Seth., Successful Tourism Management, Vol.I& II, Sterling Publications, New Delhi, 2006.
8. Vishnu Prakash & Govindu Surendra, Tourism Guidance (Ed), CCE., Govt.of AP,2022
9. A.K.Bhatia., Tourism Management & Marketing, Aph Publishing Corporations, 1997.
10. P.N.Seth., Successful Tourism Development, Vol.1, Sterling Publications, New Delhi, 2006.

11. Jaganmohan Negi., Travel Agency and Tour Operations, Kanishka Publishers, New Delhi, 2006.
12. Mohinder Chand, Travel Agency and Tour Operations: An Introductory Text, Anmol Publications Pvt. Limited, New Delhi, 2009.
13. Dennis L. Foster., Introduction to Travel Agency Management
14. K.L. Pond., The Professional Guide: Dynamics of Tour Guiding, 1993
15. Abdullah Tarinc, Ceyhun Caglar Kilinc, Gulsun Yildirim, Ozlem Ozbek., Cases on Tour Guide Practices for Alternative Tourism, IGI Global, 2020.
16. Mark Anthony Camilleri., Tourism Planning and Destination Marketing, Emerald Publishing Limited, 2018.
17. www.tourism.gov.in
18. Web Sources

SEMESTER-V

COURSE 12 B: MUSEUM STUDIES

Theory

Credits: 4

4 hrs/week

Objectives:

- To know the origin and evolution of museums in India
- To know how to develop and encourage the Indian culture through museum management
- To get preservation and conservation methods through museums
- To provide Indian culture to citizens through museums.

Learning Out comes:

Students after successful completion of the course will be able to

- ✓ Gain Awareness about the History, Context and Concepts of Museums
- ✓ Understand Curatorial Responsibility and Ethics of Collection
- ✓ Document and Classify Museum Objects and Acquire Skills to Manage and Demonstrate them in Museum
- ✓ Analyze the Changing Dynamics between Museums and Culture and Job opportunities in this Field

Unit: I

Origin, Meaning, Definition and Purpose of Museum studies – Changing the Role and Social Relevance of Museums – History and Development of Museums in India.

Unit: II

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

Unit: III

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

Unit: IV

Items exhibited in general – Importance and Purpose of Exhibition-Types of Exhibitions-Museum Exhibition Skills-Exhibition Planning- Exhibition and Exhibition Design – Evaluation of Exhibition.

Unit: V

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.

Curricular Activities:

- Students must visit local Museums and write a project Report Periodical Interactions with Museum Management/Curator
- Use PPTs and Photos for effective Teaching Collection of Newspaper Clippings/ Rare Photos Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations/Exhibitions
- Collection of Articles and Books
- Guest and Invited Lectures
- Historical Tours
- Visit to the State Museum
- Attend the Conferences/Symposiums/Workshops
- Prepare the Charts on Museum objects
- Preparation of Rare Collection of Videos
- Research-based assignments

References:

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

SEMESTER-V

COURSE 13 A: CULTURAL TOURISM IN ANDHRA PRADESH

Theory

Credits: 4

4 hrs/week

Learning Objectives:

By the end of the course, students will be able to:

- Understand the basic concepts, Nature, and Scope of Cultural Tourism
- Identify and classify the different types of tourism in Andhra Pradesh.
- Gain knowledge on heritage sites and its Importance.
- Explore key heritage sites and understand their Historical, Cultural, and Tourism potential.

