

PERIYAR UNIVERSITY

SALEM – 636011



DEGREE OF BACHELOR OF ARTS

CHOICE BASED CREDIT SYSTEM

Syllabus For

B.A. HISTORY

(Semester Pattern)

**(For Candidates Admitted in the Colleges Affiliated To
Periyar University From 2026-2027 Onwards)**

REGULATIONS

1. ELIGIBILITY:

Refer this office circular No: PU/R/AD-1/UG/PG/ Program's Eligibility/2019

Dated: 16-04-2019.

COURSE OF STUDY: B.A. DEGREE,

HISTORY SEMESTER I

1. PART I - Tamil Paper I
2. PART II - English Paper I
3. PART III - Core / Major Paper I
4. PART III - Core / Major Paper II
5. ALLIED - Paper I
6. PART-IV – SEC – I
7. PART -V – NMEC – I (Course offer for other major)
8. PART IV - Value Education

SEMESTER II

09. PART I - Tamil Paper II
- 10.. PART II - English Paper II
11. PART III - Core / Major Paper III
12. PART III - Core / Major Paper IV
13. ALLIED - Paper II
14. PART-IV – SEC – II
- 15..PART -V – NMEC – II (Course offer for other major)

SEMESTER III

16. PART I - Tamil Paper III
17. PART II - English Paper III
18. PART III - Core / Major Paper V
19. PART III - Core / Major Paper VI
20. ALLIED - Paper III
21. PART IV - Skill Enhancement Course SCE-III

SEMESTER IV

- 22. PART I - Tamil Paper IV
- 23. PART II - English Paper IV
- 24. PART III - Core / Major Paper VII
- 25. PART III - Core / Major Paper VIII
- 26. ALLIED - Paper IV
- 27. PART IV - Skill Enhancement Course SCE-IV
- 28. PART IV - Skill Enhancement Course SCE-V

SEMESTER V

- 29. PART III - Core / Major Paper IX
- 30. PART III - Core / Major Paper X
- 31. PART III - Core / Major Paper XI
- 32. PART III - Core / Major Paper XII
- 33. PART III - Core / Major Paper XIII
- 34. ELECTIVE - Paper I
- 35. PART IV -EVS

II SEMESTER VI

- 36. PART III - Core / Major Paper XIV
- 37. PART III - Core / Major Paper XV
- 38. PART III - Core / Major Paper XVI
- 39. PART III - Core / Major Paper XVII
- 40. ELECTIVE- Paper II
- 41. ELECTIVE- Paper II

PROGRAMME LEARNING OUTCOMES (PLO's)

After completion of the programme, the student will be able to

PLO1: Assess the importance of historical sources to substantiate Historical writing.

PLO2: Understand from multi disciplinary backgrounds and to acquire a holistic understanding of the

fundamental tenets of Indian Culture and its relevance in contemporary times.

PLO3: Imbibe the socio economic aspects of Indian tradition

PLO4: Widen their competency skills and acquire communication skills- written, verbal and digital

PLO5: Acquire the governance and working nature of various political institutions around the world.

PROGRAMME SPECIFIC OUTCOME

The students at the time of graduation will

PSO1: Develop *interests* in the study of History and activities relating to History. Such as

- Collect ancient Arts, old coins and other historical materials;
- Read historical documents, maps, charts etc.
- Play active roles in activities of the historical organizations and associations; and
- Write Articles on historical topics

PSO2: Develop *practical skills* helpful in the study and understanding of historical events. They include

- Draw historical maps, charts, diagrams etc.
- Prepare historical models, tools etc.

PSO3: Impart moral values and inculcate the feeling of patriotism in the hearts of the pupils.

PSO4: Enable the students to clear UPSC/TNPSC and all other competitive examinations.

PSO5: Make them to become an admirable national leader by entering into the arena of politics

RUBRICS
Assignment and Seminar

Maximum - 10 Marks (Converted Into 5 Marks)

Criteria	3 Marks	3 Marks	3 Marks	1Mark
Focus Purpose	Clear	Shows awareness	Shows little awareness	No awareness
Main idea	Clearly presents a main idea.	Main idea supported throughout	Vague sense	No main idea
Organisation Overall	Well, planned	Good overall organization	There is a sense of organization	No sense of organization
Content	Exceptionally well-presented	Well-presented	Contents sound	Not good
Style: Details and Examples	Large amounts of specific examples and detailed description	Some use of examples and detailed descriptions	Little use of specific examples and details	No use of examples

Scheme of Examinations

As Per theCBCS Pattern with SE (Secured External Examinations Score) And IA (Internal Assessment Score)

(For All UG Courses): THEORY Paper Marks For Internal:

Cycle Test and Model Exam : 15marks

Assignment : 5 Marks

Attendance : 5marks

Marks For External :(Max. Marks: 75, Passing Minimum: 30, Time: 3hours)

Theory Question paper pattern:

Part A (15x1=15marks), Answer All Questions, Two Questions From Each Unit

Part B (2x5=10marks), Answer any TWO Questions out of FIVE.

Part C (5x10=10marks), Answer All Questions, One Question from Each Unit with either or

Choice Internship: Duration 15-Days. (Minimum)

Internship Training Requirements:

At the end of the second semester (IV semester vacation) students are required to undergo **internship training** in an industry or organization. After completing the training, they must submit a **15-page internship report**.

The report should be **certified and authorized by the concerned authority**. The assigned faculty guide will evaluate the report and provide remarks such as **“Commended”** or **“Highly Commended”** during the fourth semester evaluation.

(The internship should be conducted by dividing the total number of students by the total number of faculty members)

Employment Opportunities

Based on the Periyar University B.A. History curriculum for 2026-2027, the course is designed to provide students with a wide range of career opportunities through a blend of core historical knowledge, specialized skill-based subjects, and practical training.

The following note outlines the job opportunities available to graduates based on the syllabus:

1. Public Service and Competitive Examinations

One of the primary goals of this program is to prepare students for high-level government positions.

- **Civil Services:** The syllabus specifically aims to enable students to clear **UPSC, TNPSC, and other competitive examinations.**
- **General Studies Proficiency:** Courses such as "General Studies for Competitive Examinations" and "Evolution of Indian Constitution" provide the foundational knowledge required for the preliminary and main exams of various public service commissions.

2. Heritage, Archaeology, and Museum Management

The curriculum places a heavy emphasis on technical skills related to India's physical heritage, opening doors to specialized fields:

- **Archaeology:** With courses like "Principles and Methods of Archaeology", graduates can pursue roles in excavation and field research.
- **Museology:** The "Museology and Heritage Management" course prepares students for careers as **museum curators, administrators, or conservationists.**
- **Archives Keeping:** Students gain professional knowledge in record classification, preservation, and registry systems, qualifying them for roles as **archivists** in government or private institutions.

3. Tourism and Travel Management

The syllabus includes dedicated elective and skill-enhancement papers for the growing travel industry:

- **Travel Industry Roles:** Courses in "Tourism" and "Travel Management" train students in **tour itinerary preparation, travel documentation (passports, visas), and hotel sector operations.**
- **Tour Operations:** Graduates are equipped to work as travel agents, tour operators, or information officers in organizations like the Tamil Nadu Tourism Development Corporation (TTDC).

4. Media and Journalism

The inclusion of "Journalism" as an elective provides a path into the communications sector:

- **Journalistic Roles:** Students learn about **news reporting, editing, investigative journalism, and newspaper layout design.**
- **Digital Media:** The course covers emerging trends like **digital and mobile journalism**, preparing students for modern online news portals.

5. Education and Research

The program develops the analytical and writing skills necessary for academia:

- **Teaching and Research:** By mastering historical sources, historiography, and diverse global histories, graduates can progress toward roles in **teaching or historical research**.
- **Technical Writing:** Students are trained in using footnotes, bibliographies, and archival materials, which are essential for **academic writing and publishing**.

6. Human Rights and Social Advocacy

With a specific elective on "Human Rights", students can find opportunities in:

- **NGOs and Advocacy:** Roles in international organizations like **Amnesty International or the Red Cross**, as well as national and state human rights commissions.

Enhanced Career Readiness

To ensure students are "job-ready," the university has integrated several practical components:

- **Mandatory Internship:** Students must undergo a **15-day internship** at the end of the fourth semester in industries such as Tourism, Museums, Archives, or Excavation sites, providing real-world experience.
- **Employability Quotient:** A specific course on "Personality Development" focuses on **resume building, group discussions, and mock interview sessions** to improve the students' "Employability Quotient".
- **Digital Skills:** The curriculum includes "Computer Application and AI Tools," teaching students to use **MS Office, Google Scholar, and AI tools like ChatGPT** for research and documentation, which are vital skills in any modern workplace.

SEMESTER I								
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS		
						CIA	EXTERNAL	TOTAL
PART I	Language	Tamil I	6	3	3	25	75	100
PART II	English	English I	6	3	3	25	75	100
PART III	Core I	History Of Ancient India Up to 647 CE	5	5	3	25	75	100
	Core II	History Of Early Medieval India From 647 to 1206 CE	5	5	3	25	75	100
	Allied I	Outlines of Comparative Government – I (Or) Geography of India	4	4	3	25	75	100
PART IV	Skill Enhancement SEC I	Monuments in India (Or)	2	1	3	25	75	100
	Skill Enhancement NMEC I	Introduction to History						
	Value Education	Yoga	2	1	3	25	75	100
	Total		30	22				

Internal Assessment		
Test	-	15 Marks
Assignment	-	05 Marks
Attendance	-	05 Marks
Total	-	25 Marks

SEMESTER II								
						MAX. MARKS		
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	CIA	EXTERNAL	TOTAL
PART I	Language	Tamil II	6	3	3	25	75	100
PART II	English	English II	4	3	3	25	75	100
PART III	Core III	History Of Delhi Sultanate From 1206 to 1526 CE	5	5	3	25	75	100
	Core IV	History Of Mughals from 1526 to 1707 CE	5	5	3	25	75	100
	Allied II	Outlines of Comparative Government – II (Or) Geography of Tamil Nādu	4	4	3	25	75	100
PART IV	Skill Enhancement SEC II	Museology And Heritage Management	2	1	3	25	75	100
	Skill Enhancement NMEC II	Intellectual History of India	1	1	3	25	75	100
	Common Paper to All UG Programmes	Disaster Management	1	1	3	25	75	100
	NMSDC	Naan Mudhalvan	2	2	3	25	75	100
	Total		30	25				

Internal Assessment		
Test	-	15 Marks
Assignment	-	05 Marks
Attendance	-	05 Marks
Total	-	25 Marks

SEMESTER III								
						MAX. MARKS		
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	CIA	EXTERNAL	TOTAL
PART I	Language	Tamil III	6	3	3	25	75	100
PART II	English	English III	6	3	3	25	75	100
PART III	Core V	History of Later Mughals From 1707 to 1857 CE	5	5	3	25	75	100
	Core VI	History Of Tamil Nādu Up to 1336 CE	4	5	3	25	75	100
	Allied III	Evolution of Indian Constitution From 1773 to 1947 CE (Or) Indian Economy - I	4	4	3	25	75	100
PART IV	Skill Enhancement SEC III	Achieves Keeping	2	1	3	25	75	100
	Common Paper to All UG Programmes	Health and Wellness	1	1	3	25	75	100
PART IV	NMSDC	Naan Mudhalvan	2	2	3	25	75	100
	TOTAL		30	24				

Internal Assessment		
Test	-	15 Marks
Assignment	-	05 Marks
Attendance	-	05 Marks
Total	-	25 Marks

SEMESTER IV								
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	MAX. MARKS		
						CIA	EXTERNAL	TOTAL
PART I	Language	Tamil IV	6	3	3	25	75	100
PART II	English	English IV	6	3	3	25	75	100
PART III	Core VII	Freedom Movements in India from 1858 to 1947 CE	5	5	3	25	75	100
	Core VIII	History Of Tamil Nādu From 1336 to 1801 CE	5	5	3	25	75	100
	Allied IV	Working Indian Constitution Since 1947 CE (Or) Indian Economy - II	3	4	3	25	75	100
PART IV	Skill Enhancement SEC IV	General Studies for Competitive Examinations (Or)	2	2	3	25	75	100
	Skill Enhancement SEC V	Computer Application and AI Tools	1	1	3	25	75	100
	NMSDC	Naan Mudhalvan	2	2	3	25	75	100
	TOTAL		30	25				

Internal Assessment		
Test	-	15 Marks
Assignment	-	05 Marks
Attendance	-	05 Marks
Total	-	25 Marks

SEMESTER V								
						MAX. MARKS		
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	CIA	EXTERNAL	TOTAL
PART III	Core IX	Contemporary History of India from 1947 to 2000 CE	5	4	3	25	75	100
	Core X	Socio- Cultural Changes in Tamil Nādu From 1801 to 1947	5	4	3	25	75	100
	Core XI	History of USA Up to 1865 CE	4	4	3	25	75	100
	Core XII	History of Europe from 1453 to 1789 CE	4	4	3	25	75	100
	Core XIII	Principles Methods of Archaeology	4	4	3	25	75	100
	Elective I	Tourism	4	4	3	25	75	100
PART IV	Summer internship / Industrial training	1.Tourism 2.Museum 3.Archives 4.Excavtion 5.Temple Architecture	--	2	--	--	--	--
PART IV	Common Paper to All UG Programmes	EVS	2	2	3	25	75	100
PART IV	NMSDC	Naan Mudhalvan	2	2	3	25	75	100
	TOTAL		30	30				

Internal Assessment		
Test	-	15 Marks
Assignment	-	05 Marks
Attendance	-	05 Marks
Total	-	25 Marks

SEMESTER VI								
						MAX. MARKS		
PART	COURSE TYPE	COURSES	HOURS	CREDITS	EXAM DURATION	CIA	EXTERNAL	TOTAL
PART III	Core XIV	Regional History – History of Thagadur Up to 1974 CE	5	4	3	25	75	100
	Core XV	History of USA from 1865 to 2000 CE	5	4	3	25	75	100
	Core XVI	History of Europe from 1789 to 1945 CE	5	4	3	25	75	100
	Core XVII	History of China and Japan	5	4	3	25	75	100
	Elective II	Journalism	4	4	3	25	75	100
	Elective III	Human rights	4	4	3	25	75	100
PART IV	Common Paper to All UG Programmes	Extension Activities - - - 1	--	1	--	--	--	--
PART IV	NMSDC	Naan Mudhalvan	2	2	3	25	75	100
	TOTAL		30	27				

Internal Assessment		
Test	-	15 Marks
Assignment	-	05 Marks
Attendance	-	05 Marks
Total	-	25 Marks

Students who fail the Naan Mudhalvan examination shall Reappear for this paper instead

B.A. HISTORY
SEMESTER I
CORE PAPER I -HISTORY OF INDIA UP TO 647 A.D.

COURSE OBJECTIVES

1. To provide a clear understanding of Ancient Indian history up to 647 A.D.
2. To analyze the evolution of Indian culture, society, and civilization.
3. To examine political developments and administrative systems of early empires.
4. To study the growth of religions like Jainism and Buddhism.
5. To appreciate India's contributions to art and architecture.

COURSE OUTCOMES (CO)

- **CO1:** Explain sources and early civilizations of India
- **CO2:** Analyze political developments of early kingdoms
- **CO3:** Evaluate religious movements and their impact
- **CO4:** Assess administrative and cultural contributions of empires
- **CO5:** Interpret historical maps and cultural developments

PROGRAM OUTCOMES (PO)

- **PO1:** Critical thinking
- **PO2:** Historical knowledge
- **PO3:** Analytical ability
- **PO4:** Communication skills
- **PO5:** Cultural awareness

Mapping of CO–PO

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	2
CO2	3	3	3	2	2
CO3	3	2	3	2	3
CO4	2	3	3	2	3
CO5	3	2	2	3	2

UNIT I: Sources and Early Civilizations-Sources for the study of Indian history - Geographical features of India -Indus Valley Civilization – Origin of Aryans -Vedic Age (Early & Later Vedic period): political, social, economic, and religious life -Vedic literature and Epic Age.

UNIT II: Rise of Magadha and Religious Movements-North India in the 6th century B.C. - Rise of Magadha: Bimbisara, Ajatasatru -Sisunagas and Nandas -Persian and Macedonian invasions – Alexander the Great -Jainism and Buddhism: rise, spread, and decline .

UNIT III: Mauryan Age and Foreign Influences-Mauryan sources -Chandragupta Maurya, Bindusara, Ashoka -Administration, economy, and society -Mauryan art and decline - Sungas, Kanvas, Indo-Greeks, Sakas, Parthians.

UNIT IV: Kushanas and Satavahanas-Kushan Empire – Kanishka -Mahayana Buddhism - Gandhara, Mathura, and Amaravati art -Satavahana Dynasty – polity, economy, religion .

UNIT V: Gupta and Post-Gupta Period-Gupta Empire – rulers and achievements - Administration, society, economy -“Golden Age” of India -Hun invasions and decline - Vakatakas and Vardhana Dynasty Harsha – administration -Xuanzang accounts -Education and Nalanda University

MAPS:

1. Indus Valley Sites
2. Alexander’s Invasions
3. Ashoka’s Edicts
4. Kanishka’s Empire
5. Gupta Empire
6. Harsha Kingdom

REFERENCES:

1. V.D. Mahajan, Ancient India, New Delhi, 2009.
2. K.A. Nilakanta Sastri, A History of South India, Oxford University Press, Chennai.
3. G.S. Chhabra, Advanced Study in the History of Modern India: 1707-1813, Sterling Publisher, Mumbai, 1971.
4. J. Dharmaraj, Indian History, 900A.D, Vol I, Dency Publications Sivakasi.
5. R.C. Majumdar, Ancient India, Madras, 1976.
6. Sathianath Iyer – Political and Cultural History of India Vol I and Vol II.
7. History of South India: From Pre-Historic times to the fall of Vijayanagar, Oxford University Press, Madras, 1967.
8. S. Abid Husain, The National Culture of India, National Book Trust, New Delhi, 1978.

B.A. HISTORY

SEMESTER –I

CORE PAPER – II -History of India (647 A.D. – 1206 A.D.)

Course Objectives

1. To understand the political developments in India between 647 A.D. and 1206 A.D.
2. To examine the evolution of Indian culture and civilization during the early medieval period.
3. To analyze trade networks and India's interactions with the wider world.
4. To evaluate the administrative systems of major dynasties.
5. To study contributions of rulers to art, architecture, and literature.

Course Outcomes (CO)

After completion of the course, students will be able to:

- **CO1:** Describe the political developments in early medieval India.
- **CO2:** Analyze the role of regional powers and dynastic conflicts.
- **CO3:** Evaluate economic and cultural exchanges, including foreign invasions.
- **CO4:** Assess contributions to art, architecture, and literature.
- **CO5:** Interpret historical maps and regional political patterns.

