

| Semester – VI | | | |
|-----------------|----------------|----------------|-------------|
| Core – XII | | Historiography | |
| Code : 15UHIC64 | Hrs / Week : 6 | Hrs / Sem : 60 | Credits : 5 |

Objectives

- To make the students realize the importance of the study of history.
- To make the students familiar with the prominent historians.
- To create an awareness about the art of historical writing.

Unit – I History – Meaning and Scope – Nature – Purpose.

History – Science or Art? Its Uses, Abuses and Lessons.

Unit – II History's and its allied subjects - Theory of Causation – Role of Individuals, Ideas.

Unit – III Reputed Historians: Herodotus, Thucydides, Cornelius Tacitus, Livy, St. Augustin, Edward Gibbon, Kalhana, Karl Marx, Arnold J. Toynbee, K.A.N. Sastri, K. K. Pillai, N.Subramanian and K. Rajayyan.

Unit – IV Sources for the Study of Indian History – Archaeological, Epigraphic, Numismatics and Literary.

Unit – V Selection of Topic – Collection of sources, Objectivity and Subjectivity Criticism – Stages of Thesis Writing – Footnotes, Bibliography.

Text Book

1. Rajayyan, K., *History in Theory and Method*, Ratna Publications, Madurai, 2004.

Books for Reference

1. Ali, Sheik., *History – Its Theory and Method*, Delhi, Macmillan India Ltd., Madras, 1993.
2. Khurana, K.L., *Concepts and Methods of Historiography*, Lakshmi Narain Agarwal, Agra, 2006.
3. Sreedharan, E., *A Text book of Historiography 500 B.C to A.D. 2000*, Orient Longman, New Delhi, 2000.
4. Subramanian, N., *Historiography*, Koodal Publishers, Madurai, 1993.

| Semester IV | | | |
|---|--------------|--------------|-------------|
| Skill Based Subject - Principles and Methods of Archaeology | | | |
| Code:15UHS41 | Hrs/Week : 2 | Hrs/Sem : 30 | Credits : 2 |

Objectives

- To provide basic knowledge in the discipline of Archaeology.
- To enable the students to learn the methods of excavation.
- To study the methods of preservation and conservation of excavated monuments.

Unit – I

Definition and Scope – Kinds of Archaeology: Underwater Archaeology – Ethnic Archaeology – Salvage Archaeology – Value of Archaeology.

Unit – II

History of Archaeology in India: Sir William Jones – James Princep – Alexander Cunningham – Robert Bruce Foote – Lord Curzon – John Marshall – Mortimer Wheeler.

Unit – III

Surface Exploration: Map Reading – Aerial Photography – Scientific Aids - Excavation methods: Trial Trench – Rectangular Trenching – Horizontal Excavation -Open Stripping method– Quadrant Method.

Unit – IV

Dating Methods: Radio-Carbon Dating – Thermoluminescence Dating – Dendrochronology – Potassium – Argon Method – Fluorine Test – Nitrogen Test – Pollen analysis Test

Unit – V

Documentation and Preservation: Pottery yard – Photographic Documentation – Register
– Excavation Report – Conservation of Artifacts – Metal Objects – Glass - Wood-
Museum Display

Text Book

1. Raman K.V., *Principles & Methods of Archaeology*, Parthajan Publications, Chennai, 1998.

Books for Reference

1. Surindranath, Roy, *The Story of Indian Archaeology*, Isha Publications, New Delhi, 1961.
2. Sankalia, H.D., *New Archaeology – Its scope & Application to India*, Phaidon Press, Lucknow, 1974.
3. Venkatraman, R., *Indian Archaeology- A Survey*, Ennes Publications, Udumalpet, 1999.

| SEMESTER- I | | | |
|------------------------------|-----------------|--------------------|------------|
| Allied I - General Economics | | | |
| Code: 18UHIA11 | Hours / week :3 | Hrs / Semester: 45 | Credits :3 |

UNIT I: Microeconomics

Nature and Scope of Economics - Basic Concepts: Goods, Utility & Human Wants -
Concept of Demand and Supply - Concepts of costs and Revenue

UNIT II: Macroeconomics

National Income – concepts – Methods of Measurement

UNIT III: Money and Banking

Concepts of money – Functions - Functions of Commercial Banks and Central Bank -
Functions

UNIT – IV: International Trade

Concepts of Inflation and deflation –Internal and International trade - Meaning and
differences between Internal and International Trade

UNIT V: Public Finance

Meaning –Difference between Public Finance and Private Finance - Direct and Indirect
Taxes Development and Non-development Expenditures- Concepts of budget

Text Book: Jhingan, 2004, M.L., *Money Banking International Trade and Public Finance*, Ed. 8,
VerandaPublishers, New Delhi

Books for Reference

1. Lipsey, Richard, G., *Introduction to Positive Economics*, English Language Society and Weidenfeld and Nicolson, London Samuelson, 1998.
2. Paul Anthony and William D. Nordhaus, , *Economics*, Ed. 6 New Delhi: TataMcGraw Hill Publishing Company Ltd, New Delhi, 1998.
3. Stonier, Alfred W and Douglas C Hague, *A Test Book of Economic Theory*, Longman, London 2000.
4. Datt, Ruddar and K P M Sundharam, *Indian Economy*, S.Chand and Co. Pvt. Ltd. New Delhi, 2005.
5. Karl E. Case and Ray C. Fair, *Principles of Economics*, Pearson Education Inc., 8th Edition, 2007.
6. N. Gregory Mankiw, *Economics: Principles and Applications*, India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited, 4th edition, 2007.
7. Joseph E. Stiglitz and Carl E. Walsh, *Economics*, W.W. Norton & Company, Inc., New York, International Student Edition, 4th Edition, 2007.

