

# **Department of History (UG)**

## **SYLLABUS AND REGULATIONS**

**Under**

**OUTCOME-BASED EDUCATION**

**2020**

**(Effective for the Batch of Students Admitted from 2020-2021)**



**AUXILIUM COLLEGE (Autonomous)**

*(Accredited by NAAC with A<sup>+</sup> Grade with a CGPA of 3.55 out of 4 in the 3<sup>rd</sup> Cycle)*

**Gandhi Nagar, Vellore-632 006.**

**AUXILIUM COLLEGE (Autonomous)**

*(Accredited by NAAC with A<sup>+</sup> Grade with a CGPA of 3.55 out of 4 in the 3<sup>rd</sup> Cycle)*

**Gandhi Nagar, Vellore-632 006.**

**Department of History (UG)**

**OUTCOME BASED EDUCATION - 2020**

**(Effective for the Batch of Students Admitted from 2020-2021)**

**Structure of the Course and Scheme of Examination:**

**On completion of the UG program, students will be able to:**

**PO1:** Attain knowledge and understand the principles and concepts in the respective discipline

**PO2:** Acquire and apply analytical, critical and creative thinking and problem-solving skills

**PO3:** Effectively communicate general and discipline-specific information, ideas and options

**PO4:** Appreciate Bio-diversity and enhance eco-consciousness for sustainable development

**PO5:** Emulate positive social values and exercise leadership qualities and teamwork

**PO6:** Pursue higher knowledge, qualify professionally, enhance entrepreneurial skills and contribute towards the needs of the society.

**After Completion of the B.A Programme in History, the student will be able to**

**PSO1.** Compare the events of History and apply its ideas, and principles to today's diverse culture and situations

**PSO2.** Widen their knowledge of History, Administration, Art, Architecture, political system, Religion, and culture and enhance their critical and creative skills to pursue career options to engage as educators and researchers in historical sites and Museums

**PSO3.** Develop a critical approach to the study of History and effectively communicate the values and ideas of the leaders to the Society and become the Agents of social change.

**PSO4.** Acquire the social values that indwell in History to become the leaders of politics and commit to work for social justice, peace, and sustainable development

**PSO5.** Prepare for various types of Competitive Examinations and acquire human values like equality, freedom, and Social Justice and contribute towards the needs of the society

**PSO6.** Develop an understanding of the past life of the people, their culture, their religion, and the social system to transform into responsible and honest citizens

<b>PO/PSO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>PSO 1</b>	H	H	H	M	M	M
<b>PSO2</b>	H	H	H	L	M	H
<b>PSO3</b>	M	H	H	L	H	H
<b>PSO4</b>	H	L	L	H	H	H
<b>PSO5</b>	H	M	L	L	H	H
<b>PSO6</b>	H	M	L	L	H	M

**H -High (3) M-Medium (2) L -Low (1)**

**List of course**

Sem	Part	Code	Title of Paper	Hours/ Week	Exam Hours		Credits	Marks	
					Th	Pr			
I	I	ULTAA20	Tamil Paper - I	6	3	-	3	40+60	
	II	UENGA20	English Paper - I	6	3	-	3	40+60	
	III	UCHIA20	Main Currents in Indian History from Early Times to 1526 A.D	5	3	-	4	40+60	
	III	UCHIB20	Main Currents in Indian History from 1526 A.D to 1707 A.D	5	3	-	4	40+60	
	III	UATMA20	Allied I-Tourism I	5	3	-	5	40+60	
	IV	-	Skill-Based Elective - I	2	-	2	2	40+60	
	IV	-	Value Education	1	-	-	-	-	
<b>Total</b>							<b>21</b>	<b>600</b>	
II	I	ULTAB20	Tamil Paper - II	6	3	-	3	40+60	
	II	UENGB20	English Paper - II	6	3	-	3	40+60	
	III	UCHIC20	History of India from 1707 to 1858 A.D	5	3	-	4	40+60	
	III	UCHID20	History of India from 1858 to 1950 A.D	5	-	-	4	40+60	
	III	UATMB20	Allied II-Tourism II	5	-	-	5	40+60	
	IV	-	Skill-Based Elective - II	2	-	2	2	40+60	
	IV	-	Value Education	1	-	-	-	-	
<b>Total</b>							<b>21</b>	<b>600</b>	
III	I	ULTAC20	Tamil Paper-III	6	3	-	3	40+60	
	II	UENGC20	English Paper –III	6	3	-	3	40+60	
	III	UCHIE20	An Outline History of Tamil Nadu up to 1565 A.D	5	3	-	4	40+60	
	III	III	UEHIA20	Elective I A: History of Modern Asia from 1900 A.D to 2000 A.D	5	-	-	4	40+60
			UEHIA20	Elective I B: International Relations (1945 to 2000 A.D)					
	III	UAMGA21	Allied III- Modern Government – I	5	-	-	5	40+60	
	IV	USHIA321	Skill-Based Elective –III Museology	2	2	-	2	40+60	
	IV	-	Value Education	1	-	-	-	-	

							<b>Total</b>	<b>23</b>	<b>600</b>
IV	I	ULTAD20	Tamil Paper-IV	6	3	-	3	40+60	
	II	UENGD20	English Paper-IV	6	3	-	3	40+60	
	III	UCHIF20	An Outline History of TamilNadu From 1565 to 1987 A.D	5	3	-	4	40+60	
	III	UCHIG20	Contemporary India from 1947 A.D to 2000 A.D	6	3	-	4	40+60	
	III	UAMGB20	Allied IV: Modern Government – II	5	3	-	5	40+60	
	IV	USHIB420	Skill Based Elective –IV: History of Vellore	2	2	-	2	40+60	
	IV	UNEVS20	Environment Studies	2	2	-	2	40+60	
	IV	-	Value Education	1	-	-	-	-	
<b>Total</b>							<b>23</b>	<b>700</b>	
V	III	UCHIH20	History of Europe from 1789 A.D to 1945 A.D	6	3	-	6	40+60	
	III	UCHII20	History of Ancient Civilization (Excluding India)	6	3	-	5	40+60	
	III	UCHIJ20	Indian Archaeology	6	3	-	5	40+60	
	III	UEHIC20	Elective II A: Women’s Studies	6	3	-	5	40+60	
		UEHIC20	Elective II B: Intellectuals of India						
	IV	-	Non-Major Elective-I	3	2	-	2	40+60	
	IV	USHIB520	Skill-Based Elective-V – Introduction to Competitive Examinations	2	2	-	2	40+60	
	IV	-	Value Education	1	-	-	-	-	
<b>Total</b>							<b>25</b>	<b>600</b>	
VI	III	UCHIK20	History of Japan up to 1990 A.D	6	3	-	6	40+60	
	III	UCHIL20	History of United States of America from 1776 to 1965A.D	6	3	-	5	40+60	
	III	UCHIM20	Indian Polity and Constitution	6	3	-	5		
	III	UEHIE20	Elective III A: Geography of India	6	3	-	5	40+60	
		UEHIE20	Elective III B: Monuments	6	3	-	5		

			in India					
	IV	-	Non-Major Elective-II	3	2	-	2	40+60
	IV	USHIC620	Skill-Based Elective VI- Archives Keeping	2	2	-	2	
	IV	UVEDA15	Value Education	1	2	-	2	40+60
<b>Total</b>							<b>22</b>	<b>800</b>
	V	<b>Extension Activities (90 Hours)</b>					<b>1</b>	
<b>Grand Total</b>							<b>140</b>	<b>400</b>

## SEMESTER - I

### UCHIA20 - MAIN CURRENTS IN INDIAN HISTORY FROM EARLY TIMES TO 1526 A.D

<b>Year: I</b> <b>Sem: I</b>	<b>Course Code:</b> UCHIA20	<b>Title of the Course:</b> Main currents in Indian History from early times to 1526 A.D	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 5	<b>Credits</b> 6	<b>Marks</b> 100 40+60
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#### Course Objectives:

1. To help the students to know the Sources that contributed to construct the History of India
2. To enable the students to comprehend the rise of various kingdoms and their impact in the History of India.
3. To enhance the students with the knowledge of the contribution of the dynasties to Art and Architecture through the ages.

#### Course Outcomes:

##### After completion of the course the student will able to:

1. Describe the Geographical features of India, the Indus, Vedic, and Later Vedic Civilization to appraise the values of multi-cultures in India.
2. Critically Estimate the cause for the rise of Buddhism and Jainism in India, understand the principles of the teaching of Buddha and Mahavira, and critically value their contribution to society to become the agents of social change
3. Discuss the origin of various Dynasties that ruled India and understand the concept of invasion and to exercise leadership qualities and Teamwork.
4. Explain the Arab conquests of Sind and the contribution of the Delhi sultanate to Art and Architecture to appreciate the positive contribution of the Sultanate period and critically evaluate their Administration
5. Critically analyze the impact of the Bhakti Movement in India and to understand the concept in the respective discipline and contribute to the needs of the society

<b>CO/PO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	H	M	L	L	M
<b>CO2</b>	H	H	H	L	H	M
<b>CO3</b>	H	M	H	L	H	M
<b>CO4</b>	H	H	M	L	H	M
<b>CO5</b>	H	H	H	L	M	H

**H-High (3) Medium -M (2) L - Low (1)**

CO /PSO	1	2	3	4	5	6
CO1	H	H	L	L	H	L
CO2	H	H	M	L	L	H
CO3	H	M	M	L	H	M
CO4	H	M	M	L	M	L
CO5	H	H	H	L	M	M

**H-High (3) Medium -M (2) L-Low (1)**

**Unit I:**

**(18 Hours)**

- 1.1 Geographical Features- The Northern Mountains- Gangetic Plain- Plateau – The Coastal Plains-Desert (K2, K4 )
- 1.2 Perennial – Non-perennial Rivers- People – Language - Religion (K2, K4 )
- 1.3 Source of the Study- Literary Sources – Foreign Sources- Archeological Sources (K2,K4)
- 1.4 Indus Civilization – Art- Social Life- Religion- Causes for the Destruction (K2,K4 )
- 1.5 Vedic Age- Home land-Political Organization- Social –Economic life- Religious Condition (K2,K4 )
- 1.6 Later Vedic Age- political Condition- Social Condition- Economic –Religious Condition (K2,K4 )

**Unit II:**

**(18 Hours)**

- 2.1 Causes for the Rise of Buddhism and Jainism- Mahavira- Principles of Jainism- decline of Jainism (K2,K4 )
- 2.2 Early life of Buddhism- The Four great Signs –The Teaching of Buddha- Causes for its Rise and Decline(K2,K4 )
- 2.3 Mahajanapadas –Magadha- Haryanga Dynasty- Sisunaga-Nanda Dynasty( K2,K4 )
- 2.4 Alexander Invasion – Impact of Alexander’s Invasion-Political-economic -Cultural(K2,K4 )
- 2.5 Mauriyas- Chandra Gupta Mauriya- Bindusara- Asoka the Great -Conquest( K2,K4 )
- 2.6 Asoka’s Dhamma- Inscriptions –Mauryan Administration( K2,K4 )

**Unit III:**

**(18 Hours)**

- 3.1 Sunga Dynasty- Pushyamitra Sunga- satavahanas- Gautamiputra satakarni - Decline(K2,K4)
- 3.2 Greek Rule- Menander I- Decline – Sakas- Source of Information-Rudradaman I- Decline ( K2,K4 )
- 3.3 The Kushans- Kadphises I - Kadphises II - Kanishka -Conquests( K2,K4 )
- 3.4 Extend of Kanishka Empire- Kanishka and Buddhism – Comparison Asoka &Kanishka(K2,K4 )
- 3.5 Gupta Period – Source of Information- Chandra Gupta I- SamudraGupta - Conquests(K2,K4 )
- 3.6 Chandragupta II- His Conquests- Administration- Golden Age of Gupta- Decline( K2,K4 )

**Unit IV:**

**(18 Hours)**

- 4.1 Pushyabhuti Dynasty- Harshavardhana – Conquest –Harsha and Buddhism( K2,K4 )
- 4.2 Rajput Period- The Pratiharas- The Palas of Bengal – The Chauhans- the Rathors – the Guhilas- ( K2,K4 )
- 4.3 The Chandellas- The Paramaras-The Senas- The Solankis –The Rashtrakutas - Chalukyas ( K2,K4 )



- 4.4 The Arab Conquest of Sindh – Muhammed –Bin Qasim- effects of Arab Conquest( K2,K4 )
- 4.5 Muhammad of Ghazini- Expeditions- Muhammed of Ghor Conquests –First Tarain war Second Battle of Train( K2,K4 )
- 4.6 Delhi Sultanate-Slave Dynasty- Qutub-Ud-din Aibak-Iltutmish- Razia -Balban( K2,K4 )

#### Unit V:

(18 Hours)

- 5.1 Khilji Dynasty- Jalal-ud-din- Firuz- Ala-ud-din Khilji- Conquests-Administration( K2,K4 )
- 5.2 Tughlaq Dynasty- Ghiasuddin Tughlaq- Foreign policy- Muhammad –Bin- Tughlaq – Reforms-Invasion of Timur( K2,K4 )
- 5.3 Sayyid Dynasty—Khizr Khan- Mubarak Shah- Aladdin Alam shah Downfall( K2,K4)
- 5.4 Lodi Dynasty- Bahlol Lodi- Sikandar Lodi- Ibrahim Lodi Causes for the Downfall of Lody Dynasty( K2,K4 )
- 5.5 Bhakti Movement- Prominent saints of Bhakti Movement-North Indian saints- Effects of Bhakthi Movement( K2,K4 )
- 5.6 Vijayanagar Empire—Sangama Dynasty-saluva Dynasty- Tuluva dynasty-Krishnadevaraya-administration( K2,K4 )

#### MAPS:

1. Physical Features of India
2. Indus Valley Civilization and its important sites
3. Asoka's Empire and the important places
4. Kanishka's Empire and the important places
5. Harsha's Empire and the important places

#### Text Book

1. N.Jayapalan – History of India up to 1526 Atlantic publishers and Distributers-Volume I & II-2001

#### Books for Reference:

1. V.D.Mahajan- Ancient India-S.Chand and Company Ltd., Ramnagar, New Delhi,1981
2. R.C. Majumdar-An Advanced History of India- H.C.Roy Choudhary &McMillan India
3. B.P.Chaudhary-History of India –Abhijeet Publications, New Delhi-2012
4. G.S Chhabra-Advance Study in the History of Modern India Vol I,II,III Lotus Press, New Delhi Reprint 2011
5. Agarwal. J.C –Ancient Indian History –S.Chand & Co.Ltd,O, Ramnagar, New Delhi,1988
6. R.S. Chaurasia- History of Ancient India, Atlantic Publishers & Distributors (P) Ltd. 2014

#### Open Educational Resources (OER)

1. [chem.rutgers.edu/~kyc/Teaching/Files/264/1115%20maria.pdf](http://chem.rutgers.edu/~kyc/Teaching/Files/264/1115%20maria.pdf)
2. [http://www.buddhanet.net/ebooks\\_g.htm](http://www.buddhanet.net/ebooks_g.htm)
3. <https://www.britannica.com/biography/Alexander-the-Great>
4. <https://www.youtube.com/watch?v=YS7ombBLzOo>
5. <https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-gupta-empire/>  
<https://www.youtube.com/watch?v=dp8NiOIYTek>  
<https://www.britannica.com/place/India/The-Vijayanagar-empire-1336-1646>

## SEMESTER - I

### UCHIB20 - MAIN CURRENTS IN INDIAN HISTORY FROM 1526 A.D TO 1707 A.D

<b>Year: I</b> <b>Sem: I</b>	<b>Course Code:</b> UCHIB20	<b>Title of the Course:</b> Main currents in Indian History 1526 A.D to 1707 A.D	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 5	<b>Credits</b> 6	<b>Marks</b> 100 40+60
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#### Course Objective:

- 1.To help the Students to Understand the Causes for the invasion of Babur and the of Mughal Dynasty in India
- 2.To help the Student to grasp the Administration and Reforms of the Mughals
- 3.Establishment To Enable the Students to Assimilate the Socio-Economic-Cultural Condition of India at the time of the Mughals and their contribution to Art and Architecture.

#### Course Outcome (CO):

**After completion of the course the student will able to:**

1. Explain the condition of India on the Eve of Babur's Invasion and analyze the development of Indian Culture,
2. Describe the Reforms of Akbar and its impact in today's Administration
3. Compare Mughal Art and Architecture with Modern Art.
4. Analyze the Socio-Economic Condition of the Mughal Period and its impact today.
5. Classify and criticize the factors that led to the Downfall of the Mughal dynasty

CO//PO	1	2	3	4	5	6
CO1	H	M	M	L	H	M
CO2	H	M	M	L	M	M
CO3	H	M	M	L	M	L
CO4	H	H	M	L	H	H
CO5	H	M	M	L	M	M

**H-High (3) M-Medium (2) L-Low (1)**

CO/PSO	CO					
	1	2	3	4	5	6
CO1	H	H	M	L	L	M
CO2	M	H	M	L	H	L
CO3	H	H	L	M	M	H
CO4	H	H	M	H	H	H
CO5	M	M	H	L	M	M

**H-High (3) M-Medium (2) L-Low (1)**

**Unit I:****(18 Hours)**

- 1.1 India on the eve of Babur's Invasion – Early life of Babur- Conquest of Samarkand- Babur Captured Kabul (K1)
- 1.2 Circumstances leading to the Battle of Panipat-Religious Fanaticism- Babur's Army - Wealth of India First Battle of Panipat (K2, K4)
- 1.3 Early life of Humayun- Difficulties of Humayun-war with Bahadur Shah-Causes of Humayun's failure (K2)
- 1.4 War with Sherkhan- Battle of Chausa- Battle of Kanauj- Causes of Humayun's Failure-Sher Shah and Humayun -Shershah's Success (K2)
- 1.5 Shershah's Administration-Central Administration- Council of Ministers- Provincial Government- Revenue- Currency System- (K2, K4)
- 1.6 Judicial Administration- Police System- Intelligence Department- Military Administration of Sher Shah -Means of Communication- Postal System (K2, K4)

**Unit II:****(18 Hours)**

- 2.1 Akbar- Early Difficulties-Second Battle of Panipat-Bairam Khan- Conquest of Akbar- Rana Pratap Singh-Shershah as a forerunner of Akbar– (K2)
- 2.2 Religious Policy- Din-i-Ilahi- Ibadatkhana-Failure of Din-i-Ilahi-Abolition of Jizya Tax- Matrimonial Alliances-Rajput Policy of Akbar – Posts given to Hindus- Infallibility Decree (K2, K4)
- 2.3 Deccan Policy of Akbar-Capture of Ahmed Nagpur- Capture of Khandesh- North - West Frontier Policy Akbar- (K2)
- 2.4 Central Administration- Vakil- Four Ministers-Provincial Administration- Land Revenue Patta System-Measurements of Lands- Ryotwari- Zamindari System- (K2, K4)
- 2.5 Military Administration of Akbar- Mansabdari System-Zat-Sawar-Demerits of System (K2, K4)
- 2.6 Jahangir-Revolt of Jahangir- Golden Chain of Justice- Twelve Edicts of Jahangir- Revolt of Prince Khusrau- Nurjahan (K1)

**Unit III:****(18 Hours)**

- 3.1 Early life of Shahjahan -Rebellion of Bundelas – Rebellion of Kanjaghan Lodi- War with Portuguese- War with Bijapur (K1)
- 3.2 Prince of Architecture - Art and Architecture- Mumtaz- Tajmahal- Peacock Throne- Pearl Masjid- Misery of Famine(K2)
- 3.3 Battle of Dharmat- War of Succession- Defeat of Shuja Murad and Aurangzeb Alliance- Battle of Dharmat -Lost Stage of Shahjahan (K1, K2)
- 3.4 Early life Aurangzeb- Imposition of Jizya tax- Aurangzeb as a Fanatic- Religious Policies of Aurangzeb-Destruction of Temples- Restriction on Hindus (K4)
- 3.5 Rajput Policy – Deccan Policy-Conquest of Bijapur and Golconda- War with Marathas- (K1)
- 3.6 Downfall of the Mughals- Weak Successors- Military inefficiency- Rebellion and Foreign invasions- Financial Bankruptcy(K4)

**Unit IV:****(18 Hours)**

- 4.1 Mughals Art and Literature- Prince of Autobiography-Abdul Fazal-Akbar nama- - Ain- I-Akbari- Thansen- Thulasidas (K1)
- 4.2 Mughal's Architecture-Jumma Masjid- Fatepursikri- Panch Mahal- Diwan-i-khas- Diwani-i-am-Taj Mahal- Red Fort-Moti Masjid -Peacock Throne- Mughal Gardens (K2, K4)

- 4.3 Administration of Mughals (Provincial and Central) (K4)
- 4.4 Deccan Policy of Mughals (K1)
- 4.5 North Western Frontier Policy of Mughals (K1)
- 4.6 Socio -Economic and Cultural Condition of Mughals- Marriages- Education- Position of Women- Festivals- Commerce and Trade(K1, K4)

**Unit V:**

**(18 Hours)**

- 5.1 Rise of Sikhs-Early life and Teachings of Guru Nanak-Babur and Guru Nanak(K1)
- 5.2 Growth of Sikhism-Guru Angad- Guru Ramdas- Guru Arjundev (K1)
- 5.3 Guru Teg Bahadur -Guru Govind Singh -Khalsa System - Battle at Patna and Naudan (K1)
- 5.4 Rise of Marathas-Shivaji's Early life of Shivaji- Shivaji's Conquest –Afzalkhan affair-War with Mughals-Jaisingh and Shivaji's Coronation - Conquest of South India (K1)
- 5.5 Shivaji's Administration- Provincial Administration- AshtaPradhan- Peshwas- Swarajya-Revenue- Administration-Sardeshmukhi-Chauth Tax- Military Administration- Artillery- Navy- Forts (K4)
- 5.6 Successors of Shivaji – Shambaji-Failures of Shambaji- Raja Ram- Tarabai(K1)

**Maps:**

- 1. India under Babur
- 2. India under Akbar
- 3. India under Aurangzeb
- 4. Maratha Empire under Shivaji

**Text Books:**

- 1. V.D. Mahajan – History of Medieval India – S. Chand and Company Ltd., Ram Nagar, New Delhi, 2004.

