

ALAGAPPA UNIVERSITY, KARAIKUDI
SYLLABUS UNDER CBCS PATTERN FOR AFFILIATED COLLEGES WITH
EFFECT FROM THE ACADEMIC YEAR 2022-23 ONWARDS

B.A.HISTORY
Programme Structure

Sem.	Part	Course Code	Courses	Title of the Paper	T/P	Credits	Hours/Week	Max. Marks		
								Int.	Ext.	Total
I	I	2211T	T/OL	Tamil /Other Languages –I	T	3	6	25	75	100
	II	712CE	E	Communicative English - I	T	3	6	25	75	100
	III	22BHI1C1	CC	History of India(upto - 900 A.D)	T	5	5	25	75	100
		22BHI1C2	CC	History of Tamil Nadu(upto – 1336 A.D)	T	4	4	25	75	100
		-	AL - IA	Tamil/Economics/Political Science / BBA	T	5	5	25	75	100
	IV	22BVE1	SEC -I	Value Education	T	2	2	25	75	100
	-	-	-	Library	-	--	2	--	--	--
Total						22	30	150	450	600
II	I	2221T	T/OL	Tamil /Other Languages –II	T	3	6	25	75	100
	II	722CE	E	Communicative English - II	T	3	6	25	75	100
	III	22BHI2C1	CC	History of India(900 – 1707 A.D)	T	5	5	25	75	100
		22BHI2C2	CC	History of Tamil Nadu(1336 -1805 A.D)	T	4	4	25	75	100
		-	AL – I B	Tamil/Economics/Political Science / BBA	T	5	5	25	75	100
	IV	22BES2	SEC –II	Environmental Studies	-	2	2	25	75	100
		-	Naan Mudhalvan Course	Language Proficiency for Employability (Effective English)	-	2	2	25	75	100
Total						24	30	175	525	700
III	I	2231T	T/OL	Tamil /Other Languages –II	T	3	6	25	75	100
	II	2232E	E	English for Enrichment - I	T	3	6	25	75	100
	III	22BHI3C1	CC	History of India (1707-1947 A.D)	T	5	5	25	75	100
		22BHI3C2	CC	History of Tamil Nadu(1805-1947A.D)	T	4	4	25	75	100
		-	AL – II A	Tamil/Economics/Political Science / BBA	T	5	5	25	75	100
	IV	-	SEC –III	Entrepreneurship	T	2	2	25	75	100
		-	NME- I	1.Adipadai Tamil / 2.Advance Tamil / 3. IT skills for Employment / MOOC'S	T	2	2	25	75	100
Total						24	30	175	525	700
IV	I	2241T	T/OL	Tamil /Other Languages –II	T	3	6	25	75	100
	II	2242E	E	English for Enrichment - II	T	3	3	25	75	100
	III	22BHI4C1	CC	Contemporary India since 1947A.D	T	5	5	25	75	100

		22BHI4C2	CC	Contemporary Tamil Nadu since 1947 A.D	T	4	4	25	75	100	
		22BHI4C3	CC	Industry Visit report/Mini Project	T	2	2	25	75	100	
		-	AL - IIB	Tamil/Economics/Political Science / BBA	T	5	5	25	75	100	
	IV	-	NME- II	1.Adipadai Tamil / 2.Advance Tamil / 3. Small Business Management / MOOC'S	T	2	2	25	75	100	
		Naan Mudhalvan Course		Digital Skills for Employability – (Microsoft-Office Fundamentals)	-	2	3	25	75	100	
				Total		26	30	200	600	800	
V	III	22BHI5C1	CC	History of Indian National Movement (1885 - 1947 A.D)	T	4	6	25	75	100	
		22BHI5C2	CC	World Civilization	T	5	6	25	75	100	
		22BHI5C3	CC	History of Science and Technology	T	5	5	25	75	100	
		22BHI5C4	CC	Introduction to Historiography	T	5	5	25	75	100	
		22BHI5C5	CC	History of Modern Europe (1789 – 1945 A.D)	T	5	5	25	75	100	
	IV	-	Others	Library / Yoga etc	-	-	3	-	-	-	
				Total		24	30	125	375	500	
VI	III	22BHI6I	DSE	Internship		24	26	150	250	400	
	IV	Naan Mudhalvan Course		Employability Readiness (Naandi */ Unnati/Quest/IBM Skills build**)	-	2	4	25	75	100	
				Total		26	30	175	325	500	
	(Or)										
	III		22BHI6E1	DSE	Principles and Methods of Archaeology	T	6	6	25	75	100
			22BHI6E2		Human Rights	T	6	6	25	75	100
			22BHI6E3		Women's Studies	T	6	6	25	75	100
			22BHI6E4		Tourism and Cultural Heritage of India	T	6	6	25	75	100
	IV		-	-	Library / Yoga etc	-	-	2	-	-	-
			Naan Mudhalvan Course		Employability Readiness (Naandi * / Unnati/Quest/IBM Skills build**)	-	2	4	25	75	100
					Total		26	30	125	375	500
	(Or)										
III		2BHI6PR	DSE	Project		6	8	25	75	100	
		2BHI6E1		Principles and methods of Archaeology	T	6	6	25	75	100	
		2BHI6E2		Human Rights	T	6	6	25	75	100	
		2BHI6E3		Women's Studies	T	6	6	25	75	100	
IV	Naan Mudhalvan Course		Employability Readiness (Naandi * /Unnati/Quest/IBM Skills build**)	-	2	4	25	75	100		
			Total		26	30	125	375	500		
Grand Total											
						146	-	-	-	3800	

*Employability Readiness -Women's Colleges Naandi course and all other Colleges IBM Skills build Course.

Sem.	Part	Course Code	Title of the Paper	Credits	Hours/Week	Marks		
						I	E	Total
I	III	71BEPA	Professional English for Arts, Social Sciences-I	4	5	25	75	100
II		72BEPA	Professional English for Arts, Social Sciences - II	4	5	25	75	100
III		*	Professional English for Arts, Social Sciences-III	4	5	25	75	100
IV			Professional English for Arts, Social Sciences- IV	4	5	25	75	100

*The Syllabus of Professional English for III & IV Semester will be provided after Receiving the syllabus from TANSCE.

