



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

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

(With History, Economics and Political Science Disciplines)

<b>B.A</b>
<b>HISTORY</b>



## Syllabus and Model Question Papers



## DETAILS OF COURSE TITLES &amp; CREDITS

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

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



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

**Learning Outcomes:**

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

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

**UNIT -I :**

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

**UNIT II:**

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

**UNIT-III:**

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

**UNIT-IV:**

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

**UNIT -V:**

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



## REFERENCES

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

### **Mandatory Co-Curricular Activity:**

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

### **Suggested Co-Curricular Activities**

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



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

**Learning Outcomes:**

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

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

**UNIT-I:**

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

**UNIT-II:**

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

**UNIT-III:**

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

**UNIT-IV:**

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

**UNIT-V:**

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

**REFERENCES:**

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



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

**Mandatory Co-Curricular Activity:**

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

**Suggested Co-Curricular Activities:**

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



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

**Learning Outcomes:**

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

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

**UNIT I:**

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

**UNIT II:**

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

**UNIT III:**

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

**UNIT IV:**

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

**UNIT V:**

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

**REFERENCES BOOKS:**

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



**Mandatory Co-Curricular Activity:**

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

**Suggested Co-Curricular Activities:**

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





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

**Learning Outcomes:**

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

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

**UNIT I:**

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

**UNIT II:**

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

**UNIT III:**

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

**UNIT IV:**

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

**UNIT V:**

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



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**REFERENCES BOOKS:**

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

**Mandatory Co-Curricular Activity:**

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

**Suggested Co-Curricular Activities:**

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



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

**Learning Outcomes:**

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

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

**UNIT I:**

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

**UNIT II:**

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

**UNIT III:**

Unification of Italy; Unification of Germany

**UNIT IV:**

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

**UNIT V:**

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



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**REFERENCES BOOKS:**

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

**Mandatory Co-Curricular Activity:**

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

**Suggested Co-Curricular Activities**

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



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**Skill Enhancement Courses(SECs) for Semester -V**

From 2022-23(Syllabus-Curriculum)

Structure of SECs for Semester-V

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

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

OR

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

OR

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

OR

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

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

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

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

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



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

**LearningOutcomes:**

Studentsaftersuccessfulcompletion of the coursewill be able to:

1. Understandthe archivalsourcesandtechniquesasprofessionaltools.
2. Identifytheintellectualandphysicalcontentinhistoricalsitesandrecords.
3. Developtheabilitytopreserveandcreate access forahistoricrecord.
4. Recognizethe importanceof archives in historywriting.
5. Manage,budgetandimplementprojects.

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

**Unit:1**

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

**Unit:2**

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

**Unit:3**

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

**Unit:4**

Archival Administration: Authenticity of Documents, Preserving Historical Documents – OfficeOrganizationand RecordManagement.

**Unit:5**

Archival Ethics: National Security, Privacy, Intellectual Property Rights -Information TechnologyandComputerApplication in Archives.

**References:**

1. Annstoler, Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense,2009
2. BernandCohn,AnAnthropologistamong HistoriansandotherEssays, OxfordPress,2010
3. SaloniMathur: India by Design: Colonial History and Cultural Display, University ofCalifornia,2007
4. Sengupta, S.: Experiencing History Through Archives, Delhi: MunshiramManoharlal,2004
5. Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in ColonialIndia, NewYork, 2004
6. Kathpalia, Y.P.:ConservationandRestorationofArchiveMaterials,UNESCO,1973
7. Basu, Purnendu; Records and Archives, What are they, National Archieve of India, 1960, VolIII, No. 29
8. TheIndianArchives,Journal
9. Websourcessuggested bytheteacher concernedandcollegelibrarianincludingforreadingmaterial.



**Co-CurricularActivities:**

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

1) **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on identifying, extracting, classifying and preserving archival sources and documentation techniques. The training may pertain to the historical records of a local educational institution, organization, age-old institution, business establishment, government institution, hospital, historical society, monument or a cultural event.

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

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

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

4) Max Marks for Fieldwork/Projectwork Report: 05

5) Unit Tests/Internal Examinations.

**b) Suggested Co-Curricular Activities**

- 1) Invited Lectures
- 2) Hands-on experience by field experts.
- 3) Debates on interesting topics
- 4) Seminars, Group discussions, Quiz, etc.
- 5) Assignments





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

**Learning Outcomes:**

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

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

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

**Unit:1**

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

**Unit:2**

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

**Unit:3**

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

**Unit:4**

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

**Unit:5**

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

**References:**

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





14. Websources suggested by teacher/librarian

**Co-Curricular Activities:**

**a) Mandatory:** (*Training of students in the related skills by the Lecturer, Total 10 Hours*)

**1) For Teacher:** Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on techniques of writing history. The teacher shall train the students to identify the sources, authenticate, compile, arrange and judge in a proper order.

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

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

**3) Suggested Fieldwork/Project work Format:**

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

**4) Max Marks for Fieldwork/Project work Report: 05**

**5) Unit Tests/Internal Examinations**

**b) Suggested Co-Curricular Activities**

1. Training of Students on Writing History

2. Assignments

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

4. Debates on Interesting Topics

5. Seminars, Group Discussions, Quiz, etc.

6. Preparation of Videos on Historical Sites.

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

8. Visits to Historical Sites, Museums, Monuments etc

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

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

**Learning Outcomes:**

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

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

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

**Unit:1**

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

**Unit:2**

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

**Unit:3**

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

**Unit:4**

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

**Unit:5**

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

**References:**

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



**Co-CurricularActivities:**

**a) Mandatory:**(Trainingof studentin skillsbyTeacher:Total 10 Hours)

**1) For Teacher:** Training of students by the teacher in the classroom and in the field for a total of not less than 10 hours on various practical aspects related to tourism and hospitality industry. The teacher shall also train students with the help of experts in skills such as flower arrangements, cooking and catering supervision, speaking to guests etc. related to hospitality services.

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

**3) Suggested Fieldwork/Project work Format:**

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

**4) Max Marks for Fieldwork/Project work Report: 05**

**5) Unit Tests/Internal Examinations**

**b) Suggested Co-Curricular Activities**

- 1) Invited Lectures
- 2) Hands on Experience with the help of Field Experts.
- 3) Debates on Interesting Topics
- 4) Seminars, Group Discussions, Quiz, etc.
- 5) Assignments
- 6) Alumni Interactions
- 7) Periodical Interactions with HR Managers

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

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

**Learning Outcomes:**

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

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

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

**Unit:1**

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

**Unit:2**

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

**Unit:3**

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

**Unit:4**

Conducting Tours: Pre-Tour Planning, Route Chart, Modes of Transportation, Security Measures, and Checklist etc.- Conducting various types of tours- Relationship with Fellow Guides- Coordination with hospitality institutions.

