

M.A Integrated History

CHOICE BASED CREDIT SYSTEM AND LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK BASED M.A INTEGRATED HISTORY SYLLABUS

Programme: _ - P.G. (Integrated Programme) 2021-2022

Programme Code: Duration: 5- Years(PG) (Integrated Programme)

Programme Outcome	<p>PO1: Knowledge of Economics: Ability to understand Economic Theories and functioning of Economic Models. To develop an adequate competency in the Economic Theory and Methods</p> <p>PO2: Analytical Reasoning and Critical Thinking: Critically Analyze and assess the way in which economists examine the real world to understand the current events and evaluate specific proposals.</p> <p>PO3: Logical Reasoning and Quantitative Ability: Ability to understand how to collect and analyse data and use empirical evidence to evaluate the validity of hypothesis, using Quantitative Methodology and conduct data analysis to interpret results.</p> <p>PO4: Communication and Research Skills: Communication and Research related skills. Developing a sense of capability for relevant/appropriate inquiry and asking questions, synthesising and articulating and reporting results and to efficiently communicate thoughts and ideas in a clear and concise manner.</p> <p>PO5: Gender, Environment and Sustainability: Comprehend the Environmental issues and Sustainable Development and strive to achieving economic and social equity for women and be Gender Sensitive.</p> <p>PO6: Employability and Leadership Skills: Become empowered individuals to be employed in various positions in industry, academia and research and have the potential to become Entrepreneurs and take leadership roles in their chosen occupations and communities.</p> <p>PO7: Social Interaction: Acquire the ability to engage in relevant conversations and have the ability to understand the views of society that would help initiate policy making.</p> <p>PO8: Digital Literacy and Lifelong Learning: Capability to use ICT tools in a variety of learning situation and use appropriate software for analysis of data - Ability to acquire Knowledge situations and skills for life through self directed learning and adapt to different learning environments.</p> <p>PO9: Problem Solving Skill Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.</p> <p>PO10: Decision Making Skill Foster analytical and critical thinking abilities for data-based decisionmaking.</p> <p>PO11: Ethical Value Ability to incorporate quality, ethical and legal value-</p>
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	<p>based perspectives to all organizational activities.</p> <p>PO12: Communication Skill Ability to develop communication, managerial and interpersonal skills.</p> <p>PO13: Individual and Team Leadership Skill Capability to lead themselves and the team to achieve organizational goals.</p> <p>PO14: Employability Skill Inculcate contemporary business practices to enhance employability skills in the competitive environment.</p> <p>PO15: Entrepreneurial Skill Equip with skills and competencies to become an entrepreneur.</p> <p>PO16: Contribution to Society Succeed in career endeavors and contribute significantly to society.</p> <p>PO17 Multicultural competence Possess knowledge of the values and beliefs of multiple cultures and a global perspective</p> <p>PO 18: Moral and ethical awareness/reasoning Ability to embrace moral/ethical values in conducting one’s life.</p>
<p>Programme Specific Outcomes</p>	<p>PSO1: To enable students to apply basic microeconomic, macroeconomic and monetary concepts and theories in real life and decision making.</p> <p>PSO2: To sensitize students to various economic issues related to Development, Growth, International Economics, Sustainable Development and Environment.</p> <p>PSO3: To familiarize students to the concepts and theories related to Finance, Investments and Modern Marketing.</p> <p>PSO4: Evaluate various social and economic problems in the society and develop answer to the problems as global citizens.</p> <p>PSO5: Enhance skills of analytical and critical thinking to analyze effectiveness of economic policies.</p> <p>PSO6 - Placement To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions</p> <p>PSO7 - Entrepreneur To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p>PSO8 - Research and Development Design and implement HR systems and practices grounded in researches that comply with employment laws, leading the organization towards growth and development.</p> <p>PSO9 - Contribution to Business World To produce employable, ethical and innovative professionals to sustain. in the dynamic business world.</p> <p>PSO10 - Contribution to the Society To contribute to the development of the society by collaborating with stakeholders for mutual benefit.</p>



MANONMANIAM SUNDARANAR UNIVERSITY
DEPARTMENT OF HISTORY



M.A.,
HISTORY
(Integrated Syllabus)

FROM THE ACADEMIC YEAR
2021-2022

MANONMANIAM SUNDARANAR UNIVERSITY
DEPARTMENT OF HISTORY
M.A History Integrated program (CBCS) (3 + 2 = 5 years)
For the academic year 2021to onwards.

Preamble

The M.A. Integrated History program is structured across 10 semesters. During the first 6 semesters, students will gain a comprehensive understanding of historical concepts, methods, and interpretations equivalent to a B.A. in History. Upon successful completion of these six semesters, students may advance to the final 4 semesters, which align with the M.A. in History curriculum. The primary purpose of this integrated program is to provide students with a solid foundation in historical research, analysis, and interpretation.

This program includes practical sessions alongside theoretical learning, focusing on the application of historical methods, archival research, and the analysis of historical texts. The main objective of the M.A. Integrated History program is to prepare young scholars for advanced research, and to qualify them for professional roles in academia, research institutions, museums, and cultural organizations.

In an era where interdisciplinary studies are increasingly important, historians must engage with concepts from other fields such as sociology, anthropology, economics, and political science. The study of history has long influenced our understanding of societal development, culture, and governance. Over the past century, the practice of history has evolved to address the complexities of global interconnections and their impact on human societies.

The concept of sustainable development, now widely accepted, underscores the importance of learning history with an awareness of its long-term implications for society and the environment. The principles and applications of historical study within this integrated program are designed to be understood in this broader, interdisciplinary context.

Importance

History is a crucial discipline that significantly contributes to our understanding of the world and its development. Over the past few decades, the study of history has seen remarkable advancements, expanding its scope and relevance. These developments have increasingly crossed the traditional boundaries of the discipline, showing a growing inclination towards interdisciplinary approaches that include sociology, political science, anthropology, and economics. New branches of historical study are emerging and gaining importance, such as cultural history, environmental history, digital history, and global history. These areas reflect the expanding horizon of historical research and its application in understanding complex societal dynamics. The practice of history at both academic and applied levels is undergoing substantial transformation, with a stronger emphasis on integrating diverse perspectives and methodologies. This deeper understanding of historical phenomena is not only essential for academic scholarship but also for informing public policy, education, and cultural preservation.

Objectives

- **Comprehensive Historical Knowledge:** To provide students with a broad and deep understanding of key historical periods, events, and movements from ancient to modern times, both at a national and global level.
- **Critical Thinking and Analysis:** To develop students' ability to critically analyze historical sources, interpretations, and narratives, encouraging a nuanced understanding of the complexities of history.

- **Research Skills:** To equip students with the methodological tools and research skills necessary for conducting independent historical research, including the use of archives, primary sources, and digital resources.
- **Interdisciplinary Approach:** To foster an interdisciplinary approach to history by integrating insights from related fields such as sociology, anthropology, political science, economics, and cultural studies, enabling students to understand history in a broader context.
- **Communication Skills:** To enhance students' ability to effectively communicate historical knowledge and arguments, both in written and oral forms, to academic and non-academic audiences.
- **Understanding of Historiography:** To provide students with an understanding of historiography, including the development of historical thought, different schools of historical interpretation, and the role of historians in shaping historical narratives. As history continues to evolve as a discipline, its relevance in addressing contemporary issues and contributing to a broader understanding of human society remains more significant than ever.

Duration of the Course

The students shall undergo the prescribed course of study for a period not less than five academic years (Ten semesters) consisting of 6 semesters (I – VI) for studying History (similar to Undergraduate History) and 4 semesters (VII –X)for studying advanced History (similar to Post-graduate History). Each semester contains 90 working days.

Scheme of Examination and question pattern

Time: 3 hours Max. marks:75Part

A : 10 questions full of Objective type WITHOUT multiple choice. Two questions from each unit of a paper. Each question carries one mark $10 \times 1=10$ marks

Part B : 5 descriptive questions, of either a or b type (internal choice). One question is from each unit. Each question carries 5 marks $5 \times 5 =25$ marks

Part C : 5 descriptive questions of either a or b type (internal choice). One question is from each unit. Each question carries 8 mark

Internal /External Distribution of Marks

For all theory papers, the Internal / External distribution of Mark will be 25: 75(Total =100).

The 25 marks for the Internal component has been divided as follows: 3 compulsory tests, out of which average of the best two

Tests = 20 marks - Assignment = 5 marks - Total =25 marks.

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	<p>contribute significantly to society.</p> <p>PO17 Multicultural competence Possess knowledge of the values and beliefs of multiple cultures and a global perspective</p> <p>PO 18: Moral and ethical awareness/reasoning Ability to embrace moral/ethical values in conducting one's life.</p>
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S. No	Semester	Courses	Titles
1	I	L-1	Tamil / other Language
		L-2	Communicative English
		C-1	History of India upto 647 A.D.
		C-2	History of Tamilnadu upto 1336 A.D.
		Add on Major Course (Compulsory)	Professional English-I for Arts & Social Science
		A-I	Folk Art
		Comm.	Environmental Studies
2	II	L-1	Tamil / other Language
		L-2	English
		C-3	History of India 647 – 1526 A.D.
		C-4	History of Tamilnadu 1336 to 1800 A.D.
		Add on Major Course (Compulsory)	Professional English- II for Arts & Social Science
		A-II	Theory of Political Science
		Comm.	Value Based Education
3	III	L-1	Tamil / other Language
		L-2	English
		C-5	History of India 1526 – 1773 A.D.
		C-6	History of Tamilnadu 1800 A.D. – 1987 A.D.
		A-III	Modern Governments
		NME-I	History of Science and Technology
		Commn.	Yoga
4	IV	L-1	Tamil
		L-2	English
		C-7	History of India 1773-1947 A.D.
		Allied IV	Indian Constitution
		SBC-I	Modern Political Thought
		NME-II	Principles of Tourism
		Commn.	Computers for Digital Era
EA	NCC, NSS, YRC, YWF		
5	V	C-8	History of China and Japan 1839-1945
		C-9	History of Europe 1453-1789 A.D.
		C-10	Historiography and Historical methods
		SBC-II	Epigraphy
		Major Elective-I	Panchayat Raj in India
		SB(Common)	Personality Development
			Field Work

6	VI	C-11	History of India since 1947 A.D.
		C-12	History of Europe 1789-1945 A.D.
		C-13	International Relations
		Major Elective-II	Indian National Movement 1757 – 1947 A.D.
		Project	Project
For Semesters VII To X, The Structure Of M.A History Program And Syllabus Shall Be The One Followed For TANSCHER Regulations On Learning Outcomes-Based Curriculum Framework For Postgraduate			
7	VII	Core 14	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)
		Core 15	Socio Cultural History of Tamil Nadu up to 1565 CE
		Core 16	History of World Civilizations (Excluding India)
		Elective 1/2	Freedom Struggle in Tamil Nadu / Indian Art and Architecture
		Elective 3/4	Administrative History of Tamil Nadu / Cultural Heritage of India
		Professional Competency Skill	Research and Report Writing
8	VIII	Core 17	History of Medieval India - 1206 - 1707 CE
		Core 18	Socio Cultural History of Tamil Nadu - 1565 - 1956 CE
		Core 19	Historiography and Historical Methods
		Elective 5/6	History of Journalism / International Migrations and Diasporic Studies
		Elective 7/8	Indian Constitution / Environmental History of India
		Skill Enhancement Course 1	Introduction to Epigraphy
9	IX	Core 20	Colonialism and Nationalism in India
		Core 21	Intellectual History of India
		Core 22	Economic History of India since 1857 CE
		Elective 9/10	Principles and Techniques of Archaeology / Studies in Human Rights
		Core Industry Module	Tourism in Tamil Nadu
		Skill Enhancement Course 2	Communication Strategies for Leadership Success
10	X	Core 23	Contemporary India
		Core 24	Peasant and Labour Movements in India
		Core 25	International Relations since 1945 CE
		Elective 11/12	Women in India through the Ages / Science and Technology in India since 1947 CE
		Skill Enhancement Course 3	Cargo and Logistics
		Core 10	Contemporary India

Course Title	History of India Up to 647 A.D						
Course Type	Core Course 2	Course Code	CC 1				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives :

- To understand the sources for Ancient India.
- To Study in detail the emergence of new religions.
- To realize the impact of the Mauryan Empire in India.

Unit I: Geographical features of India- Survey of the sources for Ancient India- Prehistoric India – Indus valley civilization – Vedic Civilization – Vedic Literature – Caste System.

Unit II: Condition of North India during 6th century B. C.- Rise of new religions – Buddhism – Jainism – Foreign invasions – Greek and Persian – effects.

Unit III: The – Chandra Gupta Maurya – Asoka – Edicts of Asoka – Asoka’s Dharma – Mauryan Administration – Causes for the downfall of Mauryan Empire.

Unit IV: Kushans – Kanishka – Gandhara Art - The Gupta Dynasty – Chandra Gupta I – Samudra Gupta – Golden Age of Guptas.

Unit V: Gupta Administration – Causes for the downfall – Fahien’s report - Vardhana Empire – Harsha Vardhana – Political, Social, Economic and Religious life – Hieun Tsang’s account.

Reference Books:

1. Anil Chandra Banerjee, History of India, Maharjee and Co Private Limited, Calcutta, 1974.
2. K. M. Panikar, A Survey of Indian History, Asia Publishing house, Mumbai, 1963.
3. R. C. Majumdar, An advanced History of India MacMillan, St. Martin’s Press, Madras, 1970
4. R. Sathianathaiar, A Political and Cultural History of India, Volume I, S.Vishwanathan Private Limited, Chennai, 1980.

Course Title	_HISTORY OF TAMILNADU UP TO 1336 A. D.						
Course Type	Core Course 2	Course Code	CC 1				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives :

- To understand the Political, Social and Economic condition of Sangam Age.
- To study the emergence of Pallavas, Cholas and Pandyas.
- To realize the impact of the Muslim invasion in Tamil country.

Unit I: Geographical features of Tamil Nadu- Sources – Sangam Age -Political, Social and Economic condition – Sangam Literatures – Sangam rulers – Kalabhra interregnum.

Unit II: Age of the Pallavas – origin – MahendraVarma I – Narasimhavarman I – Contribution of Pallavas to art and Literature.

Unit III: Cholas – Paranthaka I, Rajaraja I, Rajendra I – Chalukya Cholas – Kulottungan III – Chola administration – Social, economic and religious conditions – Contribution to art and architecture.

Unit IV: Pandyas – First Pandyan Empire – Second Pandyan Empire - Contribution of Pandyas to art and architecture.

Unit V: Muslim invasion in Tamil Country – Invasion of Malik Kafur - Rise of Madurai Sultanate – Impact of Muslim rule.

