

Semester-VIII
8.1 (A) History of Modern East Asia

I. Learning outcomes:

Students after successful completion of the course will be able to.,

- Learn to think critically and competitively about historical events in modern East Asia.
- Students are able to understand the origins of the Qing Dynasty.
- Know the advent of Europeans into China and their disturbances to Chinese society and Chinese reaction.
- Learn about the awakening of the Chinese people, their aspiration to free their nation, and the contribution of Dr. Sun-Yat-Sen.
- Learn the contribution of Communist leaders Civil War and establishment of Republic of China.
- Students realize how Japan was modernized during Meiji era.
- Students get exposure to the growth of Japan and its role in the First and Second World Wars.

Syllabus:

Unit-I

Origins of Qing Dynasty-Traditional China-Advent of Europeans into China-Opium Wars-Taiping Rebellion- Boxer Rebellion

Unit-II

Chinese Nationalist Movement and Proclamation of the Republic, Sun-Yat-Sen-First World War

Unit-III

Chiang-Kai-Shek (Kuomintang)-Growth of Communism-Civil War-Establishment of Peoples Republic of China-Mao Zedong

Unit-IV

Modernization of Japan during the Meiji Era-The Constitutional Movement and the Japan modernization.

Unit-V

Russia and Japanese War-Japan in First and Second world Wars-Japan Foreign Policy.

III. Reference Books:

1. Charles Holcombe., *A History of East Asia, From the Origins of Civilization to the Twenty-First Century*, CUP, 2017

2. Joseph P. Mc Dermott and Peter Burke (Ed)., *the Book Worlds of East Asia and Europe, 1450-1850: Connections and Comparisons*, Hong Kong University Press 2015
3. Carin Holvoyd., *Introducing East Asia: History, Politics, Economy and Society*, Taylor and Francis, 2020.
4. *History of East Asia: A Captivating Guide to the History of China, Japan Korea and Taiwan*, Captivating History, 2020.
5. Hsu Y. Immanuel., *the Rise of Modern China*, OUP, 1995.
6. Storry Richard., *A History of Modern Japan*, Penguin Books, 1991.
7. Online/web Resources

IV. Co-Curricular Activities: (Lecturer Participation: Total 05 Hours)

a) Mandatory:

1) For the Teacher: Training of students by the teacher in the classroom or in the field is not less than 05 hours in the library with the students and helping them identify the sources and books related to the syllabus. Using a world history lens, describe how people's perspectives shaped the sources or artifacts they created. Identify the East Asian countries on the map. The faculty plays an active role in assisting students with research-related activities.

2) For the Students: The student will work through a pre-prepared Google Slides or PowerPoint presentation in order to gather information about modern China and Japan. Students will create a story book that illustrates the development of each country. Students shall submit a report on any one of the syllabus topics in the form of a monograph, term paper, or seminar paper. This individual project work shall be written in the given format, not exceeding 10 to 20 pages, along with photographs collected from your library and web resources, and submitted to the teacher.

3) Suggested Field/Class Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identifying similarities and differences between modern China and Japan
- Conduct class room role plays
- Collection of Books and Research Papers on Modern East Asian Studies
- Students identify the countries on the map.

- Research-based assignments
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Comparison of China and Japan's Developments
- Seminars, group discussions, quizzes, etc.
- Collection of Photos and Books Related to Modern East Asia
- Visit the Indian Diaspora Institutes at the Universities or any
- Students are strongly encouraged to participate in and organize academic seminars and conferences, exhibitions, film screenings, and public outreach events.
- Observe the Indian Foreign Policy towards China and Japan.
- Visit the official websites of China and Japan.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.1(B) The Makers of Modern India

I.Learning Objectives:

Students after successful completion of the course will be able to

- Lean into some of the political stalwarts and their vision of modern India.
- Analyzing the Contribution of Scientists in Modern India
- Know the services of great historians who wrote the history of India to reconstruct the historical past to present society in chronological order.
- Learn from the businessmen who contributed their services to society.
- Know some of the extraordinary talent sportspersons in their respective fields.
- Understand some of the makers and their contributions to the culture and service fields.

II.Syllabus:

Unit-I

Modern Visionaries: Jawahar Lal Nehru, Dr. B.R. Ambedkar, M.K.Ghandhi, Moulana Abul Kalalm Azad, P.V. Narasimharao and Atal Bihari Vajpayee

Unit-II

Contribution of the Giant Scientists to the Modern Society: Sir C.V. Raman, Har Gobind Khorana- Homi J.Baba-Subramanyam Chandra Shekhar- A.P.J.Abdul Kalam-Vikram Sarabai-M.S. Swaminathan-C.N.R.Rao-Yallapragada Subba Rao

Unit-III

Contribution of Different Schools of Historians: R.S. Sharma-D.N.Jha- Romila Thapar-D.D. Kosambi-J.N. Sarkar-Irfan Habib-Bipan Chandra, Ramachandra Guha

Unit-IV

Contribution of the Great Business Men: Dhirubhay Ambani, Ardershir Godrej, J.R.D. Tata, Kailash Chandra Mahindra, Mukhesh Ambani

Unit-V

Contribution of Sports, Culture and Services: Abhinav Bhindra, Bhanu Aithaiya, Satyajith Rey, A.R. Rahmen, Vinoba Bhave, Sachin Tendulkar, P.T. Usha.

