

Semester-VII
7.1 (A) Ancient World Civilisations

1.Learning outcomes:

Students after successful completion of the course will be able to

- Understand the concept of the evolution of mankind and culture through the ages and their impact on human lives today.
- Students will acquire knowledge about ancient human society and the transformation of ancient civilizations.
- Comprehend the complexities of the civilization of Mesopotamia.
- Appraise and examine the society, politics, economy, and culture of the Aztecs, Mayas, and Incas.
- Better understanding of Egyptian and Chinese civilizations and their contributions to the world.
- Examine the Greek philosophy and the greatness of Persian culture.
- Evaluate the contribution of Roman civilizations to the advancement of human thought and law.

II.Syllabus:

Unit-I

Origin and growth of Human culture and civilization- Mesopotamia Civilization: The land- Early Cities-Polity-Society- Science-Trade and Commerce-Law Cuneiform Script- Religion.

Unit-II

Ancient Egypt Civilization: Origin-Political History-Pharaohs-Social and economic life-Cultural Contributions-Hieroglyphic script-Religion. Chinese Civilization: Early Dynasties-Social and Economic life-Arts and Crafts-Chinese Script-Religion.

Unit-III

The Aztec Civilization: Origin, Society, Religion, Cosmology, Economy and Decline. Maya Civilization: Polity, Society, Art, Religion, and decline-The Inca Civilization: Origin, Polity, Religion, Society and Economy, Art and Architecture-Decline.

Unit-IV

Greek Civilization: Athenian democracy-Society and Culture. Persian Civilization: Political Social and Economic Conditions.

Unit-V

Roman Civilization-Establishment of Republic Society-Law and Culture. Persian civilization: Political, Social and Economic Conditions.

III. Reference Books:

1. N.Jayapalan., *History of World Civilization*, Atlantic, 2021.
2. Phillip Campbell., *The Story of Civilization*, Vol.1, TAN Books, 2016
3. Toby Wilkinson., *The Rise and Fall of Ancient Egypt*, Bloomsbury, 2011
4. Eric Brown., *Ancient Civilizations: A Complete Overview on the Incas History, the Byzantine Empire, Maya History & Maya Mythology*, 2020.
5. Sargent B., *Ancient World Civilisations*, Kaufman Press, 2022.
6. Will Durant., *The Story of Civilization: Our Oriental Heritage*, 1997
7. J.E. Swain., *A History of World Civilization*, McGraw Book, New York, 1938, reprint, S.Chand, New Delhi 2000
8. Frankfort Henri., *the Birth of Civilization to the Near East*, Indian University Press, 1951.
9. Trever, A. Albert., *History of Ancient Civilization*, Harcourt, Brace & Co. (January 1, 1936).
10. Use Web Resources and online contents: MOOCs, SWAYAM, NPTEL, Websites etc.

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

a) Mandatory:

1) For Teacher: Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on to visit Archaeological Museum for understanding the Ancient Civilization artefacts and photographs. Using a world history lens, describe how people's perspectives shaped the sources or artifacts they created. Identify the ancient civilizations on a map. The teacher shall help the students identify the civilizations and guide them in a systematic manner.

2) For Student: Student will work through a pre-prepared Google Slide/PPT presentation in order to information about the Ancient world civilizations. Students will create a story book that illustrates the development of each civilization. Collect the important photographs related to ancient world civilizations and compare the changes. The faculty plays an active role in assisting students with research related activities. Students shall submit a report on any one of the ancient civilizations in the form of a monograph, seminar paper, or research 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 Work Report: (10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identifying similarities and differences within each civilization
- Conduct Exhibitions
- Collection of Books and Research Papers on Ancient World Civilizations
- Students learn to identify symbols and features on a topographic map.
- Research-based assignments based on class work
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the Comparison of Ancient World Civilizations
- Prepare charts and draw the tools and objects used by the civilians.
- Seminars, group discussions, quizzes, etc.
- Collect ancient archaeological remains, figures, photos, and books related to your topic and start writing in a systematic way.
- Visits to archeological sites, field visits, historical sites, museums, monuments, etc.

Semester-VII
7.1(B) Introduction to Archaeology

I. Learning Outcomes:

Students after successful completion of the course will be able to

- Learn the scope of Archaeology and its sources.
- Analyzes the branches of Archaeology and their relation to other disciplines.
- Understand the different kinds of Archaeological studies and their evaluation.
- Knowledge of Colonial and Oriental Studies in Indian Archaeology
- Analyze the contribution of oriental Archaeologists and their services to Archaeological developments.
- Know the Important Archaeological Sites in India and their Exploration

II. Syllabus:

Unit-I

Scope of Archaeology: Pre and Proto history-Archaeological Sources-Exploration and Excavation methods-The study of Epigraphy and Numismatics-Branches of Archaeology and Relations with other disciplines.

Unit-II

Types of Archaeology: Origin and Evolution of Archaeological Studies in the world-Classical Archaeology-Prehistoric Archaeology-Historical Archaeology-Environmental Archaeology-Underwater Archaeology-Ethno Archaeology-Linguistic Archaeology -Salvage Archaeology

Unit-III

Indian Archaeology: Colonial and Oriental Studies in Indian Archaeology-William Jones, James Prinsep, Alexander Cunningham, Robert Bruce Foote-Establishment of Professional Archaeology and Institutions-Curzon, John Marshall, Mortimer Wheeler, Sankalia-Archaeological Survey of India

Unit-IV

Important Archaeological Sites of India: Palaeolithic Sites: Bhimbetka, Attirampakkam and Renigunta- Neolithic Site: Payampalli and Nagarjunakonda.

