



M.A History (Two-Year) Programme

Regulations & Curriculum-2019...

Department of History

**REGULATIONS FOR THE TWO-YEAR POST GRADUATE PROGRAMMES UNDER
CHOICE BASED CREDIT SYSTEM (CBCS)**

These Regulations are common to all the students admitted to the Two-Year Master's Programmes in the Faculties of Arts, Science, Indian Languages, Education, Marine Sciences, and Fine Arts from the academic year 2019-2020 onwards.

1. Definitions and Nomenclature

- 1.1 University** refers to Annamalai University.
- 1.2 Department** means any of the academic departments and academic centres at the University.
- 1.3 Discipline** refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.
- 1.4 Programme** encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.
- 1.5 Course** is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.
- 1.6 Curriculum** encompasses the totality of student experiences that occur during the educational process.
- 1.7 Syllabus** is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.
- 1.8 Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.
- 1.9 Semester** is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.
- 1.10 Choice Based Credit System** A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.
- 1.11 Core Course** is mandatory and an essential requirement to qualify for the Degree.
- 1.12 Elective Course** is a course that a student can choose from a range of alternatives.
- 1.13 Value-added Courses** are optional courses that complement the students' knowledge and skills and enhance their employability.
- 1.14 Credit** refers to the quantum of course work in terms of number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.
- 1.15 Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.
- 1.16 Programme Outcomes (POs)** are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.

1.17 Programme Specific Outcomes (PSOs) are statements that list what the graduate of a specific programme should be able to do at the end of the programme.

1.18 Learning Objectives also known as Course Objectives are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.

1.19 Course Outcomes (COs) are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.

1.20 Grade Point Average (GPA) is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in section 11.3

1.21 Cumulative Grade Point Average (CGPA) is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.

1.22 Letter Grade is an index of the performance of a student in a particular course. Grades are denoted by the letters S, A, B, C, D, E, RA, and W.

2. Programmes Offered and Eligibility Criteria

The various PG Programmes offered by the Department and the eligibility criteria for each of these programmes are detailed below.

Faculty of Arts	
Programme	Eligibility
M.A. History	A Pass in Bachelor's Degree (10+2+3 pattern) in any subject including the Professional courses of this University or an examination of any other University accepted by the Syndicate as equivalent thereto.

2.1 In the case of SC/ST and Differently-abled candidates, a pass is the minimum qualification for all the above Programmes.

3. Reservation Policy

Admission to the various programmes will be strictly based on the reservation policy of the Government of Tamil Nadu.

4. Programme Duration

4.1 The Two Year Master's Programmes consist of two academic years.

4.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.

4.3 Each semester will have 90 working days (18 weeks).

5 Programme Structure

5.1 The Two Year Master's Programme consists of Core Courses, Elective Courses (Departmental & Interdepartmental), and Project.

5.2 Core courses

5.2.1 These are a set of compulsory courses essential for each programme.

5.2.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

5.3 Elective courses

5.3.1 **Departmental Electives (DEs)** are the Electives that students can choose from a range of Electives offered within the Department.

5.3.2 **Interdepartmental Electives (IDEs)** are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.

5.3.3 Students shall take a combination of both DEs and IDEs.

5.4 Experiential Learning

5.4.1 Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.

5.4.2 In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

5.4.3 Experiential learning is categorised as Core.

5.5 Project

5.5.1 Each student shall undertake a Project in the final semester.

5.5.2 The Head of the Department shall assign a Research Supervisor to the student.

5.5.3 The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.

5.5.4 Students who wish to undertake project work in recognised institutions/industry shall obtain prior permission from the University. The Research Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

5.6 Value added Courses (VACs)

5.6.1 Students may also opt to take Value added Courses beyond the minimum credits required for award of the Degree. VACs are outside the normal credit paradigm.

5.6.2 These courses impart employable and life skills. VACs are listed in the University website and in the Handbook on Interdepartmental Electives and VACs.

5.6.3 Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.

5.6.4 Classes for a VAC are conducted beyond the regular class hours and preferably in the II and III Semesters.

5.7 Online Courses

5.7.1 The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) offered in SWAYAM and NPTEL platform to provide academic flexibility and enhance the academic career of students.

NPTEL (Humanities and Social Science) National Programme on Technology on Enhanced Learning (NPTEL)

The credit acquired by the student on the successful completion of MOOC'S course shall be adjusted in the total credit of the Programme.

- 5.7.2 Students who successfully complete a course in the MOOCs course offered in SWAYAM (or) NPTEL platform shall be exempted from one elective course of the programme.

5.8 Credit Distribution

The credit distribution is organised as follows:

	Credits
Core Courses	65-75
Elective Courses	15
Project	6-8
Total (Minimum requirement for award of Degree)	90-95*

**Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 90-95 credits.*

5.9 Credit Assignment

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

6 Attendance

- 6.1 Each faculty handling a course shall be responsible for the maintenance of *Attendance and Assessment Record* for candidates who have registered for the course.
- 6.2 The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition the Record shall also contain the organisation of lesson plan of the Course Instructor.
- 6.3 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.
- 6.4 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.
- 6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.
- 6.6 Each student shall have a minimum of 75% attendance in all the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.
- 6.7 Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC/NSS/YRC/RRC.

7 Mentor-Mentee System

- 7.1 To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.

- 7.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.
- 7.3 The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extracurricular activities.

8 Examinations

- 8.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).
- 8.2 There will be two CIA Tests and one ESE in each semester.
- 8.3 The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.
- 8.4 Continuous Internal Assessment Tests**
- 8.4.1 The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable to the course. This requires an element of openness.
- 8.4.2 The students are to be informed in advance about the assessment procedures.
- 8.4.3 The pattern of question paper will be decided by the respective faculty.
- 8.4.4 CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.
- 8.4.5 CIA Tests will be for two to three hours duration depending on the quantum of syllabus.
- 8.4.6 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.
- 8.5 End Semester Examinations (ESE)**
- 8.5.1 The ESE for the first/third semester will be conducted in November and for the second/fourth semester in May.
- 8.5.2 A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.
- 8.5.3 The ESE will be of three hours duration and will cover the entire syllabus of the course.

9 Evaluation

9.1 Marks Distribution

- 9.1.1. Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

9.1.2 For the theory courses, CIA Tests will carry 25% and the ESE 75% of the marks.

9.1.3 For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

9.2. Assessment of CIA Tests

9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

	Marks
Test-I & Test-II	15
Seminar	05
Assignment	05
Total	25

9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test-I	15
Test-II	15
Viva-voce and Record	10
Total	40

9.3 Assessment of End-Semester Examinations

9.3.1 Single Evaluation for the ESE is done by the Course Teachers.

9.3.2 In case of grievance received from the student, second evaluation will be done as per the rules.

9.4 Assessment of Project/Dissertation

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3 CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance etc.

9.4.4 The Project Report Evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

9.4.5 The Project Evaluation Committee will comprise the Head of the Department, Project Supervisor, and a senior faculty.

9.4.6 The marks shall be distributed as follows:

Continuous Internal Assessment (25 Marks)		End Semester Examination (75 Marks)	
Review-I 10	Review-II: 15	Project / Dissertation Evaluation	Viva-voce
		50	25

9.5 Assessment of Value-added Courses

9.5.1 Assessment of VACs shall be internal.

9.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

9.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

9.5.4 The grades obtained in VACs will not be included for calculating the GPA.

9.6 Passing Minimum

9.6.1 A student is declared to have passed in each course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

9.6.4 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

10. Conferment of the Master's Degree

A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master's Programme.

11. Marks and Grading

11.1 The performance of students in each course is evaluated in terms Grade Point (GP).

11.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

11.3 The GPA is calculated by the formula

$$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where, C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

11.4 **CGPA** is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$CGPA = \frac{\sum_{i=1}^m \sum_{j=1}^n C_j G_j}{\sum_{i=1}^m \sum_{j=1}^n C_j}$$

where, C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

m is the number of semesters

11.5 Evaluation of the performance of the student will be rated as shown in the Table.

Letter Grade	Grade Points	Marks %
S	10	90 and above
A	9	80-89
B	8	70-79
C	7	60-69
D	6	55-59
E	5	50-54
RA	0	Less than 50
W	0	Withdrawn from the examination

11.6 **Classification of Results.** The successful candidates are classified as follows:

11.6.1 For **First Class with Distinction:** Candidates who have passed all the courses prescribed in the Programme *in the first attempt* with a CGPA of 8.25 or above within the programme duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (*See Section 12 for details*).

11.6.2 For **First Class:** Candidates who have passed all the courses with a CGPA of 6.5 or above.

11.6.3 For **Second Class:** Candidates who have passed all the courses with a CGPA between 5.0 and less than 6.5.

11.6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

11.7 **Course-Wise Letter Grades**

11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

11.7.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

11.7.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.

11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

12. **Provision for Withdrawal from the End Semester Examination**

12.1 The letter grade W indicates that a candidate has withdrawn from the examination.

12.2 A candidate is permitted to withdraw from appearing in the ESE for one course or courses in **ANY ONE** of the semesters **ONLY** for exigencies deemed valid by the University authorities.

12.3 **Permission for withdrawal from the examination shall be granted only once during the entire duration of the programme.**

- 12.3** Application for withdrawal shall be considered **only** if the student has registered for the course(s), and fulfilled the requirements for attendance and CIA tests.
- 12.4** The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.
- 12.5** Withdrawal is **not** granted for arrear examinations of courses in previous semesters and for the final semester examinations.
- 12.6** Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.
- 12.7** Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the candidate to qualify for First Class with Distinction.
- 13. Academic misconduct**
Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students' work, removing/defacing library or computer resources, stealing other students' notes/assignments, and electronically interfering with other students'/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitised on issues of academic integrity and ethics.
- 14. Transitory Regulations**
Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted for two consecutive years after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that, the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.
- 15.** *Notwithstanding anything contained in the above pages as Rules and Regulations governing the Two Year Master's Programmes at Annamalai University, the Syndicate is vested with the powers to revise them from time to time on the recommendations of the Academic Council.*

ANNAMALAI UNIVERSITY

All PG in the Faculties of Arts / Sci. / M. Sci. / Ind. Lan. / Edn. / Fine Arts. [2019-20]

[End Semester Examinations]

(Based on Revised Bloom's Taxonomy)

Programme: _____ : Two Year PG Year : I Semester: 1-2

Course Code: _____ Course Name: _____

Time: 3 Hrs

Max.Marks:100

Part-A (Level-K1/ Level-K2)
(Answer ALL of the questions)

Marks: (10x2=20)

1. Define.....
2. Multiple Choices a. b. c. d.
3. Multiple Choices a. b. c. d.
4. Match the following i - a ii - b iii - c iv -d v -
5. Match the following i - a ii - b iii - c iv -d v -
6. Explain.....
7. Select.....
8. Describe.....
9. Classify....
10. Elucidate....

Part-B (Level-K3/ Level-K4)
(Answer any EIGHT of the questions)

Marks: (8x5=40)

11. Prepare.....
12. Solve.....
13. Apply.....
14. Show.....
15. Categorize...
16. Analyze...
17. Distinguish....
18. Infer....
19. Compare....
20. Compute

Part-C (Level-K5)
(Answer any THREE of the questions)

Marks: (3x10=30)

21. Discuss...
22. Summarize....
23. Evaluate.....
24. Disprove....

Part-D (Level-K6) *
(Answer any ONE of the questions)

Marks: (1x10=10)

25. Design....
26. Develop...

====

* Part D for MBA Programme with one compulsory Case Study, has only one question; so total number of questions is 25, not 26 as for other programmes.

NOTES:

- i. Distribution between Descriptive answer and Problem-solving questions for Courses involving computations shall be as per model agreed by BoS.
- ii. In the absence of BoS guidelines, the number of problem-solving questions could be, 3, 2, '1 or 2', and '1 or 2', respectively, for Part A, Part B, Part C and Part D.
- iii. For Maths/Stat/Computer Science and similar computations oriented programmes, per se, more number of problem-solving questions than prescribed above in Note (ii) is ideal.

- iv. Please ensure equal/fairly equal weight to all Units and COs.

ANNAMALAI UNIVERSITY

All PG in the Faculties of Arts / Sci. / M. Sci. / Ind. Lan. / Edn. / Fine Arts. [2019-20]

[End Semester Examinations]

(Based on Revised Bloom's Taxonomy)

Programme: _____: Two Year PG Year : II Semester: 2-4

Course Code: _____ Course Name: _____

Time: 3 Hrs

Max.Marks:100

Part-A (Level-K1/ Level-K2)

Marks: (10x2=20)

(Answer ALL of the questions)

1. Define.....
2. Multiple Choices a. b. c. d.
3. Multiple Choices a. b. c. d.
4. Match the following i - a ii - b iii - c iv -d v -
5. Match the following i - a ii - b iii - c iv -d v -
6. Explain.....
7. Select.....
8. Describe.....
9. Classify....
10. Elucidate....

Part-B (Level-K3/ Level-K4)

Marks: (6x5=30)

(Answer any SIX of the questions)

11. Apply.....
12. Show.....
13. Prepare
14. Make use of....
15. Categorize...
16. Analyze...
17. Distinguish....
18. Simplify.....

