



ANNAMALAI UNIVERSITY

104 B.A HISTORY

Programme Structure and Scheme of Examination (under CBCS)
(Applicable to the candidates admitted in Affiliated Colleges
in the academic year 2022 -2023 ONLY)

Course Code	Part	Study Components & Course Title	Hours/Week	Credit	Maximum Marks		
					CIA	ESE	Total
		SEMESTER – I					
22UTAML11	I	Language Course - I: Tamil-I	5	3	25	75	100
22UENGL12	II	English Course - I: Communicative English - I	5	3	25	75	100
22UHISC13	III	Core Course - I: History of India upto 712 C.E.	5	4	25	75	100
22UHISC14		Core Course - II: History of Tamil Nadu from Sangam Age to 1336 C.E.	5	4	25	75	100
22UHISA15		Allied Course – I	5	3	25	75	100
22UHISS16	IV	Skill Based Course – I: Indian Geography	3	2	25	75	100
22UENV18	IV	Environmental Studies	2	2	25	75	100
		Total	30	21			700
		SEMESTER – II					
22UTAML21	I	Language Course - II: Tamil-II	5	3	25	75	100
22UENGL22	II	English Course – II: Communicative English – II	5	3	25	75	100
22UHISC23	III	Core Course – III: History of India from 712 C.E. to 1526 C.E.	5	4	25	75	100
22UHISC24		Core Course – IV: History of Tamil Nadu from 1336 C.E. to 1806 C.E.	5	4	25	75	100
22UHISA25		Allied Course – II	3	3	25	75	100
22UHISS26	IV	Skill Based Course – II: Cultural Heritage of Tamil Nadu	2	2	25	75	100
22UVALE27		Value Education	2	1	25	75	100
22USOFS28		Soft Skill	1	1	25	75	100
22UNMSD01	IV	Language Proficiency for Employability: EFFECTIVE ENGLISH	2	2	25	75	100
		Total	30	23			900

SEMESTER – III							
22UTAML31	I	Language Paper-III : Tamil-III	5	3	25	75	100
22UENGL32	II	English Paper -III : English Through Literature – I	5	3	25	75	100
22UHISC33	III	Core Paper –V : History of India from 1526 C.E. to 1858 C.E.	4	4	25	75	100
22UHISC34		Core Paper –VI : History of Tamil Nadu from 1806 C.E. to 1947 C.E.	4	4	25	75	100
22UHISA35		Allied Paper - III	4	3	25	75	100
22UHISE36	IV	Internal Elective -I	4	4	25	75	100
22UHISS37		Skill Based Paper – III : Human Rights Education	2	2	25	75	100
22UHISN38		Non Major Elective – I: Foreign Policy of India	2	2	25	75	100
		Total	30	25			800
SEMESTER – IV							
22UTAML41	I	Language Paper - IV : Tamil-IV	5	3	25	75	100
22UENGL42	II	English Paper -IV : English Through Literature – II	5	3	25	75	100
22UHISC43	III	Core Paper -VII : History of India from 1858 C.E. to 1947 C.E.	4	4	25	75	100
22UHISC44		Core Paper -VIII : Contemporary History of Tamil Nadu since 1947 C.E.	4	4	25	75	100
22UHISA45		Allied Paper -IV	4	3	25	75	100
22UHISE46		Internal Elective -II	4	4	25	75	100
22UHISN47	IV	Non Major Elective - II: Constitutional History of India from 1773 C.E. to 1950 C.E.	2	2	25	75	100
22UNMSD02	IV	MS-Office Essentials	2	2	25	75	100
		Total	30	25			800

		SEMESTER – V					
22UHISC51	III	Core Paper -IX : History of India since 1947 C.E.	6	4	25	75	100
22UHISC52		Core Paper -X: History of Europe from 1453 C.E. to 1789 C.E.	6	4	25	75	100
22UHISC53		Core Paper -XI: History of USA from 1861 C.E. to 1932 C.E.	6	4	25	75	100
22UHISC54		Core Paper –XII: History of China from 1900 C.E. to 1990 C.E.	6	4	25	75	100
22UHISE55		Internal Elective- III : (Choose any one)	4	4	25	75	100
22UGENS56	IV	Gender Studies	2	1	25	75	100
		Total	30	21			600
		SEMESTER – VI					
22UHISC61	III	Core Paper -XIII: History of Europe from 1789 C.E. to 1945 C.E.	5	4	25	75	100
22UHISC62		Core Paper -XIV: History of USA from 1932 C.E. to 2000 C.E.	5	4	25	75	100
22UHISC63		Core Paper -XV: History of Japan from 1853 C.E. to 1990 C.E.	6	5	25	75	100
22UHISC64		Core Paper –XVI: History of Modern World upto 1945 C.E.	6	5	25	75	100
22UHISE65		Internal Elective- IV: (Choose any one)	4	4	25	75	100
22UHISS66	IV	Skill Based Paper - III: Competitive Examination Methods	2	2			
22UEXTA67	V	Extension Activities	-	1	100		100
22UNMSD03	IV	Employability Readiness: NAANDI/UNNATI/SKILLS BUILD	2	0	25	75	100
		Total	30	25			700
		Grand Total	180	140			4500

List of Allied Courses
(Choose 1 out of 3 in each Semester)

Semester	Course Code	Course Title	H/W	C	CIA	ESE	Total
I	22UHISA15 - 1	Studies on States and Governments -I	5	3	25	75	100
	22UHISA15 - 2	Outlines of Political Theory – I	5	3	25	75	100
	22UHISA15 - 3	Principles of Sociology – I	5	3	25	75	100
II	22UHISA25 - 1	Studies on States and Governments- II	5	3	25	75	100
	22UHISA25 - 2	Outlines of Political Theory – II	5	3	25	75	100
	22UHISA25 - 3	Principles of Sociology – II	5	3	25	75	100
III	22UHISA35 – 1	Tourism –I	4	3	25	75	100
	22UHISA35 - 2	Indian Economy –I	4	3	25	75	100
	22UHISA35 - 3	Journalism I	4	3	25	75	100
IV	22UHISA45 - 1	Tourism –II	4	3	25	75	100
	22UHISA45 - 2	Indian Economy –II	4	3	25	75	100
	22UHISA45 - 3	Journalism II	4	3	25	75	100

List of Internal Elective Courses (Choose 1 out of 3 in each Semester)

Semester	Course Code	Course Title	H/W	C	CIA	ESE	Total
III	22UHISE36-1	Environmental History of India	4	4	25	75	100
	22UHISE36-2	Introduction to Archaeology	4	4	25	75	100
	22UHISE36-3	Women Studies in Tamil Nadu	4	4	25	75	100
IV	22UHISE46-1	Temple Art and Architecture	4	4	25	75	100
	22UHISE46-2	Indian National Movement	4	4	25	75	100
	22UHISE46-3	Numismatics	4	4	25	75	100
V	22UHISE55-1	History of the Arabs 750 C.E. to 1258 C.E.	4	4	25	75	100
	22UHISE55-2	History of Science and Technology in India upto 1900 C.E.	4	4	25	75	100
	22UHISE55-3	Dravidian Movement in Tamil Nadu upto 1947 C.E.	4	4	25	75	100
VI	22UHISE65-1	Constitutional History of England from 1603 C.E. to 2000 C.E.	4	4	25	75	100
	22UHISE65-2	History of Science and Technology in India Since 1900 C.E.	4	4	25	75	100
	22UHISE65-3	Dravidian Movement in Tamil Nadu since 1947 C.E.	4	4	25	75	100

Part	Study Components	Papers	Credits	Total Credits	Marks	Total Marks
Part I	Languages	4	3	12	100	400
Part II	Communicative & English	4	3	12	100	400
Part III	Core Papers	16	3/4/5	64	100	1600
	Allied Papers	4	4/3	14	100	400
	Internal Electives	4	4	16	100	400
Part IV	Environmental Studies	1	2	2	100	100
	Value Education	1	1	1	100	100
	Soft Skill	1	1	1	100	100
	Gender Studies	1	1	1	100	100
	Non Major Electives	2	2	4	200	200
	Skill Based Papers	4	2	8	100	400
Part V	Extension Activities	1	1	1	100	100
	SDC		2/0	4		
		43		140		4300

SEMESTER: I CORE: I PART: III	22UHISC13: HISTORY OF INDIA UPTO 712 C.E.	CREDITS: 4 HOURS: 5/W
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COURSE OBJECTIVES

Main objectives of the course are to

- 1) To acquire knowledge on the Geography of India and to understand the sources for the History of Ancient India
- 2) To learn about Mahajanapadas, and teaching of Buddha and Mahavira.
- 3) To understand the unique features of rise and consolidation of the Mauryan Empire.
- 4) To focus on rise and consolidation of the Gupta Empire.
- 5) To study the significance of Harsha's career and achievements.

UNIT-I**Hours:15**

Effects of Geography on Indian History – Unity in diversity -Pre-Historic Culture – Sources-Harappan Civilization – Vedic Civilization

UNIT-II**Hours:15**

Mahajanapadas – Rise of Magadha- Jainism – Buddhism – Life and Teachings of Buddha and Mahavira-Invasion of Alexander and its Impact

UNIT-III**Hours:15**

Rise and Consolidation of the Mauryan Empire – Asoka and the Spread of Buddhism-The Mauryan Administration – Art and Architecture – The Sungas

UNIT-IV**Hours:15**

Kanishka – Mahayanism – Gandhara Art – Rise and Consolidation of the Gupta Empire: Samudra Gupta and Chandra Gupta II – Administration – Social and Economic life of the people – Art and Culture – Decline of the Guptas.

UNIT-V**Hours:15**

The beginning of Vardhana Dynasty - Sources – Its Rulers - Harsha's Career and Achievements – Administration – Social and Economic life of the people-Literature – Mahayana Buddhism – Contribution to Buddhism - Accounts of the foreign travelers.

COURSE OUTCOMES

On successful completion of the course, the students will be able to

- 1) Aware of different kinds of sources for the History of Ancient India.
- 2) Understand the Rise of Magadha, and doctrines of Buddhism and Jainism.
- 3) Learn about the accomplishment Asoka and uniqueness of the Mauryan Art and Architecture.
- 4) Obtain knowledge consolidation of Gupta Empire and to understand socio-economic status of the society.
- 5) Grasp the merits of Harsha's rule and patronage the Buddhism.

Text Books

- 1) Jain, V. K.. (2006). *Pre-history and Proto-history of India*: New Delhi. D.K.Print World.
- 2) Noburu Karashima.(2014). *A Concise History of South India*: New Delhi. Oxford University press.
- 3) Sharma, R.S. (2005). *India's Ancient Past*: New Delhi. Oxford University Press.

Supplementary Readings

- 1) Majumdar, R.C. (1977). *Ancient India*: Motilal Banarsidass Publication. New Delhi.
- 2) Nilakanta Sastri, K.A. (1970). *A Comprehension History of India*:New Delhi. Orient Longmans.
- 3) Phalaksha. (2013). *History of Ancient Period*. Vol-1: New Delhi. Shahshi Prakashana.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3		2		
CO2					3	2
CO3	3	3		3		
CO4	3		3	3		
CO5	2				3	3

SEMESTER: I CORE: II PART: III	22UHISC14: HISTORY OF TAMIL NADU FROM SANGAM AGE TO 1336C.E.	CREDITS: 4 HOURS: 5/W
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COURSE OBJECTIVES

Main objectives of the course are to

- 1) Understand the topographical features of Tamil Nadu and its impacts on history.
- 2) Know the architectural contribution of Pallavas and status of society
- 3) Learn the importance of regime of Cholas and their contribution to Art, education and literature
- 4) Acquire knowledge on Pandya rule and the relationship with other powers
- 5) Cull out the causative factors of Muslim invasion in Tamil Nadu especially on Madurai and its impact in Tamil Nadu.

UNIT – I**Hours: 15**

Geographical features of Tamil Nadu and their impact on history of Tamil Nadu—Sources for history of ancient Tamil Nadu – Sangam age – Cheras, Cholas and Pandyas—Political, social and economic conditions of Sangam age – Sangam literature – Sangam feudatories.

UNIT - II**Hours: 15**

Kalabras' Interregnum- Sources and origin of Pallavas – Early Pallavas and later Pallavas of Kanchi-- Relationship of Pallavas with Pandyas and Chalukyas - Pallava administration – Pallava art and architecture – Economic and social life during Pallava period – Education and literature

UNIT - III**Hours: 15**

The age of Imperial Cholas – Sources of the Chola period- Cholas relation with Chalukyas, Pandyas and Rashtrakutas- Cholas administration – Social and Economical conditions – Education, literature, art and architecture

UNIT - IV**Hours: 15**

Pandyas of Madurai - First and second Pandya empire – Pandya's relation with Cholas – Hoysalas and Rashtrakuta's interference in Tamil Nadu – Social and economic conditions- Art and architecture

UNIT - V**Hours: 15**

Muslim invasions -Invasion of Malikkafur- Conditions of Tamil Nadu on the eve of Muslim Invasion – Sultanate of Madurai – Impact of Muslim Invasion on Tamil Nadu.

COURSE OUTCOMES

On successful completion of the course, the student will be able,

- 1) Know geographical features of Tamil Nadu and its consequences on its history.
- 2) Differentiate the Pallava architectural features.
- 3) Understand the significance of Chola administration and their contribution to Art and Architecture.
- 4) Acquire knowledge on Polity, society, economy , Art and Architecture under Pandyas of Madurai.
- 5) Obtain knowledge about Muslim invasion on Madurai and its impact.

Text Books

- 1) Gopalan. S. (1928). *Pallavas of Kanchi*, : Madras. New Era Publications.
- 2) Naboro Karashima. (2014). *A Concise History of South India – Issues and Interpretations*: Chennai. Oxford University Press.
- 3) Pillai, K.K. (2002) . *Tamilar Varalarum Panpadum*: Chennai. International Institute of Tamil Studies.

Supplementary Readings

- 1) Nilakanta Sastri.K.A. (1935). *The Cholas, Pandya Kingdom*: Madras. University of Madras. Swathi Publications.
- 2) Naboro Karashima.(1984). *South Indian History and Society*: Madras. Oxford University Press.
- 3) Sadasivapandarathar. T.V. (1949). *Pirkala Cholar Varalaru*: Annamalai Nagar. Annamalai University.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2		3		
CO2		3		2	
CO3		2		2	
CO4	2				2
CO5			2		2

SEMESTER: I ALLIED: I PART: III	22UHISA15-1: STUDIES ON STATES AND GOVERNMENTS-I	CREDITS: 3 HOURS: 5/W
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COURSE OBJECTIVES

Main objectives of the course are to

- 1) Differentiating various kinds of States and their merits and demerits
- 2) Explain the meaning and features of constitution
- 3) Understand the theory separation of powers.
- 4) Learn the features of suffrage and constituency.
- 5) Know the role, types and the defects of political parties.

UNIT- I**Hours:15**

State - Classification of States - Aristotelian Classification - Merits and Demerits of Unitary and Federal States - Problems of Federal Government

UNIT-II**Hours:15**

Constitution - Definition of Constitution - Framework of Government - Preamble of the constitution - Fundamental Rights and Duties - Classifications of Constitution.

UNIT- III**Hours:15**

Theory of separation of powers- Montesquieu views on separation of powers - Montesquieu and its application in the American and British context.

UNIT-IV**Hours:15**

Suffrage- Meaning of suffrage - Types of Constituency - Duty of representatives - Representation of minorities Electorate.

UNIT-V**Hours:15**

Political parties - Classification of Political parties - Role of Political parties - Defects of Political parties - Interest and Pressure Groups

COURSE OUTCOME

On successful completion of the course, the student will be able to

- 1) Obtain knowledge about the classification of States.
- 2) Realize rights and duties of the people.
- 3) Understand on Montesquieu views on separation of powers.
- 4) Learn the importance of suffrage and electoral representation.
- 5) Know the pros and cons of political party system.

Text Books

- 1) Appadurai A. (1990). ***Substance of Politics***: New Delhi. Oxford University Press.
- 2) Gomathinayagam,P, (2015) . ***Modern Government***: Sivakasi. Tensy Publications.

Supplementary Readings

- 1) Amal Roy and Mohit Bhattacharya. (2002). *Political Theory: Ideas and Institutions*: Calcutta. The World Press
- 2) Strong C.F, (1973). *Modern Political Constitutions*: London. Sedgwick & Jackson Limited.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3			
CO2		3		2	
CO3		2			2
CO4			2	2	2
CO5	3				

SEMESTER: I ALLIED: I PART: III	22UHISA15-2: OUTLINES OF POLITICAL THEORY– I	CREDITS: 3 HOURS: 5/W
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COURSE OBJECTIVES

Main objectives of the course are to

- 1) Impart the basics and importance of Political Science as a subject of study.
- 2) Explain the nature of the State and its association with society and Associations.
- 3) Describe the theories of State.
- 4) Know the meaning and nature and theories of Sovereignty.
- 5) Examine the rights and duties of Citizens.

UNIT–I**Hours:15**

Nature, scope and importance of Political Science – Approaches – Methodology – Political Science and other Social Sciences

UNIT–II**Hours:15**

State: Nature and Elements – State and Government – State and Society – State and Associations – State, Nation and Nationality.

UNIT–III**Hours:15**

Theories of State: Divine Right theory – Theory of Force – Patriarchal theory – Matriarchal theory – Evolutionary theory – Social Contract theory.

UNIT–IV**Hours:15**

Sovereignty: Meaning and Nature – Characteristics of Sovereignty – Kinds of Sovereignty – Austin's theory of sovereignty – Pluralistic theory of sovereignty.

UNIT–V**Hours:15**

Citizenship - Rights - Duties – Liberty – Equality – Justice – Law

COURSE OUTCOME

On successful completion of the course, the student will be able to

- 1) Obtain knowledge about the nature and scope of political science and its relationship with other social sciences.
- 2) Realize nature and elements of State and Government.
- 3) Understand the various theories of States.
- 4) Learn the characteristics and kinds of sovereignty.
- 5) Know the essentiality of rights and duties of Citizens.

Text Books

- 1) Vidya Dhar Mahajan. (2013). *Political Theory: Principles of Political Science*: New Delhi. S. Chand & Company.
- 2) Rout B.C.(1987)..*Political Theories: Concepts and Ideologies*. New Delhi: S. Chand & Company (Pvt.) Ltd.
- 3) Johari J.C, (1990). *Modern Constitutions*: New Delhi: S. Chand & Co.

Supplementary Readings

- 1) Kapur A.C, (2005). *Principles of Political Science*: New Delhi. S. Chand & Co.

- 2) Agarwal R.C, (2002). *Political Theory: Principles of Political Science*: New Delhi. S. Chand & Company Ltd.
- 3) Amal Roy and Mohit Bhattacharya (2002). *Political Theory: Ideas and Institutions*: Calcutta. The World Press.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	2	3
CO2	3	3	2	2	2
CO3	3	2	2	2	2
CO4	3	2	2	2	2
CO5	3	3	2	2	2

SEMESTER: I ALLIED: I PART: III	22UHISA15-3: PRINCIPLES OF SOCIOLOGY - I	CREDITS: 3 HOURS: 5/W
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COURSE OBJECTIVES

Main objectives of the course are to

- 1) Elaborate the basics of Sociology and its relationship with other Social Sciences.
- 2) Explain the various concepts of sociology.
- 3) Point out the aspects and characteristics of social group.
- 4) Describe the elements and functions of Culture and how it differs from Civilization.
- 5) Learn the different type of Social Institutions.

UNIT-I**Hours:15**

The Science of Sociology - Definition - Nature and scope - Sociology as a Science - Its importance and relations to other Social Sciences.

UNIT-II**Hours:15**

Basic Concepts of Sociology: Society - Community - Institution - Association - Social Group - Status and Role.

UNIT-III**Hours:15**

Social group - Definition - Characteristics - Types and Functions – Values – Ethics.

UNIT-IV**Hours:15**

Culture - Definition - Characteristics - Elements - Functions - Cultural Lag - Ethnocentrism - Culture and Civilization - Cultural Uniformity and Variability.

UNIT-V**Hours:15**

Social Institutions: Marriage - Family – Religion - Education - Economy - Government - Nature and Functions.

COURSE OUTCOME

On successful completion of the course, the student will be able to

- 1) Obtain knowledge about the nature and scope of Sociology and to understand Sociology as Science.
- 2) Being a social animal, realize the individual's connectivity with Society, Institutions and Community.
- 3) Understand the characteristics of social group and eminence of adhering values and ethos.
- 4) Understand the causes for cultural lag and degradation.
- 5) Know the essentiality and inner values of social institutions such as marriage and family.

