



## **ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION**

(A Statutory body of the Government of Andhra Pradesh)

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### **REVISED SYLLABUS OF HISTORY UNDER CBCS FRAMEWORK WITH EFFECT FROM 2020-2021**

#### **PROGRAMME: THREE-YEAR BA**

(History, Economics and Pol Sc., Disciplines)

*(With Learning Outcomes, Unit-wise Syllabus, References, Co-curricular Activities &  
Model Q.P.)*

*For Fifteen Courses of 1, 2, 3 & 4 Semesters)*

**(To be Implemented from 2020-21 Academic Year)**

# ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION

(A Statutory body of the Government of Andhra Pradesh)

## CBCS – UG SYLLABUS SUBJECT REVIEW COMMITTEE

(To Be Implemented From 2020-21 Academic Year)

**PROGRAMME: THREE-YEAR B.A** (With History, Economics and PolSc., Disciplines)

### **Domain Subject: History**

*(Syllabus with Outcomes, Co-curricular Activities, References & Model Q.P  
for Five Courses of 1, 2, 3 & 4 Semesters)*

### **Structure of HISTORY Syllabus under CBCS for 3-year B.A. Programme (with domain subject covered during the first 4 Semesters with 5 Courses)**

Sl. No	Code	Sem	Courses 1, II, III, IV & V	Name of Course (Each Course consists 5 Units with each Unit having 12 hours of class-work)	Hours/ Week	Credits	Marks	
							Mid Sem	Sem End
1		I	I	Ancient Indian History & Culture (From Indus Valley Civil. to 13 Century A.D)	5	4	25	75
2		II	II	Medieval Indian History & Culture (1206 A.D To 1764 A.D)	5	4	25	75
3		III	III	Modern Indian History & Culture (1764-1947 A. D)	5	4	25	75
4		IV	IV	History & Culture of Andhra (from 1512 to 1956 AD)	5	4	25	75
5		IV	V	History Of Modern World (From 15th Cent. AD to 1945 AD)	5	4	25	75
Total						20	125	375

**PROGRAMME: THREE-YEAR B.A.**

(With History, Economics and Political Science Disciplines)

**Course Code:**

**Domain Subject: History**

Semester-wise Syllabus under CBCS

I Year B. A. –Semester – I

**Course1: ANCIENT INDIAN HISTORY & CULTURE (from Indus Valley Civilization to 13<sup>th</sup> Cen A.D)**

**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

**Syllabus:**

- Unit - 1 Ancient Indian Civilization (from Circa 3000 BC to 6<sup>th</sup> BC): Indus Valley Civilization - Salient Features; Vedic Age - Society, Polity, Economy, Culture during early and later Vedic period
- Unit - II Ancient Indian History & Culture (6<sup>th</sup> Century BC to 2<sup>nd</sup> Century AD): Doctrines and Impact of Jainism and Buddhism; Mauryan Administration, Society,

Economy & Culture - Ashoka's Dhamma; Kanishka's Contribution to Indian Culture

Unit - History & Culture of South India (2<sup>nd</sup> Century BC to 8<sup>th</sup> Century AD): Sangam  
III Literature; Administration, Society, Economy and Culture under Satavahanas;  
Cultural contribution of Pallavas

Unit - India from 3<sup>rd</sup> century AD to 8<sup>th</sup> century AD: Administration, Society, Economy,  
IV 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 (9<sup>th</sup> century AD to 13<sup>th</sup> century AD): Local  
Self Government of Cholas; Administration, Society, Economy and Culture under  
Kakatiyas – Rudram Devi

## **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
- 10 M.L.K. Murthy, *Pre-and Protohistoric Andhra Pradesh upto 500 B.C.*, New Delhi, 2003
- 11 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

**PROGRAMME: THREE-YEAR B.A.**

(With History, Economics and Political Science Disciplines)

**Course Code:**

**Domain Subject: History**

Semester-wise Syllabus under CBCS

I Year B. A. – Semester – II

**Course 2: MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D to 1764 A.D)**

**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

**Syllabus:**

- Unit - 1    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 - Administration, Economy, Society and Cultural Developments under the Mughals  
IV – 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. NilakantaSastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara
- 8 K.A.NilkantaSastri, The Cholas
- 9 ShireenMoosvi, The Economy of the Mughal Empire
- 10 Stein, B Peasant, State & Society in Medieval South India
- 11 Yazdani, G. (ed) The Early History of the Deccan
- 12 R.C.Majumdar, The Age of Imperial Kanauj
- 15 R. Soma Reddy, *Late Medieval Andhra Pradesh, A.D. 1324-1724 A.D.*, New Delhi, 2014
- 16 HarbansMukhia, The Mughals of India
- 17 C.A.Bayly, Indian Society and the Making of the British Empire

