

**Holy Cross College (Autonomous)**  
**Nationally Re-Accredited with A+ by NAAC (CGPA 3.35)**  
**Nagercoil, Kanyakumari District, Tamil Nadu, India.**

Affiliated to  
**Manonmaniam Sundaranar University, Tirunelveli**



**Department of History**  
**PG Syllabus**  
**(With effect from the academic year 2020-2021)**  
**Issued from the Deans' Office**



## DEPARTMENT OF HISTORY

### Vision

To provide a holistic education from the socio-cultural and historical perspective to ascertain academic and professional excellence.

### Mission

To Stimulate and develop all facets of the students personality and to inculcate a sense of Social and Ethical responsibility.

### Programme Educational Objectives (PEOs)

PEO No.	Upon Completion of M.A. History, the Post Graduates will be able to
<b>PEO1</b>	The graduates use scientific and computational technology to solve social issues and pursue research
<b>PEO2</b>	Our graduates will continue to learn and advance their careers in industry both in public and private sectors, government and academia
<b>PEO3</b>	The graduates will obtain an intensive knowledge of global chronicle and imbibe ethical, cultural and moral values for nation building
<b>PEO4</b>	Enhance in depth-learning and to undertake individual research which will contribute significantly to the future ideological and societal developments

### Programme Outcomes (POs)

PO.No	Upon completion of M.A. History, the Post Graduates will be able to
<b>PO-1</b>	Design and undertake individual research which will contribute to the future ideological and societal development
<b>PO-2</b>	Enhance in-depth learning by using innovative technological sources
<b>PO-3</b>	Integrate various theories and methodologies relating to social and environmental contexts
<b>PO-4</b>	Excel in competitive examinations face interviews and handle real life situations
<b>PO-5</b>	Efficiency to take up competitive exams, interviews and other similar situations to excel.
<b>PO-6</b>	Integrate various theories and methodologies with social and environmental contexts.

### Programme Specific Outcomes (PSOs)

PSO.No	Upon completion of M.A. History, the Post Graduates will be able to
<b>PSO -1</b>	Appraise the heritage of India through the ages at the local, regional and national level.
<b>PSO -2</b>	Acknowledge the importance of Constitution and assess the welfare schemes of the nation as directed by its constitution.
<b>PSO -3</b>	Discuss the causes for the problems of International politics and find out the appropriate solutions on its grass root level.
<b>PSO -4</b>	Evaluate the recent developments in historical research and design a well constructed project.

## CHOICE BASED CREDIT SYSTEM (CBCS)

### Regulations for the PG Programme

(For the candidates admitted from the academic year 2020-2021)

#### Eligibility Norms for Admission

A candidate who is a graduate of this college or any other recognized University in the main subject or who has passed an Examination accepted as equivalent there to by the syndicate of Manonmaniam Sundaranar University, Tirunelveli, is eligible for admission.

Sl. No.	Name of the Programme	Eligibility	Medium of Instruction
1	M.A. History	A pass in B.A. History	English

**Duration of Programme** 2Years

**Medium of Instruction** English

#### Passing Minimum

A minimum of 50% in the external examination and an aggregate of minimum 50% is required. There is no minimum pass mark for the Continuous Internal Assessment.

### Course Structure

#### Distribution of Hours and Credits

Course	Sem. I	Sem. II	Summer vocation	Sem. III	Sem. IV	Total	
						Hours	Credit
<b>Academic Courses</b>							
Major Core	6(5)+ 6(4)+ 6(5)+ 6(4)	6(5)+ 6(4)+ 6(5)+ 6(4)		6(5)+ 6(5)+ 6(4)	6(5)+ 6(5)+ 6(5)+ 6(4)	90	69
Major Elective	6(4)	6(4)		6(4)	6(4)	24	16
Project				6(5)		6	5
<b>Non Academic Courses</b>							
*Life Skill Training – I	-	(1)	-	-	-	-	1
*Life Skill Training – II	-	-	-	-	(1)	-	1

Service Learning Programme (SLP) – Community Engagement Course		(2)					2
*Summer Training Programme	-	(1)			-	-	1
<b>TOTAL</b>	<b>30(21)</b>	<b>30(22)</b>	<b>(1)</b>	<b>30(23)</b>	<b>30(24)</b>	<b>120</b>	<b>90+5</b>

\* Courses / Programmes conducted outside the regular working hours

### Components of M.A. History Programme

Components	Main Core		Elective	
	Sem. III	Sem. IV	Sem. III	Sem. IV
Lecture hours	70	70	70	70
CIA –Continuous Internal Assessment(2)	5	5	5	5
Quiz(2)	1	1	1	1
Class Test(2)	2	2	2	2
Group discussion/ Open Book Test	2	2	2	2
Seminar/Assignment	10	10	10	10
Total hours/ Semester	90	90	90	90

### Courses Offered

Semester	Course Code	Title of the Course	Hours/ Week	Credit
I	PH2011	Core I: Ancient India upto 323 B.C	6	5
	PH2012	Core II: Ancient Indian Empires	6	4
	PH2013	Core III: Socio- Cultural History of Tamil Nadu upto 1336 A.D	6	4
	PH2014	Core IV: Ancient World Civilization upto 1453 AD	6	4

	PH2015 PH2016 PH2017	Elective I (a) Panchayat Raj (b) Socio-Religious Reform Movements in India (c) Archaeology	6	4
	LST201	Life Skill Training (LST) – I	-	-
II	PH2021	Core V: History of Early Medieval India From 647 AD to 1206 AD	6	5
	PH2022	Core VI: Delhi Sultanate	6	4
	PH2023	Core VII: Socio -Cultural History of Tamil Nadu from 1336 A.D to 2017 A.D	6	4
	PH2024	Core VIII: History of the World From 1453 AD to 1789 AD	6	4
	PH2025 PH2026 PF2027	Elective II (a) Constitutional History of England from 1603 A.D to 1970 A.D (b) Dravidian Movement (c) Indian Architecture	6	4
	LST201	Life Skill Training (LST) – I	-	1
	SLP201	Service Learning Programme (SLP): Community Engagement Course	-	-
	STP201	Summer Training Programme (STP)	-	1
III	PH2031	Core IX: Mughal India from 1526 AD to 1857 AD	6	5
	PH2032	Core X: National Movement in India from 1857 A.D to 1947 A.D	6	5
	PH2033	Core XI: Research Methodology	6	4
	PH20PR	Project	6	4
	PH2034 PH2035 PH2036	Elective III (a) History of the World From 1789 AD to 1945 AD (b) History of the Middle East 1900 AD – 1967 AD (c) History of the Far East 1839 AD – 1979 AD	6	4
	LST202	Life Skill Training (LST) – II	-	-
	SLP201	Service Learning Programme (SLP): Community Engagement Course	-	2

IV	PH2041	Core XII: Constitutional History of India from 1773 AD to 1950 AD	6	5
	PH2042	Core XIII: Contemporary History of India Since Independence	6	4
	PH2043	Core XIV: Intellectual History of India	6	4
	PH2044	Core XV: Archives Keeping	6	4
	PH2045 PH2046 PH2047	Elective IV (a) International Relations since 1945 A.D (b) Subaltern Studies (c) History of the USA From 1865 AD to 2020 AD	6	4
	LST202	Life Skill Training (LST) – II	-	1
		TOTAL	120	95

### Self-Learning – Extra Credit Course

Semester	Course Code	Title of the Course	Hours/Week	Credits
III	PH20S1	History for Civil Services Examinations	-	2
IV	PH20S2	History for NET Examinations	-	2
IV	PH20S3	MOOC	-	2

### Guidelines for Summer Training Programme:

Minimum 30 hours, Computer Training Programme for all I PG students to undertake at the end of semester II.

### Examination Pattern

#### i) Major Core/ Elective

Internal : External –40:60

### Allotment of Marks for PG Programme

Components	Marks	
	Internal	External
Core & Elective–Theory	40	60
Project	40	60
Life Skill Training (I &II)	60	40

- Each paper carries an internal component.
- There is a passing minimum for external component.

