

DR. V. S. Krishna Govt. Degree & P.G. College (Autonomous)  
Visakhapatnam



DEPARTMENT OF HISTORY

**BOARD OF STUDIES**

**2020-2021**

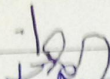
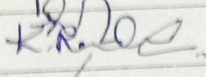


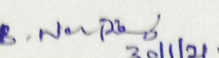

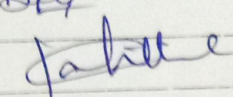
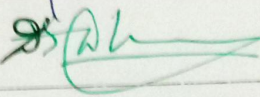



**Dr.V.S.Krishna Govt. Degree College (Autonomous), Visakhapatnam**  
**Resolutions/Minutes of the 6<sup>th</sup> Board of Studies - January 2021**

Subject: History.

Department:

In pursuance of conferment of Autonomous status to Dr.V.S.Krishna Govt. Degree College(A), Visakhapatnam by the UGC vide letter No.F22-1/2011(AC) dated 20.07.2011 from Dr. Manju Singh, Joint Secretary, UGC, New Delhi and Proceedings No. C-II (CDC) /Dr.VSK.Govt.College/BOS/2020 dt.19.03.2020 of The Vice-Chancellor, Andhra University, Visakhapatnam, the 6<sup>th</sup> Board of Studies in HISTORY Subject is conducted on 28/01/2021 at 11:30 AM with the following members. The Changes will be implemented from 2020-21 academic year onwards.

MEMBER	NAME & DESIGNATION	SIGNATURE
Head of the Department (Chairman)	Dr.K.SOMASEKHAR HOD	
Faculty Members	K. Ramalakeshmi Lee in History	
Subject Expert (University Nominee)	Dr. P. D. Satya Pal Kumar Professor	
Subject Experts (from outside the parent university)	V. Nadasimha Swamy Lee in History	
	B. Nagaraju Lee in History	
Representative Member From Industry / Corporate / Allied Area relating to placement		
Member from Alumni	Dr B. Kumari Lecturer in Economics	
Coordinator, IQAC	Dr Ch. Lalitha	
Coordinator, Academic Council	Dr D. Snavana Kumar	
Chairperson, Academic Council	Dr V. CHANDRA SEKHAR	

**DR. V. S. Krishna Govt. Degree & P.G. College (Autonomous)  
Visakhapatnam**



**DEPARTMENT OF HISTORY**

SEMESTER WISE SLLABI,  
MODEL QUESTION PAPERS  
UNDER AUTONOMOUS PATTERN WITH  
EFFECT FROM 2020-2021

**CHOICE BASED CREDIT SYSTEM**

**DR. V. S. Krishna Govt. Degree & P.G. College (Autonomous)**  
**VISAKHAPATNAM**

**DEPARTMENT OF HISTORY**

(Structure of B.A History syllabus under C.B.C.S)

<b>SEMESTER</b>	<b>PAPER</b>	<b>TITLE</b>
Semester - I	I	Ancient Indian History & Culture (From Indus Valley Civilization to 13 <sup>th</sup> Cen A.D)
Semester - II	II	Medieval Indian History & Culture (From 1206 A.D. to 1764)
Semester - III	III	Modern Indian History & Culture (From 1764 to 1947 A.D)
Semester - IV	IV	History & Culture of Andhra (From 1512 to 1956 A.D)
	V	History of Modern World (From 15 <sup>th</sup> Century A.D to 1945 A.D)

## **PROGRAMME: THREE – YEAR B.A.**

(With History, Economics and Political Science Disciplines)

### **Department of History**

#### **DR. V.S. KRISHNA GOVT. DEGREE AND PG COLLEGE (AUTONOMOUS)**

#### **Purpose of Introduction of the subject History to the Arts Students:**

History is considered as mother of social sciences. History provides source for the development of all sciences including natural, physical and health. History teaches lessons to all the generations. History shall be considered as a bridge between past and present. The term history denotes itself the story of the past which is useful to construct the modern society on the ruins of the past events. The students shall have an awareness on the culture, heritage and socio economic position of the past societies. Richness of the culture Art and the strong constructions made by our fore fathers shall be known by our students. Ancient constructions are so strong and the Art of the engineers of those days could not be under estimated as present builders cannot be compared with the engineers of the past times. Similarly history is depository of Ayurveda by which lacks of people have been recovered from their chronic illness. Cheraka, Dhanvantari, Susruta and others are the famous doctors who have provided the knowledge of plastic surgery and to manufacture the medicines which are useful to control the epidemic diseases. Art of ship building which was being used for the purpose of trade may provide knowledge regarding the commercial activities of those days to the present students. Construction of secular building and religious buildings are monumental which drag the present students towards the after construction of those days. Hence history is nothing but a universal science through which all kinds of knowledge shall be imparted to our students.

#### **OBJECTIVES OF THE STUDY:**

Why history shall be studied? Present day governments and societies are under estimating the greatness of history. The government went on to say that there is no use of history. The history cannot help the students to earn their livelihood. But this is a wrong conception on the part of the governments. History makes students to gain variety of

knowledge to have a broad outlook on the socio, economic, political, religious and philosophy etc. On the basis of above statements following objectives have been fixed to know the importance of history.

1. Students are to expose the social aspects of the past.
2. Students are to make to understand the importance of the religions like Hindu, Buddhism, Jainism, Christianity and Islam.
3. Students are convinced that the safety and security of India lies in the unity in diversity.
4. The students can compare the art of construction of the past and present.
5. The cultural sanctity shall be known by the students which has been passed from generation to generation without any interruption. The culture includes music, dance, literature and different kinds of ballads, folk songs, folk literature, Puranas, Itihasas may make the students to attract the greatness of Indian civilization.
6. The students shall have the knowledge of medicine, chemistry, physics and polity of ancient society which have been regarded as the source of contemporary developments.
7. On the basis of above objectives it has been recommended for the introduction of history in all the professional colleges including engineer, medicine and IIM.

## **I Year B.A. Programme (UG) Courses**

### **Semester – I, Paper – I**

#### **ANCIENT INDIAN HISTORY & CULTURE (from Indus Valley Civilization to 13<sup>th</sup> Cen A.D)**

#### **INTENTION OF THE INTRODUCTION OF THE ANCIENT INDIAN HISTORY TO THE B.A. STUDENTS:**

Ancient Indian History is a wonderful story of the Indians. The Indus valley civilization provides the knowledge of city construction in a beautiful manner. The Aryan civilization is a source of growth and development of different professions and different branches of knowledge makes the people to lead a comfortable life. Sreni system which is a source of origin of banks, trading activities carried out by different rulers which are source of growth and development of commerce shall be known by the students of the present day. Growth and origin of Hinduism and the philosophical thinking of the religion, the origin of Buddhism and Jainism and the prevalence of different Gods from 3<sup>rd</sup> century BC is wonderful knowledge to be gained by the modern students. The administration particularly the local self governments which provide a source of present day Panchayat Raj system enshrined by the Constitution of India. Humanity, cooperation, coordination, sympathetic attitude, love and affection, alms and charity are the main principles enshrined by the ancient society through which the students can become good citizens to lead happy and peaceful society.

The ancient Indian History contains vast knowledge regarding the construction of secular and religious buildings, culture including dance, literature, ballots, stories of Gods (Puranas), Itihasas, Vedangas, astronomy, metallurgy, medicine and the paintings. Art and Architecture and knowledge of science makes the students skill full to earn something for their sake. Administration including various departments, taxation, local self governments would help the students to compare the past administration with the present system of governance. Social structure including position of women, customs, usages, means of entertainment, relationship between men and women, marriage system, Varna system, merits and demerits of caste system would make the students secular in thought. Economic structure like Agriculture, industrial growth, manufacturing of goods, exports and imports, minting of coins would provide knowledge about the

economy to the students by which they can build new economic society on the ruins of past economies. Thus the ancient Indian History would make the students thought provoking by providing good knowledge.

### **Unit I – Ancient Indian Civilizations (from Circa 3000 BC to 6<sup>th</sup> BC):**

This Unit provides useful knowledge to the students. Students shall know about the constructions particularly the city construction, drainage system, relationship between men and women and the existence of Gods inform of Ammathalli and Pasupathi during Indus Valley Civilization. Similarly Vedic society was formed by Vedas. Importance of Yaznas and Yagas, worshipping of the forces of nature, agrarian policy adopted by Aryans would be known by the students who can have an opportunity to compare and contrast the Indus and Aryan civilization.

#### **Objectives of the Unit:**

1. To lay emphasis on the importance of the first civilization in India.
2. To focus on the economic and agricultural activities initiated by Indus people.
3. To bring out the importance of Vedas and the society, religion, economic and agricultural conditions sprung from Vedic literature.
4. To lay emphasis on the existence of Monarchical and Republican states during the period of Rugveda.
5. To focus on the liberty, enjoyed by women during Vedic period.

**Contents of the Unit:** Indus Valley Civilization – Salient Features, Vedic Age – Society, Polity, Economy, Culture during early and later Vedic period.

#### **Outcome of the Unit:**

This unit provides good knowledge to the students on the civilizations and the socio, economic, religious, culture etc. The students may have an opportunity to know India which has been shaped by Indus and Vedic civilization. Present day society receives impetus from the civilizations. The economic, social, religious sources of ancient society made India so strong and provide cultural unity among the Indians of present day. Thus past India helps present India to become a leading country in the



modern world through the diplomacy which was adopted by the Mouryans. The same kind of diplomacy and foreign policy has been passed through the generations to come.

## **Unit – II Ancient Indian History & Culture (6<sup>th</sup> Century BC to 2<sup>nd</sup> Century AD):**

This Unit draws attention of the students towards the religious movements Mouryan administration and contribution of Kanishka to the Indian polity and society. The Mouryans were the first to establish vast empire. Present system of administration received impetus only from early Mouryan administration. The taxation, agrarian policy and cultural development of Mouryans have provided sources to the successors of Mouryans. Kanishka has intermingled the India and central Asian administration and established new system of administration. He has patronized the Sanskrit literature and adopted Mahayana Buddhism. Students would have a great opportunity to learn something from early ancient administration on which present day administration set up would be reorganized suitable to the public welfare.