Program Outcomes (PO) – (Generic for Humanities)

- **PO1:** Critical thinking
- **PO2:** Historical knowledge and contextual understanding
- **PO3:** Analytical and interpretative skills
- **PO4:** Communication skills
- **PO5:** Cultural awareness and ethical understanding

CO-PO Mapping Table

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	2
CO2	3	3	3	2	2
CO3	3	2	3	2	3
CO4	2	2	3	2	3
CO5	3	2	2	3	2

(3 = High, 2 = Medium, 1 = Low)

UNIT I: Political Condition of Early Medieval North India-Post-Harsha political fragmentation -Arab conquest of Sindh under Muhammad bin Qasim -Rise of Rajputs: polity, society, and warfare -Tripartite struggle: Pala Dynasty ,Gurjara-Pratihara Dynasty ,Rashtrakuta Dynasty -Administration and cultural contributions

UNIT II: The Deccan and South India – Chalukyas and Pallavas-The Chalukyas of Vatapi ,Reign of Pulakeshin II -Conflict with Pallava Dynasty -The Eastern Chalukyas-Contributions to art, architecture, and literature

UNIT III: Invasions and Political Changes-Raids of Mahmud of Ghazni&Raids of Mahmud Ghore-Economic impact: plunder and wealth transfer to Central Asia -Weakness of Rajput states and political fragmentation -Military organization and resistance

UNIT IV: Art, Architecture, and Culture-Development of Nagara Architecture -Temple architecture in North and Deccan India -Patronage of art and literature -Religion and cultural transformations

UNIT V: Regional Kingdoms of South India-Yadava Dynasty of Devagiri -Kakatiya Dynasty -Hoysala Empire -Political structure and governance -Socio-economic and religious conditions Contributions to art and architecture

MAP WORK

Students will be trained to identify and mark:

1. Chalukya (Vatapi) Kingdom
2. Rashtrakuta Kingdom
3. Hoysala State
4. North India during Ghaznavid raids

References

1. V.D. Mahajan – *Ancient India*
2. K. A. Nilakanta Sastri – *A History of South India*
3. S. Abid Husain – *The National Culture of India*
4. J. Dharmaraj – *Indian History (900–1761 A.D.)*
5. R. C. Majumdar – *Ancient India*
6. Sathianatha Aiyar – *Political and Cultural History of India*
7. John Keay – *India: A History*

B.A. HISTORY
SEMESTER –I
Allied -I -OUTLINES OF COMPARATIVE GOVERNMENTS – I

Course Objectives

1. To understand the meaning, evolution, features, and different forms of democracy in comparative governments.
2. To explain the concept of adult suffrage, electoral systems, and the importance of free and fair elections in democratic societies.
3. To analyze the role of political parties and pressure groups in shaping public opinion and government policies.
4. To examine the principles of separation of powers, rule of law, and the functioning of major organs of government.
5. To study the structure and functions of judiciary, local self-government institutions, and civil services in democratic administration.

Course Outcomes

1. Describe the concept, forms, merits, and challenges of democracy in the modern world.
2. Explain electoral systems, universal adult franchise, and the significance of electoral reforms in democratic governance.
3. Differentiate between various party systems and evaluate the influence of political parties and pressure groups.
4. Analyze the theory of separation of powers, rule of law, and the interrelationship among legislature, executive, and judiciary.
5. Assess the role of judiciary, local self-government, and civil services in maintaining democratic administration and accountability.

Programs outcomes

1. Students will understand the meaning, functions, and types of legislative structures,
2. Students will analyze the characteristics of various executive systems
3. Students will evaluate the independence of the judiciary and the foundational
4. Students will examine the powers, functions, and accountability of cabinet
5. Students will synthesize knowledge of the organs of government

Course Outcomes (CO)	PO 1 (11)	PO 2 (12)	PO 3 (13)	PO 4 (14)	PO 5 (15)
CO 1	-	-	-	-	3
CO 2	3	1	-	-	1
CO 3	2	-	-	2	-
CO 4	3	3	3	-	3
CO 5	-	2	3	2	2

(3: High, 2: Moderate, 1: Low)

UNIT – I: Democracy and Its Forms- Meaning, definition and features of Democracy- Evolution and development of democratic ideas- Types of Democracy: Direct and Indirect Democracy-Parliamentary and Presidential Democracy-Merits and demerits of Democracy-Democracy in the modern world

UNIT – II:

Adult Suffrage and Electoral System-Meaning and importance of Adult Suffrage-Universal Adult Franchise-Electoral systems and methods of election-Election Commission and electoral procedures-Free and fair elections-Electoral reforms and challenges in democratic systems

UNIT – III:

Political Parties and Pressure Groups-Meaning, nature and functions of Political Parties-Types of Party Systems: Single party, Bi-party and multi-party systems-Role of political parties in democracy-Meaning and characteristics of Pressure Groups-Types and methods of Pressure Groups- Relationship between political parties and pressure groups

UNIT – IV:

Separation of Powers and Rule of Law-Meaning and significance of Separation of Powers-Theory of Montesquieu- Organs of Government: Legislature, Executive and Judiciary- Checks and balances- Meaning and principles of Rule of Law- Rule of Law in democratic states

UNIT – V:

Judiciary, Local Self-Government and Civil Services-Meaning, organization and functions of Judiciary-Judicial Review and Judicial Activism-Independence of Judiciary-Meaning and importance of Local Self-Government-Rural and Urban Local Bodies-Civil Services: meaning, role and importance in administration- Neutrality and accountability of Civil Services

References

1. A History of Political Theory. George H. Sabine and Thomas L. Thorson. *A History of Political Theory*. 4th ed., Oxford and IBH Publishing, 1973.
2. Principles of Political Science. Kapur, A. C. *Principles of Political Science*. S. Chand Publishing, 2005.
3. An Introduction to Political Theory. Gauba, O. P. *An Introduction to Political Theory*. Macmillan India, 2011.
4. Modern Political Theory. Verma, S. P. *Modern Political Theory*. Vikas Publishing House, 2004.
5. Comparative Government and Politics. Johari, J. C. *Comparative Government and Politics*. Sterling Publishers, 2006.
6. Comparative Politics. Chilcote, Ronald H. *Comparative Politics: The Search for a Paradigm*. Westview Press, 1994.
7. Principles of Modern Political Science. Johari, J. C. *Principles of Modern Political Science*. Sterling Publishers, 2005.
8. Political Science Theory and Analysis. Agarwal, R. C. *Political Science: Theory and Analysis*. S. Chand Publishing, 2007.
9. Introduction to the Constitution of India. Basu, D. D. *Introduction to the Constitution of India*. LexisNexis, 2015.

B.A. HISTORY
SEMESTER-I
ALLIED-I GEOGRAPHY OF INDIA

Course Objectives:

1. To understand India's physical environment, including its physiography, climate, and soil types.
2. To examine the distribution and economic significance of natural resources like forests and water.
3. To analyze the production patterns and challenges of major agricultural crops in India.
4. To explore the distribution of mineral and power resources and the factors influencing industrial location.
5. To study human resource dynamics, including population growth, distribution, and migration patterns.

Course Outcomes:

1. Identify and describe the diverse physiographic units and climatic regions of India.
2. Evaluate the importance of water resource management and multipurpose river projects.
3. Assess the role of agriculture in the Indian economy and the problems faced by farmers.
4. Demonstrate knowledge of the spatial distribution of key industries and mineral resources.
5. Analyze demographic trends and the socio-economic consequences of migration in India.

Program Objectives (POs)

1. **Subject Mastery:** Gain comprehensive knowledge of India's physical environment and resources.
2. **Economic Context:** Understand the geographical factors driving India's agriculture and industries.
3. **Analytical Skills:** Analyze spatial distributions of minerals, power, and population.
4. **Sustainability:** Evaluate environmental challenges like erosion and resource conservation.
5. **Societal Impact:** Interpret demographic trends and migration patterns in national development.

CO-PO Mapping Table

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	1	2	3	1
CO2	2	3	2	2	2
CO3	3	3	3	2	1
CO4	2	3	3	1	2
CO5	1	1	2	1	3

(3: High, 2: Moderate, 1: Low)

UNIT-I India: Location- Physiographic units and its significances- Climate- Rainfall Variation and Distribution- Climatic Regions- Soil: Types and Distribution-Erosion and Conservation-

Natural Vegetations- Forest distribution and its Products-Water Resources: Types- Distribution- Multipurpose Projects- Damodar Valley Corporation.

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

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

UNIT-IV: Industries: Location factors Major Industries: Iron and Steel, Steel, Shipbuilding, Chemicals, Paper, Cement and sugarcane Industries.

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

REFERENCEBOOKS

- 1.Gopal Singh– Geography of India.
- 2.R.N Dubeyand B.S Negi-Economic and Commercial Geography of India.
- 3.C.B. Marmoria: Sahitya Bhawan Publications (2014)
- 4.C.H.K. Spate–India and Pakistan: T.C. Sharmaand O.Coutinho- Economicand commercial Geography of India.
5. D.R. Khullar: Kalyani Publishers (2023 Edition)
6. Majid Husain: McGraw Hill Education (2023 Edition)
7. Oxford School Atlas: Oxford University Press (2023)

B.A. HISTORY
SKILL ENHANCEMENT – SEC-I
MONUMENTS IN INDIA

Course Objectives:

1. **Legal Foundations:** Analyze the roles of the ASI and the impact of the AMASR Act, 1958, on heritage preservation.
2. **Stylistic Evolution:** Compare Hindu (Nagara, Dravida, Vesara) and Buddhist architectural styles.
3. **Religious Pluralism:** Explore the architectural diversity of major religious sites across various faiths in India.
4. **Secular Heritage:** Examine the design and historical context of secular structures, from caves to royal palaces.
5. **Colonial Influence:** Trace the development of architecture during the British era, focusing on the Indo-Saracenic style.

Course Outcomes:

1. Define the administrative structures governing Indian archaeology.
2. Identify key structural elements like Mandapas, Gopurams, and Stupas.
3. Critically assess the cultural significance of monuments like the Konarak Sun Temple and Taj Mahal.
4. Differentiate between indigenous and colonial architectural influences.
5. Synthesize the historical narratives associated with India's major landmark cities.

Program Outcomes

1. **Regulatory Proficiency:** Demonstrate a clear understanding of the legal and administrative frameworks of Indian archaeology
2. **Structural Classification:** Accurately identify and differentiate between major Indian architectural styles
3. **Cultural Heritage Appreciation:** Evaluate the historical and spiritual significance of India's diverse religious monuments across various faiths and time periods.
4. **Secular & Colonial Analysis:** Analyze the evolution of non-religious and colonial-era architecture, recognizing the political and social shifts reflected in these structures.
5. **Preservation Ethics:** Articulate the importance of conserving India's architectural heritage as a tool for understanding national identity and history.

CO-PO Mapping Table

Course Outcomes (CO)	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1: Administrative Structures	3	1	1	1	2
CO 2: Structural Elements	1	3	2	1	1
CO 3: Cultural Significance	1	2	3	1	2
CO 4: Indigenous vs. Colonial	1	2	1	3	1
CO 5: Historical Narratives	1	1	2	2	3

UNIT-I

Definition – Types – Significance – Archaeological Survey of India –State Archaeology -The Ancient Monuments and Archaeological Sites and Remains Act, 1958.

UNIT-II

Architectural Heritage of India: Hindu Temple Architecture –Nagara style – Vesara style –Dravida style -Buddhist- Chaitya- Vihara- Stupas- Pillars, Mandapas and Gopurams- Indo- Saracenic style.

UNIT-III

Religious Monuments: Sanchi Stupa– Dilwara Jain Temple– Golden Temple Amritsar– Nagoor Dargha –Velankanni Basilica- Madurai Meenakshi Amman Temple– Konarak Sun Temple - Tanjore Big Temple- Gangai Konda Cholapuram

UNIT IV

Secular Monument: Ajanta and Ellora Caves–Qutb Minar– Charminar– Rani Ki Vav – Khajuraho Temple- Taj Mahal- **Padmanabhapuram Palace** -Thrumalai Nayakkar Palace in Madurai - Lucknow's Nawab-era monuments –Mahapalipuram Pallavas monuments.

UNIT-V

Colonial Architecture: India Gate, Delhi -The Parliament House- Delhi -Rashtrapati Bhavan- Gateway of India- Mumbai Victoria Memorial Kolkata.

Reference books:

- 1 Dr. Daljeet, Daljeet Kaur, Monuments of India Aravali Book sInternational, 2002
- 2 Mrinalini Venkateswaran Monuments of India Scholastic India Pvt Ltd ,2009
- 3 Rupinder Khullar Great Monuments of India India book distributors,1994
- 4 N.S.Ramaswami Great Monuments of IndiaDK Publishing, 1994
5. N. S. Ramaswami, Indian Monuments. Abhinav Publications, 2009
6. Rao, Hanumantha, Indian History and Culture, 1971
7. Percival Spear, Vignana Manjusha Its Monuments and History Oxford University 1994.
8. Shobna Gupta Monuments of India Press Har Anand , 2005

B.A. HISTORY
SKILL ENHANCEMENT – NMEC-I

INTRODUCTION TO HISTORY

Course Objectives

1. To introduce the fundamental meaning, nature, scope, and practical lessons of history.
2. To explore the diverse kinds of history and its interdisciplinary relationship with allied fields.
3. To examine the evolution of global historical thought through the study of major thinkers.
4. To analyze the different schools of Indian historiography and the works of prominent scholars.
5. To familiarize students with various historical repositories and the standards of academic writing.

Course Outcomes

1. Define the meaning and scope of history while identifying its potential uses and abuses.
2. Categorize different types of history and debate its status as a science or an art.
3. Critically evaluate the historiographical contributions of figures from Herodotus to E.H. Carr.
4. Compare the perspectives of influential Indian and regional South Indian historians.
5. Identify diverse historical sources and apply proper citation methods like footnotes and bibliographies.

Program Outcomes

1. conceptual foundations, nature, scope, and interdisciplinary connections of history.
2. Critically evaluate the evolution of global historical thought
3. Appraise Indian historiography and the specialized contributions of national and regional South Indian historians.
4. Demonstrate proficiency in identifying and interpreting diverse historical sources.
5. Apply standardized technical skills in historical research and writing.

CO–PO Mapping Table

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5
CO1	3	1	1	1	2
CO2	3	2	1	1	1
CO3	1	3	1	1	1
CO4	1	2	3	1	1
CO5	1	1	1	3	3

(3: High, 2: Moderate, 1: Low)

UNIT I

History – Meaning & Definitions– Nature and Scope of History – Uses and Abuses of History –Lessons in History

UNIT II

Kinds of History – History and Allied Disciplines – Debates on history: Science or an Art

UNIT III

Herodotus – Thucydides – Livy – Tacitus – St. Augustine – Ibn Khaldun – Alberuni – Voltaire – Ranke – Hegel – Marx – Antonio Gramsci – Michel Foucault – E.H. Carr

UNIT IV

Jadunath Sarkar – R.C. Majumdar – D.D. Kosambi – Romila Thapar – R.S. Sharma Irfan

Habib – Bipan Chandra – Ranajit Guha P.T. SrinivasaIyyangar– C.S. Srinivasachari – K.A. Nilakanta Sastri – K.K. Pillai-N. Subramaniam – K.A. Rajayyan- G. Venkatesan

UNIT V

Repositories of Sources: Archaeological – Epigraphical – Numismatic – Material Remains –Literary – Oral Sources - Archival and Government Records – Use of Footnotes and Bibliography in writing assignments.

Reference Books

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

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

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

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

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

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

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

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

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

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

B.A. HISTORY
SEMESTER – I
VALUE EDUCATION - YOGA

Course Objectives

1. To introduce the fundamental concepts and benefits of yoga.
2. To develop mental discipline, positive thinking, and emotional balance.
3. To inculcate moral values, ethics, and leadership qualities.
4. To enhance personality development through self-awareness and responsibility.
5. To provide practical knowledge of yoga practices and breathing techniques for holistic health.

Course Outcomes (CO)

After completing the course, students will be able to:

- CO1: Explain the concept, importance, and benefits of yoga and physical exercise.
- CO2: Understand the nature of the mind and apply techniques for mental peace and positive thinking.
- CO3: Demonstrate good qualities, ethical behavior, and leadership skills.
- CO4: Apply life principles, emotional control, and environmental awareness in daily life.
- CO5: Practice basic yoga exercises and pranayama for maintaining physical and mental well-being.

Program Outcomes (PO)

- PO1: Knowledge and understanding
- PO2: Critical thinking and problem solving
- PO3: Communication skills
- PO4: Ethical and social responsibility
- PO5: Leadership and teamwork
- PO6: Self-management and lifelong learning
- PO7: Environmental awareness and sustainability

Mapping of CO–PO

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	1	1	-
CO2	2	3	1	2	-
CO3	1	2	2	3	3
CO4	2	2	1	3	2
CO5	2	1	-	1	-

(3: High, 2: Moderate, 1: Low)

Unit 1:

Introduction to Yoga (Theory) -Meaning and importance of yoga -Benefits for students and life skills - Benefits of Simple physical exercises

Unit 2:

Mind -Mind and Behavior ,Nature of the mind ,Mental peace and control ,Benefits of calmness -Positive Thinking & Motivation -Role of thoughts in life

Unit 3:

Good Qualities -Personal Values ,Individual discipline ,Social behavior -Moral Values - Ethics in society -Leadership Qualities

Unit 4:

Personality Development

1. Life Principles -Duties and responsibilities -Protecting nature
2. Emotional Control -Controlling anger Reducing worries -Improving mental strength

Unit 5: – Part 2

Includes practice of:Basic Exercises -Simple physical exercises -Practice methods

Principles of Yoga Practice -Methods of practicing yoga -Benefits of regular practice

Pranayama (Breathing Techniques)

SUGGESTED READINGS

1. Vedatri Maharishi – *Simplified Kundalini Yoga*
2. World Community Service Center publications
3. *Moralization of Desires* – Vedatri Maharishi
4. *Introspection Practices* – Vedatri Maharishi
5. Value Education textbooks (UG level)

II Semester

B. A. HISTORY

SEMESTER – II

CORE III - HISTORY DELHI SULTANATE FROM 1206 TO 1526.A.D.

Course Objective:

- Analyze diverse primary sources, including archaeological, numismatic, and literary materials (Persian/Sanskrit).
- Examine the political transition from regional kingdoms like the Rashtrakutas to the centralized Delhi Sultanate.
- Understand the administrative and economic reforms introduced by the Khilji and Tughluq dynasties.
- Explore the architectural, artistic, and literary achievements of the Sultanate era.
- Study the socio-cultural impact of the Bhakti Movement and the rise of South Indian empires like Vijayanagar.

Course Outcomes:

- Identify and interpret various historical sources to reconstruct medieval Indian history.
- Evaluate the strategies used by different dynasties to consolidate power against internal and external threats.
- Critically assess the long-term effects of medieval administrative and land reforms.
- Explain the synthesis of Persian and Indian cultural elements in art and architecture.
- Relate socio-economic conditions to the spiritual and cultural shifts of the early medieval period.

