

B.A HISTORY
Effective from the Academic Year 2024 -2025

Vision of the Department:

To produce responsible and honest Citizens for better tomorrow and to create a favorable conditions for the economically poor students to grow intellectually efficient, globally critical thinkers, an effective communicators and to stand for right values to become an agent of social change through their vital leadership.

Mission of the Department:

To prepare the students to pursue professional Careers, creating an ample opportunity to exercise their leadership qualities and enable them to become competent in their subject knowledge, current affair and make them proficient to crack various competitive exams and get employed.

Objectives:

- To provide an in-depth knowledge in Local, Indian and World History
- To acquire skills in communication, critical thinking and Leadership skills
- To expose the students to the recent development in History significantly in the field of Archaeology
- To motivate the students for life-long learning and train students towards research.
- To train economically backward students and make them eligible for higher education and job opportunities.
 - To tap out the ability of the students through extracurricular and co-curricular activities
 - To get sensitized to social and environmental realities

Eligibility Criteria of the PROGRAMME:

Eligibility for admission to B.A. History:

Required to have passed the Higher Secondary Examinations conducted by the Government of Tamil Nadu or an Examination accepted as equivalent there to by the syndicate of the University of Thiruvalluvar.

Highlights of the Revamped Curriculum:

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, Field Visit, project with viva-voce, exposure to entrepreneurial skills, training for competitive examinations, sustaining the quality of the core components and incorporating application oriented content wherever required.
- The curriculum also facilitates peer learning with advanced topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies based problem solving skills are included as mandatory components in the ‘Training for Competitive Examinations’ course at the final semester, a first of its kind.
- The Internship during the second year vacation will help the students gain valuable work experience, which connects classroom knowledge to real world experience and to narrow down and focus on the career path.
- Project with viva-voce component in the fifth semester enables the student, application of conceptual knowledge to practical situations. The state of art technologies in conducting a Explain in a scientific and systematic way and arriving at a precise solution is ensured. Such innovative provisions of the field work, project and internships will give students an edge over the counterparts in the job market.
- State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and inter disciplinary nature are incorporated as Elective courses, covering conventional topics.

Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/ Benefits
I	Foundation Course in History To ease the transition of learning from higher secondary to higher education, providing an over view of the pedagogy of learning History and its concepts.	<ul style="list-style-type: none"> ➤ Instill confidence among students ➤ Create interest for the subject
I,II,III & IV	Skill Enhancement papers (Discipline centric / Generic / Entrepreneurial)	<ul style="list-style-type: none"> ➤ Industry ready graduates ➤ Skilled human resource ➤ Students are equipped with essential skills to make them employable ➤ Generates self-employment ➤ Skill training to girls leads to women empowerment
		<ul style="list-style-type: none"> ➤ Discipline centric skill will improve the Technical knowhow of solving real life Problems.
I, II,III,IV,V& VI	Elective papers An open choice of topics categorized under Generic and Discipline Centric	<ul style="list-style-type: none"> ➤ Strengthening the domain knowledge ➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross-disciplinary and interdisciplinary nature ➤ Emerging topics in higher education industry/ communication network/ health sector etc.are introduced with Hands-on-training.

II Year Vacation activity	Elective Papers Industrial Training	<ul style="list-style-type: none"> ➤ Exposure to industry mould students into solution providers ➤ Employment opportunities enhanced
V Semester	Project with Viva-Voce	<ul style="list-style-type: none"> ➤ Self-learning is enhanced ➤ Application of the concept to real situation is conceived resulting in tangible outcome
VI Semester	Introduction of Professional Competency component	<ul style="list-style-type: none"> ➤ Enriches the study beyond the course. ➤ General awareness on competitive examinations' caters to the needs of the aspirants towards most sought-after services of the nation like, UPSC CDS, RRB, Banking Services, and TNPSC group services.

Skills acquired from the Courses	Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill
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TANSCHÉ BASED PROGRAMME STRUCTURE FOR B.A. HISTORY
(For the candidates admitted from the academic year 2024-2025)

Sem	Part	Category	Paper Code	Title	Hours/ Week	Exam		Credits	Marks
I						Th	Pr		
	I	Tamil/Language	ULTAA24	Tamil Paper-I	5	3	-	3	40 + 60
	II	English	UENGA24	English Paper-I	6	3	-	3	40 + 60
	III	Core Course 1	UCHIA24	History of Ancient India up to 1206 CE	5	3	-	5	40 + 60
		Core Course 2	UCHIB24	History of Tamil Nadu Up to 1311 CE	5	3	-	5	40 + 60
		Generic Elective I	UAHIA24	Allied I: Introduction to Archaeology	4	3	-	3	40 + 60
	IV	Skill Enhancement Course SEC1	USHI124	SEC: Introduction to Tourism	2	-	-	2	100
		Foundation Course FC	UFHI24	FC: Introduction to History	2	2	-	2	40 + 60
		Value Education	UVEDA22*	Value Education	1	-	-	-	-
Total					30			23	700
II	I	Tamil/Language	ULTAB24	Tamil Paper-II	6	3	-	3	40+ 60
	II	English	UENGB24	English Paper-II	5	3	-	3	40 + 60
	III	Core Course 3	UCHIC24	History of Medieval India – 1206 – 1707 CE	5	3	-	5	40 + 60
		Core Course 4	UCHID24	History of Tamil Nadu up to 1311 CE to 1800 CE	5	3	-	5	40 + 60
		Generic Elective 2	UAHIB24	Allied II: Western Political Thought	4	3	-	3	40 + 60
	IV	Skill Enhancement Course SEC 2	USHI224	SEC: Indian Constitution	2	-	-	2	100
		Skill Enhancement Course SEC 3	USHI324	SEC: Basic Journalism	2	-	-	2	100
		Value Education	UVEDA22**	Value Education	1	-	-	-	-
	Total					30			23
III	I	Tamil/Language	ULTAC24	Tamil Paper-III	5	3	-	3	40+ 60
	II	English	UENG24	English Paper-III	6	3	-	3	40 + 60
	III	Core Course 5	UCHIE24	History of India 1707 to 1857 CE	5	3	-	5	40 + 60
		Core Course 6	UCHIF24	History of Tamil Nadu Since 1801 CE	5	3	-	5	40 + 60
		Generic Elective 3	UAHIC24	Allied III: Indian Political Thought	4	3	-	3	40 + 60
	IV	Skill Enhancement Course SEC 4	USHI424	SEC: Archiveskeeping	1	-	-	1	100
		Skill Enhancement Course SEC 5	USHI524	SEC: Museology	2	-	-	2	100
		EVS	UNEVS24*	Environmental Studies	1	-	-	-	-
		Value Education	UVEDA22***	Value Education	1	-	-	-	-
Total					30			22	800

Sem	Part	Category	Paper Code	Title	Hours / Week	Exam		Credits	Marks
						Th	Pr		
IV	I	Tamil/Language	ULTAD24	Tamil Paper-IV	6	3	-	3	40+ 60
	II	English	UENGD24	English Paper-IV	5	3	-	3	40 + 60
	III	Core Course 7	UCHIG24	Freedom Struggle in India	5	3	-	5	40 + 60
		Core Course 8	UCHIH24	History of Modern Europe 1789 to 1919 CE	5	3	-	5	40 + 60
		Generic Elective 4	UAHID24	Allied IV: Modern Governments	4	3	-	3	40 + 60
	IV	Skill Enhancement Course SEC 6	USHI624	SEC: Computer Training	2	-	-	2	100
		Skill Enhancement Course SEC 7	USHI724	SEC: Tourism and Hotel Management	1	-	-	2	100
		EVS	UNEVS24	Environmental Studies	1	2	-	2	40 + 60
		Value Education	UVEDA22*** *	Value Education	1	-	-	-	-
Total					30			25	800
V	III	Core Course 9	UCHII24	History of the World 1919 – 1991 CE	5	3	-	4	40 + 60
		Core Course 10	UCHIJ24	Selected Themes in History of USA	5	3	-	4	40 + 60
		Core Course 11	UCHIK24	History of Vellore	5	3	-	4	40 + 60
		Core Course 12	UCHIL24	Project	5	-	-	4	40 + 60
		Discipline Specific Elective 1/1A	UEHIA24	Elective: Women’s Studies	5	3	-	3	40 + 60
			UEHIB24	Elective: Elements of Human Rights					
	Discipline Specific Elective 2/2A	UEHIC24	Elective: History of Revolutions	4	3	-	3	40 + 60	
		UEHID24	Elective: History of Dravidian Movements						
	IV	Value Education	UVEDA22*** **	Value Education	1	-	-	-	-
Summer Internship/Industrial Training		UIHI24	Internship	-	-	-	2		
Total					30			24	700
VI	III	Core Course 13	UCHIM24	Contemporary History of India	6	3	-	4	40 + 60
		Core Course 14	UCHIN24	History of Ancient Civilizations	6	3	-	4	40 + 60
		Core Course 15	UCHIO24	History of Science and Technology in India	5	3	-	4	40 + 60
		Discipline Specific Elective 3/3A	UEHIE24	Elective: History of Latin America: From Discovery to Liberation	5	3	-	3	40 + 60
			UEHIF24	Elective: International Relations Since 1919					
		Discipline Specific Elective 4/4A	UEHIG24	Elective: History of China and Japan	5	3	-	3	40 + 60
	UEHIH24		Elective: History of Pondicherry						
	IV	Professional Competency SEC	UPHI24	General Studies for Competitive Examinations	2	2	-	2	40 + 60
		Value Education	UVEDA22	Value Education	1	2	-	2	40 + 60
	V	Extension Activity	-	Extension Activity (90 hours)	-	-	-	1	-
Total					30			23	700
Grand Total					180			140 +2*	4800/4600

- Any one course of the following to be completed during III semester (15 hours teaching and 15 hours activities):
 - Fundamentals of Computer and MS Office (Computer Science & B.C.A)
 - Gender Studies (History)
 - Health and Wholeness (Physical Education)

Methods of Evaluation						
S. No.	Category	Assessment Tool	Maximum Marks	Exam Theory	Weightage	
1	Core Courses/Generic & Discipline Specific Electives	I Continuous Assessment (ICA)	50	1 ½ h	35	40
		II Continuous Assessment (IICA)	50	1 ½ h		
		Innovative Component (IC)	5	-	5	
		End Semester Examination	100	3 h		60
2	Foundation Course/Professional Competency SEC/	I Continuous Assessment (ICA)	30	1h	35	40
		II Continuous Assessment (IICA)	30	1 h		
		Innovative Component (IC)	5	-	5	
		End Semester Examination	60	2 h		60
3	EVS	Continuous Assessment (IICA)	25	1 h		40
		Innovative Component (IC)	25	-		
		End Semester Examination	60	2 h		60

Activity-based Assessment for Skill Enhancement Courses:

Activity 1 for Unit I: (Nature of Activity) – 20 marks

Activity 2for Unit II: (Nature of Activity) – 20 marks

Activity 3for Unit III: (Nature of Activity) – 20 marks

Activity 4for Unit IV: (Nature of Activity) – 20 marks

Activity 5for Unit V: (Nature of Activity) – 20 marks

Nature of Activity – Field visit/Project (individual or group)/ Exhibits/ Model making/ Hands on training/Product making/ Extempore/ Debate / Report writing/ Case study/ Interpretation of data or results/Quiz (LMS)/Problem solving/Designing /Role play/ Start-up proposal/ Research proposal / Poster presentation/ Oral presentation (live or video recorded)/ Survey (Field or Online)/Group discussion/ Interviews/ Concept mapping/ Mind mapping/ Promoting public awareness etc.

Record of Assessment will be maintained by the course instructors and verified by the Head of the department.

Taxonomy Levels of Assessment	
Recall(K1)	Simple definitions, MCQ, Recall steps, Concept definitions
Understand/Comprehend(K2)	MCQ, True / False, Short essays, Concept explanations, short summary or overview
Application (K3)	Suggest idea / concept with examples, Observe, Explain
Analyze(K4)	Problem-solving questions, finish a procedure in many steps, Differentiate Between various ideas, Map knowledge
Evaluate(K5)	Longer essay/Evaluation essay, Criticize or justify with pros and cons
Create(K6)	Check knowledge in specific concept, Discussion, Debating or Presentations

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

PROGRAMME OUTCOMES (PO)

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.

PROGRAMME SPECIFIC OUTCOME (PSO)

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

PO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
PO1	H	H	H	M	M	M
PO2	H	H	H	L	M	H
PO3	M	H	H	L	H	H
PO4	H	L	L	H	H	H
PO5	H	M	L	L	H	H
PO6	H	M	L	L	H	M

(HIGH - 3, MODERATE - 2, LOW -1)

Consolidated Semester wise and Component wise Credit distribution

Parts	SemI	SemI I	SemII I	SemI V	Sem V	Sem VI	Total Credits
PartI	3	3	3	3	-	-	12
PartII	3	3	3	3	-	-	12
PartIII	13	13	13	13	22	18	92
PartIV	4	4	3	6	4	2	23
PartV	-	-	-	-	-	1	1
Other	-	-	-	-	-	-	-
Total	23	23	22	25	24	23	140+2

Title of the Course	HISTORY OF ANCIENT INDIA UP TO 1206 CE						
Paper No.	Core-1						
Category	Core	Year	I	Credits	5	Course Code	UCHIA24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Prerequisites	Higher Secondary						
Objectives of the course	<p>The course aims at giving an overall view of the</p> <ul style="list-style-type: none">• Understanding the cultures during pre and proto-History in India• The impact of Vedic culture on Society, religion and Culture• The causes for the emergence of centralized State under the Mauryas and Asoka’s Dharma• Achievements of Guptas and their contribution to art, architecture and literature• Causes for the invasions of Mahmud of Ghazni and Muhammad of Ghor						
Course Outline	<p>UNIT I (18 hours) (K1, K2, K3 & K4)</p> <p>1.1 : Geographical Features- The Northern Mountains- Gangetic Plain- Plateau – The Coastal Plains-Desert</p> <p>1.2: Perennial – Non perennial Rivers- People – Language - Religion</p> <p>1.3: Source of the Study- Literary Sources – Foreign Sources- Archeological Sources</p> <p>1.4: pre-and Proto History -Harappan Civilization – Art- Social Life- Religion- Causes for the Destruction –Megalithic Culture</p> <p>1.5: Vedic Age- Home land-Political Organization- Social –Economic life- Religious Condition</p> <p>1.6: Later Vedic Age- political Condition- Social Condition- Economic – Religious Condition</p>						
	<p>UNIT II (18 hours) (K1, K2, K3 & K4)</p> <p>2.1: Causes for the Rise of Buddhism and Jainism- Mahavira- Principles of Jainism- decline of Jainism</p> <p>2.2 : Early life of Buddhism- The Four great Signs –The Teaching of Buddha- Causes for its Rise and Decline</p> <p>2.3: Mahajanapadas –Magadha- Haryanga Dynasty- Sisunaga-Nanda Dynasty</p> <p>2.4: Alexander Invasion – Impact of Alexander’s Invasion-Political-economic -Cultural</p> <p>2.5: Mauriyas- Chandra Gupta Mauriya- Bindusara- Asoka the Great - Conquest</p> <p>2.6 :Asoka’s Dhamma- Inscriptions –Mauriyan Administration –Art and Architecture</p>						

	<p>UNIT-III: (18 hours) (K1, K2, K3 & K4)</p> <p>3.1: Sunga Dynasty- Pushyamithra Sunga- sathavahanas- Gauthamaputra satakarni -Decline</p> <p>3.2: Greek Rule- Menander I- Decline – Sakas- Source of Information- Rudrathamman I-Decline</p> <p>3.3: The Kushans- Kadphises I - Kadphises II - Kanishka –Conquests- Kanishka and Buddhism –Comparisons Asoka & Kanishka</p> <p>3.4: Satavahanas – Administration –religion -Architecture</p> <p>3.5: Gupta Period – Source of Information- Chandra Gupta I- Samudra Gupta –Conquests –Chandragupta II –conquests-Nine Jewels</p> <p>3.6: Kumara Gupta - His Conquests- Administration- Golden Age of Gupta- Social, Economic and Cultural Developments-vakatakas- Nalanda, Vikramasila-valabhi Universities</p>
	<p>UNIT-IV: (18 hours) (K1, K2, K3 & K4)</p> <p>4.1 Pushyabhuti Dynasty- Vardhanas- Harshavardhana – Conquest – Hiuan Tsang Visit to India -Harsha and Buddhism- Administration</p> <p>4.2 : Chalukyas –Badami Chalukyas –Eastern Chalukyas-Kalyani Chalukiyas</p> <p>4.3: Rastrakudas-rulers of Rastrakutas –Scholars – Art and architecture- Ellora Caves -Jain Caves-Elapanta caves</p> <p>4.4 :Rajput Period- The Pratiharas- The Palas of Bengal – Dharmapala-the achievements of Pala-The Chauhan- Prithviraja- the Rathors – the Guhilas</p> <p>4.5: The Chandellas- The Paramaras-The Senas- The Solankis</p>
	<p>UNIT-V: (18 hours) (K1, K2, K3 & K4)</p> <p>5.1 Rajputs Cultural contributions- Principal Rajput Kingdoms-causes of Failure</p> <p>5:2 : The Arab Conquests of Sind- causes of the Arab Conquest</p> <p>5:3 : Muhammad –Bin -kasim -administration of Sind under the Arabs– effects of Arab Conquests</p> <p>5:4 : Muhammad of Ghazini –Rise of kingdom of Ghazni –Accession-Indian expeditions</p> <p>5.5 : Muhammed of Ghor-Early Conquests-First Battle of Tarain- Second Battle of Tarain</p> <p>5.5: Rajput upraising</p>
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)	Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	<ol style="list-style-type: none"> 1. G. Venkatesan, <i>Cultural History of India</i>, VarthamananPathipagam, 2018 (inTamil) 2. K.L. Khurana, <i>History of India: Earliest times to 1526 A.D.</i>, Lakshmi NarainAgarwal, Agra, 3. L.P. Sharma, <i>History of Ancient India</i>, Konark Pub. Pvt. Ltd., New Delhi, 2008 4. R.C. Majumdar, et. al., <i>An Advanced History of India</i>, MacMillan, Delhi, 1974 5. R.S. Sharma, <i>India's Ancient Past</i>, Oxford University Press, New Delhi, 2017 6. RanabirChakravarti, <i>Exploring Early India up to c. AD 1300</i>, Primus Books, New Delhi, 2016 7. RomilaThapar, <i>The Penguin History of Early India: From the origin to A.D. 1300</i>, Penguin Books, New Delhi, 2002 8. Upinder Singh, <i>A History of Ancient and early Medieval India</i>, Pearson and Longman, Delhi, 2008
ReferenceBooks	<ol style="list-style-type: none"> 1. A.L. Basham, <i>The Wonder that was India</i>, London, Macmillan, 2004 2. B.N. Luniya, <i>Evolution of Indian Culture</i>, Agra, Lakshmi Narain Publication, 2005 3. K.K. Pillay, <i>A Social History of the Tamils</i>, University of Madras, Madras, 1967 4. K.K. Pillay, <i>Historical Heritage of Tamils</i>, MJP Publishers, Chennai, 2021 5. K.K. Pillay, <i>Studies in Indian History: With Special Reference to Tamil Nadu</i>, K.K. Pillay, Madras, 1979 6. R. Sathianathaier, <i>Political and Cultural History of India</i>, Vol. I, Viswanathan& Co., Chennai, 1980.
Website and e-learning source	<ol style="list-style-type: none"> 1. https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up

Course Outcomes:

On completion of the course, the students should be able to

CO1: Outline the characteristic features of pre and proto historic cultures in India.
(K1,K2,K3,K4)

CO2: Discuss the impact of the Vedic culture on Indian society and religion. (K1,K2,K3,K4)

CO3: Examine Ashoka's policy of Dhamma. (K1,K2,K3,K4)

CO4: Justify Gupta Age as a classical age. (K1,K2,K3,K4)

CO5: Describe the nature of Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammad of Ghor..(K1,K2,K3,K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	M	L	L	L
CO2	H	H	H	L	M	M
CO3	H	H	M	L	H	H
CO4	H	M	M	L	H	H
CO5	H	H	H	L	H	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	L	H	H
CO2	H	H	H	M	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

Title of the Course	HISTORY OF TAMIL NADU UP TO 1363 CE						
Paper No.	Core Course 2						
Category	Core 2	Year	I	Credits	5	Course Code	UCHIB24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	<ul style="list-style-type: none">• Knowledge of geography and sources of Tamil Nadu.• Understanding of polity, society and economy of the Sangam period.• The contribution of Pallavas in the field of art and architecture.• Appreciation of the achievements and contribution of the Imperial Cholas.• - Factors for the decline of the Pandyas.						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) 1.1 Geographical features and ethnography of Tamilnadu-Sources 1.2 Pre & Proto history of Tamil Nadu 1.3 Sangam Age- -Literature-Eighteen Minor works- political, social and Economic condition 1.4. Sources for the study of history of Tamil Nadu-Archaeological Sources- Numismatics-Monuments 1.5--Literary and Non-Literary sources. 1.6- Ancient Tamil Civilization						
	UNIT II 2.1- Early Cholas – Karikala 2.2- Cheras – Senguttuvan 2.3- Pandyas – Nedunchezian – Polity – Society 2.4- Economy – Foreign Trade – Religion – Literature 2.5- Kalabhara Interregnum – Impact of their rule.						
	UNIT-III 3.1- The Pallavas – Origin: Early Pallavas – Later Pallavas. 3.2- Political, Social and Economic Conditions – Growth of Literature and Education. 3.3- Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement. 3.4- The First Pandyan Empire – Sources –Triangular conflict between Pallavas, Pandyas and Western Chalukyas. 3.5- Administration – 3.6-Art and Architecture.						

