



M.A History (Five-Year) Programme

Regulations & Curriculum-2019-2020...

Department of History



REGULATIONS FOR THE FIVE YEAR INTEGRATED POST GRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM (CBCS).

These Regulations are common to all the students admitted to the Five Year Integrated Master's Programmes in the Faculties of Arts, Science, Languages, Marine Sciences, and Education 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 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 of 90 working 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 **Experiential Learning** is a process of learning through experience. It is specifically defined as "learning through reflection on doing".
- 1.15 **Extension activities** are the activities that provide a link between the University and the community such as lab-to-land, literacy, population

education, and health awareness programmes. These are integrated within the curricula with a view to sensitise the students about Institutional Social Responsibility (ISR).

- 1.16 Credit** refers to the quantum of course work in terms of the 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.
- 1.17 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.
- 1.18 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.
- 1.19 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.
- 1.20 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.
- 1.21 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.
- 1.22 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.
- 1.23 Cumulative Grade Point Average (CGPA)** is a measure of the overall cumulative performance of a student in all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters.
- 1.24 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, and RA.

2. Programmes Offered and Eligibility Criteria

The Integrated Programmes offered by the Department of History and the eligibility criteria are detailed below.

Faculty of Arts	
Programme	Eligibility
M.A. History	A pass in H.S.E. (10+2 level) OR 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 Five Year Master's Programmes consist of five academic years and ten semesters.

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 Five Year Integrated Programme consists of Language Courses, Core Courses, Allied Courses, Elective Courses, Soft Skills, Experiential Learning and Project. Students shall also participate in Extension Activities as part of their curriculum.

5.2 Language Courses

5.2.1 Each student shall take two languages of four courses each, one in each semester for the first two years of the programme.

5.2.2 Language-I shall be Tamil or another language such as Hindi or French.

5.2.3 Language-II shall be English.

5.3 Core courses

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

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

5.4 Allied Courses

5.4.1 Each student shall take courses in two disciplines allied to the main subject (Allied-I and Allied-II) of the programme in the first four semesters.

5.4.2 In Arts, Languages, and Education, there will be three Theory Courses each for Allied-I and Allied-II.

5.4.3 In Science and Marine Sciences, there will be two Theory courses and one Practical course each for Allied-I and Allied-II.

5.5 Elective Courses

5.5.1 Departmental Electives (DEs) are the electives that students can choose from a range of Electives offered within the Parent Department offering the Programme.

5.5.2 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.

5.5.3 *Students shall take a combination of both DEs and IDEs.*

5.6 Soft Skills

5.6.1 Soft skills are intended to enable students to acquire attributes that enhance their performance and achieve their goals with complementing [hard skills](#).

5.6.2 Soft skills include communication skills, computer skills, social skills, leadership traits, team work, development of emotional intelligence quotients, among others.

5.6.3 Each student shall choose four courses on soft skills from a range of courses offered from the First to the Sixth Semester.

5.7 Value Education

All students shall take a course on Value Education that includes human values, sustainable development, gender equity, ethics and human rights.

5.8 Experiential Learning

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

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

5.9 Extension Activities

5.9.1 It is mandatory for every student to participate in extension activities.

5.9.2 All the students shall enrol under NSS/NCC/YRC/RRC or any other Service Organisation in the University.

5.9.3 Students shall put in a minimum attendance of 40 hours in a year duly certified by the Programme Co-ordinator.

5.9.4 Extension activities shall be conducted outside the class hours.

5.10 Project

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

5.10.2 The Head of the Department shall assign a Project Supervisor to the student.

5.10.3 The Project Supervisor shall assign a topic for the project and monitor the progress of the student periodically.

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

5.11 Value Added Courses (VACs)

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

5.11.2 VACs enhance the students' employability and life skills. VACs are listed on the University website and in the Handbook on Interdepartmental Electives and VACs.

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

5.11.4 Classes for VACs are conducted beyond the regular class hours and preferably in the VIII and IX Semesters.

5.12 Online Courses

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

5.11.2 Students who successfully complete a course in the MOOC courses offered in SWAYAM (or) NPTEL Portale shall be exempted from one elective course of the programme.

5.12 Credit Distribution

The credit distribution is detailed in the Table.

	Credits
Semester I to VI	
Language-I (Tamil or any other Language)	12
Language-II (English)	12
Core Courses	60-65
Allied-I	10
Allied-II	10
Electives	15
Soft skills	12
Environmental studies (UGC mandated)	2
Value Education	2
Experiential learning	4
Extension activities	1
Total Credits (Semester I to VI)	140-145
Semester VII to X	
Core Courses	65-75
Electives	15
Project	6-8
Total Credits (Semester VII to X)	90-95
Total Credits Semester I to X (Minimum requirement for the award of Degree)	*230-240

**Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 230-240 credits.*

5.13 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 students 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 should earn a minimum of 75% attendance in 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.

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 a 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 for 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 one 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 (ESEs)

- 8.5.1 The ESEs for the odd semester will be conducted in November and for the even semester in May.
- 8.5.2 A candidate who does not pass the examination in any course(s) will be permitted to reappear in such course(s) 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	5
Assignment	5
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 Review of literature, 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 of the Head of the Department, Project Supervisor, and a senior faculty.

9.4.7 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 VACs shall be evaluated completely by Internal Examiners.

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 candidate 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 of 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 to 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 candidate 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 completed successfully, 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 student has re-appeared.

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 or more 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), 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 (for which the student has secured RA Grade) 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) in the subsequent semester.

12.7 Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the student 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 department library or computer resources, stealing other students' notes/assignments, 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 Five Year Integrated 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
Faculties of Arts / Sci. / M. Sci. / Ind. Lan. / Edn. / Fine Arts.
Question Paper Pattern for End-Semester Examinations
(Based on Revised Bloom's Taxonomy)
All PG Programmes [2019-20]

Sl. No.	Programmes	Year	No. of Questions*	Parts	Total No. of Levels & Level Types	Total Marks
1.	5 Year PG	I	30	A,B,C,D	[5] K1,K2,K3,K4,K5	100
2.	5 Year PG	II	30	A,B,C,D	[5] K1,K2,K3,K4,K5	100
3.	5 Year PG	III	30	A,B,C,D	[6] K1,K2,K3,K4,K5,K6	100
4.	5 Year PG	IV	26	A,B,C,D	[6] K1,K2,K3,K4,K5,K6	100
5.	5 Year PG	V	26	A,B,C,D	[6] K1,K2,K3,K4,K5,K6	100

*[Number of questions includes the choices given]

All PG Programmes [2019-20]

Sl.No.	Programmes	Year	No. of Questions*	Parts	Total No. of Levels & Level Types	Total Marks
1.	2/3 Year PG	I	26**	A,B,C,D	[6] K1,K2,K3,K4,K5,K6	100
2.	2/3 Year PG	II/III	26	A,B,C,D	[6] K1,K2,K3,K4,K5,K6	100

*Number of questions includes the choices given as well.

**Part D for MBA Programme with compulsory Case Study, has only one question; so total number of questions is 25.

Notes:

Course Teachers shall use the Template for setting the Question Papers. They can use the action verbs as listed in the Appendix. Action verbs introduced in the Template only for illustrative purposes.

Quality question paper helps achieving quality evaluation, unleashing opportunities towards excellence. Bloom's Taxonomy aids in the process.

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: _____ : Five Year Integrated PG

Year: I/II

Semester:

Course Code:

Course Name:

Time: 3 Hrs

Max.Marks:100

Marks: (15x2=30)

Part-A (Level-K1)

(Answer ALL of the questions)

1. Define.....
2. What?
3. Choose/ Relate.....
4. How?
5. Why?
6. Find.....
7. Spell out.....
8. Multiple Choices a. b. c. d.
9. Multiple Choices a. b. c. d.
10. Multiple Choices a. b. c. d.
11. Multiple Choices a. b. c. d.
12. Match the following i - a ii - b iii - c iv - d v -
13. Match the following i - a ii - b iii - c iv - d v -
14. Match the following i - a ii - b iii - c iv - d v -
15. Match the following i - a ii - b iii - c iv - d v -

Part-B (Level-K2)

(Answer any FIVE of the questions)

Marks: (5x5=25)

16. Explain.....
17. Describe.....
18. Select.....
19. Classify....
20. Compare....
21. Interpret...

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

(Answer any FIVE of the questions)

Marks: (5x7=35)

22. Apply....
23. Show.....
24. Solve....
25. Calculate....
26. Categorize...
27. Distinguish....
28. Test for.....

Part-D (Level-K5)

(Answer any ONE of the questions)

Marks: (1x10=10)

29. Discuss....
30. Summarize....

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: _____ : **Five Year Integrated PG** **Year: III**

Semester:

Course Code:

Course Name:

Time: 3 Hrs

Max.Marks:100

Part-A (Level-K1)

Marks: (10x2=20)

(Answer ALL of the questions)

1. Define.....
2. What?
3. Multiple Choices a. b. c. d.
4. Multiple Choices a. b. c. d.
5. Multiple Choices a. b. c. d.
6. Multiple Choices a. b. c. d.
7. Match the following i - a ii - b iii - c iv - d v -
8. Match the following i - a ii - b iii - c iv - d v -
9. Match the following i - a ii - b iii - c iv - d v -
10. Match the following i - a ii - b iii - c iv - d v -

Part-B (Level-K2)

Marks: (5x3=15)

(Answer any FIVE of the questions)

11. Explain.....
12. Describe.....
13. Select.....
14. Classify....
15. Compare....
16. Outline

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

Marks: (9x5=45)

(Answer any NINE of the questions)

17. Apply....
18. Prepare....
19. Show.....
20. Solve....
21. Illustrate.....
22. Sketch....
23. Infer....
24. Categorize...
25. Analyze...
26. Distinguish....

27. Take part in...

Part-D (Level-K5/ Level-K6)
(Answer any TWO of the questions)

Marks: (2x10=20)

28. Discuss....

29. Summarize....

30. Design....

NOTES:

- Distribution between Descriptive answer and Problem-solving questions for Courses involving computations shall be as per model agreed by BoS.
- 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.
- 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.
- 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: _____ : Five Year Integrated PG Year: IV Semester:

Programme: _____ : Two/Three Year PG Year : I Semester:

Course Code: _____ Course Name: _____

Time: 3 Hrs

Max.Marks:100

Part-A (Level-K1/ Level-K2)
(10x2=20)

Marks:

(Answer ALL of the questions)

- Define.....
- Multiple Choices a. b. c. d.
- Multiple Choices a. b. c. d.
- Match the following i - a ii - b iii - c iv -d v -
- Match the following i - a ii - b iii - c iv -d v -
- Explain.....
- Select.....
- Describe.....
- Classify....
- Elucidate....

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

Marks: (8x5=40)

- Prepare.....
- Solve.....
- Apply.....
- Show.....
- Categorize...
- Analyze...
- 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: _____ : Five Year Integrated PG **Year: V**

Semester:

Programme: _____ : Two/Three Year PG **Year : II/III**

Semester:

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 *SIX* of the questions)

Marks: (6x5=30)

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

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

Marks: (3x10=30)

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

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

Marks: (2x10=20)

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:

- Distribution between Descriptive answer and Problem-solving questions for Courses involving computations shall be as per model agreed by BoS.
- 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.
- 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.
- 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	2 x 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_i'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
Match the following	Describe	Apply	Analyze	Justify	Construct
Find	Classify	Illustrate	Correlate	Recommend	Formulate
Identify	Select	Show	Deduce	Evaluate	Design
Define	Cite	Prepare	Categorize	Predict	Compile
State	Choose	Sketch	Discriminate	Verify	Develop
List down	Elucidate	Point out	Contrast	Convince	Prepare
List		Relate	Distinguish	Rank	Devise
Tabulate		Report	Ascertain	Appraise	Imagine
Match		Convert	Infer	Assess	Invent
Quote		Give Example	Compare	Interpret	Discover
What		Compute		Discuss	Plan
Enumerate		Calculate		Investigate	Compose
				Criticize	Conceive
				Summarize	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	Understanding	Applying	Analyzing	Evaluating	Creating
	K1	K2	K3	K4	K5	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.					

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



Annamalai University
Department of History
M.A History (Five Year Integrated) Programme
Programme Code: AHIS 51
Revised Programme Structure
(For students admitted from the academic year 2019-2020)

S.No	Semester	Course Code	Course Title	Course Type	Hours / Week			Marks		
					L	P	C	CIA	ESE	Total
1.	I	19ITAMC11	Tamil /IHIC-Hindi / IFRC-French)	PI Language	3		3	25	75	100
2.	I	19IENG12	English Through Literature I: Prose	PII Language	3		3	25	75	100
3.	I	19IHISC13	Social and Cultural History of India upto AD 1206	Core1	4		4	25	75	100
4.	I	19IHISC14	Ancient Civilizations (Excluding India)	Core 2	4		4	25	75	100
5.	I	19IENSC15	Environmental Studies		2		2	25	75	100
6.	I	19IHISA16	Modern Political Systems (Political Science)	Allied 1	4		4	25	75	100
			Total Credits		20		20	150	450	600
7.	II	19ITAMC 21	Tamil /IHIC-Hindi / IFRC-French)	PI Language	3		3	25	75	100
8.	II	19IENG22	English Through Literature II: Poetry	PII Language	3		3	25	75	100
9.	II	19IHISC23	History of India from 1206 C.E. to 1526 C.E.	Core3	4		4	25	75	100
10	II	19IHISC24	History of Tamil Nadu upto 850 C.E.	Core4	4		4	25	75	100
11	II	19IHISA25	Principles of Political Science (Political Science)	Allied 2	4		4	25	75	100
12	II	19IHISA 26	Elements of Sociology	Allied 3	3		3	25	75	100
13	II	19IHISE27	Departmental Elective 1 Tourism in Tamil Nadu Or Departmental Elective 2 Archives Keeping	DE 1	3		3	25	75	100
14	II	19IHISC28	Extension Activities	Ext.Act	1		1	25	75	100
			Total Credits		25		25	200	600	800
15	III	19ITAMC 31	Tamil /IHIC-Hindi / IFRC-French)	PI Language	3		3	25	75	100
16	III	19IENG32	English Through Literature III: Drama	PII Language	3		3	25	75	100
17	III	19IHISC 33	Science and Technology in India	Core5	4		4	25	75	100
18	III	19IHISC 34	History of Europe from 1453 C.E. to 1789 C.E.	Core6	4		4	25	75	100
19	III	19IHISA 35	Elements of Economics (Economics)	Allied 4	3		3	25	75	100
20	III	19ICAA 36	Computer and Its Applications	Allied 5	3		3	25	75	100
21		19IHISE 37	Departmental Elective 1 Modern Governments Or Departmental Elective 2 History of Education in India	DE 2	3		3	25	75	100
22	III	19ISSC 300	Soft Skills I- Communication Skills	Soft Skill 1	3		3	25	75	100
			Total Credits		26		26	200	600	800
23	IV	19ITAMC41	Tamil /IHIC-Hindi / IFRC-French)	PI Language	3		3	25	75	100
24	IV	19IENG42	English Through Literature IV: Short Story	PII Language	3		3	25	75	100
25	IV	19IHISC43	History of Tamil Nadu from 885 C.E. to 1565 C.E.	Core7	4		4	25	75	100
26	IV	19IHISC44	History of Greece	Core8	4		4	25	75	100
27	IV	19IHISA45	Indian Economic Development (Economics)	Allied 6	3		3	25	75	100
28	IV	19IHISE46	Departmental Elective 1 Tourism in India or Departmental Elective 2 Economic History of India (AD 1858-1947)	DE 3	3		3	25	75	100
29	IV	19ISSC400	Soft Skill II- Personality Development	Soft Skill 2	3		3	25	75	100
			Total Credits		23		23	200	600	800
30	V	19IHISC51	History of India from 1707 C.E. to 1857 C.E.	Core9	4		4	25	75	100

31	V	19IHISC52	Freedom Movement in Tamil Nadu	Core10	4		4	25	75	100
32	V	19IHISC53	History of Rome	Core11	4		4	25	75	100
33	V	19IHISC54	Principles and Methods of Archaeology	Core12	4		4	25	75	100
34	V	19IHISC55	Experiential learning	Exp.Lea	4		4	25	75	100
35	V	19IHISE 56	Departmental Elective 1 Introduction to Tourism Departmental Elective 2 Women Studies	DE 4	3		3	25	75	100
36	V	19ISSC 500	Soft Skill III- Time and Stress Management	Soft Skill 3	3		3	25	75	100
			Total Credits		26		26	175	525	700
37	VI	19IHISC61	India and Her Neighbours	Core13	4		4	25	75	100
38	VI	19IHISC62	History of USA 1776 C.E. to 1865 C.E.	Core14	4		4	25	75	100
39	VI	19IHISC63	History of China	Core15	4		4	25	75	100
40	VI	19IHISC64	Indian Epigraphy and Numismatics	Core16	4		4	25	75	100
41	VI	19IHISC65	Value Education	Value Education	2		2	25	75	100
42	VI	19IHISE66	Departmental Elective 1 Temple Art and Architecture in South India Or Departmental Elective 2 Thirukkural and Arthasasthra	DE 5	3		3	25	75	100
43	VI	19ISSC600	Soft Skill IV- Employability Skill	Soft Skill 4	3		3	25	75	100
			Total Credits		24		24	175	525	700
					144		144			
44	VII	19IHISC71	Mauryas and Guptas	Core17	4		4	25	75	100
45	VII	19IHISC72	History of India from 1526 to 1707	Core18	5		5	25	75	100
46	VII	19IHISC73	Constitutional History of India 1858-1947	Core19	5		5	25	75	100
47	VII	19IHISC74	History of Europe 1789-1945	Core20	5		5	25	75	100
48	VII		Interdepartmental Elective Course	IDE 1	3		3	25	75	100
			Total Credits		22		22	125	375	500
49	VIII	19IHISC81	International Relations since 1945	Core21	5		5	25	75	100
50	VIII	19IHISC 82	Indian National Movement	Core22	4		4	25	75	100
51	VIII	19IHISC 83	Intellectual History of Tamil Nadu	Core23	5		5	25	75	100
52	VIII	19IHISC 84	Indian Cultural Heritage	Core24	5		5	25	75	100
53	VIII	19IHISE 85	Departmental Elective Archaeological Monuments and Preservation Techniques	DE 1	3		3	25	75	100
54	VIII		Interdepartmental Elective Course	IDE 2	3		3	25	75	100
			Total Credits		25		25	150	450	600
55	IX	19IHISC 91	History of USA since 1865 C.E.	Core25	5		5	25	75	100
56	IX	19IHISC 92	History of South India up to C.E. 1565	Core26	5		5	25	75	100
57	IX	19IHISC 93	Historiography and Historical Methods	Core27	5		5	25	75	100
58	IX	19IHISC 94	Toynbee's World Civilizations	Core28	5		5	25	75	100
59	IX	19IHISE 95	Departmental Elective Gandhian Thought	DE 2	3		3	25	75	100
60	IX		Interdepartmental Elective Course	IDE3	3		3	25	75	100
			Total Credits		26		26	150	450	600
61	X	19IHISC 101	Human Rights and International Systems	Core29	4		4	25	75	100
62	X	19IHISC 102	India since 1947	Core30	5		5	25	75	100
63	X	19IHISC 103	History of Tamil Nadu since 1600 A.D.	Core31	5		5	25	75	100
64	X	19IHISP 104	Project and Viva-voce	Project	8	8	8	25	75	100
65	X	19IPSCI106	Constitution of India							
			Total Credits		22	8	22	100	300	400
			Total Credits (VII –X)		95		95	525	1575	2100
			Total Credits Semesters I-X		239		239	1600	4800	6400
			Value Added Course 1		2		2	25	75	100
			Value Added Course 2		2		2	25	75	100

Elective Courses**Departmental Electives (DE)**

S. No.	Course Code	Course Title	Hours / week	C	Marks		
			L		CIA	ESE	Total
1.	19IHISE 27	1.Tourism in Tamil Nadu (OR) 2.Archives Keeping	3	3	25	75	100
2.	19IHISE37	1.History of Education in India (OR) 2.Modern Governments	3	3	25	75	100
3.	19IHISE 46	1.Tourism in India (OR) 2.Economic History of India (AD 1858-1947)	3	3	25	75	100
4.	19IHISE56	1.Introduction to Tourism (OR) 2.Women Studies	3	3	25	75	100
5.	19IHISE66	1.Temple Art and Architecture in South India (OR) 2.Thirukkural and Arthasastra	3	3	25	75	100
6.	19IHISE85	Archaeological Monuments and Preservation Techniques	3	3	25	75	100
7.	19IHISE95	Gandhian Thought	3	3	25	75	100

Interdepartmental Electives (IDE)

S. No.	Course Code	Course Title	Hours/ week	C	Marks		
			L		CIA	ESE	Total
1.	19IHISX75	Historical Tourism in India	3	3	25	75	100
2.	19IHISX85	Cultural Heritage of India	3	3	25	75	100
3.	19IHISX95	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.	19IHVAC77	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.	19IHVAC87	Principles And Methods of Archaeology	2	2	25	75	100
2.	19IHVAC 88	Museology	2	2	25	75	100

Existing MOOC's Courses offered through SWAYAM Portal

- Making of Modern Europe- I: C.1780-1939
- Tourism Planning and Sustainable Development
- Human Rights in India

Newly Introduced MOOC's Courses offered through NPTEL Portal

- Introduction to Modern Indian Political Thought
- Introduction to Indian Art – An Appreciation
- Folk and Minor Art in India

Semester I Part - I Language – தமிழ் ITAC11 - நவண் இலக்கியம்
நாடகம்

மதிப்பெண் : 75

கிரப்பம் : 3

நோழ்கழ்

தமிழிப் தோப் நிய நவண் இலக்கியம் கப் ப்றிப்ப் அறிப் கப் செப்தப். நவண் இலக்கியம் கப் ப்றிப்த வரையறை - தோப்றப் பய் னணப்- நவண் இலக்கிய வகைகப் - உரைநடை - ப்ப் ப்கவந்தை - செப்திப்தாப் - நாடகப் போப் றவப்றிப் வரலாப்றை வளப்ப்தப்.

