



## B.A. HISTORY

**CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED  
CURRICULUM FRAMEWORK (CBCS - LOCF)**

**(Applicable to the candidates admitted from the academic year 2022-2023 onwards)**

*(NAAN MUDHALVAN SCHEME WAS IMPLEMENTED FROM 2<sup>nd</sup> SEMESTER TO 6<sup>th</sup> SEMESTER)*

Sem.	Part	Courses	Title	Ins. Hrs.	Credits	Exam. Hours.	Maximum Marks		
							Int.	Ext.	Total
I	I	Language Course - I (Tamil \$/Other Language +#)		6	3	3	25	75	100
	II	English Course-I		6	3	3	25	75	100
	III	Core Course – I (CC)	History of India from Prehistory to 1206 C.E	6	5	3	25	75	100
		Core Course-II (CC)	History of Tamil Nadu up to 1336 C.E.	6	5	3	25	75	100
		First Allied Course-I (AC)	Studies on States and Governments-I	4	3	3	25	75	100
	IV	Value Education	Value Education	2	2	3	25	75	100
		<b>Total</b>		<b>30</b>	<b>21</b>				<b>600</b>
II	I	Language Course - II (Tamil \$/Other Language +#)		6	3	3	25	75	100
	II	English Course-II		4	3	3	25	75	100
	III	Core Course – III (CC)	History of India From 1206 C.E. to 1707 C.E	6	5	3	25	75	100
		Core Course-IV (CC)	History of Tamil Nadu from 1336 C.E. To 1800 C.E.	6	5	3	25	75	100
		First Allied Course-II (AC)	Studies on States and Governments-II	4	3	3	25	75	100
		<b>Add on Course- I ##</b>	<b>Professional English- I</b>	<b>6*</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	IV	Environmental Studies	Environmental Studies	2	2	3	25	75	100
	VI	<b>Naan Mudhalvan Scheme (NMS) @@</b>	<b>Language Proficiency for Employability - Effective English</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
		<b>Total</b>		<b>30 + 6 *</b>	<b>27</b>				<b>800</b>

III	I	Language Course - III (Tamil \$/Other Languages +#)		6	3	3	25	75	100
	II	English Course-III		6	3	3	25	75	100
	III	Core Course – V (CC)	History of India From 1707 C.E. to 1857 C.E	6	5	3	25	75	100
		Core Course-VI (CC)	History of Tamil Nadu from 1800 C.E. to 2000 C.E	6	5	3	25	75	100
		Second Allied Course-I (AC)	Public Administration	4	3	3	25	75	100
		<b>Add on Course- II ##</b>	<b>Professional English- II</b>	<b>*6</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	IV	Non-Major Elective Course- I @	Freedom Movement in India	2	2	3	25	75	100
		Those who choose Tamil in Part -I can choose a non-major elective course offered by other departments.  Those who do not choose Tamil in Part- I must choose either a) Basic Tamil if Tamil language was not studied inschool level (or ) b) Special Tamil if Tamil language was studied up to 10 <sup>th</sup> & 12 <sup>th</sup> std.							
	VI	<b>Naan Mudhalvan Scheme (NMS) @@</b>	<b>Digital Skills for Employability – Microsoft Digital Skills</b>	-	2	--	25	75	100
	<b>Total</b>			<b>30 +6 *</b>	<b>27</b>				<b>800</b>
IV	I	Language Course - VI ( Tamil \$/Other Languages +#)		6	3	3	25	75	100
	II	English Course-IV		6	3	3	25	75	100
	III	Core Course – VII (CC)	History of Europe From 1453 C.E. to 1789 C.E.	6	5	3	25	75	100
		Core Course-VIII (CC)	History of India From 1857 C.E.to 1947 C.E	6	5	3	25	75	100
		Second Allied Course-II (AC)	Panchayat Raj	4	3	3	25	75	100
	IV	@ Non Major Elective Course- II (NME)	Working of Indian Constitution	2	2	3	25	75	100
		Those who choose Tamil in Part-I can choose a non-major elective course offered by other departments Those who do not choose Tamil in Part-I must choose either a) Basic Tamil if Tamil language was not studied inschool level ( or) b) Special Tamil if Tamil Language was studied upto 10 <sup>th</sup> & 12 <sup>th</sup> Std.							
	VI	<b>Naan Mudhalvan Scheme (NMS) @@</b>	<b>Employability Skills – Employability Skills</b>	-	2	--	25	75	100
	<b>Total</b>			<b>30</b>	<b>23</b>				<b>700</b>

V	III	Core Course-IX (CC)	History of Contemporary India	5	5	3	25	75	100
		Core Course-X (CC)	History of USA up to 1865 C.E.	5	5	3	25	75	100
		Core Course-XI (CC)	History of Europe from 1789 C.E to 1945 C.E	5	5	3	25	75	100
		Core Course-XII (CC)	Introduction to Historiography	5	5	3	25	75	100
		Major Based Elective Course-I (MBE)	1. Principles and Methods of Archaeology (or) 2. Introduction to Tourism	5	5	3	25	75	100
	IV	Skill Based Elective Course-I	Introduction to Interpersonal Communication	3	2	3	25	75	100
		Soft Skills Development	Soft Skills Development	2	2	3	25	75	100
	VI	Naan Mudhalvan Scheme (NMS) @@	Marketing and Design Tools-Digital Marketing	--	2	--	25	75	100
	Total			30	31				800
VI	III	Core Course- XIII (CC)	History of USA 1865 C.E.to 2000 C.E.	5	5	3	25	75	100
		Core Course –XIV (CC)	History of Education In India	6	5	3	25	75	100
		Core Course-XV (CC)	History of China and Japan	6	5	3	25	75	100
		Major Based Elective Course-II (MBE)	1. Human Rights (or) 2. Journalism and mass communication	5	5	3	25	75	100
		Project	Project	4	3		20	80	100
	IV	Skill Based Elective Course-II	General Knowledge For Competitive Examinations	3	2	3	25	75	100
	V	Gender Studies	Gender Studies	1	1	3	25	75	100
		Extension Activities **			--	1	--	--	--
	VI	Naan Mudhalvan Scheme (NMS) @@	Aerial Surveying & Mapping Techniques	--	2	--	25	75	100
	Total			30	27				800
	Grand Total			180 +12*	158				4500

- \$ For those who studied Tamil upto 10<sup>th</sup> +2 (Regular Stream)
- + Syllabus for other Languages should be on par with Tamil at degree level
- # Those who studied Tamil upto 10<sup>th</sup> +2 but opt for other languages in degree level under Part- I should study special Tamil in Part –IV
- ## The Professional English – Four Streams Course is offered in the 2<sup>nd</sup> and 3<sup>rd</sup> Semester (only for 2022-2023 Batch) in all UG Courses. It will be taught apart from the Existing hours of teaching/ additional hours of teaching (1 hour /day) as a 4 credit paper as an add on course on par with Major Paper and completion of the paper is must to continue his/her studies further. (As per G.O. No. 76, Higher Education (K2) Department dated: 18.07.2020)
- \* The Extra 6 hrs/cycle as per the G.O. 76/2020 will be utilized for the Add on Professional English Course.
- \*\* Extension Activities shall be outside instruction hours.
- @ NCC Course is one of the Choices in Non-Major Elective Course. Only the NCC Cadets are eligible to choose this course. However, NCC Course is not a Compulsory Course for the NCC Cadets.
- @@ Naan Mudhalvan Scheme: As per Naan Mudhalvan Scheme instruction

#### SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES – ARTS

Sl. No.	Part	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	I	Language Courses	4	12	400
2.	II	English Courses	4	12	400
3.	III	Core Courses	15	75	1500
4.		Allied Courses - I & II	4	12	400
5.		Major Based Elective Courses	2	10	200
6.		Add on Course I & II	2	8	200
7.		Project	1	3	100
8.	IV	Non Major Elective Courses	2	4	200
9.		Skill Based Elective Courses	2	4	200
10.		Soft Skills Development	1	2	100
11.		Value Education	1	2	100
12.		Environmental Science	1	2	100
13.	V	Gender Studies	1	1	100
14.		Extension Activities	1	1	0
15.	VI	Naan Mudhalvan Scheme	5	10	500
	Total		46	158	4500

**PROGRAMME OBJECTIVES:**

- Gain knowledge of past human behavior that is relevant to the intellectual growth and development as a person and can provide with required insight for upcoming generations.
- Train the students to acquire skills and knowledge required to pursue higher studies in the field of Archaeology, Museology, Journalism, Tourism and public Administration.
- Make the students to acquire a wide knowledge of history to become teachers.
- Encourage the students to take up professional courses in the field of education and law.
- Train the students to appear for the competitive examinations.

**PROGRAMME OUTCOMES:**

- Expand their vision to recognize the diversity of human experience in ethnicity, caste, class, religion, sex and make them work towards Universal Brotherhood.
- Perceive the knowledge of world cultures and their inter-connections with multi-cultural sensitivity and evaluate the achievements of man in history and progress of ideas.
- Provide an opportunity to recall historical events with more specificity in detail and install the feeling of patriotism in the hearts of the pupils.
- Analyze the relationship between the past and the present is lively presented in the history.
- Equip to appear for Competitive Examinations.

**PROGRAMME SPECIFIC OUTCOMES:**

- Make out and be grateful for the locality of history within Social Sciences establishes relations across frontiers of disciplines, and inspect Arts, Culture and Gender.
- Achieve insightful awareness of historical events and critically scrutinize them, come to know about how nations developed, about leaders of the precedent, and much more.
- Differentiate the features of good governance and civic responsibilities and becoming responsible citizens and developing patriotism and social commitments.
- Enriches knowledge about society, right governance victorious headship behavior, women's history, Human Rights, and environmental issues, and also acquire soft skills, to understand how the society we live in is concerned with survival.
- Advancement for decidedly developed insight, accomplish employability skills to compete in diverse competitive examinations, and employment opportunities in the teaching profession, private and public sectors.

**First Year**

**CORE COURSE-I  
HISTORY OF INDIA FROM PREHISTORY TO  
1206 C.E  
(Theory)**

**Semester-I**

**Code:**

**Credit: 5**

**OBJECTIVES:** To enable the students to

- Know about the Pre Historic age of India
- Study the Evolution of Vedic age and ancient Tamil civilization.
- Study the Alexander's Invasion.
- Study about Golden age of Guptas.
- Trace history of north India from Harsha Period also study the invasion of Arabs.

**UNIT-I SOURCES OF STUDY:**

Sources of Indian History -Geographical features – Pre Historic age: Paleolithic – Mesolithic- Neolithic - Indus Valley Civilization - Salient Features - Ancient Tamil Civilization.

**UNIT-II VEDIC AGE:**

Vedic Age - Origin and the arrival of the Aryans -Early and later Vedic Period – Vedic literature - Socio-Economic- Cultural conditions- political structure in the Vedic period - Janapadas and Mahajanapadas - The rise of Magada: Bimbisara- Ajatasatru.

**UNIT-III THE NEW RELIGIONS:**

Causes for the Emergence of New Religion: Jainism and Buddhism- Contributions of Jainism and Buddhism to Indian Culture -Alexander's invasion.

**UNIT-IV THE MAURYAN AND KUSHAN PERIODS:**

Chandra Gupta Maurya-Asoka- Chandra Gupta I - Samudra Gupta I -Career achievements - Mauryan and Gupta Administration- Conquest and consolidation of Empire- Society, Economy and Culture under Mauryan, Kushan and Gupta.

**UNIT-V HARSHA AND SOUTH INDIAN DYNASTIES:**

North India from Harsh- Socio, Economic and religious conditions – Arab invasion on Sindh – Mohamed bin Qasim and Ghori - Impact of Arab invasion - Rajput polity and the rise of Feudalism - contribution to Indian culture -Society under the Sathavahanas -Cultural contributions of the Chalukyas of Vatapi – Rashtrakutas– Adi Sankara and the Bhakticult

**UNIT – VI CURRENT CONTOURS: (For continuous internal assessment only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Majumdar R.C., Advanced History of India, (Macmillan, London, 1946).
2. Sharma L.P., History of Ancient India, (Vikas Publishing, New Delhi 1981)
3. Bhattacharya, N.N., Ancient Indian Rituals and their Social Contacts, (Concept Publishing Company, 1998)
4. Sathiyana Iyer R. (1974) Chennai, - History of India Vol.I Viswanathan Publication Pvt. Ltd.

### **REFERENCE:**

1. Basham. A.L., The Wonder that was India, Surjeet Publications, New Delhi, 2007
2. Thoper, Romila, Ancient Indian Social History, Orient Longman, New Delhi, 2004
3. Kosambi, D.D., The Culture and Civilization of ancient India: In Historical Outline, Sage Publication, New Delhi, 2000
4. Jain, P.C., Socio, Economic Exploration of Medieval India, B.R. Publishing, Delhi, 1976
5. Majumdar, R.C., Raychoudry., H.C., & Datta An Advance History of India, Macmillan Publication, New Delhi, 2000
6. R.C. Majumdar and Srivastva, History of India (From 320 to 1206 A.D.), Surjeet Book Depot, New Delhi, 1996.
7. A. Thapar Romila, History of India, Vol.I, Orient Longman, New Delhi, 1978.
8. V. Shinde, Early Settlements in the Central Tapi Basin, Munshiram Manoharlal, New Delhi, 1998.
9. J.S. Swain, A History of World Civilization, Eurasia Publishing House Pvt. Ltd, New Delhi, 1994.
10. Kalpana, Rajaram and R. Vidhya, Facet of Indian Culture, spectrum Books, New Delhi, 2013.
11. K.K. Pillay, Tamilaga Varalaru: Makkalum Panpadum (Tamil), International Institute of Tamil Studies, 2002.

### **E-LEARNING RESOURCES:**

1. [wikipedia.org/wiki/History of India](http://wikipedia.org/wiki/History_of_India)
2. [www.ncertbooks.guru/ancient-Indian-history-by-r-s-Sharma-pdf](http://www.ncertbooks.guru/ancient-Indian-history-by-r-s-Sharma-pdf)
3. [www.ugc.ac.in/pdf/news/2904310\\_B.A.-Hons.-History.pdf](http://www.ugc.ac.in/pdf/news/2904310_B.A.-Hons.-History.pdf)
4. <http://www.historydiscussion.net/articles/sources-of-ancient-indian-history-archaeological-and-literary-sources/233612>
5. [http://indohistory.com/vedic\\_period.htm](http://indohistory.com/vedic_period.htm)
6. <http://theindianhistory.org/Mauryan/mauryan-dynasty-timeline.html>
7. [http://m.kkhsou.in/EBIDYA/HISTORY/MODIFY\\_gupta\\_empire.html](http://m.kkhsou.in/EBIDYA/HISTORY/MODIFY_gupta_empire.html)
8. <https://medium.com/islamic-invasion-of-india/first-three-failed-arab-invasions-of-india-by-seabb43495db5cd>

**COURSE OUTCOMES:** Upon successful completion of this course the students would be able to:

- Understand the Geographical features and sources of the Indian history.
- Illustrate the students Vedic Society, Religious Movement and their Principles.
- Assess the rise and fall of Empires, administration, urbanization process, Art and Architecture.
- Explore the contribution of Guptas to art and architectures.
- Understand the foreign relations of ancient Indian Kingdoms which is useful for preparation of competitive exams and jobs.

\*\*\*\*



**First Year**

**CORE COURSE-II  
HISTORY OF TAMIL NADU UPTO 1336 C.E.  
(Theory)**

**Semester-I**

**Code:**

**Credit: 5**

**OBJECTIVES:** To enable the students to

- learn the political, social and economic conditions of Ancient Tamil Nadu
- Know about the History of Tamil Nadu between 600 AD and 900 AD.
- Learn the Origin of Pallavas and their contribution to Tamil society.
- Know the contributions of Tamil kings to the Art and Architecture.
- Learn about the advent of Muslim and their impact on Tamil society.

**UNIT-I        ARCHAEOLOGICAL EXCAVATIONS:**

The Geographical Features of Tamil Nadu-Sources - Pre-History: Pre-Historic Sites in Tamil Nadu - Sangam Age: Political History: Sangam Cheras, Cholas and Pandyas- Chieftains of Sangam Age-Topographical Divisions- Post Sangam: Kalabras.

**UNIT – II        AGE OF PALAVAS:**

Origin of Pallavas; Mahendra Varman I – Narsimhavarman I – Pallava, Chalukya conflict – contribution of Pallavas to Art and Architecture: Rock-cut cave Temples, Structural Temples, Monolithic Temple - Fine Arts and literature – Bhakthi movement: Alvars and Nayanmars- Impact of Bhakthi Movement

**UNIT – III        THE AGE OF IMPERIAL CHOLAS:**

Vijayalaya- Rajaraja I- Rajendra I- Kulottunga I – Chola administration – Social condition under the Cholas-Economic and Religious condition –Merchant Guild system-Literature, art and architecture.