Part-C (Level-K5)

Marks: (3x10=30)

(Answer any THREE of the questions)

19. Discuss...
20. Recommend with
21. Evaluate.....
22. Justify....
23. Optimize...

Part-D (Level-K6) *

Marks: (2x10=20)

(Answer any TWO of the questions)

24. Design....
25. Formulate ...
26. Modify

* Part D for MBA Programme, **Question No. 26**, is a compulsory Case Study. Examinees have choice to choose one question from **Questions 24 and 25, which are open questions.**

NOTES:

- i. Distribution between Descriptive answer and Problem-solving questions for Courses involving computations shall be as per model agreed by BoS.
- ii. In the absence of BoS guidelines, the number of problem-solving questions could be, 3, 2, '1 or 2', and '1 or 2', respectively, for Part A, Part B, Part C and Part D.
- iii. For Maths/Stat/Computer Science and similar computations oriented programmes, per se, more number of problem-solving questions than prescribed above in Note (ii) is ideal.
- iv. Please ensure equal/fairly equal weight to all Units and COs.

ANNAMALAI UNIVERSITY												
All PG in the Faculties of Arts / Sci. / M. Sci. / Ind. Lan. / Edn. / Fine Arts. [2019-20]												
[End Semester Examinations]												
Bloom's Taxonomy - Questions Conforming to Levels K1 to K6												
I Year(Five Year PG)				II Year (Five Year PG)				III Year(Five Year PG)				
Level	Part	Questions & Marks	Total Marks	Level	Part	Questions & Marks	Total Marks	Level	Part	Questions & Marks	Total Marks	
K1	A	15 x 2	30	K1	A	15 x 2	30	K1	A	10 x 2	20	
K2	B	5 x 5	25	K2	B	5 x 5	25	K2	B	5 x 3	15	
K3	C	3 x 7	21	K3	C	3 x 7	21	K3	C	5 x 5	25	
K4		2 x 7	14	K4		2 x 7	14	K4		4 x 5	20	
K5	D	1 x 10	10	K5	D	1 x 10	10	K5	D	1 x 10	10	
			100				100	K6		1 x 10	10	
											100	

IV Year (Five Year PG) I Year (Two/Three year PG)/				V Year (Five Year PG) II/III Year (Two/Three Year PG) /			
Level	Part	Questions & Marks	Total Marks	Level	Part	Questions & Marks	Total Marks
K1	A	5 x 2	10	K1	A	5 x 2	10
K2		5 x 2	10	K2		5 x 2	10
K3	B	4 x 5	20	K3	B	2 x 5	10
K4		4 x 5	20	K4		4 x 5	20
K5	C	3 x 10	30	K5	C	3 x 10	30
K6	D	1 x 10	10	K6	D	2x 10	20
			100				100

Notes:
(i) All QPs of both internal and ESE shall contain four sections of A,B,C & D with the prescribed levels of 'K _s '.
(ii) Part - A has no choice.
(iii) Open Choice is followed for Parts B, C and D.
(iv) No choice for MBA Programme in Part D as to the Case Study question is concerned.
(v) Action verbs are appended for reading/reference and as guidelines for adherence.
(vi) Please ensure equal/fairly equal weight to all Units and COs.

ANNAMALAI UNIVERSITY

Faculty of Arts

Suggested Action verbs for framing questions

Action Words for Bloom's Taxonomy					
Knowledge K1	Understand K2	Apply K3	Analyze K4	Evaluate K5	Create K6
Multiple Choice	Explain	Solve	Appraise	Discuss	Create
	Describe	Apply	Analyze	Justify	Construct
Match the following	Classify	Illustrate	Correlate	Recommend	Formulate
Find	Select	Show	Deduce	Evaluate	Design
Identify	Cite	Prepare	Categorize	Predict Verify	Compile
Define	Choose	Sketch	Discriminate	Convince	Develop
State	Elucidate	Point out	Contrast	Rank	Prepare
List down		Relate	Distinguish	Appraise	Devise
List		Report	Ascertain	Assess	Imagine
Tabulate		Convert	Infer	Interpret	Invent
Match		Give Example	Compare	Discuss	Discover
Quote		Compute		Investigate	Plan
What		Calculate		Criticize	Compose
Enumerate				Summarize	Conceive
					Interpret
					Estimate

[Bloom's Taxonomy is continued, in page 8, in yet another different version with more details. You may enjoy the second one as well.]

Definitions	Remembering K1	Understanding K2	Applying K3	Analyzing K4	Evaluating K5	Creating K6
Bloom's Definition	Exhibit memory of previously Learned material By recalling facts, terms, Basic concepts, and answers	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	Examine and Break information Into parts by identifying Motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making Judgments about information, validity of ideas, or quality of work based on a set of criteria	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Action verbs	Choose	Classify	Apply	Analyze	Agree	Adapt
	Define	Compare	Build	Assume	Appraise	Build
	Find	Contrast	Choose	Categorize	Assess	Change
	How	Demonstrate	Construct	Classify	Award	Combine
	Label	Explain	Develop	Compare	Choose	Compile
	List	Extend	Experiment	Conclude	Compare	Compose
	Match	Illustrate	Identify	Contrast	Conclude	Construct
	Name	Infer	Interview	Discover	Charaterize	Create
	Omit	Interpret	Make use of	Dissect	Criticize	Delete
	Recall	Outline	Model	Distinguish	Decide	Design
	Relate	Relate	Organize	Divide	Deduct	Develop
	Select	Rephrase	Plan	Examine	Defend	Discuss
	List	Show	Select	Function	Determine	Elaborate

	Spell	Summarize	Solve	Inference	Disprove	Formulate
	Tell	Translate	Utilize	Inspect	Estimate	Happen
	What		Estimate	Motive	Evaluate	Imagine
	When			Relationships	Explain	Improve
	Where			Simplify	Importance	Invent
	Which			Survey	Influence	Make up
	Who			Take part in	Interpret	Maximize
	Why			Test for	Judge	Minimize
				Theme	Justify	Modify
					Mark	Originate
					Measure	Plan
					Perceive	Predict
					Prioritize	Propose
					Prove	Solve
					Rate	Suppose
					Recommend	Test
					Rule on	Theory
					Select	
					Support	
					Value	
NOTE	Certain action verbs appear under more than one Ks, because the scope of the verb concerned varies across the Ks					
Source	Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.					

Department of History
M.A History (Two Year) Programme
Programme Code: AHIS21

Revised Programme Structure
(For students admitted from the academic year 2019-2020)

S.No	Se m	Course Code	Course Title	Course Type	Hours / Week			Marks		
					L	P	C	CIA	ESE	Total
1.	I	19HISC 101	Mauryas and Guptas	Core1	4		4	25	75	100
2.	I	19HISC 102	History of India from 1526 to 1707	Core2	5		5	25	75	100
3.	I	19HISC 103	Constitutional History of India 1858- 1947	Core3	5		5	25	75	100
4.	I	19HISC 104	History of Europe 1789-1945	Core4	5		5	25	75	100
5.	I		Interdepartmental Elective Course	IDE1	3		3	25	75	100
					22		22	125	375	500
6.	II	19HISC 201	International Relations since 1945	Core5	5		5	25	75	100
7.	II	19HISC 202	Indian National Movement	Core6	4		4	25	75	100
8.	II	19HISC 203	Intellectual History of Tamilnadu	Core7	5		5	25	75	100
9.	II	19HISC 204	Indian Cultural Heritage	Core8	5		5	25	75	100
10.	II	19HISE 205	Departmental Elective Archaeological Monuments and Preservation Techniques	DE 1	3		3	25	75	100
11.	II		Interdepartmental Elective Course	IDE 2	3		3	25	75	100
					25		25	150	450	600
12.	III	19HISC 301	History of USA since 1865 C.E.	Core9	5		5	25	75	100
13.	III	19HISC 302	History of South India up to C.E.1565	Core10	5		5	25	75	100
14.	III	19HISC 303	Historiography and Historical Methods	Core11	5		5	25	75	100
15.	III	19HISC 304	Toynbee's World Civilizations	Core12	5		5	25	75	100
16.	III	19HISE 305	Departmental Elective Gandhian Thought	DE 2	3		3	25	75	100
17.	III		Interdepartmental Elective Course	IDE 3	3		3	25	75	100
					26		26	150	450	600
18.	IV	19HISC 401	Human Rights and International Systems	Core13	4		4	25	75	100
19.	IV	19HISC 402	India since 1947	Core14	5		5	25	75	100
20.	IV	19HISC 403	History of Tamilnadu since 1600 C.E.	Core15	5		5	25	75	100
21.	IV	19HISP 404	Project and Viva-voce	Project	8	8	8	25	75	100
22.	IV	19PSCI406	Constitution of India							
					22	8	22	100	300	400
			Total Credits		95	8	95	525	1575	2100
			Value Added Course 1		2		2	25	75	100
			Value Added Course 2		2		2	25	75	100

L- Lectures; P- Practical; C- Credits; CIA- Continuous Internal Assessment; ESE- End-Semester Examination

Note:

1. Students shall take both Departmental Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choices available.
2. Students may opt for any Value-added Courses listed in the University website.

Elective Courses

Department Electives (DE)

S. No.	Course Code	Course Title	hours/week	C	Marks		
			L		CIA	ESE	Total
1.	19HISE 205 DE II Semester	Archaeological Monuments and Preservation Techniques	3	3	25	75	100
3.	19HISE 305 DE III Semester	Gandhian Thought	3	3	25	75	100

Interdepartmental Electives (IDE)

S. No.	Course Code	Course Title	Department	Hours/week	C	Marks		
				L		CIA	ESE	Total
1.	19HISX 105 IDE I Semester	Historical Tourism in India	History	3	3	25	75	100
2.	19HISX 205 IDE II Semester	Cultural Heritage of India		3	3	25	75	100
3.	19HISX 305 IDE III Semester	History of Indian Freedom Movement		3	3	25	75	100

Value Added Course

Odd Semester

S. No.	Course Code	Course Title	Hours/week	C	Marks		
			L		CIA	ESE	Total
1.	19HVAC 107	History for Competitive Examinations	2	2	25	75	100

Value Added Course

Even Semester

S. No.	Course Code	Course Title	Hours/ week	C	Marks		
			L		CIA	ESE	Total
1.	19HVAC 207	Principles And Methods of Archaeology	2	2	25	75	100
2.	19HVAC 208	Museology	2	2	25	75	100

Programme Objectives

- PO1: To promote career prospects
- PO2: To acquaint with in depth knowledge on the discipline of history
- PO3: To discover better way of life by insisting on discipline both physical and moral, as in its philosophy
- PO4: To be aware of the Social, Political, Economic and Cultural History of India and other civilizations of the world and to connect it with the present to cherish the past

Programme Outcomes

- PO1: The student would be in the position to attend various competitive exams in pursuit of job opportunities
- PO2: With the completion of the programme the student would have a grasp on the different paradigms of history, its need and prospects for the future
- PO3: The philosophy and its lessons learnt through history would mould the student for a better future.
- PO4: The divergent courses taught in history would help the student community to revisit their past glory and to preserve it for generations to come.

Programme Specific Outcomes

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

- PSO1: Be competent in understanding the rich social, cultural benefactions of the Indian Society, so as to disseminate it to the generations to follow
- PSO2: Increase their competency and potentiality to appear for Competitive Exams like UPSC, TNPSC and SSC
- PSO3: Make themselves eligible for joining Pre-Doctoral and Doctoral Research Programmes
- PSO4: Gain training to interpret the past with the intention of making a perfect present and locating the future
- PSO5: Make themselves eligible to appear for Exams like Junior Research Fellowship conducted by UGC and also make themselves employable in multiple services including Governmental and Non- Governmental Sectors

SEMESTER-I

**19HISC 101 MAURYAS AND GUPTAS
(With Selected Inscriptions & Documents)**

**Credits:4
Hours:60**

Learning Objectives (LO):

LO1: The Syllabus intended to focus on the essential features of Ancient India and her cultural heritage, particularly about the period of Mauryas and Guptas

LO2: To enable the students to understand the Ancient Political system in India.

LO3: To provide an exposure and knowledge about literature and inscriptions of ancient period

Course Outcome (CO)

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

CO1: Students will demonstrate knowledge of the chronology of history of Mauryas and Guptas.

CO2: Students will correctly extract evidence from primary sources by analyzing and understanding the ancient state system to modern state system

CO3: Student will evaluate primary historical sources like inscriptions as well as literature by analyzing them in relation to the evidence that supports them their theoretical frameworks, and other secondary historical literature

CO4 Students will acquire the knowledge of the administrative measures of the study period

Unit-1: Sources and Early Mauryan Rulers

Sources of the Mauryan History - Indigenous and foreign - Chandragupta Maurya - His administration - Bindusara, Asoka - The Kalinga War - Asoka and Buddhism - His administration - Later Mauryas - Decline of the Mauryan Empire.

Unit-2: Mauryan Administration

Mauryan Administration - Social, Religious and Economic conditions - The Mauryan Art and Architecture.

Unit -3 : The Guptas

Sources of the Gupta history – Chandragupta I-Samudragupta – Chandragupta II - Kumaragupta and Skandagupta –Golden Age of Guptas - Decline of the Empire.