அலழ் - 1 சிழ் கதை

- | | |
|----------------------------|-------------------------|
| 1. ப்ப் மைப்பய்தப் | - பாப் வப் ணப் பய் னை |
| 2. கி.ராஜநாராயணப் | - கதப் |
| 3. ப். அழகிப்சாமி | - ராஜா வப்திப் ப்கிறாப் |
| 4. கப் மணப் னசேகரப் | - உயய்ப்தப் ணய் |
| 5. மேலாப் மைபொப் ப் ப்சாமி | - தேசியமயய் |

அலழ் - 2 ழ்ழ் ழ்கவந்தை

- | | |
|-------------------------------|---|
| 1. பாரதியாப் | - ப்ப் மைப்பெப் |
| 2. பாரதிதாசப் | - தமிழிப் உணப் |
| 3. உவமைப் கவந்தைப் ப்ரதா | - தமிழிப் பெயப்ப்ப் கப் (ப் றைப் கப்) |
| 4. தேவதேவப்
வெளய்ப்பட்டப்) | - ப்கப்டப் (அப் தப் மாப்திரமே |
| 5. அறிப் மதி
மப்ப்ப்) | - நப்ப்ப்காலப் (ப் தப் 20- கவந்தைகப் |
| 6. மிப்ரா | - ஹைப் எப் தோழி
(ப் தப் 20- கவந்தைகப் மப்ப்ப்) |

அலழ் - 3 ழ்திணழ்

- | | |
|-------------------|-----------------------|
| 1. ப். செப் வராப் | - பொப் ப்காப் ப் திரை |
|-------------------|-----------------------|

அலழ் - 4 நாடகழ்

- | | |
|----------------|--------|
| 1. இப் ப் லாப் | - ஒளவை |
|----------------|--------|

அலழ் - 5 இழ்கால இலக்கிய வரலாழ்

ஐரோப்பியப் வக் கை-நவண் இலக்கியக் கப் அறிப் கப் - பப் ப்கவந்தை-சிப் கதை
- ப்தினப் ஆகியவற்றிப் தோற்றப் ப் வளப்ப்சிப் ப் - இலக்கியப் ப் னோப்கப் -
செப்திப்தாப் வக் கை-நாடகப் -தோற்றப் ப் வளப்ப்சிப் ப்.

அலழ் - 6

(மாணவழ்கழ் அறிழ்ழ்கொழ்வதழ்ழ் மழ்ழ்ழ் - தேழ்ழ்ழ்கான பழ்தி அழ்ல)
இலக்கியக் களைப் ப் அவை தொடப்பான இலக்கிய வரலாற்றைப் ப் இணைப்பப்
பப்ப்தப் . நவண் இலக்கியக் கப் சப் கப்தைப் படப் ப்ய்ப்ப்ப்காப்ப்வதை
சப் கப் கப் னோப்டத்தோப் அறிதப் . நவண் இலக்கிய வ்வ்வ்களய்
வளப்ப்சி வாப்வய்ப் ப்ப்ப் பயப் பப் ப் றையை வளப்ப்தப் .

பாட ழ் ழ்

1. ப்ப் மைப்பய்தப் - பாப் வப் ணப் பய் னை
நிப் செப் சப் ப்ப் ஹப் ப் , செப் னை
ஐப்தாப் பதிப்ப் - 2015
2. கி.ராஜநாராயணப் - கதப்
அப் ணப் வெளய்ப்,
தப் சாப் ப் ஏழாப் பதிப்ப் - 2015
3. ப் .அழகிப்சாமி - ராஜா வப்திப் ப்கிறாப்
காலப்ப்வப் பதிப்பகப், நாகப்கோயய்
ப் தப்பதிப்ப் -2012
4. கப் மணப்ப் ணசேகரப் - உயய்ப்தப் ணய்
தாமரைச்செப் வப்பதிப்பகப்
செப் னை, ப் தப்பதிப்ப்- 1997
5. மேலாப் மைபொப் ப் ப்சாமி - தேசியமயய்
வானதி பதிப்பகப், செப் னை
ப் தப்பதிப்ப் - 1997
6. பாரதியாப் - பாரதியாப்கவந்தைகப்
நிப் செப் சப் ப்ப் ஹப் ப் , செப் னை
ப் தப்பதிப்ப் - 2014
இரப் டாப் பதிப்ப்- செப்டப்பப்- 2017
7. பாரதிதாசப் - பாரதிதாசப் கவந்தைகப்
மணவாசகப் பதிப்பகப், செப் னை
ஏழாப் பதிப்ப் -2016
8. உவமைப் கவஞ்ஞப்ப் ரதா - ப் றைப் கப்
ப்வாதி பதிப்பகப்,
அப்பப்ப் ப் செப் னை, ப் தப்பதிப்ப் 2010

9. தேவதேவம் - அப் தப் மாப்திரமே வெளய்ப்பட்டப் நிப் செப் சப் ப்ப் ஹப் ப் , செப் னை ப் தப்பதிப்ப் - 2016
10. அறிப் மதி - நப்ப்ப்காலப் கவந்நா பதிப்பகப், செப் னை எட்டாப் பதிப்ப்-2005
11. மிப்ரா - மிப்ரா கவந்நைகப் சாரப் வெளய்ப், செப் னை ப் தப்பதிப்ப், 1990
12. ப்.செப் வராப் - பொப் ப்காப் ப் திரை நிப் செப் சப் ப்ப் ஹப் ப் , செப் னை ப் தப்பதிப்ப் - 2014
13. இப் ப் லாப் - ஒளவை அகரப் பதிப்பகப், தப் சாப் ப் ஐத்தாப் பதிப்ப் - 2015
14. ச.வேப்ப்பம்மணய்ப் - தமிழ் இலக்கிய வரலாப் மணவாசகப் பதிப்பகப் செப் னை, ஏழாப் பதிப்ப்- 2015
15. சோ.நா. கப்தசாமி - தமிழ் இலக்கிய வரலாப் மணவாசகப் பதிப்பகப் செப் னை, ப் தப்பதிப்ப்- 2004

ghu;it E}y;fs; :

1. வப் லிகப் ணப் - ப்ப் ப்கவந்நையய் தோற்றப் ப் வளப்ப்சிப் ப் பாப்நிலையப், செப் னை-108 ப் தப்பதிப்ப்- 2008
2. க. கைலாசபதி - தமிழ் நாவப் இலக்கியப் ப் மரப் பதிப்பகப் வடபழனப்ப்செப் னை ப் தப்பதிப்ப்- 1968, மப் பதிப்ப் 2010
3. காப்ப்திகேப்சிவதப் பப் - தமிழிப் சிப் கதை தோற்றப் ப் வளப்ப்சிப் ப், நிப் செப் சப், ப்ப்தகநிலையப், செப் னை- 98, ப் தப்பதிப்ப்- 2013

4. ஆப் . அழகப்பப் - தமிழ் நாடகப் தோற்றப் ப்
வளப்ப்சிப் ப்
பாப் நிலையப், செப்னை, ப் .ப.
2011
5. ப். சப்திவேப் - இப் பதாப் ப் ப்றாப் ப் ப் தமிழ்
உரைநடை
மணவாசகப் பதிப்பகப், சிதப்பரப்

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S	S		S			S			S		S			S
CO2	S	S		S			S			S		S			S
CO3		M		M			M			M		M			M
CO4		S		S			S			S		S			S

SEMESTER-I 19IENG12 - ENGLISH THROUGH LITERATURE I: PROSE

Credits:3
Hours:45

Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Develop the Language ability of the students
- LO2: Enable students to understand the passage, to read fluently, to enrich their vocabulary, and to enjoy reading and writing
- LO3: Make the students proficient in the four language skills
- LO4: Make the students read with correct pronunciation, stress, intonation, pause, and articulation of voice
- LO5: Develop their inquiry skills

Course Outcomes (CO)

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

- CO1: obtain competency in communication, both in written and oral skills
- CO2: Acquire fluency in English language
- CO3: Become knowledgeable about construction of sentence structures
- CO4: Develop English vocabulary to use the English language effectively
- CO5: Exhibit proficiency in the four communication skills

Unit I

Stephen Leacock	“With the Photographer”
Winston S. Churchill	“Examinations”
Grammar:	Parts of Speech: Nouns, Verbs, Adjectives, and Adverbs

Unit II

G.B. Shaw	“Spoken English and Broken English”
M.K. Gandhi	“Voluntary Poverty”
Grammar:	Articles

Unit III

Robert Lynd	“On Forgetting”
Virginia Woolf	“Professions for Woman”
Grammar:	Pronouns

Unit IV

A. G. Gardiner	“On Umbrella Morals”
R.K. Narayan	“A Snake in the Grass”
Grammar:	Prepositions

Unit V

Martin Luther King (Jr.)	“I Have a Dream”
George Orwell	“The Sporting Spirit”
Grammar:	Conjunctions & Interjections

Text Book:

1. Ayyappa Raja. S., Deivasigamani. T., Saravana Prabhakar. N., Karthikeyan. B. **English through Literature: Prose.**
2. David Green: **Contemporary English Grammar: Structures and Composition,** Macmillan

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1				S			S	S		S	S	S			S	
CO2				S			S	S		S	S	S			S	
CO3	S			M			M	M		M	M	M			M	
CO4	S			S			S	S		S	S	S			S	
CO5	L			M			M	M		M	M	L			L	

**SEMESTER-I 19IHISC13 SOCIAL AND CULTURAL HISTORY OF INDIA UPTO
1206AD**

Credits:4

Hours:60

Learning Objectives (LO)

- LO1 : To make the students to understand the unique features of Pre Historic Society and culture, Harappan Society, vedic society of ancient India.
- LO2: To instill among the students a sense of responsibility to promote Jainism, Buddhism and the Indian culture.
- LO3: To understand and assess the socio cultural pattern of various societies in ancient India namely, Mauryan, Sangam Age, Guptas and Arab invasion.

Course Outcome (CO)

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

- CO1: Understand the socio cultural progress of the societies from pre historic to Arab invasion in India
- CO2: Enlightened on the advancement in the domain of society, culture and religion in ancient India
- CO3: Aware of changing cultural phenomena at present and cope it with examples of the past.
- CO4: Know the cultural amalgamation which erupted with the advent of Arabs

Unit-1 : Pre-historic and Proto-historic Age

Pre - historic Society - Paleolithic Age , Mesolithic Age, Neolithic Age, Chalcolithic Age - Iron Age. Pre-Harappan Society and Culture, important Sites, Characteristics of the Culture- Establishment of Harappan Society and Culture

Unit-2 : Vedic Age

Early Vedic Society and Culture - Geographical expansion, Vedic Text, Rural Life, Religious Life and Vedic Thought - Later Vedic Society and Culture - Four Varnas, Education – Position of Women - Aryan - Non-Aryan Contact - Changes.

Unit-3 : Pre-Mauryan Age

Rise of Magadha -Socio-Cultural life in North India- Jainism and Buddhism - Impact on Indian Society- Persian and Greek Invasions - Impact of Indian Society and Culture

Unit-4 : Age of Mauryas and Guptas

Social - Cultural life under Mauryas - The Society-Family, Marriage system - Art Education – Religious life - Asoka's Dhamma and Its impact

Sangam Age

Age of Sangam - Physiographical divisions - Social life –Position of Women - Marriage system – Festivals- Education and Art

Age of Guptas

Social and Cultural life – Caste system– Chaturvarnas -Slavery- Religious Revivalism - Development of Science –Mathematics - Astronomy - Medicine and other Sciences.

Unit–5 : The Invasion of the Arabs on India

The Arabs in Sindh - The Condition of India at the Time of Arab Invasion, Social Life of Indians, the Effects of Arab invasion on India Society and Culture.

❖ Glimpses of History in Contemporary Perspective:

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

Text Books

1. Luniya B.N. *Life and Cultural in Ancient India*, Agra: Lakshmi Narain Agarwal, 2001.
2. Majumdar R.C. - *History and Culture of the Indian People Vol-I & II*, Bombay: Bharathiya Vidya Bhavan, 1951.
3. Nilakanda Sastri, K.A. *A History of South India From Pre-historic Times to the Fall of Vijayanagar*, New Delhi: Oxford University Press, 1975.
4. Romila Thapar, *Early India From Origins to AD 1300*, New Delhi: Penguin Books Publication, 2002.
5. Sathianathaier, R. *Political and Cultural History of India, Vol I*, Madras: Mohan Pathipagam, 2002.

Supplementary Reading

1. Chandrasekar, C.K., *Social and Economic History of Ancient India*, Delhi., Mangalam, Publication, 2015
2. Ishita Banerjee Dube Saurabh and Dube, *Ancient to Modern, Religion, Power and Community in India* New Delhi, Oxford University Press, 2009.
3. Govindasamy, M.S. *Ashoka and His Period*, Chennai: Tamil Nadu Publishing House, 1976.
4. Bose M.L. *Social and Cultural History of Ancient India*, New Delhi: Concept Publishing Company, 1990

Outcome Mapping

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

SEMESTER-I 19IHISC 14 - ANCIENT CIVILIZATIONS (Excluding India)**Credits:4****Hours:60****Learning Objectives(LO):**

LO1: To enhance the students knowledge on the glories of the Ancient Civilizations.

LO2: To give the back ground and new piece of information on World Civilizations.

LO3: To gain knowledge on the political, social and cultural aspects of important civilizations.

Course Outcome (CO)

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

CO1: Understand about the evolution of civilizations in Paleolithic and Mesolithic Ages.

CO2: Know about the sources that help us to study about history of Ancient Egypt, first kingdom and religious revolution.

CO3: Visualise on the political organizations and material culture of the Mesopotamia.

CO4: Justify the cultural contribution of Ancient Greece and Rome to the European Civilization.

Unit-1 Evolution of Civilizations

Paleolithic and Mesolithic stages - The Neolithic Age - Religion and Art - The uses of Metal and Chalcolithic Cultures - The Urban Culture.

Unit -2 Ancient Egypt

Sources of the History of Ancient Egypt - Old Kingdom and Middle Kingdom - The Hykos - The First Kingdom - The Religious Revolution of Iknnation

Unit -3 Mesopotamia

Political History of Lower Mesopotamia (c.3000-2000) - Political Organization and material Culture - Some important events of the history of Mesopotamia.

Unit -4 Ancient Greece & Rome

Ancient Greece - Art and Literature - Polity and Society according to Homer - Ancient Rome - Culture – Contributions to European Civilization

Unit-5 Ancient China

Cultural Developments - Political Developments - Crafts and Sciences - Chinese Polity and Society under the Chou - The Shangas.

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

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

Text Books

1. Bury J.B and Russell Meisgs., *A History of Greece*, London: Mcmillian Publication, 1988.
2. Childe V.G., *What happened in History*, Harmondsworth: Penguin, 1987.
3. Davies H.A., *An Outline History of the World*, London: Oxford University Press, 1989.
4. Dhanakoty T & Subramanian N., *Man and His World An Introduction to Universal History*, Chennai: The National Publishing Co, 1986.
5. Hall H.R. *Ancient History of the Near East*, New York: Routledge Francis and Taylor Groups, 1982.

Supplementary Reading:

1. Breasted J.H. *A History of Egypt*, London: Hoddes and Stoughton, New Edition, 1986.
2. Cary M and John Wilson., *A Shorter History of Rome*, London: University Publication 1978.
3. Neill H William M.C. *A World History*, New York: Oxford University Press, 1987.
4. Will Durant, *The Story of Civilisation: The Life of Greece*, New York: Simon & Schuster Press, 1989.
5. Walter Walbank T., *Civilization Past and Present*, Chicago: Scott Foresmen, 1986.

Outcome Mapping

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

SEMESTER- I**19IESOC15: Environmental Studies****Credits:2****Hours:30**

(For All the 5 Year PG Programmes of Arts Faculty)

Learning Objective (LO):

LO1: To introduce the learners to the ecosystem and to create environmental awareness among them.

LO2: Also the course aims at creating pollution free environment and protecting the natural resources.

Unit- 1: The Environmental System

1. The Services Provided by the Environmental System
2. Ecosystems: Food Chains, Food Webs, Ecological Pyramids
3. Biochemical Cycles: Hydrological Cycle, Carbon Cycle.

Unit- 2: Environmental Damage- Pollution

1. Sources and impact of
2. Air Pollution
3. Water Pollution
4. Land Pollution
5. Municipal Solid Waste
6. Noise Pollution

Unit- 3: Resource Depletion

1. Importance of Forests: Causes and Consequences of Deforestation.
2. Bio Diversity: Meaning and Importance-Reasons and Consequences of Biodiversity Decline
3. Consequences of Overdrawing Water Resources.

Unit: 4: Global Climate Change

1. The Science of Climate Change-The Green House Effect
2. Sources and Impact of Climate Change
3. Coping with Climate Change

Unit- 5: Sustainable Development

1. Concepts and Definition of Sustainable Development (Brundtland Commission Definition)
2. Poverty, Population Growth and Environmental Damage
3. Policies for Sustainable Development

Text Book:

1. Erach Bharucha. Environmental Studies. New Delhi: UGC, 2004.
2. Asthana,D.K & Asthana M 2016 A Text book of Environmental Studies S.Chandan Company New Delhi

Supplementary Readings :

1. Kumarasam, K. A.Alagappa Moses and M.Vasanthy. Environmental Studies. Trichy: Bharathidasan University Pub., 2004.
 2. Rajamannar. Environmental Studies. Trichy: EVR College Pub., 2004.
 3. Kalavathy S. Environmental Studies. (Ed). Trichy: Bishop Heber College Pub., 2004.
- Richard Wright and Dorothy F Boorse. Environmental Science: Toward a Sustainable Future. New Delhi: Prentice-Hall India, 2010.

SEMESTER-I

19IHISA 16 - MODERN POLITICAL SYSTEMS**Credits:4****Hours:60****Learning Objectives (LO):**

LO1: This course deals with the five major constitutions of the world.

LO2: This course helps the students each constitution highlights a particular type of system.

LO3: To understand the fundamental features and functioning of these constitutions from a comparative perspective.

