

**H.H.THE RAJAH'S COLLEGE (AUTO)**

**PUDUKKOTTAI – 622 001**

**Department of History**

# **B.A., HISTORY**

## **SYLLABUS**



**2023 - 2024**

**(Under Common CBCS and Learning Outcomes  
Based Curriculum Framework (LOCF) Pattern)**

## **CONTENTS**

- i. PO and PSO Description
- ii. UG – Template
- iii. Methods of Evaluation & Methods of Assessment
- iv. Semester Index.
- v. Subjects – Core, Elective, Nonmajor, Skill Enhanced, Ability Enhanced, Extension Activity, Environment, Professional Competency
  - 1) *Course Lesson Box*
  - 2) *Course Objectives*
  - 3) *Units*
  - 4) *Learning Outcome*
  - 5) *Reference and Text Books*
  - 6) *Web Sources*
  - 7) *PO & PSO Mapping tables*

## **B.A., HISTORY**

### **PREAMBLE**

History is the study of past events and occurrences which have helped in shaping up a civilization. The study of history helps an individual to understand culture and society, and gives an in-depth view of the world. This eventually helps in understanding the factors which affected the development of a civilization like culture, economy, religion, power, etc. The duration for Bachelor of Arts (B.A.) in Historical Studies is three years. The eligibility for the course is the Higher Secondary Certificate qualification from a recognized board with a minimum aggregate of 40% marks.

This course intends to provide a thorough understanding of historical concepts, sources, political, social, economic and cultural aspects of national and world history. The programme is designed in such a way that the study of history moves from general to specific encompassing phases of Indian and World history. Apart from the compulsory History courses, students also have to study a minimum of two Concurrent courses. The concurrent courses vary from a range of Language papers to subjects from humanities.

The course delivery methods for Bachelor of Arts in History include Classroom Lecture, Discussion, Group Presentation, Quiz and Assignments. The scheme of Assessment is generally based on class participation and performance in an examination held at the end of a Semester. The weightage given to different criteria for assessment viz., Theory Examination – 75% and Internal Assessment 25%.

B.A. History course is an apt course for history enthusiast and for those who have an affinity to learn about the culture and civilization of a bygone era. This course is also ideal for students who wish to pursue a career in fields like anthropology, archaeology, public administration, etc. Besides, a career in academics, this course will help prepare for government services including civil services. Although BA students do not have to spend time in laboratories like their counterparts in the science stream, BA students need to devote extensive time in studying reading materials and have to spend considerable time in the library and visiting historical sites for references. So students who have the zeal and vigour to learn history could opt for this course. The students, after completion of the course will be able to choose from a wide range of career opportunities in legal and historical institutions and also in private sectors.

## Programme Outcomes

The B.A. History graduate on completion of the programme would have acquired the following individual qualities, knowledge, skills, attitudes and values.

<b>PO No.</b>	<b>Characteristic Attributes</b>	<b>Programme Outcomes</b> <i>On completion of the B.A. History programme the students will be able to:</i>
<b>PO 1</b>	<b>Disciplinary Knowledge</b>	Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate Programme of study.
<b>PO2</b>	<b>Communication Skills</b>	Communicate with clarity and fluency their knowledge of the subject of history and express ideas and views in writing and orally.
<b>PO3</b>	<b>Critical Thinking, Analytical Reasoning and Problem Solving</b>	Critically analyse, examine and evaluate various issues with a clear and analytical mind based on facts and evidences; apply one's learning to real life situations; analyse and synthesize data from a variety of sources; draw valid conclusions
<b>PO4</b>	<b>Information/digital literacy and Research-related skills</b>	Demonstrate ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results.
<b>PO5</b>	<b>Multicultural Competence</b>	Understand various cultures, appreciate their values; acquire a global perspective to equip them to work in a multicultural environment.
<b>PO6</b>	<b>Moral and Ethical Awareness</b>	Approach and act on any issue from an ethical point of view, appreciate the multiple perspectives and respect human values.
<b>PO7</b>	<b>Leadership Qualities</b>	Exhibit leadership abilities in organizing the work by setting plans and execute them.
<b>PO8</b>	<b>Lifelong Learning</b>	Learn throughout life, adapting to changing times, technology and knowledge.

## Programme Specific Outcomes

S. No.	Programme Specific Outcomes
	<i>The students on completion of B.A. History programme will be able to:</i>
<b>PSO – 1</b> <b>Domain Knowledge</b>	Explain the Meaning of History, identify the sources, discuss the historical events and processes.
<b>PSO – 2</b> <b>Communication, Entrepreneurial and Employable Skills</b>	Communicate effectively, both oral and written, and use ICT tools. Acquisition of entrepreneurial and employability skills
<b>PSO – 3</b> <b>Critical Thinking, Analytical Reasoning and Problem Solving</b>	Approach various issues with a critical and analytical mind for viable solutions.
<b>PSO – 4</b> <b>Contribution to Higher Learning</b>	Acquire the knowledge to pursue higher studies in the domain and other allied disciplines.
<b>PSO – 5</b> <b>Contribution to Society</b>	Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity.

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
<b>PSO 1</b>	3	3	3	3	3	3	3	3
<b>PSO 2</b>	3	3	3	2	3	3	2	2
<b>PSO3</b>	3	2	3	3	2	3	3	3
<b>PSO 4</b>	3	3	2	3	3	2	3	2
<b>PSO 5</b>	3	3	3	3	3	3	2	3

3 – Strong, 2- Medium, 1- Low

#### Value additions in the Revamped Curriculum:

Semester	Newly introduced Components	Outcome/ Benefits
<b>I</b>	<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 analysing the world through the literary lens Gives rise to a new perspective.	<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>	<b>Skill Enhancement papers</b> (Discipline centric /Generic/Entrepreneurial)	<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>	Elective papers	<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/communication network/health sector etc. are introduced with 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 concept to real situation is conceived resulting Intangible outcome</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 search framework and presenting their 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 <b>Soft Skill –I (common Paper)</b>	2	2	2.6 Skill Enhancement Course SEC-2 <b>Soft Skill-II (common Paper)</b>	2	2	3.6 Skill Enhancement Course SEC-4, <b>Entrepreneurial Skills (common Paper)</b>	1	1	4.6 Skill Enhancement Course SEC-6 ( <b>Nan Muthalvan</b> ) <b>NMC -III</b>	2	2	5.6 Elective VI Generic/ Discipline Specific ( <b>Online Objective</b> )	3	4	6.6 Extension Activity	1	-
1.7 Skill Enhancement -(Foundation Course)	2	2	2.7 Skill Enhancement Course – <b>SEC-3(Nan Muthalvan) NMC-I</b>	2	2	3.7 Skill Enhancement Course SEC-5 ( <b>Nan Muthalvan</b> ) <b>NMC -II</b>	2	2	4.7 Value Education & Gender Studies	2	2	5.7 Skill Enhancement Course SEC-7 ( <b>Nan Muthalvan</b> ) <b>NMC -IV</b>	2	2	6.7 Skill Enhancement / Professional Competency Skill SEC-8 ( <b>Nan Muthalvan</b> ) <b>NMC -V</b>		2
						3.8 E.V.S.	-	1	4.8 E.V.S	2	1	5.8 Summer Internship /Industrial Training ( <b>30Hrs</b> )	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 <b>Nan Muthalvan</b>	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 <b>Nan Muthalvan</b>	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 <b>Nan Muthalvan</b>	2	2
	Value Education	2	2
	E.V.S	2	1
		<b>25</b>	<b>30</b>

**Third Year  
Semester-V**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-3</b>	Core Courses including Project / Elective Based	22	26
<b>Part-4</b>	Skill Enhancement Course -SEC-7 <b>Nan Muthalvan</b>	2	2
	Internship / Industrial Visit / Field Visit	2	2
		<b>26</b>	<b>30</b>

**Semester-VI**

<b>Part</b>	<b>List of Courses</b>	<b>Credit</b>	<b>No. of Hours</b>
<b>Part-3</b>	Core Courses including Project / Elective Based & LAB	18	28
<b>Part-4</b>	Extension Activity	1	-
	Professional Competency Skill SEC-8 <b>Nan Muthalvan</b>	2	2
		<b>21</b>	<b>30</b>

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

<b>Parts</b>	<b>Sem I</b>	<b>Sem II</b>	<b>Sem III</b>	<b>Sem IV</b>	<b>Sem V</b>	<b>Sem VI</b>	<b>Total Credits</b>
<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	2	23
<b>Part V</b>	-	-	-	-	-	1	1
<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 offbeat situations, Discussion, Debating or Presentations	

SEMESTER – I								
PART	Sub Code	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
							CIA	EXT
Part I	23ULT1/23ULH1	Language - Tamil	Tamil	6	3	3	25	75
Part II	23ULE1	English	English	6	3	3	25	75
Part III	23UHS1	Core Course 1	History of Ancient India up to 1206 CE	5	5	3	25	75
	23UHS2	Core Course 2	History of Tamil Nadu up to 1363CE	5	5	3	25	75
	23UHSGE1	Generic Elective Course 1	Modern Governments - I	4	3	3	25	75
Part IV	23UHSSEF1	Skill Enhancement Course - Foundation Course	Introduction to History	2	2	3	25	75
	23SE1	Skill Enhancement Course SEC 1	Soft Skills and Industry Awareness-II	2	2	3	25	75
		<b>Total</b>		<b>30</b>	<b>23</b>			
SEMESTER – II								
PART	Sub Code	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
							CIA	EXT
Part I	23ULT2/23ULH2	Language – Tamil	Tamil	6	3	3	25	75
Part II	23ULE2	Language	English	6	3	3	25	75
Part III	23UHS3	Core Course 3	History of Medieval India - 1206 - 1707 CE	5	5	3	25	75
	23UHS4	Core Course 4	History of Tamil Nadu - 1363 – 1800 CE	5	5	3	25	75
	23UHSGE2	Generic Elective Course – 2	Modern Governments-II	4	3	3	25	75
Part IV	23USE2	Skill Enhancement Course SEC 2	Soft Skills and Industry Awareness-II	2	2	3	25	75
	23UHSNMC1	Skill Enhancement Course – SEC 3	<b>Nan Muthalvan NMC - I</b>	2	2	3	25	75
		<b>Total</b>		<b>30</b>	<b>23</b>			

