

**A.G& S.G.SIDDHARTHA DEGREE COLLEGE OF ARTS &  
SCIENCE**

**VUYYURU-521165, KRISHNA Dt., A.P.(Autonomous)**

**Accredited by NAAC with "A" Grade**

**2022-2023**



**DEPARTMENT OF HISTORY**

**MINUTES OF BOARD OF STUDIES**

**EVEN SEMESTER**

**24-03-2023**

Minutes of the meeting of Board of studies in History for the Autonomous courses of  
AG & SG Siddhartha Degree College of Arts & Science, Vuyyuru, held at  
11.00 A.M on 24-3-2023 Online

T.NarasimhaRao T. Narasimha Rao Presiding

Members Present:

- 1) T. Narasimha Rao Chairman Head, Department of History  
Sri. T.NarasimhaRao) AG & SG S Degree College of Arts & Science  
Vuyyuru-521165
- 2) M. Suseela Rao University Head, Department of History  
(Dr.M.Suseela Rao) Nominee Government Degree College  
Tiruvuru
- 3) D. Rajya Lakshmi Subject Expert Lecturer in History  
(Dr.D.Rajya Lakshmi) Government Degree college  
Avanigadda
- 4) N. Jhansi Subject Expert Head, Department of History  
(Smt.N.Jhansi) S.D.M.S Mahila Kalasala.  
Vijayawada

## **AGENDA**

1. To Review and recommend any changes in the syllabi, Model Question Papers and Guidelines of 2nd, 4th, and 6th Semesters of I, II and III Year B.A History Papers for the Academic Year 2022-2023.
2. To Discuss and recommend the pattern of internal Assessment , Guidelines and Model Question Papers in 2nd, 4th, and 6th Semesters of B.A Degree History papers for the Academic Year 2022-2023.
3. To Recommend the guidelines to be followed by the Question Paper Setters in for the 2nd, 4th, and 6th Semesters -end exams.
4. To Recommend the teaching and evaluation methods to be followed under the Autonomous Status.
5. To Propose the panel of Question paper setters and Examiners.
6. To Suggest innovative methods of teaching.
7. Any other matter.

## **RESOLUTIONS:**

1) It is Resolved to continue the same syllabi under CBC System approved by the Academic council of 2020- 2021 for 1<sup>st</sup> Degree in II Semester & II Degree in IV Semester History papers, of B.A Classes.

**The APSHE New syllabus was introduced in the I Semester of I Degree B.A from the Academic year 2020 – 2021 and in the III Semester of II Degree B.A From the Academic year 2021 – 2022.**

- 2) Out of maximum 100 marks in each paper 30 marks shall be allocated for Internal Assessments regarding II and IV Semesters.
  - A) To implement 30 marks for internal assessment and 70 marks for External Assessment from the academic year 2019-20 and that is also implemented to the III and V Semesters from 2020-21 Academic year and 2021 – 2022 Academic year also.
  - B) Out of these 30 marks, 20 marks are allocated for internal tests, 5 marks are allocated for assignment for II and IV Semesters. The two tests will be conducted and average of these two tests shall be deemed as the marks obtained by a student, and remaining 5 marks are allocated for attendance.
- 3) **Out of maximum 100 marks 25 Marks shall be allocated for Internal Assessments Regarding the IV Semester from the Academic year 2022 – 2023.**
  - A) **To implement 25 Marks for Internal Assessments and 75 Marks for External Assessment regarding the IV Semester from the Academic year 2022 – 2023.**
  - B) **Out of these 25 marks, 15 Marks are allocated for internal tests, 5 marks are Allocated for assignment/attendance activities 5m Regarding the IV Semester from the Academic year 2022 – 2023.**
- 4) Discussed and recommended the syllabi, Model question papers under CBC system and guidelines to be followed by the question paper setters of II, IV and VI semesters of B.A Classes for the Academic year 2022-2023.
- 5) To follow the teaching and evaluation methods, it is also resolved to use various other methods like Group discussions, Quiz, Organizing Seminars, Guest Lectures and Workshops to upgrade the knowledge of the students and impart new skills of learning as frequently as possible.
- 6) Resolved to authorize the chairman of Board of studies to suggest the panel of paper setters and Examiners to the controller of Examinations as for the requirement.
7. It is resolved to follow further changes if any in the syllabus by the competent Authority.

