

SRI VENKATESWARA UNIVERSITY

B.A. EPIGRAPHY SYLLABUS

W.E.F. 2022-23

Skill Enhancement Course for V Semester
(Syllabus-Curriculum)

Structure of SECs for 5th Semester w.e.f 2022-23

(To Choose any one Pair from the Two Alternative Pairs of SECs)

Uni code	Course No 6&7	Name of Course	Hours/Week	Credits	IE:20 Fieldwork: 5	Sem End
	6A	TRANSPORT MANAGEMENT	5	4	25	75
	7A	TOURISM SKILLS AND OPPURTUNITIES	5	4	25	75

OR

	6B	NUMISMATICS	5	4	25	75
	7B	SCIENCE AND TECHNOLOGY IN ANCIENT INDIA	5	4	25	75

Note-1: For Semester-V, for the Domain Subject EPIGRAPHY, any one of the Two Pairs of SECs shall be chosen as Courses 6 and 7, i.e., 6A & 7A or 6B & 7B . 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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6 (A) TRANSPORT MANAGEMENT

Objectives:

- Students will learn different Modes of Transport and understand transport linkages to Tourism
- To learn to start a Tourist Transport Business
- To know about the Rules and Regulations of the Indian Motor Vehicle Act

Unit – I Transport Systems: Concept of Transport- Linkages between Transport and Tourism – Characteristics of Transport -- Role of Transport in Tourism -- Various transport systems: Road, Rail, Water and Air Transport - Advantages of Motor Transport

Unit – II Transport Management: Work Patterns in Tourist Transport Business: Patience, Management, Mechanical and Technical awareness - Rules and Regulations: Economic and Infrastructural regulations -- Awareness of the destination sites – Customer care.

Unit – III Geography of transport systems : Transportation and Physical environment
Transport Networks – Terminals – Urban Transport – Rural Transport —
Mechanised transport systems used in different environments – Deserts -- Hilly terrains – Snow clad mountains – Under water

Unit – IV Setting up of Tourist Transport Business: Entrepreneurial Qualities - Forecasting Tourist Demand, Preparation of Business Plan -- Considerations for Setting Up of Tourist Transport Business - Infrastructure : Vehicles, Well-equipped Office, Trained Manpower, Parking and Garage, Maintenance Facilities, Communication Facilities and Selling Network.

Unit – V Motor Vehicle Act: Motor Vehicles Act, 1988 - Registration of Vehicles- The Central Motor Vehicles Rules-Driving Licence- Tourist Transport Permits: Local and National Permits -Insurance of Motor Vehicles Rent-a-Cab Scheme- The Motor Vehicles Rules, 1993: Traffic signs, Fitness certificate -Offences Penalties and Procedure.

Suggested Readings

1. Government Motor Vehicle Act, Eastern Book Company, Lucknow, 1989
2. John Duke, Fleet Management, McGraw-Hill Co, New York,1984.
3. Kitchin.L.D., Bus Operation, Illiffce and Sons Co., London, III edition, 1992

4. Cook, R.A; Marqua, J&Yale, L.J.(2006), *Tourism: The Business of Travel*. New York: Pearson Education
5. Fontgalland, B.De.(2010).*The World Railway System*. New York: Cambridge University Press
6. Pender,L.(2001). *Travel Trade and Transport*. Coninnum, New York.

Course Outcomes:

1. Students will understand the role of Transport in Tourism
 2. Gain knowledge on the importance of manpower in Transport Business
- Comprehend the students how Transport Management is essential in Tourism.

Co-Curricular Activities:

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

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
- 6) Alumni Interactions
- 7) Periodical Interactions with HR Managers.

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**B.A. DEGREE COURSE IN EPIGRAPHY
Skill Enhancement Course for V Semester
(Syllabus-Curriculum)W.E.F.2022-23**

6 (A) TRANSPORT MANAGEMENT

MODEL QUESTION PAPER

Time: 3 hours

Marks: 75 marks

Note: This question paper contains two parts A and B.

Part A is compulsory which carries 25 marks. Answer any five of the following questions in Part A.

Part B consists of 5 Units. Answer any one full question from each unit. Each question carries 10 marks

PART – A

Answer any *Five* of the following question.