**Books for Study and Reference:**

- 1. L. Mukherjee – History of India – Prakashan Kendra, Lucknow, 1989.
- 2. L.P. Sharma – The Mughal Empire – Konark Publishers Pvt., Ltd., New Delhi, 1997.
- 3. M.P. Srivastava – Policies of The Great Mughals – Chauth Publications, Allahabad, 1998.
- 4. S.R. Sharma – The Crescent in India – Lakshmi Narain Agarwal, 1983.
- 5. J.L. Mehta – Advanced Study in the History of Medieval India – Sterling Publishers Pvt. Ltd., New Delhi, 1983.
- 6. B.P. Chaudhary – History of India – Abhijeet Publications, New Delhi, 2012.
- 7. R.C. Majumdar-An Advanced History of India- H.C. Roychowdhury &McMillan India.

**Open Educational Resources (OER):**

- 1. <https://www.historytoday.com>
- 2. <https://en.wikipedia.org/wiki/Mughal-Empire>
- 3. <https://www.britannica.com>akbar>
- 4. <https://artsculture.google.com>

**UATMA20– ALLIED: TOURISM - I**

<b>Year:</b> I <b>Sem:</b> I	<b>Course Code:</b> UATMA20	<b>Title of the Course:</b> Allied Tourism - I	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 5	<b>Credits</b> 5	<b>Marks</b> 100 40+60
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**Course Objectives:**

1. This course acquaints the role and importance of tourism as an economic intervention and its impact on the economy of a nation;
2. It also helps the students to explore the evolution and development of tourism.
3. This course also seeks to enable students to understand the role and importance of transport and communication in the tourism sector.

**Course Learning Outcome:**

**After completion of the course the student will able to:**

1. Describe the evolution of travel and tourism in the historical context.
2. Analyze the socio, economic, political, and cultural aspects of society.
3. Develop professional and technical skills for effective work and integration and for sustainable development
4. Identify the networks and relationships for tourism capacity building
5. Explain the problem-solving skills and critical analysis within the multi-diverse context

CO/PO	1	2	3	4	5	6
CO1	H	L	M	L	M	H
CO2	H	H	M	M	M	H
CO3	H	L	H	H	H	H
CO4	H	H	H	M	M	H
CO5	M	H	M	H	M	H

**(H-High (3) Medium -M (2) L-Low (1)**

CO/PSO	1	2	3	4	5	6
CO1	H	H	L	M	M	M
CO2	H	H	H	M	L	M
CO3	L	L	H	H	M	L
CO4	H	M	M	L	M	L
CO5	M	M	H	H	M	H

**(H-High (3) Medium -M (2) L-Low (1)**

**Unit I:****(18 Hours)**

- 1.1 Origin and Development of Tourism (Ancient times, the Empire Era, Middle Ages And The Renaissance Era, Grand Tour and Modern Era) (K2).
- 1.2 Tourist: Meaning & Classifications (K1, K2).
- 1.3 Nature of Tourism, Need and Significance of Tourism (K2).
- 1.4 Dimensions of Tourism (Social, Cultural and Economic Dimensions) (K1, K2).
- 1.5 Forms of Tourism (Historical, Health Or Medical, Eco, Sports, Religious, Leisure & Business Tourism) (K1, K2).
- 1.6 Basic components of Tourism (K1, K2)

**Unit II:****(18 Hours)**

- 2.1 Elements of Tourism (K1, K2, K3).
- 2.2 Factors influencing in the growth of Tourism
- 2.3 Social Factors, Economic and Cultural Factors (K2).
- 2.4 Tourism as an agent of social change (K2).
- 2.5 Rural Tourism (K1, K2).
- 2.6 Urban Tourism (K1, K2).

**Unit III:****(18 Hours)**

- 3.1 Hospitality Industry: Meaning, Definition, Origin and Development of Hotels (K2).
- 3.2 Segments of Hospitality Industry (K1, K2).
- 3.3 Role of the Hospitality Industry in the tourism sector (K2).
- 3.4 Accommodation: Nature and Types of Accommodation (K2).
- 3.5 Departments and Functions of Accommodation (K2).
- 3.6 Supplementary Accommodation (K2).

**Unit IV:****(18 Hours)**

- 4.1 Emergence of Travel And Tourism (K2).
- 4.2 Evolution of Transport system in India (K2).
- 4.3 Role and Importance of Transport in Tourism Industry (K2)
- 4.4 Elements of Transport (the way, the unit of carrying, the motive power unit the terminal) (K2).
- 4.5 Transport: Air Transport-Road Transport-Rail Transport-Sea Transport (K2).
- 4.6 Ticketing System: Online Booking/E-booking-Tatkal Booking (K2).

**Unit V:****(18 Hours)**

- 5.1 Sustainable Tourism –Meaning and Definition (K2).
- 5.2 Principles of Sustainable Tourism (K2).
- 5.3 Sustainable Tourism Development (K2).
- 5.4 Social Impact of Sustainable (K2).
- 5.5 Economic Impact (K2).
- 5.6 Environmental Impact (K2).

## **Textbooks**

1. Arpita Mathur.(2011).Fundamentals of travel and Tourism. New Delhi: Ane Books Pvt.Limited.
2. KshitizSharma.(2014).IntroductiontoTourismManagement.NewDelhi:Mcgraw Hill Education(India).

## **Books for Study and Reference**

1. Bhatia,A.K.(2010).IntroductiontoTourismManagement.Revised editionNew Delhi: SterlingPublishers.
2. ChristopherHolloway.(1985).BusinessofTourism.Great Britain Macdonald and Evans.
3. Pran Nath Seth Sushma SethBhad.(2007).An Introduction To Travelandtourism. RevisedBook.NewDelhi: SterlingPublishersPrivateLimited.
4. Sinha,R.K.(2008).ModernTourism.NewDelhi: DominantPublishers.
5. SudeshLehri.(2004).India:TourismDestinationsforallseasons.NewDelhi: AdhyayanPublishers&Distributors.
6. AndrewHolden.(2005).Tourismstudiesandthesocialsciences.London: Routledge.

## **Open Educational Resources (OER):**

1. <http://egyankosh.ac.in/>
2. <http://www.uou.ac.in/sites/default/files/slm/BTTM-101.pdf>
3. <https://www.slideshare.net/angielynlaquian/sociology-of-tourism-23619173>
4. <http://www.jstor.org/stable/2083181>
5. <https://tourismnotes.com/tourism-transportation/>
6. <https://www.skylineuniversity.ac.ae/pdf/tourism/Tourism%20Impacts.pdf>

**SEMESTER - II**  
**UCHIC20 - HISTORY OF INDIA FROM 1707 TO 1858 A.D**

<b>Year:</b> I <b>Sem:</b> II	<b>Course Code:</b> UCHIC20	<b>Title of the Course:</b> History of India From 1707 to 1858 A.D	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 5	<b>Credits</b> 5	<b>Marks</b> 100 40+60
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**Course Objective:**

1. To make the Students to Understand the various Causes for the Advent of Europeans to India
2. To help the Student to grasp the Administration and Reforms of British under East India Company
3. To enable the Students to Evaluate the Causes, Course and Results of the Revolt of 1857

**Course Outcomes (CO):**

**After completion of the course the student will able to**

1. Explain the advent of the Europeans and their Settlements in India and analyze their impact in Indian Culture.
2. Compare and Contrast the Administration and Reforms of Warren Hastings and Lord Cornwallis.
3. Examine the social reforms of Lord William Bentinck and to become the agents of social change
4. Classify the Reforms of Lord Dalhousie and its impact in the Indian administration for the betterment of the present
5. Describe the revolt of 1857 and explain the changes in the Indian Administration

CO/PO	1	2	3	4	5	6
<b>CO1</b>	<b>H</b>	<b>M</b>	<b>M</b>	<b>L</b>	<b>M</b>	<b>M</b>
<b>CO2</b>	<b>H</b>	<b>M</b>	<b>M</b>	<b>L</b>	<b>H</b>	<b>M</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>L</b>	<b>H</b>	<b>M</b>
<b>CO4</b>	<b>H</b>	<b>M</b>	<b>M</b>	<b>L</b>	<b>H</b>	<b>M</b>
<b>CO5</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>L</b>	<b>H</b>	<b>M</b>

**H-High (3) M-Medium (2) L-Low (1)**

CO/PO	1	2	3	4	5	6
<b>CO1</b>	<b>H</b>	<b>H</b>	<b>L</b>	<b>L</b>	<b>M</b>	<b>H</b>
<b>CO2</b>	<b>M</b>	<b>H</b>	<b>M</b>	<b>L</b>	<b>M</b>	<b>L</b>
<b>CO3</b>	<b>M</b>	<b>L</b>	<b>H</b>	<b>L</b>	<b>H</b>	<b>H</b>
<b>CO4</b>	<b>M</b>	<b>H</b>	<b>M</b>	<b>L</b>	<b>H</b>	<b>M</b>
<b>CO5</b>	<b>H</b>	<b>H</b>	<b>H</b>	<b>M</b>	<b>M</b>	<b>H</b>

**H-High (3) M-Medium (2) L-Low (1)**

**Unit-I:**

**(18 Hours)**

- 1.1 Reasons for the Advent of Europeans in India- Discovery of Sea Route in India - Portuguese (K1, K2, K4)
- 1.2 Vasco-da-Gama-Almeida -Alberque- Blue Water Policy- Rise and Decline of Portuguese (K2, K4)
- 1.3 The Dutch – The Dutch Settlements in India- French East India Company and his Settlements in India- Reasons for French Failures (K1, K2)



- 1.4 English East India Company- Rise and Power of Britishers-Austrian Succession War- Impact in India- First Carnatic War- Anwar-ud-din-Results of the War- Aix-la-Chapelle (K2, K4)
- 1.5 Second Carnatic War-Nasirjung- Musaffar Jung-Bussy- Chandasahib-Treaty Pondicherry (K2)
- 1.6 Third Carnatic War-Count-de-lally-Treaty of Paris-Impact of Carnatic Wars in India- Dupleix-Carrier and his Achievements (K2, K4)

**Unit- II:**

**(18 Hours)**

- 2.1 Robert Clive – Hero of Arcot- Achievements of Clive in Carnatic Wars- Military- - Diplomatic-Establishment of British rule in India (K2, K4)
- 2.2 Siraj-ud-Daula-Nawab’s Order- Black Hole Tragedy- Mir Jafar-Battle of Plassey- Course- Results of the War-Diwani right- Dual Government in Bengal (K2, K4)
- 2.3 Battle of Buxar-Mir Kasim- Course- Results of the War (K2)
- 2.4 Treaty of Allahabad- Shuja-ud-daula- Shah Allam-II (K2)
- 2.5 Robert Clive’s Achievements in Bengal (K4)

**Unit III:**

**(18 Hours)**

- 3.1 Warren Hastings-First Governor General of Bengal-Reforms -Administration- Muhammed Raza Khan- Raja Shitab Rai- Revenue Reforms-Bidding- Board of Revenue- Commercial Reforms- Chowkies- Judicial Reforms(K2, K4)
- 3.2 Regulating Act of 1773-Changes in England-Court of Directors- Changes in India- Criticism of the Act- Zamindars- Presidencies of India-Court of Properties- Trial of Nandakumar(K2)
- 3.3 Removal of Defects- Supreme Court-Pitt's India Act of 1784-Changes in England- Secretary of State- Changes in India- General Changes-Non- Intervention Policy- Impeachment of Warren Hastings (K1, K2)
- 3.4 Lord Cornwallis- Permanent Revenue Settlement -Zamindars- Zamindari System- Sir Johnshore- Revenue Board- Merits and Demerits of Permanent land revenue system(K4)
- 3.5 Administrative Reforms- High Posts for Indians-Criminal Court- Darogas- Sadr- Nizamat Adalat-(K2, K4)
- 3.6 Judicial Changes-Civil Courts- Munsif- Provincial Courts- Police - Imperialism- Nepotism- British Economic Impact in India- The ruin of India’s Agrarian Economy- Decline of India’s Trade and Commerce(K2, K4)

**Unit IV:**

**(18 Hours)**

- 4.1 Lord Wellesley-Origin of Subsidiary Alliance- Alfred Lyall- Provisions of the Subsidiary alliance- Merits and Demerits of the System (K2)
- 4.2 Rise and Fall of Tipu Sultan-Tiger of Mysore- Second- Anglo Mysore War- Treaty of Mangalore-Anti-Tipu Alliance- Third Anglo-Mysore War-Treaty of SriRangapatnam - Fourth Anglo Mysore War-Results of the War – Achievements of Tipu Sultan - Failures of Tipu( K2, K4)
- 4.3 Second -Anglo Maratha War-Treaty of Deogaon-Lord Hastings- Judicial Reforms- Sadr Amins- Provincial Diwani Adalat- Revenue Collectors(K2)
- 4.4 Revenue Reforms- Mahalwari System- Ryotwari -Bengal Tenancy Act- Educational Reforms-Vernacular School System- Liberty of Press (K2)
- 4.5 Gurka War- Sir George Barlow- Lord Minto- Treaty of Sagauli- Pindari War-Karmi Khan- ThirdAnglo Maratha War-Results of the War – Reforms of Lord William Bentinck--Social Reforms- Sati abolition - Raja Ram Mohan Roy-Suppression of Female Infanticide- Suppression of Human Sacrifice(K4)

4.6 Educational Reforms -Western System of Education – Macaulay’s Law Commission- Charter Act of 1813- Charter Act of 1833-Provisions of the Act (K2, K4)

**Unit V:**

**(18 Hours)**

- 5.1 Lord Auckland –Reforms-First Anglo-Afghan War –Criticism - Lord Ellenborough- Lord Hardinge- Reforms- First Anglo-Sikh War- Treaty of Lahore- Treaty of Bhairawal(K2)
- 5.2 Charter Act of 1853 – ICS Exams-Legislative Council- Veto Power- Merits and Demerits of the Act(K2)
- 5.3 Lord Dalhousie- Doctrine of Lapse-Methods of Annexation- Annexations of the Provinces- Criticism (K4)
- 5.4 Reforms of Dalhousie-Administrative Reforms- Railways- Posts & Telegraphs- Commercial- Public Works-Education- Charles Wood’s Despatch- Military (K2, K4)
- 5.5 Lord Canning -Sepoy Mutiny- Causes:- Political- Social and Economic- Religious- Psychological- Military- Immediate Cause- Mangal Pande (K2, K4) Events of the Revolt-Revolt of Kanpur-Delhi- Lucknow-Central India- Queen of Jhansi- Nana Sahib- Tantia Tope-Causes for the Failure of the Revolt- Results of the Revolt of 1857 (K2, K4)
- 5.6 Queen’s Proclamation of 1858-Provisions-First Viceroy (K2, K4)

**Maps:**

1. European Settlements in India
2. Carnatic Wars: Important Places.
3. India under Warren Hastings
4. India under Wellesley
5. Places connected with the event of 1857.

**Text Books:**

1. V.D. Mahajan – Modern Indian History – S. Chand and Company Ltd., New Delhi, 1983.

**Books for Study and Reference:**

1. V.D. Mahajan – Modern Indian History – S. Chand and Company Ltd., New Delhi, 1983.
2. Indian History – Krishna Reddy- S. Chand & Co. Pvt. Ltd. New Delhi, 2005. J.C. Agarwal – Modern Indian History – S. Chand and Company Ltd., New Delhi, 2000.
3. L.P. Sharma–History of Modern India–Konark Publishers Pvt. Ltd., Delhi 1989.
4. K.C. Chaudhuri – History of Modern India – New Central Book Agency, Calcutta, 1983.
5. Grover B.L. & Grover S. – A New Outlook on Modern Indian History – S. Chand & Co. Pvt. Ltd. New Delhi, 2005.
6. Rajkumar Pruthi – History of Modern India – Mohit Publications, New Delhi, 2005.

**Open Educational Resources (OER):**

1. <https://www.historypak.com>carnaticwars>
2. <https://www.heritage-history.com/britshers>
3. <https://www.britannica.com>lordwilliambentink>
4. <https://www.timemaps.com/history/south-asia-1857ad/>

## SEMESTER-II

### UCHID20- HISTORY OF INDIA FROM 1858 TO 1947 A.D

<b>Year:</b> I	<b>Course Code:</b> UCHID20	<b>Title of the Course:</b> History of India from 1858 to 1947 A.D	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 5	<b>Credits</b> 4	<b>Marks</b> 100 40+60
<b>Sem:</b> II							

#### Course Objectives:

1. To Help the Students to interpret the Condition of India after Queen's Proclamation
2. To help the Students to know the Administrative System of Lord Ripon, Lord Curzon, and their Domestic and Foreign Policy
3. To enable the Students to Understand the various factors leading to the rise of the National Movement and the role of Mahatma Gandhi in the Freedom Struggle

#### Course Outcomes (COS):

**After completion of the course the student will able to:**

1. Explain the condition of India after the Queen Victoria's proclamation and State the reforms of the Viceroy and understand various concepts and ideas in their administration
2. Compare and contrast the administration of Lord Ripon with Lord Curzon and contribute to the society and become leaders to become change makers
3. Examine the causes for the emergence of social reform movements and discuss the contribution of various Social reform movements, to contribute towards the needs of the society.
4. Classify the various causes for the rise of National Movements in India and explain their sacrifice and list their positive social values
5. Explain the role of M.K. Gandhi in Freedom Struggle and understand the concepts in various Acts and to commit oneself for Social Justice and exercise leadership and Teamwork

CO/PO	1	2	3	4	5	6
CO1	H	L	L	L	M	L
CO2	H	H	L	L	H	H
CO3	H	H	H	L	M	H
CO4	H	H	L	L	H	M
CO5	H	H	L	L	H	H

(Low -L, (1) Medium -M, (2) High-H( 3)

CO/PSO	1	2	3	4	5	6
CO1	M	H	L	H	L	M
CO2	H	H	M	H	L	H
CO3	H	H	H	L	L	M
CO4	H	H	H	M	H	M
CO5	M	H	H	L	H	M

(Low -L, (1) Medium -M, (2) High-H (3)

**Unit I:**

**(18 Hours)**

- 1.1 India under the Crown- Queen Victoria's Proclamation – Significance of the Proclamation( K2,K4 )
- 1.2 Lord Canning – Administration – Reforms( K2, K4 )
- 1.3 Lord Elgin –Lord Lawrence- Lord Mayor – Lord NorthBrook( K2,K4)
- 1.4 Lord Lytton- Royal Titles Act-Financial reforms-Vernacular press Act-Civil Services ( K2, K4 )
- 1.5 Lord Lytton - Afghan Policy- Cause-Events-Treaty of Gandamak ( K2,K4 )
- 1.6 Estimation of Lord Lytton( K2,K4 )

**Unit II:**

**(18 Hours)**

- 2.1 Lord Ripon –Reforms in administrative structure- Financial Reforms-Educational Reforms-  
Judicial Reforms –Policy towards Indian states-Estimate( K2,K4 )
- 2.2 Lord Dufferin- Third Burmese War-Internal policy- Birth of Indian National Congress(  
K2,K4 )
- 2.3 Lord Lansdowne - Foreign policy- Financial Reforms( K2,K4 )
- 2.4 Lord Elgin- Chitral Expedition – The Tirah campaign- plagues and Famine( K2,K4
- 2.5 Lord Curzon- Administrative Reforms- Agricultural reforms- Archaeological reforms  
Educational reforms- political reforms ( K2,K4 )
- 2.6 Lord Curzon- foreign policy- North western Frontier- Afghanistan-Persia- Tibet( K2,K4 )

**Unit III:**

**(18 Hours)**

- 3.1 Causes for the Social Reforms Movements – Raja Ram Mohan Roy- Brahmo samaj- Keshab Chandra Sen( K2,K4 )
- 3.2 Jyotiba Phule –Satya Shodhak Samaj ( K2,K4 )
- 3.3 Swami Dayanandha saraswathi- Arya Samaj – Vevekanandha – Ramakrishna Mission( K2,K4 )Annie Beasant-Theosophical Societies - AligarhMovement( K2,K4 )
- 3.4 Minor Social Reform Movements- Anti-Untouchable Movements- Sikh Movements ( K2,K4)
- 3.5 Movements for Emancipation of Women-Peasants Movements – All India Trade Union Congress(  
K2,K4 )

**Unit IV:**

**(18 Hours)**

- 4.1 Factors promoting Nationalism( K2,K4 )
- 4.2 Origin of Indian National Congress –First Phase- Moderate Phase( K2,K4 )
- 4.3 Partition of Bengal – Swadeshi Movement -Period of extremist ( K2,K4 ) 4.4: Muslim League- Surat split- Minto –Morley Reforms( K2,K4 )
- 4.4 Home Rule Movement- Ghadar Party ( K2,K4 )

#### 4.5 Various Conspiracy- India and FirstWorld War( K2,K4 )

#### **Unit V:**

**(18 Hours)**

5.1 Montagu –Chelmsford reforms- Rowlatt Act- Jallianwala Bagh Tragedy( K2,K4 )

5.2 Mahatma Gandhi- Non –Cooperation Movement- Chauri Chaura incident( K2,K4 )

5.3 Swaraj Party –Simon Commission – Civil Disobedience Movement –Round Table Conferences( K2,K4 )

5.4 The Government of India Act 1935 – Quit India Movement- India and Second World War-August offer( K2,K4 )

5.5 Cripps plan- Wavell plan-Cabinet Mission( K2,K4 )

5.6 Mountbatten Plan- India Independence Act of 1947- Causes Leading for the Partition of India and Pakistan( K2,K4 )

#### **Maps:**

1. India under Lord Curzon
2. India under Lord Ripon
3. Important Places Related to National Movement
4. Partition of India – important places

#### **Text Book**

1. R.S. Chaurasia- History of Modern India 1707 A.D to upto 2000 A.D-Atlantic publishers

#### **Books for Study and Reference:**

1. V.D. Mahajan – Modern Indian History – S. Chand and Company Ltd., New Delhi 1983.
2. J.C. Aggarwal – Modern Indian History – S. Chand and Company Ltd., New Delhi 2000.
3. L.P. Sharma – History of Modern India – Konark Publishers Pvt. Ltd., Delhi 1989
4. K.C. Chaudhuri – History of Modern India – New Central Book Agency, Calcutta 1983.
5. R.C. Agarwal – Constitutional Development and National Movement of India –S. Chand & Co., Pvt. Ltd., New Delhi, 2005.
6. B.P. Chaudhary – History of India – Abhijeet publications, New Delhi, 2012.
7. Brij Kishore Sharma – Introduction to Constitution of India, Learning Pvt. Ltd., New Delhi, 2011.

