

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**NAAC Accredited “A” Grade Institution (CGPA – 3.17)**

**DEPARTMENT OF HISTORY**  
**BOARD OF STUDIES MEETING**

*for*

**THE ACADEMIC YEAR 2024-25 CBCS PATTERN**

**30-04-2024**



**P.R.GOV.T.COLLEGE (A) KAKINADA  
CONSTITUTION OF THE BOARD OF STUDIES FOR THE YEAR 2024- 2025**

The following members are constituted as the Board of Studies in History for the year 2024-25 as approved by the executive committee of AKNU Rajamahendravaram and held at Department of History on 30-04-2024

- |   |    |                           |
|---|----|---------------------------|
| <b>1. V.Mallikarjuna</b><br>Lecturer In-charge, Department of History<br>P.R.Govt.College (A),Kakinada            | -- | <b>Chairperson</b>        |
| <b>2. Dr.B.Anjani Kumar</b><br>Lecturer in History<br>Govt College (A)<br>Rajamahendravaram                       | -- | <b>University Nominee</b> |
| <b>3. Dr.V.Narasimha Swamy</b><br>Principal Govt Degree College, Alamuru  | -- | <b>Subject Expert</b>     |
| <b>4. Y. Sita Mahalakshmi</b><br>Lecturer In-charge, Department of History<br>ASD Govt Degree College<br>Kakinada | -- | <b>Subject Expert</b>     |
| <b>5. Sri K.Thimmaraju</b><br>Director Assistant District Museum, Kakinada  | -- | <b>Industrial Nominee</b> |
| <b>6. Sri.M.Pardhasaradhi</b><br>Guest Faculty in Philosophy  | -- | <b>Alumni Member</b>      |
| <b>7. A.JOHN</b><br>Guest Faculty in History P.R.Govt. College (A),<br>Kakinada                                   | -- | <b>MEMBER</b>             |
| <b>8.D.R.S.S Prathyusha</b><br>Guest Faculty in History P.R.Govt. College (A),<br>Kakinada                        | -- | <b>MEMBER</b>             |

**9. Student Representatives**

- |                        |                 |
|------------------------|-----------------|
| 1.R.Jaya Vardhan Reddy | I HISTORY MAJOR |
| 2. T.Vinay Kumar       | II HEP (EM)     |
| 3. K. Sai Eswar        | III HEP (TM)    |

**P.R. GOVT. COLLEGE (A) KAKINADA**  
**Vision and Mission of the Department of History**

**Vision**

The History Department aims to make the students aware of the past and its legacies through teaching, research and extension activities in Indian history in the context of world history.

We believe that only a critical understanding of the past will enable the students to understand the present and help them look towards the future.

**Mission**

1. Transform the students into citizens who are critically informed about the past and its consequences for the present
2. Promote studies in history, society and culture of India in general and Andhra Pradesh history in particular
3. Empower students to cope with the knowledge about the interconnections between the global, national, regional and local history will equip the students to face the challenges with confidence.

**P.R. GOVERNMENT COLLEGE (A) KAKINADA  
DEPARTMENT OF HISTORY  
BOARD OF STUDIES 2024– 2025**

**Agenda**

1. Modification of syllabus compared to previous year as per APSICHE guidelines
2. Model question papers and Blue Print
3. Panel of Question paper setters and Examiners
4. Additional inputs into the curriculum
5. Internal Assessment weight age is 50% for II & III B.A programs
6. Implementation of III, & V Sem syllabus as per APSICHE guidelines. Internal Assessment weightage is 50%
7. Each student (2023-24 AB) has to complete one MOOCS course from SWAYAM in any subject per year which is mandatory.

**Action Taken Report**

The appropriate actions taken by the department of History as per the suggestions given by the members of Board of Studies and other administrators in the meeting held on 1<sup>st</sup> December 2021.

<b>Suggestions</b>	<b>Action Taken</b>
Introduce any certificate course	Certificate Course is introduced as “Freedom Fighters in Indian Independence” for the academic year 2023-24
Sign a MoU with a premier Institute	MoU with ASD GDC for women is under process

The following members are present:

<b>S. No.</b>	<b>Name</b>	<b>Signature</b>
1.	V.Mallikarjuna Naik	—
2.	Dr.B. Anjani Kumari	—
3.	Dr.V.Narasimha Swamy	—
4.	Y. Sita Mahalakshmi	—
5.	SriK.Thimmaraju	—
6.	Sri.M.Pardhasaradhi	—
7.	Sri.A.John	—
8.	Sri.D.R.R.S.Prathyusha	—
9.	Student Representatives	
10.	R.JayaVardhanReddy IHISTORY	
11.	T.Vinay Kumar II HEP (EM)	
12.	K. Sai Eswar III HEP (TM)	

—

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**

**DEPARTMENT OF HISTORY**

**ALLOCATION OF CREDITS AT B.A. COURSE LEVEL**

S.No	Semester	Course Code	Course Title	Hours/week	Max Marks			Credits
					Mid	Sem End	Total	
01	I	----	1. Fundamentals of Social Sciences	4	50	50	100	4
			2. Perspectives on Indian Society	4	50	50	100	4
02	II	----	3. Science and Human Past	4	50	50	100	4
		---	4. Age of Enlightenment and State Formation in India	4	50	50	100	4
03	III	----	5. Early Medieval History of India (300 CE-1206 CE)		50	50	100	4
		----	6. Medieval Indian Society: (Polity, Economy, and Culture) (1206 CE-1707 CE)		50	50	100	4
		----	7. History of Modern India (1707 CE-1857 CE)					4
		----	8. History of Modern World (Upto 1945 CE)					4
04	IV	----	9. Social Change in Modern India		50	50	100	4
		----	10. Indian National Movement (1857-1947)		50	50	100	4
		---	11. Social and Cultural History of Andhra Pradesh (upto 1956 CE)		50	50	100	4
0	V	6101	Paper – VI: Tourism and Hospitality Services	5	50	50	100	4

05								
		6102	Paper – VII: Tourism Guidance and Operating Skills	5	50	50	100	4
06	VI		Apprenticeship					

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF HISTORY**  
**Skill Enhancement Courses for Semester V**

Structure of SECs for V Semester  
(To choose any one pair from the Four Alternative pairs of SECs)

Uni Code	Course No 6 & 7	Name of course	Hours/ Week	Credits	Marks	
					Internal Assmt:20 Fieldwork/Project Work: 5	Sem End
	6A	Archival Sources & Techniques	5	4	25	75
	7A	Techniques of History Writing	5	4	25	75

OR

	6B	Tourism & Hospitality Services	5	4	25	75
	7B	Tourism Guidance & Operating Skills	5	4	25	75

OR

	6C	Journalistic Reporting & Editing Techniques	5	4	25	75
	7C	Evolution of Telugu Cinema & Script Writing	5	4	25	75

OR

	6D	Modern Principles & Techniques of Archaeology	5	4	25	75
	7D	Museum Management	5	4	25	75

**Note:** For Semester – V, for the Domain Subject History as given in the above table, we have chosen the pair of 6B & 7B as Skill Enhancement Courses as per the Guidelines of APSCHE

## **Resolutions**

1. It is resolved to adopt and implement choice-based credit system as per ANUR

It is resolved to adopt revised syllabus drawn as per APSCHE syllabus (approved by AKNUR) for the students of B.A program

1. It is resolved to conduct external exam at the end of each semester for 50 marks in 2.00 hours for academic year 2021-22 admitted batch
2. It is resolved to conduct internal exams in each semester for 50marks in 1.00 hours for academic year 2021-22 admitted batch of III B.A program
3. It is resolved to assess internal marks in two parts
  - a. Part I 25 marks average of two descriptive internal exams (each descriptive exam 1.00 hour for 25 X 2=50 marks)
  - b. Part II 25 marks assignments, seminars, quiz, fieldtrip, viva, map pointing etc.
4. It is resolved to conduct internal exams in each semester for 50marks in 1. Hours for academic year 2021-22 & 2022-23 admitted batch of II & III B.A programs
5. It is resolved to assess internal marks in two parts
  - a. Part I 25 marks average of two descriptive internal exams (each descriptive exam 1.00 hour for 50 marks)
  - b. Part II 25 marks assignments, seminars, quiz, fieldtrip, viva, map pointing etc.
6. As per the APSCHE guidelines V Sem students will undergo apprenticeship program
7. The syllabus and model papers of all semesters in B.A History are approved by the Board of Studies members
8. The BOS resolved to implement add on course (Certificate Course)

### “Freedom Fighters in Indian Independence”

for the benefit of the students of our college the above said certificate course is introducing. With duration of 30 days for which minimum expected students to start the program is 20 members, this course is offered to students with History subject is not in their Bachelor Program

9. The BOS approved the list of subject experts as examiners and setters

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF HISTORY**

**Program Outcomes of Bachelor of Arts (B.A.)**

**Programme Outcomes (POs)**

After the completion of the B. A Programme, the students will be able to achieve the following

**PO1. Critical Thinking**

Take informed actions after identifying the assumptions that frame our thinking and actions, checking out the degree to which these assumptions are accurate and valid, and looking at our ideas and decisions (intellectual, organizational and personal) from different perspectives.

