

**MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL**

**DEPARTMENT OF HISTORICAL STUDIES AND TOURISM
MANAGEMENT**

M.A HISTORY



**SYLLABUS TO BE IMPLEMENTED FROM THE
ACADEMIC YEAR
2021-2022
(CHOICE BASED CREDIT SYSTEM)**

Mother Teresa Women's University, Kodaikanal
Department of Historical Studies and Tourism Management
Choice Based Credit System (CBCS)
(2021-2022 onwards)
M.A. History

1. About the Programme

Considering the need for revising and updating the Syllabi from time to time, and as per the UGC/TANSICHE guidelines, the M.A. History Programme offers updated and broad-based curriculum keeping the up-gradation of the students' knowledge and skills. The Programme is offered through semester pattern with credit system. The Programme contains 10 core papers with 4 credits each, 03 elective papers with options and 4 credits each, 03 supportive courses with 02 credits each, co curricular and extracurricular activities in the first three semesters for 12 credits and one project in the last semester for 8 credits. The project in the final semester enhances student's research attitude and prepares them for Doctoral Research. The Programme focuses on recent trends in travel and tourism and updates the students with thorough knowledge in the two fields for their better career opportunities.

2. Programme Educational Objectives (PEOs)

The Programme has been designed to enable the students to

PEO1	understand the different concepts of history, travel, and tourism.
PEO2	gain profound knowledge of historical events, recent trends in tourism and travel.
PEO3	differentiate the features of good governance and civic responsibilities and wrong policies and gain administrative skills
PEO4	write well in a variety of formats including essays, research papers and projects opportunity to pursue research, get jobs in schools, colleges, museums, archives and libraries and prepare for various competitive examinations.
PEO5	train the students with communicative and employability skills for better placements in the government and public sectors.

3. Eligibility: B.A. History

4. General Guidelines for PG Programme

- i. **Duration:** The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 90 days or 450 hours. Examinations shall be conducted at the end of each semester for the respective subjects.
- ii. **Medium of Instruction:** English
- iii. **Evaluation:** Evaluation of the candidates shall be through Internal Assessment and External Examination.

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	13	25	13	25
External	38	75	38	75

- **Internal (Theory): Test (15) + Assignment (5) + Seminar/Quiz(5) = 25**
- **External Theory: 75**

- **Question Paper Pattern for External examination for all course papers.**

Max. Marks: 75**Time: 3 Hrs.**

S.No.	Part	Type	Marks
1	A	10*1 Marks=10 Multiple Choice Questions(MCQs): 2 questions from each Unit	10
2	B	5*4=20 Two questions from each Unit with Internal Choice (either / or)	20
3	C	3*15=45 Open Choice: Any three questions out of 5 : one question from each unit	45
Total Marks			75

*** Minimum credits required to pass: 90**

- **Project Report**

A student should select a topic for the Project Work at the end of the third semester itself and submit the Project Report at the end of the fourth semester. The Project Report shall not exceed 75 typed pages in Times New Roman font with 1.5 line space.

- **Project Evaluation**

There is a Viva Voce Examination for Project Work. The Guide and an External Examiner shall evaluate and conduct the Viva Voce Examination. The Project Work carries 100 marks (Internal: 25 Marks; External (Viva): 75 Marks).

5. Conversion of Marks to Grade Points and Letter Grade (Performance in a Course/Paper)

Range of Marks	Grade Points	Letter Grade	Description
90 – 100	9.0 – 10.0	O	Outstanding
80-89	8.0 – 8.9	D+	Excellent
75-79	7.5 – 7.9	D	Distinction
70-74	7.0 – 7.4	A+	Very Good
60-69	6.0 – 6.9	A	Good
50-59	5.0 – 5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance lesser than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department, Principal and the Registrar of the University.

7. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

8. Any Other Information

In addition to the above mentioned regulations, any other common regulations pertaining to the PG Programmes are also applicable for this Programme.

9. Programme Outcomes (POs)

On successful completion of M.A. History Programme, the students will be able to

PO1	be familiar with the main currents in Indian and world History.
PO2	understand the strategies for the success of kings and leaders, social reforms, constitutional rights and legislations, Human Rights and thereby become responsible citizens with independent thinking and decision-making ability.
PO3	analyze the present social, political, religious and economic conditions with the help of lessons learnt from history .
PO4	develop their ethical and social values, could gather knowledge about the heritage and traditions of our country and the others, and demonstrate a sense of societal and ethical responsibility.
PO5	gain new ideas and experiences from classroom and outside learning and develop independent and critical thinking.
PO6	secure sufficient knowledge and skills to face various competitive examinations, acquire communication and soft skills, and the ability to function effectively in both private and public sector and display distinct leadership traits.
PO7	apply the knowledge and skills to succeed in their career/ professional development or pursue research programmes.

10 . Programme Specific Outcomes (PSOs)

At the end of the program, the student will be able to

PSO1	understand different concepts in history.
PSO2	gain profound knowledge of historical events.
PSO3	differentiate the features of good governance and civic responsibilities and wrong policies and gain administrative skills.
PSO4	write well in a variety of formats including essays, research papers and projects
PSO5	opportunity to pursue research, get jobs in schools, colleges, museums, archives and libraries and prepare for various competitive examinations.

M.A HISTORY-CURRICULUM

S.No	Course Code	Course Title	Credits	Hours		CIA	ESE	Total
				L	P			
Semester I								
1	P21HIT11	Core – I History of Tamil Nadu upto 1565 A.D	4	6	-	25	75	100
2	P21HIT12	Core – II History of India upto 1526A.D	4	6	-	25	75	100
3	P21HIT13	Core – III History of Ancient World Civilizations	4	6	-	25	75	100
4	P21HIT14	Core IV Archaeology	4	5	-	25	75	100
5	P21HIT15	Core V History of America from 1900 - 2000 AD	4	5	-	25	75	100
6	P21HIS11	Supportive Course I General Studies	2	2	-	25	75	100
		Total	22	30	-	-	-	600
Semester II								
7	P21HIT21	Core VI History of India, 1526-1950	4	5	-	25	75	100
8	P21HIT22	Core VII History of Tamil nadu 1565 to 1947	4	4	-	25	75	100
9	P21HIT23	Core VIII History of Feminism and Women's Movement, 1800-2000	4	4	-	25	75	100
10	P21HIT24	Core IX Historiography and Historical Methods	4	4	-	25	75	100
11	P21HIT25	Core X Archives Keeping	4	5	-	25	75	100
12	P21HIN21	NME- I Tourism Packaging	4	4	-	25	75	100
13	P21CSS22	Supportive Course II Computer Skill for Web Designing and Video Editing	2	4	-	25	75	100
		Total	26	30	-	-	-	700
Semester III								
14	P21HIT31	Core XI Constitutional History of India, 1773-1950	4	6	-	25	75	100
15	P21HIT32	Core XII Freedom Movement in Tamil nadu	4	5	-	25	75	100
16	P21HIT33	Core XIII History of Contemporary World	4	5	-	25	75	100
17	P21HIT34	Core XIV Foreign Policy of India	4	4	-	25	75	100
18	P21HIT35	Core XV Human Rights	4	4	-	25	75	100
19	P21HIT36	Core XVI History of Contemporary India	4	4	-	25	75	100
20	P21WSS33	Supportive Course III Women Empowerment	2	2	-	25	75	100
		Total	26	30	-	-	-	700
Semester IV								
21	P21HIE411/ P21HIE412	Elective –I Economic History of India 1857-1947 / International	4	4	-	25	75	100

		Relations Since 1945 A.D / Any MOOC Course ^{\$}						
22	P21HIE421/ P21HIE422	Elective –II Museology / History of Far East Since 1900 / Any MOOC Course ^{\$}	4	4	-	25	75	100
23	P21HIR41	Project	8	22	-	25	75	100
		Total	16	30				300
		Total	90	120				2300

Non Major Elective (NME Offered by Department of Tourism Management and Historical Studies)

NME -P21HIN21 Tourism Packaging

Additional Credit Courses

1. **P21HIV11** - Value Added Program I-Two Credits (First Semester)
2. **P21HII21** - Internship/Industrial Training – Two Credits- (Second Semester)
3. **P21HIO31** - Online Courses-Two Credits- (Third Semester)
4. **P21HIV42** - Value Added Program II-Two Credits (Fourth Semester)

*Those who have CGPA 9 and want to do the Project in Industry /Institution during 4th semester, these two elective papers in IV semester can be opted in third semester itself

^{\$}For Elective – I/Elective –II the students can also take either one 4 –credit course or two - credit courses in MOOC, with the approval of Department Committee.

Outside class hours (Attendance compulsory)

- Health, Yoga and Physical fitness.
- Library information access and Utilisation
- Employability Training.
- Students Social Responsibility.

SEMESTER – I

COURSE CODE	P21HIT11	HISTORY OF TAMILNADU UPTO 1565 A.D	L	T	P	C
CORE I			6	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate					
Learning Objectives	The Course aims to <ol style="list-style-type: none"> 1. understand the Geographical features and various sources of Tamil Nadu 2. learn the Political, Social and Economic conditions of ancient Tamil Nadu 3. understand the antiquity of Tamil Nadu 4. interpret the administrative history of ancient Tamilnadu 5. examine the socio - political- cultural life of Ancient Tamil People 					

Unit I: Pre-Historic Period to the Kalabhras

Sources –Archaeological remains –Numismatic evidences – Epigraphic records –Sangam Literature- Tolkappiyam – Purananuru –Tirukkural, Silapathikaram and Manimekalai – Foreign Accounts- The Periplus of the Erythraean Sea Geographical Features - Classification of Land –the Pre and the Proto-Historic Periods – People – Race – Language – Religion – Sangam Age – Cheras, Cholas, Pandyas and the Feudatories – Political Social and Economic Organizations – Fine Arts Age of the Kalabhras – Identity –.legacy of Kalabharas

Unit II: The Pallavas and the Early Pandyas

Origin – Early Pallavas and Later Pallavas –Political history- Political Social and Economic Conditions – Religion –Growth of Literature and Education – Architecture – Sculpture – Paintings – Mamallapuram- The First Pandyan Empire – Sources – Triangular conflict between Pallavas,Pandyas and Western Chalukyas – Administration – Architecture—Status of Jainism and Buddhism - Bhakti Movement - Alvars and Nayanmars- Emergence of Saivism – Sankara’sAdvaita Philosophy –Language and literature

Unit-III : Imperial Cholas

Sources - Age of the Imperial Cholas –Extent of the Chola kingdom- Political History – Vijayalaya Line – Chalukya Line – Administration – Local Self Government- Kudavolai system- Social and Economic Life – Status of women- Trade and Commerce – Indian Feudalism – Slavery – Religion – Literature – Education – Architecture – Sculpture – Paintings – Cultural Expansion -Ramanuja- Vishishtadvaita -Sri Vaishnavism- Patronage of Temples – Monasteries- Decline of Jainism and Buddhism.

Unit-IV: The Second Pandyan Empire

Sources - Inscriptions and Copper plates – Archaeological remains – Coins –Literature- Foreign evidences - Chola to Pandya transition- Triangular Contest between Cholas,

Pandyas and Hoysalas – The Ascendency of the Pandyas – Decline – Social and Economic Life – Religion – Literature – Architecture – Sculpture – Paintings- Temple Centered Culture – Craftsmen – Internal and External Trade- Trade Guilds.

Unit V: The Nayaks and other Kingdoms

Muslim Invasions – The Madurai Sultanate – Impact – Kumara Kampana’s Invasion – Tamilagam under Vijayanagar rule – Women – Gangadevi- “Maduravijayam”- Battle of Talikotai -The Nayaks of Madurai, Tanjore and Senji – The Marava Kingdoms of Ramnad and Sivaganga – The Tondaimans of Pudukottai – The Marathas of Tanjore. – Political, Social, Economic and Cultural contributions –Landing of Portuguese.

Text Books

1. NilakantaSastri. K.A, A History of South India from Pre - Historic times to the Fall of Vijayanagar Empire , Allied Publishes, Madras 1971
2. Devanesan, History of Tamil Nadu, Benu Publication, Marthandam, 2004.
3. Subramanian, N. Social and Cultural History of Tamil Nadu. Ennes Publication, Udumalpet, 1985

Reference Books

1. Champakalakshmi, R. Trade, Ideology and Urbanization: South India BC 300 – AD 1300, OUP, Delhi, 1996.
2. Karashima, Noboru, South Indian History and Society: Studies from Inscriptions AD 850 – 1800, OUP, Delhi, 1984.
3. A. Krishnaswami, Topics in South Indian History , From Early Times upto 1565 A.D, The University of Michigan, 1975
4. Chandrasekaran,P, History of Tamil Nadu Up to 1565, ManjuPathippakam, Rajapalayam,2001.
5. Subramanian, N, Original Sources for the History of Tamil Nadu, Ennes Publications, Udumalaipet, 1994

Course Outcomes

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

K1	CO1	better focus on the ancient Tamil history
K2	CO2	understand the contributions of sangam poets to the literature , culture and the status of women
K3	CO3	learn the ethics and values ancient people had and adopts the suitable ones
K4	CO4	assess the art and architecture and understand the skills of the architects
K5	CO5	demonstrate skills to learn more about Tamilnadu history which is useful for preparation of competitive exams and jobs.