Program Outcomes

- Evidence-Based Research
- Political & Institutional Literacy:
- Socio-Cultural Synthesis:
- Critical Historical Analysis:
- Regional & National Perspective:

Course Outcomes	PO1	PO2	PO3	PO4	PO5
CO1:	3	1	1	3	2
CO2:	1	3	1	2	3
CO3:	1	3	1	3	2
CO4	1	1	3	2	2
CO5:	2	1	3	2	3

(1: Low, 2: Medium, 3: High)

UNIT I:

Sources: Archaeological, epigraphic and numismatic materials and monuments Chronicles, Literary sources - Persian, Sanskrit and Regional languages. Archival materials, foreign traveler's accounts.

UNIT II

Rise of Regional Kingdoms in North India: Rashtrakutas, Pratiharas&Palas– Arab Conquest of Sind –Muhamud of Ghazni and Muhammad of Ghori.

UNIT III

State formation of Early Medieval India: Slave dynasty -Qutb-ud-din-Aibak – Iltutmish – Raziya Sultana – Balban – consolidation and Mongol Threat.- The Khilji Dynasty: Jalal-ud-din – Alau-ud-din –Expansion – Reforms –The Mongol Invasion.

UNIT IV:

Expansion and disintegration: The Tughluq Dynasty: Ghiyas-ud- din –Mohammad-bin Tughluq – Firoz Shah - invasion of Timur & the fall of Tughluqs –the Sayyid and Lodi's of Delhi.- Administration – Art – Architecture and literature under Delhi Sultanate

UNIT V:

South Indian Kingdoms: Political History Vijayanagar Empire and Bahmani Kingdoms. –Krihna Devaraya – Muhamad Gawan - Bakthi Movement- Socio, Cultural and Economy condition of early medieval India.

Maps:

- 1.Rajputs kingdom in North India
2. Invasions of Muhamad Ghazini
3. Alau-ud-in Khalji Empire
4. Vijayanagar Empire -Krishnadevaraya
5. Bhamani Kingdom
- 4.

Refinances Books:

- 1.Metha J. L Advanced study in the History of Medieval India Vol I, Sterling Publishers, New Delhi, 2012
- 2 Mahalingam T V Administration and Social life under Vijayanagar Madras University Historical Series 1975
- 3 Sathianathaier.K A Political & Cultural History of India Vol II, III S.Viswanathan Publishers, Madras 1972
- 4 Stein, Burton History of India John Wiley & Sons 2010
- 5 Chandra, Satish Essays on Medieval Indian History Oxford University Press 2003
6. Kundra History of India Vol III Kamal Arora Publishers 1997
7. A.L.Srivatsava The Sultanate of Delhi Shiva Lal Agarwala New Delhi 1964

B. A. HISTORY

SEMESTER – II

CORE IV - HISTORY OF MUGHALS FROM 1526 TO 1707.A.D.

Course Objectives:

1. Analyze Primary Evidence: Examine archaeological, numismatic, and literary sources to understand how Mughal history is reconstructed.
2. Trace Empire Evolution: Follow the political journey from Babur's invasion through the consolidation under Akbar to the crises under Aurangzeb.
3. Evaluate Governance: Study the administrative, religious, and land revenue systems that sustained the empire.
4. Explore Socio-Economic Structures: Understand the complexities of rural and urban society and the economic policies of the period.
5. Appreciate Cultural Legacy: Assess the "Golden Age" of Mughal art and architecture and its lasting impact on Indian heritage.

Course Outcomes:

1. Source Criticism: Differentiate between court chronicles, royal biographies, and foreign travelogues as historical evidence.
2. Historical Synthesis: Summarize the contributions of key figures like Sher Shah Suri and Akbar in building the imperial system.
3. Critical Analysis: Explain the factors leading to the Mughal decline and the rise of regional powers like the Marathas.
4. Architectural Literacy: Identify and describe the distinct stylistic features of Mughal monuments and art.
5. Policy Assessment: Discuss the impact of Mughal economic and religious policies on the broader Indian population.
6. **Program Outcomes (POs):**
 1. Historical Knowledge: Mastery of chronological frameworks and key historical events.
 2. Critical Inquiry: Ability to analyze primary sources and diverse historical interpretations.
 3. Research Skills: Proficiency in identifying and synthesizing historical evidence.
 4. Effective Communication: Communicating complex historical arguments clearly.
 5. Heritage Awareness: Appreciating cultural legacy and ethical historical practice

CO-PO Mapping Table

Course Outcome (CO)	PO1	PO2	PO3	PO4	PO5
CO1:	3	3	3	2	1
CO2:	3	2	1	2	1
CO3:	3	3	2	2	3
CO4:	3	3	2	2	1
CO5:	3	2	2	2	3

1=Low, 2=Medium, 3=High

UNIT I:

Sources: Archaeological, epigraphic and numismatic materials and monuments
Chronicles- **Court Chronicles:** Literary sources - Persian, Sanskrit and Regional languages- **Biographies by Royals. Travelogues**

UNIT II:

Foundation and consolidation of Empire: India on the eve of Babur's Invasion: Significance of the Babur and Humayun rule- Rise of Sher Shah Sur to power and his contributions.

UNIT III:

Expansion and consolidation of empire: Akbar the Great – New imperial system: Administrative and Religious Policy – relation with Rajputs - Jahangir & NurJahan– Shah Jahan– Golden Age– Art &Architecture and Wars of Succession- Relation with European.

UNIT IV:

Crises of the Mughal Empire: Aurangzeb- North West and Deccan policy of Mughals –Rise of Marathas under Shivaji: Popular revolt during the Mughals period- Interpretation on the decline of the Mughals.

UNIT V:

Socio, Cultural and Economy in Mughals period: The system of Agricultural production – Zabti and Jagirdari System-Rural and Urban Society- Administration- Economic Policy under Mughals- The contribution of Mughals to the Art and Architecture.

Maps:

1. India on the eve of Babur.
2. Sher Shah Sur Empire
- 3 Akbar Empire
4. Aurangzeb Empire
5. Shivaji Empire

Reference books:

1. Harbans Mukhia, The Mughals of India, Blackwell Publishing, 2004
2. John F. Richards, The Mughal Empire (from The New Cambridge History of India series) Cambridge University Press, 1993
3. Irfan Habib, The Agrarian System of Mughal India, 1556-1707 ,Asia Publishing House ,1963
4. M. Athar Ali, The Mughal Nobility Under Aurangzeb ,Asia Publishing House ,1966
5. M. Athar Ali, *Mughal* India: Studies in Polity, Ideas, Society, and Culture Publisher: Oxford University Press, 2006
6. Dirk Collier the Great Mughals and Their India, Tranquebar Press, 2017
7. Audrey Truschke Aurangzeb: The Man and the Myth, Penguin/Random House India, 2017
8. B.P. Majumdar: Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
9. K.N Chitnis: Socio-Economic History of Medieval India, Atlantic Publishers, 2018
10. N.N Acharya: The History of Medieval Assam from 13th to 17th centuries, Omsons Publications, 2003

B. A. HISTORY

SEMESTER – II

ALLIED PAPER – II -OUTLINES OF COMPARATIVE GOVERNMENTS – II

Course Objectives

1. To understand the structure, election, functions, and importance of legislatures.
2. To explain the organization and working of parliamentary and presidential systems.
3. To examine the role of judiciary, independence of judiciary, separation of powers.
4. To analyze the origin, functions, powers of the cabinet system in democratic government.
5. To study the meaning, structure, functions, merits, and demerits of local self-government.

Course Outcomes

1. Explain the composition, election, and functions of legislatures and executives.
2. Differentiate between parliamentary and presidential executive systems
3. Analyze the importance of judiciary, judicial independence, and rule of law in administration.
4. Evaluate the role of cabinet government and the mechanisms for controlling cabinet powers.
5. Assess the significance of local self-government institutions and the three-tier Panchayati Raj system.

1. Analyze the structural functions of legislatures.
2. Evaluate different executive systems.
3. Synthesize the principles of judicial independence.
4. Examine the development of cabinet government.
5. Assess the framework of local self-government.

Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2	-	-	-
CO 2	2	3	-	2	-
CO 3	2	2	3	-	-
CO 4	-	2	-	3	-
CO 5	-	-	-	-	3

UNIT – I :

Legislature and Executive-Meaning, definition, and functions of Legislature-Types of Legislature-Uni-cameralism and Bi-cameralism-Merits and Demerits -Role and importance of the Second Chamber.

UNIT – II:

Executive Systems- Types of Executive-Parliamentary Executive -Non-Parliamentary (Presidential) Executive -Plural Executive-Methods and functions of Executive, Merits and Demerits - Relationship between Legislature and Executive

UNIT – III:

Judiciary -Meaning and functions of Judiciary-Independence of Judiciary-Separation of Powers: meaning and significance- Rule of Law: meaning and principles- Judiciary and Administration.

UNIT – IV:

Cabinet Government- Origin and development- Nature and functions of Cabinet functionaries- Powers and role of Cabinet in democratic governments-Cabinet Dictatorship: - Cabinet Powers-Cabinet responsibility and accountability.

UNIT – V:

Local Self Government and Panchayati Raj-Meaning and definition -Rural and Urban Local Bodies -Three Tier Panchayati Raj System -Merits and Demerits - Local Self Government and democratic decentralization Challenges

REFERANCES:

1. Appadorai, A. The Substance of Politics. Oxford University Press, 2000.
2. Johari, J. C. Comparative Politics. Sterling Publishers Pvt. Ltd., 2012.
3. Finer, Herman. Theory and Practice of Modern Government. Methuen & Co., 1969.
4. Mahajan, V. D. Modern Governments. S. Chand & Company Ltd., 2018.
5. Rodee, Carlton C., et al. Introduction to Political Science. McGraw-Hill, 1983.
6. Strong, C. F. Modern Political Constitutions. English Language Book Society, 1972.
7. Johari, J. C. Principles of Modern Political Science. Sterling Publishers Pvt. Ltd., 2009.
8. Kapoor, A. C. Principles of Political Science. S. Chand & Company Ltd., 2016.
9. Basu, D. D. Introduction to the Constitution of India. LexisNexis, 2015.
10. Agarwal, R. C. Political Theory: Principles of Political Science. S. Chand & Company Ltd., 2014.

B.A. HISTORY

SEMESTER-II

ALLIED PAPER – II -GEOGRAPHY OF TAMIL NADU

Course Objectives:

1. Understand the region's physical geography, including climate, rainfall, and soil distribution.
2. Analyze the economic importance and trade of key crops like rice, cotton, and tea.
3. Explore mineral wealth, power resources, and the growth of major industrial sectors.
4. Examine population trends, focusing on urban-rural distribution and demographic indicators.
5. Evaluate transportation infrastructure and its impact on regional trade and development.

Course Outcomes:

1. Categorize physiographic units and their influence on natural vegetation and irrigation.
2. Discuss the distribution and production patterns of essential food and cash crops.
3. Identify key mineral deposits and explain the development of modern industries like electronics.
4. Interpret demographic data related to literacy, birth rates, and population shifts.
5. Analyze the evolution of road, rail, and air networks and their role in trade.

Program Outcomes

1.Environmental & Physical Competence: Students will be able to analyze the complex relationships between physiographic units, climate patterns, and natural resources to understand regional geography.

2.Resource Management & Sustainability: Students will demonstrate the ability to evaluate the distribution and extraction of minerals and power resources and their role in economic development.

3.Agro-Industrial Synthesis: Students will gain the skills to synthesize data regarding agricultural production and industrial growth to assess their impacts on regional and global trade.

4.Demographic & Social Analysis: Students will be able to interpret demographic trends, such as population growth and literacy rates, to understand socio-economic shifts in rural and urban areas.

5.Spatial Connectivity & Infrastructure: Students will develop the capacity to assess how transportation networks and ports facilitate trade and reflect modern economic trends.

Course Outcome (CO)	PO1 (Env/Phys)	PO2 (Resource)	PO3 (Agro- Ind)	PO4 (Demog)	PO5 (Spatial)
CO1: Physical/Climate	3	2	1	-	-
CO2: Agriculture	2	2	3	-	1

CO3: Minerals/Industry	1	3	3	-	2
CO4: Population	-	-	1	3	1
CO5: Transportation	-	1	2	1	3

1 Low, 2,Medium, 3 High

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

UNIT-V

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

REFERENCE BOOKS :

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

B.A. HISTORY
SKILL ENHANCEMENT – SEC-II
MUSEOLOGY AND HERITAGE MANAGEMENT

Course Objectives:

- Trace the evolution, classification, and development of museums in India and globally.
- Examine the educational, research, and cultural roles of modern museums.
- Master museum administration, staffing, and professional documentation practices.
- Analyze architectural design principles and display systems for major museums.
- Learn scientific methods for preserving and conserving organic and inorganic artifacts.

Course Outcomes:

- Categorize museum types and identify the influence of organizations like ICOM and UNESCO.
- Evaluate the socio-educational impact of museums, particularly within Tamil Nadu.
- Implement digital documentation workflows and identify factors affecting object stability.
- Design effective museum displays and lighting systems based on architectural standards.
- Apply conservation protocols for textiles, wood, stone, and metal objects.

Program Outcomes

- Historical & Institutional Mastery
- Public Pedagogy & Engagement.
- Administrative & Digital Proficiency.
- Curatorial Design Excellence
- Scientific Preservation Skills

Course Outcome (CO)	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	3	2	1	1	1
CO 2	2	3	1	2	1
CO 3	1	1	3	2	2
CO 4	1	2	2	3	2
CO 5	1	1	2	2	3

3 = High, 2 = Medium, 1 = Low

UNIT I:

Origin and development of Museums – Classification of museums: Classification on the basis of Administration, Classification on the basis of Subjects. Central and state museums – Archaeological site museums: Technological museums, Children Museum. Development of Museums in India. Museum related Organizations. ICOM, UNESCO.

UNIT II:

Functions of modern museums, Role of Museum in education-Museum in Educational Institutions-Research activities; cultural activities; Guide books etc.Functions Of Chennai museum and District museums in Tamil Nadu.Significance of Tamil Nadu Archaeological site museums.

UNIT III:

Museum administration and establishment: director and Curator; other staff; Documentation-Types of documentation –Digitized documentation; registers and Index cards.Factors affecting museum objects-Physical Chemical and Biological Factors.

UNIT IV:

Museum Architecture: Traditional museum buildings, Modern museum buildings, Basic need to New museum building. Components of a good building for a museum. Requirement for perfect museum. Ventilation and lighting- other amenities-Display system-important principles in display. Major Museum in World-British Museum, Smithsonian museum, Loure. Major Museum in India-Indian museum Kolkata, National museum, Salarjung museum, National museum of Natural History.

UNIT V:

Preservation and conservation of organic and inorganic objects-Organic Objects-Textiles, Wood artifacts, Leather, Ivory and Bone. Inorganic Objects-Stone carvings and sculptures, Metal objects. Care and Conservation of Paintings.

Reference Books.

1. Hand book of museum Techniques-Chennai museum publications,
2. Fundamentals of Museology-M.L.Nigam,Hyderabad, 1985.
3. Museology Heritage management-Dr.v.Jayaraj.Chennai museum Publications.
- 4.Conservation for Common Man-J.M Gandhimathi,Chennai museum Publications.

B.A. HISTORY

SEMESTER II

SKILL ENHANCEMENT – NMEC-II **INTELLECTUAL HISTORY OF INDIA**

Course Objectives:

- Analyze the diverse political ideologies and leadership styles of key figures
- Examine the social reform philosophies and movements led by thinkers
- Explore the reformist and spiritual teachings of leaders
- Study the impact of literary and cultural icons
- Investigate the pioneering roles of women leaders

Course Outcomes:

- Students will be able to compare and contrast the diverse political ideologies and leadership
- Students will be able to analyze the social reform movements and theories of justice championed by thinkers
- Students will be able to evaluate the spiritual philosophies and modernizing reforms introduced by religious leaders.
- Students will be able to assess the impact of literary and cultural icons
- Students will be able to examine the pioneering contributions and political achievements of women leaders

Programs Outcomes:

- Evaluate the diverse political ideologies and leadership strategies
- Analyze the social reform philosophies and movements for equality
- Explain the modern spiritual reforms and religious philosophies.
- Interpret how literary and cultural icons
- Assess the pioneering contributions of women leaders

Course Outcome	PO1	PO2	PO3	PO4	PO5
CO1	3	1	-	1	-
CO2	1	3	-	-	1
CO3	-	-	3	1	-
CO4	1	-	-	3	-
CO5	-	2	-	-	3

UNIT – I

Political: Gopala Krishna Gokhale – Bala Gangadhara Tilak – M.K. Gandhi – M.A. Jinnah – Subhash Chandra Bose – Rajaji.

UNIT – II

Social: Raja Ram Mohan Roy – B.R. Ambedkar – E.V. Ramaswamy – Jyoti Rao Phule – Iswara Chandra Vidyasagar.

UNIT _ III

Religious: Dayanandha Saraswathi – Ramakrishna Paramahamsha – Swami Vivekanandha – Vedathri Maharishi – Aurobindo Ghosh.

UNIT – IV

Cultural: Rabindranath Tagore – Subramanya Bharathi – Bharathidasan – T.V.Kalyanasundaram – Desika Vinayagam Pillai.

UNIT – V

Women: Savitribai Phule – Anne Besant – Vijayalakshmi Pandit – Sarojini Naidu – Muthu Lakshmi Reddi.

Reference Books:

1. Bali, D.R. – Modern Political Thought, Sterling Publication, New Delhi, 1993.
2. Bharathi, K.S. Encyclopedia of Eminent Thinkers – Vol. IX. The Political Thought of B.R. Ambedkar, Concept Publishing Company, New Delhi, 1956.
3. Majumdar, B. – History of Political Thought from Ram Mohan to Dayanandha.
4. Sankar Ghose – Leaders of Modern India, Akited Publicaton, New Delhi, 1980.

III Semester

B. A. HISTORY
SEMESTER – III

CORE V- HISTORY OF LATER MUGHUALS FROM 1707 TO 1857 C.E.

Course Objectives

- **CO 1:** To understand the early patterns of European trade settlements
- **CO 2:** To analyze the struggle for political supremacy between the English and French.
- **CO 3:** To examine expansionist strategies such as the Subsidiary Alliance and military conflicts
- **CO 4:** To evaluate the administrative reforms and economic transformations
- **CO 5:** To explore the origins and impact of peasant uprisings, tribal revolts, and the Great Revolt of 1857.

Course Outcomes

- **CO 1:** Students will be able to identify European powers and their early commercial privileges in India.
- **CO 2:** Students will be able to explain the factors leading to British dominance
- **CO 3:** Students will be able to assess the impact of colonial policies on Indian princely states.
- **CO 4:** Students will be able to analyze the socio-economic effects of the commercialization of agriculture.
- **CO 5:** Students will be able to discuss the causes of early resistance movements and the role of key leaders in the 1857 Revolt.

