



TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE  
COLLEGE FOR WOMEN, SIRICILLA

## DEPARTMENT OF HISTORY



2022-23

## REPORT ON ACTIVITIES

- **Exploring Heritage: Educational Tour to Lakshmi Narasimha Temple, Thangallapally**

**Date:** 07/11//2022

**Introduction:**

An educational tour to the Lakshmi Narasimha Temple in Thangallapally was organized by our institution TTWRDC (W), Rajanna Sircilla, aimed at providing students with a firsthand experience of South India's rich cultural and architectural heritage. Located in the historic village of Thangallapally in Telangana, the Lakshmi Narasimha Temple stands as a testament to the region's religious and artistic legacy.

**Exploration of the Temple:**

Led by knowledgeable guides, our group embarked on a guided tour of the temple complex, delving into its architectural marvels and religious significance. The temple, dedicated to Lord Narasimha, the fourth incarnation of Lord Vishnu, exuded a serene ambiance, with devotees engaged in prayers and rituals.

**Architectural Splendour:**

The highlight of the tour was undoubtedly the exploration of the temple's architectural splendour. Students marvelled at the intricate carvings adorning the walls and pillars, depicting scenes from Hindu mythology and intricate floral motifs. The intricate craftsmanship and attention to detail showcased the mastery of ancient artisans, leaving a lasting impression on the visitors.

**Spiritual Insights:**

Throughout the tour, students had the opportunity to learn about the religious practices and rituals associated with the temple. They gained insights into the significance of Lord Narasimha in Hindu mythology and the cultural importance of the temple as a sacred pilgrimage site for devotees.

**Interactive Learning:**

The educational tour was not merely a passive sightseeing experience but an interactive learning opportunity. Students actively engaged with the priests, asking questions and seeking clarification on various aspects of the temple's history and architecture. The tour sparked meaningful discussions and fostered a deeper appreciation for India's rich cultural heritage.

**Reflections and Conclusion:**

As the tour concluded and we bid farewell to the Lakshmi Narasimha Temple, students reflected on the profound impact of the experience. The educational tour had not only broadened their horizons but also instilled a sense of pride in India's architectural and religious heritage. It underscored the importance of experiential learning in fostering a deeper understanding of history and culture.

In conclusion, the educational tour to the Lakshmi Narasimha Temple in Thangallapally was a resounding success, offering students a memorable journey into the heart of South India's cultural richness. It served as a reminder of the timeless beauty and spiritual significance of India's ancient temples, leaving an indelible mark on the minds of all who participated.

**Students Participated:**

1. Sai Teja, BA HEP, Iyear
2. M.Saritha, BA HEP, Iyear
3. E.Akhila, BA HEP, Iyear
4. G.Shirisha, BA HEP, Iyear
5. K.Vennela, BA HEP, Iyear
6. K.Bhavani, BA HEP, Iyear
7. P.Mounika, BA HEP, Iyear
8. G.Gifty, BA HEP, Iyear
9. K.Rachana, BA HEP, Iyear
10. A.Kalpana, BA HEP, Iyear
11. B.Jyothi, BA HEP, Iyear
12. B.Akhila, BA HEP, Iyear
13. Sravanthi, BA HEP, Iyear



## • Student Seminar on French Revolution

**Date:** 10/11/2022

### **Introduction:**

The student seminar on the French Revolution aimed to delve into one of the most significant and influential events in modern history. The French Revolution, which spanned from 1789 to 1799, transformed France and had far-reaching consequences for Europe and the world. This presentation was given by S. Bhavani, BA HEP III year student. This report encapsulates the key discussions and insights from the seminar.

### **Historical Context:**

The French Revolution was a period of radical social and political upheaval in France, characterized by the overthrow of the monarchy, the rise of radical ideologies such as liberalism and republicanism, and the Reign of Terror. It was fueled by a

combination of economic grievances, social inequality, and Enlightenment ideals of liberty, equality, and fraternity.

**Causes of the Revolution:**

Several factors contributed to the outbreak of the French Revolution, including economic instability, widespread poverty, and inequality. The monarchy's extravagant spending and taxation policies exacerbated the financial crisis, while social tensions simmered due to the rigid class structure and privileges enjoyed by the nobility and clergy.

**Key Events:**

The French Revolution unfolded in stages, marked by significant events such as the Storming of the Bastille on July 14, 1789, which symbolized the people's defiance against royal authority. The Declaration of the Rights of Man and of the Citizen, adopted in August 1789, proclaimed the principles of liberty, equality, and fraternity as the foundation of a new society.

**Reign of Terror:**

The radical phase of the French Revolution, known as the Reign of Terror, saw the rise of the Committee of Public Safety led by Maximilien Robespierre. It was characterized by mass executions of perceived enemies of the revolution, including aristocrats, clergy, and political opponents. The Reign of Terror reflected the extreme measures taken to defend the revolution and consolidate power.

**Conclusion:**

The seminar on the French Revolution provided a comprehensive understanding of a pivotal moment in world history. By examining its causes, events, and consequences, participants gained insights into the complexities of revolutionary change and its enduring legacy. The French Revolution continues to be studied and debated as a catalyst for social, political, and ideological transformation on a global scale.





## • Student Seminar on Shah Jahan

**Date: 10/12/2022**

### **Introduction:**

The seminar focused on Shah Jahan, the fifth Mughal emperor of India, renowned for his architectural achievements and his contributions to art and culture during the Mughal era. This report provides an overview of the discussions and insights shared during the seminar. This student seminar presented by Poojitha, BA HEP, Iyear student. The following points are discussed in this seminar.

### **Early Life and Accession:**

Shah Jahan was born on January 5, 1592, in Lahore, into the Mughal royal family. He was the third son of Emperor Jahangir and received a princely upbringing. In 1628, after a brief power struggle following his father's death, Shah Jahan ascended to the throne of the Mughal Empire.

### **Architectural Legacy:**

Shah Jahan is perhaps best known for his patronage of architecture, particularly the construction of the Taj Mahal, one of the most iconic monuments in the world.