As per the TANSCE, The Professional English book will be taught to all streams apart from the existing hours of teaching / additional hours of teaching (1hour / Day) as a 4 credit paper as an add on course on per with Major paper and completion of the paper is a must to continue his / her studies further

- T/OL-Tamil/Other Languages,
- E – English
- CC-Core course –Core competency, critical thinking, analytical reasoning, research skill & teamwork
- Allied -Exposure beyond the discipline
- AECC- -Ability Enhancement Compulsory Course (Professional English & Environmental Studies) - Additional academic knowledge, psychology and problem solving etc.,
- SEC-Skill Enhancement Course - Exposure beyond the discipline (Value Education , Entrepreneurship Course, Computer application for Science, etc.,
- NME -Non Major Elective – Exposure beyond the discipline
- DSE – Discipline specific elective – -Student choice – either or
 - Internship
 - If internship – Marks = Internal =150 (75+75) two midterm evaluation through Viva voce and External 250 marks (Report =150 +Viva Voce=100)=Total 400 marks
 - Theory papers or
 - Project + 3 theory papers.
- MOOCs – Massive Open Online Courses
- T- Theory, P- Practical

SEMESTER - I

Course Code 22BHI1C1	Core Course - I HISTORY OF INDIA (UPTO-900 AD)	T/P	C	H/W
		T	5	5
Objectives	<ul style="list-style-type: none"> ➤ To know the important values of the society in Ancient India ➤ To understand the administration under the Mauryas, Sungas and Sathavahanas. ➤ To identify the art and literature in the History of Ancient India. 			
Unit -I	Geographical features of India – Unity in Diversity – Sources of Ancient India – Indus valley civilization Salient features – causes of decline- Dravidian civilization.			
Unit –II	Vedic civilization – Vedic Literature – Later Vedic civilization – Rise of Jainism and Buddhism – Rise of Magadha – Impact of Persian and Greek invasions.			
Unit –III	The Mauryas – Chandra Gupta Maurya – Asoka the Great – Contribution to Buddhism – Mauryan Administration – Mauryan Art and Architecture – The Sungas – The Satavahanas – The Age of Kushans – Kanishka – Mahayanism –Gandhara school of Art.			
Unit –IV	The Age of Guptas – Chandra Gupta I – Samudra Gupta – Chandra Gupta II – Visit of Fahien- Gupta Administration – Golden Age of Guptas – Causes of Decline – HarshaVardhana – visit of Hiuen Tsang – Contribution to Buddhism.			
Unit –V	The Chalukyas – The Rashtrakutas – The Rajputs – The Bhakti cult- Arab Conquest of Sind.- Invasion of Mohammed Ghazni..			
<p>Map study is compulsory</p> <ol style="list-style-type: none"> 1. Important sites of the Indus valley civilization 2. Asoka’s Empire 3. Kanishka’s Empire 4. The Gupta Empire 5. Harsha’s Empire 				
<p>Reference books :</p> <p>Basham. A.L. (1971) <i>The wonder that was India</i>, Bombay. Rupa&co</p> <p>Nilakanda Sastri .K.A. (1963). <i>History of India, Vol, II, III.</i>,Madras University of Madras.</p> <p>Majumdar. R.C.(1960), Bombay Bharatiya vidya Bhavan</p> <p>Romila Thapar, (1955) <i>History of India Vol I</i> Baltimore penguin publication,</p> <p>கோசாம்பிடி.டி(1989) <i>பண்டைய இந்தியா. அதன் பண்பாடும் நாகரீகமும் - தொகுதி I, II</i> சென்னை, பாவைஅச்சகம்.</p> <p>சுப்பிரமணியன்.ந (1973)<i>பண்டைய இந்தியஆட்சிநிலையங்கள்</i>,சென்னை, தமிழ் நாட்டுபாடநூல் நிறுவனம்</p>				
Out Comes	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Know the Geographical features of India. Recognize the unity in Diversity of India ➤ Absorb the early civilization of our country 			

SEMESTER – I

Course Code 22BHI1C2	Core Course - II HISTORY OF TAMIL NADU (UP TO – 1336 AD)	T/P	C	H/W
		T	4	4
Objectives	<ul style="list-style-type: none"> ➤ To know the Geographical features of Ancient Tamil Nadu. ➤ To identify the rise and growth of cheras, Cholas and Pandyas. ➤ To illuminate the Bhakti cult and their impact. 			
Unit -I	Geographical features of Tamil Nadu –Sources – Age of Sangam – Cheras –Cholas – Pandyas – Social, Economic and cultural condition of the Sangam Age- The Age of kalabhras.			
Unit –II	Tamil Nadu between 600 AD to 900 AD –Origin of the pallavas – Mahendravarman – NarasimhavarmanI - social and Economic conditions - Contribution of the pallavas to literature, Art and Architecture – Bhakthi Movement – First Pandiyan Empire – kadungon – kunpandian - SrimaraSrivallabha – Battle of Thiruppurambiam.			
Unit –III	The Age of Imperial Cholas – Raja Raja I – Rajendra I – kulothunga I – Chola Administration- religion – Literature – Art and Architecture.			
Unit –IV	Second pandiyan Empire – JatavarmaSundrapandya I – Mara varmakulasekaraI - Vist of Marco polo – Socio and Economic conditions –Art and Architecture under the pandyas			
Unit –V	Advent of the Islam in Tamil Nadu – Invasion of Malikkafur - Sultanate of Madurai			

Reference Books:

- Krishnasampillai (1964) .A. *Tamil country under Vijayanagar* , Chidambaram. Annamalai university
- NilikandaSastri. K.A (1966).- *History of south India* , Madras , University of Madras
- Mahalingam .T.V.(1955.) *South Indian polity*, Madras,. university of Madras
- Subramanian .N (2005). *History of Tamil Nadu (upto1565)* Udumalpet, .Eswar publications
- பிள்ளைகே.கே. (2004) *தமிழகவரலாறும் பண்பாடும்*, உலகதமிழாராய்ச்சிநிறுவனம்.
- செல்லம் வே.தி (2005) *தமிழகவரலாறும் பண்பாடும்*, சிதம்பரம், மெய்யப்பன் பதிப்பகம்.
- வெங்கடேசன் கே. (2012) முற்காலதமிழ்நாட்டுவரலாறு (300BC-1600A.D) இராசபாளையம்,விசிபப்ளிகேசன்

Out Comes:

- On the completion of the course, the students will be able to
- Understand the Administrative system of Cholas and pallavas.
 - Develop their skills to explain effectively about the art and architecture under the cholaregime.
 - Know the various facts and impact of the Advent of Islam in Tamil Nadu.