Reference Books:

1. N. Subramanian, Original sources for the History of Tamil Nadu, Ennes Publications, Udumalaipettai, 1994
2. K. K. Pillay, Historical Heritage of the Tamils, M. J. P. Publishers Chennai, 1979.
3. K. A. NilakandaSastri, The Cholas, University of Madras, Chennai, 1987.
4. T. V. Sadhasiva Pandarathar, History of Later Cholas (Tamil), Annamalai University, Annamalai Nagar, 1967.
5. J. Dharmaraj, History of Tamil Nadu, upto 1336(Tamil) Tensy publications, Sivakasi, 2013

Course Title	FOLK ART.						
Course Type	Allied	Course Code	A 1				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			3	0	0	0	3

Objectives :

- To understand the functions of folklore.
- To have a wider discussion on a brief history of folklore studies.
- To study in detail the emergence of folk arts and crafts.

Unit I: Meaning and Definition of folk – folklore – folulite – folkloristics – functions and Generes.

Unit II: Brief History of Folklore Studies with Special Reference to India Tamil Nadu - Techniques – functions – contextual – Audience.

Unit III: Cultural and Societal Transformation, Types of culture - Tribal Folk and classical Culture - mono culture and Alternate culture.

Unit IV : Folk Arts – Folk craft – folk performing in folk Art – Folk dances – Paraiyattam – Naiyandi Melam – Kaniyan Koothu – Villupattu – paintings and arts.

Unit V: Definition of Field methodology – Field - Field work – purpose of field work - observation Method – interview method – case studies method – Audio-Visual aids – Life style method - Data collection Synthesis - Report making. (

Reference Books :

1. Herskovits M.J. 1969 cultural Anthro pology calcutta oxford and IBH Publish.
2. Parmar sham 1975 Traditional Folk media in india Geka Books, New Delhi

Course Title	Professional English-I for Arts & Social Science.						
Course Type	Add on Major Course (Compulsory)	Course Code	CC 1				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			4	0	0	0	4

Course Title	Environmental Studies						
Course Type	Add on Major Course (Compulsory)	Course Code	Com				
Year	I	Semester	I				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2

II – Semester

Course Title	History of India (647 A.D. – 1526 A.D.)						
Course Type	Core Course	Course Code	CC3				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives :

- To understand the advent of a new political culture in India.
- To study in detail the emergence of Delhi Sultanate in India.
- To realize the impact of the Vijayanagar Empire in India.

Unit I: Sources for Medieval Indian History – Origin and theory of Rajputs – Civilization and Culture – Arab conquests of Sindh - effects.

Unit Unit-II: Advents of Muslim invaders – Muhamud of Ghazni – Muhammed of Ghor – First and Second battles of Tarain.

Unit III: Foundation of slave dynasty – Qutb-ud-din Aibak – Iltumish – Sulthan Raziya – Balban – Administration – Mongolian threats – effects - Khilji imperialism – Alaudin Khilji – Malik Kafur's conquests – administration and economic reforms.

Unit IV: Rise of Thuglaq – Muhammed bin Tuglaq – Feroz Tuglaq – Sayyids and Lodis – Art and Architecture – Delhi Sultanate administration.

Unit V: Foundation of Vijayanager Empire – origin – Krishnadevaraya – Administrations – Art and Architecture – Literature – Battle of Talaikotta - Bahmini Kingdom – origin – disintegration of Bahmini Kingdom – Muhamud Gawan.

Reference Books:

1. Macra Sing, Medieval History of India, Orient Blackswan, New Delhi, 2009.
2. J. L. Mehta, Advanced study in the history of Medieval India, Sterling Publishers, New Delhi, 1980
3. R. C. Majumdar, Delhi Sultanate, Vol. VI, Bharati Vidya Bhavan, 1967.
4. Srivastava, The Delhi Sultanate (711–1526) Shivalal Agarwala and Company, Agra, 1977.
5. Satis Chandra, History of Medieval India, Orient Blackswan, New Delhi 2009.

Course Title	History of TamilNadu 1336-1800 A.D						
Course Type	Core Course	Course Code	CC4				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives :

- To understand the advent of the Nayaks of Madurai.
- To study in detail of the emergence of Marathas in Tamil country.
- To realize the impact of the advent of Poligars in Tamilnadu.

Unit I: Foundation of Vijayanagar empire – invasion of Kumara Kampana – Impact of Vijayanagar rule on Tamil Nadu – Administration – Valangai and Idangai issues.

Unit II: The Nayakas of Madurai – ViswanathaNayak – ThirumalaiNayak – Rani Mangammal – Meenakshi – the decline of Nayakdom of Madurai – Poligar System – Administration – Social and Economic condition – Spread of Christianity – Contribution of Nayak to Tamil culture.

Unit III: The Marathas of Tamil Country – Administration – Constitution of Marathas to Tamil Culture – Sethupatis of Ramnad – some aspects of the rule of Sethupatis – Society, Economy, Religion and Culture.

Unit IV: The Nawabs of Carnatic – Tamil Society under Nawabs – - Anglo-Mysore relations – Administration under Nawabs -The Carnatic wars - Society, Economy, Religion and Culture.

Unit V: The Poligar Rebellion – Khan Sahib and Puli Thevar – Veera Pandia Kattabomman – The South Indian Rebellion of 1800 – 1801 – Causes, Course and result.

Reference Books:

1. R. Kalidos, History and Culture of Tamils, Vijay publishers, Dindigul, 1976
2. K. Rajayyan, History of Tamil Nadu, 1565 – 1982, Madurai Publishing House, Madurai, 1978
3. N. Subramanian, Social and Cultural History of Tamil Nadu (1336 – 1984), Koodal Publications, Madurai, 1976
4. R. Sathiyanaatha Aiyar, Ministry of Nayaks of Madurai, OVP, 1924
5. K. Rajayyan, South Indian Rebellion, Rao and Raghavan Publishers, Mysore, 1971.

Course Title	Theory of Political Science						
Course Type	Add on Major Course (Compulsory)	Course Code	A-II				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			3	0	0	0	0

Objectives :

- To understand the relationship between Government and Society.
- To study in details of the forms of Government.
- To realize the impact of the separation of powers.

Unit I: State and its elements – relationship between Government and Society – Organs of Government – Legislative, Executive and Judiciary.

Unit II: Citizenship – meaning – rights of the citizen – Duties of Citizen – Fundamental rights – How rights are safeguarded.

Unit III: Forms of Government – Unitary and Federal - Types of Constitutions – Written and Unwritten Flexible and rigid.

Unit IV: Executives – Parliamentary and Presidential – Legislature – Unicameral – Bicameral – Judiciary – Judicial review – Rule of Law and Administrative Law.

Unit V: Separation of Powers – Pressure groups – Political parties – Single Party, Bi-party and Multi-party systems.

Reference Books:

1. V. D. Mahajan, Select Modern Constitutions, S. Chand and Co, New Delhi, 1975.
2. A. C. Kapur, Select Constitutions, S. Chand and Co, New Delhi, 1975
3. Hiermer Finer, The Theory and practices of Modern Government, Surjeet Publications, New Delhi, 1977.
4. B. C. Rai, The World Constitutions, Universal Publications, New Delhi, 1971.

Course Title	Professional English - II for Arts & Social Science.						
Course Type	Add on Major Course (Compulsory)	Course Code	Com-II				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			4	0	0	0	4

Course Title	Value Based						
Course Type	Comm.	Course Code	Com				
Year	I	Semester	I				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2

III-Semester

Course Title	History of India (1526-1773 A.D)						
Course Type	Core Course	Course Code	C-5				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives:

- To understand the advent of a new political culture in India.
- To have a wider discussion on a new administration, economic policy and religion.
- To study in detail the emergence of Hindu revivalism by way of Maratha imperialism.
- To realize the impact of the advent of Europeans in India and its permanent results.

Unit I : The Mughal Empire - Sources - India on the eve of Babur's invasion - Babur conquests- Administration - Humayun - causes for his failure – Sher Sha - conquests - administration.

Unit II : Akbar, the great - Conquests - administration - Religious Policy - Jahangir - Rule of Nurjahan - Shahjahan - Golden Age - war of Succession.

Unit III : Aurangzeb - conquests - Deccan policy - Religious policy - Downfall of Mughals - Mughal Administration - Social, economic and cultural conditions under the Mughals - Mughal art and architecture.

Unit IV : The Marathas - Shivaji - Early Career - Conquests - administration - Decline of Marathas - Peshwas – Balaji Viswanth – Baji Rao - Balaji Baji Rao -Third battle of Panipat.

Unit V : The Advent of Europeans - Portuguese – Dutch - English and French - The Anglo – French rivalry in the Carnatic - Carnatic wars - Robert Clive - Battle of Plassey - Buxar - Dual government in Bengal.

Reference Books :

1. Satish Chandra, History of Medieval India, Orient Black swan, New Delhi, 2009.
2. J.L. Mehta, Advanced study in the History of Medieval India, Sterling Publishers, New Delhi, 2006.
3. R.P. Tripathi, Rise and fall of Mughal Empire.
4. Meera singh, Medieval History of India, Vikas Publishing House, New Delhi, 1978.
5. R.C.Majumdar, An Advanced History of India, Macmillan India Limited, New Delhi, 2001.

Course Title	History of Tamil Nadu, (1801-1987 A.D.)						
Course Type	Core Course	Course Code	C-6				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives:

- To study more on alien Political domination and native resistance.
- To estimate the colonial contribution in the development of Indian Social fabric.
- To understand the emergence of Nationalism in Tamil Nadu.
- To study about the rise of regional Sub-nationalism in Tamil Nadu.

Unit I : Results of South Indian Rebellion - Vellore Mutiny of 1806 - causes, course and consequences - The British Administration in Tamilnadu - Land Revenue Administration - Ryotwari system - Judicial administration.

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.

Unit III : Role of Tamilnadu in freedom struggle - V.O. Chidambaram Pillai - Subramania Bharathi - Vanchinathan - Subramania Siva - Rajaji - Satya Moorthy - Kamaraj.

Unit IV : Tamilnadu under Congress rule - Rajaji - Kamaraj - administration - Industrial development under Kamaraj - educational development - Bhaktavatsalam - The Anti-Hindi Agitation of 1965.

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.

Reference Books :

1. K. Rajayyan, History of Tamilnadu from 1565 to the present day, Madurai Publishing house, Madurai, 1978.
2. N. Subramanian, Social and Cultural History of Tamilnadu (1336-1984), Ennes publication, Udumalpet, 2007.
3. R.L. Hardgrave, The Dravidian Movement, Popular Prakashan, Bombay, 1965.
4. T. Stalin Gunasekaran, The Role of Tamilnadu in Freedom Struggle (Tamil) Nivethitha Pathippagam, Veerappan Chandram 2000.
5. S.S. Raghavayangar, Progress of Madras Presidency during last forty years.

Course Title	Modern Governments						
Course Type	Allied Course	Course Code	A-3				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	FS	Total
			3	0	0	0	3

Objectives:

- To study on the Framing of the Constitution.
- To estimate the development of Various Constitution.
- To understand the emergence of Parliament in India.
- To study about the rise of Congress in Tamil Nadu.

Unit I: Constitution of England – Salient features – sources – conventions – The Queen – Power and Functions of Prime Minister.

Unit II: Parliament – The House of commons – speakers – the house of lords – the process of Law making – Cabinet – Cabinet dictatorship - Judiciary – Committee system.

Unit III: Constitution of USA – Salient features – framing of the constitution – Federalism – President – election, position and process - Vice President - power.

Unit IV: The Congress – The House of representatives – the senate – pre-eminence of Senate – the process of Law making – Committee system – the Judiciary – Judicial review – Political parties – pressure groups.

Unit V: Swiss constitution – Salient Features – The Federal Council – the Federal assembly – Council of states – National council – The Federal Tribunal – direct democracy – Referendum – Initiatives – the call.

Reference Books:

1. V. D. Mahajan, Select Modern Constitutions, S. Chand and Co, New Delhi, 1975.
2. B. C. Rai, The World Constitutions, PrakashanKondra, Lucknow, 1979
3. M. G. Clarke, Modern Political constitutions, The English Language book Society, Lucknow, 1973.
4. Kanwar Jain, Constitution of United States, A Kiran publications, New Delhi, 1968.
5. J. Dharmaraj, Modern constitutions (Tamil), Tensy publications, Sivakasi, 2014.
6. A.C.Kapur, Select Constitutions, S. Chand and Co, New Delhi, 1975.

Course Title	History of Science and Technology						
Course Type	N ME Course	Course Code	NME-I				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	FS	Total
			2	0	0	0	2

Objectives:

- To study on the discoveries of science and technology.
- To estimate the development of communication skills.
- To understand the emergence of Nuclear Space Research.
- To study about the rise of pioneers of Indian Science.

Unit – I : Modern Era – Impact of Renaissance – Science and Technology, Nicholas Copernicus - Kepler – Galileo – Toricelli – Rene Descartes – Immanuel Kant – Issac Newton – Francis Bacon.

Unit – II Industrial Revolution – Cotton Mining – Metallurgy – Agrarian Revolution – Plough Horticulture – Transportation and Communication – Discoveries of Henry Cavendish – Joseph Priestly – Lavoisier

Unit – III : Communicative Skills – Telegraph – Telephone – Television – Progress of Biology – Charles Darwin – Progress in Physics and Mathematics – Michael Faraday – James Clark Maxwell – Progress in Chemistry – John Dalton – Mandeleef – Alfred Nobel –Rontgen – X- Ray Marie Curie – and Radium – Marconi and Radio.

Unit - IV: Nuclear Space Research – Newtonian Impact – Meteorological Studies – Space shuttles – Rockets – Albert Einstein – Theory of Darwin – Rutherford.

Unit – V: Modern Science in India – Pioneers of Indian Science and Technology – Jagadish Chandra Bose – P. Chandra Roy – Srinivasa Ramanujan – C. V. Raman – Harhobind Kharona - Abdul Kalam – KasthuriRangan.

Books for Reference:

1. Ravi P. Agrahari : Science & Technology, McGraw Hill Education in India, India, 2018.
2. Satya Praksh, Jai Kumar, General Science and Technology, Disha Publishers, 2019. 2018.
3. Khadar V. Textbook of Food Science and Technology, Indian Council of Agricultural Research, New Delhi 2019.
4. Sheelwant Singh, and Kriti Rastogi and Sarika, Science and Technology, McGraw Hill, India, 2018.

Course Title	Yoga						
Course Type	Com Course	Course Code	Com				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2

Semester – IV

Course Title	History of India 1773-1947 A.D.						
Course Type	Com Course	Course Code	Com				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives:

- To explain the students about the Imperialistic policies of the British Rule.
- To make the students to understand the various social reforms initiated in India.
- To understand the Indian upheaval against the Colonial Raj.
- To estimate the role of Indian leaders in liberating mother India from alien rule.