Unit-4: Gupta Administration

Social, Economic and Religious conditions under the Guptas - Scientific Development – Culture -Development of art and architecture.

Unit-5: Selected Inscriptions and Documents

Inscriptions and Documents – The second Major Rock Edict of Asoka – The Thirteenth Major Rock Edict of Asoka – The Kalinga Edicts 1 and II – The Allahabad Pillar Inscription of Samudragupta – Arthasastra – First Book – Chapter XIX – Duties of a King – Arthasastra – Second Book – Chapter IX-Examination of the conduct of Government Servants Arthasastra – Third Book – Chapter II ~ Concerning Marriage - Arthasastra – Fourth Book – Chapter II – Remedies Against National Calamities.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Texts Books

1. Poonam Dalal Dahiya, *Ancient and Medieval India*, New Delhi: MC Graw Hill Publicaion, 2014
2. Joshua J Mark, *Ancient History*, New Delhi: MC Graw Hill Publicaion, 2012
3. Upinder Singh, *A History of Ancient and Early Medieval under: from the stone age to the 12th century*, New Delhi: Pearson Education India, 2009
4. Anumanthan, K.R., *Mauryan History*, Chennai: Tamil Nadu Publishing House, 1997.
5. Radhakumud Mookerji, *The Gupta Empire*, New Delhi: Motilal Banarsidass, 1947.
6. Sathianathair, R. , *Political and Cultural History of India*, Vol. I, Madras: Mohan Pathippagam 2002.

Supplementary Reading

1. Havell, *The History of Aryan Rule in India from the Earlier Times to the death of Akbar*, Chennai: OUP, 1918.
2. Luniya B.N., *Evolution of Indian Culture*, Agra: Lakshmi Narein Agarwal, 2003.
3. Mehta, J.L, *History of Ancient India*, Delhi: Lotus Press, 2012
4. Romila Thaper, *The Part as Present: Forging Contemporary Identities Through History*, New Delhi: Aleph Book Company, 2014.
5. Majumdar, R.C., *History and Culture of the Indian People*. Vol. II, Bombay: Bharatiya Vidya Bhavan, 1951.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	M		L			L	S	
CO2	M	M		M			L	S	
CO3	S	S		S			S	S	
CO4	S	M		S			M	M	

SEMESTER-I 19HISC 102 HISTORY OF INDIA FROM 1526C.E. TO 1707C.E.

Credits:5

Hours:75

Learning Objectives (LO)

LO1: To create awareness regarding Historical perspectives on the Political dynamics during the Mughal period 1526 to 1707 AD.

LO2: To understand the Economic and Social influences on the history of India during 1526 to 1707 AD.

LO3: To impart knowledge on the Cultural influences of Mughals on the Indian Society during 1526 to 1707 AD.

Course Outcome (CO)

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

CO1: Understand the political influences of Moghuls in the Indian sub- continent.

CO2: Understand the impact of the Moghul rule on the social and economic aspects on Indian society.

CO3: Understand and appreciate the cultural influences on the art, architecture, music, dance and also fusion of several cultural traits during Moghul period.

CO4: Develop a scientific approach to the study of Indian history during the period of Moghuls.

Unit-1: Sources

Sources - Babur Nama, Humayun Nama and Akbar Nama - Foreign Accounts - Bernier, Manucci, Sir Thomas Roe, Tavernier, Jesuit missionaries, Sources on Maratha History - Persian letters, Daftar Record.

Babur and Humayun - Political condition of India on the eve of Babur's invasion - From Central Asia to India (1526) - Ibrahim Lodi and Rana Sanga - Significance of the first battle of Panipat - Rise of Afghan Power - Loss of the Empire and Sher-Shah-Suri's administration - Causes of Humayun's Failure.

Unit - 2 : Akbar

Expansion and Consolidation - Empire Building - Religious Policy - Relationship with Rajputs.

Unit-3 Jahangir, Shahjahan and Aurangzeb

Role of Nurajahan - Imperial policy of Shahjahan - War of Succession - Religious Policy of Aurangzeb - Rise of Sikhs and their relationship with Mughals - Deccan Policy.

Unit-4: Marathas

Rise of Marathas - Life of Shivaji - Maratha administration and army.

Unit-5 : Political Ideas and Institutions - Society, Economy and Culture

Mughal Administration - Land Revenue Administration - Mansabdari and Jagirdari System - Judicial Administration - Hindu-Muslim Relationship - Growth of Urban Centres - Industrial economy - Urban and Rural - Foreign Trade and the European Trading Company - Growth of Regional Languages and Literature - Development of Art and Architecture.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Habib, Irfan, *Akbar and His India*, Delhi: Oxford University Press, 2000.
2. Ishwari Prasad, *A Short History of Muslim Rule in India*. Allahabad: The Indian Press, 1965.
3. Majumdar R.C. (ed). *The History and Culture of Indian People (Vol.7). The Mughal Empire. Bombay: Bharathiya Vidya Bhavan, 1974.*
4. Nizami, K.A. *On History and Historians in Medieval India*, Delhi: Munshiram Manoharlal, 1983.
5. Satish Chandra, *Medieval India, From Sultanate to the Mughals*, Delhi: Har-Anand Publications, 1997.
6. Sharma, S.R. *Religious Policy of the Mughal Emperors*, Agra: S.L. Agarwal Publishers, 1972.
7. Tripathi, R.P. *Rise and Fall of the Mughal Empire*, Allahabad: Central Book Depot, 1979.

Supplementary Reading

1. Alam Muzaffar & Sanjay Subramaniam. *The Mughal State*, New Delhi: Oxford University Press, 2001.
2. Alam, Muzaffar & Sanjay Subramaniam, *Writing the Mughal World: Studies on Culture and Politics*, New Delhi: Columbia University Press, 2012.
3. Ellison Banks Findly, *Nurjahan: Empress of Mughal India*, USA: Oxford University Press, 1993.
4. Habib Irfan, *Akbar and His India*, New Delhi: Oxford University Press, 2000.
5. Hasan, Mushirul, *Legacy of a Divided Nation: India's Muslims Since Independence*, New Delhi: C. Hurst & Co. Publishers, 1997.
6. Moosvi Shireen, *The Economy of Mughal India*, New Delhi: Oxford University Press, 1996.
7. Moreland, *From Akbar to Aurangzeb*, New Delhi: Oriental Books, 1992.
8. Richards, John F. *Mughal Empire, New Cambridge History of India*, New Delhi: Cambridge Publishers, 1993.

.Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S			L		L		S
CO2	S	M			M		L		S
CO3	M	S			S		S		S
CO4	M	M			S		M		M

**SEMESTER-I 19HISC 103 CONSTITUTIONAL HISTORY OF INDIA
1858C.E. – 1947C.E.**

**Credits:5
Hours:75**

Learning Objectives (LO)

LO1: To make the students aware of the Constitutional Development in India

LO2: To have an in-depth knowledge on the evolution of Indian constitution, Federal Government and Provisional autonomy.

LO3: To gain knowledge on the salient features of our constitution.

Course Outcome (CO)

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

CO1: Know the Indian progress of political system in India under the British, Indian society and the national sentiments of the people of India.

CO2: Understand the minute developments of our constitution, emergence of Central and Provincial Governments, division of the administrative systems and the defects of dyarchy

CO3: Visualize on the federal Government, its working and reaction from Indian Political dyapara.

CO4: Clearly know the Constitutional Provisions, Rights and Duties, Socialist and Secular principles.

Unit-1: Indian Politics and Transfer of Power

Indian Politics and Society - Background - Queen Victoria's Proclamation - The Government of India Act 1858.

Unit-2: Councils Acts

The Indian Councils Act 1861 - The Indian Councils Act 1892.

Unit-3: Reform Acts

Indian Councils Act 1909 – Background – Main Objectives – Reaction – Government of India Act 1919 – Main Features and Central Government – Dyarchy – Transferred and Reserved Subjects – Council Entry and Indian Ministers.

Unit-4: Government of India Act, 1935

Salient Features – nature of the Federal Government – Provincial Autonomy – Its meaning and working – Indian Reactions.

Unit-5 : Towards Independence

Developments During World War II - Cripps proposals (1942) - Waveil Plan (1945) - Cabinet Mission Plan (1946) - Mountbattan Plan (1947) - Indian Independence Act of 1947 - Salient Features of the Indian Constitution.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Aggarwal, R.C., *Constitutional History of India and National Movement*, New Delhi: S. Chand & Co., 2016.
2. Banerjee, A.C., *The Constitutional History of India*, Calcutta: Mukharjee and Co.Ltd., 1961.
3. Sujit Choudhry, Madhav Khasla and Pratap Bhanu Metha, *The Oxford Handbook of The Indian Constitution*, New Delhi, Oxford University Press, 2016.

Supplementary Reading

1. Munshi, K.M., *Indian Constitutional Document*, Bombay: Bharatiya Vidya Bhavan, 1967.
2. Philips, C.N. (ed.), *Select Documents on the Evolution of India and Pakistan, 1858-1947*, London: Oxford University Press, 1961 .
3. Keith, A.S. *A Constitutional History of India 1765-1979*, Allahabad: Central Book Depot, 1961

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S			L	S		L	S
CO2	M	M			L	S		M	S
CO3	S	S			S	S		S	S
CO4	S	M			M	L		S	M

SEMESTER-I 19HISC 104 HISTORY OF EUROPE 1789C.E. – 1945C.E.

Credits:5
Hours:75

Learning Objectives (LO):

LO1: To provide an exposure to the students of various ideologies that emanated to rule the state, the tussle to expand and colonize Asian and African Countries.

LO2: To let the students understand significant political developments in Europe by 19th and 20th Centuries.

LO3: To make the students aware on the ravages and implication of Two World Wars

Course Outcome (CO)

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

CO1: Understand about the Age of Revolution and impacts in Europe

CO2: Know about the Unification process which emanated by 19th century in European countries and on the Industrial Progress

CO3: Visualize on the Age of Enlightenment in France, Italy, Russia, Austria and Hungary.

CO4: Clearly know about the World Wars, Inter war developments and emergence of Global Institutions such as League of Nations and UNO to ensure peace.

Unit-1: Age of Revolution

Background of the French Revolution - Causes of the French Revolution - Results of the French Revolution - Rise of Napoleon - Achievements and Failure of Napoleon.

Unit-2: Age of Unification

Vienna and other Congresses - Revolutions of 1830 and 1848 - Unifications of Italy and Germany and their Emergence as strong powers - Industrial Progress.

Unit-3: Age of Enlightenment

The Third French Republic - Problems and Achievements - Colonial expansion by Great Britain, France, Germany, Italy and Russia - Assertains by National States - Dual Monarchy in Austria-Hungary - Problems and Achievements.

Unit-4 : Developments in Russia 1870 - 1905

Internal problems and Revolutions 1870 - 1905 -The Bolshevik Revolution of 1917 - Internal Reconstruction and the New Economic Policy - The Eastern Questions.

Unit - 5 : World War I and II

Origin of World War I - Progress and Peace Treaties - Inter War Period – Nazism - Germany - Hitler - Fascism -Italy - Mussolini - Origin of World War II - Progress and Peace Treaties - U.N.O.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. B.V.Rao, Modern Europe (1789-2013), New Delhi: Sterling Publishers Pvt.Ltd.,2015
2. Fyffe, C.A., *History of Modern Europe*, London: Orient Longman Pvt. Ltd., 1960.
3. Grant, A.J., and Temperly, *Europe in the 19th and 20th Centuries 1789 - 1950*, London: Orient Longman Pvt.Ltd., 1960.

4. Mahajan, V.D., *History of Modern Europe since 1789*, New Delhi: S.Chand & Co., 1970.
5. South Gate, G.W., *Shorter European History 1756-1945*, London: OUP, 1944.

Supplementary Reading

1. Deborin, G., *The Second World War*, Moscow: Progress Publishers, 1968.
2. Fisher, H.A.L., *History of Europe*, London: Oxford University Press, 1936.
3. Taylor, A.J.P., *The Struggle for Mastery of Europe 1848-1918*, Oxford: The Clarendon Press, 1960.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	M		S		M		S		S
CO2	S	L		S		M		M		S
CO3	M	M		S		S		M		S
CO4	S	M		M		L		M		M

Learning Objectives (LO)

- LO1: To impart knowledge on the key Foreign Policy issues affecting nations, their relations and the International polity during the modern period.
- LO2: To create awareness regarding different types of conflict and the mechanisms developed and practiced by the key international players in the world affairs.
- LO3: To create awareness regarding relationship between different nations and the regional cooperation mechanisms including various organizations and to emergence of Unipolar world .

Course Outcome (LO)

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

- CO1: Understand different theories, the world political dynamics and key aspects of world affairs affecting different nations and the working of International organizations like UNO etc.
- CO2: Understand the Geo-Political considerations in the management of International Relations.
- CO3: Understand different cooperative actions and agreements affecting the participating countries in terms of political, social, economic, cultural and exchanges.
- CO4: Appreciate the working of International cooperation organizations like UNO, EU, ASEAN etc.

Unit- 1 Introduction to International Relations

Nature and Scope of International Relations - Theories of International Politics - National Power and National Interest - Balance of Power and It's relevance - Collective Security - Determinants of Foreign Policy and Diplomacy.