Course Outcomes (CO)

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

CO1: Understand the differences between the various constitutions of world

CO2: Acquire the knowledge of different constitutional systems in the world

CO3: Understand and compare the Indian Constitution with the other Nations

Unit-1 Britain

Constitution: Salient features – Executive – Legislature – Judiciary – Local Government and Party system

Unit-2 America

Constitution: Salient features – Federalism – Executive – Legislature – Judiciary – Party System – Pressure Groups.

Unit-3 France

Constitution: Salient features – Executive – Legislature – Judiciary – Local government party system.

Unit-4 Switzerland

Constitution: Salient features – Executive – Legislature – Judiciary – Devices of Direct Democracy – Local Government.

Unit-5 China

Constitution: Salient features – Executive – Legislature – Judiciary- Political Party.

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

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

Text Books:

1. Appadurai.A. *Substances of Politics*, Oxford University Press, London, 1980.
2. Johari.,J.C. *Principles of Modern Political Science*, Sterling New Delhi.,1989.

Supplementary Reading:

1. Agarwal, R.C. *Political Theory*, S.Chand & Co., New Delhi: 2002.
2. Dragnic Alex , *Politics and Government*, New Delhi: East-West Publications,1987.
3. Strong.C.F. *Modern Political Constitutions*, London: Sidgwick and JacksonLtd, 1970.

SEMESTER-II

ழ் தலாழ் ஆழ் ழ் - இரழ் டாழ் பழ்வழ்

Part - I Language - தமிழ் ITAC 21 - பழ்தி இலழ்கியழ் ழ் சிழ்றிலழ்கியழ் ழ்

மதிப்பெழ் : 75

கிரப்ப்: 3

நோப்கப் :

தமிழ்ப் பப்தி இலப்கியப்களைப்ப் சிப்றிலப்கியப்களைப்ப் அறிப்கப் செப்தப் . பப்தி இலப்கியப்திப் செப்வாப்ப் - தோப்றப் வளப்சி - பாப்பாப்ப் - தமிழிப்த் தனய்தப்த் மையை உணப்திய பாப்ப் போப்த் றவப்தறைவரலாப்ப் டப்த் வளப்தப்த் .

அலழ்- 1 பழ்தி இலழ்கியழ்

1. திப்த் ஞானசப்தப்தப்த் - திப்த் நப்த் ளாப்த் - பப்த்சைப்தப்திகப்த்
(ப்த் தப்த் 5 பாடப்த் கப்த்)
2. திப்த் ப்த் லப்த் - திப்த் மப்த்திரப்த் (உடப்த்பப்த்ணப்த் ப்த் ணை,
யாவப்த்ப்ப்த் மாப்த், ஒப்த் றேப்த் லப்த் ப்த்,
உப்த் ளப்த் பெப்த் ப்த் கோயய்த் ,
ஆப்த்ப்ப்த் எணப்த் தொடப்த்ப்ப்த் பாடப்த் கப்த்)
3. சிவவாப்த்கியப்த் - அறிப்த் நிலை (5 பாடப்த் கப்த்)

அலழ் - 2 பழ்தி இலழ்கியழ்

1. ஆப்த் டாப்த் - திப்த் ப்பாவை (ப்த் தப்த் 5 பாடப்த் கப்த்)
2. வப்த் ளலாப்த் - திப்த் வப்த் ப்பா - பய்த்த் ளைப்த்சிப்த் வய்த்த் ணப்த்பப்த்

அலழ் - 3 பழ்தி இலழ்கியழ்

1. தேப்த்பாவணப்த் - ப்த்ழவகப்த் வதைப்த்படலப்த்
2. சீறாப்த்ப்பராணப்த் - மாப்த் ப்ப்ப்பப்த்ணநிப்த் றபடலப்த்

அலழ் - 4 சிழ்றிலழ்கியழ்

1. ப்ப்த்றாலப்த்ப்த்றவப்த் சி - மலைவளப்த் (வானரப்த்கப்த் ... பாடப்த் ப்த் தப்த்)
2. ப்த் ப்ப்த் டப்த்பப்த் - நாப்த்ப்த் வளப்த்

அலழ் - 5 இலழ்கிய வரலாழ்

பப்தி சிப்த்றிலப்கிய வரலாப்த் - இடைப்காலப்த் தமிழகப்த் ப்த்ழப்த் - சைவ வைண சமயப்த் களய்த்த் செப்வாப்த்ப்ப்த் - சமணபெளப்த்த சமய இலப்கியப்த் கப்த் - கிரிப்த்ப்த் வ இப்த்லாப்த் இலப்கியப்த் கப்த் - நாயப்த்கப்த்காலப்த் சிப்த்றிலப்கியப்த் கப்த் தோப்த்ற பய்த்த் ளணப்த்சிப்த்றிலப்கியவகை.

அலழ் - 6

(மாணவப்த்துழ்த் அறிப்த்துழ்த் கொழ்த் வதழ்த்துழ்த் மழ்த்துழ்த் - தேப்த்துழ்த்கான பழ்த்தி அழ்த்ல)

இலப்கியப்த் களைப்த்ப்த் அவை தொடப்த்பான இலப்கிய வரலாப்த்றப்த்ப்த் இணைப்த்ப்ப்த் பப்த்தப்த் . பப்தி இலப்கிய வளப்த்சியய்த்த் தமிழ்ப்த் பப்த் வப்த் களய்த்த் ஏப்த்பப்த் வளப்த்சியைப்த்

பப்பக்காப்ப்தப் . மனத் மனத்தை பப் பப்ப்தப்ப, சப் க அமைதியை நிலைநாட்டப்ப,
உலக நப் லிணக்கப் காணப்ப பத்தி இலக்கியப் பயப் பம்மாற்றை வட்ப்ப்தப் .

பாடழ் ழ்:

1. ச.வேப்பம்மணய்யப் (ப.ஆ) - பப் னய் திப் ப் றைகப்
மணவாசகப் பதிப்பகப், செப் னை
ப் ப் றாப் பதிப்ப - 2010
2. ச.வேப்பம்மணய்யப் (ப.ஆ) - நாலாயற்ற்திப் ய பற்றப்ப்தப் கப்
ப் ப் லைநிலையப்
செப் னை-17
ப் தப்பதிப்ப - 2000, இரப் டாப் பதிப்ப 1996
3. - சித்தப் பாடப் கப்
மணவாசகப் பதிப்பகப், செப் னை
இரப் டாப் பதிப்ப - 1996
4. வப் ளலாப் - திப் வப் ப்பா,
அப் ணாமலைப் பப் கலைக்கழகப் பதிப்ப
அப் ணாமலைநகப்
5. வர்மாப் னவ்யப் - தேப்பாவணப்
பாப் நிலையப்,
செப் னை - 8
ப் தப்பதிப்ப - 2010
6. உமப் ப்ப்லவப் - சீராப்ப்ராணப்
நேப் னப் பதிப்பகப்
செப் னை
ப் தப்பதிப்ப - 2004
7. திப்ப் டராசப்ப்கவ்றாயப் - ப் ப்றாலப்ப்றவப் சி
பாவை பதிப்பகப்
செப் னை
இரப் டாப் பதிப்ப - 2014
8. - ப் ப்ப் டப்பப்
பாப் நிலையப்
செப் னை -108 , மப் பதிப்ப - 2015

பாழ்வை ழ் ழ் கழ்

1. ந.வ.செய்யராமப் - சிப்றிலக்கியப் செப் வப்
மணவாசகப்பதிப்பகப், செப் னை.
ப் தப்பதிப்ப- 1968.
2. ந.வ.செய்யராமப் - பப் ப் இலக்கியப்
மணவாசகப்பதிப்பகப், செப் னை.
ப் தப்பதிப்ப- 1980.
3. கோ.கேசவப் - பப் ப் இலக்கியப் ஒப் சப் கவய்யப் பாப்பவை

அப் னப் வெளய்ப், தப் சாப் ப்-1981.
ப் தப்பதிப்ப் - 1981

4. ச.வேப்பம்மணய்ப் - தமிழ் இலக்கியவரலாப்
மணவாசகப்பதிப்பகப், செப் னை.
ஏழாப் பதிப்ப் - 2010
5. சோ.நா.கத்தசாமி - தமிழ் இலக்கியவரலாப்
மணவாசகப்பதிப்பகப், செப் னை.
ப் தப்பதிப்ப் - 2004

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	M											S		M	
CO2	S				M					S				S	
CO3	S				S					S				S	
CO4					M										
CO5					S					M		M			

SEMESTER-II 19IENG C 22 - ENGLISH THROUGH LITERATURE II: POETRY**Credits:3****Hours:45****Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Develop the ability of the learner to comprehend and appreciate poems in English

LO2: Enhance the competence of the learner in using the English language

LO3: Improve the interest of the learner in human values and perceptions

LO4: Enable students to study and analyze the use of language in poetry

LO5: Provide learners with the theoretical and practical understanding of grammar

Course Outcomes

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

CO1: Become competent in communication, both in written and oral skills

CO2: Gain fluency in English language

CO3: Attain knowledge about construction of sentence structures

CO4: Acquire the vocabulary to use the English language effectively

CO5: Acquire the aesthetic sense for appreciating poetry

Unit I

William Shakespeare

"Sonnet 116"

William Blake

"Lamb"

Robert Burns

"A Red, Red Rose"

Grammar

Finite & Non-finite verbs

Unit II

PB Shelley

"To Wordsworth"

John Keats

"Sonnet to Sleep"

Thomas Hardy

"Neutral Tones"

Grammar

Strong and Weak Verbs, Auxiliaries and Modals

Unit III

Robert Frost

"Stopping By Woods on a Snowy Evening"

Wilfred Owen

"Anthem for Doomed Youth"

Emily Dickinson

"A Narrow Fellow in the Grass"

Grammar

Transitive, Intransitive Verbs, Active and Passive Voice

Unit IV

Sri Aurobindo

"The Tiger and the Deer"

AK Ramanujan

"Obituary"

Sarojini Naidu

"Queen's Rival"

Grammar

Concord

Unit V

Roger Mc Gough

"My Bus Conductor"

Maya Angelou

"Still I Rise"

Langston Hughes

"The Negro Speaks of Rivers"

Grammar

Tenses and their forms

Supplementary Reading

1. Hydes, Jack. *Touched With Fire*. London: Cambridge UP, 1985.
2. Narasimhaiah, C. D. *An Anthology of Common Wealth Literature*. New Delhi: Macmillan, 2006.
3. Thomas, C. T. *Twentieth Century Verse: An Anglo-American Anthology*. New Delhi: Macmillan, 2006.
4. Gates, Henry Louis, and Nellie Y. McKay. *The Norton Anthology of African American Literature*. New York: W.W. Norton & Co, 2004.
5. Ramachandran. C. N. and Radha Achar. *Five Centuries of Poetry*. New Delhi: Laxmi, 1998.

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	M		M				S			L				M		
CO2	S		S				S			S				S		
CO3	S		M				S			S				S		
CO4			S				S			S				M		
CO5			M				M			M						

SEMESTER-II 19IHISC 23 HISTORY OF INDIA FROM 1206C.E. TO 1526 C.E.**Credits:4****Hours:60****Learning Objectives (LO)**

LO1: To create awareness regarding Historical perspectives on the Political dynamics during the period 1206 to 1526 AD.

LO2: To create awareness regarding the Economic and Social influences on the history of India during 1206 to 1526 AD.

LO3: To impart knowledge on the Cultural influences of Delhi Sultanate on the Indian Society on political, social, economic and cultural aspects during 1206 and 1526 AD.

Course Outcome (CO)

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

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

CO2: Understand the impact of the Muslim invasion on the social and economic aspects of Indian society.

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

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

Unit-1: THE ARAB INVASION OF SIND

Political condition of India on the eve of Arab invasion - Social, economic and religious conditions in the beginning of 8th century – Arab conquest of Sind – cause of fall of Sind – Arab administration of Sind – effect of Arab conquest.

Unit-2: THE GHAZNAVIDES AND MOHAMMAD GHORI

Account of early Turks – Political condition on the eve of Ghaznavi and Ghori's invasion – Motive and results of Mahmud's invasion – Character and personality of Mahmud Ghaznavi – His Successors - Mahmud Ghaznavi and Mohammad Ghori-a comparison and contrast – Causes of success of Muslims against Rajputs.

Unit-3: THE SLAVE AND KHILJI DYNASTY

Qutab-ud-Din Aibak – Career of Iltutmish and his achievements – Successors of Iltutmish – Achievements of Balban and his contribution towards the Sultanate – Mongol's invasion – Raziya and the Forty – Jalal-ud-Din Khilji – Ala-ud-Din Khilji and his administration – Economic reforms – The factor responsible for the disintegration of Khilji empire.

Unit -4: THE TUGHLAK, SAYYID AND LODHI DYNASTY

Career and achievements of Ghas-ud-Din Tughlak – Muhammad Tughlak – Foreign policy – Character and personality of Muhammad Tughlak – causes of his failure – Firoze Tughlak – Foundation of Sayyid Dynasty – Sikandar Lodhi – Ibrahim Lodhi – Causes of downfall of Delhi Sultanate.

Unit -5: ADMINISTRATION, SOCIAL AND ECONOMIC LIFE OF DELHI SULTANATE

Administration of Delhi Sultanate – Central – Provincial – Judicial – Military administration –
Social and economic condition – Trade and Commerce - Art and Literature under Delhi Sultanate

❖ Glimpses of History in Contemporary Perspective:

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

Text Books

1. Chambakalakshmi R., Religion, Tradition and Ideology: Pre-Colonial South India, Chennai: Oxford University Press, 2011.
2. Lane Poole, The Mohammedan Dynasties, New Delhi: Lotus Publishers, 1986.
3. Majumdar. R. C., (Ed)., History and Culture of Indian People, Vol. IV & VIII, Bombay: Bharathiya Vidya Bhavan, 1963.
4. Sathiyathier, R., A Political and Cultural History of India, Vol. II, Madras: Viswanathan & Co, 1973.
5. Sharma L. P., History of Medieval India 1000 – 1740 A. D., Delhi: Konark Publishers, Second Edition, 1987.
6. Smith, V. A., Oxford History of India, London: Oxford University Press, 1958.

Supplementary Reading:

1. Beveridge, A. S., Memories of Babur, (English Translation), Bengal: Asiatic Society of Bengal, 1917.
2. Francois Bernier., Smith. V. A., (Ed)., Travels in the Mughal Empire, London: Oxford University Press, 1914.

Outcome Mapping

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

SEMESTER II 19IHISC 24 - HISTORY OF TAMILNADU UPTO 850 C.E.**Credits:4**

Hours:60

Learning Objectives (LO):

LO1: To make the students aware about the various sources that help in understanding the history of early Tamilnadu

LO2: To be aware of the Sangam Tamils and their socio, political and economic conditions that existed during the period

LO3: To understand the origin and development of early art history of the tamils through the Pallava dynasty

Course Outcome (CO)

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

CO1: The students will be aware about the various sources such as archaeological, inscriptional and literary sources on Tamil Nadu History

CO2: Be aware of the novel characteristics of the Sangam Society

CO3: Will be in a position to understand and analyse the political condition that existed till 885 C.E.

CO4: To be well versed in the evolution of art history in Tamil Country

Unit- 1

Geography - Sources – Archaeological Sources – Inscriptions – Copper Plates – Coins – Literary Evidences and Foreigners accounts

Unit - 2

.The Sangam Age - Sangam Polity – Sangam Society – Status of Women - Economic and Religious Conditions

Unit – 3

The Age of Kalabhras

Unit –4

Origin of the Pallavas – Mahendravarma I – Narasimhavarma I – Pallava Administration – Pallava Society – Pallava Economy – Bhakthi Movement

Unit –5

The First Pandyan Empire (575 C.E.-900 C.E.) Kadungon – Arikesari Maravarman – Rajasimha I – Varaguna I and Others - Administration, Social and Economic Conditions

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

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

Text Books

1. Nilakanda Sastri K.A., A History of South India; Pre Historic Times to the fall of Vijayanagar; The Cholas; The Pandyan Kingdom, New Delhi: Oxford University Press, 1997
2. Manoranjithamoni C., *History of Tamil Nadu Upto 1565 A.D.*, Tirunelveli: Dave-Beryl Publications, 2019.
3. Sadasiva Pandarathar, T.V., *Pirkala Cholar Varalaru*, Annamalainagar: Annamalai University Publications, 2010
4. Mannar Mannan, *Pallavar Varalaru* (Tamil), Chennai: Vikatan Pvt. Ltd, 2004
5. Reveendran.T.K, *Tamizhaga Varalatril Kalapirar Kaalam* (Tamil), Chennai: Vikatan Pvt.Ltd., 2002

Supplementary Reading

1. Meenakshi C., *Administration and Social Life Under the Pallavas*, Madras: University of Madras, 1977.
2. Pillai K.K., *History of Tamil Nadu- People and Culture* (Tamil), Madras: Mukil E Publishing and Solutions Private Limited, 2015.
3. Sastri K.A.N, *A History of South India*, Madras: Oxford University Press, 1980
4. Subramanian N.; *History of Tamil Nadu*, Vol.I, Udumalaipet: ENNESS Publication, 1996
5. Subramanian N.; *Sangam Polity*, Udumalaipet: ENNESS Publication, 1995.

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

SEMESTER-II

19IHISA 25 - PRINCIPLES OF POLITICAL SCIENCE

Credits:4

Hours:60

Learning Objectives (LO):

LO1: To know about political science and its concepts

LO2: To deal key concepts of political science

LO3: To understanding know about democracy form of government.

Course Outcome (CO)

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

CO1: The students got how the political source from work in India

CO2: The student gets knowledge Democracy of government

CO3: The students getting benefits of the knowledge to the political science

Unit-1 Introduction

Meaning, Nature and Scope of Political Science - Political Science as a Science or an Art – Relationship with History, Economics, Sociology and Law- Society, State, Government, Nation and Nationality.

Unit-2 The Nature of the State

Origin, Nature and End of State.

Unit-3 Concepts

Sovereignty-Law-Liberty and Equality-Justice and Secularism- Citizenship – Rights and Duties.

Unit-4 Forms of Government:

Monarchy-Dictatorship-Aristocracy-Democracy-Unitary,Federal, Parliamentary, and Presidential Constitutions : Definitions-Essentials of a good Constitution – Classification of the Constitutions: Evolved and Enacted; Written and Unwritten; Flexible and Rigid.

Unit-5 Organs of Government:

Legislature - Executive- Judiciary. Separation of Powers-Political Parties- Pressure Groups and Public Opinion.

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

This frame will impart this curriculum structure.This component will not covered for the examination

Text Books :

1. Agarwal, R.C. *Political Theory*, S.Chand & Co., New Delhi: 2002.
2. A Appadurai, A. *The Substance of Politics*, Oxford New Delhi: 1996.

Supplementary Reading :

1. Asirvatham, E *Political Theory*, New Delhi: S. Chand & Co, 1998.
2. Johari.,J.C. *Principles of Modern Political Science*, New Delhi: Sterling, 1989.
3. Thakurdas, F. *Essays on Political Theory*, New Delhi: Gitanjali, 1982.

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

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

Outcome Mapping

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

SEMESTER-II

19IHISA 26 - ELEMENTS OF SOCIOLOGY I

Credits:3

Hours:45

ELEMENTS OF SOCIOLOGY- I**Learning Objectives (LO)**

LO1: This paper is intended to acquaint the students with the discipline sociology and apply its principles distinctively

LO2:to enable the students to have a field based learning focusing the social reality.

Unit-1

Meaning, Nature and Scope of Sociology - Scientific Characteristics of Sociology - Sociology and other Social Sciences - Economics, Political Science, Anthropology, History, Psychology - Importance of Sociology.

Unit-2

Basic Concepts - Society - Community - Institution - Association - Social Group – Role and Status.

Unit-3

Social Groups - Definition - Characteristics - Types and Functions.

Unit-4

Culture - Definition - Characteristics - elements, functions - Cultural Lag - Ethnocentrism - Culture and Civilization - Cultural Uniformity and Variability.

Unit-5

Major Social Institutions and their Nature and Functions - Marriage - Family - Religion - Education - Economy - Government.

Text Books

1. Shankar Rao, C.N. Sociology, New Delhi; S.Chand & Company, 1997.
2. Inkeles, Alex. What is Sociology? An Introduction to the Discipline and Profession, Englewood Cliffs: N.J. Prentice Hall, 1964.