Built as a mausoleum for his beloved wife Mumtaz Mahal, who died in childbirth, the Taj Mahal is celebrated for its breathtaking beauty and symmetrical design.

**Other Architectural Marvels:**

In addition to the Taj Mahal, Shah Jahan commissioned numerous other architectural marvels, including the Red Fort in Delhi, the Jama Masjid in Delhi, and the Shah Jahan Mosque in Thatta, Pakistan. These structures exemplify the Mughal architectural style, characterized by intricate marble work, domes, and minarets.

**Cultural Patronage:**

Shah Jahan was a great patron of the arts and culture, fostering the development of literature, music, and fine arts during his reign. He established royal workshops to promote craftsmanship and supported the flourishing of Persian and Urdu literature at the Mughal court.

**Military Campaigns:**

While Shah Jahan is often remembered for his cultural and architectural achievements, he was also an adept military strategist who expanded the Mughal Empire through conquest. He conducted campaigns in the Deccan and Central Asia, consolidating Mughal rule and extending the empire's influence.

**Legacy:**

Shah Jahan's reign is remembered as a golden age of Mughal splendor, marked by unparalleled architectural achievements and cultural flourishing. His patronage of the arts and his contributions to architecture has left an indelible mark on Indian history and continue to inspire awe and admiration worldwide.

**Conclusion:**

The seminar on Shah Jahan provided a comprehensive overview of the life, achievements, and legacy of one of the most illustrious rulers in Indian history among the students of history. Through his architectural masterpieces and cultural patronage, Shah Jahan left an enduring legacy that continues to captivate the imagination of people around the globe was clearly explained by speaker.





• **EDUCATIONAL TOUR TO TRIKUTA TEMPLE**

**Date: 05/01/2023**

**Introduction:**

An educational expedition to the Trikuta Temple in Thangallapally was organized by our institution TTWRDC (W), Rajanna Sircilla, aimed at fostering a deeper understanding of the region's religious heritage and architectural splendor. Nestled amidst the serene surroundings of Thangallapally in Telangana, the Trikuta Temple stands as a beacon of spirituality and cultural significance.

**Objective:**

The main objective of field trip is to enrich experimental and contextual learning. It explores students to develop critical thinking skills and learn about different culture.

**Explanation:**

In the part of educational tour we brought twelve students from BA HEP, I and II year to Trikuta temple located at Thangallapally village with the guidance of History lecturer B.nagajyothi. Students understood the Chalukyan Architectural style and iconographic representations of various deities.

**Students Participated:**

1. S.Lavanya, BA HEP, IIyear
2. A.Akshitha, BA HEP, IIyear
3. Ch.Suvarna, BA HEP, IIyear
4. D.Shravani, BA HEP, IIIyear
5. G.Sujatha, BA HEP, IIyear
6. D.Rachana, BA HEP, IIyear
7. D.Vinni, BA HEP, IIyear
8. M.Nirosha, BA HEP, IIyear
9. M.Mamatha, BA HEP, IIyear
10. A.Poojitha, BA HEP, IIyear
11. M.Kaveri, BA HEP, IIyear
12. B.Roja, BA HEP, IIIyear
13. S.Divya, BA HEP, IIyear
14. R.Sandhya, BA HEP, IIyear
15. K.Vennela, BA HEP, IIIyear
16. B.Saiteja, BA HEP, IIIyear

17. E,Akhila, BA HEP, IIIyear
18. K.Bhavani, BA HEP, IIIyear
19. P.Mounika, BA HEP, IIIyear

**Feed Back:**

This educational tour was helpful to history students. They understood the Chalukyan architectural style of Trikuta Temple. They learnt identification of deities by iconographic representation. This trip created awareness on historical research among the students.





- **My Gov E quiz Activity**

**Date: 06/01/2023**

**Introduction:**

In the digital age, educational platforms play a pivotal role in facilitating learning beyond traditional classroom settings. MyGov, with its innovative e-quiz feature, has emerged as a prominent tool for educators to engage students in interactive learning experiences. This report aims to assess the effectiveness of MyGov's e-quiz activity in enhancing student engagement and academic impact.

**Methodology:**

- **Participant Selection:** A diverse group of students from various educational backgrounds participated in the e-quiz activity.
- **Duration:** The e-quiz activity spanned over some weeks, with participants accessing the platform at their convenience.



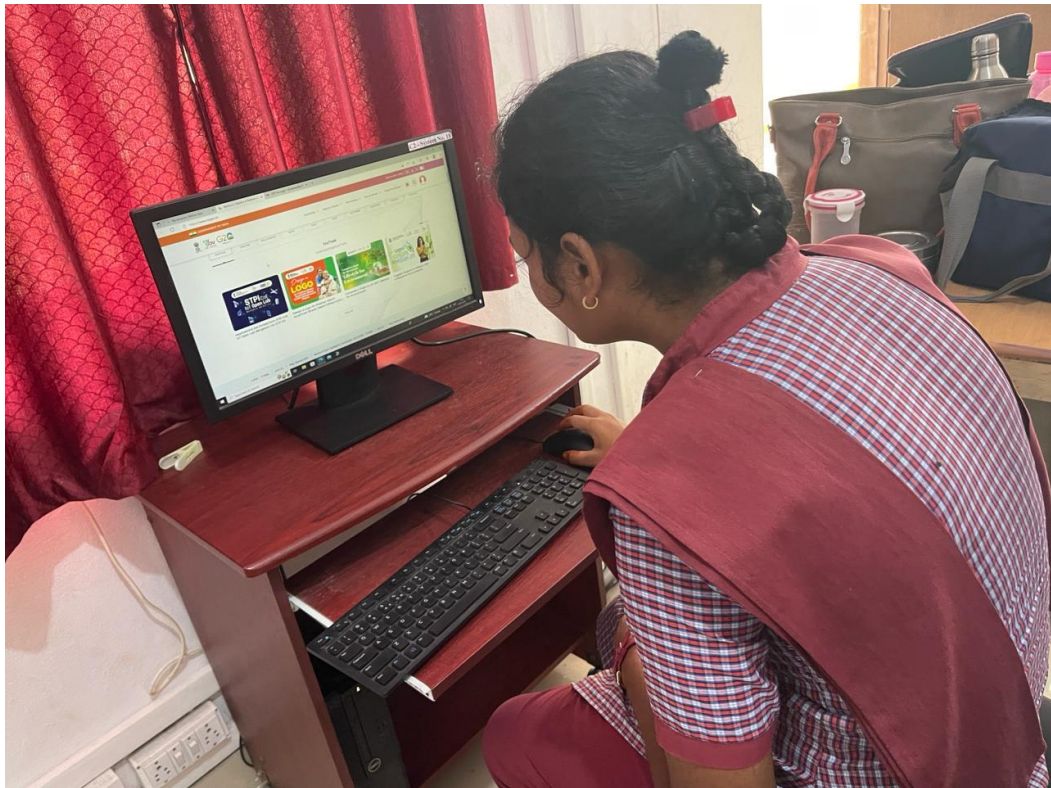
- **Data Collection:** Quantitative data, including participation quiz scores and certificates were collected throughout the activity.