#### **Open Educational Resources (OER):**

1. <https://www.gktoday.in/gk/arrival-of-lord-lytton-1876/>

2. <https://www.gktoday.in/gk/arrival-of-lord-ripon-1880/>

3. <https://iasmania.com/lord-ripon-lord-lansdowne-lord-curzon-partition-of-bengal/>

4. [nammakpsc.com/wp/wp-content/.../10.-Religion-reform-movement.pdf](http://nammakpsc.com/wp/wp-content/.../10.-Religion-reform-movement.pdf)

5. <https://www.youtube.com/watch?v=3QwMQJ6f11A>

6. <https://www.history.com/topics/india/mahatma-gandhi>

## SEMESTER- II

### UATMB20 -ALLIED-II - TOURISM II

<b>Year:</b> I <b>Sem:</b> II	<b>Course Code:</b> UATMB20	<b>Title of the Course:</b> Allied-II Tourism -II	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 5	<b>Credits</b> 5	<b>Marks</b> 100 40+60
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#### Course Objectives:

1. This course emphasizes the importance and significance of travel agencies and explores the significant features of world tourist organizations.
2. This course will induce students to become an entrepreneur and enable them to develop communication.
3. This course also intends to enable students to understand the programs and policies of the tourism sector.

#### Course Learning Outcomes (COS):

**After completion of the course the student will able to:**

1. Describe and analyze the concepts of Service Organizations
2. Examine the contribution of the Service Organizations
3. Analyze Tourism as the Poverty Alleviation Program
4. Illustrate the Works of the Committee in Tourism Planning Process
5. Explain the contribution of Biodiversity and Tourism Development

<b>CO/PO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	M	H	L	H	H
<b>CO2</b>	H	M	L	L	H	H
<b>CO3</b>	H	H	M	L	H	H
<b>CO4</b>	H	M	H	L	H	M
<b>CO5</b>	H	M	M	H	M	H

**(H-High (3) Medium -M (2) L-Low (1)**

<b>CO/P SO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	M	H	H	M	M
<b>CO2</b>	M	H	M	H	L	M
<b>CO3</b>	H	M	H	H	L	H
<b>CO4</b>	H	M	H	H	H	M
<b>CO5</b>	H	H	M	H	M	H

**H-High (3) Medium -M (2) L- Low (1)**

**Unit I:** (18 Hours)

- 1.1 Introduction to Service Organization & Meaning and History of service organization. (K2)
- 1.2 Travel Agency – Types of travel agency – Rules and Regulations for Approval of travel agency. (K2)
- 1.3 Tour operators: Meaning - Nature & Importance of Tour operator (K2)
- 1.4 Types & Functions of Tour operator. (K2)
- 1.5 Passport: Significance, Types, Procedures & Documents (K2, K3)
- 1.6 VISA - Meaning – Importance and Types of VISA (K2)

**Unit II:** (18 Hours)

- 2.1 World Tourism Organization: Objectives, Structure & Functions of WTO (K2)
- 2.2 Pacific Asia Travel Association: Aims, Structure and Functions (PATA) (K2)
- 2.3 International Air Transport Association: Roles and Structures (IATA) (K2)
- 2.4 International Civil Aviation Organization: Organizational Structure, Roles & Responsibilities (ICAO) (K2)
- 2.5 World Travel and Tourism Council: Objectives of WTTC Functions (WTTC) (K2)
- 2.6 National Tourist Organization: Aims Roles of NATO. (K2).

**Unit III:** (18 Hours)

- 3.1 Tourism as Industry (K2).
- 3.2 Types of Tourism Sector (K2).
- 3.3 Tourism as an information management (K2).
- 3.4 Tourism and Poverty Alleviation (K2).
- 3.5 Tourism Publicity: Advertising Agency, Role of Social media in Tourism promotion (K2).
- 3.6 Problems and Challenges of the Tourism Industry (K2).

**Unit IV:** (18 Hours)

- 4.1 National Committee on Tourism (NCT) (K2).
- 4.2 Tourism National Action Plan 1992 (K2).
- 4.3 National Tourism Policy 2002 (K2).
- 4.4 Tourism Planning Process (K2).
- 4.5 Levels of Tourism Planning (K2).
- 4.6 Role of State Government in Tourism (K2).

**Unit V:** (18 Hours)

- 5.1 Seasonality: Geography of India (K1, K2).
- 5.2 Climate of India (K1, K2).
- 5.3 Seasonal Tourism (K1, K2).
- 5.4 Wildlife Tourism: Wildlife Sanctuaries and National Parks (K1, K2).
- 5.5 Impact of Climate conditions on tourism and destinations (K1, K2).
- 5.6 Safe and Security Issues of Tourism in India (K1, K2).

**Text Books**

1. Jayapalan, N. (2001). An Introduction to Tourism. New Delhi: Atlantic Publishers.
2. Prabhat Chaudhary. (2009). Tourism: Concepts and Principles, Policy and Planning. New Delhi:

AdelineBooksPublishers.

### **Books for Study and Reference**

1. Surinder Agarwal .(2008). Travel Agency and Management. New Delhi: Communication India.
2. Khan, M.A. (2006). A Tourist Paradise. New Delhi: Sterling Publishers.
3. Jayapalan, N. (2001). An introduction to Tourism. New Delhi: Atlantic Publishers.
4. Sharma, K.K. (2007). Tourism and Culture. New Delhi: Sarup & Sons.
5. Robinet Jacob., Sindhu Joseph., & Anoop Philip. (2007). Indian Tourism Products. New Delhi: Abhijeet Publications
6. Stephen J. Page. (2011). Tourism management: An introduction ( 4<sup>th</sup> Edt). London: Routledge –Taylor and Francis.
7. Prabhat Chaudhary. (2009). Tourism: Concepts and Principles, Policy and Planning. New Delhi: Adeline Books Publishers.
8. Manoj Das. (2006). A Tourist Paradise. New Delhi: Sterling Publishers.

### **Open Educational Resources(OER):**

1. <https://opentextbc.ca/introtourism/chapter/chapter-7-travel-services/>
2. [https://www.tutorialspoint.com/tourism\\_management/tourism\\_management\\_tutorial.pdf](https://www.tutorialspoint.com/tourism_management/tourism_management_tutorial.pdf)
3. [https://amity.edu/arjtah/pdf/Jeet\\_Dogra.pdf](https://amity.edu/arjtah/pdf/Jeet_Dogra.pdf)
4. <https://www.shareyouressays.com/knowledge/what-are-the-four-important-publicity-methods-used-by-tourism-organisation/111151>
5. <https://iasmania.com/geography/indian-geography/>
6. [https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=1233&context=itr\\_pubs](https://scholarworks.umt.edu/cgi/viewcontent.cgi?article=1233&context=itr_pubs)



## SEMESTER- III

### UCHIE20 - AN OUTLINE HISTORY OF TAMIL NADU UPTO 1565 A.D

<b>Year:</b> II	<b>Course Code:</b> UCHIE20	<b>Title of the Course:</b> An Outline History of Tamil Nadu to 1565A.D	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 5	<b>Credits</b> 4	<b>Marks</b> 100 40+60
<b>Sem:</b> III							

#### Course Objectives:

1. To help the Students to understand Physical Features, Sources and Political Division of Sangam Age.
2. To make the Students to know about the Military achievements of Pallavas, Cheras, Cholas and Pandyas.
3. To help the Students to understand their Contribution to Religion, Art and Architecture.

#### Course Outcomes (COS):

##### After completion of the course the student will able to :

1. Define the Sources for the Ancient History of Tamil Nadu and Topographical division of Sangam Age.
2. Describe the Chera, Chola and Pallava Kingdoms its Socio, Economic and Cultural Condition of the Sangam Age and its impact on the development of Tamil Culture
3. Explain the Contribution of the Pandyas and the Pallavas Religion, Art and Architecture to the betterment of present time.
4. Compare the Contribution of the Imperial Cholas and the Later Pandyas in the field of Local Administration.
5. Illustrate the travel accounts of Marco Polo and Abdul Wasuf and create respect for diversity

CO/PO	1	2	3	4	5	6
CO1	H	M	M	L	H	M
CO2	M	H	M	H	L	H
CO3	M	L	M	H	M	H
CO4	L	M	H	M	H	L
CO5	M	M	H	H	M	L

**High -(3), Medium (2), Low (1)**

CO/PSO	1	2	3	4	5	6
CO1	M	H	L	M	L	H
CO2	H	H	L	M	L	M
CO3	L	H	M	L	M	H
CO4	H	L	M	L	M	M
CO5	H	L	M	M	L	H

**High - (3), Medium (2), Low (1)**

**Unit –I**

**(18 Hours)**

- 1.1 Geographical features and Ethnography of TamilNadu
- 1.2 Literary Sources - Foreign Literary Sources (K2)
- 1.3 Literary Sources - Tamil & Non Tamil Literary Sources – Eight anthologies – Ten Idylls(K2)
- 1.4. Political History – Chera Senguttuvan – Karikal Cholan (K2)
- 1.5. Political history- Pandian Nedunchelian.(K2)
- 1.6. Social, Economic and Cultural condition of Sangam Tamilagam.(K2)

**Unit II:**

**(18 Hours)**

- 2.1 The Kalabhras – Literary and Epigraphical Sources – Effects of Kalabhra rule in the Tamil Country ( K2)
- 2.2 Political History of First Pandyan Empire (K2)
- 2.3 The Pallavas – Origin – Literary & Archaeological Sources (K1,K2)
- 2.4 Political History of Simhavishnu –MahendravarmanI- Narasimhavarma(K1,K2.)
- 2.5 Art and Architecture – Monolithic Rock cut temples- Structural temples of Pallavas.(K2)
- 2.6 Bhakti Movement- Saivism and Vaishnavism.(K1,K2)

**Unit III:**

**(18 Hours)**

- 3.1 Sources for Imperial Cholas, Archaeological – Literary (K2,)
- 3.2 Rajaraja Chola I- Conquest – Administrative Reforms (K1, K2,)
- 3.3 Rajendra Chola I, Military Conquest (K1, K2)
- 3.4 Political History of Cholas- Kulottunga I – Rajendra III (K2)
- 3.5 Local- Self Government –Ur, Nagaram , Mahasabha (K2)
- 3.6 Art and Architecture of Imperial Cholas.(K2)

**Unit IV:**

**(18 Hours)**

- 4.1 Archaeological – Literary Sources of Later Pandyas. (K2)
- 4.2 Political history of Jatavarman Sundarapandya I – Maravarman Sundarapandya I – Maravarman Kulasekara I – Jatavarman Kulasekara I (K1, K2.)
- 4.3 Social and Cultural Conditions of Later Pandyas.(K1, K2.)
- 4.4 Economic Condition –Internal Trade and Foreign Trade.(K2)
- 4.5 Art and Architecture of Pandyas(K1, K2)
- 4.6 Travel Accounts of Marco-Polo and Abdul Wasuf ( K1, K2)

**Unit V:****(18 Hours)**

- 5.1 Provincial administration under Vijayanagara Empire (K1,K2)
- 5.2 Madurai Nayaks-Visvanathanayak-Ariyanatha Mudaliyar-TirumalaiNayak- Meenakshi (K1, K2)
- 5.3 Senji Nayaks- Cuvaki Krishnappa-Surappa Nayak-Design (K
- 5.4 Tanjore Nayaks-Sevappa Nayak-Ragunathan Kayak(K2)
- 5.5 Salient Features of the Poligar System.(K2)
- 5.6 Battle of Talikota. (K2)

**Text Book:**

1. Dr.N. Jayapalan – History of TamilNadu – Atlantic Publishers, New Delhi.

**Books for Study and Reference:**

1. Nilakanda Sastri K.A. – History of South India – Oxford University Press, Amen House, London E.C.4.
2. Krishna Murthi V.M – History of Tamil Nadu – Vijayalakshmi Publications, Neyyor
3. Subramanian N. - History of Tamil Nadu 1336-1565 A.D. – Koodal Publications, Madurai
4. Subramanian N. – History of Tamil Nadu 1565-1956 A.D. – Ennes Publication, Udumalpet.
5. Sastri K.A.N. – The Cholas – Madras University, Madras, 1984

**Open Educational Resources (OER):**

1. [exampariksha.com](http://exampariksha.com) › Study Material › History
2. [www.jagranjosh.com](http://www.jagranjosh.com) › ... › GK for Exams
3. <https://pratiyogitaabhiyan.in/general-studies/history-general-studies/sangam-age-notesmcq-pdf-download/>

### SEMESTER-III

#### UEHIA20 - HISTORY OF MODERN ASIA (1900 A.D TO 2000 A.D)

(Excluding India, China, Bhutan, Japan and West Asia)

<b>Year:</b> II	<b>Course Code:</b> UEHIA20	<b>Title of the Course:</b> History of Modern Asia (1900 A.D to 2000 A.D)	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 5	<b>Credits</b> 4	<b>Marks</b> 100 40+60
<b>Sem:</b> III							

#### Course Objectives:

1. To help the students to comprehend the Political History of Asian Countries and their formation.
2. To enable the students to assimilate the Knowledge of Internal and External problems.
3. To help the students to know the concept of Nationalism.

#### Course Learning Outcomes (CLOS):

**After completion of the course the student will able to:**

1. Explain the role of Nationalism in Sri Lanka and Pakistan and their development after Independence
2. Describe the formation of Bangladesh and Nepal Kingship
3. Illustrate the History of Malaysia and the Formation of Singapore
4. Examine the Independence of Indonesia and the Formation of new countries like Vietnam, Laos and Cambodia
5. Discuss the Independence of Philippines and Thailand and the Formation of Organizations for the Welfare of Asian Countries.

CO/PO	1	2	3	4	5	6
CO1	H	M	H	L	H	M
CO2	H	H	M	L	H	H
CO3	H	M	H	L	H	M
CO4	H	M	H	L	H	H
CO5	H	M	H	L	H	H

**(H-High (3) Medium -M (2) L-Low (1))**

CO/PO	1	2	3	4	5	6
CO1	H	H	M	M	H	H
CO2	H	H	H	M	M	H
CO3	H	M	H	M	H	H
CO4	H	M	H	M	H	H
CO5	H	H	H	H	M	H

**H-High (3) Medium -M (2) L-Low (1)**

**Unit I:****(18 Hours)**

- 1.1 Rise of Nationalism -Ceylon Independence- Ceylon National Congress (K2)
- 1.2 Prime Ministers of Sri Lanka: Senanayake – Bandaranayaka- Srimao Bandaranayaka- Jayavardene- First Presidential Election-Premadasa-Ranil Wickremasinghe- Chandrika Banadaranaike Kumaratunga (K2)
- 1.3 Ethnic Problem in Sri Lanka-Nehru Kotelawala Pact-Rajiv-Jayawardane Accord- Indian Peace Keeping Force (K2,K4)
- 1.4 Pakistan Independence-East Pakistan and West Pakistan (K2)
- 1.5 Prime Ministers of Pakistan: Iskandar Mirza- Ayubkhan- Yahyakan- -Zulfikar Ali Bhutto-General Zia-ul-Haq-Muhammed Khan Juneja-Benazir Bhutto-Nawaz Sharif- General Pervez Musharaf (K2)
- 1.6 Pakistan and her Asian Neighbors: USA, USSR, Iran, Afghanistan, China(K2,K4)

**Unit II:****(18 Hours)**

- 2.1 Formation of Bangladesh -Urdu Agitation-Indo-Pakistan War (K4)
- 2.2 Problem between Bangladesh and India: Farakka Barrage- New Moore Island (K2)
- 2.3 Prime Ministers of Bangladesh: Mujibur Rahman- Zia-ur-Rahman-General Ershad- Khaladia Zia-Sheik Hassian (K2)
- 2.4 Nepal History-History of Nepal- Royal Massacre of Nepal (K2)
- 2.5 Rulers of Nepal: King Mahendra- New Constitution-King Mahendra (K2)
- 2.6 Foreign Policy of Nepal (K2)

**Unit III:****(18 Hours)**

- 3.1 History of Malaysia: Nationalism in Malaysia-United Malays National Organisation- Federation of Malaya-Malaysia Independence –Ejection of Singapore (K2)
- 3.2 Prime Ministers of Malaysia: Tunk Abdul Rahman- Datuk Seri Dr.Mahathir Muhammed (K2)
- 3.3 Government of Malaysia (K2)
- 3.4 Singapore: Rendel Constitution-Lee Kuan Yew – Singapore Federation- Singapore Independence (K2)
- 3.5 Republic of Singapore (K2)
- 3.6 Economic Growth of Singapore (K4)

**Unit IV:****(18 Hours)**

- 4.1 Nationalism in Indonesia-Indonesia Independence:- Rise of Nationalism- Budi- Utomo- Rise of Sarekat Islam-Indonesia Independence (K2)
- 4.2 Sukarno-Guided Democracy-Bandung Conference- Sukarto-Abdur Rahman Wahid (K2)
- 4.3 Vietnam- Republic of Vietnam-Geneva Conference-Ho-Chi-Minh-VietnamWar- Reunification of Vietnam (K2)
- 4.4 Laos- Early History-Independence of Laos-Laos and USA-Lao People's Democratic Republic (K2)
- 4.5 Cambodia-Sihanouk –Restoration of the Monarchy- US in South East Asia (K2)
- 4.6 Geneva Conference (K2)

**Unit V:****(18 Hour)**

- 5.1 Early History of Philippines-Relations with United States (K2)
- 5.2 Prime Ministers of Philippines: Akino-Tydings-Mc-Duffie Act-Ramon Magsaysay- Marcos- Aquino (K2)
- 5.3 Economy Growth of Philippines (K2)

5.4 Thailand Independence-Anglo-French Rivalry (K2)

5.5 Rulers of Thailand: King Chualongkorn-Phibun Songgram-Pridi Phanomyong-Sarit Thanarat (K2)

5.6 Organizations of South Asian Countries-SEATO-ASEAN-SAARC (K4)

### **Text Books**

1. N.Jayapalan-History of Modern Asia

### **Reference Books**

1. Clyde and Beers:-The Far East- Prentice Hall of India Ltd., NewDelhi-1976
2. Harlod M.Vinacke - A History of the Far East- Kalyani Publications, New Delhi,1982
3. K.M.De Silva-A History of Srilanka-Oxford University Press,1981
4. Smruthi Spattanaik (Editor)-Four Decades of India Bangladesh Relations, Historical Imperatives and Future Direction,-Institute for Defence Studies and Analysis, New Delhi,2012
5. Puran Chandra -Burma-Past and Present a Fact Book-ForwardBook Publications,New Delhi,2013

### **Open Educational Resources (OER):**

1. <https://www.britannica.com/place/Sri-Lanka/History>
2. [https://en.wikipedia.org/wiki/Sri\\_Lankan\\_Civil\\_War#:~:text=Since%20the%20end%20of%20the,Sri%20Lankan%](https://en.wikipedia.org/wiki/Sri_Lankan_Civil_War#:~:text=Since%20the%20end%20of%20the,Sri%20Lankan%)
3. [https://www.britannica.com/topic/history-of-Bangladesh\\_20Tamil%20girls%20and](https://www.britannica.com/topic/history-of-Bangladesh_20Tamil%20girls%20and)
4. <https://www.britannica.com/place/Nepal/History>
5. <https://www.britannica.com/place/Malaysia>
6. <https://www.britannica.com/place/Singapore/History>
7. <https://www.britannica.com/place/Indochina>
8. <https://www.britannica.com/topic/history-of-Philippines>
9. <https://www.britannica.com/place/Thailand>

### SEMESTER- III

#### UEHIA20--ELECTIVE I B: INTERNATIONAL RELATIONS (1945 TO 2000 A.D)

Year:	Course Code:	Title of the Course:	Course Type:	Course Category	H/W	Credits	Marks
II Sem: III	UEHIA20	International Relations (1945 to 2000A.D)	Theory	Core	6	6	100 40+60

#### Course Objectives:

1. To help the Students to understand the ideals of International Relations.
2. To help to familiarize the developments of the Contemporary World.
3. To help the Students to understand the current international affairs.