### **Objectives of the Unit:**

1. Students are exposed to the new religious movements launched by Lord Buddha and Mahaveera.
2. Students would have an opportunity to understand the administrative set up made by the Mauryans.
3. Students are made to know the need of Ashoka Dhamma to provide peace and tranquility to the society of those days.
4. Students would be provided the outlook of foreign rulers like Kanishka who has converted himself as Indian Buddhist.
5. Students would be exposed to know the development of Sanskrit literature and Prakruthik writings which throw light on the contemporary developments of early centuries.

**Contents of the Unit:** Doctrines and Impact of Jainism and Buddhism, Mauryan Administration, Society, Economy & Culture, Ashoka's Dhamma; Kanishka's Contribution to Indian Culture.

### **Outcome of the Unit:**

The students acquire skills to launch the movements to change the course of the society by learning briefly about the Buddhism and Jainism. The students may acquire

skillful knowledge on the administrative units to compare the present administration. This comparison may make them to establish new kind of administration suitable to the present society. The students can appreciate the Buddhist Dharma which could provide new social order which can wipe out the evils in the society.

### **Unit III – History & Culture of South India (2<sup>nd</sup> Century BC to 8<sup>th</sup> Century AD):**

This Unit provides knowledge to the students about the growth and progress of South Indian Polity, Society and Culture. The students can get knowledge about the Tamil literature which is responsible for the growth and development of Dravidian society. The students would have an opportunity to appreciate the early South Indian Administration. The students would be exposed to understand the valour and able administration of Satavahanas.

#### **Objectives of the Unit:**

1. Students would be exposed to the Sangam literature which is the source of the origin and development of Dravidian culture.
2. Knowledge can be provided to the students regarding the import of Aryan culture to the South India to the activities of later Satavahana rulers.
3. Spread of Buddhism to South India which is a great historical aspect to be known by the students.
4. The students shall be exposed to the links between North and South India through the invasions of Satavahanas.
5. Students can appreciate the revival of Hinduism during the last two centuries of Satavahanas.

**Contents of the Unit:** Sangam Literature, Administration, Society, Economy and Culture under Satavahanas, Cultural contributions of Pallavas.

#### **Outcome of the Unit:**

This Unit provides vast knowledge on the religious activities of South India through the literature. The students would have a skillful knowledge about the South Indian culture which helps them to compare the North and Southern societies. The reasons for the fall and revival of Hinduism are the main historical aspect of those days which could be appreciated by the modern Indian students. The students know the unity and integrity of India through the spread of South Indian culture to the Magadha Empire.

#### **Unit IV – India from 3<sup>rd</sup> century AD to 8<sup>th</sup> century AD:**

This Unit provides the knowledge about the beginning of the advancement of Science and Technology, Medicine and Art and Architecture. The importance of the Unit is the attacks of Arabs over India in 8<sup>th</sup> century.

##### **Objectives of the Unit:**

1. The students shall enrich their knowledge on the administration of Guptas which can be considered the revival of Bhakthi among the people.
2. The students would have an opportunity to know something about the health science, metallurgy, engineering, Art and Architecture.
3. Students can appreciate the manufacturing of idols of Gods by using different metals and the temple construction under Guptas.
4. Students could understand the Sanskrit literature through which dramas, poems have been sprung.
5. For the first time in History paintings in form of Ajanta and Elora would attract the student's sight which makes them to become good painter and the lovers of sculpture.

**Contents of the Unit:** Administration, Society, Economy, Religion, Art, Literature and Science and Technology under Guptas – Samudragupta, Cultural contribution of Harsha: Arab Conquest of Sind and its Impact.

##### **Outcome of the Unit:**

The students can acquire skills on the development of science, Art and Architecture. Temple construction and idol making provides good thinking made by the students to appreciate the duty of the Art. The students shall have knowledge on the Indian feudalism which has contributed for the progress of trading activities with other countries. The students have knowledge on commercial activities a backbone for the development of all societies including contemporary modern societies. The students would have an opportunity to think on the religious conflicts started from the Arab attacks on India which divide the people into different sects on the basis of the religion.

#### **Unit V – History and Culture of South India (9<sup>th</sup> Century AD to 13<sup>th</sup> Century AD):**

Present Unit is the last Unit before the emergence of Muslim Rule in India. Students would be exposed to administration of Cholas and Kakateeyas.

**Objectives of the Unit:**

1. Knowledge would be provided to the students regarding the administration of Cholas and extension of their empire.
2. Cholas local administration is a source of present day local bodies strengthened by 73<sup>rd</sup> and 74<sup>th</sup> Constitutional amendments. The students can launch a comparative study on the ancient and modern local body's administration.
3. Students can understand the construction of temples and variation both under Cholas and Kakateeyas.
4. Students are exposed to the contribution of Kakateeyas for the development of Andhra region.
5. Students can think on the different religious sects like Shaivism and Vyshnavism which are of Hinduism.

**Contents of the Unit:** Local Self Government of Cholas, Administration, Society, Economy and Culture under Kakatiyas – Rudram Devi.

**Outcome of the Unit:**

The students would have a skill in the construction of temples like Bruhadeeswara temple Tanjore. Students can understand the role of women as the rulers when they study the activities of Rudrama Devi. The students can appreciate the importance of Thrikutalayas and the generosity of the rulers which lacked among the present rulers. The students can acquire skills on the different forms of Telugu and Tamil literature between 9<sup>th</sup> and 13<sup>th</sup> Century AD. The students know about the religious conflicts which has spoiled the unity and integrity among the people of those days.

**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. Nilakantha Shastri, A History of South India
7. R.C. Majumdar, K.K. Dutta & H.C. Roy Chowdhuri (ed.), Advanced History of India

8. Kumkum Roy, The Emergence of Monarchy in North India: eighth to fourth centuries BC.

**Mandatory Co-Curricular Activity:**

Map pointing is mandatory for the students to improve their skill to draw the Maps.

**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)



**Dr. V.S. Krishna Govt. Degree and PG College (A)**

**Visakhapatnam**

**Semester – 1**

**I B.A. History**

**PAPER 1: ANCIENT INDIAN HISTORY & CULTURE (from Indus Valley  
Civilization to 13<sup>th</sup> Cen A.D)**

Time: 3 hrs.

Max. Marks: 75

**Section A**

Answer all FIVE questions carry equal marks

5x2=10

ఈ క్రింద ఇవ్వబడిన అన్ని ప్రశ్నలకు లఘు వ్యాఖ్యలు వ్రాయండి.

- |                              |                         |
|------------------------------|-------------------------|
| 1. Chanhudaro                | - చంహుదారో              |
| 2. Chaturvida purushardalu   | - చతుర్విద పురుషార్థాలు |
| 3. Varahamihirudu            | - వరాహమిహిరుడు          |
| 4. Uttara meruru inscription | - ఉత్తర మేరురూ          |
| 5. Trikotalayas              | - త్రికూటాలయాలు         |

**Section B**

Write short answers to the FIVE questions out of eight given below

5x5=25

క్రింద ఇవ్వబడిన ఎనిమిది ప్రశ్నలలో ఏవేని ఐదింటికి సంక్షిప్త సమాధానాలు వ్రాయండి.

- |                                      |                               |
|--------------------------------------|-------------------------------|
| 6. Ashtanga Maragas                  | - అష్టాంగ మార్గాలు            |
| 7. Ashoka Dhamma                     | - అశోక ధర్మము                 |
| 8. Navarathnas                       | - నవరత్నాలు                   |
| 9. Mahamoksha parishath              | - మహామోక్ష పరిషత్             |
| 10. Veera shaivism                   | - వీర శైవం                    |
| 11. Village Administration of Cholas | - చోళుల గ్రామ పాలన            |
| 12. Raja Raja Chola                  | - రాజ రాజ చోళుడు              |
| 13. Literature under Kakateeyas      | - కాకతీయుల కాలం నాటి సాహిత్యం |

**Section C**

Write FIVE essays given alternatively

5x8=40

క్రింద ఇవ్వబడిన ప్రత్యామ్నాయ ప్రశ్నలలో ఏవేని ఐదింటికి వ్యాస రూప సమాధానాలు వ్రాయండి.

14. (a) What are the features of Vedic civilization?  
వేద కాలం నాటి ఆర్య నాగరికత లక్షణాలు ఏవి?  
(or)

- (b) Write a note on the rise and fall of Buddhism?  
బౌద్ధ మతం పుట్టుక మరియు పతనం పై ఒక వ్యాఖ్య వ్రాయండి.
15. (a) Analyze the services rendered by Mauryans to the society?  
సమాజానికి మౌర్యులు చేసిన సేవను విశ్లేషించండి.  
(or)
- (b) What are the causes for teaching Guptas period as Golden age?  
గుప్తుల కాలాన్ని స్వర్ణ యుగంగా పరిగణించడానికి గల కారణాలు ఏవి
16. (a) Write a note on the contribution of Pallavas to the South Indian History?  
దక్షిణ భారత దేశ చరిత్రకు పల్లవులు చేసిన సేవ పై ఒక వ్యాఖ్య వ్రాయండి  
(or)
- (b) Discuss the administrative mechanism of Cholas?  
చోళుల పరిపాలన యంత్రాంగాన్ని చర్చించండి.
17. (a) What are the effects of Arab invasion over India?  
భారత దేశం పై అరబుల దండ యాత్ర ఫలితాలు ఏవి?  
(or)
- (b) Write an essay on the Social and economic conditions of Kakateeyas?  
కాకతీయుల కాలం నాటి సాంఘిక, ఆర్థిక పరిస్థితుల పై ఒక వ్యాసం వ్రాయండి.
18. (a) Discuss the fall of Kakateeyas?  
కాకతీయ సామ్రాజ్య పతనం గురించి చర్చించండి.  
(or)
- (b) Analyze the greatness of Rudrama Devi in the History of South India?  
దక్షిణ భారత దేశ చరిత్రలో రుద్రమ దేవి గొప్పతనాన్ని వివరించండి.

**Dr. V.S. Krishna Govt. Degree and PG College (A)**

**Visakhapatnam.**

**Semester – I**

**I B.A. History**

**PAPER 1: ANCIENT INDIAN HISTORY & CULTURE (from Indus Valley**

**Civilization to 13<sup>th</sup> Cen A.D)**

**Blue Print for Paper Setter**

Time: 3 hrs.