**Unit:5**

Travel Agency and Tour operations – Difference between Travel Agent and Tour operator – Functions of Tour Operator – Types of Tour Operations and of Tour Operators - A brief study of tour operating agencies like APTDC, Southern Travel etc.



**References:**

1. Jagmohan Negi, Travel Agency and Tour Operations, Kanishka Publishers, New Delhi, 2006
2. Mohinder Chand, Travel Agency and Tour Operations: An Introductory Text, Anmol Publications Pvt. Limited, New Delhi, 2009
3. Dennis L Foster – Introduction to Travel Agency Management
4. Pat Yale (1995); Business of Tour Operations, Longman Scientific & Technical, New Delhi
5. Pond K L, The Professional Guide: Dynamics of Tour Guiding, 1993
6. [www.tourism.gov.in](http://www.tourism.gov.in)
7. [www.qtic.com](http://www.qtic.com)
9. [www.cedeop.europe](http://www.cedeop.europe)
10. web sources as suggested by teacher/librarian

**Co-Curricular Activities:**

a) **Mandatory:** (Training of students in the related skills by the Lecturer, Total 10 Hours)

1) **For Teacher:** Training of students by the teacher in the classroom and in the field for a total of not less than 10 hours on various practical skills related to guidance and operating tours in the tourism sector, with the help of local experts. The teacher shall lead students to local tourist sites and guide them to work with local tourist guides or local tourist operators.

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

functioning to gain experience, including suggestions for the improvement of the guidance. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

3) Suggested Fieldwork/Project work Format:

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

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations

a) **Suggested Co-Curricular Activities**

- 1) Invited Lectures
- 2) Hands-on experience with the help of field experts.
- 3) Debates on interesting topics
- 4) Seminars, Group Discussions, Quiz, etc.
- 5) Assignments
- 6) Alumni Interactions
- 7) Periodical interactions with Tour Managers



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

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

**Learning Outcomes:**

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

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

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

**Unit-I**

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

**Unit-2**

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

**Unit-3**

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

**Unit-4**

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

**Unit-5**

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

**References:**

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



**Co-CurricularActivities:**

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

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

**2. For Student:** Students shall go to the field for collection of news from sources. They shall describe in detail how the sources were identified, challenges faced while collecting news, placing the news in order, preparing and editing the report. They may interact with the local working journalists and editors and observe their methods. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

**3. Suggested Fieldwork/Project work Format:**

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

**4. Max Marks for Fieldwork/Project work Report: 05**

**5. Unit Tests/Internal Examinations**

**b) Suggested Co-Curricular Activities**

1. Prepare a Front Page of a Newspaper with News and Photographs.

2. Training of Students on Reporting and Editing Techniques.

3. Assignments on Current and Trending News

4. Invited Lectures/Presentations on Report writing and Editing Techniques by Local Reporters and Editors

5. Debates/Seminars, Group Discussions, Quiz, etc.

6. Preparation of Videos on News Items

7. Collection of News and organizing them in a systematic way in a file.

8. Visits to Local News Paper offices/Press/Press Conferences etc.

9. Interaction with Local News Reporters and Editors

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

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

**Learning Outcomes:**

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

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

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

**Unit: I**

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

**Unit: 2**

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

**Unit: 3**

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

**Unit: 4**

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

**Unit: 5**

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





**References:**

1. RenuSaran.,Historyof IndianCinema,DiamondPocketBooksPvtLtd,2012.
2. AshishRajadhyaksha,IndianCinema:AVeryShortintroduction,2016.
3. Dr.D.L.NarasimhaRao,EvolutionofTelugu  
Films:AHistoricalProspective,ResearchIndiaPress, 2013.
4. K.DharmaRao,ABook on86YearsofTeluguCinema(Telugu).
5. TelakaPalli Ravi, ManaCinimalu: AnubavaluCharitra- Parinamam (Telugu),  
PrajaSakthiBook House, 2019.
6. SatyajithRay,CinimaluManavi-Vallavi(Telugu),AnvikshikiBooks,2011.
7. VenkatSidda Reddy, Cinema-Cinema-Cinema: Sameekshalu, Vyasalu,  
Parichayalu,AnvikshikiPublishers, 2021.
8. S.TheodoreBaskaran, History through the Lens: Prospective on the South Indian  
Cinema,2009.
9. S.V.Srinivas,PoliticsasPerformance:ASocialHistoryofTeluguCinema,OrientBlack  
swan,2018.
- 10.K.P.AshokKumar,AnaganagaOkaCinema(Telugu)
11. <https://www.youtube.com/c/PARUCHURIGOPALAKRISHNAOFFL>
12. [https://youtu.be/u5IE\\_zCV72c](https://youtu.be/u5IE_zCV72c)
13. <https://youtube.com/kiranprabhataalkshows>
14. Websources assuggested byteacher/librarian

**Co-CurricularActivities:**

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

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

2) **For Student:** The student shall individually choose a category of films (ex. Mythological or folk or historical or social) and observe the evolution of such films over a period of 10 years (**or**) compare films of different themes over a period of five years, identify differences among various themes (**or**) compare films which won National awards (**or**) choose a film famous personality (ex. Dadasaheb Phalke Awardee) and make observations on his/her films. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

3. Suggested Fieldwork/Project work Format:

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

4. Max Marks for Fieldwork/Project work Report: 05

5. Unit Tests/Internal Examinations



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

**b) Suggested Co-Curricular Activities**

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

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

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

**Learning Outcomes:**

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

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

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

**Unit:1**

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

**Unit:2**

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

**Unit:3**

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

**Unit:4**

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

**Unit:5**

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

**References:**

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



**Co-CurricularActivities:**

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

1) **For Teacher:** Training of students by the teacher in classroom and field for a total of notless than10 hours on various practical skills and techniques of archaeological practices like thefollowing; Identifying and collecting some common archaeological tools like shovels, trowels,spades, brushes, buckets etc., and how they are specifically used finding the historical dates usingvarious simple methods. Collecting and organizing coin/stamp exhibitions and in deriving historyfromtheir chronologyand evolution. Teachermaytakelocalexperts’helpwherever needed.

2) **For Student:** Students shall visit museums/monuments/ancient temples/excavation sites etcto personally make observations (if possible, students can work at excavation sites or in museums)during off-hours to gain hands-on experience). (or) Students shall collect/identify artifacts likestone tools, pottery vessels, metal objects such as weapons and items of personal adornment suchasbuttons,jewelry,clothing etc.andobservetheir appearance,useandtime period.Theseindividual observations shall be written in the given format not exceeding 10 pages and submit totheteacherasFieldwork/Project workReport.