(5X5=25M)

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B.A. EPIGRAPHY SYLLABUS

W.E.F. 2022-23

Skill Enhancement Course for V Semester
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7 (A) TOURISM SKILLS AND OPPURTUNITIES

Objectives:

- Students will learn the skills and know the opportunities in the Tourism sector.
- To demonstrate the learned skills on Tour commentary, destination interpretation and communication.
- Students gain knowledge on the problem solving methods like crisis management, Loss of documents and Law and order issues.

UNIT-1 Definition of Tourism skills; Importance of Skills in Tourism and Hospitality; Basic Issues of Tourism Customers: Different Types of Complaints – Attitudinal, Service-related; Issues in Hotels, Travel Organizations and Airlines; Reasons for Dissatisfaction; Resolving Complaints; Need for Special Skills – Types of Skills.

UNIT -II Definition and Importance of Hard Skills; Types of Hard Skills – Accounting and Auditing -- Budgeting and Banking, Legal Awareness, Social Media Marketing, Marketing Research, Market Affiliations, Business Analysis and Sales.

UNIT –III Definition and Importance of Soft Skills; Types of Soft Skills – Communication, Language skills, Customer service skills, Team Work, Stress and Management, Networking, Organization, Multitasking, Cultural Awareness, Strategy and Innovation.

UNIT -IV Meaning and Definition of Leadership Skills; Types of Skills – Adaptability, Team-oriented, Entrepreneurial, Passionate, Listening and Negotiation Skills; Challenges of Leadership; Important Keys to Successful Leadership.

UNIT –V Career in Tourism and Hospitality; Career Goals and Expectations; Role of Training and Training Institutions; Important Institutions in India; Career Opportunities in Hospitality and Tourism

Suggested Readings:

1. Miriam Firth, Employability and Skills Handbook for Tourism, Hospitality and Events Students, Routledge, London, 2020.
2. Anukrati Sharma (ed.), Sustainable Tourism Development: Futuristic Approaches (Advances in Hospitality and Tourism, CRC Press, London, 2019.
3. UNWTO, The Future of Work and Skills Development in Tourism – Policy Paper, 2019.
4. Saurabh Dixit, Tourism Development, ESS ESS Publications, New Delhi, 2017.

5. J K Sharma, Tourism Planning and Development : A New Perspective, Kanishka Publishers, New Delhi, 2020.

Course Outcomes

- 1) Students learn role and responsibilities of a tour guide.
- 2) Equip with communication skills, language and posture in front of tourists.

Learn to deal effectively at the time of emergencies

Co-Curricular Activities:

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.

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
- 6) Alumni Interactions
- 7) Periodical Interactions with HR Managers.

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7 (A) TOURISM SKILLS AND OPPURTUNITIES

MODEL QUESTION PAPER

Time: 3 hours

Marks: 75 marks

Note: This question paper contains two parts A and B.

Part A is compulsory which carries 25 marks. Answer any five of the following questions in Part A.

Part B consists of 5 Units. Answer any one full question from each unit. Each question carries 10 marks

PART – A

Answer any Five of the following question.

(5X5=25M)

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B.A. EPIGRAPHY SYLLABUS

W.E.F. 2022-23

**Skill Enhancement Course for V Semester
(Syllabus-Curriculum)**

6 (B) NUMISMATICS

Objectives:

The course aimed to introduce the currency system of ancient India and acquaint the development in the coinage.

- The basic thrust of this course is to establish the relevance and significance of Numismatic studies in ancient Indian history.
- Beginning with the antiquity of coins, early Indian coinage, coins of Indo-Greeks, Śakas and Kusānas , features of Sātavāhana and Gupta coins are discussed.
- The coins of the Chola , Vijayanagara dynasties and also coins of Delhi sultanates, Mughal emperors , British and modern currency system are dealt in detail.

