

**D.K. GOVT. COLLEGE FOR WOMEN (A),
NELLORE
RE-ACCREDITED BY NACC WITH A GRADE
RECOGNIZED BY UGC AS
COLLEGE WITH POTENTIAL FOR
EXCELLENCE**



**OFFLINE AND ONLINE GOOGLE MEET
BOARD OF STUDIES MEETING
DEPARTMENT OF HISTORY
2022-2023**

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
BOS – HISTORY (2022-23)
SEMESTER – I,II III,IV,V & VI
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D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
BOARD OF STUDIES
MEETING MINUTES

The Board of studies of History Meeting was held on 25th August 2022 at 11:00 AM online and offline through Google meet in History Department, D.K. Govt. College for Women (A), Nellore. The Board Members have discussed the agenda points given below.

AGENDA:

1. Approval of History syllabi for I, II, III & IV semesters for the academic year 2022-2023 as per APSHE's new syllabus.
2. Approval for the implementation of V and VI semesters w.e.f. 2022 – 23.
3. Blueprint and question paper pattern.
4. Model Question Paper.
5. External and Internal scheme of examination.
6. List of a panel of examiners.
7. Any other related issue.
8. Approval of External question paper model for 70 marks external with the division of marks i.e., Part - A contains 5 marks and Part - B contains 10 marks questions for all semesters.
9. Approval of Internal Assessment in CIA Pattern. `
10. To review the course papers for the I, II, III, and IV semesters.
11. Any other Issue.

❖ **PROCEEDINGS**

The chairperson of the History Department welcomed the members of the Board of Studies (BOS). The chairperson introduced and explained the agenda of the meeting. The Board of studies members discussed the syllabi of the History course for I, II, III, IV, V & semesters for the academic year 2022 – as per APSCHE's new syllabus. Welcome address and opening remarks s resolutions have been taken by the BOS Members. At last, the chairperson thanked each one of them for sparing their valuable time to attend the BOS meeting.

❖ **DISCUSSION:**

The BOS members have made brainstormed discussions & interactions among themselves after the discussion and suggestions were incorporated appropriately into the curriculum and syllabi.

1. Board of studies members discussed & reviewed the syllabus for I, II, III & IV semesters & also discussed the Skill Enhanced Course-Tourism and Hospitality services and Tourism Guidance and operating services for V &VI semesters.
2. Chairperson explained the New CIA Pattern for Internal evaluation, Blueprint, and Question paper pattern for all semesters. External question paper model for 70 marks external with the division of marks i.e., Part - A contains 5 marks and Part - B contains 10 marks questions for all semesters.
3. Discussed Internal assessment is for 05 marks with the division of marks i.e., Group Discussion /Quiz / Seminars /Study Projects / Case study /Collection of Coins / Paper cuttings related to the Subject /Viva / Map pointing. Internal Assessment For (05) marks with Assignments. Internal Assessment for (05) marks with extracurricular activities i.e., Clean, and Green and Attendance. Second Internal Examination for (20) marks need to be scaled down to (15)M
4. The marks obtained by the student for (50) marks (total of two Internals for (35) need to scale down to 30 marks: Extracurricular activities for (15) marks) need to be scaled down to 10 marks. The best of two Internal marks should be taken as an Internal Assessment.
5. Members Dr. M. Madhusudan Rao and Sri M. Bhaskar Rao discussed the History syllabus of V and VI semesters in the meeting in APSHE syllabi. The changes are as follows:
.

6. Members Dr. M. Madhusudan Rao and Sri M. Bhaskar Rao discussed the implementation of APSHE syllabus of the IV semester.

❖ **THE MEETING OF THE BOARD MEMBERS RESOLVED THE FOLLOWING:**

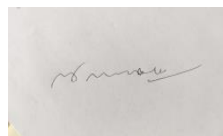
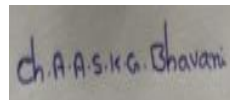
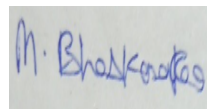
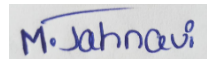
1. It has been resolved to follow the history syllabi for the I, II, III, and IV semesters for the academic years 2022-2023 as per APSHE's new syllabus.
2. It has been resolved to follow the History syllabi for V and VI semesters with few changes for the academic year 2022-23 as per APSHE's new syllabus
3. It has been Resolved to implement Tourism and Hospitality services and Tourism Guidance and operating skills (skill Enhancement Course) as the syllabus for V and VI semesters per the APSCHE Guidelines.
4. It has been Resolved to follow the CIA pattern for Internal evaluation for I, II, III, and IV semesters.
5. It is resolved that the first internal should be conducted with the co-curricular activities for 10 marks, extracurricular activities for 05 marks and the written exam for 20 marks. The second Internal Examination for (20) marks need to be scaled down to (15) marks
6. It has been resolved to follow the 70+30 Pattern. Two Internals for 30 marks each and 70 marks for externals. Best of two Internals should be taken as Internal Assessment
7. It is resolved that the question paper model is finalized for the I, II, III & IV semesters and for the V and VI Semesters external examinations with division marks of 70. It is resolved that the external question paper consists of two parts i.e., Part-A consists of 5 marks, and Part- B consists of 10 marks.
8. It is resolved that the internal should be conducted with the co-curricular activities for 10 marks and written exam for 20 marks for V and VI semesters.
9. It is resolved that the best of two internals should be taken as an internal assessment.

- 10.It is resolved that the question paper pattern for final-year students in V and VI semesters 70 + 30 pattern will be implemented.
- 11.It is resolved that the external question paper consists of two parts, Part-A consists of 5 marks Part -B consists of 10 marks.
- 12.It is resolved that 10 marks allotted to internal assessment in SDC and LSC and 40 marks for external.

❖ **VOTE OF THANKS**

The Board of studies meeting was completed at 1:00 PM. The chairperson thanked each one of them for sparing their valuable time to attend the end BOS meeting.

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
COMPOSITION OF BOARD OF STUDIES

S.NO.	NAME	POSITION	SIGNATURE
1.	Smt. S. FATHIMUNNISA BEGUM, In-Charge of Department of History D. K. Govt. College for Women (A), Nellore Mobile No: 9440263683 Email: fathima94402@gmail.com	Chairperson	
2.	Sri. M.MADHUSUDHAN RAO Lecturer in History Sri YRK&K Govt Degree College Kovur, Nellore (Dt) Mobile: 9440874502 Email: mapbhavais@gmail.com	University Nominee	
3.	Smt. CH.A.A.S.K.G. BHAVANI Lecturer In History, M.R. Govt. Sanskrit College Vizianagaram. Mobile No: 9492617718 Email: chukkagangabhavani@gmail.com	Subject Expert	
4.	Sri. M. BHASKAR RAO Lecturer in History Govt. College for Women (A), Guntur Mobile No: 9703048799 Email: merigabhaskara@gmail.Com	Subject Expert	
6.	Dr.K. SRAVANA KUMAR Lecturer in History D. K. Govt. College for Women(A) Nellore. Mobile No:9989594694 Email: Sravana.jb@gmail.com	Member	
7.	O. RAMASUBBA REDDY Assistant Director Archaeology Museum, Nellore Mobile No: 9703410259 Email: adnlrarc@gmail.com	Representative from Industry	
8.	M. JAHNAVI M.A. in History SV University, Tirupati, Chittoor (Dt) Mobile No: 7671822454	Alumnus	

Signature of the Principal

APSCHE
STRUCTURE OF HISTORY SYLLABUS 2020-21
UNDER CBCS FOR 3-YEAR B.A. PROGRAMME

SNO	CODE	SEM	COURSES 1, II, III, IV & V	NAME OF COURSE (EACH COURSE CONSISTS OF 5 UNITS WITH EACH UNIT HAVING 12 HOURS OF CLASS-WORK)	HOURS/ WEEK	CREDITS	MARKS	
							MID SEM	SEM END
1		I	I	ANCIENT INDIAN HISTORY & CULTURE (FROM INDUS VALLEY CIVIL. TO 13 CENTURY A.D)	5	4	25	75
2		II	II	MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D TO 1764 A.D)	5	4	25	75
3		III	III	MODERN INDIAN HISTORY & CULTURE (1764- 1947 A. D)	5	4	25	75
4		IV	IV	HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)	5	4	25	75
5		IV	V	HISTORY OF MODERN WORLD (FROM 15TH CENT. AD TO 1945 AD)	5	4	25	75
TOTAL						20	125	375

APSCHE
STRUCTURE OF SEC HISTORY SYLLABUS 2020-2021
SEMESTER V
SKILL ENHANCEMENT COURSES FOR SEMESTER V

SNO	COURSE NUMBER	SEMESTER	COURSE	NAME OF THE COURSE	HOURS/WEEK	CREDITS	MARKS	
							MID SEM	SEM END
1	6B	V	V	TOURISM AND HOSPITALITY SERVICES	5	4	25	75
2	7B	V	V	TOURISM GUIDANCE AND OPERATING SKILLS	5	4	25	75
				TOTAL	10	08	50	150

D. K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
Structure of HISTORY syllabus 2022 – 23
Semester I & II

SL. NO	SEM	COURSE I & II	NAME OF COURSE	HOURS/ WEEK	CREDITS	MARKS	
						INTERNAL	SEM END
1	I	I	ANCIENT INDIAN HISTORY & CULTURE (FROM INDUS VALLEY CIVIL. TO 13 CENTURY A.D)	5	4	30	70
2	II	II	MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D TO 1764 A.D)	5	4	30	70
			TOTAL		8	60	140

APSHE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2020-2021
SEMESTER – I
PAPER – I (CORE PAPER)

DOMAIN SUBJECT: HISTORY

COURSE1: ANCIENT INDIAN HISTORY & CULTURE
(FROM INDUS VALLEY CIVILIZATION TO 13TH CENTURY A.D.)

❖ **LEARNING OUTCOMES**

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

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

❖ **SYLLABUS**

- | | |
|------------|--|
| Unit - 1 | Ancient Indian Civilization (from Circa 3000 BC to 6th BC): Indus Valley Civilization - Salient Features; Vedic Age - Society, Polity, Economy, Culture during early and later Vedic period |
| Unit – II | Ancient Indian History & Culture (6th Century BC to 2nd Century AD): Doctrines and Impact of Jainism and Buddhism; Mauryan Administration, Society, Economy & Culture – Ashoka’s Dhamma; Kanishka’s contribution to Indian culture |
| Unit - III | History & Culture of South India (2nd Century BC to 8th Century AD): Sangam Literature; Administration, Society, Economy and Culture under Satavahanas; Cultural contribution of Pallava’s |
| Unit - IV | India from 3rd century AD to 8th century AD: Administration, Society, Economy, Religion, Art, Literature and Science & Technology under Guptas – Samudragupta; Cultural contribution of Harsha: Arab Conquest of Sind and its Impact |

Unit - V History and Culture of South India (9th century AD to 13th century AD):
Local Self Government of Cholas; Administration, Society, Economy and
Culture under Kakatiya's – Rudrama Devi

❖ **REFERENCES:**

- 1 A.L. Basham, The Wonder That Was India
- 2 D.N. Jha, Ancient India
- 3 D.D. Kosambi, An Introduction to the Study of Indian History
- 4 D.P. Chattopadhyay, Science and Society in Ancient India
- 5 B.N. Mukherjee, The Rise and Fall of the Kushana Empire
- 6 K.A. NilakanthaShastri, A History of South India
- 7 R.C. Majumdar, K.K. Dutta &H.C. RoyChowdhuri (ed.), Advanced History of India

❖ **MANDATORY CO-CURRICULAR ACTIVITY**

- Book reading
- Student seminars
- Quiz programme
- Individual \ Group field studies
- Cooperative learning
- Students should be asked to prepare a chart o sequence of events
Collection of news reports and maintaining a record of paper-
cuttings relating to topics
covered in syllabus
- Group discussion
- Examination
- Students may be asked to prepare a project on influence of Islam
and Hinduism in their respective location

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2020-2021
SEMESTER – I -PAPER – I (CORE PAPER)

HISTORY –FIRST YEAR

PAPER-I: ANCIENT INDIAN HISTORY & CULTURE (FROM INDUS VALLEY CIVILIZATION TO 13TH CENTURY A.D.)

CREDITS: 04

HOURS /WEEK: 05

❖ **LEARNING OUTCOMES**

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

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

❖ **SYLLABUS**

Unit – I

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

Unit – II

Ancient Indian History & Culture (6th Century BC to 2nd Century AD): Doctrines and Impact of Jainism and Buddhism; Mauryan Administration, Society, Economy & Culture – Asoka’s Dhamma policy.