### Continuous Internal Assessment

#### Internal Component

Component	Marks
Internal Test(2)	20
Quiz(2)	4
Classtest(2)	4
Seminar	4
GD/Open Booktest/ Article Review/Book Review	4
Online Home Assignment	4
<b>Total</b>	<b>40</b>

#### External Component

Component	Marks
<b>PartA:</b> 10 x 1 (Two objective type questions from each unit without any choice).	10
<b>PartB:</b> 5 x 3 (One question from each unit with internal choice. Among the five questions one question should be of application type and another will be of analysis type).	15
<b>PartC:</b> 5 x 7 (One question from each unit with internal choice. Question should cover all cognitive levels as per the Course Outcomes).	35
<b>Total</b>	<b>60</b>

#### Project:

Ratio of Internal and External **40 :60**

Internal (Supervisor)	Marks
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I Review	10
II Review	10
Report	20
<b>External (External Examiner)</b>	
Report	40
Viva-voce (individual, open viva-voce)	20
<b>Total</b>	<b>100</b>

## Life Skill Training

### Internal Component

Components		Marks
<b>Life Skill Training-I</b>	Album (20pages)	40
	Group Song, Mime, Skit(Group of 5 students)	20
	<b>Total</b>	<b>60</b>
<b>Life Skill Training-II</b>	Case Study(30page)	60
	<b>Total</b>	<b>60</b>

### External Component

<b>Written Test</b>	Five out of Seven (5 x 8)	40
	<b>Total</b>	<b>40</b>

## SLP-Community Engagement Course (CEC)

(FieldWork –15 hrs; Class Hours –15 hrs)

### Internal Component

Component	Marks
Assignment	10
Group Discussion	10
Attendance (Field Work)	30
<b>Total</b>	<b>50</b>



### External Component

<b>Component</b>	<b>Marks</b>
Group Project Report/Case Study (10-15pages in print)	50
<b>Total</b>	<b>50</b>

**Semester I**  
**Core – I: Ancient India Up to 323 B.C.**  
**Course Code: PH2011**

Hours/Week	Credits	Total Hours	Marks
6	5	90	100

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO - 1	List the sources to write the history of India	PSO- 1	R
CO - 2	Compare and contrast the features of the various pre-historic cultures in India	PSO- 1	An
CO - 3	Construct an idea about the Indus culture in India	PSO - 1	C
CO - 4	Report the Socio - Political life of the Vedic period	PSO- 1	Un
CO - 5	Evaluate the ideologies of Buddhism and Jainism	PSO- 1	Ev

**Unit I**

Sources of Information - Literary sources - Sacred - Vedic, Jain and Buddhist - Secular - Indigenous - Foreign – Greeks, Romans and Chinese - Archaeological - Material Remains - Fossil evidences - Epigraphy, Monuments and Numismatics.

**Unit II**

The Pre- Historic Period - Origin of Human Beings in India - Hathnora and Oldavi evidences - Paleolithic Culture - Features - Paleolithic Sites in India - Lower Paleolithic culture - Sohan Culture - Acheulian Culture -Middle Paleolithic culture - Upper Paleolithic culture - Mesolithic culture - Sites in Uttar Pradesh - Chopani Mando - Sarai Nahar Rai - Mahadaha - Dandama - Neolithic culture – Sites, Locations- Characteristics.

**Unit III**

Chalcolithic culture in India – Gandhara Grave Culture – Kayatha Culture – Ahar Culture – Malwa Culture – Jorwe Culture – Dravidian Culture – Kizhaladi – Adhichanaloor - Indus Valley Civilization - Origin, Sites- Harappa, Mohenjodaro, Kalibangan, Lothal - Extent - Characteristic features - Architecture - Town Planning - Citadel, Great Bath, Granary - Trade and Commerce - Indus Script – Seals – Social Status - Indus Religion- Decline- Archaeological Scientist in Ancient India- Sir William Jones, Sir Alexander Cunningham, Robert Bruce Foote, James Burgess, Roberts Sewell, Sir John Marshall, R.D. Banerji, Daya Ram Sahni, Sir Robert Eric Mortimer Wheeler, Hasmukh Dhirajlal Sankalaia, K.V. Raman, Nagaswamy.

**Unit IV**

Vedic Age - Origin of Aryans - Early Vedic Culture - Settlements and the Growth of the

Aryan clans - Polity and Religion - Society - Status of Women - Philosophy - Economy - Later Vedic culture- The Aryan Expansion - Kingship - Sabha and Samiti - Caste system - Evolution of social and political institutions - Dharmasastras - Education and Literature - trade and Industry - Epic Age - Political Condition - Mantri Parisad - Army Social Condition - Position of Women - Economic and Religious Conditions - Legacy of the Aryans.

## Unit V

Pre- Mauryan Period - Rise of Mahajanapadas - Republics - Rise of Magadha - Haryanka Dynasty - Bimbisara - Ajatasatru- Causes for the raise of new Religions - Jainism- Teachings of Mahavira - Three Ratnas - Five Vows - Spread of Jainism - Contribution of Jainism to Indian Art and Culture - Ajivikas - Decline - Buddha and his Teachings - Eight Fold Path - Spread of Buddhism - Councils - Schism in Buddhism: Hinayana & Mahayana - Contribution of Buddhism to Indian Culture – Downfall - Sisunagas - Nandas - Persian Invasion - Cyrus - Darius - I & III - Greek Invasions - Alexander and Porus - Results of Alexander’s Invasion.

## Books for Reference:

1. Bijendra Kumar. (2011). *History of Ancient India*. New Delho, Kunal Books.
2. Khurana, K. L. (1993). *History of India Earliest times to 1526 A. D.* Agra, Lekshmi Narayan Agarwal’s Educational Publishers.
3. Mahajan, V. D. (1991). *Ancient India*. New Delhi, S. Chand & Co. Ltd.
4. Majumdar, R. C. (1952). *Ancient India*. Banaras, MolilalBanarsidars Publishers.
5. NilkantaSatri, K. A. (1971). *Advanced History of India*. Madras, Allied Publishers.
6. Rajendra, K. V. (2010). *Ancient and Medieval Indian History*. New Delhi, Pacific Publication.
7. Romila Thapar. (2002). *Early India from the Origin to 1300 A. D.* Haryana, Penguin Books.
8. Sathianathaier, R. (1952). *Political and Cultural History of India*, Vol I. Madras, S. Viswanathan Publication.
9. Sharma, L. P. (1981). *Ancient Indian History*. New Delhi, Vikas Publishing House Pvt. Ltd.
10. Tarachand. (1969). *A Short History of the Indian People*. Madras, Macmillian& Co. Ltd.

**Semester I**  
**Core – II: Ancient Indian Empires**  
**Course Code: PH2012**

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO - 1	Discuss about the Socio – Political conditions of Mauryan empire in Ancient India	PSO - 1	Un
CO - 2	Compare the administrative skills of the various dynasty's in India	PSO – 1	An
CO - 3	Evaluate the administration of Guptas	PSO - 1	Ev
CO - 4	Examine the progress of art and architecture under the Guptas.	PSO - 1	An
CO - 5	Assess the political condition of India after Harsha	PSO - 1	Ev

**Unit I**

India under the Mauryas - Sources- Kautilya's Arthashastra – Megasthenes's Indica - Chandragupta Maurya - Conquests – Visit of Megasthenes - Bindhusara - Asoka the Great and the Kalinga War - Asoka and Buddhism - Asoka's Concept of Dharma - Ashoka's Edicts - Brahmi and Kharosthi Scripts - Administration under the Mauryas - Central, Provincial, Military Judicial and Espionage - Municipal administration of Pataliputra – Social, Economic and Cultural Conditions - Causes for the Decline of the Mauryas.

**Unit II**

Post - Mauryan Age - Satavahanas – Vasistraputra Satakarni - Simuka – Krishna – Gautamiputra Satakarni – Pulumayi – Yajnasri Satakarni – Cultural Contributions – Economic Development - Sungas- Sources - Pushyamitra Sunga – Successors – Kanva - Post - Mauryan Culture – Art and Architecture - Bagavatism – Foreign Dynasties – Indo-Greeks – Dimitrians - Sakas- Saka Era - Parthians – Kushanas – Kanishka - His Conquests – Socio - Economic Developments – Contributions of Kushans – Literature and Art - Gandhara Art – Madhura School of Art – Amaravathi Art.

**Unit III**

Guptas - Sources – Inscriptions - Seals – Monuments – Coins – Literature - Visit of Chinese Travelers Fa-Hien, Itsing- Sri Gupta - Chandra Gupta I - Samudra Gupta - Conquests - Chandra Gupta II - Marriage Alliances and Conquests - Kumara Gupta- Skanda Gupta - Gupta's Administration - Mantriparishad - Divisions – Central - Provincial - Varnashrama Dharma System - Society – Marriage System – Slavery - Position of Women - Religion.

**Unit IV**

Golden Age of Guptas – Education - Nalanda University and Taxila University -

Language and Literature- Classical Sanskrit Literature – Development of Science: Medicine, Mathematics and Astrology - Art and Architecture - Sculpture – Terracotta Art – Paintings – Ajanta – Ellora - Metal - casting – Coinage - Gupta Economy - Trade and Industry – Guild System – Eastern Expansion of the Guptas - Disintegration of the Guptas – Invasion of Huns.

## **Unit V**

India after the Guptas – Vakatakas - Varthana Empire — Harsha - His Conquests – Administration - Harsha and Buddhism – Kanauj Assembly – Prayaga Assembly – Hiuen – Tsang - Development of Learning and Literature – University of Nalanda and Valbhi - Greater India- Definition - Aims of Colonization - Rome and Greece - Syria and Egypt - India’s relation with China, Tibet, Korea, Japan, Mangolia – Burma - Champa, Java, Combodia (Comboja), Sumatra, Bali – Borneo - Siam (Tailand) – Ceylon - Causes for the Downfall of the Indian Colonies.

### **Books for Reference:**

1. Mahajan, V. D. (1991). Ancient India. New Delhi, S. Chand & Co. Ltd.
2. Rajendra, K. V. (2010). Ancient and Medieval Indian History. New Delhi, Pacific Publication.
3. Romilathapar. (2014). Asoka and the Decline of the Mauryas. New Delhi, Oxford University Press.
4. Basham. A. L. (1967). Wonder that was India. London, Replika Press Pvt. Ltd.
5. Bijendra Kumar. (2011). History of Ancient India. New Delho, Kunal Books.
6. Sathianathaier, R. (1952). A Political and Cultural History of India Vol II and III. Madras, S. Viswanathan.
7. Romila Thapar. (2002). Early India from the Origin to 1300 A. D. Haryana, Penguin Books.
8. Khurana, K. L. (1993). History of India Earliest times to 1526 A. D. Agra, Lekshmi Narayan Agarwal’s Educational Publishers.
9. B.N. Luniya, Life and Culture in Ancient India, Laxmi Narain Agarwal, 2016.
10. Sharma, I. P. (1981). Medieval History of India. New Delhi, Vikas Publishing House Pvt. Ltd.

