

**A.D.M. COLLEGE FOR WOMEN (AUTONOMOUS)**  
**NAGAPATTINAM**

**DEPARTMENT OF HISTORY**

*(For the candidates admitted from the academic year 2024-2026)*



**MA HISTORY SYLLABUS**

**2024-2026**

**M.A. HISTORY**  
**CURRICULUM STRUCTURE**  
**2024-2026Batch**

<b>Category of Courses</b>	<b>No. of Courses</b>	<b>Hours</b>	<b>Total Credits</b>
Core Courses (CC)	12	72	54
Core Choice Courses (CCC)	3	18	12
Elective Courses (EC)	3	16	11
Entrepreneurship/Industry Based Course	1	4	3
Internship	-	-	2
Skill Enhancement Course (SEC)	2	4	4
Project	1	6	4
Value Added Courses (Extra Credit)	2	-	4(each 2)
<b>Total</b>	<b>22+2</b>	<b>120</b>	<b>90+4</b>

**M.A. HISTORY**  
**SCHEME OF EXAMINATIONS– 2024-2026 Batch**

COURSE TYPE	COURSES	HRS	CREDITS	EXAM DURATION	MAX. MARKS	
					CIA	EXT
<b>SEMESTER I</b>						
Core Course I	CC I – Indian Civilization and Culture from Pre-History to 1206 C.E.	6	5	3	25	75
Core Course II	CC II – Indian Civilization and Culture From 1206 C.E. TO 1707 C.E.	6	4	3	25	75
Core Course III	CC III – Socio-Cultural History of Tamilnadu from Sangam Age to 1800 C.E.	6	5	3	25	75
Core Choice Course I	CCC I – History of World Civilizations (excluding India) upto 1453 C.E. (or) Ideas in History	6	4	3	25	75
Elective Course I	EC I –Principles and Techniques of Archaeology	6	4	3	25	75
<b>No. of Courses - 5</b>		<b>30</b>	<b>22</b>			

<b>SEMESTER II</b>						
COURSE TYPE	COURSES	HRS	CREDITS	EXAM DURATION	MAX. MARKS	
Core Course IV	CC IV – Socio-Cultural History of India from 1707 C.E. TO 1857 C.E.	6	5	3	25	75
Core Course V	CC V- Socio Cultural History of Tamil Nadu from 1800 C.E. to 2000 C.E.	6	4	3	25	75
Core Course VI	CC VI – Freedom Struggle in India	6	4	3	25	75
Core Choice Course II	CCC II – Economic History of India from 1857 CE to 1947 CE (or) India and Her Neighbours	6	4	3	25	75
Elective Course II	EC II – Museology	4	4	3	25	75
Skill Enhancement Course I	SEC I - Art and Architecture of India.	2	2	3	25	75
Value Added Course I	VAC I - Preparation for UGC NET – History	-	2	-	-	100
<b>No. of Courses – 6+1</b>		<b>30</b>	<b>23+2</b>			
<b>Internship/Industrial Activity during the Summer Vacation after I Year</b>						

SEMESTER III						
COURSE TYPE	COURSES	HRS	CREDITS	EXAM DURATION	MAX. MARKS	
Core Course VII	CC VII-Women's Studies	6	5	3	25	75
Core Course VIII	CC VIII – Constitutional History of India	6	4	3	25	75
Core Course IX	CC IX – Tamilnadu since 1947 CE.	6	5	3	25	75
Core Choice Course III	CCC III-Human Rights and Duties (or) Intellectual Property Rights	6	4	3	25	75
Industry Based Course	IBC- Tourism in Tamilnadu	4	3	3	25	75
Skill Enhancement Course II	SEC II –Eco Tourism	2	2	3	25	75
Internship/Industrial Activity	Internship/Industrial Activity	-	2	-	-	-
Value Added Course II	VAC II - Preparation for UGC NET – History	-	2	-	-	100
	<b>No. of Courses 6+1</b>	<b>30</b>	<b>25+2</b>			

SEMESTER IV						
COURSE TYPE	COURSES	HRS	CREDITS	EXAM DURATION	MAX. MARKS	
Core Course X	CC X – India Since 1947 C.E.	6	5	3	25	75
Core Course XI	CC XI – International Relations	6	4	3	25	75
Core Course XII	CC XII – Historiography and Research Methodology	6	4	3	25	75
Core Course XIII	CC XIII – PROJECT	6	4	3	25	75
Elective Course III	EC III – History of Science and Technology	6	3	3	25	75
	<b>No. of Courses – 5</b>	<b>30</b>	<b>20</b>			
	<b>Grand Total</b>	<b>120</b>	<b>90+4</b>			

<b>Semester-I / Core Course-I</b>	<b>CC I – INDIAN CIVILIZATION AND CULTURE FROM PRE-HISTORY TO 1206 C.E.</b>	<b>Course Code:</b>
<b>Hours :6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks -25</b>	<b>External Marks-75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>LEARNING OBJECTIVES:</b>		
<ul style="list-style-type: none"> <li>• To impart the study of ancient history of India.</li> <li>• To trace the political ideas and institutions.</li> <li>• To the study of origin of the religion.</li> <li>• To analyze the socio economic life of ancient India.</li> <li>• To explore the art and architecture during ancient period.</li> </ul>		
<b>UNIT-I</b>	<b>PRE-HISTORY AND PROTO-HISTORY OF INDIA:</b> Introduction of Pre-history and Proto history – Pre-historic and Proto-historic archaeological sources - Other sources of the Ancient Indian History –Beginning of Food production –Early domestication - Merger and its significance – Indus Valley – Beginning of Iron and the Transition to history.	18hrs
<b>UNIT-II</b>	<b>POLITICAL IDEAS AND INSTITUTIONS:</b> Origin of the State-Vedic Assemblies–Oligarchies–Republic–Councilors and officials- Post Vedic & Pre Mauryan - The Saptanga theory of Kautilya–Nandas–Mauryas; Paternal despotism–Asoka's welfare state: Kingship – Army - Judiciary, Interstate relations- Post Mauryan period; Satavahanas, Kushans and Guptas – Harsha and their Political Institutions.	18hrs
<b>UNIT-III</b>	<b>DEVELOPMENT OF INDIAN RELIGIONS:</b> Approaches to the Study of religions–Pre-historic religions: Religion of the Harappa’s–Development of religious thought in Vedic an depic literature–Religious ideas and practice in the 6 <sup>th</sup> century B.C. Rise of Buddhism and Jainism–Bhagavathism –Growth of Saivism–Vaishnavism in Gupta period.	18hrs
<b>UNIT-IV</b>	<b>SOCIO-ECONOMIC LIFE:</b> Primitive man–Agriculture and animal husbandry - Urban Harappa - trade relations–Society and Economy in the Early Vedic Period–Formation of Caste and classes in the Post Vedic Period – Mauryan Economy –Post-Mauryan economy–Land system–Trade–Position of women – Guilds and social change–Feudalism in the post Gupta period.	18hrs
<b>UNIT-V</b>	<b>ART AND EDUCATION:</b> Primitive art – Terracotta’s – Minor arts - Mauryan art – Kushans- Gandhara–Mathura–Sarnath- Amravati and other schools - Gupta art - Vedic education and Educational Centers: Nalanda, Vikramashila University, Vallabi, Kanchipuram–Literature in Gupta period.	18hrs

#### TEXTBOOKS:

1. Kosambi, D.D., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publishing House Pvt. Ltd., New Delhi, 1977.
2. Mahajan, V.D., The History of India upto 1206 A.D, S Chand & Co New Delhi, 1970.

### REFERENCEBOOKS:

1. A. Thapar Romila. History of India, Vol. I, Orient Longman, New Delhi, 1978.
2. Basham, A.L, Cultural History of India, Ed. Oxford University Press, New Delhi, 1975.
3. Nilakantasastry, K.A., History of India, Oxford University Press, New Delhi,.1950 Smith, V.A., Oxford History of India, OUP, New Delhi.
4. A.L. Basham, The wonder that was India, Grow Press, New York,1954.
5. D.D. Koasambi, the Culture and Civilization of Ancient India: In Historical Outline ikas, New Delhi, 1971.
6. R.S. Sharma, material Culture and Social Formation in Ancient India, Mac Millan, New Delhi, 1983.
7. R.C. Majumdar (ed) History and Culture of Indian People. Bharatiya Vidya Bhavan Bombay, 1960.
8. R.C. Majumdar and Srivastva, History of India (from the earliest times to 320 A.D. Surjeet Book Depot, New Delhi, 1996.
9. V. Shinde, Early Settlements in the Central Tapi Basin, Munshiram Manoharlal, New Delhi, 1998.
10. J.S.E. Swain, A History of World Civilization, Eurasia Publishing House Pvt. Ltd, New Delhi,1994.

### E-LEARNINGRESOURCES:

1. <https://ndl.iitkgp.ac.in/homestudy/humanities>
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829>
3. <http://egyankosh.ac.in/handle/123456789/53713>

CO NO.	Course Outcomes
	On completion of the course the students will be able to
CO 1:	Appraise the sources of ancient India and identify the Pre-historic and Indus sites.
CO 2:	Illustrate the evolution of the administrative system in ancient India
CO 3:	Determine the rise of various religions and their socio-cultural impacts.
CO 4:	Learn the social changes and economic development under different dynasties.
CO 5:	Describe the growth of art, architecture and literature in ancient India.

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	M	S	S	S
CO 3	S	S	S	S	M	S	S	M
CO 4	S	S	S	S	S	S	S	M
CO 5	S	S	S	S	S	S	S	S

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	S	M	S	S	S
CO 2	S	M	S	S	S
CO 3	S	M	S	S	S
CO 4	S	S	S	S	S
CO 5	S	M	S	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

<b>Semester-I / Core Course-II</b>	<b>CC II –INDIAN CIVILIZATION AND CULTURE FROM 1206 C.E. TO 1707 C.E.</b>	<b>Course Code:</b>
<b>Hours :6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks -25</b>	<b>External Marks-75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
<b>LEARNING OBJECTIVES:</b>		
<ul style="list-style-type: none"> <li>To inculcate the scope of the study of medieval history of India.</li> <li>To trace the establishment of Mughal Empire.</li> <li>To impart the religion and state during medieval period.</li> <li>To discuss the growth of population and land system in medieval India.</li> <li>To explore the social dissent in historical perspectives.</li> </ul>		
<b>UNIT-I</b>	<b>ESTABLISHMENT OF DELHI SULTANATE AND VIJAYANAGARA EMPIRE:</b> Sources for the study of Medieval History – Trends in medieval Indian historiography - The concept of sovereignty: the growth of centralized state polity under Balban, Ala-ud-din Khilji and Muhamad-bin-Tughlaq – Art and Architecture under Sultanate – Rise of Vijayanagar and Bamini kingdoms and their contribution to Art and Architecture.	18hrs
<b>UNIT-II</b>	<b>ESTABLISHMENT OF THE MUGHAL EMPIRE:</b> India on the eve of Babur's Invasion – Assessment of Babur's Memoirs – Political problems of Humayun – Afghan resistance – The Second Afghan Empire – nature of the State – The Sur Administrative system-Akbar's theory of Kingship: Akbar's relations with the Rajputs – Evolution of Din-illa-hi-Shah Jahan-Golden Age – art and architecture - The Mughal Empire and the Deccan - Mughal Administration – Mansabdari system – Society and Economy under the Mughals – Contribution to Literature, Art and Architecture	18hrs
<b>UNIT-III</b>	<b>RELIGION AND STATE IN MUGHAL INDIA:</b> Orthodox Muslim opposition to Akbar's policies – its impact on the reign of Jahangir and Shahjahan-Success of Aurangzeb and the failure of Mughal Deccan Policy – Mughal and Maratha relations-The Maratha Administration under Shivaji – Revolts of the Jats Satnamis, Sikhs and the Bundelas, nature of their challenge to the central authority – The decline of the Mughal Empire.	18hrs
<b>UNIT-IV</b>	<b>ECONOMY AND SOCIETY UNDER THE MUGHALS:</b> The rural class structure and nature of land rights-village organization-Iqtadars- The chieftains Zamindars and Jagirdars – The land system – Revenue and the Tax structure – The growth of the cities and towns – Centers of large scale production – Important ports – Inland and sea trade route -Urban life-social and economic base – stratification with in the Urban society – regional shifts.	18hrs
<b>UNIT-V</b>	<b>SOCIO-RELIGIOUS MOVEMENTIN MEDIEVAL INDIA:</b> Rise and Growth of non- conformist movements; Siddhas and Nathpanthis; social and religious practices – Continuity and intensification of socio-religious movement: Kabir, Dadu, Raidas, Nanak, Namdev, Tulsidas, Mira, Surdas – Sufism and the Development of languages – literature and culture – Interaction between Bhakti, Sufi and Yogic traditions.	18hrs

#### TEXTBOOKS:

1. Satish Chandra (1984), History of Medieval India, Mac Millan, New Delhi,
2. Srivastava and Majumdar, (1990), History of Medieval India, New Delhi.
3. Basham. A.L (Ed.), (2001), A Cultural History of India, OUP, New Delhi.
4. Robert Sewell, (2001), A Forgotten Empire, New Delhi.
5. Mehta. J.L., (2002), An Advanced Study in the History of Medieval India (3Vols), Sterling Publication, New Delhi.
6. Vincent A. Smith, (2002), The Oxford History of India, OUP, New Delhi.
7. Majumdar. R.C., (2002), An Advanced History of India, Mac Millan, New Delhi.
8. Khurana. K.L., (2007), Medieval India, Lakshmi Narayan Agarwal, Agra.

