

**ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS)
CHENNAI – 600008**



**POST GRADUATE AND RESEARCH DEPARTMENT
OF HISTORY,
TOURISM AND TRAVEL MANAGEMENT**

M.A.HISTORY

CBCS SYLLABUS

(Applicable from the academic year 2015-16)

POST GRADUATE AND RESEARCH DEPARTMENT OF HISTORY
REVISED SYLLABUS OF 2015-2016
M.A HISTORY

PREAMBLE:**To enable the students to**

- Learn and appreciate the values in History
- understand and acknowledge the various civilizations, cultures and nationalistic movements of the world

Post Graduate and Research Department of History, Tourism and Travel Management is revising its syllabi for **M.A HISTORY** with effect from the academic year 2015 – 2016. Every academic year is divided into two semester sessions. Each semester will have a minimum of 90 working days and each day will have 5 working hours. Teaching is organized into a modular pattern of credit courses. Credit is normally related to the number of hours a teacher teaches a particular subject. It is also related to the number of hours a student spends learning a subject or carrying out an activity.

OBJECTIVES OF THE COURSE:

The content of the M.A.HISTORY Syllabi which includes the Indian History, Social and Cultural History of Tamil Nadu, South and South East Asian History, African Nationalism, World History, Gender Studies and Human Rights enables the student to understand and appreciate the history of all nations of the world, to prepare for competitive examinations, to appear for the most coveted Indian Civil Service Examination, to become eligible for teaching profession and for research in History.

REGULATIONS:**1. ELIGIBILITY FOR ADMISSION:**

Candidates for admission to the first year of the Degree of M.A. History course shall be required to have passed the B.A. History Examinations conducted by the University of Madras or an Examination accepted as equivalent thereto by the Syndicate of the University of Madras.

2. ELIGIBILITY FOR THE AWARD OF DEGREE:

A candidate shall be eligible for the award of the Degree only if she has undergone the prescribed course of study for a period of not less than two academic years, passed the examinations of all the four Semesters prescribed.

3. COURSE OF STUDY:

The main subjects of study for the Masters Degree shall consist of the following:

A. Core papers (inclusive of project)	-15	- totaling	60 credits
B. Elective papers	- 5	- totaling	15 credits
C. Soft Skill Based Papers	- 4	- totaling	8 credits
D. Internship	-		2 credits
E. Extra Disciplinary	- 2	- totaling	6 credits
Total Credits of the Course			91 Credits

The minimum credits to be obtained during the study is: 91

4. PASSING MINIMUM:

A candidate shall be declared to have passed in each paper / practical of the main subject of study wherever prescribed, if she secured NOT LESS THAN 50% of the marks prescribed for the examination.

5. CLASSIFICATION OF SUCCESSFUL CANDIDATES:

Successful candidates passing the examination and securing the marks (i) 60 percent and above and (ii) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the FIRST and SECOND class respectively. Candidates who pass all the examinations prescribed for the course in the FIRST APPEARANCE ITSELF ALONE are eligible for ranking.

6. QUESTION PAPER TEMPLATE

Unless and otherwise specified in the syllabus for each paper, the pattern of question paper shall be as follows:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

7. INTERNSHIP

Internship to be carried out during the summer vacation of Semester II.

The total credits allotted for the PG course is minimum of 91 credits

S.NO	Paper	No. of Papers	Credits	Total Credits
1.	Core Subjects	15 Papers	4 Credits	60
2.	Soft Skills	4 Papers	2 Credits	8
3.	*Internship	-	2 Credits	2
4.	Elective Subjects	5 Papers	3 Credits	15
5.	Extra Disciplinary Elective Subjects	2 Papers (Outside)	3 Credits	6
	Total			91

- The above mentioned distribution structure shall be followed by all colleges and Universities without any alterations.
- **Extra disciplinary subjects should be allocated in the II and III semester alone for all PG Courses.**

Template for Evaluation Pattern MA History

SEM	COURSE CODE	COURSE TITLE	Continuous assessment				
			Test 1	Test 2	Quiz/Assignment/Seminar/ Field Trip	Participatory Learning	Total
			10	10	10	10	40

Rubrics for Continuous Assessment

1. **Assignment:** Contents, originality, presentation and bibliography
2. **Seminar:** Organisation, presentation and subject knowledge
3. **Participatory Learning:** Participation in discussion/ Role play, answering questions, clearing doubts, communication and language.

Structure of Soft Skill Papers

SEMESTER	SOFT SKILL NO.	CODE	TITLE OF THE PAPER
I	1	4P15/1S/PEW	Personality Enrichment for Women
II	2	Offered by other Departments	Communication Skills
III	3	4P15/S3/SSS	Sink Stress Skillfully
IV	4	4P15/4S/INS	Interview Skills

Structure of Elective Papers

SEM	SOFT SKILL NO.	CODE	TITLE OF THE PAPER	PAGE NO
I	1	4P15/1E1/PAD	Public Administration	9
II	2	4P15/2E2/AHR	Archives and Historical Research	21
III	3	4P15/3E3/HEU	History of Europe (1815 -1945)	33
III	4	4P15/3E4/HEA	History of East Asia	35
IV	5	4P15/4E5/GSS	Gender Studies	48

Structure of Extra-disciplinary Elective Papers

SEM	SOFT SKILL NO.	CODE	TITLE OF THE PAPER	PAGE NO
I	1	4P15/2E1/TMT	Tourism Management	23
III	2	4P15/3E2/CIT	Contemporary Issues in Tourism	37

M.A.HISTORY
COURSE CODES AND CREDITS

TOTAL CREDITS: 91

TEACHING HOURS: 120

S.N	CORE/ ELECTIVE	TITLE OF THE PAPER	CODE	L	T	H	C
I SEMESTER							
1	Core 1	Social and Cultural History of Tamil Nadu upto Nayak Rule	4P15/1C/HTN	4	2	6	4
2	Core 2	Cultural Heritage of India (Excluding Tamil Nadu)	4P15/1C/CHI	4	2	6	4
3	Core 3	Legacy of Islamic Rule in India	4P15/1C/LIR	4	2	6	4
4	Core 4	World Civilization (Excluding India)	4P15/1C/WCN	4	2	6	4
5	Elective 1	Public Administration	4P15/1E1/PAD	3	1	4	3
6	Soft Skill 1	Personality Enrichment for Women	4P15/1S/PEW	2	0	2	2
						30	21
II SEMESTER							
7	Core 5	Social and Cultural History of Tamil Nadu (1565-1987)	4P15/2C/HTN	4	1	5	4
8	Core 6	India Under Company Rule (1757 – 1857)	4P15/2C/ICR	4	1	5	4
9	Core 7	Indian National Movement	4P15/2C/INM	4	1	5	4
10	Core 8	Contemporary India (1950-2000)	4P15/2C/COI	4	1	5	4
11	Elective 2	Archives and Historical Research	4P15/2E2/AHR	3	1	4	3
12	Extra Disciplinary Elective 1	Tourism Management	4P15/2E1/TMT	3	1	4	3
13	Soft Skills 2	Communication Skills	(Outside the Department – English)	2	0	2	2
						30	24
14	Internship	During Summer Vacation					2
III SEMESTER							
15	Core 9	History of USA (1920-2000)	4P15/3C/HUS	4	1	5	4
16	Core 10	Historiography and Historical Methods	4P15/3C/HHM	4	2	6	4
17	Core 11	History of Revolutions	4P15/3C/HRE	4	1	5	4
18	Elective 3	History of Europe (1815 -1945)	4P15/3E3/HEU	3	1	4	3
19	Elective 4	History of East Asia	4P15/3E4/HEA	3	1	4	3
20	Extra Disciplinary Elective 2	Contemporary Issues in Tourism	4P15/3E2/CIT	3	1	4	3
21	Soft Skill 3	Sink Stress Skillfully	4P15/S3/SSS	2	0	2	2
						30	23
IV SEMESTER							
22	Core 12	India's Foreign Policy	4P15/4C/IFP	4	2	6	4
23	Core 13	Nationalism in South East Asia	4P15/4C/NSE	4	2	6	4
24	Core 14	Studies in Human Rights	4P15/4C/THR	4	2	6	4
25	Core 15	Project	4P15/4C/PRO	4	2	6	4
26	Elective 5	Gender Studies	4P15/4E5/GSS	3	1	4	3
27	Soft Skill 4	Interview Skills	4P15/4S/INS	2	0	2	2
						30	21

L- Lecture Hrs, T- Tutorial Hrs, H- Hrs per Week, C- Credits

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**M.A. HISTORY
COURSE PROFILE
SEMESTER I**

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CRDITS	CA	SE	T
I	4P15/1C/HTN	Core 1	Social and Cultural History of Tamil Nadu upto Nayak Rule	6	4	40	60	100
I	4P15/1C/CHI	Core 2	Cultural Heritage of India (Excluding Tamil Nadu)	6	4	40	60	100
I	4P15/1C/LIR	Core 3	Legacy of Islamic Rule in India	6	4	40	60	100
I	4P15/1C/WCN	Core 4	World Civilization (Excluding India)	6	4	40	60	100
I	4P15/1E1/PAD	Elective 1	Public Administration	4	3	40	60	100
I	4P15/1S/PEW	Soft Skill 1	Personality Enrichment for Women	2	2	-	50	50
			Total	30	21			

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**M.A. HISTORY
COURSE PROFILE
SEMESTER II**

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CRDITS	CA	SE	T
II	4P15/2C/HTN	Core 5	Social and Cultural History of Tamil Nadu (1565-1987)	5	4	40	60	100
II	4P15/2C/ICR	Core 6	India Under Company Rule (1757 – 1857)	5	4	40	60	100
II	4P15/2C/INM	Core 7	Indian National Movement	5	4	40	60	100
II	4P15/2C/COI	Core 8	Contemporary India (1950-2000)	5	4	40	60	100
II	4P15/2E2/AHR	Elective 2	Archives and Historical Research	4	3	40	60	100
II	4P15/2E1/TMT	Extra Disciplinary Elective 1	Tourism Management	4	3	40	60	100
II	(Outside the Department – English)	Soft Skills 2	Communication Skills	2	2	-	50	50
II		Internship	During Summer Vacation		2			
			Total	30	26			

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**M.A. HISTORY
COURSE PROFILE
SEMESTER III**

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CRDITS	CA	SE	T
III	4P15/3C/HUS	Core 9	History of USA (1920-2000)	5	4	40	60	100
III	4P15/3C/HHM	Core 10	Historiography and Historical Methods	6	4	40	60	100
III	4P15/3C/HRE	Core 11	History of Revolutions	5	4	40	60	100
III	4P15/3E3/HEU	Elective 3	History of Europe (1815 - 1945)	4	3	40	60	100
III	4P15/3E4/HEA	Elective 4	History of East Asia (1914-2000)	4	3	40	60	100
III	4P15/3E2/CIT	Extra Disciplinary Elective 2	Contemporary Issues in Tourism	4	3	40	60	100
III	4P15/S3/SSS	Soft Skill 3	Sink Stress Skillfully	2	2	-	50	50
			Total	30	23			

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**M.A. HISTORY
COURSE PROFILE
SEMESTER IV**

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDITS	CA	SE	T
IV	4P15/4C/IFP	Core 12	India's Foreign Policy	6	4	40	60	100
IV	4P15/4C/NSE	Core 13	Nationalism in South East Asia	6	4	40	60	100
IV	4P15/4C/IHR	Core 14	Studies in Human Rights	6	4	40	60	100
IV	4P15/4C/PRO	Core 15	Project	6	4	40	60	100
IV	4P15/4E5/GSS	Elective 5	Gender Studies	4	3	40	60	100
IV	4P15/4S/INS	Soft Skill 4	Interview Skills	2	2	-	50	50
			TOTAL	30	21			

SEMESTER I**SOCIAL AND CULTURAL HISTORY OF TAMILNADU UPTO NAYAK RULE****TEACHING HOURS: 90****CREDITS: 4****COURSE CODE: 4P15/IC/HTN****L T P : 4 2 0****OBJECTIVES****To enable the students to**

- Understand and appreciate the Socio economic conditions of the Tamils
- Appreciate the cultural heritage of the Tamils from the Sangam Age to Vijayanagar rule.

