

**MARIS STELLA COLLEGE (Autonomous), VIJAYAWADA - 8.**  
(Affiliated to Krishna University, Machilipatnam)  
**SYLLABUS**

**Subject: History** **Semester: I**  
**Course Title: Ancient Indian History & Culture (3200 BC – 13<sup>th</sup> C. AD)** **Course Code: 20HSCCAH14**  
**No. of Hours: 75** **LTP: 410** **Credits: 4**

**Objectives:**

- To teach the basic information relating to the essence of ancient Indian history
- To create interest in the ancient culture of India

**Course Outcomes:**

- CO 1: Summarize the various sources and their relevance to study of History  
CO 2: Compare the progress of History & Culture over the ages  
CO 3: Appraise the emergence of Empires from Territorial States  
CO 4: Interpret the different facets of society, polity and culture in South India  
CO 5: Estimate the contribution of various rulers and their relevance to the society

**Unit –I: Ancient Indian Civilization (from Circa 3000 BC to 6<sup>th</sup> BC) 12hrs**

1. Survey of the Sources - Literary Sources - Archaeological Sources –
2. Harappan Civilization; Origin, Extent, Salient features - Downfall of the Civilization.
3. Vedic Civilization : Vedic Literature - Early Vedic and later Vedic Civilizations - Political, Economic and Religious Conditions in the Society - Emergence of Varna and caste system –

**Unit-II: Ancient Indian History & Culture (6<sup>th</sup> C. BC -2<sup>nd</sup> C.BC) 12hrs**

1. Rise of New Religious Movements - Conditions of 6<sup>th</sup> Century B.C. - Jainism - Vardhamana Mahavira. Buddhism - Gauthama Buddha.
2. The Mauryan Empire; Origin - Chandragupta Maurya - Ashoka's Dhama; Mauryan Administration, Society, Economy, Religion, Art and Architecture; Kanishka's contribution to Indian culture

**Unit-III: History & Culture of South India (2<sup>nd</sup> C. BC to 8<sup>th</sup> C. AD) 12hrs**

1. Sangam Literature-- The Age of Satavahanas - Gauthamiputra Satakarni – Socio- Economic Religious Cultural Developments; Cultural Contribution of Pallavas

**Unit-IV: India from 3<sup>rd</sup> Century AD to 8<sup>th</sup> Century AD** **12hrs**

1. Age of Guptas ; Brief Political History - Development in the Gupta Period - Administrative System, Society, Economy, Art, Architecture, Literature, Science and Technology – Contribution of Samudra Gupta-Golden Age of Guptas - Post Gupta Period: Achievements of Harshavardhana - Hiuen Tsang.
2. Arab conquest of Sindh and its impact

**Unit-V: History and Culture of South India (9<sup>th</sup> AD to 13<sup>th</sup> century AD):** **12hrs**

1. Local Self Government of Cholas, Cultural contribution; Administration, Society, Economy and Culture under Kakatiyas – Rudrama Devi.

**Skill /Hands on training:** **(12hrs)**

- Prepare calendar of events.
- Identify coins of different dynasties/eras-Study of coins
- Identify the contribution of different rulers through Study of Inscriptions
- Analyze and compare the local self govt of the earlier period and the present
- Case study of an archaeological site
- Report writing onsite visited

**Suggested activities: (3hrs)**

1. Student Seminar
2. Debate
3. Discussion
4. Role Play
5. Map pointing/Map reading
6. Photo album
7. Field trip ( real/virtual)

**Prescribed Text Books:**

1. Indian History and Culture – V.D. Mahajan, Publishers
2. History of Ancient India – Ray Choudhary

**References:**

1. Ancient Indian History, Romila Thapar
2. South Indian History – Neelakanta Sastri
3. Indian Heritage and Culture - Bharatiya Vidhya Bhavan Publications
4. Ancient India- K.L. Khurana
5. Advanced History of India , RC Majumdar, K.K. Dutta & HC Roy Chowdhuri
6. Science and Society in Ancient India, D.P. Chattopadhyay
7. An Introduction to the study of Indian History, D.D. Kosambi