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S	S	S	S	S	M	M	S
CO2	S	S	M	S	M	S	S	M	S	M	M	S
CO3	S	S	M	S	M	M	S	M	S	S	M	M
CO4	S	W	M	S	S	M	S	M	S	M	M	M
CO5	S	M	M	S	S	M	S	S	S	M	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 Mark

COURSE CODE	P21HIT12	HISTORY OF INDIA UPTO A.D 1526	L	T	P	C
CORE II			6	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyse K5: Evaluate					
Learning Objectives	The Course aims to <ol style="list-style-type: none"> 1. learn the history of Rajputs and their culture 2. understand the diplomatic history of Delhi Sultanate, Mughals and the Vijayanagar Empire 3. help the students to analyze and interpret the administration of Deccan kings 4. assess the impact of the Mughal invasion 5. evaluate the evolution of Indian Architecture 					

Unit- I: Ancient India

Geographical features- Land- Sources and People –Types of sources – Literature – Vedic literature-Epics- Buddhist and Jain literature- Inscriptions- Archaeological remains- Copper Plates- Coins- Art and Architecture - Sculptures and paintings-Travelogues of Foreign travellers

Pre- history : Paleolithic Period (Old Stone Age, Mesolithic Period (Late Stone Age): Neolithic Period (New Stone Age, Chalcolithic Period (Stone Copper Age): Iron Age – Indus Valley Civilization – Vedic Civilization and Culture – Social and Political Institutions, Economic conditions, Religious and Philosophical Ideas.

Unit –II: The Rise of Jainism, Buddhism and Mauryas

Teachings of Jainism and Buddhism – The Hindu Religious Movements – Bhagavatism or Vaishnavism and Saivism- Mahajanapadas – The Rise of the Magadha Empire – The Invasions of the Persians and the Greeks – The Foundation of the Mauryan Empire – Political Condition – Administration – Economic Condition – Religion and Culture – Architecture. The Sungas and the Kanvas of Magadha – The kingdoms of the South – the Satavahanas – Chedi dynasty of Kalinga – The kingdom of the North West – Sakas, Parthians, Kushanas – Political Condition – Administration – Economic Condition – Religion and Culture.

Unit- III: Important Ruling Dynasties

Emergence of the Gupta Empire – Extension of the Empire – Political condition – Administration – Economic Condition – Religion and Culture – Hun Invasions – Causes for the Downfall – Deccan in the Gupta Age – Vakatakas – Northern India after the Guptas – Vardhana Empire – Political condition – Administration – Economic Condition – Religion and Culture- The Rajputs – The Empire of Kanauj – The Pratiharas – The Gahadvalas – The Palas and The Senas of Bengal – The Chauhanas of Delhi and Ajmer – The Kingdom of Kashmir – The Chandelas of Bundelkhand – The Paramaras of Malwa – The Kalachuris of Chedi – The Guhilas of Mewar – The Toramanas of Delhi – Important Ruling Dynasties in Central India – The Chalukyas of Vengi, Badami, Kalyani – The Rashtrakudas – Political

condition – Administration – Economic Condition – Religion and Culture -Art and Architecture

Unit-IV: Coming of the Arabs, Turks and Sultanat

The Arab invasion – The Arabs in Sindh - Muhammad-bin-Qasim – Turkish invasions – Rise and fall of the Ghaznavides – Establishment of Turkish rule in India – India's contacts with the outside world – Political History of Indian States in the East and the South – East – Hindu Kingdoms of Suvaranadvipa, Champa, Kambuja, Burma – Indian Culture in the East and the South East Asia. Rise of Delhi Sultanate – Slave dynasty – Khalji Dynasty – Mongol invasions and their effects – Tughlaq Dynasty – Timur Invasion and its Effects – Sayyid and Lodi dynasty – Causes for the Downfall of the Delhi Sultanate. Administrative Measures – Economic Reforms – Revenue and Financial Administration – Education and Literature – Art and Architecture – Religion – Bhakthi Movement and Sufism.

Unit-V: Condition of India

Condition of India on the Eve of Babur's Invasion - Transformation of Indian society Social stratification and Caste system – the Muslim aristocracy – Status of women – Social Customs and manners- Economy - Agriculture –Industries – Economic policies of the Sultanate – Zagirdari system- Market regulations of Alauddin Khalji- Revenue and Taxation- Impact on Hindu society. Society in the Vijayanagar Empire – Political history- Caste system – Status of women – Social customs and manners – Feudal economy – Industries – Guilds – Internal and External trade – Art, Architecture and Literature- Status of women

Text Books

1. Lunia, B.N. Evolution of Indian Culture, Lakshmi Narayan Agarwal 12th Edition, 2008,
2. Sharma R.S., Perspectives in the Social and Economic History of Early India, Sage Publication, 1970

Reference Books

1. Basham A.L. : Cultural History of India, Rupa&Co., New Delhi, 2003.
2. Basham A.L. : The Wonder that was India – Vol. I, Rupa&Co., New Delhi, 2003.
3. Chattopadhyaya. B.D., The Making of Early Medieval India, Vikas Publication, 2007
4. Sunil Kumar :The Emergence of Delhi Sultanate, Permanent Black, Ranikhet, 2007
5. Thangamani, Pon .A Political and Cultural History of Ancient India upto 1206, PonniahPathipagam, Chennai, 1992

Course Outcomes

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

K1	CO1	better focus on the history of india
K2	CO2	understand the administration, indian culture ,literature and architecture
K5	CO3	demonstrate skills to critically assess the relationship between the ruling dynasties and the sultanates
K4	CO4	evaluate the status of the ancient society
K3	CO5	gain sufficient skills to face various competitive examinations and job

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 Mark

COURSE CODE	P21HIT13	HISTORY OF ANCIENT WORLD CIVILIZATIONS	L	T	P	C
CORE III			6	-	-	4
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyse K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. learn the civilizations of various countries 2. understand the value of civilizations 3. help the students to analyze and interpret the evolution features and legacy of World civilizations 4. assess the evolution of civilizations in various countries 5. evaluate the culture, religion , economy, customs and traditions. 				

Unit- I : Rise and Growth of Civilizations

Civilization - Meaning and Definition – Causes for the growth of Civilization – Difference between Civilization and Culture - The world before Man - Concepts and terms Defined- Evolution – Worship, Architecture, Heritage, Death pits, Epics and Epigrams - Empire – Immortals, Writing - Cuneiform – Hieroglyphics – Alphabets – Phoenicians – Hebrews – Jews – Christians – Hittites- The Illiad – Odyssey – Marathon Run – Democracy.

Unit –II : Sumerian Civilization

Sumerian Civilization- Features – Legacy – Babylonian - Hanging Garden- People – Government– Socio-Economic condition – Art –Religion – Literature - Tigris and Euphrates Civilizations 500-539 B.C.E – Separate city Kingdoms – The First war for Water – Important cities –Royal cemetery- Social – Political and Economic life-Sumarian Law – The Code Hammurabi - Religion and Morality - Gender – Class – Knowledge – Technique - Egyptian Civilization – The first king or Pharaoh – The Government – Socio-Economic condition – Art – Religion and Literature.

Unit –III: Greek Civilization

Greek Civilization – City States – Athenian Democracy – Legacy in the field of Art – Architecture – Philosophy – Education and Science - Great Alexander Invasion - Roman Civilization - Domination of Rome on Ancient World for 500 years –Political Legacy – Roman Law – Legacy in the field of Art – Architecture – Religion – Philosophy – Education and Science - Persia –Cyrus II Darius - Parthians – **Sasanian** King **Khosrow II** - Arab conquest – Socio – Political, Religious and Economic life - Place of Assembly - Gardens – Royal Road – Worship of the Sun God -Mediterranean coast Civilizations - Hebrews - Shem – Migrations – Canaan – Promised Land Jews – Jehovah - Relations of Hebrews with Hittites - King David – King Solomon – Jerusalem – Psalms – Prophet – Messiah - Jesus of Nazareth – Christians – Phoenicians

Unit IV: Byzantine Civilization

Byzantine Civilization - Emperor Constantine I -Emperor Justinian – Theodosius I Government – Socio and Economic Conditions – Contribution to Art – Religion and

Philosophy- Feudalism – Features – Merits and Demerits – Manorial System – Fall of Constantinople- – Minoan Civilization - Trojan war Chinese Civilization – Shang Dynasty - Chou Dynasty -- Han Dynasty - The Great wall of China – Socio – Economic, Political aspects - Silk weaving . Inscriptions – Confucius – Taoism

Unit-V: Middle Ages

Middle Ages – Rise and Spread of Christianity – Rise and Spread of Islam – Feudalism – Origin, Merits and Demerits – Crusades Transition to Modern Age – Renaissances in Italy – Causes and Results – Geographical Discoveries of 15th and 16th Centuries – Impacts – Reformation and Counter Reformation

Text Books

1. Shara, S.K. Five Great Civilizations of Ancient World, Education Publication, New Delhi 2017
2. Edward D’Cruz: A Survey of World civilization, Lalvani Publishing House, Bombay, 1970

Reference Books

1. Hawkes, J., The First Great Civilization: Life in Mesopotamia, the Indus and Egypt, Sage Publication, New Delhi, 2004.
2. J.E. Swain, A History of World Civilization, Eurasia Publishing House(Pvt.) Ltd., New Delhi, 1997.
3. Dharmaraj, J, History of World Civilizations, (Tamil), Tensy Publications Sivakasi, 2015.
4. Manoj Sharma, History of World Civilizations, Anmol Publications Pvt. Limited, New Delhi, 2005.
5. Philip J. Adler, Randall L. Pouwels, World Civilizations, Wadsworth, Boston, 2008.

Course Outcomes

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

K1	CO1	world civilizations and culture
K2	CO2	understand the evolution of civilization
K4	CO3	evaluate the impact of renaissances and reformation
K3	CO4	discuss the types of civilization
K5	CO5	develop knowledge to face competitive examinations

Mapping of COs with POs & PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	S	S	S	S	S	M	M	S
CO2	S	S	S	M	M	S	M	M	S	S	M	S
CO3	S	M	S	S	M	M	S	S	S	S	M	M
CO4	S	S	M	S	S	S	S	M	M	S	M	S
CO5	S	S	M	S	S	M	S	S	M	M	S	S

Strongly Correlating (S) - 3 marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 mark
 No Correlation (N) - 0 mark

COURSE CODE	P21HIT14	ARCHAEOLOGY	L	T	P	C
CORE IV			5	-	-	4
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyse K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. learn the importance of archaeology in the study of history. 2. understand the different methods of archaeological excavation. 3. analyse and interpret the various archaeological sources. 4. trace the Importance of Epigraphy and Numismatics 5. gain skills to get jobs in that field and apply the techniques and strategies in the field of the Archaeological Excavations 				

Unit –I : History and Archaeology

Archaeology as a source of history – Kinds of Archaeology – Purpose of Archaeology – Definition and scope -Archaeology and other Subjects — Archaeology and History – Archaeology and Culture ,Environment and Natural Sciences – Kinds of Archaeology – Economic Archaeology – Ethno Archaeology – Underwater Archaeology – Aerial Archaeology – Salvage Archaeology – Functions of an Archaeologist – Value of Archaeology – Methods and Principles of Archaeology.Epigraphy and its importance – Brahmi Scripts – Asokan Script – Tamil Brahmi Script – Types of inscriptions with special reference to Tamil Nadu- Copper Plate Grants -its nature and importance

Unit- II: Evolution of Archaeology

Exploration – Methods of site survey – Excavation – Kinds of Excavation – Prehistory - Palaeolithic culture in India – Mesolithic Age – Neolithic Culture - History of Archaeology – Geological evolution – Antiquarian evolution and the theory of evolution - 20th century developments - Archaeology in India – British Archaeologists -Sir William Jones - Alexander Cunningham – Fleet and Taylor – Robert Bruce Foote – James Burgess – Lord Curzon – Sir John Marshall – Sir Mortimer Wheeler – Development since Independence.

