

**S.V. UNIVERSITY, TIRUPATI  
SVUCOLLEGE OF ARTS**

**DEPARTMENT OF HISTORY**

**Re-Structured P.G. Programme (CBCS) as per NEP 2020, National Higher Education  
Qualification Frame Work (NHEQF) and Guidelines of APSCHE**

**(With effect from the batch of Students admitted from the academic year 2024-25)**

**M.A. HISTORY**

<b>SEMESTER - I</b>								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	HST 101	History of India upto 650 CE	6	4	70	30	100
2		HST 102	History of India 650 CE-1206 CE	6	4	70	30	100
3		HST 103	History of Andhras upto 1323 CE					
3		HST 104	History of Modern India 1757 - 1947	6	4	70	30	100
		HST 105	History of U S A 1776 - 1963					
4	*SOC	HST 106	Principles and Methods of Archaeology-1(A) OR Theoretical Concepts of Tourism - 1(B)	6	4	70	30	100
5		HST 107	Historical Application in Tourism -2(A) OR Cultural Heritage Management -2 (B)	6	4	70	30	100
<b>Total</b>				<b>36</b>	<b>20</b>	<b>350</b>	<b>150</b>	<b>500</b>
6	Audit Course	HST 108	Science and Technology in Ancient India-1	6	0	0	100	0

- \*CC (Core Courses) - Student can choose any Three out of Five Core Courses
- \*SOC (Skill Oriented Courses) – Student can choose one from each code
- Audit Course – Zero Credits but mandatory with only a Pass

<b>SEMESTER - II</b>								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	HST 201	History of Medieval India 1206 CE-1757 CE	6	4	70	30	100
2		HST 202	History of Modern Andhra 1724 – 2014					
3		HST 203	Freedom Movement in India 1857 - 1947	6	4	70	30	100
		HST 204	Contemporary History of India C. 1950 – C. 2000					
		HST 205	History of Medieval World					
4	*SOC	HST 206	Epigraphy and Paleography -3(A) OR Archival Science and Preservation Methods -3(B)	6	4	70	30	100
5		HST 207	Museology 4 - (A) OR Tourism and Transport Management - 4(B)	6	4	70	30	100
6	*OOTC	HST 208	Open Online Trans-Disciplinary Course-2	-	2	-	100	100
<b>Total</b>				<b>36</b>	<b>22</b>	<b>350</b>	<b>250</b>	<b>600</b>
7	Audit Course	HST 209	Science and Technology in Modern India- 2	6	0	0	100	0

- \*CC (Core Courses) - Student can choose any Three out of Five core courses
- \*SOC (Skill Oriented Courses) – Student can choose one from each code
- \*OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,
- Audit Course – Zero Credits but mandatory with only a Pass

SEMESTER - III								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	*CC	HST 301	Historiography and Historical Method	6	4	70	30	100
2		HST 302	Research Methodology in History	6	4	70	30	100
		HST 303	Economic History of Modern India 1757 - 1947					
		HST 304	Constitutional History of India 1773 - 1950					
3		HST 305	History of Contemporary World C. 1945- C. 2000	6	4	70	30	100
4	*SOC	HST 306	Communication and Soft Skills - 5 (A) OR Travel Agency and Tour Operations Management -5(B)	6	4	70	30	100
5		HST 307	Tourism Guiding and Management-6 (A) OR Cartography - 6 (B)	6	4	70	30	100
6	*OOTC	HST 308	Open Online Trans-Disciplinary Course-1	-	2	-	100	100
*	Seminar / Tutorials / Remedial Classes and Quiz as part of Internal Assessment			6	-	-	-	-
<b>Total</b>				<b>36</b>	<b>22</b>	<b>350</b>	<b>250</b>	<b>600</b>

- \*CC (Core Courses) - Student can choose any Three out of Five core courses
- \*SOC (Skill Oriented Courses) – Student can choose one from each code
- \*OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,

SEMESTER - IV								
S. No	Course	Code	Title of the Course	H/W	C	SEE	IA	Total Marks
1	OOSDC	HST 401	Open Online Skill Development Courses	-	8	-	200	200
2	PW	HST 402	Project Work – Orientation Classes	24	12	300	0	300
*	Conducting classes for competitive exams, communication skills, UGC / CSIR and NET / SLET examinations			12	-	-	-	-
<b>Total</b>				<b>36</b>	<b>20</b>	<b>300</b>	<b>200</b>	<b>500</b>
<b>Total Semesters</b>				<b>144</b>	<b>84</b>	<b>1350</b>	<b>850</b>	<b>2200</b>

- Open Online Skill Development Course (OOSDC) - Students can choose any **Two** relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get **8 credits** (with **4 credits** from each course)

**DEPT OF HISTORY**  
**S V UNIVERSITY, COLLEGE OF ARTS**

**PROGRAMME SPECIFIC OUTCOMES**

- The courses of the department of History are designed with an aim to impart knowledge and skills in Ancient, Medieval and Modern Indian History, Andhra history, world history, contemporary history with emphasis on political, social, economic, religious, cultural developments, policies and changes.
- There are basic courses in core section on history which are thematic and cut across chronological divisions and regional polities.
- The ancient history courses encouraged the study on sources for the study, evolution of social structures, economy, civilizations, religious traditions, cultural developments, political processes as well as historical geography and chronology.
- Emphasis is also given to the study of Medieval history and culture with a focus on transition in Indian history from ancient to medieval and medieval to colonial period, through a reconstruction of structural continuities, regional polities, social and economic developments, as well as changes in the spheres of economic development, religion, culture and languages.
- The courses of historiography and historical methods intended to familiarize the students with approaches to historical studies with a focus on prominent historians and on the development of historical writing in modern India.
- The courses of contemporary history of India and world help the students to understand global relations and perspectives.
- The Tourism, skill development and science and technology courses can equip the students with the solid foundation to build upon the fundamentals, useful skills and expertise that can assist employment in Tourism Industry.
- The curriculum makes it possible for students to have comprehensive knowledge in History so as to enable them to clear competitive exams like UPSC, UGC NET, SET and take up teaching and research careers with confidence.

SEMESTER - I		
Core Course - 101	HISTORY OF INDIA UPTO 650 CE	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ The objectives of the course are to impart a comprehensive knowledge and understanding of history and culture of India up to 650 AD.</li> <li>➤ The course introduces sources for the study, early culture and civilizations, development of different religious traditions, evolution of ancient Indian polity with major political events, political geography and chronology.</li> <li>➤ It also deals with the age of foreign incursions, structure of early Indian society and the nature of economic transformation. Focus is also placed on analysis and explanation of ancient India's cultural achievements.</li> </ul>		
<b>Unit I</b>	Sources for the Study – Indus Valley Civilization – Vedic Society – Janapadas and Mahajanapadas – territorial states – Monarchical and Republican – Religious Movements – Jainism, Buddhism and Ajivikas	
<b>Unit II</b>	Nandas and Mauryas : Polity, foreign relations, economy – Asokan edicts – Kautilya's Arthashastra – Megasthenes' Indica – Mauryan Administration, Art and Architecture	
<b>Unit III</b>	Sungas and Kanvas – Indo-Greeks and Sakas – Pallavas – Social conditions - Satavahanas and Western Kshatras – Kushans – Society and Religion, trade and Commerce – Sangam Age – Polity, Society, Culture, Indo-Roman trade	
<b>Unit IV</b>	Guptas: Political consolidation, administration, land grants and agriculture, religion, Literature, art and architecture, science and technology, coins and currency	
<b>Unit V</b>	Empire of Harshavardhana – Invasion of Huns, Vakatakas, Chalukyas, Pallavas – land grants –society, religion and Art and Architecture.	
<b>Course Outcome:</b>		
<ul style="list-style-type: none"> <li>➤ Students will have a familiarity with the sources, different political, social, economic, cultural and religious traditions of the Indian subcontinent upto 650 C.E.</li> <li>➤ Student will also be well versed with different analytical approaches and models of interpretation.</li> </ul>		
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Bose, Social and Cultural History of Ancient India, Tirunelveli, 2001</li> <li>2. Champakalakshmi, R, Trade, Ideology and Urbanization: South India 300 BC to AD 1300, OUP, Delhi, 1990</li> <li>3. Chennadevaraj, Slavery in Ancient India, Delhi, 1960</li> <li>4. Das, S.K., Education System of the Ancient Hindus, Kolkata</li> <li>5. Kosambi, D. D., The Culture and Civilization of Ancient India in historical Outline, 1965</li> <li>6. Lunia, B. N., Life and Culture in Ancient India, Agra, 1989</li> <li>7. Majumdar, R. C., Ancient India, Kolkata, 1920</li> <li>8. Rajkumar, Survey of Ancient India, 5. Vols. Tirunelveli, 2001</li> <li>9. RomilaThapar, Ancient Indian Social History: Some Interpretations, Delhi, 1978</li> <li>10.Sarma, L. P., History of Ancient India: Pre-Historic Age to AD 1200, Delhi, 1989</li> <li>11.Sastri, K. A. N., A History of South India, Oxford, Chennai, 1956</li> <li>12.Sastri, K. A. N., The Cholas, Oxford, Chennai, 1975</li> <li>13.Sharma, R. S., Aspects of Political Ideas and Institutions in Ancient India, Delhi, 1968</li> <li>14.Sharma, R. S., Perspectives in Social and Economic History of Early India, Delhi, 1983</li> <li>15.Yazdani, G., History of the Deccan, Oxford, 1960</li> </ol>		

Core Course - 102	HISTORY OF INDIA 650 CE -1206 CE	CREDITS - 4
<b>IA - 30 Marks</b>		<b>SEE - 70 Marks</b>
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ This course aims at imparting comprehensive historical knowledge pertaining to the early medieval India. This age witnesses the emergence of various local and regional dynasties in North and south India and their place in history and culture are dealt in detail.</li> <li>➤ Apart from reviewing the broad political history of this period, the broader concept of regional polity, social, economic, religious, cultural and intellectual changes and also the theoretical framework of the Segmentary State are examined from various points of view.</li> </ul>		
<b>Unit I</b>		
<p>Sources: Literary and Archaeological Sources, Polity-Political structure, Regional variations- Brief survey on Rastrakuta, Chola, Western Chalukyan dynasties of southern India, Major dynasties of north India Rajputs, Pratiharas, Chandellas and Palas.</p>		
<b>Unit II</b>		
<p>Economy : - Agrarian Economy, Land grants, Agrarian organization, Irrigation, Handicrafts, Urban Economy, Trade and Trade routes, Maritime Trade, Urban settlements, Guilds, Traders and Craftsmen.</p>		
<b>Unit III</b>		
<p>Society and Religion : Social Stratification, Caste and Untouchability, Status of Women, Educational ideas and Institutions- Bhakti movement - Sankaracharya, Ramanujacharya Schools of Vedanta and Mimamsa, their Philosophical Schools, Saivism, Vaishnavism, Tantricism.</p>		
<b>Unit IV</b>		
<p>Literature : Sanskrit, Prakrit, Tamil and Apabhramhsa, Rise of regional Languages and Literature, Marathi, Kannada, Telugu and other Languages</p>		
<b>Unit V</b>		
<p>Art and Architecture : Temple architecture, Evolution of major regional Styles, Sculpture, Bronzes and Painting.</p>		
<b>Course Outcome:</b>		
<ul style="list-style-type: none"> <li>➤ Students can develop comprehensive knowledge on political, social, economic, religious and cultural history of early medieval India , regional polities and its impact</li> <li>➤ Can also able to understand the circumstances lead to the invasions of Arabs and foundation of Muslim rule in India</li> </ul>		
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Bose, Social and Cultural History of Ancient India, Tirunelveli, 2001 Das, S.K., Education System of the Ancient Hindus, Calcutta</li> <li>2. Kosambi, D.D.,The Culture and Civilization of Ancient India, In Historical Outline, 1965</li> <li>3. Lunia, B.N., Life and Culture in Ancient India, Agra, 1989</li> <li>4. Majumdar, R.C., Ancient India, Calcutta, 1920</li> <li>5. Rajkumar, Survey of Ancient India 5 Vol, Tirunelveli,2001</li> <li>6. RomilaThapar, Ancient Indian Social History : Some Interpretations, Delhi, 1978</li> <li>7. Sarma,L.P., History of Ancient India (Pre-historic age to A.D 1200)</li> <li>8. Sastri, K.A.N., A History of South India, Madras, 1965</li> <li>9. Sastri, K.A.N., The Colas, Madras, 1975</li> </ol>		