Unit-V

Indus Sites: Excavations at Mohenjo-Daro, Harappa, Lothal and Dholavira- Megalithic and Early Historic Sites: Adichanallur, Suttukeni, Hallur, Kodumanal and Pattinam.

III. Reference Books:

1. Agrawal, D.P., *The Archaeology of India*, London, 1982.

2. Allchin, B., and R. Allchin, *The Rise of Civilization in India and Pakistan*, Cambridge, 1982
3. Chakrabarti, Dilip.K., *India : An Archaeological History*, New Delhi, 1999.
4. Chakrabarti, Dilip.K., *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, 1988.
5. Daniel, Glyn E., *the Origins and Growth of Archaeology*, London, 1967.
6. Dhavalikar, M.K., *First Farmers of the Deccan*, Pune, 1990
7. Ghosh, A., (ed.), *An Encyclopaedia of Indian Archaeology*, Vol.II, New Delhi, 1988.
8. Gururaja Rao, B.K., *Megalithic Culture in South India*, Mysore, 1972
9. Rajan, K., *Archaeology: Principles and Methods*, Tanjavur, 2002
10. Raman, K.V., *Principles and Methods of Archaeology*, Madras, 1986
11. Roy, Surendranath., *The Story of Indian Archaeology*, New Delhi, 1961
12. Singh, Upinder, *The Discovery of Ancient India, Early Archaeologists and the Beginnings of Archaeology*, New Delhi, 2004
13. Wooley, CL., *Digging the Past*, London, 1954
14. Web Resources

IV. Co-Curricular Activities:

a) Mandatory:

1. For Teacher: Training of students by the teacher in the classroom or in the field for is not less than 20 hours to visit archaeological sites and conduct exploration. Archaeologists explore sites and recover information through field work, including survey and excavation. Precautionary measures may be taken while digging the site. The teacher shall help the students identify the site and guide them to proper sources that they can authenticate, compile, arrange, and judge in a systematic order. A field visit is mandatory as per the guidelines.

2) For Students: Classifying Artifacts in the Classroom Students observe the forms and shapes of tools from the past and make hypotheses about tool functions based on contemporary examples. Students examine and describe objects, then write a creative story from their observations. Students shall submit a report on any of the archeological sites in the form of a monograph or research paper. The students may participate in archaeological excavations nearby your college or your residence area with the help of your faculty. This individual field work shall be written in the given format, not exceeding 10 to 20 pages, along with photographs, and submitted to the teacher.

3) Suggested Field/Project 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

- Training of Students in Archaeological Sites, Excavation, Exploration, C-14, Preservation Techniques, Usage of Technology, etc.
- Students learn to identify symbols and features on a topographic map.
- Research-based assignments based on field work
- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Trends in Archaeology
- Seminars, group discussions, quizzes, etc.
- Collection of archaeological remains, figures, photos, and books related to the research topic and start history writing and organizing them in a systematic way.
- Field visits to archeological and historical sites, museums, and monuments for observations, etc.
- Interaction with Archaeologists
- Usage of Archaeology Scientific Equipment
- Participate in National and International conferences and take membership in the Indian Archaeological Society, the Andhra, the South, and the Indian History Congresses.
- Awareness about photography

Semester-VII

7.2 (A) Tribal and Peasant Movements in Colonial India (1800-1950)

I. Learning outcomes:

Students after successful completion of the course will be able to

- Students will gain knowledge of the tribal and peasant revolts under colonial rule.
- Understand the 19th-century tribal uprisings in different parts of the country.
- Learn about the peasant revolts in the different parts of the country.
- Students come to know the different local peasant organizations and their integration into the national movement.
- Realize the nexus between the leftists and the peasantry in their movements.

II. Syllabus:

Unit- I

Concept of Tribe-Geographical Distributions- Ecological relations-Nature and Scope of Peasant Revolts in India-British Colonial Policies-Concept of Peasantry-Tribal and Peasant Societies in Colonial India.

Unit-II

Historiography of Tribal Movements- Tribal Uprisings in India in the 19th Century-Causes for Tribal Uprisings- Different Tribal Movements: Bhil, Kol, Mundas, Ramosi, Santhals, Ahoms, Koya, Rampa and other Revolts.

Unit-III

Agrarian Dimension of Tribal and Peasant Movements- Historiography on Peasant Revolts-A Brief Survey of Peasant Revolts-Causes for Peasant Revolts- Indigo-Rangpur-Kol-Moppila-Pabna-Deccan Riots-Champan and Bardoli.

Unit-IV

Tribal Movements in North-East India- Peasant Movements in Telangana and Andhra (1800-1947)-The Rise and Growth of All India Kisan Sabha-Integration of Peasantry into Indian National Movement.

Unit-V

The Left and the Peasant relations-Congress Socialist Party-Communist Party of India-Provincial Peasant Movements after Independence and Causes (in Brief)-Impact of Tribal and Peasant Movements on Society.

