



MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI 627 012. TAMIL NADU, INDIA

DEPARTMENT OF HISTORY

**Master of Arts (M.A) Degree course in
CBSC- University Department)**

MANONMANIAM SUNDARANAR UNIVERSITY
TIRUNELVELI 627 012. TAMIL NADU, INDIA

Department of History

The aim of History is to stimulate the students interest and understanding about the life of people who lived in the past. We teach student a sense of Chronology, and through this. They develop a sense a of identity and a cultural understanding based on their historical heritage. Thusthey learn to value their own and other people's cultures in modern multicultural Indians and, by considering how people lived in past, they are better able to make their own life choices today. We teach students to understand how event in the past have influenced our lives today we also teach them to investigate these past events, and by so doing to develop the skills of enquiry, analysis interpretation and proplem solving.

MANONMANIAM SUNDARANAR UNIVERSITY

Learning Outcome based Curriculum

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.

Objectives of the program

Master of arts or M.A. History in the past and present of Indian ethos and reality through teaching and research in History.

Curriculum Highlights

Master of Arts or M.A.History subject ensuring that the curriculum has full coverage of Ancient modern and medieval History we ensure that there are opportunities for students of all ability to develop their skills and knowledge in each unit and we build planned progression into the scheme of work. We carry out curriculum planning in History in three phases Ancient, Medieval and modern period.

Knowledge through MOOCs and credit through University:

Graduate can undergo any of the courses available of Massive open Online Course MOOC platform SWAYAM, (NPTEL) etX etc that can be credit transferred to the course basket as equivalent to classroom-based courses based on the recommendation of Board of Studies approved from time-to-time.

A. Regulations.

M.A. Degree programme in the department of History they learn how society is made up of people from different cultures and starts to develop tolerance and respect for others.

A1. Duration of the Course

The M.A. Programme in History is a 2years full time programme spread over two years under semester pattern with Choice Based Credit System.(CBCS)

A2. Eligibility for Admission

The minimum eligibility conditions for admission to the M.A. Programme in history are given below:-

The candidates who seek admission into the first semester of the M.A. Programme in History course will be required to have passed the any degree from Manonmaniam Sundaranar University or any other Indian University of equivalent 10+2+3 patterns.

A3. Structure of the programme

This Master programme will consist of

- a. Core course and Elective course which are compulsory for all students.
- b. I semester, 5 core, Elective, EPG Pathasala, II Semester 4 Core, 1 elective, 1 supportive course (MOOC) , III semester, 4 core, 1 elective, 1 Supportive course (MOOC) and Miniproject (field work) study tour IV semester 4 core, 1 major project and one elective EPG (E- Pathasala)
- c. Supportive courses which students can choose from amongst the courses offered in other department of this University
- d. Field work study tour/project are compulsory and included as core.

A4.Credit requirement for the Degree

The general regulations of the Choice Based Credit System Programme of Manonmaniam Sundaranar University are applicable to this programme. The University requirement for the M.A. Programme is completion of 96 credits of course work out of which 4 credit should be through the mini project , 6 credit should be through the 4 semester mini project work remaining 90 credits should be through Core, Elective and supportive course papers. A typical theory course has 4 credit for core, 3 credit for Elective, 2 credit for supportive course. No candidate will be eligible for the Degree of Master of Arts M.A History, unless the candidate has undergone the presented course of study for a period not less than 4 semester and has acquired 96 credits and other passing requirements in all subjects of study. The marks obtained by the student in each subject shall be multiplied by the credit of the study. The marks of all 'n' subjects are added up and divided by the total credit (91) to obtain the consolidated percentage of Marks.

A5. Attendance Requirement

A candidate will be permitted to appear for the Semester examination only if the candidate keep not less than 75 percent attendance. The University condonation rules are applicable for those who lack minimum of 75% attendance. The candidates with less than 60% attendance will have to repeat the concerned entire semester.

A6. Assessment

The Assessment will comprise continuous Internal Assessment (CIA) comprising of tests seminars and assignment carrying a maximum of 25% marks and end-semester Examination carrying a maximum of 75% marks in each theory subject(Core /Elective/Supportive Course). For Mini project and major project, the CIA is carried out for 50 marks and the external Assessment Viva-Voce for major project. Final project Presentation, project report, Viva-voce for mini project and Major project) is for 50 marks. Semester examination will be conducted for all subject of study, at the end of each semester.

A candidate has to go for field study during their study tour last weeks of three days (Sep.- Oct.) and submit the certificate in the 3rd semester for evaluation.

A7. Passing Requirement

A candidate who secures not less than 50 percent marks in end-semester examinations and not less than 50 percent of the total marks (continuous Internal Assessment + end semester examination in any subject of study will be declared to have passed the subject.

A candidate should secure minimum of 38 mark out of maximum of 75 marks for all theory exam (Core, Elective and Supportive) and secure minimum of 25 marks out of maximum of 50 marks for practical mini project and major project in External exam of each semester.

A candidate who successful complete the course and satisfies the passing requirement in all the subjects of study and curricular requirements will be declared to have qualified for the award of the Degree.

A8. Classification of Successful Candidates

The candidates who passed written papers and project shall be classified as follow. Total marks secured in written papers and project work altogether put as overall percentage along with the credit.

The classification is as follows

Marks overall%	Classification
1. 75% and above with a First attempt Pass in all subject	I Class with Distinction
2. i) 75% above from multiple attempts	I Class
ii) 60% to below 75%	I Class
3. 50% to below 60%	II Class

Power of Modify

The University may from time to time revise, amend or change the regulations, scheme of examinations and syllabus if found necessary and such amendment, changes shall come into effect from the date prescribed.

The academic year normally begins in July every year and ends in April. These regulations will come into effect from the academic year 2022-23 onwards.

Program Educational Objectives (PEO)

PEO1: To acquaint students with the past and present of Indian ethos and reality and reality through teaching and research in history.

PEO2: To provide students with critical understanding of Indian society, economy, policy and culture through a historical perspective.

PEO3: To prepare students for a range of careers by teaching them courses which will impart them with a set of transferable skill while studying history of India and the world as well as museology.

PEO4: To stimulate intellectual curiosity and research attitude in the students through the study and research of local, regional, national and global history.

PEO5: It introduces the student to major concepts ideas and events which created the modern world so that they will be able to place historical events in a large context.

PEO6: To acquaint the students with the various Indian and foreign traditions of history writing the debates generated about the nature of history as a discipline.

Program outcomes (POS)

The successful completion of M.A. History program will

PO1: Import knowledge in political and social setup at national and global level.

PO2: Demonstrate the knowledge of concepts in political and social History.

PO3: Provide knowledge in cultural History.

PO4: Create the sense of responsibility in nation building'

PO5: Facilitate for excelling in teaching

PO6: Enable to undertake research.

PO7: Equip to appear for all competitive examinations.

PO8: Provide capability of being employed in government offices.

PO9: Develop the spirit of co-operation and team work.

PO10: Create leadership quality.

Program Specific Outcomes

PSO1: Students will have knowledge of the chronology, narrative, major event, personalities and turning points of the history of the India and 20th Century Modern World.

PSO2: Students will learn to explain how and why important events happen and change over time occurs.

POS3: Students will have a clear understanding of the nature of evidence collected from primary and secondary sources.

They will be able to analyse and evaluate the evidence in its historical and cultural context and use that evidence to build and support an argument.

PSO5: Students will demonstrate a critical understanding of the significance of historiographical development in the discipline

PSO6: They will have a comprehensive understanding of the historical method and its distinctiveness from the methods of other disciplines.

PSO7: They will know the influence of methods of other disciplines on the development of historical method.

PSO8: The students will demonstrate an awareness of current historical debates.

PSO9: Students will understand skills that historians use in research.

PSO10: Students will develop an informed familiarity with multiple cultures and understand the value of diversity.

PEO vs. PEO Mapping

	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
PEO1 Historical Perspective	S	S	S	S	S	S	S	S	M	S
PEO2 Intellectual Curiosity	M	L	M	L	M	S	L	M	S	S
PEO3 Historical Events	S	L	S	L	S	M	L	S	L	S
PEO4 Research	S	M	S	M	L	S	M	M	L	S
PEO5 Activity Skills	L	S	L	S	L	M	S	L	L	S

S- Strong

M- Middle

L- Low

UNIVERSITY DEPARTMENT M.A. HISTORY

For those who join the Course from the Academic year 2022-2023 onwards (Full-Time)

Regulation

Duration	:	Two Academic Years (Four Semester)
Medium of Instruction and Examination	:	English
Eligibility	:	Pass in any Bachelor Degree

INTRODUCTION:

History is a Universal subject of study. Its scope and purpose are vast and varied. It covers everything under the Sun. In relation to human being. It covers a wide span of time from time immemorial and vast space wherever human beings lived and are living. A dynamic discipline, with its ever increasing additions of new finding, solutions to problems affecting human beings and new interpretations of the available facts and figures. It is studied from the lower to higher levels of education.

With the explosion of scientific knowledge, history has been viewed in different angles. It is increasingly becoming an inter-disciplinary subject of study. It is approached not in isolation of water light compartments as political history once dominated. Today history is studied from socio, economic, religious, cultural, anthropological and archaeological, linguistic and literary, philosophical and psychological points of view. Modern science has made the study of history wholesome and holistic and scientific, with the addition of new branches of knowledge like tourism and tribal studies.

Taking into consideration the increasing demand for history by students appearing for the competitive examinations and seeking jobs, the subject has been restricted in a way to satisfy the demand of the students and teacher alike. In addition, the restructured syllabus takes stock of the latest world developments affecting humanity. In view of this subjects like ancient wisdom of Indians and Indian art and architecture, human rights, women studies and Dalit studies, local history and ecology and history, contemporary India and contemporary world and economic history have been contemplated. These subjects' highlights the latest trends, them and approaches. It is hoped that this restricted syllabus open up new vistas to knowledge for the students to improved their talents equip themselves so as to face the world at large.