Core Course - 103	HISTORY OF ANDHRAS UPTO 1336 CE	Credits - 4
IA - 30 Marks		SEE - 70 Marks
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ The course aimed to impart comprehensive knowledge of the history of Ancient Andhra from earliest up to the end of Kakatiya dynasty.</li> <li>➤ This course introduces to the students the geographical features, sources, political formation, the region under Maurya and Satavahana rule, rise of local powers, their role in political, social, economic, religious development, cultural heritage and inter dependence of the region.</li> </ul>		
<b>UNIT- I:</b>		
Physical features – Impact on History and Culture of Andhra -Archaeological, Epigraphical and literary sources -Andhrajati - Andhradesa, Trilingadesa - Pre-Mauryan Andhra – Andhradesa during the Mauryas.		
<b>UNIT-II:</b>		
Satavahanas - Origin and original home - Political History -Satavahana state and its Salient Features - Social and Economic conditions – Buddhism - Brahmanical religion - Education –Literature- Amaravati art		
<b>UNIT-III:</b>		
Post - Satavahana period – Rule of Ikshvakus - Salankayanas – Early Pallavas – Vishnukundins - Growth of rural economy – Urbanization with reference to Nagarjunakonda - Social and Religious conditions between 3 <sup>rd</sup> and 7 <sup>th</sup> centuries A.D- Nagarjunakonda art and architecture		
<b>UNIT-IV:</b>		
Chalukyas in Andhra - Eastern Chalukyas of Vengi - An overview of the Political History from 624 A.D to 1200A.D. - Chalukya-Cholas - Early medieval society - Nature of Economy - Religious movements - Virasaivism – Srivaishnavism - Early Medieval Telugu literature, contribution to temple architecture		
<b>UNIT -V :</b>		
Kakatiyas – Political History of Kakatiyas – State and Polity - Land Revenue System - Growth of rural economy - Agrarian structure - Tank irrigation- Trade Guilds - Industries – Taxation -Society - Religious trends-Kalamukhas - Suddha Saivism - Spread of Sri Vaishnavism – literature- art and architecture		
<b>Course Outcome:</b>		
<ul style="list-style-type: none"> <li>➤ The study of comprehensive history of the country is incomplete without the study of regional history.</li> <li>➤ Regional history is becoming more and more popular, for it has inherit potential of tapping varied kinds of sources for understanding the divergent aspects of local heritage and culture.</li> <li>➤ The students can develop thorough understanding on Ancient Andhra history and culture.</li> </ul>		
<b>SUGGESTED READINGS:</b>		
<ol style="list-style-type: none"> <li>1. Hanumantha Rao, B.S.L. - Andhrula Charitra, Guntur, 1990.</li> <li>2. Hanumantha Rao, B.S.L. - Religion in Andhra, Hyderabad, 1973.</li> <li>3. Yazedani, G. - Early History of the Deccan, Oxford, 1960.</li> <li>4. Gopalachari, K. - Early History of the Andhra Country, Madras, 1941.</li> <li>5. Gopala Reddy, Y. - A Comprehensive History of Andhra, Hyderabad, 1990.</li> <li>6. Satyanarayana, K. - A Study of the History and Culture of the Andhras Vol.1 and II New Delhi, 1975.</li> <li>7. Sastri, A.M. - Early History of Deccan: problems and perspectives, Delhi,1987.</li> <li>8. Ray, H.P. - Monastery and guild, Commerce under Satavahanas, Delhi, 1986.</li> <li>9. Amita Ray. - Life and Art of Early Andhradesa, Calcutta, 1983.</li> <li>10. Debala Mitra - Buddhist Monuments, Calcutta, 1971.</li> <li>11. Sankaranarayana, S. - Vishnukundins and their times, New Delhi, 1977.</li> <li>12. Comprehensive History of Andhras, Vol. I, II, III &amp; IV</li> <li>13. Krishna Kumari, M., - The Rule of the Chalukya - Cholas, Delhi, 1980.</li> <li>14. Burton stein - Peasant State and Society in Medieval South India, Delhi, 1980.</li> <li>15. Parabrahma Sastri, P.V., - The Kakatiyas, Hyderabad, 1983.</li> <li>16. Rajendra Prasad, B., - Art of South India, Andhra Pradesh, Delhi, 1980.</li> <li>17. Venkataramanaiah, N., - Eastern Chalukyas of Vengi, Madras, 1950.</li> <li>18. Krishna Reddy, N., - Social History of Andhra Pradesh [7<sup>th</sup> to 13<sup>th</sup> Century A.D.] Delhi, 1991.</li> </ol>		

Core Course - 104	HISTORY OF MODERN INDIA 1757 – 1947	Credits - 4
IA - 30 Marks	SEE - 70 Marks	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ This course is designed to impart knowledge on British conquest of India, expansion of power under company rule.</li> <li>➤ It also dealt the policies and reforms of the Governor Generals in India.</li> <li>➤ The course also focuses on India under the Crown, administration and reforms.</li> <li>➤ It also focuses on Socio-religious reform movements and various phases of national movement.</li> </ul> <p><b>Unit I: Expansion and Consolidation of British Power:</b> British Supremacy in Bengal- Robert Clive-Warren Hastings-Lord Cornwallis, Revenue and Reforms- Lord Hastings-Policy of Subordinate Isolation-William Bentick and his reforms-Lord Dalhousie-Doctrine of Lapse-Resistance to British Rule- Sepoy Mutiny of 1857.</p> <p><b>Unit II Economic Organization, Change and Continuity:</b> Rural Economy – Commercialization of Agriculture- Free Trade policy-Drain of Wealth-Urban Economy-Artisans and Industrial production- rise of Internal markets and urban centres and communication-Posts, Telegraphs and Railway.</p> <p><b>Unit III India under the Crown-</b> Colonial Administration and Reforms- Lord Canning-Lord Lytton-Lord Rippon-Central, Provincial, District and Judicial Administration- Acts of 1909, 1919, 1935- Rise of Modern Education and Press.</p> <p><b>Unit IV Socio-Religious Reform Movements-</b>Brahma Samaj, Raja Rammohan Roy-Prarthana Samaj-Arya Samaj, Dayanand Saraswati-Theosophical Movement-Annie Besant-Wahabi, Deobandh and Aligarh Movements-Women and changing positions and attitudes</p> <p><b>Unit V National Movement and Independence:</b> Rise of Nationalism-causes-Indian National Congress- Moderates and Extremists-Division of Bengal (1905), Vandemataram Movement (1905-1911), Swadeshi Movement (1914-16)- Home Rule League(1916-1918) Gandhian Era(1920-47)- Non Cooperation and Khilafat Movements (1920-22)- Civil Disobedience Movement (1930-34)-Quit India Movement-Attainment of Independence 1947- Partition-Communal riots-Refugees.</p> <p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>➤ Student can gain knowledge on the English East India company rule and their reforms.</li> <li>➤ It also inspires the students to understand the transition of power from company to crown, viceroys and their administrative reforms.</li> <li>➤ The students also can acquire knowledge on Socio-cultural awakening and progress of national movement.</li> </ul> <p><b>Suggested Readings</b></p> <ol style="list-style-type: none"> <li>1. Anil Seal, The Emergence of Indian Nationalism, Bayly, C.A.,</li> <li>2. Indian Society and the making of the British Empire, OUP, 1996</li> <li>3. Bipan Chandra, Nationalism and Colonialism in Modern India, Delhi, OL,1981</li> <li>4. DadabhaiNauroji, Poverty and Un-British Rule in India, London,1901</li> <li>5. Desai, A.R., Social Backgrund of Indian Nationalism, Bombay, Popular Prakashan, 1986</li> <li>6. Dharma Kumar , Cambridge Economic History of India, Vol-2, C1757-2003., OL Delhi 2005</li> <li>7. Dutt, R.P., India today, ManishaGrihanthallaya, Culcutta, 1979</li> <li>8. Eric Stokes, The English Utilitarians and India, OUP, Delhi ,1959</li> <li>9. Fisher, M.H. , (ed), Politics of British Annexation of India, 1757-1857, OUP, Delhi, 1993</li> <li>10. Gosh, Suresh Chandra , History of Education in Modern India, 1757-1998, OL,2000</li> <li>11. Grover GL and Alka Mehta, A New Look at Modern Indian History From 1707 To The Modern Times, S.Chand, New Delhi,2018.</li> <li>12. Markovits, C. ,Merchants, traders, Enterprenures , Indian Business in the Colonial Period, Orient Longman, 2007.</li> <li>13. Nicholas Dirks, Castes of Mind : colonialism and making of Modern India, Permanent Block, 2003.</li> <li>14. Sumit Sarkar, Modern India 1885-1947,Pearson Education India, New Delhi,2014</li> </ol>		

Core Course - 105	HISTORY OF USA 1776-1963	Credits - 4
IA - 30 Marks	SEE - 70 Marks	
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ To introduce basics of History of USA</li> <li>➤ To explain Slavery, Progressive Era, US Role in World wars</li> </ul>		
<b>Unit I</b>		
<p>American war of Independence: Causes and Consequences, Formation of Confederation and its Problems. Forming of the Federal Constitution, Its Salient features. George Washington as the first President of USA: Administration of John Adams – Thomas Jefferson and his Republicanism, James Madison and the War of 1812.</p>		
<b>Unit II</b>		
<p>James Munroe-Andrew Jackson and his Democracy –Territorial Expansion- Louisiana Purchase 1803 and the acquisition of Florida, 1819, Annexation of Texas, 1845, Settlement of Oregon, 1846. The Mexican War, 1846-1848.</p>		
<b>Unit III</b>		
<p>Causes and Results-Issue of Slavery and the anti- Slavery Movement, Missouri Compromise, 1820 and the Compromise of 1850. Civil War : Causes, Course and significance – Role of Abraham Lincoln during the Civil War.</p>		
<b>Unit IV</b>		
<p>Factors responsible for the growth of US Imperialism Progressive Era (1900-1917) - Domestic Policies of T.D.Roosevelt, William H. Taft and Woodrow Wilson-U.S Foreign Policy after 1900- F.D. Roosevelt, Taft and Wilson.</p>		
<b>Unit V</b>		
<p>U.S.A. and the First World War: Wilson’s Fourteen Points and the Peace Treaty of 1919- Washington Conference. U.S.A and the Second World War: Beginning of the Cold War- Harry S. Truman - Fair Deal and Truman’s Doctrine- The administration of Dwight D. Eisenhower and John F. Kennedy.</p>		
<b>Course Outcomes</b>		
<ul style="list-style-type: none"> <li>➤ Students were able to possess understanding about American War of Independence</li> <li>➤ Will understand Issue of Slavery and Anti Slavery Movement and Progressive Era</li> </ul>		
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Parkes, H.B., The United States and South America, Cambridge, Mass, 1948. Allen H.G., Great Britain and the United States, New York, 1955</li> <li>2. Brannon J.H., History of the Americas, New York, 1963</li> <li>3. Beard, C.A., and Mary R. Beard, New Basic History of the United States, New York, 1960.</li> <li>4. Billington, R.A., American History, Peterson, 1963</li> <li>5. Current, R.N.W., et, al., American History: A Survey, New York, 1979.</li> <li>6. Daniel, W.M., American Indian, New York, 1957.</li> <li>7. Franklin, J.H., From Slavery to Freedom, Chicago, 1966</li> <li>8. Hill, C.P., A History of the United States.</li> <li>9. McKinley, T. and Hall, S., History of the Indian Tribes of America, Philadelphia</li> <li>10. Parkes, H.B., The United States and South America, Cambridge, Mass, 1948.</li> </ol>		