Max. Marks: 75

Unit No.	Essay Questions (8 Marks)	Short Answer Questions (5Marks)	Very short answer questions	Marks allotted to the Unit
Unit I	01	0	01	10
Unit II	02	02	01	28
Unit III	01	02	01	20
Unit IV	02	01	01	23
Unit V	04	03	01	49
Total Marks	80	40	10	130

Total Marks including choice

Guidelines to the Paper Setter:

Paper Setter is requested to cover all the Units and also requested to give questions based on Remembrance and Understanding (80%) and Application or Creativity (20%)

Subject Expert:

Subject Expert:

Faculty Members: 1)

2)

Co-ordinator:

Chairpersons:

### **I Year B.A. Programme (UG) Courses**

#### **Semester – II, Paper – II**

#### **MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D to 1764 A.D)**

**Purpose of introducing the paper called “Medieval Indian History & Culture (1206 A.D to 1764) to the B.A. Students:**

Medieval Indian History & Culture belongs to the administration of Muslim rulers. Muslamans are new comers to India. Their culture, customs, habits are totally different from the Hinduism. Majority people of India are Hindus. Hatred and humiliation between two religions are common during Medieval India. Muslamans are fanatic and orthodox. They did not have conciliatory attitude towards Hindus. The Muslim Rulers have introduced Afghan and Persian style of administration and culture in India. The students may have an opportunity to know the Indo-Persian style of construction, Hindustani music a blend of Indo-Persian music and impact of Islam on Hinduism and vis-vis. During the days of Moghuls, Indo-Persian unity could be seen through the marriage of Hindu wives to Akbar. The marriage ties between Rajputs and Moghuls has produced great rulers like Jahangeer, Shajahan and Aurangajeb. Sanskrit literature has been translated in Persia and some of the Persian works have been translated in Indian languages make the alight from both the religions to appreciate with each other. Indian students are expected to know the style of central Asian habits and customs which are intermingled with the Hindu religion. The students shall have the knowledge of both the religions and their customs which make them to have cordial attitude towards other religion. This cordial attitude make both Hindus and Muslims can have secular thoughts.

**Objectives of the paper:**

1. The students would be introduced to the new style of culture that is Indo-Persian culture.
2. The students would have cordial attitude and respect to each other's religion.
3. The students can understand the greatness of constructions of buildings, Masks and Tombs made by the Delhi Sultans and Mughuls.
4. Students would have an opportunity to understand the reasons for the conflicts between the Hindus and Muslims.
5. Students can understand the Bhakthi cult which preached the cultural unity and social harmony among the people.

**Unit 1 – Impact of Turkish Invasions:**

The students would have a broad outlook on the administration of Muslim Ruler who have invaded India and settled here. The students would be focused to understand the new administrative set up socio economic conditions, cultural development during the Muslim Rule.

**Objectives of the Unit:**

1. The students would be focused to the valour and ideas of Delhi Sultan like Balban Alla-ud-in Khiliji and Md. Bin Tughluq.
2. Students would be made to understand the progress of social and economic progress under Muslim Rule.
3. The students shall have an opportunity to know about the Indo-Turkish and Indo-Persian style of Art & Architecture.
4. The students can acquire knowledge about the relationship between Hindus and Muslamans.
5. The main objective of the unit is to provide the knowledge on the impact of Muslim Rule on Hindu society.

**Contents of the Unit:** Balban, Alla-ud-in Khilji, Md. Bin Tughlaq – Administration, Society, Economy, Religion and Cultural developments under Delhi Sultanate (from 1206 to 1526 AD).

**Outcome of the Unit:**

This unit makes the students skillful in the administration by going through the various administration units set up by Muslim Rulers. The efforts made by the Muslim Rulers to maintain relations with foreign countries would enhance the skills among the students regarding the leading role played by India in the medieval world. The students can improve their skills in the commercial field by going through the trading activities carried out by the Muslim Rulers.



## **Unit II Impact of Islam on Indian Society and Culture & Vijayanagara Empire:**

This Unit provides valuable information about the Hindu Muslim ties. Hindu marriage system, Hindu customs, Hindu ideology have undergone remarkable changes with the emergence of Muslim Rule in India. Meanwhile Curbing of Hindu Rule under Vijayanagara Rulers gave a kind of respite to the Hindus from the onslaughts of Muslamans. Vijayanagara rulers have done yeoman service to the Hindu culture.

### **Objectives of the Unit:**

1. The students would be focused on the Bhakthi movement which paves the way for Hindu Muslim unity.
2. The students would have clear secular thoughts with the preaching of Sufi saints and Hindu Bhakthi saints like Ramananda, Vittalacharya, Krishna Chaitanya and Meerabai.
3. Students can acquire knowledge on the reasons and ways for the establishment of Vijayanagara Empire and their conflicts with Bahmany Rulers.
4. The students would be focused to have knowledge on the society, position of women and Hindu culture.
5. The students can appreciate the temple construction and celebration of festivals under the Vijayanagara Rulers,

**Contents of the Unit:** Bhakti Movement, Administration, Society, Economy, Religion and Cultural development under Vijayanagara Rulers.

### **Outcome of the Unit:**

The students would enhance their skills on the administration set up of Vijayanagara Rulers. The students can improve their resourcefulness on the religious conditions, temple construction and the ability of rulers to provide comfortable life to the people. The students would be attracted towards the writings of foreign travelers who have paid visit to Vijayanagara empire and described about the economic prosperity, cultural unity and social harmony have prevailed in Vijayanagara Empire.

### **Unit III – Emergence of Mughal Empire:**

This Unit throws light on the political history of Mughals since the invasion of Babur. This Unit would create an idea on the great Moghul rulers particularly Akbar and his successors. Akbar's religious policy, Rajput policy, Bandobust system, Shajahan's golden age are the main elements to be studied by the students.

#### **Objectives of the Unit:**

1. To focus on the Babur's invasion over India.
2. To create awareness on the various policies adopted by Akbar.
3. To focus on rise and fall of Jahangir and his relations with Nurjahan.
4. The main objective of the Unit is to focus on the arguments for and against the golden age of Shajahan's period.
5. The last objective is to lay emphasis on the responsibility of Aurangzeb for the fall of Mughal Empire.

**Contents of the Unit:** Babur – Sur Interregnum – Expansion & Consolidation of Mughal Empire – Akbar, Jahangir, Shah Jahan, Aurangzeb.

#### **Outcome of the Unit:**

The students would improve their skills on the administration set up made by Mughals particularly Akbar. Students would enhance their skills regarding the cultural unity of Hindus and Muslims. The students would have resourceful knowledge on the fall of such great empire due to the fanaticism of Aurangzeb. The students can develop secular thoughts by going through this unit.

### **Unit IV – Mughal Society Administration and Marathas under Shivaji:**

This Unit lay emphasis on the Mughal administration, economic progress, cultural development and disintegration of Mughal Empire. Nobility of Mughals, customs of Muslim society under Mughals the administration set up like Mansabdari system, revenue system and the Mughal ministers and their duties shall be known to the students through this unit. Similarly establishment and progress of Maratha Empire under Shivaji.

**Objectives of the Unit:**

1. The main objective of the unit is to focus on the administration and socio economic conditions under Mughals.
2. The second objective of the unit is to focus on the causes for the disintegration of Mughal Empire.
3. To focus on the Mughal art, architecture, cultural progress and construction of both secular and religious buildings.
4. To focus on the Shivaji's efforts to establish an empire for Hindus.
5. Setting up of administration by Shivaji on the basis of Hindu Dharmasastras and Itihasas.

**Contents of the Unit:** Administration, Economy, Society and Cultural Developments under the Mughals - Disintegration of Mughals Empire – Rise of Marathas under Shivaji.

**Outcome of the Unit:**

The students would have skilful knowledge on the position of rich and poor and the position of women under Mughal rule. The students can improve their skills in the administration set up by Mughals and can compare the administration of present day. The students may have an opportunity to know the valour and wisdom of Shivaji in the establishment of Hindu Empire in the Muslim Rule dominated country. The students would have knowledge which helps them to compare the administration set up made by both Hindus and Muslims.

**Unit V – India under Colonial Hegemony:**

This Unit throws light on the coming of European to India. The Europeans were attracted by the India's wealth. They came to India to plunder the wealth of this country. Europeans entered this country under the mask of trade but they began to conquer this country with a view to establish their paramount power.

**Objectives of the Unit:**

1. The first Objective is to focus on the finding sea route by Vasco-de-gama.

2. The second objective is to focus on the intrigues and conspiracies made by the British to weaken the Indian rulers.
3. To focus on the Anglo French rivalry which makes the French to leave India.
4. To focus on the English intervention in the internal matters of Indian rulers.
5. To focus on the different conquests made by English to conquer India.

**Contents of the Unit:** Beginning of European Settlements – Anglo-French Struggle – Conquest of Bengal by EIC.

**Outcome of the Unit:**

The students would have knowledge on the conspiracies made by British to capture power in India. The students may have knowledge on the techniques adopted by British to interfere with the internal politics of Indian sub continent. The students would enhance their skills on the British conquest particularly the conquest of Deccan and Bengal.

**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 13<sup>th</sup>
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. Stein, B Peasant, State & Society in Medieval South India.
11. Yazdani, G (ed) The Early History of the Deccan
12. R.C. Majumdar, The Age of Imperial Kanauj
13. R. Soma Reddy, Late Medieval Andhra Pradesh, A.D. 1324-1724 A.D., New Delhi, 2014.

14. Harbans Mukhia, The Mughals of India.

15. C.A. Bayly, Indian Society and the Making of the British Empire.

**Mandatory Co-Curricular Activity:**

Map pointing would help the students to understand the locations of the different empires existed in Ancient India. Location of the cities, boundaries of the empire, sea routes and catchment area of rivers shall be drawn by the students to improve their skill to draw the Maps.

**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.

**Dr. V.S. Krishna Govt. Degree and PG College (A)**

**Visakhapatnam**

**Semester – II**

**I B.A. History**

**PAPER II: MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D to 1764 A.D)**

Time: 3 hrs.

Max. Marks: 75

**Section A**

Answer all FIVE questions carry equal marks

5x2=10



ఈ క్రింద ఇవ్వబడిన అన్ని ప్రశ్నలకు లఘు వ్యాఖ్యలు వ్రాయండి.

