



Dr. V.S. KRISHNA GOVT. DEGREE COLLEGE

(An Autonomous Institution Affiliated to Andhra University)

Reaccredited by NAAC with 'A' Grade(3rd Cycle)

District Resource Centre & Center for Research Studies
Maddilapalem, VISAKHAPATNAM 530 013, Andhra Pradesh



DEPARTMENT OF HISTORY
BOS 2023-24

SEMESTER WISE SYLLABUS,
BLUE PRINT, MODEL QUESTION PAPERS
UNDER AUTONOMOUS PATTERN
WITH EFFECT FROM 2023-2024

CHOICE BASED CREDIT SYSTEM



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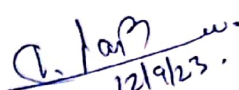


District Resource Centre & Center for Research Studies
Maddilapalem, VISAKHAPATNAM 530 013, Andhra Pradesh



Department of History

In pursuance of conferment of Autonomous Status to DR. V. S. Krishna Govt. Degree College (Autonomous), 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 (1)/ Dr. V. S. Krishna College (A)/2022 dt.03.08.2022 of the Vice- Chancellor, Andhra University, Visakhapatnam, the 9th Board of Studies meeting in History subject is conducted on 12-09-2023 at 10.30.AM with the following members. The changes in the syllabus will be implemented from 2023-24 academic year onwards.

MEMBER	NAME & DESIGNATION	SIGNATURE
Head of the Department (Chairman)	Dr. A. L. Rupavani HOD, Department of History. Dr. V.S. K. Degree College (A), Visakhapatnam	AL-Rupavani 12/9/23
Faculty Member	Dr. V. Suryanarayana Lecturer in History Department of History. Dr. V. S. K. Degree College (A), Visakhapatnam	V. Suryanarayana 12/9/23
Subject Expert (University Nominee)	Prof. Kolluru Suryanarayana, Department of History, Andhra University	K. S. J. 12/9/23
Subject experts from outside the parent university	Dr. N. Chinna Rao Lecturer in History, Government College for Women (A) Srikakulam	N. Chinna Rao
	Smt. M. Pushpanjali Lecturer in History, Government Degree College, Kovvuru	M. Pushpanjali 12/9/23
Representative Member from Industry/Corporate/ Allied area relating to placement.	Sri. KRSSVN Ravi Kumar D.O., LIC of India, City Branch, VSKP	R. K. Ravi Kumar
Member from Alumni	Sri. S. Uday Kumar Lecturer in English Dr. V. S. K. Degree College (A), Visakhapatnam.	S. Uday Kumar 12/9/23

Coordinator, IQAC	Dr. K. Ravi Babu Lecturer In Mathematics Dr. V. S. K. Degree College (A), Visakhapatnam.	 12/9/23.
Coordinator, Academic Council	Dr. P. Sravan Kumar Lecturer in Physics Dr. V. S. K. Degree College (A), Visakhapatnam.	 12/9/23.
Chairperson, Academic Council	Dr. I. Vijaya Babu Principal Dr. V. S. K. Degree College (A), Visakhapatnam.	 12/9/2023

Dr. V. S. Krishna Govt. Degree College (Autonomous)

Visakhapatnam

Department of History

Board of Studies Minutes

The Board of Studies of the Department of History, Dr. V. S. Krishna Government Degree College (A) met on 12.09. 2023 under the chairmanship of Dr. A. L. Rupavani, Head of the Department of History and discussed semester wise syllabus, blue print and model question papers for semesters I, II, III, IV, V, VI, VII & VIII.

It is resolved to:

1. Implement the Autonomous education system as per the Staff Council proceedings commencing from the academic year 2023-24, for the admitted batch of 2023 – 24.
2. Implement the guidelines of the Academic Council.
3. Approved the Modifications in curriculum design for admitted batch 2023-24 (I, II, III, IV, V, VI, VII & VIII semesters) under Choice based Credit System from 2023-24 academic year onwards for the following programs.
 - B.A, History
 - B.A, Political Science
 - B.A, Economics
 - B.A, English
 - B.A, Telugu
 - B.Sc. Mathematics stream (History Multidisciplinary Course)
 - B.Sc. Biology stream (History Multidisciplinary Course)
4. Approve and introduce the newly framed syllabus by the Board of Studies for the 2023 – 24 admitted batch in degree Program with History as a Single Major program.
5. Approve and introduce the newly framed syllabus by the Board of Studies for the 2023 – 24 admitted batch in degree Course who opted History as a minor Course.
6. Approve and introduce the newly framed syllabus by the Board of Studies for the 2023 – 24 admitted batch in degree Course, History as a Multidisciplinary Course.
7. Approve and introduce the newly framed syllabus by the Board of Studies for the 2023 – 24 admitted batch in degree Course, Social Work as Multidisciplinary Course.

8. Approve for new employable and Skill Enhancement Course according to the objectives enshrined in the NEP 2020 from the academic year 2023-24. The newly framed syllabus is oriented in such a fashion that it caters to the needs of the students and to meet the present-day job employability.
9. Resolved to conduct student centric activities like Assignments, Seminars, Workshops, Group Discussions, Quiz competitions, Field trips, Study Projects and other co- curricular activities.
10. Introduce a new semester mode pattern of examination for students with combinations of History as a Single major program, minor Course, multidisciplinary Course and Skill Enhancement Course for the students of I, II, III, IV, V, VI, VII and VIII semesters.
11. Introduce a new semester mode pattern of examination for I semester students who opted Introduction to Social Work as a multidisciplinary Course.
12. Approve the model question paper and blueprint for each Course on the basis of Bloom's Taxonomy. The internal evaluation will be done for 40 Marks through continuous internal assessment and external assessment is done for 60 marks through semester end examinations for Major papers and minor papers.
13. Approved to adopt Continuous Internal Assessment (CIE) through different Evaluation techniques for 40 internal marks in major and minor Courses as per the SOP of CCE. Also approved to conduct the mid examinations through blended mode.
14. Approve the blueprint and Model Question Paper as per Bloom's Taxonomy for Multidisciplinary Course and Skill Enhancement Course. External assessment is done for 50 marks through semester end examinations for Multidisciplinary Course and Skill Enhancement Course.
15. Approve to include Community Service Project for the 1st year students at the end of II semester as per NEP - 2020 w.e.f. 2023-24. The assessment is to be conducted for 100 marks.
16. Approved to introduce Internship -I for 2nd year students at the end of IV semester for two months w.e.f. 2022-23 as per NEP-2020. The assessment is to be conducted for 100 marks.
17. Approved/ ratified to introduce On Job Training in VI Semester w.e.f. 2023-24 as per NEP-2020. The assessment is to be conducted for 200 marks.
18. Approved for list of examiners
19. Adopt a quality-based curriculum on the norms of the NAAC.

20. Encourage the students to join JKC to enrich their communication skills and improve personality development.

21. Implement Multiple Entry and Multiple Exit system as per the norms of NEP 2020.

MEMBER	NAME & DESIGNATION	SIGNATURE
Head of the Department (Chairman)	Dr. A. L. Rupavani, Head of the Department, Department of History. Dr. V. S. K. Degree College (A); Visakhapatnam.	A.L. Rupavani 12/9/23
Faculty Member	Dr. V. Suryanarayana Lecturer in History. Dr. V. S. K. Degree College (A), Visakhapatnam.	V. Suryanarayana 12/9/23
Subject Expert (University Nominee)	Prof. Kolluru Suryanarayana, Department of History, Andhra University	K. Suryanarayana 12/9/23
Subject experts from outside the parent university.	Dr. N. Chinna Rao Lecturer in History Government College for Women(A) Srikakulam	N. Chinna Rao
	Smt. M. Pushpanjali Lecturer in History Government Degree College (A), Rajahmundry	M. Pushpanjali 12/9/23
Representative Member from Industry/Corporate/Allied area relating to placement.	Sri. KRSSVN Ravi Kumar D.O., LIC of India, City Branch, VSKP	K. Ravi Kumar 12/9/23
Member from Alumni	Sri. S. Uday Kumar Guest Faculty in English Dr. V. S. K. Degree College (A), Visakhapatnam.	S. Uday Kumar 12/9/23
Coordinator, IQAC	Dr. K. Ravi Babu Lecturer In Microbiology Dr. V. S. K. Degree College (A), Visakhapatnam.	K. Ravi Babu 12/9/23
Coordinator, Academic Council	Dr. P. Sravan Kumar Lecturer in Physics. Dr. V. S. K. Degree College (A), Visakhapatnam.	P. Sravan Kumar 12/9/23
Chairperson, Academic Council	Dr. I. Vijaya Babu. Principal. Dr. V. S. K. Degree College (A), Visakhapatnam.	I. Vijaya Babu 12/9/2023



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Dr. V. S. Krishna Govt. Degree College (Autonomous)

Visakhapatnam

Department of History

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Dr. V. S. Krishna Govt. Degree College (Autonomous)

Visakhapatnam

Department of History

History Major Papers

Semester	Course	Course Code	Hours	Credits	Internal marks	External marks
I	1. Fundamentals of Social Sciences	23BACM11	4	4	40	60
	2. Perspectives on Indian Society	23BACM12	4	4	40	60
II	3. Science and Human Past	23HISM21	4	4	40	60
	4. Age of Enlightenment and State Formation	23HISM22	4	4	40	60
	Community Service Project		4	180	100	-
III	5. Early Medieval History of India (300 CE-1206 CE)	23HISM31	4	4	40	60
	6. Medieval Indian Society: (Polity, Economy, and Culture) (1206C.E - 1707 C.E)	23HISM32	4	4	40	60
	7. History of Modern India (1707 C.E. -1857 C.E)	23HISM33	4	4	40	60
	8. History of Modern World (Up to 1945 AD)	23HISM34	4	4	40	60
IV	9. Social Change in Modern India	23HISM41	4	4	40	60
	10. Indian National Movement (1857 C.E -1947 C.E)	23HISM42	4	4	40	60
	11. Social and Cultural History of Andhra Pradesh (Up to 1956 C.E.)	23HISM43	4	4	40	60
	Short Term Internship		180	4	100	-

V	12. Tourism and Hospitality Services	23HISM51	4	4	40	60
	13. Journalism and Editing Techniques	23HISM52	4	4	40	60
	14 A. Tourism Guidance and Operating Skills (OR) 14 B. Film and Script Writing Skills	23HISM53A OR 23HISM53B	4	4	40	60
	15 A. Modern Principles and Techniques of Archeology (OR) 15. B. Museum Management	23HISM54A OR 23HISM54B	4	4	40	60
VI	Internship (OJT)		-	12	50	150
VII	7.1 (A) Ancient World Civilizations (OR) (B) Introduction to Archaeology	23HISM71A OR 23HISM71B	4	4	40	60
	7.2 (A) Tribal and Peasant Movements in India (1800-1950) (OR) (B) Recent Trends in Historiography	23HISM72A OR 23HISM72B	4	4	40	60
	7.3 (A) Art and Architecture of India (OR) (B) Environmental History of India	23HISM73A OR 23HISM73B	4	4	40	60
	7.4 (A)History of Indian Food Culture (Skill Course) (OR) (B)Tourism Principles and Practices (Skill Course)	23HISM74A OR 23HISM74B	4	4	40	60
	7.5 (A) Application of ICT in Historical Studies (Skill Course) (OR) (B)Tourism Growth and Developments in Andhra Pradesh	23HISM75A OR 23HISM75B	4	4	40	60

	(Skill Course)					
VIII	8.1 (A) History of Modern East Asia (OR) (B) Makers of Modern India	23HISM81A OR 23HISM81B	4	4	40	60
	8.2 (A) Historical Methods (OR) (B) History of Science and Technology	23HISM82A OR 23HISM82B	4	4	40	60
	8.3 (A) History of Modern Andhra Pradesh (1956-2014) (OR) (B) History of Contemporary India (1956-2000)	23HISM83A OR 23HISM83B	4	4	40	60
	8.4 (A) Fairs and Festivals of India: Business and Marketing Strategies (Skill Course) (OR) (B) Indian Knowledge Systems (Skill Course)	23HISM84A OR 23HISM84B	4	4	40	60
	8.5 (A) Fairs and Festivals of India: Business and Marketing Strategies (Skill Course) (OR) (B) Indian Knowledge Systems (Skill Course)	23HISM85A OR 23HISM85B	4	4	40	60

Dr. V. S. Krishna Govt. Degree College (Autonomous)

Visakhapatnam

Department of History

History Minor Papers

Semester	Name of the Course	Course Code	Hours	Credits	Marks	
					Internal Assessment	External Assessment
II	1. Science and Human Past	23HISN21	4	4	40	60
III	2. Medieval Indian Society: (Polity, Economy and Culture) (1206 C.E - 1707 C.E)	23HISN32	4	4	40	60
IV	3. Indian National Movement (1857 C.E -1947 C.E)	23HISN42	4	4	40	60
	4. Social and Cultural History of Andhra Pradesh	23HISN43	4	4	40	60
V	5. Tourism and Hospitality Services	23HISN51	4	4	40	60
	6. Tourism Guidance and Operating Skills	23HISN53	4	4	40	60
	(OR)					
	7. Journalism and Editing Techniques	23HISN52	4	4	40	60
	8. Films and Script Writing Skills	23HISN54	4	4	40	60

Dr. V. S. Krishna Govt. Degree College (Autonomous)

Visakhapatnam

Department of History

Multidisciplinary Courses

Semester	Paper	Course Code	Hours	Credits	External Marks
Sem I	INDIAN HISTORY	23HISD13	2	2	50
	Introduction to Social Work	23HISD11	2	2	50

Skill Enhancement Courses

Semester	Paper	Course Code	Hours	Credits	External Marks
Sem IV	Tourism Guidance	23HISS43	2	2	50

Dr. V. S. Krishna Govt. Degree College(Autonomous)
Visakhapatnam
Department of History
List of Examiners

Name of the Examiner	College	Phone No
Ch. Tejasvi	GDC(W), Visakhapatnam	9494704219
R.Umamaheswar rao	GDC, Bheemunipatnam	9398224861
M. Kondalrao	GDC, Narsipatnam	7793913873
G. Kirankumar	GDC,Yalamanchili	9502776586
Ch.Krishna Rao	GDC, (W) Srikakulam	9441159711
O. Koteswara Rao	GDC, Tekkali	8978849561
N. Satyanarayana	GDC, Veeraghattam	9492603298
Ch.A.A.S.K. Bhavani	GDC,(MR) Sanskrit, Vizianagaram	9492617718
Nagaraju	GDC, Tuni	9440631297
B. Anjanikumari	GDC(A) Rajahmundry	9059684426



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Students graduating with a B.SC /B.A /B.Com should be able to

	Programme Outcome
PO 1	Critical Thinking: Ability to take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational, and personal) from different perspectives.
PO2	Effective Communication: Ability to speak, read, write, and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media, and technology.
PO3	Social Interaction: Ability to elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO4	Effective Citizenship: Ability to demonstrate empathetic social concern and equity centred national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.
PO5	Ethics: Ability to recognize different value systems including your own, understand the moral dimensions of your decisions, and accept responsibility for them.
PO6	Environment and Sustainability: Ability to understand the issues of environmental contexts and sustainable development
PO7	Employability skills: Equipping graduates with the essential abilities and knowledge to excel in their chosen careers
PO8	Entrepreneurship skills: Seeks to empower students with the competencies needed to be successful entrepreneurs, enabling them to launch, operate, and innovate in their own businesses or entrepreneurial ventures.
PO9	Self-directed and Life-long Learning: Acquire the ability to engage in independent and life-long Learning in the broadest context socio-technological changes



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Department of History

B.A. History

Program Specific Outcomes(PSO)

This program is to impart the knowledge and skills among the students in the field of history as major along with skills in languages and selected minor subjects.

PSO 1:	Learn basic concepts, principles and theories in History
PSO 2:	Analyzes contemporary issues with background of history
PSO 3:	Acquire employability and research skills in the field of history.
PSO 4:	Gain knowledge to understand the society around
PSO 5:	Learn soft and life skills for effective communication and personality development

DR. V. S. Krishna Govt. Degree College (Autonomous)
Visakhapatnam
Department of History
Semester I
1. Fundamentals of Social Sciences (23BACM11)

Course outcomes:

On completion of the Course the student will be able to

Sl.no	Course outcomes	Knowledge level (Bloom's Taxonomy)
CO 1:	Learn about the nature and importance of social science.	Remember
CO 2:	Understand the Emergence of Culture and History	Understand and evaluate
CO 3:	Know the psychological aspects of social behavior	Apply and Analyze
CO 4:	Comprehend the nature of Polity and Economy	Analyze and evaluate
CO 5:	Knowledge on application of computer technology	Analyze and Create

DR. V. S. Krishna Govt. Degree College (Autonomous)

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Department of History

Semester I

1. Fundamentals of Social Sciences (23BACM11)

CO-PO Mapping

1. Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PO:1 Critical Thinking	PO:2 Effective Communication	PO:3 Social Interaction	PO:4 Effective Citizenship	PO:5 Ethics	PO:6 Environment and Sustainability	PO:7 Employa- -bility skills	Po:8 Entrepreneur- ship skills	PO:9 Self-directed and Life-long Learning
CO:1	1	-	2	2	-	-	-	-	-
CO:2	1	-	2	2	3	-	-	-	-
CO:3	1	-	2	-	-	-	-	-	-
CO:4	2	-	2	3	2	-	-	-	-
CO:5	2	-	-	-	-	-	3	2	-

CO-PSO Mapping

1.Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PSO:1	PSO:2	PSO:3	PSO:4	PSO:5
CO:1	2	-	-	3	-
CO:2	-	2	3	2	-
CO:3	-	-	2	-	-
CO:4	-	-	-	3	-
CO:5	-	-	-	-	3

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

Visakhapatnam

Department of History - Semester I

1. Fundamentals of Social Sciences (23BACM11)

Course objectives: The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT.