SOC -106	PRINCIPLES AND METHODS OF ARCHAEOLOGY- 1 (A)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ This course introduces to the students the basic concept of Archaeology, the definition, aims and scope of archaeology and its development as a discipline, practical approaches in archaeology, highlighting their applications in interpreting the human past.</li> <li>➤ The course includes theoretical training in field methods including process of archaeological investigation from the discovery of sites to their excavation and analysis excavation techniques, methods of Data retrieval, Chronology and Dating Methods, Documentation, Conservation and Preservation, and the role of archaeology in heritage management</li> </ul> <p><b>UNIT- I:</b> Archaeology - Definition and Scope - Relationship with History, Anthropology and pure Sciences - Kinds of Archaeology.</p> <p><b>UNIT-II:</b> History of Indian Archaeology – Foundation for Indological Studies-Sir William Jones- Establishment of Asiatic Society – James Prinsep -Alexander Cunningham - Robert Bruce Foote – John Marshall –Mortiner Wheeler.</p> <p><b>UNIT-III:</b> Archaeological Explorations - Aims and Methods of Exploration – Chance finds – Maps and place names – Scientific methods of explorations – Aerial photography - Remote sensing GPS (Global Position System) - Geographic Information system – Excavation – Purposes - Methods of Excavation – Vertical and Horizontal Excavations – Burial excavations.</p> <p><b>UNIT-IV:</b> Field Conservation and Preservation – Documentation and Data Analysis - Dating Methods in Archaeology - Relative and absolute methods of dating, Thermoluminescence - Radio Carbon dating – Dendrochronology.</p> <p><b>UNIT -V :</b> Marine Archaeology – Aim and scope – Objectives of Marine Archaeology – The Equipments used in Marine Archaeology – Sources for the study of Marine Archaeology – Birth of Marine Archaeology – Marine History of India with special reference to Dwaraka. Establishment of Marine Archaeology in India.</p> <p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>➤ Students can develop a strong foundation on the basic understanding of the nature, fundamentals, development and value of archaeology as a discipline.</li> <li>➤ Familiarized with basic descriptive technique and preliminary study of various categories of objects and the practical methods of doing Archaeological work</li> </ul> <p><b>SUGGESTED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Wheeler, R.E.M.,- Archaeology from the Earth, Oxford, 1954.</li> <li>2. Childe, V.G., - Piecing together the past, London, 1956.</li> <li>3. Graham Clark., - Archaeology and Society, London, 1960.</li> <li>4. Raman, K.V.,-Principles and Methods of Archaeology, Madras, 1986.</li> <li>5. Srivatsava, K.M.,-New Era of Indian Archaeology, New Delhi, 1990.</li> <li>6. Michael H Dey., - Fossil Man, London, 1972.</li> <li>7. Butzer, K.W., - Geomorphology from the Earth, New York, 1982.</li> <li>8. Shinly Goreinstein - An Introduction to Archaeology</li> <li>9. Dilip K Chakrabarthi- India: An Archaeological History, New Delhi, 2001.</li> <li>10. Daniel Glyn., - The Origin and Growth of Archaeology, Penguin books, 1967.</li> <li>11. Paddayya, K., -New Archaeology and its aftermath, Pune, 1990.</li> <li>12. K. Rajan,- Archaeology, Principles and Methods, Manoopathippakam, Thanjavur, 2002.</li> </ol>		

SOC -106	THEORETICAL CONCEPTS OF TOURISM 1 (B)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ The course aimed to introduce the students the fundamentals of tourism as foundation.</li> <li>➤ The course dealt elaborately the basic concepts of tourism, its meaning, scope, types, travel, accommodation, organizers at national and international and promotion of tourism</li> </ul> <p><b>Unit I</b></p> <p>Tourism: Definition, Meaning, Nature and Scope of Tourism – Types of Tourism – Motivations – Travel in ancient, medieval and modern times</p> <p><b>Unit II</b></p> <p>Elements of Tourism: Accommodation – Transport – Catering – Entertainment</p> <p><b>Unit III</b></p> <p>Travel Agency: Role of Travel Agency – Thomas Cook – The Grand Circular Tour – The American Express Company – Profile of Modern Travel Agency – Setting up of a Travel Agency – The Tour Operator – Group Inclusive Tour – IATA Accreditation – Travel Trade Authority – UFTAA – WATA – ASTA</p> <p><b>Unit IV</b></p> <p>Tourism Organizations: The Need for Organization – Factors influencing - Types of Organization – UN Conference Recommendations – The National Tourist Organization – Functions of the National Tourist Organization – Tourism Organizations in India – Early History – IUOTO – WTO – PATA – European Travel Commission – IOTO</p> <p><b>Unit V</b></p> <p>Tourism Promotion: Advertising – Publicity – Public Relations – Sales Support – Modern Trends</p> <p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>➤ The students can gain fair understanding about the fundamentals of tourism and its basic concepts.</li> <li>➤ The students can acquire professional knowledge to get opportunity in tourism industry.</li> </ul> <p><b>Suggested Reading</b></p> <ol style="list-style-type: none"> <li>1. Bhatia A. K., Tourism Development, Sterling Publishers, New Delhi, 2007</li> <li>2. Bhatia A.K., International Tourism Management, Sterling Publishers, New Delhi, 2006,</li> <li>3. Biswanath Ghosh, Tourism and Travel Management, Vikas Publishing House Pvt Ltd., New Delhi, 1998</li> <li>4. Seth, P. N., Successful Tourism Management, Sterling Publishers, New Delhi, 1987</li> <li>5. Seth, P.N and Sushma Seth Bhat, An Introduction to Travel and Tourism, Sterling Publishers, New Delhi, 2006</li> <li>6. Mario D’Souza (ed), Tourism Development and Management, Mangal Deep Publications, Jaipur, 1998</li> <li>7. Michael M. Coltman, Introduction to Travel and Tourism: An International Approach</li> <li>8. Punia, B.K., Tourism Management: Problems and Prospects, Ashish Publishing house, New Delhi, 1997</li> <li>9. Vanama, P. K., Trends in Tourism, Prabhu Publishers, Chennai, 2005</li> </ol>		

SOC 107	HISTORICAL APPLICATIONS IN TOURISM -2 (A)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ The aim of the course is to provide useful knowledge of the Tourism Industry in relevance to History and cultural attractions of India.</li> <li>➤ The course can provide more in depth insight in to the specific aspects of tourism industry, fundamentals, basic concepts, socio-economic significance, tourism as industry, role of Governments at state and central in its promotion, besides special focus on Archaeological, historical, cultural and natural heritage of India as attractions of tourism .</li> </ul> <p><b>UNIT- I:</b> History of Tourism and its Developments – Meaning of Heritage and Cultural Tourism, Types of Heritage Tourism and their components</p> <p><b>UNIT-II:</b>  Socio-economic significance of Tourism – Tourism as an industry – Ancillary industries in Tourism – Tourism organization, national - and International – Role of State and Centre in the promotion of Tourism – ITDC &amp; APTDC</p> <p><b>UNIT-III:</b> History as a tourism product – Archaeological and Historical Monuments, Delhi- Agra- Sanchi – Ajanta – Ellora – Amaravati – Nagarjunakonda – Hampi- Mahabalipuram and Hyderabad</p> <p><b>UNIT-IV:</b> Cultural Tourism in India – Fairs and Festivals – Performing Arts – Music and Dance – Folk and Tribal Culture – Arts and Crafts – Art galleries - Museums.</p> <p><b>UNIT -V :</b>  Natural Resources – Vegetation – Wild life – Beaches – Hill resorts – Sarais Impacts of Tourism on physical environment –Pollution and its impact on Tourism.</p> <p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>➤ The students can familiarize the knowledge needed to excel in tourism activities.</li> <li>➤ It will equip the students with the solid foundation to build upon the fundamentals, useful skills and expertise that can assist employment in Tourism Industry</li> </ul> <p><b>SUGGESTED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Majumdar, R.C., - Races and Culture of India, Bombay, 1980.</li> <li>2. Bhatia, A.K., - Tourism Development, Principles and Practices.</li> <li>3. Allchin, F.R., - Cultural Tourism in India, Its Scope and Development.</li> <li>4. Basham, A.L., - The Wonder that was India, New Delhi, 1963.</li> <li>5. Gupta, S.P., - Tourism Monuments of India.</li> <li>6. Kaul, S.N., - Tourism in India.</li> <li>7. Kramrisch, Stella, - The Art of India, London, 1954.</li> <li>8. Chris Cooper and Fletcher, - Tourism; Principles and Practices.</li> <li>9. Wahab, S., Tourism marketing.</li> <li>10. Joan Bakewell, - The Complete Traveller.</li> <li>11. James W. Morrison, - Travel Agent and Tourism.</li> <li>12. Edward D. Mills, - Design for Holidays and Tourism.</li> <li>13. Douglas Pierce, - Tourism Today; a Geographical Analysis.</li> <li>14. Sivanagi Reddy, E., - Andhra Pradeshlo Tourism; Vanarulu – Avakasalu [Telugu], Hyderabad, 2003.</li> <li>15. George Young, Tourism – Blessing or Blight.</li> <li>16. Ram Acharya, - Tourism in India.</li> <li>17. Mistra, K.S., - Tourism in India.</li> <li>18. Pran Nath Seth, - Successful tourism Management.</li> </ol>		

SOC - 107	CULTURAL HERITAGE MANAGEMENT – 2 (B)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ To introduce students to the key concepts of Heritage management, including the definition and scope of the subject, history of cultural heritage movement, heritage monuments, heritage management, policy and its implementation in the Indian context, enhancing public awareness in preservation and restoration.</li> </ul>		
<p><b>UNIT- I:</b> Heritage: Definition and scope – Types of Heritage cultural and Natural – Need for preservation and conservation of Heritage.</p>		
<p><b>UNIT-II:</b> World Heritage Movement – Role of International organizations e.g., - UNESCO World Heritage Monuments – World Heritage Monuments in India.</p>		
<p><b>UNIT-III:</b> History of Cultural Heritage in India – Role of Government bodies – India Legislation about Cultural Heritage – Role of Non-Government Organizations and Universities.</p>		
<p><b>UNIT-IV:</b> Heritage Management: Policy and Practice – Developmental issues and their impacts – Impact of natural factors , e.g., natural calamities – Illegal trade of art objects and smuggling.</p>		
<p><b>UNIT -V :</b> Public participation in preservation of cultural heritage – Enhancing public awareness: formal and non-formal – education Tourism and cultural heritage..</p>		
<p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>➤ Students can understand well the concept of cultural heritage, world and heritage monuments in India</li> <li>➤ Can acquire the knowledge about the need of their conservation and promotion of awareness among the public</li> </ul>		
<p><b>SUGGESTED READINGS:</b></p>		
<ol style="list-style-type: none"> <li>1. Batra, M.L. 1996, Conversation: Preservation and Restoration of Monuments, New Delhi, Aryan Books International.</li> <li>2. Basham, A.L, 2007.The illustrated Cultural History of India, Oxford University Press.</li> <li>3. Bhandari, N.K.2007, Culutral Heritage of India, Delhi, Eastern Book Corporation.</li> <li>4. Bhowmik, S.K. 2004, Heritage Management: Care, Undestanding and Appreciation of Cultural Heritage, Jaipur: Pulbication Scheme.</li> <li>5. Biswas, Sachindra Sekhara, 1999, Protecting the cultural Heritage (National Legislation and International Conversation) New Delhi: Aryan Books International.</li> <li>6. Deshpande, M. N.1994, Care of Cultural Heritage. New Delhi: National Museum Institute.</li> <li>7. Dhawan, Shashi, 1996. Recent Trends in Conservation of Art Heritage, Delhi: Agam Kala Prakshan.</li> <li>8. Ghoshmaulik, S.K. and K.K. Bass 2001, Understanding Heritage: Role of Museum, Bhubaneswar: Academic Staff College.</li> <li>9. Howard, Peter. 2003. Heritage: Management, Interpretation, Identity, London: Continuum.</li> <li>10. Paddayya K, 2004, Heritage Management with special reference to modern impacts on archaeology sites of lower Deccan Studies 1 (2): 7-24.</li> <li>11. P.R. Rao, 1988, Cultural Heritage of India, Delhi: Sterling.</li> <li>12. Renfrew, C. 2000, loot, Legitimacy and Ownership, London: Duckworth.</li> <li>13. Singh, L.K. 2008, Indian Cultural Heritage from Tourism Perspective, Delhi: ISHA Books</li> <li>14. Thapar B.K.1989, Conservation of the Indian Heritage, New Delhi: Cosmo Publication.</li> </ol>		

**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-Baudhayan, Aryabhata- Brahma Gupta – Varahamihira – Nagarjuna, 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- Yoga & Pathanjali, Theory of Tridosas- Eight classical divisions 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.

## II SEMESTER

Core Course - 201 | HISTORY OF MEDIEVAL INDIA 1206 CE TO 1757 CE | CREDITS -4

IA - 30 Marks

SEE - 70 Marks

### Objectives:

- This course is designed to impart thorough knowledge on the origin and emergence of Delhi Sultanate, the political and cultural achievements of Slave, Khalji, Tughlak, Sayyad and Lodi dynasties, Mughal conquest of India, their rule and legacy.
- The course create awareness among the students about their polity, policies, Administrative reforms, economic development, changing pattern of society, women's participation in politics and analyses ,women centered issues in contemporary society, religious trends, , bhakti and sufi movements, progress of Persian and indigenous languages, education, literature, development of Art, Architecture , influence and impact of Islamic traditions on Hindu culture – vis-e-vis.