**REFERENCEBOOKS:**

1. S.M. Edwards, The History of India as Told by its Own Historians, 8 Vols, Trubner, London, 1877.
2. Irfan Habib, (ed), Researches in the History of India 1200-1750, Oxford University Press, Delhi, 1992.
3. Lane-pool. Babur, Oxford University Press, London, 1899.
4. W.H. Morel and, From Akbar to Aurangzeb, Macmillan, London, 1923.
5. H.K. Naqui, History of Mughal Government and Administration, Kanishka, Delhi, 1990.
6. H.C. Ray, The Dynastic History of Northern India, Vol. II, Munshiram Manoharlal, New Delhi, 1973.
7. S.R. Sharma, Mughal Empire in India Lakshmi Narain Agarwal, Agra.
8. N.D. Srivastava, The Sultanate of Delhi [711-1526A.D.], Shiva Lal Agarwala, Agra, 1976.
9. R.C. Majumdar, (ed), History and Culture of Indian People. Bharatiya Vidya Bhavan, Bombay, 1960.
10. R.C. Majumdar and Srivastava, History of India (from 1206 to 1526A.D.) Surjeet Book Depot, New Delhi, 1996.
11. B.N. Luniya, Evolution of Indian Culture, Lakshmi Narain Agarwal, Agra, 2001.
12. S. Abid Husain, The National Culture of India, National Book Trust-India, New Delhi, 2000.
13. Jawaharlal Nehru, Discovery of India, Oxford University Press, New Delhi, 2012.

**E-LEARNING RESOURCES:**

1. [https://nios.ac.in/media/documents/SrSec315NEW/315\\_History\\_Eng/315\\_History\\_Eng\\_Lesson9.pdf](https://nios.ac.in/media/documents/SrSec315NEW/315_History_Eng/315_History_Eng_Lesson9.pdf)
2. <http://countrystudies.us/india/91.htm>
3. <https://classic.iclrs.org/content/blurb/files/India.rev.2011.05.16.pdf>

CO NO.	Course Outcomes
	On completion of the course the students will be able to
CO 1:	Outline the literary works and authors of medieval India. Explain the growth of centralized state policy and administrative measures under Sultanate.
CO 2:	Describe the salient features of Mughal administrative system. Criticize Akbar's religious polity.
CO 3:	Demonstrate the impact of the religious policy of the Mughals and trace the Mughal and Maratha relationship. Evaluate the Deccan policy of the Mughals.
CO 4:	Estimate the revenue system adopted by Delhi Sultans and Mughals.
CO 5:	Assess the cultural heritage of India in terms of values and beliefs.

**CO Mapping with Programme Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	M	M	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S

**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	S	M	S	S	S
CO 2	S	M	S	S	S
CO 3	S	S	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	S	S	S

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



<b>Semester-I / Core Course-III</b>	<b>CC III –SOCIO-CULTURAL HISTORY OF TAMILNADU FROM SANGAM AGE TO 1800 C.E.</b>	<b>Course Code:</b>
<b>Hours :6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks -25</b>	<b>External Marks-75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>LEARNING OBJECTIVES:</b>		
<ul style="list-style-type: none"> <li>To inculcate the Ancient History of Tamil Nadu.</li> <li>To trace the socio-cultural activities of the Kalabaras and Pallavas.</li> <li>To explore the trade and commerce of the Cholas.</li> <li>To discuss the urbanization of Pandiyan Empire.</li> <li>To study the development of art and architecture under Nayaks and Vijayanagara rulers.</li> </ul>		
<b>UNIT-I</b>	<b>SANGAM AGE:</b> Archaeology-Epigraphy-Literature and Numismatics- Ethnography-Geography [forth entire period] Sangam Age: Tamil Society and Culture-social institutions- Position of Women-Religious life-Trade and Commerce.	18hrs
<b>UNIT-II</b>	<b>SOCIAL AND CULTURAL LIFE UNDER KALABHRAS AND PALLAVAS:</b> Kalabhra Interregnum –Influence of Jainism and Buddhism- Pallavas: Social life under the Pallavas, Progress of Education, Contribution of Pallavas to Art and Architecture-Cave Temples: Mamallapuram - Bhakti Movement: Alvars and Nayanmars.	18hrs
<b>UNIT-III</b>	<b>SOCIETY AND CULTURE UNDER CHOLAS:</b> SocietyandCulture-IdankaiValankaidivisions-Religion-ArtandArchitecture: Brihadeeswara Temple, Role of Temple in Society, Economic Life-Segmentation of lands- Inland and Foreign Trade-Trade Guilds-Markets-Monetary System– Coinage-Features of Feudalism-Urbanization	18hrs
<b>UNIT-IV</b>	<b>SOCIETY AND CULTURE UNDER PANDIYAS:</b> Society-Art and Architecture-Economic life: Land Classification, Ownership of Land, Features of Feudalism, Coinage and Urbanization – Accounts of Marcopolo-Social and cultural impact of Muslim invasion.	18hrs
<b>UNIT-V</b>	<b>TAMILGAM UNDER VIJAYANAGAR AND NAYAKS:</b> Social and Religious condition- Economic Life: Agriculture and Trade- Contribution to Art and Architecture-Growth of Literature.	18hrs

**TEXTBOOKS:**

- Pillay K.K., Social History of the Tamils, Madras University, Madras, 1975
- Subramanian, N., Social and Cultural History of TamilNad, 9<sup>th</sup>ed, Ennes Publications, Udumalpet, 2005.
- Monographs, (Alvars, Nayanmars) Sahitya Academic (National Academy of Letter), An Autonomous Organisation of Government of India, Ministry of Culture

**REFERENCEBOOKS:**

- Burton Stein, Peasant state and society in Medieval South India, Oxford University Press, Delhi, 1999.
- Mahalingam T.V., Economic life in the Vijayanagar Empire, Madras University, Madras,1951.
- Minakshi C., Administration and social life under the Pallavas, Madras, 1977.
- Neelakanta Sastri K.A., The Colas, University of Madras, 1975
- Neelakanta Sastri K.A., Social History of South India, Oxford university press Madras,1980.

6. Sathyanatha Aiyar R., History of the Tamils, Madras University, Madras,1975.
7. Shanmugam P., The Revenue System under the Cholas, New Era, Madras, 1924.
8. Meenakshi, Administration and Social Life Under the Pallavas Madras University, Madras, 1977
9. Kenneth. R. Hall, Trade and State craft in the Age of the Cholas, New Delhi,1980
10. A. Nilakanta Sastri, Social History of South India, Oxford University Press, Madras, 1980.
11. —————, The Colas, Madras University, Madras, 1978. R. Sathyanatha Aiyar, History of the Nayaks of Madura, Oxford University Press, Madras,1924.
12. P. Shanmugam, The Revenue System Under the Cholas. New Era, Madras, 1988.
13. P.T. Srinivasa Iyengar, History of Tamils. C. Coomaraswamy and Sons, Madras, 1929.
14. K.R. Srinivasan, Temples of South India. NBT, New Delhi:1995.
15. Y. Subbarayalu, Political Geography of the Chola Country, Tamil Nadu State Department of Archaeology, Madras, 1973.
16. N. Subramanian, Sangam Polity. Asia Publishing House, Madras, 1966.
17. Burton Stein, Peasant State and Society in Medieval South India, Oxford University Press, Delhi, 1994.

**RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, Websites etc.]**

1. <https://tamilnation.org/heritage/pandya/index.htm>
2. <https://study.com/learn/lesson/chola-dynasty-india-culture-art-architecture.html>

CO NO.	Course Outcomes
	On completion of the course the students will be able to
CO 1:	Demonstrate the sources for the study of Tamilnadu and discuss social and religious condition under various dynasties of Tamilnadu.
CO 2:	Appraise the growth of agriculture and trade of ancient Tamilakam.
CO 3:	Learn the classification of land, types of crops and irrigation system adopted by the Pallavas and Pandyas.
CO 4:	Evaluate the development of inland and foreign trade during the rule of the Cholas.
CO 5:	Categorize the land revenue system of the Nayaks and Vijayanagara rulers.

**CO Mapping with Programme Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	S	S	S	S	S	S	S	S
CO 2	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S
CO 5	S	S	S	M	S	S	S	M

**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	S	S	S	S	S
CO 2	S	S	S	S	S
CO 3	S	S	S	S	M
CO 4	S	S	S	S	S
CO 5	S	S	M	S	S

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>Semester-I / Core Choice Course-I</b>	<b>CCC I - History of World Civilizations (Excluding India) upto 1453</b>	<b>Course Code:</b>
<b>Instruction Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks: 25</b>	<b>External Marks: 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1 -Recalling</b> <b>K2 -Understanding</b> <b>K3 -Applying</b> <b>K4 - Analyzing</b> <b>K5 - Evaluating</b> <b>K6 - Creating</b>	
<b>LEARNING OBJECTIVES</b>		
<ul style="list-style-type: none"> <li>• To impart the origin and concept of civilization</li> <li>• To trace the different features of Mesopotamian civilization</li> <li>• To discuss the ancient Egyptian civilization</li> <li>• To analyze the features of Chinese civilizations</li> <li>• To study and compare the Greek and Roman Civilizations</li> </ul>		
<b>UNIT I</b>	<b><u>THE ORIGIN AND DEVELOPMENT OF CIVILIZATION</u></b> The Origin of Life – Factors that favored the origin and development of civilization-Pre Historic Man – Paleolithic Age – Neolithic Age – Bronze Age – Iron Age – Human Races and their Movement.	18hrs
<b>UNIT II</b>	<b><u>MESOPOTAMIAN CIVILIZATION</u></b> Important cities – Royal cemetery – Sargon the Great of Akkad – Social and Economic Life of Sumerian Law and Religion – Babylon and its Empire’s: Hammurabi the Great –The code of Hammurabi – Nebuchadnezzar II – Architecture – Religion – Literature and Learning.	18hrs
<b>UNIT III</b>	<b><u>EGYPTIAN CIVILIZATION</u></b> The first king or pharaohs – Contribution to religion, art, architecture, Maths and Medicine – The land and the People – Political Institutions – Economic and Social Developments – Arts – Religion and Philosophy – Literature and Learning – The fall of empires and survival of cultures.	18hrs
<b>UNIT IV</b>	<b><u>CHINESE CIVILIZATION</u></b> Ancient Chinese Culture (1600–221 BC) – Development and Features – The Origins of Chinese Culture –The Distinctiveness of the Ancient Cultures – Pictographic Characters for Writing – A High Esteem for Writing, Literature and Historical Records – The Style of Arts and Crafts – A Preference for Jade – Tea Culture – The Silk Culture – Invention of paper and ink – Worship of Heaven and Rulers Folk Religion and Daoism – A Tradition of Mega Building Projects.	18hrs
<b>UNIT V</b>	<b><u>THE GREEK AND ROMAN CIVILIZATION</u></b> The Greek Civilization: City States – War between Athens and Sparta – Contribution – The Roman Civilization: Monarchy – Early Republic – Rise of Dictatorship – Julius Caesar – The Golden Age of Augustus – Contribution of the Romans Medieval Period: Byzantine – Government – Art – Religion and Philosophy – Literature – Justinian code – St. Sophia – Importance of Byzantine civilization – Christianity – Role of the Church – Services of the Church– Monasteries – Papacy – Contribution of Papacy to World Civilization.	18hrs

**Text Books:**

1. J. E Swain, A History of World Civilization
2. Majundar R.K, History of World Civilization.
3. H. A. L. Fisher, A History of Europe, Vol. I
4. V. G. Gordan Childe, What happened in History?
5. M. I. Finely, Studies in Ancient Societies
6. W. Watson, Early Civilization in China.

**Reference Books:**

1. BRIER, BOB, AND HOBBS, HOYT. Daily Life of the Ancient Egyptians (Greenwood, 2008).
2. CHRISP, PETER. Atlas of Ancient Worlds (DK, 2009).
3. CONNOLLY, SEAN. The Americas and the Pacific (Zak, 2009).
4. CROY, ANITA, ED. Ancient Aztec and Maya (Brown Bear, 2010).
5. DALAL, ANITA, ED. Ancient Egypt; Ancient Mesopotamia (Brown Bear, 2009).
6. FLETCHER, JOANN. Exploring the Life, Myth, and Art of Ancient Egypt (Rosen, 2010).
7. GRANT, NEIL. Ancient Egypt and Greece (Zak, 2009).
8. HAZEN, W.A. Everyday Life: Ancient Times (Good Year, 2006).
9. HURDMAN, CHARLOTTE, AND OTHERS. Life in the Ancient World (Lorenz, 2008).
10. LONG, C.J. Ancient America (Lucent, 2002).
11. MCNEILL, W.H. The Rise of the West (Univ. of Chicago Press, 2001).
12. MARTELL, HAZEL. The Kingfisher Book of the Ancient World (Kingfisher, 2006).
13. NEMET-NEJAT, K.R. Daily Life in Ancient Mesopotamia (Hendrickson/Roundhouse, 2003).