III.Reference Books:

1. Ramachandra Guha., *Makers of Modern Asia*, Harvard University Press, 2014
2. Ramachandra Guha., *India after Gandhi: The History of the World' Largest Democracy*, Pan MacMillan, 2017
3. Ramachadra Guha., *Makers of Modern India*, Harvard University Press, 2013

4. Prof. Jyoti Singh., *the Great Indian Scientist*, Nitya Publications, 2022
5. Jog Jith Singh., *Some Eminent Indian Scientists*, Govt of India, 2001
6. Refer the Biographies/Auto Biographies and their writings of the above mentioned personalities.
6. Online/ Web Resources

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For the Teacher: The teacher can try a historical role play! You can do this by having your students dress up in costume and act out certain periods or events in history. You can also try having them act out famous figures from history. Role-playing is one of the best ways to learn about history. Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours to visit museums or libraries Faculty may assign some library work on collections of books or research papers on the makers of modern India. The teacher shall assign the book reviews, tell them to present them in the classroom, and also help the students identify the sources and guide them.

2) For the Student: students collect the sources and write their brief story of individual achievements of the makers of modern India and identify the others, those who created history and provided services to the society. Students shall submit a report on any one or two of the makers of India in the form of a monograph or research paper. The students may participate in national and international seminars and update their knowledge. The students may collect the photographs and display them in the exhibitions. Individual class work shall be written in the given format, not exceeding 10 to 20 pages, and submitted to the teacher.

3) Suggested Class Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and Reference Books; Primary Source Materials; and Photographic Evidence.*

4) Max Marks for Field Work Report: **(10 Marks)**

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of Students in Photographic Paintings and Their Techniques, etc.
- Conduct the exhibitions and display the photos with a brief history of their contributions.

- Students learn to identify collections of individual writings by the makers of modern India.
- Research-based assignments
- Invited Lectures and Presentations on Related Topics
- Debates on the contribution of the makers of modern India
- Seminars, group discussions, quizzes, etc.
- Collection of books and photos of the makers of modern India.
- Visits to museums, libraries for the collection of literature, rare photos, etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.2 (A) Historical Methods

I.Learning Outcomes:

Students after successful completion of the course will be able to

- Understand the History Nature and its purpose
- Know the Prerequisites of a Researcher
- Learn about the selection of a research topic and the collection of primary and secondary sources.
- Know the Analysis, Synthesis, and Documentation of the Thesis
- summarizing the data analysis, causation, and objectivity in history
- Learn the writings of a research monograph or research paper.

II.Syllabus:

Unit-I

Definitions of History, Nature and its Purpose- Scope of History-Relations with other Social Sciences-Bias in History-What is Research

Unit-II

Prerequisites of a Researcher-Selection of a topic-Periodisation and its Importance-Hypothesis-Sources: Primary, Secondary sources-Oral Tradition-Web Sources

Unit-III

Discourse Analysis-Synthesis- Facts in History-Documentation and Execution of the Thesis-Methods of Citation- Foot Notes-End Notes-Bibliography.

Unit-IV

Data Analysis-Causation in History-Errors of History-Objectivity in History-Generalization in History-Use of ICT in History

Unit-V

Writing a Research Monograph: Preface, Content, Introduction, Chapterisation-Conclusion-Bibliography-Appendix-Glossary, Index

III.Reference Books:

1. E.H.Carr., What is History, Macmillan, 1961
2. Jhon H.Arnold., History: A Very Short Introduction, OUP, 2000.
3. Sheik Ali., History-Its theory and Method, Delhi,1980.
4. Uma Chakravarti., Rewriting History, New Delhi, 1998.
5. R.G.Collingwood., Idea of History, Oxford University Press, 1974.
6. S.Kadhirvel., Historical Methods, Saravana, Madras, 1978.

7. S.Manickam., Theory of History and Method of Research.
8. NilakantaSastri&Ramanna., Historical Method in Relation to Indian History, 1955.
9. Sumit Sarkar., Writing Social History, Delhi: Oxford University Press, 1998.
- 10.Sen, S.P. Ed., Historians and Historiography in Modern India, Calcutta, 1973.
- 11.Sridharan., Historiography, Hyderabad, Orient Longman, 2002.
- 12.G.Venkatesan., A Study of Historiography, Rajapaliyam, 2013

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For the Teacher: Students can divide into small groups, break up half of the class into two larger groups, or even have the students participate individually and discuss objectivity in history, bias in history, causation in history, or any other history topics. The training of students by the teacher in the classroom is not less than 10 hours on archival sources.

2) For Students: Students write about different topics and events in history. This will help them practice their writing skills and learn more about the history. Students shall submit a report on any of the research topics or general topics. This individual project work shall be submitted in the given format.