### UNIT- I:

Turkish invasion - Slave Dynasty - the Rule of Khiljis - Allauddin-Khilji – Tughluq rule – Muhammad- bin-Tughluq - Firoz Shah Tughluq - Break up of the empire.

### UNIT-II:

Nature of State - Evolution of Polity under the Delhi Sultanate – Balban Theory of Kingship - Society – Impact of Islam on Hindu society - Economic conditions, Growth of towns and cities – Urbanization -Educational system - Bhakti movement - Sikkism - Sufism- Literature - Persian and Indo-Islamic Architecture – Painting.

### UNIT-III:

Political situation in India at the time of Babur's invasion - Establishment of Mughal rule - Babur - Sur interlude Sher Shah - Akbar, Jahangir - Shahjahan - Aurangzeb - Relations with the Marathas

### UNIT-IV:

Nature of Mughal State - Mughal polity - Todarmal's reforms - Mansabdari System - Society - Industrial and Technological Developments - Inland and Foreign trade - European trade - Towns and Cities - Akbar's religious policy - Art, Architecture and Painting.

### UNIT -V :

Vijayanagara Empire – Theories of Origin – Brief Political Survey – Relation with Bahmani's and Reddi Dynasties – Administration - Socio-Economic and Religious conditions – Development of Literature – Contribution to Art, Architecture and Paintings.

### Course Outcome:

- Students can familiarize in understanding the continuity with changes in all spheres of history and culture under the Delhi sultanates.
- Students can able to assess the contribution of sultanates to Indian culture and impact of Islamic institutions on Indian culture
- Students can understand thoroughly the Mughal conquest of India, their rule and legacy.
- The study help the students to assess the achievements and contribution of Mughals to Indian history and culture

### SUGGESTED READINGS:

1. Irfan Habib, - Atlas of the Mughal Empire, OUP, Delhi.
2. Irfan Habib - Medieval India Researches in the History of India - 1200-1750, Delhi, 1992
3. Indian History Congress volumes till date, University of Delhi, New Delhi
4. Tapan Raychaudhari & Irfan Habib [ed], - The Cambridge Economic History of India, OUP, Delhi, 1982.
5. Tara Chand, - Society and State in the Mughal period, Delhi, 1961.
6. Percy Brown, Indian Architecture, The Islamic period.
7. Comprehensive History of India, Volume - V.
8. Majumdar, R.C. - The History and Culture of the Indian people, Vol. VII [The 'Mughal empire], Bombay, 1984.
9. Ishwari Prasad, - A Short History of the Muslim rule in India, Allahabad, 1970.
10. Tripathi, R.P.- Rise and fall of the Mughal empire, Allahabad, 1963.
11. Muzaffar Alan Sanjay, The Mughal State Themes in Indian History [1526-1750]. Subramanyam, Oxford in Indian Readings, 1998-2000.
12. John F Richards, The Mughal Empire, the New Cambridge History of India.
13. Indian History Congress Volumes till date, University of Delhi, New Delhi

Core Course 202	HISTORY OF MODERN ANDHRA 1724 CE TO 2014 CE	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ The course aimed to impart comprehensive knowledge of the history of modern Andhra in context of regional as well with national events.</li> <li>➤ The course introduces coming of Europeans, establishment of Asafjahi dynasty, Andhra under company and crown rule, role of Andhras in various phases of freedom movement.</li> <li>➤ The study also intended to focus on the movement of separate Andhra state , movement for formation of Andhra Pradesh</li> </ul>		
<b>UNIT- I:</b>		
<p>Andhra under the Company Rule : Anglo-French rivalry and the rise of English East India Company, Acquisition of Northern Circars and Ceded districts – Consolidation of company rule in Andhra – Administration – Revenue – Irrigation – Agriculture development – Thomas Munro and his reforms – 1857 Mutiny and its impact.</p>		
<b>UNIT-II:</b>		
<p>Andhra under the Crown : Irrigation – Economy and its impact on society – Role of Missionaries – Salarjung reforms - Social Reform movements – Kandukuri Veeresalingam, Raghupati Venkataratnam</p>		
<b>UNIT-III:</b>		
<p>Rise of Nationalism – Press, Communications, Political Associations – Indian National Congress – Growth of Nationalist ideas – Political consciousness in Andhra - Various phases of National Movement in Andhra – Vandemataram Movement and its impact – Home Rule Movement – Non-Cooperation Movement – Civil Disobedience Movement – Alluri Seetharamaraju – Rampa rebellion – 1922-24 – Quit India Movement – Attainment of Independence.</p>		
<b>UNIT-IV:</b>		
<p>Movement for separate Andhra - Origin and Growth – Andhra Mahasabhas— Sribagh Pact - Martyrdom of Potti Sriramulu – J.V.P. Report -Formation of Andhra State, 1953 – Various factors leading to the formation of Andhra Pradesh 1956.</p>		
<b>UNIT –V :</b>		
<p>Separate Movements in Andhra Pradesh – Jai Telengana (1969) and Jai Andhra (1972) Movements – Six point Formula - Separate Rayalaseema Movements - Emergence of TRS – Telangana Movement – Response of Political Parties - 9<sup>th</sup> December 2009 Declaration of UPA Government – Repercussions - Bifurcation of Telengana, 2014.</p>		
<b>Course Outcome:</b>		
<ul style="list-style-type: none"> <li>➤ The students can understand the history of Andhra as well the history of Hyderabad state under company and crown rule.</li> <li>➤ Assess the role of Andhras in the freedom movement</li> <li>➤ Acquire thorough knowledge on the causes and course of the movement of separate Andhra state, movement for formation of Andhra Pradesh and Telengana</li> </ul>		
<b>SUGGESTED READINGS:</b>		
<ol style="list-style-type: none"> <li>1. Rao, P.R., Modern History of Andhra Pradesh, New Delhi, 1985.</li> <li>2. Bipin Chandra, Modern I, New Delhi, 1986.</li> <li>3. Venkatarangaiah, M., The Freedom Struggle in Andhra Pradesh Volume, Hyderabad, 1965.</li> <li>4. Waheed Khan, H.W., Brief History of Andhra Pradesh, Hyderabad, 1972. Ramana Rao, A.V., Economic Development of Andhra Pradesh, [1766-1957].</li> <li>5. Sarojini Regani, Highlights of the Freedom Movement in Andhra Pradesh, Hyderabad, 1968.</li> <li>6. Sanjanlal, The Growth of Public Opinion, Hyderabad Academy, No. 15.</li> <li>7. Gurunatham, J., The Andhra Movement, Guntur, 1913.</li> <li>8. Narayana Rao, K.V., The Emergence of Andhra Pradesh, Bombay, 1973.</li> <li>9. Subba Rao, G.V., The Freedom Struggle in Hyderabad State, Vol. I – IV, Hyderabad, 1956.</li> <li>10. Gopal Reddy, Y., A Comprehensive History of Andhra, Hyderabad, 1994.</li> <li>11. Hanumantha Rao, B.S.L., Andhrula charitra.</li> </ol>		

Core Course 203	FREEDOM MOVEMENT IN INDIA, 1857-1947	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<b>Objectives</b>		
<ul style="list-style-type: none"> <li>➤ The course is design to provide comprehensive knowledge on the origin of nationalism, emergence of Indian National Congress.</li> <li>➤ To provide knowledge on the phases of national movement elaborately.</li> </ul>		
<b>Unit I</b>		
Nationalism : Its meaning and different interpretations – Factors leading to growth of Nationalism- Emergence of Indian National Congress- Moderates and Militant Nationalists-Swadeshi and Home Rule Movements		
<b>Unit II</b>		
Emergence of Gandhiji : Non- Violence and Satyagraha- Rowlat and Khilafat issues- Non-cooperation Movement- Swarajists - Civil disobedience Movement- Ministries at Provincial level and Second World War		
<b>Unit III</b>		
Revolutionary Nationalists: Bhagath Singh- Growth of Capitalist class and its role – Growth of left Ideology and peasant and Working class movement, Kisan Mahasabha		
<b>Unit IV</b>		
Growth of Communal Ideology and politics: Factors leading to Communalism- Formation of Muslim League and Hindu Mahasabha- National issues, Role of Congress and Muslim League, Cripps proposals and Quit India Movement, Cabinet Mission, the Partition and attainment of Independence		
<b>Unit V</b>		
Freedom Struggle in Princely states: Socio, Political and Administrative conditions- Origin of Nationalism- Impact of Freedom Struggle of British India over Native States, Haripura Resolution, 1938- Growth of Popular Movements- Lapse of Paramountacy- Join India Movement- Vallabhai Patel and Integration.		
<b>Course Outcome:</b>		
<ul style="list-style-type: none"> <li>➤ Students can gain comprehensive knowledge on the freedom movement from its inception upto independence in India</li> <li>➤ The students can also able to understand the role of national congress and prominent leaders of national movement, problems and perspective in the progress of freedom movement.</li> </ul>		
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Anil Seal, Emergence of Indian Nationalism</li> <li>2. Bipan Chandra, Communalism in Modern India, Vikas, Delhi, 1987</li> <li>3. Bipan Chandra, Nationalism in Modern India, Orient Longman, Delhi, 1981</li> <li>4. Bipan Chandra, (ed), India's Struggle for Independence, 1857-1947</li> <li>5. Brass, Paul, Plitics in India since Independence, Delhi, 1994</li> <li>6. Brown, Judith, Gandhi's rise to Power in Indian Politics, 1915-22, OUP, 1972</li> <li>7. Desai, A.R., Peasant Struggle in India, OUP, Delhi, 1979</li> <li>8. Desai, A.R., Social Backgroud of Indian Nationalism, Mumbai, 1986</li> <li>9. Guha, Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India, OUP, Delhi, 1983</li> <li>10. Jones, K., Social and Religious Reform Movement in Modern India, New Cambridge History, 1989</li> <li>11. Low, D.A.(ed), Congress and the Raj : Facts of the Indian Struggle 1917-1947, Delhi, 1977</li> <li>12. Ravinder Kumar, Social History of Modern India, OUP, Delhi, 1985</li> <li>13. Sarkar, Sumit., Modern India, 1885-1947, Macmillan, 1985</li> <li>14. Stokes, Eric, Peasant and Raj : Studies in Agrarian Society and Peasant Rebellion in Colonial India, Delhi, Vikas, 1978</li> <li>15. Ganshyam Shah, Social movements in India, A review of Literature, Sage, Delhi, 2004</li> </ol>		