3) SuggestedFieldwork/ProjectworkFormat:

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

4) Max MarksforFieldwork/Projectwork Report:05

5) UnitTests/InternalExaminations

b) **SuggestedCo-CurricularActivities**

1) InvitedLectures

2) Handson Experiencewith thehelp of Field Experts.

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

4) Periodical InteractionswithMuseum/ ArchaeologyTechnicalExperts

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

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

**Learning Outcomes:**

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

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

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

**Unit:1**

Origin, Meaning, Definition and Purposes of Museums –

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

**Unit:2**

Types of Museums – Classification of the Museum –

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

**Unit:3**

Techniques of Collection, Conservation, Preservation of Museum Objects –

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

**Unit:4**

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

**Unit:5**

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

**References:**

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



**Co-CurricularActivities:**

**a) Mandatory:** *(Training of students in the related skills by the Lecturer, Total 10 Hours)*

1) **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on various practical aspects of related to museum management. Teacher should get into contact with nearby museums or archival cells and conduct a visit and ask students to evaluate the collection of items, preservation, display set-up, and functioning of the organization on any given parameters. The teacher shall also train students on how to set a small museum in the college with locally available materials.

2) **For Student:** Students shall visit Museums or Archival Cell personally observe and if possible, works (in museums if permitted) during off-hours to gain hands-on experience. Students should write a report on the curatorial practices or collection policies of any one of the museums they visit. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

3) Suggested Fieldwork/Project work Format:

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

4) Max Marks for Fieldwork/Project work Report: 05

5) Unit Tests/Internal Examinations

**b) Suggested Co-Curricular Activities**

1) Invited Lectures

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

3) Debates, Seminars, Group Discussions, Quiz, etc.

4) Periodical Interactions with Museum Technical Experts

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[BA History CBCS I Semester syllabus\\_1.pdf](#)

[History\\_Isem\\_2016-17AB.pdf](#)

[BA History CBCS III Semester Syllabus.pdf](#)

[History\\_IVSem\\_2015-16AB.pdf](#)

[History\\_Vsem\\_2015-16AB.pdf](#)

[History\\_VIsem\\_2015-16AB.pdf](#)

**ADIKAVI NANNAYA UNIVERSITY**

RAJAMAHENDRAVARAM

**Structure of B.A. HISTORY Syllabus under CBCS**

Sl. No	Sem	Paper	Name of Paper	Nature	Hours/Week	Credits	Marks	
							Mid Sem	Sem End
1	I	I	Ancient Indian History & Culture (From earliest times to 600 A.D)	Core	5	4	25	75
2	II	II	Early Medieval Indian History & Culture (600 A.D to 1526 A. D.)	Core	5	4	25	75
3	III	III	Late Medieval & Colonial History of India (1526 to 1857 A. D.)	Core	5	4	25	75
4	IV	IV	Social Reform Movement & Freedom Struggle (1820s to 1947 A.D.)	Core	5	4	25	75
5	V	V	Age of Rationalism and Humanism The World Between 15 <sup>th</sup> & 18 <sup>th</sup> Centuries	Core	5	4	25	75
6		VI	History & Culture of Andhra Desa (from 12 <sup>th</sup> to 19 <sup>th</sup> Century A.D.)	Core	5	4	25	75
7	VI	VII-(A)	History of Modern Europe (from 19 <sup>th</sup> Century to 1945 A. D.)	Elective *	5	4	25	75
		VII-(B)	History of East Asia (from 19 <sup>th</sup> Century A.D.to 1950 A.D)					
		VII-(C)	Contemporary History of The World (1945 to Circa 2000 A. D.)					
		VII-(D)	Basics of Journalism					
		VII-(E)	Historical Application in Tourism					
		VII-(F)	Modern Techniques in Archaeology					
8	VI	VIII-A-1	Cultural Tourism In Andhra Pradesh	Cluster Elective (3)	5	4	25	75
		VIII-A-2	Popular Movements In Andhra Desa (1848 TO 1956 A.D.)					
		VIII-A-3	Contemporary History of Andhra Pradesh (1956-2014)					
<b>TOTAL</b>						<b>32</b>	<b>200</b>	<b>600</b>

\* Candidate has to choose only one paper



# ADIKAVI NANNAYA UNIVERSITY

## RAJAMAHENDRAVARAM

### CBCS / Semester System

(W.e.f. 2016-17 Admitted Batch)

#### I Semester Syllabus

#### B.A. HISTORY

#### ANCIENT INDIAN HISTORY & CULTURE (from earliest times to 600 A.D)

#### *(Indian History and Culture from Earliest Times to 647 A.D)*

Unit – I	Survey of Sources: Literary & Archaeological Sources; Influence of Geography on History; Unity in Diversity; Traces of Stone Age Cultures (Circa 3,50,000 B. C to 3,000 B. C); Indus Valley Civilization (Circa 3000 B. C to 1,500 B. C): Origin, Extent, Salient Features.
Unit – II	Vedic Age & Religious Reform Movements (Circa 1500 B. C to 600 B. C): Society, Polity, Economy, Culture during early and later Vedic period; Jainism and Buddhism: Causes, Doctrines, Spread, Importance and Impact.
Unit - III	Transition from Territorial States to Emergence of Empires (Circa 600to Century to 300 B. C): Rise of Mahajanapadas – Causes for Magadha’s Success; Persian and Macedonian Invasions; Mauryan Empire: State, Imperial Administration, Economy, Ashoka’sDhamma, Art & Architecture, Significance & Downfall.
Unit - IV	Conditions during 200 B. C to 300 A. D.: Central Asian Contacts – Kushanas – Aspects of polity, society, Economy, Religion, Art& Architecture; The Age of Satavahanas: Pattern of Administration – Social, Economic, Religious & Cultural Developments; Sangam Age: The Three Early Kingdoms (Chola, Chera& Pandya) – Society, Language & Literature.
Unit – V	India between 300 A. D & 600 A. D.: The Rise and Growth of Guptas: Administration, Society, Economy, Religion, Art, Literature and Science & Technology – Decline.