Program Outcomes (PO)

- **PO 1:** Historical Knowledge
- **PO 2:** Critical Thinking
- **PO 3:** Political Awareness
- **PO 4:** Research Aptitude

CO-PO Mapping Matrix

Course Outcomes	PO 1	PO 2	PO 3	PO 4
CO 1	3	1	2	2
CO 2	3	2	3	2
CO 3	3	2	3	1
CO 4	2	3	2	3
CO 5	3	3	2	1

(Correlation levels: 1 = Low, 2 = Medium, 3 = High)

UNIT – I

Early European Settlements - The Portuguese - The Dutch - The English and the French - Golden Firman – Dastaks

UNIT - II

The Struggle for Supremacy-Anglo – French Rivalry- Carnatic Wars– Robert Clive – Dupleix -Battle of Plassey – Battle of Buxar - Treaty of Allahabad - Later Mughals

UNIT - III

Ring Fence policy – Policy of Subordinate Alliance – Policy of Lapse and Annexations by conquests – Anglo - Mysore wars - Anglo Maratha wars – First Anglo Afghan war – Anglo - Burmese wars – Anglo - Sikh conflicts.

UNIT - IV

Early Administrative Structure – Regulating Act - Pitt ‘s India Act – Charter Acts - Economic Impact of British Colonial Rule – Land Revenue Administration – Permanent Land Revenue Settlement- Ryotwari System - Mahalwari System - Commercialisation of Agriculture - Railways – Roadways - Telegraph and Postal services – Famine Commissions.

UNIT - V

Early Peasant movement and Tribal Uprisings – Kol Uprising - Moplah Uprisings – Bhil Uprisings – Santhal Uprisings - Poligar Uprisings – Puli Thevan – Velu Nachaiyar – Kattabomman – Maruthu Brothers - Vellore Mutiny – The Great Revolt of 1857 – Jhansi Rani.

References

1. Chandra, Bipan. History of Modern India. New Delhi: Orient Blackswan, 2019.
2. Chandra, Bipan, et al. India's Struggle for Independence. New Delhi: Penguin Books, 2016.
3. Desai, A. R. Social Background of Indian Nationalism. Bombay: Popular Prakashan, 1976.
4. Grover, B. L. A New Look at Modern Indian History. Delhi: S. Chand & Co., 1977.
5. Khan, Sir Syed Ahmad. The Indian Revolt. Benares: Medical Hall Press, 1873.
6. Phillips, C. H. The East India Company. London: Routledge, 1961.
7. Ramachandran, C. East India Company and the South Indian Economy. Madras: New Era Publications, 1980.
8. Roberts, P. E. History of British India. Oxford: Oxford University Press, 1921.
9. Sen, Sailendra Nath. An Advanced History of Modern India. New Delhi: Macmillan Publishers, 2020.
10. Southerland, Lucy. The East India Company in Eighteenth Century Politics. Oxford: Oxford University Press, 1952.
11. Spear, Percival. A History of India, Volume II. Great Britain: Penguin Books, 1976.

B. A. HISTORY
SEMESTER – III

CORE VI -HISTORY OF TAMIL NADU UPTO 1336 CE

Course Objectives (CO)

- **CO 1:** To examine the geographical impact and primary sources of the Sangam Age.
- **CO 2:** To study the Pallava administration, socio-economic life, and the Bhakti cult.
- **CO 3:** To analyze the Imperial Chola administration and their inter-dynastic relationships.
- **CO 4:** To explore the Pandya Empire and the influence of the Hoysalas in Tamil Nadu.
- **CO 5:** To evaluate the impact of Muslim invasions and the Sultanate of Madurai.

Course Outcomes (CO)

- **CO 1:** Students will define the political and social conditions of the early Tamil dynasties.
- **CO 2:** Students will appraise the art, architecture, and literature of the Pallava era.
- **CO 3:** Students will assess the socio-economic life and educational systems under the Cholas.
- **CO 4:** Students will interpret the economic conditions of the later Pandyas and Marco Polo's accounts.
- **CO 5:** Students will explain the historical significance of Malik Kafur's and Tughlaq's invasions.

Program Outcomes (PO)

- **PO 1:** Chronological Knowledge
- **PO 2:** Cultural Literacy
- **PO 3:** Administrative Insight
- **PO 4:** Analytical Research

CO-PO Mapping

Course Outcomes	PO 1	PO 2	PO 3	PO 4
CO 1	3	2	2	3
CO 2	3	3	2	2
CO 3	3	3	3	2
CO 4	3	2	2	2
CO 5	3	2	1	2

(Correlation: 1 = Low, 2 = Medium, 3 = High)

UNIT - I

Geography and its impact on the History of Tamil Nadu– Importance of Sources- Sangam Age- Chera, Chola and Pandyas - Their Feudatories- Political, Economic and Social conditions- Sangam Literature.

UNIT - II

Kalabhra Interregnum – Early and Later Pallavas - Administration - Economic and Social Life - Art and Architecture - Education and Literature - Bhakti cult.

UNIT - III

Imperial Cholas - Chola-Chalukyas, Chola-Pandyas and Chola -Rashtrakutas Relationship - Administration - Economic and Social life - Art and Architecture - Education - Literature.

UNIT - IV

Pandyas of Madurai -Relationship between Cholas and Pandyas - Later Pandya Empire– Marco Polo -Hoysalas in TamilNadu- Economic and Social conditions - Art and Architecture.

UNIT - V

Muslim invasions - Conditions in Southern India - Malik Kafur–Khusrukhan - Muhammad-bin-Tughlaq- Sultanate of Madurai - Impact of Muslim invasions

References

1. Madhavan, Cithra. *History and Culture of Tamil Nadu, Vol. I*. New Delhi: D.K. Print World (P) Ltd., 2005.
2. Gopalan, R. *Pallavas of Kanchi*. Madras: University of Madras, 1928.
3. Gurumurthy, S. *Education in South India*. Madras: New Era Publications, 1979.
4. Kanagasabai Pillai, K. *Tamils Eighteen Hundred Years Ago*. Madras: Saiva Siddhanta Publishing Society, 1904.
5. Krishnaswami, A. *Topics in South Indian History*. Annamalai Nagar, 1978.
6. Meenakshi, C. *Administration and Social Life under the Pallavas*. Madras: University of Madras, 1977.
7. Nilakanta Sastri, K. A. *The Colas*. Madras: University of Madras, 1935.
8. Nilakanta Sastri, K. A. *The Pandyan Kingdom*. Madras: Swathi Publications, 1972.
9. Karashima, Noboru. *South Indian History and Society: Studies from Inscriptions, A.D. 850–1800*. Madras: Oxford University Press, 1984.
10. Karashima, Noboru. *A Concise History of South India: Issues and Interpretations*. Chennai: Oxford University Press, 2014.
11. Pillai, K. K. *Tamilaga Varalarum Panpadum* (Tamil). Chennai: International Institute of Tamil Studies, 2002.

12. Rajamanickanar, M. *Pallavar Varalaru* (Tamil). Tirunelveli: South India Saiva Siddhanta Book Publishing Society, 1999.
13. Raman, K. V. *Pandiyar Varalaru* (Tamil). Madras: Tamil Nadu Text Book Society, 1977.
14. Sadasiva Pandarathar, T. V. *Pirkala Cholar Varalaru* (Tamil). Annamalai Nagar: Annamalai University, 1949.
15. Srinivasa Iyengar, P. T. *History of the Tamils*. New Delhi: Asian Educational Services, 1983.
16. Subramanian, N. *Socio-Cultural History of Tamil Nadu*. Udumalpet: Ennes Publications, 1999.
17. Venkataramanayya, N. *Early Muslim Expansion in South India*. Annamalai Nagar: Annamalai University, 1943.

B.A. HISTORY

SEMESTER III

ALLIED III - EVOLUTION OF INDIAN CONSTITUTION From 1773 to 1947 CE

Course Objectives

To understand the historical background of the Indian Constitution under British rule.

To study the major constitutional reforms introduced by the British government in India.

To analyze the growth of nationalism and constitutional demands during the freedom struggle.

To examine the process of framing the Indian Constitution by the Constituent Assembly.

To understand the salient features and functioning of the Indian Constitution

Course Outcomes (CO)

After completing the course, the students will be able to:

CO1- Describe the historical evolution of constitutional developments in British India.

CO2-Explain the important constitutional reforms and acts passed during British rule.

CO3- Analyze the role of Indian national leaders and commissions in constitutional development.

CO4-Evaluate the making of the Indian Constitution and the role of the Constituent Assembly.

CO5-Examine the features and working of the Indian Constitution in independent India.

Program Outcomes (PO)

PO1 – Demonstrate knowledge of historical events and constitutional development.

PO2 –Analyze political and constitutional changes critically.

PO3 – Express historical and constitutional ideas clearly in academic writing.

PO4 – Develop skills in historical research and interpretation of sources.

PO5 – Understand democratic values, rights, and duties of citizens.

CO–PO Mapping Table

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	2	1
CO2	3	2	2	2	1
CO3	3	3	2	2	2
CO4	3	3	3	2	2
CO5	3	3	2	3	3

(3 = High, 2 = Medium, 1 = Low)

UNIT – I: Historical Background of the Indian Constitution-Regulating Act of 1773-Pitt's India Act of 1784-Charter Acts of 1813, 1833 and 1853.

UNIT – II Queen’s Proclamation of 1858-Indian Councils Acts of 1861 and 1892-Constitutional Reforms in India-Morley–Minto Reforms of 1909-Communal Representation.-Montagu–Chelmsford Reforms of 1919-Dyarchy-Government of India Act, 1935-Provincial Autonomy.

UNIT-III: Growth of Nationalism and Constitutional Demands-Simon Commission-Nehru Report-August Offer-Cripps Mission-Wavell Plan-Cabinet Mission Plan

UNIT-IV: Making of the Indian Constitution-Constituent Assembly: Formation and Composition-Role of Dr. B. R. Ambedkar-Drafting Committee and Framing of the Constitution-Objectives Resolution.

UNIT- V: Salient Features of the Indian Constitution- Fundamental Rights-Directive Principles of State Policy-Fundamental Duties-Union and State Governments-Judiciary and Judicial Review.

Reference Books

1. Austin, Granville. The Indian Constitution: Cornerstone of a Nation. Oxford University Press, 1966.
2. Banerjee, A.C. Constitutional History of India. Asia Publishing House, 1978.
3. Banerjee-Dube, Ishita. A History of Modern India. Cambridge University Press, 2015.
4. Basu, Durga Das. Introduction to the Constitution of India. LexisNexis, 2015.
5. Basu, Durga Das. Shorter Constitution of India. Prentice Hall of India, 2013.
6. Chandra, Bipan. India After Independence (1947–2000). Penguin Books, 2008.
7. Johari, J.C. Indian Government and Politics. Vishal Publications, 2010.
8. Laxmikanth, M. Indian Polity. McGraw Hill Education, 2023.
9. Mahajan, V.D. Constitutional History of India. S. Chand & Company, 2017.
10. Maheshwari, S.R. Indian Administration. Orient Blackswan, 2012.

B. A. HISTORY
SEMESTER – III
ALLIED PAPER – III- INDIAN ECONOMY –I

Course Objectives (CO)

- **CO 1:** To define development versus growth and identify Indian economic characteristics.
- **CO 2:** To examine India's natural resources and population dynamics.
- **CO 3:** To explore capital formation processes and the measurement of HDI.
- **CO 4:** To analyze causes of poverty, unemployment, and national income concepts.
- **CO 5:** To evaluate the welfare state and the transition to NITI Aayog.

Course Outcomes (CO)

- **CO 1:** Students will differentiate between economic development and growth frameworks.
- **CO 2:** Students will assess the impact of population policies and resource management.
- **CO 3:** Students will explain trends in physical and human capital formation.
- **CO 4:** Students will categorize types of unemployment and poverty measurement problems.
- **CO 5:** Students will critique the performance of Indian economic planning and NITI Aayog.

Program Outcomes (PO)

- **PO 1: Economic Fundamentals**
- **PO 2: Data Literacy**
- **PO 3: Policy Analysis**
- **PO 4: Socio-Economic Awareness**

CO-PO Mapping

Course Outcomes	PO 1	PO 2	PO 3	PO 4
CO 1	3	2	1	2
CO 2	3	3	2	2
CO 3	2	3	2	2
CO 4	2	3	2	3
CO 5	2	1	3	2

(Correlation: 1 = Low, 2 = Medium, 3 = High)

Unit I: Developing and Developed Countries

Meaning of Developed and under developed Countries -Distinction between Development and Growth. - Basic characteristics of the Indian economy. -Major issues in Indian economic development.

Unit II: Natural and Human Resources

Natural resource sources in India. - Various Natural resources in India -Population growth: reasons, consequences, and Census 2011- National Population Policy 2000 and Family Planning.

Unit III: Physical and Human Capital Formation

Meaning - Process of Physical and Human capital formation-Capital formation and savings in India: trends and causes for low levels- Importance of human capital. -Human Development Index (HDI): meaning and measurement.

Unit IV: Poverty, Inequality, and Unemployment

Poverty and Inequality: causes, income gaps, and government measures- Unemployment: types, causes, and remedial programs-National Income: concepts and measurement problems.

Unit V: Role of State and Planning Commission

Functions of a modern welfare state-Economic Planning: achievements and failures of Five-Year Plans -NITI Aayog: structure, functions, and weaknesses.

REFERENCE BOOKS:

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

B. A. HISTORY

SEMESTER – III

Skill Enhancement SEC III-ARCHIVES KEEPING

Course Objectives (CO)

- **CO 1:** To define archival characteristics and their history in Europe and India.
- **CO 2:** To study the evolution, classification, and organization of Indian archival institutions.
- **CO 3:** To understand causes of record deterioration and modern preservation techniques.
- **CO 4:** To examine administrative functions, cataloguing, and ethical research in archives.
- **CO 5:** To explore the growth of the National and Tamil Nadu Archives and the IHRC.

Course Outcomes (CO)

- **CO 1:** Students will explain the core definitions and historical importance of archival keeping.
- **CO 2:** Students will categorize archival records using registry systems and organizational frameworks.
- **CO 3:** Students will apply methods like lamination and fumigation for document preservation.
- **CO 4:** Students will interpret primary sources using finding aids and reference services.
- **CO 5:** Students will evaluate the roles of national, regional, and private archival bodies.

Program Outcomes (PO)

- **PO 1: Archival Knowledge**
- **PO 2: Technical Proficiency**
- **PO 3: Research Excellence**
- **PO 4: Professional Ethics**

CO-PO Mapping Matrix

Course Outcomes	PO 1	PO 2	PO 3	PO 4
CO 1	3	1	2	1
CO 2	3	2	2	1
CO 3	1	3	1	2
CO 4	2	1	3	3
CO 5	3	1	3	2

(Correlation: 1 = Low, 2 = Medium, 3 = High)

Unit –I

Meaning and Definition – Characteristics of Archives –Importance of archives in historical research- Types of Archives - History of Archives Keeping in Europe – History of Indian Archives Keeping.

Unit –II

Evolution of archival institutions - Creation and classification of records- Registry System- Organization of Archives in India- Court Archives-Archives and Library.

Unit –III

Preservation of Archives-Causes of Deterioration-Methods of Preservation –Repair of Archival Material- Thymol Fumigation –Lamination

Unit-IV

Administration of Archives - Functions of Archives –Cataloguing and documentation - Preparation of finding aids- Reference services in archives- Uses of Archives in historical writing- Handling primary sources- Interpretation of archival materials- Ethical issues in archival research

Unit-V

Indian Historical Records Commission (IHRC)-Growth of archives in India -National Archives of India (NAI) - Tamil Nadu Archives – Private Archives.

REFERENCES

- 1.Fruitier, Supplementary Catalogue of Dutch Records, Government of Madras, Madras 1952
- 2.Jenkinson Hillary, Manual of Archives Administration Oxford, London 1937
- 3.SchellenbregT.R, Modern Archives Principles and Techniques the University of Chicago Prasna Chicago, 1956
- 4.SundaraRaj. M, A manual of Archives systems and the world of Archives Siva Publication, Chennai, 1999
- 5.Bruce G. Trigger Understanding Early Civilizations: A Comparative study Cambridge University Press, New York 2003.

B. A. HISTORY
SEMESTER – III

Skill Enhancement SEC III-- Personality Development

Course Objectives (CO)

- **CO 1:** To explore the concept, dimensions, and theories of personality development.
- **CO 2:** To understand the significance of attitude and factors influencing self-motivation.
- **CO 3:** To develop positive self-esteem and effective interpersonal communication behaviours.
- **CO 4:** To enhance leadership, problem-solving, and time management skills.
- **CO 5:** To prepare students for employability through resume building and interview techniques.

Course Outcomes (CO)

- **CO 1:** Students will perform SWOT analyses based on established personality theories.
- **CO 2:** Students will demonstrate positive attitudes and self-motivation strategies in professional settings.
- **CO 3:** Students will differentiate between assertive and aggressive behaviours to build healthy relationships.
- **CO 4:** Students will apply leadership qualities and conflict management skills in team environments.
- **CO 5:** Students will construct professional resumes and excel in mock interview sessions.

Program Outcomes (PO)

- **PO 1:** Personal Mastery
- **PO 2:** Communication & Interpersonal Skills
- **PO 3:** Professional Leadership
- **PO 4:** Career Readiness

CO-PO Mapping Matrix

Course Outcomes	PO 1	PO 2	PO 3	PO 4
CO 1	3	1	1	2
CO 2	3	2	2	2
CO 3	2	3	2	2
CO 4	1	2	3	2
CO 5	1	2	2	3

(Correlation: 1 = Low, 2 = Medium, 3 = High)

UNIT I:

Introduction to Personality Development-The concept of personality - Dimensions of personality – Theories of Freud & Erickson-Significance of personality development. -SWOT analysis.

UNIT II:

Attitude & Motivation Attitude – Concept - Significance - Factors affecting attitudes - Positive and Negative attitude – Advantages - Disadvantages - Importance of self- motivation- Factors leading to de-motivation

UNIT III

Self-esteem- Term self-esteem - Do's and Don'ts to develop positive self-esteem - Positive and negative self-esteem. Interpersonal Relationships – Defining the difference between aggressive, submissive and assertive behavior's – Lateral thinking.

UNIT IV

Other Aspects of Personality Development - Body language – Problem-solving - Conflict and Stress Management - Decision-making skills - Leadership and qualities of a successful leader – Character building -Team-work – Time management - Work ethics –Good manners and etiquette.

UNIT V

Employability Quotient: Resume building- The art of participating in Group Discussion – Facing the Personal (HR & Technical) Interview -Frequently Asked Questions - Psychometric Analysis - Mock Interview Sessions.