Unit -2 United Nations Organization

Structure, Power and Functions of U.N.O - Specialized Agencies of U.N.O. - Reformation and Revision of the U.N.O - Challenges before the U.N.O - Evaluation of the U.N.O.

Unit -3 Contemporary Relevance of Cold war and Foreign Policies of the Major Powers

Origin, Meaning and Basis of Cold War - Different Phases of Cold War - Implications and Impact of Cold War - End of Cold War - Collapse of the Soviet Union and the Unipolar World System - Foreign Policies of USA, USSR, China and India.

Unit-4 Arms Race, Nuclear Disarmament and Terrorism

General factors pertaining to Arms Race and Nuclear Disarmament - Arms Control Treaties : PTBT, NPT, CTBT, SALT -1 & II, START etc., East West Military Confrontation - Impact of

Nuclear Weapons on International Politics - History of Terrorism - Definitions of Terrorism - Terrorism and Counter Terrorism on International Politics.

Unit -5 Regional Organizations and their Role in International Relations

Military Pacts : NATO, SEATO, CENTO, ANZUS, Warsaw Treaty, COMECON etc., Idea of Regionalism : OAS, APEC, NAFTA, E.U, BRICS, G7, G15, Arab League, OPEC, OAU, Common Wealth, ASEAN, NAM and the Third World Countries.

❖ Glimpses of History in Contemporary Perspective:

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Burton, J.W. *International Relations: A General Theory*, Cambridge: Cambridge University Press, 1967.
2. Hans, J. Morgenthau, *Politics Among Nations: Struggle for Power and Peace*, Calcutta:Scientific Book Agency, 1966.
3. Johari, J.C. *International Relations and Politics, Theoretical Perspectives*, New Delhi: Sterling Publishers, 1989.
4. Karl Deutsch, *The Analysis of International Relations*, New Jersey: Prentice Hall, 1968.
5. Palmer, N.D. and Perkins, H.C. *International Relations, The World Community in Transition*, Calcutta: Scientific Book Agency, 1965.

Supplementary Reading

1. Bachrand P., Gordenker, L. *The United Nations in the 1990s*, London: Oxford University Press,1992.
2. Bachrand P., Gordenker, L. *The United Nations: Reality and Ideal*, London: Oxford University Press,1989.
3. Carr E.H., *International Relations between two Worlds War*, Delhi: Macmillan & Co., 1966.
4. Grenville J A S, *A History of the World from the 20th to the 21st Century*, London: Routledge, 2005.
5. John Young, *International Relations Since 1945: A Global History*, New Delhi: Oxford University Press,2004.
6. Luard, E., *A History of the United Nations*, London: Macnriillaii,1989.
7. Sastry T.S.N., *India and the United Nations*, Indian Bar Review, Vol. 25,1998.
8. Stoessinger, *The United Nations and the Superpowers*, New York: Random House, 1965.
9. Yoder, A. *Evolution of the UN System*, New York: Random House,1986.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M		S			M		S	S
CO2	L		S			M		M	S
CO3	M		M			S		M	S
CO4	M		S			L		M	M

Learning Objectives(LO):

- LO1: To be aware of the footprints of the Company and Colonial Rule, the various reform movements that brought in renaissance in the social and religious sphere.
- LO2: To have an in depth knowledge on the culmination of Nationalism in India. Origin, phases of growth, ideals, leaders and movements organized by the Indian National Congress.
- LO3: To make the students acquaint of the repressive measures of the Imperial Rule and the relentless patriotic efforts towards Independent India.

Course Outcome (CO)

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

- CO1: Know about the founding of Colonial Rule in India, the revolutionary ideas of socio religious reform movements to disentangle the rigidity in the society and of the religious dogmas
- CO2: Understand the roots of Nationalism in India, the phased manner in which there was a paradigm shift in the approach of the Indian Congress towards the Colonial Rule and the movements hence forth organized
- CO3: Visualize on the political scenario that enunciated the constitutional measures towards Self Rule in India
- CO4: Clearly know of the active participation of Tamil Nadu in the protest movements organized by the Nationalistic Leaders

Unit-1

Establishment of British rule and its impacts on India - Political - Economic - Social and Religious developments - The Revolt of 1857 and its impact - Social and Religious Movements during the Nineteenth Century.

Unit-2

Rise and growth of Indian Nationalism - The Genesis of Indian National Congress - Partition of Bengal (1905) - The Surat Split (1907) - Naoroji - Gokhale -Swadeshi Movement - Tilak - Bipin Chandra Pal - Lala Lajpathi Rai and Aurobindo Ghosh - Impact of First World War - Home Rule Movement.

Unit-3

Entry of Gandhi in National Movement - Rowlatt Act - Jallianwala Bagh Massacre - The Khilafat Movement - Non Co-operation Movement - Swaraj Party - Simon Commission - Nehru Report - Purna Swaraj - Civil Disobedience Movement- Salt Satyagraha - Round table Conferences - Poona Pact.

Unit - 4

Quit India Movement - Subash Chandra Bose and INA - Failure of the Cripps Mission - Cabinet Mission Plan - Mountbatten Plan - Hindu-Muslim Communalism and Partition of India - Indian Independence Act.

Unit - 5

Role of Tamilnadu in Freedom Struggle - South Indian Rebellion – Kattabomman Maruthu Brothers -Vellore Mutiny - Madras Mahajana Sabha - Swadesi Movement - Swadesi Steam Navigation - Tirunelveli Uprising - V.O.C. - V.V.S. Iyer - Bharathi - Subramania Siva - Vanchi

Nather - Non Co-operation Movement, Civil Disobedient Movement, Quit India Movement in Tamilnadu - Leaders of Tamilnadu - Rajaji – Periyar -Sathiyamoorthy - Kamaraj - Ma.Po. Sivagnanam.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Aggarwal, R.C., *Constitutional History of 'India and National Movement*, New Delhi: S.Chand & Company, 2016.
2. Bose, Subhas Chandra, *The Indian Struggle (1920 -1942)*, Calcutta: Oxford University Press, 2003.
3. Majumdar, R.C., *History of the Freedom Movement in India, 3 vols.*, Calcutta: Firma K.L. Mukhopadhyay, 1971.
4. Rajayyan, K., *A History of Freedom Struggle in India*, Madurai: Madurai Publishing House, 1981.
5. Bipan Chandra, *India's Struggle for Independence*, New Delhi: Penguin Random House India, 2016.

Supplementary Reading

1. David Arnold, *The Congress in Tamilnadu 2919 -1937*, New Delhi, Manohar Publication, 1977.
2. Gupta, R,C, *Indian Freedom Movement and Thoughts 1919 -1929*, New Delhi: Sterling Publishers, 1983.
3. Hashim Raza.S., *Mountbatten and the Partition of India*, Delhi:Oxford University Press, 1989.
4. Sivagnanam, Ma.Po., *Viduthalai Poril Tamilagam (Tamil)*, Vol.I,II, Chennai: Poonkodi Pathipagam, 1982.
5. Sumit Sarkar, *Modern India 1885-1947*, London: Palgrave Macmillan, 1989.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S		M		S	M		S	
CO2	S		L		M	M		S	
CO3	M		M		M	S		S	
CO4	S		M		M	L		M	

Learning Objectives(LO):

LO1: To provide an exposure of the ancient literary works and their composition in Tamil without the domination of other languages.

LO2: To enable the students to know of the efforts taken by Christian Missionaries to preserve the uniqueness of the Tamil Language and its antiquity.

LO3: To be aware of the ardent and strenuous contribution of Saints and Modern Tamil Philosophers through speeches and writings to kindle the Linguistic affinity among the Tamils.

Course Outcomes (CO)

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

CO1: Know about the modernization process initiated in Tamil Language, Sangam Literary Works and on the Social Conditions gleaned through Thirukkural

CO2: Understand the role of Religion, European Missionaries in the modernization and promotion of Tamil Language

CO3: Visualize on the struggle for Pure Tamil Movement, process for simplification of Tamil Language and induction of more technical vocabulary in Tamil.

CO4: Better adopt measures to sanctify, protect from invasion of Northern Languages and take progressive measures for the sustenance of the Tamil Language

Unit-1: Importance of Intellectual History and Sangam Age

Modernization Process in Tamil Nadu - The impact of Intellectuals on Modernization - Emergence of Social Reforms - Sangam Literature - Sangam Society - Thirukkural.

Unit-2 : Role of Religion for Modernisation.

Theosophical Society - Annie Besant - Christian Missionary Activities.

Unit-3: Role of Tamil Scholars for Modernization

Tamil Renaissance - Sundarampillai - Thiru Vi. Ka - Maraimalai Adigal - Pure Tamil Movement.

Unit -4: Role of Freedom Fighters for Modernization

Bharathi - V.O.C. - Subramanya Siva -Bharathidasan.

Unit-5: Social Reform Movements

Sanmarga Movement - Vallalar - Self Respect Movement - Justice Party - Dravidian movement - E.V.R. - C.N.Annadurai - Swami Sahajananda.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Rajayyan, K, Tamil Nadu A Real History, Trivandrum: Ratna Publications, 2005
2. Thilakavathy, Sangam Tamils, Chennai, New Delhi: MJP Publichers, 2015

3. Muthukumar, R., *Dravida Iyakka Varalaru (Tamil)*, Chennai: Kizhakku Pathippagam, 2010
4. Anaimuthu, V., *Thoughts of Periyar E.V.R.*, 3 vols., Trichy: Thinker's Forum, 1974.
5. Irschick and Eugene, F., *Tamil Revivalism in 1930 s*, Madras: Cre-A Publication, 1986.
6. Kundrakudi Adigalar, *Thiruvalluvar*, Annamalai Nagar: Annamalai University, 1981.
7. Shanmugam and R.Vinayagamurthy, *Thiru Vi.Ka., Oru Palkalaikazhakam (Tamil)*, Chidambaram: Manivasagar Pathipakam, 1983.
8. Sivagnanam, M.P., *Vallalar Kanda Orumaipadu (Tamil)*, Madras: Inba Nilayam, 1967.

Supplementary Reading

1. *Mahakavi Bharathi Centenary Souvenir*, Annamalai Nagar : Annamalai University Publication, 1982.
2. Phillips, C.H. and Wainwright, M.O. (eds.), *Indian Society and the Beginning of Modernization*, London: Oxford University Press, 1976.
3. Schweitzer and Albert, *Indian Thought and its Development*, London: Adam and Charles Black, 1951.
4. Teachers of Tamil Department, *Thirukkural Sinthanaikal (Tamil)*, Annamalai Nagar: Annamalai University Publication, 1979.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M		S		S	S		S	
CO2	M		S		M	M		M	
CO3	S		L		S	S		S	
CO4	S		M		M	L		M	

Learning Objectives(LO):

LO1: To enable the Students to learn the General Characteristics of Indian Culture

LO2: To understand the evolution of Indian Culture from the Indus Valley Civilization

LO3: To learn the students with folk dances of India.

Course Outcome (CO)

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

CO1: Differentiate the Urban Indus Civilization and Vedic Civilization

CO2: Picturise various methods of teaching Gurukula, Ghatikas – Ancient education centres – Subjects taught to the students

CO3: Explain various style of Architecture i.e. Nagara, Vesara and Dravida and style of Indian Paintings – Fresco and Mural

CO4: Clearly identify the features of South Indian Architecture such as cave, structural edifices and evolution of sculpture

Unit-1 Introduction

Definition of Cultural Heritage - The Land of India - Evolution of Culture - The Indus Valley Civilization -The Vedic Culture - Evolution of Caste System.

Unit-2 Religion and Philosophy

Indian Religions and Religious Thoughts - Vedic Religion - Doctrinal Developments - Six Systems of Indian Philosophy - Buddhism and Jainism - Hinduism – Sikhism - Bhakthi Movement - Sankara, Ramanuja and Madhva -Non Indian Religions - Islam and Christianity - Religious Tolerance.

Unit-3 Education and Literature

The Gurukula System - Universities of Nalanda and Takshasila - The Ghatikas of South India - Indian Achievements in different Fields of Learning -Mathematics, Astronomy, Engineering and other Sciences - Language and Literature - Western Contacts - Social Reform Movements of the 19th Century - Social Legislations and Reforms in Independent India.

Unit-4 Architecture and Sculpture

Indus Valley Architecture - Stupa Architecture -Rock-Cut Architecture - Styles of Temple Architecture (Nagara, Vesara and Dravida style) - Pallava and Chola Architecture - Gandhara Art, Mathura Art and Amaravathi Art - Pallava and Chola Sculptures.

Unit-5 : Painting, Dance and music

Ajantha - Ellora - Sittannavasal - Thanjavur -Mughal and Rajput Paintings - Modern Paintings - Classical Dances of India (Bharata Natyam, Kuchippudi and Odissi) - Folk Dances of India - Theory and Practice of Music - Hindustani and Carnatic.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Basham, A.L., *The Wonder that was India*, London; Sidgwick & Jackson, 2001.
2. Brown, Percy, *Indian Architecture*, 2 Vols., Bombay: D.B.Taraporevala Sons & Co., Pvt-Ltd., 1956.
3. Popley, H.A., *The Music of India*, Calcutta: Y.M.C.A. Publishing House, 1950.