Core Course 204	CONTEMPORARY HISTORY OF INDIA C.1950-C.2000	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<b>Objectives</b>		
<p>1.To introduce Contemporary History of India From 1950s to 2000  2.To explain Indian Economy and Reforms</p>		
<b>Unit I</b>		
<p><b>Functioning of Parliamentary Democracy :</b> Political Parties 1947-64- The Congress-The Opposition- Coming of Swatantra party–the KMPP And KLP- the Socialist Party- the Communist Party- RSS-Jan Sangh- the Congress split, 1969- Emergence of Regional Parties From Shastri to Indira Gandhi 1964-69- The Shastri years- The Indira Gandhi Years 1969-73- The JP Movement and the Emergency- JP Movement-Allahabad judgment-The Emergency- Public Response to Emergency-Surprise Elections 1977- The Janata Interregnum and Indira Gandhi’s Second Coming 1977- 1984- Janata Party in Crisis-Party Rule- Indira Gandhi returns to Power 1980- India and the NAM- the Sikh problem- Operation Blue Star- Assassination of Indira Gandhi, 1984 – The Rajiv Years- Rajiv Gandhi’s Succession- Technology Missions- Foreign Policy Initiatives- Crisis in Sri Lanka- TIE- Defeat of Congress 1989- Coalition Politics- Assassination of Rajiv Gandhi, 1991</p>		
<b>Unit II</b>		
<p><b>The Years of Hope and Achievement 1951-64:</b> Rooting of Electoral Process- The Administrative Structure-Science and Technology-Social Change-Education- Community Development Programme -Indian Economy1947-65: Planning and Public Sector–Achievements-Industry-Manufacturing, Infrastructure- Criticism of Socialist Model- Comparative achievements-Soviet &amp; Capitalist Models-Economic Indicators- East &amp; West Germany- North &amp; South – India &amp; China</p>		
<b>Unit III</b>		
<p><b>Indian Economy 1965-91</b> Mid 1960s crisis and response- Achievements-Gross Domestic Savings, Gross Domestic Capital Formation, MRTP Act etc- Long-term Constraints-Need for Reform- Fiscal policy-Saving Investment Gap- Foreign Exchange Reserves- Criticism of Socialist Model- Comparative achievements-Soviet &amp; Capitalist Models- Economic Indicators- East &amp; West Germany- North &amp; South – India &amp; China-GDP Growth-Sectoral Growths ,Shares of GDP, ICORs by Sector- Growth rates of Employment-Foreign Trade. Economic Reforms since 1991 Reforms during Indira Gandhi-Rajiv Gandhi-P.V.Narasimha Rao-Crisis in 1991-Effect of Reforms-Indian Economy in the New Millennium-Breakthrough in Growth- Relationship with external world-Challenges in New Millennium</p>		
<b>Unit IV</b>		
<p><b>Indian Foreign Policy:</b> Basic Parameters-Non-Alignment– India’s Role in Korea, Indo-China, Hungary, The Congo – The Suez Crisis – India and the Super Powers – Indo-Pak Relations – Sino-Indian Relations--Indian Foreign Policy since 1991-USA-Russia-China-South Asia-Look East Policy</p>		
<b>Unit V</b>		
<p><b>Agricultural Growth and Green Revolution:</b> Cooperatives-Limitations of Cooperativization-Milk Cooperatives: Operation Flood-Overview of Land Reforms-Green Revolution and its Impact. Revival and Growth of Communalism: Characteristics of Communalism-Hindu and Muslim Communalism-Caste- Untouchability- Anti-caste Politics and Strategies</p>		
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Bipan Chandra, Aditya Mukerji, Mrudula Mukherji, India <b>Since</b> Independence, Penguin India, New Delhi, 2008</li> <li>2. Edward Luce, In Spite of the Gods The Strange Rise of Modern India, Abacus, Manipal, 2016.</li> <li>3. Gurcharan Das, India Unbound from Independence to the Global Information Age, Penguin, Gurgaon, 2002.</li> <li>4. Iqbal Narain, State Politics in India, Rawat, New Delhi, 2002</li> <li>5. Meghnad Desai, The Raisina Model Indian Democracy at 70, Penguin Random House, New Delhi, 2017</li> <li>6. Ramachandra Guha, India After Gandhi, Pan Macmillan India, New Delhi,2017</li> <li>7. Patrick French, India A Portrait, Penguin, Navi Mumbai,2012</li> <li>8. Paul R. Brass, The Politics of India Since Independence, Cambridge, New Delhi, 1997</li> <li>9. Selig Harrison, India: The Most Dangerous Decades, Rawat, New Delhi,1997</li> <li>10. Subramanian Swamy, RESET Regaining India’s Economic Legacy, Rupa Publications, New Delhi, 2020</li> <li>11. Sunil Khilnani, The Idea of India, Penguin Random House, Gurgaon, 2012</li> <li>12. V.P. Dutt, India’s Foreign Policy Since Independence, National Book Trust, New Delhi, 2007</li> <li>13. V.P. Dutt, India’s Foreign Policy in a Changing World,Vikas Publishing House, NewDelhi,</li> <li>14. V.S.Naipaul, India: A Wounded Civilization, Picador, New Delhi, 2010.</li> <li>15. -----,India: A Million Mutinies Now, Picador, New Delhi, 2010.</li> <li>14. ZorawarDauletSingh, Power and Diplomacy, OUP, New Delhi, 2018</li> </ol>		

Core Course - 205	HISTORY OF MEDIEVAL WORLD	CREDITS -4
<b>IA - 30 Marks</b>		<b>SEE - 70 Marks</b>
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ It aimed to familiarize Medieval World history and developments broadly.</li> <li>➤ The focus is made to instruct comprehensive knowledge on the rise of Christianity and Islam socio-cultural developments reformations, French revolution and transition to modern Age</li> </ul>		
<b>Unit I</b>		
Middle Ages: Rise and Spread of Christianity – The Papacy – Byzantine Civilization – Rise and Spread of Islam – Saracen Civilization.		
<b>Unit II</b>		
Feudalism – Origin – Merits and Demerits – Crusades – Causes and Results – Monastic orders of medieval Europe – Growth of Medieval Cities – Progress of Education and Rise of Universities.		
<b>Unit III</b>		
Transition to Modern Age – Renaissance – Causes – Renaissance in Italy – Results of Renaissance – Geographical Discoveries of 15 <sup>th</sup> and 16 <sup>th</sup> Centuries – causes, Course and Results – Reformation in Germany, France and Switzerland – Counter Reformation.		
<b>Unit IV</b>		
French Revolution and its impact – Romanticism – Industrial and Agrarian Revolutions– Causes, Course and Results – Revolutions of the 20 <sup>th</sup> Century – China, Russia, Latin America.		
<b>Unit V</b>		
Nationalism Vs Internationalism - League of Nations – United Nations De – Colonization – Nelson Mandela – Developments in Science and Technology – Philosophy, Arts and Literature during the Contemporary World.		
<b>Course Outcomes</b>		
<ul style="list-style-type: none"> <li>➤ Student can gain thorough knowledge on the world in medieval ages and rise of Christianity</li> <li>➤ Will understand Transition to Modern Age</li> <li>➤ Possess knowledge on French Revolution and its Impact</li> </ul>		
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Brinton, Crane et al., Modern Civilisation: A History of the Last Five Centuries.</li> <li>2. Edward Macnall: Western Civilization – Their History and Their Culture, W.W. Norton &amp; Company, New York, 1963</li> <li>3. Gokhale, B.K: Indtroduction to Western Civilizations, S. Chand &amp;Pvt.Ltd, New Delhi. 1973</li> <li>4. Lenczowski, George, Middle East in World Affairs.</li> <li>5. Savell, Max (ed.), A History of World civilization (2 Vols.)</li> <li>6. Shapiro, Irwin (ed.), Universal History of the World.</li> <li>7. Swain, J.E.: A History of World Civilization, Eurasia Publishing House Pvt.Ltd., New Delhi, 1994.</li> <li>8. Webster, World History.</li> <li>9. Wells, HG, A Short History of the World.</li> </ol>		

SOC - 206	EPIGRAPHY AND PALEOGRAPHY – 3(A)	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ The course is designed to impart basic professional knowledge about the studies in inscriptions.</li> <li>➤ The course introduces to the students the meaning, scope and relevance of Palaeography and Epigraphy in general, the antiquity of writing, the decipherment of Indus script, Kharoshthi script and Brāhmī script, their origin, features and development</li> <li>➤ The course also intended to focus on types of inscriptions, inscription format, languages, writing materials, dating methods, and numerals.</li> <li>➤ This course also introduces to the students the significance and reliability of some of the important Indian inscriptions.</li> </ul>		
<p><b>UNIT- I:</b> Epigraphy – meaning- scope- as source for the reconstruction of Indian History - History of Epigraphical studies in India.</p>		
<p><b>UNIT-II:</b> Origin and Antiquity of writing in India - The Indus script – origin- theories-General Features- attempts of decipherment</p>		
<p><b>UNIT-III:</b> The Brahmi script - Theories of origin of Brahmi - its characteristics - History of its development - derivatives - Early, Middle and late Brahmi - Regional variations- Siddhamatrika- Proto-Bengali and Nagari - Evolution of Telugu Kannada scripts - The Kharoshthi script - its characteristics - Origin - distribution and its end -Numerals</p>		
<p><b>UNIT-IV:</b> Types of Inscriptions and their general characteristics - Methods of Dating of inscriptions Eras - Writing materials.</p>		
<p><b>UNIT -V : Detailed Study of the following Inscriptions</b></p>		
<p>a) Erragudi edit of Asoka [CII; Vol. I, EI Vol. XXXII],  b) Hathigumpha inscription of Kharavela [EI. Vol. XX].  c) Nasik inscription of Pulumavi [EI. Vol. VIII].  d) Girnar rock inscription of Rudradamam [EI. Vol. VIII].  e) Nagarjunakonda inscription of Rudrapurushadatta, year 11 [EI Vol. XX].  f) Guntupalli Pillar inscription of Salankayana Nandivarma [EI Vol. XIII].  g) Allahabad pillar inscription of Samudragupta [CII, Vol. III]  h) Aihole inscription of Pulakesi II [EI Vol. VI],  i) Kalamalla inscription of Renachola Dhananjaya [EI Vol. XXVII],  j) Ahadanakaram plates of Eastern Chalukya Vishnuvardhana [Telugu portion] [JESI-Vol.I]  k) Chebrolu inscription of Jayappanayaka [EI Vol. V],  l) Santanasagara inscription of Pedakomati Vema Reddi [EI XI].  m) Gaya inscription of Krishnadevaraya [EI Vol. XXXIII].</p>		
<p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>➤ Students will be able to understand the professional knowledge on decipher and read scripts; assess the date of inscriptions with the help of paleographic features.</li> <li>➤ Able to understand the different languages used in inscriptions, interpret the inscription in its Political. Socio-economic and Religious context.</li> </ul>		
<p><b>SUGGESTED READINGS:</b></p>		
<ol style="list-style-type: none"> <li>1. Buhler, G., - Indian Palaeography.</li> <li>2. Pandey, R.B., - Indian Palaeography, 1952.</li> <li>3. Sircar, D.C., - Indian Epigraphy, Delhi, 1965.</li> <li>4. Sivarama Murthy, C., - Indian Epigraphy and South Indian Scripts, Madras, 1952.</li> <li>5. Mahalingam, T.V., - Early South Indian Palaeography, Madras, 1974.</li> <li>6. Ramesh, K.V., - Indian Epigraphy.</li> <li>7. Ojha, G.H., - Bharatiya Prachina Lipimala [Hindi], 2<sup>nd</sup> Ed., Ajmer, 1980.</li> <li>8. Krishna Reddy, N., - Sasana Parichayam [Telugu], Tirupati, 1992.</li> <li>9. Relevant volumes of Corpus Inscriptions Indicarum [CII].</li> <li>10. Relevant volumes of Epigraphia Indica [EI].</li> <li>11. Richard Solomon : Indian Epigraphy – A Guide to the study of inscriptions in Sanskrit, Prakrit and the other Indo-Aryan Languages, New York, 1998.</li> <li>12. Gai G.S.: Introduction to Indian Epigraphy, Mysore, 1986</li> </ol>		

SOC - 206	ARCHIVAL SCIENCE AND PRESERVATION METHODS – 3 (B)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ This paper introduces the essential concepts, ideas and methods of archival studies.</li> </ul> <p>It also familiarizes the student with various scientific methods of preservation of historical document.</p> <ul style="list-style-type: none"> <li>➤ It also will equip the student to preserve the documents and by which may open professional opportunities in this field.</li> </ul>		
<p><b>UNIT- I:</b></p>		
<p><b>Archives:</b> Definition - Meaning – Scope – Functions – Relationship with social sciences, Physical Sciences, Natural Sciences – Museums &amp; Libraries -</p>		
<p><b>Unit-II:</b></p>		
<p>History of Archives Keeping – Europe – USA – France – Origin and Development of Archives in India – National Archives - Relations with State and Archives -</p>		
<p><b>Unit -III:</b></p>		
<p>Characteristics of Archives - Classification of Records – Archivist - Private Archives - Collection of Records- Registry System- Record Room- Digitalization- moving image archives and sound archives- micro film- microfiche- film archives - oral history archives- online archives- Archives in Modern India-British government - Maps, surveys, photographs- legal records- Folklore and archives.</p>		
<p><b>Unit -IV:</b></p>		
<p>Archives Laws and Functions : Historical Value - Administrative value - Collection of Statistical Data - Intellectual Value - Social Value; Supply of Records to administrators and Researchers – Publication – Library - Offering training - Weeding up of Records - Archival legislation in India – Public Record Act 1993 – Archival Rules 1997 – Archival Policy 1982.</p>		
<p><b>Unit -V:</b></p>		
<p>Methods of Preservation and Repair of Archival Records- Control of insects- Thymol Fumigation- Thymol Chamber- Protective measures- Bleaching Method- Re Sizing- Full Pasting- Backing- Chiffon Repair- Lamination - Docketing- Guarding etc.</p>		
<p><b>Reference:</b></p>		
<ol style="list-style-type: none"> <li>1. Muller, Feith and Furin, Manual for the Arrangement and Description of Archive, H.W. Wilson Co., 1968.</li> <li>2. State Archives Department, An Introduction to the Kerala State Archives, Government of Kerala, 1975.</li> <li>3. Schellembert T. R., Modern Archives: Principles and Techniques, Melbourne, Australia, 1956.</li> <li>4. Schellembert T. R., The Management of Archives, Columbia University Press, 1965.</li> <li>5. Scargil- Bird, Guide to Records in Public Records Office, London, 1896.</li> <li>6. Tolboys Wheeler J, Early Records of British India , 1878.</li> <li>7. Gregory Hunter, Developing and Maintaining Practical Archives, New York, 2003 Abdul Majeed C.P., Archival Science: Past Present and Future, Kottayam, 2017</li> <li>8. Bhargava, K.D., An Introduction to the National Archives, New Delhi, 1958.</li> <li>9. Cook Michael, Archives Administration, Dawson, 1977.</li> <li>10. Guide to Archives Series, Regional Archives Department, Ernakulam.</li> <li>11. Isaac Jayadhas, Archives Keeping, Villukury, 2012.</li> <li>12. James B. Rhoads, The Role of Archives and Records Management in National Information System, 1983.</li> <li>13. Daniel J Cohen and Roy Rosenzweig, Digital History:A Guide to Gathering, Preserving and Presenting the Past on the Web, 2006.</li> <li>14. Judith Ellis, Keeping Archives, Alta Mira Press, 2003.</li> </ol>		