III. Reference Books:

1. Kamal.K.Misra& G.Jayaprakasan.,*Tribal Movements in India*, Manohar Publishers, 2012

2. K.S.Singh, *Tribal Movements in india*, Vol.I&II, Manohar Publishers, 2015
3. Ranajith Guha., *Elementary Aspects of Peasant Insurgency in Colonial India*, 1999.
4. Sunil Kumar Sen., *Peasant Movements in India, Mid 19th & 20th Centuries*, K.P.Bhagchi, 2009.
5. A.R.Desai., *Peasant Struggles in India*, Oxford University Press, 2008.
6. D.N.Dhanagare., *Peasant Movements in India (1920-1950)*, Oxford University Press, 1985
7. Kankanala Muniratnam Naidu., *Peasant Movements in India*, Reliance Publishing House, 2008.
8. *Subaltern Studies*, Vol. I, Oxford University Press, 1982
9. David.E.Ludden., *Peasant History in South India*, ACLS History E-Books Projects, 2008.
10. B.K.Sharma., *Tribal Revolts*, Pointer Publishers, 1996
11. Barry Pavir., *The Telangana Movement, 1944-51*, Vikas Publications, 1981.
12. Online Sources

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 10 hours, then going to the library with the students and helping them identify the sources and books related to your topic. Identify the different tribal and peasant movements on the map. The faculty may use the PPTs and ICT for effective teaching in the classroom. The teacher may suggest to the students that they identify the tribal communities and ask them to collect information on socio-economic and cultural activities. The faculty plays an active role in assisting students with research-related activities.

2) For the Student: The student will work through a pre-prepared Google Slides or PowerPoint presentation in order to gather information about the local tribal people and their living conditions. Students will create a story book that illustrates how tribal and peasant communities are modernized in the technology era. Students shall submit a report on any one of the tribal communities topic in the form of Project work or Monograph or Term Paper etc. This individual project work shall be written in the given format, not exceeding 10 to 20 pages, along with photographs collected from your village, field, or library and also using web resources, and finally 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: (05 to 10 Marks)

5) Unit Tests/Internal Examinations

6) Suggested Co-Curricular Activities

- Identifying similarities and differences between tribal communities and their habits
- Conduct class room role plays on tribal leadership and attire.
- Exhibition on Local Tribal Products
- Collection of Books and Research Papers on Tribal and Peasant Movements from Past to Present
- Students identify the local tribes and observe their activities.
- Research-based assignments
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on Recent peasant movements
- Seminars, group discussions, quizzes, etc.
- Collection of rare photos and books
- Visit the Tribal Exhibitions
- Students are strongly encouraged to participate in and organize academic seminars and conferences, film screenings, and public outreach events.
- Read the Various Govt Schemes for the welfare of SC/STs
- Interviews with Local Tribal Leaders
- Organizing a photo exhibition on tribal and peasant movements and fighters
- Celebrations of important events and personalities of tribal and peasant movements
- Students may be asked to prepare a project on the tribal and peasant movements in India.

Semester-VII
7.2 (B) Recent Trends in Historiography

I.Learning outcomes:

Students after successful completion of the course will be able to

- Know the basic understanding of the development of History as a discipline
- Illustrate how the methodological and philosophical shifts have contributed to the development of history.
- Analyze the recent developments in the National, Aligarh School of Historiography, and explore the features of the Annals School of Thought.
- Provide a basic understanding of different historical writings, i.e., Orientalism, National Socialism, Marxism, and Aligarh, etc.
- Understanding the Historical Significance of Neo-Marxist and Gender Historiography
- Exploring the new approaches of medicine, health, and science, subaltern and environmental historiographies, etc.

II.Syllabus:

Unit-I

General Survey of Historical Trend-Annals School-Marc bloch-Lucien Febvre-Fernand Braudel-Georges Duby-Robert Mandrou- Pierre Chaunu-Jacques Le Goff and Ernest Labrousse- Orientalist Historiography

Unit-II

New Marxist Historiography-Antonio Gramsci-Neo Marxism and Frankfurt School-Indian Marxist Historiography-Nationalist Historiography-Aligarh School of Historiography

Unit-III

Gender History-Women's Historiography-Historiography of Medicine and Public Health in Modern India-Historiography of Science and Technology in Modern India

Unit-IV

Subaltern Historiography-History from below-Ranjith Guha and Subaltern Studies-Historians of Subalterns studies and their interpretations.

Unit-V

Environmental Historiography: Origin- Global trends- Debates- Madhav Gadgil and Kasthuri Rangan Report-Ramachandra Guha- Deepesh Chakrabarthi- K.Sivarama Krishnan

III.Reference Books:

1. Satish K.Bajaj., *Recent trends in Historiography*, Anmol Publications, 1998.

2. Sabyasachi Bhattacharya., *Approaches to History: Essays in Indian Historiography*, Indian Council of Historical Research, 2011.
3. T.Rajesh., *Modern Trends in Historiography*, Milinda Books, 2020.
4. T.R.Sharma., *Historiography: A History of Historical Writing*, Concept Publishing, 2005.
5. Mark Harrison., *Public Health in British India: Anglo Indian Preventive Medicine*, CUP, 1994.
6. Leela Kassturi and Vina Majumdar (ed.), *Women in Indian Nationalism*, Delhi, Vikas Publishing House, 1994.
7. Michael H.Fisher., *An Environmental History of India*, CUP, 2018
8. Eric.J.Hobsbawm., *Karl Marx's Contribution to Historiography, in Ideology and Social Sciences*, Suffolk, 1962.
9. Georg G. Iggers., *New Directions in European Historiography*, Middletown, 1975.
10. Michael Bentley., *Modern Historiography, an Introduction*, New York, 1999.
11. Peter Burke (ed.), *New Perspectives on Historical Writing*, Oxford, 1992.
12. Rigby, S.H., *Marxist Historiography* in Michael Bentley (ed), *Companion to Historiography*, New York, 1997.
13. Uma Chakravarti., *Rewriting History: the Life and Times of Pandita Ramabai*, Zubban Publishers, 2013

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

a) Mandatory:

1) For teachers: training of students by the teacher in the classroom or in the field is not less than 10 hours The teacher should help the students identify the sources and books related to the different schools of historiography and explain the latest developments in the field. The teacher may suggest to the students that they select any one of the historiography topics and present it in the class room. The faculty plays an active role in assisting students with research-related activities.