**Findings:**

1. **High Participation Rates:** The e-quiz activity witnessed a high level of participation among students, indicating their interest and engagement.
2. **Improved Learning Outcomes:** Participants demonstrated an improvement in academic performance, with higher quiz scores observed over successive attempts.
3. **Accessible and Flexible:** The accessibility and flexibility of the My Gov platform allowed students to engage with the e-quiz activity at their convenience, accommodating diverse learning schedules.

**Conclusion:**

The My Gov e-quiz activity has proven to be an effective tool for enhancing student engagement and academic impact. Its interactive features, accessibility, and flexibility cater to diverse learning needs. Moving forward continued integration of such innovative educational technologies can further enrich the learning experience and contribute to students' academic success.







• **DEPARTMENTAL ACTIVITY ON MASTER STUDENT COMPETITION**

**Date: 01/02/2023**

**Introduction:**

The Super Student Competition is a remarkable event organized to foster creativity, critical thinking, and historical understanding among students. This report encapsulates the objectives, proceedings, outcomes, and significance of the competition.

**Event Details:**

- **Date: 01/02/2023**
- **Venue: TTWRDC (W) Rajanna Sircilla**

**Competition Format:**

1. **Theme Selection:** The theme of Indus Town Planning was chosen by Poojitha, BA HEP I year student to highlight the town planning techniques employed by the Ancient Indus Civilization.

2. **Project Requirements:** Participant was tasked with creating models, diagrams, or presentations showcasing key aspects of Indus town planning, including street layout, drainage systems, housing architecture, and public infrastructure.

3. **Judging Criteria:** Projects were evaluated based on criteria such as historical accuracy, creativity, presentation skills, and adherence to the theme.

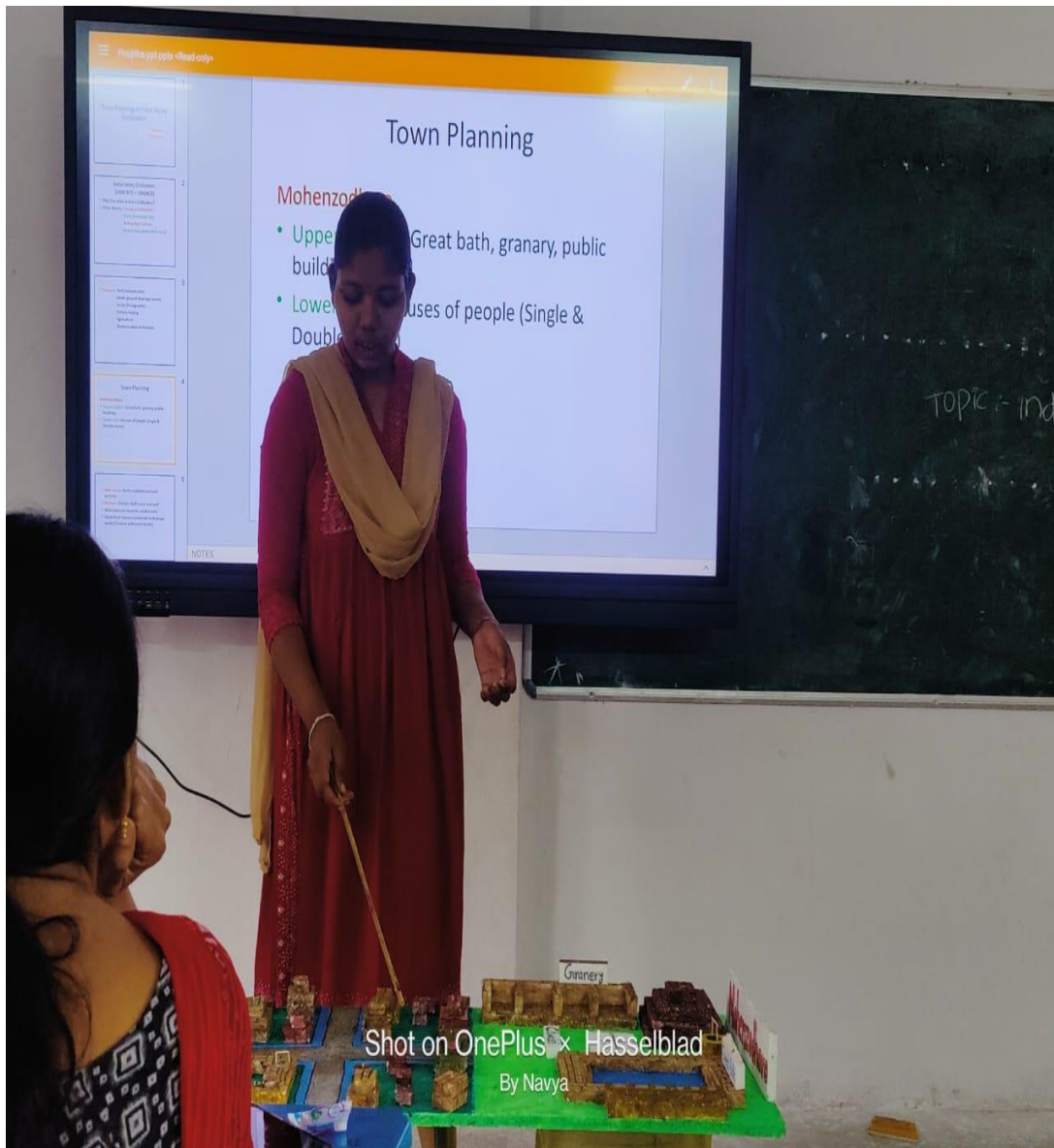
**Proceedings:**

- The competition commenced with an opening ceremony, featuring remarks from organizers and guest speakers highlighting the importance of Super student competition.
- Participants enthusiastically presented their projects, demonstrating thorough research, attention to detail, and innovative interpretations of Indus town planning principles.
- Judges, comprising experts in different fields carefully evaluated each project and engaged in constructive discussions with participants.