4. Projesh Banerji, *Art of Indian Dancing*, New Delhi; Sterling Publishers Pvt. Ltd., 1985.
5. Sivaramamurthi, C, *Indian Sculptures*, New Delhi: Allied Publishers, 1961.
6. Haridas Bhattacharya, *The Culture Heritage of India*, New Delhi: Ramakrishna Mission, 2002.

Supplementary Reading

1. Luniya, B.N., *Evolution of Indian Culture*, Agra: Lakshmi Narain Agarwal, 2003.
2. Majumdar, (ed.) *The History and Culture of the Indian People*, 9 Vols., Bombay: Bharatiya Vidya Bhavan, 1951-53.
3. Mulk Raj Anand (ed.), *Classical and Folk Dances of India*, Bombay: Marg Publications, 1965.
4. Premalatha, V, *Music through the Ages*, Delhi: Sundeep Prakasham, 1985.
5. Santi Swarup, *5000 years of Arts and Crafts in India and Pakistan*, Bombay: D.B.Taraporevala Sons & Co.Private Ltd., 1968.
6. Krishna Reddy, *Recent Perspective on Indian Art, Architecture & Archaeology*, New Delhi: Sharada Publishing House, 2019

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S		S	M				S	S
CO2	M		S	M				M	M
CO3	S		L	S				S	S
CO4	M		M	S				M	L

19HISE 205 ARCHAEOLOGICAL MONUMENTS AND PRESERVATION TECHNIQUES**Learning Objectives**

LO1:To enable the student to have a knowledge about the importance and need to the Preservation of Monuments and Indian Heritage

LO2:To acquire the knowledge of remote past of our Country

LO3:To know the Ancient Archaeological sites and its importance

Course Outcomes

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

CO1: Understand properly the aspects and value of Archaeology in writing History.

CO2: Aware of origin and development of Archaeology Tracing Archaeological Excavations in India as well as in Tamilnadu

CO3: Know the methods of Exploration and Excavation along with Conservation Techniques.

CO4: Apply various techniques involved in Presearvation of Ancient remains.

CO4: Locate the remnauls of past such as Monuments, coins, Inscriptions, Paintings etc. At various parts of the country.

Unit 1

History of Archaeology – Pre-Historic and proto Historic Excavations – Major Archeological sites and Monuments in India – Lothal – Bagor – kalibangan – Pataliputra – Brahmagiri – Poompukar – Arikamedu Monuments – Sanchi Stupas – Bharhut – Amaravathi – Nargarjuna konda – Ajanta – Ellora – Elephanta – Big Temple – Thanjavur – Gangaikondacholapuram

Unit -2

Preservations of Ancient Remains – Zoological – Botanical – Geological – Historical and Archaeological Specimen – Causes of Deterioration – Physical – Natural Human Vandalism – Prevention

Unit -3

Cultural property and Indian Museums – Its significance – Movable and Immovable properties – Important Monuments and Sites – Archaeological Museums – National Museums, New Delhi – Jalandar Museum – Hyderabad Museum – Fort St. George Museum – Archival Resources

Unit -4

Preservation of Monuments – Inscriptions – Coins and Seals - Sculpture – Buildings —Paintings Pictures and Drawings – Rare Manuscripts – Stamps – Natural Preservation – Techniques of preservation – Standing commission on Monuments and Galleries

Unit -5

Laws Governing preservation and Conservation of Archaeological Antiquities and Monuments in India – Legislative Measures – Indian Treasure Trove Act 1878 – Ancient Monuments Preservation Act 1904 – Archaeological Sites and Remains Act 1958 – Antiquities and Art Treasures Act 1972

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text books

1. Krishnamurthy K., *Archaeology of Things*, New Delhi : Sundeep Prakashan, 2003.
2. Ramachandran K.S., *Archaeology of South India Tamilnadu*, New Delhi: Sundeep Prakashan Publications, 2003.
3. Soundara Rajan K.V., *Glimpses of Indian Culture History and Archaeology*, New Delhi : Sundeep Prakashan Publications, 2003.
4. Raman, K.V., *Principles and Methods of Archaeology*, Madras: Parthajan Publications, 1986.

Supplementary Reading

1. Rajan K., *Archaeology Principles and Methods*, Thanjavur : Tamil University Publications , 2003. Paul Bahn, *Archaeology – A Very Short Introduction*, New Delhi: Oxford University Press, 2006.
2. Rajan, K., *Archaeology : Principles and Methods*, Thanjavur: Manoo Pathippagam , 2002.
3. Venkatraman, R., *Indian Archaeology – A Survey*, Udumalpet: Ennes Publications, 1995.
4. Claire Smith (ed), *Encyclopedia of Global Archaeology*, New York: Springer, 2014

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M		S	S		S			S
CO2	M		S	M		M			M
CO3	S		L	S		S			S
CO4	S		M	M		M			L

Learning Objectives (LO):

- LO1: To provide an exposure to the students on the basic knowledge about the history of U.S.A
LO2: To familiarize the students about the developments of advanced countries in the world power.
LO3: To enable the students to know the progressive concepts of U.S.A.

Course Outcome (CO)

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

- CO1: Know about the U.S.A in the early 20th century and the contributions of Theodore Roosevelt to the internal policy of USA.
CO2: Understand the role of USA in the First World War and the efforts of Woodrow Wilson in the formation of League of Nations
CO3: Grasp the situation that prevailed in USA in the interwar period such as the Great Depression and so on.
CO4: Evaluate the New Deal Policy of F.D.Roosevelt and the Foreign Policy of USA during the World War II.

Unit-1: USA in the Early 20th Century

The Presidential Election of 1900 - Theodore Roosevelt - Progressive Era - Square Deal - Big Stick Diplomacy - Howard Taft - His Internal Policy - Dollar Diplomacy.

Unit-2: USA on the Eve of First World War

Woodrow Wilson - His Internal Policy - USA and the First World War - Wilson's Fourteen Points - The League of Nations and the USA.

Unit-3: USA Between the Two World Wars

Condition of the USA between the World Wars -Warren G Hardinge - Colvin Coolidge - Hoover and the Great Depression.

Unit-4: USA on the Eve of Second World War

F.D. Roosevelt and New Deal Policy - His Foreign Policy - America and the Second World War.

Unit-5: Documents of American History

- a Theodore Roosevelt's Message on Conservation,1907.
- b. Dollar Diplomacy - Extract from Taft's Annual Message, 1912.
- c. F.D. Roosevelt's Four-Freedom Speech, Annual Message, 1941.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Alal Sundaram, R.A., *History of the United States of America*, Pondicherry: Pothigai Publication, 1978.
2. Bamford Parkers, *A History of the United States of America*, Calcutta: Scientific Book Agency, 1972.
3. Henry Steele Commager, *Documents of American History*, New York: Appleton Century Crofts, 1973.
4. Holt McDougal, *United States History Since 1877*, Houghton Mifflin School, Holt Rinehart & Winston, 2009.

Supplementary Reading

1. Hill, C.P., *History of the United States*, New Delhi: Arnold Heinemann, 1973.
2. Nambi Arooran, K., *America Ikiya Nattin Varalaru (Tamil)*, Chennai: Tamil Nadu Text Book Society, 1985.
3. Rajayan, K., *A History of the United States.*, Madurai: Madurai Publishing House, 1981.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S		S		M		S		S
CO2	M		S		M		M		M
CO3	S		L		S		S		S
CO4	M		M		S		M		L

Learning Objectives(LO)

LO1: To gain knowledge about the sources, Pre-Historic Age, the Sangam Age, Kalabhras and General History of South India

LO2: To have an in-depth knowledge on Pallavas, the First Pandyas, the Cholas: the Society, Religion, Economy Art and Architecture of the Medieval Tamils.

LO3: To make the students aware of the external political intrusions in South India by Muslim Invasion and the Vijayanagara Rulers.

Course Outcome (CO)

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

CO1: Know the Geography, sources and Political, Social and Economic History of Sangam Age, the Kalabhras, the Pallavas the first Pandyas and the South Indian.

CO2: Understand about various dynasties of South India : the Cholas, the Second Pandyas, the Deccan Kingdoms and Vijayanagara, their administration, religion, literature, art and architecture

CO3: Visualize on the political scenario that enunciated the features of Social, economic and culture, Art and Architecture of the people of South India

CO4: Clearly picture on the Political invasion of Muslims, Vijayanagar Empire and their legacy in Tamil Country

Unit- 1

Geographical features of South India – Sources – Pre-historic South India – The Satavahanas – Political History.

Unit-2

The Sangam Age – The Cheras – The Cholas – The Pandyas – Sangam Polity – Society – Economy – Religion

Unit-3

The Kalabhras – The Pallavas of Kanchi – Origin – Mahendravarman I – Narasimhavarman I – Nandivarman III – Religion – Art and Architecture. The first Pandyan Empire.

Unit-4

The Cholas – Rajaraja I – Rajendra I – Kulottunga I – Chola Administration- Religion – Literature – Art and Architecture.

Unit-5

History of Deccan : The Hoysalas, The Kakatiyas and The Yadavas - The Second Pandyan Empire - Pandyas of Madurai – Malik Kafur's Invasion – Vijayanagar Empire – Krishnadevaraya – Legacy of the Vijayanagar Rule.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Chellam, V.T. *History and Culture of Tamilnadu*, Chennai: Manivasagar Publication, 2006.
2. Nilakanta Sastri, K.A. *A History of South India, from Prehistoric Times to the Fall of Vijayanagar*, New Delhi: Oxford University Press, Reprint, 2000.
3. Anil Rao Sandhya Ketter, *The History of Indian Art, Pune* :Jyotsana Prakashan, 2017,
4. Nilakanta Sastri, K.A. *The Cholas*, Madras: University of Madras, 1975.
5. Meenakshi C. – *Administration and Social Life under the Pallavas*, Madras: University of Madras, 1977

Supplementary Reading

1. Majumdar, R.C., (Ed.), *The History and Culture of the Indian People*, Vols.VII-XI, Bharatiya Vidya Bhavan, Chennai: Manivasagar Publication, 2006.
2. Ayyengar,S.K. *South India and Her Muhammadan Invaders*. Madras: New Century Book House, 1993
3. Alalasundaram, R. *Tamil Social Life*, Madras: New Century Book House, 1996.
4. Chaturredi P.N, *Encyclopaedia of Indian Art and Architecture*, New Delhi:M.D. Publications Pvt. Ltd, 2009.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S		M		S		S		M
CO2	S		S		S		M		M
CO3	M		S		M		L		S
CO4	M		M		M		M		L

SEMESTER-III 19HISC 303 HISTORIOGRAPHY AND HISTORICAL METHODS

Credits:5

Hours:75

Learning Objectives(LO):

LO1: To train the students to learn historical research and methods

LO2: To enable the students to develop interest in contemporary development of historical writings in India and the rest of the world

LO3: To enable the students to develop the modern techniques in research

Course Outcome (CO)

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

CO1: Students will demonstrate knowledge of the chronology, narrative, major events, personalities and turning points of history of India and the world.

CO2: Students will correctly extract evidence from primary sources by analyzing and evaluating them in relation to their cultural and historical context and use the evidence to build and support an argument.

CO3: Student will evaluate secondary historical sources by analyzing them in relation to the evidence that supports them

CO4 Students will demonstrate the theoretical frameworks, and other secondary historical literature.

Unit-1

Meaning – Nature and Scope — Uses of History – History, Science or Art? –

History and Other Social Sciences

Unit -2

Ancient Greeco Roman Tradition - Herodotus – Thucydides – Livy – Tacitus – Medieval Western Historiography – St.Augustine – Modern Historiography – L.V Ranke – A.J.Toynbee – Indian Tradition – Kalkana – J.N. Sarkar – R.C.Majumdar – S.Krishnaswamy Iyengar - K.A. Nilakanta Sastri – R.Sathianathaier.

Unit-3

Theological – Orientalist – Positivist - Nationalist - Subaltern – Progressive Theory – Deterministic Theory – Annales - Post Modernist

Unit -4

Selection of a Research Topic – Requisite of a Researcher – Historical Method – Objectivity – Internal and External Criticism.

Unit-5

Collection of Data – Analysis – Documentation – Foot Notes – Bibliography - Thesis Arrangements

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Ernst Breisach, *Historiography: Ancient, Medieval and Modern*, Chicago: University of Chicago Press, 2007
2. Rajayyan, K., *History in Theory and Method*, Madurai: Madurai Publishing House, 1977.
3. Venkatesan G., *Historiography*, Rajapalayam: V.C.Publications, 1994.
4. Manickam.S., *Theory of History and Methods of Research*, Madurai: Padumam Publishers,2000.
5. Subramanian.N, *Historical Research Methodology*, Madurai: Ennes Publications, 1980

Supplementary Reading

1. .Sreedharan.E, *A Text Book of Historiography*, New Delhi: Orient Black Swan, 2009.
2. Carr. E.H., *What is History?* London: Macmillan & Co Limited, 1961.
3. Peter Burke, *History and Social Theory*, New York: Cornell University Press, 2005.
4. Sheik Ali B., *History: Its Thoery and Method*, Madras: Macmillan India Limited, 1984.
5. Coolingwood, R.G. *The idea of History*, London: Oxford University Press, 1956.
6. Collingwood R.G. (et.al.), *The Principles of History, and Other writings in Philosophy of History*, London: Oxford University Press, 1999.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S		S		M			S
CO2	S	S		M		M			S
CO3	S	M		L		S			M
CO4	M	M		M		L			M

Learning Objectives (LO):

LO1: To gain sound knowledge on World Civilization, thoughts of A.J. Toynbee on civilizations and the study of history.

