

**LEARNING OUTCOMES BASED CURRICULUM
FRAMEWORK (LOCF) FOR UNDERGRADUATE
PROGRAMMES**

DEPARTMENT OF HISTORY



**LOYOLA COLLEGE (AUTONOMOUS)
CHENNAI 600034**

PREFACE

History is the study of the human past for a better understanding of the present and a guide to the future. History is the narration and interpretation of the Past. Historical knowledge enables us to think critically about major issues. It deals with the evolution of human civilization, the socio-cultural and political structures. Presently, the study of history is more scientific in approach, involving technology driven sources collection and application of scientific and analytical approach in explanation.

The undergraduate History programme at Loyola empowers the students to combine analytical rigor with curiosity, and develop an appetite for solving complex problems in service of the society. The learning outcome-based curriculum framework for a B.A. degree in History is designed to enable students to be better equipped in the art of understanding and interpreting history. It is expected that this framework would assist in maintaining the standard of the History programme by reviewing and revising a broad framework of agreed expected graduate attributes, qualification descriptors, Programme learning outcomes (POs) and Course learning outcomes (COs).

The course covers the study of human civilization down the ages encompassing major aspects of National and global history. It also offers an insight into regional history, local history, emergence of political thoughts and understanding the subaltern approach to history. The Learning Outcomes based approach to Curriculum Planning will facilitate the terms of understanding the concepts, evolution of ideologies and applying the knowledge gained to analyse the present situation so as to find practical solutions for a better tomorrow.

The course is designed to engage the mind and imagination of the students, by introducing them to various cultures, to help them acquire historical knowledge and critical thinking, reading, writing and research skills. These in turn would enable them to understand the factors that affect the development of a civilization as well as appreciate diversity and pluralism.

These courses will provide a good platform for students to venture into multifarious careers such as historians, archaeologists, curators, archivists, civil servants, public leaders, social workers, entrepreneurs, teachers and researchers. The course lays emphasis on an interdisciplinary approach to the study of history and the same is brought to students in the form of ancillary papers.

In addition, the course also provides skill-based papers which are coupled with internship programmes. The department ensures a strong institution-industry connect which facilitates the students to gain good exposure and acquire entrepreneurial and employability skills.

The curriculum, teaching pedagogy and assessment methods are assigned with appropriate cognitive levels as per BLOOM's Taxonomy. The OBE based evaluation methods will pave way for the assessment of cognitive levels of the students and evaluate the expected course outcome attainment.

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VISION AND MISSION OF LOYOLA COLLEGE

VISION

Towards holistic formation of youth, grounded in excellence, through accompaniment to serve the humanity.

MISSION

- To provide inclusive education through an integral and holistic formative pedagogy.
- To promote skills that prepare them for the future.
- To kindle in young minds the spirit of social and environmental justice with a blend of academic excellence and empathy.
- To stimulate critical and conscientious scholarship leading to meaningful and innovative human Capital.

CORE VALUES

- Cura Personalis
- Pursuit of Excellence
- Moral Rectitude
- Social Equity
- Fostering solidarity
- Global Vision
- Spiritual Quotient

VISION AND MISSION OF THE DEPARTMENT

VISION

The Department aspires to develop human resources with multi-disciplinary ethics and moral values, research culture and leadership qualities through intellectual inquiry, community engagement and an appreciation for diversity.

MISSION

To impart value-oriented education and skill-based training that foster leadership traits of the learners, thus generating sustainable development, social harmony and peace

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

PEO 1	Develop an intellectual capacity to grasp the interplay between individuals and society.
PEO 2	Impart a holistic perspective in social sciences and allied disciplines to pursue higher education and careers of their choice.
PEO 3	Imbibe values such as conscientiousness, social responsibility, and integrity.
PEO 4	Acquire the capacity to work with multicultural teams, demonstrating collaborative spirit and leadership skills
PEO 5	Demonstrate in students a commitment towards the environment and sustainable development.
PEO 6	Inspire students to develop the whole person and strive for human excellence.

PROGRAMME OUTCOMES (POs)

PO 1	To provide a holistic understanding of the social world, enabling them to contextualize the antecedents of the society and to manage the diversity of human behavior.
PO 2	To apply theoretical knowledge to understand, contextualize and critically analyze various social issues.
PO 3	To impart in students a sense of purpose and direction to meet the challenges in life.
PO 4	To prepare students for higher education, diverse employment opportunities and relevant entrepreneurial ventures.
PO 5	To demonstrate effective communication skills in professional and social contexts.
PO 6	To acquire knowledge of ecological systems and appreciate the need for sustainable development.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PEO 1	Acquire a comprehensive understanding of human civilization from beginning to the present.
PEO 2	Articulate factual & contextual knowledge of classified past, to make judicious comparisons (across time, space & culture).
PEO 3	Ability to discern a complex historical narrative, evaluate its source attribution and critically analyze its argument.
PEO 4	Recognize the patterns of change and continuity over time in the context of contemporary significance
PEO 5	Respect for National ethos, human values and diversity of the country.
PEO 6	Develop opportunities to pursue careers in Administrative Services, Heritage Conservation, Museum Curator, Art Curator, and Tourism Designer
PSO7	Develop opportunities to pursue careers in Administrative Services, Heritage Conservation, Museum Curator, Art Curator, and Tourism Designer.

BA HISTORY RESTRUCTURED CBCS CURRICULAM WITH EFFECTIVE FROM JUNE 2019

PART	SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV	SEMESTER V	SEMESTER VI	CREDIT
I	G. Language (3h/3c)	G. Language (3h/3c)	G. Language (3h/3c)	G. Language (3h/3c)			12
II	General English (6h/3c)	General English (6h/3c)	General English (5h/3c)	General English (5h/3c)			12
III MC	Ancient Indian History Paper I (up to Maurya's) (6h/6c)	Ancient Indian History Paper II(Post- Maurya's) (6h/6c)	History of the Delhi Sultanate (up to 1526) (6h/6c)	History of the Mughals (1526 - 1750) (6h/6c)	India under colonialism (1498-1857)(6h/6c)		84
	History of Tamil Nadu paper I (up to 18th century) (6h/6c)	History of Tamil Nadu Paper II (since 18th century) (6h/6c)	History of Europe (1789 - 1945) (6h/6c)		History of Indian Freedom Movement (6h/6c)	Contemporary India (6h/6c)	
					History of USA (6h/6c)	Indian Constitution 6h/6c)	
					Western Political Thought (6h/6c)	Historiography (6h/6c)	
AR/AO	Contemporary Indian Social Problems (6h/3c)	Indian Economic Planning and Policy (6h/3c)	Shift I - Economic of Social Issues /Fundamental of Management /The study of Sociology (5h/3c)	Shift I - Comparative Economic System / Introduction to Academic Writing/ Social Inequalities (5h/3c)			12
		Journalism (6h/3c)	Indian Economic Planning and Policy (6h/3c)	Shift II - English for Corporate Communication / Understanding French Culture / Economic s of Social Issues (5h/3c)	Shift II - Introduction to French Conservation/Biography and Travelogue/ Comparative Economic System(5h/3c)		
ME				History of China and Japan / History of Madras through the Ages (6h/6c)	History of Modern South-East Asia / Contemporary Strategy and Peace Studies/History of the Subaltern People (6h/6c)		12
MS						Principles of Tourism and Hotel Management / Principles of Archaeology and Museology (12h/15c)	15 (MS&TP)
BT/AT/NME			History of Architecture re in India(3h/2c)	Cultural Diversity of India (3h/2c)			4
FC	FC (3/1)	FC (3/2), EVS	FC (2/1)	FC 2(1)			5
CCA	CC	CCA(90/1)					1
ORA			OR	OR (120/2)			2
Hr/C	Hr/C	30h/ 22c	30h / 23+1c	30h/24c	30h/24+2c	30h /33c	180h/159C

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LOYOLA COLLEGE (AUTONOMOUS), CHENNAI
DEPARTMENT OF HISTORY (2019 - Restructured Curriculum)
OVERALL COURSE STRUCTURE

Sem	Subject Code	Course Title	T / L / P	Category	Credit	Hours
I	UTL 1101 UFR 1101 UOL 1101 UOL 1104	General Tamil-I French for Beginners I Hindi Prose -I General Sanskrit-I	T	GL	3	3
I	UEL 1201 UEL 1202 UEL 1203	General English- I (Advanced) General English- I (Intermediate) General English- I (Basic)	T	GE	3	6
I	UHT1501	Ancient Indian History Paper I (upto Maurya's)	T	MC	6	6
I	UHT502	History of Tamil Nadu Paper I (Upto 18 th Century)	T	MC	6	6
I	USO 1301	Contemporary Indian Social Problems	T	AR	3	6
I	UEL 1302	Journalism	T	AR	3	6
I	UHE 1001	Personality Development	T	FC	1	3
I		CAA				
II	UTL 2101 UFR 2101 UOL 2101 UOL 2103	General Tamil-II French for BeginnersII Hindi Prose -II GeneralSanskrit- II	T	GL	3	3
II	UEL 2201 UEL 2202 UEL 2203	General English- II (Advanced) General English- II (Intermediate) General English- II (Basic)	T	GE	3	6
II	UHT 2501	Ancient Indian History Paper II(Post- Maurya's)	T	MC	6	6
II	UHT 2502	History of Tamil Nadu Paper II (since 18 th century)	T	MC	6	6
II	UEC 2301	Indian Economic Planning and Policy	T	AR	3	6
II	UHE 2001	Life Issues and Coping Strategies	T	FC	2	3
II		CCA	T		1	

III	UTL 3101 UFR 3101 UOL 3101 UOL 3102	General Tamil-III French for Beginners - III Hindi Poetry -III General Sanskrit-III	T	GL	3	3
III	UEL 3201 UEL 3202 UEL 3203	General English- III (Advanced) General English- III (Intermediate) General English- III (Basic)	T	GE	3	5
III	UHT3501	History of the Delhi Sultanate (upto 1526)	T	MC	6	6
III	UHT 3502	History of Europe (1789 – 1945)	T	MC	6	6
III	USO 3401	The Study of Sociology	T	AO	3	5
III	UEC3401	Economics of Social Issues	T	AO	3	5
III	UCO 3401	Fundamentals of Management	T	AO	3	5
III	UFR 3401	Understanding French Culture	T	AO	3	5
III	UEL 3401	English For Corporate Communication	T	AO	3	5
III	UHE 3001	Social Awareness	T	FC	1	2
III		ORA	T	ORA		
IV	UTL 4101 UFR 4101 UOL 4101 UOL 4102	General Tamil-IV French for Beginners - IV Hindi Poetry -IV General Sanskrit-IV	T	GL	3	3
IV	UEL 4201 UEL 4202 UEL 4203 UEL 4204 UEL 4205 UEL 4206 UEL 4207	Introduction to Technical Translation Soft skills for Professional Development Professional Content Writing English for Technical Writing English for Employability Skills Essential skills for group Communication Theatre Performance and FilmReview	T	GE	3	5
IV	UHT 4501	History of the Mughals (1526-1750)	T	MC	6	6
IV	UHT 4601	History of China and Japan	T			
IV	UHT 4602	History of Madras through the ages	T	ME	6	6
IV	USO 4401	Social Inequalities	T	AO	3	5
IV	UFR 4401	Introduction to French Conversation		AO	3	5
IV	UEC 4401	Comparative Economics System		AO	3	5
IV	UEL 4401	Introduction to Academic writing	T	AO	3	5
IV	UEL 4402	Biography and Travelogue	T	AO	3	5
IV	UHE 4001	Environmental Studies	T	FC	1	2
IV		ORA	T	ORA	2	

V	UHT 5501	India under colonialism (1498 – 1857)	T	MC	6	6
V	UHT 5502	History of Indian Freedom Movement	T	MC	6	6
V	UHT5503	History of USA	T	MC	6	6
V	UHT5504	Western Political Thought	T	MC	6	6
V	UHT 5601	History of Modern South East Asia	T	ME	6	6
V	UHT 5602	Contemporary Strategy and Peace Studies	T	ME	6	6
V	UHT 5603	History of the Subaltern People	T	ME	6	6
VI	UHT 6501	Contemporary India	T	MC	6	6
VI	UHT 6502	Indian Constitution	T	MC	6	6
VI	UHT 6503	Historiography	T	MC	6	6
VI	UHT 6701	Principles of Tourism and Hotel Management	T	MS	15	12
VI	UHT 6702	Principles of Archaeology and Museology				
VI	UHT6705	Internship	P	P	5	

OFFERED TO OTHER DEPARTMENTS:

I	UHT1301	Indian Constitution (Sociology)	T	AR	3	6
I	UHT 1302	American History (Eng. Lit.)	T	AR	3	6
III	UHT 3402	Development Administration in India: Principles, policies and programme	T	AO	3	5
III	UHT 3801	History of Architecture in India	T	NME	2	3
IV	UHT 4401	World History	T	AO	3	5
IV	UHT 4402	Travel and Tourism Management	T	AO	3	5
IV	UHT 4801	Cultural Diversity of India	T	NME	2	3

COURSE DESCRIPTORS

Course Code	UHT 1501
Course Title	Ancient Indian History Paper I (Up to Maurya's)
Credits	6
Hours/Week	6
Category	MC
Semester	I
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course offers an introduction to the foundation of Indian civilization. It begins with a broad historical framework of India from the sources of ancient Indian history 2. This paper also discusses the causes for the rise of new religions and their impact on society 3. The module of the course will discuss the date, extent and significance of Harappan culture and also the recent archaeological sites 4. In this course, we will examine the evolution of monarchy and the formation of states 5. The other important aspects that will be discussed in the course include: Sources of ancient Indian History, use of fire and man's progress ever since the discovery of fire, political, social, economic and religious life of the people during early and later Vedic periods, the foundation of Maryann empire and the concept of Dhamma 	
Course Objectives	
<ol style="list-style-type: none"> 1. To get knowledge on the culture of India during the pre-historic age 2. To make them aware of the civic administration of ancient state 3. To evaluate the evolution of State formation 4. To understand the idea and doctrines of Buddhism and Jainism and their contribution to the growth of literature and architecture 5. To assess the foreign relations of ancient India with Greeks and Iranians 	
Prerequisites	Basic Knowledge on Ancient Indian History

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Sources: Archaeological Sources - Literary Sources – Scientific Sources – Foreigners Accounts: Greek, Chinese and Arab writers. Importance of Sources- Pre-History and Proto-History - Geographical features - Hunting and (Paleolithic and Mesolithic) - Beginning of agriculture (Neolithic and Chalcolithic) – Recent Archaeological Sites	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Indus Valley Civilization: Origin – Date – Extent – Characteristics – Decline – Significance - Art and Architecture	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Aryans and Early Vedic Period: Development of community life – Settlements - Expansions of Aryans in India -Rig Vedic Period: Religious and Philosophic literature	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Later Vedic Period and the Mahajanapadas: Later Vedic period: Political - Social and Economic life; Significance of the Vedic Age; Evolution of Monarchy and Varna system -Formation of States - Mahajanapadas: Republics and monarchies -Rise and spread of Jainism and Buddhism; Rise of Magadha and Nandas	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Mauryan Empire: Foundation of the Mauryan Empire – Chandragupta, Kautilya and Arthashastra – Ashoka; Concept of Dharma - Edicts - Polity, Administration – Economy – Art and Architecture; External contacts – Religion - Spread of religion – Literature - The disintegration of the empire -Sungas and Kanvas	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Jha, D. N, Ancient India: In Historical Outlines, Manohar, New Delhi, 3rd Edition, 2015
2. L.P. Sharma, Ancient History of India, Konark Publishers Pvt. Ltd, New Delhi, 3rd Revised Edition, 2018
3. B.N. Luniya, Evolution of Indian Culture, Lakshmi Narain Publication, Agra, 21st Revised Edition, 2008
4. 4. Upinder Singh, A History of Ancient and Early Medieval India, Pearson and Longman, 2008

Suggested Readings

1. Basham, A. L, Wonder that was India, Rupa&Co., New Delhi, Vol.I,2003
2. Kosambi, D.D, The Culture and Civilization of Ancient India in Historical Outline, London, 1965
3. Neelakanta Sastri, K.A, History of India, Part I Ancient India, Madras, 1950
4. Sharma, R. S, Looking for the Aryans, Madras, 1995

5. Sharma, R. S, Aspects of Political Ideas and Institutions in Ancient India, Macmillan, New Delhi, 1991
6. Thapar, Romila, The Penguin History of Early India form the origin to AD 1300, History of India, Penguin Books, New Delhi, I st Edition, 2003
7. R.C. Majumdar H.C. Ray Choudhary and R.C. Dutt, An Advanced History of India, MacMillan, Chennai, 2004
8. SathianathaIyer, Political and Cultural History of India, Viswanathan& Co., Chennai, Vol. I, 1980
9. Burton Stein, A History of India, A John Wiley & Sons Ltd, UK, II Edition, 2010
10. Perry Anderson, The Indian Ideology, Verso, London, Reprint Edition, 2013

Web Resources

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To label the various sources of Ancient Indian History	K1, K2
CO 2	To interpret the value system of Ancient Society	K3
CO 3	To identify the features of Urban Civilization	K4
CO 4	To analyze the evolution of monarchy, the formation of state and the civic administration of ancient state	K5
CO 5	To combine the rise and spread of the new religious principles and its impact on the society	K6

Course Code	UHT 1502
Course Title	History of Tamil Nadu Paper- I (upto 18th century)
Credits	6
Hours/Week	6
Category	MC
Semester	I
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course will enable the students to acquire knowledge in regional history 2. The course will highlight the recent archaeological excavations to help the students understand the history of the Sangam Period 3. The course will trace the origin and establishment of the ancient kingdoms of the Sangam Age 4. The course will analyse the administrative setup, architectural designs and literary contributions of ancient and medieval Tamilakam 5. The course highlights and updates the various researches that help to fill the chronological a gap in Tamil Nadu History 	
Course Objectives	
<ol style="list-style-type: none"> 1. To be aware of the socio-political developments in ancient Tamilakam 2. To trace the genesis of the Pallavas and their artistic contributions 3. To examine the rise of Chola state and its legacy 4. To illustrate the revival of Pandyas and how the invasion of Khilji's altered the political set-up of Tamil Nadu 5. To examine the establishment of the Nayaka & Maratha rule in Tamil Nadu 	
Prerequisites	Basic knowledge of Ancient and Medieval Tamilakam