Text Books

- 1) Inkeles Alex (1964).What is Sociology? An Introduction to the Discipline and Profession: Englewood Cliffs. N.J. Prentice Hall.
- 2) Smelser, N.J. (1993). Sociology: New Delhi. Prentice Hall of India Ltd.

Supplementary Readings

- 1) Giddens, Anthony (2001). *Sociology*: Cambridge. Polity.
- 2) Horton, B and Hunt, L.(1984). *Sociology*: New York. McGraw Hill Book Cp.
- 3) Johnson, Harry M. (1993).*Sociology: A Systematic Introduction*: New Delhi. Allied Publishers.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2	3		2	2
CO2		2		2	
CO3	2		2		
CO4			3		2
CO5		2	2		2

SEMESTER: I SKILL BASED: I PART: IV	22UHISS16: INDIAN GEOGRAPHY	CREDITS: 2 HOURS: 3/W
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COURSE OBJECTIVES

Main objectives of the course are to

- 1) Understand India's location in the globe, and important of rivers, mountains, plains and coastal areas in India.
- 2) Know about the climate of India, and significance of monsoons, rainfall and forest resources in India.
- 3) Analyze types of soil and plants, and know the need for improved the Irrigational systems and multi-purpose river projects in India.
- 4) Bring forth the various industries and conventional energy sources for economic development in India.
- 5) Cull out the features of geography and anthropogeography of Tamil Nadu .

UNIT-I**Hours: 9**

India's location – landscape – Latitude and Longitude measurement of India - Tropic of cancer and Tropic of Capricorn- Indian Standard Time - Important Rivers – Important Mountains – Plains – Coastal areas and harbours.

UNIT-II**Hours: 9**

Climate of India – Monsoon – South West Monsoon and North East Monsoon- Seasons in India (Winter, Summer, Spring and Autumn) Longest day and night and equinox days – Kinds of Forests – Important wildlife sanctuaries.

UNIT-III**Hours: 9**

Agriculture system in India – Kinds of soils and plants – Types of Irrigation – Multi - purpose river projects – Agricultural seasons in India – Problems and challenges in Agricultural system in India.

UNIT-IV**Hours: 9**

Resources in India – Types of Industries – Types of minerals – Metal and Non- metal minerals – Conventional energy sources – Hydro, Thermal, Nuclear, Solar, Wind, Biomass, Tidal and Wave energy - Transport system in India.

UNIT-V**Hours: 9**

Geography of Tamil Nadu – Location – Boundaries and neighbour states of Tamil Nadu – Eastern Ghats and Western Ghats in Tamil Nadu - Important rivers and their significance – Important hill resorts – Wild life sanctuaries – Human geography of Tamil Nadu.

COURSE OUTCOMES

On successful completion of the course, the student will be able to

- 1) Understand the Landscape of India.
- 2) Know the time scale of Seasons and its consequences on Agriculture.
- 3) Find out solutions to challenges in Agricultural sector.
- 4) Realize the imminent need for conserving energy resources for the economic development through various industries in India.
- 5) Obtain knowledge on Geographical features of Tamil.

Text Books

- 1) Attri. S.D. and A.Thiyagi.(2010). *Climate Profile of India*: New Delhi. India Meteorological Department. Ministry of Earth Science. Government of India.
- 2) Husain. M. (2015). *Geography of India :(6th Edition)*. New Delhi, McGraw Hill Education.
- 3) Kumarasamy,S.V. (2014) *Geography of Tamil Nadu* :Coimbatore. Sakthi Abirami Pathippagam

Supplementary Readings

- 1) Siddhartha. K. and S. Mukherjee (2013) *Geography through Maps. (11th Edition)* New Delhi, Kisalaya publication Private Limited.
- 2) Singh. G (1976) *A Geography of India*, New Delhi, Atma Ram and Sons Publications
- 3) Singh. S.and Saroha. J (2014) *Geography of India. (1st ed)*. New Delhi. Access Publishing India Pvt Ltd.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2		2	2	3
CO2		2	2	2	3
CO2	3	2		3	3
CO4	3		3	3	
CO5	2	2	2	3	

SEMESTER: II CORE: III PART: III	22UHISC23: HISTORY OF INDIA FROM 712 C.E. TO 1526 C.E.	CREDITS: 4 HOURS: 5/W
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COURSE OBJECTIVES

Main objectives of the Course are to

- 1) Explore the causes for the rise of Kingdoms like Palas, Pratiharas and Rastrakutas and survey the condition of Indian society on the eve of Arab invasion
- 2) Appraising the consequences of Mohammadan invasions and the consequent rule of Slave dynasty
- 3) Discuss the dynastic history of Khilji and Tughluks
- 4) Focus on the administration of under the Lodi dynasty and decline of the Sultanate
- 5) Study the Socio and Economic life under the Delhi Sultanate, Vijayanagar and Bahmini reign.

UNIT-I

Hours: 15

Rise of Palas – Pratiharas – Rashtrakutas – Rajput kingdoms–Condition of society on the eve of Arab Invasion – Mohamed – Bin-Qasim.

UNIT-II

Hours: 15

Invasion of Mohammad of Ghazni – Ghori – Qutub-ud-din Aibak – Iltutmish – Raziya Begum-Balban

UNIT-III

Hours: 15

Alaud-din-Khilji – Malik Kafur's invasion – Mohammad – bin – Tughlak – Firoz Tughlak-Timur's invasion.

UNIT-IV

Hours: 15

The Lodis: Bahlol Lodi – Sikandar Lodi – Administration under Delhi Sultanate – Decline of the Sultanate

UNIT-V

Hours: 15

Social and Economic life – Art and Architecture under the Sultanate – Vijayanagar Empire and Bahmani Kingdom – Bhakti movement

COURSE OUTCOMES

On successful completion of the course, the student will be able to

- 1) Understand the existence of small kingdoms in India.
- 2) Acquire knowledge on foundation of Delhi Sultanate with reference to Slave dynasty.
- 3) Understand the accomplishment of Alaud-din-Khilji and Mohammad –bin- Tughlak.
- 4) Get an idea about the decline of Delhi Sultanate.
- 5) Know about the emergence and sustaining of Kingdoms like Vijayanagara and Bahmani.

Text Books

- 1) Kundra, (1997) *History of India*: Kamal Arora Publishers. New Delhi.

- 2) Phalaksha, (2013) History of Ancient Period: Vol-1. Shahshi Prakashana.
- 3) Mahajan V. D., (1991) *Medieval India*:S Chand. Eleventh edition.

Supplementary Readings

- 1) Majumdar R. C., Dutta K. K., and Roy Choudry.(2016) *Advanced History of India*: Laxmi Publications Pvt. Ltd.. Fourth edition.
- 2) Pandey, A.B., (1970). *Early Medieval India*: ed. 2. Allahabad. Central Book Depot.
- 3) Satish Chandra, Medieval India, (1997). *From Sultanate to the Mughals*: Delhi. Har Anand Publications.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2		3		3
CO2				3	3
CO3		3	2	3	3
CO4	2	3	3	2	
CO5	3	3	2	3	

SEMESTER: II CORE: IV PART:III	22UHISC24: HISTORY OF TAMIL NADU FROM 1336 C.E. TO 1806 C.E.	CREDITS: 4 HOURS: 5/W
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COURSE OBJECTIVES

Main objectives of the Course are to

- 1) Discuss on the origin and growth of Vijayanagara Empire and its penetration in Tamil Nadu.
- 2) Understand the Nayak rule in Madura, Tanjore and Gingee and its impact on Society, Economy and Culture
- 3) Reveal the rule of Marathas, Sethupathi and Nawab of Arcot and society under them
- 4) Bring forth the circumstances leading to European expansion in Tamil Nadu
- 5) Explain the causes and consequences of early anti-British resistances in Tamil Nadu

UNIT-I

Hours:15

Origin and growth of Vijayanagara Empire - Expansion of Vijayanagara Empire in Tamil Nadu -Kumarakambana invasion – Tamil Nadu under Krishnadevaraya rule - Administration in Tamil Nadu - Social, Economical and cultural conditions of Tamil Nadu

UNIT-II

Hours: 15

Nayaks of Madurai, Thanjavur, Gingee and Vellore - Administration of Nayaks in Tamil Nadu- Social, Economic, and Religious conditions of Nayak Period- Education and Literature- Art and architecture

UNIT-III

Hours: 15

The Marathas of Gingee and Thanjavur - Social, Economical and cultural conditions of Marathas period - Sethupathis of Ramanad - Nawab of Arcot - Administration and society'

UNIT-IV

Hours: 15

The advent of Europeans – Europeans settlements in Tamil Nadu- Europeans' interference and Carnatic wars- Mysore wars in Tamil Nadu.

UNIT-V

Hours: 15

Poligar system - Poligar rebellion- Pulithevean - Theeran Chinnamalai - Veerapandiya Kattabomman- South Indian Rebellion of 1800- 1801 – Vellore Mutiny of 1806.

COURSE OUTCOMES

On successful completion of the Course, the student will be able to

- 1) Assess the merits of Vijayanagara administration.
- 2) Appreciate the patronage of Nayaks for literature, Art and Architecture.
- 3) Understand the amalgamation of different socio-cultural traits during the period of Marathas, Sethupathis and Nawab of Arcot.
- 4) Acquire knowledge on European strategy for establishment of settlements.
- 5) Aware of patriotic fervour of Tamil society in the early 19th century.

Text Books

- 1) Krishnasamy. A (1964) *The Tamil Country under Vijayanagar*: Vol I. Annamalai
- 2) Nagar. Annamalai University
- 3) Mahalingam. T.V. (1975) *.Administration and Social life under Vijayanagar*: Vol I and II. Madras. University of Madras.
- 4) Venkataramanayya,N. (1943). *Early Muslim Expansion in South India*: Annamalai Nagar. Annamalai University

Supplementary Readings

- 1) Beauchamp.Henry & Abbe.T.A Dubois(1897). *Hindu Manners, customs and ceremonies*: London. Clarendon press.
- 2) Kesavan Veluthat. Longman (1993). *A Political Structure of Early medieval south India*: New Delhi. Orient Limited.
- 3) Krishnaswamy Iyengar. S (1921) *South Indian and her Muhammadan Invaders*: New Delhi, S.Chand & Co Pvt Limited.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2		3
CO2	2	3	2		3
CO2	2	2	2	2	2
CO4	3		3	2	
CO5	2	2	3	2	

SEMESTER: II ALLIED: II PART: III	22UHISA25-1: STUDIES ON STATES AND GOVERNMENTS - II	CREDITS: 3 HOURS: 4/W
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COURSE OBJECTIVES

Main objectives of the Course are to

- 1) Highlight the roots and salient features of Indian Constitution
- 2) Explaining in detail nature and scope of Fundamental Rights and Directive principles of State policy
- 3) Point out the powers, duties and functions of Union Legislature, Executive and Judiciary
- 4) Elaborate the powers, duties and functions of State Legislature, Executive and Judiciary
- 5) Impart knowledge on functioning and structure of Urban and Rural self Governments

UNIT-I**Hours:15**

Philosophical foundations of the Indian Constitution - Salient Features of the Indian Constitution - Preamble of the Indian Constitution - Citizenship in India - Constitutional Amendment in India.

UNIT-II**Hours:15**

Nature and Scope of Fundamental Rights - Nature and Scope of Directive Principles of State Policy

UNIT-III**Hours:15**

The President - The Vice-President - The Prime Minister, Cabinet and Council of Ministers. - Lok Sabha and Rajya Sabha - Supreme Court of India. - Centre-State Relations

UNIT-IV**Hours:15**

The Governor - The Chief Minister - Cabinet and the Council of Ministers - Legislative Assembly - Legislative Councils - High Courts

UNIT-V**Hours:15**

Urban Local Government: Corporations - Municipalities - Townships - Cantonments Mayor - 74th Constitutional Amendment - Rural Government: Balwanth Rai Metha and Ashok Metha Committees - District Panchayat - Panchayat Samiti - Village Panchayat - District Collector - 73rd Constitutional Amendment

COURSE OUTCOMES

On successful completion of the course, the student will be able to

- 1) Obtain knowledge about the features of Indian Constitution and its significance.
- 2) Know the fundamental rights enshrined in the Indian constitution.
- 3) Understand the administrative system of Union Government.
- 4) Learn the administrative system of State Governments.
- 5) Differentiate the administrative mechanism of Urban and Rural Local Governments.

Text Books

- 1) Ghai U.R, (2000). *Indian Political System* :Jalandhar: Academic Publishing House.
- 2) Maheswari S.R, (2005). *Local Government in India*: Meerut: Lakshmi Narain Aggrawal.
- 3) Basu D.D (2005). *Introduction To Indian Constitution*. New Delhi: Prentice Hall.

Supplementary Readings

- 1) Harihara Das (2000). *Political System of India*: New Delhi. Anmol Publications
- 2) Kishore Sharma (2005). *Introduction to the Constitution of India*: New Delhi: Prentice Hall of India.
- 3) Siwach J.R (2005). *Dynamics of Indian Government and Politics*: New Delhi: Sterling Publications

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1		2	2	2	2
CO2	3	3		2	2
CO3	2	3	2		2
CO4	3		2	2	2
CO5	2	2	2	2	

SEMESTER: II ALLIED:II PART: III	22UHISA25-2: OUTLINES OF POLITICAL THEORY – II	CREDITS: 3 HOURS: 4/W
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COURSE OBJECTIVES

Main objectives of the course are to

- 1) Describe the main aspects of Constitution.
- 2) Explain the significance of adult suffrage and organizational structure of Legislature.
- 3) Highlight the types and functions of Executive.
- 4) Describe the functions of Judiciary and differentiate rule of Law from Administrative Law.
- 5) Reveal the articulation of political participation by different agencies like political parties and mass media.

UNIT-I**Hours:15**

Constitution: Meaning and Nature – Essentials of a Good Constitution – Written and Unwritten Constitutions – Rigid and Flexible Constitutions – Merits and Demerits.

UNIT-II**Hours:15**

Legislature: Adult suffrage –Organization of Legislature: Unicameral system and Bi cameral system – Composition of lower house and upper houses – Powers of the two houses – Direct Legislation.

UNIT-III**Hours:15**

Executive: Types of Executive: Parliamentary Executive – Presidential Executive – Plural Executive – Functions.

UNIT-IV**Hours:15**

Judiciary: Importance, Functions and Independence of the Judiciary – Rule of Law – Administrative Law – Relationship among Legislature and Executive.

UNIT-V**Hours:15**

Political Participation: Political parties – Pressure groups – Public opinion.- Mass Media – Electronic Media.

COURSE OUTCOMES

On successful completion of the Course, the student will be able to

- 1) Aware of essentiality of a constitution to protect the rights.
- 2) Understand the proper exercising of suffrage.
- 3) Acquire knowledge on types and functions of Executive.
- 4) Learn the importance of Judiciary and its relationship with Legislature and Executive.
- 5) Know how the political parties, pressure groups, and mass media activate political participation.

Text Books

- 1) Eddy Asirvatham & K.K. Mishra (2004). *Political Theory*: New Delhi: S. Chand & Company Co.
- 2) Vidya Dhar Mahajan, (2013). *Political Theory: Principles of Political Science*: New Delhi: S. Chand & Company.
- 3) Amal Roy and Mohit Bhattacharya (2002). *Political Theory: Ideas and Institutions*: Calcutta. The World Press.

Supplementary Readings

- 1) Kapur A.C. (2005). *Principles of Political Science*: New Delhi: S. Chand & Co.
- 2) Rout B.C., (1987). *Political Theories: Concepts and Ideologies*: New Delhi: S. Chand & Company (Pvt.) Ltd.
- 3) Johari J.C., (1990). *Modern Constitutions*: New Delhi. S. Chand & Co.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	2		2	
CO2	2	2			
CO3	3	2	2		
CO4			3	2	2
CO5			2	2	2

SEMESTER: II ALLIED: II PART: III	22UHISA25-3: PRINCIPLES OF SOCIOLOGY – II	CREDITS: 3 HOURS: 4/W
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COURSE OBJECTIVES

Main objectives of the course are to

- 1) Gain knowledge on socialization of individuals by the family and society
- 2) Discuss the different types of social process and its consequences
- 3) Study the types and need for social control aiming at progress
- 4) Describe about the society's categorization of people into groups based on factors like wealth, education and gender
- 5) Reveal the factors for social change and modernization

UNIT-I**Hours:15**

Individual in the family and Society - Heredity and Environment - Socialization - Agencies of Socialization - Importance of Socialization

UNIT-II**Hours:15**

Social Processes - Meaning - Types of Social Processes - Associative and Dissociative Social Processes

UNIT-III**Hours:15**

Social Control - Meaning, Nature and Need of Social Control - Types of Social Control - Formal and informal.

UNIT-IV**Hours:15**

Social Stratification and Mobility: Meaning, Forms and Functions of Social Stratification.

UNIT-V**Hours:15**

Social Change - Meaning - Factors of Social Change - Social Evolution, Social Progress, and Modernization - Development

COURSE OUTCOMES

On successful completion of the course, the student will be able to

- 1) Aware of importance of Socialization and the factors involved in it.
- 2) Realize that social process is a social interaction that occurs repeatedly.
- 3) Understand that certain rules of the society is essential to regularize individuals.
- 4) Learn that society is segmented by certain factors.
- 5) Get clarity on social change should always be positive and progressive.

Text Books

- 1) Goode, W.J., (1977) .*Principles of Sociology*: New Delhi.Tata McGraw Hill Publishing Co., Ltd.
- 2) Giddens Anthony. (2001). *Sociology*: Cambridge. University press
- 3) Caplow, Theodore (1971). *Sociology* :New Jersey. Prentice Hall.

Supplementary Readings

- 1) Bottomore, T.B, (1979). *Sociology A Guide to Problems and Literature*: New Delhi: Blakie and Sons (India) Ltd.
- 2) Shankar Rao, (1997). C.N. *Sociology*: New Delhi: S. Chand and Company Ltd.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1		3	2	2	2
CO2		3		2	2
CO3	3	3			2
CO4	2		2		
CO5	3		2	2	

SEMESTER: II SKILL BASED: II PART: IV	22UHISS26: CULTURAL HERITAGE OF TAMILNADU	CREDITS: 2 HOURS: 2/W
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COURSE OBJECTIVES

The main objectives of the course are to

- 1) Defining cultural heritage and trace the history of cultural heritage of Tamils from rudimentary stage.
- 2) Understand the evolution and growth of education, Art and Architecture during the medieval period in Tamil Nadu.
- 3) Explore the historical significance of important heritage monuments from the period Nayaks to Nawabs.
- 4) Discuss the European contribution of literature, art and architecture.
- 5) Focus the need for legal measures to protect and conserve Heritage centres in Tamil Nadu.

UNIT-I**Hours: 6**

Definition - Cultural Heritage - Tamilagam - Sangam Age - Sathavahana, Pallava - Chola - Pandya Periods - Art - Architecture

UNIT-II**Hours: 6**

Medieval Period: Madurai Sultanate - Vijayanagar Period - Education, Art and Architecture.

UNIT-III**Hours: 6**

Nayaks - Marathas - Sultans - Poligars - Nawabs - Monuments

UNIT-IV**Hours: 6**

British Period: Christian Missionaries - Literary contribution - Cultural Heritage - Art and Architecture.

UNIT-V**Hours: 6**

Important Heritage Centres of Tamil Nadu - Need for conservation - Acts for Preservation of monuments - Social customs - Folk Art and Crafts - Songs - Dance - Music and other fine arts - Places of Tourist attraction.

COURSE OUTCOMES

On successful completion of the course, the students will be able to

- 1) Adhere cultural traits of Tamils for the sake of posterity.
- 2) Admire and accept the architectural skills of the people of the period.
- 3) Capable of rendering some support to protect the monuments.
- 4) Differentiate the architectural patterns of different periods.
- 5) Get clarity on different Acts being implemented for preservation and Conservation of Monuments.

Text Books

- 1) Chellam, V.T.,(1984). *Tamilagam: Varalarum Pandpadum*: Chennai. Thirumalai Book House.
- 2) Rajayyan, K.(1982). *Histroy of Tamil Nadu(1565 - 1982)*: Madurai, Raj Publishers.
- 3) Subramanian N.,(1999). *Social and Cultural History of Tamil Nadu A.D. 1336 - A.D. 1984*: Udumalpet. Ennes publications.