Websites for Reference

www.rbi.org.in
www.cpolicy.rbi.org.in
www.bulletin.rbi.org.in

| SEMESTER- I | | | |
|------------------------------------|------------------------|---------------------------|-------------------|
| Allied II– Labour Economics | | | |
| Code: 18UHIA12 | Hours / week :3 | Hrs / Semester: 45 | Credits :3 |

Vision

To establish critical understanding of the labour economics literature.

Mission

To design and critically evaluate economic policies which seek to address problems in the labour market.

Course Outcome:

| CO. No | Upon completion of this course, students will be able to | PSO addressed | CL |
|--------|---|---------------|----|
| CO – 1 | demonstrate knowledge and understanding of how labour markets work in theory and in practice | 1 | Un |
| CO – 2 | analyse various topics such as migration, labor market discrimination, and incentive problems in labor markets. | 6 | An |
| CO – 3 | manipulate industrial disputes and be able to analytically solve problems relating to trade unions. | 3 | An |
| CO - 4 | understand the historical and present day impact of unions on labour operations. | 6 | Un |
| CO - 5 | understand human capital investments and wage differentials; Analyze wage structures. | 3 | Un |
| CO – 6 | understand labour markets and public policies by using economic theory and empirical analysis. | 8 | Un |
| CO – 7 | apply their understanding of theoretical models to analyze trends in data pertaining to topics in labour | 6 | Ap |
| CO – 8 | keep and follow current social security measures for the future employment. | 7 | Cr |

| SEMESTER- I | | | |
|-----------------------------|------------------------|---------------------------|-------------------|
| Allied II– Labour Economics | | | |
| Code: 18UHIA12 | Hours / week :3 | Hrs / Semester: 45 | Credits :3 |

UNIT-I Introduction

Concept of Labour - - Characteristic features of Indian Labour - Factors responsible for labour problems

UNIT-II Trade union

Meaning, Functions and role of trade Unions; Problems and Measures to strengthen Trade Union

UNIT-III Industrial disputes

Forms of Disputes - Meaning and causes, preventive methods, Joint Management Council - Works Committee - Labour Court - Industrial Tribunals

UNIT-IV Social security

Social Security in India: Workmen's Compensation Act - Sickness Benefits Act, Maternity Benefits Act - Retirement Benefits Act and ESI Act.

UNIT-V ILO and India

National Commission on labour: Recommendations of ILO - Purpose and functions - India and ILO

Text Book: Labour Economics, Devairakkam

Books for Reference:

1. Karnik V.B.,: *Indian Labour Problems and prospects of Labour in India*, Minerva Associates Publications, Calcutta, 1974.
2. E.J. Hobsbawm, *World of Labour: Further studies in the history of labour*, London Weidenfeld & Nicholson, 1984.
3. D. Mazumdar and S. Sarkar, editors, *Globalization, Labour Markets and Inequality in India*, Routledge.
4. Datt, G, *Bargaining Power, Wages and Employment : An Analysis of Agricultural, Labour : Markets in India* : Sage Publications, New Delhi, 1996.
5. Hajela, P.D *Labour Restructuring in India : A Critique of the New Economic Policies*, Commonwealth Publishers, New Delhi. .1998.
6. Jhabvala, R. and R.K. Subrahmanya (Eds), *The Unorganised Sector : Work Security and Social Protection* : Sage Publications, New Delhi, 2000.
7. Lester, R.A, *Economics of Labour (2nd Edition)*, Macmillan, New York. .1964.
8. McConnell, C.R. And S.L. Brue, *Contemporary Labour Economics*, McGraw-Hill, New York. 1986.
9. Papola, T.S.P.P. Ghosh and A.N.Sharma (Eds). *Labour, Employment and Industrial Relations in India*, B.R.Publishing Corporation, New Delhi, 1993.
10. Rosenberg M.R., *Labour Markets in Low Income Countries* in Chenery
11. T.N.Srinivasan (Eds) *The Handbook of Development Economics* North Holland, New York, 1988.
12. VenkataRatnam, C.S., *Globalization and Labour- Management Relations : Dynamics of Changes*, Sage Publications/Response Books, New Delhi, 2001.
13. Abhyanker, N.G., *Industrial Labour and social Security*, The Times of India Press, Bombay, 1944.
14. Bhiri, B.S: *Dimensions of Industrial Relations in India*, United Asia Publications, Bombay, 1970

| SEMESTER- II | | | |
|----------------------------------|------------------|--------------------|-------------|
| Allied III– Population Economics | | | |
| Code: 18UHIA21 | Hours / week : 3 | Hrs / Semester: 45 | Credits : 3 |

UNIT I: Introduction

Sources of demographic data – population census, vital statistics and Sample surveys
–Concepts of birth rate, fertility rate, death rate, infant mortality rate and migration rate.

UNIT II: Theories of population

Malthusian Theory of population –Theory of optimum population- Theory of demographic transition.

UNIT III: Characteristics of India's population

Size and growth of India's population – Sex and age composition - Population trends in India

UNIT IV: Population explosion

Meaning- Causes and Effects – Population and economic growth

UNIT V: Control of population

India's population policy and measures –Family planning programme of Five Year Plans - Awareness on Population Control.