Course Outcomes:

On successful completion of the Course the student will be able to :

1. Learn about the nature and importance of social science.
2. Understand the Emergence of Culture and History
3. Know the psychological aspects of social behavior
4. Comprehend the nature of Polity and Economy
5. Knowledge on application of computer technology

Syllabus

Module – I – What is Social Science?

1. Definition and Scope of Social Science – Different Social Sciences
2. Distinction between Natural Science and Social Sciences
3. Interdisciplinary Nature of Social Sciences
4. Methods and Approaches of Social Sciences

Module -II: Understanding History and Society

1. Defining History, Its Nature and Scope
2. History- A Science or an Art
3. Importance of History in the Present Society
4. Types of History and Chronology of INDIAN

HISTORY

5. Impact of Environment on History

Module – III – Society and Social Behavior

1. Definition, Nature and Scope of Psychology
2. Importance of Social Interaction
3. Need of Psychology for present Society
4. Thought process and Social Behavior

Module – IV – Political Economy

1. Understanding Political Systems
2. Political Systems – Organs of State
3. Understanding over Economics - Micro and Macro concepts

4. Economic Growth and Development - Various aspects of development
5. Sustainable Development

Module - V – Essentials of Computer

1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications
3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals
4. Cryptography – Symmetric and Asymmetric –malware – Fire walls – Fraud Techniques – Privacy and Data Protection

Reference Books

1. The social sciences: An Integrated Approach by James M. Henslin and Dannel F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson

Activities:

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hack

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (I)

(Program): B.A

Course title_ 1. Fundamentals of Social Sciences

Course code :(23BACM11)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. $5 \times 4 = 20$

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

$5 \times 8 = 40$

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History
Semester I
2. Perspectives on Indian Society (23BACM12)

Course outcomes:

On completion of the Course the student will be able to

Sl.no	Course outcomes	Knowledge level (Bloom's Taxonomy)
CO 1:	Learn about the significance of human behavior and social dynamics.	Remember, Apply and Analyze
CO 2:	Remembers the Indian Heritage and freedom struggle	Remember, Understand and Analyze
CO 3:	Comprehend the philosophical foundations of Indian Constitution	Analyze, Evaluate and Create
CO 4:	Knowledge on Indian Economy	Analyze and Evaluate
CO 5:	Knowledge on application of computer technology	Analyze and Create

DR. V. S. Krishna Govt. Degree College (Autonomous)

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Department of History

Semester I

2. Perspectives on Indian Society (23BACM12)

CO-PO Mapping

1. Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PO:1 Critical Thinking	PO:2 Effective Communication	PO:3 Social Interaction	PO:4 Effective Citizenship	PO:5 Ethics	PO:6 Environment and Sustainability	PO:7 Employa- bility skills	Po:8 Entrepreneur- ship skills	PO:9 Self-directed and Life-long Learning
CO:1	1	-	2	-	-	-	-	-	-
CO:2	1	-	2	2	3	-	2	2	-
CO:3	2	-	2	3	2	-	-	-	-
CO:4	2	-	-	-	-	2	-	2	-
CO:5	2	-	-	-	-	-	3	2	-

CO-PSO Mapping

1.Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PSO:1	PSO:2	PSO:3	PSO:4	PSO:5
CO:1	-	-	-	3	-
CO:2	-	2	2	2	-
CO:3	-	-	-	3	-
CO:4	-	-	-	3	-
CO:5	-	-	-	-	3

Dr. V. S. Krishna Govt. Degree College(Autonomous)
Visakhapatnam
Department of History
Semester I

2. Perspectives on Indian Society (23BACM12)

Course objectives: The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

Course Outcomes: On successful completion of the Course the student will be able to :

1. Learn about the significance of human behavior and social dynamics.
2. Remembers the Indian Heritage and freedom struggle
3. Comprehend the philosophical foundations of Indian Constitution
4. Knowledge on Indian Economy
5. Knowledge on application of computer technology

Syllabus

Module – 1 – Man in Society

1. Human Nature and Real-Life Engagement
2. Social Groups and Social Dynamics
3. Individualism and Collectivism – Ethical Concerns
4. Human Life – Social Influence and Social Impact

Module-II: Indian Heritage and Freedom Struggle in India

1. Cultural & Heritage sites of Tourism in India
2. Indian Dance, Music, paintings and Sculpture.
3. Rise of Nationalism Under British Rule in brief (1857-1947)
4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states

Module – 3 – Indian Constitution

1. Making of the Indian Constitution
2. Philosophical Foundations of Indian Constitution
3. Elements of Indian Constitution
4. Study of Rights in Indian Constitution
5. Directive principles to State

Module – 4. Indian Economy

1. Indian Economy - Features – Sectoral contribution in income
2. Role of Financial Institutions - RBI - Commercial Banks
3. Monetary and Fiscal Policies for Economic Development

4. Economic Reforms - Liberalization - Privatization- Globalization
5. Goods and Service Tax

Module – 5 - Impact on Society & Analytics

1. Role of Computer, impact of Computers on human behavior, e-mail,
2. Social Networking- WhatsApp, Twitter, facebook, impact of Social Networks on human behavior.
3. Simulating, Modeling, and Planning, Managing Data, Graphing, Analyzing Quantitative Data,
4. Expert Systems and Artificial Intelligence Applications in the Social Sciences

Reference:

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipinchandra
4. Introduction to the Constitution of India D.D.Basu
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

Co-curricular Activities:

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60	5	5 out of 10 questions
Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	Man in Society	2(one out of two)	2
2	Module-II	Indian heritage and Freedom struggle in India	2(one out of two)	2
3	Module-III	Indian Constitution	2(one out of two)	2
4	Module-IV	Indian Economy	2(one out of two)	2
5	Module-V	Impact on Society & Analytics	2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (I)

(Programme) B.A. Course title. 2. Perspectives on Indian Society.

Course code : (23BACM12)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. $5 \times 4 = 20$

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

$5 \times 8 = 40$

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

DR. V. S. Krishna Govt. Degree College (Autonomous)
Visakhapatnam
Department of History
Semester II
3.Science and Human Past (23HISM21)

Course outcomes:

On completion of the Course the student will be able to

Sl.no	Course outcomes	Knowledge level (Bloom's Taxonomy)
CO 1:	Understand the meaning of history and its relation to other social sciences and historical writing. □	Understand, Apply and Analyze
CO 2:	Learn about the origin and evolution of human culture.	Remember, Understand and Analyze
CO 3:	Know how humans transformed from the Stone Age to the Iron Age.	Apply, Analyze and Evaluate
CO 4:	Understand the greatness of the first Indian civilization in the Indus Valley. □	Analyze and Evaluate
CO 5:	Learn about the richness of Vedic culture.	Analyze and Evaluate

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Department of History
Semester II
3.Science and Human Past (23HISM21)

CO-PO Mapping

1. Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PO:1 Critical Thinking	PO:2 Effective Communication	PO:3 Social Interaction	PO:4 Effective Citizenship	PO:5 Ethics	PO:6 Environment and Sustainability	PO:7 Employa- -bility skills	Po:8 Entrepreneur- ship skills	PO:9 Self-directed and Life-long Learning
CO:1	1	-	3	-	-	-	-	-	-
CO:2	1	-	2	-	3	1	-	-	-
CO:3	-	-	2	-	2	1	-	-	-
CO:4	-	-	-	1	-	2	-	2	-
CO:5	2	-	2	-	-	-	-	-	-

CO-PSO Mapping

1.Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PSO:1	PSO:2	PSO:3	PSO:4	PSO:5
CO:1	3	-	3	-	-
CO:2	2	-	-	2	-
CO:3	2	-	-	3	-
CO:4	2	2	-	3	2

Dr. V. S. Krishna Govt. Degree College(Autonomous)

Visakhapatnam

Department of History

Semester II

3.Science and Human Past (23HISM21)

Course Outcomes

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

- ☐ 1.Students will understand the meaning of history and its relation to other social sciences and historical writing.
- ☐ 2.Learn about the origin and evolution of human culture.
- ☐ 3.Know how humans transformed from the Stone Age to the Iron Age.
- ☐ 4.Understand the greatness of the first Indian civilization in the Indus Valley.
- ☐ 5.Learn about the richness of Vedic culture.

Syllabus:

Module-I

What is History- Facts, Interpretations- -Sources of Indian History: Archaeological and Literary Sources.

Module-II

Hunting Gathering to the Food Production Society: Palaeolithic, Mesolithic, Neolithic and Chalcolithic Phases in India- Evolution of tools, belief systems and art forms.

Module-III

First Urbanization in India: The Indus Valley Civilization-Definition of Civilization and Urbanization-Origin, Extent-Sites-Features of IVC-Trade and Commerce-Social and Cultural Life-Decline of the Civilization.

Module-IV

The Vedic Corpus: Vedic Literature-Indo-Aryans Theories-Society, Economy, Culture, religion and Polity during the Early Vedic Period-Society, Economy, Culture, religion and Polity during the Later Vedic Period-Origin of Varna System.

Module-V

Second Urbanization in India: Iron Age Cultures in the subcontinent-Impact of Iron technology-
The emergence of City life- Urban Occupations, Crafts, Guilds-Trade and Commerce.

Curricular Activities::

- ☐ A student seminar can be conducted on history and its relationship to other social sciences.
- ☐ Map-pointing should be a compulsory activity as it helps students understand the text more vividly and clearly and should be made part of the internal examination by allotting 5 marks out of 25 for this skill-based activity.
- ☐ Collection of news reports and maintaining a record of paper cuttings relating to topics covered in the syllabus
- ☐ Pictures are drawings of Stone Age cultures. Students can be asked to create a calendar charting the dates of key events.
- ☐ An assignment can be given on metal-age cultures with student justification.
- ☐ A test can be conducted on Indus valley civilization.
- ☐ A comparative table of Indus and Vedic culture can be prepared.
- ☐ Book Reviews on latest Developments in History
- ☐ Seminars/Group Discussions/Quiz/Module Tests

References:

1. E.H. Carr., What is History, Penguin, 1961
2. H.D.Sanakalia., Pre History and Prehistory of India and Pakistan, Bombay University Press, 1990.
3. Stuart Piggott., Prehistoric India to 1000 BC, MJP Publisher, 2022.
4. B.Shaik Ali., History: its Theory and Method, Macmillan, 1978
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. D.P.Chattopadhyay, Science and Society in Ancient India, Research India Publication, 1978.
11. R.C.Majumdar, K.K.Dutta & H.C.RoyChowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
12. RomilaThapar., Cultural Pasts: Essays on Early INDIAN HISTORY, Oxford university Press, 2000.

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Department of History

BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is History	2(one out of two)	2
2	Module-II	Hunting Gathering to the Food Production Society	2(one out of two)	2
3	Module-III	First Urbanization in India	2(one out of two)	2
4	Module-IV	The Vedic Corpus	2(one out of two)	2
5	Module-V	Second Urbanization in India	2(one out of two)	2

Dr. V. S. Krishna Govt. Degree College(Autonomous)
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Department of History
SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_II_)
Program: B.A. Course title 3.Science and Human Past

Course code: (23HISM21)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

DR. V. S. Krishna Govt. Degree College (Autonomous)

Visakhapatnam

Department of History

Semester II

4. Age of Enlightenment and State Formation in India (23HISM22)

Course outcomes:

On completion of the course the student will be able to

Sl.no	Course outcomes	Knowledge level (Bloom's Taxonomy)
CO 1:	Know the philosophies of Indian religions.	Understand, Apply, Analyze and Evaluate
CO 2:	Learn about the formation of states and their growth. <input type="checkbox"/>	Remember, Understand and Analyze
CO 3:	Know the causes of the rise of Magadha and its political history. <input type="checkbox"/>	Remember and Understanding
CO 4:	Understand the Mauryans history and Ashoka Dhamma policy.	Understand ,Apply, Analyze and Evaluate
CO 5:	Will know the significance of post-Mauryan conditions	Analyze and Evaluate

DR. V. S. Krishna Govt. Degree College (Autonomous)
Visakhapatnam
Department of History
Semester II

4. Age of Enlightenment and State Formation in India (23HISM22)

CO-PO Mapping

1. Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PO:1 Critical Thinking	PO:2 Effective Communication	PO:3 Social Interaction	PO:4 Effective Citizenship	PO:5 Ethics	PO:6 Environment and Sustainability	PO:7 Employa- -bility skills	Po:8 Entrepreneur- ship skills	PO:9 Self-directed and Life-long Learning
CO:1	1	-	3	2	2	2	-	-	-
CO:2	1	-	3	3	3	-	-	-	-
CO:3	-	-	-	-	1	-	-	-	-
CO:4	1	-	3	2	3	2	-	-	-
CO:5	-	-	2	-	2	-	-	-	-

CO-PSO Mapping

1.Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PSO:1	PSO:2	PSO:3	PSO:4	PSO:5
CO:1	3	3	-	2	-
CO:2	2	3	-	2	-
CO:3	2	-	-	3	-
CO:4	-	2	-	-	2
CO:5	2	2	-	2	2

Dr. V. S. Krishna Govt. Degree College(Autonomous)
Visakhapatnam
Department of History
Semester-II

4. Age of Enlightenment and State Formation in India (23HISM22)

Course Outcomes:

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

- ☐ Know the philosophies of Indian religions.
- ☐ Learn about the formation of states and their growth.
- ☐ Know the causes of the rise of Magadha and its political history.
- ☐ Understand the Mauryans history and Ashoka Dhamma policy.
- ☐ Will know the significance of post-Mauryan conditions

Syllabus:

Module-I

New Religious Philosophy- Ajivikas, Charvakas-Jainism and Buddhism

Module-II

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

Module-III

Mauryan Empire: Archaeological and Literary Sources-Chandra Gupta Maurya-Bindusara and Ashoka - Ashoka's Dhamma Policy

Module-IV

The Mauryan Administration-Society, Economy, Art and Architecture - Decline of Mauryan Empire-Sangam Literature - Satavahanaas Administration-Society, Economy, Art and Architecture

Module-V

Post Mauryan Period-Invasions from Central Asia-Indo Greeks-Sakas-Parthians and Khushans-Growth of Trade and Urban centres-Coins and Guilds-Gandhara and Mathura Art.

Curricular Activities::

- ☐ Visit the nearest Jain and Buddhist sites or temples and submit a project report.
- ☐ Conducted a group discussion on Ashoka's religious policy.
- ☐ Prepare a poster-making activity on the art and architecture of the Mauryas.
- ☐ Visit the nearest museum and study the Indo-Greek coins.

- ☐ An assignment can be given on Mauryan art.
- ☐ A test can be conducted on Sangam literature.
- ☐ A comparative table of Jainism and Buddhism culture can be prepared.
- ☐ Seminars/Group Discussions/Quiz/Module Tests
- ☐ Preparation of Videos/Charts
- ☐ Write articles to the reputed journals and Magazines
- ☐ Photos Exhibitions on Temple Architecture
- ☐ Visit to the Museums
- ☐ Membership from AP History Congress

References:

1. K.A.N Sastri., Age of the Nandas and Mouryas, Motilal Banarasidass, 1952
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. RomilaThaper., 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.RoyChowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
9. Romila Thapar., Early India: From the origins to 1300, Univrsity of California Press, 2004.
10. Romila Thapar., Cultural Pasts: Essays on Early INDIAN HISTORY, Oxford University Press, 2000.
11. Romila Thapar., Ashoka and Decline of theMauryas, OUP, 2

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Visakhapatnam

Department of History

BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	New Religious Philosophy	2(one out of two)	2
2	Module-II	State formation	2(one out of two)	2
3	Module-III	Mauryan Empire	2(one out of two)	2
4	Module-IV	The Mauryan Administration	2(one out of two)	2
5	Module-V	Post Mauryan Period	2(one out of two)	2

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Department of History

SEMESTER END EXAMINATIONS MODEL PAPER

SEMESTER- (II)

(Programme) B.A. Course title: 4. Age of Enlightenment and State Formation in India

Course code: (23HISM22)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. $5 \times 4 = 20$ Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

$5 \times 8 = 40$ Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

Dr. V. S. Krishna Govt. Degree College(Autonomous)
Visakhapatnam
Department of History -Multidisciplinary Course

SEMESTER I - INDIAN HISTORY (23HISD13)

Course outcomes:

On completion of the course the student will be able to

Sl.no	Course outcomes	Knowledge level (Bloom's Taxonomy)
CO 1:	Have an overall understanding of Indian History and Culture from ancient to modern India.	Understand, Analyze and Evaluate
CO 2:	Learn about the changes in administration, society, economy, politics, and culture under various dynasties.	Remember, Understand and Analyze
CO 3:	Know the stages of the Indian Freedom Struggle and the roles of Gandhi and Subash Chandra Bose	Remember, Understanding and Evaluate

**Dr. V. S. Krishna Govt. Degree College(Autonomous)
Visakhapatnam**

Department of History -Multidisciplinary Course

SEMESTER I - INDIAN HISTORY (23HISD13)

CO-PO Mapping

1. Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PO:1 Critical Thinking	PO:2 Effective Communication	PO:3 Social Interaction	PO:4 Effective Citizenship	PO:5 Ethics	PO:6 Environment and Sustainability	PO:7 Employability skills	Po:8 Entrepreneurship skills	PO:9 Self-directed and Life-long Learning
CO:1	2	-	3	-	2	2	-	-	-
CO:2	1	-	-	3	3	-	-	-	-
CO:3	-	-	-	2	1	-	-	-	-

CO-PSO Mapping

1.Low, 2- Moderate, 3- High, ‘-‘ No Correlation

	PSO:1	PSO:2	PSO:3	PSO:4	PSO:5
CO:1	3	3	-	2	-
CO:2	2	3	-	2	-
CO:3	2	-	-	3	3

Dr. V. S. Krishna Govt. Degree College(Autonomous)
Visakhapatnam
Department of History -Multidisciplinary Course
SEMESTER I - INDIAN HISTORY (23HISD13)

Course Outcomes:

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

1. Students will have an overall understanding of Indian History and culture from ancient to modern India.
2. Learn about the changes in administration, society, economy, politics, and culture under various dynasties.
3. Know the stages of the Indian Freedom Struggle and the roles of Gandhi and Subash Chandra Bose

Syllabus:

Module-I

Ancient Indian History and Culture: What is History-Evolution of Man-Science and Technology in Harappan Civilisation-Vedic Literature- Difference between Jainism and Buddhism Philosophy-Ashoka Dhamma Policy-Science and Technology in Gupta Period- Chronology of Various Dynasties that ruled India (6th Century BC to 1206 CE)

Module-II

History and Culture of Medieval India: Delhi Sultanate: Rulers (Brief), Alla-Ud-Din-Khilji and Muhammad-Bin-Tuglaq Reforms-Greater Mughals (Brief)-Mughal Administration-Akbar Religious Policy-Mughal Art and Architecture-Bhakti Saints

Module-III

History of Modern India: European Settlements-British Revenue Policies-Economic Impact of British Rule-Socio-Religious Reform Movements-Causes for 1857 Revolt-Indian Freedom

Struggle: Vande Mataram, Home Rule Movement-Gandhi's Role: Non-Cooperation Movements, Salt Satyagraha and Quit India Movement-Subash Chandra Bose-Partition of India.