SEMESTER - II				
Course Code 22BHI2C1	Core Course -III HISTORY OF INDIA (900 – 1707 AD)	T/P	C	H/W
		T	5	5
Objectives	<ul style="list-style-type: none"> ➤ To know the administration of Sultanates, Mughals and Sikhs ➤ To understand the Social Economic and Religious Conditions in the Middle Age. ➤ To learn the Rise of Sikhs and Marathas. 			
Unit -I	Invasion of Mohammed Gazni and Mohammed of Ghor – Battle of Tarain – Foundation of the Delhi Sultanate – The Slave dynasty – Khilji dynasty – Tughlaq dynasty – Sayyid dynasty- Lodi dynasty - Sultanate Administration – Social and economic conditions – Art and Architecture – Disintegration of Delhi Sultanate.			
Unit –II	The Vijayanagar Empire - Krishnadevaraya – Vijayanagar Administration – Socio, Economic and Religious conditions – Art and Architecture- The Bhamini kingdom – Mohammed Gawan – Decline of Vijayanagar Empire.			
Unit –III	The Mughal Empire in India – Sources – Condition of India on the eve of Babur’s Invasion – Babur – Humayun – Sher Shah Sur – Administration of Sher Shah Sur – Akbar – Jahangir- Shahjahan – Aurangzeb- Deccan Policy of the Mughals.			
Unit –IV	The Mughal Administration – Socio – Economic and Religious Conditions- Mughal Art and Architecture – Disintegration of the Mughal Empire			
Unit –V	Rise of the Sikhs – Gurunanak – The Rise of the Marathas – Shivaji- Maratha Administration – Contribution of Sikhs and Marathas to Indian Culture.			
Reference Books:				
<p>Basham. A.L.1(971), <i>The wonder that was India</i>, Bombay, Rupa&co.</p> <p>Kosambi. D.D. (1956). <i>An Introduction to the Study of Indian History</i>, NewDelhi, Oup.</p> <p>Majumdar, R.C&Srivastva,(1996), <i>History of India (1526-1707 AD)</i> New Delhi, Surjeet Book Dept.</p> <p>NilakandaSastriK.A. (1957), <i>A Comprehensive History of India</i> Vol 11, Madras, Longmans.</p> <p>Roy Choudhury, <i>Political History of India</i>, Calcutta, University of Calcutta.</p> <p>சுப்பிரமணியன்.ந(1975)பண்டைய இந்தியஆட்சிநிலையங்கள், சென்னை,தமிழ் நாட்டு பாடநூல் நிறுவனம்</p>				
Out Comes:	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Know the Administration of Various dynasties in the Middle Age. ➤ Understand the Origin, Administration, and Society under the Mughals. ➤ Study the Society and Culture under the Vijayanagar and Bahmini rule. 			

SEMESTER – II				
Course Code 22BHI2C2	Core Course -IV HISTORY OF TAMILNADU (1336-1805 AD)	T/P	C	H/W
		T	4	4
Objectives	<ul style="list-style-type: none"> ➤ To know the Importance of the sources of Tamil Nadu. ➤ To understand the Political, Social, Economic, Cultural and Religious Conditions of Tamil Nadu. ➤ To Know the Advent of the Europeans and their impact on Tamil Society. 			
Unit -I	Sources- Invasion of Kumara kampana- Tamil country under Vijayanagar rule- Political ,Social and Economic conditions -Art and Architecture under Vijayanagara Rule –Thalaikottai War (1565)			
Unit –II	Tamil Nadu under NayakRule:Madurai, Tanjore, and SenjiNayaks – Administration- Poligar System- Kaval System			
Unit –III	Marathas of Tanjore- Raja sarfoji- SaraswathiMahal Library - Tamilagam under Marathas of Tanjore and Sethupathis of Ramnad- Social, Cultural, Economic and Religious conditions			
Unit –IV	The Advent of the Europeans to Tamil country-The carnatic wars- Poligar Revolt- Rebellion of Khan sahib Kattabomman-RaniVelunatchiyar.			
Unit –V	South Indian Rebellion- Marudhu brothers – Peninsular Confederacy – Military operation-Character of the Rebellion.			
Reference Books:				
<p>Karashima Noboru,(1977) South Indian History and Society Studies from Inscription AD (850-1800) Delhi,oup.</p> <p>Mahalingam TV. (1955) South Indian Polity, Madras, Madras University</p> <p>NilakandaSastri.K.A. (1980) -History of South India,Delhi, oup.</p> <p>Raman KV. (1975) Pandiyarvaralaru ,New Delhi Abhinav Publication.</p> <p>Rajayyan.K. (2005) History of TamilNadu,A Real History, Trivandrum,Ratna Publication.</p> <p>பிள்ளைகே.கே. (2004) தமிழகவரலாறும் பண்பாடும்,உலகதமிழாராய்ச்சி நிறுவனம்.</p> <p>செல்லம் வே.தி (2005) தமிழகவரலாறும் பண்பாடும்,சிதம்பரம்,மெய்யப்பன் பதிப்பகம்.</p>				
Out Comes	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Understand the Administration of Nayaks. ➤ Assess the causes for the advent of Europeans in the Tamil country. ➤ Explain the Development of Art and Architecture under Vijayanagar Empire. 			

SEMESTER – III				
Course Code 22BHI3C1	Core Course -V HISTORY OF INDIA-(1707-1947 A.D)	T/P	C	H/W
		T	5	5
Objectives	<ul style="list-style-type: none"> ➤ To understand the establishment of British Empire in India ➤ To trace the history of freedom movement in India ➤ To know the causes, course and effects of the Revolt 1857 			
Unit -I	The Advent of Europeans:- Portuguese , Dutch, English, and the French - Anglo-French rivalry in the Carnatic-The establishment of the British Power in Bengal - Battles of Plassey and Buxar - Robert Clive Administration.			
Unit –II	Governor Generals and Their Policies: - Warren Hastings- Lord Cornwallis - Lord Wellesley- Lord Hastings - Lord William Bentinck - Lord Dalhousie- Their domestic and foreign Policies			
Unit –III	New awakening in India:- Socio-religious Reform movements- Brahma Samaj- PrarthanaSamaj- AryaSamaj Aligarh Movement- Theosophical society - Ramakrishna Mission			
Unit –IV	The Revolt of 1857:- Causes - course – Effects - Lord Canning and his reforms - Lord Ripon - Local Self Government - Lord Curzon and his reforms.			
Unit –V	Indian National Movement:- Rise and Growth of Indian National Congress - Moderates - Extremists- Home Rule Movement- Rowlat Satyagraha- Jallianwala Bagh massacre - Khilafat movement- Non-cooperation Movement - Swaraj party – Civil Disobedience Movement - Round Table Conference- August offer- Quit India Movement - Indian National Army - Cripps mission - Simon commission- Cabinet mission- Mountbatten Plan - Indian Independence Act 1947.			
Reference Books: Grover,B.L and Grover,S.(2006), A New Look on Modern Indian History, New Delhi S.Chand & Co Krishna Reddy.(2003), Indian History, New Delhi, Tata McGraw-Hill Majumdar,R.C.(2004), An Advanced History of India, New Delhi, Macmillan Nanda,S,P.(2004), Landmarks in Indian History (Part – II From the Advent of Islam to Indian Independence), New Delhi, Dominant Publishers and Distributors Sharma,L.P.(2000), History of Modern India, Delhi, Konark Publishers Pvt Ltd SumitSarkar.(2004) , Modern India 1885-1947, New Delhi, , Macmillan Venkadesan,G.(2008), History of Indian Freedom Struggle, Rajapalayam, V.C. Publications;				
Out Comes	On the completion of the course, the students will be able to <ul style="list-style-type: none"> ➤ Analyse the root cause for the establishment of British rule in India. ➤ Critically analyse India’s struggle for freedom. ➤ Evaluate the social reforms and its impact on the society. 			