Text Book: S.C. Srivastava, *Studies in Demography*, Anmol Publications Pvt Ltd, 2005

Books for Reference:

1. Agarwala, S. N. (1972), India's Population Problem, Tata McGraw Hill Co., Bombay.
2. Bose, A. (1996), India's Basic Demographic Statistics, B. R. Publishing Corporation, New Delhi.
3. Bogue, D. J. (1971), Principles of Demography, John Wiley, New York.
4. Chenery, H. and T. N. Srinivasan (Eds.) (1989), Hand Book of Development Economics, Vol. 1 & 2 Elsevier, Amsterdam.
5. Choubey, P. K. (2000), Population Policy in India, Kanishka Publications, New Delhi.
6. Coale, A. J. and E. M. Hoover (1958), Population Growth and Economic Development in Low Income Countries: A Case Study of India's Prospects, Princeton University Press, Princeton.
7. Gulati, S. C. (1988), Fertility in India: An Econometric Study of a Metropolis, Sage, New Delhi.
8. Simon, J. L. (1992), Population and Development in Poor Countries, Princeton University Press.

9. Srinivasan, K. (1998), Basic Demographic Techniques and Applications, Sage, New Delhi.
10. Srinivasan, K. and A. Shariff (1998), India : Towards Population and Demographic Goals, Oxford University Press, New Delhi.
11. Sryrock, H. et. al. (1973), the Methods and Materials of Demography, US Department of Commerce, Washington, D. C.
12. United Nations (1973), The Determinants and Consequences of Population Trends, Vol. 1, UNO Publications, New York.

| SEMESTER- II | | | |
|------------------------------------|-----------------|--------------------|------------|
| Allied IV – Women Entrepreneurship | | | |
| Code: 18UHIA22 | Hours / week :3 | Hrs / Semester: 45 | Credits :3 |

Unit –I Introduction

Definition of Entrepreneurship – Characteristics of Entrepreneurs – Types of Entrepreneur – Functions of Entrepreneurs

Unit – II Women Entrepreneurship

Women Entrepreneurship – Definitions – Opportunities and Challenges of Women Entrepreneurs – Institutions for Women Entrepreneurship – SHGs – Micro Finance – NGOs

Unit – III Project identification & classification

Meaning of Project – Project classification – Project identification – Internal & External objectives – Project Report

Unit – IV Promotion & starting of an industrial unit

Meaning of Promotions – Stages – Sources of Ideas – Types of promoters – Steps in starting a small scale Industry- Incentives and Subsidies to Small Industries

Unit – V Institutional finance to entrepreneur

DIC, SIDCO, NISE, SSIC, NAYE, TIIC, SIDBI, Commercial Banks- NEDA- Directorate of Industries –

Export Credit Corporations- Writing a project for a Business

Text Book: Mridula Velagapudi, *Role of Women Entrepreneurship Towards more Inclusive Economic Growth*.

Books for Reference:

1. Norman M Scarborough, *Essentials of Entrepreneurship and Small Business Management*, 2016
2. Vasanth Desai *Dynamics of Entrepreneurial Development and Management* Himalaya Publishing House.
3. N. P. Srinivasan & G. P. Gupta *Entrepreneurial Development* Sultan Chand & Sons.
4. P. Saravanelu *Entrepreneurship Development* Eskapee publications.
5. S. S. Khanka *Entrepreneurial Development* S. Chand & Company Ltd.,
6. Satish Taneja, *Entrepreneur Development ; New Venture Creation*.
7. Anand Saxena, *Entrepreneurship Motivation, Performance, Rewards*, 2005

Websites:

www.pbr.co.in

<https://pdfs.semanticscholar.org>

shodhganga.inflibnet.ac.in

| SEMESTER III | | | |
|----------------|---------------------------|--------------|-------------|
| Allied VI | Indus Valley Civilization | | |
| Code: 18UHIA32 | Hrs/Week : 3 | Hrs/Sem : 45 | Credits : 3 |

Vision: To cherish the rich cultural heritage of our past.

Mission: To appreciate and feel pride about our ancient civilization.

Course Outcome:

| CO.No. | Upon completion of this course, students will be able to | PSO addressed | CL |
|--------|--|---------------|--------|
| CO-1 | widen the knowledge of Indus Valley Civilization in the context of other ancient civilizations in the world. | 1 | Un, Re |
| CO-2 | know the latest and recent excavations of Indus Valley sites. | 1 | Un, Re |
| CO-3 | understand the salient features of Indus Valley people. | 1 | Un, Re |
| CO-4 | analyse the social, economic and religious condition of Indus Valley people. | 4 | An |
| CO-5 | appreciate the administration of Indus Valley Civilization. | 1 | Un, Re |
| CO-6 | highlight the engineering skills of Indus Valley Civilization. | 2 | Un, Re |
| CO-7 | analyse the religious condition of Indus Valley Civilization. | 4 | An |
| CO-8 | trace out the causes for its decline. | 1 | Un, Re |

| SEMESTER III | | | |
|----------------|---------------------------|--------------|-------------|
| Allied VI | Indus Valley Civilization | | |
| Code: 18UHIA32 | Hrs/Week : 3 | Hrs/Sem : 45 | Credits : 3 |

Unit I - Excavations – Major and Minor Sites – Date – Extent.

Unit II - Salient Features – Great Bath – Granary – Drainage System – Town Planning – water supply.

Unit III - Religious Condition – Seals – Indus Script.

Unit IV - Causes for the Downfall

Unit V - Comparison between Indus Valley and other Civilizations.