Supplementary Readings

- 1) Manoranjithamoni C. (2019). *History of Tamil Nadu Upto 1565 A.D.*, Tirunelveli. Dave-Beryl Publications.
- 2) Mannar Mannan,(2004),*Pallavar Varalaru* (Tamil): Chennai: Vikatan Pvt. Ltd.
- 3) Reveendran.T.K, (2002),*TamizhagaVaralatrilaKalapirarKaalam* (Tamil): Chennai: VikatanPvt.Ltd.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1		3		2	
CO2		2		3	
CO3	2	3	2	2	3
CO4	3		2		3
CO5	2		3		3

SEMESTER: III PART: III	22UHISC33: HISTORY OF INDIA FROM 1526 C.E. TO 1858 C.E.	CREDIT:4 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Study about the period of India on the eve of Babur invasion.
- 2) **LO2:** Realize the factors for the decline of Mughal Empire and Achievement of Krishnadevaraya.
- 3) **LO3:** Acquire knowledge on the condition of society.
- 4) **LO4:** Learn the details of the English East India company.
- 5) **LO5:** Understand the major developments of the subsidiary Alliance.

UNIT-I Hours: 12

Sources of Mughal History – India on the eve of Babur’s invasion – Early career of Babur – Battle of Panipet and major campaigns – Causes for the success of Babur – Humayun and his difficulties Sher Shah and his rise to power – Shershah’s administration – Akbar – Conquests of Akbar-Religious policy – Rajput policy – Mansabdari system – Raja Todarmal- Jehangir –Nurjahan Junta- ShahJahan

UNIT-II Hours: 12

Aurangzeb – Conquest – Religious Policy – Rise of Marathas – Shivaji – Maratha Administration – Factors for the decline of Mughal Empire – Krishna Devaraya – Achievements and Administration – Social and Economic life –Art and Architecture – The fall of the Bahmani kingdom and the emergence of Deccani Sultanates – Relation withVijayanagar – Deccan Policy of Mughals

UNIT-III Hours: 12

Condition of society – Nobility – Position of Women – Administration of the Mughals- Mughal Art and Architecture – Paintings – Literature – Abul Fazal.

Maratha Confederacy – Peshwas – Balaji Viswanath – Baji Rao I – Balaji Baji Rao – Third Battle of Panipat.

UNIT-IV Hours: 12

Advent of the Europeans – English East India Company – Carnatic Wars – Annexation of Bengal – Robert Clive. Lord Warren Hastings – Administrative Reforms – Trial of Warren Hastings –Anglo –Maratha Relations.

UNIT-V Hours: 12

Lord Cornwallis – Permanent Land Revenue Settlement – Anglo – Mysore relations – Lord

Wellesley – Subsidiary Alliance – Merits and Demerits Lord Hastings – Reforms – Gurkha War – Pindaris – Lord William Bentinck – Reforms – Lord Dalhousie – Administration – Doctrine of Lapse – Burmese Wars – Revolt of 1857 A.D. – Causes – Course – Results.

COURSE OUTCOMES (COS):

On successful completion of the course, the student will be able to

- 1) **CO1:** Estimate the sources of Mughal History and India on the eve of Babur's invasion.
- 2) **CO2:** Construct the cultural influence of the Art, Architecture, social and economic life and also fusion of several cultural traits during the Vijayanagar Empire.
- 3) **CO3:** Acquire knowledge on the Administration of the Mughal and third battle of Panipat.
- 4) **CO4:** Recognize the importance of lord warren Hastings and Maratha relations.
- 5) **CO5:** Assess the Contribution of permanent land Revenue settlement and Reforms of Gurkavar Pindaris

Text Books and References:

- 1) Mahajan V.D., (1991) **History of Medieval India**, S. Chand.
- 2) Salma Ahamed Farooqi, (2011) **A Comprehensive History of Medieval India from Twelfth to the Mid Eighteen Century**, Pearson Education, India.
- 3) Satish Chandra, (2015) **History of Medieval India**, Orient Black Swan Pvt. Ltd., Hyderabad,
- 4) Srivastava A.L., (1970) **The Mughal Empire**, Shiva Lal Agarwala & Co.
- 5) Athar Ali M., (2008) **Mughal India: Studies in Polity, Ideas, Society, and Culture**, OUP India.
- 6) Banerji S. K., (2011) **Humayun Badshah, Vol. I**, Nabu Press.
- 7) Beni Prasad, (2013) **History of Jahangir**, Bharatiya Kala Prakashan.
- 8) Ishwari Prasad, (1955) **Life and Times of Humayun Padshah**, S. C. Ghose at Calcutta Press Private Limited.
- 9) Mohd. Azhar Ansari, (2008) **Socio-Cultural Life of the Great Mughals (1526-1707AD)**, Sandeep Prakashan.
- 10) Muzaffar Alam & Sanjay Subrahmanyam, (2000) **The Mughal State (1526-1750)**, Oxford University Press.
- 11) Qanungo. K.A., (1965) **Sher Shah and His Times**, Orient Longmans.
- 12) Raychaudhuri T., (ed.) (1982) **Cambridge Economic History of India, vol. I**, Cambridge University Press.
- 13) Rushbrook Williams, (2010) **An Empire Builder of the Sixteenth Century**, Kessinger Publishing.
- 14) Sharma S. R., (2001) **The Religious Policy of the Mughal Emperors**, Book Enclave.
- 15) Saksena B. P., (2013) **History of Shah Jahan of Delhi**, Bharatiya Kala Prakashan.

Supplementary Readings Weblinks of Sources.

1. https://www.rarebooksocietyofindia.org/book_archive/196174216674_10154899028046675.pdf
2. https://en.wikipedia.org/wiki/Mughal_emperors
3. <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=hkj>
4. <https://www.youtube.com/watch?v=m2KLMxyWh9Q>
5. https://www.youtube.com/watch?v=5T_Q_VWjZGU

Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3		3
CO2	3		3		2
CO3	3	3	2	3	
CO4	2	3	3	3	
CO5	3	3		3	2

SEMESTER: III PART: III	22UHISC34: HISTORY OF TAMIL NADU FROM 1806 C.E. TO 1947 C.E.	CREDIT:4 HOURS :4/W
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Learning Objectives (LOs):**The main objectives of the course are to**

- 1) **LO1:** Understand the administrative policy of British Government and activities of Christian Missionaries in Tamil Nadu
- 2) **LO2:** Comprehend various land revenue system introduced by Company rule in TamilNadu
- 3) **LO3:** Know about socio religious reform moment and intellectuals in Tamil Nadu
- 4) **LO4:** Realize the important of oriental and occidental education system during the timeof company rule
- 5) **LO5:** Bring forth the role of Tamil Nadu in freedom struggle of India

UNIT-I**Hours:12**

Capture of Tamil Nadu by English East India Company – Company Rule in Tamil Nadu – Education revolution during company rule – activities of Christian missionaries to spread Christianity .

UNIT-II**Hours:12**

Social reformation movement - Conversion controversy – Topless struggle - Temple entry struggle in Tamil Nadu – Social reformer Vaikundaswamy – Religious reforms of Vallalar – Hindu Religious reformation movement – Bhramma samaj – Theosophical Society .

UNIT-III**Hours:12**

Role of Tamil Nadu in India's Freedom Struggle – Indian National Congress and Tamil Nadu

Moderate and extremists of Indian National Congress in Tamil Nadu – Self Rule Movement Rowlat struggle – Khilafat movement.

UNIT-IV**Hours:12**

Origin and growth of Justice Party – Social reformer Ayyothi dassar and Rettaimalai Srinivasan – E.V. Ramasamy Periyar and Self Respect movement – Maraimalai Adigal – C. Rajagopala Achari and his rule (1937 – 1939) – Anti Hindi Agitation in Tamil Nadu.

UNIT-V**Hours:12**

Act of 1919 and Diarchy – Non-Co-Operation Movement in Tamil Nadu – Swaraj Party in Tamil Nadu – Neil Statue Satyagiraha – Boycott of Simon Commission – Salt Satyagirha – Individual Satyagiraha – Quit India Movement – India's Independence.

Course Outcome (COs):

On successful completion of the course, the students will be able to

- 1) **CO1:** Known the administrative polices introduced by English East India Company and their impact on society.
- 2) **CO2:** Understand the land revenue system which strongly affected the Agricultural labours and Land owners in India.
- 3) **CO3:** Realize that there were many social religious reformation moments had to act to eradicate social evils in Tamil Nadu
- 4) **CO4:** Acquire knowledge on the circumstances for Origin and growth of Justice Party and its rule in Tamil Nadu.
- 5) **CO5:** Learn about the struggle brought forth from 1885 to 1947 for achieving independence of India.

Text Books and References:

- 1) Baliga, B.S (1960) **Studies in Madras Administration**, 2 Vols, Michigan, University of Michigan.
- 2) Paramarthalingam, C, (1997) **Religion and Social reform in Tamil Nadu**, Mdurai, Rajakumari Publication.
- 3) Saroja sundararajan (1997) **Madras Presidency in Pre – Gandhian Era: A Historical Perspective 1884 – 1915**, Madras, Lalitha Publications.
- 4) Sivagnanam. M.P, (2005), **Viduthalai Poril Tamilagam (Tamil)** 2 Vols Chennai, Poongkodi Pathippagam.
- 5) Venkatesan , K (2019) **Tamil nadu Varalarum panbadum (Tamil)**, Chennai, Varthaman Pathippagam.
- 6) Viswanathan, E.S.K. (1983) **The Political Career of EVR**, Madras, Ravi & Vasanth Publication.

Supplementary Readings Weblinks of Sources:

1. <https://en.m.wikipedia.org>
2. <https://www.toppr.com>
3. <https://byjus.com>
4. <https://cdn1.byjus.com>

Outcomes Mapping:

	PO1	PO2	PO3	PO4	PO5
CO1		3	2		3
CO2		3	2		3
CO2	2	2	2	2	2
CO4	3		3	2	
CO5	2	2	3	2	

SEMESTER:III PART:III	22UHISA35-1: TOURISM –I	CREDIT: 3 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Explore the definition, meaning, nature and different types of tourism.
- 2) **LO2:** Understand the components of tourism.
- 3) **LO3:** Know about the sources of tourism in India.
- 4) **LO4:** Describe the various aspects of religious tourism in India.
- 5) **LO5:** Examine the tourism policy and various agencies of tourism in India.

UNIT–I Hours:12

Definition of Tourism - History of Travel and Tourism through the Ages-
Basic concepts in Tourism - Domestic and International Tourism.

UNIT–II Hours:12

Basic components of Tourism - Scope - Impact of Tourism on Socio,
Economic, Cultural and Environment.

UNIT–III Hours:12

Tourist resources in India with special reference to Monument in Tamil
Nadu - Park and Santarem Museum - Fairs and Festivals - Sancturries.

UNIT–IV Hours:12

Religious tourism in India with special reference to Tamil Nadu - Places of
Pilgrimage – Spiritual Tourism - Hindu, muslim, Buddhism, Christian and Jain.

UNIT–V Hours:12

Tourism Policy - Ministry of Tourism - State Tourism Department -
Accommodation -public, State and Private Agencies - WTO, TRAI, IATO, ITDC ,
TTDC - Tour - Guide - Foreign Exchange.

Course Outcomes (COs):

On successful completion of course, the students will be able to

- 1) **CO1:** Obtain knowledge about the themes of Travel and Tourism.
- 2) **CO2:** Know the basic components of Tourism.
- 3) **CO3:** Know the Tourist Resources in India.
- 4) **CO4:** Understand the concept of Religious Tourism.
- 5) **CO5:** Realize the Tourism policy in India.

Text Books and Reference Materials

- 1) Bhatia A.K.(2002). **Tourism development principles and practices.** NewDelhi.Sterling publishers (P) Ltd
- 2) Anand, M.M.,(1976). **Tourism and hotel industry in India.** New Delhi: SterlingPublishers (P) Ltd.,
- 3) Acharya Ram, (1980). **Tourism and Cultural Heritage of India.** Jaipur: ROSAPublications

- 4) Sinha R.K.(2012). ***Travel and Tourism Management***. New Delhi: DominantPublishers;
- 5) Ramila Chawla(1987). ***Travel and Tourism Management***. New Delhi:DominantPublishers
- 6) Prem Seth;(1997). ***Successful Tourism Management - Fundamental of Tourism***.
- 7) New Delhi: Sterling Publishers (P) Ltd.,
- 8) Nirmal Kumar(1996). ***Tourism and Economic Development***. APLL PublishingCorporation; New Delhi.
- 9) Sharma K.K.(1999). ***Tourism and Culture***; Sarup and Sons Publishers; New Delhi.

Supplementary ReadingsJournal

1. Journal of Hospitality & Tourism Research
2. Annals of Tourism Research

Weblinks of sources

- 1) Travel and Tourism
<https://archive.org/details/introductiontotr0000colt>
- 2) The Basic components of Tourism
https://archive.org/stream/TourismPrinciplesPracticesAndPhilosophies/TourismConceptPrinciplesPractices_djvu.txt
- 3) Tourist Resources in India
<https://archive.org/details/tourisminindia0000gupt>
- 4) Religious Tourism
<https://archive.org/details/religious tourism0000unse>

Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
CO1	3		2	2	
CO2		2		2	3
CO3		3		2	2
CO4			2		
CO5	3	3	2		2

SEMESTER: III PART: III	22UHISA35-2: INDIAN: ECONOMY-I	CREDIT: 3 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Enable the students to understand the salient features of India and her occupational structure.
- 2) **LO2:** Assess the relative share of Agriculture, industry and service sector in the economy.
- 3) **LO3:** Analyse the fruits of planning.
- 4) **LO4:** Recognise the importance of land reforms.
- 5) **LO5:** Evaluate and determine the improvements of small scale and large scale Industries.

UNIT-I Hours: 12

Meaning and Characteristics of underdevelopment - salient features of Indian Economy - factors responsible for development - development as distinct from growth - a comparison between Indian and other developing countries like China, Pakistan, Taiwan, and Korea.

UNIT-II Hours: 12

Planning in India - meaning, process and approaches - Five Year Plans - Objectives in general and targets and performance.

UNIT-III Hours: 12

Agricultural role in Indian Economy (Contribution to GNP, employment, etc.) Problems of low productivity - Land Reforms - need and scope. The food problem and Green Revolution; Mechanisation - desirability and feasibility.

UNIT-IV Hours: 12

Agricultural Marketing - Regulated Markets - warehousing - Role of Agricultural Prices commission (APC) - Procurement Policy - Buffer - Stock - Dual Pricing - Role of FCI - Agricultural Credit: Need and Sources.

UNIT-V Hours: 12

Industry and Its importance - Role of Small Scale Industry - some large scale industries (Iron & Steel, Cotton, Textiles, Sugar, Jute, Petro-chemicals, Tea, etc.) Industrial Sickness - causes and measures; Industrial Policy Resolutions (1956, 1985 & 1991)

Course Outcomes (COs):

On the successful completion of course, the students will be able to

- 1) **CO1:** Recall the salient features of Indian Economy.
- 2) **CO2:** Classify the improvements of five year plan.
- 3) **CO3:** Distinguished between subsistence farming and intensive farming.
- 4) **CO4:** Classify the various ways of Farming.
- 5) **CO5:** Survey the major distribution of Industries.

Text Books and References

- 1) Agarwal, A.N. **Indian Economy**, New Delhi, Vikas Publishing housing..
- 2) Dewett, Verma& Sharma: **Indian Economics**, New Delhi, S Chand & Co.
- 3) Jhingan .M.L.:**Economics of development and planning**, New Delhi, Konarkpublishers.
- 4) Kindle berger :**Economic Development, to the Mohammad conquest**,London,Oxford University press.
- 5) Kanka, S.S: **Human Resource Management**, New Delhi, S. Chand & Co.
- 6) PramitChaudhury :**The Indian Economy, Poverty and development**, New Delhi,Vikas Publishing house.
- 7) Misra, S. K., &Puri, V. K. (2011). **Indian Economy**, Himalaya Publishing House.
- 8) Dutt, R., & Sundaram, K. P. M. (2008). **Indian Economy**, S Chand New Delhi.
- 9) Kapila, U. (2009). **Indian Economy: Performance and Policies**. Academic Foundation.
- 10) Kapila, U. (Ed.). (2017). **Demonetization: The Economists Speak**. AcademicFoundation

Supplementary Readings

- 1) Thirlwall, A. P. (1994). Growth and Development: With Special Reference To Developing Economies. Macmillan International Higher Education.
- 2) Joshi, V, Little, I. M. D., & Little, I. M. D. (1996). India's Economic Reform,OUP
- 3) . 3. Ishwar, D. C. (2010). Indian Economy–Environment and Policy.
- 4) Desai. B, (2008) Industrial Economy in India, Mumbai, Himalaya Publishing House.
- 5) R.K Lekhi & Joginder Singh (2010) Agricultural Economics, New Delhi, KalyanPublishers.

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- 1) <https://prepp.in/news/e-492-planning-in-india-indian-economy-notes>
- 2) <https://www.iaacblog.com/programs/the-role-of-architecture-in-economic-development/>
- 3) <https://en.m.wikipedia.org>
- 4) <https://www.toppr.com>
- 5) <https://byjus.com>
- 6) <https://cdn1.byjus.com>

Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
CO1		3		2	3
CO2	3	2			3
CO3	2		2	2	
CO4	3	3	2		
CO5	2		3		3

SEMESTER:III PART:III	22UHISA35-3: JOURNALISM-I	CREDIT: 3 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of this course are to

- 1) **LO1:** Cater the basic principles of Journalism.
- 2) **LO2:** Analyse the kinds of Journalism.
- 3) **LO3:** Understand the growth of press and media.
- 4) **LO4:** Create an idea about the factors for the growth of Tamil Journals.
- 5) **LO5:** Learn the role of press in socio-cultural developments.

UNIT-I Hours: 12

Journalism: Nature, scope- functions - Role of press in democracy - principles of Journalism.

UNIT-II Hours: 12

Kinds of Journalism - Newspapers, periodicals and specialized magazines - New Journalism, Development of Journalism - Community - Journalism.

UNIT-III Hours: 12

Press in India - Evolution of Indian press - Bengal Gazette - Kesari - J.A.Hickey - Rajaram Mohan Roy - James Silk - Buckingham - M.K.Gandhi - S.Sadanand - B.G.Horniman.

UNIT-IV Hours: 12

Tamil Journalism - origin, growth - Factors for the growth of Tamil Journalism - Major Newspapers and Magazines of Tamil Nadu - Role of press in Nationalist Movement.

UNIT-V Hours: 12

Review of Newspapers and periodical contents - photo Journalism. Uses of cartoons - comic strips - News Agencies - UNI, PTI - press council - Role of press in socio-cultural development.

Course Outcomes (COs):

On the successful completion of the course, students will be able to

- 1) **CO1:** Recognize the functions of Journalism.
- 2) **CO2:** Illustrate the evolution of Indian press.
- 3) **CO3:** Collect and read some famous journals.
- 4) **CO4:** List out the periodicals, magazines and Newspapers.
- 5) **CO5:** Identified a standard technique is followed while writing hard news.

Text Books and References:

- 1) Nadig Krishnamoorthy, **Indian Journalism.**
- 2) Metha, D.S., **Mass communication and Journalism in India**
- 3) Nagarajan, S., **A History of press in India.**
- 4) Sharma, K.C., (2009), **Journalism in Indian History, Growth and Development**, New Delhi, Regal Publications.

- 5) Muniruddin, (2005), **History of Journalism**, Anmol Publications.
- 6) Sambanthan, Ma.Su., (1990), **Tamil Ithaliyal Chuvadugal Chennai**, TamilarPathippagam,

Supplementary Readings:

- 1) Robin Jeffery; **India's newspaper Revolution**, Oxford university press
- 2) Franklin, Bob et al; **Key concepts of journalism studies**, Vistas publications
- 3) Singh, Manorama; **History of journalism**, New Delhi Discovery publishing house.
- 4) Navin Chandra and Chaughan; **Journalism Today**, New Delhi, Kanishka pub.
- 5) Keval.J.Kumar; **Mass Communication in India**, New Delhi, Jaico publication.
- 6) B S Kesavan, (1997). **History of Printing and Publishing in India**, Vol. I-III, NBT.
- 7) 5. Briggs, AandBurke,(2010), **Social History of Media: From Gutenberg to theInternet**, PolityPress.
- 8) Natarajan,(1995), **History of Indian Journalism**.
- 9) K M Shrivastava, (2007), News **Agencies from Pigeon to Internet**.
- 10) Krishnamurthy, Nadig. (1968), **The History of Journalism in India**, MysorePrasaranga.
- 11) Natarajan. S, (1962), **A History of the press in India**, Asia Publishing House.
- 12) P C Chatterjee, (1999), **Broadcasting in India**, Sage publication

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1. <https://www.coursehero.com/file/89042364/Nature-and-Scope-of-Journalism-1docx/>
2. <https://www.freelancewriting.com/journalism/different-types-of-journalism/>
3. <https://guides.library.illinois.edu/periodicals/introduction>

Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
CO1	3		3	2	
CO2		2	3	3	
CO3		3		2	2
CO4	3	3	2		3
CO5	2		3	3	2

SEMESTER:III PART:III	COURSE CODE:22UHISE36-1 ENVIRONMENTAL HISTORY OF INDIA	CREDIT: 4 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Understand the significance of Eco System.
- 2) **LO2:** Know about Asoka's concern for environment.
- 3) **LO3:** Learn about the importance of Industrial Age.
- 4) **LO4:** Acquire knowledge about the emergence of environmental consciousness.
- 5) **LO5:** Realise the relevance of disaster management.