1. Chihalgani - చిహల్గని
2. Amirkhusru - అమిర్ఖుస్రు
3. Bhuvanavijayam - భువనవిజయం
4. Jyodhai Palace - జ్యోద్ఘై మహల్
5. Anvaruddin - అన్వరుద్దీన్

### Section B

Write short answers to the FIVE questions out of eight given below

5x5=25

క్రింద ఇవ్వబడిన ఎనిమిది ప్రశ్నలలో ఏవేని ఐదింటికి సంక్షిప్త సమాధానాలు వ్రాయండి.

6. Sultana Rajia - రజియా సుల్తానా
7. Malikkafar - మలిక్కాఫర్
8. Humayun - హుమాయూన్
9. Nurjahan Junta - నూర్జహాన్ ముల్తా
10. Tajmahal - తాజ్ మహల్
11. Ashtapradhan - అష్టప్రధాన్
12. Dupleix - డూప్లే
13. Second battle of cirnatic - రెండవ కర్ణాటక యుద్ధం

### Section C

Write FIVE essays given alternatively

5x8=40

క్రింద ఇవ్వబడిన ప్రత్యామ్నాయ ప్రశ్నలలో ఏవేని ఐదింటికి వ్యాస రూప సమాధానాలు వ్రాయండి.

14. (a) Discuss the reforms introduced by Alla-ud-din Khilji.

అల్లాఉద్దీన్ ఖిల్జీ ప్రవేశపెట్టిన సంస్కరణలను వివరించండి

(or)

- (b) Describe the administration socio economic condition of Delhi Sultanat.

ఢిల్లీ సుల్తానుల కాలం నాటి రాజకీయ, సాంఘిక, ఆర్థిక పరిస్థితులను వర్ణించండి

15. (a) Discuss the socio economic conditions under Vijayanagara Rulers

విజయనగర పాలకుల కాలం నాటి సాంఘిక, ఆర్థిక పరిస్థితులను వివరించండి

(or)

- (b) Discuss the position of Sri Krishna Devaraya in the history of South India.

దక్షిణ భారత దేశ చరిత్రలో శ్రీ కృష్ణ దేవరాయలకు గల స్థానాన్ని చర్చించండి

16. (a) Write an essay on Akbar's religious policy.

అక్బర్ మత విధానం పై ఒక వ్యాసం వ్రాయండి

(or)

(b) Analyze the arguments for and against the Shajahan's period as golden age.

షాజహాన్ కాలం స్వర్ణ యుగం అను వ్యాఖ్య పై వాదనలు ప్రతివాదనలు విశ్లేషించండి

17. (a) Describe the socio economic conditions under Mughals.

మొఘలుల కాలం నాటి సాంఘిక ఆర్థిక పరిస్థితులను వివరించండి

(or)

(b) Describe the reforms introduced by Shivaji.

శివాజీ ప్రవేశ పెట్టిన సంస్కరణలను వివరించండి

18. (a) Discuss the failure of French in carnatic wars

కర్ణాటక యుద్ధాలలో ఫ్రెంచ్ వారు విఫలమగుటకు గల కారణాలు ఏవి

(or)

(b) Analyze the capture of Bengal by British.

ఆంగ్లేయుల బెంగాల్ ఆక్రమణను విశ్లేషించండి

**Dr. V.S. Krishna Govt. Degree and PG College (A)**

**Visakhapatnam.**

**Semester – II**

**I B.A. History**

**PAPER II: MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D to 1764 A.D)**

**Blue Print for Paper Setter**

Time: 3 hrs.

Max. Marks: 75

Unit No.	Essay Questions (8 Marks)	Short Answer Questions (4 Marks)	Very short answer questions	Marks allotted to the Unit
Unit I	03	02	02	38
Unit II	01	03	01	25
Unit III	02	01	01	23
Unit IV	02	-		16
Unit V	02	02	01	28
Total Marks	80	40	10	130

Total Marks including Choice

Guidelines to the Paper Setter:

Paper Setter is requested to cover all the Units and also requested to give questions based on Remembrance and Understanding (80%) and Application or Creativity (20%)

Subject Expert:

Subject Expert:

Faculty Members: 1)

2)

Co-ordinator:

Chairpersons:

## **II Year B.A. Programme (UG) Courses**

### **Semester – III, Paper – III**

#### **MODERN INDIAN HISTORY & CULTURE (1764-1947 A.D)**

#### **INTENTION OF THE INTRODUCTION OF THE MODERN INDIAN HISTORY & CULTURE TO THE B.A. STUDENTS:**

In the third semester students will be given knowledge on various events which took place in between 1764 to 1947. The students would know about the expansionist policies adopted by British to capture India. During the British Rule several social pioneers have tried their best to assert the greatness of Indian civilization. Students would have good knowledge to improve their resourcefulness on national movement and the ideology of national leaders. The students may have an opportunity to know on what basis India is divided into two countries in 1947. This is a remarkable subject to provide variety of knowledge to the students.

#### **Objectives of the subject:**

1. To focus on the expansionist policy adopted by British which weaken the strength of Indian Rulers.
2. To focus on the socio religion movements and self respect movements to revive the past glory of Indian civilization.
3. To focus on the disappointment and distrust among the Indians to raise their voice against the oppressive policies of British Rulers.
4. To focus on the leadership of Mahatma Gandhi who has guided India to its destiny to achieve independence.
5. To lay emphasis on the divide and rule policy of British which is responsible for division of India as India and Pakistan in 1947.

This is a thought provoking subject and inculcates patriotism on India among the present day students.

## **Unit I – Policies of Expansion:**

This Unit provides knowledge on the expansionist policies through initiating new theories by the British Rulers. These treacherous policies adopted by British have completely suppressed the native rulers. The students may have an opportunity to know the position of native rulers at the hands of foreign rulers which can create love and affection on this country in the minds of the students. The students can understand the feelings of distrust among the native rulers who are forced to raise a revolt that is sepoy mutiny against British in 1857. This is an encouraging unit to inspire patriotism and respect on their mother country. This kind of ideas cannot be inculcated by other subjects except history.

### **Objectives of the Unit:**

1. To focus on the expansionist policy adopted by the British rulers.
2. An emphasis would be laid on different theories framed by British rulers to capture India.
3. To focus on the suppressive policies adopted by British under the mask of development.
4. To focus on the thought of superiority expressed by British rulers.
5. To focus on the disappointment of native rulers who are forced to launch agitation against British in form of 1857 revolt.

**Contents of the Unit:** Policies of Expansion – Warrant Hastings, Cornwallis – Subsidiary Alliance & Doctrine of Lapse – Causes & Results of 1857 Revolt – Lytton, Rippon, Curzon.

### **Outcome of the Unit:**

The students can improve their skills on the administrative and policy of conquests adopted by British. The students particularly improve their skills on the launching of revolts to express their disappointment by the people. The students can improve their skills regarding the feelings of the Britishers who have adopted racial superiority over Indians.



## **Unit II – Socio Religious & Self Respect Movements:**

This Unit provides good knowledge on the efforts of social pioneers who tried to revive the glory of India. The social reformer tried to assert the importance of Vedas and Upanishads which are the source of Indian social and religious structure. Raja Ram Mohan Roy, Dayananda Saraswathi, Ramakrishna Paramahansa and Vivekananda have preached the greatness of Hindu religious texts and requested the fellow Indians to keep away themselves from evil customs particularly suppression of women. Narayana Guru has started self respect movement with a view to maintain equality among all Varnas including Harizans that is Panchama Varna. This Unit provides knowledge of equality between men and women and Harizans.

### **Objectives of the Unit:**

1. To show the importance of religious reform movements for the upliftment of women and Harizans.
2. To focus on the importance given by the socio religious reformer on Vedas, Upanishads and Hindu Gods and Goddesses.
3. To focus on the self respect movements started by the South Indian social leaders.
4. To focus on the rise of Ambedkar to protect the rights of depressed classes.

**Contents of the Unit:** Social, Religious & Self-Respect Movements – Raja Rammohan Roy, Dayananda Swaraswathi, Swami Vivekananda, Jyotibaphule, Narayana Guru, Periyar, Dr. B.R. Ambedkar.

### **Outcome o the Unit:**

The students know the efforts made by the socio religious reformers to revive the India's past glory. By knowing the past the students can appreciate the subject History. This Unit may help the students to improve their skills by knowing the greatness of Raja Rammohana Roy, Dayananda Saraswathi and Vivekananda who have tried to re-organize the Indian society on the lines of Vedas and Upanishads. Students would have a great opportunity to know about the efforts of sister Nivedita, Madam Blovotsky and H.S. Alcott who are inspired by Sanskrit texts and started theosophical society to teach the

essence of Hindu Religious texts. The students can acquire essential knowledge from the socio religious and self respect movements of 18<sup>th</sup> and 19<sup>th</sup> century.

### **Unit III – Indian National Movement:**

Indian National Movement occupy important place in the History of India. Students may know the importance of patriotism, selfless service and dedication made by the national leaders like moderates and extremists. The students would be focused on the causes which are responsible for launching of freedom struggle. Indian freedom struggle can be divided into three phases. 1) first phase that is from 1885 to 1905, 2) 1905 to 1920 is second phase and the last phase is from 1922 to 1947 launched by Mahatma Gandhi.

#### **Objectives of the Unit:**

1. To focus on the causes responsible for launching of 90 years freedom struggle.
2. Split of Congress into moderates and extremists.
3. In the initial year Congress was under the control of moderates and the first decade of 20<sup>th</sup> century under the extremists again the Congress passed into the hands of moderates particularly Mahatma Gandhi is the main objective of this unit.
4. To focus on the Vande Mataram and home rule movements launched by the important leader like Bal Gangadhar Tilak, Lala Lajpathi Roy, Bipin Chandra Pal and an Irish lady Annie Besant.
5. To focus on the non-cooperation movement, civil disobedience and quit India movement launched by Mahatma Gandhi to achieve independence.

**Contents of the Unit:** Causes for the growth of Nationalism – Freedom Struggle from 1885 to 1920 – Moderate Phase – Militant Phase: Vande Mataram Movement – Home Rule Movement.