**Web – Resources:**

1. [https://cec.nic.in/cec/curriculum\\_class](https://cec.nic.in/cec/curriculum_class)
2. [https://ddceutkal.ac.in/Syllabus/MA\\_History/Paper\\_1\\_Ancient\\_Civilisations\\_N.pdf](https://ddceutkal.ac.in/Syllabus/MA_History/Paper_1_Ancient_Civilisations_N.pdf)

CO NO.	Course Outcomes
	On completion of the course the students will be able to
CO 1:	Learn the concepts of civilization and its origin
CO 2:	Categorize the features of Mesopotamian and Sumerian Civilizations
CO 3:	Discuss about the origin, growth, contribution and survival of Egyptian Civilization
CO 4:	Assess the features of Chinese Civilization
CO 5:	Appraise 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	S	S	M	M	S	S	M	S
CO 2	S	S	M	M	S	S	M	S
CO 3	S	S	M	M	S	S	M	S
CO 4	S	S	M	M	S	M	M	S
CO 5	S	S	M	M	S	S	M	S

**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	S	S	M	S	M
CO 2	S	S	S	S	S
CO 3	S	S	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	M	S	M

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

<b>Semester-I / Core Choice Course-I</b>	<b>CCC I – Ideas in History</b>	<b>Course Code:</b>
<b>Instruction Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks: 25</b>	<b>External Marks: 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
<b>LEARNING OBJECTIVES:</b>		
<ul style="list-style-type: none"> <li>To impart the knowledge on basic understanding of the concepts.</li> <li>To trace the necessity of the study of the concepts.</li> <li>To analyze the origin of the various political ideas.</li> <li>To develop the relevance of various ideas to the current scenario.</li> <li>To discuss the role of ideas in understanding the nature of history.</li> </ul>		
<b>UNIT-I</b>	<b>CAUSATION IN HISTORY:</b> Causation in Ancient Greece – Causation in the Middle Ages – Causation in Modern Philosophy – Crisis in History – Determinism in History: Senses of Determinism, Historical inevitability, Scientific determinism.	18hrs
<b>UNIT-II</b>	<b>POSITIVISM:</b> Social Positivism – Evolutionism: Evolutionary Positivism – influence of evolutionary positivism – critical positivism: Empiric criticism – Dialectical Materialism – Historicism.	18hrs
<b>UNIT-III</b>	<b>LIBERALISM:</b> Liberalism – Democracy – Nationalism – Socialism – Imperialism – International Peace – Ethics of Peace: Progress in Modern Times.	18hrs
<b>UNIT-IV</b>	<b>POLITICAL IDEOLOGIES WITH DIFFERENT BELIEF SYSTEMS;</b> Non-violence and Satyagraha – Three Pillars of Satyagraha – Communalism – Dimension of Communalism – Secularism: Ancient, Medieval and Modern period – Secularism and Indian Constitution – Indian Secularism Philosophy.	18hrs
<b>UNIT-V</b>	<b>MODERNISM:</b> Characteristics – The Forces that Shaped Modernism – Post Modernism: Precursor, Genealogy and Subjectivity, Post modern Hermeneutics – Structuralism – Post Structuralism – Globalism: Concept, Wright wing usage.	18hrs

#### **TEXT BOOKS:**

1. Rajayyan, K., A Study in Historiography: History in Theory and Method
2. R.G. Collingwood, The Idea of History, Parts III, IV, V, Oxford 1977.

## REFERENCE BOOKS:

1. Robin Blackburn, (ed), Ideology in Social Sciences, Fontana 1972.
2. Marc Bloch, The Historian's Craft, New York 1953
3. E.H. Carr, What is History, Harmondsworth, 1977.
4. S. Clark, "The Annales Historians", in Skinner (ed), The Return of Grand Theory in the Human Sciences, Cambridge, 1985.
5. R.G. Collingwood, The Idea of History, Parts III, IV, V, Oxford 1977.
6. Harvey Kay, The British Marxist Historians.
7. Aurther Marwick, The Nature of History, Macmillan, Hong Kong, 1984.
8. Jerzy, Methodology of History, Reidal Publishing, Holland Co., (1976)
9. Dictionary of The History of Ideas Vol. I, II & III, Charles Scribner's Sons, New York.

## E-LEARNING RESOURCES:

1. <https://www.jetir.org/papers/JETIR2003411.pd>
2. <https://www.britannica.com/topic/dialectical-materialism>
3. <https://www.drishtias.com/to-the-points/paper1/communalism>
4. <https://literariness.org/2016/03/20/structuralism/>
5. <https://plato.stanford.edu/entries/postmodernism/>

CO NO.	Course Outcomes On completion of the course the students will be able to
CO 1:	Understand basic understanding of the concepts of ideas in history.
CO 2:	Assess the necessity of the study of the concepts
CO 3:	Evaluate the origin of the various political ideas
CO 4:	Assess the relevance of various ideas to the current scenario
CO 5:	Appraise the role of ideas in understanding the nature of history

<b>Semester-I / Elective Course-I</b>	<b>EC I –PRINCIPLES AND TECHNIQUES OF ARCHAEOLOGY</b>	<b>Course Code:</b>
<b>Hours :6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks -25</b>	<b>External Marks-75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K – 1Recalling K – 2Understanding K – 3Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>LEARNING OBJECTIVES:</b>		
<ul style="list-style-type: none"> <li>To explain the meaning of archaeology and the importance of its relations with allied disciplines</li> <li>To describe the methods and techniques of excavation.</li> <li>To impart excavation principles of archaeology.</li> <li>To discuss the contribution of Indian Archaeologists.</li> <li>To trace the important archaeological sites in India and Tamilnadu.</li> </ul>		
<b>UNIT-I</b>	<b><u>INTRODUCTION TO ARCHAEOLOGY</u></b> Definition and Scope – Value of Archaeology - Archaeology and Other Social Sciences - Kinds of Archaeology – Marine Archaeology – Aerial Archaeology – Under Water Archaeology – Ethno Archaeology – Field Archaeology - Indian Archaeologists - Functions of Archaeologists	18hrs
<b>UNIT-II</b>	<b><u>PRIMARY WORK OF EXCAVATION</u></b> Methods of Site Survey - Map Reading - Physical Features – Ethnographic Date - Field Observation and Recording of Data - Tools and Equipments – Camp Equipment – Surveyor’s Equipment – Excavation Equipment – Radio - Carbon Dating – Uranium Dating – Nitrogen or Collagen Dating.	18hrs
<b>UNIT-III</b>	<b><u>EXCAVATION PRINCIPLES</u></b> Excavation Principles and Methods – Absolute and Relative Dating – Typological Method - Stratigraphic Methods – Bench Level of Datum Line System - Layout of Trenches – Trial Trenches and Sondages – Rectangular Trenching or Vertical Excavation – Grid System or Horizontal Excavation - Open Stripping – Quadrant Method.	18hrs
<b>UNIT-IV</b>	<b><u>ARCHAEOLOGICAL STUDIES IN UNIVERSITIES AND OTHER STATE DEPARTMENT OF ARCHAEOLOGY AND OTHER INSTITUTIONS</u></b> University of Madras, Deccan College Pune, Tamil University Tanjore – Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D. Sankalia, K.V. Raman, Dr. R. Nagasami.	18hrs
<b>UNIT-V</b>	<b><u>UPDATING SITES</u></b> Archeological Survey of India - Arikamedu and Thirukkoyilur - Uraiyur, Kaveripoompattinam and Kodumanal - Adichanallur and Korkai – Keezhadi – Porpanaikottai – Vembakkottai.	18hrs

**TEXTBOOKS:**

1. Raman KV, Principle and Methods of Archaeology, Parar’s Magazines Co, 1991.
2. Venkatraman R, Indian Archaeology – A Survey, Ennes Publishers, 1999.
3. James Steward Archaeological Guide and Glossary.
4. Krishnamurthy K, Introducing Archaeology, Ajantha Publishers, New Delhi, 1995.
5. Maxwell T.S, Eastern Approaches, Essays on Asian Art and Archaeology.
6. Raman KV, Excavations at Uraiyur, University of Madras, 1988.

**Reference Books:**

1. Krishnamurthy, K., Introducing Archaeology, Ajantha Publishers, New Delhi, 1995.
2. Mahalingam, T.V., Studies in South Indian Archaeology, Epigraphy, Architecture and Sculpture with special reference to Tamil Nadu, Archeological Survey of India, Government Museum, 1978.
3. Rajan, K., Archaeology: Principles and Methods, Mano Pathippakam, Thanjavur, 2002.
4. Raman, K.V., Excavations at Uraiyur, University of Madras, 1988.
5. Ghosh, A., An Encyclopedia of Indian Archaeology, New Delhi, 1989.

**Web Resources:**

1. [https://www.researchgate.net/publication/267633510\\_Explanation\\_in\\_Archaeology](https://www.researchgate.net/publication/267633510_Explanation_in_Archaeology)
2. [https://fac.ksu.edu.sa/sites/default/files/archaeology\\_Coursebook.pdf](https://fac.ksu.edu.sa/sites/default/files/archaeology_Coursebook.pdf)
3. <https://www.historycolorado.org/principles-archaeological-excavation>
4. <https://www.thehindu.com/news/national/tamil-nadu/unearthing-an-ancient-civilisation/article29856930.ece>

<b>CO NO.</b>	<b>Course Outcomes</b>
	On completion of the course the students will be able to
CO 1:	Assess the different scientific techniques associated with archaeology.
CO 2:	Create awareness and skills on the excavation procedures.
CO 3:	Update the information on recent archaeological excavation.
CO 4:	Comprehend the evolution of Indian Archaeology.
CO 5:	Familiarize with excavations principles and methods.

**CO Mapping with Programme Outcomes**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	S	S	S
<b>CO 4</b>	S	S	S	S	S	S	S	S
<b>CO 5</b>	S	S	S	S	M	M	S	S

**S-Strong (3)****M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S
<b>CO 4</b>	S	S	S	S	S
<b>CO 5</b>	S	S	S	S	M

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



<b>Semester-II / Core Course-IV</b>	<b>CC IV - SOCIO-CULTURAL HISTORY OF INDIA FROM 1707 C.E. TO 1857 C.E.</b>	<b>Course Code:</b>
<b>Instruction Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks: 25</b>	<b>External Marks: 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1 -Recalling</b> <b>K2 -Understanding</b> <b>K3 -Applying</b> <b>K4 - Analyzing</b> <b>K5 - Evaluating</b> <b>K6 - Creating</b>	
<b>LEARNING OBJECTIVES</b>		
<ul style="list-style-type: none"> <li>To trace the disintegration of Mughals and the advent of Europeans in India</li> <li>To discuss the war with other states by the British.</li> <li>To inculcate knowledge on the British Governor General and their policies in India.</li> <li>To analyze the legislation introduced by the British during 1707-1857.</li> <li>To trace the spread of socio-religious movement in India.</li> </ul>		
<b>UNIT I</b>	<b>DISINTEGRATION OF THE MUGHAL EMPIRE:</b> Advent of the Europeans – Trading Centers of European companies in India-Portuguese, Dutch and French in India – Competition and Rivalry – British Supremacy in Bengal-The Battle of Plassey and Buxar-The Treaty of Allahabad (1765)- Dual System.	18hrs
<b>UNIT II</b>	<b>THE BRITISH CONSOLIDATION OF INDIA:</b> Rohilla war -Anglo-Mysore Wars (1766-1799)-Anglo Maratha Wars (1775-1818) Gurka war - Pindariwar-Anglo Burmese wars–Anglo Afghan wars and Anglo Afghan relations-Annexation of Sind and Punjab- Anglo-Sikh wars (1845-1849)	18hrs
<b>UNIT III</b>	<b>GOVERNOR GENERAL AND THEIR REFORMS:</b> Warren Hastings (1773-1785)-Cornwallis (1786-1793)-Sir John Shore (1793-1798)-Lord Wellesley (1798-1805)-Lord Minto (I) (1807 -13)-Lord Hastings (1813-1823)-Lord Amherst (1823-28)-Bentinck (1828-35) Sir Charles (Lord) Metcalfe (1834-1836)-Lord Ellenborough (1842-1844)-Lord Hardinge (1844-48)-Lord Dalhousie (1848-56) and their Reforms.	18hrs
<b>UNIT IV</b>	<b>LEGISLATIONS IN BRITISH INDIA (1707-1857):</b> Hindu Personal Law, 1772-Regulating Act of 1773-Pitt’s India Act of 1784-Charter Act of 1793- Charter Act of 1813 – Charter Act of 1833-Charter Act of 1853-Bengal Regulation Act, 1818- Bengal Sati Regulation Act, 1829 – Thuggee and Dacoit Suppressions Acts, 1836-Indian Slavery Act, 1843 – Caste Disabilities Removal Act, 1850-Hindu Widow’s Remarriage Act, 1856.	18hrs
<b>UNIT V</b>	<b>SOCIO-RELIGIOUS MOVEMENTS OF THE 19<sup>TH</sup> CENTURY:</b> Reformist Movements: Brahmo Samaj –Prarthana Samaj-Revivalist Movements- Arya Samaj-The Satyashodhak Samaj – Young Bengal Movement-Widow Remarriage Association – Akali Movement – The Impact of Socio-Religious Movements on Indians – The negative aspects of the Socio-Religious movements in India.	18hrs

#### TEXTBOOKS

- Mahajan. V.D., An Advanced History of India, Mac Milan, New Delhi, 2002.
- Khurana A.L., Modern India (1707A.D-1967A.D.), Lakshmi Narain Agarwal, 2017.
- Sharma, L.P, History of Modern India, Konark Publishers Pvt Ltd, Delhi, 2000
- Majumdar, R.C, An Advanced History of India, Macmillan, New Delhi, 2002
- Chhabra, G.S. Advanced Study in the History of Modern India Vol.I, II, III, 1707–1947
- Desai, A.R. Social Background of India Nationalism
- Grover, B.L. A New Look on Modern Indian History
- Nanda, B.R. and V.C. Joshi, Studies in Modern Indian History
- Roberts, P.E. History of British India
- Spear, Percival, The Oxford History of Modern India 1740-1975

#### REFERENCEBOOKS:

- G.S. Chhabra, Advanced Study in the History of Modern India:1707-1813, Sterling Publisher, Mumbai, 1971.
- A.R, Desai, Social Background of India Nationalism, Popular Prakashan, Mumbai, 2010.