## **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

**PROGRAMME: THREE-YEAR B.A.**

(With History, Economics and Political Science Disciplines)

**Course Code:**

**Domain Subject: History**

Semester-wise Syllabus under CBCS

I Year B. A. – Semester – III

**Course 3: MODERN INDIAN HISTORY & CULTURE (1764-1947 A. D)**

**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

**Syllabus:**

Unit - 1 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, Dayananda Saraswathi, Swami Vivekananda, Jyotiba Phule, 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

Freedom Struggle from 1920 to 1947: Gandhiji's Role in the National Movement

Unit-IV 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 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

**PROGRAMME: THREE-YEAR B.A.**

(With History, Economics and Political Science Disciplines)

**Course Code:**

**Domain Subject: History**

Semester-wise Syllabus under CBCS

II Year B. A. – Semester – IV

**Course 4: HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)**

**Learning Outcomes:**

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

- Interpret social and political and cultural transformation from medieval to modern Andhra
- Relate key historical developments during medieval period occurring in coastal Andhra and Telangana regions and analyze socio - political and economic changes under QutbShahi rulers
- 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 policies 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 importance of peace in everyday 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

**Syllabus:**

Unit - 1 Andhra through 16<sup>th</sup>& 19<sup>th</sup> Centuries AD: Evolution of Composite Culture - The QutbShahis of Golkonda –Administration, Society

&Economy – Literature & Architecture; Advent of European and settlements in Andhra - Occupation of Northern Circars and Ceded Districts – Early revolts against the British

Unit - II    Andhra under British rule: Administration – Land Revenue Settlements  
– Society – Education - Religion – Impact of Industrial Revolution on Economy – Peasantry & Famines – Contribution of Sir Thomas Munroe & C. P. Brown – Impact of 1857 Revolt in Andhra

Unit - III    Social Reform & New Literary Movements: Kandukuri Veeresalingam, Raghupathi Venkata Rathnam Naidu, Guruzada Apparao, Komarraju Venkata Laxmana Rao; New Literary Movements: Rayaprolu Subbarao, Viswanatha Sathyanarayana, Gurram Jashua, Boyi Bheemanna, Sri Sri

Unit - IV    Freedom Movement in Andhra (1885-1947): Vande Mataram Movement – Home Rule Movement in Andhra - Non-Cooperation Movement - Alluri Seetarama 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 Potti Sriramulu – Formation of separate Andhra State (1953); Movement for formation of Andhra Pradesh (1956): Visalandhra Mahasabha – Role of Communists – States Reorganization Committee – Gentlemen's Agreement – Formation of Andhra Pradesh

### **References:**

- 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, □□□□□□□□□□ □□□□□□□□ □□□ □□□□□□□□
- 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

**PROGRAMME: THREE-YEAR B.A.**

(With History, Economics and Political Science Disciplines)

**Course Code:**

**Domain Subject: History**

Semester-wise Syllabus under CBCS

I/II Year B. A. – Semester 4

**Course 5: HISTORY OF MODERN WORLD (From 15<sup>th</sup> Cent. AD to 1945 AD)**

**Learning Outcomes:**

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

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



**Syllabus:**

- 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

**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

**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)

**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**

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- @ Quiz Programmes
- @ Examinations (Scheduled and surprise tests)

ANDHRA PRADESH STATE COUNCIL OF HIGHER EDUCATION  
(A Statutory body of the Government of Andhra Pradesh)  
REVISED UG SYLLABUS UNDER CBCS  
(To Be Implemented from Academic Year, 2020-21)  
**PROGRAMME: FOUR YEAR B.A. (Hons)**

Domain Subject: **HISTORY**

***Skill Enhancement Courses for Semester V***

(Syllabus with Learning Outcomes, References, Co-curricular Activities & Model Q.P. Pattern)

**Structure of SECs for 5<sup>th</sup> Semester**

(To Choose any One Pair from the Four Alternative Pairs of SECs)

Uni code	Course No 6 & 7	Name of Course	Hours/ Week	Cre dits	Marks	
					Internal Assmt:20 Fieldwork/Pr oject work: 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-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.