SEMESTER III				
Course Code 22BHI3C2	Core Course -VI HISTORY OF TAMIL NADU (1805 - 1947 A.D)	T/P	C	H/W
		T	4	4
Objectives	<ul style="list-style-type: none"> ➤ To know the history of Tamil Nadu ➤ To understand about the early uprisings against the British in Tamil Nadu ➤ To trace the contribution of reformers against socio-religious evils in the society 			
Unit -I	Vellore Mutiny: causes, course and results- The British land revenue administration- Ryotwari system Development of Industries – Trade and Commerce			
Unit –II	Introduction of Western Education- Growth of language and literature- Christian Missionary Activities – Formation of Madras Native Association- Madras Mahajana Sabha			
Unit –III	Socio-religious Reform Movements- Vallalar- Samarasa Sanmarga Sangam- Vaikunda Swami-Religious conversions and Social conflicts- Origin of Justice Party- Depressed Class Movement – Self Respect Movement			
Unit –IV	The early phase of Indian National Congress – Swadeshi Movement and V.O Chidambaram –Vanchinathan Tirupur Kumaran and Subramaniya Bharathi.			
Unit –V	Second and Third phase: Home Rule Movement – effects of Jallian Wallabagh- Non-Cooperation- Khilafat Movement-Swarajists –Simon boycott- Civil Disobedience Movement- Congress in power- Anti-Hindi agitation- Quit India Movement –Impact of INA Trials- Indian Independence Act 1947.			
Reference Books: Chellam,V,T.(2005), <i>Tamil Nadu :History and Culture</i> , Chidambaram, Meyyappan Pathippagam Pillay,K.K.(2000), <i>History of Tamil Nadu: People and Culture</i> , Chennai, IITS Rajayyan,K.(1982), <i>History of Tamil Nadu 1565-1982</i> , Madurai, Vikas Publishers Sathiyanaatha Aiyar,R.(1984), <i>History of Nayakas of Madura</i> , Madras, University of Madras Sadasiva Pandarathar.(1974). <i>Pirkala Cholar Varalaru Vol I & II</i> , Chidambaram, Annamalai University. Varghese Jayaraj,S.(2017), <i>Socio-economic History of Tamil Nadu</i> , , Uthamapalayam, Anns Publications				
Out Comes	On the completion of the course, the students will be able to <ul style="list-style-type: none"> ➤ Remember the historical events of the period ➤ To understand the background of local resistance against English East India Company ➤ To appear for competitive examinations. 			

SEMESTER - IV

Course Code 22BHI4C1	Core Course - VII CONTEMPORARY INDIA SINCE 1947AD	T/P	C	H/W
		T	5	5

Objectives	<ul style="list-style-type: none"> ➤ To know the various phases in the integration of India ➤ To highlight the history of India after Independence ➤ To impart the role of planning commission and the development of Science & Technology in India
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Unit -I	Consolidation of the Nation :- India on the eve of Independence- Partition and its impact - Integration of Indian states- Making of the Indian constitution - Reorganization of States on Linguistic basis- Nehru vian Era, Internal and External Policy
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Unit –II	Lal Bahadur Shastri to Charan Singh:- Lal Bahadur Shastri, Domestic and foreign policy- Indira Gandhi - Nationalization of Banks - abolition of privy purses- Green Revolution - Indo Pak war 1971 - Emergency Regime - Janata Government - Morarji Desai, Charan Singh - Indira Gandhi (second term)- Operation Blue star- Radical Reforms.
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Unit –III	Rajiv Gandhi to NarendraModi :- Rajiv Gandhi, Domestic and foreign policy- V.P Singh - Mandel commission - P.Narasimha Rao- New Educational policy- Rise and fall of United Front Government - A.B. Vajpayee - Manmohan Singh and his administrative reforms - NarendraModi and his progressive reforms
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Unit –IV	Development of India after Independence: - Planning commission - Five Year Plans - Agriculture- Industry Education - Science and Technology (Nuclear, Space and Computer) – Transport - Green Revolution - White Revolution- Blue Revolution.
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Unit –V	Contemporary challenges:- Communalism- Terrorism - Liberalization- privatization- Globalization - Violation of Human Rights - Environmental Threats
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Reference Books:
 AnletSobithabai,W.(2002), *Contemporary History of India*, Marthandam, Sharon Publications
 BipanChandra(2004), *India after Independence 1947-2000*, New Delhi, Penguin Books India Ltd
 Jawaharlal Nehru, (1983), *India’s Foreign Policy*, New Delhi, Government of India Publication
 MahajanV.D.(2018),*Modern Indian History From 1707 to the Present day*, New Delhi, S.Chand & Co
 MotilalBhargava.(1977), *History of Modern India*, , Lucknow ,The Upper India Publishing House
 Venkatesan,G.(2018),*History of Contemporary India (1947-2007)*Rajapalayam. , V.C. Publications

Out Comes	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Know the Reorganization of States on Linguistic basis ➤ Acquire knowledge about the policies followed by the Prime Ministers of India ➤ Understand the threats to national integration
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SEMESTER – IV

Course Code 22BHI4C2	Core Course -VIII CONTEMPORARY TAMIL NADU SINCE 1947 AD	T/P	C	H/W
		T	4	4
Objectives	<ul style="list-style-type: none"> ➤ To understand the recent political developments in Tamil Nadu ➤ To understand the contemporary challenges in Tamil Nadu ➤ To review the major social & economic trends in Tamil Nadu 			
Unit -I	The Congress Rule in Tamil Nadu - the Administration of C. Rajagopalachari-State Reorganization - Kamarajar and his administrative reforms- M. Bhaktavatsalam - Anti Hindi Agitation of 1965			
Unit –II	The rise of DMK - Administration of C. N. Annadurai - M. Karunanidhi - Welfare policies and programmes - the split of the DMK- Administration of MG Ramachandran and of Jayalalitha-their Policies and programmes			
Unit –III	Development of Tamil Nadu - Infrastructure - Development of Means of Transport - Development of Education - elementary, secondary, University - Agriculture - industry- Commerce			
Unit –IV	Development of Mass communication - Press- Cinema - Reservation policy - Self Help Groups and Women empowerment			
Unit –V	Centre-State relations - Finance Commission - Inter-State water disputes - Ethnic crisis in Sri Lanka and its impact on Tamil Nadu - Conflicts over Katchatheevu			
<p>Reference Books: Arooran,N.K.(1980),<i>Tamil Renaissance and Dravidian Nationalism</i>, Madurai. Koodal Publishers Baker.C.J. and D.A.Washbrook,(1976), <i>South India, Political Institutions and Political Change 1880-1947</i>, Delhi. Macmillan Geetha,V and S.V.Rajadurai.(1999),<i>Towards a Non-Brahmin Millennium.;</i> <i>Jyothi Das to Periyar</i>, Delhi, Samya Publications HardgraveR.(1965),<i>The Dravidian Movement</i>, , Mumbai, Popular Prakashan RajayanK.(1974),<i>HistoryofTamilNadu1565-1987</i>, ,Madurai, Madurai Kamaraj University Subramaniam,N.(1977),<i>History of Tamilnadu</i>, Madurai, Koodal Publishers Swaminathan.A (1985), <i>History of Tamilnadu.,</i> Madras, Deepa Pathippagam</p>				
Out Comes	On the completion of the course, the students will be able to <ul style="list-style-type: none"> ➤ Know the resources for the construction of contemporary history of Tamil Nadu ➤ Acquire knowledge on Congress and Dravidian parties in Tamil Nadu ➤ Appraise the advancement of Tamil Nadu in the spheres of agriculture, education etc. ➤ Understand the contemporary challenges in Tamil Nadu. 			

