

# **MANONMANIAM SUNDARANAR UNIVERSITY**

**TIRUNELVELI**

**PG - COURSES – AFFILIATED COLLEGES**

**Course Structure for M.A. ( History )**

**(Choice Based Credit System)**

**(With effect from the academic year 2021-2022 onwards)**

## **Vision of the university**

- To provide quality education to reach the un-reached

## **Mission of the university**

- To conduct research, teaching and outreach programmes to improve conditions of human living.
- To create an academic environment that honours women and men of all races, caste, creed, cultures and an atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity.
- To offer a wide variety of off-campus educational and training programs, including the use of information technology, to individuals and groups.
- To develop partnership with industries and government so as to improve the quality of the workplace and to serve as catalyst for economic and cultural development.
- To provide quality / inclusive education, especially for the rural and un-reached segments of economically downtrodden students including women, socially oppressed and differently abled.

## **Preamble:**

This course enables the students to know about the history of various dynasties, cultures, civilizations, administrations, constitutions, events, heritages, logics, political systems, societies, legacies, freedom movements, global affairs, exploitations, and disasters. The syllabus of this subject covers the entire historical global affairs which shows a clear historical picture to the students. More importance is given to the History of India. This study will create a deep and intense historical knowledge among the students.

## **Department of History:**

### **Programme objectives:**

- To enable the students to gain relevant knowledge that forms a strong foundation in History.
- To have some Knowledge and understanding of historical development in the wider world.
- To set good employment opportunities.
- To ingrain moral values to stand up for social justice.
- To mould the students as value-based historians to uplift the society.
- To equip the students with the skills on historical development.

### **Programme outcomes(POs):**

**PO 1:** The programme will make the students to analyse relationship between the past and the present.

**PO 2:** The programme will make the students to understand the existing social, political, religious and economic condition of the people.

**PO 3:** The programme will make the students to focus work on constitutional amendments.

**PO 4:** The programme will make the students to promote quality, equitable and effectiveness of education.

**PO 5:** The programme will make the students to reach their goal.

**PO 6:** The programme will make the students to develop their ability to face the challenges of life.

### **Programme Specific outcome:**

PSO 1: The programme will make the students to give a thorough picture about the theme to the students who will benefitted to appear for competitive examination.

PSO 2: The programme will make the students to provide sufficient knowledge to the students to understand the subject of History.

PSO 3: The programme will make the students to provide perfect knowledge about the various civilizations and culture of the people.

PSO 4: The programme will make the students to get better knowledge about all histories.

PSO 5: The program will make the students to understand the historical knowledge of this wider world.

PSO 6: The programme will make the students to establish a technical oriented work.

PSO 7: The programme will make the students to create thirst of knowledge in their minds.

PSO 8: The programme will make the students to create moral values in social justice.

### **Eligibility for Admission:**

The candidates for admission into the first semester of the M.A. Degree in History course will be required to have qualified the B.A Degree Examination conducted by the M.S. University or any other University or any other U.G. degree examinations accepted by the syndicate of M.S. University. Admission will be based on merit Scored by the students in the bachelor's degree result. Reservation of seats and other concessions will be in line with Tamil Nadu State Government and norms of the university.

**Internal Assessment:** Internal Assessment is for 25 marks.

Internal Assessment shall be done in the following manner:

The average of the best two scores of the student from three tests - 15 marks

Assignment - 5marks

Seminar - 5 marks

Total - 25marks

**Semester question Pattern:**

Section – A (10 x 1 = 10 marks)

Answer all the questions (multiple choice questions)

Section – B (5 x 5 = 25 marks)

Answer all the questions choosing either (a) or (b)

Section – C (5 x 8 = 40 marks)

Answer all the questions choosing either (a) or (b)

Total =75 marks

**First Semester:**

| Sem .           | Sub. No. | Subject Status | Subject Title                             | Contact Hrs./ Week | Credits   |
|-----------------|----------|----------------|---|--------------------|-----------|
| I               | 1        | Core-1         | History of Tamil Nadu upto 1565 AD        | 6                  | 4         |
|                 | 2        | Core-2         | History of India upto 712AD               | 6                  | 4         |
|                 | 3        | Core-3         | History of Europe from 476 to 1453AD      | 6                  | 4         |
|                 | 4        | Core-4         | History of world civilization upto 1453AD | 4                  | 4         |
| Select any two  | 5        | Elective-1     | Principles and Methods of Archaeology     | 4                  | 3         |
|                 | 6        | Elective-2     | Indian Public Administration since 1947   | 4                  | 3         |
|                 | 7.       | Elective -3    | Study of Archives keeping                 | 4                  | 3         |
| <b>Subtotal</b> |          |                |   | <b>30</b>          | <b>22</b> |

## History of Tamilnadu upto 1565 A.D.

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 6 | 0 | 0 | 4 |

### Course Objectives:

- To provide various sources for the study of Tamilnadu History
- To provide a comprehensive picture about the rulers and dynasties who ruled the state upto 1565 AD.
- To provide socio-economic and cultural significance of Tamilnadu to the students.
- To acquaint the students about the ancient Tamil Kings who ruled over Tamilnadu with unique culture and language.
- To know the various dynasties of Tamilnadu region

### Course Outcomes:

- The younger generation will definitely understand the hoary past of Tamilnadu.
- The students will enrich their Knowledge about the various dynasties who ruled the state.
- The students will understand the socio-cultural and economic condition prevailed in this region during this period.
- It will give the thorough picture about the theme to the students who will appear for competitive examination.
- This study will give better knowledge to the students about the great ancient Tamilnadu history

|   |     |            |   |
|---|-----|------------|---|
| <b>Course Title:</b> History Of Tamilnadu upto 1565 A.D |     |            |   |
| <b>Cognitive Level</b>                                  | K-1 | Remember   | The sources of the study of Tamilnadu.                  |
|   | K-2 | Understand | The hoary past of Tamilnadu.                            |
|   | K-3 | Apply      | The knowledge about the various dynasties of this land. |
|   | K-4 | Analyse    | The socio-cultural history prevailed in this region.    |
|   | K-5 | Evaluate   | Every conditions of this land.                          |
|   | K-6 | Create     | A comprehensive picture about this land of Tamilnadu.   |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 2  | 2 | 3 | 3 | 3 | 2 | 3   | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| <b>CO2</b> | 3  | 3 | 3 | 2 | 2 | 3 | 3   | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| <b>CO3</b> | 2  | 3 | 3 | 2 | 3 | 3 | 2   | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 3 | 3 | 3   | 3 | 3 | 2 | 3 | 2 | 2 | 2 |
| <b>CO5</b> | 3  | 2 | 3 | 3 | 2 | 3 | 2   | 3 | 3 | 3 | 3 | 2 | 3 | 2 |

**Strongly correlated-3**

**Moderately Correlated-2**

**Weakly correlated-1**

## **Unit: I**

### **Geographical features and the Sangam Age:**

Geographical features of Tamil Nadu- Sources : Literary , Archaeological- Race, Language and Religion- the Sangam Age:- Main sources- Sangam works- The Age of the Sangam – Political history – Kadal Pirakkottiya Senguttuvan - KarikalaChola- TalayalanganattuNedumseliyan. Sangam culture- Administration- Economy- Cultural life.

(11L)

## **Unit: II**

### **The Kalabhras and ThePandyas:**

The Kalabhras: Origin of theKalabhras- Effects of Kalabhra rule on the Tamil country- The first empire of the Pandyas: Sources- Political achievements: Pandya contribution to government, Art and Architecture.

(12L)

## **Unit: III**

### **The Pallavas and The Cholas:**

Origin of thePallavas- Imperial Pallavas- Mahendravarman I- Narasimhavarman I-Other rulers-The PandyaPallava conflict–Contribution of Pallavas to Art and Architecture,Culture- Administration, Socio-economic life-Religious condition- The Cholas:TheVijayalaya Line of Cholas:Parantaka I- Rajaraja I - Rajendra I - Chalukya Cholas: Kulottunga I-KulottungaIII-The Chola administration- Contribution to Literature- Art and Architecture-Socio-economic life – Culture- trade- Religious condition.

(15L)

## **Unit: IV**

### **Pandyas and the Muslim invasions:**

Pandyas of the second empire – Political History-Administration and Social life-Contribution to Art and Architecture– Revenue Policy of the later Pandyas-Muslim Invasion of South India- Invasion of Malik Kafur-Rise of Madurai Sultanate- Impact of Muslim Rule.

(10L)

## **Unit: V**

### **Foundation of Vijayanagar Empire:**

Rise of the Vijayanagar kingdom- Origin-Kumara Kampanna's Southern Expedition- Tamil Country under Vijayanagar Empire-Krishna Devaraya-Battle of Talikotta -Impact of the Vijayanagar Rule - Administration – Social and Economic conditions- Contribution to Art and Literature.

(12L)

(Total: 60L)

**Textbooks:**

1. Krishna Murti V.M- "History of Tamil Nadu", Vijyalakshmi Publications.
2. Nilakanta Sastri K.A- "A History of South India", Swathi Publications, 11-A Sriramanagar North st, Madras 18.
3. Subramanian-"History of Tamil Nadu", Kudal Publishers 217-A, South Masist, Madurai-I.

**References;**

1. Mahalingam T.V - Reading in South Indian History
2. Neelakanda Sastri K.A -The Cholas
3. Neelakanda Sastri K.A -The Pandya Kingdom
4. Pillai.K.K-Social History of the Tamils
5. Rajayyan.K-History of Tamil Nadu p.t. 1
6. Srinivasa Aiyangar P.T-The History of the Tamils
7. Subramanian N- The Sangam Polity , Madurai.

## History of India Upto 712 A.D

|          |          |          |          |
|----------|----------|----------|----------|
| <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>4</b> | <b>2</b> | <b>0</b> | <b>4</b> |

### Course Objectives:

- It is essential to the students as well as the younger generation to know the real history of India up to 712 A.D.
- To highlight the various historical developments and their results to the students.
- To create awareness about the rich culture of our india.
- To obtain a thorough knowledge about the ancient history and heritage of india.
- To provide a clear picture about our mother country to the students.

### Course Outcomes:

- After studying this paper, the student can get better knowledge about the ancient Indian history.
- The student can able to understand the socio-religious and economic conditions of this period.
- It will be benefitted for the students to face the competitive examinations.
- The students will have a keen knowledge about the political conditions of the contemporary world.
- It will throw light on the glory of ancient Indian civilization.

| <b>Course Title:</b> History Of India upto 712 A.D |     |            |  |
|--|-----|------------|--|
| <b>Cognitive Level</b>                             | K-1 | Remember   | The sources of the study of ancient Indian History.        |
|  | K-2 | Understand | The political conditions of ancient india.                 |
|  | K-3 | Apply      | Their knowledge about the administration of ancient india. |
|  | K-4 | Analyse    | The modern techniques used in ancient civilization.        |
|  | K-5 | Evaluate   | The architectural conditions in ancient india.             |
|  | K-6 | Create     | Awareness about foreign invasions.                         |

### Mapping:

|            | <b>PO</b> |          |          |          |          |          | <b>PSO</b> |          |          |          |          |          |          |          |
|------------|-----------|----------|----------|----------|----------|----------|------------|----------|----------|----------|----------|----------|----------|----------|
|            | <b>1</b>  | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>1</b>   | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |
| <b>CO1</b> | 2         | 2        | 3        | 3        | 3        | 2        | 3          | 2        | 2        | 3        | 3        | 3        | 3        | 2        |
| <b>CO2</b> | 3         | 3        | 3        | 2        | 2        | 3        | 3          | 3        | 3        | 3        | 3        | 3        | 2        | 3        |
| <b>CO3</b> | 2         | 3        | 2        | 2        | 3        | 3        | 2          | 2        | 3        | 3        | 2        | 3        | 3        | 3        |
| <b>CO4</b> | 3         | 3        | 2        | 3        | 3        | 3        | 3          | 2        | 3        | 2        | 3        | 2        | 2        | 2        |
| <b>CO5</b> | 3         | 2        | 3        | 3        | 2        | 3        | 2          | 3        | 3        | 3        | 3        | 2        | 3        | 2        |

## **Unit: 1**

### **Pre-Historic Period:**

Physical features of India – Sources of Ancient Indian History – Literary Sources–Indigenous and Foreign Accounts – Archaeological sources, Life of people in the Pre-historic Times: Paleolithic Age – Neolithic Age – The Age of Metals.

(7L)

## **Unit: II**

### **From Harappan Culture to Aryanisation:**

Harappan culture: Indus Valley Civilization – Centers of Civilization - Town planning – Art and Architecture – Indus script – Social and Economic Life of the people – Religion. Fall of the Harappan culture. Vedic culture: Origin of Aryans – Early settlements and expansion – Rig Vedic society, polity and religion, Vedic literature. Later Vedic Age : Social, Economic and Religious life.

(11L)

## **Unit: III**

### **North India from 600-325 BC:**

Mahajanapadas - Rise of kingdoms and Republics– Rise of Magadha and Nandas. Life of the people - Factors for the rise of new religions - Buddhism – Buddha’s Teachings – The four Buddhist Councils – Schism in Buddhism: Mahayanism and Hinayanism – Spread of Buddhism – Legacy of Buddhism. Jainism: Life of Mahavira - Teachings of Jainism – 24 Jain Thirthankaras – Jain Councils – Spread of Jainism - Schism in Jainism - Legacy of Jainism. Persian and Greek Invasions.