#### **Outcome of the Unit:**

The students would gain significant knowledge about the freedom struggle launched by Tilak, Dadabai Naoroji, Lala Lajpathi Roy, Gopal Krishna Gokhale and

Mahatma Gandhi. The students learn something about the ideologies of moderates and extremists. Student would have skillful knowledge on the movements like Non-cooperation, civil disobedience and quit India movement.

#### **Unit IV – Freedom Struggle from 1920 to 1947:**

This Unit provides knowledge about the Gandhian leadership. The students would be focused on the Gandhian techniques like Satyagraha and non-violence. Gandhiji has called upon his countrymen not to cooperate to British and make them to leave India. Gandhiji has started civil disobedience to make india free from the hands of British. Quit India movement is the pivotal of freedom struggle which made British to leave this country. Similarly Subhas Chanddra Bose by joining hands with Hitler and Japan wanted to liberate India from British. He has founded Indian National Army to fight British the Rulers of India.

#### **Objectives of the Unit:**

1. To focus on the character of Mahatma Gandhi who lead the freedom struggle to achieve independence.
2. To make the students to compare different movements launched by Gandhi.
3. To focus on the last movement that is Quit India movement which forced British to Quit India.
4. To focus on the revolutionary movement which has shaken the roots of British Rule in India.
5. To focus on the activities of Subhas Chandra Bose through his Indian National Army.

**Contents of the Unit:** Gadhiji's Role in the National Movement – Revolutionary Movement – Subhas Chandra Bose.

#### **Outcome of the Unit:**

The students would acquire some skills on the techniques adopted by Mahatma Gandhi to achieve independence. Students would be skilful by learning something about Indian national army founded by Subhas Chandra Bose. Students would have an

opportunity to know something about Simon go back movement and civil disobedience and round table conferences which are the important events of freedom struggle.

### **Unit V – Muslim League & the Growth of Communalism:**

This Unit provides information about the formation of Muslim League which demands special reservations for Muslamans. The activities of Muslim League and Zinna forced British to divide India. The conflict between Hindus and Muslims at Lahore, Amruthsar are painful to the leaders of Congress by which Mahatma Gandhi launched a foot march from Dhaka to Nawakhali.

#### **Objectives of the Unit:**

1. To focus on the foundation of Muslim League which is responsible for the special reservation for the Muslims in India.
2. To focus on the activities of Mohammad Ali Zinna particularly his fourteen points announced at Karachi session.
3. To focus on the two nations theory by Zinna at Lahore conference in 1940.
4. To focus on the failure of Simla Conference which lead to the direct action day announced by Mohammad Ali Zinna in 1946.
5. To focus on the Mountbatten plan for division of India into two countries as India and Pakistan from 15<sup>th</sup> August 1947.

**Contents of the Unit:** Partition of India – Advent of Freedom – Integration of Princely States into Indian Union – Sardar Vallabhai Patel.

#### **Outcome of the Unit:**

The students would acquire skills on the communal politics initiated by Muslim League. The students would have an opportunity to know the activities of Mohammad Ali Zinna which are responsible for division of India. The cruel massacre which has taken place between Hindus and Muslims created bloodshed. These violent activities would create awareness on the orthodox feelings of the religions in the minds of the students.

**References:**

1. Anil Seal, Emergence of Indian Nationalism
2. Benerjee, Sekhar, From Plassey to Partition
3. Bipan Chandra, Rise and Growth of Economic Nationalism in India
4. Bipan Chandra, Modern India
5. Joshi, P.C., Rammohan and the Forces of Modernisation in India
6. R.P. Dutt, India Today.

**Mandatory Co-curricular Activity:** Map pointing should be a compulsory activity to be done by the students.

**Suggested Co-Curricular Activities:**

@ Debates

@ Student Seminars

@ Viva Voce interviews

@ Quiz Programmes

@ Photo Album

@ Recording local history

@ Role of 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 difference between Mughal and British administration

@ Encourage students to write their autobiography or biography of their inspiring personalities.

**Dr. V.S. Krishna Govt. Degree and PG College (A)**

**Visakhapatnam**

**Semester – III**

**II B.A. History**

**PAPER III: MODERN INDIAN HISTORY & CULTURE (1764 to 1947 A.D)**

Time: 3 hrs.

Max. Marks: 75

**Section A**

Answer all FIVE questions carry equal marks

5x2=10

ఈ క్రింద ఇవ్వబడిన అన్ని ప్రశ్నలకు లఘు వ్యాఖ్యలు వ్రాయండి.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1. Battle of Buxar            | - బక్సర్ యుద్ధం             |
| 2. Jhansi Lakshmibai          | - ఝాన్సీ లక్ష్మీబాయి        |
| 3. Bipin Chandrapal           | - బిపిన్ చంద్ర పాల్         |
| 4. Annibisent                 | - అనిబిసెంట్                |
| 5. Zinnah's two nation theory | - జిన్నా ద్విజాతి సిద్ధాంతం |

**Section B**

Write short answers to the FIVE questions out of eight given below

5x5=25

క్రింద ఇవ్వబడిన ఎనిమిది ప్రశ్నలలో ఏవేని ఐదింటికి సంక్షిప్త సమాధానాలు వ్రాయండి.

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| 6. Tippu Sultan                       | - టిప్పు సుల్తాన్                  |
| 7. Subsidiary alliance                | - సైన్య సహకార పద్ధతి               |
| 8. Social reforms of willliam Bentinc | - విలియం బెంటింక్ సాంఘిక సంస్కరణలు |
| 9. Rippon's local self government     | - రిప్పన్ స్థానిక స్వపరిపాలన       |
| 10. Vandemataram movement             | - వందేమాతరం ఉద్యమం                 |
| 11. Zinnah's fourteen points          | - జిన్నా పద్నాలుగు సూత్రాలు        |
| 12. Cripps proposals                  | - క్రిప్స్ ప్రతిపాదనలు             |
| 13. India's independent Act           | - భారత స్వాతంత్ర్య చట్టం           |

**Section C**

Write FIVE essays given alternatively

5x8=40

క్రింద ఇవ్వబడిన ప్రత్యామ్నాయ ప్రశ్నలలో ఏవేని ఐదింటికి వ్యాస రూప సమాధానాలు వ్రాయండి.

14. (a) Discuss the merits and demerits of permanent Revenue settlement system of Corn Wallis?

కార్న్ వాలిస్ శాశ్వత శిస్తు నిర్ణయం పద్ధతి గుణ దోషాలను చర్చించండి

(or)

(b) Why does Dalhousie has been regarded as modern architect of India?  
ఎందుచేత డల్‌హౌసీ ఆధునిక భారత నిర్మాతగ పరిగణించబడ్డాడు

15. (a) Discuss the causes and results of 1857 Revolt?

1857 తిరుగుబాటుకు గల కారణాలు, ఫలితాలు చర్చించండి

(or)

(b) Critically analyze the circumstances leading to the freedom struggle  
స్వాతంత్ర్యోద్యమానికి దారి తీసిన పరిస్థితులను విశ్లేషించండి

16. (a) Analyze the reforms introduced by Lord Rippon?

రిప్పన్ ప్రభువు ప్రవేశపెట్టిన సంస్కరణలను విశ్లేషించండి

(or)

(b) Write an essay on the administration of Lord Curzon?

కర్జన్ ప్రభువు సాగించిన పరిపాలన పై ఒక వ్యాసం వ్రాయండి

17. (a) Discuss the Saga of non-cooperation movement launched by Gandhi between  
1920 – 22.

గాంధీ 1920 - 22 ల మధ్య సాగించిన సహాయ నిరాకరణ ఉద్యమాన్ని  
చర్చించండి

(or)

(b) Discuss the events of freedom struggle between 1939 and 1947.

1939 మరియు 47 ల మధ్య జరిగిన స్వాతంత్ర్యోద్యమ ఘట్టాలను  
చర్చించండి

18. (a) What are the circumstances leading to the formation of Pakistan?

పాకిస్తాన్ ఏర్పాటుకు దారి తీసిన పరిస్థితులు ఏవి

(or)

(b) Discuss the role played by Subhash Chandra Bose in India's freedom struggle  
భారత స్వాతంత్ర్య సమరంలో సుభాష్ చంద్ర బోస్ నిర్వహించిన పాత్ర  
ఎట్టిది

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**Semester – III**

**II B.A. History**

**PAPER III: MODERN INDIAN HISTORY & CULTURE (1764 to 1947 A.D)**

**Blue Print for Paper Setter**

Time: 3 hrs.

Max. Marks: 75

Unit No.	Essay Questions (8 Marks)	Short Answer Questions (4 Marks)	Very short answer questions	Marks allotted to the Unit
Unit I	06	04	02	72
Unit II	-			-
Unit III	02	01	02	25
Unit IV	01	01		13
Unit V	01	02	01	20
Total Marks	80	40	10	130

Total Marks including Choice

Guidelines to the Paper Setter:

Paper Setter is requested to cover all the Units and also requested to give questions based on Remembrance and Understanding (80%) and Application or Creativity (20%)

Subject Expert:

Subject Expert:

Faculty Members: 1)

2)

Co-ordinator:

Chairpersons:



## **II Year B.A. Programme (UG) Courses**

### **Semester – IV, Paper – IV**

#### **HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)**

#### **INTENTION OF THE INTRODUCTION OF THE HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD) TO THE B.A. STUDENTS:**

This semester is intended to provide detail knowledge on modern Andhra. Growth and development of modern Andhra was started on the ruins of Vijayanagara Empire. For the first time Hyderabad and its surrounding areas came under the control of Shia Muslimans came from Armania. The Qutub Shahi rulers have ruled Hyderabad for 170 years. Later this area was concurred by Moghuls under Aurangajeb. Later Hyderabad came under the control of Asafzahies who ruled this region for 225 years. Nearly 7 Nizams have ruled Hyderabad. Meanwhile the East India Company have established their settlements and captured entire coastal Andhra by 1802. The company has set up its administration later came under Crown's rule after the revolt of 1857. Andhra has witnessed several revolts against the oppression of British Rule. Freedom struggle was launched in Andhra along with other parts of India except Hyderabad. The demand for linguistic states was started right from Andhra. Andhra Mahasabha was formed and fought for separate Andhra for 41 years. Finally Andhra State was formed on first October 1953 with Tanguturi Prakasam Panthulu was first Chief Minister. Later Visalandhra movement was started. The Union Government has set up state re-organization commission under the chairmanship of Fazal Ali who has recommended for setting up of Andhra Pradesh. With the conclusion of gentlemen agreement, Andhra Pradesh is formed on 1<sup>st</sup> November 1956 with Neelam Sanjeeva Reddy as its first Chief Minister. This semester would inculcate the importance of language, culture and geography of a region among the students. Students would have skillful knowledge on a particular region which played an important role in the agriculture, industries.