3) Suggested Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials*

4) Max Marks for Field Work Report: 05

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of Students on Collection of Sources and Writing History
- Research-based assignments, and archival visits
- Invited Lectures/Debates, Seminars, Group Discussions, Quizzes, etc.
- Mandatory to participate in AP History, South India, and Indian History Congress conferences.

Semester-VIII
8.2 (B) History of Science and Technology in India

I.Learning outcomes:

- Enable the students to understand the origins of science and technology from time immemorial.
- Make students in understanding the scientific temperament of Ancient India
- Know the achievements of science and technology in medieval India.
- Get exposed to the achievements of modern India.
- Enable to students to know the achievements in the field of Science, Technology and Medicine of contemporary India.

II.Syllabus:

Unit-I

Meaning of Science, Technology and Medicine- Origin and Development- Importance of the study of History of Science and Technology-Historiography of Science and Technology in Modern India.

Unit-II

Science and Technology in Ancient India: Tool technology in Pre Historic Period-Town Planning and Building Constructions - Metal Technology-Development of Mathematics, Astronomy, Astrology, and Medicine.

Unit-III

Science and Technology in Medieval India: Irrigation Technology-Building Technology-Minting Technology- Military Technology -Development of Unani Medicine.

Unit-IV

Science and Technology in Modern India: Science and Technology under Colonial Rule (1858-1947)-Agricultural and Industrial Developments- Infrastructure- Nuclear Energy-Achievements in Space Technology- Developments in Health and Medical Sciences after Independence.

Unit-V

Science and Technology in contemporary India: Science, Technology and Innovation Policy of 2013-Science and Technological Milestones since Independence-Covid-19 Vaccines-Impact of Science and Technology on Society.

III. Reference Books:

1. O.P.Jaggi., History of Science and Technology in India: Science in Modern India, Atma Ram, 1984.
2. Debiprasad Chattopadhyaya., History of Science and Technology in Ancient India: Astronomy, Science and Society, Firma KLM, 1986.
3. Irfan Habib., Technology in Medieval India C.650-1750, Tulika Books, 2016.
4. O.P.Jaggi., Science and Technology in Medieval India, Atma Ram, 1981.
5. G.Kuppuram, K. Kumudamani (Ed)., History of Science and Technology in India: Health and Medicine, Science and Religion, Sundeep Prakashan, 1990.
6. Bose D.M., (ed) A Concise History of Science in India, New Delhi, 1971
7. David Arnold, the New Cambridge History of India: Science, Technology and Medicine in Colonial India, Cambridge 2000.
8. Babar Zahir, Science of Empire, Scientific Knowledge, and Medicine in Colonial India, Delhi, 1980.
9. Kuppuram, G. History of Science and Technology, New Delhi, 1990
10. Habib, Irfan and Dhru Raina, Situating the History of Science Dialogues with Joshep Needham, Delhi, 1999.
11. Perspectives in Science and Technology, Dept of Science and Technology, New Delhi, 1990.

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For Teacher:

The teacher can start the institutional scientific clubs and structures of free exercises and expanded scientific projects by students with the help of your professors. The teacher can train their students in the methodology required for the preparation, delivery, and evaluation of scientific projects. Teachers can encourage the students to participate in national and international demonstrations and competitions in science and technology. Training of students by the teacher in the classroom or in field work is not less than 10 hours to visit scientific institutions. Faculty may assign some library work on collections of books or research papers on the history of science and technology. The teacher shall assign the book reviews, tell them to present them in the classroom, and also help the students identify the sources and guide them.

2) For Students: As a student, you can observe how science is important in our lives every day. Students can compare ancient and medieval technologies and how they differ from the latest developments in the field. Students shall submit a report on any one or two of the topics in the form of a monograph, seminar paper, or research paper. The students may collect rare photographs and technology to display in the exhibitions. Individual class work shall be written in the given format, not exceeding 10 to 20 pages, and submitted to the teacher.

3) Suggested Class/Project Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: Objectives, Step-Wise Process, Findings, Conclusion, and Reference Books; Primary Source Materials; and Photographic Evidence

4) Max Marks for Field Work Report: **(10 Marks)**

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Inculcate the scientific temper among the students.
- Visit CSIR, DST, ISRO, DRDO, IITs, and other science institutes, etc.
- Conduct the exhibitions and display the photos with a brief history of their contributions to society.
- Students can display the charts on the growth of science and technology in chronological order.
- Research-based assignments
- Invited Lectures and Presentations on Related Topics
- Debates on the Science and Innovation Policies
- Seminars, group discussions, quizzes, etc.
- Rare Collection of Books/Photos of Scientists.
- Making a video on rare collections or unknown facts about historical science
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.
- Take membership in the Indian Science Congress and the Indian Social Science Congress.

Semester-VIII
8.3 (A) History of Modern Andhra Pradesh (1956-2014)

I.Learning outcomes:

Students after successful completion of the course will be able to

- Analyze the political developments and political awareness of the Andhra people.
- Learn about the economic reforms and people's impoverishment in Andhra Pradesh.
- Know the social and cultural changes of Andhra society
- Assess the different educational and IT reforms and their impacts.
- Analyze the scientific and technological improvements and their impact on Andhra society.