3. B.L. Grover and R.R. Sethi, A New Look on Modern Indian History: From 1707 to the Present Day, S, Chand Publishing, Dhera Dun, 1979.
4. John Keay, India: A History, Grove Press, New York, 2000.
5. R.C. Majumdar, Hemchandra Ray Chaudhuri and Kalikinkar Datta, An Advanced History of India, Macmillan India, 1973.
6. B.R. Nanda, and V.C. Joshi, Studies in Modern Indian History, Issue 1, LawrenceVerry Incorporated, 1973
7. P.E. Roberts, History of British India under the Company and the Crown, Textbook Publishers, London, 2003
8. Thomas George Percival Spear, The Oxford History of Modern India 1740-1947, Clarendon Press, Oxford, 1965.
9. Sumit Sarkar, Modern India 1885-1947, Pearson, Delhi, 2014.
10. P.N. Chopra, T.K. Ravindran and N. Subramanian, History of South India (Ancient, Medieval, Modern), S. Chand Limited, New Delhi, 2003.
11. Jawaharlal Nehru, The Discovery of India, Oxford University Press, New Delhi, 2011.
12. S. Abid Husain, The National Culture of India, national Book Trust, New Delhi, 1978.
13. B.N. Lunia, Evolution of Indian Culture, Lakshmi Narain Agarwal, Agra, 2001.

**RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, Websites etc.]**

1. [https://en.wikipedia.org/wiki/The\\_History\\_of\\_British\\_India](https://en.wikipedia.org/wiki/The_History_of_British_India)
2. [https://www.tutorialspoint.com/modern\\_indian\\_history/modern\\_indian\\_history\\_tutorial.pdf](https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf)
3. [https://www.tutorialspoint.com/modern\\_indian\\_history/modern\\_indian\\_history\\_tutorial.pdf](https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf)
4. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829>
5. <https://www.drishtiiias.com/to-the-points/paper1/governors-general-viceroys-of-india>

<b>CO NO.</b>	<b>Course Outcomes</b> On completion of the course the students will be able to
CO 1:	Demonstrate the advent of Europeans, debate their commercial activities and their rivalries.
CO 2:	Summarize the establishment of British and expansionist policy
CO 3:	Determine the consolidation of British rule in India by adopting different policies towards the Indian states.
CO 4:	Learn the various legislations of British in India.
CO 5:	Discuss the role of socio-religious movements of 19 <sup>th</sup> century in the eradication of social evils.

**CO Mapping with Programme Outcomes**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	S	S	S
<b>CO 4</b>	S	S	S	S	S	S	S	S
<b>CO 5</b>	M	S	S	S	S	S	S	S

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

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S
<b>CO 3</b>	S	M	S	M	S
<b>CO 4</b>	S	S	S	S	S
<b>CO 5</b>	S	M	S	S	S

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

<b>Semester-II / Core Course-V</b>	<b>CC V - SOCIO-CULTURAL HISTORY OF TAMILNADU FROM 1800 C.E. TO 2000 C.E.</b>	<b>Course Code:</b>
<b>Instruction Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks: 25</b>	<b>External Marks: 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	<b>K1 -Recalling</b> <b>K2 -Understanding</b> <b>K3 -Applying</b> <b>K4 - Analyzing</b> <b>K5 - Evaluating</b> <b>K6 - Creating</b>	
<b>LEARNING OBJECTIVES</b>		
<ul style="list-style-type: none"> <li>To impart the social condition of Tamilnadu since 1800 AD.</li> <li>To trace the Land Systems in Tamilnadu</li> <li>To discuss about the growth of educational condition in Tamilnadu.</li> <li>To inculcate the socio and political institution in Tamilnadu.</li> <li>To analyze the welfare schemes during the period of DMK and ADMK period upto 2000</li> </ul>		
<b>UNIT I</b>	<b>SOURCES:</b> Archival – institutional papers – Private papers – literature – folklore–newspapers and journals- Social Conditions: Caste system origin and growth-Castes conflicts- Family: Emigrations-Joint family-break up- position of women-sati-child marriage-Devadasi system-infanticide- changes in the 19 <sup>th</sup> and 20 <sup>th</sup> centuries – Social beliefs and social practices: social ceremonies-festivals- entertainments- superstitions. Religion: Saivism-Vaishnavism-Schism- village gods and deities - Christianity: Policy of the Company – growth and impact - Islam: growth and impact.	18hrs
<b>UNIT II</b>	<b>AGRARIAN CRISIS:</b> Land Tenure – Zamindari and Ryotwari Systems – Economic conditions – Agriculture and Industry during colonial period –Landlords –Peasants- Small tenant–Trading classes-Rise of Indigenous Commercial Elite – The Dubashies - Laborers- Commercialization of Agriculture- Famine of 1876 and its impact.	18hrs
<b>UNIT III</b>	<b>EDUCATION IN TAMILNADU:</b> Indigenous Institutions of learning –Introduction of Western Education –Munro’s Scheme of Education–Contribution of Christian Missionaries in field of Education – Education of Depressed classes –Growth of Literature- Vedanayagam Pillai-U.V. Swaminatha Iyer-Robert Caldwell-G.U. Pope - Subramania Bharathi – Bharathidasan –Namakkal Ramalingam Pillai – Kavimani Desika Vinayagampillai – Maraimalai Adigal-Growth of Universities—Growth of Tamil Press and cinema since 1800-Impact on society and politics-Stage plays- fandom Culture- Impact of Information Technology on Tamil culture and society.	18hrs
<b>UNIT IV</b>	<b>SOCIO AND POLITICAL ASSOCIATIONS:</b> Emergence of political Association- Madras Native Association-Madras Mahajana Sabha. Causes- ConceptofDravidianCulture–JusticePartyanditsachievements-Non–Brahmin Movement– Dr. Natesa Mudaliar – Sir P. Thyagaraja Chettiar - T.M. Nair – Periyar E.V.R and the Self– Respect Movement – Temple Entry Movement – The Dravida Kazhagam – Dalit movement: M.C. Rajah – Erattamalai-Srinivasan - Muthulakshmi Reddy-Abolition of Devadasi system – HomeRule Movement in Madras Presidency-Prohibition movement- St. Ramalinga and his teachings- Sudha Sanmarga Sangam-Vaikundasamy and his teachings-Theosophical Society- Ramakrishna Mission – Ayothidasar – Rise of regional politics and its impact – Anti Hindi Agitations.	18hrs
<b>UNIT V</b>	<b>SOCIAL WELFARE SCHEMES:</b> D.M.K and ADMK – Nutritious Meal Scheme – Social Welfare Schemes – Contribution to the growth of Tamil Language – Reservation-Women Welfare Schemes and Social Legislations- Labour Welfare Scheme - Challenges - Cauvery river water dispute and social implication- Agriculture and Industry – Press, Play, Cinema – its impact.	18hrs

### **TEXTBOOKS:**

1. Swaminathan, A., Social and Cultural History of Tamilnadu, Deepa Pathippagam,1984. Venkatesan. G., History of Modern Tamilnadu, 2011.
2. Devanesan, A., History of Tamilnadu, Renu Publication, Marthandam, 1997.
3. Jayabalan,N., Social and Cultural History of TamilNadu.
4. Nadarajan. C., Social History of Modern Tamilnadu, Ulaga Tamizhppadaippalar Nool Veliyeetagam, Trichy, 2013.
5. Nilakanta Sastri, K.A., A History of South India: From Pre-historic Times to the Fall of Vijayanagar, New Delhi: Oxford University Press, 2000.
6. Rajjayan, K., A Real History of Tamil Nadu, Upto 2004 A.D., Trivandrum, 2005.
7. Subramanian, N., Social and Cultural History of Tamilnadu, 1336 to 1984, Ennes Publication, Udumalpet.

### **REFERENCEBOOKS:**

1. Abdul Khader Fakhri, S.M., Dravidian Sahibs and Brahmin Maulanas: The Politics of the Muslims of Tamil Nadu 1930-1967, 2008.
2. Baker, C.J., The Politics of South India 1920-1937, Cambridge, 1976.
3. Geetha, V., & S.V. Rajadurai, Dalits and Non-Brahmin Consciousness in Tamilnadu, E.P.W., 25, SEP 1993.
4. Hardgrave, R.L., The Dravidian Movement, Bombay, 1965.
5. Irschick, E.F., Politics and social conflicts in south India, Berkeley,1969.
6. Kumar, D., Land Caste In South India, Agricultural labour In The Madras Presidency During Nineteenth Century, Cambridge, 1965.
7. Mepheron, K., "The Social Background And Politics Of The Muslims Of Tamilnadu 1901.
8. Rajaraman, P., The Justice Party, Madras, 1985.
9. Rajendran, N. (1994) Agitation Politics and State Coercion, National Movement in Tamilnadu,1905-1914. Oxford University Press, Madras.
10. SaskiaC., Kersenboom, Nityasumangali: Devadasi Tradition in South India.
11. Sobhanan, Temple Entry Movement and Sivakasi Riots, Madurai.
12. Berekley Beck, B.E.F, "The Right-left Division of South Indian Society" journal of Asian studies xxix:4, 1970.
13. Jeevanandam, S., & Rekha Pande, Devadas is in South India: A Journey from sacred to a Profane Spaces.
14. Kumar, D., Land and Caste in South India, Agricultural labour In The Madras Presidency During Nineteenth Century, Cambridge, (1965).
15. Mahalingam, A., Land, Society and Art in Tamil Nadu.
16. Mepheron, K.(1969) "The Social Background And Politics Of The Muslims Of Tamilnadu 1901-1937", Indian Social and Economic History Review, Vol.4.
17. Mohan, P.E., Scheduled Castes: History of Elevation, Tamil Nadu 1900-1995, Madras, New Era, 1993.
18. Paramarthalingam, C., Social Reform Movement in Tamil Nadu in the 19<sup>th</sup> Century with Special Reference to St.Ramalinga, Rajakumari Publications, Tamil Nadu, 1995.
19. Pillay, K.K., Social History of the Tamils, University of Madras, 1975.
20. Rajendran, N., Agitation Politics and State Coercion, National Movement in Tamilnadu,1905-1914, Oxford University Press, Madras, 1994.
21. Saskia C. Kersenboom, Nityasumangali: Devadasi Tradition in South India.
22. Sivagnanam, M.P., Vallalar Kanda Orumaipadu (Tamil), Inba Nilayam, Madras, 1967.
23. Sobhanan, Temple Entry Movement and Sivakasi Riots, Madurai.
24. V.T. Chellam, History and Culture of Tamilnadu, Manivasagar Publication, Chennai, 2006. Varghese Jeyaraj, S., Socio-Economic History of Tamilnadu.

**E-LEARNING RESOURCES:**

1. <https://www.youtube.com/watch?v=NmSA6J3r4XQ>
2. <http://www.ndl.gov.in/document/VE9DYWh0SnNFc3VnT3Z2d1h5aVM1M2Uza3doMmxFUnF1WXdyb3JyZUNgz0>
3. <http://www.samarthbharat.com/files/devadasihistory.pdf>

<b>CO NO.</b>	<b>Course Outcomes</b> On completion of the course the students will be able to
CO 1:	Learn the socio-economic and religious condition of Tamilnadu during the advent of Europeans.
CO 2:	Explain the advancement of agriculture and the rise of indigenous commercial elite and dubashies in the 19 <sup>th</sup> century.
CO 3:	Illustrate the impact of western education and estimate the role of Christian missionaries for the growth of education.
CO 4:	Evaluate the role of socio-religious movements with special reference to Self-respect movement.
CO 5:	Highlight the contributions of intellectuals like Bharathi and others in the national movement and trace the impact of films on society and politics.

**CO Mapping with Programme Outcomes**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	S	S	S	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S	S	S	S
<b>CO 4</b>	S	S	S	S	M	S	S	M
<b>CO 5</b>	S	S	S	S	S	S	S	S

**S-Strong (3)****M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	S	S	S	S	S
<b>CO 2</b>	S	S	S	S	S
<b>CO 3</b>	S	S	S	S	S
<b>CO 4</b>	S	M	M	S	S
<b>CO 5</b>	S	S	S	S	S

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

<b>Semester-II / Core Course-VI</b>	<b>CC VI – FREEDOM STRUGGLE IN INDIA</b>	<b>Course Code:</b>
<b>Hours :6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks -25</b>	<b>External Marks-75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>LEARNING OBJECTIVES:</b>		
<ul style="list-style-type: none"> <li>To impart the Great revolt of 1857 and its impact.</li> <li>To trace the emergence of political associations in India.</li> <li>To inculcate the Growth and Development of Indian National Movement.</li> <li>To explore the history of Swaraj and non-cooperation movement during the period</li> <li>To analyze the role of Indian leaders to achieve freedom.</li> </ul>		
<b>UNIT-I</b>	<b>THE REVOLT OF 1857:</b> Nature and Character of the Revolt – Causes - Political, Social, Religious, Economic and Military– Causes of the Failure of the Revolt – Proclamation of Queen Victoria- Actof1858.	18hrs
<b>UNIT-II</b>	<b>PREDECESSORS OF THE CONGRESS:</b> Causes of the Nationalist Movement- Predecessors of the congress– Political Association –Landholders Society- Bengal British Indian Society -British India society- British Indian Association – Bombay Association – Madras Native Association – The Indian Association – Madras Mahajana Sabha – Bombay Presidency Association - Indian Association of Calcutta.	18hrs
<b>UNIT-III</b>	<b>GROWTH AND DEVELOPMENT OF THE INDIAN NATIONALIST MOVEMENT:</b> Indian National Congress–The First Phase of Congress 1885 to 1905–Rise of Moderates and Extremists-Surat Split-Swedish Movement– Minto-Morley Act 1909 – The Second Phase of Congress 1905-1919 - Lucknow Pact 1916 – Home Rule Movement - Montague-Chelmsford Act 1919.	18hrs
<b>UNIT-IV</b>	<b>STRUGGLE FOR INDEPENDENCE:</b> NonCooperationMovement1920-1922 –Chauri Chaura – Khilafat movement –Swaraj party Simon Commission1927- Dandi March1930 - Gandhi-Irwin Pact 1931-Round Table Conferences 1930- 1932– Civil Disobedience Movement1930-1934-Government of India Act 1935 - Provincial Autonomy –1937 elections – Tripuri Crisis – Cripps Mission – Muslim League 1906- Two Nation theory – Role of Jinnah.	18hrs
<b>UNIT-V</b>	<b>WAY TO INDEPENDENCE:</b> August Offer 1940-Quit India Movement1942- CR Formula 1944–Wavell Plan 1945- INA-RIN Strike–Cabinet Mission Plan 1946–The Mountbatten Plan- The Indian Independence Act, 1947- Partition of India and its impact.	18hrs

**TEXTBOOKS:**

1. Chandra, Bipan. India's Struggle for Independence, (London, 1989).
2. Keswani, K.B.A, History of Modern India, (London, 1986).
3. Sen, S.N, History of Freedom Movement In India (1857-1947), (New Delhi, 2009).



