

**B.A.,  
HISTORY**

**SYLLABUS**

**FROM THE ACADEMIC YEAR  
2023 - 2024 ONWARDS**

**PERIYAR UNIVERSITY,  
SALEM - 636 011**

## **B.A..HISTORY SYLLABUS**

<b>S.No.</b>	<b>Courses</b>	<b>Titles</b>
1	Core Course 1	History of Ancient India up to 1206 CE
2	Core Course 2	History of Tamil Nadu up to 1311 CE
3	Generic Elective Course 1	Introduction to Archaeology
4	Skill Enhancement Course - Foundation Course	Introduction to History
5	Skill Enhancement Course SEC 1	Introduction to Tourism
6	Core Course 3	History of Medieval India - 1206 - 1707 CE
7	Core Course 4	History of Tamil Nadu - 1311 – 1801 CE
8	Generic Elective Course – 2	Western Political Thought
9	Skill Enhancement Course SEC 2	Indian Constitution
10	Skill Enhancement Course SEC 3	Basic Journalism
11	Core Course 5	History of India - 1707 - 1857 CE
12	Core Course 6	History of Tamil Nadu since 1801 CE
13	Generic Elective Course – 3	Indian Political Thought
14	Skill Enhancement Course SEC 4 (Entrepreneurial Skill)	Entrepreneurship Development
15	Skill Enhancement Course SEC 5	Introduction to Management
16	Core Course 7	Freedom Struggle in India
17	Core Course 8	History of Modern Europe - 1789 - 1919 CE
18	Generic Elective Course – 4	Modern Governments
19	Skill Enhancement Course SEC 6	Computer Training
20	Skill Enhancement Course SEC 7	Hotel Management
21	Core Course 9	History of the World 1919 -2020 CE
22	Core Course 10	Selected Themes in History of U.S.A
23	Core Course 11	Regional History- History of Kongu Nadu
24	Core Course 12	Project (with viva voce)
25	Discipline Specific Elective 1 / 2	Elements of Human Rights/ Women Studies
26	Discipline Specific Elective 3 / 4	History of Dravidian Movement
27	Core Course 13	Contemporary History of India
28	Core Course 14	India and Her Neighbours
29	Core Course 15	History of Science and Technology in India
30	Discipline Specific Elective – 5 / 6	International Relations since 1919
31	Discipline Specific Elective – 7 / 8	History of China and Japan 1900 To 2000 CE
32	Professional Competency Skill Enhancement Course	General Studies for Competitive Examinations

## B.A., HISTORY

<b>CHOICE BASED CREDIT SYSTEM AND LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK BASED B.A. HISTORY SYLLABUS</b>	
<b>Programme:</b>	<b>U.G.</b>
<b>Programme Code:</b>	
<b>Duration:</b>	<b>3 Years(UG)</b>
<b>Programme Outcomes:</b>	<p><b>PO1: Knowledge of Economics:</b> Ability to understand Economic Theories and functioning of Economic Models. To develop an adequate competency in the Economic Theory and Methods.</p> <p><b>PO2: Analytical Reasoning and Critical Thinking:</b> Critically Analyze and assess the way in which economists examine the real world to understand the current events and evaluate specific proposals.</p> <p><b>PO3: Logical Reasoning and Quantitative Ability:</b> Ability to understand how to collect and analyse data and use empirical evidence to evaluate the validity of hypothesis, using Quantitative Methodology and conduct data analysis to interpret results.</p> <p><b>PO4: Communication and Research Skills:</b> Communication and Research related skills. Developing a sense of capability for relevant/appropriate inquiry and asking questions, synthesising and articulating and reporting results and to efficiently communicate thoughts and ideas in a clear and concise manner.</p> <p><b>PO5: Gender, Environment and Sustainability:</b> Comprehend the Environmental issues and Sustainable Development and strive to achieving economic and social equity for women and be Gender Sensitive.</p> <p><b>PO6: Employability and Leadership Skills:</b> Become empowered individuals to be employed in various positions in industry, academia and research and have the potential to become Entrepreneurs and take leadership roles in their chosen occupations and communities.</p> <p><b>PO7: Social Interaction:</b> Acquire the ability to engage in relevant conversations and have the ability to understand the views of society that would help initiate policy making.</p> <p><b>PO8: Digital Literacy and Lifelong Learning:</b> Capability to use ICT tools in a variety of learning situation and use appropriate software for analysis of data - Ability to acquire Knowledge situations and skills for life through self directed learning and adapt to different learning environments.</p>
<b>Programme Specific Outcomes:</b>	<p><b>PSO1:</b> To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p><b>PSO 2:</b> To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p><b>PSO 3:</b> To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p><b>PSO 4:</b> Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.</p> <p><b>PSO 5:</b> Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p>

	<b>PO 1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>PSO 1</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 2</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO3</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 4</b>	Y	Y	Y	Y	Y	Y	Y	Y
<b>PSO 5</b>	Y	Y	Y	Y	Y	Y	Y	Y

**3 – Strong, 2- Medium, 1- Low**

#### **Highlights of the Revamped Curriculum:**

- Student-centric, meeting the demands of industry & society, incorporating industrial components, hands-on training, skill enhancement modules, industrial project, 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 Core subjects include latest developments in the education and scientific front, advanced programming packages allied with the discipline topics, practical training, devising mathematical models and algorithms for providing solutions to industry / real life situations. The curriculum also facilitates peer learning with advanced mathematical topics in the final semester, catering to the needs of stakeholders with research aptitude.
- The General Studies and Mathematics 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 curriculum is designed so as to strengthen the Industry-Academia interface and provide more job opportunities for the students.
- The Industrial Statistics course is newly introduced in the fourth semester, to expose the students to real life problems and train the students on designing a mathematical model to provide solutions to the industrial problems.
- The Internship during the second-year vacation will help the students gain valuable work experience, that 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 industrial training, 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 to the latest - Artificial Intelligence.

**Value additions in the Revamped Curriculum:**

<b>Semester</b>	<b>Newly introduced Components</b>	<b>Outcome/ Benefits</b>
<b>I</b>	<p><b>Foundation Course</b>                      To ease the transition of learning from higher secondary to higher education, providing an overview of the pedagogy of learning Literature and analyzing the world through the literary lens                      Gives rise to an perspective.</p>	<ul style="list-style-type: none"> <li>➤ Instill confidence among students</li> <li>➤ Create interest for the subject</li> </ul>
<b>I, II, III, IV</b>	<p><b>Skill Enhancement papers</b>                      (Discipline centric /Generic/Entrepreneurial)</p>	<ul style="list-style-type: none"> <li>➤ Industry ready graduates</li> <li>➤ Skilled human resource</li> <li>➤ Students are equipped with essential skills to Make them employable</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Training on language and communication skills enable the students gain knowledge and exposure in the competitive world.</li> </ul>
		<ul style="list-style-type: none"> <li>➤ Discipline centric skill will improve the Technical knowhow of solving real life problems.</li> </ul>
<b>III,IV,V&amp; VI</b>	<p>Elective papers</p>	<ul style="list-style-type: none"> <li>➤ Strengthening the domain knowledge</li> <li>➤ Introducing the stakeholders to the State-of Art techniques from the streams of multi-disciplinary, cross disciplinary and interdisciplinary nature</li> <li>➤ Emerging topics in higher education/industry/communicationnetwork/healthsectoretc.areintroducedwith hands-on-training.</li> </ul>

<b>IV</b>	Elective Papers	<ul style="list-style-type: none"> <li>➤ Exposure to industry moulds students into solution providers</li> <li>➤ Generates Industry ready graduates</li> <li>➤ Employment opportunities enhanced</li> </ul>
<b>V Semester</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Self-learning is enhanced</li> <li>➤ Application of the conceptual situation is conceived resulting In tangible out come</li> </ul>
<b>VI Semester</b>	Elective papers	<ul style="list-style-type: none"> <li>➤ Enriches the study beyond the course.</li> <li>➤ Developing a research framework and Presenting them independent and intellectual ideas effectively.</li> </ul>
<b>Extra Credits: For Advanced Learners/Honors degree</b>		<ul style="list-style-type: none"> <li>➤ To cater to the needs of peer learners /research aspirants</li> </ul>
<b>Skills acquired from the Courses</b>		Knowledge, Problem Solving, Analytical ability, Professional Competency, Professional Communication and Transferrable Skill

### Credit Distribution for UG Programmes

Sem I	Credit	H	Sem II	Credit	H	Sem III	Credit	H	Sem IV	Credit	H	Sem V	Credit	H	Sem VI	Credit	H
Part 1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	Part..1. Language – Tamil	3	6	5.1 Core Course – \CC IX	4	5	6.1 Core Course – CC XIII	4	6
Part.2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	Part..2 English	3	6	5.2 Core Course – CC X	4	5	6.2 Core Course – CC XIV	4	6
1.3 Core Course – CC I	5	5	2..3 Core Course – CC III	5	5	3.3 Core Course – CC V	5	5	4.3 Core Course – CC VII Core Industry Module	5	5	5. 3.Core Course CC -XI	4	5	6.3 Core Course – CC XV	4	6
1.4 Core Course – CC II	5	5	2.4 Core Course – CC IV	5	5	3.4 Core Course – CC VI	5	5	4.4 Core Course – CC VIII	5	5	5. 4.Core Course –/ Project with viva-voce CC -XII	4	5	6.4 Elective -VII Generic/ Discipline Specific	3	5
1.5 Elective I Generic/ Discipline Specific	3	4	2.5 Elective II Generic/ Discipline Specific	3	4	3.5 Elective III Generic/ Discipline Specific	3	4	4.5 Elective IV Generic/ Discipline Specific	3	3	5.5 Elective V Generic/ Discipline Specific	3	4	6.5 Elective VIII Generic/ Discipline Specific	3	5
1.6 Skill Enhancement Course SEC-1	2	2	2.6 Skill Enhancement Course SEC-2	2	2	3.6 Skill Enhancement Course SEC-4, (Entrepreneurial Skill)	1	1	4.6 Skill Enhancement Course SEC-6	2	2	5.6 Elective VI Generic/ Discipline Specific	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement -(Foundation Course)	2	2	2.7 Skill Enhancement Course –SEC-3	2	2	3.7 Skill Enhancement Course SEC-5	2	2	4.7 Skill Enhancement Course SEC-7	2	2	5.7 Value Education	2	2	6.7 Professional Competency Skill	2	2
						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internship /Industrial Training	2				
	<b>23</b>	<b>30</b>		<b>23</b>	<b>30</b>		<b>22</b>	<b>30</b>		<b>25</b>	<b>30</b>		<b>26</b>	<b>30</b>		<b>21</b>	<b>30</b>
<b>Total – 140 Credits</b>																	



**Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credit and Hours Distribution System for all UG courses including Lab Hours**

**First Year – Semester-I**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses [in Total]	13	14
Part-4	Skill Enhancement Course SEC-1	2	2
	Foundation Course	2	2
		<b>23</b>	<b>30</b>

**Semester-II**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language – Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-2	2	2
	Skill Enhancement Course -SEC-3 (Discipline / Subject Specific)	2	2
		<b>23</b>	<b>30</b>

**Second Year – Semester-III**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	14
Part-4	Skill Enhancement Course -SEC-4 (Entrepreneurial Based)	1	1
	Skill Enhancement Course -SEC-5 (Discipline / Subject Specific)	2	2
	E.V.S	-	1
		<b>22</b>	<b>30</b>

**Semester-IV**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
Part-1	Language - Tamil	3	6
Part-2	English	3	6
Part-3	Core Courses & Elective Courses including laboratory [in Total]	13	13
Part-4	Skill Enhancement Course -SEC-6 (Discipline / Subject Specific)	2	2
	Skill Enhancement Course -SEC-7 (Discipline / Subject Specific)	2	2
	E.V.S	2	1
		<b>25</b>	<b>30</b>

**Third Year  
Semester-V**

Part	List of Courses	Credit	No. of Hours
<b>Part-3</b>	Core Courses including Project / Elective Based	22	26
<b>Part-4</b>	Value Education	2	2
	Internship / Industrial Visit / Field Visit	2	2
		<b>26</b>	<b>30</b>

**Semester-VI**

Part	List of Courses	Credit	No. of Hours
<b>Part-3</b>	Core Courses including Project / Elective Based & LAB	18	28
<b>Part-4</b>	Extension Activity	1	-
	Professional Competency Skill	2	2
		<b>21</b>	<b>30</b>

**Consolidated Semester wise and Component wise Credit distribution**

Parts	Sem I	Sem II	Sem III	Sem IV	Sem V	Sem VI	Total Credits
<b>Part I</b>	3	3	3	3	-	-	12
<b>Part II</b>	3	3	3	3	-	-	12
<b>Part III</b>	13	13	13	13	22	18	92
<b>Part IV</b>	4	4	3	6	4	1	22
<b>Part V</b>	-	-	-	-	-	2	2
<b>Total</b>	23	23	22	25	26	21	<b>140</b>