Unit I : Lord Warren Hastings - reforms – impeachment - Lord Cornwallis - reforms - Permanent Revenue Settlement - Lord Wellesley - The Subsidiary system - wars with Hyder Ali and Tippu Sultan.

Unit II : Lord William Bentinck - reforms - Lord Dalhousie - Doctrine of Lapse - policy of annexation - The Indian revolt of 1857 - Nature, causes and results.

Unit III : India under the Crown - Lord Canning - Ripon - reforms - Lord Curzon - policies and administration - Birth of Indian National Congress - Extremist movement - Home Rule Movement - Ghandhi and his role in the freedom movement - Partition - Independence.

Unit IV : Socio Religious Reform Movements - Brahmo Samaj - Arya Samaj - The Theosophical society – Rama Krishna Mission - Development of Education - Growth of Local - Self Government - impact and legacy of British rule in India.

Unit V : Indian National leaders - Dadabai Nauroji - G.K. Gokhale - B.G. Tilak - Lala Lajpat Roy - Annie Besant - V.O. Chidambaram Pillai – Jawaharlal Nehru - Kamaraj.

Reference Books :

1. B.K. Keswani, History of Modern India, (1800-1984), Himalaya Publishing House, Delhi, 1996.
2. S.C. Ray Choudhri, History of Modern India, Surjeet Publication, Delhi, 1989.
3. S.N. Sen, History of Freedom Movement in India (1857-1947), Wiley Eastern Ltd., Calcutta, 1989.
4. Hukam Chand, History of Modern India, Anmol Publications, Pvt. Ltd., NewDelhi, 2005.
5. V.D. Mahajan, History of Modern India, S. Chand and Co, NewDelhi, 1972.

Course Title	Indian Constitution						
Course Type	Allied Course	Course Code	A-IV				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	FS	Total
			3	0	0	0	3

Objectives:

- To study about the genesis of the Constitution of India.
- To understand the fundamental rights and duties guaranteed by the Indian Constitution.
- To realize how a bill become law in India.
- To have a wider idea on centre state relations.

Unit I: Framing of the constitution - salient features - constitutional amendment - Indian federal system - citizenship - Fundamental Rights.

Unit II: Directive Principles of State Policy - Fundamental Duties - The President- Election procedure - powers - The Prime minister and Council of ministers.

Unit III :The Union Legislature - The Parliament - The Lok Sabha - The Rajya Sabha – Functions and Powers - Process of law making.

Unit IV :The Union Judiciary - Supreme Court - High Court - Jurisdiction - appointment of Judges - powers and functions.

Unit V: State government - Governor - powers - State Legislature - Centre - State relations - Election Commission.

Reference Book

1. J. Graville Austin, The Indian constitution, Oxford university press, Madras, 1966.
2. Acharya Durgadoss Basu, Introduction to the constitution of India, Prentice Hall of India Pvt. Ltd., Delhi, 1997.
3. Dharmaraj, The Indian Constitution (Tamil) Tensy Publications, Sivakasi, 2013.
4. C.N. Joshi, The constitution of India, Mac. Milan India Limited, Madras, 1983.

Course Title	Modern Political Thought						
Course Type	SBC Course	Course Code	SBC -I				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	FS	Total
			3	0	0	0	3

Objectives:

- To understand the political philosophy of various Thinkers.
- To focus more attention on the importance of socialism.
- To study in depth about Democracy and popular rights.
- To estimate the political thought of Mahatma Gandhi in Indian Politics

Unit I: Sovereignty - Thomas Hobbes - John Lock - Political philosophy of Rousseau - Montesquieu - David Hume - Edmund Burke.

Unit II: Utilitarianism - Jeremy Bentham - James Mill - John Stuart Mill - Idealist theory of state - Immanuel Kant - Individualism - Herbert Spencer.

Unit III : Socialism - Definition - kinds of Socialism - Fabianism - Marxism - Karlmarx - Communism

Unit IV : Democracy - Definition - Liberalism - Nationalism - Internationalism - Imperialism - Fascism - Nazism.

Unit V: Pluralism - Herold J. Laski - Betrand Russel - Indian Political thought - Mahatma Gandhi.

Reference Book

1. R.P. Sharma, Political Thought, Plato to Hugo Grotius, Bhopal, Sterling Publication, 1984.
2. W. Francis Cocker, Reading in Political Philosophy, Newyork Macmillan, 1938.
3. Bhandari, History of European Political Philosophy, Bangalore, Bangalore Press, 1994.
4. V. Sharma, Modern Political Thought.
5. Sachdeva and Gupta, A simple study to Political Thought.

Course Title	Principles of Tourism						
Course Type	NME-II	Course Code	SBC -I				
Year	II	Semester	IV				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2

Objectives:

- To study about the basics of Tourism.
- To understand the travel management.
- To know the transport facility in Tourism.

Unit I: Definition of Tourism – Meaning – Origin – Basic Components of Tourism – Causes for the rapid growth of Tourism – Location – Accommodation - Transport.

Unit II: Types of Tourism – Domestic, Regional, International – Forms of Tourism – Holiday Tourism, Cultural Tourism, Social Tourism, Business Tourism, Religious Tourism, Health Tourism, Pleasure Tourism and Eco Tourism.

Unit III: Travel through the ages – Ancient period – Romans and Greeks – Indians – Medieval period – Modern period.

Unit IV: Industrial revolution and Tourism – Transportation: roadways, railways, airways and waterways – Tourism organizations - Economic and social impact of tourism.

Unit V: Travel formalities and regulations – Passport VISA – Foreign exchange – customs and health formalities – Positive and negative impact of Tourism.

Reference Books:

1. A. K. Bhatia, Tourism Development, Principles and Practices, Sterling Publications, New Delhi, 1997.
2. Pran Nath Seth, An introduction to Travel and Tourism management, Sterling Publishers, New Delhi, 2007.
3. Pran Nath Seth, Successful Tourism management, Vol I New Delhi, 2008.
4. Mohamed Zalfikar, Introduction to Tourism and Hotel Industry, Vikas Publishing House, New Delhi, 2008.

Course Title	Computers for Digital Era						
Course Type	Commn.	Course Code	Commn.				
Year	II	Semester	IV				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2

Course Title	NCC, NSS, YRC, YWF						
Course Type	EA	Course Code	Commn.				
Year	II	Semester	IV				
Credits	2	Hours	L	T	P	FS	Total
			1	0	0	0	1

Semester –V

Course Title	History of China and Japan 1839-1945						
Course Type	Core Course	Course Code	C-8				
Year	III	Semester	V				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives :

- To know the early history of China and Japan.
- To understand their relationship with other countries.
- To know about the later developments in China and Japan.

Unit – I : Early European Intercourse – origin of wars – first opium war – Taiping Rebellion – second opium war – first Sino-Japanese war – The Triple Intervention.

Unit – II : Open door policy – Hundred Days of Reform – The Boxer Rebellion – The Revolution of 1911 – founding of Republic – Sun Yat Sen -China and the first World War – cultural movements – The Kuomintang party – The Kuomintang and the communist – Chiankaisheik.

Unit – III : China and the second World War – Establishment of People’s Republic of China – The National Government in Formosa – Mao-Tse-Foreign Policy of China from 1950-1970.

Unit – IV : Early history of Japan – Meiji Restoration – Economic, Educational and Religious changes – Rise of Japan – War with China – War with Russia – Japan and Korea.

Unit – V : Mutshituto – His service – Japan and the first World War – Japanese militarism – Japan’s Economic and Social problems between the two World Wars – Japan and the second World War – Economic recovery – Foreign Relation.

Books for Reference :

1. Paul H. Clyde, Burton F. Bears., “The Far East”, Frenie Private Ltd., New Delhi 1974.
2. James W. Bash Ford, “China An Interpretation” The Alingdon Press, New York, 1919.
3. Majumdar R. K., Srivastava, “History of Far East”, SBD Publishers, New Delhi, 2001.
4. Khurana K.L., “History of China and Japan 1839-1949 A.D.”, Lakshmi Narain Agarwal, Agra, 2007.

Course Title	History of Europe 1453-1789 A.D.						
Course Type	Core Course	Course Code	C-9				
Year	III	Semester	V				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives :

- To know the Geographical discoveries of the World.
- To analyse the role of Europe in International affairs.
- To know about the Foreign Policy of Europe.

Unit – I : The fall of Constantinople – Beginning of Modern Age – Renaissance – Meanings – causes Renaissance in Art, Science and Politics – The Geographical discoveries – Its importance.

Unit – II : The Reformation Movement – Meaning – Causes – Martin Luther King – Spread of Reformation – Counter reformations – Results.

Unit – III : Rise of Spain – Charles V – His Wars – Philip II – The Dutch War of Independence – Courses and Results.

Unit – IV : Rise of France – Henry IV – Thirty Years of War – Causes , courses and Results – Cardinal Richelieu – Cardinal Mazarin.

Unit – V : Age of Enlightenment – Louis XIV – Reforms – Foreign Policy – Peter the Great – Catherine II – Fredrick the Great, the Great of Prussia – Maria Theresa of Austria – Joseph II – causes for his failure.

Books for Reference :

1. Khurana K.L., “World History”, Lakshmi Agarwal, 1997.
2. Rao B.V. History of Europe, New Delhi, Sterling Publishers, 1988.
3. Mahajan V.D., History of Europe upto 1789, New Delhi, S.Chand and Company Ltd. 1977.
4. Carsten F.L. Modern History, Cambridge University Press, London, 1961.

Course Title	HISTORIOGRAPHY AND HISTORICAL METHODS						
Course Type	Core Course	Course Code	C-10				
Year	III	Semester	V				
Credits	4	Hours	L	T	P	FS	Total
			4	0	0	0	4

Objectives :

- To enhance the research skills and recent trends in research.
- To analyse the work of Historical writings.
- To practice the research skills in writing projects, thesis etc.

Unit – I : History – Definition of History – Scope of History – Nature of History – History and other Disciplines – uses of History – Abuses of History.

Unit – II : Historiography in ancient Greece and Rome – Herodotus and Thucydides – Church Historiography – Eusebius - and St. Augustine – Scientific Historiography – Voltaire – Ranke.

Unit – III : Indian Historians – Kalhana – Jadunath Sarkar – Romila Thapar – Irfan Habib – Ranajith Guha – Bipin Chandra – South Indian Historians – K. A. Nilakanda Sasthiri – Sathyanatha Aiyar – K. K. Pillai.

Unit – IV : Kinds of Sources – objectivity and Subjectivity – Internal and External criticism – selection of Research topic – preliminary Bibliography – Hypothesis – Collection of Data.

Unit – V : Synthesis – Exposition – Documentation – Footnotes – Bibliography.

Books for Reference :

1. Alio Sheik, History – Its Theory and Method, Macmillan India Ltd., New Delhi, 1993.
2. Khurana K.L., Concepts and Methods of Historiography, Lakshmi Agarwal Publication, Agra, 2006.
3. Manickam .S, Theory of History and Method of Research, Madurai, 1997.
4. Subramanian N. Historiography, Koodal Publications, Madurai, 1993.

Course Title	EPIGRAPHY						
Course Type	Skill Based Course	Course Code	SBC-II				
Year	III	Semester	V				
Credits	4	Hours	L	T	P	FS	Total
			4	0	0	0	4

Objectives:

- To understand the historicity of a country with the study of Epigraphy.
- To know more about the evolution of various scripts.
- To estimate the contribution made by both foreign and indigenous epigraphists in writing the History of India.
- To understand the significance of inscriptions and Copper plates.

Unit I : Introduction - Importance of Epigraphy - Origin and Growth - Kinds of Inscriptions - Literary, Political, Religious, Memorial, Legal, Welfare, Social Status and Spurious - Contents and Conventions.

Unit II : Evolution of Scripts - Paleography - Pictograph - Ideograph – Phonograph -- Logograph - Cuneiform - Graffiti - Linear - Brahmi - Vatteluthu - Grantha - Writing Materials - Decipherment.

Unit III: Dating System - Eras - Saka Era - Kali Era - Vikrama Era - Kollam Era.

Unit IV: Eminent Epigraphists - James princep - George Buhler - J.F.Fleet - James Burgess - H.Krishna Sastri - V. Venkayya - B.L. Rice - Robert Sewell - E. Hultzeh - K.V. Raman - Nagasamy - Iravatham Mahadevan- Natanakasinathan-Kudavail Balasubramaniam.

Unit V : Inscriptions - Uttaramerur - Manur - Kanyakumari - Copper Plates - Kurram - Velvikudi - Estampage Training.

References Books :

1. Radhakrishna Chaudry, Inscriptions of Ancient India (New Delhi: Begam Bridge Publications, 1983).
2. T.A. Gobinatha Rao, Elements of Hindu Iconography (New Delhi: Motilal Banarasisdass Publisher, 1997).
3. N. Subramanian & R. Venkataraman, Tamil Epigraphy – A Study (Madurai: Ennes Publications, 1980).
4. Sreethar, Tamil Brahmi Inscriptions (Tamil) (Chennai: Dept. of Archaeology Publications, 2010).
5. R. Nagasamy, Epigraphy (Tamil) (Chennai: Dept. of Archaeology Publications, 2010).
6. J. Dharmaraj, Epigraphy (Tamil) (Sivakasi: Tensy Publications, 2015).

Course Title	Panchayat Raj in India						
Course Type	Major Elective	Course Code					
Year	III	Semester	V				
Credits	4	Hours	L	T	P	FS	Total
			4	0	0	0	4

Objectives:

- To understand the evolution of Panchayat Raj as an institution in India.
- To study the impact of Gandhian views on Panchayat Raj.
- To make aware of the students about the history of Panchayat Raj over the years.
- To understand gross root democracy and decision making from the bottom - up.

Unit I: Local Self Government - an introduction - Evolution of Panchayat Raj in India - Little Republics - Local Self Government during the Chola period - The contribution of British Colonial Government to the development of Local Self - Government - The Experiments of Lord Rippon.

Unit II : Grama Rajya - Gandhian Principles - Bhoodan Movement - Sarvodaya Philosophy - Role of Non - Governmental Organisation in Panchayat Raj Institutions - 73rd Constitutional Amendment.

Unit III : Panchayat Raj system in India - Development from 1947-2001 - Panchayat finance - Panchayat administration.

Unit IV : Urban Local Government - Financial Administration - State Control over Urban Local Government - Balwant Roy Mehta Committee - Ashok Mehta Committee.

Unit V : Rural Local Government - Village Panchayats - Panchayat Samitis - Zillah Parishad - Income of Rural Local Governments - Municipalities - Corporations - 74th Constitutional Amendment - Role of people in Panchayat Raj institutions.