Reference Books:

1. Andrews, Sudhir. How to Succeed at Interviews. 21st (rep.) New Delhi.Tata McGraw-Hill 1988.
2. Heller, Robert.Effective leadership. Essential Manager series. Dk Publishing, 2002
3. Hindle, Tim. Reducing Stress. Essential Manager series. Dk Publishing, 2003
4. Lucas, Stephen. Art of Public Speaking. New Delhi. Tata - Mc-Graw Hill. 2001
5. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
6. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.
7. Smith, B . Body Language. Delhi: Rohan Book Company. 2004
8. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.

B. A. HISTORY
SEMESTER – III
EVS - Environmental Studies

Course Outcomes (CO)

- **CO1:** Explain the **multidisciplinary nature of environmental studies** and the fundamental concepts of **sustainability**.
- **CO2:** Analyze the **structure and function of ecosystems**, including food chains, webs, and ecological succession across different environments.
- **CO3:** Evaluate the **exploitation of natural resources**
- **CO4:** Identify **biodiversity patterns**, threats to endangered species, and the significance of conservation within India's biogeographic zones.
- **CO5:** Assess the causes and effects of **environmental pollution**

Program Outcomes (PO)

- **PO1: Environmental Knowledge**
- **PO2: Problem Analysis**
- **PO3: Design/Development of Solutions**
- **PO4: Sustainability and Ethics**
- **PO5: Modern Tool Usage & Law**

CO-PO Mapping

(Mapping Level: 3-High, 2-Medium, 1-Low).

Course Outcomes	PO1	PO2	PO3	PO4	PO5
CO1	3	1	1	3	1
CO2	3	2	1	2	1
CO3	2	2	3	3	1
CO4	3	2	1	3	1
CO5	2	3	2	2	3

Unit 1:

Introduction to Environmental Studies- Multidisciplinary nature of environmental studies;- Scope and importance; concept of sustainability and sustainable development.

Unit 2:

Ecosystem - What is an ecosystem? Structure and function of ecosystem- Food chains, food webs and ecological succession, Case studies of the following ecosystem: -Forest ,Grassland, Desert, Aquatic ecosystem

Unit 3:

Natural Resources: Renewable and Non – renewable Resources - soil erosion and desertification. Deforestation: Causes and impacts, Water: Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water

Unit Iv:

Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4:

Biodiversity and Conservation - Biogeographic zones of India: Biodiversity patterns and Endangered and endemic species of India. -Threats to biodiversity

Unit 5:

Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution. -Nuclear hazards and human health risks - Solid waste management: Control measures of urban and industrial waste- Climate change, global warming, ozone layer depletion, acid rain and impacts on -Environment Laws-International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

References

1. Carson, R. 2002. Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. Gleick, P.H. 1993. Water Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalayas dams. Science, 339:36-37
7. McCully, P. 1996. Rivers no more: the environmental effects of dams (pp.29-64). Zed books.
8. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum, E.P., Odum, H.T. & Andrees, J. 1971. Fundamentals of Ecology. Philadelphia Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. Environmental and Pollution Science. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. Environment. 8th edition. John Wiley & Sons.

SEMESTER IV

B. A. HISTORY

SEMESTER – IV

CORE V- FREEDOM MOVEMENT IN INDIA

Course Outcomes

- CO1: Understand the stages of Indian national movement against British colonial rule.
- CO2: Analyze the role of early nationalists, extremists, revolutionaries, and mass movements.
- CO3: Study of the regional movements and Gandhian movements,
- CO4: Examine constitutional developments, and partition.
- CO5: Evaluate the significance of independence and nation-building.

Unit I

Establishment of British Rule - Revolt of 1857 - Causes for the rise and growth of Indian Nationalism- Socio-religious reform movements

Unit II

Formation of Indian National Congress- Moderates leaders and their methods – Gokhale – Constitutional reforms and demands- The Extremists- Tilak – Swadeshi and Boycott movements - Partition of Bengal (1905)- Rise of Muslim Communalism

Unit III

First World War and Indian Freedom Movement - Arrival of Mahatma Gandhi - Champaran, Kheda, and Ahmedabad movements- Non-Co-Operation Movement, 1920.

Unit- IV:

Swarajists - Civil Disobedience Movement, 1930 - Salt Sathyagraha -Round Table - Conferences –

The Government of India Act of 1935.

Unit - V:

World War II and the last phase of the National Struggle – Indian National Army - Cripps Mission - Quit India Movement – Mount Batten Plan – Partition of India – Indian Independence Act of 1947

Books for Reference:

1. **Majumdar RC.**, History of Freedom Movement, Vol.III, Firma KLM Ltd., Calcutta,1971.
2. **Majumdar RC.**, History and Culture of Indian People, Bharathia Vidya Bhavan, Lucknow, 1970.
3. **Majumdar RC.**, Struggle for Freedom Vol XI, Bharathia Vidya Bhavan, Lucknow, 1970.
4. **Pattabi Sitaramayya.**, History of Indian National Congress and Freedom Struggle, S.Chand &Company, Ltd., 1988.

B. A. HISTORY
SEMESTER – IV

CORE VI - HISTORY OF TAMILNADU FROM 1336 TO 1801 C.E.

Course Objectives

- To trace the **Vijayanagara expansion** and administrative systems in the Tamil country.
- To examine the political history and leadership of the **Nayak dynasties**.
- To analyze the **Poligari system** and its socio-religious impact.
- To explore the **Maratha cultural contributions** and the Sethupathis of Ramnad.
- To evaluate the **Poligar Rebellion** and early resistance against colonial rule.

Course Outcomes (CO)

- **CO1:** Detail the socio-economic and cultural impact of **Vijayanagara rule** and the invasion of Kumara Kampana.
- **CO2:** Identify the political achievements of major Nayak rulers like **Thirumalai Nayak** and **Rani Mangammal**.
- **CO3:** Evaluate the evolution of **Temple Art and Architecture** and the causes of the Nayak civil wars.
- **CO4:** Discuss the importance of the **Saraswathi Mahal Library** and the administration of **Serfoji II**.
- **CO5:** Critically analyze the role of **Velu Nachiyar** and the **Maruthu Brothers** in the resistance against the British.

Program Outcomes (PO)

- **PO1 (Regional History)**
- **PO2 (Cultural Heritage)**
- **PO3 (Governance Studies)**
- **PO4 (Nationalism & Ethics)**
- **PO5 (Socio-Economic Insight)**

CO-PO Mapping

(3: High correlation, 2: Medium correlation, 1: Low correlation)

Course Outcomes	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	1	2
CO2	3	1	2	2	2
CO3	2	3	3	1	1
CO4	2	3	2	1	2
CO5	3	1	2	3	3

UNIT - I

Vijayanagara Empire - Expansion in Tamil Nadu– Invasion of Kumara Kampana – Tamil country under Krishnadevaraya– Administration, social, economic and cultural conditions.

UNIT - II

The Nayaks of Madurai – Vishwanatha Nayak – Thirumalai Nayak – Rani Mangammal – Meenakshi – Decline of Nayaks of Madurai

UNIT - III

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

UNIT - IV

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

UNIT - V

Nawabs of Carnatic – Tamil Society Under the Nawabs – Anglo – Mysore Relations – Carnatic Wars – Society – Economy and Religion and Culture – Poligar Rebellion – Puli Thevar – Khan Sahib – Velu Nachiyar – Veerapandiya Kattabomman – Revolt of Maruthu Brothers

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5. Pillay, K. K. *A Social History of the Tamils*. Madras: University of Madras, 1967.
6. Pillay, K. K. *Historical Heritage of Tamils*. Chennai: MJP Publishers, 2021.
7. Pillay, K. K. *Studies in Indian History: With Special Reference to Tamil Nadu*. Madras: K. K. Pillay, 1979.
8. Rajayyan, K. *Rise and Fall of the Poligars of Tamil Nadu*. Madras: University of Madras, 1974.
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10. Srinivasan, K. R. *Temples of South India*. New Delhi: National Book Trust, 2005.
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12. Rajamanickanar, Ma. *History of Cholas*. Chennai: Saran Books.
13. Rajamanickanar, Ma. *History of Pallavas*. Chennai: Saran Books.
14. Subramanian, N. *Sangam Polity*. Bombay: Asia Publishing House, 1966.
15. Srinivasa Iyengar, P. T. *History of the Tamils: From the Earliest Times to 600 A.D.* New Delhi: Asian Educational Services, 2001.
16. Kanakasabhai, V. *Tamils Eighteen Hundred Years Ago*. New Delhi: Asian Educational Services, 1982.
17. Subbarayalu, Y. *South India under the Cholas*. New Delhi: Oxford University Press, 2012.

B. A. HISTORY

SEMESTER – IV

Allied -VI - WORKING INDIAN CONSTITUTION

Course Objectives

1. To understand the historical evolution and preamble of the Indian Constitution.
2. To study the significance of Fundamental Rights, Duties, and Directive Principles.
3. To analyze the functions of the Union Government's three branches.
4. To examine the structure of State and Local Government systems.
5. To explore Union-State relations and the process of constitutional amendments.

Course Outcomes (COs)

1. **Explain** the historical background, the role of the Constituent Assembly, and the salient features of the Preamble.
2. **Interpret** the application of Fundamental Rights and Duties alongside Directive Principles of State Policy.
3. **Appraise** the operational independence of the Judiciary, including the roles of Judicial Review and Activism.
4. **Distinguish** between the administrative frameworks of the Union, State, and Local Governments, including Panchayat Raj and Municipalities.
5. **Summarize** the complexities of Union-State relations and the functions of Public Service Commissions.

Program Outcomes (PO)

1. **(PO1): Constitutional Literacy**
2. **(PO2): Civic Engagement**
3. **(PO3): Institutional Analysis**
4. **(PO4): Governance Awareness**
5. **(PO5): Legislative Competence**

CO-PO Mapping

where 3 = High, 2 = Medium, and 1 = Low.

Course Outcome	PO1	PO2	PO3	PO4	PO5
CO1	3	2	1	1	2
CO2	3	3	1	1	2
CO3	2	1	3	2	2
CO4	2	2	2	3	1
CO5	3	1	2	2	3

Historical Background -Constituent Assembly - The Preamble - Basic Principles - Salient features.

UNIT -II

Fundamental Rights - Fundamental Duties - Directive Principles of State Policy.

UNIT - III

Union Government - Executive - Legislature -Judiciary – Independence of Judiciary- Judicial Review - Judicial Activism.

UNIT - IV

Government of the State and Local Government- Executive- Legislature – Judiciary- Panchayat Raj - Municipalities.

UNIT - V

Relations between the Union and the States - Public Sectors - Public Service Commissions – Amendments

References

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2. Austin, Granville. The Indian Constitution: Cornerstone of a Nation. New Delhi: Oxford University Press, 1999.
3. Basu, Durga Das. An Introduction to the Constitution of India. Nagpur: Wadhwa & Company, 2001.
4. Basu, Durga Das. Commentary on the Constitution of India. Nagpur: Wadhwa & Company, 2000.
5. Bhargava, Rajeev. Politics and Ethics of the Indian Constitution. New Delhi: Oxford University Press, 2009.
6. Bhatia, Gautam. The Transformative Constitution: A Radical Biography in Nine Acts. New Delhi: HarperCollins India, 2019.
7. Khanna, V. N. Constitution and Government of India. New Delhi: S. Chand & Co., 1981.
8. Misra, B. R. Economic Aspects of the Indian Constitution. New Delhi: Orient Longman, 1952.
9. Shukla, V. N. The Constitution of India. Lucknow: Eastern Book Company, 1977.

B. A. HISTORY
SEMESTER – IV
ALLIED VI - INDIAN ECONOMY –II

Course Objectives

1. To understand the role and contribution of **agriculture** in Indian economic development.
2. To evaluate the significance of **industrialization** and the roles of large, medium, and small-scale industries.
3. To examine the functions and problems associated with various **transport systems** in India.
4. To analyze the **financial relationships** and conflicts between the Centre, States, and Local Governments.
5. To explore the patterns of **foreign trade** and the impact of international organisations like the IMF and WTO.

Course Outcomes (CO)

1. **Analyze** the impact of the Green Revolution and agricultural marketing on the national income.
2. **Distinguish** between the roles of large-scale industries and MSMEs while understanding the functions of industrial financial institutions.
3. **Assess** the nature and challenges of surface, water, and air transport within the Indian transport system.
4. **Appraise** the significance of the Finance Commission and the functional importance of Local Government.
5. **Evaluate** the merits of state trading and the implications of foreign trade policies and "Brain Drain" on the economy.

Program Outcomes (PO)

1. **(PO1): Economic Infrastructure Knowledge**
2. **(PO2): Policy Analysis**
3. **(PO3): Fiscal Awareness**
4. **(PO4): Global Economic Integration**
5. **(PO5); Developmental Insight**

CO-PO Mapping

Course Outcome	PO1	PO2	PO3	PO4	PO5
CO1	3	2	1	1	3
CO2	3	3	2	1	2
CO3	3	2	1	1	2
CO4	1	2	3	1	2
CO5	1	3	1	3	2

(3: High, 2: Medium, 1: Low).

UNIT I:

Agriculture And Economic Development -Role of Agriculture in Economic Development -Contribution of Agriculture in Indian Economic Development – Share in National Income – Agricultural Productivity – Crop pattern – Green revolution – Agricultural Marketing — Second Green revolution.

UNIT II

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

UNIT III

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

UNIT IV

Financial Relation Between the Centre and The States- Nature and significance of financial Relationship – Finance commission – Center-State conflict on finances – Local Government– Functions and Importance of Local Government

UNIT V

State Trading and Foreign Trading- Meaning – Merits and demerits of State trading – State trading corporation of India – Importance of Foreign Trade-pattern of Import and Export – Foreign trade policy - -Brain Drain-IMF-WTO and Indian Economy.

Reference books

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

**B. A. HISTORY
SEMESTER – IV**

Skill Enhancement -SEC V

GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

Course Objectives

1. To understand India's physical geography, natural resources, and infrastructure.
2. To analyze the evolution of the Indian economy and major fiscal reforms.
3. To examine the legislative, executive, and judicial branches of Indian governance.
4. To explore modern scientific advancements and natural disaster management strategies.
5. To gain a comprehensive understanding of Indian heritage and global affairs.

Course Outcomes (CO)

1. **Explain** the diverse geographical features of India, including its atmosphere, soil types, and biodiversity.
2. **Interpret** the significance of economic policies such as Liberalization, Privatization, and Globalization (LPG).
3. **Appraise** the roles of the Parliament, Judiciary, and Panchayat Raj in the Indian political system.
4. **Distinguish** between the applications of Biotechnology, Nano-technology, and Space research in modern India.
5. **Summarize** current events, national symbols, and the role of international organizations like the UNO.

Program Outcomes (PO)

1. **(PO1): Interdisciplinary Proficiency**
2. **(PO2): Civic Competence**
3. **(PO3): Technological Awareness**
4. **(PO4): Global and National Awareness**
5. **(PO5): Analytical Thinking**

CO-PO Mapping

where 3 = **High**, 2 = **Medium**, and 1 = **Low**.

Course Outcome	PO1	PO2	PO3	PO4	PO5
CO1	3	1	2	2	2
CO2	3	2	1	2	3
CO3	2	3	1	1	3
CO4	2	1	3	2	2
CO5	2	2	1	3	3

UNIT - I

Geography the Earth-Atmosphere- various types of Soils - Minerals – Metallic and Non Metallic, Food Crops, Cash Crops - Flora and Fauna - Forests, Monsoons-Mountain ranges, Rivers, National highways, Airports-National Wild-Life Sanctuaries - Tribes in India.

UNIT - II

Indian Economy- Planning Commission, NDC - New Economic Policy, LPG Liberalization, Privatization, Globalization – Taxes - Currency System.

UNIT - III

Indian Polity - President, Parliament – Judiciary – Centre – state relation – state Government – Panchayat raj - Recent amendments.

UNIT - IV

Bio-technology – Nano Technology – Space research – Oceanography – plate tectonic – Natural Disaster Management.

UNIT - V

Present Day India and World; Indian States-Census, Flag, Emblem, River Valley Projects - Art & Music, Railways-Awards in India and World – Sports - Major Events in India and World - Who is Who - UNO.

Reference

1. *General Studies for UPSC and State Civil Services Preliminary Examinations*. New Delhi: Unique Publishers.
2. *General Knowledge Manual*. New Delhi: Pearson Publications.
3. *India 2012*. New Delhi: Publications Division, Government of India, 2012.
4. *Geography of India*. New Delhi: M 'n' M Series.
5. Dutt, R., and K. P. M. Sundaram. *Indian Economy*. New Delhi: S. Chand & Company.
6. *Science and Technology*. New Delhi: Spectrum Publications.
7. The Hindu. Chennai.
8. Civil Services Chronicle. New Delhi.

B. A. HISTORY
SEMESTER – IV

Skill Enhancement -SEC VI
Computer Application and AI Tools

COURSE OBJECTIVES

To understand the basic concepts of computers, operating systems, hardware, and software.
To develop practical skills in MS Office tools for academic and research work.
To apply digital tools such as Excel and PowerPoint for data analysis and presentations.
To explore internet resources, digital libraries, and online historical databases for research.
To understand the role of Artificial Intelligence in education and historical research.

COURSE OUTCOMES (CO)

After completion of the course, students will be able to:

CO1: Explain basic concepts of computers, types, hardware, and software systems.
CO2: Use MS Word for report writing, formatting, and document preparation.
CO3: Create spreadsheets and presentations using MS Excel and PowerPoint.
CO4: Access and utilize digital libraries, archives, and online research platforms effectively.
CO5: Understand AI tools and apply them in education, documentation, and historical research.

PROGRAM OUTCOMES (PO) – (GENERAL FOR HUMANITIES & DIGITAL SKILLS)

PO1: Digital literacy and technical competence
PO2: Critical thinking and analytical skills
PO3: Research and data interpretation skills
PO4: Communication and presentation skills
PO5: Ethical use of digital tools and information awareness

CO–PO Mapping Table

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	1	2
CO2	3	2	3	3	2
CO3	3	2	3	3	2
CO4	3	3	3	2	3
CO5	3	3	2	2	3

(3 = High, 2 = Medium, 1 = Low)

Unit- I

Basics of Computer Applications- Introduction to computers and operating systems-Types of computers- Hardware and software fundamentals.

Unit-II

File management and digital organization-MS Office tools- MS Word -Report Writing-Formatting- Tables.