II.Syllabus:

Unit-I

Major Political Developments from 1956 to 2014 C.E.-Jai Telangana Movement (1969)- Jai Andhra Movement- Six Point Formula-Emergence of Regional Parties-TDP, TRS-YSRCP and others- Regional Disputes-Andhra Pradesh Reorganization Act-2014

Unit-II

Reforms: Famines & Droughts-Farmers Suicides-Agricultural Crisis-Andhra Pradesh Land Reforms-Reforms of NTR- Reforms of Sri Nara Chadra Babu Naidu-Reforms of Dr.YS.Raja Sekhar Reddy- Agriculture and Industrial Developments.

Unit-III

Socio-Cultural Conditions: Social Problems- Social and Political Consciousness-Poverty and Unemployment-Communal Violence-Leftist and Marxist Movements-Dalit Movements-Performing Arts, Dance, Music, and Literary Developments-Growth of Telugu Cinema.

Unit-IV

Educational and IT Reforms: Andhra Pradesh as Educational Hub-Establishment of Technical Institutions-Medical Developments-Emergence of IT Industry-Development of Andhra Pradesh Tourism.

Unit-V

Science and Technological Development: Arrival of MNC's and Employment- Rapid Growth of Science and Technology-Research Institutes in AP-Information Technology Policy 2021-24-Major Issues and Challenges of Andhra Pradesh and Solutions .

III.Reference Books:

1. P.Raghynadha Rao., History of Modern Andhra, Sterling Publications, Reprint 2012.

2. Jairam Ramesh., Old History, New Geography: Bifurcating Andhra Pradesh, Rupa Publications, 2016.
3. V.Ramakrishna (Ed)., Compressive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
4. <https://www.aplegislature.org/documents/12524/17895/APRegACT2014.pdf/8505fe86-f67b-41a7-ac8f-571f58090586>
5. https://apindustries.gov.in/incentives/Data/APIIndustrial_Policy_Brochure.pdf
6. <http://apindustries.gov.in/apindus/Data/Industry1/AP%20Food%20Processing%20Policy%202015-20.pdf>
7. Prasada Rao, Compressive History of Modern Andhra Pradesh, Emesco, Vijayawada.
8. Andhra Pradesh SamagraDharshini
9. Online Sources

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For Teacher:

The teacher can train their students in the methodology required for the preparation, delivery, and evaluation of the Andhra Pradesh Map. A teacher can encourage the students to participate in national and international conferences. Training of students by the teacher in the classroom or in the field is a total of not less than 10 hours. Faculty may assign some library work on collections of books, research papers on Andhra Pradesh new industrial, agricultural, and tourism policy documents, and analyses in the class room. The teacher shall assign the latest socio-economic and industrial developments from AP and ask them to present them in the class room, and also help the students identify the sources and guide them.

2) For Students: As a student, you can observe how socio-economic and cultural changes have taken place. Students shall submit a report on any one of the topics on the syllabus in the form of a monograph, seminar paper, or research paper. The students may collect rare photographs of politicians and the heritage and culture of Andhra Pradesh. Individual Project Work shall be written in the given format not exceeding 10 to 20 pages and to be submitted to the teacher.

3) Suggested Class/Project Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: Objectives, Step-Wise Process, Findings, Conclusion, and Reference Books; Primary Source Materials; and Photographic Evidence

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Inculcate the Andhra culture among the students.
- Visit industrial and IT hubs
- Conduct the exhibitions
- Students can display the charts on the growth of science and technology in Andhra Pradesh.
- Research-based assignments
- Invited Lectures and Presentations on Related Topics
- Debates on the AP Bifurcation Act of 2014
- Seminars, group discussions, quizzes, etc.
- Rare collection of books and photos
- Making a video on unknown history
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.3 (B) History of Contemporary India (1947-2000)

I.Learning Outcomes:

Students after successful completion of the course will be able to

- Know the major changes and developments in contemporary India.
- Understand the developments in the fields of education, science, and technology.
- Inculcate the scientific temper among the students.
- Learn about the new economic reforms in the era of globalization.
- Know the Indian Foreign Policy and its relations with other countries.
- Understand the challenges of contemporary India.

II.Syllabus:

Unit-I

Interpretations of Indian National Movement- Making of Indian Constitution- First General Elections-Major Political Developments-Abolition of Zamindari System- Formation of Linguistic States

Unit-II

Green Revolution and Agricultural Developments-New Economic Reforms 1991: Liberalization, Globalization and Privatization- Land reforms-National Emergency

Unit-III

Development of Education, Science and Technology-IT Sector and Employment-Information Technology Act-2000- ISRO &DRDO Achievements

Unit-IV

India's Foreign policy: Panchsheel-Non-Aligned Movement-SAARC-Indo-China War, Indo-Pak War and Its Impact-Pokran-I&II

Unit-V

Challenges of Contemporary India: Terrorism-Regionalism, Communalism, Naxalism-Corruption, Basic Needs-Unemployment, Pollution and Poverty, Population, Social Justice, Agricultural distress, Women safety-Health hazards-Social Media and its Impact

II.Reference Books:

1. Bipan Chandra., India Since Independence, Penguin Books Limited, 2008
2. Wendy Singer., Independent India 1947-2000, Taylor and Francis, 2018
3. Bipan Chandra., Aditya Mikhherjee, Mridula Mukharjee., India after Independence, Penguin Books Limited, 1999.
4. Paul R.Brass., The politics of India since Independence, Cambridge University Press, 1994.