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**SYLLABUS**

**Subject:** History

**Semester: II**

**Course Title:** Medieval Indian History & Culture  
( 1206-1764 A.D. )

**Course code:** 20HSCCMH24

**Teaching hours:** 75 hrs

**LTP:** 4 1 0

**Credits:** 4

**Objectives:**

- To teach the changing cultural impact on India
- To understand the contributions and achievements of rulers over the ages

**Course outcomes:**

- CO1: Examine various sources for the study of Medieval Indian History and History of Marathas and the socio, economic and cultural conditions of medieval India
- CO2: Describe the advent of Islam in India and appraise the traces of political and cultural expansion of Turks & Afghans
- CO3: Explain the contribution of the Vijayanagar rulers, the Mughals and the Marathas.
- CO4: Summarize the establishment and consequences of the British rule in India.
- CO5: Analyze the emergence of composite culture in Indian

**UNIT –I**

**12h**

1. Sources of Medieval Indian History and the Marathas
2. Age of Delhi Sultanate: Slave Dynasty- Balban, Khilji Dynasty-Allauddhin Khilji, and Tughlak Dynasty –Md Bin Tughluq ; Administration, Society, Economy, Religion and Cultural developments under Delhi Sultanate (from 1206 to 1526 AD)

**UNIT-II -**

**12h**

1. Impact of Islam on Indian Society and Culture – Bhakti Movement, Administration, Society, Economy, Religion and Cultural developments under Vijayanagara Rule-contribution of Sri Krishnadevaraya

**UNIT-III****12h**

1. Emergence of Mughal Empire-India on the eve of Babur's invasion-Babur-Sur Interregnum-expansion& consolidation of Mughal Empire-Akbar, Jahangir, Shah Jahan, Aurangzeb

**UNIT –IV****12h**

- 1.Administration, Economy, Society and Cultural Developments under the Mughals; Disintegration of Mughal Empire; Rise of Marathas under Shivaji, decline of Marathas;

**UNIT-V****12h**

1. India under colonial Hegemony: Beginning of European Settlements-Anglo-French struggle-conquest of Bengal by East India company

**Cocurricular Activities: (3 hrs)**

1. Student seminars/PPTs
2. Role Play
3. Quiz
4. Debate
5. Photo album
6. Map pointing/map reading

**Skills: (12hrs)**

- Identify the rulers and their contribution/qualifications through Study of coins in the specified period of time
- Identify the contribution of different rulers, extent of empire, religious beliefs, etc., through Study of inscriptions
- Analytical skills through study and comparison of different rulers and their contribution in the field of administration, economy, society, etc.,
- Compare and contrast the administrative reforms of earlier times to the present. Assess the cultural change from the present to the earlier period

**Prescribed Text book:**

- A. Indian History and Culture – V.D. Mahajan
- B. South Indian History – Neelakanta Sastri

**References:**

1. Indian Heritage and Culture - Bharatiya Vidhya Bhavan Publications
2. History of Medieval India, Chandra.S.
3. The Making of Early Medieval India ( delhi, 1994), Chattopadhyay, B.D.
4. The Foundation of Muslim Rule in India, Habibullah, A.B.M.
5. A History of South India from prehistoric Times to the fall of Vijayanagara, K.A. Nilakanta Sastri
6. Indian Society and the making of the British Empire. C.A. Bayle
7. The Economy of the Mughal Empire, Shireen Moosvi
8. The Mughals of India, Harbans Mikhia

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**SYLLABUS**

**Subject: History**

**Semester: III**

**Course title: Modern Indian History & Culture  
(1764-1947 AD)**

**Course Code:20HSCCMC34**

**No. of hours:75**

**LTP: 4 1 0**

**Credits:4**

**Objectives:**

- To Analyze administrative and revenue policies of the British in India
- To Understand the need for socio-religious reform movement, to explain circumstances and consequences of the National Movement and the rise of Communal politics