SEMESTER – III								
PART	Sub Code	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
							CIA	EXT
Part I	23ULT3/23ULH3	Language – Tamil	Tamil	6	3	3	25	75
Part II	23ULE3	Language	English	6	3	3	25	75
Part III	23UHS5	Core Course 5	History of India - 1707 - 1857 CE	5	5	3	25	75
	23UHS6	Core Course 6	History of Tamil Nadu since 1801 CE	5	5	3	25	75
	23UHSGE3	Generic Elective Course – 3	Public Administration - I	4	3	3	25	75
Part IV	23USE3	Skill Enhancement Course SEC 4 (Entrepreneurial Skill)	Entrepreneurship Development	1	1	3	25	75
	23UHSNMC2	Skill Enhancement Course SEC 5	Nan Muthalvan NMC - II	2	2	3	25	75
	23UES	EVS	EVS	1				
		<b>Total</b>		<b>30</b>	<b>22</b>			
SEMESTER – IV								
PART	Sub Code	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
							CIA	EXT
Part I	23ULT4/23ULH4	Language – Tamil	Tamil	6	3	3	25	75
Part II	23ULE4	Language	English	6	3	3	25	75
Part III	23UHS7	Core Course 7	Freedom Struggle in India 1857 – 1947 CE	5	5	3	25	75
	23UHS8	Core Course 8	History of Modern Europe - 1789 - 1919 CE	5	5	3	25	75
	23UHSGE4	Generic Elective Course – 4	Public Administration - II	3	3	3	25	75
Part IV	23UHSNMC3	Skill Enhancement Course SEC 6	Nan Muthalvan NMC - III	2	2	3	25	75
	23UVE	Value Education & Gender Studies	Value Education & Gender Studies	2	2	3	25	75
	23UES	EVS	EVS	1	2			
		<b>Total</b>		<b>30</b>	<b>25</b>			

SEMESTER – V								
PART	Sub Code	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
							CIA	EXT
Part III	23UHS9	Core Course 9	History of the World 1919 - 2020 CE	5	4	3	25	75
	23UHS10	Core Course 10	Selected Themes in History of U.S.A	5	4	3	25	75
	23UHS11	Core Course 11	History of Pudukkottai	5	4	3	25	75
	23UHS12	Core Course 12	Project (with viva voce)	5	4			
	23UHSSEC1A/B	Discipline Specific Elective 5	Indian Constitution/History of China and Japan	4	3	3	25	75
	23UHSSEC2A/B	Discipline Specific Elective 6	General Studies for Competitive Examinations / Tamil for Competitive Examinations (Online Examination)	4	3	3	25	75
Part IV	23UHSNMC4	Skill Enhancement Course SEC 7	<b>Nan Muthalvan NMC -IV</b>	2	2	3	25	75
	23UIT	Summer Internship/Ind. Training		-	2			
		<b>Total</b>		<b>30</b>	<b>26</b>			
SEMESTER – VI								
PART	Sub Code	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS	
							CIA	EXT
Part III	23UHS13	Core Course 13	Contemporary History of India	6	4	3	25	75
	23UHS14	Core Course 14	India and Her Neighbours	6	4	3	25	75
	23UHS15	Core Course 15	History of Science and Technology in India	6	4	3	25	75
	23UHSSEC3A/B	Discipline Specific Elective – 7	International Relations since 1919 /History of Latin America	5	3	3	25	75
	23UHSSEC4A/B	Discipline Specific Elective –8	Elements of Human Rights/ Women Studies	5	3	3	25	75
Part IV	23UHSNMC5	Professional Competency Skill Enhancement Course SEC 8	<b>Nan Muthalvan NMC -V</b>	2	2	3	25	75
Part V		Extension Activities		-	1			
		<b>Total</b>		<b>30</b>	<b>21</b>			
		<b>GRAND TOTAL</b>		<b>180</b>	<b>140</b>			

## BA HISTORY

Course Title	HISTORY OF ANCIENT INDIA UP TO 1206 CE					
Course Type	Core Course	Course Code	CC 1			
Year	I	Sub Code	23UHS1			
		Semester	I			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

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

<b>UNIT I</b>
Geographical Features – Sources of Indian History – Pre- and Proto History - Harappan Civilization - Megalithic Culture– Ancient Tamil Civilization – Early Vedic Age – Later Vedic Age.
<b>UNIT II</b>
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.
<b>UNIT III</b>
Satavahanas – Kushanas – Kanishka-I – Gupta Empire – Chandragupta Vikramaditya - Samudragupta –Kumara Gupta - Administration – Social, Economic and Cultural Developments – Vakatakas - Nalanada, Vikramasila and Valabhi Universities
<b>UNIT IV</b>
Vardhanas - Harshavardhana – Administration – Religious Contributions –Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Senas - Art and Architecture - Cultural contributions.
<b>UNIT V</b>
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*, VarthamananPathipagam, 2018 (inTamil)

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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Outline the characteristic features of pre and proto historic cultures in India.	K1
CO 2	Discuss the impact of the Vedic culture on Indian society and religion.	K2
CO 3	Examine Ashoka's policy of Dhamma.	K3
CO 4	Justify Gupta Age as a classical age.	K5
CO 5	Describe the nature of Post-gupta polity and the invasions of Mahmud of Ghazni and Muhammed of Ghor.	K1



### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3
<b>CO 3</b>	2	3	2	2	3	3	3	3
<b>CO 4</b>	3	3	2	3	3	2	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	14	15	12	13	15	14	13	15
<b>Average</b>	2.8	3	2.4	2.6	3	2.8	2.6	3

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	2	3	2
<b>CO 4</b>	2	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	14	15	12	15	12
<b>Average</b>	2.8	3	2.4	3	2.4

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## BA HISTORY

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU UP TO 1363 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 2			
<b>Year</b>	I	<b>Sub Code</b>	23UHS2			
		<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.

<b>UNIT I</b>
Geography – Sources for the study of history of Tamil Nadu – Pre & Proto history of Tamil Nadu – Ancient Tamil Civilization
<b>UNIT II</b>
Sangam Age – Historicity –Early Cholas – Karikala – Cheras – Senguttuvan – Pandyas – Nedunchezian – Polity – Society – Economy – Foreign Trade – Religion – Literature – Kalabhara Interregnum – Impact of their rule
<b>UNIT III</b>
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
<b>UNIT IV</b>
Later Cholas: Raja Raja Chola I – Rajendra Chola 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
<b>UNIT V</b>
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

Noboru Karashima, 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. Nilakanta Sastri, *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. Srinivasayengar, *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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the various sources for the study of history of Tamil Nadu.	K1
CO 2	Examine the various aspects of Sangam Age.	K4
CO 3	Explain the rise of Pallavas and their cultural contribution.	K2
CO 4	Estimate the supremacy of the Chola power.	K5
CO 5	Outline the achievements of the Second Pandyan Empire.	K1

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	2	3	2	3	3	2	3
<b>CO 2</b>	2	3	2	2	3	3	3	3
<b>CO 3</b>	3	3	3	2	3	3	3	3
<b>CO 4</b>	3	2	3	2	2	3	2	3
<b>CO 5</b>	3	3	3	2	3	3	2	3
<b>Total</b>	14	13	14	10	14	13	12	15
<b>Average</b>	2.8	2.6	2.8	2	2.8	2.6	2.4	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	2
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	2
<b>Total</b>	15	15	14	15	12
<b>Average</b>	3	3	2.8	3	2.4

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## BA HISTORY

Course Title	MODERN GOVERNMENTS -I						
Course Type	Generic Elective	Course Code	GEC1				
Year	I	Sub Code	21UHSGE1				
		Semester	I				
Credits	3	Hours	L	T	P	Total	
			3	1	0	4	

LEARNING OBJECTIVES	
S. No.	<i>The learning objectives are to provide knowledge and understanding of:</i>
1	Meaning and types of constitution.
2	Different types of government viz., unitary, federal and quasi-federal.
3	Powers and functions of Legislature.
4	Powers and functions of Executive.
5	Role and functions of Judiciary and the importance of Judicial Review.

<b>Unit I</b>
Forms of Government – Constitution: Meaning, Purpose and Contents - Classification: Written and unwritten – Rigid and Flexible
<b>Unit II</b>
State: Meaning and Features – Classification: Unitary – Federal – Quasi Federal – Theory of Separation of Powers.
<b>Unit III</b>
Legislature: Types: Unicameral - Bicameral; Powers and Functions of legislature – Role of Political Parties
<b>Unit IV</b>
Executive: Types: Parliamentary Form – Presidential Form – Powers and Functions of Executive – Merits and Demerits.
<b>Unit V</b>
Judiciary: Rule of Law - Role and functions of Judiciary-Independence of Judiciary – Judicial Review

## LEARNING RESOURCES

### Recommended Books

A.C.Kapur, *Principles of Political Science*, S. Chand & Co, New Delhi, 2006  
J.C. Johari, *Principles of Modern Political Science*, Sterling Pub. Pvt. Ltd., New Delhi, 2009

### References

Alan R.Ball, *Modern Politics and Government*, Palgrave Macmillan, London, 1993  
K.C.Wheare, *Modern Constitutions*, Oxford University Press, London, 1966  
Norman P. Barry, *An Introduction to Modern Political Theory*, Palgrave, Hampshire, 2000  
Rajeev Bhargava and Ashok Acharya, ed., *Political Theory: An Introduction*, Pearson Longman, New Delhi, 2008

## Web Resources

<http://core.ac.uk/download/pdf/7048759.pdf>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Describe the meaning and types of constitution.	K1
CO 2	Explain the different types of government.	K2
CO 3	List the powers and functions of the Legislature	K1
CO 4	Highlight the powers and functions of the Executive.	K4
CO 5	Evaluate the significance of Judicial Review.	K6

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3
<b>CO 3</b>	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	2	3	2	3	3	3	3
<b>CO 5</b>	3	3	3	3	2	3	3	3
<b>Total</b>	15	14	15	14	13	15	14	15
<b>Average</b>	3	2.8	3	2.8	2.6	3	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	2	3	3	3	3
<b>CO 2</b>	3	3	3	2	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	2	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	13	15	15	14	15
<b>Average</b>	2.6	3	3	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## BA HISTORY

Course Title	INTRODUCTION TO HISTORY					
Course Type	SEC – Foundation Course	Course Code	SEC-FC			
Year	I	Sub Code	23UHSSE1			
		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.

<b>UNIT I</b>
History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History – Lessons in History
<b>UNIT II</b>
Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art
<b>UNIT III</b>
Herodotus – Thucydides – Livy – Tacitus – St. Augustine – IbnKhaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr
<b>UNIT IV</b>
JadunathSarkar – R.C. Majumdar – D.D. Kosambi – RomilaThapar – R.S. Sharma – IrfanHabib – Bipan Chandra – RanajitGuha P.T. SrinivasaIyyangar– C.S. Srinivasachari – K.A. NilakantaSastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan
<b>UNIT V</b>
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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the meaning and definition of history.	K1
CO 2	Explain the relationship between history and allied disciplines.	K2
CO 3	Illustrate the use of facts in writing history.	K3
CO 4	Examine the concept of causation in history.	K4
CO 5	Develop an essay based on sources using foot notes and bibliography.	K6

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	2	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3	2
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	14	15	15	15	15	14	12	14
Average	2.8	3	3	3	3	2.8	2.4	2.8

S-Strong (3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)



**II Semester  
BA HISTORY**

<b>Course Title</b>	<b>HISTORY OF MEDIEVAL INDIA – 1206 – 1707 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 3			
<b>Year</b>	I	<b>Sub Code</b>	23UHS3			
		<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

<b>UNIT I</b>
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
<b>UNIT II</b>
Tughlaq Dynasty – Mohammed-bin-Tughlaq – Feroz Shah Tughlaq – Sayyids and Lodis – Administrative System under Delhi Sultanate – Bhakti Movement – Sufi Movement
<b>UNIT III</b>
Advent of Mughals – Babur – Humayun – Sher Shah Administration- conquests of Akbar
Mughal administration- Mughal Art and Architecture
<b>UNIT IV</b>
Jehangir –Chain of Justice- Shah Jahan – Aurangzeb – Rise of the Marathas – Life and Career of Shivaji – Shivaji’s Administration
<b>UNIT V</b>
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 Sultanat (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/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Describe the foundation of the Delhi Sultanate and its early dynasties	K1
CO 2	Elucidate the administration of the Delhi Sultanate and appreciate the Bhakthi and Sufi Movements	K2
CO 3	Discuss the genesis and the conquest of the Mughals	K2
CO 4	Outline the art and architecture and administration of the Mughals	K1
CO 5	Illustrate the administration, art and architecture during the Bahmini and Vijayanagar kingdoms	K4

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	3	2	2	3
CO 2	3	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	2	3
CO 4	3	3	2	2	3	3	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	13	14	15	14	12	15
Average	3	3	2.6	2.8	3	2.8	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	2	3	3
CO 5	3	3	3	3	3
Total	15	15	14	15	15
Average	3	3	2.8	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## BA HISTORY

<b>Course Title</b>	<b>HISTORY OF TAMIL NADU - 1363 – 1800 CE</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	CC 4			
<b>Year</b>	I	<b>Sub Code</b>	23UHS4			
		<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

Learning Objectives	
<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.