**PO2. Effective Communication**

Speak, read, write and listen clearly in person and through electronic media in English and in one Indian language, and by connecting people, ideas, books, media and technology across the World.

**PO3. Social Interaction**

Elicit views of others, mediate disagreements and help reach conclusions in group settings.

**PO4. Effective Citizenship**

Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

**PO5. Ethics**

Recognize different value systems including that of own, understand the moral dimensions of our decisions, and accept responsibility for them.

**PO6. Environment and Sustainability**

Understand the issues in the contexts of environmental and sustainable development.

**PO7. Self-directed and Life-long Learning**

Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes.

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**DEPARTMENT OF HISTORY**

**Program Outcomes**

A student who graduates with HISTORY as one of the optional subjects should be able to

1. Understand background of our historic past, people, places, societies, literature, languages, cultures, events, institutions, administration and so on.
2. Identify and define various kinds of sources and understand how history books shaped.
3. Demonstrate advanced factual knowledge of Indian and World Histories with comparative approach.
4. Use writing skills to communicate historical narratives, findings, and interpretations of historical issues and places.
5. Prepare for various Competitive examinations at State and National level.

**Program Specific Outcomes**

A student who graduates with HISTORY as one of the options will acquire

**1. Substantive Knowledge**

- a. Students will acquire knowledge about the evolution of human society
- b. Students become historically conscious citizens aware of their environment and heritage
- c. Students will be able to demonstrate broad knowledge of historical events and period and their significance
- d. Students more tolerant of social, economic, religious, cultural and political differences

**2. Critical Thinking and Writing Skills**

- a. Students will learn to apply historical methods to evaluate critically the record of the past and how historians and others have interpreted it
- b. Students will acquire basic historical research skills, including the effective use of libraries, archives and databases
- c. Students will visualize where places are in relation to one another through map pointing

**PITHAPUR RAJA'S GOVT DEGREE COLLEGE (A), KAKINADA**

**DEPARTMENT OF HISTORY 2024-2025**

**List of examiners and paper setters details**

S.NO	Name of the Examiner	Designation	Name of the college	Location of the college	Mobile Number	Email ID
1	B.NagaRaju	Lecturer in History	Govt. Degree College, TUNI	TUNI	8919524722/ 9440631297	<a href="mailto:nagaraju.botsa2@gmail.com">nagaraju.botsa2@gmail.com</a>
2	A.Uma Tarangini	Lecturer in History	SRR & CVR Govt. College (A)	Vijayawada	9492630166	Taru.aithm@gmail.com
3	M.Pushpanjali	Lecturer in charg His	Govt.College, Kovvuru	Kovvuru	8639760817	pushpanjalimal@gmail.com
4	Dr.V.Surya Narayana	Lecturer in charg His	VS Krishna college (VSKP)	Vishakapatnam	7013485425	<a href="mailto:v.suryanarayana96@gmail.com">v.suryanarayana96@gmail.com</a>
5	Ch. Padmavathi	Lecturer in History	GDC, Pithapuram	Pithapuram	9866251108	Padmavathi.chinthapalli@gmail.com
6	M.KrishnaChaitanya	Lecturer in History	GDC , Eluru	Eluru	9490216357	<a href="mailto:jch.158590@gmail.com">jch.158590@gmail.com</a>
7	A.Jayalakshmi	Lecturer in History	KVR Govt college	Kurnool	93464 30738	Jayapragna1977@gmail.com
8	R.Uma maheswararao	Lecturer in charg His	GDC Bhimili	Bhimili	9398224861/ 9440303918	Umacharan918@gmail.com
9	K.AjayBabu	Lecturer in History	SRR & CVR Govt. College (A)	Vijayawada	7386644768	kota.ajaybabu@gmail.com

Signature of the Lec. In – Charge

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**I YEAR B.A. PROGRAMME (UG) COURSE – I**  
**CBCS SEMESTER –I- Course-I**  
**Fundamentals of Social Sciences**

**Objectives**

The student will be able to understand the nature, various approaches, organs of the state, social perspectives and application of ICT.

**Learning outcomes**

After Successful completion of this course, the student will able to

1. Learn about the nature and importance of social science.
2. Understand the Emergence of Culture and History
3. Know the psychological aspects of social behavior
4. Comprehend the nature of Polity and Economy
5. Knowledge on application of computer technology

**Syllabus**

- Unit-1** - **What is Social Science?**
1. Definition and Scope of Social Science – Different Social Sciences
  2. Distinction between Natural Science and Social Sciences
  3. Interdisciplinary Nature of Social Sciences
  4. Methods and Approaches of Social Sciences
- Unit-II** - **Understanding History and Society**
1. Defining History, Its Nature and Scope
  2. History- A Science or an Art
  3. Importance of History in the Present Society
  4. Types of History and Chronology of Indian History
- Unit-III** - **Society and Social Behavior**
1. Definition, Nature and Scope of Psychology
  2. Importance of Social Interaction
  3. Need of Psychology for present Society
  4. Thought process and Social Behavior
- Unit-IV** - **Political Economy**
1. Understanding Political Systems
  2. Political Systems – Organs of State
  3. Understanding over Economics - Micro and Macro concepts
  4. Economic Growth and Development - Various aspects of development
- Unit-V** - **Essentials of Computer**
1. Milestones of Computer Evolution - Computer – Block Diagram, Generations of Computers
  2. Internet Basics – Internet History, Internet Service Providers – Types of Networks – IP – Domain Name Services – Applications
  3. Ethical and Social Implications – Network and Security concepts – Information assurance fundamentals
  4. Cryptography – Symmetric and Asymmetric –malware – Fire walls – Fraud Techniques – Privacy and Data Protection

### References

1. The social sciences: An Integrated Approach by James M. Henslin and Danniell F. Chambliss
2. The Wonder that was India – A.L.Bhasham
3. Introduction to Psychology – Morgan and King
4. Principles of Political Science – A.C. Kapoor
5. Contemporary Political Theory – J.C.Johari
6. M.L.Jhingan – Economic Development – Vikas, 2012
7. ML Seth – Macro Economics - Lakshminarayana Agarawal, 2015
8. Fundamentals of Computers by V. Raja Raman
9. Cyber Security Essentials by James Graham, Richard Howard, Ryan Olson

### **Activities:**

1. Group Project Work
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identifying the attributes of network (Topology, service provider, IP address and bandwidth of your college network) and prepare a report covering network architecture.
8. Identify the types of malwares and required firewalls to provide security.
9. Latest Fraud techniques used by hackers.

B.A., Semester-I,	Topics deleted	Topics added	Percentage of changes made in syllabus	Justification per each topic deleted/added
Paper Fundamentals of Social Sciences-I	NIL	-	-	Topic is important for Competitive exams at National & State level

### **Activities**

#### **Mandatory Co-Curricular Activity**

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

#### **Suggested Co-Curricular Activities**

Book Reading, Student Seminars, Quiz programmes, Individual/Group Field Studies, students should be encouraged to prepare a chart on sequence of event, collection of news report and maintaining a record of paper -cuttings relating to topics covered in syllabus.

**CO-PO Mapping:**

1:Slight (Low) 2:Moderate (Medium) 3:Substantial (High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PSO-1	PSO-2	PSO-3
CO-1	2	3	2	1	2	3	2	1	1
CO-2	3	3	1	1	2	1	3	1	2
CO-3	2	1	3	2	3	1	3	2	3
CO-4	2	1	1	3	2	2	3		1

**Signature**

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
I Year B.A. Model Question Paper Semester I–Course -I  
**Fundamentals of Social Sciences**

**Time: 2Hrs.**

**Max.Marks:50**

**PART-A**

Answer any **THREE** questions by attempting at least one question each section

**Section – A**

**3x 10 = 30M**

1. Explain the methods and approaches commonly used in social sciences.
2. Assess the importance of studying history in the present society
3. Define Psychology and explain its nature and scope

**Section - B**

4. Define political systems and outline the organs if the state
5. Explain the differences between microeconomics and macroeconomics and illustrates with examples
6. Describe the milestones of computer evolution.explain the significance of each . . . . . generation of computers and their contributions to technological advancement.

**PART- B**

Answer any **Four** of the following questions

**4 x 5 = 20M**

7. The Scope of social science
- 8.Distinguish Between Natural science and social science
- 9.Historical Research
- 10.Types of History
- 11.Social Interaction
- 12.Economic Growth
- 13.Basics of the Internet

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**

**BLUE PRINT**

(B.A., I semester History Paper -I)

**Fundamentals of Social Sciences**

Name of the chapter	Essayquestion s10marks	Short question 5marks	Marks allotted to the chapter
UNIT-I	01	02	20
UNIT- II	01	02	20
UNIT- III	01	01	15
UNIT-IV	02	01	25
UNIT-V	01	01	15
<b>Total</b>	<b>06</b>	<b>07</b>	<b>95</b>
Total marks including choice			95

**Signature**

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**

**I Year B.A. Programme (UG) Course - IICBCS**

**Semester-I**

**Perspectives on Indian Society**

**Objectives:**

The student is expected to demonstrate the significance of social sciences through better understanding of various fields of social experience and would be able to apply methods and approaches to social phenomena.