Curricular Activities::

Map-pointing/Collection of Historical news paper cuttings.

Prepare a chart on Ancient, Medieval Dynasties and their rulers.

Collect the various National Leaders photographs

Prepare a list of Historical events in chronological order

Module Tests/Quiz/Debates/Workshops/Book Reviews/Seminars/Assignments.

Collection of Articles and Books/Preparation of Videos/Charts

Photos Exhibitions on Historical Importance/Visit to the Museum

References:

1. E.H. Carr., What is History, Penguin, 1961
2. R.S.Sharma., Ancient India, New Delhi, 1996
3. D.N.Jha, Ancient India: In Historical Outline, Manohar Publishers, 1999.
4. R.C.Majumdar, K.K.Dutta &H.C.Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
5. Romila Thapar., Early India: From the origins to 1300, University of California Press, 2004.
6. Ranabir Chakravarthi., Exploring Early India, upto 1300 A.D, Primus Books, 2016.
7. Satish Chandra., History of Medieval India, 800-1700, Oriental Blackswan, 2007.
8. Satish Chandra., Medieval India: From Sultanate to the Mughals, Part-I & II, Har Anand Publications, 2005.
9. I.H.Qureshi., The Administration of the Sultanate of Delhi, Oriental Books, 1977.
10. Harbans Mukhia., The Mughals of India, Wiley Publishers, 2008.
11. JhanF.Richards., The Mughal Empire, All Volumes, Cambridge University Press, 2012.
12. Sumit Sarkar., Modern India, Pearson India, 2014.
13. Śekhara Bandyopādhyāya.,From Plessey to Partition: A History of Modern India, Oriental Blakswan, 2004
14. V.D.Mahajan., Modern INDIAN HISTORY, S.Chand and Company Limited, 2020.
15. Bipan Chandra, A.Tripathi, Barunde., Freedom Struggle, National Book Trust, 1987. R.C.Dutt., The Economic History of India Under Early British Rule, K.Paul, Trench, Trubner& Company Limited, 2008.
16. Tirthankar Roy., How British Rule Changed India's Economy: The Paradox of the Raj, Springer International Publishing, 2020.
17. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010.
18. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015

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Department of History -Multidisciplinary Course

SEMESTER I - INDIAN HISTORY(23HISD13)

BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	Marks	Essay type	Short answer type
Knowledge/ Remember	35%	35	2	3
Understanding/ Comprehension	25%	25	2	1
Application/	20%	20	1	2
Analysis	15%	15	1	1
Synthesis/ Evaluate	5%	5		1
Total	100	50(including choice 100 M)	3 availing internal choice	4 out of 8 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	10 Marks	5 Marks
1	Module-I		2(one out of two)	Total 8 questions (At least 2 questions from each module)
2	Module-II		2(one out of two)	
3	Module-III		2(one out of two)	

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Department of History -Multidisciplinary Course
SEMESTER END EXAMINATIONS MODEL PAPER

SEMESTER- (I).

(Program) B.Sc.(MDC)

Course title **INDIAN HISTORY** Course code :(23HISD13)

Time: 3 hours

Maximum Marks: 50

PART- A

Answer any **four** of the following questions. Each question carries **Five** marks. 5 X 4
= 20 Marks 1. –

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

PART- B

Answer **all the following** questions. Each carries **Ten** marks
3X 10 =30 Marks

9. (a)

or

(b)

10.(a)

or

(b)

11. (a).

or

(b)

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Visakhapatnam
Department of History
Semester I
Multidisciplinary Course
Introduction to Social Work (23HISD11)

Course Outcomes:

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

1. Understand the basic concepts relating to social work practice, values, principles of social work and social problems in India
2. List out different approaches of providing help to the people in need.
3. Acquaint the process of primary methods of social work
4. Get to know the skills of working with individuals, groups and communities.

Syllabus

Module-I: Introduction to social work and concepts related to social work

Introduction to Social Work- Definition- Scope- objectives - Functions- social service, social welfare services, social reform, major social problems in India; Social work philosophy, values, objectives, principles, methods and fields of social work.

Module-II: Methods of Working with Individuals and Groups

Social case work –Definition-scope and importance of social case work, principles and process of social case work -Tools and techniques in social case work- Counselling skills. Social Group Work- Definition-scope- the need for social group work –Group work process - Principles of Group Work -Stages of Group Work-Facilitation skills and techniques.

Module-III: Working with Community and Field Work in social work

Community – definition - characteristics- types- Community organisation as a method of social work-definition-objectives-principles- phases of Community organization - concepts of Community development, Community participation and Community empowerment, Field work in social work – Nature, objectives and types of field work - Importance of field work supervision.

Suggested Co-Curricular Activities: (05 hours)

1. Divide the students into groups, each group containing not exceeding 10 students depending upon the total number of students in a class or section. Each group can search in internet about any one of the institutions which work for the welfare of children or women or elderly or scheduled caste and scheduled tribe children or differently abled persons or Juvenile homes or Correctional homes or hospitals or Mahila Pragathi Pranganam or Swadhar project or any social welfare project or non governmental organizations (NGOs) to have an idea about welfare agencies working for the needy.
2. Ask each group to exchange and discuss the information with other groups in the classroom with the information they collected on Internet.
3. Group Discussion with the students- what type of Community problems they observe in their villages/towns/cities? Ask them to tell what are the line departments which will help to solve the problems of their communities and suggest them what type strategies help the communities to empower.
4. Invited lectures/Training by local experts
5. Visit to a Community
6. Assignments, Quiz etc.

References:

1. Chowdhary, Paul. D. (1992). Introduction to Social Work. New Delhi: Atma Ram and Sons.
2. Friedlander W.A. (1955). Introduction to social welfare, New York, Prentice Hall.
3. Government of India, (1987). Encyclopedia of Social Work in India (Set of 4 Volumes). New Delhi, Publications Division, Ministry of Information and Broadcasting.
4. Lal Das, D.K. (2017). Practice of Social Research – Social Work Perspective, Jaipur, Rawat Publications.
5. Madan, G.R. (2009). Indian Social Problems (Volume 1 & 2). New Delhi: Allied publishers Private Limited.
6. Siddiqui, H.Y.(2007). Social Group Work. Jaipur: Rawat Publications
7. Pasty McCarthy & Carolin Hatcher, (2002). Presentation skills. The Essential Guide for Students. New Delhi, Sage Publications.
8. Websites on Social work methods.

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Department of History

BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	Marks	Essay type	Short answer type
Knowledge/ Remember	35%	35	2	3
Understanding/ Comprehension	25%	25	2	1
Application/	20%	20	1	2
Analysis	15%	15	1	1
Synthesis/ Evaluate	5%	5		1
Total	100	50(including choice 100 M)	3 availing internal choice	4 out of 8 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	10 Marks	5 Marks
1	Module-I		2(one out of two)	Total 8 questions (At least 2 questions from each module)
2	Module-II		2(one out of two)	
3	Module-III		2(one out of two)	

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SEMESTER END EXAMINATIONS MODEL PAPER

SEMESTER- (I). (Program) B.Sc.

Course title Introduction to Social

Work Course code : (23HISD11)

Time: 3 hours

Maximum Marks: 50

PART- A

Answer any **four** of the following questions. Each question carries **Five** marks. 5 X 4 =
20 Marks 1. –

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

PART- B

Answer **all the following** questions. Each carries **Ten** marks
3X 10 =30 Marks

9. (a)

or

(b)

10.(a)

or

(b)

11. (a).

or

(b)

Dr. V. S. Krishna Govt. Degree College(Autonomous)
Visakhapatnam
Department of History - Semester-III

5. Early Medieval History of India (300 CE-1206 CE) (23HISM31)

Course Outcomes:

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

- ☐ 1 . Will understand the political scenario of the 8th century C.E. in India.
- ☐ 2 . Know the achievements and greatness of the Gupta rulers and Harshavardhana.
- ☐ 3. Know the Invasions of Arabs and Turks
- ☐ 4. Understanding the emergence of regional dynasties and their mutual relations
- ☐ 5. Visualise the contribution of the Pallavas to Indian art and architecture.
- ☐ 6. Get awareness of Cholas local administration.
- ☐ 7. Know the philosophies of various Bhakti saints.

Module-I

Gupta Dynasty - Political, Administrative, Economic, Socio and Cultural conditions- Science and Technological achievements - Foreign Travellers: Fa-hien and HiuenTsang-Ajanta and Ellora Paintings

Module-II

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

Module-III

Arab and Turkush Invasions-Muhammud Ghorī, Muhamud Gazani-Albrunis India-Kalhana Rajatarangini

Module-IV

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

Module-V

Sankaracharya, Ramanujacharya and Madhvacharya Philosophies-Styles of Architecture:
Dravidian, Nagara and Vyasa- Tanjor, Belur and Halebid Temples Architecture

Curricular Activities::

- ☐ Collection of Fa-hien and Hiuen-Tsang pictures with their biographies

- ☐ Identify the important cities of Vakataka, Rastrakutas, and Rajput Kingdoms on the map.
- ☐ A chart can be prepared for Arab and Turkic invasions.
- ☐ Visit the Pallava and Chola art and architecture sites and submit a detailed report.
- ☐ Quiz/Assignments
- ☐ Book Reviews on latest Developments in History Seminars/Group Discussions/**Module Tests**

Identify the important places in the Map

- ☐ Project Works
- ☐ Prepare the synapses
- ☐ Write articles to the reputed journals and Magazines
- ☐ Photos Exhibitions on Temple Architecture
- ☐ Visit to the Museums
- ☐ Membership from AP History Congress

References:

1. Romila Thapar., 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.Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
8. Romila Thapar., 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.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- ()

(Programme)B.A.

Course title 5. Early Medieval History of India (300CE-1206 CE)

Course code(23HISM31)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Visakhapatnam
Department of History
Semester-III

6. Medieval Indian Society: (Polity, Economy, and Culture) (1206 CE-1707 CE)(23HISM32)

Course Outcomes:

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

1. Know the Delhi Sultanate Rule and its Conditions.
2. The Administrative Policies and Reforms of the Delhi Sultanate Kings
3. Understand the nature of medieval Indian states.
4. Get knowledge of the emergence of composite culture in India.
5. Learn about the Bhakti Movement and the evolution of composite culture.
6. Know the Marathas and Sikh political history.

Module-I

Delhi Sultanate: Slave, Khilji, Tughlaq, Sayyid and Lodhi dynasties-Reforms of Ala-ud-din- Khilji, Mahmud-Bin-Tughluq and Firuz-Shah-Tughluq-Divine of Delhi Sultanate.

Module-II

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

Module-III

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

Module-IV

Mughal Administration, Socio, and Religious Conditions- Mughal Economy-Mansabdari System-Mughal Paintings-Art and Architecture-Literature

Module-V

Decline of Mughals-Aurangzeb's Deccan Policy-Rise of Regional Powers-Marathas: Shivaji Administration and Peshwas-Sikhs

Curricular Activities::

- ☐ Prepare the chronological chart of the Delhi Sultanate and collect the Delhi Sultanate archival documents.
- ☐ Collection of photographs of Delhi Sultanate rulers
- ☐ Exhibition on Mughal paintings/Prepare a chart of Delhi and Mughal rulers.
- ☐ Prepare the timeline of Mughal rulers and collect the Mughal kings archival documents.
- ☐ Collection of Various Constructions of Delhi Sultanates and Mughal Rulers

- ☐ Give an assignment on the rise of regional powers.
- ☐ Quiz/Assignments/Debates/Workshops/ Book Reviews
- ☐ Seminars/Group Discussions/**Module** Tests/Collection of Articles and Books
- ☐ Preparation of Videos/Charts/Identify the important places in the Map
- ☐ Project Works/Collection of News Paper Cuttings

References:

1. Irfan Habib., Medieval India: The Study of a Civilization, National Book Trust, 1985
2. Satish Chandra., History of Medieval India, 800-1700, Oriental Blackswan, 2007.
3. Satish Chandra., Medieval India: From Sultanate to the Mughals, Part-I & II, Har Anand Publications, 2005.
4. Satish Chandra., Essays on Medieval INDIAN HISTORY, Oxford University Press, 2005.
5. I.H.Qureshi., The Administration of the Sultanate of Delhi, Oriental Books, 1977.
6. Aniruddha Ray., The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture, Taylor and Francis, 2019.
7. Sunil Kumar., Emergence of the Delhi Sultanate. 1192-1286, Permanent Black, 2007.
8. Fouzia Farooq Ahmed., Muslim Rule in Medieval India: Power and Religion in Delhi Sultanate, Bloomsbury Publishing, 2016.
9. HarbansMukhia., The Mughals of India, Wiley Publishers, 2008.
10. Jhan F.Richards., The Mughal Empire, All Volumes, Cambridge University Press, 2012.
11. Michael H.Fisher., A Short History of Mughal Empire, Bloomsbury Publishing, 2015.
12. Shahabuddin Iraqi., Bhakti Movement in Medieval India: Social and Political Perspectives, Manohar Publications, 2009.
13. J.L.Mehta., Mediaeval Indian Society and Culture, Sterling Publications,
14. A.B.M. Habibulla., The Foundation of Muslim Rule in India, The Central Book Depo, 1976.
15. Shireen Moosvi., The Economy of the Mughal Empire, Macmillan, 1997.

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Department of History

BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- ()

(Programme)B.A.

Course title_6. Medieval Indian Society: (Polity, Economy, and Culture)(1206 CE-1707 CE)

Course code(23HISM32)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(O)

(b)

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Department of History
Semester-III
7. History of Modern India (1707 CE-1857 CE) (23HISM33)

Course Outcomes:

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

1. Identify the true nature of colonial rule and its consequences.
2. Understand the unrest among the people against the company.
3. Identify the true nature of different governors' journal reforms.
4. Find out the various revenue, education, and social reforms.
5. Unearth the concept behind the 1857 revolt and its role in modern INDIAN HISTORY.

Module-I

European Penetration into India- Conflicts between European powers- Carnatic Wars-Bengal Nawabs-Battle of Plessey and Boxer

Module-II

Anglo-Maratha Wars-Colonial Acts: Regulating Act (1773), Pitts India Act (1784), Charter Acts (1833)-Warren Hastings

Module-III

Reforms of Cornwallis-Wellesley- William Bentinck- Dalhousie

Module-IV

Economic Impact of British Rule: Land Revenue Policies: Permanent Settlement-Ryotwari-Mahalwari Systems- Commercialisation of Agriculture- De Industrialisation-Dcline of Handicrafts- Drain of Wealth-Famines

Module-V

Indian Response to British Rule: Causes for Peasant and Tribal Movements in 18th and 19th Centuries-1857 Revolt-Nature- Causes- Course and results.

Curricular Activities::

- ☐ Identify the European trading centres in the Map
- ☐ Prepare the chart on Exports and Imports of India during British Rule
- ☐ Differentiate the common feature of Permanent Settlement, Raythwari and Mahalwari systems.
- ☐ Prepare the chart on Agricultural crops and Commercial Crops

- ☐ Identify the 1857 Revolt centres and their leaders in Map.

Quiz/Assignments/Debates/Workshops

- ☐ Book Reviews on latest Developments in History
- ☐ Seminars/Group Discussions/**Module** Tests
- ☐ Collection of Articles and Books
- ☐ Preparation of Videos/Charts
- ☐ Indentify the important places in the Map
- ☐ Project Works
- ☐ Collection of News Paper Cuttings
- ☐ Prepare the synapses

References:

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

Dr. V. S. Krishna Govt. Degree College(Autonomous)

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Department of History

BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_III_)

(Programme)B.A.

Course title 7. History of Modern India (1707 CE-1857 CE)

Course code (23HISM33)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

- 11. –
- 12. –
- 13. –
- 14. ---
- 15. –
- 16. –
- 17. ---
- 18. –
- 19. –
- 20. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History
Semester-III
8.History of Modern World (Up to 1945) (23HISM34)

Course Outcomes:

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

- ☐ Demonstrated advanced factual knowledge of world histories, politics, and cultures.
- ☐ Know the causes of geographic discoveries and new innovations.
- ☐ Assess and appraise the developments in art, literature, and society during the Renaissance and utilise content knowledge of the Reformation and Counter- Reformation to make predictions about the evolution of Christianity in Europe and abroad.
- ☐ Know the causes of the Industrial Revolution and its various developments.
- ☐ Understand the main events of the American and French Revolutions and their significance.
- ☐ Learn how Russia's traditional monarchy was replaced with the world's first Communist state.
- ☐ Know how the world wars affected the people and how the UNO played a major role in world peace.