Learning Outcomes:

- ✓ Define tourism and explain its nature, characteristics, and its relevance
- ✓ Differentiate various forms of tourism in the Andhra context.
- ✓ Evaluate the role of institutions like the ASI and APTDC in preserving and promoting tourism.
- ✓ Identify and explain the significance of major heritage sites in Andhra Pradesh.
- ✓ Demonstrate practical understanding through field visits of the students

Unit-I

Tourism Definitions- Nature and Scope of Tourism-History of Tourism in Andhra Pradesh- Importance of Tourism-Income Generation through Tourism

Unit-II

Types of Tourism: Historical Tourism, Pilgrimage Tourism, Recreational Tourism, Sports and Adventure Tourism- Environmental Tourism-Museum Tourism in AP

Unit-III

Popular Tourist Destinations in Andhra Pradesh: Religious Sites-Natural Landscapes- Archaeological, Historical and Cultural Sites-Beaches, Boating and Parks

Unit-IV

Andhra Pradesh Tourism Policy-2020-25-Tourism Circuits in AP- Tourism Packages- Role of ASI (Archeological Survey of India) in Tourism

Unit-V

Andhra Pradesh Tourism Development Corporation (APTDC)-Andhra Cuisine-Accommodation: Haritha Resorts and Hotels

Curricular Activities:

- Identify the famous tourist places in Andhra Pradesh.
- Tour is mandatory for getting practical experience
- 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
- Visits to APTDC, Agencies, and Tour Travelers
- Prepare Videos/Documentaries on Tourism Places.
- Use PPTs and Photos for effective Teaching
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Project Work/Demonstrations/Exhibitions
- Guest and Invited Lectures
- Attend and Organize the Conferences/Symposiums

Reference Books:

1. Jitendra Mohan Mishra, Tourism Principles and Practices, OUP, 2012
2. Tourism.ap.gov.in
3. Aptemples.ap.gov.in
4. <https://www.advantageap.in/wp-content/uploads/2023/02/AP-TourismPolicy-2020-2025.pdf>
5. APTDC Publications -Official guides and reports on Andhra Pradesh tourism.
6. Ashworth, G. J., Marketing in Tourism Industry
7. Bhatia, A. K., Tourism Development: Principles and Practices
8. Khan, Nafees A., Development Tourism in India
9. Krishna K. Karama., Basics of Tourism
10. Marrison, A. M., Hospitality and Travel Marketing
11. Ranga, Mukesh., Tourism Potential in India
12. Sarkar, H., Museums and Protection of Monuments and Antiquities in India
13. Vijaya lakshmi, K. S., History of Tourism
14. <https://cms.aptdc.in/fetch?payload=1d5ea735-ea9c-4826-8c2b-eb8497099a9d.pdf>

15. <https://aptourism.gov.in/mediadata/documents/61170c3b0fe3613982afab1600627a35d60ebba2d.pdf>
16. Indira., Tourism in Andhra Pradesh: Growth and Developments 1956-2007, Research India Press, 2014.
17. Gunna, C.A., Tourism Planning Basics, London, 2002.
18. Sharma, K.K., Planning for Tourism, New Delhi, 2000
19. Hawkings and Middletor, V.T.C., Sustainable Tourism, Oxford University, 1998.
20. Thyagaraju, M., Tourism Guidance, Mumbai, 2021
21. Surendra, G (Ed), Tourism Guidance, CCE Publication, Govt. of A.P., 2022.
22. Manoj Dixit, Tourism Products, New Royal Book Co, Lucknow. 2002.
23. https://www.youtube.com/watch?v=QTQE893D1g&list=PLbD1jXjL6WVYFsM_sv9WNp8Ox2MOEtEvy

SEMESTER-V

COURSE 13 B: INTRODUCTION TO ARCHAEOLOGY

Theory

Credits: 4

4 hrs/week

Objectives:

- To Defining and describing the significance of Archaeology
- To Understanding and evaluating various branches of Archaeology
- To Identify and apply the methods of Archaeological exploration and excavation
- To Analyze and assess the historical and Institution development of Archaeology
- Locate and explain the significance of Archaeological sites in India
- To study and development of Indian Archaeology after the Independence

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

Unit- I

Definition, Nature, Aim and Scope of Archaeology-Pre and Proto History- Archaeology as a Sources of Cultural Studies - The study of Epigraphy and Numismatics- Its relation with other disciplines.