Books for References :

1. Ravi Goel, Panchayati Raj in India (New Delhi: Sonali Publications, 2012).
2. L.P. Shukla, A History of Village Panchayats in India (Dharwar: Institute of Economic Research, 1964).
3. R.L. Khanna, Panchayati Raj in India (Ambala: The English Book Depot., 1972).
4. Shweta Mishra, Democratic Decentralisation in India (New Delhi: Mittal Publications, 1994).
5. M. Aslam, Panchayati Raj in India (New Delhi: National Book Trust, 2007).
6. Ravi Goswami, Panchayati Raj in India (Delhi: Signature Books International, 2012).

Course Title	Personality Development						
Course Type	S B Common	Course Code	Comm				
Year	III	Semester	V				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2

Course Title	Field Work						
Course Type	S B Common	Course Code					
Year	III	Semester	V				
Credits	2	Hours	L	T	P	FS	Total
			2	0	0	0	2

VI – Semester

Course Title	History of India since 1947 A.D.						
Course Type	Core Course	Course Code	C-11				
Year	III	Semester	VI				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives :

- To impart knowledge on the making of the Indian constitution and Economic planning.
- To know the role of political leaders in various aspects.
- To study the Economic development in contemporary India.
- To study the political development in contemporary India.

Unit I: Consolidation as a nation – Integration of Princely States – Sardar Vallabhai Patel – Framing of Indian constitution – Liguistic reorganization of states – regional inequality – Nehru’s Foreign policy.

Unit II: Lal Bahadur Sastri – Indira Gandhi – Emergency – General Election of 1977 – Non-Congress Government – Jaya Prakash Narayan – Janata Government – the elections of 1985.

Unit III: Rajiv Gandhi – National Front Government (1989-91) – Narasimha Rao – BJP Government – United Front.

Unit IV: Reasons struggle – Terrorism in Punjab – Assam struggle – Telangana Struggle – Foreign Policy of India – India and Non-Alignment Movement – India and UNO – SAARC.

Unit V: Development of Education – planned Economic development – Transport and Communication and its development.

Reference Books:

1. Bipin Chandra, India after Independence, Penguin books, New Delhi, 2000.
2. P.K. Brow, Politics of India since Independence, New Delhi, 2000.
3. S. R. Chakravarthy, Contemporary India, New Delhi, 2005.
4. Rekha Datta, Contemporary India : The Basics, 2018.

Course Title	History of Europe					1789-1945 A.D.					
Course Type	Core Course			Course Code			C-12				
Year	III			Semester			VI				
Credits	5			Hours			L	T	P	FS	Total
							5	0	0	0	5

Objectives :

- To impart the students with the knowledge of various Revolutionary Movements and developments in Modern Europe.
- To understand the emergence of two power blocks.
- To know about the causes and consequences of World Wars.
- To understand the Role of Peaceful Organization to develop the Europe

Unit – I :French Revolution – Causes – Course – Impact – Napoleon Bonaparte – Reforms – Constantly system - Congress of U.N.O – Metternich – Revolution of 1830&1948

Unit – II : Unification of Italy – Garibaldi - Classification of Germany – Bismarck – Result – Franco Prussian War- Crimean war – Balkan Wars

Unit – III : Europe on the eve of First World war – First world war- Causes – Course-Results Russian Revolution of 1917-league of Nations.

Unit – IV : Role of Fascism and Nazism – Hitler and Mussolini- Turkey Under Msutafa Kamal Pasha

Unit – V : Rome – Berlin – Tokyo Axis – Second World war – Causes – Course – Result – Uno-Organs

Books for Reference :

1. Margaret Sprout, Foundations of International Politics, East West Press, New Delhi, 1964.
2. Dutt V. P., India's Foreign Policy, Vani Educational Press, New Delhi 1984.
3. B. V. Rao, History of Europe, Sterling Publishers, Pvt. Ltd, 2021.
4. Norman Davies, Europe History, Harper Perennial: Illustrated edition, USA, 1998.

Course Title	International Relations						
Course Type	Core Course	Course Code	C-12				
Year	III	Semester	VI				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives :

- To understand the origin and establishment of UNO.
- To study in detail the emergence of SAARC.
- To realize the impact of the Cold War,
- To estimate the Global Disarmament.

Unit – I : UNO – origin and establishment – structure – functions – specialized agencies achievements – Common Wealth of Nations – Non-alignment.

Unit – II : The concept of cold war – various phases of cold war – NATO, SEATO, CENTO, WARSAW PACT – Truman Doctrine – Marshall Plan- Korean War – Vietnam war – Cuban crisis – German Question- effects of Cold War.

Unit – III : International Law – Disarmament – Initiatives of UNO – NPT- CTBT – Nuclear Power for Peace – SAARC.

Unit – IV : Middle East problem – Palestine Question – Arab – Israel War – Oil Diplomacy – Gult War – International Atomic Energy commission (IAEC)

Unit – V : European Common Market – European Union (EU) – Foreign Policy of USA, Russia and India – Disintegration of USSR – Afghan War.

Books for Reference :

1. Hans J. Morgenthau, Politics among Nations : The struggle for power & peace, Kalyani publishers (Indian Reprint), ND 1997.
2. Norman D. Palmer & Howard C. Perkins, International Relations : The World Community in Transition, CBS Publishers & Distributors, ND, 1985.
3. John Baylis, Steve Smith & Patricia Owens, The Globalization of World Politics, OUP, London, 4th ed, 2008.
4. Palmer and Perkins, International Relations, Houghton Mifflin Publishers, India, 2001.

Course Title	Indian National Movement 1757 – 1947 A.D.						
Course Type	Major Elective - II	Course Code	M E -II				
Year	III	Semester	VI				
Credits	5	Hours	L	T	P	FS	Total
			5	0	0	0	5

Objectives :

- To know the rise of Nationalism and the contribution of Moderates and Extremists.
- To study the role of Gandhiji and various movements launched by him.
- To provide knowledge on the various bases of freedom movement.
- To make the students know the Indian Independence Act.

Unit I: Rise of Nationalism in India – Revolt of 1857 – Queen’s Proclamation of 1858 – change of power from the company to the crown – Socio-religious reform movements of the 19th century – Impact of Women Education.

Unit II: Tribal and Peasant uprisings – Moderates and Extremists – Indian Revolutionaries – Partition of Bengal – Swadeshi Movement – Formation of Muslim league – Surat split.

Unit III: Gandhian Era – Rowlatt Act – Jallianwala Bagh Tragedy – Non-Cooperation Movement – Swaraj Party – Civil Disobedience Movement – Quit India Movement – Indian National Army.

Unit IV: India towards Independence – Two Nation Theory – Leftist Movements – Demand for partition of India – Cabinet Mission.

Unit V: Mountbatten Plan – Rajaji Formula – Partition of India – Indian Independence Act of 1947.

Books for Reference:

1. R. C. Majumdar, History of Freedom Movement in India, Government Cenral Press, Mumbai, 1957.
2. B. Shiva Rao, Indian Freedom Movement, Orient Longman Press, New Delhi, 1972.
3. Bipin Chandra, India’s struggle for Independence, Penguin books, New Delhi, 1999.
4. Tara Chand, History of Freedom Movement in India, Gowardha Kapur Publication, New Delhi, 1970.

Course Title	Project						
Course Type	Major Elective - II	Course Code					
Year	III	Semester	VI				
Credits	10	Hours	L	T	P	FS	Total
			10	0	0	0	10

S. No.	Courses	Titles
1	Core 1	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)
2	Core 2	Socio Cultural History of Tamil Nadu up to 1565 CE
3	Core 3	History of World Civilizations (Excluding India)
4/5	Elective 1/2	Freedom Struggle in Tamil Nadu / Indian Art and Architecture
6/7	Elective 3/4	Administrative History of Tamil Nadu / Cultural Heritage of India
8	Professional Competency Skill	Research and Report Writing
9	Core 4	History of Medieval India - 1206 - 1707 CE
10	Core 5	Socio Cultural History of Tamil Nadu - 1565 - 1956 CE
11	Core 6	Historiography and Historical Methods
12/13	Elective 5/6	History of Journalism / International Migrations and Diasporic Studies
14/15	Elective 7/8	Indian Constitution / Environmental History of India
16	Skill Enhancement Course 1	Introduction to Epigraphy
17	Core 7	Colonialism and Nationalism in India
18	Core 8	Intellectual History of India
19	Core 9	Economic History of India since 1857 CE
20/21	Elective 9/10	Principles and Techniques of Archaeology / Studies in Human Rights
22	Core Industry Module	Tourism in Tamil Nadu
23	Skill Enhancement Course 2	Communication Strategies for Leadership Success
24	Core 10	Contemporary India
25	Core 11	Peasant and Labour Movements in India
26	Core 12	International Relations since 1945 CE
27/28	Elective 11/12	Women in India through the Ages / Science and Technology in India since 1947 CE
29	Skill Enhancement Course 3	Cargo and Logistics

Semester-I Core 1

Course Title	History of Ancient and Early Medieval India - Prehistory to 1206 CE						
Course Type	Core Course 1	Course Code	CC 1				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

1. Explain the sources and the features of Pre and Proto history at the national and regional level
2. Understanding of the social, political and economic life in the Vedic age and the post- Vedic polity and religion
3. An account of Mauryan and Post- Mauryan period
4. The chief features of the Age of Guptas and its legacy
5. Knowledge of the history of the Peninsular India under various dynasties

UNIT I

Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic –Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts ;Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai

UNIT II

Vedic Period: Debate on the original home of the Aryans –Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander’s Invasion and its impact

UNIT III

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion;Mauryan Administration: Kautilya and Arthasastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture

UNIT IV

Guptas – Polity and Administration – Patronage to Art, Architecture and Literature– Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung’s account of India

UNIT V

Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact

Books for Study

1. Singh, Upinder, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson, Delhi, 2009
2. Chakravarthy, Ranabir, Exploring Early India up to c. A.D. 1300, Primus Books, Delhi, 2016
3. Thapar, Romila, Early India: From the Origins to A.D. 1300, Penguin, Delhi, 2003(Tamil Translation)

Suggested Readings

1. Kosambi, D.D., The Culture and Civilization of Ancient India: An Historical Outline, Vikas Pub. House Pvt. Ltd., Delhi, 1997
2. Kosambi, D.D., An Introduction to the Study of Indian History, Sage Publications, Delhi, 2016
3. Raychaudhuri, Hemchandra, Political History of Ancient India, Surjeet Publications, New Delhi, 2014
4. Basham, A.L., The Wonder that was India, Vol. 1, Picador, New Delhi, 2004

Web sources:

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.pbs.org/thestoryofindia/resources/websites/>
3. <https://archive.org/details/IndiaHistory>

Course Outcomes: At the end of the course students will be able to:

CO 1- Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization

CO 2- Know the various theories of origin of Aryans, and their socio-economic life

CO 3- Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions

CO 4- Give a detailed account of the Age of Guptas and Harsha's administration

CO 5- Explain the history of Peninsular India under various dynasties

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

For Semesters VII To X, The Structure Of M.A History Program And Syllabus Shall Be The One Followed For TANSCHER Regulations On Learning Outcomes-Based Curriculum Framework For Postgraduate

Semester – I

Course Title	Socio Cultural History of Tamil Nadu upto 1565 CE						
Course Type	Core Course 2	Course Code	CC 2				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

1. Present the early history of Tamil Nadu
2. Detail the history of Pallavas and their contribution
3. Highlight the impact of the Cholarulers's administration
4. Give an account of the history of Pandyas of Madurai
5. Explain the society and culture under Madurai Sultanate and Vijayanagara rulers

UNIT I

Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai – Nadukal

UNIT II

Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature

UNIT III

Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture –Overseas expansion and cultural impact

UNIT IV

Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo's Account – Society: Valangai and Idangai– Religion – Art and Architecture: Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism

UNIT V

Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women

Books for Study

1. Karashima, Noboru, A Concise History of South India: Issues and Interpretations, OUP, New Delhi, 2014
2. Subramanian, N., Social and Cultural History of Tamilnad(upto 1336 A.D.), 2011

Suggested Readings:

1. Kanakasabhai, V., The Tamils Eighteen Hundred Years Ago, The South India SaivaSiddhantha Works Publishing Society, Tinnevely, 1956.
2. Pillay, K.K., Historical Heritage of the Tamils, MJP Publishers, Chennai, 2008
3. Sastri, K.A.Nilakanta, The Colas, University of Madras, Madras, 1955
4. Sastri, K.A.Nilakanta, A History of South India: From Prehistoric Times to the Fall of Vijayanagar, OUP, Chennai, 1997

Web sources

1. <https://www.tn.gov.in/tamilnadustate>
2. <https://diksha.gov.in/tn/>

Course Outcomes

CO 1 - Detail the early history of Tamil Nadu

CO 2 - Give an account of the history of Pallavas and their contribution CO 3 -

Highlight the impact of the Cholarulers's administration

CO 4 - Present an account of the history of Pandyas of Madurai

CO 5 - Explain the society and culture under Madurai Sultanate and Vijayanagara

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

1. S-Strong(3)

M-Medium (2)

L-Low (1)

Course Title	History of Select Civilizations (Excluding India)						
Course Type	Core Course 3	Course Code	CC 3				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

1. Explain the concepts of civilization and culture and brief history of pre- historic period
2. Present different features of various ancient civilizations
3. Explain the main West Asian civilizations
4. Compare the features of Chinese and Japanese civilizations
5. Study and compare Greek and Roman Civilizations

UNIT I

Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations

UNIT II

The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian –Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures

UNIT III

The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia’s World Empire.

UNIT IV

China’s Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations

UNIT V

Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science and philosophy – The Roman republic – the Pax Romana – Administration and expansion under Augustus

LEARNING RESOURCES

Text Books

- 1 Swain J.E , A History of World Civilization, Eurasia Publishing House, New Delhi, 1938.
- 2 Will Durant, The Story of Civilization I and II (Simon and Schuster, New York, 1966)
- 3 Gokale, B.K, Introduction to Western Civilization, S.Chand& Company, New Delhi, 1999.
- 4 Hayes C.J, History of Western Civilization, Macmillan, New York, 1967.
- 5 Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New Delhi, 2005.