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Geographical Features Sources Pre History and Proto – History - Sangam Age The three kingdoms: Cheras – Cholas – Pandyas – Administration – Economy–Coinage -Trade centres– Literature and Culture – Kalabharas – their identity	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Pallavas of KanchiMahendravarman-I - Narasimhavarman-I and Rajasimha – Bakthi Movement –Art and Architecture Literature	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Cholas –Vijayalaya–Raja Raja-I and Rajendra-I – Administration – Local- self Government - Architecture – Literature – Disintegration	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Pandya Empire –MaravarmanSundara Pandya – MaravarmanKulasekaran Pandya– Malik Kafur’s invasion – social condition – Fine Arts – Marcopolo’s accounts	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Vijayanagar rule in Tamil Nadu: Impact on society – Administration – Religion – Thirumalai Nayak of Madurai – Raghunatha of Tanjore – Ekoji of Marathas	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Kangasabhai, V, Tamils Eighteen Hundred Years Ago, The South Saiva Siddanta works publishing society, Madras, 1956
2. Nilakanta Sastri, K.A., A History of South India: From the Earliest Times to Vijayanagar, Oxford University Press, Madras, 1959
3. Subramaniam,N., History of Tamil Nadu, Koodal Publishers, Madurai, 1966
4. Stein, Burton, Peasant State and Society in Medieval South India, Oxford University Press, New York, 1980
5. Sathyanatha Iyer R, History of the Nayaks of Madurai, OUP, Chennai, 1967

Suggested Readings

1. Gurukkal, Rajan, 'Forms of Production and Forces of Change in Ancient Tamil society', Studies in History, No.5, 1989
2. Hall, Kenneth, R., Trade and Statecraft in the Age of the Colas, Abhinav Publications, New Delhi, 1980
3. Hall, Kenneth, R. And Spencer, G.W., 'The Economy of Kancipuram: A Sacred Centre in Early SouthIndia', Journal of Urban History, Vol.VI, No.2, 1980
4. Heitzman, James, 'Temple Urbanism in Medieval South India,' The Journal of Asian Studies, Vol. 46, No. 4, 1987
5. Karashima, Noboru, South Indian History and Society: Studies from Inscriptions A. D. 850-1800, Oxford University Press, Delhi

6. Karashima, Noboru, Towards a New Formation, South Indian Society under Vijayanagar Rule, Oxford University Press, New Delhi, 1992
7. Madhaiyan, P.Sangakala Inakkuzh Samuthayamum Arasu Uruvakkamum,Pavai, Chennai, 2004
8. Narayanan, M.G.S., The Pandyan Kingdom, University of Madras, Madras, 1982
9. Pillai. K.K., A Social History of the Tamils, University of Madras ,Madras,1969
10. Poongundran, R., Tholk udi VaelirVendhar, NCBH, Chennai, 2016.
11. Y. Subburayalu, South India Under the Cholas, Oxford University Press, Delhi, 2012.
12. Subbarayalu, Y., Political Geography of the Chola Country, State Department of Archaeology, Tamil Nadu, Madras, 1973.
13. Vanamamalai, N., Studies in Tamil Folk Literature: Collection of Papers Read in International Conference Seminar of Tamil Studies I and II, New Century Book House, Madras, 1969.

Web Resources

1. <https://exampariksha.com/sangam-age-history-study-material-notes/>
2. <https://onlyias.com/sangam-age-the-history-of-south-india/>
3. <https://gkchronicle.com/ancient-history/Pallava-dynasty.php>
4. <https://ndl.iitkgp.ac.in> - National Digital Library of India
5. <https://www.tamildigitallibrary.in/-Tamil> Nadu Digital Library

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To label the various sources for the study of the Sangam age	K1, K2
CO 2	To illustrate the contributions of the ancient Tamil kingdoms to language, literature and architecture	K3
CO 3	To trace the formation of states in Medieval Tamilakam	K4
CO 4	To examine the administrative setup of the Tamil Rulers in the context of contemporary significance	K4, K5
CO 5	To analyze the diverse social setup and cultural linkages in the society	K6

Course Code	UHT 2501
Course Title	Ancient Indian History Paper II (Post Mauryas)
Credits	6
Hours/Week	6
Category	MC
Semester	II
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. To learn the development of Indian culture and to understand the socio-economic and political development 2. To study the evolution of ideas in the field of astrology, astronomy, medicine and architecture 3. To get familiar with the growth of urban centres and the structure of governance of Ancient India 4. To perceive the changes in the field of culture and society in the period of the Vardhana Dynasty 5. To discuss the growth of regional states and Bhakti Movement Basic Knowledge on Ancient Indian History 	
Course Objectives	
<ol style="list-style-type: none"> 1. The course also intends to give a brief idea about the different sources and the changing interpretations of ancient Indian history 2. The paper discusses the causes of foreign invasion and its impact on society and the rise of Kharavelas and Satavahanas 3. The module of the course will discuss the polity and administration of Guptas and assess the changes in the field of culture, society and architecture during the period of Guptas 4. The course introduces this scenario from different regions of India with a specific focus on dynasties like Rashtrakutas, Kadambas, Pratiharas, Palas, Senas, Hoysalas and Chalukyas 5. This paper deals with the causes for the rise of the Bhakti Movement and also spread the Indian culture overseas 	
Prerequisites	Basic Knowledge on Ancient Indian History

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	The coming of the Indo-Greeks –Sakas –Kushanas - Western Kshatrapas - Growth of Urban Centres - Social Condition – Art and Architecture – Culture - Literature and Science – The rise of Kharavelas and the Satavahanas	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Guptas: Polity and Administration - Economic Condition - Coinage of the Guptas - Land Grants - Indian Feudalism - Social Structure – Position of Women – Economy – Trade and Commerce - Art and Architecture - Religious Sects - Education and Literature – Golden Age of the Guptas	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Vakatakas: Administration – Society – Vardhanas: Harshavardhana - Polity and Administration - Society – Administration – Trade – Religion – Art and Architecture	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Regional States during the Guptas: Kadambas - Chalukyas of Badami – Palas – Senas –Rashtrakutas – Paramaras - Polity and Administration – Cultural aspects. The Chalukyas of Kalyani –Hoysalas: - Polity and Administration - Local Government	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	The Bhakti Movement – Spread of Saivism and Vaishnavism – Spread of Indian Culture Overseas	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Jha, D. N, Ancient India: In Historical Outlines, Manohar, New Delhi, 3rd Edition, 2015
2. L.P. Sharma, Ancient History of India, Konark Publishers Pvt. Ltd, New Delhi, 3rd Revised Edition, 2018
3. B.N. Luniya, Evolution of Indian Culture, Lakshmi Narain Publication, Agra, 21st Revised Edition, 2008
4. Upinder Singh, A History of Ancient and Early Medieval India, Pearson and Longman, 2008.

Suggested Readings

1. Basham, A. L, Wonder that was India, Rupa &Co., New Delhi, Vol. I, 2003
2. Kosambi, D.D, The Culture and Civilization of Ancient India in Historical Outline, London, 1965
3. Neelakanta Sastri, K.A, History of India, Part I Ancient India, Madras, 1950

4. Sharma, R. S, Looking for the Aryans, Madras, 1995
5. Sharma, R. S, Aspects of Political Ideas and Institutions in Ancient India, Macmillan, New Delhi, 1991
6. Thapar, Romila, The Penguin History of Early India from the origin to AD 1300, History of India, Penguin Books, New Delhi, I st Edition, 2003
7. R.C. Majumdar H.C. Ray Choudhary and R.C. Dutt, An Advanced History of India, Mac Millan, Chennai, 2004
8. Sathianatha Iyer, Political and Cultural History of India, Viswanathan & Co., Chennai, Vol. I, 1980
9. Burton Stein, A History of India, A John Wiley & Sons Ltd, UK, II Edition, 2010
10. Perry Anderson, The Indian Ideology, Verso, London, Reprint Edition, 2013

Journals

1. **The Indian Economic and Social History Review**, Oct-Dec. 2012, Sage Publishing Company
2. **Indian Historical Studies**, A Biannual Research Journal, April 2013, Volume – 9, Issue 2, Department of History, St. Joseph’s College, Trichy
3. Narendranath Law, **The Indian Historical Quarterly**, Caxton Publications, Delhi.
4. **Journal of Bio Sciences**, July 2019, Volume 44, Issue 6
5. **Journal of Ancient Indian History**, India: University of Calcutta, ISSN: 0075-4110
6. **Journal of Ancient History and Archaeology**, Romania: Mega Publishing House ISSN: 2360- 266X

Web Resources

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To define the reciprocity of ideas and philosophies of ancient India	K1, K2
CO 2	To demonstrate the contribution of Indians in the field of Science, Medicine and Architecture	K3
CO 3	To identify the changes in the field of culture and society in the period of Vardhana Dynasty	K4
CO 4	To examine the growth of the regional states during Guptas	K5
CO 5	To revise the impact of the Bakthi movement in the social awakening of Ancient India	K6

Course Code	UHT 2502
Course Title	History of Tamil Nadu Paper II (Since 18th century)
Credits	6
Hours/Week	6
Category	MC
Semester	II
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course aims to introduce the History of Modern Tamil Nadu 2. The Course will trace how the European Companies established themselves in Tamil country 3. The course will highlight the causes for the native resistance against the colonial powers 4. The course will analyse, the impact of western education and Tamil Revivalism 5. The course will examine the Dravidian ideology and its impact on Tamil society 	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the social and political conditions since the 15th century 2. To analyse the establishment of European companies and the conflict with the native rulers 3. To examine the role of Christian Missionaries in the field of Education and Tamil Renaissance 4. To understand the rising political consciousness and the freedom movement in Madras Presidency 5. To examine how the term Dravidian became concomitant with the history of Tamil Nadu through political organizations 	
Prerequisites	Basic knowledge of Modern Tamil Nadu history

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	The advent of the Europeans – Portuguese – Dutch – Danes - English East India Company – French East India Company - Anglo-French rivalries – Carnatic Wars	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Tamil Nadu under the British Rule – Poligar Rebellion Virapandya Kattabommu -Maruthu brothers – Vellore Mutiny	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Growth and progress in learning –Role of the Christian Missionaries – Public Education – Higher Education - Beginning of Tamil Renaissance - Robert Caldwell – G.U. Pope – L.N. Bourzes - Veeramamunivar – Mu. Varadarajan – SubramanyaBharathi	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Political awakening -- Madras Native Association – Theosophical Society – Madras MahajanaSabha -- Role of Tamil Nadu in the Freedom Movement	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	The emergence of political consciousness - Justice Party Self Respect Movement - Congress - D.K. D.M.K. - A.I.A.D.M.K. – Press and Films	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Arooran, Nambi, K., Tamil Renaissance and Dravidian Movement, Annamalai University, 1944
2. Irshick, F, Eugene., Politics and Social Conflict in South India, The Non Brahmin Movement and Tamil Separatism, Oxfprd University Press, 1969.
3. Pandian, MSS., Brahmin and non- Brahmin : genealogies of the Tamil political present, Delhi, Permanent Black, 2007
4. Rajayyan, K., History of Tamil Nadu (1565 – 1965), Madurai, Madurai Publishing House, 1977.
5. Subramaniam, N., History of Tamilnadu, koodal Publications, Madurai

Suggested Readings

1. Dirks, Nicholas B., Castes of Mind: Colonialism and the making of modern India. Princeton University Press, 2001
2. Dirks, Nicholas B., The hollow crown: Ethnohistory of an Indian kingdom, University of Michigan Press, 1993
3. Dirks, Nicholas B., The structure and meaning of political relations in a south Indian little kingdom 1, Contributions to Indian Sociology, 13(2), pp. 169–206
4. Karashima, Noboru., A concordance of Nayakas: The Vijayanagar Inscriptions in South India, New Delhi: Oxford University Press, 2002

5. Pandian, MSS., The Image Trap : M. G. Ramachandran in Film and Politics, New Delhi, Sage Publications, 1992
6. Rajayyan, K., South Indian Rebellion, Agani Publications, 2017
7. Rajayyan, K., The Rise and Fall of the poligars of Tamilnadu, University of Madras, Madras, 1974
8. Vaithes, Ravi, V., Religion, Caste & Nation in South India : Maraimalai Adigal, the neo – Saivite Movement, and Tamil Nationalism, 1876 – 1950, Oxford, 2015
9. Vanamaamalai, N., Studies in Tamil Folk Literature: Collection of Papers Read in International Conference Seminar of Tamil Studies I and II, New Century Book House, Madras, 1969

Web Resources

1. National Digital Library of India - <https://ndl.iitkgp.ac.in/>
2. Shodhganga - <https://shodhganga.inflibnet.ac.in>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To highlight the conditions of Tamil Nadu on the eve of the establishment of European companies	K1, K2
CO 2	To explain the significance of the South Indian rebellion in Tamil Nadu	K3
CO 3	To identify the role of colonial government and missionaries in promoting western education	K4
CO 4	To analyze the nature of Tamil renaissance and the role of Tamil Nadu in the freedom movement	K5
CO 5	To examine the emergence of Dravidian Ideology and its impact in politics and society	K6

Course Code	UHT 3501
Course Title	History of the Delhi Sultanate (Up to 1526)
Credits	6
Hours/Week	6
Category	MC
Semester	III
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course helps to understand the foundation of the Muslim rule in medieval India 2. The main aim of the course is to give a historical understanding of the consolidation of the Delhi sultanate 3. The module of the course will discuss the conquests, annexations and reforms of the Delhi sultans 4. This paper analyses the administrative reforms of the Delhi sultans and also the impact of Mongolian Invasions. 5. This course deals with the political, social, economic and religious life of the people and also analyse the causes for the rise of Bhakti movement and its impact on society 	
Course Objectives	
<ol style="list-style-type: none"> 1. To discuss the impact of Arab's invasion on India 2. To examine the background of the establishment of Delhi Sultanate in India and also to learn the developments in India during this period 3. To evaluate the conquests, evaluation and policies of the Delhi Sultanate rulers 4. To understand the administrative and religious policies of the Delhi Sultans 5. To analyse the society and culture of Medieval India 	
Prerequisites	Basic Knowledge on Medieval Indian History

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Sources - Arab Conquest of Sindh (712 A.D.) - India on the eve of the Muslim invasion - Ghaznavides – Mahmud Ghazni – Mahmud Ghor	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Slave Dynasty (1206-1290) – Qutb – ud - din Aibak - Iltutmish – Territorial Consolidation of the Delhi Sultanate - Sultana Razia – Ghiyaz ud din Balban – Destruction of “The Forty” - Theory of Kingship – Nobility – Iqta System - Khalji Dynasty (1290-1320) – Jalal – ud - din Khalji – Territorial Expansion – Ala – ud - din Khalji – Reforms – Conquests and annexation	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	The Mongol invasions – Effects of the Mongol invasions – Tughlaq Dynasty (1320-1414) – Ghiyas - ud - din Tughlaq – Muhammed Bin Tughlaq – Firoz Shah Tughlaq - Reforms – Conquests and Annexations – Sayyid Dynasty (1414-1450) – Lodi Dynasty (1451-1526)	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Administrative System of the Delhi Sultanate – Military - Revenue – Judicial - Religious policy – North West Frontier Policy of the Sultans of Delhi	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Social life – Society – Slave System - Position of Women–Education-Economic Condition– Religious Condition – Science and Technology -Art and Architecture – Literature - Bhakti Movement Sufi Movement	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Satish Chandra, Medieval India, Orient Blackswan, New Delhi, 2009
2. J.L. Mehta, Advance study in History of Medieval India(1000-1526), Sterling Publication, New Delhi, Vol. I, 1979
3. L.P. Sharma, Medieval India, Konark Publication, New Delhi, 1993
4. Krishnamurthi V.M, Indian History (Political & Cultural)- (Pre-Mughal Period) 1206-1526, Vijayalakshmi Publications, Neyyoor, Vol. II, 1980

Suggested Readings

1. Krishna Reddy, Indian History, Tata Mc Graw-Hill, New Delhi, 2017
2. Nanda, S.P, Landmarks in Indian History (part – II From the Advent of Islam to Indian Independence), Dominant Publishers and Distributors, New Delhi, 2004
3. Bakshi, S. R, Advanced History of Medieval India, Anmol Publication, New Delhi, 2002
4. J.L. Mehta, Advanced study in History of Medieval India, Sterling Publication, New Delhi, Vol III, 2016
5. Burton Stein, History of India, Oxford University Press, New Delhi, 2011
6. Majumdar, R. C, An Advanced History of India, Macmillan, New Delhi, 2016

7. Poonam Dalal Dahiya, Ancient and Medieval India, Mc Graw Hill Education, New Delhi, 2017
8. Vincent A. Smith, The Oxford History of India, Oxford University Press, New Delhi, 2002
9. M.Y. Srivastava, Society and Culture in Medieval India, Chugh Publication, Allahabad, 1975
10. Nitin Singhania, Indian Art and Culture, Mc Graw Hill Education, New Delhi, Second Edition 201
11. G.P Tripathi, Some Aspects of Muslim Administration, Central Book Depot, Allahabad, 1959
12. Habibullah ABM, The foundation of Muslim Rule in India, Central Book Depot, Allahabad, 1976

Journals

1. The Indian Economic and Social History Review, Oct-Dec. 2012, Sage Publishing Company
2. Indian Historical Studies, A Biannual Research Journal, April 2013, Volume – 9, Issue 2, Department of History, St. Joseph’s College, Trichy
3. Narendranath Law, The Indian Historical Quarterly, Caxton Publications, Delhi
4. Journal of Bio Sciences, July 2019, Volume 44, Issue 6
5. The Medieval History Journal, Delhi: Sage Publications, ISSN: 09719458
6. Journal of Medieval History, Netherlands: Elsevier Publishing Company, ISSN: 0304-418