**Course Outcomes:**

**CO1:** Summarize the nature and consequences of the British rule in India

**CO2:** Assess the causes and effects of Reform movements

**CO3:** Explain the complexities of the Freedom Struggle in India

**CO4:** Evaluate the rise of Communal Politics.

**Unit – I**

**(12 hrs)**

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

**Unit-II**

**(12hrs)**

Social, Religious & Self-Respect Movements - Raja Rammohan Roy, DayanandaSaraswathi, Swami Vivekananda, Sir Sayyad Ahmad Khan, Annie Besant, Jyotiba Phule, , Dr. B. R. Ambedkar ;

**Unit-III**

**(12hrs)**

Causes for the growth of Nationalism-Freedom struggle from 1885 to 1920; moderate phase to militant phase; VandeMataram movement, Swadeshi Movement, Home Rule Movement

**Unit-IV**

**(12hrs)**

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

**Unit-V****(12hrs)**

Muslim League & the Growth of Communalism – Partition of India – Advent of Freedom - Integration of Princely States into Indian Union – Sardar Vallabhai Patel, foreign policy of Jawaharlal Nehru –NAM

**Skills:****12 hrs**

- critical analysis of different leaders of National Movement through group discussion
- assess the impact of movements of the NM on the society
- Recording local history
- Preparation of calendar of events
- Map pointing
- Celebration of important events/personalities
- Comparative study of selected British officers

**Cocurricular activities:****3hrs**

1. Debate
2. Group discussion
3. Student seminars
4. Quiz
5. Peer teaching
6. Photo album
7. Role play

**Prescribed Text Book:**

1. VD Mahajan, History of Modern India

**References:**

1. Anil Seal, Emergence of Indian Nationalism
2. Banerjee, Sekhar, From Plassey to Partition
3. Bipin Chandra, Rise and Growth of Economic Nationalism in India
4. Chandra, Bipin, et. al., India's Struggle for Independence
5. Bipin Chandra, Modern India
6. Joshi, P.C., Rammohun and the Forces of Modernisation in India
7. R.P.Dutt, India Today
8. Indian History-Culture from 1526-1964 –Telugu Academy, Hyderabad

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**SYLLABUS**

<b>Subject: History</b>	<b>Semester: IV</b>	
<b>Course Title: History &amp; Culture of Andhra (1512 - 1956 AD)</b>	<b>Course Code: 20HSCCCA44</b>	
<b>No. of Hours: 75</b>	<b>LTP: 410</b>	<b>Credits: 4</b>

**Objectives:**

- To create awareness on the historical developments in Andhra
- To Assess the role of Andhra in National Movement
- To Explain the reform movement and its impact on the society

**Course Outcomes:**

- CO1: Understand the advent of Europeans and their relevance to the history of India.
- CO2 : Relate key historical developments during medieval period occurring in coastal Andhra and Telanagana regions and analyse socio-political and economic changes under Qutub Shahi rulers
- CO3: Understand gradual change or change in certain aspects of the society in Andhra rather than the rapid or fundamental change
- CO4: Explain how the English East India Company became dominant power and outline the impact of colonial policies on different aspects in Andhra.
- CO5: Outline the issues related to caste, women, widow remarriage, child marriage, social reform and the laws, policies of colonial administration towards these issues

**Unit –I** **(12hrs)**

Andhra through 16<sup>th</sup> & 19<sup>th</sup> centuries-evolution of composite culture-the Qutub Shahis of Golkonda-administration and society & economy-literature & architecture, advent of Europeans and their settlements in in Andhra; occupation of Northern Circars and ceded districts – early revolts against the British

**Unit-II** **(12hrs)**

Andhra under the British rule – administration, land revenue settlements-society, education, religion; impact of Industrial revolution on economy-peasantry & famines-contribution of Sir Thomas Munroe & CP Brown; impact of 1857 Revolt in Andhra

**Unit-III** **(12hrs)**

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

**Unit-IV****(12hrs)**

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

**Unit-V****(12 hrs)**

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

**Skills:**

- Analyze the historical developments in Andhra and telangana
- Preparation of Calendar of events and leaders relating to Andhra Pradesh
- Map reading
- Comparative study of reforms for the peasants then and now
- Estimate the themes of neo literary movement then and now
- Identifying families/institutions/personalities related to Freedom struggle