Text Book:

1. Basham, A.L. *The Wonder That Was India*, London: Sidgwick & Jackson, 1967.

Books for Reference:

1. Chopra P.N. Puri B.N., Dar, M.N. *A Social Cultural and Economic History of India (Vol. II)*. New Delhi: Macmillan, 1974.
2. Lunia, B.N. *Evolution of Indian Culture*. Agra: Lakshmi Narain Agarwal Education Publishers, 1955.
3. Mahajan, V.D. *Ancient History of India*. New Delhi: S. Chand and Company Ltd., 1980.
4. Majumdar, R.C. *An Advanced History of India*. New Delhi: Macmillan and Co of India Ltd, 1946.
5. Upinder Singh. *A History of Ancient and Early Medieval India*. New Delhi: Dorling Kindersley (India) Pvt. Ltd., 2009.

| SEMESTER IV | | | |
|--|--------------|--------------|-------------|
| Allied VIII Social and Religious Reform Movements in India | | | |
| Code: 18UHIA42 | Hrs/Week : 3 | Hrs/Sem : 45 | Credits : 3 |

Vision: To enhance the Contribution of social and religious reformers for the eradication of social and religious evils.

Mission: To educate about the societal and religious changes and its impact.

Course Outcome:

| CO.No. | Upon completion of this course, students will be able to | PSO addressed | CL |
|--------|---|---------------|--------|
| CO-1 | appreciate the social and religious reforms and relieve from superstitious beliefs and blind faith. | 1 | Un, Re |
| CO-2 | know about the social and religious evils prevailed in pre-independence era. | 1 | Un, Re |
| CO-3 | analyse the blind faith and superstitious beliefs of the people. | 4 | An |
| CO-4 | understand the impact of Western education. | 1 | Un, Re |
| CO-5 | know the various policies put forth by British. | 1 | Un, Re |
| CO-6 | highlight the services of social reformers. | 1 | Un, Re |
| CO-7 | examine the present reforms of the society. | 4 | An |
| CO-8 | assess the present social evils and their solutions. | 4 | An |

| SEMESTER IV | | | |
|--|--------------|--------------|-------------|
| Allied VIII Social and Religious Reform Movements in India | | | |
| Code: 18UHIA42 | Hrs/Week : 3 | Hrs/Sem : 45 | Credits : 3 |

Unit I – The Brahma Samaj – Raja Ram Mohan Roy – Abolition of Sati – Prarthana Samaj.

Unit II – The Theosophical Society – The Arya Samaj – Swami Dayananda Saraswathi.

Unit III – The Rama Krishna Mission – Swami Vivekananda – The Dev Samaj.

Unit IV – The Poona Seva Sadan – Aligarh Movement.

Unit V – The Parsees – The Sikhs.

Text Book

1. Mahajan V.D. *Advanced History of India*. New Delhi: S. Chand & Company Ltd, 1980.

Book for Reference:

1. Jayapalan N. *History of the Freedom Movement (1857 – 1947)*. New Delhi: Ashish Publishing House, 1988.
2. Tara Chand. *History of the Freedom Movement in India*. New Delhi: Publications Division Ministry of Information and Broadcasting Government of India, 1967.
3. Sen S. P. *Social and Religious Reform Movements in the Nineteenth and Twentieth Centuries*. Calcutta: Institute of Historical Studies, 1979.
4. Sen S.P. *Social Contents of Indian Religious Reform Movements*. Calcutta: Institute of Historical Studies, 1978.

| SEMESTER - I | | | |
|---------------------|----------------------|---------------------------|-------------------|
| Core II | | Religions in India | |
| 18UHIC12 | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Vision:

- To promote religious tolerance and secularism among the students through proper understanding of religions in India.

Mission:

- To reveal the noble ideals and ethical values adopted in India through its religions.
- To improve and raise the quality of lives in religious and ethical contexts.

Course Outcome:

| CO. No. | Upon completion of this course, students will be able to | PSO addressed | CL |
|----------------|---|----------------------|------------|
| CO-1 | develop religious tolerance | 1 | Un, An, Ev |
| CO-2 | respect the feelings of other religions. | 2 | Un, An |
| CO-3 | understand the basic principles and teachings of various religions. | 1 | Un, Re |
| CO-4 | study the schism in religion. | 1 | Un, Re |
| CO-5 | analyse the forms of worship. | 2 | Un, An |
| CO-6 | know the essence of all religions. | 1 | Un, Re |
| CO-7 | appreciate the ethical and moral standards of religions. | 2 | Un, An Ev |
| CO-8 | appreciate the contribution of various religions. | 2 | Un, An, Ev |

| SEMESTER - I | | | |
|--------------|---------------|--------------------|------------|
| Core II | | Religions in India | |
| 18UHIC12 | Hrs / Week: 5 | Hrs / Semester: 75 | Credits: 4 |

Unit – I Hinduism: Vedic Religion – Indus Valley and its religious practices – Saivism – Linga Worship – Anthromorphic representations – Bhagavatism – Naga cult – Vaishnavism – Bhagavat Gita – Legacy.

Unit – II Jainism and Buddhism: Vardhamana Mahavira – Preachings – Swethanbaras Thikambaras – Schism – Impact – Buddha – Teachings – Schism – Mahayana and Hinayana forms – Contribution.

Unit – III Christianity: Jesus Christ – Teachings – The Bible – Contribution – Schism.

Unit – IV Islam: Muhammed the Prophet – Teachings – The Quran – Schism – Contribution.

Unit – V Sikhism: Guru Nanak – Teachings – Adi Granth – Contribution – Schism.