	UNIT-IV: 4.1 - Later Cholas: Raja Raja Chola I - Rajendra Chola I. 4.2 - Overseas Expansion – Kulothunga – Chalukya-Chola relations. 4.3 - Administrative System – Land Grants and Temple Administration. 4.4 - Social and Economic life – Maritime Trade & Commerce – 4.5 Religion – Literature. 4.6- Art and Architecture – Bronze Sculptures.
	UNIT-V: 5.1 - The Second Pandyan Empire (1190-1312 CE). 5.2 - Triangular conflict among Cholas, Pandyas and Hoysalas. 5.3 -Social life. 5.4 -Economic life. 5.5- Malik Kafur's Invasion.
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	A. Ramasamy, <i>A History of Ancient Tamil Civilization</i> , New Century Book House, Chennai B. Eraiyyarasan, <i>The History of Tamil Nadu (The Only Surviving Classical Civilization)</i> , International Institute of Tamil Studies, Chennai, 2017 K.A. Nilakanta Sastri, <i>A History of South India: From Prehistoric Times to the Fall of Vijayanagar</i> , Oxford University Press, Chennai, 1997 N. Subramanian, <i>History of Tamilnad</i> , Koodal Publishers, Madurai, 1977 Noboru Karashima, ed., <i>A Concise History of South India: Issues and Interpretations</i> , Oxford University Press, New Delhi, 2014 V.T. Chellam, <i>New Light on the Early History of Tamil Nadu</i> , Vijay Publications, Trichy, 1981 V.T. Chellam, <i>Tamil Nadu: History and Culture</i> (in Tamil), Manivasagar Pathipakam, 2016
Reference Books	Avvai Duraisamy Pillai, <i>History of the Chera King</i> , Saran Books, Chennai, 2020 C. Minakshi, <i>Administration and Social Life Under the Pallavas</i> , University of Madras, Madras, 1938 K.A. Nilakanta Sastri, <i>The Cholas</i> , University of Madras, Madras, 1984 K.K. Pillay, <i>A Social History of the Tamils</i> , University of Madras, Madras, 1967 K.K. Pillay, <i>Historical Heritage of Tamils</i> , MJP Publishers, Chennai, 2021 K.K. Pillay, <i>Studies in Indian History: With Special Reference to Tamil Nadu</i> , K.K. Pillay, Madras, 1979 Ma. Rajamanickanar, <i>History of Cholas</i> , Saran Books, Chennai

	Ma.Rajamanickanar, <i>History of Pallavas</i> , Saran Books, Chennai N. Subramanian, <i>Sangam Polity</i> , Asia Publishing House, Bombay, 1966 P.T. Srinivasayengar, <i>History of the Tamils: From the Earliest Times to 600 A.D.</i> , Asian Educational Services, New Delhi, 2001 V. Kanakasabhai, <i>Tamils Eighteen Hundred Years Ago</i> , Asian Educational Service, New Delhi, 1982 Y. Subbarayalu, <i>South India under the Cholas</i> , Oxford University Press, New Delhi, 2012
Website and e-learning source	https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/ http://www.historydiscussion.net http://globalsecurities.org/military/world/india/history-chola.htm

Course Outcomes:

On completion of the course, the students should be able to

CO1: Describe the various sources for the study of history of Tamil Nadu.

CO2: Examine the various aspects of Sangam Age

CO3: Explain the rise of Pallavas and their cultural contribution

CO4: Estimate the supremacy of the Chola power

CO5: Outline the achievements of the Second Pandyan Empire.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	M	L	H	M
CO2	H	M	H	L	H	M
CO3	H	M	H	L	H	M
CO4	H	M	H	L	H	M
CO5	H	M	H	L	H	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	H
CO2	H	H	H	H	H	H
CO3	H	M	H	H	H	H
CO4	M	H	H	H	H	H
CO5	M	H	H	H	H	H

Title of the Course	ALLIED I: INTRODUCTION TO ARCHAEOLOGY						
Paper No.	GEC 1						
Category	Generic Elective	Year	I	Credits	3	Course Code	UAHIA24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	3	1	-		4		
Objectives of the course	<ul style="list-style-type: none">• Meaning of archaeology, kinds of archaeology and its relations with allied disciplines.• Archaeological developments in the world and India.• Knowledge of early archaeologists and the status of archaeological studies.• Understanding of the methods and techniques of archaeology.• Interpretation of excavated materials						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) Nature and Kinds of Archaeology 1.1-Definition, Nature, Aim and Scope of Archaeology 1.2-Archaeology as a Source of Cultural Studies 1.3- Marine Archaeology 1.4-Aerial Archaeology 1.5-New Archaeology 1.6-Archaeology and its relations with allied disciplines						
	UNIT II (18 hours) (K1, K2, K3 & K4) Process and Growth of Archaeology in India and the West. 2.1-Beginnings in Archaeology 2.2-Antiquarianism to Archaeology 2.3- Process of Archaeology in the West 2.4-Growth of Archaeology in India 2.5-Archaeological Survey of India.						
	UNIT-III: (18 hours) (K1, K2, K3 & K4) Early Archaeologists in India 3.1-Archaeological Studies – Educational Institutions 3.2- Early Archaeologists in India –Robert Bruce Foote 3.3-Alexander Rae – Alexander Cunningham 3.4-Sir John Marshall,Sir Mortimer Wheeler 3.5-Jean Mariacastle, H.D.Sankalia.						

	<p>UNIT-IV: (18 hours) (K1, K2, K3 & K4)</p> <p>Methods of Excavation and Recording</p> <p>4.1-Exploration- Aims –Methods - Manual and Scientific Excavation</p> <p>4.2-Methods of Excavation – Vertical, Horizontal, Quadrant Method, Method of Underwater Archaeology</p> <p>4.3-Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements</p> <p>4.4-Dating Methods: Absolute Dating Methods: Radio Carbon and AMS Dating – Thermo luminescence and OSL Dating – Potassium Argon – Uranium Series – Fission Track – Electronic Spin Resonance – Dendrochronology</p> <p>4.5Relative Dating: Flouing Method – Nitrogen Method</p> <p>4.6-Stratigraphy method – Seriation – Historical Dating</p>
	<p>UNIT-V: (18 hours) (K1, K2, K3 & K4)</p> <p>Artifacts and Archaeological Excavation.</p> <p>5.1-Classification of Artifacts</p> <p>5.2-Study of Pottery</p> <p>5.3-Epigraphy</p> <p>5.4-Numismatics -Evolution of Coinage, Techniques</p> <p>5.5-Archaeological excavations in Tamil Nadu – Arikamedu – Adichanallur – Korkai</p> <p>5.6-Keezhadi- Mayiladumparai – Sivagalai -Kodumanal</p>
<p>Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)</p>	<p>Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and other to be solved (To be discussed during the Tutorial hours)</p>
<p>Recommended Text</p>	<p>1.K. Rajan, <i>Archaeology: Principles and Methods</i>, Manoo Pathippakam, Thanjavur, 2002</p> <p>2.K. Rajan, <i>Understanding Archaeology: Field Methods, Theories and Practices</i>, Manoo Pathippakam, Thanjavur, 2016</p> <p>3.K.V. Raman, <i>Principles and Methods of Archaeology</i>, Parthajan Publications, Madras, 1986</p>

Reference Books	<p>4.B.D. Dillon, ed., <i>Practical Archaeology: Field and Laboratory Techniques and Archaeological Logistics</i>, Institute of Archaeology, University of California, Los Angeles, 1989</p> <p>5.Stuart Fleming, <i>Dating in Archaeology: A Guide to Scientific Techniques</i>, J.M. Dent, London 1978</p> <p>6.Robert F.Heizer, (ed.), <i>The Archaeologist at Work: A Source Book in Archaeological Method and Interpretation</i>, Harper & Row, New York, 1969</p> <p>7.C. Renfrew & Paul Bahn, <i>Archaeology: Theories, Methods and Practice</i>, Thames &Hudson, London, 2012</p> <p>8.Surendranath Roy, <i>The Story of Indian Archaeology 1784-1947</i>, Archaeological Survey of India, New Delhi, 2011</p>
Website and e-learning source	<p>http://www.arch.cam.uk</p> <p>http://archaeological.org</p> <p>http://www.tnarch.gov.in</p> <p>https://radiocarbon.com</p>

Course Outcomes:

On completion of the course, the students should be able to

CO1:Define archaeology and explain different kinds of archaeology.(K 1, K 2, K 3, K 4)

CO2:Trace the archaeological developments from its beginnings. (K1,K2,K3,K4)

CO3:Describe the contribution of early archaeologists in India (K1,K2,K3,K4)

CO4:Explain the methods and techniques of archaeology. .(K1,K2,K3,K4)

CO5:Classify the artefact and describe the various types of analysis .(K1,K2,K3,K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	L	L	L	H
CO2	M	H	H	M	H	H
CO3	M	H	H	L	H	H
CO4	M	H	H	L	L	M
CO5	M	H	M	L	M	H

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

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	H	M	L
CO2	M	H	H	M	M	H
CO3	H	M	M	L	M	H
CO4	M	H	M	M	H	H
CO5	L	H	M	H	M	H

Title of the Course	SKILL ENHANCEMENT COURSE I: INTRODUCTION TO TOURISM						
Paper No.	SEC 1						
Category	Skill Enhancement Course	Year	I	Credits	2	Course Code	USHI124
		Semester	I				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	2	-	-		2		
Prerequisites	Higher Secondary						
Objectives of the course	<p>The course aims at giving an overall view of the</p> <ul style="list-style-type: none">• Understanding of the basic components and elements of tourism• Knowledge of different types and forms of tourism• Knowledge of the role of Travel Agents• Understanding of the role of Tour Operators• Knowledge of the travel documents						
Course Outline	<p>UNIT I</p> <p>Concepts of Tourism: Definition of Tourism – Traveller – Tourist – Excursionist – Travel Motivations: Push and Pull Motivations of Travel – Basic Components of Tourism: Transport, Attraction, Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural Factors</p>						
	<p>UNIT II</p> <p>Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism – Sustainable Tourism</p>						
	<p>UNIT-III</p> <p>Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent</p>						
	<p>UNIT-IV</p> <p>Tour Operator: Meaning of Tour Operator – Types of Tour Operator: Inbound, Outbound, Domestic, Ground and Specialized – Role of Tour Operators – Itinerary Planning: Principles, Resources and Guidelines</p>						
	<p>UNIT-V:</p> <p>Travel Documents: Passport – VISA – Health Certificates– Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS)</p>						

Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	1. A.K. Bhatia, <i>Tourism Management</i> , Sterling Publications, New Delhi, 2016 2. A.K. Bhatia, <i>The Business of Travel Agency and Tour Operations Management</i> , Sterling Publications, New Delhi, 2014
Reference Books	1. Marc Mancini, <i>Conducting Tours: A Practical Guide</i> , Cengage Learning Publications, New Zealand, 2000 2. J. Negi, <i>Travel Agency and Tour Operation: Concepts and Principles</i> , Kanishka Publisher, New Delhi, 2004 3. Pran Nath Seth, <i>Successful Tourism Management: Fundamentals of Tourism</i> , Sterling Publications, New Delhi, 2008
Website and e-learning source	1. https://www.academia.edu/14264572/Basic_Concept_on_Tourism 2. http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf

Course Outcomes:

On completion of the course, the students should be able to

CO1: List out the various components and elements of tourism (K1,K2,K3,K4)

CO2: Explain the types and forms of tourism. (K1,K2,K3,K4)

CO3: Describe the roles of Travel Agent (K1,K2,K3,K4)

CO4: Explain the roles of Tour Operators (K1,K2,K3,K4)

CO5: Examine the importance of travel documents (K1,K2,K3,K4)

Title Of the Course	FC: INTRODUCTION TO HISTORY						
Paper No.	Foundation Course						
Category	FC	Year	I	Credits	2	Course Code	UFHI24
		Semester	I				
Instructional hours per week	Lecture	Tutorial	LabPractice		Total		
	2	-	-		2		
Objectives of the course	<ul style="list-style-type: none">• Introduction to the meaning and nature of history.• Knowledge of different kinds of history and its relationship with other disciplines.• Use of facts in writing history.• Introduction of the concepts in history.• Knowledge of various sources for the study of history and usage of bibliography and footnotes.						
Course Outline	UNIT I History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History						
	UNIT II Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art						
	UNIT III Herodotus – Thucydides – Livy – Tacitus – St. Augustine – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr						
	UNIT IV Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma – Irfan Habib – Bipan Chandra – Ranajit Guha P.T. Srinivasa Iyyengar– C.S. Srinivasachari – K.A. Nilakanta Sastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan						
	UNIT V Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains – Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments. Field Visit – Nearest archaeological/historical site, museum, archives and libraries Field Report						
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)				Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and other to be solved (To be discussed during the Tutorial hours)			

Recommended Text	<ol style="list-style-type: none"> 1. E. Sreedharan, <i>A Textbook of Historiography, 500 BC to AD 2000</i>, OrientLongman, New Delhi, 2004 2. E.H.Carr, <i>What is History?</i>, Penguin Books Ltd., New Delhi, 2018. 3. G. Venkatesan, <i>A Study of Historiography (History of Historical Knowledge)</i>, V.C. Publications, 2018 4. K. Rajayyan, <i>History in Theory and Method: A Study in Historiography</i>, RajPublications, Madurai, 1982 5. S.Manikam, <i>On History & Historiography</i>, Padumam Publishers, Madurai 6. SheikAli, <i>History: Its Theory and Method</i>, Laxmi Publications, 2019
Reference Books	<ol style="list-style-type: none"> 1. John C.B. Webster, <i>Studying History</i>, Primus Books, Delhi, 2019 2. MarcBloch, <i>The Historian's Craft</i>, Aakar Books, Delhi, 2017 3. R.G.Collingwood, <i>The Idea of History</i>, OUP, Delhi, 1994 4. RomilaThapar, <i>History and Beyond</i>, Taylor and Francis, Oxford University ofPress,
Website and e-learning source	https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html http://d-nb.info

Course Outcomes:

On completion of the course, the students should be able to

CO1: Describe the meaning and definition of history. (K 1 , K 2 , K 3 , K 4)

CO2:. Explain the relationship between history and allied disciplines (K1,K2,K3,K4)

CO3: Illustrate the use of facts in writing history. (K1,K2,K3,K4)

CO4:. Examine the concept of causation in history. (K1,K2,K3,K4)

CO5: Develop an essay based on sources using foot notes and bibliography. (K1,K2,K3,K4)

Title of the Course	HISTORY OF MEDIEVAL INDIA-1206-1707 CE						
Paper No.	Core Course-3						
Category	Core	Year	I	Credits	5	Course Code	UCHIC24
		Semester	II				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	<p>The course aims at giving an overall view of the</p> <ul style="list-style-type: none">• Understanding about the genesis of the Sultanate rule in India and its early rulers• Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement• Knowledge about the founding and conquests of the Mughal rulers• Art and architecture and administrative policies during the Mughals• The administration, art and architecture during Bahmini and Vijayanagar kingdoms						
Course Outline	<p>UNIT I (18 hours) (K1, K2, K3 & K4)</p> <p>1:1 Establishment of Sultanate in India -Slave Dynasty- Qutub-Ud-din Aibak-Qutub-ud-din Aibak’s early career-conquests of Aibak- Architecture</p> <p>1:2 -Iltutmish- Accession- Initial Impediments- Achievements-war with Rajputs- Administrative Services of Illtutmish-The successors of Illtutmish –Rukn-ud-din Firoz</p> <p>1:3: Razia –the First queen of Delhi Sultanate- rebellions that erupted against Raziyya – the successors of Raziya</p> <p>1:4 : Ghiyas-ud-din Balban –early career –De facto ruler- Balban as De Jure ruler of the Sultanate-reforms in the army-Mongol invasioins-estimate</p> <p>1:5 :The khiji Dynasty –oppositions –achievements –murder of Jalaluddin</p> <p>1:6: Aladdin Khilji –Governor-conquests-North Indian conquests-Southern campaign-Administration-the four Ordinances –Malik Kafur-South Expedition</p>						
	<p>UNIT II (18 hours) (K1, K2, K3 & K4)</p> <p>2.1: Tughlaq Dynasty-Ghiyassuddin Tughlaq- administrative -measures-fall of Kakahiys dynasty –Death of Ghiyas-ud-din Tughlug</p> <p>2.2: Muhammad –Bin-Tughlaq –reforms – taxation—transfer of capital-introduction of Token Currency- conquests</p> <p>2.3: Firoz Shah Tughlaq- the accession of Firoz -administration – foreign policy –Timur invasion</p> <p>2.4: Sayyid Dynasty—Khizr Khan- Mubarak Shah- Aladdin Alam shah - Downfall</p> <p>2.5:Lodi Dynasty- Bahlol Lodi- Sikandar Lodi- Ibrahim Lodi –Decline of the Delhi Sultanate- Administrative system under Delhi Sultanate</p> <p>2:6:Bhakti Movement- Prominent saints of Bhakthi Movement-North Indian saints- Sufi Movement- Effects of Bhakthi Movement</p>						

	<p>UNIT-III: (18 hours) (K1, K2, K3 & K4)</p> <p>3.1: India on the eve of Babur's Invasion – Early life of Babur- Conquest of Samarkand- Conquests of Kabul- circumstances leading to the battle of panipet -Battle of Panipet-Battle of Kanwah</p> <p>3.2: Humayun -Early life of Humayun- Accession- conquests- war with Bahadur shah- war with Sher khan</p> <p>3.3 ; Humayun's effort to capture Delhi- causes for the failure of Humayun</p> <p>3.4: Sher Shaw Suri- Early life- conquests – Administration of Sher Shah- Central Administration- Council of Ministers- Provincial Government- Revenue- Currency System</p> <p>3.5:Akbar-political conditions of India at the time of Akbar- Conquests- battle of Panipet and other Conquests - religious policy of Akbar-din-i-Ilahi-Administration-land Revenue – the Mansabdari System</p> <p>3.6: Mughal administration –Mughal Art and Architecture</p>
	<p>UNIT-IV: (18 hours) (K1, K2, K3 & K4)</p> <p>4.1: Jahangir-Accession to the throne - Golden Chain of Justice- Twelve Edicts of Jahangir- Revolt of Prince Khusrau- Nurjahan</p> <p>4.2: Early life of Shahjahan – Accession of Shah jahan- Conquests-The golden period of Mughal History - political condition-financial condition - Prince of Architecture - Mumtaj- Tajmahal- Peacock Throne- Pearl Masjid- Misery of Famine(K2)</p> <p>4.3: Early life Aurangzeb- Imposition of Jizya tax- Deccan Policy of Aurangzeb -effects</p> <p>4.4: as a Fanatic- Religious Policies of Aurangzeb-Destruction of Temples- Downfall of Mughal empire</p> <p>4.5:Rise of Marathas-Shivaji'sEarly life of Shivaji- Shivaji's Conquest – Afzalkhan affair-War with Mughals-Jaisingh and Shivaji's Coronation - Conquest of South India (K1)</p> <p>4:6:Shivaji's Administration- Provincial Administration- AshtaPradhan- Peshwas- Swarajya-Revenue-Administration-Sardeshmukhi-Chauth Tax- Military Administration- Artillery- Navy- Forts</p>
	<p>UNIT-V: (18 hours) (K1, K2, K3 & K4)</p> <p>5.1-The Bahmani Kingdom-Origin- Alauddin Bahman Shah</p> <p>5.2- Services of Muhammad Gawan</p> <p>5.3-Vijayanagar Empire-Sangama Dynasty-Hari Hara-I-Bukka I- Devaraya-II</p> <p>5.4-saluva Dynasty- Virupaksha II</p> <p>5.5-Tuluva dynasty-Krishnadevaraya</p> <p>5.6- Administration and Social life of Vijayanagar empire</p>
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)	Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)

Recommended Text	1. Ashirbadi Lal Srivastava, <i>History of India 1000 A.D. to 1707 A.D.</i> , Shiva Lal Agarwala, Agra, 1964 2. J.L. Mehta, <i>Advanced Study in the History of Medieval India, Vol II: Mughal Empire (1526 – 1707 A.D.)</i> , Sterling Pub., New Delhi, 2019 3. J.L. Mehta, <i>Advanced Study in the History of Medieval India, Vol. I (1000 – 1526 A.D.)</i> , Sterling Pub., New Delhi, 2019 4. J.L. Mehta, <i>Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture</i> , Sterling Pub., New Delhi, 2019 5. L.P. Sharma, <i>History of Medieval India, 1000-1740 A.D.</i> , Konark Pub. Pvt. Ltd., New Delhi, 1997 6. Satish Chandra, <i>History of Medieval India</i> , Orient Blackswan, New Delhi, 2017
Reference Books	1. A.B.M. Habibullah, <i>The Foundation of Muslim Rule in India</i> , Central Book Depot, 1967 2. Ashirbadi Lal Srivastava, <i>The Mughal Empire, 1526-1803 A.D.</i> , Shiva Lal Agarwala, Agra, 1969 3. Chandra, Satish, <i>Essays on Medieval Indian History</i> , OUP, New Delhi, 2005 4. Mohammad Habib and K.A. Nizami, <i>Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)</i> , People's Publishing House, Delhi, 1970. 5. R.C. Majumdar, et. al., <i>An Advanced History of India</i> , MacMillan, Delhi, 1974 6. Satish Chandra, <i>Medieval India, Part I & II</i> , New Delhi, NCERT, 1971
Website and e-learning source	1. https://archive.org/details/MedievalIndiaFromContemporarySources 2. https://selfstudyhistory.com/medieval-indian-history/

Course Outcomes:

On completion of the course, the students should be able to

- CO1:** Describe the foundation of the Delhi Sultanate and its early dynasties (K1,K2,K3,K4)
CO2: Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movement (K1,K2,K3,K4)
CO3: Discuss the genesis and the conquest of the Mughals (K1,K2,K3,K4)
CO4: Outline the art and architecture and administration of the Mughals.(K1,K2,K3,K4)
CO5: Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms .(K1,K2,K3,K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	H	L	M	H
CO2	M	H	H	L	M	H
CO3	H	H	H	L	M	H
CO4	H	M	H	L	L	L
CO5	H	H	H	L	M	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	H
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	L	L	H	H
CO5	H	H	M	M	H	H

Title of the Course	HISTORY OF TAMIL NADU UP TO 1311 CE TO 1800 CE						
Paper No.	Core Course - 4						
Category	Core	Year	I	Credits	5	Course Code	UCHID24
		Semester	II				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	<ul style="list-style-type: none">• Rise of the Madurai Sultanate and its contribution.• Knowledge about the impact of Vijayanagar rule in Tamilaham.• Contribution of the Nayaks of Madurai, Senji and Thanjavur.• Contribution of the Marathas to Tamil culture.• Understand the Poligar Rebellion as the early resistance against British imperialism.						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) 1.1- Decline of the Pandya Kingdom. 1.2- Rise of the Madurai Sultanate. 1.3- Administration. 1.4- Society. 1.5- Economy 1.6- Culture						
	UNIT II 2.1- Impact of Vijayanagar Rule – Invasion of Kumara Kampana. 2.2- The Nayaks of Madurai – Vishwanath Nayak. 2.3-Ariyanatha Mudaliyar- ThirumalaiNayak . 2.4- Rani Mangammal – Meenakshi. 2.5- Decline of Nayaks of Madurai.						
	UNIT-III: 3,1- Nayaks of Tanjore – Sevappanayak-Ragunathanayak- 3.2-Nayaks of Senji-Cuvaki Krishnappa-Surappa Nayak Desing. 3.3— Civil War among the Nayak Rulers . 3.4- Poligari system –Features- Administration-Battle of Talikotta. 3.5- Social and Economic Conditions. 3.6- Religion – Temple Art and Architecture						
	UNIT-IV: 4.1- Marathas of Tamil Country – Serfoji II – Administration. 4.2- Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library. 4.3-Sethupathis of Ramnad. 4.4- Society – Economy. 4.5- Religion and culture.						