Unit – 1	Prehistoric Period – Ancient Tamil Civilization - Sangam Age and Post Sangam Age	20 hrs
1.1	Geographical divisions-Kurinjī –Mullai –Marutham- Neithal -Palai	
1.2	Sangam Society – Social habits- customs & traditions – Religion - Economic condition -Trade- exports & imports	
1.3	Sangam literature- Silapathikaram – Manimegalai- Ettuthogai - Pathupattu - Fine Arts- Music & Dance	
Unit - 2	Age of the Pallavas	20 hrs
2.1	Society- social life & customs	
2.2	Economy- trade & taxes	
2.3	Pallava Art - Architecture - Literature - Bhakthi Movement - Alwars & Nayanmars	
Unit – 3	Age of Cholas	20 hrs
3.1	Social life- Caste structure- social habits	
3.2	Economy- trade & commerce	
3.3	Chola-Architecture - Big temple- Gangaikonda Cholapuram – Darasuram – Literature - Education - Religion - Fine arts- music & dance- painting	
Unit – 4	Age of the Pandyas	15 hrs
4.1	Social Life- Accounts of Marco Polo, Wasaf	
4.2	Economy - Trade- horse trade - religion	
4.3	Literature and Fine Arts- Painting- Sculpture	
Unit - 5	Tamilaham under Vijayanagar and Nayak rule	15hrs
5.1	Social life – customs and traditions	
5.2	Economy – religion	
5.3	Literature - Art & Architecture – Thirumalainayak Mahal – Fort Ginjee – Saraswathi Mahal	

RECOMMENDED BOOKS:

1. Pillay, K.K. **A Social History of the Tamils**, (Madras, 1969).
2. Rajjayan, **History of Tamilnadu**, (Chennai, 1982).
3. Subramaniam, N. **History of Tamil Nadu upto 1336 A.D**, (Madurai, 1972).

BOOKS FOR REFERENCE:

1. Devenesan, A., **History of Tamil Nadu upto 1995 A.D.**, (Marthandam, 1997).
2. Minakshi.C, **Administration and Social Life under the Pallavas**, (Madras, 1938).
3. Nagasamy.R., **Studies in South Indian History and Culture**, (New Delhi, 1980).
4. Robert Sewell, **A Forgotten Empire**, (London, 2002).
5. Sastri, K.A.N. **The Illustrated History of South India: From Prehistoric Times to the Fall of Vijayanagar**, (Chennai, 1955).
6. Sastri, K.A.N., **The Colas**, OUP, 1955.
7. Sathyanath Aiyar, R. **Nayaks of Madura**, (Madras, 1991).
8. Subramaniam, N. **Sangam Polity**, (London, 1966).
9. Thinakaran, A.J., **The Second Pandyan Empire (1190-1312)**, (Madurai, 1987).
10. Percy Brown, **Indian Architecture**, (Bombay)

ONLINE SOURCES:

1. <http://tnpsctutorial.blogspot.in/2013/09/the-nayak-rule.html>
2. <http://inscriptions.whatisindia.com/>
3. <http://holisticthought.com/vijayanagar-and-bahmani-kingdoms/>
4. http://us.wow.com/wiki/Tanjore_Nayaks
5. http://allempires.com/article/index.php?q=The_Vijayanagar_Empire

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER I**CULTURAL HERITAGE OF INDIA (Excluding Tamil Nadu)****TEACHING HOURS: 90****CODE: 4P15/1C/CHI****CREDITS: 4****L T P: 4 2 0****OBJECTIVES****To enable the students to**

- instill a sense of pride in the culture and history of our land and
- revive and apprise the students of our ancient values and traditions

Unit -1	Ancient Indian Culture	20 hrs
1.1	Harappan Culture	
1.2	Ancient Tamil Civilization – Sangam Age	
1.3	Vedic civilization – Early & Later - Social and Cultural patterns of ancient India	
Unit -2	Religious Ferment in the Sixth Century BC	15 hrs
2.1	Causes for the religious foment in the sixth century BC	
2.2	Gautama Buddha – Buddhism	
2.3	Vardamana Mahavira - Jainism	
Unit - 3	Cultural Development in the Era of the Mauryas to Kushans	20 hrs
3.1	Mauryas – Art and Literature	
3.2	Kushans – Patronage of Buddhism – Indo Greek Art and Architecture	
3.3	Guptas – Golden age – Cultural Efflorescence – Harshavardhana -Nalanda University - Buddhist Council.	
Unit – 4	Impact of Islamic Culture in India	20 hrs
4.1	Rise and growth of Islamic Culture - Delhi Sultans	
4.2	Art and Architecture	
4.3	Impact on Hindu Culture	
Unit – 5	British Rule – Cultural Changes	15 hrs
5.1	Western Education	
5.2	Westernization of Society and Culture	
5.3	Art, Architecture, music and dance under British rule	

RECOMMENDED BOOKS:

1. Mahajan, V. D., **Ancient India**, (1978, New Delhi)
2. Munshi.K.M. (Ed), **Age of Imperial Unity**, (Calcutta, 1986).
3. Sharma L.P., **History of Ancient India**, (Delhi,1981).

BOOKS FOR REFERENCE:

1. Bashyam A.L, **Wonder that was India**, (New Delhi, 2008).
2. Kosambi D.D., **The Culture and Civilization of Ancient India in Historical Outline** (London, 1994).
3. Majumdar R.C., **Advanced History of India**, (London, 1946).
4. Panikkar K.M, **Harsha of Kanauj**, (Bombay, 1922).
5. Thapar Romila, **A History of India** (New Delhi, 1966).
6. Thapar Romila, **Ashoka and the Decline of the Mauryas**, (London, 1997).
7. Thapar Romila, **Early India From origins to A.D. 1300**, (California 2004).
8. Chaurasia, R.S., **History of Medieval India: From 1000 A.D. to 1707 A.D.**, (New Delhi, 2002).
9. James, Lawrence., **Raj: The Making and Unmaking of British India**, (United Kingdom, 2010).
10. Gupta, P.L., **The Imperial Guptas: Cultural History**, (Varnasi, 1979).

ONLINE SOURCES:

1. <http://www.nios.ac.in/online-course-material/secondary-courses/indian-culture-and-heritage-%28223%29-syllabus.aspx>
2. http://www.archive.india.gov.in/knowindia/culture_heritage.php?id=2
3. http://www.sriramakrishna.org/admin/bulletin/_bulletin_216156dce4318b21b298b921b60777c9565bab99.pdf
4. <http://www.nios.ac.in/media/documents/SecIHCour/English/CH.04.pdf>
5. http://www.columbia.edu/itc/mealac/pritchett/00islamlinks/ikram/part2_18.html

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER I
LEGACY OF ISLAMIC RULE IN INDIA

TEACHING HOURS: 90

COURSE CODE: 4P15/1C/LIR

CREDITS: 4

L T P : 4 2 0

OBJECTIVE:

To enable the students to:

- gain adequate knowledge of Legacy of Islamic Rule in India
- appreciate their contribution in Administration, Political Unity, Art, Architecture, Music and Literature.

Unit - 1	System of Administration	20 hrs
1.1	Administration under Delhi Sultanate – Khiljis – Tughlaqs	
1.2	Administration – Sher Shah Sur	
1.3	Administration – Mughals - Akbar	
Unit – 2	Political Unity in India	15 hrs
2.1	From Isolation to contact to the outside world	
2.2	Spirit of Progress- Nationalism	
2.3	Mughal Imperialism- New Theory of Kingship	
Unit – 3	Art and Architecture, Painting	20 hrs
3.1	Pre-Mughal Architecture	
3.2	Mughal Architecture	
3.3	Painting- Mughal School of Miniature Painting, Deccan School of Painting and Rajput School of Painting	
Unit – 4	Music, Dress, Etiquette	15 hrs
4.1	Hindustani Music- Religious Music	
4.2	Costume, Expression and Etiquette	
4.3	Bhakti Cult – Bajans, Keerthanas, Kathas	
Unit – 5	Patrons of Literature	20 hrs
5.1	Persian Literature- Delhi Sultanates and Mughals - Autobiographies	
5.2	Hindi Literature- Dohas	
5.3	Urdu Literature- Ghazals, Rubaiyats, Masnavis	

RECOMMENDED BOOKS:

1. Metha, J. L. **Medieval India**, (New Delhi, 1979).
2. Sharma L.P., **History of Ancient India**, (New Delhi, 1981).
3. Srivatsava, A. L. **History of India 1000 – 1707**, (Indore, 1976).

BOOKS FOR REFERENCE:

1. Dey, U.N., **Administration System of Delhi Sultanate**, (Allahabad, 1971).
2. Chaurasia, R.S., **History of Medieval India: From 1000 A.D. to 1707 A.D.**, (New Delhi, 2002).
3. Habibulla.A.B.M., **Foundation of Muslim Rule in India**, (Allahabad, 1961).
4. Majumdar, R.C. Roy Chaudhry & K.K. Dutta, **An Advanced History of India**, (London, 1946).
5. Raychaudhuri Tapan and Irfan Habib, Ed, **Cambridge Economic History of India, 1200-1750**, (Delhi, 1984).
6. Sathish Chandra, **Early Medieval India**, (New Delhi, 2004).
7. Streusand, Douglas E., **The Formation of the Mughal Empire**, (Delhi, 1989).
8. Thapar Romila, **A History of India** (England, 1966).
9. Tripathi.R.P, **Rise and Fall of Mughal Empire**, (Allahabad, 1987).
10. Kumar, Raj., **Essays on Indian Art and Architecture**, (New Delhi, 2003).

ONLINE SOURCES:

1. <http://lostislamichistory.com/aurangzeb-and-islamic-rule-in-india/>
2. <http://www.voiceofdharma.org/books/tlmr/ch8.htm>
3. http://www.targetofopportunity.com/Women_Under_Islamic_Sharia_Law.pdf
4. <http://www.historydiscussion.net/history-of-india/islam-and-indian-culture/3170>
5. http://www.columbia.edu/itc/mealac/pritchett/00islamlinks/ikram/part2_18.html

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER - I
WORLD CIVILISATION (EXCLUDING INDIA)

TEACHING HOURS: 90

CREDITS: 4

COURSE CODE: HS15/1C/WCN

L T P : 4 2 0

OBJECTIVES:

To enable the students to

- acquire a broad knowledge on the major civilizations of the world
- develop an understanding of change, continuity, causation and evidence

Unit – 1	Egyptian Civilisation	15 Hrs
11	Government- Pharaoh - Religion	
12	Art and Architecture- Pyramids	
13	Intellectual achievements in Sciences	
Unit - 2	Mesopotamian Civilisation	20 Hrs
21	Sumerian- Invention of Wheel- Lunar Calendar - Cuneiform writing	
22	Babylonian Civilization - Code of Hammurabi	
23	Assyrian- Religion- Law- Assurbanipal's Library	
Unit - 3	Chinese Civilisation	15 Hrs
31	Social and Cultural life of the people	
32	Confucianism and Taoism	
33	Art and Architecture	
Unit – 4	Greek Civilisation	20 Hrs
4:1	Growth of City States- Athenian Democracy- Pericles	
4:2	Philosophers- Socrates- Plato- Aristotle	
4:3	Literature- Poetry- Homer's Iliad and Odyssey	
Unit – 5	Roman Civilisation	20 Hrs
51	Roman Republic and Empire- Consuls- Centuriata- Senate	
52	Science- Religion- Art & Architecture- Coliseum	
53	Recent trends and research findings in World Civilisations	

RECOMMENDED BOOKS:

1. Gokhale, B.K. **World Civilisation**, (New Delhi, 1976).
2. Pearson N. Stearns Teal, **World Civilisations: The Global Experience**, (New Delhi, 2011).
3. Singhal, D.P, **India and World Civilization**, (New Delhi, 1972).