Books for Reference:

1. Jagdish Saran Sharma, *Encyclopaedia Indica*, S.Chand & Company Ltd., New Delhi, 1975.
2. Duggal, K, S., *The Sikh Gurus*, Vikas Publishing House Pvt Ltd., New Delhi, 1980.
3. Joseph Davey Cunningham, *A History of the Sikhs*, S.Chand & Co (Pvt.) Ltd., New Delhi, 1972.
4. Colebrooke, H, T., *Essays on History Literature and Religions of Ancient India*, Cosmo Publications, New Delhi, 1977.
5. Prabhakar Machwe, *Hinduism – Its Contribution to Science and Civilisation*, Vikas Publishing House Pvt. Ltd., New Delhi, 1979.
6. Moojan Momen, *An Introduction to Shi 'I Islam*, Oxford University, New Delhi, 1985.
7. Banerjee, P., *Early Indian Religions*, Vikas Publishing House Pvt. Ltd., Delhi, 1973.
8. Baig, M.R.A., *The Muslim Dilemma in India*, Vikas Publishing House Pvt. Ltd., Delhi, 1974.

| Semester – VI | | | |
|-----------------|----------------|--------------------------------------|-------------|
| Core – XI | | History of Europe 1789 to 1945 A. D. | |
| Code : 18UHIC62 | Hrs / Week : 6 | Hrs / Sem :90 | Credits : 4 |

Vision: To appraise the impact of French revolution and Unification Movements.

Mission: To have a proper understanding of History of Europe between world

wars.**Course Outcome:**

| CO. No. | Upon completion of this course, students will be able to | PSO addressed | CL |
|---------|---|---------------|--------|
| CO-1 | appreciate the work of Napoleon Bonaparte. | 1 | Un, Re |
| CO-2 | analyse the impact of French Revolution. | 4 | An |
| CO-3 | understand the Unification Movements of Europe. | 1 | Un, Re |
| CO-4 | critical and analytical study of World Wars. | 4 | An |
| CO-5 | create an awareness on the role of Europe in International relations. | 6 | Cr |
| CO-6 | analyse the dictatorship of Hitler and Mussolini. | 4 | An |
| CO-7 | understand the historical background of the establishment of UNO. | 1 | Un, Re |
| CO-8 | appreciate the work of UNO. | 1 | Un, Re |

| Semester – VI | | | |
|-----------------|----------------|--------------------------------------|-------------|
| Core – XI | | History of Europe 1789 to 1945 A. D. | |
| Code : 18UHIC62 | Hrs / Week : 6 | Hrs / Sem :90 | Credits : 4 |

Unit I – France on the Eve of French Revolution – Different Phases of the Revolution

– Its Results and Importance.

Unit II – Rise and Fall of Napoleon – Napoleonic Wars – Reforms – Continental System – Congress of Vienna and Concert of Europe.

Unit III – Unification of Italy – Mazzini – Cavour – Garibaldi – Unification of Germany

– Role of Bismark.

Unit IV – The Crimean War – War time Alliances – First World War – Causes – Course and Results – Treaty of Versailles – League of Nations.

Unit V – Hitler and Mussolini – Second World War – Causes – Course and Results – UNO and Its Achievements.

Text Book

1. Khurana K.L. *Modern Europe*. Lakshmi Narain, Agra: Agarwal Publications, 1979.

Books for Reference

1. Bhattacharee Arun. *A History of Europe*. New Delhi: Sterling Publication, 1975.
2. Fisher, A.A.C. *History of Europe*. London: Eyre, Spottiwoode, 1989.
3. Gate South. *A Text Book of Modern European History*. London: J.M. Dent and Sons, 1970.
4. Grant A.J. and Temperley Harold. *Europe in the 19th and 20th Centuries*. London: Longman Publications, 1971.
5. Hazen Charles Dower. *Modern Europe upto 1945*. New Delhi: S. Chand & Company Ltd, 1956.
6. Mahajan V.D. *Europe Since 1789*. New Delhi: Chand Co., 1970.

| Semester – VI | | | |
|-----------------|----------------|-----------------|-------------|
| Project | | | |
| Code : 18UHIP61 | Hrs / Week : 7 | Hrs / Sem : 105 | Credits : 4 |

Vision: To bring out the unforgotten and emphasize the importance of local history.

Mission: To practice and apply the historical skills and create new history.

Methodology:

- Spot Study, Field work.

Course Outcome:

| CO. No. | Upon completion of this course, students will be able to | PSO addressed | CL |
|---------|--|---------------|--------|
| CO-1 | analyse the essence of the research work. | 4 | An |
| CO-2 | appreciate the value of historical sites. | 1 | Un, Re |
| CO-3 | enhance data collections through various means. | 1 | Un, Re |
| CO-4 | appreciate the role of Archives and Libraries. | 1 | Un, Re |
| CO-5 | know the recent methodology in historical writing. | 1 | Un, Re |
| CO-6 | evaluate the sources in historical writings. | 5 | Ev |
| CO-7 | apply methodology in historical writings. | 3 | Ap |
| CO-8 | promote thesis writing and articles. | 1, 2 | Un, Re |

| Semester – VI | | | |
|------------------------|-----------------------|------------------------|--------------------|
| Project | | | |
| Code : 18UHIP61 | Hrs / Week : 7 | Hrs / Sem : 105 | Credits : 4 |

Guidelines

The following are the guidelines to be adhered to

- The project should be group work.
- The project must be typed in English.
- The minimum number of pages should be approximately fifty.
- The project work should be useful and relevant to the present scenario.
- Project observations, suggestions and conclusion shall form an inevitable part of the project.
- Marks for the project report will be 100 divided as 50 % for project and % 50 for Viva-Voce.

| SEMESTER V | | | |
|------------------------|--------------|----------------------------|-------------|
| Core VII (Common Core) | | Women Empowerment in India | |
| Code: 18ULCC51 | Hrs/ Week: 6 | Hrs/Sem : 90 | Credits : 6 |

Vision: To familiarise the students with the existing socialization pattern in the society, functioning of institutions and disseminate gender sensitive approaches.