## Semester I

### Core – III: Socio-Cultural History of Tamil Nadu upto 1336 A.D.

Course Code: PH2013

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO - 1	List out the various sources of history of ancient Tamil Nadu	PSO – 1	R
CO - 2	Describe the administrative systems of Sangam age	PSO – 1	U
CO - 3	Analyze the features of the Pallava, Chola and Pandya art and architecture	PSO – 1	An
CO – 4	Examine the importance of the Bakthi Movement in Tamil Nadu	PSO – 1	An
CO – 5	Critique the social institutions of early Tamil Nadu	PSO – 1	Ev

#### Unit I

Physical features - Sources – Literary - Tamil Literary - Foreign Literary - Archaeological Sources – Inscriptions – Scripts - Monuments – Numismatics - Pre- Historic, Paleolithic and Neolithic Age – Metal Age - Races and Tribes

#### Unit II

Sangam Age – Period - Administration - Social Institutions - Customs and Practices - Economic Life - Religion and Ethics – Education - Literature - Status of Women - Aryan influence on Tamil Culture.

#### Unit III

Post Sangam Age – Kalabhras – Socio - Cultural transformation – Spread of Buddhism and Jainism in Tamil Nadu - Downfall of Kalabhras - Age of the Pallavas – Administration – Society - Economic Life – Religion - Bhakti Cult – Saints – Alwars – Nayanmars - Literature and Education - Art and Architecture.

#### Unit IV

Imperial Cholas – Administration - Local Self Government – Ur – Sabha - Kudavolai System - Society - Economic Life – Religion - Temple Economy and Society - Growth of Caste System - Literature and Education - Art and Architecture – Temple Architecture – Sculpture – Paintings - Status of Women - Devadasi System - Trade and Commerce - Guild System.

## Unit V

The Pandya Empire – Society - Economic Life – Marco polo’s Observation - Accounts of Wassaf – Literature - Art and Architecture – Influence of Muslim Culture on Tamil Society - Literature, Education, Art and Architecture - Impact of Muslim Rule.

### Books for Reference:

1. Basham. A. L. (1967). *Wonder that was India*. London, Replika Press Pvt. Ltd.
2. Bijendra Kumar. (2011). *History of Ancient India*. New Delho, Kunal Books.
3. Khurana, K. L. (1993). *History of India Earliest times to 1526 A. D.* Agra, Lekshmi Narayan Agarwal’s Educational Publishers.
4. Mahajan, V. D. (1991). *Ancient India*. New Delhi, S. Chand & Co. Ltd.
5. Rajendra, K. V. (2010). *Ancient and Medieval Indian History*. New Delhi, Pacific Publication.
6. Romila Thapar. (2002). *Early India from the Origin to 1300 A. D.* Haryana, Penguin Books.
7. Romilathapar. (2014). *Asoka and the Decline of the Mauryas*. New Delhi, Oxford University Press.
8. Sathianathaier, R. (1952). *A Political and Cultural History of India*, Vol II and III. Madras, S. Viswanathan.
9. Sharma, I. P. (1981). *Medieval History of India*. New Delhi, Vikas Publishing House Pvt. Ltd.
10. Sujan Seth. (2009). *Ancient and Early Medieval History of India*. New Delhi, Navyug Publishers and Distributors.

## Semester I

### Core – IV: History of Ancient World Civilization

#### Course Code: PH2014

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

CO.NO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO - 1	Describe the origin of world and origin of man	PSO - 3	U
CO - 2	Assess the importance of River Valley Civilization	PSO - 3	Ev
CO - 3	Examine the impact of ancient world civilizations in the fields of art, architecture, society, language and literature	PSO - 3	An
CO - 4	Estimate the legacy of Greeks and Romans	PSO – 3	Ev
CO - 5	Discuss the birth of world religions and the renaissance	PSO – 3	

#### Unit -I

Origin of the World and Human Beings- Theories – Darwin’s Theory of Evolution- Nature Theory – Races - Definition of Civilization – Factors influencing the Growth of Civilization - Pre – Historic Background - River Valley civilization - Egyptian civilization- Sumerian civilization - Chinese civilization - polity - society - learning and literature - Art and Architecture.

#### Unit - II

Civilization of the Fertile Crescent - Babylonian – People – Government – Hammurabi – The Code of Hammurabi - Assyrians - Hittites - Armenians - Phoenicians - Hebrews - Aegean - Persian - Mesopotamian - Their contributions to Polity – Society - Learning and Literature - Art and Architecture.

#### Unit - III

Classical civilization - Greek Civilization - City States - Politics and Public Life - Art and Architecture - Literature Religion - Philosophy - Contributions to the world - Roman civilization - Rise and Fall of Roman Republic- Rise of Imperial Empire - Government and Public Life - Art and Architecture - Literature - Religion – Philosophy- Contribution to the world.

#### Unit -IV

Ancient civilization in America: Land and the people - Mayan - Aztec - Incas - Institution of Art - Religion- Literature and Learning- Byzantine Civilization – Code of Justinian – Social and Economic Condition – Art – Religion and Philosophy- Persian Civilization - Arab Civilization-Salient Features.

#### Unit -V

Eastern Roman Empire- - Feudalism– Growth of Towns – Trade and Commerce – Rise of Universities.- Monasticism - Holy Roman Empire- Crusades - Genesis of Renaissance- Merits and Demerits of Feudalism –Decline –Manorial System – Raise and Growth of Major Religions: Hinduism- Jainism- Buddhism- Zoroastrianism –Confucianism- Christianity- Islam.

#### Reference Books



1. Abha Sharma, (2015) *World Civilization*, Delhi. Manglam Publications.
2. Chronology of Civilization from 1648 to 1955, (USA) Scott Forman and Company.
3. Davies, H.A, (1984) *An outline History of the world*, London, Oxford university Press.
4. Horrabin.J.F. (1967) *Glimpses of world History*, Bombay ,Asia Publishing House.
5. Jackson.J. Spielvogel, Thomson, (2006) *Western Civilization*, Australia ,Wadsworth.
6. James Edger Swain. (1947). *History of World Civilization*. New Delhi, Eurasia Publishing House (P) Ltd.
7. Nathaniel Platt and Muriel Jean Drummond,( 1954)*Our world Through the Ages*, Prentice-Hall,inc,
8. VavalViyogi,(2003) *The Founders of Indus Valley Civilization and their Later History*, Delhi,Originals (an imprint of Low price publications).
9. William L. Langer. (1946). *An Encyclopedia of World History*. London, New Extended Edition, Hanap / Galley Press.
10. William Lee Neef, (1953) *World History for a Better world*, USA, The Bruce Publishing Company Milwaukee.

**Semester I**  
**Elective – I(a): Panchayat Raj System in India**  
**Course Code: PH2015**

Hours / week	Credits	Total Hours	Marks
6	4	90	100

CO No	Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Create an awareness about the system of Panchayat Raj Institutions	PSO-1	C
CO-2	Recognize the participation of women in Panchayat institutions	PSO-2	U
CO-3	Record the history of local government through the ages	PSO-1	R
CO-4	Describe the social welfare activities done through Panchayat Raj Institutions	PSO-2	U
CO-5	Debate on the functions of the Panchayat Raj Institutions	PSO-1	An

**Unit-I**

Local Self- government an introduction-Concept of Panchayat Raj-Scope and Purpose- Evolution of Panchayat Raj System through the ages in India –Vedic Period- Sabha, Samithi - Little Republics- Local Administration under the Mauryas, Guptas, Rajputs- Manrams and Kuttamblams in Ancient Tamil Nadu-Local-Self Government under Pallavas-Local Self Government under Pandyas-Local Self- government under Cholas -The contribution of British Colonial Government to the development of Local self-Government-The experiments of Lord Rippon.

**Unit-II**

Evolution of Panjayat Raj after 1947 to1993 -Mahatma Gandhi's concept of Panchayat Raj- Vinobhaji's views on Gramodhan and Boodhan Movemnet, Sarvodaya Philosophy – Singhwi Committee - Balwantrai Committee and Ashok Mehta Committiee Development under Rajiv Gandhi's Regime-Rajastan and Karataka Trails-Resolution for the73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments- Development under Narasimha Rao period.

**Unit-III**

Administration and Financial Management of Panchayat Raj system-Nagar Palikar- Muncipalities- Zillaparizad-Panchayat Samitis-Village Panchayats – Sources of Income and Areas of Expenditure- Self Finance Commissions &their Recommendation- Budget Allocation- Financial Management in the Local Bodies-Finance and Bureaucratic red –Tapism.

**Unit-IV**

Functions Panchayat Administration: Meetings- Resolutions-Decision making – Implementation-Community Development Schemes &Programmes – MGNREGA – Jawahar Rozgar Yogana and Integrated Rural Development Programme (IRDP) - Public Participation in Panchayat Raj-Reserved constituencies-Problems of Election- Role of NGO'S.