UNIT -I Hours: 12

Environmental Concepts: Meaning of environment, Ecosystem, Biodiversity. Energy Sources, Environmental Issues, Definition and Need for Environmental History, Scope - Geological, Climatic -Earth History up to Holocene period - Agricultural Age - Effects of Hunting, Grazing and Agriculture, Timbering - Transportation.

UNIT-II Hours: 12

Civilizations - Conservation Ethics in Indian Traditions - Asoka as an Environmentalist - Bishnoi Cult - Pollution in Ancient Rome - Medieval Period: Land based Economy Manorial and Feudal System - Trade Routes - Pollution and Health - Environmental Regulations - Medieval Climate Optimum.

UNIT-III Hours: 12

Industrial Age: Back to the Land Movement - Colonialism and its Impact - Conservation in the Colonies - World Wars and Environmental Implications - Chemical and Biological wars, Radio Active Pollution, Nuclear Hazards and Nuclear Accidents-Anti-nuclear Movements - Post World War period. - Rachel Carson's Silent Spring - Environmentalism of the Poor- Green Belt Movement

UNIT-IV Hours: 12

Emergence of Environment Consciousness - Conservation Ethics-Gandhian View of Simple Life Style - Shantiniketan Model - Factors for Environmental Degradation - People's Movement for Natural Resources - Campaigns against Environmentally Destructive Projects - Movement against big dams - Medha Patkar and NBA - Vandana Siva and Global Eco- Feminist Movement.

UNIT-V Hours: 12

UN Initiative - Voluntary Organizations in the Greening of the World - Environmental Protection Acts, National Level-Indian Constitution and Environmental Provisions-Ministry of Environment and Forests - Central and State Pollution Boards - Environmental Education - Media - Eco Friendly Technology - Disaster Management

Course Outcomes (COs):

On the successful completion of course, the student will be able to

- 1) **CO1:** Review the environmental implications of the progress of human civilization over the centuries.
- 2) **CO2:** Assess the growth of environmental movements and its significance.
- 3) **CO3:** Examine the impact of human interaction with the natural world in the past.
- 4) **CO4:** Acquire knowledge on the factors for environmental degradation.
- 5) **CO5:** Understand the role of voluntary organisations in protecting the environment.

Text Books and References

- 1) Guha, Ramachandra, (2000), ***Environmentalism: A Global History***, New York, Longman.
- 2) Bharucha, Erach, (2005), ***Text Book of Environmental Studies for Under Graduate Courses***, Hyderabad, University Press Private Ltd.
- 3) Carson, Rachel. Silent Spring, (2015), ***London: Penguin, in association with Hamish Hamilton.***
- 4) Desrochers, John. Bastiaan Wielenga, and Vibhul Patel, (1991), ***Social Movement: Towards a Perspective***, Bangalore, Centre for Social Action.
- 5) Gadgil, Madhav, and Ramachandra Guha. (2008), ***The Use and Abuse of Nature***, Oxford: Oxford University Press.
- 7) Gore, Al., (1992), ***Earth in the Balance, Ecology and the Human Spirit***, New York, Plume Penguin Books.
- 8) Gupta, S.P., (2003), ***Environmental Issues for the 21st Century***, New Delhi, Mittal Publications.
- 9) Kohli, G.R., (2007), ***History of Science, Technology and Environmental Movements in India***, New Delhi, Surjeet Publications.
- 10) Hughes, Donald J., (2006), ***What is Environmental History?***, UK, Polity Press.
- 11) Hughes, J. Donald. (2009), ***An Environmental History of the World: Humankind's Changing Role in the Community of Life***, London, Routledge.
- 12) Moore, Francis., (2000), ***Environment and Society***, New Delhi, Dominant Publishers and Distributors.
- 13) Pawar, S.N.R. Patil, R.B. Salunkhe. S.A., (2005), ***Environmental Movements in India***, New Delhi, Rawat Publications.
- 14) Purchit, S.S. and Rassian, R. Ecology, (2003), ***Environment and Pollution***, Jodhpur, Agrobios India.

- 15) Rao, Amruta., (2000), ***The Story of Environment***, New Delhi, Indian Publishers and Distributors.

Supplementary Readings:

Magazines:

1. Down to Earth, Society for Environmental Communication, New Delhi.
2. India, Green Fille, Centre for Science and Environment, New Delhi.
3. One India: One People, One India One People Foundation, Mumbai.
4. South Asia Green File, Centre for Science and Environment, New Delhi.
5. Survey of the Environment, (The Hindu Special Annual Issue)
6. Terra Green, The Energy and Resources Institute, New Delhi.

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1. <https://en.m.wikipedia.org>
2. <https://www.toppr.com>
3. <https://byjus.com>
4. <https://cdn1.byjus.com>

Outcome Mapping:

	PO1	PO2	PO3	PO4	PO5
CO1		3		2	
CO2		3	2	3	
CO3	3				2
CO4			2		3
CO5	2	2		3	

SEMESTER:III PART:III	COURSE CODE:22UHISE36-2 INTRODUCTION TO ARCHAEOLOGY	CREDIT: 4 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the courses are to LO1: Study the fundamentals of archaeology

- 1) Assess the different scientific techniques associated with archaeology
- 2) Create awareness and skills on the excavation procedures
- 3) Update the information on recent Archaeological excavation.
- 4) Learn about the conservation of monumental sites.

UNIT-I: Hours: 12

Definition and Scope - Value of Archaeology - New Archaeology - Archaeology and Other Social Sciences: History, Culture, Environmental and Natural Sciences. Kinds of Archaeology: Ethnic Archaeology Under Water Archaeology - Aerial Archaeology - Salvage Archaeology. Functions of Archaeologists.

UNIT-II: Hours: 12

Methods of Site Survey: Map Reading - Physical Features - Ethnographic data - Historical literature - Field Observation and recording of data. Tools and equipments: camp equipment surveyor's equipment - excavation equipment photo equipment

UNIT-III Hours: 12

Excavation Principles and Methods: Absolute and Relative dating Typological Method - Stratigraphical Method - Bench level of Datum line system. Lay out of trenches: Trial Trenches and Sondages Rectangular trenching or Vertical excavation - Grid system or Horizontal excavation - Open stripping - Quadrant method. Excavation of a structure

UNIT-IV Hours: 12

Archaeology and other Sciences and Dating Methods: Glacial Varve Chronology - Soil Science - Radio Carbon Dating - Thermoluminescence dating - Archaeology and Chemistry - Uranium Dating - Nitrogen or Collagen Dating - Phosphate analysis - Dendrochronology - Archaeology and Geology, Physics, Anthropology, Physical anthropology, Social and Cultural anthropology, Paleobotany, Zoology

UNIT-V Hours: 12

Archaeological Survey of India [ASI]- Excavated sites in Tamil Nadu: Arikamedu - Thirukkoyilur - Kaverippoompattinam, Kodumanal, Uraiyur, Adichanallur, Korkai – Keeladi excavations and its significance.

Course Outcomes (COs):

On successful completion of course, the student will be able to

- CO1:** Understand the archaeologies association with other allied subjects.
- CO2:** Learn the techniques of Map readings procedures.
- CO3:** Acquire knowledge about excavation principles and methods.
- CO4:** Know about the process involved in phosphate analysis.
- CO5:** Get an idea about the archaeological sites undertaken for excavation in Tamilnadu.

TEXT BOOKS AND REFERENCES:

1. Raman, KV, (1991), *Principle and Methods of Archaeology*, Parar's Magazines Co,(Unit - 1 to 5)
2. Venkatraman, R, (1999), *Indian Archaeology - A Survey*, Ennes Publishers.
3. Tamg Stewars, *Archaeological Guide and Glossary*.
4. Krishnamurthy, K, (1995), *Introducing Archaeology*, Ajantha Publishers, New Delhi.
5. James Steward, *Archaeological guide and Glossary*.
6. Maxwell T.S., *Eastgern Approaches, Essays on Asvan Arts and Archaeology*.
7. Raman, K.V., *Excavations at Uraiyur*, University of Madras, 1988.
8. Krishnamurthy R., *Sangam Age Tamil coins*.
9. Thangamani Ma, Ra, *Tholporul Aivum Panpadum*.

Supplementary Readings: Weblink of Sources:

5. <https://en.m.wikipedia.org>
6. <https://www.toppr.com>
7. <https://byjus.com>
8. <https://cdn1.byjus.com>

Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
C01		3		2	
C02			2	3	
C03	3				2
C04			2		3
C05	2	2		3	

SEMESTER:III PART:III	COURSE CODE:22UHISE36-3 WOMEN STUDIES IN TAMIL NADU	CREDIT: 4 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

LO1: Gain knowledge about the position of women in Tamil Nadu

LO2: Expose to a substantial knowledge about the social construction of gender in various cultural contexts from a variety of disciplinary.

LO3: An active participants in politics and National development

LO4: Know about the Women organisations in Tamil Nadu.

LO5: Understand the importance of Women Empowerment programmes.

UNIT-I Hours: 12

Status and role of women - Feminist Theories - Feminism - position of women in TamilNadu.

UNIT-II Hours: 12

Traditional Tamil Society - women in sangam age – Medieval period - modern period –Conditions of Muslims.

UNIT-III Hours: 12

Movements for Women in the 19th and 20th centuries - International women's year decade for women 1975 - 1985.

UNIT-IV Hours: 12

Women Organization - Social reform and welfare in Tamil Nadu Government policy on women 1947 to 2001.

UNIT-V Hours: 12

Women empowerment - social economic political challenges facing women – women at work - violence - personal law - women in panchayat raj - Women and Self Help Groups -Reservation for women in parliament

Course Outcomes (COs):

On successful completion of the course, the students will be able to

CO1: Remember the present situations and position of women in Tamil Nadu.

CO2: Examine the position of women in sangam period

CO3: Classify the role of social welfare organisations.

CO4: Plan to organise International Women's day Celebration.

CO5: Discover the law and order against violence

Text Books and References:

1. Kum Kum Sangari & Sudesh veid, (2006), *Recasting women, Essay in ColonialHistory*, Kali for women.
2. Sushila kaushik, (1996), *Panjayat Raj in Action, Challenges in women's Role*.
3. Nivedita menon , (1999), *Gender & Politics in India*, New Delhi, OUP.
4. Madhu Vij, (2014), *Women Studies in India , A Journey of 25 years*, Rawat.

SUPPLEMENTARY READINGS:**Weblink of sources**

- 1) http://www.yorku.ca/lfoster/2011-12/HRES3890/lectures/FEMINIST_THEORIES.htm
- 2) <https://study.com/academy/lesson/feminism-in-the-19th-century-womens-rights-roles-and-limits.html>
- 3) <https://www.un.org/sustainabledevelopment/gender-equality/>

Outcome Mapping:

	PO1	PO2	PO3	PO4	PO5
C01		3	3		
C02	3		2	3	
C03		2			2
C04	3			2	
C05				3	2

SEMESTER:III PART:IV	COURSE CODE: 22UHISS37 HUMAN RIGHTS EDUCATION	CREDIT: 2 HOURS: 2/W
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Learning Objectives (LOs):

The main objectives of the course are to

- LO1:** Understand the various theories in Human Rights.
- LO2:** Learn about the nature and works of Amnesty International
- LO3:** Get an idea on the condition of bonded Labourers.
- LO4:** Know about the Directive principles of the Constitution.
- LO5:** .Realize the significance of emerging trends in Human Rights.

UNIT-I Hours: 6

Definition - Nature - content - Legitimacy and priority - Theories of Human Rights - Historical development - world war I and II - UNO - and UDHR - International Covenants on Economic - social - cultural - political and civil Rights.

UNIT-II Hours: 6

Agencies of Human Rights - UN High Commission for Human Rights - Amnesty International - Human Rights watch - International commission of Juries - Human Rights court - mechanisms to uphold and foster Human Rights.

UNIT-III Hours: 6

Contemporary issues of Human Rights - women, children bonded Labour, Slavery - Refugees, capital punishment - demand for freedoms - State Vs Human rights and Terrorism Vs Human Rights.

UNIT-IV Hours: 6

Indian Constitution and Human Rights - Fundamental Rights and Duties - Directive principles - National Commission for Human Rights - state Agencies - Human Rights and courts - Human Rights and Media - OADR - PUCL and peoples watch.

UNIT-V Hours: 6

Emerging trends in Human Rights - Rights of cross gender, detemis, prisoners, street children

Harassment to women at home and work places - organ sale - illegal traffic of women - police and human rights.

Course Outcomes (COs):

On successful completion of the course, the students will be able to

- 4) **CO1:** Learn about the genesis of Natural rights.
- 5) **CO2:** Know about the various agencies associated with Human Rights.
- 6) **CO3:** Get an idea on the contemporary issues related to Human Rights.
- 7) **CO4:** Understand the functions of National Commission for Human Rights.
- 8) **CO5:** Acquire knowledge on organ in the present scenario.

Text Books and References:

1. Andrew, J.A. & Hines, W.D., (1987), *International protection of human Rights*, London, Mansell publishing Ltd.
2. Carnston, Maurice, (1973), *What are Human Rights?*, London, The Bodley Ltd.
3. Desai A.R. ed., (1986), *Violations of Democratic Rights in India*, Bombay, Popularprakasam.
4. Sivakami Paramasivam (2000), *Studies in Human Rights*, Salem.

Supplementary Readings: Weblinks of Sources:

1. <https://en.m.wikipedia.org>
2. <https://www.toppr.com>
3. <https://byjus.com>
4. <https://cdn1.byjus.com>

Outcome Mappings

	PO1	PO2	PO3	PO4	PO5
CO1		3	2		
CO2		2		2	3
CO3	3		3	3	3
CO4	2			3	
CO5		3	2	3	

SEMESTER:III PART:III	COURSE CODE:22UHSN38 FOREIGN POLICY OF INDIA	CREDIT: 2 HOURS: 2/W
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Learning Objectives (LOs):

The main objectives of the course are to

LO1: Learn about the basic determinants of India's foreign policy.

LO2: Understand the major issues in India's foreign policy.

LO3: Realize the cooperation in south east Asia.

LO4: Know about India's relationship with other nations.

LO5: Acquire knowledge on India's nuclear policy.

UNIT-I Hours: 12

India's Foreign Policy: basic determinants of Indian Foreign Policy – Concepts and Definitions-Mission and Objectives - India and the Non-Alignment Movement: Evolution - Rationale, Objective and Relevance.

UNIT-II Hours: 12

Major Issues in Indian Foreign Policy: Boundary Issues: India - China, India- Pakistan - India's Security Environment - India's relations with smaller states: Nepal, Bhutan, Maldives, Sri Lanka - cross Border Terrorism - Kashmir Crisis.

UNIT-III Hours: 12

Co-Operation in South Asia: SAARC - Its genesis - growth and future - India's Economic Diplomacy: India and the International economic Order

UNIT-IV Hours: 12

India's Relationship with other Nations after 1945: India - U.S.A. - India - Russia - India's Central Asia Policy - India and the Asia pacific - India and West Asia.

UNIT-V Hours: 12

India's Nuclear Policy: India's Global Nuclear Posture - India's Nuclear doctrine - India's response to the International Control regime - NBT, CTBT, MTCR and FMCT

Course Outcomes (COs):

On successful completion of the course, the students will be able to:

CO1: Know the importance of Non-Alignment Movements.

CO2: Understand the major issues in India's foreign policy and cross border Terrorism.

CO3: Learn about India's economic diplomacy.

CO4: Acquire knowledge about India's Central Asia Policy.

CO5: Realize the relevance of India's response to International control regime.

Text Books and References

1. Bandhopadhyaya, J., (1976), *The Making of India's Foreign Policy*, New Delhi, Longman
2. Macridis, R.C., (1985) *Foreign Policy in World Politics*, Englewood Cliffs, PrenticeHall, New Jersey
3. Jonsel, L., (1982), *Explaining Foreign Policy*, Englewood Cliffs, Prentice Hall, New Jersey
4. Rosenau, J.N., (1969), *International Politics and Foreign Policy*, 2nd Ed., FreePress, New York
5. Chellaney, Brahma (1999), *Securing India's future in the new millennium*, New Delhi, Centre for Policy Research

Supplementary Readings: Weblinks of Sources:

1. <https://en.m.wikipedia.org>
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3. <https://byjus.com>
4. <https://cdn1.byjus.com>

Outcome Mappings

	PO1	PO2	PO3	PO4	PO5
CO1		3	2		
CO2	3	2		2	3
CO3	2		3		3
CO4	3		3	3	3
CO5	2	3		3	

SEMESTER:IV PART:III	22UHISC43: HISTORY OF INDIA FROM 1858 C.E.TO 1947 C.E.	CREDIT:4 HOURS:4/ W
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Learning Objectives (LOs):

The main objectives of the course are to

- LO1:** Acquire knowledge on the queen proclamation.
- LO2:** Learn about the birth of India national congress.
- LO3:** Understand the unique features of Roundtable Conferences.
- LO4:** Focus on the Indian national Army.
- LO5:** Study the significance of Indian independence great leaders.

UNIT-I Hours: 15

Queen's proclamation 1858 – Lord Canning – Lord Lytton – Lord Ripon – Lord Curzon

UNIT-II Hours: 15

Birth of Indian National Congress – Moderates and Extremists – Muslim League –HomeRule Movement.

UNIT-III Hours: 15

Gandhian Era: Non-Co-Operations – Movement – Civil Disobedience Movement – Round Table Conferences – Individual Satyagraha - Cripps's Proposal

UNIT-IV Hours: 15

Quit India Movement – Indian National Army – Wavell Plan – Cabinet Mission plan –Mountbatten Plan

UNIT-V Hours: 15

Indian Independence Act 1947A.D. – Great Leaders: Gopala Krishna Gokhale, Mahatma Gandhi, Jawaharlal Nehru, Sardar Vallabhai Patel - V.O.Chidambaram - Rajaji.

Course Outcome (COs):

On successful completion of the course the students will be able to.

CO1: List all kinds of sources for the queen's proclamations for the History of India.

CO2: Describe the evaluation of Moderates and Extremists of Indian national Congress.

CO3: Illustrate their contribution of Indian National Army.

CO4: Discriminate the conquests of gandhian era and non-Co-Operation movements.

CO5: Assess the contribution great leaders of Indian national congress.

Text Books and References:

1. Agarwal R.C, (1986), ***Constitutional History of India and National Movement***, NewDelhi, S. S. Chand & Carnet.
2. Mahajan V.D, (1985), ***History of National Movement in India***, NewDelhi, S. S.Chand & Carnet, Ed-III
3. Krishnamurthy B., History of Tamil Nadu, Palayankottai.
4. Joshi D.L. and Gholkar S.V., (1980), ***History of Modern India, 1800 AD to 1964 AD***, S. Chand & Co. Ltd.
5. Venkatesan G., (2018), ***History of Freedom Struggle in India***, Rajapalayam, VCPublications.
6. Majundar R.C., (1988), ***Freedom Movement in India***, Bharathiya Vidhya BhavanSeries, Bombay, South Asia Books.
7. Sathianathaier, (1969), History of India Vol.III, Madras, S. Viswanathan.