UNIT –III: Principles of Exploration and Excavations

Methods of Excavation and Dating –Excavations of Indus sites – Harappa, MohenjoDaro – Surface Exploration – Methods - Equipment and Record – Survey of Prehistoric sites- Methods of site survey - Topographical feature – State of preservation – Excavation - Pre-Historic Sites: Proto-historic Sites:-Historic Sites- Laying of the Trenches – Photography and Surveying – Interpretation - Publication

Unit- IV: Archaeological Survey of India (A.S.I)

Excavations– Staff and Equipment –their functions – Director - Assistant Director – Excavation Assistant – Site Supervisors - Trench Recorders – Pottery Assistant – Antiquity Assistant – cum – Curator – Photographer surveyor – Draftsman – Foreman – Field Chemist

– Laborers - Tools and Equipment –Tent equipment – water facilities –Transport –Surveyors equipment – photo equipment – Excavation equipment – Important sites - Study of Antiquities – Stone – Bone – Metals - Pottery and others

Unit- V: Dating methods

Source for history – Numismatics –Numismatics as a source of history – Coins of the Mauryas, Kushanas, Guptas, Pallavas, Pandyas, Cholas and Vijayanagar rulers - Foreign Coins found in India - Archaeology and other sciences –Archaeology- Geology – Dating methods – Radio Carbon Dating – Thermo Aluminiscence dating – Archaeo – magnetism – Potassium – Argon dating – Archaeology and Chemistry – Flourino dating – Pollen analysis – Dendro – chronology –Anthropology - Statistical methods – computer science - Preservation: Antiquities – Wood – Bone – Ivory – Metal – Stone - Other objects – Monuments - Principles of Conservation

Text Book

1. K.Rajan, Archaeology, Principles and Methods, Mano Pathippakam, Thnjavur, 2002

Reference books

1. Rajan. K, Understanding Archaeology, Field Methods: Theories and Practices, Mano Pathippakam, Thanjavur,2016.
2. Venkatraman. R, Indian Archaeology: A Survey, Ennes Publication, Udumalpet, 1985.
3. Childe, V. Gordon, A Short Introduction to Archaeology, Collier, New York, 1960.
4. Daniel, E. Glyn, A Hundred and Fifty Years of Archaeology, Pelican Books, London,1975.
5. A.L. Basham, The Wonder that Was India, Fontana Books in association with Rupa& Co., Delhi, London, 1967.

Course Outcomes

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

K1	CO1	define archaeology and trace the evolution of archaeology
K2	CO2	explain the impact of archaeology in the field of history
K2	CO3	understand the archaeology&its functions
K4	CO4	examine the techniques of archaeology, appraisal and compensation
K5	CO5	become eligible to get jobs in the field of archaeology

Mapping of COs with POs & PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	S	M	M	S	M	M	S	S	M	S
CO3	S	M	S	S	M	M	S	S	S	S	M	M
CO4	S	S	M	S	S	S	S	M	M	S	M	S
CO5	S	S	M	S	S	M	S	S	M	M	S	S

Strongly Correlating (S) - 3 marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 mark
 No Correlation (N) - 0 mark

COURSE CODE	P21HIT15	HISTORY OF AMERICA FROM A.D. 1900 To 2000 A.D.	L	T	P	C
CORE V				5	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyse K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. introduce students to the events contributing to the development of the United States. 2. elaborate the interpretations of major historical events in American history from Reconstruction to the Second World War 3. present new perspectives in foreign policies of America 4. enable students to learn the diplomatic relations of India and America. 5. discuss the transfer of knowledge of Information Technology of America to other countries of the world. 				

Unit –I : Reconstruction and Reformation of America-

Problems of Reconstruction - Presidential Reconstruction – The Lincoln Plan– Lincoln’s Services to the Nation – The Johnson Plan - Congressional Reconstruction - Congressional Plan -Impeachment of Johnson – Reconstructed Governments – Southern Reaction – Results of the Reconstruction – Industrial Revolution– Big Business and Trusts – Captains of Consolidation- Results of Consolidation – Agrarian Unrest and Populist Movement – The Populist Party - Anti –Trust Legislation – Demand for Trust Legislation – The Sherman Anti – Trust Act 1890 – Apartheid and Imperialism – Segregation of Indian Tribes – Ordeal of Indian Tribes – The Indian Wars – Reservations – Purchase of Alaska – President McKinley and Spanish War – The Cuban Question - Attitude of European powers – Treaty of Paris 1898

Unit II: America and World Wars

Theodore Roosevelt(1900- 1908) - Domestic Policy - Square Deal and Progressive reform – First Administration – Second Administration - Foreign Policy - Big Stick Diplomacy – The Platt Amendment – The Venezuelan Crisis – Spoilation of Colombia – The Roosevelt Corollary – Relations with Japan – Relations with Europe - William Taft and Dollar Diplomacy– Woodrow Wilson and World War I– Progressive Reforms – Tariff and Trust Laws – Agricultural and Labour Reforms – Constitutional changes – The Federal Reserve Act – New Diplomacy and Foreign Policy – Relations with China and Japan –Caribbean Intervention – The Mexican Adventure - Wilson and Neutrality – Neutrality and Partiality – Issue of Neutral Right – Peace efforts – The USA at I World war - Diplomacy of peace – Retreat to Isolationism and Conservatism – Rejection of the League of Nations – Search for Collective security – The Washington Conference

Unit III: Foreign Policy of America

The Kellogg – Briand pact (1928) - Reaction against Progressivism – The Great Depression – Hoover and Depression(1928-1932) - Franklin D. Roosevelt – New Deal Legislation –

Relief Measures – Recovery Measures – Reform Measures - Good Neighbour Policy – Republican policy – Roosevelt’s policy – Relations with Russia – United States at World War II - Issue of Neutrality - The Neutrality Acts – Roosevelt’s policy – Major campaigns – War in Africa and Europe – Atlantic Charter – San Francisco Conference - Yalta Conference – Pan American movement – The Pan American conferences – The Pan American union.

Unit IV: America and Cold War

Dilemma of Entanglement – Harry s. Truman (1945- 1953) Truman and Korean war – Post war settlements – Rejection of Isolationism – The Korean war – Eisenhower (1953-1961) and policy of Containment – Internal Administration – Dulles and policy of Containment – Rebellion in Guatemala – SEATO – The Baghdad pact – The Kennedy Administration (1961-1963)– The Kennedy Programme - Forward policy – Johnson and Vietnam war – Rise and fall of Nixon(1969-1974) – The Ford Administration(1974-1977) - Judicial appointments – Domestic affairs - Rockefeller Commission - Cold war – SALT I – Helisinki accord - Vietnam issue - Middle Eastern Problem - Jimmi Carter (1977-1981) -Relations with congress - National Energy Act - Foreign affairs - Cold war – SALT II –Camp David accords – Iranian revolution and hostage crisis - Relation with Latin America – Panama canal treaties .

Unit V: Reagan Administration

Ronald Reagan– Domestic affairs – Reagan administration and taxation – social policies and civil rights –Foreign affairs- Escalation of the cold war - Reagan Doctrine – End of the cold war - Détente – George Bush– Domestic affairs – Great Recession - September Eleven attack -War on Terror - War in Afghanistan – Bush Doctrine - Invasion of Iraq - Email controversy - Bill Clinton - NAFTA – Impeachment and acquittal – Foreign affairs

Text Books

1. Jeyapalan, History of United States of America, Atlantic Publications, New Delhi, 2016.
2. Subramanian, N A History of the USA. Ennes Publications, Udumalpet, 2006

Books for Reference

1. G. Clark, M.S. Neely and A. Hamby, Outline of U.S. History, Nova Science Publishers, New York, 2005
2. Howard Zinn, A People’s History of the United States, Harper Perennial Modern Classics publishers, New York, 1980.
3. K. Rajayyan, A History of the United States, Ratna Publications, Tirunelveli, 2000.
4. William Muller, A New History of the United States, Nebu Press, Charleston , USA, 2011.
5. R.C. Majumdar and A.N. Srivastava, History of United States of America, SBD Publications & Distributors, New Delhi, 2001

Course Outcomes

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

K1	CO1	better focus on the evolution of american history
K2	CO2	critically examine the foreign policy and domestic policy of america
K4, K5	CO3	evaluate the role of usa in first and second world wars
K3	CO4	develop leadership traits and skills by taking lessons from us history
K5	CO5	gain knowledge needed to face competitive examinations .

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21HIS11	GENERAL STUDIES	L	T	P	C
SUPPORTIVE COURSE I			2	-	-	2
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyse K5: Evaluate				
Learning Objectives		The Course aims to 1. acquire knowledge about various sources of India 2. identify pre-historic sites, tools, special features of Indus Valley Civilization, 3. review the freedom Movement in India 4. get exposure to different aspects of history and thereby enabling to prepare for various competitive examinations 5. become skilled to get job in private or public sector				

Unit- I : Ancient History

Sources – Archaeological - Literary sources and Foreign accounts on Indian history – Pre-historic and Proto-historic period – beginning of agriculture in Neolithic and Chalcolithic Periods – Indus Valley Civilization – origin – date – extent of civilization – characteristics – decline – Art and architecture – significance – Megalithic cultures in South India – Pastoral and farming – settlements – development of agriculture – specialization in arts and crafts – trade and commerce – barter system – industrial development.

Unit- II : British India and Freedom Movement

Early Resistance to the Colonial Rule – Political consolidation of the India - English East India Company – South Indian Rebellion, 1800-1801 –Emergence of Nationalism – Impact of Western Education –socio – religious reform movements of the 19th Century – role Pre – Congress Associations - Indian National Congress –Emergence of Extremist ideology – Prominent leaders – Lord Curzon - partition of Bengal - effects – Swadeshi Movement – Revolutionary movement – prominent leaders of the revolutionaries in abroad – The Gadder Party – Revolutionary movement in Pondicherry- Non cooperation movement- Civil Disobedience movement- Quit India movement.

Unit –III: Indian Constitutional Acts

Minto-Morley Reform Act 1909-Government of India Act 1919 –circumstances to introduce the Act -Provisions - Nature and working of Diarchy in the Provinces - importance - Government of India Act 1935 - Provincial Autonomy - The constitutional development between 1935 and 1947 - the August offer - Cripps Proposal - Wavell Plan - The Cabinet Mission Plan - Mountbatten Plan - The Indian Independence Act 1947.

Unit- IV: The physical features of India

Geological development-Political Geography-Physiographic regions: Cratons- Regions-The Himalayan Mountains.- The Northern Plains-Indian Desert-Peninsular Plateau-Indo Gangetic Plain- Coastal Plains and ghats- Islands- Natural resources – Ecological resources-Water bodies- Wetlands- Renewable Water bodies- Mineral Oil- Minerals and Ores- Climate-Geology

Unit -V : Economic Planning in India

Economic Planning in India – Features of planning – Objectives of planning – Achievements and failures of planning – Brief summary of the First plan – the Second plan – the Third plan – the Fourth plan – the Fifth plan – the Sixth plan – the Seventh plan-the Eighth plan- the Ninth plan-the Tenth plan - the Eleventh plan - Twelfth plan.Events of national and international importance - Indian Polity and Governance – Constitution - Political System - Panchayat Raj - Public Policy - Rights - Indian Federation - Fundamental Rights - Fundamental Duties - The Directive Principles of State Policy - the party system - Emergency Provisions – Amendments –Economy –Industries Business- Science and Technology-IT revolution

Text Book

1. Luniya, B.N., Life and Culture in Ancient India, Evolution of Indian Culture, Lakshmi Narain Publication, Agra, 2001.

Reference Book

1. Sharma, L. P., History of Ancient India, Konark Publishers Ltd, New Delhi, 1997.
2. Thangamani, Pon .A Political and Cultural History of Ancient India upto 1206, PonniahPathipagam, Chennai, 1995
3. Agarwal R.C Constitutional development and National Movement in India Vikas Publishing House, New Delhi, 1992.
4. Kosambi,D.D. The Culture and Civilisation of Ancient India in Historical Outline, Vikas Publishing House, New Delhi, 1977.
5. Sharma,R.S. Material culture and social formation in Ancient India, Mac millan1983.

Course Outcomes

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

K2	CO1	understand the fundamentals of Indian history and geography
K1	CO2	acquire knowledge about various sources of India
K4	CO3	examine the role of Indians in freedom movement
K5	CO4	review the Government planning
K3	CO5	apply the knowledge to get jobs in private or public sector

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	M	S	S	S	M	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S	M	M
CO4	S	S	S	S	M	S	M	S	M	S	S	S
CO5	S	S	M	M	S	S	S	M	S	M	S	S

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

SEMESTER -II

COURSE CODE	P21HIT21	HISTORY OF INDIA 1526 - 1950	L	T	P	C
CORE VI			5	-	-	4
Cognitive Level		K1: Recall K2: Understand K4: Analyse K5: Evaluate K6: Create				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. study the impact of the First Battle of Panipat 2. understand the diplomatic history of Delhi Sultanate, Mughals and the Vijayanagar Empire 3. examine and interpret the administration of Muslim kings 4. train the students to know social structures 5. apply the interest in Persian and Indian Architecture 				

Unit –I: The Mughals

End of Delhi Sultanate - First Battle of Panipat-Babur -Humayun- ShershahSuri– Civil, Military and Revenue Administration -Akbar – Second battle of Panipat- Emperor Hemu-Relationship with the Rajputs -Jahangir – Shah Jahan –Aurangzeb – Aurangzeb’s Military Achievements – Causes for the downfall of Mughal Empire – Nadir Shah’s Invasion and Ahmed Shah Abdali’s Invasion and its Effects- Administration – Society – Economy and Revenue Administration – Art and Architecture –Rajput Policy – Religious Policy – Deccan Policy – Mansabdari System -Peasants – Women –Literature.