SEMESTER – IV			
Course Code 22BHI4C3	MINI PROJECT	C	H/W
		2	2
Objectives	<ul style="list-style-type: none"> ➤ To know the reliability of sources and evaluate their content ➤ To understand their skills to diverse areas and time periods of study ➤ To describe historical events from multiple perspectives 		
<p>The students can undertake individual projects on History. They should follow Research Methodology in History for their study. The project should have three chapters and it should not exceed 30 pages. The students can undertake projects in any of the specific areas related to History. Interdisciplinary Study also can be encouraged. The primary and secondary data thus obtained should be analyzed for their study. The project should contain the objective/ aim of the project, scope and purpose, type of data analysis, methodology etc. in the introduction chapter. In summing up, finding or suggestions should be given. Primary sources like Government Order / Native News paper Report/Fortnightly Report/photos/Maps/Questionnaire should be attached in the Appendix.</p>			
Out Comes	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Learn the process of pursuing Research ➤ Develop their knowledge in the collection of data. ➤ Inculcate the analytical skill in interpreting the data. 		

SEMESTER-V

Course Code 22BHI5C1	Core Course -IX HISTORY OF INDIAN NATIONAL MOVEMENT (1885 - 1947A.D.)	T/P	C	H
		T	4	6
Objectives	<ul style="list-style-type: none"> ➤ To understand the causes for the rise of nationalism in India. ➤ To learn about Gandhi and his role in the freedom struggle. ➤ To know the role of Tamil Nadu in the freedom struggle. 			
Unit -I	Indian National Congress: Aims and Principles-A.O.Hume, Dadabai Naoroji, W.C.Banerjee, Vijayaragavachariar–Important Sessions of Indian National Congress.			
Unit–II	The Moderates–Demands and achievements–Rise of Extremism - causes –Bal,Pal,Lal, -Swadeshi Movement-Formation of Muslim League-Surat split-Home Rule movement.			
Unit –III	Gandhiji and mass movement:Rowlatt Satyagraha– Jallianwala Bagh massacre -Non Cooperation Movement - Swaraj Party- Simon commission Report - Nehru Report -Jinnah’s 14points – Poorna swaraj Resolution			
Unit–IV	Civil Disobedience Movement- Dandi March – Round Table Conferences- Poona Pact - Act of 1935-Individual Satyagraha - Cripps Mission - Quit India Movement- Indian National Army – Cabinet Mission-Direct Action Day-Mountbatten plan–Partition of India.			
Unit –V	Tamil Nadu and Freedom Movement :Early Phase of Swadeshi Movement— Extremist politics-V.O.Chidambaram, Subramania Bharathi, Subramania Siva and Vanchinathan —Swarajist Experiment and Sathiyamoorthy—SaltSatyagraha and Rajaji—Quit India Movement and the role of K.Kamaraj.			
Reference Books: MahajanV.D.(2016). <i>Modern Indian History</i> , NewDelhi: Publisher SChand&Company. KhuranaK.L.(2017). <i>ModernIndia (1707-1967A.D)</i> ,Agra: Lakshmi Narain Agarwal Educational Publishers KalpanaRajaRam(2019). <i>A Brief History of Modern India</i> , NewDelhi:Spectrum Books(P)LTD. Venkatesan .G .(2018). <i>History of India 1757- 1947 (Tamil)</i> , Rajapalayam:V C Publications. Sharma L. (1990). <i>History of Modern India</i> , New Delhi :Konark Publishers Pvt Ltd, Sumitsarkar.(2008). <i>Modern India (1885-1947)</i> New Delhi :Macmillan Publishers India Ltd.,				
Outcomes:	On the completion of the course, the students will be able to <ul style="list-style-type: none"> ➤ Identify the importance of nationalism. ➤ Recall the role of freedom fighters; ➤ Assess the remarkable event in the freedom struggle. 			

SEMESTER-V				
Course Code 22BHI5C2	Core Course - X WORLD CIVILIZATION	T/P	C	H/W
		T	5	6
Objectives	<ul style="list-style-type: none"> ➤ To know the Geographical features of the World ➤ To recognize the cultural differences of the World civilization. ➤ To identify the different art and craft in the World civilization. 			
Unit -I	Rise and growth of civilization-The stone Age culture-The Metal Age			
Unit-II	River Valley civilization –Nile -Mesopotamia–Hwang Ho-Their legacies			
Unit –III	Greece –city states-political experiments-Age of Pericles-Legacy of Greece.			
Unit-IV	Origin and growth of Rome-The Augustus Age –Contribution of Rome to the World Civilization			
Unit –V	Rise and growth of Major religion–Confucianism–Zoarstrianism - Christianity and Islam.			
Reference Books:				
ArnoldToynbee (1970)– <i>A study of History</i> , New Delhi., Oxford University Press				
All chin, Bridgell & Allchin, F.R.(1968)Birth of Indian civilization, Baltimore, Penguin Books				
James EdgarSwain(1970)– <i>TheWorld Civilization</i> 2 nd Edition, New Delhi. Eurasia publications				
Majumdar,R.C. <i>The classical Age</i> , Bombay, Bharatiya Vidhya Bhavan.				
PearceF.S (1970)– <i>An outline history of civilization</i> .New Cambridge University, Cambridge University press.				
Outcomes:	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Understand the origin of the civilization. ➤ Know the important features of World civilization. ➤ Learn the origin of universities and trade in the Middle Age. 			