References

1. Ogburn,W.F & Nimkoff,M.F. A Hand Book of Sociology, Bosten: Houghton Mifflin Company, 1958.
2. Horton.B and Hunt,L. Sociology, Tokeyo: McGraw Hill Book Co., 1984.
3. Cuber,F, John. Sociology: A Synopsis of Principles, Newyork: Appleton Century Crafts, INC., 1955.
4. Shepard, John,M. Sociology, Mineesota: West Pub.Co., 1980.
5. Johnson, Harry,M. Sociology: A Systematic Introduction, New York: Brace and Co., 1960.

Outcome Mapping

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

SEMESTER-II

DEPARTMENT ELECTIVE

Credits:3

Hours:45

IHISE 27 (1) TOURISM IN TAMILNADU**Learning Objectives (LO)**

LO1: To learn about the definition, meaning, scope and types of tourism

LO2: To make the students to understand the antiquity of tourism in Tamil Nadu from the early days, Tourists produces available.

LO3: To let the students aware of negative impact of Tourism on the Heritage Cultural Monuments and the ecological challenges thus faced.

Course Outcome (CO)

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

CO1: Know the History of Tourism in Tamilnadu from the rudimentary stage.

CO2: Understand the basics of Tourism as an Industry with much prospects of employment.

CO3: Realise the Historical and Cultural Glories of Tamil Nadu through Art and Architecture, Fairs and festivals which are of major Tourism potential

CO4: Voice against the adverse effects of Tourism like Human Vandalism and Cultural and Environmental Challenges

Unit -1

Tourism - Definition – Meaning – Scope - Components – Types of Tourism – Importance

Unit -2

History of Tourism in Tamil Nadu Through the Ages – Commercial and Spiritual and Heritage Perspectives – Sangam Age – Traders and Mercantile Guilds - Visit of Pliny and Stabo – Medieval Period – Spiritual Travel – Devaram Centres – Vaishnava Centres – Foreign Travellers – Yuan Chwang – Marco Polo and Ibn Batuta – European Travellers to Tamil Nadu

Unit -3

Tourism Products of Tamil Nadu – Historical and Cultural Monuments – Religious and Secular Architecture – Forts, Palaces, Paintings, Dance, Music, Ecological Attractions, Beaches, Resorts, Sanctuaries, Boating – Health Potential – Health Resorts – Hospitals – Adventure Sports

Unit -4

Tourism promotion in Tamil Nadu – Tamil Nadu Tourism Development Corporation – Tour Agent – Tour Guide - Tour Operator – Package Tours – Transportation – Accommodation

Unit -5

Impact of Tourism in Tamil Nadu – Socio Economic and Cultural Impacts – Adverse Effects – Neglect of Heritage Centres and Monuments – Human Vandalism – Ecological and Cultural Challenges

❖ **Development in Tourism Sector in the Current Scenario:**

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

Text Books

1. Meenakshi, C., *Administration and Society under Pallavas*, Madras: University of Madras, Re Print, 1997.
2. Pillay, K.K., *A Social History of the Tamils, Tamil Nadu History – Its People and Culture*, Chennai: University of Madras, 1975.
3. Raju Kalidoss, *History of the Tamil Nadu*, Tanjore: Tamil University, 2006.
4. Sharma.K.K., *Tourism and Socio Cultural Development*, New Delhi: Sarup & Sons, 2004.
5. Pran Nath Seth & Sushma Seth Bhat, *An Introduction to Travel and Tourism*, New Delhi: Sterling Publishers, Private Limited, 2003.

Supplementary Readings

1. Aruna Deshpande, *150 Fascinating Destinations of India*, New Delhi: Crest Publishing House, 2003.
2. Batra G.S. *Tourism Promotion and Development*, New Delhi: Deep & Deep Publications Pvt. Ltd., 1999.
3. Javaid Akhtar, *Tourism Management in India*, New Delhi: Ashish Publishing House, 1990.
4. M. Selvam, *Tourism Industry in India*, New Delhi: Himalaya Publishing House, 1989.
5. P.S. Gill, *Dynamics of Tourism*, New Delhi: Anmol Publications, 1997.

Outcome Mapping

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

SEMESTER-II**DEPARTMENT ELECTIVE****19IHISE 27 (2) ARCHIVES KEEPING***Credits:3**Hours:45***Learning Objectives (LO)**

LO1: To create awareness regarding Archives and the value of Archival resources for the study of History.

LO2: To understand Archival preservations, Archival practices the Administration and Management of Archives around the world.

LO3: To impart knowledge on the methods of using Archival resources for Historical research

Course Outcome (CO)

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

CO1: Understand the history of Archives and their utility for historical research.

CO2: Understand the methods of preserving archival materials.

CO3: Understand Administration of Archives.

CO4: Understand the growth and development of Archives.

Unit -1

History of Archives – Archives keeping Europe through the ages – International Archives – Archives in India: Ancient, Medieval and Modern.

Unit -2

Creation of Archives: Establishment of registry – Racking – Shelves and other materials – Archives and Libraries - Organisation of Archives in India: Court Archives – Public Department – Revenue Department – Secret Department – Central Government Archives – Organisation of Archives in European Countries: France, England – Archives in U.S.A., Canada.

Unit -3

Preservation of Archives – Methods of Preservation – Preliminary and precautionary measures – Preventive measures – Factors of deterioration – Atmospheric factors: Temperature, Humidity, Sunlight, Dust, Impurities, Micro-organisms and pest: Pests, Silver fish, Termites or White Ants, Wood Warm, other insects – Methods of Preservation and repair of Archival material.

Unit -4

Administration of Archives: National Archive – Tamil Nadu Archive - Functions of Archives - Uses of Archives.

Unit -5

National Archives: Its origin, growth and activities - Tamilnadu Archives: Its origin, growth and activities - Private Archives: Definition – Difference between private and public archives – Categories

of Private Archives – Nehru Memorial Museum – IUCIS, Hyderabad – Parry and Company, Chennai – Asiatic Society of Bengal – Bengal Club – Vishva Bharathi – Sringeri Mutt – Indo-Portuguese Archive, Goa – Arch Diocese of Madras – Archives of Shenbaganoor, Kodaikanal – Problem of private archives – National Registrar of Private Records.

❖ **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.S. Baliga, A Guide to the records preserved in the Madras Record Office, Superintendent, Madras: Government Press, 1936.
2. A Guide to the Archival Care of Architectural Records: 19th-20th Centuries, International Council on Archives Section on Architectural Records, Paris: ICA, 2000.
3. PurenduBasu, Archives and Records: What are they?, New Delhi: National Archives of India, 1960.
4. R.H. Phillimore, Historical Records of Survey of India, Vols. 1-3, Dehra Dun: Survey of India, 1945.
5. C.L. Prajapathi, Conservation of Documents: Problems and Solutions, New Delhi: A Mittal Publication, 2005.
6. N. Harinarayana, Science of Archives Keeping, Hyderabad: State Archives, 1969

Supplementary Reading

1. R.H. Phillimore, *Historical Records of Survey of India*, Vols. 1-3, Dehra Dun: Survey of India, 1945.
2. C.L. Prajapathi, *Conservation of Documents: Problems and Solutions*, New Delhi: A Mittal Publication, 2005.
3. N. Harinarayana, *Science of Archives Keeping*, Hyderabad: State Archives, 1969
4. B.S. Baliga, *A Guide to the records preserved in the Madras Record Office*, Madras: Government Press, 1936.
5. A Guide to the Archival Care of Architectural Records: 19th-20th Centuries, International Council on Archives Section on Architectural Records, Paris: ICA, 2000.
6. Purendu Basu, *Archives and Records: What are they?*, New Delhi: National Archives of India, 1960.

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	S	L		S		S	M		
CO4	L	L		M		S	S		

SEMESTER-II**19IHISC28 - EXTENSION ACTIVITIES****Credits:1*****Hours:15***

The Students can visit the nearby Archaeological sites and learn the Pre Historic remains and relics regarding the life system of our Ancient Tamils. Moreover the students should get awareness about the values of our Cultural Heritage.

3. இளப் கோவக் - சிலப்பதிகாரப்
டாப்டப் உவே.சா. பதிப்ப்
2, அப்ப் மடப் கடக்கலை சாலை
பெசப்ப் நகப் செப்னை
பதினொப்ப்றாப் பதிப்ப் -2008
4. சீப்தலைப்சாப்தனாப் - மணமீகலை
டாப்டப் உவே.சா. பதிப்ப்
2, அப்ப் மடப் கடக்கலை சாலை
பெசப்ப் நகப் செப்னை
எப்டாப் பதிப்ப் -2008
5. சேப்கிழாப் - பெய்யராணப்
ப்ப்லை நிலையப், செப்னை
ப் தப்பதிப்ப் -2010
6. கப்பப் - கப்பராமாயணப்
அப்ணாமலைப் ப்ப்கலைப்கழகப்
வெளய்யப்,
7. ச.வேப்ப்பர்மணய்யப் - தமிழ் இலப்கியவரலாப்
மணய்யாசகப்பதிப்பகப், செப்னை.
ப் தப்பதிப்ப்- 1999
8. சோ.ந.கப்தசாமி - தமிழ் இலப்கியவரலாப்
மணய்யாசகப்பதிப்பகப், செப்னை.
ப் தப்பதிப்ப் - 2004

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1				M				S			L			M	
CO2				S				S			S			S	
CO3	M			M				S			S			S	
CO4	S			S				S			S			M	
CO5	S			M				M			M			S	

SEMESTER-III 19IENG32 English Through Literature III: Drama**Credits:3****Hours:45****Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Enhance the conversational competence of the learners by introducing drama in English.

LO2: Make the students understand characteristics of the Elizabethan Age.

LO3: Make them appreciate Shakespearean drama.

LO4: Make them learn the key elements of sentence structures

LO5: Make the students master the mechanics of writing

Course Outcomes

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

CO1: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examination

CO2: Appreciate conversational English

CO3: Recognize the dramatic elements of Shakespearean dramas

CO4: Use punctuations and capitals effectively in their composition

CO5: Recognize the elements of the spoken discourses

Unit IWilliam Shakespeare
Grammar*The Tempest* (Act I)
“Phrases and Clauses”**Unit II**William Shakespeare
Grammar*The Tempest* (Act II)
“Simple, Compound, and Complex Sentences”**Unit III**William Shakespeare
Grammar*The Tempest* (Act III)
“Transformation of Sentences”**Unit IV**William Shakespeare
Grammar*The Tempest* (Act IV)
“Sequence of Tenses and Reported Speech”**Unit V**William Shakespeare
Grammar*The Tempest* (Act V)
“Punctuation and Capitals”**Text Books:**

1. Green, David. *Contemporary English Grammar, Structures, and Composition*. Chennai: MacMillan, 2010.
2. Shakespeare, William. *The Tempest*. Ed. W. Turner. New Delhi: S. Chand & Co., 2008.

Supplementary Reading:

1. Cahn, L Victor. *Shakespeare the Playwright: A Companion to the Complete Tragedies Histories, Comedies, and Romances*. London: Praeger, 1996.
2. Crystal, David. *Shakespeare's Words: A Glossary and Language Companion*. London: Penguin, 2009.
3. Greenbaum, Sidney. *Oxford English Grammar*. London: Oxford UP, 2005.
4. McCarthy. *Cambridge Grammar of English*. London: Cambridge UP, 2018.
5. Quirk, Randolph. *A Comprehensive Grammar of the English Language*. London: Pearson, 2010.

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	M		M				S			L			L		M	
CO2	S		S				S			S			S		S	
CO3	M		S				S			S			S		S	
CO4	S						S			S			S		M	
CO5	M						M			M			M		S	

SEMESTER-III

19IHISC33 - SCIENCE AND TECHNOLOGY IN INDIA**Credits:4***Hours:60***Learning Objectives(LO):**

LO1: To understand the scientific knowledge of Pre-Historic people of India

LO2: This course will make the student to understand about the importance of Science and Technology

LO3: To ensure the student understands how profoundly scientific and technological development improve society and environment

Course Outcome (CO)

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

CO1: Students will be able to connect science and technology to real world problems by explaining how science relates to problems of societal concern

CO2: Distinguish between sound and unsound interpretations of scientific information

CO3: Demonstrate knowledge of scientific and technological advancements and their impact on historical and modern societies

CO4: Student will be understand the difference between ancient scientific knowledge of Indians in to Modern scientific Technology

Unit-1

Origin and development of science and technology in prehistoric – beginning of agriculture and its impact – growth of science and technology – Indus valley period – vedic period – Sangam Age.

Unit-2

Development in astronomy – Aryabhata – Varahamihira – Bhaskara I - Developments in Medicine and Surgery – Charaka, Sushratas, Samihitas – Siddha and Ayurveda.

Unit-3

Development of Science and Technology in Mughal Period – Arab Science and its Inception – Unani – Metallurgy – Fire – Arms Technology – Agricultural Technology.

Unit-4

Science and Colonial Exploration – Surgery – Indian Geographical Survey – Developments of Meteorology – Agricultural Studies.

Unit-5

Mahendra Lal Sarkar, P.C. Ray – J.C. Bose – Sir C.V. Raman – Srinivasa Ramanyam

Science and Technology in Independent India – Space Research – Era of Satellites – APPLE to INSAT – Nuclear Science – Atomic Energy Commission – Green Revolution – Meghnad Saha – Homi Jehangir Bhabha – Dr. Hargobind Kharma – Dr. S. Chandra Sekar – A.P.J. Abdul Kalam.

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

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

Text Books

1. Abdur Rahman, History of Indian Science, Technology and Culture A.D. 1000 -1800, New Delhi: Oxford University Press, 1999.
2. Anuraddha Bai & Bagchi, Technology in Ancient and Medieval India, Delhi: Sundeep Prakashnan 1986.
3. Venkatraman R., History of Science and Technology, Udumalpet: Ennes Publications, 1997.
4. White Head A.N., *Science and the Modern World*, Cambridge: Cambridge University Press, 1953.
5. George Sarton., *Introduction to the History of Science*, 3 Vol, Cambridge: Cambridge University Press, 1951.

Supplementary Reading

1. Kuppuram, G. *History of Science and Technology in India*, New Delhi: South Asia Books, 1990
2. Sanjay Sen, *History of Science and Technology*, Guwahati: N.L.Publisher, 2016
3. Arthor Eddington., *New Pathway's in Science*. Cambridge: Cambridge University Press, 1947.
4. Datta K.K., *Dawn of Renascent India - Vol. II*, Bombay: Allied Publishers Private Limited, 1964.
5. Garrat G.T. (Ed)., *The Legacy of India*, Oxford: Clarendon Press, 1951.

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	S	L		S	S				M
CO4	L	L		M	S				S

SEMESTER-III 19IHISC 34 - HISTORY OF EUROPE FROM C.E. 1453 TO 1789**Credits:4****Hours:60****Learning Objectives(LO):**

- LO1: To enable the students to understand the European History right from Voyages on Geographical Discoveries.
- LO2: To provide an opportunity to know off the thoughts and works of European Philosophers and their efforts to get rid of the domination of Latin and promotion of their mother tongue.
- LO3: To know about the contribution of Martin Luther and Ignatius Loyola in the Spread of Christianity throughout the world.

Course Outcome (CO)

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

- CO1: Know about the onset of a Modern Thought Process in Europe through the Speeches and Writings of European Philosophers.
- CO2: Clearly know about the active participation of German Protestant Leaders towards Reformation in Christian Religion.
- CO3: Visualize on the Rise and fall of Great Dynasties and on the Era of Enlightened Despots in Europe.
- CO4: Grasp on the emergence of nascent form of democratic institutions in Europe, replacing the autocratic rule.

Unit 1

Introduction – Europe at the close of the Middle Ages – – Voyages and Discoveries- Renaissance

Unit 2

Reformation – Martin Luther – Calvin – Counter Reformation – Ignatius Loyola

Unit 3

Charles V and Germany, Phillip II of Spain – Armada – Decline of Spain – France under Henry IV – Richelieu – Foreign Policy – War of Spanish succession – Peace of Utrecht.

Unit 4

Rise and Decline of Sweden – Gustavus Adolphus – Charles IX – Thirty Years War - Peace of West Phalia.

Rise of Russia – Peter The Great – His Character and Policy – Catharine the Great - Partition of Poland.

Unit 5

Age of Enlightened Despots – Rise of Prussia – Frederick the Great – Maria Teresa - France-Louis XIV - War of Austrian succession – Seven Years War – The Anglo – French Colonial Rivalry – Joseph II of Austria.

❖ **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., History of Europe (1452-1850), New Delhi: Sterling Publishers Pvt.Ltd, 2018
2. B.V.Rao., World History from early Times to AD 2000, New Delhi : New Dawn Press, 2006
3. Arun Bhattacharjee, *A History of Europe* (1453 – 1789) New Delhi: Sterling Publishers Private Ltd,1981.
4. Alalasundaram, *History of Europe* (Tamil) (1453-1815), Pondicherry: Podhigai Publisher, 1972.
5. South Gate., *A Text Book of Modern European History*, London: OUP, 1985.
6. Vasudeva Rao T.N., *History of Europe* (1453-1789). (Tamil), Chennai: Tamilnadu Text Book Society, 1974.

Supplementary Reading :

1. Grant A.J., *Europe: The Story of the Last Five Centuries*. London: Long Mans, 1983.
2. Hayes., *Political and Social History of Europe*, New York: Macmillan, 1916.
3. M.Arokiyasamy, *History of Europe* (Tamil) (1450-1970), Chennai: Tamilnadu Text Book Society , 1979.

Outcome Mapping

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

SEMESTER-III

19IHISA 35 - ELEMENTS OF ECONOMICS**Credits:3****Hours:45****Learning Objectives (LO):**

LO1: To provide knowledge about the Discipline of Economics for the purpose

LO2: To Understand Economics functions of a Society

LO3: To identify Functions of Money

Course Outcome (CO)

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

CO1: Know about the Subject matter of Economics.

CO2: Clearly know about the Performance criteria for evaluating an economic system.

CO3: Visualize on the Central Bank and Commercial Banks Instruments of Monetary Policy.

CO4: Grasp on the Sources of Revenue-Tax and Non-tax revenue.

Unit-1: Introduction

Subject matter of Economics- Important concepts in Economics- Scarcity – Opportunity Cost – Marginal Analysis

Unit-2: The Economy as a System

Performance criteria for evaluating an economic system- The Socialist System: Features – Organization - Reasons for collapse of Socialist Economics- The Market Economy - Supply-Demand – Analysis - Consumer sovereignty (No market structures)- Strengths and defects of the market system- Role of the State

Unit-3: Monetary Policies

Functions of Money- The Central Bank and Commercial Banks Instruments of Monetary Policy

Unit-4: Fiscal Policy

Union Budget - Sources of Revenue-Tax and Non-tax revenue- Fiscal Federalism in India (Study of Individual Finance Commission not required) Objectives of Fiscal policies-Growth, Equality and Stabilisation

Unit- 5 Economic Growth

Measuring Economic Growth- Factors driving Economic Growth -Capital- Human Resources-Technology-Cultural Values

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

This frame will impart this curriculum structure. This component will not be covered for the examination

Text Books

1. Seth M.L.(2002) Principles of Economics
2. Singh S.K.(2000) Public Finance in Developed and Developing Countries (Chand&Co)
3. Sundaram k.P.M. (2006) Money Banking and International Trade (Vikas)

❖ **Glimpses of History in Contemporary Perspective:****This component will be part of the Curriculum, but would not be included in Examination**

Outcome Mapping

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

SEMESTER-III

19ICAA 36 - COMPUTER AND ITS APPLICATIONS**Credits:3****Hours:45****COMPUTER AND ITS APPLICATIONS –**

For All the 5 Year Integrated PG Programmes of Arts Faculty

Learning Objectives (LO):

LO1: To introduce the students to the fundamentals of both software.

LO2: To know about hardware of a computer and its application.

LO3: To understand the application by the usage of system manuals.