**\*Part I, II, and Part III components will be separately taken into account for CGPA calculation and classification for the under graduate programme and the other components. IV, V have to be completed during the duration of the programme as per the norms, to be eligible for obtaining the UG degree.**

<b>Methods of Evaluation</b>		
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
<b>External Evaluation</b>	End Semester Examination	75 Marks
	Total	100 Marks
<b>Methods of Assessment</b>		

<b>Recall(K1)</b>	Simple definitions, MCQ, Recall steps, Concept definitions
<b>Understand/ Comprehend (K2)</b>	MCQ, True/False, Short essays, Concept explanations, Short summary or overview
<b>Application (K3)</b>	Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain
<b>Analyze(K4)</b>	Problem-solving questions, Finish a procedure in many steps, Differentiate Between various ideas, Map knowledge
<b>Evaluate(K5)</b>	Longer essay/Evaluation essay, Critique or justify with pros and cons
<b>Create(K6)</b>	Check knowledge in specific or off beat situations, Discussion, Debating or Presentations

B.A. HISTORY SEMESTER – I							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
Part I	Language - Tamil	Tamil	6	3	3	25	75
Part II	English	English*	6	3	3	25	75
	Core Course 1	History of Ancient India up to 1206 CE	5	5	3	25	75
	Core Course 2	History of Tamil Nadu up to 1363CE	5	5	3	25	75
	Generic Elective Course 1 – Allied 1	Outlines of Comparative Governments -I or Geography of India	4	3	3	25	75
Part IV	Skill Enhancement Course - NMEC	Introduction to History	2	2	3	25	75
	Skill Enhancement Course SEC 1	Introduction to Tourism	2	2	3	25	75
	<b>Total</b>		<b>30</b>	<b>23</b>			
SEMESTER – II							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
Part I	Language – Tamil	Tamil	6	3	3	25	75
Part II	Language	English*	4	3	3	25	75
<b>Part II</b>	<b>NMSDC</b>	<b>Overview of English Language Communication</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>
Part III	Core Course 3	History of Medieval India –1206 – 1707 CE	5	5	3	25	75
	Core Course 4	History of Tamil Nadu – 1311 – 1800 CE	5	5	3	25	75
	Generic Elective Course – 2 – Allied 2	Outlines of Comparative Governments – II or Geography of Tamil Nadu	4	3	3	25	75
Part IV	Skill Enhancement Course SEC 2	Indian Constitution	2	2	3	25	75
	Skill Enhancement Course NMEC 2	Basic Journalism	2	2	3	25	75
	<b>Total</b>		<b>30</b>	<b>25</b>			
SEMESTER – III							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
Part I	Language – Tamil	Tamil	6	3	3	25	75

Part II	Language	English*	6	3	3	25	75
Part III	Core Course 5	History of India – 1707 – 1857CE	5	5	3	25	75
	Core Course 6	History of Tamil Nadu since 1801 CE	5	5	3	25	75
	Generic Elective Course – 3 – Allied 3	Indian Economy Problems and Policies – I or Evolution of Indian Constitution From 1773 to 1947 CE	4	3	3	25	75
Part IV	Skill Enhancement Course SEC 3 (Entrepreneurial Skill)	Museology	1	1	3	25	75
	NMSDC	Digital Skills for Employability-Digital Skills	2	2	3	25	75
	EVS	EVS	1	1			
	-	<b>Health and Wellness</b>		<b>1</b>			
	<b>Total</b>		<b>30</b>	<b>24</b>			
<b>SEMESTER – IV</b>							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
Part I	Language – Tamil	Tamil	6	3	3	25	75
Part II	Language	English	6	3	3	25	75
Part III	Core Course 7	Freedom Struggle in India	5	5	3	25	75
	Core Course 8	History of Europe - 1789 - 1919 CE	5	5	3	25	75
	Generic Elective Course – 4 – Allied 4	Indian Economy Problems and Policies – II or Working of Indian constitution Since 1947 CE	3	3	3	25	75
Part IV	Skill Enhancement Course SEC 5	Computer Training	2	2	3	25	75
	<b>NMSDC</b>	<b>Graphic Design</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>75</b>
	EVS	EVS	1	2			
	<b>Total</b>		<b>30</b>	<b>25</b>			
<b>SEMESTER – V</b>							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
Part III	Core Course 9	History of the World 1919 - 2020 CE	5	4	3	25	75
	Core Course 10	Selected Themes in History of U.S.A	5	4	3	25	75

	Core Course 11	Regional History (History of Kongu nadu)	5	4	3	25	75
	Core Course 12	Project (with viva voce)	5	4		25	75
	Discipline Specific Elective 5	Elements of Human Rights/ Women Studies	4	3	3	25	75
	Discipline Specific Elective 6	History of Dravidian Movement	4	3	3	25	75
Part IV	Value Education	Value Education	2	2		25	75
	Summer Internship/Ind. Training		-	2		-	-
	<b>Total</b>		<b>30</b>	<b>26</b>			
<b>SEMESTER – VI</b>							
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
						CIA	EXT
Part III	Core Course 13	Contemporary History of India	6	4	3	25	75
	Core Course 14	India and Her Neighbours	6	4	3	25	75
	Core Course 15	History of Science and Technology in India	6	4	3	25	75
	Discipline Specific Elective – 7	International Relations since 1919 .	5	3	3	25	75
	Discipline Specific Elective –8	History of China and Japan. ( 1900 CE TO 2000 CE)	5	3	3	25	75
Part IV	Professional Competency Skill Enhancement Course	General Studies for Competitive Examinations	2	2	3	25	75
	Extension Activities		-	1			
	<b>Total</b>		<b>30</b>	<b>21</b>			
	<b>GRAND TOTAL</b>		<b>180</b>	<b>144</b>			

**Paper CC1**

<b>Course Title</b>	<b>HISTORY OF ANCIENT INDIA UP TO 1206 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHISCT01			
<b>Year</b>	I	<b>Semester</b>	I			
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			4	1	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	Understanding of the characteristics of pre and proto historic cultures in India.
2	The impact of Vedic culture on society, religion and culture.
3	Emergence of Centralized State under the Mauryas and Ashoka's Dhamma.
4	Achievements of the Guptas and their contribution to literature, art and architecture.
5	Post-Gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.

**UNIT I**

Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.

**UNIT II**

Buddhism and Jainism – Greek and Persian Invasions of India– Alexander’s Invasion - Rise of Mahajanapadas - Magadhan Empire – Nandas - Mauryas – Chandragupta Maurya – Asoka – Mauryan Administration – Art and Architecture.

**UNIT III**

Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya - Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities

**UNIT IV**

Vardhanas - Harshavardhana – Administration – Religious Contributions –Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.

**UNIT V**

Rajputs – Cultural Contributions - Arab Conquest of Sind - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain

## LEARNING RESOURCES

### Recommended Books

- G. Venkatesan, *Cultural History of India*, Varthamanan Pathipagam, 2018 (in Tamil)
- K.L. Khurana, *History of India: Earliest times to 1526 A.D.*, Lakshmi Narain Agarwal, Agra,
- L.P. Sharma, *History of Ancient India*, Konark Pub. Pvt. Ltd., New Delhi, 2008
- R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974
- R.S. Sharma, *India's Ancient Past*, Oxford University Press, New Delhi, 2017
- Ranabir Chakravarti, *Exploring Early India up to c. AD 1300*, Primus Books, New Delhi, 2016
- Romila Thapar, *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi, 2002
- Upinder Singh, *A History of Ancient and early Medieval India*, Pearson and Longman, Delhi, 2008

### References

- A.L. Basham, *The Wonder that was India*, London, Macmillan, 2004
- B.N. Luniya, *Evolution of Indian Culture*, Agra, Lakshmi Narain Publication, 2005
- K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967
- K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021
- K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979
- R. Sathianathaier, *Political and Cultural History of India*, Vol. I, Viswanathan & Co., Chennai, 1980.

### Web Resources

<https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>



**Paper CC2**

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU UP TO 1363 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHISCT02			
<b>Year</b>	I	<b>Semester</b>	I			
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			4	1	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	Knowledge of geography and sources of Tamil Nadu.
2	Understanding of polity, society and economy of the Sangam period.
3	The contribution of Pallavas in the field of art and architecture.
4	Appreciation of the achievements and contribution of the Imperial Cholas.
5	Factors for the decline of the Pandyas.

**UNIT I**

Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization

**UNIT II**

Sangam Age – Historicity – Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule

**UNIT III**

The Pallavas – Origin: Early Pallavas – Later Pallavas – Political, Social and Economic Conditions – Growth of Literature and Education – Art and Architecture – Sculpture – Paintings & Fine arts – Early Bakthi Movement - The First Pandyan Empire – Sources – Triangular conflict between Pallavas, Pandyas and Western Chalukyas – Administration – Art and Architecture

**UNIT IV**

Later Cholas: Raja RajaChola I - RajendraChola I – Overseas Expansion – Kulothunga – Chalukya-Chola relations – Administrative System – Land Grants and Temple Administration – Social and Economic life – Maritime Trade & Commerce – Religion – Literature – Art and Architecture – Bronze Sculptures

**UNIT V**

The Second Pandyan Empire (1190-1312 CE) – Triangular conflict among Cholas, Pandyas and Hoysalas – Social and Economic Life – Malik Kafur's Invasion

**LEARNING RESOURCES****Recommended Books**

A. Ramasamy, *A History of Ancient Tamil Civilization*, New Century Book House, Chennai

B. Eraiyyarasan, *The History of Tamil Nadu (The Only Surviving Classical Civilization)*, International Institute of Tamil Studies, Chennai, 2017

K.A. NilakantaSastri, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, Oxford University Press, Chennai, 1997

N. Subramanian, *History of Tamilnad*, Koodal Publishers, Madurai, 1977

NoboruKarashima, ed., *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi, 2014

V.T. Chellam, *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy, 1981

V.T. Chellam, *Tamil Nadu: History and Culture* (in Tamil), Manivasagar Pathipakam, 2016

### References

Avvai Duraisamy Pillai, *History of the Chera King*, Saran Books, Chennai, 2020

C. Minakshi, *Administration and Social Life Under the Pallavas*, University of Madras, Madras, 1938

K.A. NilakantaSastri, *The Colas*, University of Madras, Madras, 1984

K.K. Pillay, *A Social History of the Tamils*, University of Madras, Madras, 1967

K.K. Pillay, *Historical Heritage of Tamils*, MJP Publishers, Chennai, 2021

K.K. Pillay, *Studies in Indian History: With Special Reference to Tamil Nadu*, K.K. Pillay, Madras, 1979

Ma.Rajamanickanar, *History of Cholas*, Saran Books, Chennai

Ma.Rajamanickanar, *History of Pallavas*, Saran Books, Chennai

N. Subramanian, *Sangam Polity*, Asia Publishing House, Bombay, 1966

P.T. SrinivasaIyengar, *History of the Tamils: From the Earliest Times to 600 A.D.*, Asian Educational Services, New Delhi, 2001

V. Kanakasabhai, *Tamils Eighteen Hundred Years Ago*, Asian Educational Service, New Delhi, 1982

Y. Subbarayalu, *South India under the Cholas*, Oxford University Press, New Delhi, 2012

### Web Resources

<https://www.tamildigitallibrary.in/bookdetail.php?id=jZY9lup2kZl6TuXGlZQdjZt9lJpd#book1/>

<http://www.historydiscussion.net>

<http://globalsecurities.org/military/world/india/history-chola.htm>

## **GENERIC ELECTIVE COURSE 1**

### **ALLIED PAPER – I**

#### **OUTLINES OF COMPARITIVE GOVERNMENTS -I**

##### **Objectives:**

- The study provides the students with opportunity of learning the characteristics merits & demerits of unitary and federal governments and its elements.
- The study helps the students to become competitive to judge and elect right government with better objectives.
- Knowledge on different political systems like single party system/multiple party system and merits and demerits of the system would be of great help to elect the right representatives under the current scenario.

##### **UNIT-I**

State and its Elements - Unitary and Federal – Characteristics – Merits and Demerits – Conditions of Federation – Secular State.

##### **UNIT – II**

Constitution – Aristotle’s classification – Modern classification - Written and Unwritten constitutions – Flexible and Rigid constitutions – Constitutional changes and Amendment – Judicial Review.

##### **UNIT – III**

Democracy and Election: Definition – Meaning – Types – Direct and Indirect Democracy – Merits and Demerits - Direct Election – Indirect Election

##### **UNIT – IV**

Representation: Theories of Representation – Types of Representation – Proportional Representation – Communal Representation of Minorities – Reserved Constituency.

##### **UNIT – V**

Political Parties: Origin - Purpose – Types pf Parties. Single party system – Bi-party system  
And Multi-party system – Merits – Demerits – Nation and Functions.