Supplementary Readings:Weblinks of Sources

1. <https://en.m.wikipedia.org>
2. <https://www.toppr.com>
3. <https://byjus.com>
4. <https://cdn1.byjus.com>

Outcome Mapping:

	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3		2
CO2	2	2		3	2
CO3	2		3	3	
CO4		3	2		3
CO5	2	2	3	3	

SEMESTER: IV PART: III	COURSE CODE: 22UHISC44 CONTEMPORARY HISTORY OF TAMIL NADU SINCE 1947 C.E.	CREDIT:4 HOURS :4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- LO1:** Understand the rule of Indian National Congress from 1947 to 1967 in TamilNadu.
- LO2:** Know about the rule of Diravida Munnetra Kazhagam from 1967 to 1976
- LO3:** Bring forth the circumstances for formation of All India Anna Diravida MaunnetraKazhagam and rule of Dr. M.G. Ramachandiran
- LO4:** Analyze the ruling system and welfare measures from 1989 to 2000
- LO5:** Understand Economical measures social welfare schemas and educationaldevelopment in Tamil Nadu from 1947 to 2000

UNIT-I Hours: 15

The rule of Indian National Congress in Tamil Nadu – Rule of Chief Minister Prakasam – Rule of Chief Minister Omandur Ramaswamy Reddiyar – Rule of Chief Minister P.S Kumaraswamy Raja – Rule of Chief Minister Rajagopala Achariyar- Rule of Chief Minister

K. kamarajar - Rule of Chief Minister M. Bakthavachalam

UNIT-II Hours: 15

The rule of Diravida Munnetra Kazhgam in Tamil Nadu – Rule of Chief Minister C. N. Annadurai - Rule of Chief Minister M. Karunanithi – Achievement of Annadurai – Achievement of Karunanithi

UNIT-III Hours: 15

Rule of All India Anna Diravida Munnetra Kahagam in Tamil Nadu - Rule of Chief Minister

M.G. Ramachandiran – I st tenure 1977 – 80 – II nd tenure 1980 1984 – III rd tenure 1984 – 1987 – Achievement of Dr. M.G. Ramachandiran - Rule of Chief Minister V. N. Janaki –

UNIT-IV Hours: 15

Rule in Tamil Nadu 1989 to 2000 - Rule of Chief Minister M. Karunanithi (1989 – 1991) - Rule of Chief Minister Selvi J. Jayalalitha from 1991 – 1996 - Rule of Chief Minister M. Karunanithi 1996 – 2001 - Achievement of M. Karunanithi and J. Jayalalitha

UNIT-V Hours: 15

Administrative system in Tamil Nadu from 1947 – 2000 – Economical development from 1947 – 2000 – Social welfare measures in Tamil Nadu 1947 – 2000 – Reservation policy in Tamil Nadu - Educational development in Tamil Nadu – Art and culture in Tamil Nadu.

Course Outcome (COs):

On successful completion of the course, the students will be able to

- CO1:** Know the rule of Indian National Congress party from 1947 – 1967.
- CO2:** Understand the welfare measures and ruling system introduced by Dravid Munnetra Kazhagam in Tamil Nadu.
- CO3:** Realize the circumstances for formation of All Anna Dravida Munnetra Kazhagam and welfare measures introduced by M.G. Ramachandran
- CO4:** Learn the various policies promulgated in Tamil Nadu from 1989 – 2000.
- CO5:** Acquire knowledge about the economical measures, social welfare schemes and educational schemes for overall development in Tamil Nadu.

Text Books and References

1. Baliga, B.S (1960), *Studies in Madras Administration*, 2 Vols, Michigan, University of Michigan.
2. Paramarthalingam, C, (1997), *Religion and Social reform in Tamil Nadu*, Mdurai, Rajakumari Publication.
3. Saroja Sundararajan (1997), *Madras Presidency in Pre – Gandhian Era: A Historical Perspective 1884 – 1915*, Madras, Lalitha Publications.
4. Sivagnanam. (2005) *M.P, Viduthalai Poril Tamilagam (Tamil)*, 2 Vols Chennai, Poongkodi Pathippagam.
5. Venkatesan, K (2019), *Tamil nadu Varalarum panbadum (Tamil)*, Chennai, Varthaman Pathippagam.
6. Viswanathan, E.S.K. (1983), *The Political Career of EVR*, Madras, Ravi & Vasanth Publication.

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Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
C01	2	3	2		2
C02	3	2	3		3
C02	2	3	2	2	2
C04	2		3	3	
C05	3	2	2	3	

SEMESTER:IV PART:III	COURSE CODE:22UHISA45 - 1 TOURISM –II	CREDIT: 3 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

LO1: Understand the Growth and development of Modern Tourism .

LO2: Sketch the various international organization of tourism.

LO3: Understand the sources of tourism in India.

LO4: Describe the travel management of Indian tourism

LO5: Examine the PAN of India related to tourism.

UNIT–I Hours:12

Growth and Development of Modern Tourism - Role of Travel Agency in Tourism - Role of State Govt. in promoting Tourism-Passport and Visa-Package tour.

UNIT–II Hours:12

International Organisation and Tourism- International union of Official Travel Organisation(IUOTO)-World Tourism Organisation (WTO)-Pacific Area Travel Association (PATA)- International Air Travel Transport Association(IATTA) – International Civil Aviation Organisation (ICAO).

UNIT–III Hours:12

Travel Management- Tourism Principles- Practices and Ethics- Hotel Operation- Fares and Ticketing-Travel Agency-Tour Operation Management.

UNIT–IV Hours:12

Tourism and National Economy- Mass Production- Economic Benefits- Development of Infrastructure and Regional Development.

UNIT–V Hours:12

Presence Across Nation of India with special reference to Important Tourist attraction in India – Significance – Advantages – Impact.

Course Outcomes (COs):

On successful completion of the course, the students will be able to

- CO1:** Obtain knowledge about the Growth and development of Modern Tourism.
- CO2:** Know about the various International Tourist Organizations.
- CO3:** Learn the principles and ethics of Tourism.
- CO4:** Realize the concept of Tourism and economy.
- CO5:** Understand the important tourist destinations in India.

Text Books and References:

1. Bhatia A.K.(2020). *Tourism development principles and practices*; Sterlingpublishers (PLtd., New Delhi.
2. Anand, M.M. (1976). *Tourism and hotel industry in India*; Sterling Publishers (P)Ltd., New Delhi.
3. Acharya Ram. (1980), *Tourism and Cultural Heritage of India*; ROSA Publications,Jaipur.
4. Sinha R.K.(1998). *Travel and Tourism Management*; Dominant Publishers; NewDelhi.
5. Prem Seth. (1997). *Successful Tourism Management - Fundamental of Tourism*;Sterling Publishers (P) Ltd, New Delhi.
6. Nirmal Kumar(1996). *Tourism and Economic Development*; APLL PublishingCorporation; New Delhi.

Supplementary ReadingsJournals

1. Journal of Hospitality & Tourism Research
2. Annals of Tourism Research

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https://www.researchgate.net/publication/327559276_The_origins_of_Modern_Tourism
2. International Tourist Organizations
https://archive.org/details/internationaltou0000unse_e6e0
3. principles and ethics of Tourism
<https://archive.org/details/TourismPrinciplesPracticesAndPhilosophies>

4. concept of Tourism and economy
<https://journals.sagepub.com/doi/full/10.1177/1354816618793762>

Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
C01		3		2	2
C02	3	2		2	
C03	2		2		
C04	3		2		
C05		2	2	2	2

SEMESTER:IV PART:III	COURSE CODE:22UHISA45 - 2 INDIAN ECONOMY –II	CREDIT: 3 HOURS: 4/W
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Learning Objectives (LOs):**The main objectives of the course are to**

- 1) **LO1:** Understand the importance of industrial finance.
- 2) **LO2:** Learn about the rationale of New Economic Policy.
- 3) **LO3:** Study on New population policy.
- 4) **LO4:** Know about labour legislation.
- 5) **LO5:** Acquire knowledge on Foreign Trade.

UNIT-I Hours: 12

Industrial Finance - need and sources of credit; Development Financial Institutions (IFCI, SFC, ICICI, IDBI, SIDBI, IIBI, EXIM Bank, etc.) Foreign Capital - Various forms (Foreign Public vs Private and Loans vs. Investments, etc.,) FDI and FII.

UNIT-II Hours: 12

Privatisation and Economic Reforms; Public Vs. Private Sector - debate, New Economic Policy (Liberalisation, Privatisation and Globalisation); Economic Reforms Phase-I (1985- 1990); Phase II 1991 & after; (reforms pertain to the following policies: Fiscal, Monetary, Pricing, Industrial, Trade, Public Sector, External and Foreign Investment) Common Minimum Programme (CMP)

UNIT-III Hours: 12

Human Resource and Economic Development; Unique demographic features in India (growth rate, density, Gender-wise and age-wise distribution, etc.,) New population Policy (Integration of Economic and Population Planning). Unemployment and Poverty : - Remedial measures and Govt. schemes like IRDP, Micro Finance, etc., Business Process Outsourcing (BPO) - the Problems and Benefits to India.

UNIT-IV Hours: 12

Labour Economics: Trade Unions - Industrial Relations - (Industrial Disputes) - Mechanisation and labour problems - Labour Legislations - Social Security Schemes - recent policy changes - contributory pension schemes, etc.,

UNIT-V Hours: 12

Foreign Trade and Balance of Payments - Position, Problems and measures to improve; India in the Global Market. Functions of IMF, IBRD and WTO.

Course Outcomes (COs):

On successful completion of the course, the students will be able to CO1: Understand the development of financial institution.

CO2: Learn about common minimum programme.

CO3: Acquire knowledge on Business process outsourcing.

CO4: Know about various trade unions.

CO5: Grasp idea about India's condition in the global market.

Text Books and References:

1. Agrawal, A.N., *Indian Economy*, New Delhi, Vikas Publishing House.
2. Alak Ghosh, *Indian Economy, Kolkatta*, The World Press.
3. Bimal Jalan, *Indian Economic Crisis*, Chennai, Oxford University Press.
4. Dewett, Verma & Sharma, *Indian Economics*, S.Chand & Co.,
5. Dhingra, I.C., *Indian Economy*, Sultan Chand & Co.,
6. Jhingan, M.L., *Economics of Development & Planning*, New Delhi, KonarkPublishers.
7. Kanka, S.S., *Human Resource Management*, S.Chand & Co.,
8. Mongia, J.N. (Editor) , *India's Economic Policies*, Allied Publishers
9. Pramit Chaudhury, *The Indian Economy, Poverty and Development*, New Delhi,Vikas Publishing House.
10. Pramod Verma, *Labour Economics and Industrial Relations*, Tata McGraw Hill
11. **RBI Bulletin.**
12. Rudar Datt & Sundaram, *Indian Economy*, S.Chand & Co.
13. Sankaran,.S. Dr ., *Indian Economy*, Chennai, Margham Publications.
14. Shiva Ramu, *Globalisation, The Indian Scenario*, S.Chand & Co.,
15. Sivayya,K.V.& V.B.M.Das, *Indian Industrial Economy*, S.Chand & Co.,
16. Uppal , *Indian Economic Planning*, Macmillan India Pvt. Ltd.,
17. Velayutham, *Foreign Trade, Theory & Practice*, S.Chand & Co.,

Supplementary Readings:Weblink of Sources

1. <https://en.m.wikipedia.org>
2. <https://www.toppr.com>
3. <https://byjus.com>
4. <https://cdn1.byjus.com>

Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
C01	2	3			
C02				3	2
C03	3		3		2
C04		2		2	2
C05	2		2	2	

SEMESTER:IV PART:III	COURSE CODE:22UHISA45 - 3 JOURNALISM – II	CREDIT: 3 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- LO1:** Understand the mass media in the soudy.
- LO2:** Learn about the kinds of News.
- LO3:** Know about the use of editing works.
- LO4:** Get an idea about role of computer in press.
- LO5:** Acquire knowledge about Indian press code.

UNIT-I Hours: 12

Introduction to Journalism - Impact of mass media Fourth Estate - Development of Journalism through the ages - From J.A.Hickey to 1947 and post Independent period.

UNIT-II Hours: 12

Reporting - Kinds of News - News values - Reporters - News Agencies - beat - reporting of public meeting - crime and sports.

UNIT-III Hours: 12

Editing - use of Editing marks - qualifications and functions of an Editor and sub-Editors - Inverted pyramid form of writing - page make up - Headline - Lead - feature Editorial - Letters to the Editor.

UNIT-IV Hours: 12

Rotary - Letter press - offset printing - Role of computers and communication Techniques - structure and functioning of Newspaper office - Advertisement.

UNIT-V Hours: 12

Indian press Laws - Defamation - contempt of court - official Secret Act - Indian constitution and freedom of press - press council - Prachar Bharathi - investigative Journalism.

Course Outcomes (COs):

On successful completion of the course, the students will be able to CO1:
Learn about growth of Journalism through the ages

CO2: Understand the techniques of reporting.

CO3: Know about functioning New paper office.

CO4: Get an idea about Advertisement.

CO5: Acquire knowledge about press council.

Text Books and References:

1. Ahuja, A.N., (1984) *Theory and practice of Journalism*, Delhi, Surjeet publication.
2. Kamath, M.V., *Professional Journalism*.
3. Natarajan, S., *A History of the press in India*.
4. Rangasamy Barthasarathy, *Journalism in India*.
5. Nadig Krishnamoorthy, *Indian Journalism*.
6. Carole Flemming and Emma Hemmi'ngway, *Introduction to Journalism*
7. Gurusamy, M.P., (2009) *Journalism (Tamil)*, Dindigul, Guru - Thenmozhi, Publication.
8. Samy, A.M., (1987) *Origin and growth of Tamil press (Tamil)*, Chennai, NamaniPathippagam.

Supplementary Readings: Weblinks of Sources

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Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
CO1		3	2		2
CO2		2	2		
CO3	3	2			
CO4	3			2	2
CO5	3			2	2

SEMESTER:IV PART:III	COURSE CODE:22UHISE46 - 1 TEMPLE ART AND ARCHITECTURE OF TAMILNADU	CREDIT: 4 HOURS: 4/W
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Learning Objectives:

The main objectives of the course are to:

- LO1:** Learn the genesis of Temple Art and Architecture.
- LO2:** Develop the idea on the types of architectural styles..
- LO3:** Understand the concept of sculpture on Temples in Tamilnadu.
- LO4:** Know about early phases of cave architecture.
- LO5:** Acquire knowledge on Hindu Iconography

UNIT-I: Hours:12

Origin and development of Temple Architecture – Types of Architecture – Secular and Sacred.

UNIT-II: Hours:12

Growth of Temple Architecture under the Pallavas – Types and features – Mamallapuram – Kachipuram Temples.

UNIT-III: Hours: 12

Architecture under the Cholas – Features – Rajarajeshvaram – Gangaikondacholapuram – Darasuram.

UNIT-IV: Hours:12

Pandya Architecture – Early and Later Phases – Cave and structural temples – Development of Temple Architecture under Vijayanagara and Nayaks.

UNIT-V: Hours:12

Architectural wonders of Madurai – Jain cave beds – Meenakshi Amman temple – Thousand Pillared Mandapa – Pudumandapa – Tirupparankuntram cave temple – Thirumalai Nayak Mahal.

Course Outcomes (COs):

On successful completion of the course, student will be able to

- 1) Understand the evolution of Temple architecture in Tamil Nadu.
- 2) Learn about the architectural grandeur of Kanchipuram and Mamallapuram Temples.
- 3) Acquire knowledge about the different styles of sculpture engraved in Gangaikondacholapuram Temple.

- 4) Know about the features of Vijayanagara art and architecture.
- 5) Grasp an idea on the architectural specimens in and around Madurai Temples.

Text Books and References:

- 1) Srinivasan, P.R., (1982), *The Indian Temple Art and Architecture*, Mysore, Prasaranga.
- 2) Srinivasan, K.R., (1985), *Temples of South of India*, New Delhi, National Book Trust.
- 3) Edith Tomory, (1989), *A History of Fine Arts in India*, Madras, Longman.
- 4) J. Harle, (1990), *The Art and Architecture of the Indian Subc*, London, Books.
- 5) H. Krishna Sastri, (1995), *South Indian Images of Gods and Goddess*, New Delhi, Educational Services.
- 6) T.V. Mahalingam, *South Indian Temple Complex*, Dharwar, Kannada Res-----
- 7) Institute.
- 8) Percy Brown, (1959), *Indian Architecture (Buddhist and Hindu Periods)*, D.B. Taraporevala, Bombay.
- 9) L. Susan, Huntington, *The Art of Ancient India*, Weather Hill Publishers, New York,
- 10) 1993.

Supplementary Readings Weblinks of Sources

1. <https://en.m.wikipedia.org>
2. <https://www.toppr.com>
3. <https://byjus.com>
4. <https://cdn1.byjus.com>

Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
CO1		3	2	2	
CO2	3	2			2
CO3			2	2	2
CO4		2			2
CO5	3		2	2	

SEMESTER:IV PART:III	COURSE CODE:22UHISE46 - 2 INDIAN NATIONAL MOVEMENT FROM 1885 C.E. TO 1947 C.E.	CREDIT: 4 HOURS: 4/W
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Learning Objectives (LOs):**The main objectives of the course are to**

- 1) **LO1:** Understand the national awakening and the rise of nationalism in India.
- 2) **LO2:** Learn the early Satyagraha Movements of Gandhi.
- 3) **LO3:** Know the revolutionary movements in India and abroad.
- 4) **LO4:** Understand the Constitutional Developments in India from 1858 to 1935
- 5) **LO5:** Acquire knowledge about India's struggle for freedom from the British and comprehend the history of Indian National Movement.

UNIT-I Hours: 12

Socio-Religious reforms and the national awakening - pre-Congress associations - Emergence of Indian National Congress - Moderate phase (1885-1905) - Partition of Bengal- The Rise of Radical Nationalists: Lala Lajpat Rai, Bal Gangadhar Tilak and Bipin Chandra Pal -rise and growth of economic nationalism - Swadeshi Movement - 1907 split in Congress.

UNIT-II Hours: 12

The British policy of Divide and Rule - Hindu-Muslim relations Emergence of communal politics Jana Sangam Muslim League - Annie Besant and Home Rule Movement - Congress- League-Pact of 1916 Emergence of Gandhi the character of Gandhian nationalism - Gandhi's early Satyagraha Movements - Rowlatt Act and Jallianwala Bagh Massacre - Khilafat Movement - Non-Cooperation Movement - Swaraj Party.

UNIT-III Hours: 12

Revolutionaries in India and abroad Simon Commission The Nehru Report - Civil Disobedience Movement - the Round Table Conferences - Gandhi-Irwin Pact - Nationalism and the Peasant Movements - Working class movements - Women in freedom movement - Emergence of Communists - the Left within the Congress-Congress Socialist Party.

UNIT-IV Hours: 12

Constitutional Developments in Colonial India from 1858 to 1935- the election of 1937 and the formation of ministries The August Offer - Cripps Mission - Quit India Movement - Wavell Plan and the Shimla Conference Cabinet Mission - Subhas Chandra Bose and the Indian National Army - Revolt of the Royal Indian Navy.

UNIT-V Hours: 12

Constituent Assembly Interim Government of India Communalism and the politics of partition - Direct Action Day - Mountbatten Plan - Indian Independence Act 1947- Radcliffe Line - Transfer of power-Partition and violence - The integration of the princely states.

Course Outcomes (COs):

On successful completion of the course, the students will be able to

- 1) **CO1:** Understand the genesis of the Indian National Congress and the Moderate phase of Indian National Movement.
- 2) **CO2:** Realise the emergence of Gandhi and his early Satyagraha Movements.
- 3) **CO3:** Obtain knowledge about the role of revolutionaries in India's freedom movement and the results of Round Table Conferences.
- 4) **CO4:** Learn about the political and constitutional developments in India from 1858 to 1935.
- 5) **CO5:** Know the events that led to the partition of India and India's independence.

Text Books and References

- 1) Mehrotra, S.R. (1979), ***Towards India's Freedom and Partition***. New Delhi: Vikas Publication.
- 2) Rajendran, N (1994), ***Nationalist Movement in Tamil Nadu, 1905-1914***. New Delhi: OUP.
- 3) Bipan Chandra, K.N. (1996), Panikkar, Miridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, ***India's Struggle for Independence 1857-1947***. Delhi: Penguin Publication.
- 4) Bipan Chandra. (1981.), ***Nationalism and Colonialism in Modern India***. Delhi: Orient Longman.
- 5) Brown, Judith, (1977), ***Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-34***. New Delhi: Cambridge University Press.
- 6) Desai, A.R. (1986), ***Social Background of Indian Nationalism***. Mumbai, Popular Prakashan,
- 7) McLane, John R. (1977), ***Indian Nationalism and the Early Congress***. Princeton: PUP,
- 8) Nanda, B.R. (1968), ***Mahatma Gandhi***. Delhi: Allied Publishers.
- 9) Jawaharlal Nehru. (1936), ***An Autobiography. London: John Lane & The Bodley***
- 10) Anil Seal. (1971), ***The Emergence of Indian Nationalism***. New Delhi: Cambridge University Press.