#### References:

1	A.L. Basham, The Wonder That Was India, Calcutta ,1971
2	D.N.Jha, Ancient India
3	D.D.Kosambi, An Introduction to the Study of Indian History
4	D.P.Chattopadhyay, Science and Society in Ancient India
5	B.N.Mukherjee, The Rise and Fall of the Kushana Empire
6	K.A. NilakanthaShastri, A History of South India
7	R.C.Majumdar, K.K.Dutta&H.C.RoyChowdhuri (ed.), Advanced History of India
8	Kumkum Roy, The Emergence of Monarchy in North India: eighth to fourth centuries BC
9	RomilaThapar (et. al). India: Historical Beginnings and the Concept of the Aryan
10	M.L.K. Murthy, <i>Pre-and Protohistoric Andhra Pradesh upto 500 B.C.</i> , New Delhi, 2003

**Study Tour:** Study tour to local museum or at least to nearby historical sites is to be conducted.

Students should be asked to prepare an inventory of items preserved in the museum and their usage.

Students can be asked to create a calendar charting the dates of key events. This can be applied to an historical event or the sequence of events.

**ADIKAVI NANNAYA UNIVERSITY:: RAJAMAHENDRAVARAM**  
**CBCS/ SEMESTER SYSTEM**  
**II SEMESTER :: BA HISTORY**

(FOR 2016-17 ADMITTED BATCH)

Paper – II (Core Paper)

**EARLY MEDIEVAL INDIAN HISTORY & CULTURE (600 A.D to 1526 A. D.)**

*(Indian History and Culture from 647 to 1526 A.D)*

Unit – I	Harsha & His Times: Administration, Religion – Hiuen Tsang -Polity, Society, Economy and Culture from 7 <sup>th</sup> to 11 <sup>th</sup> Century A. D. under Chalukyas of Badami& Eastern Chalukyas of Vengi.
Unit – II	Age of later Pallavas during 7 <sup>th</sup> & 8 <sup>th</sup> Centuries A. D.: Contribution to Cultural Development & Art & Architecture; The Chola Empire from 9 <sup>th</sup> to 12 Century A. D.: Rise of the Empire, Administration and Cultural Life.
Unit - III	Conditions in India on the eve of Turkish Invasions; Early Invasions: Traces of Arab Invasion, Ghazni&Ghori; Delhi Sultanate (1206 to 1290 A.D.) under Slave Dyanasty.
Unit - IV	Delhi Sultanate (1290 to 1526 A.D.): Khaljis: Expansion & Consolidation, Administrative & Economic Reforms - The Tughlaqs - Decline & Disintegration of the Delhi Sultanate; Administration, Society, Economy, Technology, Religion, Art & Architecture under the Sultanate.
Unit – V	Cultural Development in India between 13 <sup>th</sup> & 15 <sup>th</sup> Centuries A. D.: Impact of Islam on Indian Society and Culture – Bhakti and Sufi Movements – Emergence of Composite Culture.

References:

1	Basham, A.L (ed) A Cultural History of India
2	Champakalakshmi, R Trade, Ideology and Urbanization : South India 300 BC – AD 1300
3	Chandra, S History of Medieval India (800 – 1700)
4	Chattopadyay, B.D The Making of Early Medieval India. (Delhi, 1994)
5	Habib, Irfan, Medieval India: The Study of a Civilization
6	Habibullah, A.B.M, The Foundation of Muslim Rule in India
7	Kumar Sunil, The Emergence of the Sultanate of Delhi
8	Nizami, K.A. Some Aspects of Religion and Politics in India in the 13th c
9	K.A. NilakantaSastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara
10	K.A.NilkantaSastri, The Cholas
11	Shireen Moosvi, The Economy of the Mughal Empire
12	Stein, B Peasant, State & Society in Medieval South India
13	Yazdani, G. (ed) The Early History of the Deccan
14	R.C.Majumdar, The Age of Imperial Kanauj

**Project:** Students may be asked to prepare a project on influence of Islam and Hinduism in their respective areas.

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

# ADIKAVI NANNAYA UNIVERSITY

## RAJAMAHENDRAVARAM

### CBCS / Semester System

(W.e.f. 2015-16 Admitted Batch)

### III Semester Syllabus

### B.A. HISTORY

#### LATE MEDIEVAL & COLONIAL HISTORY OF INDIA (1526 to 1857 A. D.)

*(History and Culture of India (1526 – 1857))*

Unit – I	India from 1526 to 1707 A. D.: Emergence of Mughal Empire - Sources, Conditions in India on the eve of Babur's invasion, Brief Summary of Mughal Polity – Sher Shah & Sur Interregnum – Expansion & Consolidation of Mughal Empire – Rise of Marathas & Peshwas.
Unit – II	Administration, Economy, Society and Cultural Developments under the Mughals – Disintegration of Mughal Empire.
Unit - III	India under Colonial Hegemony : Beginning of European Settlements – Anglo-French Struggle – Policies of Expansion - Subsidiary Alliance & Doctrine of Lapse - Consolidation of British Empire in India up to 1857 A. D.
Unit - IV	Economic Policies of the British (1757-1857): Land Revenue Settlements – Commercialization of Agriculture – Impact of Industrial Revolution on Indian Industry ; Administration of the Company – Regulating Charter Acts; Cultural & Social Policies: Humanitarian Measures & Spread of Modern Education
Unit – V	Anti-Colonial Upsurge – Peasant & Tribal Revolts - 1857 Revolt – Causes, Nature & Consequences.

#### References:

1	Bipan Chandra, Modern India
2	Bipan Chandra, Rise and Growth of Economic Nationalism in India
3	C.A. Bayly, Indian Society and the Making of the British Empire
4	Harbans Mukhia, The Mughals of India
5	Irfan Habib, Medieval India: The study of a Civilization
6	L.P. Sharma, The Mughal Empire
7	R.P. Dutt, India Today
8	Sathis Chandra, Essays on Medieval Indian History
9	Tripathi R.P., The Rise & Fall of the Mughal Empire

**Project Work:** Students should be asked to identify structures belonging to Mughal period or colonial period and present status.

Make students to create a collage or collection of images related to a topic.

Images can be hand drawn, printed, or clipped from a magazine or newspaper.

**ADIKAVI NANNAYA UNIVERSITY**

**CBCS/SEMESTER SYSTEM**

IV SEMESTER : B.A. HISTORY

Paper – IV (Core Paper)

**SOCIAL REFORM MOVEMENT & FREEDOM STRUGGLE (1820 to 1947 A.D.)**

*(History and Culture of India (1857 – 1947))*

Unit – I	Social, Religious & Self-Respect Movements: Social & Cultural Awakening – Brahma Samaj, Arya Samaj, Theosophical Society, Ramakrishna Mission, Aligarh Movement – Emancipation of Women – Struggle Against Caste: Jyotiba Phule, Narayana Guru, Periyar, Dr. B. R. Ambedkar.
Unit – II	Growth of Nationalism in the 2 <sup>nd</sup> Half of 19 <sup>th</sup> Century – Impact of British Colonial Policies under Viceroys’ Rule and the Genesis of Freedom Movement – Birth of Indian National Congress.
Unit - III	Freedom Struggle from 1885 to 1920: Moderate Phase — Partition of Bengal - Emergence of Militant Nationalism –Swadeshi & Boycott Movement – Home Rule Movement.
Unit - IV	Freedom Struggle from 1920 to 1947: Gandhiji’s Role in the National Movement – Revolutionary Movement –Subhas Chandra Bose.
Unit – V	Muslim League & the Growth of Communalism – Partition of India – Advent of Freedom - Integration of Princely States into Indian Union – Sardar Vallabhai Patel.