**Co-curricular activities****(3hrs)**

1. Map pointing
2. Report writing on the historical site or building
3. Student seminars / PPT
4. Quiz
5. Role play
6. Photo album
7. Celebration of important events

**Prescribed Text Book:**

1. K. Satyanaraya, A Study of the History and Culture of Andhras

**References:**

2. HK Sherwani, History of the KUtab Shahi Dynasty
3. B.Kesava Narayana, Political and Social Factors in Modern Andhra
4. KV Narayana Rao, The Emergence of Andhra Pradesh
5. M. Venkata Rangaiah, The Freedom Struggle in Andhra Pradesh
6. PR Rao, History of Modern Andhra
7. Sarojini Regani, Highlights of Freedom Movement
8. Sarojini Regani, Andhra lo Swathanthrodyama Charithra (Telugu version)
9. V. Ramakrishna, Social Reform Movement in Andhra
10. B.Kesava Narayana, Modern Andhra & Hyderabad-1858-1956, 2016
11. K.Koti Reddy, History of Modern Andhra, Telugu Academy, Hyderabad



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**SYLLABUS**

**Subject: History**

**Semester: IV**

**Course Title: History of Modern World  
(15thC. – 1945 AD)**

**Course code: 20HSCCMW44**

**No. of Hours: 75 Hrs.**

**LTP: 410 Credits: 4**

**Objectives:**

- To introduce the polity, culture, society of the Western World-
- To teach important medieval Events- Renaissance, Reformation, rise of Nation States
- To understand the age of Revolutions and the French Revolution in particular and the changes brought forth
- To explain the causes and impacts of the first & Second World War

**Course Outcomes:**

**CO1:** Understand the various concepts and systems of the medieval period in modern world.

**CO2:** Compare the facts and ideas of renaissance and their impact on the society.

**CO3:** Analyze the various events, reformation, French Revolution, rise of Nation States, etc., by using additional study materials using modern ICT tools.

**CO4:** Evaluate the impact of changing polity on the society.

**CO5:** Create renewed interest in the revolution especially French revolution.

**UNIT- I: ( 12 hours)**

1. From Medieval to Modern Era – important events in brief - Feudal system -Renaissance- Reformation - Nation States – Chief Characteristics;

**UNIT- II: ( 12 hours)**

1. Glorious Revolution (1688) – Origin of Parliament - Bill of Rights – Results-American Revolution ( 1776); French Revolution ( 1789) – Causes, Course and Results

**UNIT- III: ( 12 hours)**

1. Unification Italy and Germany- impact on European politics

**UNIT- IV: ( 12 hours)**

1. Communist Revolution in Russia; World War I: Causes – Results of the War –Paris Peace Conference; League of Nations - relevance to World politics

**UNIT- V:****( 12 hours)**

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

**Skill/ Hands – on****( 15 hours)**

1. Map reading
2. Critical analysis of events in the medieval Europe
3. Analyze the impact of the historical development on the society
4. Preparation of Calendar of events and leaders
5. Comparative study of Nazism, Fascism
6. Identify the cause and effects of the Great wars
7. Writing articles on contemporary history of the world - on any event or personality

**Co- curricular Activities:**

1. Watching related educational movies
2. Quiz
3. Seminar
4. PPT
5. Group discussion
6. Peer teaching

**Prescribed Text Book:**

1. KL Khurana, History of Modern Europe

**Reference Books:**

1. History of Modern World - 1453- 1945 AD, Telugu Academy, Hyderabad
2. C.J.H. Hayes, Modern Europe up to 1870
3. C.D. Hazen, Modern Europe up to 1945
4. Christopher Hill, From Reformation to Industrial Revolution
5. Elton, G.R., Reformation Europe, 1517 - 1559
6. Ferguson, The Renaissance & J.H. Parry, The Age of Renaissance
7. Gilmore, M. P., The World of Humanism, 1453 - 1517
8. Hilton, Rodney, Transition from Feudalism to Capitalism

**MARIS STELLA COLLEGE (Autonomous), VIJAYAWADA-8.**  
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**SYLLABUS**

**Subject: History** **Semester: V**  
**Course Title: Archival Sources & Techniques** **Course Code: 20HSSEC11AS4**  
**No. of Hours: 75** **LTP: 410** **Credits: 4**

**Objectives:**

- To create awareness on the significance of the Archival sources and techniques
- To write historical records

**Course Outcomes:**

- CO1:** Understand the archival sources and techniques as professional tools.
- CO2:** Identify the intellectual and physical content in historical sites and records.
- CO3:** Develop the ability to preserve and create access for a historic record.
- CO4:** Recognize the importance of archives in history writing.
- CO5:** Manage, budget and implement projects.