Semester	Sub No.	Subject Status	Subject Title	Hrs./ Week	L Hrs./ Week	T Hrs./ Week	P Hrs./ Week	Credits
I	1	Core -1	History of Ancient India up to 1206 A. D	4	4	0	0	4
	2	Core – 2	History of Tamil Nadu up to 1336 A. D	4	4	0	0	4
	3	Core – 3	History of World Civilization up to 1453 A.D	4	4	0	0	4
	4	Core - 4	History of U.S.A 1776-1865 A. D	4	4	0	0	4
	5	Core-5	Archaeology – Principles an Methods	4	4	0	0	4
	6	EPG- Elective-1	.E- Pathasala Environmental Geography	3	3	0	0	3
II	1	MOOC	NPTEL	3	3	0	0	3
	2	Core -6	History of Medieval India, (1206 - 1757 A. D)	4	4	0	0	4
	3	Core -7	History of Tamil Nadu (1336 – 1801 A. D)	4	4	0	0	4
	4	Core -8	History of U.S.A (1865-1965 A. D)	4	4	0	0	4
	5	Core -9	History of Education in India	4	4	0	0	4
	6	Elective-2	Heritage Tourism	3	3	0	0	3
III	1	MOOC	NPTEL Freedom movement in India	3	3	0	0	3
	2	Core-10	History of Modern India (1757 - 1947 A.D)	4	4	0	0	4
	3	Core-11	History of Tamil Nadu (1801 - 1987 A. D)	4	4	0	0	4
	4	Core-12	Historiography	4	4	0	0	4
	5	Core-13	Archives keeping	4	4	0	0	4
	6	Elective-3	Human Rights	3	3	0	0	3
	7	Project	Mini project (Field Study)	4	4	0	0	4
IV	1	Core-14	History of Contemporary India since1947 A.D	4	4	0	0	4
	2	Core-15	History of Contemporary World since 1914 A.D	4	4	0	0	4
	3	Core-16	Indian Administration	4	4	0	0	4
	4	Core-17	Indian Art and Architecture	4	4	0	0	4
	5	EPG- Elective-4	E-Pathasala – International relations Theory and Politics	3	3	0	0	3
	6	Project	Major Project	6	6	0	0	6
			Sub Total	96	96	0	0	96

Manonmaniam Sundaranar University

Department of History

Blue print of the question paper for the University Internal Examination

Total Marks :15

Course outcome	Cognitive level	Question No	Options	Marks
CO1		1		3x1= 3
CO2		2		
CO3		3		
Section-B Either (or) Type Question				4x1=4
CO4		4(a) or 4(b)		
Section C either Type Question				8x1=8
CO5		5a or 5b		

Manonmaniam Sundaranar University
Department of History
Blue print of the Question paper for the University Terminal Examinations
Total mark-75

Unit	Course outcome	Cognitive level	Question No	Options	Marks
	Section A Descriptive type Questions				10x1= 10
				Answer All the Questions	
1	CO1		1		1
2	CO2		2		1
3	CO3		3		1
4	CO4		4		1
5	CO5		5		1
	Two Questions per CO		6		1
			7		1
			8		1
			9		1
			10		1
	Section-B Answer all question by choosing Either (or) Type Question				5x5=25
1	CO1			11(a) or 11(b)	5
2	CO2			12(a) or 12(b)	5
3	CO3			13(a) or 13(b)	5
4	CO4			14(a) or 14(b)	5
5	CO5			15(a) or 15(b)	5
	Section-C Answer all question by choosing Either (or) Type Question				5x8=40
1	CO1			16(a) or 16(b)	8
2	CO2			17(a) or 17(b)	8
3	CO3			18(a) or 18(b)	8
4	CO4			19(a) or 19(b)	8
5	CO5			20(a) or 20(b)	8

SEMESTER - I

CORE PAPER – 1 HISTORY OF ANCIENT INDIA UP TO 1206 A.D

A: course code:-

L	T	P	C
4	0	0	4

B: Learning Objectives (LOs)

LO1; To acquire knowledge on the Various sources of Ancient History.

LO2: To learn about Vedic culture, instill sense of responsibility to promote Indian Culture

LO3: To understand the unique features of Mahajanadasas and rise of Buddhism and Jainism

LO4: To focus on Art and Architecture of Guptas and development of Science and Technology

LO5: to study the significance of Harsha vardhana and his contribution.

C: Course prerequisites

1.The unique features of ancient Indian Society and culture.

2. Instill sense of responsibility to promote Indian culture.

3. The various socio-cultural patterns among the societies in ancient India

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: List all kinds of sources for the History of Ancient India and their nature.	-	K1
CO2: Describe the evolution of economic condition of catervedic age	-	K2.
CO3: Explain the Factors that the rise of Buddhism and Jainism	-	K3.
CO4: Illustrate the their contribution to Indian arts and architecture and culture	-	K3
CO5: Focus on the development of science and Technology –	-	K4
CO6: Discriminate the conquests of Mohammed of Glazni and Ghor	-	K5

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed

Cognitive level

PSO1	R
PSO1	U
PSO3	AP
PSO4	AP
PSO4	AN
PSO2	E

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	S	S	S	M	S	L	L
CO2	S	S	L	S	S	L	L
CO3	S	S	L	M	M	L	L
CO4	S	S	M	S	S	L	L
CO5	S	S	S	S	S	L	L
CO6	S	S	M	L	M	L	L

S- STRONG

M- MIDDLE

L-LOW

Unit I

Sources – Archaeological, Literary sources and foreign accounts on Indian history –Pre-historic and Proto-historic period –Neolithic and Chalcolithic Periods – Indus Valley Civilization – extent of civilization – characteristics – decline – Art and architecture – significance – Pastoral and farming – settlements – development of agriculture – specialization in arts and crafts – trade and commerce – barter system – industrial development - pottery and iron.

(12L)

Unit II

Vedic Age - Early Vedic Age – Aryans – their political and social institution economic condition –Later Vedic Age: social stratification – concept of Varnashrama Dharma – Social, economic and religious condition – contribution of Aryans to Indian culture – Epic Age: social, economic and religious condition – evolution of monarchy.

(12L)

Unit III

Mahajanapadas – formation of states – rise of urban centre’s – Trade routes – economic development – Coinage –Sreshti - Sreni - Rise of Magadha Empire – Factors for the rise of Buddhism and Jainism – teaching and spread of Buddhism and Jainism – their contribution to Indian art and architecture and culture – Persian and Macedonian invasions and their impacts.

(12L)

Unit IV

Rise of Mauryan Empire: sources –Kings – Concept of Dharma – Kautilya's theory of State – administration – society – growth of art and architecture and sculpture - decline of Mauryan Empire – Sungas and Kanvas- Economy: urban economy — trade and commerce – monetary system. Gupta Dynasty: Social changes during the Guptas – Development of science and technology – literary development –development of Art and Architecture - fall of Guptas.-

(12L)

Unit V

Vardhana Dynasty – HashaVardhana and his contributions – Hiuen Tsang accounts – growth of feudalism – Rajputs: Origin – various theories – Arab conquests on Sind and its impacts – conquests of Mohammad of Ghazni and Ghor – social life of Guptas – customs and manners – social evils –status of women – impacts of Muslim invasions.

(12L)

(TOTAL 60L)

Text Books

1. Kurana K.L. History of India Earliest Times to 1761 AD, Lakshmi Narain Agarwal, Agra 2001.
2. Nilakanda Sastri K., History of India – Part I Ancient India, Viswanathan Publishers, Madras, 1963.

Reference Book

1. Basham A.L .,(ed.) A cultural History of India OUP. New Delhi,2003.
- 2.Basham A.L., (ed.) The Wonder that was India, Sidgwick and Jackson, London, 1967.
3. Luniya B.N., Evolution of Indian culture,: from the Earliest Times to the Present Day, Lakshmi Narain Agarwal, Agra, 2003.
4. Mujumdar R.C& others , History of Ancient India From 320 A.D to 1206 A. D, Surjeet publications,Delhi, 1974.
5. Vincent A. Smith, Early History of India: From 600 B. C. to the Muhammadan Conquest, Oxford Unilversity Press, London, 1957.
6. Romila Thapar, Early India, Penquin New Delhi 2002
7. Singhal D.P., India and World Civilization, Vol.2, Michigan state University, 1969.

CORE PAPER 2- HISTORY OF TAMIL NADU UP TO 1336 A.D

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; To study the historical values of sources for the study of History of Tamil nadu.

LO2: To enlighten the students on the contribution of the Pallavas to art, architecture, religion and literature

LO3: To Import knowledge on the achievement of Cholas

LO4: To enable the student know the growth of literature

LO5: To focus on the vijayanagar period and Nayankara system.

C: Course prerequisites

Helpful to prepare for TNPSC examination

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: Recognize the importance of Tamil literature society, Economy and culture, during the samgam period - K1

CO2: Discuss the role of pallavas in the history of Tamil nadu and the significant if Bhakti movement - K2.

CO3: Assess the contribution the cholas and pandyas to Tamil Society and culture. - K5.

CO4: Explain the circumstances learning pandyas and Muslim epoch and the References relating to Tamil culture in foreign accounts - K3

CO5: Analyze the factors for the rise of vijayanagar kingdom and revival of hindu culutre - K4

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	R
PSO2	U
PSO4	E
PSO7	AP
PSO6	AN

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	ZPSO6
CO1	S	S	L	S	S	M
CO2	M	S	S	S	M	L
CO3	S	S	S	M	L	M
CO4	S	S	S	S	M	L
CO5	S	S	S	S	L	L

S- STRONG

M- MIDDLE

L-LOW

UNIT I- I

Geographical features of Tamil Nadu -Pre historic and Sangam Tamilnadu: Pre Historic age in Tamil Nadu – Sources – Five Fold Regions and Occupations – Tamil Kingdoms – Social and Economic conditions Sangam Literature – society- Religion – Education. Kalabhras – Influence of Jainism and Buddhism.

(12L)

UNIT- II

Age of Pallavas and Bhakthi Movement: Origin of the Pallavas; Sources - Pallava's Administration – Social and Economic conditions – Art and architecture – Literature and Education – Bhakti Movement – Growth of Education.

(12L)

UNIT - III

Imperial Cholas: Sources – Raja raja I and Rajendra I: Administration – Social and Economic condition – Religion – growth of Literature – Art and Architecture – Trade and Commerce.

(12L)

UNIT- IV

Pandyas' and Muslim epoch: Pandyas of the I & II Empire – Sources – Foreign Accounts – Social and Economic conditions – Art and Architecture – Impact of Muslim rule in Tamil Nadu and Culture.

(12L)

UNIT- V

Vijayanagars period: Tamil country under Vijayanagar; Sources – Social Condition - Economy – Art and Architecture – Nayankara System – Trade and Commerce – Cultural contributions of Vijayanagar in Tamil Country.

(12L)

(TOTAL 60L)

Text Book:-

1. Subramanian., Social and Cultural History of Tamil Nadu, Madras, 1985.
2. Rajayyan, K., History of Tamil Nadu, Madurai, 1982 .