Unit-III

MS Excel -Data tables, Charts- MS PowerPoint (academic presentations)

Unit- IV

Internet and Digital Resources for History- Internet basics: browsers, search engines - Use of digital libraries and archives- Google Scholar-JSTOR-Online historical sources- E-books, journals, and open-access repositories

Unit –V

Introduction to Artificial Intelligence - Meaning and evolution AI-Types of AI-Role of AI in education and historical research-Digital documentation-Digital Maps-AI Tools- ChatGPT-Grammarly- QuillBot

Reference Books:

1. Anon. (2024). *AI Explained Simply: A Practical Beginner Friendly Guide to Understanding Artificial Intelligence*.
2. Chakrabarti, A. (2024). *AI for Everyone: A Beginner's Handbook for Artificial Intelligence (AI) | Aligned to NEP-CCF Value Added Course*. Pearson Education.
3. Gupta, Vikas. *Computer Fundamentals and Office Tools*. New Delhi: Himalaya Publishing House, 2019, 6th Edition.
4. Srinivasan, T.M. *Computer Applications*. Chennai: Tata McGraw Hill Education, 2018, 3rd Edition.
5. Manglik, Rohit. *Computer Operations and MS Office*. New Delhi: EduGorilla Publications, 2021, 2nd Edition.
6. Kumar, Archana. *Computer Basics with Office Automation*. New Delhi: Vikas Publishing House, 2017, 5th Edition.
7. Sinha, P.K. *Computer Fundamentals*. New Delhi: BPB Publications, 2020, 7th Edition.
8. Leon, Alexis & Leon, Mathews. *Fundamentals of Information Technology*. Chennai: Vikas Publishing House, 2016, 2nd Edition.
9. Russell, Stuart J., and Norvig, Peter. *Artificial Intelligence: A Modern Approach*. Pearson Education, 2021, 4th Edition.
10. Rajaraman, V., *Introduction to Information Technology*. New Delhi: PHI Learning, 2014, 3rd Edition.
11. Turban, Efraim et al. *Information Technology for Management*. Wiley India, 2019, 10th Edition.
12. Jain, S.K. *Artificial Intelligence: Concepts and Applications*. New Delhi: S. Chand Publishing, 2020, 1st Edition.

B.A. HISTORY
SEMESTER - IV
TRAVEL MANAGEMENT

Course Objectives

1. To understand the fundamental definitions and functions of Travel Management.
2. To identify the roles and types of travel agencies and tour operators.
3. To analyze the different categories of travelers and their specific traits.
4. To explore allied sectors and the process of tour itinerary preparation.
5. To gain knowledge of travel documents and immigration formalities.

Course Outcomes (CO)

1. **Define** the core concepts of travel management and explain the significance of the travel business.
2. **Differentiate** between travel agencies and tour operators while identifying their specific functions and roles.
3. **Categorize** various types of travelers, including NRIs and PIOs, and understand the traits of Indian tourists.
4. **Design** detailed tour itineraries by integrating various transport sectors and hotel services.
5. **Execute** tasks related to travel documentation, such as managing passports, visas, foreign exchange, and immigration requirements.

Program Outcomes (PO)

1. **(PO1): Travel Industry Knowledge**
2. **(PO2): Managerial Competence**
3. **(PO3): Customer Service Excellence**
4. **(PO4): Regulatory Proficiency**
5. **(PO5): Logistical Planning**

CO-PO Mapping

where 3 = High, 2 = Medium, and 1 = Low.

Course Outcome	PO1	PO2	PO3	PO4	PO5
CO1	3	3	1	1	1
CO2	3	3	2	1	2
CO3	2	1	3	1	1
CO4	2	2	2	1	3
CO5	2	1	1	3	2

Definition of the term Travel Management- Meaning- Functions of Management
Significance- Travel Business

UNIT - II

Types of Travel - Travel Agency- Meaning and Definition- Role and Types- Functions of Travel Agency-Tour Operator- Meaning- Functions and Types.

UNIT – III

Travelers- Meaning- Types of Travelers- Indian Travelers- Traits of Indian Tourists- Nonresident Indian (NRI) - Person of Indian Origin (PIO)-

UNIT – IV

Allied Sectors connected to Tourism and Travel- Hotels-Transport Sector- Air- Rail- Cruises Motor Coaches- Cab Operators- - Preparation of Tour Itinerary

UNIT – V

Role of Travel Agency and Tourist Information — Travel Documents- Passport-VISA- Foreign Exchange -immigration formalities.

Reference Books:

1. Bhatia, A.K. – Tourism in India
2. Ram Acharya – Tourism in India
3. Sethi, P.N. – Successful Tourism Planning and Management
4. Krishnalal and Gupta – Tourism, Museums and Monuments in India.
5. Rajasekara Thangamani, M – Suttrulaviyal (Tamil)

SEMESTER V

B.A. HISTORY

SEMESTER - V

CORE – XI -CONTEMPORARY HISTORY OF INDIA FROM A.D 1947 TO A.D.2000)

Course Objectives

- To trace the constitutional origins and territorial integration of independent India.
- To examine India's diplomatic evolution and military history in the post-colonial era.
- To analyze the transition of the Indian economy from planning to global liberalization.
- To explore the impact of social movements and educational reforms on civil society.
- To evaluate contemporary socio-political, environmental, and security challenges facing the nation.

Course Outcomes (CO)

- **CO1:** Students will be able to **explain the complexities of Partition,**
- **CO2:** Students will be able to **critically assess India's foreign policy**
- **CO3:** Students will be able to **analyze economic shifts**
- **CO4:** Students will be able to **identify the role of social activism**
- **CO5:** Students will be able to **evaluate modern internal threats**

Program Outcomes (PO)

- **PO1: Historical & Political Literacy**
- **PO2: Critical Analysis**
- **PO3: Civic & Ethical Awareness**
- **PO4: Environmental & Social Responsibility**
- **PO5: Global Perspective**

CO-PO Mapping

(3 = High, 2 = Medium, 1 = Low).

Course Outcomes	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	1	2
CO2	3	3	2	1	3
CO3	2	3	2	2	3
CO4	2	2	3	3	2
CO5	2	3	3	3	2

UNIT-I

India on the eve of Independence – Partition and Transfer of Power- Making of the constitution- Reorganisation of States- Integration of Princely States – Framing of the Constitution

UNIT II

Role of Jawaharlal Nehru in nation-building -Indo- Pakistan Relations- Indo-China war- Non Alignment- India – Pakistan war of 1971- Simla Agreement - Kargil war.

UNIT III

Planned Economic development and Five year Plans- Mixed economy and Industrialization - Green Revolution- Poverty alleviation programmes - Progress in Science and Technology- New Economic Policy- Liberalization of Economy of 1991- Globalization and Privatization.

UNIT IV

Progress of Education- Hindu Code Bills- New Education Policy- Growth of media and communication – Women’s movements and social reforms - Emergency of Dalit Movements- Reservation Policy- Civil Society Activism: Bhoodan, Chipko and Save Narmada Movements.

UNIT V

Regional Separation- Cauvery Water Dispute- Ayothaya Issue- Corruption, Scam and Scandals- Environmental Challenges: Water and Atmosphere Pollution – Human rights issues- Terrorism and integral security.

REFERENCE BOOKS:

- 1.G.Vengadesan, Contemporary history of India, .V.C.publications, 1991
- 2.R.C.Agarwala, Modern India, S.Chand&Company, 1994
- 3.K.V.Rao., Parliamentary Democracy of India, World Press Private limited,New Delhi, 1960
- 4.Brass Paul R., The politics of India since Independence, Delhi: Foundation Books, 1980
- 5.Dr.L.M.Shingvi, Parliamentary Democracy in India, Ocean book , New Delhi, 2012.
- 6.Chandra Bipan, Mukherjee Aditya, Mukherjee Mridula, India since Independence, Penguin Books, 2008
- 7.HKarleker, India the first 50 years, Manas Publications,New Delhi, 1993
- 8.Bipan Chandra, India Since Independence, Penguin Publication,New Delhi, 2000

B.A. HISTORY

SEMESTER – V- CORE – X

-SOCIO-CULTURAL CHANGES IN TAMILNADU FROM 1801 TO 1947 CE

Course Objectives

- Trace the rise of European influence and early resistance movements in Tamil Nadu.
- Analyze the causes and results of anti-British rebellions and administrative changes.
- Examine the growth of nationalism and the contributions of freedom fighters.
- Explore the origins and impact of social awakening and Dravidian movements.
- Study the political leadership and socio-cultural transformations in the 20th century.

Course Outcomes (CO)

1. **Analyze** the entry of various European powers and the formation of the Madras Presidency to understand early colonial influence.
2. **Evaluate** the significance of the Poligar Rebellion, South Indian Rebellion, and Vellore Mutiny as foundational resistance efforts.
3. **Assess** the role of regional associations and the impact of national movements like the Salt Satyagraha on the freedom struggle.
4. **Examine** the contributions of the Justice Party and Periyar's Self-Respect Movement toward achieving social equality.
5. **Critique** the administrative policies of the Congress rule and the impact of anti-Hindi agitations on Tamil Nadu's social fabric.

Program Outcomes (PO)

1. **(PO1): Historical Consciousness**
2. **(PO2): Critical Thinking**
3. **(PO3): Social Awareness**
4. **(PO4): Leadership Analysis**
5. **(PO5): Cultural Heritage**

CO-PO Mapping Table

(1: Low, 2: Medium, 3: High):

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	1	1	2
CO2	3	3	1	2	1
CO3	3	2	2	3	2
CO4	2	3	3	2	2
CO5	3	2	2	3	3

UNIT I

Early Resistance to British Rule: The beginning of European influence - The Portuguese - The Dutch - The Danes - The English - The French - The Anglo - French rivalry - Anglo Mysore wars. Formation of Madras Presidency –Tamil Nadu under the Europeans.

UNIT II

The administration of the Nawabs - The Anti-British rebellions - The Poligar rebellion Verapandya Kattapomman - The South Indian rebellion - Causes - Courses-Results - The Vellore Mutiny. The British Administration - Ryotwari Settlement (1820): Thomas Munro's system -The introduction of English education - The development of Tamil

UNIT III

Nationalism in Tamil Nadu: Madras Native Association – Madras Mahajana Sabha – Swadeshi Movement – V.O. Chidambaram Pillai – Bharathiyar- Home Rule Movement- Non-Cooperation Movement – Civil Disobedience Movement; Vedaranyam Salt Satyagraha – Impact of Gandhi 's visit to Tamil Nadu — Quit India Movement – The role of Tamil Nādu in INA – The role of Tamil women in the freedom struggle: Anjalaiammal ,Ambujammal, Dharambal Ammal - Towards Independence.

UNIT IV

Political and Social Awakening to Tamil Nadu: Dravidian Association – Non – Brahmin Movement – Justice Party Government – Social Justice Measures (Communal G.O.s) – Periya's Self Respect Movement – Formation of Dravidar Kazhagam- Periyar's Self – Respect Campaign for Social Equality and Women Empowerment.

UNIT V

The Congress Rule in TamilNadu - C. Rajagopalachariar- Hindi imposition and the Anti-Hindi Agitation (1937–40) - Quit India Movement (1942) in Tamil Nadu - Kamarajar and his contributions. The Socio and cultural changes Tamilnadu in 20th century

REFERANCES:

1. Subramanian, N. - History of TamilNadu from 1565 to the Present Day
- 2..Rajayyan, K - History of Tamil Nadu
3. Alala Sundaram, A. - History of TamilNadu.
4. Sastri, K.A.N – History of South India
- 5.Irschick, Eugene. Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism 1916–1929. Berkeley: University of California Press, 1969.
- 6.Arnold, David and Robb, Peter (eds.). Institutions and Ideologies: A SOAS South Asia Reader. Richmond: Curzon Press, 1993.

- 7.Nambi Arooran, K. Tamil Renaissance and Dravidian Nationalism 1905–1944. Madurai: Koodal Publishers, 1980.
- 8.Pandian, M.S.S. Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present. Delhi: Permanent Black, 2007.
- 9.Baker, C.J. An Indian Rural Economy 1880–1955: The Tamilnad Countryside. Oxford: Clarendon Press, 1984.

**B. A. HISTORY
SEMESTER - V
CORE XI - HISTORY OF USA UPTO 1865 C.E.**

Course Objectives

- Trace the history of early geographical discoveries and the colonization of the thirteen colonies.
- Examine the American War of Independence and the drafting of the U.S. Constitution.
- Analyze early political shifts from Jeffersonian Republicanism to the Monroe Doctrine.
- Study the impact of Jackson's presidency, westward expansion, and the slavery issue.
- Evaluate the causes and consequences of the Civil War and the Reconstruction era.

Course Outcomes (CO)

1. **Analyze** the motivations behind European exploration and the subsequent settlement of the thirteen colonies.
2. **Examine** the revolutionary process and the foundational principles of the American Constitution.
3. **Evaluate** the evolution of American foreign policy and internal political eras during the early 19th century.
4. **Identify** the social and political tensions triggered by westward movement and the institution of slavery.
5. **Assess** the military and political impact of the Civil War and the challenges of national Reconstruction.

Program Outcomes (PO)

1. **(PO1): Historical Analysis**
2. **(PO2): Civic Literacy**
3. **(PO3): Conflict Resolution**
4. **(PO4): Ideological Critical Thinking**
5. **(PO5): Geopolitical Awareness**

CO-PO Mapping Table

(1: Low, 2: Medium, 3: High):

	PO1	PO2	PO3	PO4	PO5
CO1	3	1	1	2	3
CO2	3	3	2	2	2
CO3	2	2	1	3	3
CO4	3	2	3	2	3
CO5	3	2	3	3	1

UNIT-I

The Geographical discoveries – Colonization – Thirteen colonies.

UNIT-II

The American War of Independence – The making of the Constitution– Washington's Presidency

UNIT-III

Jeffersonian Republicanism – Madison and the war of 1812 – James Monroe and the era of Good feelings – Monroe's Doctrine

UNIT-IV

Andrew Jackson's Presidency – Westward Movement – The issue of slavery in American Politics.

UNIT-V

The Civil War – 1860 to 1865 – Causes, course and the results of the Civil War – Abraham Lincoln – Reconstruction.

References

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, AHistory of the United States, Ratna Publications, Tirunelveli, 2000.
8. William Muller, ANew History of the United States, Nebu Press, Charleston – USA, 2011.
9. K.Nambi Arooran, AHistory 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 McNolly, 1977.

B.A. HISTORY

SEMESTER - V

CORE – XII - HISTORY OF EUROPE FROM A.D. 1453- A.D. 1815

Course Objectives

- To analyze the **socio-cultural impacts** of the Renaissance and the Reformation movements in Europe.
- To trace the history of **maritime discoveries** and the rise of global European influence.
- To examine the **geopolitical shifts** involving the rise and decline of powers like Spain, Sweden, and Russia.
- To evaluate the administrative and foreign policies of **absolute monarchies** in France.
- To explore the transformative causes and results of the **French Revolution** and the Napoleonic era.

Course Outcomes (CO)

- **CO1: explain the origins and impacts** of the Renaissance and the religious shifts led by Martin Luther.
- **CO2: analyze the causes and consequences** of major conflicts, such as the Thirty Years' War and the Dutch War of Independence.
- **CO3: describe the modernization and expansion** of Russia, Prussia, and Austria under "Great" monarchs like Peter I and Frederick II.
- **CO4: critically assess the centralization of power** and administrative reforms in Bourbon France.
- **CO5: evaluate the legacy of Napoleon**, including his domestic reforms and the factors leading to his downfall.

Program Outcomes (PO)

- **PO1: Historical Literacy**
- **PO2: Analytical Critical Thinking**
- **PO3: Cultural and Religious Awareness**
- **PO4: Governance and Policy Analysis**
- **PO5: Global Strategic Perspective**

CO-PO Mapping Table

(3 = High, 2 = Medium, 1 = Low).

Course Outcomes	PO1	PO2	PO3	PO4	PO5
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CO1	3	2	3	1	2
CO2	3	3	1	2	2
CO3	3	2	1	3	2
CO4	2	2	1	3	1
CO5	3	3	2	3	2

Unit - I

Renaissance: meaning -background-impacts – Maritime and Discoveries of the 15th and 16th Centuries. – Reformation Movement in Europe and Role of Martin Luther– Counter Reformation

Unit - II

Philip II of Spain: Internal and Foreign Policies - Dutch War of Independence - Decline of Spain and the Thirty years war causes and Consequences – Rise of Sweden – Gustavas Adolphus – Charles XII.

Unit - III

Rise of Russia: Peter the Great - Catherine II –Rise of Prussia: Frederick the Great of Prussia - Joseph II of Austria -Maria Theresa

Unit - IV

Absolute monarchy in FranceFrance under Henry IV: Edict of Nantes – Louis XIV -Colbert Reforms- Foreign Policy.

Unit - V

Revolution in France (1789) – Causes – Results – Napoleon – Domestic Reforms – Causes for his downfall.

B.A. HISTORY

SEMESTER - V

CORE – XIII - PRINCIPLES AND METHODS OF ARCHEAOLGY Course Objectives

- Define the scope of archaeology and its relationship with other sciences.
- Explain the value of historical relics and their role in understanding common history.
- Describe the principles of excavation, dating methods, and the importance of pottery.
- Demonstrate surface exploration techniques, map reading, and the use of equipment.
- Examine major archaeological sites in Tamil Nadu and significant Indian cultures.

Course Outcomes (CO)

1. **Understand** the definitions and scope of archaeology, distinguishing between pre-historic and historic periods.
2. **Appreciate** the scientific outlook required to rescue historical relics and utilize them as primary sources.
3. **Apply** specific methods of excavation and dating to study and interpret archaeological finds like pottery.
4. **Execute** site surveys and surface explorations using appropriate equipment and map reading skills.
5. **Analyze** the cultural evolution of India through sites like Keezhadi, Arikamedu, and the Indus Valley.

Program Outcomes (PO)

1. **(PO1): Scientific Inquiry**
2. **(PO2): Fieldwork Proficiency**
3. **(PO3): Cultural Literacy**
4. **(PO4): Critical Analysis**
5. **(PO5): Technical Expertise**

CO-PO Mapping Table

(1: Low, 2: Medium, 3: High):

	PO1	PO2	PO3	PO4	PO5
CO1	2	1	2	2	1
CO2	3	1	2	3	1
CO3	2	3	1	2	3
CO4	2	3	2	1	3

CO5	1	2	3	3	2
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UNIT – I

An Introduction of Archaeology: Meaning -Definition and Scope – Archaeology and other sciences. – History and Pre-historic and Historic Archaeology - Kinds of Archaeology

UNIT – II

Values of Archaeology – Primary Source – Historical Archaeology – Common Man's History – Rescue of Historical Relics – Scientific outlook.

UNIT – III

Principles and Methods of Excavation – Methods of Dating – Different Kinds of Excavation – Study of pottery and its importance.

UNIT – IV

Surface Exploration Methods and Equipment – Survey of Pre-historic, Protohistoric and Historical Sites – Methods of Site Survey – Map Reading – Excavation Equipment -

UNIT – V

Archaeology in Tamilnadu: Pre historic sites – Arikamedu –Adichchanallur-Kodummal – Keezhdi - Indus Valley Culture – Chalcolithic Culture of Western and Central India – The Deccan – The Early Iron Age – Megalithic Culture of India.