Unit – III

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

Unit – IV

Kanishka’s contribution To the Indian culture-India from 3rd century AD to 8th century AD: Administration, Society, Economy, Religion-Art, Literature and Science & Technology under Guptas – Samudragupta; Cultural contribution of king Harshvardhan.

Unit – V

Arab Conquest of Sind and its Impact-History and Culture of South India (9th century AD to 13th century AD): Local Self Government of Cholas; Administration, Society, Economy and Culture under Kakatiyas – Rudrama Devi

❖ REFERENCES:

- 1 A.L. Basham, The Wonder That Was India
- 2 D.N.Jha, Ancient India
- 3 D.D.Kosambi, An Introduction to the Study of Indian History
- 4 D.P.Chattopadhyay, Science and Society in Ancient India
- 5 B.N.Mukherjee, The Rise and Fall of the Kushana Empire
- 6 K.A. NilakanthaShastri, A History of South India
- 7 R.C.Majumdar, K.K.Dutta&H.C.RoyChowdhuri (ed.), Advanced India

❖ SUGGESTED CO -CURRICULAR ACTIVITIES

- Cultural clubs
- Assignments
- Student Seminars
- Literature survey and book reviews
- Map pointing
- Individual \ Group field studies
- Co-operative learning
- Students can be asked to create a calendar charting the dates of key events
- Students should be asked to prepare an inventory of items preserved in the museum and their usage
- Encourage the habits of Numismatics
- Collection of news reports and maintaining a record of paper cuttings related to topics covered in syllabus
- Group discussion
- Examination (surprise test)
- Any similar activity with imaginative thinking beyond the syllabus

D.K.GOV'T. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
SEM-I –ANCIENT INDIAN HISTORY AND CULTURE
QUESTION PAPER PATTERN FOR CONTINUAS INTERNAL ASSESEMENT (CIA)
INTERNAL-1 (MID-1)

S.NO	TYPE OF QUESTIONS	NUMBER OF QUESTIONS GIVEN	NUMBER OF QUESTIONS TO BE ANSWERED	MARKS ALLOTTED TO EACH QUESTION	TOTAL MARKS
1	SECTION-1 OBJECTIVE TYPE QUESTIONS	10	10	1/2	5
2	SECTION-2 SHORT ANSWER QUESTIONS	7	5	2	10
3	SECTION-3 ESSAY TYPE QUESTIONS	2	1	5	5
	TOTAL				20

INTERNAL-2 (MID-2)

S.NO	TYPE OF QUESTIONS	NO. OF QUESTION S GIVEN	NO. OF QUESTIONS TO BE ANSWERED	MARKS ALLOTTED TO EACH QUESTION	TOTAL MARKS
1	SECTION-1 SHORT ANSWER QUESTIONS	7	5	2	10
2	SECTION-2 ESSAY TYPE QUESTIONS	2	1	5	5
	TOTAL				15

THE CONTINUOUS INTERNAL ASSESSMENT CO-CURRICULAR AND EXTRACURRICULAR) HAS BEEN DIVIDED INTO 3 CATEGORIES AS GIVEN BELOW

S.NO	TYPE OF ASSESSMENT	WEIGHTAGE ASSIGNED
1	ASSIGNMENT	5
2	PROJECT WORK/ SEMINAR	5
3	EXTRA-CURRICULAR ACTIVITIES LIKE CLEANING, GREENING, AND ATTENDANCE	5
		15

THE MARKS OBTAINED BY THE STUDENT FOR 50 MARKS (TOTAL OF TWO MID EXAMS FOR 35, EXTRACURRICULAR ACTIVITIES FOR 15 MARKS) NEED TO BE SCALED DOWN TO 10 MARKS

HISTORY SEM-I BLUEPRINT

S.No.	Unit	5 Marks Questions	10 Marks Questions
1.	1	01	02
2.	2	02	02
3.	3	01	02
4.	4	02	02
5.	5	02	02
	TOTAL	08	10

**AUTONOMOUS QUESTION PAPER PATTERN
CONTINUOUS INTERNAL ASSESSMENT (CIA)**

ASSESSMENT 70+30 PATTERN

❖ **INTERNAL ASSESSMENT**

❖ **30 MARK-TWO INTERNALS – 30 MARKS EACH.**

❖ **CO-CURRICULAR-ACTIVITIES (15MARKS)**

- Assignments: 05 marks
- Seminars/VIVA/Quiz/group discussion/ PPT/Field Visit/ Study Project/Map pointing/ Paper clippings:05 marks
- Extracurricular activities -05 marks (Cleaning, Greening, and Attendance)

❖ **WRITTEN EXAM – (20 MARKS)**

- Internal Examination pattern:
- Part – A Consists of 10 questions – Should answer 10-Each question carries 1/2marks (10x1/2=05)
- Part – B Consists of 7 questions – Should answer 5 – Each carries 02 marks (5x2=10)
- Part--C Consists of 2 questions-should answer any 1-each question carries 5 marks (1x5=05)

❖ **EXTERNAL EXAMINATION – 70 MARKS**

- The question paper includes Part-A and Part-B
- Part – A – 20 Marks-Includes 8 questions – Each question carries 4 marks – Should answer any 5 questions (5 x 4 = 20)
- Part – B – 50 Marks-Includes 5 questions with internal Choice – Each question carries 10 Marks. Should Answer 5 Questions. (5 x 10 = 50)

MODEL QUESTION PAPER
D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
FIRST YEAR – FIRST SEMESTER
HISTORY
PAPER – I – ANCIENT INDIAN HISTORY AND CULTURE
(FROM INDUS VALLEY CIVILIZATION TO 13TH CENTURY A.D.)

TIME: 3 HOURS

MAX MARKS: 70

PART – A

Answer any five of the following questions.

Each question carries 4 marks.

5x4=20

1. Great Bath at Mohenjo-Daro
2. Eight-fold path in Buddhism
3. Gandara School of Art
4. The three kingdoms in Sangam age
5. Mahindra Varman – I
6. Chandragupta –I Vikramadithya
7. Nalanda University
8. Rudrama Devi

PART – B

Answer all the following questions.

Each question carries 10 marks.

5X10=50

9. A. Explain the salient features of Indus Valley Civilization
(or)
B. Describe the early Vedic culture
10. A. Sketch the career and teachings of Mahavira
(or)
B. Why Kanishka was called as second Ashoka
19. A. Explain the Socio, Economic conditions of Satavahana Administration.
(or)
B. Write the importance of Sangam literature
20. A. Estimate the greatness of Samudra Gupta
(or)
B. Describe the religious conditions under Harshvardhan
21. A. Describe the administration of Cholas
(or)
B. Explain the achievement of Ganapathi deva

APSHE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2020-2021
SEMESTER – II
PAPER – II (CORE PAPER)

DOMAIN SUBJECT: HISTORY

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

❖ **LEARNING OUTCOMES**

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

- Understand the socio, economic and cultural conditions of medieval India
- Explain The advent of Islam in India and study the traces of political and cultural expansion of Turks
- Know the Administration, art and architecture of Vijayanagara Rulers, Mughals and also analyze the rise of the great Hindu empire in South India
- Evaluate the establishment of the British rule in India and understand the impact of British rule on Indian society and Economy.
Analyze the emergence of composite culture in India

❖ **SYLLABUS**

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

Unit – II: Impact of Islam on Indian Society and Culture – Bhakti Movement; Administration, Society, Economy, Religion and Cultural developments under Vijayanagar Rulers

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

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

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

❖ REFERENCES

1. Chandra, S History of Medieval India (800 – 1700)
2. Habibullah, A.B.M, The Foundation of Muslim Rule in India
3. Kumar Sunil, The Emergence of the Sultanate of Delhi
4. K.A. Nilakanta Sastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara
5. HarbansMukhia, The Mughals of India
6. Stein, B Peasant, State & Society in Medieval South India
7. ShireenMoosvi, The Economy of the Mughal Empire
8. C.A.Bayly, Indian Society and the Making of the British Empire

❖ MANDATORY CO-CURRICULAR ACTIVITIES

- Book reading
- Student seminars
- Quiz programme
- Individual \ Group field studies
- Cooperative learning
- Students should be asked to prepare a chart o sequence of events
- Collection of news reports and maintaining a record of paper-cuttings relating to topics covered in syllabus
- Group discussion
- Examination
- Students may be asked to prepare a project on influence of Islam and Hinduism in their respective location

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2020-2021
SEMESTER – II
PAPER – II (CORE PAPER)
HISTORY – I YEAR B.A.

MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D to 1764 A.D)

CREDITS: 04

HOURS/WEEK: 05

❖ LEARNING OUTCOMES

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

- Understand the socio, economic and cultural conditions of medieval India
- Explain The advent of Islam in India and study the traces of political and cultural
- expansion of Turks
- Know the Administration, art and architecture of Vijayanagara Rulers, Mughals and also analyze the rise of the great Hindu empire in South India
- Evaluate the establishment of the British rule in India and understand the impact of British rule on Indian society and Economy.
- Analyze the emergence of composite culture in India

SYLLABUS

Unit – I

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

Unit – II

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

Unit – III

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

Unit – IV

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

Unit – V

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

REFERENCES

1. Chandra, S History of Medieval India (800 – 1700)
2. Habibullah, A.B.M, The Foundation of Muslim Rule in India
3. Kumar Sunil, The Emergence of the Sultanate of Delhi
4. K.A. NilakantaSastri, A History of South India from Prehistoric Times to the Fall of Vijayanagara
5. HarbansMukhia, The Mughals of India
6. Stein, B Peasant, State & Society in Medieval South India
7. ShireenMoosvi, The Economy of the Mughal Empire
8. C.A.Bayly, Indian Society and the Making of the British Empire

MANDATORY CO -CURRICULAR ACTIVITIES

- Book reading
- Student seminars
- Quiz programme
- Individual \ Group field studies
- Cooperative learning
- Students should be asked to prepare a chart o sequence of events
- Collection of news reports and maintaining a record of paper-cuttings relating ti topics covered in syllabus
- Group discussion
- Examination
- Students may be asked to prepare a project on influence of Islam and Hinduism in their respective location

D.K.GOV.T. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
SEM-I –ANCIENT INDIAN HISTORY AND CULTURE
QUESTION PAPER PATTERN FOR CONTINUAS INTERNAL ASSESEMENT (CIA)
INTERNAL-1 (MID-1)

S.NO	TYPE OF QUESTIONS	NUMBER OF QUESTIONS GIVEN	NUMBER OF QUESTIONS TO BE ANSWERED	MARKS ALLOTTED TO EACH QUESTION	TOTAL MARKS
1	SECTION-1 OBJECTIVE TYPE QUESTIONS	10	10	1/2	5
2	SECTION-2 SHORT ANSWER QUESTIONS	7	5	2	10
3	SECTION-3 ESSAY TYPE QUESTIONS	2	1	5	5
	TOTAL				20

INTERNAL-2 (MID-2)

S.NO	TYPE OF QUESTIONS	NO. OF QUESTIONS GIVEN	NO. OF QUESTIONS TO BE ANSWERED	MARKS ALLOTTED TO EACH QUESTION	TOTAL MARKS
1	SECTION-1 SHORT ANSWER QUESTIONS	7	5	2	10
2	SECTION-2 ESSAY TYPE QUESTIONS	2	1	5	5
	TOTAL				15

The continuous internal assessment co-curricular and extracurricular) has been divided into 3 categories as given below

S.NO	TYPE OF ASSESSMENT	WEIGHTAGE ASSIGNED
1	ASSIGNMENT	5
2	PROJECT WORK/ SEMINAR	5
3	EXTRA-CURRICULAR ACTIVITIES LIKE CLEANING, GREENING, AND ATTENDANCE	5
		15

The marks obtained by the student for 50 marks (total of two mid exams for 35, extracurricular activities for 15 marks) need to be scaled down to 10 marks

HISTORY SEM-II BLUEPRINT

S.No.	Unit	5 Marks Questions	10 Marks Questions
1.	1	02	02
2.	2	02	02
3.	3	02	02
4.	4	01	02
5.	5	01	02
	TOTAL	08	10

AUTONOMOUS QUESTION PAPER PATTERN CONTINUOUS INTERNAL ASSESSMENT (CIA)

ASSESSMENT 70+30 PATTERN

INTERNAL ASSESSMENT

30 MARK-TWO INTERNALS – 30 MARKS EACH.

❖ CO-CURRICULAR-ACTIVITIES (15MARKS)

Assignments: 05 marks

Seminars/VIVA/Quiz/group discussion/ PPT/Field Visit/ Study Project/Map pointing/

Paper clippings:05 marks

Extracurricular activities -05 marks (Cleaning, Greening, and Attendance)

❖ WRITTEN EXAM – (20 MARKS)

Internal Examination pattern:

Part – A Consists of 10 questions – Should answer 10-Each question carries

1/2marks

(10x1/2=05)

Part – B Consists of 7 questions – Should answer 5 – Each carries 02 marks (5x2=10)

Part--C Consists of 2 questions-should answer any 1-each question carries 5 marks

(1x5=05)

❖ EXTERNAL EXAMINATION – 70 MARKS

The question paper includes Part-A and Part-B

Part – A

– 20 Marks-Includes 8 questions – Each question carries 4 marks – Should answer any 5 questions (5 x 4 = 20)

Part – B

50 Marks-Includes 5 questions with internal Choice – Each question carries 10 Marks.

Should Answer 5 Questions.