BOOKS FOR REFERENCE:

1. Albert M. Craig, William A. Graham, **The Heritage of World Civilisations: Teaching and Learning**, (New Delhi, 2008).
2. Andrew Collins, **Beneath the Pyramids: Egypt's Greatest Secret Uncovered**, (Virginia, 2009).
3. Iran Shaw, **The Oxford History of Ancient Egypt**, (London, 2003).
4. Jawaharlal Nehru, **Glimpses of World History**, (New Delhi, 2004).
5. Lucia Gahlin, **Gods, Rituals and Religion of Ancient Egypt**, (London, 2007).
6. Phillip Lee Ralph, **World Civilisations: Their History and Their Cultures**, (New York 1997).
7. Spencer Wells, **Pandora's Seed: The Unforeseen Cost of Civilisation**, (Connecticut, 2010).
8. Will Durant, **Heroes of History: A Brief History of Civilisation from Ancient Times to the Dawn of the Modern Age**, (New York, 2011).
9. Winks, Robin W., **World Civilization: A Brief History**, (California, 1993).
10. Wright, Arthur F., **Confucianism and Chinese Civilization**, (California, 1985).

ONLINE SOURCES:

1. http://playpen.icomtek.csir.co.za/~acdc/education/Dr_Anvind_Gupa/Learners_Library_7_March_2007/Resources/books/cultddk.pdf
2. <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab25>
3. <http://www.history.com/topics/ancient-history>
4. <http://www.ushistory.org/civ/4c.asp>
5. <http://www.ancient.eu/greece/>

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER - I
PUBLIC ADMINISTRATION
ELECTIVE PAPER - 1

TEACHING HOURS: 60

COURSE CODE: 4P15/1E1/PAD

CREDITS: 3

L T P : 3 1 0

OBJECTIVES:

To enable the students to

- understand the nature and scope of Public Administration
- gain knowledge on the Indian Administrative system and its characteristics

Unit- 1	Meaning, Nature, and Scope of Public Administration	15 Hrs
1.1	Meaning, Nature, scope- Elements of Public Administration	
1.2	Importance – Growth of the study of Public Administration	
1.3	Relation of Public Administration with other Social Sciences.	
Unit – 2	Concepts and Principles of Public Administration	10 Hrs
2.1	Hierarchy- Span of control- Unity of command	
2.2	Delegation of Authority – Coordination- Integration and Disintegration	
2.3	Centralization – Decentralization	
Unit – 3	Administrative Responsibilities	10 Hrs
3.1	Form of Administrative Control	
3.2	Parliamentary control over administrative- Legislation	
3.3	Executive and Judicial control	
Unite- 4	Levels of Governance – Constitutional Framework	15 Hrs
4.1	Indian Administrative system- its characteristics	
4.2	Central and State Government	
4.3	District Administration- Panchayati Raj	
Unit- 5	Personal Administration	10 Hrs
5.1	Importance of Personal Administration	
5.2	Recruitment - Training- Promotion	
5.3	Morale- Incentive–Retirement	

RECOMMENDED BOOKS:

1. Krishna K Tummala, **Public Administration in India**, (New Delhi, 1994).
2. Maheshwari, **Indian Administration**, (New Delhi, 2001).
3. Naidu, S. P. **Public Administration: Concepts and Theories**, (New Delhi, 2005).

BOOKS FOR REFERENCE:

1. Laxmikanth.M, **Public Administration**, (New Delhi, 2011).
2. Marc Holzer, Richard W Schwester, **Public Administration: An Introduction**, (London, 2014).
3. Puri, K. K. **Public administration: Indian Spectrum**, (Cuttack, 1985).
4. Ramesh Kumar Arora, Rajni Goyal, **Indian Public Administration: Institutions and Issues**, (New Delhi, 1995).
5. Siuli Sarkar, **Public Administration In India**, (New Delhi, 2009).
6. Harris, Peter, **Foundations of Public Administration: A Comparative Approach**, (Hong Kong, 1990).
7. Basu, Rumki, **Public Administration: Concepts and Theories**, (New Delhi, 2009).
8. Goel, S.L., **Public Personnel Administration: Theory and Practice**, (New Delhi, 2008).
9. Palanithurai, Ganapathy., **A Handbook for Panchayati Raj Administration**, (New Delhi, 2007).
10. Sharma.S.K., Urmila Sharma., **Public Administration**, (New Delhi, 2006).

ONLINE SOURCES:

1. <https://www.iipa.org.in/>
2. <https://publicadministrationtheone.org/books>.
3. <https://civilserviceindia.com>
4. <https://internationalstudent.com>
5. <http://www.panchayat.gov.in/>

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER - I
SOFT SKILL I
PERSONALITY ENRICHMENT FOR WOMEN

TEACHING HOURS: 30

COURSE CODE: PG15/IS//PEW

CREDITS: 2

L T P : 3 1 0

The course offers an introduction to Women's personality Development - an interdisciplinary academic field that explores critical questions about the meaning of gender and women's space in society. It aims at honing the various skills and potentials of Women. It critically analyses themes of gendered performance and power in a range of contexts such as culture, education, work, health, law, governance and the family.

Course Objectives: to help the students to

- Define and utilize basic terms and concepts vital to women.
- Understand and engage with central debates in the field of Women's and Gender Studies to develop the capacity for leadership roles.

Unit I: Gender Roles, Needs and Capacity

10 Hrs

Attitudinal differences between men and women - Social Construction of Gender - Gender vs Sexuality –Stereotyping-Constructionist and Essentialist thought - Public vs Private dichotomy- Financial Management and Gender Budgeting The Power of beliefs against women - Team Building and Decision making skills

Unit II: Women and Recognition of the Self

10 Hrs

Feminist Movements and their significance – development of Communication, Negotiation and Data Management skills - Indian Feminist Movement and its place in the post Independent India–Recognition of Self Worth – Self introspection of pre conceived ideas -CEDAW and training of women – Skill building for Self-Esteem–Legal awareness and communication skills-Building Women's Assets through Managerial Skills

**Unit III: Capacity Building through Education, Employment,
Health Measures, Legal Rights, Leadership and Power**

10 Hrs

National Committees and Commissions for Women – Government Organizations for Women Recent trends in Women's Education –Lateral Learning and Gender gaps in enrolments – Concept of employment- Gender division of skills – the move beyond capacities to capabilities – Women as job Providers (Entrepreneurs) –Self-reliance - Human Rights and Women's rights women's rights & responsibilities, Statistical data about the women's representation in decision making bodies - Management and Women – Developing Leadership Qualities in Women – Understanding Psychic interventions in Leadership Skills - Access and Control over Resources SHG

RECOMMENDED BOOKS:

1. **Personality Development for women: A Manual** by the Centre for Women's Studies (UGC Funded), Ehiraj College for Women.
2. **Material on Capacity Building Initiatives**, UGC India

Evaluation Pattern

End Semester Examination:

50**QUESTION PAPER MODULE****SECTION A**

Answer any 3 out of 5 in about 150 words

3X10=30**SECTION B**

Answer any 1 out of 2 in about 800 words

1X20=20

SEMESTER II
SOCIAL AND CULTURAL HISTORY OF TAMIL NADU [1565-1987]

TEACHING HOURS: 75

COURSE CODE: 4P15/2C/HTN

CREDITS: 4

L T P : 4 1 0

OBJECTIVES:

To enable the students to

- understand and appreciate the nature and scope of Regional History
- gain knowledge on the social and educational reforms of the Europeans and Indians.

Unit - 1	Nayaks Rule – Society, Art and Architecture – Literature	20 Hrs
1:1	Nayaks of Madurai, Gingee, Thanjavur – An overview	
1:2	Society and Economy	
1:3	Art, Architecture and Literature	
Unit - 2	Coming of the Europeans and Hindu Secularism	20 Hrs
2:1	Coming of the Europeans	
2:2	Christianity and Social Reforms	
2:3	Hindu Revival- Ramalinga Adigal –Ramakrishna Mission – Theosophical Movement - Saiva Siddhantha Sabha	
Unit -3	Education in Modern Tamilagam	15 Hrs
3:1	Introduction of Western Education - Contributions of the Christian missionaries	
3:2	Educational Policy of the Government	
3:3	Developments of Science & Technology	
Unit – 4	Social Reform Movement	20 Hrs
4:1	Vaikundasamy movement	
4:2	Justice Party and Social Reform Movement	
4:3	EVR – Self Respect Movement - Social Equality and Emancipation of Women	
Unit – 5	Women’s Movement and Cultural Growth in Tamil Nadu	15 Hrs
5:1	Women’s Movement in Tamil Nadu	
5:2	Women and Social Legislation	
5:3	Literature in Modern Tamilagam - Developments of Fine Arts	

RECOMMENDED BOOKS:

1. Rajayyan, K., **History of Tamil Nadu 1565 -1982**, (Madurai, 1985).
2. Subramaniam , N. **Social and Cultural History of Tamil Nadu**, (Madurai, 1992).
3. Subramaniam, N. **History of Tamil Nadu up to 1336 A.D**, (Madras, 1985).

BOOKS FOR REFERENCE:

1. Chopra, Ravindran and Subramaniyan.N. **History of South India** , (Chennai, 1985).
2. MIDS, **Tamil Nadu Economy: Performance and Issues**, (Chennai, 1988).
3. Naganathan, **Tamil Nadu Economy: Trends and Prospects**, (Chennai, 2002).
4. Nilkanda Sasthri,KA, **History Of South India**, (Chennai, 1966).
5. Nilkanda Sasthri,KA. **The Culture and the History of The Tamils**, (Calcutta 1964).
6. Palanithurai, G.Ed. **Caste, Politics and Society in Tamil Nadu**, (New Delhi, 1985).
7. Percy Brown, **Indian Architecture**, (Mumbai, 1966).
8. Pillay , KK, **A Social History Of The Tamils**, (Chennai, 1975).
9. Srinivasan KR, **Temples Of South India**, (Madurai,1975).
10. Chakrapani, C., **Changing Status and Role of Women in Indian Society**, (New Delhi, 2009).

ONLINE SOURCES:

1. <http://tnpsctutorial.blogspot.in/2013/09/the-nayak-rule.html>
2. <http://inscriptions.whatisindia.com/>
3. <http://holisticthought.com/vijayanagar-and-bahmani-kingdoms/>
4. http://us.wow.com/wiki/Tanjore_Nayaks
5. http://allempires.com/article/index.php?q=The_Vijayanagar_Empire

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER II
INDIA UNDER COMPANY RULE (1757-1857)

TEACHING HOURS: 75

CODES: 4P15/2C/ICR

CREDITS: 4

L T P : 4 1 0

OBJECTIVES:

To enable the students to

- understand the events tracing the foundation of British rule in India
- appreciate the Indian rulers vigor to fight for their land

Unit - 1	Foundation of the British Rule in India	15 hrs
1.1:	The Coming of the English – Battle of Plassey 1757	
1.2:	Battle of Buxar - 1764	
1.3:	Clive as the Founder of the British Rule in India	
Unit - 2	Policies for the consolidation of the company's rule	15 hrs
2.1:	Warren Hastings – Regulating Act – Pitt's India Act	
2.2:	Cornwallis – Permanent Revenue Settlement	
2.3:	Wellesley – Subsidiary Alliance - Dalhousie – Doctrine of Lapse	
Unit - 3	Native Resistance to Company's Rule	15hrs
3.1:	Haider Ali	
3.2:	Tipu Sultan	
3.3:	Ranjit Singh	
Unit – 4	Rise of Marathas	15 hrs
4.1:	Anglo Maratha Wars	
4.2:	Impact of the rule of Marathas	
4.3:	Causes for the defeat of the Native Rulers.	
Unit - 5	Revolt of 1857	15hrs
5.1:	Nature of the Revolt - Causes – Political – Social – Economic and Military	
5.2:	Mangal Pandey -Nanasaheb – Tantia Tope – Rani laxmi Bai	
5.3:	Causes for the failure of the Revolt - Consequences of the Revolt- End of Company rule	

RECOMMENDED BOOKS:

1. Gupta Murari, **History of British Rule in India**, (New Delhi, 2002).
2. Khurana, K.L. **Modern India**, (Agra, 2011).
3. Shekar Bandopadhyaya, **Plassey to Partition**, (New Delhi, 2008.)