5. Dietmar Rothermund., Contemporary India, Political, Economic and Social Developments Since 1947, Pearson Education, 2013.

6. Baljith Singh., Revising Nehru in Contemporary India, KW, 2020.

7. News papers/Journals/Books

7. Online/offline Sources

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For Teacher:

The teacher can train their students in the methodology required for the preparation, delivery, and evaluation of the Andhra Pradesh Map. Teacher can encourage the students to participate in National and International conferences. Training of students by the teacher in the classroom or in the field is a total of not less than 10 hours. Faculty may assign some library work on collections of books, research papers on Andhra Pradesh new industrial, agricultural, and tourism policy documents, and analyses in the class room. The teacher shall assign the latest socio-economic and industrial developments from AP and ask them to present them in the class room, and also help the students identify the sources and guide them.

2) For Students: As a student, you can observe how socio-economic and cultural changes have taken place. Students shall submit a report on any one of the topics on the syllabus in the form of a monograph, seminar paper, or research paper. The students may collect rare photographs of politicians and the heritage and culture of Andhra Pradesh. Individual Project Work shall be written in the given format not exceeding 10 to 20 pages and to be submitted to the teacher.

3) Suggested Class/Project Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: Objectives, Step-Wise Process, Findings, Conclusion, and Reference Books; Primary Source Materials; and Photographic Evidence

4) Max Marks for Field/Project Work Report: **(10 Marks)**

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Inculcate the Andhra culture among the students.
- Visit industrial and IT hubs
- Conduct the exhibitions
- Students can display the charts on the growth of science and technology in Andhra Pradesh.
- Research-based assignments

- Invited Lectures and Presentations on Related Topics
- Debates on the AP Bifurcation Act of 2014
- Seminars, group discussions, quizzes, etc.
- Rare collection of books and photos
- Making a video on unknown history
- Mandatory to Participate in Andhra Pradesh, South Indian and Indian History Congresses.

Semester-VIII
8.4 (A) Fairs and Festivals of India: Business and Marketing Strategies

1. Learning Outcomes:

Students after successful completion of the course will be able to

- Know the rich Indian beliefs, fairs, and festivals and their importance.
- Learn the different types of fairs and festivals from ancient times until today.
- Recognize the national and regional importance of festivals and their impact
- Know the Important Fairs and Festivals in Andhra Pradesh and Telangana State
- Inculcate business and marketing skills during the festival seasons.
- Cultivate cultural awareness among the students.

II.Syllabus:

Unit-I

Definitions of Fairs, Festivals, and Culture- Difference between Fairs and Festivals- Importance of Fairs and festivals in Indian Society-Faiths and Social beliefs

Unit-II

Ancient and Medieval Indian Fairs and Festivals-European Festivals-Influence of Western festivals on Indian Society- Tribal Festivals of India-Tribal Products and marketing

Unit-III

Types of Festivals: National Festivals-Hindu Festivals-Muslim Festivals- Christian Festivals-Secular Festivals-Jain, Buddhist and Sikh Festivals-Sindhi and Parsi Festivals- Fairs and Festivals of Andhra Pradesh and Telangana

Unit-IV

Important Indian Fairs: Kumbh Mela,Sonepur Cattle Fair- Bihar, Pushkar Fair, Hemis Gompa Fair- Ladakh, Kolayat Fair-Rajasthan, Gangasagar fair-West Bengal, Chandrabhaga Mela- Odisha, Gangaur Fair, Ambubachi Fair-Assam, Maha Shivaratri fair-Maharashtra- Baneswar Fair-Mahamaghama-Nauchandi fair-Puskar Fair-Surajkund fair-Rath Yatra of Lord Jagnath

Unit-V

Business and Marketing during Festival Seasons-Marketing Strategies-Tips for Promotion of Products/Goods-Digital Marketing/E-Commerce offers- (Flipkart, Amazon etc)-Local/Village Festivals and Its Importance- Festival Business and Employment opportunities.