Reference Books

1. Balasubramanian.C., The Status of Women in Tamilnadu during the Sangam Age.
2. Devanesan, History of Tamil Nadu, Marthandam, Benu Publication, 2004.
3. Mahalingam, T.V., Administration and Social Life under Vijayanagar, University of Madras, 1951.
4. Meenakshi, C., Administration and Social Life under the Pallavas, Madras, 1938
5. Nilakanda Sastri, K.A., The Cholas, The Pandyan Kingdom, and History of South India, London, 1929.
6. Pillai, K.K., Social History of Tamils, University of Madras, 1975.
7. Srinivasan, K.R., Temples of South India, Delhi, NBT, 1995, Revised.

CORE PAPER – 3

HISTORY OF WORLD CIVILISATION UPTO 1453 A.D

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; To equip students with the knowledge of various historical times and various stone age.

LO2: To study the various phases in the important cities political, economic and social development of Egyption civilization

LO3: To trace the causes and consequences of the war between Athens and Sparta.

LO4: To understand the emergence of art religion and philosophy.

LO5: To know the factors favorable to the growth of Towns..

C: Course prerequisites

1. Important cities
2. Indus valley civilization
3. Religion and philosophy

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

- CO1: Define the factors that favored the origin and development of civilization - K1
- CO2: Analyze the factors for the various historical period - K2.
- CO3: Focus the empires of Babylon and Hammurabi - K4.
- CO4: Justify the important contribution to religion Art Arhitecture Maths and Medicine – K6
- CO5: Collaborate the golden age to Augustus and contribution of the Romans - K6
- CO6: Illustrate between the bulwark of eastern Europe and genesis of reformation - K6

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	R
PSO4	U
PSO8	AN
PSO9	CR
PSO9	CR
PSO8	AN

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO1	S	S	M	S	L	S	S	L	M
CO2	S	S	S	S	M	M	S	L	L
CO3	S	S	S	M	M	S	L	M	S
CO4	S	S	M	M	S	L	L	M	S
CO5	S	M	S	S	S	M	M	S	L
CO6	S	S	S	M	M	L	L	L	L

S- STRONG

M- MIDDLE

L-LOW

UNIT I

Life in Pre Historic Times- Origin of Life – - Meaning of Culture and Civilization - Factors that favored the origin and development of civilization- Pre Historic Man – Palaeolithic Age – Neolithic Age – Bronze Age – Iron Age – Human Races and their Movement .

(12L)

UNIT II

Mesopotamia: Sumerian Civilization – Important cities. Royal cemetery –Sargon the Great of Akkad – Social and Economic Life – Sumerian Law and Religion – Babylon and its Empires: Hammurabi the Great – The code of Hammurabi – Nebuchadnezzar II – Architecture – Religion – Literature and Learning. Assyrian Rise of Power: Expansion – Wars – Chaldeans. 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.

(12L)

UNIT III

Indus Valley Civilization-Features- Town plan- 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.

(12L)

UNIT IV

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 Civilization.

(12L)

UNIT V

Factors favorable to the growth of Towns – Medieval Guilds – Contribution of Towns – Constantinople the bulwark of Eastern Europe – Fall of Constantinople – Genesis of Renaissance- Genesis of Reformation.

(12L)

(Total 60L)

Text Books

1. H.A. Davies, An Outline History of the World, Oxford University Press, 1968
2. Manoj Sharma, History of World Civilizations, New Delhi,

Reference Books

- 1.Fellipe Fernandez, Civilizations, London, 2000.
- 2.Hermann Schneider, The History of World Civilization from Prehistoric Times to the Middle Ages, 1931
3. Neil William & Sedlar Jean, Origin of Civilization, New York, 1981
4. Philip Lee Ralph & Others, World Civilizations, New York, 1997
5. F.G. Pearce, An Outline History of Civilization, Oxford University Press, London

CORE PAPER -4 HISTORY OF THE U.S.A 1776-1865 A.D

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; To study the discovery of america.

LO2: To learn the internal administration of Hamilton’s reforms

LO3: To know the Gallatin’s reforms.

LO4: To focus the administration of Jackson.

LO5: To study the Anti slavery movement.

C: Course prerequisites

1. Discovery of America
2. Democracy
3. Slavery movement

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: Understand the challenges of USA in the construction of its own government - K2

CO2: Identify the unique features of National Bank - K4.

CO3: Distinguish between the Jaffersonian democracy and callatin’s democracy - K4.

CO4: Find out the similarities of Jacksonian democracy and Adminstration of Jackson – K4

CO5: Examine the antislavery movement - K3

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	K2
PSO1	K4
PSO6	K4
PSO9	K4
PSO4	K3

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9
CO1	S	S	S	M	L	S	S	S	M
CO2	S	M	S	S	M	S	S	L	L
CO3	M	M	S	S	M	S	L	M	M
CO4	S	S	M	S	S	M	L	M	L
CO5	S	S	S	L	M	L	L	S	S

S- STRONG
M- MIDDLE
L-LOW

Unit –I

Discovery of America – Colonization – Anglo-French conflict – The success of the British – Colonial Administration – American War of Independence – Its Results –Confederation –its defects – Drafting of New Constitution.

(12L)

Unit – II

Federalist Administration: George Washington – Internal administration –Hamilton’s Reforms – Establishment of National Bank –Whisky Rebellion - Foreign Policy –Jay Treaty – Pinckney Treaty - John Adams – Midnight Judges.

(12L)

Unit – III

Election of 1800 – Republican Revolution - Republican administration –Jaffersonian Democracy – Jefferson’s Administration – Gallatin’s Reforms – Purchase of Louisiana – Foreign policy – War with Tripoli - Madison – War of 1812 – effects of the War - James Monroe – Missouri Compromise – Adams-Onis Treaty – Monroe Doctrine and its significance.

(12L)

Unit – IV

Jacksonian Democracy – Features – Administration of Jackson – New Democracy –Spoils system – Kitchen Cabinet –Locofocoism -Nullification issue –Foreign policy -Westward Expansion – Manifest Destiny - The Mexican War.

(12L)

Unit – V

Issue of Slavery – Civil War – Causes – Anti slavery movement – Compromise of 1850 – Kansas – Nebraska Act – Dred Scott case – Free Port Debate – Election of 1860 - Course and Consequences – Abraham Lincoln – Reconstruction.

(12L)

(TOTAL 60L)

Text Books

1. Rajayyan, K A History of the United States, Madurai Publishing House, Madurai, 1976
2. Subramanian, N A History of the USA. Ennes Publications, Udumalpet, 2006.

Books for Reference:

1. Allan Novius A Brief History of the United States.
2. Beard Charles.A & Mary R.Beard New Basic History of the United States
3. Dexter Perkenies & Glyndon G Van Deusan The United States of America Vol I & II
4. E Canning History of the United States
5. Fish, Carl R The Civil War
6. Hicks J.D Readings in American History
7. Hill C.P A History of the United States
8. John A Krout United States Since 1865
9. Gomathinayagam,P.& Anusuya,R History of United States of America, (Tamil),Sri Vinayaga Pathippagam, Rajapalayam, 2001.
10. Jeyapalan, History of United States of America, Atlantic Publications, New Delhi, 2016
11. Krishnamoorthy, V.M History of United States of America
12. Majumdar, R.K &Srivastva, N History of The United States of America upto1865 SBD Publishers Distributors, Delhi, 1994.
13. Marshall Simelsa American History as a Glance
14. E Morrison & M.S Commander Growth of American Republic.

Core-5 - Archaeology: Principles and Methods

L	T	P	C
3	0	0	3

A: course code:-

B: Learning Objectives (LOs)

LO1; To bring awareness on the basic elements of Archaeology

LO2: To know about the latest trend and theories in the discipline of Archaeology .

LO3: To impart knowledge of the Historic and Historical sites.

LO4: To focus the excavation of historical sites..

LO5: To know the dating methods of archeology and Geology.

C: Course prerequisites

1. Archaeology and culture
2. Geological revolution
3. Historical sites

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

- CO1: Explain the kinds of Archaeology and culture, environment, natural sciences - K3
- CO2: Analyse the Historic and Historical sites - K4.
- CO3: Report Antiquarian revolution and the theory of evolution - K3.
- CO4: justify the Historical sites - K6
- CO5: Appraise the development of historical sites - K5
- CO6: Collaborate the dating methods Archaeology and Geology - K6

K1: Remember

K2: Understand

K3: Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	AP
PSO4	AN
PSO5	AP
PSO8	CR
PSO10	EV

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	M	S	S	S	S	S	M	M	L	L
CO2	M	S	L	S	S	M	L	S	L	L
CO3	M	S	L	S	S	L	M	S	L	M
CO4	L	S	M	S	S	S	M	L	M	L
CO5	S	S	S	S	S	L	M	L	M	L
CO6	S	M	L	L	S	S	M	L	M	S

S- STRONG

M- MIDDLE

L-LOW

Unit I

Definition and scope – Archaeology and History – Archaeology and culture and Environment and Natural Sciences – Kinds of Archaeology – Economic Archaeology – Ethno Archaeology – Underwater Archaeology – Arial Archaeology – Salvage Archaeology– Functions of an Archaeologists – Value of Archaeology.

(12L)

Unit II

History of Archaeology – Geological revolution – Antiquarian revolution and the theory of evolution. Henry Schlemann – Pitt. Rivers – Flinders Petrie. 20th century developments. Archaeology in India – Sir William Jones - Alexander Cunningham – Fleet and Hultzch – Medows Taylor – Robert Bruce Foote – James Burgess – Lord Curzon – Sir John Marshall – Sir Mortimer Wheeler – Development since Independence.

(12L)

Unit III

Surface Exploration – Methods, Equipment and Record Objectives – Survey of Prehistoric, Proto – Historic and Historical sites. Methods of site survey – Topographical feature – State of preservation – Possibilities of Excavation – ownership of site – Published references – Illustrations.

(12L)

Unit IV

Excavation – Staff and Equipment – Excavation staff and their functions – Director Assistant Director – Excavation Assistant – Site Supervisors or Trench Recorders – Pottery Assistant – Antiquity Assistant – cum – Curator – photographer surveyor – Draftsman –foreman – Field chemist – Labourers. Tools and Equipment – Camp equipment – Tent equipment – water facilities – camp kitchen – Transport – Draftsman

equipment – Surveyor’s equipment – photo equipment – Excavation equipment – Important sites – Keeladi – Alagankulam – Adichanallur – Kodumanal – Pulimankombai.

(12L)

Unit - V

Archaeology and other sciences – Dating methods Archaeology and Geology – Radio – Carbon Dating – Thermoluminescence dating – Archaeo – magnetism – Potassium – Argon dating – Archaeology and chemistry – Flourino dating – Pollen analysis – Dendro – chronology – Archaeology – and Anthropology - Statistical methods – computer science.