	UNIT-V: 5.1- Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations. 5.2- Carnatic wars - Society – Economy and 5.3-Religion and Culture. 5.4- Poligar Rebellion – Puli Thevar . 5.5- Khan Sahib – VeluNachiyar – VeerapandiaKattabomman. 5.6- Revolt of Maruthu Brothers.
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	G. Venkatesan, <i>History of Modern Tamil Nadu 1600-2011</i> , VC Publications, Rajapalayam K. Rajayyan, <i>History of Tamil Nadu, 1565 to 1982</i> , Raj Publishers, 1982 N. Subramanian, <i>History of Tamil Nadu, 1336 to 1984</i> , Koodal Publications, 1976 Noboru Karashima, ed., <i>A Concise History of South India: Issues and Interpretations</i> , OUP, New Delhi, 2014 R. Kalidoss, <i>History and Culture of Tamils</i> , Vijay Publishers, Dindugal, 1976
Reference Books	K. Rajayyan, <i>Rise and Fall of the Poligars of Tamil Nadu</i> , University of Madras, 1974 K. Rajayyan, <i>South Indian Rebellion: The First War of Independence 1800-1801</i> , Akani Veliyeedu, 2012 K.A. Nilakanta Sastri, <i>The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar</i> K.R. Srinivasan, <i>Temples of South India</i> , National Book Trust, New Delhi, 2005 R. Sathianathaier, <i>History of the Nayaks of Madura</i> , University of Madras, Madras, 1980
Website and e-learning source	https://archive.org/details/SouthIndianRebellion/mode/2up www.nationalgeographic.org/threekingsintamilakam

Course Outcomes:

On completion of the course, the students should be able to

CO1: Outline the rule of the Madurai Sultanate.

CO2: Explain the impact of the Vijayanagar rule in Tamilaham.

CO3: Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur

CO4: Assess the contribution of the Marathas to Tamil culture.

CO5: Examine Poligar rebellion as an early resistance against British imperialism.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	H	L	H	M
CO2	H	M	H	L	H	M
CO3	H	M	H	L	H	M
CO4	H	M	H	L	H	M
CO5	H	M	H	L	H	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	M	H	H
CO2	H	H	H	M	H	H
CO3	H	H	H	M	H	H
CO4	H	H	H	M	H	H
CO5	H	H	H	M	H	H

Title of the Course	ALLIED II: WESTERN POLITICAL THOUGHT						
Paper No.	Generic Elective -2						
Category	GEC	Year	I	Credits	3	Course Code	UAHIB24
		Semester	II				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	3	1	-		4		
Objectives of the course	<p>The course aims at giving an overall view of the</p> <ul style="list-style-type: none">• Knowledge about Greek philosophy of Plato and Aristotle• Knowledge about social contract theory.• The political ideas of Machiavelli and John Locke• Utilitarian philosophy of Jeremy Bentham• Ideas of Karl Marx and Antonio Gramsci						
Course Outline	<p>UNIT I (18 hours) (K1, K2, K3 & K4)</p> <p>1.1 Socrates - The Socratic Dialectical Method</p> <p>1.2 The Educational Philosophy of Socrates</p> <p>1.3 Plato-Works- Theory of State- Philosopher -Plato’s Communism</p> <p>1.4 Plato-The Statesman-The Laws</p> <p>1.5 Aristotle-Works-Theory of State and Slavery -Classification of Government</p> <p>1.6 Aristotle-Theory of Justice and Theory of Revolution</p>						
	<p>2.1 Machiavelli - Life History, the Method of Machiavelli, Human Nature and the Prince-Separation of Politics from Ethics and Religion, Classification of Government Estimate of Machiavelli</p> <p>2.2 Thomas Hobbes- Life and Times - The State of Nature and Natural Rights - Laws of Nature and the Covenant .- The Covenallt and the Creation of the Sovereign</p> <p>2.3 Thomas Hobbes- Rights and Duties of the Sovereign- The Church and the State - Civil Law and Natural Law</p> <p>2.4 John Locke-Life and Works- The State of Nature and Natural Rights- Social Contract and Civil Society -Lockeain Legacy</p> <p>2.5 Rousseau- life and Times - Revolt against Reason -Critique of Civil Society</p> <p>2.6 Rousseau- Social Contract- Theory of General Will -General Will as the Sovereign</p>						
	<p>UNIT-III: (18 hours) (K1, K2, K3 & K4)</p> <p>3.1 Voltaire and his philosophy</p> <p>3.2 Montesquieu - Spirits of law, and appropriate laws</p> <p>3.3 Montesquieu- Separation of power</p> <p>3.4 Thomas Paine- philosophy</p> <p>3.5 Mary Wollstonecraft –philosophy -Rights of Woman</p> <p>3.6 Luigi Taparelli-Social Justice</p>						

	UNIT-IV: (18 hours) (K1, K2, K3 & K4) 4.1 Jeremy Bentham - Life and writings, Utility 4.2 The State and Government, Estimate of Bentham 4.3 J.S. Mill - Utilitarianism and Liberty 4.4 Mill on Representative Government – Proportional Representation – Estimate of the mill. 4.5 David Thoreau-Stoic Philosophy 4.6 Nietzsche-Radical Perspectivism
	UNIT-V: (18 hours) (K1, K2, K3 & K4) 5.1 Karl Marx- Life and Times - Beginning of an Intellectual Journey- Theory of Alienation- Dialectics-Theory of Historical Materialism -Theory of Class War 5.2 Theory of Surplus Value -Theory of Revolution - Dictatorship of the Proletariat -Vision of a Communist Society 5.3 Antonio Gramsci -Marxist Neo-Marxist -Hegemony - Organic Intellectual 5.4 Richard Rorty-pragmatist perspective philosophy 5.5 Martin Luther King Jr-Philosophy of Non-Violence 5.6 Martin Luther King Jr. role in the civil rights movement
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)	Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	1.George H. Sabine, <i>A History of Political Theory</i> , Oxford and IBH Pub. Co. Ltd., New Delhi, 2019 2. Phyllis Doyle, <i>A History of Political Thought</i> , Jonathan Cape, London, 1963 3. R.C. Gupta, <i>Western Political Thought</i> , Lakshmi NarainAgarwal, Agra, 2012 4. R.P. Sharma, <i>Western Political Thought: Plato to Hugo</i> , Sterling Pub. Pvt. Ltd., New Delhi, 1984 5. S. Vijayaraghavan and R. Jayaram, <i>Political Thought</i> , Sterling Pub. Pvt. Ltd., 1994 6. ShefaliJha, <i>Western Political Thought: From Plato to Marx</i> , Pearson, Delhi, 2010 7. William Ebenstein, <i>Great Political Thinkers – Plato to the Present</i> , S. Chand (G/L) & Co. Ltd., New Delhi, 1999

Reference Books	1. Brian R. Nelson, <i>Western Political Thought: From Socrates to the Age of Ideology</i> , Waveland Press Inc., Long Grove, Illinois, 1996 2. Des Raj Bhandari, <i>History of European Political Philosophy</i> , Bangalore Print & Pub. Co., Bangalore, 1963 3. George Catlin, <i>The Story of the Political Philosophers</i> , Kessinger Pub., 2010 4. J.S. McClelland, <i>A History of Western Political Thought</i> , Routledge, London, 1996 5. Will Durant, <i>The Story of Philosophy</i> , Simon & Schuster, New York, 1991
Website and e-learning source	1. https://archive.org/details/dli.ernet.260180/page/n5/mode/2up 2. https://archive.org/details/in.ernet.dli.2015.260320/page/n1/mode/2up 3. https://archive.org/details/dli.ernet.13555/page/n13/mode/2up

Course Outcomes:

On completion of the course, the students should be able to

CO1: Describe the political philosophy of Plato and Aristotle. (K1,K2,K3,K4)

CO2: Discuss the Social Contract theory. (K1,K2,K3,K4)

CO3: Compare the political ideas of Machiavelli and John Locke (K1,K2,K3,K4)

CO4: Justify the advantages of utilitarian philosophy. (K1,K2,K3,K4)

CO5: Describe the political ideas of Karl Marx and Antonio Gramsci. (K1,K2,K3,K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	H	L	H	M
CO2	H	M	H	L	H	M
CO3	H	M	H	L	H	M
CO4	H	M	H	L	H	M
CO5	H	M	H	L	H	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	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

Title of the Course	SKILL ENHANCEMENT COURSE II: INDIAN CONSTITUTION						
Paper No.	Skill Enhancement Course -2						
Category	SEC	Year	I	Credits	2	Course Code	USHI224
		Semester	II				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	2		-		2		
Objectives of the course	<p>The course aims at giving an overall view of the</p> <ul style="list-style-type: none">• Understanding of the salient features of the Indian Constitution• Knowledge about fundamental rights and duties• Knowledge about the structure and functions of the Union Government• Knowledge about the structure and functions of the State Government• Understanding of the powers and functions of the local government						
Course Outline	UNIT I Sources – Preamble – Salient Features – Citizenship – Amendments						
	UNIT II Fundamental Rights – Directive Principles – Fundamental Duties.						
	UNIT-III Union Government: President – Prime Minister and Council of Ministers – Parliament						
	UNIT-IV: State Government: Chief Minister – Governor – State Legislature						
	UNIT-V: Judiciary: Supreme Court-High Court-Other Courts -Local Government: Urban – Rural						
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)				Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)			

Recommended Text	<ol style="list-style-type: none"> 1. B.N. Rao, <i>India's Constitution in the Making</i>, Orient Longmans, Madras, 1960 2. Durga Das Basu, <i>Introduction to the Constitution of India</i>, Lexis Nexis, Gurgaon, 2019M.V. Pylee, <i>Constitutional Government in India</i>, S. Chand & Co. Ltd., New Delhi, 2012 3. Mahendra Pal Singh, <i>V.N. Shukla's Constitution of India</i>, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019 4. Subhash C. Kashyap, <i>Our Constitution: An Introduction to India's Constitution and Constitutional Law</i>, National Book Trust, New Delhi, 2021
Reference Books	<ol style="list-style-type: none"> 1. G. Balan and D. Dakshinamurthy, <i>Constitutional Development and Freedom Movement</i>, VanathiPathipagam, Chennai 2. Granville Austin, <i>The Indian Constitution: Cornerstone of a Nation</i>, Oxford University Press, New Delhi, 1999 3. Hari Hara Das, <i>Indian Government and Politics</i>, Himalaya Publishing House, New Delhi, 2001 4. JagadishSwarup, <i>Constitution of India</i>, Dandewal Publishing House, Allahabad, 1984 5. M.V. Pylee, <i>India's Constitution</i>, S. Chand & Co., NewDelhi, 2016 6. R.C. Agarwal and Mahesh Bhatnagar, <i>Constitutional Development and National Movement of India</i>, S. Chand & Co., New Delhi, 2006. 7. SujitChoudhry, et. al., ed., <i>The Oxford Handbook of the Indian Constitution</i>, Oxford University Press, London, 2016
Website and e-learning source	<ol style="list-style-type: none"> 1. https://www.tn.gov.in/index.php 2. https://www.assembly.tn.gov.in/ 3. https://legislative.gov.in/constitution-of-india 4. https://www.india.gov.in/ 5. https://www.indianculture.gov.in/ebooks/indias-constitution-making

Course Outcomes:

On completion of the course, the students should be able to

CO1: Describe the salient features of the Indian Constitution (K1,K2,K3,K4)

CO2: Elaborate the Structure and Functions of Union Government (K1,K2,K3,K4)

CO3: Elaborate the Structure and Functions of Union Government (K1,K2,K3,K4)

CO4: Explain the Structure and Functions of State Governments (K1,K2,K3,K4)

CO5: Discuss the powers of the local government (K1,K2,K3,K4)

Title of the Course	SKILL ENHANCEMENT COURSE III: BASIC JOURNALISM						
Paper No.	Skill Enhancement Course -3						
Category	SEC	Year	I	Credits	2	Course Code	USHI324
		Semester	II				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	2		-		2		
Objectives of the course	<p>The course aims at giving an overall view of the</p> <ul style="list-style-type: none">• Understanding the definition, types, and determinants of news• Knowledge about news paper organization structure• Knowledge about the role, qualities, and responsibilities of a reporter• Knowledge about reporting and writing• Understanding of the role, qualities, and responsibilities of an editor.						
Course Outline	UNIT-I: Definition of News – Types of News – Determinants of News – News Evaluation						
	UNIT-II: Newspaper Organization Structure – News Sources and Agencies – Target audience						
	UNIT-III: Role, Qualities and Responsibilities of a Reporter – Lead Writing – News Pegs – Developing a News Story						
	UNIT-IV: Interviews – Interpretative Reporting – Investigative Reporting – Reviews – Feature Writing – Travelogues – Web Writing						
	UNIT-V: Role, Qualities and Functions of an Editor – Headlines – Layout – Placement of Photographs – Caption Writing – Infographics						
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)				Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)			
Recommended Text	1. K.M. Shrivastava, <i>News Reporting and Editing</i> , Sterling Pub. Pvt. Ltd., New Delhi, 1991 2. M.K. Verma, <i>News Reporting and Editing</i> , APH Publishing Corporation, New Delhi, 2009						

Reference Books	<ol style="list-style-type: none"> 1. Graham Greer, <i>A New Introduction to Journalism</i>, Juta and Co. Ltd., Kenwyn, South Africa, 1999 2. Carole Fleming, et.al., <i>An Introduction to Journalism</i>, SAGE Publications Ltd., New Delhi, 2006 3. Barun Roy, <i>Beginners' Guide to Journalism and Mass Communication</i>, PustakMahal, Delhi, 2013
Website and e-learning source	<ol style="list-style-type: none"> 1. https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/ 2. https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html

Course Outcomes:

On completion of the course, the students should be able to

CO1: Describe the types and determinants of news (K1,K2,K3,K4)

CO2: Elaborate the newspaper organization structure (K1,K2,K3,K4)

CO3: Elaborate the role, qualities, and responsibilities of a reporter (K1,K2,K3,K4)

CO4: Explain the types of reporting (K1,K2,K3,K4)

CO5: Discuss the role, qualities, and responsibilities of an editor (K1,K2,K3,K4)

Title of the Course	HISTORY OF INDIA 1707 to 1857 CE						
Paper No.	Core Course -5						
Category	Core 5	Year	II	Credits	5	Course Code	UCHIE24
		Semester	III				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	<ul style="list-style-type: none">• Impart knowledge about the causes for the advent of the Europeans in India• Understand the consequences of the British-French rivalry and beginning of the British supremacy• Create awareness about the various strategies formulated by the British to capture power princely states• Understand about British state and revenue administration and its consequences• Acquire knowledge about Indian response to the British rule viz. peasant movements, Acquire knowledge about Indian response to the British rule viz. peasant movements,						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) 1.1- European Penetration into India: Reasons for the Advent of Europeans in India-Discovery of sea route in India- European Trading companies- Early European Settlement. 1.2-The Portuguese-Blue water policy-Rise and decline of Portuguese 1.3-The Dutch-The Dutch settlements in India. 1.4-The French trading companies and his settlements in India.-Reasons for French failures 1.5--Rise and power of Britishers. 1.6-Trading concessions – <i>Golden Firman- Dastaks</i>						
	UNIT II 2.1---The Struggle for Supremacy: Anglo – French Rivalry- Carnatic Wars– 2.2 Robert Clive- Achievements of Clive in Carnatic Wars-Establishment in India 2.3 Dupleix - -Battle of Plassey –Dual government in Bengal- Battle of Buxar- 2.4 Treaty of Allahabad- 2.5 Later Mughals and their struggle for Survival						
	UNIT-III: 3.1 British Expansion and Paramountcy in India: Ring Fence policy (1765 – 1813) – Policy of Subordinate Alliance (1813-1823) 3.2 Policy of Lapse and Annexations by conquests (1823 -1858)-Anglo-Mysore wars (1767-1799) 3.3 Anglo Maratha wars (1775-1818)– 3.4 First Anglo Afghan war (1839-1842) 3.5 Anglo-Burmese wars (1823-1885) –						

	3.6 -Anglo- Sikh conflicts (1844-1849)
	UNIT-IV: 4.1 British Colonial Administration: Early Administrative Structure of the British Raj –Regulating Act- Pitt’s India Act. 4.2 Charter Acts -1813, Western system of education-Macaulay’s Law commission-Charter Act of 1833-Provisions of the Act 4.3 -Charter Act of 1853-Merits Demerits of the Act-Economic Impact of British colonial Rule. 4.4 Land Revenue Administration –Permanent Land Revenue settlement- Ryotwari system- Mahalwari system. 4.5 Commercialization of Agriculture- Drain of Wealth 4.6 Economic Transformation of India- Railways –Roadways - Telegraph and Postal services – Famine Commission
	UNIT-V: 5.1-Indian Response to british rule:Early peasant movement and Tribal uprisings-Kol uprising,(1820-1837)Molpah uprisings(1841-1920) 5.2-Bhil uprisings(1818-1831)-Santhal uprisings. 5.3-Poligar uprisings-Puli Thevan-Velu Nachaiyar-Kattabomman-Maruthu Brothers 5.4-Vellore mutiny(1806)-causes-courses-results. 5.5-The great revolt of 1857-Jhansi Rani- Nana saheb,Mangal pandey-Cuses-courses -results-Reasons for the failure of the mutiny.
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)	Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	Sir Syed Ahmad Khan, The Indian Revolt, Medical Hall Press, Benares, 1873. Bipan Chandra, History of Modern India, Orient Blackswan, New Delhi 2019 Bipan Chandra, et al., India’s Struggle for Independence, Penguin Books, New Delhi, 2016. Desai A.R, Social Background of Indian Nationalism, Popular Prakasham, Bombay, 1976. Grover B.L, A New Look on Modern Indian History, S. Chand &Co, Delhi, 1977.

ReferenceBooks	<p>Lucy Southerland, The East India Company in the 18thCentury Politics, Oxford, 1952.</p> <p>Percival Spear, A History of India, Volume 2, Penguin Books, Great Britain, 1976.</p> <p>Phillips C.H, East India Company, Routledge, London, 1961.</p> <p>Ramachandran C. East India Company and the South Indian Economy, New EraPublications, Madras, 1980.</p> <p>Roberts P.E, History of British India, Oxford University Press, Oxford, 1921.</p> <p>SailendranathSen, An Advanced History of Modern India, Macmillan Publishers,2020</p>
Website and e-learning source	http://www.national archives.nic.in

Course Outcomes:

On completion of the course, the students should be able to

CO1: Trace the causes for the advent of the Europeans to India

CO2: Discuss the outcome of the British-French rivalry

CO3: Describe the strategies used by the British to capture power like the doctrine of lapse, Subsidiary Alliance etc.

CO4: Evaluate the administration and economic policies of British and its consequences like the Famine, Drain of wealth etc.