<b>Semester-II Core Choice Course-II</b>	<b>CCC II - Economic History of India (from 1857 C.E. to 1947 C.E.)</b>	<b>Course Code:</b>
<b>Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
<b>Learning Objectives:</b>		
<ul style="list-style-type: none"> <li>• To discuss the agrarian condition and the impact of commercialization of agriculture.</li> <li>• To impart the impact of international linkages on the growth of industries in colonial India.</li> <li>• To describe the trade and monetary policy of colonial India.</li> <li>• To examine the development of various transport infrastructure and the growth of cities</li> <li>• To inculcate the impact of British rule in India.</li> </ul>		
<b>UNIT-I</b>	<b>Agriculture:</b> 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	18hrs
<b>UNIT-II</b>	<b>Industries:</b> 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	18hrs
<b>UNIT-III</b>	<b>Trade, Finance and Banking:</b> Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks – Central Bank	18hrs
<b>UNIT-IV</b>	<b>Transportation and Communication:</b> Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports - Development and Growth of Cities: Kolkata – New Delhi - Chennai	18hrs
<b>UNIT-V</b>	<b>Exploitation of Indian Economy by the British:</b> Dadabhai Naoroji's Concept of Economic Drain from India – Alliances with the Princess and Feudal Lords – India as a sphere of investment for the British Capital – Decline of Rural Industries and Handicrafts – Intensification of Colonial Exploitation.	18hrs

## 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

**Web sources**

1. <http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf>
2. <https://indianculture.gov.in/ebooks/economic-history-india-1600-1800>

CO NO.	Course Outcomes
	On completion of the course the students will be able to
CO 1:	Learn 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:	Estimate the trade and monetary policy of colonial India.
CO 4:	Evaluate the development of various transport systems.
CO 5:	Acquire knowledge on impact of British Rule in Indian Economy.

**Mapping of Cos with Pos & PSO s:**

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	M	M	S	S	M	S	S	S	M	S	M
CO2	S	S	M	M	S	S	M	S	S	S	S	S	S
CO3	S	S	M	M	S	S	M	S	S	S	S	S	S
CO4	S	S	M	M	S	M	M	S	S	S	S	S	S
CO5	S	S	M	M	S	S	M	S	S	S	M	S	M

**-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>Semester-II Core Choice Course-II</b>	<b>CCC II – India and Her Neighbours</b>	<b>Course Code:</b>
<b>Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
	<b>LEARNING OBJECTIVES:</b> <ul style="list-style-type: none"> <li>□ To impart the knowledge on foreign policy of India.</li> <li>□ To trace the relationship of India with Pakistan</li> <li>□ To identify the relationship with China.</li> <li>□ To analyze the India relation with Sri Lanka and other nations.</li> <li>□ To discuss the role of Non alignment movement to international relations.</li> </ul>	
<b>UNIT-I</b>	<b>THE SUB- CONTINENT OF INDIA:</b> Determinants of India's foreign policy: Historical factors - Geographical factors - Economic factors - National Interest, Ideologies: World Peace-Anti-colonialism - Anti-racism-Pancha Sheel-NAM.	18hrs
<b>UNIT-II</b>	<b>INDIA AND PAKISTAN:</b> Areas of Conflict – Kashmir and Border issues – Afghan Crisis – Its Impact on Indo-Pak Relations – Kargil War – Terrorist attacks in India – Recent trends in the Indo-Pak relationship: Border dispute and security issues-Ceasefires – implementation and implications- Role of Pakistan’s <u>non-state actors</u> -Indus-water treaty-recent developments.	18hrs
<b>UNIT-III</b>	<b>INDIA AND CHINA:</b> Sino-Indian relations – Panch Sheel Agreement - Chinese action in Tibet - Strains in Sino-Indian Relations - Normalization process in the Sino- Indian Relations- Bilateral Relations-Border dispute and Security issues-Brahmaputra issue Economic relations-China’s Debt-Trap diplomacy-China’s BRI- potential, challenges, measures with respect to India-China’s Maritime strategy and its implications on India	18hrs
<b>UNIT-IV</b>	<b>INDIA AND SRI LANKA:</b> Policy towards India-Ethnic Problem and its impact - IPKF. India-Sri Lanka relations-importance Developmental-Commercial relations-Fishermen issues-major challenges in Indo Sri Lanka Relations-India and Nepal: Interaction between India and Nepal - Indo-Nepal economic co-operation-Territorial disputes - Friendship treaty-Infrastructure projects- India's political and economic relations with Bangladesh, Bhutan, Maldives, Burma [Myanmar];Cultural contacts	18hrs
<b>UNIT-V</b>	<b>INDIA AND THE NON-ALIGNED MOVEMENT:</b> India’s role in international relations – Indian Ocean being made a zone of peace - Problems and Prospects - SAARC and Co-operation in South Asia - Trade and economic development U.N. and India- Human Rights in South Asian Countries.	18hrs

**REFERENCES:**

1. Agwani, M.S. South Asia, Stability & Regional Co-operation, New Delhi, 1983.
2. Frankel, Joseph, International Relations in the Changing World, New Delhi; Oxford, 1993.
3. Gupta, Bhaban I Sen, The fulcrum of Asia, Relations among China, India, Pakistan and the U.S.S.R. New Delhi, 1988.
4. Hussain, T. Karki. Sino-Indian Conflict and International Politics in the Indian Sub-Continent, Haryana, Delhi, 1977.

**E-LEARNING:**

1. <https://byjus.com/free-ias-prep/india-sri-lanka-relations/>
2. [https://mea.gov.in/Portal/ForeignRelation/China\\_October\\_2017.pdf](https://mea.gov.in/Portal/ForeignRelation/China_October_2017.pdf)
3. <https://www.efsas.org/topics/indo-pak-relations.html>

<b>CO NO.</b>	<b>Course Outcomes</b> On completion of the course the students will be able to
CO 1:	Understand the major internal factors that determine the foreign policy of India and indicate the features of Panchasheel and NAM.
CO 2:	Assess the India's desire for the peaceful, friendly and cooperative relations with Pakistan. Explain Kashmir issue.
CO 3:	Appraise the early friendly relations and later strains in Indo-China relations. Say how normalization process is in progress.
CO 4:	Examine the factors responsible for the ethnic problem in Sri Lanka. Examine India's relations with her neighboring countries.
CO 5:	Evaluated the role of India in promoting the welfare of South Asian countries through SAARC. Identify the problems and prospects advocated by India in following Non-Aligned movement.

<b>Semester-II Elective Course-II</b>	<b>EC II - MUSEOLOGY</b>	<b>Course Code:</b>
<b>Hours: 4</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Educate the students about the development and growth of Museum and Museology.</li> <li>• Train the students for curatorial work, research and preservation.</li> <li>• Impart knowledge of conservation of cultural, natural and national heritage.</li> <li>• Acquainted with the significance of exhibit the excavated materials.</li> <li>• Induce the students to visit central and state level museum.</li> </ul>		
<b>UNIT-I</b>	<b>INTRODUCTION TO MUSEUMS:</b> Definitions and Concepts of Museum- Classification and Types of Museums- Eco Museum, Community Museum, Virtual Museum, Neighborhood Museum- Functions and role of Museums Important International and Indian Museums.	18hrs
<b>UNIT-II</b>	<b>COLLECTION AND DOCUMENTATION:</b> Collection- Types of Collection- Tangible and Intangible Cultural Heritage Modes of Collection: Fieldwork, purchase, donation/ gift, loan, exchanged. Specific issues related to collection-- Types of documents – entry, accession, classified, and movement registers; Index and Catalogue cards. Digital documentation—Numbering the objects – numbering systems, procedure of applying numbers on objects-Bar coding	18hrs
<b>UNIT-III</b>	<b>PREVENTIVE CONSERVATION:</b> Traditional methods of preventive Conservation—Preventive Conservation measures of inorganic, organic and composite objects: Monitoring Museum Environment-Relative Humidity and temperature, light, air pollution, and biological agents-Guidelines for handling museum	18hrs
<b>UNIT-IV</b>	<b>DISPLAY AND EXHIBITIONS:</b> Purpose and principles - Display furniture and fixtures: cases, pedestals, stands, panels, mounts, structures, etc. - Lighting fixtures. - Circulation: random, suggestive, directional. - Labels: types, material, size, language, position, execution, evaluation, etc. Visual & verbal aids: charts, graphs/graphics, photographs, film/video, CDROM/DVD. Types of exhibits: original/fabricated, static/movable, models (scale/non-scale, working/nonworking), participatory/ interactive, diorama/habitat group, tableaux, etc. Types of exhibitions: object-oriented/concept-oriented, thematic, contextual, chronological, geographical, integral, comparative, natural, synthetic, didactic, special, permanent/ temporary/ travelling/circulating/mobile, etc.	18hrs
<b>UNIT-V</b>	<b>EDUCATION AND PROFESSIONAL ORGANIZATIONS:</b> Education programmes and publications related to exhibition –Role of national and international professional organizations – Museums Association (U.K.), Museums Association of India, UNESCO, ICOM, ICCROM, Commonwealth Association of Museums, American Alliance of Museums, IASC, IIC, IUCN, UNESCO-ICOM Museum Information Centre.	18hrs



<b>Semester-II Skill Enhancement Course I</b>	<b>SEC I –ART AND ARCHITECTURE OF INDIA</b>	<b>Course Code:</b>
<b>Hours: 2</b>	<b>Credits: 2</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>Learning Objectives:</b>		
<ul style="list-style-type: none"> <li>• To define Mauryan Architecture and the Contribution of Asoka.</li> <li>• To explain Buddhist Architecture, Jain Architecture and its influence on Indian Architecture.</li> <li>• To define Temple Architecture and the different phases of Architecture.</li> <li>• To explain Pallava architectural forms with reference to Rock cut cave temple, monolithic rathas and structural temple.</li> <li>• To explain architecture of Delhi Sultanates and imperial Mughals.</li> </ul>		
<b>UNIT-I</b>	<b>Mauryan Architecture:</b> Introduction – Contribution of Asoka - the stupas – pillars – cave sanctuaries - Foreign Influence on Mauryan Architecture	18hrs
<b>UNIT-II</b>	<b>Buddhist Architecture:</b> Stupas – Chaityas – Jain Architecture and its influence on Indian Architecture	18hrs
<b>UNIT-III</b>	<b>Temple Architecture:</b> Dravida – Nagara – Vesara – Different phases of Architecture - Contribution of Sungas, Satavahanas and the Kushans – Gandhara art – The architectural designs of the Guptas	18hrs
<b>UNIT-IV</b>	<b>South Indian Temples:</b> The pallava architectural forms – Rock cut cave temple – monolithic rathas and structural temples - The early and Later Chola architecture - Architecture under the Hoysalas – Pandyas – Vijayanagar emperors – Bhamini	18hrs
<b>UNIT-V</b>	<b>Islamic Architecture:</b> Architecture under the Delhi sultanates – Architecture under the imperial Mughals	18hrs

**TEXTBOOKS:**

1. Percy Brown, Indian Architecture, D.B. Taraporevala, Bombay, 1959
2. Sethuraman, G Socio –Cultural Art History of Tamil Nadu, New Century Book House, Chennai, 2016.
3. Manivannan, Ambai Tamil Nadu Temple Art History, (Tamil) A R Publications, Madurai, 2014.

## REFERENCEBOOKS

1. K.A.N. Sastri, Age of the Nandasand Mauryas, New Delhi 1967.
2. Percy Brown: Indian Architecture.
3. Srinivasan K.R–Temples of South India.
4. Basham; A.L–The wonder that was India, 3<sup>rd</sup> Revised (Ed) 1967.
5. Fergusson, James–History of Indian and eastern Architecture; 1876 Revised and Edited by James Burgess 2, vol.1910.