(12L)

## **Unit: IV**

### **Rise of Empires - I Phase:**

Rise of Mauryan Empire: Sources – Chandragupta Maurya– Megasthenes - Ashoka – Kalinga war - Asoka’s Dharma – Ashokaand Buddhism – Ashoka’s Edicts – Fine Arts, Education,



Literature under the Mauryas - Mauryan Administration. The Kushan Empire: Kanishka, His conquests and religion – Contact with outside world - Coinage – Architecture - The Gandhara School of Art, and Mathura School of Art.

(15L)

**Unit: V**

**Rise of Empires- II Phase:**

The Guptas: Sources – Chandra Gupta I - Samudra Gupta – Fa-hien and his Account of India -Chandra Gupta II – conquests – Gupta administration – Economic condition – Coinage of Guptas – Golden Age of the Guptas – Guptas in the field of Literature, Art and Architecture – Ajanta Paintings – Education and Educational Institutions - HarshaVardhana: Hiuen Tsang’s account of India. India on the eve of Muslim invasion – Arab conquest of Sindh and its effects.

(15L)

(Total: 60L)

**Textbooks:**

1. Hans Raj :”History of Ancient India”, Surjeet Publications, the Kholapur road, Kamla Nagar , Delhi -7.
2. Kundra D.N –History of India- Navdeep Publications.-3623,Chauri Bazaar ,Delhi
3. Khurana - History of India from the Earlies Times to 1206 A.D

**References:**

1. Agraval. D.P. and ChakrabartsD.K - Essays in Indian Proto History
2. Atlekar A.S - State and Government in Ancient India.
3. Basham A.L - The Wonder that was India.
4. Beni Prasad - Theory of Government in Ancient India.
5. Chopra.P.N.(Ed) - India Pre-historic and Protohistoric
6. Majundar, R.C. (Ed) - The History and culture of Indian People. Vol.I(Vedic age) Vol. II (The Age of Imperial unit )Vol.III (Classical age)

7. NilakantaSastri, K.A - History of India Vols. I & II
8. Ray chaudhri, Hem Chandra, Political History of Ancient India.
9. RomilaThapar - History of India Vol. I.
10. Sankalia H.D - Pre and Proto History in India and  
Pakistan.
11. Sathianathaier, R -A Political and cultural History  
of India.
12. ShereenRatnagar -Understanding Harrappan civilization in  
the Greater Indus valley.

## History of Europe from 476-1453 A.D.

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 2 | 0 | 4 |

### Course Objectives:

- To provide sufficient knowledge to the students and understand the ancient history of Europe.
- To understand the historical significance of pre-modern European culture.
- To provide the students about the birth of new religions and their impacts.
- It is very essential to understand the epic centre of world politics.
- To learn the life and society of middle ages in Europe.

### Course Outcome:

- After studying this paper, the students can able to understand this new subject in a complete manner.
- The students will get new and more idea about the European continent which played a crucial role in world politics upto the medieval period.
- The students can enhance their knowledge about the classical civilizations and their impact.
- The students can understand the dominance of church and mosque during the middle ages.
- The students can learn the lifestyle of middle ages in Europe.

| Course Title:          |     |            |  | History Of Europe from 476-1453 A.D |  |  |  |  |
|------------------------|-----|------------|--|-------------------------------------|--|--|--|--|
| <b>Cognitive Level</b> | K-1 | Remember   | The sources of medieval ages of Europe.            |                                     |  |  |  |  |
|                        | K-2 | Understand | The influence of religion in History.              |                                     |  |  |  |  |
|                        | K-3 | Apply      | Their knowledge on religious tolerance.            |                                     |  |  |  |  |
|                        | K-4 | Analyse    | The role of religious heads in European politics.  |                                     |  |  |  |  |
|                        | K-5 | Evaluate   | The causes of religious wars.                      |                                     |  |  |  |  |
|                        | K-6 | Create     | A Peaceful society without religious interference. |                                     |  |  |  |  |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 3 | 3 | 2 | 2 | 3   | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 3 | 3 | 3 | 2   | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 3 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO4</b> | 2  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| <b>CO5</b> | 3  | 3 | 2 | 3 | 3 | 2 | 2   | 3 | 3 | 3 | 3 | 3 | 2 | 3 |

## **Unit: I**

### **Brief Survey of Europe after 476 A.D:**

Fall of Western Roman Empire-Occupation of Western Europe by Barbarians- The Ostrogoths- The Visigoths – The Vandals- The Franks- The Anglo- Saxons- The Burgundians- The Lombards. The Byzantine Empire: ConstantineI (324-337)- Theodosius I(379-395)-Justinian I (527- 565)-Contribution-Byzantine Culture- Rise and spread of Christianity- Rise and spread of Islam.

(10L)

## **Unit: II**

### **The Frankish Kingdom to the Capetian Kings of France:**

Clovis I(481-511)-Charles Martel(719-741)- Charlemagne(768-814)- The state after Charlemagne- Carolingian Renaissance-Divine Right of Kings – Features –Decline- Manorial System. The Capetian Kings of France- Hugh Capet(987-996)-Philip II Augustus- Louis IX- The later Capetian Kings.

(15L)

## **Unit: III**

### **The Church and the State:**

The Papacy- Monasticism- The Cluniac movement- The Holy Roman Empire-Henry the Fowler-Otto the Great- Struggle between the Empire and Papacy(1049-1250)-Investiture Conflict-Gregory VII and Henry IV-Frederick Barbarosa – Frederick II-Their Relations with the Pope-Frederick II's place in Medieval History-Innocent III-Religious Policy –Relations with European Kings

## **Unit: IV**

### **Holy and Political Wars:**

The Crusades (1095-1271) – Causes for the failure- Results- The Hundred Years War(1337-1453)- Causes - Course – Causes for the Success of the French-Results.

(10L)

## **Unit: V**

### **Life and Society in the Middle Ages:**

Church Life- Medieval Economy- Growth of Commerce - Intellectual development and the Rise of Universities- Art and Architecture in the Middle Ages- Society at the end of the Middle Ages. Capture of Constantinople in 1453.

(10L)

(Total: 60L)

**Textbooks:**

1. George Holmes (Ed) – The Oxford illustration History of Medieval Europe, Oxford University press.
2. Robert S. Hoy and Stanley Chodorow- Europe in the Middle Ages.
3. NilakantaSastri- Essentials of world history.

**Reference:**

1. Baynes.N.H and Moss.L.B- Byzantium an introduction to East Roman civilization.
2. Fisher H.A.L - A history of Europe from the beginning to 18th C. Vol.I and II.
3. Joseph R. Strayer and Dana c Munro - „The Middle Ages , 295-1500AD”
4. Martin Scott - Medieval Europe.
5. Michael Frassetto - Early Medieval World from the Fall of Rome to the times of Charlemagne.
6. Swain.J.E - A History of World Civilization.
7. Wallace K Ferguson and GeoffreyBrun- Survey of European Civilization.K.CChowdray, New Central Book Agency, Calcutta.

## History of World Civilization upto 1453

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 0 | 0 | 4 |

### Course Objectives:

- To provide perfect knowledge about the various civilizations which played an important role for the progress of civilization.
- To Supply adequate knowledge to the students about the emergency of various civilizations and their impact.
- To provide a through knowledge to the students about the transition of human life form nomadic to settled life.
- To enrich the students about the contribution made by the world civilization to the total heritage of mankind.
- To trace out the important events in mideval period.

### Course Outcomes:

- The students can able to understand the emergence of various civilizations on the banks of the river.
- After studying this paper, the students can get better knowledge about the commercial contact established among religions.
- One can able to know the emergence of new civilization and how they moulded the people to maintain a settled life.
- The students can able to understand the emergence of ancient arts and architecture.
- It will enrich the students to know about the rise of new town and cities.

|  |     |            |   |
|--|-----|------------|---|
| <b>Course Title:</b> History Of world civilization upto 1453 |     |            |   |
| <b>Cognitive Level</b>                                       | K-1 | Remember   | The sources of ancient civilizations.             |
|  | K-2 | Understand | The emergence of civilizations and heritage.      |
|  | K-3 | Apply      | Their knowledge for the development of lifestyle. |
|  | K-4 | Analyse    | The development of civilization.                  |
|  | K-5 | Evaluate   | The growth of mankind.                            |
|  | K-6 | Create     | The full-fledged human life.                      |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 3 | 3 | 2 | 2 | 3   | 2 | 2 | 2 | 3 | 3 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| <b>CO3</b> | 2  | 3 | 2 | 3 | 3 | 3 | 2   | 3 | 2 | 2 | 3 | 2 | 3 | 3 |
| <b>CO4</b> | 2  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| <b>CO5</b> | 3  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 2 | 3 |

## **Unit: I**

### **Life in Pre Historic Times:**

The Origin of Life – Factors that favoured the origin and development of civilization. Pre Historic Man – Palaeolithic Age – Neolithic Age – Bronze Age – Iron Age – Human Races and their Movement.

(8L)

## **Unit: II**

### **Bronze Age Civilization:**

Mesopotamia: Sumerian Civilization – Important cities. Royal cemetery – Sargon the Great of Akkad – Social and Economic Life – Sumerian Law and Religion – Babylon and its Empire's : Hammurabi the Great –The code of Hammurabi – Nebuchadnezzar II – Architecture – Religion – Literature and Learning.Egyptian civilization: The first king or pharaohs – Contribution to religion, art, architecture, Maths and Medicine – Chinese civilization – The land and the People – Political Institutions – Economic and Social Developments – Arts – Religion and Philosophy – Literature and Learning.

(15L)

## **Unit:III**

### **Early Iron Age civilization:**

The Iranian Civilization: Cyrus the Great – Darius the Great – Social – Economic and Religious condition – Art and Architecture. The Greek Civilization: City States – War between Athens and Sparta –Contribution to World Civilization – The Roman Civilization: Monarchy – Early Republic – Rise of Dictatorship – Julius Caesar – The Golden Age of Augustus – Contribution of the Romans.

(15L)

## **Unit: IV**

### **Medieval Period:**

Byzantine – Government – Art – Religion and Philosophy – Literature – Justinian code – St.Sophia – Importance of Byzantine civilization – Christianity – Role of the Church – Services of the Church– Monasteries – Papacy – Contribution of Papacy to World Civilizations.

(10L)

**Unit:V**

**Rise of Towns and Cities:**

Factors favourable to the growth of Towns – Medieval Guilds – Contribution of Towns – Constantinople the bulwark of Eastern Europe –Fall of Constantinople .

(12L)

(Total : 60L)

**Textbooks:**

1. J.E Swain-“A History of World Civilization”-Eurasia Publishing House pvt,Ramnagar,New Delhi.
2. Majundar R.K –“History of World Civilization”

**References:**

- |                                   |   |  |
|-----------------------------------|---|--|
| 1. Arnold J.Toynbee               | - | A Study of History Western                 |
| 2. Burns. E.M                     | - | World Civilization                         |
| 3. Davies. H.A                    | - | An outline of the History of the world.    |
| 4. Harrison F                     | - | Byzantine History in the Early Middle age. |
| 5. Shunghal. D.P                  | - | India and World Civilization               |
| 6. Sri Vastva. A.N,Mujumdar. K.K. | - | History of World Civilization              |
| 7. Starr.C.G                      | - | A History of the Ancient World.            |
| 8. Wildurand                      | - | History of Civilization                    |



## Principles and methods of Archaeology

### Course objectives:

- To enlighten the students to know the pre historic and historic periods.
- To encourage the younger generations to involve in archaeological excavations in order to reconstruct the past.
- To provide a new branch of history to the students in order to undate the new concept.
- TO substantiate the historical events and developments with the support of this new branch of historical research.
- To find out the significance of excavation.

|          |          |          |          |
|----------|----------|----------|----------|
| <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>4</b> | <b>0</b> | <b>0</b> | <b>3</b> |

### Course Outcomes:

- After studying this paper, one can able to understand a general outline about archaeology and also to know its principle and methods of research.
- It will give a fulfilled knowledge about archaeological study which is a new branch of historical research.
- The study enables the students to knew the historical heritage of human activities.
- This study will reconstruct the past with example material evidences.
- It will equip the students to know more about archaeological surveys.

|  |     |            |   |
|--|-----|------------|---|
| <b>Course Title:</b> Principles and Methods of Archaeology |     |            |   |
| <b>Cognitive Level</b>                                     | K-1 | Remember   | The sources of archaeological study.        |
|  | K-2 | Understand | The importance of archaeological evidences. |
|  | K-3 | Apply      | Their knowledge on various excavations.     |
|  | K-4 | Analyse    | The surveys of Archaeology.                 |
|  | K-5 | Evaluate   | The traditions of historical world.         |
|  | K-6 | Create     | New methods of Excavations.                 |

### Mapping:

|            | <b>PO</b> |          |          |          |          |          | <b>PSO</b> |          |          |          |          |          |          |          |
|------------|-----------|----------|----------|----------|----------|----------|------------|----------|----------|----------|----------|----------|----------|----------|
|            | <b>1</b>  | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>1</b>   | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |
| <b>CO1</b> | 3         | 3        | 3        | 3        | 2        | 2        | 3          | 2        | 2        | 2        | 3        | 3        | 2        | 3        |
| <b>CO2</b> | 3         | 3        | 3        | 3        | 3        | 3        | 2          | 3        | 2        | 3        | 3        | 3        | 2        | 2        |
| <b>CO3</b> | 2         | 3        | 2        | 3        | 3        | 3        | 2          | 3        | 3        | 2        | 3        | 2        | 3        | 2        |
| <b>CO4</b> | 3         | 2        | 2        | 3        | 2        | 3        | 3          | 3        | 3        | 3        | 3        | 3        | 3        | 2        |
| <b>CO5</b> | 3         | 3        | 2        | 3        | 3        | 2        | 2          | 3        | 3        | 3        | 3        | 3        | 2        | 3        |

## **Unit: I**

### **An introduction of Archaeology:**

Definition - History and Archaeology - Pre - historic and Historic Archaeology - Kinds of Archaeology - Environmental Archaeology, Ethno Archaeology and Historical Archaeology - Value of Archaeology as a primary and Supplementary evidence.