Web Resources

1. <https://www.britannica.com/topic/Slave-dynasty>
2. <https://www.mapsofindia.com/history/khilji-dynasty.html>
3. <https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-tughlaq-dynasty-a-complete-overview-1491890278-1>
4. <https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-lodhi-dynasty-a-complete-overview-1490962660-1>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	Identify and recall the name and distinct external and internal features of animals belonging to phylum Chordata.	K1, K2
CO 2	Explain the structural organization of various organs and systems in different classes of vertebrates.	K3
CO 3	Analyse, compare and distinguish the morphological features and developmental stages of chordates.	K4
CO 4	Dissect and explain various organs and internal systems in different vertebrates and correlate their function.	K5
CO 5	Summarise the morphology and ecological adaptations in vertebrates and list out the economic importance.	K6

Course Code	UHT 3502
Course Title	History of Europe (1789 – 1945)
Credits	6
Hours/Week	6
Category	MC
Semester	III
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. To enable the students to understand the different ideologies, philosophies and political thoughts of the European countries 2. The course will help the students to study historical personalities 3. To analyses the causes and consequences of revolutions 4. To discuss the causes, courses and results of world wars 5. To acquire knowledge on the making of peace process and treaties and their significances 6. To focus on the birth of nations in the 19th century 	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the social, political and economic condition of France and its revolution of 1789 2. To study the rise and administrative reforms of Napoleon Bonaparte 3. To apply the knowledge of the Unification of Italy and Germany 4. To identify the cause, courses and results of World war I and II 5. To acquire knowledge on the making of peace process and treaties and their significances 	
Prerequisites	Basic Knowledge on History of European Countries and its impact

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	UNIT-I Condition of France in the late 18 th century - French Revolution - Declaration of the Rights of Man (1789) – Constitution of 1791 – the First French Republic - the National Convention and Directory (1792-99)	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	UNIT-II Napoleon Bonaparte - the consulate (1799 - 1804) – First French Empire (1804-1815) – Reforms of Napoleon – The Continental System – Downfall of Napoleon – Congress of Vienna – Metternich	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	UNIT-III The Emergence of Nationalism in Europe: The Revolutions of 1830 and 1848 – Napoleon III (1848-70) – Unification of Italy – Unification of Germany- Russian Revolution of 1917	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	UNIT-IV World War I Formation of Alliances: Triple Alliance – Triple Entente: Causes – Course– Results and Impact of the War –The League of Nations - Rise of Dictatorships - Mussolini and Fascism –Hitler and Nazism	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	UNIT-V World War II Formation of Allied and Axis Powers –War of Stalingrad – Pearl Harbour attack – American Entry - Results and Impact – European Union - UNO – The Cold War	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
Text Books				
<ol style="list-style-type: none"> David S. Mason, A Concise History of Modern Europe: Liberty, Equality, Solidarity, Orient Black swan, 2011 K.L.Khurana, History of Modern Europe (1789-1956), Lakshmi Narain Agarwal, 2019 Norman Lowe, Mastering Modern World, Palgrave Macmillan, 2013 Eric Hobsbawm, The Age of Extremes: The Short Twentieth Century, 1914–1991, University of Michigan, 1994. 				
Suggested Readings				
<ol style="list-style-type: none"> Arun Bhattacharjee, A History of Europe, 1789-1945, Sterling Publishers, New Delhi, 1982 Fisher, H.A.L., A History of Europe, Edward Arnold, 1963 George W. Southgate, Book of Modern European History 1789-1945, J.M. Dent & sons, 1956 Hayes, Carlton J. H. A political and social history of modern Europe 1882-1964, The Macmillan Company, 1921 Hazen, C.D., Europe since 1815, Henry Holt and Co. 1910 Ketelby, C.D.M, A History of Modern Times from 1789, Oxford University Press, 1973 				

7. Norman Davies, Europe – A History, Oxford University Press, 1996
8. Robin Okey, Eastern Europe 1740 – 1980, Feudalism to communism, Hutchinson & Co., London, 1982
9. Grant and Temperly, History of Europe, G. Bell & Son, London, 1936
10. Hayes, CD, (1979) Modern Europe, Madras: S. Chand & Co., New Delhi, 1979
11. Gooch, G.P History of modern Europe 1878-1919, 1923
12. Bartlett. C.J. Peace, War and the European Powers, 1814-1914, 1996
13. Rao.B.V. History of Modern Europe (1789-1992), Sterling publishers Private Limited, New Delhi, 2005.

Web Resources

1. <https://www.sparknotes.com/>
2. <https://www.study.com>
3. <https://www.hpschools.org>
4. <https://www.historiasiglo20.org>
5. <https://www.brainkart.com>
6. <https://www.biography.com>
7. <https://www.icboe.net>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To identify the political and Socio - economic developments in Modern Europe	K1, K2
CO 2	To explain the rise of Nationalism in European countries	K3
CO 3	To illustrate the factors leading to the rise and fall of historical personalities and their impact	K4
CO 4	To estimate the role of regional and international organizations and their influence	K5
CO 5	To infer the causes and consequences of the Wars, Revolutions and Conflicts	K6

Course Code	UHT 4501
Course Title	History of the Mughals (1526 - 1750)
Credits	6
Hours/Week	6
Category	MC
Semester	IV
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course offers an introduction to the establishment of Mughal Empire in medieval India and also gives an outline of the condition of India at the time of the invasion of Babur 2. The main aim of the course is to explain the administrative reforms and policies of the Mughal rulers 3. The module of the course will discuss the rise of Marathas and their administrative skills and the method of warfare 4. In this course, we will examine the society and culture and also the development of art and architecture 5. This paper helps to know the rise of religious movements and analyses the causes of the disintegration of the Mughals 	
Course Objectives	
<ol style="list-style-type: none"> 1. To analyse the establishment of Mughal Empire in Medieval India 2. To evaluate the consolidation of the empire and also make them aware of the New Imperial system of administration 3. To get knowledge on the impact of Muslim rule and the establishment of Maratha states 4. To understand the principles of Bhakti movement and its contribution to the society 5. To assess the causes for the disintegration of the Mughal empire 	
Prerequisites	Basic Knowledge on Medieval Indian History

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	The foundation of the Mughal Empire: Sources – India on the eve of Babur’s invasion – Babur – Military Conquests - Humayun – Afghan Interregnum - Rise of Sher Shah Sur and his Administration	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Consolidation of the Empire: Akbar – Military Conquests - New Imperial System of Administration – Religious Policy and Rajput Policy of Akbar – Jahangir – Nur Jahan - Shah Jahan – Aurangzeb	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Weakening of the Mughal Empire: Deccan policy – Religious policy – North-West Frontier Policy – Rise of Marathas – Shivaji – Administration – Warfare – Peshwas	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Society and Culture: General Administration – Nobles – Mansabdars – Crafts and Tradition – Position of Women and Slaves - Art and Architecture - Literature - Fine Arts and Music - Sufi Movement – Bakthi Movement	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	The disintegration of the Mughal Empire: <i>Popular revolts</i> – the Jats – Satnamis - Afghans and the Sikhs – The Jagirdari crisis – Decline of Trade and Commerce – Arrival of the Europeans	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Satish Chandra, Medieval India, Orient Blackswan, New Delhi, 2009
2. Khurana K. L, History of India from 1526 to 1967 A.D, Lakshmi Narain Agarwal, Educational Publishers, Agra, 2017
3. L.P. Sharma, Medieval India, Konark Publication, New Delhi, 1993
4. Ishwari Prasad, The Mughal Empire, Chugh Publications, 1974

Suggested Readings

1. A.L. Srivastava, History of India 1000 to 1707, Shivalal Agarwal Publication, Agra, 1976
2. Irfan Habib, The Economic History of Medieval India: A Survey, Tulika, 2001
3. G.P Tripathi, Some Aspects of Muslim Administration, Central Book Depot, Allahabad, 1959
4. J.L. Mehta, Advanced study in History of Medieval India, Sterling Publication, New Delhi, Vol III, 2016
5. Majumdar, R. C, History and Culture of the Indian People Vol. VII – The Mughal Empire, Bharatiya Vidya Bhavan, Bombay, Vol. VII, 1951

6. Poonam Dalal Dahiya, Ancient and Medieval India, Mc Graw Hill Education, New Delhi, 2017
7. Edward and Garrett, Mughal Rule in India, Atlantic Publication, New Delhi, 1995
8. M.Y. Srivastava, Society and Culture in Medieval India, Chugh Publication, Allahabad, 1975
9. Satish Chandra, Essays on Medieval Indian History, Oxford University Press, 2003
10. Nitin Singhanian, Indian Art and Culture, Mc Graw Hill Education, New Delhi, Second Edition 2017
11. Saiyid Athar Abbas Rizvi, Arthur Llewellyn Basham, The wonder that was India: a survey of the history and culture of the Indian sub-continent from the coming of the Muslims to the British Conquest, 1200-1700, Sidgwick & Jackson, 1987
12. John F. Richards, The Mughal Empire, Cambridge University Press, New Delhi, 1993
13. Streus and Douglas, The formation of the Mughal Empire, Oxford University Press, Delhi, 1989
14. Day U.N, Some aspects of Medieval History, Commonwealth Publishers, New Delhi, 1971
15. Herman & Rothermund, A History of India, M.G Books, New York, 2004
16. Farooqui, Salma, A comprehensive History of Medieval India from twelfth to the mid eighteenth century 2011, Pearson Education India, 201

Journals

1. **The Indian Economic and Social History Review**, Oct-Dec. 2012, Sage Publishing Company
2. **Indian Historical Studies**, A Biannual Research Journal, April 2013, Volume – 9, Issue 2, Department of History, St. Joseph's College, Trichy
3. Narendranath Law, **The Indian Historical Quarterly**, Caxton Publications, Delhi
4. **Journal of Bio Sciences**, July 2019, Volume 44, Issue 6
5. **The Medieval History Journal**, Delhi: Sage Publications, ISSN: 09719458

Web Resources

1. <https://www.culturalindia.net/indian-history/akbar.html>
2. <https://www.indiatoday.in/education-today/gk-current-affairs/story/from-babur-to-aurangzeb-facts-on-the-six-major-mughal-emperors-of-india-1580020-2019-08-1226>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To explain the establishment of Mughal Empire in Medieval India	K1, K2
CO 2	To outline the consolidation of the Maratha States	K3
CO 3	To compile the policies, administration, society, culture and the economy of Medieval India	K4
CO 4	To evaluate the impact of Bakthi movement in the social awakening of Medieval India	K5
CO 5	To compile the factors responsible for the disintegration of the Mughal Empire	K6

Course Code	UHT 4601
Course Title	History of China and Japan
Credits	6
Hours/Week	6
Category	ME
Semester	IV
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course intends to summarize the Chinese and Japanese History 2. The course aims to give knowledge on various revolutions and reforms in China and Japan 3. The course offers an alternative perspective on Chinese and Japanese political history 4. The course demonstrates the political and moral idea of militarization of Japan 5. The course synthesizes the pre and post-cold war scenarios in China and Japan 	
Course Objectives	
<ol style="list-style-type: none"> 1. To trace the history of China and Japan till the early 20th century 2. To highlight the major war and revolution in China and Japan 3. To brief the ideological transition of the Chinese political history 4. To recount the Japanese military imperialism 5. To articulate the collapse of Japanese empire and world affairs 	
Prerequisites	Basic knowledge and interest in world history

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Introduction –Society – Polity – Economy - Culture – impact of Western imperialism – Unequal Treaty system in China – Meiji Restoration in Japan	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Wars, Reforms and Revolution–The Boxer Rebellion of 1900 – The Russo – Japanese War (1904-05) – The Chinese Revolution of 1911 – The First World War and the Far East – May 4 th Movement of 1919	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Chinese Nationalism & Communist Movement –Dr. Sun Yat Sen – The Kuomintang and Chinese Nationalism – Formation of Communist Party of China (CPC) - United Front – The War of Resistance and Civil War in China – Chinese People Republic – Mao Tse Tung- Cultural Revolution – Deng Hsiao Ping	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Japanese Imperialism - Rise of Military Dictatorship in Japan The Manchurian Crisis of 1931 – Japan’s imperial policy – Rome-Tokyo-Berlin Axis - II Sino - Japanese War 1937-39 - Japanese Invasion of South East Asia Defeat and surrender of Japan	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	The Collapse of Japanese Empire and Cold War- The Allied Occupation - Economic Growth – Japan and world affairs (1955 – 2000)	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. David S.G. and Goodman, China and the West - Ideas and activists, Manchester University Press, 1990
2. K.T.S. Sarao, Modern History of China, (1840 - 1949), Surjeet Publications, 2019
3. K.T.S. Sarao, Modern History of Japan, (1898 - 1953), Surjeet Publications, 2018
4. Paul H. Clyde and Barton.F, The Far East , Beers Prentice Hall of India, 1974
5. Vogel, Ezra F. , China and Japan Facing History, Harvard University Press, 2019

Suggested Readings

1. Kishimoto Koichi, Policies in Modern Japan Development and Organization, Japan Echo Inc 1988
2. S.L. Roy, History of Far East in Modern Times, Charu Publishers Company, Calcutta, 1977
3. Patricia Buckley Ebrey, The Cambridge Illustrated History of China, Cambridge University Press, 2010
4. W.G. Beasley, Japanese Imperialism - 1894 -1945, Clarendon publisher, 1991

5. Christopher Howe & Brian Hook, China and Japan: History, Trends and Prospects, Oxford University Press, 1996
6. Fairbank, John King, The Great Chinese Revolution 1800-1985, Harper Perennial, 1987
7. Nathaniel Peffer, The Far East - A Modern History, University of Michigan Press, 1981
8. S.L. Tkuvinsky, Modern History of China, Progress Publishers, 1972

Web Resources

1. The Russo Japanese War (1904-05) <https://www.bbc.co.uk/bitesize/guides/zwxv34j/revision/5>
2. Sun Yat Sen <https://www.notablebiographies.com/St-Tr/Sun-Yat-Sen.html>
3. Chiang Kai Shek <https://www.notablebiographies.com/Ch-Co/Chiang-Kai-Shek.html>
4. Mao Tse Tung <https://youtu.be/OOhiXJG9F5U>
5. Great Leap Forward <https://www.youtube.com/watch?v=bkR-uIXXcHo>
6. Den Hsiao Ping <https://youtu.be/zuzplkJKwww>
7. Pearl Harbour Attack https://www.youtube.com/watch?v=XnQ_6h3VtRo

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To describe the significance of landmark events in Chinese and Japanese history	K1, K2
CO 2	To explain the phases and stages of revolutions and reforms in China and Japan	K3
CO 3	To articulate the emergence of different ideologies and leaderships in China	K4
CO 4	To debate on Japanese imperialism and its consequences	K4, K5
CO 5	To compile factors impacting international affairs	K6

Course Code	UHT 4602
Course Title	History of Madras through the ages
Credits	6
Hours/Week	6
Category	ME
Semester	IV
Regulation	2019
<p>Course Overview</p> <ol style="list-style-type: none"> 1. This course discusses the early European trade settlers and their power struggles to take control over the Coromandel Coast and the Carnatic Region 2. This course examines the British colonial institution and their modern administrative evolutions in the colonial rule 3. This course will provide a critical over view of the 18th and 19th CE socio, economic and political transition of Madras 4. Through the discussions on the different movements in the Madras Presidency, learners will imbibe the ideas of Indian's resistance against the colonial exploitation 5. This course will critically analyse ideas of Dravidian movements and its impacts on the society 6. This course will discuss the development of different Arts in Madras through various period 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. The students will acquire knowledge about social and cultural aspects of Madras 2. Aims at understanding the various monuments of our ancient Madras 3. To identify the events and role of madras in the Indian Freedom Movement 4. To preserve our entity in the presented trend of changing cultural phenomenon 5. To help the students acquire the knowledge of various dimensions of the lifestyle of the people of Madras 	
Prerequisites	Basic knowledge about the History of Madras

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Origin and Growth: Antiquity of Chennai Advent of the Europeans The Cradle of the British Raj - Governors Elihu Yale and Thomas Munro	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Administration and Institutions: Administration Banking Police Transport - Journalism Hospitals - Corporation - Port-trust - Education Theosophical Society	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Movements: Freedom Movement - Dravidian Movement	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Industries: Parry's Binny's Spencer's Addison's P. Orr & Sons	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Culture: Music Dance – Films – Press Media	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Hosten, SJ, Rev H., Antiquities From Santhome And Mylapore, The Diocese of Mylapore, Madras, 1936
2. Love Henry Davison, Vestiges of Old Madras, John Murray, London, Government of India, 1911
3. Rajaraman, P. Chennai through The Ages, Poompuhar Publication, Chennai, 1997
4. Srinivasachariar, C. S. History of the City of Madras, P. Varadachary Co, Madras. 1989
5. Muthiah, S Ed., Madras: It's Yesterdays, Today's and Tomorrow's, Affiliated East West Press, Chennai, 1990

Suggested Readings

1. Madras Tercentenary Celebration Committee, The Madras Tercentenary Commemoration, Volume, OUP, 1939
2. Muthiah, S., Madras Discovered, Affiliated East West Press, Madras, 1992
3. Raman, K.V. The Early History of Madras Region, Amuda Nilayam, Madras 1959
4. Ramaswami, N.S., The Founding of Madras, Orient Longman. Madras 1977
5. Grover, B.L., A New Look on Modern Indian History, S. Chand & Co, 1977

6. Spear Percival, A History of India, Volume 2, Penguin Books, 1976
7. Robert L. Hardgrave, The Dravidian Movement, Popular Prakashan, 1965
8. C. T. Indra and R. Rajagopalan, Language, Culture and Power English-Tamil in Modern India, 1900 to Present Day, Routledge India, December 12, 2019

Web Resources

Video Documentaries/Lectures:

1. <https://www.youtube.com/watch?v=O7vJE9SXT08>
2. <https://www.youtube.com/watch?v=K5sZRvZVjzc>
3. <https://www.youtube.com/watch?v=4eZorMuyKo0>
4. <https://youtu.be/KJHXx6bdsAI>
5. <https://www.youtube.com/watch?v=RgGu1hPexKA>
6. https://www.youtube.com/watch?v=R46_JUrb0Y8
7. https://www.youtube.com/watch?v=RPukQJ0_xU4

Online Reading Materials:

1. <https://www.history.com/news/east-india-company-england-trade>
2. <https://www.britannica.com/place/Chennai>
3. <https://www.madrasi.info/history.html>
4. <https://www.thehindu.com/features/friday-review/history-and-culture/madras-and-the-freedom-movement/article5052377.ece>
5. <https://www.ritiriwaz.com/tamil-nadu-culture-and-tradition/>
6. <https://www.caleidoscope.in/art-culture/tamil-nadu-culture-3>
7. <https://www.thehindu.com/features/kids/story-of-madras/article5041625.ece>
8. <https://www.encyclopedia.com/places/asia/indian-political-geography/madras>
9. <https://sriramv.wordpress.com/01>
10. <https://indianculture.gov.in/ebooks/history-city-madras-written-tercentenary-celebration-committee-1939>
11. <https://www.nationalarchives.gov.uk/education/empire/g2/cs4/background.htm>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand the History and European Colonization of the Madras region	K1, K2
CO 2	To illustrate the developments of various institutions under colonial regime	K3
CO 3	To analyse the freedom struggle and importance of Dravidian movements in the Madras Presidency	K4
CO 4	To evaluate the context of manufacturing industries in Madras	K5
CO 5	To synthesis the cultural past and its transition at the regional levels	K6

Course Code	UHT 5501
Course Title	India under Colonialism (1498-1858)
Credits	6
Hours/Week	6
Category	MC
Semester	V
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The Portuguese rounded the Cape of Good Hope and reached the Western Coast of India in 1498. The Concept of European colonial establishment started from this point 2. This course will discuss the early European trade settlers and their power struggle to hold control over the Indian subcontinent 3. This course will examine the British colonial policies and the evolutions of modern administrative systems under colonial rule. 4. This course will give a critical over view about the 18th and 19th CE socio, economic and political transition of India 5. Through the discussions of the different revolts of tribes and other indigenous people, learners will imbibe the ideas of early resistance against the colonial exploitations 	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the nature of British Colonialism 2. To identify the various methods, policies used by the British to colonize the Indian sub-continent 3. To sensitize students about the economic exploitation of the British colonial rule 4. To create an awareness among the students about the early resistance against the colonial regime 5. To provide the comprehensive idea about the 15th CE to the 19th CE India 	
Prerequisites	Basic knowledge about the Decline of the Great Mughals and later Medieval History timeline

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	The advent of Europeans: The Portuguese - The Dutch- The Danish -The English and the French East India Companies and their establishment – Importance of Indian Ocean Trade- Rivalries between European Powers – Emergence of British as a dominant power – The Battle of Plassey - Third Battle of Panipat - The Battle of Buxar- Carnatic Wars	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	18 th Century Debate – Geographical Expansion of the British East India Company: Anglo – Mysore Wars – Anglo-Sikh Wars – Anglo- Maratha Wars - Three Phases of British Colonialism	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	British Administrative Consolidation: Warren Hasting – Regulating Act; Cornwallis – Permanent Revenue Settlement; Wellesley – Subsidiary Alliance - Charter Acts of 1813, 1833 Dalhousie – Doctrine of Lapse	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	The economic transformation of India – Deindustrialization- Commercialization of Agriculture – Changes in the rural Economy - Railroad and Communication network - Growth of town and cities - Socio-and Cultural Developments: The introduction of western education in India – Role of Christian missionaries	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Response to British Rule: Peasant movements and tribal uprisings in the 18th and 19th centuries - the Kol Rebellion (1832) - the Moplah Rebellion (1841-1920) - the Santal Hul (1855) - The Great Revolt of 1857 - Queen’s Proclamation	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
Text Books <ol style="list-style-type: none"> 1. Chandra Bipan, History of Modern India, Orient Blackswan, New Delhi, 2018 2. Chandra Bipan, Essays on Colonialism, Orient Blackswan, New Delhi, 2010 3. Bandyopadhyay Sekhar, From Plassey to Partition and after, A History of Modern India, Orient Black Swan, New Delhi, 2015 4. Dalrymple William, The Anarchy: The East India Company, Corporate Violence and the Pillage of an Empire, Bloomsbury Publishers, New Delhi, 2019 5. Moxham Roy, The Theft of India: The European Conquests of India- 1498-1765, Harper Collins Publication, 2016 6. Dalrymple William, The Last Mughal, Penguin India, 2007. 				
Suggested Readings <ol style="list-style-type: none"> 1. Desai,A.R., Social Background of Indian Nationalism, Popular Prakasham, Bombay,1976 2. Grover,B.L, A New Look on Modern Indian History, S. Chand & Co, 1977 3. Spear Percival, A History of India, Volume 2, PenguinBooks,1976 				

4. Cohen S Bernared, Colonialism and its Forms of Knowledge; The British in India, Princeton University Press, 1996
5. Stokes Eric, The Peasant and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India, Cambridge University Press, 1980
6. Guha Ranajit, Elementary Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983
7. Thomas R Metcalf, Ideologies of the Raj, Cambridge University Press, 1997
8. Moxham Roy, The Great Hedge of India: The Search for the Living Barrier that Divided a People, Basic Books, 2001
9. Subrahmanyam Sanjay, Europe's India; Words, People, Empires, 1500-1800, Harvard University Press, 2017

Articles For Reference:

- 1) Karl Marx, British Rule in India, Article Published in New York Daily Tribune on 25th June 1853
- 2) Kanai Lal Chattopadhyay. 19th Century Social Reform Movements in India: A Critical Appraisal' Presidential Address, 57th Session, Indian History Congress, Madras, 1996
- 3) Nayyar Deepak, 'Globalization, History and Development: A tale of two Centuries', Cambridge Journal of Economics. January 2006
(https://www.researchgate.net/publication/5208555_Globalisation_history_and_development_A_tale_of_two_centuries)
- 4) Brunton, Bruce, The East India Company: Agent of Empire in the Early Modern Capitalist Era, Social Education, National Council for Social Studies, 2013, pp-78-81
https://www.socialstudies.org/system/files/publications/articles/se_77021378.pdf
- 5) The English East India Company: Analyzing the Company's strategic choices through the lens of Modern strategy theory.
https://tejas.iimb.ac.in/articles/East%20India_Tejas_Mar17.pdf
- 6) Nick Robins, Loot: in search of the East India Company, the World's first transnational corporation,
https://www.researchgate.net/publication/238067458_Loot_In_search_of_the_East_India_Company_the_world's_first_transnational_corporation#fullTextFileContent

Web Resources

Video Documentaries/Lectures:

- 1) The decline of the Mughal Empire - <https://youtu.be/NtO3xll9Fqg>
- 2) British East India Company- <https://youtu.be/kUWEYLVoouU>
- 3) Eighteen Century Debate - https://youtu.be/0-mw-DfN_Lc
- 4) Eighteen Century Debate- II - <https://youtu.be/1acazH89H34>
- 5) How British Came and Occupied India - <https://youtu.be/hpIegGu-5tl>
- 6) East India Company- <https://youtu.be/NPVLr4Np0jA>
- 7) East India Company Conversation With William Dalrymple - <https://youtu.be/Cy34gI2hjE>

- 8) East India Company Conversation With William Dalrymple
-<https://youtu.be/KJHXx6bdsAI>
- 9) The Dishonourable Company: How the East India Company Took Over India -
https://youtu.be/i_XRImVkW2w
- 10) Forgotten Masterpieces of Indian Art for East India Company
-<https://youtu.be/h36stmG2UrM>
- 11) How did British Conquer India? - <https://youtu.be/DzDwz18ng7w>

Online Reading Materials:

- 12) East India Company World Most Powerful Monopoly-
<https://www.history.com/news/east-india-company-England-trade>
- 13) East India Company -<https://www.britannica.com/topic/East-India-Company>
- 14) <https://www.historic-uk.com/HistoryUK/HistoryofEngland/The-East-India-Company/>
- 15) <https://www.nationalarchives.gov.uk/education/empire/g2/cs4/background.htm>
- 16) <https://courses.lumenlearning.com/boundless-worldhistory/chapter/british-india/>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand the different theories of the European explorations and colonization of the Orient	K1,K2
CO 2	Comparing the different policies and methods of the colonial administrators	K3.K4
CO 3	Analyze the various Battles of the British to consolidate their colonial rule in India	K-4
CO 4	Evaluate the context of socio, economic, political, cultural and religious transition of India under the British colonial rule	K5
CO 5	Reconstruct the colonial past of the ordinary people and their resistance and movement in the local levels	K6

Course Code	UHT 5502
Course Title	History of Indian Freedom Movement
Credits	6
Hours/Week	6
Category	MC
Semester	V
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course aims to introduce to the students the Indian national movement as an important building bloc in the making of modern India 2. This course explains the rise of nationalism and also the changes in society, politics, religion and economy during this period 3. This paper helps the students to identify the various phases of the national movement and the role of moderates and extremists in the freedom movement 4. The module of the course analyses the history of constitutional development in India and the role of Gandhi and Nethaji in the national struggle 5. This course will enable the students to understand the causes responsible for the partition of India 	
Course Objectives	
<ol style="list-style-type: none"> 1. To get knowledge of the factors leading to the rise of Indian nationalism and understand the socio-religious reform movements in the 19th century 2. To think critically by analyzing the historical events and ideological differences between the moderates and extremists 3. To evaluate the ideas of national leaders and their contributions to the Indian national movement 4. To analyse the constitutional changes in India 5. To understand the circumstances leading to the partition and independence 	
Prerequisites	Basic Knowledge on the History of Modern India

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Rise of Indian Nationalism – Pre-Congress Political Associations - Socio-Religious Reform Movements – Indian National Congress - Swadeshi Movement – Partition of Bengal - Ideological differences of Moderates and Extremists - Revolutionary Movement	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Formation of Muslim League - Origin of Muslim Separatism – Minto - Morley Reforms, 1909 – Lucknow Pact – Home Rule Movement - Rowlatt Satyagraha – Jallianwala Bagh Massacre - Montague - Chelmsford Reforms, 1919	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Gandhian Era - Early Experiments – Khilafat Movement – Non - Cooperation Movement – Moplah rebellion - Swaraj Party - Simon Commission – Jinnah’s 14 Points - Civil Disobedience Movement - Round Table Conferences	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Government of India Act 1935 – Provincial Autonomy - Congress Ministries - The August Offer – Individual Satyagraha - The Cripps Mission - Quit India Movement - Subash Chandra Bose and Indian National Army	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	C. Rajagopalachari Formula - Gandhi-Jinnah Talks – Desai-Liaquat Pact - The Wavell Plan – The Cabinet Mission – Formation of Interim Government – Direct Action Day – Constituent Assembly - The Mountbatten Plan – Indian Independence Act, 1947 – Partition and Independence	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. G. Venkatesan, History of Freedom Struggle in India, J.J. Publications, Madurai, 1993
2. Sumit Sarkar, Modern India (1885 – 1947), Mac Millan, Delhi, 2001
3. Dube, I.B., A History of Modern India, Cambridge University, New Delhi, 2014

Suggested Readings

1. Khurana, K.L., History of India from 1526 to 1967, A.D, Lakshmi Narain Agarwal Educational Publishers, Agra, 1995
2. Bipan Chandra, India’s Struggle for Independence, Penguin Books, New Delhi, 1989
3. Grover, B. L. and Grover, S, A New Look at Modern Indian History, S. Chand & Co., New Delhi, 2004
4. Majumdar, R. C. et al., An Advanced History of India, Macmillan, New Delhi, 2002
5. Guha, R, Makers of Modern India, Penguin, New Delhi, 2010
6. Nanda, S.P, Landmarks in Indian History (part – II From the Advent of Islam to Indian Independence), Dominant Publishers and Distributors, New Delhi, 2004

7. Munshi, K.M. et. al., History and Culture of the Indian People (Vols X and XI), Bharatiya Vidya Bhavan, Bombay, Fourth Edition, 2007
8. Bandhopadhyay, S, From Plassey to Partition, Orient Blackswan, New Delhi, 2004
9. Krishna Reddy, Indian History, Tata Mc Graw-Hill, New Delhi, 2003
10. Smith, V. A, Oxford History of India, OUP, New Delhi, 2002
11. K.A. Manikumar, The Colonial Economy in the Great Depression Madras (1929-1937), Orient Balckswan, 2003

Journals

1. The Indian Economic and Social History Review (Sage Publications)
2. Journal of Indian History and Culture (CPR Foundation)

Web Resources

1. <http://www.colorado.edu/history/chester/ModIndPrimary.htm>
2. <http://www.gandhiserve.org/e/cwmg/cwmg.htm>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To infer the background of the rise and formation of Indian nationalism and Indian National Movements	K1, K2
CO 2	To demonstrate their knowledge of major personalities, events in modern Indian history	K3
CO 3	To analyse the causes of major events in this period and enable them to appreciate the value of diversity in India	K4
CO 4	To assess the role of movements and leaders in the process of making free India	K5
CO 5	To enable them to understand the circumstances leading to constitutional changes, partition and the establishment of free India	K6

Course Code	UHT 5503
Course Title	History of USA
Credits	6
Hours/Week	6
Category	MC
Semester	V
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course offers an introduction, discovery and the establishment of British colonies in colonial America 2. This course explains how the American colonies were united against the foreign colonial powers and defeated them and ultimately gained freedom 3. The module of the course will discuss the Civil war which affected the society and politics of America 4. This paper will enable the students to enhance their knowledge of the history of America as well as understand and analyze the major reforms introduced by the American Presidents 5. This paper discusses the foreign policy of America and the Civil Rights Movement 	
Course Objectives	
<ol style="list-style-type: none"> 1. To get knowledge of a basic narrative of American history; political, economic, social, and cultural, including knowledge of unity and diversity in American society 2. To think critically by analyzing and evaluating historical events and ideas in American history 3. To evaluate the domestic and foreign policy of the United States of America since independence 4. To explain the revolutions, wars and social movements that shaped American history 5. To understand the relationship of America with other countries of the world 	
Prerequisites	Basic Knowledge of the history of the USA

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Discovery of America - Christopher Columbus - Early settlements - New England Colonies - American War of Independence - The Making of the Constitution – George Washington and John Adams - Thomas Jefferson	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	The War of 1812 - Causes and Results - Westward Expansion – Missouri Compromise – Monroe Doctrine – Jackson Democracy – Anti-Slavery Movements	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Sectional Conflict - Abraham Lincoln - Civil War - Reconstruction - Industrial Expansion and Reforms – Spanish American War - Theodore Roosevelt – Big Stick Diplomacy, William H Taft – Dollar Diplomacy	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Woodrow Wilson – Moral Diplomacy - World War I - The Great Depression - Franklin Delano Roosevelt and the New Deal Programme – USA and World War II	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Truman Doctrine - Marshall Plan - Eisenhower - John F Kennedy – Civil Rights Movement and Martin Luther King – Women Suffrage Movement - Lyndon B Johnson - Vietnam War – Richard Nixon - Water Gate – Jimmy Carter – Ronald W Reagan – George H. W. Bush – Bill Clinton – George Walker Bush	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. James T. Patterson, America Past & Present, Harcourt College Publishers, 5th ed., 1999
2. Krishnamurthy, History of the United States of America, Ennes Publication, Madurai, 1980
3. K.L.Khurana, History of USA, Laskhmi Narayan Agarwal, Agra, 2004

Suggested Readings

1. Shama Mahmood, The History of America From Pre – Colonial Times to World War II, Pearson, 2012
2. Rajayyan, K, History of the U.S.A, Madurai Publishing House, Madurai, 1978
3. Hill,C.P, A History of the U.S.A, Arnold, Heineman, Publication, USA
4. Dr. A. Swaminathan, History of USA up to 2010, Chi-Chu Books International, Chennai, 1st ed., 2010
5. Parkes I.B, A History of the U.S.A, Scientific Book Agency, New Delhi, 1976
6. Aiden & Magenis, A History of the United States of America, New York, 1960
7. George Moss, America in the Twentieth Century, Prentice Hall, 4th ed., 1999
8. John A. Garraty and Mark C. Carnes, Short History of the American Nation, Vol. 2, Addison-Wesley Longman, 8th ed., 2000
9. Karen Hellekson, The Alternate History: Refiguring Historical Time, Kent State University Press, 2001

10. Adams J.T, <i>Frontiers of American Culture</i> , Madsworth Publishing, USA, 1981 11. James T. Patterson, <i>America in the Twentieth Century: A History</i> , Harcourt College Publishers, 5th ed., 1999 12. Alex Haley, <i>Roots: The Saga of an American Family</i> , Dell Publishing Company, 1977
Journals 1. <i>American Educational History Journal</i> : Volume 40, No. 1 & 2
Web Resources 1. https://academic.oup.com/jah 2. www.vlib.us/history/journals.html

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand the discovery and colonization of new lands	K1, K2
CO 2	To study the causes and consequences of American war of independence	K3
CO 3	To discuss the causes of westward expansion and war with the natives	K4
CO 4	To estimate the role of USA in the two World Wars	K5
CO 5	To construct the factors that made USA a world power	K6

Course Code	UHT 5504
Course Title	Western Political Thought
Credits	6
Hours/Week	6
Category	MC
Semester	V
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. Political thought is an intellectual discipline, set around the dynamics of power structure through the ages 2. The course Western Political Thought attracts a good deal of interest in political theories with varying degrees from Plato, Aristotle, Rousseau, Thomas Hobbes and Karl Marx 3. The course will augment the binaries between General will and Sovereignty 4. Nuances of Social Contract theories between State and Citizens with special reference to limitations of dissent and perpetual obedience to the State will be studied critically in this course 5. The course hypothesizes the existence of Post Modernism world through the ideological reference of Karl Marx and Nietzsche 	
Course Objectives	
<ol style="list-style-type: none"> 1. To comprehend theory of Ideal State as visualized by theorists through the ages 2. To trace philosophy on revolution and state response. 3. To relate to the idea of Sovereignty through <i>Social Contract</i> 4. To subdivide the linkage of Liberty, Rights and Religious tolerance from <i>Social Contract</i> theories 5. To integrate the study of Post Modernism development through Political thought 	
Prerequisites	Basic Knowledge in Political History of India and World