SEMESTER-V						
Course Code 22BHI5C3	Core Course XI			T/P	C	H/W
	HISTORY OF SCIENCE AND TECHNOLOGY			T	5	5
Objectives	<ul style="list-style-type: none"> ➤ To create an interest among the students to know more about the scientific and technological innovations. ➤ To learn about the science and technology in modern India. ➤ To discuss the development of Indian science. 					
Unit -I	Birth of Modern science: Renaissance Scientists –Copernicus –Kepler -Galileo –Ambroise Pare -Gutenberg– Foundation of Scientific Academies – Isaac Newton– Robert Boyle-William Harvey					
Unit-II	Science and Technology in 18 th Century: Leonhard Euler –Joseph Priestly–Antoine Lavoisier–Simon Laplace– Count De Buffon– Edward Jenner– Inventions in Textile Industry– Steam Engine.					
Unit –III	Science and Technology in the 19 th Century: Charles Darwin – Michael Faraday–James Clerk Maxwell–Dalton – Mendeleev – Louis Pasteur - Progress in Technology: Transport Industry – Modern Chemical Industry– Dynamite–Telephone–Telegraphs–Thomas Alva Edison.					
Unit-IV	Science and Technology in the 20 th Century: Albert Einstein – Roentgen – Marie Curie–Rutherford – Sigmund Freud–Atom Bomb–Hydrogen Bomb and Atomic Energy–Radio –Radar – Television–Computer–Internet–Email–wifi					
Unit –V	Progress of Science and Technology in Modern India: Progress in Astronomy–Space Research –Atomic Energy Commission – DRDO – Pioneers in Modern Science in India – J.C. Bose – P.C. Ray – Srinivasa Ramanujam – C.V. Raman – Homi Jahangir Bhaba – Hargobind Khorana – S. Chandrasekar – Vikram Sarabai-A.P.J. Abdul Kalam– Shakuntla Devi.					
Reference Books:						
Arthur Beiser.(1997), <i>Concepts of Modern Physics</i> , New Delhi: Tata McGraw– Hill Publishing Company.						
Egon Larsen.(1975), <i>History of Inventions, Hyderabad</i> : Horst Erdmann Verlag Thomas Press.						
Varghese Jeyaraj S,(2018), <i>History of Science and Technology</i> , Uthamapalayam: Anns Publications.						
Kuppuram G, (1990), <i>History of Science and Technology in India</i> , 12 th vol, New Delhi : South Asia Books Publications						
Kalpana Rajaram,.(2005) <i>Science and Technology in India</i> , 14 th Ed, New Delhi: Spectrum Books(P)LTD.						
Kalpana Rajaram.(2017), <i>Development in Science and Technology</i> , 26 th Edition, New Delhi: Spectrum Books(P) LTD.						
Subbarayappa, B.V,(1989) , <i>A Concise History of Science In India</i> , New Delhi: Indian National Science Academy.						
Outcomes:	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Summarise the inventions of reputed scientists. ➤ Assess the impact of science and technology in the modern world. ➤ Highlight the contributions of great scientists to the mankind. 					

SEMESTER-V				
Course Code 22BHI5C4	Core Course-XII INTRODUCTION TO HISTORIOGRAPHY	T/P	C	H/W
		T	5	5
Objectives	<ul style="list-style-type: none"> ➤ To understand the meaning and definition of history. ➤ To learn about the methodology to pursue research in future. ➤ To know about the recent trends in historical research 			
Unit -I	Meaning and Definitions of History - Scope and purpose of History- History and Allied Subjects -Kinds of History.			
Unit-II	History and Art or Science-Lessons of History-Uses and Abuses of History–Causation and change –Historicism and Historical Relativism-Historical Determinism.			
Unit -III	Eminent Foreign Historians: Herodotus– Thucydides- EdwardGibbon- ArnaldJ.Toynbee- KarlMarx–Ranke-Hegal-V.A.Smith.			
Unit-IV	Eminent Indian Historians: Kalhana – Alberuni - AbulFazal - JadunathSarkar - K.A.NilakantaSastri – K.K.Pillai-D.D.Kosambi-R.Sathianathaier-T.V.SadasivaPandarathar-N. Subramanian-K. Rajayyan–RomilaThapar			
Unit -V	Historical Research – Qualities of a Researcher – Selection of Topic – Collection of Data – Primary and Secondary Sources– Criticism– Objectivity in Historical Writing– Synthesis– Exposition –Footnotes–Bibliography– Appendix.			
Reference Books:				
Carr E.H.(2018), <i>What is History?</i> London: Penguin Books Ltd				
Chandrasekar, Y.K.(2012). <i>Historical Research–Theory and Methods</i> , Delhi: Swastik Publications.				
Manickam S. (1997) <i>Theory of History and method of Research</i> , Madurai : Padumam Publishers				
Rajayyan. K (1982) <i>History in Theory and Method</i> , Madurai, Raj Publishers.				
Rajendran.N(2005) <i>Historiography[Tamil]Trichy:Clio Publications.</i>				
Robert Burns (2006) <i>Historiography: Critical Concept in Historical Studies: Politics</i> , London : Routledge				
Sen,S.P.(1973). <i>Historians and Historiography in ModernIndia</i> , Calcutta: Institute of Historical Studies.				
Subramanian.N(1993), <i>Historiography and Historical methods</i> , Udumalpet: Ennes Publications				
ThompsonJ.W.(1942), <i>History of Historical Writing</i> ,2 vols,NewYork, Macmillan.				
Venkatesan.G.(2015) <i>A Study of Historiography</i> . Rajapalayam: VC Publications				
Outcomes:	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Understand the basic concepts about history and historiography. ➤ Identify the importance of primary and secondary sources. ➤ Analyse the nature of history and historical writing. 			

SEMESTER-V

Course Code 22BH15C5	Core Course -XIII HISTORY OF MODERN EUROPE (1789 -1945 A.D.)	T/P	C	H/W
		T	5	5
Objectives	<ul style="list-style-type: none"> ➤ To learn the diplomacy of Napoleon Bonaparte and Metternich. ➤ To understand the role of European countries in changing world history. ➤ To analyse the role of power blocks of Europe and its effects. 			
Unit -I	The French Revolution–Causes–Course–Results–Napoleon Bonaparte- Domestic and Foreign Policy– The Congress of Vienna –The Concert of Europe –The HolyAlliance.			
Unit–II	Metternich – Revolution of 1830 and 1848 in France – Napoleon III – Domestic Reforms and Foreign Policy – Unification of Italy and Germany – Eastern Question – Greek war of Independence – Crimean War – Russo – Turkish War – First and Second Balkan War.			
Unit –III	The First World War -Causes –Course and Results –Peace Treaties –The League of Nations– Functions and Achievements–Causes for Failure– Russian Revolution of 1917			
Unit–IV	Dictatorship in Italy and Germany–Rise of Fascism in Italy–Rise of Nazism in Germany–Hitler-Mussolini–Their Internal and Foreign Policy			
Unit –V	The Second World War –Causes–Course -Results –WarTime Conferences –Formation of the UNO –Aims and objectives – Major organs of the UNO.			