(12L)

## **Unit: II**

### **History of Archaeology in the world:**

Classical Archaeology - Antiquarianism. Rosetta Inscription. Development of New Archaeology - History of Archaeology in India - Asiatic Society - Sir William Jones - Alexander Cunningham - Archaeological Survey of India. Sir John Marshall - Sir -Mortimer wheeler - Exploration : Folk traditions - Field survey- Magnetometer - Comparative study - Ariel Photography.

(12L)

## **Unit: III**

### **Excavation Methods:**

Site survey - Geophysical Survey - Excavation: Methods of Excavation  
Horizontal Excavation, Burial Excavation.

(12L)

## **Unit: IV**

### **Archaeological Recording:**

Land Survey - Topographical Survey - Stratigraphy and its importance - Three Dimensional Recording - Drawing Photography - Cataloguing -Conservation methods, Metal Bone - Archaeology and other sciences-visit to any historical place(Field study).

(12L)

## **Unit: V**

### **Dating Methods in Archaeology:**

Relative Dating-Absolute Dating - Radio Carbon Dating (C14Dating) -Dendrochronology - Archaeomagnetism - Potassium Argon Method - Fluorine Test - Nitrogen Test - Pollen Test.

(12L)

(Total: 60L)

**Textbooks:**

1. Clive, Gamble - Archaeology: The Basics
2. Raman, K.V - Principles and Methods of Archaeology.

**References:**

1. Barkar, Philip - Techniques of Archaeological Excavation.
2. Colin Renfrew - Archaeology: theories, Methods and Practices
  
3. Harris, Edward C - Principles of Archaeological Stratigraphy
4. Hester R. Thomas ,Shafer - Field method in archaeology
5. Robert J Sheer - Fundamentals of archaeology
6. Sankalia .H.D - New Archaeology – The Scope and application in India

## Indian Public Administration since 1947

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 0 | 0 | 3 |

### Course Objectives:

- To Provide an enlarged knowledge about the constitutional and administration changes happening in the country since independence.
- To Provide a comprehensive account to the various branches of administrative history.
- To give a new light to the younger generation about the making of constitution and public administration.
- To promote the students to have the ability to participate in the affairs of nation.
- To know about the decentralised administration.

### Course Outcomes:

- It will fulfil the aspirations of the youth to face the competitive exams.
- After studying this subject, the students can able to understand better ideas about the constitutional changes.
- It will Promote well informed and intelligent citizens to have the ability to participate in the constitutional affairs.
- The study enable the students to understand the various departments of india.
- It will give knowledge to the students about the state administration.

| <b>Course Title:</b>   |     |            |  | Indian Public Administration since 1947 |  |  |  |
|------------------------|-----|------------|--|---|--|--|--|
| <b>Cognitive Level</b> | K-1 | Remember   | The sources of public administration.                      |   |  |  |  |
|                        | K-2 | Understand | The significance of administration and public affairs.     |   |  |  |  |
|                        | K-3 | Apply      | Their knowledge to understand the types of administration. |   |  |  |  |
|                        | K-4 | Analyse    | All india services.  |   |  |  |  |
|                        | K-5 | Evaluate   | The development of departmental works.                     |   |  |  |  |
|                        | K-6 | Create     | A well intelligent bureaucracy.                            |   |  |  |  |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 2  | 3 | 3 | 3 | 2 | 2 | 3   | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 3 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 3 | 2 | 3 | 3 | 2 | 2 |
| <b>CO5</b> | 3  | 3 | 3 | 3 | 3 | 2 | 2   | 3 | 3 | 3 | 3 | 3 | 2 | 3 |

## **Unit: I**

### **Constitutional Frame work:**

The Indian Constitution – Preamble – Salient Features – Fundamental Rights – Directive Principles – Union Government: President – Prime Minister–Parliament – Judicial Organization – State Government: Chief Minister - Governor – State Assembly – Centre -State Relations – Union Territories and Administration.

(12L)

## **Unit: II**

### **Administrative Framework:**

Cabinet Secretariat – Duties and Responsibilities – Cabinet Committees – Function – Prime Minister’s Office – Role and Function. Central Secretariat – Functions – Executive Agencies– Growth and development of Departments in India - Ministry of Finance – Ministry of Home Affairs – Ministry of Personal – Ministry of External Affairs – Attorney General of India – Comptroller and Auditor General of India.

(12L)

## **Unit: III**

### **Administrative Relations:**

Bureaucratic Administration – Public Service and Civil Service – All India Services – Central Services – UPSC – Recruitment and Training – Grant-in-Aid – Inter State Council – Planning Commission – NITI Aayog–National Development Council – Zonal Council – Administrative Reforms: Important – Commissions and Committees – Election Commission.

(12L)

## **Unit: IV**

### **State Administration:**

Structure – State Secretariat – Chief Secretary – State Public Service – TNPSC – State Service – Regional Divisional Commissioners – District Administration - District Collector – Various Departments of the District – Law and Order – National Police Commission (1977).

(12L)

## Unit: V

### Decentralized Administration:

Corporations: Major Municipal Corporations – Powers and Functions, Municipalities - Powers and Responsibilities – Elections – District Development Council – Panchayat Raj Administration – Structure – Gram Sabha – Gram Panchayat – PanchayatSamiti-ZilaParishad.

(12L)

(Total: 60L)

### Textbooks:

1. ShriramMaheswari - Indian Administration (New Delhi: Orient Longman, 1993)
2. Venkatesan - Public Administration., V.C. Publications, Rajapalayam.

### References:

1. Biju M.R.(ed) - Financial Management of Panchayat Raj Sysytem
2. BhaktapadaSinha Raj - Panchayat Raj Institutions and rural Development
3. Chaturvedi T.N -Organizationof Government of India (New Delhi1985).
4. Garg H.P. - Indian Government and Politics
5. Gupta D.C. - Indian Government and politics, Vikas publishing House.
6. Inamdar - Development Administration in India
7. Maheswari S.R - The Administrative Reforms Commission (New Delhi: Atmaram, 1982).
8. Rakesh Prasad - Panchayatraj in Action.
9. Singh.D.P. - Problems of Public Administration inIndia (Delhi: Chand & Co.,1980).
10. Srivastva L.N - Constitutional History of India and National Movement.

## Study of Archives Keeping

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 0 | 0 | 3 |

### Course objectives:

- To provide sufficient knowledge to the students about archives.
- To know about the archival materials.
- To provide perfect knowledge to the students about the types of archives.
- To give a new light to the younger generation to understand the different types of records.
- To know the importance of historical relics.

### Course Outcomes:

- After studying this paper, the students can understand how the records are very useful for writing the modern history of a state.
- The students can earn adequate knowledge about the different aspects related to archives.
- It is essential for the research scholars to have an idea about the availability of different types of records.
- It is imperative on the part of the scholars and researchers to identify relevant records and analyse the dates.
- After studying this paper it induces the historical thinking of the students.

|  |     |            |  |
|--|-----|------------|--|
| <b>Course Title:</b> Study of Archives Keeping |     |            |  |
| <b>Cognitive Level</b>                         | K-1 | Remember   | The sources of Archival materials.                                       |
|  | K-2 | Understand | The usefulness of records.   |
|  | K-3 | Apply      | Their knowledge to express the matters in a methodical and coherent way. |
|  | K-4 | Analyse    | The relevant records and dates.  |
|  | K-5 | Evaluate   | The preservation of records and its utilization for reservation history  |
|  | K-6 | Create     | The reconstruction of the past history.                                  |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 2 | 3   | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 3 | 3 | 3 | 2   | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO4</b> | 2  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 3 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 2 | 3 |

### **Unit-I**

Meaning-Definition-History of Archives-Types of Archives – Archival Records – Functions and Uses of Archives – Historical, Administrative and intellectual Values.

(11L)

### **Unit – II**

Creation of Archives – Establishment of Archives – Organization of Archives – Administration and preservation of Archives – Control of insects and Mildew – Thymol fumigation– Restrengthening of old records – shiffon Repairing – Lamination – repair of prichpark and palm leaves manuscripts – Micro filming.

(12L)

### **Unit - III**

National Archives of India – International Archives – Indian Historical Records Commission – Private Archives – Periyar library – Raja Muthiah Manram – Maraimalai Adikalar Library – Devanesa Pavalar Library – Secretariat Library – MIDS– Connemara Library – Museum In India and Abroad – History museum – Nehru Museum – Kolkata Museum – Shenbaganur Museum – Tanjore Saraswathi Mahal-Chennai Government museum- London museum.

(13L)

### **Unit – IV**

History of Tamilnadu state Archives – Creation – Records and Records Keeping – Administration – Private Archives – B.S. Baliga – S.Singarajan – Prvate Archives in Tamil nadu.

(11L)

### **Unit - V**

History of Decipherment of Indian scripts – Paleography – Origin of Writing – Orgin and evaluation of Scripts in Tamilnadu Brahmi, Tamil, Vatteluthu Dating Systems – Saaka, kali, Kollam, eras- Substance and Varieties of inscriptions – Historical value political, social,cultural and economic – with special refernce to the following selected inscriptions (i) Pallankoyil Plates of Simhavarman – (ii) Mangulam Tamil Brahmi inscriptions – (iii) Velvikudi Copper Plates– (iv) Manur Inscriptions – (v) Ultaramerur Inscription – (vi) Kudimiyanmalai Inscription.

(13L)



## References:

Ballga, B.S., Guide to Records Preserved in the Madras Record Office.

Bargava, K.D., An introduction to National Archives.

Buhler G., Indian Paleography

Car, E.h, - What is history, London, 1969.

Floud Roderick, An introduction to Quantitative Methods for Historians,  
London, 1983 HariNarayana, N., The science of Archives Keeping.

Hilanylenkinsan, A Manual of Archives Administration.

Mahalingam, T.V., Early South Indian palaeography.

Nagasamy, R., Kalvettiyal

P.alph de sola, Microfilming.

SailanGhose, Archives in India

Sircar, D.C., Indian Epigraphy

Sivaramamurthi, C., Indian Epigraphy and IndianScripts.

Subramanian, T.N., South

IndianTempleInscription, Vol.III

Sundara Raj, M., A Manual of Archival System and  
World of Archives, Chennai, 1998.

Vairavel, Kalvettiyalum,

Koyirkalai Valarchiyum(Tamil)

## Second semester

| Semester          | Sub no          | Subject Status | Subject Title                             | Contact Hrs/week | Credit    |
|-------------------|-----------------|----------------|---|------------------|-----------|
| <b>II</b>         | 8               | Core-5         | History of Tamil Nadu from 1565 to 1987AD | 6                | 4         |
|                   | 9               | Core-6         | History of India from 712 to 1765 AD      | 6                | 4         |
|                   | 10              | Core-7         | History of Europe from 1453 to 1789AD     | 6                | 4         |
|                   | 11              | Core-8         | History of England upto 1688 A.D          | 4                | 4         |
| Select<br>any two | 12              | Elective-4     | History of Russia from 1689 to 1964AD     | 4                | 3         |
|                   | 13              | Elective -5    | History of Japan upto 1965                | 4                | 3         |
|                   | 14              | Elective-6     | History of the Arabs from 570 to 1258AD   | 4                | 3         |
|                   | <b>Subtotal</b> |                |   | <b>30</b>        | <b>22</b> |

## History of Tamilnadu from 1565 – 1987 AD

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 6 | 0 | 0 | 4 |

### Course Objectives:

- To Provide a comprehensive picture about the rulers and administration of tamilnadu.
- To promote quality, equitable and effective education in Tamilnadu.
- To highlight the significance of Nayaks and Nawabs.
- To enable the students to grow as a responsible citizens in a democratic society.
- To throw light on the glory of ancient Tamils.

### Course Outcomes:

- It will mould the students to know about the rise of new social order in the society.
- The students can able to understand the various administrative sytems of Tamil nadu.
- The students will understand the development of political and cultural conditions of tamilnadu from 1565.
- It instilled the sacrifices of freedom fighters.
- The students can enable to understand the entry of marathas into Tamilnadu.

| Course Title:          |     |            |  | History of Tamilnadu from 1565-1987 AD |  |  |  |
|------------------------|-----|------------|--|--|--|--|--|
| <b>Cognitive Level</b> | K-1 | Remember   | The sources of Tamilnadu history from 1565.                                    |  |  |  |  |
|                        | K-2 | Understand | The various dynasties of Tamilnadu.  |  |  |  |  |
|                        | K-3 | Apply      | Their knowledge to know about the various administration systems of Tamilnadu. |  |  |  |  |
|                        | K-4 | Analyse    | The freedom movements of Tamilnadu.  |  |  |  |  |
|                        | K-5 | Evaluate   | The social and political significance of Tamilnadu.                            |  |  |  |  |
|                        | K-6 | Create     | A New society in Tamilnadu.  |  |  |  |  |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 3 | 2 | 2 | 2 | 3   | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 3 | 3 | 3 | 2   | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| <b>CO3</b> | 2  | 2 | 2 | 2 | 2 | 3 | 2   | 3 | 2 | 2 | 3 | 2 | 3 | 3 |
| <b>CO4</b> | 2  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 3 | 2 | 2 | 2   | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

## **Unit: I**

### **Tamil Nadu under the Nayaks and Sethupathis:**

Sources for the Nayak History-Rise of the Nayaks – Senji – Krishnappa Nayak, Madurai – Thirumala Nayak, Thanjavur – Raganatha Nayak - Decline of the Nayaks-society, religion, art and architecture. The Sethupathis: Thirumala Setupati – Kilavan Sethupathi – Muthuramalinga Sethupathi.