Course Outcome (CO)

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

CO1: The students got how to Generation of Computers

CO2: The student gets knowledge Personal Productivity Software

CO3: The students getting benefits of the computer applications

Unit-1

Introduction to Computers: History - Generation of Computers - Storage Devices - Primary Storage Devices (RAM, ROM, PROM, EPROM) - Secondary Storage Devices (Floppy Disk, Hard Disk, Optical Disk and Magnetic Tapes) - Input and Output Devices (Keyboard, Mouse, Joystick, Monitor, Printers and Scanners).

Unit - 2

Introduction to Operating System: Types of Operating System (DOS, Windows) – Operating System Features – Booting (Warm and Cold Booting) - Introduction to Software: Software Types (System Software, Application Software) - Computer Languages (Machine Language, Assembly Language and High Level Language) – Computer VIRUS, WORMS and Vaccines.

Unit - 3

Personal Productivity Software: Introduction to MS-Office - MS-Word - MS-Excel - MS-Power Point - MS-Access.

Unit - 4

Data Communication: Elements - Computer Network - Types (LAN, MAN and WAN) - Topology - Transmission Media – Guided Medium (Twisted Pair, Coaxial Cable and Fiber Optic Cable) – Wireless Transmission.

Unit - 5

Introduction to Internet: Browser and Its types - World Wide Web (WWW) - Internet Service Provider (ISP) - HTTP - Electronic Mail - Introduction to Multimedia - HTML - Creation of Web Pages.

TEXT BOOKS:

1. Alexis Leon, Mathew Leon. Fundamentals of Information Technology. New Delhi: Vikas Publishing House, 1999.
2. Peter Norton. Introduction to Computers. (4th Edition). Delhi: Tata McGraw-Hill, 2001.
3. Sanjay Saxena. A First Course in Computers. New Delhi : Vikas Publishing House, 1998.

Supplementary Reading

1. Behrouz A Forouzan. Data Communication and Networking. (2nd Edition). Delhi: PHI., 2003.
2. Neil Randall. Teach Yourself the Internet in a Week.(2nd Edition). Delhi: PHI., 1996.
3. Tay Vaughan. Multimedia: Making It Work. (8th Edition). Osborne: McGraw-Hill, 2011.
4. V.Rajaraman. Introduction to Information Technology. (2nd Edition). Delhi: PHI., 2013.

Outcome Mapping

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

SEMESTER-III

DEPARTMENT ELECTIVE

Credits:3

Hours:45

19IHISE 37 (1) MODERN GOVERNMENTS**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

CO2: Understand the minute developments of our constitution, 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

Constitution – Written and Unwritten – Convention and Usages. Federal and Unitary Constitutions Separation of Powers Rule of Law and Administrative Law

Unit -2

The Constitution of India - Constitutional Amendments

Unit 3

The Constitution of the United Kingdom

Unit 4

The Constitution of the United States of America.

Unit -5

The Constitution of France, and Switzerland.

All these constitutions will be studied in detail with reference to

1. The mode of amendment
2. The guaranteed rights of the citizen.
3. The composition and function of the formal and real executive.
4. Organisation and powers of the Legislature.
5. Political Parties.
6. The composition and function of the judiciary.

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

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

Text Books

1. Alan.R.Ball, *Modern Politics and Government* , Ports Mouth: Plgrave Macmillan,1993
2. Aggarwal, R.C., *Constitutional History of India and National Movement*, New Delhi: S. Chand & Co. 2016.
3. Banerjee, A.C., *The Constitutional History of India*, Calcutta: Mukharjee and Co.Ltd., 1961.
4. Keith, A.S. *A Constitutional History of India 1765-1979*, Allahabad: Central Book Depot, 1961.

Supplementary Reading

1. Munshi, K.M., *Indian Constitutional Document*, Bombay: Bharatiya Vidya Bhavan, 1967.
2. Philips, C.N. fed.), *Select Documents on the Evolution of India and Pakistan*, 1858-1947, London: Oxford University Press, 1961
3. Durgadass Basu, *Introduction to Constitution of India*, Nagpur, Nexis, Butter works Wadhwa, 2008.
4. Sujit Choudhry, Madhav Khasla and Pratap Bhanu Metha, *The Oxford Handbook of The Indian Constitution*, New Delhi, Oxford University, Press, 2016.

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

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

Outcome Mapping

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

DEPARTMENT ELECTIVE

19IHISE 37 (2) HISTORY OF EDUCATION IN INDIA

Learning Objectives(LO):

LO1: To gain sound knowledge on the evolution of education thought in India, platforms that facilitated in imparting education and on the prominent ancient learning centres.

LO2: To be briefed on the Hindu, Jain, Buddhist and Muslim Education, the Institutions that taught them, development of Fine Arts, Libraries and Literature.

LO3: To make the students aware of the New Education Policy that has been initiated by both the State and Union Government.

Course Outcomes

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

CO1: Know about the genesis of education in India, non institutional religious and secular education bodies that were active and on the world famous education centres that offered then.

CO2: Understand the education that was given off by the religions that were prevalent, space given for adult and popular education

CO3: Visualize on the Institutionalization of Education by the Colonial Rule through various enactments, removal of gender disparity and the introduction of Western Education.

CO4: Better utilize the level playing ground that has been facilitated by the Government through recent policy decisions to grab the opportunities.

Unit -1

Evolution of educational thought in India – The concept of the education: - Methods of Instruction – Educational Institutions – Gurukulas – Parishads – Ghatikas – Mathas – Temple as Institution of learning – Teacher – Taught relationship – Education and the Varna system in the society.

Religious Education – Buddhist period – Monastery – Important centers of learning – Nalanda – Taxila – Kashi – Varanasi – Kanchi.

Unit -2

Education in south India from 400 AD to 1300 AD; Educational Institutions – Adult Education – Jain and Buddhist Education – Education and Fine Arts – Technical Education – Popular Education – Libraries.

Unit -3

Muslim education – Madrasas – Decline of the ancient Indian educational institutions – Organization of Islamic education in India – Muslim educational institutions – Development of Literature during the Muslim period.

Unit -4 British Period

The Charter Act of 1813 – The Progress of Western Education – Role of Christian Missionaries – Development of English and Vernacular education – Lord Maculay's Filtration theory – Wood's Despatch of 1854 – Indian Education Commission of 1882 – Hunter Commission

– Training of Teachers – Progress of Primary and Secondary Education – Saddler Commission – Indian University Act 1904.

Unit -5

Education since Independence – Educational Ideas of Tagore and M.K. Gandhi – Higher Education University education and Radhakrishnan Commission 1952-53- Kothari Commission 1964-66 – the New National Education Policy – Vocational and Technical Education – Medical Education – The 10+2+3 Educational System – The Formal Semester System – Distance Education – Open University System – Recent trends in educational development.

❖ 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 J.G., *Basic Ideas in Education*, Delhi: Shipra Publications, 2001.
2. Cahuhe S.P., *History and Problems of Indian Education*, Agra: Vinod Pustak Mandir, 1989.
3. Gurumurthy S., *Education in South India*, Madras: New Era Publications, 1979.
4. Jaganath Mohanty., *Modern Trends in Indian Education*, New Delhi: Deep and Deep Publications, 1988.
5. Valkil K.S. *Education in India*, Lucknow: Journals and Publications, 1948.

Supplementary Reading

1. Bhanwar Lal Dwivedi, *Evolution of Educational Thought in India*, New Delhi: Nothern Books Centre, 1994.
2. Dandekar, *Psychological Foundation of Education*, New Delhi: Macmillan India Limited, 2002-2003.
3. Sureshchandra Shukla, *Education, Development and Under Development*, Jamia Millia Islamic, University of Delhi, New Delhi: Sage Publications, Nov. 1999.
4. William Cenkner, *The Hindu Personality in Education*, (Gandhi, Tagore, Aurobindo), New Delhi: Mancher Publications, 1994.
5. Altekar. A.S., *Educaion in Anient India*, Delhi: Isha Book, 2009

Outcome Mapping

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

Semester-III

19ISSC300 - SOFT SKILL 1**Credits:3****Hours:45****Semester 3****Soft Skills-1: Communication Skills****Credits: 3****Hours:****Learning Objectives (LO)**

The objective of the course is

LO1: To identify and enhance the soft skills of the students

LO2: To develop effective oral and writing skills of the students

LO3: To enable them to communicate effectively through their body language

Course Outcomes(CO)

Upon completion of the course students will be able to

CO1: Make effective presentations and showcase mastery in communication

CO2: Achieve excellence in both personal and professional life

CO3: Prepare their own resume and understand the importance of preparing resume

Unit-1 Introduction to Soft Skills (12h)

Softskills - Meaning and Importance - Soft Skills Vs Hard Skills – Attributes regarded as Soft Skills

Listening – Types of Listening, Effective Listening, Barriers to Listening, Developing Listening skills, Assertive communication

Unit-2 Communication Skills (12h)

Communication – Definition, Process, Types – Verbal and Non Verbal Communication, Oral and Written Communication, Barriers to communication, Speaking Skills, Starting and sustaining a conversation, Presentation and interaction

Unit-3 Presentation Skills (12h)

Public Speaking, Types of Speeches, Combating Nervousness, Patterns & Methods of Presentation, Oral Presentation: Planning & Preparation, Making Effective Presentations, Use of Audio-Visual aids

Unit-4 Writing Skills (12h)

Principles of Written Communication, Purpose, Types of Business Writing, Business Letters - format and style, Professional Writing – Articles, Reports, Conference papers, Types and Layout of report, Employment Communication - Preparing Drafting an Effective Resume – Cover letter

Unit-5 Non Verbal Communication (12h)

Communication Without Words, Para language - Proxemics, Kinesics - Body Language - Facial Expressions , Gestures, Postures, Haptics - The Language of Touch, Meta-communication

Text Books

1. Alex K, Soft Skills, Sultan Chand Company, 2014.
2. Sanjay Kumar and Pushp Lata, Communication Skills, Oxford University Press, 2nd Edition, 2015.

Supplementary Reading

1. Manish Ranjan, Communication Skills and Interpersonal Skills, Pearson Education India, 2014.
2. Mikael Krogerus and Roman Tschappeler, "The Communication Book", Portfolio Penguin Publishers (Kindle edition), 2018.
3. Shalini Verma, Body Language, S.Chand & Company Ltd., 2006.
4. Y. Vijaya Babu, "A Course on Communication Skills for Professional Students: Basics and Concepts", Notion Press, First Edition, 2019.

Outcome Mapping

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

Part - I Language - தமிழ் ITAC41 - சழ்க இலழ்கியழ் ழ் செழ்மொழி வரலாழ்ழ்

மதிப்பெழ் கழ் : 75

கிரழ்ப்பு : 3

நோழ்கழ்:

உலகழ் செழ்மொழியழ் வரலாழ்றாழ் ப்பு தழ். தமிழ்ப்பு செழ்மொழியழ் தனழ் சிறப்புகளைப்பு செழ்மொழி இலழ்கியழ்களைப்பு வடிவப்பதழ் - சப்க இலழ்கியழ்களழ் தனழ்தழ் மைகளை வரலாழ்ப்பு டு வடிவப்பதழ். இலழ்கியழ்களைப்பு அவை தொடப்பான இலழ்கிய வரலாழ்றாழ் ப்பு இணைப்பப்பதழ்.

அலழ் - 1 அக இலழ்கியழ்கழ்

1.	ப்பு ப்புதொகை	-	125, 129, 177, 302, 397	(நெழ்தழ்)
2.	நப்றிணை	-	206, 217, 304, 334, 382	(ப்றிபு சி)
3.	ஐப்ப்பு ப்பு	-	17, 18, 71, 75, 96,	(மப்தழ்)
4.	அகநாபு ப்பு	-	147, 303, 370	(பாலை)
5.	கலிப்தொகை	-	104, 105	(ப்புலை)

அலழ் - 2 ப்ற இலழ்கியழ்கழ்

1.	ப்றநாபு ப்பு	-	பெபு பாப்பலவழ்கழ் 76, 83, 133, 146, 178, 188, 227, 261, 264, 278
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அலழ் - 3 பழ்ழ்ப்பாழ்ழ்

1.	நெழ் நெழ் வாடை
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அலழ் - 4 சழ்க இலழ்கிய வரலாழ்

தொபு காப்பய்ப்பு - சப்க காலபு - ப்பு ப்புசப்கபு - பாப்ப்பு தொகைப்பு - தொப்ப்பு றை - தனழ்தழ் மைகழ்.

அலழ் - 5 பயழ் பாழ்ழ்ழ்தமிழ் ழ் செழ்மொழி வரலாழ்ழ்

மொழி வடிவழ்கழ் - மொழிப்ப்புப்பு - உலகழ் செழ்மொழிகழ் - இப்தியழ் செழ்மொழிகழ் - செழ்மொழிப்து திகழ் - வரையறைகழ் - வாபு ப்பு செழ்மொழிப்து தமிழ் - தமிழிப்து தொபு மை - தமிழிப்து சிறப்புகழ் - தமிழ்ப்பு செழ்மொழிப்து ப்பு - தமிழ் செழ்மொழி அறிப்து - பப்திமாப்கலைப்பு தப்து தப்கால அறிப்பு வரை (அறிப்பு - அமைப்புகழ் - நிபு வணபு - இயப்குபு தொபு யப்சிகழ் - அறப்பேராப்டு - உலகழ் தமிழ்ப்பு செழ்மொழி மாநாபு, கோவை-2010)

அலழ் - 6

(மாணவழ்கழ் அறிப்பு கொழ்வதழ்ழ் மழ்ழ் - தேழ்ழ்கான பழ்தி அழ்ல)

பபு டைய தமிழ் மரபுகளைப்பு சப்க அமைப்புகளைப்பு வடிவப்பதழ், தமிழ் மொழியழ் தனழ்ப்பு வப்தைப்பு செழ்மொழி இயப்புகளைப்பு சப்க இலழ்கியழ்களழ் ப்புணைப்பு வடிவப்பதழ். சப்குபு பபு வபுகளழ் பொபுமைப்து மையைப்பு அவப்திப்து சிறப்பய்ப்புகளைப்பு வடிவப்பதழ்.

பாடழ் ழ் :

1. ச.வே.ப்பபுர்மணய்பு (ப.ஆ) - ப்பு ப்புதொகை, நப்றிணை, ஐப்ப்பு ப்பு, " அகநாபு ப்பு, கலிப்தொகை,

- மணவாசகப்பதிப்பகம், சென்னை
இரட்டாப்பதிப்பு -2011
2. ச.வேப்பம்பர்மணய்யம் (ப.ஆ) - பற்றாப்பு, மணவாசகப்பதிப்பகம், சென்னை இரட்டாப்பதிப்பு -2011
3. ச.வேப்பம்பர்மணய்யம் (ப.ஆ) - பப்பப்பாப்பு (நெப்பந் வாடை) மணவாசகப்பதிப்பகம், சென்னை இரட்டாப்பதிப்பு -2011
4. தெ.பொ.மணாப்சி ப்ப்தரப் - சக்க மொழி வரலாப்பு, நிப்பசெப்ப, ப்ப்தக நிலையப் ப்ப்தப்பதிப்பு -2018
5. மணவை ப்ப்தபா - செப்பொழி உப்பப்ப்ப்புறப்ப்பு சீதை பதிப்பகம், சென்னை ப்ப்தப்பதிப்பு -2010
6. ச.வேப்பம்பர்மணய்யம் - சக்க இலக்கியம் மணவாசகப்பதிப்பகம், சென்னை இரட்டாப்பதிப்பு -2011
7. ப்ப.வரதராசப் - தமிழ் இலக்கியவரலாப்பு, சாகித்திய அகாதெமி வெளய்யம், ப்ப்திப்பிப்பற்றாப்பு பதிப்பு- 2015

Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S		M			S			S			S		S	
CO2	S		M			S			S			M		S	
CO3	S		M			M			S			M		M	
CO4	S		M			L			S			M		M	
CO5	M		S			L			M			M		M	

Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Develop the communicative competence of learners in the English Language through training them in the skills of listening, speaking, reading, and writing
- LO2: Enable the students to know about the origin and development of short story
- LO3: Write objectively, avoiding vagueness, prejudice, and exaggeration
- LO4: Enable the learner to function through the written mode of English language in all situations including classroom, library, laboratory etc
- LO5: Discover an author's purpose, and draw conclusions about certain events, evaluating cause and effect, and understanding point of view

Course Outcomes

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

- CO1: Use more vocabularies while writing
- CO2: Ensure about the history and development
- CO3: Develop a flow in writing
- CO4: Come up with new ideas while reading stories from different perspectives
- CO5: Write in a style appropriate for communicative purposes

Unit I

- | | |
|-------------|------------------------|
| 1. O' Henry | "The Gift of The Magi" |
| 2. Ken Liu | "The Paper Menagerie" |
| Grammar | Synonyms and Antonyms |

Unit II

- | | |
|----------------------|----------------------|
| 1. Flora Annie Steel | "Valiant Vicky" |
| 2. Oscar Wilde | "Happy Prince" |
| Grammar | Words often confused |

Unit III

- | | |
|-------------------|-----------------------|
| 1. R. K. Narayan | "The Martyr's Corner" |
| 2. Mahasweta Devi | "Draupati" |
| Grammar | Paragraph-Writing |

Unit IV

- | | |
|---------------------|----------------------------------|
| 1. Leo Tolstoy | "How much Land Does a Man Need?" |
| 2. Somerset Maugham | "The Verger" |
| Grammar | Letter-Writing |

Unit V

- | | |
|--------------------|----------------|
| 1. Langston Hughes | "On the Road" |
| 2. Premchand | "Bakthi Marg" |
| Grammar | Precis-Writing |

Supplementary Reading:

1. Browns, Julie, ed., *Ethnicity and the American Short Story*. Garland, 1997.
2. Palmer, Frank Robert. *Grammar: (by) Frank Palmer*. Penguin Books, 1975.
3. Patea, Viorica, ed., *Short Story Theories: A Twenty-First-Century Perspective*. Rodopi, 2012.
4. Srinivasa Iyengar, K.R. *Indian Writing in English*. Sterling Publ., 1996.
5. Swan, Michael. *Practical English Usage*: Oxford University Press, 2016.

Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	S		M			S			S			S		S		
CO2	S		M			S			S			M		S		
CO3	S		M			M			S			M		M		
CO4	S		M			L			S			M		M		
CO5	M		S			L			M			M		M		

SEMESTER-IV 19IHISC 43 - HISTORY OF TAMILNADU From 850 C.E. to 1565 C.E**Credits:4****Hours:60****Learning Objectives (LO):**

- LO1: To enable the students to know about the sources, Political history of Tamilnadu under the Cholas, Second Pandyan Empire, Muslim Invasion, Vijayanagar Kingdom and the Nayaks till 1565 C.E.
- LO2: To be aware of the contribution of the cholas to the local self government, revenue Administration and to Art and Architectures, and to learn about the contribution of Later Pandyas and Foreign Trade
- LO4: To understand the Muslim Invasion, the role of the Vijayanagar Kingdom in the Religious Revivalism, Provincial governance and Contacts with Europeans

Course Outcomes (CO)

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

- CO1: To visualise the political history of Tamilnadu from 9th Century C.E to 16th Century C.E.
- CO2: To improve their knowledge on various achievements from later Cholas to the Nayaks till 1565 C.E Tamil Country
- CO3: To know about the achievements of Second Pandyan Empire Art, Architecture, Trade
- CO4: To understand the invasion of Muslims, how vijayanagar empire played a vital role in expanding their rule in Tamil Country, Hindu revivalism and how it filled the vacuum in the polity of South India.

Unit-1

Sources for the History of the Later Cholas -Vijayalaya - Aditya I - Parantaka I - Their achievements - Rajaraja I - Rajendra I - Kulottunga I and their Successors - Decline of the Imperial Cholas.

Unit-2

Chola administration - Central Administration - Village administration - Kudavolai system - Religious condition – Contribution to Art and Architecture

Unit-3

Sources for the history of the Second Pandyan Empire- Kulasekhara I - Maravarma Sundara Pandya I -Maravarman Kulasekhara I - Their achievements - Decline of the Second Pandyan Empire

Unit -4

Marco Polo's Visit - Invasion of Muslims - The Sultanate of Madurai

Unit-5

Foundation of Vijayanagar Empire – Harihara – Bhukka – Venkata I – Krishnadevarayar and their successors – Nayaks of Madurai, Tanjore and Gingee - Vijayanagar Administration – Growth of Literature – Battle of Talaikotta

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

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

Text Books.