Syllabus:

Module-1

Geographical Discoveries-Renaissance- Reformation and Counter Reformation

Module-II

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

Module-III

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

Module-IV

League of Nations-Mustafa Kemal Pasha in Turkey-World War II- Fascism in Italy

Module-V

Nazism in Germany-United Nations Organizations: Structure, Achievements and Failures- Cold War

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 &Spoottiswoode, 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::

- ☐ Map-pointing should be a compulsory activity; it should be made part of the internal examination by allotting marks for this skill-based activity.
- ☐ Watch historical movies related to the topics in the e-class room.
- ☐ Organise Guest Lectures and the publication of a college-level magazine by encouraging students to write articles on the contemporary history of Europe.
- ☐ Conduct Viva voce interviews and Quiz Programmes etc.
- ☐ Quiz/Assignments/Debates/Workshops
- ☐ Book Reviews on latest Developments in History
- ☐ Seminars/Group Discussions/**Module** Tests
- ☐ Collection of Articles and Books/Preparation of Videos/Charts
- ☐ Identify the important places in the Map/Project Works Write articles to the reputed journals and Magazines/Photos Exhibitions/Visit to the Museums/Tourist Places
- ☐ Collection of News Paper Cuttings
- ☐ Prepare the synopses/Write articles to the reputed journals and Magazines
Photos Exhibitions/Visit to the Museums/Tourist Place

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (III)

(Programme)B.A. Course title 8.History of Modern World (Up to 1945)

Course code :(23HISM34)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History
Semester- IV

9. Social Change in Modern India(23HISM41)

Course Outcomes:

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

- ☐ Learn the Indigenous and Western education systems and its essence.
- ☐ Understand the genesis of vernacular literature and contribution of Christian missionaries in education.
- ☐ Knowledge of various social reform institutions and personalities
- ☐ Appreciate the services rendered by the various societies in social awakening
- ☐ Importance of Self-respect Movement
- ☐ Understand the Social Reform movements and its impact on the society.

Module-I

Indian Education System-Introduction of English Education-Colonial Educational Policies

Module-II

Growth of Press- The rise of Modern Vernacular Literature-Progress of Science-Christian Missionaries activities in India.

Module-III

The Indian Renaissance-Causes-Raja Ramamohan Roy-Devendranath Tagore-Kesava Chandra Sen-Eswar Chandra Vidya Sagar-AryaSamaj

Module-IV

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

Module-V

Aligarh Movement-Islamic Revivalism-Wahabi and Faraizi Movement-Self Respect Movements: Jyothiba Phule-Narayan Guru-E.V.Rama Swamy-Dr.B .R.Ambedkar

Curricular Activities::

- ☐ Prepare a chart of both Indian and western education system and display in the class room.
- ☐ Visit the local Christian missionaries, Education institutions and prepare a project work on

the observations.

- ☐ Collect the Pictures of various Social Reform Movement leaders and their brief history
- ☐ Identify the Social Service NGOs and their role in the society.
- ☐ Quiz/Assignments/Debates/Workshops
- ☐ Book Reviews on latest Developments in History
- ☐ Seminars/Group Discussions/**Module** Tests
- ☐ Collection of Articles and Books
- ☐ Preparation of Videos/Charts
- ☐ Identify the important places in the Map
- ☐ Project Works
- ☐ Collection of News Paper Cuttings
- ☐ Prepare the synapses
- ☐ Write articles to the reputed journals and Magazines
- ☐ Photos Exhibitions
- ☐ Visit to the Museums/Tourist Places

References:

1. RC.Dutt.,The Economic History of India Under Early British Rule, Rutledge, 2000.
 2. Thirthankar Roy., the Economic History of India, 1857-2010, Oxford University Press, 2020.
 3. Kenneth W.Jones., Socio-Religious Reform Movements in British India, Vol.1, Cambridge University Press, 1989.
 4. M.N.Srinivas, Social Change in Modern India, Oriental Longman, 2001.
 5. Raj Pruthi., Social and Religious Reform Movements in Modern India, Common Wealth Publishers, 2014.
 6. AmiyaP.Sen., Social and Religious Reform: The Hindus of British India, Oxford University Press, 2005.
 7. A.Kumar., Social Transformation in Modern India, Sarup Books Limited Private Limited,2001.
 8. Sumit Sarkar&Tanika Sarkar., Women and Social Reform in Modern India, Indian University Press, 2008.
- V.Rama Krishna., Social Reform in Andhra1848-1949, Vikas Publications, 1983.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_IV_)

(Programme) B.A. Course title 9. Social Change in Modern India

Course code : (23HISM41)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History
Semester- IV
10. Indian National Movement (From 1857 to 1947) (23HISM42)

Course Outcomes:

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

- ☐ Learn the reforms of British viceroys, i.e., Lord Lytton, Rippon, and Curzon.
- ☐ Study the important factors for the growth of Indian nationalism.
- ☐ Understand the young generation's enthusiasm to obtain independence at an early age.
- ☐ Visualize the idealistic policies of Mahatma Gandhi.
- ☐ Paved the way for obtaining independence

Module-1

Viceroy's Rule: Lord Lytton-Lord Rippon-Lord Curzon and their Reforms-Factors for the Growth of Indian Nationalism

Module-II

Indian National Congress-Moderates and Extremists-Partition of Bengal-Swadeshi Movement-Muslim League-Militant Nationalism

Module-III

Indian Councils Act 1892- Minto-Morley (1909) Reforms-Home Rule Movement-Montague Chelmsford- 1919

Module-IV

Gandhian Phase-Khilafat Movement-Rowlatt Act-Jallian Walla Bagh-Non-Co-operation Movement- Swaraj Party-Subhash Chandra Bose

Module-V

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

Curricular Activities::

- ☐ Collect the Photos of Lord Rippon and Curzon

- ☐ List out the characteristics of Moderates and Extremists
- ☐ Collect the Biography of BhagatSingh and Subash Chandra Bose
- ☐ Conduct the Exhibitions on Indian National Leaders Photographs and their contribution to Indian National Movement
- ☐ Identify the Unification of Princely States in Indian Union in the map
- ☐ Quiz/Assignments/Debates/Workshops
- ☐ Collection of Articles and Books
- ☐ Preparation of Videos/Charts
- ☐ Identify the important places in the Map
- ☐ Project Works
- ☐ Write articles to the reputed journals and Magazines
- ☐ Photos Exhibitions
- ☐ Visit to the Museums/Tourist Places

References:

1. Anil Seal., Emergence of Indian Nationalism, CUP, 1968.
2. B.L.Grover and Grover., A New Look at Modern INDIAN HISTORY, S. Chand Publications,1998.
3. Sekhar Bandhyopadhyay., From Plessey to Partition: A History of Modern India, Oriental Black Swan, 2004.
4. V.D.Mahajan., Modern INDIAN HISTORY, S.Chand and Company, 2020.
5. SumitSarkar., Modern India, Pearson India, 2014.
6. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010
7. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015
8. Barbara D. Metcalf, Thomas R. Metcalf.,A Concise History of Modern India,C Cambridge University Press, 2006.
9. K.C.Chaudari., History of Modern India, New Central Book Agency, 2011.
10. Bipan Chandra., Essays on Colonialism, Oriental black swan, 1999

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_IV_)

(Programme) B.A. Course title: 10. Indian National Movement (From 1857 to 1947)

Course code: (23HISM42)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History
Semester-IV

11. Social and Cultural History of Andhra Pradesh (Up to 1956 CE)(23HISM43)

Course Outcomes:

- ☐ Students after successful completion of the Course will be able to
- ☐ Learn the broad social and cultural history of Andhra Pradesh, from pre-historic to the formation of Andhra Pradesh.
- ☐ Visualise the various major and minor dynasties that ruled Andhradesa between the 11th and 16th centuries.
- ☐ Know the advent of Europeans in Andhra and their trading settlement.
- ☐ Learn about the socio-cultural awakening of Andhra during the 19th and early 20th centuries.
- ☐ Examined the growth of the nationalist movement in Andhra Pradesh from 1885 to 1947.
- ☐ Learn about the incidents that led to the formation of the first linguistic state in India.

Module-1

Pre-Historic Culture-The Satavahanas-Socio-Economic and Religious Conditions, Literature, Art and Architecture-The Ikshvakas-Vishnukundins-The Eastern Chalukyas of Vengi: Society, Religion, Telugu Language, Art and Architecture.

Module-II

Various Major and minor dynasties that ruled Andhradesa between 11th and 16th centuries A.D. (In Brief) -Socio-Religious and Economic Conditions-Growth of Telugu Language and Literature-Vijayanagara Empire: Socio, Economic and Cultural Conditions, Art, Literature and Architecture.

Module-III

Advent of Europeans-1857 Revolt and its Impact on Andhra-Establishment of British Rule- Socio-Cultural Awakening-Growth of Nationalist Movement in Andhra between 1885 to 1947. **Module-IV** Origin and Growth of Andhra Movement-Role of Andhra Mahasabhas-Events leading to the formation of Andhra State 1953 - Role of Press and News Papers in the Andhra Movement - Role of Library Movement and Folk and Tribal Culture.

Module-V

Formation of Andhra Pradesh State 1956-Visalandhra Mahasabha-States Reorganization Commission (SRC) and its Recommendations - Gentlemen Agreement - Important Social and Cultural Events (1956 to 2014).

References:

1. P.Raghunadha Rao.,History and Culture of Andhra Pradesh from earliest Times to 2019, Sterling Publications, 2021.
2. Suravaram Pratap Reddy., Andhrula Sangika Charitra, Pallavi Publications, 2015
3. Etukuri BalaRamam Murty., Andhrula Sankshiptha Charitra, Vishalandhra Publishing House, 2016.
4. K.V.Narayanarao., the Emergence of Andhra Pradesh, Popular Prakasan, 1973.
5. Sarojini Regani., Highlights of the Freedom Movement in Andhra Pradesh, Ministry Cultural Affairs, Govt of Andhra Pradesh, 1972.
6. M. Venkatarangaiah(ed)., The Freedom Struggle in Andhra Pradesh (All Volumes).
7. M.L.K.Murty (Ed), Comprehensive History and Culture of Andhra Pradesh:Pre and Protohistoric Andhra Pradesh up to 500 BC, Oriental Longman,2008.
8. B.S.L.Hanumantha Rao., Socio-Cultural History of Ancient and Medieval Andhra, Telugu University, 2008.
9. KomarrajuVenkata Lakshmana Rau &Vijnana Sarvaswa Sakha., History and Culture of the Andhras,Telugu University, 2008.
10. V.Ramakrishna (Ed)., Compressive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
11. Jairam Ramesh., Old History, New Geography: Bifurcating Andhra Pradesh, Rupa Publications, 2016.
12. Prasada Rao., Compressive History of Modern Andhra Pradesh, Emesco, Vijayawada.
13. Andhra Pradesh Samagra Dharshini
14. Online Sources

Curricular Activities::

- ☐ Identify the major densities and important centres in the Map. A teacher can encourage the students to participate in national and international conferences.
- ☐ Faculty may assign some library work on collections of books, research papers on the syllabus topics.
- ☐ As a student, you can observe how socio-economic and cultural changes have taken place and shall submit a report and present it in the class room. The students may collect rare photographs of Andhra History.
- ☐ Individual Project Work shall be written in the given format not exceeding 10 to 20 pages and to be submitted to the teacher.
- ☐ Inculcate the Andhra culture among the students.
- ☐ Conduct the exhibitions on rare collection of books and photos

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Department of History

BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_IV_)

1. (Programme)B.A. Course : 11. Social and Cultural History of Andhra Pradesh
(Up to 1956 CE) Course code (23HISM43).

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History
Semester-V

12. Tourism and Hospitality Services(23HISM51)

Course Outcomes:

Students after successful completion of the Course will be able to

- ☐ Know the basics of tourism and hospitality services.
- ☐ Inculcate interpersonal skills in the students.
- ☐ Develop the ability to multitask and manage crises.
- ☐ Understands the spirit of teamwork and different types of services
- ☐ Acknowledge the importance of guest service and satisfaction.
- ☐ Develop their skills, leadership abilities, and entrepreneurial spirit.

Syllabus:

Module-I

Tourism-Definition-Nature and Scope-History of Tourism-Domestic and International Tourism - Causes of Rapid Growth of Tourism

Module: 2

Characteristics of Hospitality Industry: Inflexibility, Intangibility, Perish ability-Types of Hospitality Jobs: Hotel Manager, Hotel Receptionist, Restaurant Manager, Catering Assistant, Executive Chef etc-Types of Hotels in India.

Module: 3

Duties, Responsibilities& Skills of Front Office Staff-Duties, Responsibilities and Skills of Housekeeping Staff-Accommodation to the Tourists-NITHM

Module: 4

Restaurant-Kitchen, Buffets, Multi-Cuisines, Functions-Room Service, Interior designing-Catering Services-Banquette - Food and Beverage Services

Module: 5

Different Types of Services offered in Selected Hotels/Motels/Restaurants-Minimum facilities in Hotels/Lodges-Different Types of Managerial Issues - Service Etiquettes - Menu Card Preparation.

References:

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, Priyakrushna 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. A.K Bhatia., International Tourism Management, Sterling, New Delhi, 2010.
 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. Web Sources

Curricular Activities::

- ☐ Various practical aspects related to hospitality industry. Visit Tourist places.
- ☐ Conduct practical competitions such as flower arrangements, cooking, catering, public speaking and many more related to hospitality services to encourage students
- ☐ Provide opportunity to show and improve their Personal and practical skills.
- ☐ The teacher should conduct mock interviews and also record them to let the students analyse their performance by watching the audio-visual.
- ☐ Students must visit local hotels, restaurants, tourism offices, catering offices etc.
- ☐ Observe and work during off-hours to gain hands-on experience and prepare a Report.

Co-Curricular Activities::

- 1) Invited Lectures/Alumni Interactions/Field Work compulsory
 - 2) Hands on Experience with the help of Field Experts/Invited/Extension Lectures
 - 3) Debates on Interesting Topics/Field Work/**Module** Tests/Video preparation on tourist places.
 - 4) Seminars, Group Discussions, Quiz, Assignments etc
- Periodical Interactions with HR Managers

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_V_)

(Programme) B.A. Course title 12. Tourism and Hospitality Services

Course code : (23HISM51)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History
Semester-V

13. Journalism and Editing Techniques(23HISM52)

Course Outcomes:

Students at the successful completion of the Course will be able to;

- ☐ Know the Significance of Report Writing
- ☐ Understand the Principles and Techniques of Reporting
- ☐ Know the types of news sources and qualities of a reporter.
- ☐ Identity: the Role of Sub Editor and Editor
- ☐ Critically analyse the challenges in reporting and editing techniques.

Module-I

Definitions of Journalism, Reporting and Editing-History of Indian Press and News Papers- Printing Revolution-Importance of Print and Electronic Media in Present Society.

Module-2

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

Module-3

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

Module-4

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

Module-5

Characteristics of Effective Report - Report writing for all Media: Radio, Television, News Paper, Magazine and Web- Writing of Model Reports of different types like Politics, Crime, Entertainment, Press Conference, Places of Importance etc. - Career opportunities in Journalism.

References:

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

Co-Curricular Activities:

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

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_V_)

(Programme) B.A. Course title 13. Journalism and Editing Techniques
Course code(23HISM52)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-V

14. A. Tourism Guidance and operating Skills(23HISM53A)

Course Outcomes:

Students after successful completion of the Course will be able to

- Acquire Tour Guiding, Operating and Soft Skills
- Understand Different Situations under which one has to Work
- Cultivate Cultural Awareness and Flexibility
- Acknowledge the Relevance of Team Spirit and Guest relationship.
- Plan, Organize Tour operations efficiently
- Learn the Tour and Travel Agencies

Syllabus:

Module: 1

Meaning of Tour Guide - Types of Tour Guide: Heritage Guide, Nature Guide, Adventure Guide, Business Guide, Special Interest Guide etc-Duties and Responsibilities of Guides - Various Roles of Tour Guide.

Module: 2

Guiding Techniques: Leadership Skills, Social Skills, Presentation Skills, Communication Skills - Guide's Personality Skills: Passion, Empathy, Enthusiasm, Punctuality, Humour etc-Personal Hygiene and Grooming-Code of Conduct.

Module: 3

Guest Relationship Management-Handling Emergency Situations- Medical, Personal, Official, VISA/Passport, Death, Handling Guest with special needs/Different Abilities/ Different Age Groups.

Module: 4

Conducting Tours: Pre Tour Planning, Route Chart, Modes of Transportation, Security Measures, and Check List etc. - Conducting Various Types of Tours- Relationship with Fellow Guides - Coordination with Hospitality Institutions.

Module: 5

Travel Agency and Tour operations-Difference between Travel Agent and Tour operator-
Functions of Tour Operator-Types of Tour Operations and of Tour Operators - A Brief Study of
Tour operating Agencies like APTDC, Southern Travels etc.

References:

- Jaganmohan Negi., Travel Agency and Tour Operations, Kanishka Publishers, New Delhi, 2006.
1. Mohinder Chand, Travel Agency and Tour Operations: An Introductory Text, Anmol Publications Pvt. Limited, New Delhi, 2009.
 2. Pat Yale., The Business of Tour Operations, Longman, 1995.
 3. Dennis L. Foster., Introduction to Travel Agency Management
 4. Pat Yale., Business of Tour Operations, Longman Scientific & Technical, New Delhi, 1995.
 5. K.L. Pond., The Professional Guide: Dynamics of Tour Guiding, 1993
 6. Abdullah Tarinc, Ceyhun Caglar Kilinc, Gulsun Yildirim, Ozlem Ozbek., Cases on Tour Guide Practices for Alternative Tourism, IGI Global, 2020.
 7. Mark Anthony Camilleri., Tourism Planning and Destination Marketing, Emerald Publishing Limited, 2018.
 8. www.tourism.gov.in
 9. Web Sources

Suggested Co-Curricular Activities::

- 1) Invited Lectures/**Module** Tests/Assignments
- 2) Hands on experience with the help of field experts.
- 3) Seminars, Group Discussions, Quiz, Debates etc.
- 4) Alumni Interactions/Interaction with Tour operators/Managers etc.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_V_)

(Programme)B.A. Course title14. A. Tourism Guidance and operating Skills
Course code(23HISM53A).