III. Reference Books:

1. S.P.Sharma& Seema Guptha., *Fairs and Festivals of India*, Pustak Mahal, 2006.
2. Uma Vasudev., *Incredible India: Fairs and Festivals*, Wisdom Tree Publications, 2007

3. Madan Prasad Bezbaruah., *Fairs and Festivals of India (AP & Karnataka)*, Vol.I, 2003
4. Laxmi kantha Mohan., *Telugu Fairs and Festivals, International Telugu Centre, Telugu University*, 2019
5. Dr.Kishan Gopal., *Fairs and Festivals of India (Andhra Pradesh and Karnataka)*, Gyan Publishing House.
6. Wilco International., *Festivals of India*, Wilco Books, 2016
7. Sonia Mehta., *Discover India: Festivals of India*, Puffin Publishers, 2019
8. Sawan, Sahil (Ed), & Sasank ., *Festivals of India*, Manoj Publications, 2020
9. Shakti.M.Guptha., *Festivals, Fairs and Fasts of India*, Clarian Books, 1991
10. Supriya Laxmi Mishra., *Indian Tribes: Fairs and Festivals*, Innovative Imprint, 2018.
11. Subash Kulakarni., *Festivals of India: A Picture Book on Festivals of India*, 2020
12. Online and web resources

IV. Co-Curricular Activities: (Lecturer Participation: Total 10 Hours)

a) Mandatory:

1) For the Teacher: Training of students by the teacher in the classroom or in the field is not less than 15 hours on important fairs and festivals of India or local festivals. The teacher shall help the students identify the local fairs and festivals and their celebrations, belief systems, etc. The teacher must assign each individual topic on the above-mentioned syllabus and tell the students to collect the information and present it in the class room. The students also observe the business and marketing strategies during the festival seasons for selling their goods and products.

2) For Students: Students may participate in any local fairs or festivals with precautionary measures and submit a report on their observations and their method of celebration with photographs. The student may observe the marketing tips and strategies during the festival seasons. This individual field work shall be written in the given format, not exceeding 15 pages, and submitted to the teacher as the field work report.

3) Suggested Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field Work Report: 10

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of students on marketing strategies during the festival seasons

- Research-based assignments
- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Indian festivals and fairs
- Unit tests and internal examinations
- Seminars, group discussions, fieldwork, quizzes, etc.
- Collection of fairs and festival celebration Photos, news clippings, videos, books, etc.:
preserve them in a folder.
- Visits to local fairs, processions, and festivals; different religious festival celebrations
irrespective of caste and creed; etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.4(B) Indian Knowledge Systems

I.Learning outcomes:

Students after successful completion of the course will be able to

- Students will understand India's rich knowledge system.
- Know the concept and contribution of knowledge in Indian traditions.
- Learn the approaches of the Indian Knowledge System.
- Learn to appreciate the need for and importance of languages in getting to the roots of philosophical concepts.
- Inculcate the Indian Scientific Knowledge System among the students.
- Learn the Indian Agriculture Knowledge System.

II.Syllabus:

Unit-I

Definition of Knowledge-concept and contribution of knowledge in Indian traditions-oral knowledge, and maintains-Nature of reality-Uniqueness of Indian Ontology and Epistemology.

Unit-II

Indian Knowledge system approaches-Vedic/Hindu Philosophy-Jain and Buddhist Philosophy-Ajivakas and Charvakas Philosophies- Islamic, Sufi and Christian Philosophies

Unit-III

History and Development of Indian Languages: Sanskrit-Hindi-Urdu-Arabic-English and Vernacular languages.

Unit-IV

Indian Scientific Knowledge: Astronomy, Mathematics, Astrology, Science, Medicine and Technology.

Unit-V

Knowledge System of Indian Agriculture: Nature of Indian Lands-Types of lands, Rivers-Indian cropping system, manures- Animal husbandry.

III.Reference Books:

1. Kapil Kapoor, Avadhesh K. Singh., Indian Knowledge Systems, Indian Institute of Advanced Studies, 2005.
2. Debashis Chatterjee, Deepa Sethi, Surya Prakash Pati., Globalising Indian Thought: Insights from Indian Knowledge Systems, Sage Publications, 2021.

3. Yih-Ren Lin, Huei-Min Tsai, Mucahid Mustafa Bayrak., Indigenous Resilience and Indigenous Knowledge Systems in the Context of Climate Change, MDPIAG, 2021.
4. Lokesh Chandra., (Ed), & Raghu Veera (Author)., Development of Indian languages, International Academy of Indian Culture and Aditya Prakashan, 2021
5. A.P.J.Abdul Kalam., The Scientific Indian: A Twenty-First Century Guide to the World Around us, Penguin Books Ltd, 2010.
6. S.Radh Krishnan., Indian Philosophy, Vol-I, Oxford University Press, 2008
7. Rajendra Singh Paroda., Reorienting Indian Agricultural System: Challenges and Opportunities, CABI Publishers, 2018
8. Thanu Padmanabhan., Astronomy in India: A Historical Prospective, Springer India, 2014

IV. Co-Curricular Activities: (Lecturer Participation: Total 15 Hours)

a) Mandatory:

1) For the Teacher: Training of students by the teacher in the classroom is not less than 10 hours on important Indian knowledge systems. The teacher shall help the students identify the different types of Indian knowledge systems and train them in at least one specific area of knowledge. The teacher must assign each individual topic on the above-mentioned syllabus and tell the students to collect the information and present it in the class room. The students also observe the various knowledge systems in India and around the world.