<b>UNIT I</b>
Decline of the Pandya Kingdom – Rise of the Madurai Sultanate – Administration – Society – Economy – Culture
<b>UNIT II</b>
Impact of Vijayanagar Rule – Invasion of Kumara Kampana – The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai
<b>UNIT III</b>
Nayaks of Tanjore – Nayaks of Senji – Civil War among the Nayak Rulers – Poligari system – Administration – Social and Economic Conditions – Religion – Temple Art and Architecture
<b>UNIT IV</b>
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
<b>UNIT V</b>
Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic wars - Society – Economy and Religion and Culture -Poligar Rebellion – Pulithevar – Khan Sahib – Velu Nachiyar – 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)

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Outline the rule of the Madurai Sultanate.	K1
CO 2	Explain the impact of the Vijayanagar rule in Tamilaham.	K1
CO 3	Compare and contrast the achievements of the Nayaks of Madurai, Senji and Thanjavur.	K4
CO 4	Assess the contribution of the Marathas to Tamil culture.	K5
CO 5	Examine Poligar rebellion as an early resistance against British imperialism.	K2

## CO Mapping with Programme Outcomes

	PO 1	3	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	2	3	3	3	3	3	3
CO 4	3	3	3	2	3	3	2	3
CO 5	3	14	3	2	3	3	3	3
Total	15	2.8	15	13	14	15	12	15
Average	3	3	3	2.6	2.8	3	2.4	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	2	2	3	3
CO 5	3	3	3	3	3
Total	15	13	13	15	13
Average	3	2.6	2.6	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## BA HISTORY

<b>Course Title</b>	<b>MODERN GOVERNMENTS – II</b>					
<b>Course Type</b>	Generic Elective	<b>Course Code</b>	GEC 2			
<b>Year</b>	I	<b>Sub Code</b>	21UHSGE2			
		<b>Semester</b>	II			
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total</b>
			3	1	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	Knowledge about the salient features of constitution of England.
2	Study the value of monarchy.
3	Knowledge about the salient features of constitution of the U.S.A.
4	Understand the nature of government in People's Republic of China
5	Study the federal nature of the Swiss constitution.

<b>UNIT I</b>	<b>Constitution of England:</b>
Salient Features – Powers of the Crown – Cabinet system – Prime Minister – Power and functions of House of Lords and House of Commons – process of Law making – Judicial system – Rule of Law – Party system – Local-self government – Pressure groups.	
<b>UNIT II</b>	<b>Constitution of France:</b>
Evolution of the Constitution in France – Salient features of Fifth Republic – French Executive – Legislature – Judiciary – Local government – Political parties.	
<b>UNIT III</b>	<b>Constitution of USA:</b>
Salient Features – President – Powers and functions – Vice- President – Functions of Congress – House of Representatives – Speaker – Senate – Law Making process – Amendment – Judicial system – Supreme Court – Judicial Review - Party system.	
<b>UNIT IV</b>	<b>Constitution of China:</b>
Fundamental Rights and Duties – National People's Congress – Standing committee – President – State Council – Prime Minister – Judiciary – Communist Party.	
<b>UNIT V</b>	<b>Constitution of Switzerland:</b>
Salient features – Federal executive – the federal legislature – Amendment – Federal Tribunal – Direct Democratic system – Political parties – Quasi Federalism.	

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Describe the salient features of constitution of England.	K1
CO 2	Discuss the value of monarchy.	K2
CO 3	Explain the salient features of constitution of the U.S.A.	K1
CO 4	Discuss the nature of government in People's Republic of China	K2
CO 5	Describe the federal nature of the Swiss constitution	K1

#### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	2	3	2	2	3
<b>CO 2</b>	3	3	3	3	2	3	2	3
<b>CO 3</b>	3	3	3	3	3	2	3	3
<b>CO 4</b>	3	2	3	3	2	3	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	14	15	14	13	15	12	15
<b>Average</b>	3	2.8	3	2.8	2.6	2.6	2.4	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	2	3	3	3
<b>CO 4</b>	3	3	3	3	2
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	14	15	15	13
<b>Average</b>	3	2.8	3	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	FREEDOM MOVEMENT IN INDIA FROM 1885 TO 1947 C.E						
Course Type	Core Course	Course Code	VC1				
Year	I	Sub Code	23UH5V1				
		Semester	II				
Credits	2	Hours	L	T	P	FS	Total
			5	1	0	0	6

<b>Learning Objectives</b>	
<b>S. No.</b>	<b>The learning objectives are to impart:</b>
1	Know the nature of Indian National Movement
2	Understand the gradual development of national struggle for Indian Independence.
3	Study the services rendered by martyrs for Indian freedom.

<b>UNIT –I Indian Freedom Struggle 1885-1919</b>
Foundation of Indian National Congress. Moderates and Extremists – Minto – Morley reforms – Lucknow pact - Home rule movement – Rowlett Act –Jallianwala bagh Tragedy.
<b>UNIT – II Indian National Movement 1919 - 1947</b>
Gandhian Era – Non co-operation movement - Montagu-Chelmsford Reforms – Swaraj party Simon commission and its effect – communal award - Civil disobedience movement.- Government of India Act 1935 - Muslim league and agitation – August offer – Cripps proposal – Cabinet Mission - Quit India movement – Subhash Chandra Bose and INA
<b>UNIT – III Important Nationalist Leaders</b>
Gandhi, Nehru, Patel, Ambedkar, Syed Ahmed Khan, Mohamed Ali Jinnah, Subramaniam Bharathi, V.O.C, Rajaji, Kamaraj.

### **Reference :**

1. R.Sathianathan, A Political and Cultural History of India Vol-III
2. R.C.Majumdar, Raychoudhury and Datta, Advanced History of India
3. P.E.Robert, History of British India
4. H.H.Sinha, Rise of Peshwas
5. R.C.Dutt, Economic History of India Vol.I
6. Tara Chand, History of the Freedom Movement in India Vol.I
7. Schweinitz, The Rise and Fall of British India

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Recall the role of Freedom Fighters in the freedom movement.	<b>K1</b>
<b>2</b>	Understand the Gandhian Principles which paved the way to freedom in India.	<b>K2</b>
<b>3</b>	Identify Tamil Nadu as a pioneer in the freedom movement.	<b>K3</b>
<b>4</b>	Get knowledge of the spirit of nationalism among the students.	<b>K4</b>
<b>5</b>	Estimate the role of Nehru and Kamaraj as the Makers of the Modern India.	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K – 6 Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	S	S	S	M	S	M	M
<b>CO2</b>	S	S	S	M	S	M	M
<b>CO3</b>	S	S	M	M	S	S	S
<b>CO4</b>	S	S	S	S	S	S	S
<b>CO5</b>	S	S	S	S	S	S	S

*\*S-Strong; M-Medium; L-Low*



Course Title	Elements of Human Rights						
Course Type	Core Course	Course Code	VC2				
Year	I	Sub Code	23UHSV2				
		Semester	II				
Credits	2	Hours	L	T	P	FS	Total
			5	1	0	0	6

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 the importance of NHRC and SHRC in protecting human rights
4	Knowledge of the human rights issues of women, child and labourers.

UNIT I
Origin and Development of Human Rights: Definition and Classification of Human Rights: Civil – Political – Religious - 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 II
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 III
Contemporary Issues: 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/>

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	2	3	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	3	2	3
CO 4	3	3	3	3	2	3	2	3
CO 5	3	3	3	3	2	3	3	3
Total	15	15	15	15	10	15	13	15
Average	3	3	3	3	2	3	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

S-Strong (3)M-Medium (2)

L-Low (1)

**Semester III  
BA HISTORY**

Course Title	HISTORY OF INDIA – 1707 – 1857 CE						
Course Type	Core Course	Course Code	CC 5				
		Sub Code	23UHS5				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
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.

<b>UNIT I</b>
<b>European Penetration into India:</b> Early European Settlements - European Trading companies -The Portuguese, The Dutch, The English and the French trading companies--Trading concessions – <i>Golden Firman- Dastaks</i>
<b>UNIT II</b>
<b>The Struggle for Supremacy:</b> Anglo – French Rivalry- Carnatic Wars– Robert Clive –Dupleix - -Battle of Plassey – Battle of Buxar- Treaty of Allahabad-Later Mughals and their struggle for Survival
<b>UNIT III</b>
<b>British Expansion and Paramountcy in India:</b> 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)
<b>UNIT IV</b>
<b>British Colonial Administration:</b> 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.
<b>UNIT V</b>
<b>Indian Response to British Rule:</b> Early Peasant movement and Tribal Uprisings – KolUprising,(1820-1837) Moplah Uprisings (1841 -1920)–Bhil Uprisings (1818 -1831) – Santhal Uprisings - Poligar Uprisings – PuliThevan –VeluNachaiyar – 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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Trace the causes for the advent of the Europeans to India	K1
CO 2	Discuss the outcome of the British-French rivalry	K2
CO 3	Describe the strategies used by the British to capture power like the Doctrine of Lapse, Subsidiary alliance etc.	K1
CO 4	Evaluate the administration and economic policies of British and its consequences like the Famine, Drain of wealth etc.	K5
CO 5	Elucidate the Indian response to the British especially the peasant and tribal uprisings, Poligar rebellion and 1857 revolt.	K5

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	2	2	3	3	3	3	3
<b>CO 2</b>	3	2	2	3	3	3	3	3
<b>CO 3</b>	3	3	2	3	3	2	3	3
<b>CO 4</b>	3	3	2	3	3	2	3	3
<b>CO 5</b>	3	3	2	2	3	3	3	3
<b>Total</b>	15	13	10	14	15	13	15	15
<b>Average</b>	3	3	2	2.8	3	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	2	3	3	2
<b>CO 5</b>	3	3	3	3	2
<b>Total</b>	15	14	15	15	13
<b>Average</b>	3	2.8	3	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## BA HISTORY