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-V

14.B. Films and Script Writing Skills (23HISM53B)

Course Outcomes:

Students after successful completion of the Course will be able to

- Understand the scope and origin of Indian cinema.
- Understand the Evolution of Telugu Cinema and Major Changes from the Past to Present.
- Assess the Role of Telugu Cinema Makers and Their Contribution
- Identify various cinema studios and film institutions.
- Learn the skills and techniques of cinema script writing.

Module-I

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

Module- 2

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

Module-3

Major Developments in Telugu Film Industry in the first 50 years (In Brief) (1912 to 1962) - Cinema Studios and Film Institutes (Chennai-Hyderabad)-Prominent Telugu Film Script Writers: Pingali Nagendra Rao, Chakrapani, Modukuri Jhonson, D.V.Narasaraju.

Module-4

Script Writing: Characteristics of a Writer- Script Features-Selection of Story Line-Narration of Story (Summary)-Context-Dialogues-Scenes in Chronological Order-Screen Play-Script for Mythological, Historical, Folk, Social Reform and Freedom Movement, TV Serials, Web Series, and Short films etc.

Module-5

Observation of Historical Films and Scripts-Study the Script of one of the following films Mahamantri Timmarasu, Bobbili Yuddham, Alluri Sitaramaraju-Film Education Institutions in India- Career opportunities in Cinema Industry

References:

1. Renu Saran., History of Indian Cinema, Diamond Pocket Books Pvt Ltd, 2012.

2. Ashish Rajadhyaksha, Indian Cinema: A Very Short introduction, 2016.
Dr.D.L.Narasimha Rao, Evolution of Telugu Films: A Historical Prospective, Research India Press, 2013.
3. K.Dharma Rao, A Book on 86 Years of Telugu Cinema (Telugu).
4. TelakaPalli Ravi, Mana Cinemalu: AnubavaluCharitra- Parinamam (Telugu), Praja Sakthi Book House, 2019.
5. Satyajith Ray, Cinimalu Manavi- Vallavi (Telugu), Anvikshiki Books, 2011.
6. Venkat Sidda Reddy, Cinema-Cinema-Cinema: Sameekshalu, Vyasalu, Parichayalu (Telugu), Anvikshiki Publishers, 2021.
7. S.Theodore Baskaran, History through the Lens: Prospective on the South Indian Cinema, 2009.
8. S.V.Srinivas, Politics as Performance: A Social History of Telugu Cinema, Orient Blackswan, 2018.
9. K.P.Ashok Kumar, Anaganaga Oka Cinema (Telugu)

Co-Curricular Activities:

- 1) Training of Students on Script Writing
- 2) Interview with Cinema Makers
- 3) Assignments on Collection of old Historical films, Short Stories etc.
- 4) Invited Lectures on Cinema Artists/ Script Writers
- 5) Debates on History of Telugu Cinema
- 6) Seminars, Group discussions, Quiz, etc.
- 7) Preparation of Different Scripts.
- 8) Collection of Cinema Old Scripts
- 9) Visits to nearby Film Institutions/ Studios/Interaction with Artists on Cinema Field.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER

SEMESTER- (_V_)

(Programme)B.A. Course title 14.B. Films and Script Writing Skills

Course code (23HISM53B)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. $5 \times 4 = 20$

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

$5 \times 8 = 40$

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History
Semester-V

15. A. Modern Principles and Techniques of Archaeology(23HISM54A)

Course Outcomes:

Students at the successful completion of the Course will be able to;

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

Module-I

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

Module-2

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

Module-3

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

Module-4

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

Module-5

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

References:

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

Co-Curricular Activities:

- 1) Invited Lectures
- 2) Hands on Experience with the help of Field Experts.
- 3) Debates, Seminars, Group Discussions, Quiz, etc.
- 4) Periodical Interactions with Museum / Archaeology Technical Experts

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_V_)

(Programme)B.A. Course title 5. A. Modern Principles and Techniques of Archaeology
Course code (23HISM54A)

Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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SEMESTER - V

15.B Museum Management(23HISM54B)

Course Outcomes:

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

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

Module: 1

Origin, Meaning, Definition and Purposes of Museums – Changing Role and Social Relevance of Museums – History and Development of Museums in India.

Module: 2

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

Module: 3

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

Module: 4

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

Module: 5

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

References:

1. Nigam M.L., Fundamentals of Museology. Navahind Prakashan, 1966

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

Co-Curricular Activities:

- 1) Invited Lectures/Interactions with Museum Experts
- 2) Hands on Experience with the help of Field Experts.
- 3) Debates, Seminars, Group Discussions, Quiz, etc.

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Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	
Application/	20%	12	1	1(one out of two)
Analysis	13%	8		2(two out of four)
Synthesis/ Evaluate	7%	4		1(one out of two)
Total	100	60		5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I		2(one out of two)	2
2	Module-II		2(one out of two)	2
3	Module-III		2(one out of two)	2
4	Module-IV		2(one out of two)	2
5	Module-V		2(one out of two)	2

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_V_)

(Programme)B.A. Course title 15.B Museum Management

Course code(23HISM54B) Time: 3 hours

Maximum Marks: 60

PART- A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20

Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks

5 X 8 = 40

Marks

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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SEMESTER – V

7.1 Ancient World Civilizations (23HISM71A)

Course Outcomes

Students after successful completion of the Course will be able to

- Understand the concept of the evolution of mankind and culture through the ages and their impact on human lives today.
- Acquire knowledge about ancient human society and the transformation of ancient civilizations.
- Comprehend the complexities of the civilization of Mesopotamia.
- Appraise and examine the society, politics, economy, and culture of the Aztecs, Mayas, and Incas.
- Understanding of Egyptian and Chinese civilizations and their contributions to the world.
- Examine the Greek philosophy and the greatness of Persian culture.
- Evaluate the contribution of Roman civilizations to the advancement of human thought and law.

Syllabus:

Module-I

Origin and growth of Human culture and civilization- Mesopotamia Civilization: The land- Early Cities-Polity-Society- Science-Trade and Commerce-Law Cuneiform Script- Religion. **Module-**

Module II

Ancient Egypt Civilization: Origin-Political History-Pharaohs-Social and economic life- Cultural Contributions-Hieroglyphic script-Religion. Chinese Civilization: Early Dynasties- Social and Economic life-Arts and Crafts-Chinese Script-Religion.

Module-III

The Aztec Civilization: Origin, Society, Religion, Cosmology, Economy and Decline. Maya Civilization: Polity, Society, Art, Religion, and decline-The Inca Civilization: Origin, Polity, Religion, Society and Economy, Art and Architecture-Decline.

Module-IV

Greek Civilization: Athenian democracy-Society and Culture. Persian Civilization: Political Social and Economic Conditions.

Module-V

Roman Civilization-Establishment of Republic Society-Law and Culture. Persian civilization: Political, Social and Economic Conditions.

Reference Books:

1. N.Jayapalan., *History of World Civilization*, Atlantic, 2021.
2. Phillip Campbell., *The Story of Civilization*, Vol.1, TAN Books, 2016
3. Toby Wilkinson., *The Rise and Fall of Ancient Egypt*, Bloomsbury, 2011
4. Eric Brown., *Ancient Civilizations: A Complete Overview on the Incas History, the Byzantine Empire, Maya History & Maya Mythology*, 2020.
5. Sargent B., *Ancient World Civilisations*, Kaufman Press, 2022.
6. Will Durant., *The Story of Civilization: Our Oriental Heritage*, 1997
7. J.E. Swain., *A History of World Civilization*, McGraw Book, New York, 1938, reprint, S.Chand, New Delhi 2000
8. Frankfort Henri., *the Birth of Civilization to the Near East*, Indian University Press, 1951.
9. Trever, A. Albert., *History of Ancient Civilization*, Harcourt, Brace & Co. (January 1, 1936).
10. Use Web Resources and online contents: MOOCs, SWAYAM, NPTEL, Websites etc.

Curricular Activities:

- Identifying similarities and differences within each civilization
- Conduct Exhibitions
- Collection of Books and Research Papers on Ancient World Civilizations
- Students learn to identify symbols and features on a topographic map.
- Research-based assignments based on class work
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Comparison of Ancient World Civilizations
- Prepare charts and draw the tools and objects used by the civilians.
- Seminars, group discussions, quizzes, etc.
- Collect ancient archaeological remains, figures, photos, and books related to your topic and start writing in a systematic way

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VII_)

(Program): B.A

Course title : 7.1 Ancient World Civilizations

Course code : (23HISM71A)

Time: 3 hours

Maximum Marks:

60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-VII

7.1(B) Introduction to Archaeology(23HISM71B)

Course Outcomes:

Students after successful completion of the Course will be able to

- Learn the scope of Archaeology and its sources.
- Analyzes the branches of Archaeology and their relation to other disciplines.
- Understand the different kinds of Archaeological studies and their evaluation.
- Knowledge of Colonial and Oriental Studies in Indian Archaeology
- Analyze the contribution of oriental Archaeologists and their services to Archaeological developments.
- Know the Important Archaeological Sites in India and their Exploration

II. Syllabus:

Module-I

Scope of Archaeology: Pre and Proto history-Archaeological Sources-Exploration and Excavation methods-The study of Epigraphy and Numismatics-Branches of Archaeology and Relations with other disciplines.

Module-II

Types of Archaeology: Origin and Evolution of Archaeological Studies in the world- Classical Archaeology-Prehistoric Archaeology-Historical Archaeology-Environmental Archaeology- Underwater Archaeology-Ethno Archaeology-Linguistic Archaeology - Salvage Archaeology **Module-III**

Indian Archaeology: Colonial and Oriental Studies in Indian Archaeology-William Jones, James Prinsep, Alexander Cunningham, Robert Bruce Foote-Establishment of Professional Archaeology and Institutions-Curzon, John Marshall, Mortimer Wheeler, Sankalia- Archaeological Survey of India

Module-IV

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

Module-V

Indus Sites: Excavations at Mohenjo-Daro, Harappa, Lothal and Dholavira- Megalithic and Early Historic Sites: Adichanallur, Suttukeni, Hallur, Kodumanal and Pattinam.

III. Reference Books:

1. Agrawal, D.P., *The Archaeology of India*, London, 1982. Allchin, B., and R. Allchin, *The Rise of Civilization in India and Pakistan*, Cambridge, 1982
2. Chakrabarti, Dilip.K., *India : An Archaeological History*, New Delhi, 1999.
3. Chakrabarti, Dilip.K., *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, 1988.
4. Daniel, Glyn E., *the Origins and Growth of Archaeology*, London, 1967.
5. Dhavalikar, M.K., *First Farmers of the Deccan*, Pune, 1990
6. Ghosh, A., (ed.), *An Encyclopaedia of Indian Archaeology*, Vol.II, New Delhi, 1988.
7. Gururaja Rao, B.K., *Megalithic Culture in South India*, Mysore, 1972
8. Rajan, K., *Archaeology: Principles and Methods*, Tanjavur, 2002
9. Raman, K.V., *Principles and Methods of Archaeology*, Madras, 1986
10. Roy, Surendranath., *The Story of Indian Archaeology*, New Delhi, 1961
11. Singh, Upinder, *The Discovery of Ancient India, Early Archaeologists and the Beginnings of Archaeology*, New Delhi, 2004
12. Wooley, CL., *Digging the Past*, London, 1954
13. Web Resources

Co-Curricular Activities:

- Training of Students in Archaeological Sites, Excavation, Exploration, C-14, Preservation Techniques, Usage of Technology, etc.
- Students learn to identify symbols and features on a topographic map.
- Research-based assignments based on field work

- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Trends in Archaeology
- Seminars, group discussions, quizzes, etc.
- Collection of archaeological remains, figures, photos, and books related to the research topic and start history writing and organizing them in a systematic way.
- Field visits to archeological and historical sites, museums, and monuments for observations, etc.
- Interaction with Archaeologists
- Usage of Archaeology Scientific Equipment
- Participate in National and International conferences and take membership in the Indian Archaeological Society, the Andhra, the South, and the INDIAN HISTORY Congresses.
- Awareness about photography

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (VII)

(Program): B.A

Course title 7.1(B) Introduction to Archaeology

Course code : (23HISM71B)

Time: 3 hours
60

Maximum Marks:

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-VII

7.2.(A) Tribal and Peasant Movements in Colonial India (1800-1950) (23HISM72A)

Course Outcomes:

Students after successful completion of the Course will be able to

- Students will gain knowledge of the tribal and peasant revolts under colonial rule.
- Understand the 19th-century tribal uprisings in different parts of the country.
- Learn about the peasant revolts in the different parts of the country.
- Students come to know the different local peasant organizations and their integration into the national movement.
- Realize the nexus between the leftists and the peasantry in their movements.

II.Syllabus:

Module- I

Concept of Tribe-Geographical Distributions- Ecological relations-Nature and Scope of Peasant Revolts in India-British Colonial Policies-Concept of Peasantry-Tribal and Peasant Societies in Colonial India.

Module-II

Historiography of Tribal Movements- Tribal Uprisings in India in the 19th Century-Causes for Tribal Uprisings- Different Tribal Movements: Bhil, Kol, Mundas, Ramosi, Santhals, Ahoms, Koya, Rampa and other Revolts.

Module-III

Agrarian Dimension of Tribal and Peasant Movements- Historiography on Peasant Revolts-A Brief Survey of Peasant Revolts-Causes for Peasant Revolts- Indigo-Rangpur-Kol-Moppila- Pabna-Deccan Riots-Champaran and Bardoli.

Module-IV

Tribal Movements in North-East India- Peasant Movements in Telangana and Andhra (1800- 1947)-The Rise and Growth of All India Kisan Sabha-Integration of Peasantry into Indian National Movement.

Module-V

The Left and the Peasant relations-Congress Socialist Party-Communist Party of India-

Provincial Peasant Movements after Independence and Causes (in Brief)-Impact of Tribal and Peasant Movements on Society.

III. Reference Books:

1. Kamal.K.Misra& G.Jayaprakasan.,*Tribal Movements in India*, Manohar Publishers, 2012
2. K.S.Singh, *Tribal Movements in india*, Vol.I&II, Manohar Publishers, 2015
3. Ranajith Guha., *Elementary Aspects of Peasant Insurgency in Colonial India*, 1999.
4. Sunil Kumar Sen., *Peasant Movements in India, Mid 19th & 20th Centuries*, K.P.Bhagchi, 2009.
5. A.R.Desai., *Peasant Struggles in India*, Oxford University Press, 2008.
6. D.N.Dhanagare., *Peasant Movements in India (1920-1950)*, Oxford University Press, 1985
7. Kankanala Muniratnam Naidu., *Peasant Movements in India*, Reliance Publishing House, 2008.
8. *Subaltern Studies*, Vol. I, Oxford University Press, 1982
9. David.E.Ludden., *Peasant History in South India*, ACLS History E-Books Projects, 2008.
10. B.K.Sharma., *Tribal Revolts*, Pointer Publishers, 1996
11. Barry Pavir., *The Telangana Movement, 1944-51*, Vikas Publications, 1981.
12. Online Sources

Co-Curricular Activities:

- Identifying similarities and differences between tribal communities and their habits
- Conduct class room role plays on tribal leadership and attire.
- Exhibition on Local Tribal Products
- Collection of Books and Research Papers on Tribal and Peasant Movements from Past to Present
- Students identify the local tribes and observe their activities.
- Seminars, group discussions, quizzes, etc.
- Collection of rare photos and books
- Visit the Tribal Exhibitions
- Students are strongly encouraged to participate in and organize academic seminars and conferences, film screenings, and public outreach events.
- Read the Various Govt Schemes for the welfare of SC/STs
- Interviews with Local Tribal Leaders
- Organizing a photo exhibition on tribal and peasant movements and fighters

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VII_)

(Program): B.A **Course title** 7.2.(A) Tribal and Peasant Movements in
Colonial India (1800-1950)

Course code : (23HISM72A)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

**Dr. V. S. Krishna Govt. Degree College(Autonomous)
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Department of History

Semester-VII

7.2B Recent Trends in Historiography(23HISM72B)

Course Outcomes:

Students after successful completion of the Course will be able to

- ☐ Know the basic understanding of the development of History as a discipline
- ☐ Illustrate how the methodological and philosophical shifts have contributed to the development of history.
- ☐ Analyze the recent developments in the National, Aligarh School of Historiography, and explore the features of the Annals School of Thought.
- ☐ Provide a basic understanding of different historical writings, i.e., Orientalism, National Socialism, Marxism, and Aligarh, etc.
- ☐ Understanding the Historical Significance of Neo-Marxist and Gender Historiography
- ☐ Exploring the new approaches of medicine, health, and science, subaltern and environmental historiographies, etc.

I. Syllabus:

Module-I

General Survey of Historical Trend-Annals School-Marc bloch-Lucien Febvre-Fernand Braudel-Georges Duby-Robert Mandrou- Pierre Chaunu-Jacques Le Goff and Ernest Labrousse- Orientalist Historiography

Module-II

New Marxist Historiography-Antonio Gramsci-Neo Marxism and Frankfurt School-Indian Marxist Historiography-Nationalist Historiography-Aligarh School of Historiography

Module-III

Gender History-Women's Historiography-Historiography of Medicine and Public Health in Modern India-Historiography of Science and Technology in Modern India

Module-IV

Subaltern Historiography-History from below-Ranajith Guha and Subaltern Studies-Historians of Subaltern studies and their interpretations.