**UNIT-I** **(10 Hrs)**

Definition of Archives - History of Archives - Types of Archives: district archives- University Archives - Regional Archives - Corporate Archives – A. P. State Archives and Regional Centers - NMM, National Archives of India, Delhi.

**UNIT-II** **(10Hrs)**

Archival Sources: Public Records, Oriental Records, Manuscripts, Private Papers, News Papers etc. - Identifying Historical Records from fiction – Differentiating Primary and Secondary Sources.

**UNIT-III** **(11 Hrs)**

Physical forms of Archival Materials: Photographs, Cartographic Records, Film, Video tapes and other Electronic Records.

**UNIT-IV** **(11 Hrs)**

Archival Administration: Authenticity of Documents, Preserving Historical Documents –Office Organization and Record Management.

**UNIT-V** **(10 Hrs)**

Archival Ethics: National Security, Privacy, Intellectual Property Rights - Information Technology and Computer Application in Archives.

**Co-Curricular Activities (23 Hrs)**

- 1) Visit to local library /Museum/administrative office, archival cell
- 2) Invited Lectures
- 3) Hands on experience by field experts /interaction
- 4) Debates on interesting topics
- 5) Seminars, Group discussions, Quiz, etc.
- 6) Assignments

**Hands-on:**

- Categorization of records
- Learn cataloguing techniques
- Report writing

**References:**

1. Annstoler, Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense, 2009
2. Bernard Cohn, An Anthropologist among Historians and other Essays, Oxford Press, 2010
3. Saloni Mathur: India by Design: Colonial History and Cultural Display, University of California, 2007
4. Sengupta, S.: Experiencing History Through Archives, Delhi: Munshiram Manoharlal, 2004
5. Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004
6. Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973
7. Basu, Purnendu; Records and Archives, What are they, National Archives of India, 1960, Vol II, No. 29
8. The Indian Archives, Journal
9. Web sources suggested by the teacher concerned and college librarian including forreading material.

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**SYLLABUS**

**Subject: History**

**Semester: V**

**Course Title: Techniques of History Writing**

**Course code: 20HSSEC12HW4**

**No. of Hours: 75**

**LTP: 4 1 0**

**Credits: 4**

**Objectives:**

- To understand the concept of history, scope and concepts of historical writing
- To learn to write a historical document

**Course Outcomes:**

**CO1:** Understand the meaning of history, scope and various concepts in historical writings

**CO2:** Identify various historical sources for writing history of a person/ event /place/organization/ monument/ etc.

**CO3:** Understand the different ways to organize sources and interpretation

**CO4:** Summarize the changing ideas and approaches to a particular topic of history

**CO5:** Learn skills related to choosing and writing of a comprehensive history of a small unit

**UNIT-I**

**( 10 hrs)**

What is History-Meanings and Scope of History – Generalizations in History – Judgement in History – Hypothesis?

**UNIT-II**

**(10 Hrs)**

Understanding Sources of History - Survey of Sources: Archeological and Literary Sources- Foreign Travelers Accounts- Oral History- Sources of Contemporary History- Recent trends in Historiography

**UNIT-III**

**( 11 Hrs)**

History Writing. Importance and Types of History Writing: Research Papers/Essays/General History/ Book Reviews/Biographies/ Reports/ Analysis of original works etc.