(5 x 10 = 50)

MODEL QUESTION PAPER
D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
FIRST YEAR – SECOND SEMESTER
HISTORY
PAPER - II
MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D to 1764 A.D)
Time: 3 Hour **Max Marks: 70**

PART – A

Answer any five of the following questions.

Each question carries 4 marks.

5x4=20

1. Aladdin Khilji Market Reforms
2. Transfer of capital
3. Principles of Bhakti movement
4. Bhuvana Vijayam
5. Din – i – Ilahi
6. Nur Jahan
7. AstaPradhan's of Shivaji
8. Battle of Plassey

PART – B

Answer all the following questions.

Each question carries 08 marks.

5x10=50

9. A. Estimate the greatness of Balban
(or)
B. Describe brief the administrative system of Delhi sultanate.
10. A. Describe the impact of Islam on Indian society
(or)
B. Write about the greatness of Sri Krishna deva Raya
11. A. Describe the conditions of India on the eve of Babur's invasion
(or)
B. Give a brief note on the Golden age of Shahjahan.
12. A. Write a Brief note on cultural conditions under Mughals.
(or)
B. What are the salient features of Shivaji administration.
13. A. Write about the British settlements in India
(or)
B. Explain career and Achievements of Robert Clive

D.K. GOVT COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
MODIFICATIONS AND JUSTIFICATIONS
FIRST YEAR 2022-2023
JUSTIFICATION

S.NO	SEM/PAPER	TOPIC	MODIFICATIONS	REMARKS
1.	SEM-I/ PAPER-I	NO Changes	Nil	Nil
2.	SEM-I/ PAPER-I	NO Changes	Nil	Nil

APSHE

STRUCTURE OF HISTORY SYLLABUS 2022 – 23 UNDER CBCS FOR 3-YEAR B.A. PROGRAMME

S L. N O	CO DE	SEM	COUR SES 1, II, III, IV & V	NAME OF COURS E (EACH COURSE CONSISTS OF 5 UNITS WITH EACH UNIT HAVING 12 HOURS OF CLASS- WORK)	HOU RS/ WEE K	CREDI TS	MARKS	
							MI D SE M	SE M EN D
1		I	I	ANCIENT INDIAN HISTORY & CULTURE (FROM INDUS VALLEY CIVIL. TO 13 CENTURY A.D)	5	4	25	75
2		II	II	MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D TO 1764 A.D)	5	4	25	75
3		II I	III	MODERN INDIAN HISTORY & CULTURE (1764- 1947 A. D)	5	4	25	75
4		I V	IV	HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)	5	4	25	75
5		I V	V	HISTORY OF MODERN WORLD (FROM 15TH CENT. AD TO 1945 AD)	5	4	25	75
TOTAL						20	125	375

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE STRUCTURE OF HISTORY SYLLABUS 2022 – 23 SEMESTER III & IV

S.N O	SEM	COURE I & II	NAME OF COURSE	HOURS/ WEEK	CREDIS	MARKS	
						INTER NAL	SEM END
1	III	III	MODERN INDIAN HISTORY & CULTURE (FROM 1764 TO 1947 A.D)	5	4	30	70
2	IV	IV	HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)	5	4	30	70
			TOTAL		8	60	140

APACHE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS w.e.f. 2020-2021
SEMESTER – III -PAPER – III (CORE PAPER)
DOMAIN SUBJECT: HISTORY
SEMESTER-WISE SYLLABUS UNDER CBCS II YEAR B.A.
Course 3: MODERN INDIAN HISTORY & CULTURE (1764-1947 A. D)

❖ **LEARNING OUTCOMES:**

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

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

❖ **SYLLABUS**

Unit - 1

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

Unit - II

Social, Religious & Self-Respect Movements – Raja Rammohun Roy, Dayananda Saraswathi, Swami Vivekananda, Jyotiba Phule, Narayana Guru, Periyar, Dr. B. R. Ambedkar

Unit – III

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

Unit – IV

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

Unit – V

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

❖ **REFERENCES:**

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

❖ **MANDATORY CO-CURRICULAR ACTIVITY:**

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

❖ **SUGGESTED CO-CURRICULAR ACTIVITIES**

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

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2021 – 2022
SEMESTER – III
PAPER – III (CORE PAPER)
SEMESTER-WISE SYLLABUS UNDER CBCS II YEAR B.A.
COURSE 3: MODERN INDIAN HISTORY & CULTURE (1764-1947 A. D)
CREDITS: 04
HOURS /WEEK: 05

❖ **LEARNING OUTCOMES:**

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

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

❖ **SYLLABUS**

Unit - 1

Policies of British Governor Generals –Warren Hastings, Cornwallis - Subsidiary Alliance & Doctrine of Lapse – Causes & Results of the first war of Independence– Policies of British Viceroy's-Lord Lytton & Lord Rippon

Unit - II

Socio-Religious & Self-Respect Movements – Raja Ram Mohan Roy, Dayananda Saraswathi, Swami Vivekananda- Jyotiba Phule, Narayana Guru, Periyar, Dr. B. R. Ambedkar

Unit – III

Growth of Nationalism - Freedom Struggle from 1885 to 1920: Lord Curzon – partition of Bengal -Moderate Phase — Militant Phase: Swadeshi and Boycott Movement - Home Rule Movement

Unit – IV

Freedom Struggle from 1920 to 1947: Gandhiji's Role in the National Movement – Non- Co-operation movement – Dandi March--Quit India movement

Unit – V

Partition of India – Advent of Freedom - Integration of Princely States into Indian Union after Independence – Role of Sardar Vallabhbhai Patel in unification in India

❖ **REFERENCES:**

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

❖ **MANDATORY CO-CURRICULAR ACTIVITY:**

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

❖ **SUGGESTED CO-CURRICULAR ACTIVITIES**

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

D.K.GOV'T. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
SEM-I –ANCIENT INDIAN HISTORY AND CULTURE
QUESTION PAPER PATTERN FOR CONTINUAS INTERNAL ASSESEMENT (CIA)
INTERNAL-1 (MID-1)

S.NO	TYPE OF QUESTIONS	NUMBER OF QUESTIONS GIVEN	NUMBER OF QUESTIONS TO BE ANSWERED	MARKS ALLOTTED TO EACH QUESTION	TOTAL MARKS
1	SECTION-1 OBJECTIVE TYPE QUESTIONS	10	10	1/2	5
2	SECTION-2 SHORT ANSWER QUESTIONS	7	5	2	10
3	SECTION-3 ESSAY TYPE QUESTIONS	2	1	5	5
	TOTAL				20

INTERNAL-2 (MID-2)

S.NO	TYPE OF QUESTIONS	NO. OF QUESTIONS GIVEN	NO. OF QUESTIONS TO BE ANSWERED	MARKS ALLOTTED TO EACH QUESTION	TOTAL MARKS
1	SECTION-1 SHORT ANSWER QUESTIONS	7	5	2	10
2	SECTION-2 ESSAY TYPE QUESTIONS	2	1	5	5
	TOTAL				15

The continuous internal assessment co-curricular and extracurricular) has been divided into 3 categories as given below

S.NO	TYPE OF ASSESSMENT	WEIGHTAGE ASSIGNED
1	ASSIGNMENT	5
2	PROJECT WORK/ SEMINAR	5
3	EXTRA-CURRICULAR ACTIVITIES LIKE CLEANING, GREENING, AND ATTENDANCE	5
		15

The marks obtained by the student for 50 marks (total of two mid exams for 35, extracurricular activities for 15 marks) need to be scaled down to 10 marks

HISTORY SEM-III BLUEPRINT

S.No.	Unit	5 Marks Questions	10 Marks Questions
1.	1	01	02
2.	2	02	02
3.	3	02	02
4.	4	02	02
5.	5	01	02
	TOTAL	08	10

AUTONOMOUS QUESTION PAPER PATTERN CONTINUOUS INTERNAL ASSESSMENT (CIA)

ASSESSMENT 70+30 PATTERN

INTERNAL ASSESSMENT

30 MARK-TWO INTERNALS – 30 MARKS EACH.

❖ CO-CURRICULAR-ACTIVITIES (15MARKS)

Assignments: 05 marks

Seminars/VIVA/Quiz/group discussion/ PPT/Field Visit/ Study Project/Map pointing/ Paper clippings:05 marks

Extracurricular activities -05 marks (Cleaning, Greening, and Attendance

❖ WRITTEN EXAM – (20 MARKS)

Internal Examination pattern:

Part – A Consists of 10 questions – Should answer 10-Each question carries 1/2marks (10x1/2=05)

Part – B Consists of 7 questions – Should answer 5 – Each carries 02 marks (5x2=10)

Part--C Consists of 2 questions-should answer any 1-each question carries 5 marks (1x5=05)

❖ EXTERNAL EXAMINATION – 70 MARKS

The question paper includes Part-A and Part-B

Part – A

– 20 Marks-Includes 8 questions – Each question carries 4 marks – Should answer any 5 questions (5 x 4 = 20)

Part – B

50 Marks-Includes 5 questions with internal Choice – Each question carries 10 Marks. Should Answer 5 Questions. (5 x 10 = 50)

MODEL QUESTION PAPER
D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
SECOND YEAR – THIRD SEMESTER
HISTORY

Paper – III – MODERN INDIAN HISTORY & CULTURE (1764-1947 A. D)

TIME: 3 HOURS

MAX MARKS: 70

PART – A

Answer any five of the following questions.

Each question carries 4 marks.

5x4=20

1. Subsidiary alliance
2. Jyotibha Phule
3. Moderates
4. Safety value theory
5. Vande Mataram movement
6. Subhash Chandra Bose
7. Muslim League
8. Sardar Vallabhai Patel

PART – B

Answer all the following questions.

Each question carries 10 marks.

5x10=50

9. A. Explain the policies of East India Company.

(or)

B. Elucidate causes for the outbreak of 1857 revolt.

10. A. Estimate the socio-religious movements of 19th- 20th century.

(or)

B. Explain the contribution of Narayan Guru, Periyar and Dr. B. R. Ambedkar towards self-respect.

11. A. Evaluate the policies of Lord Rippon in Crown's administration.

(or)

B. Explain the importance of home Rule movement.

12. A. Evaluate the Non-cooperative movement in the freedom struggle.

(or)

B. Evaluate the role of revolutionaries in the freedom struggle.

13. A. Explain the growth of communalism in national movement.

(or)

B. Elucidate the integration of Princely states into Indian Union

APSHE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2020-2021
SEMESTER – IV

PAPER – IV (CORE PAPER)

DOMAIN SUBJECT: HISTORY

SEMESTER-WISE SYLLABUS UNDER CBCS II YEAR B.A.

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

❖ **LEARNING OUTCOMES:**

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

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

❖ **SYLLABUS**

Unit - 1

Andhra through 16th to 19th centuries: Evolution of Composite Culture- The Qutub Shahi of Golkonda –Administration, Society &Economy – Literature & Architecture; Advent of European and settlements in Andhra - Occupation of Northern Circars and Ceded Districts – Early revolts against the British

Unit – II

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

Unit – III

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

Unit – IV

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

Unit – V

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

REFERENCES:

- 1 H.K.Sherwani, History of the Kutub Shahi Dynasty
- 2 K. Sathyanarayana, A Study of the History and Culture of Andhras
- 3 B. Kesava Narayana, Political and Social Factors in Modern Andhra
- 4 K.V.Narayana Rao, The Emergence of Andhra Pradesh
- 5 M. Venkata Rangaiah, The Freedom Struggle in Andhra Pradesh
- 6 P.R.Rao, History of Modern Andhra
- 7 Sarojini Regani, Highlights of Freedom Movement
- 8 Sarojini Regani, ఆంధ్రలో స్వాతంత్ర్యోద్యమ చరిత్ర
- 9 V. Ramakrishna, Social Reform Movement in Andhra
- 1 B. Kesava Narayana, Modern Andhra & Hyderabad – 1858-1956 A.D.,
- 1 K. Koti Reddy, History of Modern Andhra, Telugu Academy,
- 1 Hyderabad

❖ **MANDATORY CO-CURRICULAR ACTIVITY:**

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

❖ **SUGGESTED CO-CURRICULAR ACTIVITIES**

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

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2021 – 2022

SEMESTER – IV

PAPER – IV (CORE PAPER)

SEMESTER-WISE SYLLABUS UNDER CBCS II YEAR B.A.