## Unit-V

Development of Panchayat Raj in Tamil Nadu- Two –tier system under Kamaraj and Direct Election under M.G.R.-subsequent changes from 1991 to 2001-Impacts of 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendments- Growth and Developments of Women in Local Self Bodies-Local Self Elections from 1993-2020.

### Reference Books

1. Dey, S.K. (1961). *Panchayat Raj*. London, Asia Publishing House.
2. Divya Mathur, (2001). *Women empowerment and Panchayath Raj*. Jaipur, Prism Books.
3. Joshi, R.P.(2004). *Panchayat Raj in India Emerging Trends Across the state*. Jaipur, Rawat publications.
4. Maheshwari, (1984) S.R.*Local government in India*, Agra, Lakshmi NarainAfarwal.
5. Nagendra Ambedkar, ShilajaNagendra.,(2009). *Women and Panchayat Raj*. New Delhi, ABD publishers.
6. Pakkar,S.A (2017) *Local Government in India*, Delhi, Manglam Publications.
7. Palantihurai, G. (2002) *Dynamic of New Panchayat Raj System in India*. New Delhi, Concept publishing company.
8. Rajkumar Khosla, (2019).*Panchayat Raj and Rural Development*, Delhi. Manglam Publications.
9. RameshwariPondya, (2008). *Women in changing India*. New Delhi, Serials publication.
10. Venkadarappa, M.V. (1982). *Outline of South Indian History*. New Delhi, Vikas publication.

**Semester I**  
**Elective – I (b): Socio Religious Reform Movements in India**  
**Course Code: PH2016**

Hours/ Week	Credit	Total Hours	Marks
6	4	90	100

**Objectives:**

1. To analyze the socio – economic and religious awareness created due to the Britishrule
2. To examine the importance of Self Respect Movement in the history of TamilNadu

CO No	Upon completion of their course students will be able to	PSO's addressed	CL
CO-1	Explain about Genesis of the Dravidian Movement	PSO-1	An
CO-2	Discuss about South Indian Liberal Federation	PSO-1	U
CO-3	Evaluate the achievements of congress Party	PSO-1	Ev
CO-4	Explain the role of EVR and his Philosophy	PSO-1	An
CO-5	Describe the importance of 1967 General Election	PSO-1	U

**Unit: I**

Impact of Western Education - 1843 Widow Remarriage Act 1856 Age of Social Reforms – Abolition of Infanticide – William Bentinck – Child Marriage – Native Marriage Act of 1872 – Infant Marriage Prevention Act of 1901 – Sarda Act of 1930 – Abolition of Slavery

**Unit: II**

Raja Ram Mohan Roy – Atmiya Sabha – Brahmo Sabha – Brahmo Samaj – Abolition Sati – Devendranath Tagore – Keshab Chandra Sen - Atmaram Panduranga – Prarthana Samaj – Unity with God – M. G. Ranede – Legacy.

**Unit: III**

Swami Dayananda Saraswathi – Arya Samaj – Sarda Act – Shuddhi – Gayatri Mantra – Sri Ramakrishna Paramahansa – Swami Vivekananda – Ramakrishna Math and Mission.

**Unit: IV**

Annie Besant – Theosophical Society – Madame Blavatsky – Colonel Olcott – Syed Ahmed Khan – Jyothiba Phule

**Unit: V**

Narayana Guru – Vaikunda Swamihal – EVR – Self Respect Movement – Self Respect Conferences – Self Respect Marriages.

## Reference Books

1. Nanda, S. P. (2014). Freedom Movement and Constitutional Development in India. New Delhi, Dominant Publishers & Distributors Pvt.Ltd.
  2. Bipan Chandra, (1989). India's Struggle for Independence 1857 – 1947. New Delhi, PenguinBooks.
  3. Grish Kumar Singh, (2010). National Movement in India. New Delhi, Marari Lal &Som.
- Saharan, M. S. (2014).Modern Indian History. New Delhi, BlackPrint

## Semester I

### Elective – I (c): Archaeology

Course Code: PH2017

Hours/Week	Credits	Total Hours	Marks
6	4	90	60

#### Objectives

1. To discuss the different types of exploration methods, dating methods and preservation methods.
2. To have the skill of digging and preservation of archaeological sites.

#### Course Outcomes

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO1	Define Archaeology and the emergence of archaeology as a discipline.	PSO -1	R
CO2	Appraise the contribution of important Archaeologist	PSO -1	An
CO3	Illustrate various exploration method	PSO- 1	Ap
CO4	Identify various preservation methods and dating methods	PSO- 1	R
CO5	Revise the History of Archaeology in India	PSO -1	Ev

#### Unit I

Definition of Archaeology- Kinds of Archaeology- Classical Archaeology- Pre- Historic Archaeology- New Archaeology- Economic Archaeology- Ethno Archaeology- Environmental Archaeology- Under Water Archaeology- Salvage Archaeology.

#### Unit II

Important Archaeologists- Michael Mercati- Henrich Schillmann- Arthur Evans- Paul Emile Botta- E.H. Thomson- General Pitt Rivers- Thomas Jefferson- Sir Flinders Petrie- Childe Vere Gordon- Stuart Piggot.

#### Unit III

Exploration Methods- Large Scale Excavation- Vertical Excavation- Excavation Techniques- Digging Methods- Excavation of a Burial- Concept of Stratigraphy in Archaeology- Law of Archaeological Stratigraphy- Process of Stratification- Maps- Site Plan- Survey Methods- Position Fixing- Search Methods.

#### Unit IV

Field Conservation- Organic Material- Inorganic- Kinds of Preservation- Dating Methods in Archaeology- Relative Dating- Absolute Dating- Radio Carbon Dating (C14)-

Dendrochronology- Archaeomagnetism- Potassium Argon Method- Fluorine Test- Nitrogen Test- Pollen Test.

### **Unit V**

History of Archaeology in India- Asiatic Society-Lord Curzon- Sir William Jones- Alexander Cunningham- Archaeological Survey of India- Sir John Marshall- Robert Bruce Foote- Mortimer Wheeler- H. D. Sanghalia- S.R. Rao- A. Gosh- B.B. Lal- K. V Raman- Dr. T. V. Mahalingam.

### **Text Books**

1. Raman, K.V.(1998). *Principles and Methods of Archaeology*, Chennai, Parthiban publications.
2. Venkataraman, R.(1999). *Indian Archaeology*, Coimbatore, Ennes Publication, Tirumalai Printers.

### **References Books**

1. Edward Harris.(1989). *Principles of Archaeological Stratigraphy*, London, Academic Press Ltd.
2. Hester R. Thomas, Shafer J. Harry and Feeder L. Kenneth,(1997).*Field Methods in Archaeology*, California, USA,Mayfield Publishing Company.
3. Philip Barker,(1977).*Techniques of Archaeological Excavations*, London,Batsford Ltd.
4. Rajan, K. (2002).*Archaeology Principles and Methods*, Thanjavur, MahooPathippakam
5. UpinderSingh,(2002).*Mysteries of the Past Archaeological sites in India*,India,National Book Trust.

**Semester I**  
**Life Skill Training - I**  
**Course Code: LST201**

No. of hours per week	Credit	Total no. of hours	Marks
1	1	30	100

**Objectives:**

- To understand the fundamental rules of success
- To practice integrity in day to day life

**Course Outcomes (COs)**

CO No.	<i>Upon completion of this course, the students will be able to:</i>	Cognitive Level
CO-1	understand the human values to lead a successful life	U
CO-2	apply the ethics in real life situation	A
CO-3	analyse and improve one's attitude	Y

**Unit I**

Success - Success formulae.

Goals - The law of Karma, The law of clarity, and the law of flexibility.

Positive Mental Attitude - The law of optimism and self-confidence.

**Unit II**

Purposeful-Burning desire - The law of desire and the law of energy.

Planning and Preparation - The law of planning.



### **Unit III**

Resources - The law of maximization - Time and its management: health, courage, strengths and weaknesses, attitude, will and skill, enthusiasm, initiative, creativity/resourcefulness/ingenuity, experience, appearance, orderliness and neatness, courtesy, politeness and manners, charisma, live life, have luck and skills.

### **Unit IV**

Self-discipline -The law of time preference and The law of direction.

Action - The law of applied effort and The law of compensation.

Persistence.

### **Unit V**

Prayers - The partnership with God - work with commitment towards the goal - work and prayer.

Values - to attain stability in life -Benjamin Franklin's thirteen virtues.

### **Text Book**

Rao, C.N. (2014). 10 Fundamental Rules of Success. India: V &S Publisher.

### **ReferenceBooks:**

1. Bellamy, D.R. (1999). 12 Secrets for Manifesting your Vision, Inspiration and Purpose. India: Master Mind Books.
2. Iyer, S.S. (2009). Managing for Value. New Delhi: New Age International Publishers.
3. Sharma, S.P. (1999). Success Through Positive Thinking. Delhi: Pustak Mahal
4. Raj, A.S. (2015). Personality Development. Delhi: Firewall Media.