**Conclusion:**

Poojitha from BA (HEP), Iyear Presented her lecture on topic “Town planning of Indus civilization” she prepared model of Indus town planning and explained it with power point Presentation.

The Super Student Competition, inspiring students to explore the mysteries of the ancient past and apply their knowledge creatively. It underscored the importance of historical education in shaping informed and responsible citizens.



## • Student Seminar on Vedic Literature

**Date:** 22/02/2023

### **Introduction:**

The seminar on Vedic literature provided an in-depth exploration of the ancient texts that form the foundation of Indian civilization. Vedic literature encompasses a vast body of sacred scriptures, hymns, rituals, and philosophical treatises composed in Sanskrit during the Vedic period. This report summarizes the key discussions and insights from the seminar. This student seminar was presented by G. Sujatha, BA HEP I year.

### **Historical Context:**

The Vedic period, spanning from around 1500 BCE to 500 BCE, witnessed the emergence of early Indian civilization in the northwestern region of the Indian subcontinent. It was characterized by the migration of Indo-Aryan tribes into the Indian subcontinent and the development of a sophisticated cultural and religious tradition.

**Classification of Vedic Literature:**

Vedic literature is traditionally classified into four Vedas: the Rigveda, the Samaveda, the Yajurveda, and the Atharvaveda. Each Veda consists of four main components: Samhitas (hymns), Brahmanas (ritual texts), Aranyakas (forest treatises), and Upanishads (philosophical discourses). These texts serve as the primary sources of knowledge for Hinduism and provide insights into ancient Indian society, religion, and philosophy. These are discussed by the speaker.

**Legacy and Significance:**

Vedic literature represents the culmination of centuries of oral tradition and scholarly refinement, encapsulating the spiritual, philosophical, and cultural heritage of ancient India. It has exerted a profound influence on Hinduism, shaping religious rituals, philosophical thought, and ethical principles. Vedic literature continues to be studied and revered as a source of wisdom and spiritual insight.

**Conclusion:**

The seminar on Vedic literature provided a comprehensive overview of the sacred texts that form the bedrock of Indian civilization among history students. By examining the composition, structure, and significance of the Vedas, participants gained a deeper understanding of India's rich cultural and spiritual heritage. Vedic literature stands as a testament to the enduring legacy of ancient Indian wisdom and continues to inspire seekers of truth and enlightenment.





• **POSTER PRESENTATION ON ANCIENT INDIAN COINAGE**

**Date: 18/03/2023**

**ACTIVITY:**

Poster presentation on ancient Indian coinage.

**Introduction:**

The poster presentation was showcasing ancient Indian coinage held at TTWRDC(W), Rajanna Sircilla was a captivating journey through the rich numismatic heritage of India. This report presents an overview of the exhibition, its objectives, significance and visitor response.

**Event Details:**

- **Venue:** TTWRDC(W), Rajanna Sircilla
- **Organizers:** Department of History
- **Purpose:** To educate students and visitors about the evolution, significance, and cultural context of ancient Indian coinage, spanning various dynasties and periods of Indian history.

S.no	Student Name	Group
1.	Ooha	BA IIIyr
2.	Roja	BA IIIyr
3.	Jyothi	BA IIyr
4.	Vennela	BA IIyr

**Poster Presentation Highlights:**

1. **Collection Display:** A comprehensive display of ancient Indian coins pictures from the Maurya, Sathavahana, Gupta and Kushana period.
2. **Historical Context:** Informational panels and exhibits providing historical context and insights into the political, economic, and cultural significance of the coins.

**Visitor Engagement:**

- The exhibition attracted a diverse audience, including students and faculty members.
- Visitors expressed keen interest in learning about the historical narratives embedded in ancient coins and appreciated the opportunity to examine rare images up close.

**Feed Back:**

- Students of TTWRDC(W), Rajanna Sircilla felt that this poster presentation served as a valuable educational resource, enhancing awareness and appreciation of India's ancient numismatic heritage.

## TELANGANA TRIBAL WELFARE RESIDENCIAL DEGREE COLLEGE

- By showcasing ancient Indian coinage, the event highlighted the continuity and diversity of Indian civilization, spanning millennia of history and cultural exchange.
- It provided a platform for interdisciplinary learning, bridging the gap between history, archaeology, economics, and art through the study of coins as historical artifacts.







## • Student Seminar on Non-Cooperation Movement

**Date: 04/04/2023**

### **Introduction:**

The student seminar held at TTWRDC(W), Rajanna Sircilla was focused on the Non-Cooperation Movement, a pivotal phase in India's struggle for independence against British colonial rule. Initiated by Mahatma Gandhi in 1920, the Non-Cooperation Movement aimed to mobilize the Indian masses in a nonviolent struggle against British imperialism. This report presents an overview of the discussions and insights shared during the seminar. This seminar presented by P. Mounika BA HEP, II year student. She discussed following points;

### **Historical Context:**

The Non-Cooperation Movement emerged in the aftermath of World War I, a period marked by widespread disillusionment with British colonial rule and growing demands for self-governance in India. The massacre at Jallianwala Bagh in 1919 and the imposition of repressive measures such as the Rowlatt Act further fuelled popular discontent and resentment towards British rule.