SOC - 207	MUSEOLOGY -4 (A)	CREDITS -4
IA - 30 Marks	SEE - 70 Marks	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ The objective of this course is to introduce students to the purpose and functioning of museums.</li> <li>➤ The importance of museums in linking archaeology with public education is stressed.</li> <li>➤ The prime aim of the course is to impart knowledge on the meaning and scope of museum ,its history, importance of museum and Museology, types of museums, acquisition, documentation , methods and principles of exhibition, Architectural aspects, educational activities, management , conservation and preservation.</li> </ul> <p><b>UNIT- I:</b> Introduction to Museology-Definitions of Museology - History of the Museum Movement in the world History - Development of Museums in India - Types of Museums - their Scope and Functions.</p> <p><b>UNIT-II:</b> Museum collections - Documentation and Exhibition. Collection Policies, Ethics and Procedures Collection methods: Field exploration – Excavation – Purchase Gift and Bequests – Loans – Exchanges – Treasure trove and others.Documentation : Registration, Accessioning, Cataloguing, Indexing, De-Accession – Museum equipment- Methods of Display - Temporary and circulating exhibitions</p> <p><b>UNIT-III:</b> Organization of Museum – Educational programmes and activities -Research based on Museum collections. Museum Publications:[Catalogues, Guide books, Brochures, Worksheets, Pamphlets, Posters, Picture cards etc.]. Museum Management and administration. Museum security - internal and external.</p> <p><b>UNIT-IV:</b> Conservation - History of Archaeological conservation. Restoration and Preservation - Principles and guidelines of Conservation. Museum exhibits, Material classification, Organic and Inorganic – Causes of decay – Measures of Conservation</p> <p><b>UNIT -V:</b> Special study of the Museums - National Museum- Delhi; Salarjung Museum- Hyderabad; Nagarjunakonda Museum – Nagarjunakonda;State Archaeology and Museums- Hyderabad; Sri Venkateswara Museum – Tirumala Tirupati Devasthanams.</p> <p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>➤ Students can learn the basic nature, functions of museums and their activities.</li> <li>➤ The students were able to acquire the essential skills and knowledge needed for Museum profession.</li> </ul> <p><b>SUGGESTED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Nigam, M.L., - Fundamentals of Museology, Hyderabad, 1966 [Rev. 1985].</li> <li>2. Sivaramamurthy, C., - Directory of Museums in India.</li> <li>3. Grace Morley, - Museum Today, 1967.</li> <li>4. Mookerji, Ajit, - Museum Studies.</li> <li>5. Markham, S.F. &amp; Hargreaves, H., - The Museums of India.</li> <li>6. Smith G Bakshi, - Modern Museum.</li> <li>7. UNESCO, Organisation of a Museum.</li> <li>8. UNESCO, Conservation of Cultural property.</li> <li>9. Plenderlith, H.J., - The Conservation of Antiquities and work of Art, London, 1957.</li> <li>10. Agarwal, R.C. – Conservation.</li> </ol>		

SOC 207	TOURISM AND TRANSPORT MANAGEMENT– 4 (B)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>➤ Students will learn different Modes of Transport and understand transport linkages to Tourism</li> <li>➤ To learn to start a Tourist Transport Business</li> <li>➤ To know about the Rules and Regulations of the Indian Motor Vehicle Act</li> </ul> <p><b>Unit – I Transport Systems:</b> 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</p> <p><b>Unit – II Transport Management:</b> 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.</p> <p><b>Unit – III Geography of transport systems :</b> 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</p> <p><b>Unit – IV Setting up of Tourist Transport Business:</b> 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.</p> <p><b>Unit – V Motor Vehicle Act:</b> 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.</p> <p><b>Suggested Readings</b></p> <ol style="list-style-type: none"> <li>1. Government Motor Vehicle Act, Eastern Book Company, Lucknow, 1989</li> <li>2. John Duke, Fleet Management, McGraw-Hill Co, New York,1984.</li> <li>3. Kitchin.L.D., Bus Operation, Illiffie and Sons Co., London, III edition, 1992</li> <li>4. Cook, R.A; Marqua, J&amp;Yale, L.J.(2006), <i>Tourism: The Business of Travel</i>. New York: Pearson Education</li> <li>5. Fontgalland, B.De.(2010).<i>The World Railway System</i>. New York: Cambridge University Press</li> <li>6. Pender,L.(2001). <i>Travel Trade and Transport</i>. Coninum, New York.</li> </ol> <p><b>Course Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Students will understand the role of Transport in Tourism</li> <li>2. Gain knowledge on the importance of manpower in Transport Business</li> <li>3. Comprehend the students how Transport Management is essential in Tourism.</li> </ol>		

OOTC- 208	Open Online Transdisciplinary Course - 2	CREDITS -2
<p><b>OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,</b></p>		
<b>Audit Course - 209</b>	<b>SCIENCE AND TECHNOLOGY IN MODERN INDIA -2</b>	<b>Credits - 0</b>
<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>➤ This course as multidisciplinary designed to promote knowledge on emergence and character of Science and Technology, technological development in India since 1858.</li> <li>➤ To familiarize scientific developments medical education and health sciences.</li> <li>➤ It also focus on communication, transport development and scientists.</li> </ul> <p><b>UNIT-I:</b> Introduction - Scientific Tradition in India - Introduction of Modern Sciences by the Europeans - Asiatic Society of Bengal - Zoological Survey of India - Botanical Survey - Geographical Survey - Trigonometrically Survey - Development of Meteorological and Astronomical Sciences.</p> <p><b>UNIT-II:</b> Learned Institutes for Development of Science - Indian Association for the Cultivation of Science – Indian Science Congress Association - Institution of Engineers - National Academy of Sciences - Indian National Science Academy.</p> <p><b>UNIT-III:</b> Medical Education and Research - Technical Education and Research – Agricultural Education and Research - Veterinary Science - Agriculture and Irrigation - Food Crops - Commercial Crops - Plantation Crops - Engineering and Industry - Cottage Industry - Rural &amp; Urban Arts and Crafts.</p> <p><b>UNIT-IV:</b> Transport and Communication - Roads and Bridges - Harbours - Ports and Lighthouses - Waterways</p> <p><b>UNIT-IV:</b> Great Scientists - S.Ramanujan, J.C.Bose - C.V.Raman ,A.P.J. Abdul Kalam, Vikram Ambalal Sarabhai, Homi J Bhaba, Yelavarthy Nayudamma, E. K. Janaki Ammal- Role of Universities and Scientific Institutions.</p> <p><b>Course Outcomes</b></p> <ul style="list-style-type: none"> <li>➤ This paper will make the students to understand how far Science and Technology has progressed in India and resulted in bringing Socio-Economic changes in the Society.</li> </ul> <p><b>Reference Books</b></p> <ol style="list-style-type: none"> <li>1. Gupta, S.P. Science, Technology and Society in Modern Age.</li> <li>2. Gupta, S.P. Modern India and Progress in Science and Technology.</li> <li>3. KalpanaRajaram : Science and Technology in India.</li> <li>4. VadilalDagli : Science and Technology in India, S.Chand&amp; Co, Ltd, New Delhi, 1982.</li> <li>5. Varghese Jeyaraj, S.: History and Science and Technology, Anns Publications, UthamaPalayam, 2004.</li> <li>6. Venkatraman, R. :History of Science and Technology. Ennes Publications, Madurai,1988.</li> </ol>		

	<b>SEMESTER III</b>	
<b>Core Course 301</b>	<b>HISTORIOGRAPHY AND HISTORICAL METHOD</b>	<b>CREDITS -4</b>
<b>IA - 30 Marks</b>	<b>SEE - 70 Marks</b>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ This course aims at developing greater understanding the meaning, scope, purpose, principles and facets of history.</li> <li>➤ It also aims at introducing the student to the main features of research methodology</li> <li>➤ This course is intended to familiarize the students with approaches to historical studies in the twentieth century with a focus on prominent historians and on the development of historical writing in modern India.</li> <li>➤ It makes a critical evaluation of the impact of Orientalism on Indian historiography, the Imperialist, Nationalist, Class, Elite, Subaltern and Gender approaches and their influence on the writing and interpretation of Indian history.</li> </ul>		
<p><b>UNIT- I:</b>  Meaning, Definition of History - Scope of History Importance of its study– Historian and his facts - Influence of Society on the Historian - History as Science or Art – History relations with other Social Sciences.</p>		
<p><b>UNIT-II:</b>  Historical Methodology : Heuristics – Hermeneutics – Synthesis – Exposition - Objectivity – Subjectivity - Errors in History .</p>		
<p><b>UNIT-III:</b>  Sources of Indian History: Ancient and Medieval -Contributions of Kautilya, Banabhatta – Kalhana – Alberuni - Alexander Cunningham - John Marshall, Robert Sewell to Indian Historiography.</p>		
<p><b>UNIT-IV:</b>  Development of Western and Arab Historiography – Classical period - Herodotus, Thucydides - Medieval period: Church Historiography – St. Aungustine; Arab Historiography : Ibn Khaldun – Modern Period : Hegal, Spengler and Toynbee.</p>		
<p><b>UNIT -V:</b>  Modern Indian Historiography: Orientalist – Imperialistic Historiographers - Willam Jones, James Stuart Mill and V, A, Smith – Nationalsitic Historiographers – Jadunath Sankar , R.C. Majumdar, R.G. Bhandarkar and K.N. Sastry - Marxist School- D.D. Kosambi, Romila Thapar, Irfan Habib - Subaltern School – Ranajit Guha and A.R. Desai.</p>		
<p><b>Course Outcome:</b></p> <ul style="list-style-type: none"> <li>➤ It provides a critical overview of one of the most dynamic areas of modern historical inquiry—global history.</li> <li>➤ The students can familiarize with historical studies, the theories and methods used in the practice of history writing.</li> <li>➤ Students also gain foundation knowledge on Historical Methods and fundamentals of research methodology</li> </ul>		
<p><b>SUGGESTED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Arthur Marwick, <i>The Nature of History</i>, London, 1970.</li> <li>2. E. H. Carr : <i>What is History</i>, Penguin Books, 1969.</li> <li>3. B. Sheik Ali : <i>History, its theory and Method</i>, Delhi, 1978.</li> <li>4. M Block : <i>The Historians Craft</i>, New York, 1953.</li> <li>5. R. G. Collingwood : <i>The Idea of History</i>, New York, 1993.</li> <li>6. J.W. Thomson , <i>History of Historical Writings</i>[2 Vols.], New York, 1942.</li> <li>7. Waleh, W.H, <i>An Introduction to the Philosophy of History</i>, London, 1951.</li> <li>8. K. A. N. Sastry &amp; Ramanna : <i>Historical method with special reference to Indian History</i>, Madras, 1966.</li> <li>9. R. K. Majumdar &amp; Srivastava A.N., <i>Historiography</i>, Delhi [6 ed.] 1999.</li> <li>10. Aron, Raymond, <i>Introduction to the Philosophy of History</i>, London, 1960.</li> <li>11. Butterfield, Herbert, <i>History and Human Relations</i>, London, 1951.</li> <li>12. Dray, William, H., <i>Philosophy of History</i>, New York, 1960.</li> <li>13. P. Gardiner, <i>Theories of History</i>, New York, 1969.</li> <li>14. Lowith, Karl, <i>Meaning in History</i>, London, 1970.</li> </ol>		