(12L)

## **Unit: II**

### **Tamil Nadu under the Marathas and Nawabs:**

Maratha conquest on Tamil Nadu – Venkoji – Shivaji – Shaji – Serfoji – Tukkoji – Socio-Religious – Cultural and Education conditions under the Marathas. Nawabs of Arcot – Chanda Sahib, Mohammad Ali, Maphuz Khan, Khan Sahib-Administration and society under the Nawabs.

(12L)

## **Unit: III**

### **Tamil Nadu under the British:**

The Europeans on the Coromandel – Anglo French conflict in the Carnatic – Carnatic Wars- Administrative Reforms of the English- Revenue Administration- Judicial Administration- Dyarchy- Administration of the Justice party- Growth of Education- Role of Christian Missionaries- Wood’s Despatch- Hunter Commission- Macalay’s Minutes..

(12L)

## **Unit: IV**

### **Freedom movement in Tamil Nadu:**

Earlier Attempts- Puli Thevar- Virapandya Kattabomman- Poligar Rebellion- South Indian Rebellion- Vellore Mutiny- Swadesi Movement- Non Co-operation movement- Civil Disobedience Movement - March to Vedharanyam- Quit India Movement- V.O. Chidambaram Pillai- V.V.S Iyer – Vanchinathan- Subramania Bharathi- Rajaji and Sathyamurthi- E.V.R- Self Respect Movement.

(12L)

## **Unit: V**

### **Tamil Nadu in free India:**

Congress Administration-Kamaraj- Anti-Hindi Agitation of 1965-Rise of DMK - DMK in power-C.N Annadurai- M.Karunanidhi- Rise of AIADMK- AIADMK in power – M.G Ramachandran and Administrative reforms-Death of M.G.R.

(12L)

(Total: 60L)

### **Textbooks:**

1. N.Subrahmanian- -“History of Tamil Nadu A.D 1565-1956”, Koodal publishers
2. Rajayyan K -“History of Tamil Nadu (1565-1982)”,Raj publishers- Madurai 21.

### **References:**

1. Bakker C.J. -The Politics of South India
2. Krishna Pillai A. -Tamil Nadu under Vijayanagar.
3. MurasoliMaran- Dravidian Movement
4. Rajayyan K- South Indian Rebellion
5. -do- - Rise and fall of the Poligars of Tamil Nadu
6. -do- - Real History of Tamil Nadu upto 2004.
7. Thandavan.R - The Dravidian Movement
8. Thirunavukkarasu -DravidaIyakkaVerkal
9. Visswanathan E.S -The Political Career of E.V. RamasamiNaickar
10. YesudhasonV.IssacJeyadhas -History of Tamil Society and Culture Since 1336

## History of India from 712-1765 A.D

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 2 | 0 | 4 |

### Course Objectives:

- To Know the study of Medieval Indian History.
- Specific focus on different regions of India.
- To explain the contribution of delhi sultanate to art and literature.
- To impart the significance of Mughal rule in India.
- To know about the establishment of British rule in India.

### Course Outcomes:

- The students can able to understand the medieval history of India.
- The students can understand the advent of Europeans in india.
- It enables the students to know about the various administrative systems of india.
- The students have the ability to understand the political condition in different regions of India.
- The students understand the advent of Europeans into India.

| <b>Course Title:</b>   |     |            |  | History of India from 712-1765 A.D |  |  |  |
|------------------------|-----|------------|--|------------------------------------|--|--|--|
| <b>Cognitive Level</b> | K-1 | Remember   | The sources of medieval history of India.  |                                    |  |  |  |
|                        | K-2 | Understand | The Political growth of medieval india.  |                                    |  |  |  |
|                        | K-3 | Apply      | Their knowledge to know about the significance of various administrative systems in India. |                                    |  |  |  |
|                        | K-4 | Analyse    | The impact of various dynasties ruled over india.  |                                    |  |  |  |
|                        | K-5 | Evaluate   | The rulers of difficult regions of india.  |                                    |  |  |  |
|                        | K-6 | Create     | A responsible citizen in democratic society.   |                                    |  |  |  |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 2 | 3   | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO2</b> | 3  | 3 | 3 | 3 | 3 | 3 | 2   | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 3  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO4</b> | 2  | 3 | 3 | 3 | 3 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 3 | 3 | 2 | 2   | 3 | 2 | 2 | 3 | 3 | 2 | 3 |

## **Unit: I**

### **Sources and Turkish Invasions:**

Sources: Archaeology – Monuments, Inscriptions, Coins – Literature – Court Historians – Foreigners - The Turkish conquest of India: Political Social Economic background Sabuktigin, Mohammad of Ghazni –Indian expeditions – Muhammad Ghori’s invasion on India –Battle of Tarains – effects.

(7L)

## **Unit: II**

### **Delhi Sultanate:**

Slave dynasty: (1206-1290) - Qutb-ud-din Aibak – Iltumish – Razia Begum – Balban – Khilji dynasty: (1290 – 1320) - Ala-ud-din khilji.Tughlaq dynasty: (1320-1412) –Ghiyas-ud-din Tughlaq Mohammad- Bin-Tughlaq– FerozTughlaq - Invasion of Timur - – Decline of Tughlaq Dynasty – Sayyid Dynasty (1414-1451) - Lodi dynasty(1451-1526) – Bahlol Lodi - Sikandar Lodi – Ibrahim Lodi –Administration-Art and Architecture-Education, Literature and Society-Decline of Delhi Sultanate.

(15L)

## **Unit: III**

### **Mughal Empire:**

Sources– Babur – Humayun – Shersha – Akbar – Jehangir – Nurjahan – Shahjahan- Aurangazeb– Mughal Administration- Social and economic conditions-Art and Architecture-, Deccan Policy- Frontier Policy -Decline and disintegration of Mughal Empire. (15L)

## **Unit: IV**

### **Rise and fall of the Marathas:**

Shivaji and his successors- Maratha Mughal relations- Maratha Expansion under Peshwas-Rise of the Peshwas- BalajiVishwanath – BajiRao I- BalajiBajiRao-Defeat of the Marathas-Invasion of Nadir Shah and Ahmad Shah Abdali-Third battle of Panipat.

(12L)

## **Unit: V**

### **Establishment of British rule in India:**

Advent of the Europeans-Trading Centres of European companies in India-Portuguese,Dutch and French in India -Competition and Rivalry-British Supremacy in Bengal-The Battle of Plassy and Buxar-The Treaty of Alahabad(1765).

(11L)

(Total: 60L)

**Textbooks:**

1. Iswari Prasad – History of Medieval India.
2. NilakantaSastri. – Advanced History of India

**References:**

1. Bongard Levin, et. al – History of India, Vol.II.
2. Edwards and Garret – Muslim Rule in India
3. Habibullah, N.M.S. – Foundation of Muslim Rule in India.
4. IrfanHabib – Medieval India.
5. Majumdar, R.C., ed – History and Culture of Indian People,
6. Mohammad Habibed – Comprehensive History of Delhi  
Sultanate.
7. Ranade ,M.G - Rise of the Maratha Power.
8. SanghMittra – Medieval Indian History
9. Sathiyanaithaier, R. – Political, Cultural History of India Vols.  
I and II
10. Sewell, R. – Forgotten Empire of India.
11. Sherwani – The Bahmanis of Decan
12. Smith, V.A. – The Oxford History of India.
13. Sharma S.R - Mughal Empire in India
14. Tripathi,R., - Rise and Fall of the Mughal Empire



## History of Europe from 1453-1789 A.D

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 2 | 0 | 4 |

### Course Objectives:

- To understand the legacy of the Middle Ages in Europe.
- To highlight the importance of renaissance.
- To explain the aspects of Reformation.
- To assess the role played by enlightened despots.
- To know the religious and economic issues of wars in europe

### Course Outcomes:

- After studying this paper, the students can understand the factors aiding the flowering of renaissance.
- The students can able to understand the religious harmony.
- The students can understand how for the despotic administration paved the way for the French revolution.
- We can understand that how far the French people created a classless society.
- This study enable to know the students about the outbursts of revolutions in France.

| <b>Course Title:</b> History of Europe from 1453-1789 A.D |     |            |  |
|---|-----|------------|--|
| <b>Cognitive Level</b>                                    | K-1 | Remember   | The legacies of the middle ages in Europe.                                 |
|   | K-2 | Understand | The importance of the fall of constantinople.                              |
|   | K-3 | Apply      | Their knowledge to study about the effects of renaissance and reformation. |
|   | K-4 | Analyse    | The despotic administration paved the way for French revolution.           |
|   | K-5 | Evaluate   | The role played by enlightened despots.                                    |
|   | K-6 | Create     | A classless Society.   |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 3 | 2 | 3   | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 3 | 3 | 3 | 2   | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 2 | 3 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO4</b> | 2  | 2 | 3 | 3 | 2 | 3 | 3   | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 3 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 2 | 3 |

## **Unit: I**

### **Europe in the 15<sup>th</sup> and 16<sup>th</sup> centuries:**

Geographical Explosion of Spain, Portugal, England and France-Effects-Renaissance in Europe- Factors aiding the flowering of Renaissance-Renaissance in Italy-, Germany, Spain, England- Renaissance in art, architecture, sculpture, paintings, drawings and science.

(12L)

## **Unit: II**

### **Reformation:**

Religious reformation- Decline of the Catholic Church and Papacy- The Rise of Humanist movement- Spread of secular attitude – Rise of Nationalism- Lutheranism in Germany- Protestantism in Switzerland-Anglicanism- Results of the Reformation- Counter Reformation

(12L)

## **Unit: III**

### **Emergence of Nation States and National Monarchs:**

Causes for the rise of Nation States-Royal absolutism- England: Henry VII, Henry VIII, Edward VI, Elizabeth I- Spain: Ferdinand, Charles V, Philip II - France: Louis XI, Charles VIII, Francis I, Henry IV.

(12L)

## **Unit: IV**

### **The Last Religious and the First Political War:**

The Importance of religious, dynastic, and economic issues of Thirty years war- Different Phases of the Thirty years War-Peace of Westphalia – France under Richelieu and Mazarin- Rise of Sweden- Gustavus Adolphus.

(12L)

## **Unit: V**

### **Age of Enlightenment:**

Louis XIV of France- Peter the Great and Catherine II of Russia, Frederick William and Frederick William the Great of Prussia, Maria Theresa and Joseph II of Austria, Europe on the eve of French Revolution.

(12L)

(Total: 60L)

**Textbooks:**

1. Mukharjee L – A study of European History(1453-1815),M.L Mukharjee Publications, Kolkata.
2. Kurana K.L- Modern Europe( 1453-1789)

**Reference:**

1. BaintonRolend H -The age of Reformation
2. Elliot J.H - Europe Divided 1559-1598
3. Gindeley, A .- History of the Thirty years Wars.
4. Grant A.J - History of Europe 1495-1610
5. Grimm , Herold - The Reformation Era
6. Hughes Philip - A Popular History of the Reformation
7. Thomson, S. Harrison - Europe in Renaissance and Reformation.
8. RadheyShyam - World History.
9. Rao.B.V - History of Europe 1450 to 1815AD.

## HISTORY OF ENGLAND UPTO 1688 A.D

|          |          |          |          |
|----------|----------|----------|----------|
| <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b> |

### Course Objective:

- To understand the legacy of great ages of English Monarchy.
- To analyse England, acted as mother of Parliament.
- To highlight the emergence of various kingdoms of England.
- To explain the aspects of reformation in English throne.
- To explain the significance of England in Europe.

### Course Outcomes:

- After studying this paper the student can get better knowledge about the ancient monarchical system in England.
- The students can able to understand the emergence of various dynasties in England.
- The study enable the students to know about the development of parliamentary form of govt in England.
- The students can able to understand the development of constitutional Changes.
- It can help to understand the significance of England in Europe.

| <b>Course Title:</b> History of England upto 1688 A.D |     |            |  |
|---|-----|------------|--|
| <b>Cognitive Level</b>                                | K-1 | Remember   | Remember the sources of monarchical govt of England.         |
|   | K-2 | Understand | The development of Parliament from 13 <sup>th</sup> century. |
|   | K-3 | Apply      | Their knowledge on constitutional development.               |
|   | K-4 | Analyse    | The emergence of various dynasties in England.               |
|   | K-5 | Evaluate   | The struggles of English Monarchs.                           |
|   | K-6 | Create     | A well organised Parliament history.                         |

### Mapping:

|            | <b>PO</b> |          |          |          |          |          | <b>PSO</b> |          |          |          |          |          |          |          |
|------------|-----------|----------|----------|----------|----------|----------|------------|----------|----------|----------|----------|----------|----------|----------|
|            | <b>1</b>  | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>1</b>   | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> | <b>6</b> | <b>7</b> | <b>8</b> |
| <b>CO1</b> | 3         | 3        | 2        | 3        | 2        | 2        | 3          | 3        | 3        | 2        | 3        | 2        | 3        | 3        |
| <b>CO2</b> | 3         | 2        | 3        | 2        | 3        | 3        | 2          | 3        | 3        | 3        | 2        | 3        | 2        | 2        |
| <b>CO3</b> | 2         | 2        | 2        | 3        | 3        | 3        | 2          | 3        | 3        | 2        | 3        | 3        | 3        | 3        |
| <b>CO4</b> | 3         | 3        | 2        | 3        | 2        | 3        | 3          | 3        | 2        | 3        | 3        | 3        | 3        | 3        |
| <b>CO5</b> | 3         | 3        | 2        | 2        | 3        | 2        | 2          | 3        | 2        | 3        | 3        | 2        | 3        | 3        |

## **Unit: I**

### **The Pre- Norman period:**

Roman Conquest of Britain- Effects – Legacy of Rome in Britain-The Teutonic tribes-Spread of Christianity – Effects.Alfred the Great. Golden Age of the Saxons .The English life on the eve of the Norman Conquest.