### **Objectives of the Movement:**

The Non-Cooperation Movement sought to achieve several objectives, including the boycott of British goods, institutions, and services, the promotion of indigenous industries, and the adoption of nonviolent resistance as a means of achieving political independence. Mahatma Gandhi envisioned the movement as a way to unite Indians across caste, creed, and class barriers in a common struggle for freedom.

### **Methods of Protest:**

The Non-Cooperation Movement employed various methods of protest, including hartals, boycotts of foreign goods, and non-cooperation with British authorities and institutions. Indians were encouraged to boycott British educational institutions, courts, and legislative councils and to participate in acts of civil disobedience against unjust laws and policies.

### **Mass Mobilization:**

The Non-Cooperation Movement witnessed mass mobilization on an unprecedented scale, with millions of Indians from diverse backgrounds participating in protests, marches, and demonstrations across the country. The movement galvanized people from rural and urban areas, as well as from different religious and socio-economic groups, in a united struggle against colonial oppression.

### **Challenges and Setbacks:**

Despite its initial success and widespread popular support, the Non-Cooperation Movement faced challenges and setbacks, including instances of violence and repression by British authorities. The Chauri Chaura incident in 1922, where a protest turned violent and resulted in the death of police officers, prompted Mahatma Gandhi to call off the movement, emphasizing the principle of nonviolence.

### **Legacy and Impact:**

The Non-Cooperation Movement left a lasting impact on India's struggle for independence, laying the groundwork for future mass movements and shaping the tactics of nonviolent resistance adopted by subsequent leaders such as Jawaharlal Nehru and Sardar Vallabhbhai Patel. It demonstrated the power of nonviolent protest as a potent weapon against colonial oppression and inspired similar movements for freedom and justice around the world.

### **Conclusion:**

The seminar on the Non-Cooperation Movement provided valuable insights into a critical phase in India's quest for independence. By examining the origins, objectives,

## TELANGANA TRIBAL WELFARE RESIDENCIAL DEGREE COLLEGE

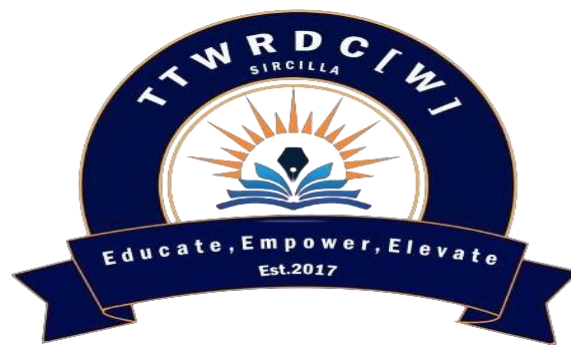
methods, and legacy of the movement, participants gained a deeper understanding of the power of nonviolent resistance in challenging entrenched systems of oppression and injustice. The Non-Cooperation Movement remains a shining example of the indomitable spirit and resilience of the Indian people in their struggle for freedom and dignity.





TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE  
COLLEGE FOR WOMEN, SIRICILLA

## DEPARTMENT OF HISTORY



2021-22

## REPORT ON ACTIVITIES

• **EDUCATIONAL TOUR TO TRIKUTA TEMPLE**

**Date:** 25/02/2022

**Objective:**

The main objective of field trip is to enrich experimental and contextual learning. It explores students to develop critical thinking skills and learn about different culture.

**Explanation:**

In the part of educational tour we brought nine students from BA HEP, Iyear and II year to Trikuta temple located at Thangallapally village with the guidance of History lecturer B.nagajyothi. Students understood the Chalukyan Architectural style and iconographic representations of various deities.

**Students Participated:**

1. Sai Teja, BA HEP, Iyear
2. Sangeetha, BA HEP, Iyear
3. Roja, BA HEP, Iyear
4. P. Rani, BA HEP, Iyear
5. Sravani, BA HEP, Iyear
6. Pravalika, BA HEP, Iyear
7. Maheshwari, BA HEP, Iyear
8. Akhila, BA HEP, Iyear
9. Bhavani, BA HEP, Iyear

**Feed Back:**

This educational tour was helpful to history students. They understood the Chalukyan architectural style of Trikuta Temple. They learnt identification of deities by iconographic representation. This trip created awareness on historical research among the students. They felt that temples are not only the religious centers but also the protectors of Indian culture.







• **DEPARTMENTAL ACTIVITY ON SCIENCE FAIR**

**DATE:** 28/02/2022

**ACTIVITY:**

Ramappa temple model preparation.

**OBJECTIVE:**

Main objective of this activity is to aware students about the architecture of Ramappa temple. Ramappa temple became UNESCO site because of its excellence in architecture. Students should understand the basic architectural importance of Ramappa temple.

**ABOUT THE PROGRAM:**

Students of BA(HEP), II year made thermocol temple model of Ramappa. They explained about the importance of Ramappa temple along with its architectural excellence.

**LIST OF PARTICIPANTS:**

1. Manasa



2. Shirisha
3. Shailaja
4. Roja
5. Sindhuja

**FEED BACK:**

Student of TTWRDC(W),are understood about the architectural greatness of Ramappa temple which was dedicated to lord Shiva. The important features like sandbox technique, light weight bricks mandakini sculptures are clearly explained by BA (HEP) students.



• **DEPARTMENTAL ACTIVITY ON HISTORY OF EARTH AND HUMAN EVOLUTION:**

**Date:** 28/02/2022

**Activity:**

History of earth and Human Evolution Model preparation

**Introduction**

Provide an overview of the project, emphasizing its significance in understanding the interconnectedness of Earth's history and human evolution. Briefly explain the goals and objectives of the model creation.

**Materials Required**

- Thermocol
- Basic construction materials (e.g., cardboard, clay, paper)
- Art supplies (e.g., paint, markers, brushes)

**Objective:**

The main objective of this activity is to create awareness on the history of earth. Along with the human evolution Earth history enables us to understand those changes which no human being has ever seen and to relate them to modern changes.

**About the Activity:**

The students of BA(HEP), IIIyear activity participated in the model making on history of earth and human evolution in this thermocol model different phases of earth history represented in this model human evolution along with different forms of humans also represented. This model was made by E.Shyalaja , G.Roja, Saritha and Mounika. They explained their activity in science fair.