BOOKS FOR REFERENCE:

1. Banerjee, A.C. **Anglo Sikh Relations**, (New Delhi, 1970).
2. Bearce, G.D., **British Attitude towards India**, (London, 1961).
3. Gense, James H, **History of India from the earliest times to the present day**, (New Delhi, 1998).
4. Gordon, S., **New Cambridge History of India**, (New Delhi, 2000).
5. Malleson, **History of Indian Mutiny**, (London, 1981).
6. Ramsay Muir, **Making of British India**, (United Kingdom, 1915).
7. Roberts, P.E. **India under Wellesley**, (Gorakhpur, 1961).
8. Sharamā, Rādhā, **Contemporary and Later Perspectives on Maharaja Ranjit Singh**, (Amristar, 2007).
9. Khake, Col. Anil, **Marathas' Struggle for Empire: Anglo-Maratha Wars, 1679-1818**, (Mumbai, 2001).
10. Bowring , Lewin Bentham., **Haidar Ali and Tipu Sultan, and the Struggle with the Muslim Powers of the South**, (New Delhi, 2001).

Online Sources:

1. <http://www.iloveindia.com/history/modern-history/british-india.html>
2. <http://www.sscnet.ucla.edu/southasia/History/British/BrIndia.html>
3. <http://www.preservearticles.com/2011092714107/essay-on-the-impact-of-british-rule-on-indian-administration.html>
4. <http://www.thehindu.com/news/national/karnataka/tipu-sultan-a-secular-internationalist-not-a-bigot/article7692879.ece>
5. <http://www.britannica.com/event/Maratha-Wars>

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER II
INDIAN NATIONAL MOVEMENT

TEACHING HOURS: 75

CODE: 4P15/2C/INM

CREDITS: 4

L T P : 4 1 0

OBJECTIVES:

To enable the students to

- appreciate and respect national leaders
- instill in them values of Nationalism and Patriotism

Unit - 1	Beginning of Nationalism in India	20 hrs
1.1:	Factors Leading to Indian Nationalism - Pre – congress Nationalist Associations	
1.2:	Native Association-Madras Native Association - Poona Sarvajanic sabha - Madras Mahajana Sabha	
1.3:	Indian National Congress – Origin - Formation - 1885 - -1905-Partition of Bengal	
Unit - 2	Growth of Indian National Congress 1905-1919	20hrs
2.1:	Rise of Moderates and Extremists	
2.2:	Muslim Nationalism- Muslim League – Surat Split	
2.3:	Minto -Morley Reforms 1909-Lucknow Pact1916-Home Rule Movement- Montague-Chelmsford Reforms1919 -Jallianwala Bagh Massacre 1919	
Unit – 3	Gandhian Era	20 hrs
3.1:	Non Cooperation Movement 1920-1922 – Chauri Chaura- Swaraj party -Simon Commission1927-Dandi March1930	
3.2:	Gandhi-Irwin Pact 1931-Round Table Conferences 1930-1932–Civil Disobedience Movement1930-1934	
3.3:	Government of India Act 1935	
Unit – 4	Genesis of Pakistan	15 hrs
4.1:	Origin of Communalism – Muslim League 1906	
4.2:	Aligarh Movement – Sir Syed Ahmed Khan – Khilafat movement – Ali Brothers	
4.3:	Two nation’s theory – Role of Jinnah	
Unit - 5	India on the Threshold of Independence	15 hrs
5.1:	August Offer 1940 - Cripps Mission 1942 – Quit India Movement 1942	
5.2:	CR Formula 1944 – Wavell Plan 1945	
5.3:	Cabinet Mission Plan 1946 – The Mountbatten Plan The Indian Independence Act, 1947	

RECOMMENED BOOKS:

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

BOOKS FOR REFERENCE:

1. Abel, M., **Glimpses of Indian National Movement**, (Hyderabad, 2005).
2. Agarwal, R.C., **Constitutional Development and national Movement of India**, (Calcutta, 2005).
3. Ahluwalia, M.M, **Freedom Struggle in India, 1858 to 1909**, (Delhi, 1965).
4. Chand, Tara. **History of Freedom Movement in India**, (New Delhi, 1992).
5. Goswami, A., **Freedom Struggle of India-Quiz Book**, (New Delhi, 2006).
6. Heehs, Peter, **India's Freedom Struggle, 1857-1947: A Short History**, (London, 1988).
7. Kapoor Gurubaksh Singh, **Refresher Course in British rule in India**, New Deli, 2000.
8. Mahajan V.D., **Constitutional History of India.**, (New Delhi, 1998).
9. S. M. Burke, Salim al-Din Quraishi, Quaid-i-Azam, **Mohammad Ali Jinnah: His Personality and His Politics**, (London, 2003).
10. Mahajan, V.D., **Modern India**, (New Delhi, 1987).

ONLINE SOURCES:

1. <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780195627985.001.0001/acprof-9780195627985>
2. <http://www.sscportal.in/community/gk/history-of-india-and-the-world/the-gandhian-era>
3. <http://vandemataram.com/www/vindex.jsp?sno=157>
4. <http://www.facts-about-india.com/beginning-of-the-gandhian-era.php>
5. http://www.indianetzone.com/51/differences_between_muslim_league_congress.htm

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER II
CONTEMPORARY INDIA (1950–2000)

TEACHING HOURS: 75

COURSE CODE: 4P15/2C/CO1

CREDITS: 4

L T P : 4 1 0

OBJECTIVE:

It enables the student to

- understand the national consolidation process in independent India
- understand the political dynamics of India and gain insights into the challenges that face Contemporary India

Unit -1:	National Consolidation	15 hrs
1.1:	Process of Consolidation – States Reorganization	
1.2:	Linguistic Reorganization	
1.3:	Jawaharlal Nehru - Domestic and Foreign policy	
Unit – 2:	Political growth	15 hrs
2.1:	Lal Bahadur Shastri – Tashkent Agreement	
2.2:	Indira Gandhi – Emergency – Domestic Policy – Foreign Policy	
2.3:	Indo – Pak Relations – Janata Government – Re-emergence of Indira Gandhi	
Unit -3:	Period of Reforms	15 hrs
3.1:	Rajiv Gandhi – Domestic and – Foreign policy	
3.2:	V. P. Singh – Ayodhya Issue – Mandal Commission	
3.3:	Chandra Sekar – P.V. Narashimha Rao’s - Economic policy	
Unit – 4:	Post Congress Era	15 hrs
4.1	H. D. Deve Gowda	
4.2	I.K. Gujaral	
4.3	Atal Behari Vajpayee	
Unit – 5:	Economic Planning in India	15 hrs
5.1:	Planning Commission	
5.2:	Aims and objectives of five year plans	
5.3:	Salient features of the Five year plans (1950 – 2000)	

RECOMMENDED BOOKS:

1. Venkatesan.G, **History of Contemporary India**,
2. Chandra,Bipan.,Aditya Mukherjee And Mridula Mukherjee, **India After Independence 1947-2000**, (New Delhi, 2002).
3. Guha, Ramachandra, **India After Gandhi: The History of the World's Largest Democracy**, (New Delhi, 2011).

BOOKS FOR REFERENCE:

1. Das, Durga, **India from Curzon to Nehru and After**, (New Delhi, 1970).
2. Chandra, Bipan and Datta.R., **Profiles of Indian Prime Ministers**, (New Delhi, 2004).
3. Pruthi, R.K., **The Prime Ministers of India**, (New Delhi, 2006).
4. Monisha, **Profiles of Indian Prime Ministers**, (New Delhi, 2004).
5. Agarwal, R.C., **Constitutional Development and national Movement of India**, (New Delhi, 2005).
6. Ahluwalia.M.M, **Freedom struggle in India, 1858 to 1909**, (New Delhi, 1965).
7. Chand, Tara, **History of Freedom Movement in India**, (New Delhi, 1972).
8. Chandra,Bipan., **India's Struggle for independence**, (New Delhi, 2000).
9. Goswami,A., **Freedom Struggle of India - Quiz Book**, (New Delhi, 2006).
10. Chandra, Bipan., **Essays on Contemporary India**, (New Delhi, 1999).

ONLINE SOURCES:

1. india.gov.in/my-government/constitution-india
2. <http://lawmin.nic.in/coi/coiason29july08.pdf>
3. www.planningcommission.gov.in/sitemap/index.php?poli=newdoc.htm
4. www.12thplan.gov.in
5. <http://www.britannica.com/biography/Indira-Gandhi>

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER II
ARCHIVES AND HISTORICAL RESEARCH

TEACHING HOURS: 60

CREDIT: 3

CODES: 4P15/2E2/AHR

L T P : 3 1 0

OBJECTIVES

To enable the students to

- to understand archival information in general and in particular to Tamil Nadu State Archives
- To make the students aware of the Government Gazette

Unit – 1	Introduction to Archive	10 Hrs
1.1	History of Archives – World and India	
1.2	Importance of Archives	
1.3	Types of Archives	
Unit – 2	Archives Administration	15 Hrs
1.1	Creation of Archives - Functions of Archives	
1.2	Duties of Commissioner	
1.3	Technical Staff – Methods of Preservation	
Unit - 3	Training on Record Management	15 Hrs
3.1	Training on Record Management	
2.2	Uses of Archives	
2.3	Rules and Regulations	
Unit - 4	Archival Organisation	10 Hrs
4.1	International Council of Archives	
4.2	National Archives of India	
4.3	Indian Historical Records Commission	
Unit – 5	Field Visit	10 Hrs
5.1	Relevance of Archives in the present day World	
5.2	Tamil Nadu Archives, Egmore - Roja Muthiah Library, Taramani	
5.3	Report Submission (20 pages)	

RECOMMENDED BOOKS:

1. Sundararaj, M., **A Manual of Archives Systems and the World of Archives**, Siva Publications, (Chennai, 1999).
2. Ghose, S., **Archives in India. History and Assets**, (Calcutta 1963).
3. **National Archives of India Annual Report**, (Government of India, 2005).

BOOKS FOR REFERENCE:

1. Bes, Lennart, **Hundreds of Rosetta Stones and Other Patient Papers. The Dutch Records at the Tamil Nadu Archives**, (Chennai, 2003).
2. P. Groot, (ed.) **List of Dutch Manuscripts, Letters, and Official Documents**, (Madras, 1909).
3. Dodwell, H., **Report on the Madras Records**, (Madras, 1916)
4. **A Guide to the Records Preserved in the Madras Record Office**, (Madras, 1936)
5. Heyligers, A.J.M., **Press List of Ancient Dutch Records from 1657 to 1825** (Madras, 1978).
6. Kan, J. van, **Compagniesbescheiden en aanverwante archivalia in Britsch-Indië, en op Ceylon**, (Batavia 1931)
7. Low, D.A., J.C. Iltis and M.D. Wainwright, **Government Archives in South Asia. A Guide to National and State Archives in Ceylon, India and Pakistan** (Cambridge, 1969)
8. Meilink-Roelofs, M.A.P., R. Raben and H. Spijkerman (ed.), **De archieven van de Verenigde Oostindische Compagnie. The Archives of the Dutch East India Company (1602-1795)**, (The Hague 1992)
9. J. Fruytier (ed), **Supplementary Catalogue of Dutch Records** (ed. J. Fruytier) (Madras 1952.
10. Talboys Wheeler, J., **Handbook to the Madras Records**, (Madras, 1907).