2) For the Student: The student will work to identify the various schools of thoughts and developments in chronological order. Students will create a chart of historical writings and their main arguments. Students shall submit a report on any one of the historiography topics in the form of a project, a monograph, a term paper, etc. This individual project work shall be written in the given format, not exceeding 10 to 20 pages. This Project work is based on Library and also use web resources.

3) Suggested Project 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 different schools of thought on various themes
- Students may apply the arguments in their research.
- Collection of Books and Research Papers on Tribal and Peasant Movements from Past to Present
- Research-based assignments
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on Recent Trends in Historiography
- Seminars, group discussions, quizzes, etc.
- Collection of books, articles, etc.
- Students are suggested to participate and organize academic seminars and conferences, etc.

Semester-VII
7.3 (A) Art and Architecture of India

I.Learning outcomes:

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

- Know various texts like Agamas, Puranic, ancient Vaastu texts, and principles of art and architecture.
- Understand the different monuments in Jaina and Buddhist art and architecture in India.
- Students will get an overall understanding of the development of art and architecture in India.
- Students will learn about Indian art and architecture, its diversity, and its aesthetic richness.
- Ability to understand art as a medium of cultural expression.
- Understand the impact of Persian art on Islamic art and architecture in India.

II.Syllabus:

Unit-I

Pre and Proto Historic Art: Rock Paintings, Harappan Art and Crafts- Types of Art and Architecture-Importance of Indian Arts and Architecture- Types of Texts of Art and Architecture in India.

Unit-II

Jain and Buddhist Art & Architecture: Jain and Buddhist Monuments- Jain Basadi-Buddhist Stupa Architecture, Monasteries/Chaityas-Viharas and Caves in India- Paintings in Ancient India.

Unit-III

Hindu Art and Architecture: Origin, and Styles- Ancient and Medieval Iconography and Sculptures- Stone and Metal Sculpture-Types of Paintings-Temple art and Architecture in Ancient India-Nagara, Dravida and Vesara Styles.

Unit-IV

Islamic Art and Architecture: Indo-Islamic Architecture-Delhi Sultanate art and Architecture-Mughal Art, Paintings and Architecture-Persian influence on Art and Architecture-Forts Architecture in Medieval India-Rajput Art and Architecture.

Unit-V

Modern and European Architecture: Indo-Gothic, Neo-Roman and Indo-Saracenic Styles-British Architecture in Kolkotta, Mumbai, Chennai and Delhi-Constructions of Towns and Buildings-Colonial Architects-Neoclassical Architecture-Structures across India.

III. Reference Books:

1. V.S. Agarwal., *Indian Art*, Varanasi, 1965.
2. Adam Hardy., *the Temple Architecture of India*, Wiley, 2007.
3. Percy Brown., *Indian Architecture*, 2 Vols. Bombay, 1959.
4. Bindia Thapar., *Introduction to Indian Architecture*, Tuttle Publishing, 2012.
5. Benjamin Rowland., *The Art and Architecture of India: Buddhist, Hindu Jain*, Penguin Books, 1959.
6. J. Fergusson., *History of Indian and Eastern Architecture*, Delhi, 1999.
7. Saktipada Datta., *Art and Architecture in Medieval India*, Br Publishing Corporation, 2011.
8. *India: Art and Architecture in Ancient and Medieval Periods*, Ministry of Information and Broadcasting, Govt. of India, 2016.
9. Dr. S. Ram., *History of Medieval Indian Art and Architecture*, Common wealth Publishers, 2013.
10. Ebba Koch., *Mughal Architecture*, Primus Books, 2014.
11. C. Sivaramamurti., *Indian Painting*, Delhi, 1970.
12. R. S. Gupta., *Iconography of Hindu, Buddhist and Jain*, Advent Book, New Delhi, 1980.
13. Raj Kumar., *Essays on Indian Art and Architecture*, Discovery Publishing House, 2003.
14. B. Rowland., *Art and Architecture of India*, Harmondsworth, 1970
15. The Director General Survey of India (Ed) Guide Books: World Books: World Heritage Series, New Delhi.
16. Online sources

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

a) Mandatory:

1) For Teachers: Training of students by the teacher in the classroom or in the field for a total of not less than 15 hours. The teacher should help the students identify the sources and books related to different types of art and architecture and explain the latest developments in the field. The teacher may suggest to the students that they select any one of the art and architecture topics and present it in the class room with relevant photos. The faculty strongly suggests using ICT while teaching in the classroom. Display the PPTS or slides of styles of art, paintings, construction styles, techniques, etc. during the classroom teaching, etc. The teacher plays an active role in assisting students with research-related activities. It is strongly suggested that the teacher may visit and take the students to a local temple or historical site of historical importance for practical experience with proper precautionary measures and guidelines.