## Semester II

### Core – V: History of Early Medieval India from 647A.D - 1206A.D

#### Course Code: PH2021

Hours/Week	Credits	Total Hours	Marks
6	5	90	100

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO - 1	Discuss the Political condition of North India after Harsha	PSO – 1	Un
CO - 2	Illustrate the Pala rule in eastern India	PSO – 1	A
CO - 3	Analyze the Socio-economic life of the early medieval South India	PSO – 1	An
CO - 4	Synthesize the various causes for the Arab conquest of Sindh	PSO – 1	C
CO - 5	Appraise the contributions of the Muslim rulers to the Indian Society.	PSO-	Ev

#### Unit I

North India after Harsha - Emergence of Three Kingdoms - North: Pratiharas - History of Rajputs Culture - Origin- Rajput Clans - GurjaraPratiharas - Gahadvalas of Kanauj - Chandellas of Bundelkhand - The Chedi Kingdom of Kalachuris – Tomaras - Paramaras of Malwa – Solankis - Chauhans of Ajmir and Delhi - Rajput polity - Land Structure – Society - Condition of Women - Art and Architecture – Literature - Trade and Commerce - Characteristics of Indian Feudal System - Causes for the Downfall.

#### Unit II

East: Palas of Bihar- Origin and Rise of Pala Dynasty - Pala Rulers - Gopala - Dharma Pala - Wars of Dharma Pala - Achievements - Devapala - Vighraha Pala - Narayana Pala - Second Pala Empire - Mahipala - Later Palas- Effect of the Pala Rule - The Tripartite Struggle - Political Cause - Beginning of the Struggle Supremacy - Phases- Effects - Senas of Bengal - Samantasena - VallalaSena - Lakshman Sena - Administration, Society, Economy, Trade with Foreign Countries, Education, Literature, Art and Architecture, Culture and Religion.

#### Unit III

South: Satavahanas of Andra - GautamiputraSatakarni - VasisthiputraPulamvi - Etymology - Art and Architecture - Kingdoms in Deccan - Kadampas - Gangas - Chalukyas - Chlukyas of Vatapi - Pulikesin II - Chalukyas of Vengi and Kalyani - Administration - Art and Architecture - Rashtrakutas - Dantidurga - Amohavarsha I - Administration - Development of

Art and Architecture - Rashtrakutas of Malkhed - Yadavas of Devagiri - Kakatiyas of Warangal - Hoysalas of Dwarasamudra - Their contribution to Art and Architecture- Language and Literature- Social Life and Religious Condition.

#### **Unit IV**

Emergence of Islam - Muhammed the Prophet - Caliphate - Arunah Rashid- Abbasids - Spread of Islam in India: Geographical Features of Sind - Socio-Political, Economic and Religious Condition - Dahir - Causes for Arab Conquest of Sind – Pirates of Sind - Al-Hajaj of Baghdad - Muhammed -bin - Qasim - Administration in Sind and Multan - Iqtas - Zimmis- Propagation of Islam - Death of Muhammed -bin - Qasim - Impact of Arab Conquest on Indian Polity, Society, Economy, Culture and Religion - Visit of Arab Travellers in Sind - Arab Conflict with Pratihara Kingdom.

#### **Unit V**

Turkish Invasions in India - Decline of Abbasids - Establishment of Turkish Rule in Ghazni - Alptigin- Sabuktigin - His early Conquests - Muhammed of Ghazni - Condition of India on the eve of Turkish Invasion - His Indian Expeditions - Impacts - Establishment of Ghaznavid Empire in India - Arrival of Arab scholars - Firdausi - Alberuni - Muhammed of Ghor - His Indian Expeditions - Prithviraj Chauhan- First Battle of Tarain 1191 - Second Battle of Tarain 1192 - Effects - Causes for the Decline of Hindu Kingdoms.

#### **Books for Reference**

1. Mahajan, V.D. (1991). Medieval India. New Delhi, S. and &Co.Ltd.
2. Majumdar, R.C. (1952). Medieval India. Banaras, Motilal Barsidars Publishers.
3. Khurana, K.L. (1993) History of India Earliest Times of 1526 AD.Agra-3, Lakshmi Narayan Agarwals Educational Publishers.
4. Nilakanta Sashi, K.A. (1952) History of India. Madras, Viswanathan Central Art Press.
5. Sharma, L.P. (1991).Medieval History of India. New Delhi, Vikas Publishing House Pvt. Ltd.
6. Rajendra, K. V. (2010). Ancient and Medieval Indian History. New Delhi, Pacific Publication.
7. Sujan Seth. (2009). Ancient and Early Medieval History of India. New Delhi, Navyug Publishers and Distributors.
8. Romila Thapar. (2002). Early India from the Origin to 1300 A. D. Haryana, Penguin Books.
9. Sathianathaier, R. (1952). A Political and Cultural History of India Vol II and III. Madras, S. Viswanathan.
10. NilkantaSatri, K. A. (1971). Advanced History of India. Madras, Allied Publishers.

**Semester II**  
**Core – VI: Delhi Sultanate**  
**Course Code: PH2022**

Hours / Week	Credit	Total Hours	Total Marks
6	4	90	100

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO – 1	Recall the Muslim rulers and their achievements	PSO - 1	R
CO – 2	Appraise the reforms of Ala-ud-din Khilji	PSO - 1	Ev
CO – 3	Analyze the Internal Reforms of Muhammed – bin- Tughluq	PSO - 1	An
CO – 4	Estimate the contributions of the Muslim rulers to Indian art and architecture	PSO – 1	Ev
CO – 5	Synthesize the impact of Socio – Religious Movements in India	PSO – 1	C

**Unit I**

Sources for the study of Delhi Sultanate - Ibn – Battuta – Alberuni – Khalkana – Slave Dynasty – Qutb – ud- in- Aibak – Conquests – Administration – Iltumish – Suppression of Yildiz and Qubachah – The Mongol Menace - Chengiskhan - Conquests – Razziya Begam – Balban – Early Life - Administrative Reforms –Turkish Chagalani – Mongol Invasion - Last days of Balban - Successors of Balban.

**UnitII**

Khilji Dynasty – Jalal –ud- din Khilji – Rebellion of Malik Chhajju - Conquests – Ala – ud – din Khilji – Conquest of the North – Gujarat – Ranthambhor –Chittor – Malwa, Marwar and Jalor – Conquest of South – Malik- Kafur’s South Indian Expeditions – Conquest of Devagiri, Warrangal, Dwarasamudra, Madura and Deccan Expedition – Internal Reforms – Economic Reforms – Market Regulations - Territorial Expansions - Successors of Ala - ud- Khilji.

**Unit III**

Tughluq Dynasty - Muhammed – bin - Tughluq – Conquest - Domestic Policy - Token Currency – Transfer of Capital – Taxation in Doab - Agricultural Reforms – Religious Views – Foreign Policy – Firoz Shah Tughluq – Military Campaign - Administrative Reforms – Public

Works - Revenue and Judicial Policy - Social and Religious Policy – Later Tughluq – Timur Invasion in India – Effect - Sayyid Dynasty – Khizr Khan and Successors – Lodi Dynasty – Bahlul Lodi – Sikandar Shah - Ibrahim Lodi.

#### **Unit IV**

Administration of Delhi Sultanate – Central – Provincial – Revenue – Military Administration – Economic and Social Life Under Sultanate - Art and Architecture – Qutub Minar – Quwat – ul – Islam Mosque – Alai Minar – Alai Darwaza - Literary Developments – Kitab ul Yamini – Shah Namah – Tarikh – i –Hind – Tughluq Namah – Tabqat -i- Nasiri- Hindu Literatures - Downfall of the Sultanate – Results of Muslim rule in India.

#### **Unit V**

Social Condition – Condition of Women – Devaladevi – Religious Condition – Bhakti Movement – Sankara – Ramanuja – Ramannada – Vallabhacharya -Chaitanya –Namdev – Kabir – Guru Nanak-Tukaram – Jeyadeva -DandaDayal – Thusidas – Mira Bai- Sur Das – Impact – Sufism – Sufi Saints – Sufi orders - Impact of Sufism in India.

#### **Books for References:**

1. Khurana, K.L. (1993) *History of India Earliest Times of 1526 AD.* Agra-3, Lakshmi Narayan Agarwals Educational Publishers.
2. Mahajan, V.D. (1991). *Medieval India.* New Delhi, S. and &Co.Ltd.
3. Majumdar, R.C. (1952). *Medieval India. Banaras,* Motilal Barsidars Publishers.
4. NilkantaSatri, K. A. (1971). *Advanced History of India.* Madras, Allied Publishers
5. Nilakanta Sashi, K.A. (1952) *History of India. Madura,* Visvanathan Central Art Press.
6. Rajendra, K. V. (2010). *Ancient and Medieval Indian History.* New Delhi, Pacific Publication.
7. Romila Thapar. (2002). *Early India from the Origin to 1300 A. D.* Haryana, Penguin Books.
8. Sujan Seth. (2009). *Ancient and Early Medieval History of India.* New Delhi, Navyug Publishers and Distributors.
9. Sathianathaier, R. (1952). *A Political and Cultural History of India Vol II and III.* Madras, S. Viswanathan.
10. Sharma, L.P. (1991). *Medieval History of India.* New Delhi, Vikas Publishing House Pvt. Ltd.