Unit- II: The Kingdoms of Deccan

The Kingdoms of Deccan - The Hoysalas –Vijayanagar Empire – Krishnadevaraya – Administration – Social life and arts under Bamini and Vijayanagar Empire - The rise of Marathas - Shivaji – Maratha administration – The coming of the Europeans - The Portuguese – Anglo – French rivalry – The Carnatic Wars – First three Peshwas – Third battle of Panipat - Social and Cultural Life of the Marathas- Ruling Class- Society- Customs-Status of Women.

Unit- III: The Rise of British

The rise of the British Power - The company’s rule in India-Black Hole Tragedy-Battle of Plassey -Battle of Buxar- Robert Clive’s second Governorship of Bengal-Dual Government of Bengal-Treaty of Allahabad -Warren Hasting’s Reforms-The Rohila War- Trial of Nandakumar -Case of Chet Singh- First Maratha War-Treaty of Salbai-Rise of Hyder Ali-First Mysore War- Second Mysore War- Sir John Macpherson -Lord Cornwallis- Third Mysore War -Treaty of Seringapatnam-Reforms of Cornwallis-Permanent Settlement of Bengal-Sir John Shore- Lord Wellesley- Subsidiary System-Fourth Mysore War-Tipu Sultan-Second Maratha War-Treaty of Bassein -War with Holkar.-Lord Hastings-War with Nepal-Pindari War- Third Maratha War

Unit – IV: Lord Amhers

Lord Amhers-First Burmese War - William Bentinck-Reforms-Sir Charles Metcafe- Ranjit Singh-Lord Auckland- Lord Ellen borough-Lord Hardinge- First Sikh War- Treaty of Lahore- Second Sikh War. Lord Dalhousie-Doctrine of Lapse-Lord Canning- The Revolt of 1857-Causes-Course-Causes for the failure-Effects of the revolt -Queen Victoria's Proclamation(1858)- Lord Northbrook- -Lord Rippon-Local Self Government- Ilbert Bill Controversy

Social Reform Movement Bramho Samaj – Rajaram Mohan Roy- Abolition of sati- Arya Samaj Prarthana Samaj -Theosophical Society -The Indian National Association

Unit-V: Lord Dufferin

Lord Dufferin -Indian National Congress- Lord Curzon-Indian Universities Act(1904)- Partition of Bengal- Swadesi and Boycott Movement- Lord Minto II -Lord Chelmsford - Non- Cooperation Movement-Lord Irwin–Civil Disobedience Movement-First Round Table Conference (1930)-Lord Willingdon)-Second Round Table Conference(1931)-Third Round Table Conference (1932)-White Paper Lord Linlithgow-August Offer –individual Satyagraha- Sir Stafford Cripps Mission -Quit India Movement-Lord Wavell-Wavell Plan - Lord Mountbatten – Partition of India- India's Independence- Making of Indian Constitution.

Text Book

1. Mahajan.V.D.-Modern Indian History from 1707 to the Present Day, S.Chand and Company Limited, New Delhi,1990.

Reference Books

1. Francois Bernier, Travels in the Mughal Empire, Asian Educational Services, New Delhi, 2010
2. JadunathSarkar, The Fall of the Mughal Empire, 4 Vols , Orient Blackswan Publication, New Delhi, 2008
3. Mahajan, V.D, Modern Indian History, S.Chand&Company Ltd, New Delhi, 2012.
4. Noboru Karashima , A Concise History of South India : Issues and Interpretations, Oxford University press, Chennai, 2014
5. Srinivasa M.N, Social Change in Modern India, Orient Blackswan Publication, New Delhi, 2009

Course Outcomes

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

K1	CO1	understand the resistance given by the Indian rulers to the Mughals and the Europeans.
K2	CO2	gain knowledge about the society and culture in India and the social reforms.
K6	CO3	assess the circumstances leading to the three battles of Panipat and its effect
K4	CO4	examine the evolution of Indian history, culture, art and architecture
K5	CO5	students would demonstrate skills to learn more about Indian history and in a better position to face competitive examinations and get jobs

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	S	S	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21HIT22	HISTORY OF TAMILNADU 1565 to 1947	L	T	P	C
CORE VII				4	-	-
Cognitive Level		K1: Recall K2: Understand K4: Analyse K5: Evaluate K6: Create				
Learning Objectives		The Course aims to 1. learn the Political, Social and Economic conditions of Tamil Nadu 2. understand the antiquity of Tamil Nadu 3. analyze and interpret the history of Palayakkarars of Tamil Nadu, Marathas of Tamil Nadu 4. examine the historical evolution of Tamil Nadu 5. equip the students with needed knowledge to prepare for competitive examinations				

Unit I: Nayaks and Marathas

Battle of Thalaikottai- decline of Vijayanagar Empire-Nayaks of Madurai ,Senji and Tanjore – Political history- Administration- Revenue system – Army –Palayakkar system – Kavalkarar system – revenue of the Palayakkarars- society under the Nayaks- caste system – status of women – economic condition of the people- the religious condition.-- Marathas of Tanjore- Politics-administration- revenue system – army - society under the Marathas-status of women – economic and religious condition

Unit II: Maravars of Ramnad and Sivaganga

Maravars of Ramnad and Sivaganga -Political history -administration –revenue system – society – caste system- economic and religious condition- Nawabs –Politics and administration- revenue administration – army-judiciary- village administration –society – famines and diseases- caste system – status of women- economic and religious life- impact of Islam – Advent of Europeans- social impact of Europeans.

Unit-III: East India Company Robert Clive

East India Company Robert Clive- Anglo-French rivalry -Nawabs of Carnatic- End of Maratha rule-Anglo-Mysore Wars- Company's Acquisition of Tamil Country - South Indian Rebellion -Pulithevan- VeluNachiyar -Kattaboman- GopalaNaickar-Maruthu Brothers-Srirangam Declaration- Theeran Chinnamalai- Battle of Panchalamkurichi- Vellore Mutiny (1806) – Causes for the revolt, Course, Suppression of the revolt – Causes for the failure-Charter Acts - The British Land Revenue Administration - Ryotwari System - Organization of Judiciary - Growth of Education

Unit IV: Socio Religious Movement

Socio Religious Movement - Socio - Political Organizations – Formation of Madras Native Association – Madras Mahajana Sabha- Vaikunda swamigal -- Vallalar –Samarasa Chutha Sanmarka Sangam - G.Subramania Iyer- Widow marriages- Intellectual Movement-Muthulakshmi Reddy- Sister Subbulakshmi– Annie Besant -The Theosophical Society-Women's India Association- Rukmini Lakshmi pathi-TVS.SoundaramRamachandran-

Movement for women's voting Right- Miss Amy Carmichael -
MoovalarRamamirdhamAmmaiyar- Ambujammal – Progress of Education

Unit-V: Political Developments

Political Developments - Rise and Growth of Justice Party: Diarchy - Justice Party in Power, Achievements –Self-Respect Movement: E.V. Ramasamy, DravidaKalagham – The Congress Constructive programs –Congress No-Changers vs Congress Pro –Changers-Swarajist party – Provincial Autonomy-Congress Ministry (1937 – 1939): C. Raja Gopalachari – Governor's Rule (1939 – 1946)– Congress Ministry (1946 – 1947) – T. Prakasam – Independence

Text Book

1. Rajayyan, K, History of Tamil Nadu 1565-1982, Vikas publishers, Madurai, 1982

Reference Books

1. R.Sathiyathaiyayar, History of the Nayka of Madurai (Reprint), University of Madras, 1984
2. K.K.Pillay, History of Tamil Nadu: People and Culture , IITS, Chennai, 2000
3. Burton Stein, Peasant State and Society in Medieval South India, OUP, New Delhi, 1980
4. V.T. Chellam, TamilNadu: History and Culture, MeyyappanPadippakam, Chidamparam, 2005
5. Varghese Jeyaraj, S. Socio-Economic History of Tamilnadu, Anns Publication, Uthamapalayam, 2017.

Course Outcomes

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

K1	CO1	gain knowledge about the rise and fall of various kingdoms
K2	CO2	understand the evolution of Tamilnadu history and culture.
K6	CO3	examine the brave resistance given by of the palayakkars.
K4	CO4	assess the political developments like formation of provincial organisations, emergence of the congress, justice party , swarajist party and electoral politics
K5	CO5	equip the students with needed knowledge to prepare for competitive examinations

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21HIT23	HISTORY OF FEMINISM AND WOMEN'S MOVEMENT 1800-2000	L	T	P	C
CORE VIII			4	-	-	4
Cognitive Level		K1: Recall K2: Understand K4: Analyse K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. learn the Universality of issues and factors pertaining to women. 2. understand the diversity and regional perspective of women. 3. trace out the legislations regarding the protection of women 4. apply rights and responsibilities in their life 5. enable the students to analyze and interpret self-esteem and initiate discussion on current issues. 				

Unit- I : Theories of Feminism

Concept and Need for Women's Studies - Scope of Women's studies –Gender Studies as an Academic Discipline— Feminist Theories – Kinds of Feminism – Liberal Feminism – Socialist Feminism – Marxist Feminism – Radical Feminism – Post modern feminist thinkers

Unit II : First Wave of Feminism in USA, U.K and France since 18 century

First Wave of Feminism in USA, U.K and France since 18 century: Enlightenment – Republicanism and Evangelicalism – Role of Women in the American War of Independence –Women in French Revolution – The Declaration of the Rights of Woman and of the Female Citizen 1791--Anti – slavery Campaign –Seneca Falls Convention 1848- Suffragette Movement – Trade Union Movement -Campaign for equal Rights- Anti – Feminist Reaction.

Unit III: Second Wave of Feminism in USA, and UK in the 1960s.

Emergence – Background to the sixties –President's Commission on the Status of Women 1961in USA - Betty Fridan's Feminine Mystique- Equal Rights Movement- Equal Pay Act 1963- Equal Rights Act 1964-National Organisation for Women (NOW)Protective Legislations - Equal Rights Legislations – Women in the trade Union in UK- Strike in the Ford Company 1968- Night Cleaners Campaign, 1970-72- International Women's Decade

Unit IV: Feminism in the Socialist countries

Feminism in the Socialist countries: Position of Women in early China and Russia – Women in the Russian Revolution- Its impact on Women – May 4th Revolution in China and its impact- Women in the Cultural Revolution – Modernization trends- Women's Movement – Equal Rights Legislations.

Unit V: Women's Movements in India

Women's Movements in India- Position of Women in Ancient and Medieval India – I Phase, Social Reform Movement and Social legislations in the 19th century – II Phase, Women's Movement and National Movement – III Phase, Women's Movement in the Post Independent Era –Equal Rights Legislations

Text Book

1. Susan Bassnett: Feminist Experiences: The Women's Movement in four Cultures (London: Allen and Unwin, 1986)

Reference Book

1. Agnew Vijay: Elite Women in Indian Politics (Delhi, 1986).
2. Andros Phyllis: The unfinished Liberation of Chinese Women-1949-1980) Indian University Press, Bloomington, 1983.
3. Altekar A.S. The position of Women in Hindu civilization, from pre-historic times to the present day. (MothilalBarasida, New Delhi, 1983)
4. Susan Shaw and Janet Lee, Women's Voices, Feminist Visions: Classic and Contemporary Readings, McGraw-Hill Professional Publication, New Delhi, 2011.
5. KaurManmohan – Women in Indian's Freedom struggle (Sterling, New-Delhi, 1992)

Course Outcomes

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

K1	CO1	focus on the history of feminist theories
K2	CO2	know origin, growth and development of women's movement in various countries.
K2	CO3	understand about the various concepts relating to gender studies
K4	CO4	develop interest about women's issues and rights and become self-motivated and empowered
K5	CO5	evaluate competitive examinations and gain jobs

Mapping of COs with POs & PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	S	S	S	M	S	S
CO2	S	M	M	S	M	S	S	M	S	M	S	S
CO3	S	M	M	S	M	M	S	S	M	S	M	M
CO4	S	M	S	M	S	S	S	S	M	S	S	M
CO5	S	S	M	S	S	M	M	S	S	S	M	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21HIT24	HISTORIOGRAPHY AND HISTORICAL METHODS	L	T	P	C
CORE IX				4	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyse K5: Evaluate				
Learning Objectives		The course aims to <ol style="list-style-type: none"> 1. acquaint the students with the methods of writing history 2. observe ,verify and interpret historical data 3. analyse the nature and scope of history. 4. know the contribution of Historians and their Historical writings through ages. 5. acquire detailed knowledge in Historical Research Methodology and persue research. 				