CO5: Elucidate the Indian response to the British especially the peasant and tribal uprisings, Poligar rebellion and 1857 revolt.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	L	M	L	M	M
CO2	H	M	M	L	M	M
CO3	H	M	M	L	H	M
CO4	H	M	L	L	M	M
CO5	H	M	H	L	H	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	L	H	L
CO2	H	H	M	L	H	H
CO3	H	H	M	L	H	H
CO4	H	H	M	M	H	H
CO5	H	H	H	H	H	M

Title of the Course	HISTORY OF TAMIL NADU SINCE 1801 CE						
Paper No.	Core Course 6						
Category	Core Course	Year	II	Credits	5	Course Code	UCHIF24
		Semester	III				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	Thecourseaimsatgivinganoverallviewofthe 1.Understanding about the colonial administration and early resistance in Tamil Nadu 2.Appreciation of the social movements in Tamil Nadu like the Temple Entry movement and Self-Respect movement 3. Knowledge about contribution of Tamil Nadu towards Freedom movement 4.Ability to comprehend the contributions of the Congress, DMK and ADMK governments 5.Awareness about the various issues present in Tamil Nadu						
Course Outline	UNITI (18 hours) (K1, K2, K3 & K4) Early Resistance to British Rule: 1.1-Formation of Madras Presidency 1.2- Tamil Nadu under the Europeans- Portuguese- Dutch 1.3- Danish- French Trading company. 1.4- British East India Company 1.5- Vellore Revolt of 1806.						
	Nationalism in Tamil Nadu: 2.1-Madras Native Association – Madras MahajanaSabha 2.2-Swadeshi Movement –V.O. Chidambaram Pillai-Bharathiyar 2.3-Home Rule Movement – Non-Cooperation Movement 2.4-Civil Disobedience Movement: Vedaranyam Salt Satyagraha 2.5-Impact of Gandhi’s visit to TamilNadu- Congress Ministry 2.6- Quit India Movement – Towards Independence.						
	Political and Social Awakening of Tamil Nadu: 3.I-Dravidian Association – Non-Brahmin Movement 3.2-Justice Party Government – Social Justice Measures (Communal G.O.s) 3.3-Periyar’s Self Respect Movement 3.4-Formation of Dravidar Kazhagam 3.5- Periyar’s Self- Respect campaign for social equality and women empowerment						

	UNIT-IV: (18 hours) (K1, K2, K3 & K4) Government after Independence: 4.1-Rajaji Ministry (1952-54) 4.2- Kamaraj Ministry (1954-1963): Mid-day Meals Scheme 4.3-Industrialization 4.4- Agriculture and Irrigation Reforms – Kamaraj Plan 4.5-Bhaktavatsalam – 4.6- Anti-Hindi Agitation 1938 - 1965
	UNIT-V: (18 hours) (K1, K2, K3 & K4) Formation of Dravida Munnetra Kazhagam & Contemporary Issues in Tamil Nadu: 5.1-C.N. Annadurai reservation- women welfare– agriculture and industrial development- renaming Madras state as Tamil Nadu - 5.2-Karunanidhi's Administration - Social Justice 5.3-Birth of ADMK M.G. Ramachandran - Nutritious Meal Scheme 5.4- J.Jayalalitha - Welfare Measures 5.5-Contemporary Issues in Tamil Nadu: Integration of Tamil Districts – River Water Disputes 5.6-Sri Lankan Tamil Refugee Crisis – Reservation Policy – Relations with neighboring States – Industrial and Educational Development
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	.A. Ramaswamy, <i>Tharkala Thamizhnattu Varalaru</i> , New Century Book House, Chennai, 2018 (In Tamil) G. Venkatesan, <i>History of Modern Tamil Nadu 1600-2011</i> , VC Publications, Rajapalayam K. Rajayyan, <i>History of Tamil Nadu, 1565 to 1982</i> , Raj Publishers, 1982 K. Rajayyan, <i>Tamil Nadu: A Real History</i> , Ethir Velieedu, Pollachi, 2015 Ma.Po.Civananam, <i>History of Freedom Movement in Tamil Nadu</i> , Tamil University, 1988 N. Subramanian, <i>History of Tamil Nadu, 1336 to 1984</i> , Koodal Publications, 1976 Noboru Karashima, ed., <i>A Concise History of South India: Issues and Interpretations</i> , OUP, New Delhi, 2014 S. Narayan, <i>The Dravidian Years: Politics and Welfare in Tamil Nadu</i> , Oxford University Press, New Delhi, 2018

ReferenceBooks	<p>A.R. Venkatachalapahty, <i>Tamil Characters: Personalities, Politics, Culture</i>, Pan MacMillan, 2019</p> <p>A.S. Panneerselvan, <i>Karunanidhi: A Life</i>, Penguin Random House India Pvt. Ltd., 2021</p> <p>Anita Diehl, <i>E.V. RamaswamiNaicker - Periyar: A Study of the Influence of a Personality in Contemporary South India</i>, B.I. Publications, Bombay, 1978</p> <p>Eugene F. Irschick, <i>Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929</i>, University of California Press, California, 1969</p> <p>K. NambiArooran, <i>Tamil Renaissance and Dravidian Nationalism 1905-1944</i>, Koodal</p> <p>M. Naganathan, <i>Tamil Nadu Economy: Trends & Prospects</i>, University of Madras, Chennai, 2002</p> <p>M.S.S. Pandian, (David E. Ludden and S. Ananthi, eds.), <i>The Strangeness of Tamil Nadu: Contemporary History and Political Culture in South India</i>, Permanent Black, 2019</p> <p>M.S.S. Pandian, <i>Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present</i>, Permanent Black, New Delhi, 2016</p> <p>M.S.S. Pandian, <i>The Image Trap: M.G. Ramachandran in Film and Politics</i>, Sage Pub., New Delhi, 1992</p> <p>Na. Velucami, <i>Dr.Kalaaignar M. Karunanidhi: A Study</i>, Tamizhcholai, 2006</p> <p>P. Rajaraman, <i>The Justice Party – A Historical Perspective, 1916-1937</i>, Poompozhi Publishers, Madras, 1988</p> <p>P.C. Ganesan, C.N. Annadurai, Publications Division, New Delhi, Publishers, Madurai, 1980</p> <p>Rajmohan Gandhi, <i>Rajaji: A Life</i>, Penguin India, New Delhi, 2010</p> <p>Robert L. Hardgrave Jr., <i>The Dravidian Movement</i>, Popular Prakashan, Bombay, 1965</p> <p>T. Stalin Gunasekaran, <i>The Role of Tamil Nadu in Freedom Struggle</i>, NivethithaPathippagam, 2000 (InTamil)</p> <p>V. Gita and S.V. Rajdurai, <i>Towards a Non-Brahmin Millennium: From IyothetheThass to Periyar</i>, Samya, 1998</p> <p>V.K. Narasimhan, <i>Kamaraj: A Study</i>, National Book Trust, New Delhi, 2007</p> <p>VijayaRamaswamy, <i>Historical Dictionary of the Tamils</i>, Rowman& Littlefield, Maryland, USA, 2017</p>
Websiteand-e-learningsource	<p>https://archive.org/details/aclcp100000795a1498</p> <p>www.britannica.com/tamilnadu-india</p>

Course Outcomes:

On completion of the course, the students should be able to

CO1: Appreciate the contribution of early resistant movements in India (K1,K2,K3,K4)

CO2: Elucidate the nature and importance of the social movements in India

(K1,K2,K3,K4)

CO3: Appreciate the contribution of Tamil Nadu towards Freedom movement

(K1,K2,K3,K4)

CO4: Describe the various welfare policies undertaken by the Governments in the State

(K1,K2,K3,K4)

CO5: Discuss and comprehend various issues in Tamil Nadu like the reservation, Sri Lankan

Tamil issue etc..(K1,K2,K3,K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	H	L	M	M
CO2	H	M	H	L	H	H
CO3	H	H	H	L	H	M
CO4	H	M	H	L	H	H
CO5	M	H	H	L	H	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	L	M	M
CO2	M	L	H	L	H	M
CO3	H	H	H	L	H	H
CO4	M	L	M	L	M	H
CO5	H	M	H	M	H	H

Title of the Course	ALLIED III: INDIAN POLITICAL THOUGHT						
Paper No.	Generic Elective - 3						
Category	GEC	Year	II	Credits	3	Course Code	UAHIC24
		Semester	III				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	3	1	-		4		
Objectives of the course	<p>The course aims at giving an overall view of the</p> <ul style="list-style-type: none">• Knowledge about Ancient political thinkers Kautilya and Kalhana• Understanding Barani's idea of a Good ruler and AbulFazal's Governance and Administration• The ideas of Raja Ram Mohan Roy, Ranade, Gokhale and Mahatma Gandhi• Ideas of Radical thinkers such as Tilak, SubramaniaBharathi, V.O. Chidambaram Pillai and AurobindoGhosh• Ideas of Egalitarian thinkers like Periyar and Ambedkar						
Course Outline	<p>UNIT I (18 hours) (K1, K2, K3 & K4)</p> <p>1.1 Ancient Thinkers –Thiruvalluvar -Thirukural-the state-Kingship and justice-Diplomacy</p> <p>1.2 Kautilya – Arthasasthra-Concept of Dharma-Saptanga Theory</p> <p>1.3 Kautilya-Mandal theory- spying system-</p> <p>1.4 Kautilya-Relationship between Ethics and Politics</p> <p>1.5 Kalhana-Rajatarangini Kalhana’s Methods -The Rajatarangini’s Contents in Outline -Historiographical Assessment -Recent Approaches -Kalhana-Rajatarangini -Poetry as History - History as Ethical Instruction</p>						
	<p>2.1 Medieval Thinkers -ZiyouddinBarani - Political Ideas -The Advocacy and Defence of Historiography as a Field of Knowledge - The idea of Political Expediency and Realism - Zawabit/State Laws: The Ideal Polity</p> <p>2.2 Theory of Kingship - The Ideal Ruler -Five Qualities of the Sultan - Idea of Justice and Just Rule - Appointment of Judges - Justice for Hindus and Muslims - Remission of Taxes - Favouring the Elites - Nobility – Bureaucracy- Army – Criticism</p> <p>2.3 AbulFazl- Early Influence - Impact of his Father’s struggles on his Intellectual Tradition - Influence of Ibn Arabi - Important works and Style - Association of Akbar and Abul Fazal - Context of Mughal Inheritance and a Search for Unity -- Major Approaches to Governance - Abu Fazal’s Methodology - Sovereignty and Social Contract</p> <p>2.4 Secularism of Din e- Ilahi -Decree of Mazhar - Din-e-Ilahi - Critique of Traditionalists</p> <p>2.5 The Divine Origin of the Badshah/King: Divine Theory of Monarchical Authority - Sovereignty in Badshahat - Just and Unjust Ruler - Supreme Authority of the Just Ruler - Divine Tolerance and Sulh-e-Kul</p> <p>2.6 Akbar as an Ideal King and Spirit of Age - Division of Society: Comparison with Plato - Theory of Justice</p>						

	<p>UNIT-III: (18 hours) (K1, K2, K3 & K4)</p> <p>3.1 Modern Thinkers - Rajaram Mohan Roy-Social Refromer</p> <p>3.2 views on liberty and Rights</p> <p>3.3 M.G. Ranade-Moderate Ideology-Religious views-Political contribution</p> <p>3.4 G.K. Gokhale-Gokhalae politics- Political ideas</p> <p>3.5 Mahatma Gandhi: Satyagraha and Non-violence, Hind Swaraj, -Gandhi-Swadeshi and Trusteeship</p>
	<p>UNIT-IV: (18 hours) (K1, K2, K3 & K4)</p> <p>4.1 Radical Thinkers- BalGangadharTilak-leader of Extremist group in the Freedom struggle- political goal- Swadeshi</p> <p>4.2 SubramaniaBharathi-Bharathi in Swadesamaditran- National's Songs - Journalist</p> <p>4.3 Subramania Bharathi -Involement in Social Reform</p> <p>4.4 Subramania Bharathi- Literary and Political Contribution</p> <p>4.5 V.O. Chidambaram-Shipping company-conflict with the British</p> <p>4.6 AurobindoGhosh-Nationalism as a religion-The concept of political struggle</p>
	<p>UNIT-V: (18 hours) (K1, K2, K3 & K4)</p> <p>5.1 Egalitarian Thinkers- E.V.R. Periyar -campaign against caste system-self respect movement -social and political reforms</p> <p>5.2 Dr.B.R.Ambedkar -criticism of caste system- Ambedkar and the communal award-Ambedkar as the Labour member, Law minister and chairman of Drafting Committee -views on Women</p> <p>5.3 Socialist Thinkers: Ram ManoharLohia – Political thought -Jayaprakash Narayanan-Impact of Marxism-Difference with Communists-Democratic Methods-commitment to Sarvodaya-call for total revolution</p> <p>5.4 Women Socialist Thinkers: Avaiyar-Savithribai Phule-Dr.Muthuakshmi Reddy-contribution</p> <p>5.5 Ida Scudder-contribution</p> <p>5.6 Sr.Cesira Galina-contribution</p>
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)	<p>Questions related to the above topics, from various competitive examinationsUPSC/JAM/TNPSC and others to be solved (To be discussed during the Tutorial hours)</p>

Recommended Text	<ol style="list-style-type: none"> 1. VishnoolBhagwan, <i>Indian Political Thinkers</i>, Atma Ram& Sons, New Delhi, 1999 2. RamachandraGuha, <i>Makers of Modern India</i>, Penguin India, New Delhi, 2012. 3. V.P. Varma, <i>Modern Indian Political Thought, Vol. II</i>, LaxmiNarainAgarwal, Agra, 2020
ReferenceBooks	<ol style="list-style-type: none"> 1. BidyutChakrabarty, et. al., <i>Modern Indian Political Thought: Text and Context</i>, Sage Pub., New Delhi, 2009 2. M. Sharma, <i>Political Theory and Thought</i>, Anmol Publisher, New Delhi, 2004 3. V.R. Mehta, <i>Foundations of Indian Political Thought</i>, Taylor & Francis Exclusive, CBS Publishers & Distributors Pvt. Ltd., New Delhi, 2022
Website and e-learning source	<ol style="list-style-type: none"> 1. https://archive.org/details/in.gov.ignca.18749/page/n13/mode/2up

Course Outcomes:

On completion of the course, the students should be able to

CO1: Describe Kautilya's ideal of a State and administration. (K1,K2,K3,K4)

CO2: Elucidate the ideas of Medieval thinkers like Barani and AbulFazal (K1,K2,K3,K4)

CO3: Discuss the ideas of early modern thinkers like Raja Ram Mohan Roy, Ranade, Gokhale, Gandhi and Nehru. (K1,K2,K3,K4)

CO4: Examine the ideas of radical political thinkers such as Bharathi and AurobindoGhosh (K1,K2,K3,K4)

CO5: Evaluate the social impact of the ideas of Periyar and Ambedkar.(K1,K2,K3,K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	M	H	H
CO2	H	H	H	M	H	H
CO3	H	H	H	M	H	H
CO4	H	H	H	M	H	H
CO5	H	H	H	M	H	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	H
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

Title of the Course	SKILL ENHANCEMENT COURSE IV: ARCHIVES KEEPING IN INDIA						
Paper No.	Skill Enhancement Course -4						
Category	SEC	Year	II	Credits	1	Course Code	USHI424
		Semester	III				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	2	-	-		2		
Objectives of the course	To know about the importance of Historical records. To help the students how to maintain the historical records.						
Course Outline	UNIT I Archives Keeping – Origin- Definition- Scope- Meaning- Types of Archives Public Archives- Private Archives- Business Archives- Personal Archives						
	UNIT II: Characteristics of Archives Keeping- Creating Agency- Official Agencies- Government Order’s- Nature of Modern Archives- Kinds of Modern Devices						
	UNIT III History of Indian Archives- Pre-Buddhist Period- Buddhist Period- Arthasastra-Age of Guptas – Cholas Period- Olai officer- OlaiNayakam- Sukranithi- Delhi Sultanate Period- Mughal Period- Modern Period- Organization of Archives- Court Archives- Public Department- Revenue Department- Secret Department						
	UNIT IV: Functions of Archives Keeping- National Archives of India- Custodian Records- Inestimable help to Scholars- Preservation of Archives-Airbrush-Bindery-Micro Film- Research Laboratory						
	Unit V: Tamil Nadu Archives Keeping- History of Tamil Nadu Archives- Henry Dodwell- J.J. Cotton- Dr.B.S. Baliga– Uses of Archives Keeping						
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)				Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)			
Recommended Text	Dharmaraj J- Archives Keeping –Tensy Publications,2008 Saline Ghose- Archives in India-Orient Longman, Dr. M. Sundara Raj- A Manual of Archival Systems and the world of Archives- Siva Publications- Chennai- 1999,						
ReferenceBooks	Dharmaraj J- Archives Keeping –Tensy Publications,2008 Saline Ghose- Archives in India-Orient Longman, Dr. M. Sundara Raj- A Manual of Archival Systems and the world of Archives- Siva Publications- Chennai- 1999.						

Website and e-learning source	1. national archives.nic.in 2. https://www.gktoday.in >national archives 3. www. tanap.net 4. www.tnarchives.tn.gov.in
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Course Outcomes:

On completion of the course, the students should be able to

CO1: Acquire the Knowledge of Definition, Scope and Types of Archives and apprise it.

CO2-Enhance Knowledge on Documentation Methods of Early Times with today's Documentation and its importance

CO3-Analyze the Methods of Preservation of Records and enhance Preserve Pubic and Personal Records

CO4-Gain the Knowledge of the History of Indian Archives Keeping, and Value it significance

CO5-Acquire Knowledge of Tamil Nadu Archives Keeping and its Functions

Title of the Course	SKILL ENHANCEMENT COURSE V: MUSEOLOGY						
Paper No.	Skill Enhancement Course -5						
Category	SEC	Year	II	Credits	2	Course Code	USHI524
		Semester	III				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	2	-	-		2		
Objectives of the course	<ul style="list-style-type: none">This course is aimed to introduce the learners about origin, emergence and concepts of Museology						
Course Outline	UNIT I Definitions of Museum and Museography, Museology.-Types of Museums- ICOM Museum's Definition-Classification of Museum- ICOM basis of Museum Classification						
	UNIT II: History of Museum-Museum Collection-Some Major Museums of the World (British Museum, Smithsonian),-Louvre, Hermitage, Topkapi- Role of UNESCO and ICOM in the Development of Museum						
	UNIT III History of Museum-Museum Collection-Some Major Museums of the World (British Museum, Smithsonian),-Louvre, Hermitage, Topkapi- Role of UNESCO and ICOM in the Development of Museum						
	UNIT IV: State Museums of Tamil Nadu-Popular Museums of TamilNadu- Government Museum Chennai-Sections of the Chennai Museum- Functions of the Museum						
	UNIT V: New Museology , Concept of Eco Museums,-Para Museums,-Virtual Museum-Museology as a profession – Works of the Curator- Employment opportunity Practical : Visit to the Museum						
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)				Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)			

Recommended Text	<ol style="list-style-type: none"> 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
Reference Books	<ol style="list-style-type: none"> 6. Dilip Kumar Roy, Museology Some Cute Points , Kalpaz Publications, Delhi 7. Usha Agarwal, Museums in India 8. New Museology –You Tube Lecture by Davis Peter 9. Notes from Pathshala , Production Courseware ,e.content.(MHRD) 10. Mandip Kumar Chaurasiya, e. content, Patna University
Website and e-learning source	<ol style="list-style-type: none"> 1. https://www.mindler.com/careerlibrary/social-sciences/humanities/career-in- museology- inindia 2. https://www.youtube.com/watch?v=CRsgPfe4JDs 3. https://www.youtube.com/watch?v=kXS8RtHILK

Course Outcomes:

On completion of the course, the students should be able to

CO1: Describe about evolution of Museum and Museology

CO2- Classify the Types and functions of the Major Museums in the world.

CO3- Define the Nature and scope of Museum

CO4- Explain the types of museums in Tamil Nadu.