References:

1	Anil Seal, Emergence of Indian Nationalism
2	Banerjee, Sekhar, From Plassey to Partition
3	Bayly, C A., Indian Society and Making of the British Empire
4	Brown, Judith: Gandhi’s Rise to Power
5	Chandra, Bipan, et. al., India’s Struggle for Independence
6	Chatterjee, Jaya, Bengal Divided: Hindu Communalism and Partition 1932-1947
7	Desai, A. R. : Social Background to Indian Nationalism
8	Dutt, R.P., India Today
9	Joshi, P.C., Rammohun and the Forces of Modernisation in India
10	Sarkar Sumit: Modern India 1885 to 1947
11	Stokes, Eric, Peasants and the Raj
12	R.C. Majumdar, The Struggle for Freedom, Bharatiya Vidhya Bhavan Series

**Project Work:** As part of Internal Assessment, Project Work may be given on regional or local history related to culture, economy, struggles, land relations, cultural institutions and their influence on the society.

They can also be asked to create a play centered on any event in social reform movement or freedom struggle.

B. A. HISTORY

III Year B. A. Programme (UG) Courses – Under CBCS

Semester – V

Paper – V (Core Paper)

**AGE OF RATIONALISM AND HUMANISM**  
**THE WORLD BETWEEN 15<sup>TH</sup> & 18<sup>TH</sup> CENTURIES**

*(History of Modern World (1453 – 1821 A.D))*

Unit – I	Feudalism -Geographical Discoveries: Causes – Compass & Maps – Portugal Leads and Western World Follows – Consequences;
Unit – II	The Renaissance Movement: Factors for the Growth of Renaissance – Characteristic Features - Transformation from Medieval to Modern World; Reformation & Counter Reformation Movements: The Background – Protestantism – Spread of the Movement– Counter Reformation– Effects of Reformation
Unit - III	Emergence of Nation States: Contributory Factors - England and other Nation States – Impact due to the Emergence of Nation States.; Age of Revolutions: The Glorious Revolution (1688) – Origin of Parliament – Constitutional Settlement – Bill of Rights – Results.
Unit - IV	Age of Revolutions: The American Revolution (1776) – Opening of New World – Causes – Course – Declaration of Independence, 1776 – Bill of Rights, 1791 – Significance.
Unit – V	Age of Revolutions: The French Revolution (1789) – Causes - Teachings of Philosophers - Course of the Revolution – Results.

References:

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

**Project Work:** Individual or group projects may be presented by the students regarding preparation of bibliography on various topics.

Students should also be asked to construct glossaries to help them study and review lessons while helping them to understand a large array of vocabulary words.

B. A. HISTORY  
 III Year B. A. Programme (UG) Courses – Under CBCS  
 Semester – V  
 Paper – VI (Core Paper)  
**HISTORY & CULTURE OF ANDHRA DESA (from 12<sup>th</sup> to 19<sup>th</sup> Century A.D.)**  
*(History and Culture of Andhra from Satavahanas to 1857 A.D)*

Unit – I	Andhra during 12 <sup>th</sup> & 13 <sup>th</sup> Centuries A.D.: Kakatiyas – Origin & its Antecedents – Administration – Social & Economic Life – Industries & Trade - Promotion of Literature and Culture – Architecture & Sculpture – Decline; The Age of Reddy Kingdoms: Patronage to Literature – Trade & Commerce.
Unit – II	Andhra between 14 <sup>th</sup> & 16 <sup>th</sup> Centuries A.D.: Vijayanagara Empire: Polity, Administration, Society & Economy – Sri Krishna Devaraya and his contribution to Andhra Culture – Development of Literature & Architecture – Decline and Downfall.
Unit - III	Andhra through 16 <sup>th</sup> & 17 <sup>th</sup> Centuries A.D.: Evolution of Composite Culture - The QutbShahis of Golkonda – Origin & Decline – Administration, Society & Economy – Literature & Architecture.
Unit - IV	The 18 <sup>th</sup> & 19 <sup>th</sup> Centuries in Andhra: East India Company's Authority over Andhra – Three Carnatic Wars – Occupation of Northern Circars and Ceded Districts – Early Uprisings – Peasants and Tribal Revolts.
Unit – V	The 18 <sup>th</sup> & 19 <sup>th</sup> Centuries in Andhra: Impact of Company Rule on Andhra – Administration – Land Revenue Settlements – Society – Education - Religion – Impact of Industrial Revolution on Economy – Peasantry & Famines – Contribution of Sir Thomas Munroe, C. P. Brown & Sir Arthur Cotton – Impact of 1857 Revolt in Andhra

References:

1	BalenduSekharam, The Andhras Through the Ages
2	K. Sathyanarayana, A Study of the History and Culture of Andhras
3	Mallampalli Soma SekharaSarma, History of the ReddiKindogms
4	K.A.N.Sastry, A History of South India
5	H.K.Sherwani, History of the KutubShahi Dynasty
6	P.R.Rao, History of Modern Andhra
7	KhandavalliLakxmiranjanam&BalenduSekharam, ఆంధ్రులచరిత్ర – సంస్కృతి
8	SuravaramPratap Reddy, ఆంధ్రులసాంఘికచరిత్ర
9	B.S.L.Hanumanta Rao, ఆంధ్రులచరిత్ర
10	I.K.Sarma, <i>Early Historic Andhra Pradesh, 500 B.C.-624 A.D.</i> , New Delhi, 2008
11	B. Rajendra Prasad, <i>Early Medieval Andhra Pradesh, A.D.624 -1000 A.D.</i> , New Delhi, 2009
12	C. Somasundara Rao, <i>Medieval Andhra Pradesh, A.D. 1000 -1324 A.D.</i> , New Delhi, 2011
13	R. Soma Reddy, <i>Late Medieval Andhra Pradesh, A.D. 1324-1724 A.D.</i> , New Delhi, 2014

**Project Work:** Students may be asked to identify families/ areas/ institutions/ personalities/ monuments related to freedom struggle and prepare dissertation under the guidance of a teacher so as to equip them with better understanding of society and historical processes. This exercise should also aim at exposing the spirit of research, analysis, criticism, innovation and invention among the students.