ONLINE SOURCES:

1. www.nationalarchives.nic.in
2. www.archives.gov/preservation/conservation/
3. www.tnarchives.tn.gov.in/
4. www.unesdoc.unesco.org/images/0000/000064/006446eo.pdf
5. www.nationalarchives.nic.in/writereaddata/html_en_files/html/IHRC.html

QUESTION PAPER PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 questions from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER II
TOURISM MANAGEMENT
EXTRA DISCIPLINARY ELECTIVE – 1

TEACHING HOURS: 60

COURSE CODE: 4P15/1E/TMT

CREDITS: 3

L T P : 3 1 0

OBJECTIVE

To enable the students to

- have a broad outline of tourism and its benefits
- understand the concept and importance of tourism marketing

Unit – 1	Tourism-Concept and Principles	15 Hrs
1.1:	Tourism – Definition – Significance - Types	
1.2:	History, Growth and Socio economic impact of tourism	
1.3:	Factors influencing the growth of Tourism in India	
Unit - 2	Tourism Planning	10 Hrs
2.1:	Need for Planning in Tourism	
2.2:	Role of Government in Planning	
2.3:	Tourism as an Economic multiplier	
Unit - 3	Tourism Marketing	10 Hrs
3.1:	Concept and Importance of Marketing	
3.2:	Marketing Mix	
3.3:	Tourism publicity	
Unit - 4	Tourist Organisations	10 Hrs
4.1:	International tourist organization – WTO, UNESCO	
4.2:	National Tourist Organization – NTO, ITDC,	
4.3:	Role of tourist organizations	
Unit - 5	Recent Trends in Tourism	15 Hrs
5.1:	Fashion and Health tourism	
5.2:	Eco tourism - Cultural Tourism and Rural tourism	
5.3:	Problems and programme for the development for tourism	

RECOMMENDED BOOKS:

1. Bhatia A.K. **International Tourism Fundamentals and Practices**, (New Delhi, 2002).
2. Bhatia A.K., **Tourism Development, Principles and Practices**, (New Delhi, 2002).
3. Negi Jagmohan, **Tourist Guide and Tour Operation: Planning and Organising** (New Delhi, 2004).

BOOKS FOR REFERENCE:

1. D' Souza Mario, **Tourism Development and Management**, (New Delhi, 2003).
2. Negi Jaganmohan, **International Tourism Travel**, (New Delhi, 2001).
3. Seth, Prannath, **Successful Tourism Management**, (New Delhi, 1985).
4. Negi Jagmohan, **Travel Agency Operations: Concepts and Principles**, (New Delhi, 2006).
5. Negi Jagmohan, **Travel Agency and Tour Operators, Concepts And Principles** (New Delhi, 2003).
6. Chandra, Ashish and O.P. Khandari, **Tourism, Biodiversity and Sustainable Development: Concepts, definitions and classification of tourism**, (New Delhi, 2004).
7. Babu Suthesana.S. **Tourism Development Revisited-Concepts, Issues and Paradigms**, (New Delhi, 2008).
8. Negi Jagmohan, **Travel Agency Operations: Concepts and Principles**, (New Delhi, 2003).
9. Bhatia A. K., **Tourism Development: Principles and Practises**, (New Delhi, 1988).
10. Kumar, Amit., **Fashion Tourism**, (New Delhi, 2010).

ONLINE SOURCES:

1. <http://lin.ca/sites/default/files/attachments/CCLR11-163.pdf>
2. http://immgsms3.amazonaws.com/docs/Assignment_M_2012_1/THM001_Assign_M_1_2012.pdf
3. <http://smallbusiness.chron.com/tourism-marketing-56473.html>
4. http://www.educationscotland.gov.uk/Images/Marketing%20inTT_tcm4-252713.pdf
5. <http://timesofindia.indiatimes.com/topic/fashion-tourism>

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER - II

SOFT SKILL - 2

COMMUNICATION SKILLS

(Outside the Department - English Department)

Credits: 2

SEMESTER II**INTERNSHIP FOR I M.A. HISTORY****CREDIT: 2**

- The Internship will be carried by I year PG students during the summer vacation of the II Semester.
- Duration of the Internship Program – 4 **Weeks** (25 Days)
- End of the Internship Program the students must submit Attendance Certificate and Report
- Internship Programs are carried out with Archaeological Survey of India, State Department of Archaeology, Tamil Nadu Archives and Historical Research, Government Museum (Chennai), Hindu Religious Charitable and Endowment Trust (Chennai) and Roja Muthiah Research Library (Taramani).

SEMESTER III
HISTORY OF USA (1920 - 2000)

TEACHING HOURS: 75

COURSE CODE: 4P15/3C/HUS

CREDITS: 4

L T P: 4 1 0

OBJECTIVES:

To enable to students to

- Learn the important landmarks in American History
- understand the process of nation building.

Unit - 1	Normalcy and Inter-war Period	15Hrs
1.1	Causes for the Great Economic Depression- its impact	
1.2	Hoover- Hoover Moratorium	
1.3	Franklin D. Roosevelt and the New Deal	
Unit - 2	United States and Second World War	15Hrs
2.1	US entry into Second World War	
2.2	Peace Conferences- Atlantic Charter- Conference of Casablanca- Moscow Conference	
2.3	Yalta Conference- Potsdam Conference- San Francisco Conference	
Unit - 3	Cold War- Détente Politics	15Hrs
3.1	Marshall Plan - Truman Doctrine	
3.2	Eisenhower- Doctrine - Desegregation	
3.3	Martin Luther King Jr. – Civil Rights Movement	
Unit - 4	John F. Kennedy- Lyndon B. Johnson- Nixon	15Hrs
4.1	Kennedy – Cuban Missile Crisis – Space Wars	
4.2	Johnson - Vietnam War - Reforms	
4.3	Nixon Doctrine – SALT I – Watergate Issue	
Unit - 5	Jimmy Carter- Ronald Reagan- George Bush- Bill Clinton	15Hrs
5.1	Carter - Camp David Accord- Hostage Crisis in Iran – Reaganomics - Iran-Iraq War	
5.2	Bush - End of the Cold War- End of the Gulf War- Earth Summit (1992)	
5.3	Clinton- - Domestic Policy – Economic Policy - NAFTA (The North American Free Trade Agreement) - GATT (General Agreement on Tariff and Trade)	

RECOMMENDED BOOKS:

1. Richard, **American History since the Civil War**, (Little Brown, 1965)
2. James West Davidson, **Nation of Nations**, Volume Two: Since 1865, (New York, 1994)
3. Joyce P. Kaufman, **A Concise History of U.S. Foreign Policy**, (London, 2010).

BOOKS FOR REFERENCE:

1. Allen Brinkley, **American History- A Survey**, Vol.11: Since 1865, (New York, 1991).
2. Boyer, **The Enduring Vision- A History of the American People**, Volume Two” From 1865, (New York, 1996).
3. James West Davidson, **Nations of Nation, Volume Two: Since 1865**, (New York, 1994).
4. Henretta, **America A Concise History**, Volume 2, (London, 1999).
5. Tindal, **America**, Volume Two, (New York, 1984).
6. David C. Whitney, **The American Presidents**, The Readers Digest Association, (New Jersey, 1993).
7. Alan Brinkley, **America in Modern Times Since 1890**, (New York, 1986).
8. William H. Chafe, **The Unfinished Journey: America Since World War 11**, (London, 1995).
9. N. Sivachyov, E. Yazkov, **History of the USA since World War 1**, (New York, 1976).
10. David Goldfield, **The American Journey: A History of the United States**, (USA, 1998).

ONLINE SOURCES:

1. <http://www.history.com/topics/cold-war/eisenhower-doctrine>
2. www.theguardian.com/us-news/us-foreign-policy
3. www.history.com/topics/persian-gulf-war
4. www.britannica.com/event/American-civil-rights-movement
5. www.thejournal.ie/what-was-watergate-14-facts-richard-nixon-494970-J

QUESTION PAPER PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 questions from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER III
HISTORIOGRAPHY AND HISTORICAL METHODS

TEACHING HOURS: 90

COURSE CODE: 4P15/3C/HHM

CREDITS: 4

L T P: 4 2 0

OBJECTIVES:

To enable the students to

- develop a historical perspective and objectivity in writing
- appreciate the role of historians in writing history

Unit- 1	Nature and Scope of History	20 Hrs
1.1	Meaning and Definition - Aristotle to E. H. Carr	
1.2	History and its Complex nature - Kinds of History	
1.3	Is History a Science or Art - History and Allied Disciplines	
Unit -2	Philosophy of History	15Hrs
2.1	Theological Interpretation – St. Augustine	
2.3	Age of Enlightenment - Voltaire	
2.4	Marxian interpretation – Karl – Engels – Feminist Historiography	
Unit - 3	Ancient, Medieval, Modern Historiography and Historians	20 Hrs
3.1	Ancient - Herodotus – Thucydides - Medieval - Gibbon – Toynbee	
3.2	Modern - A. Nilakanta Sastri – Irfan Habib	
3.3	Contemporary - Romila Thapar - Rama Chandra Guha	
Unit - 4	Research Methodology	20 Hrs
4.1	Internal and External Criticism	
4.2	Scientific Methods - Basic Concepts - Assumption	
4.3	Steps and Limitations - Scientific study of History- Primary and Secondary Source	
Unit -5	Drafting of Thesis	15 Hrs
5.1	Order of Presentation	
5.2	Content Page - Objectives- Hypotheses- Scope of the Study – Tentative Chapterization	
5.3	Bibliography- - Bias – Biography as a source - Foot Notes – End Notes - Appendices	

RECOMMENDED BOOKS:

1. Rajayyan. K, **History, History in Theory and Method: A Study in Historiography**, (Madurai, 1982).
2. Sheikh Ali .B, **History: Its Theory and Method**, (California, 1981).
3. Carr. E.H., **What is History?**, (New Delhi, 2008).

BOOKS FOR REFERENCE:

1. John Webster. C.B, **Studying History**, (London, 1998).
2. Sen.S.P, **Historians and Historiography in Modern India**, (New Delhi, 1987).
3. Frilz Stern, **Varieties of History**, (England, 1998).
4. Philips.C.H, **Historians of India, Pakistan and Ceylon**, (New Delhi, 2000).
5. Drenj.W.H, **Philosophy of History**, (New Delhi, 1990).
6. Sajter.R.J, **A Guide to Historical Methods**, (New Delhi, 2000)
7. Hock. H. Homer: **The Critical Method in Historical Writing**, (New York, 1955)
8. Barracclough, G: **Main Trends in History**, (Madison, 1979).
9. Maliekel(Ed), Felix Wilfred and Jose.D , **The Struggle for the Past: Historiography**, (Madras, 2002).
10. Jacques Barzun, Henry Franklin Graff, **Modern Researcher**, (New York 1992).

ONLINE SOURCES:

1. <https://www.princeton.edu/~pswpc/pdfs/ceserani/020805.pdf>
2. <https://explorable.com/research-methodology>
3. study.com/academy/lesson/heuristics.html
4. <http://www.economictheories.org/2008/12/marxian-interpretation-of-history.html>
5. <http://www.acrwebsite.org/search/view-conference-proceedings.aspx?Id=6733>

QUESTION PAPER PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 questions from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER III
HISTORY OF REVOLUTIONS

TEACHING HOURS: 75

COURSE CODE: 4P15/3C/HRE

CREDITS: 4

L T P: 4 1 0

OBJECTIVES:

To enable the students to

- understand the meaning of the term revolution
- understand the consequences of the revolutions in domestic and foreign affairs of different countries.