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1. India Quarterly
2. The Journal of Asian Studies

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- 1) Namboodiripad, E.M.S., A History of Indian Freedom Struggle.
<https://archive.org/details/dli.bengal.10689.12608/page/n7/mode/2up>
- 2) Johari, J.C., Voices of Indian Freedom Movement Vol. V. 1958.
- 3) <https://archive.org/details/dli.bengal.10689.13031/page/n5/mode/2up>
- 4) Chopra, P.N., India's Struggle for Freedom Vol.4, 1985.
<https://archive.org/details/dli.bengal.10689.12597/page/n7/mode/2up>
- 5) Maulana Abul Kalam Azad, India Wins Freedom, 1959.
- 6) <https://archive.org/details/dli.bengal.10689.13041/page/n5/mode/2up>
- 7) Manmathnath Gupta, History of the Indian Revolutionary Movement, 1972.
<https://archive.org/details/dli.bengal.10689.12660/page/n5/mode/2up>
- 8) Sampath, R. N., Builder of Modern India V.O. Chidambaram Pillai, 1926.
- 9) <https://archive.org/details/vochidambarampil00samp/page/n5/mode/2up>
- 10) Vidya Dhar Mahajan, The Nationalist Movement in India, 1979.
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- 11) Shashi Ahluwalia, Muslims And India's Freedom Movement.
- 12) <https://archive.org/details/in.ernet.dli.2015.461028/page/n3/mode/2up>

Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
C01		3		2	2
C02		2		2	3
C03					
C04	3		2		2
C05	3	2	2		3

SEMESTER:IV PART:III	COURSE CODE: 22UHISE46-3 NUMISMATICS	CREDIT: 4 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Learn the physical properties, coinage process and historical background.
- 2) **LO2:** Know the different types of coins.
- 3) **LO3:** Understand the values of coins during the sangam period. **LO4:** Comparative study in Indian coins and other countries coins. **LO5:** Assess the usages of coins.

UNIT-I Hours: 12

Introduction - Evolution - materials used - language - size and shape - Art - Economic - Historical values of Numismatics.

UNIT-II Hours: 12

Types of coins - Punch marked - Indian - Foreign - Roman Coins - Eastern Coins - Sathavahana Coins - Currency - Value.

UNIT-III Hours: 12

Coins of vedic period - Sangam and Post Sangam - Chera - Later Chera - Chola - Pallava - Imperial Chola Coinage - Pandiyan Coinage - Coins of Sultanate and Mughals.

UNIT-IV Hours: 12

Vijayanagar Coins - Coins of Nayaks - Maratha Coins - Coins of Arcot Nawabs - Indo French Coins - Indo Dutch Coins - Indo Danish Coins - The Coins of East India Company.

UNIT-V Hours: 12

Coins of Indo British - Coins of free India - Some special types of coins - Historical values.

Course Outcomes (COs):

On successful completion of the course, student will be able to.

- 1) **CO1:** Identify the material used to minting coins.
- 2) **CO2:** Point out the different types of coins.
- 3) **CO3:** Collect the coins of different rulers in India.
- 4) **CO4:** Compare and contrast coin values in different countries.
- 5) **CO5:** Relate the values of coin to personal consumption.

Text Books and References:

- 1) Chattopadhyaya, Brajadulal,(1977), ***Coins and Currency Systems in South India***,New Delhi.
- 2) Desikachari, T.(1913), ***Numismatics with special relation to South India***, QJMS.,
- 3) Desikachari, T., ***The Cholas and their Coinage***, TA, Vol. II,
- 4) Desikachari, T.(1960), ***South Indian Epigraphy and Numismatics***, Proceedings of the Madras Literary Society
- 5) Desikachari,T.(1933), ***South Indian Coins***, Trichinopoly,
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- 7) Hultzsch, E., (1892), ***South Indian Copper Coins***.
- 8) Kosambi, D.D.(1981), ***Indian Numismatics***, New Delhi,

Supplementary Readings:

- 1) Krishnamurthy, R., Sangam Period Pandya Coins with Tamil Brahmi Legends,JNSI.
- 2) Krishnamurthy, R., (1986), Kalabhra Coin with a Legend, JNSI.
- 3) Krishnamurthy, R.(1987), Sangam Period Chera Coins, JNSI.
- 4) Krishnamurthy, R.(1980), Some Unpublished Silver Punch Marked Coins of thePandyas, JNSI., Vol. 50.
- 5) 5.Krishnamurthy, R.(1988), Coins of the Pallava King Mahendravarman I, JNSI.
- 6) Krishnamurthy, R., (1993), Selucid Coins from Karur, SSIC, Vol., 3.
- 7) Krishnamurthy, R.,(1994), Late Roman Copper Coins from South India, Karur andMadurai, Chennai.
- 8) Krishnamurthy, R.(1994), Coins from Phonecia found at Karur, SSIC., Vol., 4.
- 9) Krishnamurthy, R(2000), Non Roman Ancient Foreign Coins from Karur in India,Chennai,
- 10) Krishnamurthy, R.(2001), Some Unknown Ancient Greek Coins from Karur, SSIC,Vol. 11,
- 11) Rangachariar, T.M., and Desikachari, T., (1888), Indo - Danish Coins, MJLS.,
- 12) Sircar, D.C., (1965), Silver Coins of Vasistiputra Satakarni, Epigraphia Indica,
- 13) Vanaja, R.,(1955), The Madras Museum Collection of Punch - Marked coins, A Study, M. Litt Thesis (unpublished), University of Madras, Chennai.
- 14) Wheeler, R.E.M., Roman Coins, first century B.C. to fourth century A.D., found inIndia and Ceylon, Ancient India, No.2. .

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1. <https://www.clearias.com/coinage-of-india/>
2. <https://www.thecollector.com/ancient-roman-coins-how-were-they-made/>
3. https://en.numista.com/catalogue/inde_britannique-1.html

Outcome Mapping:

	PO1	PO2	PO3	PO4	PO5
CO1			3	2	
CO2	3	2			3
CO3	2	2	2	2	3
CO4		3	3	2	
CO5					

SEMESTER:IV PART:IV	22UHISN47: CONSTITUTIONAL HISTORY OF INDIA FROM 1773 C.E TO 1950 C.E.	CREDIT:2 HOURS: 2/W
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Learning Objectives (LOs):**The main objectives of the course are to**

- 1) **LO1:** Learn about the factors contributed for the passing of regulating Act.
- 2) **LO2:** Understand the event connects with charter Act of 1853.
- 3) **LO3:** Acquire knowledge about importance of Queens proclamation. **LO4:** Realize the introduction of Diarchy in Chemsfor Reform Act. **LO5:** Know about the significance of the Act of 1947.

UNIT-I: Hours: 6

Historical Background - Regulating Act of 1773 - Pitt's India Act of 1784.

UNIT-II: Hours: 6

Charter Act of 1793 - Charter Act of 1813 - Charter Act of 1833 – Charter Act of 1853.

UNIT -III: Hours: 6

Queen's Victoria Proclamation - Government of India Act of 1858 – Indian Council's Act of 1861 - Indian Council's Act of 1892 – Minto -Morley Reforms of 1909..

UNIT-IV: Hours: 6

Montagu's Chelmsford Reforms 1919 - Dyarchy of System – Simon Commission- RoundTable Conferences.

UNIT-V: Hours: 6

Government of India Act of 1935 Independence Act of 1947-Indian Constitution of 1950.Provincial Autonomy - Indian.

Course Outcomes (COs):

On successful completion of the course, the students will be able to CO1: Understand the relevance of Pitt's India Act of 1784.

CO2: Know about the Charter Act in India.**CO3:** Acquire knowledge on the passing of Indian Council Act.**CO4:** Realize the importance of Round Table Conference.**CO5:** Get an idea on provincial Autonomy in India.

Text Books and References:

1. Pylee. M.V, (2005), **India's Constitution**, New Delhi: S. Chand & Co.
2. Pylee. M.V, (2003), **Constitutional History of India**, New Delhi: S. Chand & Co .
3. Agarwal, R.C., (2000), **Constitutional Development and National Movement in India**, New Delhi, S. Chand & Co.
4. A.C. Kapur & K.K. Mishra., (2005), **elect Constitution**, New Delhi, S. Chand & Co.
5. Agarwal, R.C., (2003), **Indian Political System**, New Delhi, S. Chand & Co.

Supplementary Readings Weblinks of Sources

1. <https://en.m.wikipedia.org>
2. <https://www.toppr.com>
3. <https://byjus.com>
4. <https://cdn1.byjus.com>

Outcome Mapping:

	PO1	PO2	PO3	PO4	PO5
CO1	3		3		2
CO2		2		3	
CO3	2		3	3	
CO4		3	2		
CO5				3	3

SEMESTER:V PART:III	COURSE CODE: 22UHISC51 HISTORY OF INDIA SINCE 1947 C.E.	CREDIT:4 HOURS:6/ W
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Learning Objectives (LOs):**THE MAIN OBJECTIVES OF THE COURSE ARE TO**

- LO1:** Equip the students with the knowledge of various Historical foundation of Indian foreign policy.
- LO2:** Trace the courses and consequences of Indo-Pakistan war.
- LO3:** Understand the knowledge of Janata government.
- LO4:** Study the various policies of National front government.
- LO5:** Learn the foreign policy of contemporary History of India.

UNIT-I: Hours:18

Nehru Era – Making of the Constitution – Integration and States reorganization – Five Year Plans - Foundation of India's Foreign Policy – Kashmir issue – Chinese aggression of 1962.

UNIT-II: Hours:18

Lal Bahadur Shastri - Domestic policy - Indo-Pakistan war of 1965 and Tashkent Accord – Indira Gandhi: 1966-1975-Internal reforms – Congress split – Indo – Soviet Treaty - Indo Pakistan war of 1971 and the Simla Agreement.

UNIT -III: Hours:18

Jayaprakash Narayan and Total Revolution - Emergency - Janata Government - Internal reforms and Foreign policy - Re-emergence of Indira Gandhi – Khalistan issue and Operation Blue Star.

UNIT-IV: Hours:18

Rajiv Gandhi- Programmes and Policies - SAARC – Rajiv - Jayewardene Accord - V.P. Singh and National Front Government - P.V. Narashima Rao – New Economic Policy – Ayodhya issue.

UNIT-V: Hours:18

UF, NDA and UPA I&II - Vajpayee - Man Mohan Singh - Coalition governments – Changing trends in Economy, Education, Science and Technology – Foreign policy – Social development.

COURSE OUTCOMES (COS):

On successful completion of the course, the students will be able to

- 1) **CO1:** Understand the challenges of Kashmir issue and Chinese aggression.
CO2: Distinguish between the Domestic policy congress split into soviet treaty.
- 2) **CO3:** Find out the similarities of internal reforms and foreign policy.
- 3) **CO4:** Identify the unique features of SAARC and new economic policy.
- 4) **CO5:** Appraise the development of condition governments and changing trends ineconomic, education, science and technology.

Text Books and References:

- 1) Bipan Chandra, (2000), *India After Independence 1947- 2000*, New Delhi.
- 2) G. Austin, Indian Constitution: The Cornerstone of A Nation .
- 3) M.V. Pylee, (2000), *Indian Constitution*.
- 4) Anand, V.K., (2010), *India Since Independence: Making Sense of Indian Politics*, New Delhi.
- 5) Rajani Kothari, (2003), *Politics in India*, New Delhi.
- 6) Guha, R., (2008), *India After Gandhi*, New Delhi.

Supplementary ReadingsWeblinks of Sources

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OUTCOME MAPPING:

	PO1	PO2	PO3	PO4	PO5
CO1	3		3	2	
CO2		2		3	
CO3		3	3	3	
CO4		3	2		3
CO5		3	2		3

SEMESTER:V PART:III	COURSE CODE: 22UHISC52 HISTORY OF EUROPE FROM 1453 C.E. TO 1789 C.E.	CREDIT:4 HOURS: 6/W
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Learning Objectives (LOs):

The main objectives of the course are to

- LO1:** Get an idea about the fall of Constantinople.
- LO2:** Realize the impact of Renaissance.
- LO3:** Explain the various stages of Reformation.
- LO4:** Discuss about achievements of Frederick the Great.
- LO5:** Describe the impact of American War of Independence.

UNIT-I Hours:18

Beginning of Modern Age - Geographical Discoveries - results –Capture of Constantinople by Turks 1453 -Transition from Medieval to Modern Age.

UNIT-II Hours:18

Renaissance in Italy - Literacy Renaissance, Francesco, Petrarch, Giovanni Boccaccio - Artists of Renaissance: Leonardo - da - Vinci, Raphael, Michael Angelo - Venetian School of Painting -Impact of Renaissance.

UNIT-III Hours:18

The Development - Stages of Reformation: Martin Luther - Henry VIII of England - Charles V - Phillip II of Spain - Counter Reformation - Thirty Years war.

UNIT-IV Hours:18

Louis XIV - Achievements - Foreign Policy - The Dutch War: Spanish War of Succession - The Treaty of Utrecht, 1713- Frederick The Great.

UNIT-V Hours:18

Austrian War of Succession - Maria Theresa's domestic and foreign policy - Joseph II- reforms - Peter the Great - Reforms and foreign policy - Catherine II - reforms and foreign policy - Unrest in Europe - Impact of the American war of Independence - Louis XVI of France.

COURSE OUTCOMES (COS):

On successful completion of the

course, the students will be able to

CO1: Understand the impact of

Geographical discoveries.

CO2: earn the significance of papacy.

CO3: Get an insight on Counter Reformation.

CO4: Know about repercussion of the treaty of utrecht.

CO5: Acquire knowledge on unrest on Europe.

TEXT BOOKS AND REFERENCES:

1. C.D.M. Ketelby, (1964) *A History of modern times from 1789*, London, George G.Harrap & Co. Ltd.
2. B.V. Rao, (2000) *History of Europe*, New Delhi, Sterling Publishes Pvt. Ltd..
3. H.A.L. Fisher, (1987) *From the beginning of 18th Century to 1935 A.D.*, Vol. – 11, Delhi, Surjeet Publications.
4. T.S. Ramalingam, *History of Europe*.

Supplementary Readings:Weblink of Sources

1. <https://en.m.wikipedia.org>
2. <https://www.toppr.com>
3. <https://byjus.com>
4. <https://cdn1.byjus.com>

OUTCOME MAPPING:

	PO1	PO2	PO3	PO4	PO5
CO1	3	3		2	3
CO2		2		3	
CO3		3	3		
CO4	3		2		2
CO5	3		2	3	3

SEMESTER:V PART:III	COURSE CODE: 22UHISC53 HISTORY OF USA FROM 1861 C.E. TO 1932 C.E.	CREDIT:4 HOURS: 6/W
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Learning Objectives (LOs):

The main objectives of the course are to

- LO1:** Reveal significance of Civil War in U.S.A.
- LO2:** Understand the factors of Labour movement.
- LO3:** Know about the concept of Westward Expansion.
- LO4:** Learn about the significance of Progressive Era.
- LO5:** Get an idea about Fourteen points of Woodrow Wilson.

UNIT-I Hours: 18

Abraham Lincoln - Civil War - Causes, Course and Results - Reconstruction and its end.

UNIT-II Hours: 18

Rise of Big Business - Rail Roads - Growth of Industry - Labour Movement - Granger -Populist Movement.

UNIT-III Hours: 18

Growth of Imperialism - the Spanish - American War, 1898 - Open Door Policy - The Westward Expansion (1861-1900) - End of Frontier.

UNIT-IV Hours: 18

Theodore Roosevelt - Progressive Reforms - Foreign Policy - W.H. Taft - Dollar Diplomacy- Woodrow Wilson - New Freedom.

UNIT-V Hours: 18

USA and First World War - 14 points - Treaty of Versailles - Warren Harding - Coolidge Prosperity - Hoover - Great Depression.

Course Outcomes (COs):

On successful completion of the course, the students will be able to

- 1) **CO1:** Learn the nature and scope of Reconstruction.
- 2) **CO2:** Understand the rise of Big Business.
- 3) **CO3:** Get an idea on open door policy of U.S.A.
- 4) **CO4:** Know about the Concept of Dollar diplomacy.
- 5) **CO5:** Acquire knowledge on the impact of Great Depression.

Text Books and References:

- 1) Hill. C.P., (1974) ***History of the United States***, London, Edward Arnold.
- 2) Hofstadter, (1959) ***The American Republic, Vol 1, Upto 1865***, New Jersey, Prentice -Hall Miller & Arooran. K Engle Wood Cliffs.
- 3) Nambi Arooran. K., (1975) ***History of United States of America (Tamil)***, Chennai, Tamil Nadu Text Book Society, Government of Tamil Nadu.
- 4) Parkes, H.B., (1986) ***The United States of America - A History***, Delhi, Khosla Publishing House.
- 5) Rajayyan. K., (1978) ***A History of the United States***, Madurai, Madurai Publishing House.

Supplementary Readings: Weblinks of Sources

1. <https://en.m.wikipedia.org>
2. <https://www.toppr.com>
3. <https://byjus.com>
4. <https://cdn1.byjus.com>

OUTCOME MAPPING:

	PO1	PO2	PO3	PO4	PO5
C01	3	3		2	3
C02		2			
C03			3		3
C04	3		2	3	3
C05	3	3	2	3	

SEMESTER: V PART: III	COURSE CODE: 22UHISC54 HISTORY OF CHINA FROM C.E. 1900 TO C.E.1990	CREDIT: 4 HOURS: 6/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Acquires knowledge about the Manchurians.
- 2) **LO2:** Analyze the role of Dr.Sun Yat Sen to Chinese History.
- 3) **LO3:** Learn the causes and effect of second Sino-Japanese war.
- 4) **LO4:** Get an idea about Cultural Revolution in China.
- 5) **LO5:** Evaluate the impact of China's political system during this era.

UNIT-I: Hours: 18

Manchu Rule in China: Boxer Rebellion - Manchu Reforms –Political,Social and Economic condition- Revolution of 1911 - Decline of Manchus.

UNIT-II: Hours: 18

Wars and Movements in China: Dr. Sun Yat Sen - Yuan Shi Kai - China and the first World War –Twenty one demands – The Paris Peace Conference - May 4th movement - Washington conference.

UNIT-III: Hours: 18

Progress of China: Rise of kuomin - tang party – Cultural Progress of China - Chiang Kai Sheik - Birth of communism in China - civil war in China - Manchurian Crisis - second Sino- Japanese war.

UNIT-IV Hours: 18

Republic of China: Mao's era - Establishment of peoples Republic of China –Political, Social and cultural Revolution - China Since the cultural Revolution - Estimate of Mao.

UNIT-V: Hours: 18

Foreign Policy of China: The State – The Party – The People - Post Mao era in China - China in the World affairs.

Course Outcomes (COs):

On successful completion of the course, student will be able to

- 1) **CO1:** Knowledge about the changes and continuity in the development of modern China.
- 2) **CO2:** Display a critical understanding of the role and legacy of Dr.Sun Yat Sen.
- 3) **CO3:** Identify the major concept and issues in Chinese history.
- 4) **CO4:** Develop in depth knowledge of Cultural Revolution in China.
- 5) **CO5:** Evaluate the great power of China in the world affairs.

Text Books and references:

1. Ahamed L.L. (1981), ***A comprehensive History of the Far East***. New Delhi, S. Chand and Co., Ltd.
2. David.M.D. (1993), ***The making of Modern China***. Bombay, Himalaya Publishing House
3. Paul.H. Clyde & Burton.F. Beers.,(1988),***The Far East - A History of Western impacts and Eastern Responses 1830 - 1975***. New Delhi, Prentice Hall of India (P) Ltd.
4. Ross Terrill., (1978), ***The future of China after Mao***, Delhi, Clarion Books.
5. Sugamink, (1986), ***Modern China - A Topical History***, Beijing, New World Press.
6. Vinacke.H.,(1989), ***History of the Far East in Modern Times***. New Delhi, KalyaniPublishers.
7. Clyde P.H. and Beers B.F.(1968), ***The Far East***, New Delhi: Oxford UniversityPress.
8. Vinacke, H.M(1950),. ***A History of the Far East in Modern Times***, New York:Appleton-Century-Crofts.
9. Deng Yinke(2007), ***History of China***, Beijing, China International Press.
10. Harold Hinton, (1970), ***China's Turbulent Quest***, New York: University Press.
11. David M.D(2001), ***The Making of Modern China***

Supplementary Readings:

1. Hall J.W. (1981), ***Japan From Pre History to Modern Times***, Tokyo: TuttlePublications.
2. John Fairbeer et al. (1973), ***East Asia***, London: Orient Longman Publication.
3. John W.Dower (Ed.,) (1982), ***Origins of the Modern Japanese State***, New Delhi:Oxford University Press.
4. Paul Time Barger.(1986), ***Far Eastern Government and Politics***, New Delhi:Oxford University Press.

Weblink of sources

1. <https://www.history.com/topics/china/boxer-rebellion>
2. https://encyclopedia.1914-1918-online.net/article/Washington_conference_1921-1922
3. <https://foreignpolicy.com/tag/china/>

Outcome Mapping

	PO1	PO2	PO3	PO4	PO5
CO1	3	2		3	
CO2		3			2
CO3			3	3	
CO4			3		3
CO5			3	3	

SEMESTER: V PART: III	COURSE CODE: 22UHISE55-1 HISTORY OF THE ARABS 750 C.E. TO 1258 C.E.	CREDIT: 4 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Impart an idea regarding the greatest glory of the Abbasids.
- 2) **LO2:** Trace the political stability during the Abbasid era and the Abbasids rise to power.
- 3) **LO3:** Provide an in depth knowledge to students about the legacy in their intellectual life.
- 4) **LO4:** Provide knowledge to the students regarding the causes and effects of Crusades.
- 5) **LO5:** Get an inspiration about number of Muslim dynasties which made important contribution to civilization.