Unit I: Meaning of History

Meaning of History – Definition – Scope - Purpose – Art or Science – Kinds of History – History and Allied Subjects - Uses and abuses of History – Lessons of History – Causation and Change- Role of Individuals – Role of Ideas – Concept of progress- Eminent Foreign Historians -Herodotus – Thucydides– Toynbee- Titus Livy, Ranke- Spengler -Tacitus –St. Augustine- Machiavelli - Gibbon –Kant, Hegel - James Mill - John Stuart Mill.

Unit II: Medieval Historians

Eminent Indian Historians and their contributions- Ancient Period - Medieval Period - Modern Period-Kalhana –AbulFazl – JadunathSarkar-V.A.Smith. –NilakantaSastri.- K.Rajayyan-Recent trends- Marxist Historiography- Subaltern Studies – Women’s history

Unit III: Historical Interpretation

Philosophy of History-Theological Interpretation-Secular Interpretation-Historical Determinism-Meaning-Free will Doctrine-Historicism and Relativism-Meaning-Merits and Defects-Dialectical Materialism-Dialectic of Marx-Fallacies of the Doctrine.

Unit IV: Historical Writing Methods

Historical Research –Selection of Topic –Identification-Requirements- Sources of History – Kinds of Sources- – Primary Sources – Secondary Sources – Conventional and Non conventional- Legends and Ballads-Archaeological Sources- Literary Sources - Sources of History of India – Sources of Ancient History – Sources of Medieval History – Sources of Modern History - Methodology of Research – Methods and Techniques - Research Problem – Hypothesis

Unit V: Methods of Data Collection

Requirements for Thesis –Pre-test-Pilot study-Research Design – Research Proposal – Collection of Data –Interview- Questionnaire method -Heuristics – Requisites for Investigation – Recording of Evidence – Card File - Analysis of Data - Authenticity of Facts – External Criticism – Meaning – Application of External Criticism – Internal Criticism – Negative Criticism – Positive Criticism - Objectivity and Subjectivity – Need for Objectivity

– Bias and Subjectivity – Essentials for Objectivity -Synthesis- interpretation- Exposition – Presentation of Thesis— Preparation of Tables - Foot Notes – Abbreviations – Italics – Dates and Figures - MLA-APA Guidelines – Bibliography – Abbreviation.

Text Books

1. Manickam, S, Theory of History and Method of Research, Padumam Publishers, Madurai, 2000.

Reference Books

1. Chakravarty, History, Historical Thought and Historiography. Pearson Education Indiap publishers, Delhi, 2012.
2. Ernst Breisach, Historiography, Chicago: The University of Chicago Press, New Delhi, 2007
3. Gorge, H. S. Research Methodology In History. Alpha Publishing Corporation, New Delhi, 2011
4. Sreedharan, E, A Text Book of Historiography (500 B.C. – A.D. 2000), Orient Black Swan publishers, Delhi, 2004.
5. Venkatesan, G. Historiography, Narmatha Publication, Chennai, 2017.

Course Outcomes

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

K1	CO1	know about the historical development of historiography
K2	CO2	understand the various definitions and types of historiography
K5	CO3	evaluate the functions of historiography
K4	CO4	analyse the emerging trends in historiography
K3	CO5	apply the knowledge in historical researches and can pursue research degrees

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	S	S	S	S	S	S	S	M	M	S
CO2	S	M	M	M	S	M	S	S	S	M	S	S
CO3	S	S	S	M	S	S	S	S	M	M	S	S
CO4	S	S	M	S	S	S	S	S	M	M	S	S
CO5	S	S	M	M	S	S	S	S	M	S	S	S

Strongly Correlating (S) - 3 marks
 Moderately Correlating (M) - 2 marks
 Weakly Correlating (W) - 1 mark
 No Correlation (N) - 0 mark

COURSE CODE	P21HIT25	ARCHIVES KEEPING	L	T	P	C
CORE X				5	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyse K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> highlight the facts pertaining to the nature and importance of Archives keeping and changes in modern trends. learn the preservation of records of Archives keeping and records Management. understand the functions and administration of National Archives and Tamilnadu Archives. study the activities of various types of Archives open different avenues for jobs 				

Unit- I: History of Archives

Meaning – Origin and Growth of Archives - History of Archives – Archives keeping in Europe through the ages – Ancient, Medieval and Modern archives - International Archives – Archives in India – Archival Keeping in India - Importance of Archives.

Unit- II : Establishment of Archives

Creation of Archives - Establishment of registry – Racking – Shelves and other materials – Archives and Libraries - Organization of Archives in India - Court Archives – Public Department – Revenue Department – Secret Department – Central Government Archives – Organization of Archives in European Countries – France - England – Archives in America – Canada - Creation of Archives – Classification – Recent Development.

Unit- III : Methods of Preservation

Preservation of Archival sources – Methods of Preservation – Preliminary and precautionary measures – Preventive measures – Factors of deterioration – Atmospheric factors – Temperature – Humidity – Sunlight – Dust – Impurities - Micro-organisms and pest – Pests - Wood Warm, other insects – Methods of Preservation and repair of Archival material.

Unit- IV: Functions of Archives

Functions of Archives - National Archives – Tamil Nadu Archives - Uses of Archives - Preservation of Archives - Record Room and Equipment - control of Insects and Mildew - Dust removal - Thymol fumigation - control of Acidity - Tissue Repair - Shiffon Repair - Lamination - Repair of Maps and Charts - Palm leave Manuscripts.

Unit- V: Archives in India

National Archives - Its origin - growth and activities – Tamil Nadu Archives- Its origin - growth and activities - Private Archives: Definition – Difference between private and public archives – Categories of Private Archives – Nehru Memorial Museum – IUCIS - Hyderabad – Parry and Company - Chennai – Asiatic Society of Bengal – Bengal Club – VishvaBharathi – Sringeri Mutt – Indo-Portuguese Archive - Goa – Arch Diocese of Madras – Archives of

Shenbaganoor in Kodaikanal – Problem of private archives – National Registrar of Private Records.

Text book

1. M. Sampathkumar, —Nature and Scope of Archieve – A Study in Historical Research Letter, Vol.18, IISTE, 2015.

Reference Books

1. C.L. Prajapathi, Conservation of Documents: Problems and Solutions, A Mittal Publication, New Delhi, 2005.
2. B.B. Mukherjee, Preservation of Library Materials, Archives and Documents, World Press, Calcutta, 1973.
3. Nelly Balloffet, Preservation and Conservation of Libraries and Archives, American Library Association, Chicago, 2005.
4. T.R. Schellenberg, Modern Archives - Principle and Techniques, The Society of American Archivists, Chicago, 2003.
5. Vijayalakshmi and S.C. Jindal, Digital Libraries and Digital Library Principles and Practivces, Vol.I, S.C. Jindal Isha Books, New Delhi, 2004.

Course Outcomes

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

K1	CO1	know the basic principles and practices of archives
K5	CO2	evaluate the archives functions
K4	CO3	critically comment on new perspectives in archives
K2, K1	CO4	describe the core concepts of archives
K3	CO5	develop knowledge and skills to get jobs and perform successfully

Mapping of COs with POs& PSOs

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	M	S	M	M	S	M	M	M	M
CO2	S	M	M	M	S	M	S	M	M	M	S	M
CO3	S	S	M	S	M	S	M	S	S	M	M	S
CO4	S	M	S	S	M	M	S	M	M	M	S	S
CO5	S	S	S	M	S	M	M	S	M	S	S	M

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

SEMESTER – III

COURSE CODE	P21HIT31	CONSTITUTIONAL HISTORY OF INDIA, 1773 to 1950	L	T	P	C
CORE - XI				6	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyse K5: Evaluate				
Learning Objectives		The Course aims to 1. trace the constitutional development in India 2. understand the fundamental duties and rights of citizens 3. review the powers of states and the centre. 4. get exposure to different aspects of constitutional history and thereby enabling to prepare for various competitive examinations 5. get sufficient knowledge to get job in private or public sector				

Unit- I: The East India Company Rule and Significance

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

Unit –II: Constitutional Development in British India

Queen’s Proclamation of 1858 - significance – Passing of administration from East india Company to British Queen- Indian Councils Act 1861 and 1892 - Provisions - importance - Minto-Morley Reforms Act 1909 –Circumstances – special features - Provisions – significance

Unit –III: Government of India Act of 1919, 1935

Government of India Act of 1919 –circumstances to introduce the Act -Provisions - Nature and working of Diarchy in the Provinces - importance –Voting rights- Simon Commission – Recommendations- Communal Award- Poona pact- Government of India Act of 1935 - circumstances to introduce the Act – Important Provisions- Provincial Autonomy – Reservation of Seats in the legislature

Unit- IV: The constitutional development

The constitutional development between 1935 and 1947 - the August offer - Cripps Proposal - Wavell Plan –Simla Conference 1945- The Cabinet Mission Plan - Mountbatten Plan – Towards transfer of power- Partition of India- The Indian Independence Act of 1947

Unit- V: Formation of Constituent Assembly

Formation of Constituent Assembly – its works – Indian constitution- The salient features of the Indian Constitution – Union of States- Fundamental Rights - Fundamental Duties - The Directive Principles of State Policy - the party system – Provision for Constitutional Amendments- Powers of the States

Text Book

1. R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand and Company Ltd., New Delhi, 2006.

Reference Books

1. M.V. Pylee, Constitutional Government in India, Asia Publishing house , Bombay, 1967.
2. Sumita Singh, Constitutional Development in British India, Vikas Publications, New Delhi, 2012.
3. Sibarankan Chatterjee, The Governor in the Indian Constitution, Mittal Publication, Calcutta, 1973.
4. Illbert Courteman, The Government of India, The Clarendon Press, Oxford, 1977.
5. PonThangamani, Indian Constitutional History – A.D. 1773 to 1950, Ponnaiah Pathipakam, Chennai, 2001.

Course Outcomes

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

K2	CO1	understand the evolution of indian constitution
K1	CO2	acquire knowledge about various fundamental duties and rights
K4	CO3	examine the role of central and state governments in the governance of the country
K5	CO4	review the independence act
K3	CO5	apply the knowledge to get jobs in private or public sector

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	M	S	S	S	M	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S	M	M
CO4	S	S	S	S	M	S	M	S	M	S	S	S
CO5	S	S	M	M	S	S	S	M	S	M	S	S

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

COURSE CODE	P21HIT32	FREEDOM MOVEMENT IN TAMILNADU	L	T	P	C
CORE XII			5	-	-	4
Cognitive Level		K2: Understand K3: Apply K4: Analyse K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. know the Causes and the effect of British Colonial Rule in Tamil Nadu. 2. understand the uprising of Palayakaras in the late eighteenth century in Tamil Nadu 3. bring out out the educational status in India 4. examine the role played by the freedom fighters of Tamil Nadu. 5. get exposure to different aspects of Tamilnadu history and thereby enabling to prepare for various competitive examinations and get jobs in private or public sector 				

Unit I: Early Resistances

Socio Economic and political condition - Anti-colonial struggle – Early base – Early uprising – Causes – VeluNachiyar- Palayakkars –South Indian Rebellion – Vellore mutiny 1806 – Sepoy Mutiny – Spread of Western Education - Christian Missionaries - General awakening- Social reforms- Challenges to the British government.