(12L)

(TOTAL 60L)

Text Books

1. Rajan. K, Understanding Archaeology, Field Methods: Theories and Practices, Manoo Pathippakam, Thanjavur, 2016.
2. Raman. K.V, Principles and Methods of Archaeology, Parthajan Publications, Madras, 1986.

Books for Reference:

1. Chakrabarti, Dilip. K, India: An Archaeological History – Paleolithic Beginnings to Early Historic Foundations, OUP, New Delhi, 1999.
2. Childe, V. Gordon, A Short Introduction to Archaeology, Collier, New York, 1960.
3. Daniel, E. Glyn, A Hundred and Fifty Years of Archaeology, Pelican Books, London, 1975.
4. Wheeler. R.E.M, Archaeology from the Earth, Clarendon Press, Oxford, 1954.
5. Venkatraman. R, Indian Archaeology: A Survey, Ennes Publication, Udumalpet, 1985.

Elective-1- EPG- Environmental Geography

L	T	P	C
3	0	0	3

(TOTAL 45L)

II Semester

CORE PAPER -6 HISTORY OF MEDIEVAL INDIA 1206 – 1757 A.D

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; Identify foreign and indigenous sources history.

LO2: Explain the salient Features of Delhi Sultanate .

LO3: Elucidate the rise and growth of vijayanagar statue

LO4: Account for the major development in the polity economy and society of India under the mughals empire.

LO5: Explain the contribution of the Marathas towards making of composite culture.

C: Course prerequisites

1. Medieval Indian History
2. Administration
3. Vijayanagar empire
4. Mughal Empire

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: Estimate the political influence of muslim invasion in the Indian sub-continent - K2

CO2: Define the impact of the muslim invasion on the social and economic aspects of Indian society - K1.

CO3: construct the Cultural influence on the Art, Architecture, music dance and also fusion of several cultural traits during the period - K3.

CO4: Develop & scientific approach to the study of indian of during the period of Delhi sultanate and mughal Empire - K6

CO5: Consider the Anglo French rivalry in the carnatic wars - K5

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO2	U
PSO1	R
PSO4	AP
PSO10	CR
PSO6	EV

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	M	S	S	M	S	S	M	L
CO2	S	S	M	S	S	L	S	S	M	M
CO3	S	S	S	S	L	L	M	L	S	M
CO4	M	L	M	S	S	L	M	S	S	S
CO5	S	S	S	M	L	S	M	L	L	S

S- STRONG

M- MIDDLE

L-LOW

Unit – I

Sources for the study of Medieval Indian history- Beginning of Sultanate period- Kutb-ud-Din Ajbak-Iltutmish-Razia- Balban-Consolidation during the Sultanate period – Mongol Threat.- khilji dynasty-Alauddin Khilji- Malik Kafur’s Invasion on South India and its impact Beginning of Tughlak dynasty.

(12L)

Unit – II

Administration Under Delhi Sultanate- Socio economic conditions in the Sultanate period- Literary development Iqta and Jagir system – Decline of the Sultanate – Arts and Architecture under the sultanate – Rise of Bhakti movement Sufis acculturation

(12L)

Unit – III

Rise of Regional kingdoms in south India – Vijayanagar Empire and Bhamini kingdoms – Social and Economic life of people in south India – Arts and Architecture under Vijayanagar Empire. The Mughal Empire – Sources – India on the eve of Babur’s invasion- Babur conquests Administration – Humayun – causes for his failure Shah Shah conquests – administration.

(12L)

Unit – IV

Jahangir- Rule of Nurjahan – Shajahan – Golden Age- war of Succession.-
Aurangzeb- conquests Deccan policy- Religious policy- Downfall of Mughals- Mughal
Administration – Social, economic and cultural conditions under the Mughals – Mughal
art and architecture.

(12L)

Unit – V

The Marathas – Shivaji – Early Career – Conquest Administrations – Decline of
Marathas- Peshwas- Balaji Viswanth – Baji Rao – Balaji Baji Rao- Third battle of
Panipat. The Advent of Europeans – Portuguese – Dutch- English and French – The
Anglo – French rivalry in the Carnatic wars – Robert Clive – Battle of Plessey.

(12L)

(TOTAL 60L)

Text Books:

1. Satish Chandra, History of Medieval India, Mac Millan, New Delhi, 1984.
2. Mahajan, V.D, History of Medieval India, Sultan Chand, New Delhi, 2000.

Books for Reference:

1. Basham A. L (Ed.), A Cultural History of India, OUP, New Delhi, 2001.
2. Khurana K.L, Medieval India, Lakshmi Narayan Agarwal, Agra, 2007
3. Mahalingam T.V, Economic life in the Vijayanagar Empire
4. Majumdar R.C., An Advanced History of India, Mac Millan, New Delhi, 2002
5. Mehta J.L, An Advanced Study in the History of Medieval India(3 Vols), Sterling
Publication, New Delhi, 2002.
6. Sathiyanaatha Iyer, A History of India, Chennai, 2002. .
7. Vincent A. Smith, The Oxford History of India, OUP, New Delhi, 2002
8. Nanda, S.P. Economic, Social History of India, Anmol Publication, New Delhi, 1985.
9. Ray Choudari, S.C., Social, Cultural and Economic History of India, Surjeet
Publication, New Delhi, 2002.
10. Srivasatava, A.L., History of Medieval India (1000 - 1707) , Shivalal Agarwal
Company, Agra, 1989.

CORE PAPER- 7 - History of Tamil Nadu from A.D 1336- 1801A.D

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; To understand the advent of the vijayanagar Empire and Nayaks

LO2: To study in detail of the emergence of Marathas in Tamil Country.

LO3: To realize the impact of the advent of poligars in Tamilnadu.

LO4: To help the students to acquire knowledge on the History of Tamilnadu.

C: Course prerequisites

1. Valangai and idangai issues
2. Kavalkarar system
3. Tamil culture
4. Society

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: Recognize the importance of vijayanagar rule to Tamilnadu, administration of Valangai and dangai issues - K1

CO2: Identify the role of socio-economic control of Revenue system - K2.

CO3: Explain the circumstances learning Christian missionaries and their services to Tamil Languages and Tamil Society - K3.

CO4: Assess the contribution of Tamil Society under Nawabs - K5

CO5: Analyze the factors for the rise of the south Indian rebellion of 1800-1801 causes course and results - K4

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	R
PSO3	U
PSO5	AP
PSO8	EV
PSO4	AN

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	S	M	S	S	S	L	S	M
CO2	M	S	S	S	S	M	L	L	S	M
CO3	L	S	S	S	S	M	L	M	S	S
CO4	S	S	M	S	M	L	L	M	S	S
CO5	L	L	M	S	S	L	L	M	S	L

S- STRONG

M- MIDDLE

L-LOW

Unit-I

Foundation of Vijayanagar empire – invasion of Kumara Kampana-impact of Vijayanagar rule on Tamil Nadu- Administration – Valangai and Idangai issues.

(12L)

Unit II

Nayaks of Madurai, Viswaatha Nayak- Thirumalai Nayak- Rani Mangammal - Meenakshi -Senji and Tanjore Nayaks : Socio – Economic Conditions – Revenue System – Poligari System – rights and duties of Poligars – Kavalkarar system - Literature – Art and Architecture - Religious Conditions – Hinduism, Islam and Christianity.

(12L)

Unit III

The Marathas of Tamil Country – Administration- Constitution of Marathas to Tamilculture- Sethupatis of Ramnad – some aspects of the rule of sethupatis- Society, Economy, Religion and culture - Christian Missionaries and their Services to Tamil Language and Tamil Society – social reforms of British government – Famine and irrigation projects – Mettur, Periyar and Papanasam.

(12L)

Unit IV

The Nawabs of carnatic – Tamil Society under Nawabs- Anglo Mysore relations – Administration under Nawabs- The carnatic wars – Society, Economy, Religion and culture.

(12L)

Unit V

The poligar Rebellion – khan sahib and Puli thevar- Veerapandiya kattabomman – The South Indian Rebellion of 1800-1801- causes, course and Results.

(12L)

(Total 60L)

Text Books:

1. Subramanian., Social and Cultural History of Tamil Nadu, Madras, 1985.
2. Rajayyan, K., History of Tamil Nadu, Madurai, 1982 .

Books for Reference:

1. Boag G.T. The Madras Presidency
2. Caldwell. R. History of Tinnevely
3. Mahalingam, A. Land, Society and Art in Tamil Nadu, New Delhi, 2016
4. Chellam V. T., Short Survey of the History of Tamilnadu, Madurai Publishing House, Madurai.
5. Varghese Jeyaraj, S. Socio-Economic History of Tamilnadu, Anns Publication, Uthamapalayam, 2017.

CORE PAPER 8 - History of the U.S.A 1865 -1945 A.D

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; To provide historical background of the USA

LO2: To bring to time light the importance of emergence of USA as world power.

LO3: To enable students understand various programmes of different presidents.

LO4: To understand the knowledge about Frankline D-Roosevelt

LO5: To develop the knowledge about the various acts passed by the congress.

C: Course prerequisites

1. Reconstruction
2. imperialism
3. Paris peace conference
4. Rights to womens

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

- CO1: Define the themes of Reconstruction agricultural development - K3
- CO2: Analyse the factors for the social welfare and labour welfare measures - K4.
- CO3: Evaluate the important historical circumstances that led to the entry of USA
into the wars - K3.
- CO4: Asses the reasons for the emergence of the disastrous attack on Hiroshima
and Nagasaki - K5
- CO5: Describe the origin and nature of various problems of equality of the black acts of
segregation - K1

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	R
PSO4	AN
PSO5	EV
PSO5	EV
PSO1	R

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	S	M	S	M	M	L	L	L
CO2	S	S	S	M	S	S	S	M	M	M
CO3	M	S	S	M	L	S	S	M	S	S
CO4	L	M	S	M	S	L	L	S	S	S
CO5	S	S	S	M	S	L	L	S	S	S

S- STRONG

M- MIDDLE

L-LOW

Unit I

Reconstruction: Problems of Reconstruction – Plans of Reconstruction –Presidential Reconstruction Plan – Congressional Reconstruction Plan - Black Reconstruction- Failure Of Reconstruction. Economic Development: Growth of Big Business – Leading Industrialists – Rise of Trusts– Agricultural Development – Agrarian Movement – Populist Party- Labour Movement –Agricultural development.

(12L)

Unit II

Rise of Imperialism – Territorial Expansion – Spanish American War and its effects -Pan Americanism – Open door Policy. Theodore Roosevelt – Internal policy – Fair Deal – social welfare and Labour welfare measures –His Foreign Policy – Big stick diplomacy – Construction of Panama Canal - William Howard Taft – Dollar diplomacy.