- 1) Nilakanta Sastri K.A., *The Colas*, Madras: University of Madras, 1975
- 2) Pillai K.K., *Cholar Varalaru*, Chennai: *Government Press*, 1977.
- 3) Rajamanickanar M., *Cholar Varalaru*, Chennai: Puram Pathippagam, 1999.
- 4) Raman K.V., *Pandya Varalaru*, Madras: Tamilnadu Text Book Society, 1977.
- 5) Sadasiva Pandarathar T.V., *Pirkala Cholar Varalaru*, Annamalai Nagar: Annamalai University Publication, 1974.

Supplementary Reading

- 1) Balasubramanian S.R., *Early Chola Art*, London: Asian Publishing House, 1971
- 2) Burten, Stein Peasant, *State and Society in Medieval South India*, Delhi: *Oxford University Press*, University of California, 1994.
- 3) Govindasamy M.S., *The Role of Feudatories in Later Chola History*, Annamalainagar: Annamalai University Publication, 1979.
- 4) Hall Kenneth R., *Trade and Statecraft in the Age of the Colas*, New Delhi: Abhi- Nav Publications, 1980.
- 5) Karashima N., *South Indian History and Society Studies From Inscriptions AD 850 - 1800*, Madras: Oxford University Press, 1984.

Outcome Mapping

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

SEMESTER-IV**19IHISC 44 - HISTORY OF GREECE****Credits:4****Hours:60****Learning Objectives (LO)**

LO1: To make aware of the students about the glories of Ancient Greeks

LO2: To understand about the formation of City States, Art and Architecture, Trade and Commerce.

LO3: To know about the emergence of Democratic Institutions, Philosophy and development of Science and Technology in Ancient Greece.

Course Outcome (CO)

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

CO1: Understand about the Geographical Features of Greece, its significance and the Ancient Civilizations of Greece

CO2: Visualize about the Homeric Age and on literary marvels of Iliad and Odessey

CO3: Know about the emergence of City States in Greece, Political and Socio Economic Reforms.

CO4: Evaluate the Philosophy of Socrates, Plato, Aristotle, Legacy of Greece to the World and its contribution to Science and Technology

Unit -1

Geography – Its Advantage – Hellenic People – Their Ancient Civilizations – Aagean and Mycenaean Civilizations – Trojan War and its Impact.

Unit -2

Homeric Age – Monarchy and Aristocracy – Society – Intellectual Awakening – Emergence City States – Sparta and Athens – First Persian War – Second Persian War – Causes, Course and Impact of the Wars.

Unit -3

Age of Pericles – Early Career of Pericles – His Democracy - Athenian Council – Socio-Economic Reforms – His Cultural Contribution – His Foreign Policy – Peloponnesian Wars – and the Impact of the Wars.

Unit -4

Supremacy of Sparta – The March and Retreat of the Ten Thousand – General Lysander – The Corinthian War – The Peace of Callias – Supremacy of Athens – The Second Athenian Confederacy – The Dictorship of Syracuse – Dionysius I – Dionysius II Timoleon.

Unit -5

Supremacy of Thebes – Jason of Pherae – Epaminondas – Supremacy of Macedonia – Philip II – Alexander the Great – The Legacy of the Greece to the World – Greek Political Thoughts – Socrates – Plato – Aristole – Philosophy – Poetry Literature – Law – Art – Architecture – Science and Technology.

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

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

Text Books

1. Bury J.B and Russell Meiggs., *A History of Greece*, 4th edition, Hong Kong: MacMillan Press Limited, 1975.
2. Dhanakoty T and SubrahmanianN, *Man and His World*, Madras: The National Publishing Co., 1956.
3. Hanumanthan K.R., *History of Ancient Greece* (Tamil), Chennai: Tamil Nadu Text Book Society, 1972.
4. Mani.K, *History of Greece*, Madras: M.S. Publication, 1990.
5. Nambi Arooran.K, *History of Greece* (Tamil). Madras: Tamilnadu Text Book Society, 1972.

Supplementary Reading

1. Adolf Holm, *The History of Greece*, London: MacMillan Co., 1907.
2. Bury J.B and Russell Meiggs., *A History of Greece*, 4th edition, New York: MacMillan Hong Kong Press Ltd, 1975.
3. Christopher Rowe, *The Cambridge History of Greek and Roman Political Thought*, Cambridge: Cambridge University Press, 2002.
4. Davies H.A., *An Outline History of the World*, London: OUP, 1969.
5. Weech W.N (ed.) *History of the World*, New Delhi : Vikrant Publications and Distributors, 1992.

Outcome Mapping

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

SEMESTER-IV

19IHISA 45 - INDIAN ECONOMIC DEVELOPMENT**Credits:3****Hours:45****Learning Objectives (LO):**

LO1: To cater to the needs of students preparing for the Competitive examination.

LO2: To understand the five year plans and its growth

LO3: To know the economic reforms among the Poverty and unemployment.

Course Outcome (CO)

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

CO1: Understand about the Indicators of Economic Development

CO2: Visualize about the rationale for planning

CO3: Know about the economic reforms.

CO4: Evaluate the globalization of Indian economy.

Unit-1: Introduction

Indicators of Economic Development: GDP, Human Development Index, Gender Development Index- Economic factors in Development Non economic factors in Development

Unit-2: Planning in India

The rationale for planning- The objectives of five year plans: growth, modernization, equity, self-sufficiency The achievements and failures of five year plans(overall survey, study of individual plans not required)

Unit-3: Poverty and Unemployment

Poverty – Causes – Impact of Economic Reforms on Poverty Unemployment-Types and causes

Unit-4: Contemporary Issues

Status of women in India Fiscal Federalism- Balance of Trade and Balance of payment

Unit- 5 Economic Reforms

The 1991 crisis and New economic policy- The rationale for privatization-Globalization and the Indian economy - The impact of reforms on Indian economy

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

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

Text and Reference Books

1. Dott R.C.and K.P.M.Sundaram (2002): Indian Economy (S.Chand)
2. Misra S.K. and Puri V.K.(2000) Indian Economy (Himalaya Publishers)

Outcome Mapping

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

SEMESTER-IV**DEPARTMENT `ELECTIVE****Credits:3****Hours:45*****IHISC 46 (1) TOURISM IN INDIA*****Learning Objectives (LO):**

LO1: To make the students understand geographical background, cultural heritage and external influence.

LO2: To let the students know the cultural patterns, handicrafts, fairs and festivals of North and South India.

LO3: To be aware relevance of Tourism in the modern day perspective, associated agencies and modes of transportation assessed in Tourism.

Course Outcome (CO)

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

CO1: Realize geographic, social, economic, cultural influence that drive forward the Tourism Industry

CO2: Be aware of cultural pattern of independant India, Architecture, Temples, drama, fairs and festivals and cultural symbolism of North and South India.

CO3: Realize the importance of tourism industry, its National and International relevance and organised tours.

CO4: Know the different modes of transport, promotion techniques and issues related to it.

Unit 1

Introduction - Geographical background of Indian Culture - Growth of Indian Tourism - Importance of Cultural heritage in the tourism course - Cultural influence of Aryan Invasion - Greek, Kushan, Early Muslim - Moghal and British rule.

Unit 2

Evaluation of Cultural patterns after independence - Location of the monuments accessibility from the main Indian airports - Architecture - Hindu, Buddhist and Muslim Periods - Archaeological Museums in India - History of Major North India Temples - North Indian Handicrafts - the Drama, the Novel and Applied arts in North India.

Unit 3

South India - Location of main Tropical handicraft activities - South Indian yoga centres as part of Tourism - Fairs, Festivals and special events - The Hindu Python - Symbolism of icons in Temples.

Unit 4

Importance of Tourism in Modern Times - Tourism National and International - Essentials of Travel Agencies - Origin and Nature of conducted Tours.

Unit 5

Prevailing types and forms of Tourism - Measures for the Promotion of International Tourism - Transport - Means of Transport - its impact on Tourism - Railways - Roads, Shipping - Air and Inland Water ways - Their Special features - Merits and Demerits .

❖ **Development in Tourism Sector in the Current Scenarion :**

This compenent 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, 1997.*
2. *Brouce Percy - Indian Architecture, Vols. I and II. Bombay: D.B. Taraporevala Sons Co. Pvt. Ltd., 1956.*
3. *Garret G.T., Legacy of India, Delhi: Read Books, 2007.*
4. *Jagmohan Negi & Gaurav N Manohar - Tourism : India 50 Years of Independence 1947-1997 Status, Growth and Development.*
5. *Sharma.K.K., Tourism and Socio Cultural Development, New Delhi: Sarup & Sons, 2004*
6. *Pran Nath Seth & Sushma Seth Bhat, An Introduction to Trael and Tourism, New Delhi: Sterling Publishers, Private Limited, 2003.*

Supplementary Readings

1. Aruna Deshpande, *150 Fascinating Destinations of India*, New Delhi: Crest Publishing House, 2003
2. Batra G.S. *Tourism Promotion and Development*, New Delhi: Deep & Deep Publications Pvt. Ltd., 1999
3. Javid Akhtar, *Tourism Management in India*, New Delhi: Ashish Publishing House, 1990
4. M. Selvam, *Tourism Industry in India*, New Delhi: Himalaya Publishing House, 1989.
5. P.S. Gill, *Dynamics of Tourism*, New Delhi: Anmol Publications, 1997.

Outcome Mapping

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

19IHSE 46 (2) ECONOMIC HISTORY OF INDIA: (1857-1947)

Learning Objectives (LO):

LO1: To gain sound knowledge on the subject matter of Economic History, its meaning, use, relevance and scope.

LO2: To be aware of the impact on ownership Rights, commercialization of Agriculture and Labour Market during the transition phase.

LO3: To enrich the knowledge of the student on the Economic impact of the Colonial Rule on Agriculture, Industries and Monetary Policy of India.

Course Outcomes:

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

CO1: Know how economics and history comprehend each other in understanding recast of economic relations and colonial states control over economic development

CO2: Be aware of the self sustenance of the Pre-colonial Indian community and its limited exposure to Global Market

CO3: To gain knowledge on the ramification of Commercialization of Agriculture, Change in Production Pattern, emergence of Small and Large Scale Industries, Labour Market etc

CO4: Evaluate the Colonial Legacy of bringing the Indian Economy to the main stream with the bountiful number of institutional frame work

Unit-1:

The Study of Economic History -. Subject Matter of Economic History, emergence - Link between economics and history - Relevance and scope

Unit- 2:

Pre-colonial Indian Economies - Agrarian Condition - Village Community - Industry - Disintegration of Village Industries -. Foreign Trade

Unit- 3:

Transition and its impact on Agriculture -. Ownership Rights, Tenancy and Land Revenue - Commercialization of Agriculture i. Crops and Cropping Pattern ii. Food Production -. Labour Market

Unit- 4:

Developments in Industrial Sector -. Industrialization, Colonial interest and Globalization -. Small-scale Industry -. Large-scale Industry -. Railways as a tool of Industrial Development

Unit- 5:

Foreign Trades and Monetary Policy -. Foreign Trade -. Drain Theory -. Monetary Policy -. Economic Stagnation

Text Book:

1. Roy, Tirthankar , The Economic History of India: 1857–1947 , New Delhi: Oxford University Press,2011.
2. Romesh Chunder Dutt, The Economic History of India, New Delhi: Publication Division, 1984.
3. Ram Shren Sharma, Perspective in Social and Economic History of Early India, New Delhi: Munshivam Manohavlal Publishers, 2003.

Supplementary Readings:

1. Kumar, Dharma (ed.), *The Cambridge Economic History of India: c. 1757– c.1970, Vol-2* , 12, Hyderabad: Orient Longman, 1982.
2. Singh, V.B. (Ed.), *Economic History of India: 1857-1956* , New Delhi: Allied Publishers 1983.
3. Chaudhuri, K.N. and C.J. Dewey (Eds.), *Economy and Society: Essays in Indian Economic and Social History*, New Delhi: Oxford University Press, 1979.
4. Gadgil D.R., *The Industrial Evolution of India in Recent Times 1860- 1939*, New Delhi: Oxford University Press, 1973.

SEMESTER-IV**19ISSC 400 - Soft Skill II - Personality Development****Credits:3****Hours:45****Semester 4****Soft Skills-2: Personality Development****Credits: 3****Learning Objectives**

The objective of the course is

LO1: To enhance holistic development of students and improve their personality.

LO2: To understand themselves and be an effective goal oriented team player.

LO3: To develop professionals with idealistic, practical and moral values.

Course Outcomes

Upon completion of the course students will be able to

CO1: Develop confidence to face the workplace and society at large

CO2: Identify and kindle their inner spirit and get self motivated

CO3: Understand their own strength and weakness

Unit-1 Personality (12h)

Meaning and Definition of Personality, Determinants of Personality, Characteristics of Personality, Stages of Personality Development, Personality traits.

Unit-2: Self Analysis (12h)

Self Awareness, SWOT Analysis, Attributes, Self Confidence- Importance of self confidence, Building self confidence, Methods of developing self confidence, Self Esteem

Unit-3: Attitude (12h)

Types of Attitude, Factors influencing attitude, Positive attitude, Steps to overcome challenged attitude, Developing Positive attitude and thinking.

Unit-4: Motivation (12h)

Motivation-Meaning, Needs, Factors affecting motivation, Basic theories of motivation, Intrinsic & Extrinsic Motivators, Self talk, self motivation, Achievement motivation.

Unit-5: Goal Setting (12h)

Goals – Defined, Types of goals - Short Term, Long Term, Life Time Goals, Areas and spheres of Goal Setting, SMART principle of Goal Setting, Positive affirmations in Goal Setting

Text Books

1. B.N.Ghosh, Managing Soft Skills for Personality Development, Tata McGraw Hill Education Private Limited, 2013
2. Gajendra Singh Chauhan and Sangeeta Sharma, Soft Skills: An Integrated Approach To Maximise Personality, Kindle Edition, 2015

Reference Books

1. Barun K. Mitra, Personality Development and Soft Skills, Oxford University Press, Second Edition, 2016.
2. Elizabeth B.Hurlock, Personality Development, McGraw Hill Education, Indian Edition, 2017
3. Prashant Sharma, Soft Skills-Personality Development for Success, BPB Publications,
4. Shikha Kapoor, Personality Development and Soft Skills: Preparing for Tomorrow, I.K International Publishing House Pvt. Ltd., 2018

Outcome Mapping

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

SEMESTER-V 19IHISC 51 HISTORY OF INDIA FROM C.E. 1707-1857 C.E**Credits:4****Hours:60****Learning Objectives (LO):**

LO1: To learn about the decline of Mughal Rule in India, settlements of Europeans and Establishment of British Power and the efforts taken by company to expand and consolidate its rule in India

LO2: To acquire knowledge about subsidiary Alliance, Doctrine of Lapse and Mutiny 1857.

LO3: To be aware of the reforms introduced by Warren Hastings, Cornwallis, William Bentinck, enunciated, progress in Business, administration, education, transport and social brought in by the alien administrators

Course Outcome (CO)

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

CO1: Understand about the political condition that prevailed in India during the decline of Mughal rule, Judiciary advent of Europeans

CO2: Know about the diversified ambitions of Europeans in India to colonise and their subsequent success in wars achieving their goal

CO3: Acquire knowledge about the various reforms administrative measures taken by the company through its Governor Generals in a bid to consolidate their military gains.

CO4: Trace the socio religious reforms, educational reforms, judicial reforms, reforms in Transport and communication and on the subsequent outbreak of Mutiny.

Unit-1

Later Mughal Rulers- Decline of the Mughals- Nadir Shah invasion- The coming of the Europeans – The Portuguese- The Dutch- The English- The French-The Carnatic wars- The Establishment of British power in Bengal.

Unit-2

Robert Clive- the Battle of Plassey and Buxar -Dual Government Warren Hastings- His Reforms- Relations with the native Powers- Regulating Act of 1773- Pitt's India Act of 1784- Impeachment.

UNIT-3

Cornwallis- The Permanent Land Revenue Settlement- His Reforms –Rise of Tipu Sultan- Mysore Wars- Maharaja Ranjit Singh –Lord Wellesely – His Relations with the Indian States- Subsidiary Alliance- His Administration – Lord Minto – Services of Minto.

UNIT-4

Lord Hastings- Gurkha War- Pindari Hunt- Administration- Achievements of Hastings- William Bentinck- Financial, Judicial, Social Reforms- Educational Reforms – The Charter Act of 1833- Rajaram Mohan Roy- Industrial Decline in India.

UNIT-5:

The Sikh wars- Dalhousie's Policy – The Doctrine of lapse- Annexation Policy- Railway- Telegraphs and Postal System- Public Works- Other Reforms and his Achievements- Outbreak of the Mutiny of 1857.

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

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

Text Books:

1. Majumdar, R.C. An Advanced History of India, New Delhi: S.Chand & Company, 1972.
2. Roberts, P.E. History of British India, New Delhi: Oxford University Press, 1972.
3. Sathianathaier, R. A Political and Cultural History of India Vol III. Chennai: Viswanathan & Co. 1961.
4. Vincent A. Smith, The Oxford History of India, New Delhi: Oxford University Press, 1976.

Supplementary Reading

1. Majumdar, R.C. The History and Cultural of the India People for Freedom, Delhi: Bharatiya Vidya Bhavan, 1969.
2. Tara Chand, History of the Freedom Movement in India, New Delhi: Publication Division, 1961.
3. Wolseley Haig, The Cambridge History of India, New Delhi: S.Chand & Company, 1979

Outcome Mapping

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

SEMESTER-V

19IHISC 52 FREEDOM MOVEMENT IN TAMILNADU**Credits:4
Hours:60****Learning Objectives (LO):**

LO1: To make the students to understand the early resistance against British Colonial.

LO2: To know the different protests organized as part of Freedom Struggle in Tamilnadu

LO3: To make the students patriotic, by imbibing the political development is pre independent Tamilnadu.

Course Outcome (CO)

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

CO1: Know about the foundation of Colonial Rule in Tamilnadu and on the early resistance to company's effort to colonise.

CO2: Understand the roots of Nationalism that emanated through regional and national level, organisations that were started in Tamil Nadu.

CO3: Visualize on the political scenario that enunciated the political development towards Self Rule

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

Unit-1

Anti Colonial Struggle - Early Phase-Early Uprising - causes -Poligar System- Kattabomman - South Indian Rebellion 1801 -Vellore Mutiny 1806

Unit-2

Formation of Nationalist Associations-Formation of the Hindu Literary Society of Madras in 1830's-British India Association-Founding of Madras Native Association in 1852 -The Madras Mahajana Sabha in 1884.

Unit -3

Freedom Movement upto 1919-Causes -Swedish and Home Rule Movement -

Role of V.O. Chidambaram Pillai-Tirunelveli uprising-Ash Assassination

Unit -4

Road to Freedom - Non – Co – Operation Movement- Salt Sathyagraha- Vedharanyam - Civil Disobedience Movement - INA and its impact in Tamil Nadu - Quit India Movement

Unit-5

Tamil Patriots and TN Politics-Bharathiyar-Justice Party-E.V.R. Periyar – Rajaji - Kamaraj - C.N.Annadurai

❖ **Glimpses of History in Contemporary Perspective:****This component will be part of the Curriculum, but would not be included in Examination**

Text Books

1. Bipan Chandra, India Struggle for Independence, New Delhi: Penguin Random House India, 2016.
2. Grover.B.L.& Alka Mehta,A New Look at Modern Indian History from 1707 to the Modern Times, New Delhi: S Chand Publishing, 2018
3. Maa.Poo. Sivagnanam, Viduthalai Poni Tamilagam,Vol.1,2, Chennai: Poonkodi Pathipagam, 1982.
4. Rajayyan.K., A History of Freedom Struggle in India, Madurai: Madurai Publishing House, 1981.
5. Majumdar, R.C., History of Freedom Movement in India, 3 Vols., Calcuta: Firma K.L.Mukhopadhyay, 1971.