**UNIT-IV**

**( 11 Hrs)**

Writing Biographical History. individual, family, organization history - (Ex: Makers of Modern India/ Freedom Fighters /Politicians/Sports Personalities/ Industrialists/Business Personalities, a reputed family and noted business firm), women's history, subaltern history, Problem of authenticity or External Criticism, Choosing of subject

**Hrs)**

General and Local History Writing: Street/Village/Urban/Institute/ Incident/ Place/Monument History etc.- Structure of a History Document-Bibliography

**Co-Curricular Activities/Hands-on : ( 23 hrs)**

1. Assignments
2. Invited Lectures Presentations on Related Topics by Field Experts.
3. Debates on Interesting Topics
4. Seminars, Group Discussions, Quiz, etc.
5. Visits to Historical Sites, Museums, Monuments etc

**Hands-on:**

- Writing of history
- Preparation of videos/documentaries on Historical Sites
- Collection and organizing in a systematic way

**References:**

1. E.H.Carr, What is History, Penguin Classic, Reprint in 2018.
2. E.H.Carr, What is History (T.M), Hyderabad Book Trust, 2016.
3. E.Sreedharan, A Text Book of Historiography, Orient Longman, First Published in 2000, Reprint in 2006.
4. Sumit Sarkar, Writing Social History, Oxford University Press, 1998.
5. B.Sheikh Ali, History-Its Theory and Method, Laxmi Publications, 2019
6. Steven Roger Fischer, History of Writing, Reaktion Books, 2021.
7. Amartya Sen, Argumentative Indian, Writings on Indian History, Culture and identity, Penguin, 2006.
8. R.G. Colling Wood, The Idea of History, Oxford University Press, 1994.
9. K. Rajayyan, History in Theory and Method: A Study in Historiography, Raj Publishers, 1982.
10. G. P Singh, Ancient Indian Historiography Sources and Interpretations, D.K.Print World Ltd, 2003.
11. N.R.Ray, Sources for the History of India, New Delhi, 1978.
12. R.C.Majumdar, Historiography in Modern India: 18<sup>th</sup> and 19<sup>th</sup> Centuries, Asia Publishing House, 1970.
13. Ramasundari Mantena, The Origins of Modern Historiography in India: Antiquarianism and Philology, 1780-1880, Palgrave and Macmillan, 2012.
14. Web sources suggested by teacher/librarian

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**SYLLABUS**

**Subject: History**

**Semester: V**

**Course Title: Tourism and Hospitality Services**

**Course code: 20HSSEC21TH4**

**No. of Hours: 75**

**LTP: 4 1 0**

**Credits: 4**

**Objectives:**

- To facilitate the understanding of career prospects in hospitality sector
- To assess the importance of guest services and satisfaction

**Course Outcomes**

**CO1:** Understand hospitality as a career

**CO2:** Inculcate interpersonal skills

**CO3:** Develop the ability for multitasking and crisis management

**CO4:** Understand the spirit of teamwork

**CO5:** Acknowledge the importance of guest service and satisfaction

**UNIT-I**

**(10 Hrs)**

Tourism – Definition – Nature and Scope – Growth of travel over the ages- Types of Tourism – Domestic and International Tourism –Motivations for tourism, IITTM, Gwalior

**UNIT-II**

**( 10 Hrs)**

Relationship between history and tourism - Major tourist spots in AP – Gandikota, Nagarjunakonda, Pancharamas, Araku Valley, Visakhapatnam, Ghantasala

**UNIT-III**

**(11 Hrs)**

Characteristics of Hospitality Industry, Intangibility, Perishability- Types of Hospitality jobs – Hotel Manager, Hotel Receptionist, Restaurant Manager, Catering Assistant, Executive Chef, etc., - Concepts of Atithi Devo Bhavah - Types of Accommodation, Dekho Apna Desh

**UNIT-IV**

**(11 Hrs)**

Different departments of a hotel- Duties, responsibilities & skills of front office staff – duties, responsibilities and skills of housekeeping staff - guest stay process in a hotel - Organizational behavior-learning, motivation-attitude/behavior, Marshow's hierarchy theory- Herzberg's two factor theory,

**UNIT-V**

**( 10 Hrs)**

Different types of services offered in selected Hotels/Motels/Restaurants - Room Service, Catering Services (F & B Dept.) -Different types of managerial issues - Service etiquettes; Event Management-MICE, Local tours