##### **REFERENCE BOOKS:**

- 1 .Kapur,A.C – Select Constitutions
2. Mahajan , V.D – Select Modern Governments
3. Strong C .F - Comparative Governments
4. Appadurai, A – A Substance of Politics
5. Wheare , K. C – Modern Constitution

## **GENERIC ELECTIVE COURSE 1**

### **ALLIED PAPER – I**

#### **GEOGRAPHY OF INDIA**

#### **Objectives:**

- 1. To know about the location of India in the world**
- 2. To understand the Agriculture and Resources in India**
- 3. To know about the Industries in India**

#### **UNIT-I**

India: Location - Physiographic units and its significances - Climate-Rainfall Variation and Distribution - Climatic Regions-Soil: Types and Distribution - Erosion and Conservation - Natural Vegetations - Forest distribution and its Products - Water Resources - River Irrigation: Types- Distribution - Multipurpose Projects -Damodar Valley Corporation.

#### **UNIT-II**

Agriculture - Importance of Agriculture - Distribution and Production of the following crops; a)Paddy b)Wheat c)Cotton d)Jute e)Tea f)coffee - Problems of Indian Agriculture

#### **UNIT-III**

Mineral Resources-Distribution, Production and Trade of the following Minerals: Iron, Manganese, Mica and bauxite - Power resources: Coal, Petroleum and natural Gas-Atomic minerals-Power Distribution and Production.

#### **UNIT-IV**

Industries: Locational factors - Major Industries: Iron and Steel, Steel, Shipbuilding, Chemicals, Paper, Cement and sugarcane Industries.

#### **UNIT-V**

Human Resources: Population; Growth and Distribution - Rural and Urban Population - Migration; Types - Causes and Consequences.

#### **REFERENCE BOOKS :**

1. Gopal Singh – Geography of India.
2. R.N Dubey and B.S Negi- Economic and Commercial Geography of India.
3. C.H.K. Spate – India and Pakistan
4. T.C Sharma and O.Coutinho-Economic and commercial Geography of IndiaPaper 3

**Paper 4 SEC – FC**

Course Title	INTRODUCTION TO HISTORY					
Course Type	SEC – Foundation Course	Course Code	23UHISSECF01			
Year	I	Semester	I			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Introduction to the meaning and nature of history.
2	Knowledge of different kinds of history and its relationship with other disciplines.
3	Use of facts in writing history.
4	Introduction of the concepts in history.
5	Knowledge of various sources for the study of history and usage of bibliography and footnotes.

**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. SrinivasaIyyangar– 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**

## LEARNING RESOURCES

### Recommended Books

E. Sreedharan, *A Textbook of Historiography, 500 BC to AD 2000*, Orient Longman, New Delhi, 2004

E.H.Carr, *What is History?*, Penguin Books Ltd., New Delhi, 2018.

G. Venkatesan, *A Study of Historiography (History of Historical Knowledge)*, V.C.Publications, 2018

K. Rajayyan, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982

S.Manikam, *On History & Historiography*, Padumam Publishers, Madurai

SheikAli, *History: Its Theory and Method*, Laxmi Publications, 2019

### References

John C.B. Webster, *Studying History*, Primus Books, Delhi, 2019

MarcBloch, *The Historian's Craft*, Aakar Books, Delhi, 2017

R.G.Collingwood, *The Idea of History*, OUP, Delhi, 1994

RomilaThapar, *History and Beyond*, Taylor and Francis, Oxford University of Press,

### Web Resources

<https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>

<http://d-nb.info>

**Paper 5 SEC 1**

<b>Course Title</b>	<b>INTRODUCTION TO TOURISM</b>					
<b>Course Type</b>	Skill Enhancement Course 1	<b>Course Code</b>	23UHISSEC01			
<b>Year</b>	I	<b>Semester</b>	I			
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			2	0	0	<b>2</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding of the basic components and elements of tourism
2	Knowledge of different types and forms of tourism
3	Knowledge of the role of Travel Agents
4	Understanding of the role of Tour Operators
5	Knowledge of the travel documents

**UNIT I**

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

**UNIT II**

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

**UNIT III**

Travel Agency: Meaning of Travel Agent – Types of Travel Agency – Roles of Large Travel Agent – Characteristics of a Professional Travel Agent

**UNIT IV**

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

**UNIT V**

Travel Documents: Passport – VISA – Health Certificates – Tax – Customs – Currency – Travel Insurance – Role of Information Technology in Tourism related Services – Computerized Reservation System (CRS) and Global Distribution System (GDS)

## **LEARNING RESOURCES**

### **Recommended Books**

A.K. Bhatia, *Tourism Management*, Sterling Publications, New Delhi, 2016

A.K. Bhatia, *The Business of Travel Agency and Tour Operations Management*, Sterling Publications, New Delhi, 2014

### **References**

Marc Mancini, *Conducting Tours: A Practical Guide*, Cengage Learning Publications, New Zealand, 2000

J. Negi, *Travel Agency and Tour Operation: Concepts and Principles*, Kanishka Publisher, New Delhi, 2004

Pran Nath Seth, *Successful Tourism Management: Fundamentals of Tourism*, Sterling Publications, New Delhi, 2008

### **Web Resources**

[https://www.academia.edu/14264572/Basic\\_Concept\\_on\\_Tourism](https://www.academia.edu/14264572/Basic_Concept_on_Tourism)

<http://bieap.gov.in/Pdf/TTPaperIIYR2.pdf>



**II Semester****Paper CC3**

<b>Course Title</b>	<b>HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHISCT03			
<b>Year</b>	I	<b>Semester</b>	II			
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			4	1	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding about the genesis of the Sultanate rule in India and its early rulers
2	Appreciation of the administration of Tuglaqs, Sayyids and Lodis and the impact of Bhakti Movement
3	Knowledge about the founding and conquests of the Mughal rulers
4	Art and architecture and administrative policies during the Mughals
5	The administration, art and architecture during Bahmini and Vijayanagar kingdoms

**UNIT I**

Establishment of Sultanate Rule in India – Slave Dynasty – Qutb-uddin-Aibak – Iltutmish– Sultana Raziya – Balban – Khilji Dynasty – Jalaluddin Khilji – Alauddin Khilji – Malik Kafur’s Invasion

**UNIT II**

Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis – Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement

**UNIT III**

Advent of Mughals – Babur – Humayun – SherShah Administration- conquests of Akbar  
Mughal administration- Mughal Art and Architecture

**UNIT IV**

Jehangir –Chain of Justice- Shah Jahan – Aurangzeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji’s Administration

**UNIT V**

Bahmini Kingdom – Vijayanagar Empire – Administration – Art and Architecture-Position of Women in Medieval Period

## LEARNING RESOURCES

### Recommended Books

Ashirbadi Lal Srivastava, *History of India 1000 A.D. to 1707 A.D.*, Shiva Lal Agarwala, Agra, 1964

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol II: Mughal Empire (1526 – 1707 A.D.)*, Sterling Pub., New Delhi, 2019

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. I (1000 – 1526 A.D.)*, Sterling Pub., New Delhi, 2019

J.L. Mehta, *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 2019

L.P. Sharma, *History of Medieval India, 1000-1740 A.D.*, Konark Pub. Pvt. Ltd., New Delhi, 1997

Satish Chandra, *History of Medieval India*, Orient Blackswan, New Delhi, 2017

### References

A.B.M. Habibullah, *The Foundation of Muslim Rule in India*, Central Book Depot, 1967

Ashirbadi Lal Srivastava, *The Mughal Empire, 1526-1803 A.D.*, Shiva Lal Agarwala, Agra, 1969

Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005

Mohammad Habib and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanate (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.

R.C. Majumdar, et. al., *An Advanced History of India*, MacMillan, Delhi, 1974

Satish Chandra, *Medieval India, Part I & II*, New Delhi, NCERT, 1971

### Web Resources

<https://archive.org/details/MedievalIndiaFromContemporarySources>

<https://selfstudyhistory.com/medieval-indian-history/>

## Paper CC4

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU - 1311 – 1801 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHSCT04			
<b>Year</b>	I	<b>Semester</b>	II			
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			4	1	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	Rise of the Madurai Sultanate and its contribution.
2	Knowledge about the impact of Vijayanagar rule in Tamilaham.
3	Contribution of the Nayaks of Madurai, Senji and Thanjavur.
4	Contribution of the Marathas to Tamil culture.
5	Understand the Poligar Rebellion as the early resistance against British imperialism.

**UNIT I**

Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture

**UNIT II**

Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai

**UNIT III**

Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture

**UNIT IV**

Marathas of Tamil Country – Serfoji II – Administration – Contribution of Maratha to the Tamil Culture – Saraswathi Mahal Library – Sethupathis of Ramnad – Society – Economy – Religion and Culture

**UNIT V**

Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – PuliThevar – Khan Sahib – VeluNachiyar – Veerapandia Kattabomman – Revolt of Maruthu Brothers

Field Study to Historical Landmark site

## **LEARNING RESOURCES**

### **Recommended Books**

G. Venkatesan, *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam

K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982

N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976

Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

R. Kalidoss, *History and Culture of Tamils*, Vijay Publishers, Dindugal, 1976

### **References**

K. Rajayyan, *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras, 1974

K. Rajayyan, *South Indian Rebellion: The First War of Independence 1800-1801*, Akani Veliyeedu, 2012

K.A. Nilakanta Sastri, *The Illustrated History of South India: from Pre-Historic times to the fall of Vijayanagar*

K.R. Srinivasan, *Temples of South India*, National Book Trust, New Delhi, 2005

R. Sathianathaier, *History of the Nayaks of Madura*, University of Madras, Madras, 1980

### **Web Resources**

<https://archive.org/details/SouthIndianRebellion/mode/2up>

[www.nationalgeographic.org/threekingsintamilakam](http://www.nationalgeographic.org/threekingsintamilakam)

**GENERIC ELECTIVE COURSE – II**

**ALLIED PAPER – II**

**OUTLINES OF COMPARITIVE GOVERNMENTS –II**

**Objectives:**

- 1. The course helps the learners to learn the uni-cameralism, by cameralism parliamentary and non-parliamentary forms of government and its functions.**
- 2. The course provides information on the cabinet, separation of powers and Rule of law**
- 3. The students learn the merits and demerits of Local Self-Government**

**UNIT-I**

Legislature: Types – Uni-cameralism – Bi-cameralism -Merits and Demerits – Role of second chamber – Legislature Deadlocks – Committees of Legislature.

**UNIT – II**

Executive: Types – Parliamentary and Non-parliamentary Executives - Plural Executive – Methods of Functions – Merits – Demerits.

**UNIT – III**

Judiciary – Importance – Independence of Judiciary -Separation of powers – Rule of law - Administration.

**UNIT – IV**

Cabinet: Origin – Purpose – Nature of Functionaries – Cabinet Dictatorship Methods of controlling Cabinets

**UNIT – V**

Local Self Government: Definition –Nature – Importance and Functions – Merits and Demerits of Local Self Government.

**REFERENCE BOOKS:**

- 1 .Kapur,A.C – Select Constitutions
2. Mahajan , V.D – Select Modern Governments
3. Strong C .F - Comparative Governments
4. Appadurai, A – A Substance of Politics
5. Wheare , K. C – Modern Constitution

**GENERIC ELECTIVE COURSE – II**  
**ALLIED PAPER – II**  
**GEOGRAPHY OF TAMIL NADU**

**Objectives:**

- 1. To know about the location of Tamil Nadu in India**
- 2. To understand the Agriculture and Resources in Tamil Nadu**
- 3. To know about the Industries and Power stations in Tamil Nadu**

**UNIT-I**

Tamil Nadu: Location: Physiographic Units – Climate – Seasons – Rainfall variation and distribution – Soil types and Distribution. Irrigation – types and Distribution, Multi-purpose projects Natural vegetation – Forest types, Products and Trade.

**UNIT-II**

Agriculture: Importance of Agriculture – Distribution, Production and Trade of the following crops a).Rice b).Cotton c). Sugar cane d).Tea e). Coffee

**UNIT-III**

Minerals: Distribution and Production and Trade of the following minerals a).Iron b).Bauxite c).Limestone - Power Resources: a). Coal b). Natural Gas c). Petroleum oil deposits - Industries: a). Cotton b). Sugar c). Cement d). Automobiles e). Electronic.

**UNIT-IV**

Population: Rural and Urban population - Growth and Distribution –Divisional Population – Literacy rate – Birth and Death rate.

**UNIT-V**

Transportation: Road, Railways and Air ways – Important Ports – Trade – Growth and Recent Trend.