Core Course 302	RESEARCH METHODOLOGY IN HISTORY	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ This course aims at developing greater understanding the meaning, scope, purpose, principles and methods of Historical research</li> <li>➤ It also aims at introducing the student to the main features of research methodology</li> </ul>		
<b>UNIT- I:</b>		
Definition and Meaning of Research – Scope – Purpose – What is Research - Importance of Research – Objectives – Selection of a Problem for Research – Formulation of the Selected Problem – Concepts – Research Design or Plan - Suggested Readings - Filing the gaps in History.		
<b>UNIT-II:</b>		
Sources of Indian History – Primary Sources – Archaeological, Archival – Secondary Sources – Literary – Biographies – Published Works – Oral Traditions – Case Study, Surveys, Field Studies – Need for Reviewing Literature – Note Taking		
<b>UNIT-III:</b>		
Types and Methods of Research – Classification of Research – Exploratory or Formulative Research – Historical Research - Heuristics, Hermeneutics, Synthetic Operations, Subjectivity, Objectivity – External Criticism – Internal Criticism – Exposition or presentation – Positive interpretative & Negative Interpretative Criticism.		
<b>UNIT-IV:</b>		
Data collection – Types of Data Collection – Case Study – Analysis of Facts – How to take notes – Chronological Arrangement –Chapterisation – Tabulation – Construction of Frequency Table – Drafting a Thesis – Unity in the Narration of Facts.		
<b>UNIT -V :</b>		
Preparation of Analysis – Multivariate analysis – Constructive Reasoning – Errors of accuracy – Stages of Writing – Hypothesis - Planning Report Writing – Report Format - Foot Notes – Bibliography - Conclusions.		
<b>Course Outcome:</b>		
<ul style="list-style-type: none"> <li>• The students can familiarize with historical research- basic concepts and requirements</li> <li>• Students also gain foundation knowledge on Historical Methods and fundamentals of research methodology</li> </ul>		
<b>SUGGESTED READINGS:</b>		
<ol style="list-style-type: none"> <li>1. Arthur Marwick, <i>The Nature of History</i>, London, 1970.</li> <li>2. E. H. Carr : <i>What is History</i>, Penguin Books, 1969.</li> <li>3. B. Sheik Ali : <i>History, its theory and Method</i>, Delhi, 1978.</li> <li>4. M Block : <i>The Historians Craft</i>, New York, 1953.</li> <li>5. R. G. Collingwood : <i>The Idea of History</i>, New York, 1993.</li> <li>6. J.W. Thomson, <i>History of Historical Writings</i>[2 Vols.], New York, 1942.</li> <li>7. K. A. N. Sastry &amp; Ramanna : <i>Historical method with special reference to Indian History</i>, Madras, 1966.</li> <li>8. Butterfield, Herbert, <i>History and Human Relations</i>, London, 1951.</li> <li>9. P. Gardiner, <i>Theories of History</i>, New York, 1969.</li> <li>10. Lowith, Karl, <i>Meaning in History</i>, London, 1970.</li> <li>11. A.L. Roose, <i>The Use of History</i>, London, 1963.</li> <li>12. Bajaj Satish. K., <i>Research Methodology in History</i>, Anmol Publications, New Delhi, 2000.</li> <li>13. Subramahian. N., <i>Historiography &amp; Historical Methods</i>, Enner Publications, Udumlalpet, 1999.</li> <li>14. Krishnaswami.O.R., Ranganatham. M., <i>Methodology of Research in Social Sciences</i> , Himalaya Publishing House, Mumbai, 2008.</li> </ol>		

Core Course 303	ECONOMIC HISTORY OF MODERN INDIA 1757-1947	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<b>Objectives</b>		
<ul style="list-style-type: none"> <li>➤ The Course envisages providing a broader perspective on the Indian Economy from Historical Point of view</li> <li>➤ It helps to know the structure of Indian Economy during the Colonial Phase and how the country had adjusted to such changes.</li> </ul>		
<b>Unit I</b>		
Historical back ground of India in Pre-Colonial Phase – Advent of European Powers – Impact on Trade and Economy- Expansion of the British empire in India.		
<b>Unit II</b>		
Commercial and Trade Policies of East India Company – Economic policies of the East India company – Status of Agriculture and Industry – The Revolt of 1857		
<b>Unit III</b>		
National Income of India under the Colonial rule – Methods of Estimating National Income – Occupational Structure – Urbanization – Agrarian Trends – Techniques and Methods – Agriculture Production and Productivity -		
<b>Unit IV</b>		
Land Revenue Settlements – Agrarian Credit – commercialization Agriculture – Plantation – Famines - Advent of Railways		
<b>Unit V</b>		
Industrialization – Characteristics of Industries – Small Scale Industries – Entrepreneurship - Debate on De-Industrialization – Drain of Wealth – Rise of Economic Nationalism – Foreign Capital – Monetary Policy – Fiscal Policy – Indian Economy at the Eve of Independence..		
<b>Course Outcomes</b>		
<ul style="list-style-type: none"> <li>➤ Students were able to understand the Structure of Indian Economy during the British rule.</li> </ul>		
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Bipan Chandra, Modern India, New Delhi, 1986</li> <li>2. Burton Stein, Thomas Munro- The origins of Colonial State and His vision of Empire, Oxford, 1989</li> <li>3. Frykenburg, R.E., (ed), Land Tenure and Peasant in South India, New Delhi, 1977</li> <li>4. Grover, B.L., A New Look at Modern Indian History, S.Chand&amp; Co., New Delhi, 1992</li> <li>5. Kaye, John William, The Administration of the English East India Company, Allahabad, 1966</li> <li>6. Majumdar, R.C., (ed), History and Culture of the Indian People, Vol. XI</li> <li>7. Tirthankar Roy (2011), The Economic History of India 1857-1947, OUP, India</li> <li>8. R.C. Dutt, (2000), The Economic History of India under Early British Rule, Routledge, London.</li> <li>9. Sumit Sarkar (2014), Modern India 1885-1947, Pearson, India</li> <li>10. Dharma Kumar (2005), The Cambridge Economic History, Orient Longman, New Delhi</li> </ol>		

Core Course 304	CONSTITUTIONAL HISTORY OF INDIA - 1773-1950	CREDITS -4
<b>IA - 30 Marks</b>		<b>SEE - 70 Marks</b>
<b>Objectives:</b>		
<ul style="list-style-type: none"> <li>➤ To introduce the evolution of the Indian Constitution</li> <li>➤ To teach Agitations and Reforms for the Constitution</li> </ul>		
<b>Unit I</b>		
<p><b>Formation of English East India Company :</b> Annexation of Bengal and Clive's Dual government – Regulating Act,1773- Pitts India Act,1784- Lord Cornwallis reforms – Constitution of the Company rule- Lord Wellesley- Lord Hastings – Lord Dalhousie – Charter Acts of 1813,1833 and 1853- Centralization of the Powers - Great Revolt of 1857- its significance</p>		
<b>Unit II</b>		
<p><b>Establishment of Crown's Rule:</b> Queen Victoria's Proclamation Act, 1858- Lord Canning – Era of Legislative devolution- Indian Council Act of 1861 and 1892- Indian factor in Legislatures- Relations between Central and Provincial governments – Organization of Civil Services – Administration under the Crown- Lord Ripon and the Local self government</p>		
<b>Unit III</b>		
<p><b>Nationalist agitations and the Reforms :</b> Indian National Congress and the demand for Swaraj- Lord Minto- Indian Council Act 1909(Minto-Morley Reforms)- World War I and India's Co-operation- Montague- Chemsford India Act 1919- Congress rejection- Working of the Dyarchy in Provinces – Muddiman Committee Report- Simon commission- Nehru Report- Lahore Resolution, 1929- Round Table Conference</p>		
<b>Unit IV</b>		
<p><b>Background of Communal Award:</b> Poona Pact, 1932- Joint Parliamentary Committee Report- Government of India Act, 1935- Provincial Autonomy- World War II and the India's reaction, resignation of Congress Ministers- Cripps Mission of 1942- Muslim League – Jinnah and demand for Pakistan- Simla Conference of 1945- Cabinet Mission plan of 1946- Interim Government- Communal Disturbances</p>		
<b>Unit V</b>		
<p><b>Mountbatten Plan:</b> Partition and Independence – Republican Constitution of India- Constituent Assembly- Forming of India's Constitution- Salient features, Fundamental rights and directive principles</p>		
<b>Course Outcomes</b>		
<ul style="list-style-type: none"> <li>➤ The course helps the students to gain require knowledge on the enactment of various acts introduced by the British</li> <li>➤ Students will also understand the impact of the legislations, National Agitations and its Prospective.</li> </ul>		
<b>Suggested Readings</b>		
<ol style="list-style-type: none"> <li>1. Basu, D.S., Commentary on the Constitution of India, 2 vol.</li> <li>2. Benerjee, A.C., Indian Constitutional Documents, 1757-1947 4 vol.</li> <li>3. Coupland, A., The Constitutional Problem in India.</li> <li>4. GajendraGadkar. P.B., The Constitution of India, Oxford, 1969</li> <li>5. Keith, A.B., A Constitutional History of India, London, 1936.</li> <li>6. Keith, A.C., Speeches and Documents in Indian Policy, vol. I&amp;II</li> </ol>		

Core Course 305	HISTORY OF CONTEMPORARY WORLD C.1945- C. 2000	CREDITS -4
<b>IA - 30 Marks</b>		<b>SEE - 70 Marks</b>
<b>Objectives</b>		
<ol style="list-style-type: none"> <li>1. To teach main events in Contemporary World History</li> <li>2. To instruct the political and economic aspects of Cold war.</li> </ol>		
<b>Unit I</b>		
<b>Cold War and its Impact:</b> Ideological and Political basis of Cold War-Pacts and Treaties NATO, WARSEW, ANZUS, SEATO, CENTO- Tensions and rivalries- between America and Soviet Union-Non-aligned Movement		
<b>Unit II</b>		
<b>The UN and The Concept of World Peace:</b> Regional Tensions-Israel- Palestine, Suez Crisis, Kashmir, Cuba, Korea and Vietnam-Disarmament-Geneva Summit (1955), Test Ban Treaty (1963), SALT I (1972).		
<b>Unit III</b>		
<b>Cultural Revolution in China:</b> Civil Rights Movement in the U.S.-Apartheid in South Africa – Evolution of the European Union since European Economic Community (1958) – Maastricht Treaty (1993), Monetary Union (1999)- Euro zone- Structure of the EU – Governance – Institutions – Economy, Military, Foreign Relations.		
<b>Unit IV</b>		
<b>Indo-Pak Relations, 1947-1999 :</b> Kashmir Problem-Indo-Pak War of 1965- Tashkent Declaration- Indo-Pak War of 1971- Emergence of Bangladesh- Shimla Agreement, 1972- SAARC-Bus Diplomacy-Kargil War of 1999.		
<b>Unit V</b>		
<b>Disintegration of Socialist Block :</b> Its genesis and Process of Disintegration–End of Super Power Rivalry – Liberalization- Globalization- Its Economic and Political Impact.		
<b>Suggested Reading</b>		
<ol style="list-style-type: none"> <li>1. Asa Briggs and Patricia Clavin, Modern Europe 1787-Present Pearson Education, New Delhi, 2009</li> <li>2. Dunbabin . I.P.D. International Relations since 1945, 2 Vols. Longman London, 1994</li> <li>3. Desmond Dinan, Ever Closer Union An Introduction to European Integration Palgrave Macmillan :Hampshire 1999</li> <li>4. John McCormick, Understanding the European Union A Concise Introduction, Palgrave : New York, 2002</li> <li>5. Keylor, W.R. The Twentieth Century World: An International History , OUP New Delhi, 1984.</li> <li>6. Noel Cowen, Global History: A Short Overview, Blackwell Pub, USA, 2001</li> <li>7. Norman Lovet, Mastering World History, Macmillan, New Delhi, 1997</li> <li>8. Pinder, John, and Simon Usher wood. The European Union: A very short Introduction Oxford University press: Canada, 2008</li> <li>9. Rafique Afzal M., Pakistan: A History and Politics, 1947-1971, Oxford, New Delhi, 2001</li> <li>10. Robert Ross, A Concise History of South Africa, Cambridge Cup, 1999</li> <li>11. Spate, O. H. K., India and Pakistan, M M. Publishers, New Delhi, 1994</li> <li>12. Staab, Andreas. The European Union Explained: Institutions, Actors, Global Impact, Indiana University press: Bloomington, 2008</li> <li>13. Victoria Schofield, Kashmir in the Crossfire, Viva Books, New Delhi, 1997</li> <li>14. William Woodruff, A Concise History of the Modern World, Macmillan, London, 1998</li> <li>15. Yesilada, Birol A and David M Wood. The Emerging European Union, Longman: London, 2009</li> <li>16. Young. I.W. Cold war Europe, 1948: A Political History, Edward Arnold, London,</li> </ol>		
<b>Course Outcomes</b>		
CO 1. Will understand Cold War and its Impact		
CO 2. Discuss UN and the Concept of World Peace		
CO 3. Discuss Disintegration of Socialist Block		