**UNIT – IV        PANDYAN EMPIRE:**

Arikesari Maravarman-Jatila Parantaka Nedunjadaiyan- Varaguna II- Pandyan Architecture - Cave Temples-The Second Pandyan Empire; Jatavarman Kulasekhara Pandya I- Maravarman Sundra Pandya I-Jatavarman Sundra Pandya I-Maravarman Kulasekara Pandya I- Consolidation of Power- Economic and Social Condition -Art and Architecture - Language and Education - Decline.

**UNIT - V        ADVENT OF ISLAM IN TAMILNADU:**

The Muslim Conquest - Invasion of Malikkafur - Madurai Sultanate - Impact of Muslim Rule.

**UNIT-VI        CURRENT CONTOURS (For continuous internal assessment only):**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

**TEXT BOOKS:**

1. Devanesan, A History of Tamil Nadu Upto 1995 AD, (Renu Publications, Tamil Nadu, 1997).
2. Pillay, K.K. A Social History of the Tamils, (Madras, 1969).
3. Rajjayan, History of Tamilnadu, (Chennai, 1982).
3. M. Rajamanickam, CholarVaralaru (Tamil), Poovam Publisher, Chennai, 1999.
4. A. Krishnaswami, Topics in South Indian History: From Early Times upto 1565 A.D., TheUniversity of Michigan, 1975

**REFERENCE BOOKS:**

1. Subramaniam, N. History of Tamil Nadu upto 1336 A.D, (Madurai, 1972).
2. Gopalan, R, History of the Palavas of Kanchi, (University of Madras, 1928, 1928).
3. Mahalingam T.V., South Indian Polity (Rev.Edn 1976), ( Madras University, 1967)
4. Minakshi.C, Administration and Social Life under the Pallavas, (Madras, 1938). . NilkandaSasthri, K, A., The Colas, (University Of Madras, 1974).
5. Nilkanda Sasthri, K, A., The Pandyan Kingdom, (Madras, 1972).
6. Percy Brown, Indian Architecture, (Taraporewala Bombay, 2010).
7. Pillay, K.K., A Social History of the Tamils, Tamilnadu History –Its People and Culture (in Tamil ) , (University of Madras, Chennai, 1975).
8. Sastri, K.A.N. The Illustrated History of South India: From Prehistoric Times to the fall of Vijayanagar (Chennai, 1955).
9. Srinivasan, K, R., Temples of South India, (National Book Trust India, 2005).
10. Manoranjithanmoni, History of Tamil Nadu (Kindle Edition), Dave-Beryl Publications, 2015.
11. Chithra Madhavan, History and Culture of Tamil Nadu, Vol. 1, D.K. Print World (P) Ltd., NewDelhi, 2005.
12. Noboru Karashima, A Concise History of South India: Issues and Interpretations, OxfordUniversity Press, Chennai, 2014

**E-LEARNING RESOURCES:**

1. [https://www.academia.edu/33505829/3.\\_society\\_economy\\_religion\\_and\\_culture\\_of\\_the\\_sangam\\_age](https://www.academia.edu/33505829/3._society_economy_religion_and_culture_of_the_sangam_age)
2. <https://www.studydhaba.com/sangam-age-notes-pdf-download/>
3. [https://www.jagranjosh.com/articles/rojgar-result-latest-jobs-admit-card-result1530703827-1?itm\\_source=Oneplus3&itm\\_medium=CRE&itm\\_campaign=1](https://www.jagranjosh.com/articles/rojgar-result-latest-jobs-admit-card-result1530703827-1?itm_source=Oneplus3&itm_medium=CRE&itm_campaign=1)
4. <http://www.historydiscussion.net/history-of-india/pallavas-of-kanchi-society-polityeconomy-and-culture/2012>
5. <https://www.globalsecurity.org/military/world/india/history-chola.htm>
6. <https://www.jagranjosh.com/general-knowledge/list-of-pandya-rulers-and-theircontributions-1509450706-1>

**COURSE OUTCOMES:**

- Understand the Geographical features and Historical sources of Ancient Tamil Nadu.
- Study the social and economic condition of Sangam Age.
- Analyze the impact of Kalabhra rule on Tamil Society, Literature and Culture.
- Recognized the evolution of education and art and architecture.
- Discuss the impact religious Movements in Tamil Nadu.

**First Year**

**FIRST ALLIED COURSE-I  
STUDIES ON STATES AND GOVERNMENTS-I  
(Theory)**

**Semester-I**

**Code:**

**Credit:3**

**OBJECTIVES:** To enable the students to

- know the evolution of states and explore the classification of governments
- Know about the classification of constitution.
- know the concepts of separation of powers
- Know the Suffrage of India.
- know about the types of political parties in India

**UNIT-I STATE:**

Classification of States: Aristotelian Classification- Modern Classification-Contemporary classification- Division of Power as the Basis of Classification -merits and Demerits of Unitary and Federal States- Problems of Federal Government

**UNIT-II STATE SOCIETY RELATIONS:**

State-society relations and citizenship- State-Society relations- State Legitimacy- Interaction of formal and informal institutions- Concept of Citizenship- Statelessness- Civic trust and socio-political cohesion- Intra-society relations- Sociopolitical cohesion and nationhood.

**UNIT-III SEPARATION OF POWERS:**

Separation of Powers- Montesquieu views on separation of powers-Multiple branches of Government-Objective behind the Doctrine of Separation of Power- Utility of The Doctrine of Separation of Power- Separation of Powers in Practice: England, America and India

**UNIT-IV SUFFRAGE:**

Meaning and Types of suffrage-Types of Constituency-Duty of representatives-Representation of minorities- Electorate

**UNIT-V POLITICAL PARTIES:**

Classifications of Political parties- Evolution and Growth- Role of Political parties- Defects of Political parties-Interest and Pressure Groups and their Tactics.

**UNIT-VI CURRENT CONTOURS (For continuous internal assessment only) :**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quize etc., related to this subject may be suggested by the teacher concerned

**TEXT BOOKS:**

1. Amal Roy and Mohit Bhattacharya: Political Theory: Ideas and Institutions, The World Press, Calcutta, 2002.

2. Appadurai: Substance of Politics: Oxford University Press, New Delhi, 1990.
3. C.F.Strong: Modern Political Constitutions, Sedgwick & Jackson Limited, London, 1973.

#### REFERENCE BOOKS:

1. James M. Beck, —The Constitution of United States<sup>1</sup>, Indiana Law Journal, Vol. I, Issue I, Article 7, Maurer School of Law: Indiana University, 1926.
2. Brij Mohan Sharma, Modern Governments, Asia Publishing House, Mumbai, 1969.
3. Alan R. Ball, Modern Politics and Government, Macmillan, New Delhi, 1983.
4. M.H. Syed, Encyclopedia of Modern Governments, Anmol Publisher, New Delhi.
5. K.C. Wheare, Modern Constitutions, Oxford University Press, II Edition, Madras, 1966.
6. C.F. Strong, A History of Modern Political Constitutions, G.P. Puthilam's Sons, New York, 1963.
7. Pon. Thangamani, History of Indian Constitution (A.D. 1773 - 1950), PonnaiahPathipagam, Chennai, 2001.
8. J.C. Johari, New Comparative Governments, Lotus Press, New Delhi, 2000.
9. N. Jayapalan, Modern Governments, Atlantic Publishers and Distributors, New Delhi, 1999.
10. Hoveyda Abbas, Ranjay Kumar and Mohammed Aftab Alam, Indian Government and Politics, Pearson, Chennai, 2011

#### E-LEARNING RESOURCES:

1. [https://link.springer.com/chapter/10.1007/978-981-4451-51-2\\_7](https://link.springer.com/chapter/10.1007/978-981-4451-51-2_7)
2. <https://www.politics-dz.com/en/classification-of-constitution/>
3. <https://en.wikipedia.org/wiki/Suffrage>
4. <https://ouclf.law.ox.ac.uk/montesquieu-in-england-his-notes-on-england-with-commentary-and-translation-commentary/>
5. [https://www.jointpeacefund.org/files/documents/state-society\\_relations\\_and\\_citizenship\\_in\\_situations\\_of\\_conflict\\_and\\_fragility\\_con88.pdf](https://www.jointpeacefund.org/files/documents/state-society_relations_and_citizenship_in_situations_of_conflict_and_fragility_con88.pdf)

#### COURSE OUTCOMES:

Upon successful completion of this course the students would be able to

- Understand the evolution of states and explore the classification of governments
- Understand the classification of constitution.
- Understand the concepts of separation of powers.
- Explore the Suffrage of India.
- understand the types of political parties in India

\*\*\*\*\*

**First Year**

**CORE COURSE – III  
HISTORY OF INDIA FROM 1206 C.E. TO 1707 C.E.**

**Semester-II**

**Code:**

**(Theory)**

**Credit: 5**

**OBJECTIVES:** To enable the students to

- Trace the origin and foundation of Delhi sultanate.
- Study the feature of Vijayanagra and Bhamani kingdom.
- Study the establishment of Mughal Empire in India.
- Analyze the Socio Economic condition under Mughals.
- Know the rise of Marathas and their contribution to the society.

**UNIT-I FOUNDATION OF THE DELHI SULTANATE:**

The Slave dynasty – Qutb-ud-din Aibek- Iltutmish– Razia Sultana – Ghiyasudin Balban: Theory of Kingship- The Khiljis : Jalal-ud-din Khilji – Alaud-din-Khilji -conquest and consolidation – Administrative reforms and Economic Reforms- Market Regulations– South Indian Expedition of Malik Kafur-Muhammad bin Tughluq – Firoz Shah Tughluq– Social condition during Sultanate period.

**UNIT-II POLITY IN SOUTH:**

Vijayanagara and Bhamani kingdom –Administration- Art and architecture – socio economic and religious conditions under the Bhamani and Vijayanagara rulers– The Hoysalas political history-Art and architecture- Yadavas and Kakatiyas.

**UNIT-III ESTABLISHMENT OF MUGHAL EMPIRE IN INDIA:**

Condition of India on the eve of Babar's invasion – Sur administration – Akbar Conquest and Consolidation of Empire-Jahangir –Nurjahan Junta- Shajahan – Aurangzeb and his Deccan policy

**UNIT-IV SOCIAL AND ECONOMIC CONDITION UNDER MUGHALS:**

Social and economic condition of Mughals – Mughal administration -Akbar's religious policy – Akbar as a National Monarch – Mughals art,architecture and paintings - Impact of Mughal ruleon Hindu society.

**UNIT-V RISE OF MARATHAS:**

Chatrapathi shivaji and Rise of Marathas-Administration -Warfare - Treaty of Purandar - Marathas and the Deccan -Achievements of Peshwas – Sikhs and their contribution to Indian society and culture.

**UNIT-VI CURRENT CONTOURS (For continuous internal assessment only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizec., related to this subject may be suggested by the teacher concerned.

### TEXT BOOKS:

1. Majumdar, R.C. (ed), History and culture of Indian People, Bhartiya Vidya Bhavan, Bombay, 1960.
2. V.D. Mahajan, Mughal Rule in India, S. Chand & Sons, New Delhi
3. Mehta, J.L., Advanced Study in the history of Medieval India, (SterlingPublishers, New Delhi, 1983).
4. Sharma L.P., History of Medieval India, (Vikas Publishing, New Delhi, 1981)

### REFERENCE BOOKS:

1. Ishwari Prasad – A short History of Muslim rule
2. Habib, Irfan(ed) – Researches in the History of India 1200 –1750 (Delhi)
3. Habib Irfan(ed) – Agrarian system of Mughal India
4. Majumdar, R.C.(ed), History and culture of Indian People, Bhartiya Vidya Bhavan, Bombay, 1960.
5. Srivatsava – the Mughal Empire 1526 – 1803 A.D.
6. Sathianathier – Political and cultural History of India, Volume - I & II
7. Basham, A.L. – The wonder that was India
8. Tarachand – State and society in Manual period
9. T.R. Venkatraman – Mughal of Indian History Volume – I
10. V.D. Mahajan, Mughal Rule in India, S. Chand & Sons, New Delhi.
11. S.M. Edwards, The History of India as Told by its Own Historians, 8Vols, Trubner, London, 1877.
12. R.C. Majumdar,(ed), History and Culture of Indian People, Bharatiya Vidya Bhavan, Bombay, 1960.
13. W.H. Moreland, From Akbar to Aurangzeb, Macmillan, London, 1923.
14. H.K. Naqui, History of Mughal Government and Administration, Kanishka, Delhi, 1990.
15. H.C. Ray, The Dynastic History of Northern India, Vol. II, Munshiram Manoharlal, New Delhi, 1973.
16. S.R. Sharma, Mughal Empire in India Lakshmi Narain Agarwal, Agra.
17. N, D. Srivastava, The Sultanate of Delhi [711-1526 A.D.], Shiva Lal Agarwala, Agra, 1976.
20. —, The Mughal Empire [1526-1803 A.D.] Shiva Lal Agarwala, Agra, 1976.
18. Noboru karashima, A concise History of South India: Issues and Interpretations, Oxford University Press, Chennai, 2014.

### E-LEARNING RESOURCES:

1. <https://www.britannica.com/topic/Slave-dynasty>
2. <https://www.mapsofindia.com/history/khilji-dynasty.html>
3. <https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-tughlaq-dynasty-a-complete-overview-1491890278-1>
4. <https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-lodhi-dynasty-a-complete-overview-1490962660-1>
6. <http://www.historydiscussion.net/history-of-india/vijayanagara-bahmani-kingdomspolity-law-and-other-details/2026>

**COURSE OUTCOMES:** On the successful completion of the course, student will be able to:

- Understand the origin and foundation of Delhi sultanate.
- Illustrate the feature of Islamic architecture
- Understand the establishment of Mughal Empire in India.
- Explore the socio economic condition under Mughals.
- Illustrate the rise of Marathas and their contribution to the society.

\*\*\*\*

**First Year**

**CORE COURSE- IV  
HISTORY OF TAMIL NADU FROM 1336 C.E.  
TO 1800 C.E.  
(Theory)**

**Semester-II**

**Code:**

**Credit: 5**

**OBJECTIVES:** To enable the students to

- Learn the Administration and Achievements of the Tamil rulers.
- Help the students to analyze and interpret the Nayakar rulers in Tanjavur.
- Know the Maratha administration in Tamilnadu.
- Learn the administration of Nawabs.
- Study the advent of Europeans in Tamilagam.

**UNIT-I TAMILNADU UNDER NAYAKKARS:**

Kumara Kampana's Expedition- Administration under the Vijayanagar Empire- Nayankara System -Village Administration- Ayagar System- Social and Economic and Religious condition - Art ,Architecture and Literature - Nayaks of Madurai: Viswanatha Nayak- Tirumalai Nayak- Rani Mangammal- Rani Minakshi- Administration- Social , Economic and Religious condition- Art , Architecture and literature.

**UNIT-II NAYAKS RULE IN TANJORE:**

Sevappa Nayak- Ragunatha Nayak- Art and Architecture- Nayaks of Senji- Art and Architecture- Sethupati of Ramnad: Sadaikka Deva- Tirumalai Sethupati- Kilavan Sethupati- Administration- Socio-Economic and Religious Condition- Literature, Art and Architecture.

**UNIT-III TONDAIMANS OF PUDUKKOTTAI AND MARATHAS:**

Raghunatha Tondaiman- Vijayaragunatha Tondaiman- Diwan Seshiah Sastri- Administraion- Establishment of Marath Rule: Marathas of Tanjore: Ekoji- Shaji I- Serfoji II- Administration- Social, Economic and Religious condition- Art , Architecture and Literature.

**UNIT-IV CARNATIC NAWABS:**

Navayat Dynasty: Saadat-ullah-Khan- Dost Ali- Wallajah Dynasty: Anwarudin- Chanda Sahib- Muhammad Ali-Khan Sahib- Administrative System - Art and Architecture.

**UNIT-V THE ADVENT OF THE EUROPEANS:**

The Portuguese - The English –The Dutch-The French - Anglo - French Conflict- Carnatic wars – Anglo-Mysore Wars- Hyder Ali and Tipu Sultan- Poligar System- Velunachiyar - Kattabomman – Polygar Revolts and Maruthu brother – Fall of the Polygars.

**UNIT-VI: CURRENT CONTOURS: (For continuous internal assessment only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizec., related to this subject may be suggested by the teacher concerned



**TEXT BOOK:**

1. Gowri, K., Madurai under East India Company 1801-1857, Raj Publishers Madurai, 1987.
2. Venkatesan, G, History of Modern Tamil Nadu From 1600 – 2011 A.D., Narmatha Publications, Rajapalayam, 2017.