Module-V

Environmental Historiography: Origin- Global trends- Debates- Madhav Gadgil and

Kasthuri Rangan Report-Ramachandra Guha- Deepesh Chakrabarthi- K.Sivarama Krishnan

Reference Books:

1. Satish K.Bajaj., *Recent trends in Historiography*, Anmol Publications, 1998.
2. Sabyasachi Bhattacharya., *Approaches to History: Essays in Indian Historiography*, Indian Council of Historical Research, 2011.
3. T.Rajesh., *Modern Trends in Historiography*, Milinda Books, 2020.
4. T.R.Sharma., *Historiography: A History of Historical Writing*, Concept Publishing, 2005.
5. Mark Harrison., *Public Health in British India: Anglo Indian Preventive Medicine*, CUP, 1994.
6. Leela Kassturi and Vina Majumdar (ed.), *Women in Indian Nationalism*, Delhi, Vikas Publishing House, 1994.
7. Michael H.Fisher., *An Environmental History of India*, CUP, 2018
8. Eric.J.Hobsbawm., *Karl Marx's Contribution to Historiography, in Ideology and Social Sciences*, Suffolk, 1962.
9. Georg G. Iggers., *New Directions in European Historiography*, Middletown, 1975.
10. Michael Bentley., *Modern Historiography, an Introduction*, New York, 1999.
11. Peter Burke (ed), *New Perspectives on Historical Writing*, Oxford, 1992.
12. Rigby, S.H., *Marxist Historiography* in Michael Bentley (ed), *Companion to Historiography*, New York, 1997.
13. Uma Chakravarti., *Rewriting History: the Life and Times of Pandita Ramabai*, Zubbani Publishers, 2013

Co-Curricular Activities:

- Identifying similarities and different schools of thought on various themes
- Students may apply the arguments in their research.
- Collection of Books and Research Papers on Tribal and Peasant Movements from Past to Present
- Research-based assignments
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on Recent Trends in Historiography
- Seminars, group discussions, quizzes, etc.
- Collection of books, articles, etc.
- Students are suggested to participate and organize academic seminars and conferences, etc.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VII_)

(Program): B.A **Course title** 7.2B Recent Trends in Historiography
Course code : (23HISM72B)

Time: 3 hours
60

Maximum Marks:

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. –
2. –
3. –
4. ---
5. –
6. –
7. ---
8. –
9. –
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-VII

7.3A Art and Architecture of India (23HiSM73A)

Course Outcomes

After completion of this Course, the students will be able to:

- ☐ Know various texts like Agamas, Puranic, ancient Vaastu texts, and principles of art and architecture.
- ☐ Understand the different monuments in Jaina and Buddhist art and architecture in India.
- ☐ Students will get an overall understanding of the development of art and architecture in India.
- ☐ Students will learn about Indian art and architecture, its diversity, and its aesthetic richness.
- ☐ Ability to understand art as a medium of cultural expression.
- ☐ Understand the impact of Persian art on Islamic art and architecture in India.

I. Syllabus:

Module-I

Pre and Proto Historic Art: Rock Paintings, Harappan Art and Crafts- Types of Art and Architecture-Importance of Indian Arts and Architecture- Types of Texts of Art and Architecture in India.

Module-II

Jain and Buddhist Art & Architecture: Jain and Buddhist Monuments- Jain Basadi- Buddhist Stupa Architecture, Monasteries/Chaityas-Viharas and Caves in India- Paintings in Ancient India.

Module-III

Hindu Art and Architecture: Origin, and Styles- Ancient and Medieval Iconography and Sculptures- Stone and Metal Sculpture-Types of Paintings-Temple art and Architecture in Ancient India-Nagara, Dravida and Vesara Styles.

Module-IV

Islamic Art and Architecture: Indo-Islamic Architecture-Delhi Sultanate art and Architecture- Mughal Art, Paintings and Architecture-Persian influence on Art and Architecture-Forts Architecture in Medieval India-Rajput Art and Architecture.

Module-V

Modern and European Architecture: Indo-Gothic, Neo-Roman and Indo-Saracenic Styles-
British Architecture in Kolkotta, Mumbai, Chennai and Delhi-Constructions of Towns
and Buildings-Colonial Architects-Neoclassical Architecture-Structures across India.

II. Reference Books:

1. V.S.Agarwal., *Indian Art*, Varanasi, 1965.
2. Adam Hardy., *the Temple Architecture of India*, Wiley, 2007.
3. Percy Brown., *Indian Architecture*, 2 Vols. Bombay, 1959.
4. Bindia Thapar., *Introduction to Indian Architecture*, Tuttle Publishing, 2012.
5. Benjamin Rowland., *The Art and Architecture of India: Buddhist, Hindu Jain*, Penguin Books, 1959.
6. J.Fergusson., *History of Indian and Eastern Architecture*, Delhi, 1999.
7. Saktipada Datta., *Art and Architecture in Medieval India*, Br Publishing Corporation, 2011.
8. *India: Art and Architecture in Ancient and Medieval Periods*, Ministry of Information and Broadcasting, Govt. of India, 2016.
9. Dr.S.Ram., *History of Medieval Indian Art and Architecture*, Common wealth Publishers, 2013.
10. Ebba Koch., *Mughal Architecture*, Primus Books, 2014.
11. R.S.Gupta., *Iconography of Hindu, Buddhist and Jain*, Advent Book, New Delhi, 1980.
12. Raj Kumar., *Essays on Indian Art and Architecture*, Discovery Publishing House, 2003.
13. B.Rowland., *Art and Architecture of India*, Harmondswarth, 1970
14. The Director General Survey of India (Ed) Guide Books: World Books: World Heritage Series, New Delhi.

Co-Curricular Activities:

- Identifying similarities and different styles of art and architecture
- Students may observe the engineering technology of the constructions in ancient to modern
- Collection of books and research papers on the art and architecture
- Research-based assignments/Seminars/Group discussions/Quizzes etc
- Draw the Plan of Architecture of Temples, Forts, and Buildings on Chart
- Invited Lectures: Presentations on Related Topics by Experts

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VII_)
(Program): B.A Course title 7.3A Art and Architecture of India
Course code : (23HiSM73A)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-VII

7.3 (B) Environmental History of India (23HiSM73B)

I. Course Outcomes:

Students after successful completion of the Course will be able to

- Know the basics of environmental history and its global trends.
- Analyze the various Environmental approaches in pre-colonial India
- Understand forest resource utilization and tribal resistance under British
- Learn about the environmental movements in post-colonial India.
- Assess the global consensus over environmental issues.
- Understand environmental disasters and their impact on society.

II.Syllabus:

Module-I

What is Environment-Scope and Global Trends in Environmental History-Approaches to Indian environmental history-Colonial and post colonial Historiography on environmental History.

Module-II

Environmental consensus through the ages-Environmental approach to pre historic studies- Ecology and Forests under Mauryas, Guptas, Delhi Sultanate and Mughals- Royal hunting- Conservation of forests.

Module-III

Environmental History during colonial times-colonialism as a watershed in Indian environmental history-Colonial Forest Policies-deforestation-Impact of ship building industry, railways-forest legislations-Green Imperialism-Jhum cultivation-Tribal resistance

Module-IV

Environmental movements in post colonial India-post colonial Scenario-Industrialization-

Hydro, Electric Projects dams, mines-Deforestation and Pollution-Emergence of environmental movements-Chipco-Narmada BachaoAndolans-Women Environmental movements.

Module-V

Environmental Disasters in India-Floods-Famines, Epidemics-Disaster Management in India- Global warming and its Impact on Ecology.

III.Reference Books:

1. Arnold, David and Ramachandra Guha (eds), *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, Delhi, Oxford University Press, 1995. Brands, Dietrich, *India Forestry*, Oriental University Institute, Harvard University, 1897.
2. Gadgil, M., and Guha, R.M., *This Fissured Land; an Ecological History of India*, Delhi, Oxford University Press, 1992.
3. Richard Grove (Ed)., *Nature and Orient: The Environmental History of South East Asia*, Oxford University Press, 1998.
4. David, Arnold, *Cambridge History of India: Science, Technology and Medicine in Colonial India*, Cambridge University Press, 1981.
5. Laxman, D. Satyana., *Ecology, Colonialism, and Cattle: Central India in the Nineteenth Century*, Oxford, 2004.
6. Ramachandra Guha., *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, OUP, 1989.
7. Ramchandra Guha., *Environmentalism: A Global History*, OUP, 2000.
8. L.K.Jha., *India's Forest Policies: Analysis and Appraisal*, Ashish Publishing House, 1994
9. Jitendra Prasad., *Tribal Movements in India*, Kilaso Books, 1995

Research Articles:

10. Ramachandra Guha., *Writings on Environmental History in India*, Studies in History, 1993
11. Ramachandra Guha., *An Early Environmental Debate: The Making of The 1878 Act*,

Indian Economic and Social History Review, 1990.

12. Ramachandra Guha and Madav Gadgil., *State Forestry and Social Conflict in British India*, Past and Present, Vol.123, 1989.
13. Jayantha Bandyopadhyay and Vandana Shiva., *Political Economy of Ecology Movements*, EPW, Vol.23, 1988.
14. Online web resources

1) Co-Curricular Activities:

- Training of Students on Collection of Sources and Writing Environmental History
- Research-based assignments, videos, and documentaries on the topics

- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Trends in Environmental History
- Seminars, group discussions, quizzes, etc.
- Collection of famous personality's photos, books, and articles related to environmental movements, protectors, historians, etc.
- Awareness Programmes on Save Environment
- Visits to libraries, historical sites, museums, and monuments for rare collections, etc.
- It is suggested to participate in the INDIAN HISTORY Congress, South INDIAN HISTORY Congress, and Andhra Pradesh History Congress for updating knowledge and knowing the latest developments in history.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VII_)
(Program): B.A Course title 7.3 (B) Environmental History of India

Course code : (23HiSM73B)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

Dr. V. S. Krishna Govt. Degree College(Autonomous)

Visakhapatnam

Department of History

Semester-VII

7.4(A) History of Indian Food Culture(23HiSM74A)

Course Outcomes:

After completion of this Course, the students will be able to:

- Know the origin of food and its relation to humans.
- Understand the various changes and developments in food culture from the ancient to modern periods.
- Learn the varieties of food and recipes in different periods.
- Know the impact of Islamic influence on Indian food
- Realize the introduction of European food varieties in India.
- Learn about the changes in Indian food culture and their consequences.

II.Syllabus:

Module-I

Meaning of Food- Definitions of Recipes, Cuisine, and Dish-Evolution of Indian food Culture- Hunting and Food gathering Society's- Barter System-Agricultural Developments-Importance of Food.

Module-II

Ancient Indian Food Culture: Pre Historic to Indus Valley-Vedic diet, Jain and Buddhist vegetarianism-Food habits and varieties-Trade of Food items with other countries.

Module-III

Medieval Indian Food Culture: Spicy Food- Food Culture during Delhi Sultanate period-varieties of Food and recipes, Dishes and Feasts during Mughal period- Cooking techniques and Ingredients.

Module-IV

Europeans Food Culture: Colonial Influence on Indian Cuisine-other countries influence-Introduction of Europeans Vegetables (Tomato, Potatoes, Squash, Sweet Peanut, Chilli, Carrot-Drinks-Soups-Coffee, Tea etc.,

Module- V

Contemporary Indian Food Culture-Street Food-Global Impact on Indian Bakery food and Alcoholic and Non Alcoholic Beverages- Impact on health and Food Business in India.

Reference Books:

1. K.T.Achaya., *Indian Food: A Historical Companion*, Delhi, 1994.
2. K.T.Achaya., *The Story of our Food*, Hyderabad, 2000.
3. Colleen Tayler Sen., *Feasts and Fasts: A History of Food in India*, Bombay, 2015
Colleen Tayler Sen., *Food Culture in India*, Universities Press, 2003.
4. Shoba Narayan., *Food and Faith: A Pilgrims Journey thorough India*, Harper Collins India, 2020.
5. Dr.SatyaPrakashaSangara., *Food and Drinks in Mughal India*, Reliance, 1999.
6. Charmaine ‘O’ Brien., *Flavours of Delhi: A food lover’s Guide*, Penguin books Limited, 2003.
7. Chitrita Banerji., *Land of Milk and Honey: Travels in History of India Food*, Delhi, 2010
8. Salma Yousuf Husain., *The Mughal Feast: Recipes from Kitchen to emperor Shah Jahan*, Roli Books, 2021.
9. Salma Husain., *The Emperors Table: The Art of Mughal Cuisine*, Lustre Publishers, 2008.
10. Tanya Abraham., *Eating with History: Ancient Trade-Influenced cuisines in Kerala*, Niyogi Books, 2020.
11. Krishna Gopal Dubabey., *the Indian Cuisine*, PHI Learning, 2010.
12. Usta Ray., *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle- Class*, Cambridge University Press, 2015.
13. Online Sources

Co-Curricular Activities:

- Identify the famous varieties of food and Recipes in contemporary india and world
- Students may prepare the rare food items.
- Collection of books and research papers on Indian cuisine
- Research-based assignments
- Prepare charts and write the cooking procedure.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the changes in Indian food culture
- Seminars, group discussions, quizzes, etc.
- Hotel/Restaurants Visits as per Guidelines
- Students and teachers are encouraged to participate in and organize national and international seminars, conferences, etc.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VII_)

(Program): B.A

Course title 7.4(A) History of Indian Food Culture

Course code : (23HiSM74A)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History

Semester-VII

7.4(B) Tourism Principles and Practices (23HiSM74B)

Course Outcomes:

After completion of this Course, the students will be able to:

- Understand the concept of Tourism and its dynamics.
- Learn the Tourism principles and Practices in the context of Globalization
- Know the Basic understanding of different tourism concepts and its relation with tourists
- Understand the various types of tourism and its importance
- Know the different forms of tourism and creation of employment opportunities
- Realize the significance of the administration of tourism.

Syllabus:

Module-I

Concept of Tourism: Meaning, definition of Tourism, Recreation, Leisure-Origin and Growth of Tourism-Emerging Areas in Tourism

Module-II

Characteristics of Tourism-Tourism Concepts-Types of Tourists, Visitor, Traveler, and Excursionist- Tourist Motivation and Travel Behavior-Tourism as Service Industry

Module-III

Types of Tourism: Inter-regional and Intra-Regional tourism-In bound and out bound tourism- Domestic and International tourism-Local Tourism and its importance-Tourism and Creation of Employment

Module-IV

Forms of Tourism: Religious, Historical, Social, Adventure, Health, Sports and Adventure Tourism- Modes of Transport: Road, Railways, Air and Sea Travel

Module-V

Tourism Organization and Administration of India- Ministry of Tourism and Culture-Role of Archaeological Survey of India -State Tourism Department-Public Sector Agencies-ITDC, IRCTC, APTDC-Private Travel Agencies and their Role in Tourism

Reference Books:

1. Batiya, A.K., Tourism Development, Principles and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 1989
2. K.K. Kamra., Managing Tourist Destinations, Kanishka Publishers, 2001
3. J.K.Sharma., Tourism Planning and Development, Kanishka Publishers, 2000.
4. S.P. Singh., Tourism Development, ABD Publishers, 2005
5. Saurabh Dixit., Tourism Development, Reference Press, 2005
6. Madan Prasad Bezbaruah., Indian Tourism: Beyond the Millennium, South Asia Books, 1999.
7. Kumar Gupta Vijay., Tourism in India, Gian Publishing House, 1987
8. R.K.Sinha., Growth and Development of Modern Tourism, Wisdom, 2012
9. Douglas Foster., Travel and Tourism Management, Palgrave Macmillan, 1985
10. https://www.youtube.com/watch?v=Q-TQE893D1g&list=PLbD1jXjL6WVYFsM_sv9WNp8Ox2MOEtEvy
11. Swain, S.K. & Mishra, J.M., Tourism Principles and Practices,OUP, 2011.
12. Online Web Sources

Co-Curricular Activities:

- ☐ Identify the famous tourist places in your area.
- ☐ Students may prepare a route map of tourist places.
- ☐ Collection of books and research papers on Indian tourism places
- ☐ Research-based assignments
- ☐ Exhibition on Tourism Products
- ☐ Prepare the list of basic needs for the tour visit.
- ☐ Invited Lectures: Presentations on Related Topics by Experts
- ☐ Debates on the trends in Indian tourism
- ☐ Seminars, group discussions, quizzes, etc.
- ☐ Visit the ITDC and local tourism travel agencies
- ☐ Visit the tourism institutions or Visit tourist spots and places nearby your residence city and note down into which type of tourism they fall.
- ☐ Prepare Videos/Documentaries on unexplored Tourism Places nearby your places.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VII_)

(Program): B.A

Course title : 7.4(B) Tourism Principles and Practices

Course code : (23HiSM74B)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-VII

7.5 (A)Application of ICT in Historical Studies (23HiSM75A)

Course Outcomes

After completion of this Course, students shall be able to:

- Know the basic understanding and usage of ICT in historical studies.
- Develop pupils' information literacy.
- Understand the basics of computer knowledge.
- Learn the role of ICT in education, particularly in classroom teaching.
- Develop skills to use the various social networks and sites.
- Use various ICTs for project-based Learning environments.
- Learn the ICT role in digital initiatives in higher education

I. Syllabus:

Module-I

The Concept of ICT-Meaning, Nature and Scope of ICT-Basic Computer Knowledge: Introduction to Internet, the World Wide Web, e-mail, and social media- E-Learning: Virtual Learning environment, Massive Open Online Courses (MOOC's).