**Feed Back:**

The students of BA (HEP) explained about Ramappa temple architecture. This created awareness on the greatness of Kakathiyan architecture among the students of TTWRDC (W), Rajanna Siricilla.





### • Student Seminar on Indian National Army

**Date:** 16/03/2022

#### **Objective**

The main objective of this student lectures is to improve teaching ability among the BA HEP students. It is also improves communication skills of learners.

#### **About the Program:**

The student seminar on the Indian National Army (INA) was conducted with the aim of shedding light on a significant yet often overlooked chapter in India's struggle for independence. The INA, led by Subhas Chandra Bose, played a crucial role in India's fight against British colonial rule during World War II. This report summarizes the key points discussed during the seminar. This presentation was given by BA HEP III year student G. Sindhuja. She discussed the following points;

1. Historical Context
2. Role of Subhas Chandra Bose
3. Military Campaigns of Netaji
4. Impact on the Independence Movement
5. Legacy of INA

**Feed Back:**

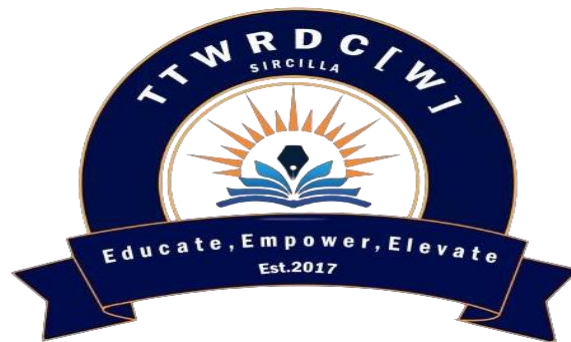
The seminar on the Indian National Army provided valuable insights into a lesser-known aspect of India's independence movement among students. Students got knowledge about the INA and its indelible mark on the history of India's struggle for freedom. The seminar served as a reminder of the importance of remembering and honoring the contributions of those who fought bravely for the nation's independence.





TELANGANA TRIBAL WELFARE RESIDENCIAL DEGREE  
COLLEGE FOR WOMEN, SIRICILLA

## DEPARTMENT OF HISTORY



2019-20

## REPORT ON ACTIVITIES

## • ATM making in the part of Science fair

**Date: 28/02/2019**

### **Introduction**

In today's digital age, automated teller machines (ATMs) are an integral part of our daily lives, facilitating convenient access to banking services. Have you ever wondered how these machines work behind the scenes? In this project, we delve into the mechanics of ATMs by constructing a simplified model using cardboard. Through this hands-on approach, we aim to demystify the technology that powers modern banking.

### **Objective**

The primary objective of this project is to create a functional replica of an ATM using cardboard materials. By doing so, we aim to understand the basic components and mechanisms involved in ATM operations, including card insertion, authentication, menu navigation, and cash dispensing.

### **Materials**

- Cardboard sheets
- Box cutter or scissors
- Glue
- Marker pens
- Coins

### **List of Participants:**

1. M. Jalakanya - BA HEP, I year
2. M. Ashwini - BA HEP, I year
3. V. Shylaja - BA HEP, I year
4. R. Kavya - BA HEP, I year
5. M. Mamatha - BA HEP, I year
6. M. Sandhya - BA HEP, I year

### **Feed back:**

Students enjoyed this work and learnt new things. They interacted effectively about their work in the science fair. Through the construction of our cardboard ATM model, students gained insights into the intricate workings of banking technology. This project not only provided a hands-on learning experience but also fostered creativity and problem-solving skills.



By understanding the fundamentals of ATM operation, we are better equipped to appreciate the role of technology in modern finance.



## • Student Activity for Super student Competition

**Date: 07/03/2019**

### **Introduction:**

As part of the T-SAT Nipuna initiative, the Super Student Competition Live Lecture aimed to foster academic excellence and holistic development among students. The activity commenced with an introduction to the theme: designing an ideal learning environment. Students were encouraged to brainstorm and envision the features and elements they believe would optimize their learning experience

### **Objective:**

The primary objective of the student activity was to promote active learning, critical thinking, and teamwork among participants. By engaging students in a collaborative task, we aimed to enhance their cognitive skills, creativity, and communication abilities.

### **About the Activity:**

TTWREIS conducted Super student competition to encourage students in teaching field. The student selected from 22 college and student with best teaching skills are taken up for online lecture in TSAT nipuna channel. Student Pratyusha from BA (HEP) 1<sup>st</sup> year selected as “super student” live program in TSAT nipuna channel and got cash price of rs.4000/- from the hands of TTWREIS secretary R.S. Praveen Kumar sir. She selected the topic “Paleolithic culture” and she was guided by history guest lecturer B. Nagajyothi.

### **Feed back:**

Students of TTWRDC (W),Rrajanna Siricilla, were watched live telecast of lecture. The students were motivated by her lecture and they



- **STUDENT SEMINAR ON UNDERSTANDING OF ANCIENT INDIA**

**Date: 15/07/2019**

**Introduction:**

Ancient India, with its rich cultural tapestry and profound philosophical insights, continues to intrigue scholars and enthusiasts alike. To delve deeper into this enigmatic realm, a seminar titled "Understanding of Ancient India" was organized at for BA HEP Iyear students. The seminar aimed to explore various facts of ancient Indian civilization, from its socio-political structures to its spiritual ethos.

**Seminar Overview:**

This seminar topic is given by BA HEP, Iyear student Hatkar Pratyusha. She explained about sources to frame Indian History and Ancient Indian Cultural Glory. She started the session by introducing herself and explained about the different sources of Ancient Indian History.

**Highlights of the Seminar:**

Sources are very important to understand the past history. In this session Pratyusha explained about Archaeological and literary sources to construct Indian History. She also elucidated upon the administrative systems of various dynasties, such as the Mauryas, Guptas, and Cholas. Discussions also ensued regarding the principles of dharma and justice that governed ancient Indian polity.