Reference Books:

Carlson, J.H. Hayes. (1958). *Contemporary Europe since 1870*, New Delhi, Surjeet Publications.

Grant, A.J. and Harold -Temperely. (1961). *Europe in the 19th and 20th Centuries*, London, Longmans Green & Company.

Khurana AL (2020) *World History 1453-1966 A.D.*, Agra, Lakshmi Narain Agarwal

Mahajan, V.D. (2010), *History of Modern Europe*, New Delhi, S.Chand & Company

Rohit Majumdar (2020), *History of Europe: From Renaissance to the End of the Cold War*, New Delhi, SAGE Publications India Pvt Ltd

Rao, B.V. (2014). *History of Modern Europe (1789–2013)*. New Delhi, Sterling Publishers.

Vandana Joshi (2016), *Modern European History 1789-1945*, Delhi, Pearson Education India

Outcomes:	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Recall the historical events and its impact. ➤ Gain the knowledge about the diplomacy of monarchs and leaders of Europe. ➤ Explain the imperialistic attitude of the European Powers
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SEMESTER-VI				
Course Code 22BHI6E1	DSE - 1 PRINCIPLES AND METHODS OF ARCHAEOLOGY	T/P	C	H/W
		T	6	6
Objectives	<ul style="list-style-type: none"> ➤ To understand the meaning and Importance of Archaeology ➤ To know the Concepts and Practical approaches in Archaeology ➤ To learn the Nature of the Archaeological records and the important Archaeological Sites in India 			
Unit -I	Definition–Kinds of Archaeology–Archaeology and Other disciplines–History,Geography, Culture and Anthropology- Uses of Archaeology.			
Unit-II	History of World Archaeologist - Important Archaeologist –Henry Schleimann–Gorden Childe-History of Indian Archaeologist -Sir William Jones–Alexander Cunningham–Robert Bruce forte– Sir John Marshall–Mortimer Wheeler			
Unit –III	Exploration Methods–principles of Excavation– Types of Excavation-Types of Dating– Documentation and Publication - Conservation of Artifacts			
Unit-IV	Stone age in India-Chalcolithic Culture in India–Iron Age Culture in India-Megalithic Culture in India			
Unit –V	Important Archaeological sites of India – Mohenjo Daro- Harappa- Attirambakkam- Paiyampalli – Kanchipuram– Kaverippumpattinam– Arikamedu– Korkai- Adichchanallur -Alagankulam-Kodumanal-Keeladi-Kundakhai			
Reference Books: Chakrabarti, D.K.(1988), <i>A History of Indian Archaeology: From the Beginning to 1947</i> , NewDelhi, Munsiram Manoharlal. Hodder,Ian.(1992), <i>Theory and Practice in Archaeology</i> . London,Routledge. JohnC.(1994) Flint knapping: Making and Understanding Stone Tools, University of Texas Press Kelley,J.H.andM.P.Hanen(1990), <i>Archaeology and the Methodology of Science</i> . Albuquerque University of New Mexico Press. Lloyd Setan(1984), <i>Archaeology of Mesopotamia from Old Stone Age to Persian Conquest</i> London, Thames and Hudson. McIntosh JaneR.(2008) <i>Ancient Indus Valley: New Perspectives</i> . California: AbcClio. McHenry, HenryM.(2009) <i>Human Evolution in Evolution: The First Four Billion Years</i> , Massachusetts: Harvard University Press. Turber, Robert.(2013), <i>Flint Knapping: A guide to making your own stone age toolkit</i> , The History Press Whittaker. K.V.Raman.(1991), <i>Principal and Methods of Archaeology</i> , Madras, Parthajan Publications. Wheeler,R.E.M.(1968) <i>The Indus Civilization</i> . Third Edition. Cambridge: Cambridge University Press.				

Outcomes:	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none">➤ Develop a strong Foundation on the value of Archaeology➤ Learn the History of Archaeology in India and its relationship with other disciplines➤ Analyse the role of Indian Archaeology in Historical Research
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SEMESTER-VI				
Course Code 22BHI6E2	DSE-2 HUMAN RIGHTS	T/P	C	H
		T	6	6
Objectives	<ul style="list-style-type: none"> ➤ To Highlight the Development of Human Rights ➤ To impart Knowledge on Constitutional Provisions dealing with Human Rights ➤ To give awareness on the human rights violations 			
Unit -I	Definition of Human Rights – Development of Human Rights: The Magnacarta (1215) The Declaration on Right of man and citizen (1789) The Bill of Rights (1791) Ahraham Lincoln – Mahatma Gandhi – Subramaniya Bharathi-Martin Luther King–Nelson Mandela– Ambedkar- Their ideas on Human Rights.			
Unit-II	UNO and Human Rights: International Human Rights commission – Universal Declaration of Human Rights(1948) International Covenant on civil and political Rights– International Covenant on Economic,Social and CulturalRights			
Unit -III	European Convention on Human Rights-Mexico Declaration–Helsinki Charter –Role of the NGO–Amnesty International– Human Rights Watch– America Watch–Asiawatch – India Watch			
Unit-IV	National Human Rights commission– State Human Rights Commission– Human Rights provisions in Indian constitution –The protection of Human rights Act(1993)			
Unit -V	Human Rights violations in India– Women’sRights– Children’s Rights– Refugees’ Rights– Child Labour–Bonded Labour-Capital Punishment–Custodial Death– Encounter Death– Transgender			
Reference Books:				
Asish Kumar Das and Prasant KLiluar Mohanty.(2007) Human Rightsin India,New Delhi, SarupandSons.				
Ansari,M.R.(2006)Protecting Human Rights, Delhi,Max Ford Books.				
Bani Borgohain.(2007)Human Rights Social Justice and Political Challenge. NewDelhi, Kanishka Publishers and distributors.				
Bhavani Prasad Panda.(2007)Human rights Development and environmental law,Delhi, Academic excellence.				
BaradatSergioandSwaronjaliGhosh.(2009)Teaching of human rights,New Delhi, Dominant Publishers And Distributors.				
Meena,P.K(2008) Human Rights theory and practice, NewDelhi, MuraliLalandsons.				
RoyA.m.(2005.)Human Rights Achievements and challenges,Delhi,Vista international Publishing house.				
Velan,G.(2008) Human Rights and Development Issues,Ambalacantt, The associated publishers.				
Viswanathan.V .N(2008)Human Rights—Twenty First Century Challenges:New Delhi, Kalpaz Publications.				
Outcomes:	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Acquire the knowledge on origin Nature and Importance of Human rights. ➤ Know the International instruments and conventions on Human Rights. ➤ Understand the provisions under the constitution of India dealing with Human Rights. 			