2) For the Student: The student will work to identify the various styles of art, painting, and architecture from ancient to modern developments in chronological order. Students will create a chart on the different features of Vesera, Dravida, and Nagara styles. Students shall select any one of the local temples or old historical sites, collect data, and submit a report in the form of a project, a monograph, a term paper, etc. This individual project work shall be written in the given format, not exceeding 10 to 20 pages. This Project work is based on Field 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

- Identifying similarities and different styles of art and architecture
- Students may observe the engineering technology of the constructions in ancient to modern
- Collection of books and research papers on the art and architecture
- Research-based assignments/Seminars/Group discussions/Quizzes etc
- Draw the Plan of Architecture of Temples, Forts, and Buildings on Chart
- Invited Lectures: Presentations on Related Topics by Experts
- Field Visits

Semester-VII
7.3 (B) Environmental History of India

I. Learning Outcomes:

Students after successful completion of the course will be able to

- Know the basics of environmental history and its global trends.
- Analyze the various Environmental approaches in pre-colonial India
- Understand forest resource utilization and tribal resistance under British
- Learn about the environmental movements in post-colonial India.
- Assess the global consensus over environmental issues.
- Understand environmental disasters and their impact on society.

II.Syllabus:

Unit-I

What is Environment-Scope and Global Trends in Environmental History-Approaches to Indian environmental history-Colonial and post colonial Historiography on environmental History.

Unit-II

Environmental consensus through the ages-Environmental approach to pre historic studies-Ecology and Forests under Mauryas, Guptas, Delhi Sultanate and Mughals- Royal hunting-Conservation of forests.

Unit-III

Environmental History during colonial times-colonialism as a watershed in Indian environmental history-Colonial Forest Policies-deforestation-Impact of ship building industry, railways-forest legislations-Green Imperialism-Jhum cultivation-Tribal resistance

Unit-IV

Environmental movements in post colonial India-post colonial Scenario-Industrialization-Hydro, Electric Projects dams, mines-Deforestation and Pollution-Emergence of environmental movements-Chipco-Narmada BachaoAndolans-Women Environmental movements.

Unit-V

Environmental Disasters in India-Floods-Famines, Epidemics-Disaster Management in India-Global warming and its Impact on Ecology.

III.Reference Books:

1. Arnold, David and Ramachandra Guha (eds), *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*, Delhi, Oxford University Press, 1995.

2. Brands, Dietrich, *India Forestry*, Oriental University Institute, Harvard University, 1897.
3. Gadgil, M., and Guha, R.M., *This Fissured Land; an Ecological History of India*, Delhi, Oxford University Press, 1992.
4. Richard Grove (Ed)., *Nature and Orient: The Environmental History of South East Asia*, Oxford University Press, 1998.
5. David, Arnold, *Cambridge History of India: Science, Technology and Medicine in Colonial India*, Cambridge University Press, 1981.
6. Laxman, D. Satyana., *Ecology, Colonialism, and Cattle: Central India in the Nineteenth Century*, Oxford, 2004.
7. Ramachandra Guha., *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, OUP, 1989.
8. Ramchandra Guha., *Environmentalism: A Global History*, OUP, 2000.
9. L.K.Jha., *India's Forest Policies: Analysis and Appraisal*, Ashish Publishing House, 1994
10. Jitendra Prasad., *Tribal Movements in India*, Kilaso Books, 1995

Research Articles:

11. Ramachandra Guha., *Writings on Environmental History in India*, Studies in History, 1993
12. Ramachandra Guha., *An Early Environmental Debate: The Making of The 1878 Act*, Indian Economic and Social History Review, 1990.
13. Ramachandra Guha and Madav Gadgil., *State Forestry and Social Conflict in British India*, Past and Present, Vol.123, 1989.
14. Jayantha Bandyopadyay and Vandana Shiva., *Political Economy of Ecology Movements*, EPW, Vol.23, 1988.
15. Online web resources

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

a) Mandatory:

1) **For Teacher:** Training of students by the teacher in the classroom or in the field for a total of not less than 10 hours on Environment and its importance to the society. Give more awareness to the Environmental Protection Act. The teacher shall help the students identify the environmental history sources and guide them to read them in chronological order. The teacher must give some book reviews and tell them to be presented in the class room. A class-room

seminar presentation is mandatory for every student. The teacher must explain the topics through ICT wherever required for better understanding of the subject.

2) For Students: Students shall submit a report on any of the environmental-related topics or current issues based on the web resources, magazines, news papers, research papers, etc. This individual project is on a topic of your interest, chosen in consultation with the faculty. Students may choose to focus on their service learning experiences for their assignment. Work shall be written in the given format, not exceeding 15 pages, and be 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, Primary Sources, and Photographs*

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 Environmental History
- Research-based assignments, videos, and documentaries on the topics
- Invited Lectures and Presentations on Related Topics by Field Experts
- Debates on Trends in Environmental History
- Seminars, group discussions, quizzes, etc.
- Collection of famous personality's photos, books, and articles related to environmental movements, protectors, historians, etc.
- Awareness Programmes on Save Environment
- Visits to libraries, historical sites, museums, and monuments for rare collections, etc.
- It is suggested to participate in the Indian History Congress, South Indian History Congress, and Andhra Pradesh History Congress for updating knowledge and knowing the latest developments in history.