Module-II

Types of ICT -Role of ICT in Education-Using ICT to develop skills in History-Resources for using ICT in History: e-books, e-journals-Important websites for History.

Module-III

Digital Initiatives in Higher Education: SWAYAM, NPTEL, Swayam Prabha, E-Sodh Sindhu, Virtual Labs, E-Acharya, and E-Yantra.

Module-IV

ICT for Historical Education Administration: Archival Studies, Scheduling, Record keeping, Digitalization process- National Academic Depository-National Digital Library of India - Preparation of Historical Documentation.

Module- V

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

II. Reference Books:

1. Terry, Haydn & Christine, Counsell., *History, ICT and Learning, 2002-10*, Rutledge, 2002.
2. C.Abbott., *ICT: Changing Education*, London, Rutledge Falmer, 2001.
3. Kulakarni, S.S., *Introduction to Educational Technology*, New Delhi: Oxford and IBH, 1996
4. Vanaja M., Rajasekhar S. &Arulsamy, S., *Information and Communication Technology (ICT) in Education*, Neelkamal Publication, Hyderabad, 2005
5. NCERT-A *Hand Book of History Teacher*: NCERT, New Delhi.
6. Bharihok., *Fundamentals of Information Technology*, Pentagon Press: New Delhi,2000.
7. James, K.L., *The Internet: A User's Guide*, Prentice Hall of India Pvt. Ltd, New Delhi,2003

1) Co-Curricular Activities:

- Identify the famous ICT Tools
- Students may prepare the ICT Tool Chart.
- Create your accounts on the various social networking sites and explore historical documents.
- Register for an online Course through any of the online Learning platforms like SWAYAM, NPTEL, etc.
- Using various computer software and apps to get things done
- Interview of a computer hardware engineer/ICT specialist regarding hardware planning, evaluation, maintenance, and upgrade.
- Assignments through ICT
- Prepare the list of basic needs for ICT.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on ICT in Education
- Seminars, group discussions, quizzes, etc.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VII_)

(Program): B.A Course title7.5 (A)Application of ICT in Historical Studies

Course code : (23HiSM75A)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History

Semester-VII

7.5 (B) Tourism Growth and Developments in Andhra Pradesh (23HiSM75B)

Course Outcomes:

After completion of this Course, the students will be able to:

- Knowing the basics of tourism aspects, you will be able to manage emerging tourist destinations, traditions, and resources.
- Students will know the potential of tourism in Andhra Pradesh.
- Understand the different acts, policies, boards, and committees involved in the development of Andhra Pradesh tourism.
- Know the Main Tourist Destinations in Andhra Pradesh
- Realize the various tourist products and marketing strategies.
- Know the methods in the development of tourism policies in Andhra Pradesh.

II.Syllabus:

Module-I

Introduction to Tourism- Historical Development of Tourism in AP- Physical features of Andhra Pradesh -Rivers, Coastal line, Hills-Scope of Tourism in AP-Vision and Objectives of AP Tourism.

Module-II

Main Tourist Destinations in Andhra Pradesh: Natural, Historical, Pilgrimage, Beaches and Parks- Tourism Products: Arts and Crafts, Handlooms, Handicrafts, Toys-Handicrafts Emporiums-Tourism Packages.

Module-III

Strategies of Andhra Pradesh Tourism Developments: Income Generation-Role of Museums- Andhra Pradesh Tourism Policy-2020-25-Tourism Investment Policies-Tourism Infrastructure and Development-PPP Investments in Tourism Sectors.

Module-IV

Marketing and Promotion of Tourism: Andhra Pradesh Tourism Development Corporation (APTDC) - State Tourism Promotion Board (STPB)-Incentives and Concessions-Haritha Resorts and Hotels

Module-V

Skill Development and Capacity Building in Tourism Sector- Promotion and Marketing- Tourism Service Projects- Capacity Building Programmes-Mega Tourism Projects - Safety and Security Policies in Tourism.

Reference Books:

1. Jitendra Mohan Mishra, Tourism Principles and Practices, OUP, 2012
2. <https://www.advantageap.in/wp-content/uploads/2023/02/AP-TourismPolicy-2020-2025.pdf>
3. <https://cms.aptdc.in/fetch?payload=1d5ea735-ea9c-4826-8c2b-eb8497099a9d.pdf>
4. <https://aptourism.gov.in/media-data/documents/6-1170c3b0fe3613982afab1600627a35d60ebba2d.pdf>
5. Indira., Tourism in Andhra Pradesh: Growth and Developments 1956-2007, Research India Press, 2014.
6. Surendra, G (Ed), Tourism Guidance, CCE Publication, Govt. of A.P., 2022.
7. Manoj Dixit, Tourism Products, New Royal Book Co. Lucknow. 2002.
8. https://www.youtube.com/watch?v=Q-TQE893D1g&list=PLbD1jXjL6WVYFsM_

Co-Curricular Activities:

- Identify the famous tourist places in Andhra Pradesh.
- Students may prepare a route map of tourist places.
- Collection of Books/Research papers on Indian Tourism places
- Research-based assignments
- Exhibition on Tourism Products
- Prepare the list of basic needs for the tour visit.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Attraction of Tourism in AP
- Seminars, group discussions, quizzes, etc.
- Visits to APTDC, Agencies, and Tour Travelers
- Students and teachers are encouraged to participate in and organize national and international seminars.
- Visit to the Tourism Institutions or Visit tourist spots or places nearby your residence or city and observe factors for the positive and negative impacts on tourists. Prepare Videos/Documentaries on Tourism Places

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (I)

(Program): B.A Course title 7.5 (B) Tourism Growth and Developments in
Andhra Pradesh

Course code : (23HiSM75B)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. –
2. –
3. –
4. ---
5. –
6. –
7. ---
8. –
9. –
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

Dr. V. S. Krishna Govt. Degree College(Autonomous)

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Department of History

Semester-VIII

8.1(A) History of Modern East Asia (23HiSM81A)

Course Outcomes:

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

- Learn to think critically and competitively about historical events in modern East Asia.
- Students are able to understand the origins of the Qing Dynasty.
- Know the advent of Europeans into China and their disturbances to Chinese society and Chinese reaction.
- Learn about the awakening of the Chinese people, their aspiration to free their nation, and the contribution of Dr. Sun-Yat-Sen.
- Learn the contribution of Communist leaders Civil War and establishment of Republic of China.
- Students realize how Japan was modernized during Meiji era.
- Students get exposure to the growth of Japan and its role in the First and Second World Wars.

Syllabus:

Module-I

Origins of Qing Dynasty-Traditional China-Advent of Europeans into China-Opium Wars-Taiping Rebellion- Boxer Rebellion

Module-II

Chinese Nationalist Movement and Proclamation of the Republic, Sun-Yat-Sen-First World War

Module-III

Chiang-Kai-Shek (Kuomintang)-Growth of Communism-Civil War-Establishment of Peoples Republic of China-Mao Zedong

Module- IV

Modernization of Japan during the Meiji Era-The Constitutional Movement and the Japan modernization.

Module-V

Russia and Japanese War-Japan in First and Second world Wars-Japan Foreign Policy.

III. Reference Books:

1. Charles Holcombe., *A History of East Asia, From the Origins of Civilization to the Twenty-First Century*, CUP, 2017
2. Joseph P. Mc Dermott and Peter Burke (Ed)., *the Book Worlds of East Asia and Europe, 1450-1850: Connections and Comparisons*, Hong Kong University Press 2015
3. Carin Holvold., *Introducing East Asia: History, Politics, Economy and Society*, Taylor and Francis, 2020.
4. *History of East Asia: A Captivating Guide to the History of China, Japan Korea and Taiwan*, Captivating History, 2020.
5. Hsu Y. Immanuel., *the Rise of Modern China*, OUP, 1995.
6. Storry Richard., *A History of Modern Japan*, Penguin Books, 1991.
7. Online/web Resources

Co-Curricular Activities:

- Identifying similarities and differences between modern China and Japan
- Conduct class room role plays
- Collection of Books and Research Papers on Modern East Asian Studies
- Students identify the countries on the map. Research-based assignments
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Comparison of China and Japan's Developments
- Seminars, group discussions, quizzes, etc.
- Collection of Photos and Books Related to Modern East Asia
- Visit the Indian Diaspora Institutes at the Universities or any
- Students are strongly encouraged to participate in and organize academic seminars and conferences, exhibitions, film screenings, and public outreach events.
- Observe the Indian Foreign Policy towards China and Japan.
- Visit the official websites of China and Japan.
- Participated in Andhra Pradesh, South Indian, and INDIAN HISTORY Congresses.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VIII_)

(Program): B.A **Course title** **8.1(A) History of Modern East Asia**
Course code : (23HiSM81A)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. –
2. –
3. –
4. ---
5. –
6. –
7. ---
8. –
9. –
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-VIII

8.1(B) The Makers of Modern India (23HiSM81B)

Course Outcomes

Students after successful completion of the course will be able to

- Lean into some of the political stalwarts and their vision of modern India.
- Analyzing the Contribution of Scientists in Modern India
- Know the services of great historians who wrote the history of India to reconstruct the historical past to present society in chronological order.
- Learn from the businessmen who contributed their services to society.
- Know some of the extraordinary talent sportspersons in their respective fields.
- Understand some of the makers and their contributions to the culture and service fields.

II. Syllabus:

Module-I

Modern Visionaries: Jawahar Lal Nehru, Dr. B.R. Ambedkar, M.K. Gandhi, Moulana Abul Kalam Azad, P.V. Narasimharao and Atal Bihari Vajpayee

Module-II

Contribution of the Giant Scientists to the Modern Society: Sir C.V. Raman, Har Gobind Khorana- Homi J. Bhabha-Subramanyam Chandra Shekhar- A.P.J. Abdul Kalam- Vikram Sarabhai-

M.S. Swaminathan-C.N.R. Rao-Yallapragada Subba Rao

Module-III

Contribution of Different Schools of Historians: R.S. Sharma-D.N. Jha- Romila Thapar- D.D. Kosambi-J.N. Sarkar-Irfan Habib-Bipan Chandra, Ramachandra Guha

Module-IV

Contribution of the Great Business Men: Dhirubhai Ambani, Ardeshir Godrej, J.R.D. Tata, Kailash Chandra Mahindra, Mukesh Ambani

Module-V

Contribution of Sports, Culture and Services: Abhinav Bhindra, Bhanu Aithaiya, Satyajith Rey,

A.R. Rahmen, Vinoba Bhave, Sachin Tendulkar, P.T. Usha.

III. 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. Ramachadra 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.
6. Online/ Web Resources

1) Co-Curricular Activities:

- Training of Students in Photographic Paintings and Their Techniques, etc.
- Conduct the exhibitions and display the photos with a brief history of their contributions.
- Students learn to identify collections of individual writings by the makers of modern India.
- Research-based assignments
- Invited Lectures and Presentations on Related Topics
- Debates on the contribution of the makers of modern India
- Seminars, group discussions, quizzes, etc.
- Collection of books and photos of the makers of modern India.
- Visits to museums, libraries for the collection of literature, rare photos, etc.
- Participated in Andhra Pradesh, South Indian, and INDIAN HISTORY Congresses.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER- (_VIII_)

(Program): B.A Course title : 8.1(B) The Makers of Modern India

Course code: (23HiSM81B)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-VIII

8.2(A) Historical Methods (23HiSM82A)

I.Course Outcomes:

Students after successful completion of the Course will be able to

- Understand the History Nature and its purpose
- Know the Prerequisites of a Researcher
- Learn about the selection of a research topic and the collection of primary and secondary sources.
- Know the Analysis, Synthesis, and Documentation of the Thesis
- summarizing the data analysis, causation, and objectivity in history
- Learn the writings of a research monograph or research paper.

II.Syllabus:

Module-I

Definitions of History, Nature and its Purpose- Scope of History-Relations with other Social Sciences-Bias in History-What is Research

Module-II

Prerequisites of a Researcher-Selection of a topic-Periodisation and its Importance-Hypothesis-Sources: Primary, Secondary sources-Oral Tradition-Web Sources

Module-III

DisCourse Analysis-Synthesis- Facts in History-Documentation and Execution of the Thesis-Methods of Citation- Foot Notes-End Notes-Bibliography.

Module-IV

Data Analysis-Causation in History-Errors of History-Objectivity in History- Generalization in History-Use of ICT in History

Module-V

Writing a Research Monograph: Preface, Content, Introduction, Chapterisation- Conclusion- Bibliography-Appendix-Glossary, Index

III. Reference Books:

1. E.H.Carr., What is History, Macmillan, 1961
2. Jhon H.Arnold., History: A Very Short Introduction, OUP, 2000.
3. Sheik Ali., History-Its theory and Method, Delhi,1980.
4. Uma Chakravarti., Rewriting History, New Delhi, 1998.
5. R.G.Collingwood., Idea of History, Oxford University Press, 1974.
6. S.Kadhirvel., Historical Methods, Saravana, Madras, 1978.
7. S.Manickam., Theory of History and Method of Research.
8. NilakantaSastri&Ramanna., Historical Method in Relation to INDIAN HISTORY, 1955.
9. Sumit Sarkar., Writing Social History, Delhi: Oxford University Press, 1998.
10. Sen, S.P. Ed., Historians and Historiography in Modern India, Calcutta, 1973.
11. Sridharan., Historiography, Hyderabad, Orient Longman, 2002.
12. G.Venkatesan., A Study of Historiography, Rajapaliyam, 2013

1) Co-Curricular Activities:

- Training of Students on Collection of Sources and Writing History
- Research-based assignments, and archival visits
- Invited Lectures/Debates, Seminars, Group Discussions, Quizzes, etc.

Mandatory to participate in AP History, South India, and INDIAN HISTORY Congress conferences

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Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (I)

(Program): B.A

Course title 8.2(A) Historical Methods

Course code : (23HiSM82A)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-VIII

8.2 (B) History of Science and Technology in India (23HiSM82B)

I.Course 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.

Syllabus:

Module-I

Meaning of Science, Technology and Medicine- Origin and Development- Importance of the study of History of Science and Technology-Historiography of Science and Technology in Modern India.

Module-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 Medicine.

Module-III

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

Module-IV

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

Module-V

Science and Technology in contemporary India: Science, Technology and Innovation Policy of 2013-Science and Technological Milestones since Independence-Covid-19 Vaccines- Impact of Science and Technology on Society.

Reference Books:

1. O.P.Jaggi., History of Science and Technology in India: Science in Modern India, Atma Ram, 1984.
2. Debiprasad Chattopadyaya., 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, Sundep 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.

Co-Curricular ActivitiesInculcate the scientific temper among the students.

- Visit CSIR, DST, ISRO, DRDO, IITs, and other science institutes, etc.
- Conduct the exhibitions and display the photos with a brief history of their contributions to society.
- Students can display the charts on the growth of science and technology in chronological order.
- Research-based assignments
- Invited Lectures and Presentations on Related Topics
- Debates on the Science and Innovation Policies
- Seminars, group discussions, quizzes, etc.
- Rare Collection of Books/Photos of Scientists.
- Making a video on rare collections or unknown facts about historical science

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Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (I)

(Program): B.A Course title 8.2 (B) History of Science and Technology in India

Course code : (23HiSM82B)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History

Semester-VIII

8.3(A) History of Modern Andhra Pradesh (1956-2014) (23HiSM83A)

I.Course Outcomes:

Students after successful completion of the Course will be able to

- Analyze the political developments and political awareness of the Andhra people.
- Learn about the economic reforms and people's impoverishment in Andhra Pradesh.
- Know the social and cultural changes of Andhra society
- Assess the different educational and IT reforms and their impacts.
- Analyze the scientific and technological improvements and their impact on Andhra society.

II.Syllabus:

Module-I

Major Political Developments from 1956 to 2014 C.E.-Jai Telangana Movement (1969)- Jai Andhra Movement- Six Point Formula-Emergence of Regional Parties-TDP, TRS-YSRCP and others- Regional Disputes-Andhra Pradesh Reorganization Act-2014

Module-II

Reforms: Famines & Droughts-Farmers Suicides-Agricultural Crisis-Andhra Pradesh Land Reforms-Reforms of NTR- Reforms of Sri Nara Chandra Babu Naidu-Reforms of Dr.YS.Raja Sekhar Reddy- Agriculture and Industrial Developments.

Module-III

Socio-Cultural Conditions: Social Problems- Social and Political Consciousness-Poverty and Unemployment-Communal Violence-Leftist and Marxist Movements-Dalit Movements- Performing Arts, Dance, Music, and Literary Developments-Growth of Telugu Cinema.

Module-IV

Educational and IT Reforms: Andhra Pradesh as Educational Hub-Establishment of Technical Institutions-Medical Developments-Emergence of IT Industry-Development of Andhra Pradesh Tourism.

Module-V

Science and Technological Development: Arrival of MNC's and Employment- Rapid Growth of Science and Technology-Research Institutes in AP-Information Technology Policy 2021- 24-Major Issues and Challenges of Andhra Pradesh and Solutions .

III. Reference Books:

1. P.Raghynadha Rao., History of Modern Andhra, Sterling Publications, Reprint 2012. Jairam Ramesh., Old History, New Geography: Bifurcating Andhra Pradesh, Rupa Publications, 2016.
2. V.Ramakrishna (Ed)., Compressive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
3. https://www.aplegislature.org/documents/12524/17895/APRegACT2014.pdf/8505_fe86-f67b-41a7-ac8f-571f58090586
4. https://apindustries.gov.in/incentives/Data/APIndustrial_Policy_Brochure.pdf
5. <http://apindustries.gov.in/apindus/Data/Industry1/AP%20Food%20Processing%20Policy%202015-20.pdf>
6. Prasada Rao, Compressive History of Modern Andhra Pradesh, Emesco, Vijayawada.
7. Andhra Pradesh SamagraDharshini
8. Online Sources

Co-Curricular ActivitiesInculcate the Andhra culture among the students.