(10L)

## **Unit: II**

### **The Normans and the Plantagents:**

Norman Conquest of England by William I the Conqueror- Political , Social, Economic and Religious changes after the Conquest – William II- Henry I-Stephen. Plantagents: Henry II – Richard I – John-The Magna Carta- Henry III and the Mad Parliament – Edward I’s Reforms and the Model Parliament- Hundred years War-Edward III’s Reforms and development of Parliament- Richard II.

(15L)

## **Unit: III**

### **The Lancastrian Kings and the Tudors:**

Henry IV to Henry VI- The wars of the Roses- Lancastrian experiment of Parliamentary government.The Yorkist Kings- Origin and development of Parliament from 13<sup>th</sup> to15<sup>th</sup> centuries.Henry VII- Henry VIII- His church policy and fall. Edward VI- Mary Tudor – Elizabeth, Relations of the Tudors with Parliament.

(15L)

## **Unit:IV**

### **Stuart Period:**

James I- Struggle between James I and his Parliaments- Charles I–His First Three Parliaments-The Long Parliament – The Great Civil War- The Common wealth and the Protectorate.

(10L)

## **Unit: V**

### **The Restoration and the Glorious Revolution:**

Charles II and Restoration –Convention Parliament- Cavalier Parliament – Different Ministries of Charles II.Growth of Privy Council during Charles II. James II- Glorious Revolution – Circumstances – Significance.

(10L)

(Total:60L)

**Textbooks:**

1. Srivatsva L.N – Constitutional History of England.
2. Woodward E.L- “A History of England”,B.IPublications, Madras.

**References:**

1. Edward and Goratte - History of England.
2. Joug - History of England
3. King\*s Publications -History of England(1485-1945).
4. Lloyd.T.O -The British Empire 1558 to 1983
5. Ransay Muir -History of England.
6. Rao B.V - History of Europe(1450-1815)
7. VidyaDharMahajan -England since 1485

## HISTORY OF RUSSIA from 1689A.D-1964 A.D

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 0 | 0 | 3 |

### Course objective:

- To explain the significance of Russia in the world.
- To enlighten the students to know about the importance of Czardom in Russia.
- To explain the importance of Russian Duma.
- To provide thorough knowledge to the students about the revolutions of Russia.
- To provide comprehensive picture on the emergence of Communism and Socialism.

### Course Outcomes:

- After studying this paper the students can get better knowledge about the great rulers of Russia.
- It will be enlightened the students to know about the Russian serfdom.
- After studying this subject, the students can able to understand the emergence of revolutions in Russia.
- It will mould the students to know about the role played by Russia during first and second world wars.
- The study enable the students to know how Russia became the superpower in the world.

|   |     |            |   |
|---|-----|------------|---|
| <b>Course Title:</b> History of Russia from 1689A.D to 1964 A.D |     |            |   |
| <b>Cognitive Level</b>  | K-1 | Remember   | The importance of Russia in the world.                    |
|   | K-2 | Understand | The role of Russia in the world wars.                     |
|   | K-3 | Apply      | Their knowledge on the role played by Russia in cold war. |
|   | K-4 | Analyse    | The impact of Russian revolution.                         |
|   | K-5 | Evaluate   | The role played by Russia in Communist world.             |
|   | K-6 | Create     | A progressive Communist history.                          |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 2 | 2 | 3 | 2 | 2 | 3   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 2 | 3 | 3 | 2   | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 2 | 3 | 2 |
| <b>CO5</b> | 2  | 3 | 2 | 2 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

**Unit: I****The Ascendancy of Russia:**

Ivan IV the terrible- Romanov dynasty-Peter the great(1689-1725)- Peter's Reforms- St.Petersburg- Russia's foreign policy, Catherine the great- Domestic reforms-Administrative reorganization- Economic Policies- Foreign policy-Paul 1796-1801 Society and culture in the 18<sup>th</sup> century.

(10L)

**Unit: II****Russia from 1801 to 1881:**

Alexander I (1801-1825)- Nicholas I (1825-1855)- Alexander II (1855-1881) -abolition of Serfdom- Judicial reforms – Zemstvos- Polish revolt- Foreign policy.

(5L)

**Unit: III****Russia and the world:**

Alexander III (1881-1894)- Nicholas II(1894-1917) Nihilism in Russia- the Russo- Japanese war (1904-1905)- Treaty of Portsmouth- Impact- Revolution of 1905-. The Russian Duma (1906-1914).

(13L)

**Unit: IV****Russia between the First and Second World Wars:**

Role of Russia in the First World War- February Revolution of 1917- Bolshevik Revolution of October 1917 -Impact of the Russian Revolution and the success of Socialism- Russia under Lenin and Stalin- USSR in World War II- The Aftermath of the War.

(17L)

**Unit: V****The Khrushchev Era (1953-1964):**

Domestic policies- Agriculture- The Soviet Economy- Foreign policy of Soviet union- Soviet union and Eastern Europe Sino- Soviet Relation- Soviet Relation with western powers- Cold war and military alliances- Effects of the cold war soviet Impact on the war : Political Impact- Ideological Impact- Impact on International Relations.

(15L)

(Total: 60L)



**Textbooks:**

1. ManoharR.Wadhvani- „Rise of Soviet to world power“, S.Chand and Company Ltd. Ram Nagar, New Delhi.
2. N.Subramanian- „History of Russia. As Ennes Publications,96, NGO colony, Madurai.
3. Majumdar.R.K and Srivastva.A.N-History of Russia

**References:**

1. Basil Dmytryshyn -A History of Russia
2. Carr.E.H -The Russian Revolution from Lenin to Stalin.
3. Chaurasia R.S - World History
4. King's Publishers - History of Russia and USSR.
5. Kristine Bushnell -History of the USSR vol. I and II.
6. Rao.B.V - History of Europe 1450-1815. Sterling Publishers pvt Ltd.
7. VidyaDharMahajan -“History of Modern Europe since 1789
8. Vinay Kumar Malhotra-Gorbachevian Revolution in the Soviet union.

## History of Japan upto 1965

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 0 | 0 | 3 |

### Course Objectives:

- To highlight the emergence of Japan as a great nation.
- To motivate the students to understand the industrious nature of Japanese.
- To understand the different dynasties of Japan.
- To explore the impact of atomic attacks.
- To inculcate that hard work of Japanese which made them to recover from the disaster of second world war.

### Course outcomes:

- After studying this paper, the students can get better knowledge about the emergence of Japan as a great nation.
- The students will understand the industrial development of Japanese.
- This study will give a full-fledged knowledge about western impact in Japan.
- The study enable the students to know the effects of militarism and imperialism.
- The students can earn adequate knowledge about the consequences of atom attack.

|   |     |            |  |
|---|-----|------------|--|
| <b>Course Title:</b> History of Japan upto 1965 A.D |     |            |  |
| <b>Cognitive Level</b>                              | K-1 | Remember   | The cultural heritage of Japan.                              |
|   | K-2 | Understand | The Industrial nature of japan.                              |
|   | K-3 | Apply      | Their knowledge on the ancient history of Japan.             |
|   | K-4 | Analyse    | The military power of japan in the 20 <sup>th</sup> century. |
|   | K-5 | Evaluate   | The impact of atomic attacks.                                |
|   | K-6 | Create     | A valued Industrial history of japan.                        |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 2 | 2 | 3 | 2 | 2 | 3   | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 2 | 3 | 3 | 2   | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 3 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO4</b> | 2  | 3 | 2 | 3 | 3 | 3 | 3   | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 2 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

## **UNIT: I**

### **Early History of Japan:**

Geographical Features -Historical background-Origin of the people. Early Society, Shintoism-The rule of the Shoguns. Political , Social and Economic conditions. The opening of Japan: Coming of The Europeans-Perry Expeditions. Treaties-Fall of Shogunate.

## **UNIT : II**

### **The Meiji Restoration and Modernisation:**

Meiji Restoration-Causes –Changes brought about by Meiji restoration –Progress in Industry and Agriculture. Socio, economic and Political structure . Impact of West: Religious reforms-Education- Intellectual Awakening-Cultural life.

## **UNIT : III**

### **Beginning of Militarism and Imperialism :**

Japan's Interest in Korea-Hostile attitude of U.S.A-Sino-Japanese war of 1894-95- Anglo – Japanese Alliance.Russo-Japanese war-Japan becomes an imperial nation-Stages in Territorial expansion-Korea ,Manchuria . American involvement in Manchria-Japan's relation with China . Japan and the first world war(1914-1919)- Japan's 21 demands. Japan and international conferences.

## **UNIT : 1V**

### **Japan upto 1945**

The Washington Conference of (1921-22) -Second Sino-Japanese war-Japan's relation with Germany, Russia and America . Rome- Berlin-Tokyo Axis-Japan and The second world war.

## **UNIT : V**

### **Japan since 1945**

Consequences of Japan's defeat- Economic rebuilding- Causes of economic success – Industrial growth-Major industries, Transport-Trade and Economic cooperation-Labour Movement- Welfare measures-Development of science and technology.

### **Textbooks:**

M.D .David - Rise and Growth of Modern Japan , Himalaya Publishing House, Bombay

R.S.Chaurasia – History of Modern Japan. Forward Book Depot-Delhi

### **References:**

1. Beasley, W.G. – The Modern History of Japan, London, 1971.
2. Chakravarthi N.R - Hundred Years of Japan and India, Calcutta 1978.
3. Majumdar R.K and Srivastva A.N - History of Japan.
4. Shivkumar , S. Jain - History of Modern Japan.
5. Vinacke ,H.M -A History of the Far East in Modern Times, London 1967

**HISTORY OF THE ARABS FROM  
A.D. 570 TO 1258**

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 0 | 0 | 3 |

**Course Objectives:**

- To provide the perfect knowledge about the various aspects of Islam.
- To enlighten the students to know about the origin and growth of Islam.
- To highlight the significance of Caliphs.
- To understand the Islamic Civilization.
- To explore the legacy of Arabs to the world.

**Course Outcomes:**

- After studying this paper, the students can get better knowledge about the origin of Islam.
- It will enlighten the students to know about the teachings of prophet Muhammed.
- The students can able to understand the caliphate.
- The students can understand the Islamic civilization.
- We can able to know the cultural progress of Islam to abroad.

|  |     |            |   |
|--|-----|------------|---|
| <b>Course Title:</b> History of Arabs from 570-1258 A.D. |     |            |   |
| <b>Cognitive Level</b>                                   | K-1 | Remember   | The importance of Islam in the religious aspects. |
|  | K-2 | Understand | The role of Islam in religious harmony.           |
|  | K-3 | Apply      | Their knowledge on Islamic doctrines.             |
|  | K-4 | Analyse    | The role of caliphs in Islamic world.             |
|  | K-5 | Evaluate   | The Zenith of Umayyads.                           |
|  | K-6 | Create     | A well progressed Arab history.                   |

**Mapping:**

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 2 | 3   | 3 | 2 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 2 | 3 | 3 | 2   | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 3 | 2 | 3 | 3 | 3 | 2   | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| <b>CO5</b> | 3  | 3 | 3 | 2 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

## **Unit: I**

### **Pre- Islamic Arabia and Muhammad Prophet:**

Arabia – The cradle of the Semitic race – Mecca, Kaaba, the Quraysh – The Abyssinian – Geographical condition – The age of Ignorance (Jahiliya period) – Arab Kingdoms – Prophet Muhammad’s Life and Teachings – Kuran – The book of Allah – Islamic doctrines and beliefs – Five pillars of Islam

(12L)

## **Unit: II**

### **Early Caliphs and the expansion of Islamdom:**

The Orthodox Caliphate – Pious Caliphs, Abu Bakar, Umar, Uthman and Ali – Expansion and colonization – Administration under the orthodox Caliphs – Struggle between Ali and Muawiah and the fallout.

(12L)

## **Unit: III**

### **Umayyads:**

Umayyad Caliphate (661-750) – The Umayyad Caliphs – Golden Zenith of the Umayyads – Umayyad Administration – Socio cultural condition under Umayyads – Decline and fall of Umayyads.

(12L)

## **Unit:IV**

### **Abbasids:**

Abbasid Caliphate, Abbasid Caliphs (750-1258) – The Abbasid State and Society – Scientific and Literary Progress under Abbasids – Golden prime of the Abbasids – Fall of Abbasid dynasty.

(12L)

## **Unit: V**

### **Arabs in Spain and Egypt:**

Islam in Spain – Cultural Progress in Islamic Spain – the Fatimids of Egypt – Administration, society and culture under Fatimids.