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

CREDITS: 04

HOURS \ WEEK: 05

❖ **LEARNING OUTCOMES:**

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

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

❖ **SYLLABUS**

Unit - 1

- The Qutub Shahis of Golkonda –Administration, Society &Economy – Literature & Architecture; Advent of European and settlements in Andhra - Occupation of Northern Circars and Ceded Districts –Peasants and Tribal Revolts

Unit – II

Andhra under the crown: Administration – British Land Revenue System – Contribution of Sir Thomas Munroe & C. P. Brown

Unit – III

Social Reform & New Literary Movements: Kandukuri Veeresalingam, Raghupathi VenkataRathnam Naidu, Guruzada Apparao, Komarraju VenkataLaxmana Rao; New Literary Movements: RayaproluSubbarao, Viswanatha Sathyanarayana, Sri Sri

Unit – IV

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

Unit – V

Movement for separate Andhra State (1953) : Causes –Conflict between Coastal Andhra & Rayalaseema – Sri Bagh Pact – Martyrdom of Potti Sriramulu – Formation of separate Andhra State (1953); Movement for formation of Andhra Pradesh (1956): – States Reorganization Committee – Gentlemen’s Agreement – Formation of Andhra Pradesh

❖ REFERENCES:

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

❖ MANDATORY CO-CURRICULAR ACTIVITY:

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

❖ SUGGESTED CO-CURRICULAR ACTIVITIES56 NN5

- Students may be asked to identify families/ institutions/ personalities related to
- freedom struggle and prepare articles
- Assign students to write a note on the historical sites or buildings in their respective
- areas – thus taking teaching out of the classroom and in to the field, and creating opportunities for students to socialize with their own surroundings
- Student seminars
- Debates
- Viva voce interviews

D.K.GOV'T. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
SEM-I –ANCIENT INDIAN HISTORY AND CULTURE
QUESTION PAPER PATTERN FOR CONTINUAS INTERNAL ASSESEMENT (CIA)
INTERNAL-1 (MID-1)

S.NO	TYPE OF QUESTIONS	NUMBER OF QUESTIONS GIVEN	NUMBER OF QUESTIONS TO BE ANSWERED	MARKS ALLOTTED TO EACH QUESTION	TOTAL MARKS
1	SECTION-1 OBJECTIVE TYPE QUESTIONS	10	10	1/2	5
2	SECTION-2 SHORT ANSWER QUESTIONS	7	5	2	10
3	SECTION-3 ESSAY TYPE QUESTIONS	2	1	5	5
	TOTAL				20

INTERNAL-2 (MID-2)

S.NO	TYPE OF QUESTIONS	NO. OF QUESTIONS GIVEN	NO. OF QUESTIONS TO BE ANSWERED	MARKS ALLOTTED TO EACH QUESTION	TOTAL MARKS
1	SECTION-1 SHORT ANSWER QUESTIONS	7	5	2	10
2	SECTION-2 ESSAY TYPE QUESTIONS	2	1	5	5
	TOTAL				15

The continuous internal assessment co-curricular and extracurricular) has been divided into 3 categories as given below

S.NO	TYPE OF ASSESSMENT	WEIGHTAGE ASSIGNED
1	ASSIGNMENT	5
2	PROJECT WORK/ SEMINAR	5
3	EXTRA-CURRICULAR ACTIVITIES LIKE CLEANING, GREENING, AND ATTENDANCE	5
		15

The marks obtained by the student for 50 marks (total of two mid exams for 35, extracurricular activities for 15 marks) need to be scaled down to 10 marks

**HISTORY SEM-IV BLUEPRINT
PAPER-IV**

S.No.	Unit	5 Marks Questions	10 Marks Questions
1.	1	01	02
2.	2	02	02
3.	3	02	02
4.	4	02	02
5.	5	01	02
	TOTAL	08	10

AUTONOMOUS QUESTION PAPER PATTERN CONTINUOUS INTERNAL ASSESSMENT (CIA)

ASSESSMENT 70+30 PATTERN

INTERNAL ASSESSMENT – 30 MARK-TWO INTERNALS – 30 MARKS EACH.

I CO-CURRICULAR-ACTIVITIES (15MARKS)

- **Assignments: 05 marks**
- **Seminars/VIVA/Quiz/group discussion/ PPT/Field Visit/ Study Project/Map pointing/ Paper clippings:05 marks**
- **Extracurricular activities -05 marks
(Cleaning, Greening and Attendance)**

II WRITTEN EXAM – (20 MARKS)

- **Internal pattern of exam:**

Part – A (05 marks)

Consists of 10 questions – Should answer 10-Each question carries 1/2marks ($10 \times 1/2 = 05$)

Part – B (10 marks)

Consists of 7 questions – Should answer 5 – Each carries 02 marks ($5 \times 2 = 10$)

Part-C (5marks)

Consists 2 questions-should answer any 1-each question carries 5 marks ($1 \times 5 = 05$)

III EXTERNAL EXAMINATION – 70 MARKS

Question paper includes Part-A and Part-B

Part – A – 20 Marks

Includes 8 questions – Each question carries 4 marks – Should answer 5
($5 \times 4 = 20$ Marks)

Part – B – 50 Marks

- Includes 5 questions with internal Choice – Each questions carries 10 Marks
- Should Answer 5 Questions. ($5 \times 10 = 50$ Marks)

MODEL QUESTION PAPER
D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
SECOND YEAR – FOURTH SEMESTER
HISTORY
PAPER – IV –
Course 4: HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)
Time: 3 Hours **Max Marks: 70**

PART – A

answer any five of the following questions. each question carries 4 marks. 5x4=20

1. Muhammad Qutub shah
2. European settlements in Andhra
3. Ryotwari system
4. C. P. Brown
5. Gurajada appa Rao
6. Sri Sri
7. Alluri Sitaram Raju
8. Sri Bagh pact

PART - B

answer any five of the following questions. each question carries 4 marks. 5x4=20

1. a. Explain the administration of Qutub shahis of Golconda
or
b. how did the east India company annex the northern circars into their empire.
2. a. Give an account of various hard revenue settlements introduced by east India company in Andhra
or
b. critically Examine the impact of the industrial revolution on the Indian economy.
3. a. Explain the contribution of social reform movements of Andhra
or
b. Give an account of various new literary movements of Andhra
4. a. Examine the non-cooperation movement effect in Andhra
or
b. Describe the civil disobedience movement of Andhra
5. a. Evaluate the formation of the Andhra state in 1953.
or
b. Estimate the formation of Andhra Pradesh in 195

APSHE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2020-2021
SEMESTER – IV
PAPER – V (CORE PAPER)
DOMAIN SUBJECT: HISTORY

SEMESTER-WISE SYLLABUS UNDER CBCS II YEAR B.A.
Course 5: HISTORY OF MODERN WORLD (From 15th Cent. AD to 1945 AD)

CREDITS: 04
HOURS/WEEK: 05

❖ **LEARNING OUTCOMES:**

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

❖ **SYLLABUS:**

Unit - 1

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

Unit – II

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

Unit – III

Unification of Italy; Unification of Germany

Unit - IV

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

Unit - V

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

REFERENCES:

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

MANDATORY CO-CURRICULAR ACTIVITY:

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

SUGGESTED CO-CURRICULAR ACTIVITIES:

@ Watch movies related to the topics in the e-class room

@ Organize guest lectures

@ Publication of college-level magazine by encouraging students to write articles on contemporary history of Europe

@ Viva voce interviews

@ Quiz Programmes

@ Examinations (Scheduled and surprise tests)

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2020– 2021
SEMESTER – IV
PAPER – V (CORE PAPER)
SEMESTER-WISE SYLLABUS UNDER CBCS II YEAR B.A.
Course 4: Course 5: HISTORY OF MODERN WORLD (From 15th Cent. AD to 1945 AD)
CREDITS: 04
HOURS \ WEEK: 05

❖ **LEARNING OUTCOMES:**

- After successful completion of this course, the student will be able to:
- Demonstrate advanced factual knowledge of world histories, politics, and cultures
- Assess and appraise the developments in art, literature, and society during the Renaissance and utilize content knowledge of the Reformation and Counter Reformation to make predictions about the evolution of Christianity in Europe and Abroad →
- Evaluate the causes for the Glorious Revolution and American Revolution and identify the background for the evolution of human rights movement →
- Understand the main events of the French Revolution and its significance in the shift in European culture from Enlightenment to Romanticism →
- Visualize where places are in relation to one another through map pointing

❖ **SYLLABUS:**

Unit - 1

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

Unit – II

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

Unit – III

Unification of Italy; Unification of Germany

Unit - IV

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

Unit - V

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

❖ REFERENCES:

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

❖ MANDATORY CO-CURRICULAR ACTIVITY:

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

❖ SUGGESTED CO-CURRICULAR ACTIVITIES:

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

D.K.GOV'T. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
SEM-I –ANCIENT INDIAN HISTORY AND CULTURE
QUESTION PAPER PATTERN FOR CONTINUAS INTERNAL ASSESEMENT (CIA)
INTERNAL-1 (MID-1)

S.NO	TYPE OF QUESTIONS	NUMBER OF QUESTIONS GIVEN	NUMBER OF QUESTIONS TO BE ANSWERED	MARKS ALLOTTED TO EACH QUESTION	TOTAL MARKS
1	SECTION-1 OBJECTIVE TYPE QUESTIONS	10	10	1/2	5
2	SECTION-2 SHORT ANSWER QUESTIONS	7	5	2	10
3	SECTION-3 ESSAY TYPE QUESTIONS	2	1	5	5
	TOTAL				20

INTERNAL-2 (MID-2)

S.NO	TYPE OF QUESTIONS	NO. OF QUESTIONS GIVEN	NO. OF QUESTIONS TO BE ANSWERED	MARKS ALLOTTED TO EACH QUESTION	TOTAL MARKS
1	SECTION-1 SHORT ANSWER QUESTIONS	7	5	2	10
2	SECTION-2 ESSAY TYPE QUESTIONS	2	1	5	5
	TOTAL				15

The continuous internal assessment co-curricular and extracurricular) has been divided into 3 categories as given below

S.NO	TYPE OF ASSESSMENT	WEIGHTAGE ASSIGNED
1	ASSIGNMENT	5
2	PROJECT WORK/ SEMINAR	5
3	EXTRA-CURRICULAR ACTIVITIES LIKE CLEANING, GREENING, AND ATTENDANCE	5
		15

The marks obtained by the student for 50 marks (total of two mid exams for 35, extracurricular activities for 15 marks) need to be scaled down to 10 marks

HISTORY SEM-IV PAPER-V
BLUEPRINT

S.No.	Unit	5 Marks Questions	10 Marks Questions
1.	1	01	02
2.	2	02	02
3.	3	02	02
4.	4	02	02
5.	5	01	02
	TOTAL	08	10

AUTONOMOUS QUESTION PAPER PATTERN CONTINUOUS INTERNAL ASSESMENT (CIA)

ASSESSMENT 70+30 PATTERN

INTERNAL ASSESMENT – 30 MARK-TWO INTERNALS – 30 MARKS EACH.