SEMESTER-VI						
Course Code 22BHI6E3	DSE-3 WOMEN'S STUDIES			T/P	C	H/W
				T	6	6
Objectives	<ul style="list-style-type: none"> ➤ To know the purpose of women studies ➤ To understand the status of women in India through the ages ➤ To learn about the women's movements and organizations in India 					
Unit -I	Introduction- Scope and Purpose of Women Studies– Importance of Women's Studies– History of Feminism –Forms of feminism					
Unit-II	Status of Women in India: Women in Vedic -Epic -Sangam periods -Pallava- Chola- Pandya period- Delhi Sultanate-Vijayanagar and Mughal periods.					
Unit -III	Condition of women at the advent of the British in India: Role of women in the freedom movement -Velunachiyar – Jansi Rani Lakshmi Bhai – Annie Besant- Sarojini Naidu- Vijayalakshmi Pandit – Suchetha Kripalani – ArunaAsaf Ali - Cap.Lakshmi.					
Unit-IV	Women's movements and organizations in India: Women's India Association- National council for women –All India women's conference- National Federation of Indian women - All India Democratic Women's Association(SEWA),National Commission for Women- State Women's Commission-Women Self help Groups					
Unit -V	Women and Law: Constitutional Rights of Women in India – Abolition of Sati – Widow Remarriage Act – Sarada Act – Suppression of Immortal traffic Act – Equal Remuneration Act – Anti-Dowry Acts – Family Courts Act – Domestic Violence Act, 2005 – Sexual Harassment of Women at Work Place (Prevention, Prohibition and Redressal) Act, 2013					
Reference Books:						
<p>Altekar,A.S.,(1956),<i>The Position of Women-In Hindu Civilization</i>,Banaras,Motilal Banarasidas Publishers</p> <p>AsafAli,Aruna.,(1991),<i>The Resurgence of Indian Women</i>,NewDelhi,Radiant Publishers</p> <p>Flavia Agnes, etal.,(2016),<i>Women and Law in India</i>, London, Oxford University Press</p> <p>Giriraj Shah–<i>The Encyclopedia of Women studies</i>, New Delhi, Gyan Publishing House</p> <p>Geraldine Forbes(2004)<i>Women in Modern India</i>, NewYork, Cambridge University Press.</p> <p>Kaur,M.,(1958), <i>Role of Women in the Freedom Movement</i>, Jull under, Sterling Publishing Private Ltd</p> <p>ManmohanKaur(1985)<i>Women in India's Freedom struggle</i>, Sterling, The University of California</p> <p>Nirmala Jeya Raj(2005)<i>Women and Society</i>, Delhi, ISPCK</p> <p>VeeramaniK.(1994) <i>Periyar on Women's Rights</i>, Chennai, Emerald Publishers</p> <p>Weishing D.Kelly–<i>Women's Law– A Social Historical Perspective</i>,Cambridge University Press.</p>						
Outcomes:	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Understand the concept of feminism. ➤ Know about the social welfare programs for women. ➤ Assess the contemporary problems relating to women. 					

SEMESTER-VI

Course Code 22BHI6E4	DSE-4 TOURISM AND CULTURAL HERITAGE OF INDIA	T/P	C	H
		T	6	6
Objectives	<ul style="list-style-type: none"> ➤ To understand the historical perspectives of travel through the ages. ➤ To recognize the Cultural Heritage of India. ➤ To know the important Wildlife and Bird sanctuaries in India 			
Unit -I	Definition– Concept of Tourism– Types of Tourism–A Historical perspective of Travel and Journeys– E-Tourism			
Unit-II	Growth and Development of Tourism– Accommodation,Transportation,Communication technology– Travel Agents–Tourist Guides–Travel Formalities: Passport, Visa and Health Formalities.			
Unit -III	National Heritage of India–Important Wildlife and Bird Sanctuaries–Zoological Parks–Museums and Galleries– Hill Resorts and Beach Resorts in India.			
Unit-IV	Cultural Heritage of India – Important Cultural Centres and Monuments of Buddhist, Christian, Hindus, Jains, Muslims and Sikhs in India–Fairs and Festivals in India–Dress and Ornaments– Handicrafts–Popular Indian Dishes and Food habits.			
Unit -V	Impact of Tourism – Social and Economic changes – Role of Ministry of Tourism in the development of Tourism Industry–Functions of ITDC and TTDC– Problems of the Tourism Industry.- Possible remedies for the development– Future of Tourism in India.			
Reference Books:				
Bhatia,A.K,(2013), <i>Tourism Development: Principles and Practices</i> ,New Delhi, Sterling Publishers				
Basham..A.L,(1975) <i>A Cultural History of India</i> , Oxford London, Clarendonpress				
Balinga.BS.(1957) <i>Tanjore District and book</i> ,Madras,Govt Publication				
Batra,G.S.,(1999), <i>Tourism Promotion and Development</i> , NewDelhi. Deep & Deep Publications,				
James Fergusson,(1972), <i>History of India and Eastern Architecture</i> ,New Delhi, Munshiram Manogarlal				
Javed Akhtar,(1990), <i>Tourism Management in India</i> ,NewDelhi. Ashish Publishing House				
PercyBrown,(1980), <i>Indian Architecture</i> , Bombay D.B.Taraporevala Sons & Co				
Selvam,M.,(1989), <i>Tourism Industry in India</i> , New Delhi. Himalaya Publishing House				
Gill,P.S.,(1997), <i>Dynamics of Tourism</i> , New Delhi, Anmol Publications				
Outcomes:	<p>On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Know the concept of tourism ➤ Gain the knowledge of various important monuments and pilgrimage centers. ➤ Get employment opportunities in the Tourism and Hospitality Departments. 			

Course Code 22BHI6PR	PROJECT		Credit	Hours
		6		10
Objectives	<ul style="list-style-type: none"> ➤ To know the reliability of sources and evaluate their content ➤ To understand their skills to diverse areas and time periods of study ➤ To describe historical events from multiple perspectives 			
<p>The students can undertake individual projects on History. They should follow Research Methodology in History for their study. The project should have five chapters and it should not exceed 50 pages. The students can undertake projects in any of the specific areas related to History. Interdisciplinary Study also can be encouraged. The primary and secondary data thus obtained should be analyzed for their study. The project should contain the objective/ aim of the project, scope and purpose, type of data analysis, methodology etc. in the introduction chapter. In conclusion, finding or suggestions should be given. Primary sources like Government Order / Native Newspaper Report/ Fortnightly Report/ photos/ Maps/ Questionnaire should be attached in the Appendix.</p>				
Outcomes:	<p style="text-align: center;">On the completion of the course, the students will be able to</p> <ul style="list-style-type: none"> ➤ Learn the process of pursuing Research ➤ Develop their knowledge in the collection of data. ➤ Inculcate the analytical skill in interpreting the data. 			