Mission: To introduce different schools of feminist thought and provide a feminist perspective to understand women's experiences in different parts of India.

Course Outcome:

| CO. No. | Upon completion of this course, students will be able to | PSO addressed | CL |
|---------|---|---------------|----|
| CO- 1 | illustrate women's historical, socio economic and political experiences. | 1, 2 | Un |
| CO- 2 | classify the nature and growth of women's movement in the Modern Age. | 8, 9 | Un |
| CO- 3 | identify the legal rights conferred on women by laws and legislations. | 8, 5 | A |
| CO- 4 | infer a range of issues pertinent to women's emancipation, dignity and status | 2, 6 | An |
| CO- 5 | analyse women's participation in politics from a feminist perspective. | 8, 8 | An |
| CO- 6 | appraise the theoretical outlook on feminism from India and abroad. | 4, 6 | Ev |
| CO- 7 | evaluate various emerging gender issues in contemporary India. | 8, 10 | Ev |
| CO- 8 | assess the Indian feminist traditions that have arisen out of the heterogeneity of Indian experience. | 7,10 | Ev |

| SEMESTER V | | | |
|--------------------------|--------------|----------------------------|-------------|
| Core VII (Common Core) | | Women Empowerment in India | |
| Code: 18ULCC51 | Hrs/ Week: 6 | Hrs/Sem : 90 | Credits : 6 |

Unit I – Theories of Feminism: Liberal Feminism – Radical Feminism – Marxist Feminism – Psycho-Analytic Feminism- Socialist Feminism- Third World Feminism – PostModern Feminism – Eco Feminism

Unit II – Status of Women in India through the Ages: Ancient – Vedic Period – Medieval Period – Colonial Era – Post Colonial Era

Unit III – Women in National Movements: Social Reform Movements in Pre-Independent India: On Women Education – Abolition of Sati –Widow Remarriage – Abolition of Child Marriage, Polygamy. **Women in Freedom Movement:** Velu Nachiar – Jhansi Rani Lakshmi Bai – Dr. Annie Besant – Women in Civil Disobedience Movement – Quit India Movement. **Contemporary Women’s Movement:** Mathura and Nirbhaya Case and Change in Laws against Rape – Roop Kanwar Case and Anti- sati Agitation, Chipco, Narmada and Appico: Women’s Movement for Safe Environment

Unit IV – Indian Feminism: Thinkers and Activists: Reformers – Panditha Rama Bai – Sarala Devi Chadhurani — Dr. Muthulakshmi Reddy – Moovalur Ramamirtham –Margaret Elizabeth Cousins – Kamala Devi Chattopadhyay – Dhanvanthi Rama Rau – Medha Patkar – Arundati Roy - Irom Chanu Sharmila

Unit V – Constitutional Protection and Rights for Justice: Indian Constitution Related to Women - 73rd & 74th Amendment - Representation of Women in Local Self Government – Women’s Property Rights - Dowry Prohibition Act (1961) – Domestic Violence Act (2005) – Sexual Harassment at the Workplace (2013) – Laws against Violence and Crimes – Eve Teasing, Rape, indecent Representation of Women.

Text Book:

1. Jeyaraj Nirmala. *Women and Society*. Madurai: Lady Doak College, 2000.

Books for Reference:

1. Devi K. Uma. *Women’s Equality in India: a Myth or Reality*. New Delhi: Discovery Publishing House, 2000.
2. Forbes Geraldine. *The New Cambridge History of India: Women in Modern India*. London: Cambridge: Cambridge University Press, 2007.
3. Gonsalves, Lina. *Women and Human Rights*. New Delhi: APH Publishing House, 2011.
4. Tripathi Prof. Madhusoodan. *Women Rights in India*. New Delhi: Omega Publications, 2011.

| SEMESTER IV | | | |
|---|---------------------|---------------------|--------------------|
| Allied IV Socio-Religious Reform Movements in India | | | |
| Course Code: 21UHIA41 | Hrs/Week : 4 | Hrs/Sem : 60 | Credits : 4 |

Objectives :

- To enhance the Contribution of social and religious reformers for the eradication of social and religious evils.
- To educate about the societal and religious changes and its impact.
- To enhance the social and cultural values of India.

Course Outcome:

| CO.No. | Upon completion of this course, students will be able to | PSO addressed | CL |
|---------------|---|----------------------|-----------|
| CO-1 | appreciate the social and religious reforms and relieve from superstitious beliefs and blind faith. | 1,2 | Un, Re |
| CO-2 | know about the social and religious evils prevailed in pre-independence era. | 1,2 | Un, Re |
| CO-3 | analyse the blind faith and superstitious beliefs of the people. | 4 | An |
| CO-4 | understand the impact of Western education. | 1,2 | Un, Re |
| CO-5 | know the various policies put forth by British. | 1,2 | Un, Re |
| CO-6 | highlight the services of social reformers. | 1,2 | Un, Re |
| CO-7 | examine the present reforms of the society. | 4 | An |
| CO-8 | assess the present social evils and their solutions. | 4 | An |

| SEMESTER IV | | | |
|-----------------------|---|--------------|-------------|
| Allied IV | Socio-Religious Reform Movements in India | | |
| Course Code: 21UHIA41 | Hrs/Week : 4 | Hrs/Sem : 60 | Credits : 4 |

Unit I Genesis and Reform Movements

Circumstances of Reform Movements - The Brahma Samaj - Raja Ram Mohan Roy — The Arya Samaj - Swami Dayananda Saraswathi - Prarthana Samaj

Unit II Social Reform movements

Young Bengal Movement - The Theosophical Society – Annie Besant - Iswar Chandra Vidyasagar.