Reference Books

- 1 Judd, G.P, History of Civilization, Macmillan, New York, 1966.
- 2 Rebello , World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.
- 3 Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.
- 4 Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.
- 5 Brunt P.A. , Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971
- 6 Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web sources

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://www.ancienthistorylists.com>

Course Outcomes

1. Compare the concepts of civilization and culture and brief history of pre- historic period
2. Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations
3. Study about origin and growth of river valley civilizations
4. Describe the features of Chinese and Japanese civilizations
5. Explain the contributions of Greek and Roman civilizations

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Elective paper-1

Course Title	Freedom Struggle in Tamil Nadu						
Course Type	Elective Course 1	Course Code	EC 1				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Course Objectives

1. To present the early resistance to colonial rule
2. To detail the factors for the emergence of national consciousness and the role of socio- political organisations
3. To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press
4. To detail the activities of moderate and revolutionary leaders and the impact of Gandhi
5. To point out the role of Tamil Nadu in the latter phase of the freedom struggle

UNIT I

Poligar Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact

UNIT II

Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – –Madras Mahajana Sabha- Impact of Gandhi Visit Tamil Nadu

UNIT III

Press and Nationalism -- The 'Hindu', Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan-Sooryodhayam- - Vijaya-Chakravardhini- Bala Bharatham- Nava Sakthi- SwantiraSangu-

UNIT IV

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.Subramiaya Iyer- V.O. Chidamabaram – Subramania Bharathi – Kadalur Anjaliammal-SoundaramAmmayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva- NeelakantaBrahmmachari

UNIT V

Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils

Learning Resources

Recommended Books for Study

1. Rajayyan, K : Rise and fall of Poligars & South Indian Rebellion
2. Rajayyan, K. : South Indian Rebellion, The First War of Independence, 1800- 1801.
3. Rajayyan, K.: Tamil Nadu: A Real History
4. Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion
5. G. Venkatesan, History of Indian Freedom Struggle

Reference

1. Narasimhan V.K. : Kamaraj – A Study
2. Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.
3. Suntharalingam, R. : Politics and Nationalist Awakening in South India, 1852-1891.

Web Sources:

1. https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf
2. <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

Course Outcomes:

CO 1 -Appreciate the contribution of early resistance against British rule in Tamil Nadu.

CO 2 -Describe the role of organizations in increasing nationalist consciousness

CO 3 -Assess the role of press in Tamil Nadu towards the nationalist cause.

CO 4 -Evaluate the contribution of various leaders to India's freedom struggle.

CO 5 -Understand the role of Tamil Nadu in the final phase of the freedom struggle

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Elective Paper - 2

Course Title	Indian Art and Architecture						
Course Type	Elective Course 2	Course Code	EC 2				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives

1. Detail the art and architectural forms during the Harappan and Mauryan periods
2. Explain the impact of Buddhism on art forms
3. Discuss the evolution of art and architecture under Pallavas and the Cholas
4. Highlight the features of Islamic architecture particularly under Mughlas
5. To point out the salient features of colonial architecture

UNIT I

Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars

UNIT II

Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola

UNIT III

Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneswar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)

UNIT IV

Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens - Quawwat- ul-Islam Mosque - QutubMinar - Mughal Art and Architecture: Humayun's Tomb - FatehpurSikri, -Red Fort- TajMahal - Mughal Paintings

UNIT V

Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: ChatrapatiShivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai

Learning Resources

Recommended Books for Study

1. Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976
2. Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002
3. Tomory, Edith, A History of Fine Art in India and the West, OrientBlackSwan; Reprinted edition (1989).

References

1. Banerjee.J.N., Development of Hindu Iconography, MunshiramManoharlal; 3rd edition, 2002
2. Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing,

LLC,2003

3. Deva,Krishna , Temples of North Indian National Book Trust, 2002
4. Gupta.R.S., Iconography of the Buddhist, Hindu and Jain, StosiusInc/Advent Books Division; Subsequent edition,1980
5. Sivaramamurthy.C. , South Indian Bronzes, Lalit Kala Akademi, 1981
6. Srinivasan.K.R., Temples of South India, National Book Trust; Fourth edition,2010

Web sources:

1. <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
2. https://ignca.gov.in/Asi_data/18060.pdf
3. <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

Course Outcomes:

CO 1 -Explain the various forms of Indus and Mauryan Art.

CO 2 -Compare and contrast the Gandhara and Mathura Schools of Art.

CO 3 -Examine the similarities and differences between temple architectural styles. CO 4 - Discuss the relation between the five pillars of Islam and Islamic architecture. CO 5 -Appreciate the features of colonial architecture

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Elective Paper -3

Course Title	Administrative History of Tamil Nadu						
Course Type	Elective Course 3	Course Code	EC 3				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Course objectives:

1. To examine the administration of Justice party
2. To highlight the achievements of Congress rule
3. To explain the major achievements of governments after 1967
4. To point out working of governments under AIADMK party
5. To highlight the cumulative impact since independence

Unit I

Justice Party- A.Subbarayulu Reddiyar- Raja of Panangal- P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid –day meal scheme

Unit II

Congress rule: C.Rajagoplachari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth

Unit – III

DMK administration-C.N Annadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaignar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission-implementation of reservation policy - Salem Steel plant. Manu Neethi Thittam- Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development

Unit- IV

AIADMK administration: MGR-Nutritious Meal scheme- educational reforms -introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities-Tamil University at Tanjore - Mother Teresa university at kodaikkanal-J.Jayalalitha -welfare measures- AmmaUnavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting

Unit V

Policies and programmes– economic- social and demographic impact

Learning Resources

Recommended Books

1. Rajaram .P The justice Party:A Historical Perspective,1916-1937
2. Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)
3. Rajmohan Gandhi., Rajaji:A Life
4. Narasimhan.V.K., Kamaraj A Study
5. SandhyaRavishankar.,Karunanidhi: A Life in Politics
6. Vasanthi., A Lone Empress:A Portrait of Jayalalitha

Reference

1. Subramanian.N History of Tamilnadu Vol.2

Web Source

1. www.jetir.org
2. <https://www.inc.in>
3. <https://dmk.in>

Course outcomes:

1. Appreciate the administration of Justice Party
2. Evaluate the Congress Administration
3. Interpret DMK administration
4. Compare AIADMK administration
5. Assess the impact of various administrations

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Elective Paper -4

Course Title	Cultural Heritage of India						
Course Type	Elective Course 4	Course Code	EC 4				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F	Total
						3	

Learning Objectives:

1. Explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
2. Highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
3. Throw light on the importance of Royalty and its patronage on cultural transformation
4. Analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture
5. Critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

UNIT I

Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan and Vedic Ages

UNIT II

Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature

UNIT III

Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement

UNIT IV

Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period

UNIT V

Colonial Rule and the westernisation of Culture - Amalgamation of the old and new artforms. Education and the enduring legacy of the colonial rule – Impact of Western Literature

Learning Resources

1. Luniya, B.N. : Evolution of Indian Culture
2. Wolport, S. : Introduction to India
3. Hussain, S.A. : The National Culture of India
4. Tomery, E. : History of Fine Arts in India and West
5. Basham, A.L. : The Wonder that was India
6. Brown, Percy : Indian Architecture – Buddhist and Hindu, Vol. I
7. Coomaraswamy, A.K.: History of Indian and Indonesian Art
8. Kramrish, Stella : Art of India
9. Poande, Susmita : Medieval Bhakti Movement

Web sources:

1. <https://indiaculture.gov.in>
2. <https://www.india.gov.in>
3. <http://www.intach.org>
4. <https://www.exoticindiaart.com>

Course Outcomes:

- CO 1 - Explain the concepts and the dynamism involved in the Evolution of culture
 CO 2 - Describe critical role of religions in the growth of Art and architectural forms
 CO 3 - Examine the importance of Royal patronage for the progress of various art forms
 CO 4 - Appreciate the advent of new art forms
 CO 5 - Explain the role of British colonialism and its compulsions in the introduction of Syncretise art forms

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3) M-Medium (2) L-Low (1)

Professional Competency skill

Course Title	Research and Report Writing						
Course Type	Professional CompetencySkill	Course Code	PCS				
Year	I	Semester	I				
Credits	2	Hours	L	T	P	F	Total
			2	0	0	0	

Learning objectives:

1. Explain the importance of report Writing
2. Point out the method of research writing
3. Explain the methods of writing research proposals
4. Point out the importance of ethics in research
5. Highlight the best practices

Unit I

Introduction: Significance of Report Writing in academics and research- Requirement of report writing- research goals. Various kinds of Reports and its presentations - Characteristics of Academic and Research Reports / Presentations.

Unit II

Research Writing : Types of Research Papers, Structure of research papers -Research Paper Formats -Abstract writing – Methodology -Results and discussions - Uses of plagiarism detection tools.

Unit III

Report Writing : Writings project proposals - Lecture notes - Progress reports- Utilization reports - Scientific Reports – Analyse One Government report from the Library

Unit IV

Ethics and research- fabrication- plagiarism- misrepresentation

Unit –V

Best practices- formulating the focus of the research- possess and develop cultural knowledge- importance of socially beneficial research

Learning Resources**Recommended Books**

1. A Step-by-Step Guide to Writing Academic Papers by Anne Whitaker September 2009
2. On Writing a Thesis by C P Ravikumar, IETE Journal of Education, 2000
3. Microsoft Office 2016, by Joan Lambert and Curtis Frye, Microsoft Press, Washington 98052-6399
4. LATEX for Beginners, Edition 5, March 2014 Document Reference: 3722-2014
5. Essential LATEX ++, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Web sources

1. <http://www.library.cornell.edu/resrch/citmanage/mla>
2. <https://files.eric.ed.gov/fulltext/EJ1196755.pdf>
3. <http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf>

Course outcomes:

1. To tell the importance of report Writing
2. To name the method of research writing
3. To explain the methods of writing research proposals
4. To relate to the importance of ethics in research
5. To highlight the best practices

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

6. S-Strong(3)

M-Medium (2)

L-Low (1)

Semester II
Core 4

Course Title	History of Medieval India - 1206 - 1707 CE						
Course Type	Core Course 4	Course Code	CC 4				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

1. Examine the establishment of centralized monarchy
2. Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq
3. Analyse the Mughal religious and Deccan policy.
4. Outline the advancements in art and architecture
5. Explain the economic and socio-cultural life in medieval India

UNIT I

Establishment of the Delhi Sultanate: Qutbuddin Aibak and Iltutmish — IqtaSystem - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban- Chihalgani- Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion –Jalaluddin and AlauddinKhalji’s approaches to the State – Changes among the ruling Classes –Conquest and Annexation.

UNIT II

Problems of a Centralized State: Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital-FirozTughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate

UNIT III

The Foundation of Mughal Empire: Central Asian experience of Babur - India on the eve of Babur’s invasion– Struggle for empire in North India – Significance of the Afghan despotism-Rise of Sher Shah Sur; Expansion and Consolidation– Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– NurJahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.

UNIT IV

Ideology and State in Mughal India: Akbar’s imperial agenda - Suhl-i-kul – Akbar’s religion - Din ilahi; Aurangzeb’s relation with religious groups and institutions.; Mughal- Rajput Relations – Mughal administration-: Aurangzeb - the Imperial elite- Deccan wars- Rise of Marathas under Shivaji- Popular revolts within the Mughal empire – Decline of the Mughal empire.

UNIT V

Economic and Socio-Cultural Life in Medieval India: Economy: Agricultural Production, Village Society and the Revenue System – Trade— relations with the Europeans-Society-Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious Ideas and Beliefs- The Sufi Movement– The Bhakti Movement in North India – Culture-Architecture – Literature – Fine Arts – Music.

Learning Resources**Recommended Books**

1. Chand, Tara, Influence of Islam on Indian Culture, Indian Press, 1954.
2. Chandra, Satish, Medieval India: From Sultanat to the Mughals, Har-Anand Pub., Delhi, 1998.
3. Habib, Mohammad and K.A. Nizami, Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526), People's Publishing House, Delhi, 1970.
4. Mehta, J.L., Advanced Study in the History of Medieval India, 1000 – 1526 A.D., Sterling Pub., New Delhi, 1986
5. Mehta, J.L., Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture, Sterling Pub., New Delhi, 1990
6. Raychaudhuri, Tapan and Irfan Habib, ed., The Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750, Cambridge University Press, London, 1982.

References

1. Ali, Athar. M., Mughal India, Studies in Polity, Ideas, Society and Culture, OUP, New Delhi, 2007
2. Chandra, Satish, Essays on Medieval Indian History, OUP, New Delhi, 2005
3. Habib, Mohammed and Irfan Habib, ed., Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times, OUP, New Delhi, 2016
4. Habibullah, A.B.M., The Foundation of Muslim Rule in India, Central Book Depot, 1967
5. Hasan, Nurul S., Religion State and Society in Medieval India, OUP, New Delhi, 2008
6. Nigam, S.B.P., Nobility under the Sultans of Delhi, Munshiram Manoharlal, New Delhi, 1968
7. Pandey, A.B., Early Medieval India, Central Book Depot, 1976
8. Qureshi, Administration of the Mughal Empire, Low Price Publications, 1990.
9. Qureshi, Administration of the Sultanate of Delhi, 1942.

Web sources:

1. <https://core.ac.uk.in>
2. <https://studoc.com>
3. <https://indiaolddays.com>

Course Outcomes:

- CO 1 – understand the establishment of centralized monarchy
- CO 2 – Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq
- CO 3 – Analyse the religious and Deccan policy of Mughals .
- CO 4 – Outline the advancements in art and architecture
- CO 5 – detail the facets of economic and socio-cultural life in Medieval India

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Core 5

Course Title	Socio Cultural History of Tamil Nadu - 1565 – 2000 C.E.						
Course Type	Core Course 5	Course Code	CC 5				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

1. Narrate the social condition during the Nayak period
2. Describe the contributions of Marathas to the culture of the Tamil region
3. Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
4. Appreciate the Growth of Western Education
5. Examine the contribution of Dravidian movement to social transformation

UNIT I

The Nayaks of Madurai – ThirumalaiNayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – – contribution of Nayaks to art and architecture and Tamil culture.

UNIT II

Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – SaraswathiMahal Library – Development of Art and Architecture under the Marathas –

UNIT III

The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism: St.Ramalinga- Vaishnavism: the Schism

UNIT IV

Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education.