## E-LEARNINGRESOURCES:

1. <https://www.clearias.com/hindu-temple-architecture-pallava/>
2. [https://asi.nic.in/Ancient\\_India/Ancient\\_India\\_Volume\\_14/article\\_3.pdf](https://asi.nic.in/Ancient_India/Ancient_India_Volume_14/article_3.pdf)
3. <https://www.responsibletravel.com/holidays/rajasthan/travel-guide/mughal-architecture>
4. <https://www.re-thinkingthefuture.com/architectural-styles/a5535-an-overview-of-turkish-architecture/>

CO NO.	Course Outcomes On completion of the course the students will be able to
CO 1:	Define the Mauryan Architecture and the Contribution of Asoka.
CO 2:	Explain the Buddhist Architecture, Jain Architecture and its influence on Indian Architecture
CO 3:	Define the Temple Architecture and the different phases of Architecture
CO 4:	Explain the Pallava architectural forms with reference to Rock cut cave temple, monolithic rathas and structural temple.
CO 5:	Explain the architecture of Delhi Sultanates and imperial Mughals

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	M	M	S	S	M	S	S	S	M	S	M
CO2	S	S	M	M	S	S	M	S	S	S	S	S	S
CO3	S	S	M	M	S	S	M	S	S	S	S	S	S
CO4	S	S	M	M	S	M	M	S	S	S	S	S	S
CO5	S	S	M	M	S	S	M	S	S	S	M	S	M

**Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>Semester-III Core Course-VII</b>	<b>CC VII – Women’s Studies</b>	<b>Course Code:</b>
<b>Hours: 6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To learn the important social legislations concerning women.</li> <li>To know the women’s movement in India.</li> <li>To trace the wisdom in promotion of women’s rights.</li> <li>To analyze the importance of the multidimensional role of women in society.</li> <li>To know the rights of women in India.</li> </ul>	
<b>UNIT-I</b>	<b>NEED AND SCOPE OF WOMEN STUDIES</b> Women Studies – origin of feminism – types of feminism – Gender and Sex – Biological determinism – Sexual Stereotyping – Socialization – Patriarchy – Male Gaze – Glass Ceiling Gender Discrimination and Social Status of women – Violence against women – Crimes against women.	18hrs
<b>UNIT-II</b>	<b>WOMEN’S MOVEMENTS</b> Women’s Movement in the West-Seneca Falls Convention – Declaration of Sentiments Suffragette Movement – Women in Politics – CEDAW – Beijing Conference – Women’s Movement in India – Social Reformers – Ram Mohan Roy Savithri Phule – Women in the National Movement – Post – Independence Women’s Movements.	18hrs
<b>UNIT-III</b>	<b>WOMEN AND THE LAW</b> Colonial Legal System and the Position of Women – Social Legislations for Women – Sati Prevention Widow Remarriage – Female Infanticide – Child Marriage Restraint – Personal Laws – Marriage – Divorce – Adoption – Equal Right to Property Sex Selective Abortions – Child Sex Ratio – Domestic Violence Dowry Prohibition – Trafficking in Women.	18hrs
<b>UNIT-IV</b>	<b>WOMEN IN NATION BUILDING</b> Role of Women in Nation Building – Vijayalakshmi Pandit – Indira Gandhi – Muthulakshmi Reddy – M.S. Subbulakshmi – Women Entrepreneurs – Women in Modern Society.	18hrs
<b>UNIT-V</b>	<b>WOMEN’S RIGHTS</b> Indian Constitution – Provisions Related to Women – Need for Reservation in the Parliament – Labour Laws – ILO Conventions related to Women Equal Pay for Equal Work – Maternity Benefit Act – Women Issues – Health – Nutrition – HIV/AIDS.	18hrs

#### TEXT BOOKS:

- Gokilavani, Women Studies, Principles Theories and Methodologies, 1999.
- Agarwala, S.K., Directory of Women Studies in India, New Delhi – 1991.
- Haksar, Demystification of Law for Women, (Lancer Press, 1986)
- Sonia Bathla, Women, Democracy and the Media, (SAGE Publications, 1998).
- Srinivas, Status of Women, (Oxford Press, New Delhi, 1981).



## REFERENCE BOOKS:

1. Beteile, A., The Position of Women in Indian Society, Government of India, Ministry of Information and Broadcasting, Publications Division, New Delhi, 1975.
2. Guidelines for the Development of Women's Studies, New Delhi, UGL, 1993.
3. Jain D., (ed.) Indian Women, Government of India, Ministry of Information and Broadcasting Publications Division, New Delhi, 1975.
4. Richardson, Diane and Victoria Robinson, Introduction to Women Studies Feminist Theory and Practice, London, 1983.
5. Aftab Alam, Human Rights Issues and Challenges, (Raj Publications, 2000).
6. Ashine Roy, Human Rights of Women, (Rajat Publications, New Delhi, 2003).
7. Elizabeth Bumillre, May You be the mother of hundred sons, (Penguin Books, 1991).
8. Geraldine Forbes, Women in Modern India, (Cambridge University Press, 1991).
9. Jayapalan, D, Human Rights, (Atlantic Publishers and Distributors, 1999).
10. Konayainal Motilal Kapadia, Family and Marriage in India (Oxford University Press, 1984).
11. Mehertaj Begum, S, Dr., Human Rights in India, Issues and Perspectives, (APH Publishing, 2000).
12. Naorem Sanajaoba, Human Rights, Principles, Practices and Abuses, (Omsons Publications, 1994).
13. Nayar, Sushila and Kamala Manekekar, Women Pioneers of India's Renaissance, (National Book Trust, New Delhi, 2002).
14. Rama Mehta, Socio-legal, Status of Women in India, (Mittal Publications, New Delhi, 1987).

## E-LEARNING RESOURCES:

1. [https://shodhganga.inflibnet.ac.in/bitstream/10603/118048/13/13\\_chapter%203.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/118048/13/13_chapter%203.pdf)
2. <https://courses.lumenlearning.com/alamo-sociology/chapter/reading-the-womensmovement/>
3. [http://www.legalserviceindia.com/laws/women\\_issues.htm](http://www.legalserviceindia.com/laws/women_issues.htm)
4. <https://www.encyclopedia.com/history/dictionaries-thesauruses-pictures-and-pressreleases/women-public-life-business-and-professions>
5. [https://www.iitk.ac.in/wc/data/Majlis\\_Legal-rights-ofwomen.pdf](https://www.iitk.ac.in/wc/data/Majlis_Legal-rights-ofwomen.pdf)

CO NO.	Course Outcomes On completion of the course the students will be able to
CO 1:	Understand men and women to recognize the importance of multidimensional role of women in society.
CO 2:	Understand the importance of empowerment of women and to acquaint the students about the Women Rights.
CO 3:	Inspired a positive change in attitude towards the women in social structure.
CO 4:	Learned about the measures and initiative of National Commission of Women.
CO 5:	Known the important women for nation building who is empowered the nation.

<b>Semester-III CC VIII</b>	<b>CC VIII – CONSTITUTIONAL HISTORY OF INDIA</b>	<b>Course Code:</b>
<b>Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>• Know historical background of constitution</li> <li>• Study the Constitutional Development Under British Crown</li> <li>• Understand the political scenario behind the origin of the constitution</li> <li>• Assess the relevance of various Acts pertaining to the emergence of Indian constitution.</li> <li>• Know the formation of constitution and its significances.</li> </ul>	
<b>UNIT-I</b>	<b>CONSTITUTIONAL DEVELOPMENT DURING EAST INDIA COMPANY:</b> The East India Company - the Regulating Act 1773 - Provisions - Defects of the Act - Bengal Judicature Act 1781 – Pitt’s India Act 1784 - Circumstances – Provisions – Significance Charter Act of 1813, Charter Act of 1833, and Charter Act of 1853-Provisions– significance	18hrs
<b>UNIT-II</b>	<b>CONSTITUTIONAL DEVELOPMENT UNDER BRITISH CROWN:</b> Act of 1858 - Queen’s Proclamation-Indian Council Acts of 1861 and 1892.	18hrs
<b>UNIT-III</b>	<b>NATIONAL MOVEMENT AND CONSTITUTION:</b> Minto – Morely Reforms Act. 1909 – Montague Chelmsford Reform Act, 1919 – Simon Commission – Nehru Report – Jinnah’s Fourteen Points - Round Table Conferences – Communal Award.	18hrs
<b>UNIT-IV</b>	<b>THRESHOLD INDEPENDENCE:</b> Indian Government Act, 1935 – August Offer – Cripps Mission – Formation of Constituent Assembly –Bhulabhai Desai and Liaquat Ali Pact –Wevell Plan– Rajagoplalachari Formula –Simla Conference-Cabinet Mission – Mountbatten Plan – Indian Independence Act	18hrs
<b>UNIT-V</b>	<b>FRAMING OF INDIAN CONSTITUTION:</b> Formation of Constituent Assembly-Drafting Committee-Salient Features of Indian Constitution Preamble-Fundamental Rights and Duties-Directive Principles of State Policy- Constitutional Amendments.	18hrs

#### TEXTBOOKS:

1. Agarwal,R.C., Constitutional Development of India and National Movement, S.Chand and Company Ltd, New Delhi,1999.
2. Austin, Granville., The Indian Constitution, New Delhi, Oxford University Press,1966

## REFERENCEBOOKS:

1. R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand & Company Ltd., New Delhi, 2006.
2. Sumita Singh, Constitutional Development in British India, Pragun Publications, New Delhi, 1012.
3. M.V. Pylee, Constitutional Government in India, Asia Publishing, Bombay, 1967.
4. —, An Introduction to the Constitution of India, 5<sup>th</sup> Edition, Vikas Publishing House Pvt. Ltd., Noida, 2007.
5. Dharam Chand Gupta, Indian National Movement and Constitutional Development, Vikas Publishing House Pvt. Ltd., Noida, 1983.
6. A.C. Banerjee, Constitutional History of India, Vol. I, Mukherjee & Co, Calcutta, 1948.
7. Sibaranjan Chatterjee, The Governor in the Indian Constitution, Mittal Publication, Calcutta, 1973.
8. Illbert Courtenan, The Government of India, The Clarendon Press, Oxford, 1977.
9. Manik Lal Gupta, Constitutional Developments in India, Atlantic Publishers, New Delhi, 1989.
10. A.C. Kapoor, Constitutional History of India, S, Chand & Co, New Delhi, 1985.
11. A.B. Kieth, Constitutional History of India, Central Book Depot, Allahabad, 1961.
12. Jagdish Swarup, Constitution of India, Vol. 2, Modern Law Publication, New Delhi, 2006.
13. Pon Thangamani, Indian Constitutional History—A.D. 1773 to 1950, Ponnaiah Pathipakam, Chennai, 2001.
14. N. Rajagopala Aiyangar, The Government of India Act 1935.
15. Mahendra Kumar Talware, History of National Movement and Constitutional Development of India

## E-LEARNING RESOURCES:

1. SAKSHAT(<https://sakshat.ac.in/>)
2. e-PGPathshala(<https://epgp.inflibnet.ac.in/>)
3. SWAYAM(<https://swayam.gov.in/>)

CO NO.	Course Outcomes
	On completion of the course the students will be able to
CO 1:	Understand the Constitutional Developments during British period.
CO 2:	Constitutional development under crowns.
CO 3:	Understand the origin and development Republican Government of India.
CO 4:	Understand Reason for the announcement of independence act.
CO 5:	Features of Indian Constitution Act of 1950 and its significance.

<b>Semester-III Core Course-IX</b>	<b>CC IX - Tamilnadu since 1947</b>	<b>Course Code:</b>
<b>Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>To trace the formation of the linguistic states.</li> <li>To analyze the role played by Kamaraj for the development of Tamilnadu.</li> <li>To inculcate the principles of DMK.</li> <li>To discuss the formation of AIADMK and the developments under their rule.</li> <li>To impart Centre-State relations.</li> </ul>	
<b>UNIT-I</b>	<b>Post Independent Tamil Nadu</b> – Congress ministry – Omanthur Ramaswami Reddiar P.S.Kumara Swami Raja – Rajaji – State Re-Organisation in Tamil Nadu – North South Border Agitations – Formation of Madras state.	18hrs
<b>UNIT-II</b>	<b>Kamaraj and his Ministry</b> – Developmental Schemes – Social, Economic and Educational – Programmes – Industrial Development – K. Plan – M. Bakthavatsalam – Anti Hindi Agitation – Achievements of Congress ministry 1947-67.	18hrs
<b>UNIT-III</b>	<b>Rise of DMK</b> – C.N.Annadurai and his Ministry – M.Karunanidhi and his Ministry – Welfare Schemes – Socio – Economic and Educational Developments during DMK regime.	18hrs
<b>UNIT-IV</b>	<b>Formation of AIADMK</b> – M.G.Ramachandran and his Ministry – J.Jeyalalitha and her Ministry – Developmental Schemes – Social, Economic and Educational developments during ADMK regime.	18hrs
<b>UNIT-V</b>	<b>Contemporary Issues:</b> Centre – State Relations– Srilankan Issues – Kacha Theevu – Inter-State Water disputes – Film and Politics – Reservation Policy and Social Justice.	18hrs

#### Books for Reference:

1. Rajayyan .K - A Real History of Tamil Nadu upto 2004 A.D.
2. Subramanian .N - History of Tamil Nadu (PL.II)
3. Gopalakrishnan M.D - Periyar, Father of the Tamil Race
4. Sathianathier .R - History of India, Vol.II
5. Venkatesan .G - History of Modern Taminadu from 1600-2011 A.D.
6. Nadarajan .C - Social History of Modern Tamil Nadu
7. Subramanian .N - History of Tamil Nadu 1336-1984 A.D.
8. Devanesan .A - History of Tamilnadu upto 1995 A.D.
9. Balasundaram .M - Kamaraj and his secrets of Success
10. Veeramani .K - The History of the Struggle for Social Justice in Tamilnadu.

<b>CO No.</b>	<b>Course Outcomes</b> After the completion of the course the students will be able to
CO 1:	Acquire knowledge on the Revenue Administration of British in Tamilnadu.
CO 2:	Evaluate the introduction of Western education and its impact.
CO 3:	Assess the Value of Socio – religious reform movements in Tamilnadu for the social changes.
CO 4:	Analyse the role of leaders of Various parties.
CO 5:	Estimate the development of Tamilnadu after Independence.