CO5- Identify the job opportunities for the study of museology

Title of the Course	FREEDOM STRUGGLE IN INDIA						
Paper No.	Core Course 7						
Category	Core	Year	II	Credits	5	Course Code	UCHIG24
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	Thecourseaimsatgivinganoverallviewofthe 1.Understanding of the role of the socio-religious movements in India 2.Compare and contrast between the moderates and extremists 3.Knowledge of Gandhi's leadership and transforming India's freedom .struggle based on mass movements 4.Constitutional provisions and legislation's 5.Knowledge of the causes and consequences of the Partition of India						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) Revolution and Reform Movements in India. 1.1-Poligor revolt- South Indian Revolution 1.2-Vellore Mutiny 1.3-1857 Mutiny, Queen’s Proclamation 1.4-Transition from Company to Crown 1.5-Socio-Religious Reform Movements 1.6-National Awakening in the 19 th Century						
	UNIT II (18 hours) (K1, K2, K3 & K4) Indian National Movement: 2.1-Indian National Congress: Moderates – Extremists 2.2-Partition of Bengal – Swadeshi Movement 2.3-Birth of Muslim League – Surat Congress 2.4-Minot-Morley Reforms – Communal Electorate 2.5Home Rule Movement – Montague-Chessboard Reforms – Dyarchy						
	UNIT-III: (18 hours) (K1, K2, K3 & K4) Gandhian Era 3.1- JallianwalaBagh Massacre – Non-Cooperation Movement 3.2- Swaraj Party – Simon Commission – Rise of Communist Party 3.3- Civil Disobedience Movement –Gandhi –Irwin Pact – Round Table Conference 3.4-The Communal Award –Act of 1935 – Provincial Autonomy 3.5-1937 elections 3.6- Cripps Mission						

	UNIT-IV: (18 hours) (K1, K2, K3 & K4) Rise and Growth of Revolutionary Movements 4.1-Rise of the Left Politics 4.2-Rise and Growth of Revolutionary Movements 4.3-Social Reform Movements in the Twentieth Century 4.4- Role of Communists 4.5- Periyar E V Ramasamy.
	UNIT-V: (18 hours) (K1, K2, K3 & K4) Partition of India. 5.1-Quit India Movement 5.2- Subash Chandra Bose and Indian National Army 5.3-Simla Conference 5.4- Cabinet Mission 5.5-Mountbatten Plan 5.6-Partition of India.
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and other to be solved (To be discussed during the Tutorial hours)
Recommended Text	Bipan Chandra, <i>History of Modern India</i> , Orient Black Swan Publications, New Delhi, 2012 Bipan Chandra., <i>Nationalism and Colonialism in Modern India</i> , New Delhi: Orient Blackswan Private Limited, New Delhi, 1981 Bipan Chandra, Amales Tripathi and Barun De, <i>Freedom Struggle</i> , National Book Trust, New Delhi, 2011 Bipan Chandra., <i>India's Struggle for Independence</i> , Penguin Random House, India, 2016 Kenneth W. Jones (eds), <i>The New Cambridge History of India: III.1 Socio Religious reform Movements in British India</i> , Cambridge University Press, 1989 Ranjan Chakrabarti., <i>A New History of Modern India: An Outline</i> , Surjeeth Publications, 2019 Sumit Sarkar., <i>Modern India 1885-1947</i> , Macmillan India Limited, New Delhi, 2000 M.P. Sivagananam – Viduthali Poratathil Tamilagam – 2 Volumes (in Tamil). G. Venkatesan, <i>History of Freedom Struggle</i> , V.C. Publications, 2018.

ReferenceBooks	<p>AparnaBasu, <i>Essays in the History of Indian Education</i>, Concept Publishing (1982)</p> <p>BalaJeyaraman, <i>Periyar: A Political Biography of EV Ramasamy</i>, Rupa and Co.</p> <p>JudithMargaret Brown, <i>Gandhi's Rise to Power</i>, Cambridge University Press, C</p> <p>MushirulHasan., <i>India's Partition: Process, Strategy and Mobilisation.(The History)</i>, Oxford University Press, New Delhi, 1997</p> <p>Percival Spear, <i>The Oxford History of Modern India 1740-1947</i>, Clarendon Pre</p> <p>ShekharBandyopadhyay, (ed)., <i>Nationalist Movement in India: A Reader</i>, Os Press, New Delhi, 2008.</p> <p>Sugata Bose and Ayesha Jalal, <i>Modern South Asia: History, Cu Economy</i>, Routledge, London, 2011</p>
Websiteand-e-learningsource	<p>https://amritmahotsav.nic.in</p> <p>https://www.mcrhrd.gov.in</p>

CourseOutcomes:

On completionofthecourse,thestudentsshouldbeableto

CO1:Assess the role of the socio-religious movements in India (K1,K2,K3,K4)

CO2:Compare and contrast between the moderates and extremists(K1,K2,K3,K4)

CO3:Elucidate Gandhi's leadership and transforming India's freedom struggle based onmass movements(K1,K2,K3,K4)

CO4:Describe the Constitutional provisions and legislation for women.(K1,K2,K3,K4)

CO5:Discuss the causes and consequences of the Partition of India..(K1,K2,K3,K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	M	L	H	L
CO2	M	M	M	L	H	L
CO3	H	H	M	L	H	L
CO4	M	H	H	L	H	H
CO5	H	H	H	L	H	M

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

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	H
CO2	H	H	M	M	H	H
CO3	M	M	H	H	H	M
CO4	M	H	H	H	H	H
CO5	H	M	M	H	H	M

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

Title of the Course	HISTORY OF MODERN EUROPE – 1789 TO 1919 CE						
Paper No.	Core Course -8						
Category	Core Course	Year	II	Credits	5	Course Code	UCHIG24
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	The course aims at giving an overall view of the <ul style="list-style-type: none">• Impart an Understanding of the stages of the French Revolution and the Life and contribution of Napoleon Bonaparte• Create awareness about Napoleon’s achievements• Gain Knowledge of the unification of Italy and Germany• Understand about the Eastern Question and disruption of peace in Europe• Analyse the causes, course and consequences of the First World War						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4)						
	1.1 French Revolution-Social Conditions of France –Causes of French Revolution- Social Cause-Contribution of the Intellectuals-political Cause-Economic Cause-American war of Independence						
	1.2 Course of the French revolution-Convening of Estate General-Fall of Bastille- March of women to Versailles- Formation of national Assembly						
	1.3. Second Phase of the Revolution- Reign of terror- works of the national convention- Directory- Results of the French revolution						
	1.4 Napoleon and First Consul –Early Expeditions-coronation of Napoleon						
	1.5 Continental System of Napoleon						
	1.6 Napoleon’s Foreign policy- civilian works-Downfall of Napoleon						
	UNIT II (18 hours) (K1, K2, K3 & K4)						
	2.1 Metternich- Home Policy- Foreign Policy						
	2.2 Congress of Vienna –The purpose of the Congress- Main representatives –the aims -principles of the congress-important decisions of the congress						
	2.2 Holy Alliance – Application of the Holy Alliance - Causes for the Failure of the Holy Alliance						
	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						
	2.4 The Revolution of 1830 and 1848-Causes & Course of Revolution- similarities and Dissimilarities of the Revolution of 1830 & 1848						
	2.5 Napoleon III -Domestic Policy						
	2.6 Napoleon III - Foreign Policy						

	UNIT-III: (18 hours) (K1, K2, K3 & K4) 3.1 Unification of Germany- National Movement-Carlsbad Degree-establishment of Zollverin 3.2 War with Denmark-Austro-Prussian war – The Franco-Prussian War-The treaty of Frankfurt 3.3- Bismarck’s Blood and Iron policy 3.4 Unification of Italy-Italy and Vienna settlement- Rise of Mazzini-Young Italy 3.5 Count Cavour- Alliance with Napoleon III-War with Austria 3.6 Giuseppe Garibaldi –Victor Immanuel II	
	UNIT-IV: (18 hours) (K1, K2, K3 & K4) 4.1 Eastern Question 4.2 Greek War of Independence -The treaty of Adrianople 4.3 The Crimean War -the Vienna note 4.4 The Peace of Paris 4.5 The Russo- Turkish War 4.6 The Congress of Berlin	
	UNIT-V: (18 hours) (K1, K2, K3 & K4) 5.1 Age of Armed Peace-The Triple Alliance and Triple Entente 5.2 Balkan Wars -First Balkan War 5.3 Second Balkan War 5.4 First World War 5.5 USA Entry into First World War 5.6 Treaty of Versailles	
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)		Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	1. Blanning, T.C.W., <i>The Oxford Illustrated History of Modern Europe (1789-2022)</i> , Oxford University Press, New York,1996 2. Carlton, J.H. Hayes., <i>Modern Europe to 1870</i> , Macmillan, London,1953. 3. Carr,E.H., <i>International Relations between the Two World Wars(1919-1939)</i> , Palgrave Macmillan, 1990 4. Crawley, C.W., <i>The New Cambridge Modern History, (Vol- IX) War and Peace in an Age of Upheaval, 1793- 1830</i> , Cambridge University Press, Cambridge, 1965 5. David Thomson, <i>Europe since Napoleon</i> , Penguin Books Ltd., New Delhi, 1990 6. Hazen, C.D. <i>Modern Europe Since 1789</i> , S Chand & Co, New Delhi, 1998. 7. Rao, B.V., <i>History of Europe 1789-2002</i> , New Dawn Press, 2005	

ReferenceBooks	<ol style="list-style-type: none"> 1. Albert S. Lindemann, <i>A History of Modern Europe: From 1815 to the Present</i>, Wiley-Blackwell, UK, 2013 2. Bertier de Sauvigny & Guillaume de., Translated by Peter Ryde, <i>Metternich and His Times</i>, Longman & Todd, London, 1962. 3. David S. Mason, <i>A Concise History of Modern Europe: Liberty, Equality, Solidarity</i>, Rowman & Littlefield Publishers Ltd., New York, 2011 4. Graham Ross, <i>The Great Powers and the Decline of European States System, 1914- 1945</i>, Longman, London, 1983 5. Lipson, E., <i>Europe in the 19th and 20th Centuries, 1815-1939</i>, Adam and Charles Black, London, 2018. 6. Mahajan, V.D., <i>History of Modern Europe, Since 1789</i>, S.Chand & Co. Publications, New Delhi, 1959. 7. Marriot, J.A.R., <i>A History of Europe from 1815 to 1939</i>, Methuen & Co., London, 1931. 8. Taylor, A.J.P., <i>The First World War: An Illustrated History</i>, Penguin Publications, London 9. Taylor, A.J.P., <i>The Struggle for Mastery in Europe 1848-1918</i>, Clarendon Press, Oxford, 1954.
Website and e-learning source	<ol style="list-style-type: none"> 1. https://web.ics.purdue.edu/~wggray/Teaching/His104/Lectures/Revln-Timeline.html 2. https://www.bl.uk/world-war-one

Course Outcomes:

On completion of the course, the students should be able to

CO1: Assess the legacy of French Revolution and the life and contribution of Napoleon (K1,K2,K3,K4)

CO2: Discuss the Metternich system and its impact (K1,K2,K3,K4)

CO3: Appreciate the efforts to bring peace in the post Napoleonic era and the unification of Italy and Germany (K1,K2,K3,K4)

CO4: Describe the Eastern Question and spread of Nationalism in Eastern Europe (K1,K2,K3,K4)

CO5: Elucidate the causes, course and consequences of the First World War (K1,K2,K3,K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	L	H	H
CO2	H	H	H	L	H	H
CO3	H	H	H	L	H	H
CO4	H	H	H	L	H	H
CO5	H	H	H	L	H	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	H
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

Title of the Course	ALLIED IV: MODERN GOVERNMENTS						
Paper No.	GENERIC ELECTIVE- 4						
Category	GEC	Year	II	Credits	3	Course Code	UAHID24
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	3	1	-		4		
Objectives of the course	<ul style="list-style-type: none">- Meaning and types of constitution.- Different types of government viz., unitary, federal and quasi-federal.- Powers and functions of Legislature.- Powers and functions of Executive.- Role and functions of Judiciary and the importance of Judicial Review.						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) <ul style="list-style-type: none">1.1. Forms of Government-Classification of governments.1.2. Introduction to Constitution: Meaning, Purpose -Content of the constitution.1.3-Classification-Written-unwrittenconstitution-Rigid-flexible constitution -Merits-Demerits.1.4 Early classification-unitary state-features of a unitary state-federal state-characteristics of a federal state.1.5. Fundamental Rights-Fundamental Duties1.6-Citizenship-Directive principles of state policy.						
	UNIT-II (6 hours) <ul style="list-style-type: none">2.1 State: Meaning -Definition- Essential elements of a state2.2 Classification: Unitary-features-Merits -Demerits- Examples.2.3 Federal- Prerequisites to form a federation-Essential elements of a federation--Merits-Demerits-Examples.2.4 Quasi Federal-Features-Merits-Demerits.2.5 Theory of Separation of Powers2.6--criticism.						
	UNIT-III (6 hours) <ul style="list-style-type: none">3.1 Legislature: Functions of legislature-Delegated legislature.3.2 Types -Unicameral –Bicameral-comparison.3.3 Methods of solving deadlocks.3.4 Direct democratic devices.3.5 Role of Political Parties-Functions of party-Single Party-Bi party -Multi party system-Merits-Demerits.						
	UNIT-IV (6 hours) <ul style="list-style-type: none">4.1 -Executive:4.2 Types: parliamentary form4.3 Presidential Form4.4 Powers and Functions of Executive4.5 Merits and Demerits4.6-plural executive.						

	UNIT-V (6 hours) 5.1 Judiciary: Rule of Law 5.2 Role and functions of Judiciary. 5.3-Administrative Law. 5.4- Independence of Judiciary -Types of courts-Functions 5.5- Judicial Review -pressure groups.	
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)	Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)	
Recommended Text	A.C.Kapur, <i>Principles of Political Science</i> , S. Chand & Co, New Delhi, 2006 J.C. Johari, <i>Principles of Modern Political Science</i> , Sterling Pub. Pvt. Ltd., New Delhi, 2009	
ReferenceBooks	Alan R.Ball, <i>Modern Politics and Government</i> , Palgrave Macmillan, London, 1993 K.C.Wheare, <i>Modern Constitutions</i> , Oxford University Press, London, 1966 Norman P. Barry, <i>An Introduction to Modern Political Theory</i> , Palgrave, Hampshire, 2000 Rajeev Bhargava and Ashok Acharya, ed., <i>Political Theory: An Introduction</i> , Pearson Longman, New Delhi, 2008	
Website and e-learning source	http://core.ac.uk/download/pdf/7048759.pdf	

Course Outcomes:

On completion of the course, the students should be able to

CO1: : Describe the meaning and types of constitution.

CO2: Explain the different types of government.

CO3: List the powers and functions of the Legislature.

CO4: Highlight the powers and functions of the Executive.

CO5: Evaluate the significance of Judicial Review

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	H	L	M	L
CO2	H	H	H	L	H	L
CO3	H	M	H	L	H	M
CO4	H	H	M	L	H	M
CO5	H	H	M	L	H	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	H
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

Title of the Course	SKILL ENHANCEMENT COURSE VI: COMPUTER TRAINING						
Paper No.	Skill Enhancement Course- 6						
Category	SEC	Year	II	Credits	2	Course Code	USHI624
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
			2		2		
Objectives of the course	<ul style="list-style-type: none">- Knowledge of computer components, word document and power point presentation- Knowledge of creating a word document- Ability to type a letter and CV in word document.- Knowledge of slide creation in Power Point using pictures and videos- Create a slide show presentation-						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) Components of a Computer – Hardware – Software – DOS and Windows - Printing						
	UNIT II Creating a New Document – Open and Close Document – Delete a File – Save a File – Cut, Copy and Paste						
	UNIT-III: Typing a letter and Curriculum Vitae						
	UNIT-IV: Power Point Presentation – Slide Creation – Inserting Pictures, Tables, Videos						
	UNIT-V: Developing skills in Designing: Brochures – Presentation – Newsletter – Videos - Websites						
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)				Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)			
Recommended Text	Dan Gookin, <i>Word 2019 for Dummies</i> , For Wiley, New Jersey, USA, 2018 Doug Lowe, <i>Power Point 2019 for Dummies</i> , Wiley, New Jersey, USA, 2018 J. Jha, et. al., <i>Elements of Computer Science</i> , Narosa Publishing House, 2001						
ReferenceBooks	Rajaraman, A., <i>Computer Graphics with Multimedia</i> , Alpha Science Intl. Ltd., 2009						

Website and e-learning source	https://www.geeksforgeeks.org/introduction-to-microsoft-word/
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Course Outcomes:

On completion of the course, the students should be able to

- CO1:** Describe the computer components.
- CO2:** Explain how to create and save a word document
- CO3:** Demonstrate how to use word document by typing a CV or a letter.
- CO4:** Explain how to create a Power Point presentation.
- CO5:** Demonstrate a slide show presentation using Power Point.

Title of the Course	SKILL ENHANCEMENT COURSE VII: HOTEL MANAGEMENT						
Paper No.	Skill Enhancement Course - 7						
Category	SEC	Year	II	Credits	2	Course Code	USHI724
		Semester	IV				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	2				2		
Objectives of the course	<ul style="list-style-type: none">• Understanding of the various aspects of Hotel Industry• Knowledge about the classification of Hotels and supplementary accommodations• Knowledge about the functions of the Front office• Understanding the uses of Computers in the Hotel Industry						
Course Outline	UNIT I Introduction to hotels - History of Hotels – Types of Hotels– Traditional and Supplementary Accommodation- Classification - Grading and Categorization						
	UNIT II Major International Hotel Chains and Hotel chains of India - Federation of Hotel and Restaurant Association of India (FHRAI) International Hotel and Restaurant Association (IH and RA)						
	UNIT-III: Menu Patterns and Food Services -Types of Menus - Banquet – Transport catering – Industrial catering– Welfare catering -Beverage Services						
	UNIT-IV: Front Office - Definition -Functions and importance of Front Office- Lobby- Reception counter- Help Desk -Etiquette - Guest Handling - Guest Cycle- Reservation-Types - Methods - – Registration Procedure -Guest arrival – Pre - registration – Receiving Guests - Bell desk function – Departure Procedure - Night Auditing						
	UNIT-V: Computers in Hotels – Computer Reservation System – Global Distribution SystemTransformation of Hospitality Industry - Futureof Hotel Industry						

Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	<ol style="list-style-type: none"> 1. Bhatnagar, S.K., Front Office Management, Frank Bros & Co, 2005. 2. Bhatia A.K., International Tourism Fundamentals and Practices, Sterling Publication Private Limited, 2002 3. Chakravarti, B.K, Concepts of Front Office Management, APH Publishing Corporation, 2008. 4. Mohammed Zulfiker, Tourism and Hotel Industry, Vikas Publishing House Pvt Limited, 1998 5. Sudhir Andrews, Hotel Tourism and Hospitality Management, Tata McGraw-Hill Education, 2000.
Reference Books	<ol style="list-style-type: none"> 1. Andrews, Sudhir, Food and Beverage Service, New Delhi, 1991. 2. Chanda Ashik C, Hotel Tourism and Catering Management, New Delhi, 2009. 3. Dhawan, Vijay, Food and Beverage Service, Noida, 2010. 4. Graham Bruce, Hotel and Catering Management, New Delhi, 1991. 5. Zulfiker Mohammed., Tourism and Hotel Industry, New Delhi, 1998.
Website and e-learning source	<ol style="list-style-type: none"> 1. https://www.uou.ac.in/sites/default/files/slm/HM-202.pdf 2. https://ihmshimla.org/wp-content/uploads/2020/03/Unit-1-TARIFF-STRUCTURE-FO-Notes-By-Priya-Sharma-March-2020.pdf 3. https://setupmyhotel.com/train-my-hotel-staff/front-office-training/76-classification-of-hotels.html 4. https://setupmyhotel.com/train-my-hotel-staff/front-office-training/131-the-guest-cycle-in-hotel.html 5. https://www.hotelmanagementtips.com/types-of-food-service-styles/

Course Outcomes:

On completion of the course, the students should be able to

- CO1:** Describe the salient features of the Hotels
- CO2:** Elaborate the Structure and Functions of the various sections of the Hotels
- CO3:** Explain the Hotel chains and important Hotel Organisations
- CO4:** Explain the Structure and Functions of the Front office
- CO5:** Discuss the uses of computers in Hotels

Title of the Course	HISTORY OF THE WORLD 1919 – 1991 CE						
Paper No.	Core Course -9						
Category	Core	Year	III	Credits	4	Course Code	UCHII24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	5				5		
Objectives of the course	<p>The course aims to cover the following objectives</p> <ul style="list-style-type: none">• To understand the impact of Fascism and Nazism• To know the factors leading to the emergence of Cold war and its various phases• To identify the nature of the anti-colonial struggle and the decolonization process in Afro-Asian Countries• To understand the rise of Arab nationalism and the Israel –Palestinian Wars• To comprehend the causes and consequences of the decline of the Soviet Union.						
Course Outline	<p>UNIT I (K1.K2,K3 &K4) 18 Hours</p> <p>1.1: Impact of the World war – Treaties after the war-The search for security in Europe –Locarno pact- Kellog –Briand pact</p> <p>1.2: League of Nations –Other major Agencies of the Nations-Achievements-Causes of the Failure –International Relations</p> <p>1.3: Russian Revolutions –Abdication of the Czar-Menshevik Government-Rise of the Bolsheviks –Lenin- The new Economic programme-The USSR- Dictatorship in the Soviet Union</p> <p>1.4: Great depression its impact – Franklin D. Roosevelt -New deal policy</p> <p>1.5: Fascism -Benito Mussolini-Formation of the Fascist party-principles of fascism-domestic and foreign policy</p> <p>1.6: Nazizm –Adolf Hitler – Formation of the Nazism – Principles of Nazism – Domestic and foreign policy of Hitler</p>						
	<p>UNIT II (K1.K2,K3 &K4) 18 Hours</p> <p>2.1: Events leading to World war II- Course s– results of the World War II</p> <p>2.2: U.N.O- UN Charter- The Organs- the specialised Agencies-The Achievements</p> <p>2.3:The challenges facing the United Nations-Human Issues –Gender Issues</p> <p>2.4: post war settlements- Germany –Japan</p> <p>2.5 : Cold war developments- Causes of the Origin of the Cold war-NATO – SEATO- Korean war-Cuban Missile Crisis-Vietnam war-Disarmament-Emergence of US as the lone Superpower</p>						