UNIT V

Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation- socio- cultural impact of the Dravidian parties

Learning Resources

Recommended Books

1. Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986
2. Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990
3. Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981
4. Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozil Publishers, Madras, 1988
5. Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006
6. Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002
7. Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur
8. Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996
9. Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

References

1. K.A.N.Sastri : The Pandyan Kingdom (London.1929)
2. Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)
3. KrishnaswamyDr.A. : The Tamil country under Vijayanagar
4. Rajaraman, P., Chennai through the Ages, Poompozil Pub., Chennai, 1997.
5. RajayyanDr.K : History of Tamil Nadu (1565 – 1982)
6. Sathianatheir.R. : History of Nayaks of Madurai
7. Subramanian N : History of Tamil Nadu Vol.II
8. The culture and History of the Tamils , 1964
9. Varghese JeyarajS : Socio Economic History of Tamil Nadu

Web Sources:

1. https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt
2. <https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>

Course Outcomes:

- CO 1 –Narrate the social condition during the Nayak period
- CO 2 –Evaluate the contributions of Marathas to the culture of the Tamil region
- CO 3 –Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
- CO 4 – Appreciate the Growth of Western Education
- CO 5 – assess the contribution of Dravidian movement to social transformation

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Core-6

Course Title	Historiography and Historical Methods						
Course Type	Core Course 6	Course Code	CC 6				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

1. To explain the concepts related to history and its relationship with other disciplines; y
2. To discuss various philosophies and interpretations of history
3. To explain the processes and procedures involved in the conduct of historical research
4. To examine the evolution of historical writing in the West
5. To examine the contribution of various historians to the development of Indian historiography

UNIT I

Meaning, Nature and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History

UNIT II

Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History

UNIT III

Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography

UNIT IV

Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm

UNIT V

Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai

Learning Resources

Recommended Books

1. Ali, Sheik, History: Its Theory and Method, Laxmi Publications, 2019
2. Carr, E.H., What is History?, Penguin Books Ltd., New Delhi, 2018.
3. Manikam, S., On History & Historiography, Padumam Publishers, Madurai
4. Rajayyan, K, History in Theory and Method: A Study in Historiography, Raj Publications, Madurai, 1982
5. Sreedharan, E., A Textbook of Historiography: 500 BC to AD 2000, Orient Longman, New Delhi, 2004

References

1. Bloch, Marc, The Historian's Craft, Aakar Books, Delhi, 2017
2. Collingwood, R.G., The Idea of History, OUP, Delhi, 1994
3. Dray, W.H., Philosophy of History, Prentice-Hall, New Jersey, 1964
4. Jenkins, Keith, Why History? Ethics and Postmodernity, Routledge, London, 1999
5. Sen, S.P., Historians and Historiography in Modern India, Institute of Historical Studies, Calcutta, 1973
6. Sreedharan, E., A Manual of Historical Research Methodology, Centre for South Indian Studies, Trivandrum, 2007
7. Tosh, John, The Pursuit of History: Aims, Methods and New Directions in the Study of History, Routledge, New York, 2015
8. Webster, John C.B., Studying History, Primus Books, Delhi, 2019.

Web sources:

1. <https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf>
2. <http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methodology%20in%20writing%20steps.pdf>
3. <https://www.britannica.com/biographies/history/history>

Course Outcome

- CO 1 - Explain the meaning and scope of history
- CO 2 –Outline the various theories and philosophical approaches to history
- CO 3 –Undertake historical research
- CO 4 - Analyse the contribution of western historians
- CO 5- Highlight the historical writings of important Indian historians

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3) M-Medium (2) L-Low (1)

Elective-5

Course Title	History of Journalism						
Course Type	Elective Course 5	Course Code	EC 5				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning objectives:

1. To explain the origins and the role of press in social awakening
2. To present the role of the press in the freedom movement
3. To explain the government reaction to the role of the press
4. To present the role of prominent personalities for the growth of journalism
5. To explain the contribution of various newspapers

UNIT I

The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies.

Unit II

Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India

Unit III

Government and the press: reaction and regulation – Press laws

Unit IV

Contribution of Eminent Personalities to Indian Journalism: BalaGangadharTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer- Peiryar-Aditanar-Kalaingar

Unit V

Contribution of Important News Papers: AmritBazarPatrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DhinaThanthi-Dinamalar- Dinakaran- Viduthalai-Murasoli

Learning Resources**Recommended Books**

1. Nadig Krishna Murthy : Indian Journalism, Mysore University Press
2. . R. Parthasarathi: Modern Journalism in India. Sterling Publishers.
3. J. V. SeshagiriRao. Studies in the history of journalism
4. MohitMoitra: A History of Indian Journalism; National Book Agency.
5. J. Natarajan: History of Indian Journalism; Publication Division
6. J.N. Basu: Romance of Indian Journalism; University of Calcutta

Web sources:

1. https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150
2. https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf
3. <https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>

Course Outcomes

1. Explain the origins and the and role of press in social awakening
2. Present the role of the press in the freedom movement at the national level
3. Explain the government reaction to the role of the press
4. Assess the role of prominent personalities for the growth of journalism
5. Understand the contribution of various newspapers

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Elective 6

Course Title	International Migrations and Diasporic Studies						
Course Type	Elective Course 6	Course Code	EC 6				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

1. Explain the theories of international migrations and diaspora
2. Outline the position of Indian diaspora worldwide
3. Examine the issues of identity among the Indian diaspora
4. Evaluate the policies towards diaspora
5. Present the perspectives of sending and receiving countries

UNIT I

International Migrations: Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations

UNIT II

Theories of Diaspora: Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora

UNIT III

The Indian Diaspora: A Survey: The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia

UNIT IV

Issues of Identity in the Indian Diaspora : Religion and Caste – Language and Culture – Institutions and Associations

UNIT V

Indian Diaspora and Policy Perspective : Sending Country's Perspective – Receiving Country's Perspective

Learning Resources**Recommended Books**

1. Stephen Castles and Mark J. Miller. 1998. The Age of Migration: International Populations
2. Movements in the Modern World. London: Macmillan.
3. Ajaya Kumar Sahoo and BrijMaharaj (eds.), Sociology of Diaspora: A Reader, New Delhi: Rawat Publications.
4. Cohen, Robin 1997. Global Diaspora: An Introduction. London: UCL Press.

5. EleonoreKofman, Annie Phizacklea, ParvatiRaghuram, Rosemary Sales. 2000. Gender and
6. International Migration in Europe: Employment, Welfare and Politics. London:Routledge.
7. Vertovec, Steven and Robin Cohen (eds.). 1999. Migration, Diaspora and Transnationalism.
8. London: Edward Elgar. [Introduction]
9. Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. South Asian Overseas: Migration and Ethnicity. Cambridge University press: Cambridge.

References

1. Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. The Encyclopedia of the Indian Diaspora. Singapore: Editions Didier Millet
2. Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. Culture and Economy in the Indian Diaspora. London: Routledge.
3. Raghuram, Parvati, Ajaya Kumar Sahoo, BrijMaharaj and Dave Sangha (eds.). 2008. Tracing an Indian Diaspora: Contexts, Memories, Representations. New Delhi: Sage Publications.
4. Bhatia, Sunil. 2007. American Karma: Race, Culture, and Identity in the Indian Diaspora. NewYork: New York University Press.
5. Puwar, N. and Raghuram, P. (eds.). 2003. South Asian Women in the Diaspora. Oxford: Berg.
6. Rayaprol, Aparna. 1997. Negotiating Identities: Women in the Indian Diaspora. New Delhi: Oxford.
7. Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. Transnational Migrations: The Indian Diaspora. New Delhi: Routledge Publications. [Chapter1,3,5]
8. Khadria, Binod. 1999. The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain. New Delhi: Sage Publications.
9. Ministry of External Affairs. 2001. Report of the High Level Committee on Indian Diaspora. New Delhi: Indian Council of World Affairs.

Web sources:

1. www.iom.int
2. https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer
3. <https://www.mea.gov.in/images/pdf/1-executive-summary.pdf>

Course Outcomes:

- CO 1 –Explain the theories of international migrations and diaspora
- CO 2 –Outline the position of Indian diaspora worldwide
- CO 3 –Examine the issues of identity among the Indian diaspora
- CO 4 –Evaluate the Indian policies towards diaspora
- CO 5 – understand the perspectives and policies of receiving countries

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Elective-7

Course Title	Indian Constitution						
Course Type	Elective Course 7	Course Code	EC 7				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives

1. Explain the historical background of the Indian Constitution.
2. Compare and contrast the fundamental rights, directive principles of state policy and fundamental duties.
3. Evaluate the nature of Indian federalism and the rationale for emergency provisions.
4. Describe the powers and functions of the various units of the government.
5. Evaluate the nature of the State constitutional machinery and its functions

UNIT I

Historical background - Sources of the Indian Constitution - Preamble-citizenship

UNIT II

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties-important amendments to the Constitution

UNIT III

Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions

UNIT IV

Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers and functions- Process of lawmaking – Speaker – Parliamentary Committees – Supreme Court of India:Composition, powers and functions

UNIT V

State Government: Role of the Governor - State Legislature – Cabinet- High Courts –

Learning Resources**Recommended Books**

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

References

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

Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. https://www.constitutionofindia.net/constitution_of_india
3. <https://www.loc.gov/item/57026883>

Course Outcomes:

- CO 1 –understand the historical background of the Indian Constitution.
 CO 2 –Compare and contrast basic features of the constitution
 CO 3 –Evaluate the nature of Indian federalism and the rationale for emergency provisions.
 CO 4 –Describe the powers and functions of the various units of the government.
 CO 5.- Explain the structure at the state level

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Elective-8

Course Title	Environmental History of India						
Course Type	Elective Course 8	Course Code	EC 8				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

1. Examine the various schools of thought in ecological studies.
2. Trace the impact of eco systems from a historical perspective.
3. Evaluate the impact of British ecological imperialism.
4. Detail India's environmental policy
5. Examine the role and impact of various movements

Unit I

Introduction To Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhi an, Eco-Feminism, Anthropogenic.

Unit II

Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals And Hunting.

Unit III

Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways –Hill Stations – Systematic Conservation versus Exploitation Debate.

Unit IV

Independent India's Environmental Policy– Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment–Big Dams And Hydro-Electric Power Projects –Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal – National Green Tribunal.

Unit V

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BacchaoAndolan – Silent Valley Movement – Jungle BachaoAndolan –

Learning Resources

Recommended Books

1. IrfanHabib, Man and Environment: Vol-36: Ecological History of India, New Delhi: Tulika Books, 2011
2. Donald Hughes.J., What is Environmental History?, Polity Press: Cambridge, U.K. 2006.
3. MadhavGadgil and RamchandraGuha, The Fissured Land: An Ecological History of India OUP: Berkeley and Los Angeles, California, USA 1992
4. Mahesh Rangarajan and K Sivaramakrishnan, ed., India's Environmental History: From Ancient Times to the Colonial Period Vol 1, Permanent Black: Ranikhet, India, 2012
5. Modern Environmental History, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.
6. Ramachandra,Guha, The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya OUP,1989
7. Donald Worster .“Doing Environmental History.” In The Ends of the Earth: Perspectives on

References

1. Christopher Hill, South Asia: An Environmental History, ABC-CLIO, Inc: California, US, 2008
2. Crosby, Alfred. “Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon.” In The Ends of the Earth: Perspectives on Modern Environmental History, edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.
3. David L Gosling, Religion and Ecology in India and South East Asia, Routledge: London, U.K.,
4. Guha, Ramachandra, Environmentalism: A Global History, OUP, New Delhi, 2000.
5. Guha,Ramachandra and J. Martinez-Alier, Varieties of Environmentalism: Essays - North and South, OUP, New Delhi, 1998.
6. Joakim,Radkau, Nature and Power: Global History of the Environment, Cambridge UniversityPress, New York, USA, 2008
7. Keith, Smith, Environmental Hazards, Routledge, New York, 1996.

Web sources:

1. https://www.mids.ac.in/assets/doc/WP_203.pdf
2. https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE
3. <https://www.jstor.org/stable/41949868>

Course Outcomes:

CO 1 –understand the various schools of thought in ecological studies.

CO 2 –Trace the impact of eco systems from a historical perspective.

CO 3 –Evaluate the impact of British ecological imperialism.

CO 4 –Examine the impact of various environmental movements in India

CO 5- Examine the role of various movements

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3) M-Medium (2) L-Low (1)

Skill Enhancement Course - 1

Course Title	Introduction to Epigraphy						
Course Type	Skill Enhancement Course 1	Course Code	SEC 1				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	F S	Total
			2	0	0	0	2

Learning Objectives

1. Define epigraphy and explain its significance.
2. Identify the varieties of materials used
3. Explain the types of inscriptions
4. Trace the origin of writing in South India
5. Explain the use of inscriptions as historical sources

UNIT I Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription - Authenticity

Unit II- Nature of the material- stone, metal, clay, terra-cota, pottery, wood, papyrus, parchment
Types of inscriptions- monumental- archival- Incidental.

UNIT IV - Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script

UNIT IV - Origin of Writing in South India – Tamili - Tamil Brahmi – Vattezhuthu – Grantha Script

Unit V- Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions- inscriptions of Gupta period- Inscriptions in Tamil Nadu - Mangulam - Sittannaval

LEARNING RESOURCES**Recommended Books**

1. Buhler, George, Indian Paleography, Indian Studies Past and Present; Calcutta; 1959
2. Dani, A.H, Indian Paleography, Munshiram Manoharlal Publishers; 3 edition, 2011
3. Sivaramamurthy, C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum, 1952

Web Sources:

1. <https://www.britannica.com/topic/epigraphy>
2. https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History
3. https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf

Course Outcomes:

- CO 1 – Define epigraphy and explain its significance.
 CO 2 - Identify the varieties of materials used
 CO 3 – explain the types of inscriptions
 CO 4- trace the origin of writing in South India
 CO 5 - explain the use of inscriptions as historical source
 CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Semester -III**Core -7**

Course Title	Colonialism and Nationalism in India						
Course Type	Core Course 7	Course Code	CC 7				
Year	II	Semester	III				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning objectives

1. To trace the process of colonization
2. To explain the rise of nationalism
3. To highlight the transition to self-rule
4. To examine the role of masses in the freedom struggle
5. To detail the process of transfer of power and the attainment of independence

UNIT I

Colonialism: European Settlements in India: Portuguese – Dutch – French – English – Anglo-French Conflict – Acquisition of Bengal – Relationship with other Indian states – British imperialism and its impact.

UNIT II

Emergence of Nationalism in India: Manifestation of Discontent against British Rule – Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - Popular Pre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact – Socio-Religious Reform Movements: Ideological Base for the national movement - Predecessors of the Indian National Congress - Factors leading to the origin of Indian National Movement

UNIT III

From Representative politics to the idea of Self-rule: Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British – Evaluation of the Early Phase of the National Movement - Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements - Reactions to the Morley-Minto Reforms - Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919

UNIT IV

Era of Mass Movements: Early political activities of Gandhi– Rowlatt Satyagraha - Non-Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences - Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Congress and World Affairs - Growth of Communalism.

Unit V

Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps' Mission – Quit India Movement - Indian National Army - Last years of Freedom

Struggle (1945 – 47) - Simla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.