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Plato -Ideal State -Justice - Education - Communism	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Aristotle: Origin of the State End of the State – Law and Justice – Aristotle on Revolution	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Rousseau: Social Contract - General Will- Sovereignty	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Thomas Hobbes: Social Contract - Liberty- John Locke- Social Contract- Religious Toleration	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Karl Marx: Materialism Class war- Socialist Revolution -Final Goal of Communism- Nietzsche- <i>Übermensch</i> (Beyond Man)	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Bhandari, History of European Political philosophy, Bangalore Print. & Pub. Co, 1955
2. Bertrand Russell, The History of Western Philosophy(e-book), 2000
3. Cocker Francis W., Reading in Political' Philosophy, Macmillan Publication, 1938
4. Doyle, Phyllis, A History of Political Thought, J. Cape Publication, 1961
5. Gupta R.C, Western Political Thought, L N. Aggarwal, 2008

Suggested Readings

1. Anthony Kenny, Ancient Philosophy (A new History of Western Philosophy), Oxford University Press, 2006
2. Catlin, The Story, of the Political Philosophers, Tudor Publication, 1947,
(<https://archive.org/details/in.ernet.dli.2015.226409/page/n69/mode/2up>)
3. Dunning W.A., History of Political Theories from Rousseau to Spencer Macmillan Publication, 1948
(<https://www.goodreads.com/book/show/21375733-a-history-of-political-theories-from-rousseau-to-spencer>)
4. Dunning W.A., History of Political Theories Luther to Montesquieu, Macmillan Publication,

1948(<https://www.goodreads.com/book/show/21375733-a-history-of-political-theories-from-rousseau-to-spencer>)

5. Ebenstein, *Great Political Thinkers Plato to the Present* Rinehart Publication, 1960
6. Francis Cocker W., *Recent Political Thought*, D. Appleton-Century Company, inc, 1934
7. Ed. Gareth Stedman Jones & Gregory Clays, *The Cambridge History of Nineteenth Century Political Thought*, University of London, 2013
8. Eric Hobsbawm, *Globalization, Democracy and Terrorism*, London, 2008
9. George H. Sabine, *A History of Political Theory*, Dryden Press, 1973
10. John Morrow, *History of Western Political Thought, A thematic Introduction*, Palgrave Macmillan, 2005
11. McClelland J. S, *A History of Political Thought*, Routledge Publication, 1996
12. Sharma, R.P., *Western Political Thought (Plato to Hugo)*, Advent Books Division, 1984
13. Spellman W.M, *Political Thought*, Sterling Publishers, 1981

Web Resources

1. www.goodreads.com/book/show/
2. www.archive.org/details/greatpoliticalh00eben
3. <https://shodhganga.inflibnet.ac.in/>
4. <https://historyofphilosophy.net>
5. <https://www.scholarshipsads.com/aristotles-theory-of-revolution>
6. <https://podcasts.apple.com/us/podcast>
7. <https://www.bbc.co.uk/sounds/play/>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To identify and match the concepts of Ideal State, Justice and an education system with contemporary period.	K1, K2
CO 2	To relate the theory of Origin and End of State with the rise and fall of the different state systems of the world.	K3
CO 3	To compare the concept of General Will/Sovereignty with Marginalized (Minorities) Community Voices of Indian Society.	K4
CO 4	To value Theories of Liberty, Justice and Religious Toleration with the present Indian Political and Social Condition.	K5
CO 5	To synthesis the context of Statelessness with Post Modernism Outlook.	K6

Course Code	UHT5601
Course Title	History of Modern South-East Asia
Credits	6
Hours/Week	6
Category	ME
Semester	V
Regulation	2019
Course Review	
<ol style="list-style-type: none"> 1. The major aim of this course is to cultivate a critical understanding of the dynamic region of South East Asia 2. The purpose of the course is to introduce the nature of imperialism in South East Asia 3. The course summarizes the resistance and nationalism in South East Asia 4. The course intends to describe the impact of the second world war and post-world war scenario in South East Asia 5. The course aims to inculcate basic knowledge about the rise of Nation-State in South East Asia 	
Course Objectives	
<ol style="list-style-type: none"> 1. To provide a comprehensive understanding of South East Asia 2. To understand the effect of imperialism in South East Asia 3. To sensitize the students about nationalism in South East Asia 4. To examine the impact of world war – II and a cold war in the South East Asian region 5. To estimate the regional organization in South East Asia 	
Prerequisites	Rudimentary knowledge about the South East Asian Countries.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>British Imperialism- Burma, Malaya and Singapore</p> <p>Burmese Nationalism - Causes and British Response – General Council of Buddhist Association (GCBA) - Role of Students - Thakin Party – Thakin Aung San -Aung San Suukyi British Administration Policy in Malaya – Native Response – Tungku Abdul Rahman – Singapore – Lee Kuan Yew</p>	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p>French Imperialism – Vietnam, Laos and Cambodia:</p> <p>Vietnamese Nationalism – French Administration – Ho Chi Minh – French Expansion in Cambodia and Laos – Geneva Conference, 1954</p>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p>Dutch and US imperialism – Indonesia and Philippines:</p> <p>Nationalism in Indonesia – Ethical Policy- Sarekat Islam, PNI - PKI- Dutch Response - Constitutional Reforms - Sukarto’s <i>Pancasila</i> Democracy- Philippino Nationalism – Jose Rizal - Agunaldo – U.S Democratic Mission - U.S.-Spanish War - Manuel Quezon – Osmina – Ferdinand Marcos- Cory Aquino</p>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	<p>Impact of the Second World War on South East Asia:</p> <p>Second World War – Japanese Invasion of South East Asia – Greater East Asia –Co-prosperity Sphere - Post War South East Asian Nationalism – Independence</p>	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	<p>New Trends in South East Asia:</p> <p>Areas of conflict – Cold War Politics - NeoColonialism Regional Cooperation for Regional Security Aid programmes South and South East Asia’s relations with outside powers ASEAN, SAARC, APEC and ASEM</p>	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
<p>Text Books</p> <ol style="list-style-type: none"> 1. Church, Peter.A Short History of South-East Asia, John Wiley Publications, Singapore. 2017 2. Desai, Sar D.R. South – East Asia Past and Present, Vikas Publishing House. Delhi, 1997 3. Farmer, B.H. An Introduction to South East Asia, Routledge Publication, 1993 4. Tarling, Nicholas (Ed). The Cambridge History of South East Asia, Volume I&II, Cambridge University Press, 1992 				
<p>Suggested Readings</p> <ol style="list-style-type: none"> 1. Robert, Jackson. South Asian Crisis, Vikash Publishing House, New Delhi, 1978 2. Metha, Ashok. Perceptions of Asian Personality, S. Chand & Company Ltd, New Delhi, 1978 3. Panikar, K.M. Asia and Western Dominance, George Allen and Unwin Ltd, 1953 4. Bose, Sugata & Mal, Ayesha. Modern South Asia – History, Culture, Political Economy, Oxford University Press, New Delhi, 1998 				

5. Hall, D.G.E. A Macmillan Asian History Series - History of South East Asia, Palgrave Publication., London, 1981
6. Bruce and Albert, Lockhart. A New History of South East Asia, Red Globe Press, London, 2010
7. Purcell, Victor. South-East Asia Since 1800, Cambridge Publication, New York, 2013
8. Cotterell, Arthur. A History of South-East Asia, Marshal Cavendish International., Pvt., Ltd., Singapore, 2014
9. Reid, Anthony. A History of South East Asia – A Critical Cross Roads, Willey Blackwell Publication, UK, 2015
10. Cheng Guan, Ang. South East Asia's Cold War – An Interpretive History, Hawaii Press, USA, 2018

Web Resources

Video Documentaries/Lectures:

- 1) ASEAN Short Introduction: <https://youtu.be/WAnfj8v5acM>
- 2) What is ASEAN? -<https://youtu.be/VDTdXDDzJ1k>
- 3) The British Colonisation in Burma: <https://youtu.be/bQCAtp4oeVI>
- 4) Colonial Rule in South East Asia:<https://youtu.be/01Ze0Dshtlo>
- 5) A Brief look at Imperialism in South East Asia:<https://youtu.be/YM5U2cZs-oA>,
- 6) Impact of Colonialism in South East Asia: <https://youtu.be/615IZPRd0E4>
- 7) Decolonization in South East Asia: <https://youtu.be/Lg7uhiCplYM>
- 8) History of Indonesia : <https://youtu.be/PA7gFnYfBqo>
- 9) History of the Philippines : <https://youtu.be/P-I4Bay5Sxo>
- 10) Japan in the Second World War :<https://youtu.be/WJLE2pnN9WY>

Online Reading Materials:

- 1) Colonial South-East Asia :
<http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/429AwadheshKumarSah2.pdf>
- 2) Patterns of a Colonial Age in South East Asia:
<https://www.britannica.com/topic/history-of-Southeast-Asia-556509/Patterns-of-a-colonial-age>
- 3) The emergence of Nationalism in South East Asia http://www.seasite.niu.edu/crossroads/ty/COLONIALISM_%20IN_SE%20ASIA.htm
- 4) Social Change in South East Asia <https://faculty.washington.edu/charles/new%20PUBS/A109.pdf>
- 5) South East Asia during the Second World War
http://www.seasite.niu.edu/crossroads/aneher/warinsea_slbs.htm

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand the geopolitics of South East Asia	K1, K2
CO 2	To explain colonization and the intersection of Nationalism	K3
CO 3	To analyse the role of imperialistic powers in the region.	K3,K4
CO 4	To examine the South East Asian theatre during the Second World War.	K4,K5
CO 5	To estimate the transformation in South East Asia and the rise of nation state	K6

Course Code	UHT 5602
Course Title	CONTEMPORARY CONFLICT, STRATEGY AND PEACE STUDIES
Credits	6
Hours/Week	6
Category	ME
Semester	V
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. Conflict & Peace in theoretical terms became a recognized field of scholarship after Second World War 2. The course contemplates conflict being perceived as a negative or as a positive process 3. Students are expected to become theoretically adept and analytically sophisticated of existing theories relevant to conflict and peace 4. The course will enable the learner to familiarize with key cross-cultural cases about the question of peace or violence in the historical and contemporary world 5. Learner can demonstrate knowledge and skills necessary for professions related to national security issues, including research and development, teaching and public service. 	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand how conflict is conceptualised and its manifestation 2. To explain the dynamics of conflict as reciprocation to World political trends 3. Demonstrate analytical thinking regarding the relevance of Conflict & Strategic studies to Contemporary World 4. The course makes learner to correlate response mechanisms to solve conflictual issues and situations 5. Assemble key strategic studies concepts and theories to historical and contemporary issues and cases 	
Prerequisites	Basic Knowledge in Political history of World & International Relations.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Theories of State Formation: Contract Theory, Liberal Theory, Marxian Theory- Theories of Nationalism: Western (civic) versus Eastern (ethnic) Nationalism	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Unipolarity, Bipolarity, Multipolarity and Polycentrism- Indo- Pacific Concept– Globalism- Refugee Crises	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Doctrine of War: Kautilya, Sun Tzu, Carl von Clausewitz- New Modes of Warfare: Information and Communication warfare - Nuclear, Biological Warfare- Cyber Security and Terrorism	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Deterrence Theory- Arms Control and Disarmament - International Arms Control Measures, SALT – START – ABM – Nuclear Disarmament- NPT – CTBT – MTCR – UN-UNCHR-UNHCR	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	What is Peace- Pacifism- Johan Galtung: Positive Peace- Negative peace – Structural Peace- Nathan C. Funk: Five Approaches to Peace	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Bernard Mayer, The Dynamics of Conflict Management, John Wiley & Sons, 2000
2. Coulombis, Theodore and James (eds), Introduction to International Relations Peace and Justice, Prentice Hall Publication, 1981
3. Charles Lerche and Abdul Said (eds), Concepts of International Politics, Prentice Hall, 1990
4. Galtung Johan, Peace by Peaceful Means: Peace and Conflict, Development and Civilization, Sage Publication, 1996
5. Ursula Oswald, (ed), Peace Studies from a Global Perspective, Maadhyam Books, 2000

Suggested Readings

1. Anderson, Benedict, Imagined Communities, London: Verso, 2006
2. Aron Raymond, Peace and War: A Theory of International Realtions, Transaction Publishers
3. Anthony Smith, Nationalism and Modernism, Taylor & Francis, 2003
4. Barash, David, Approaches to Peace: A Reader in Peace Studies, Oxford University Press, 2014
5. Hans J. Morgenthau, In Defence of the National Interest, Chicago, 1950
6. Gellner, Ernest, Nation and Nationalism, Blackwell, 2006

7. Larry Diamond and Marc F. Plattner, Nationalism, Ethnic Conflict, and Democracy, Johns Hopkins University Press, 1994.

Web Resources:

1. www.goodreads.com/book/show/
2. <https://shodhganga.inflibnet.ac.in/>
3. <https://www.bbc.co.uk/sounds/play/>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand the definition, meaning and distinguish basic concepts of conflict and war	K1, K2
CO 2	To demonstrate subject-related contemporary national and international issues that are relevant to Strategic studies	K3
CO 3	To appreciate evolutionary changes in the art and science of war in the world through ages	K4
CO 4	To analyze any potential conflict situation, understand its underlying causes, and identify possibilities for averting violence	K5
CO 5	To apply the theoretical and technical skills of conflict resolution and peace building in creating a win-win situation	K6

Course Code	UHT5603
Course Title	HISTORY OF THE SUBALTERN PEOPLE
Credits	6
Hours/Week	6
Category	ME
Semester	V
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The students will learn the formation of the concept of Subaltern 2. They will study the condition of women through the ages and various movements and organizations 3. The students will get to know the legal rights available for the women 4. This course deals with the different leaders who played a very important role in emancipating the underprivileged 5. This course deals with the various caste clashes and other Dalit movements 	
Course Objectives	
<ol style="list-style-type: none"> 1. To expose the learners to the concept of subaltern perspective 2. To identify and recognize the contribution of women as a subaltern sector to the Nation 3. The students will learn the struggles women underwent for their emancipation 4. It will help the students to analyse the reasons behind the history of caste clashes 5. It will create awareness of the discrimination experienced by underprivileged in the society 	
Prerequisites	Basic knowledge about social movements

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Conceptual clarification on 'Subaltern Studies'- Identifying the 'Subaltern' groups in history - The need for studying 'Subaltern' People	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Indian Women through the Ages - Feminist theories- Socio economic, political, and educational status of women	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Legal protection - National and International Mechanisms - Women's Organizations and Movements -Towards Gender Justice	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Dalit's: History - Discrimination - Role played by Ambedkar –JyotibaPhule - AyothidassPandit – M.C. Raja - Legal protection	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	History of Caste Clashes [from Kilvenmani to Kodyangulam] - Dalit organisations and Movements -From Caste bondage to Liberation	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
<p>Text Books</p> <ol style="list-style-type: none"> Desai Neera, Women in Modern India, Ajanta Publishers, New Delhi, 1987 Dharamvir, KamaleshiMahajan, Contemporary Indian Women Collected works [6 vols], New Academic Publication, New Delhi, 1996 GuhaRanjit, Subaltern Studies [Six Volumes] OUP, New Delhi, 1994. 				
<p>Suggested Readings</p> <ol style="list-style-type: none"> Guha, Ranajit. 1984. <i>Writings on South Asian history and Society</i>. Delhi: Oxford University Press. Guha, Ranajit, and Gayatri Chakravorty Spivak. 1988. <i>Selected Subaltern Studies</i>. New York: Oxford University Press Spivak, Gayatri Chakravorty, and Rosalind C. Morris. 2010. <i>Can the Subaltern Speak? Reflections on the History of an Idea</i>. New York: Columbia University Press Dr C.M.Agarwal, Facts of Indian Womanhood, [3vols] Indian Publishers, Delhi, 2000 James Massey. A Concise History of Dalits, Bangalore, 1989 Kamble, J. R. Rights and Awakening of Depressed class in India, National Publication, Delhi 1979. Kapadia, Family and Marriage in India Rastoqi P. N., The Nature and dynamics of factional conflict, Macmillan, Delhi, 1975 				

1. JOURNALS

2. Chakrabarty, Dipesh. 1993. "Marx after Marxism: A Subaltern Historian's Perspective." *Economic and Political Weekly* 28, no. 22

E-LEARNING RESOURCES:

1. http://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To identify the different subaltern groups in India	K1, K2
CO 2	To analyze the role played by different leaders and organizations for the emancipation of women and Dalits	K3
CO 3	To understand about the different protection machineries available for women and Dalits	K4
CO 4	To evaluate the socio-economic condition of women and Dalits	K5
CO 5	To empathize the importance of equality among different gender and caste groups	K6

Course Code	UHT 6501
Course Title	Contemporary India (1947-2000)
Credits	6
Hours/Week	6
Category	MC
Semester	VI
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course contemporary India is a discipline that integrates political and socio-economic developments since 1947 2. The aim of the course is to give basic knowledge of the policies of successive Prime Ministers of India 3. The purpose of the course is to examine the role of the political parties at the national and regional level 4. The course discusses the give scientific and technological advancement in various spheres of the Indian society 5. The course synthesis various forms of art and culture exhibiting concept of unity in diversity 	
Course Objectives	
<ol style="list-style-type: none"> 1. To be aware of the socio-political dynamics of contemporary India 2. To trace the services of the leaders of the nation and their contributions 3. To examine the India's economic globalization and changing world view 4. To illustrate the achievement in space and nuclear sciences 5. To apply the knowledge to enhance competency and face challenges in the society 	
Prerequisites	Basic knowledge and interest in contemporary Indian history

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	POLITICAL: The Integration of Princely States- Nehru Era 1947-1964 Foreign Policy Democratic Socialism Shastri 1964-66 Tashkent Agreement- Indira Gandhi (1967-84) Emergency The Janata Interregnum- Rajiv Gandhi (1984-90) – Linguistic reorganization of the states-Era of coalition-Political Parties-Regional politics	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	ECONOMIC : Objective and concept of five year planning - the concept of mixed Economy, Policy of Liberation, Globalization (Duncan Proposals) and Privatization –Green Revolution- the origin of Trade Union Activities in India and its growth and achievements - the Concept of Population Education; Family Welfare Planning, Legislation and Programs	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	SOCIETY-Emergence of Dalit Movements -Social Welfare Legislations on Women and Children, National Educational Policy with special reference to New Educational Policy - UGC and Higher education the commission, Reservation Policy	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	SCIENCE AND TECHNOLOGY: Green Revolution-Nuclear Policy and Space Science Environmental Challenges Information and communication technology- Pollution Green House Effect-National digital policy	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	CULTURE: Music- Visual art Cinema Media Literacy Sports and Games – Tourism	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Bipin Chandra, India after independence, Orient Black swan, India, 2018
2. K.M. Panicker, Caste and democracy & Prospects of democracy in India, Critical Quest, New Delhi, 2004
3. Rajni Kothari, Caste in Indian Politics, Orient Longman, New Delhi, 1985