Course Title	HISTORY OF TAMIL NADU SINCE 1801 CE					
Course Type	Core Course	Course Code	CC 6			
		Sub Code	23UHS6			
Year	II	Semester	III			
Credits	5	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
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

<b>UNIT I</b>
Early Resistance to British Rule: Formation of Madras Presidency – Tamil Nadu under the Europeans – Vellore Revolt of 1806
<b>UNIT II</b>
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
<b>UNIT III</b>
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
<b>UNIT IV</b>
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
<b>UNIT V</b>
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, *TharkalaThamizhnattuVaralaru*, 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*, EthirVeliyeedu, 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.Kalaingar M. Karunanidhi: A Study*, Tamizhchola, 2006
- P. Rajaraman, *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhi 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*, NivethithaPathippagam, 2000 (InTamil)

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

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

VijayaRamaswamy, *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)

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Appreciate the contribution of early resistant movements in India	K1
<b>CO 2</b>	Elucidate the nature and importance of the social movements in India	K2
<b>CO 3</b>	Appreciate the contribution of Tamil Nadu towards Freedom movement	K4
<b>CO 4</b>	Describe the various welfare policies undertaken by the Governments in the State	K2
<b>CO 5</b>	Discuss and comprehend various issues in Tamil Nadu like the reservation, Sri Lankan Tamil issue etc.	K2

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	2	3	3	3	2	2	3
<b>CO 2</b>	3	3	3	3	2	2	3	3
<b>CO 3</b>	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	2	3	3	3
<b>Total</b>	15	14	15	15	13	12	13	15
<b>Average</b>	3	2.8	3	3	2.6	2.4	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	2
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	2	3	3	3
<b>Total</b>	15	13	15	15	14
<b>Average</b>	3	2.6	3	3	2.8

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



## BA HISTORY

Course Title	PUBLIC ADMINISTRATION – I					
Course Type	Generic Elective	Course Code	GEC3			
Year	I	Sub Code	21UHSGE3			
		Semester	III			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

S. No.	Learning Objectives:
	<b>The learning objectives are to impart:</b>
1	Learn nature and scope of public administration.
2	Study the evolution of public administration as a discipline.
3	Understand the necessity of adoption of new techniques in public administration.

<b>UNIT – I Fundamentals of Public Administration:</b>
Meaning, Definition, Nature, Scope and Significance – Difference between Public and Private Administrations – Public Administration as an Art or Science – Public Administration and other Social Sciences.
<b>UNIT – II Theories and Principles of Organisation:</b>
Meaning and Nature of Organisation – Bases of Organisation– Theories of Organisation : Principles of Organisation:
<b>UNIT – III Structure of Organisations:</b>
Chief Executive – Types and Functions of Chief Executives - Line, Staff and Auxiliary Agencies –Staff Agencies in India : Cabinet Secretariat : Prime Minister’s Office – Central Secretariat – State Secretariat - Departments
<b>UNIT – IV Public Undertakings, Boards and Commissions:</b>
Meaning, Nature and Types of Public Undertakings – <b>Public Corporations:</b> Meaning, Nature and Features of Public Corporations – <b>Boards:</b> Meaning and Nature – Railway Board. <b>Commissions:</b> Meaning, Nature and Features– Union Public Service Commission – State Public Service Commissions – Finance Commission – University Grants Commission – Independent Regulatory Commissions.
<b>UNIT – V Field Administration</b>
Importance of Field Administration – Types of Relationship between Headquarters and Field Agencies – Organisation of Panchayat Raj Government – Importance of Panchayat Raj as Field Administration

### Text Book

1. Laxmikanth, *Public Administration (For the UPSC Civil Services Preliminary Examination)*, Tata McGraw Hill Publishing Company, New Delhi, 2005

### Book for References

[hd; rfhak; nry;iyah – nghJj;Jiw MI;rpapay;.

Nfhkjp ehafk; - nghJ eph;thftpay;.

Padma Ramachandran – Public Administration in India.

Maheswari – Public Administration

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
<b>1</b>	Understand the fundamentals of Public Administration	<b>K1</b>
<b>2</b>	Understand the principles and Structure of Organizations	<b>K2</b>
<b>3</b>	Explain the functions of corporations, commissions and boards	<b>K3</b>
<b>4</b>	Realize the importance of field administration in present scenario	<b>K4</b>
<b>5</b>	Evaluate the evolutions of Public Administration	<b>K5</b>

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	3	2	3	2	3
<b>CO 2</b>	3	3	2	3	3	3	3	2
<b>CO 3</b>	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3	3	3	2
<b>Total</b>	15	15	12	15	14	15	13	13
<b>Average</b>	3	3	2.4	3	2.8	3	2.8	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	2
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	15	13	15	14
<b>Average</b>	3	3	2.6	3	2.8

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## BA HISTORY

Course Title	FREEDOM STRUGGLE IN INDIA						
Course Type	Core Course	Course Code	CC 7				
		Sub Code	23UHS7				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	FS	Total
			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

<b>UNIT I</b>
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
<b>UNIT II</b>
Indian National Movement: Indian National Congress: Moderates – Extremists – Partition of Bengal – Swadeshi Movement – Birth of Muslim League – SuratCongress – Minto-Morley Reforms – Communal Electorate - Home Rule Movement – Montague-Chelmsford Reforms – Dyarchy
<b>UNIT III</b>
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
<b>UNIT IV</b>
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.
<b>UNIT V</b>
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
- Ranjan Chakrabarti., *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 Poratathi Tamilagam – 2 Volumes (in Tamil).
- G. Venkatesan, *History of Freedom Struggle*, V.C. Publications, 2018.

### References

- Aparna Basu, *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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the role of the socio-religious movements in India	K5
CO 2	Compare and contrast between the moderates and extremists	K4
CO 3	Elucidate Gandhi's leadership and transforming India's freedom struggle based on mass movements	K2
CO 4	Describe the Constitutional provisions and legislations for women	K1
CO 5	Discuss the causes and consequences of the Partition of India	K3

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	2	3	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	3	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	2	3	3	3
<b>CO 5</b>	3	2	3	3	3	3	3	3
<b>Total</b>	15	12	15	15	13	15	15	15
<b>Average</b>	3	2.4	3	3	2.6	3	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	3
<b>CO 2</b>	3	3	3	2	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	2	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	13	14	15
<b>Average</b>	3	3	2.6	2.8	3

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## BA HISTORY

Course Title	HISTORY OF EUROPE – 1789 – 1919 CE						
Course Type	Core Course	Course Code	CC 8				
		Sub Code	23UHS8				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning objectives	
S. No.	Learning objectives are to
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

<b>UNIT I</b>
French Revolution: Causes – National Assembly – National Convention – Directory- Napoleon I - Napoleonic Wars– Continental System – Reforms – Code Napoleon.
<b>UNIT II</b>
Age of Metternich- The Congress of Vienna - 1815 -- The Holy and Quadruple Alliance- Concert of Europe - The Revolution of 1830 and 1848- Napoleon III
<b>UNIT III</b>
Unification of Germany – Bismarck's Blood and Iron policy – Unification of Italy - Mazzini – Garibaldi – Count Cavour – Victor Immanuel II
<b>UNIT IV</b>
Eastern Question – Greek War of Independence – Crimean War – Pan Slavism - The Russo Turkish War (1878) - The Congress of Berlin 1878.
<b>UNIT V</b>
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 War: 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/Revln-Timeline.html>

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the legacy of French Revolution and the life and contribution of Napoleon	K5
CO 2	Discuss the Metternich system and its impact	K5
CO 3	Appreciate the efforts to bring peace in the post Napoleonic era and the unification of Italy and Germany	K2
CO 4	Describe the Eastern Question and spread of Nationalism in Eastern Europe	K1
CO 5	Elucidate the causes, course and consequences of the First World War	K2

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	2	3	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	2	3	3
<b>CO 3</b>	3	3	3	3	3	3	3	2
<b>CO 4</b>	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	2	3	3	3	3	3	3
<b>Total</b>	15	12	15	15	15	13	15	14
<b>Average</b>	3	2.4	3	3	3	2.6	3	2.8

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	2
<b>CO 3</b>	3	3	3	3	2
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	14	15	15	13
<b>Average</b>	3	2.8	3	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



## BA HISTORY

Course Title	PUBLIC ADMINISTRATION – II					
Course Type	Generic Elective	Course Code	GEC4			
Year	II	Sub Code	21UHSGE4			
		Semester	IV			
Credits	3	Hours	L	T	P	Total
			3	0	0	3

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Know the Civil Service Administrative system
2	understand the methods of recruitment
3	learn the different types of training and services

<b>UNIT – I Bureaucracy and Civil Service</b>
<b>Bureaucracy:</b> Meaning and Types – Merits and Demerits. <b>Civil Service :</b> Meaning, Nature and Features of Civil Service — Origin and Evolution of Civil Services in India - Role of Civil Services on the Administration
<b>UNIT – II Recruitment and Position</b>
Nature – Principles and Problems of Recruitment – Types of Recruitment – Spoils System, Merit System, Internal and External Systems – Methods of Determining Qualifications. <b>Position :</b> Classification of Civil Services in India – All India Service, Central Service and State Civil Service
<b>UNIT – III Training and Supervision</b>
Objectives of Training – Different Types and Methods of Training : Major Training Institutes in India. <b>Supervision</b> – Significance of supervision – Techniques of supervision – Qualities of supervisors – their training.
<b>UNIT – IV Promotion and Retirement</b>
Meaning, Nature and Objectives of Promotion – Types of Promotion and their merits and demerits – Methods of Determining the merit for promotion. <b>Retirement :</b> Meaning and Nature and objectives of Retirement – Types of Retirement – Retirement Benefits: Pension Schemes – Gratuity, Provident Fund – Contributory Pension Scheme.
<b>UNIT – V Conduct Rules and Disciplinary Action</b>
Meaning and Nature of Conduct Rules – its objectives and advantages – Civil Service Conduct Rules in India <b>Disciplinary Action :</b> Meaning, Nature and Necessity of Disciplinary Action - Different types of Disciplinary Actions – Its position in India.