**Objectives of the subject:**

1. To focus on the administration of different dynasties and English who have ruled Andhra region.
2. To lay emphasis on the freedom struggle launched in Andhra.
3. To focus on the development of Hyderabad under Nizams with the cooperation of British.
4. To create an idea among the students on launching of movement for the separate states on the basis of linguism.
5. To bring the importance of Visalandhra movement which has mingled both Hyderabad and Andhra State into one state that is Andhra Pradesh.

**Unit I – Andhra through 16<sup>th</sup> & 19<sup>th</sup> Centuries AD:**

This Unit provides vast knowledge about the modern Andhra History which starts from 16<sup>th</sup> century. Present Unit throws light on administration of Qutub Shahi, Asaf Jahies, British settlement in Andhra and Companies Administration. The students can appreciate the development that have taken place between 16<sup>th</sup> to 19<sup>th</sup> century in Andhra. Students would have an opportunity to understand the efforts of British to establish in Andhra. The students can acquire knowledge on the acquisition of Andhra and ceded districts by British. Students can understand the disappointment of some sections of Andhra who have raised revolts against British.

**Objectives of the Unit:**

1. To focus on the services rendered by Golconda Sultans.
2. To make an attempt to know on the administration of Nizams of Hyderabad.
3. A focus must be made on the early British settlement.
4. To focus on the efforts of British to bring Andhra under their control.

**Contents of the Unit:** Evolution of Compromise Culture – The Qutub Shahis of Golkonda – Administration, Society & Economy – Literature & Architecture; Advent of European and Settlements in Andhra – Occupation of Northern Circars and Ceded Districts – Early revolts against the British.

**Outcome of the Unit:**

The students can acquire the skills by going through the administration set up by Qutub Shahis. The students would have an opportunity to compare the society, economy and the developmental activities of Golconda Sultans with other contemporary rulers.

**Unit II – Andhra under British Rule:**

The second unit throws light on the administration of East India Company. The East India Company has made some efforts to establish industries and to develop English education in Andhra. The East India Company has interfered with the police administration and judicial administration. Some of the officials like Thomas Munroe, Sir Arthur Cotton and C.P. Brown have served the Telugu people with great vigor. But the administration of East India Company has disappointed the people who have resorted to launch the movements to depose the British from India.

**Objectives of the Unit:**

1. To focus on the administrative mechanism set up by the British.
2. To focus on the development of agriculture, Industries and education made by British.
3. To focus on the services rendered by Thomas Munroe, Sir Arthur Cotton and C.P. Brown.
4. To focus on the movements launched by peasants against British.
5. To make an attempt to assess the impact of Sepoy revolt on Andhra.

**Contents of the Unit:** 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 Revolt in Andhra.

**Outcome of the Unit:**

Students can acquire skills on the administrative methods adopted by Thomas Munroe and on the methods adopted by Sir Arthur Cotton for the construction of Dams by spending little amounts. Sir Arthur Cotton was belonged to cheapest engineering school. The students would acquire the skills to reconstruct history on the methods shown by C.P. Brown who has conducted a search to find out the literary works scattered across Rayalaseema. The poems of Vemana were unearthed by C.P. Brown which provides good skill to the students to conduct research to unearth the past history.

**Unit III – Social Reform & New Literary Movements:**

This Unit throws light on the social reform movement and literary activities performed in modern Andhra. Kandukuri Veeresalingam a social pioneer performed widow marriages and started girl schools to provide education to women. Raghupathi Venkataratnam Naidu a leader of Andhra Brahma Samaj has worked for the upliftment of women. This Unit describes the progressive poetic activities of Gurajada Apparao, Rayaprolu Subbarao and others. Gurajada Apparao has condemned the child marriages attitude of society towards widows. Rayaprolu Subbarao is a lyrical poet produced long poems through which he has denounced the attitude of society towards women. He wrote poems to create patriotism among the Telugu people. Dalit literature was produced by Gurram Jashua. Through his literature he has condemned the untouchability. The students would have an opportunity to understand the social evils which spoil the society.

**Objectives of the Unit:**

1. To focus on the social reforms propagated by Kandukuri Veeresalingam.

2. To make an attempt on the social activities carried out by Raghupathi Venkataratnam Naidu particularly for the upliftment of women.
3. To focus on the literary activities of Gurajada Apparao, Rayaprolu Subbarao and others.
4. To focus on the Dalit literature produced by Gurram Jashua who has strongly condemned the untouchability which is a great social evil.
5. A focus would be made on the role of Sri Sri in producing literature to provoke revolutionary activities.

**Contents of the Unit:** Kandukuri Veeresalingam, Raghupathi VenkataRatnam Naidu, Gurajada Apparao, Kommaraju Venkata Laxmana Rao, New Literary Movements; Rayaprolu Subbarao, Viswanatha Sathyanarayana, Gurram Jashua, Boyi Bjeemanna, Sri Sri.

**Outcome of the Unit:**

The students can acquire knowledge to root out the social evils like child marriages, preventing widows to marry dowry problem, untouchability and prostitution taken up by the women of Bhogam Community. The students would be skillful to protest the orthodox people who oppose the social reforms implemented for the upliftment of vulnerable sections like women. Students would have an opportunity to know the literature which motivates the people to protest the social evil like untouchability. Students would be skillful to produce literature to motivate the sufferers to raise revolution for the sake of unfortunate people.

**Unit IV – Freedom Movement in Andhra (1885-1947):**

This unit provides good knowledge on the freedom struggle launched in Andhra by the leaders. On the instructions of national leaders, freedom struggle was launched by Telugu leaders. Vande Mataram movement was propagated by Gadicherla Harisarvothamarao and Vande Mataram Ramachandra Rao along with the national leader like Bipin Chandrapal. Similarly home rule movement has been launched by Hari Sarvothama Rao, Annabhisent and Kesava Pillai in Andhra

region. Palanadu, Pedanandipadu and Cheerala Perala movements were launched in Andhra as a part of non-cooperation movement. Revolutionary movement launched by Alluri Seetharama Raju called Rampa Rebellion got fame and name in Andhra region. These movements show the valour and courage of Andhra leaders.

**Objectives of the Unit:**

1. To make an attempt on the Vandelmataram and home rule movements to motivate the masses to participate in the freedom struggle.
2. To focus on the heroic activities of Kanneganti Hanumanthu, Parvathaneni Veerayya Chowdhari and Duggirala Gopala Krishnayya.
3. To focus on the revolutionary activities taken up by Alluri Seetharama Raju in the tribal areas of East Godavari and Visakhapatnam districts.
4. To focus on the bravery of Tanguturi Prakasam Panthulu who has exposed his body to the bullet.
5. To exhibit the revolutionary activities taken up by Andhra leader during Quit India movement.

**Contents of the Unit:** Vandelmataram Movement – Home Rule Movement in Andhra – Non-Cooperation Movement – Alluri Seetarama Raju & Rampa Revolt (1922-24) – Civil Disobedience Movement – Quit India Movement.

**Outcome of the Unit:**

The students would be skillful to know the techniques to launch the movements. The students can acquire leadership qualities by going through the different case study of leaders. The students would be skillful to learn the patriotic feelings for the development of Country.

**Unit V – Movement for separate Andhra State (1953) and AP (1956):**

This Unit provides vast knowledge on the foundation of separate Andhra State in 1953 and the formation of Andhra Pradesh in 1956. The Telugu people could not find jobs in the Government and could not get seats in the Universities

and the colleges dominated by Tamil people. Telugu people were humiliated by Tamil people. The Telugu people have to depend upon the Tamil leadership for their survival. News papers and Telugu organizations have contributed much for the ideas to have separate Telugu state curving out of Madras State. Andhra Maha Sabha has been started in 1913 and started struggle for 41 years to achieve separate Andhra State. Rayalaseema people have supported for separate Andhra after the conclusion of Sri Bagh Pact with Andhra leaders. Several commissions have been set up to solve the problem for the creation of linguistic states. Separate Andhra was formed with the Martyrdom of Potti Sriramulu. The people from both Andhra and Hyderabad State have demanded for the creation of Visalandhra. The Union Government has set up State reorganization commission under the chairmanship of Fazul Ali. On his recommendations the union government has decided to form visalandhra. The gentlemen agreement was concluded between Andhra and Telangana leaders which are responsible for formation of State of Andhra Pradesh on 1<sup>st</sup> November 1956.

**Objectives of the Unit:**

1. To focus on the disappointment of Telugu people under Madras State Government.
2. To make an attempt on the activities of Andhra Mahasabha for the creation of separate Andhra State.
3. To bring out the importance of the suggestions made by different commissions appointed for the purpose of creating separate Andhra State.
4. To focus on the activities of the leaders for the creation of Visalandhra State.
5. To focus on the recommendations of Fazul Ali Commission and gentlemen agreement responsible for the creation of Andhra Pradesh.

**Contents of the Unit:** Causes – Andhra Maha Sabha – Conflict between Coastal Andhra & Rayalaseema – Sri Bagh Pact – work of various Committees – Martyrdom of Potti Sriramulu – Formation of separate Andhra State (1953); Movement for formation of

Andhra Pradesh (1956); Visalandhra Mahasabha – Role of Communists – States Reorganization Committee – Gentlemen’s Agreement – Formation of Andhra Pradesh.

**Outcome of the Unit:**

The students would be able to form an idea on launching movements out of disappointment and distrust. Students would be skilful to launch movement by removing the differences among various sections. Students would have knowledge on the merits and demerits of having a vast state. Students would be skillful to understand the purpose of making recommendations to solve a major political problem that is setting up of states on the basis of linguistic ideas.