LO2: To make the students understand the causes for the rise and fall of human civilizations.

LO3: To enable the students to realize their responsibility in safeguarding their civilizations.

Course Outcome (CO)

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

CO1: Know the genesis of Civilization, its growth, breakdown and disintegration

CO2: Understand the thoughts of A.J. Toynbee, relation between society and religion establishment of universal states and universal church.

CO3: Visualize on the unit of historical study through various civilization, contact between East and West illusion, reality and social response.

CO4: Better picturise on the contemporary civilizations, modern science and technology, the need of spiritualism for social ethics and morality.

Unit -1 The Unit of Historical Study

The Relativity of Historical Thought - The Comprehensive study of Human affairs - comparative study of Civilizations - A Survey of Civilizations.

Unit-2 The Genesis and Growth of Civilizations

The Nature of the Genesis of Civilizations - The Cause of Genesis - Environment - Challenge and Response Theory - Growth of Civilization - The Stimulus of Hard Countries - The Stimulus of Penalizations - Withdrawal and Return Theory - Progress towards Self Determination - Abortive Civilizations - Examples of the Arrested Civilizations

Unit -3 The Breakdown and Disintegration of civilizations

Nemesis of Civilisations - Failure of Self-Determination - Nature of Disintegration - Internal Proletariats - External Proletariats - Schism in the Soul -The Challenge of Disintegration.

Unit-4 The Universal States and Universal Churches

The Boons of Conductivity and Peace -Communications - Languages and Scripts - Capital Cities - Civil Services - Universal Churches - Social Response to an Illusion or Reality - Heroic Ages.

Unit-5: Contacts 'between Civilizations in Space Time

Encounters between Contemporary Civilizations -The Modern. West and Russia - Eastern Asia - Hellenic Society - The Social and Psychological Consequences of Encounters between contemporary Civilizations -Renaissance of Institutions - Laws and Philosophy -Languages - Literatures - Visual Arts and Religions - The Nature of Historical Thought - Historians in Action -. Criticism.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Arnold Toynbee., *A Study of History*, London: Oxford University Press, 1972.
2. _____, *A Study of History*, Vols.I-XII, London; Oxford University Press, 1969.
3. Krishnaswami, A., *An Introduction to Toynbee's Study of History*, Annamalainagar: Annamalai University Publications, 1972.
4. Somervell, D.C., *A Study of History*, Vols.I-VI, London, Oxford University Press, 1969.
5. -----, *A Study of History*, Vols. VII-XIII, London, Oxford University Press, 1969.

Supplementary Reading

1. A.J.Toynbee, *Experiences*, London; Oxford University Press., 1972,
2. .__, *Change and Habit - The Challenge of Our Time*, New York; Oxford University Press, 1966.
3. -----, *East to West - A Journey Round the Work*, New York: Oxford University Press, 1956.
4. Tomlin E.W.F., *Arnold Toynbee, A Selection from his Works*, Delhi: Oxford University Press, 1978.
5. William H- McNeill,, *Arnold J Toynbee, A Life*, New York: Oxford University Press, 1989.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M			S	M		S		S
CO2	M			M	S		S		S
CO3	S			L	S		M		M
CO4	L			M	M		M		M

Semester-III

DEPARTMENTAL ELECTIVE

Credits:3

Hours:45

19HISE 305 GANDHIAN THOUGHT

Learning Objectives :

LO1:To Make the students aware of the Ethics and values behind the Life of Gandhi

LO2:To Inculcate among the students the Ideologies and thoughts of Gandhi

LO3:To Insist the students the need for imbibing of Gandhian Ideologies to enhance their personality

Course Outcomes

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

CO1: Understand properly the aspects and value of Gandhian Principles

CO2: To understand the value of SUPW propagated by Gandhi

CO3: Explore the possibilities and scope for Satyagraha and Ahimsa Principles of Mahatma Gandhi

CO4: To analyse the Western Philosophical Influence and Indias Influence retrospective of Gandhian Ideology.

Unit -1

Bio-graphy of Mahatma Gandhi – Basic Concepts of Gandhian Thought – Gandhian Ethics.

Unit -2

Social Thought – Principles of Education – Eradication of Social Evils – Emancipation of Women – Work for Harijan – Communal Harmon.

Unit -3

Economic Thought – Village Economy – Ramrajya – Swadesi and Sarvodaya

Unit -4

Political Thought – Political Morality – Religion and Politics – Nationalism and Democracy – Satyagraha and its techniques

Unit -5

Philosophical Influences – Western Influences – Tolstoy – Ruskin – Indian Influences – Gokhale - Putlibai

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books :

1. Dutt, P. K., Gandhis Approach to Communal Problem, New Delhi: Gyan Books Pvt.Ltd., 2013
2. Bharathi, K.S., Thoughts of Mahatma, Vol. I, Nagpur: Dattson, 2015.
3. Kriplani, J.B., Gandhian Thought, Chandigarh: Punjab University Publication,2006

Supplementary Reading

1. Varma, V.P. *Political Philosophy of Mahatma Gandhi and Sarvodaya*, Agra: Laxmi Narain Agarwal, 2011
2. Gandhi.M.K. *The Story of My Experience with Truth*, Ahmedabad: Navajivan, 1948

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S		S		M		M		
CO2	M		S		S		M		
CO3	L		M		S		S		
CO4	M		M		M		L		

SEMESTER-IV 19HISC 401 HUMAN RIGHTS AND INTERNATIONAL SYSTEMS.

Credits:4

Hours:60

Learning Objectives(LO):

LO1: To create awareness among students on the rights and the duties of every citizen.

LO2: To provide an exposure to the students on the basis of Human Rights, Historical background and International Convention on the protection of Human Rights

LO3: To enrich the Knowledge of the students on the Non-Government Organizations, National and International Agencies that work for the cause Human Rights.

Course Outcomes (CO)

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

CO1: Understand about the concepts of Human Rights, historical background, Geneva Conventions and on the International concerns of Human Rights.

CO2: Evaluate on the various ideologies of Human Rights, its efficacy, impact of Human Rights on Social Revolution and on its Marxist outlook.

CO3: Be aware of the Organizational Structure of the UN Institution on Human Rights. Various other specialized agencies such as the UNESCO, ILO and UN High Commissioner for Human Rights.

CO4: To evaluate the role of Indian state, its agencies such as the National Commission for SC/ST, Women's Commission, National and State Human Rights Commissions in ensuring Human Rights for the Citizens.

Unit-1 Historical Background

The Origin and Development of the concept of human rights in Western Political thought, and other Civilizations. First historical Experiences (Magna Carta, French Revolution). The internationalization of human rights, the expansion of humanitarian law (and-slavery drive) - Law of War (Geneva Conventions) and Institution (Red Cross). The Impact of World War II on International Human Rights Concern. Causes of the recent take-off of human rights in International politics.

Unit-2The International Protection of Human Rights

Survey of Major international documents and declarations, which embody human rights issues. Analysis of the Universal Declaration of Human Rights - International Conventions of Economic and Social Rights - International Conventions of Political and Civil Rights. Optional Protocol and Human Rights committee -Protection of Rights of Women and Children - UN Commissioner for Human Rights - 50th Anniversary and Categorization into different types of existing violations : Socio, economic, civil and political rights and the violation of the integrity of the Person : the controversy on priorities.

Unit-3 Ideological Issues

Long lists Vs. Short list of human rights and their efficacy : an intervention in domestic affairs and the rights of the international community. Human rights as a product of Western ideologies :

human rights and social revolution: human rights and development: the borderline cases of domestic and international wars. The liberal, conservative and socialist Marxist outlook.

Unit -4 The International Community

International Governmental Organization (IGO's): Composition, Procedure and Power of UN institutions, dealings with human rights questions: General Assembly. ECOSOC, Commission of Human Rights and Sub-Commission on the Prevention of Discrimination and Protection of Minorities, Secretariat, UN High Commissioner for Refugees. Institutions founded on Conventions - specialized agencies of the UN : UNESCO, ILO. The UN High Commissioner for Human Rights.- National and State Human Rights Commission in India.

Unit-5 Non-Governmental Organizations (NGO's)

NGO's specialized in human rights, their strategies : and composition: Amnesty International. International ; Commission of Jurists, International League for the Rights of Man, etc., International Committee of the Red Cross's work in the field..

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Basu, D.D., *Human Rights Constitutional Law*, New Delhi : Prentice Hall of India Private Limited, 1972.
2. Liskofysky and Sidney, "*The United Nations and Human Rights Alternative Approaches*", *Essays on Human Rights: Contemporary Issues and Jewish Perspective*, ed., David Sidorsk, Philadelphia: Jewish Publication Society, 1979.
3. Patel, V.T., *Studies in Human Rights*, Pondicherry: P.R.Publishers, 2002.
4. Subbian, A., *Human Rights Complaints Systems: International and Regional*, New Delhi: Deep and Deep Publishers, 2000.

Supplementary Reading

1. Buergenthal, *Human Rights, International Law and the Thomas*, ed., New York: Helsinki Accord, Universe Books, 1997.
2. Carey John, "United Nations Protection of Civil and Political Rights", *Procedural Aspects of International Law Series*, 8 Syracuse, New York: Syracuse University Press, 1970.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S		M	S			M		S
CO2	S		S	M			M		S
CO3	M		S	L			S		S
CO4	M		M	M			L		M

Learning Objectives (LO):

- LO1: To provide an exposure to the students on the developments of India after her Independence
LO2: To enrich the knowledge of the student community on the components of congress and non-congress administrations, their internal and foreign policies
LO3: To make the students understand on the progress achieved in planning, policy making and welfare measures

Course Outcomes (CO)

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

- CO1: Understand the constitutional developments, fundamental rights and duties, Indian legislature, Executive, Judiciary their powers and functions
CO2: Know about the administration of Congress and Non-Congress Governments, Indian Democracy, Centre State Relations towards the national integration and secularism.
CO3: Visualize the diversified policies initiated by Non-Congress Regimes towards progressive India
CO4: Be aware of the developments in Social Policies, science and Technology, Industry and Agriculture.

Unit-1: Constitutional Development

Constitutional Development - Constitution Making Assembly and Drafting Committee - Indian Constitution – Preamble, Fundamental Rights, Directive Principles, Legislature, Executive and Judiciary, Amendments -Integration of Princely States - States Reorganization.

Unit-2 Congress Rule

Jawaharlal Nehru - Internal Administration and Foreign Policy - Shastri - Internal Administration and Foreign Policy - Indira Gandhi - Internal administration and Foreign Policy - Rajiv Gandhi - Internal Administration and Foreign Policy - P.V.Narasimha Rao -Internal Administration and Foreign Policy – Manmohan Singh - Internal Administration and Foreign Policy.

Unit-3: Non-Congress Rule

Moraji Desai - Internal and External Policies -V.P.Singh - Internal and External Policies - Deva Gowda -Internal and External Policies - I.K.Gujral - Internal and External Policies - Coalition Politics – A.B.Vajpayee – Narendra Modi – Internal and External Polices

Unit-4: Planning and Policies

General Elections - Planning - Centre State Relations - Reservation Policy - Language Policy – Science Policy - Space Programme - ISRO - Missile Research – DRDO – Mission to Moon – Chandrayan I.

Unit-5 : Economic Policies and Welfare Measures

River Water Disputes - Industrial Policy -Agricultural Policy - Trade (Commercial Policy) - Welfare Measures and their impacts on Economy.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Nanda, S.P *History of Modern India*, (1707-Present Time), New Delhi: Dominant Publishers, 2017.
2. Venkatesan, *History of Contemporary India*, 1944-2014, Sivakasi: V.C. Publications, 2016.
3. Bimal Prasads (ed.), *India's Foreign Policy Studies in Continuity and Changes*, India after Independence, New Delhi: Vitastha Publishing Pvt.Ltd., 2012.
4. Subbian, A., *The Nehru Epoch : 1947 – 1964* , Annamalainagar : Annamalai University Publications, 1988.

Supplementary Reading

1. Animash Mullick, *Modern Indian History*, New Delhi, Wisdom Press, 2015
2. Alexander, M.K., *Mahatma Gandhi : A Political Biography*, London: Christopher Publishing House, 1969.
3. Menon, V.P., *Integration of Indian States*, USA: Princeton, 1962.
4. Nanda, B.R. (ed.), *Indian Foreign Policy*, The Nehru years, Delhi: Vikas Publishing House 1986.
5. Norman and Dorothy, ed., Nehru, *The First Sixty Years*, 2-Vols. London: Oxford University Press, 1965.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S		M		S		M	S	
CO2	M		S		S		M	S	
CO3	L		S		M		S	S	
CO4	M		M		M		L	M	

SEMESTER-IV 19HISC 403 HISTORY OF TAMILNADU SINCE 1600 C.E

Credits:5

Hours:75

Learning Objectives(LO):

- LO1: To enable the students to know of the consolidation of English, Carnatic Wars, various Rebellions social reform movement and efforts taken by the social reform leaders like Vaigunda Swamy, Saint Ramalingam and so on to preserve the Tamil society.
- LO2: To be aware of the Justice Party, Self Respect Movement, Freedom Movement, freedom fighters like V.O.C Pillai, Bharathi, E.V.R, Kamaraj and so on present major political parties of Tamil Nadu and their administration namely DMK, ADMK, Congress and so on.
- LO3: To enable the students to understand the development of Local Self Government, Science and Technology, employment and education in Tamil Nadu since 1600 A.D.