## Semester II

### Core – VII: Socio-Cultural History of Tamil Nadu from 1336 A.D. to 2017 A.D.

#### Course Code: PH2023

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

CO.NO	Upon completion of this course, students will be able to	PSOs addressed	CL
CO - 1	List out the social institutions of medieval Tamil Nadu	PSO - 1	R
CO - 2	Analyze the contributions of Vijaya Nagar Empire.	PSO – 1	An
CO - 3	Examine the importance of the Freedom Movement in Tamil Nadu	PSO – 1	An
CO – 4	Evaluate the administration of various ministries pre and after independence	PSO - 1	Ev
CO - 5	Arrange the social – welfare measures of the contemporary Tamil governments.	PSO - 1	C

#### Unit I

Renaissance of Hindusim - Emergence of Vijayanagar Empire – Provincial Administration – Nayankara System – Local Administration – Ayyangar System – Society – Position of Women – Economy - Literary Development – Religion - Art and Architecture – Tamilagam Under Nayaks – Administration – Amaram Nayaks – Social Segmentation – Social Institutions – Caste System – Temple Slavery – Monastic Slavery – Agrestic Slavery – Status of Women - Trade and Commerce – Missionary Activities – Nayak Relations with the Muslims and the Christians - Education – Development of Literature – Tamil, Telugu Literature – Carnatic Music – Art and Architecture.

#### Unit II

Tamilagam Under the Marathas and the Nawabs – Marathas of Tanjore – Maratha Society – Religion – Education – Literary Movements of Marathas – Sarasvati Mahal Library – Art and Architecture – Fine Arts – Nawabs of Arcot – Administration – Society - Clarinda– Economic Structure – Tenurial System: Mahalwari, Mirasdari and Mittadari Kilavenmani , Pannaiyar Protection Act – Land Sealing - conflict in commercial activities – Social Orders – Art and Architecture.

#### Unit III

Poligars and the British – Subjugation of the Poligars and the Zamindars – Poligari Kaval

– Poligari Society – British Peasant Relation: Problems in Tenurial System – Land Revenue System – Ryotwari and Mahalwari System - Religion – Economy and Administration – Socio-Religious Movements: The Vaikunda Cult and the Sanmarga Sanga Movement.

#### **Unit IV**

Growth of Social and Cultural Consciousness during 19<sup>th</sup> and 20<sup>th</sup> century – Pure Tamil Movement – Non – Brahmin Movement – Justice Party - Self Respect Movement – Upper Cloth Movement – Temple Entry Movements – Struggle Against Criminal Tribes Act – Anti- Hindi Agitation - Women Education – Women Movements and Social Legislations - Reservation Policy and Communal GOs–Abolition of Untouchability – Amelioration of Depressed Class

#### **Unit V**

Social Welfare Schemes after Independence – Congress Ministry - Welfare Measures - Education and Industrial Growth - Welfare Schemes Under DMK Regime – Measures for Downtrodden – Women and Child Development – World Tamil Conference – Revival of Tamil Language and Literature – Developmental Schemes of AIADMK – Empowerment of Women – Contemporary Socio-Cultural Movements - Struggle against Koodankulam Nuclear Power Plant - Opposition to International sea Ports – Colachel and Kovalam - Jallikattu Movement (Thaippuratchi).

#### **Books for Reference:**

1. Devanesan, A. (2004). *History of Tamil Nadu Up to 2000 A. D.* Marthandam, Renu Publications.
2. Hard Grave, R. (1965). *The Dravidian Movement*, Bombay Popular Prakasam.
3. Majumdar, R. K. Srivatsa. A. N. (1991). *History of South India*. New Delhi, SBD Publications.
4. Manoranjithamoni, C. (2012). *History of Tamil Nadu Up to 1565 A. D.* Tirunelveli, Deav – Beryl Publications.
5. NilakandaSastri, K. A. (1975). *A History of South India*. New Delhi, Oxford
6. Rajayan, K. (1991). *History of Tamil Nadu Part I*. Madurai, Madurai Publishing House. University Press.
7. Sathianathaier, R.A (1999). *Political and Cultural History of India*, Chennai Vol. I,S. Vishwanathan Printers and Publishers,
8. Subramanian, N. (1999). *Social and Cultural History of Tamil Nadu (1336 A.D – 1984 A.D)* Udumalipettai, Ennes Publications.
9. Thandavan, R. (1987). *All India Anna DravidaMunnetraKazahagam*, Chennai, Tamil Nadu, Academy of Madras University.
10. Thandavan, R. (1996) *Dr. Jayalalitha – A Phenomenon*, Academy of Public Affairs, Anna Centre, Madras University.

## Semester II

### Core – VIII: History of the World from 1453 A.D. to 1789 A.D.

#### Course Code: PH2024

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

CO. No	Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	Estimate the impacts of Renaissance and Geographical discoveries	PSO – 3	Ev
CO -2	Compare and contrast Reformation and Counter Reformation	PSO – 3	An
CO -3	Discuss the important political figures and events of Medieval Europe	PSO – 3	Un
CO -4	Evaluate the emergence of America	PSO – 3	Ev
CO -5	Appreciate the contributions of Asian and African nations for Medieval International Politics	PSO – 3	An

#### Unit I

Ottoman Empire – Establishment – Expansion of the Islamic World - Capture of Constantinople by the Turks – Causes and Effects - Geographical Discoveries – Discovery of America, Africa and Sea routes to India and China.

#### Unit II

Renaissance – Emergence in Literature, art, architecture, sculpture - Reformation – Meaning - Causes – Reformation in Germany – Martin Luther King – Reformation in Switzerland – Ulrich Zwingli – John Calvin – Calvinism - Reformation in France – Reformation in England – Anglicanism - Reformation in Scotland – Results of Reformation - Counter Reformation – Agencies of Counter Reformation – Society of Jesus - Results

#### Unit III

The Ascendancy of France – Background - Regime of Louis XIII – France at her zenith – Domestic and foreign policy of Louis XIV – England: Queen Elizabeth I - the age of Stuarts - Glorious revolution – Colonial Expansion of Britain 1760 – The Age of Enlightened despotism – Rise of Modern Russia – Peter the Great – Catherine II and their foreign policies – Austrian Empire – Maria Theresa – Joseph II of Austria - War of Succession – Treaty of Aix-la-Chappelle – Seven Years War – Frederick the Great of Prussia



## Unit IV

Thirteen Colonies of America - Spanish Colonies – British Colonies – French Colonies - The American War of Independence – Causes, events, results – Treaty of Paris – Colonization of Africa – Egypt – Albania – Congo – Gana – South Africa.

## Unit V

Far East during the Medieval period – China – Qing dynasty – Japan – Sengoku -European trade contacts with India, China and Japan – British East India Company – Dutch East India Company – French East India Company – Western influence in the Middle East – Islamic dynasties – Caliphate.

### Books for Reference:

1. Carlton J.H.Hayes.,(2018), *A Political and Cultural History of Modern Europe*, London, Mac Millan Publishers.
2. Chris Harman., (1999), *A Peoples History of the World*, New Delhi, Orient Blackswan Private Limited.
3. Christopher Hill., (1967), *From Reformation to Industrial Revolution*, Brockelyan, Pelican Books Publishers.
4. Dr. Gagan Jain.,(2011), *World Famous Leaders*, New Delhi, M.G. Books.
5. George W. Southgate., (1967), *A Text Book of Modern European History 1643 – 1848*, London, J.M. Dent and Sons Ltd .
6. Jackson J. Spielvogel.,(2006), *Western Civilization*, Canada, Thomson Wadsworth Learning Academic Resource Centre.
7. Mahajan V.D., (2008), *History of Modern Europe*, New Delhi, S. Chand and Co.
8. Mishra V.N., (2011), *European History*, New Delhi, DSP Publishing House.
9. Nathaniel Platt and Muriel Jean Drummond., (1954), *Our World Through the ages*, New York, Prentice Hall, INC.
10. William Lee Neff and Mabel Gertrude Planer.,(1953), *World History for a Better World*, Milwaukee, USA, Bruce Publishing Company.

## Semester II

### Elective – II (a): Constitutional History of England from 1603 A.D. to 1970 A.D.

**Course Code: PH2025**

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

CO. No	Upon completion of this course, students will be able to	PSOs addressed	CL
CO -1	List out the rights earned by the British People from the Monarchs	PSO – 2	R
CO -2	Describe the origin of Democracy in England	PSO – 2	U
CO -3	Explain the achievements of Parliament in England	PSO – 2	U
CO -4	Analyze the contributions of various Prime Ministers of England	PSO – 2	An
CO -5	Estimate the formation of the Commonwealth of Nations	PSO – 2	Ev

#### Unit I

A Historical background of Tudor's period – The Stuart Period – The Reign of James I – Divine Right Theory of Kings - James I and his Parliament – Charles I and his Parliament – The Petition of Rights – The Eleven Years Tyranny – The Long Parliament – The Civil War – Causes, Course and Results.

#### Unit II

The Growth of Parliamentary institutions in England – The Constitutional experiments of Oliver Cromwell – the significance of his experiments – End of the Commonwealth – The Restoration – The rule of Charles II - Cavalier Parliament – James II – The Age of Revolutions - The Glorious Revolution of 1688 – Glorious Revolution vs. The Puritan Revolution – Origin of Parliament – The Bill of Rights – William III – Constitutional Progress - The Act of Settlements, 1701 – Results - Queen Anne - Act of Union, 1707.

#### Unit III

The House of Hanover : George I – George II – Whig Oligarchy – Emergence of the office of the Prime Minister – Robert Walpole – Origin and Development of the Cabinet System – George III – Change of Ministries - His Personal Rule – Causes of Failure.