Learning Resources

Recommended Readings

1. Bandyopadhyay, Sekhar, From Plassey to Partition: A History of Modern India, Orient Longman, New Delhi, 2006
2. Chandra, Bipan, et. al., ed., India's Struggle for Independence, Penguin Random House India, New Delhi, 2016
3. Grover, B.L. and Alka Mehta, ed., A New Look at Modern Indian History: From 1707 to the Modern Times, S. Chand & Co. Ltd., New Delhi, 2018
4. Masselos, Jim, Indian Nationalism: A History, New Dawn Press, 2005
5. Sarkar, Sumit, Modern India, 1885-1947, Laxmi Pub., New Delhi, 2008

References

1. Chand, Tara, History of Freedom Movement in India, Vol. I - IV, Pub. Div., New Delhi, 2017
2. Dutt, R.P., India Today, Read Books, 2008
3. Hasan, Mushirul, ed., India's Partition - Process Strategy and Mobilization, OUP, New Delhi, 1993
4. Mehrotra, S.R., The emergence of the Indian National Congress, Rupa & Co., 2007
5. Sitaramayya, Pattabhi B., The History of Indian National Congress, 1885-1935, Indian National Congress Working Committee, 1935
6. Sitaramayya, Pattabhi B., The History of Indian National Congress, 1935-1947, Padma Pub., 1947

Web sources

1. <https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-Alam/p/book/9781032159676>
2. <https://www.jstor.org/stable/44140761>
3. <https://www.jstor.org/stable/44141769>

Course Outcomes:

- CO 1 –Evaluate the impact of British imperialism.
- CO 2 –Examine the nature of early resistance against British rule in India.
- CO 3 -Compare the relative merits of different methods of anti-British struggle
- CO 4 –Evaluate the Gandhian non-cooperation movement and its influence on the masses.
- CO 5 - Explain the process of partition

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Core -8

Course Title	Intellectual History of India						
Course Type	Core Course 8	Course Code	CC 8				
Year	II	Semester	III				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning objectives

1. Appreciate the intellectual contribution of socio-religious reformers.
2. Evaluate the contributions of economic nationalists.
3. Examine the Gandhian views on political movements.
4. Appreciate the various contributions of prominent leaders

UNIT I

Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – DayanandaSaraswati – Syed Ahmed Khan – Vivekananda – Annie Besant

UNIT II

Economic thought of Early Nationalists – DadabhaiNaoroji – R.C. Dutt – M.G. Ranade – J.C.Kumarappa

UNIT III

BalaGangadharTilak – AurobindoGhosh – SubramanyaBharati – M.A. Jinnah

UNIT IV

Social Thinkers: Jyothi Rao Phule -Periyar E.V. Ramasamy- B.R. Ambedkar ,Ayothi Das Pandithar —— M.N. Roy

UNIT V:

Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution

Learning Resources**Recommended Books**

1. Guha, Ramachandra, Makers of Modern India, Harvard University Press, Harvard, 2013.
2. Varma, V.P., Indian Political Thought, Vol. II, Laxmi Narayan Agarwal Educational Pub., Agra, 1959
3. Bhagwan, Vishnoo, Indian Political Thinkers,Atma Ram Pub., Lucknow, 1999

References

1. C.P.Andrews : The Renaissance in India
2. P.K.Gopalakrishnan : Development of Economic Ideas in India.
3. V.Brodovo : Indian Philosophy of Modern Times

4. Hanskohn : History of Nationalism in the East
5. C.Y.Chintamani : Indian Politics Since the Mutiny
6. Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.
7. Beniprasad : The Hindu – Muslim Questions
8. H.C.E.Zacharias : Renascent India
9. G.A.Natesan&Co : Ram Mohan Roy : Hist. Life, Writings and Speeches.

Web sources

1. [https://books.google.com/books/about/Makers_of_Modern_India.html?id=.](https://books.google.com/books/about/Makers_of_Modern_India.html?id=)
2. https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India

Course Outcomes.

CO 1 – Understand the evolution of intellectual history of India

CO 2 – Evaluate the contributions of economic nationalists.

CO 3 – Appreciate the contribution of radical thinkers

CO 4 – Assess the role of social thinkers

CO 5 -Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3) M-Medium (2) L-Low (1)

Core-9

Course Title	Economic History of India since 1857 CE						
Course Type	Core Course 9	Course Code	CC 9				
Year	II	Semester	III				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

1. Examine the agrarian condition and the impact of commercialization of agriculture.
2. Assess the impact of international linkages on the growth of industries in colonial India.
3. Explain the trade and monetary policy of colonial India.
4. Examine the development of various transport infrastructure and the growth of cities
5. Critique the ideas of the economic nationalists

UNIT I:

Agriculture: Condition of Agricultural sector during 19th century- Zamindari, Ryotwari and Mahalwari Settlements – Agricultural Indebtedness: Role of Moneylenders and its Impact – Commercialization of Agriculture – Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy

UNIT II:

Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class

UNIT III:

Trade, Finance and Banking: Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks – Central Bank

UNIT IV:

Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports - Development and Growth of Cities: Kolkata – New Delhi - Chennai

UNIT V:

Nationalist Critique: Dadabhai Naoroji – Amartya Sen- Raja Chelliah– C. Rangarajan

Learning Resources**Recommended Books**

1. Desai, S.S.M., et. al., Economic History of India, Himalaya Pub. House, 2010
2. Dutt, R.C., The Economic History of India, Vols. I & II, Publications Division, New Delhi, 2006
3. Dutt, R.P., India Today, Read Books, 2008
4. Roy, Tirthankar, The Economic History of India, 1857-1947, OUP India, New Delhi, 2010

5. Singh, V.B., Economic History of India, 1857-1956, Allied Pub. Pvt. Ltd., New Delhi, 1965

Reference:

1. Rothermund, Dietmar, An Economic History of India: From Pre-Colonial Times to 1991, Routledge, 1993.
2. Kumar, Dharma, ed., The Cambridge Economic History of India, c. 1757-2003, Vol. II, Cambridge University Press, Cambridge, 2008

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1. <http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf>

1. <https://indianculture.gov.in/ebooks/economic-history-india-1600-1800>

Course Outcomes:

- CO 1 –Examine the agrarian condition of Colonial India and the impact of commercialization
 CO 2 –Assess the impact of international linkages on the growth of industries in colonial India.
 CO 3 – Explain the trade and monetary policy of colonial India.
 CO 4 –Examine the development of various transport systems.
 CO 5- Critique the ideas of the economic nationalists

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Elective-9

Course Title	Principles and Techniques of Archaeology						
Course Type	Elective Course 9	Course Code	EC 9				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

- 1 –Explain the meaning of archaeology and the importance of its relations with allied Disciplines.
- 2 –Describe the development of archaeology in India and the West.
- 3 –Describe the methods and techniques of excavation.
- 4 –List the Archaeological study centres
- 5 –Classify the excavated materials and explain the methods of interpretation

UNIT I

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology ,New Archaeology etc., Archaeology – Its relation with other Sciences (Social and Exact)

UNIT II

Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India-Development of Archaeological Survey of India,

UNIT III

Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method , Stratigraphy : Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating.

UNIT IV

Archaeological Studies in Universities and State Department of Archaeology and other Institutions: University of Madras, Deccan College Pune, Tamil University Tanjore.- Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D.Sankalia.

UNIT V

Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.

Learning Resources**Recommended Books**

1. Raman, K.V. : Principles and Methods of Archaeology
2. Rajan.K : Archaeology: Principles and Methods

References

1. Atkinson.R.J.C : Field Archaeology, 2nd edn
2. Barker Philip : Understanding Archaeological Excavation
3. Fleming.S. : Dating in Archaeology
4. Renfrew, C and Bhan : “Archaeology”
5. Robert.f.Heizer(ed.,) : The Archaeologist at Work: A source Book in Archaeological Method and Interpretation
6. Roy.Sourindranath :The Story of Indian Archaeology
7. Renfrew, C &Paul Bahn : Archaeology: Theories, Methods and Practicals

Web Sources

1. [1.https://www.britannica.com/science/archaeology](https://www.britannica.com/science/archaeology)
2. [2.https://asi.nic.in](https://asi.nic.in)

Course Outcomes:

- CO 1 –understand the meaning of archaeology and the importance of its relations with allied disciplines.
- CO 2 –Describe the evolution of archaeology
- CO 3 –Describe the methods and techniques of excavation.
- CO 4 –List the Archaeological study centres
- CO 5 –ability to interpret the artefacts

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Elective-10

Course Title	Studies in Human Rights						
Course Type	Elective Course 10	Course Code	EC 10				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

1. Explain the definition and characteristics of human rights
2. Examine the challenges to human rights protection
3. Outline the constitutional safeguards for human rights
4. Describe the contemporary challenges
5. Evaluate the contribution of human rights organizations

UNIT I

Introduction to Human Rights: Definition and Characteristics – Nature – Theories – Classification and Scope of Human Rights – Historical Development of Human Rights: Ancient, Medieval and Modern periods.

UNIT II

The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights – The International Covenants on Economic, Social and Cultural Rights – Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration

UNIT III

India and Human Rights: Indian Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies

UNIT IV

Contemporary Challenges in Human rights – Violation of the Rights of Women and Children Juvenile Delinquency – Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners — Bonded Labour – Capital Punishment – Custodial Torture.

UNIT V

Organization for Human Rights: International, National, State Level Organizations – Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross – Asia Watch– International Commission of Jurist – Human Rights Watch – People's Union for Civil Liberties

Learning Resources

Recommended Books

1. Ishay, Micheline R., *The History of Human Rights: From Ancient Times to the Globalization Era*, University of California Press, Berkeley, 2008.
2. Megret, Frederic & Philip Alston, *The United Nations and Human Rights: A Critical Appraisal*, OUP, Oxford, 2020
3. Nirmal, C.J., *Human Rights in India: Historical, Social and Political Perspectives*, OUP, New Delhi, 2008
4. O' Bryne, Darren J., *Human Rights: An Introduction*, Routledge, London, 2013
5. Subbian, A, *Human Rights Complaints Systems: International and Regional*, Saujanya Books, New Delhi, 2013

References

1. Cushman, Thomas, ed., *Handbook of Human Rights*, Routledge, New York, 2012
2. Forsythe, David P., et. Al., *The International Committee of the Red Cross: A Neutral Humanitarian Actor*, Routledge, New York, 2007
3. Human Rights Watch, *World Report*, Human Rights Watch, New York (Relevant Years)
4. Landman, Todd, *Protecting Human Rights: A Comparative Study*, Georgetown University Press, Washington, D.C., 2005
5. Power, Jonathan, *Amnesty International: The Human Rights Story*, Pergamon Press, Oxford, 1981.

Web Sources

1. <https://nhrc.nic.in>
2. <https://www.un.org/en/global-issues/human-rights>

Course Outcomes:

- CO1- Understand the concepts and evolution of human rights
- CO2- Appreciate the role of UN in promoting human rights
- CO3- Understand the status of human rights in India
- CO4- Analyse the challenges to human rights
- CO5- Assess the role of non-governmental organizations

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

3. S-Strong(3)

M-Medium (2)

L-Low (1)

Core- Industry Module

Course Title	Tourism in Tamil Nadu						
Course Type	Core Industry	Course Code	CI				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives

1. Explain the types of tourism in Tamil Nadu.
2. Describe the role of Tamil Nadu government in the promotion of Tourism.
3. List out the various training facilities.
4. Describe the tourist attractions in Tamil Nadu.
5. Examine the employment and entrepreneurial opportunities in Tamil Nadu.

UNIT I

Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals

UNIT II

Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions

UNIT III

Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai – State Institute of Hotel Management and Catering Technology, Tiruchirappalli

UNIT IV

Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kanyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram

UNIT V

Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities - entrepreneurial opportunities in Tourism Industry – Tourist Guides – Chauffeurs – Interpreter

Learning Resources

Recommended Books

1. Bhatia, A.K., Tourism Development, Principles and Practices, Sterling Publishers, New Delhi, 1987
2. Kannammal, Geetha, et. al, An Introduction to Tourism in Tamil Nadu, University of Madras, Chennai, 2007
3. Seth, Pran, Successful Tourism Management, Vol. II: Tourism Practices, Sterling Publishers, New Delhi, 1997.

References

1. Citizen's Charter, Tourism Department, Government of Tamil Nadu, 2002.
2. Enchanting Tamil Nadu, Tamil Nadu Tourism, September 2005
3. Selvam, M., Tourism Industry in India, Himalaya Publishing House, Bombay, 1989

Web Sources

1. <https://www.tamilnadutourism.tn.gov.in>
2. <https://www.e-unwto.org/>

Course Outcomes:

CO 1 –Explain the types of tourism in Tamil Nadu.

CO 2 –Describe the role of Tamil Nadu government in the promotion of Tourism.

CO 3 –List out the various training facilities associated with Tourism industry

CO 4 –Describe the tourist attractions in Tamil Nadu.

CO 5 –Examine the employment and entrepreneurial opportunities in Tamil Nadu.

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3) M-Medium (2) L-Low (1)

Skill Enhancement Course 2

Course Title	Communication Strategies for Leadership Success						
Course Type	Skill Enhancement Course 2	Course Code	SEC 2				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	F S	Total
			2	0	0	0	2

Course Objectives

1. To explain the basic definitions of communication and communication skills
2. To list the types of communication skills
3. To detail the methods to improve communication
4. To explain the requirements of effective communication in the workplace
5. To detail the types of corporate skills

UNIT -I-

Definition of communication-methods of communication-Definition of communication skills

UNIT-II

Communication Skill -Listening –conciseness- body language- confidence- Open mindedness- Use of Correct Medium-Volume and Clarity- Non verbal cues- Responsiveness

UNIT- III

Improvement of Communication Skills-Readiness to seek and receive Constructive Criticism- Practice- Attendance of classes and workshop – effective usage of opportunities

UNIT-IV

Effective Communication in workplace- Clarity and concise- practice of empathy- Assertion- calm and consistence-

UNIT-V

Corporate communication- Importance – Types of skills- Writing skills- presentation and public speaking skills- communication with data- Research and critical thinking- Technical skills - usage of chat bots, block chain, virtual reality .

Learning Resources

Recommended Books

Kerry Patterson, Crucial Conversations: Tools for Talking When Stakes Are High
Audio CD –Audiobook,

Andrew Sobal and Jerold Panas, 10 skills for effective Business communication

References

Paul A. Argenti, Corporate communication

Paul A. Argenti, The power of Corporate Communication: crafting the voice and image of Business.

Web sources

1. <https://www.rock.so/blog/communication-strategies>
2. <https://www.revechat.com/blog/effective-customer-service-communication/>
3. <https://www.opencolleges.edu.au/informed/features/10-tips-effective-communication->

online- offline/

Course Outcomes

CO1-To explain the basic definitions of communication and communication skills

CO2 -To list out the types of communication skills

CO3 -To detail the methods to improve communication

CO4 -To highlight the requirements of effective communication in the workplace

CO5- To understand the types of corporate skills

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Semester -4
Core-10

Course Title	Contemporary India						
Course Type	Core Course 10	Course Code	CC 10				
Year	II	Semester	IV				
Credits	4	Hours	L	T	P	F S	Total
			5	1	0	0	6

Learning Objectives:

1. Evaluate the contribution of different governments.
2. Assess the impact of government's policy on scientific advancements in India.
3. Describe the India's economic development and foreign policy.
4. Explain the uniqueness of Indian society and culture.
5. Examine the culture and Arts in Independent India

UNIT I

Demographic profile – characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population.

The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during BharathiyaJanata Party –

UNIT II

Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes.

Transport and Communications – Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication –Landline –internet, Communication satellites – Mobile communication.