**REFERENCE BOOKS:**

1. Kumarswamy, S.V.(2014) Geography of Tamil Nadu (Tamil Edition) Sakthi Pathipagam, Coimbatore.
2. Tiwari, R.C. (2010) Geography of India, Prayag Pustak Bhawan, Allahabad

**Paper SEC 2**

<b>Course Title</b>	<b>INDIAN CONSTITUTION</b>					
<b>Course Type</b>	Skill Enhancement Course 2	<b>Course Code</b>	23UHISSEC02			
<b>Year</b>	I	<b>Semester</b>	II			
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			2	0	0	2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding of the salient features of the Indian Constitution
2	Knowledge about fundamental rights and duties
3	Knowledge about the structure and functions of the Union Government
4	Knowledge about the structure and functions of the State Government
5	Understanding of the powers and functions of the local government

**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 – Supreme Court of India

**Unit IV**

State Government: Chief Minister – Governor – State Legislature – High Courts

**Unit V**

Local Government: Urban – Rural

## LEARNING RESOURCES

### Recommended Books

- B.N. Rao, *India's Constitution in the Making*, Orient Longmans, Madras, 1960
- Durga Das Basu, *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon, 2019
- M.V. Pylee, *Constitutional Government in India*, S. Chand & Co. Ltd., New Delhi, 2012
- Mahendra Pal Singh, *V.N. Shukla's Constitution of India*, (Thirteenth Edn.), Eastern Book Company, Lucknow, 2019
- Subhash C. Kashyap, *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, National Book Trust, New Delhi, 2021

### References

- G. Balan and D. Dakshinamurthy, *Constitutional Development and Freedom Movement*, Vanathi Pathipagam, Chennai
- Granville Austin, *The Indian Constitution: Cornerstone of a Nation*, Oxford University Press, New Delhi, 1999
- Hari Hara Das, *Indian Government and Politics*, Himalaya Publishing House, New Delhi, 2001
- Jagdish Swarup, *Constitution of India*, Dandewal Publishing House, Allahabad, 1984
- M.V. Pylee, *India's Constitution*, S. Chand & Co., New Delhi, 2016
- R.C. Agarwal and Mahesh Bhatnagar, *Constitutional Development and National Movement of India*, S. Chand & Co., New Delhi, 2006.
- Sujit Choudhry, et. al., ed., *The Oxford Handbook of the Indian Constitution*, Oxford University Press, London, 2016

### Web Resources

- <https://www.tn.gov.in/index.php>
- <https://www.assembly.tn.gov.in/>
- <https://legislative.gov.in/constitution-of-india>
- <https://www.india.gov.in/>
- <https://www.indianculture.gov.in/ebooks/indias-constitution-making>



## Paper NMEC 2

<b>Course Title</b>	<b>BASIC JOURNALISM</b>					
<b>Course Type</b>	Skill Enhancement Course NMEC-2	<b>Course Code</b>	23UHISSEC03			
<b>Year</b>	I	<b>Semester</b>	II			
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			2	0	0	2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding the definition, types, and determinants of news
2	Knowledge about news paper organization structure
3	Knowledge about the role, qualities, and responsibilities of a reporter
4	Knowledge about reporting and writing
5	Understanding of the role, qualities, and responsibilities of an editor.

**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

## **LEARNING RESOURCES**

### **Recommended Books**

K.M. Shrivastava, *News Reporting and Editing*, Sterling Pub. Pvt. Ltd., New Delhi, 1991

M.K. Verma, *News Reporting and Editing*, APH Publishing Corporation, New Delhi, 2009

### **References**

Graham Greer, *A New Introduction to Journalism*, Juta and Co. Ltd., Kenwyn, South Africa, 1999

Carole Fleming, et.al., *An Introduction to Journalism*, SAGE Publications Ltd., New Delhi, 2006

Barun Roy, *Beginners' Guide to Journalism and Mass Communication*, Pustak Mahal, Delhi, 2013

### **Web Resources**

<https://www.americanpressinstitute.org/journalism-essentials/what-is-journalism/>

[https://owl.purdue.edu/owl/subject\\_specific\\_writing/journalism\\_and\\_journalistic\\_writing/index.html](https://owl.purdue.edu/owl/subject_specific_writing/journalism_and_journalistic_writing/index.html)

**Semester III****Paper CC5**

<b>Course Title</b>	<b>HISTORY OF INDIA – 1707 – 1857 CE</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHISCT05				
<b>Year</b>	II	<b>Semester</b>	III				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Impart knowledge about the causes for the advent of the Europeans in India
2	Understand the consequences of the British-French rivalry and beginning of the British supremacy
3	Create awareness about the various strategies formulated by the British to capture power princely states
4	Understand about British state and revenue administration and its consequences
5	Acquire knowledge about Indian response to the British rule viz. peasant movements, Poligar rebellion, 1857 Revolt etc.

**Unit- I**

**European Penetration into India:** Early European Settlements - European Trading companies - The Portuguese, The Dutch, The English and the French trading companies--Trading concessions – *Golden Firman- Dastaks*

**Unit- II**

**The Struggle for Supremacy:** Anglo – French Rivalry- Carnatic Wars– Robert Clive –Dupleix - -Battle of Plassey – Battle of Buxar- Treaty of Allahabad-Later Mughals and their struggle for Survival

**Unit- III**

**British Expansion and Paramountcy in India:** Ring Fence policy (1765 – 1813) – Policy of Subordinate Alliance (1813-1823) – Policy of Lapse and Annexations by conquests (1823 - 1858)-Anglo- Mysore wars (1767-1799) - Anglo Maratha wars (1775-1818)–First Anglo Afghan war (1839-1842) – Anglo-Burmese wars(1823-1885) – Anglo- Sikh conflicts (1844-1849)

**Unit- IV**

**British Colonial Administration:** Early Administrative Structure of the British Raj –Regulating Act- Pitt’s India Act – Charter Acts -1813,1833,1853-Economic Impact of British colonial Rule – Land Revenue Administration –Permanent Land Revenue settlement- Ryotwari system- Mahalwari system - Commercialisation of Agriculture- Drain of Wealth – Economic Transformation of India- Railways –Roadways - Telegraph and Postal services – Famine Commissions.

**Unit- V**

**Indian Response to British Rule:** Early Peasant movement and Tribal Uprisings – Kol Uprising,(1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) – Santhal Uprisings - Poligar Uprisings – Puli Thevan –Velu Nachaiyar – Kattabomman – Maruthu Brothers -Vellore Mutiny (1806) –The Great Revolt of 1857 – Jhansi Rani

**LEARNING RESOURCES****Recommended Books**

- 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.

**References**

- Lucy Southerland, The East India Company in the 18th Century Politics, Oxford, 1952.  
 Percival Spear, A History of India, Volume 2, Penguin Books, Great Britain, 1976.  
 Phillips C.H, East India Company, Routledge, London, 1961.  
 Ramachandran C. East India Company and the South Indian Economy, New Era Publications, Madras, 1980.  
 Roberts P.E, History of British India, Oxford University Press, Oxford, 1921.  
 Sailendranath Sen, An Advanced History of Modern India, Macmillan Publishers, 2020

**Web Resources**

<http://www.nationalarchives.nic.in>

**Paper CC6**

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU SINCE 1801 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHISCT06			
<b>Year</b>	II	<b>Semester</b>	III			
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			4	1	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
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

**UNIT I**

Early Resistance to British Rule: Formation of Madras Presidency – Tamil Nadu under the Europeans – Vellore Revolt of 1806

**UNIT II**

Nationalism in Tamil Nadu: Madras Native Association – Madras Mahajana Sabha – Swadeshi Movement – V.O. Chidambaram Pillai-Bharathiyar - Home Rule Movement – Non-Cooperation Movement – Civil Disobedience Movement: Vedaranyam Salt Satyagraha – impact of Gandhi's visit to Tamil Nadu- Congress Ministry – Quit India Movement – Towards Independence

**UNIT III**

Political and Social Awakening of Tamil Nadu: Dravidian Association – Non-Brahmin Movement - Justice Party Government – Social Justice Measures (Communal G.O.s) – Periyar's Self Respect Movement – Formation of Dravidar Kazhagam – Periyar's Self- Respect campaign for social equality and women empowerment

**UNIT IV**

Government after Independence: Rajaji Ministry (1952-54) – Kamaraj Ministry (1954-1963): Mid-day Meals Scheme – Industrialisation – Agriculture and Irrigation Reforms – Kamaraj Plan – Bhaktavatsalam – Anti-Hindi Agitation 1938 - 1965

**UNIT V**

Formation of Dravida Munnetra Kazhagam – –C.N. Annadurai reservation- women welfare- agriculture and industrial development- renaming Madras state as Tamil Nadu - Karunanidhi's Administration - Social Justice -Birth of ADMK M.G. Ramachandran - Nutritious Meal Scheme — J. Jayalalitha - Welfare Measures –Contemporary Issues in Tamil Nadu: Integration of Tamil

Districts – River Water Disputes – Sri Lankan Tamil Refugee Crisis – Reservation Policy – Relations with neighbouring States – Industrial and Educational Development

## LEARNING RESOURCES

### Recommended Books

A. Ramaswamy, *Tharkala Thamizhnattu Varalaru*, New Century Book House, Chennai, 2018 (In Tamil)

G. Venkatesan, *History of Modern Tamil Nadu 1600-2011*, VC Publications, Rajapalayam

K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982

K. Rajayyan, *Tamil Nadu: A Real History*, Ethir Veliyeedu, Pollachi, 2015

Ma.Po. Civananam, *History of Freedom Movement in Tamil Nadu*, Tamil University, 1988

N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976

Noboru Karashima, ed., *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

S. Narayan, *The Dravidian Years: Politics and Welfare in Tamil Nadu*, Oxford University Press, New Delhi, 2018

### References

A.R. Venkatachalapahty, *Tamil Characters: Personalities, Politics, Culture*, Pan MacMillan, 2019

A.S. Panneerselvan, *Karunanidhi: A Life*, Penguin Random House India Pvt. Ltd., 2021

Anita Diehl, *E.V. RamaswamiNaicker - Periyar: A Study of the Influence of a Personality in Contemporary South India*, B.I. Publications, Bombay, 1978

Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969

K. NambiArooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*, Koodal

M. Naganathan, *Tamil Nadu Economy: Trends & Prospects*, University of Madras, Chennai, 2002

M.S.S. Pandian, (David E. Ludden and S. Ananthi, eds.), *The Strangeness of Tamil Nadu: Contemporary History and Political Culture in South India*, Permanent Black, 2019

M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016

M.S.S. Pandian, *The Image Trap: M.G. Ramachandran in Film and Politics*, Sage Pub., New Delhi, 1992

Na. Velucami, *Dr.Kalaignar M. Karunanidhi: A Study*, Tamizhcholai, 2006

P. Rajaraman, *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhil Publishers, Madras, 1988

P.C. Ganesan, C.N. Annadurai, Publications Division, New Delhi, Publishers, Madurai, 1980

Rajmohan Gandhi, *Rajaji: A Life*, Penguin India, New Delhi, 2010

Robert L. Hardgrave Jr., *The Dravidian Movement*, Popular Prakashan, Bombay, 1965

T. Stalin Gunasekaran, *The Role of Tamil Nadu in Freedom Struggle*, Nivethitha Pathippagam, 2000 (InTamil)

V. Gita and S.V. Rajdurai, *Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar*, Samya, 1998

V.K. Narasimhan, *Kamaraj: A Study*, National Book Trust, New Delhi, 2007

Vijaya Ramaswamy, *Historical Dictionary of the Tamils*, Rowman & Littlefield, Maryland, USA, 2017

### **Web Resources**

<https://archive.org/details/aclcp100000795a1498>

[www.britannica.com/tamilnadu-india](http://www.britannica.com/tamilnadu-india)

**GENERIC ELECTIVE COURSE – III****ALLIED PAPER – III****INDIAN ECONOMY – PROBLEMS AND POLICIES – I****OBJECTIVES :**

- 1. To acquire sufficient knowledge about Indian Economy.**
- 2. To teach major issues in Indian Economy.**

**UNIT I DEVELOPING AND DEVELOPED COUNTRIES**

Meaning of Developed and under developed Countries –Features, Determinants, Obstacle to Under Developed Countries – Distinction between Development and Growth – Basic Characteristics of Indian Economy – Major Issues of Indian Economic Development

**UNIT II NATURAL AND HUMAN RESOURCES**

Natural resources – Sources - Various Natural resources in India – Water Resources of India – Reasons for growth of population in India – Consequences of growth of population in India – National population policy 2000 – Family Planning Programme – Census of India 2011

**UNIT III PHYSICAL AND HUMAN CAPITAL FORMATION**

Meaning – Physical and Human capital Formation – Process of Physical capital formation – process of Human capital formation – Capital formation in India – Causes for low capital formation in India – Factors affecting capital formation in India – sources of saving in India – Causes of low saving in India - Importance of human capital – Human Development Index (HDI) – Meaning and measurement.

**UNIT IV POVERTY, INEQUALITY AND UNEMPLOYMENT**

Meaning of Poverty – Causes of Poverty – Inequality of Income – reasons for inequality of Income – Methods of reducing inequality of Income – Measure undertaken by the government to remove poverty– Unemployment – Types –Causes for unemployment – remedial measure to unemployment – Various unemployment programme – National Income – Concepts – measurement - problems of Measurement of National Income

**UNIT V ROLE OF STATE AND PLANNING COMMISSION IN INDIA**

Role of State – Objectives of Modern State – Functions of modern welfare State –Need and Importance of Economic Planning - Achievements and failure of five Year Planning in India - NITI AYOK – Structure – Functions – weakness.