2) For Students: Students may participate and visit any national or state knowledge institutes and observe the developments. Students can identify the local talents in the socioeconomic, cultural, and scientific fields. The student may take any topic on knowledge systems, collect the information, and present it in the class room. Books are collected on the Indian knowledge systems and do the book reviews. This individual library work shall be written in the given format, not exceeding 15 pages, and submitted to the teacher.

3) Suggested Class/Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: 10

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of Students on any one of the knowledge systems

- Research-based assignments
- Invited Lectures
- Presentations on Related Topics by Field Experts
- Debates on various knowledge systems
- Unit tests and internal examinations
- Seminars, group discussions, fieldwork, quizzes, etc.
- Collection of news paper cuttings, videos, and books on new innovation and the latest developments in various fields and preserve them in a folder.
- Visits to scientific knowledge institutions, organizations, industries, etc.
- Book Reviews/Seminars Presentations on Indian Knowledge Systems
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.5 (A) Tourism Resources of India

I.Learning outcomes:

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

- Learn about various types of tourism, and resources of tourism
- Know the vast tourism resources of India.
- Understand the relevance and importance of famous tourism destinations.
- Understand the major tourism circuits and identify the emerging tourist destinations.
- This course helps to study the various forms of tourism in India.
- Recognize various manmade resources for tourism.
- Identified the emerging tourism destination of India

II.Syllabus:

Unit-I

Concept of Tourism-definitions-Characteristics of Tourism Resources-Classification of Tourism resources of India (Weather and Climatic, Landscape, Seascape, Historical and Cultural Resources)-Tourism Products in India

Unit-II

Natural Resources: Wild life Sanctuaries-National Parks-Bio Sphere resources-Mountain tourist and hill stations-Islands-Beaches-Caves and deserts of India.

Unit-III

Major Tourism Circuits of India-Interstate and Intrastate Circuits- Religious circuits-Heritage Circuits-Wild life Circuits-Emerging Tourism destinations of India-Eco tourism-Rural tourism-Medical tourism.

Unit-IV

Man made Tourism Resources: Adventure Tourism Resources in India-Commercial attractions-Amusement Parks-Gaming-Shipping-Live entertainments-Home boats, Tree houses, Home stages etc.,

Unit-V

Socio-Cultural Tourism Resources: Religious and Spiritual Tourism Resources-Historical Places and Monuments of South India-Tourism by Rail-Deccan Odyssey and Golden Chariot.

III.Reference Books:

1. Rajamanicam Thandavan, Girish Revathy., Tourism Resources of India, 2006.
2. Robinet Jacob, P.Mahadevan, Sinddhu Joseph., A Fresh prospective on the Various Tourism Resources of India, 2012.

3. Bhatia, A.K., Tourism Development- Principles and Practices, Penguin Books, 2009.
4. Coltmen, M.M., Introduction to Travel and Tourism: An International Approach, 1991
5. Dixit, M (2002) Tourism Products, New Royal Book Co, Lucknow, 2002.
6. Reisinger, Y and Turner., Cross-Cultural Behavior in tourism-concepts and Analysis, Oxford, 2003.
7. Surendra, G. (ed.), Tourism Guidance, CCE Publication, Govt. of A.P., 2022.
8. https://www.youtube.com/watch?v=Q-TQE893D1g&list=PLbD1jXjL6WVYFsM_sv9WNp8Ox2MOEtEvY
9. Online and Web Resources

IV. Co-Curricular Activities: (Lecturer Participation: Total 20 Hours)

a) Mandatory:

1) For the Teacher: Prepare a questionnaire for the most attractive tourist places in India and distribute it to your neighbours and friends. Ask them to fill it out and analyze it. Prepare an interview with travel agency operators and tourists on how to improve the tourism resources in India and submit a report to the Ministry of Tourism, Government of India. The training of students by the teacher in the classroom or field is not less than 20 hours. The teacher helps the students identify the nearby tourist palaces and visit them. The teachers may invite the experts in the field and explain the latest developments in the national tourism industry. The teacher may suggest to the students that they choose any one of the UNESCO World Heritage sites and submit a report on that. The faculty strongly suggests using ICT, PPTS, Google Slides, or any new innovative emerging technology tools while teaching in the classroom. The tour is mandatory as per guidelines.

2) For the Students: The student will work to identify the various local tourist resources. Students also collect information on any one of the UNESCO World Heritage Sites, collect the information, and finally submit a report in the form of a project, a monograph, a seminar, a term paper, etc. This individual project work shall be written in the given format, not exceeding 10 to 20 pages. This project is based on field or class only.