Semester-VII
7.4 (A) History of Indian Food Culture

I.Learning outcomes:

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

- Know the origin of food and its relation to humans.
- Understand the various changes and developments in food culture from the ancient to modern periods.
- Learn the varieties of food and recipes in different periods.
- Know the impact of Islamic influence on Indian food
- Realize the introduction of European food varieties in India.
- Learn about the changes in Indian food culture and their consequences.

II.Syllabus:

Unit-I

Meaning of Food- Definitions of Recipes, Cuisine, and Dish-Evolution of Indian food Culture- Hunting and Food gathering Society's- Barter System-Agricultural Developments-Importance of Food.

Unit-II

Ancient Indian Food Culture: Pre Historic to Indus Valley-Vedic diet, Jain and Buddhist vegetarianism-Food habits and varieties-Trade of Food items with other countries.

Unit-III

Medieval Indian Food Culture: Spicy Food- Food Culture during Delhi Sultanate period-varieties of Food and recipes, Dishes and Feasts during Mughal period- Cooking techniques and Ingredients.

Unit-IV

Europeans Food Culture: Colonial Influence on Indian Cuisine-other countries influence-Introduction of Europeans Vegetables (Tomato, Potatoes, Squash, Sweet Peanut, Chilli, Carrot-Drinks-Soups-Coffee, Tea etc.,

Unit- V

Contemporary Indian Food Culture-Street Food-Global Impact on Indian Bakery food and Alcoholic and Non Alcoholic Beverages- Impact on health-Food Business in India.

III.Reference Books:

1. K.T.Achaya., *Indian Food: A Historical Companion*, Delhi, 1994.
2. K.T.Achaya., *The Story of our Food*, Hyderabad, 2000.
3. Colleen Tayler Sen., *Feasts and Fasts: A History of Food in India*, Bombay, 2015

4. Colleen Tayler Sen., *Food Culture in India*, Universities Press, 2003.
5. Shoba Narayan., *Food and Faith: A Pilgrims Journey thorough India*, Harper Collins India, 2020.
6. Dr.SatyaPrakashaSangara., *Food and Drinks in Mughal India*,Reliance,1999.
7. Charmaine ‘O’ Brien., *Flavours of Delhi: A food lover’s Guide*, Penguin books Limited, 2003.
8. Chitrita Banerji., *Land of Milk and Honey: Travels in History of India Food*, Delhi, 2010
9. Salma Yousuf Husain., *The Mughal Feast: Recipes from Kitchen to emperor Shah Jahan*,Roli Books, 2021.
10. Salma Husain., *The Emperors Table: The Art of Mughal Cuisine*, Lustre Publishers, 2008.
11. Tanya Abraham., *Eating with History: Ancient Trade-Influenced cuisines in Kerala*, Niyogi Books, 2020.
12. Krishna Gopal Dubabey., *the Indian Cuisine*, PHI learning, 2010.
13. Usta Ray., *Culinary Culture in Colonial India: A Cosmopolitan Platter and the Middle-Class*, Cambridge University Press, 2015.
14. Online Sources

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

a) Mandatory:

1) For Teachers: Training of students by the teacher in the classroom or in the field is not less than 15 hours The teacher helps the students identify the nearby hotels and restaurants and makes MOUs to train them in a few cooking items. The teachers may invite the experts in the field and explain the latest developments in Indian food culture and business. The teacher may suggest to the students to prepare any variety of food items and tell the procedure to others. The faculty strongly suggests using ICT while teaching in the class room. Display the PPTs and slides on a variety of food items from ancient to modern. It is strongly suggested that the teacher may visit and take the students to the famous local hotels for practical experience.

2) For the Student: The student will work to identify the varieties of food items and prepare them. Students shall select any one or two varieties of ancient, medieval, modern, or contemporary food items and describe the preparation method and 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 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 varieties of food and Recipes in contemporary india and world
- Students may prepare the rare food items.
- Collection of books and research papers on Indian cuisine
- Research-based assignments
- Prepare charts and write the cooking procedure.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on the changes in Indian food culture
- Seminars, group discussions, quizzes, etc.
- Hotel/Restaurants Visits as per Guidelines
- Students and teachers are encouraged to participate in and organize national and international seminars, conferences, etc.

Semester-VII
7.4 (B) Tourism Principles and Practices

I.Learning outcomes:

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

- Understand the concept of Tourism and its dynamics.
- Learn the Tourism principles and Practices in the context of Globalization
- Know the Basic understanding of different tourism concepts and its relation with tourists
- Understand the various types of tourism and its importance
- Know the different forms of tourism and creation of employment opportunities
- Realize the significance of the administration of tourism.

Syllabus:

Unit-I

Concept of Tourism: Meaning, definition of Tourism, Recreation, Leisure-Origin and Growth of Tourism-Emerging Areas in Tourism

Unit-II

Characteristics of Tourism-Tourism Concepts-Types of Tourists, Visitor, Traveler, and Excursionist- Tourist Motivation and Travel Behavior-Tourism as Service Industry

Unit-III

Types of Tourism: Inter-regional and Intra-Regional tourism-In bound and out bound tourism-Domestic and International tourism-Local Tourism and its importance-Tourism and Creation of Employment

Unit-IV

Forms of Tourism: Religious, Historical, Social, Adventure, Health, Sports and Adventure Tourism- Modes of Transport: Road, Railways, Air and Sea Travel

Unit-V

Tourism Organization and Administration of India- Ministry of Tourism and Culture-Role of Archaeological Survey of India -State Tourism Department-Public Sector Agencies-ITDC, IRCTC, APTDC-Private Travel Agencies and their Role in Tourism

III.Reference Books:

1. Batiya, A.K., Tourism Development, Principles and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 1989
2. K.K. Kamra., Managing Tourist Destinations, Kanishka Publishers, 2001
3. J.K.Sharma., Tourism Planning and Development, Kanishka Publishers, 2000.