(12L)

(Total:60L)

**Textbooks:**

1. Philip K Hitti-“The History of the Arabs”
2. S. Selvin Kumar-“The Medieval Arabs”

**References:**

1. Ali K. – A Study of Islamic History
2. Ameer Ali – History of Saracens
3. Arnold T.N. – Caliphate
4. AtharHussian – The Glorious Caliphate
5. KhudaBaksh – History of the Islamic Civilization
6. Muir W. – The Caliphate: Its Rise, Decline and Fall
7. Zaiden J. – Omayyads and Abbasids

### Third Semester

| Sem.             | Sub. No. | Subject Status | Subject Title                       | Contact Hrs./ Week | Credits   |
|------------------|----------|----------------|-------------------------------------|--------------------|-----------|
| III              | 15       | Core – 9       | History of India 1765 AD -1947 AD   | 6                  | 4         |
|                  | 16       | Core - 10      | History of England ( 1688-1958 AD)  | 6                  | 4         |
|                  | 17       | Core – 11      | History of Europe 1789 A.D -1945 AD | 6                  | 4         |
|                  | 18       | Core - 12      | Historiography- Theory and Methods  | 4                  | 4         |
| (select any two) | 19       | Elective –7    | History of USA (1776 -1865 AD )     | 4                  | 3         |
|                  | 20       | Elective-8     | Human Rights                        | 4                  | 3         |
|                  | 21       | Elective-9     | Panchayat Raj                       | 4                  | 3         |
|                  |          |                |                                     |                    |           |
| <b>Subtotal</b>  |          |                |                                     | <b>30</b>          | <b>22</b> |

## HISTORY OF INDIA FROM 1765 AD TO 1947

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 6 | 0 | 0 | 4 |

### Course Objectives:

- To make an awareness about the early history of British India.
- To inculcate an awareness about the impact of British rule.
- To understand the challenges of freedom movement.
- To inspire the students to appreciate and respect national leaders.
- To provide a thorough knowledge to the students about the value of patriotism and nationalism.

### Course Outcome:

- After studying this paper, the student can understand the British supremacy in India.
- It will give a full-fledged knowledge about the British power in India.
- The study enable the students to understand the upheaval of Indian Nationalism.
- The students will understand the importance of freedom movement.
- The students can get more knowledge about the significance of political union.

### Cognitive Level

| History of India from 1765-1947 A.D. |     |            |  |
|--------------------------------------|-----|------------|--|
| Cognitive Level                      | K-1 | Remember   | the sources of British India                     |
|                                      | k-2 | Understand | The British imperialist policy                   |
|                                      | K-3 | Apply      | their knowledge to study the religious reforms   |
|                                      | K-4 | Analyse    | the British repressive policy                    |
|                                      | K-5 | Evaluate   | the political scene of India in freedom movement |
|                                      | K-6 | Create     | a deep and intense feeling of nationalism        |



## Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 2 | 3 | 3 | 2   | 3 | 3 | 3 | 2 | 3 | 3 | 2 |
| <b>CO3</b> | 2  | 2 | 2 | 3 | 3 | 3 | 2   | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO4</b> | 3  | 2 | 3 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 2 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

### UNIT: I - Establishment of British Supremacy in India

Take over of Mysore: Anglo-Mysore Wars (1766-1799)-Fall of the Marathas- Maratha Wars (1775-1818) Annexation of Sind and Punjab- Anglo-Sikh wars (1845-1849)

(17L)

### UNIT: II – Challenges to British Power and Reform Movements

Minor Revolts against the British- The great upheaval of 1857-Causes, Nature and Significance.-Hindu Revivalism-Brahma Samaj- Rajaram Mohan Roy- Devendranath Tagore- Kesab Chandra Sen- Prarthana Samaj- Arya Samaj- Ramakrishna Mission- Theosophical Society. Muslim Revivalism: The Aligarh Movement.

(19L)

### UNIT: III - Rise of Nationalism

Factors for the rise of Nationalism-Pre-Congress Associations: Political Associations in Bengal, Bombay and Madras Presidencies. Indian National Congress – Growth of the Congress from 1885-1905. The Moderates – Objectives, Techniques and achievements – The Revolutionaries

(16L)

### UNIT: IV - Freedom Movement between 1905 - 1947

Partition of Bengal- Swadeshi Movement –Rise of Muslim Communalism- Formation of Muslim League- Surat Split- First World War and the Home Rule Movement- Lucknow Pact- Advent of Gandhi on the political scene of India- His ideology –Congress League Scheme- Reaction to Rowlatt Act- Satyagraha launched by Gandhi –The Khilafat and the Non Co- operation Movements- The Swarajya Party- Simon Commission- Nehru Report- Jinna’s fourteen points- Civil Disobedience Movement- Salt Satyagraha- Gandhi –Irwin Pact-Round Table Conferences- Communal Award- Poona Pact.

(20L)

## **UNIT: V- Last Phase of the Freedom Movement**

Impact of Second World War- August Declaration – Individual Satyagraha-Cripps Proposal- Quit India Movement- Demand for Pakistan- C.R Formula-Wavell Plan- Simla Conference- Cabinet Mission Plan- Mountbatten Plan-Indian Independence Act of 1947

(18L)

(Total=90L)

### **References:**

1. Agarwal,R.C -National Movement and Constitutional development in India, S.Chand and Company Ltd,New delhi 1981.
- 2.Grover B.L - A new Look at modern Indian History,S.Chand & Company Ltd,2004.
- 3.Keswani K.B. – History of Modern India 1800-1984, Himalaya Publishing House .Bombay 1985
- 4.Parshotam Mehra -A Dictionary of Modern Indian History 1707-1947, Oxford University Press, Delhi,1985.
- 5.Shilesh Chandra - Modern India 1800-1947,Alfa Publications New Delhi

## HISTORY OF ENGLAND (1688 – 1958 AD)

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
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### Course Objectives:

- To provide a comprehensive picture about the constitutional development of England
- To enable the students to understand the history of England
- To study the evolution of English Polity
- To highlight the significance of Parliamentary reforms Acts of British.
- To explain the importance of colonial policy of England.

### Course Outcome:

- It will enlighten the students to know about the significance of the British constitution.
- After studying this paper the students can get better knowledge about English Polity.
- The students will understand the evolution of Cabinet system in England.
- The students can able to understand the parliamentary Reform Acts of England.
- This study enables to know the colonial history of England.

### Cognitive Level

| History of England (1688-1958 A.D.) |     |            |  |
|-------------------------------------|-----|------------|--|
| Cognitive Level                     | K-1 | Remember   | the sources England history from 1688                          |
|                                     | K-2 | Understand | the past history of England                                    |
|                                     | K-3 | Apply      | their knowledge to know about the development parliament       |
|                                     | K-4 | Analyse    | the successful dynasties of English throne                     |
|                                     | K-5 | Evaluate   | the group of colonial polity of England                        |
|                                     | K-6 | Create     | a new system of Govt. on the basis of parliamentary documents. |

### Mapping:

|     | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|-----|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|     | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| CO1 | 3  | 3 | 2 | 3 | 2 | 2 | 3   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| CO2 | 3  | 2 | 2 | 2 | 3 | 3 | 2   | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| CO3 | 2  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| CO5 | 3  | 3 | 2 | 3 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

**UNIT: I - The Glorious Revolution:**

Glorious Revolution Causes, Events, Significance - Downfall of James II - Bill of Rights 1689-  
Constitutional Significance- Act of Settlement 1701- William III and the development of Cabinet  
system- Role of Political Parties in the reign of William III and Queen Anne.

**(16L)**

**UNIT: II – Hanoverian Succession (1714- 1820)**

Significance of Hanoverian Succession- George I (1714-1727)- Sir Robert Walpole (1721-  
1742)- Origin and growth of the Party System- Evolution of the Cabinet System-George  
III(1760-1820)- His Personal Rule

**(19L)**

**UNIT: III – Parliamentary Reforms-**

Reforms Act of 1832 – The Chartist Movement – The Second Reforms Act of 1867- The  
Third Reform Act 1884- Parliamentary Act of 1911- The Reform Act of 1918 – The Reform  
Act of 1928-The Parliament Act of 1949.

**(17L)**

**UNIT: IV Growth of the Colonial policy**

Old colonial System , its Decline- New Colonial System- Establishment of British Commonwealth  
of Nations – Durham Report – Imperial War Cabinet (1917)-Dominion Status before and after the  
first World War- Balfour Report 1926 – Statute of Westminster 1931 – Growth of Dominions From  
1931- 1947 .

**(18L)**

**UNIT: V Main outlines of British Constitution :**

Features of the English Constitution – Conventions- The King of England – The Cabinet  
System- The British Parliament – Rule of Law in England

**(20L)**

**(Total = 90L)**

**References:**

1. Adams, George Burton – Constitutional History of England, Johathan Cape, London 1971
  2. Mahajan, V.D. – England since 1485, Sultan Chand and Sons, New Delhi, 1974
  3. Sachdeva and Gupta - British Consitutional History , Ajanta Prakashan Publishers, Delhi 1983.
  4. Sinha, J.P – Constitutional History of England, Kendar Nath Ramnath Publishers, Meerut, 1978.
  5. Theodre F. T. Plucknett - English Constitutional History , Sweet and Maxwell Ltd., London , 1960
  6. Venkatraman, T.K. – Constitutional History of British Vol. II, Jeyam and Company, Madras, 1958
-

## HISTORY OF EUROPE (1789 A.D – 1945 A.D)

|   |   |   |   |
|---|---|---|---|
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### Course Objectives:

- To provide perfect knowledge about the wars and to understand the dictatorships of European leaders.
- To enable the students to understand the changes that have taken place in Europe.
- To develop the analytical study of the world wars and their impact.
- To understand the various political alliances in Europe
- To know the degrees of war on humanity.

### Course Outcome:

- It will enlighten the students to know about the revolutionary ideas and its legacy.
- After studying this paper, the student can get better knowledge about the rise of nationalism in Europe.
- The students can understand the European alliances and wars.
- The study enables to know the dangers of war on humanity.
- This study enabled the students to understand the course of History and to achieve their goals.

### Cognitive Level

| History of Europe (1789-1945 A.D) |     |            |   |
|-----------------------------------|-----|------------|---|
| Cognitive Level                   | K-1 | Remember   | the sources of revolutionary history.   |
|                                   | K-2 | Understand | the legacy of nationalism and democracy |
|                                   | K-3 | Apply      | the enlightened policy of despots       |
|                                   | K-4 | Analyse    | the Europe appliances and wars          |
|                                   | K-5 | Evaluate   | the dangers of war on humanity          |
|                                   | K-6 | Create     | a peaceful political condition.         |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 2 | 3   | 2 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 2 | 3 | 3 | 2   | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 2 | 3 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 2 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

### **UNIT: I - Europe from 1789-1870**

French Revolution- Causes Course and Results – Napoleon Bonaparte – Administration-Wars- Continental system – Defeat and Decline. The Congress of Vienna – Its achievements. The Holy Alliance- Concert of Europe- Revolution of 1830- Revolution of 1848- Napoleon III- Foreign policy-Third Republic of France.

**(20L)**

### **UNIT: II - National Movement in Europe**

Unification of Italy and Germany – Bismarck- Career and Achievements. The Eastern Question- The Greek War of Independence – The Crimean War- The Russo- Turkish War and the congress of Berlin- The Balkan wars.

**(18L)**

### **UNIT: III - European Alliances and the First World War**

The Triple Alliance and the Triple Entente- First World War-Causes, Course and Results-Peace of Paris- League of Nations.

**(16L)**

### **UNIT: IV – Dictators and the Enlightened Despot**

Locarno Pact- Kellogg Briand Pact – Russian Revolution – Fascist Italy- Mussolini-Weimar

Republic and its failure- Nazi Germany.

**(17L)**

### **UNIT: V - Europe since 1939**

Second World war- Causes, Course and Results- U.N.O. Europe after the Second World war-Cold War-Variou s Alliances in West and East\_ Europe Common Market- Domination of the Two super powers in Europe.

**( 19L)**

**(Total =90L)**

## References:

1. Anthony Wood - Europe 1815-1960, Longman Group Ltd, 1988.
2. Charles Downer Hazen and S.P Verma - Modern Europe upto 1945, S. Chand & Company Ltd, 1984.
3. David Thomson - Europe since Napoleon, Penguin Books, 1977.
4. Grant A.J - Europe in the Nineteenth and twentieth centuries , Sixth edi. Longman Groups Ltd, London 1976.
5. Gokhale B.K. – Modern Europe 1858 – 1960, Himalaya Publishing House 1987.
6. Vidhyadhar Mahajan - History of Modern Europe since 1789, S. Chand & company Ltd, New Delhi 1981.



## HISTORIOGRAPHY: THEORY AND METHODS

|   |   |   |   |
|---|---|---|---|
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### Course Objectives:

- To make the students to realize the importance of the study of history.
- To enable the students to acquire knowledge about the basic concepts and methods of historiography.
- To make the students familiar with the prominent historians .
- To create an awareness about the art of historical writing.
- To equip the students with necessary skills to write and present a project.

### Course Outcome:

- It will fulfill the aspirations of the students to face a historical research.
- After studying this paper the students can understand the various theories and concepts of History.
- The students can understand history in relationship with other disciplines.
- After studying this paper, we can have ideas about the great works of historians.
- It will equip the students for historical writings.