UNIT III

The Economic Development – Planning Commission – National Development Council –State Plans – Five Year plans – Liberalization and Privatization and their impact.

The Foreign policy- objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia

UNIT IV

Indian Society: Rural and Urban context — Constitutional framework for safeguarding the social interest

Education – Indian Education Commission – University Grants Commission – Kothari Commission –Progress of women education-growth of science education

UNIT V

Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema- Folk Arts

LEARNING RESOURCES

Recommended Books

1. S.C. Dube (Ed) : India since Independence (1947-1977)
2. S. Gopal : Jawaharlal Nerhu: Foreign policy of India 1960's, Vol. III.
3. M.J.Akbar : The Siege within: Problems of Modern India
4. A. Appadurai : Foreign policy (Consumer Library)
5. V.D. Mahajan : History of Modern India up to 1980's

References

1. B. Kuppaswamy : Social Change in India
2. R.N. Sharma : Social problems in India
3. Ronald Segal : The Crisis of India
4. Bipan Chandra, et. al. : India After independence, 1947- 2000

Web Sources

1. <https://www.ddutkal.ac.in>
2. [https:// www.jstor.org/contemporaryindia](https://www.jstor.org/contemporaryindia)

Course Outcomes:

- CO 1 –Evaluate the contribution of different governments.
- CO 2 –Assess the impact of government's policy on scientific advancements in India.
- CO 3 –Describe the India's economic development and foreign policy.
- CO 4 –Explain the uniqueness of Indian society and culture.
- CO5 - Examine the culture and Arts in Independent India

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Core-11

Course Title	Peasant and Labour Movements in India						
Course Type	Core Course 11	Course Code	CC 11				
Year	II	Semester	IV				
Credits	4	Hours	L	T	P	F	Total
			5	1	0	0	

Learning Objectives:

1. Explain the impact of the agrarian change brought about by colonial government.
2. Examine the nature of peasant struggles in India.
3. Describe the rise of industries and the emergence of working class in India.
4. Evaluate the contribution of trade unions towards the amelioration of the working class.
5. Assess the significance of labour laws and various recommendations

UNIT I

Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour - Bonded labour - Plantation labour

UNIT II

Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt - Phulaguri Dawa - Pabna Agrarian League - Maratha Uprising - Champaran Satyagraha - Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.

UNIT III

Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class

UNIT IV

Trade Unionism & Labour Movement: Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism - Problems of organizing Union in India - Unorganized Sector

UNIT V

Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout - Labour Strikes ILO's Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour - Modern Challenges.

LEARNING RESOURCES

Recommended Books

1. Chandra, Bipan., Colonialism and Nationalism in India, New Delhi, 1979.
2. Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.
3. Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.
4. Dhanagare, D.N., Peasant Movements in India, Oxford University Press, Delhi, 1983.
5. Guha, Ranajit., Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983. Chakrabarthy, Dipesh., Rethinking Working Class History, Princeton University Press, 2002.
6. Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad.

References

1. Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". *Social Scientist* 117. (February, 1983): 43–54.
2. Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946*, New Delhi, Sage Publications, 1995.
3. Basu, Deepika., *The Working Class in Bengal: Formative Years*, Calcutta, 1993.
4. Bose, Sugata. *Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947*. Cambridge University Press, Cambridge, 1986.
5. Chandavarkar, Rajnarayana., *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940*, Delhi, 1989.
6. Chattergi, Rakhahari., *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984
7. Hardiman, David., *Peasant Resistance in India 1858 - 1914*, Oxford University Press, 1992.
8. Stein, Burton., *Making of Agrarian Policy in British India 1770 -1900*, Oxford University Press, 1992

Web Source

1. <https://www.historydiscussion.net>
2. <https://www.jstor.org/peasantmovementinindia>
3. <https://www.jstor.org/stable/27768140>

Course Outcomes

- CO 1 –Understand the impact of the agrarian changes brought about by colonial government.
- CO 2 –Trace the nature of peasant struggles in India.
- CO 3 –Detail the rise of industries and the emergence of working class in India.
- CO 4 –Evaluate the contribution of trade unions towards the amelioration of the workingclass.
- CO -5- Assess the significance of labour laws and various recommendations

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Core-12

Course Title	International Relations since 1945 CE							
Course Type	Core Course 12	Course Code	CC 12					
Year	II	Semester	IV					
Credits	4	Hours	L	T	P	F	S	Total
			5	1	0	0	0	6

Learning objectives

1. Explain the various theories and concepts of International Relations.
2. Evaluate the impact of cold war.
3. Assess the achievements of UNO and other regional organizations.
4. Examine the role of international economic organisations
5. Examine the key international issues with special reference to India's concerns

UNIT I

Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats

UNIT II

Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India's Role; Middle East: Arab Israeli Conflict – Oil Crisis

UNIT III

United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC

UNIT IV

Bretton woods Institutions: World Bank and IMF – UNCTAD – North – South Dialogue – NIEO – GATT – WTO

UNIT V

Nuclear Politics: IAEA – NPT – CTBT – Concepts – India's Nuclear Policy; International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India's Concerns; Environmental Concerns: Rio – Kyoto – Green Peace

LEARNING RESOURCES

Recommended Books

1. Palmer and Perkins .,International Relations: World Community in Transition
2. Hans J. Morgenthau., Politics among Nations
3. Peter Calvocoressi., World Politics since 1945
4. AsitSen ., International Politics
5. Prakash Chandra., International Relations: Foreign Policy of Major Powers an Regional Systems

References

1. Joseph Frankel : International Relations in a Changing World
2. Michael Dockrill : The Cold War: 1945-196
3. K.P. Misra&
4. K.R. Narayanan, ed. : Non-Alignment in Contemporary International Relations
5. Rasul B. Rais : The Indian Ocean and the Superpowers
6. K.R. Singh : The Indian Ocean: Big Power Presence and Local Response

Web Source

1. <https://www.britannica.com/topic/international-relations>
2. <https://www.futurelearn.com/experttracks/global-studies-international-relations>

Course Outcomes:

CO 1 –Explain the various theories and concepts of International Relations.

CO 2 –Evaluate the impact of cold war.

CO 3 –Assess the achievements of UNO and other regional organizations.

CO 4 – Examine the role of international economic organisations

CO 5- Examine the key international issues with special reference to India’s concerns

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Elective -11

Course Title	Women in India through the Ages						
Course Type	Elective Course 11	Course Code	EC 11				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

1. Explain the various perspectives on women's issues
2. Appreciate the contribution of social reformers to women's cause
3. Outline the constitutional safeguards for women
4. Examine the position of women in society
5. Examine the women welfare organisations and its schemes

UNIT I

Perspectives on Women's Issues: Liberal – Radical – Socialist – Marxist – Historical Aspects: Women in Ancient India – Women in Medieval India – Women in Modern India – Role of women in India's Freedom Struggle.

UNIT II

Social Reform Movements and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, Jyotiba Phule and Savitribai Phule, Pandita Rama Bai, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – Moovalur Ramamirtham Ammaiyar

Unit III

Constitution, Laws and the changing status of women: Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance, - Constitutional and Legal Safeguards for Women – Fundamental Rights, Directive Principles and Fundamental Duties –Laws related to Inheritance – Dowry Related Laws –

Unit IV

Women's Welfare Organizations and Schemes: Women's Indian Association – National Commission for Women and State Commission for Women – Women Development Corporation – women welfare Schemes of the Government of India

Unit V

Women and Economy: Women and Economic Growth – Women in Unorganised Sector – Impact of Globalisation on Women's Employment – Women Entrepreneurs – Poverty and Developmental Issues: Self Help Groups – Women and Media: Women in Print- Visual and Social Media

LEARNING RESOURCES

Recommended Books

1. Anil Kumar Jha, “Gender Inequality and Women Empowerment”, Axis Books, New Delhi, 2012.
2. NandalSantosh , “Women and Development”, A Mittal Publications, New Delhi, 2012
3. Rani Sandhya, “Development of Women – Issues and Challenges”, Discover Publishing House Pvt Ltd, New Delhi, 2012.
4. References
5. Elson Diane, et al. “Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development”, UN Women, 2019
6. Jenny Edwards, Andrea Cornwall, et al., “Feminisms, Empowerment and Development: Changing Women’s Lives”, Kindle Edition, 2014.
7. Priyanka Sharma Gurnani, “Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India” Educreation Publishing House, New Delhi, 2016.
8. Rao, Pulla, “Political Empowerment of Women in India – Challenges and Strategies”, ABD Publishers, New Delhi, 2012.

Web sources

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/>
2. <https://www.sociologydiscussion.com>

Course Outcomes:

CO 1 –Explain the various perspectives on women’s issues

CO 2 - Appreciate the contribution of social reformers to women’s cause

CO 3 –Outline the constitutional safeguards for women

CO 4 –Examine the position of women in society

CO 5 –Examine the women welfare Organisations and schemes

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Elective-12

Course Title	Science and Technology in India since 1947 CE						
Course Type	Elective Course 12	Course Code	EC 12				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

1. Describe the evolution of India's Science & Technology Policy
2. Evaluate the contribution of Green Revolution, White Revolution and Blue Revolution
3. Examine the advancements in the field of atomic and space research
4. Outline India's progress in the frontier areas of scientific research
5. Examine the social and economic impact of scientific advancements.

UNIT I

Establishment of Science and Technology Ministry – Establishment of Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs – Evolution of Government of India's Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013.

UNIT II

Development of Agricultural Science – Green Revolution – M.S. Swaminathan – White Revolution – VergheseKurien – Blue Revolution

UNIT III

Atomic Energy and Nuclear Power Generation Programme – HomiBhabha – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India Space Research: ISRO – Development of INSAT system – Remote Sensing Applications– PSLV –Chandrayaan – Mangalyaan – Space Applications – DRDO – India's Missile Programmes – A.P.J. Abdul Kalam – India's Ballistic Missile Defence System

UNIT IV

Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council.

UNIT V

IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology, and Innovation eco-systems – Social and Economic Impact of Scientific advancements.

LEARNING RESOURCES

Recommended Books

1. Abraham, Itty 1998. *The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial Stale*. Hyderabad. Orient Longman Limited.
2. Alam, Ghayur 1993. *Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo)* Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.
3. Joshi, Padmanabh 1992. *Vikram Sarabhai: The Man and the Vision*. Ahmedabad: Mapin Publishing Pvt. Ltd.
4. Nayar, Baldev Raj 1983. *India's Quest for Technological Independence: 2 Vols*. New Delhi: Lancer Publications.
5. Parthasarath, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". *Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29*.
6. Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". *Economic and Political Weekly, Vol. XXII, No.48, November 28*.
7. Raj, Gopal 2000. *Reach for the STARS: The Evolution of India's Rocket Programme*. New Delhi, Viking, Penguin Books India (P) Ltd.
8. *India Year Book*, Publications Division, Government of India

References

1. Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". *Nature* 221(5184), March 8, pp. 909-911.
2. Parthasarathi, Ashok 1972. *Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST)*, Government of India Special Assistant for S & T to Prime Minister, New Delhi, March.
3. Phalkey, Jahnvi 2013. *Atomic State: Big Science in Twentieth-Century India*. Ranikhet: Permanent Black
4. Prakash, Gyan 1999. *Another Reason: Science and the Imagination of Modern India*. New Delhi: Oxford University Press.
5. Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi
6. Sundram, C.V. et al (ed.). *Atomic Energy in India: 50 Years*. New Delhi: Dept. of Atomic Energy
7. Tyabji, Nasir 2000. *Industrialization and Innovation: The Indian Experience*. New Delhi: Sage Publications.
8. Udganokar, B.M. 1985. *Science, Technology and Economic Development*. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation.

Web source

1. <https://dst.gov.in/>
2. <https://www.india.gov.in/topics/science-technology>

Course Outcomes:

CO 1 –Describe the evolution of India’s Science & Technology Policy CO2 –

Evaluate the contribution of Green,White,and Blue Revolutions

CO 3 –understand the advancements in the field of atomic and space research CO 4 –

Outline India’s progress in the frontier areas of scientific research

CO 5 -Examine the social and economic impact of scientific advancements.

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3) M-Medium (2) L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong(3) M-Medium (2) L-Low (1)

Project

Course Title	Project						
Course Type	Project with Viva	Course Code	PT				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Project at P.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source-based study. It also facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

Each student has to do a project/dissertation in the range of 9,000 – 10,000 words including references and excluding Bibliography.

Each student should work under a faculty allotted by the Department. After completion of the project there will be a Viva Voce Examination.

Skill Enhancement Course 3

Course Title	Cargo and Logistics						
Course Type	Skill Enhancement Course 3	Course Code	SEC 3				
Year	II	Semester	IV				
Credits	2	Hours	L	T	P	F	Total
			2	0	0	0	

Learning Objectives:

1. List the definitions of cargo and logistics and its evolutions
2. Describe the cargo handling in the ports and airports
3. Describe the functions of logistics management
4. Describe provision and carriage of loading accessories.
5. Discuss the challenges in logistics management

UNIT I

Definition of Cargo and Logistics- History and Evolution – Objectives – Elements

UNIT II

Ports- Handling of Cargo in Major and Minor – The cargo handling organisations in Ports - Types of Cargo in Shipping -Handling of Cargo in Airport – The cargo handling organisations in Airport - Types of Air Cargo - Cargo needing Special Attention

UNIT III

Logistics Management- Definition - Role of Tourism Logistics management - Functions of Logistics Management

UNIT IV

Concept of IATA cargo agent – Formation – IATA Recognition – Agents – Duties & Responsibilities – Payment Procedures

UNIT V

Logistic management challenges-Customer Service- Transportation cost Control-Planning and Risk Management- supplier/partner relationship- Governmental and environmental regulations

LEARNING RESOURCES

Recommended Books

1. Kotler, Philip. Kevin Lane Keller Marketing Management
2. Tourism, Transport and Travel Management
3. Airport Business - R. Boganis
4. All you wanted to know about Airlines Functions K. Sikdar

5. Gupta S. K. International Air Fare and Ticketing, UDH Publishers Delhi.

References

1. Gene Kropf, Airline Procedures.
2. Wilson & Bryon, Air Transportation.
3. Philip Locklin D, Economics of Transportation.
4. Indian Aircraft manual – DGCA Pub.
5. Alexander T Wells, Air Transportation, Wadsworth Publishing Company, California, 1993

Web Resources

1. <https://transportgeography.org/contents/applications/tourism-transport/>
2. <https://www.mckinsey.com/industries/travel-logistics-and-infrastructure/our-insights>

Course Outcomes:

- CO 1 – List the definitions of cargo and logistics and its evolutions
CO 2 Describe the cargo handling in the ports and airports
- CO 3 – Describe the functions of logistics management
- CO 3 – Describe provision and carriage of loading accessories.
- CO 4 – Explain the role of IATA
- CO 5 – Discuss the challenges in logistics management

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low

(1)CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)