**REFERENCE BOOKS:**

1. Mangala Murugesan, K., Self Respect Movement, Thendral Pathipakam, Chennai, 1982.
2. Rajayyan, K., Tamil Nadu – A Real History, Ratna Publications, Trivandrum, 2005.
3. Sathyanatha Aiyar, R., History of Nayaks of Madurai, Oxford University, 1924.
4. Subramanian, N., History of Tamil Nadu 1565 – 1982, Ennes Publication, Madurai, 1987.
5. Varghese Jeyaraj, S., Socio-Economic History of Tamil Nadu, 1565-1967, Anns Publications, Uthamapalayam, 2017.
6. K.A. Nilakanta Sastri, A History of South India Oxford University Press, Chennai, 1990.
7. —, History of south India: from prehistoric times to the fall of Vijayanagar,
8. K.A. Nilakanta Sastri, Champakalakshmi, P.M. Rajan Gurukkal, The Illustrated History of South India, Oxford University Press, USA, 2009.
9. K.K. Pillai -Tamilaga Varalarum Panpadum (Tamil), International Institute of Tamil Studies, Chennai, 2002.
10. Manoranjithanmoni, History of Tamil Nadu (Kindle Edition), Dave-Beryl Publications, 2015.
11. Chithra Madhavan, History and Culture of Tamil Nadu, Vol. 1, D.K. Print World (P) Ltd., New Delhi, 2005.

**E- LEARNING RESOURCES:**

1. [https://en.wikipedia.org/wiki/Nayaka\\_dynasties](https://en.wikipedia.org/wiki/Nayaka_dynasties)
2. <http://tnpsctutorial.blogspot.com/2013/09/the-nayak-rule.html>
3. [https://fifthworld.fandom.com/wiki/Princely\\_State\\_of\\_Pudukkottai](https://fifthworld.fandom.com/wiki/Princely_State_of_Pudukkottai)
4. <https://www.oliveboard.in/blog/the-advent-of-europeans/>

**COURSE OUTCOMES: Upon successful completion of this course the students would be able to**

- Understand the rise and fall of the Nayak rule, administration, Art and Architecture.
- Explore the social and Economic conditions of Tamil Nadu under the Sethupathi rule.
- Evaluate the impact of Tondaimans of Pudukkottai and Marathas of Tanjore in Tamil Society.
- Understand the impact of Carnatic Nawab Rule in Tamil Nadu.
- Highlights the advent of Europeans and its consequences in Tamil Nadu.

\*\*\*\*

**First Year**

**FIRST ALLIED COURSE-II  
STUDIES ON STATES AND GOVERNMENTS- II  
(Theory)**

**Semester-II**

**Code:**

**Credit: 3**

**OBJECTIVES:** To enable the students to

- Know about the unique features of Indian Constitution.
- Know about the working of Union Executive.
- Study the power and function of Chief Minister and Council of Ministers.
- Study the important judicial system in India.
- Study the local Government and its function.

**UNIT-I MAKING OF CONSTITUTION:**

Philosophical foundations of the Indian Constitution-Salient Features of the Indian Constitution-Preamble of the Indian Constitution- Citizenship of India- Constitutional Amendments in India-Fundamental Rights And Duties; Directive Principles of State Policy .

**UNIT-II UNION GOVERNMENT:**

The President-The Vice-President-The Prime Minister- Central Council of Ministers, Cabinet committee- Parliament; Supreme Court- Composition, Powers and Functions,.

**UNIT-III STATE GOVERNMENT:**

The Governor- the Chief Minister- State Council-of Ministers State Legislatures; High court-Composition Powers and functions

**UNIT-IV CONSTITUTIONAL AND NON- CONSTITUTIONAL BODIES:**

Election commission- Public service commission- National commission for SCs and STs-Attorney General of India - Advocate general of state -Planning Commission- National Development council- Human Rights commission for central and state.

**UNIT-V UNION TERRITORIES AND LOCAL GOVERNMENT:**

Union Territories; Urban Local Government-Corporations-Municipalities-74th Constitutional Amendment-Rural Government: Balvanth Rai Mehta and Ashok Mehta Committees-District Panchayat-Panchayat Samiti Village Panchayat-District Collector-73rd Constitutional Amendment

**UNIT-VI CURRENT CONTOURS (For continuous internal assessment only):**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

**TEXT BOOKS:**

1. Austin, Granville, the Indian Constitution, New Delhi, Oxford University Press, 1966.
2. Johari, J.C: The Constitution of India, Sterling Publishers Private Limited, New Delhi, 2004.

## REFERENCE BOOKS:

1. Agarwal, R.C. Constitutional Development and National Movement, S. Chand & Company Ltd. New Delhi, 2005.
2. Basu, D.D. Introduction to the Constitution of India, Wadhwa and Company, Agra, 2005.
3. Grover, B.L. & Grover, S. The Evolution of Indian Constitution and Freedom Struggle, S.Chand & Company Ltd., New Delhi, 1985.
4. Johari, J.C. The Constitution of India, Sterling Publishers Private Limited, New Delhi, 2004.
5. Pylee, M.V. India's Constitution, S. Chand & Company Ltd., New Delhi, 2005.
6. Rao, B Shiva., (Ed).The Framing of India's Constitution: Select Documents, Volume 1, Delhi, Universal Law Publishing Company, 1967.
7. Vishnu Bhagavan, Indian Constitutional Development: 1600 to 1947, Sterling Publishers, Pvt. Ltd, New Delhi, 2001.
8. U.R Ghai: Indian Political System, Academic Publishing House, Jalandhar, 2000.
9. Harihara Das: Political System of India, Anmol Publications, New Delhi, 2000.
10. Kishore Sharma: Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2005.
12. S.R.Maheswari: Local Government in India, Lakshmi Narain Aggrawal, Meerut, 2005
13. J.R.Siwach: Dynamics of Indian Government and Politics, Sterling Publications, New Delhi 2005.
14. D.D.Basu: Introduction to Indian Constitution, Prentice Hall, New Delhi, 2005.

## E-LEARNING RESOURCES:

1. SAKSHAT (<https://sakshat.ac.in/>)
2. e-PG Pathshala (<https://epgp.inflibnet.ac.in/>)
3. SWAYAM (<https://swayam.gov.in/>)

**COURSE OUTCOMES:** Upon successful completion of this course the students would be able to

- Understand the unique features of Indian constitution.
- Explore the working of union executive.
- Understand the power and function of chief minister and council of ministers
- Understand the important judicial system in India
- Understand the local government and its function.

\*\*\*\*

**Second Year**

**CORE COURSE- V  
HISTORY OF INDIA FROM  
1707 C.E. TO 1857 C.E.  
(Theory)**

**Semester-III**

**Code:**

**Credit:5**

**OBJECTIVES:** To enable the student to

- Study the disintegration of the Mughals and Maratha confederacy.
- Know the advent of the Europeans in India.
- Know the reason for the success of the expansion of British rule.
- Study the colonial wars and their impact.
- Analyze the role of Dalhousie in modernization in India and Sepoy Mutiny.

**UNIT-I        DISINTEGRATION OF THE MUGHAL AND MARATHA  
CONFEDERACY:**

The Later Mughals: Bahdur Shah I- Jahandarshah -Farukshiyar-Maratha confederacy  
Peshwas - Balaji Viswanath - Baji Rao I - Balaji Baji Rao - Third Battle of Panipat.

**UNIT-II        THE ADVENT OF THE EUROPEANS IN INDIA:**

Portuguese- Dutch - French - Anglo - French Rivalry – Carnatic wars- Dupleix- Robert Clive  
- Causes for the failure of the French.

**UNIT-III       ESTABLISHMENT OF BRITISH RULE IN BENGAL:**

Mir Jafar- Battle of Plassey - Mir Kasim- Battle of Buxar - Treaty of Allahabad - Dual  
system.

**UNIT-IV        THE BRITISH CONQUEST AND EXPANSION:**

Warren Hastings - Cornwallis and Permanent Land revenue settlement Lord Wellesley:  
Subsidiary Alliance System- Lord Hastings-Reforms of Lord Bentinck - The wars: Rohilla  
war- Anglo-Mysore wars – Anglo-Maratha wars – Anglo Burmese war- Gurha war.

**UNIT-V        LORD DALHOUSIE AND DOCTRINE OF LAPSE:**

Lord Dalhousie -Domestic and Foreign Policy - Annexation of Sind - Ranjit singh - Anglo -  
Sikh wars – Anglo-Afghan relations- Sepoy Mutiny Causes and its effect.

**UNIT-VI        CURRENT CONTOURS (For continuous internal assessment only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz  
etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Mahajan. V.D., An Advanced History of India, Mac Milan, New Delhi, 2002.
2. Khurana A. L., Modern India (1707 A.D-1967 A.D.), Lakshmi Narain
3. Agarwal, 2017. Sharma, L.P, History of Modern India, Konark Publishers Pvt Ltd, Delhi, 2000
4. Majumdar, R. C, An Advanced History of India, Macmillan, New Delhi, 2002

### **REFERENCE BOOKS:**

1. G.S. Chhabra, Advanced Study in the History of Modern India: 1707-1813, Sterling Publisher, Mumbai, 1971.
2. A.R, Desai, Social Background of India Nationalism, Popular Prakashan, Mumbai, 2010.
3. B.L. Grover and R.R. Sethi, A New Look on Modern Indian History: From 1707 to the Present Day, S, Chand Publishing, Dhera Dun, 1979.
4. John Keay, India: A History, Grove Press, New York, 2000.
5. R.C. Majumdar, Hemchandra Ray Chaudhuri and Kalikinkar Datta, An Advanced History of India, Macmillan India, 1973.
6. B.R. Nanda, and V.C. Joshi, Studies in Modern Indian History, Issue 1, Lawrence Verry Incorporated, 1973
7. P.E. Roberts, History of British India under the Company and the Crown, Textbook Publishers, London, 2003
8. Thomas George Percival Spear, The Oxford History of Modern India 1740-1947, Clarendon Press, Oxford, 1965.
9. Sumit Sarkar, Modern India 1885-1947, Pearson, Delhi, 2014.
10. P.N. Chopra, T.K. Ravindran and N. Subramanian, History of South India (Ancient, Medieval, Modern), S. Chand Limited, New Delhi, 2003.
11. Jawaharlal Nehru, The Discovery of India, Oxford University Press, New Delhi, 2011.
12. S. Abid Husain, The National Culture of India, National Book Trust, New Delhi, 1978.
13. B.N. Lunia, Evolution of Indian Culture, Lakshmi Narain Agarwal, Agra, 2001.

### **E-LEARNING RESOURCES:**

1. [https://en.wikipedia.org/wiki/The\\_History\\_of\\_British\\_India](https://en.wikipedia.org/wiki/The_History_of_British_India)
2. [https://www.tutorialspoint.com/modern\\_indian\\_history/modern\\_indian\\_history\\_tutorial.pdf](https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf)
3. [https://www.tutorialspoint.com/modern\\_indian\\_history/modern\\_indian\\_history\\_tutorial.pdf](https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf)
4. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829>
5. <https://www.drishtiias.com/to-the-points/paper1/governors-general-viceroysof-india>

**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Understand disintegration of the Mughals and Maratha confederacy.
- Explore the advent of European in India.
- Understand the reason for the success of the expansion of British rule.
- Understand the colonial wars and their impact.
- Illustrate the role of Dalhousie in modernization in India also understand the student cases and effects of Sepoy mutiny.

\*\*\*

**Second Year**

**CORE COURSE -VI  
HISTORY OF TAMIL NADU  
FROM 1800 C.E. TO 2000 C.E  
(Theory)**

**Semester-III**

**Code:**

**Credit:5**

**OBJECTIVES:** To enable the students to

- Learn the Tamil people resistance against Europeans.
- Know about the condition of Tamilnadu under British rule.
- Learn about the early phase of freedom movement in Tamilnadu.
- Know about the achievement of congress rule in Tamilnadu
- Know about the linguistic organization of Tamilnadu after independence.

**UNIT-I THE ADVENT OF THE EUROPEANS AND EARLY RESISTANCE:**

The advent of the Europeans –Wars and resistances- Palayakkars: Puli Thevar and Kattabomman - Palayakkars revolts-South Indian Rebellion – Causes, course and results – Maruthu Brothers- Theeran Chinnamalai- Fall of Palayakkars- Vellore Mutiny of 1806 A.D- Causes- Course – Consequences.

**UNIT-II TAMILNADU UNDER BRITISH RULE:**

Economic condition – British Revenue Policy -Permanent and Ryotwari System - Indigenous Education- Introduction of Western Education -Christian Missionary Activities - Socio - Religious Reform Movement- Vallalar – Samarasa Sanmarga Sangam -Vaikundaswamy- G.Subramania Iyer-Movement for the Eradication of Untouchability- Temple Entry Movement.

**UNIT-III THE EARLY PHASE OF FREEDOM MOVEMENT:**

Swadesi and Boycott movement- V.O Chidambaram Pillai- A. Subramanya Bharathi – Vanchinathan –Neelakanta Brahmachari- Subramanya Siva – Home Rule Movement–Non Cooperation Movement and –Justice party Government- Padmasani Ammal- Thiru-Vi-Ka-Satyamurthy- Srinivasa Iyengar .

**UNIT-IV LATER PHASE OF FREEDOM MOVEMENT:**

Rise of Swaraj Party- E.V.R. & Self-respect Movement -Simon Commission boycott- Civil Disobedience movement-Rukmini Lakshmipathi- Rajaji- Tamil Nadu under Congress Rule, 1937-39 – Achievements –Individual Satyagraha – Quit India movement – Indian National Army- Captain Lakshmi- India's independence.

**UNIT-V TAMIL NADU AFTER INDEPENDENCE:**

Linguistic reorganization of states – Agitation in border areas – Development of Tamil Nadu under congress: Kamaraj's Era (1954 – 1963): contribution to Education: Mid-day Meals scheme - Industry and agricultural growth- Karunanidhi- M.G.Ramachandran Policies and Programmes- Major Welfare Policies and Administration of Dravidian Parties- Women Empowerment- Social Justice.

## **UNIT-VI      CURRENT CONTOURS: (For continuous internal assessment only):**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Devanesan, History of Tamil Nadu, Benu Publications, Madurai, 1990.
2. Rajayyan. K, History of Tamil Nadu, Ratna Publications, Trivandrum, 1989.
3. Krishnaswamy A., Nayaks of Madura, Annamalai University..
4. Rajayyan K., History of Tamilnadu, Raj Publishers, 1982
5. Ma. Po. Sivagnanam, History of freedom movement in Tamil Nadu, Tamil University Publication, Thanjavur, 1988.
6. Subramanian N., Social and Cultural History of Tamilnadu upto 1984.

### **REFERENCE BOOKS:**

1. Chellam, V.T. History of Tamil Nadu, Kudal Publications, Madras, 1995.
2. Champakalakshmi, R. Trade, Ideology and Urbanization: South India, BC 300 – AD 1300 Karashima, Noboru, South Indian History and Society: Studies from Inscription AD 850 – 1800
3. Varghese Jeyaraj. S., Socio-Economic History of Tamil Nadu (1565 – 1967 A.D.), Anns Publication, Uthamapalayam, 2017.
4. Nilakanta Sastri, History of South India, Oxford University Press, Madras, 1971.
5. P. Rajaram, The Justice Party: A Historical Perspective, 1916-37, Poompozhi Publishers, Chennai, 1988.
6. N.K. Mangalamurugesan, Self Respect Movement in Tamil Nadu, 1920-1940, Koodal Publishers, Madurai, 2010.
7. K. Nambi Arooran: Tamil Renaissance and Dravidian Nationalism (1905-1944), Koodal Publisher, Madurai, 1980.
8. B.S. Baliga – Studies in Madras Administration, Madras, 1961.
9. K.A. Nilakanta Sastri, A History of South India Oxford University Press, Chennai, 1990.
10. K.A. Nilakanta Sastri, Champakalakshmi and P.M. Rajan Gurukkal, The Illustrated History of South India, Oxford University Press, USA, 2009.
11. K.K. Pillai - Tamilaga Varalarum Panpadum (Tamil), International Institute of Tamil Studies, Chennai, 2002.
12. Manoranjithanmoni, History of Tamil Nadu (Kindle Edition), Dave-Beryl Publications, 2015.
13. Chithra Madhavan, History and Culture of Tamil Nadu, Vol. 2, D.K. Print World (P) Ltd., New Delhi, 2005.
14. M. Rajamanickam, History of Tamilnadu, Poovam Publisher, Chennai, 1999.
15. N. Subramanian, Sangam Polity: The Administration and Social Life of the Sangam Tamil, Asia Publishing House, Bombay, 1966.
16. K.V. Raman, Pandiar Varalaru (Tamil), Tamil Nattu Padanool Niruvanam, Madras, 1977.



17. B.S. Chandrababu, The Land and People of Tamil Nadu: An Ethnographical Study, Emerald Publishers, Ma

**E-LEARNING RESOURCES:**

1. <http://www.indiancommunities.org/2017/08/06/the-advent-of-europeans-to-india-madras/>
2. <https://andedge.com/role-of-tamil-nadu-in-freedom-struggle/>
3. <https://www.newindianexpress.com/states/tamil-nadu/2019/mar/01/1967-rise-of-dravidian-movement-and-the-dramatic-fall-of-congress-1945098.html>

**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Learn the Tamil peoples' Resistance against Europeans.
- Know about the condition of Tamilnadu under British rule.
- Learn about the early phase of freedom movement in Tamilnadu.
- Know about the achievement of congress rule in Tamilnadu.
- Know about the linguistic organization of Tamilnadu after independence.