Supplementary Reading

1. Mazhar Kibriya, Gandhi and Indian Freedom Struggle, New Delhi: APH Publishing Corporation, 1999.
2. Rajendran, N., Nationalist Movement in Tamil Nadu 1905 to 1914, Madras: Oxford University Press, 1994.
3. Sastri, K.A.Nilakanta, History of South India,Chennai, Oxford University Press, 1958
4. Sen S.N., History of the Freedom Movement in India (1857-1947), Pune: New Age International Private Ltd, 2003.
5. David Arnold, The Congress in Tamilnadu, 1919-1937, Ne Delhi: Manohar Publication, 1977.

Outcome Mapping

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

SEMESTER-V

19 IHISC 53 HISTORY OF ROME

Credits:4

Hours:60

Learning Objectives (LO):

LO1: To enable the students to understand the geographical features and the rise of Rome

LO2: To learn the military, public administration and economy of Rome.

LO3: To know Roman Legacy to the World Civilization.

Course Outcome (CO)

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

CO1: Understand the Geographical features of Rome and the Political compulsions that lead to the formation of Rome as a City

CO2: Explain about the Republican feature of Rome and its Early contacts with Greece

CO3: Visualise on the Territorial Expansionistic Activity of Rome with the Neighbouring States.

CO4: Justify the Evolution of provincial system, Army administration, Roman Code of Law and the Establishment of Civil Service System

Unit-1

The Geographical Background of Rome - Italy Before the Rise of Rome – The Period of the Seven Kings – The Conquest of Italy – the Samite War.

Unit -2

The Earlier Republic of Rome – Republican Constitution – The Conquest of the West – Punic Wars – The Conquest of the East – Contacts between Rome and Greece.

Unit -3

Rome Becomes World Power – War with Carthage – The Campaigns of Hannibal – Fall of Carthage.

Unit -4

The Macedonian Wars Provincial Governments – Politics – Society and Economics.

Unit-5

The Civil War – Caesar– Reforms and Reconstruction the Rule of Antony – Augustus Caesar – Constitutional Settlement – The Civil Service – Roman Laws – Military Reforms – Provincial Administration – Legacy of Rome.

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

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

Text Books

1. Christopher Rowe. The Cambridge History of Greek and Roman Political Thought, Cambridge: Cambridge University Press, 2002.
2. Davies H.A., An Outline History of the World, London: Oxford University Press, 1969.
3. Sathianathaier R. Intermediate Ancient History of Greece and Rome, , Chennai: University of Madras,1953.
4. Cary M. and John Wilson. A Shorter History of Rome, Hon Kong: MacMillian, Education Ltd., 1917.
5. Davies H.A., An Outline History of the World, London: Read Books, 2007.

Supplementary Reading

1. Gibbon, Edward, The History of the Decline and fall of the Roman Empire, London: Strahan & Catell, 1789
2. Charless Merivale, History of Rome to the Region of Trojan, London: Printed By spottiswoode and Co, 1971.
3. Heather, Peter., Empire :A New History of Rome and the Barbarians ; London: Oxford University Press, 2006.
4. Everitt, Anthony, Augustus; The Life of Rome's First Emperor, Hardcover, 1st Americal Edition, 2006.

Outcome Mapping

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

SEMESTER-V IHISC 54 PRINCIPLES AND METHODS OF ARCHAEOLOGY. Credits:4
Hours:60

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 Outcomes (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 -2I

Surface Exploration – Methods of Site Survey – Map Reading – Analyzing the Physical Features – Ethnographic Data – Historical Literature – Field Observation and Ceramic Survey – Scientific Aids in Exploration – Proton Magneto Meter, 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 – Thermo luminescence Dating – Potassium Argon Dating – Fluorine Dating – Nitrogen Dating – Pollen Analysis – Dendrochronology.

Unit -5

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

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

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

Text Books

1. T.Douglas Proce T. and Kelly J. Knudson, *Principles of Archaeology*, London: Thamus & Hudson Ltd., 2018.
2. Barker, P., *Techniques of Archaeological Excavation*, London: B.T. Batesford Ltd., 1977.
3. Cookson, M.B., *Photography for Archaeologists*, London: Parrish, 1954.
4. Dowman and Elizabeth, *Conservation in Field Archaeology*, Methuen: the University of Michigan, 1970.
5. Fleming and Stuart, L., *Dating in Archaeology*, London: St. Martin's Press; American Edition, 1977.
6. Piggot, S., *Approach to Archaeology*, Cambridge: Harward University Press, 1965.
7. Chakrabarti K. Dilip, *History of Indian Archaeology from the beginning to 1947*, New Delhi : Munshiram Manoharlal Publishers, 2008

Supplementary Reading

1. Chakrabarti, K., *India : An Archaeological History*, New Delhi: Oxford University Press, 2008.
2. Dikshit, S.K., *Introduction to Archaeology*, Bombay: Asian Publishing House, 1943.
3. Paul Bahn, *Archaeology – A Very Short Introduction*, New Delhi: Oxford University Press, 2006.
4. Rajan, K., *Archaeology : Principles and Methods*, Thanjavur: Manoo Pathippagam , 2002.
5. Raman, K.V., *Principles and Methods of Archaeology*, Madras: Parthajan Publications, 1986.
6. Venkatraman, R., *Indian Archaeology – A Survey*, Udumalaipet: Ennes Publications, 1995.

Outcome Mapping

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

SEMESTER-V**19 IHISC 55 EXPERIENTIAL LEARNING****Credits:4****Hours:60****Learning Objectives (LO)**

LO1.To know about the value of archaeological sites .

LO2.To be apprised with main structure of the temples

LO3.To understand the values of archives keeping and museum preservation

Course Outcomes(CO)

CO1.. Learn the Archaeological Excavations.

CO2.Understood the values of Temple Monuments

CO3. Acquire the knowledge regarding the functioning of the Archives and Museum

Students are provided with an opportunity to experience after one week study in different types of archaeological excavations, temple monuments, museum, archives, and tourist centres and supposed to submit the field study report.

SEMESTER-V

DEPARTMENT ELECTIVE

Credits:3

Hours:45

19 IHISE 56 (1) INTRODUCTION TO TOURISM**Learning Objective: (LO)**

The course aims at

- LO1: To know about the origin, definition and scope of Tourism from the Early Days.
- LO2: To be aware of the different types of tourism components, its social and economic impact in the current era.
- LO3: To trace the development of Tourism Industry in India through Five Year Plan period and the glimpse of popular heritage and religious destinations of India.

Course Outcomes (CO)

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 – 1 Origin of Tourism – Definitions Meaning and Scope -Tourism in India from Ancient Times -

Unit – 2 Importance of Tourism - Types of Tourism - Domestic – International – Reasons for growth of Tourism in Modern Times

Unit –3 Industrial Revolution and Tourism - Transportation – Road Ways – Railways – Air Ways – Water Ways – Types of Accommodation

Unit – 4 Growth of Tourism in India – Five Year Plans – Sergeant Committee – ITDC – TTDC

Unit – 5 Popular Tourist Destinations of India – Dal Lake – Golden Temple - Agra – Somnath Temple – Konark – Mamallapuram- Brahadeswara Temple – Meenakshi Temple – Kanyakumari.

❖ **Development in Tourism sector in the Current Scenario :**

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

Text Books

1. Mill, R.C., *Tourism: The International Business*, New Jersey: Prentice Hall, 1990.
2. Mishra Lavkush, *Religious Tourism in India*, New Delhi: Muhit Publishers, 2000.
3. Chamen Lal Raina and Abhinav Kumar Raina, *Fundamentals of Tourism and Indian Religion*, New Delhi : Kanishka Publishers, 2004.
4. Sharma.K.K., *Tourism and Socio Cultural Development*, New Delhi: Sarup & Sons, 2004.

5. Prem Nath Seth & Sushma Seth Bhat, An Introduction to Travel and Tourism, New Delhi: Sterling Publishers Pvt.Ltd., 2003.

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, 1992.
4. Sharma K.K., Tourism and Socio-Cultural Development, New Delhi: Sarup & Sons, 2004.
5. Romila Chawla, Protected Areas Tourism, New Delhi: Sonali Publications, 2005.

Outcome Mapping

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

19 IHISE 56 (2) **WOMEN STUDIES**

Learning Objectives (LO):

LO1: To enable the students to know the significance of the Womens Role in Family, Society and in Nation Building.

LO2: To make the students to realize the problems of Women and to identify solutions for the same.

LO3: To understand the status of Women in various Religious Communities

Course Outcomes(CO)

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

CO1: Enlightened on the need for assuring for gender equality in India

CO2: Realize that both the gender is complimentary to one another and equally spares for the nation.

CO3: Understand the ordeal being encountered by the women amidst of women centric policies and programs in India.

CO4: Understand the need for women empowerment and ascertaining legal literacy of women in India.

Unit-1 Importance of Women Studies

Importance of the Subject matter – Women in Indian Society - Determinants of Gender differences and divide –Position of Women in ancient, medieval and modern periods - Women Personalities.

Unit-2: Women in the Instructions of Family and Marriage

Role of Women in Family System - Position of Women in various religious communities - Kinds of marriages, Self-respect marriage, Laws governing marriage and divorce

Unit-3: Women and Public Life

Women's participation in Trade Union Movement, Freedom Movement, Electoral Politics - Role in Indian agriculture, Industry and Service Sectors in the post Independent Period

Unit-4 : Women and Legislations

Indian constitution safe guard to women - Legislations - protecting rights of women, Property Rights - Maternity Benefit –Anti – Dowry – Equal wage etc.

Unit-5 : Exploitations of Women's Rights and solutions

Sati, Widowhood, Prostitution, trafficking, sexual assaults, female infanticide – Emergence of women's organizations – Feminists Movements - Practicing of Ideas of Modern thinkers – Rajarammohan Roy , M.K.Gandhi, Bharathi, EVR Periyar, Bharathidasan.

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

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

Text Books

1. Bennie G.Smith, Women Studies the Basis, Newyork: Routledge Publications, 2013.
2. Himanshu Sinha, Sanjana Metha, Women in Rural India, New Delhi: Commenwealth Publishers, 2016.
3. Mitra, S.M.,The Position of Women in Indian Life, Delhi: D.K.Publishers, 1995.
4. Roma Mukherjee, Legal Status and Remedies for Women in India, New Delhi: Deep & Deep Publications, 1997.
5. Linda A Kikos, Catherin.R., Lolf., Cindy Ingold., Women's Studies, 2004, Libraries unlimited, West Port.

Supplementary Reading

1. Ashine Roy, *Human Rights of Women*, New Delhi: Commonwealth publishers, 2000.
2. Pachauri, S.K. *Women and Human Rights*, New Delhi: APH Publishing Corporation, 1999.
3. Narasaiah, M.L. *Women and Human Rights*, New Delhi: Discovery Publishing House, 2005.

Outcome Mapping

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

SEMESTER-V**19ISSC 500 Soft Skill III****Credits:3****Hours:45****Semester 5****Soft Skills-3: Time and Stress Management****Credits: 3****Learning Objectives**

The objective of the course is

LO1: To insist the importance of time management

LO2: To define and prioritize tasks that aid in managing time and stress

LO3: To understand the relationship between Time Management and Stress Management

Course Outcome

Unit-1 Time Management – an Overview (12h)

Concept of Time: Nature and Characteristics, Principles of Time Management, objectives and significance, Recognizing the Importance of Time, Managing yourself, Dealing with other people Your time, Getting Results.

Unit-2 Planning and Scheduling (12h)

Benefits of Planning, Guidelines and Tools for Efficient Planning, The Difference Between, Planning and Scheduling. Methods of making scheduling, techniques in scheduling, making to-do list in scheduling.

Unit-3 Time Management Strategies (12h)

Identifying and Eliminating Time Wasters, Methods for Managing Time Efficiently, Productive Work, Busy vs. Productive, Indecision & Delay, Overwork, Urgency V's Importance, Prioritization, Priority Matrix

Unit-4 Stress (12h)

Stress – Meaning and Definition, Burnout, Types and Causes of Stress, Job Stress – causes & effects, Personality type and Stress, Symptoms of Stress, Impact of Stress on Human Health.

Unit-5 Stress Management (12h)

Relationship between Time Management and Stress Management, Overcoming Stress, Tools for identifying and managing Stress, Stress Management Strategies and Techniques

Course Outcomes

Upon completion of the course students will be able to

CO1: Understand the importance of time management in personal life and career

CO2: Prioritize, schedule and monitor their work and be conscious in their behavior

CO3: Demonstrate methods for managing projects and commitments without stress

Text Books

1. Sudhir Dixit , *Time Management: 30 Principles for the Best Utilization of Your Time*”, Manjul Publishing, 2018
2. Vijay Agarwal, *Time Management for Students*, Benten Books, 2009

Reference Books

1. Brian Tracy, Master Your Time, Master Your Life, Penguin Publishing Group, 2016.
2. Cal Newport, Deep Work: Rules for Focused Success in a Distracted World, Grand Central Publishing, 2016.
3. John Plante, How To Stop Procrastinating: A Handy Guide To Get The Momentum You Need To Achieve What You Need Now, Kindle Edition, 2014.
4. Robert W. Bly, Make Every Second Count: Time Management Tips And Techniques For More Success With Less Stress, Rupa Publications India, 2017.

Outcome Mapping

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

SEMESTER-VI**19IHISC 61 INDIA AND HER NEIGHBOURS****.Credits:4****Hours:60****Learning Objectives (LO)**

LO1: To impart knowledge on the Foreign Policy issues affecting India and its immediate neighbors in the Sub-Continent.

LO2: To understand India's foreign policy concerns in the Sub –Continent and to create awareness regarding India's relationship with the Countries in Sub-Continent.

LO3: To create awareness regarding issues involved in the regional cooperation.

Course Outcome (LO)

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

CO1: Understand the key aspects of India's early foreign policy approaches like NAM with the immediate neighbors.

CO2: Understand the strengths and weaknesses of India's approach to its neighbours.

CO3: Understand different cooperative actions and agreements affecting India and Her Neighbours in terms of political, social, economic, cultural and religious exchanges.

CO4: Appreciate the working of Regional cooperation organizations like SAARC

Unit-1

Position of India and Her Neighbors – India's foreign policy – Policy of non- alignment – PanchSheel.

Unit-2

India and China: Indo-Chinese relations since 1947 – Re-orientation of foreign policy under Indira Gandhi – Normalization process with China since 1985.

Unit-3

India and Pakistan – Indus water treaty – Boundary disputes – Kashmir problem – Tashkent declaration – Simla Pact – Bus diplomacy – Kargil War – Problems of strain and cross border terrorism – India and Bangladesh – Creation of Bangladesh – River water dispute – Immigration issue.

Unit-4

India and Sri Lanka – Nehru – Kotelawala Pact – Sastri and Bandaranayaka Pact – Problem of Kachativu – Ethnic problem – Civil war in Sri Lanka – Rajiv-Jayewardene Pact – IPKF – Maldives issue.

Unit-5

India and South Asia Association for Regional Co-operation – Aims of SAARC – Members of SAARC submit 1986, 1988 – Role of India in SAARC – Peace and good neighboring policy of India.

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

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

Text Books

- 1.Appadurai, A. *Domestic Roots of India's Foreign Policy*, New Delhi: Oxford University Press, 1981.
- 2.Appadurai, A. *National Interest and Non Alignment*, New Delhi:Kalinga Publishers, 1999.
- 3.Bandopadhyaya, J. *The Making of India's Foreign Policy*, Calcutta:Allied Publishers, 1979.
- 4.Bhattacharya, S, *The Pursuit of National Interest Through Non-Alignment*, Calcutta: University Press, 1998.
- 5.James N, Rosenau, (ed), *International Politics and Foreign Policy*, New York: Free Press, 1969.
- 6.Mohan B Pillai & L. Premshekhara, *India's Foreign Policy: Continuity and Change*, New Delhi: New Century Publishers, 2010.
- 7.Mohammed Badrul Alam, *India and Her Neighbours*, Delhi: Kalpaz Publications, 2015.

Supplementary Reading

1. Jha, Nalini Kant, *India's Foreign Policy in a Changing World*, New Delhi:South Asia Publishers, 2000.
2. Jha, Nalini Kant, *India's Foreign Policy: Emerging Challenges*, New Delhi: Pentagon Publishers, 2012.
3. Lapierre, Dominique & Larry Collins, *Freedom at Midnight*, New Delhi:South Asia Books, 2009.

Outcome Mapping

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

SEMESTER-VI**19IHISC 62 HISTORY OF USA 1776 C.E. to 1865 C.E.. Credits:4****Hours:60****Learning Objectives(LO)**

LO1: To understand the main events of American history.

LO2: To create an understanding on the humanistic and progressive principles of the American Society.

LO3: To know the civil war and its results of the American society.

Course Outcome (CO)

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

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

CO2: Know the accomplishment of Presidents of USA for ascertaining its internal progress

CO3: Obtain knowledge on how the USA tackled problems like geographical expansion and slavery.

CO4: Assess the basic principles affluence and influence are being still experimented by USA

Unit-1 Early history of America

Discovery of America - Colonization - American War of Independence - Causes - course - Results - Making of the Constitution - Salient Features of the Constitution.

Unit -2 America after Independence

Washington's Administration - His Foreign Policy - Adam's Administration - Thomas Jefferson - The War of 1812 - Causes - Course - Treaty of Ghent - Second war of Independence.

Unit-3 Westward Movement

Monroe Doctrine - Jacksonian Democracy -Manifest Destiny - The Mexican War - Westward Expansion.

Unit-4 Civil war and Reconstruction

The Civil war - Causes - Course - Results - Abraham Lincoln - Presidential Reconstruction - Congressional Reconstruction - Industrial Revolution - Rise of Big Business - The Spanish American War.

Unit -5 Documents

1. The Declaration of Independence, 1776.
2. Marbury Vs. Madison Case, 1803.
3. The Monroe Doctrine, 1823.
4. The Gettysburg Speech, 1863.

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

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

Text Books

1. Alalasundaram, R. , *History of the United States of America*, Pondy: Pothigai Publications, 1978.
2. Bamford Parkes, *A History of the United States of America*, Calcutta: Scientific Book Agency, 1963.

3.Holt Mcdougal. *The Americans 2016 United States History Since 1877*, Houghton Mifflin School: Texas Edition. 2015.

Supplementary Reading

1. Henry Commanger, *Documents of American History*, New York: Appleion Century Crofts, 1963.
2. Hill, C.P., *History of the United States*, New Delhi: Arnold Heinemann, 1973.
3. Nambi Arooran K., *America Ikiya Nattin Varalaru* (Tamil), Chennai :Tamilnadu Text Book Society, 1981.

Outcome Mapping

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

Semester-VI**19IHISC 63 HISTORY OF CHINA****Credits:4****Hours:60****Learning Objectives(LO):**

- LO1: To be aware of the Manju Dynasty and Social Political Economic Condition of China on the Advent of the Europe, opium wars, Taiping Rebellion, Boxer Rebellion, and so on.
- LO2: To make the students acquaint of their knowledge on the Revolution of 1911, Yuvan, Dr.Sen and Chiang-kai-shek.
- LO3: To make the students to acquire knowledge on the changing Circumstances of Japan in may Fourth Movement, the rise of communism, Mao, cultural Revolution and Relation with India.

Course Outcome (CO)

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

- CO1: Know about the causes, responsible for the out break of First Opium War, Taiping Rebellion, Sino Japanese Wars,
- CO2: Understand about the Chinesh Revolution 1911, Dr.Sun Yat Sen, Kuomintang party and so on.
- CO3: Understand the May Fourth Movement, Mao and Cultura Revolution .
- CO4: Know the Communist China and the world- Chinese Relation with India, USA, USSR and Japan.

Unit -1

China in the beginning of the 19th Century – Manuchu Dynasty – Political, Social and Economic Condition – Opium Wars – Taiping Rebellion- Monarchial System – Monarchy to Introduction of Reforms – Failure of Reforms – Sino – Japanese War I – Hundred Days Reforms – Boxer Rebellion.

Unit -2

China – The Revolution of 1911 – Yuan Shi Kai – Political Turmoil – The Rise of Tuchanati (War Lords) Sun Yat Sen – Kuomintang Party – The Chinese Republic and Chiang-Kai-Shek – World War I and China – Sino-Japanese Relations – Treaty of 1915.