### **Co-Curricular Activities/Hands-on ( 23 hours)**

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

#### **Hands-on:**

- Flower arrangement
- Catering skills
- Soft skills
- Hotel etiquettes
- cooking

#### **References;**

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





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**SYLLABUS**

**Subject:** History

**Semester:** V

**Course Title:** Tourism Guidance & Operating Skills

**Course code:** 20HSSEC22TO4

**No. of Hours:** 75

**LTP:** 4 1 0

**Credits:** 4

**Objectives:**

- to acquire necessary skills and knowledge to guide a tour
- learn soft skills and plan and organize tour operations effectively

**Course Outcomes:**

**CO1:** Acquire tour guiding, operating and soft skills

**CO2:** Understand different situations under which one has to work

**CO3:** Cultivate cultural awareness and flexibility

**CO4:** Understand and apply team spirit

**CO5:** Plan and organize tour operations efficiently

**UNIT-I**

( 10 Hrs)

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

**UNIT-II**

( 11 Hrs)

Guiding techniques: leadership skills, social skills, presentation skills, communication skills - Guide's personality skills: passion, empathy, enthusiasm, punctuality, humour etc - Personal hygiene and grooming – code of conduct.; basic French for tour guidance/ travel

**UNIT-III**

( 10 Hrs)

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

**UNIT-IV**

( 11 Hrs)

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 allied institutions/organizations, etc.

**UNIT-V**

( 10 Hrs)

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.

## Co-Curricular Activities

( 23 hrs)

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

### Hands-on

- Guiding skills/guiding techniques
- Presentation skills
- Report writing
- Conduction of tour / tour operation

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

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**MARIS STELLA COLLEGE (Autonomous), VIJAYAWADA-8.**  
(Affiliated to Krishna University, Machilipatnam)  
**SYLLABUS**

**Subject: History** **Semester: V**  
**Course Title: Modern Principles & Techniques of Archaeology** **Course Code: 20HSSEC31PA4**  
**No. of Hours: 75** **LTP: 410** **Credits: 4**

**Objectives:**

- To understand the basic principles of Archaeology
- To learn the dating methods and analyze the conservation and preservation methods in Archaeology

**Course Outcomes:**

- CO1: Identify the relationship between archaeology and other disciplines  
CO2: Understand the data retrieval techniques in Archaeology  
CO3: Demonstrate post excavation analysis, recording and interpretation of data  
CO4: Differentiate the dating methods in Archaeology  
CO5: Analyze the conservation and preservation methods in Archaeology

**UNIT: I** **(10hrs)**

Definition, Nature and Scope of Archaeology - Relationship of Archaeology with Social and Natural Sciences - Application of Digital Technology in Archaeology: GIS and Satellite Imagery -Computers and the Internet.

**UNIT: II** **(10hrs)**

Retrieval of Archaeological Data: Techniques of Exploration, Excavation, - Study of Maps- Aerial Survey - Photography-Water Exploration – Tools of Archaeology

**UNIT-III** **(11hrs)**

Chronology-Relative Chronology-- Radio Carbon Dating – Principles of Conservation, Preservation and Documentation of Archaeological Antiquities

**UNIT-IV** **(10hrs)**

Nature and Scope of Epigraphy- Decipherment and Dating -Origin of writing in India – Historical Importance of the Inscriptions - Paleographic Formula

**UNIT-V** **(11hrs)**

Numismatics as Source Material for the Reconstruction of History - Origin of Coinage in India Application of Numismatics and Numismatic Data to Archaeology

**Co-Curricular Activities****(23hrs)**

- 1) Invited Lectures
- 2) Visit to any archaeological site
- 3) Hands on Experience with the help of Field Experts.
- 4) Debates, Seminars, Group Discussions, Quiz, etc.
- 5) Periodical Interactions with Museum / Archaeology Technical Experts

**Hands-on**

- Try out digital technology in Archaeology
- Retrieval of archaeological data
- Deciphering and dating inscriptions
- Identify artefacts
- Report writing