#### Course Outcomes (COs):

##### After completion of the course the student will able to:

1. Describe the origin, function and the achievements of the UNO and become the agents of Social Change
2. Analyze the effects of the Cold War and its impact on the International relationship
3. Discuss the origin, structure and functions of SAARC, CommonWealth, European Union and WTO to become the builders of Peace.
4. Estimate the disintegration of the USSR and its impact on the Countries.
5. Examine the Middle East Countries and their role

CO/PO	1	2	3	4	5	6
CO1	H	H	H	L	H	H
CO2	H	M	M	L	H	H
CO3	H	H	M	L	H	H
CO4	H	H	H	L	M	M
CO5	H	H	M	L	M	H

**H-High (3) Medium -M (2) L-Low (1)**

CO/PSO	1	2	3	4	5	6
CO1	L	M	H	L	H	M
CO2	M	L	H	H	M	H
CO3	M	M	H	M	H	M
CO4	L	L	M	H	M	H
CO5	L	L	H	M	H	H

**H-High (3) Medium -M (2) L-Low (1)**

- Unit I:** (18 Hours)
- 1.1 Meaning and Definitions International Relations.(K2)
  - 1.2 Origin and Establishment- Structure of the UNO (K2)
  - 1.3 Functions-Achievements of the UNO (K4)
  - 1.4 Disarmament-Nuclear Test Ban Treaty (
  - 1.5 Non –Proliferation Treaty-(K2)
  - 1.6 SALT-CTBT. (Strategic Arms Limitation Talks, The Comprehensive Nuclear Test Ban Treaty.) (K2)

- Unit II:** (18 Hours)
- 2.1 Truman Doctrine (K2)
  - 2.2: Marshall Plan (K2)
  - 2.3.: NATO-CENTO- SEATO (K2)
  - 2.4.: Warsaw Pact – Anzus Pact (K2)
  - 2.5: Cold War in Korea, Vietnam, Cuba (K2)
  - 2.6: Berlin Crisis. (K2)

- Unit III:** (18 Hours)
- 3.1: SAARC- Origin- Aims- Structure and Functions (K2)
  - 3.2: Commonwealth (K2)
  - 3.3: European Economic Community (K2)
  - 3.4: European Common Market (K2)
  - 3.5: G8- WTO (Group of Eight, World Trade Organization.) (K2)
  - 3.6: ASEAN.(Association of Southeast Asian Nations.) (K2)

- Unit IV:** (18 Hours)
- 4.1.: Gorbachev (K2)
  - 4.2.: Glasnost (K)
  - 4.3.: Perestroika (K2)
  - 4.4: Soviet Disintegration (K4)
  - 4.5: Rise of African States (K2)
  - 4.6: Apartheid Policy.(K4)

- Unit V:** (18 Hours)
- 5.1 Middle East Crisis (K4)
  - 5.2 Arab Israel War (K2)
  - 5.3. Palestinian Liberation Organization (P.L.O) (K2)
  - 5.4. Oil Diplomacy (K2)
  - 5.5. Gulf War.(K4)

**Text Book:**

1. Khurana. K.L. The Twentieth Century World. Agra: Lakshmi Narain Agarwal, 2005

**Books for Reference:**

1. Burton J.W. International Relations, Bombay: George Allen and Unwin Pvt Ltd. 1971
2. Palmer and Perkins. . International Relations, New Delhi: AITBS Publishers & Distributors,



2000.

- 3 .Srivastava, L.N.- International Relations from 1914 to Present Day, SBDI, New Delhi, 1991.
- 4.Thiyagarajan, J.- International Relations, Pavai Pathippagam, Madurai, 2002.
- 5.Mahajan, V.D. – International Relations, S.Chand & Company, Delhi, 1993.
- 6.Holsti. International Politics, New Delhi: Prentice Hall of India Pvt Ltd, 1978.
- 7.Sen.A.K. International Relations since 1919. New Delhi: S.Chand & Co., Ltd, 1993.

**Open Educational Resources (OER):**

[https://www.researchgate.net/publication/340721068\\_International\\_Relations\\_Proficiency\\_Exam\\_Study\\_Notes](https://www.researchgate.net/publication/340721068_International_Relations_Proficiency_Exam_Study_Notes)

**UAMGA21 – ALLIED: MODERN GOVERNMENT – I**

<b>Year:</b> <b>II</b> <b>Sem:</b> <b>III</b>	<b>Course Code:</b> UAMGA21	<b>Title of the Course</b> Modern Government –I	<b>Course Type</b> Theory	<b>Course Category</b> Allied	<b>H/W</b> 5	<b>Credits</b> 5	<b>Marks (100)</b> 40+60
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**Course Objective:**

1. To enhance the Students to understand the basic concepts of the Constitution
2. To understand the Principles relating to Politics and working of the political Institution
3. To know the value of Democracy, Rights and the Duties of the Citizen

**Course Outcome:**

**After completion of the course the student will able to:**

1. Describe the basic concepts of the Constitution
2. Examine the nature of various types of the Government
3. Point out the working of the political institution
4. Define the organs and the functions of the Government
5. Estimate the political system of various forms of the Government

<b>CO/PO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	M	M	L	M	M
<b>CO2</b>	H	M	M	L	M	M
<b>CO3</b>	H	M	M	L	H	L
<b>CO4</b>	H	M	M	L	M	M
<b>CO5</b>	M	M	H	L	M	M

**H-High (3) M-Medium (2) L-Low (1)**

<b>CO/PO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	M	M	L	L	M	M
<b>CO2</b>	M	H	M	L	H	M
<b>CO3</b>	M	H	M	L	H	M
<b>CO4</b>	H	H	H	L	H	M
<b>CSO5</b>	M	H	M	L	H	M

**H-High (3)M-Medium (2) L-Low(1)**

## Course Syllabus

### **Unit I** **18 Hours**

- 1.1- Introduction to Constitution -Meaning and purpose of the Constitution (K2)
- 1.2-Classification of the Constitution(K1,K3)
- 1.3-Early Classification (K3)
- 1.4- Fundamental Rights (K2,K4)
- 1.5-Fundamental Duties(K2)
- 1.6-Citizenship(K2)

### **Unit II** **18 Hours**

- 2.1-Unitary State(K2,K3)(
- 2.2-Features of Unitary State (K3)
- 2.3- Federal state(K2,K3)
- 2.4-Characteristics of a federal state (K3)
- 2.5- Quasi-Federal(K3)

### **Unit III:** **18 Hours**

- 3.1-Separation of powers(K3)
- 3.2- Theory & Criticism(K3)
- 3.3- Executive and its Functions(K)
- 3.4- Parliamentary form of Government (K4)
- 3.5- Presidential form of Government (K4)
- 3.6- Plural Executive(K3)

### **Unit IV** **18 Hours**

- 4.1-Legislature(K4)
- 4.2-Powers and Functions of Legislature K3)
- 4.3- Unicameral Legislature(K3)
- 4.4-Bicameral Legislature (K3)
- 4.5- Process of Law Making(K3)
- 4.6- Methods of Solving DeadLock(K4)

### **Unit V** **18 Hours**

- 5.1- Judiciary – Composition of Judiciary(K4)
- 5.2- The Independence of Judiciary –Functions of Judiciary (K3)
- 5.3- Rule of Law(K4)
- 5.4- Administrative Law(K4)
- 5.5- Formation and Functions of Political Parties –Single Party –Bi-Party-Multi-Party System(K2,K4)
- 5.6- Interest Groups or Pressure Groups(K4)

## Books for Study and Reference:

1. Brij Mohan Sharma, Modern Governments, Asia Publishing House, Mumbai, 1969.
  2. Alan R. Ball, Modern Politics and Government, Macmillan, New Delhi, 1983.
  3. M.H. Syed, Encyclopedia of Modern Governments, Anmol Publisher, New Delhi.
  4. Pon. Thangamani, History of Indian Constitution (A.D. 1773 - 1950), Ponnaiah Pathipagam, Chennai, 2001.
  5. J.C. Johari, New Comparative Governments, Lotus Press, New Delhi, 2000.
  6. N. Jayapalan, Modern Governments, Atlantic Publishers and Distributors, New Delhi, 1999.
  7. Hoveyda Abbas, Ranjay Kumar and Mohammed Aftab Alam, Indian Government and Politics, Pearson, Chennai, 2011.
  8. S.R. Maheshwari, Comparative Government and Politics, Lakshmi Narain Agarwal Educational Publishers, Anupama Plaza, Agra, 2010
  9. Dr.J.Kasthuri, Modern Governments, Asian Printers, Podanur, 2006
  10. C.F. Strong, Modern Political Constitutions, Sidgwick & Jackson Limited, London,1973
  11. J.C. Johari, Modern Constitutions, New Delhi, S Chand &Co, 1990
- Open Educational Recourses (OER):
1. [https://constitutionnet.org/sites/default/files/what\\_is\\_a\\_constitution\\_0.pdf](https://constitutionnet.org/sites/default/files/what_is_a_constitution_0.pdf)
  2. <https://epgp.inflibnet.ac.in/>
  3. <https://peo.gov.au/understand-our-parliament/how-parliament-works/system-of-government/separation-of-powers/>
  4. <https://www.politicalsciencenotes.com/articles/top-9-functions-of-legislature-discussed/332>
  5. <https://www.politicalsciencenotes.com/articles/8-major-functions-of-judiciary-discussed/350>
  6. <https://www.britannica.com/topic/political-system/The-functions-of-government>
  7. <https://www.msuniv.ac.in/Download/Pdf/8fff414a63fe4c6>
  8. <https://www.politicalscienceview.com/what-are-the-different-types-of-governments/>
  9. <https://constitutionnet.org/country/constitutional-history-united-states-america>

**SEMESTER - III**  
**USHIA321 – SBE: MUSEOLOGY**

<b>Year: II</b> <b>Sem: III</b>	<b>Course Code:</b> USHIA321	<b>Title of the Course:</b> Museology	<b>Course Type:</b> Theory	<b>Course Category:</b> Skill Paper	<b>H/W</b> 2	<b>Credits</b> 2	<b>Marks</b> 100 40 +60
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**Course Objectives:**

1. This course is aimed to introduce the learners about origin, emergence and concepts of Museology.

**Course Outcomes (COs)**

**After completion of the Museology course the student will able to**

1. Describe about evolution of Museum and Museology
2. Classify the Types and functions of the Major Museums in the world.
3. Define the Nature and scope of Museum
4. Explain the types of museums in Tamil Nadu.
5. Identify the job opportunities for the study of museology.

<b>CO/PO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	M	H	L	M	L
<b>CO2</b>	M	H	M	L	H	L
<b>CO3</b>	H	M	M	H	H	L
<b>CO4</b>	H	M	H	M	H	L
<b>CO5</b>	M	L	H	H	M	H

**High-(3), Medium (2), Low (1)**

<b>CO/PSO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	L	H	M	L	L	H
<b>CO2</b>	M	H	L	M	H	L
<b>CO3</b>	L	M	H	L	L	M
<b>CO4</b>	L	H	L	M	H	L
<b>CO5</b>	M	H	L	L	H	M

**High-(3), Medium (2) , Low (1)**

## **Unit I**

- 1.1 .Definitions of Museum and Museography, Museology.
- 1.2. Types of Museums
- 1.3. ICOM Museum's Definition
- 1.4. Classification of Museum
- 1.5. ICOM basis of Museum Classification

## **Unit II**

- 2.1. History of Museum
- 2.2. Museum Collection
- 2.3. Some Major Museums of the World (British Museum, Smithsonian),
- 2.4. Louvre, Hermitage, Topkapi
- 2.5. Role of UNESCO and ICOM in the Development of Museum

## **Unit III**

- 3.1. History of Museum in India
- 3.2. Nature and scope of Museum
- 3.3. Major Museum of India (Indian Museum Kolkata, National Museum, National Museum in Natural History,
- 3.4. Salarjung Museum, Indira Gandhi Rashtriya Manav Sangrahalaya
- 3.5. Challenges faced by Museum

## **Unit-IV**

- 4.1. State Museums of Tamil Nadu
- 4.2. Popular Museums of TamilNadu
- 4.3. Government Museum Chennai
- 4.4. Sections of the Chennai Museum
- 4.5. Functions of the Museum.

## **Unit-V**

- 5.1. New Museology , Concept of Eco Museums,
- 5.2. Para Museums,
- 5.3. Virtual Museum
- 5.4. Musicology as a profession – Works of the Curator
- 5.5. Employment opportunity

**Practical:** Visit to the Museums

## **Book for Study and References**

1. Dilip Kumar Roy, Museology Some Cute Points , Kalpaz Publications, Delhi
2. Usha Agarwal, Museums in India
3. New Museology –You Tube Lecture by Davis Peter
4. Notes from Pathshala , Production Courseware ,e.content.(MHRD)
5. Mandip Kumar Chaurasiya, e. content, Patna University

## Open Educational Resources:

1. <https://www.mindler.com/careerlibrary/social-sciences-humanities/career-in- museology- in-india>
2. <https://www.youtube.com/watch?v=CRsgPfe4JDs>
3. <https://www.youtube.com/watch?v=kXS8RtHILKM>
4. <https://www.youtube.com/watch?v=nszDIT4xv0Y>
5. <https://www.youtube.com/watch?v=B9zDceNSNBM>

## SEMESTER- IV

### UCHIF20-AN OUTLINE HISTORY OF TAMILNADU FROM 1565 TO 1987 A.D

<b>Year:</b> II	<b>Course Code:</b> UCHIF20	<b>Title of the Course:</b> An Outline History of Tamil Nadu From 1565 AD to 1987 A.D	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 5	<b>Credits</b> 5	<b>Marks</b> 100 40+60
<b>Sem:</b> IV							

#### Course Objectives:

1. To help the students to understand the South Indian Rebellion.
2. To enable the students to know about the services of Christian Missionaries to Society and Education
3. To make the students to understand the role of Tamil Nadu in Freedom Movement

#### Course Outcomes (CO)

##### After completion of the course the student will able to:

1. Describe the administration of Sethupathis and Thondaiman in the Tamil Region.
2. Trace the events leading to the European settlements in Tamil Nadu and the impact of Colonial administration on the Tamil Society.
3. Analyze the contribution of Christian Missionaries to the Society and Education and its impact to present and visualize the future.
4. Compare the South Indian Rebellion with the Vellore Mutiny.
5. Evaluate the role of Tamil Nadu in the freedom struggle and create respect for freedom, diversity and other constitutional values

CO/PO	1	2	3	4	5	6
CO1	H	L	M	H	L	H
CO2	M	L	H	L	H	H
CO3	H	H	M	L	M	L
CO4	L	M	M	L	H	H
CO5	M	M	H	L	H	H

##### High-(3), Medium-(2), Low (1)

CO/PSO	1	2	3	4	5	6
CO1	L	H	M	L	M	H
CO2	H	M	L	L	L	H
CO3	L	L	M	H	M	H
CO4	H	L	M	L	M	H
CO5	L	M	M	H	H	H

##### High-(3), Medium-(2) , Low (1)



**Unit I:****(18 Hours)**

- 1.1.Sethupathi of Ramnad-- Kuttan Sethupati – Raghunatha Sethupati – hirumalaiSethupathi.(K2)
- 1.2.Raghunatha sethupathi (1671 to 1710 A.D) (K2)
- 1.3.Thondaiman of Pudukkottai.(K
- 1.4.RaghunathaTondaiman(1686-1730A.D)-VijayaRagunathTondaiman- Ramachandra(K2)
- 1.5.Rajas of Sivaganga. (K2) Velu Nachiyar. (K2)

**Unit II:****(18 Hours)**

- 2.1.PortugueseVasco Da Gama-Francisco De Almeida,Afonso-De- Albuquerque.(K1,K2)
- 2.2.Dutch and Danish East India Company.- Tranquebar- Masulipatnam.(K1,K2)
- 2.3.French Settlement in India- Pondicherry, Karaikal. (K2)
- 2.4.English East India Company – Surat- Madras (K1,K2,)
- 2.5.Navayets and Wallajah rule in Arcot. (K2)
- 2.6.Carnatic Wars (K1,K2)

**Unit III:****(18 Hours)**

- 3.1.Veera Pandya Kattabomman- Panchalankurichi-Colin Jackson-(K2)
- 3.2.Pulithevan-career-achievements- Nerkkattum cheval.(K2)
- 3.3.Maruthu Brothers-Kalayarkoil insurrection- SivaGanga.(K2)
- 3.4.South Indian Rebellion- Poligar Leagues.(K2)
- 3.5.Omaiadurai-Palayamkottai.(K2)
- 3.6.Vellore Mutiny-Causes-Course-Results (K2).

**Unit IV:****(18 Hours)**

- 4.1.Revenue administration of TamilNadu under British rule.(K2,K3,)
- 4.2.Social Condition of TamilNadu during British rule.(K2,K5)
- 4.3.Development of Education under British rule.(K2,K5)
- 4.4.Contribution of Christian Missionaries thedevelopmentofTamil Literature.(K2,K4,)
- 4.5.Social Reform Movements In Tamilnadu.(K2,K3)
- 4.6.Religious reform movement in TamilNadu.(K2)

**Unit V:****(18 Hours)**

- 5.1.National Societies. Madras Native Association – Madras Mahajana Sabha.(K2)
- 5.2.Role of TamilNadu in the Freedom Movement.(K2,K5)
- 5.3.Leaders of the Freedom Movement. V.O.Chidambaram- Subramania Bharathiar- Vanchinathan – Subramanian Siva- Satyamoorthy- Rajaji. (K2)
- 5.4.Dravida Kazhagam. – Justice party - EVR- Self Respect Movement. (K2,)
- 5.5.Rise of Dravida Munnetra Kazhagam. C.N. Annadurai – Anti-Hindi Agitation – DMK- ADMK ( K2, K4,)
- 5.6.Socio – Economic and Cultural developments of TamilNadu.(K1,K2,K5,)

**Text Books:**

- 1 Dr.N. Jayapalan – History of TamilNadu – Atlantic Publishers, New Delhi.Books for Study and Reference:

1. Chellam V.T- A. History of Tamil Nadu- Thirumalai Book House, Madras
2. Nilakanta Sastri K.A. – History of South India – Oxford University Press, Amen House, London E.C.4.
3. Krishna Murthi V.M – History of Tamil Nadu – Vijayalakshmi Publications, Neyyor
4. Subramanian N. - History of Tamil Nadu 1336-1565 A.D. – Koodal Publications, Madurai
5. Subramanian N. – History of Tamil Nadu 1956-1984. – Ennes Publication, Udumalpet.
6. Sastri K.A.N. – The Cholas – Madras University, Madras, 1984  
Dr. Meenakshi C. – Administration and Social Life under Pallavas

**Open Educational Resources (OER):**

1. <https://www.britannica.com/place/Tamil-Nadu>
2. <https://www.mapsofindia.com/tamilnadu/history.html>

**SEMESTER IV**  
**UCHIG20- CONTEMPORARY INDIA FROM 1947 TO 2000 A.D**

<b>Year:</b> II <b>Sem:</b> IV	<b>Course Code:</b> UCHIG20	<b>Title of the Course:</b> Contemporary India From 1947 to 2000 A.D	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 6	<b>Credits</b> 4	<b>Marks</b> 100 40+60
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**Course Objective:**

1. To help the students to understand the role of Prime Ministers in Policy Making and their International Relations.
2. To help the students to understand the Administration of Indira Gandhi and the impact of Emergency India.
3. To enable the students to understand the various communal riots that arose during the period from 1947 to 2000 A.D.