### Cognitive Level

| Historiography : Theory and Methods |     |            |   |
|-------------------------------------|-----|------------|---|
| Cognitive Level                     | K-1 | Remember   | the norms of research methodologies             |
|                                     | K-2 | Understand | the relationship of history with the discipline |
|                                     | K-3 | Apply      | their knowledge in various historical research  |
|                                     | K-4 | Analyse    | the great works of historians                   |
|                                     | K-5 | Evaluate   | the historians writings and theories            |
|                                     | K-6 | Create     | a new avenue on historical research.            |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 2 | 3   | 3 | 2 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 2 | 3 | 3 | 2   | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 2 | 3 | 3 | 3 | 3 | 2   | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 3 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

### **UNIT: I - Meaning of History**

Definition- Scope and Purpose- Art or Science - Kinds of History- Relation with other disciplines-Uses ,Lessons and Abuses of History. (10L)

### **UNIT: II - Theories and Concepts**

Causation and Change –Cyclical Theory –Great Man Theory , Theory of Repetition , Theory of Progress-Historical Materialism-Historical Determinism - Positivism , Historicism. (12L)

### **UNIT: III – Writings on History:**

Greek ,Herodotus and Thucydides –Roman, Livy and Tacitus-Church ,Eusebius st. Augustine - History in Renaissance Age, Machiavelli - History in Enlightenment Era, Gibbon- ScientificHistory, Ranke and Toynbee. (13L)

### **UNIT: IV - Historians and classical works**

Orientalist :Sir William Jones , Imperialist: James Mill, Nationlist: Bhandarkar, Marxist: D.D.Kosambi, Romila Thapar, Sabalarn studies: Ranajit Guha. (11L)

### **UNIT: V - Methods and Tools:**

Forms and Types of Research- Requirements of a Research Scholar- Choosing the subject of research – Hypothesis- Collection of Date- Analysis of Data - Criticisms –Synthesizing - Presentation of Thesis, Foot-notes – Abbreviations-Italics- Dates and Figures. Electronic Sources -Documentation – Bibliography, Appendix, Glossary and Index. (14L)

**(Total = 60L)**

### **References:**

1. Bikash Bhattacharya – An introduction to Historiography, Dominant publishers And distributors pvt Ltd,new delhi 2011.
2. Collingwood R.G - The idea of History,Oxford university Press,Delhi,1988.
- 3.Krishna Nadar G - A text book of historical method and historiography karuna Publications,Trivandrum 1995.
- 4.Rajjayan K -History in theory and method,Ratna publications,Madurai,1997.
- 5.Shiek Ali -History its theory and method,Macmillan India Ltd,Madras,1991.

## HISTORY OF USA (1776 – 1865 AD)

|   |   |   |   |
|---|---|---|---|
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### Course Objectives:

- To develop an awareness among the students about the important land marks in the history of USA.
- To make the students familiar with events right from the Independence of America.
- To learn the diplomatic aspects of USA.
- To educate the students about the political conditions of USA.
- To make the students to know about slavery in USA.

### Course Outcome:

- The students can able to understand the emergence of various states of USA.
- After studying this paper the students can get better knowledge about the development of federal Govt. of USA.
- One can able to know the emergence of new states and territorial expansion.
- It can help to understand the students to know about the effects of slavery.
- The study enable the students to know about the foreign policies of American Presidents.

### Cognitive Level

| History of USA (1776-1865 AD) |     |            |   |
|-------------------------------|-----|------------|---|
| Cognitive Level               | K-1 | Remember   | the causes of American war of Independence              |
|                               | K-2 | Understand | the domestic and foreign policy of American Presidents. |
|                               | K-3 | Analyze    | the doctrines of American Presidents in Politics        |
|                               | K-4 | Apply      | the ideas of politicians in federal system of Govt.     |
|                               | K-5 | Evaluate   | the territorial expansion and colonialization           |
|                               | K-6 | Create     | a free society without slavery.                         |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 2 | 2   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 3 | 3 | 3 | 2   | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 2 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

## **UNIT: I - American War of Independence**

The war of Independence- Causes – course – Peace Treaty of Paris 1783- Reasons for the failure of the English – Results- The Making of the Constitution – Aftermath of the war of Independence.

**(11L)**

## **UNIT: II - Federalists in Power.**

The New Republic 1789-1801- George Washington- John Adams, Thomas Jefferson. The Democrat(1801-1809) James Madison (1809-1817) the war of 1812- The Peace of Ghent 1814- The Hartford Convention (Dec, 1814- Jan, 1815)

**( 13L)**

## **UNIT: III - Monroe Doctrine and Jackson Democracy**

James Monroe (1817-1825);J.Q. Adams (1825-1829)- Acquisition of Florida – Missouri Compromise 1820- John Marshall,– Monroe Doctrine – Andrew Jackson and His Democracy(1829-1837)

**(14L)**

## **UNIT: IV - Territorial Expansion**

Colonization of Texas and Oregon, The Mexican War ,Purchase of Alaska 1868-; James

Buchanan(1857-1861)

**(10L)**

## **UNIT: V - Abraham Lincoln**

Early Career \_ War between the states. North and South before the War- Emancipation of slaves – Results of the Civil war- Reconstruction of the South- The Lincoln Plan

**(Total = 60L)**

**References:**

1. Alfred H. Kelly et.al -The American Constitution its origins and development, Tata Megraw Hill Publishing company Ltd. New Delhi 1986.
  2. Majumdar R.K -History of United States of America upto 1865, III Edition 1984,New Delhi.
  3. Rajayyan .K - A History of the United States of America, Ratna Publications, Madurai 2000.
  4. Samuel Eliot Morison et.al - A concise History of the American Republic II Edition
  5. Subramanian .N - A History of USA ,Printed at Ajantha Atchakam, Vaadipatti 1995.
-

## HUMAN RIGHTS

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
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### Course Objectives:

- To create an awareness about the importance of human rights.
- To enrich the students about the existing rights for women.
- To know the evaluation of human rights.
- To learn the emerging areas of human rights.
- To understand the human right violations.

### Course Outcome:

- This study enables to know the essentiality of human rights.
- It will enlighten the students to know about the evaluation of human rights.
- After study this paper the students can earn better knowledge about the universalization of human rights.
- The students can able to understand the emerging areas of human rights.
- The students can learn the human rights violations from this study.

### Cognitive Level

| Human Rights    |     |            |  |
|-----------------|-----|------------|--|
| Cognitive Level | K-1 | Remember   | the evaluation of human rights and its various theories      |
|                 | K-2 | Understand | the significance of universalization of human rights.        |
|                 | K-3 | Apply      | their knowledge to know about the challenges of human rights |
|                 | K-4 | Analyze    | the European and Indian Instruments of Human Rights          |
|                 | K-5 | Evaluate   | the challenges and issues against human rights.              |
|                 | K-6 | Create     | a wonderful society with human rights                        |

**Mapping:**

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 2 | 2   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 2 | 3 | 2 | 3 | 2 | 3 |
| <b>CO3</b> | 2  | 2 | 3 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| <b>CO5</b> | 3  | 3 | 3 | 2 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

**UNIT: I - Evolution of Human Rights**

Evolution – Definition – Theories of Human Rights - Kinds of Human Rights: Natural, Historical, Moral and Legal. Man’s Natural Rights – Magna Carta (1215) Petition of Rights (1627) Lockean Civil Rights – American Human Rights – French Declaration of Human Rights. Human rights after the II World war.

(13L)

**UNIT: II - Universalisation of Human Rights**

Genocides and Demand for Human Rights – Universal Declaration of Human Rights - International Covenant on Civil and Political Rights – optional protocol - International Covenant on Economic, Social and Cultural Rights - International Commission on Human Rights. U.N. General Assembly and Human Rights International Court of Justice

(14L)

**UNIT: III – European and Indian Instruments of Human Rights**

European Convention on Human Rights - Mexican Declaration - Fundamental rights and

Directive Principles

(10L)

**UNIT: IV - Emerging areas of Human Rights**

Issues of refugees, Migrants, Women’s issues; Female feticide and infanticide – illegal confinements – rapes and deaths under police custody– bonded labour – child labour, traffic in women and minor girls, rights to dissent.

(11L)

**UNIT: V – Human Rights Violations**

Human Rights Violations in prison and police stations – Amnesty international court of Justice, National Human Rights Commission – Nongovernmental Organizations, Consumer redressal cells, peoples union for democratic rights(PUDR).

(12L)

( Total = 60L)

**References:**

1. Adil-ul-Yasin, Archana Upadhyay - Human Rights, Akansha Publishing House,
  2. Andrews, J.A. Hins. W - International Protection of Human Rights,  
Bombay 1986.
  3. Desai A.R. (ed) -Violations of Democratic Rights in  
London. 1987,New Delhi.
  4. P.K.Meena - Human Rights – Theory and Practice,  
MurariLal and sons, New Delhi 2008.
  5. Nirmal. C. J (ed) -Human Rights in India Historical Social and  
Political Perspective. New Delhi. 1999.
  6. Suriendar Khanna - Violence against women and Human Rights,  
Swastic Publishers Delhi 20
-



## PANCHAYAT RAJ

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 0 | 0 | 3 |

### Course Objectives:

- To access the significance of Panchayat Raj in Indian Political system.
- To make the students to understand the concept of administrative decentralization
- To analyze people's participation in Panchayat Raj.
- To study the evolution of Panchayat Raj in India.
- To understand the importance of Panchyat Administration.

### Course Outcome:

- The study enables the students to know about the origin of Panchayat Raj System.
- The students can understand the significance of Panchayat Raj in Indian political system.
- The students can able to know the development of Panchayat Raj system in Tamil Nadu.
- After studying this paper, the students can understand the financial management of Panchayat Raj.
- The students can get better knowledge about the Panchayat Administration.

### Cognitive Level

| Panchayat Raj   |     |            |  |
|-----------------|-----|------------|--|
| Cognitive Level | K-1 | Remember   | the origin of Panchyat Raj system                                  |
|                 | K-2 | Understand | the administrative decentralization of Govt.                       |
|                 | K-3 | Apply      | their knowledge about people's participation in Panchayt Raj       |
|                 | K-4 | Analyse    | the British Policy and implementation of Panchayat Raj amendments. |
|                 | K-5 | Evaluate   | the financial managements of panchayat raj                         |
|                 | K-6 | Create     | the well organized panchayat villages.                             |

**Mapping:**

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 2 | 2 | 3 | 2 | 2 | 2   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 3 | 3 | 3 | 2   | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 3 | 2 | 3 | 2 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 2 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

**UNIT: 1 – Origin of Panchayat Raj**

Concept of Panchayat Raj, scope and purpose – Evolution of Panchayat Raj system in India  
 Little Republics – Local Administration under the Mauryas – Manrams and Kuttambalams in  
 Ancient Tamil Nadu – Local self government under the Cholas, the Pandyas and the British –  
 Ripons Experiment – Achievements and Failures

**(14L)****UNIT: II - Panchayat Raj after Independence**

Mahatma Gandhi's Concept of Panchayat Raj – Committees on Panchayat Raj after  
 independence – 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment. Raj Nagar Palika – Provision –  
 Methods of implementations, Powers and Functions.

**(13L)****UNIT: III - Panchayat Raj system in Tamil Nadu**

Panchayat Raj system from 1687 to 1920 – Action of the British Government between 1920 –  
 1947 Subsequent changes from 1947 to 2001 – Two Tier system under Kamaraj and Direct  
 Election under MGR.

**12L)****UNIT: IV – Panchayat Raj and Finance**

Sources of Income, Areas of Expenditure - Finance Commissions and their  
 recommendations, Budget Allocation of Financial Management in the Local Bodies **(10L)**

**UNIT: V - Panchayat Administration**

Panchayat Meetings – Resolutions Decision making, implementation. Community  
 Development Scheme, and Programmes, Jawahar Rozgar Yojana, IRDP, Public participation

in Panchayat

**(11L)****(Total =60L)**

## References:

1. Aman Kumar - Panchayat Raj and women empowerment  
Aadi Publications, Jaipur.
  2. Anlet Sobitha Bai W - Panchayat Raj, Sharon Publications, Marthandam, 2009.
  3. Bhaktapada Sinha Roy - Panchayat Raj and Rural Development ,  
Abhijet Publications , Delhi 2008.
  4. Goel S.L , Shalini Rajneesh - Panchayati Raj in India , Theory and practice  
, Deep and Deep Publications Pvt.Ltd. New Delhi
  5. Raghava Rao, D.V - Panchayat and Rural Development.
  6. Sundar Ram D - Role of Panchayat Raj institutions in 60 years  
of Independence , India, Kanishka Publishers ,  
New Delhi 2008.
-

### Fourth Semester

|    |    |           |                                |                 |            |           |
|----|----|-----------|--------------------------------|-----------------|------------|-----------|
| IV | 22 | Core – 13 | History of India since 1947A.D | 5               | 4          |           |
|    | 23 | Core – 14 | History of USA 1865-1945 AD    | 5               | 4          |           |
|    | 24 | Core – 15 | History of China 1839-1964 AD  | 4               | 4          |           |
|    | 25 | Core – 16 | History of Political Thought.  | 4               | 4          |           |
|    | 26 | Core - 17 | Project                        | 12              | 8          |           |
|    |    |           |                                | <b>Subtotal</b> | <b>30</b>  | <b>24</b> |
|    |    |           |                                | <b>Total</b>    | <b>120</b> | <b>90</b> |

For the Project, flexible credits are b/w 5 - 8 & Hours per week are b/w 10 - 16.

Total number of credits  $\geq$  90 : 90

Total number of Core Courses : 17 ( 16 T + 1 Prj. )

Total number of Elective Courses : 6(choices 3)

Total hours : 120

#### Project and viva – voce

Project report evaluation and Viva -Voce will be conducted by the external examiner and the guide.

It will be fixed as 50 marks for internal and 50 marks for external. The total marks is 100.

## HISTORY OF INDIA SINCE 1947AD

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 3 | 2 | 0 | 4 |

### Course Objectives:

- To enable the students to know about the intense feeling of nationalism and love for mother India.
- To provide a comprehensive picture about the Post Independent India.
- To highlight the significance of India's foreign policy.
- To have some knowledge and understanding of development of science and technology.
- It will be benefitted for the students to the development of Economy and Education.

### Course Outcome:

- After studying this paper, the students can get better knowledge about the development of India in various fields.
- The student can able to understand the relations of India with other countries of world.
- The study enables to know why world peace is important for the development of any country.
- The students will get new and more ideas about the development of economy and education.
- It will give a fulfilled knowledge about the makers of modern India.