### Text Book

1. Laxmikandh, M., *Public Administration*, Tata McGraw-Hill Publishing Company, New Delhi, 2005.

### Book for References

1. Bambi, C.P., *Public Administration in India*, (Vikes Publishers).
2. Chanda Asok, *Indian Administration*, (Delhi, 1996).
3. Heady, F., *Public Administration – A Comparative Perspective*.
4. Hoshiar Singh & Mohindar Singh., *Public Administration in India – Theory and*

- Practice* (Sterling Publishers Pvt. Ltd).
5. Maheswari, S.R., *Indian Administration*, New Delhi, OUP, 1989.
6. Rumki Basu., *Public Administration – Concepts and Theories*.
7. Sapru, R.K., *Theories of Administration*.
8. Singh, D.P., *Problems of Public Administration in India*.
9. Sharma, M.P., *Public Administration in Theory and Practice*.
10. Vishnoo Bhagwan & Vidya Bushan, *Public Administration* New Delhi, Vishnoo Bhagwan & Vidya
11. Bushan, *A Text Book of Public Administration*, (S. Chand & Co Ltd), New Delhi.
12. Vishnoo Bhagwan & Vidya Bushan, *Indian Administration*, (S. Chand & Co Ltd), New Delhi

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Understand the position and its classification in Indian civil services	K1
CO 2	Understand the principles of promotion	K2
CO 3	Know the retirement types and benefits	K3
CO 4	Realize the civil servant conduct rules and punishments	K4
CO 5	Evaluate the origin and evolution of Indian civil service	K5

#### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	2	3	3	3	3	3
CO 4	3	3	3	3	3	3	2	3
CO 5	3	2	3	3	3	3	3	3
Total	15	12	14	15	15	15	13	15
Average	3	2.4	2.8	3	3	3	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

#### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	2	3
CO 2	3	3	2	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	3	3	3
Total	15	15	13	14	15
Average	3	3	2.6	2.8	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Course Title	INDIAN CONSTITUTION						
Course Type	Value Added Course	Course Code	VC3				
Year	II	Sub Code	23UHSV2A				
		Semester	IV				
Credits	2	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives	
S. No.	The learning objectives are to impart:
1	present the Constitution of India in a nutshell to Non-Major students
2	enable the students know the important features of the Constitution of India
3	help the students prepare for Competitive Examinations and Placement Tests

<b>UNIT- I Constitutional Development:</b>
<b>Indian Independence Act 1947</b> – Constituent Assembly - Framing of the Indian Constitution - Salient features – Fundamental Rights – Duties – Directive Principle of State Policy
<b>UNIT –II Executive:</b>
President – Vice President – Prime Minister – Cabinet – Central Secretariat – State Governor – Chief Minister – State Cabinet – State Secretariat
<b>UNIT- III Legislature &amp; Judiciary</b>
Parliament – Lok Sabha and Rajya Sabha – Powers and functions – Process of law making – Amendments – State Legislature – Power and Functions - Supreme Court – High Court – Powers and function - District Courts - Judicial Review - Lok Ayath

### Text Book

**Durga Das, Basu, *Introduction to the Constitution of India*, Wadhwa, New Delhi, 1999.**

### Reference Books

- |                                 |   |  |
|---------------------------------|---|--|
| 1. Anu Chand Kapur              | : | Selective Constitutions                    |
| 2. Durga Das Basu               | : | Introduction to the Constitution of India  |
| 3. G.Virgin Sigamani<br>(Tamil) | : | Fundamental Principle of Political Science |
| 4. M.V.Pylee                    | : | India's Constitution                       |
| 5. V.N.Khanna                   | : | Constitution and Government of India       |
| 6. D.G.Gupta                    | : | Indian Government and Politics             |

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Understand the framing of Constitution in Legislative assembly.	<b>K1</b>
<b>CO 2</b>	Know the Indian Judicial System.	<b>K2</b>
<b>CO 3</b>	Acquire knowledge about the functions of Election Commission.	<b>K3</b>
<b>CO 4</b>	Realize the significance of fundamental rights and duties.	<b>K4</b>
<b>CO 5</b>	Evaluate the working of Indian Constitution.	<b>K5</b>

#### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	2	3	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3	3	2	3
<b>CO 3</b>	3	3	2	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	3	2	3
<b>CO 5</b>	3	2	3	3	3	3	3	3
<b>Total</b>	15	12	14	15	15	15	13	15
<b>Average</b>	3	2.4	2.8	3	3	3	2.6	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	2	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	13	14	15
<b>Average</b>	3	3	2.6	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	WOMEN STUDIES						
Course Type	Value Added Course	Course Code	VC4				
Year	II	Sub Code	23UHSV2B				
		Semester	IV				
Credits	2	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives	
S. No.	The learning objectives are to impart:
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

<b>Unit I</b>
Women Empowerment–Meaning–Nature–Concept and Strategies– Classification and dimensions of Women Empowerment -Role of women in freedom struggle
<b>Unit II</b>
Social Empowerment–Women’s Education–Women and Health–Contribution of Periyar, Bharathiar, Bharathidhasan, Periyar, Annadurai, Karunanidhi, MGR, Jayalalitha towards women empowerment–Political Empowerment of Women in India–Women Leaders–Constitutional and Legal Provisions for Women Empowerment –Women legislators- Impact of Legislations
<b>Unit III</b>
Economic Empowerment–Participation of Women–Organised and Unorganised sectors – Women Self-Help Groups–ICT and Women-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.

NeeraDesai, Women in Modern India, Asia Book Corporation, Amer, 1977

PromillaKapur, 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

TharaBhai 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.

ShailajaNagendra, Women's role in Modern World, ABD Publishers, Jaipur, 2008

#### Web Resources

<http://www.archives.gov>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Evaluate the gender perspective in all domains of knowledge in India	K5
CO 2	Assess the role of education for women empowerment	K5
CO 3	Discuss the role of women in economic development	K2
CO 4	Describe the Constitutional provisions and legislations for women	K1
CO 5	Elucidate the policies brought in by the government for motivating women	K2

#### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	3	3	3	3	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	2	3	3	2	3	2	3
CO 4	3	3	3	3	2	3	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	13	15	15	12	15	13	15
Average	3	2.6	3	3	2.4	3	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

#### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## Semester - V

### BA HISTORY

Course Title	HISTORY OF THE WORLD 1919-1991					
Course Type	Core Course	Course Code	CC 9			
		Sub Code	23UHS9			
Year	III	Semester	V			
Credits	4	Hours	L	T	P	Total
			4	1	0	5

Learning Objectives	
S. No.	<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  
DilipHiro, *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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Discuss the impact of Fascism and Nazism in the interwar years.	K2
CO 2	Examine the factors that led to the Cold War and describe its various stages.	K4
CO 3	Examine the nature of anti-colonial struggle in the Afro-Asian countries.	K4
CO 4	Discuss the impact of Arab nationalism and describe the Israel-Palestine Wars.	K4
CO 5	Discuss the causes and consequences of decline of the Soviet Union.	K2

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	2	3	3
CO 2	2	2	3	3	3	3	3	3
CO 3	3	3	3	3	2	2	3	3
CO 4	3	3	2	3	2	3	3	3
CO 5	2	2	3	3	3	3	3	3
Total	13	13	13	15	12	10	15	14
Average	2.6	2.6	2.6	3	2.4	2.6	3	2.8

S-Strong(3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	2	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	2	3	2	3	3
Total	13	15	13	15	15
Average	2.6	3	2.6	3	3

S-Strong(3)

M-Medium (2)

L-Low (1)



## BA HISTORY

Course Title	SELECTED THEMES IN HISTORY OF USA						
Course Type	Core Course	Course Code	CC 10				
		Sub Code	23UHS10				
Year	III	Semester	V				
Credits	4	Hours	L	T	P	FS	Total
			4	1	0	0	5

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

<b>Unit- I</b>
Sectional Conflict - Civil War- Abraham Lincoln – Reconstruction (1865-1877) – The Civil Rights Act- 14 <sup>th</sup> Amendment - Carpet Baggers – Scalawags – Black Codes
<b>Unit- II</b>
Westward Expansion (1860-1900) -Industrialization and the Rise of Big Business – Growing Pains of Urbanization (1870-1900) -Politics in the Gilded Age - Sherman Antitrust Act
<b>Unit- III</b>
The Progressive Era – McKinley- Spanish American War -T.D .Roosevelt - Square Deal- William Howard Taft - Dollar Diplomacy –Woodrow Wilson – New Freedom – World War I
<b>Unit- IV</b>
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
<b>Unit- V</b>
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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess USA's efforts to abolish slavery and reconstruction of the South post-Civil War	K 5
CO 2	Discuss about the Westward movement and rise of big business and its consequences	K3
CO 3	Describe US attempts to become imperialist and its involvement in the First World War	K1
CO 4	Evaluate the transformation of US as a world power and its role in the Cold War	K5
CO 5	Elucidate America's multiculturalism and politics over War on Terrorism	K4

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	3	2	3	3
CO 2	3	3	3	3	2	3	3	2
CO 3	3	2	3	3	2	2	3	3
CO 4	3	3	3	3	3	3	3	2
CO 5	3	2	3	3	2	3	3	3
Total	15	13	14	15	12	13	15	13
Average	3	2.6	2.8	3	2.4	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## BA HISTORY

Course Title	HISTORY OF PUDUKKOTTAI						
Course Type	Core Course	Course Code	CC 11				
		Sub Code	23UHS11				
Year	III	Semester	V				
Credits	4	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	Learning objectives are to
1	Understand the local history and historical importance of the locality
2	Impart knowledge of the administration and social life of the native state
3	Study the rise and fall of the Princely State of Pudukkottai.
4	Understand the social and economic development of 20 <sup>th</sup> century
5	Study the social and economic changes in the post independent period in Pudukkottai

<b>UNIT – I Early and Medieval Pudukkottai</b>
Physical features – Sources – Pre-Historic period – Early History – Sangam, Kalabhras, Pallavas, Pandyas – Medieval period – Cholas, Irukkuvels Muttataiyar (Konadu), Kanadu Chieftains – The Second Pandiyan Empire – Art and Architecture.
<b>UNIT – II Vijayanagar Empire and Local Chieftains</b>
Vijayanagar period – Nayaks – Local Chieftains – (Power Vacuum) Important temples in Pudukkottai State: Kudumiyamalai – Avudaiyarkoil – Kodumbalur – Madattukovil – Northamalai – Sittannavasal – Nirppalani – Thirumayam – Kunnaandar koil – Ancient Townships of Pudukkottai
<b>UNIT – III Pudukkottai under the Tondaimans</b>
Vijayaragunatha Tondaiman – Relation with British – Role of Pudukkottai in the Poligar war – Ragunatha Tondaiman – Ramachandra Tondaiman – Sashiah Shastri – Town Planning – Later Tondaimans – Alexander Loftus Tottenham – National Movement in Pudukkottai State – Merger with Indian Union – formation of Pudukkottai District – Aranthangi Tondaimans
<b>UNIT – IV Social stratification and its impact</b>
Economic condition in the beginning of 20 <sup>th</sup> century – Development of Representative Institution – Education – Public Health Services – Agriculture – Irrigation – Commerce - Judiciary
<b>UNIT – V Pudukkottai Post Independence</b>
Socio, Economic change in the Post-Independence Period – Spread of Christianity - progress of Education.- Important Tourist centre – Monuments – Government Museum – Freedom fighters of Pudukkottai – Important personalities in various fields

### Books for Reference:

- |                          |   |   |
|--------------------------|---|---|
| 1. M.Arokiasamy          | : | The Early History of Vellar Basin         |
| 2. Gopalakrishnan Gandhi | : | Tamil Nadu District Gazetter, Pudukkottai |
| 3. Nicholas Dirks        | : | The Hollow Crown                          |

4. S.Radhakrishna Ayyar : A General History of Pudukkottai State  
 5. R.Tirumalai : Studies in the History of Ancient Township of Pudukkottai  
 6. K.R.Venkataraman Ayyar : A Mannual of Pudukkottai State Vol.II