**Learning Outcomes:** - On successful completion of the course the student will be able to:

1. Learn about the significance of human behavior and social dynamics.
2. Remembers the Indian Heritage and freedom struggle
3. Comprehend the philosophical foundations of Indian Constitution
4. Knowledge on Indian Economy

**Syllabus**

- |                 |  |
|-----------------|--|
| <b>Unit-I</b>   | <b>Man in Society</b> <ol style="list-style-type: none"><li>1. Human Nature and Real-Life Engagement</li><li>2. Social Groups and Social Dynamics</li><li>3. Individualism and Collectivism – Ethical Concerns</li><li>4. Human Life – Social Influence and Social Impact</li></ol>  |
| <b>Unit-II</b>  | <b>Indian Heritage and Freedom Struggle in India</b> <ol style="list-style-type: none"><li>1. Cultural &amp; Heritage sites of Tourism in India</li><li>2. Indian Dance, Music and Yoga</li><li>3. Rise of Nationalism under British Rule in brief (1857-1947)</li><li>4. Contemporary history of India-integration of Princely States, abolition of Zamindari, formation of linguistic states</li></ol>   |
| <b>Unit-III</b> | <b>Indian Constitution</b> <ol style="list-style-type: none"><li>1. Philosophical Foundations of Indian Constitution</li><li>2. Elements of Indian Constitution</li><li>3. Study of Rights in Indian Constitution</li><li>4. Directive principles to State</li></ol>   |
| <b>Unit-IV</b>  | <b>Indian Economy</b> <ol style="list-style-type: none"><li>1. Indian Economy - Features – Sectoral contribution in income</li><li>2. Role of Financial Institutions - RBI - Commercial Banks</li><li>3. Monetary and Fiscal Policies for Economic Development</li><li>4. Economic Reforms - Liberalization - Privatization- Globalization</li></ol>   |
| <b>Unit-V</b>   | <b>Impact on Society &amp; Analytics</b> <ol style="list-style-type: none"><li>1. Role of Computer, impact of Computers on human behavior, e-mail,</li><li>2. Social Networking- Whats App, Twitter, face book, impact of Social . Networks on human behavior.</li><li>3. Simulating, Modeling, and Planning, Managing Data, Graphing Analyzing Quantitative Data,</li><li>4. Expert Systems and Artificial Intelligence Applications in the Social Sciences</li></ol> |

**References: -**

1. Introduction to Psychology – Atkinson RC
2. History of the freedom movement in India – Tarachand
3. India since Independence – Bipin chandra
4. Introduction to the Constitution of India D.D.Basu
5. S.K Misra & V.K Puri – Indian Economy, Himalaya Publishing House , 2015
6. Government of India, Economic Survey (Annual), New Delhi
7. Information and Communication Technology by APCCE
8. Computer Applications in the Social Sciences by Edward E. Brent, Jr. and Ronald E. Anderson

**Activities:**

1. Assignment
2. PPT Presentation, Participation in Webinars
3. Field visits
4. Group Discussion
5. Survey and Analysis
6. Charts and Poster presentation
7. Identify the peripherals connected to a system and label them as either Input or Output or both.
8. Identify the Operating System loaded in your system and compare the features with other existing Operating System.
9. Collect latest census data and draw a graph indicating the growth rate.
10. Predicting the risk of depression, substance dependency, drinking, obsessive compulsive disorders, and suicide using AI.

B.A., Semester-I,	Topics deleted	Topics added	Percentage of changes made in syllabus	Justification per each topic deleted/added
Paper II Perspectives Of Indian Society	-	-	-	Topic is important for Competitive exams at National &State level

**Activities****Mandatory Co-Curricular Activity**

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

**Suggested Co-Curricular Activities**

Book Reading, Student Seminars, Quiz programmes, Individual/Group Field Studies, students should be encouraged to prepare a chart on sequence of event, collection of news report and maintaining a record of paper -cuttings relating to topics covered in syllabus.

## CO-PO Mapping

1:Slight (Low) 2:Moderate (Medium) 3:Substantial (High)

	PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PSO-1	PSO-2	PSO-3
CO-1	3	2	1	2	2	3	3	2	3
CO-2	3	1	2	1	3	2	-	1	
CO-3	2	3	3	1	2	1	3	1	-
CO-4	3	2	1	2	3	-	2	1	3

**P.R. GOVERNMENT COLLEGE(A),KAKINADA**  
**I Year B.A. Model Question Paper**  
**Semester I– Course -II**  
**Perspectives of Indian Society**

**Time: 2Hrs.**

**Max.Marks:--50**

**PART-A**

Answer any **THREE** questions by attempting at least one question each section

**Section -A**

**3x 10 = 30M**

1. Discuss the concept of human nature and its implications in real life engagements.
2. Evaluate the factors that led to the rise of nationalism during the British rule in India.
3. Discuss the philosophical foundations of the Indian constitution drawing from its underlying principles and values.

**Section-B**

4. Describe the features of the Indian economy and contribution of various sectors to Indian economy.
5. Analyze the economic reforms of liberalization, privatization, and globalization in India.
6. Asses the influence of social network platforms like Whatsapp, Twitter, and Face book on human behavior and interpersonal relations.

**PART-B**

Answer any **FOUR** of the following questions **4 x 5 = 20M**

7. Individualism and collectivism
8. Social influence on human life
9. Heritage sites in India
10. Fundamental rights
11. Directive principles
12. Reserve Bank of India
13. Email

**P.R GOVERNMENT COLLEGE (A), KAKINADA**  
**BLUE PRINT**  
**(I-semester History Course -II)**  
**Perspectives of Indian Society**

Name of the chapter	Essay questions 10marks	Short question 5marks	Marks allotted to the chapter
UNIT-I	01	02	20
UNIT- II	01	02	20
UNIT- III	01	01	15
UNIT-IV	02	01	25
UNIT-V	01	01	15
<b>Total</b>	<b>06</b>	<b>07</b>	<b>95</b>
Total marks including choice			95

**Signatures**

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**

**I Year B.A. Programme (UG) Paper-IV CBCS**

**II Semester Paper (Core Paper)**

**B.A (Honours) in History**

**3. Science and Human Fast**

---

**Learning Outcomes:**

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

1. Students will understand the meaning of history and its relation to other social sciences and historical writing.
2. Learn about the origin and evolution of human culture.
3. Know how humans transformed from the Stone Age to the Iron Age.
4. Understand the greatness of the first Indian civilization in the Indus Valley.
5. Learn about the richness of Vedic culture.

**Syllabus:**

**Unit-I**

What is History-Is History a science?-Facts, Interpretations-Relation with other Social Sciences-Sources of Indian History: Archaeological and Literary Sources?

**Unit-II**

Hunting Gathering to the Food Production Society: Paleolithic, Mesolithic, Neolithic and Chalcolithic Phases in India- Evolution of tools, belief systems and art forms.

**Unit-III**

First Urbanization in India: The Indus Valley Civilization-Definition of Civilization and Urbanization-Origin, Extent-Sites-Features of IVC-Trade and Commerce-Social and Cultural Life-Decline of the Civilization.

**Unit-IV**

The Vedic Corpus: Vedic Literature-Indo-Aryans Theories-Society, Economy, Culture, religion and Polity during the Early Vedic Period-Society, Economy, Culture, religion and Polity during the Later Vedic Period-Origin of Varna System.

**Unit-V**

Second Urbanization in India: Iron Age Cultures in the subcontinent-Impact of Iron technology-The emergence of City life- Urban Occupations, Crafts, Guilds-Trade and Commerce.

**Curricular Activities:**

- A student seminar can be conducted on history and its relationship to other social sciences.
- Map-pointing should be a compulsory activity as it helps students understand the text more vividly and clearly and should be made part of the internal examination by allotting 5 marks out of 25 for this skill-based activity.
- Collection of news reports and maintaining a record of paper cuttings relating to topics covered in the syllabus
- Pictures are drawings of Stone Age cultures. 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
- An assignment can be given on metal-age cultures with student justification.

- A test can be conducted on Indus valley civilization.
- A comparative table of Indus and Vedic culture can be prepared.
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Quiz/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map Project Works
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture      Visit to the Museums
- Membership from AP History Congress

### **References:**

1. E.H. Carr., What is History, Penguin, 1961
2. H.D.Sanakalia., Pre History and Proto History of India and Pakistan, Bombay University Press, 1990.
3. Stuart Piggott., Prehistoric India to 1000 BC, MJP Publisher, 2022.
4. B.Shaik Ali., History: its Theory and Method, Macmillan, 1978
5. R.S.Sharma., Ancient India, New Delhi, 1996
6. Gordon Childe., What Happened in History, Penguin, 1952
7. D.D. Kosambi., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publishing, 1965.
8. D.N.Jha, Ancient India: In Historical Outline, Manohar Publishers, 1999.
9. D.D.Kosambi, An Introduction to the Study of Indian History, Popular Prakashan, 1996.
10. D.P.Chattopadhyay, Science and Society in Ancient India, Research India Publication, 1978.
11. R.C.Majumdar, K.K.Dutta & H.C.RoyChowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
12. RomilaThapar., Cultural Pasts: Essays on Early Indian History, Oxford university Press, 2000.
13. Romila Thapar., Early India: From the origins to 1300, University of California Press, 2004.