Unit - 1	Industrial Revolution: (1750-1900)	15 Hrs
1.1	Causes of the Revolution	
1.2	Great Inventions- Textile (Greater Manchester)-Steam power – Communication- Flying Shuttle- Spinning Jenny- -Spinning Mule – Cotton Gin-Steam engine- Gas lamp- Electric light- Sewing machine	
1.3	Road building- Steam boats- Telegraph - Telephone- Alexander Graham Bell- Effects of the Revolution	
Unit - 2	American Revolution: (1775-1783)	15 Hrs
2.1	Causes of the Revolution- The Stamp Act- The Townsend Act - The Boston Tea Party	
2.2	Course- Declaration of Independence- Treaty of Paris – 1783- Causes for the defeat of England.	
2.3	Importance of the Revolution	
Unit - 3	French Revolution: (1789-1799)	15 Hrs
3.1	Causes of the Revolution- Social- Economic- Political.	
3.2	Course- Louis XVI - Tennis Court Oath- Common meeting of Three Estates- Storming of the Bastille in 1789	
3.3	Reign of Terror - Robespierre - Napoleon -1799	
Unit - 4	Chinese Revolution: (1911)	15 Hrs
4.1	Manchu Dynasty- Tzu Hsi- Tung –Meng- Hui	
4.2	Course- Hankow Uprising- The struggle for power- Sun-Yat-Sen - Abdication of Pu-yi- End of Monarchy	
4.3	Results of the Revolution- Yuan-Shi-Kai	
Unit - 5	Russian Revolution: (1917)	15 Hrs
5.1	Causes- Political- Social- Economic- Intellectual	
5.2	Course- Menshevik Revolution- Kerensky - Trotsky - Bolshevik Revolution - Treaty of Brest-Litovsk	
5.3	Lenin- Establishment of Soviet Union	

RECOMMENDED BOOKS:

1. Leon Trotsky, **History of the Russian Revolution**, Haymarket Books, 2008.
2. James West Davidson, **Nation of Nations**, Volume Two: Since 1865, McGraw Hill, 1994
3. Edwin J. Dingle, **China's Revolution, 1911-1912: A Historical and Political Record of the Civil War**, Lightning Source, 2008.

BOOKS FOR REFERENCE:

1. Ashton, T. S, **Industrial Revolution: 1780-1830**, (United Kingdom, 1964).
2. Paul Mantoux, **The Industrial Revolution in the Eighteenth Century: An outline of the beginnings of the Modern factory system in England**, (London, 2006).
3. John C. Miller, **Origins of the American Revolution**, (California, 1943).
4. Daniel Marston, **The American Revolution 1774- 1783**, (London, 2003).
5. Aston, Nigel, **The French Revolution 1789-1804: Authority, Liberty and the Search for Stability**, (London, 2004).
6. Neely, Sylvia, **A Concise History of the French Revolution**, (United States, 2008).
7. Clyde and Beers, **History of the Far East**, (New York, 1981).
8. Vinake, **A History of the Far East in Modern times**, (New Delhi, 1978)
9. Sheila Fitzpatrick, **The Russian Revolution**, (Oxford, 2001).
10. Rex A. Wade, **The Russian Revolution, 1917**, (California, 1984)

ONLINE SOURCES:

1. www.history.com/topics/industrial-revolution
2. <http://www.history.com/topics/american-revolution/american-revolution-history>
3. <https://history.state.gov/milestones/1899-1913/chinese-rev>
4. <http://www.britannica.com/event/Russian-Revolution-of-1917>
5. http://www.encyclopedia.com/topic/French_Revolution.aspx

QUESTION PAPER PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 questions from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER III
HISTORY OF EUROPE (1815-1945)

TEACHING HOURS: 60

COURSE CODE: 4P15/3E3/HEU

CREDIT: 3

L T P: 3 1 0

OBJECTIVE:

To enable the students to

- understand the impact of European history on world politics with special reference to the Unifications, Rise of Dictatorships and World War II.
- understand and appreciate the achievements of the UNO

Unit -1	Era of Congress – The Revolution of 1830 and 1848 in France	10 Hrs
1.1	Historical Background - Congress of Vienna - 1815	
1.2	Concert of Europe – Holy Alliance and Quadruple alliance	
1.3	Revolution of 1830 and 1848	
Unit – 2	Eastern Question	10 Hrs
2.1	Greek war of Independence	
2.2	Crimean war	
2.3	Congress of Berlin	
Unit – 3	Unification of Germany, Italy and Napoleon III	15 Hrs
3.1	Unification of Germany - War with Denmark - Austro Prussian War – Franco Prussian War - Bismarck	
3.2	Unification of Italy – Cavour - Garibaldi – Victor Immanuel II	
3.3	Napoleon III	
Unit – 4	Rise of Dictatorship	10 Hrs
4.1	Hitler –Nazism – Holocaust	
4.2	Mussolini – Fascism – Economic Policy	
4.3	Mustafa Kemal Pasha – Benevolent Despot – Westernisation of Turkey	
Unit – 5	World War II	15 Hrs
5.1	World War II – Causes – Course	
5.2	American entry into the World War II - Results	
5.3	Role of UNO - Aims & Achievement	

RECOMMENDED BOOKS:

1. Lipson E., - “Europe in the XIX & XX the Centuries”, 1815 -1939”, (New Delhi, 1982).
2. Marriot J. A. R., - “History of Europe from 1815 to 1939”, (Delhi, 1979).
3. Stephen J. Lee, European Dictatorships 1918–1945, (London, 2012).

BOOKS FOR REFERENCE

- 1 Kettelby C.D.M., **The History of Modern Times from 1789**, (United Kingdom, 2002).
- 2 Carr E.H., **International Relations between the Two World War 1919-1939**, (London, 1959).
- 3 Arun Bhattacharjee, **A History of Europe, 1789 – 1945**, (New Delhi, 1982).
- 4 Hazen, C. D., **Modern Europe upto 1945**, (New Delhi, 1977).
- 5 Rao, B.V., **History of Modern Europe 1789 – 1992**, (New Delhi, 1982).
- 6 Fisher, **History of Europe**, (London, 1957).
- 7 David, Thomson, **Europe since Napoleon**, (New Delhi, 1990).
- 8 Carlton J. Hayes, **History of Europe**, (New York, 1959).
- 9 Lipson .E, **History of Europe since 1815**, (London, 1960).
- 10 Derek Urwin, **A Political History of Western Europe since 1945**, (London, 1997).

ONLINE SOURCES:

1. <http://www.history.com/topics/world-war-i/world-war-i-history>
2. <http://www.britannica.com/event/World-War-II>
3. <http://www.biography.com/people/adolf-hitler-9340144>
4. <http://www.notablebiographies.com/Mo-Ni/Mussolini-Benito.html>
5. <http://www.sparknotes.com/history/european/1848/section8.rhtml>

QUESTION PAPER PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 questions from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER III
HISTORY OF EAST ASIA 1914 – 2000

TEACHING HOURS: 60

CODE: 4P15/3E4/HEA

CREDITS: 3

L T P : 3 1 0

OBJECTIVE:

To enable the students to

- gain knowledge of about the involvement of China and Japan during the I and the II World War
- learn about the growth and development of Political parties in China and Japan in contemporary world.

Unit -1	China and Japan in World War I	10 Hrs
1.1	Kiao Chow Issue – German Ultimatum	
1.2	Declaration of War - Twenty One Demands	
1.3	Establishment of Chinese Republic - Yuan Shi Kai – May 4 th Movement	
Unit – 2	China between the World Wars	10 Hrs
2.1	Rise and fall of Kuo-min-tang Party	
2.2	Dr. Sun Yat Sen – Nationalist government	
2.3	Chiang Kai Shiek – Foreign Policy	
Unit -3	Japan between the World Wars	10 Hrs
3.1	Washington Conference	
3.2	Manchurian Crisis - Birth of Manchu Kuo – Tangku Truce	
3.3:	II Sino Japanese War - Treaty of Shimonoseki	
Unit – 4	China and Japan in the II World War	15 Hrs
4.1	Mao Tse Tung – Red China – Communist Chinese Parties	
4.2	Rome Berlin Tokyo Axis – Attack on Pearl Harbour – Potsdam Conference - Surrender of Japan	
4.3	Impact of the II World War on Japan	
Unit – 5	Contemporary China and Japan	15 Hrs
5.1	Reconstruction – Militarisation - SCAP – New Constitution	
5.2	Cultural Revolution in China – Modernization and its problems	
5.3	Diplomatic Relations - Japan and US – China and Russia	

RECOMMENDED BOOKS:

1. Vinake, A **History of the Far East in Modern Times**, (New Delhi, 1978).
2. Chaurasia, R.S., **History of the Far East**, (New Delhi, 2003).
3. Willmott, Ned, **The Second World War in the Far East** (New York, 2006)

BOOKS FOR REFERENCE:

1. Dillon, Michael, **China: A Modern History**, (New York, 2010).
2. Majumdar R.K. and Srinivasan A.N. **History of Japan**, (Delhi 1978).
3. Bianco, Lucian, **Origins of the Chinese Revolution**, (London, 1970).
4. Milton E. Osborne, **Southeast Asia: An Introductory History**, (NSW, 2013).
5. David M.D., **Rise and Growth of Modern Japan**, (Girgaon, 1980).
6. Gupta R. S, **History of Modern China**, (New Delhi, 1978).
7. Owen Lattimore, **The Making of Modern China, A Short History**, (United States, 1994).
8. Vinake, A **History of the Far East in Modern Times**, (New Delhi, 1978).
9. Chaurasia, R.S., **History of Modern China**, (New Delhi, 2003).
10. Dotforam, Eberlard, **History of China**, (London, 1992).

ONLINE SOURCES:

1. afe.easia.columbia.edu/timelines/china_modern_timeline.htm
2. afe.easia.columbia.edu/timelines/japan_modern_timeline.htm
3. www.britannica.com/biography/Sun-Yat-sen
4. www.history.com/topics/chiang-kai-shek
5. www.history.co.uk/study-topics/history-of-ww2/imperial-japan

QUESTION PAPER PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 questions from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER III
CONTEMPORARY ISSUES IN TOURISM
EXTRA-DISCIPLINARY ELECTIVE - 2

TEACHING HOURS: 60

COURSE CODE: 4P15/3E2/CIT

CREDITS: 3

L T P : 3 1 0

OBJECTIVE:

To enable the students to

- enable the students to understand the present trends in Tourism
- learn the emerging issues of Tourism Management.

Unit -1	Emerging Issues in Travel and Tourism.	10 Hrs
1.1	Political instability- regionalism- National integration.	
1.2	Climate change - environmental issues.	
1.3	Terrorism and Tourism - safety and security issues in Tourism.	
Unit -2	Social Issues in Tourism	10 Hrs
2.1	Guest - Host relations - women and child issues,	
2.2	Tourism and poverty alleviation.	
2.3	Crime and Tourism.	
Unit - 3	Taxation Policies and Challenges in Tourism	10 Hrs
3.1	Taxation: present scenario and future challenges	
3.2	Foreign exchange-STZ: features- operations and implications.	
3.3	Merger- acquisition of tourism enterprises.	
Unit - 4	Human Resource Issues	15Hrs
4.1	Gap in industry and Academia - Quality of tourism research.	
4.2	Imbalances in inbound and outbound tourism.	
4.3	Privatization of tourism resources and PSU's.	
Unit -5	Legal Issues	15 Hrs
5.1	Economic crises and its impact on tourism.	
5.2	GATS - Concept and its implication on Indian Tourism scenario.	
5.3	Government policies and its impact	

RECOMMENDED BOOKS:

1. Jagannath Mohanty, **Human Rights Education**, (New Delhi, 2003)
2. Sehgal, B.P.S, **Human Rights in India: Problems and Perspective**, (New Delhi, 2004)
3. A. Satish Babu, **Tourism Development in India: A Case Study**, (New Delhi, 2008).