**Course Outcomes (CO):**

**After completion of the course the student will able to:**

1. Describe the formation of Indian Polity System during the period of Nehru
2. Examine the contribution of Sastri and Indira Gandhi in the Indian political system
3. Analyze the internal development of India during Indira Gandhi and Janata Rule
4. Discuss the various internal development and issues in India during the period of Rajiv Gandhi and V.P Singh
5. Illustrate the role of politics during the period of P.V.Narasimma Rao and BJP Government.

<b>CO/PO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	M	H	L	H	M
<b>CO2</b>	H	M	H	L	H	M
<b>CO3</b>	H	M	H	L	H	M
<b>CO4</b>	H	M	H	L	H	M
<b>CO5</b>	H	M	H	L	H	M

**H-High (3) Medium -M (2) L-Low (1)**

<b>CO/PSO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	M	H	H	H	H
<b>CO2</b>	H	H	H	M	H	H
<b>CO3</b>	H	M	H	M	H	H
<b>CO4</b>	H	M	H	H	H	H
<b>CO5</b>	H	M	H	H	H	H

**H-High (3) Medium -M (2) L-Low (1)**

**Unit I:****(18 Hours)**

- 1.1-Nehru Era: -Internal Policy: Refugee Problem-Radcliffe Line -Integration of Princely States Making of the Constitution- Linguistic Reorganization of States-Fazal Commission (K2)
- 1.2-Economic Reforms-Planning Commission- Five Year Plans-Social Legislation- Development of Education (K2)
- 1.3- Foreign Policy- NAM, Panchsheel, (K2)
- 1.4- Sino-Indian War (1962)(K4)
- 1.5- Relationship between India and USA, Pakistan, USSR (K2)
- 1.6- India contribution to World Peace (K2)

**Unit II:****(18 Hours)**

- 2.1- Sastri –Food Crisis- Demand for Punjabi Suba-Anti-Hindi Agitation (K2)
- 2.2- Indo-Pakistan War 1965 (K4)
- 2.3- Indira Gandhi- The Economic and Political Developments: Unrest in North East – Demand for Punjabi Suba-Food Crisis- Devaluation of Rupee Demand for Punjabi Suba (K2)
- 2.4- Green Revolution-Foreign Relations:- U.K, U.S.A, U.S.S.R- Indo-Soviet Friendship Treaty of 1971 Indo-Soviet Friendship Treaty (K2)
- 2.5- Farakka Barrage- Katchatheevu Issue(K2)
- 2.6- Birth of Bangladesh (K4)

**Unit III:****(18 Hours)**

- 3.1- Indira Gandhi's Second Term- Internal Developments: Pokhran Test-MISA Internal Developments (K2)
- 3.2: The Emergency: The Emergency- Twenty Point Program-Jaya Prakash Total Revolution (K4)
- 3.3- Janata Party-First non-Congress Party-Internal Developments (K2)
- 3.4- Third Term of Indira Gandhi
- 3.5- Third Term of Indira Gandhi –Internal issues (K2)
- 3.6-Punjab Problem and Assassination (K2)

**Unit IV:****(18 Hours)**

- 4.1- Rajiv Gandhi- Internal Policy: Anti-Sikh Riots-Bhopal Gas Tragedy-Rajiv –Longowal Accord Internal Policy (K2)
- 4.2-Educational Policy 1986-Economic Policy-Babri Masjid Issue- Panchayat Raj (K3,K4)
- 4.3- Foreign Policy : USA, Pakistan, SriLanka (K4)
- 4.4- Science and Technology Developments (K4)
- 4.5- V.P Singh: Mandal Commission (K2)
- 4.6-Ayodhya Issue (K2)

**Unit V:****(18 Hours)**

- 5.1- P.V.Narasimha Rao-Cauvery Water Dispute-Ayodhya Issue-Panchayat Raj-73<sup>rd</sup> Constitutional Act (K2)
- 5.2- 73<sup>rd</sup> Constitutional Act (K2)
- 5.3- P.V.Narasimha Rao-Foreign Policy China, Pakistan, Nepal, Bangladesh (K4)

- 5.4- United Front Internal Policy- BJP Government: Gowda Government –Gujral Government-Foreign Policy: USA, USSR, Pakistan, China,Bangladesh
- 5.5- BJP Government: Pokhran II (K2)
- 5.6- Kargil War (K4)

#### **Text Books**

1. K.Venkatesan- History of Contemporary India(1947-2008)-V.C Publications, Rajapalayam-2009

#### **Reference Books**

1. Ahulwalla Shashi and Ahluwalia Meenakshi- Profiles of Indian Prime Ministers (Nehru to Narasimaa Rao )-Mittal Publications,New Delhi-1991
2. Chandra Bipin- India Since 1947-Vikas Publishing House Pvt.Ltd., New Delhi
3. Mahajan V.D-History of Modern India (1919-1982), Vol.I and II,1<sup>st</sup> Edition-S.Chand and Company Ltd.,NewDelhi,1983
4. Vasudev Uma- Two Faces of Indira Gandhi- Vikas Publishing House Pvt. Ltd, New Delhi,1992
5. Muni- India's Foreign Policy- Cambridge Press India Pvt.Ltd,2009
6. BipinChandra- Essays on Contemporary India – Har-Anand Publications,edition 2012
7. Savitasingh- Decisive Indian Battles & Wars, Atlantic Publishers, New Delhi, 2015

#### **Open Educational Resources (OER):**

1. <https://www.britannica.com/biography/Jawaharlal-Nehru>
2. [http://www.bbc.co.uk/history/historic\\_figures/nehru\\_jawaharlal.shtml](http://www.bbc.co.uk/history/historic_figures/nehru_jawaharlal.shtml)
3. <https://www.britannica.com/biography/Lal-Bahadur-Shastri>
4. <https://www.history.com/topics/india/indira-gandhi>
5. <https://www.britannica.com/biography/Rajiv-Gandhi>
6. <https://www.britannica.com/place/India/V-P-Singhs-coalition-its-brief-rise-and-fall>
7. [https://en.wikipedia.org/wiki/Atal\\_Bihari\\_Vajpayee](https://en.wikipedia.org/wiki/Atal_Bihari_Vajpayee)

**SEMESTER IV**  
**UAMGB20 – ALLIED: MODERN GOVERNMENTS - II**

<b>Year II</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Course Type</b>	<b>Course Category</b>	<b>H/W</b>	<b>Credits</b>	<b>Marks (100)</b>
Sem: IV	UAMGB20	Modern Government –II	Theory	Allied	5	5	40+60

**Course Objective:**

1. To Study the Principles relating to the Constitution
2. To Understand the Constitution of Various Countries
3. To know the importance of Constitution in day to day life

**Course Outcome:**

**After completion of the course the student will able to:**

1. Understand the Legal Structure of various Constitution
2. List out the principles relating to various Constitutions
3. Comparing and Contrast the Various Constitutions and its impact
4. State the evolution and development of Democracy through various Constitutions
5. Explain the salient features of the various Constitutions

CO/PO	1	2	3	4	5	6
CO1	H	M	M	L	M	M
CO2	H	M	M	L	M	M
CO3	H	M	M	L	M	M
CO4	M	M	M	L	M	M
CO5	M	M	H	L	M	M

**H-High (3) M-Medium (2) L-Low(1)**

CO/PO	1	2	3	4	5	6
CO1	H	H	L	H	M	L
CO2	H	H	M	L	H	M
CO3	M	H	M	L	H	M
CO4	M	H	M	L	H	M
CO5	M	H	M	L	H	M

**H-High (3) M-Medium (2) L-Low (1)**

**Unit I****18 Hours**

- 1.1- An introduction to Constitution of England -Salient features of the English Constitution((K1)
- 1.2- Powers and position of the Crown(K2)
- 1.3- Powers and functions of the House of Lords(K2)
- 1.4- Powers and functions of the House of Commons(K3)
- 1.5- Judicial System.(K4)
- 1.6- Political Party system.(K3)

**Unit II****18 Hours**

- 2.1- An introduction to the constitution of U.S.A -Salient features of the Constitution (K2)
- 2.2- Election of the American President - Powers and functions of the President(K3)
- 2.3- Powers and functions of the Congress –Senate.(K3)
- 2.4- House of Representatives(K2)
- 2.5- Judiciary –Powers of the Supreme Court(K3)
- 2.6- Procedure for amendment of the Constitution(K3)

**Unit III****18 Hours**

- 3.1- An introduction to the Constitution of Switzerland-Salient features of the Constitution (K1)
- 3.2- The Federal Executive (K3)
- 3.3- The Federal Legislature (K3)
- 3.4- The Federal Tribunal (K3)
- 3.5- Direct Democratic Devices (K3)
- 3.6- Purpose of the state. (K2)

**Unit IV****18 Hours**

- 4.1- Constitutions of USSR- Federation (K3)
- 4.2- Salient features of the Constitution (K2)
- 4.3- Presidium- Powers and Functions(K3)
- 4.4- Cabinet Ministry - Federation council.(K3)
- 4.5- State Duma – Powers and the Functions(K2)
- 4.6-Judiciary(K3)

**Unit V****18 Hours**

- 5.1- Constitution of Japan -Salient features of the Constitution(K3)
- 5.2- Mikado- Power and Functions(K3)
- 5.3- Cabinet(K2)
- 5.4- The Diet(K4)
- 5.5- Party System(K3)
- 5.6- Civil Service(K3).

**Text Book**

1. N.Jayapalan, Modern Governments, Atlantic Publishers and Distributors, New Delhi, 2002.

**Books for Reference:**

1. N. Jayapalan, Modern Governments, Atlantic Publishers and Distributors, New Delhi, 2002
2. Alan R. Ball, Modern Politics and Government, Macmillan, New Delhi, 1983.
3. M.H. Syed, Encyclopedia of Modern Governments, Anmol Publisher, New Delhi

4. Pon. Thangamani, History of Indian Constitution (A.D. 1773 - 1950), Ponnaiah Pathipagam, Chennai, 2001.
5. S.R. Maheshwri, Comparative Government and Politics, Lakshmi Narain Agarwal Educational Publishers, Anupama Plaza, Agra, 2010
6. Dr.J.Kasthuri, Modern Governments, Asian Printers, Podanur, 2006
7. C.F.Strong, Modern Political Constitutions, Sidgwick & Jackson Limited, London, 1973 J.C.Johari, Modern Constitutions, New Delhi, S Chand & Co, 1990

**Open Educational Resources (OER):**

2. <https://constitutionnet.org/country/constitutional-history-united-states-america>
3. <https://www.historic-uk.com/HistoryUK/HistoryofBritain/British-Constitution/>
4. <http://soviethistory.msu.edu/1936-2/stalin-constitution/>
5. <https://www.parlament.ch/en/%C3%BCber-das-parlament/how-does-the-swiss-parliament-work/Rules-governing-parliamentary-procedures/federal-constitution>
6. [https://japan.kantei.go.jp/constitution\\_and\\_government\\_of\\_japan/constitution\\_e.html](https://japan.kantei.go.jp/constitution_and_government_of_japan/constitution_e.html)



## SEMESTER IV

### USHIA420 - SKILL BASED ELECTIVE: HISTORY OF VELLORE

<b>Year:</b> II <b>Sem:</b> IV	<b>Course Code:</b> USHIA420	<b>Title of the Course:</b> History of Vellore	<b>Course Type:</b> Theory	<b>Course Category</b> SBE	<b>H/W</b> 2	<b>Credits</b> 2	<b>Marks</b> 100 40+60
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#### Course Outcome (CO):

**After completion of the course the student will able to:**

1. Enumerate the Historical importance of Vellore District
2. Explain the Historical changes and the administration of Nayak and Nawabs to visualize the Future
3. Describe the Administration of British Rule and their impact on Indian Culture
4. Analyze the importance of archaeological research in the historical context
5. Describe the contribution of Christian Missionaries and their services for the upliftment of downtrodden people and to become the agents of social change.

CO/PO	1	2	3	4	5	6
CO1	H	H	M	L	M	L
CO2	H	L	M	L	H	H
CO3	M	M	L	L	H	H
CO4	H	M	M	L	M	H
CO5	H	M	H	L	H	H

**H-High (3) M-Medium (2) L-Low (1)**

CO/PSO	1	2	3	4	5	6
CO1	L	H	H	M	H	M
CO2	M	H	H	M	M	H
CO3	M	H	M	H	M	H
CO4	L	H	H	M	M	L
CO5	H	M	H	H	M	M

**H-High (3) M-Medium (2) L-Low (1)**

#### Unit-I

1.1.Physical Features of Vellore

1.2. Meaning of Vellore

- 1.3. -Stone Age habitat Sites
- 1.4. Stone tool workshop
- 1.5. Archaeological Sites of Vellore

**Unit-II:**

- 2.1. Historical Changes in Vellore
- 2.2. Vijayanagar Empire
- 2.3. Chinna bommi Nayak
- 2.4. Bijapur Sultans- Marathas
- 2.5. Nawab of Arcot

**Unit-III:**

- 3.1. Britishers- Carnatic Wars- Robert Clive
- 3.2. Vellore Revolt
- 3.3. Grievances of Indian Soldiers
- 3.4. Outbreak of the Revolt- Causes- Course
- 3.5. Gillespie's Brutality –Result

**Unit-IV:**

- 4.1. Art and Architecture of Vellore
- 4.2. Jain Caves-Vijayanagar-
- 4.3. Cholas- Pallavas- Arcot Nawabs- Europeans -
- 4.4. Archeological Survey of India Protected Monuments-
- 4.5. Department of Archaeology in Tamil Nadu Protected Monuments- Vellore Museum

**Unit- V**

- 5.1. Socio- Economic Condition of Vellore
- 5.2. Cultural Condition of Vellore
- 5.3. Contribution of Christian Missionaries
- 5.4. Health and Education in Vellore District
- 5.5. Development of Collegiate Education in the District

**Books for study and Reference:**

1. Subramanian N. - History of Tamil Nadu 1336-1565 A.D. – Koodal Publications, Madurai
2. District Statistical handbook-2016-2017
3. District Census handbook
4. Vellore Varalathru Chirappu -M. Gunasekaran, Bharathi Book House, Vellore,2016
5. Varalathril Vellore Kottai , A.K.Seshadri, Shekar Publications
6. Vellore Sepoy Puratchi 200m Andu Niraivu Vizha Malar,

**Open Educational Resources (OER):**

1. [https:// vellore.nic.in](https://vellore.nic.in)

## SEMESTER-V

### UCHIH20 - HISTORY OF EUROPE FROM 1789 TO 1945 A.D

<b>Year:</b> III	<b>Course Code:</b> UCHIH20	<b>Title of the Course:</b> History of Europe From 1789 to 1945 A.D	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 6	<b>Credits</b> 6	<b>Marks</b> 100 40+60
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#### Objectives:

- To help the students to know the causes for the outbreak of French Revolution and its impact in the History of Europe
- To help the students to analyze the various causes for the Outbreak of First and Second World War.
- To enable the students to know about the contribution of the United Nations Organization towards World Peace.

#### Course Learning Outcomes

##### After completion of the course the student will able to :

1. Analyze the results of the French revolution and evaluate its impact in Present day political system and various reforms introduced by Napoleon Bonaparte to become an effective leader
2. Evaluate the causes for the outbreak of Revolution in France and the Contribution of the Congress
3. Describe the Unification of Italy and Germany and the formation of the League of Nations to create respect for basic human values and freedom
4. Describe the role of Hitler and Mussolini in the World War to commit oneself for social Justice
5. Explain the Second World War and the formation of the UNO to create respect for basic human values and freedom

CO/PO	1	2	3	4	5	6
CO1	H	H	M	L	H	M
CO2	H	H	M	L	H	M
CO3	H	H	M	L	M	H
CO4	H	H	H	L	H	M
CO5	H	H	H	L	H	H

**H-High (3) Medium -M (2) L-Low (1)**

CO/PSO	1	2	3	4	5	6
CO1	H	H	H	H	H	H
CO2	H	M	H	H	H	H
CO3	H	M	H	H	H	H
CO4	H	M	H	H	H	H
CO5	H	M	H	H	H	H

**H-High (3) Medium -M (2) L-Low (1)**

**Unit I:****(18 Hours)**

- 1.1: Social Conditions of France –Causes of French Revolution- Social Cause- Contribution of the Intellectuals-political Cause-Economic Cause-American war of Independence (K2, K4)
- 1.2: Course of the French revolution-Convening of Estate General-Fall of Bastille- March of women to Versailles- Formation of national Assembly (K2, k4)
- 1.3.:Second Phase of the Revolution- Reign of terror- works of the national convention- Directory- Results of the French revolution (K2, K4)
- 1.4: Napoleon and First Consul–Early Expeditions-coronation of Napoleon- Continental System of Napoleon (K2, K4)
- 1:5: Napoleon’s Foreign policy- Civilian works (K1, K2)
- 1.6: Estimation and causes for the downfall of Napoleon (K2, K4)

**Unit II:****(18 Hours)**

- 2.1: Congress of Vienna –The purpose of the Congress- Main representatives –the aims -principles of the congress-important decisions of the congress (K2, K4,)
- 2.2: Holy Alliance – Application of the Holy Alliance - Causes for the Failure of the Holy Alliance (K2, K4,)
- 2.3: Concert of Europe- Quadruple Alliance- Congress of Aix-La-Chapelle – Congress of Trappau - Congress of Laibach – congress of Verona-Causes for the failure (K2, K4,)
- 2.4: Metternich- Home Policy- Foreign Policy (K5)
- 2.5: Causes for the outbreak of July Revolution- The importance of July revolution- the effects of July revolution (K2, K4)
- 2.6:The Revolution of 1848- Louis Philippe –course of Revolution-similarities and Dissimilarities of the Revolution of 1830 & 1848 (K2, K4,)

**Unit III:****(18 Hours)**

- 3.1:Unification of Italy-Italy and Vienna settlement- Rise of Mazzini-Young Italy (K2, K4)
- 3.2: Count Cavour- Alliance with Napoleon III-War with Austria-Giuseppe Garibaldi – Victor Immanuel (K2, K4)
- 3.3: Unification of Germany- National Movement-Carlsbad Degree-establishment of Zollverin (K2, K4)
- 3.4:War with Denmark-Austro-Prussian war – The Franco-Prussian War-The treaty of Frankfurt (K2, K4)
- 3.5: First world war- Causes-courses-results –Treaty of Versailles (K2, K4)
- 3.6: Formation of League of Nations – Organs of the League- Contributions of the league –Causes for its failure (K2, K4)

**Unit IV:****(18 Hours)**

- 4.1: Rise of Hitler-Nazi Germany-Home Policy of Hitler (K2)
- 4.2: The foreign Policy of Hitler – Hitler’s Polish Invasion- Spanish Civil war- Policy towards Czechoslovakia – Assault upon Poland (K2, K4)
- 4.3: Rise of Mussolini- Formation of Fascist Party- Achievements of fascist Government (K2, K4)
- 4.4: Mussolini’s pact with the pope -Foreign policies of Mussolini (K2, K4)
- .4.5: Kemal pasha – Social reforms (K2)
- 4.6: Locarno pact- Importance of the pact- Kellogg-Briand Pact ( K2, K4 )

**Unit V:****(18 Hours)**

- 5.1: Causes of Second World War (K2, K4)
- 5.2: Course of the Second World War (K2, K4)
- 5.3: The turn on the Tide- Results of the Second World War (K2.K4)
- 5.4: United Nations Organization- origin- Aims and Objects- Organs (K2.K4)
- 5.5: Special Agencies- Achievements of U.N.O (K2.K4)
- 5.6: Europe after Second world War- Cold war (K2)

**Text Book:**

1. Jayapalan- History of Europe (1789 -1970) – Atlantic Publishers and Distributors, New Delhi, 2000

**Books for study Reference**

1. B.V. Rao- History of Modern Europe (1789-1992) - Sterling Publishers Private Ltd., 2006
2. Charles Downer Hazen- Modern Europe- S.Chand and Company Ltd., 2005
3. David's Mason – A concise History of Modern Europe – Orient Black Swan, Noida,2005
4. K.L.Khurana – World History- Lakshmi Narain Agarwal, Agra, 2017.
5. Dr. Arvind Padhi- Modern World History – Orient Black Swan Private Limited, Hyderabad, 2017
6. Arjun Dev – History of the World – Orient Black Swan Private Limited, Hyderabad, 2017.