Chairman

*T. Narasimha Rao*

**AG & SG SIDDHARTHA DEGREE COLLEGE OF ARTS & SCIENCE VUYYURU****A.P- 521165**

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**PROGRAMME: BA**

<b>YEA R</b>	<b>COD E</b>	<b>SEM</b>	<b>Name of course</b>  <i>(each course consists 5 units with each unit having 12 hours of class work)</i>	<b>Hours/wee k</b>	<b>Credits</b>	<b>Marks</b>	
						<b>Internal</b>	<b>Sem end</b>
<b>I</b>		<b>II</b>	<b>Medieval Indian history and Culture(1206 A.D to 1764 A.D)</b>	<b>5</b>	<b>4</b>	<b>30</b>	<b>70</b>
<b>II</b>		<b>IV</b>	<b>History and Culture of Andhra(from 1512 to1956 A.D)</b>	<b>5</b>	<b>4</b>	<b>25</b>	<b>75</b>
		<b>IV</b>	<b>History of modern world(from 15<sup>th</sup> century</b>	<b>5</b>	<b>4</b>	<b>25</b>	<b>75</b>
<b>III</b>		<b>V/VI</b>	<b>Tourism and Hospitality Services</b>	<b>5</b>	<b>4</b>	<b>30</b>	<b>70</b>
		<b>V/VI</b>	<b>Tourism Guidance and Operating Skills</b>	<b>5</b>	<b>4</b>	<b>30</b>	<b>70</b>

# **AG & SG SIDDHARTHA DEGREE COLLEGE OF ARTS & SCIENCE VUYYURU**

**A.P- 521165**

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<b>HISTORY</b>	<b>HIST21B</b>	<b>2022-23</b>	<b>B.A/HEP</b>
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SEMESTER-II

No. of Credits: 4

## **MEDIEVAL INDIAN HISTORY & CULTURE (1206 A.D to 1764 A.D) ( NEW SYLLABUS)**

### **Learning objectives:**

1. To provide knowledge about the Delhi sultanates
2. To impart the knowledge about the Islam religion and greatness of Vijayanagara empire.
3. To make the students to understand the greatness of the Mughal rulers.
4. To provide the information of the administration and cultural contribution of the Mughals.
5. To enlighten the students regarding the advent of the Europeans

### **Course Outcomes:**

1. Acquire the knowledge of Delhi sultanates.
2. Analyse the socio, religious consciousness in India
3. Acquire knowledge about the Mughal rulers and their policies.
4. Students will learn to understand, analyze and evaluate the administration and cultural aspects of Mughals
5. Acquainted with the advent of the Europeans and their settlements in India.

### **Unit- I**

**15 hours**

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

### **Unit – II**

**15 hours**

Impact of Islam on Indian Society and Culture– Bhakti Movement; Administration, Society, Economy,

Religion and Cultural developments under Vijayanagara Rulers

### **Unit – III**

**15 Hours**

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

### **Unit – IV**

**15 hours**

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

### **Unit \_ V**

**15 hours**

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

## **CO-CURRICULAR ACTIVITIES AND ASSESSMENT METHODS:**

Continuous Evaluation:

1. Monitoring the students progress of learning by Class Tests.

2. Map pointing
3. Projects, Assignments and Group Discussions, Enhances critical thinking skills and Personality.
4. Semester-end Examination: Critical indicator of students learning and teaching methods adopted by teachers throughout the semester

**TEXT BOOKS:**

1. Prachina Bhasha DesaCharitra – Si.K. Krishna Reddy.
2. BharathaDesaCharitra – Telugu Academy

**REFERENCES:**

1. Chandra, SHistoryof MedievalIndia(800– 1700)
2. Chattopadyay, B.D TheMakingofEarlyMedievalIndia. (Delhi, 1994)
3. Habib, Irfan, MedievalIndia: TheStudyofaCivilization
4. Habibullah, A.B.M, TheFoundation ofMuslimRule inIndia
5. Kumar Sunil, TheEmergenceof theSultanate ofDelhi
6. Nizami, K.A. Some Aspects of Religion and Politics inIndia in the13th c
7. K.A. NilakantaSastri, AHistoryof SouthIndiafrom PrehistoricTimes to the Fallof Vijayanagara
8. K.A. NilakantaSastri, TheCholas
9. Shireen Moosvi, TheEconomyof theMughal Empire
10. Stein, B Peasant, State&SocietyinMedieval SouthIndia
11. Yazdani, G. (ed) TheEarlyHistoryof theDeccan
12. R.C. Majumdar, TheAgeofImperial Kanauj
13. R. Soma Reddy, *LateMedieval Andhra Pradesh, A.D. 1324-1724 A.D.*, New Delhi, 2014
14. HarbansMukhia, TheMughals ofIndia
15. C.A. Bayly, Indian Societyand theMakingof theBritish Empire