REFERENCE BOOKS

1. Childe, G. - Introduction to Archaeology
2. Sankalia, H.D. - Indian Archaeology Today
3. Wheeler, M. - Early India & Pakistan
4. 5000 years of Indian Architecture -Publications Division
5. Dr. K.V. Raman, Principles and Methods of Archaeology, Parthajan Publications, 1986.
5. Colin Renfrew and Paul Bahn,- Archaeology: Theories, Methods and Practice, Thames & Hudson publication- 1991.
6. David Hurst Thomas, Archaeology, Wadsworth Publishing
7. T. Douglas Price and Kelly J. Knudson - Thames & Hudson / McGraw-Hill- 2018.

B.A. HISTORY
SEMESTER - V
ELECTIVE – XI- TOURISM

Course Objectives

1. To understand the fundamental concepts, components, and importance of tourism.
2. To examine various types and forms of tourism in India and Tamil Nadu.
3. To analyze the functions and roles of travel agencies and tour operators in the tourism industry.
4. To develop knowledge of itinerary planning, tour packaging, and tourism management practices.
5. To study travel documentation, information technology, and modern reservation systems used in tourism services.

Course Outcomes (CO)

After completion of the course, students will be able to:

- CO1: Explain the concepts, components, and significance of tourism and tourist attractions.
- CO2: Identify and differentiate various forms and types of tourism in India and Tamil Nadu.
- CO3: Describe the functions and responsibilities of travel agencies and tour operators.
- CO4: Prepare basic tour itineraries and evaluate tourism management practices.
- CO5: Understand travel documentation, tourism technology, CRS, and GDS systems used in tourism services.

Program Outcomes (PO) – (Generic for Humanities and Tourism Studies)

- PO1: Critical thinking and problem-solving skills
- PO2: Knowledge of tourism, culture, and heritage
- PO3: Analytical and managerial skills
- PO4: Communication and interpersonal skills
- PO5: Environmental awareness, cultural sensitivity, and ethical understanding

CO–PO Mapping Table

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	2
CO2	3	3	3	2	2
CO3	3	2	3	2	3
CO4	2	2	3	2	3
CO5	3	2	2	3	2

(3 = High, 2 = Medium, 1 = Low)

UNIT I

Meaning and Definition of Tourism –Nature and scope of Tourism- Traveller – Tourist – Excursionist – Travel Motivations – Elements and Components of Tourism: Transport, Attraction,

Accommodation – Elements of Tourism: Weather, Amenities, Accessibility, Historical and Cultural components.

UNIT II

Types and Forms of Tourism: Domestic and International Tourism – Long Haul and Short Haul Tourism – Leisure Tourism – Pilgrimage Tourism – Special Interest Tourism – Adventure Tourism – Eco Tourism – Cultural Tourism – Desert Tourism – Agro Tourism – Culinary Tourism – Medical Tourism

UNIT III

Travel Agency and Travel Services: Meaning and Functions of Travel Agency –Importance of Travel Agency- Types of Travel Agencies – Role and responsibility of Travel Agents– Characteristics of a Professional Travel Agent

UNIT IV

Travel and Tourism Organisation-WTO-ITDC-Tamil Nadu Tourism Development Corporation- Emerging Trends in Tourism-Sustainable Tourism

UNIT V

Travel Documentation and Technology: Passport – VISA – Health Certificates –Currency – Travel Insurance-Online Tourism Services – E-Ticketing-Digital Payment Systems- Computerized Reservation System (CRS) and Global Distribution System (GDS)

References

- Ali, Md. Abu Barkat. Travel and Tourism Management. PHI Learning Pvt. Ltd., New Delhi, 2015.
- Bhatia, A.K. Tourism Development: Principles and Practices. Sterling Publishers Pvt. Ltd., New Delhi, 2011.
- Dileep, M.R. Tourism, Transport and Travel Management. Routledge India, New Delhi, 2019.
- Ghosh, Biswanath. Tourism and Travel Management. 2nd ed., Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
- Kumar, Arvind. Introduction of Travel and Tourism Management and Tourism Resources of India. Walnut Publication, New Delhi, 2019.
- Kumar, Arvind. Travel Agency Management and Operations. Walnut Publication, New Delhi, 2019.
- Negi, Jagmohan. Travel Agency and Tour Operation: Concepts and Principles. Kanishka Publishers, New Delhi, 2004.
- Rajat Gupta, Nishant Singh, Ishita Kirar and Mahesh Kumar Bairwa. Hospitality and Tourism Management. Vikas Publishing House Pvt. Ltd., New Delhi, 2016.
- Sarkar, A.K. Indian Tourism: Management, Motivation and Mobility. Rajat Publications, New Delhi, 2003.
- Singh, L.K. Management of Travel Agency. Isha Books / Gyan Publishing House, New Delhi, 2008.

SEMESTER VI

B.A. HISTORY

SEMESTER - VI

CORE – XIV - REGIONAL HISTORY (HISTORY OF THAGADUR)

Course Objectives:

- **Analyze** the primary sources and geographical factors that shaped Thagadur's early history.
- **Explore** the political and cultural significance of the Athiyar clan and the Sangam era.
- **Trace** the regional transitions and architectural evolution through the Pallava, Chola, and Vijayanagara periods.
- **Examine** the impact of colonial rule and the region's role in the Indian freedom struggle.
- **Evaluate** the modern socio-economic shifts and administrative changes from independence to the 21st century.

Course Outcomes:

- **Interpret** hero stones, inscriptions, and other archaeological sources specific to the region.
- **Describe** the social, economic, and religious conditions under the Athiyaman rulers.
- **Categorize** the distinct architectural styles introduced by successive medieval dynasties.
- **Detail** the administrative changes under the British "Bara Mahal" system.
- **Analyze** contemporary developments in trade, education, and culture within Thagadur

Program Outcomes

- **Regional Historical Synthesis:** Develop the ability to synthesize archaeological, literary, and numismatic evidence to reconstruct a comprehensive history of the Thagadur region.
- **Architectural & Cultural Literacy:** Critically evaluate the evolution of temple architecture and art forms across the Sangam, Medieval, and Vijayanagara periods.
- **Political & Administrative Analysis:** Analyze the shifts in governance—from the ancient Athiyar clan and medieval dynasties to the British "Bara Mahal" system and modern bifurcations.
- **Socio-Economic Evaluation:** Understand the long-term evolution of trade, education, and social structures within a specific geographical context from prehistory to the 21st century.
- **Resistance & Identity Mapping:** Examine the region's unique contributions to the Indian freedom struggle and how local identity was shaped by colonial and post-colonial transitions.

Course Outcomes (CO)	PO1	PO2	PO3	PO4	PO5
CO1: Interpret primary/archaeological sources	3	1	1	1	2
CO2: Describe Athiyaman socio-economic life	2	2	2	3	1
CO3: Categorize medieval architectural styles	1	3	1	1	1
CO4: Detail British "Bara Mahal" administration	1	1	3	2	3
CO5: Analyze modern trade and education	1	1	2	3	2

1 Low, 2,Medium, 3 High

UNIT I:

Foundations & Landscapes: Sources of Thagadur region - Literature– Archeological Sources –Inscriptions -Hero stones-Coins- Monuments- Foreigner's accounts- The role of geography in shaping Thagadur – Pre - Historic period – Excavations.

UNIT II:

The Sangam Era & Athiyaman Glory :Political condition of Thagadur in Sangam Age – Athiyar clan – Political rise of the Athiyar clan; the reign of Athiyaman Neduman Anji; and the legendary "Triangle Conflict" with Malayamans and Valvil Ori.– Social and economic, Religious condition of Thagadur – Art and Architecture – Literature and Language – contributions of the Athiyamans.

UNIT III:

Medieval Transitions: Journey from the Gangas, Banar, Nulambas and Pallavas period- –The Later Athiyamans – Conflict with Cheras – Art and Architecture- Thagadur under the Cholas - The Thagadur under Vijaynagara era - the evolution of temple architecture.

UNIT VI:

Colonial Conflict & Resistance: Thagadur under Hyder Ali and Tipu Sultan; the British "Bara Mahal" administration; and the region's unique role in the freedom struggle.

UNIT V:

Modern Thagadur : Post-Independence bifurcations; modern socio-economic evolution; and the development of trade and education into the 21st century.

Reference Books:

1. Puliur Kesigan, Thagadoor Yathirai (Tamil)Saradha Pathippagam ,
Thamizhmann Pathippagam. 2010.
2. Dr.C.Chandrasekar, Varlattirin Pakkangalil Thagadur(Tamil), Lakshmi publication, 2008
3. Dr. R. Ramakrishnan Thagadur Varalarum Panbadum (Tamil).
4. Dr.C.Chandrasekar, Dharmapuri Mavatta koilgal.(Tamil), Lakshmi publication, 2008
5. District Census Handbooks (Dharmapuri District), Directorate of Census Operations, Government of India, 2011
6. T.Subramaniyan, Thagadur Nadum Athiyamangalum, (Tamil), Thiruvalluvar Pothga Illam, 2023
7. T.Subramaniyan, Thagadur varalarum panpadum(Tamil),Thiruvalluvar Pothga Illam, 2023

- 8 S. Krishnamurthy ,Dharmapuri Varalarum Prahalatha Charithiram ,Thakadoor Maavatta Varalatu Peravai, 1989
9. O.V. Vijayan, Modern Socio-Political Literature, The Saga of Dharmapuri, Penguin Books 1988.
10. Dr.C.Chandrasekar, Thagdur Varalaru (from Pre History to modern period)(Tamil), Lakshmi publication, 2026

B.A. HISTORY

SEMESTER - VI

CORE – XV- HISTORY OF USA FROM 1865 TO 2000 CE

Course Objectives (CO)

1. Analyze the **socio-economic transformation** during Reconstruction and the rise of big business.
2. Evaluate America's transition into a **global power** and the impact of the Progressive Era.
3. Examine the causes of the **Great Depression** and the efficacy of the New Deal.
4. Understand the United States' leadership role in **World War II** and the formation of the UNO.
5. Assess the impact of the **Civil Rights movement** and military interventions in Asia.

Course Outcomes (CO)

1. Interpret the Growth of the Economy: Students will explain how railroads and industrialization shaped the post-Civil War American landscape.
2. Evaluate Political Eras: Students will demonstrate an understanding of the policies of Theodore Roosevelt, Taft, and Wilson.
3. Analyze Crisis Management: Students will be able to critique the economic strategies used by F.D. Roosevelt to combat the Great Depression.
4. Discuss Post-War Diplomacy: Students will analyze the Truman and Eisenhower eras and the establishment of the United Nations.
5. Assess Social and Global Conflict: Students will evaluate the struggle for Civil Rights and the complexities of the Vietnam and Korean wars.

Program Outcomes (PO)

1. **(PO1): Historical Analysis**
2. **(PO2): Critical Thinking**
3. **(PO3): Global Citizenship**
4. **(PO4): Social Awareness**
5. **(PO5): Communication**

CO-PO Mapping Table

of 3 (**High**), 2 (**Medium**), and 1 (**Low**)

Course Outcome	PO1	PO2	PO3	PO4	PO5
CO1	3	2	1	1	2
CO2	3	3	2	2	2
CO3	3	3	2	2	2
CO4	2	2	3	1	2
CO5	2	3	3	3	2

UNIT - I

Reconstruction - Andrew Jackson - The Growth of the American Economy - Rail Roads - Big Business - Cultural Movement

UNIT-II

The end of the Frontier- America as a world power 1898 - 1920 - The progressive Era. Theodore Roosevelt - W.H. Taft - Woodrow Wilson.

UNIT - III

America and World war I - American role in Paris peace conference -America between the world wars - 1920's - 1930's - the Great Depression -F.D. Roosevelt - The New Deal.

UNIT -IV

America in world war and after - UNO - Truman and Eisenhower Eras.

UNIT – V

America after 1960 - J.F.Kennedy - The Struggle for Civil Rights -America in Asia - Korea and Vietnam - Nixon to Bush.

REFERENCE BOOKS

1. Axel Scheneider and Daniel Woolf (eds.), The oxford History of Historical Writing, Vols. 1-5, Oxford University Press, Oxford, 2011.
2. K. Rajayyan, AHistory of the United States, Ratna Publications, Tirunelveli, 2000.
3. William Muller, ANew History of the United States, Nebu Press, Charleston – USA, 2011
4. K.Nambi Arooran, AHistory of the United States of America (Tamil)
5. R.C. Majumdar and A.N. Srivastava, History of United States of America, SBD Publications & Distributors, New Delhi, 2001
6. David,A.Shannon, Twentieth Century America, The Progressive Era Vol.I, Rand McNolly,1977.
7. Hendry Bamford Parkes, The United States of America: AHistory, Scientific Book Agency, 1975.
8. P.S. Gholkar,Joshi History of United States of America,1900 – 1945 A.D. S. Chand & Co., New Delhi, 1980

**B.A. HISTORY
SEMESTER - VI**

CORE – XVI - HISTORY OF EUROPE FROM A.D.1815 – A.D. 1945

Course Objectives (CO)

1. Analyze the **diplomatic frameworks** of the Congress of Vienna and the Metternich System.
2. Examine the **territorial shifts** and wars associated with the Near Eastern Question.
3. Study the political and military processes behind the **unification of Italy and Germany**.
4. Evaluate the rise of **totalitarian ideologies** and the impact of the World Wars.
5. Understand the evolution of **international organizations** from the League of Nations to the UNO.

Course Outcomes (CO)

1. **Interpret 19th Century Politics:** Students will explain the causes and consequences of the French Revolutions of 1830 and 1848.
2. **Evaluate Geopolitical Conflicts:** Students will demonstrate knowledge of the Crimean War and the outcomes of the Berlin Congress.
3. **Analyze Nation-Building:** Students will be able to assess the leadership of figures like **Bismarck, Cavour, and Garibaldi**.
4. **Critique Revolutionary Movements:** Students will analyze the course of the **Russian Revolution** and the development of Fascism and Nazism.
5. **Assess Global Governance:** Students will compare the functions and failures of the League of Nations with the structure of the **UNO**.

Program Outcomes (PO).

1. **(PO1): Historical Analysis**
2. **(PO2): Diplomatic Literacy**
3. **(PO3): Ideological Evaluation**
4. **(PO4): Institutional Knowledge**
5. **(PO5): Research Skills**

CO-PO Mapping Table

3 (High), 2 (Medium), and 1 (Low).

Course Outcome	PO1	PO2	PO3	PO4	PO5
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CO1	3	2	2	1	2
CO2	3	3	1	1	2
CO3	3	3	2	1	2
CO4	3	2	3	1	2
CO5	2	3	2	3	2

Unit-I

Congress of Vienna, 1815–Holy Alliance- Concert of Europe –Metternich System – Revolutions of 1830 & 1848 in France.

Unit – II

The Near Eastern Question – Greek War of Independence – The Crimean War – Berlin Congress

Unit – III

Unification of Italy – Mazzini, Cavour and Garibaldi – Napoleon III Domestic and Foreign Policy– Unification of Germany – Early attempts to unify Germany – course of unification - Results –Bismark

Unit– IV

Impact of First World War - Treaty of Versailles –League of Nations: Aims – Functions and Achievements – Causes for the failure- Russian Revolution of 1917: causes, courses and results - Lenin - Fascism in Italy - Nazism in Germany- Turkey under Mustafa Kamal Pasha –Second World War – Treaty of Paris.

Unit-V

Formation of the UNO – Aims of the UNO – Organs of the UNO and their functions.

REFERENCE BOOKS:

- 1.C.J.H. Hayes, et al. 1916. History of Europe. New York: Macmillan Company.
- 2.C.J.H. Hayes. 1953.Modern Europe to 1870. New York: Macmillan Company.
3. C.D.M. Ketelbey. 1994. A History of Modern Times from 1789. Oxford: Oxford University Press.
4. Palgrave Macmillan. Pinkney, David H. 1972. The French Revolution of 1830. Princeton: Princeton University Press
5. Harsin, Jill. 2003. Barricades: The War of the Streets in Revolutionary Paris, 1830–1848. New York And Basingstoke.
6. Jacob Salwyn Schapiro, Houghton Mifflin, 1950, Modern and Contemporary European History, 1815-1945,
7. Jacob Salwyn Schapiro & Houghton Mifflin, 1950, Modern and Contemporary European History, 1815-1945, Publisher, Houghton Mifflin, 1950

B.A. HISTORY
SEMESTER VI
CORE-XVII: History of China and Japan

Course Objectives

To provide knowledge about the historical evolution of China and Japan from the nineteenth century to the contemporary period.

To examine the political, social, economic, and cultural transformations in China and Japan.

To understand the impact of imperialism, nationalism, militarism, and modernization in East Asia.

To analyze the causes and consequences of major wars, revolutions, and reform movements in China and Japan.

To develop critical thinking and historical interpretation skills through the study of East Asian history.

Course Outcomes (CO)

After the successful completion of the course, students will be able to:

CO1: Explain the political and social conditions in China under the Manchus and the impact of the Opium Wars, treaties, and rebellions.

CO2: Describe the transformation of Japan from the Tokugawa Shogunate to the Meiji modern state and evaluate its modernization process.

CO3: Analyze the major political developments in China and Japan during the late nineteenth and early twentieth centuries, including wars, reforms, and revolutions.

CO4: Assess the growth of nationalism, militarism, and international conflicts in East Asia between the two World Wars.

CO5: Evaluate the post-Second World War developments in China and Japan, including democratization, communism, economic recovery, and political reforms.

Program Outcomes (PO)

PO1 – Demonstrate comprehensive knowledge of historical events, concepts, and processes.

PO2 – Analyze historical developments critically using evidence and interpretation.

PO3 – Communicate historical ideas effectively in oral and written forms.

PO4 – Develop basic historical research and source analysis skills.

PO5 – Understand social, political, and cultural diversity in global historical contexts.