UNIT-I Hours: 12

The Establishment of Abbasids rule - Rise of the Abbasids - Abdul Abbs As - saffah, Al- Mansur - Harun - Al - Rashid - Al-Mamoon.

UNIT-II: Hours: 12

Administration of Abbasids - Social, Economic, Religious and Cultural condition of the people under Abbasids - Development of Language literature, Philosophy - Science, Fine arts and architecture - Administration - Downfall.

UNIT-III: Hours: 12

Fathimids - Fathimids of Egypt - Ubaidullah - Al - Mahadhi - Al-Mansur - Al-Muiz - Al- Azeez - Fall of Fathimids - Socio - Intellectual life, Arts and Learning under Fathimids.

UNIT-IV Hours: 12

Decline and fall of Abbasids - Economic decay - Civil Wars - The Crusades - Causes - Results and their impact - Zanj and Qarmation revolts.

UNIT-V: Hours: 12

Moors - Moorish Spain - Abdur Rahman III - his contribution - influence of Moorish civilization on Europe.

Course Outcomes (COs):

On the successful completion of the course, student will be able to

- 1) CO1: Memorize the establishment of Abbasid rule in Arab.
- 2) **CO2:** Generalize the important social economic religious and cultural contributions of the people under Abbasids.
- 3) **CO3:** Focus the results of the Crusades.
- 4) **CO4:** Evaluate the contributions of Abdul Rahman III.
- 5) **CO5:** Focus the intellectual life, art and learning under Fathimids

Text Books and References:

1. Hitti.P.K.,(1970), ***History of Arabs***, London, The Macmillan press Ltd.
2. Syed Amir Ali. A., (1981), ***A short history of Saracens***, New Delhi, KitabBhavan.
3. Hussaini.S.,A.(1976), ***Arab Administration***, Delhi, Iddabah - I – Adabiyat.
4. Syed Mahmudum.(1981), ***Islam, its concept and history***, New Delhi, KitabBhavan.
5. KhudaBaksh.S.(1983), ***The Orient under the calips***, Delhi, Idarah - I -Adabiyat.
6. MazharuddinSiddiqui, ***Development of Islamic State and Society***.
7. Bernared Lewis, ***Islam and the World***.
8. Philip K. Hitti, (1953), ***The Arabs: Short History***, London.
9. HabibHourani, ***History of the Arabs***
10. Irving, W., ***Conquest of Granada and Spain***
11. Lewis, B., (1960), ***The Arabs in History***, New York.
12. Shaban, M. A., (1971), ***Islamic History A.D. 600-750 A New Interpretation***, Cambridge.
13. . Din, A.A. (1971), ***The Umayyah Caliphate***, London, 1971.

SUPPLEMENTARY READINGS:

1. Amir Hussain Siddiqui, ***Islamic State; A Historical Survey***.
2. Fayyaz Mahmood, ***History of Islam***.
3. Mazaral-ul-Haq, ***History of Islam***.
4. Muir.S.W., (1961), ***The Caliphate, Its Rise, Decline and Fall***. Beirut.

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1. <https://www.ukessays.com/essays/history/the-establishment-of-abbasid-dynasty-history-essay.php>
2. https://en.m.wikipedia.org/wiki/List_of_caliphs
3. <https://www.nationalgeographic.com/history/article/who-were-moors>

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1		2		3	2
CO2			2		
CO3	3	3		2	
CO4	3				2
CO5	3		2	3	

SEMESTER: V PART: III	COURSE CODE: 22UHISE55-2 HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA UPTO 1900 C.E.	CREDIT: 4 HOURS: 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** An in depth knowledge of how science and technology, broadly conceived, have been part of historical development processes
- 2) **LO2:** Understanding of the place of science and technology in society.
- 3) **LO3:** Clear insights into how the science and technology has developed to cultivation of crops.
- 4) **LO4:** Educate the technology and non-agricultural production methods in India.
- 5) **LO5:** Create an interest to learn the modern science and technology.

UNIT-I Hours: 12

Pleistocene - Evolution of man - Paleolithic Stone Industries - Mesolithic Technology (Microliths) Rock Art - Invention of fire and wheel - The impetus for Metallurgy - Impact of Iron and Bronze.

UNIT-II Hours: 12

Harappan Town Planning pattern - Vedic Agricultural and Industrial systems - stone and Metal Sculptures - Painting and its composition - seals, pottery.

UNIT-III Hours: 12

Ancient method of cultivation - craft production and technology - science of Mathematics and Astronomy during Gupta Period - changes in Architecture during Mauryan, Gupta and Kushana period.

UNIT-IV Hours: 12

Technology and Non - agricultural production methods from 1200 CE to 1707 CE - changes in Architectural style and paintings (1200CE - 1707 CE) - Sawai Jai Singh and his observatories (Astronomy).

UNIT-V Hours: 12

Introduction of Modern Sciences by the Europeans - Asiatic Society of Bengal - Social needs and Technological applications - Limitations in pre - industrial manufacturing - Industrial Revolution in British India up to 1900.

Course Outcomes (COs):

On successful completion of the course, student will be able to

- 1) **CO1:** Remember the olden technology used by the Stone Age people
- 2) **CO2:** Discuss the town planning pattern of Harappans
- 3) **CO3:** Differentiate between the early and new methods of cultivation in India
- 4) **CO4:** Focus the new technology used to agricultural productions in modern India
- 5) **CO5:** Summarise the causes and the effects of industrial revolution

Text Books and references:

1. Chattopadhyaya.D.D., *Studies in the History of Science in India*, Anthology.
2. Kuppuram.G and Kumudamani.K., *History of Science and Technology in India*.
3. Chattopadhyaya.D.D., *History of Science and Technology in Ancient India*.
4. Department of science and Technology - Government of India - Website.
5. Council of Scientific and Industrial Research Website.
6. David Arnold, (2000), *The New Cambridge History of India: Science, Technology, and Medicine In Colonial India*.
7. Bose, D. M, Sen., S. N. and Subbarayappa, B.V (eds), (1971), *A Concise History of Science in India*, New Delhi,.
8. Butterfield, Herbert, (1957), *The Origins of Modern Science, 1300-1800*, London.
9. Jain N.K,(1982), *The History of Science and Scientific Method*, Delhi.
10. Kuhn S. Thomas,(1971), *The Structure of Scientific Revolutions*, Chicago.

Supplementary Readings:

1. AbdurRahman, (1999), *History of Indian Science, Technology and Culture A.D.1000 -1800*, New Delhi: Oxford University Press.
2. Venkatraman R., (1997), *History of Science and Technology*, Udumalpet: EnnesPublications.

3. AnuraddhaBai&Bagchi, (1986), ***Technology in Ancient and Medieval India***, Delhi:SundeeepPrakashnan.
4. WhiteHeadA.N., (1953), ***Science and the Modern World, Cambridge***: CambridgeUniversity Press.
5. George Sarton., (1951), ***Introduction to the History of Science***, 3 Vol, Cambridge:Cambridge University Press.

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1. <https://byjus.com/biology/evolution-by-stages/>
2. <https://www.greeksforgeeks.org/town-planning-and-drainage-system-of-harappan-civilization/>
3. <https://www.jstor.org/stable/3840398>

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3		2
CO2		2	3		3
CO3	2		2	3	
CO4	3	3		2	
CO5	3	2		3	3

SEMESTER: V PART: III	COURSE CODE: 22UHISE55-3 DRAVIDIAN MOVEMENT IN TAMIL NADU UPTO 1947 C.E.	CREDIT:4 HOURS : 4/W
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Learning Objectives (LOs):

The main objectives of the course are to

LO1: Know about significance of Dravidian and Aryan races

LO2: Understand the factors for and necessity of formation of south Indian liberal federation.

LO3: Analyze the activities of justice party Government to the welfare of the society.

LO4: Bring forth the causative factors for anti – Hindi agitation in Tamil Nadu.

LO5: Learn the contribution of Dravida Kazhagam for tamil society.

UNIT-I Hours: 12

Dravidians and Indo Aryan Dravidians - British - Caldwell's Contribution - Western Education and Indian Renaissance Early Dravidian Leaders - P.V. Subramanin Pillai - Chinna Thambi Pillai - Attempt of Ayothidasa pandithar - Rettai malai Srinivasan for consolidation Founding of Adi Davida Mahajana Sabha 1894.

UNIT-II Hours: 12

South Indian Liberal federation, 1916 P.T. Thiyagaraya chetti - Dr. C. Natesa Mudali - Dr.T.M. Nair - Founding of Dravidan - Justice and Andhra Prakasika- Justice Party Demand for Communal Award Sathbough Commission - Mestan Award-1919..

UNIT-III Hours: 12

Election of 1920- Justice Party Government Elections of 1923, 1926, 1929, and 1932- changing affiliations services of the Justice Government - Socio educational economic demand for separate electorate by depressed class leaders - M.C. Raja- Rev. D. John Rathinam N. Sivaraj. 1934 – EVR and 16 points accepted by Justice party

UNIT-IV Hours: 12

Elections of 1937 - Fall of the Justice party - Rajaji as Congress premier - Hindi imposition Ramasamy Naicker Self Respect and Rationalist Association - leader of Justice party 1938- Anti Hindi struggle - Demand for separate Dravida Nadu 1939.

UNIT-VHours: 12

Second World War and Justice party - demand for Dravidasthan 1944 - Justice party renamed as Dravida kazhagam - Emergence of young leaders in Dravida kazhagam- C.N. Annadurai. WPA Soundrapandian Indian Independence and D.K's stand in 1947.

Course Outcomes (COs):

On successful completion of the course, the students will be able to

- 1) CO1: Know the various races especially Dravidian and Aryan Races.
- 2) **CO2:** Understand that south Indian liberal Federation was started for the welfare of nonBrahmins.
- 3) **CO3:** Realize the activities rendered by the Justice party from 1919 to 1937.
- 4) **CO4:** Learn about linguistic back ground of Tamil Nadu.
- 5) **CO5:** Get an idea about various contribution of Dravida Kazhagam to the welfare of the society.

Text Books and References:

1. Nambi Aroran K ,(1976), *The Tamil Renaissance and Dravidian Nationalism*, London, University of London.
2. Sivagananam . M.P.,(2006), *Viduthalai poril Tamilagam (In Tamil) (Two Parts)*, Chennai, Varthaman pathippagam.
3. Stalin Gunasekaran. T., *Viduthalai Velvil Tamilagam (in Tamil) (Two Parts)*,Chennai, New Century book House (P) Ltd.
4. Pavithravathy, *Dravida jyakka Varalaru (in Tamil)*
5. Devananadan P.G., *The Dravida kashagam, A revolt against Movement*,
6. Grschick Eugene.F., *Tamil Vevivalidur in 1930's*
7. E.S.K. Viswanathan., *The Political career of E.V.R.*,
8. Sami Chidambaran., *Tamil Thalaivar (in Tamil)*
9. Muthu Kumar. (2010), *Dravida Iyakka varalaru Part I*, Chennai, kizhakupathippagam.

Supplementary Readings:Weblinks of Sources

1. <https://ta.m.wikipedia.org>
2. <https://tamil.oneindia.com>
3. <https://marinabooks.com>
4. <https://books.google.com>

OUTCOME MAPPINGS:

	PO1	PO2	PO3	PO4	PO5
C01			3	2	3
C02	3	3	2		
C02	3			2	3
C04	3	2			
C05			2		

SEMESTER: VI PART: III	COURSE CODE: 22UHISC61 HISTORY OF EUROPE FROM 1789 C.E. TO 1945 C.E.	CREDIT:4 HOURS :5/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Know about the significance of Continental System.
- 2) **LO2:** Get an idea about the features of Matter rich Era.
- 3) **LO3:** Understand the role of Garibaldi in unification of Italy.
- 4) **LO4:** Learn about the impact of Young Turk Movement.
- 5) **LO5:** Acquire knowledge on Fascist ideologies.

UNIT-I Hours: 18

French Revolution - Causes, Course and results - Rise of Napoleon Bonaparte - French Revolution consulate - Constitution of 1799 - Napoleon as emperor - Napoleonic wars - Continental System causes for the failure - Napoleon's domestic reforms.

UNIT-II Hours: 18

Vienna congress - Holy Alliance - Concert of Europe - Metternich - Louis XVII - Charles X - Revolution of 1830 and its results - Louis Philip - causes and course of 1848 Revolution and Effect - Louis Napoleon as president and as emperor - Napoleon III - His wars , Failure - III Republic of France.

UNIT-III Hours: 18

Unification of Italy: Role of Cavour, Garibaldi, Mazzini, and Victor Immanuel II - Unification of Germany - Bismarck.

UNIT - IV Hours: 18

Eastern Question - The Greek war of independence - The Crimean war - Young Turk Movement - Balkan wars - First world war - League of Nations - Mustafa Kamaal Pasha – Russian revolution of 1917.

UNIT - V Hours: 18

Nazism - Fascism - Mussolini - Europe between the two world wars - Second World War -UNO.

Course Outcomes (COs):

On successful completion of the course, the students will be able to

- 1) **CO1:** Know about the impact of French revolution.
- 2) **CO2:** Understand the relevance of Holy alliance.
- 3) **CO3:** Get an idea on the policy of Bismark.
- 4) **CO4:** Learn about the impact of Russian revolution.
- 5) **CO5:** Realize the activities of U.N.O.

Text Books and References:

1. BV. Rao, *History of Modern Europe (1789 - 1992)*, Sterling Publishers Private Ltd., New Delhi -16.
2. C.D.M. Ketelby, (1964), *A History of modern times from 1789*, London, George G.Harrap & Co. Ltd..
3. H.A.L. Fisher, (1987), *From the beginning of 18th Century to 1935 A.D.*, Vol. – 11, Delhi, Surjeet Publications.

Supplementary Readings: Weblink of Sources

1. <https://ta.m.wikipedia.org>
2. <https://tamil.oneindia.com>
3. <https://marinabooks.com>
4. <https://books.google.com>

OUTCOME MAPPINGS:

	PO1	PO2	PO3	PO4	PO5
CO1	3			2	3
CO2	3	3			
CO2		2	2		3
CO4			3	2	
CO5				3	3

SEMESTER: VI PART: III	COURSE CODE: 22UHISC62 HISTORY OF USA FROM 1932 C.E.TO 2000 C.E.	CREDIT:4 HOURS :5/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) LO1: Learn about the policy of New Deal.
- 2) **LO2:** Understand the foreign policy of U.S.A. under Harry.S. Truman.
- 3) **LO3:** Know about the impact of Civil Rights Movement.
- 4) **LO4:** Get an idea about policies of Jimmy Carter
- 5) **LO5:** Realize the importance of the regime of Ronald Reagan.

UNIT-I Hours: 18

Franklin D. Roosevelt - New Deal - Good Neighbour Policy - USA and Second World War.

UNIT-II Hours: 18

Domestic and Foreign Policy of Harry.S. Truman - Cold War- D. Eisenhower.

UNIT-III Hours: 18

John. F. Kennedy - Internal Policy - Foreign Policy - Civil Rights Movement - Martin LutherKing.

UNIT-IV Hours: 18

Lyndon.B. Johnson - Richard Nixon - Gerald Ford - Jimmy Carter.

UNIT-V Hours: 18

America under Ronald Reagan - George Bush (Sr) - End of Cold War - Bill Clinton.

Course Outcomes (COs):

On successful completion of the course, the students will be able to

- 1) CO1: Learn about the role of U.S.A. in Second World War.
- 2) **CO2:** Understand the nature of Cold War.
- 3) **CO3:** Get an idea about the reformative activities of Martin Luther King.
- 4) **CO4:** Know about the Foreign Policy of Richard Nixon.
- 5) **CO5:** Acquire knowledge on the policies of Bill Clinton.

Text Books and References:

1. Hill C.P., (1974), *History of the United States*, London, Edward Arnold.
2. Hofstadter, Miller & Aaron, (1959), *The American Republic Since 1865*, Vol.II, Prentice - hall, Engle Wood Cliffs, New Jersey, 1959.
3. Parkes, H.B., (1986), *The United States of America - A History*, Delhi, Khosla Publishing House.
4. Rajayyan. K., (1978), *A History of the United States*, Madurai, Madurai Publishing House.
5. **United States Information Agency**: an outline of American History, 1994.

Supplementary Readings: Weblink of Sources:

1. <https://ta.m.wikipedia.org>
2. <https://tamil.oneindia.com>
3. <https://marinabooks.com>
4. <https://books.google.com>

OUTCOME MAPPINGS:

	PO1	PO2	PO3	PO4	PO5
CO1	3	2		2	3
CO2	2	3	2	3	
CO2			2		3
CO4			3	2	
CO5	2				

SEMESTER: VI PART: III	COURSE CODE: 22UHISC63 HISTORY OF JAPAN FROM 1853 C.E. TO 1990 C.E.	CREDIT:5 HOURS :6/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Acquire Knowledge about the history of Shogunate.
- 2) **LO2:** Associate the main reasons for the Meiji restoration
- 3) **LO3:** Know the rise of imperialism in Japan
- 4) **LO4:** Analyse the causes for nationalism and militarism in Japan
- 5) **LO5:** Asses the political, social and economic changes in Japan

UNIT-I Hours: 18

The Rule of Shoguns - To Kugawa Shogunate - Opening of Japan to the West – Perry Mission and Harris Treaty –Tokugawa Shogun

UNIT-II Hours: 18

Meiji Era - Meiji Restoration and Modernisation (or) Transformation of Japan– Diet –Rise of Imperialism

UNIT-III Hours: 18

First Sino - Japanese War, - Anglo - Japanese Alliance, Russo - Japanese War- Annexation of Korea.

UNIT-IV Hours: 18

Militarism - Party Government - Washington Conferences, London Naval Conference. Rise of Militarism - Role of Japan in the Second World War.

UNIT-V Hours: 18

Foreign Policy - Allied occupation - Political, Social and Economic changes - Foreign Policy from 1951 - 1990

Course Outcomes (COs):

On successful completion of the course, student will be able to

- 1) **CO1:** Recognise the life style of the Shoguns.
- 2) **CO2:** Summarise the causes and results of the Russo-Japanese war.
- 3) **CO3:** Estimate the main reasons for the Meiji Restoration.
- 4) **CO4:** Justify the objectives of Washington Conference.
- 5) **CO5:** Understand the foreign policy of Japan.

Text Books and Reference Materials:

1. Clyde P.H. and Beers B.F., (1968), *The Far East*, New Delhi, Oxford University Press.
2. Vinacke, H.M. (1950), *A History of the Far East in Modern Times*, New York: Appleton-Century-Crofts.
3. Hall J.W. (1981), *Japan From Pre History to Modern Times*, Tokyo, Tuttle Publications.

4. John Fairbeer et al., (1973), ***East Asia***, London: Orient Longman Publication.
5. Harold M. Vinacke., (1959), ***A History of the Far East in Modern Times***, New York:Allen&Unwin.

Supplementary Readings:

1. Christopher Harding, (2020), ***A History of Modern Japan: In Search of a Nation:1850 to the Present***, North Clarendon: Chalktuttle Publishing Company.
2. Kenneth Henshall, (2012), ***A History of Japan from Stone age to Super Power***, London: Palgrave Macmillan.
3. RichardStorry, (1991), ***A History of Modern Japan***, London: Penguin Publication.
4. Mason, R.H.P., and Caigor J.G., (1979), ***A History of Japan***, North Clarendon:Chalktuttle Publishing Company.
5. Paul Time Barger (1986), ***Far Eastern Government and Politics***, New Delhi: OxfordUniversity Press..

WEBLINK OF SOURCES

1. <https://sites.google.com/site/japanunder the shoguns7k/rule-of-the-shoguns>
2. <https://iasmania.com/rise-of-imperialism-in-japan/>
3. <https://foreignpolicy.com/tag/japan/>

OUTCOME MAPPING:

	PO1	PO2	PO3	PO4	PO5
CO1		3		2	2
CO2				2	3
CO3			3	3	
CO4	3		2		
CO5	3	3	3		2

SEMESTER: VI PART: III	COURSE CODE: 22UHISC64 HISTORY OF MODERN WORLD UPTO 1945 C.E.	CREDIT:5 HOURS :6/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Understand the characteristics of the middle ages.
- 2) **LO2:** Learn the transition process from the middle ages to the modern age.
- 3) **LO3:** Know the significance of renaissance in various fields including geographical and scientific discoveries
- 4) **LO4:** Realize the impacts political revolutions, industrial and agrarian revolutions.
- 5) **LO5:** Acquire knowledge about the developments in science and technology and also the history of modern world till the second world war

UNIT-I Hours: 18

Middle-Ages: Rise and Spread of Christianity and Islam - Feudalism - Origin - Merits and Demerits - Crusades - Causes and Results - Monastic orders of Medieval Europe - Growth of Medieval Cities - progress of education and the rise of universities

UNIT-II Hours: 18

Transition to Modern Age - Renaissance - Causes - Renaissance in Italy - Results of Renaissance - Geographical Discoveries of 15th and 16th Centuries - Causes, Course and Results - Reformation in Germany, France and Switzerland - Counter-Reformation.