Suggested Readings

1. Akbar, M.J., Riot After Riot, University Of Michigan, Penguin Publishers, 1988
2. Bhatnagar, S., Sharma, S.K., Corruption in Indian Politics & Bureaucracy, New Delhi, ESS Publication, 1991
3. Desrochers, John & Joseph, George, India today, Bangalore, Centre for Social Action, 1988
4. Khanna, V.N., Constitution and Government of India, New Delhi, S. Chand & Co, 1981
5. Misra, B.R., Economic Aspects of Indian Constitution, New Delhi, Orient Longmans, 1952
6. Rajni Kothari, Politics in India, Hyderabad, Orient Longman, 1970

7. Shoma A. Chatterji, India's women Search for Identity, New Delhi, Vikas Publishing House, 1988
8. Deepak Nayyar's, Employment, Growth and Development Essays on a Changing World Economy, Routledge India, 2019
9. Rekha Datta Contemporary India: The Basics, Routledge, New Jersey, 2017
10. Dr G.Venkatesan, History of contemporary India ,1947-2007, V.C. Publications, Rajapalyam, 1991

Web Resources

1. <https://www.indiatoday.in/magazine/cover-story/story/20161226-india-today-41st-anniversary-science-technology-progress-830064-2016-12-15>
2. https://niti.gov.in/planningcommission.gov.in/docs/plans/planrel/fiveyr/10th/volume2/v2_ch10_1.pdf
3. <https://www.jagranjosh.com/general-knowledge/list-of-all-five-year-plans-of-india-1468309723-1>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand the political developments and initial challenges of the Nation	K1, K2
CO 2	To identify the economic policies and population problems	K3, K6
CO 3	To identify social issues and welfare measures	K1, K4, K6
CO 4	To examine the scientific development and India's position in the technological advancement	K1, K4, K5
CO 5	To analyze the India's diverse culture and the impact of western culture	K4, K5, K6

Course Code	UHT 6502
Course Title	Indian Constitution
Credits	6
Hours/Week	6
Category	MC
Semester	VI
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course enables students to gain knowledge about the foundational philosophy of Indian constitutional design 2. The course traces the embodiment of conflicts in constitutional provisions and demonstrates how these have played out in political practice 3. It encourages students to study the interaction of various institutions of the state with a larger extra constitutional environment 4. The course is expected to deliver the basics of Indian Political and Administrative domain in the context of Indian Constitution 5. The course prepares the learners to nurture their civic responsibilities by enhancing their knowledge on rights and privileges 	
Course Objectives	
<ol style="list-style-type: none"> 1. Understand the concept and purpose of Constitutional framework and Institution, the development process over the years according to the needs of the society 2. Develop the knowledge regarding the historical development of state system, organization, structure and functions of administration 3. Explain the salient features and fundamental principle of Administrative & state formation and nation building 4. Develop knowledge about the working of the Indian constitution in the different levels 5. Demonstrate the working of constitution and create the Constitution awareness to public about their rights and responsibilities 	
Prerequisites	Basic Knowledge Indian State and Polity

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Historical background Sources of the Indian Constitution - Citizenship - Preamble	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Fundamental Rights- Directive Principles of State Policy - Fundamental Duties	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Indian Federalism: Distribution of powers Legislative - Administrative and Financial relation- Emergency Provision	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Union Government -President: Election -Powers and Functions -Cabinet: Prime Minister -Parliament Composition, Powers and functions Process of law making - Speaker – Parliamentary Committees - Supreme Court of India Composition, powers and functions	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	State Government Role of the Governor State Cabinet State Legislature High Courts - Amendments to the Constitution: Highlight.	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. [Austin Granville](#), The Indian Constitution: Cornerstone of A Nation, Oxford University, 1999
2. Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co. 1996
3. Durga Das Basu, An Introduction to Indian Constitution, Wadha & Company, 2001
4. Dr. Shukla, V.N, The Constitution of India, Eastern Book Company, 1977
5. Khanna, V.N, Constitution and Government of India, S. Chand & Co., 1981.

Suggested Readings

1. Bhargava Rajeev, Politics and Ethics of the Indian Constitution, Oxford University, 2009
2. Durga Das Basu, Commentary on the Constitution of India, Wadha & Company, 2000
3. Gautam Bhatia, Transformative Constitution: A Radical Biography in Nine Acts, Harper Collins India, 2019
4. Misra, B.R., Economic Aspects of Indian Constitution, Orient Longman, 1952

5. Nainta, R.P, The Government under the Indian Constitution, OUP,1992
6. Pylee, M.V, India's Constitution, Chand & Co, 2003
7. Ramasubrahmanyam, K.V., The Evolution of the Indian Constitution, Raja & Co.,1985
8. Rau, B.N, Constitution in the making, Orient Longman, 1960
9. Sastri, The Constitution of India (Annotated), L.S. Law Book Co,1950
10. Singh, D.K., Indian Constitutional and National Development, Eastern Book Company,1975
11. Vyas, R.N., The Soul of Indian Constitution, Jaipur, Print Well, 2000.

Web Resources

1. www.goodreads.com/book/show/
2. www.archive.org/details/greatpoliticalh00eben
3. <https://shodhganga.inflibnet.ac.in/>
4. <https://historyofphilosophy.net>
5. <https://www.scholarshipsads.com/aristotles-theory-of-revolution>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To comprehend the fundamental principles of Indian Constitution	K1, K2
CO 2	To cooperate with State in practicing right with perpetual responsibilities	K3
CO 3	To equip the students on the working of different organs of government and analyse the interaction amongst them which often involves both conflict and cooperation	K4
CO 4	To evaluate the division of powers in Indian federal set-up and its asymmetrical federal arrangements	K5
CO 5	To diagnose the contemporary threats form extra constitutional environment to the foundational principles of Indian Constitution	K6

Course Code	UHT 6503
Course Title	Historiography
Credits	6
Hours/Week	6
Category	MC
Semester	VI
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. Historiography gives us manuals of information about histories and historians 2. The Course offers the learner to assess Historical works in terms of modern standards 3. The Course dealt with approaches in writing history through the ages of both Occidental and Oriental 4. The Course examines the nature and use of Methodology in Historical research 5. The Course creates an opportunity to the learners to write a Historical thesis 	
Course Objectives	
<ol style="list-style-type: none"> 1. To describe the characteristics of Ancient Historiography 2. To contemplate the threshold of Medieval Historiography and its confinement 3. To relate the changing patterns of Historical methodology with the emergence of the Age of Reason 4. To dissect the patterns of New Historical writing in the context of post-world war trends 5. To test and apply the Historical methods in writing new History 	
Prerequisites	Basic Knowledge in Political History of India and World

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Historical writing of the Ancient Greek, Rome and India: Herodotus – Thucydides– Titus Livy - Marcus Porcius Cato - Banabhatta	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Historical writing of Medieval age: –St. Augustine –Thomas Aquinas-Ibn Khaldun- Kalhana- Al Biruni- Baranai	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Historical writing of Modern age - Jules Michelet– Edwards Gibbon- Leopold Von Ranke- J.S. Mill - Jadunath Sarkar – R.C. Majumdar- K.A.N. Sastri	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Approaches to History: Marxists : E.P. Thompson- Eric Hobsbawm- D.D. Kosambi-Colonial Historiography: Henry Maine-William W. Hunter- Annales : Marc Bloch-Ferdinand Braudel- Subaltern Studies- RanajitGuha –Micro History: Carlo Ginzburg	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Historical Method: Selection of topic-review of literature-collection of data: Primary and Secondary - Internal and external criticism- chapterisation bibliography- footnotes - chart, tables and appendices..	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Ali, Sheik, History: Its Theory and Methods, Macmillan Publication, 1980
2. E.H. Carr, What is History?, Penguin Classic, 2018
3. E. Sreedharan, A Textbook of Historiography, Oriental Blackswan, 2004
4. K. Rajayyan, History in Theory and Method: A Study in Historiography, Raj Publishers, 1982
5. Manickam S, Theory of History & Method of Research, Paduman Publication, 1977

Suggested Readings

1. Ann Docker, John Curthoys, Is History Fiction, UNSW Press, 2006
2. R.G. Collingwood, The Idea of History, Oxford University Press, 1994
3. Eric Hobsbawm, "Karl Marx's Contribution to Historiography in Ideology and Social Science" Suffolk, 1972
4. Keith Jenikens, Re-Thinking History, Rutledge, 1991
5. Irfan Habib, Essays in Indian History – Towards a Marxist Perception, Tuluiip Books, 1995
6. George, Writing a thesis: A Guide to Long Essays and Dissertations, Longman, 1987
7. March Bloch, The Historian's Craft, Penguin, 1964

8. Romila Thapar, The Past and Prejudice, National Book Trust, 1975
9. Romila Thapar, The Past As Present: Forging Contemporary Identities Through History, Alpha, 2014
10. Sabyaschi Bhattacharya, Approaches to History, Essays in Indian Historiography, Primus Books, 2013

Web Resources

1. www.archive.org/details/greatpoliticalh00eben
2. <https://shodhganga.inflibnet.ac.in/>
3. www.jstore.org
4. <https://libguides.princeton.edu/c.php?g=84196&p=544246>
5. <http://www.inquiriesjournal.com/>
6. <https://www.bbc.co.uk/sounds/play/>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To state foundational approaches of writing History	K1, K2
CO 2	To follow up discern and captivity of Medieval Historiography with Modern times	K3
CO 3	To apply components of Modern age in analysing Modern Historiography	K4
CO 4	To evaluate the impact of philosophical schools in writing History	K5
CO 5	To formulate a thesis applying the Historical research methodology	K6

Course Code	UHT 6701
Course Title	Principles of Tourism and Hotel Management
Credits	6
Hours/Week	6
Category	SK
Semester	VI
Regulation	2019
Course Review	
<ol style="list-style-type: none"> 1) This course will trace the historical background of the Tourism Industry. 2) Students will get the ideas about Tourism and allied sectors like Hotels, Transport, Travel agencies, Government sectors and etc., 3) It will explain the origin, development and impact of the aviation industry. 4) Learners will gain the knowledge of the international organizations like IATA, ICAO, WTO and UFTAA 5) This course will sensitise the students on the employment opportunities in the Tourism sector 6) It will motivate the students to identify their skills and to enhance it based on the future market requirement of different sectors 	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the basic structure of the tourism and allied Sectors 2. To examine the historical factors for the development of Tourism Industry 3. To identify the future challenges in Tourism Industry 4. To sensitize students about the various opportunities in Tourism and allied sectors 5. To equip the students with skill-based activities like internship to introduce them to employable opportunities in Tourism and allied sectors 	
Prerequisites	Interest to know about the Travel and Tourism Industry

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Definition - Meaning and Scope of Tourism: Types of Tourism and Tourists – Impacts of tourism –Push and Pull Theory - Planning – Organisation	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Travel Agency – wholesale – retail - low operatives – TAAI – CRS and Travel Agency – Finance and Functions - modes of transport and operations	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Airlines and Aviation Management: History of aviation – schedule of chartered carriers – Airport Authority of India – Indian National Carriers – Air India – Indian International Airports –Airline freedoms and formalities – Passport - VISA	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Tourism International Organisation and Marketing: Define Travel Marketing concept – Tourist product — Planning process and marketing – Market research - tourism advertisement – destination promotion – TTDC – ITDC – International Regulation of Airlines (IATA) – ICAO – WTO – UFTAA	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Hotel – Origin– structure – classification and categorization – management system – Hotel Organisation – chains and groups of Hotels – HR Planning - Human Resources in Hotels.	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

- 1) Bhatia, A.K., International Tourism Fundamentals and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 2004
- 2) Bhatia, A.K., Tourism Development Principles and Practices, Sterling Publishers Pvt. Ltd, New Delhi, 2002
- 3) Negi, Jag Mohan., Professional Hotel Management, S. Chand Company, 2002

Suggested Readings

1. Christopher, J Holloway., The Business Tourism, Prentice Hall of India, 2002
2. Akthar, Javid., Tourism Management in India Pavel Augusta, The Big Book of Transport, 2002
3. Kay, H, Kenner., Selling Tourism, Thomson Delmar Learning, 2003
4. Seth, PremNath., Successful Tourism Management, Sterling Publishers Pvt. Ltd, 1997
5. Kaul, R.N., Dynamics of Tourism, Sterling Publishers Pvt. Ltd, 2008
6. Sakthi., Hotel Management, Sakthi Publication, 2000

Web Resources

Documentaries:

- 1) <https://youtu.be/SOSNv3jJLmU>

- 2) <https://youtu.be/Ezco5igdiRY>
- 3) <https://youtu.be/ET6m3mVRjKg>
- 4) <https://youtu.be/HxX3le-n-uY>
- 5) <https://youtu.be/efgmEbjbGR8>

Online Reading Materials:

- 1) <https://tourism.gov.in/>
- 2) <https://tourism.gov.in/about-us/india-tourism-development-corporation-itdc>
- 3) <http://trcollege.edu.in/articles/74-development-and-impact-of-tourism-industry-in-india.html>
- 4) <https://www.ibef.org/industry/tourism-hospitality-india.aspx>
- 5) <https://www.yourarticlelibrary.com/tourism/salient-features-of-tourism-promotion-in-india-since-1991/41105>
- 6) <https://www.ukessays.com/essays/tourism/international-tourism-after-the-second-world-war-tourism-essay.php>
- 7) <http://www.markedbyteachers.com/as-and-a-level/geography/the-development-of-the-travel-and-tourism-industry-after-world-war-ii-1.html>
- 8) <https://www.pearsonhighered.com/assets/samplechapter/0/1/3/4/0134484487.pdf>
- 9) <https://peacetourism.org/role-of-tourism-in-the-mutual-understanding-and-social-harmony/>
- 10) National Digital Library of India – <https://ndl.iitkgp.ac.in/>
- 11) Ignou - <http://ignou.ac.in/>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand the role and functions of the Tourism Industry	K1, K2
CO 2	To illustrate the activities of Travel Agencies and other International Tourism Organisations	K3
CO 3	To analysis the emergence of the Aviation Industry and its Management	K4
CO 4	To assess the opportunities available in the Tourism and allied sectors	K5
CO 5	To develop the skills such as Communication, Travel Planning, Hospitality Methods, Guide Craft and Marketing Strategies	K5, K6

Course Code	UHT 6702
Course Title	Principles of Archaeology and Museology
Credits	6
Hours/Week	6
Category	SK
Semester	VI
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. Archaeology is a skill-based course integrating various fields of humanities and natural sciences. 2. The aim of the course is to give basic knowledge about the various developments in archaeology 3. The purpose of the course is to examine the value of archaeology and the historical remains 4. The course intends to sensitize the students on the scope and opportunities in this sector 5. The course is coupled with exposure visits to various historical and archaeological sites 	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the rationale of archaeology. 2. To identify the work of eminent archaeologist and their contributions 3. To trace the historical importance of archaeological remains 4. To highlight the significance of the museum and its preservation methods 5. To apply the knowledge of archaeology and their recent excavation 	
Prerequisites	Basic knowledge and interest in archaeology and history

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Definition and scope of Archaeology and Culture – Archaeology and History- Kinds of Archaeology (Ethno Marine Aerial - Salvage) - other disciplinary subjects: Geology – Geography - Anthropology	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Origin and development of Archaeology in India - Contributions of Eminent Archaeologists: Sir William Jones -Robert Bruce Foote- Alexander Cunningham Sir John Marshall Sir Mortimer Wheeler –Developments since Independence.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Functions of an Archaeologist Value of Archaeology - as a Primary Source: Epigraphy and Numismatics and Iconography - Historical Archaeology – Conservation of Archaeological and Historical remains	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Definition - History of Museums – Kinds of Museums – Aims of Museum Management Museum techniques Conservation of Artifacts – Chemical methods of preserving the artefacts – Museum display.	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Art and Architecture of North India and South India – Aims and Methods of Excavation- Exploration (practical –of known site)	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Brown, Percy, Indian Architecture, Volume 1, Buddhist and Hindu Volume II Islamic period, Bombay, Taraporevala, 1995
2. Gopinath Rao, Indian Iconography, Indological Book House, 1971, Chennai
3. Grace Morley, Museum Today, University of Baroda, 2nd Edition, Department of Museology, 1961 Paul Behn, Archaeology – A very short introduction, Oxford University Press, 2000
4. Raman, K.V., Principles and Methods of Archaeology, Chennai, Parthajan Publications, 1998

Suggested Readings

1. Archaeological Survey of India, Archaeological Remains Monuments & Museums (Part I & II), New Delhi, 1996
2. Balasubramanyam, Early Chola Temple Architecture, Oriental Longman, 1971, Chennai
Balasubramanyam, Later Chola Temple Architecture, Mudgala Trust, 1979, Chennai
Balasubramanyam, Middle Chola Temple Architecture, Thompson Press (India), 1975,
Clark D.L. Analytical Archaeology, Methun& Co Ltd, London, 1968
3. Dhaky, M.A. Ed. Encyclopedia of Indian Temple Architecture of North India, American Institute of Indian Studies, Delhi, OUP, 1991

4. Dhaky, M.A. Ed. Encyclopedia of Indian Temple Architecture of South India, American Institute of Indian Studies, Delhi, OUP, 1991
5. Dhani, S., Paleography and Development of Archaeology, ASI
6. Gopinath Rao, Indian Iconography, Indological Book House, 1971, Chennai John Marshall, Conservation Manual, Madras, Asian Educational Service, 1990
7. Sankalia H.D., New Archaeology It's Scope and Application to India, Lucknow, 1974
Surindranath, Roy, The Story of Indian Archaeology, New Delhi, 1961