A.P. State Council of Higher Education  
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)  
Domain Subject: **HISTORY**  
IV Year B. A.(Hons) – Semester – V

Max Marks: 100

Course 6A: **Archival Sources and Techniques**  
(Skill Enhancement Course (Elective), 4 Credits)

**I. Learning Outcomes:**

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

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

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

**Unit: 1**

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

**Unit: 2**

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

**Unit: 3**

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

**Unit: 4**

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

**Unit: 5**

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

**III. References:**

1. Annstoler, Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense, 2009
2. Bernand Cohn, An Anthropologist among Historians and other Essays, Oxford Press, 2010
3. Saloni Mathur: India by Design: Colonial History and Cultural Display, University of California, 2007
4. Sengupta, S.: Experiencing History Through Archives, Delhi: Munshiram Manoharlal, 2004

5. Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004
6. Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973
7. Basu, Purnendu; Records and Archives, What are they, National Archive of India, 1960, Vol II, No. 29
8. The Indian Archives, Journal
9. Web sources suggested by the teacher concerned and college librarian including for reading material.

#### **IV. 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 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/Project work Format** (*Report shall not exceed 10 pages*):

Title Page, Student Details, Acknowledgments, Index page, Objectives, Step-wise process, Findings, Conclusion & 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 by field experts.
- 3) Debates on interesting topics
- 4) Seminars, Group discussions, Quiz, etc.
- 5) Assignments

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A.P. State Council of Higher Education  
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)  
Domain Subject: **HISTORY**  
IV Year B. A.(Hons) – Semester – V

Max Marks: 100

Course 7A: **Techniques of History Writing**  
(Skill Enhancement Course (Elective), 4 Credits)

**I. 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

**II. 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, a 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

**III. 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. Colling Wood, 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. Web sources suggested by teacher/librarian

#### **IV. 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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A.P. State Council of Higher Education  
Semester-Wise Revised Syllabus under CBCS, 2020-21  
Course Code:  
Four-Year B.A. (Hons)  
Domain Subject: **HISTORY**  
IV Year B. A.(Hons) –Semester-V

Max Marks: 100

**Course 6B: Tourism and Hospitality Services**  
(Skill Enhancement Course (Elective), 4 Credits)

**I. 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. Understands the spirit of teamwork
5. Acknowledge the importance of guest service and satisfaction

**II. 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, Perish ability- 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

**III. References:**

1. Marketing for Tourism and Hospitality, Philip Kotler, Bowens and James Makens, Pearson Pub, New Delhi, 2010
2. Soft Sills for Hospitality, Amitabh Devendra, Oxford Higher Edn, 2015
3. The Indian Hospitality Industry: Dynamics and Future Trends, Ed: Sandeep Munjal, Sudhanshu Bhushan, CRC Press, 2017



4. Hotel Front Office: Operation and Management, Jatashankar Tewari, Oxford Higher Edn, 2016
5. [www.ilo.org](http://www.ilo.org)
6. <https://riginstitute.com>
7. [nitahm.ac.in](http://nitahm.ac.in)
8. web sources as suggested by teacher/librarian

#### **IV. Co-Curricular Activities:**

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

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

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

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

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

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

**5) Unit Tests/Internal Examinations**

#### **b) Suggested Co-Curricular Activities**

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

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A.P. State Council of Higher Education  
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)  
Domain Subject: **HISTORY**  
IV Year B. A.(Hons) - Semester – V

Max Marks: 100

Course 7B: **Tourism Guidance and Operating Skills**  
(Skill Enhancement Course (Elective), 4 Credits)

**II. 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

**II. 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 Check list 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 Travels etc.

**III. 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

#### **IV. 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 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/monument such as a historical site, temple etc., and talk to local guides personally. Observe their functioning to gain experience, including suggestions for the improving 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

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A. P. State Council of Higher Education  
Semester-Wise Revised Syllabus under CBCS, 2020-21  
Course Code:  
Four-Year B.A. (Hons)  
Domain Subject: **HISTORY**  
IV Year B. A.(Hons)-Semester-V

Max Marks: 100

**Course 6C: Journalistic Reporting and Editing Techniques**

(Skill Enhancement Course (Elective), 4 Credits)

**I. 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

**II. 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

**III. 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

#### **IV. 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 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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A. P. State Council of Higher Education  
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)

Domain Subject: **HISTORY**

IV Year B. A.(Hons)-Semester-V

Max Marks: 100

**Course 7C: Evolution of Telugu Cinema and Script Writing**

(Skill Enhancement Course (Elective), 4 Credits)

**I. 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

**II. Syllabus:** (Hours: Teaching: 60, Skills Training: 10, others incl 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 film makers in other languages: Satyajit Ray, Santa Ram, K. Subramanyam, B.R. Pantulu and Adoor 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.