UNIT- I:

Importance of the study of Coins - Origin and Evolution of Coinage Early Indian Coins – Punch Marked Coins

UNIT-II:

Coins of Foreign Invaders - Indo-Greeks - Romans and the Kushans

UNIT-III:

Coins of the Maurya, Gupta, Satavahana, Chalukya and Cholas

UNIT -IV:

Coinage of the Vijayanagaras – Coins of the sultanates of Delhi – Coins of the Mughal Emperors

UNIT-V:

Coins and Currency system under British and Post Independence

Course Outcome:

- Students will be able to identify and decipher the coins.
- They will also be able to understand the socio-political background that accure through the coinage of that time; thus getting holistic picture of economic and monetary system prevalent in ancient and medieval India

SUGGESTED READINGS:

1. Chattopadhyaya, B., - The Age of Kushanas - A Numismatic Study.
2. Chattopadhyaya, B.D., - Coins and Coinage in South India, New Delhi, 1977.
3. Gupta, P.L., - Coins, New Delhi, 1996.
4. Sarma, I.K., - Coinage of the Satavahana Empire, New Delhi, 1980.
5. Kosambi, D.D., - Indian Numismatics, Delhi, 1992.
6. Paula J Turner, Roman Coins branch India, 1989, London.
7. P. Srivastava, Encyclopaedia of Indian Coins – Vol. I & II, Delhi, 2012.
8. David R Sear, Roman Coins and their Values, London, 1988.
9. Durga Prasad, Silver Punch marked Coins of Ancient India [N.S. XLV, & LVII]

S.K. Chakravarthi, Ancient Indian Numismatics.

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.

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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6 (B) NUMISMATICS

MODEL QUESTION PAPER

Time: 3 hours

Marks: 75 marks

Note: This question paper contains two parts A and B.

Part A is compulsory which carries 25 marks. Answer any five of the following questions in Part A.

Part B consists of 5 Units. Answer any one full question from each unit. Each question carries 10 marks

PART – A

Answer any Five of the following question.

(5X5=25M)

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7 (B) SCIENCE AND TECHNOLOGY IN ANCIENT INDIA

Objectives:

- This course is multidisciplinary designed to promote knowledge on emergence and character of Ancient Science and Technology, technological development in pre and proto historic periods, usage of minerals and metals, origin of mathematics, astronomy, astrology, history of medicine with special reference to ayurveda

Unit - I

Meaning of Science - its Origin and Scope - The emergence and character of Ancient Science and Technology (an over view) – Archaeology as Source of Indian Technology.

Unit-II

Tool Technology during Pre-historic and Proto-historic Period - a Brief Survey of Stone Age Technology - Early Human ideas as depicted in Prehistoric Rock Shelters, Manufacturing of Ceramic, Terracottas, Glass and Bead technology – Indus Town Planning and Building Technology including building materials.

UNIT- III

Metal Technology – Copper, Bronze, Iron - Techniques of the Manufacture of Coins- Techniques of the Manufacture of Sculptures, Technique of Ancient Paintings.

Unit - IV

Development of Mathematics, Astronomy and Astrological Sciences- Aryabhata- Brahma Gupta - Varahamihira - Bhaskara-I.

Unit - V

History of Ayurveda- History of Indian Medicine with special reference to Charak Samhita- History of Indian Surgery with special reference to Susruta Samhita- Theory of Tridosha- Eight classical division of Ayurveda.

Course outcome:

- Students will be able to understand the history of science and technology and its progress through the ages, introduction and impact of the stone and metal ages and nature of scientific developments in ancient India.
- They also acquire the knowledge on the history of Mathematical Sciences and Ayurveda

REFERENCE BOOKS:

1. Bag, A.K. (ed.) History of Technology in India, Vol. I, New Delhi, 1997.
2. Bose. D.M. et. al., Concise History of Science in India, INSA, New Delhi, 1971.
3. Dikshit, M.G. History of Indian Glass, Bombay, 1964.
4. Forbes, R.J. Studies in Ancient Technology, Vol. I to IX, Leiden, 1976.
5. Hodges. H, Technology in the Ancient World, London, Pelican, 1970.
6. Jaggi, O.P., Dawn of Indian Technology, Delhi, 1969.
7. Kutumbiah, P, Ancient Indian Medicine, Orient Longman, 1969.

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, the information on science and technology through the ages.

2) **For Student.** 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.

Suggested Co-Curricular Activities :

- 1) Invited Lectures
- 2) Hands on experience by field experts.
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7 (B) SCIENCE AND TECHNOLOGY IN ANCIENT INDIA

MODEL QUESTION PAPER

Time: 3 hours

Marks: 75 marks

Note: This question paper contains two parts A and B.

Part A is compulsory which carries 25 marks. Answer any five of the following questions in Part A.

Part B consists of 5 Units. Answer any one full question from each unit. Each question carries 10 marks

PART – A

Answer any *Five* of the following question.

(5X5=25M)

1.	
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