(12L)

Unit III

USA and the World War I – Circumstances that led to the entry of USA into the war – Paris Peace Conference Wilson’s Fourteen Points – Wilson’s Internal administration.

(12L)

Unit IV

Frankline D Roosevelt – Internal Policy – New Deal Programme -Foreign Policy – The policy of neutrality. The USA in the Second World War – circumstances that led to the War – The Pearl Harbour attack – The disastrous attack on Hiroshima and Nagasaki – The role of the USA in founding the UNO.

(12L)

Unit V

Movements for Rights: Movments for Women"s Franchise – Problems of equality of the black – Acts of segregation – Various Acts passed by the Congress – Martin Luther King.

(12L)

(Total 60L)

Text Books

1. Rajayyan, K A History of the United States, Madurai Publishing House, Madurai, 1976
2. Subramanian, N A History of the USA. Ennes Publications, Udumalpet, 2006.

Books for Reference:

1. Allan Novius A Brief History of the United States.
2. Beard Charles.A & Mary R. Beard New Basic History of the United States
3. Dexter Perkenies & Glyndon G Van Deusan The United States of America Vol I & II
4. E Canning History of the United States
5. Fish, Carl R The Civil War
6. Hicks J.D Readings in American History
7. Hill C.P A History of the United States
8. John A Krout United States Since 1865
9. Gomathinayagam, P.& Anusuya, R History of United States of America, (Tamil), Sri Vinayaga Pathippagam, Rajapalayam, 2001.
10. Jeyapalan, History of United States of America, Atlantic Publications, New Delhi, 2016
11. Krishnamoorthy, V.M History of United States of America
12. Majumdar, R.K & Srivastva, N History of The United States of America upto 1865 SBD Publishers Distributors, Delhi, 1994.
13. Marshall Simelsa American History as a Glance
14. E Morrison & M.S Commander Growth of American Republic.
- 15.

Core paper – 9 HISTORY OF EDUCATION IN INDIA

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; To highlight the glorious legacy of native education in India

LO2: To make the students understand the contribution of the British to Indian education system and its impact .

LO3: To make the students aware of the current educational policy strategy so that in future they will contribute a continuous process

C: Course prerequisites

1. Gurukula Education system.
2. Education in medieval India
3. Wardha scheme of education
4. Mudaliar education commission

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

- CO1: Define the key themes Education in vedic period, growth of science education in south India - K3
- CO2: Evaluate the important educational contribution made by the sultanate of Delhi - K5.
- CO3: Describe the origin and nature of various education strategies - K1.
- CO4: Describe the origin and nature of various education commission in India - K1
- CO5: Describe the origin and nature of various education policy in India today - K1

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	KT
PSO6	K5
PSO1	K1
PSO1	K1
PSO1	K1

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	S	S	S	S
CO2	M	S	S	L	S	S
CO3	S	S	L	M	L	L
CO4	S	S	L	L	M	L
CO5	S	S	S	S	S	L

S- STRONG

M- MIDDLE

L-LOW

UNIT I: Education in Ancient India.

Education in Vedic period - Gurukula System - Post-Vedic Education - Brahmanic Education-Buddhist and Jain Education. Universities in Ancient India - Growth of Science. Education in South India: -In the Age of Sangam – Pallavas, Cholas and Pandya Regimes.

(12L)

UNIT II: Education in Medieval India.

Educational Contributions made by the Sultanate of Delhi - Mughul's legacy on education - Important centres of Education in the Medieval period. Education in the Deccan Kingdoms of the Bhamanis and Vijayanagar. Marathas and the Nayaks – Saints and Philosophers of Medieval India and their teachings.

(12L)

UNIT III: Education in British India.

The East India Company's Efforts – Oriental and Occidental Educational Controversy - Macaulay's Minute - Wood's Educational Dispatch – The Victorian Epoch-University,

Secondary and Primary Education –Sadler Commission - Hartog Committee Report on Education - Education under Diarchy- Wardha Scheme of Education- Sargent Report on Education –Impact of Western education in India.

(12L)

UNIT IV: Education in Free India.

Dr. Radhakrishnan Commission Report- The Mudaliar Commission Report, Acharya Narendra Dev Committees, -Accent on Fundamental ResearchExpansion – Problems of Indian Education-the Kothari Commission ReportIITs - NITs.

(12L)

UNIT V: Education in India Today.

The New Educational Policy- Novodaya schools – Professional Education – Vocational Education – Right to Education - Role of UGC –AICTE -NCERT - ICSSR- ICHR - Adult education – Literacy rate in India. (SELF STUDY)

(12L)

TEXT BOOKS:

1. Nurullah, S. and J.P. Naik, A History of Education in India, Macmillan, Bombay, 1951.
2. Zellner, A.A., Education in India, Bookman Associates, New York, 1951

Reference books:

1. Basu, A.N., Education in Modern India, Orient Book Co., Calcutta, 1947.
2. Bhagwan Dayal, The Development of Modern Indian Education, Orient Longmans, New Delhi, 1955.
3. Lunia B N. Evolution of Indian Culture: From the Earliest time s to the Present Day, Lakshmi Narain Agarwal, Agra, 2003
4. Mahmood Syed, A History of English Education in India, 1781, 1873, Aligarh, 1895.
5. Mukerji, S.M., Education in India: To-day and Tomorrow, Acharya Book Depot, Baroda, 1964.
6. Mukerji, S.N., History of Education in India (Modern Period), Acharya Book Depot, Baroda, 1965.
7. Siqueira, T.N., The Education of India, London, Oxford University Press, 1952.

ELECTIVE PAPER -2 Heritage Tourism

L	T	P	C
3	0	0	3

A: course code:-

B: Learning Objectives (LOs)

LO1; To impart knowledge about the origin and development of Tourism in India

LO2: To acquire knowledge on impact of Heritage Tourism .

LO3: To enrich the learners over the diversities culture and festivals of the India.

LO4: To Learn how tourism is promoted by arts, architecture and handicrafts.

LO5: To provide knowledge on the role of fairs and festivals of India in Tourism

C: Course prerequisites

1. Heritage tourism-highlights the culture tourism and value of India as cultural and heritage tourist destination

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: Interpret the origin and development of tourism in India - K2

CO2: Define and understand the concepts related to cultural tourism - K1.

CO3: Analyse the religious centers of India and their role in promoting heritage tourism - K4

CO4: Appose the contribution of Indian arts, Architecture and socio –cultural and physical impact - K5

CO5: Examine the impact of natural heritage of Geographical features of India
Popular nature based tourism - K3

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	R
PSO4	AN
PSO5	EV
PSO2	U
PSO4	AP

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	M	S	L	S	S	S	S
CO2	M	S	L	S	S	S	S
CO3	M	S	L	S	S	S	S
CO4	M	S	L	S	S	S	S
CO5	M	S	L	S	S	S	S

S- STRONG

M- MIDDLE

L-LOW

Unit-I: Tourism:

Meaning and Definition of Tourism-Structure of Tourism-Types of Tourism-Sectors of Tourism-History of Tourism in India-Business Dimension of Tourism-Employment Potential of Tourism.

(9L)

Unit-II: Cultural Heritage:

Glimpses of major Indian Culture: Harappan and Aryan-Fair and Festivals of India-Harvest Festivals: Maha Shankaranthi, Pongal, Holi, Dussera, Onam, Deepavali, Kumbha Mela, Buddha Poornima, Christmas and Ramzan- Performing Arts;Dance, Drama and Music and their role in Tourism- Role of Museum in preservation of Cultural Heritage.

(9L)

Unit-III: Religious Heritage:

Hinduism, Buddhism, Jainism, Sikhism. Islam and Christianity-Popular Religious Site for Tourism-Varanasi, Bhubaneswar, Rameshwaram, Dwaraka, Amarnath, Kedarnath, Badrinath, Madurai, Tirupathi, Bodhgaya, Saranath, Vishali, Kushinagar, Saravanabelagola, Dilwara Temples, Golden Temple, Ajmeer,Jamma, Nagore Masjid, Haji Ali Mosque, St. Thomas Mount, Velankanni and St. Xavier Church.

(9L)

Unit IV: Natural Heritage:

Geographical features of India- Popular Nature Based Tourism Destinations-Beach Resorts, Mountain Resorts, Wild Life Sanctuaries, Birds Sanctuaries, National Parks- Nature

based Tourist Activities-Boating, Trekking, Dolphin watch, Wild life Safari, Birds Watching, Nature Walk, Hand gliding, Ballooning.

(9L)

Unit V: Sustainable Development:

Tourism Impact-Positive and Negative, Aspect of Economic, Socio-cultural and Physical impacts- Eco-Tourism Concepts- Sustainable Development- Concepts and Practices- Importance of Sustainable Development in Tourism.

(9L)

(Total 45 L)

Text Books:

1. Hussain,A.A., The National Culture of India, National Book Trust,New Delhi,1989.
2. Basham,A.L., The Wonder that was India, Rupa and Co., Pulishers,Pvt.Ltd New Delhi,1988.

References:

1. Acharya Ram, Tourist and Cultural Heritage of India, ROSA Pulications,Pvt.Ltd., Jaipur, 1986.
2. Mukerjee,R.K., The Culture and Art of India, Geo-Allen Unwin Pulishers,Pvt.Ltd.,London,1959.
3. Shalini Singh, Cultural Tourism and Heritage Management, Rawat Publications, Jaipur, 1999.
4. Thomas,P., Festivals and Holidays of India,Taraporevala sons Pvt.Ltd.,Mumbai,1984.
5. PranNath Seth, An introduction to Travel and Tourism management, Sterling Publishers, New Delhi, 2007.
6. PranNath Seth, Successful Tourism management, Vol I, Sterling Publishers, New Delhi, 2008.
7. Mohamed Zalfikar, Introduction to Tourism and Hotel Industry, Vikas Publishing House, New Delhi, 2008.

Semester :III

CORE PAPER -10 History of Freedom Movement in India 1757 -1947 A.D

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; To know the rise of nationalism and the contributions of moderates and extremists

LO2: To provide knowledge on the various movements launched by him.

LO3: To study the role of Gandhiji and various movements lunched by him

LO4: To focus on the cabinet mission and mountbatten plan

LO5: To make the students know the Indian Independence Act.

C: Course prerequisites

1. South Indian rebellion.
2. Origin of the congress
3. Gandhian Era

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: Examine the rise of nationalism and Socio-Religious movements - K3

CO2: Asses the role of modevates and extremists during Indian National movement - K5.