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**I Year B.A. Model Question Paper**  
**Semester II– Course -III**  
**3. Science and Human Fast**

---

**Time: 2Hrs.**

**Max.Marks:--50**

**PART-A**

Answer any **THREE** questions by attempting at least one question each section

**Section -A**

**3x 10 = 30M**

1. ....
2. ....
3. ....

**Section-B**

4. ....
5. ....
6. ....

**PART- B**

Answer any **FOUR** of the following questions **4 x 5 = 20M**

7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**I Year B.A. Programme (UG) Paper-IV CBCS**  
**II Semester Paper (Core Paper)**  
**B.A (Honours) in History**  
**4.Age of Enlightenment and State Formation in India**

---

**Learning Outcomes:**

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

- Know the philosophies of Indian religions.
- Learn about the formation of states and their growth.
- Know the causes of the rise of Magadha and its political history.
- Understand the Mauryans history and Ashoka Dhamma policy.
- Will know the significance of post-Mauryan conditions

**Syllabus:**

**Unit-I**

New Religious Philosophy- Ajivikas, Charvakas-Jainism and Buddhism

**Unit-II**

State formation: Sixteen Mahajanapadas - Rise of Magadha - Nandas- Foreign

Invasions - Darius I and Alexander.

**Unit-III**

Mauryan Empire: Archaeological and Literary Sources-Chandra Gupta Maurya-Bindusara and Ashoka - Ashoka's Dhamma Policy

**Unit-IV**

The Mauryan Administration-Society, Economy, Art and Architecture - Decline of

Mauryan Empire-Sangam Literature

**Unit-V**

Post Mauryan Period-Invasions from Central Asia-Indo Greeks-Sakas- Parthians and Khushans-Growth of Trade and Urban centres-Coins and Guilds- Gandhara and Mathura Art.

**Curricular Activities:**

- Visit the nearest Jain and Buddhist sites or temples and submit a project report.
- Conducted a test on the emergence of states in India.
- Conducted a group discussion on Ashoka's religious policy.
- Prepare a poster-making activity on the art and architecture of the Mauryas.
- Visit the nearest museum and study the Indo-Greek coins.
- Students should be asked to prepare an inventory of items preserved in the museum and their usage.
- An assignment can be given on Mauryan art.
- A test can be conducted on Sangam literature.
- A comparative table of Jainism and Buddhism culture can be prepared.
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Quiz/Unit Tests

- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture
- Visit to the Museums
- Membership from AP History Congress

**References:**

1. K.A.N Sastri., Age of the Nandas and Mouryas, Motilal Banarasidass, 1952
2. R.S.Sharma., Matrial Culture and Social Formations in Ancient India, Macmillan India, 2007.
3. R.S.Sharma., Looking for the Aryans, Orient Longman, 1995.
4. RomilaThaper., History of India, Penguin, 1965
5. V.D.Mahajan., Ancient India, S.Chand and Company Limited, 2019.
6. Upinder Singh., A History of Ancient and Early Medieval India: From the Ancient Stone Age to the 12<sup>th</sup> Century, Pearson India, 2009.
7. D.N. Jha., Ancient India: An Historical outline, Manohar Publishers, 1999
8. R.C.Majumdar, K.K.Dutta&H.C.RoyChowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
9. Romila Thapar., Early India: From the origins to 1300, Univrsity of California Press, 2004.
10. Romila Thapar., Cultural Past: Essays on Early Indian History, Oxford University Press, 2000.
11. Romila Thapar., Ashoka and Decline of theMauryas, OUP, 2012.

**P.R. GOVERNMENT COLLEGE(A),KAKINADA**  
**I Year B.A. Model Question Paper**  
**Semester II– Course –IV**  
**Age of Enlightenment and State Formation in**  
**India**

**Time: 2Hrs.**

**Max.Marks:--50**

**PART-A**

Answer any **THREE** questions by attempting at least one question each section

**Section -A**

**3x 10 = 30M**

- 1.-----
- 2.-----
- 3.-----

**Section-B**

- 4.-----
- 5.-----
- 6.-----

**PART- B**

Answer any **FOUR** of the following questions **4 x 5 = 20M**

- 7.-----
8. -----
- 9.-----
- 10.-----
- 11.-----
- 12.-----
- 13.-----

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**II Year B.A. History Hons CBCS**  
**III Semester Paper (Core Paper)**

**Paper V :Early Medieval History of India (300 CE-1206 CE)**

**Learning Outcomes:**

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

- Will understand the political scenario of the 8th century C.E. in India.
- Know the achievements and greatness of the Gupta rulers and Harshavardhana.
- Know the Invasions of Arabs and Turks
- Understanding the emergence of regional dynasties and their mutual relations
- Visualise the contribution of the Pallavas to Indian art and architecture.
- Get awareness of Cholas local administration.
- Know the philosophies of various Bhakti saints.

**Syllabus**

**Unit-I** - Gupta Dynasty – Hunas, Samudra Gupta, Kumara Gupta, Political, Administrative, Economic, Socio and Cultural conditions- Science and Technological achievements  
- Foreign Travellers: Fa-hien and Hiuen Tsang.

**Unit-II** - Harshavardhana- contribution of Rajputs- , Muhammad Gazani, Muhammad Ghori  
- Nalanda, Taxila, Vikramasila and Vallabi Universities.

**Unit-III** - Arab and Turkish Invasions-, Prudhuvi Raj Chowhan Albrunis India-Kalhana  
Rajatarangini

**Unit-IV**-South Indian Kingdoms: Pallavas – Narsimha Varma-I, Administration, Architecture -  
Cholas: Raja Raja Chola, Rajendra Chola, Bruhadishwara Temple, Local Self  
Government, Cultural Contributions.

**Unit-V** - Sankaracharya, Ramanujacharya and Madhvacharya Philosophies-Styles of  
Architecture: Dravidian, Nagara and Vyasara- Tanjor, Belur and Halebid Temples  
Architecture

**Additional Input :**

- 1) Ajantha And Ellora paintings
- 2) Rastra kutas
- 3) Pallavas conditions, Art & Architecture
- 4) Cholas Trade and Commerce

### **Curricular Activities:**

- Collection of Fa-hien and Hiuen-Tsang pictures with their biographies
- Identify the important cities of Vakataka, Rastrakutas, and Rajput Kingdoms on the map.
- A chart can be prepared for Arab and Turkic invasions.
- Visit the Pallava and Chola art and architecture sites and submit a detailed report
- Quiz/Assignments
- Book Reviews on latest Developments in History 13
- Seminars/Group Discussions/Unit Tests
  - Collection of Articles and Books
  - Preparation of Videos/Charts
- Identify the important places in the Map
  - Project Works
- Prepare the synopses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture
- Visit to the Museums ➤ Membership from AP History Congress

### **References:**

1. Romila Thapar., Early India: From the origins to 1300 A.D, Allen Lane, 2002.
2. V.A.Smith., Early History of India, Atlantic Publishers, 1999.
3. V.D.Mahajan., Ancient India, S.Chand and Company Limited, 2019.
4. Upinder Singh., A History of Ancient and Early Medieval India: From the Ancient Stone Age to the 12th Century, Pearson India, 2009.
5. D.N.Jha., Early India: A Concise History, Manohar Publishers, 2004.
6. D.N.Jha., Ancient India: An Historical Outline, Manohar Publishers, 1999.
7. R.C.Majumdar, K.K.Dutta & H.C.Roy Chowdhuri (ed.), An Advanced History of India, Macmillan, 1948.
8. Romila Thapar., Early India: From the Origins to 1300, University of California Press 2004.
9. Burton Stein., South India Some General Consideration of the Region and its early History, OUP, 1978.
10. Ranabir Chakravarthi., Exploring Early India, upto 1300 A.D, Primus Books, 2016.

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**II Year B.A. Model Question Paper Semester – III**  
**Paper V**  
**Early Medieval History of India (300 CE-1206 CE)**

**Time: 2Hrs.**

**Max.Marks:50**

**PART-A**

Answer any **Three** questions by attempting at least one question each section

**Section –A**

**3 x 10 = 30M**

1. -----.
2. -----.
3. -----.

**Section- B**

4. -----.
5. -----.
6. -----.

**PART- B**

Answer any **Four** of the following questions

**4 x 5 = 20M**

7. -----.
8. -----.
9. -----.
10. -----.
11. -----.
12. -----.
13. -----.

**P.RGOVERNMENT COLLEGE (A), KAKINADA**  
**BLUEPRINT**

(III-semester History Paper - V)

Early Medieval History of India (300 CE-1206 CE)

Name of the chapter	Essay questions 10marks	Short questions 5marks	Marks allotted to the chapter
UNIT-I	02	01	25
UNIT- II	01	02	20
UNIT- III	01	02	20
UNIT-IV	01	01	15
UNIT-V	01	01	15
<b>Total</b>	<b>06</b>	<b>07</b>	<b>95</b>
Total marks including choice			95

**Signatures**

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**II Year B.A. History Hons CBCS**  
**III Semester Paper (Core Paper)**  
**Paper VI : Medieval Indian Society: (Polity, Economy, and Culture) (1206 CE-1707 CE)**

**Learning Outcomes:**

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

- Know the Delhi Sultanate Rule and its Conditions.
- The Administrative Policies and Reforms of the Delhi Sultanate Kings
- Understand the nature of mediaeval Indian states.
- Get knowledge of the emergence of composite culture In India.
- Learn about the Bhakti Movement and the evolution of composite culture.
- Know the Marathas and Sikh political history.