Unit II: Indian National Congress

Emergence of nationalism –Formation of Nationalist Associations – Formation of the Hindu Literary Society of Madras- Madras Native Association 1852 – Madras MahajanaSahba in 1884 - Theosophical Society–Indian National Congress 1885 – Partition of Bengal - Moderate phase –Emergence of extremism - prominent leaders of both the School of Thought- Outbreak of Swadesi and Boycott Movement – Role of V.O. ChithambaramPillai – Subramania Siva and Subramania Bharati – Swadesi Steam Navigation Company- Tirunelveli uprising –Revolutionary activities in Tamil Nadu – NilakandaBrahmachari - Ashe Murder – Vanchinathan of Sengottai

Unit III: Home Rule Movement

Annie Besant- Home Rule Movement – Home Internment of Annie Besant- Advent of Gandhi - Non – Co-operation Movement Picketing of Liquor and Foreign Cloth Shops- Congress Constructive program-Revival of Khadi-Padmasani Ammaiyar of Madurai–Neill statue Satyagraha - Boycott of Simon Commission- Madras Congress session

Unit-IV: Civil Disobedient Movement

Declaration of PurnaSwaraj- Civil Disobedient Movement –Vedaranyam Salt Satyagraha- Boycott of elections, College and schools-Boycott of Foreign cloths-C.Rajagopalachari-Ruckmini Lakshmi pathi- Durgabai - Radhabai Subbarayan- Gandhi – Irwin pact - Round Table Conferences – Communal Award – Poona pact – White paper – 1933 – Government of India Act 1935 Revival of Civil Disobedience movement- Eradication of untouchability and Temple Entry movement

Unit-V: Satyagraha Movement

Circumstances leading to the Individual Satyagraha —Second world War – August Declaration of 1940 – Individual Satyagraha - Programs and action- Cripps proposal – “Do or Die” - Quit India Movement –Role of women in Quit India movement- Quit India movement – role of women – rise and growth of the leftist movement- Muslim League and demand for Pakistan –C.R. Formula- Role of Tamilnadu in Indian National Army- Captain Lakshmi- India wins independence

Text Book

1. Rajayyan, K, History of Tamil Nadu 1565-1982, Vikas publication, Madurai, 1982

Books for Reference

1. Chandra , Bipan, A History of Modern India, Orient Blackswan publishes, New Delhi, 2009
2. Baker, C.J The politics of South India 1920 – 37, Cambridge University press, London ,1976
3. Copley , ARH the Political Career C. Rajagopalachari 1937 – 54 Macmillan Company of India Ltd, Madras, 1978
4. Ganeshen .A, The Press in Tamil Nadu and Struggle for Freedom 1917 -1937, Mittal publications, New Delhi, 1989
5. Kandasamy.P the Political Career of K.Kamaraj concept publishing company , New Delhi, 2001

Course Outcomes

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

K2	CO1	understand the causes and the effect of British colonial rule in Tamilnadu.
K5	CO2	review the social status and social reforms
K4	CO3	examine the educational status in India
K2	CO4	understand the role played by the freedom fighters of Tamilnadu.
K3	CO5	apply the knowledge to get jobs in private or public sector

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	M	S	S	S	M	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S	M	M
CO4	S	S	S	S	M	S	M	S	M	S	S	S
CO5	S	S	M	M	S	S	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21HIT33	HISTORY OF CONTEMPORARY WORLD	L	T	P	C
CORE XIII			5	-	-	4
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. study the contributions of UNO and specialized agencies towards establishing peace in the world 2. know the political and economic autonomy of the world countries. 3. understand the development of Nationalism in Contemporary world 4. understand the emergence of International organization 5. discuss about the various diplomatic issues and Political conflict of world countries 				

Unit-1: First World War

First World War- Causes- Course and result- League of Nations-Fall of Tsar of Russia-Russian communism: 1917-1939-Hitler and Nazism; Mussolini and Fascism, World Economic Depression: 1929-1933, the Commonwealth of Nations; the Statute of Westminster (1930), the world situation in 1939: -Outbreak of the Second World War, the role of the U.S.A. and Japan in the War - Colonization of Africa -the role of Africa in the Second World War – Formation of United Nations Organization.

Unit- II: Raise of Capitalism

Modern State and its evolution-Capitalism - Imperialism - Socialism and Nationalism - Elements of Modern Nation – State - Diplomacy - Balance of Power – UNO - Principal Organs – Achievements and Failures – India's Role in UN Peace Keeping – Specialized Agencies of UNO - UNICEF - UNESCO –WHO- ILO -Disarmament - Meaning – NPT-CTBT – UN & Disarmament-The Arab League (1945)- Organization of American States (OAS) (1948)– European Common Market (1957)- European Energy Commission (1958)- Organization of the Petroleum Exporting Countries (OPEC) (1960)- the Organization of African Unity (OAU) (1963) IMF, Commonwealth of Nations -Regional Associations EU-NAM

Unit- III: Cold wars

Cold war Era : Emergence of two blocs - Integration of West Europe and US Strategy – The Berlin Blockade- Communist East Europe – Truman's Doctrine – Marshall Plan – NATO – SETO – CENTO –Molotov Plan – Warsaw Pact - The Korean War –Vietnam war(1954- 1975): Causes- Course of the War- Battle of Dien Bien Phu (1954)- Geneva Conference (1954)- My Lai Massacre (1968)- Kent State Shooting (1970)- Cuban crisis (1962): Causes- Course of the Crisis- End of the Crisis- German problem (1971): Causes- Effects of cold war-Moscow's Crisis (1991)- Baltic Republics (1991)- Fall of USSR- Twin Tower Attack (2011- Reunification of Germany – Africa: Apartheid to Democracy

Unit IV: Globalization and World Organization

Globalization -The Earth Summits (1972)- Objectives - Basic issues of the North and the South - Outcome of the Earth Summit -)- the Association of South East Asian Nations (ASEAN) (1967).South Asian Association for Regional Co-operation (SAARC) (1985)- Common Wealth of Independent States (CIS) (1991)- European Union (EU)(1993)- European Economic Community (1993)- World Trade Organization (WTO) (1995)- Foreign policy of USA after 1945- Foreign Policy of UK after 1945

Unit V: Middle East Problem

Middle East Problem- Kashmir problem (1947)- Arab- Israel conflict (1948): Background of the Conflict- National Movements- Palestine problem (1948): Background of the problem- Jerusalem- Palestine Refugees- Palestinian Army- Oil diplomacy: Gulf war (1990): Causes- Course – Invasion of Kuwait (1990)- Battle of Khafji (1991)- Kuwait's Liberation (1991)- Consequences- Causes- Afghan Civil War - Sri LankaWar -Emergence of Third World

Text Book

1. Kulshreshta, K.K: A Short History of International Relations

Reference Books

1. Palmer and Perkins : International Relations: The World Community in Transition, Vikas Publication, 1982.
2. Harbutt, Frazer .J: The Iron Curtain: Churchill, America & the Origin of the Cold War, Concept Publishing Company, New Delhi, 1978.
3. Asit Kumar Sen: International Relations since World War I, Cambridge University, 1974.
4. Vinay Kumar Malhotra: International RelationsSumitGanguly and Rahul Mukerji. (2012). India since 1980. New Delhi: Cambridge University Press.
5. KP Mishra, Non-Alignment in Contemporary International Relation, Sage publication.New Delhi, 1970.

Course Outcomes

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

K2	CO1	understand international relations
K1	CO2	know the causes , course and effects of various wars and cold war
K4	CO3	assess the functions of various international organisations
K5	CO4	develop administrative skills and leadership traits
K3	CO5	apply the knowledge to face competitive examinations and get jobs in private or public sector

Mapping of COs with POs &PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	M	S	S	S	M	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S	M	M
CO4	S	S	S	S	M	S	M	S	M	S	S	S
CO5	S	S	M	M	S	S	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21HIT34	FOREIGN POLICY OF INDIA	L	T	P	C
CORE XIV			4	-	-	4
Cognitive Level	K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate					
Learning Objectives	The Course aims to <ol style="list-style-type: none"> 1. know the evolution of India's Foreign Policy since Independence 2. understand the relationship of India with neighbouring countries 3. assess the economic significance of India's Foreign Policy 4. examine India's contributions to World peace. 5. enable students to face various competitive examinations 					

Unit-I: Non-Alignment Movement and India

Evolution of Indian Foreign of Policy - Determinants of Indian Foreign of Policy -Continuity and change in Indian Foreign Policy- Ministry of external Affairs - India's Changing Relations with other Nations- Panchasheel, 1954- Non-Alignment and UNO- The role of India in the Non-Alignment Movement - Non Alignment Summit 1985 – Harare Summit 1986- Harare Summit 1986- Group of Fifteen Countries (G15) -Relevance of Non-Aligned Movement in the Contemporary World -- Common Wealth of Nations

Unit – II: India and Pakistan

India and Pakistan - Indo – Pakistan relations during the early years of independence – Kashmir issue – Indo – Pak war 1965 – Tashkent Declaration 1966 – Simla Agreement 1972 –Indo-Pakistan War 1971- Emergence of Bangladesh- Indo-Bangladesh relations - Issues and economic relations between India and Bangladesh-Partnership agreements

Unit-III: India and Sri Lanka

Problems of the Tamils in Sri Lanka –Kachtheevu to Sri lanka 1974 –Indo- Sri Lanka Accord 1987 (Rajiv-Jayewardene Accord) Role of IPKF – India – Sri Lanka relations - LTTE- Tamil – Singala War in 2009- Fishing disputes- Economic tie

Unit – IV: India – China Relations

India – China Relations- War- Pre Cold War Era- Post- Cold War Era- Afghanistan War– South East Asia and Burma- issues between India and Burma – Boundary with Nepal - issues between India and Nepal–Tibet- India and Maldives - Political, economic and cultural relations between India and Maldives - Japan

Unit –V: India and Cold Wars

India's Relation with USA and Russia - Pre- Cold War Era- Post- Cold War Era - Strategic Relationship - European Union - South Asian Association of Regional Co-operation (SAARC) - East and West Asia – African countries - Australia - India's Nuclear Policy-

Treaty on the Non-Proliferation of Nuclear Weapons (NPT) and Comprehensive Nuclear-Test-Ban Treaty- The threat of terrorism- India 's contribution to World peace

Text Books:

1. David Scott (Ed), Handbook of India's International Relations, London, Routledge,2011

Reference Books:

1. Ganguly, S (Ed), India as an Emerging Power,Portland, Franck class, 2003.
2. Pant, H, Contemporary Debates in Indian Foreign and Security Policy, London, Palgrave Macmillian,2008.
3. Tellis, A and Mirski, S (Eds), Crux of Asia; China, India, and the Emerging global Order, Washington, Carnegie endowment for international peace,2013.
4. Alyssa Ayres and Raja Mohan, C (Eds), Power Realignment in Asia: China, India and the United States, New Delhi, Sage, 2002.
5. Dutt, V.P, India's Foreign Policy in a Changing World, New Delhi,NBT,2011

Course Outcomes

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

K2	CO1	understand the evolution of India's foreign policy since independence
K1	CO2	acquire knowledge about economic significance of India's foreign policy
K4	CO3	examine the merits and demerits of India's foreign policy
K5	CO4	review India's contributions to world peace.
K3	CO5	apply the knowledge to face competitive examinations and get jobs in private or public sector

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	M	S	S	S	M	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S	M	M
CO4	S	S	S	S	M	S	M	S	M	S	S	S
CO5	S	S	M	M	S	S	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21HIT35	HUMAN RIGHTS	L	T	P	C
CORE XV				4	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate				
Learning Objectives		The Course aims to <ul style="list-style-type: none"> • know the powers and functions of the various commissions and organizations of Human Rights. • gain knowledge about Human Rights and its importance • examine the current issues relating to Human Rights • assess violation of Human Rights • get jobs / start a consultancy 				

Unit-I: Historical Background

Concept of Human Rights - Definition of Human Rights –Theories and Classification of Human Rights -The origin and development - Western Political Thought and other Civilizations - First historical experience - Natural – Moral - Legal Rights – Three Generation of Human Rights -Civil and Political Rights -Economic social - Cultural Rights and Collective Solidarity Rights –

Unit- II: Evolution of the Concept of Human Rights

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 Carta 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

Unit –III: International Organizations and Human Rights

United Nation Organization - International Human Rights Documents and Declarations - Its categorizations - 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 – U N 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

Unit- IV: Human Right violations

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.

Unit –V: Human Rights Activities in India

Human Rights in India - National Human Rights Organizations - the Government agencies - Judicial Activism and Protection of Human Rights in India - Evolution of commissions of Human Rights - National SC/ST Commission - National Commission for Minorities - 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 - Tribals and Rights of Differently Abled

Text Book

1. Agattiya Lingam: Manidaurimaigal, (Tamil), Tamil Puthakalayam, Chennai, 2004

Reference Books

1. Brij Kishore Sharma Human Rights Covenants and Indian Law PHI Learning Pvt Ltd., New Delhi, 2010
2. Deshmukh, K.L Human Rights and International Law Swasthik Publications, Delhi, 2011
3. MadhusudanPandit , 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.

Course Outcomes

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

K2	CO1	understand the evolution of the concept and meaning of human rights
K1	CO2	acquire knowledge about various commissions and their achievements
K4	CO3	find out human rights violations and gain legal assistance
K5	CO4	review the legal protections pertaining to the marginalized
K3	CO5	apply the knowledge to get jobs in private or public sector/ start consultancy service

Mapping of COs with POs &PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	M	S	S	S	M	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S	M	M
CO4	S	S	S	S	M	S	M	S	M	S	S	S
CO5	S	S	M	M	S	S	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21HIT36	HISTORY OF CONTEMPORARY INDIA	L	T	P	C
CORE XVI				4	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate				
Learning Objectives		The Course aims to 1. help the students understand India's domestic policy after independence 2. assess the impact of the partition of India 3. know the administrative structure of India 4. examine the economic development of India 5. equip the students with knowledge needed to face competitive examinations				

Unit –I: Formation of Indian Constitution.