B. A. HISTORY  
 III Year B. A. Programme (UG) Courses – Under CBCS  
 Semester – VI  
**Paper – VII-(A) :: (Elective Paper)**  
**HISTORY OF MODERN EUROPE (from 19<sup>th</sup> Century to 1945 A. D.)**  
*(History of Modern World (1821 – 1945))*

Unit – I	Industrial Revolution: Origin, Nature and Impact.
Unit – II	Unification Movements in Italy & Germany and their Impact.
Unit - III	Communist Revolution in Russia – Causes, Course and Results – Impact on World Order.
Unit - IV	World War I: Age of Rivalry in Europe Between 1870 and 1914 – Results of the War – Paris Peace Conference - League of Nations.
Unit – V	World War II: Causes, Fascism & Nazism – Results; The United Nations Organization: Structure, Functions and Challenges.

References:

1	J.A.Hobson, Imperialism: A Study
2	C.D. Hazen, Modern Europe up to 1945
3	H.A.L.Fisher, History of Europe
4	C.M.M.Ketelbey, A History of Modern Times
5	Grant and Temperley (ed), Europe in the 18 <sup>th</sup> and 20 <sup>th</sup> Centuries
6	David Thomson, Europe Since Napoleon
7	A.P.J.Taylor, The Struggle for Mastery in Europe
8	S.P.Nanda, History of Modern World
9	S.N.Dhar, International Relations and World Politics Since 1919

**Project Work:** Project work on the consequences of industrialization & globalization on society and economy should be given to students.

B. A. HISTORY  
 III Year B. A. Programme (UG) Courses – Under CBCS  
 Semester – VI

**Paper – VII-B :: (Elective Paper)**

**HISTORY OF EAST ASIA (from 19<sup>th</sup> Century A.D.to 1950 A.D)**

Unit – I	Pre-colonial China - The nature and structure of the traditional Chinese Society, Polity, Economy; Colonial Penetration in China -Tribute system, Canton system and their collapse - Opium Wars and Treaties with imperialist powers and struggle for concessions in China - Increasing western economic interests- Open-Door Policy.
Unit – II	Chinese Popular Movements with special reference to Taiping Revolt - Cause, Nature & Legacy; The Self-Strengthening Movement - Boxer Rebellion and its consequences - Republican Revolution of 1911- Role of various social classes - Sun Yat Sen.
Unit - III	Nationalism and Communism in China - Emergence of the Republic and Yuan Shi Kai - New Intellectual ideas and May Fourth Movement- Political crisis in the 1920's- The first United Front- Kuomintang-Communist Conflict- Ten years of Nanking Government - The Communist Party under Mao Tse Tung- Red Army- Long March- The Chinese Revolution (1949)- ideology, causes and significance - the Establishment of the Peoples' Republic of China.
Unit - IV	Japan during Pre- Restoration Period - The Tokugawa Shogunate- Encounter with the West- the Perry Mission and the opening up of Japan to the West - The crisis and fall of Shogunate - Meiji Restoration (1867-68) - Processes of modernization- social, military, political and educational - Popular and Democratic Movements - Meiji Constitution - Rise of Political Parties.
Unit – V	Economic Modernization - Emergence of Japan as an Imperial Power - The Sino-Japanese War - The Anglo-Japanese Alliance - The Russo- Japanese War - World War I and after- Japan in the Pacific and the Washington Conference - Manchurian Crisis - Failure of the Democratic System and the Rise of Militarism in the 1930's and 1940's - Japan and the World War II - Post War Japan under General MacArthur.

References:

1	Allen George – A Short Economic History of Modern Japan
2	Beckmann George M – Modernization of China and Japan
3	Beckmann George M - The Making of Meiji Constitution
4	Bianco Lucian – Origins of the Chinese Revolution, 1915-1949
5	The Cambridge History of Japan Vols V and VI
6	The Cambridge History of China Vol X
7	Chen Jerome – Mao Tse Tung and the Chinese Revolution
8	Fitzgerald C.P. – Birth of Communist China
9	Peffer Nathaniel – The Far East: A Modern History
10	Vinacke H – A History of the Far East in Modern times



**Project Work:** A project report on Sino-India Relations; Chinese economic leadership; Japan's present status

B. A. HISTORY

III Year B. A. Programme (UG) Courses – Under CBCS

Semester – VI

**Paper – VII-(C) :: (Elective Paper)**

**CONTEMPORARY HISTORY OF THE WORLD (1945 to Circa 2000 A. D.)**

Unit – I	Debate on the origins of the Cold War - Emergence of Soviet and American economic and military alliances: NATO, WTO, IMF, World Bank, Warsaw, COMECON.
Unit – II	USSR's relation with the East European countries (1945-64) - The US foreign policy in the Post war period: Truman Doctrine and Marshall Plan.
Unit - III	Disintegration of European Empires and the emergence of the Third World - The Non-Aligned Movement - Indo-Pakistan relations - Liberation war of Bangladesh - The Liberation Struggle of Vietnam (1945-54 and 1954-1975) - Sino- Soviet relations - Sino- U.S. relations – SAARC.
Unit - IV	Bi-polarism and regional conflicts: War in Korea – Crisis in Cuba – Conflict in the Middle East (Arab – Israel wars of 1948-49,67, 1973) – Activities of P.L.O- Intifada – Gulf War of 1990-91 -
Unit – V	Reunification of Germany - The end of Socialist regime and the disintegration of USSR; The end of the Cold War - The onset of Globalization - American Uni-polarism and its significance for international politics.

References:

1	C.Brown&J.Mooney, Cold War to Détente 1945-83
2	Chain Herzog, The Arab Israeli War
3	Eric Hobsbawm, Age of Extremes: The Short Twentieth Century 1914-1991
4	H.Higgins, Vietnam
5	J.Bhagwati, In Defense of Globalization
6	J.N.Dixit, Across Borders: Fifty Years of Indian's Foreign Policy
7	Karuna Kaushik, History of Communist Russia 1917-1991
8	LipyongJ.Kim, The Strategic Triangle: China, the United States and the Soviet Union
9	O.Leorose and Richard Sisson, War and Secession: Pakistan, India and the creation of Bangladesh
10	M.Hastings, The Korean War

**Project Work:** Project work on India's foreign policies – Strengths & Challenges; Regional Cooperation; International Relations

**B. A. HISTORY**  
**III Year B. A. Programme (UG) Courses – Under CBCS**  
**Semester – VI**  
**Paper – VII-D (Elective Paper)**  
**BASICS OF JOURNALISM**