**Syllabus:**

**Unit-I**

Tymur Inventions (1398) Delhi Sultanate: Slave, Khilji, Tugluq, Sayyed and Lodi dynasties-Reforms of Alla-ud-dinKhilji, Mahummad-Bin-Tuglaq and Firuj-Shah-Tugluq-Divine of Delhi Sultanate. First Panipattu War 1526

**Unit-II**

Administration of Delhi Sultanate, Socio-Economic-Political-Religious Conditions-Impact of Islam on Indian Society -Bhakti and Sufi Movements-Evolution of Composite Culture.

**Unit-III**

History of Greater Mughals-Babur-Humayun- Shershah Reforms- Akbar-Jahangir-Shahjahan and Aurangzeb-Later Mughals

**Unit-IV**

Mughal Administration, Socio, and Religious Conditions- -Dhin I ilahi - Mughal Paintings-Art and Architecture

**Unit-V**

Decline of Mughals-Aurangzeb's Deccan Policy- Marathas: Shivaji Administration and Peshwas - After Peshwas 3<sup>rd</sup> Panipattu War 1761.

**Additional Input :**

- 1)Delhi Sultanate Art & Architecture
- 2) Mughal Economy, Literature
- 3) Rise of Regional Powers, -Sikhs

### **Curricular Activities:**

- Prepare the chronological chart of the Delhi Sultanate and collect the Delhi Sultanate archival documents.
- Collection of photographs of Delhi Sultanate rulers
- Exhibition on Mughal paintings/Prepare a chart of Delhi and Mughal rulers.
- Prepare the timeline of Mughal rulers and collect the Mughal kings archival documents.
  
- Collection of Various Constructions of Delhi Sultanates and Mughal Rulers
- Conduct a group discussion on Akbar's religious policy. 15
- Conduct a test on conditions during the Delhi Sultanate.
- Give an assignment on the rise of regional powers.
- Quiz/Assignments/Debates/Workshops/ Book Reviews
- Seminars/Group Discussions/Unit Tests/Collection of Articles and Books
- Preparation of Videos/Charts/Identify the important places in the Map
- Project Works/Collection of News Paper Cuttings
- Prepare the synopses/Write articles to the reputed journals and Magazines
- Photos Exhibitions on Temple Architecture/Visit to the Museums

### **References:**

1. Irfan Habib., Medieval India: The Study of a Civilization, National Book Trust, 1985
2. Satish Chandra., History of Medieval India, 800-1700, Oriental Blackswan, 2007.
3. Satish Chandra., Medieval India: From Sultanate to the Mughals, Part-I & II, Har Anand Publications, 2005.
4. Satish Chandra., Essays on Medieval Indian History, Oxford University Press, 2005.
5. I.H.Qureshi., The Administration of the Sultanate of Delhi, Oriental Books, 1977.
6. Aniruddha Ray., The Sultanate of Delhi (1206-1526): Polity, Economy, Society and Culture, Taylor and Francis, 2019.
7. Sunil Kumar., Emergence of the Delhi Sultanate. 1192-1286, Permanent Black, 2007.
8. Fouzia Farooq Ahmed., Muslim Rule in Medieval India: Power and Religion in Delhi Sultanate, Bloomsbury Publishing, 2016.
9. HarbansMukhia., The Mughals of India, Wiley Publishers, 2008.
10. Jhan F.Richards., The Mughal Empire, All Volumes, Cambridge University Press, 2012.
11. Michael H.Fisher., A Short History of Mughal Empire, Bloomsbury Publishing, 2015.
12. Shahabuddin Iraqi., Bhakti Movement in Medieval India: Social and Political Perspectives, Manohar Publications, 2009. 13.
- J.L.Mehta.,  
Mediaeval Indian Society and Culture, Sterling Publications,
14. A.B.M. Habibulla., The Foundation of Muslim Rule in India.

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**II Year B.A. Model Question Paper Semester – III**  
**Paper VI**  
**Medieval Indian Society: (Polity, Economy, and Culture) (1206 CE-1707 CE)**

**Time: 2Hrs.**

**Max.Marks:50**

**PART-A**

Answer any **Three** questions by attempting at least one question each section

**Section –A**

**3 x 10 = 30M**

7. -----.
8. -----.
9. -----.

**Section- B**

10. -----.
11. -----.
12. -----.

**PART- B**

Answer any **Four** of the following questions

**4 x 5 = 20M**

7. -----.
8. -----.
9. -----.
10. -----.
11. -----.
12. -----.
13. -----.

**P.RGOVERNMENT COLLEGE (A), KAKINADA**

**BLUE PRINT**

(III-semester History Paper - VI)

**Medieval Indian Society: (Polity, Economy, and Culture) (1206 CE-1707 CE)**

Name of the chapter	Essay questions 10marks	Short questions 5marks	Marks allotted to the chapter
UNIT-I	02	01	25
UNIT- II	01	02	20
UNIT- III	01	02	20
UNIT-IV	01	01	15
UNIT-V	01	01	15
<b>Total</b>	<b>06</b>	<b>07</b>	<b>95</b>
Total marks including choice			95

**Signatures**

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**II Year B.A. Model Question Paper Semester –III**  
**Paper VII**  
**History of Modern India**

Learning Outcomes:

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

- Identify the true nature of colonial rule and its consequences.
- Understand the unrest among the people against the company.
- Identify the true nature of different governors' journal reforms.
- Find out the various revenue, education, and social reforms.
- Unearth the concept behind the 1857 revolt and its role in modern Indian history.

Unit-1

European Penetration into India- Conflicts between European powers- Carnatic Wars- Robert clive-Battle of Plessey an Boxer

Unit-II

Colonial Acts: Regulating Act (1773), Pits India Act (1784), Charter Acts (1833)-Warren Hastings

Unit-III

Reforms of Cornwallis-Wellesley- William Bentinck- Dalhousi

Unit-IV

Economic Impact of British Rule: Land Revenue Policies: Permanent Settlement-Zamindari system-Ryotwari, Mahalwari Systems- Commercialisation of Agriculture -Decline of Handicrafts

Unit-V

Indian Response to British Rule: Causes for Peasant and Tribal Movements in 18th and 19th Centuries-1857 Revolt- Nature- Causes Course and results.

**Additional Input :**

- 1) Bengal Nawabs
- 2) Anglo-Maratha Wars
- 3) De Industrialisation , Drain of wealth - famines

**Curricular Activities:**

- Identify the European trading centres in the Map
- Prepare the chart on Exports and Imports of India during British Rule
- Differentiate the common feature of Permanent Settlement, Raythwari and Mahalwari systems.
- Prepare the chart on Agricultural crops and Commercial Crops
- Identify the 1857 Revolt centres and their leaders in Map.
- Quiz/Assignments/Debates/Workshops
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places
- Project Works
- Collection of News Paper Cuttings
- Prepare the synapses
- Write articles to the reputed journals and Magazines
- Photos Exhibitions
- Visit to the Museums

**References:**

1. Sumit Sarkar., Modern India, Pearson India, 2014.
2. R.C.Dutt., The Economic History of India Under Early British Rule, K.Paul , Trench , Trubner& Company Limited, 2008.
3. Tirthankar Roy., How British Rule Changed india's Economy: The Paradox of the Raj, Springer International Publishing, 2020.
4. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010.
5. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015
6. Barbara D. Metcalf, Thomas R. Metcalf., A Concise History of Modern India, Cambridge University Press, 2006.
7. K.C.Chaudari., History of Modern India, New Central Book Agency,2011.
8. Bipan Chandra., Essays on Colonialism, Oriental black swan,1999.
9. Taylor & Francis., The Great Rebellion of 1857 in India: Exploring Transgressions, Contests and Diversities, 2010.
10. Śekhara Bandyopādhyāya., From Plessey to Partition: A History of Modern India, Oriental Blakswan, 2004
11. V.D.Mahajan., Modern Indian History, S.Chand and Company \Limited, 2020.
12. Bipan Chandra, A.Tripathi, Barunde., Freedom Struggle, National Book Trust 1987.

**P.R.GOVERNMENT COLLEGE(A),KAKINADA**

II Year B.A. Model Question Paper IV

Semester III- Course – VII

History of Modern India (1707 CE-1857 CE)

**Time: 2Hrs.**

**Max.Marks:50**

**PART-A**

Answer any **Three** questions by attempting at least one question each section

**Section –A**

**3 x 10 = 30M**

- 1-----.
- 2-----.
- 3-----.

**Section- B**

- 4.-----.
- 5-----.
- 6-----.

**PART- B**

Answer any **Four** of the following questions

**4 x 5 = 20M**

7. -----.
- 8 -----.
- 9 -----.
- 10 -----.
- 11 -----.
- 12 -----.
- 13 -----.