\*\*\*\*

**Second Year**

**SECOND ALLIED COURSE-I  
PUBLIC ADMINISTRATION  
(Theory)**

**Semester-III**

**Code:**

**Credit: 3**

**OBJECTIVES:**

- know the evaluations of Indian administration
- learn the administration of central government
- acquaint and the administration of state government
- Study and the students what are the state administrative structure.
- Known the decentralized administration in India.

**UNIT-I CONSTITUTIONAL FRAME WORK:**

The Indian Constitution – Preamble – Salient Features – Fundamental Rights – Directive Principles – Union Government: President – Prime Minister–Parliament – Judicial Organization – State Government: Chief Minister - Governor – State Assembly – Centre - State Relations – Union Territories and Administration

**UNIT-II CENTRAL ADMINISTRATIVE FRAMEWORK:**

Cabinet Secretariat – Duties and Responsibilities – Cabinet Committees – Function – Prime Minister’s Office – Role and Function-Central Secretariat – Functions – Executive Agencies – Growth and development of Departments in India - Ministry of Finance – Ministry of Home Affairs – Ministry of Personal – Ministry of External Affairs – Attorney General of India – Comptroller and Auditor General of India.

**UNIT-III ADMINISTRATIVE RELATIONS:**

Bureaucratic Administration – Public Service and Civil Service – All India Services – Central Services – UPSC – Recruitment and Training – Grant-in-Aid – Inter State Council – Planning Commission – NITI Aayog–National Development Council – Zonal Council – Administrative Reforms: Important – Commissions and Committees – Election Commission

**UNIT-IV STATE ADMINISTRATION:**

Structure – State Secretariat – Chief Secretary – State Public Service – TNPSC – State Service – Regional Divisional Commissioners – District Administration - District Collector – Various Departments of the District – Law and Order – National Police Commission (1977).

**UNIT-V DECENTRALIZED ADMINISTRATION:**

Corporations: Major Municipal Corporations – Powers and Functions, Municipalities - Powers and Responsibilities – Elections – District Development Council – Panchayat Raj Administration – Structure – Gram Sabha – Gram Panchayat – PanchayatSamitiZilaParishad.

**UNIT-VI CURRENT CONTOURS (For continuous internal assessment only):**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz

etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. ShriramMaheswari - Indian Administration (New Delhi: Orient Longman, 1993)
2. Venkatesan - Public Administration. V.C. Publications, Rajapalayam.
3. Ramesh K. Arora & Rajni Goyal Indian Administration –
4. Dr. Maheswari A., Public Administration, New Delhi, 1970.
5. Dr. Maheswari A., Public Administration, NCERT, New Delhi, 1983.

### **REFERENCE BOOKS:**

1. Biju M.R.(ed) - Financial Management of Panchayat Raj Sysytem
2. Bhaktapada Sinha Raj - Panchayat Raj Institutions and rural Development
3. Chaturvedi T.N –Organization of Government of India (New Delhi1985).
4. Garg H.P. - Indian Government and Politics
5. Gupta D.C. - Indian Government and politics, Vikas publishing House.
6. Inamdar - Development Administration in India
7. Maheswari S.R - The Administrative Reforms Commission (New Delhi: Atmaram, 1982).
8. Rakesh Prasad - Panchayatraj in Action.
9. Singh.D.P. - Problems of Public Administration in India (Delhi: Chand & Co., 1980).
10. Srivastva L.N - Constitutional History of India and National Movement.
11. Anupama Puri Mahajan, Public Administration, Pearson, 2018.
12. Avasthi, Public Administration, Lakshmi Narain Agarwal, 2017.
13. Laxmikanth M., Public Administration, McGraw Hill Education, 2011.
14. Myneni S.R, Principles of Public Administration, Allahabad Law Agency, 2016.
15. Ramesh K Arora, Rajni Goyal, Indian Public administration: Institutions and Issues, 2nd Edition, New Age International Publishers Ltd, New Delhi, 1996.
16. Vishnool Bhagwan and Vidya Bhushan, Public Administration 22nd Edition, s.cnand Publishing, New Delhi, 2009.
17. Rukmi Basu, Public Administration: Concepts and Theories, Sterling Publishers, New Delhi, 1995.
18. Noorjahan Bava, People's Participation in Development Administration in India, Uppal Publishing House, New Delhi, 1984.
19. Fred W. Riggs, The Ecology of Public Administration, Asia Publishing House, Agra, 1961.

### **E-LEARNING RESOURCES:**

1. <https://www.yourarticlelibrary.com/public-administration/central-government/administration-of-central-government-of-india/63470>
2. <https://www.yourarticlelibrary.com/india-2/state-government/state-government-and-administration-in-india/63477>
3. [https://darpg.gov.in/sites/default/files/ADMINISTRATIVE%20REFORMS%201990%20-%202020\\_0.pdf](https://darpg.gov.in/sites/default/files/ADMINISTRATIVE%20REFORMS%201990%20-%202020_0.pdf)

4. <https://publicadministrationtheone.blogspot.com/2012/09/law-and-order-administration-british.html>

**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Understand the evaluations of Indian administration
- understand the administration of central government
- understand the administration of state government
- Understand the students what are the state administrative structure.
- Understand the decentralized administration in India.

\*\*\*\*

**Second Year**

**NON MAJOR ELECTIVE COURSE-I  
FREEDOM MOVEMENT IN INDIA  
(Theory)**

**Semester-III**

**Code:**

**Credit:2**

**OBJECTIVES:** To enable the student to

- Study the emergence of nationalistic feelings in the country.
- Trace the emergence of Indian Nationalism.
- Chronologically investigate the reforms of the Britishers and its effects on Indians.
- Expose the students to the key concepts of political thoughts.
- Appreciate and respect the national leaders and instill patriotism

**UNIT-I EMERGENCE OF NATIONALISM:**

Factors leading to the birth of nationalism-Predecessors of the congress: Kooka movement – British India society-British Indian Association – Bombay Association – Madras Native Association – The Indian Association – Madras Mahajon Sabha – Bombay Presidency Association- Theosophical Society – Aligarh Movement

**UNIT-II GROWTH OF NATIONALISM:**

Indian National Congress - Rise of Moderates and Extremists -Surat Split - Swadeshi Movement -Minto-Morley Reforms 1909 - Lucknow Pact 1916 – Home Rule Movement-Montague-Chelmsford Reforms 1919.

**UNIT-III STRUGGLE FOR INDEPENDENCE:**

Non Cooperation Movement 1920-1922 – Chauri Chaura- Swaraj party - Simon Commission1927- Dandi March1930 -Gandhi-Irwin Pact 1931-Round Table Conferences 1930-1932– Civil Disobedience Movement1930-1934 -Government of India Act 1935 - Provincial Autonomy –1937 Elections – Tripuri Crisis – Cripps Mission.

**UNIT-IV INDIA ON THE THRESHOLD OF INDEPENDENCE:**

August Offer 1940 - INA - RIN Strike - Cripps Mission 1942 – Quit India Movement 1942 - CR Formula 1944 – Wavell Plan 1945 -Cabinet Mission Plan 1946 – The Mountbatten Plan - The Indian Independence Act, 1947.

**UNIT-V SOME LEADERS OF FREEDOM STRUGGLE:**

Indian Independence -Partition of India-Some leaders of Freedom struggle – Gokhale – S.N. Banerjee – Annie Besant – Motilal Nehru– Maulana Azad – Dadabhal Naoroji – Tilak – Bipin Chandra pal – Pt. Madan Mohan Malaviya – Chittaranjan Das – Vallababhai Patel – Mahatma Gandhi – Pt. Jawaharlal Nehru.

## **UNIT-VI      CURRENT CONTOURS:(For continuous internal assessment only):**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Chandra, Bipan., India's Struggle for Independence, (London, 1989).
2. Keswani, K.B.A, History of Modern India, (London, 1986).
3. Sen, S.N, History Of Freedom Movement In India (1857-1947), (New Delhi, 2009).

### **REFERENCES:**

1. R.C. Aggarwal, Constitutional Development and Nationalist Movement in India, S. Chand Publication, 1995.
2. V.D. Mahajan, the Nationalist Movement in India, S. Chand Publication, 1995.
3. K.L. Khurana, Indian National Movement.
4. N. Jayapalan, History of Freedom Struggle
5. N. Venkatesan, History of freedom struggle, V.C. Publication, Rajapalayam, 2001.
6. Bipin Chandra et.al., India's Struggle for Independence, Penguin India, Delhi,

### **E-LEARNING RESOURCES:**

1. <http://www.historydiscussion.net/history-of-india/growth-of-indian-nationalism-10-factors/3184>
2. <http://www.historydiscussion.net/history-of-india/rise-of-nationalism-in-india-indianhistory/648>
3. [http://www.mentorstudypoint.in/downloads/\(Bipan\\_Chandra.pdf](http://www.mentorstudypoint.in/downloads/(Bipan_Chandra.pdf)
4. <https://scroll.in/article/814074/the-forgotten-past-sir-syed-and-the-birth-of-muslimnationalism-in-south-asia>
5. <https://www.culturalindia.net/indian-history/modern-history/indian-independence.html>2000.

### **COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Illustrate the Emergence of Indian Nationalism.
- Understand the growth of Nationalism in India.
- Recognizes the Struggle for Independence and the proposals given by the British to Indians.
- Explores the efficiency of India on the threshold of Independence
- Illustrate the various incidents and prominent leaders who worked towards the freedom

\*\*\*\*

**Second Year**

**CORE COURSE - VII  
HISTORY OF EUROPE FROM  
1453 C.E. TO 1789 C.E.  
(Theory)**

**Semester-IV**

**Code:**

**Credit: 5**

**OBJECTIVES:** To enable the student to

- Study the Reason for the fall of Constantinople.
- Study the Immediate cause for the discoveries.
- Know about the emergence of Renaissance in Italy.
- Trace the emergence of nation states in Europe.
- Study the formation of Enlightened Despotism in Europe.

**UNIT-I BEGINNING OF MODERN AGE:**

Fall of Constantinople-Rise of Ottoman Turks-Expansion of the Turks-Sultan Mohamed II-Suleiman II- Beginning of Modern Era- Religious Change-Intellectual change-Economic and social change

**UNIT-II GEOGRAPHICAL DISCOVERIES:**

Causes-Discoveries Spanish Explorers – English, French Explorers-Effects and results.

**UNIT-III RENAISSANCE AND REFORMATION:**

Renaissance in Italy-Meaning- Causes – Renaissance in Literature – Art and Science – Results – Reformation -Spread of Protestantism in Germany-France-Switzerland and England- Calvinism – Zwingli-Religious wars-Counter Reformation – Results.

**UNIT-IV EMERGENCE OF NATION STATES:**

Rise of Spain – Ferdinand and Isabella – Charles V – Philip II-War of Dutch Independence: Rise of France— Henry IV – Cardinal Richelieu – Cardinal Mazarin – Thirty years War: Rise of England: Henry VII of England-Hundred years war.

**UNIT-IV EMERGENCE OF NATION STATES:**

Rise of Spain – Ferdinand and Isabella – Charles V – Philip II-War of Dutch Independence: Rise of France— Henry IV – Cardinal Richelieu – Cardinal Mazarin – Thirty years War: Rise of England: Henry VII of England-Hundred years war.

**UNIT-V ENLIGHTENED DESPOTISM IN EUROPE:**

Louis IV – Gustavus Adolphus & Charles XII of Sweden – Peter the Great – Catherine II – Frederick the great of Prussia – Maria Theresa of Austria – Joseph II- Europe on the eve of the French Revolution.

## **UNIT-VI      CURRENT CONTOURS: (For Continuous Internal Assessment Only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Devanesan, World History Up to 1960 (Tamil).
2. Durant Will, The Story of Civilization , Vol V , To XI New York , 1953-1975
3. Ramalingam T. S. History of Europe (1453-1789).
4. Rao , B.V History of Europe 1450-1815. New Delhi, Sterling Publication, 2014
5. Swain, J.E. A History of World Civilization , New Delhi Eurasia Publication, 1970
6. Thiagarajan J. History of Europe.
7. Thomson , David Europe Since Napoleon, London , Penguin , Reprint , 1966
8. Dharmaraj, J, History of Europe 1453 - 1789 A.D, (Tamil), Tansy Publications, Sivakasi, 2015.
9. James Edward Gillespie, A History of Geographical Discovery, 1400 - 1800, H. Holt and Company Publishers, New York, 1933.

### **REFERENCE BOOKS:**

1. Cicely Veronica Wedgwood, The Thirty Years War, Review Books, New York, 1938. Charles River Editors ,French Legends, The Life and Legacy of King Louis XIV Space Independent Publishing Platform, North Charleston South Carolina, 2013.
2. Andrew Graham Dixon, Renaissance, University of California Press, California, 1999.
3. ArunBhattacharjee, History of Europe (1453 - 1789), Sterling Publishers Private Limited, New Delhi, 2001
4. H.A. Davis Blount, An Outline History of the World, Read Books, New Delhi, 2007.
5. Mckinley, Albert E., Arthur C. Howland & Matthew L. Dawn, World History Vol I & II , Atlantic Publishers, New Delhi, 1994
6. J.E. Swain, A History of World Civilization, Eurasia, Publishers, New Delhi 1970
7. George Walter Southgate, A Text Book of Modern European History 1453-1661, Dent, 1954.
8. Carlton J.H. Hayes, A Political and Social History of Modern Europe, Vol. 1, Macmillan, Madras, 1924.
9. Arun Bhattacharjee, A History of Europe (1453-1789), sterling Publisher, Delhi, 1981.
10. Sir Charles Grant Robertson, A History of Western Europe, A.d. 1453-1789: From the Fall of Constantinople to the French revolution, E.Benn, London, 1929.

### **E-LEARNING RESOURCES:**

1. [logs.spsk12.net/8576/files/2015/04/Day-.5-rise-of-nation-states-reading.pdf](https://logs.spsk12.net/8576/files/2015/04/Day-.5-rise-of-nation-states-reading.pdf)
2. <https://www.britannica.com/topic/enlightened-despotism>  
<https://www.brainkart.com/article/The-Geographical-Discoveries-of-the>



3. [https://www.brainkart.com/article/The-Geographical-Discoveries-of-the-15th-and-16th-centuries\\_1377/](https://www.brainkart.com/article/The-Geographical-Discoveries-of-the-15th-and-16th-centuries_1377/)

**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Understand the Transition of Europe from medieval to modern.
- Understand the causes for the discoveries.
- Explore the emergence of Renaissance in Italy.
- Understand the emergence of nation states in Europe.
- Illustrate the formation of Enlightened Despotism in Europe.

\*\*\*\*

**Second Year**

**CORE COURSE - VIII  
HISTORY OF INDIA FROM  
1857 C.E. TO 1947 C.E.  
(Theory)**

**Semester-IV**

**Code:**

**Credit: 5**

**OBJECTIVES:** To enable the student to

- Educate the importance of Queen Proclamations
- Know about socio religious movement in India.
- about the emergence of Indian National congress
- Inculcate the knowledge about the values cherished in the freedom movement.
- Know about Gandhian Ideologies for independence.

**UNIT-I BRITISH PARAMOUNT:**

Queen Victoria's Proclamation - Act of 1858 - Council Act of 1861 and 1862- Lytton's Viceroyalty- Ripon and Local-Self- Government- Lord Curzon-Partition of Bengal.

**UNIT-II SOCIO - RELIGIOUS REFORM MOVEMENTS:**

Brahmo Samaj - Prarthana Samaj - Arya Samaj – Swami Vivekanandha-The Ramakrishna Mission - The Theosophical Society-Muslim Reform Movements -Depressed Class Movements: Narayana Guru and SNDP - Jyothirao Phule and Satya Shodhak Samaj.

**UNIT-III BIRTH OF INDIAN NATIONAL CONGRESS:**

National Awakening-Emergence of Indian Nationalism-Predecessors of Indian national congress- Extremists and Moderates - Achievements.

**UNIT-IV NATIVE RESISTANCE:**

The Swedish Movement - Tilak, Bipin Chandra Pal, Lala Lajpat Rai – Gokhale- Aurobindo Gosh- Muslim League- Minto- Morley Reforms Act of 1909 – Montague Chelmsford act- Annie Besant and Home Rule movement.

**UNIT-V GANDHIAN ERA:**

Early Satyagrahas: Champaran –Ahamedabad- Kheda-Rowlatt Act-Jallianwala Bagh Tragedy-Khilafat Movement-Montague Chelmsford Reforms -Non-cooperation Movement- Civil Disobedience Movement –Round table conferences – Gandhi Irwin Pact – Poona Pact - Muslim League - Indian Government Act of 1935 -Quit India Movement – INA-Indian Independence Act of 1947.