**REFERENCE BOOKS:**

1. Dutt R. & K.P.M. Sundharam, Indian Economy.
2. Mishra & Puri, Indian Economy.
3. Sankaran, S, Indian Economy.
4. Agarwal, A.N., Indian Economy.
5. Garg, V.K., Indian Economic Problems. Dhingra I. C, Indian Economy.



## **GENERIC ELECTIVE COURSE – III**

### **ALLIED PAPER – III**

#### **EVOLUTION OF INDIAN CONSTITUTION 1773-1947 A.D.**

#### **Objectives:**

- 1. The course provides the learners to learn the Historical background of Regulating Act, Charter Acts and Council Acts.**
- 2. This study enables the students to know the Acts of 1909 and 1919**
- 3. Students learn the Government of India Act of 1935 and constitutional procedures.**

#### **UNIT – I**

Historical Background: Regulating Act, 1773 – Pitt’s India Act, 1784 - Charter Acts of 1793, 1813, 1833 and 1853.

#### **UNIT – II**

Queen’s Proclamation - Government of India Act 1858 – Indian Councils Act of 1861 – Indian Councils Act of 1892.

#### **UNIT – III**

Minto-Morley Reforms Act of 1909 – Montague-Chelmsford Act of 1919: Main Provisions – Dyarchy – Simon Commission – Nehru Report – Communal Award.

#### **UNIT – IV**

Government of India Act, 1935 A.D. – Demand for a Constitution framed by a Constituent Assembly – Cripps Mission – Cabinet Mission Plan – Formation of Constituent Assembly – Mountbatten Plan.

#### **UNIT – V**

Indian Independence Act of 1947 – Constituent Assembly of the Dominion India – Functions of the various committees of the Assembly – Passing and Commencement of the Indian Constitution.

#### **Reference Books:**

1. Agarwal, R.C. and Bhatnagar, Constitutional Development and National Movement of India.
2. Basu, D.D., Introduction to the Constitution of India, Lexis Nexis, 2015.
3. Pon Thangamani, Indian Constitutional History – 1773-1950 A.D. Ponnaiah Pathipakam
- 4 Pylee, M.V., Constitutional Government in India, S.Chand & Company Ltd., New Delhi, 2006.
5. Banerjee, A.C. Constitutional History of India, Vol.1, Mukherjee & Co. Calcutta, 1948.

**SKILL ENHANCEMENT COURSE SEC 3****(ENTREPRENEURIAL SKILL)****MUSEOLOGY****UNIT : I**

Museology Definition - Objectives - History of Museum - Museum Architecture and Buildings.

**UNIT : II**

Kinds of Museum - Classification - National - Regional State - District - Site - Private Museums.

**UNIT : III**

Functions of Museum - Storage - Conservation - Preservation Techniques - Education -Research.

**UNIT : IV**

Museum - Administration - Security - Museum Library - Legislative measures – Reproduction of Museum objects.

**UNIT : V**

Museum related organizations - International and India ICOM, UNESCO Museums in the promotion of Tourism - Select Museums in India - National Museum Delhi, Government Museum Chennai – Salar Jung Museum Hyderabad-Local Museum, Salem.

**Reference Books**

Agarwal. V.S. - Museum studies, PrithiviPrakashan, Varanashi, 1978

Grace "Morley - "Museum today, Lucknow, 1981

Agarwal. O.P. - Care and Preservations of Museum Objects, 1980

H. Sarkar - Museum and Museology, Sundeep Prakashan, New Delhi, 1981

Dr. V. Jayaraj - Museology - Heritage Management – Seawaves Printers, Chennai - 86, 2005

M.L Nigam - Fundamentals of Museology, Deva Publications, Hyderabad, 1985

Grace Morley - The Museum and arts functions, Ed. Saifur Rahmandar, Lahore Museum, Lahore, 1981

## **SKILL ENHANCEMENT COURSE SEC 4**

### **(ENTREPRENEURIAL SKILL)**

#### **DEFENCE STUDIES**

##### **UNIT : 1**

Introduction and Conceptual Formulations-Introduction the discipline of Defence and Strategic Studies - Subject contents -contemporary relevance and significance-Basic concepts of war, battle, campaign etc.-Definition of security, Defence, Strategy, Peace etc.

##### **UNIT : 2**

History of Warfare-Historical evolution of warfare - features and significance-Principles of war, Causes of war, functions of war-Types of war - and scope.

##### **UNIT : 3**

Basics of International Relations--Nature and scope of international Relations; features of international Political system -structure of international political system - Actors in international political system - state and non - state actors; world government (UNO).-Security features in international political system - collective security. Balance of power, hegemony, Regionalism, etc.

##### **UNIT : 4**

Introduction to Peace--Meaning and Definition of peace, typology of peace;-Approaches to peace - Disarmament, international law;-Peace movement, peace Research, Peace - making, peace building, peace keeping.

##### **UNIT : 5**

Mechanics of Peace-Role and functions of International organizations - League of Nations, United Nations Organizations;- Amicable means to settle inter - state conflicts-Diplomacy scope and function; types of diplomacy - its features.

#### **Reference Books**

Bajpai Kanti (ed) -Securing India: Strategic Thought and Practice (New Delhi: Manohar, 1996)

Garnett John (ed) Theories of Peace and Security

A Reader in Contemporary Strategy (Bristol: McMillan, 1970)

Goldstein Joshua, International Relations (New York: Harper Collins College Publications 1994)

Jasjeet Singh-Nuclear Deterrence and Diplomacy (New Delhi: Knowledge World, 2004)

Related Online Contents

# **Paper 21 EVS DUE**

**Paper CC 7**

<b>Course Title</b>	<b>FREEDOM STRUGGLE IN INDIA</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHSCT07				
<b>Year</b>	II	<b>Semester</b>	IV				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
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 legislations
5	Knowledge of the causes and consequences of the Partition of India

**Unit- I**

Poliger revolt- South Indian Revolution – Vellore Mutiny- 1857 Mutiny, Queen's Proclamation – Transition from Company to Crown –Socio-Religious Reform Movements and National Awakening in the 19<sup>th</sup> Century

**Unit- II**

Indian National Movement: Indian National Congress: Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Birth of Muslim League – Surat Congress – Minto-Morley Reforms – Communal Electorate - Home Rule Movement – Montague-Chelmsford Reforms – Dyarchy

**Unit- III**

Gandhian Era– Jallianwala Bagh Massacre – Non-Cooperation Movement – Swaraj Party – Simon Commission – Rise of Communist Party – Civil Disobedience Movement – Gandhi – Irwin Pact – Round Table Conference and the Communal Award –Act of 1935 – Provincial Autonomy –1937 elections – Cripps Mission

**Unit- IV**

Rise of the Left Politics – Rise and Growth of Revolutionary Movements – Social Reform Movements in the Twentieth Century – Role of Communists - Periyar E V Ramasamy.

**UNIT- V**

Quit India Movement – Subash Chandra Bose and Indian National Army – Simla Conference – Cabinet Mission – Mountbatten Plan – Partition of India.

## LEARNING RESOURCES

### Recommended Books

- Bipan Chandra, *History of Modern India*, Orient Black Swan Publications, New Delhi, 2012
- Bipan Chandra., *Nationalism and Colonialism in Modern India*, New Delhi: Orient Blackswan Private Limited, New Delhi, 1981
- Bipan Chandra, Amales Tripathi and Barun De, *Freedom Struggle*, National Book Trust, New Delhi, 2011
- Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India, 2016
- Kenneth W. Jones (eds), *The New Cambridge History of India:III.1 Socio Religious reform Movements in British India*, Cambridge University Press, 1989
- RanjanChakrabarti., *A New History of Modern India: An Outline*, Surjeeth Publications, 2019
- Sumit Sarkar., *Modern India 1885-1947*, Macmillan India Limited, New Delhi, 2000
- M.P. Sivagananam – Viduthali Poratathil Tamilagam – 2 Volumes (in Tamil).
- G. Venkatesan, *History of Freedom Struggle*, V.C. Publications, 2018.

### References

- AparnaBasu, *Essays in the History of Indian Education*, Concept Publishing Co., New Delhi, 1982
- Bala Jeyaraman, *Periyar: A Political Biography of EV Ramasamy*, Rupa and Co., 2013
- Judith Margaret Brown, *Gandhi's Rise to Power*, Cambridge University Press, Cambridge, 1972.
- Mushirul Hasan., *India's Partition: Process, Strategy and Mobilisation. (Themes in Indian History)*, Oxford University Press, New Delhi, 1997
- Percival Spear, *The Oxford History of Modern India 1740-1947*, Clarendon Press, Oxford, 1965
- Shekhar Bandyopadhyay, (ed)., *Nationalist Movement in India: A Reader*, Oxford University Press, New Delhi, 2008.
- Sugata Bose and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, Routledge, London, 2011
- Web sources: <https://amritmahotsav.nic.in>
- <https://www.mcrhrd.gov.in>

**Paper CC 8**

Course Title	<b>HISTORY OF EUROPE – 1789 – 1919 CE</b>						
Course Type	Core Course	<b>Course Code</b>	23UHISCT08				
Year	II	<b>Semester</b>	IV				
Credits	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	5

<b>LEARNING OBJECTIVES</b>	
<b>S. No.</b>	<b>Learning objectives are to</b>
1	Impart an Understanding of the stages of the French Revolution and the Life and contribution of Napoleon Bonaparte
2	Create awareness about Napoleon's achievements
3	Gain Knowledge of the unification of Italy and Germany
4	Understand about the Eastern Question and disruption of peace in Europe
5	Analyse the causes, course and consequences of the First World War

**UNIT- I**

French Revolution: Causes – National Assembly – National Convention – Directory- Napoleon I - Napoleonic Wars– Continental System – Reforms – Code Napoleon.

**UNIT- II**

Age of Metternich- The Congress of Vienna - 1815 -- The Holy and Quadruple Alliance- Concert of Europe - The Revolution of 1830 and 1848- Napoleon III

**UNIT- III**

Unification of Germany – Bismarck's Blood and Iron policy – Unification of Italy - Mazzini – Garibaldi – Count Cavour – Victor Immanuel II

**UNIT- IV**

Eastern Question – Greek War of Independence – Crimean War – Pan Slavism - The Russo Turkish War (1878) - The Congress of Berlin 1878.

**UNIT- V**

Age of Armed Peace - The Triple Alliance and Triple entente- Balkan wars – First World War - US Entry into First World War – Treaty of Versailles

**LEARNING RESOURCES****Recommended Books**

Blanning, T.C.W., *The Oxford Illustrated History of Modern Europe (1789-2022)*, Oxford University Press, New York,1996

Carlton, J.H. Hayes., *Modern Europe to 1870*, Macmillan, London,1953.

Carr,E.H., *International Relations between the Two World Wars(1919- 1939)*, Palgrave Macmillan, 1990

Crawley, C.W. *The New Cambridge Modern History, (Vol- IX) War and Peace in an Age of Upheaval, 1793- 1830*, Cambridge University Press, Cambridge, 1965

David Thomson, *Europe since Napoleon*, Penguin Books Ltd., New Delhi, 1990

Hazen, C.D. *Modern Europe Since 1789*, S Chand & Co, New Delhi, 1998.

Rao, B.V., *History of Europe 1789-2002*, New Dawn Press, 2005.

### **References**

Albert S. Lindemann, *A History of Modern Europe: From 1815 to the Present*, Wiley-Blackwell, UK, 2013

Bertier de Sauvigny & Guillaume de., Translated by Peter Ryde, *Metternich and His Times*, Longman & Todd, London, 1962.

David S. Mason, *A Concise History of Modern Europe: Liberty, Equality, Solidarity*, Rowman& Littlefield Publishers Ltd., New York, 2011

Graham Ross, *The Great Powers and the Decline of European States System, 1914- 1945*, Longman, London, 1983

Lipson, E., *Europe in the 19th and 20th Centuries, 1815-1939*, Adam and Charles Black, London, 2018.

Mahajan, V.D., *History of Modern Europe, Since 1789*, S.Chand& Co. Publications, New Delhi, 1959.

Marriot, J.A.R., *A History of Europe from 1815 to 1939*, Methuen & Co., London, 1931.

Taylor, A.J.P., *The First World W: An Illustrated History*, Penguin Publications, London

Taylor, A.J.P., *The Struggle for Mastery in Europe 1848-1918*, Clarendon Press, Oxford, 1954.