Partition legacies; migration and resettlement. The making of the Constitution and establishment of the Republic- The integration of the Princely states- Reorganization of the states- national integration- unity in diversity- **Sardar Patel**- Political parties and major political developments - Provisional Parliament- First general elections and the formation of central and provincial governments-Secularism, structure of democratic institution- Political parties- the Congress, the Left- BJP- Regional parties

Unit II: Indian Governance:

Parliament - President -Central Government: Prime Minister - Council of Ministers - Department Boards - Centre State Relations -Planning and Financial Administration- All India Services- State Government: Legislative Assembly - Legislative Council - Chief Minister - Council of Ministers - Planning - State Public Services Commission- Union Territories: Lt. Governor - Chief Minister - Council of Ministers - Local Government: Rural Local Government - Urban Local Government . - Judiciary- Supreme court – Structure and powers- State High Courts – Union Public Service Commission- UGC

Unit –III: Agriculture and Economic Development

Nation building process-Zamindari abolition- Mixed economy- Industrialization and growth of capitalism-. Planned Economy of India - Planning Commission - Five Year Plans and Annual Plans - Nationalisation of Banks - Agrarian Policy - Land reforms and agrarian class structure-rural labour and migration -Bhoodan Movement -Green Revolution – River water Disputes – White Revolution – Blue Revolution - Industrial Policy - Export and Import Policy - Labour Policy - Globalisation –Development of Transport and Communication –

Unit- IV: Development of Education, Science and Technology

Education Policy - National Policy of Education – Dr. Radha Krishnan Commission - Mudaliar Commission - Kothari Commission - Elementary - Secondary – University and Higher Education - Growth of Universities and UGC – Vocational and Technical – Women Education – Rural Education - Progress of Science and Technology – MHRD- Atomic

Energy Commission (AEC) and its Programs - Indian Space Research Organization (ISRO) and its Programs.

Unit-V: Welfare Programmes of India

Electoral Government and Developmental Issues - Prime Ministers and Administrative Policies -Administration and Achievements - National Development Council and its Role Welfare Programme of the Government – The Integrated Rural Development Program (IRDP) – Jawahar Rozgar Yojana- People Movements and Welfare State - Central Social Welfare Board- Social Justice - Social Welfare Programmes- Mandal Commission and reservation policies- Women Welfare- Language policy- Steps towards eradication of Poverty and illiteracy; demographic trends- Ecology and environmentalism- Liberalization and globalization- Development of health and tourism infrastructure- Promotion of ICT and digitalization .

Test Book

1. Anand, V.K. Indian since Independence, Making Sense of Indian Politics, New Delhi: Longman, 2010.
2. Dharmaraj, J, Contemporary History of India, (Tamil),Tensy Publications, Sivakasi, 2015.

References

1. The Politics of Modern India since Independence , Edinburgh: Routledge,New Delhi , 2011.
2. Bipan Chandra, Aditya Mukherjee, Mridula Mukherjee, India since Independence, London, Penguin Books, 2008.
3. Christophe Jaffrelot, Religion, Caste and Politics in India, New Delhi: Primus, 2010.
4. AnletSobithabai,W, Contemporary History of India, Sharon Publications, Marthandam, 2002.
5. Parmila, N.K, India's Foreign Policy, Diplomacy in 21st Century, Mangalam Publications, New Delhi, 2011.

Course Outcomes

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

K2	CO1	understand the structure of the government
K1	CO2	assess the socio-economic and political developments
K4	CO3	examine the development of science and technology
K5	CO4	review the progress of education
K3	CO5	apply the knowledge to face competitive examinations / get jobs in private or public sector

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	M	S	S	S	M	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S	M	M
CO4	S	S	S	S	M	S	M	S	M	S	S	S
CO5	S	S	M	M	S	S	S	M	S	M	S	S

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

SEMESTER - IV

COURSE CODE	P21HIE411	ECONOMIC HISTORY OF INDIA, 1857 – 1947	L	T	P	C
ELECTIVE -I			4	-	-	4
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. understand the Economic policy of the British Government 2. review the status of cottage industries in India 3. understand the process of De industrialisation , migration of labourers and the rise of modern industries 4. assess the agrarian trends in India during the Colonial period 5. equip the students with knowledge needed to face competitive examinations/ start women groups/ consultancy services 				

Unit- I: Development of Economy

Indian Economy on the eve of the British Rule – Commercial and trade policies of the East India company- The Economic Policies of the British - The Economic Drain and backwardness- Revenue Settlements under the British Rule –Population of India during the British Rule- Traditional industries- De- industrialization-Collapse of cottage industries- Export of raw materials and import of finished products- Industrialization

Unit –II: Agriculture in India

Agriculture -Land - Crop and Soil diversity- Agricultural Techniques and Methods used in British India-Agriculture production and productivity in the colonial rule- Land Revenue Settlement of India during the British Rule- Agrarian trends in India during the Colonial period -Plantations in India Famines in Colonial India- Irrigation and water management – Construction of Dams -Cattle Wealth – Taxes –Commercialization of Agriculture – Cultivation of Cotton for export-Famines- Famine Administration –Condition of peasants and laborers

Unit –III: The rise of the modern industrial sector

Characteristics of Indian Industries at the time of British ruleRise of large scale industries in Colonial India-Industrialization -State Policies on Trade - Chief Trading Centers in North and South India – Trading Communities - Trading Networks - Indigenous and Major Industries – Cotton Industries , Textile , Jute , Iron and Steel , Sugar and Chemical – Occupational Structure of Colonial India- Supply of industrial labor- Labour problems – Women Labour- Labour disputes – Child Labour - Labour Legislations - Urbanization in The Colonial Period- Migration of Laborers to overseas-Internal migration

Unit- IV: Transportation and communication

Transportation - Various Trade Routes - Important Trading Centers - Chief Ports - Important Markets – Store houses - Transport and Communication – Roadways –Introduction of Railways – Waterways – Communication network- Post and Telegraph- Parcel services - Modernization and Development – Internal and external trade- .Capital flows and the colonial economy – changes and continuities

Unit –V: Development of Education, Science and technology

Spread of education- Higher education- Starting of Universities- Health Policy-Development of medical infrastructure and medical education-Science and Technology - Foreign Capital- Government and fiscal policy - impact of British Economic Policy in India- economic nationalism- Indian economy at the eve of independence

Text Books

1. Dharma Kumar: The Cambridge Economic History of India 1757-1970, Orient Longman, New Delhi, 1982
2. Nanda S.P : Economic and Social History of Modern India, Anmol Publications Pvt. Ltd., New Delhi, 1999

Reference Book

1. Grover : A New Look at Modern Indian History, S. Chand & Co., Ltd., New Delhi, 1999
2. Mehta Balraj : Crisis of Indian Economy, Sterling Publishers Pvt. Ltd., New Delhi, 1973
3. UshaSingh , Economy: Thought of Indian Society, Deep& Deep Publications, New Delhi, 1985.
4. Chandra, Satish (ed.), The Indian Ocean: Explorations in History,Sage publication, New Delhi 1979.
5. T.M. Srinivasan, Irrigation and Water Supply, New Era Publications, 1991.

Course Outcomes

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

K2	CO1	understand the process of economic exploitation and collapse of cottage industries
K5	CO2	assess the development of modern industrial sector
K1	CO3	review the impact of migration and entry of women into labour force
K4	CO4	examine the development of education and intellectual awakening
K3	CO5	apply the knowledge to get jobs in private or public sector

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	M	S	S	S	S	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S	M	M
CO4	S	S	S	S	M	S	S	S	M	S	S	S
CO5	S	S	M	M	S	S	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21HIE412	INTERNATIONAL RELATIONS SINCE 1945 A.D	L	T	P	C
ELECTIVE -I				4	-	-
Cognitive Level		K1: Recall K2: Understand K4: Analyze K5: Evaluate				
Learning Objectives		The Course aims to <ul style="list-style-type: none"> ➤ introduce students to the definition and scope of the International Politics. ➤ elaborate the various theories of International politics. ➤ present new perspectives in the post world War II scenario in International relations. ➤ enable students learn the impact of World War II in the Global Economics. ➤ discuss the role of world organizations in peace making process. 				

UNIT- I Theories of International Politics

Definition and Scope - Theories of international Politics - The Realist Theory - Systems Theory - Decision Making - Game Theory - International relations - Meaning – Scope – approaches to the study – Significance of the study- Concepts of International relations- Neo – Colonialism – collective security - Balance of Power.

UNIT -II Balance of Power

Concepts of International Politics: Power - National interest - Balance of Power - Collective Security- NATO, CENTO, Warsaw Pact, SEATO, ANZ US - Old and New Diplomacy-practice Important theories – Game theory – realistic theory - systems theory – Decision making

UNIT- III Post-II World War

The Post-II World War foreign policies of the major powers - United States - Soviet Union - China. and India's foreign policy and relations - India and the Super Powers - Oil Diplomacy - Palestine-Israel conflicts - West Asian conflict Palestine- Israel confides- Arms race - disarmament and arms control - The Partial Test-Ban Treaty - The Nuclear Non-Proliferation Treaty - Comprehensive Test Ban Treaty - India's-Nuclear Policy - Terrorism its impact - Afghanistan - Iraq — US War – Cold War.

UNIT -IV New International Economic Order

New International Economic order - GATT and its implications - The North South - "Dialogue" in the United Nations and Outside - Impact of Globalization. International Issues- Korean Crisis -Vietnam – Palestine Israel Problem – Gulf Crisis and Oil Diplomacy.

UNIT- V International Organizations

Origin and Development of International Organizations - The United Nations and its Specialized Agencies- OAS- OAU- Arab League- ASEAN- EEC- SAARC their role in

international relations- U.N.O - Functions- Achievements- Disarmament - SALT treaties - NPT- CTBT and Atomic race.

Reference Books

1. Dutt V.P. , India's Foreign Policy, Sage Publication, New Delhi, 1984.
2. Indumati, (ed) The United Nations (1945-1995), University of Mysore Publication, Mysore, 1995.
3. David S. McLellan, William C. Olson and Fred A. Sonderman, The Theory and Practice of International Relations, Printice Hall of India Publishers, New Delhi,1977.
4. Shrikant Paranjpe, U.S. Nonproliferation Policy in Action, South Asia, Sterling Publishers, New Delhi, 1987.
5. Palmer Priestly and Perkins, Intemational Relations, Vikas Publishers Calcutta , 1969.
6. Pushpesh Pant, International Relations in the 21st Century, McGraw Hill Education (India) Pvt. Ltd., New Delhi, 2014.

Course Outcomes

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

K2	CO1	understand International relations
K3	CO2	make relations with other nations
K5	CO3	explain the International relations

Mapping of Cos with POS & PSOs

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

Strongly Correlating (S)	-	3 marks
Moderately Correlating (M)	-	2 marks
Weakly Correlating (W)	-	1 mark
No Correlation (N)	-	0 mark

COURSE CODE	P21HIE421	MUSEOLOGY	L	T	P	C
ELECTIVE - II				4	-	-
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. understand purpose of Museums 2. know about the methods significance of collection of museum objects 3. study the techniques of preservation, conservation and restoration of the artefacts 4. understand documentation system 5. equip the students with knowledge needed to face competitive examinations/ start women groups/ consultancy services 				

Unit- I : National Museums

Definition - Museum Movement - Classification of Museums - National Museum - Provincial and Regional Museums - Local Authority Museum - University and College Museums - Private Museums, - Society Museums - Trustee Museums - Temple Museums - Palace Museums, - Museums of Business Organizations -Growth of Indian Museums - Antiquarian Laws in India

Unit- II : Museum and Materials Documentation

Museum Architecture - Collection of Museum Objects - Collection of Archaeological objects –Surface Collection – Excavation – Art and Purchase Committee Collections - Zoological and Botanical Materials - Ethnographic Materials– Documentation - Day Book – General - Accession Register - Section wise Accession Registers - Catalogues Card Indices- Museum Exhibition: Designing Showcases - Exhibits - Space - Lighting - Method of Presentation - Principles of Preservation - Labeling - Temporary Exhibition

Unit –III: Conservation and preservation

Conservation and care of Museum Objects- Nature of Materials - Causes of Deterioration - Climatic and Environmental Conditions - Humidity - Temperature - Pollution - Light - Chemical agencies of deterioration - Human neglect and ignorance - Vandalism - Biological agencies of deterioration - Care in handling the Museum objects - care in shifting and transportation - storing care of Individual Materials - Paintings - Textiles - Bone and Ivory - Leather Objects and Archival materials .

Unit –IV : Museum Administration

Museum Administration - Human Resources - National Museum - State Museums - Director or Commissioner - Curator - Staff - Technicians, Artists, Modelers, Technical Assistants – Electronics Experts - Computer Personnel - Gallery Guards - Masons – Carpenters - Sanitation workers – Duties and responsibilities.

Unit –V: Museum Research

Educational Programmes and Museum Research - Guided Tours - Museum School Services - Museum Loan or Extensions Service - Gallery Lectures - Training to College Students on reading epigraphy, Taxidermy and Conservation - Training on different types of painting - Summer camps - Museum Publication - News Bulletins, Research Journals - guide books - Catalogues, handbooks, brochures, pictures books

Text Book

1. Jeyaraj, V. Museology – Heritage Management, Government Museum, Chennai, 2005

Reference Books

1. Harinarayana&Jeyaraj : Care of Museum Objects, Government Museum, Chennai, 2002
2. Kannan R.: Present Trends in Museology, Government Museum, Chennai, 2004
3. Aiyappan, A &Satyamurthi, S.T Handbook of Museum Technique, Government Museum, Chennai, 1998
4. Jeyaraj, V Care of Archival Material (Tamil) Government Museum, Chennai, 1997
5. Aiyappan, A. and S.T. Satyamurthi, Handbook of Museum Technique, Government Museum, Chennai, rept., 1998.