I CO-CURRICULAR-ACTIVITIES (15MARKS)

- **Assignments: 05 marks**
- **Seminars/VIVA/Quiz/group discussion/ PPT/Field Visit/ Study Project/Map pointing/ Paper clippings:05 marks**
- **Extracurricular activities -05 marks
(Cleaning, Greening and Attendance)**

II WRITTEN EXAM – (20 MARKS)

- **Internal pattern of exam:**

Part – A (05 marks)

Consists of 10 questions – Should answer 10-Each question carries 1/2marks ($10 \times 1/2 = 05$)

Part – B (10 marks)

Consists of 7 questions – Should answer 5 – Each carries 02 marks ($5 \times 2 = 10$)

Part-C (5marks)

Consists 2 questions-should answer any 1-each question carries 5 marks ($1 \times 5 = 05$)

III EXTERNAL EXAMINATION – 70 MARKS

Question paper includes Part-A and Part-B

Part – A – 20 Marks

Includes 8 questions – Each question carries 4 marks – Should answer 5
($5 \times 4 = 20$ Marks)

Part – B – 50 Marks

- Includes 5 questions with internal Choice – Each questions carries 10 Marks
- Should Answer 5 Questions. ($5 \times 10 = 50$ Marks)

MODEL QUESTION PAPER
D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
SECOND YEAR – FOURTH SEMESTER
HISTORY-PAPER – V

PAPER TITLE: HISTORY OF MODERN WORLD (FROM 15TH CE AD TO 1945AD)

Time:3h

Max Marks:70

PART-A

Answer any FIVE of the following questions

Each question carries FOUR marks

5x4=20

- 1. Martin Luther king**
- 2. Boston Tea Party**
- 3. Joseph Mazzini**
- 4. Blood and Iran policy**
- 5. Tsar Alexander-II**
- 6. Archduke Ferdinand**
- 7. Atlantic Charter**
- 8. UNO**

PART-B

Answer any FIVE of the following questions

Each question carries TEN marks

5x10=50

- 9. (a) Explain the causes of the Reformation in Europe**
(Or)
(b) Describe the course of the war of American Independence
- 10. (a) Role of Count Cavour in Italy's Unification**
(Or)
(b) Write a brief note on Blood and the policy of Bismarck
- 11. (a) Estimate the Services of Lenin in the Russian Revolution**
(Or)
(b) Write about the Stalin Reforms to Modern Russia
- 12. (a) Explain What are the factors that led to the First world war**
(Or)
(b) Give a brief note on the origin of the League of the Nations
- 13. (a) Describe the causes of the second world war**
(Or)
(b) What are the Aims and challenges of UNO?

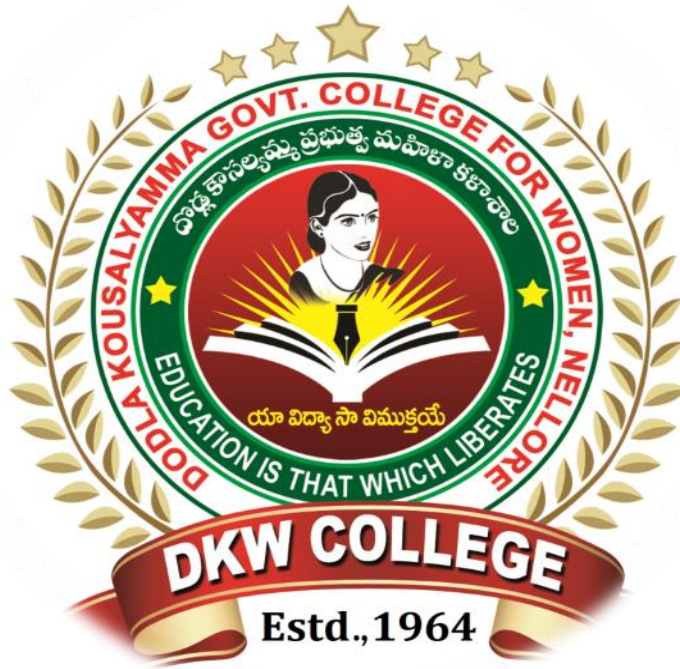
D.K. GOVT COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
MODIFICATIONS AND JUSTIFICATIONS
SEMESTER-III PAPER-III
2022-2023
JUSTIFICATION

S.NO	SEM/PAPER	TOPIC	MODIFICATIONS	JUSTIFICATION	REMARKS
1.	SEM-III/ PAPER-III Unit-III	Revolutionary movement	Removed	To Reduce the heavy syllabus	Students are struggling a lot with huge syllabus in III
2.	Unit V	Muslim League and the Growth of communalism	Deleted	To Reduce the Heavy syllabus	semesters/ for the benefit of the students we made some modifications

MODIFICATIONS AND JUSTIFICATIONS
SEMESTER-IV PAPER-IV
2022-2023
JUSTIFICATION

S.NO	SEM/PAPER	TOPIC	MODIFICATIONS	JUSTIFICATION	REMARKS
3	Unit-IV	Alluri sitarama Raju	Removed	This is a Repeated topic its already mentioned in the same unit	We made some modifications for the benefit of the student
4.	Unit-V	Andhra Mahasabha/ Vishalndhra mahasabha	Deleted	To Reduce the heavy syllabus	Two units syllabus framed in one unit
2.	SEM IV PAPER V	No Modifications	Nil	Nil	----

D.K. GOVT COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
GOOGLE ONLINE MEET
BOARD OF STUDIES
2022-2023
SEMESTER-V
SKILL ENHANCEMENT COURSE (SEC)
TOURISM AND HOSPITALITY SERVICES



D.K. GOVT COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
GOOGLE ONLINE MEET
BOARD OF STUDIES
2022-2023
SEMESTER-V
SKILL ENHANCEMENT COURSE (SEC)
TOURISM GUIDANCE AND OPERATING SKILLS

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
BOARD OF STUDIES
MINUTES OF THE MEETING

The Board of studies of History Meeting was held on 25th August 2022 at 11:00 AM online and offline through Google meet in History Department, D.K. Govt. College for Women (A), Nellore. The Board Members have discussed the agenda points given below.

AGENDA:

12. Approval of History syllabi for I, II, III & IV semesters for the academic year 2022-2023 as per APSHE's new syllabus.
13. Approval for the implementation of V and VI semesters w.e.f. 2022 – 23.
14. Blueprint and question paper pattern.
15. Model Question Paper.
16. External and Internal scheme of examination.
17. List of a panel of examiners.
18. Any other related issue.
19. Approval of External question paper model for 70 marks external with the division of marks i.e., Part - A contains 5 marks and Part - B contains 10 marks questions for all semesters.
20. Approval of Internal Assessment in CIA Pattern. `
21. To review the course papers for the I, II, III, and IV semesters.
22. Any other Issue.

PROCEEDINGS

The chairperson of the History Department welcomed the members of the Board of Studies (BOS). The chairperson introduced and explained the agenda of the meeting. The Board of studies members discussed the syllabi of the History course for I, II, III, IV, V & semesters for the academic year 2022 – as per APSCHE's new syllabus. Welcome address and opening remarks & resolutions have been taken by the BOS Members. At last, the chairperson thanked each one of them for sparing their valuable time to attend the BOS meeting.

DISCUSSION:

The BOS members have made brainstormed discussions & interactions among themselves after the discussion and suggestions were incorporated appropriately into the curriculum and syllabi.

4. Board of studies members discussed & reviewed the syllabus for I, II, III & IV semesters & also discussed the Skill Enhanced Course-Tourism and Hospitality services and Tourism Guidance and operating services for V & VI semesters.
5. Chairperson explained the New CIA Pattern for Internal evaluation, Blueprint, and Question paper pattern for all semesters. External question paper model for 70 marks external with the division of marks i.e., Part - A contains 5 marks and Part - B contains 10 marks questions for all semesters.
6. Discussed Internal assessment is for 05 marks with the division of marks i.e., Group Discussion /Quiz / Seminars /Study Projects / Case study /Collection of Coins / Paper cuttings related to the Subject /Viva / Map pointing. Internal Assessment For (05) marks with Assignments. Internal Assessment for (05) marks with extracurricular activities i.e., Clean, and Green and Attendance.
Second Internal Examination for (20) marks need to be scaled down to (15) marks
4. The marks obtained by the student for (50) marks (total of two Internals for (35) need to scale down to 30 marks: Extracurricular activities for (15) marks) need to be scaled down to 10 marks. The best of two Internal marks should be taken as an Internal Assessment.
7. Members Dr. M. Madhusudan Rao and Sri M. Bhaskar Rao discussed the History syllabus of V and VI semesters in the meeting in APSHE syllabi. The changes are as follows:
Unit – I: 'Curzon' shifted to unit-III with its relevance in that unit.
Unit – II: 'Causes for the growth of Nationalism' is changed to 'Growth of Nationalism'
8. Members Dr. M. Madhusudan Rao and Sri M. Bhaskar Rao discussed the implementation of APSHE syllabus of the IV

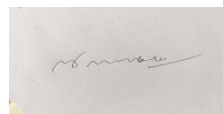
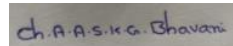
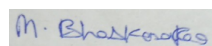
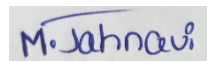
THE MEETING OF THE BOARD MEMBERS RESOLVED THE FOLLOWING:

13. It has been resolved to follow the history syllabi for the I, II, III, and IV semesters for the academic years 2022-2023 as per APSHE's new syllabus.
14. It has been resolved to follow the History syllabi for V and VI semesters with few changes for the academic year 2022-23 as per APSHE's new syllabus
15. It has been Resolved to implement Tourism and Hospitality services and Tourism Guidance and operating skills (skill Enhancement Course) as the syllabus for V and VI semesters per the APSCHE Guidelines.
16. It has been Resolved to follow the CIA pattern for Internal evaluation for I, II, III, and IV semesters.
17. It is resolved that the first internal should be conducted with the co-curricular activities for 10 marks, extracurricular activities for 05 marks and the written exam for 20 marks. The second Internal Examination for (20) marks need to be scaled down to (15) marks
18. It has been resolved to follow the 70+30 Pattern. Two Internals for 30 marks each and 70 marks for externals. Best of two Internals should be taken as Internal Assessment
19. It is resolved that the question paper model is finalized for the I, II, III & IV semesters and for the V and VI Semesters external examinations with division marks of 70. It is resolved that the external question paper consists of two parts i.e., Part-A consists of 5 marks, and Part- B consists of 10 marks.
20. It is resolved that the internal should be conducted with the co-curricular activities for 10 marks and written exam for 20 marks for V and VI semesters.
21. It is resolved that the best of two internals should be taken as an internal assessment.
22. It is resolved that the question paper pattern for final-year students in V and VI semesters 70 + 30 pattern will be implemented.
23. It is resolved that the external question paper consists of two parts, Part-A consists of 5 marks Part -B consists of 10 marks.
24. It is resolved that 10 marks allotted to internal assessment in SDC and LSC and 40 marks for external.

VOTE OF THANKS:

The Board of studies meeting was completed at 1:00 PM. The chairperson thanked each one of them for sparing their valuable time to attend the end BOS meeting.

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
COMPOSITION OF BOARD OF STUDIES

S.NO.	NAME	POSITION	SIGNATURE
1.	Smt. S. FATHIMUNNISA BEGUM, In-Charge of Department of History D. K. Govt. College for Women (A), Nellore Mobile No: 9440263683 Email: fathima94402@gmail.com	Chairperson	
2.	Sri. M.MADHUSUDHAN RAO Lecturer in History Sri YRK&K Govt Degree College Kovur, Nellore (Dt) Mobile: 9440874502 Email: mapbhavais@gmail.com	University Nominee	
3.	Smt. CH.A.A.S.K.G. BHAVANI Lecturer In History, M.R. Govt. Sanskrit College Vizianagaram. Mobile No: 9492617718 Email: chukkagangabhavani@gmail.com	Subject Expert	
4.	Sri. M. BHASKAR RAO Lecturer in History Govt. College for Women (A), Guntur Mobile No: 9703048799 Email: merigabhaskara@gmail.Com	Subject Expert	
6.	Dr.K. SRAVANA KUMAR Lecturer in History D. K. Govt. College for Women(A) Nellore. Mobile No:9989594694 Email: Sravana.jb@gmail.com	Member	
7.	O. RAMASUBBA REDDY Assistant Director Archaeology Museum, Nellore Mobile No: 9703410259 Email: adnlrarc@gmail.com	Representative from Industry	
8.	M. JAHNAVI M.A. in History SV University, Tirupati, Chittoor (Dt) Mobile No: 7671822454	Alumnus	

Signature of the Principal

Andhra Pradesh State Council of Higher Education
Structure of B.A. HISTORY Syllabus under CBCS
w.e.f. 2015-2016 (Revised in April 2016)

Table-1:

Semester	Paper	Title
Semester-I (Core)	I	Ancient Indian History & culture (from earliest times to 600 A.D.)
Semester-II (Core)	II	Early Medieval Indian History & Culture (600 A.D. to 1526 A.D.)
Semester-III (Core)	III	Late Medieval & Colonial History of India (1526 of 1857 A.D.)
Semester-IV (Core)	IV	Social Reform Movement & Freedom Struggle (1820s to 1947 A.D.)
Semester-V (Core)	V	Age of Rationalism and Humanism The World Between 15 th & 18 th Centuries
Semester-V (Core)	VI	History & Culture of Andhra Desa (from 12 th to 19 th Century A.D.)
Semester-VI Elective – 1	VII-A	History of Modern Europe (from 19 th Century to 1945 A.D.)
Semester-VI Elective – 2	VII-B	History of East Asia (from 19 th Century A.D. to 1950 A.D.)
Semester-VI Elective – 3	VII-C	Contemporary History of the World (1945 to Circa 2000 A.D.)
Semester-VI Elective – 4	VII-D	Basics of Journalism
Semester-VI Elective – 5	VII-E	Historical Application in Tourism
Semester-VI Elective – 6	VII-F	Modern Techniques in Archaeology
Semester-VI Cluster Electives Elective – 1	VIII-A-1	Cultural Tourism in Andhra Pradesh
Elective – 2	VIII-A-2	Popular Movements in Andhra Desa (1848 to 1956 A.D.)
Elective – 3	VIII-A-3	Contemporary History of Andhra Pradesh (1956-2014)

APSCHE Structure of B.A. History Syllabus under CBCS 2015-2016

SI No	Sem	Pape r	Name of Paper	Nature	Hours/ Week	Cred its	Marks		
							Mid Sem	Sem End	
1.	I	I	Ancient Indian History & culture (From earliest times to 600 A.D.)	Core	5	4	30	70	
2.	II	II	Early Medieval Indian History & Culture (600 A.D. to 1526 A.D.)	Core	5	4	30	70	
3.	III	III	Late Medieval & Colonial History of India (1526 to 1857 A.D.)	Core	5	4	30	70	
4.	IV	IV	Social Reform Movement & Freedom Struggle (1820s to 1947 A.D.)	Core	5	4	30	70	
5.	V	V	Age of Rationalism and Humanism The world Between 15 th & 18 th Centuries	Core	5	4	30	70	
6.		VI	History & Culture of Andhra Desa (from 12 th to 19 th century A.D.)	Core	5	4	30	70	
7.	VI	VII-(A)	History of Modern Europe (from 19 th Century to 1945 A.D.)	E1	5	4	30	70	
		VII-(B)	History of East Asia (from 19 th Century A.D. to 1950 A.D.)						
		VII-(C)	Contemporary History of the World (1945 to Circa 2000 A.D.)						
		VII-(D)	Basics of Journalism						
		VII-(E)	Historical Application in Tourism						
		VII-(F)	Modern Techniques in Archaeology						
8		VIII-A-1	Cultural Tourism in Andhra Pradesh	C1E1 (3)	5	4	30	70	
		VIII-A-2	Popular Movements in Andhra Desa (1848 to 1956 A.D.)						
		VIII-A-3	Contemporary History of Andhra Pradesh (1956-2014)						
			TOTAL				32	240	560

APSCHE
STRUCTURE OF SEC HISTORY SYLLABUS 2020-2021
SEMESTER V
SKILL ENHANCEMENT COURSES FOR SEMESTER V

SNO	COURSE NUMBER	SEMESTER	COURSE	NAME OF THE COURSE	HOURS/WEEK	CREDITS	MARKS	
							MID SEM	SEM END
1	6B	V	V	TOURISM AND HOSPITALITY SERVICES	5	4	25	75
2	7B	V	V	TOURISM GUIDANCE AND OPERATING SKILLS	5	4	25	75
				TOTAL	10	08	50	150

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
STRUCTURE OF HISTORY SYLLABUS 2022 – 23
SEMESTER V
SKILL ENHANCEMENT COURSES FOR SEMESTER V

SNO	Course Number	Semester	Course	NAME OF THE COURSE	HOURS/WEEK	CREDITS	MARKS	
							MID SEM	SEM END
1	6B	V	V	TOURISM AND HOSPITALITY SERVICES	5	4	30	70
2	7B	V	V	TOURISM GUIDANCE AND OPERATING SKILLS	5	4	30	70
				TOTAL	10	08	60	140

APSCHE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2021-2022
SEMESTER – V
PAPER – V (CORE PAPER)
DOMAIN SUBJECT: HISTORY
TOURISM AND HOSPITALITY SERVICES (SKILL ENHANCEMENT COURSE)
CREDITS: 04
HOURS/WEEK: 05

❖ **LEARNING OUTCOMES:**

- Students after successful completion of the course will be able to:
- Understand hospitality as a career
- Inculcate interpersonal skills
- Develop the ability for multitasking and crisis management
- Understands the spirit of teamwork
- Acknowledge the importance of guest service and satisfaction

❖ **SYLLABUS**

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

Unit: 1

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

Unit: 2

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

Unit: 3

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

Unit: 4

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

Unit: 5

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

References:

1. Marketing for Tourism and Hospitality, Philip Kotler, Bowens and James Makens, Pearson Pub, New Delhi, 2010
2. Soft Sills for Hospitality, Amitabh Devendra, Oxford Higher Edn, 2015
3. The Indian Hospitality Industry: Dynamics and Future Trends, Ed: Sandeep Munjal, Sudhanshu Bhushan, CRC Press, 2017
1. Hotel Front Office: Operation and Management, Jatashankar Tewari, Oxford Higher Edn,2016
2. www.ilo.org
3. <https://riginstitute.com>
7. nitahm.ac.in 8. web sources as suggested by teacher/librarian

CO-CURRICULAR ACTIVITIES:

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

1) For Teacher:

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

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

3) Suggested Fieldwork/Project work Format:

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

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

5. Unit Tests/Internal Examinations b)

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

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2021-2022
SEMESTER – V

PAPER – V (CORE PAPER)

6B:TOURISM AND HOSPITALITY SERVICES (SKILL ENHANCEMENT COURSE)

CREDITS: 04

HOURS/WEEK: 05

❖ **LEARNING OUTCOMES:**

- Students after successful completion of the course will be able to:
- Understand hospitality as a career
- Inculcate interpersonal skills
- Develop the ability for multitasking and crisis management
- Understands the spirit of teamwork
- Acknowledge the importance of guest service and satisfaction

❖ **SYLLABUS**

- (Hours: Teaching: 60, Skills Training: others including unit tests. -10 Total: 70)

Unit: I

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

Unit: II

History and tourism--Heritage Tourism- heritage sites, and Archaeological sites--- Role of Archaeological Survey of India(ASI) and ASI sites and World heritage sites in India - Major tourist spots in AP – Gandikota, Nagarjunakonda, Salihundam, Konaseema

Unit: III

Characteristics of the Hospitality Industry - Types of Hospitality jobs – Hotel Management- manager- Hotel Receptionist, Restaurant Manager, Catering Assistant, Executive Chef etc - Concepts of Atithi Devo Bhavaha - Types of hotels in India

Unit: IV

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

Unit: V

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

❖ **REFERENCES:**

1. Marketing for Tourism and Hospitality, Philip Kotler, Bowens and James Makens, Pearson Pub, New Delhi, 2010
2. Soft Sills for Hospitality, Amitabh Devendra, Oxford Higher Edn, 2015
3. The Indian Hospitality Industry: Dynamics and Future Trends, Ed: Sandeep Munjal, Su dhanshu Bhushan, CRC Press, 2017
6. Hotel Front Office: Operation and Management, Jatashankar Tewari, Oxford Higher Edn,2016
7. www.ilo.org
8. <https://riginstitute.com>
7. nitahm.ac.in 8. web sources as suggested by teacher/librarian

❖ **CO-CURRICULAR ACTIVITIES:**

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

9. For Teacher:

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

10. For Student:

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

11. Suggested Fieldwork/Project work Format:

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

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

Unit Tests/Internal Examinations

❖ **SUGGESTED CO-CURRICULAR ACTIVITIES**

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

HISTORY SEM-V BLUEPRINT

S.No.	Unit	4 Marks Questions	10 Marks Questions
1.	1	01	02
2.	2	02	02
3.	3	02	02
4.	4	02	02
5.	5	01	02
	TOTAL	08	10

AUTONOMOUS QUESTION PAPER PATTERN

***ASSESSMENT 70+30 PATTERN**

INTERNAL ASSESSMENT – 30 MARKS

TWO INTERNALS – 30 MARKS EACH.

- **WRITTEN EXAM – 20 MARKS**

- Seminars/VIVA/Quiz/Assignments/group discussion/ PPT/Field Visit/ Study Project/Map pointing/ Paper clippings – **10 marks**

- **INTERNAL PATTERN OF EXAM:**

- Part – A Consists of 3 questions – Should answer 2 – Each carries 5 marks
- Part – B Consists of 2 questions – Should answer 1 – Each carries 10 marks

- **EXTERNAL EXAMINATION – 70 MARKS**

- Question paper includes Part-A and Part-B

Part – A – 20 Marks

Includes 8 questions – Each question carries 4 marks – Should answer 5
(5 x 4 = 20 Marks)

Part – B – 50 Marks

- Includes 5 questions with internal Choice – Each questions carries 10 Marks
- Should Answer 5 Questions. (5 x 10 = 50 Marks)

MODEL QUESTION PAPER
D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
THIRD YEAR – V- SEMESTER
HISTORY-PAPER – V –
TOURISM AND HOSPITALITY SERVICES

TIME: 3 HOURS

MAX MARKS: 70

PART – A

Answer any five of the following. Each question carries 5marks (5X4=20)

- | | |
|-----------------------------|---------------------------|
| 1. Tourism – definition | 2. Define excursionist |
| 3. Trekking | 4. Heritage site – Konark |
| 5. define museum | 6. Mahasivaratri |
| 7. Nelapattu Bird sanctuary | 8. Types of projects |

PART – B

answer any five of the following questions. each question carries 10 marks. (5x10=50)

9. a. Write the differences between tourists and excursionists

(or)

B. write about the scope of tourism

10. a. Explain the types of tourism

(or)

B. what is meant by adventure tourism

11. a. write about the heritage sites in India

(or)

B. how many types of museums are there? what are they?

12. a. what are the aims and objectives of APTDC

(or)

B. write about Andhra cuisine restaurants

13. a. explain the importance of research in tourism

(or)

B. what are the modalities of conducting tourism

APSCHE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2021-2022
SEMESTER – V
PAPER – V (CORE PAPER)
DOMAIN SUBJECT: HISTORY
7B: TOURISM GUIDANCE AND OPERATING SKILLS-
(SKILL ENHANCEMENT COURSE (ELECTIVE))
4 CREDITS
HOURS/WEEK:05

II. Learning Outcomes:

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

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

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

Unit: 1

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

Unit: 2

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

Unit: 3

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

Unit: 4

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

Unit: 5

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

III. References:

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

IV. Co-Curricular Activities:

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

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

2) **For Student:** Students shall individually choose and visit a local tourist place/monument such as a historical site, temple etc., and talk to local guides personally. Observe their functioning to gain experience, including suggestions for the improving the guidance. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

3) Suggested Fieldwork/Project work Format:

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

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

5) Unit Tests/Internal Examinations

❖ **SUGGESTED CO-CURRICULAR ACTIVITIES**

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

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
STRUCTURE OF BA HISTORY SYLLABUS UNDER CBCS W.E.F. 2021-2022
SEMESTER – V PAPER – V

7B: TOURISM GUIDANCE AND OPERATING SKILLS-(SKILL ENHANCEMENT COURSE)

CREDITS: 04

HOURS/WEEK: 05

❖ LEARNING OUTCOMES:

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

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

❖ SYLLABUS:

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

Unit: I

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

Unit: II

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

Unit: III

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

Unit: IV

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

Unit: V

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

❖ REFERENCES:

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

❖ CO-CURRICULAR ACTIVITIES:

A) MANDATORY: (*training of students in the related skills by the Lecturer, Total 10 Hours*)

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

7) For Student: Students shall individually choose and visit a local tourist place/monument such as a historical site, temple etc., and talk to local guides personally. Observe their functioning to gain experience, including suggestions for the improving the guidance. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

8) Suggested Fieldwork/Project work Format:

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

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

10) Unit Tests/Internal Examinations

❖ **SUGGESTED CO-CURRICULAR ACTIVITIES**

- Invited Lectures
- Hands on experience with the help of field experts.
- Debates on interesting topics
- Seminars, Group Discussions, Quiz, etc.
- Assignments
- Alumni Interactions
- Periodical interactions with Tour Managers

HISTORY SEM-V BLUEPRINT

S.No.	Unit	4 Marks Questions	10 Marks Questions
1.	1	01	02
2.	2	02	02
3.	3	02	02
4.	4	02	02
5.	5	01	02
	TOTAL	08	10

AUTONOMOUS QUESTION PAPER PATTERN

***Assessment 70+30 Pattern**

Internal Assessment – 30 Marks

Two Internals – 30 marks each.