**References:**

1. Agrawal, D. P. and M. D. Yadava, Dating the Human Past. Pune: Indian Society for Prehistoric and Quaternary Studies, 1995
2. Agrawal, O. P., Preservation of Art Objects and Library Materials, New Delhi, National Book Trust India, 1993
3. Balme, Jane and Alistair Paterson, Archaeology in Practice (A Student Guide to Archaeological Analyses). West Sussex: John Wiley and Sons Inc, 2014
4. Grant, Jim, Sam Gorin and Neil Fleming, The Archaeology Course book: An Introduction to Study, Skills, Topics and Methods, London and New York, Routledge, 2002
5. Walker, Mike. Quaternary Dating Methods, West Sussex: John Wiley and Sons Limited, 2005
6. Gupta, P L, ed., Numismatics and Archaeology. Nasik: Indian Institute of Research in Numismatic Studies, 1986
7. Sharer, R and W. Ashmore, Archaeology: Discovering our Past. McGraw-Hill: New York, 2002.
8. Web sources as suggested by teacher/librarian

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(Affiliated to Krishna University, Machilipatnam)  
**SYLLABUS**

<b>Subject: History</b>	<b>Semester: V</b>
<b>Course Title: Museum Management</b>	<b>Course Code: 20HSSEC32MM4</b>
<b>No. of Hours: 75</b>	<b>LTP: 410</b>
	<b>Credits: 4</b>

**Objectives:**

- To teach context and concepts of Museum
- To facilitate learning of skills of Museum exhibitions

**Course Outcomes:**

- CO1: Gain Awareness about the History, Context and Concepts of Museums
- CO2: Understand Curatorial Responsibilities and Ethics of Collection
- CO3: Document and Classify Museum Objects and Acquire Skills to Manage and Demonstrate them in Museum
- CO4: Evaluate the Intricacies of Exhibition Design and Develop Skills related to various Aspects of Museum Exhibitions
- CO5: Analyze the Changing Dynamics between Museums and Culture and Job opportunities in this Field

**UNIT-I** **(10 hrs)**

Origin, Meaning, Definition and Purposes of Museums – Changing Role and Social Relevance of Museums – History and Development of Museums in India.

**UNIT-II** **(10 hrs)**

Types of Museums – Classification of the Museum- Open Air Museums, Inclusive Museums, Community Centre, Galleries and Virtual Museums.

**UNIT-III** **(11 hrs)**

Techniques of Collection, Conservation, Preservation of Museum Objects – Ethical Procedure Collection and preservation of old documents and books.

**UNIT-IV** **(11 hrs)**

Items exhibited in general - Purpose of Exhibition - Types of Exhibitions – Museum Exhibition Skills – Exhibition Planning- Concept Development, Exhibition Brief, Exhibition Design – Evaluation of Exhibition.

**UNIT-V****( 10hrs)**

Museum Management as a Profession – Planning and Organization of Museum – Functions of Museum –Administration – Staff of the Museum and their Duties – Study of selected professional Museums – Regional, National – State/ASI and International Museums.

**Co-Curricular Activities****( 23 hrs)**

1. Invited Lectures
2. Visit to a museum or Art galleries
3. Hands on Experience with the help of Field Experts.
4. Debates, Seminars, Group Discussions, Quiz, etc.
5. Periodical Interactions with Museum Technical Experts

**Hands-On:**

- Report writing on curatorial practices or collection policies of any museum
- Plan for Exhibition of artefacts
- Classify museums

**References:**

1. Nigam M.L., Fundamentals of Museology. Navahind Prakashan, 1966
  2. Timothy, Ambrose and Paine, Museum Basics, ICOM,Routledge, New York, 1993
  3. Key Concepts of Museology, ICOM Publication (online).
  4. Seth, Manvi, Communication and Education in Indian Museums,Agam Kala Prakashan, New Delhi, 2012
  5. Elizabeth Bogle, Museum Exhibition Planning and Design, AltimiraPress, 2013
  6. Grace Morely: Museum Today, University of Baroda, 1981
  7. Sivaramamurti,C, Directory of Museum in India
  8. Parker, A.C., A Manual for History Museum
  9. UNESCO, Organisation of Museum
  10. Web sources as suggested by teacher/librarian
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