Unit – I	Definition of Journalism – Nature and Scope – Principles and Functions – Mass Communication Media – Concept of Fourth Estate – Democracy and the Press – Freedom of Press - Limitation of Freedom.
Unit – II	Early Forms of Mass Communication – Primitive Types of Journalism - Proclamations –War Reports in Medieval times - Significance of Print Revolution– Telegraphic Communication – Morse Code –Radio - Changes in Printing Techniques – Offset – DTP – Electronic Revolution - Digitalization – Online Journalism.
Unit - III	Journalism in the Contemporary World- Press Commission of 1947 – Newspaper Magnates – Corporate Bodies – Commercialization – News Agencies – Reuters – AP, UPI, AFT etc.,. TV & Journalism.
Unit - IV	Ideologies & the Press –Social Responsibility – Woman Issues - Workers & Peasant Issues - Politicization - Competition - Advertising and Journals – Cost of Production and Marketing - Sensationalisation – Networking.
Unit – V	Beginnings of Indian Press – James Hicky – Early Publications from Bengal – Contents of early English Journals – Indian Vernacular Press – Aims & Objectives of the early Newspapers - Development of Press after Independence

References:

1	Agee Ault & Emery, Introduction to Mass Communication
2	Asa Briggs, A Social History of Media From Gutenberg to the Internet
3	Gardiner Lambert, A History of Media
4	Kamat M V., Professional Journalism
5	Krishnamurthy N, Indian Journalism
6	Herman Edward and Nom Chomsky, The Political Economy of Mass Media
7	Raghavan G N S, The Press in India
8	Rivers Williams, Mass Media and Society

**Project Work:** Students should be given assignment to collect news on important activities in their local areas and present reports. They should also be asked to prepare reports on college level activities and approach the local reporters for the publication of the same.

Students can also be asked to create a questionnaire and survey in the locality to gather an understanding about thematic issues like water, sanitation, health for a presentation.

**B. A. HISTORY**  
**III Year B. A. Programme (UG) Courses – Under CBCS**  
**Semester – VI**  
**Paper – VII-E :: (Elective Paper)**  
**HISTORICAL APPLICATION IN TOURISM**

Unit – I	Tourism: Definition, Nature and Scope, Concepts- History of Tourism and its Development- Motivations for Travel-Types of Tourism - Components of Tourism
Unit – II	Social and Economic significance of Tourism - Tourism as an Industry - Components of Tourism Industry - Attractions, Transport, Accommodation, Shopping, Entertainment, Hospitality, Airlines, Travel Agencies – Impact of Tourism on Physical Environment.
Unit - III	History as Tourism product- Archaeological and Historical Monuments –Ajanta, Ellora , Sanchi, Amaravati, Nagarjunakonda, Mahabalipuram, Kanchi, Badami, TanjavurBrihadisvara temple, Puri, Ramappa temple, Alampur, Halebid, Mukhalingam, Tadiparti, Hampi.
Unit - IV	Cultural and Pilgrimage Tourism- Fairs and Festivals- Ajmir, Amruthsar, Madhurai, Mount Abu, Warangal, Goa, Mahanandi, Tirupati, Lepaskhi, Simhachalam; Kuchapudi dance, Khajuraho Festival, JagannathRathayatra, Flamingo Festival.
Unit – V	Field Trip & Viva-voce: It would be compulsory for the students to attend the field trip to the tourist centers/ historical monuments and submit a comprehensive Report to the Department. The Viva – Voce would be based especially on field trip of tourist centers / historical monuments in surrounding areas. The Viva – Voce will be of 10 marks, and Tour Report should be evolved for 15 marks.

References:

1	Lucas Jr., H. C. <i>Information Technology for Management</i> , McGraw Hill, 2005
2	Shobita Chopra, <i>Tourism and Development in India</i> , New Delhi, 1992
3	Singh Ratandeep : <i>Handbook of Environmental Guidelines for Indian Tourism</i>
4	Bhatia, A.K., <i>Tourism Development Principles and Practices</i> , New Delhi, 1983
5	Bhatia, A.K., <i>Tourism in India</i> , New Delhi
6	VirendraKaul, <i>Tourism and the Economy</i> , New Delhi, 1994
7	Gopal Singh, <i>The Geography of India</i> , Delhi ,1988
8	Ghulam Yazdan, <i>The Art and Architecture of Deccan</i>
9	Burkart A.J. and Medlik , <i>Tourism: Past Present &amp; Future</i> : (London, Heinemann)
10	M.P. Bezbaruah, <i>Tourism : Future Challenges and Opportunities</i> .
11	John Anderson, <i>Catalogue and Handbooks of the Archaeological Collections in the Indian Museum</i> , 2 Volumes
12	Seth P.N. <i>Successful Tourism –Planning and Management</i> , New Delhi, 1987
13	Allchin F.R. <i>Cultural Tourism in India; Its scope and Development</i> , New Delhi

**B. AB. A. HISTORY**  
**III Year B. A. Programme (UG) Courses – Under CBCS**  
**Semester – VI**  
**Paper – VII-F :: (Elective Paper)**

**MODERN TECHNIQUES IN ARCHAEOLOGY**

Unit – I	Dating Techniques in Archaeology - Relative Techniques – Stratigraphy - Absolute Dating Methods – Carbon 14 – Fluorine – Potassium Argon – Limitations of Carbon 14.
Unit – II	Dendrochronology – Pollen Analysis – Petrology – Thermo Luminescence – Typology – Terracotta, Metallic, Stone, Sarcophagi.
Unit - III	Post Excavation Activities – Collection and Classification of Artefacts – Field Laboratory – Services of Curator – Preservation of the Finds - Preparation and Publication of Archaeological Report.
Unit - IV	Conservation & Exhibition of Artefacts – Methods of Conservation – Organic Objects – Various kinds of Metallic Objects – Need and Importance.
Unit – V	Recent Trends in Indian Archaeology – Underwater Archaeology – Indian Institute of Oceanography, Goa – Recovery of Submerged Sites – Dwaraka – Environmental Archaeology.

References:

1	Atkinson R.J.C., Field Archaeology
2	Chakrabarti D.K., Theoretical Perspectives in Indian Archaeology
3	Rajan K., Archaeology, Principles and Methods
4	Raman K.V., Principles and Methods in Archaeology
5	Paddy K., <i>The New Archaeology and Aftermath</i>
6	Rao, S. R., Dwaraka Excavations

**Study Tour:** Study tour to archaeological sites & museums at least to nearby historical sites is to be compulsorily undertaken. Students should be asked to prepare notes on the objects, how they are collected and maintained in the museums.