Unit-II

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

Unit -III

Indian Archaeology- Colonial and Oriental Studies in Indian Archaeology-Archaeological studies in Universities and State Department of Archaeology and other Institutions: Archaeologists in India - William Jones, James Princep, Alexander Cunningham, Robert Bruce Foote - Curzon, John Marshall, Mortimer Wheeler, H.D. Sankalia- Archaeological Survey of India

Unit – IV

Exploration and Excavation methods – Vertical, Horizontal, Quadrant Method, Stratigraphy: Recording Method: Documentation, Photography, Plan and Section Drawing, 3D Method, Aerial Survey, Drone System – Dating methods: Relative Dating and Scientific Dating.

Unit -V

Indus Valley Sites: Excavations at Mohenjo-Daro, Harappa, Lothal and Dholavira-Megalithic and Early Historic Sites: Adichanallur, Suttukeni, Hallur, Rock art shelters Keeladi, Hill forts, Rockart shelters, Group of monuments at Hampi.

References:

1. Agrawal, D.P., The Archaeology of India, London, 1982.
2. Allchin, B., and R. Allchin, The Rise of Civilization in India and Pakistan, Cambridge, 1982
3. Chakrabarti, Dilip.K., India : An Archaeological History, New Delhi, 1999.
4. Chakrabarti, Dilip.K., A History of Indian Archaeology: From the beginning to 1947, New Delhi, 1988.
5. Daniel, Glyn E., the Origins and Growth of Archaeology, London, 1967.
6. Dhavalikar, M.K., First Farmers of the Deccan, Pune, 1990
7. Ghosh, A., (ed.), An Encyclopedia of Indian Archaeology, Vol.II, New Delhi, 1988.
8. Govindu Surendra, Principles and Methods of Archaeology, AG Publications House, Noida. 2023
9. Gururaja Rao, B.K., Megalithic Culture in South India, Mysore, 1972
10. Rajan, K., Archaeology: Principles and Methods, Tanjavur, 2002
11. Roy, Surendranath., The Story of Indian Archaeology, New Delhi, 1961
12. Singh, Upinder, The Discovery of Ancient India, Early Archaeologists and the Beginnings of Archaeology, New Delhi, 2004 Wooley, CL., Digging the Past, London, 1954

Curricular Activities:

- Collection of Archaeological remains, figures, photos, and books
- Field visits to archaeological and historical sites, museums, and monuments for observations, etc.
- Interaction with Archaeologists, Usage of Archaeology Scientific Equipment
- Awareness about photography and identify the famous Archaeological sites in India and AP. Invited Lectures: Presentations on Related Topics by Experts
- Use PPTs and Photos for effective Teaching and Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Guest and Invited Lectures
- Historical Tours and attend the Conferences/Symposiums
- Training of Students in Archaeological Sites, Excavation, Exploration, C-14,
- Preservation Techniques, Usage of Technology, etc.
- Research-based assignments based on field work

SEMESTER-VI

COURSE 14 A: INDIA AFTER INDEPENDENCE (1947-1991)

Theory

Credits: 4

4 hrs/week

Objectives:

Students after successful completion of the course will be able to

- Understand the Socio-Political and Economic conditions of India on the eve of independence.
- Examine the Visionary Leadership and contributions of key Architects of Modern India.
- Analyze India's Foreign Policy approach and its role in promoting global peace and cooperation.
- Evaluate the rise of regional and Sub-National Movements and their implications on Indian unity and governance.
- Assess India's progress in Education, Economy, Infrastructure, and Cultural Development Post-Independence.

Learning Outcomes:

- ✓ 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 challenges of contemporary India.