BOOKS FOR REFERENCE:

1. Ashwini Rao, **Status of Human Rights in India**, (Delhi, 2010).
2. Hasan, Ashraful, **Human Rights Dilemmas in Contemporary Times: Issues & Answers**, (Bethesda, 1998).
3. Jagannath Mohanty, **Teaching of Human Rights- New Trends and Innovations**, (New Delhi, 2005).
4. Nirmal, C.J, **Human Rights in India -Historical, Social and Political Perspectives** (New Delhi, 2000).
5. Sharma, G, **Human Rights and Legal Remedies**, (New Delhi, 2003).
6. Sharma, G, **Human Rights and Social Justice**, (New Delhi, 2004).
7. M.J,Antony, **Women’s Rights**, (New Delhi, 1995).
8. K. Vasak, **The International Dimensions of Human Rights**, Vol.1, (Connecticut, 1958).
9. D.D, Basu, **Introduction to the Constitution of India**, 3rd ed, (Calcutta, 1960).
10. The State of the World’s Children, 1998(UNICEF), Country Report, **India, Department of Women and Child Development**, (1997).

ONLINE SOURCES:

1. ageconsearch.umn.edu/bitstream/.../2/10_Kovari_Safety_Apstract.pdf
2. www.popcenter.org › Problems › Crimes Against Tourists
3. ukmin.lrv.lt/uploads/.../18d.%2012.00pm%20Mr.%20Dureyras.pdf
4. www.csstc.org/reports/egm/P4/Presentation_India.htm
5. <http://www.unglobalpulse.org/projects/rivaf-research-economic-crisis-tourism-decline-and-its-impact-poor>

QUESTION PAPER. PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 questions from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER -III
SINK STRESS SKILLFULLY
SOFT SKILL - 3

TEACHING HOURS: 30

COURSE CODE: 4P15/3S/SSS

CREDITS: 2

L T P : 2 0 0

OBJECTIVE:

To enable the students to

- analyse and overcome stress-related issues
- acquire skills to de-stress and fight back the complexities in both sports and academics

Unit –1	Introduction to Stress	10 Hrs
1.1	What is stress? Mind-Body Connection- Somatic-Behavioral-Cognitive Stress	
1.2	Causes for Esteem- Compare Stress, Anxiety and arousal	
1.3	What are stressors? Psycho physiological indicators of excessive stress	
Unit –2	Areas of Stress	10 Hrs
2.1	Stress at workplace-Sports and Academics	
2.2	Stress at home and Public Place	
2.3	Overcoming monetary stress and unhealthy worry	
Unit- 3	Skills to Fight	10 Hrs
3.1	Small changes and big rewards	
3.2	Stress prevention and coping Skills	
3.3	Bad effects of Stress and Exercises to combat stress	

RECOMMENDED BOOKS:

1. Susan R. Gregson, **Stress Management**, (Minnesota, 2000).
2. M. Sarngadharun, **Towards Managerial Excellence**, (New Delhi, 1996).
3. Aruna Goel, S. L. Goel, **Stress Management and Education**, (New Delhi, 2005).

BOOKS FOR REFERENCE:

1. Gregory L. Jantz, **How to De-Stress Your Life**, (United States, 2008)
2. Kate Middleton, **Stress: How to De-Stress without Doing Less**, (United Kingdom, 2009).
3. Hussein Eshref, **Easy Exercises to Relieve Stress**, (United States, 1999).
4. B Hiriyappa, **Stress Management: Leading to Success**, (Illinois, 2012).
5. Brian Luke Seaward, **Essentials of Managing Stress**, (Boston, 2016).
6. Terry Looker, **Manage Your Stress for a Happier Life**, (London, 2011).
7. Hans Selye, **Stress Without Distress**, (London, 1975).
8. Susanne Sweeny, **Transform Stress Into Strength: Getting Control of Your Life, Your Mind, and Your Time**, (Washington, 2008).
9. Laura Maciuka, **Conscious Calm: Keys to Freedom from Stress and Worry, Tap Into Freedom Publishing**, (California, 2011).
10. Noratmal Khandelwal, **Freedom from Stress: Happiness through Self Management**, (United Kingdom, 2013).

ONLINE SOURCES:

1. www.helpguide.org/articles/stress/stress-management.htm
2. www.ncbi.nlm.nih.gov/pubmed/18635936
3. www.apa.org > Psychology Help Center
4. www.healthline.com/health/stress-and-family
5. <http://www.helpguide.org/articles/stress/relaxation-techniques-for-stress-relief.htm>

QUESTION PAPER PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
	4 Question from Each Unit	Answer any 10 questions out of 12 in not more than 500 words each	5X10= 50 Marks
		TOTAL	100 MARKS

SEMESTER IV
INDIA'S FOREIGN POLICY (1947-2000)

TEACHING HOURS: 90

COURSE CODE: 4P15/4C/IFP

CREDITS: 4

L T P: 4 2 0

OBJECTIVES:

To enable the students to

- enable the students to understand the India's Foreign policy
- understand the Issues and Challenges in neighboring Countries

Unit – 1	Theoretical Aspects	20 Hrs
1.1	Foreign Policy- Meaning -Major approaches to the Study of Foreign Policy	
1.2	Principles - Objectives of India's Foreign Policy	
1.3	Domestic and External Determinants - Geography - History and Culture - Society and Political Systems	
Unit – 2	The Structural Setting	15 Hrs
2.1	Structure of Foreign Policy - Decision Making - Continuity and Change	
2.2	Non-alignment -Genesis- Development and Relevance - India's Role	
2.3	India and the Question of Nuclear Weapons: NPT - CTBT	
Unit – 3	Foreign Relations	20 Hrs
3.1	India's Policy towards its Neighbours	
3.2	India and the United Nations	
3.3	India's Policy towards Major Powers	
Unit – 4	Global Regions and Institutions	20 Hrs
4.1	SAARC – ASEAN - GCC	
4.2	EU - African Union	
4.3	WTO - IMF - Their role	
Unit – 5	Present Trends in International Relations	15 Hrs
5.1	Environment Protection	
5.2	Globalisation	
5.3	Terrorism – Counter Terrorism	

RECOMMENDED BOOKS:

1. Sumit Ganguly, **India's Foreign Policy: Retrospect and Prospect**, (New Delhi, 2012).
2. Jyotindra Nath Dixit, **India's Foreign Policy and Its Neighbours**, (Delhi, 2001).
3. V. N. Khanna, **Foreign Policy of India**, (Chennai, 2007).

BOOKS FOR REFERENCE:

1. J. Bandhopadhyaya, **The Making of India's Foreign Policy**, (Mumbai, 2003).
2. K.P. Mishra , **Studies in Indian Foreign Policy**, (New Delhi, 1969).
3. Nancy Jetly and Rajendra Prasad, **India's Foreign Policy: Challenges and Prospects**, (New Delhi, 1999).
4. V.P. Dutt : **India's Foreign Policy**, (New Delhi, 1984).
5. T. Ramakrishna Reddy: **India's Policy in the United Nations**, (New Jersey, 1968).
6. Harish Kapur : **India's Foreign Policy, 1942-92**, (New Delhi, 1994).
7. Shukla, Subash, **Foreign Policy of India**, (New Delhi, 2007).
8. C. Raja Mohan, **Crossing the Rubicon: The Shaping of India's New Foreign Policy**, (New Delhi, 2005).
9. Nancy Jetly and Rajendra Prasad, **India's Foreign Policy: Challenges and Prospects**, (New Delhi, 1999).
10. Jyotindra Nath Dixit, **The Foreign Policy of India and her Neighbours**. (New Delhi, 1995).

ONLINE SOURCES:

1. acorn.nationalinterest.in/2006/04/20/indias-foreign-policy-objectives/
2. dx.doi.org/10.9790/0837-1146470
3. http://shodhganga.inflibnet.ac.in/bitstream/10603/17829/7/07_chapter%202.pdf
4. <http://mea.gov.in/regional-organisations.htm>
5. <http://www.fibre2fashion.com/industry-article/2993/impact-of-globalization?page=1>

QUESTION PAPER. PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER IV
NATIONALISM IN SOUTH EAST ASIA

TEACHING HOURS: 90

CODE: 4P15/4C/NSE

CREDITS: 4

L T P : 4 2 0

OBJECTIVES:

To enable the students to

- understand the growth of nationalism in South East Asia.
- appreciate the importance of this South East Asia to a history of Asia

Unit - 1	Growth of Nationalism in Southeast Asia: Burma	15 Hrs
1.1	British and French Occupation of Southeast Asia - Causes for the Rise of Nationalism - Burma-Third Anglo-Burmese War - Annexation of Burma - Impact of British Rule	
1.2	Saya San Rebellion-Dobama Society - World War II -AFPFL	
1.3	Independence- Post Independence Politics - Role of Aung San Sui Kyi	
Unit –2	Nationalism in Indo-China: Vietnam-Cambodia and Laos	15 Hrs
2.1	Chinese Reforms- Grievances- French Policy-Post First World developments	
2.2	Rise of Extremist Parties- Year of Red Terror- World War II - Return of French - Dienbienphu-Geneva Conference - Bombing of Vietnam -Tet Offensive- Paris Agreement-Role of Ho Chi Minh	
2.3	Cambodia-As a French protectorate- Struggle for Freedom in Cambodia - Independence –Khmer Rouge- Laos-French colonial rule-National Movement in Laos	
Unit – 3	Nationalism in Indonesia	20 Hrs
3.1	Ethical Policy – Economic Exploitation	
3.2	Formation of Political Parties- Boedi Utomo- PKI-PNI - World War II	
3.3	Post War Developments-Linggadjati Agreement-The Hague Round Table Conference - Republic of Indonesia - Ethical Policy – Role of Sukarno -Suharto	
Unit – 4	Nationalism in Malaysia	20 Hrs
4.1	Causes hindering nationalism-Pluralistic Society-Economic and Religious differences-Divide and Rule Policy- Moslem revival-Feudal Character -UMNO	
4.2	Impact of II World War-Post War Developments-Federation of Malaysia-	
4.3	Separation of Singapore and Malaysia- Role of Tungku Abdul Rehman	
Unit – 5	Nationalism in Philippines	20 Hrs
5.1	Spanish Conquest - Early Rebellions against Spanish Rule - Katipunan	
5.2	US occupation of the islands -Tydings Mcduffe Act- Second World War	
5.3	Economic Depression -Japanese Occupation-The Huk Rebellion	

RECOMMENDED BOOKS:

1. Rao, B.V. **History of Asia: From Early Times to the Present**, (New Delhi, 2005).
2. Jayapalan N, **History of South East Asia**, (New Delhi, 1999).
3. Milton Osborne, **Southeast Asia: An Introductory History**, (NSW, 2010).

BOOKS FOR REFERENCE:

1. Hall D.G.E., **A History of South East Asia**, (New York, 1968).
2. Harrison Brian., **South East – A Short History**, (London, 1955).
3. Purcell & Victor, **South East Asia since 1800**, (New York, 1965).
4. Sardesai, **South East Asia Past and Present**, (New York, 2003).
5. Cady John(Ed), **History of Post War South East Asia**, (Ohio, 1974).
6. Harrison Brian., **South East – A Short History**, (London, 1955).
7. Purcell & Victor, **South East Asia since 1800**, (New York, 1965).
8. Glover Ian and Peter s Bellwood, **Southeast Asia from Prehistory to History**, (London, 2004).
9. Smith Roger M, **South East Asia**, (New York, 1974).
10. Mc Cloud Donald G, **South East Asia Tradition and Modernity in the Contemporary**, (Colarado, 1995).