**Open Educational Resources(OER):**

1. <https://www.youtube.com/watch?v=VplKoglrPbI>
2. <https://www.youtube.com/watch?v=TizQvIyKAUI>
3. <https://drive.google.com/open?id=18lcN- OVXi1SiYcqr3eAyeHiXI9J0BaIa&authuser=04>
4. <https://www.britannica.com/event/World-War-I>
5. <https://www.britannica.com/event/World-War-II>
- [https://en.wikipedia.org/wiki/United\\_Nations](https://en.wikipedia.org/wiki/United_Nations)

**SEMESTER V**

**UCHII20- HISTORY OF ANCIENT CIVILIZATION (EXCLUDING INDIA)**

<b>Year:</b> III <b>Sem:</b> V	<b>Course Code:</b> UCHII20	<b>Title of the Course:</b> History of Civilization (Excluding India)	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 6	<b>Credits</b> 6	<b>Marks</b> 100 40+60
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**Course Objectives:**

1. To help the students to understand World Civilizations and its development
2. To enable the students to know the Origin and development of Art of Writing
3. To help the students to analyze the contributions of various Civilizations to Art, Religion, Literature and Architecture and Philosophy

**Course Outcomes (COS):**

**After completion of the course the student will able to :**

1. Explain the concepts of Civilizations and analyze critically the contribution of the Egyptian and Sumerian Civilization and their role in offering best to the world
2. Analyze and understand the legacy of Babylonian, Assyrian and Chinese Civilization to the World and enhance entrepreneurial skills and to contribute to the society assuming leadership
3. Compare the Early Civilizations with Modern Civilization and to become the Agents of the Social Change and communicate the ideas and principles of Hebrew, Persian civilization
4. Discuss the beautiful idea and principles in Greek Civilization and critically analyze the legacy of Greek Civilization and gain Knowledge on the contribution of the Philosophers to the World and to become effective leaders and communicators
5. Trace the Contribution of Prominent Kings of Rome to the world and to appreciate their Art and Architecture and to exercise leadership and Teamwork.

<b>CO/PO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	H	L	L	M	L
<b>CO2</b>	H	H	L	L	H	H
<b>CO3</b>	H	H	H	L	H	L
<b>CO4</b>	H	H	H	L	H	M
<b>CO5</b>	H	H	M	L	H	M

**H-High (3), M-Medium (2) L-Low (1)**

CO/PSO	1	2	3	4	5	6
CO1	H	H	L	L	M	L
CO2	H	H	H	L	M	H
CO3	H	M	H	H	M	L
CO4	H	H	M	H	H	L
CO5	H	M	H	L	H	L

**H-High (3), M-Medium (2) L-Low (1)**

**Unit I:**

**(18 Hours)**

- 1.1 : Introduction – Human Civilization – Civilization in River Valleys
- 1.2: Egyptian Civilization-River Nile-Socio Life: Society, Dress and Food, Position of Women, Amusements-Religion– Political Life:- Pyramid Age, Feudal Age, The New Empire- Economic life: Agriculture–Crafts-Commerce- (K2)
- 1.3: Art and Architecture of Egyptian- Literature and Hieroglyph (K4)
- 1.4: Sumerian Civilization- Social Life- Economic life- Religious life (K2)
- 1.5: Art and Architecture of Sumerian-Literature- Cuneiform Writing (K4)
- 1.6: Religion (K2)

**Unit II:**

**(18 Hours)**

- 2.1: Babylonian Civilization - Socio- Political, Economic and Religious life (K2)
- 2.2: Arts and Science – Law Code of Hammurabi (K1)
- 2.3:Assyrian Civilization- Society – Government – Religion – Art and Architecture- Military Organization (K2)
- 2.4: Chinese Civilization- Early History-Dynasties (K2)
- 2.5:Legacy of Chinese Civilization (K2)
- 2.6:-Philosophers of Chinese- Taoism-Confucianism (K3)

**Unit III:**

**(18 Hours)**

- 3.1: Phoenician Civilization- Land and People -Political Life-Traders-Alphabets (K2)
- 3.2: Hebrew Civilization -Government-Art and Architecture-Religion-Jehovah-Works of the Prophet (K2)
- 3.3: Literature of Hebrew - The Old Testament-The Talmud-The New Testament (K3)
- 3.4: Persian Civilization– Society- Politics (K2)
- 3.5: Administration of Persian-Government of Darius- Art, Architecture and Literature (K3)
- 3.6: Zoroastrianism and its Teaching (K3)

**Unit IV:**

**(18 Hours)**

- 4.1: Greek Civilization- Ancient Greece – History of Ancient Greece-Social and Economic Life of Greek (K2)
- 4.2: Legacy of Greek:-Art and Architecture, Literature, Science, Philosophers: Socrates- Plato- Aristotle (K4)
- 4.3: Democracy of Athens – The Code of Drace-Solon’s Reforms-Cleisthenes Reforms- Age of Pericles-Spartan Government (K3)
- 4.4:Legacy of Greek Arts – Religion, Literature, Architecture and Philosophy of Greek (K3)

4.5: Alexander and Hellenistic Civilization- Government and Society-Economy- Education-Philosophy- Science (K3)

4.6: Science (K3)

### **Unit V:**

**(18 Hours)**

5.1: Ancient Rome and Roman Government –Roman Republic and Carthage-Julius Caesar-Augustus Caesar-Constantine (K2)

5.2: Society-Economic and Religion and their contribution

5.3:Golden Age of Rome: Art, Architecture, Literature (K2)

5.4: Roman Law-Causes for the fall of Roman Empire (K1)

5.5: Rise and Spread of Christianity-Jesus Birth- Principles- Death of Christ (K2)

5.6: Rise of Papacy-Organisation of Churches (K4)

### **Text Books**

1. Dr. R.K. Jha – History of World Civilization – Bhasker Publications; Kanpur, 2012.

### **Reference Books**

1. Gokhale B.K. – Introduction to Western Civilization – S. Chand and Company,1984.
2. Swain J.K. – A History of World civilization – S. Chand and company, New Delhi 1947.
3. Wall Bank and Taylor – Civilization : Past and Present – Chicago company
4. Manoj Sharma – History of World civilization – Annual Publication, New Delhi 2005.
5. R.K. Majumdar & A.N. Srivastva - - History of world civilization- SBP Publisher and Distributors, Delhi – 1994
6. Dharam Singh - Ancient & Modern Civilization – Alfa Publication – 2008.

### **Open Educational Resources (OER):**

1. <https://www.history.com/topics/ancient-history/ancient-egypt>
2. <https://www.history.com/topics/ancient-middle-east/mesopotamia>
3. <https://www.ancient.eu/china>
4. <https://www.britannica.com/place/Phoenicia>
5. <https://www.britannica.com/topic/Hebrew>
6. <https://www.history.com/topics/ancient-middle-east/persian-empire>
7. <https://www.britannica.com/place/ancient-Greece>
8. <https://www.britannica.com/place/Roman-Empire>
9. <https://courses.lumenlearning.com/suny-hccc-worldhistory/chapter/the-rise-of-christianity/>



**SEMESTER- V**  
**UCHIJ20 - INDIAN ARCHAEOLOGY**

<b>Year:</b> III <b>Sem:</b> V	<b>Course Code:</b> UCHIJ20	<b>Title of the Course:</b> Indian Archaeology	<b>Course Type:</b> Theory	<b>Course Category:</b> Core	<b>H/W</b> 6	<b>Credits</b> 5	<b>Marks</b> 100 40+60
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**Course Objective:**

1. To help the students to understand the contribution of Western Archeologists to Archaeology.
2. To enable the students to assimilate the knowledge on Scientific Excavation Methodology.
3. To help the students to identify the major Archeological sites in Tamilnadu to develop interest in Archeological Research.

**Course Outcomes (COS)**

**After completion of the course the student will able to :**

1. Explain the contribution of Western Archaeologist in the field of Indian Archaeology
2. Apply the Scientific Techniques and Method of Excavation
3. Compare the Stone Age and Megalithic Culture in India and understand the past life of the people.
4. Trace the origin and development of Numismatics, Paleography and Epigraphy and enhance their historical research.
5. Possess the knowledge of the excavated sites in Tamil Nadu and growth of Museums

<b>CO/PO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	M	M	H	L	L
<b>CO2</b>	M	H	M	H	L	H
<b>CO3</b>	M	H	M	H	L	M
<b>CO4</b>	M	M	H	L	M	H
<b>CO5</b>	H	M	M	L	M	H

**H-High (3), M-Medium (2) L-Low (1)**

<b>CO/PSO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	L	M	H	H	M	L
<b>CO2</b>	L	H	H	M	M	L
<b>CO3</b>	H	M	M	L	M	H
<b>CO4</b>	M	H	M	M	H	H
<b>CO5</b>	L	H	M	H	M	H

**H-High (3), M-Medium (2) L-Low (1)**

**Unit I :**

**(18 Hours)**

- 1.1.Nature and Scope of Archaeology (K2)
- 1.2..History of Archaeology in India-Kalhana-Muslim Historiography (K2)
- 1.3.The Asiatic Society-Sir William Jones and Epigraphical Studies-Charles Wilkins

- 1.4.The Department of Archaeological Survey-James Prinsep-Alexander Cunningham (K2)
- 1.5.The Discovery of Indus Valley Civilization-Lord Curzon-Sir John Marshall (K2)
- 1.6..Arikamedu Excavation-Mortimer Wheeler (K2)

**Unit II: (18 Hours)**

- 2.1.Site Survey Methods-Locating the Site- Pre-requisite of Archaeologist-Selection of Site. (K2)
- 2.2.ExcavationMethods-Preparation-Mapping-DatumPoint-Stratification-Scientific Methods.(K2)
- 2.3.Recording Methods-Site notebook-Find tags-Artifact tag-Burial Report.(K2,K3)
- 2.4.Preservation Methods-Typology-Archaeological Culture.(K2,K3)
- 2.5.Site Survey Techniques-Site discovery- Dating Methods.(K2, K3,K4)
- 2.6.Dating Methods-Absolute-Relative Chronology. (K2, K3, K4)

**Unit III: (18 Hours)**

- 3.1.Geological Ages- Pleistocene Epoch- Holocene Epoch. (K2)
- 3.2.Old Stone Age-Core & Flake Tool technique- Handaxe Clever Industry. (K2)
- 3.3.Middle and Later Stone Age- Nevasian Culture.(K2)
- 3.4.The Harappa Civilization.- Uniformity-Town Planning-Seals- Religion- Burial Customs-(K2)
- 3.5.Neolithic Culture of India-Eastern Group- North Western Group- Southern Group. (K2)
- 3.6.The Megalithic Period of India- Development of Megalithic Culture in South India. (K2)

**Unit IV: (18 Hours)**

- 4.1.Numismatics -Evolution of Coinage- Techniques (K2)
- 4.2.Study of Pottery- Painted Grey Ware- Northern Black Polished Ware- Roman Pottery (K2)
- 4.3.Paleography Origin of writing- Hieroglyphics- Indus Script- Brahmi Script (K2)
- 4.4.Epigraphy- Asokan Inscriptions- Inscriptions of South India (K2)
- 4.5. Inscriptions of South India- Pallavas, Cholas, Pandyas and Vijayanagar Empire (K2)
- 4.6. Indus Script (K2)

**Unit V: (18 Hours)**

- 5.1.Arikamedu-Mortimer Wheeler- Roman pottery (K2)
- 5.2.Adichanallur-Dr.Jogar- UrnBurials- Prehistoric stone tools (K2)
- 5.3.Kodumanal- Megalithic Culture- Prehistoric stone row (K2)
- 5.4.Keeladi.- Sangam Period settlements (K2)
- 5.5.Growth of Museum in India- Musicology (K2)
- 5.6.Preservation of Artifacts- Treatment Methods-Chemical-Electrochemical Methods (K2)

**Text Books:**

1. Dr.K.Venkataraman - Indian Archaeology (A Survey)-Ennes Publications, Udumalpet- 2005

### **Books for Study and Reference:**

1. John Marshall- Indus Valley Civilization-Asian Educational Service, New Delhi Madras
2. Ray Himansha Prabha-Colonial Archaeology in South India- Oxford University Press India,2008  
K.V.Raman-Principles and Methods of Archaeology- Partharajan Publications Triplicane, Chennai
3. R.Venkatraman-Indian Archaeology(A Survey)-Ennes Publications,Udumalpet-2005
4. K.S.Ramachandran-Archaeology at South India(Tamil Nadu)- SundeepPrakashan,New Delhi
5. D.K.Roy- Museology- Kalpaz publication, Satyawathi Nagar, New Delhi
6. Sri Subrahmanya Smrti-Essays on Indian Pre-History, Proto- History, Archaeology, Iconography, Art, Architecture Epigraphy, Numismatics, Crafts and Conservation- Sundeep Prakashan, New Delhi
7. Mishra P.K- Research in Archeology and Conservation- Sundeep Prakashan, KarolBagh, New Delhi,1999

### **Open Educational Resources (OER):**

1. <https://archive.org/details/in.gov.ignca.53198>
2. [http://nmma.nic.in/nmma/nmma\\_doc/Indian%20Archaeology%20Review/Indian%20Archaology%201961-62%20A%20Review.pdf](http://nmma.nic.in/nmma/nmma_doc/Indian%20Archaeology%20Review/Indian%20Archaology%201961-62%20A%20Review.pdf)
3. [https://shodhganga.inflibnet.ac.in/bitstream/10603/155124/25/25\\_general%20bibliography.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/155124/25/25_general%20bibliography.pdf)
4. [http://www.digitalbookindex.org/\\_search/search010archaeologya](http://www.digitalbookindex.org/_search/search010archaeologya)

## UEHIC20-ELECTIVE: II A- WOMEN'S STUDIES

<b>Year:</b> III	<b>Course Code:</b> UEHIC20	<b>Title of the Course:</b> Women's Studies	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 6	<b>Credits</b> 5	<b>Marks</b> 100 40+60
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### Course Objective:

1. To help the students to understand the status of women through the ages.
2. To make the students know the origin, growth of Feminism and their legal rights.
3. To enable the students to evaluate the contribution of Eco-Feminists and Environmentalists.

### Course Outcomes:

**After completion of the course the student will able to :**

1. Describe the status of Women through the ages
2. Criticize the evolution of Women's rights and its impact in the life of every woman
3. Explain the importance of the international Women's Conference and National Commission for Women in India.
4. List out the Central and State Government policies and schemes for women in India and make it known
5. Discuss the role of eco-feminist and Women Environmentalists in sustainable Development

CO/PO						
	1	2	3	4	5	6
CO1	H	M	M	L	M	M
CO2	H	M	M	L	M	L
CO3	H	M	M	L	H	M
CO4	H	M	M	L	M	M
CO5	H	H	M	L	H	M

H-High (3) M-Medium (2) L-Low (1)

CO/PO	1	2	3	4	5	6
<b>CO1</b>	M	M	L	L	H	H
<b>CO2</b>	M	M	H	L	H	H
<b>CO3</b>	M	M	H	L	H	H
<b>CO4</b>	M	M	H	L	H	M
<b>CO5</b>	M	L	L	H	H	M

H-High (3) M-Medium (2) L-Low (1)

**Unit-I****(18 Hours)**

- 1.1- Status of Women in Vedic Period- Grihapati- Education-Marriages- Aim and Significance of Marriage- Polygamy- Artangini (K2)
- 1.2-Epic Period - Manu Dharma- Kargi- Maiterye -Brahmmavadins -Types of Marriages- Approved Marriages- Unapproved Marriages- Swayambara- Polyandry- Widows Condition (K2, K4)
- 1.3-Sangam Age- Virtues of Women- Sports- Education- Avvaiyar- Kakkaiyapadiyar- Vellivithiyar- Noble qualities of Women- Worship- Husband and Wife Relationship- Chastity- Mudirmagalir- Kalamthoda Magalir- Urimai Magalir,
- 1.4- Position of Women in Medieval Period- Social Evils of the Society- Sati- Widows Condition- Devadasi system- Education- (K2, K4)
- 1.5-Modern Period- Post Independence Period- - Social Reforms- Raja Ram Mohan Roy- Eswar Chandra Vidyasagar- Abolition of Sati Act- Widows Remarriage Act- Sarada Act- Female Infanticide Act(K2)
- 1.6- Dowry Prohibition Act- Pre Independence Period- Women Education- Barriers of Women in India – Discrimination-Harassment- Humiliation- Exploitation (K2 , K4)

**Unit II:****(18 Hours)**

- 2.1- Feminism-Origin - Definition- Growth and Meaning- Big Fives-Theories of Feminism – Capitalist Theory- Socialist Theory- Right to Vote-Liberal Theory- Marxist Theory- Radical Theory (K2, K4)
- 2.2-Women's Liberation Movements- Bharat Mahila Parishad- Bharat Stree Mandal- Women's India Association- All India Women's Conference- Kasturba Gandhi National Memorial Trust (K2)
- 2.3-Women's Rights- Right to Property Act- The Hindu Succession Act -Right to Marriage Act - Right to Divorce- Right to Remarriage- Right to Education (K2, K4)
- 2.4- Marital Laws in India- Christian Marriage Act- Muslim Marriage Act- Divorce- Legal Rights – Legal Protection of Women-Family Courts- Prohibition of Domestic Violence Act- Child Marriage Prohibition Act- (K4)
- 2.5-Women and Law- Abolition of Sati Act-Widow Remarriage Act- The Special Marriage Act- Sharada Act- Hindu Women Right to Property Act- The Hindu Marriage Act- Dowry Prohibition Act (K2,K4)
- 2.6- Women and Occupation- Indecent Representation on Women (Media)- Labour Laws- Working hours- Equal Pay for Equal Work- Maternity Benefits- Sexual Harassment at Work place- Women in Public Life- Prohibition of Eve Teasing –POCSO Act (K4)

**Unit III:****(18 Hours)**

- 3.1-International Women's Conferences (Vienna Declaration, Beijing Conference,) - International Women's Year (IWY)-Recommendations of IWY (K2, K4)
- 3.2- Convention for Elimination for all forms of Discrimination (CEDAW) -UN Decade for Women in India- Social Welfare Department- Health-Primary Health Centre-(K2, K4) 3.3-Health Issues for Women- Communicable Disease-Malnutrition- Social Justice for Women- Millennium development Goals (K2)
- 3.4- Third International Women's Conference-Eradicate extreme Poverty and Hunger- Gender Equality- Control HIV/AIDS (K4)
- 3.5-National Commission for Women (NCW)-Awareness Programs- Legal Rights- Speedy Remedy-

Paravarik Mahila Lok Adalat- Suo Moto (K2)

3.6-NCW Library- Seminars, Workshops- Conference-Evaluate the Progress of Women's development in India and Plan of action- (K2)

**Unit IV:**

**(18 Hours)**

4.1-Governments' Policy on Women-National Policy for Women- Five Year Plan- Reservation- Judicial Legal System- Decision Making- Economic Policy-Social Empowerment of Women- Health – Education- Nutrition- Water and Sanitation (K2, K4)

4.2-Central Government Schemes for Women- Women and Education- Sukanya Samrdi Yojana- National Pension Scheme for destitute woman's and widows- Old Age Pension Scheme- Annapurna-Swadargarh(K4)

4.3-Peti Pacho Peti Podo- One Stop Centre Scheme-Women Helpline Number- Ujjwala- Support to Training and Employment Programme for Women (STEP)- Working Women Hostel (K2, K4)

4.4-State Government Policies- Marriage Assistance Scheme – Maternity Benefit Schemes

4.5-Educational Schemes and Scholarships- Mahalir Thittam- Self Help Groups (SHG)- Cradle baby Scheme- (K2, K4)

4.6-Girl Child Production Scheme- Working Women's Hostels- Vocational Training Program for Rural and Urban women's- Health Facilities- Primary Health Centers- (K2)

**Unit- V:**

**(18 Hours)**

5.1- Eco-Feminism- Definition- Eco- Feminism in Indian historical perspective-Religious customs and Festivals related to Eco -Feminism- Vriksha Devata- Temple of Peace(K2, K4)

5.2-Vanmaha Utsav-Ecological Movements initiated by women – Chippko Movement- Women Tree Huggers- Chandi Prasad Bhatt- Appiko Movement-Impact of Exploiting Forest (K2)

5.3- Green Belt Movement- Wangari Maathai- Nobel Peace Prize(K2)

5.4-Navdanya Movement- Vandhana Shiva- Training for Organic Agriculture- Freedom Zones- Biopiracy- Bija Vidyapeeth (K2)

5.5-Women Environmentalists- Mei Ng- Vandana Shiva- Wangari Mutta Mathai- Maria Cherkasova- Rachel Carson- Jane Goodall (K2)

5.6-Mehta Patkar- Sugata Kumari- Gauri Devi-Sunita Narain- Menaka Gandhi-Dr. Vanaja Ramprasad. (K2)

**Text Books:**

1. Mary E. John-Women's Studies in India-Penguin Books Ltd, London,2008

**Books for study and Reference:**

1. M.J. Antony-Women's Rights-Hind Pocket Books, New Delhi,1989
2. Dr. Anitha Arya-Indian Women –Gyan publishing House, New Delhi,2000
3. Mary E. John-Women's Studies in India-Penguin Books Ltd, London,2008
4. V. Janapathy- Indian Women Through the Ages -Gyan publishing House, New Delhi,2002
5. Geraldine Forbes-Women in Modern India-Cambridge University Press, 1999

**Open Educational Resources (OER):**

1. <https://edugeneral.org>
2. <https://www.legalserviceindia.com>

3. <https://www.unwomen.org>
4. <https://en.unesco.org><https://www.navdanya.org>
5. <https://wcd.nic.in>
6. <https://www.tnsocialwelfare.org>

**SEMESTER-V****UEHIC20- ELECTIVE II B: INTELLECTUALS OF INDIA**

<b>Year:</b> III <b>Sem:</b> VI	<b>Course Code:</b> UEHIC20	<b>Title of the Course:</b> Intellectuals of India.	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 6	<b>Credits</b> 5	<b>Marks</b> 100 40+60
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**Course Objective:**

1. To help the students to create awareness among the role of leaders in the Nation formation.
2. To enable the students to understand their struggle and sacrifice in nation building.
3. To help the students to possess knowledge of their thoughts and values.