Course Outcomes

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

K1	CO1	know the growth of museums and its functions
K4	CO2	assess museum techniques
K2	CO3	understand documentation system
K5	CO4	evaluate the present trends in museology
K3	CO5	apply the knowledge to get jobs in museums / pursue research

Mapping of COs with POs &PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M	M	S	M	S	S	S	S	M	M	S
CO2	M	S	M	S	S	S	M	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S	M	M
CO4	S	W	S	W	M	S	M	S	M	S	S	S
CO5	S	S	M	M	S	S	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

COURSE CODE	P21HIE422	HISTORY OF FAR EAST SINCE 1900	L	T	P	C
ELECTIVE - II				4	-	-
Cognitive Level		K1: Recall K2: Understand K4: Analyze K5: Evaluate				
Learning Objectives		The Course aims to <ul style="list-style-type: none"> ➤ introduce students to the historical background of the China and Japan. ➤ elaborate on the emergence of China and Japan as important countries in Asia ➤ present new perspectives in the history of China, Japan and other Asian Countries ➤ enable students learn the development of Asia in international level. ➤ discuss the Open door policy of far Eastern countries with world countries 				

UNIT- I History of China

Early history of China – The Manchu Dynasty – Opening of China - Causes for the out break of the First Opium War – The Taiping Rebellion – The Second Opium War – China in 1860s and 1890s – Frontier relations between China and neighboring Countries – China Japanese War of 1894 and 1895.

UNIT- II Open Door Policy

The Battle of Concessions – USA and the Open Door Policy – Hundred Days Reforms – The Boxer Rebellion – Manchu Dynasty - Reforms – Dr.SunYat Sen and Revolution of 1911 – Yuan Shi Kai – China and First World War .

UNIT- III Manchurian Crisis

Birth and growth of Communism in China – Kuomintang – Chiang Kai Shek _ - Manchurian Crisis - conflict between the CCP and KMT – China Japanese War of 1937 – Civil War of 1945 and 1949 - The establishment of People’s Republic of China - Mao Tse Tung – The People’s Government at Peking – The Cultural Revolution – Economic Development .

UNIT- IV Meiji Restoration

The Opening of Japan – Perry and Harris Mission – Meiji Restoration- Meiji Reforms – Constitution of 1889 – Anglo Japanese Alliance 1902 – Russo-Japanese War 1904-1905 – Japan in First World War.

UNIT- V Japan in Second World War

Japan in Second World War – defeat and surrender of Japan – Post War period of Japan – Disarmament and demilitarization – Democratization – New political system – Economic and Industrial Remodeling up to 1950.

Books for Reference

1. Subramanian. N, A History of USA, Ennes Publication, Udumalpet, 2006.
2. Sinha. P and Surya. P, China and Japan in Ancient power politics , Sage Publication , Madurai, 2011.
3. Thiagarajan J, History of China from 1800- 1900 A.D , Vikas Publication, Madurai, 2007.
4. Kenneth E, Hendrickson J, The Spanish-American War, Greenwood Press Publication, London, 2003.
5. Rajayyan,K, A History of the United States, Vikas Publishing House, Madurai, 1981.
6. Richard Zuczek, Encyclopedia of the Reconstruction Era Vol – II, Greenwood Press publication, London, 2006.

Course Outcomes

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

K2	CO1	know the overview of far-east countries
K2	CO2	understand the Cultural heritages of far east countries
K2	CO3	analyze the role of far east countries
K4	CO4	assess the varied physical features of far east countries
K3	CO5	review the different adventurous sports and wild life of far east countries

Mapping of Cos with POs &PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M	S	S	S	S	S	S	S	M	M	S
CO2	S	M	S	M	S	M	S	S	S	S	S	S
CO3	S	S	S	M	M	S	S	M	S	S	S	S
CO4	S	S	M	S	S	S	S	S	M	M	S	S
CO5	S	S	M	M	S	S	S	S	M	S	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

NON MAJOR ELECTIVE

COURSE CODE	P21HIN21	TOURISM PACKAGING	L	T	P	C
SEMESTER -II			4	-	-	4
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyse K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. acquire knowledge of Tourism 2. know about the services providers of Tourism industries 3. present new perspectives in tourism packages 4. discuss the importance of tourism and job opportunities in the field. 5. enable the student to get placement in Tourism sector. 				

Unit- I: Fundamentals of Tourism

Meaning - Nature - Factors influencing the Tourism promotion and its development – Significance of Tourism Management sectors - Need for Tourism Organization and its Functions - Planning- Directing - Kinds of Tourism – Basic Components of Tourism – Road Transport – Railways and Air Travel - Kinds of Tour and Tourists - Tourist Guides - Tourist Centers of Tamilnadu and North India -Motivation-Groups and Teams - Receptionists and Customer Relation-Interaction -

Unit- II: Travel Agencies ,Travel Formalities and Itinerary

Types of Travel Agencies- Organization Structure and Working of Travel Agency- Travel Functions of Travel Agency – Travel Agency with Service Providers – Handling Client - Booking and functioning of Travel agency –Travel Formalities – Passport - Visa and Immigration – Customs formalities - Itinerary and travel plan –Scope – Significant - Components and element of effective Tour itinerary preparation – Systematic approach of itinerary preparation- Creation of Tour packages- Pricing policies – Quoting and pricing of tour package – Marketing for Tour Packaging in different types of Tourism Industry-ICAO and WTO

Unit- III : Types of Accommodation

Emergence of Hotels-Types of Hotels – Accommodation - Registration and Gradation of Hotels- Changing Profile of Accommodation Sector – Supplementary accommodations – Motels – Structure of a hotel- Front Office- Housekeeping - Functions and Importance of Accommodation in Tourism Development

Unit- IV : Tour Package in Indian Context

Basic Elements in Tour package and itinerary - Ready made and tailor made itineraries- Contracts with different service providers- Marketing of Tour packages -Needs, Wants and Demands-Types of Products- Kinds of Products Marketing Agencies - Market Segmentation – Marketing Process and Functions – Global itineraries and pricing

Unit- V: Travel Intermediaries and Tour Operators

Travel Trade and Commerce – Trade Centers- Currency Exchange – Employment – Livelihood - Travel Intermediaries - Tour Operators – International Air Transport Association – World Tourism Organization– Travel Agent Association of India– Indian Association of Tour Operators - Tourism Offices in India - Indian Tourism Development Corporation– Tamil Nadu Tourism Development Corporation

Text Book

1. PranNath Seth, Successful Tourism: Fundamentals of Tourism, Sterling Publishers Pvt. Ltd, New Delhi. 2008.

Reference Books

1. A.K. Bhatia, Tourism Development, Principles and Practice, Sterling Publishers Pvt. Ltd, New Delhi. 2002.
2. M.L. Singla, —Tourism and Hospitality Industry in India: An Appraisal, Journal of Hospitality Applications and Research, BIT Publishers, Ranchi, 2007.
3. A.K. Raina and S.K. Agarwal, The Essence of Tourism Development: Dynamics, Philosophy and Strategies, First Edition, Sarup and Sons Publishers, New Delhi, 2004.
4. PragatiMohanty, Hotel Industry and Tourism in India, APH Publishing Corporation, New Delhi, 2008.
5. Dirk.Glasser, Crisis Management in the Tourism Industry, Elsevier Publications, New Delhi 2006 .

Course Outcomes

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

K2	CO1	understand the fundamentals of tourism
K1	CO2	know about the various packages
K1	CO3	know the service providers in tourism
K5	CO4	assess the perspectives in tourism packages
K3	CO5	apply the skills and enable students to get jobs in tourism

Mapping of COs with POs & PSOs:

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S	M	S	M	S	S	S	S	M	M	S
CO2	S	S	M	S	S	S	M	M	S	S	S	M
CO3	S	M	S	S	S	S	S	M	S	S	M	M
CO4	S	S	S	S	M	S	M	S	M	S	S	S
CO5	S	S	M	M	S	S	S	M	S	M	S	S

Strongly Correlating (S) - 3 marks

Moderately Correlating (M) - 2 marks

Weakly Correlating (W) - 1 mark

No Correlation (N) - 0 mark

VALUED ADDED COURSE

COURSE CODE	P21HIV11	YOGA AND MEDITATION	L	T	P	C
SEMESTER - I			30			2
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate				
Learning Objectives		The Course aims to 1. know about Yoga and Meditation 2. perform Patanjali's yoga darshanam 3. practice Bhakti Yoga and meditation. 4. Create a Healthy and fit Society				

Unit - I : Darshanas

Introduction to shat darshanas – definitions, meaning of the term “Yoga” – development of yoga – yoga in Bahagavad Gita – Rules and Regulations for Practice of yoga - Yoga –Yogin – Guru – Shishya – Diksha – Eight Limbs of Yoga

Unit- II: Bhakti yoga

School of yoga: Bhakti yoga – Karma yoga – Jnana yoga – Mantra yoga - Kundalini yoga – Panchakosha theory -Study of Patanjali's Yoga Sutra.

Unit- III: Patanjali's yoga

Patanjali's yoga darshanam: Samadhi pada: yoga definition – Goal – Chittavrittis – Concept of Iswara – Chittavikshepas Samadhi; SadhanaPada: Kriya yoga – Kleshas – Astanga yoga; VdhatiPada; dharana – dhyana- Samadhi – Samyama.

Unit- IV: Hatha- yoga

Hatha- yoga; meaning, definition – literature – components of hatha yoga ; SapataSadhanas; Shat Karmas - Asanas – AstaKumbhakas – Bandhas and Mudras – Naadaanusantana – yoga and diet.

Unit –V : Methods of Meditation

Meditation; meaning, nature, methods and benefits – yoga and physical Education – yoga and Ayurveda - Yoga and Naturopathy – yoga Therapy – Scientific Research on yoga.

Reference Books

1. Sachitra yoga pradipika: B.K.S. Iyengar
2. Yoga chaitanyaPradipika; Yogacharya Dr. RaparathiRamarao
3. Journey to real self ; Dr. RaparathiRamarao
4. Asana Pranayama Mudras Bandhas: SwamySatyanandaSaraswati.
5. B.K.S. Aiyengar- Light of Yoga
6. George Feuerstein - The Yoga Sutra of Patanjali

COURSE CODE	P21HIV42	GUIDANCE AND COUNSELLING	L	T	P	C
SEMESTER - IV			30			2
Cognitive Level		K1: Recall K2: Understand K3: Apply K4: Analyze K5: Evaluate				
Learning Objectives		The Course aims to <ol style="list-style-type: none"> 1. understand our Own problem and getting best possible solutions. 2. develop to understand the concept of Guidance and Counseling. 3. know about different areas of counseling. 4. create awareness about working of Guidance organizations. 5. know about the basic needs of guidance services. 6. develop the knowledge about different fields of Guidance and Counseling. 				

Unit-I : Nature and Functions of Guidance & Counseling

Definition, nature, functions, important, types and kinds of Guidance and counseling—getting appropriate information – Emotion – Self awareness- Self motivation- Self control- Capacity to communicate.

Unit–II: Communication Skill in Counseling

Difference between Guidance, counseling and psychotherapy – basic knowledge of psychology – ability to make rapport – communication skills – Observational power and empathy – Probing skill; through questioning and organizing facts.

Unit–III: Practicing ethical issues

Sensitivity and practicing ethical issues – Listening skills and patience – Honesty and confidentiality crisis management – facilitating self –disclosure – problem-solving – Ice breaking – monitoring and closure.

Unit–IV: Educational and occupational counseling

Educational and vocational and occupational counseling – Marital , family, group and Gerontological counseling. Current forms of e-counseling and Tele – counseling and their application in areas of rehabilitation.

Unit–V: Trauma counseling

Trauma counseling – Intra- Personal and Inter- Personal counseling – Crisis intervention – Counseling for different types people – Social work counseling – Special education counseling - Remedial service counseling child Guidance counseling – Human Rights and Child Rights counseling.

Text Book

1. Nathan Robert and Hill, Linda Career Counseling, SAGE Publications India Pvt, Ltd., 2012.

Reference Books

1. Nelson-Jones, Richard, Basic counseling skills, A Helper's Manual, SAGE Publications India Pvt, Ltd., 2008.
2. Nag,Dr.Suvir, Counseling and Guidance, Rita Publications, Kolkata, 2012.
3. McLeod, John, An introduction to Counseling, Rawat Publications, 2012.
4. Aggarwal, J.C. Career Information in Career Guidance : Theory and practice, Doaba publishing house, Delhi – 1998.
5. Kochhar, S.K. Educational Vocational Guidance in Counseling, Sterling Publishers, New Delhi – 2010.