3) Suggested Project/Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials and Photographic Evidence*

4) Max Marks for Field/Project Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identify the famous tourist places in India.
- Students may prepare a route map of tourist places.
- Collection of Books and Research Papers on Indian Tourism Places
- Research-based assignments
- Exhibition on Tourism Products
- Prepare the list of basic needs for the tour visit.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Attraction of Tourism in India
- Seminars, group discussions, quizzes, etc.
- Visit the IRCTC, Southern Tour Travelers, etc.
- Students and teachers are encouraged to participate in and organize national and international seminars.
- Visit the tourism institutions or Visit tourist spots or places nearby your college or city and observe the conservation methods adopted by the government.
- Prepare videos or documentaries on tourism places.
- Celebrate the World Tourism Day on September 27th, and events may be organized, i.e., a quiz, exhibitions, cultural walks, poster design, etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

Semester-VIII
8.5 (B) UNESCO World Heritage Sites: Conservation Methods

I.Learning Outcomes:

Students after successful completion of the course will be able to

- Know the UNESCO World Heritage Sites in India and their Importance
- Learn about the World Heritage Convention (WHC), UNESCO, and ASI's role in the conservation of heritage sites.
- Inculcate India's rich historical and cultural heritage among the students.
- Know India's heritage sites and their role in tourism attractions
- Understand the criteria for selection and nomination of World Heritage Sites
- Learn the conservation methods and policies for the protection of heritage sites.
- Know the Challenges and Threats of Heritage Sites

II.Syllabus:

Unit-I

Definitions of Heritage Sites, Conservation, Preservation, Protection, Monuments-What is Cultural and Natural Heritage-Constitutional Rights of Heritage Sites-World Heritage Day

Unit-II

World Heritage Convention (WHC) and its Functions- UNESCO and its Functions- World Heritage Committee - Criteria for Selection of World Heritage Sites-World Heritage List Nomination Procedure- Operational Guidelines for the Implementation of WHC-2021

Unit-III

List of UNESCO World Heritage Sites in India: Natural World Heritage Sites- Cultural World Heritage Sites- World Heritage Monuments (State wise)-Role of World Heritage Sites in Tourism attractions.

Unit-IV

World Heritage Fund and International Assistance-World Heritage Sites and Economic Development of India- Tourism and Foreign Exchange-Threats of World Heritage Sites

Unit-VI

Conservation Methods of Heritage Sites-International Conservation Movement-Heritage Conservation and Preservation Act-2010-ASI (Archaeological Survey of India) Role in Conservation of Heritage Sites-Challenges of Preservation of Sites-National Policy for Conservation (NPC-AMASR)-2014

III.Reference Books:

- 1) Shikha Jain, Rohit Chawla, Vinay sheel Oobero (Ed).,India: UNESCO World Heritage Sites, UNESCO, 2021
- 2) UNESCO., World Heritage Sites: A Complete Guide to 1073 UNESCO World Heritage Sites, Firefly Books, 2018
- 3) Swati Mitra., Speaking Stones: World Cultural Heritage Sites in India, Eicher Good earth Limited, 2012
- 4) Marco Cattaneo, Jasmina Trifoni., Great Book of World Heritage Sites, White Star, 2005.
- 5) Jigna Desai., Equity in Heritage Conservation: The Case of Ahmadabad, India, Taylor and Francis, 2019.
- 6) Rima Hooja, Shikha Jain., Conserving Fortified Heritage, Cambridge Scholars Publishing, 2016.
- 7) <https://www.unesco.org/en>
- 8) <https://asi.nic.in/>
- 9) https://www.indiacode.nic.in/bitstream/123456789/16447/1/heritahe_conservation_and_preservation_act%2C_2010.pdf
- 10) <https://asi.nic.in/wp-content/uploads/2018/11/national-conservation-policy-final-April-2014.pdf>
- 11) <https://whc.unesco.org/en/convention/>

IV. Co-Curricular Activities: (Lecturer Participation: Total 15 Hours)

a) Mandatory:

1) For the Teacher: Training of students by the teacher in the classroom or in the field is not less than ten hours on important UNESCO World Heritage Sites or nearby colleges may be visited to explain the importance and preservation techniques to your students. The teacher shall help the students identify national, state, or local heritage sites and observe building technology, foreign tourists' visits, and business in the surrounding areas of the heritage sites.

2) For Students: Students may choose any of India's UNESCO Heritage Sites and collect the information and submit the report on their observations and their methods of conservation techniques with photographs.

The student may observe business and marketing at heritage sites. This individual field work shall be written in the given format, not exceeding 15 pages, and submitted to the teacher as the field work report.

3) Suggested Field Work Format:

Title Page, Student Details, Acknowledgments, Index of Contents: *Objectives, Step-Wise Process, Findings, Conclusion, and References with Primary Source Materials*

4) Max Marks for Field Work Report: 10

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Training of Students on Conservation and Preservation Methods of UNESCO World Heritage Sites
- Exhibition on Heritage Sites and Monuments
- Research-based Assignments on Archaeological Sites, Monuments, etc.
- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Indian Historical Sites and Their Protection
- Unit tests and internal examinations
- Seminars, group discussions, fieldwork, quizzes, etc.
- Photography Competitions on India's World Heritage Sites
- Collections of national, state, and local historical sites' photos, newspaper cuttings, articles, videos, books, etc. should be preserved in a folder.
- Visits to local historical sites to observe the conservation and preservation methods of heritage sites
- Watch the UNESCO World Heritage Site documentaries, videos, movies, etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.