## **UNIT-VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Keswani. K. B., History of Modern India from 1800 A.D-1984 A.D, Himalaya Publishing House, Bombay, 1985.
2. Venkatesan G., History of Freedom Struggles in India, Rainbow Publication, Coimbatore, 1985. Book (s) for Reference
3. Mahajan V.D., History of National Movement in India, S. Chand & Carnet, New Delhi, 1985, Ed-III. Majumdar R. C., An Advanced History of India Part III, MacMillan, 1988.
4. Sathianathaier, History of India Vol. III, S. Viswanathan, Madras, 1969.
5. Sharma S.R., Indian Movement 1857 A.D. – 1947 A.D., B.R. Publishing Corporation, Delhi, 1988

### **REFERENCES BOOKS:**

1. R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand & Company Ltd., New Delhi, 2006.
2. Dharam Chand Gupta, Indian National Movement and Constitutional Development, Vikas Publishing House Pvt. Ltd., Noida, 1983.
3. Mahendra Kumar Talware, History of National Movement and Constitutional Development of India.
4. Bipin Chandra et.al. India's Struggle for Independence, Penguin India, Delhi, 2000.
5. Sekhar Bandyopadhyay, From Plassey to Partition: A History of Modern Indian, Orient Blackswan, Hyderabad, 2004.
6. Larry Collins and Dominique Lapierre, Freedom at Midnight, 7th Edition, S. Chand & Company Ltd, New Delhi, 2011.
7. Maulana Abul Kalam Azad, India Wins Freedom, I Edition, Orient Blackswan, Hyderabad, 2009.
8. Rajendra Prasad, India Divided, Hind Kitabs Limited, Bombay, 1947.
9. V.D. Mahajan, Modern Indian History, S. Chand Publisher, New Delhi, 2010.
10. L. Prasad, Indian National Movement, Lakshmi Narain Agarwak, New Delhi, 2001.
11. N. Jayapalan, History of the Freedom Movement: 1857 to 1947, Atlantic Publishers & Distributors (P) Limited, 2000.
12. L.P. Sharma, LP Sharma, Indian national Movement and Constitutional Development, Sterling Book House, Mumbai, 2010.

### **E-LEARNING RESOURCES:**

1. <https://www.nios.ac.in/media/documents/SecSocSciCour/English/Lesson-08.pdf>
2. [https://en.wikipedia.org/wiki/History\\_of\\_the\\_Indian\\_National\\_Congress](https://en.wikipedia.org/wiki/History_of_the_Indian_National_Congress)
3. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829>
4. <https://www.nios.ac.in/media/documents/SecSocSciCour/English/Lesson-08.pdf>

**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Remember the historical events after Queen's Proclamation.
- Illustrate the Socio religious movement in India.
- Understand the factors responsible for emergence o Indian National Congress.
- Understand the native resistance against British.
- Remember Gandhi in National Movement and various program introduced by him

\*\*\*\*

**Second Year**

**SECOND ALLIED COURSE-II  
PANCHAYAT RAJ  
(Theory)**

**Semester-IV**

**Code:**

**Credit: 3**

**OBJECTIVES:** To enable the students to

- Know the self-governing Institutions in India.
- Understand the political aspects affecting the rural people.
- Aware of the various local Self-institutions.
- Understand the functions, compositions and its importance.
- Aware of various rural development plans.

**UNIT-I ORIGIN OF PANCHAYAT RAJ:**

Evolution, Meaning, Features and Significance – Local Administration under the Mauryas – Manrams and Kuttambalams in Ancient Tamil Nadu – Local self government under the Cholas, the Pandys and the British.

**UNIT-II PANCHAYAT RAJ AFTER INDEPENDENCE:**

Mahatma Gandhi's Concept of Panchayat Raj – Vinobhaji's Views on Gramodhan and Boothan Movement – Committees on Panchayat Raj after independence – 73rd Constitutional Amendment; Structures and functions of Village Panchayat, Panchayat Union and District Panchayat .

**UNIT-III PANCHAYAT RAJ SYSTEM IN TAMIL NADU:**

**Panchayat** Raj system from 1687 to 1920 – Action of the British Government between 1920 – 1947 Subsequent changes from 1947 to Present day – Constitutional Assembly – Debates on Panchayat Raj – Two Tier system under Kamaraj and Direct Election under MGR.

**UNIT-IV CENTRAL RURAL DEVELOPMENT PLANS:**

Integrated Rural Development Programme (IRDP) –Training of Rural Youth for Self Employment (TRYSTEM) – Development of Women and children in Rural Areas (DWACRA) – Jawahar Rozhgar Yojana, Jawahar Gram Samridhi Yojana.

**UNIT-V STATE RURAL DEVELOPMENT PLANS:**

Anna Marumalarchi Plan - Namaku Namey Plan- Kalaingar Housing Scheme - Pasumai Housing Plan – Member of State Legislative Assembly Constituency Development Scheme – Samathuvapuram –Ulavar Sandhai – Biogas Plan.

**UNIT-VI CURRENT CONTOURS (For continuous internal assessment only):**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz

etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Battacharya, B., Urban Development in India, Shree Publishing House: Delhi, 1979.
2. Kuldeep Mathur, Panchayati Raj: Oxford India Short Introductions (Delhi: OUP India, 2013)
3. Maheswari S.R. and Sri Rammaheswari, Local Self Government in India, Orient Longman, New Delhi, 1971.
4. Raghava Rao, D.V., Panchayat and Rural Developmen

### **REFERENCE BOOKS:**

1. Gandhi, M.K., Panchayati Raj, Navjeevan Publishing House, Ahmedabad, 1959.
2. Sivasankaran S., and Selvakumar D., Panchayat Rajyam, New Century Book House Chennai, 2007.
3. Venkataranagaiah M., and Pattabhiram M., Local Government in India :Select Readings, Allied publications, New Delhi, 196
4. K.PalaniDurai - On New Panchayat Raj, Amaithi Arakattalai, New Delhi,1995.
5. S.R.Sharma. - Panchayat Raj and Education in India, Mital Publications, New Delhi,1994
6. VishnooBhagawan and - Public Administration,S.Chand& VidyaBhusan Company, Ltd,NewDelhi,2003.
7. G.RamReddy - Patterns of Panchayat RajinIndia, Macmillan Company of India Ltd,
8. New Delhi, 1977.
9. Y.B.S.Bhargava - Panchayat Raj Institutions, Ashsis Publications, 2001.
10. NagendraAmbethkar - The New Panchayat Raj at work, ABD Publishers,Jaipur,2001

### **E-LEARNING RESOURCES:**

1. [https://en.wikipedia.org/wiki/Local\\_government\\_in\\_India](https://en.wikipedia.org/wiki/Local_government_in_India)
2. [http://mospi.nic.in/sites/default/files/Statistical\\_year\\_book\\_india\\_chapters/local\\_bodies.pdf?download=1](http://mospi.nic.in/sites/default/files/Statistical_year_book_india_chapters/local_bodies.pdf?download=1)
3. <https://www.youtube.com/watch?v=CuqrIXnbJt4>

### **COURSE OUTCOMES:**

Upon successful completion of this course the students would be able:

- Remember the facts, terms and history of Panchayat Raj system in Tamilnadu.
- Understand the origin of Panchayat Raj System in India.
- Analyze the functioning of Panchayat Raj system in Independent India.
- Evaluate the contributions of self Governing Institutions for upliftment of the rural masses.
- Judge the working of Panchayat Raj system in India at its grass root level and the benefit of welfare schemes.

\*\*\*\*

**Second Year**

**NON MAJOR ELECTIVE COURSE-II  
WORKING OF INDIAN CONSTITUTION  
(Theory)**

**Semester-IV**

**Code:**

**Credit: 2**

**OBJECTIVES:** To enable the student to

- Study the salient features of Indian Constitution
- Trace the powers and function of the Union Executive.
- Explore the powers and function of the state Government.
- Know the Indian Judiciary system in India.
- Study the federal system of states.

**UNIT-I INDIAN CONSTITUTION:**

Historical Background- Fundamental Rights – Directive principles of State policy – Fundamental duties – Amendments of the constitution- Nature of Federal system

**UNIT-II THE UNION EXECUTIVE:**

President – Vice President-Prime Minister and the council of Ministers –Power and functions- The Parliament: Rajya sabha and Lok sabha-Attorney General of India

**UNIT-III STATE GOVERNMENT:**

Governor- power and functions-Chief Minister and Council of Ministers – The Public service commission-The state legislative Assembly-Powers and Functions.

**UNIT-IV JUDICIARY:**

The Supreme Court – Composition-power and function High courts –Functions and Powers – Subordinate courts.

**UNIT-V FEDERAL SYSTEM:**

Relation between Union and State legislature - Administrative and Financial relations- Amendments.

**UNIT-VI CURRENT CONTOURS (For continuous internal assessment only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

**TEXT BOOKS:**

1. A.C. Kapoor, Constitutional History of India, S, Chand & Co, New Delhi, 1985

2. R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand & Company Ltd., New Delhi, 2006
3. Pon Thangamani, Indian Constitutional History – A.D. 1773 to 1950 (Tamil),

#### **REFERENCE BOOKS:**

1. R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand & Company Ltd., New Delhi, 2006.
2. Sumita Singh, Constitutional Development in British India, Pragun Publications, New Delhi, 1012.
3. M.V. Pylee, Constitutional Government in India, Asia Publishing, Bombay, 1967.
4. Dharam Chand Gupta, Indian National Movement and Constitutional Development, Vikas Publishing House Pvt. Ltd., Noida, 1983.
5. A.C. Banerjee, Constitutional History of India, Vol. I, Mukherjee & Co, Calcutta, 1948.
6. Sibarajan Chatterjee, The Governor in the Indian Constitution, Mittal Publication, Calcutta, 1973.
7. Manik Lal Gupta, Constitutional Developments in India, Atlantic Publishers, New Delhi, 1989.
8. A.C. Kapoor, Constitutional History of India, S, Chand & Co, New Delhi, 1985.
9. A.B. Kieth, Constitutional History of India, Central Book Depot, Allahabad, 1961.
10. Jagdish Swarup, Constitution of India, Vol. 2, Modern Law Publication, New Delhi, 2006.
11. Pon Thangamani, Indian Constitutional History – A.D. 1773 to 1950 (Tamil), Ponnaiah Pathipakam, Chennai, 2001.
12. Mahendra Kumar Talware, History of National Movement and Constitutional Development of India.

#### **E-LEARNING RESOURCES:**

1. <https://main.sci.gov.in/>
2. <https://www.britannica.com/topic/federal-state>
3. <https://prepp.in/news/g-45325-powers-and-functions-of-chief-minister-indian-polity-notes>
4. <https://www.india.gov.in/my-government/constitution-india>
5. <https://www.india.gov.in/my-government/constitution-india>

#### **COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Understand the historical background of Indian constitution..
- Understand the powers and function of the Union Executive.
- Illustrate the powers and function of the state Government
- Know the Indian Judiciary system in India
- Study the federal system of states.

\*\*\*\*



**Third Year**

**CORE COURSE-IX  
HISTORY OF CONTEMPORARY INDIA  
(Theory)**

**Semester-V**

**Code:**

**Credit: 5**

**OBJECTIVES:** To enable the student to

- Know the consequences of Partition
- Provide an overview of the history and politics of independent India.
- Give an updated knowledge on contemporary issues and challenges.
- Critically evaluate the policies introduced by each Prime Minister and its effects on the development of India.
- Learn about development and five years plan.

**UNIT-I INDIA ON THE EVE OF INDEPENDENCE:**

Partition of India – Integration of Indian States – Linguistic Reorganizations of States- Jawaharlal Nehru: Architect of Modern India - Foreign Policy.

**UNIT-II LAL BAHADUR SHASTRI TO INDIRA GANDHI:**

Lal Bahadur Shastri –Anti-Hindi Agitation-Indo-Pak War of 1965- Tashkent Declaration - Indira Gandhi- Indo-Pak War of 1971 - Domestic Reforms- Emergency-Foreign Policy - Janata Government - Morarji Desai.

**UNIT-III ERA OF ECONOMIC REFORMS:**

Rajiv Gandhi – Education and Technology -Anti Sikh Riots-Bhopal Gas Tragedy- Panchyati Raj - Foreign Policy - National Front Government - V.P.Singh – Mandal Commission - Ayodhya Issue- fall of V.P. Singh Government - Chandrasekhar as Prime Minister.

**UNIT-IV P.V. NARASIMHA RAO TO I.K. GUJRAL:**

P.V.Narasimha Rao –Cauvery Issue- New Economic Policy- Demolition of Babri Masjid - 74th Constitutional Amendment- Scandals - Fall of Narasimha Rao's Government. - United Front Government- Deve Gowda - I.K.Gujral – A.B. Vajpayee-Gujarat Violation -Manmohan Singh and his foreign Policy.

**UNIT-V ECONOMIC DEVELOPMENT:**

Planning in India: Objectives of Planning -Planning Commission-composition -National Development Council -Five Year Plans (1950-2014) and its uses.

**UNIT-VI CURRENT CONTOURS: (For continuous internal assessment only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

**TEXT BOOKS:**

1. Chandra, Bipan., India Since Independence, (Penguin UK, -2008).
2. Chandra, Bipin., Aditya Mukherjee and Mridula Mukherjee, India After Independence 1947-2000, (South Asia Books, 2nd Edition 2002).
3. John Webster, C.B., History of Contemporary India, (Asia Publishing House, 1971).

**REFERENCE BOOKS:**

1. Appadurai, India: Studies in Social and Political Development 1917 – 1967, Himalaya Publishing House, Bombay, 1963
2. C.D. Deshmukh: Economic Development of India 1946-56, Asia Publishing House, Bombay, 1957.
3. Drierberg and Sarla Jagmohan: Emergency in India, Delhi, 1975.
4. Kuldip Nayar, India After Nehru, New Delhi, Vikas Publishing House, new Delhi, 2000.
5. G. John Gilbert, Contemporary History of India, Anmol Publication, New Delhi, 2006.
5. G. Venkatesan, History of Contemporary India 1947-2007, V.C. Publication, Sivakasi, 2010.
6. Bipan Chandra, History of Modern India, Orient Blackswan, First Edition, 2009.
7. S.B. Jain, India's Foreign Policy and Non-Alignment, Anamika Publishers, New Delhi, 2000.
8. Jayantanuja Bandyopadhyaya, The Making of India's Foreign Policy, Third Edition, Allied publishers Pvt. Limited, Bangalore, 2003.
9. Hoveyda Abbas,, Ranjay Kumar and Mohammed Aftab Alam, Indian Government and Politics, Pearson Education India, New Delhi, 2010.
10. Pushpesh Pant, International Relations in the 21st Century, Seventh Print, McGraw Hill Education (India) Pvt. Limited, New Delhi, 2014.

**E-LEARNING RESOURCES:**

1. <https://www.thehindubusinessline.com/opinion/The-foundations-of-ourdemocracy/article20500893.ece> 2.
2. <https://erenow.net/exams/indiasinceindependence/18.php>
3. <https://www.toppr.com/guides/economics/liberalization-privatisation-andglobalisation/indian-economy-during-reforms/>
4. <https://www.pmindia.gov.in/en/former-prime-ministers/>
5. <http://www.planningcommission.gov.in/sitemap/index.php?poli=newdoc.htm>

**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to:

- Understand the Foundations of Independent India.
- Examine the development of India under Lal Bahadur Shastri to Indira Gandhi.
- Recognizes the Era of Economic Reforms under Rajiv Gandhi to Chandrashekar.
- Comprehends the Prime Minister ship of P.V. Narasimha Rao to I.K. Gujral
- Explores the efficiency of Planning Commission in India

\*\*\*\*\*

**Third Year**

**CORE COURSE-X  
HISTORY OF USA UPTO 1865 C.E.  
(Theory)**

**Semester-V**

**Code:**

**Credit: 5**

**OBJECTIVES:** To enable the students to

- Give insight on Colonization and Independence of USA.
- Know about the American war of Independence.
- Provide knowledge on federal constitution
- To study the various democratic ideas
- Impart knowledge on slavery and its impact

**UNIT-I COLONIZATION IN AMERICA:**

Physical Features-Impact of Geography-Exploration: Portuguese, Spanish, French, English - Colonization

**UNIT-II AMERICAN WAR OF INDEPENDENCE:**

Anglo-French Rivalry-Seven Years War-American War of Independence: causes, course and results and its significance

**UNIT-III MAKING OF THE CONSTITUTION:**

George Washington's presidency- Formation of Confederation-Philadelphia Convention-Framing of the Constitution.

**UNIT-IV EVOLUTION OF AMERICAN DEMOCRACY:**

Evolution of American Democracy-Federalists: Jeffersonianism, Jacksonianism-Rise of Political Parties- The War of 1812- Monroe Doctrine.