. HISTORY  
 III Year B. A. Programme (UG) Courses – Under CBCS  
 Semester – VI

**Paper – VIII-A-1 (Cluster Elective Paper –1)**  
**CULTURAL TOURISM IN ANDHRA PRADESH**

Unit – I	Concepts of Tourism: Nature – Scope – Definition – Tourists & Excursionists – Domestic & International Tourists.
Unit – II	Types of Tourism: Heritage Tourism – Pilgrimage Tourism - Recreation Tourism – Sports & Adventure Tourism - Advance Tourism – Health Tourism – Environment Tourism.
Unit - III	History and Tourism – Heritage Sites – Definition – Ancient Monuments Preservation Act of 1904, Act of 1958 and Act of 1972 - Archaeological Survey of India – Stage Museums.
Unit - IV	Planning and Development of A.P. Tourism: APTDC – Aims & Objectives – Fairs & Festivals – Andhra Cuisine –Restaurants - Eco Tourism – Beaches & Hill Resorts – Mountaineering – Tourist Places in A.P.
Unit – V	Modalities of Conducting Tourism: Field Work - Visit to a Site – Conduct of Research – Preparation of Project Report

References:

1	APTDC Publications
2	Ashorth G.J, Marketing in Tourism Industry
3	Bhatia A.K., Tourism Development
4	Clare, Gunn, Tourism Planning
5	Khan, Nafees A, Development Tourism in India
6	Krishna K Karama, Basics of Tourism
7	Marrison A.M, Hospitality and Travel Marketing
8	RangaMukesh, Tourism Potential in India
9	Sarkar H, Museums and Protection of Monuments and Antiquities in India
10	Vijayalaxmi K.S., History of Tourism

**Field Trip:** Compulsory field trip to destinations of architectural, archaeological, historical and cultural importance is to be conducted. Students should be made to prepare detailed reports on the hand-on experience they gained in such trips.

Students should be encouraged to create **blogs** for local site seeing places and to write and organize articles on those spots.

B. A. HISTORY  
 III Year B. A. Programme (UG) Courses – Under CBCS  
 Semester – VI  
**Paper – VIII-A-2 (Cluster Elective Paper 2)**  
**POPULAR MOVEMENTS IN ANDHRA DESA (1848 TO 1956 A.D.)**  
*(History and Culture of Andhra from 1857 to 2014)*

Unit – I	Social & Self Respect Movements: Social Conditions –KandukuriVeerasingam, Raghupathi Venkata Rathnam Naidu, GuruzadaApparao, Komarraju Venkata Laxmana Rao; New Literary Movements: Causes – RayaproluSubbarao, ViswanathaSathyanarayana, GurrarnJashua, BoyiBheemanna, SriSri – Impact.
Unit – II	Freedom Movement in Andhra (1885-1920): Contributory Factors – Vandemataram Movement – Swadeshi & Boycott programs – Glorious Events at Rajahmundry, Kakinada, Kotappakonda& Tenali – Home Rule Movement in Andhra.
Unit - III	Freedom Movement in Andhra (1920-1947): Non-Cooperation Movement – ChiralaPerala, Palanadu&Pedanandipadu Activities – Alluri Seetarama Raju &Rampa Revolt (1922-24) – Anti-Simon Commission Movement – Civil Disobedience Movement – Quit India Movement.
Unit - IV	Movement for Separate Andhra State (1953): Causes – Andhra Maha Sabha – Andhra Provincial Congress Committee – Andhra University – Conflict between Coastal Andhra &Rayalaseema – Sri Bagh Pact – Constitution of Committees & their Contribution – Martyrdom of PottiSriramulu – Formation of separate Andhra State.
Unit – V	Movement for formation of Andhra Pradesh (1956): VisalandhraMahasabha – Role of Communists – States Reorganization Committee – Gentlemen’s Agreement – Formation of Andhra Pradesh.

References:

1	B. Kesava Narayana, Political and Social Factors in Modern Andhra
2	K.V.Narayana Rao, The Emergence of Andhra Pradesh
3	M. Venkata Rangaiah, The Freedom Struggle in Andhra Pradesh
4	P.R.Rao, History of Modern Andhra
5	SarojiniRegani, Highlights of Freedom Movement
6	SarojiniRegani, ఆంధ్రలో స్వాతంత్ర్యోద్యమచరిత్ర
7	V. Ramakrishna, Social Reform Movement in Andhra
8	B. Kesava Narayana, Modern Andhra & Hyderabad – 1858 – 1956 A.D., 2016

**Project Work:** With the aim of understanding of techniques and methods of research and presentation, students should be encouraged to draft a report on local writers, struggles, human rights movements, different types of social discrimination etc.

B. A. HISTORY  
III Year B. A. Programme (UG) Courses – Under CBCS  
Semester – VI

**Paper – VIII-A-3 (Cluster Elective Paper – 3)**  
**COMTEMPORARY HISTORY OF ANDHRA PRADESH (1956-2014)**

Unit – I	Socio-Economic Changes in Andhra Pradesh – River Projects & Infrastructural Development – Education & Scientific Progress – Regional Politics – Emergence of Telugu Desam Party.
Unit – II	Growth of Leftist Ideology – Marxist & Radical Literature – Naxalbari Movement - Communist Activities - Electoral Politics – Present Status of Communist Movement.
Unit - III	Dalit Movement – Understanding Untouchability - Education – Literature - Struggle for Identity – Demand for Political Space.
Unit - IV	Early trends towards Bifurcation: Jai Telangana Movement (1969) – Mulki Rules – Legal Battle - Jai Andhra Movement (1972) – Six Point Formula (1973).
Unit – V	Bifurcation of Andhra Pradesh: Power Politics – Economic Discontentment – Riparian Disputes - Unemployment –Foundation of Telangana RastraSamiti – Movements for separate Telangana & unified Andhra Pradesh – Formation of Telangana State (2014)

References:

1	Barry Pavier, The Telangana Movement - 1944-51
2	Chinnayya Suri, Agrarian Movement in Andhra, 1921-71
3	K. Ramachandra Murthy, Unveiling Telangana State
4	P.R.Rao, History of Modern Andhra
5	S. Ratnakar, A Brief History of Telangana & Andhra Pradesh
6	Sri Krishna Committee Report
7	TarimelaNagireddy, India Mortgaged
8	Y.V.Krishna Rao, Growth of Capitalism in Indian Agriculture: A Case Study of A.P.
9	KattiPadmarao, దళితదర్శనం
10	Y. Chinnarao, దళితఉద్యమచరిత్ర
11	News Paper Clippings (2001-2014)

**Project Work:** Students may be asked to prepare assignments on local caste struggles; regional disparities; aspirations; recent developments etc., through interviews and verifying press reports.

ANURLS