### Cognitive Level

| History of India since 1947 A.D. |     |            |  |
|----------------------------------|-----|------------|--|
| Cognitive Level                  | K-1 | Remember   | the integration of states                              |
|                                  | K-2 | Understand | the basic concepts of Indian foreign policy            |
|                                  | K-3 | Apply      | their knowledge to promote developments in economy     |
|                                  | K-4 | Analyze    | the development of communications in scientific method |
|                                  | K-5 | Evaluate   | the welfare programs of educational development        |
|                                  | K-6 | Create     | a developed country.                                   |

**Mapping:**

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 2 | 2 | 3 | 2 | 2 | 2   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 3 | 3 | 3 | 3   | 3 | 3 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 3 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 3 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

**UNIT: I - Post Independent India**

Integration of Princely States : Kashmir, Hyderabad and Junagadh – Role of Vallabhai

Patel – Re Organization of states – General Elections - Party System. (13L)

**UNIT: II - India's Foreign Policy**

India's Foreign Policy: Its Basic Concepts – Panchasheela and Non Alignment – India and its Neighbours: Indo- Pak Relations, Indo- Sri Lankan Relations, Indo – Bangladesh Relations and Indo – China Relations. India and the UNO, Commonwealth, SAARC, NAM,

Indo - US and Indo – Russian Relations – India and Disarmament. (15L)

**UNIT: III - Development of Economy and Education**

Economic Development : Planning in India – Five year Plans– NITI Aayog – Welfare Programs of the Government – IRDP, Jawahar Rozgar Yojana, etc – Growth of Education: Radhakrishnan Commission – A.L Mudaliar Commission – Kothari Commission – Acharya Ramamurthi Commission – etc., National Literacy Mission – Educational Policy of 1986.

(16L)

**UNIT: IV -Development of Science and Technology**

Development of Science and Technology : Atomic Energy Commission (AEC) and its Programs – Indian Space Research Organization (ISRO) and its Programs – Defence Research and development Organisation (DRDO) and its Programs – Missile Technology and its development – Bio Technology – Green, White and Blue Revolutions. Development of

Communications – Railways, Roadways, Airways. (17L)

**UNIT: V - Makers of Modern India**

Makers of Contemporary India: Nehru, Indira Gandhi, CV Raman, Radhakrishnan, Visveswarayya, H.J. Bhaba, Vikram Sarabhai, H.N. Sethna, Shanthi Swarup Bhatnagar, B.C.

Roy, M.S. Swaminathan, Vargheese Kurian and A.P.J. Abdul Kalam. (14L)

**(Total = 75L)**

## References:

1. Appadorai A .– Select Documents on India’s Foreign policy and Relations  
1947-1972, Vol-I, Oxford University Press, Delhi 1982.
2. Bipan Chandra – India after Independence 1947-2000, Penquin Books ,  
India 2000.
3. Grover B.L - A New Look at Modern Indian History,  
S.Chand and Company Ltd, 2004.
4. Keswani K.B. -History of Modern India 1819 – 1964,  
Himalaya Publishing house, Bombay I edition, 1990
5. Pail R. Brass –The Politics of India Since Independence, II Edi,  
Cambridge University Press,1995.
6. Percival Spear - The Oxford History of Modern India 1740-1975. II Edition,  
Oxford University press, Delhi 1992.

## HISTORY OF USA, 1865 – 1945 A.D.

|          |          |          |          |
|----------|----------|----------|----------|
| <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>3</b> | <b>2</b> | <b>0</b> | <b>4</b> |

### Course Objectives:

- To enable the students to know about the experiments in general democracy and the worldwide significance of USA.
- To provide sufficient knowledge to the students to know about the results of American Civil War.
- To enlighten the imperialistic policy of USA.
- To highlight the rise of progression in US politics.
- To understand how USA became a world power.

### Course Outcome:

- This study enables the students to understand the political life of USA.
- This study encourages the students to know about the federal democracy of USA.
- After studying this paper one can able to understand the imperialistic policy of USA.
- It will give fulfilled knowledge about the participation of USA in the two world wars.
- The students can get ideas and interests about the development of USA as world power.

### Cognitive Level

| History of USA (1865-1945 A.D.) |     |            |  |
|---------------------------------|-----|------------|--|
| Cognitive Level                 | K-1 | Remember   | the results of American Civil war                      |
|                                 | K-2 | Understand | the pacific problems in US Arena                       |
|                                 | K-3 | Apply      | their knowledge to know about the progressivism of USA |
|                                 | K-4 | Analyze    | the fourteen points of Woodrow Wilson                  |
|                                 | K-5 | Evaluate   | the effects of Great depression                        |
|                                 | K-6 | Create     | a resurgence of USA as super power                     |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 2 | 2   | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 3 | 3 | 3 | 2   | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 2 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |



**UNIT: I –Civil War:**

Civil War – Causes, Course, Results, Significance. Abraham Lincoln – Post Civil War Reconstruction - Agricultural Expansion - Sherman Anti – Trust Act of 1890 – Rise of Big business – Labour movements.

**(15L)**

**UNIT: II –Growth of Imperialism**

Growth of Imperialism –Spanish American War – Annexation of Hawai - Philippines and Caribbean – Pacific problems.

**(14L)**

**UNIT: III – Rise of Progressivism**

Rise of progressivism – Theodore Roosevelt - Square Deal – Domestic policy – Big Stick Diplomacy – Taft and Dollar Diplomacy.

**(13L)**

**UNIT: IV – America and the First World War:**

Role of America in the First World War – Woodro Wilson – His Fourteen points – Great Depression and its effects – Hoover administration.

**(16L)**

**UNIT: V - America as World Power:**

Franklin D. Roosevelt – New Deal – America and the Second World War – War time

Conferences – Establishment of UNO – Resurgence of USA as World Power.

**(17L)**

**(Total = 75L)**

**References:**

1. Rajayyan.K, - A History of United States, Ratna Publications  
Madurai, 2000.
2. Subramanian. N. - A History of USA, Ennes Publications, Madurai

3. Hill.C.P. – A history of United states, Arnold Honimann publishers, New Delhi, 1976.
  4. John.A. Krout - United States Since 1865, Barners and Noble publishers, New York 1966.
  5. Marshal Smelser, - American History at a Glance, Barners and Noble, New York, 1966.
  6. Sharma Mahmood, - The History of United States, Pearson Publications, Delhi, 2012.
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## HISTORY OF CHINA 1839-1964.AD

|          |          |          |          |
|----------|----------|----------|----------|
| <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>4</b> | <b>0</b> | <b>0</b> | <b>4</b> |

### Course Objectives:

- To understand the isolated life of the China from the beginning of 20<sup>th</sup> Century
- To enable the students to learn the historical background of China.
- To study the revolutions of China.
- To highlight the significance of Chinese Communist struggle.
- To explain the importance of the achievements of cultured Revolution.

### Course Outcome:

- The study enables to understand the isolated life of China till the beginning of 20<sup>th</sup> Century..
- We can learn the historical background of China.
- After studying this paper, the students can understand the revolutions of China.
- It will enlighten the students to know about the Communist struggle in China.
- The students can learn the achievements of Communist party.

### Cognitive Level

| History of China (1839-1964 A.D.) |     |            |   |
|-----------------------------------|-----|------------|---|
| Cognitive Level                   | K-1 | Remember   | the exploitation of Western powers                            |
|                                   | K-2 | Understand | historical background of China                                |
|                                   | K-3 | Apply      | their knowledge to study about the western influence on China |
|                                   | K-4 | Analyze    | the revolutions of China                                      |
|                                   | K-5 | Evaluate   | the foreign policy of China                                   |
|                                   | K-6 | Create     | a powerful Republic of China.                                 |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 2 | 3   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 2 | 3 | 3 | 2   | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 3 | 2 | 3 | 3 | 3 | 2   | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 2 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

**UNIT: I - Historical Background**

China in the first half of the 19<sup>th</sup> century. Opening of China: Advent of Europeans-Canton trade-Political organisation-Religion and Philosophy Confucianism - Taoism- Buddhism.

**(14L)**

**UNIT: II - Western Influence on China**

China's relations with Europe- First Opium War 1839-42-Causes, Results, Significance - Taiping Rebellion(1850)- Causes,Results and Impact: Second Opium War 1856-58 Causes- Results and Impact- Hundred days of reforms (1893)- Sino-Japanese conflict (1894-95)- Consequences.

**(13L)**

**UNIT: III - Revolution of China and aftermath :**

The Revolution of 1911-Causes, Course and Results-Dr. Sun-Yat-Sen-Dawn of Chinese Republic- Causes for the Downfall of Manchu Dynasty- Yuan- Shei- Kai- China and the first World War- May Fourth Movement-Washington Conference.

**(12L)**

**UNIT: IV - Kuo-Min-Tang Communist struggle:**

Rise and fall of Kuo-Min- Tang, Chiang- Kai- Sheik- Formation of the Communist Party- Second Sino- Japanese War(1937-45)- China and the Second World War- Mao- Tse- Tung- Establishment of the People's Republic of China.

**(11L)**

**UNIT: V - China since 1949:**

Achievements of the Communist Party after 1949- Cultural Revolution- China's Foreign Policy- Relations with Russia , America, Tibet and India.

**(10L)**

**(Total = 60L)**

**References:**

1. Ahmed L.L - A Comprehensive History of the Far East ,  
S. Chand & co Ltd 1981
  2. David .M.D - - Rise and Growth of Modern China – Himalaya  
Publishing House,1986
  3. Harold .M. Vinacke - History of the Far East in Modern times, Kalyani  
Publications New Delhi , 1982
  4. Paul N. Clayde Burton. F. Beers -The Far East - Prentice Hall of India Private  
Ltd, New Delhi 1985
  5. Rao B.V - History of Asia from Early Times to 2000A.D,  
Sterling Publishers Pvt Ltd,2000
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## HISTORY OF POLITICAL THOUGHT

|   |   |   |   |
|---|---|---|---|
| L | T | P | C |
| 4 | 0 | 0 | 4 |

### Course Objectives:

- To learn the philosophies and views of political thinkers.
- To study the function of state.
- To interpret Greek and Roman Political thinkers.
- To learn the ideologies of Modern Political thinkers.
- To highlight the view of Indian Political thinkers.

### Course Outcome:

- This study enables the students to know the principle concepts of political thinkers.
- After studying this paper, the students can understand the nature of political thought.
- The students able to study the teachings of ancient Greek and Roman philosophers.
- It will enlighten the students to know about the modern political thought.
- The study explains the importance of Indian Political thinkers.

### Cognitive Level

| History of Political thought |     |            |  |
|------------------------------|-----|------------|--|
| Cognitive Level              | K-1 | Remember   | the functions of State                                 |
|                              | K-2 | Understand | the political thinking of Greek and Roman Philosophers |
|                              | K-3 | Apply      | their knowledge to know about medieval Secularism      |
|                              | K-4 | Analyze    | the modern ideas of modern political thinkers.         |
|                              | K-5 | Evaluate   | the Indian political ideology                          |
|                              | K-6 | Create     | new finds and methods in Political thought.            |

### Mapping:

|            | PO |   |   |   |   |   | PSO |   |   |   |   |   |   |   |
|------------|----|---|---|---|---|---|-----|---|---|---|---|---|---|---|
|            | 1  | 2 | 3 | 4 | 5 | 6 | 1   | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| <b>CO1</b> | 3  | 3 | 2 | 3 | 2 | 2 | 2   | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| <b>CO2</b> | 3  | 2 | 3 | 2 | 3 | 3 | 3   | 3 | 2 | 3 | 2 | 3 | 2 | 2 |
| <b>CO3</b> | 2  | 2 | 2 | 3 | 3 | 3 | 2   | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| <b>CO4</b> | 3  | 3 | 2 | 3 | 2 | 3 | 3   | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| <b>CO5</b> | 3  | 3 | 2 | 3 | 3 | 2 | 2   | 3 | 2 | 3 | 3 | 2 | 3 | 3 |

### UNIT: I - Nature of Political Thought

Origin of State – Concept-Functions- Sovereignty in the state – Code of conduct of the state – Theory of Divine Origin of State.

(10L)

**UNIT: II - Greek and Roman Political Thought:**

Socrates – His teachings – Plato – His political ideas –Aristotle – Father of political Science  
- Roman Political Thought - Contribution of Romans to European Political Thought.

(11L)

**UNIT: III - Medieval Political Thought :**

Influence of Christianity on the growth of Political Thought- Political Ideas of St. Augustine

– St . Ambrose \_ His Political Philosophy\_ Medieval Secularism.

(12L)

**UNIT: IV - Modern Political Thought :**

Machiavelli – Writings – Political views about state – Father of Modern Political Thought .  
Thomas Hobbes – Views about Sovereignty – Secularism , Natural Rights – Liberty and law–  
Hobbes Political Philosophy – Importance . John Locke – Theory of Separation of powers –  
Natural Rights and Natural laws. Montesquieu – Views on laws , Forms of Government.

(14L)

**UNIT: V - Indian Political Thought :**

Gandhi His Contribution\_ Ram Mohan Roy – Social Liberalism – Vivekananda – His Polital  
Thought – Sri – Aurobindo – Political Philosophy – M.N.Roy – Communist thought – Ram  
Manohar Lohia – Socialist thought.

(13L)

(Total = 60L)

**References:**

1. Mukhi.H.R -History of Eastern Political Thought, Plato to Present Day  
10<sup>th</sup> Edition , Surjeet Book Depot Publishers, Delhi 1998
2. G.Sreedathab - Western Political Thought and Theories, Deep Publications

Pvt, Ltd, New Delhi, 2006

3. Das H.H and Pastro P.S.N – Indian Political Traditions Sterling Publishers Private Ltd 1988
  4. K.N Sharma – Modern Political Analysis Malhotra Book Depo, Jullunder, 1980.
  5. Roy B.N - Political Theory ,Authors Press 2006
  6. Venkata Rao.V - A History of Political theories ,S. Chand and Company Ltd. New Delhi 1983.
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