**UNIT-V SLAVERY ISSUES:**

Andrew Jackson's Presidency –Westward Expansion-Manifest Destiny-Mexican War-Slavery and its Abolition Movement-the Civil War.

**UNIT-VI CURRENT CONTOURS (For continuous internal assessment only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

**TEXT BOOKS:**

1. P. S. Joshi-History of United States of America.
2. Glyndow G. Van Deuse- The United States of America: A History Since 1865.
3. P. Hill - A History of the United States.
4. N. Subrahmanian, History of the United States of America, Ennes Publications, Madurai, 1986.
5. K. Rajayyan- History of the United States.

## REFERENCE BOOKS:

1. Howard Zinn, A People's History of the United States, Harper Perennial Modern Classics, New York, 1980.
2. James Ross-Nazzari, US History since 1877, Connexions, New York, 2010.
3. Elbert J. Benton and Henry E. Bourne, Introductory American History, Project Gutenberg, Gutenberg, 2006.
4. US. History source Book, CK – 12 Foundation, 2009.
5. G. Clark, M.S. Neely and A. Hamby, Outline of U.S. History, Nova Science Publishers, New York, 2005
6. Axel Scheneider and Daniel Woolf (eds.), The Oxford History of Historical Writing, Vols. 1- 5, Oxford University Press, Oxford, 2011.
7. K. Rajayyan, A History of the United States, Ratna Publications, Tirunelveli, 2000.
8. William Muller, A New History of the United States, Nebu Press, Charleston – USA, 2011
9. K.Nambi Arooran, A History of the United States of America (Tamil)
10. R.C. Majumdar and A.N. Srivastava, History of United States of America, SBD Publications & Distributors, New Delhi, 2001
11. David, A. Shannon, Twentieth Century America, The Progressive Era Vol.I, Rand McNally, 1977.
12. Hendry Bamford Parkes, The United States of America: A History, Scientific Book Agency, 1975.
13. P.S. Gholkar, Joshi History of United States of America, 1900 – 1945 A.D. S. Chand & Co., New Delhi, 1980
14. Richard Hofstadter, (ed.), The American Republic Vol.II , Pentice Hall of India, New Delhi, 1965.
15. N. Current Richard, Harry Williams and Frank Freidel, American History: A Survey Since 1865, Vol II, Scientific Book Society, New Delhi, 1975.
16. I.N. Subrahmanian, History of the United States of America, Ennes Publications, Madurai, 1986.

## E-LEARNING RESOURCES:

1. [https://en.wikipedia.org/wiki/History\\_of\\_the\\_United\\_States](https://en.wikipedia.org/wiki/History_of_the_United_States)
2. <https://www.youtube.com/watch?v=cW2v2TR1i8U>
3. [https://en.wikipedia.org/wiki/American\\_Revolutionary\\_War](https://en.wikipedia.org/wiki/American_Revolutionary_War)

## COURSE OUTCOMES:

Upon successful completion of this course the students would be able to:

- Understand about the effects of the colonization of USA.
- Understand the causes and significance of American War of Independence.
- Infer the making of American Constitution.
- Perceive various democratic practices.
- Dissent the system of slavery and racism.

\*\*\*

**Third Year**

**CORE COURSE-XI  
HISTORY OF EUROPE FROM  
C.E 1789 TO 1945 C.E  
(Theory)**

**Semester-V**

**Code:**

**Credit: 5**

**OBJECTIVES:** To enable the students to

- Learn the age of revolutions elaborate on the unification of Italy and Germany
- Know about the diplomacy of Metternich.
- Learn about the emergence of nationalism in Europe.
- Learn the impact of Great Depression in Europe.
- Learn about Europe after the Second World War.

**UNIT-I THE FRENCH REVOLUTION:**

The French Revolution - Causes- course and results- Role of women- Declaration of the Rights of Man and Citizens 1789- National Assembly – Revolutionary Government. Napoleonic Era 1789- 1815 – Napoleon Bonaparte - French Consulate – Emperor – The Wars - Continental System – Causes for failure – Domestic Reforms— Downfall

**UNIT-II DIPLOMACY AND REVOLUTION:**

Vienna Congress – Metternich - Holy Alliance – Concert of Europe – Revolutions of 1830 and 1848 –Causes and Results - Napoleon III –Foreign policy - His Wars – Failure -Industrial Revolution in Europe- Its Stages – Socialist and Labour Movements in Europe- Capitalism - Karl Marx -Communism

**UNIT-III UNIFICATION OF ITALY AND GERMANY:**

Unification of Italy – Mazzini – Cavour – Garibaldi – Victor Immanuel II - Unification of Germany – Bismarck – Wars – Achievements - Mazzini-Garibaldi -The Unification of Italy - Otto Von Bismarck- Unification of Germany – The European Powers - Ottoman Empire 1815- 1914

**UNIT-IV FIRST WORLD WAR AND RISE OF LENIN:**

Europe on the eve of First World War – Treaty of Berlin – System of Secret Alliances – Balkan Crisis – Causes for World War – Entry of US into First World War – Results of War – Paris Peace Conference – Treaty of Versailles- League of Nations-The Russian Revolution of 1917 –Fall of Tsar - Rise of Lenin - Communism

**UNIT-V GREAT DEPRESSION AND SECOND WORLD WAR:**

Great Depression of 1929-32 - Totalitarianism in Italy and Germany - Second World War- Causes , Course and Consequences- United Nations Organizations.

## **UNIT-VI      CURRENT CONTOURS :( For Continuous Internal Assessment Only):**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Rao, B.V, History of Europe, Sterling Publishers, New Delhi, 2002.
2. Dharmaraj, J, History of Europe 1789 to Present Day, (Tamil), Tensy Publication, Sivakasi, 2015. References Books
3. V.D, Mahajan, History of Modern Europe, S. Chand & Company Ltd, New Delhi, 2011.

### **REFERENCE BOOKS:**

1. Daniel Ziblatt, Structuring the State: The Formation of Italy and Germany and the Puzzle of Federalism, Princeton University Press, New Jersey, 2006.
2. Fisher, H.A.L, History of Europe, Vol II Surjeeth Publications, Delhi, 1994.
3. Grant, A.J, Europe in the 19th and 20th century, Longman Publication, New Delhi, 1980.
4. Nandha, S.P, History of Modern Europe and the World, Anmol Publication, New Delhi, 2000. Sreenivasa Murthy, History of Europe 1789 to 1916, Himalaya Publication, New Delhi, 1992
5. H.A. Davis Blount, An Outline History of the World, Read Books, New Delhi, 2007. 2. Eric Hobsbawm, The Age of Revolution: Europe 1789-1848, Phoenix Press, London, 1977. .
6. —————, The Age of Extremes: The Short Twentieth Century, 1914-1991. London.
7. . C.D.M. Ketelbey, A History of Modern Times [from 1789], V Edition, Oxford University Press, London, 1973.
8. McKinley, Albert E., Arthur C. Howland & Matthew L. Dawn, World History Vol I & II, Atlantic Publishers, New Delhi, 1994
9. J.E. Swain, A History of World Civilization, Eurasia, Publishers, New Delhi 1970
10. Thomson David, Europe since Napoleon, Penguin, London, 1966.

### **E-LEARNING RESOURCES:**

1. [http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view\\_module\\_ug.php/65](http://ugcmoocs.inflibnet.ac.in/ugcmoocs/view_module_ug.php/65)
2. <http://www.gutenberg.org/files/6589/6589-h/6589-h.htm>
3. [https://en.wikipedia.org/wiki/History\\_of\\_Europe](https://en.wikipedia.org/wiki/History_of_Europe)

### **COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Understand the history of Europe and different concepts
- understand and apply the concepts of diplomacy and democracy
- Explore the causes for the first and second world war
- examined the key role played by the leaders in the history of Europe
- Understand the world war and its impact on world history.

\*\*\*\*

**Third Year**

**CORE COURSE-XII  
INTRODUCTION TO HISTORIOGRAPHY  
(Theory)**

**Semester-V**

**Code:**

**Credit: 5**

**OBJECTIVES:** To Enable the students to

- Know the need for studying history
- Analyze definition, nature and scope of history
- know the contribution of historians through ages
- Know the historian approaches to history.
- introduce the methodology in writing

**UNIT-I CONCEPT OF HISTORY:**

Definition of History and Historiography-History: Nature, Scope and Value – History as Science-History as Art.

**UNIT-II TYPES OF HISTORY:**

Kinds of History- History and other Social Sciences - History and Geography – History and Political Science-History and Economics etc

**UNIT-III PRACTITIONERS OF HISTORY:**

Greco-Roman: Herodotus-Theological interpretation: St. Augustine - Medieval Arab Historian: Ibn Kaldun - Modern Western Historians: Leopold Von Ranke – G.M. Trevelyan - A.J. Toynbe

**UNIT-IV HISTORIOGRAPHY AND HISTORIANS OF INDIA:**

Puranas and History-Buddhist and Jain Historiography -:Kalhana-Alberuni- Amir Khusru - Barani- Ibn Batuta - Abul Fazl- Modern Indian Historians; Jadunath Sarkar, - J.S. Mill - V.A.Smith - D.D.Kosambi - South Indian Historians : K.A.N. Sastri, K.K. Pillai.

**UNIT-V ART OF WRITING:**

Selection of topic-Review of literature-Collection of data: Primary and Secondary - Internal and External Criticism-Cauterization - Bibliography- Footnotes-Chart-Tables and Appendices- Computation and Quantitative analysis-Presentation.

**UNIT-VI CURRENT CONTOURS :(For Continuous Internal Assessment Only)**

Recent trends in Social Science research- Expert lectures, online seminars – webinarsPresentationthrough PPT, U-tube videos, e-quiz etc., related to this subjectmay be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Rajayyan K. History in Theory and Method. Madurai: Ratna Publications, 2004
2. Subramanian N. Historiography. Madurai: Koodal Publishers, 1993.
3. Ali Sheik. History – Its Theory and Method. New Delhi: Macmillan India Ltd., 1993

### **REFERENCES:**

1. Ali, Sheik. History: Its Theory and Methods. Macmillan. New Delhi, 1980.
2. Jacques and Henry F. Graff, The Modern Researcher. Harcourt Brace, San Diego, 1985.
3. E.H. Carr, What is History, Harmondsworth, 1977.
4. S. Clark, "The Annales Historians", in Q.Skinner ed., The Return of Grand Theory in the Human Sciences, Cambridge 1985.
5. R.G. Collingwood, The Idea of History, Oxford 1977.
6. Dictionary of the History of Ideas Vol.I II, III, New York.
7. Harper Collins Floud, Roderick. An Introduction to Quantitative Methods for Historians. London, 1983.
8. Ranajit Guha, Subaltern Studies, Vol. I, IV and VI, Delhi., 1994.
9. E.J. Hobsbawm, "Karl Marx's Contribution to Historiography in Ideology and Social Science" Suffolk, 1972.
10. Le Roy Laurie, "The Event and the 'Long Term' on Social History", in the Territory of
11. the Historian.
12. S. Manickam , Theory of History & Method of Research, Paduman Publication, Madurai, 1977.
13. Arthur Marwick, The Nature of History, Macmillan, Hong Kong. 1984.
14. M.L.A. Hand Book for Researchers Thesis & Assignment Writing New Delhi, 1990.
15. S.P. Sen. Historians and Historiography. Institute of Historical Studies, Calcutta, 1980.
16. Stone Lawrence The Past and the Present. Vintage Books, Boston, 1983.
17. Topolski, Jersey, Methodology of History. Redial Publishing Co., Holland, 1976.
18. Watson, George, Writing A Thesis: A Guide to Long Essays and Dissertations, Longman, London, 1987.

### **E-LEARNING RESOURCES:**

1. <https://nptel.ac.in/course.html>- (Humanities and Social Sciences)
2. <http://www.nptelvideos.in/2012/12/history-of-economic-theory.html>
3. <https://en.wikipedia.org/wiki/Historiography>
4. <https://nptel.ac.in/courses/109/106/109106137/>
5. <http://vidyamitra.inflibnet.ac.in/index.php/content/index/5a5dcb208007be02c2bc2ff3>
6. [https://www.youtube.com/watch?v=5T\\_Q\\_VWjZGU](https://www.youtube.com/watch?v=5T_Q_VWjZGU) (Historiography of Indian Nationalism)



**COURSE OUTCOMES:**

- Upon successful completion of this course the students would be able:
- Understand the various disciplines of history.
- Enhance historical writing skills.
- Understand the various works of historians..
- Evaluated the sources in historical writings.
- Understand methodology in historical writings.

\*\*\*\*

**Third Year**

**MAJOR BASED ELECTIVE COURSE-I**

**Semester-V**

**1. PRINCIPLES AND METHODS OF  
ARCHAEOLOGY**

**Code:**

**(Theory)**

**Credit: 5**

**OBJECTIVES:** To enable the students to

- Know the principles methods and value of Archaeology
- Know about the surface exploration
- Study the function of the excavation peoples.
- Acquaint the dating methods of Archaeology
- Gain knowledge of conservation of Artifacts.

**UNIT-I CONCEPT:**

Definition, Scope and Value of Archaeology – Types of Archaeology – Economic Archaeology, Ethno Archaeology-Marine Archaeology- Aerial Archaeology and Salvage Archaeology – Archaeology and Other Disciplines – History of Archaeology in India

**UNIT-II SURFACE EXPLORATION:**

Methods of Site Survey – Map Reading – Analyzing the Physical Features – Ethnographic Data – Historical Literature – Field Observation and Ceramic Survey – Scientific Aids in Exploration – Proton Magneto Meter-Thermo-Remnant Magnetic Survey-Electricity Resistivity Survey-Chemical Method- Aerial Survey and Photography

**UNIT-III EXCAVATION STAFF AND THEIR FUNCTIONS:**

Equipments – Methods of Excavation– Kinds of Excavation – Vertical, Horizontal and Quadrant Method – Excavation of Towns and Burials – Documentation – Plan and Section – Drawings – Photographic Documentation

**UNIT-IV DATING METHODS:**

Relative Dating and Scientific Dating – Radio Carbon Dating – Thermo luminescence Dating – Potassium Argon Dating – Fluorine Dating – Nitrogen Dating – Pollen Analysis – Dendron chronology

**UNIT-V CONSERVATION OF ARTIFACTS:**

Organic and Inorganic Objects – Museum Display – Publication – Excavation report – Stratigraphy – Interpretation – Conclusion

**UNIT-VI CURRENT CONTOURS: (For Continuous Internal Assessment Only)**

Keezhadi Excavation sites- Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

## **TEXT BOOKS :**

1. Barker, P., Techniques of Archaeological Excavation, London: Rutledge Publisher, 2003. Chakrabarti K Dilip; History of Indian Archaeology from the beginning to 1947, Delhi: Munshiram Manoharlal Publishers, 2008.
2. Dowman and Elizabeth, A Conservation in Field Archaeology, London: Methuen Publisher, 1970. Fleming and Stuart, L., Dating in Archaeology, London: Saint Martin's Press, 1977.
3. Stuart Piggott, Approach to Archaeology, Cambridge: Harward University Press, 1965.

## **REFERENCE BOOKS:**

1. Chakrabarti, K., India: An Archaeological History, New Delhi: Oxford University Press, 2008. Paul Bahn, Archaeology – A Very Short Introduction, New Delhi: Oxford University Press, 2006. Rajan, K., Archaeology: Principles and Methods, Thanjavur: ManooPathippakam, 2002.
2. Raman, K.V., Principles and Methods of Archaeology, Madras: University of Madras, 1989. Venkatraman, R., Indian Archaeology – A Survey, Udumalpet: Ennes Publication, 1985.
3. Ramaswamy Iyer Venkataraman, N.Subramanian: Tamil Epigraphy: A Survey, Volume 1 of the Tamils series, Ennes Pblcation, 1980.
4. T.V.Mahalingam: Early South Indian Paleography, Issue 1 of Madras University archaeological series, University of Madras, Madras, 1967
5. C.Brown, The coins of India, Oxford University Press, Calcutta, 1922.
6. A.Cunningham : Coins of Ancient India from earliest times to the 7th Century A.D.
7. A.L. Basham, The Wonder that Was India, Fontana Books in association with Rupa & Co., Delhi, London, 1967.
8. Colin Renfrew and Paul G. Bahn, Archaeology: Theories, Methods and Practice, Thames & Hudson, London, 2004.
9. Dilip. K. Chakrabarti, India: An Archaeological History Palaeolithic Beginnings to Early Historic Foundations, Oxford University Press, New Delhi, 1999
10. K. Paddaya, —Theoretical perspectives in Indian archaeology – An historical viewl. In Theory in Archaeology – A world perspective, (ed.) PeterJ. Ucko, Roultedge, London, 1995.
11. Surindranath Roy, The Story of Indian Archaeology: 1784-1947, New Delhi, 1961.
12. Kathelen Kenyon, Beginning Archaeology, London, 1952
13. K.S. Ramachanidran, A Bibliography of South Indian Megalithic, The State Department of Archaeology, Government of Tamilnadu, 1971. 12. A. Aiyappan and S.T. Satyamurti, Handbook A Museum Technique, Madras, 1971.
14. C. Sivaramamoorthy, Indian Epigraphy and South Indian Scripts, Madras, 1957.
15. B.B. Lal, Archaeology, Motilal Babarsidas, Delhi, 1964.