**References:**

1. H.K. Sherwani, History of the Qutub Shahi 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. Venkata Rangaiah, The Freedom Struggle in Andhra Pradesh
6. P.R. Rao, History of Modern Andhra
7. Sarojini Regani, Highlights of Freedom Movement in Andhra.
8. V. Ramakrishna, Social Reform movement in Andhra
9. B. Kesava Narayana, Modern Andhra & Hyderabad – 1858 – 1956 A.D.
10. K. Koti Reddy, History of Modern Andhra, Telugu Academy, Hyderabad.

**Mandatory Co-Curricular Activity:**

Map pointing should be a compulsory activity to be done by the students.

**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

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**Semester – IV**

**II B.A. History**

**PAPER IV: HISTORY & CULTURE OF ANDHRA (FROM 1512 A.D to 1956 A.D)**

Time: 3 hrs.

Max. Marks: 75

**Section A**

Answer all FIVE questions carry equal marks

5x2=10

ఈ క్రింద ఇవ్వబడిన అన్ని ప్రశ్నలకు లఘు వ్యాఖ్యలు వ్రాయండి.

- |                            |                         |
|----------------------------|-------------------------|
| 1. Malkibarama             | - మల్కిభరాముడు          |
| 2. Bhagyanagar             | - భాగ్యనగరం             |
| 3. Mohammad Pattanam       | - మొహమ్మద్ పట్టణం       |
| 4. Vemavarapu Ramadasu     | - వేమవరపు రామదాసు       |
| 5. Burgula Ramakrishna Rao | - బూర్గుల రామకృష్ణ రావు |

**Section B**

Write short answers to the FIVE questions out of eight given below

5x5=25

క్రింద ఇవ్వబడిన ఎనిమిది ప్రశ్నలలో ఏవేని ఐదింటికి సంక్షిప్త సమాధానాలు వ్రాయండి.

- |                                    |                                |
|------------------------------------|--------------------------------|
| 6. Abdul Hassan Tanisha            | - అబ్దుల్ హాసన్ తానిషా         |
| 7. Nizam Alikhan                   | - నిజాం అలీఖాన్                |
| 8. Thomas Munroe                   | - థామస్ మన్రో                  |
| 9. Vandemataram movement           | - వందేమాతరం ఉద్యమం             |
| 10. Cheerla Perala struggle        | - చీరాల పేరాల ఉద్యమం           |
| 11. Alluri Sitaramaraju            | - అల్లూరి సీతారామరాజు          |
| 12. Formation of Andhra University | - ఆంధ్ర విశ్వవిద్యాలయం ఏర్పాటు |
| 13. Gentlemen's agreement          | - పెద్దమనుషుల ఒప్పందం          |

**Section C**

Write FIVE essays given alternatively

5x8=40

క్రింద ఇవ్వబడిన ప్రత్యామ్నాయ ప్రశ్నలలో ఏవేని ఐదింటికి వ్యాస రూప సమాధానాలు వ్రాయండి.

14. (a) What are the services rendered by Golconda Sultan to the Telugu people?

తెలుగు ప్రజలకు గోల్కొండ సుల్తానులు చేసిన సేవలు ఏవి?

(or)

- (b) Write an Essay on the British occupation of Andhra?

ఆంగ్లేయులు ఆంధ్ర ప్రాంతాన్ని ఆక్రమించుకున్న విధానం పై ఒక వ్యాసం వ్రాయండి

15. (a) Discuss the Companies Administration in Andhra?

ఆంధ్రలో జరిగిన కంపెనీ పరిపాలనను చర్చించండి

(or)

- (b) Discuss the impact of 1857 Revolt on Andhra?  
ఆంధ్ర పై 1857 తిరుగుబాటు ప్రభావాన్ని చర్చించండి
16. (a) Critically analyze the social reform movements launched in Andhra?  
ఆంధ్రాలో జరిగిన సంఘ సంస్కరణల ఉద్యమాన్ని విశ్లేషించండి  
(or)  
(b) Describe the various movements launched in Andhra during non-cooperation Movement.  
సహాయ నిరాకరణ ఉద్యమ కాలంలో ఆంధ్ర లో జరిగిన వివిధ ఉద్యమాలను వర్ణించండి.
17. (a) Write an essay on the movement for the creation of separate Andhra State.  
ప్రత్యేక ఆంధ్ర రాష్ట్ర ఏర్పాటు కొరకు జరిగిన ఉద్యమం పై ఒక వ్యాసం వ్రాయండి.  
(or)  
(b) Critically examine the services of Tanguturi Prakasam Panthulu.  
టంగుటూరి ప్రకాశం పంతులు చేసిన సేవలను విమర్శనాత్మకంగా విశ్లేషించండి.
18. (a) Write an Essay on the formation of Visalandhra.  
విశాలాంధ్ర ఏర్పాటు పై ఒక వ్యాసం వ్రాయండి  
(or)  
(b) Discuss the literary activities carried out in Andhra during 19<sup>th</sup> and 20<sup>th</sup> Centuries.  
19, 20 శతాబ్దాలలో ఆంధ్రాలో జరిగిన సాహిత్య కార్య కలాపాలను చర్చించండి.

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**Semester – IV**

**II B.A. History**

**PAPER IV: HISTORY & CULTURE OF ANDHRA (FROM 1512 A.D to 1956 A.D)**

### Blue Print for Paper Setter

Time: 3 hrs.

Max. Marks: 75

Unit No.	Essay Questions (8 Marks)	Short Answer Questions (4 Marks)	Very short answer questions	Marks allotted to the Unit
Unit I	02	02	02	30
Unit II	02	-	01	18
Unit III	02	01	-	21
Unit IV	01	03		23
Unit V	03	02	02	38
Total Marks	80	40	10	130

Total Marks including Choice

Guidelines to the Paper Setter:

Paper Setter is requested to cover all the Units and also requested to give questions based on Remembrance and Understanding (80%) and Application or Creativity (20%)

Subject Expert:

Subject Expert:

Faculty Members: 1)

2)

Co-ordinator:

Chairpersons:

## **II Year B.A. Programme (UG) Courses**

### **Semester – IV, Paper – V**

#### **HISTORY OF MODERN WORLD (FROM 15<sup>th</sup> Century AD to 1945 AD)**

#### **INTENTION OF THE INTRODUCTION OF THE HISTORY OF MODERN WORLD (FROM 15<sup>TH</sup> CENTURY AD TO 1945 AD) FOR THE B.A. STUDENTS:**

This semester is very useful as students are exposed to the location of European countries. Particularly the students would be exposed to the revolutionary thoughts as they go through the various revolutions like America, French and Russian revolution. The students would have an idea on the old regimes which have been founded on the ideas of despotism. People are very much dissatisfied with the monarchies which have followed the oppressive policies. They wanted to establish democratic governments by over throwing monarchies.

#### **Objectives of the subject:**

1. To bring out the importance of the characteristics of renaissance which transferred the medieval society to the modern age.
2. To focus on the various revolutions such as French, America and Russia which have changed the existing governments.
3. To lay emphasis on the causes of the First World War and to establish League of Nations for protection of peace in the world.
4. To make an attempt to provide knowledge on the Fascism and Nazism which are responsible for the Second World War.
5. To focus on the Second World War and United Nations which is founded to protect the World from Third World War.

#### **Unit I – Transformation from Medieval to Modern Era:**

This unit throws light on the transformation of the World from Medieval to Modern era. Students would be exposed to the settlement of Parliament and Bill of Rights which are the sources of Democracy. The students would have knowledge on the features of renaissance which has transferred the medieval age to modern era.

**Objectives of the Unit:**

1. To bring out the importance of the establishment of Parliament and bill of Rights.
2. To focus on the characteristics of renaissance.
3. To focus on the ideas of people of middle ages who wish to bring a change in the society.

**Contents of the Unit:** Chief Characteristics, Glorious Revolution (1688) – Origin of Parliament Bill of Rights – Results.

**Outcome of the Unit:**

Students would have knowledge on the despotic regimes of medieval world. Students would acquire skills to launch the movement for the establishment of good governance. The students would be skilful to protect the rights of mankind by overthrowing the despotic rule of medieval period.

**Unit II – American and French Revolutions:**

This Unit provides knowledge on the causes and the results of America and French Revolution. But two revolutions are different from one another. French Revolution seeks to overthrow the Bourbon regime and to establish the democratic government on the basis of revolutionary ideology. But Americans fought for their independence by throwing away the English from their land. But after the revolution in France the despotic governments have been set up again by disturbing the revolutionary government set up in France. But America has persisted with strong democracy by establishing presidential form of government.

**Objectives of the Unit:**

1. To focus on the revolutionary ideas which make the people to change their governments.
2. To bring out the importance of French revolution which has recognized the human rights declared by the revolutionary government.

3. To focus on the liberal ideas of Americans which make them to fight against English for their independent.
4. An attempt would be made to bring out the differences between America and French revolution.

**Contents of the Unit:** American Revolution (1776), French Revolution (1789) – Causes, Course and Results.

**Outcome of the Unit:**

Students can acquire the knowledge of revolutionary ideology. The students would be skilful to raise revolution to bring changes both in the government and society. Students may have an opportunity to know the circumstances under which the democratic governments have been set up.

**Unit III – Movements for Unification:**

This Unit provides knowledge on the movements for the Unification of Italy and Germany. The students would have an opportunity to know the importance of education to create awareness on the movements of unification as asserted by Joseph Mazni. The students shall be exposed to the various steps of unification of Italy and the efforts made by the leaders like Joseph Mazni, Count Cavour, Victor Emanuel and Garibairdi. Students can acquire the knowledge on the role played by Bismark for the unification of Germany.

**Objectives of the Unit:**

1. To focus on the need for unification of Italy.
2. To bring out the importance of the services rendered by leaders for the unification of Italy.
3. To focus on the early trials made by the Germans for the unification of Germany.
4. To lay emphasis on the efforts of Bismark for the unification of Germany.

**Contents of the Unit:** Unification of Italy, Unification of Germany.

**Outcome of the Unit:**

The students would be skilful to make efforts to achieve something like the leaders of Italy who are successful in achieving the unification of Italy. The students would acquire skills of the diplomacy adopted by Bismark to implement his ideas to achieve success for the unification of Germany. Students would have an opportunity to know the blood and iron policy adopted by Bismark to achieve unity among Germans.