- Visit industrial and IT hubs
- Conduct the exhibitions
- Students can display the charts on the growth of science and technology in Andhra Pradesh.
- Research-based assignments
- Invited Lectures and Presentations on Related Topics
- Debates on the AP Bifurcation Act of 2014
- Seminars, group discussions, quizzes, etc.
- Rare collection of books and photos
- Making a video on unknown history
- Participated in Andhra Pradesh, South Indian, and INDIAN HISTORY Congresses.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VIII_)

(Program): B.A Course title 8.3(A) History of Modern Andhra Pradesh
(1956-2014)

Course code : (23HiSM83A)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. –
2. –
3. –
4. ---
5. –
6. –
7. ---
8. –
9. –
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-VIII

8.3(B) History of Contemporary India (23HiSM83B)

Course Outcomes:

Students after successful completion of the Course will be able to

- Know the major changes and developments in contemporary India.
- Understand the developments in the fields of education, science, and technology.
- Inculcate the scientific temper among the students.
- Learn about the new economic reforms in the era of globalization.
- Know the Indian Foreign Policy and its relations with other countries.
- Understand the challenges of contemporary India.

Syllabus:

Module-I

Interpretations of Indian National Movement- Making of Indian Constitution- First General Elections-Major Political Developments-Abolition of Zamindari System-Formation of Linguistic States

Module-II

Green Revolution and Agricultural Developments-New Economic Reforms 1991: Liberalization, Globalization and Privatization- Land reforms-National Emergency

Module-III

Development of Education, Science and Technology-IT Sector and Employment-Information Technology Act-2000- ISRO &DRDO Achievements

Module-IV

India's Foreign policy: Panchsheel-Non-Aligned Movement-SAARC-Indo-China War, Indo- Pak War and Its Impact-Pokran-I&II

Module-V

Challenges of Contemporary India: Terrorism-Regionalism, Communalism, Naxalism-Corruption, Basic Needs-Unemployment, Pollution and Poverty, Population, Social Justice, Agricultural distress, Women safety-Health hazards-Social Media and its Impact

II. 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. Dietmar Rothermund., Contemporary India, Political, Economic and Social Developments Since 1947, Pearson Education, 2013.
5. Baljith Singh., Revising Nehru in Contemporary india, KW, 2020.
6. News papers/Journals/Books
7. Online/offline Sources

Co-Curricular Activities Inculcate the Andhra culture among the students.

- Visit industrial and IT hubs
- Conduct the exhibitions
- Students can display the charts on the growth of science and technology in Andhra Pradesh.
- Research-based assignments
- Invited Lectures and Presentations on Related Topics
- Debates on the AP Bifurcation Act of 2014
- Seminars, group discussions, quizzes, etc.
- Rare collection of books and photos
- Making a video on unknown history
- Mandatory to Participate in Andhra Pradesh, South Indian and INDIAN HISTORY Congresses.

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Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VIII_)

(Program): B.A Course title 8.3(B) History of Contemporary India
Course code : (23HiSM83B)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. –
2. –
3. –
4. ---
5. –
6. –
7. ---
8. –
9. –
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Semester-VIII

8.4(A) Fairs and Festivals of India: Business and Marketing Strategies (23HiSM84A)

1. Course Outcomes:

Students after successful completion of the Course will be able to

- Know the rich Indian beliefs, fairs, and festivals and their importance.
- Learn the different types of fairs and festivals from ancient times until today.
- Recognize the national and regional importance of festivals and their impact
- Know the Important Fairs and Festivals in Andhra Pradesh and Telangana State
- Inculcate business and marketing skills during the festival seasons.
- Cultivate cultural awareness among the students.

II.Syllabus:

Module-I

Definitions of Fairs, Festivals, and Culture- Difference between Fairs and Festivals- Importance of Fairs and festivals in Indian Society-Faiths and Social beliefs

Module-II

Ancient and Medieval Indian Fairs and Festivals-European Festivals-Influence of Western festivals on Indian Society- Tribal Festivals of India-Tribal Products and marketing

Module-III

Types of Festivals: National Festivals-Hindu Festivals-Muslim Festivals- Christian Festivals- Secular Festivals-Jain, Buddhist and Sikh Festivals-Sindhi and Parsi Festivals- Fairs and Festivals of Andhra Pradesh and Telangana

Module-IV

Important Indian Fairs: Kumbh Mela,Sonepur Cattle Fair- Bihar, Pushkar Fair, Hemis Gompa Fair- Ladakh, Kolayat Fair-Rajasthan, Gangasagar fair-West Bengal, Chandrabhaga Mela- Odisha, Gangaur Fair, Ambubachi Fair-Assam, Maha Shivaratri fair-Maharashtra- Banerwar Fair-Mahamagham-Nauchandi fair-Puskar Fair- Surajkund fair-Rath Yatra of Lord Jagnath

Module-V

Business and Marketing during Festival Seasons-Marketing Strategies-Tips for Promotion of Products/Goods-Digital Marketing/E-Commerce offers- (Flipkart, Amazon etc)-Local/Village Festivals and Its Importance- Festival Business and Employment opportunities.

III. Reference Books:

1. S.P.Sharma & Seema Gupta., *Fairs and Festivals of India*, Pustak Mahal, 2006.
2. Uma Vasudev., *Incredible India: Fairs and Festivals*, Wisdom Tree Publications, 2007
3. Madan Prasad Bezbaruah., *Fairs and Festivals of India (AP & Karnataka)*, Vol.I, 2003
4. Laxmi kantha Mohan., *Telugu Fairs and Festivals*, International Telugu Centre, Telugu University, 2019
5. Dr.Kishan Gopal., *Fairs and Festivals of India (Andhra Pradesh and Karnataka)*, Gyan Publishing House.
6. Wilco International., *Festivals of India*, Wilco Books, 2016
7. Sonia Mehta., *Discover India: Festivals of India*, Puffin Publishers, 2019
8. Sawan, Sahil (Ed), & Sasank ., *Festivals of India*, Manoj Publications, 2020
9. Shakti.M.Guptha., *Festivals, Fairs and Fasts of India*, Clarian Books, 1991
10. Supriya Laxmi Mishra., *Indian Tribes: Fairs and Festivals*, Innovative Imprint, 2018.
11. Subash Kulakarni., *Festivals of India: A Picture Book on Festivals of India*, 2020
12. Online and web resources

IV. Co-Curricular Activities

Training of students on marketing strategies during the festival seasons

- Research-based assignments
- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Indian festivals and fairs
- **Module** tests and internal examinations
- Seminars, group discussions, fieldwork, quizzes, etc.
- Collection of fairs and festival celebration Photos, news clippings, videos, books, etc.: preserve them in a folder.
- Visits to local fairs, processions, and festivals; different religious festival celebrations irrespective of caste and creed; etc.
- Participated in Andhra Pradesh, South Indian, and INDIAN HISTORY Congresses.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (VIII)

(Program): B.A Course title 8.4(A) Fairs and Festivals of India: Business and Marketing Strategies
Course code : (23HiSM84A)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History

Semester-VIII

8.4(B) Indian Knowledge Systems (23HiSM84B)

I.Course Outcomes:

Students after successful completion of the Course will be able to

- Students will understand India's rich knowledge system.
- Know the concept and contribution of knowledge in Indian traditions.
- Learn the approaches of the Indian Knowledge System.
- Learn to appreciate the need for and importance of languages in getting to the roots of philosophical concepts.
- Inculcate the Indian Scientific Knowledge System among the students.
- Learn the Indian Agriculture Knowledge System.

II.Syllabus:

Module-I

Definition of Knowledge-concept and contribution of knowledge in Indian traditions-oral knowledge, and maintains-Nature of reality-Uniqueness of Indian Ontology and Epistemology. **Module-II**

Indian Knowledge system approaches-Vedic/Hindu Philosophy-Jain and Buddhist Philosophy- Ajivakas and Charvakas Philosophies- Islamic, Sufi and Christian Philosophies

Module-III

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

Module-IV

Indian Scientific Knowledge: Astronomy, Mathematics, Astrology, Science, Medicine and Technology.

Module-V

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

III. Reference Books:

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 Perspective, Springer India, 2014

IV. Co-Curricular Activities Training of Students on any one of the knowledge systems

- Research-based assignments
- Invited Lectures
- Presentations on Related Topics by Field Experts
- Debates on various knowledge systems
- **Module** tests and internal examinations
- Seminars, group discussions, fieldwork, quizzes, etc.
- Collection of news paper cuttings, videos, and books on new innovation and the latest developments in various fields and preserve them in a folder.
- Visits to scientific knowledge institutions, organizations, industries, etc.
- Book Reviews/Seminars Presentations on Indian Knowledge Systems
- Participated in Andhra Pradesh, South Indian, and INDIAN HISTORY Congresses.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (VIII)

(Program): B.A **Course title 8.4(B) Indian Knowledge Systems**
Course code : (23HiSM84B)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

Dr. V. S. Krishna Govt. Degree College(Autonomous)

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Department of History

Semester-VIII

8.5 (A) Tourism Resources of India (23HiSM85A)

Course outcomes

After completion of this Course, the students will be able to:

- Learn about various types of tourism, and resources of tourism
- Know the vast tourism resources of India.
- Understand the relevance and importance of famous tourism destinations.
- Understand the major tourism circuits and identify the emerging tourist destinations.
- This Course helps to study the various forms of tourism in India.
- Recognize various manmade resources for tourism.
- Identified the emerging tourism destination of India

Syllabus:

Module-I

Concept of Tourism-definitions-Characteristics of Tourism Resources-Classification of Tourism resources of India (Weather and Climatic, Landscape, Seascape, Historical and Cultural Resources)-Tourism Products in India

Module-II

Natural Resources: Wild life Sanctuaries-National Parks-Bio Sphere resources-Mountain tourist and hill stations-Islands-Beaches-Caves and deserts of India.

Module-III

Major Tourism Circuits of India-Interstate and Intrastate Circuits- Religious circuits-Heritage Circuits-Wild life Circuits-Emerging Tourism destinations of India-Eco tourism-Rural tourism-Medical tourism.

Module-IV

Man made Tourism Resources: Adventure Tourism Resources in India-Commercial attractions-Amusement Parks-Gaming-Shipping-Live entertainments-Home boats, Tree houses, Home stages etc.,

Module-V

Socio-Cultural Tourism Resources: Religious and Spiritual Tourism Resources-Historical

Places and Monuments of South India-Tourism by Rail-Deccan Odyssey and Golden Chariot.

Reference Books:

1. Rajamanicam Thandavan, Girish Revathy., Tourism Resources of India, 2006.
2. Robinet Jacob, P.Mahadevan, Sinddhu Joseph., A Fresh prospective on the Various Tourism Resources of India, 2012.
3. Bhatia, A.K., Tourism Development- Principles and Practices, Penguin Books, 2009.
4. Coltmen, M.M., Introduction to Travel and Tourism: An International Approach, 1991
5. Dixit, M (2002) Tourism Products, New Royal Book Co, Lucknow, 2002.
6. Reisinger, Y and Turner., Cross-Cultural Behavior in tourism-concepts and Analysis, Oxford, 2003.
7. Surendra, G. (ed.), Tourism Guidance, CCE Publication, Govt. of A.P., 2022.
8. https://www.youtube.com/watch?v=Q-TQE893D1g&list=PLbD1jXjL6WVYFsM_sv9WNp8Ox2MOEtEvy
9. Online and Web Resources

Co-Curricular Activities

- Students may prepare a route map of tourist places.
- Collection of Books and Research Papers on Indian Tourism Places
- Research-based assignments
- Exhibition on Tourism Products
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Attraction of Tourism in India
- Seminars, group discussions, quizzes, etc.
- Visit the IRCTC, Southern Tour Travelers, etc.
- Students and teachers are encouraged to participate in and organize national and international seminars.
- Visit the tourism institutions or Visit tourist spots or places nearby your college or city and observe the conservation methods adopted by the government.
- Prepare videos or documentaries on tourism places.
- Celebrate the World Tourism Day on September 27th, and events may be organized, i.e., a quiz, exhibitions, cultural walks, poster design, etc

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
Bloom's Taxonomy level	Weightage	marks	Essay type	Short answer type
Knowledge/ Remember	33%	20	2	1(one out of two)
Understanding/ Comprehension	27%	16	2	-
Application/	20%	12	1	1(one out of two)
Analysis	13%	8	-	2(two out of four)
Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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Department of History
SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_VIII_)

(Program): B.A Course title 8.5 (A) Tourism Resources of India

Course code : (23HiSM85A)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 =
20 Marks

1. —
2. —
3. —
4. ---
5. —
6. —
7. ---
8. —
9. —
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)

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Department of History

Semester-VIII

8.5 (B) UNESCO World Heritage Sites: Conservation Methods (23HiSM85B)

I.Course Outcomes:

Students after successful completion of the Course will be able to

- Know the UNESCO World Heritage Sites in India and their Importance
- Learn about the World Heritage Convention (WHC), UNESCO, and ASI's role in the conservation of heritage sites.
- Inculcate India's rich historical and cultural heritage among the students.
- Know India's heritage sites and their role in tourism attractions
- Understand the criteria for selection and nomination of World Heritage Sites
- Learn the conservation methods and policies for the protection of heritage sites.
- Know the Challenges and Threats of Heritage Sites

II.Syllabus:

Module-I

Definitions of Heritage Sites, Conservation, Preservation, Protection, Monuments-What is Cultural and Natural Heritage-Constitutional Rights of Heritage Sites-World Heritage Day **Module-II**

World Heritage Convention (WHC) and its Functions- UNESCO and its Functions-World Heritage Committee - Criteria for Selection of World Heritage Sites-World Heritage List Nomination Procedure- Operational Guidelines for the Implementation of WHC-2021

Module-III

List of UNESCO World Heritage Sites in India: Natural World Heritage Sites- Cultural World Heritage Sites- World Heritage Monuments (State wise)-Role of World Heritage Sites in Tourism attractions.

Module-IV

World Heritage Fund and International Assistance-World Heritage Sites and Economic Development of India- Tourism and Foreign Exchange-Threats of World Heritage Sites

Module-VI

Conservation Methods of Heritage Sites-International Conservation Movement-Heritage

Conservation and Preservation Act-2010-ASI (Archaeological Survey of India) Role in Conservation of Heritage Sites-Challenges of Preservation of Sites-National Policy for Conservation (NPC-AMASR)-2014

III. Reference Books:

- 1) Shikha Jain, Rohit Chawla, Vinay sheel Oobero (Ed).,India: UNESCO World Heritage Sites, UNESCO, 2021
- 2) UNESCO., World Heritage Sites: A Complete Guide to 1073 UNESCO World Heritage Sites, Firefly Books, 2018
- 3) Swati Mitra., Speaking Stones: World Cultural Heritage Sites in India, Eicher Good earth Limited, 2012
- 4) Marco Cattaneo, Jasmina Trifoni., Great Book of World Heritage Sites, White Star, 2005.
- 5) Jigna Desai., Equity in Heritage Conservation: The Case of Ahmadabad, India, Taylar and Francis, 2019.
- 6) Rima Hooja, Shikha Jain., Conserving Fortified Heritage, Cambridge Scholars Publishing, 2016.
- 7) <https://www.unesco.org/en>
- 8) <https://asi.nic.in/>
- 9) https://www.indiacode.nic.in/bitstream/123456789/16447/1/heritahe_conservation_and_preservation_act%2C_2010.pdf
- 10) <https://asi.nic.in/wp-content/uploads/2018/11/national-conservation-policy-final-April-2014.pdf>
- 11) <https://whc.unesco.org/en/convention/>

Co-Curricular Activities:

- Training of Students on Conservation and Preservation Methods of UNESCO World Heritage Sites
- Exhibition on Heritage Sites and Monuments
- Research-based Assignments on Archaeological Sites, Monuments, etc.
- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Indian Historical Sites and Their Protection
- **Module** tests and internal examinations
- Seminars, group discussions, fieldwork, quizzes, etc.
- Photography Competitions on India's World Heritage Sites
- Collections of national, state, and local historical sites' photos, newspaper cuttings, articles, videos, books, etc. should be preserved in a folder.
- Visits to local historical sites to observe the conservation and preservation methods of heritage sites
- Watch the UNESCO World Heritage Site documentaries, videos, movies, etc.

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BLUE PRINT FOR SEMESTER END EXAMINATIONS PAPER SETTING

Learning level wise Weightage				
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Understanding/ Comprehension	27%	16	2	-
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Synthesis/ Evaluate	7%	4	-	1(one out of two)
Total	100	60	5	5 out of 10 questions

Chapter wise Weightage				
Sl. No.	Module/ Chapter	Name of the chapter	8 Marks	4 Marks
1	Module-I	What is Social Science?	2(one out of two)	2
2	Module-II	Understanding History and Society	2(one out of two)	2
3	Module-III	Society and Social Behavior	2(one out of two)	2
4	Module-IV	Political Economy	2(one out of two)	2
5	Module-V	Essentials of Computer	2(one out of two)	2

Note: The set of questions with internal choice should be of the same Bloom's level.

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SEMESTER END EXAMINATIONS MODEL PAPER
SEMESTER- (_I_)

(Program): B.A Course title 8.5 (B) UNESCO World Heritage Sites: Conservation Methods

Course code : (23HiSM85B)

Time: 3 hours

Maximum Marks: 60

PART-

A

Answer any **five** of the following questions. Each question carries **Four** marks. 5 X 4 = 20 Marks

1. –
2. –
3. –
4. ---
5. –
6. –
7. ---
8. –
9. –
10. --

PART- B

Answer **all the following** questions. Each carries **Eight** marks
= 40 Marks

5 X 8

11. (A)

(Or)

(b)

12. (A)

(Or)

(b)

13. (a).

(Or)

(b)

14. (A).

(Or)

(b)

15. (A)

(Or)

(b)