**Course Outcomes (COS)****After completion of the course the student will able to :**

1. Describe the contribution of social intellectuals in the field of social reformation.
2. Explain the political intellectuals and form to become effective leaders.
3. Compare the contribution of women intellectuals and analyze its impact to present and visualize the future.
4. Evaluate the scientific and Economic intellectuals and their contribution in nation building.
5. Possess the knowledge of the role played by the intellectuals in TamilNadu.

<b>CO/PO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	H	L	M	L	M	L
<b>CO2</b>	M	L	H	L	H	H
<b>CO3</b>	H	H	M	L	H	M
<b>CO4</b>	M	H	L	L	M	H
<b>CO5</b>	H	L	M	L	M	L

**H-High (3), M-Medium (2) L-Low (1)**

<b>CO/PSO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	L	M	H	M	M	H
<b>CO2</b>	L	L	M	H	H	M
<b>CO3</b>	H	M	M	H	M	M
<b>CO4</b>	L	M	H	H	M	M
<b>CO5</b>	L	L	M	H	H	M

**H-High (3), M-Medium (2) L-Low (1)****Unit I:****(18 Hours)**

1.1.Raja Ram Mohan Roy-Brahmo Samaj (K2)

1.2.Swami Dayananda Saraswathi- Arya Samaj (K2)



- 1.3.Ishwar Chandra Vidyasagar-Bengal Renaissance (K2)
- 1.4.Jyothibai Phule- Satyashodhak Samaj (K2)
- 1.5.Swami Vivekananda- Ramakrishna Mission-Sir Syed Ahmed Khan-Western- style Scientific Education (K2)
- 1.6.Mother Teresa- Missionaries of Charity Calcutta (K2)

**Unit II:**

**(18 Hours)**

- 2.1.Bal Gangadhar Tilak- Indian Independence Movement.(K2)
- 2.2.Gopal Krishna Gokhale- Servants of Indian Society (K2)
- 2.3.Gandhi-Indian National Congress.(K2)
- 2.4.Vallabhai Patel.-Contributions in Post Independence India (K2)
- 2.5.Nehru- Non-Aligned Movement.(K2)
- 2.6.B.R.Ambedkar- Indian Constitution- Subash ChandraBose- Indian National Army- (K2)

**Unit III:**

**(18 Hours)**

- 3.1.Begum Hazrat Mahal- Indian Rebellion of 1857-(K2)
- 3.2.Savitribai Phule- Women's Education. (K2)
- 3.3.Madam Cama- Mother of Indian Revolution- Kasturba Gandhi-Indian Freedom Struggle. (K2)
- 3.4.Sarojini Naidu- Indian National Congress- Muthulakshmi Reddy- Nationalist Feminism (K2)
- 3.5.Vijayalakshmi Pandit- Indian Diplomat- Sucheta Kriplani- Freedom Movement.( K2)
- 3.6.Durgabai Deshmukh- Women's Emancipation.(K2)

**Unit IV:**

**(18 Hours)**

- 4.1.Srinivasa Ramanujan-Substantial contribution to Maths.(K2)
- 4.2.C.V.Raman- Discovery and Invention-Homi Jehangir Bhabha- Indian Nuclear Programme.(K2)
- 4.3. Swaminathan- Green Revolution (K2)
- 4.4.APJ Kalam – Ballistic Missile and Launch Vehicle. (K2)
- 4.5.Man Mohan Singh – Indian Economist- Amartya Sen – Human Development Theory.(K2)
- 4.6.Raghuram Rajan- International Monetary Fund.(K2)

**Unit V:**

**(18 Hours)**

- 5.1.E.V.Ramaswamy- Self Respect Movement. (K2)
- 5.2.Rajagopalachari-Swatantra Party. (K2)
- 5.3.Kamaraj – K1 Plan- Kakkan- Indian National Congress.(K2)
- 5.4.C.N Annadurai- Social Reforms.(K2)
- 5.5.M.Karunanidhi- M.G.Ramachandran- Political Reforms.(K2)
- 5.6.J.Jayalithaa- Women Empowerment (K2)

**Text Books:**

K.S.Padhya- Indian Political Thought, PHI Learning Limited 2017

**Books for study and Reference:**

1..B.B.Majumdar -History of Political Thought from Ram Mohan to Dayanand. A History of Indian Social and political ideas,1971

2. Vishnoo Bhagwan- Indian political Thinkers, Atma Ram & Sons Delhi 1996
3. Dr. Anitha Arya- Indian Women –Gyan publishing House, New Delhi, 2000
4. V. Ganapathy- Indian Women Through the Ages -Gyan publishing House, New Delhi, 2002
5. Geraldine Forbes- Women in Modern India- Cambridge University Press, 1999
6. Naidu, B.N- Intellectual History of Colonial India, Rawat publication, New Delhi 1996
7. Bipin Chandra- Modern India, NCERT, New Delhi, 1976
8. Emerald Treasury of the Great Leaders of India, Vol-I
9. John Gilbert, G.- Contemporary History of India, Anmol Publications, New Delhi, 2003
10. Sumit Sarkar, Modern India, Macmillan, New Delhi, 2004.
11. Grover B.L., and Grover S., A New Outlook of Indian History, S. Chand & Co., New Delhi, 2004.
12. K.S. Padhya- Indian Political Thought, PHI Learning Limited 2017

**Open Educational Resources (OER):**

1. <https://www.jstor.org/stable/41854530?seq=1>
2. <https://www.classcentral.com/course/swayam-3-introduction-to-modern-indian-political-thought-17663>
4. <https://timesofindia.indiatimes.com/blogs/indic-positive/indian-intellectuals-the-new-rudalis-of-india/>

**USHIB520- SKILL BASED ELECTIVE V: INTRODUCTION TO  
COMPETITIVE EXAMINATION**

<b>Year:</b> III	<b>Course Code:</b> USHIB520	<b>Title of the Course:</b> Introduction To Competitive Examination	<b>Course Type:</b> Theory	<b>Course Category</b> SBE	<b>H/W</b> 2	<b>Credits</b> 2	<b>Marks</b> 100 40+60
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**Course Objective:**

- History for Competitive Examinations Helps the Students to know the Intelligence and Assessment in Competitive Examinations

**Course Outcomes:**

**After completion of the course the student will able to:**

1. Define Ancient, Medieval and Modern India.
2. Discuss about the Geography, Economy of India and its impact in the development of India
3. List the role of students in preservation of Heritage Sites of India.
4. Evaluate the Basics of Computer and apply in day today career advancement
5. Discuss the Memory and Inductive Reasoning for Current Affairs and its significance for competitive exams.

CO/PO	1	2	3	4	5	6
CO1	H	M	M	L	M	L
CO2	H	M	M	H	L	M
CO3	H	L	M	M	L	M
CO4	H	M	M	L	L	M
CO5	H	L	M	L	M	L

**H-High (3) M-Medium (2) L-Low (1)**

CO/PO	1	2	3	4	5	6
<b>CO1</b>	H	H	M	L	H	H
<b>CO2</b>	L	M	M	H	H	M
<b>CO3</b>	M	M	L	L	H	H
<b>CO4</b>	L	M	L	L	H	L
<b>CO5</b>	M	H	M	L	H	M

**H-High (3) M-Medium(2) L-Low(1)**

## **Unit I**

Introduction to Competitive Examinations (Central Government and State Government Examinations)  
(K1.K4)

## **Unit II**

- 2.1-Indian Basic Economy-Planning
- 2.2 -Wildlife Sanctuaries in India and
- 2.3- National Parks in India
- 2.4 – Important Tourists Centers in India &
- 2.5 Tamil Nadu(K1,K2,K3)

## **Unit III**

- 3.1 Inventions and Discoveries
- 3.2-UNESCO Heritage Sites in India
- 3.3- Important Days and Dates
- 3.4-Countries and their Capitals
- 3.5- Important Books and Authors(K2,K4)

## **Unit IV**

Basic information about Computer-Microsoft Word- Microsoft Power Point Presentation(K2,K4)

## **Unit V**

- 5.1:Current affairs- International, National and State
- 5.2 - Sports and Games
- 5.3-Awards
- 5,4 – Empowerment of Women
- 5.5- Welfare Oriented Government Schemes(K2,K4)

### **Text Books:**

1. Laxmikanth .,Indian Polity., Tata McGraw Hills Series., Third Edision,New Delhi.2013.
2. Majumdar .R.C., An Advanced History of India, Mac Millan
3. Bipin Chandra – India after Independence 1947-2000, Penguin Books, New Delhi ,1999
4. Krishna Reddy- History of India, M.C. Grow hill Education Pvt. Ltd. Chennai,2012
5. TNPSC Exams Group II – V.V.K. Suburasu –Sura’s Publications, Chennai,2016
6. Manorama Year book

### **Open Educational Resources (OER):**

1. <https://www.gktoday.in/>
2. <https://www.recruitmentresult.com>
3. <https://www.tnpscportal.com>
4. <https://www.kalvisolai.com> [www.jagranjosh.com](http://www.jagranjosh.com),

**SEMESTER VI**  
**UCHI20- HISTORY OF JAPAN UPTO 1990 A.D**

<b>Year:</b> III	<b>Course Code:</b> UCHI20	<b>Title of the Course:</b> History of Japan from 1853 to 1990 A.D	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 6	<b>Credits</b> 5	<b>Marks</b> 100 40+60
<b>Sem:</b> VI							

**Course Objective:**

1. To help the students to know the Early History of Japan
2. To enable the students to understand the opening the Door to the west and its impact.
3. To help the students to evaluate the rise of Militarism and the role of Japan in First and Second World War.

**Course Outcomes (COS):**

**After completion of the course the student will able to :**

1. Describe the Early History of Japan for the betterment of Future
2. Discuss the contact of Japan with the European Countries to build relationship with diverse group
3. Analyze the Emergence of Japan as the World Powers and became the agents of Social Change.
4. Examine the Japanese identity during the World War I and II and its impact to present and to visualize the future
5. Illustrate the post war development of Japan and their relationship with diverse groups.

CO/PO	1	2	3	4	5	6
CO1	H	M	H	M	H	M
CO2	H	M	H	L	H	M
CO3	H	H	H	L	H	H
CO4	H	H	M	L	H	H
CO5	H	H	H	L	H	M

**H-High (3), M-Medium (2) L-Low (1)**

CO/PSO	1	2	3	4	5	6
CO1	H	M	H	H	M	M
CO2	H	H	H	M	M	M
CO3	H	M	H	H	H	H
CO4	H	H	H	M	H	H
CO5	H	H	H	M	H	H

**H-High (3), M-Medium (2) L-Low (1)**

**Unit I:**

**(18 Hours)**

- 1.1: Early Japan- their History- Geographical Feature (K1)
- 1.2: Rise of Feudalism-Attempts at Reforms-Influence of Feudal (K2)

- 1.3: Fujiwara Family and their rule (K2)
- 1.4: Shogunate and Dual Government (K2)
- 1.5: Tokugawa Family and their rulers (K2)
- 1.6: Decline of Shogun (K1)

**Unit II:**

**(18 Hours)**

- 2.1: Opening of the Japan to the West- Perry Mission-Treaty of Kanagawa-Harris Treaty (K2)
- 2.2: Meiji Restoration--Five articles of Oath-End of Feudalism (K2)
- 2.3:Constitution of Japan 1889-Diet- Rights (K3)
- 2.4: Industrial and Economic Progress-Education Reforms -Military Reforms (K3)
- 2.5: Relation with Korea- Treaty of Kanghai (K2)
- 2.6:Treaties of Japan (K2)

**Unit III:**

**(18 Hours)**

- 3.1: Rise of Militarism (K2)
- 3.2:Sino-Japanese War-Causes and Course of the War (K2)
- 3.3:Treaty of Shimonoseki (K1)
- 3.4 :Anglo-Japanese Alliance-Circumstances- Alliance (K2)
- 3.5: Russo-Japanese War-Causes-Course (K2)
- 3.6: Treaty of Portsmouth (K1)

**Unit IV:**

**(18 Hours)**

- 4.1: Japan and First World War - Paris Peace Conference-Treaty of Versailles-Lansing Ishii Agreement (K4)
- 4.2: 21 Demands of Japan (K2)
- 4.3: Washington Conference-The Four Power Treaty-The Five Power Treaty-The Nine Power Treaty (K4)
- 4.4: Tanaka Memorial (K2)
- 4.5: Manchurian Crisis –Naamura incident-Manchurian Invasion-Sangai War-Creation of Manchuko-Development of Manchuko (K2)
- 4.6: Second Sino Japanese War-Ho-Umetzu Agreement-Lokouchiao Incident (K2)

**Unit V:**

**(18 Hours)**

- 5.1: Japan and Second World War-Rome-Berlin-Tokyo Axis (K4)
- 5.2: Pearl Harbour Attack-Hiroshima-Nagasaki-Surrender of Japan (K2)
- 5.3: Allied Occupation-Aims of the Occupation (K4)
- 5.4: New Constitution of 1947- Treaty of San Francisco (K2)
- 5.5: Reconstruction of Japan-Political, Economic and Social Changes (K2)
- 5.6: Japan and Post War Development (K4)

**Text Books**

1. ShivKumarJain-History of Far East in Modern Times-S.Chand and Company Ltd.,

**Reference Books**

1. S.L.Roy- Short History of the Far East
2. Clyde and Bears-The Far East- Prentice Hall of India Ltd.,
3. M.D.David-History of Modern Japan-Himalayan Publishing House
4. A.K.Singh-History of Japan in Modern Times, Surjeet Publications,2006
5. Kenneth Henshall-A History of Japan from Stone Age to Superpower-Palgrave Macmillan 2<sup>nd</sup> Edition ,2004

**Open Educational Resources (OER):**

1. <https://www.britannica.com/place/Japan/History>
2. <https://www.britannica.com/event/Tokugawa-period>
3. <https://www.britannica.com/place/Japan/The-fall-of-the-Tokugawa>
4. <https://www.britannica.com/event/First-Sino-Japanese-War-1894-1895>
5. <https://www.history.com/this-day-in-history/japan-gives-ultimatum-to-germany>
6. <https://www.britannica.com/place/Japan/World-War-II-and-defeat>  
<https://www.britannica.com/event/occupation-of-Japan>

**SEMESTER- VI**

**UCHIL20 -THE HISTORY OF UNITED STATES OF AMERICA FROM 1776 TO 1965 A.D**

<b>Year:</b> III	<b>Course Code:</b> UCHIL20	<b>Title of the Course:</b> The History of United States of America from 1776 to 1965	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 6	<b>Credits</b> 5	<b>Marks</b> 100 40+60
<b>Sem:</b> VI							

**Course Objectives:**

1. To help the students to understand the Causes for the Discovery of America, the creation of new colonies and the American War of Independence.
2. To assimilate the knowledge of Westward Expansion, Manifest Destiny and Monroe Doctrine
3. To enable the students to understand the role of America in the First and the Second World War.

**Course Outcome (CO)**

**After completion of the course the student will able to :**

1. Explain the causes for the American War of Independence and understand the key concepts of American Constitution and to stand for Social Justice
2. Evaluate the various causes led for the outbreak of War of 1812 and effectively communicate the ideas of Monroe Doctrine ,Westward Expansion and Manifest Destiny and stand for the sustainable development of the society
3. Appraise the role played by Abraham Lincoln in Civil war to create respect for equality, freedom and respect for diversity and exercise leadership and Team Spirit
4. Analyze critically the foreign and domestic policy of Theodore Roosevelt, Woodrow Wilson, Calvin Coolidge and understand the key concepts of their administration and to emulate positive social values .
5. Assess the role of F.D Roosevelt with the implementation of New Deal during depression and commit oneself for Social justice, social values and sustainable development

CO/PO	1	2	3	4	5	6
<b>CO1</b>	H	H	L	L	H	M
<b>CO2</b>	H	H	H	H	L	M
<b>CO3</b>	H	H	M	L	H	M
<b>CO4</b>	H	H	M	L	H	M
<b>CO5</b>	M	H	M	H	H	H

**H-High (3), M-Medium (2) L-Low (1)**

CO /PSO	1	2	3	4	5	6
<b>CO1</b>	M	H	H	M	M	L
<b>CO2</b>	H	H	M	L	M	L
<b>CO3</b>	H	M	H	H	H	M
<b>CO4</b>	H	H	H	L	H	M
<b>CO5</b>	H	M	M	L	H	L

**H-High (3), M-Medium (2) L-Low (1)**



**Unit I****(18 Hours)**

- 1.1 Causes for Colonization -Christopher Columbus- Voyages of Columbus-Discovery of America (K1, K2,)
- 1.2 New England Colonies-Proprietary Colonies (K1, K2)
- 1.3. American war of Independence- Causes –Grenville Measures- Townshend Duties (K2, K4)
- 1.4Events of the War- Results of the War- Treaty of Versailles- Causes for the American Success ( K2,K4 )
- 1.5Federal Constitution of America- Virginia Plan- New Jersey plan – Salient Features of the Constitution (K2, K4)
- 1.6George Washington - Domestic Policies - Foreign policies - Thomas Jefferson- foreign Affairs ( K2,K4 )

**Unit II****(18 Hours)**

- 2.1 Causes for the war of 1812-Course of the war- Treaty of Ghent (K2, K4)
- 2.2 James Monroe- Monroe Doctrine- Results of the Doctrine (K2.K4)
- 2.3 Andrew Jackson- Internal policy –External policy (K1, K4)
- 2.4 West ward Expansion – Results of the West ward Expansion (K2, K4)
- 2.5. President Polk- Manifest Destiny-Results of the Manifest Destiny (K2.K4)

**Unit III****(18 Hours)**

- 3.1 Civil war – Causes- Economic Disparity-Slave System (K2, K4)
- 3.2 Separations of Southern states- Beginning of the Civil War- Course of the Civil war (K1, K2)
- 3.3 Reasons for the Victory of North- Results of the Civil war –Significance of the Civil war (K2, K4)
- 3.4 Abraham Lincoln-Achievements of Abraham Lincoln- Lincoln and Foreign Affairs (K2, K4)
- 3.5 Andrew Johnson – Reconstruction Problems (K2, K4)
- 3.6 Lincoln Plan- Johnson’s Plan- congressional Plan-Radical Reconstruction (K2, K4)

**Unit IV****(18 Hours)**

- 4.1 Theodore Roosevelt- Progressive Era –Foreign Policy (Big Stick policy) (K2, K4)
- 4.2 W.H .Taft - Dollar Diplomacy- Foreign Policy (K2, K4)
- 4.3 Woodrow Wilson- Domestic Policy- Foreign Policy- USA and Ist World War (K2, K4)
- 4.4 21 points of Woodrow Wilson - America and Paris Peace Conference (Treaty of Versailles) (K2, K4)
- 4.5 Calvin Coolidge’s Administration (K2, K4)
- 4.6 Causes for the Depression- Hoover’s effort towards Depression (K2, K4)

**Unit V****(18 Hours)**

- 5.1 F.D Roosevelt – Implementation of New Deal –New Deal legislation-Foreign Policy
- 5.2 USA and Second World War
- 5.3 Truman-Domestic - Foreign Policy
- 5.4 Eisenhower –Policy of Containment

5.5 John F.Kennedy – Domestic Policy – Foreign Policy

5.6 Martin Luther king Jr – Civil right Movement

**Text Book :**

1. .N. Jayapalan – History of United States of America – Atlantic Publishers, New Delhi, 1999
2. B.V .Rao – History of the Modern World, From AD 1500 to AD 2013, Sterling, New Delhi

**Books for Reference:**

1. Foster Rhea Dulles – The United States since 1986 – Surjeet Publications,
2. Dr. K. Rajayyan- A History of the United States-Rathna Publications, 1987, Madurai
3. R.K. Majumdar- History of United States of America, Surjeet Publication, Delhi
4. P.S. Joshi & S.V. Gholkar –History of the United States of America (1900-1945). S. Chand & Company Ltd, New Delhi
5. K.L.Khurana –World History (1453 – 1966 A.D) - Lakshimi Narain Agarwal , Agra,1997

**Open Educational Resources:**

- 1.<https://www.history.com/topics/exploration/christopher-columbus>
- 2.<https://www.nam.ac.uk/explore/american-war-independence-outbreak>
- 3.<https://www.britannica.com/event/Monroe-Doctrine>
- 4.<https://www.history.com/topics/us-presidents/abraham-lincoln>
- 5.<https://www.history.com/topics/great-depression/great-depression-history>
- 6.<https://www.history.com/topics/us-presidents/john-f->

**SEMESTER VI**  
**UCHIM20: INDIAN POLITY AND CONSTITUTION**

<b>Year:</b> III	<b>Course Code:</b> UCHIM20	<b>Title of the Course:</b> Indian Polity and Constitution	<b>Course Type:</b> Theory	<b>Course Category</b> Core	<b>H/W</b> 6	<b>Credits</b> 5	<b>Marks</b> 100 40+60
<b>Sem:</b> VI							

**Course Objectives:**

1. To help the students to understand the know the Basics of Indian Constitution and its Governance
2. To help the students to assimilate the powers and functions of the President, Vice- Prime Minister, Prime Minister and Central Council of Ministers.
3. To enable the students to know the functions of the Judiciary

**Course Outcome (CO):**

**After completion of the course the student will able to :**

1. Describe the Emergence and Evolution of Indian Constitution.
2. Analyze the historical background of the constitution and administration structure
3. Estimate the Indian Polity System.
4. Explain the salient features of Indian Constitution
5. Assess the social responsibilities for making a sustainable nation.