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Remember the historical events that happened in Pudukkottai region.	K 5
<b>CO 2</b>	Understand the local history and historical importance of the locality	K3
<b>CO 3</b>	Develop the skill of comparing the local historical events in a fruitful way	K1
<b>CO 4</b>	Impart the knowledge of ancient monuments and culture	K5
<b>CO 5</b>	Evaluate and recognize economic development of Pudukkottai presidency	K4

#### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	2	3	2	3	3	3
<b>CO 2</b>	3	2	2	3	3	3	2	3
<b>CO 3</b>	3	3	3	3	3	2	3	3
<b>CO 4</b>	2	3	3	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	2	2	3	3
<b>Total</b>	14	14	13	15	13	13	14	15
<b>Average</b>	2.8	2.8	2.6	3	2.6	2.6	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	3	3	4	3
<b>CO 4</b>	2	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	14	15	13	14	15
<b>Average</b>	2.8	3	2.6	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>Course Title</b>	<b>Project</b>					
<b>Course Type</b>	Core Course	<b>Course Code</b>	<b>CC 12</b>			
		<b>Sub Code</b>	23UHS12			
<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>

## BA HISTORY

Course Title	INDIAN CONSTITUTION						
Course Type	Discipline Specific Elective Course	Course Code	DSE 01				
		Sub Code	23UHSEC1A				
Year	III	Semester	V				
Credits	4	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	Learning objectives are to
1	Understand the achievement of India. i.e. the framing of a new constitution based on the Ideals of democracy, justice, liberty, equality, and fraternity.
2	Know about the uniqueness of Indian constitution.
3	Familiarize with the fundamental rights and duties of the Indian citizens.
4	Understand the powers and functions of supreme court and High courts
5	Study the powers and functions of other constitutional bodies

<b>UNIT-I The Framing of New Constitution</b>
Indian Independence Act 1947 – Constituent Assembly – The Framing of New Constitution– Features of Indian Constitution – Federal and Unitary Features.
<b>UNIT-II Union Executive</b>
Preamble – Union and its Territory – Citizenship – Fundamental Rights and Duties – Directive Principles of State Policy – The Union Executive – President and his Powers – Emergency powers – Vice-President – Cabinet and its functions – Prime Minister and his Powers.
<b>UNIT-III The States</b>
Executive – Governor – Powers – The Council of Ministers – Duties of Chief Minister – Cabinet – Powers – The State Legislature – Legislative Assembly – Speaker – Powers and Privileges. - Centre-State Relation
<b>UNIT – IV Judiciary</b>
Supreme Court – High Court – Powers and function - District Courts - Judicial Review - Lok Adalath
<b>UNIT – V Other Constitutional Bodies</b>
Election Commission – Financial Commission - NITI Ayog- National Development council - Language Policy – Union Public Service Commission – State Public Service – Commissions SC/ST, OBC, Minority & Women - Panchayat Raj – Lokpal.

### Text Book

Durga Das, Basu, *Introduction to the Constitution of India*, Wadhwa, New Delhi, 1999.

### Reference Books

1. Anu Chand Kapur : Selective Constitutions
2. Durga Das Basu : Introduction to the Constitution of India
3. G.Virgin Sigamani : Fundamental Principle of Political Science (Tamil)
4. M.V.Pylee : India's Constitution
5. V.N.Khanna : Constitution and Government of India
6. D.G.Gupta : Indian Government and Politics

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Understand the evolution of Indian Constitution.	K1
<b>CO 2</b>	Highlight the powers of state executive.	K3
<b>CO 3</b>	Learn the Centre-States relation in all field	K3
<b>CO 4</b>	Realize the powers and functions of Executive, Legislative and Judiciary	K3
<b>CO 5</b>	Acquire knowledge about the functions of Election Commission.	K1

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	2	3	2	3
<b>CO 3</b>	3	3	3	3	2	2	2	3
<b>CO 4</b>	3	3	3	3	2	2	2	3
<b>CO 5</b>	3	3	3	3	3	3	3	3
<b>Total</b>	15	15	15	15	12	12	13	15
<b>Average</b>	3	3	3	3	2.4	2.4	2.6	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	2	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	3
<b>Total</b>	15	15	12	15	15
<b>Average</b>	3	3	2.4	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## BA HISTORY

Course Title	HISTORY OF CHINA AND JAPAN						
Course Type	Discipline Specific Elective Course	Course Code	SEC 1				
		Sub Code	23UHSEC1B				
Year	III	Semester	V				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
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 Co-prosperity Sphere
5	The economic condition of China and Japan after the Second World War

<b>UNIT I</b>
Background – Chinese Revolution of 1911 – Causes – Dr Sun YatSen- Tung MengHui - Kuo-Min-Tang – Impact of the Revolution – Yuan Shi Kai – China in First World War – May Fourth Movement.
<b>UNIT II</b>
Background – Japanese Imperialism – Japan in First World War – 21 Demands – WashingtonConference.
<b>UNIT III</b>
Kuo Min Tang rule-Chiang Kai Shek-Manchurian Crisis – Second Sino-Japanese war – China in Second World War – China under Mao-Tse-Tung – Chinese Communist Party (CCP) – Reforms –Cultural Revolution –
<b>UNIT IV</b>
Japan in Second World War II- Pearl Harbour Attack – Greater East Asia Co- Prosperity Sphere - impact.
<b>UNIT V</b>
China under Deng Xiaoping -Economic reforms – 1976- 1989 – Jiang Zemin – Hu-Jintao - Foreign Policy1949-1990. 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

MikisoHane.,*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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Give an account of Chinese Revolution of 1911 and May Fourth Movement	K1
CO 2	Discuss the role of Japan in the First World War.	K3
CO 3	Discuss the developments in China under Mao.	K3
CO 4	Explain the policy of Greater East Asia Co- prosperity Sphere.	K3
CO 5	Describe the economic condition of China and Japan in the twentieth century.	K1

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	2	3	3
CO 2	2	2	3	3	3	3	3	3
CO 3	3	3	3	3	2	2	3	3
CO 4	3	3	2	3	2	3	3	3
CO 5	2	2	3	3	3	3	3	3
Total	13	13	13	15	12	10	15	14
Average	2.6	2.6	2.6	3	2.4	2.6	3	2.8

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	2	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	2	3	2	3	3
Total	13	15	13	15	15
Average	2.6	3	2.6	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## BA HISTORY

Course Title	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS						
Course Type	Discipline Specific Elective Course	Course Code	DSEC 2				
		Sub Code	23UHSEC2A				
Year	III	Semester	V				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2

Learning Objectives	
S. No.	The learning objectives are to impart:
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

<b>UNIT I</b>
Competitive Examinations at the National and State UPSC and TNPSC-qualifications - Plan and nature of competitive examinations- Indian Heritage and Indian Culture
<b>UNIT II</b>
Indian History from the middle of the 18th century to the present- significant events, personalities, issues - The Freedom struggle - its various stages- issues
<b>UNIT III</b>
Indian Constitution: Salient Features – Important Articles-Amendments- Important Acts - Political system, Panchayat Raj, Economic and social development
<b>UNIT IV</b>
Geography of India –Physical,Social, Economic–General issues on Environmental ecology, Biodiversity, and Climate Change - effects of Globalization
<b>UNIT V</b>
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

## 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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	List the characteristic features of Indian heritage and culture	K1
CO 2	Outline the key events of Indian history since 18th century	K1
CO 3	Describe the salient features of Indian Constitution.	K2
CO 4	Discuss the major environmental issues	K3
CO 5	Outline the role of women in contemporary society	K1

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	2	2	3	3	3	2	3	3
CO 2	3	2	3	3	2	3	2	3
CO 3	2	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	2	3	3	3	3	3	3	3
Total	12	13	15	15	12	12	13	15
Average	2.4	2.6	3	3	2.4	2.4	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	2	2	3	3	3
CO 2	2	2	2	3	3
CO 3	3	3	2	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	13	13	12	15	15
Average	2.6	2.6	2.4	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## BA HISTORY

Course Title	Nghl;b;Njh;TfSf;fhd jkpo;				
Course Type	Discipline Specific Elective Course	Course Code	DSEC 2		
		Sub Code	23UHSEC2B		
Year	III	Semester	V		
Credits	2	Hours	L	T	P
			2	0	0
			FS	0	Total
					2

;

Learning Objectives	
S. No.	The learning objectives are to impart:
1	,yf;fzk; mjdpj; cs;s re;jpg;gpiola ePf;Fjy; - xUik gd;ik / gpiolis ePf;Fjy; kuGg; gpiols; Nghd;wtw;iw mwpjy;
2	gz;ila ,yf;fpaq;fs; gw;wp gFj;jha;jy;
3	jkpopy; cs;s rpw;wpyf;fpaq;fis tphpthf tpsf;Fjy;
4	jkpo; mwpQh;fs; kw;Wk; mth;fspd; jkpo;j; njhz;Lfs; gw;wp Muha;jy;
5	gy;NtW ciueilfsisAk; mjd;; Kf;fpaj;Jt;ijAk; tpthjpj;jy;;

### ,ay; 1 ,yf;fzk;

ngHuj;Jjy; - ngHuj;jkhd ngHuisj; Njh;T nra;jy; - Gfo; ngw;w E}y; E}yhrphpah; - njhlUk; njhlh;Gk; mwpjy;; ,j;njluhy; Fwpf;fg;ngWk; rhd;Nwhh; - milnkhopahy; Fwpf;fg;ngWk; E}y; - gphpj;njOJf - vjph;r;nrhy;iy vLj;njOJjy; - ngHue;jhr; nrhy;iyf; fz;lwpjy; - gpio jpUj;jk; - re;jpg;gpiola ePf;Fjy; - xUik gd;ik / gpiolis ePf;Fjy; kuGg; gpiols;> tOTr;nrhw;fis ePf;Fjy; / gpwnkhopr; nrhw;fis ePf;Fjy; Mq;fpyr; nrhy;Yf;F Neuhd jkpo;r; nrhy;iy mwpjy; - xyp NtWghlwpe;J rhpahd ngHuisf; fz;lwpjy; - Nth;r;nrhy;iy Njh;t nra;jy; - Nth;r;nrhy;iyf; nfhLj;J /tpidKw;W> tpidnar;rk;> tpidahyizAk; ngah;> njhopw;ngaiu /cUthf;fy; - mfu thpirg;gb nrhw;fisr; rPh; nra;jy;> nrhw;fis xOq;FgLj;jp nrhw;nwhluhf;Fjy; - ngah;r;nrhy;ypd; tifawpjy; - ,yf;fzf; Fwpg;gwpjy; - tpilf;Nfw;w tpdhitj; Njh;e;njLj;jy; - vt;tif thf;fpak; vdf; fz;nLOJjy; -jd;tpid> gpwtpid> nra;tpid> nrag;ghl;L tpid thf;fpaq;fisf; fz;nLOJjy; - ctikahy; tpsf;fg;ngWk; ngHuj;jkhd ngHuisj; Njh;njOJjy; - vJif> Nkhid> ,iaG ,tw;Ws; VNjDk; xd;iwj; Njh;e;njOJjy;