**P.R GOVERNMENT COLLEGE (A), KAKINADA**  
**BLUEPRINT**  
(III-semester)

**Paper VII: History of Modern India (1707 CE-1857 CE)**

Name of the chapter	Essay questions 10marks	Short questions 5marks	Marks allotted to the chapter
UNIT-I	02	01	25
UNIT- II	01	02	20
UNIT- III	01	02	20
UNIT-IV	01	01	15
UNIT-V	01	01	15
<b>Total</b>	<b>06</b>	<b>07</b>	<b>95</b>
Total marks including choice			95

**Signatures**

**P.R. GOVERNMENT COLLEGE (A),KAKINADA**  
**II Year B. A. Semester-III**  
**Paper VIII: History of Modern World (Upto 1945 CE )**

**Learning Outcomes:**

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

- Demonstrated advanced factual knowledge of world histories, politics, and cultures.
- Know the causes of geographic discoveries and new innovations.
- Assess and appraise the developments in art, literature, and society during the Renaissance and utilise content knowledge of the Reformation and Counter Reformation to make predictions about the evolution of Christianity in Europe and abroad.
- Know the causes of the Industrial Revolution and its various developments.
- Understand the main events of the American and French Revolutions and their significance
- Learn how Russia's traditional monarchy was replaced with the world's first Communist state.
- Know how the world wars affected the people and how the UNO played a major role in world peace.

**Syllabus:**

Unit-1

Geographical Discoveries-Renaissance- Reformation and Counter Reformation

Unit-II

Industrial Revolution-American Revolution (1776)-French Revolution (1789):  
Causes and Results

Unit-III

Unification of Italy and Germany-Communist Revolution in Russia

Unit-IV

Causes for World War-1 -League of Nations —Udoro Wilsons 14 points-World  
War II

Unit-V

Fascism in Italy ,Nazism in Germany-United Nations Organizations: Structure

**Additional Input :**

- 1)Mustafa Kemal pasha in Turkey
- 2) U.N.O Achievements And Failures Cold War

**References:**

1. J.N.L.Baker.,History of Geographical Discoveries and Explorations, Cooper Square Publishers, 2008.
2. H.A.L. Fisher., History of Europe, Royal National Institute of the Blind, 1939.
3. H.A.L. Fisher., A History of Europe, Eyre &Spottiswoode, 1952.
4. Rose Barling, Valerie Boyes., The Renaissance, Jhon Murray Publishers, 1995.
5. David Thomson., Europe since Napoleon, Penguin Books, 1990.

6. R.S.Chaurasia., History of Europe, Atlantic Publishers, 2002.
7. A.J.Grant., History of Europe, 3 Vols
8. B.V.Rao., History of Modern Europe, 1786-2013, Sterling Publishers, 2015.
9. J.M.Roberts., The Penguin History of Europe, Penguin Publishing Group, 1997.
10. C.J.H. Hayes, Modern Europe up to 1870
11. C.D. Hazen, Modern Europe up to 1945
12. Christopher Hill., From Reformation to Industrial Revolution
13. G.R Elton., Reformation Europe, 1517-1559
14. The New Cambridge Economic History of Europe, Vol. I, VII

**Curricular Activities:**

- Map-pointing should be a compulsory activity; it should be made part of the internal examination by allotting marks for this skill-based activity.
- Watch historical movies related to the topics in the e-class room.
- Organise Guest Lectures and the publication of a college-level magazine by encouraging students to write articles on the contemporary history of Europe.
- Conduct Viva voce interviews and Quiz Programmes etc.
- Quiz/Assignments/Debates/Workshops
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books/Preparation of Videos/Charts
- Identify the important places in the Map/Project Works Write articles to the reputed journals and Magazines/Photos Exhibitions/Visit to the Museums/Tourist Places
- Collection of News Paper Cuttings
- Prepare the synapses/Write articles to the reputed journals and Magazines
- Photos Exhibitions/Visit to the Museums/Tourist Places

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
II Year B.A. Model Question Paper  
Semester III- Course - VIII  
**HISTORY OF MODERN WORLD (upto 1945 CE)**

**Time: 2Hrs**

**Max.Marks:50**

**PART-A**

Answer any **Three** questions by attempting at least one question each section.

**Section -A**

**3 x 10 = 30M**

- 1-----.
- 2-----.
- 3-----.

**Section- B**

- 4.-----.
- 5-----.
- 6-----.

**PART- B**

Answer any **Four** of the following questions

**4 x 5 = 20M**

7. -----.
- 8 -----.
- 9 -----.
- 10 -----.
- 11 -----.
- 12 -----.
- 13 -----.

**P.R GOVERNMENT COLLEGE(A),KAKINADA**  
**BLUEPRINT**  
**(III- Semester History Paper -VIII )**  
**HISTORY OF MODERN WORLD (upto 1945 CE)**

Name of the chapter	Essay questions 10 marks	Short questions 5 marks	Marks allotted to the chapter
UNIT – I	01	02	20
UNIT – II	01	01	15
UNIT – III	01	02	20
UNIT – IV	02	01	25
UNIT - V	01	01	15
Total	06	07	95
Total marks including choice			95

**Signatures**

**P.R GOVERNMENT COLLEGE(A),KAKINADA**

**Semester-IV**

**9. Social Change in Modern India**

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

- Learn the Indigenous and Western education systems and its essence.
- Understand the genesis of vernacular literature and contribution of Christian missionaries in education.
- Knowledge of various social reform institutions and personalities
- Appreciate the services rendered by the various societies in social awakening
- Importance of Self-respect Movement
- Understand the Social Reform movements and its impact on the society.

**SYLLABUS**

Unit-I

Indian Education System-Introduction of English Education-Colonial Educational Policies

Unit-II

The rise of Modern Vernacular Literature-Progress of Science-Christian Missionaries activities in India.

Unit-III

The Indian Renaissance-Causes-Raja Ramamohan Roy-Devendranath Tagore-Kesava Chandra Sen-Eswar Chandra Vidya Sagar-

Unit-IV

Prathana Samaj- AryaSamaj- Theosophical Society; Anniebesent -Ramakrishna Mission-Social Reform Movement in Andhra: Kndukuri, Raghupati VenkataRatnam Naidu- Gurajada, KomarrajuVenkata Lakhmana Rao

Unit-V

Aligarh Movement-Sir Sayyad Ahmadkhan Faraizi Movement-Self Respect Movements: Jyothiba Phule-Narayan Guru-E.V.Rama Swamy-Dr.B .R.Ambedkar

**Additional Input :**

- 1) Growth of Press
- 2) Young Bengal movement

### **Curricular Activities:**

- Prepare a chart of both Indian and western education system and display in the class room.
- Visit the local Christian missionaries, Education institutions and prepare a project work on the observations.
- Collect the Pictures of various Social Reform Movement leaders and their brief history ➤ Identify the Social Service NGOs and their role in the society.
- Quiz/Assignments/Debates/Workshops 21
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit Tests
- Collection of Articles and Books
- Preparation of Videos/Charts
- Identify the important places in the Map
- Project Works      ➤ Collection of News Paper Cuttings      ➤ Prepare the synapses ➤ Write articles to the reputed journals and Magazines      ➤ Photos Exhibitions
- Visit to the Museums/Tourist Places

### **References:**

1. RC.Dutt.,The Economic History of India Under Early British Rule, Rutledge, 2000.
2. Thirthankar Roy., the Economic History of India, 1857-2010, Oxford University Press, 2020.
3. Kenneth W.Jones., Socio-Religious Reform Movements in British India, Vol.1, Cambridge University Press, 1989.
4. M.N.Srinivas, Social Change in Modern India, Oriental Longman, 2001.
5. Raj Pruthi., Social and Religious Reform Movements in Modern India, Common Wealth Publishers, 2014.
6. AmiyaP.Sen., Social and Religious Reform: The Hindus of British India, Oxford University Press, 2005.
7. A.Kumar., Social Transformation in Modern India, Sarup Books Limited Private Limited,2001.
8. Sumit Sarkar&Tanika Sarkar., Women and Social Reform in Modern India, Indian University Press, 2008.
9. V.Rama Krishna., Social Reform in Andhra1848-1949, Vikas Publications, 1983. 22 Semester-IV

10. Indian National Movement (1857-1947)

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**

II Year B.A. Model Question Paper

Semester IV- Course - IX

**Social Change in Modern India**

**Time: 2Hrs**

**Max.Marks:50**

**PART-A**

Answer any **Three** questions by attempting at least one question each section.

**Section -A**

**3 x 10 = 30M**

1-----.

2-----.

3-----.

**Section- B**

4. -----.

5-----.

6-----.

**PART- B**

Answer any **Four** of the following questions

**4 x 5 = 20M**

7. -----.

8 -----.

9 -----.

10 -----.

11 -----.

12 -----.

13 -----.