Unit -3

May Fourth Movement – The Rise of Communism – Mao Tse Tung – China during the Second World War – Collapse of Kuomintang – Establishment of Communist Rule in 1949.

Unit -4

China – Peoples Republic of China – Mao Tse Tung – His Dominance in the Party and Government – Cultural Revolution – Estimate of Mao

Unit-5

Communist China and the World – Chinese Relation with India – USA – USSR and Japan

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

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

Text Books

1. Clyde P.H. and Beers B.F. *The Far East*, New Delhi: Oxford University Press, 1968.
2. Vinacke, H.M. *A History of the Far East in Modern Times*, New York: Appleton-Century-Crofts, 1950
3. Deng Yinke, *History of China*, Beijing: China International Press, 2007
4. Harold Hinton, *China's Turbulent Quest*, New York: University Press, 1970.

Supplementary Reading

1. Hall J.W. *Japan From Pre History to Modern Times*, Tokyo: Tuttle Publications, 1981.
2. John Fairbeer et al., *East Asia*, London: Orient Longman Publication, 1973
3. John W. Dower (Ed.), *Origins of the Modern Japanese State*, New Delhi: Oxford University Press, 1982.
4. Paul Time Barger., *Far Eastern Government and Politics*, New Delhi: Oxford University Press, 1986.

Outcome Mapping

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

SEMESTER-VI

19IHISC 64 INDIAN EPIGRAPHY AND NUMISMATICS

Credits:4

Hours:60

Learning Objectives (LO)

LO1: To enable students to learn the basics of Epigraphy and Numismatics.

LO2: To know the various scripts, metals, and identify different types of Coins.

LO3: To understand the various seals and plates.

Course Outcome (CO)

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

CO1: Learn art of writing and its development from pictography – various writing materials – Sand – Palm leaf – Wood – Ivory – Pottery – Stone.

CO2: Identified Scripts – Brahmi (Asoka) (Tamil) Kharosthi, Nagari, Grantham, Vatteluttu and Tamil.

CO3: Learn various eras Kali, Saka, Vikrama and Kollam

CO4: Students learnt important epigraphs of North and South India

Unit-1

Epigraphy – meaning and scope – purpose – Art of writing in India – Origin of writing materials – Indian Scripts – Brahmi, Karoshthi, Nagari, Grantha – Tamil Brahmi - Vatteluttu – Tamil – Inscriptions as source for reconstructing history.

Unit-2

Kinds of inscriptions – Prasasti in the epigraphs - Copper plates – Eras – Kali, Saka, Vikrama and Kollam.

Unit-3

Important inscriptions – Asoka's rock and pillar inscriptions - Rock Edict XIII and Pillar Edict VII – Hathigumbha inscription of Kharavela – Tamil Brahmi inscriptions at Mankulam and Pukalur – Allahabad Pillar inscription of Samudra Gupta – Manur inscription of Parantaka Nedunchadayan – Uttiramerur inscription of Parantaka I - Pallan Koil copper plates of Simhavarman – Velvikudi Copper plates of Parantaka Nedunchadayan .

Unit -4

Numismatics – Coins as source material to reconstruct the history of India – Evolution of Coinage – Minting – Gold, Silver and Copper Coins.

Unit –5

Punch marked coins – Sangam Coins – Roman Coins unearthed in India – Gupta Coins – Pallava, Chola and Pandya Coins –Coins of Delhi Sultans and Mughals – Vijayanagar Coins – British, French and Danish Coins in India.

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

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

Text Books

1. Charrothyaya, B.D., *Coins of India through the Ages*, Madras: Government Museum, 1960.
2. Govindaraj, R., *Evolution of Script in Tamil Nadu*, Chennai: Tamil Nadu Archaeological Society, Special issue No.1, 1994.
3. Kasinathan, Natana, *Kalvettu Oor Arimugam (tamil)*, Chennai: Tamil Nadu State Department of Archaeology, 1980.
4. Mahalingam, T.V., *Early South Indian Paleography*, Madras: University of Madras, 1974.
5. Nagasamy, R., *Tamil Coins*, Chennai: Tamil Nadu State Department of Archaeology, 1981.
6. Sivaramamurthi, C., *Indian Epigraphy and South Indian Scripts*, Madras: University of Madras, 1966.
7. Subramanian, N., and Venkatraman, R., *Tamil Epigraphy*, Madurai : ENNES Publications, 1980.
8. Shankar Goyal, *Ancient Indian Numismatics : A Historiographical Study*, Kusumajali Book World, 1998.
9. Shankar Goyal, *History Writing of Early India : New Discoveries and Approaches*, Kusumanjali, Prakasham, 1996.

Supplementary Reading

1. Birbal Sahai, *The Techniques of Casting Coins in Ancient India*, Bombay: Bharathiya Vidya Bhavan, 1945
2. Brown, C.J., *The Coins of India, The Heritage of India Series*, Calcutta: Oxford University Press, 1922.
3. Burnell, A.C., *Elements of South Indian Paleography (From 4th to 14th Century, A.D.)*, New Delhi: Asian Educational Services, 1874.
4. Chattopadhyaya, B.D., *Coins and Currency System in South India (A.D. 1225- 1300)*, Delhi: Munshiram Manoharlal Publishers, 1977.
5. Kosambi, D.D., *Indian Numismatics*, New Delhi: Orient Longman, 1981.
6. Mahadevan, Iravatham, *Corpus of the Tamil Brahmi Inscriptions*, Madras: Tamil Nadu State Department of Archaeology, 1968.
7. Sircar, D.C., *Studies of Indian Coins*, Delhi: Motilal Banarsidass Publishers Ltd , 1968.
8. Jaganath Agarwal, *Researches in Indian Epigraphy and Numismatics*, New Delhi, Zoo Sandeep Prakashan, 2000.

Outcome Mapping

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

VALUE EDUCATION

For All the 5 Year Integrated PG Programmes of Arts Faculty

Learning Objective (LO):

LO1: To teach the students the purpose of life and to instill in them a moral concern for the society.

LO2: To enrich the students to know the ethical values on Indian tradition

LO3: To know the freedom and moralities of human values

Course Outcome (CO)

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

CO1: To gain the moral consciousness and conscience of individuals

CO2: To acquire the knowledge of social responsibilities

CO3: To acquire the real values of liberty, equality and fraternity

CO4: The stakeholders understand the values of religious ethics and family ethics

Unit - 1

1. Value education – Meaning – Nature and Purpose
2. Importance of Value Education

Unit – 2

1. Basic Features of Rational Ethics
2. Moral Consciousness and Conscience
3. Love – The Ultimate Moral Norm

Unit – 3

1. Morality and Freedom - Human Freedom and Moral Responsibility
2. God, Religion and Morality
3. Sanction for Moral Life.

Unit – 4

1. Social Ethics: Value of Life and Human Beings
2. Liberty, Equality and Fraternity

Unit – 5

1. Ethical Issues Today: Religious Ethics, Family Ethics
2. Political Ethics - Business Ethics
3. Ethics and Culture.

Text Books :

1. Lakshminarayanan.K.R., & Uma Maheswari.M., Value Education, Chennai: Garuda Learning, 2013
2. Kiruba Charles, Value Education, New Delhi: Neel Kamal Publishers, 2016
3. Sharma, Y.K., Education for Values, Environment and Human Rights, Kerala: Regal Publications, 2007
4. Arulsamy, Peace and Value Education, New Delhi: Neel Kamal Publishers, 2016
5. Heroled Titus. Ethics of Today. New Delhi: Eurasia Publishing House,1964.
6. Madan, G.R. Indian Social Problems. New Delhi: Allied Publishers Pvt. Ltd., 1966.
7. Sharma, R.N. Principles of Sociology. Meerut: Educational Publishers, 1968.

Supplementary Readings

1. Bhaskaran, G. Social Philosophy .(Tamil). Tanjore: Tamil University, 1955.
2. William K. Frankena. Ethics. Delhi: Prentice Hall of India Pvt. Ltd., 1999.

Outcome Mapping

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

SEMESTER-VI

DEPARTMENT ELECTIVE

Credits:3

Hours:45

19IHISE 66 (1) TEMPLE ART AND ARCHITECTURE IN SOUTH INDIA**Learning Objectives (LO):**

LO1: To enable the students to gain knowledge on various phases of South Indian Art and Architecture.

LO2: To be aware of the architectural styles of various dynasties of South India

LO3: To enrich the knowledge on prehistoric paintings and on the various schools of painting.

Course Outcomes

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

- CO1: Understand the character and values of Art and Architecture
- CO2: Know the evolution of South Indian Temple Architecture under different dynasties such as Chalukyas, Pallavas, Pandyas, Cholar, and Vijayanaga Nayaks.
- CO3: Visualize on the nature, style of sculpture, iconography and the mythology surrounding it.
- CO4: Clearly evaluate the Painting traditions from pre-historic to the Medieval Period of South Indian history.

Unit 1

Origin and evolution of South Indian temples – Chaityas and Viharas of the north western Deccan – Buddhist Sactuaries in the lower Godavari and Krishna – rock architecture of the western Deccan – Rock cut halls at Badami – last phase of rock, architecture in the western Deccan – Dharwar, Karnataka and Deccan.

Unit 2

Chalukyan temples of the Western Deccan – Temples at Aihole, Badami and Pattadakal – Pallava architecture – Rock architecture – structural temples – Chola architecture – Vimanas – Pandya architecture – gopuras – Hoysala architecture.

Unit 3

Deccan Temples (11th and 13th Centuries) – Hemadpanti style – Vijayanagar architecture – Pillared mandapas – Vithala and Hazara Rama temples – Nayak architecture – secular buildings – Temples of Kerala and South Kannara.

Unit 4

Sculptures – Pre and Proto Historic Terracotta and metal figurines – sculptures of satavahanas – Amaravati – Ikshvakus – Nagarjunakonda – Vakatakas – Ajanta – Western Chalukyas – Badami, Aihole and Pattadakal – Pallavas and Early Pandyas – Mahabalapuram and Kalugumalai – Rashtrakuts – Ellora and Elephanta – Cholas – great temples – Hoysala – Habbid and Belur – Vijayanagar rulers – Hampi – Nayaks – Madurai – South Indian bronzes.

Unit 5

Paintings – pre-historic paintings – Rock paintings – Ajanta – Ellora – Sittanavasal – Tanjore – Vijayanagar – Deccani School of Paintings – Medieval Paintings of Kerala.

❖ Glimpses of History in Contemporary Perspective:

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

Text Books

1. Brown, Percy, *Indian Architecture*, Vol. I, Bombay: D.B. Taraporevala Sons Co. Pvt. Ltd., 1956.
2. Jouveau Dubreuil, G., *Iconography of Southern India*, New Delhi: Cosmo Publications, 2001.
3. Mohinder Singh Randhawa and Doris Schreier Randhawa, *Indian Sculpture*, Bombay: Vakils, Feffers Simons Ltd., 1985.
4. Sivaramamurti, C., *Indian Paintings*, Delhi: National Book Trust of India, 1970.
5. Soundara Rajan K.V. *Cave Temple of the Deccan*, Ne Delhi, 1981.
6. Srinivasan P.R. *The Indian Temple Art and Architecture*, Mysore, 1982
7. Srinivasan K.R., *Temple of South India*, New Delhi, 1971.

Supplementary Reading

1. George Michell, *The New Cambridge History of India*, Cambridge: Cambridge University Press, 1995.
2. Krishnadeva, *Temples of North India*, New Delhi: National Book Trust, 1969.
3. Sivaramamurti, C., *South Indian Paintings*, New Delhi: Publications Division, 1994.
4. Soundara Rajan, K.V., *Vijayanagara Paintings*, New Delhi: Publications Division, 1985.
5. Alok Trinalai, *Cultural Heritage of Northern India*, Recent Perspective, Sharada Publising House, Delhi, 2019

Outcome Mapping

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

19IHISE 66 (2) THIRUKKURAL AND ARTHASASTRA

(Selected Chapters)

Learning Objective (LO)

LO1: To enable the students to understand the Thoughts of Thiruvalluvar and Kautilya.

LO2: To make aware of the students about the Ethics in Thirukkural

LO3: To make the students to understand the Political Philosophy in Arthasathra

Course Outcomes (CO)

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

CO1: Understand about the contributions of Thiruvalluvar and Kautilya to Political and Social Ethics

CO2: Understand the value of Thirukkural

CO3: Know the philosophy of Good Governance in Arthasastra

CO4: Know about the virtues of Good family and on the responsibility of an individual to Nation

Selected Chapters from Thirukkural

UNIT – I: Power of Virtue:

Chapter Nos.

- | | |
|-------------------|-------------------|
| 4. Righteousness, | 8. Love, |
| 11. Gratitude, | 12. Impartiality, |
| 13. Self-Control, | 30. Truthfulness, |
| 31. Anger | 33. Non-Killing. |

UNIT – II: Government – Its Duties and Functions:

Chapter Nos.

- | | |
|------------------------|---------------------------|
| 39. Sovereignty, | 47. Planning, |
| 55. The Right Scapter, | 57. Absence of Terrorism, |
| 64. Ministry, | 69. Ambassadorship, |
| 74. Prosperous Nation, | 75. The Fortification, |
| 77. The Army | |

UNIT – III: Worldly Affairs:

- Chapter Nos.,
- | | |
|-------------------------------------|-------------------------------|
| 40. Education, | 43. Wisdom, |
| 45. Having Friendship of Great men, | |
| 49. Judging the time, | 62. Perseverance, |
| 66. Good Deeds, | 72. Understanding the Council |
| 96. Citizenship. | |

Selected Chapters from Arthasastra**UNIT – IV: Good Governance**

First Book: Chapter - XIX - Duties of a King

Second Book: Chapter - IX - Examination of the Conduct of Government Servants.

UNIT – V: Good Family and National Life

Third Book: Chapter - II - Concerning Marriage. Fourth Book: Chapter - III - 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

Text Books

1. Ganapati Sastri T., *Kautilya's Arthasastra*, Text with Sri Mula Commentary with English Introduction by N.P. Unni, Delhi: Deep & Deep Publishers, 1997.
2. Kundrakudi Adigalar, Thiruvalluvar, Annamalai Nagar: Annamalai University Publication, 1981.
3. Sarangapani, R., *Thirukkural Porulathikaram*, Annamalai Nagar: Annamalai University Publication, 1980.
4. Srinivasa Iyengar. P.T., *History of the Tamils from the Earliest Times to 600 AD.*, New Delhi: Asian Educational Services, 1982.
5. Subramaniam. N., *Sangam Polity*, Madras: University of Madras, 1966.

Supplementary Books

1. Kanakasabai. V., *The Tamils Eighteen Hundred Years Ago*, Chennai: The South India Saiva Siddhanata Works Publishing Society, 1966.
2. Kangle, R.C., *Kautilya Arthasastra*, New Delhi: Motilal Banarsidas, 1978.
3. Ramachandra Dikshitar, V. R., *The Mauryan Polity*, New Delhi: Motilal Banarsidass, 1972.
4. Shamasastri. R., *Kautilya's Arthasastra*, Translated by Dr. Shama Sastri; With an Introduction and Notes by Dr. J. J. Fleet, New Delhi: Asian Educational Series, 1981.
5. *Thirukkural Sinthanaikal.*, Chennai: Kalaimani Publication, 1980.

Outcome Mapping

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

SEMESTER-VI

19/SSC 600 Soft Skill IV**Credits:3****Hours:45****Semester 6****Soft Skills-4: Employability Skills****Credits: 3****Hours: 60****Learning Objectives**

The objective of the course is

LO1: To enhance the employability skills.

LO2: To develop interpersonal skills that provides good work environment.

LO3: To effectively prepare and present in a job interview.

Course Outcomes

Upon completion of the course students will be able to

CO1: Demonstrating good relationship with their peer group in the workplace

CO2: Understand the importance of leadership and improve the leadership qualities

CO3: Prepare themselves for effective performance in interviews

Unit-1 Etiquettes and Manners (12h)

Etiquette – Meaning & Importance, Etiquette Vs Manners, Business and Workplace Etiquette, Ways of introducing oneself, Handshakes, Telephone Etiquette, Email Etiquette

Unit-2 Interpersonal skills (12h)

Understand Self – Different Categories; Diagnosis of Type of Self - Identifying own type of self, Positive character traits, Effect of Interpersonal Behaviour on Interpersonal Relationship, Formal Interpersonal skills, Emotional Intelligence

Unit-3 Leadership skills (12h)

Leadership – Definition, Role & Functions of a Good Leader; Traits of Leadership, Leadership styles, Developing Leadership skills

Unit-4 Group Discussion (12h)

Group Discussion as a Selection process, Kinds of topics for discussion, Structure of GD, Initiation Techniques, Handling Questions, Outcome of GD, Preparation for GD

Unit-5 Interview Skills (12h)

Types of Interview, Employment Interview, Preparing fo Face- to face interview, Interview Body language, Questions commonly asked during Interview

Text Books

1. Alex K, Soft Skills, Sultan Chand Company, 2014.
2. Gopalaswamy Ramesh, The Ace Of Soft Skills: Attitude, Communication And Etiquette For Success, Pearson Education, First Edition, 2013

Reference Books

1. Neera Jain and Shoma Mukherji, Effective Business Communication, Tata McGraw Hill Education Pvt. Ltd., 2013
2. Rao, M.S. Soft Skills: Enhancing Employability, I.K.International Publishing House Pvt. Ltd., 2011
3. Ravikanth Rao, K. Life Skills Education, by Neelkamal,1 Edition, 2016
4. Sarvesh Gulati, Corporate Soft Skills, Rupa Publications India Pvt. Ltd., 2007
5. Urmila Rai and S.M.Rai, Business Communication, Himalaya Publishing House, 2010

Outcome Mapping

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

SEMESTER-VII**19IHISC 71 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 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-VII 19IHISC 72 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-VII 19IHISC 73 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-VII 19IHISC 74 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

SEMESTER-VIII 19IHISC 81 INTERNATIONAL RELATIONS SINCE 1945 Credits:5
Hours:75

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: Macmillan, 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

SEMESTER-VIII 19IHISC 82 INDIAN NATIONAL MOVEMENT**Credits:4
Hours:60****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	

Semester-VIII

19IHISC 83 INTELLECTUAL HISTORY OF TAMILNADU

Credits:5

Hours:75

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	

SEMESTER-VIII**19IHISC 84 INDIAN CULTURAL HERITAGE****Credits:5****Hours:75****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 - Sittannaval - 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

SEMESTER-VIII**DEPARTMENTAL ELECTIVE***Credits:3**Hours:45***19IHSE 85 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

SEMESTER-IX 19IHISC 91 HISTORY OF U.S.A. SINCE 1865 C.ECredits:**5**Hours:**75****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

SEMESTER-IX 19IHISC 92 HISTORY OF SOUTH INDIA UPTO C.E. 1565 Credits:5
Hours:75

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-IX 19IHISC 93 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

SEMESTER-IX**19IHISC 94 TOYNBEE'S WORLD CIVILISATION****Credits:5****Hours:75****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-IX**DEPARTMENTAL ELECTIVE*****Credits:3******Hours:45*****19IHISE 95 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-X 19IHISC 101 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

SEMESTER-X . 19IHISC 102 INDIA SINCE 1947

Credits:5

Hours:75

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-X 19IHIS 103 HISTORY OF TAMILNADU SINCE A.D.1600**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	

19IHISP 104 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
19IHISX75	Historical Tourism in India
19IHISX85	Cultural Heritage of India
19IHISX95	History of Indian Freedom Movement

Semester-VII

INTERDEPARTMENTAL ELECTIVE**19IHISX 75 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 Thiruvaidamaruthur – 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-VIII**INTERDEPARTMENTAL ELECTIVE*****Credits:3******Hours:45*****19IHISX 85 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

SEMESTER-VIII**INTERDEPARTMENTAL ELECTIVE****Credits:3****Hours:45****19IHISX 95 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

19IPSCI106- CONSTITUTION OF INDIA (5 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	
19IHVAC 77	History for Competitive Examinations
Even Semester	
19IHVAC 87	Principles And Methods of Archaeology
19IHVAC 88	Museology

19IHVAC 77 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		

19IHVAC 87 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

19IHVAC 88 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