### Mapping of Cos with Pos & PSO s:

CO/PO	PO								PSO				
	1	2	3	4	5	6	7	8	1	2	3	4	5
CO1	S	S	S	S	S	S	S	S	S	M	S	S	S
CO2	S	S	S	S	S	S	S	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	M	S	M	S	S	S
CO4	S	S	S	M	M	S	S	S	S	M	S	S	S
CO5	S	S	S	S	S	S	S	S	S	S	S	S	S

**-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>Semester-III CCC III</b>	<b>CCC III – HUMAN RIGHTS AND DUTIES</b>	<b>Course Code:</b>
<b>Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
	<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li>• Know the origin of human rights in India</li> <li>• Know the evolution of human rights in India.</li> <li>• Learn about the international organization on human rights in India.</li> <li>• Know the human rights violation.</li> <li>• Learn the activities of human rights in India.</li> </ul>	
<b>UNIT-I</b>	<b>ORIGIN:</b> Concept of Human Rights – Definition of Human Rights–Theories and Classification of Human Rights -The origin and development – Nation Law And Nation Rights In Ancient, Medieval And Modern Periods.	18 hrs
<b>UNIT-II</b>	<b>EVOLUTION OF THE CONCEPT OF HUMAN RIGHTS:</b> Ideologies and Issues: Human Rights as a product of Western Ideologies - Human-Rights and Social Revolution - Human Rights and Development - Domestic and International wars -the Liberal Conservative and Socialist Marxist outlook - from Magna Carat to Universal Declaration of Human Rights – The US Declaration of Independence – The French Declaration of Rights – US Bill of Rights – Geneva Convention 1864 – International Covenant on Civil - Political -Economic - Social and Cultural Rights.	18 hrs
<b>UNIT-III</b>	<b>INTERNATIONAL ORGANIZATIONS ON HUMAN RIGHTS:</b> United Nation Organization –International Human Rights Documents and Declarations- Social - Economic, Civil and Political rights-Major International Human rights documents and declarations -UDHR -International - Covenants on Economic and Social Rights - International Covenants on Political and Civil - Rights and other Covenant- UN Charter – UNESCO - Declaration of the Responsibilities of the Present Generations towards future generation of 1997-UN Commission on Human Rights – UN High Commission for Refugees –UNICEF –European Convention on Human Rights– Mexico Declaration on Human Rights – Helsinki Charter – Role of N.G.O’s in the Protection of Human Rights.	18 hrs
<b>UNIT-IV</b>	<b>HUMAN RIGHT VIOLATIONS AND RIGHTS:</b> Human Rights and Social Justice - Basic and fundamental principles of Social Justice and Human Rights - Improvement in the advancement of the Principles of Social Justice and Human Rights - Emerging Issues and Human Rights - Globalization Environment and Livelihood issues - Terrorism and Human Right - violation of Rights of women –bonded laborers – rights of the children – Fundamental Rights - Constitutional safeguards – Contemporary Challenges – Child Laborer– Women’s Right–Problem of Refugees– Capital Punishment.	18 hrs
<b>UNIT-V</b>	<b>ACTIVITIES OF HUMAN RIGHTS IN INDIA:</b> Human Rights in India - National Human Rights Organizations - the Government agencies - Judicial Activism and Protection of Human Rights in India - Evolution of commissions of HumanRights-NationalSC/STCommission-NationalCommissionforMinorities- National Commission for Women - Protection of Human Rights Act 1993- National and State Human Rights Commission -Right to information Act - Human Rights Organizations and Movements - Sectorial Rights - Issues and Legal Protections - Women, Children, Dalits - Tribal’s and Rights of Differently abled.	18 hrs

**TEXTBOOK:**

1. Brij Kishore Sharma Human Rights Covenants and Indian Law PHIL earning Pvt Ltd., New Delhi, 2010
2. Deshmukh, K.L Human Rights and International Law Swasthik Publications, Delhi, 2011.
3. Madhusudan Pandit, Human Rights and Social Justice Swastik, Publications, Delhi, 2011
4. Rajeev, N. Pradhan, Human Rights and Civil Liberties Navyug Books, International, Delhi, 2011
5. Nirmal, C.J. Human Rights in India: Historical, Social and Political Perspectives, Oxford University Press, New Delhi, 2000.

**REFERENCEBOOKS:**

1. Adil-ul-Yasin, Archana Upadhyay-Human Rights, Akansha Publishing House,
2. Andrews, J.A. Hins. W-International Protection of Human Rights, Bombay 1986.
3. Desai A.R. (ed)- Violations of Democratic Rights in London. 1987, New Delhi.
4. P.K. Meena-Human Rights–Theoryand Practice, Murari Lalandsons, New Delhi 2008. 5. Nirmal. C. J (ed) -Human Rights in India Historical Social and Political Perspective. New Delhi. 1999.
5. Suriendar Khanna-Violence against women and Human Rights, Swastic Publishers Delhi 2009.
6. J.A. Andrews, and W.D. Hines, International Protection of Human Rights. Mansell Publishing Ltd. London, 1987.
7. Maurice Carnston, What are Human Rights?, The Bodlay Head Ltd, London, 1973.
8. A.R. Desai, (ed.), Violations of Democratic Rights in India, Popular Prakashan, Bombay, 1986.
9. Jack Donnelly, The Concept of Human Rights. Croom Helm, London 1985.
10. Lovis Henkin, The Rights of Mantoday. Stevens & Sons, London, 1978.
11. M. Rama Jois, Human Rights and Indian Values. NETE, Delhi, 1997.
12. V.R. Krishna Iyer, Human Rights And Law. Vedpal Law House, Indore,1984.
13. —, Human Rights- A Judge's Miscellany, B.R. Publication, Delhi,1995.
14. C.J. Nimal, (ed.), Human Rights in India: Historical, Social and Political Perspectives, Oxford University Press, New Delhi, 1999.
15. R.S. Pathak, (ed.), Human Rights in the Changing World, International Law Association, New Delhi, 1988.
16. Sivagami Paramasivam, Studies in Human Rights, Salem, 2000.
17. Amartya Sen, Development As Freedom, Oxford University Press, New Delhi, 1999.
18. Edward James Schuster, Human Rights Today: Evolution or Revolution, Philosophical Library, New York, 1981.
19. Subbian, A Human Rights Systems, New Delhi, 2000.

**E-LEARNINGRESOURCES:**

1. <http://www.legalservicesindia.com/article/138/Historical-Development-of-Human-Rights.html>
2. [https://www.researchgate.net/publication/343151437\\_HUMAN\\_RIGHTS\\_EDUCATION\\_IN\\_INDI\\_A\\_IMPORTANCE\\_PRESENT\\_STATUS\\_AND\\_FUTURE\\_ACTIONS](https://www.researchgate.net/publication/343151437_HUMAN_RIGHTS_EDUCATION_IN_INDI_A_IMPORTANCE_PRESENT_STATUS_AND_FUTURE_ACTIONS)
3. [ojana.gov.in/public-account3jan.asp](http://ojana.gov.in/public-account3jan.asp)

<b>CO No.</b>	<b>Course Outcomes</b> After the completion of the course the students will be able to
CO 1:	Understand Human rights education teaches both about human rights and for human rights. Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights.
CO 2:	Understand that human dignity required more than the minimal lack of interference proposed by the civil and political rights. Social rights.
CO 3:	It works to promote human rights under the international law, specified by the Universal Declaration of Human Rights in 1948.
CO 4:	Understand A human rights violation is the disallowance of the freedom of thought and movement to which all humans legally have a right.
CO 5:	Understand Human Rights are the basic rights which form the essential part of development of human being. Constitution acts as a protector of those basic rights as Fundamental Rights and duties.

<b>Semester-III CCC III</b>	<b>CCC III – Intellectual Property Rights</b>	<b>Course Code:</b>
<b>Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>LEARNING OBJECTIVES</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> To identify the basic concept of IPRs.</li> <li><input type="checkbox"/> To trace the registration of IPRs</li> <li><input type="checkbox"/> To analyze the agreements and legislation of IPRs.</li> <li><input type="checkbox"/> To impart the knowledge on digital product and law.</li> <li><input type="checkbox"/> To discuss about enforcement of IPRs</li> </ul>		
<b>UNIT-I</b>	<b>INTRODUCTION:</b> Introduction to IPRs- Basic concepts and need for Intellectual Property – Patents- Copyrights- Geographical Indications- IPR in India and Abroad – Genesis and Development - the way from WTO to WIPO –TRIPS, Nature of Intellectual Property, Industrial Property, technological Research, Inventions and Innovations – Important examples of IPR.	18 hrs
<b>UNIT-II</b>	<b>REGISTRATION OF IPRS:</b> Meaning and practical aspects of registration of Copy Rights, Trademarks, Patents, Geographical Indications, Trade Secrets and Industrial Design registration in India and Abroad.	18 hrs
<b>UNIT-III</b>	<b>AGREEMENTS AND LEGISLATIONS:</b> International Treaties and Conventions on IPRs, TRIPS Agreement, PCT Agreement, Patent Act of India, Patent Amendment Act, Design Act, Trademark Act, Geographical	18 hrs
<b>UNIT-IV</b>	<b>DIGITAL PRODUCTS AND LAW:</b> Digital Innovations and Developments as Knowledge Assets – IP Laws, Cyber Law and Digital Content Protection – Unfair Competition – Meaning and Relationship between Unfair Competition and IP Laws.	18 hrs
<b>UNIT-V</b>	<b>ENFORCEMENT OF IPRS:</b> Infringement of IPRs, Enforcement Measures, Emerging issues.	18 hrs

#### TEXT BOOKS:

1. V. Scople Vinod, Managing Intellectual Property, Prentice Hall of India Pvt Ltd, 2012
2. S. V. Satakar, “Intellectual Property Rights and Copy Rights, Ess Publications, New Delhi, 2002



## REFERENCE BOOKS:

1. Deborah E. Bouchoux, "Intellectual Property: The Law of Trademarks, Copyrights, Patents and Trade Secrets", Cengage Learning, Third Edition, 2012.
2. Prabuddha Ganguli, "Intellectual Property Rights: Unleashing the Knowledge Economy", McGraw Hill Education, 2011.
3. Edited by Derek Bosworth and Elizabeth Webster, The Management of Intellectual Property, Edward Elgar Publishing Ltd., 2013.
4. P. Naryan, "Intellectual Property Law", 3rd Ed, Eastern Law House, 2007.
5. Dr. S.R. Myneni, "Law of Intellectual Property", 9th Ed, Asia law House, 2019

## E-LEARNING RESOURCES:

1. <https://blog.ipleaders.in/benefits-intellectual-property-rights-modern-era/>
2. <https://online.yu.edu/cardozo/blog/intellectual-property-rights-2021>
3. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3217699/>

<b>CO No.</b>	<b>Course Outcomes</b> After the completion of the course the students will be able to
CO 1:	Understand the importance of IP and to educate the pupils on basic concepts of Intellectual Property Rights
CO 2:	Identify the significance of practice and procedure of Patents
CO 3:	Understand the statutory provisions of different forms of IPRs in simple forms
CO 4:	Evaluate the procedure of obtaining Patents, Copyrights, Trade Marks & Industrial Design
CO 5:	Examine the students to keep their IP rights alive

<b>Semester-III Entrepreneurship/Industry Based Course</b>	<b>IBC - Tourism in Tamil Nadu</b>	<b>Course Code:</b>
<b>Hours: 4</b>	<b>Credits: 3</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
<b>Learning Objectives:</b>		
<ul style="list-style-type: none"> <li>To discuss the types of tourism in Tamil Nadu.</li> <li>To trace the role of Tamil Nadu government in the promotion of Tourism.</li> <li>To analyze out the various training facilities.</li> <li>To impart the tourist attractions in Tamil Nadu.</li> <li>To expose the employment and entrepreneurial opportunities in Tamil Nadu.</li> </ul>		
<b>UNIT-I</b>	<b>Geography of Tamil Nadu</b> – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals	12hrs
<b>UNIT-II</b>	<b>Role of Government in promotion Tourism</b> – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions	12hrs
<b>UNIT-III</b>	<b>Training in Hotel Management and Catering Technology</b> – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai – State Institute of Hotel Management and Catering Technology, Tiruchirappalli	12hrs
<b>UNIT-IV</b>	<b>Tourist Attractions in Tamil Nadu:</b> Chennai – Ooty – Kodaikanal – Kutralam – Kannyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram	12hrs
<b>UNIT-V</b>	<b>Tourism Industry in Tamil Nadu</b> – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities - entrepreneurial opportunities in Tourism Industry – Tourist Guides – Chauffeurs – Interpreter	12hrs

## LEARNING RESOURCES

### Recommended Books

Bhatia, A.K., *Tourism Development, Principles and Practices*, Sterling Publishers, New Delhi, 1987

Kannammal, Geetha, et. al, *An Introduction to Tourism in Tamil Nadu*, University of Madras, Chennai, 2007

Seth, Pran, *Successful Tourism Management, Vol. II: Tourism Practices*, Sterling Publishers, New Delhi, 1997

## References

*Citizen's Charter*, Tourism Department, Government of Tamil Nadu, 2002

*Enchanting Tamil Nadu*, Tamil Nadu Tourism, September 2005

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/>

CO No.	Course Outcomes
	On completion of the course the students will be able to
CO 1:	Learn the types of tourism in Tamil Nadu.
CO 2:	Assess the role of Tamil Nadu government in the promotion of Tourism.
CO 3:	Evaluate the various training facilities associated with Tourism industry
CO 4:	Acquire knowledge on the tourist attractions in Tamil Nadu.
CO 5:	Estimate 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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	M	M	S	S	M	S	S	S	M	S	M
CO 2	S	S	M	M	S	S	M	S	S	S	S	S	S
CO 3	S	S	M	M	S	S	M	S	S	S	S	S	S
CO 4	S	S	M	M	S	M	M	S	S	S	S	S	S
CO 5	S	S	M	M	S	S	M	S	S	S	M	S	M