**III. References:**

1. Renu Saran., History of Indian Cinema, Diamond Pocket Books Pvt Ltd, 2012.
2. Ashish Rajadhyaksha, Indian Cinema: A Very Short introduction, 2016.
3. Dr.D.L.Narasimha Rao, Evolution of Telugu Films: A Historical Prospective, Research India Press, 2013.
4. K.Dharma Rao, A Book on 86 Years of Telugu Cinema (Telugu).

5. Telaka Palli Ravi, Mana Cinemalu: Anubavalu Charitra- Parinamam (Telugu), Praja Sakthi Book House, 2019.
6. Satyajith Ray, Cinimalu Manavi- Vallavi (Telugu), Anvikshiki Books, 2011.
7. Venkat Sidda Reddy, Cinema-Cinema-Cinema: Sameekshalu, Vyasalu, Parichayalu, Anvikshiki Publishers, 2021.
8. S.Theodore Baskaran, History through the Lens: Prospective on the South Indian Cinema, 2009.
9. S.V.Srinivas, Politics as Performance: A Social History of Telugu Cinema, Orient Blackswan, 2018.
10. K.P.Ashok Kumar, Anaganaga Oka Cinema (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. Web sources as suggested by teacher/librarian

#### **IV. 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 not less than 10 hours on identification of various historical stages of evolution of Telugu film industry in terms of themes, backgrounds, attire, language etc. and their significance. Recognizing the contribution of various film personalities. Identification of differences between historical facts and story of the film.

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

3. Suggested Fieldwork/Project work Format:

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

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

5. Unit Tests/Internal Examinations

#### **b) Suggested Co-Curricular Activities**

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

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A.P. State Council of Higher Education  
Semester-Wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)  
Domain Subject: **HISTORY**  
IV Year B. A.(Hons) – Semester – V

Max Marks: 100

**Course 6D: Modern Principles and Techniques of Archaeology**  
(Skill Enhancement Course (Elective), 4 Credits)

**I. 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

**II. 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

**III. 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

#### **IV. 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 classroom and field for a total of not less than 10 hours on various practical skills and techniques of archaeological practices like the following; Identifying and collecting some common archaeological tools like shovels, trowels, spades, brushes, buckets etc., and how they are specifically used finding the historical dates using various simple methods. Collecting and organizing coin/stamp exhibitions and in deriving history from their chronology and evolution. Teacher may take local experts' help wherever needed.

2) **For Student:** Students shall visit museums/monuments/ancient temples/excavation sites etc to personally make observations (if possible, students can work at excavation sites or in museums) during off-hours to gain hands-on experience). **(or)** Students shall collect/identify artifacts like stone tools, pottery vessels, metal objects such as weapons and items of personal adornment such as buttons, jewelry, clothing etc. and observe their appearance, use and time period. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

3) Suggested Fieldwork/Project work Format:

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

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

5) Unit Tests/Internal Examinations

#### **b) Suggested Co-Curricular Activities**

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

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A.P. State Council of Higher Education  
Semester-wise Revised Syllabus under CBCS, 2020-21

Course Code:

Four-Year B.A. (Hons)  
Domain Subject: **HISTORY**  
IV Year B. A.(Hons) – Semester – V

Max Marks: 100

Course 7D: **Museum Management**  
(Skill Enhancement Course (Elective), 4 Credits)

**I. 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

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

**Unit: 1**

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

**Unit: 2**

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

**Unit: 3**

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

**Unit: 4**

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

**Unit: 5**

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

**III. References:**

1. Nigam M.L., Fundamentals of Museology. Navahind Prakashan, 1966
2. Timothy, Ambrose and Paine, Museum Basics, ICOM, Routledge, New York, 1993
3. Key Concepts of Museology, ICOM Publication (online).

4. Seth, Manvi, Communication and Education in Indian Museums, Agam Kala Prakashan, New Delhi, 2012
5. Elizabeth Bogle, Museum Exhibition Planning and Design, Altimira Press, 2013
6. Grace Morely: Museum Today, University of Baroda, 1981
7. Sivaramamurti, C, Directory of Museum in India
8. Parker, A.C., A Manual for History Museum
9. UNESCO, Organisation of Museum
10. Web sources as suggested by teacher/librarian

#### **IV. 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 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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