CO3: Illustrate the causes and results of Non-co-Operation movement civil disobedience-K2

CO4: Outline the History of various freedom fighters and their role and hardships

Faced by them - K1

CO5: Analyze the various policies of the British to attain freedom - K4

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO3	AP
PSO6	EV
PSO2	U
PSO1	R
PSO5	AN

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	S	S	S	S	S	L	M
CO2	S	S	S	S	S	L	M
CO3	S	S	S	S	S	L	M
CO4	S	S	S	S	S	L	M
CO5	S	S	S	S	S	L	M

Unit-I

Battle of Plassey – Battle of Buxar – South Indian Rebellion, 1800-1801 – causes, course and Vellore Mutiny of 1806 – Resistance Movements 1807 – 1856 – The Revolt of 1857 – causes, Courses and results. socio – religious reform movements of the 19th Century – role Pre – Congress Associations .

(12L)

Unit-II

Indian National Congress – Origin of the Congress – its objective conferences – Moderate ideology – of Extremist ideology – Lord Curzon and the partition of Bengal and its effects – Swadeshi Movement – The Gaddar Party – Formation of the Muslim League – Simla Deputation - Formation – first world war and Freedom Struggle - Home Rule Movement of B.G.Tilak and Annie Besant – Congress – League scheme – Rowlaat Act – JalianWalabagh Massacre

(12L)

Unit-III

. The Gandian Era : The Formative Phase – Advent of Gandhi on the Political scene of India– His ideology – congress – League Scheme – reaction of Towlett Act and early satyagraha's launched by Gandhi – the Khiafat and the Non – Co-operation Movements, 1920-22 – The Swarajaya Party – Constructive Programme of Gandhi – Simon Commission – Nehru Committee Report and Jinnah's Fourteen Points – Purna Swaraj resolution - Civil –Disobedience Movement, 1930-34 – Salt Satyagraha –Dandi Salt Satyagraha – Gandhi –Irwin Pact – Round Table Conferences – Communal Award – Poona Pact .

(12L)

Unit-IV

Gandhian Era: The Second Phase – Impact of Second World War – Struggle in Princely States – August Declaration of 1940 – Individual Satyagraha – Cripps Proposals –Quit India Movement of 1942 – Rise and Growth of Leftist Movement – Muslim League and demand for Pakistan – Liaquat Pact – C.R. Formula – Indian National Army –NetajiSubash Chandra Bose – Naval Mutiny of 1946. Towards Transfer of Power – Wavell Plan – Simla conference, 1945 – Cabinet Mission Plan, 1946 – Mountbatten Plan – Indian Independence Act, 1947.

(12L)

Unit-V

Role of Press, Theatre and Cinema in the national movement- Role of Tamil Nadu in the Freedom Movement- First session of Indian National Congress and delegates from Tamil Nadu – Third session of Indian National Congress At Madras – Role of moderates, Extremists and Terrorists in Tamil Nadu – Swarajist Party and Tamilnadu – Role of Tamil Nadu in the Mass Movements of Mahatma Gandhi – Salt Satyagraha at Vedaranyam – Role of Rajaji in the last Phase of freedom Struggle – Role of Tamils in the Indian National Army- Freedom 1947.

(12L)

(TOTAL 60L)

Text Book:

1. Bipin Chandra & Others India's Struggle for Independence, 1857
2. Ahulwalia, M.M., Freedom Struggle in India, 1857-1909.

Books for Reference

1. Agarwal, R.C., National Movement and Constitutional India.
2. Ahulwalia, M.M., Freedom Struggle in India, 1857-1909.
3. Bipin Chandra & Others India's Struggle for Independence, 1857
4. Daniel, D., Struggle for Responsible Government in 1938-1947.
5. Desai, A.R., Peasant Struggles in India.
6. Ghose, K.K., The Indian National Army
7. Gopalakrishnan, P.B., Extremist Movement in Trinelveli, (1908-1911)
8. Mujumdar, R.C., History of the Freedom Movement in India
9. Mammathanath Gupta, History of the Indian Revolutionary Movement
10. Pattabhisitaramayya, History of the Indian National congress, Vol. I & II
11. Rajayyan, K., South Indian Rebellion: First War of Independence 1800 – 1801
12. SumitSarkar Modern India 1885-1947
13. Tara Chand History of the Freedom Movement in India
14. Venkatesan, G., History of Freedom Struggle in India.

CORE PAPER -11 HISTORY OF TAMILNADU 1801-1987 A.D

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; To study more on alien political domination and native resistance.

LO2: To associate the emergence of nationalism in Tamil Nadu

LO3: To study about the rise of regional sub-nationalism in Tamil Nadu

LO4: To estimate the colonial contribution in the development of Indian social fabric.

LO5: To promote the social welfare schemes of Tamil Nadu.

C: Course prerequisites

1. Vellor Mounting .
2. Christian missionary
3. Freedom struggle

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: Analyze Various factor leading to the formation of Nayaks and Sethupathis
In Tamil Nadu

- K4

CO2: Estimate the role of Christian missionaries and their services

- K2

CO3: Relate the background for the emergence of political parties in Tamil Nadu

- K4

CO4: Discuss the genesis and role of Justice party

- K2

CO5: Appraise and criticize the administrative measures of the chief

Minister of Tamil Nadu

- K4

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	AN
PSO2	U
PSO6	AN
PSO5	AP
PSO7	EV

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	S	S	M	M	S	L	L	L
CO2	S	S	S	S	S	M	S	L	L	L
CO3	S	S	S	S	L	M	S	L	L	L
CO4	S	S	M	S	M	S	M	L	M	S
CO5	S	S	L	S	M	S	M	L	S	S

Unit I:

Results of South Indian Rebellion-Vellore Munity of 1806-causes, course and consequence- The British Administration in Tamil Nadu-Land Revenue Administration-Ryotwari system- Judicial Administration

(12L)

Unit II:

Introduction of western education- Christian missionary activities- Socio religious reform movements- Ramalinga Adigal-Vaikunda Swamigal- Temple Entry Movement – the rise and fall of Justice party-EVR- Self Respect Movement.

(12L)

Unit III:

Role of Tamil nadu in freedom struggle- V. O. Chidambaram Pillai- Subramania Bharathi – Vanchinathan- Subramania Siva- Rajaji- Satya Moorthy-Kamaraj.

(12L)

Unit IV:

Tamil Nadu under congress rule – Rajaji- Kamaraj- Administration- Industrial Development under Kamaraj – educational development – Bhaktavatsalam- The Anti –Hindu Agitation of 1965.

(12L)

Unit V:

The rise of DMK to power – C.N. Annadurai – The economic development of TamilNadu after 1947-the development of industries – social welfare measures.

(12L)

(Total :60L)

Text Book:-

1. Subramanian., Social and Cultural History of Tamil Nadu, Madras, 1985.
2. Rajayyan, K., History of Tamil Nadu, Madurai, 1982 .

Reference Books

1. Balasubramanian.C., The Status of Women in Tamilnadu during the Sangam Age.
2. Devanesan, History of Tamil Nadu, Marthandam, Benu Publication, 2004.
3. Mahalingam, T.V., Administration and Social Life under Vijayanagar, University of Madras, 1951.
4. Meenakshi, C., Administration and Social Life under the Pallavas, Madras,1938
5. Nilakanda Sastri, K.A., The Cholas, The Pandyan Kingdom, and History of South India, London, 1929.
6. Pillai, K.K., Social History of Tamils, University of Madras, 1975.
7. Srinivasan, K.R., Temples of South India, Delhi, NBT, 1995, Revised.

CORE PAPER – 12 HISTORIOGRAPHY

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; To learn the meaning Value and classification of History.

LO2: To study the forerunners of Historiography

LO3: To import knowledge in historical writing in India

LO4: To focus the significance of Historical research and selection of topics.

LO5: To equip with research methodology.

C: Course prerequisites

1. Imparts the value of History and develop the methods of Historical writing.

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: Define the meaning and explain the nature and scope of history	- K4
CO2: Trace the genesis of historical writing in Greece Rome and Arabia	- K2
CO3: Discuss the role of Indian historians	- K2
CO4: Undertake research with confidence	- K1
CO5: Apply the methodology in research work project or thesis	- K1

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO6	AP
PSO2	U
PSO4	U
PSO1	R
PSO7	R

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	S	S	L	S	L	L	S	M
CO2	S	S	S	S	L	S	L	L	S	M
CO3	S	S	S	S	S	S	M	L	S	M
CO4	S	S	S	S	S	M	M	L	S	M
CO5	S	S	S	S	S	M	S	L	S	M

UNIT : I

Meaning of History, Nature of history. Scope and purpose of History. Is History science or Art? Kinds of History. Allied subjects. Limitations – Uses of History – Lessons of History – Abuses of History – Varieties of Sources – Archaeological – Inscriptions – Coins – monuments – Government Reports – Gazetters – News papers

(12L)

UNIT : II

Ancient Historiography – The Greek Historians. Herodotus, Thucydides – Xenophon. Polybius – Roman Historians – Titus Livy, Tacitus – Medieval Historiography Biblical view of History, Eusebius, St. Augustine. Islamic Historiography. Ibn khaldun. Modern Historiography Renaissance – Machiavelli, Reformation – Historiography – Cartesianism Bacon – Descartes, Montesquieu, Anticartesianism – Vico – Enlightenment Gibbon – Romanticism – Kant, Hegel. Utilitarianism - James Mill, John Stuart Mill – Positivism – Comte.

(12L)

UNIT : III

Theological Interpretations — Historical Determinism - Free will Doctrine – Historicism – Relativism – Dialectical Materialism – Cyclical Theory. Rhythm in history. Ideas and change – Theory of Repetition – The concept of progress. Indo – Muslim Historiography – Pre – Mughal Historiography – Mughal Historiography – Modern historiography– Colonial Historiography on India.

(12L)

UNIT : IV

James Mill – Imperialist – Administrator Historians – Henry Maine, Vincent Smith, W.H. Moreland. Indian Nationalist Historiography V.D. Savarkar, R.C. Majumdar. Modern Indian

Historians. R.G.Bhandarkar, J.Sarkar, S.Krishnaswami Aiyangar, K.M.Panikkar, K.A.Nilakantasastry, D.D.Kosambi, R.S.Sharma, Romila Thampar, S.Gopal, Bipin Chandra, Satish Chandra, Irfan Habit, Ranjit Guha, and Ramachandra Guha.

(12L)

UNIT : V

Methodology of Research, Design, Research Problems, Hypothesis, Collection of Data, Bibliographic method, Card file, External criticism, Internal criticism – Organisation of research work – Contextual Analysis. Statistical analysis – Preparation of Tables. Foot – Notes – Abbreviations – Italics – Dates and Figures. Electronic sources.