### **Web Resources**

<https://web.ics.purdue.edu/~wggray/Teaching/His104/Lectures/RevIn-Timeline.html>

<https://www.bl.uk/world-war-one>



**GENERIC ELECTIVE COURSE – 4****ALLIED 4****INDIAN ECONOMY – PROBLEMS AND POLICIES – II****Objectives:**

- 1. To teach the students about the role of Agriculture, Industry and Transport sector.**
- 2. To Portrait emerging Issues in Indian Economy.**

**UNIT I: AGRICULTURE AND ECONOMIC DEVELOPMENT**

Role of Agriculture in Economic Development – Relationship between Agriculture and Industry - Contribution of Agriculture in Indian Economic Development – Share in National Income – Agricultural Productivity – Crop pattern – Green revolution – Agricultural Marketing – warehousing – Agricultural price – Second Green revolution.

**UNIT II ROLE OF INDUSTRY AND ECONOMIC DEVELOPMENT**

Industrialization - Meaning - Role of Industry in Economic Development – Industrial Policies -Large Scale Industry – Iron and steel Industry - Sugar Industry- NTC – TISCO - SAIL —Medium Small and Micro Enterprises (MSME) - Cottage Industry – Role and Problems of Medium and small scale Industry – Industrial Finance – IDBI – IFCI- SFC – LIC and SIDCO.

**UNIT III TRANSPORT**

Transport - Meaning – Nature - Role of Transport in Economic Development – Means of Transport – Surface Transport - Rail Transport – Functions – Accident and safety Measures – Road Transport – problems of Road transport – Water Transport – Inland Water Transport - Air transport - Nationalization of Transport in India – Aviation Policy – problems of Indian Transport System.

**UNIT IV FINANCIAL RELATION BETWEEN THE CENTRE AND THE STATES**

Nature and significance of financial Relationship – Finance commission – Importance and functions of financial commission – Center – State conflict on finances – Local Government – Functions and Importance of Local Government – Federal Finance

**UNIT V STATE TRADING AND FOREIGN TRADING**

Meaning – Merits and demerits of State trading – State trading corporation of India – Importance of Foreign Trade-pattern of Import and Export – Foreign trade policy - Balance of Payments-Problems-Make in India Scheme-Brain Drain-IMF-WTO and Indian Economy.

**TEXTBOOKS:**

1. Dutt R. & K.P.M. Sundharam ,Indian Economy.
2. Mishra & Puri,Indian Economy.
3. Sankaran,S.Indian Economy.

**REFERENCEBOOKS**

1. Agarwal,A.N.,IndianEconomy.
2. Garg,V.K.,Indian Economic Problems.

**GENERIC ELECTIVE COURSE – 4****ALLIED 4****Evolution of Indian Constitution Since 1947 CE****Objectives:**

1. The students learn the special features of the Indian Constitution
2. The study provides an opportunity to learn the structure of Indian Union and formation state governments.
3. The system of Indian Judiciary and Election Commission enable the students to learn the objective of the course.

**UNIT – I**

Introduction to the Constitution of India – main features of the Indian Constitution – Preamble and its philosophy – citizenship – fundamental rights – Directive Principles of State Policy – Fundamental Duties.

**UNIT –II**

Structure of the Indian Union: Federalism – Centre-State relationship - President: Election method – Powers and functions – Prime Minister and Council of Ministers – Cabinet and Central Secretariat – Lok Sabha – Rajya Sabha.

**UNIT – III**

State Government and its Administration: Governor – Role and position – Chief Minister and Council of Ministers – State Secretariat: Organisation, Structure and function – Special Status of Jammu and Kashmir.

**UNIT –IV**

Judiciary – Supreme Court – High Courts – Judicial Review – District Administration – Municipalities - Local Self Government – Panchayats – importance of grass root democracy.

**UNIT – V**

Election Commission of India – Role and functioning – Chief Election Commissioner and Election Commissioners – State Election Commission: Role and functioning – Provisions for Scheduled Castes, Tribes and Other Backward Classes – Special Provisions for Women.

**Text Books:**

1. Agarwal R.C. – Constitutional Development and National Movement of India,
2. S.Chand & Co. Delhi, 2011.

**Reference Books:**

1. Acharya N.K. – The Constitution of India, Asia Law House, Hyderabad, 2011.
2. Basu, D.D. – An Introduction to the Constitution of India, Prentice Hall, New Delhi.
3. Hari Hara Das, Principles of the Indian Constitution and Government, New Delhi, Himalaya Publishers, 1995.
4. Pylee, M.V. An Introduction to the Constitution of India, Vikas Publications, New Delhi, 1998.

**Paper SEC 5**

<b>Course Title</b>	<b>COMPUTER TRAINING</b>					
<b>Course Type</b>	Skill Enhancement Course 5	<b>Course Code</b>	23UHISSE06			
<b>Year</b>	II	<b>Semester</b>	IV			
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			0	0	2	2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Knowledge of computer components, word document and power point presentation.
2	Knowledge of creating a word document.
3	Ability to type a letter and CV in word document.
4	Knowledge of slide creation in Power Point using pictures and videos
5	Create a slide show presentation

**UNIT I**

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

**LEARNING RESOURCES****Recommended Books**

Dan Gookin, *Word 2019 for Dummies*, For Wiley, New Jersey, USA, 2018

Doug Lowe, *Power Point 2019 for Dummies*, Wiley, New Jersey, USA, 2018

J. Jha, et. al., *Elements of Computer Science*, Narosa Publishing House, 2001

**References**

Rajaraman, A., *Computer Graphics with Multimedia*, Alpha Science Intl. Ltd., 2009

**Web Resources**

<https://www.geeksforgeeks.org/introduction-to-microsoft-word/>

**Paper SEC 6**

<b>Course Title</b>	<b>HOTEL MANAGEMENT</b>					
<b>Course Type</b>	Skill Enhancement Course 6	<b>Course Code</b>	23UHISSE07			
<b>Year</b>	II	<b>Semester</b>	IV			
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			2	0	0	2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding of the various aspects of Hotel Industry
2	Knowledge about the classification of Hotels and supplementary accommodations
3	Knowledge about the functions of the Front office
4	Understanding the uses of Computers in the Hotel Industry

- 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 System Transformation of Hospitality Industry – Future of Hotel Industry

## LEARNING RESOURCES

### Recommended Books

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.

### References

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.

### Web Sources

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/>

**Part IV - EVS – Common Syllabus**



**Semester V****Paper CC 9**

<b>Course Title</b>	<b>HISTORY OF THE WORLD 1919-2020CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHISCT09			
<b>Year</b>	III	<b>Semester</b>	V			
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<i>The learning objectives are to impart:</i>
1	Understanding of the impact of Fascism and Nazism.
2	Factors that led to the emergence of Cold War and its various phases.
3	The nature of the anti-colonial struggle and the decolonization process in Afro-Asian countries.
4	The rise of Arab nationalism and the Israel-Palestinian Wars.
5	The causes and consequences of decline of the Soviet Union.

**Unit I**

Impact of World War I- League of Nations-International Relations in Inter- War years – Russian Revolution- Great Depression its impact- Fascism and Nazism

**Unit II**

Events leading to World War II- UNO - Post World War Settlements - Cold War Developments

**Unit III**

Anti-Colonial Struggles and Decolonization Process in Asian and African countries – Indonesia, Indo-China, Philippines- West Asia & Africa

**Unit IV**

Chinese Revolution of 1949- US and Latin America in the Cold War Era– Arab Nationalism and Israel-Palestinian Wars.

**Unit V**

Decline of Soviet Union: Causes and Consequences

## **LEARNING RESOURCES**

### **Recommended Books**

Andrew Porter, *European Imperialism*, Palgrave, 1994.

Anthony Wood, *Europe 1815 – 1945*, Longman, 1984.

Basil Davidson, *Africa in Modern History*, Longman, 1994.

Chris Warren, *A Peoples History of the World*, Book Marks, 1999

Dilip Hiro, *Inside the Middle East*, Routledge, 1982.

Hobsbawn, E.J., *Age of Extremes*, Vintage Books, 1994.

Hourani, A., *A History of The Arab People*, Faber and Faber, 1991

Taylor, A.J.P., *The Origins of Second World War* Penguin Books, New York, 1963.

### **References**

Andre Gunder Frank, *Capitalism and Under Development in Latin America*, Monthly Review Press, 1967.

Carr, E.H., *International Relations between the two World Wars 1919-1939*, Palgrave, 2004.

Edward Said, *The Question of Palestine*, Routledge &Kegan Paul, 1980.

Howard Zinn, *A People's History of American Empire*, Metropolitan Books, 2008

### **Web Resources**

<http://www.worldhistory.org>

<http://khanacademy.org>

**Paper CC 10**

<b>Course Title</b>	<b>SELECTED THEMES IN HISTORY OF USA</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	<b>23UHISCT10</b>				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	5

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>Learning objectives are to</b>
<b>1</b>	Impart knowledge about the issue of slavery, its abolition, the Civil War and reconstruction.
<b>2</b>	Create awareness of the westward movement and industrialization and their consequences
<b>3</b>	Understand the USA's efforts to become an imperialist and joining First World War
<b>4</b>	Understand the transformation of USA as a world power and the setting of a bio-polar world
<b>5</b>	Impart knowledge about America's multi-culturalism and the war on terrorism

**Unit- I**

Sectional Conflict - Civil War- Abraham Lincoln – Reconstruction (1865-1877) – The Civil Rights Act- 14<sup>th</sup> Amendment - Carpet Baggers – Scalawags – Black Codes

**Unit- II**

Westward Expansion (1860-1900) -Industrialization and the Rise of Big Business – Growing Pains of Urbanization (1870-1900) -Politics in the Gilded Age.

**Unit- III**

The Progressive Era – McKinley- Spanish American War -T.D .Roosevelt - Square Deal- William Howard Taft - Dollar Diplomacy –Woodrow Wilson – New Freedom – World War I

**Unit- IV**

Inter War Years - Great Depression – Franklin D. Roosevelt – New Deal -World War II -USA becomes a World Power -Cold war – Truman Doctrine - Eisenhower– John F. Kennedy – Lyndon B. Johnson - Civil Rights Movement – Martin Luther King - Richard Nixon – Vietnam War

**Unit- V**

Contemporary USA - Jimmy Carter, Ronald Reagan – George Herbert Walker Bush . – Bill Clinton – George Walker Bush – War on terrorism - Barrack Obama – Multiculturalism - Popular culture - The Afro- Americans Experience - Hispanics and Asians.

## LEARNING RESOURCES

### Recommended Books

Arnold S. Rice and John A Krout, *United States History From 1865*, Harper Collins College, New York, 1991.

Henry B. Parkes, *The United States of America*, Scientific Book Agency, Calcutta, 1968.

Jack Lane, Maurice O' Sullivan., *A Twentieth-Century American Reader*, USIA, Washington DC, 1999.

Howard Cincotta., (Ed.) *An Outline of American History*, USIS Publication, United States Information Agency, 1994.

Subramanian, N., *A History of the USA*, Ennes Publications, Udumalpet, 1995.

Thomas S. Kidd., *American History 1877 to Present - B&H Academic*,2019.

### References

Douglas K. Stevenson, *American life and Constitution*, USIA, Washington D.C. 1998.

George Brown Tindall with David E. Shi., *'America, A Narrative History, Vol. I & II*,

Howard Zinn., *A People's History of The United States*, Harper and Row, Harper Collins, U.S.A., 1990.

Thomas S. Kidd., *American History-Combined Edition:1492 to Present—B&H Academic*,2019.

### Web Resources

<https://besthistorysites.net/american-history/>

<https://www.nypl.org/about/divisions/milstein/internet-resources/us-history>

### Paper CC 11

<b>Course Title</b>	<b>(REGIONAL HISTORY) –HISTORY OF KONGU NADU</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHISCT11			
<b>Year</b>	III	<b>Semester</b>	V			
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			4	1	0	

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	History of the region
2	To know the importance of Thagadur and Kongu region through the ages
3	To learn the role of this region in Indian freedom movement.
4	To make the students to understand the development of economic activities

#### **UNIT I :**

Sources of Thagadur region - Geographical feature and their influence – Pre Historic period – political condition of Thagadur in Sangam Age – Athiyar clan –Athiyaman

Neduman Anji – Social and economic, Religious condition of Thagadur – Art and Architecture - contributions of the Athiyamans., Thagadur under the Gangas, Banar, Nulambas, and Pallavas – The Cholas and the Later Athiyamans – Relationship of Cheras

#### **UNIT II:**

Sources of Kongu region – Geographical features and their influence – Political conditions in ancient times – The Chieftains of Kongu region – The Cheras rule – social, economic and religious conditions – Administrative – Development of Literature.

#### **UNIT III:**

The Kongu region under Gangas, Cholas, Pandiyas- Social, Economic, Religious -  
The Kongu Nadu under Vijaynagara period

#### **UNIT VI:**

The Kongu region under Hyder Ali and Tipu Sultan – Kongu under Britisher - The contributions of Kongus to the development of Art and Architecture - The role Kongu Nadu in freedom struggle .