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**MODEL PAPER  
HISTORY Model Question Paper  
(NEW MODEL PAPER)  
PAPER CODE: HIST21BB.A/ HEP – II**

Time : 3 hrs

Max. Marks : 70

Answer all Questions  
(Restrict to a Maximum of 2 Subdivisions)

**SECTION -A**

**(5X4=20MARKS)**

1.(A) Explain the role of Balban Co1 L2  
or

(B) Illustrate the work of Razia sultan Co1 L2

2..(A)Analyse the contributions of Ashtadiggaja's Co2 L3  
or

(B) Analyse the role of Jahangir .Co3 L3

3..(A) How Aurangazeb was responsible for the downfall of the mughal empire Co3 L1  
or

(B) Examine the role of Tajmahal in the past and present Co5 L3

.4.(A)Explain the portuguese establishments in India Co5 L2  
or

(B) What is the role of Dupleix as governor Co5 L1

5.(A)Write about the Anglo-french rivalry and Results  
or

(B)Explain the Causes and Results of the Battle of Plassey

**SECTION – B**

Answer all Questions  
(Restrict to a Maximum of 2 Subdivisions) 5 x 10= 50M

6. A) Explain the administration of the Allauddinkhilji. Co1 L2

OR

B.)What are the main reforms of Mohammad bin tughlaq Co1 L1

7.A) Explain the Bhakti movement Co2 L2

OR



B.)Define the characteristics of Vijayanagara empire Co2 L1

8A)Explain the administration of shersha Co3 L2

OR

B.)What are the religious reforms of Akbar Co3 L1

9A)Analyse the administration of Mughals Co4 L3

OR

B.)Explain Shivaji's administration Co4 L2

10.A) Illustrate the anglo - French conflicts Co5 L2

OR

B.)What was the role of Robert clive as governor Co5 L1

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<b>HISTORY</b>	<b>PAPERCODE: HIST401</b>	<b>2021-22</b>	<b>B.A/HEP</b>
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**SEMESTER – IV**

**Course: IV**

**No. of**

**Credits: 4**

**HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)**

**(NEW SYLLABUS)**

**Learning objectives:**

1. To give clear picture of Qutub shahis
2. Focussing awareness on advent of europeans and their rule in andhra
3. To give knowledge about social and religious reforms
4. To infuse the Nationalistic feelings among the studenta
5. To provide information about the AP state formation(1953) Andhra pradesh formation

**Course Outcomes:**

1. Known about Nizams of Hyderabad
2. Learnt the impact of British on Andhra - Monroe- C. P Brown, Sir Arthur Cotton
3. They were aware of social reformers and their contribution
4. Acquired knowledge about the national leaders and their ideologies
5. Acquainted with the knowledge of A. P state formation & Andhra pradesh formation

**Unit – 1**

**12 hrs**

- 1.1-Andhra through 16th& 19th Centuries AD:
- 1.2- Evolution of Composite Culture - The QutbShahis of Golkonda –Administration, Society &Economy – Literature & Architecture;
- 1.3- Advent of European and settlements in Andhra - Occupation of Northern Circars and Ceded Districts – Early revolts against the British

**Unit – II**

**12 hrs**

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

**Unit – III**

**12 hrs**

- 3.1- Social Reform & New Literary Movements: KandukuriVeeresalingam, RaghupathiVenkataRathnam Naidu, GuruzadaApparao, KomarrajuVenkataLaxmana Rao.
- 3.2-New Literary Movements: RayaproluSubbarao, ViswanathaSathyanarayana, GurramJashua, BoyiBheemanna, Sri Sri

**Unit – IV**

**12 hrs**

- 4.1- Freedom Movement in Andhra (1885-1947):

4.2- Vandemataram Movement– Home Rule Movement in Andhra - Non-Cooperation Movement - AlluriSeetarama Raju &Rampa Revolt (1922-24) - Civil Disobedience Movement – Quit India Movement

## **Unit – V**

**12 hrs**

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

## **CO-CURRICULAR ACTIVITIES AND ASSESSMENT METHODS:**

Continuous Evaluation:

- 1. Monitoring the progress of student’s learning, Class Tests
- 2. Map pointing
- 3. Projects, Assignments and Group Discussions, Enhances critical thinking skills and Personality.
- 4. Semester-end Examination: Critical indicator of students learning and teaching methods adopted by teachers throughout the semester

## **TEXT BOOKS:**

- 1. Bhasha DesaCharitra – Madhya yugam- Si.K. Krishna Reddy.
- 2. BharathaDesaCharitra – Telugu Academy

## **REFERENCES:**

- 1. H.K.Sherwani, History of the KutubShahi Dynasty
- 2. K. Sathyanarayana, A Study of the History and Culture of Andhras
- 3. B. Kesava Narayana, Political and Social Factors in Modern Andhra
- 4. K.V.Narayana Rao, The Emergence of Andhra Pradesh
- 5. M. VenkataRangaiah, The Freedom Struggle in Andhra Pradesh
- 6. P.R.Rao, History of Modern Andhra
- 7. SarojiniRegani, Highlights of Freedom Movement
- 8. SarojiniRegani, ఆంధ్రలో స్వాతంత్ర్యోద్యోమచరిత్ర
- 9. V. Ramakrishna, Social Reform Movement in Andhra
- 10. B. Kesava Narayana, Modern Andhra & Hyderabad – 1858 – 1956 A.D., 2016 11 K. Koti Reddy, History of Modern Andhra, Telugu Academy, Hyderabad

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**MODEL PAPER** PAPERCODE: HIST401

**HISTORY & CULTURE OF ANDHRA (FROM 1512 TO 1956 AD)**

B.A/ HEP – II

Time : 3 hrs

Max. Marks : 75

PART– A

I )Answer any FIVE of the following : 5 x 5=25M

(one Questions to be set from each unit)

1. Analyse the role of Quli Qutub Shah Co1 L3
2. Explain the battle of Chanderi Co1 L2
3. What are the land reforms of British Co2 L1
4. Explain the contribution of C. P. Brown Co2 L2
5. Explain the works of social reformers in andhra Co3 L1
6. What is the role of Gurram Joshua in new literary movement Co3 L2
7. What is the role Alluri sitaramaraju Co4 L1.
8. Define Andhra mahasabha and its contribution Co5 L1

PART – B

II. Answer any FIVE of the following:

5 x 10= 50M

(one Questions to be set from each unit)

- 9 A) What are the general conditions of Qutub shahis . Co1 L1

OR

- b.) How the British acquired Northgerm Circars Co1 L1

- 10.A) What is the impact of industrial revolution in andhra Co2 L1

OR

- b.) What are the revenue reforms introduced by Sir Thomas Munroe Co2 L1

- 11.A) Explain about the Social reformers of andhra Co3 L1

OR

- b.) Explain new literary movement in Andhra Co3 L2

- 12.A) Explain about Vande Mataram movement in Andhra Co4 L2

OR

- b.) Examine the Non cooperation movement in Andhra Co4 L2

13. A) What was the role played by Pottisriramulu in the formation of Andhra state Co5 L1

OR

- b.) Explain the formation of Andhra Pradesh Co5 L2

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<b>HISTORY</b>	<b>PAPERCODE: HIST402</b>	<b>2021-22</b>	<b>B.A/HEP</b>
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## **SEMESTER –IV**

**Course :V**

**No. of**

**Credits: 4**

## **HISTORY OF MODERN WORLD (From 15th Cent. AD to 1945 AD) (NEW SYLLABUS)**

### **Learning objectives:**

1. To impart knowledge about Renaissance and reformation
2. To give information about the glorious Revolution and American revolution
3. To make them aware of unification of Italy and Germany
4. To know about world wars and their affects
5. To provide information about the role of league of Nations and U. N. O

### **Course Outcomes:**

1. Acquired the knowledge about the evolution of changes in the modern europe
2. Learnt about revolution and their impact on world
3. Had idea about the unification of Italy and Germany
4. Learnt lessons from world war 1&2
5. Gained knowledge about the work and importance of international organizations.