(12L)

(Total 60L)

Text Books

1. Barnes, H.E. A History of Historical writing.
2. Berdyaev, N. The Meaning of History,

BOOKS FOR REFERENCE:

1. Satish, K.1988.Recent Trends in Historiography
2. Barnes, H.E. The History.
3. Barzun, J. Darwin marx, Wagner A study of Historical writing.
4. Black Jeremy and Donald M. Macraill – Studing History.
5. Berkhofer, Junior R.F. A Behavioural Approach to Historical Analysis.
6. Block, M. Karl Marx's Interpretation of History.
7. Burck Randt, J. Judgements is History and Historians.
8. Bury, J.B. The Idea of Progress.
9. Carlyle, T. On Heroes, Hero worship and the Heroic in History.

CORE PAPER – 13 ARCHIVES KEEPING

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1; To create awareness regarding archives and the values of Archival resources for the study of History.

LO2: To describe Archival preservation, archival practices the administration and management of archives a round the world.

LO3: To import knowledge on the methods of using archival resources for Historical research.

C: Course prerequisites

1. Growth of Archives.
2. Record development
3. Tamil Nadu Archives

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

- CO1: Express the history of archives and their utility for Historical research - K4
- CO2: Correlate the methods of preserving archival materials - K4
- CO3: Evaluate the Administration of Archives - K5
- CO4: Justify the growth and development of archives - K6
- CO5: Distinguish the various organizations of Tamil Nadu archives - K5

K1: Remember

K2: Understand

K3: Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	U
PSO6	AN
PSO5	EV
PSO4	CR
PSO5	EV

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	S	S	L	L	M	S	S	S	S	L
CO2	S	S	L	M	M	S	S	S	S	L
CO3	S	S	M	M	M	S	S	S	S	L
CO4	S	S	S	M	S	S	S	S	L	L
CO5	S	S	S	M	S	S	S	S	L	L

Unit 1:

Meaning – origin and scope of Archives keeping- growth of archives-history of archives
–Europe and India- importance of Archives for historical studies.

Unit II

Creation of Archives – classification – record development- Racking- shelves and the materials.

Unit III:

Preservation of Archival materials – preventive measures- methos of preservation- Lamination- Decketing – Book Binding- Factors of deterioration- Repair of Archival material.

Unit IV

Administration of Archives- Functions of archives- publication Facilites to Research- maintenance of Archives- uses of Archives.

UnitV

Archives organization – Tamil Nadu Archives- Private Archives- Indian Historical Records commission- Historical Manuscripts commission – Role of Archives in the present day

world- National Archives- Tamil Nadu state Archives: Private Archives- Categories of Private Archives. Current Streams of Thought:

TEXT BOOKS

1. C.L Prajapathi, conservation of Documents: Problems and solutions, New Delhi: A Mittal Publications,2005.
2. Sundara Raj, M - Manual of Archives Systems and the World of Archives.

BOOKS FOR REFERENCE

- 1.A Guide to the Archival care of Architectural Records. 19th- 20th Centuries. InterationalCouncil on Archives section of Architectural Records, Paris ICA 2000.
2. N. Harinarayana, Science of Archives Keeping, Hyderabad, State Archives, 1969.
3. PurenduBasu Archives and Record, What are they? New Delhi: National Archives of India 1960.
4. Baliga, B.S. - Guide to the records preserved in the Madras Record Office.
5. Schallenberg, T.R. - Modern Archives – Principles and Techniques
6. Salien Ghose - Archives in India.
7. Thiagarajan, J. - Archives Keeping

ELECTIVE 3 -Human Rights

L	T	P	C
3	0	0	3

A: course code:-

B: Learning Objectives (LOs)

LO1; To recognize the students about universal declaration of Human Rights

LO2: highlights the provisions of committee.

LO3: To extend the knowledge of human Rights in Indian constitutions

LO4: To know the Human Rights of women education

C: Course prerequisites

1. Human rights.
2. Civil political rights
3. Human rights violations

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: Identify the origin and growth of Human rights - K1

CO2: Determine the economic, social and cultural rights of the convention
Related to the status of Refugees - K5

CO3: Summarizes the Directive principles of state policy and National Human Rights
commission - K2

CO4: Identify the Domestic violence and Human rights violations - K1

CO5: Analyse the social activities, mehtapakker, Malala, recent Amendments Acts - K4

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	R
PSO6	EV
PSO7	U
PSO2	R
PSO3	AN

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	S	S	S	L	S	S	M
CO2	S	S	S	L	L	L	M
CO3	S	S	S	L	M	L	M
CO4	S	S	S	M	L	M	L
CO5	S	S	S	L	L	M	L

UNIT: I

Introduction to Human Rights -Meaning – History – Origin and Growth –Theories of Human Rights – Universal Declaration of Human Rights (UDHR) **(8L)**

UNIT II:

International Human Rights Documents International Covenant on Civil and Political Rights (ICCPR) –Optional Protocol to ICCPR - International Covenant on Economic, Social and Cultural Rights - Convention on the Rights of the Child – International Convention on Elimination of Racial Discrimination (CERD) –Convention Related to the Status of Refugees.

(10L)

UNIT III:

Human rights in Indian Constitution - Preamble – Fundamental Rights – Directive Principles of State Policy – National Human Rights Commission – SC / ST Commission –Minority Commission

(9L)

UNIT IV:

Human Rights Violations - Domestic violence - Torture, Custodial Death,- Encounter Death Judicial Killings – Death Penalty - Child Trafficking - NSA – MISA Goondas Act,- TADA, and POTA. (Self Study)

(9L)

UNIT V:

Human Rights of Women: Children – Dalits - Prisoners –Physically Challenged- Trans
– Genders – Social Activists - Mehta Patker – Malala- Recent Amendments and Acts

(9L)

Text Books

1. Sharma, OC, Crime Against Women, New Delhi: Ashish Publishing House, 1994.
2. Krishna Iyer, V.R., Human Rights, New Delhi, BR. Publications Corporative,1995.

Reference Books:

1. Asish Kumar Das & Prasanth Kumar Mohanthy, Human Rights in India, Sarup & Sons Publishers, New Delhi, 2007.
2. Lina Gonsalves, Women and Human Rights, APH Publishing Corporation, New Delhi, 2008.
3. Paramjilt S Jaswal & Nishtha Jaswal, Human Rights and the Law, APH Publishing, New Delhi, 1996.
4. Thomas, MA, The Struggle for Human Rights, Bangalore: Asian Trading Corporation, 1992.

IV Semester

CORE PAPER -14 HISTORY OF CONTEMPORARY INDIA SINCE 1947 A.D

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1: Import knowledge on the making of the Indian Constitution, economic planning and the linguistic reorganization of Indian states

LO2: Give a picture of how India's political and economic agenda and basics of foreign policy were evolved and developed since Independence .

LO3: Focuses on the development of Education science technology and also the contemporary issues related to religion, caste and politics in India

LO4: To know the role of political leaders in various aspects.

LO5: To study the economic development and program of science in contemporary India.

C: Course prerequisites

1. Motivates the students for critical and analytical study of free India

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

CO1: Estimate the role of Sardar Vallabai Patel in the integration of princely state - K2

CO2: Compare the administrative measures taken by the congress and Janatha Party government in the beginning years post independence period - K5

CO3: Distinguish between the Indo-pak – Relations – indo-Sri-Lankan Relations indo-Bangladesh Relations - K4

CO4: Distinguish between the administration of Rajiv Gandhi and Narasimha Rao - K4

CO5: Identify the changes in contemporary Indian society - K1

CO6: Explain the economic development and progress of science in contemporary India - K2

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	K2
PSO6	K5
PSO5	K4
PSO2	K4
PSO1	K1
PSO3	K2

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	S	S	S	S	S	M	M	L
CO2	S	S	S	S	S	M	S	L
CO3	S	S	S	S	S	S	S	L
CO4	S	S	S	S	S	S	L	L
CO5	S	S	S	S	S	M	M	L
CO6	S	S	S	S	S	M	S	L

UNIT I: PARTITION OF BRITISH INDIA:

Demand for Pakistan-Mountbatten Plan-Indian Independence Act-Resettlement & Repatriation Problem-Integration of Princely States: Kashmir, Hyderabad & Junagarh-Role of Vallabhai Patel- Framing the Constitution-The Constituent Assembly-Features of the Constitution-Republic of India-General Elections-Congress in Power-Cabinet Government & Party System-Bureaucracy-Judiciary

(12L)

UNIT II: INDIA' FOREIGN POLICY:

Its Basic Concepts-Panchaseela & Non-Alignment- India and its Neighbours-Indo-Pak Relations-Indo-Sri Lankan Relations-Indo-Bangladesh Relations & Indo-China Relations-India & The UN- Commonwealth , SAARC, NAM-Indo-US & Indo-Russian Relations-India and Disarmament, NBT and CTBT.

(12L)

UNIT III: ECONOMIC DEVELOPMENT:

Planning in India: Five Year Plans & Annual Plans -National Development Council and its Role-Welfare Programmes of the Government-IRDP, Jawahar Rozgar Yojana, etc.,-Growth of Education: Radhakrishnan Commission-AL Mudaliar Commission, etc.,-National Literacy Mission-Acharya Commission -Navodaya Schools.

(12L)

UNIT IV: DEVELOPMENT OF SCIENCE AND TECHNOLOGY:

Atomic Energy Commission (AEC) and its Programmes-Indian Space Research Organization (ISRO) and its Programmes-Defence Research and Development Organisation (DRDO) and its Programmes-Missile Technology and its Development-Bio- Technology-Green, White and Blue Revolutions-Development of Communication - Railways, Roadways, Airways

(12L)

UNIT V: MAKERS OF CONTEMPORARY INDIA:

Nehru, Patel, Indra Gandhi, CV Raman, Radhakrishnan, Visveswarayya, HJ Bhaba, Vikram Sarabhai, HN Sethna- Shanti Swarup Bhatnagar, BC Roy, MS Swaminathan, Vargheese Kurian and APJ Abdul Kalam.

(12L)

(TOTAL 60L)

Text Books:

1. Bipan Chandra, India After Independence 1947- 2000, New Delhi,
2. Sumit Sarkar, Modern India, New Delhi, 2004.

BOOKS FOR REFERENCE:

1. DD Basu, Introduction to Indian Constitution, Calcutta, 2002.
2. G. John Gilbert, Contemporary History of India, New Delhi, 2006.
3. M.V. Pylee, Indian Constitution, 2000
4. Paul R. Brass, The Politics of India Since Independence, New York, 2001
5. Rajani Kothari, Politics in India, New Delhi, 2003.