Web Resources

1. India : its epigraphy, antiquities archaeology, Numismatics and architecture
Author: Smith, Vincent A. Burgess, James Fleet, J. F.
<https://www.indianculture.gov.in/india-its-epigraphy-antiquities-archaeology-numismatics-and-architecture>
2. Recent Trends in Archaeology - <http://asiegov.gov.in>
3. Virtual Museum Study, GOI consolidated links to Online and Virtual Exhibitions in Museum at Home Page. Please visit the Page at Home - Gallery- Museum at Home or Visit Museum- Museum at Home <http://www.nationalmuseumindia.gov.in/en/museum>
4. Development and Characteristics of Kalinga style of Temple Art and Architecture
Parshurameshvara, Mukteshvara, lingaraj and Konark sun temple_
<http://asiegov.gov.in>
5. Recent Excavations Keezhadi <http://www.asichennai.gov.in/monuments.html>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To define archaeology and its kinds	K1, K2
CO 2	To compare the achievements of British and Indian archaeologist	K3, K6
CO 3	To identify the value of archaeological remains in the historical perspective	K4, K6
CO 4	To gain basic skills in museum through internship	K4, K5
CO 5	To demonstrate knowledge on the archaeological excavation	K6

OFFERED TO OTHER DEPARTMENTS

Course Code	UHT 1301
Course Title	Indian Constitution
Credits	3
Hours/Week	6
Category	AR (Sociology)
Semester	I
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course enables students to gain knowledge about the foundational philosophy of Indian constitutional design 2. The course traces the embodiment of conflicts in constitutional provisions and demonstrates how these have played out in political practice 3. It encourages students to study the interaction of various institutions of the state with larger extra-constitutional environment 4. The course is expected to deliver the basics of Indian Political and Administrative domain in the context of the Indian Constitution 5. The course prepares the learners to nurture their civic responsibilities by enhancing their knowledge on rights and privileges 	
Course Objectives	
<ol style="list-style-type: none"> 1. Understand the concept and purpose of Constitutional framework and Institution, the development process over the years according to the needs of the society 2. Develop the knowledge regarding the historical development of state system, organization, structure and functions of administration 3. Explain the salient features and fundamental principle of Administrative & state formation and nation building 4. Develop knowledge about the working of the Indian constitution in the different levels 5. Demonstrate the working of constitution and create the Constitution awareness to public about their rights and responsibilities 	
Prerequisites	Basic Knowledge Indian State and Polity

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Historical background Sources of the Indian Constitution - Citizenship - Preamble	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Fundamental Rights-Directive Principles of State Policy - Fundamental Duties	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Indian Federalism: Distribution of powers Legislative - Administrative and Financial relation- Emergency Provision	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Union Government - President: Election - Powers and Functions - Cabinet: Prime Minister - Parliament Composition, Powers and functions Process of law- making - Speaker – Parliamentary Committees - Supreme Court of India Composition, powers and functions	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	State Government Role of the Governor State Cabinet State Legislature High Courts - Amendments to the Constitution: Highlights	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Austin Granville, The Indian Constitution: Cornerstone of A Nation, Oxford University, 1999
2. Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co. 1996
3. Durga Das Basu, An Introduction to Indian Constitution, Wadha & Company, 2001
4. Dr. Shukla, V.N, The Constitution of India, Eastern Book Company, 1977
5. Khanna, V.N, Constitution and Government of India, S. Chand & Co., 1981

Suggested Readings

1. Bhargava Rajeev, Politics and Ethics of the Indian Constitution, Oxford University, 2009
2. Durga Das Basu, Commentary on the Constitution of India, Wadha & Company, 2000
3. Gautam Bhatia, Transformative Constitution: A Radical Biography in Nine Acts, Harper Collins India, 2019
4. Misra, B.R., Economic Aspects of Indian Constitution, Orient Longman, 1952

Web Resources

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To comprehend the fundamental principles of Indian Constitution	K1, K2
CO 2	To cooperate with State in practicing right with perpetual responsibilities	K3
CO 3	To equip the students on the working of different organs of government and analyse the interaction amongst them which often involves both conflict and cooperation	K4
CO 4	To evaluate the division of powers in Indian federal set-up and its asymmetrical federal arrangements	K5
CO 5	To diagnose the contemporary threats form extra constitutional environment to the foundational principles of Indian Constitution	K6

Course Code	UHT1302
Course Title	American History
Credits	3
Hours/Week	6
Category	AR
Semester	I
Regulation	2019
Course Review	
<ol style="list-style-type: none"> 1. American History begins with the definite understanding of various concepts of colonialism, independence and constitution 2. The course deals with the landmark events in the American history 3. This course will enable the students to appreciate the American way of handling economic and social crisis 4. This course will outline the journey of USA from independence to becoming a Super Power. 5. The course comprehends the existence of multiculturalism in USA 	
Course Objectives	
<ol style="list-style-type: none"> 1. To estimate various impacts of colonialism throughout the world and about the settlement in USA 2. To trace the origin of Civil Rights movement 3. To relate to the idea of progressive era 4. To examine the factors that propelled USA to become a world power 5. To integrate the background of USA to its current multiculturalism 	
Prerequisites	Basic Knowledge in History of the world and colonialism

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Unit I: Colonial America: Establishment of colonies- New England colonies- Life and culture in the colonies - American War of Independence - Making of the Constitution - Features of the Constitution	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Unit II: Sectional Conflict and the Civil War: Events leading to civil war - Abraham Lincoln - Reconstruction - Civil Rights Movement - Martin Luther King Jr	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Unit III: The Progressive Era: The Progressive Era - Reformers at the Municipal and State level - The 'Muckrakers' - The Great Depression - FDR - New Deal	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Unit IV: USA becomes a World Power: I and II World Wars - Truman Doctrine - Cold war - Eisenhower – John F. Kennedy - Vietnam War.	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Unit V: Contemporary USA: Multiculturalism Popular culture - The American- African Experience -Hispanics and Asians	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. B.V.Rao, World history from early times to A D 2000, Sterling Publishers, Delhi, 4th reprint- 2007 An outline of American History, USIS Publication, United States Information Agency, 1994 Douglas K. Stevenson, American life and Constitution, USIA, Washington D.C. 1998
2. George Brown Tindall with David E. Shi. 'America, A narrative History, Vol. I& II, WW Norton and Co, 1992 Henry B. Parkes, The United States of America, Scientific Book Agency, Calcutta, 1968
3. N. Subramanian, A History of the USA, Ennes Publications, Udumalpet, 1995

Suggested Readings

1. A Twentieth-century American Reader USA, Washington DC, 1999
2. Arnold S. Rice and John A Krout, United States History from 1865, Harper Perennial, New York, 1991 George Brown Tindall with David E. Shi. 'America, A narrative History, Vol. I& II, WW Norton and Co, 1992 Howard Zinn, A people's History of the United States, Harper Perennial, 1990.

Web Resources

1. https://www.loc.gov/rr/frd/Military_Law/Lieber_Collection/pdf/History-of-US_Vol-X.pdf
<https://openstax.org/details/books/us-history>

2. <https://www.hup.harvard.edu/catalogs/hup-brochure-2012-american-history.pdf>
<https://open.umn.edu/opentextbooks/textbooks/206>
3. http://www.ebooks-for-all.com/bookmarks/detail/US-History/onecat/Electronic-books+Social-Sciences+History/2/all_items.html

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To define and examine the civil war, its significance and the establishment of the USA to world power	K1, K2
CO 2	To demonstrate the factors responsible for various movements, reforms and the contemporary USA	K3
CO 3	To analyse the role of USA in wars, development of constitution, and its involvement in the World affairs	K4
CO 4	To synthesize and verify on the policies of various leaders in USA and its impacts and results	K5
CO 5	To evaluate and critique the various facets of the international affairs	K6

Course Code	UHT3402
Course Title	Development Administration in India: Principles, policies and program
Credits	3
Hours/Week	5
Category	AO
Semester	III
Regulation	2019
<p>Course Review</p> <ol style="list-style-type: none"> 1. Development is the end result of (Public) Administration. Development Administration is an administration for the purpose of development 2. Development Administration is an intellectual enterprise with which defined goals of development can be achieved. 3. The main thrust of development administration course has been to study the administrative patterns and behavior in societies from traditional to advanced forms 4. The Course will enable the students to appreciate the different perspectives and approaches to the Development management 5. Engaging the Developmental theories towards Faster and More Inclusive Growth 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. Identify the evolution of development administration since 1950 2. Explain the role of several techniques, strategies and structure in development administration 3. Discuss the several approaches to development as adopted in India 4. Accustoming the learner to apply the tools in managing developmental organization 5. Evaluating success and failure in the functioning of the Development administration in India 	
Prerequisites	Basic Knowledge in Political History of India and World

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Concepts and Meaning- Scope and Significance- Evolution- Growth of Development administration	13	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Bureaucratic theory of Development Administration - Behavioral theory of Development Administration - Systems theory of Development Administration - Ecological Orientation of Development Administration	13	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	State Planning – District level Planning – District administration and Field Agencies – District Collector – District Development Officer – District Development Committee–Resource Mobilization- NIRD- SIRD-IIPA	13	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Area/Block Development Program - Tribal Development Program - Agricultural Development Program - Educational Development Program - Community Development Program- Environmental Protection Program. – Social Welfare Urban Development- Women empowerment Program-Children Welfare	13	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Changing Role of Bureaucracy in the Context of Liberalization and Globalization: Current Administrative Reforms- Adhaar- Direct Benefit Transfer- NITI AAYOG- ICT & Governance- From Development Administration to New Public Management..	13	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
Text Books <ol style="list-style-type: none"> 1. Bhattacharya Mohit, Social TheoryDevelopment Administration, Jawahar Publication,2001 2. Centre for Development and Human Rights, The Right to Development – A Primer, New Delhi: Sage Publications, 2004 3. Pranab Bardhan and Dilip Mookherjee, (Eds.) Decentralization and Local Governance in Developing Countries: A Comparative Perspective, New Delhi. Oxford University Press 2007 4. Anwar Shah, Local Governance in Developing Countries, Washington DC: The World Bank 2006 5. Niraja Gopal Jayal, The Governance Agenda: Making Democratic Development Dispensable, Economic and Political Weekly, Vol. XXXII, No.2, 199 				
Suggested Readings				

1. Ali Farazmand, Handbook of Comparative and Development Public Administration, New York: Marcel Dekker, 2001
2. Deepak Nayya, Employment, Growth and Development: Essays on a Changing World Economy, Routledge, 2019
3. Khosla J, Crisis in India's Development and Administration, Bangalore University Press, 1979
4. Goel, S.L, Development Administration – Potentialities and Prospects, Deep & Deep Publication, 2009
5. Jain, R.B, Public Administration in India – 21st Century Challenges for Good Governance, Deep & Deep Publication, 2001
6. Mathur Hari Mohan, Administering Development in the Third World: Constraints and Choices, Sage Publication, 1982
7. Pai Panandikar, V.A. (ed.), Development Administration in India, Macmillan Publication
8. Parikh Kirit S. (ed.), Indian Development Report, Oxford Publication, 1991
9. Riggs, Fred (ed.), Frontiers of Development Administration, Duke University Press, 1970
10. Rathod P.B, Elements of Development Administration, Jaipur Publication, 2010
11. Sapru, R.K, Development Administration, Sterling Publishers, 1994
12. Swerdlow, Irving, Development Administration, Context and Problems, Syracuse University Press
13. Weidner Edward, (ed.), Development Administration in Asia, Duke University Press, 1970

Web Resources

1. www.goodreads.com/book/show/
2. http://niilmuniversity.in/coursepack/humanities/Fundamental_of_Development_Administration.pdf
3. <https://shodhganga.inflibnet.ac.in/>
4. <http://egyankosh.ac.in>
5. <https://www.bbc.co.uk/sounds/play/>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand formulation and implementation of plans, policies, programmer and projects for national Development.	K1, K2
CO 2	To integrate Development administration on the Socio- economic change of developing nations.	K3
CO 3	To analyse the unity as well as the dichotomy between politics and administration.	K4
CO 4	To enhance sharing in knowledge and understanding of good practices in local development.	K5
CO 5	To apply innovative strategies for Nation Inclusive development.	K6

Course Code	UHT 3801
Course Title	HISTORY OF ARCHITECTURE IN INDIA
Credits	2
Hours/Week	3
Category	Non-Major Elective (NME)
Semester	III
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course History of Architecture in India introduces the general characteristics of Indian art 2. The course aims to give basic knowledge about the architectural marvel of India 3. It also examines the cultural influence of other countries on the Indian architecture 4. The course also discusses the religious domination in the architectural styles 5. This subject also traces the development of the modern architectural styles in India 	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the influence of Indian culture in the form of architecture 2. To understand the cultural heritage of our country 3. To understand the importance of various historical monuments throughout the country 4. To understand the purpose of architectural features of distinctive styles 5. To become aware of the dominance of religion in the architectures of India 	
Prerequisites	Basic knowledge about the historical monuments in India

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Introduction: General Characteristics of Indian Art - Indus Valley Civilization: Architecture, Town planning, Great Bath, Granary, Drainage system	8	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Buddhist Architecture: Stambha Stupa Chaitya Hall – Vihara.	8	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Hindu Architecture: Northern: Nagara style, Southern: Dravida style, Deccan: Vesara style	7	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Evolution of Islamic Architecture: Mosque, tomb, Minar, fort, mausoleum – garden, palaces	8	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Modern Indian Architecture: Early Colonial Period – Gothic Style – Neo Classical Style - Indo Saracenic – Rashtrapati Bhavan, Parliament, Museum, Churches	8	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Brown, Percy., Indian architecture, Taraporevala and sons, Bombay, 1968, 5th edition
2. Edith, Tomory., History of Fine Arts in India and the West, Orient Longman, Madras, 2004, 4th Edition
3. Basham, A.L., The Wonder that was India, Macmillan, London, 2004, 5th Edition

Suggested Readings

1. Brown, Percy., Indian Architecture, Volume 1, Buddhist, and Hindu Volume II Islamic period, Taraporevala and sons, Bombay, 1968, 5th edition
2. Fergusson, History of Indian and Eastern Architecture, Mushi ram Mondharlal, Delhi, 1969, Volume I and II
3. Havell, E.B., The Art Heritage of India, Taraporevala and sons, Bombay, 1964, Revised Edition
4. Indian Art through the Ages, The Publications Division, Govt. of India, New Delhi, 1948
5. Rawlinson H. G., Indian Art., Sidgwick, and Jackson Ltd, London, 1966, First edition
6. Roy C. Craven., A concise History of Indian Art, Vikas publishing house, New Delhi, 1979, First Edition
7. Grover, Satish., The Architecture of India, Vikas publishing house, New Delhi, 2006, Second edition

Web Resources

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To illustrate our Cultural Heritage	K1, K2
CO 2	To trace the development of Indian Architecture through the ages	K3
CO 3	To identify traditional and indigenous architecture	K4
CO 4	To examine the diversity of Indian architecture	K5
CO 5	To classify the historical monuments of various architecture styles	K6

Course Code	UHT 4401
Course Title	WORLD HISTORY
Credits	3
Hours/Week	5
Category	Allied Optional (AO)
Semester	IV
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The major aim of this course is to give a comprehensive idea about the development of the modern world. 2. The course summaries the socio-economic and political transition of the global order since the 17th CE 3. The students will gain a critical view about the emergence of revolutionary ideas 4. The course intends to describe the two World Wars and their impacts in the 20th CE 5. The purpose of this course is to create a better understanding about the function of the present world order with past knowledge. 	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the dynamic nature of the various socio, economic and political cultures of the modern world 2. To sensitize students about the major discoveries, inventions and scientific achievements of the modern world 3. To evaluate the progress of the revolutionary thoughts and their impact on modern societies 4. To provide the comparative view about diverse political systems and their function in the modern world order 5. To assess the various causes and course of the two world wars 6. To identify the significance of key turning points in modern world history. 	
Prerequisites	Basic knowledge and interest in world history

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	The Era of Revolutions: Beginning of Modern Age - Age of Discovery - American Revolution - French Revolution – Russian Revolution – Chinese Communist Revolution	18	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Socio-Economic changes: The Industrial and Agrarian Revolution	12	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	The War and the Peace: World War I - Causes – Courses – Paris Peace Conference – Treaty of Versailles - League of Nations	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Dictatorship and the World: Rise of Hitler - Nazism – Rise of Mussolini - Fascism – World War II – Causes – Courses – Results – UNO – Aims - Objectives – Achievements	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	The world since 1945: The Cold War – Formation of power blocs – Truman Doctrine – Marshall Plan – NATO – SEATO - Warsaw pact - Disarmament – SALT I&II, NPT, CTBT, START I&II - Regional and Economic Initiatives - Commonwealth, ASEAN, EU, SAARC, NAM, BRICS - G8 & G20, WTO, GATT	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Dev, Arjun & Arjun Dev, Indira, History of the World: From the last Nineteenth to the Early Twenty First Century, Orient BlackSwan, New Delhi, 2020
2. Lowe, Norman. Mastering Modern World History, Palgrave Macmillan, 2018
3. Reddy, Krishna. World History, McGrawHill Education, 2017
4. Rao, B.V. World History, Sterling Publishers, 2014

Suggested Readings

1. Rao, B.V. History of the Modern World, Sterling Publishers, 2012
2. Lewis Gaddis, John. The Cold War: A New History, Penguin Books, 2005
3. Schenk R. Catherine. International Economic Relations since 1945, Routledge, 2012
4. Stearns N Peter. The Encyclopedia of World History: Ancient, Medieval and Modern Chronologically Arranged, 6th Edition, Houghton Mifflin Harcourt, 2001
5. Wells.H.G. A Short History of the World, Fingerprint Publishing, 2015
6. Chakrabarti, Ranjan. A History of the Modern World: An outline, Primus Books, 2012
7. Kumar, Rakesh. Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism, Sage