#### Unit IV

The Age of Reforms – The Parliamentary Reforms from 1832 to 1885 – Relations between the two Houses of Parliament – The Parliament Act of 1911 – The representation of the People's Act

of 1918 and 1928 – Ministers of the Crown Act, 1937 – Declaration of Abdication Act, 1939 – Crown Proceeding Act, 1947 - Indian Independence Act, 1947 – Provisions of Parliamentary Act, 1949 - Reduction of Voting Age in 1970 – the Chartist Movement – the characteristics – the significance – Privy Council.

## **Unit V**

Constitutional Changes due to the two World Wars – War Cabinet – Statue of West Minister – The abdication of Edward VIII – Its Constitutional Significance – Recent Developments in the Political and Constitutional institutions - the Judiciary – The Local Government – The Commonwealth of Nations.

### **Books for Reference:**

1. Mahajan, V.D. (2009), *Constitutional History of England*, New Delhi, S. Chand and Company.
2. Krishnamurti, V.M. (1965), *Political History of England*, Neyyoor, Vijayalakshmi Publications.
3. Trevelyan, G.M. (1960), *A History of England*, Madras, Bureau of Tamil Publications.
4. Sudarsan, N. (1968), *Political History of England*, Madras, Tamil Nadu Text Book Society.
5. Chris Harman, (1999), *A Peoples History of the World*, New Delhi, Orient Blackswan Private Limited.
6. Suresh Chandra Pant, (1974), *Constitutional History of England*, Lucknow, Prakashan Kendra Aminabad.
7. Dharmaraj, J. (2013), *Constitutional History of England (1603 - At Present) (Tamil)*, Sivakasi, Densi Publications.
8. Marriot, J.A.R., (1945), *A Short history of Europe (1815 -1939)*, Methuen & Co Publishers, US
9. Frederic William Maitland, (1961), *The Constitutional History of England*, Cambridge University Press.
10. Cartter and Mears, (2011), *A History of Britain*, Stacey International, UK

## Semester II

### Elective – II (b): Dravidian Movement

Course Code: PH2026

Hours/ Week	Credit	Total Hours	Marks
6	4	90	100

#### Objectives

1. To define the concept of Dravidian Movement
2. To evaluate the contributions of Justice Party

CO-No	Upon completion of their course students will be able to	PSO's addressed	CL
CO-1	Analyse the important aspects of western Education	PSO-1	An
CO-2	Create an awareness about the social reformers	PSO-1	C
CO-3	Discuss about Rama Krishna Mission	PSO-1	Ev
CO-4	Estimate the importance of theosophical Society	PSO-1	Ev
CO-5	Explain the role of Social reformers in India	PSO-1	An

#### Unit I

Genesis of the Dravidian Movement- Western Liberal Ideas- Contribution of Bishop Robert Caldwell and Prof. Sundaram Pillai to Dravidian Identity- Role of the Pure Tamil Movement- Depressed Class Movement.

#### Unit II

The Justice Party- Formative Period- Dravidian Home- South Indian Liberal Federation- Justice Manifesto and Justice Party- Sir Pitti Theagaraya Chettiar and T.M. Nair- Dyarchy and 1921 Election.

#### Unit III

The Party in Power- Socio- Religious and Educational Measures- Achievements - Relation with the British- Relation with the Congress Party- Failure of the Justice Party.

#### Unit IV

EV Ramasamy Naicker and Self Respect Movement- EVR and his Philosophy- Cheran Mahadevi Gurukulam Episode- Temple Entry Movement- Soundaram Kailasam –

Dravida Kazhagam- Self Respect Marriage- Anti- Hindi Agitation- Split in Dravida Kazhagam.

### **Unit V**

Rise of DMK under C.N. Annadurai- General Election of 1967- DMK in Power- Social Welfare Scheme- Rise of AIADMK- Split in the DMK- Rise of MGR- Educational Policy and Social Welfare Measures- Demise of MGR – J. Jayalalitha – M. Karunanidhi.

### **Reference Books**

1. Chidambaram Pillai, P. (2008). Right of Temple Entry. Chennai, MJP Publishers.
2. Neduncheziyan, R. (1996). History of the Dravidian Movement. Vol.I. Navalar Neduncheziyan Kalvi Arakattalai.
3. Subrahmanian, N. (1994). History of Tamil Nadu 1336 A.D. to 1984. Udumalpetai, Ennes Publications.
4. Rajayyan, K. (1978). History of Tamil Nadu 1565-1965. Madurai, Sathana Publishing House.
5. Devanesan, A. (2004), History of Tamil Nadu up to 2000 A.D. Marthandam, Renu publications.

**Semester II**  
**Elective –II (c): Indian Architecture**  
**Course Code: PH2027**

Hours / week	Credits	Total Hours	Marks
6	4	90	100

**Objectives**

1. To analyse the various styles of architecture in India.
2. To have a thorough knowledge about the Salient Features of Various Styles of architectures in India

**Course Outcomes**

Co	Upon completion of this course, students will be able to	PSO addressed	CL
Co - 1	List the various styles of Architecture in India	PSO1	R
Co - 2	Differentiate the features of Buddhist Architecture and Jain Architecture	PSO-1	Un
Co - 3	Compare the Pallava, the Chola and the Pandya Architecture	PSO-1	An
Co - 4	Estimate the Architectural developments under the Mughal period	PSO-1	E
Co - 5	Compose the various art forms in India	PSO-1	C

**Unit-I**

Definition-Origin and Growth – Nature- Scope – Importance –Various Styles of Architecture –the Nagara, Vesara, the Dravida and their features.

**Unit-II**

Buddhist Architecture – Stupas –Chaityas- Viharas-Jain Architecture – Caves - Mauryan Architecture –Asoka’s Contribution – The stupas- Pillars –Cave Sanctuaries- Foreign influences- Gandhara Art-Madura-Amaravathi.

**Unit-III**

Temple architecture :The Pallava – The Cholas – Chola Art-Rashtrakutas-Vakatakas-Chalukyas-Hoysalas– The Pandiya-Vijayanagar Architecture .

**Unit-IV**

Architecture under the Delhi Sultans – Slave dynasty- Khiliji dynasty –Tuqlaq- Lodi dynasty – Rajput architecture-Muslim Architecture in Tamil Nadu.

## **Unit-V**

Architecture under the Mughals- Babur- Humayun – Akbar-Jahangir- Shajahan – Shershah- Architecture under the foreigners – British- Portuguese-French- Gothic Style.

### **Text Books**

1. Mohideen Badusha, A.H. ( 2009).*History of Indian Architecture*, Tirunelveli, Sultans Publications.
2. Selvaraj,C. (2009).*Indian Architecture* (Tamil), Devicode, CSR Publication.

### **Reference Books**

1. Niccolo Manucci,( 2010). *Mughal India*, Delhi, Low Price Publications.
2. Revathy Girish, (2013). *Architectural Tourism*, New Delhi, Dominant Publishers.
3. Saharan, M.S.(2014). *Modern Indian History*, New Delhi, Black Prints.
4. Smith, V.A.(2001). *Early History of India*, London, Odhamas Press.
5. Thangavelu, (1976), *History of Indian Art*, Government of Tamil Nadu.

**Semester II**  
**Life Skill Training - II**  
**Course Code: LST201**

No. of hours per week	Credit	Total no. of hours	Marks
1	1	30	100

**Objectives:**

- To understand the fundamental rules of success
- To practice integrity in day to day life

**Course Outcomes (COs)**

CO No.	<i>Upon completion of this course, the students will be able to:</i>	Cognitive Level
CO-1	understand the importance of soft skills	U
CO-2	apply the tools and techniques for effective communication	A
CO-3	analyse and improve mental health	Y

**Unit I**

Soft and Hard Skills - significance of soft skills.

Communication Skills - Types of communication - elements of communication - constituents of communication - characteristics of effective communication.

**Unit II**

Body Language - Body language interpretation -tips for better body language.

Interpersonal Skills - Tools for effective conversation and building interpersonal skills.

**Unit III**

Listening Skills - Listening types - tips for listening - listening and leadership.



Soft Skills and Johari Window -Johari windows - advantages of Johari window.

#### **Unit IV**

Change Management -Change Vs Zones - tips for managing change.

Stress Management - Types, causes of stress, symptoms of stress and tackling stress.

#### **Unit V**

Motivation - Types of motivation - Hierarchy of needs - tips for motivation.

Time Management - Pareto's principle - tools and techniques for time management.

(Compilation will be provided to the students)

#### **Reference Books:**

1. Melgosa, J. (2013). Positive Mind. (3<sup>rd</sup> ed.). Spain: Safeliz.
2. Shukla, A. (2010). The 4-Lane Expressway to Stress Management. New Delhi: Unicorn Books.
3. Pease, A. (1990). Body Language. India: Sudha Publications Pvt. Ltd.