- **Written Exam – 20 marks**
- Seminars/VIVA/Quiz/Assignments/group discussion/ PPT/Field Visit/ Study Project/Map pointing/ Paper clippings – **10 marks**
- **Internal pattern of exam:**
- Part – A Consists of 3 questions – Should answer 2 – Each carries 5 marks
- Part – B Consists of 2 questions – Should answer 1 – Each carries 10 marks

External Examination – 70 Marks

- Question paper includes Part-A and Part-B

Part – A – 20 Marks

Includes 8 questions – Each question carries 4 marks – Should answer 5
(5 x 4 = 20 Marks)

Part – B – 50 Marks

- Includes 5 questions with internal Choice – Each questions carries 10 Marks
- Should Answer 5 Questions. (5 x 10 = 50 Marks)

D.K.GOV.T. COLLEGE FOR WOMEN (A), NELLORE

DEPARTMENT OF HISTORY

MODEL QUESTION PAPER

SEMESTER – V

TOURISM GUIDANCE AND OPERATING SKILLS

Time:3hours

Max marks:70

PART – A

Answer any five of the following questions. Each question carries 4 marks.

5x4=20

1. Define tourism and its characters
2. What is meant by guidance in tourism
3. What are the duties of a guide
4. Write about the Quality of communication skills of a guide
5. Relationship maintained by the guide with tourists
6. Arrangement of transport to the tourists
7. Personal guest relationship management
8. What are the additional skills of adventure tours

PART - B

Answer any five of the following questions.
Each question carries 10 marks

10x5=50

9. (a) Explain the types of tour guidance and government regulations
or
(b) What is meant by guidance in tourism?
10. (a) Describe the types and characteristics of a guide
Or
(b) Briefly explain the types of guides
11. (a) Explain the techniques used by the guide under difficult circumstances
or
(b) What are the guiding techniques? Explain them
12. (a) Describe the knowledge of a guide on local security and route chart
Or
(b) Briefly explain about operating skills
13. (a) What are the measures taken by the guide to fulfill all the needs of tourists?
Or
(b) Discuss the Difference between Travel agent and tour operator

**D.K. GOVT.COLLEGE FOR WOMEN (A),
NELLORE
Re-accredited by NACC with A Grade
Recognized by UGC as
“College with Potential for Excellence”**



**BOARD OF STUDIES MEETING
DEPARTMENT OF HISTORY
LSCs and SDCs
25- 08 - 2022
GOOGLE ONLINE MEET**

**D. K. GOVT. COLLEGE FOR WOMEN (A),
NELLORE**

DEPARTMENT OF HISTORY

ANNEXURE – 1

BOS – SDC (2022–23)

SEMESTER – 1 (SDC)

TOURISM GUIDANCE

D. K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY

Annexure – 1

BOS – SDC (2022–23)

Semester – 1 (SDC) Tourism Guidance

INDEX

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3.		APSCHE course structure & D.K. Govt college course structure	4
4.		APSCHE -SDC -syllabus (Tourism Guidance)	5
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6.		Blueprint-Autonomous Question paper pattern	7
7.		SDC- Tourism Guidance-Model Question Paper	8

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
BOARD OF STUDIES
MINUTES OF THE MEETING

The Meeting of the Board of studies of the History was held on 25-08- 2022 at 11.00 PM through online mode (Google meet) in History Department, D.K. Govt. College for Women (A), Nellore. The Board Members have discussed the agenda given below.

AGENDA POINTS:

1. Approval of syllabus of (SDC) Tourism Guidance in Semester - 1 & (LSC) Indian Culture and Science in semester – II for all streams of UG first year students for the academic year 2022-2023.
2. Approval of question paper model - External for 40 marks and Internal for 10 marks
3. Approval of Question paper pattern:
Part - A contains 4 marks questions
Part - B contains 8 marks questions
4. Approval of Internal examination for 10 marks as formative assessment
5. Blueprint
6. Any other issue

DISCUSSION:

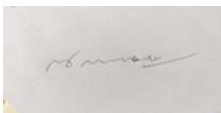
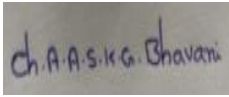
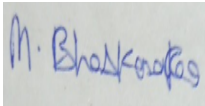
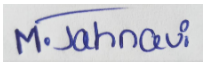
The BOS members had brainstorming discussion & interaction among themselves after discussion suggestions were incorporated appropriately in the curriculum and syllabi of SDC & LSC.

9. Board of studies members discussed & reviewed about the syllabus for SDCs and LSCs of II semesters & also discussed about the question paper pattern, blueprint, and modal question paper.
10. BOS members suggested to follow the APSHE syllabus for SDCs and LSCs

RESOLUTION:

25. It is resolved that the syllabi of SDCs and LSCs for I & II, semesters for the academic years 2021-2022 as per APSHE new syllabus.
26. It is resolved that the syllabi of SDCs and LSCs with no changes for the academic year 2021-22 as per APSHE new syllabus.
27. It is resolved that the question paper pattern 40 + 10 is implemented as per autonomous pattern.
28. It is resolved that the question paper model for SDCs and LSCs is finalized for I & II semesters external examination with division of marks 40 and Internal with the division of 10 marks.
29. It is resolved that external question paper consists of two parts i.e., Part-A consists of 4 marks, Part-B consists of 8 marks.
30. It is resolved that the internal should be conducted with the co-curricular activities\ Viva voce Interview for 10 marks.
31. It is resolved that 10 marks allotted to internal assessment in SDC and LSC and 40 marks for external

DEPARTMENT OF HISTORY
COMPOSITION OF BOARD OF STUDIES

S.NO.	NAME	POSITION	SIGNATURE
1.	Smt. S. FATHIMUNNISA BEGUM, In-Charge of Department of History D. K. Govt. College for Women (A), Nellore Mobile No: 9440263683 Email: fathima94402@gmail.com	Chairperson	
2.	Sri. M.MADHUSUDHAN RAO Lecturer in History Sri YRK&K Govt Degree College Kovur, Nellore (Dt) Mobile: 9440874502 Email: mapbhavais@gmail.com	University Nominee	
3.	Smt. CH.A.A.S.K.G. BHAVANI Lecturer In History, M.R. Govt. Sanskrit College Vizianagaram. Mobile No: 9492617718 Email: chukkagangabhavani@gmail.com	Subject Expert	
4.	Sri. M. BHASKAR RAO Lecturer in History Govt. College for Women (A), Guntur Mobile No: 9703048799 Email: merigabhaskara@gmail.Com	Subject Expert	
6.	Dr.K. SRAVANA KUMAR Lecturer in History D. K. Govt. College for Women(A) Nellore. Mobile No:9989594694 Email: Sravana.jb@gmail.com	Member	
7.	Sri GANGADHARA Assistant Director Archaeology Museum, Nellore Mobile No: 9703410259 Email: adnlrarc@gmail.com	Representative from Industry	
8.	M. JAHNAVI M.A. in History SV University, Tirupati, Chittoor (Dt) Mobile No: 7671822454	Alumnus	

Signature of the Principal

APSHE

Course Structure

Semester - I (SDC) Tourism Guidance
Semester – II (LSC) Indian Culture and Science

S. No.	Sem	Name of the paper	Nature	Hours/ Week	Total Hours	Credits	Marks
1.	I	Tourism Guidance	Skill development course	02	30	02	50
2.	II	Indian Culture and Science	Life skill course	02	30	02	50

D.K.Govt. College for women (A), Nellore
DEPARTMENT OF HISTORY
Course Structure
Semester - I (SDC) Tourism Guidance
Semester – II (LSC) Indian Culture and Science

S. No.	Sem	Name of the paper/Title	Hours /Week	Total Hours	Credits	Marks	
						Internal	External
1.	I	Skill Development course Tourism Guidance	02	30	02	10	40
2.	II	Life skills (LSC) Indian Culture and Science	02	30	02	10	40

Credits – 02
Hours/Week - 02

LEARNING OUTCOMES:

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

1. Understand the basic tourism aspects
2. Comprehend the requirements, role, and responsibilities of profession of a Tourist Guide
3. knowledge acquired in managing and guiding different groups in a tour
4. Explain importance of tourism and heritage

SYLLABUS

Unit I: (06 hrs)

Tourism – What is Tourism - Characteristics of Tourist Places - Guidance in Tourism Meaning of Guidance – Types of Tour Guidance - Government/Department Regulations

Unit II: (10 hrs)

Types of Guides – Characteristics of a Guide - Duties and Responsibilities of a Guide The Guiding Techniques -Guide's personality- Training Institutions - Licence. Leadership and Social Skills - Presentation and Communication Skills - Working with different age and linguistic groups - Working under difficult circumstances - Precautions at the site Relationship with Fellow Guides and Officials.

Unit III: (10 hrs)

Guest Relationship Management- Personal and Official - Arrangements to Tourists – Coordinating transport - VISA/Passport -Accident/Death -Handling Guests with Special Needs/ Different Abilities - Additional skills required for Special Adventure Tours - Knowledge of Local Security and Route Chart - Personal Hygiene and Grooming - Checklist - Code of Conduct

CO-CURRICULAR ACTIVITIES SUGGESTED: (04 HRS)

1. Assignments, Group discussion, Quiz etc.
2. Invited lecture/training by local tourism operators/expert/guides
3. Visit to local Tourism Department office and a tourist service office
4. Organization of college level short-duration tours to local tourist sites.

REFERENCE BOOKS:

1. Jagmohan Negi (2006); Travel Agency and Tour Operations, Kanishka Publishers, New Delhi
2. Mohinder Chand (2009); Travel Agency and Tour Operations: An Introductory Text, Anmol Publications Pvt. Limited, New
3. Pat Yale(1995); Business of Tour Operations, Longman Scientific & Technical, New Delhi
4. Websites on Tourism guidance.

TOURISM GUIDANCE

Credits – 02

Hours/Week - 02

LEARNING OUTCOMES

:

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

5. Understand the basic tourism aspects
6. Comprehend the requirements, role, and responsibilities of profession of a Tourist Guide
7. knowledge acquired in managing and guiding different groups in a tour
8. Explain importance of tourism and heritage

SYLLABUS

Unit I: (06 hrs)

Tourism – What is Tourism - Characteristics of Tourist Places - Guidance in Tourism Meaning of Guidance – Types of Tour Guidance - Government/Department Regulations

Unit II: (10 hrs)

Types of Guides – Characteristics of a Guide - Duties and Responsibilities of a Guide The Guiding Techniques -Guide's personality- Training Institutions - Licence. Leadership and Social Skills - Presentation and Communication Skills - Working with different age and linguistic groups - Working under difficult circumstances - Precautions at the site Relationship with Fellow Guides and Officials.

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D.K.GOV.T. COLLEGE FOR WOMEN (A), NELLORE

DEPARTMENT OF HISTORY

SEMESTER – I

SKILL DEVELOPMENT COURSES (SDC)

**TOURISM GUIDANCE
BLUEPRINT**

S.No.	Module	4 marks questions	8 Marks Questions
1.	1	02	01
2.	2	03	02
3.	3	03	02
	TOTAL	08	05

AUTONOMOUS QUESTION PAPER PATTERN

***Assessment for 50 marks**

- ❖ **Internal Assessment - 10 marks**
- ❖ **External Examination – 40 Marks**

External Question paper includes Part-A and Part - B

Part – A – 16 Marks

- Includes 8 questions – Each question carries 4 marks – Should answer any 4 questions
- (4X4 =16 Marks)

Part – B – 24 Marks

- Includes 5 questions – Each question carries 8 marks – Should answer any 3 questions
- (3X8 = 24 Marks)

Internal Assessment

Internal Assessment for 10 marks consists of Seminars (5) marks -Field visit reports (5) marks-

Assignments (5) marks -Quiz (5) marks

**SKILL DEVELOPMENT COURSES (SDC)
TOURISM GUIDANCE**

Time: 1 ½ hr. (90 Min)

Max Marks : 40

SECTION – A

Answer any four of the following questions.