Publication Pvt. Ltd, 2018

8. Hobsbawm, Eric. The Age of Revolution 1789-1848, Abacus Publishing, 1988
9. Hobsbawm, Eric. The Age of Empire 1875-1914, Abacus Publishing, 1989
10. Hobsbawm, Eric. The Age of Extremes 1914-1991, Abacus Publishing, 1995
11. Breunig, Charlas. The Age of Revolution and Reaction 1789- 1850, W.W.Norton & Company,1977
12. Keegan, John. The First World War, Vintage, 2000
13. Taylor,A.J.P. The origins of the Second World War, Penguin UK, 2001
14. Roberts.J.M. The Penguin History of the Twentieth Century: The History of the Work 1901 to the Present, Penguin India, 2000
15. Mahajan. Sneh, Issues in Twentieth Century World History, Laxmi Publication, 2016

Web Resources

Video Documentaries/Lectures:

1. The Middle Ages: <https://youtu.be/H5AVPmAZ8o8>
2. Feudalism in Medieval Europe : <https://youtu.be/0b76jyFUcU8> <https://youtu.be/3nt7M0oZV14>
3. The Renaissance: <https://youtu.be/fI1OeMmwYjU>
4. The Age of Revolution: <https://youtu.be/Xztedh2fBfo> <https://youtu.be/cXTaP1BD1YY>
5. The American Revolution: <https://youtu.be/qCu4hXOmPYM> <https://youtu.be/kquAIJg8vRE>
6. The French Revolution:<https://youtu.be/5pXxoyk5wOo> <https://youtu.be/6G-hs4WdBYQ> <https://youtu.be/eAItOJbidsA>
4. The Industrial Revolution: https://youtu.be/GYln_S2PVYA
5. The Russian Revolution : https://youtu.be/_3wDHtBY9Pc / <https://youtu.be/cV9G1QUIm7w>
6. Two World Wars: <https://youtu.be/o0D7vNubnH8> / <https://youtu.be/GG0LY8OLBG8> / <https://youtu.be/SPMBwSH3e58>
7. The Cold War and its Impact: <https://youtu.be/XDrykOhrb5s> /
8. Online Reading Materials:
9. History of the Modern World History: <http://egyankosh.ac.in/handle/123456789/5334>
10. Renaissance Reading Materials: <https://www.history.com/topics/renaissance/renaissance/> <https://courses.lumenlearning.com/boundless-worldhistory/chapter/the-renaissance/>
11. World War-I :<https://www.history.com/topics/world-war-i/world-war-i-history>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To identify the evaluation of liberal and rational thought process in the late medieval world	K-1,K-2
CO 2	To illustrate the emergence of various revolutionary movements in the modern world	K-3
CO 3	To analyse the scientific innovations and its impact in the modern societies	K-4
CO 4	To assess the impact of the two world wars	K4,K5
CO 5	To evaluate the socio, economic, political, cultural and religious transition of the modern world	K6

Course Code	UHT4402
Course Title	Travel and Tourism Management
Credits	3
Hours/Week	5
Category	AO
Semester	IV
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course tries to provide a deeper insight into the tourism industry 2. The course highlights how travel has become more sophisticated in the last century 3. The course examines the various modes of transport and their history 4. The course analyses the impact of tourism on the society 5. The course introduces the students to the latest trends and future projections in the Travel and Tourism industry 	
Course Objectives	
<ol style="list-style-type: none"> 1. The aim of the course is to introduce the students to different types of tourism 2. To analyse the concepts in tourism marketing 3. To understand the role of different national and international bodies in promoting tourism 4. To trace the latest development in the tourism industry 5. To highlight the various career options available in the tourism industry 	
Prerequisites	Basic knowledge and interest in Tourism industry

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Basics of Tourism: Definition - Meaning and Scope of Tourism: Terminology of Tourism - Types of Tourism and Tourists	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Tourism and Marketing — Travel Agency - TAAI – CRS – Tour Operators -Tourism product - Planning process and marketing – Market research - tourism advertisement	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Destination promotion: Milieus of Destination - Modes of Transport – Land-Air- Airport Authority of India (AAI) - Airline freedoms and formalities - Indian International Airports - Aqua and others - Accommodation - holiday caravans, Hotels – HR Planning – Attraction Managers	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Tourism promotion agencies: TTDC – ITDC – IATA – ICAO – WTO – UFTAA	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Impacts of tourism and its future trends: – Social – Cultural – Economic – Environment – Digital trends in Tourism - Space tourism – Dark Tourism – Voluntourism etc.	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Bhatia, A.K., **International Tourism Fundamentals and Practices**, Sterling Publishers Pvt. Ltd., New Delhi, 2004
2. Hart,J.J., **Tourism: Past, Present and Future**, London, 1974
3. Bhatia, A.K., **Tourism Development Principles and Practices**, Sterling Publishers Pvt. Ltd., New Delhi, 1992
4. Holloway, J., Christopher, **The Business Tourism**, Prentice Hall of India, New Delhi, 2002
5. Negi, Jag Mohan., **Professional Hotel Management**, S. Chand Company Ltd, New Delhi, 2002
6. Akthar, Javid., **Tourism Management in India**, Pavel Augusta, The Big Book of Transport

Suggested Readings

1. Ashok Gosain and AshihGosain, **Travel House Guide to Incredible India**, HarAnand Publications, New Delhi, 2004
2. Jeyaraj.V, **Directory of Monuments in Tamilnadu**, Government Museum, 2005
3. Manojdhas, **India & Tourist Paradise**, New Delhi, 1983

4. National Action Plan for Tourism, Ministry of Tourism, Government of India, New Delhi, 1992
5. Ratandeeep Singh, 'Tourism Today', Three Volumes, New Delhi, 1994

Web Resources

1. ITDC - <https://itdc.co.in/>
2. TTDC - <http://www.ttdconline.com/>
3. UFFTA - <http://www.uftaa.org/>
4. IGNOU - <http://ignou.ac.in/>
5. National Digital Library of India - <https://ndl.iitkgp.ac.in/>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To examine the growth of the Tourism industry	K1, K2
CO 2	To illustrate the Tourism as a product and its marketing and research aspects	K3
CO 3	To identify the milieus of destination promotion	K4
CO 4	To assess various Tourism promotion agencies in India	K4, K5
CO 5	To explore the impact of tourism and its future trends	K6

Course Code	UHT4801
Course Title	CULTURAL DIVERSITY OF INDIA
Credits	2
Hours/Week	3
Category	NME
Semester	IV
Regulation	2019
Course Overview	
<ol style="list-style-type: none"> 1. The course cultural diversity of India tries to appreciate the different cultures in India 2. The course highlights how cultural discourses shape history 3. The course examines the various folk customs and traditions in India 4. The course analyses the impact of cultural studies in understanding society 5. The course tries to introduce the students to the different traditional types of Music, sports etc in India. 	
Course Objectives	
<ol style="list-style-type: none"> 1. The aim of the course is to introduce the different cultural practices to the students. 2. To analyze the concepts of Culture and Traditions 3. To understand the role of different National and International bodies in promoting culture 4. To trace the latest development in the cultural studies 5. To help students appreciate different cultural practices in India 	
Prerequisites	Basic knowledge of the diverse cultural practices in India

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Literary Imagination	5	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Folk Traditions and Cultures of Orality	8	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Food and Attire	8	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Music and Visual Culture	8	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Sport	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books:

1. 1. Basham,A.L, The wonder that was India.,Sidgwick and Jackson., UK., 1954
2. K.T. Achaya., Indian Food: A Historical Companion., OUP.,1998
3. Maurice Winternitz., A History of Indian Literature.,, Munshiram Manoharlal Publisher., 2018
4. Nitin Singhania, Indian Art and Culture, Mcgrawhill, 2019
5. Sumati Ramaswamy, Beyond Appearances, visual practices and ideologies in Modern India., Sage publication,2009

Suggested Readings

1. Ronojoy Sen, Nation at Play: A History of Sports in India., Columbia University Press,2015
2. Bhattacharya.,Haridas,The cultural heritage of India, Ramakrishna Mission, Kolkata, 1956
3. Maheendra P.lama, Makers of Indian literature, Sahitya Akademi, 1997
4. Guha Ramachandra, India after Gandhi- The history of the world's largest democracy, Macmillan Publication, Bangalore, 2016
5. B.C. Deva, Musical Instruments., National Book Trust, 1977

Web Resources

1. Ignou – <http://ignou.ac.in/>

2. Shodhganga - <https://shodhganga.inflibnet.ac.in/>
3. Ministry of Culture – <https://www.indiaculture.nic.in/>
4. ASI - <http://asi.gov.in/>
5. World centre for Tamil Culture - <http://www.worldcenterfortamilculture.com/>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	The course introduces the different cultural practices in India	K1, K2
CO 2	The course tries to analyze how different literary traditions are important in understanding society	K3
CO 3	The course demonstrates how cultural practices are an important aspect in understanding the society	K4
CO 4	The course tries to analyze various cultural elements like Food, Music, Attire etc.	K5
CO 5	The course while trying to analyze the cultural differences tries to appreciate the unity in India	K6

CL AND CO BASED CIA QUESTION PAPER FORMAT FOR UG THEORY COURSES MC, AR, AO, MS, ME, GL and NME*
(Excluding other languages)

SECTION	MARKS	Q. NO	K1	K2	K3	K4	K5	K6
A	Answer ALL (6 x 1 = 6)	1	+					
		2	+					
		3	+					
		4		+				
		5		+				
		6		+				
B	Answer 1 out of 2 (1 x 6 = 6)	7			+			
		8			+			
C	Answer 1 out of 2 (1 x 6 = 6)	9				+		
		10				+		
D *	Answer 1 out of 2 (1 x 12 = 12)	11					+	
		12						+
No. of CL based Questions with Max. marks			3 (3)	3 (3)	1 (6)	1 (6)	1 (12)	1 (12)
No. of CO based Questions with Max. marks			C O 1	C O 2	CO 3	CO 4	CO 5	
			6 (6)	1 (6)	1 (6)	1 (12)	1 (12)	

- MC-Major Core, AR–Allied Regular, AO–Allied Optional, MS-Major Special, ME-Major Elective, GL-General Languages, NME-Non Major Elective.

- **Section A** could have one or more of the following: Fill in the blanks, True or False, Match the following, Definition, Comment on, Reason out etc., But, K1 and K2 should carry equal weightage.
- In **Section D** students have choice between K5 and K6. III Component Assessment carries 40% of CIA and the assessment(s) should be for cognitive levels **K1 to K4** and all should carry equal weightage.

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI 60034

Department of History

FIRST CONTINUOUS ASSESSMENT TEST, JULY, 2021

UHT-5501 India Under Colonialism (1498-1858)

III BA HISTORY

DATE:

Time : 10.00am to 11.30 am

Max. Marks : 30

SECTION A

Answer ALL the Questions in one or two sentences

(6 x 1 = 6 Marks)

1.	Define 'Colonialism'	K1	CO1
2.	What is 'Blue water Policy'?	K1	CO1
3.	State the importance of 'Battle of Plassey'	K1	CO1
4.	Describe 'Deindustrialisation'	K2	CO1
5.	Differentiate 'Subsidiary alliance system from doctrine of Lapse'..	K2	CO1
6.	Write down the importance of 'Santhal uprising'	K2	CO1

SECTION B

Answer any ONE of the following in 100 words

(1 x 6 = 6 Marks)

7.	Classify the various stages of colonialism in India.	K3	CO2
8.	Enumerate the causes and results of the Second Carnatic war.	K3	CO2

SECTION C

Answer any ONE of the following in 100 words

(1 x 6 = 6 Marks)

9.	Analyse the role played by Tipu sultan during the Fourth Anglo-Mysore war.	K4	CO3
10.	Distinguish the impacts of Commercialisation of agriculture and deindustrialization.	K4	CO3

SECTION D

Answer any ONE of the following in 200 words

(1 x 12 = 12 Marks)

11.	Evaluate the early British ascendancy in Bengal.	K5	CO4
12.	Summarise the causes, courses and results of the Great revolt of 1857.	K6	CO5

CL AND CO BASED END SEMESTER EXAMINATION QUESTION PAPER FORMAT FOR UG THEORY COURSES
(MC, AR, AO, MS, ME and GL)

SECTION		Q. NO	K1	K2	K3	K4	K5	K6	
A	(4 x 5 = 20) Answer ALL	1	+						
		2	+						
		3		+					
		4		+					
B	(2 x 10 = 20) Answer 2 out of 4	5			+				
		6			+				
		7			+				
		8			+				
C	(2 x 10 = 20) Answer 2 out of 4	9				+			
		10				+			
		11				+			
		12				+			
D	(2 x 20 = 40) Answer 2 out of 4	13					+		
		14					+		
		15							+
		16							+
No. of CL based Questions with Max. marks			2 (10)	2 (10)	2 (20)	2 (20)	2 (40)	2 (40)	
No. of CO based Questions with Max. marks			CO 1		CO 2	CO 3	CO 4	CO 5	
			4 (20)		2 (20)	2 (20)	2 (40)	2 (40)	

- MC-Major Core, AR-Allied Regular, AO-Allied Optional, MS-Major Special, ME-Major Elective, GL-General Languages.
- **Section A** could have one or more of the following: Fill in the blanks, True or False, Match the following, Definition, Comment on, Reason out, but K1 and K2 should carry equal weightage. In **Section D** students have choice between K5 and K6.

LOYOLA COLLEGE (AUTONOMOUS), CHENNAI 60034

Department of History

END SEMESTER EXAMINATION, OCTOBER, 2021

**UHT-5501 INDIA UNDER
COLONIALISM (1498-1858)**

III BA

DATE:

Duration : 3 hrs

Max. Marks : 100

SECTION A			
Answer ALL the Questions			
1.	Define the following	(5 x 1 = 5 Marks)	
a)	Capitalism	K1	CO1
b)	Utilitarianism	K1	CO1
c)	Village economy	K1	CO1
d)	Railways	K1	CO1
e)	Nationalism	K1	CO1
2.	Fill in the blanks	(5 x 1 = 5 Marks)	
a)	The English East India Company was established in the year_____	K1	CO1
b)	_____was the first Governor of French possessions in India.	K1	CO1
c)	_____was killed during the fourth Anglo-Mysore war.	K1	CO1
d)	Fort William College in Calcutta was established by_____	K1	CO1
e)	_____was the first Governor-General of Bengal.	K1	CO1
3.	Match the following	(5 x 1 = 5 Marks)	
a)	Delhi Maulvi Ahmed	K2	CO1
b)	Lucknow Bahadur shah Zafar	K2	CO1
c)	Jhansi Nana Sahib	K2	CO1
d)	KanpurRani Lakshmi Bhai	K2	CO1
e)	Ahmedabad Begum Hazerat Mahal	K2	CO1
4.	TRUE or FALSE	(5 x 1 = 5 Marks)	
a)	The Dutch were the first Europeans to come to India.	K2	CO1
b)	Dupliex was famously known as ‘Hero of Arcot’.	K2	CO1
c)	Hyder Ali was defeated and killed in the Fourth Mysore war.	K2	CO1
d)	The French were credited for bringing the railways into India.	K2	CO1

e)	The Great revolt in India was started in 1857.	K2	CO1
SECTION B			
Answer any TWO of the following in 150 words		(2 x 10 = 20 Marks)	
5.	Explain 'Blue water policy'	K3	CO2
6.	Examine the advent of Europeans with suitable illustrations.	K3	CO2
7.	Estimate the role played by Hyder Ali as the sultan of Mysore kingdom.	K3	CO2
8.	Elucidate the salient features of Pitt's India Act of 1784.	K3	CO2
SECTION C			
Answer any TWO of the following in 150 words		(2 x 10 = 20 Marks)	
9.	Analyse the role played by Robert Clive as 'Hero of Arcot'.	K4	CO3
10.	Classify and explain the different stages of colonialism	K4	CO3
11.	Compare Permanent settlement system and Ryotwari settlement system.	K4	CO3
12.	Correlate the role played by moneylenders with the agricultural indebtedness	K4	CO3
SECTION D			
Answer any TWO of the following in 250 words		(2 x 20 = 40 Marks)	
13.	Evaluate the causes and outcomes of the Carnatic wars.	K5	CO4
14.	Summarise the British relations with various Indian Princely states.	K5	CO4
15.	Substantiate the various outcomes of Permanent Settlement system.	K6	CO5
16.	Construct the road map for the enactment of Government of India Act 1858.	K6	CO5

**UNIT WISE DISTRIBUTION OF CL AND CO BASED QUESTIONS AND MARKS FOR
END OF SEMESTER QUESTION PAPER SETTING FOR UG COURSES
(MC, AR, AO, MS, ME and GL)**

	SECTION A (1 Mark/Question)		SECTION B (10 Marks/Question)	SECTION C (10 Marks/Question)	SECTION D (20 Marks/Question)	
	K1	K2	K3	K4	K5	K6
UNIT I	2 (1)	2 (1)	-	1 (10)	-	
UNIT II	2 (1)	2 (1)	1 (10)	1 (10)	1 (20)	-
UNIT III	2 (1)	2 (1)	1 (10)	1 (10)	1 (20)	-
UNIT IV	2 (1)	2 (1)	1 (10)	1 (10)	-	1 (20)
UNIT V	2 (1)	2 (1)	1 (10)	-	-	1 (20)
No. of CL based Questions with Max. Marks	10 (10)	10 (10)	2 (20)	2 (20)	2 (40)	2 (40)
No. of CO based Questions with Max. Marks	CO1		CO2	CO3	CO4	CO5
	20 (20)		2 (20)	2 (20)	2 (40)	2 (40)

MC-Major Core, AR-Allied Regular, AO-Allied Optional, MS-Major Special, ME-Major Elective, GL-General Languages.

In **Section D** students have choice between K5 and K6.

**CL AND CO BASED MARKS DISTRIBUTION FOR DIRECT ASSESSMENTS OF UG COURSES
MC, AR, AO, MS, ME and GL**

SECTION	CL	CO	CIA I	CIA II	III Component	Semester	Total (200)	CL and CO %
A	K1, K2	CO1	6	6	20	20	52	26%
B	K3	CO2	6	6	10	20	42	21%
C	K4	CO3	6	6	10	20	42	21%
D	K5, K6	CO4, CO5	12	12	-	40	64	32%

MC-Major Core, AR-Allied Regular, AO-Allied Optional, MS-Major Special, ME-Major Elective, GL-General Languages.