### **Unit – 1**

**12hrs**

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

### **Unit – II**

**12hrs**

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

### **Unit - III**

**12 hrs**

Unification of Italy; Unification of Germany

### **Unit – IV**

**12hrs**

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

### **Unit - V**

**12hrs**

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

### **Co-curricular activities and Assessments Methods:**

#### **Continuous Evaluation:**

1. Monitoring the progress of student's learning, Class Tests
2. Map pointing
3. Projects, Assignments and Group Discussions, Enhances critical thinking skills and Personality.
4. Semester-end Examination: Critical indicator of students learning and teaching methods adopted by teachers throughout the semester

**TEXT BOOK:**

1. Bhasha DesaCharitra – Madhya yugam- Si.K. Krishna Reddy.
2. BharathaDesaCharitra – Telugu Academy

**References:**

- 1 Burke, Peter, The Renaissance
- 2 C.J.H. Hayes, Modern Europe up to 1870
- 3 C.D. Hazen, Modern Europe up to 1945
- 4 Christopher Hill, From Reformation to Industrial Revolution
- 5 Elton, G.R., Reformation Europe, 1517-1559
- 6 Ferguson, The Renaissance

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**MODEL PAPER** PAPERCODE: HIST402

HISTORY Model Question Paper

**HISTORY OF MODERN WORLD (From 15th Cent. AD to 1945 AD) B.A/ HEP – IV**

Time : 3 hrs

Max. Marks : 75

**PART– A**

**I )Answer any FIVE of the following :** 5 x 5=25M

(one Questions to be set from each unit)

- 1.What was the role of Martin luther in reformation Co1 L1
- 2.How far Louis VI was responsible for the outbreak of French revolution Co2 L1
3. What is the role of Joseph Mazzini in unification of Italy Co3 L1
4. Explain the contribution of Bismark Co3 L2
5. Explain the role of Lenin in Russian revolution Co4 L2
6. Define League Of Nations Co4 L1
7. What is Fascism Co5 L1.
8. How Adolf Hitler was responsible for outbreak of World war II Co5 L1

**PART – B**

**II. Answer any FIVE of the following:**

5 x 10= 50M

(one Questions to be set from each unit)

9 A) Explain about Renaissance . Co1 L2

**OR**

b.) What is Glorious revolution Co1 L1

10.A) Explain about American revolution Co2 L2

**OR**

b) Analyse the causes and results of French revolution Co2 L3

11.A) Explain the unification of Italy Co3 L2

**OR**

b.) Examine various factors of Unification of Germany Co3 L3

12.A) Explain about Russian revolution Co4 L2

**OR**

b.) What are the causes and results of world war I Co4 L1

13.A) Analyse the causes for the outbreak of world war - II Co5 L1

**OR**

b.) What is the role of U. N. O Co5 L1

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**(2022 – 2023)**

**III BA History Syllabus:: Semester – V /VI**

**Title of the Paper : TOURISM AND HOSPITALITY SERVICES 6B**

**Paper Code; SECHIS601**

**No.of Hours per week:5**

**No. of Credits:4**

**I. 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. Understands the spirit of teamwork
5. Acknowledge the importance of guest service and satisfaction

**Unit: 1**

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

**Unit: 2**

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

**Unit: 3**

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

**Unit: 4**

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

**Unit: 5**

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

**III. 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

#### **IV. Co-Curricular Activities:**

##### **a) Mandatory:**

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

- 1) For Teacher: Training of students by the teacher in the classroom and in the field for a total of not less than 10 hours on various practical aspects related to tourism and hospitality industry. The teacher shall also train students with the help of experts in skills such as flower arrangements, cooking and catering supervision, speaking to guests etc. related to hospitality services.
- 2) For Student: Students shall visit any one of the local tourism offices, tourism sites, hotels, restaurants, catering offices to make personal observations and to gain hands-on experience. These individual observations shall be written as a Fieldwork/Project work Report not exceeding 10 pages and submit to teacher in the given format.
- 3) Suggested Fieldwork/Project work Format:  
Title Page, Student Details, Acknowledgments, Index of Contents: Objectives, Step-wise process,  
Findings & References
- 4) Max Marks for Fieldwork/Project work Report: 05
- 5) Unit Tests/Internal Examinations

##### **b) Suggested Co-Curricular Activities**

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

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**HISTORY Model Question Paper  
(NEW MODEL PAPER)  
B.A/ HEP – SEMESTER – V/VI**

Time : 3 hrs

Max. Marks : 70

**Title: Tourism and Hospitality services**

**paper code:SECHIS601**

**Section-A**

**I. ANSWER ANY TWO OF THE FOLLOWING QUESTIONS 2x5=10**

- 1 Explain the causes of rapid growth of tourism?**
- 2 Types of restaurants services?**
- 3 Konasema ?**
- 4 Atithi devo bhava ?**