Unit III Social and Religious Reform Movements

Satyashodhak Samaj - Jyotiba Phule – Savitribai Phule - - The Rama Krishna Mission – Swami Vivekananda –The Dev Samaj - The Poona Seva Sadan.

Unit IV Muslim Reform Movements

Wahabi Movement – Sir Sayyad Ahmad Khan - Aligarh Movement.

Unit V Other Reform Movements

The Parsees – The Sikhs – Sree Narayana Guru – Ramalinga Adigal - Self Respect Movement - Impact of Reform Movements.

Text Book:

1. Kenneth W. Jones. *Socio-Religious Reform Movements in British India*. Cambridge : Cambridge University Press, 2006.

Books for Reference:

1. Anurag Kumar. *The Great Indian Social Reformers*. Haryana : Shubhi Publications, 2016.
2. Tara Chand. *History of the Freedom Movement in India*. New Delhi: Publications Division Ministry of Information and Broadcasting Government of India, 1967.
3. Sen S. P. *Social and Religious Reform Movements in the Nineteenth and Twentieth Centuries*. Calcutta: Institute of Historical Studies, 1979.
4. Pruthi, R. K. *Social Reformers*. New Delhi : Raj Publication, 2013.
5. Sen S.P. *Social Contents of Indian Religious Reform Movements*. Calcutta: Institute of Historical Studies, 1978.

| Semester – I | | | |
|-----------------------------------|---------------------|---|--------------------|
| Skill Enhancement Course-I | | Professional English for History | |
| Course Code: 21UHIPE1 | Hrs/Week : 2 | Hrs / Sem :30 | Credits : 2 |

Objectives:

- To enhance the new avenues of professional career.
- To develop language competency skill.
- To learn English Language for the profession.

Course Outcome:

| CO. No. | Upon completion of this course, students will be able to | PSO addressed | CL |
|----------------|--|----------------------|-----------|
| CO-1 | understand the difference between professional and casual English language | 1, 2 | Un, Re |
| CO-2 | focus on communication skills to career | 1, 2 | Un, Re |
| CO-3 | emphasize on specialized vocabulary | 1, 2 | Un, Re |
| CO-4 | shape the writing skills | 1, 2 | Un, Re |
| CO-5 | improve reading to expand the horizons | 1, 2 | Un, Re |
| CO-6 | analyse the sentence structure | 4 | An |
| CO-7 | evaluate the professional English language | 5 | Ev |
| CO-8 | apply the practice proof– reading | 3 | Ap |

| Semester – I | | | |
|----------------------------|--------------|----------------------------------|-------------|
| Skill Enhancement Course-I | | Professional English for History | |
| Course Code: 21UHIPE1 | Hrs/Week : 2 | Hrs / Sem :30 | Credits : 2 |

Unit – I Comprehension

Historical Events (Black Hole Tragedy, Jallianwala Bagh Massacre, Vaikom Satyagraha, Anti-Hindi Agitation, Operation Blue Star & Bhopal Gas Tragedy) Historical Personalities (Mahatma Gandhi, Vanchinathan, EVR Periyar, Kamarajar, Mehta Patkhar)

Unit - II Reading

Historical Documents–Primary & Secondary Sources- Specific Vocabulary (Petticoat Government, Interim Government, Anarchy, Lobbying, Benevolent Government, Kitchen Cabinet, Coup d’ etat, Proclamation, Constitution, Chivalry)

Unit - III Listening

Famous Speeches – Rabindranth Tagore’s Crisis of Civilisation, Swami Vivekananda’s Parliament of Religions, Gandhi’s Quit India, V.K. Krishna Menon’s Address in UN, Atal Bihari Vajpayee’s Indo – US Relationship

Unit - IV Speaking and Writing

Conversation of description of Historical Monuments - Formal & Informal letters to Archives, Museums, and Library

Unit - V Case Study

Historical documents (The report on the census of India, The Imperial Gazetteer of India, Todd’s Annales & Antiquities

Books for Reference:

1. Sandipan Sen. *Swami Vivekananda The Eternal Inspiration for the Youth*. New Delhi : National Book Trust, 2013.
2. *Imperial Gazetteer of India*
3. *Census of India*, 1911.
4. Jawaharlal Nehru, *The Discovery of India*. Delhi : Penguin Books, 2004.

| Semester – II | | | |
|--|--------------------|----------------------|--------------------|
| Skill Enhancement Course–II Professional English for History | | | |
| Course Code: 21UHIPE2 | Hrs/Week :2 | Hrs / Sem :30 | Credits : 2 |

Objectives:

- To acquire language competence.
- To promote communication skills.
- To open doors to the advancement of professional career.