**Student Engagement and Reflections:**

Students actively participated in the seminar, contributing to discussions, posing insightful questions, and presenting research findings. The seminar provided a platform for students to deepen their understanding of ancient Indian civilization beyond textbooks, fostering a spirit of inquiry and critical thinking.

**Conclusion:**

The seminar on understanding of ancient India proved to be an enriching and enlightening experience for both participants and organizers alike. By unraveling the mysteries of ancient Indian civilization, the seminar not only enhanced our academic knowledge but also instilled a profound appreciation for the enduring legacy of India's cultural and intellectual heritage. It underscored the importance of preserving and promoting the study of ancient civilizations as a means to enrich our understanding of humanity's collective history.



• **STUDENT SEMINAR ON SHER SHAH AND HIS ADMINISTRATION**

**Date: 16/09/2019**

**Objective:**

The main objective of this student seminar is to provide an opportunity for participants to gain knowledge and skills through lectures, discussion and other interactive activities.

**Introduction:**

Sher Shah, also known as Sher Khan or Sher Khan Sur, was a remarkable figure in Indian history whose reign left an indelible mark on the subcontinent. His governance and administrative reforms are often hailed as pioneering and transformative. In an effort to delve deeper into his legacy, a student seminar was conducted, aimed at exploring the multifaceted aspects of Sher Shah and his administration.

**Seminar Overview:**

The student seminar, titled "**Sher Shah and His Administration**" was organized by the History Department of TTWRDC(W), Rajanna Sircilla on 16/09/2019. It brought together students, keen on understanding the socio-political landscape of medieval India under Sher Shah's rule. The seminar was given by M. Ashwini, BA HEP, II year student and she presented following;

1. **Historical Context:**

This presentation provided an overview of the historical backdrop against which Sher Shah rose to power, including the decline of the Delhi Sultanate and the emergence of the Sur dynasty.

2. **Military Strategy and Conquests:**

Focusing on Sher Shah's military prowess, this presentation examined his strategies in warfare, conquests, and the expansion of his empire, notably the Battle of Chausa and Battle of Kannauj.

3. **Administrative Reforms:**

One of the highlights of the seminar, this presentation delved into Sher Shah's administrative innovations, including the introduction of the land revenue system, coinage reforms, and establishment of efficient administrative structures.

4. **Infrastructure Development:**

Highlighting Sher Shah's emphasis on infrastructure, this presentation explored his contributions to the construction of roads, bridges, and the Grand Trunk Road, which facilitated trade and communication.

**Conclusion:**

The student seminar on Sher Shah and his administration proved to be a thought-provoking and illuminating endeavour, shedding light on a pivotal period in Indian history. By critically examining his military conquests, administrative innovations, and enduring legacy, participants gained a deeper appreciation for Sher Shah's contributions to the socio-political landscape of medieval India. As we continue to unravel the complexities of history, Sher Shah's reign stands as a testament to the enduring power of visionary leadership and administrative acumen.



• **STUDENT SEMINAR ON WOMEN EDUCATION**

**Date: 11/10/2019**

**Objective:**

The main objective of this student seminar is to provide an opportunity for participants to gain knowledge and skills through lectures, discussion and other interactive activities.

**Introduction:**

Education is a fundamental human right and a powerful tool for societal transformation. However, the journey towards educational equity for women has been marked by challenges

and triumphs. To address this critical issue, a student seminar on women's education was organized to explore strategies for empowerment and inclusivity in education.

**Seminar Overview:**

A Student Seminar on 'Women's Education,' was held at TTWRDC (W), Rajanna Sircilla on 11/10/2019. It aimed to foster dialogue, share insights, and propose actionable solutions to enhance access to quality education for women and girls. The seminar featured presentations of BA HEP students in a collaborative exploration of the importance of women's education.

**Students participates**

1. Vantakala Shylaja, BA HEP, II year
2. Mekala Mamatha, BA HEP, II year
3. Hatkar Pratyusha, BA HEP, II year
4. Eslavath Shailaja, BA HEP, I year

They expressed their view on Global Perspectives on Women's Education, Barriers and Challenges of women, Success Stories and Best Practices of women and Role of Technology in Bridging the Gender Gap

**Conclusion:**

The student seminar on women's education served as a platform for dialogue, collaboration, and action towards advancing gender equality in education. By examining the barriers, sharing best practices, and proposing innovative solutions, participants reaffirmed their commitment to ensuring that every girl and woman has access to quality education, empowering them to fulfil their potential and contribute to building inclusive and sustainable societies. As we continue to strive for educational equity, let us draw inspiration from the collective efforts and unwavering determination of individuals and communities working tirelessly to unlock the transformative power of education for all.



- **Student lectures on the occasion of Children's day**

**Date: 14/11/2019**

**Objective**

The main objective of this student lectures is to improve teaching ability among the BA HEP students. It is also improves communication skills of learners.

**Program Overview:**

The student lectures on the occasion of children's day are arranged at TTWRDC (W), Rajanna Sircilla on 14/11/2019. It brought together students of history to examine the diverse range of sources available for studying Indian History and the Mughal period. Through presentations participants engaged in a comprehensive exploration of primary and secondary sources, archival materials, and Mughal history.

On this occasion Students from BA HEP I year and II year are actively participated. They have given lectures on their chosen topic. BA HEP I year students explained about sources of Indian History and BA HEP II year students explained about Mughal era. They discussed about the following;



### Primary Sources:

This presentation provided an overview of primary sources for Mughal history, including imperial records, court chronicles, memoirs, letters, and official correspondence, highlighting their significance in reconstructing the political and cultural landscape of the Mughal Empire.

### Art and Architecture as Historical Sources:

Focusing on the visual and material culture of the Mughal era, this presentation explored the role of art, architecture, miniature paintings, and archaeological remains as valuable sources for understanding Mughal society, aesthetics, and patronage.

### Travelogues and Foreign Accounts:

Examining the accounts of European travellers, merchants, and diplomats who visited Mughal India, this presentation shed light on the perspectives and observations of outsiders, offering valuable insights into Mughal governance, economy, and cultural exchange.