4. S.P. Singh., Tourism Development, ABD Publishers, 2005
5. Saurabh Dixit., Tourism Development, Reference Press, 2005
6. Madan Prasad Bezbaruah., Indian Tourism: Beyond the Millennium, South Asia Books, 1999.
7. Kumar Gupta Vijay., Tourism in India, Gian Publishing House, 1987
8. R.K.Sinha., Growth and Development of Modern Tourism, Wisdom, 2012
9. Douglas Foster., Travel and Tourism Management, Palgrave Macmillan, 1985
10. Rathan Deep Singh., Dynamics of Modern Tourism, Kanishka Publishers, 2006
11. Surendra, G (Ed.), Tourism Guidance, CCE Publication, Govt. of A.P., 2022.
12. https://www.youtube.com/watch?v=Q-TQE893D1g&list=PLbD1jXjL6WVYFsM_sv9WNp8Ox2MOEtEvy
13. Swain, S.K. & Mishra, J.M., Tourism Principles and Practices, OUP, 2011.
14. Online Web Sources

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

a) Mandatory:

1) For the Teacher: Make a questionnaire for surveying motivational factors of travel and distribute 10 such questionnaires to neighbors and family members. Ask them to fill them and return back. On getting them back, note down the most admired factor to list one. Training of students by the teacher in the classroom or in the field is not less than 15 hours. The teacher helps the students identify the nearby tourist palaces and visit them. The teachers may invite the experts in the field to explain the latest developments in the tourism industry. The teacher may suggest to the students that they choose one or two unexplored tourist destinations and submit a report. The faculty strongly suggests using ICT while teaching in the classroom. Display the PPTs or slides while teaching. The tour is mandatory as per guidelines.

2) For Students: The student will work to identify the various local tourist places, collect the information, and 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 your area.
- 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 trends in Indian tourism
- Seminars, group discussions, quizzes, etc.
- Visit the ITDC and local tourism travel agencies
- Students and teachers are encouraged to participate in and organize national and international seminars.
- Visit the tourism institutions or Visit tourist spots and places nearby your residence city and note down into which type of tourism they fall.
- Prepare Videos/Documentaries on unexplored Tourism Places nearby your places.

Semester-VII
7.5 (A) Application of ICT in Historical Studies

I.Learning outcomes:

After completion of this Course, students shall be able to:

- Know the basic understanding and usage of ICT in historical studies.
- Develop pupils' information literacy.
- Understand the basics of computer knowledge.
- Learn the role of ICT in education, particularly in classroom teaching.
- Develop skills to use the various social networks and sites.
- Use various ICTs for project-based learning environments.
- Learn the ICT role in digital initiatives in higher education

II.Syllabus:

Unit-I

The Concept of ICT-Meaning, Nature and Scope of ICT-Basic Computer Knowledge: Introduction to Internet, the World Wide Web, e-mail, and social media- E-learning: Virtual learning environment, Massive Open Online Courses (MOOC's).

Unit-II

Types of ICT -Role of ICT in Education-Using ICT to develop skills in History-Resources for using ICT in History: e-books, e-journals-Important websites for History.

Unit-III

Digital Initiatives in Higher Education: SWAYAM, NPTEL, Swayam Prabha, E-Sodh Sindhu, Virtual Labs, E-Acharya, and E-Yantra.

Unit-IV

ICT for Historical Education Administration: Archival Studies, Scheduling, Record keeping, Digitalization process- National Academic Depository-National Digital Library of India - Preparation of Historical Documentation.

Unit- V

Computer Security: Privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices-Problems and Prospective of ICT

III.Reference Books:

1. Terry, Haydn & Christine, Counsell., *History, ICT and Learning, 2002-10*, Rutledge, 2002.
2. C.Abbott., *ICT: Changing Education*, London, Rutledge Falmer, 2001.

3. Kulakarni, S.S., *Introduction to Educational Technology*, New Delhi: Oxford and IBH, 1996
4. Vanaja M., Rajasekhar S. & Arulsamy, S., *Information and Communication Technology (ICT) in Education*, Neelkamal Publication, Hyderabad, 2005
5. NCERT-A *Hand Book of History Teacher*: NCERT, New Delhi.
6. Bharihok., *Fundamentals of Information Technology*, Pentagon Press: New Delhi, 2000.
7. James, K.L., *The Internet: A User's Guide*, Prentice Hall of India Pvt. Ltd, New Delhi, 2003

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

a) Mandatory:

1) For the Teacher:

Teachers must use ICTs for 'routine tasks' like record keeping, lesson plan development, information presentation, basic information searches on the Internet, etc. Teachers more knowledgeable in ICTs use computer-assisted instruction less than other teachers who use ICTs. Therefore, the faculty must upgrade their computer knowledge by using ICT, PPTs, Google Slides, or any other innovative emerging technology tools while teaching in the classroom. Hands-on experience is needed for slow learners.