SOC 306	COMMUNICATION AND SOFT SKILLS –5(A)	CREDITS -4
<b>IA - 30 Marks</b>		<b>SEE - 70 Marks</b>
<b>Objectives</b>		
<ul style="list-style-type: none"> <li>➤ To promote soft skills among the students so as to develop attributes that could enhance interactions, earning power and job performance.</li> <li>➤ To inculcate effective communication, take initiatives, solve problems, and demonstrate a work ethics and create a positive impact.</li> </ul>		
<b>Unit – 1:</b>		
Types of Soft Skills& Intrapersonal Skills: Definition of soft skills – Types of Soft skills: Intrapersonal Skills – : Self-Confidence, Self-awareness, Adaptability & Flexibility, Attitude, Assertiveness, SWOC, Resilience		
<b>Unit- II:</b>		
Interpersonal Soft Skills: Active Listening Skills - Goal setting – Negotiation & Persuasion skills - Time Management - Stress Management - Problem Solving and Decision-Making Skills - Leadership Skills – Conflict Resolution		
<b>Unit – III:</b>		
Oral Communication Skills: Presentation skills –JAM - Role Plays, Public Speaking skills - GD Participation and co ordination.		
<b>Unit – IV:</b>		
Written Communication Skills: Essay Writing - E mails- Report Writing – Memos.		
<b>Unit- V:</b>		
Employability Skills: Body Language - E-mail etiquette- Telephone etiquette - Dining etiquette– Grooming -Resume writing - Interview Skills.		
<b>Course Outcomes:</b>		
<ul style="list-style-type: none"> <li>➤ Students can understand soft skills, types of soft skills and intrapersonal skills</li> <li>➤ It also helps in exhibiting different types of people skills</li> </ul>		
<b>Suggested Reading:</b>		
<ol style="list-style-type: none"> <li>1. Meenakshi Raman and Sangeeta Sharma (2015), <i>Technical Communication: Principles and Practice, 3<sup>rd</sup> Edition</i>, New Delhi: Oxford University Press.</li> <li>2. Ashraf Rizvi, M. (2017), <i>Effective Technical Communication, 2<sup>nd</sup> Edition</i>, New Delhi: Tata McGraw Hill.</li> <li>3. Hewing, Martin (1999), <i>Advanced English Grammar: A Self-study Reference and practice Book for South Asian Students</i>, Reprint 2003, New DelhI: Cambridge University Press.</li> <li>4. Minippally, Methukutty. M. (2001), <i>Business Communication Strategies</i>, 11<sup>th</sup> Reprint, New Delhi: Tata McGraw – Hill.</li> <li>5. Sasi Kumar. V and P.V. Dharmija (1993), <i>Spoken English: A Self-Learning Guide Conversation Practice</i>, 34<sup>th</sup> reprint, New Delhi: Tata McGraw – Hill.</li> <li>6. John, Seely (1988), <i>The Oxford Guide to Writing and Speaking</i>, Delhi: Oxford University Press.</li> <li>7. Peter, Francis (2012), <i>Soft Skills and Professional Communication</i>. New Delhi: Tata McGraw Hill.</li> <li>8. Print Singh, Prakash and Raman, Meenakshi (2006), <i>Business Communication</i>, New Delhi: Oxford niversity Press.</li> <li>9. British Council online resources.</li> <li>10. <a href="#">Wren&amp; Martin</a> (2019), High School English Grammar &amp; Composition Regular Edition, New Delhi, S. Chand &amp; Company Pvt. Ltd</li> </ol>		

SOC -306	TRAVEL AGENCY AND TOUR OPERATIONS MANAGEMENT – 5 (B)	CREDITS -4
IA - 30 Marks		SEE - 70 Marks
<b>Objectives:</b> <ul style="list-style-type: none"> <li>➤ Students will learn the role of travel agencies in Tourism and its linkages with other agencies.</li> <li>➤ Gain the skill of Itinerary preparation and Tour formulation process.</li> <li>➤ Comprehend the functions of a travel agency and Rules and Regulations of the agency approval besides domestic travel operators</li> </ul>		
<b>UNIT – I</b>		
<p>Travel Agency: History and Growth – Emergence of Thomas Cook and American Express –Types of Travel Agency and Tour Operation Wholesale and Retail Travel Agency - Setting up of a Travel Agency – Linkages with different Transport Systems</p>		
<b>UNIT- II</b>		
<p>Functions of a Travel Agency: Tour Operations Planning – Domestic and international – Types of Tours: Independent Tour, Escorted Tour, Hosted Tour, Incentivized Tour -- Tour Wholesalers and Retailers -- Diversified Role of Tour Operators -Tour Formulation and Design Process – Group Tour Planning</p>		
<b>UNIT- III</b>		
<p>Tour Packages: Meaning - Types and forms of Tour Packages – Tariffs – Vouchers – Hotel and Airline Exchange</p> <p>Order –Merits and Demerits of Package Tours – Special Tour Packages</p>		
<b>UNIT- IV</b>		
<p><b>Setting up of a Travel Agency:</b> Essential Requirements for Starting Travel Agency &amp; Tour Operation Business - Cost Management - Procedures for Obtaining Recognition - Travel Agency Organization Structure - Sources of Revenue - Threats in Travel Agency Business.</p>		
<b>UNIT-V</b>		
<p><b>Programme Preparations:</b> Sample Tours – General and Personalized Itinerary -- Domestic and International – Preparation of common interest - Tour Itinerary and costing – Tour Regulations – Preparation models of Thomas Cook, Cox &amp; Kings and SITA Travels</p>		
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Bhatia A.K., The Business of Travel Agency and Tour Operations Management, Sterling Publishers, New Delhi, 2012.</li> <li>2. Chand, M., <i>Management of Travel Agency and Tour Operation</i>, Anmol Publications, New Delhi, 2002.</li> <li>3. Holloway, J. C., <i>The Business of Tourism</i>, Macdonald &amp; Evans, London, 1982</li> <li>4. Negi, J. M. S., <i>Travel Agency Operation, Concepts and Principles</i>, Kanishka, New Delhi, 2005.</li> <li>5. Negi, J., <i>Tourist Guide and Tour Operation: Planning and Organization</i>, Kanishka, New Delhi, 2005.</li> <li>6. Singh, L.K., <i>Management of Travel Agency</i>, Anmol Publications, New Delhi, 2009</li> <li>7. Victor, T. C., <i>Marketing and Selling of Airline Products</i>, London, 2004.</li> </ol>		

<b>SOC - 307</b>	<b>TOURISM GUIDING AND MANAGEMENT -6 (A)</b>	<b>Credits -4</b>
<b>IA - 30 Marks</b>		<b>SEE - 70 Marks</b>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>➤ The aim of the course is to provide useful theoretical knowledge and skill requirement of the Tourism guide</li> <li>➤ The course can provide more in depth insight in to the specific aspects of tour guide, basic concepts, skill requirement , communication proficiency, personality, , first aid treatment and role of guide in tourism</li> </ul> <p><b>UNIT- I:</b> Tour Guiding Concept – History – Dimensions and Present status, Role and Responsibilities of Tour Guide – Tour Guide code of conduct, Personal hygiene and grooming Check List for Tour Guides. Principles of Tour Guide – How develop Tour guiding skill.</p> <p><b>UNIT-II:</b> Communication for Tour guiding – Language – Posture and Presentation, Roadblocks in Communication – Speaking faults – body language for speaking, Tour commentary – composition and contains microphones technique – sense of Humor – How to deal with Awkward questions timing and indications – apology and pausing. Linking commentary with what to be seen.</p> <p><b>UNIT-III:</b> Visitor interpretation: concept – principles and types, how to develop interpretation skill – popular understanding of a place, principles of Good interpretative practical. Reconstructive and re-creative interpretation – personal stereo type.</p> <p><b>UNIT-IV:</b> Nature interpretation – Concept – Perspective – approach – Principles of Nature interpretation. Intrinsic quality of a resource Hierarchy of interpretation. Heritage Interpretation</p> <p><b>UNIT -V:</b> Dealing with Emergencies – Accidents, Law and Order, Theft, Loss of Documents. First aid : Importance – general procedures - evolution of situation. First Aid Procedure – Artificial Ventilation – Bleeding Control Treating Wounds. Principles of Bandaging – Treating Burns – Treating Snake Bite – Dealing with Fractures. Complaint handling.</p> <p><b>Course outcome:</b></p> <ul style="list-style-type: none"> <li>➤ The students can familiarize the knowledge needed to tourism guide activities.</li> <li>➤ It will equip the students with the solid foundation to build upon the fundamentals of tour guide, useful skills and expertise that can assist employment in Tourism Industry</li> </ul> <p><b>SUGGESTED READINGS:</b></p> <ol style="list-style-type: none"> <li>1. Travel Agency &amp; Tour Operaions, Foser .D.</li> <li>2. Conducting Tours, Dellers.</li> <li>3. Travel Agency and Tour Operat TT – 31 lion, J.M. Negi</li> <li>4. Ravel Agency Manganement, M.N. Chand.</li> <li>5. Tour Operations and Tour Guiding, J.N. Negi.</li> <li>6. What time is this place, David Hetchenberg.</li> </ol>		
<b>SOC - 307</b>	<b>CARTOGRAPHY– 6 (B)</b>	<b>Credits - 4</b>

**Objectives :**

- the main objective of this course is to introduce students to the indigenous Mapping traditions of India by exposing them to a variety of maps.
- The other objective also be to familiarise them with the diverse cartographic practices in the pre-modern world before the advent of modern cartography.

**Unit-I:**

Cartography meaning – Scope – Concepts - History of Cartography.

**Unit-II:**

Cartography in pre-modern societies - Different types of maps in pre-modern India The problem of employing paintings and other descriptive devices as maps.

**Unit- III:**

Sacred geography, pilgrimage and religious maps, Town maps, regional maps and maps of certain Locations, Forts and military maps.

**Unit- IV:**

Maps of the Moghul Empire and the Marathas and other polities Regional maps and revenue maps from Kashmir

**Unit- V:**

Maps and military formations, study of the city of Delhi Globes, orbs and other cartographic devices used by the indigenous communities – Popular Cartographers – Gerardus Mercator - Sir Thomas Roe & Jodocus Hondius.

**Suggested Readings :**

1. Chandra, Satish. 1987. The Indian Ocean: Explorations in History, Commerce, and Politics. Sage Publications.
2. Dikshit, Kamal Rampriti. 1986. Maharashtra in Maps. Maharashtra State Board for Literature and Culture.
3. Eck, Diana L. 2012. India: A Sacred Geography. Potter/Ten Speed/Harmony/Rodale.
4. Gole, Susan. 1511. A Series of Early Printed Maps of India in Facsimile. Jayaprints.
5. Gole, Susan. 1976. Early Maps of India. Sanskriti.
6. Gole, Susan. 1989. Indian Maps and Plans: From Earliest Times to the Advent of European Surveys. Manohar Publications.
7. Habib, Irfan. 1974. "Cartography in Mughal India." Proceedings of the Indian History Congress 35: 150–62.
8. Harley, J. B., David Woodward, and G. Malcolm Lewis. 2015. The History of Cartography. University of Chicago Press.
9. Hasan, Javed. 1990. "Mapping the Mughal City of Agra." Proceedings of the Indian History Congress 51: 241–45. India), Kalakriti Archives (Hyderabad. 2015.
10. Ramaswamy, Sumathi. 2007. "Conceit of the Globe in Mughal Visual Practice." Comparative Studies in Society and History 49 (4): 751–82.
11. Singh, Rana. 2009. Geographical Thoughts in India: Snapshots and Visions for the 21st Century. Cambridge Scholars Publishing.



**OOTC (Open Online Transdisciplinary Course) - Students can choose any relevant course of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc.,**

	<b>SEMESTER IV</b>	
<b>OOSDC - 401</b>	<b>OPEN ONLINE SKILL DEVELOPMENT COURSES</b>	<b>Credits -8</b>
Open Online Skill Development Course (OOSDC) - Students can choose any <b>Two</b> relevant courses of his / her choice from the online courses offered by governmental agencies like SWAYAM, NPTEL, etc., to get <b>8 credits</b> (with <b>4 credits</b> from each course)		
<b>PW - 402</b>	<b>PROJECT WORK</b>	<b>Credits - 12</b>
<b>Project work carries 300 Marks</b> (Dissertation -200 marks, Seminar- 50 marks, Viva – voice – 50 marks).		