Course Outcomes

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

- CO1: Visualize on the political scenario of colonial consolidation, the native upheavals, rebellions and revolts that articulated the freedom struggle against the British rule in the state Tamil Nadu
- CO2: Understand the Social Reform Leaders, our national and Tamil freedom fighters and of their dedication in every movement in subcontinent particularly in Tamil Nadu
- CO3: Understand the role and active participation of Tamil Nadu southern most deep of India in all the protest against the British
- CO4 Acquire the knowledge of the contributions of the Mass Leaders in our state in post independent Tamilnadu on Local Self Government, Science and Technology, Education and so on.

Unit -1

Tamilnadu on the Eve of Colonial Expansion – Regional Rulers – Nayaks – Marathas – Nawabs of Arcot - The Consolidation and Expansion of the English – Effects of Carnatic Wars

Unit-2

Poligar Rebellion – South Indian Rebellion - Vellore Mutiny – Revolt of 1857 Response of Tamil Nadu – Western Education – Emergence of Political Associations

Unit -3

Social Reform Movements -Vaikuntasamy – Saint Ramalinga - Theosophical Society – Justice Party and Tamil Nationalism- Self Respect Movement

Unit -4

Indian Freedom Movement in Tamilnadu - V.O. Chidambaram Pillai - Subramaniya Bharathiar – Subramania Siva – E.V.Ramasamy - Rajagopalachari – S. Satyamurthy - Kamaraj

Unit -5

Post-Independent Tamilnadu – Major Political Parties and their Administration - Growth of Local Self Government – Science and Technology – Education - Employment.

❖ Glimpses of History in Contemporary Perspective:

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Rajayyan, K. Tamil Nadu A Real History, Trivandrum: Ratna Publications, 2005
2. Rajayyan, K. History of Tamil Nadu 1565-1982, Madurai: Raj Publishers, 1982.
3. Venkatesan, K. History of Modern Tamil Nadu, 1600-2011, Rajapalayam; V.C.Publications, 2011.
4. Nadarajan.C. Social History of Modern Tamil Nadu, Trichy: Ulaga Tamizhppadaippalar Nool Veliyeetagam, 2013
5. Dr.Manoranjithamani, History of Tamilnadu, Dave – BERYL Publications, Tirunelveli, 2016

Supplementary Reading

1. Chellam, V.T. History and Culture of Tamilnadu, Chennai: Manivasagar Publication, 2006
2. Subramanian, N. Social and Cultural History of Tamilnadu AD 1336-1964, Udumalpet: N.S. Publications, 1980.
3. Subramanian, P. Social History of Tamils (since 1800 AD), New Delhi: DK Print World, 1997
4. Caldwell , Robert A Political and General History of the District of Tirunelveli of the Presidency of Madras, Madras, Mohan Pathipagam,1881.
5. Sathiyanaatha Aiyar.R., History of the Nayaks of Madurai, Madras, Mohan Pathipagam, 1980.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M	S			S		M	S	
CO2	M	M			S		S	S	
CO3	S	L			M		S	S	
CO4	L	M			M		M	M	

19HISP 404 PROJECT AND VIVA-VOCE

Credit : 8

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

Interdepartmental Electives (IDE)

Course Code	Course Title
19HISX105	Historical Tourism in India
19HISX205	Cultural Heritage of India
19IHISX305	History of Indian Freedom Movement

19HISX 105 HISTORICAL TOURISM IN INDIA

Credits:3

Hours:45

Learning Objectives:

- LO1: To provide an exposure to the students on the basics of tourism, its kinds and various organizations that facilitates Tourism.
- LO2: To enrich the knowledge of the student community on the components of Tourism, requisite travel documents, recent trends in hospitality sector and on the major tourist destinations of India.
- LO3: To make the students aware of the latest technological innovations adopted in Tourism and Travel Management.

Course Outcomes

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

- CO1: Understand about the social, cultural and religious harmony promoted through Tourism Industry.
- CO2: Know about the various non profitable, International as well as National, Organizations which work for the cause of Tourism
- CO3: Equip themselves on the innovative latest information technology growth such as HARK, IVRS, Central Reservation System, Internet and Computers and its utilization
- CO4 Be aware of the scope of employment opportunity available in the sector.

Unit I

Definitions of Tourism – Types of Tourism – Scope and importance of tourism – History of Indian tourism – Socio – Economic – Environmental and cultural implications of historical Tourism – glimpses of Indian History with special reference to historical Monuments

Unit II

Importance on Tourist point of view – Monuments at Sanchi, Saranath and Barhuit – Gupta Monuments and temples at Mathura, Banaras, Bodh Gaya and Nalanda – Temples at Moutn Abu – Palaces at Jaipur – Udaipur and Ajmer – Monuments in and around Delhi – Qutb Minar, Fatepur Sikri, Sikandara, Jami Masjid, Red fort Tajmahal – Indo-British Monuments at Delhi – Kolkatta – Mumbai and Chennai

Unit III

Cave Temple at Karle and Bhaja – Cave Temples at Ajanta and Ellora – Elephanta Cave Temple

Unit IV

Sravanabelgola – Pattadakal – Belur – Halebid – Somnathpur – Hampi – Thirupati – Mysore Palace

Unit V

Temples at Kanchipuram – Kailasanatha Temple – thiruparuthikundram Jain Monument 0 Mamallapuram – Big Temple and palace at Thanjavur – Gangaikondacholapuram – Dharasuram Temple – Thirubhuvanam Sarabheswarar Temple – Mahalinga Temple at Thiruvidaimaruthur – Navagraha temples in and around Kumbakonam – Thiruparankundram – Anaimalai – Alagar Koil – Kalugumalai – Madurai Meeenakshi

Temple – Thirumalai Nayak Palace – Thirunelveli Nellaiappar Gandhimathi Temple – Thenkasi Temple – Forts at Vellore – Ginjee, Tranquebar, Cuddalore and Chennai – Palaces of Sivaganga, Ramnad, Pudukottai– Rameshwaram – Arupadai Temples of Lord Muruga

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Singh V.K., Historical and Cultural Tourism in India, New Delhi: Book Enclave Publishers, 2018.
2. Dallen J. Timothy, Cultural Heritage and Tourism an Introduction, Chennel view publication, Bristol, UK, 2011
3. Samir Dasgupta, Heritage Tourism, New Delhi: Mithal Publication, 2010
4. Mill, R.C., Tourism: *The International Business*, New Jersey: Prentice Hall, 1990.
5. Mishra Lavkush, *Religious Tourism in India*, New Delhi: Muhit Publishers, 2000.
6. Chamen Lal Raina and Abhinav Kumar Raina, *Fundamentals of Tourism and Indian Religion*, New Delhi : Kanishka Publishers, 2004.
7. Chamen Lal raina and Abhinav Kumar Raina *Fundamentals of tourism and Indian Religion* Kanishka Publishers, New Delhi 2004

Supplementary Readings:

1. Burkart and Medlik, *Tourism: Past, Present and Future* ,Heinemann, ELBS, 1981.
2. Cooper, Fletcher et al, *Tourism Principles and Practices*, Pitman: Pearson Education, 1993.
3. Mill and Morrison, *The Tourism System: An Introductory Text* , Prentice Hall, Englewood Cliffs, 2005.
4. Mill, R.C., Tourism: *The International Business*, New Jersey : Englewood Cliffs NJ, 1985.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	M		S		M		S	
CO2	S	L		S		M		M	
CO3	M	M		S		S		M	
CO4	S	M		M		L		M	

SEMESTER-II

INTERDEPARTMENTAL ELECTIVE

Credits:3

Hours:45

19HISX 205 CULTURAL HERITAGE OF INDIA

Learning Objectives (LO)

LO1: To enable the students to understand the cultural. Glories of India.

LO2: To let the students to understand their responsibility to preserve such glories.

LO3: To understand the various methods of teaching Gurukula, Ghatikas –
Ancient education centres – Subjects taught to the students

Course Outcomes (CO)

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

CO1: Students identified various types of landscape and geographical position

CO2: Students differentiated the Urban Indus Civilization and Vedic Civilization

CO3: The emergence of two new religions and its philosophy was imparted to students

CO4: Students learnt the life and teachings of Sankara and other religious leaders

Unit 1 Indian Society and Culture

Meaning and Scope – Importance of Studies on Culture - Culture and Civilization – The Land of India – Indus Valley Civilization – Vedic Culture – Society – Caste System – Marriage – Status of Women

Unit -2 Religion and Philosophy

Indian Religions and thoughts – Vedic Religion – Doctrinal Developments – Six System of Indian Philosophy – Major religions in India – Buddhism, Jainism, Hinduism, Sikhism, Islam and Christianity.

Unit -3 Education and Literature

Gurukula system – Universities of Taksila and Nalanda – Ghatikas of South India – Madharasa -Vedic Literature - Buddhist, Islamic and Modern Literature – Western Contact – Social Reform Movements in India

Unit-4 Architecture, Sculpture and Paintings

Religious Art and Architecture – Hinduism, Buddhism and Jainism – Indo-Islamic art and Indo-British Art

Unit -5 Music and Dance

Music and Dance – Classical Music - Carnatic and Hindustani – Classical Dance – Bharatha Natyam, Kathakali and Kathak – Festivals – Diwali, Pongal, Holi, Dasara and Onam

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Basham, A.L., *The Wonder that was India*, Calcutta: Rupa & Co 1992.
2. Luniya, B., *Life and Culture in Ancient India*, Agra :Lakshmi Narain Agarwal, 1978.
3. Radhakumud Mokerji, *The Gupta Empire*, Bombay: Motilal Banarsidass, 1973.
4. Sankalia, H.D., *Pre-History and Proto-History in India and Pakistan* , Bombay: Univesity of Bombay, , 1962.
5. Sathianathier, R., *Political and Cultural History of India*, Vol. I, Chennai: Mohan Pathipagam, 2002.

Supplementary Reading

1. Thapar Romila, *The Penguin History of Early India*, New Delhi :Penguin Books, 2002.
2. Sharma, R.S., *India,'s Ancient Rast*, New Delhi :Oxford University Press, 2005.
3. Subrahmanian, N., *Sangam Polity*, Udumalpet :Ennes Publications, 1966.
4. Nilakanta Sastri, K.A., (ed.), *Age of the Nandas and Mauryas*, New Delhi: Mothilal Banarsidass,1967.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S		S		S		M			S
CO2	M		S		M		M			M
CO3	S		L		S		S			S
CO4	M		M		L		S			M

19HISX 305 HISTORY OF INDIAN FREEDOM MOVEMENT**Learning Objectives(LO)**

LO1:To be aware of the footprints of the Company and Colonial Rule, the various reform movements that brought in renaissance in the social and religious sphere.

LO2:To have an in depth knowledge on the culmination of Nationalism in India. Origin, phases of growth ideals, leaders, and movements organized by the Indian National Congress.

LO3:To make the students acquaint of the repressive measures of the Imperial Rule and the relentless patriotic efforts towards Independent India.

Course Outcomes(LO)

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

CO1: Know about the founding of Colonial Rule in India, the revolutionary ideas of socio religious reform movements to disentangle the rigidity in the society and of the religious dogmas.

CO2: Understand the roots of Nationalism in India, the phased manner in which there was a paradigm shift in the approach of the Indian Congress towards the Colonial Rule and the movements hence forth organized.

CO3: Visualize on the political scenario that enunciated the constitutional measures towards Self Rule in India

CO4 Clearly know of the active participation of Tamil Nadu in the protest movements organized by the Nationalistic Leaders

Unit-1

Establishment of British rule and its impacts on India - Political - Economic - Social and Religious developments - The Revolt of 1857 and its impact - Social and Religious Movements during the Nineteenth Century.

Unit-2

Rise and growth of Indian Nationalism - The Genesis of Indian National Congress - Partition of Bengal (1905) - The Surat Split (1907) - Naoroji - Gokhale -Swadeshi Movement - Tilak - Bipin Chandra Pal - Lala Lajpathi Rai and Aurobindo Ghosh - Impact of First World War - Home Rule Movement.

Unit-3

Entry of Gandhi in National Movement - Rowlatt Act - Jallianwala Bagh Massacre - The Khilafat Movement - Non - Co-operation Movement - Swaraj Party - Simon Commission - Nehru Report - Purna Swaraj - Civil Disobedience Movement- Salt Satyagraha - Round table Conferences - Poona Pact.

Unit - 4

Quit India Movement - Subash Chandra Bose and INA - Failure of the Cripps Mission - Cabinet Mission Plan - Mountbatten Plan - Hindu-Muslim Communalism and Partition of India - Indian Independence Act.