CO–PO Mapping Table

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	1	2
CO2	3	2	2	1	2
CO3	3	3	2	2	2
CO4	3	3	2	2	3
CO5	3	3	2	2	3

(3 = High, 2 = Medium, 1 = Low)

UNIT – I: China under the Manchus-The Opium Wars: Causes and Consequences-Commercial Treaties and the Sphere of Influence-The Taiping Rebellion

UNIT – II: Japan under the Tokugawa and Meiji Eras-The Tokugawa Shogunate-The Opening of Japan to the West-The Meiji Restoration-Social and Economic Development of Japan-The Japanese Constitution

UNIT – III: China and Japan in the Late Nineteenth Century-The Sino-Japanese War (1894–95)-The Reform Movement in China-The Boxer Rebellion-The Russo-Japanese War (1904–05)-The Chinese Revolution of 1911-Yuan Shikai-Sun Yat-sen and the Kuomintang Party

UNIT – IV: Nationalism, Militarism and War in East Asia-The First World War and East Asia-Growth of Chinese Nationalism-Rise of Militarism in Japan-Chiang Kai-shek-The Manchurian Crisis- The Sino-Japanese War (1937–41)

UNIT – V: China and Japan after the Second World War-Role of China and Japan in the Second World War-Allied Occupation of Japan-Recovery of Japan-Liberalization and Democratization in Japan-The People's Government of Peking-China under Mao Tse-tung-The Cultural Revolution-Deng Xiaoping-Tiananmen Square, 1989 and the Crisis of Communism

Reference Books

1. Alexis Krausse, *The Far East: Its History and Its Question, Forgotten Books*, 2017.
2. Brown, D.M., *Nationalism in Japan*.
3. Claude A Buss, *Asia in the Modern World*, OUP, New York 1955.
4. Clyde and Beers, *The Far East*, Printice Hall of India Pvt. Ltd., New Delhi, 6th ed.,1988.
5. Crofts & Buchanan, *A History of the Far East*.
6. Harold M. Vinacke, *A History of the Far East in Modern Times*, Kalyani Publisher, New Delhi 1982.
7. Janet E. Hunter, *The Emergence of Modern Japan*.
8. Jones, F.C., *The Far East*, Ed. Pergamon, 1966.
9. Latourette, *A History of Japan* OUP 1982.
10. Majumdar, R.K., & Srivastva A.N., *History of Far East*, SBD Publisher's, New Delhi, 2006.
11. Marius B. Jansen, Ed., & Peter Duus Ed., *Cambridge History of Japan*, Volume 5 &6, 2008.
12. Shivkumar, S., and Jain, *History of Modern China*, S. Chand & Co PVt Ltd.,

**B.A. HISTORY
SEMESTER VI**

ELECTIVE-II –JOURNALISM

Course Objectives

To understand the meaning, nature, scope, and historical development of journalism in India.

To examine various types of journalism, news values, and the functioning of news agencies and press institutions.

To analyze the roles, responsibilities, and reporting techniques of journalists and reporters.

To develop knowledge of news writing, editing, page design, and journalistic practices.

To study emerging trends, ethics, career opportunities, and the impact of digital journalism and fake news in contemporary society.

Course Outcomes (CO)

After completion of the course, students will be able to:

CO1: Explain the concepts, functions, history, and importance of journalism in India.

CO2: Identify different types of journalism, news values, and the role of news agencies and press institutions.

CO3: Describe the functions, responsibilities, and techniques of reporting and interviewing.

CO4: Apply principles of news writing, editing, headline writing, and newspaper page design.

CO5: Understand emerging trends in journalism, media ethics, fake news, and career opportunities in the field of journalism.

Program Outcomes (PO) – (Generic for Humanities and Journalism Studies)

PO1: Critical thinking and analytical skills

PO2: Knowledge of media, journalism, and communication systems

PO3: Professional and ethical understanding

PO4: Communication and interpersonal skills

PO5: Social awareness, digital literacy, and responsible citizenship

CO–PO Mapping Table

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	2
CO2	3	3	3	2	2
CO3	3	2	3	3	2
CO4	2	2	3	3	2
CO5	3	2	2	3	3

(3 = High, 2 = Medium, 1 = Low)

UNIT I

Meaning and Definition of Journalism -Nature and Scope of Journalism -Functions and Importance of Journalism – Origin and Growth of Journalism in India -Journalism during the

British Period - Role of Press in the Indian Freedom Movement-Freedom of the Press and Press Laws in India

UNIT-II

Types of Journalism-Print, Electronic and Digital Journalism - Meaning and Definition of News-Elements and Characteristics of News-News Values-Types of News-Sources of News-News Gathering Techniques-News Agencies-PTI-UNI-Press Council of India

UNIT III

Reporting and Interviewing-Functions of Reporters-Types of Reporters-Role and Responsibilities of Reporters-Types of Interviews- Investigative Journalism-Challenges in Investigative Journalism

UNIT IV

News Writing and Editing-Principles of News Writing-Inverted Pyramid Style- Columnists-Feature Writers-Editorial Writers-Freelance Journalists-Meaning and Importance of Editing - Role of Editors and Sub-editors-Functions of News Desk-Editorial-Headlines-Newspaper Layout and Page Design-Proof Reading-Advertisements.

UNIT V

Journalism and Career Opportunities-Journalism as a Profession-Skills Required for Journalist-Emerging trends in Journalism-Digital Journalism-Online News Portals-Mobile Journalism-Fake News and its evil effects-Importance of ethics in Journalism.

Reference Books:

1. Aggarwal, Vir Bala. *Essentials of Practical Journalism*, Concept Publishing Company Pvt. Ltd., New Delhi, 2006.
2. Ahuja, B.N. *Theory and Practice of Journalism*. Surjeet Publications, New Delhi, 2000.
3. Basu, D.D. *Press Laws and Ethics of Journalism*. Prentice-Hall of India Pvt. Ltd., New Delhi, 1998.
4. Chatterjee, P.C. *Broadcast Journalism*, Sage Publications India Pvt. Ltd., New Delhi, 2012.
5. Kamath, M.V. *Professional Journalism*, Vikas Publishing House Pvt. Ltd., New Delhi, 2009.
6. Kumar, Keval J. *Mass Communication in India*. 5th ed., Jaico Publishing House, Mumbai, 2010.
7. Mehta, D.S. *Mass Communication and Journalism in India*. Allied Publishers Pvt. Ltd., New Delhi, 1979 (Revised ed. 1992).
8. Mehta, D.S. *Mass Communication and Journalism in India*. Allied Publishers Pvt. Ltd., New Delhi, 1979 (Reprint edition).
9. Mehta, D.S. *Mass Communication and Journalism in India*. Revised ed., Allied Publishers Pvt. Ltd., New Delhi, 1992.
10. Menon, P.K. *Practical Journalism and Printing*. Asian Book House, New Delhi, 2005.
11. Natarajan, J. *History of Indian Journalism*. Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi, 2017.
12. Natarajan, S. *A History of the Press in India*. Asia Publishing House, Bombay, 1962.
13. Neal, James M. & Brown, Suzanne S. *News Writing and Reporting*. 4th ed., Oxford University Press, New York, 2011.
14. Parthasarathy, R. *Journalism in India: From the Earliest Times to the Present Day*. Sterling Publishers Pvt. Ltd., New Delhi, 2009.
15. Seth, P. (Pathyali Seth). *Professional Journalism*, Sterling Publishers Pvt. Ltd., New Delhi, 2006.
16. Srivastava, K.M. *News Reporting and Editing*, Sterling Publishers Pvt. Ltd., New Delhi, 2015.

B. A. HISTORY
SEMESTER - VI
ELECTIVE III - HUMAN RIGHTS

Course Objectives (CO)

1. Define the nature, content, and theoretical frameworks of human rights.
2. Examine the Universal Declaration of Human Rights and key international covenants.
3. Analyze the impact of international NGOs and the Helsinki Declaration.
4. Explore contemporary challenges including child labor, women's rights, and refugee issues.
5. Evaluate the functions of national, state, and minority human rights commissions.

Course Outcomes (CO)

1. **Theories and Nature:** Students will be able to explain the core definitions and various theories of human rights.
2. **International Frameworks:** Students will identify the significance of the UDHR and covenants on civil, political, and social rights.
3. **Role of Organizations:** Students will assess the contributions of NGOs like Amnesty International and the Red Cross to global rights.
4. **Contemporary Analysis:** Students will evaluate modern social issues such as bonded labor and capital punishment.
5. **Institutional Understanding:** Students will analyze the operational functions of domestic human rights and minority commissions.

Program Outcomes (PO)

1. **(PO1): Legal and Policy Literacy:**
2. **(PO2): Global Awareness**
3. **(PO3): Critical Analysis**
4. **(PO4): Social Advocacy**
5. **(PO5): Ethical Reasoning**

CO-PO Mapping Table

3 (High), 2 (Medium), and 1 (Low).

Course Outcome	PO1	PO2	PO3	PO4	PO5
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CO1	2	2	3	1	3
CO2	3	3	2	2	2
CO3	2	3	2	3	2
CO4	2	2	3	3	3
CO5	3	1	2	2	2

UNIT - I

Definition of Human Rights: Nature, Content – Theories of Human Rights.

UNIT - II

Universal Declaration of Human Rights – International covenant on Civil and Political Rights – International covenant of Economic, Social and Cultural Rights - Role of Human Rights - NGO's – Amnesty, International Red Cross – Asia Watch.

UNIT – III

AmnestyInternational – Human Rights Helsinki declaration –International Human Rights in Domestic Courts.

UNIT - IV

Contemporary Challenges: Child labour – Women Right – Bonded labour – Rural and Urban labours – Problem of Refuges – Capital punishment.

UNIT- V

National and State Human Rights Commissions – Its function – Minorities Rights Commissions – Its functions.

REFERENCE BOOKS

1. Leah Levin - Human Rights, NBT, 1998.
2. Krishna Iyer, V.R. - Dialectics and Dynamics of Human Rights in India, Tagore Law Lectures.
3. Upendra Baxi - The Right to be human, 1987.
4. Upendra Baxi - The Crisis of the Indian Legal System, Vikas, 1982.
5. Desai, A.R.(ed) - Violations of Democratic Rights in India, Bombay, 1986
6. Sehgal - Human Rights in India-problems and Perspectives.

NON MUDHALVAN COURSE FOR REAPPEAR STUDENTS
B.A.HISTORY
(2026-2027)
SEMESTER-II
PRINCIPLES OF PUBLIC ADMINISTRATION

UNIT - I

Nature, Scope and Importance of Public Administration–Different Approaches –Relations with Other Social Sciences–Public and Private Administration

UNIT – II

Organization–Theories: Classical Theory –Human Relations Theory–Principles of Organization: Hierarchy–Span of Control–Unity of Command–Centralization Vs Decentralization – Co-ordination, Delegation – Field headquarters relationship.

UNIT - III

Chief Executive–Line, Staff and Auxiliary Agencies–Departments–Public Corporations–Independent Regulatory Commissions

UNIT - IV

Personnel Administration –Recruitment and Training–Classification of Services– Promotion–Retirement–Association

UNIT – V

Financial Administration –Budget and its Principles –Process of Budget Making in India –Parliamentary Control Over Finances–Accounting and Auditing.

Text Books:

1. Vishnoo Bhagwan & Vidya Bhushan–Public Administration, S.Chand & Co. New Delhi, 2006.
2. Chandran E. Public Administration, Cosmos Bookhive (P) Ltd., Gurgaon,1999.
3. G. Venkatesan, Public Administration, V.C. Publications, Rajapalayam, 2009

Books for REFERENCE:

1. Avasthi A. and Maheswari S.R., Public Administration, Lakshmi Narain Agarwal, Agra 1996.
2. Bidyut Chakrabarty and Prakash Chand –Public Administration in a Globalizing World, Sage Publications, New Delhi, 2012.

3. Felix A., Nigro & Lloyd G. Nigro –Modern Public Administration, Harper and Row, London, 1973.
4. Pandey A.K., Handbook of Public Administration, Dominant pub, New Delhi, 2005.
5. Rumki Basu, Public Administration: Concept and Theories. New Delhi: Sterling Publications, 1990.

B.A. HISTORY

(2026-2027)

SEMESTER-III

JOURNALISM

UNIT-I

Journalism - Introduction to Journalism- Definitions – History of Journalism – Fourth Estate - Journalism and its growth 1876 -1947 – Journalism in Tamil Nadu.

UNIT-II

Reporting—Meaning—Kinds of News – Functions of Reporter –Important News Agencies in India – Asian News International – Hindustan Samachar – Indo Asian News Service – Press Trust of India – Samachar Bharathi – United News of India

UNIT-III

Editing – Macro Editing- Micro Editing – Kinds and Techniques of Editing - Functions of Editor – Role of Sub Editors - Page make up – Headlines –Editorial Board – Letters to the Editor.

UNIT-IV

Printing – Kinds of Printing – News Paper – Books – Magazines – Structure Function –Advertisement

UNIT-V

Role of Press in National Movement – Marathi Press –Press and the Indian National Congress – Revolutionary Movements and The Press.

References:

1. A.M. Samy, Origin and Growth of Tamil Press, (Tamil), Navamani Pathipagam, Chennai, 1987.
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.

5. M.P.Gurusamy, Journalism,(Tamil),Guru- ThenmozhiPublication, Dindigul,2009.
6. Mehta.D.S.-Mass-Communication and Journalism in India
7. Rangaswamy Parthasarathy-Journalism in India.

B.A. HISTORY
(2026-2027)
SEMESTER-IV
GENERAL SCIENCE

UNIT – I

Origin of Universe – Stars – Solar system – Planets – Origin of life – Theory of Evolution – Earth System – Spheres – Resources – Oceans.

UNIT – II

Classification of Fuels – Biomass, Fossil Fuels – Energy Crisis today – Conventional and Non Conventional energy – Green House effect.

UNIT – III

Health – Organic diseases – Epidemic and communicable diseases – Health education in India.

UNIT – IV

Natural disastrous – Nuclear crisis – War Weapons – Biological warfare – Science for peace

UNIT – V

Major invention of 20th century – Scientists in India – Space programmes and Moon missions in India Missions of NASA

REFERENCE BOOKS:

1. H.C. Verma – Concept of f Physics.
2. S.B. Patel – Nuclear Physics.
3. Reddy & Coden – Electronic communication
4. Brijlal N. Subramanian – Properties of matter.

B.A. HISTORY
(2026-2027)
SEMESTER-V
GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

UNIT – I

Geography of the Earth – Atmosphere – Soils – Minerals, Crops, Forests, Monsoons– Mountain ranges, Rivers, National Highways, Airports – National Wild-Life Sanctuaries – Tribes of India.

UNIT-II

Indian economy – Planning Commission, NDC-New Economic Policy , LPG –Liberalization, Privatisation, Globalisation – Taxes – Currency System.

UNIT –III

Indian Polity – President, Parliament – Judiciary – Centre – State relations – State Government – Panchayat raj – Recent Amendments.

UNIT –IV

Bio-technology – Nano Technology – Space research – Oceanography – Plate tectonic– Natural Disaster Management.

UNIT –V

Present Day India and World: Indian States – Census, Flag, Emblem, River Valley Projects – Art and Music – Awards in India and World – Sports – current major events in India and World – India and UNO.

REFERENCE BOOKS:

1. General Studies UPSC and State Civil Services Preliminary Examinations, Unique Publishers.
2. General Knowledge Manual – Pearson Publications.
3. Government of India , India 2012, India 2020 – Publication Division.
4. Geography of India , „Main“, „Minor“ series.
5. Dutt and Sundaram – Indian Economy.
6. Science and Technology – Spectrum Publications.
7. Civil Services Chronical, Competitive Examinations Monthly Magazine.



பெரியார் பல்கலைக்கழகம்
PERIYAR UNIVERSITY

State University-NAAC A++ Grade-NIRF 94,
State Public University Rank 40-SDG Institutions Rank Band-11-50
Salem- 636011, Tamil Nadu

Dr.K.JAYARAMAN
DEAN

PU/AD-1/BOS MEETING/006458/2026, Date:21.05.2026
BOARD OF STUDIES - MEETING NOTICE

I am, by direction, to state that the 2nd meeting of the Board of Studies in **History - UG (Affiliated College)** is scheduled to be held on 25.05.2026 at 10.30 a.m. at Kalaingar Research Centre, Periyar University, Salem-11.

AGENDA

1. To Frame the syllabus for **B.A. History** under Choice Based Credit System (CBCS) and Outcome Based Education (OBE) from the academic year 2026-2027 and thereafter.
2. To Prepare the Scheme of Examination, Question Paper Pattern, Model Question Paper, List of Examiners, Question Paper Setters, etc.
3. Any other item.

Members of the Board:

Sl.No.	Name & Address	Designation of the Board
1.	Dr. C. Chandrasekar Associate Professor, Department of History Government Arts College Dharmapuri – 636 705.Ph.No:9442988028	Chairman
2.	D. Jagir Hussain Associate Professor, Department of History Government Arts College (Autonomous) Salem – 636 007. Ph.No:9443055672	Member
3.	Dr. P. Venkateswaran Associate Professor, Department of History Government Arts College Men, Krishnagiri– 635 001. Ph.No:9444254173 E.Mail:venkatcong74@gmail.com	Member
4.	Dr P. Thamizhchelvi Associate Professor and Head Department of History Kandaswami Kandar's College, P.Velur - 638 182 Namakkal Dt. Ph.No:9487593510 E.Mail:selviananthabarna@gmail.com	Member
5.	Dr. S. Swaminathan Associate Professor, Department of History Thiruvalluvar Government Arts College, Rasipuram – 637 401, Namakkal – Dt. Ph.No:9442706762	Member

PTO

6.	Dr.C.Jeya Veera Devan Assistant Professor, Department of History Periyar University, Salem – 636011 Ph.No:9976729987. E.Mail:jeyaveeradevan@periyaruniversity.ac.in	University Nominee
7.	Dr.S.Z.Niazudeen Associate Professor, Department of History Sri Vasavi College, Erode- 638 316 Ph.No: 9442131556 E.Mail: niazudeensz78@gmail.com	External Member
8.	Dr.K.Suganya Associate Professor, Department of History Vellalar College For Women (Autonomous) Thindal, Erode-638012 Ph.No:9994331725. E.Mail: suganya.k@vcw.ac.in	External Member
9.	Thiru. J. Mullai Arasu, MA, B.L., Curator, Government Museum Hasthampatti, Salem-07 Ph.No:94434 78024	Industrial Expert
10.	R.Gokulkrishnan 3/120, Odasalapatti (vill & post) Pappireddipatti (TK), Dharmapuri- 635303. Ph.No: 8220995885. E.Mail: goknanu18@gmail.com	Alumni

I request you to make it convenient to attend the above meeting on 25.05.2026. TA/DA and Honorarium will be paid as per Periyar University Rules through ECS only.

Handwritten signature and date: 24/05/2026

DEAN (FAC)

6.	Dr.C.Jeya Veera Devan Assistant Professor, Department of History Periyar University, Salem – 636011 Ph.No:9976729987. E.Mail:jeyaveeradevan@periyaruniversity.ac.in	University Nominee
7.	Dr.S.Z.Niazudeen Associate Professor, Department of History Sri Vasavi College, Erode- 638 316 Ph.No: 9442131556 E.Mail: niazudeensz78@gmail.com	External Member
8.	Dr.K.Suganya Associate Professor, Department of History Vellalar College For Women (Autonomous) Thindal, Erode-638012 Ph.No:9994331725. E.Mail: suganya.k@vcw.ac.in	External Member
9.	Thiru. J. Mullai Arasu, MA, B.L., Curator, Government Museum Hasthampatti, Salem-07 Ph.No:94434 78024	Industrial Expert
10.	R.Gokulkrishnan 3/120, Odasalapatti (vill & post) Pappireddipatti (TK), Dharmapuri- 635303. Ph.No: 8220995885. E.Mail: goknanu18@gmail.com	Alumni

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DEAN (FAC)