	<p>UNIT-III: (K1, K2, K3 &K4) 18 Hours</p> <p>3.1: Anti-colonial Struggles</p> <p>3.2: Decolonization process in Asian and African Countries –Causes of Resurgence: Movement of African Unity- Conference – Cairo conference</p> <p>3.3: Indonesia - Nationalism in Indonesia-Indonesia Independence:- Rise of Nationalism- Budi- Utomo- Rise of Sarekat Islam-Indonesia Independence</p> <p>3.4: Indo-China –Advent of companies- Development of Nationalism – French policy –Civil war- The role of Ho-Chi-min</p> <p>3.5: Philippines-Relations with United States - Prime Ministers of Philippines: Akino-Tydings-Mc-Duffie Act-Ramon Magsaysay- Marcos- Aquino</p> <p>3.6: west Asia & Africa</p>
	<p>UNIT-IV: (K1,K2,K3 &K4) 18 Hours</p> <p>4.1: Chinese Revolution of 1949</p> <p>4.2: U.S and Latin America in the Cold War Era</p> <p>4.3: Arab Nationalism- Egypt</p> <p>4.4: Israel – war of Independence –Suez Crisis-Creation of PLO –</p> <p>4.5: six day war- Munich Massacre- camp David accord- First Lebanon war-first intifada –Madrid Peace Conference</p>
	<p>UNIT-V: (K1,K2,K3 &K4) 18 Hours</p> <p>5.1: Gorbachev - Decline of Soviet Union</p> <p>5.2: Gorbachev’s Vision</p> <p>5.3: Perestroika</p> <p>5.4: Soviet Foreign Policy</p> <p>5.5: Gorbachev’s Failure -Causes and Consequences</p> <p>5.6: Boris Yeltsin</p>
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)	Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	<p>Andrew Porter, <i>European Imperialism</i>, Palgrave, 1994.</p> <p>Anthony Wood, <i>Europe 1815 – 1945</i>, Longman, 1984.</p> <p>Basil Davidson, <i>Africa in Modern History</i>, Longman, 1994.</p> <p>Chris Warren, <i>A Peoples History of the World</i>, Book Marks, 1999</p> <p>DilipHiro, <i>Inside the Middle East</i>, Routledge, 1982.</p> <p>Hobsbawn, E.J., <i>Age of Extremes</i>, Vintage Books, 1994.</p> <p>Hourani, A., <i>A History of The Arab People</i>, Faber and Faber, 1991</p> <p>Taylor, A.J.P., <i>The Origins of Second World War</i> Penguin Books, New York, 1963.</p>

ReferenceBooks	<p>Andre Gunder Frank, <i>Capitalism and Under Development in Latin America</i>, Monthly Review Press, 1967.</p> <p>Carr, E.H., <i>International Relations between the two World Wars 1919-1939</i>, Palgrave, 2004.</p> <p>Edward Said, <i>The Question of Palestine</i>, Routledge&Kegan Paul, 1980.</p> <p>Howard Zinn, <i>A People's History of American Empire</i>, Metropolitan Books, 2008</p>
Website and e-learning source	<p>http://www.worldhistory.org</p> <p>http://khanacademy.org</p>

Course Outcomes:

On completion of the course, the students should be able to

- CO1:** Discuss the impact of Fascism and Nazism in the interwar years.
CO2: Examine the factors that led to the Cold War and describe its various stages.
CO3: Examine the nature of anti-colonial struggle in the Afro-Asian countries
CO4: Discuss the impact of Arab nationalism and describe the Israel-Palestine Wars
CO5: Discuss the causes and consequences of decline of the Soviet Union

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	L	M	L
CO2	H	H	H	L	M	M
CO3	H	H	H	L	H	M
CO4	H	H	H	L	H	M
CO5	H	H	H	L	M	L

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	H	H	M
CO2	H	M	M	M	M	L
CO3	H	H	H	H	M	H
CO4	H	M	H	H	H	H
CO5	H	M	H	H	M	H

Title of the Course	SELECTED THEMES IN HISTORY OF USA						
Paper No.	Core Course -10						
Category	Core Course	Year	III	Credits	4	Course Code	UCHIJ24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	<p>The course aims at giving an overall view of the</p> <ul style="list-style-type: none">• Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction• Create awareness of the westward movement and industrialization and their consequences• Understand the USA's efforts to become an imperialist and joining First World War• Understand the transformation of USA as a world power and the setting of a bio-polar world• Impart knowledge about America's multi-culturalism and the war on terrorism						
Course Outline	<p>UNIT I (18 hours) (K1, K2, K3 & K4)</p> <p>1.1 Sectional Conflict - Civil War-Causes, Course and results</p> <p>1.2 Abraham Lincoln</p> <p>1.3 Reconstruction -South After Civil War, The Johnson Plan.</p> <p>1.4 The Radical’s Plan, Reconstruction Acts</p> <p>1.5 The Civil Rights Act -14th Amendment</p> <p>1.6 Carpet Baggers-Scalawags -Black Codes</p>						
	<p>UNIT II (18 hours) (K1, K2, K3 & K4)</p> <p>2.1 Westward Expansion (1860-1900)</p> <p>2.2 Industrialization and the Rise of Big Business</p> <p>2.3 Growing Pains of Urbanization</p> <p>2.4 Politics in the Gilded Age -The Republican Party</p> <p>2.5 Democratic Party</p> <p>2.6 New Parties</p>						
	<p>UNIT-III: (18 hours) (K1, K2, K3 & K4)</p> <p>3.1 The Progressive Era – McKinley- Spanish American War</p> <p>3.2 T.D .Roosevelt - Square Deal</p> <p>3.3 William Howard Taft - Dollar Diplomacy</p> <p>3.4 Woodrow Wilson – New Freedom</p> <p>3.5 World War I Causes</p> <p>3.6 World War I Course and Results</p>						

	<p>UNIT-IV: (18 hours) (K1, K2, K3 & K4)</p> <p>4.1 Inter War Years - Great Depression</p> <p>4.2 Franklin D. Roosevelt – New Deal -World War II -USA becomes a World Power</p> <p>4.3 Truman Doctrine- Eisenhower</p> <p>4.4 John F. Kennedy – Lyndon B. Johnson -Civil Rights Movement</p> <p>4.5 Martin Luther King</p> <p>4.6 Richard Nixon – Vietnam War</p>
	<p>UNIT-V: (18 hours) (K1, K2, K3 & K4)</p> <p>5.1 Contemporary USA - Jimmy Carter, Ronald Reagan</p> <p>5.2 George Herbert Walker Bush . – Bill Clinton</p> <p>5.3 George Walker Bush – War on terrorism</p> <p>5.4 Barrack Obama – Multiculturalism</p> <p>5.5 Popular culture - The Afro- Americans Experience</p> <p>5.6 Hispanics and Asians.</p>
Extended Professional Component (isa part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	<ol style="list-style-type: none"> 1. Arnold S. Rice and John A Krout, <i>United States History From 1865</i>, Harper Collins College, New York, 1991. 2. Henry B. Parkes, <i>The United States of America</i>, Scientific Book Agency, Calcutta, 1968. 3. Jack Lane, Maurice O’ Sullivan., <i>A Twentieth-Century American Reader</i>, USIA, Washington DC, 1999. 4. Howard Cincotta., (Ed.) <i>An Outline of American History</i>, USIS Publication, United States Information Agency, 1994. 5. Subramanian, N., <i>A History of the USA</i>, Ennes Publications, Udumalpet, 1995. 6. Thomas S. Kidd., <i>American History 1877 to Present - B&H Academic</i>, 2019.
Reference Books	<ol style="list-style-type: none"> 1. Douglas K. Stevenson, <i>American life and Constitution</i>, USIA, Washington D.C. 1998. 2. George Brown Tindall with David E. Shi., <i>‘America, A Narrative History, Vol. I & II</i>, 3. Howard Zinn., <i>A People’s History of The United States</i>, Harper and Row, Harper Collins, U.S.A., 1990. 4. Thomas S.Kidd., <i>American History-Combined Edition: 1492 to Present—B&H Academic</i>, 2019.

Website and e-learning source	<ol style="list-style-type: none"> 1. https://besthistorysites.net/american-history/ 2. https://www.nypl.org/about/divisions/milstein/internet-resources/us-history0
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CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	L	M	L
CO2	H	H	H	L	M	M
CO3	H	H	H	L	H	M
CO4	H	H	H	L	H	M
CO5	H	H	H	L	M	L

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	H	H	M
CO2	H	M	M	M	M	L
CO3	H	H	H	H	M	H
CO4	H	M	H	H	H	H
CO5	H	M	H	H	M	H

Title of the Course	(REGIONAL HISTORY) – HISTORY OF VELLORE						
Paper No.	Core Course 11						
Category	Core Course	Year Semester	III V	Credits	4	Course Code	UCHIK24
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	The course aims at giving an overall view of the 1. The Geographical importance of Vellore Region. 2. The Historical background of the region. 3. Vellore under British Rule and their impact on Indian Freedom Struggle. 4. Art and Architecture in the Region. 5. The contribution of Christian Missionaries In the field of Health and Education.						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) Geography of Vellore Region 1.1.Physical Features of Vellore 1.2. Meaning- Climate of Vellore 1.3. Agriculture –Rivers in Vellore 1.4. Hills and Soil type 1.5. Forest cover in Vellore						
	UNIT II (18 hours) (K1, K2, K3 & K4) Historical background of the region. 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: (18 hours) (K1, K2, K3 & K4) Vellore under British rule 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 –Results.						

	UNIT-IV: (18 hours) (K1, K2, K3 & K4) Architectural importance of Vellore. 4.1. Art and Architecture of Vellore – Vellore fort 4.2. Jain Caves- Monuments 4.3. Architecture of Cholas- Pallavas 4.4- Arcot Nawabs- Europeans - Monuments 4.5- Archaeological sites in Vellore. 4.6- Museum in Vellore.
	UNIT-V: (18 hours) (K1, K2, K3 & K4) Contribution of Missionaries in Vellore district. 5.1. Social Condition of Vellore. 5.2- Economic Condition of Vellore 5.3. Cultural Condition of Vellore 5.4. Contribution of Christian Missionaries Health 5.5. Contribution of Christian Missionaries - Education 5.6. Contribution of Muslim Missionaries - Education
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and other to be solved (To be discussed during the Tutorial hours)
Recommended Text	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. Varalathru Vellore Kottai , A.K.Seshadri, Shekar Publications 6. Vellore Sepoy Puratchi 200m Andu Niraivu Vizha Malar
Reference Books	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. Varalathru Vellore Kottai , A.K.Seshadri, Shekar Publications 6. Vellore Sepoy Puratchi 200m Andu Niraivu Vizha Malar
Website and e-learning source	1. https:// vellore.nic.in

Course Outcomes:

On completion of the course, the students should be able to

CO1: Trace the Geographical history of the region. (K1,K2,K3,K4)

CO2: Describe the Historical background of the Region (K1,K2,K3,K4)

CO3: Describe the political history of Vellore. (K1,K2,K3,K4)

CO4: Outline the Contribution of Christian missionaries in the field of health and Education. (K1,K2,K3,K4)

CO5: Describe the nationalist movement in the city of Vellore. (K1,K2,K3,K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
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	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
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)

Title of the Course	ELECTIVE: WOMEN’S STUDIES						
Paper No.	Discipline Specific Elective 1						
Category	DSE	Year	III	Credits	3	Course Code	UEHIA24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	<ul style="list-style-type: none">- Understand the gender perspective in all domains of knowledge in India- Realization of the role of education for women empowerment.- Knowledge about the economic participation of women.- Awareness about the Constitutional provisions and legislations for Women.- Motivation among women students to be active stakeholders in the process of nation building						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) 1.1- Women Empowerment – Meaning – Nature. 1.2-Concept and Strategies. 1.3-Classification of Women Empowerment 1.4 -Dimensions of Women Empowerment. 1.5--Central government scheme- 1.6-Role of women in freedom struggle.						
	UNIT-II (6 hours) 2.1 Social Empowerment – Women’s Education 2.2 Women and Health 2.3 Contribution of Periyar, Bharathiar 2.4 Bharathidasan Annadurai, Karunanidhi, towards women empowerment 2.5 MGR, Jayalalitha towards women empowerment 2.6 -Barriers of women in India.						
	UNIT-III (6 hours) 3.1 Economic Empowerment 3.2 Participation of Women 3.3 Organized sectors. 3.4 Unorganized sectors 3.5 Women Self-Help Groups 3.6 -ICT and Women.						
	UNIT-IV (6 hours) 4.1 Political Empowerment of Women in India. 4.2 Women Leaders. 4.3 Constitutional provisions for women empowerment. 4.4 Legal Provisions for Women Empowerment. 4.5 Impact of Legislations.						

	UNIT-V (6 hours) 5.1 Women education. 5.2 Women legislators- 5.3- Developmental Schemes for women empowerment. 5.4 Programmes for Women Empowerment. 5.5 Developmental schemes for women by Government of Tamil Nadu	
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)		Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	Geraldine Forbes, Women in Modern India, Cambridge University Press, UK, 2009. Government of India, <i>Towards Equality — Report of the Committee on the Status of Women in India</i> . New Delhi: Department of Social Welfare, Ministry of Education and Social Welfare, New Delhi, 1975. Neera Desai, Women in Modern India, Asia Book Corporation, Amer, 1977 Promilla Kapur, Empowering Indian Women, Ministry of Information and Broadcasting, Government of India, New Delhi, 2001 Raj Kumar (Ed.), Women and Law, Anmol Publications Private Limited, New Delhi, 2000 Thara Bhai L., Women's Studies in India, APH Publishing Corporation, New Delhi, 2000	
Reference Books	Jana Matson Everett, Women and Social Change in India, Heritage Publishers, New Delhi, 1981 Nagar. N.S., Empowerment of Women, Vista International Publishing House, Delhi, 2008 Pandey. A.K., Emerging Issues in the Empowerment of Women, Anmol Publications, New Delhi, 2002 Prasanna Kumar (Ed.), Empowering Society, The GuruKul Lutheran Theological college and Research Institute, Chennai, 1995. Shailaja Nagendra, Women's role in Modern World, ABD Publishers, Jaipur, 2008	
Website and e-learning source	www.archives.gov	

Course Outcomes:

On completion of the course, the students should be able to

CO1: Evaluate the gender perspective in all domains of knowledge in India

CO2: Assess the role of education for women empowerment

CO3: Discuss the role of women in economic development

CO4: Describe the Constitutional provisions and legislations for women

CO5: Elucidate the policies brought in by the government for motivating women.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	L	H	M
CO2	H	H	H	L	H	M
CO3	H	H	H	L	M	L
CO4	H	H	H	L	M	L
CO5	H	H	H	L	H	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	M	H	M
CO2	H	L	M	H	H	M
CO3	H	M	M	H	H	H
CO4	H	M	H	H	H	M
CO5	H	M	M	H	H	H

Title of the Course	ELECTIVE: ELEMENTS OF HUMAN RIGHTS						
Paper No.	Discipline Specific Elective 1A						
Category	Core Course	Year Semester	III V	Credits	4	Course Code	UEBIB24
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	5	1	-		6		
Objectives of the course	Understanding of the origin and development of human rights Importance of the UDHR Understanding of the role of NGOs in safeguarding the human rights Understanding the importance of NHRC and SHRC in protecting human rights Knowledge of the human rights issues of women, child and labourers.						
Course Outline	UNIT I 1.1- Origin and Development of Human Rights: Magna Carta (1215) – Peace of Westphalia (1648) 1.2- Bill of Rights in England (1689) – Declaration of the Rights of Men and Citizen (1789) – 1.3- Bill of Rights in USA (1791) – Definition of Human Rights 1.4- Classification of Human Rights: Civil Rights 1.5 Political Rights 1.6 Religious Rights						
	Unit II 2.1- United Nations and Human Rights Institutions: Universal Declaration of Human Rights (UDHR) 2.2 – International Covenant on Civil and Political Rights (ICCPR) 2.3- International Covenant on Economic, Social and Cultural Rights (ICESCR) 2.4– International Convention on the Elimination of Racial Discrimination (ICERD) 2.5- International Convention on the Elimination of Discrimination against Women (CEDAW) 2.6- Convention on the Rights of the Child (CRC)						
	UNIT-III: 3.1- Human Rights International Non-Governmental Organizations (NGOs): 3.2- The International Committee of Red Cross 3.3- Amnesty International 3.4- Human Rights Watch 3.5- International Commission of Jurists						

	UNIT-IV: 4.1- Human Rights in India: Constitutional Guarantees – Fundamental Rights 4.2- Directive Principles of State Policy 4.3- National Human Rights Commission (NHRC) 4.4- State Human Rights Commission (SHRC) 4.5- Human Rights Violations
	UNIT-V: 5.1- Women’s Rights: Right to Inheritance – Divorce 5.2- Remarriage 5.3- Child Rights: Right to Education 5.4- Child Labour 5.5- Workers’ Rights: Right to form Associations 5.6- Rights of Refugees and Migrants
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	C.J. Nirmal, <i>Human Rights in India: Historical, Social and Political Perspectives</i> , OUP, 2000 Debarati Haldar, et. al., <i>Advancement of Human Rights in India: Contemporary and Emerging Challenges</i> , Sage Publications, 2021 H.O. Agarwal, <i>Human Rights</i> , Central Law Publications, 2020 H.O. Agarwal, <i>International Law and Human Rights</i> , Central Law Publications, 2020 Julie A. Mertus, <i>The United Nations and Human Rights: A Guide for a New Era</i> , Routledge, 2005 Satwinder Juss, ed., <i>Human Rights in India</i> , Manohar Publishers and Distributors, 2020
Reference Books	Thomas Cushman, <i>Handbook of Human Rights</i> , Routledge, 2013
Website and e-learning source	https://www.un.org/en/about-us/universal-declaration-of-human-rights https://www.ohchr.org/en/what-are-human-rights https://nhrc.nic.in/ http://www.shrc.tn.nic.in/

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Trace the origin and development of human rights	K1
CO 2	Evaluate the contribution of UN towards protection of human rights	K5
CO 3	Discuss the role of NGOs in safeguarding human rights.	K3
CO 4	Evaluate the role of human rights institutions in India.	K5
CO 5	Describe the human rights issues of the marginalized sections of the society.	K1

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	H	L	H	H
CO2	H	M	H	L	H	H
CO3	H	M	H	L	H	H
CO4	H	M	H	L	H	H
CO5	H	M	H	L	H	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M	L	H	M	H	H
CO2	M	L	H	M	H	H
CO3	M	L	H	M	H	H
CO4	M	L	H	M	H	H
CO5	M	L	H	M	H	H

Title of the Course	ELECTIVE: HISTORY OF REVOLUTIONS						
Paper No.	Discipline Specific Elective 2						
Category	DSE	Year	III	Credits	3	Course Code	UEHIC24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	<ul style="list-style-type: none">- Understanding of the causes and consequences of the American Revolution- Understanding of the causes and consequences of the American Revolution- Understanding of the impact of Marxism and role of Lenin in the Russian Revolution- Understanding of the Chinese Revolution- Knowledge of the Iranian Revolution						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) 1.1- American Revolution: Causes: Political – Social causes 1.2- – Economic causes– Intellectual causes 1.3- Intellectual causes-Immediate causes 1.4- Course of a war 1.5- Results of a war. 1.6- Impact of the war.						
	UNIT II 2.1- French Revolution: Causes: Political – Social causes 2.2- Economic – Intellectual causes-courses-results 2.3- Formation of National Assembly and its work -importance. 2.4- Work of National Convention – Directory 2.5-- Impact of French Revolution.						
	UNIT-III: 3.1- Russian Revolution: Causes: Political – Social – Economic Causes-Aims and achievements of Lenin. 3.2- First World War –causes- 3.3- courses-results. 3.4- February Revolution – Provisional Government. 3.5- October Revolution-causes-results 3.6- Civil War – Impact of the civil war.						

	UNIT-IV: 4.1- Chinese Revolution: Various Causes. 4.2- Role of Sun YatSen-His contributions 4.3- Tung MengHui Contributions 4.4- Kuo Min Tang (KMT) 4.5- End of Monarchy,1911 4.6- Impact
	UNIT-V: 5.1- Revolutions in India. 5.2- Social Revolution in India – Buddha 5.3- Ambedkar - Periyar –Self-respect movement. 5.4- Narayana Guru. 5.5- JyotibaPhule - their contributions
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)	Questions related to the above topics, from various competitive examinationsUPSC/JAM/TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	Bailyn Bernard, Davis David Brion et.al, <i>The Great Republic A History of the American People</i> , Massachusetts: DC Heath and Company 2000 Fairbank J.K & Goldman Merle, <i>China: A New History</i> , Cambridge: Harvard University Press, 2006 KaushikKaruna, <i>History of Communist Russia 1917-1991</i> , Delhi: Macmillan Publishers India Ltd, 2006 Thomson David, <i>Europe Since Napoleon</i> , Penguin Books, 1970
ReferenceBooks	Barrington, M. Jr. “ <i>The American Civil War: The Last Capitalist Revolution.</i> ” In <i>Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World</i> by M. Barrington Moore Jr. Boston: Beacon Press, 2015. Faragher, J.M., M.J. Buhle et al. <i>Out of Many: A History of the American People. Vol. I.</i> New Jersey: Prentice-Hall, 1995. Hobsbawm, E. J. <i>Age of Revolution</i> . London: Weidenfeld and Nicholson 1962; New York: Vintage, 1996. Lefebvre, G. <i>The Coming of the French Revolution</i> . Princeton: Princeton University Press, 1976. Chesneaux, J. et al. <i>China from the Opium Wars to the 1911 Revolution</i> . New York: Random House, 1976. Hsu, I. C.Y. <i>The Rise of Modern China</i> . Hong Kong: Oxford University Press, 1970. Figes, Orlando. <i>A People’s Tragedy: A History of the Russian Revolution</i> . London: Jonathan Cape, 1996.