CO/PO	1	2	3	4	5	6
CO1	H	M	M	L	M	M
CO2	M	H	H	M	M	H
CO3	M	M	H	L	H	H
CO4	H	M	H	M	L	M
CO5	M	M	H	L	L	H

**H-High (3), M-Medium (2) L-Low (1)**

CO/PS O	1	2	3	4	5	6
CO1	L	L	M	H	H	M
CO2	M	L	M	M	H	L
CO3	L	M	H	L	H	H
CO4	L	L	H	M	H	H
CO5	M	L	M	H	H	H

**High (3), M-Medium (2) L-Low (1)**

**Unit I**

**(18 Hours)**

- 1.1.Introduction: Framing of the Indian Constitution & Preamble (K2)
- 1.2.Salient Features of the Constitution (K2)

- 1.3.Citizenship & Fundamental Rights (K1, K2)
- 1.4.Directive Principles of State Policy (K2)
- 1.5.Fundamental Duties (K1, K2)
- 1.6.Amendments & National Symbols (K1, K2)

## **Unit II**

**(18 Hours)**

- 2.1.The Union Government (K2)
- 2.2.The Powers and Functions of the President (K2)
- 2.3.The Vice President (K2)
- 2.4.The powers and functions of the Prime Minister (K2)
- 2..5.Central Council of Ministers & the Parliament (K2)
- 2.6.Rajya Sabha & Speaker.(K2)

## **Unit III**

**(18 Hours)**

- 3.1.The State Government (K2)
- 3.2.The State Council of Ministers (K2)
- 3.3.The State Legislative Assembly (K2)
- 3.4.Special Status of NorthEast and others States (K2)
- 3.5.Urban Government (K2)
- 3.6.Rural Government (K2)

## **Unit IV**

**(18 Hours)**

- 4.1.Judiciary (K2)
- 4.2.Apex Court of India (K2)
- 4.3.Functions of Supreme Court & Appointments (K2)
- 4.4.High Court & District Courts (K2)
- 4.5.Powers of Judiciary (K2)
- 4.6.Judicial Review (K2)

## **Unit V**

**(18 Hours)**

- 5.1.:Election Commission of India ( K2)
- 5.2.Chief Election Commissioner (K2)
- 5:3.State Election Commissioner (K2)
- 5.4.Central Information Commission (K2)
- 5.5.Central Vigilance Commission (K2)
- 5.6.Central Bureau of Investigation (K2)

## **Text book**

1. Durgadas Banu. (2015). Introduction to the constitution of India. Noida: LexisNexis.
2. Laxmikanth M. (2010). Indian Polity. Chennai : McGraw Hill Education.

## **References :**

1. Dash, Shreeram Chandra. (1986). The Constitution of India: A Comparative Study. India Chaitanya Pub. House.
2. Jayapalan N. (1998). Constitutional History of India. India : Atlantic Publishers

& Distributors.

3. Jojo Mathew. (2018). Indian Polity and Constitution –A complete handbook for IAS and IPS (13<sup>th</sup> Revised Edt) India : ALS Publication.
4. Hansraj. Indian Government and Politics. New Delhi: Surjeet Publications.
5. Karthikeyan. (2018). Governance in India –Basics and Beyond. Noida: Pearson Publication.
6. Subramanian S.G. Indian Constitution and Polity. New Delhi: Pearson Publications.

**Open Educational Resources (OER)**

1. <https://www.jagranjosh.com/general-knowledge/indian-polity-governance-a-complete-study-material-1465367884-1>
2. [www.istm.gov.in](http://www.istm.gov.in)
3. <https://www.jagranjosh.com/general-knowledge/indian-polity-governance-a-complete-study-material-1465367884-1>
4. [www.eci.gov.in](http://www.eci.gov.in)
5. [file:///C:/Users/user/Downloads/1372155919COI-ENG%20\(1\).pdf](file:///C:/Users/user/Downloads/1372155919COI-ENG%20(1).pdf)

**UEHIE20: ELECTIVE: III A- GEOGRAPHY OF INDIA**

<b>Year:</b> III	<b>Course Code:</b> UEHIE20	<b>Title of the Course:</b> Elective III A:Geography of India	<b>Course Type:</b> Theory	<b>Course Category</b> Core Elective	<b>H/W</b> 6	<b>Credits</b> 5	<b>Marks</b> 100 40+60
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**Course Objective:**

1. To help the students to understand the concepts of Geography its foundation and its development through the ages
2. To help the students to know the physiographic of India
3. To help the students to acquire the knowledge of natural resources and the climatic changes.

**Course Outcomes:**

**After completion of the course the student will able to:**

1. Explain the foundation of Geography and its application in day today's context
2. Describe about the Themes, Traditions and types of Geography
3. State the evolution of the physical features of India
4. Estimate about the Natural Resources to commit oneself for Sustainable Development
5. Examine the prevention of Disaster and Relief measures available in India to create respect for Human Values

CO/PO	1	2	3	4	5	6
CO1	H	L	M	H	L	M
CO2	M	M	H	H	L	L
CO3	H	M	H	H	L	L
CO4	H	L	M	H	M	M
CO5	H	L	M	H	L	L

**H-High (3) M-Medium (2) L-Low (1)**

CO/PO	1	2	3	4	5	6
<b>CO1</b>	L	L	L	H	H	M
<b>CO2</b>	L	L	L	H	H	M
<b>CO3</b>	L	L	L	H	H	H
<b>CO4</b>	L	L	L	H	H	M
<b>CO5</b>	L	M	M	H	H	M

**H-High (3) M-Medium (2) L-Low (1)**

**Unit I:****(18 Hours)**

- 1.1- Meaning and Definition of Geography- Geography as a Science- Geography and its relations with Physical Science- Mathematics- Astronomy (K1, K2)
- 1.2- The Scope of Geography- Geography teaches the past - Values- Importance of Geography- Geographer, Geologist- Understand Places- teaches a skill- International Understanding – Better Citizen – Provides Clues to the Past(K1, K2, K4)
- 1.3- Foundation of Geography-Evolution of Geography- Ancient – Medieval- Modern (K2)
- 1.4- Contribution and Importance of Geography (K2)
- 1.5-Four Traditions of Geography-Spatial Tradition- Area Studies Tradition- Man Made Tradition- Earth Science Tradition (K1, K2, K4)
- 1.6-Branches of Geography- Physical Geography-Human Geography-Geographic Techniques- Mathematical Geography- Statistical Geography- Cartography(K1, K2, K4)

**Unit II:****(18 Hours)**

- 2.1- Theories of Earth Origin- Big Bang Theory- Galaxy - Milky Way- Solar System- History of Earth Creation-Geological History of India- Pangea- Tethys- Creation of Himalayas (K1,K2)
- 2.2- Basic Concepts of Geography in India(Islands- Peninsula- Strait- Gulf- Cape- Archipelago- Atoll- Census-Continental Drift-Equator-Estuary-Glacier- Global Positioning System(GPS) (K2, K4)
- 2.3- Major Physiographic Divisions-Mountains-The Northern Great Plains (K2)
- 2.4- Himalayan Mountain- Central Himalaya- Eastern- Western Himalaya- Significance of Himalayas (K2)
- 2.5-Northern Great Plains- Indus Basin- its Significance- Ganga Basin- its Significance- Sundarbans (K2)
- 2.6-Brahmaputra Basin- The Brahmaputra Delta – Significance of Northern Great Plains (K2)

**Unit III:****(18 Hours)**

- 3.1- Deccan Plateau – Peninsular Plateau- Malwa Plateau- Chotta Nagpur Plateau- Deccan trap- Western Ghats and Eastern Ghats (K2)
- 3.2-Rivers of India- Perennial Rivers- Non-Perennial Rivers- Water Resources- Rain Water Harvesting-Multi Purpose River Projects- Integrated Water Resource Management in India (K2, K4)
- 3.3- Deserts:- Thar Desert- Islands: – Andaman- Nicobar Islands - (K2, K4)
- 3.4-Natural Resources of India - Biodiversity- Flora and Fauna- Geographical classification of Forest (K2, K4)
- 3.5-National Forest Policy- Forest Products- Conservation of Forest-Problems of Indian Forestry(K4)
- 3.6-Wild life- Mammal Species- Carnivores- Herbivores- Conservation of Wildlife- Problems of Wild Life-Red Data Book (K2, K4)

**Unit IV:****(18 Hours)**

- 4.1-Land Resources- Land Utilization- Land Conservation Measures- Agricultural patterns of India (K2, K4)
- 4.2-Mineral Resources- Water Resources – Growth of Fisheries- Inland Fishing- (K2)
- 4.3- Development of Industries in India- Essential need for industries - Private and Public Sector- Manufacturing Industries- Agro-based Industries- Cottage Industries- (K4)
- 4.4-India – Climate of India-Indian Monsoon- North East Monsoon- SouthEast Monsoon-Seasons of

India:- Winter – Summer- Jet Streams- Reasons for Climate Changes (K2 )

4.5-EL- Nino- Tropical Cyclones- Thunderstorms- Rainfall distribution- Variability of Rainfall (K2)

4.6- Soil- Characteristics of Soils- Classification of soils- Soil Erosion- Importance of Soil Conservation-(K2, K4)

### **Unit V:**

**(18 Hours)**

5.1-Disaster-Natural Disaster- Man Made Disaster -Terrorism-War-Biological Disaster (K2, K4)

5.2-National Disaster Management of India National Disaster Management Policy – Prevention- Mitigation- Relief- Restoration (K4)

5.3-Energy Resources- Conventional Energy- Non- Conventional Energy(K2)

5.4-Major Developmental Projects- Atomic, Solar, Hydro, Wind, Dams – Energy Crisis- Importance of Energy Conservation (K2, K4)

5.5- Transport and Communication (Road, Railways, Water, Airways) (K2)

5.6- India’s Space Exploration and Geography- Satellite Geo-Location, Remote Sensing Satellite- (K2,K4)

### **Maps (India)**

1. Physical Features
2. Forest and Vegetation
3. Crops
4. Mineral Resources
5. Soil

### **Text Books:**

1. Majid Hussain-Geography of India-MCGraw Hill Education Pvt.Ltd, New Delhi,2018

### **Books for Study and Reference:**

1. S.A. Qazi-Geography of the World- S.N. Nagar, APH Publishing Corporation New Delhi, 2007
2. Dr. Satnam Singh- Indian Geography- Damini Garg, Murari Lal and Sons, New Delhi,2007
3. Majid Husain- World Geography-Satyam Apartment, Jawahar Nagar, Jaipur,2008
4. Prithvish Nag, Smita Sengupta Ashok Kumar Mittal- Geography of India- Concept Publishing, New Delhi, 2002
5. A.M. Bagulia- Indian Geography-Anmol Publications Pvt Ltd., New Delhi, 2006
6. Dr. Satnam Singh- Indian Geography- Damini Garg, Murari Lal and Sons, New Delhi,2007
7. Pradeep Sharma- Human Geography, the land-Discovery Publishing house, New Delhi-2007

### **Open Educational Resources (OER):**

- 1.<https://www.openstreetmap.com>
- 2.[www.mhhe.com/getis10e/](http://www.mhhe.com/getis10e/)
- 3.<https://www.imd.gov.in>
- 4.<https://www.glovis.usgs.gov>
- 5.[www.nasagov.com](http://www.nasagov.com)



**SEMESTER- VI**  
**UEHIE20–ELECTIVE III B - MONUMENTS IN INDIA**

<b>Year:</b> III	<b>Course Code:</b> UEHIE20	<b>Title of the Course:</b> Monuments in India.	<b>Course Type:</b> Theory	<b>Course Category</b> Core Elective	<b>H/W</b> 6	<b>Credits</b> 6	<b>Marks</b> 100 40+60
<b>Sem:</b> VI							

**Objectives:**

1. To help the Students to understand the Historical Monuments and its importance
2. To respect our Historical Monuments and its Heritage.
3. To appreciate the Pride of our Historical Monuments and to Preserve it.

**Course Outcomes (COS):**

**After completion of the course the student will able to :**

1. Describe the Significance of Preservation Acts and contribute to its Preservation
2. Analyze the influence of Religious Monuments and Significance of Indian Architecture
3. Explain the workmanship of Artisans
4. List out the methods to preserve Historical Monuments.
5. Assess the patronage of Kings to Indian Culture

<b>CO/PO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	L	M	H	M	M	H
<b>CO2</b>	M	H	M	H	M	H
<b>CO3</b>	L	M	M	H	M	H
<b>CO4</b>	L	H	M	L	M	H
<b>CO5</b>	L	M	H	H	M	M

**High (3), M-Medium (2) L-Low (1)**

<b>CO/PSO</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>CO1</b>	<b>H</b>	M	H	L	L	M
<b>CO2</b>	<b>M</b>	H	M	L	M	H
<b>CO3</b>	M	H	H	L	<b>L</b>	H
<b>CO4</b>	H	M	H	M	L	H
<b>CO5</b>	M	H	M	L	L	H

**High (3), M-Medium (2) L-Low (1)**

**Unit I:**

- 1.1. Definition (K2)
- 1.2. Types (K2)
- 1.3. Significance (K2)

- 1.4.The Ancient Monument Preservation Act 1904 (K2)
- 1.5.National Historic Preservation Act 1966 (K2)

**Unit II:**

- 2.1.Bhimbetka Rock Shelter and Cave Paintings.(K2)
- 2.2.Sanchi Stupa- Ajanta Caves.(K2)
- 2.3.Mamallapuram.(K2)
- 2.4.Ashoka Pillars.(K2)
- 2.5.Iron Pillars of Delhi,.Nalanda-Hampi.(K2)

**Unit III:**

- 3.1.Taj Mahal-Qutub Minar-Red Fort.(K2)
- 3.2.India Gate- Charminar- Golden Temple.(K2)
- 3.3.Victoria Memorial Hall-Sun Temple Konark. (K2)
- 3.4.GateWay of India-Basilica of Bom Jesus-(K2)
- 3.5.Victorian and Art Deco Ensemble of Mumbai,Cellular Jail. (K2)

**Unit IV:**

- 4.1.Brihadeshwara Temple.(K2)
- 4.2.Fort St.George .(K2)
- 4.3.Meenakshi Temple-Tirumalai Nayak Mahal.(K2)
- 4.4.Vivekananda Rock Memorial.(K2)
- 4.5.Vellore Fort,Gangaikonda Cholapuram.(K2)

**Unit V:**

- 5.1. Group of Monuments at Mahabalipuram.(K2)
- 5.2.Khajuraho Group of Monument
- 5.3.Group of Monuments at Hampi and Pattadakal.
- 5.4. Elephanta Caves- Great Living temples (K2)
- 5.5. Buddhist monuments.

**TextBook:**

1. Rao,Hanumantha. B. and Rao,Basaveswara.K., Indian History and Culture, Sri Vignana Manjusha, Guntur 1973

**Books for Reference:**

1. Anil Chandra Banerjee, New History of Medieval India, S.Chand & Company Pvt. Ltd., New Delhi 1983.
2. Anil Chandra Banerjee, New History of Medieval India, S.Chand & Company Pvt. Ltd., New Delhi 1983.
3. Khurana. K.L., History of India from Earliest to 1526, Lakshmi Narain Agarwal Agra, 1995
4. Khurana. K.L., History of India from 1526 to 1967 A.D Lakshmi Narain Agarwal

Agra, 1995

5. Percival Spear., Delhi –Its Monuments and History, Oxford University Press, New Delhi 1994

**Open Educational Resources (OER):**

1. <https://testbook.com/blog/temples-and-monuments-gk-notes-ssc-pdf/>
2. <https://exampundit.in/list-of-monuments-and-places-of-india-pdf/>
3. <https://cracku.in/blog/monuments-and-places-in-india-questions-for-rrb-ntpc-pdf/>

## SEMESTER VI

### USHIC620 -SKILL BASED ELECTIVE - ARCHIVES KEEPING IN INDIA

<b>Year:</b> III	<b>Course Code:</b> USHIC620	<b>Title of the Course:</b> Archives Keeping In India	<b>Course Type:</b> Theory	<b>Course Category</b> SBE	<b>H/W</b> 2	<b>Credits</b> 2	<b>Marks</b> 100 40+60
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#### Course objective:

- An Archive keeping helps the Students to know the importance and maintenance of Historical Records.

#### Course Outcome:

##### After completion of the course the student will able to:

1. State the Definition, Scope and Types of Archives and appraise it.
2. compare and contrast with the Documentation Methods of Early Times with today's Documentation and its importance
3. Describe the Methods of Preservation of Records and enhance to Preserve Public and Personal Records
4. list out the importance of the History of Indian Archives Keeping, and its significance
5. Discuss about the Tamil Nadu Archives Keeping and its Functions

CO/PO	1	2	3	4	5	6
CO1	H	M	M	L	M	M
CO2	M	M	H	L	M	M
CO3	M	M	H	L	M	M
CO4	H	M	M	L	M	M
CO5	H	M	M	L	M	M

**H-High (3) M-Medium (2) L-Low (1)**

CO/PO	1	2	3	4	5	6
CO1	L	M	L	L	H	L
CO2	L	M	M	L	H	L
CO3	M	M	M	L	H	L
CO4	M	M	L	L	H	M
CO5	L	M	L	L	H	M

**H-High(3) M-Medium (2) L-Low (1)**

#### Unit I:

1.1-Archives Keeping – Origin(K2)

1.2- Definition(K2)

1.3- Scope(K3)

1.4- Meaning(K2)

1.5- Types of Archives Public Archives- Private Archives- Business Archives- Personal Archives(K2,K4)

**Unit II:**

2.1-Characteristics of Archives Keeping- Creating Agency(K2,K4)

2.2- Official Agencies(K2)

2.3- Government Orders(K2)

2.4- Nature of Modern Archives(K2)

2.5- Kinds of Modern Devices(K2,K4)

**Unit III:**

3.1-History of Indian Archives- Pre-Buddhist Period- Buddhist Period- Arthasastra

3.2-Age of Guptas – Cholas Period- Olai officer

3.3- Olai Nayakam- Sukraniti

3.4- Delhi Sultanate Period- Mughal Period- Modern Period

3.5- Organization of Archives- Court Archives- Public Department- Revenue Department- Secret Department(K1,K2,K4)

**Unit IV:**

4.1-Functions of Archives Keeping(K3)

4.2- National Archives of India(K3)

4.3- Custodian Records(K2)

4.4- Inestimable help to Scholars(K3)

4.5-Preservation of Archives-Airbrush- Bindery-Micro Film- Research Laboratory(K2,K4)

**Unit V:**

5.1-Tamil Nadu Archives Keeping(K3)

5.2- History of Tamil Nadu Archives(K2)

5.3- Henry Dodwell- J.J. Cotton(K2)

5.4- Dr.B.S.Baliga(K2)

5.5– Uses Of Archives Keeping(K3,K4)

**Books for Study and Reference:**

1. Dharmaraj J- Archives Keeping –Tensy Publications,2008

2. Saline Ghose- Archives in India-Orient Longman,

3. Dr. M. Sundara Raj- A Manual of Archival Systems and the world of Archives- Siva Publications- Chennai- 1999,

**Open Educational Resources (OER):**

1. national archives.nic.in

2. <https://www.gktoday.in>>national archives

3. [www.tanap.net](http://www.tanap.net)

4. [www.tnarchives.tn.gov.in](http://www.tnarchives.tn.gov.in)