### ,ay; 2 gz;ila ,yf;fpaq;

jpUf;Fws; njhlh;ghd nra;jpfs;> Nkw;Nfhs;fs;> njhliu epug;Gjy; (gj;njhd;gJ mjpfhuk; kl;Lk;) md;G-gz;G-fy;tp-Nfs;tp-mwpT-mlf;fk;> xOf;fk;> ngHuw> el;G> tha;ik> fhyk;> typ> xg;Gutwpjy;> nra;ed;wp> rhd;whz;ik> ngHupahuij;Jizf;Nfhly;> ngHus; nray;tif> tpidj;jpl;gk;> ,dpait \$wy; - mwE}y;fs; ehybahh;> ehd;kzpf;fbif> gonkhopehD}W> KJnkhopf;fhQ;rp> jphpfLfk;> ,d;dh ehw;gJ> ,dpait ehw;gJ> rpWgQ;r%yk;> Vyhjp> Xsitahh; ghly;fs; njhlh;ghd nra;jpfs; gjpnzd; fPo;f;fzf;F E}y;fspy; gpw nra;jpfs; - fk;guhkhazk; - njhlh;ghd nra;jpfs; Nkw;Nfhs;fs;> gh tif> rpwe;j njhlh;fs; - GwehD}W - mfehD}W> ew;wpiz> Few;njhif> lq;FEW}W> fypj;njhif njhlh;ghd nra;jpfs;> Nkw;Nfhs;fs; mbtiuaiw> vl;Lj;njhif> gj;Jg;ghl;L E}y;fspy; cs;s gpw nra;jpfs; - rpyg;jpfpfhuk; - kzpNkfiy njhlh;ghd nra;jpfs;> Nkw;Nfhs;fs;> rpwe;j njhlh;Gfs; cl;gphpTfs; kw;Wk; lk;ngUk; - lQ;rpWq; fhg;gpaq;fs; njhlh;ghd nra;jpfs; - ngHpaGuhzk; - ehyapu jpt;tpag;gpuge;jk; - jpUtpisahlw;Guhzk; - Njk;ghtzp - rPwhg;Guhzk; njhlh;ghd nra;jpfs;

### ,ay; 3 rpw;wpyf;fpaq;fs;

jpUf;Fw;whyf;FwtQ;rp - fypq;fj;Jg;guzp - Kj;njhs;shapuk;> jkpo;tpL J}J - ee;jpf;fyk;gfk;>

tpf;fpukNrhod; cyh> Kf;\$lw;gs;S> fhtbr;rpe;J> jpUNtq;flj;je;jhjp> Kj;Jf;FkhuRthkp gps;isj; jkpo;> ngj;jNfk; FwtQ;rp> mofh; fps;istpLJ}J> ,uh[uh[ Nrhod; cyh njhlh;ghd nra;jpfs; - kNdhd;kzpak; - ghQ;rhyr rgjk; - Fapy; ghl;L - ,ul;Lw nkhopy; (fhsNkfg;Gyth; - mofpa nrhf;fehjh; njhlh;ghd nra;jpfs;) - ehl;Lg;Gwg;ghl;L - rp;jh; ghly;fs; njhlh;ghd nra;jpfs; - rka Kd;Ndhbfs; mg;gh;> rk;ge;jh;> Re;juh;> khzpf;fthrfh;> jpU%yh;> FyNrfu Mo;thh;> Mz;lhs;> rPj;jjyr; rhj;jdh;> vr;.V.fpU~;z gps;is> ckWg;Gyth; njhlh;ghd nra;jpfs;> Nkhw;Nfhs;fs;> rpwg;Gg; ngah;fs;
,ay; 4 <b>jkpo; mwpQh;fSk; jkpo;j; njhz;Lk;</b>
ghujpahh;> ghujpjhrd;> ehkf;fy; ftpQh;> ftpkzp Njrp tpehafk; gps;is njhlh;ghd nra;jpfs;> rpwe;j njhlh;fs;> rpwg;Gg; ngah;fs; - kuGf;ftpij - Kbaurd;> thzpjhrd;> Rujh> fz;zjhrd;> cLkiy ehuhazftp> gl;Lf;Nfhl;il fy;ahzRe;juk;> kUjfhrrp njhlh;ghd nra;jpfs;> milnkhop ngah;fs; - gJf;ftpij - e.gpr;r%h;j;jp> rp.R.nry;yg;gh> jUK rptuhK> gRta;ah> ,uh.kPdhl;rp> rp.kzp> rpw;gp> K.Nkhj;jh> <NuhL jkpod;gd;> mg;Jy;uFkhd;> fyhg;hpah> fy;ahz;[p> Qhdf; \$j;jd;> NjtNjtd;> rhiy ,se;jpiuad;> rhydpd ,se;jpiuad;> Mye;J}h; Nkhfduq;fd; njhlh;ghd nra;jpfs;> Nkw;Nfhs;fs;> rpwg;Gj; njhlh;fs; kw;Wk; vOjpa E}y;fs; - jkpopy; fbj ,yf;fpak; - ehl;Fwpg;G> NeU - fhe;jp - K.t. - mz;zh - Mde;juq;fk; gps;is ehl;Fwpg;G njhlh;ghd nra;jpfs; - ehlff;fiy - ,irf;fiy njhlh;ghd nra;jpfs; - jkpopy; rpWfijfs; jiyg;G - Mrphpah; - nghUj;Jjy; - fiyfs; - rpw;gk; - Xtpak; - Ngr;R - jpiug;glf;fiy njhlh;ghd nra;jpfs; - jkpopd; njhd;ik - jkpo; nkhopapd; rpwg;G> jpuhtpl nkhopfs; njhlh;ghd nra;jpfs;
,ay; 5 <b>ciueil</b>
kiwkiyabfs;> ghjpkhw;fiyQh;> e.K.Ntq;flrhkp ehl;lhh;> uh.gp. NrJg;gps;is> jpU.tp.f.> itahGhpg;gps;is - nkhop eil njhlh;ghd nra;jpfs; - c.Nt.rhkpeh; lah;> nj.ngh.kPdhl;rp Re;judhh;> rp.,yf;Ftdhh;-jkpo;g;gzp njhlh;ghd nra;jpfs; - NjtNeag;ghthzh; - mfuKjyp> ghtyNuW ngUq; rp;jpudhh;> jkpo;j;njhz;L njhlh;ghd nra;jpfs; - [p.A.Nghg; - tPukhKdpth; jkpo;j;njhz;L rpwg;Gj;njhlh;fs; - nghpahh;-mz;zh-Kj;Juhkypq;fj; Njth; -mk;Ngj;fh; - fhkuhrh; - rKjhaj; njhz;L - jkpo;fk; - CUk; NgUk;> Njhw;wk; khw;wk; gw;wpa nra;jpfs; - cyfshtpa jkpoh;fs; rpwg;Gk; - ngUikAk; - jkpo;g; gzpAk; - jkpo; nkhopapy; mwptpay; rpe;jidfs; njhlh;ghd nra;jpfs; - jkpo; kfsphpd; rpwg;G - md;dp ngrz;l; mk;ikahh;> %tY}h; uhkhkph;jj;jk;khs;> lhf;lh;.Kj;Jnyl;Rkp nul;b> tpLjiyg; Nghuhl;l;jpy; kfsph; gq;F (jpy;iyahb ts;spak;ik> uhzp kq;fk;khs;) - jkpoh; tzpfk; - njhy;ypay; Ma;Tfs; - flw; gazq;fs; njhlh;ghd nra;jpfs; - czNt kUe;J - Neha; jPh;f;Fk; %ypiffs; njhlh;ghd nra;jpfs; - rkag; nghJik czh;j;jpa jhAkhdt;> ,uhkypq;f mbfshh;> jpU.tp.fy;ahz Re;judhh; njhlh;ghd nra;jpfs; - Nkw;Nfhs;fs;

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	nrhw;fisr; rPh; nra;jy;> nrhw;fis xOq;FgLj;jp nrhw;nwhluhf;Fjy;> ngah;r;nrhy;ypd; tifawpjy; Nghd;wtw;iw mwpjy;	K1
CO 2	rq;f fhy rq;fk; kUtpa fhy ,yf;fpaq;fs; gw;wp fz;lwpjy;	K1
CO 3	rpw;wpyf;fpaq;fspd; Kf;fpaj;Jtj;ijAk; rpw;wpyf;fpaj;jpy; cs;s fUj;JfisAk; fz;lwpjy;	K2
CO 4	jkpo; mwpQh;fspd; jkpo;j; njhz;Lfis gw;wp tpsf;Fjy;	K3
CO 5	rkfhy ciueil Mrphpah;fisAk; mth;fspd; ciueilfisAk;; gw;wp Muha;jy;	K1

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	3	2	2	3	3
<b>CO 2</b>	2	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	2	2	3	3
<b>CO 4</b>	3	3	2	3	2	3	3	3
<b>CO 5</b>	2	2	3	3	3	3	3	3
<b>Total</b>	13	13	13	15	12	10	15	14
<b>Average</b>	2.6	2.6	2.6	3	2.4	2.6	3	2.8

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	2	3	2	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	2	3	2	3	3
<b>Total</b>	13	15	13	15	15
<b>Average</b>	2.6	3	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## Semester VI

### **BA HISTORY**

Course Title	CONTEMPORARY HISTORY OF INDIA						
Course Type	Core Course	Course Code	CC 13				
		Sub Code	23UHS13				
Year	III	Semester	VI				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives	
S. No.	The learning objectives are to impart:
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 United Front Government and National Democratic Alliance.