## **E-LEARNING RESOURCES:**

1. <https://afoggvone.tripod.com/archlesson2.html>
2. <https://hraf.yale.edu/teach-ehraf/relative-and-absolute-dating-methods-in-archaeology/>
3. <https://www.brhoward.com/artifact-restoration-and-conservation>

## **COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to:

- Understand properly the aspects and value of archaeology as an ancillary subject of history.
- Aware of origin and development of archaeology tracing archaeological excavations in India as well as in Tamilnadu
- Understand the methods of surface exploration
- Understand the method of excavation along with conservation techniques.
- Explore the possibilities and scope for further excavations in Tamilnadu for reconstructing its history.

\*\*\*\*

**Third Year**

**MAJOR BASED ELECTIVE COURSE-I**

**Semester-V**

**2. INTRODUCTION TO TOURISM**

**Code:**

**(Theory)**

**Credit: 5**

**OBJECTIVES:** To enable the students to

- Know the definition and concept of tourism.
- Know the development of tourism through the ages.
- Learn about the travel agency and it's important.
- Know the type of accommodation.
- Know the tourism planning and administration in India

**UNIT-I INTRODUCTION TO TOURISM:**

Definition, Nature and Scope of Tourism – Components of Tourism – Concept of Domestic and International Tourism – Kinds of Tourism – Motivation for Travel.

**UNIT-II TOURISM THROUGH THE AGES:**

Historical Development of Tourism in India – Social, Economic, Cultural and Environmental impacts of Tourism-Tourist Resources in India – Types of Resources: Historical, Heritage and Religious Resources – Places of Tourist interest in Tamil Nadu.

**UNIT-III TRAVEL AGENCY:**

Role and Functions of a Travel Agency – IATA – Travel formalities and regulations – Passport- VISA- Foreign Exchange- Customs Checks and Clearance.

**UNIT-IV ACCOMMODATION:**

Types of Accommodation: Classification of Hotels- Supplementary Accommodation – Indian Hotel Industry and Tourism

**UNIT-V TOURISM PLANNING AND ADMINISTRATION IN INDIA:**

Ministry of Tourism in India: Aims, Objectives and Functions – India Tourism Development Corporation (ITDC) – Growth and Development of Tourism in Tamil Nadu – Tamil Nadu Tourism Development Corporation (TTDC) – Future Prospects of Tourism.

**UNIT-VI CURRENT CONTOURS(For Continuous Internal Assessment Only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

**TEXT BOOKS:**

1. A.K. Bhatia - Tourism Development: Principles and Practices
2. Jagmohan Negi - Tourist Guide and Tour Operation
3. V.K. Gupta - Tourism in India

**REFERENCE BOOKS:**

1. Ratandeep Singh - Dynamics of Modern Tourism
2. R.K. Sinha - Growth and Development of Modern Tourism
4. Douglas Foster - Travel and Tourism Management
5. Lavkush Mishra - Religious Tourism in India
6. S. Gill Pushpinder - Tourism: Economic and Social Development

**E-LEARNING RESOURCES:**

1. [https://nios.ac.in/media/documents/tourism\\_337\\_courseE/337\\_Tourism\\_Eng/337\\_Tourism\\_Eng\\_LL.pdf](https://nios.ac.in/media/documents/tourism_337_courseE/337_Tourism_Eng/337_Tourism_Eng_LL.pdf)
2. <https://www.yourarticlelibrary.com/tourism/the-tourism-hospitality-industry-in-india-2346-words/7568>

**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Understand the concept and definition of tourism.
- Understand the economic effects of tourism include improved tax revenue and personal income, increased standards of living, and more employment opportunities.
- Understand the Travel agencies provide conveyance, accommodation, and admission to entertainment activities to individuals and groups scheduling trips. They offer advice on destinations, plan trip itineraries, and make travel arrangements for clients. They play a crucial role in the development and flourishing of tourism industry.
- Understand the travel agency provides the opportunity for visitors to stay for a length of time to enjoy the locality and its attractions, while their spending contributes to the local economy.
- Understand the tourism administration in India providing consultancy services and training for tourism-related projects.

\*\*\*

**Third Year**

**SKILL BASED ELECTIVE COURSE-I**  
**INTRODUCTION TO INTERPERSONAL**  
**COMMUNICATION**  
**(Theory)**

**Semester-V**

**Code:**

**Credit: 2**

**OBJECTIVES:** To enable the students to

- Know the basic communication and barriers to communication.
- Know about the advantages of lessening.
- learn about the features of effective speech
- know about the importance of reading
- Learn about the effective sentences of writings.

**UNIT-I BASIC COMMUNICATION:**

Communication – Meaning and Definition – Medium of Communication – Barriers to Communication

**UNIT-II LISTENING:**

Needs and Advantages of Listening – Active – Elements of active listening with reading - Coherence of listening with reading and Speaking.

**UNIT-III SPEAKING:**

Features of effective speech – Role play-Conversation building –Topic presentation – Group Discussions.

**UNIT-IV READING:**

Comprehensive of Technical and Non- Technical Material – Skimming Scanning – inferring Guessing.

**UNIT-V WRITING:**

Writing Effective Sentences – Cohesive writing – Clarity and Conciseness in writing – Resumes and job applications.

**UNIT-VI CURRENT CONTOURS: (For continuous internal assessment only)**

**Recent grammatical trends-** Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Kiranmani Dutt and Geetha Rajeevan Basic Communication Skills
2. Heidi Schuttz Ph.D Business Scenarios
3. Asha Kaul – PHI. Business Communication
4. Raghunathan & Santhanam – Marghum Business communication
5. The Reading Strategies Book: Your Everything Guideto Developing Skilled Readers
6. How to Read a Book: The Classic Guide to Intelligent Reading
7. Just Listen: Discover the Secret to Getting Through to Absolutely Anyon
8. Active Listening Techniques: 30Practical Tools to Hone Your communication Skills

### **E LEARNING RESOURCES:**

1. <https://www.skillsyouneed.com/ips/communication-skills.html>
2. <https://harappa.education/harappa-diaries/importance-of-reading/>
3. <https://libguides.wigan-leigh.ac.uk/c.php?g=667800&p=4736451>
4. <https://www.studocu.com/row/document/university-of-sargodha/business-communication-interpersonal-skills/speaking-skill/8825899>

### **COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Understand the basic communication they form a positive example for team members
- Understand the lessening activity increased the contextualization of knowledge
- Praxis and technique, critical thinking also research and communication.
- Understand the features of effective speech and individual student can demonstrate upon completion of a learning experience or sequence of learning experiences.
- Understand the importance of reading which is Enhanced brain activity and
- Improved vocabulary

\*\*\*\*



**Third Year**

**CORE COURSE-XIII  
HISTORY OF USA 1865 C.E.TO 2000 C.E.  
(Theory)**

**Semester-VI**

**Code:**

**Credit: 5**

**OBJECTIVES:** To enable student to

- Learn the history of the civil war and reconstruction.
- Know about the sufferings of the Negroes.
- Learn the policy of Theodore Roosevelt.
- Learn the condition of America Between the war.
- Study about the presidency after the cold war.

**UNIT-I CIVIL WAR AND RECONSTRUCTION:**

America after the Civil war - Reconstruction - Presidential - Congressional – Radical- Black Reconstruction- Emancipation of the blacks.

**UNIT-II RISE OF BIG BUSINESS:**

Rise of Big Business- Railroad - Oil and Steel - John D. Rockefeller - Andrew Carnegie - Populist Movement.

**UNIT-III AMERICAN IMPERIALISM:**

Urbanization and its impact - Growth of American Imperialism - The Spanish American War- Theodore Roosevelt - William Howard Taft - Woodrow Wilson - America and First World War

**UNIT-IV THE U.S.A. BETWEEN WORLD WARS:**

The Great Crash - F. D. Roosevelt and New Deal - America and Second World War-Truman-cold war and its impact.

**UNIT-V PRESIDENCY AFTER COLDWAR.**

Eisenhower - Nixon - Water Gate Scandal - General Ford - Jimmy Carter - Ronald Reagan - George H.W-Bush and Gulf War-Bill Clinton-Israeli-Palestine conflict.

**UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only)**

Ukraine- Russian war- American views- Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. David A. Shannon, Twentieth Century America, The progressive Era Vol. I, Rand McNally, 1977. Majumdar and Srivatsava. A.L., History of the United States of America, SBD, Publications, 2001.
2. Subramanian N., History of the United States of America, Ennes publications, Madurai, 1990.

### **REFERENCE BOOKS:**

1. Howard Zinn, A People's History of the United States, Harper Perennial Modern Classics, New York, 1980.
2. James Ross-Nazzari, US History since 1877, Connexions, New York, 2010.
3. Elbert J. Benton and Henry E. Bourne, Introductory American History, Project Gutenberg, Gutenberg, 2006.
4. US. History source Book, CK – 12 Foundation, 2009.
5. G. Clark, M.S. Neely and A. Hamby, Outline of U.S. History, Nova Science Publishers, New York, 2005
6. Axel Schneider and Daniel Woolf (eds.), The Oxford History of Historical Writing, Vols. 1- 5, Oxford University Press, Oxford, 2011.
7. K. Rajayyan, A History of the United States, Ratna Publications, Tirunelveli, 2000.
8. William Muller, A New History of the United States, Nebu Press, Charleston – USA, 2011
9. K.Nambi Arooran, A History of the United States of America (Tamil)
10. R.C. Majumdar and A.N. Srivastava, History of United States of America, SBD Publications & Distributors, New Delhi, 2001
11. David, A. Shannon, Twentieth Century America, The Progressive Era Vol. I, Rand McNally, 1977.
12. Hendry Bamford Parkes, The United States of America: A History, Scientific Book Agency, 1975.
12. P.S. Gholkar, Joshi History of United States of America, 1900 – 1945 A.D. S. Chand & Co., New Delhi, 1980
13. Richard Hofstadter, (ed.), The American Republic Vol. II, Prentice Hall of India, New Delhi, 1965.
15. N. Current Richard, Harry Williams and Frank Freidel, American History: A Survey since 1865, Vol II, Scientific Book Society, New Delhi, 1975.
14. N. Subrahmanian, History of the United States of America, Ennis Publications, Madurai, 1986

### **E- LEARNING RESOURCES:**

1. [https://en.wikipedia.org/wiki/History\\_of\\_the\\_United\\_States\\_\(1865%E2%80%931918\)](https://en.wikipedia.org/wiki/History_of_the_United_States_(1865%E2%80%931918))
2. [https://en.wikipedia.org/wiki/United\\_States\\_in\\_World\\_War\\_I](https://en.wikipedia.org/wiki/United_States_in_World_War_I)
3. [https://en.wikipedia.org/wiki/Military\\_history\\_of\\_the\\_United\\_States\\_during\\_World\\_War\\_II](https://en.wikipedia.org/wiki/Military_history_of_the_United_States_during_World_War_II)
4. <https://www.britannica.com/biography/Bill-Clinton>

**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to:

- Remember the important historical events in the U.S.A.
- Understand the sufferings of Negroes and support against apartheid.
- Understand the reforms of F. D. Roosevelt.
- Understand the condition USA between the wars.
- Illustrated the presidency after the cold war in America.

\*\*\*\*

**Third Year**

**CORE COURSE-XIV  
HISTORY OF EDUCATION IN INDIA  
(Theory)**

**Semester-VI**

**Code:**

**Credit: 5**

**OBJECTIVES:** To Enable the Students to

- Study the ancient education system in India.
- Acquit knowledge of British educational policies
- Know about development of education system after independence in India
- Know the education system in current scenario.
- Know about the educational schemes for the development of students.

**UNIT-I ANCIENT INDIAN EDUCATION:**

Sources-Vedic Education- Buddhist Education- Method of teaching- Characteristics of teaching and learning centers- Development of Medieval Education – Characteristics, methods of teaching and organization of teaching.

**UNIT-II BRITISH EDUCATION:**

Macaulay's Education plan, nature of education on the basis of Wood's Educational dispatch. Their impact on programmes & policies in education.- The Policy of Downward Filtration Theory-Education Policies In India Under The Royal Crown Of British- 1882: Hunter Commission on Indian Education -Raleigh Commission 1904-Indian Universities Act-Government Resolution on Education Policy- 1917-19-Saddler University Commission- 929-Hartog Committee- 937- Wardha Scheme of Basic Education -1944 Sergeant Plan of Education .

**UNIT-III PROGRESS OF EDUCATION AFTER INDEPENDENCE:**

Primary Education –Universalisation of Primary Education.-National Policy on Education-Yashpal Committee- Secondary Education :Secondary Education Commission (1952-53)- Education Commission -Different Commissions And Committee For Higher Education: National Committee on Women's Education 1958- Hansa Mehta Committee Report 1962-Bhaktavatsalam Committee Report 1963-Kothari Commission' (1964-66)-National Policies on Education-Janardan Reddy Report, 1992.

**UNIT-IV EDUCATION CURRENT SCENARIO IN INDIA:**

Technical Education-Professional Education-Adult Education-women education-Rural Higher Education-Educational Research and Training-SC/STs and OBCs-Problems Faced by Students.

**UNIT-V VARIOUS SCHEMES TO ENHANCE THE STUDENT:**

Elementary Education: Sarva Shiksha Abhiyan-Mid Day Meal -Mahila Samakhya - Secondary education: Rashtriya Madhyamik Shiksha Abhiyan- -National Scheme of

Incentives to Girls for Secondary Education- -Scheme of Vocational Education -Scholarship schemes for Minority students-Higher Education: Scheme of Apprenticeship Training- -Post-Doctoral Research Fellow (Scheme)- All India Council for Technical Education Scholarships- Postgraduate level in various science courses at the University of Delhi-Empowerment of Persons with Disabilities - Schemes/Programmes-Scholarship Schemes for ST Students by Ministry of Tribal Affairs.etc.

## **UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Nirmala Jeyaraj, Women and Society, Madurai, 2011
2. Shanta Agarwal, The Girl Child and Her Education, Social Welfare, Vol.53, No.6., New Delhi, September 2006
3. Nilima Srivastava, Women and Higher Education Need and Benefit, Social Welfare, Vol.53, No.6, New Delhi, September 2006,

### **REFERENCE BOOKS:**

1. Report of the University Education Commission 1948-49, Ministry of Education and Culture, New Delhi, 1950,
2. Report of the Tamil Nadu Development Planning Commission, Government of India, New Delhi
3. Incredible India At A Glance, Year Book, New Delhi, 2005
4. Secondary Education Commission, 1952, Ministry of Education and Social Welfare, New Delhi, 1952
5. Yojana, Vol.45, November, New Delhi, 2001,
6. J.C. Aggarwal, Landmarks in the History of Modern Indian Education, New Delhi, 2007,.
7. Birendra Deka, Higher Education in India Development and Problems, New Delhi, 2000,
8. J.K. Pillai & S. Rajeswari, Readings in Women Education, Kodaikanal, 2002
9. J.C. Aggarwal, Progress of Education in India, New Delhi, 1977, p.394.
10. V.K. Kohli, Current Problems of Indian Education, Jullundur, 1974,

### **E -LEARNING RESOURCES:**

1. [https://content.inflibnet.ac.in/data-server/eacharya-documents/548158e2e41301125fd790cf\\_INFIEP\\_72/77/ET/72-77-ET-V1-S1\\_1\\_.pdf](https://content.inflibnet.ac.in/data-server/eacharya-documents/548158e2e41301125fd790cf_INFIEP_72/77/ET/72-77-ET-V1-S1_1_.pdf)
2. <https://www.yaclass.in/p/english-language-cbse/class-8/supplementary-2960/ancient-education-system-of-india-11797/re-0a654309-5f63-458a-9e45-47e482ee6e4d>
3. <https://www.brainyias.com/education-system-during-british-india/>

**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Understand the ancient education focused on imparting ethics like humility, truthfulness, discipline, self-reliance, and respecting all creations to the students.
- Understand modernize all stages of education, with special emphasis on technical education, science, and environmental education, on.
- Explore the Diminishing of values, cooperation collaboration patience, self-confidence, discretion and rational thinking. Absence of human values, individual values and social values. Mechanization of the child's mind by the current education system.
- Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children.
- Understand the various scholarship of our government for benefit of students.