	Fitzpatrick, Sheila. <i>The Russian Revolution 1917-1932</i> . New York: OxfordUniversity Press, 2001.
Website and e-learning source	

Course Outcomes:

On completion of the course, the students should be able to

CO1: Assess the contribution of American Revolution

CO2: Evaluate the achievements of the French Revolution

CO3: Discuss the course and outcome of the Russian Revolution

CO4: Discuss the significance of the Chinese Revolution

CO5: Give an account of the Social Revolution

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	M	L	M	L
CO2	H	M	M	L	H	L
CO3	H	L	M	L	H	L
CO4	H	L	M	L	H	M
CO5	H	L	M	L	H	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	M	H	H
CO2	H	H	H	M	H	M
CO3	H	H	H	M	H	M
CO4	H	M	M	H	H	M
CO5	H	M	M	M	H	M

Title of the Course	ELECTIVE: HISTORY OF DRAVIDIAN MOVEMENT						
PaperNo.	Discipline Specific Elective 2A						
Category		Year	III	Credits	3	Course Code	UEHID24
		Semester	V				
Instructional hours per week	Lecture	Tutorial	LabPractice		Total		
	3	1	-		4		
Objectives of the course	Understanding the Growth of Socio-Political Movements of the 20 th Century Comprehend the Dravidian Movement and its growth in Tamil Nadu Knowledge about Justice Party and its administration and Periyar's ideology Comprehend the evolution of DK and DMK Awareness about the impact of the Dravidian Movement In Tamil Nadu						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) 1.1- Madras Mahajana Sabha 1.2 -Dravida Sangam 1.3- South Indian Liberal Federation 1.4- Dr T.M. Nair 1.5- Dr.Natesan 1.6- Sir Pitty Theagaraya Chetty						
	UNIT- II (18 hours) (K1, K2, K3 & K4) 2.1-Rise of Justice Party 2.2-Non-Brahmin Manifesto 2.3-Non Brahmin Movement 2.4-Justice Party Government-Administration 2.5-Communal G.O.- education and employment for non- Brahmins- 2.6- Women employment and Other reforms.						
	UNIT- III(18 hours) (K1, K2, K3 & K4) 3.1-Periyar E.V.Ramasamy 3.2-Self-Respect Movement 3.3-Principles of Self-respect Movement 3.4-Formation of Dravidar Khazagam 3.5-Growth of Dravidar Khazagam.						
	UNIT- IV (18 hours) (K1, K2, K3 & K4) 4.1-Dawn of Dravida Munnetra Khazagam 4.2-Anti- Hindi Agitation 4.3-C.N Annadurai's Ministry– naming Madras State as Tamilnadu – two language formula -self respect marriages Act 4.4-Kalaighnar M. Karunanidhi's Administration 4.5-Social Welfare measures-education, agriculture and industrial development- 4.6- women empowerment schemes.						
	UNIT- V(18 hours) (K1, K2, K3 & K4) 5.1-Formation of AIADMK 5.2- M.G. Ramachandran – Welfare measures 5.3-J. Jayalalitha Rule - Welfare Schemes 5.4-Impact of Dravidian Movement 5.5- socio-economic , educational and cultural development in Tamil Nadu						

Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and other to be solved (To be discussed during the Tutorial hours)
Recommended Text	<p>Eugene F. Irschick, <i>Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929</i>, University of California Press, California, 1969</p> <p>Hardgrave Jr., R.L., <i>The Dravidian Movement</i>, Popular Prakasam, 1965</p> <p>K. Rajayyan, <i>History of Tamil Nadu, 1565 to 1982</i>, Raj Publishers, 1982</p> <p>M.S.S. Pandian, <i>Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present</i>, Permanent Black, New Delhi, 2016</p> <p>N. Subramanian, <i>History of Tamil Nadu, 1336 to 1984</i>, Koodal Publications, 1976</p> <p>Nambi Aarooran, <i>Tamil Renaissance and Dravidian Nationalism 1905-1944</i>. Koodal Publishers, Madurai, 1990</p> <p>Rajaram, P., <i>The Justice Party – A Historical Perspective, 1916-1937</i>, Poompozhi Publishers, Madras, 1988</p> <p>Ramaswamy.A, <i>Thakala Thamizhnattuvaralaru</i>, New Century book House, Chennai, 2018 (Tamil)</p>
Reference Books	<p>Baker. C.J, <i>Politics of South India</i>, 1920-1937, Cambridge, 1974</p> <p>Eugene F. Irschick, <i>Tamil revivalism in 1930s</i>, Cre-A, Madras, 1986</p> <p>Eugene F. Irschick, <i>Dialogue on History-Constructing South India (1795-1895)</i>, Oxford University Press, New Delhi, 1994</p> <p>Rajaram. P., <i>Chennai Through the Ages</i>, Poompozhi Publishers, Chennai, 1997</p> <p>Washbrook, D.A., <i>South India, Political Institutions and Political Change from 1880 to 1940</i>, MacMillan & Co., 1975</p>
Website and e-learning source	<p>https://www.mids.ac.in/assets/doc/WP_120.pdf</p> <p>https://repositories.lib.utexas.edu/handle/2152/88016</p>

Course Outcomes:

On completion of the course, the student should be able to

- CO1:** Describe the Socio-Political Movement of Tamil Nadu. (K1, K2, K3, K4)
- CO2:** Examine the various aspects of the rise of Non-Brahmin Movement (K1, K2, K3, K4)
- CO3:** Explain the Growth of Justice Party. (K1, K2, K3, K4)
- CO4:** Estimate the contribution of Dravidar Khazagam. (K1, K2, K3, K4)
- CO5:** Outline the achievements of the Dravida Munnetra Khazagam. (K1, K2, K3, K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	L	H	H
CO2	H	L	M	L	M	H
CO3	L	H	L	L	M	M
CO4	H	M	M	L	H	M
CO5	M	H	H	L	M	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	L	H	H
CO2	M	H	H	L	M	M
CO3	H	L	M	M	M	H
CO4	L	M	M	L	H	M
CO5	H	H	H	H	H	H

Title of the Course	CONTEMPORARY HISTORY OF INDIA						
Paper No.	Core Course-13						
Category	Core Course	Year Semester	III VI	Credits	4	Course Code	UCHIM24
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	5	1	-		6		
Objectives of the course	The course aims at giving an overall view of the <ul style="list-style-type: none">• Contribution of Jawaharlal Nehru as the architect of modern India.• Appraise the administration of Indira Gandhi and Janata Government.• Inculcate the knowledge about rule of Rajiv Gandhi and National Front Government.• Impart the knowledge on New Economic Policy.• Administration of United Front Government and National Democratic Alliance						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) 1.1 The Nehruvian Era, 1947-64 – Democratic Socialism - Internal Policy: Refugee Problem-Radcliffe Line -Integration of Princely States Making of the Constitution- Linguistic Reorganisation of States-Fazal Commission 1.2 Economic Policy -Economic Reforms-Planning Commission- Five Year Plans-Social Legislation-Development of Education 1.3 Foreign Policy – Panchsheel – Non-Aligned Movement – Sino-Indian War (1962) 1.4 LalBahadurSastri – Domestic policies- Food Crisis- Demand for Punjabi Suba-Anti-Hindi Agitation 1.5 LalBahadurSastri -Foreign Policies 1.6 Indo-Pakistan War 1965						
	UNIT II (18 hours) (K1, K2, K3 & K4) 2.1 India during Indira Gandhi’s First Ministry -The Economic and Political Developments: Unrest in North East – Demand for Punjabi Suba-Food Crisis 2.2 Devaluation of Rupee Demand for Punjabi Suba 2.3 Indo-Pakistan War (1971) 2.4 Indira Gandhi’s Second Term- Internal Developments: Pokharan Test-MISA Internal Developments 2.5 National Emergency 1976-Twenty Point Program-Jaya Prakash Total Revolution (K4) 2.6 Janata Government – MorarjiDesai-Internal Developments						

	UNIT-III: (18 hours) (K1, K2, K3 & K4) 3.1 Second Ministry of Indira Gandhi – Domestic policy -Foreign Policy 3.2 Rajiv Gandhi's Rule – Internal Policy: Anti-Sikh Riots-Bhopal Gas Tragedy-Rajiv –Longowal Accord 3.3 Educational Policy 1986-Economic Policy-Babri Masjid Issue-Panchayat Raj 3.4 Operation Black Board 3.5 Development of Science and Technology 3.6 Foreign Policy- USA, Pakistan, SriLanka
	UNIT-IV: (18 hours) (K1, K2, K3 & K4) 4.1 National Front Rule –V.P.Singh – Coalition Governments – DMK – Communist Parties 4.2 Ayodhya Issue 4.3 Mandal Commission 4.4 P.V. Narasimha Rao – Rao-Cauvery Water Dispute-Ayodhya Issue-Panchayat Raj 4.5 73 rd Constitutional Act 4.6 P.V.Narasimha Rao-Foreign Policy China, Pakistan, Nepal, Bangladesh
	UNIT-V: (18 hours) (K1, K2, K3 & K4) 5.1 United Front Rule –Foreign Policy– National Democratic Alliance 5.2 Gowda Government 5.3 I.K.Gujral Government 5.4 A.B.Vajpayee –Golden Quadrilateral Project- Kargil War– 5.5Manmohan Singh government 5.6 Manmohan Singh government: Economic Reforms-development schemes
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)	Questions related to the above topics, from various competitive examinationsUPSC/JAM/TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	1. Bipan Chandra., Aditya Mukherjee &Mridula Mukherjee, <i>India After Independence 1947-2000</i> , (2nd edn.), Penguin Books, New Delhi, 2008 2. Dube, S., <i>India Since Independence - Social Report on India 1947-1972</i> , Vikas Publication House, New Delhi, 1977 3. Grover B.L. and Grover. S, <i>A New Look on Modern Indian History</i> , Chand. S and Company, New Delhi, 2007 4. John Webster, C.B., <i>History of Contemporary India</i> , Asia Publishing House, 1971 5. NeeraChandoke and Praveen Priyadarshi (Ed.), <i>Contemporary India: Economy, Society and Politics</i> , Pearson, New Delhi, 2009 6. Lloyd I. Rudolph and Susanne Hoeber Rudolph, <i>In Pursuit of Laxmi: The Political economy of the Indian State</i> , University of Chicago Press, 1987

	7. Venkatesan. G., <i>History of Contemporary India 1947 – 1997</i> , J.J. Publications, Madurai, 2001 (Tamil Version)
Reference Books	1. Achin Vanaik and Rajeev Bhargava (Ed.), <i>Understanding Contemporary India – Critical Perspective</i> , Orient Black Swan, Delhi, 2012 2. Dhyeya Las., <i>India after Independence</i> , True Word Publications Pvt Limited, 2022 3. Dutt, V.P., <i>India's Foreign Policy</i> , Vikas Publishing House PVT Ltd., Delhi, 1984 4. Ghai, U.R., <i>India's Foreign Policy</i> , New Academy Publishers, New Delhi, 1988 5. Nagaraj, R and Motiram, S (ed.), <i>The Political Economy of Contemporary India</i> , Cambridge University Press, 2017 6. Ramachandra Guha., <i>India After Gandhi: The History of the World's Largest Democracy</i> , Picador India, 2017 7. Sharma, G.K., <i>Labour Movement in India (Its Past and Present)</i> Sterling Publishers (P) Ltd, New Delhi, 1971 8. Gurucharan Das, <i>India Unbound: from Independence to the Global Information Age</i> , Penguin Books, India, 2015
Website and e-learning source	http://www.ncbc.nic.in/Writereaddata/Mandal%20Commission%20Report%20of%20the%201st%20Part%20English635228715105764974.pdf

Course Outcomes:

On completion of the course, the students should be able to

CO1: Assess the contribution of Jawaharlal Nehru as the architect of modern India. (K1, K2, K3, K4)

CO2: Evaluate the achievements of Indira Gandhi's government (K1, K2, K3, K4)

CO3: Describe the administration of National Front Government. (K1, K2, K3, K4)

CO4: Discuss the New Economic Policy (K1, K2, K3, K4)

CO5: Evaluate the administration of United Front government. (K1, K2, K3, K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	L	H	H
CO2	H	H	H	L	H	H
CO3	H	H	H	L	H	H
CO4	H	H	H	L	H	H
CO5	H	H	H	L	H	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	H
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

Title of the Course	HISTORY OF ANCIENT CIVILIZATION (EXCLUDING INDIA)						
Paper No.	Core Course 14						
Category	Core Course	Year Semester	III VI	Credits	4	Course Code	UCHIN24
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	5	1	-		6		
Objectives of the course	The course aims at giving an overall view of the 1. The concepts of Civilizations and analyze critically the contribution of the Egyptian and Sumerian Civilization. 2. Understand the legacy of Babylonian, Assyrian and Chinese Civilization. 3. Compare the Early Civilizations with Modern Civilization. 4. The legacy of Greek Civilization and gain Knowledge on the contribution of the Philosophers to the World. 5.To analyze the contributions of various Civilizations to Art, Religion, Literature and Architecture and Philosophy.						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & Egyptian and Sumerian Civilization 1.1:Introduction – Human Civilization – Civilization in River Valleys 1.2: Egyptian Civilization-River Nile -Social Life: Society, Dress and Food, Position of Women, Amusements-Religion– Political Life:- Pyramid Age, Feudal Age, The New Empire- Economic life: Agriculture–Crafts Commerce 1.3: Art and Architecture of Egyptian- Literature and Hieroglyph 1.4: Sumerian Civilization- Social Life- Economic life- Religious life 1.5: Art and Architecture of Sumerian-Literature- Cuneiform Writing 1.6: Religion						
	Unit II (18 hours) (K1, K2, K3 & K4) Babylonian, Assyrian and Chinese Civilization. 2.1: Babylonian Civilization - Socio- Political, Economic and Religious life. 2.2: Arts and Science – Law Code of Hammurabi. 2.3: Assyrian Civilization- Society – Government – Religion – Art and Architecture- Military Organization. 2.4: Chinese Civilization- Early History-Dynasties. 2.5: Legacy of Chinese Civilization. 2.6:- Philosophers of Chinese- Taoism-Confucianism.						
	UNIT-III: (18 hours) (K1, K2, K3 & K4) The ideas and principles of Hebrew, Persian civilization. 3.1: Phoenician Civilization- Land and People -Political Life-Traders- Alphabets. 3.2: Hebrew Civilization -Government-Art and Architecture-Religion- Jehovah-Works of the Prophet. 3.3: Literature of Hebrew - The Old Testament-The Talmud-The New Testament. 3.4: Persian Civilization– Society- Politics.						

	<p>3.5: Administration of Persian-Government of Darius- Art, Architecture and Literature.</p> <p>3.6: Zoroastrianism and its Teaching.</p>
	<p>UNIT-IV: (18 hours) (K1, K2, K3 & K4)</p> <p>The legacy of Greek Civilization</p> <p>4.1: Greek Civilization- Ancient Greece – History of Ancient Greece-Social and Economic Life of Greek.</p> <p>4.2: Legacy of Greek:-Art and Architecture, Literature, Science, Philosophers: Socrates- Plato- Aristotle</p> <p>4.3: Democracy of Athens – The Code of Drace -Solon’s Reforms - Cleisthenes Reforms- Age of Pericles Spartan Government.</p> <p>4.4: Legacy of Greek Arts – Religion, Literature, Architecture and Philosophy of Greek</p> <p>4.5: Alexander and Hellenistic Civilization- Government and Society- Economy- Education-Philosophy Science .</p> <p>4.6: Science.</p>
	<p>UNIT-V: (18 hours) (K1, K2, K3 & K4)</p> <p>The Contribution of Prominent Kings of Rome</p> <p>5.1: Ancient Rome and Roman Government –Roman Republic and Carthage-Julius Caesar-Augustus Caesar-Constantine</p> <p>5.2: Society-Economic and Religion and their contribution</p> <p>5.3:Golden Age of Rome: Art, Architecture, Literature</p> <p>5.4: Roman Law-Causes for the fall of Roman Empire</p> <p>5.5: Rise and Spread of Christianity-Jesus Birth- Principles- Death of Christ</p> <p>5.6: Rise of Papacy-Organization of Churches .</p>
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	. Dr. R.K. Jha – History of World Civilization – Bhasker Publications; Kanpur, 2012

ReferenceBooks	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
Websiteand-e-learningsource	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

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	L	L	M	L
CO2	H	H	L	L	H	H
CO3	H	H	H	L	H	L
CO4	H	H	H	L	H	M
CO5	H	H	M	L	H	M

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

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
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

Title of the Course	HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA						
Paper No.	Core Course -15						
Category	Core	Year	III	Credits	4	Course Code	UCHIO24
		Semester	VI				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	5	1	-		6		
Objectives of the course	The course aims at giving an overall view of the <ul style="list-style-type: none">• Impart an Understanding of the Development of Science and Technology in Colonial India• Impart Knowledge about Post-Independent Scientific Policies• Appraise the role of Technology in the Growth of Agriculture• Comprehend the progress of Space Technology in India• Create awareness about Pioneers of Modern Science in India						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) 1.1 Advent of Modern Science in Colonial India- Surveyors, Botanists and Doctors 1.2 The Royal Asiatic Society of Bengal- Scientific Departments 1.3 Indian Institute of Science (IISC) 1.4 TATA Institute of Fundamental Research (TIFR) -Indian Medical Service 1.5 Introduction of New Technologies—Railways -Textiles 1.6 Mining – Telegraphs						
	UNIT II (18 hours) (K1, K2, K3 & K4) 2.1 Development of Science and Technology since Independence -Planning 2.2 Policy Frameworks and Funding Mechanisms 2.3 Indian Council of Medical Research (ICMR) 2.4 Indian Council of Agricultural Research (ICAR) 2.5 Defence Research Development Organisation (DRDO) 2.6 Information and Communication						
	UNIT-III: (18 hours) (K1, K2, K3 & K4) 3.1 Growth of Agriculture 3.2 Types of Revolutions in India 3.3 Green Revolution 3.4 White Revolution 3.5 Blue Revolution 3.6 Drip Irrigation						

	UNIT-IV: (18 hours) (K1, K2, K3 & K4) 4.1 Progress of Space Science and Research (ISRO) 4.2 Indian National Satellite System 4.3 Space Research Centres 4.4 India as a Nuclear Power – Atomic Research Centres in India 4.5 Nuclear Research Centres 4.6 Pokhran I and II.	
	UNIT-V: (18 hours) (K1, K2, K3 & K4) 5.1 Pioneers of Modern Science in India – C.V. Raman – Srinivasa Ramanujan 5.2 Jagadish Chandra Bose - Homi J. Bhabha 5.3 Vikram Sarabhai – S. Chandrasekhar 5.4 M.S Swaminathan 5.5 Verghese Kurien – G.D. Naidu. 5.6 Dr.A.P.J. Abdul Kalam.	
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)	
Recommended Text	1. David Arnold., <i>Everyday Technology: Machines and the Making of India's Modernity</i> , Chicago: The University of Chicago Press, 2013 2. David Arnold., <i>Science, Technology and Medicine in Colonial India</i> , Cambridge: Cambridge University Press, 2000. 3. Deepak Kumar, ed., <i>Science and Empire: Essays in the Indian Context</i> , Delhi: Anamika Prakashan, 1991. 4. Deepak Kumar., <i>Science and the Raj, 1857-1905</i> . Delhi: Oxford University Press, 1995. 5. Kamlesh Mohan., <i>Science and Technology in Colonial India</i> , Routledge, 2022. 6. Navaneethan, S., <i>Science and Technology in the Development of India</i> , Tamizhi Books, Chennai, 2022, 7. Sangwan, Satpal., <i>Science, Technology and Colonisation: Indian Experience</i> , Delhi: Anamika Prakashan, 1990. 8. Subbarayappa, B. V., <i>Science in India: A Historical Perspective</i> , Rupa & Co, Illustrated Edition, 2013.	
Reference Books	1. Anderson, Robert., <i>Building Scientific Institutions in India: Saha and Bhabha</i> , Montreal: Centre for Developing-Area Studies, McGill University, 1975. 2. Baber, Zaheer., <i>The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India</i> , Albany: State University of New York Press, 1996. 3. Barghava, Pushpa and Chandana Chakrabarthi., <i>The Saga of Indian Science since Independence</i> , Hyderabad: University Press, 2003. 4. Biswas A.K, <i>Science in India</i> , Calcutta: Firma K.L. Mukhopadhyay, 1969.	