### Conclusion:

The student lectures on sources for Indian history, with a focus on the Mughals, provided a platform for interdisciplinary dialogue and scholarly exchange. By examining the diverse array of sources available and grappling with the complexities of interpretation, participants gained a deeper appreciation for the richness and complexity of Mughal India. As we continue to unravel the tapestry of Indian history, let us remain mindful of the diverse perspectives and voices that contribute to our understanding of the past, enriching our collective narratives.



## • Student Global Volunteer Exchange between AIESEC in Hyderabad, India, and AIESEC in Tanta

Date 07/03/2020

### Introduction

In an increasingly interconnected world, cross-cultural understanding and collaboration are paramount. Recognizing this, student organizations like AIESEC play a vital role in facilitating global volunteer exchanges, fostering cultural immersion, and promoting sustainable development. This report aims to document and analyze the student global volunteer exchange program between AIESEC in Hyderabad, India, and AIESEC in Tanta, Egypt.

### Objectives

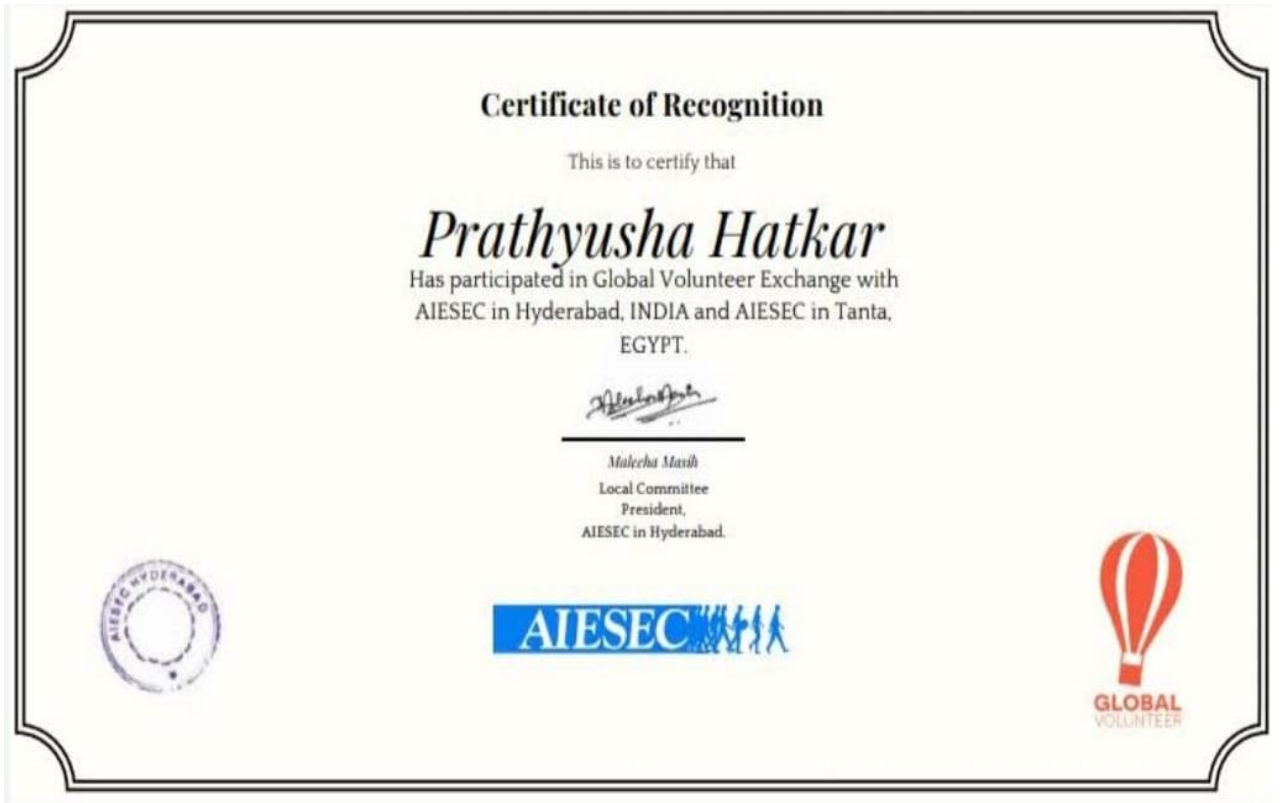
1. To facilitate cultural exchange and understanding between students from Hyderabad and Tanta.
2. To engage in community development projects aimed at addressing local challenges in both regions.
3. To develop leadership skills and foster personal growth among participating students.

### Student selected for this program

Hatkar Pratyusha, BA HEP II year

### Feed back

BA HEP student Pratyusha enjoyed this Global volunteer exchange program of AIESEC. She got knowledge about the social, economical and cultural conditions of Tanta. In the part of this program she stayed 20 days in Tanta and successfully did her volunteer ship. She made other students familiar to that program and created awareness about her experiences. She felt this is an opportunity to improve her teaching and communication skills.



- **Student Seminar on Land Tenural Systems of British India**

**Date: 15/05/2020**

**Introduction:**

The land tenure system of British India was a cornerstone of colonial governance, profoundly influencing the socio-economic dynamics of the subcontinent. Its intricate mechanisms of land ownership, revenue collection, and agrarian relations continue to shape rural landscapes and livelihoods to this day. To delve into the complexities of this system, a student seminar was convened, providing a platform for in-depth analysis and scholarly discussion.

**Seminar Overview:**

The student seminar, was held at TTWRDC(W), Rajanna Sircilla on 15/05/2020. It aimed to examine the historical evolution, key features, and enduring legacies of the British land tenure system. Through this seminar presentation, students explored the multifaceted dimensions of colonial land policies and their impact on agrarian societies. This presentation was given by Banoth Manasa, BA HEP, II year.

This presentation provided a historical overview of land tenure systems in pre-colonial India and traced the evolution of British land policies from the East India Company's early revenue settlements to the establishment of Zamindari, Mahalwari and Ryotwari systems.

**Conclusion:**

The student seminar on the land tenure system of British India provided a platform for critical inquiry and scholarly exchange among students. By unravelling the complexities of colonial land policies and their impact on agrarian societies, participants gained a deeper understanding of the historical roots of contemporary agrarian challenges in India.