ONLINE SOURCES:

1. www.hpsj.journals.yorku.ca/index.php/hpsj/article/download/39627/35905
2. www.gradestack.com/CBSE-Class...Nationalist.../15062-3002-4349-study-wtw
3. www.lowensteyn.com/indonesia/nationalist.html
4. <https://www.foreignaffairs.com/articles/malaysia/1947-04-01/nationalism-and-politics>
5. <http://www.scribd.com/doc/63863355/The-Rise-of-Filipino-Nationalism#scribd>

QUESTION PAPER PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 questions from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER: IV
STUDIES IN HUMAN RIGHTS

TEACHING HOURS: 90

CODES: 4P15/4C/SHR

CREDIT: 4

L T P: 4 2 0

OBJECTIVES:

To enable the students to

- realize that Human Rights education is an in-built phenomenon in right to education.
- make the students understand the Human Rights situation in India and to realize their duty as to empower the illiterate, marginalized and the minorities. with the help of the

Unit – 1	Introduction to Human Rights	20 Hrs
1.1	Meaning, Nature and Scope	
1.2	Historical Evolution–Magna Carta (1215) - Peace of Westphalia (1648)-Bill of Rights in England (1689) - Declaration of the Rights of Men and Citizens of France (1789) - Bill of Rights in USA (1791) - Theories of Human Rights	
1.3	Universal Declaration of Human Rights (UDHR)-International Covenant on Civil and Political Rights (ICCPR) – International Covenant on Economic, Social and Cultural Rights (ICESCR)	
Unit -2	Human Rights in India	20 Hrs
2.1	Constitutional Guarantees of Human Rights- Fundamental Rights -Directive Principles of State Policy	
2.2	National Human Rights Commission -State Human Rights Commissions	
2.3	Rights of Marginalised Groups- Indigenous People’s Rights (Tribal’s) - Refugees - Convention on the Status of Refugees	
Unit –3	Human Rights and International System	15 Hrs
3. 1	Role of UNSC and other International Organization	
3.2	International Commission of Jurists - ILO	
3.3	Amnesty International -Human Rights Watch - International Committee of Red Cross	
Unit -4:	Women’s Rights	15 Hrs
4.1	Convention on the Elimination of All Forms of Discrimination against Women - (CEDAW)	
4.2	UNISEM - 1Vth World Conference on Women (Beijing)	
4.3	National Women's Conference	
Unit - 5	Contemporary Issues in Human Rights	20 Hrs
5.1	Violation of Human Rights in Custodial Care- Capital Punishment - The Prevention of Terrorism Act (POTA)	
5.2	Child Labour- Bonded Labour -Juvenile Delinquency	
5.3	Dalits- Migrant Workers in Industries and Organizations	

RECOMMENDED BOOKS:

- 1 Jagannath Mohanty, **Human Rights Education**, (New Delhi, 2003).
- 2 Sehgal, B.P.S, **Human Rights in India: Problems and Perspective**, (New Delhi, 2004).
- 3 Michael Freeman, **Human Rights: An Interdisciplinary Approach**, (Polity, 201).

BOOKS FOR REFERENCE:

1. Ashwini Rao, **Status of Human Rights in India**, (Delhi, 2010)
2. Hasan, Ashraful, **Human Rights Dilemmas in Contemporary Times: Issues & Answers**, (Bethesda, 1998).
3. Jagannath Mohanty, **Teaching of Human Rights- New Trends and Innovations**, (New Delhi, 2005)
4. Nirmal, C.J, **Human Rights in India -Historical, Social and Political Perspectives**, (New Delhi, 2000)
5. Sharma, G, **Human Rights and Legal Remedies**, (New Delhi, 2003)
6. Sharma, G, **Human Rights and Social Justice**, (New Delhi, 2004)
7. M.J,Antony, **Women's Rights**, (New Delhi, 1995)
8. K. Vasak, **The International Dimensions of Human Rights**, Vol.1, (Connecticut, 1958)
9. D.D, Basu, **Introduction to the Constitution of India**, 3rd ed, (Calcutta, 1960)
10. **The State of the World's Children**, 1998(UNICEF), **Country Report, India**, Department of Women and Child Development, 1997

ONLINE SOURCES:

1. www.un.org/en/universal-declaration-human-rights,
2. www.humanrights.com/what...human-rights/...history/cyrus-cylinder.htm
3. www.un.org/womenwatch/daw/cedaw
4. www.bhu.ac.in/lawfaculty/blj2006...09/.../2_Prof.%20I.G.Ahmad.doc
5. <http://in.one.un.org/page/decent-work-for-migrant-workers-in-india>

QUESTION PAPER. PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 questionS from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

**SEMESTER IV
PROJECT****TEACHING HOURS: 90**
CODE: 4P15/4C/PRO**CREDITS: 4**

The Student shall be required to prepare a Project on the basis of an original study carried out suggesting the areas in which the field of History can be further improved or developed.

The Project should demonstrate the capability of the student for creative work and original approach towards the study of history

The dissertation has to be submitted at the end of the IV SEMESTER.

EVALUATION PATTERN

PROJECT	- 100 marks
Internal Valuation	- 40 marks
External Valuation and Viva voce	- 60 marks

SEMESTER IV
GENDER STUDIES

TEACHING HOURS: 60

CODE: 4P15/4E5/GSS

CREDIT: 3

L T P: 3 1 0

OBJECTIVES:

To enable the students to

- create an awareness on Women's Rights and to be aware of their status in their society by Emulating Women achievements and make them their role model
- create awareness about women's rights and face challenges in life

Unit - 1	An Introduction to Gender Studies	10Hrs
1.1	Features of Gender Studies	
1.2	Gender – Sex- patriarchy- Hegemony	
1.3	Gender Stereo type - Gender Roles and Relations	
Unit – 2	Feminist Theory	10 Hrs
2.1	Theories – Marxist – Liberal	
2.2	Social- Radical-Critical	
2.3	Cultural – Eco-Feminist - Post Modern	
Unit – 3	Constitutional Protection for Women	15Hrs
3.1	Part II- Fundamental Rights and Part IV- Directive principles.	
3.2	73 rd and 74 th Amendment	
3.3	National Commission for Women – State Commission for Women	
Unit – 4	Women Social Issues	15 Hrs
4.1	Violence against Women	
4.2	Women at Work – Organized Sector – Unorganized Sector-	
4.3	Legal Rights - Labour Laws and Personal Laws - Women and Media	
Unit – 5	UN Decade for Women	10 Hrs
5.1	International Women Conferences - Mexico 1975- Copenhagen 1980 - Nairobi 1985	
5.2	Beijing 1995 - Global Agenda	
5.3	Fifteen Empowering Women's Conferences 2015	

RECOMMENDED BOOKS:

1. Desai Neera and Krishnaraj, M., “**Women and Society in India**”, (Delhi, 1987).
2. Aletekar A. S., - “**The Position of Women in Hindu Civilization**”, (New Delhi, 1962).
3. L. Thara Bhai, **Women's Studies in India**, (New Delhi, 2000).

BOOKS FOR REFERENCE:

1. “**Indian Women in Media – A collection of Essays**”, (Delhi, 1984).
2. Robinson, V and Richardson (eds.), - **Introducing Women Studies**, (London, 1993).
3. Chaudari M., - **Indian Women’s Movement Reform and Revival**, (New Delhi, 1993).
4. National Commission for Women, - **Towards Equality – The unfinished Agenda – Status of Women in India**”, Government of India, 2002.
5. Sangari K. and S. Vaid, - “**Women and Culture**”, (Bombay, 1981).
6. Desai Neera, - “**Women in Modern India**”, (UK, 1957).
7. Bumilles, - **May you be the Mother of Hundred Sons Random**”, (New York, 1990).
8. Y Hakkar, **Women and the Law**, (North Carolina, 2000).
9. Kaushal, Raksana, **Women and Human Rights in India**, (New Delhi, 2000).
10. **Belize Report for the Fourth World Conference on Women (Beijing 1995): Action for Equality, Development, and Peace**, (Beijing, 1995).

ONLINE SOURCES:

1. <http://www.jnu.ac.in/faculty/maitrayee/Learning%20through%20Teaching.pdf>,
2. www.gender.cawater-info.net/knowledge_base/.../feminism_e.htm
3. [www.http://law4all.co.in/2012/02/rights-of-working-women-laws-for-women-part-iii/](http://law4all.co.in/2012/02/rights-of-working-women-laws-for-women-part-iii/)
4. <http://www.nwmindia.org/>
5. www.ncw.nic.in/frmlawsrelatedtowomen.aspx

QUESTION PAPER. PATTERN:

COMPONENT	UNITS	NATURE OF QUESTION	MAXIMUM MARKS
Part A	5 Questions from 5 Units 3 questions from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	5 Questions. One question from Each Unit	Essay Type Questions Three Questions out of Five Questions are to be answered in not less than 1200 words each	3X20= 60 Marks
		TOTAL	100 MARKS

SEMESTER IV
INTERVIEW SKILLS

TEACHING HOURS: 30

COURSE CODE: 4P15/4S/INS

CREDITS: 2

L T P: 2 0 0

OBJECTIVES:

To enable the students to

- identify the basic elements of an Interview
- develop confidence to face an interview

Unit- 1	Facing an Interview	10 Hrs
1.1	Impressive Resume Preparation- Covering letter- Develop great References	
1.2	Check list for an interview- Optimum use of technology	
1.3	Grooming skills- Commonly asked interview questions	
Unit - 2	Interview Session	10 Hrs
2.1	Types of Interview – One-to-one - Telephonic - online - Group Discussion	
2.2	First impression the best impression - Stay healthy- Control Interview nerves	
2.3	Body language - do's and dont's - strategies for answering questions - handling provocative questions-negotiate pay structure	
Unit- 3	Post Interview	10 Hrs
3.1	Closing the interview- tactics- Thank you notes	
3.2	Following up	
3.3`	Mock interview - practice session – with the College Placement Cell	

RECOMMENDED BOOKS:

1. William C. Donaghy, **The Interview: Skills and Applications**, (Virginia, 1984)
2. Raymond L. Gorden, **Basic Interviewing Skills** (USA, 1992)
3. Michael J. Willson, Karen Kelly, **Job Interview Body Language: Win the Job with "S-I-M-P-L-E Strategies"**, (UK), 2009.

BOOKS FOR REFERENCE:

1. Helen Cooper, **Interview Skills Young Job hunters**, (USA, 2011)
2. Byers, Ann, Great Resume, **Application and Interview Skills** , (USA, 2002)
3. Fry, Ron, **On your Interview**, (Mumbai, 2015)
4. Ganguly, Anand, **Success in Interview**, (India , 2015)
5. Dr. S.K. Mandal, **How to Succeed in Group Discussions & Personal Interviews**, (Mumbai, 2006).
6. Matt Rhodes, **Various Types of Interview: Modern Interview**, Prepare an Interview, First Impression, **Tips for Interview, Know about Interview**, (Washington, 2015).
7. Dr. L.M. Prasad, **Upkar's Techniques for Success in Interview and Group Discussion**, (Agra).
8. Dr. Larry Chiagouris, **The Secret to Getting a Job after College: Marketing Tactics to Turn Degrees into Dollars**, (New York, 2011).
9. Tom S. Turner, **Behavioral Interview Guide: A Practical, Structured Approach for Conducting Effective Selection Interviews**, (Wistaston, 2004).
10. Julie Gray, **Interview Success - Get the Edge: Teach Yourself**, (UK, 2011).

ONLINE SOURCES:

1. www.monstercollege.in/article/article_10.html
2. www.career.vt.edu › Job & internship search guide
3. <https://jobmob.co.il/blog/follow-up-or-followup/>
4. www.theundercoverrecruiter.com/10-killer-interview-tactics-you-ought-know/
5. <https://www.themuse.com/advice/43-resume-tips-that-will-help-you-get->

QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	PATTERN	MAXIMUM MARKS
Section A	4 Questions from each Unit	Answer ANY 10 Questions out of 12 in not more than 500 words each	10 X 5=50 marks