<b>UNIT I</b>
The Nehruvian Era, 1947-64 – Democratic Socialism – Economic Policy – Five-Year Plans – Foreign Policy – Panchsheel – Non-Aligned Movement – Lal Bahadur Shastri – Domestic and Foreign Policies.
<b>UNIT II</b>
India during Indira Gandhi's First Ministry – Administrative Reforms – Indo-Pakistan War – National Emergency, 1976 – Twenty Point Programmes – Janata Government – Morarji Desai – Charan Singh
<b>UNIT III</b>
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.
<b>UNIT IV</b>
National Front Rule – V.P. Singh - Mandal Commission – Chandra Shekhar - Coalition Governments – P.V. Narasimha Rao – New Economic Policy
<b>UNIT V</b>
United Front Rule – Foreign Policy – National Democratic Alliance – A.B. Vajpayee – Golden Quadrilateral Project- Kargil War – I. K. Gujral- Deva Gowda - Manmohan Singh Governments - Economic Reforms- development schemes

### **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

NeeraChandoke 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

RamachandraGuha., *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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the contribution of Jawaharlal Nehru as the architect of modern India.	K5
CO 2	Evaluate the achievements of Indira Gandhi's government	K5
CO 3	Describe the administration of National Front Government.	K2
CO 4	Discuss the New Economic Policy	K3
CO 5	Evaluate the administration of United Front government.	K3



### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	3	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	3	3	3	2	2	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	2	3	3	3	3
<b>Total</b>	15	15	15	14	13	12	14	15
<b>Average</b>	3	3	3	2.8	2.6	2.4	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## BA HISTORY

Course Title	INDIA AND HER NEIGHBOURS					
Course Type	Core	Course Code	CC14			
		Sub Code	23UHS14			
Year	III	Semester	VI			
Credits	3	Hours	L	T	P	Total
			3	1	0	4

Learning Objectives	
S. No.	The learning objectives are to impart:
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

<b>UNIT I</b>
Historical and Geographical Setting – Geo Strategic location of India – India's position in South Asia – India's Neighbourhood Policy: Panchsheel to Gujral Doctrine
<b>UNIT II</b>
<b>India's relations with Pakistan:</b> 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.
<b>UNIT III</b>
<b>India's relations with China:</b> 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
<b>UNIT IV</b>
<b>India's relations with Bangladesh:</b> Creation of Bangladesh in 1971 – Farakka Barrage – Rohingya Refugee crisis
<b>India's relations with Sri Lanka:</b> Dispute in the Palk Straits – Katchatheevu Issue – Sri Lankan Tamil Issue – IPKF – Gwadar Port
<b>UNIT V</b>
<b>India's relations with smaller neighbours:</b> Nepal – Afghanistan – Bhutan – Maldives <b>SAARC:</b> 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/>

CO No.	Course Outcomes	Cognitive Level
	<i>The students on completion of the course will be able to:</i>	
CO 1	Trace the evolution of India's foreign policy towards neighbours.	K1
CO 2	Discuss of the underlying issues in Indo-Pak relations.	K2
CO 3	Examine border dispute and negotiations between India and China.	K4
CO 4	Discuss India's relations with Bangladesh and Sri Lanka.	K2
CO 5	Evaluate the role of SAARC in cooperation and development in the region.	K5

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	3	2	2	3	3
<b>CO 2</b>	2	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	2	2	3	3
<b>CO 4</b>	3	3	2	3	2	3	3	3
<b>CO 5</b>	2	2	3	3	3	3	3	3
<b>Total</b>	13	13	13	15	12	10	15	14
<b>Average</b>	2.6	2.6	2.6	3	2.4	2.6	3	2.8

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	2	3	2	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	2	3	2	3	3
<b>Total</b>	13	15	13	15	15
<b>Average</b>	2.6	3	2.6	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## BA HISTORY

Course Title	HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA						
Course Type	Core Course	Course Code	CC15				
		Sub Code	23UHS15				
Year	III	Semester	VI				
Credits	4	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives	
S. No.	The learning objectives are to
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

<b>Unit- I</b>
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.
<b>Unit- II</b>
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
<b>Unit- III</b>
Growth of Agriculture- Green Revolution – White Revolution – Blue Revolution – Drip Irrigation.
<b>Unit- IV</b>
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.
<b>Unit- V</b>
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: AnamikaPrakashan, 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 ChandanaChakrabarthi., *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 Odyssey 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>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
<b>CO 1</b>	Describe the Development of Science and Technology in Colonial India	K1
<b>CO 2</b>	Evaluate the Post-Independent Scientific Policies	K5
<b>CO 3</b>	Discuss the Implications of Technology in Growth of Agriculture	K2
<b>CO 4</b>	Analyse the Achievements in Space Technology	K4
<b>CO 5</b>	Assess the contributions of Scientist to Modern Science in India	K5

### CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	3	3	3	3	3	2	3	3
<b>CO 2</b>	3	3	3	3	2	3	3	3
<b>CO 3</b>	3	3	3	3	2	2	2	3
<b>CO 4</b>	3	3	3	3	3	2	3	3
<b>CO 5</b>	3	3	3	2	3	3	3	3
<b>Total</b>	15	15	15	14	13	12	14	15
<b>Average</b>	3	3	3	2.8	2.6	2.4	2.8	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	3
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	2	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	3
<b>Total</b>	15	15	14	15	15
<b>Average</b>	3	3	2.8	3	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

## BA HISTORY

Course Title	INTERNATIONAL RELATIONS SINCE 1919						
Course Type	Discipline Specific Elective Course	Course Code	DSE 5				
		Sub Code	23UHSSEC3A				
Year	III	Semester	VI				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
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.

<b>UNIT I</b>
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
<b>UNIT II</b>
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
<b>UNIT III</b>
Cold war: Origins – Causes – Truman’s Doctrine – Marshall Plan – NATO – SEATO – CENTO –SALT I and II— Emergence of Third world
<b>UNIT IV</b>
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
<b>UNIT V</b>
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 Couloumbis 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/>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Assess the role of militarism in international relations in the interwar years.	K5
CO 2	Evaluate the achievements of the UNO	K5
CO 3	Discuss the Cold War politics	K3
CO 4	Evaluate the role of Gorbachev in bringing the Cold War to an end	K5
CO 5	Discuss the contemporary issues in international relations.	K3

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	2	3	3
CO 2	2	2	3	3	3	3	3	3
CO 3	3	3	3	3	2	2	3	3
CO 4	3	3	2	3	2	3	3	3
CO 5	2	2	3	3	3	3	3	3
Total	13	13	13	15	12	10	15	14
Average	2.6	2.6	2.6	3	2.4	2.6	3	2.8

S-Strong (3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	2	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	2	3	2	3	3
Total	13	15	13	15	15
Average	2.6	3	2.6	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## BA HISTORY

Course Title	HISTORY OF LATIN AMERICA: FROM DISCOVERY TO LIBERATION						
Course Type	Discipline Specific Elective Course	Course Code	DSE 6				
		Sub Code	23UHSSEC3A				
Year	III	Semester	VI				
Credits	3	Hours	L	T	P	FS	Total
			4	1	0	0	5

Learning Objectives	
S. No.	The learning objectives are to impart:
1	Knowledge on the continents other than Asia
2	Learning on the Colonization of Latin America
3	Study the Causes of Liberation Movement
4	Understand the importance of diplomatic relations
5	Understanding on Latin America on Cold war and World Politics.

<b>UNIT I</b>
Discovery and Conquest- Christopher Columbus – Ferdinand Magellan and Amerigo Vespucci- Conquerors: Hernando Cortes, Pizarro, Jimenez de Quesada and Valdivia.
<b>UNIT II</b>
Colonization of Latin America; Spain and Portugal Conquest - Society- Economic Life and Culture – Administration – Native American Indian.
<b>UNIT III</b>
Liberation movement – Role played by the Creoles - Great Liberators: Simon Bolivar – San Martin and Bernardo O’ Higgins
<b>UNIT IV</b>
Latin America and USA Diplomatic Relations: The Monroe Hispanic Doctrine- Rise of American imperialism in Latin America in the 19th Century – The Spanish (Hispanic) American War
<b>UNIT V</b>
Latin America and USA in the Cold War – Rise of Dictatorship- Latin America in the World Politics

## LEARNING RESOURCES

### Recommended Books

Bushnell and Macaulay, *The emergence of Latin America in the nineteenth-century*, (Oxford University Press, Oxford, 1994, 2nd edition)

David Geggus, “The Caribbean in the Age of Revolution,” in David Armitage, Sanjay Subrahmanyam (eds), *The Age of Revolutions in Global Context, c. 1760-1840* Palgrave Macmillan, 2010.

Thomas Skidmore y Peter H. Smith, *Modern Latin America*, Oxford University Press, Oxford, 2001, 5th Edition

## References

Bradford Burns, E, *Latin America Conflict and Creation: A Historical Reader*, Prentice Hall, New Jersey, 1993

Edwin Williamson, *The Penguin History of Latin America*, Penguin, 2010

Joseph Smith, *United States and Latin America: A History of American Diplomacy 1776-2000*, Routledge, Oxon, 2005

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Give an account on discovery and Conquest of Latin America	K1
CO 2	Discuss the Colonization of Spain and Portugal	K3
CO 3	Discuss the causes of the Liberation Movement	K3
CO 4	Explain the US and Latin American Countries Diplomatic Relationships.	K3
CO 5	Describe the Cold war and World Politics in Latin America.	K1

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	3	3	3	2	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	3	3	3	2	2	2	3
CO 4	3	3	3	3	2	2	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	15	15	15	12	12	13	15
Average	3	3	3	3	2.4	2.4	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	15	13	15	15
Average	3	3	2.6	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## BA HISTORY

Course Title	Elements of Human Rights						
Course Type	Discipline Specific Elective Course	Course Code	DSE 1				
		Sub Code	23UHSSEC3A				
Year	III	Semester	V				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

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.

<b>UNIT I</b>
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
<b>UNIT II</b>
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)
<b>UNIT III</b>
Human Rights International Non-Governmental Organizations (NGOs): The International Committee of Red Cross – Amnesty International – Human Rights Watch – International Commission of Jurists
<b>UNIT IV</b>
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
<b>UNIT V</b>
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/>

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

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	3	2	2	3	3
CO 2	2	2	3	3	3	3	3	3
CO 3	3	3	3	3	2	2	3	3
CO 4	3	3	2	3	2	3	3	3
CO 5	2	2	3	3	3	3	3	3
Total	13	13	13	15	12	10	15	14
Average	2.6	2.6	2.6	3	2.4	2.6	3	2.8

S-Strong(3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	3	3	3
CO 2	2	3	2	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	2	3	2	3	3
Total	13	15	13	15	15
Average	2.6	3	2.6	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## BA HISTORY

Course Title	WOMEN STUDIES						
Course Type	Discipline Specific Elective Course	Course Code	DSE 2				
		Sub Code	23UHSSEC3B				
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	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

<b>Unit- I</b>
Women Empowerment – Meaning – Nature- Concept and Strategies– Classification and dimensions of Women Empowerment.- Role of women in freedom struggle
<b>Unit- II</b>
Social Empowerment – Women’s Education –Women and Health - Contribution of Periyar, Bharathiar, Bharathidhasan, Periyar-Annadurai, Karunanidhi, MGR, Jayalalitha towards women empowerment
<b>Unit- III</b>
Economic Empowerment – Participation of Women– Organised and Unorganised sectors – Women Self-Help Groups – ICT and Women.
<b>Unit- IV</b>
Political Empowerment of Women in India – Women Leaders–Constitutional and Legal Provisions for Women Empowerment – Impact of Legislations.
<b>Unit- V</b>
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.
- ShailajaNagendra, Women's role in Modern World, ABD Publishers, Jaipur, 2008

## Web Resources

<http://www.archives.gov>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Evaluate the gender perspective in all domains of knowledge in India	K5
CO 2	Assess the role of education for women empowerment	K5
CO 3	Discuss the role of women in economic development	K2
CO 4	Describe the Constitutional provisions and legislations for women	K1
CO 5	Elucidate the policies brought in by the government for motivating women	K2

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	3	3	3	3	3	3
CO 2	3	3	3	3	2	3	2	3
CO 3	3	2	3	3	2	3	2	3
CO 4	3	3	3	3	2	3	2	3
CO 5	3	3	3	3	3	3	3	3
Total	15	13	15	15	12	15	13	15
Average	3	2.6	3	3	2.4	3	2.6	3

S-Strong (3)

M-Medium (2)

L-Low (1)

## CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	2	3	3	3
CO 2	3	3	2	3	3
CO 3	3	2	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)