**P.R GOVERNMENT COLLEGE(A),KAKINADA  
BLUEPRINT  
(IV- Semester History Paper -IX )  
Social Change in Modern India**

Name of the chapter	Essay questions 10 marks	Short questions 5 marks	Marks allotted to the chapter
UNIT – I	01	02	20
UNIT – II	01	01	15
UNIT – III	01	02	20
UNIT – IV	02	01	25
UNIT - V	01	01	15
Total	06	07	95
Total marks including choice			95

**Signatures**

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**Semester- IV**

PAPER X: Indian National Movement (1857-1947)

Learning Outcomes:

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

- Learn the reforms of British viceroys, i.e., Lord Lytton, Rippon, and Curzon.
- Study the important factors for the growth of Indian nationalism.
- Understand the young generation's enthusiasm to obtain independence at an early age. ➤ Visualise the idealistic policies of Mahatma Ghandhi.
- Paved the way for obtaining independence

**SYLLABUS**

Unit-1

Viceroy's Rule: Lord Lytton-Lord Rippon-Lord Curzon and their Reforms-Factors for the Growth of Indian Nationalism

Unit-II

Indian National Congress-Moderates and Extremists-Partition of Bengal-Swadeshi Movement – Vande Mataram movement – Birth of Muslim League

Unit-III

Indian Councils Act 1892- Minto-Morley (1909) Reforms-Home Rule Movement-Montagu Chelmsford- 1919

Unit-IV

Gandhian Era -Khilafat Movement-Rowlatt Act-Jallian Walla Bagh-Non-Cooperation Movement- Swaraj Party-Subhash Chandra Bose – INA

Unit-V

Simon Commission-Roundtable Conferences- Gandhi Irwin pact-Civil Disobedience Movement- Poona Pact-Communal Award- Cripps Mission-Quit India Movement- Partition of India-Integration of Princely States: Sardar Vallabhai Patel

**Additional inputs:**

- 1) Wavell Plan
- 2) Cabinet Mission
- 3) Militant Nationalism

**Curricular Activities:**

- Collect the Photos of Lord Rippon and Curzon
- List out the characteristics of Moderates and Extremists
- Collect the Biography of BhagatSingh and Subash Chandra Bose
- Conduct the Exhibitions on Indian National Leaders Photographs and their contribution to Indian National Movement
- Identify the Unification of Princely States in Indian Union in the map
- Quiz/Assignments/Debates/Workshops
- Book Reviews on latest Developments in History
- Seminars/Group Discussions/Unit Tests ➤ Collection of Articles and Books
- Preparation of Videos/Charts ➤ Identify the important places in the Map
- Project Works ➤ Collection of News Paper Cuttings ➤ Prepare Charts
- Write articles to the reputed journals and Magazines
- Photos Exhibitions
- Visit to the Museums/Tourist Places

**References:**

1. Anil Seal., Emergence of Indian Nationalism, CUP, 1968.
2. B.L.Grover and Grover., A New Look at Modern Indian History, S. Chand Publications,1998.
3. Sekhar Bandhyopadyay., From Plessey to Partition: A History of Modern India, Oriental Black Swan, 2004.
4. V.D.Mahajan., Modern Indian History, S.Chand and Company, 2020.
5. SumitSarkar., Modern India, Pearson India, 2014.
6. S.N.Sen., An Advanced History of Modern India, Macmillan India, 2010
7. Ishita Banerjee-Dube., A History of Modern India, Cambridge University Press, 2015
8. Barbara D. Metcalf, Thomas R. Metcalf.,A Concise History of Modern India,C Cambridge University Press, 2006.
9. K.C.Chaudari., History of Modern India, New Central Book Agency, 2011.
10. Bipan Chandra., Essays on Colonialism, Oriental black swan, 1999

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**

II Year B.A. Model Question Paper

Semester IV- Course - X

Indian National Movement (1857-1947)

**Time: 2Hrs**

**Max.Marks:50**

**PART-A**

Answer any **Three** questions by attempting at least one question each section.

**Section -A**

**3 x 10 = 30M**

1-----.

2-----.

3-----.

**Section- B**

4.-----.

5-----.

6-----.

**PART- B**

Answer any **Four** of the following questions

**4 x 5 = 20M**

7. -----.

8 -----.

9 -----.

10 -----.

11 -----.

12 -----.

13 -----.

**P.R GOVERNMENT COLLEGE(A),KAKINADA**  
**BLUEPRINT**  
**(IV- Semester History Paper - X )**  
Indian National Movement (1857-1947)

Name of the chapter	Essay questions 10 marks	Short questions 5 marks	Marks allotted to the chapter
UNIT – I	01	02	20
UNIT – II	01	01	15
UNIT – III	01	02	20
UNIT – IV	02	01	25
UNIT - V	01	01	15
Total	06	07	95
Total marks including choice			95

**Signatures**

**P.R GOVERNMENT COLLEGE(A),KAKINADA**

**(Semester-IV )**

**Paper XI: Social and Cultural History of Andhra Pradesh (upto 1956  
CE)**

**Learning Outcomes:**

Students after successful completion of the course will be able to

- Learn the broad social and cultural history of Andhra Pradesh, from pre-historic to the formation of Andhra Pradesh.
- Visualise the various major and minor dynasties that ruled Andhradesa between the 11th and 16th centuries.
- Know the advent of Europeans in Andhra and their trading settlement.
- Learn about the socio-cultural awakening of Andhra during the 19th and early 20th centuries.
- Examined the growth of the nationalist movement in Andhra Pradesh from 1885 to 1947.
- Learn about the incidents that led to the formation of the first linguistic state in India.

**SYLLABUS**

**Unit-1**

The Satavahanas-Socio-Economic and Religious Conditions, Literature, Art and Architecture-The Ikshvakas- Brihath palayanas -Vishnukundins-The Eastern Chalukyas of Vengi: Society, Religion, Telugu Language, Art and Architecture.

**Unit-II**

Andhra between 11<sup>th</sup> century to 13<sup>th</sup> century-Kakatiyas ; Political conditions, Administration, Socio and Economic conditions -Growth of Telugu Language and Literature-Vijayanagara Empire: Socio, Economic and Cultural Conditions, Art and Architecture.

**Unit-III**

Advent of Europeans –Impact of 1857 Revolt on Andhra- Establishment of British Rule –Vandemataram movement, Non-co-operation movement, Home rule Movement in Andhra-Salt satyagraha- Growth of Nationalist Movement in Andhra between 1885 to 1947.

**Unit-IV**

**Origin and Growth of Andhra Movement-Role of Andhra Mahasabhas-Events**

leading to the formation of Andhra State 1953 –Sribagh pact; Potti sriramulu .

#### Unit-V

Formation of Andhra Pradesh State 1956-Visalandhra Mahasabha-States Reorganization Commission (SRC) and its Recommendations - Gentlemen Agreement .

#### **Additional inputs**

1. Pre-Historic Culture
2. Role of Press and News Papers in the Andhra Movement ,Role of Library Movement and Folk and Tribal Culture
- 3.Important Social and Cultural Events (1956 to 2014).
4. Socio-Cultural Awakening
5. Various Major and minor dynasties that ruled Andhradesa between 11th and 16th centuries A.D. (In Brief)

#### Curricular Activities:

- Identify the major densities and important centres in the Map. A teacher can encourage the students to participate in national and international conferences.
- Faculty may assign some library work on collections of books, research papers on the syllabus topics.
- As a student, you can observe how socio-economic and cultural changes have taken place and shall submit a report and present it in the class room. The students may collect rare photographs of Andhra History.
- Individual Project Work shall be written in the given format not exceeding 10 to 20 pages and to be submitted to the teacher.
- Inculcate the Andhra culture among the students.
- Conduct the exhibitions on rare collection of books and photos
- Students can display the charts on various dynasties and kings
- Research-based assignments
- Invited Lectures and Presentations
- Seminars, group discussions, quizzes, etc.
- Participated in Andhra Pradesh, South Indian, and Indian History Congresses.

#### **References:**

1. P.Raghunadha Rao.,History and Culture of Andhra Pradesh from earliest Times to 2019, Sterling Publications, 2021.
2. Suravaram Pratap Reddy., Andhrula Sangika Charitra, Pallavi Publications, 2015
3. Etukuri BalaRamam Murty., Andhrula Sankshiptha Charitra, Vishalandhra Publishing House, 2016.
4. K.V.Narayanarao., the Emergence of Andhra Pradesh, Popular Prakasan, 1973.
5. Sanjini Duggani., Highlights of the Freedom Movement in Andhra Pradesh,

Ministry Cultural Affairs, Govt of Andhra Pradesh, 1972.

6. M. Venkatarangaiah(ed)., The Freedom Struggle in Andhra Pradesh (All Volumes).
7. M.L.K.Murty (Ed), Comprehensive History and Culture of Andhra Pradesh:Pre and Protohistoric Andhra Pradesh up to 500 BC, Oriental Longman,2008.
8. B.S.L.Hanumantha Rao., Socio-Cultural History of Ancient and Medieval Andhra, Telugu University, 2008.
9. KomarrajuVenkata Lakshmana Rau &Vijnana Sarvaswa Sakha., History and Culture of the Andhras,Telugu University, 2008.
10. V.Ramakrishna (Ed)., Compressive History of Modern Andhra, Emesco Books Pvt Ltd, Vijayawada.
11. Jairam Ramesh., Old History, New Geography: Bifurcating Andhra Pradesh, Rupa Publications, 2016.
12. Prasada Rao., Compressive History of Modern Andhra Pradesh, Emesco, Vijayawada.
13. Andhra Pradesh Samagra Dharshini
14. Online Sources

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
II Year B.A. Model Question Paper  
Semester IV- Course - XI  
Social and Cultural History of Andhra Pradesh (upto 1956 CE)

**Time: 2Hrs**

**Max.Marks:50**

**PART-A**

Answer any **Three** questions by attempting at least one question each section.