Unit-I

Problems of Partition-Making of Indian Constitution- First General Elections-Major Political Developments-Formation of Linguistic States

Unit-II

Green Revolution and Agricultural Developments-Land Reforms-New Economic Reforms 1991: Role of PV Narasimha Rao- National Emergency

Unit-III

Major Developments in Education, Science, Technology and Medicine, IT Sectors (1947 to 1991)- ISRO & DRDO Achievements

Unit-IV

India's Foreign Policy: Panchsheel-Non-Aligned Movement (NAM)-SAARC-Indo-China War, Indo-Pak War and Its Impact-Pokhran-I &II

Unit-V

Challenges of Contemporary India: Terrorism-Regionalism, Naxalism- Corruption, Basic Needs- Un-employment, Pollution and Poverty, Population, Social Justice, Women Safety- Social Media and its Impact

Curricular Activities:

- Latest Developments must teach in the class room by teacher
- Invited/Guest Lectures: Presentations on Related Topics by Experts
- Use PPTs and Photos for effective Teaching
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Historical Tours and attend the Conferences/Symposiums
- Training of Students in Usage of Technology like Chat GPT and Artificial Intelligence tools
- Visit to the Industrial and IT hubs
- Conduct the exhibitions
- Students can display the charts on the growth of science and technology in India.
- Research-based assignments
- Rare collection of books and photos
- Participate in Andhra Pradesh, South Indian and Indian History Congresses.

Reference Books:

1. Bipan Chandra., India Since Independence, Penguin Books Limited, 2008
2. Wendy Singer., Independent India 1947-2000, Taylor and Francis, 2018
3. Bipan Chandra., Aditya Mukherjee, Mridula Mukharjee., India after Independence, Penguin Books Limited, 1999.
4. Paul R.Brass., The politics of India since Independence, Cambridge University Press, 1994.
5. Dietmar Rothermund., Contemporary India, Political, Economic and Social Developments Since 1947, Pearson Education, 2013.
6. Baljith Singh., Revising Nehru in Contemporary India, KW, 2020.
7. Newspapers/Journals/Books
7. Online/offline Sources

SEMESTER-VI

COURSE 14 B: MAKERS OF MODERN INDIA

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Discuss the famous personalities in Modern India
- Asses the Modern visionaries and their contribution to the Nation
- Evaluate the Great National Historians and their service to the Nation
- Examine the Andhra Pradesh Great Personalities and their contribution to the different fields.

Learning Objectives:

- ✓ Lean into some of the political stalwarts and their vision of modern India.
- ✓ Analyzing the Contribution of Scientists and great historians who served for Nation.
- ✓ Learn the Andhra Pradesh Great Personalities, who contributed their services to society.
- ✓ Know some of the extraordinary talent persons in their respective fields.
- ✓ Understand some of the makers and their contributions to the culture and service fields.

Unit-I

Modern Visionaries: M.K.Ghandhi, Jawahar Lal Nehru, Dr. B.R. Ambedkar, Moulana Abul Kalalm Azad- Sardar Patel

Unit-II

Contribution of the Giant Scientists to the Modern Society: Sir C.V. Raman, Har Gobind Khorana- Homi J.Baba- A.P.J.Abdul Kalam-Vikram Sarabai

Unit-III

Contribution of Different Schools of Historians: R.S. Sharma- Romila Thapar-D.D. Kosambi- Irfan Habib-Bipan Chandra, Rama Chandra Guha.

Unit-IV

Yelavarthy Nayudamma-Yellapragada Subba Rao-Mangalam Palli Bala Murali Krishna-Yamini Krishna Murthy

Unit-V

Pingali Venkaiah- Duvvuri Subba Rao-Vedantam Lakshmi Narayana Sastry-Vempati China Satyam

Curricular Activities:

- Refer the Biographies of Individual Personalities
- Students learn to identify collections of individual writings by the Makers of Modern India.
- Research-based assignments
- Personal Interviews
- Debates on the contribution of the makers of modern India
- Collection of books and photos of the makers of modern India.
- Invited Lectures: Presentations on Related Topics by Experts
- Use PPTs and Photos for effective Teaching
- Collection of Newspaper Clippings
- Assignments/Seminars/Group Discussions/Quiz/Unit Tests
- Historical Tours and attend the Conferences/Symposiums
- Training of Students in Usage of Technology like Chat GPT and Artificial Intelligence tools

Reference Books:

1. Ramachandra Guha., Makers of Modern Asia, Harvard University Press, 2014
2. Ramachandra Guha., India after Gandhi: The History of the World' Largest Democracy, Pan MacMillan, 2017
3. Ramachandra Guha., Makers of Modern India, Harvard University Press, 2013
4. Prof. Jyoti Singh., the Great Indian Scientist, Nitya Publications, 2022
5. Jog Jith Singh., Some Eminent Indian Scientists, Govt of India, 2001
6. Refer the Biographies/Auto Biographies and their writings of the above mentioned personalities.
7. News Papers/Videos/ Radio Talks/Interviews
8. Online/ Web Resources

SEMESTER-VI

COURSE 15 A: HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA

Theory

Credits: 4

4 hrs/week

Objectives:

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

- Know the origins of Science and Technology of Modern India
- Get exposure to the students regarding the Scientific Temperament of Ancient India
- Appreciate to achievements of Science and Technology of Modern India
- Learn about the Achievements of Science, Technology and Medicine of Contemporary India

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.

Unit-I

Meaning of Science, Technology and Medicine- Origin and Development- Importance of the Study of History of Science, Technology and Medicine

Unit-II

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

Unit-III

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

Unit-IV

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

Unit-V

Science and Technology in Contemporary India: Science, Technology and Innovation Policy of 2013- Internet and Mobile Revolution- E- Commerce-Covid-19 and it's Vaccines- Impact of Science and Technology on Society.

Curricular Activities:

- Inculcate the scientific temper among the students.
- Visit to the nearby Institutes
- 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.

References:

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

SEMESTER-VI

COURSE 15 B: INDIAN KNOWLEDGE SYSTEMS

Theory

Credits: 4

4 hrs/week

Objectives:

Students after successful completion of the course will be able to

- Know the concept of Knowledge System
- Trace the Genesis of Indian Knowledge System and Its Approaches
- Learn and appreciate the need of Language and their history
- Inculcate Indian Scientific Knowledge systems to among the students

Learning outcomes:

- ✓ Students will understand India's rich knowledge system.
- ✓ Know the concept and contribution of knowledge and 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.

Unit-I

Definition of Knowledge-Scope and Importance-Indian Traditions-Arthasastra-Indian Astronomy-YOGA and Meditation

Unit-II

Indian Knowledge System Approaches: Vedic Philosophy-Jain and Buddhist Philosophy- Islamic, Sufi and Christian Philosophies

Unit-III

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

Unit-IV

Indian Scientific Knowledge: Understanding of Ayurveda, Mathematics, Science, Medicine and Technology.

Unit-V

Town Planning-Art and Architecture-Indian Dance and Music-Governance.

Suggested 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 newspaper 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, and Industries, etc.
- Book Reviews/Seminars Presentations on Indian Knowledge Systems
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses

References:

1. Kapil Kapoor, Avadhesh K. Singh., Indian Knowledge Systems, Indian Institute of Advanced Studies, 2005.
2. Debashis Chatterjee, Deepa Sethi, Surya Prakash Pati., Globalising Indian Thought: Insights from Indian Knowledge Systems, Sage Publications, 2021.
3. Yih-Ren Lin, Huei-Min Tsai, Mucahid Mustafa Bayrak., Indigenous Resilience and Indigenous Knowledge Systems in the Context of Climate Change, MDPIAG, 2021.
4. Lokesh Chandra., (Ed), & Raghu Veera (Author)., Development of Indian languages, International Academy of Indian Culture and Aditya Prakashan, 2021
5. A.P.J.Abdul Kalam., The Scientific Indian: A Twenty-First Century Guide to the World Around us, Penguin Books Ltd, 2010.
6. S.Radh Krishnan., Indian Philosophy, Vol-I, Oxford University Press, 2008
7. Rajendra Singh Paroda., Reorienting Indian Agricultural System: Challenges and Opportunities, CABI Publishers, 2018
8. Thanu Padmanabhan., Astronomy in India: A Historical Prospective, Springer India, 2014
9. Online Sources