**Section - B**

**II. Answer any four of the following questions**

**4x15=60**

- 5. Define tourism write about nature and scop of tourism?**
- 6. Discuss about different types of services offered in a selected hotels?**
- 7. Major tourism spots in Andhra Pradesh?**
- 8. Write about domestic tourism and international tourism?**
- 9. Explain duties and responsibilities of house keeping staff?**
- 10. Explain different types of hotels in india ?**
- 11. Discuss about hospitality industry?**
- 12. Explain the relationship between history and tourism?**

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**Title: Tourism and Hospitality services**

**paper code; SECHIS601**

<b>Section</b>	<b>Unit – I</b>	<b>Unit – II</b>	<b>Unit – III</b>	<b>Unit – IV</b>	<b>Unit-V</b>
<b>A</b> <b>5 Marks Questions</b>	<b>1</b>	<b>1</b>	<b>1</b>		<b>1</b>
<b>B</b> <b>15 Marks Questions</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>
<b>Weightage</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>15</b>	<b>20</b>

**AG & SG SIDDHARTHA DEGREE COLLEGE OF ARTS & SCIENCE VUYYURU**

**A.P- 521165**

(An autonomous college in the jurisdiction of Krishna university, Machilipatnam)

**Course 7B: Tourism Guidance and Operating Skills**

**(Skill Enhancement Course (Elective), 4 Credits)**

**Paper Code: SECHIS602**

**II. Learning Outcomes:**

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

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

**Unit: 1**

**12hrs**

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

**Unit: 2**

**12hrs**

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

**Unit: 3**

**12hrs**

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

**Unit: 4**

**12hrs**

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

**Unit: 5**

**12hrs**

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

**III. References:**

1. Jagmohan Negi, Travel Agency and Tour Operations, Kanishka Publishers, 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
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)
9. [www.cedeop.europe](http://www.cedeop.europe)
10. web sources as suggested by teacher/librarian

**IV. Co-Curricular Activities:**

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

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

2) For Student: Students shall individually choose and visit a local tourist place/monument such as a historical site, temple etc., and talk to local guides personally. Observe their functioning

to gain experience, including suggestions for the improving the guidance. These individual observations shall be written in the given format not exceeding 10 pages and submit to the teacher as Fieldwork/Project work Report.

### **3) Suggested Fieldwork/Project work Format:**

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

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

5) Unit Tests/Internal Examinations

#### **a) Suggested Co-Curricular Activities**

1) Invited Lectures

2) Hands on experience with the help of field experts.

3) Debates on interesting topics

4) Seminars, Group Discussions, Quiz, etc.

5) Assignments

6) Alumni Interactions

7) Periodical interactions with Tour Mana

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**III BA.Semester – V**

**Subject; History 3HIS7B**

**Title of the Paper – TOURISM AND HOSPITALITY SERVICES 7B**

**Paper Code:SECHIS602**

**Time : 3Hrs**

**Max. Marks : 70**

**Model Question Paper**

**SECTION – A**

**I. Answer any TWO of the following**

**2x5=10 M**

1. Responsibilities of the Guide?
2. Explain Types of Tour Guide?
3. Explain Guides Personality skills?
4. Handling of the Guest in different situations?

**SECTION – B**

**II. Answer any FOUR of the following**

**4x15= 60 M**

- 5.Explain the meaning of the Tour Guide?
- 6.Explain duties of the Guide?
- 7..Write about the guiding techniques?
- 8.Explain hygiene and grooming of the guide?
- 9.Explain Relationship Management?
- 10..Passport and Visa process?
- 11.Write about Travel Agency and Tour operations?
- 12..Explain the functions of Tour operator?

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**III BA.Semester – V**

**Paper Code:SECHIS602**

**Title of the Paper – TOURISM AND HOSPITALITY SERVICES 7B**

<b>Section</b>	<b>Unit – I</b>	<b>Unit – II</b>	<b>Unit – III</b>	<b>Unit - IV</b>	<b>Unit-V</b>
<b>A</b> <b>5 Marks Questions</b>	<b>2</b>	<b>1</b>		<b>1</b>	
<b>B</b> <b>15 Marks Questions</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Weightage</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>20</b>	<b>30</b>

**THE END**