UNIT-III Hours: 18

Age of Revolutions - English civil war - Glorious Revolution - American war of Independence - civil rights movement - Nationalism in Europe - Age of Enlightenment - French Revolution and its impact - Industrial and Agrarian Revolutions - Causes, Course and Results - Development of science and technology.

UNIT-IV Hours: 18

Nationalism Vs. Internationalism - First world war - causes, courses and results - League of Nations - Inter war period - Great Depression - Rise of Nazism and Fascism - Second world war - causes courses and results - United Nations Organization

UNITV Hours: 18

De-Colonization - Colonial resistance movements in Latin America -
Revolutions of the 20th Century – Colonialism and Imperialism - Chinese and
Russian Revolutions – Asian and African war of Independence.

Course Outcomes (COs):

On successful completion of the course, student will be able to

- 1) **CO1:** Understand the Byzantine Civilization and the rise and spread of Christianity and Islam.
- 2) **CO2:** Realise the merits and demerits of Feudalism, the growth of medieval cities as well as the progress of education and the rise of universities.
- 3) **CO3:** Obtain knowledge about the significance of Renaissance, geographical discoveries, Reformation and the Counter-Reformation.
- 4) **CO4:** Learn about the French Revolution, Industrial and Agrarian Revolutions and the revolutions of the 20th century China, Russia and Latin America.
- 5) **CO5:** Know the League of Nations, United Nations Organization, De-Colonization process and Asian and African War of Independence.

Text Books and References:

- 1) Burns, Ralph., (1983), **Western Civilizations**. New York, W.W. Norton & Company.
- 2) Collier, (1948), **The World's Great Events-10 Volumes (An Indexed history of the World from earliest times to present day - Illustrated)**. New York, P.F.& Son Company.
- 3) Brinton, Christopher., (1984), **Wolf: A History of Civilization, Vol I & II**. New Jersey, Prentice-hall, Inc, Engle Winks, Wood, .
- 4) Edward, d. and Cruz, S.J., (1970), **A Survey of world civilization**. Bombay, Lalvani Publishing House.
- 5) Edward Macnall Burns., (1980), **Western Civilizations Their History and their Culture**. New York, Norton Publication.
- 6) Gokhale, B.K., (1973), **Introduction to Western Civilizations**. New Delhi, S. Chand & Co.
- 7) Israel Smith Calre, (1931), **The Standard History of the World (10 Volumes)**, Cincinnati, Standard historical Society.
- 8) Judd, G.P., (1966), **History of Civilization**. New York, Macmillan Publication.
- 9) Phul, R.K., (1987), **World Civilization**. New Delhi, Prentice-Hall of India.
- 10) Swain, J.E., (1994), **A History of world civilization**. New Delhi, Eurasia Publishing House, Pvt. Ltd.,.
- 11) Toynbee, A.J., (1948), **A study of History** (12 Volumes). London, Oxford Press.
- 12) Will Durant, (1993), **The story of Civilization (Vol.I & II)**. New York: MJF Books.

Supplementary Readings: Journals

1. [*Journal of World History*](#)
2. [*Journal of Modern European History*](#)

Weblink of Sources:

- 1) Hutton Webster, *Medieval and modern history*, 1919.
<https://archive.org/details/medievalandmode00websgoog/page/n7/mode/2up>
- 2) Baynes, Norman, H., *Byzantium - An Introduction to East Roman Civilization*, 1961.
<https://archive.org/details/in.ernet.dli.2015.462718/mode/2up>
- 3) Goodyear, W.H., *Roman and Medieval Art*, 1893.
<https://archive.org/details/romanandmedieva00magoog/page/n8/mode/2up>
- 4) Jenifer McNabb, *Renaissance the Transformation of the West*, 2018.
<https://archive.org/details/RenaissanceTheTransformationOfTheWest/mode/2up>
- 5) Alfred Plummer, *The continental reformation in Germany, France and Switzerland*,
6) 1912.
7) <https://archive.org/details/continentalrefor00plum/page/n3/mode/2up>
- 8) Kidd, B.J., *The Counter Reformation*, 1933.
<https://archive.org/details/in.ernet.dli.2015.185181/page/n1/mode/2up>
- 9) Clark, T., *Modern Europe*, 1969.
https://archive.org/details/ERIC_ED035661/page/n1/mode/2up
- 10) Bosher, J.F., *French Revolution*, 1988.
<https://archive.org/details/BosherJFFrenchRevolution/page/n3/mode/2up>
- 11) Stephen Pierce Duggan, *The League of Nations, the principle and the practice*, 1919.
<https://archive.org/details/cu31924007446671/page/n7/mode/2up>
- 12) Herbert Vere Evatt, *The United Nations*, 1948.
<https://archive.org/details/in.ernet.dli.2015.218189/page/n5/mode/2up>

OUTCOME MAPPING:

	PO1	PO2	PO3	PO4	PO5
CO1		3	3	2	2
CO2		3	2		3
CO3			3		
CO4	3			2	
CO5	3			3	

SEMESTER: VI PART: III	COURSE CODE: 22UHISE65-1 CONSTITUTIONAL HISTORY OF ENGLAND FROM 1603 C.E. TO 2000 C.E.	CREDIT:4 HOURS :4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Make the student understand the constitutional development in England.
- 2) **LO2:** Understand main features of Parliamentary form of government.
- 3) **LO3:** Know about the brief history of Constitutional development up to 1603 A.D-Charter of Liberties.
- 4) **LO4:** Get an idea about Magna Carta and its importance - Provisions of Oxford -Parliament of 1265.
- 5) **LO5:** Know about the features of the Statute of West Minister.

UNIT-I Hours: 12

Model Parliament of 1295 and its importance - York Parliament - Tudors and Parliament - Salient features of the British Constitution.

UNIT-II Hours: 12

The Stuart period - James I and his Parliaments - Charles I and his Parliaments – the Eleven Years Tyranny - the Long Parliament - The Common Wealth - the Constitutional experiments of Oliver Cromwell-the end of the Common Wealth

UNIT-III Hours: 12

Restoration the rule of Charles II - James II- the Glorious Revolution of 1688 - Bill of Rights Act of Settlement - George I - George II - emergence of the office of the Prime Minister - Robert Walpole - George III- his Personal Rule - origin and growth of Cabinet.

UNIT-IV Hours:12

Reform Acts of 1832, 1867, 1884-1885- the Chartist Movement - the Parliament Act of 1911- the Representation of People's Act of 1918 and 1928- Reduction of voting age in 1970

UNIT-V Hours:12

Constitutional changes due to the two World Wars - the Statute of West Minister - the Abdication of Edward VIII and its constitutional significance Elizabeth II – Recent Development in the political and constitutional institution - the Judiciary - the Local Government.

Course Outcomes (COs):

On successful completion of the course, student will be able to

- 1) CO1: Make clear on Tudors and Parliament.
- 2) **CO2:** Get an idea on the Eleven Years Tyranny.
- 3) **CO3:** Know about the significance of Glorious Revolution.
- 4) **CO4:** Understand the effects of People's Act in England.
- 5) **CO5:** Learn about the recent Constitutional Development in England.

Text Books and References:

- 1) Adams.G.B, Constitutional History of England
- 2) Carter, E.H&Mears, RAF, (1981), A History of Britain 1485 to Present Day, Delhi, Surjeet Publications.
- 3) Hall, A Brief Survey of English Constitutional History
- 4) Hearushow, A Brief survey of English Constitutional History
- 5) John Thorn, Roger Lockyer David Smith, (1961), A History of England, London, The English Language Book Society.
- 6) Jaganath Patnaik, (1983), History of England, (1485 -1815), New Delhi, S. Chand & Company Ltd.
- 7) Keir, D.I., Constitutional History of Britain since 1485
- 8) Kiran Chandra Chaudhuri, (1995), British History (1485-1714), Calcutta, New Central Book Agency Pvt Ltd.
- 9) Kunjikuttan, K.R., Main Streams of British Constitution History
- 10) Mahajan, V.D., (1982), A History of Great Britain, New Delhi, S.Chand & Company Ltd.
- 11) Maitland, (1977), Constitutional History of England, London, Cambridge University Press.
- 12) Pollard, Evolution of Parliament
- 13) Prosser and Sharp, A Short Constitutional History of England
- 14) Sir David Lindsay Keir, (1975), The Constitutional History of Modern Britain Since 1485, London, English Language Book Society.
- 15) Srivastva, L.N., (1983), Constitutional History of England, Delhi, Surjeet book Depot.
- 16) Wishan Das, Constitutional History of Britain Vol.II
- 17) Venkatraman, B, (1984), History of Great Britain, 1485-1952, New Delhi, S Chand & Company Ltd.

Supplementary Readings:

1. Dharmaraj, J., (2006), **England Constitutional History**, (1603 to Present day)(Tamil), Sivakasi, Tensy Publications.
2. Hanumanthan, K.R, (1972), **British History**, (Tamil), Madras, Tamil Nadu Text Book Society.
3. Gandhidasan, M., (1972), **Constitutional History of England (1603 to Present Day)** (Tamil), Madurai, Madurai Publishing House.
4. Ganapathi, A & Gunasekar, (1982), **England Constitutional History** (Tamil), Madurai, Indira Pathippagam.
5. Gopalan, P.S., (1990), **Constitutional History of England up to 1603 A.D.**, Madurai, Vignesh Publications.
6. Rukmani, Dr.K., (1990), **Constitutional History of England since 1603 A.D.**, Madurai, Vignesh Publication.
7. Suresh Chandra Pant, (1980), **Constitutional History of England**, Lucknow, Prakashan Kendra.

WEBLINKS OF SOURCES:

1. <https://ta.m.wikipedia.org>
2. <https://tamil.oneindia.com>
3. <https://marinabooks.com>
4. <https://books.google.com>

OUTCOMES MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1		2	3		2
CO2	2			2	3
CO2			3	3	
CO4	3	3			
CO5		3			2

SEMESTER: VI PART: III	COURSE CODE: 22UHISE65-2 HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA SINCE 1990 C.E.	CREDIT:4 HOURS :4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Know about the functions of Asiatic Society of Bengal.
- 2) **LO2:** Understand the food crops patterns in India.
- 3) **LO3:** Learn about the development of satellite system.
- 4) **LO4:** Get an clear vision on the genesis of cottage industries.
- 5) **LO5:** Acquire knowledge on brain drain.

UNIT-I Hours: 12

Introduction -Contribution of Europeans to -Asiatic society of Bengal - Indian Science - Scientific Education-Scientific survey and research Organization for the promotion of Science-Indian Government Policies for promotion of Science - Indian Scientists.

UNIT-II Hours: 12

Agriculture - Agricultural Education and Research - Veterinary Science - Food crops - Commercial crops - cash crops - sugarcane - cotton - Tea - Coffee - Rubber - oil seeds - plantation crops - Irrigation - Types of Irrigation - Irrigational schemes.

UNIT-III Hours: 12

Transport and Communication - Roads and Bridges - Harbours- Ports - Light houses - water ways - Railways 1st - Telegraph and Telephones - Automotive and Aeronautical Industry - Space Research and Satellites - Insat systems. Medical science - pharmacy and Healthscience.

UNIT-IV Hours: 12

Industry - Cottage Industries - Handloom Industry - Textile Industries - Iron and steel. Industry - Energy - Types of Energy and Generation - Atomic and nuclear research - Software and Information Technology.

UNIT-V Hours: 12

Impact - Political implications - Social and cultural conservancy - Brain drain - Reasons for Backwardness in Comparison to Super Powers - WTO - ecological hazards - G7 and G20.

Course Outcomes (COs):

On successful completion of the course, student will be able to

CO1: Know about the policies of Government for the promotion of science.

CO2: Understand the various irrigation schemes.

CO3: Get an idea about the development of aeronautical industry.

CO4: Realize the significance of Information Technology.

CO5: Obtain Knowledge on G7 summit.

Text Books and References:

1. Gupta, S.P., *Modern India and Progress in Science and Technology*.
2. Venkatraman. R., *History of Science and Technology*.
3. Varghese Jayarajm, S., *History of Science and Technology*.
4. Kuppuram and Kumudamani, *History of Science and Technology* 12 volumes.
5. O.P Jeggi : History of Science and Technology.
6. Joshi, P.S., and Vajreshwar, K., *Science Scientific Method Technology and developments*.
7. Sen, S.V., Majumdar, R.C., Subrayappa, B.V., *A concise History of Science in India*.

Supplementary Readings: Weblinks of Sources:

1. <https://ta.m.wikipedia.org>
2. <https://tamil.oneindia.com>
3. <https://marinabooks.com>
4. <https://books.google.com>

OUTCOMES MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2				
CO2	3	3		2	3
CO2			3	3	2
CO4		3	2	3	
CO5	3		2		2

SEMESTER: IV PART: III	COURSE CODE: 22UHISE65-3 DRAVIDIAN MOVEMENT IN TAMIL NADU SINCE 1947 C.E.	CREDIT:4 HOURS :4/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Understand role of Dravida kazhagam for modification of the society
- 2) **LO2:** Know about abandoning of separate Dravida nadu
- 3) **LO3:** Analyze the welfare measures in introduced by Dravida Munnetra Kazhagam in Tamil Nadu
- 4) **LO4:** Learn about the welfare measures and development activities of ADMK in Tamil Nadu
- 5) **LO5:** Bring forth political changes in Tamil Nadu after assassination of Rajiv Gandhi

UNIT-I Hours: 12

Meeting of Rajaji and Periyar 1949 – Split in Dravida Kazhagam and the birth of DMK – Young dynamic followers of C.N. Annadurai – New style in press – stage – film worlds – struggle of DMK – 1952 Elections – 1954 Bye election and support to Kamaraj – Kallakudi – Thiruttani – Devikaulam Peermedu struggle – 1957 entry into election and 15 MLAs

UNIT-II Hours: 12

1962 Elections – 50 MLAs – Good growth – Indo Chinese war – Defence of India rules – Abandoning of separate Dravida Nadu demands – Anti Hindi and Anti price rise agitations – large scale unrest – 1964 – 65, 1967 – elections – New Alliance formula of seat adjustment – DMK won and C.N. Annadurai became CM

UNIT-III Hours: 12

The administration and death of C.N Annadurai – succession crisis and M. Karunanidhi becomes C.M – various welfare measures – development activities – Congress split and DMK 's support to Congress – I Demand for state Autonomy – 1971 elections – continuance of Alliance – M.G. Ramachandiran and split in DMK – Birth of ADMK – Emergency and after math in Tamil Nadu

UNIT-IV Hours: 12

Alliance politics in Tamil Nadu – M.G. Ramachandran first ADMK Govt. 1977 – 80 – 1980 – 84 and 1984 – 88, welfare measures – and development activities of ADMK – Srilankan issue and political changed in Tamil Nadu – Death of M.G. Ramachandran 1987 and split in ADMK – return of ADMK to – Administration 1988 – 99

UNIT-V Hours: 12

Rajiv Gandhi's Assassination and Political changes 1991 – Ms. J. Jayalalitha as CM – References of Welfare activities – charges and criticism – 1996 – return of M.Karunanidhi as CM for the fourth time – changed affiliations and alliance – Tamil Nadu under development path – soft ware – IT and Tamil Nadu.

Course Outcomes (COs):

On successful completion of the course, student will be able to

- 1) **CO1:** Know the activities of Dravida Kazhagam for social modification in Tamil Nadu.
- 2) **CO2:** Understand about abandoning of separate Dravida nadu instead Tamil Nadu
- 3) **CO3:** Realize the welfare measures are necessary for the eradication of poverty in TamilNadu
- 4) **CO4:** Grasp an idea about the welfare measures introduced by ADMK are necessary for eradication poverty in Tamil Nadu
- 5) **CO5:** Realize the political changes in Tamil Nadu after Rajiv Gandhi assassination and modification of political alliances

Text Books and References:

- 1) Hard Grave, R., (1965), *The Dravidian movement*, Bombay, Popular Prakasam Publications,
- 2) Subramanian, N., (1999), *Social and Cultural History of Tamil Nadu*, C.E 1336 –
- 3) C.E 1994, Udumalpet, Ennes publication.
- 4) Thandavan R., (1987), *All India Anna Dravida Munnetra Kazhagam* , Academy of Political science, Madras, University of Madras.
- 5) Spratt, P., (1970), *DMK in power*, Bombay, Nichieta Publication Ltd.

Supplementary Readings: Weblink of Sources:

1. <https://ta.m.wikipedia.org>
2. <https://tamil.oneindia.com>
3. <https://marinabooks.com>
4. <https://books.google.com>

OUTCOMES MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1		3	2	2	3
CO2	3	2		3	2
CO2	2	2	3		2
CO4	2	3	3		2
CO5	2			3	2

SEMESTER:VI PART:IV	COURSE CODE: 22UHISS66 COMPETITIVE EXAMINATION METHODS	CREDIT: 2 HOURS: 2/W
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Learning Objectives (LOs):

The main objectives of the course are to

- 1) **LO1:** Impart overall idea about Competitive Examinations
- 2) **LO2:** Create awareness about various Central Level Competitive Examinations
- 3) **LO3:** Educate the students about various State Government Services & Examinations
- 4) **LO4:** Make students alert about the opportunities in Teaching positions both Central/State and School / Higher Education
- 5) **LO5:** Motivate the students through preparation tips & suggestions

UNIT-I Hours: 6

Competitive Examinations India an Introduction: Civil Services - Preliminary and Main Examination - Government Employment in other services - Examinations Patterns and stages - Written Test - Oral Test - Negative marks - Reservation policies of State/Central government in selection process: Horizontal Reservations - Vertical Reservations.

UNIT-II Hours: 6

Central Level Competitive Examinations: Central Services - Union Public Services Commission (UPSC) - Pattern and Stages - Staff Selection Commission CGL/CHSL - Stages of Selection - Railway Recruitment Board (RRB): NTPC-ALP - Stages of selection - Defense Examinations - LIC/GIC Examinations: AAO/Assistants - Stages of Selection - Institute of Banking personnel Selection Examinations (IBPS) - P.O/clerical - Stages of Selection.

UNIT-III Hours: 6

State Level Competitive Examinations: TNPSC: Tamil Nadu Public Services Examinations - One Time online Registration - Combined Civil Services Examination, Group 1, Combined Civil Service Examinations & Group II - Stages of Selection - Madras High Court Service Examination: Typist/Assistants/Xerox Machine Operator \ /Reader - District Educational Officers Examinations - Group IV & V.A.O Examinations - Other Technical Examinations.

UNIT-IV Hours: 6

Recruitment of Educational Teaching Services: UGC - JRF / NET Examinations - Central Teachers Eligibility Test (CTET) - UGC SET - Teachers Recruitment Board: TNTET - PGTRB - TNTET - Qualification and stages of Recruitment.

UNIT-V Hours: 6

Competitive Examination preparation Tips: Reading Newspapers on daily basis, Magazines, Reference Books for Subjects - Subjects of Study: General Science (Physics, Chemistry, Biology) - History, Economics, Geography, Indian Polity - Maths, Reasoning and General Awareness/General English - Perusing Previous Years Question Papers - Homework - Attending Oral Interviews: Mock Interview - Tackling FAQ's during interviews - Review of Interview.

Course Outcomes (COs):

On successful completion of the course, the students will be able to

- 1) CO1: Understand the value of preliminary and Main Examinations.
- 2) **CO2:** Acquire knowledge about various procedures in UPSC examination.
- 3) **CO3:** Know about the methods involved in TNPSC Examination.
- 4) **CO4:** Get an idea about qualifying examinations in academic world.
- 5) **CO5:** Realize the nature and importance of study materials available for preparing competitive examination.

Text Books and References:

- 1) Das, S.K., (2013), *The Civil Services in India*, Chennai, Oxford India Short Introductions, Sri Padmavathi Publications.
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OUTCOME MAPPINGS

	PO1	PO2	PO3	PO4	PO5
C01		3	2		
C02		2		2	3
C03	3		3	3	3
C04	2			3	
C05		3	2	3	