#### **UNIT V:**

Social and Cultural life of the People of Kongu through the ages – Trade and Commerce – Economic activities of the Kongu people from ancient to 20th Century -  
Kodumanal – different Clans of the Kongu country

## References:

1. Pulavar Rasu - Kongu Nadu (Tamil)
2. Mailai Seeni.Vengadasamy - Kongu Nattu Varalaru (tamil)
3. K.N.Sivarajapillai - The Chronology of the Early Tamils.
4. Subramaniam.k. - History of Tamilnadu
5. C.Chandrasekar - Varalartin pakkangalil Thagadur (Tamil).

## Paper CC 12 Project with vivo voce

<b>Course Title</b>	<b>PROJECT</b>				
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHISCT12		
<b>Year</b>	III	<b>Semester</b>	V		
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>Total</b>
					5

## Paper DSE – 1

Course Title	Elements of Human Rights						
Course Type	Core Course	Course Code	23UHISDSE01				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Understanding of the origin and development of human rights
2	Importance of the UDHR
3	Understanding of the role of NGOs in safeguarding the human rights
4	Understanding the importance of NHRC and SHRC in protecting human rights
5	Knowledge of the human rights issues of women, child and labourers.

### UNIT I

Origin and Development of Human Rights: Magna Carta (1215) – Peace of Westphalia (1648) – Bill of Rights in England (1689) – Declaration of the Rights of Men and Citizen (1789) – Bill of Rights in USA (1791) – Definition and Classification of Human Rights: Civil – Political – Religious

### UNIT II

United Nations and Human Rights Institutions: Universal Declaration of Human Rights (UDHR) – International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR) – International Convention on the Elimination of Racial Discrimination (ICERD) – International Convention on the Elimination of Discrimination against Women (CEDAW) – Convention on the Rights of the Child (CRC)

### UNIT III

Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross – Amnesty International – Human Rights Watch – International Commission of Jurists

### UNIT IV

Human Rights in India: Constitutional Guarantees – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission (NHRC) – State Human Rights Commission (SHRC) – Human Rights Violations

### UNIT V

Women's Rights: Right to Inheritance – Divorce – Remarriage – Child Rights: Right to Education and Child Labour – Workers' Rights: Right to form Associations – Rights of Refugees and Migrants



## LEARNING RESOURCES

### Recommended Books

C.J. Nirmal, *Human Rights in India: Historical, Social and Political Perspectives*, OUP, 2000

Debarati Haldar, et. al., *Advancement of Human Rights in India: Contemporary and Emerging Challenges*, Sage Publications, 2021

H.O. Agarwal, *Human Rights*, Central Law Publications, 2020

H.O. Agarwal, *International Law and Human Rights*, Central Law Publications, 2020

Julie A. Mertus, *The United Nations and Human Rights: A Guide for a New Era*, Routledge, 2005

Satwinder Juss, ed., *Human Rights in India*, Manohar Publishers and Distributors, 2020

### References

Thomas Cushman, *Handbook of Human Rights*, Routledge, 2013

### Web References

<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/>

**Paper DSE – 2**

<b>Course Title</b>	<b>WOMEN STUDIES</b>						
<b>Course Type</b>	Discipline Specific Elective	<b>Course Code</b>	23UHISDSE02				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			3	1	0	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understand the gender perspective in all domains of knowledge in India
2	Realization of the role of education for women empowerment.
3	Knowledge about the economic participation of women.
4	Awareness about the Constitutional provisions and legislations for Women.
5	Motivation among women students to be active stakeholders in the process of nation building

**Unit- I**

Women Empowerment – Meaning – Nature- Concept and Strategies– Classification and dimensions of Women Empowerment. - Role of women in freedom struggle

**Unit- II**

Social Empowerment – Women’s Education –Women and Health - Contribution of Periyar, Bharathiar, Bharathidhasan, Periyar-Annadurai, Karunanidhi, MGR, Jayalalitha towards women empowerment

**Unit- III**

Economic Empowerment – Participation of Women– Organised and Unorganised sectors – Women Self-Help Groups – ICT and Women.

**Unit- IV**

Political Empowerment of Women in India – Women Leaders–Constitutional and Legal Provisions for Women Empowerment – Impact of Legislations.

**Unit- V**

Women education- Women legislators-Developmental Schemes and Programmes for Women Empowerment – - Developmental schemes for women by Government of Tamil Nadu

## **LEARNING RESOURCES**

### **Recommended Books**

Geraldine Forbes, *Women in Modern India*, Cambridge University Press, UK, 2009.

Government of India, *Towards Equality — Report of the Committee on the Status of Women in India*. 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

### **References**

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

### **Web Resources**

<http://www.archives.gov>

### Paper DSE 3

<b>Course Title</b>	<b>History of Dravidian Movement</b>						
<b>Course Type</b>	Discipline Specific Elective	<b>Course Code</b>	<b>DSE 3</b>				
<b>Year</b>	III	<b>Semester</b>	V				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			3	1	0	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
<b>1</b>	Understanding the Growth of Socio-Political Movements of the 20 <sup>th</sup> Century
<b>2</b>	Comprehend the Dravidian Movement and its growth in Tamil Nadu
<b>3</b>	Knowledge about Justice Party and its administration and Periyar's ideology
<b>4</b>	Comprehend the evolution of DK and DMK
<b>5</b>	Awareness about the impact of the Dravidian Movement In Tamil Nadu

#### UNIT- I

Madras Mahajana Sabha –Dravida Sangam – foundation of the South Indian Liberal Federation- Dr. Natesan- Dr T.M. Nair- Sir Pee T Theagaraya Chetty.

#### UNIT- II

Rise of Justice Party – Non-Brahmin Manifesto - Non Brahmin Movement– Justice Party Government-Administration – Communal G.O.- education and employment for non- Brahmins- women employment and Other reforms.

#### UNIT- III

Periyar E.V.Ramasamy – Self-Respect Movement – Formation of DravidarKhazagam.

#### UNIT- IV

Dawn of Dravida Munnetra Khazagam – Anti- Hindi Agitations and - C.N Annadurai's Ministry – naming Madras State as Tamil Nadu – two language formula -Self Respect marriages Act Kalaingar M. Karunanidhi's Administration - Social Welfare measures-education, agriculture and industrial development- women empowerment schemes.

#### UNIT- V

Formation of AIADMK – M.G. Ramachandran – Welfare measures – J. Jayalalitha Rule - Welfare Schemes- Impact of Dravidian Movement – socio-economic, educational and cultural development in Tamil Nadu

### LEARNING RESOURCES

#### Recommended Books

Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969

- Hardgrave Jr., R.L., *The Dravidian Movement*, Popular Prakasam, 1965
- K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982
- M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016
- N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976
- NambiAarooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*.Koodal Publishers, Madurai,1990
- Rajaram, P., *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhi Publishers, Madras,1988
- Ramaswamy.A, *Thakala Thamizhnattuvaralaru*, New Century book House, Chennai,2018 (Tamil)

### **References**

- Baker. C.J, *Politics of South India,1920-1937*, Cambridge, 1974
- Eugene F Irschick, *Tamil revivalism in 1930s*, Cre-A, Madras,1986
- Eugene F.Irschick, *Dialogue on History-Constructing South India(1795-1895)*,Oxford University Press, New Delhi, 1994
- Rajaram. P., *Chennai Through the Ages*, Poompozhi Publishers, Chennai, 1997
- Washbrook, D.A., *South India, Political Institutions and Political Change from 1880 to 1940*, MacMillian& Co.,1975

### **Web Resources**

- [https://www.mids.ac.in/assets/doc/WP\\_120.pdf](https://www.mids.ac.in/assets/doc/WP_120.pdf)
- <https://repositories.lib.utexas.edu/handle/2152/88016>

**VALUE EDUCATION -- DUE**

**Semester VI****Paper CC 13**

<b>Course Title</b>	<b>CONTEMPORARY HISTORY OF INDIA</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHISCT13				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			5	1	0	0	<b>6</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Contribution of Jawaharlal Nehru as the architect of modern India.
2	Appraise the administration of Indira Gandhi and Janata Government.
3	Inculcate the knowledge about rule of Rajiv Gandhi and National Front Government.
4	Impart the knowledge on New Economic Policy.
5	Administration of Unit-ed Front Government and National Democratic Alliance.

**UNIT I**

The Nehruvian Era, 1947-64 – Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement –Lal Bahadur Sastri – Domestic and Foreign Policies.

**UNIT II**

India during Indira Gandhi's First Ministry – Administrative Reforms – Indo-Pakistan War – National Emergency, 1976– Twenty Point Programmes – Janata Government – Morarji Desai.

**UNIT III**

Second Ministry of Indira Gandhi – Domestic and Foreign Policy – Rajiv Gandhi's Rule – Panchayat Raj Operation Black Board-Development of Science and Technology-Foreign Policy.

**UNIT IV**

National Front Rule –V.P.Singh -Mandal Commission – Coalition Governments – DMK – Communist Parties – P.V. Narasimha Rao – New Economic Policy -

**UNIT V**

United Front Rule –Foreign Policy– National Democratic Alliance –A.B.Vajpayee –Golden Quadrilateral Project- Kargil War– I. K. Gujral- Deva Gowda- Manmohan Singhgoverments- Economic Reforms- development schemes. Periyar E.V.Ramasamy, Arignar Anna - DMK – Communists.

## LEARNING RESOURCES

### Recommended Books

Bipan Chandra., Aditya Mukherjee & Mridula Mukherjee, *India After Independence 1947-2000*, (2nd edn.), Penguin Books, New Delhi, 2008

Dube, S., *India Since Independence - Social Report on India 1947-1972*, Vikas Publication House, New Delhi, 1977

Grover B.L. and Grover. S, *A New Look on Modern Indian History*, Chand. S and Company, New Delhi, 2007

John Webster, C.B., *History of Contemporary India*, Asia Publishing House, 1971

Neera Chandoke and Praveen Priyadarshi (Ed.), *Contemporary India: Economy, Society and Politics*, Pearson, New Delhi, 2009

Lloyd I. Rudolph and Susanne Hoeber Rudolph, *In Pursuit of Laxmi: The Political economy of the Indian State*, University of Chicago Press, 1987

Venkatesan. G., *History of Contemporary India 1947 – 1997*, J.J. Publications, Madurai, 2001 (Tamil Version)

### References

AchinVanaik and Rajeev Bhargava (Ed.), *Understanding Contemporary India – Critical Perspective*, Orient Black Swan, Delhi, 2012

Dhyeya Las., *India after Independence*, True Word Publications Pvt Limited ,2022

Dutt,V.P., *India's Foreign Policy*, Vikas Publishing House PVT Ltd.,Delhi,1984

Ghai, U.R, *India's Foreign Policy*, New Academy Publishers, New Delhi, 1988

Nagaraj, R and Motiram, S (ed.), *The Political Economy of Contemporary India*, Cambridge University Press,2017

Ramachandra Guha., *India After Gandhi: The History of the World's Largest Democracy*, Picador India, 2017

Sharma, G.K., *Labour Movement in India (Its Past and Present)* Sterling Publishers (P) Ltd, New Delhi, 1971

Gurucharan Das, *India Unbound: from Independence to the Global Information Age*, Penguin Books, India, 2015

### Web Resources

<http://www.ncbc.nic.in/Writereaddata/Mandal%20Commission%20Report%20of%20the%201st%20Part%20English635228715105764974.pdf>



**Paper CC14**

<b>Course Title</b>	<b>INDIA AND HER NEIGHBOURS</b>						
<b>Course Type</b>	Core	<b>Course Code</b>	23UHISCT14				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>	
			5	1	0	6	

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	India's foreign policy towards neighbours.
2	Understanding of the underlying issues in Indo-Pak relations.
3	Border dispute and negotiations between India and China.
4	India's relations with Bangladesh and Sri Lanka.
5	India's relations with her neighbours and the role of SAARC

**UNIT I**

Historical and Geographical Setting – Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel to Gujral Doctrine

**UNIT II**

**India's relations with Pakistan:** Legacy of the colonial policy – Partition of India – Kashmir Issue – Indo -Pak Wars of 1948, 1965, 1971 – Impact of Cold War on Indo-Pak Relations – Nuclear Tests and Missile Race – Kargil War – Surgical Strike at Balakot – Cross Border Terrorism – Indus River Water Sharing —Chinese Factor in Indo-Pak relations – Economic and other issues.