CORE PAPER -15 HISTORY OF CONTEMPORARY WORLD SINCE 1914 A.D

A: course code:-

L	T	P	C
4	0	0	4

B: Learning Objectives (LOs)

LO1: To make the students understand the theories and concepts of International politics

LO2: To highlight the foreign policies of the world economic order

LO3: To focus the world impact of globalization.

LO4: To enlighten the student on the aims and functions of the international organizations

LO5: To impart knowledge on India's relations with the super powers

C: Course prerequisites

1. Motivates the students for critical and analytical study of free India

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

- CO1: Define the theories of History of contemporary world - K1
- CO2: Explain the concepts of Russia between two world wars - K2
- CO3: compare the foreign policy of the major powers - K5
- CO4: Examine the impact of UNO and its specialized agencies - K3
- CO5: Analyze the global issues and the role of specialized agencies in maintain world peace - K4
- CO6: Explain the economic development and progress of science in contemporary India - K2

K1: Remember

K2: Understand

K3: Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	K1
PSO2	K2
PSO6	K5
PSO4	K3
PSO5	K4

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	S	S	S	S	M	S	L	M
CO2	S	S	S	S	M	S	L	M
CO3	S	S	S	S	S	S	L	M
CO4	S	S	S	S	S	S	L	M
CO5	S	S	S	S	L	M	L	M

UNIT I:

Modern State and its evolution-Capitalism, Imperialism-Socialism and Nationalism.
Elements of Modern Nation – State., Diplomacy, Balance of Power.

(12L)

UNIT II:

First World War – Treaty of Versailles – 1919- League of Nations – Failure of the League. Russia between two World wars-Economic DepressionGermany, Japan- China, France, Italy, & U.K.

(12L)

UNIT III:

Second World War, Causes, Course and Results - Peace Settlements U.N.O. and its specialized Agencies – Collective Security.

(12L)

UNIT IV :

Cold War – Cuban Missile Crisis, Oil crisis, Afghan Civil War, Gulf war-Vietnam war, Collapse of Soviet Union, Yugoslav, Korea, Palestine, Kashmir, Iran & Iraq Crisis. IMF, IDA, MIGA, GATT, W.T.O.- Common Wealth of Nations.

(12L)

UNIT V:

India and the World : Indian Foreign Policy-Non-Alignment, SAARC, Latin America, Apartheid, India and its neighbours – European Union, Global Disarmament – Human Rights.

(12L)

(TOTAL 60L)

Text Books:

1. Palmer and Perkins, International Relation
2. EH Carr, The World Between Two World Wars

Books for Reference:

1. Charles P.Schleicher, Introduction to International Relation
2. Hartman, World in Crisis
3. Marganthva, Hans J., Politics Among Nations
4. KP Mishra, Non-Alignment in Contemporary International Relation
5. MS. Rajan, United Nations and Domestic Jurisdiction
6. William R.Keyles, The Twentieth Century World
7. William Schuman, International Politics

CORE PAPER -16 Indian Administration

L	T	P	C
4	0	0	4

A: course code:-

B: Learning Objectives (LOs)

LO1: To know the basic principles of public administration

LO2: To provide knowledge on the functions powers of chief executive

LO3: To have wider knowledge on the principle of organization and its structure..

LO4: To focus on the changing role of the collector

LO5: To make the students know the administrative reforms since independence

C: Course prerequisites

1. Koutilya's Arthashastra
2. Bureaucracy
3. Role of the collector

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

- CO1: Examine the rise of Mughal administration legacy of British rule in politics and administration - K3
- CO2: Assess the role of Philosophical and constitutional frame work of government - K5
- CO3: Illustrate the causes and role of the Finance commission, Governor Chief Minister, council of Minister Chief secretary state secretarial directorates - K2
- CO4: Out line the History of various imperatives of development management and law and order administration - K1
- CO5: Analyze the various reforms since independence - K4

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	K3
PSO6	K5
PSO5	K2
PSO2	K1
PSO4	K4

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	S	S	S	M	L	L	S	L
CO2	S	S	S	M	L	L	S	L
CO3	S	S	S	S	L	L	S	M
CO4	S	S	S	S	S	M	S	S
CO5	S	S	S	L	S	S	S	L

UNIT-I

Evolution of Indian Administration: Kautilya's Arthashastra- Mughal administration;- Legacy of British rule in politics and administration-Indianization of public services, revenue administration, district administration, local self-government.

(12L)

UNIT-II:

Philosophical and Constitutional framework of government: Salient features and value premises; Constitutionalism; Political culture; Bureaucracy and democracy; Bureaucracy and development.

(12L)

UNIT-III:

State Government and Administration: Union-State administrative, legislative and financial relations; Role of the Finance Commission; Governor; Chief Minister; Council of Ministers; Chief Secretary; State Secretariat; Directorates.

(12L)

UNIT-IV:

District Administration since Independence: Changing role of the Collector; Union state-local relations; Imperatives of development management and law and order administration; District administration and democratic decentralization

(12L)

UNIT-V:

Administrative Reforms since Independence:- Major concerns; Important Committees and Commissions- Reforms in financial management and human resource development; Problems of implementation.

(12L)

(Total 60L)

Text Books :

1. S.R. Maheswari, Public Administration in India An Introduction (Delhi: Mac Millan India Ltd., 2000).
2. Rumki Basu, Public Administration Concepts and Theries (New Delhi: Sterling Publisher Pvt. Ltd., 2012).

Reference Books:

1. C.N. Bhalerao (ed.) Administration, Politics and Development in India (Bombay: Lalwani Publishing House, 1972).
2. A. Avasthi and S. Maheswari, Public Administration (Agra: Lakshmi Narair Agarwal, 1983).
3. R.B. Jain, Contemporary Issues in Indian Administration (New Delhi: Vishal Publishers, 1976)
4. R.C. Agarwal, Constitutional Development and National Movement of India.
5. Herma Finer, The Theory and Practice of Modern Government, Surject Publications, Delhi, 1977.
6. M. Laxmikanth, Indian Polity, Tata Mc Graw Hill, New Delhi, 2011.

CORE PAPER 17- INDIAN ART AND ARCHITECTURE

L	T	P	C
4	0	0	4

Learning Objectives

A: course code:-

B: Learning Objectives (LOs)

LO1: know about the origins of art and architecture of India

LO2: Study the contribution of the Architecture of the sungas kanvas satavahanas and kushanas architecture

LO3: To inculcate knowledge about the Indian Art.

LO4: To highleghs the pallava art and architecture.

C: Course prerequisites

1. Art and architecture.
2. Surveyon the Architecture
3. Pallava art and architecture.

D: Course Outcomes (COs)

On successful completion of the course, the student will be able to

- CO1: Know about the origins of art and architecture of India - K1
- CO2: Study the Contribution of the Mauryas sutavahanas sungas and kushanas - K3
- CO3: Explain the salient features of the Arts of the Gupta Vakataka period - K2
- CO4: Explain the development in art and architecture. During the Early chalukya Rashtrakuta period - K5
- CO5: To indentify the art and architecture Delhi sultanate and Mughals - K4

K1: Remember

K2: Understand

K3:Apply

K4: Analyze

K5: Evaluate

K6: Create

PSO Addressed	Cognitive level
PSO1	K1
PSO2	K3
PSO4	K2
PSO6	K5
PSO5	K4

E: Mapping COS with PSO

COS	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	S	S	S	M	S	L	M	S
CO2	S	S	S	M	S	L	M	S
CO3	S	S	S	L	M	L	M	S
CO4	S	S	S	L	L	L	M	S
CO5	S	S	S	S	L	L	M	S

Unit-I

Sources for the study of Art and Architecture – excavations, silpa sastras, Numismatics, Monuments, Agamas and Inscriptions – Early Indian Architecture – Harappan Architecture – Terracotta Art – Art and Architecture under the Mauryas – caves, stupas, Pillars and Sculpture - Buddhist Architecture – Origin, classification and essential elements, stupas at Sarnath, Bharhut and Sanchi. Jain Architecture – Techniques, Temples of Mount Abu and Statute of Mahavira at Saravabelgola.

(13L)

Unit II

A brief survey on the Architecture of the Sungas, Kanvas, Satavahanas and Kushanas Architecture, Sculptures and paintings under the Guptas - Gandhara and Mathura school of Arts – locations, specimen and features – Amaravathi and Ajanta paintings – Rashtrakutas Art- Ellora and Elephanta - Chalukya Art- Badami, Pattadakal and Aihole.

(12L)

Unit III

Pallava Art and Architecture – Caves, Monolithic Rathas and structural temples – Mahabalipuram - Cholas Temple Architecture – features, Temples at Tanjavur,

GangaikondaCholapuram and Darasuram and Chidambaram Temple. Architecture under Viiayanagar rulers and Nayaks. Hambi, Madurai Meenakshi Temple, Thirumalai Nayakar Mahal, Srivilliputhur Andal Temple and Sri Rengam Temple.

(12L)

Unit IV

Indo – Turkish Architecture, features – Delhi Sultanate Qutubminar, Monuments in Qutub Complex – Quwatul Islam Mosque and Tomb of Ilutmish – Alai Darwaza and Fort of Siri.

(11L)

Unit V

Mughal Architecture – Origin, Development and Architectural features – Humayun's Tomb, Agra fort, Fatepur Sikri and its Architectural specimen, Tajmahal, Red fort and Jumma Masjid of Delhi – Mughal Paintings – Technical features and specimen – British Architecture.

(12L)

(TOTAL 60L)

Text Book

1. Harle, J.C. Art and Architecture of the Indian subcontinents, Penguin Books, 1990.
2. Mahalingam, A(Ed) Land Society and Art in Tamil Nadu,

Books for Reference:

1. Srinivasan, K.R. Temples of South India, NBT, New Delhi, 1972.
2. Srinivasan, P.R. Indian Temple Architecture, Mysore, 1971
3. Sivaramamurthi, C. Indian Painting, NBT, New Delhi, 1976.
4. Edith Tomory A History of fine Arts in India and West, Orient Longman, New Delhi, 1989
5. Havell, E.B. Indian Architecture through the Ages, Chap X New Delhi, 1978.
6. Ebba Koch Mughal Architecture an outline of its history and development, 1526-1858, Munich, 1991.
7. Surendra Sahai Indian Architecture, Islamic period 1192-1857, New Delhi, 2004.

Elective - 4 (E- Pathasala- International Relations Theory and Politics)

L	T	P	C
3	0	0	3

(Total 45L)

Major Project

L	T	P	C
4	0	0	4

The project work has been introduced for the students of final year in order to motivate and encourage them in research related activities. They can get practical experience in research. A guide will be allotted to each student and with the guidance of the teacher, the student will complete the project work.

(Total 60 L)