**Section -A**

**3 x 10 = 30**

- 1-----.
- 2-----.
- 3-----.

**Section- B**

4. -----.
- 5-----.
- 6-----.

**PART- B**

Answer any **Four** of the following questions

**4 x 5 = 20M**

7. -----.
- 8 -----.
- 9 -----.
- 10 -----.

12 -----.

13 -----

**P.R GOVERNMENT COLLEGE(A),KAKINADA**  
**BLUEPRINT**  
**(IV- Semester History Paper - XI)**  
Social and Cultural History of Andhra Pradesh (upto 1956 CE)

Name of the chapter	Essay questions 10 marks	Short questions 5 marks	Marks allotted to the chapter
UNIT – I	01	02	20
UNIT – II	01	01	15
UNIT – III	01	02	20
UNIT – IV	02	01	25
UNIT - V	01	01	15
Total	06	07	95
Total marks including choice			95

**Signatures**

**P.R. GOVERNMENT COLLEGE (A),KAKINADA**  
**III Year B. A. Programme (UG)**  
**Semester - VI- P a p e r**  
**TOURISM & HOSPITALITY SERVICES**

**Objectives**

1. To appreciate the importance of tourism & hospitality as an industry
2. To understand the various elements of tourism & hospitality management
3. To identify the methods to improve, establish and to operate tourism & hospitality business

**Learning Outcomes**

Students after successful completion of the course will be able to

1. Understand hospitality as a career
2. Inculcate interpersonal skills
3. Develop the ability for multitasking and crisis management
4. Understand the spirit of teamwork

Acknowledge the importance of guest service and satisfaction

**Syllabus**

<b>Unit-I</b>	Tourism -Definition -Nature and Scope -History of Tourism – Domestic and International Tourism -Causes of rapid growth of tourism – National Institute of Tourism and Hospitality Management
<b>Unit-II</b>	Relationship between history and tourism -Major tourist spot in AP- Gandikota, Nagarjunakonda, Salihundam and Konaseema
<b>Unit-III</b>	Characteristics of Hospitality Industry -Inflexibility, Intangibility, Perish ability-Types of hospitality jobs -Hotel Manager, Hotel Receptionist,Restaurant,Catering Assistant, Executive chef etc.Concept of Atithi Devo Bhavah -Types of hotels in India.
<b>Unit-IV</b>	Duties, responsibilities & skills of front office staff – duties, responsibilities & skills of housekeeping staff – guest stay process in a hotel – major processes and stages associated with it.
<b>Unit-V</b>	

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

**P.R. GOVERNMENT COLLEGE(A),KAKINADA**

III-year B.A.Model Question paper

**Semester VI– Paper–**

**TOURISM & HOSPITALITY SERVICES**

**Time: 2:00Hrs.**

**Max.Marks:50**

**Section -A**

Answer any **Four** of the following questions

ఈ క్రింది వానిలో నాలుగు ప్రశ్నలకు సమాధానములు వ్రాయుము 0x 0= 00M

1. Write about the Various types of Tourism.  
పర్యాటకము రకాలు గురించి వ్రాయండి.
2. Explain the causes for rapid growth of Tourism.  
పర్యాటకరంగం వేగంగా అభివృద్ధి చెందడానికి కారణాలను వివరించండి.
3. Discuss the relationship between History and Tourism  
చరిత్ర మరియు పర్యాటకరంగమధ్య సంబంధాన్ని చర్చించండి.
4. Write about different types of Tourism Hospitality.  
వివిధ పర్యాటక వసతి రకాలను గురించి వ్రాయండి.
5. Write about the various types of Tourism Hospitality jobs.  
వివిధ రకాల పర్యాటక వసతి ఉద్యోగాల గురించి వ్రాయండి.
6. What are the duties, responsibilities and skills of front office staff.  
ఫ్రంట్ ఆఫీస్ సిబ్బంది యొక్క విధులు, బాధ్యతలు మరియు నైపుణ్యాలు ఏమిటి.
7. What are the types of service offered by the Hotel.  
హోటల్ అందించే వివిధ రకాల సేవలు ఏమిటి.

**Section- B**

Answer any **Three** of the following questions

ఈ క్రిందివానిలో మూడు ప్రశ్నలకు సమాధానములు వ్రాయుము

**0x 0 = 00M**

1. Definition of tourism- పర్యాటకం నిర్వచనం
2. Gandikota- గండికోట
3. Concept of Athidhi Devo Bhava - అతిథి దేవో భవ
4. Hotel Manager- హోటల్ మేనేజర్
5. Room Service in Hotel - హోటల్ లో రూమ్ సర్వీస్
- Catering Services in a Hotel - హోటల్ లో క్యాటరింగ్ సేవలు

**P.R GOVERNMENT COLLEGE(A),KAKINADA**  
**BLUEPRINT**  
**TOURISM & HOSPITALITY SERVICES**  
(V- semester History Paper - )

Name of the chapter	Essay questions 10 marks	Short questions 5 marks	Marks allotted to the chapter
UNIT – I	02	01	25
UNIT – II	01	02	20
UNIT – III	02	01	25
UNIT – IV	01	01	15
UNIT - V	01	02	20
Total	07	07	105
Total marks including choice			105

**Signatures**

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**III Year B.A. Programmed (UG)-Paper–VIICBCS**  
**Semester- V**  
**TOURISM GUIDANCE & OPERATING SKILLS**

**Credits IV**

**Objectives**

1. To appreciate the importance of tourism & hospitality as an industry
2. To understand the various elements of tourism & hospitality management
3. To identify the methods to improve, establish and to operate tourism & hospitality business

**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

Plan and organize tour operations efficiently

**Syllabus**

- 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, humor 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, New Delhi, 2006
  - 2 Mohinder Chand, Travel Agency and Tour Operations: An Introductory Text, Anmol Publications Pvt. Limited, New Delhi, 2009
  - 3 Dennis L Foster – Introduction to Travel Agency Management
  - 4 Pat Yale (1995); Business of Tour Operations, Longman Scientific & Technical, New Delhi
  - 5 Pond K L, The Professional Guide: Dynamics of Tour Guiding, 1993
  - 6 [www.tourism.gov.in](http://www.tourism.gov.in)
  - 7 [www.qtic.com](http://www.qtic.com)
  - 8 [www.cedeop.europe](http://www.cedeop.europe)
- web sources as suggested by teacher/librarian

**P.R. GOVERNMENT COLLEGE (A), KAKINADA**  
**III Year B.A. Programme (UG) - Paper – CBCS Semester– V**  
**(Skill Enhancement Course -Elective)**  
**TOURISM GUIDANCE & OPERATING SKILLS**

Time: 2:00Hrs.

Max.Marks:50

**Section -A**

Answer any **Four** of the following questions

ఈ క్రిందివానిలో నాలుగు ప్రశ్నలకు సమాధానములు వ్రాయుము  $0 \times 0 = 00M$

1. Explain the meaning and types of Tour Guide.  
టూర్ గైడ్ యొక్క అర్థం మరియు రకాలను వివరించండి.
2. Describe the skills of a tour guide  
టూర్ గైడ్ యొక్క నైపుణ్యాలను వివరించండి.
3. Explain the management of Tour Guide and Guest relationships.  
టూర్ గైడ్ మరియు అతిథి సంబంధాల నిర్వహణను వివరించండి.
4. Write about the Travel Plan.  
ప్రయాణ ప్రణాళిక గురించి వ్రాయండి.
5. Explain the history of the Travel Agency and its functions.  
ట్రావెల్ ఏజెన్సీ యొక్క చరిత్ర మరియు విధులను వివరించండి.
6. What are the measures for conducting Tour.  
టూర్ నిర్వహణకు ఎలాంటి చర్యలు తీసుకుంటారు.
7. Write the differences between Travel agent and Tour Operator.  
ట్రావెల్ ఏజెంట్ మరియు టూర్ ఆపరేటర్ మధ్య తేడాలను వ్రాయండి.

**Section- B**

Answer any **Three** of the following questions

ఈ క్రిందివానిలో మూడు ప్రశ్నలకు సమాధానములు వ్రాయుము

$0 \times 0 = 00M$

8. Role of Tour Guide - టూర్ గైడ్ పాత్ర
9. Code of Conduct in Tourism Guidance - టూరిజం గైడ్ లైన్స్ లో ప్రవర్తనా నియమావళి
10. Guest Relationship Management - అతిథి సంబంధాల నిర్వహణ
11. VISA - వీసా
12. Security measures in conducting Tour - టూర్ నిర్వహణలో భద్రతా చర్యలు
13. APTDC - ఆంధ్రప్రదేశ్ పర్యాటక అభివృద్ధి సంస్థ

**Signatures**

**P.R GOVERNMENT COLLEGE(A),KAKINADA  
BLUEPRINT**

**(Semester-V Paper-)**

**TOURISM GUIDANCE & OPERATING SKILLS**

Name of the chapter	Essay questions 10 marks	Short questions 5 marks	Marks allotted to the chapter
UNIT – I	01	01	25
UNIT – II	02	02	20
UNIT – III	01	01	25
UNIT – IV	02	01	15
UNIT - V	01	02	20
Total	07	07	105
Total marks including choice			105

**Signatures**