\*\*\*

**Third Year**

**CORE COURSE-XV  
HISTORY OF CHINA AND JAPAN  
(Theory)**

**Semester-VI**

**Code:**

**Credit: 5**

**OBJECTIVES:**

- Know about European intercourse with china.
- Acquaint the formation of Kuomintang party in china.
- To understand the circumstances leading to the Chinese revolution.
- Know the formation communism in china.
- Study the causes for the emergence of Militarism in Japan

**UNIT-I EUROPEAN INTERCOURSE WITH CHINA:**

Opium Trade- First Opium War and Treaty of Nanking-Taping Rebellion- Second Opium War and Treaty of Tientsin-European Intercourse with China-Sino-Japanese War – Open door policy – Hundred days’ reforms – Boxer Rebellion – The Revolution of 1911 - Yuvan – Shi-Kai’s Presidency – Life and Principles of Dr. Sun-Yat-Sen.

**UNIT-II RISE OF KUOMINTANG PARTY:**

China and World War I – Paris peace conference – May 4th Movement – Kuomintang Party and Chinese National Government – Chiang – Kai –Sheik – Civil War between Kuomintang Party and Communists.

**UNIT-III GROWTH OF COMMUNISM IN CHINA:**

Rise of Mao – Tse – Tung – His early life – Long March – New Democracy – Cultural Revolution – Administration of Mao – Peoples Republic of China - Chou – En – Lai – Communists China foreign Policy (1949 – 1970).

**UNIT-IV RESTORATION OF MEIJI ERA:**

The Opening of Japan – Perry and Harris Mission – Meiji Restoration- Meiji Reforms – Constitution of 1889 —Anglo – Japanese Alliance –Russo Japanese War – Japan and First World War – Twenty One demands – Washington conference – Manchurian Crisis

**UNIT-V POLITICAL ECONOMIC DEVELOPMENT OF JAPAN:**

Rise of Militarism in Japan – The Axis Alliance Second Sino – Japanese War – Japan and Second World War – Post World War Japan - Development of Japan – Constitutional – Economical – Industrial – Agricultural – Socio and Cultural – Foreign Policy of Japan (1945 – 1970).

**UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Chaurasia, R.S., History of the Far East, (Forward Book Depot, New Delhi, 2003).
2. Christopher Hwe, China and Japan: History, Trends and Prospects, (Clarendon Press, 1996).
3. Vinacke, A History of the Far East in Modern Times,( Kalyani Publishers, New Delhi,

### **REFERENCES:**

1. Chaurasia, R, S., History of Modern China, (Atlantic Publishers, 2004).
2. Chaurasia, R.S., History of the Far East, (Forward Book Depot, New Delhi, 2003).
3. David M.D., Rise and Growth of Modern Japan,(Himalaya Publishing House, 1989).
4. Dotforam, Eberlard, History of China, (Rutledge Kegan Paul Publishers, London, 1992).
5. Latinore, Making of Modern China, (G. Allen & Unwin, London, 1945).
6. Majumdar, R.K., and Srinivasan A.N., History of Japan, (Surjeet Book Depot, Delhi, 1978).
7. Singh A.K, History of East Asia, (APC Publications,New Delhi, 1980).
8. Sinha P and Surya. P. China and Japan in Ancient Power Politics, (Sage Publications, New Delhi,1992).
9. Vinacke, AHistory of the Far East in Modern Times, Kalyani Publishers, New Delhi, 1978.
10. Clyde and Beers, The Far East, Prentice Hall Inc, New Jersey, 1960.
11. . K.M.Panikkar, Asia and Western Dominance: A Survey of Vasco Da Gama Epoch of Asian History, 1498-1945, New York, 1969 3. D.G.E. Hall, A History of South East Asia, Palgrave Macmillan, Sydney, 1981.
12. R.P.Sinha & Dandekar, South East Asia and Peoples Struggle and Political Identity, Kanishka Publishers,
13. Surya Dandekar R.P. Sinha, asian Government and Politics: Studeis in People, Power and Political development, Kanishka Publishers, New Delhi, 1994.
14. Charles Holcombe, A History of East Asia: From the Origins of Civilization to the Twenty first Century, Cambridge University Press, New York, 201 7.
15. Jayati Gosh and C.P. Chandrasekhar, Crisis as Conquest: Learning from East Asia, Orient Longman Limited, Hyderabad, 2001. .
16. B.V. Rao, History of Asia from early times to the Present, New Dawn Press, Delhi, 2006.
17. R. Alalasundaram, History of China, Japan and South East Asia, 11. R.Velayutham, West Asia 1800 – 1970 (Tamil).

### **E-LEARNING RESOURCES:**

1. <https://asiapacificcurriculum.ca/learning-module/opium-wars-china>
2. <https://encyclopedia.1914-1918-online.net/article/china>
3. <http://totallyhistory.com/kuomintang/>
4. <https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-andmaps/japan-and-two-world-wars>
5. <https://www.thoughtco.com/world-war-ii-in-asia-195787>
6. [http://www.eiilmuniversity.co.in/downloads/History\\_china\\_and\\_Japan\\_1840\\_1949.pdf](http://www.eiilmuniversity.co.in/downloads/History_china_and_Japan_1840_1949.pdf)



**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able:

- Understand the causes and consequences of Opium.
- Illustrated the Formation of Chinese national government
- Understand the Growth of communism in china.
- Explored the significance of Meiji Era.
- Understand the political development of Japan after Second World War.

\*\*\*\*

**Third Year**

**MAJOR BASED ELECTIVE COURSE-II**  
**1. HUMAN RIGHTS**  
**(Theory)**

**Semester-VI**

**Code:**

**Credit: 5**

**OBJECTIVES:** to enable the students to

- Know the meaning and historical development of human rights.
- Remember the role of UNO in safeguarding the human rights mechanism.
- Study promotion and protection of Human Rights.
- Analyze the constitutional provisions in India for human rights.
- Know about human right issues in India.

**UNIT-I HISTORICAL DEVELOPMENTS OF HUMAN RIGHTS:**

Definition of Human Rights- Theories on Human Rights- Historical Development of Human Rights- Nation Law and Nation Rights in ancient, medieval and modern periods.

**UNIT-II: HUMAN RIGHTS MECHANISMS:**

The Emergence of Human Rights on to the world stage- Human Rights and the U.N.O- Universal Declaration of Human Rights- International Covenant on Civil and Political Right- International Covenant on Economic, Social and Cultural Rights- U.N. Human Rights Commission

**UNIT-III INDIA AND HUMAN RIGHTS:**

Constitutional provisions- Evolution of Fundamental Rights during Freedom Struggle-Nature of Fundamental Rights-Directive Principles of State Policy-National Human Rights Commission-State Human Rights Commission

**UNIT-IV RIGHT AGAINST DISCRIMINATION:**

Right against Discrimination -Right to Affirmative Action- Right to Life: Livelihood, Health, Education, Privacy, Legal aid, Speedy trial, -Prevention of Sexual harassment at workplace

**UNIT-V CONTEMPORARY HUMAN RIGHTS ISSUES:**

Human rights violations in India – Woman Rights – Children Rights – Child Labour – Bonded Labour – Refugees Rights – Capital Punishment

**UNIT-VI CURRENT CONTOURS (For continuous internal assessment only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

**TEXT BOOKS:**

1. Adil Yasin, Archana Upadhyay, Human Rights, Akansha Publishing House, New Delhi, 2004.
2. Human Rights, National Book Trust, New Delhi, 1998.
3. Nirmal, C.J., Human Rights in India: Historical, social and Political, Oxford & IBH, New Delhi, 2000
4. Sivagami Paramasivam, 2000, Studies in Human Rights, Salem

**REFERENCE BOOKS:**

1. Das Jatindra Kumar, Human Rights Law and Practice, PHI, 2016.
2. Lina Gonsalves, Women and Human Rights, APH Publishing Corporation, 2001.
2. Sudhi Kapoor, Human Rights in the 21st Century, Mangal deep Publications, Jaipur, 2003.
3. Lovis Henkin, 1978, The Rights of Man today. Stevens & Sons, London
4. Edward James Schuster, 1981, Human Rights Today : Evolution or
5. Revolution, 4 V.R. Krishna Iyer, 1984, Human Rights and Law. Vedpal Law House, Indore
6. Jack Donnelly, 1985, The Concept of Human Rights. Croom Helm, London.
7. J.A. Andrews, and W.D. Hines, 1987, International Protection of Human Rights. Mansell Publishing Ltd. London.
8. A.R. Desai, (ed.), 1986, Violations of Democratic Rights in India, Popular Prakashan, Bombay.
9. M. Rama Jois, 1997, Human Rights and Indian Values. NETE, Delhi.
10. R.S. Pathak, (ed.), 1988, Human Rights in the Changing World, International Law Association, New Delhi.
11. C.J. Nimal, (ed.), 1999, Human Rights in India : Historical, Social and Political Perspectives, Oxford University Press, New Delhi.
12. Amartya Sen, 1999, Development As Freedom, Oxford University Press, New Delhi.
13. Subbian, 2000, A Human Rights Systems, New Delhi.

**E-LEARNING RESOURCES:**

1. [https://en.wikipedia.org/wiki/Human\\_rights](https://en.wikipedia.org/wiki/Human_rights)
2. <http://www.humanrights.is/en/human-rights-education-project/human-rights-conceptsideas-and-fora/part-i-the-concept-of-human-rights/definitions-and-classifications>
3. <https://www.un.org/en/universal-declaration-human-rights/>

**COURSE OUTCOMES:**

Upon successful completion of this course the students would be able:

- Understand the meaning and historical development of human rights
- Understand emergence of Human Rights on to the world stage
- Explore the Constitutional provisions in India.
- Understand the Right against discrimination.
- Create awareness on Rights against discrimination, inequality and exploitation in a Rights based approach .

**Third Year**

**MAJOR BASED ELECTIVE COURSE-II**

**Semester-VI**

**2. JOURNALISM AND MASS  
COMMUNICATION**

**Code:**

**(Theory)**

**Credit: 5**

**OBJECTIVES:** To Enable the students to

- Learn about the nature and definition of journalism and mass communication
- Know about the leading newspapers and journal of India.
- Know the students the career opportunities in journalism study.
- Know the components of journalistic.
- Know the news agencies in India.

**UNIT-I INTRODUCTION:**

Nature and definition of Journalism and mass communication - Communication process - SMCR model - Mass Media - History of the press in India- Role of the press in Freedom Movement.

**UNIT-II LEADING NEWS PAPERS AND TAMIL JOURNALISM:**

Leading Newspapers of India (Linguistic and English) Danik Jagaran, Hindustan, Dainik Bhaskar- Malayala Manorama- Daily Thanthi- Rajasthan Patrika- Amar Ujala- The Times of India- Mathrubhumi- Lokmat-History of Tamil Journalism – Swadesamitran- The Hindu.- Desabhaktan- Navasakthi- etc-Freedom of the Press.

**UNIT-III CAREER OPPORTUNITIES:**

Career aspects of Journalism - Structure of a Newspaper organization -Editorial department.- Advertising department-Circulation department-Printing department-Administrative department-Stores department-IT department- Characteristics of a Journalist.

**UNIT-IV JOURNALISTIC COMPONENTS:**

Principles of Reporting - Definitions, Components and sources of news- Writing the news - Types of Lead- body- Principles of Editing - Editing techniques- Writing Headlines and types of Headlines.

**UNIT-V NEWS AGENCIES:**

Law of Defamation - A published statement-The statement caused injury - Getting legal advice- News Agencies (Indian and International)- Press Trust of India (PTI)- United News Agency (UNI)- Hindustan Samachar- Samachar Bharati- Other Agencies-Recent trends in Indian press.

## **UNIT-VI      CURRENT CONTOURS (For Continuous Internal Assessment Only)**

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

### **TEXT BOOKS:**

1. Rayadu C. S., Communication, Himalaya Publication, 2015.
2. Mehta D S, Mass Communication Journalism in India, Allied Publishers, 1979.
3. Ahuja B. N., Theory and practice of Journalism, New Delhi, 2007.
4. Basu D, Law of the Press, Lexis Nexis, Fifth edition, 2010.
5. Journalism and Mass Communications - we series Tata McGraw Hill.
6. Keval J. Kumar, Mass Communication in India, Jaico Publishing House, 1994.
7. Parthasarthy and Rangaswami, Journalism in India, Sterling Publishers Pvt. Ltd., New Delhi, 1989.

### **REFERENCE BOOKS:**

1. M.P. Gurusamy, Journalism, (Tamil), Guru-Thenmozhi Publication, Dindigul, 2009.
2. A.N. Ahuja, Theory and Practice of Journalism, Surjeet Publication, Delhi, 1984.
3. David Wain Wright, Journalism Made Simple, Rupa & Co, London, 1981.
4. K. Kulathuran, Tamil Press (Tamil), Jeyakumari Store, Nagarcoil, 1975. . A.M. Samy, Origin and Growth of Tamil Press, (Tamil), Navamani Pathipagam, Chennai, 1987.
5. David Hoffman, Citizens Rising: Independent Journalism and the Spread of Democracy
6. Vir Bala Aggarwal and V.S. Gupta, Handbook of Journalism and Mass Communicating.
7. R. Parthasarathy, Basic Journalism, Laxmi Publications (P) Ltd., 2000.
8. J. Natarajan, History of Indian Journalism, Part II of Government of India Press Communication, Publication Division, Delhi, 2000.
9. — —————, Press and Politics in India, 1885-1905, Delhi, 1970.
10. Bob Franklim, Journalism Studies, 2006. 12. Carole Fleming and Emma Hemmingway, An Introduction to Journalism 2006

### **COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Remember the historical significance of journalism in Indian freedom struggle
- Understand the importance, functions & scope of communication and media.
- Apply their knowledge in News writing; News editing and choose careers in Journalism and Mass media.
- Understand more about newspapers, editing pages.
- Understand various national and international news agencies

\*\*\*\*

The candidate shall be required to take up a Project Work by group *or individual* and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the students in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

#### ASSESSMENT/EVALUATION/VIVA VOCE:

##### 1. PROJECT REPORT EVALUATION (Both Internal & External)

I. Plan of the Project - 20 marks

II. Execution of the Plan/collection of Data / Organization of Materials / Hypothesis, Testing etc and Presentation of the report. - 45 marks

III. Individual initiative - 15 marks

2. Viva-Voce / Internal& External - 20 marks

**TOTAL - 100 marks**

#### PASSING MINIMUM:

Project	Vivo-Voce 20 Marks 40% out of 20 Marks (i.e. 8 Marks)	Dissertation 80 Marks 40% out of 80 marks(i.e. 32 marks)
---------	--	---

A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

\*\*\*\*

**Third Year**

**SKILL BASED ELECTIVE COURSE-II**  
**GENERAL KNOWLEDGE FOR COMPETITIVE**  
**EXAMINATIONS**

**Semester-VI**

**Code:**

**(Theory)**

**Credit: 2**

**OBJECTIVES:**

- To know the physical features natural and political boundaries of India are studied in-depth.
- To know the agricultural methods and natural resources, wildlife and sanctuaries in India
- To study the Indian States and Union territories in India.
- To know about the Transport and communication system in India.
- To study the scientific and technological capabilities of India

**UNIT-I PHYSICAL FEATURES OF INDIA:**

Natural and Political boundaries –Himalayan Mountains- Northern Plains – The Deccan plateau – Indian desert- Major River System of India – Soils in India

**UNIT-II AGRICULTURE:**

Main Crops and Produces – Green Revolution – Dairy Farming – Methods of Irrigation – Mineral Resources of India – Forest Resources.

**UNIT-III STATES AND UNION TERRITORIES:**

Indian States – Union Territories – National Parks and Wild life sanctuaries – Important Sites and Monuments – National Insignia.

**UNIT-IV TRANSPORT AND COMMUNICATION :**

Railway Zones – Major Ports – Air Transport – Defense and Security – Defense Setup – Navy – Air force.

**UNIT-V SCIENCE AND TECHNOLOGY :**

India's Missile Programme – Agni – Prithvi – Akash – Trishul – Astra – India's Space Programme – Aryabhata – Bhaskara I – Indian National Satellite System – India's Atomic Research – Pokhran Chandrayan I – Kalpana Chawla.

**UNIT-VI CURRENT CONTOURS (For continuous internal assessment only):**

Current invention in India-Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

**REFERENCE BOOKS:**

1. Gopal Singh -Geography of India
2. Manorama Year Book (Tamil & English).
3. India, A Reference Annual, Latest Edition, Publication Division, Govt. of India. 4

. Chronicle Year Book, Latest Edition.

5. Atlas, India, Oxford University Publications. 6. The Pearson Concise General Knowledge Manula, 2011

#### **E-LEARNING RESOURCES:**

<https://knowindia.india.gov.in/profile/physical-features.php>

[https://en.wikipedia.org/wiki/States\\_and\\_union\\_territories\\_of\\_India](https://en.wikipedia.org/wiki/States_and_union_territories_of_India)

<https://www.ibef.org/industry/agriculture-india>

#### **COURSE OUTCOMES:**

Upon successful completion of this course the students would be able to

- Understand the complete geographic study of India
- Understand the primary activity of the nation.
- Understand the states and union territories in India
- Explored the transport and communication system in India also
- Understand the growth of science and technology and its impact on India.

\*\*\*