S-Strong (3)

M-Medium (2)

L-Low (1)

<b>Semester-III Skill Enhancement Course II</b>	<b>SEC II – Eco Tourism</b>	<b>Course Code:</b>
<b>Hours: 2</b>	<b>Credits: 2</b>	<b>Exam Hours: 3</b>
<b>Internal Marks-25</b>	<b>External Marks - 75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>Course Objectives:</b>	<ul style="list-style-type: none"> <li>To impart Eco Tourism and the principles of Eco Tourism.</li> <li>To explore Eco Tourism Venues and the Public Protected Areas.</li> <li>To inculcate the economic, environments, socio-cultural impact of Eco Tourism on Local Communities.</li> <li>To discuss Eco Tourism in the Inter Sectorial Context.</li> <li>To trace the Business of Eco Tourism with reference to Accommodation, Tour Operations and Tour Guides.</li> </ul>	
<b>UNIT-I</b>	<b>Introduction to Ecotourism</b> – Principles of Ecotourism – Types of Ecotourism – Global Growth and Magnitude of Ecotourism.	6hrs
<b>UNIT-II</b>	<b>Ecotourism Venues</b> – Public Protected Areas – Privately Owned Protected Areas – modified spaces – indigenous territories.	6hrs
<b>UNIT-III</b>	<b>Ecotourism</b> – Economic impact – Environmental impacts – Exploring socio-cultural impacts on Local Communities – Developing Indicators for Destination Sustainability.	6hrs
<b>UNIT-IV</b>	<b>Ecotourism in the Inter Sectorial Context</b> – Ecotourism Related Organizations – Place of Ecotourism in Public Policy and Planning.	6hrs
<b>UNIT-V</b>	<b>Business of Ecotourism</b> – Accommodation – Tour operators – Tour Guides and Interpretation – Pursuit of excellence – accreditation and benchmarking.	6hrs

#### REFERENCE:

- David A Fennell, Ecotourism An Introduction, Routledge, London, 1999
- David Bruce Weaver, The Encyclopedia of Ecotourism, CABI Publishing, UK, 2001
- Dhulasi Birundha. V, Environmental Challenges Towards Tourism, Kanishka Publishers and Distributors, New Delhi, 2003.
- Govind Prasad, Shardendu Kislaya, Kanhaiyalal Gupta, Ecotourism and Environmental Management, Discovery Publishing House, New Delhi 2007.
- Harish Bhatt, Badan B.S, Ecotourism, Crescent Publishing Corporation, New Delhi, 2006.
- Hosetty. B.B, Ecotourism Development and Management, Pointer Publishers, Jaipur, 2007.
- Hosetti .B.B, Kumar. A, Environmental Impact Assessment and Management, Daya Publishing House, Delhi, 1998.
- Meenakshi Thakur, Ecotourism and Sustainable Tourism, Omega Publication, New Delhi, 2008.
- Nikhil Mukherjee, Ecotourism and Sustainable Development, Cyber Tech Publications, New Delhi, 2008.
- Raju. G.P, Ecotourism Guidance for Tour Operators, Mangalam Publication, Delhi, 2009.
- Romila Chawla, Ecotourism Planning and Management, Sonali Publication, New Delhi, 2006.
- Romila Chawla, Impacts of Tourism, Sonali Publication, New Delhi, 2006.

## WEB RESOURCES

- Tour Operator – <https://www.google.com/search?q=Tour+operator>
- Interpretation – <https://www.google.com/search?q=Interpretation>
- Tour Guide - <https://www.google.com/search?q=Tour+Guide>
- Best Practice - [https://www.google.com/search?q= Best +Practice](https://www.google.com/search?q=Best+Practice)
- [https://www.google.com/search?q= Responsible +tourism](https://www.google.com/search?q=Responsible+tourism)

CO No.	Course Outcomes
	On completion of the course the students will be able to
CO 1:	Learn Eco Tourism and explain the principles of Eco Tourism.
CO 2:	Identify Eco Tourism Venues and the Public Protected Areas.
CO 3:	Evaluate the economic, environmental, socio-cultural impact of Eco Tourism on Local communities.
CO 4:	Assess Eco Tourism in the Inter Sectorial Context.
CO 5:	Estimate the Business of Eco Tourism with reference to Accommodation, Tour Operations and Tour Guides.

## CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	S	S	S	S	S	S	S	S	S	S	M	S	S
CO 2	S	S	S	S	S	S	S	S	S	S	S	S	S
CO 3	S	S	S	S	S	S	S	S	S	S	S	S	S
CO 4	S	S	S	S	S	S	S	S	S	S	S	S	S
CO 5	S	S	S	S	S	S	S	S	S	S	M	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

<b>Semester-IV / Core Course-X</b>	<b>CC X – INDIA SINCE 1947</b>	<b>Course Code:</b>
<b>Hours :6</b>	<b>Credits: 5</b>	<b>Exam Hours: 3</b>
<b>Internal Marks -25</b>	<b>External Marks-75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>To analyse the contribution of different governments.</li> <li>To trace the impact of government’s policy on scientific advancements in India.</li> <li>To expose India’s economic development and foreign policy.</li> <li>To explain the uniqueness of Indian society and culture.</li> <li>To inculcate the culture and Arts in Independent India</li> </ul>	
<b>UNIT-I</b>	<b>The Political Development</b> – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Nehru to Indira Gandhi – Rajiv years – changes during Bharathiya Janata Party.	18 hrs
<b>UNIT-II</b>	<b>Science and Technology</b> – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – National Research Institutes – IIT – Transport and Communications – Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication – Landline –internet, Communication satellites – Mobile communication.	18 hrs
<b>UNIT-III</b>	<b>The Economic Development</b> – Planning Commission – National Development Council – Nidhi Ayog –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.	18 hrs
<b>UNIT-IV</b>	<b>Indian Society:</b> 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 education	18 hrs
<b>UNIT-V</b>	<b>Culture and the Arts</b> – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Drama and Cinema – Folk Arts – Population – Regionalism – Regional Inequality.	18 hrs

## LEARNING RESOURCES

### Recommended Books

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

## References

- B. Kuppaswamy : Social Change in India  
R.N. Sharma : Social problems in India  
Ronald Segal : The Crisis of India  
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)

<b>CO NO.</b>	<b>Course Outcomes</b> On completion of the course the students will be able to
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.
CO 5:	Appraise the culture and Arts in Independent India

## CO Mapping with Programme Outcomes

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>
<b>CO 1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO 2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO 3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO 4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO 5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>Average</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

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

## CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO 2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO 3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO 4</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO 5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>Average</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

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

<b>Semester-IV / Core Course-XI</b>	<b>CC XI – INTERNATIONAL RELATIONS</b>	<b>Course Code:</b>
<b>Hours :6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks -25</b>	<b>External Marks-75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K – 4 Analysing K – 5 Evaluating K – 6 Creating	
<b>Learning objectives</b>	<ul style="list-style-type: none"> <li>To impart the various theories and concepts of International Relations.</li> <li>To discuss the impact of cold war.</li> <li>To explore the achievements of UNO and other regional organizations.</li> <li>To analyse the role of international economic organisations</li> <li>To discuss the key international issues with special reference to India’s concerns</li> </ul>	
<b>UNIT-I</b>	<b>Theories of International Relations:</b> Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; 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	18 hrs
<b>UNIT-II</b>	<b>Cold War:</b> 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	18 hrs
<b>UNIT-III</b>	<b>United Nations Organization and its Specialized Agencies</b> (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC	18 hrs
<b>UNIT-IV</b>	<b>Brettonwoods Institutions:</b> World Bank and IMF –UNCTAD – North – South Dialogue – NIEO – GATT – WTO	18 hrs
<b>UNIT-V</b>	<b>Nuclear Politics:</b> IAEA – NPT – CTBT – Concepts – India’s Nuclear Policy – Rise of Terrorism; Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests; Environmental Concerns: Rio – Kyoto – Green Peace	18 hrs

## LEARNING RESOURCES

### Recommended Books

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



## References

- Joseph Frankel : International Relations in a Changing World  
Michael Dockrill : The Cold War: 1945-196  
K.P. Misra &  
K.R. Narayanan, ed. : Non-Alignment in Contemporary International Relations  
Rasul B. Rais : The Indian Ocean and the Superpowers  
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>

CO NO.	Course Outcomes
	On completion of the course the students will be able to
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:	Identify the role of international economic organisations
CO 5:	Learn 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	S	S	M	M	S	S	M	S
CO 2	S	S	M	M	S	S	M	S
CO 3	S	S	M	M	S	S	M	S
CO 4	S	S	M	M	S	M	M	S
CO 5	S	S	M	M	S	S	M	S
Average	S	S	M	M	S	S	M	S

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	S	S	M	S	M
CO 2	S	S	S	S	S
CO 3	S	S	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	M	S	M
Average	S	S	S	S	S

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

<b>Semester-IV / Core Course-XII</b>	<b>CC XII – HISTORIOGRAPHY AND RESEARCH METHOLOGY</b>	<b>Course Code:</b>
<b>Hours: 6</b>	<b>Credits: 4</b>	<b>Exam Hours: 3</b>
<b>Internal Marks -25</b>	<b>External Marks-75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
<b>Learning Objectives:</b>	<ol style="list-style-type: none"> <li>To impart the concepts related to history and its relationship with other disciplines</li> <li>To discuss various philosophies and interpretations of history</li> <li>To trace the evolution of historical writing in the West</li> <li>To expose the contribution of various historians to the development of Indian historiography</li> <li>To explain the processes and procedures involved in the conduct of historical research</li> </ol>	
<b>UNIT-I</b>	<b>Meaning, Nature and Scope of History</b> – Art or Science – 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	18 hrs
<b>UNIT-II</b>	<b>Philosophy of History</b> – Theological Interpretation – Secular Interpretation – Historical Determinism – Meaning – Free with Doctrine – Historicism and Relativism – Merits and Defects – Dialectic of Marx – Fallacies of the Doctrine.	18 hrs
<b>UNIT-III</b>	<b>Development of Historical writing in the West</b> – Herodotus, Thucydides, Tacitus, Titus Livy, St. Augustine, Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm	18 hrs
<b>UNIT-IV</b>	<b>Historians of India</b> –Abul Fazil, V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, K.K. Pillai, K. Rajayan.	18 hrs
<b>UNIT-V</b>	<b>Historical Research:</b> Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– Kinds of Sources – External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography	18 hrs

## LEARNING RESOURCES

### Recommended Books

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

### References

Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017  
Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994  
Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964  
Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999

Sen, S.P., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973

Sreedharan, E., *A Manual of Historical Research Methodology*, Centre for South Indian Studies, Trivandrum, 2007

Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, Routledge, New York, 2015

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%20Methology%20in%20writing%20steps.pdf>
3. <https://www.britannica.com/biographies/history/history>

CO NO.	Course Outcomes
	On completion of the course the students will be able to
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:	Analyze 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	S	S	M	S	S	S	S	S
CO 2	S	S	M	S	S	S	S	S
CO 3	S	S	S	M	S	S	S	S
CO 4	M	S	S	S	S	S	M	S
CO 5	S	S	S	S	S	S	S	S
Average	S	S	S	S	S	S	S	S

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	S	S	S	S	S
CO 2	S	S	S	S	S
CO 3	S	S	S	M	S
CO 4	S	S	S	S	S
CO 5	S	S	S	S	S
Average	S	S	S	S	S

S-Strong (3)

M-Medium (2)

L-Low (1)

<b>Semester-IV / Elective Course-III</b>	<b>EC III – History of Science and Technology</b>	<b>Course Code:</b>
<b>Hours :6</b>	<b>Credits: 3</b>	<b>Exam Hours: 3</b>
<b>Internal Marks -25</b>	<b>External Marks-75</b>	<b>Total Marks: 100</b>

<b>Cognitive Level</b>	K - 1 Recalling K - 2 Understanding K - 3 Applying K - 4 Analysing K - 5 Evaluating K - 6 Creating	
<b>Learning Objectives:</b>		
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.		
<b>UNIT-I</b>	<b>Establishment of Science and Technology Ministry</b> – 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.	18 hrs
<b>UNIT-II</b>	<b>Development of Agricultural Science</b> – Green Revolution – M.S. Swaminathan – White Revolution – Verghese Kurien – Blue Revolution	18 hrs
<b>UNIT-III</b>	<b>Atomic Energy and Nuclear Power Generation Programme</b> – Homi Bhabha – 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	18 hrs
<b>UNIT-IV</b>	<b>Ocean Sciences</b> – 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.	18 hrs
<b>UNIT-V</b>	<b>IT Revolution</b> – 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.	18 hrs

## LEARNING RESOURCES

### Recommended Books

Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State. Hyderabad. Orient Longman Limited.

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.

Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. Ltd.

Nayar, Baldev Raj 1983. India's Quest for Technological Independence: 2 Vols. New Delhi: Lancer Publications.

Parthasarath, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29.

Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". Economic and Political Weekly, Vol. XXII, No.48, November 28.

Raj, Gopal 2000. Reach for the STARS: The Evolution of India's Rocket Programme. New Delhi, Viking, Penguin Books India (P) Ltd.

India Year Book, Publications Division, Government of India

### References

Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.

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.

Phalkey, Jahnvi 2013. Atomic State: Big Science in Twentieth-Century India. Ranikhet: Permanent Black

Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.

Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi

Sundram, C.V. et al (ed.). Atomic Energy in India: 50 Years. New Delhi: Dept. of Atomic Energy

Tyabji, Nasir 2000. Industrialization and Innovation: The Indian Experience. New Delhi: Sage Publications.

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>

CO NO.	Course Outcomes
	On completion of the course the students will be able to
CO 1:	Describe the evolution of India's Science & Technology Policy
CO 2:	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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)