**Unit IV – Communist Revolution in Russia, World War I:**

This unit exhibits the knowledge of communist revolution occurred in Russia by which for the first time communist government has been set up in Russia in 1917. This unit provides knowledge on the causes which have pressed the world into war. The Europe and Asian countries have been dragged to the war due to the activities of William Kaizer of Germany. Immediately after the end of the war the then American president Woodrow Wilson has proposed for setting up of world organization to protect peace. This unit throws light on the Paris peace conference from which the distribution of German territories to the Victorious countries.

**Objectives of the Unit:**

1. To bring out the importance of the communist revolution which has setup the communist government on the lines of Leninism.
2. To attempt to know the causes and results of the First World War which has shaken the world economies.
3. To focus the terms and conditions of Paris conference which has reshaped the Asia and European maps.
4. To focus on the importance of fourteen points of Wilson which has suggested for the establishment of organization to protect the world peace.
5. To bring out the importance of League of Nations and its efforts to protect the world from future wars.

**Contents of the Unit:** Causes – Results of the War – Paris Peace Conference, League of Nations.



**Outcome of the Unit:**

Students can acquire the knowledge for the reasons of launching communist revolution in Russia. Students would enhance their skills for the causes of First World War which is responsible for the destruction of mankind. Failure of the efforts of League of Nations and the failure of efforts of the disarmament which is responsible for the Second World War would be known by the students.

**Unit V – World War II:**

This unit is vast unit to provide knowledge about the different issues. The students shall be focused on the causes and results of Second World War. Similarly two despotic regimes like Fascism & Nazism responsible for Second World War would be known by the students. Students may have an opportunity for the establishment of United Nations Organization, its structure and efforts of UNO to maintain World peace through its organs.

**Objectives of the Unit:**

1. To lay emphasis on the role played by Hitler and Mussolini for the outbreak of Second World War.
2. To make an attempt on the polluted politics which drag the world countries into bloody war.
3. To focus on the setting up of United Nations of organization to protect world peace.
4. To make an attempt to know the efforts initiated by UNO to maintain World peace.

**Contents of the Unit:** Causes, Fascism & Nazism - Results; The United Nations Organization : Structure, Functions and Challenges.

**Outcome of the Unit:**

The students would be skilful to learn something about the causes and results of Second World War. Students can acquire the knowledge of despotic governments headed by Mussolini and Hitler in Germany and Italy. The students would acquire some skills on the efforts made by UNO to protect World peace. Students would have an opportunity to learn something on the diplomatic tactics adopted by World leaders in UNO.

**References:**

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

**Dr. V.S. Krishna Govt. Degree and PG College (A)**

**Visakhapatnam**

**Semester – IV**

**II B.A. History**

**PAPER V: HISTORY OF MODERN WORLD (FROM 15<sup>TH</sup> CENT. A.D TO 1945  
AD)**

Time: 3 hrs.

Max. Marks: 75

**Section A**

Answer all FIVE questions carry equal marks

5x2=10

ఈ క్రింద ఇవ్వబడిన అన్ని ప్రశ్నలకు లఘు వ్యాఖ్యలు వ్రాయండి.

- |                                  |                         |
|----------------------------------|-------------------------|
| 1. Invention of Printing machine | - అచ్చు యంత్రం ఆవిష్కరణ |
| 2. Third Estate                  | - మూడవ ఎస్టేట్          |
| 3. Red shirts                    | - ఎర్ర చొక్కాల దండు     |
| 4. Iskra                         | - ఇస్కా                 |
| 5. Pearl Harbour                 | - పర్ల్ హార్బర్         |

**Section B**

Write short answers to the FIVE questions out of eight given below

5x5=25

క్రింద ఇవ్వబడిన ఎనిమిది ప్రశ్నలలో ఏవేని ఐదింటికి సంక్షిప్త సమాధానాలు వ్రాయండి.

- |                             |                                |
|-----------------------------|--------------------------------|
| 6. Settlement of Parliament | - పార్లమెంట్ ఏర్పాటు           |
| 7. Continental Congress     | - ఖండాంతర కాంగ్రెస్ సమావేశాలు  |
| 8. Austro-Prussian war      | - ఆస్ట్రీయా ప్రప్యాయుద్ధం 1866 |
| 9. Lenin                    | - లెనిన్                       |
| 10. Disarmament commission  | - నిరాకరణ సంఘం                 |
| 11. Mussolini               | - ముస్సోలినీ                   |
| 12. Hitler                  | - హిట్లర్                      |
| 13. Security Council        | - భద్రతా మండలి                 |

**Section C**

Write FIVE essays given alternatively

5x8=40

క్రింద ఇవ్వబడిన ప్రత్యామ్నాయ ప్రశ్నలలో ఏవేని ఐదింటికి వ్యాస రూప సమాధానాలు వ్రాయండి.

14. (a) Discuss the features of Renaissance?

సాంస్కృతిక పునర్జీవనం లక్షణాలను చర్చించండి

(or)

(b) Critically examine the Bill of Rights recognized by British emperor.

ఇంగ్లాండ్ చక్రవర్తి గుర్తించిన హక్కుల పత్రాన్ని విశ్లేషించండి

15. (a) What are the causes for the war of American independence?

అమెరికా స్వతంత్ర ఉద్యమానికి గల కారణాలు ఏవి?

(or)

(b) Write an Essay on the achievements of National Assembly during the French Revolution?

ఫ్రెంచ్ విప్లవం కాలంనాటి జాతీయ శాసనసభ ఘనకార్యాలు ఏవి?

16. (a) Discuss the various stages in the movement of Unification of Italy?

ఇటలీ ఏకీకరణ ఉద్యమంలోని వివిధ ఘట్టాలను చర్చించండి?

(or)

(b) Discuss the role of Bismark in the Unification of Germany?

జర్మనీ ఏకీకరణలో బిస్మార్క్ నిర్వహించిన పాత్రను చర్చించండి?

17. (a) What are the causes for the First World War?

మొదటి ప్రపంచ యుద్ధానికి గల కారణాలు ఏవి?

(or)

(b) Examine the causes for the communist revolution of 1917 in Russia?

1917 లో రషియాలో జరిగిన కమ్యూనిస్ట్ విప్లవానికి గల కారణాలను పరిశీలించండి?

18. (a) Discuss the responsibility of Hitler for the outbreak of IIInd World War?

రెండవ ప్రపంచ యుద్ధానికి హిట్లర్ గల భాధ్యతను చర్చించండి

(or)

(b) Analyze the role of UNO to maintain world peace?

ప్రపంచ శాంతిని కాపాడటంలో ఐక్యరాజ్య సమితి నిర్వహిస్తున్న పాత్రను విశ్లేషించండి?

**Dr. V.S. Krishna Govt. Degree and PG College (A)**

**Visakhapatnam.**

**Semester – IV**

**II B.A. History**

**PAPER V: HISTORY OF MODERN WORLD (FROM 15<sup>TH</sup> CENT. A.D TO 1945  
AD)**

**Blue Print for Paper Setter**

Time: 3 hrs.

Max. Marks: 75

Unit No.	Essay Questions (8 Marks)	Short Answer Questions (4 Marks)	Very short answer questions	Marks allotted to the Unit
Unit I	02	01	01	23
Unit II	02	01	01	23
Unit III	02	01	01	23
Unit IV	02	02	01	28
Unit V	02	03	01	33
Total Marks	80	40	10	130

Total Marks including Choice

Guidelines to the Paper Setter:

Paper Setter is requested to cover all the Units and also requested to give questions based on Remembrance and Understanding (80%) and Application or Creativity (20%)

Subject Expert:

Subject Expert:

Faculty Members: 1)

2)

Co-ordinator:

Chairpersons:

Department of History

Dr V.S. Krishna Government Degree & P.G.College (A)

## SKILL DEVELOPMENT COURSES

Tourism Guidance

Total 30 hrs (02 h/wk, 02 Cr & Max 50 Marks)

Learning Outcomes:

By successful completion of the course, students will be able to:

1. Understand the basic tourism aspects
2. Comprehend the requirements, role and responsibilities of profession of a Tourist Guide
3. Apply the knowledge acquired in managing different groups and guiding in a tour
4. Explain basic values related to tourism and heritage

Syllabus:

Unit I: (06 hrs)

Tourism – What is Tourism - Characteristics of Tourist Places – Guidance in Tourism  
- Meaning of Guidance – Types of Tour Guidance - Government/Department  
Regulations

Unit II: (10 hrs)

Types of Guides – Characteristics of a Guide - Duties and Responsibilities of a Guide  
- The Guiding Techniques –Guide's personality- Training Institutions – Licence.  
Leadership and Social Skills - Presentation and Communication Skills - Working with  
different age and linguistic groups - Working under difficult circumstances –  
Precautions at the site -Relationship with Fellow Guides and Officials.

Unit III: (10 hrs)

Guest Relationship Management- Personal and Official - Arrangements to Tourists –  
Coordinating transport - VISA/Passport -Accident/Death -Handling Guests with  
Special Needs/ Different Abilities –Additional skills required for Special/Adventure  
Tours - Knowledge of Local Security and Route Chart – Personal Hygiene and  
Grooming - Checklist - Code of Conduct

Co-curricular Activities Suggested: (04 hrs)

1. Assignments, Group discussion, Quiz etc.
2. Invited lecture/training by local tourism operators/expert/guides
3. Visit to local Tourism Department office and a tourist service office
4. Organisation of college level short-duration tours to local tourist sites.

#### Reference

1. Jagmohan Negi (2006); Travel Agency and Tour Operations, Kanishka Publishers, New Delhi
2. Mohinder Chand (2009); Travel Agency and Tour Operations: An Introductory Text, Anmol Publications Pvt. Limited, New
3. Pat Yale (1995); Business of Tour Operations, Longman Scientific & Technical, New Delhi
4. Websites on Tourism guidance.

#### MODEL QUESTION PAPER

Max Marks: 50

Time: 1 ½ hr (90 Min)

SECTION A (Total: 4x5=20 Marks)

(Answer any four questions. Each rewsna carries 5 marks (At least 1 question should be given from each Unit)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

SECTION B (Total: 3x10 = 30 Marks)

(Answer any three questions. Each rewsna carries 10 marks

(At least 1 question should be given from each Unit)

- 1.
- 2.
- 3.
- 4.
- 5.

@@@@@