Unit - 5

Role of Tamilnadu in Freedom Struggle - South Indian Rebellion - Kattabomman - Maruthu Brothers -Vellore Mutiny - Madras Mahajana Sabha - Swadesi Movement - Swadesi Steam Navigation - Tirunelveli Uprising - V.O.C. - V.V.S. Iyer - Bharathi - Subramania Siva - Vanchi Nather - Non Co-operation Movement, Civil Disobedient Movement, Quit India Movement in Tamilnadu - Leaders of Tamilnadu - Rajaji - Periyar -Sathiyamoorthy - Kamaraj - Ma.Po. Sivagnanam.

❖ **Glimpses of History in Contemporary Perspective:**

This component will be part of the Curriculum, but would not be included in Examination

Text Books

1. Aggarwal, R.C.,. *Constitutional History of India and National Movement*, New Delhi : S.Chand & Company, 2016.
2. Bose, Subhas Chandra, *The Indian Struggle(1920 -1942)*, Calcutta: Oxford University Press, 2003.
3. Majumdar, R.C., *History of the Freedom Movement in India*, 3 vols., Calcutta: Oxford University Press, 1962.
4. Rajayyan, K., *A History of Freedom Struggle in India*, Madurai : Madurai Publishing House,1981
5. Bipan Chandra, *India's Struggle for Independence*, New delhi: Penguin Random House India, 2016.

Supplementary Reading

1. David Arnold, *The Congress in Tamilnadu, 1919 -1937*, New Delhi: Manohar Publication,1977.
2. Gupta, R,C, *Indian Freedom Movement and Thoughts 1919 -1929*, New Delhi : Sterling Publishers,1983
3. Hashim Raza. S., *Mountbatten and the Partition of India*, Delhi: Oxford University Press, 1989.
4. Sivagnanam, Ma.Po., *Viduthalai Poril Tamilagam* (Tamil), Chennai: Poonkodi Pathipagam, 1982.
5. Sumit Sarkar, *Moern India 1885-1947*, London: Palgrave Macmillan, 1989.

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S		S		M		M		S
CO2	M		S		S		M		S
CO3	L		M		S		S		S
CO4	M		M		M		L		M

Annamalai University

Department of Political Science & Public Administration
Common Paper Course Code & Syllabus

19PSCI406-CONSTITUTION OF INDIA (2 Year Programme)

Self Study Course
Hours: 30

Learning Objectives:

Students will be able to:

- LO 1.** To understand the basic features of Indian Constitution.
- LO 2.** To grasp about the basic Rights & duties of Indian Citizenry
- LO 3.** To ponder over the form of Indian Political System.
- LO 4.** To have broad understanding about the pivotal provisions related with liberty, Equality and fraternity.

Course Outcomes:

After the successful completion of the course, the students will be able to:

- CO 1.** Imbibe about the basic features of Indian Political System.
- CO 2.** Enlighten with the rights & duties of Indian Citizens.
- CO 3.** Understand the significance of rule of law.
- CO 4.** Inculcate with basic liberties.

Unit I : Introduction

Meaning of the Constitutional law and Constitutionalism – Historical Perspective of the Constitution of India – Salient features Characteristics of the Constitution of India

Unit II : Rights and Duties

Scheme of the Fundamental Rights – The scheme of the Fundamental Duties and its legal status – The Directive Principles of State Policy-Its importance and implementation

Unit III : Centre State Relationship

Federal Structure and distribution of legislative and financial powers between the union and the states- Parliamentary form of Government in India – The Constitution powers and status of the president of India.

Unit IV : Amendments and Provisions

The Historical perspectives of the constitutional amendments in India – Emergency Provision: National Emergency, President Rule. Financial Emergency

Unit V: Institutions

Judiciary –Judiciary Activism – Amending Procedures- Recent Trends –Rights to Information- Lokpal and LokAyukta

Text Books :

1. Bipan Chandra, Mridula Mukherjee, Aditya Mukherjee 2016., India after Independence 1947-2000, Penguin Publishers, New Delhi.
2. Durga Das Basu, 2018., Introduction to the Constitution of India Prentice Hall, New Delhi.
3. Jogendra Yadav 2000, Transforming India: Dynamics of Democracy, Oxford University Press New Delhi

Supplementary Readings:

1. The Constitution of India 1950 (Bare Act), Government Publications.
2. B.S. P. Ambedkar B.R 2015 Framing of Indian Constitution
3. Jain M.P 2014 Indian Constitution Law Lexis Nexis
4. Paul R. Brass 1999 The politics of India Since Independence Cambridge University Press
5. Granville Austin 2006 The Indian Constitution: Cornerstone of a Nation, Oxford University Press, New Delhi

Value Added Course

Odd Semester	
19HVAC 107	History for Competitive Examinations
Even Semester	
19HVAC 207	Principles And Methods of Archaeology
19HVAC 208	Museology

19HVAC 107 HISTORY FOR COMPETITIVE EXAMINATIONS

Learning Objectives (LO):

L01: To get thorough knowledge in the main aspects of Indian history and its values

L02: To appear for TNPSC and UPSC examination.

L03: To understand about the Nationalism and Indian Constitution.

Course Outcomes (CO)

At the end of the course, the student will be able

CO1: To understand about the Ancient Indian History and its importance towards the development of civilizations

CO2: To examine about the political, social, economic, cultural and religious contribution to Muslim rule in India

CO3: To interpret about the British administration towards educational and industrial developments during colonial period

CO4 To know the role of various national leaders and national parties and their policies and impacts for the development of India

Unit 1

Ancient History - Sources – Prehistoric Age - Indus Valley Civilization - Vedic Age- Sangam Age – Alexander’s Invasion- Religions in 6th century BC – Rise of Magada - Mauryas – Guptas- Harshavardhana

Unit 2

Medieval History - Muhammeden Invasions - Delhi Sultanate – Vijayanagar – Bahmini - Pallavas – Cholas - Bhakthi Movement.

Unit 3

Mughal Empire - Babur – Sher Shah – Akbar – Shahjahan – Aurangzeb – Decline of the Mughals – Contribution to culture

Unit 4

Advent of the Europeans -Robert Clive –Warren Hastings – Cornwallis – Wellesley – Bentinck – Dalhousie – Sepoy Mutiny.

Unit 5

Pre and Post Gandhian Era-Nationalism-Moderates - Extremists - Gandhian Era – Indian Independence Act of 1947 - Indian Constitution.

Text Books :

1. Sathianathier.R., *Political and Cultural History of India*, Vols. I,II & III, Madras, Mohan Pathipagam, 2002.
2. Aggarwal, J.C. *The Ancient, Medieval & Modern Indian History*, New Delhi: S.Chand & Co , 2009

Reference Books:

1. Shailesh Chandra - *Medieval India (1200 – 1800)*, New Delhi: Alfa Publicatios, 2009.
2. Chakravarthy - *Freedom Fighters of India*, New Delhi: Crest Publishing House, 1999.
3. Sarkar Sumit, *Modern India 1885 –1947*, New Delhi: Macmillan, 1983
4. Chandra Bipan et al, *India's Struggle for Independence*, New Delhi: Penguin Publications 1972

.Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M		M		S	S		S		
CO2	S		M		S	M		S		
CO3	S		S		M	L		S		
CO4	M		L		M	M		M		

19HVAC 207 PRINCIPLES AND METHODS OF ARCHAEOLOGY

Learning Objectives (LO):

LO1: This is to bring awareness to the students.

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

LO3: To understand the excavation and exploration.

Course Outcome (CO)

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

CO1: Understand properly the aspects and value of archaeology as an ancillary subject of history.

CO2: Aware of origin and development of archaeology tracing archaeological excavations in India as well as in Tamilnadu

CO3: Know the methods of exploration and excavation along with conservation techniques.

CO4: Explore the possibilities and scope for further excavations in Tamilnadu for Reconstructing its history.

Unit 1

Definition, Scope and Value of Archaeology – Types of Archaeology – Economic Archaeology, Ethno Archaeology, Marine Archaeology, Aerial Archaeology and Salvage Archaeology – Archaeology and Other Disciplines – History of Archaeology in India.

Unit 2

Surface Exploration – Methods of Site Survey – Map Reading – Analysing the Physical Features – Ethnographic Data – Historical Literature – Field Observation and Ceramic Survey – Scientific Aids in Exploration – Proton Magneto Metre, Thermo-Remnant Magnetic Survey, Electricity Resistivity Survey, Chemical Method, Aerial Survey and Photography.

Unit 3

Excavation Staff and their Functions – Equipments – Methods of Excavation – Stratigraphy – Kinds of Excavation – Vertical, Horizontal and Quadrant Method – Excavation of Towns and Burials – Documentation – Plan and Section – Drawings – Photographic Documentation.

Unit 4

Dating Methods – Relative Dating and Scientific Dating – Radio Carbon Dating – Thermoluminescence Dating – Potassium Argon Dating – Flourine Dating – Nitrogen Dating – Pollen Analysis – Dendrochronology.

Unit 5

Conservation of Artifacts – Organic and Inorganic Objects – Museum Display – Publication – Excavation report – Stratigraphy – Interpretation – Conclusion – Bibliography.

Text Books

1. Barker, P., *Techniques of Archaeological Excavation*, London: Routledge Publisher, 2003.
2. Cookson, M.B., *Photography for Archaeologists*, London: Max Parrish Publisher, 1954.
3. Dowman and Elizabeth, *A Conservation in Field Archaeology*, London: Methuen Publisher, 1970.
4. Fleming and Stuart, L., *Dating in Archaeology*, London: Saint Martin's Press, 1977.
5. Stuart Piggot, *Approach to Archaeology*, Cambridge:Harward University Press, 1965.
6. Chakrabarti K Dilip; *History of Indian Archaeology from the beginning to 1947*, Delhi : Munshiram Manoharlal Publishers, 2008.

References

1. Chakrabarti, K., *India: An Archaeological History*, New Delhi: Oxford University Press, 2008.
2. Paul Bahn, *Archaeology – A Very Short Introduction*, New Delhi: Oxford University Press, 2006.
3. Rajan, K., *Archaeology: Principles and Methods*, Thanjavur: ManooPathippakam, 2002.
4. Raman, K.V., *Principles and Methods of Archaeology*, Madras: University of Madras, 1989.
5. Venkatraman, R., *Indian Archaeology – A Survey*, Udumalpet: Ennes Publication, 1985.

.Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S		S		M			S		S
CO2	S		M		S			S		M
CO3	S		S		M			S		L
CO4	M		M		M			M		M

19HVAC 208 MUSEOLOGY

Learning Objectives (LO):

LO1: To know the history of the Museology, museum management and archival studies.

LO2: To understand the aspects, management and classification of museum

LO3: To acquaint the student community on the officials involved in the administration their hierarchy, storage and materials involved in its functioning.

Course Outcomes (CO)

At the end of the course, the student will be able

CO1: To understand the importance of Museology in understanding and rewriting the Ancient History of India

CO2: Well versed in Scientific methods involved in Preservation of the artifacts preserved in Museum

CO3: To be aware of the classification of Museum as per the different specifications and its need

CO4 To have a thorough knowledge on the administrative setup involved in Museums, documents preserved and preservation techniques

Unit 1

Introduction to Museology - Definition and Scope – Origin and Development – History of Museums in India – Museography - Types of Museums - Use of Museums

Unit - 2

Role of Museum in Education –History of Museum in the World – History of Museum Movement in India – Grace Morley – Growing Aspects of Museology - Museum Management – Archival Studies

Unit - 3

Classification of Museums - Subject wise and Administrative – Government - National, Provincial Museums - Textile Museum, Industrial Museum, Rail Museum, Agricultural Museum

Unit - 4

Educational Museum – School, College, Universities - Crafts Museum, Anthropological Museum, Archaeological Museum, Folk Art Museum, Fort Museum

Unit – 5

Role of Curator/Director of museums – Governing body – Committees – Visual storage
Museum Management – Administration – Manuscripts, Documents, Records – its
importance

Text Books

1. Agarwal, O.P., Preservation of Art Objects and Library Materials, New Delhi :National Book Trust, 1993
2. Agarwal, O.P., Care and Preservation of Museum Objects, New Delhi :Conservation of Cultural Property, 1947
3. Punja, Shobita, Museums of India, Hongkong :The Guide Book Company Ltd., 1990
4. Singh, A.D., Conservation and Museum Techniques, New Delhi :Agam Kala Prakashan, 1987
5. Harinarayana.N & Jeyaraj.V, Care of Museum Objects, Madras :Government Museum, 1995

Supplementary Readings

1. Nigam, M.L., Fundamental of Museology, Hyderabad: Deva Publications, 1985
2. Basham, A.L., The Wonder that was India, London : Sidgwick & Jackson, 1954
3. Ghosh Arun., Conservation and Restoration of Cultural Heritage, New Delhi: Agam Kala Prakashan, 1989
4. Agarwal, O.P., Conservation of Cultural Property in India, Vol.3 New Delhi :1947
5. Sarkar, H., Museums and Protection of Monuments and Antiquities in India, New Delhi: Sundeep Prakashan,1981

.Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	M		S			S		S		S
CO2	S		M			S		S		M
CO3	M		S			S		S		L
CO4	M		M			M		M		M