**UNIT III**

**India's relations with China:** Early Years – Indo-China War of 1962 – Border Dispute and Negotiations – Tibetan Issue – Recognition of Sikkim as an integral part of India – Chinese interest in the Indian Ocean region – Economic relations

**UNITIV**

**India's relations with Bangladesh:** Creation of Bangladesh in 1971 – Farakka Barrage – Rohingya Refugee crisis

**India's relations with Sri Lanka:** Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue – IPKF – Gwadar Port

**UNIT V**

**India's relations with smaller neighbours:** Nepal – Afghanistan – Bhutan – Maldives

**SAARC:** Origin – Contribution to cooperation and development in South Asia

## LEARNING RESOURCES

### Recommended Books

V.P. Dutt, *India's Foreign Policy since Independence*, National Book Trust, New Delhi, 1987

S.D. Muni, *India's Neighbourhood Policy*, Marga Institute, 1985

J.N. Dixit, *India's Foreign Policy and its Neighbours*, Gyan Publishing House, New Delhi, 2001

Arvind Gupta and Anil Wadhwa, ed., *India's Foreign Policy: Surviving in a Turbulent World*, Sage Publications India Pvt. Ltd., New Delhi, 2020

Rajiv Sikri, *Challenge and Strategy: Rethinking India's Foreign Policy*, Sage Publications India Pvt. Ltd., New Delhi, 2009

Ramesh Trivedi, ed., *India's Relations with her Neighbours*, Isha Books, Delhi, 2008

Nalini Kant Jha, *South Asia in the 21<sup>st</sup> Century: India, Her Neighbours and the Great Powers*, South Asia Publishers, New Delhi, 2003

### References

P. Sahadevan, *Conflict and Peacekeeping in South Asia*, Lancer Books, New Delhi, 2001

David M. Malone, et. al., ed., *The Oxford Handbook of Indian Foreign Policy*, Oxford University Press, Oxford, UK, 2015

Ministry of External Affairs, *Annual Reports*, Min. of External Affairs, New Delhi

Raja C. Mohan, -India's Neighbourhood Policy: Four Dimensions, *Indian Foreign Affairs Journal*, vol. 2, no. 7, 2007

A. Appadorai, *Select Documents on India's Foreign Policy and Relations 1947-1972*, Oxford University Press, 1982

Sandra Destradi, *Indian Foreign and Security Policy in South Asia: Regional Power Strategies*, Routledge, New York, 2012

### Web Resources

<https://mea.gov.in/>

<http://www.ipcs.org/>

<https://www.idsa.in/>

<https://www.saarc-sec.org/>

**Paper CC 15**

<b>Course Title</b>	<b>HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA</b>						
<b>Course Type</b>	Core Course	<b>Course Code</b>	23UHISCT15				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			5	1	0	0	6

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to</b>
1	Impart an Understanding of the Development of Science and Technology in Colonial India
2	Impart Knowledge about Post-Independent Scientific Policies
3	Appraise the role of Technology in the Growth of Agriculture
4	Comprehend the progress of Space Technology in India
5	Create awareness about Pioneers of Modern Science in India

**Unit- I**

Advent of Modern Science in Colonial India- Surveyors, Botanists and Doctors –The Royal Asiatic Society of Bengal- Scientific Departments – Indian Institute of Science (IISc) – TATA Institute of Fundamental Research (TIFR) - Indian Medical Service- Introduction of New Technologies—Railways -Textiles - Mining - Telegraphs.

**Unit- II**

Development of Science and Technology since Independence – Planning - Policy Frameworks and Funding Mechanisms- Indian Council of Medical Research (ICMR) Indian Council of Agricultural Research (ICAR), Defence Research Development Organisation(DRDO) – Information and Communication

**Unit- III**

Growth of Agriculture- Green Revolution – White Revolution – Blue Revolution – Drip Irrigation.

**Unit- IV**

Progress of Space Science and Research (ISRO) – Indian National Satellite System – Space Research Centres- India as a Nuclear Power – Atomic Research Centres in India – Nuclear Research Centres - Pokhran I and II.

**Unit- V**

Pioneers of Modern Science in India – C.V. Raman – Srinivasa Ramanujan –Jagadish Chandra Bose - Homi J. Bhabha – Vikram Sarabhai –S. Chandrasekhar - M.S Swaminathan- Verghese Kurien– G.D. Naidu. Dr. A.P.J. Abdul Kalam.

## LEARNING RESOURCES

### Recommended Books

David Arnold., *Everyday Technology: Machines and the Making of India's Modernity*, Chicago: The University of Chicago Press, 2013

David Arnold., *Science, Technology and Medicine in Colonial India*, Cambridge: Cambridge University Press, 2000.

Deepak Kumar, ed., *Science and Empire: Essays in the Indian Context*, Delhi: AnamikaPrakashan, 1991.

Deepak Kumar., *Science and the Raj, 1857-1905*. Delhi: Oxford University Press, 1995.

Kamlesh Mohan., *Science and Technology in Colonial India*, Routledge, 2022.

Navaneethan, S., *Science and Technology in the Development of India*, Tamizhi Books, Chennai, 2022,

Sangwan, Satpal., *Science, Technology and Colonisation: Indian Experience*, Delhi: Anamika Prakashan, 1990.

Subbarayappa, B. V., *Science in India: A Historical Perspective*, Rupa & Co, Illustrated Edition, 2013.

### References

Anderson, Robert. , *Building Scientific Institutions in India: Saha and Bhabha*, Montreal: Centre for Developing-Area Studies, McGill University, 1975.

Baber, Zaheer., *The Science of Empire: Scientific Knowledge, Civilization, and Colonial Rule in India*, Albany: State University of New York Press, 1996.

Barghava, Pushpa and Chandana Chakrabarthi., *The Saga of Indian Science since Independence*, Hyderabad: University Press, 2003.

Biswas A.K., *Science in Indi.*, Calcutta: Firma K.L.Mukhopadhyay, 1969.

Chakrabarti, Pratik., *Western Science in Modern India- Metropolitan Methods, Colonial Practices*, New Delhi: Permanent Black, 2004.

Gadgil, Madhav., and RamachandraGuha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*. London; New York: Routledge, 1995.

Gaillard, Jacques., Roland Waast and V. V. Krishna ed., *Scientific Communities in the Developing World*, Delhi: Sage Publications, 1997.

Goonatilake, Sushanta., *Aborted Discovery: Science and Creativity in the Third World*, London: Zed Books, 1984.

Headrick, Daniel., *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century*, New York, 1981.

Visvanathan, Shiv, *A Carnival for Science: Essays on Science, Technology and Development*, Delhi: Oxford University Press, 1997.

Zachariah, Benjamin., *Developing India: An Intellectual and Social History, C.1930-1950*.Oxford University Press,Delhi,2005

Subramanian, T.S., *Space and Beyond, Professional Voyage of Kasturirangan Review*

*Indian Space Odyyssey through the Eyes of a Pioneer*, The Hindu Publications,2021

Verghese Jayaraj. S., *History of Science and Technology*, ANNS,1997

### **Web Resources**

<http://www.crl.edu.in/topics>

<http://egyankosh.ac.in>

### Paper DSE 5

<b>Course Title</b>	<b>INTERNATIONAL RELATIONS SINCE 1919</b>						
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	<b>23UHISDSE05</b>				
<b>Year</b>	III	<b>Semester</b>	<b>VI</b>				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	<b>5</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding the international relations during the inter-war years.
2	Knowledge of the role of UNO in post-War international relations
3	Understanding of the Cold War politics
4	Understanding of the post-Cold War era.
5	Appreciation of the key issues in international relations.

#### **UNIT I**

Origin and Growth of International Relations– Theoretical Perspectives: Realism – Idealism – Liberalism – Neo-Realism – Neo-Liberalism – World Systems and Dependency – Feminist Approaches – Concepts: Balance of Power – Collective Security – Diplomacy – National Interest

#### **UNIT II**

First World War 1914- 1918 - Wilson's Fourteen Points – Paris Peace Conference – League of Nations – Kellogg Briand Pact – Locarno Pact – Mussolini and Fascism – Hitler and Nazism – British Policy of Appeasement – Second World War – Causes, Course and Results

#### **UNIT III**

Cold war: Origins – Causes – Truman's Doctrine – Marshall Plan – NATO – SEATO – CENTO –SALT I and II— Emergence of Third world

#### **UNIT IV**

UNO: Principal Organs – Specialised Agencies of UNO – Achievements & Failures – Decolonization and Emergence of the Third World – Non-Aligned Movement – Regional Organizations: European Union – ASEAN – SAARC

#### **UNIT V**

Post-Cold War Era: Disintegration of USSR – Glasnost – Perestroika – Reunification of Germany– Contemporary Issues: Globalization – GATT – WTO –Environment: Rio de Janeiro Summit – Green Peace Movement – Kyoto Protocol – Paris Agreement

## **LEARNING RESOURCES**

### **Books for Study**

Asit Kumar Sen, *International Relations since World War I*, S. Chand, 1995

Hans J. Morgenthau and Kenneth Johnson, *Politics Among Nations: The Struggle for Power and Peace*, McGraw Hill, 2005

Khanna, V.N., *International Relations*, Vikas Publishing House Private Ltd., New Delhi, 2013

Norman Lowe, *Mastering Modern World History*, Palgrave, 2020

Palmer and Perkins, *International Relations: The World Community in Transition*, CBS, 2001

### **References**

Theodore Coulombis and James Wolfe, *Introduction to International Relations: Power and Justice*, Prentice Hall, 1985

Peter Calvocoressi, *World Politics since 1945*, Pearson Longman, 1968

### **Web References**

<https://www.e-ir.info/>

<http://www.un.org/en/index.html>

<https://www.nato.int/>

<http://www.saarc-sec.org/>

### Paper DSE 7

<b>Course Title</b>	<b>HISTORY OF CHINA AND JAPAN ( 1900 CE TO 2000 CE)</b>						
<b>Course Type</b>	Discipline Specific Elective Course	<b>Course Code</b>	<b>DSE 7</b>				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			4	1	0	0	<b>5</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Understanding of the Chinese Revolution of 1911 and May Fourth Movement
2	The role of Japan in the First World War
3	Knowledge of China under Mao Tse Tung
4	Role of Japan in the Second World War and Greater East Asia Coprosperity Sphere
5	The economic condition of China and Japan after the Second World War

#### **UNIT I**

Background – Chinese Revolution of 1911 – Causes – Dr Sun Yat Sen- Tung Meng Hui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement.

#### **UNIT II**

Background – Japanese Imperialism – Japan in First World War – 21 Demands – Washington Conference.

#### **UNIT III**

Kuo Min Tang rule-Chiang Kai Shiek-Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms –Cultural Revolution –

#### **UNIT IV**

Japan in Second World War II- Pearl Harbour Attack – Greater East Asia Co- Prosperity Sphere - impact.

#### **UNIT V**

China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy 1949-1990.

McArthur Constitution – Changes in Economy – Hirohito – Mutusihito - Japan and World's affairs between 1951-2000.



## LEARNING RESOURCES

### Recommended Books

Beasley, W.G., *The Modern History of Japan*, Frederick A. Praeger, 1963

Franz H Michael and George Edward Taylor, *Far East in the Modern World*, Holt, 1956

Immanuel Hsu, *The Rise of Modern China*, Oxford University Press, 2000

Mikiso Hane., *Modern Japan: A Historical Survey*, Routledge, 2018

Paul Hilbert Clyde and Burton F Beers, *The Far East: A History of Western Impacts and Eastern Responses, 1830-1975*, Waveland Pr Inc, 1991

Vinacke, H.M., *History of Far East in Modern Times*, Surjeet Publications, Delhi, 1959

### Reference Books

Khurana, K.L., *History of China and Japan 1839-1949*, Lakshmi Narain Agarwal Educational Publishers, Agra, 2018

Jean Chesneaux, Françoise Le Barbier, Marie Claire Berger., *China from 1911 to Liberation*, Pantheon books, 1977

**Paper DSE 8****Paper : PC-SEC**

<b>Course Title</b>	<b>GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS</b>						
<b>Course Type</b>	Professional Competency Skill Enhancement Course	<b>Course Code</b>	23UHISPCSEC01				
<b>Year</b>	III	<b>Semester</b>	VI				
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			2	0	0	0	2

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Awareness about competitive examination and method of the preparation of competitive exams
2	Knowledge about historical facts and key events of Indian History
3	Understanding of the salient features of Indian Constitution.
4	Knowledge about the salient features of Indian and world geography
5	Gain knowledge about current events

**UNIT I**

Competitive Examinations at the National and State UPSC and TNPC-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

**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

## LEARNING RESOURCES

### Recommended Books

- Bipan Chandra, *India Since Independence*, Penguin Random House, India, 2008
- Bipan Chandra, *Modern India: A History Text Book for Class XII*, NCERT, Delhi, 1990
- India YearBook*, Publications Division, Government of India
- Laxmikanth, M., *Indian Polity*, McGraw Hill, Noida, 2021
- Leong, G.C., *Certificate Physical and Human Geography*, Oxford University Press, New Delhi, 2021
- NitinSinghania, *Indian Economy*, McGraw Hill, Noida, 2022

### Reference

- Bipan Chandra., *India's Struggle for Independence*, Penguin Random House, India, 2016
- Ram Ahuja., *Social problems in India*, (3rd edn,) Rawat Publications 2014
- Ram Sharan Sharma, *Ancient India: A History Text book for class XI*, NCERT, 1999
- Satish Chandra, *Medieval India: Text book in History for Class XI*, NCERT, 2005
- SonaliBansal, SnehilTripathi, *Modern Indian History, For Civil Services Preliminary and Main Examinations*, McGraw Hill, 2021