	<ol style="list-style-type: none"> 5. Chakrabarti, Pratik., <i>Western Science in Modern India- Metropolitan Methods, Colonial Practices</i>, New Delhi: Permanent Black, 2004. 6. Gadgil, Madhav., and RamachandraGuha, <i>Ecology and Equity: The Use and Abuse of Nature in Contemporary India</i>. London; New York: Routledge, 1995. 7. Gaillard, Jacques., Roland Waast and V. V. Krishna ed., <i>Scientific Communities in the Developing World</i>, Delhi: Sage Publications, 1997. 8. Goonatilake, Sushanta., <i>Aborted Discovery: Science and Creativity in the Third World</i>, London: Zed Books, 1984. 9. Headrick, Daniel., <i>The Tools of Empire: Technology and European Imperialism in the Nineteenth Century</i>, New York, 1981. 10. Visvanathan, Shiv., <i>A Carnival for Science: Essays on Science, Technology and Development</i>, Delhi: Oxford University Press, 1997. 11. Zachariah, Benjamin., <i>Developing India: An Intellectual and Social History, C.1930-1950</i>. Oxford University Press, Delhi, 2005 12. Subramanian, T.S., <i>Space and Beyond, Professional Voyage of Kasturirangan Review</i> 13. <i>Indian Space Odyssey through the Eyes of a Pioneer</i>, The Hindu Publications, 2021 14. Verghese Jayaraj. S., <i>History of Science and Technology</i>, ANNS, 1997
Website and e-learning source	<ol style="list-style-type: none"> 1. http://www.crl.edu.in/topics 2. http://egyankosh.ac.in

Course Outcomes:

On completion of the course, the students should be able to

CO1: Describe the Development of Science and Technology in Colonial India

CO2: Evaluate the Post-Independent Scientific Policies

CO3: Discuss the Implications of Technology in the Growth of Agriculture

CO4: Analyse the Achievements in Space Technology

CO5: Assess the contributions of Scientist to Modern Science in India

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	M	L	L	M
CO2	H	H	M	L	L	M
CO3	H	H	M	H	L	H
CO4	H	H	M	L	L	M
CO5	H	H	M	L	L	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	L	M	M	M
CO2	H	M	L	M	H	M
CO3	H	H	L	M	L	M
CO4	H	H	L	M	L	M
CO5	H	H	L	M	M	M

Title of the Course	ELECTIVE: HISTORY OF LATIN AMERICA: FROM DISCOVERY TO LIBERATION						
Paper No.	Discipline Specific Elective 3						
Category	DSE	Year	III	Credits	3	Course Code	UEHIE24
		Semester	VI				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	<ul style="list-style-type: none">• Knowledge on the continents other than Asia• Learning on the Colonization of Latin America• the Causes of Liberation Movement• the importance of diplomatic relations• -Understanding on Latin America on Cold war and World Politics.						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) 1.1- Discovery and Conquest 1.2-Christopher Columbus 1.3-Ferdinand Magellan and Amerigo Vespucci- 1.4-Conquerors: Henando Cortes, Pizzaro, Jimnez de Queseda and Valdivia. 1.5- Jimnez de Queseda and Valdivia.						
	UNIT II 2.1-Colonization of Latin America; Spain and Portugal Conquest 2.2 - Society- Economic Life and 2.3- Culture 2.4- Administration 2.5-Native American Indian.						
	UNIT III 3.1-Liberation movement 3.2– Role played by the Creoles 3.3 - Great Liberators: Simon Bolivar 3.4 – San Martin and 3.5- Bernardo O’ Higgins						
	UNIT IV 4,1-Latin America and USA Diplomatic Relations- 4.2- The Monroe Hispanic Doctrine 4.3- Rise of American imperialism in Latin America in the 19th Century 4.4 – The Spanish (Hispanic) American War-Causes 4.5-Courses-Results.						
	UNIT V 5.1-Latin America and USA in the Cold War 5.2-Causes-Courses 5.3-Results of the war 5.4 – Rise of Dictatorship 5.5- Latin America in the World Politics						

Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	<p>Bushnell and Macaulay, <i>The emergence of Latin America in the nineteenth-century</i>, (Oxford University Press, Oxford, 1994, 2nd edition)</p> <p>David Geggus, "The Caribbean in the Age of Revolution," in David Armitage, Sanjay Subrahmanyam (eds), <i>The Age of Revolutions in Global Context, c. 1760-1840</i> Palgrave Macmillan, 2010.</p> <p>Thomas Skidmore y Peter H. Smith, <i>Modern Latin America</i>, Oxford University Press, Oxford, 2001, 5th Edition</p>
Reference Books	<p>Bradford Burns, E, <i>Latin America Conflict and Creation: A Historical Reader</i>, Prentice Hall, New Jersey, 1993</p> <p>Edwin Williamson, <i>The Penguin History of Latin America</i>, Penguin, 2010</p> <p>Joseph Smith, <i>United States and Latin America: A History of American Diplomacy 1776-2000</i>, Routledge, Oxon, 2005</p>
Website and e-learning source	

Course Outcomes:

On completion of the course, the students should be able to

CO1: Give an account on discovery and Conquest of Latin America

CO2: Discuss the Colonization of Spain and Portugal

CO3: Discuss the causes of the Liberation Movement

CO4: Explain the US and Latin American Countries Diplomatic Relationships.

CO5: Describe the Cold war and World Politics in Latin America.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	M	L	M	H
CO2	H	M	M	L	M	H
CO3	H	M	M	L	M	H
CO4	H	M	M	L	M	H
CO5	H	M	M	L	M	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	M	M	H	H
CO2	H	H	M	M	H	M
CO3	H	H	M	H	H	M
CO4	H	H	M	H	H	H
CO5	H	H	M	H	H	M

Title of the Course	ELECTIVE: INTERNATIONAL RELATIONS SINCE 1919.						
Paper No.	DSE 3A						
Category	Discipline Specific Elective	Year Semester	III VI	Credits	3	Course Code	UEHIF24
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	<p>The course aims at giving an overall view of the</p> <ul style="list-style-type: none">• Understanding the international relations during the inter-war years• Knowledge of the role of UNO in post-War international relations• Understanding of the Cold War politics• Understanding of the post-Cold War era• Appreciation of the key issues in international relations						
Course Outline	<p>UNIT I (18 hours) (K1, K2, K3 & K4)</p> <p>1.1 Origin and Growth of International Relations– Theoretical Perspectives: Realism – Idealism.</p> <p>1.2 Liberalism – Neo-Realism – Neo-Liberalism.</p> <p>1.3 World Systems and Dependency – Feminist Approaches.</p> <p>1.4 Concepts: Balance of Power – Collective Security</p> <p>1.5 Diplomacy – National Interest</p>						
	<p>UNIT-II: (18 hours) (K1, K2, K3 & K4)</p> <p>2.1 First World War 1914- 1918 - Wilson’s Fourteen Points – Paris Peace Conference.</p> <p>2.2 League of Nations – Kellogg Briand Pact – Locarno Pact</p> <p>2.3 Mussolini-Fascism- Formation--principles of fascism-Foreign policy</p> <p>2.4 Adolf Hitler –Nazism-Formation-Principles of Nazism-Foreign policy-Beginning of second world war.</p> <p>2.5 British Policy of Appeasement – Second World War – Causes, Course and Results.</p>						
	<p>UNIT-III: (18 hours) (K1, K2, K3 & K4)</p> <p>3.1 Cold war: Definitions- Origins – Causes – Truman’s Doctrine.</p> <p>3.2 Marshall Plan-Warsaw pact-Anzus pact.</p> <p>3.3 NATO – SEATO – CENTO</p> <p>3.4 SALT I and II-CTBT.</p> <p>3.5 Emergence of Third world</p>						

	UNIT-IV: (18 hours) (K1, K2, K3 & K4) 4.1 UNO: Origin and establishment-Structure of the UNO-Principal Organs –functions 4.2 Specialized Agencies of UNO-Achievements and Failure 4.3 Decolonization and Emergence of the Third World 4.4 Non-Aligned Movement 4.5 Regional Organizations: European Union – ASEAN – SAARC-origin-Aims-structure and functions	
	UNIT-V: (18 hours) (K1, K2, K3 & K4) 5.1 Post-Cold War Era: Disintegration of USSR –Gorbachev- Glasnost – Perestroika 5.2 Reunification of Germany. 5.3 Contemporary Issues: Globalization – GATT – WTO. 5.4 Environment: Rio de Janeiro Summit – Green Peace Movement 5.5 Kyoto Protocol- Paris Agreement	
Extended Professional Component (isa part of internal component only, not to be included in the external examination question paper)		Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)
Recommended Text	1. Asit Kumar Sen, <i>International Relations since World War I</i> , S. Chand, 1995 2. Hans J. Morgenthau and Kenneth Johnson, <i>Politics Among Nations: The Struggle for Power and Peace</i> , McGraw Hill, 2005 3. Khanna, V.N., <i>International Relations</i> , Vikas Publishing House Private Ltd., New Delhi, 2013 4. Norman Lowe, <i>Mastering Modern World History</i> , Palgrave, 2020 5. Palmer and Perkins, <i>International Relations: The World Community in Transition</i> , CBS, 2001	
Reference Books	1. Theodore Couloumbis and James Wolfe, <i>Introduction to International Relations: Power and Justice</i> , Prentice Hall, 1985 2. Peter Calvocoressi, <i>World Politics since 1945</i> , Pearson Longman, 1968	
Website and e-learning source	1. https://www.e-ir.info/ 2. http://www.un.org/en/index.html 3. https://www.nato.int/ 4. http://www.saarc-sec.org/	

Course Outcomes:**On completion of the course, the students should be able to****CO1:** Assess the role of militarism in international relations in the interwar years (K1,K2,K3,K4)**CO2:** Evaluate the achievements of the UNO (K1,K2,K3,K4)**CO3:** Discuss the Cold War politics (K1,K2,K3,K4)**CO4:** Evaluate the role of Gorbachev in bringing the Cold War to an end .(K1,K2,K3,K4)**CO5:** Discuss the contemporary issues in international relations.(K1,K2,K3,K4)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	H	L	H	M
CO2	H	H	H	M	H	H
CO3	H	H	H	L	H	M
CO4	H	H	H	L	M	M
CO5	H	H	H	L	H	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	H	H	H	H
CO2	H	H	H	H	H	H
CO3	H	H	H	H	H	H
CO4	H	H	H	H	H	H
CO5	H	H	H	H	H	H

Title of the Course	ELECTIVE: HISTORY OF CHINA AND JAPAN						
Paper No.	Discipline Specific Elective 4						
Category	Discipline Specific Elective Course	Year	III	Credits	3	Course Code	UEHIG24
		Semester	VI				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	4	1	-		5		
Objectives of the course	<p>The course aims at giving an overall view of the</p> <ul style="list-style-type: none">• Understanding of the Chinese Revolution of 1911 and May Fourth Movement• The role of Japan in the First World War• Knowledge of China under Mao Tse Tung• Role of Japan in the Second World War and Greater East Asia Coprosperity Sphere• The economic condition of China and Japan after the Second World War						
Course Outline	<p>UNIT I (18 hours) (K1, K2, K3 & K4)</p> <p>1.1 Background – Chinese Revolution of 1911 – Causes</p> <p>1.2 Dr Sun YatSen- Tung MengHui</p> <p>1.3 Kuo-Min-Tang– Impact of the Revolution</p> <p>1.4 Yuan Shi Kai</p> <p>1.5 China in First World War</p> <p>1.6 May Fourth Movement</p>						
	<p>UNIT II (18 hours) (K1, K2, K3 & K4)</p> <p>2.1 Sino-Japanese War-Causes and Course of the War</p> <p>2.2 Anglo-Japanese Alliance-Circumstances- Alliance</p> <p>2.3 Russo-Japanese War-Causes-Course</p> <p>2.4 Japan in First World War</p> <p>2.5 21 Demands-results</p> <p>2.6 WashingtonConference.</p>						
	<p>UNIT-III: (18 hours) (K1, K2, K3 & K4)</p> <p>3.1 Kuo Min Tang rule-Chiang Kai Shek</p> <p>3.2 Manchurian Crisis</p> <p>3.3 Second Sino-Japanese war</p> <p>3.4 China in Second World War</p> <p>3.5 China under Mao-Tse-Tung – Chinese Communist Party (CCP) –</p> <p>3.6 Reforms –Cultural Revolution</p>						

	UNIT-IV: (18 hours) (K1, K2, K3 & K4) 4.1 Japan and Second World War 4.2 Rome-Berlin-Tokyo Axis 4.3 Pearl Harbour Attack-Hiroshima-Nagasaki 4.4 Surrender of Japan 4.5 Allied Occupation-Aims of the Occupation 4.6 Result of the Occupation	
	UNIT-V: (18 hours) (K1, K2, K3 & K4) 5.1 China under Deng Xiaoping 5.2 Economic reforms – 1976- 1989 Jiang Zemin – Hu-Jintao 5.3 Foreign Policy 1949-1990. 5.4 McArthur Constitution 5.5 Reconstruction of Japan-Political, Economic and Social Change 5.6 Japan and World's affairs between 1951-2000	
Extended Professional Component (is a part of internal component only, not to be included in the external examination question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)	
Recommended Text	1. Beasley, W.G., <i>The Modern History of Japan</i> , Frederick A. Praeger, 1963 2. Franz H Michael and George Edward Taylor, <i>Far East in the Modern World</i> , Holt, 1956 3. Immanuel Hsu, <i>The Rise of Modern China</i> , Oxford University Press, 2000 4. Mikiso Hane., <i>Modern Japan: A Historical Survey</i> , Routledge, 2018 5. Paul Hilbert Clyde and Burton F Beers, <i>The Far East: A History of Western Impacts and Eastern Responses, 1830-1975</i> , Waveland Press Inc, 1991 6. Vinacke, H.M., <i>History of Far East in Modern Times</i> , Surjeet Publications, Delhi, 1959	
Reference Books	1. Khurana, K.L., <i>History of China and Japan 1839-1949</i> , Lakshmi Narain Agarwal Educational Publishers, Agra, 2018 2. Jean Chesneaux, Françoise Le Barbier, Marie Claire Berger., <i>China from 1911 to Liberation</i> , Pantheon books, 1977	
Website and e-learning source		

Course Outcomes:

On completion of the course, the students should be able to

CO1: Give an account of Chinese Revolution of 1911 and May Fourth Movement

CO2: Discuss the role of Japan in the First World War

CO3: Discuss the developments in China under Mao

CO4: Explain the policy of Greater East Asia Co- prosperity Sphere.

CO5: Describe the economic condition of China and Japan in the twentieth century

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	H	H	L	H	H
CO2	H	H	H	L	H	M
CO3	H	M	H	L	H	H
CO4	H	M	H	H	H	M
CO5	H	H	H	L	M	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	M	H	H	H	H
CO2	H	H	H	H	H	H
CO3	H	H	H	M	H	M
CO4	H	M	H	M	H	L
CO5	H	M	M	M	H	L

Title of the Course	ELECTIVE: HISTORY OF PONDICHERRY					
Paper No.	Discipline Specific Elective 4A					
Category	Discipline Specific Elective	Year-III Semester VI		Credits 3		Course Code UEHIH24
Instructional hours per week	Lecture 4	Tutorial 1	Lab Practice 0		Total 5	
Objectives of the course	Knowledge of Geography and sources of Pondicherry Knowledge of the French rule in Pondicherry Understanding of French relations with the Princely States Knowledge of national movement in Pondicherry Awareness of the French legacy in Pondicherry					
Course Outline	UNIT-I (18 hours) (K1, K2, K3 & K4) 1.1 Primary sources 1.2 Secondary Sources 1.3 Geographical features location, seasons 1.4 Population, resources 1.5 Excavations- Arikamedu.					
	UNIT- II (18 hours) (K1, K2, K3 & K4) 2.1 Advent of the French-Pondicherry and French commercial growth 2.2 French political motives and ambition –Dupelix 2.3 Administration Carnatic wars 2.4 First, Second, Third Carnatic wars 2.5 Effects- Results of Carnatic wars.					
	UNIT- III(18 hours) (K1, K2, K3 & K4) 3.1 French relations with Hyder Ali and Tipu Sultan 3.2 The Seven Years war and aftermath 3.3 Impact of Napoleonic wars 3.4 Restoration of the Indian colonies to the French 1816 3.5 Administrative change in French East India Company.					
	UNIT- IV (18 hours) (K1, K2, K3 & K4) 4.1 Impact of Indian National movement on Pondichery- The political Awakening 4.2- Impact of Indian National leaders 4.3 - Contribution of SubramaniyaBharathi, VVS Iyer and Aurobindo Gosh 4.4 - Anti colonial movement in Pondicherry – Subbiah and Labour movement 4.5 The Liberation of Pondicherry – Keezhur referendum – De-facto merger in 1954 4.6- Pondicherry became the union Territory of India.					

	UNIT- V(18 hours) (K1, K2, K3 & K4) 5.1- French Legacy in Pondicherry –Urbanisation of Pondicherry French villas and vibrant streets 5.2 – Culture – Educational Development 5.3 – School education 5.4 – Higher education, University, Research Institutes –Commune system 5.5 – Local self-government- Colonial architecture and monuments 5.6 – French war memorial, Gandhi Statue, Dupleix statue, Raj nivas, Park monument.	
Extended Professional Component (is a part of internal component only, not to be included in the external examination Question paper)	Questions related to the above topics, from various competitive examinations UPSC/JAM/TNPSC and other to be solved (To be discussed during the Tutorial hours)	
Recommended Text	Ajit Neogy. K. Decolonisation of French India, Pondicherry, 1997. Francis Cyril Antony ., ed., Gazetteer of India : Union Territory of Pondicherry, Vol 1 & 2, Pondicherry, 1982. Malleson, G.B. History of French in India 1674- 1761, New Delhi 1986. Mathew K.S., French in India and Indian Nationalism, Vol 1 & Vol 2, New Delhi 1999. Ramaswamy .A., History of Pondicherry, New Delhi, 1997.	
Reference Books	Aminesh Rai ., The Legacy of French rule in India, 1674-1954, Pondicherry, 2008. Henry Dodwell., Dupleix and Clive: The Beginning of Empire, New Delhi, 1989. Sen S.P., The French in India 1763 -1816, Calcutta, 1958. Rose Vincent., French in India: from Diamond Traders to Sanskrit Scholars, Bombay, 1990.	
Website and e-learning source	https://www.mapsofindia.com/pondicherry/geography-history.html https://puducherry-dt.gov.in/history/	

Course Outcomes:

On completion of the course ,the students should be able to

CO1: Explain about the Outline of the geographical features of Pondicherry..(**K1, K2, K3, K4**)

CO2 Describe the advent of the French and the origin and growth of the city of Pondicherry (**K1,K2 K3, K4**)

CO3: Analyse the relations of the French with the Indian Princely States.(**K1, K2, K3, K4**)

CO4: Enumerate the nationalist movement in the city of Pondicherry (**K1, K2, K3, K4**)

CO5: Examine the history of Urbanization, education, health and architectural development in Pondicherry.(**K1, K2, K3, K4**)

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	L	H	M	M	L	H
CO2	M	M	H	M	H	M
CO3	H	M	L	L	M	M
CO4	H	M	M	H	L	M
CO5	M	L	H	M	M	H

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	L	M	H	M	L	H
CO2	M	L	M	L	M	M
CO3	M	H	L	M	M	H
CO4	H	M	M	H	L	M
CO5	M	L	M	M	L	H

Title of the Course	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS						
Paper No.	Professional Competency						
Category	PC	Year	III	Credits	2	Course Code	UPHI24
		Semester	VI				
Instructional hours per week	Lecture	Tutorial	Lab Practice		Total		
	2				2		
Objectives of the course	<ul style="list-style-type: none">• Awareness about competitive examination and method of the preparation of competitive exams.• Knowledge about historical facts and key events of Indian History• Knowledge about historical facts and key events of Indian History• Knowledge about the salient features of Indian and world geography• - Gain knowledge about current events						
Course Outline	UNIT I (18 hours) (K1, K2, K3 & K4) Competitive Examinations at the National and State UPSC and TNPSC-qualifications - Plan and nature of competitive examinations- Indian Heritage and Indian Culture						
	UNIT II Indian History from the middle of the 18th century to the present-significant events, personalities, issues - The Freedom struggle - its various stages- issues						
	UNIT-III: Indian Constitution: Salient Features – Important Articles-Amendments-Important Acts -Political system, Panchayat Raj, Economic and social development-Election Commission.						
	UNIT-IV: Geography of India –Physical, Social, Economic–General issues on Environmental ecology, Biodiversity, and Climate Change - effects of Globalization						
	UNIT-V: Current Events of National and international importance- Role of women and women organisations-Ethics, Attitude, Aptitude, Awareness						
Extended Professional Component (isa part of internal component only, not to beincluded in theexternal examination question paper)				Questions related to the above topics, from various competitive examinationsUPSC/JAM /TNPSC and others to be solved (To be discussed during the Tutorial hours)			

Recommended Text	Bipan Chandra, <i>India Since Independence</i> , Penguin Random House, India, 2008 Bipan Chandra, <i>Modern India: A History Text Book for Class XII</i> , NCERT, Delhi, 1990 <i>India YearBook</i> , Publications Division, Government of India Laxmikanth, M., <i>Indian Polity</i> , McGraw Hill, Noida, 2021 Leong, G.C., <i>Certificate Physical and Human Geography</i> , Oxford University Press, New Delhi, 2021 NitinSinghania, <i>Indian Economy</i> , McGraw Hill, Noida, 2022
ReferenceBooks	Bipan Chandra., <i>India's Struggle for Independence</i> , Penguin Random House, India, 2016 Ram Ahuja., <i>Social problems in India</i> , (3rd edn,) Rawat Publications 2014 Ram Sharan Sharma, <i>Ancient India: A History Text book for class XI</i> , NCERT, 1999 Satish Chandra, <i>Medieval India: Text book in History for Class XI</i> , NCERT, 2005 SonaliBansal, SnehilTripathi, <i>Modern Indian History, For Civil Services Preliminary and Main Examinations</i> , McGraw Hill, 2021
Website and e-learning source	

Course Outcomes:

On completion of the course, the students should be able to

CO1: List the characteristic features of Indian heritage and culture

CO2: Outline the key events of Indian history since 18th century

CO3: Describe the salient features of Indian Constitution.

CO4: Discuss the major environmental issues

CO5: Outline the role of women in contemporary society

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6
CO1	H	M	H	L	M	L
CO2	H	M	M	L	M	L
CO3	H	L	M	L	M	L
CO4	H	L	M	H	L	M
CO5	H	L	M	L	H	M

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	H	H	M	L	H	L
CO2	H	H	M	L	H	M
CO3	H	M	M	L	H	M
CO4	H	L	L	H	H	M
CO5	H	M	M	L	H	H