Course Outcome:

| CO. No. | Upon completion of this course, students will be able to | PSO addressed | CL |
|----------------|---|----------------------|-----------|
| CO-1 | know about the specific vocabulary in history | 1, 2 | Un, Re |
| CO-2 | enhance the professional career through English | 1, 2 | Un, Re |
| CO-3 | promote communication skills | 1, 2 | Un, Re |
| CO-4 | guarantee understanding among the people | 1, 2 | Un, Re |
| CO-5 | critically analyse case study | 4 | An |
| CO-6 | apply written and verbal communication skills | 2, 3 | Re, Ap |
| CO-7 | practice reading and writing | 2, 3 | Re, Ap |
| CO-8 | apply easy visual learning context | 2, 3 | Re, Ap |

| Semester – II | | | |
|-----------------------------|--------------|----------------------------------|-------------|
| Skill Enhancement Course–II | | Professional English for History | |
| Course Code: 21UHIPE2 | Hrs/Week : 2 | Hrs / Sem :30 | Credits : 2 |

Unit - I **Comprehension**

Global Events (Fall of Constantinople - Cape of Good Hope – Boston Tea Party -Fall of Bastille – Reign of Terror – Treaty of Versailles - Monroe Doctrine — Bloody Sunday – Pearl Harbour Attack, Hiroshima & Nagasaki) - Personalities (Henry - the Navigator, Vasco-da-Gama, Napoleon Bonaparte, Karl Marx, Martin Luther King, Hitler, Nelson Mandela)

Unit – II **Reading**

Historical Documents – Primary & Secondary Sources (Gazetteer of Thoothukudi, Epigraphica Indica, South Indian Inscriptions) Vocabulary (Absolute Monarchy – By-Election, Mid-term Poll – Coalition Government Annals, antiquarian, biography, Archaeology, bibliography, bourgeoisie, archipelago, circumnavigation)

Unit- III **Listening**

Martin Luther King’s I Have a Dream, Abraham Lincoln’s Gettysburg Address, Fidel Castro’s History will Absolve Me

Unit- IV **Speaking & Writing**

Discussing Historical values – Description of Historical Spots (Delhi, Hyderabad, Jaipur, Chennai, Thoothukudi, Adichanallur, Keezhadi)

Unit- V **Case Study**

Razia Sultana – Nurjahan– Jahanara – Muthulakshmi Reddy

Books for Reference:

1. Gilmore, M.P. *The World of Humanism 1453-151*. New York : Harper, 1952.
2. Majumdar R.C. *History and Culture of the Indian People. Vol. VI*. London : Macmillan Company Ltd., 1957.
3. Rao, Hanumantha, B., Rao, Basaveswara K. *Indian History and Culture*. Guntur :Sri Vignana Manjusha, 1973.
4. Chandra Bipin. *India’s Struggle for Independence*. New Delhi : Penguin Books, 1989.
5. *Gazetteer of Thoothukudi*, Vol. I & II.

| Semester IV | | | |
|----------------------|-----------------------------|--------------|-------------|
| Core SB | Introduction to Archaeology | | |
| Course Code:21UHIS41 | Hrs/Week : 4 | Hrs/Sem : 60 | Credits : 4 |

Objectives :

- To understand the basic concepts of archaeology and its principles.
- To provide basic knowledge in the discipline of Archaeology.
- To know about the recent archaeological excavations.

Course Outcome:

| CO. No. | Upon completion of this course, students will be able to | PSO addressed | CL |
|---------|--|---------------|--------|
| CO-1 | develop the archaeological skill to reconstruct the history of the past. | 1,2 | Un, Re |
| CO-2 | learn the methods of excavation and exploration. | 1,2 | Un, Re |
| CO-3 | understand the methods of conservation of excavated monuments. | 1,2 | Un, Re |
| CO-4 | understand excavation methods and techniques. | 1,2 | Un, Re |
| CO-5 | know about various dating system. | 1,2 | Un, Re |
| CO-6 | analyse the disciplines of Archaeology. | 4 | An |
| CO-7 | appreciate the work of Archaeologists. | 1,2 | Un, Re |
| CO-8 | apply the archaeological skills in historical writing. | 3 | Ap |

| Semester IV | | | |
|----------------------|-----------------------------|--------------|-------------|
| Core Skill Based | Introduction to Archaeology | | |
| Course Code:21UHIS41 | Hrs/Week : 4 | Hrs/Sem : 60 | Credits : 4 |

Unit I Introduction

Definition – Kinds - values - Importance – Artifacts and Antiquity.

Unit II Eminent Archaeologists

Heinrich Schliemann – Pitt Rivers – Flinders Petrie - Gordon Childe – William Jones – Alexander Cunningham – Robert Bruce Foote – Lord Curzon – Sir John Marshall – Sir Mortimer Wheeler.

Unit III Methods

Exploration – Excavation - Paleography – Pottery – Numismatics – Memorial Stones.

Unit IV Dating Methods

Radio carbon dating – Uranium and Fluorine dating – Pollen Analysis – Nitrogen Dating – Dendro chronology

Unit V Archaeological Sites of India

Archaeological Department of India - Harappan sites – Adichanallur – Arikamedu – Keezhadi – Korkai - Kodumanal.

Text Book:

1. Raman K.V. *Principles & Methods of Archaeology*. Chennai: Parthajan Publications, 1998.

Books for Reference:

1. Surindranath Roy. *The Story of Indian Archaeology*. New Delhi: Isha Publications, 1961.
2. Sankalia H.D. *New Archaeology – Its scope & Application to India*. Lucknow : Phaidon Press, 1974.
3. Venkatraman R. *Indian Archaeology- A Survey*. Udumalpet: Ennes Publications, 1999.
4. Ray Himanshu Prabha. *Colonial Archaeology in South Asia - The Legacy of Sir Mortimer Wheeler*. New Delhi : Oxford University Press, 2008.
5. Rajendran, R. and Santhalingam, C. *An Introduction to Archaeology*. Madurai: Pandya Nadu Centre for Historical Research, 2017
6. Rajan, K. *Understanding Archaeology – Field Methods, Theories and Practices*. Thanjavur: Manoo Pathippakam, 2016.