Each question carries 4 marks

4x4=16

1. Define tourism and its characters
2. What is meant by guidance in tourism
3. What are the duties of a guide
4. Write about the Quality of communication skills of a guide
5. Relationship maintained by the guide with tourists
6. Arrangement of transport to the tourists
7. Personal guest relationship management
8. What are the additional skills of adventure tours

SECTION - B

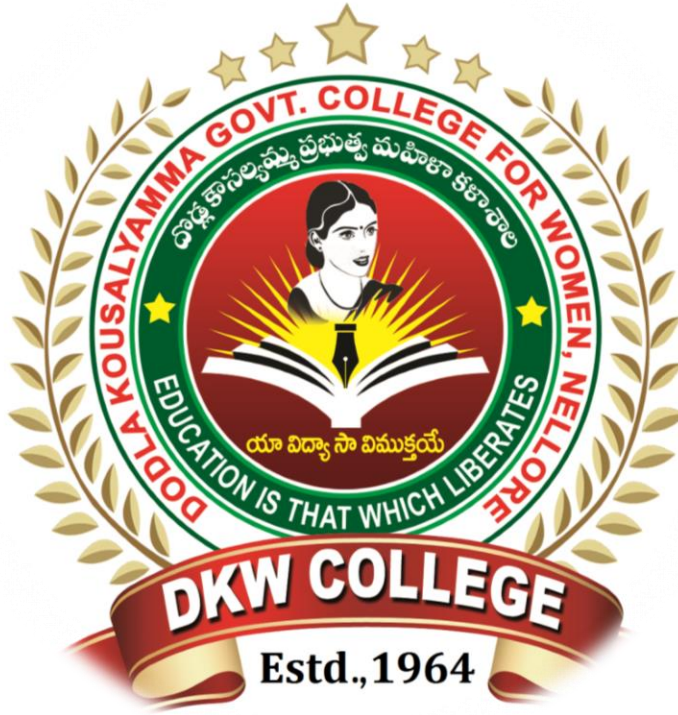
Answer any three of the following questions.

Each question carries 8 marks

3x8 =24

1. Explain the types of tour guidance and government regulations
2. Describe the types and characteristics of a guide
3. Explain the techniques used by the guide under difficult circumstances
4. Describe the knowledge of a guide on local security and route chart
5. What are the measures taken by the guide to fulfill all the needs of tourists

**D. K. GOVT. COLLEGE FOR WOMEN (A),
NELLORE
RE-ACCREDITED BY NACC WITH A
GRADE
RECOGNIZED BY UGC AS
“COLLEGE WITH POTENTIAL FOR
EXCELLENCE”**



**BOARD OF STUDIES MEETING
DEPARTMENT OF HISTORY
LSCs and SDCs
25- 08-2022
GOOGLE ONLINE MEET& OFFLINE**

**D. K. GOVT. COLLEGE FOR WOMEN (A),
NELLORE**

DEPARTMENT OF HISTORY

ANNEXURE – II

BOS – LSC (2021 – 22)

SEMESTER – II

LIFE SKILLS

Indian Culture and Science

D. K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
ANNEXURE – II
BOS – LSC (2021 – 22)
SEMESTER – II
INDIAN CULTURE AND SCIENCE
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6.		Blueprint-Autonomous Question paper pattern	7
7.		SDC- Tourism Guidance-Model Question Paper	8

D.K. GOVT. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
BOARD OF STUDIES
MINUTES OF THE MEETING

The Meeting of the Board of studies of the History was held on 25-08-2022 at 11.00 PM through online mode (Google meet) in History Department, D.K. Govt. College for Women (A), Nellore. The Board Members have discussed the agenda given below.

AGENDA POINTS:

7. Approval of syllabus of (SDC) Tourism Guidance in Semester - 1 & (LSC) Indian Culture and Science in semester – II for all streams of UG first year students for the academic year 2021-2022.
8. Approval of question paper model - External for 40 marks and Internal for 10 marks
9. Approval of Question paper pattern:
Part - A contains 4 marks questions
Part - B contains 8 marks questions
10. Approval of Internal examination for 10 marks as formative assessment
11. Blueprint
12. Any other issue

DISCUSSION:

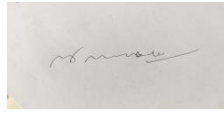
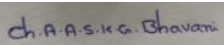
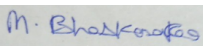
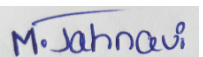
The BOS members had brainstorming discussion & interaction among themselves after discussion suggestions were incorporated appropriately in the curriculum and syllabi of SDC & LSC.

11. Board of studies members discussed & reviewed about the syllabus for SDCs and LSCs of II semesters & also discussed about the question paper pattern, blueprint, and modal question paper.
12. BOS members suggested to follow the APSHE syllabus for SDCs and LSCs

RESOLUTION:

32. It is resolved that the syllabi of SDCs and LSCs for I & II, semesters for the academic years 2021-2022 as per APSHE new syllabus.
33. It is resolved that the syllabi of SDCs and LSCs with no changes for the academic year 2021-22 as per APSHE new syllabus.
34. It is resolved that the question paper pattern 40 + 10 is implemented as per autonomous pattern.
35. It is resolved that the question paper model for SDCs and LSCs is finalized for I & II semesters external examination with division of marks 40 and Internal with the division of 10 marks.
36. It is resolved that external question paper consists of two parts i.e., Part-A consists of 4 marks, Part-B consists of 8 marks.
37. It is resolved that the internal should be conducted with the co-curricular activities\ Viva voce Interview for 10 marks.
38. It is resolved that 10 marks allotted to internal assessment in SDC and LSC and 40 marks
- 39.

DEPARTMENT OF HISTORY
COMPOSITION OF BOARD OF STUDIES

S.NO.	NAME	POSITION	SIGNATURE
1.	Smt. S. FATHIMUNNISA BEGUM, In-Charge of Department of History D. K. Govt. College for Women (A), Nellore Mobile No: 9440263683 Email: fathima94402@gmail.com	Chairperson	
2.	Sri. M.MADHUSUDHAN RAO Lecturer in History Sri YRK&K Govt Degree College Kovur, Nellore (Dt) Mobile: 9440874502 Email: mapbhavais@gmail.com	University Nominee	
3.	Smt. CH.A.A.S.K.G. BHAVANI Lecturer In History, M.R. Govt. Sanskrit College Vizianagaram. Mobile No: 9492617718 Email: chukkagangabhavani@gmail.com	Subject Expert	
4.	Sri. M. BHASKAR RAO Lecturer in History Govt. College for Women (A), Guntur Mobile No: 9703048799 Email: merigabhaskara@gmail.Com	Subject Expert	
6.	Dr.K. SRAVANA KUMAR Lecturer in History D. K. Govt. College for Women(A) Nellore. Mobile No:9989594694 Email: Sravana.jb@gmail.com	Member	
7.	Sri GANGADHARA Assistant Director Archaeology Museum, Nellore Mobile No: 9703410259 Email: adnlrarc@gmail.com	Representative from Industry	
8.	M. JAHNAVI M.A. in History SV University, Tirupati, Chittoor (Dt) Mobile No: 7671822454	Alumnus	

Signature of the Principal

APSHE
COURSE STRUCTURE
SEMESTER - I (SDC) TOURISM GUIDANCE
SEMESTER – II (LSC) INDIAN CULTURE AND SCIENCE

S. No.	Sem	Name of the paper	Nature	Hours/ Week	Total Hours	Credits	Marks
1.	I	Tourism Guidance	Skill development course	02	30	02	50
2.	II	Indian Culture and Science	Life skill course	02	30	02	50

D.K.GOV'T. COLLEGE FOR WOMEN (A), NELLORE
COURSE STRUCTURE
SEMESTER - I (SDC) TOURISM GUIDANCE
SEMESTER – II (LSC) INDIAN CULTURE AND SCIENCE

S. No.	Sem	Name of the paper/Title	Hours /Week	Total Hours	Credits	Marks	
						Internal	External
1.	I	Skill Development course Tourism Guidance	02	30	02	10	40
2.	II	Life skills (LSC) Indian Culture and Science	02	30	02	10	40

APSHE
LIFE SKILL COURSE
Indian Culture & Science
Total 30 hrs (02 h/wk, 02 CrMax 50 Marks)

Learning Outcomes:

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

1. Understand the evolution of India's culture
2. Analyze the process of modernization of Indian society and culture from past to future
3. Comprehend objective education and evaluate scientific development of India in various spheres
4. Inculcate nationalist and moral fervor and scientific temper

Syllabus

Unit - 1: Unity in Diversity in India: (09 hrs)

Coexistence of various religions since ancient times - Hinduism, Buddhism, Jainism and Atheism, and later Sikhism, Islam and Christianity The Bhakti (Vishnavite and Saivaite) and Sufi Movements The concepts of seela, karuna, kshama, maitri, vinaya, santhi and ahimsa Achievements in Literature, Music, Dance, Sculpture and Painting - Craftsmanship in cloth, wood, clay, metal and ornament Cultural diversity, Monogamy, Family system, Important seasonal festivals

Unit - II: Social Reforms and Modern Society: (09 hrs) Reforms by Basaveswara Raja Rama Mohan Roy - Dayananda Saraswathi Swamy Vivekananda -Mahatma Gandhi B. R. Ambedkar Reforms in Andhra by Vemana, Veerabrahmam, Gurajada, Veeresalingam and GurramJashua (only reforms in brief, biographies not needed)

Modern Society: Family unity, Community service, Social Harmony, Civic Sense, Gender Sensitivity, Equality, National Fervor

Unit – III: Science and Technology Objectivity and Scientific Temper Education Scientific lines bloom's Taxonomy) (Online Education Developments in Industry, Agriculture, Medicine, Space, Alternate Energy, Communications, Media through ages)

Co-curricular Activities Suggested: (03 hrs)

1. Assignments, Group discussions, Quiz etc.
2. Invited Lecture by a local expert
3. Visit to a scientific institution, local heritage sites, museums, industries etc.

Reference Books:

1. History of India and Culture (Upto 1526 A.D), Telugu Academy
2. History of India and Culture (1526 A.D to 1964), Telugu Academy
3. Basham, A.L (ed), A Cultural History of India
4. Hana S. Noor Al-Deen&J.A. Hendricks, Social Media: Usage and Impact
5. Bipan Chandra, Aditya Mukherjee, Mridula Mukherjee, India After Independence

D.K.GOV.T. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
LIFE SKILL COURSE
SEMESTER – II
INDIAN CULTURE & SCIENCE

Credits – 02

Hours/Week:02

-

Learning Outcomes:

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

5. Understand the evolution of India's culture
6. Analyze the process of modernization of Indian society and culture from past to future
7. Comprehend objective education and evaluate scientific development of India in various spheres
8. Inculcate nationalist and moral fervor and scientific temper

Syllabus

Unit - 1: Unity in Diversity in India: (09 hrs)

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D.K.GOV.T. COLLEGE FOR WOMEN (A), NELLORE
DEPARTMENT OF HISTORY
SEMESTER - II
INDIAN CULTURE & SCIENCE
BLUEPRINT

S.No.	Module	4 marks questions	8 Marks Questions
1.	1	02	01
2.	2	03	02
3.	3	03	02
	TOTAL	08	05

AUTONOMOUS QUESTION PAPER PATTERN

***Assessment for 50 marks**

- ❖ **Internal Assessment - 10 marks**
- ❖ **External Examination – 40 Marks**

External Question paper includes Part-A and Part - B

Part – A – 16 Marks

- Includes 8 questions – Each question carries 4 marks – Should answer any 4 questions
- (4X4 =16 Marks)

Part – B – 24 Marks

- Includes 5 questions – Each question carries 8 marks – Should answer any 3 questions
- (3X8 = 24 Marks)

Internal Assessment

Internal Assessment for 10 marks; consists of--Seminars (5) marks--Field visit reports (5) marks(5)-Assignments (5) marks-Quiz (5) marks

D.K.GOV.T. COLLEGE FOR WOMEN (A), NELLORE

DEPARTMENT OF HISTORY

MODEL QUESTION PAPER

SEMESTER – II

INDIAN CULTURE & SCIENCE

Time: 1 ½ hr (90 Min)

Max Marks:40

PART- A

Answer any four of the following questions.

Each answer carries 4 marks

4x4=16

1. Vedic literature
2. Principles of Sufi movement
3. Family system in India
4. Reforms of Mahatma Gandhi
5. Social Reforms of Veeresalingam
6. Gurram Jashuva
7. Online education system
8. Development in Media

PART-B

Answer any three of the following questions.

Each answer carries 8 marks

3x8 = 24

1. Differences between resemblances in Buddhism and Jainism
2. Write about seela, karuna, kshama, maitri, vinaya, santhi and ahimsa
3. Teachings of Brahma Samaj
4. Explain the gender sensitivity in modern society
5. Explain the development in science and technology