2) For Students: Assignments must on web based technology and submission is also through internet only. Student will work to identify the various ICT Resources for effective presentation of their project work or seminars etc. Students may gain hands-on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices. The students may create digital maps, flow charts, bar diagrams, timelines for a particular historical content. Field visit to the EDUSAT center and take part in teleconferencing.

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 ICT Tools
- Students may prepare the ICT Tool Chart.

- Create your accounts on the various social networking sites and explore historical documents.
- Register for an online course through any of the online learning platforms like SWAYAM, NPTEL, etc.
- Using various computer software and apps to get things done
- Interview of a computer hardware engineer/ICT specialist regarding hardware planning, evaluation, maintenance, and upgrade.
- Assignments through ICT
- Prepare the list of basic needs for ICT.
- Invited Lectures: Presentations on Related Topics by Experts
- Debates on ICT in Education
- Seminars, group discussions, quizzes, etc.

Semester-VII
7.5 (B) Tourism Growth and Developments in Andhra Pradesh

I.Learning outcomes:

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

- Knowing the basics of tourism aspects, you will be able to manage emerging tourist destinations, traditions, and resources.
- Students will know the potential of tourism in Andhra Pradesh.
- Understand the different acts, policies, boards, and committees involved in the development of Andhra Pradesh tourism.
- Know the Main Tourist Destinations in Andhra Pradesh
- Realize the various tourist products and marketing strategies.
- Know the methods in the development of tourism policies in Andhra Pradesh.

II.Syllabus:

Unit-I

Introduction to Tourism- Historical Development of Tourism in AP- Physical features of Andhra Pradesh -Rivers, Coastal line, Hills-Scope of Tourism in AP-Vision and Objectives of AP Tourism.

Unit-II

Main Tourist Destinations in Andhra Pradesh: Natural, Historical, Pilgrimage, Beaches and Parks- Tourism Products: Arts and Crafts, Handlooms, Handicrafts, Toys-Handicrafts Emporiums-Tourism Packages.

Unit-III

Strategies of Andhra Pradesh Tourism Developments: Income Generation-Role of Museums- Andhra Pradesh Tourism Policy-2020-25-Tourism Investment Policies-Tourism Infrastructure and Development-PPP Investments in Tourism Sectors.

Unit-IV

Marketing and Promotion of Tourism: Andhra Pradesh Tourism Development Corporation (APTDC) - State Tourism Promotion Board (STPB)-Incentives and Concessions-Haritha Resorts and Hotels

Unit-V

Skill Development and Capacity Building in Tourism Sector- Promotion and Marketing- Tourism Service Projects- Capacity Building Programmes-Mega Tourism Projects -Safety and Security Policies in Tourism.

Reference Books:

1. Jitendra Mohan Mishra, Tourism Principles and Practices, OUP, 2012
2. <https://www.advantageap.in/wp-content/uploads/2023/02/AP-TourismPolicy-2020-2025.pdf>
3. <https://cms.aptdc.in/fetch?payload=1d5ea735-ea9c-4826-8c2b-eb8497099a9d.pdf>
4. <https://aptourism.gov.in/media-data/documents/6-1170c3b0fe3613982afab1600627a35d60ebba2d.pdf>
5. Indira., Tourism in Andhra Pradesh: Growth and Developments 1956-2007, Research India Press, 2014.
6. Gunna, C.A., Tourism Planning Basics, London, 2002.
7. Sharma, K.K., Planning for Tourism, New Delhi, 2000
8. Hawkings and Middleton, V.T.C., Sustainable Tourism, Oxford University, 1998.
9. Thyagaraju, M., Tourism Guidance, Mumbai, 2021
10. Surendra, G (Ed), Tourism Guidance, CCE Publication, Govt. of A.P., 2022.
11. Manoj Dixit, Tourism Products, New Royal Book Co. Lucknow. 2002.
12. https://www.youtube.com/watch?v=Q-TQE893D1g&list=PLbD1jXjL6WVYFsM_sv9WNp8Ox2MOEtEvy

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

a) Mandatory:

1) For Teachers: Prepare a questionnaire for the most attractive tourist places in Andhra Pradesh and distribute it to your neighbors and friends. Ask them to fill it out and analyze it. Prepare an interview with travel agency operators and tourists on how to improve tourism in AP and submit a report to the Ministry of Tourism, AP. Training of students by the teacher in the classroom or in the 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 AP tourism industry. The teacher may suggest to the students that they choose any one ASI tourist site and submit a report. The faculty strongly suggests using ICT, PPTs, Google Slides, or any new innovative technology tools while teaching in the classroom. The tour is mandatory as per guidelines.

2) For the Student: The student will work to identify the various local products and think of ways to market them effectively in tourist areas. Students also collect information on any one or two products (ex: Kondapalli dolls, Vijayanagara Veena, etc.) and 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 Andhra Pradesh.
- Students may prepare a route map of tourist places.
- Collection of Books/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 AP
- Seminars, group discussions, quizzes, etc.
- Visits to APTDC, Agencies, and Tour Travelers
- Students and teachers are encouraged to participate in and organize national and international seminars.
- Visit to the Tourism Institutions or Visit tourist spots or places nearby your residence or city and observe factors for the positive and negative impacts on tourists.
- Prepare Videos/Documentaries on Tourism Places.