**Semester II & III**  
**Service Learning Programme (SLP)**  
**Community Engagement Course**  
**Course Code: SLP201**

Credits	Total no. of hours	Total marks
2	30 (15 classroom + 15 field)	100(50 + 50)

**Objectives:**

- To develop an appreciation of rural culture, life-style and wisdom amongst students
- To learn about the status of various agricultural and rural development programmes
- To understand causes for rural distress and poverty and explore solutions for the same
- To apply classroom knowledge of courses to field realities and thereby improve quality of learning

**Learning Outcomes:**

After completing this course, student will be able to

- Gain an understanding of rural life, culture and social realities
- Develop a sense of empathy and bonds of mutuality with local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

**b) Credit**

2 credit, 30 hours, at least 50% in field, compulsory for all students

**c) Contents**

Divided into four Modules, field immersion is part of each Unit

Course Structure: 2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

S. No.	Module Title	Module Content	Assignment	Teaching/ Learning, Methodology	No. of Classes
1	<b>Appreciation of Rural Society</b>	Rural life style, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of “soul of India lies in villages’ (Gandhi), rural infrastructure	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	- Classroom Discussions  - Field visit**  - Assignment Map	2  4  2
2	<b>Understanding rural economy &amp; livelihood</b>	Agriculture, Farming, landownership, water management, animal husbandry, non- farm livelihoods and artisans, rural entrepreneurs, rural markets	Describe your analysis of rural household economy, its challenges and possible pathways to address them	Field visit**  Group discussions in class Assignment	3  4  1
3	<b>Rural Institutions</b>	Traditional rural organisations, Self-help Groups, Panchayati raj institutions (Gram Sabha, Gram Panchayat, Standing Committees), local civil society, local administration	How effectively are Panchayati raj institutions functioning in the village? What would you suggest to improve their effectiveness? Present a case study (written or audio- visual)	- Classroom Field visit**  Group presentation of Assignment	2  4  2
4	<b>Rural Development Programmes</b>	History of rural development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swatchh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat	Describe the benefits received and challenges faced in the delivery of one of these programmes in the rural community; give suggestions about improving implementation	Classroom   Each stud selects one program for field visit**  Written	2   4

		Decentralised Planning, NRLM, MNREGA, etc.	of the programme for the rural poor.	assignment	2
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**\*\* Recommended** field-based practical activities:

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP)
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization
- Visit Rural Schools / mid-day meal centres, study Academic and infrastructural resources and gaps
- Participate in Gram Sabha meetings, and study community participation
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries.
- Attend Parent Teacher Association meetings, and interview school drop outs
- Visit local Anganwadi Centre and observe the services being provided
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries,
- Organize awareness programmes, health camps, Disability camps and cleanliness camps
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants

- Formation of committees for common property resource management, village pond maintenance and fishing

### **Teaching & Learning Methods**

A large variety of methods of teaching must be deployed:

UGC will prepare an ICT based MOOC for self-paced learning by students for the 1 credit to be conducted in the classroom

Reading & classroom discussions, Participatory Research Methods & Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions.

### **Recommended Readings**

#### Books:

1. Singh, Katar, Rural Development : Principles, Policies and Management, SagePublications, New Delhi, 2015.
2. A Hand book on Village Panchayat Administration, Rajiv Gandhi Chair forPanchayati Raj Studies, 2002.
3. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/
4. M.P.Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

#### Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)
2. Indian Journal of Social Work, (by TISS, Bombay)
3. Indian Journal of Extension Education (by Indian Society of Extension Education)
4. Journal of Extension Education (by Extension Education Society)
5. Kurukshetra (Ministry of Rural Development, GoI)
6. Yojana (Ministry of Information and Broadcasting, GoI)

**Semester III**  
**Core- IX: Mughal India from 1526 A.D to 1857A.D.**  
**Course Code: PH2031**

Hours/Week	Credits	Total Hours	Marks
6	5	90	100

**Objectives**

1. To examine the impact of Mughal rule in India.
2. To have the in-depth knowledge about Maratha and Sikhs.

**Course Outcomes**

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSO Addressed	CL
CO- 1	Discuss the establishment of Mughal rule in India	PSO – 1	U
CO- 2	Describe the administration of Akbar the Great	PSO – 1	U
CO- 3	Analyze the Golden Age of Mughals	PSO – 1	An
CO- 4	Appraise the Socio-economic and cultural conditions of Mughals	PSO – 1	Ev
CO- 5	Estimate the Later Mughals and Shivaji	PSO – 1	Ev

**Unit -I**

Establishment of the Mughal Empire in India: Sources - Condition of India on the eve of Babur's invasion - Babur - First Battle of Panipat- Battle of Kanwah- Battle of Chanderi- Battle of Ghogra- Death of Babur- Humayun- Expedition of Kalinjar- Battle of Dourah- War with Bahadur Shah- War with Sher Khan- Battle of Kanauj- Shershah Sur - His Administration and Military Reforms- Disintegration of Sur Empire - Restoration of Humayun- Estimate of Humayun.

**Unit - II**

Akbar as a Real Founder of Mughal Empire: Early Life-Rise and fall of Bairam Khan- Second Battle of Panipat- Petticoat Government- Adham Khan- Akbur's Direct Rule - Wars and Conquest - Conquest of Gondwana- Conquest of Gujrat- His religious policy-IbadatKhana- Infallibility Decree- Din Ilahi- Rajput policy- Raja Birbal- Raja Mansingh- Raja Bhagwan Das- Land Revenue Policy- Raja Todar Mal- Mansabdari System- Deccan policy.

**Unit - III**

Jahangir- Revolt of Prince Khusrau - Wars and conquests - Internal Reforms- Twelve Ordinances – Chain of Justice- Rise and fall of Nurjahan- Nurjahan's Junta- Shahjahan - Wars and Conquests - Golden Age of Mughals - War of Succession -Dara- Suja- Murad- Causes for

the success of Aurangzeb- His Accession to the Mughal Throne- wars and conquests- Internal Reforms.

#### **Unit -IV**

Later Mughals: Bahadur Shah -I- Shah Alam- II- Invasion of Nadir Shah – Bahadur Shah –II – His role in the Great Revolt of 1857-Rise of Marathas and Sikhs-Shivaji-Wars and Conquests- Treaty of Purandhar- Coronation of Shivaji - Maratha Administration-Astapradhan-Successors of Shivaji- Peshwas- BalajiVishvanath- BajiRao- BalajiBajiRao- Ahamed Shah Abdali – Third Battle of Panipat- Rise of Sikhs - Guru Nanak -His Teachings-Successors of Guru Nanak- Sikh- Mughal- Relations.

#### **Unit -V**

Mughal Administration: Central Administration- Provincial Administration- Military Administration- North West Frontier Policy - Deccan Policy- Religious Policy - Progress of Art and Architecture - Paintings, Music and Literature –Socio- economic Condition- Position of Women- Foreigners in Mughal Court- Captain William Hawkins- Sir Thomas Roe – Relation with the Portuguese - Causes for the decline and the disintegration of the Mughals.

#### **Text Books**

1. AnletSobithaBai, W.(2002).*History of India 1526-1757*.Tirunelveli,Sharon Publications.
2. Srivastava, A.L. (1960). *The Mughal Empire*. Allahabad,Central Book Depot.

#### **References Books**

1. HarbansMukhia, (2009).*The Mughals of India*. New Delhi, Wiley India Pvt. Ltd.
2. Khurana, K.L. (1994). *History of India 1526-1947 A.D*. Agra, Lakshmi NarainAgarwal Educational Publisher.
3. Mahajan, V.D. (1990).*India since 1526*. New Delhi, S. Chand & Co, Ltd.
4. Mehta, J. L. (2007).*History of Medieval India*. Sterling Publishers Pvt. Ltd, New Delhi.
5. Rajendra, K. V.(2010).*Ancient and Medieval Indian History*. Delhi, Pacific Publication.
6. Sharma, K.D. (2018).*Medieval India*. Delhi, Vista International Publishing House.
7. Sharma, S.R. (1971). *Mughal Empire in India*. Agra, Lakshmi NarainAgarwalEducational Publisher.
8. Venkadesan, K. (2013).*History of India 1757-1947*. Chennai, V.C. Publications.
9. VidhyaDharMahajan,(1971).*India Since 1526*. New Delhi, S. Chand and Co. (Pvt). Ltd.
10. VinodBehariLal and Vinod Chand Pandey.(1973). *Medieval India (711 A.D. – 1803 A.D)*.Lucknow, Prakashan Kendra.

**Semester III**  
**Core- X: National Movement in India from 1857A.D to 1947A.D**  
**Course Code: PH2032**

Hours/Week	Credits	Total Hours	Marks
6	5	90	100

**Objectives**

1. To examine the internal and external policies of the British in India.
2. To discuss the important events of Indian freedom movement.

**Course Outcomes**

CO No.	Course Outcomes Upon completion of this course, students will be able to	PSO addressed	CL
CO- 1	Understand the importance of Great Revolt of 1857	PSO –1	U
CO- 2	Examine the significance of Peasant Movement.	PSO –1	An
CO- 3	Develop the knowledge of Indian National Congress in freedom movement.	PSO – 3	C
CO- 4	Evaluate the importance of Gandhian Era.	PSO – 1	Ev
CO- 5	Assess the important events of Indian Freedom Movement	PSO –1	Ev

**Unit- I**

Early Regional Uprising: The Sanyasi Rebellion 1783- PuliThevan – Kattabomman- South Indian Rebellion (1800-1801)- VeluNatchiyar- Maruthu Brothers- Vellore Mutiny (1806)- The Rangpur Uprising of the Bhils (1818- 1831)- The Kol Rebellion (1832)- The Santal Rebellion (1855- 1856) - Indigo Movement (1860)- Deccan Riot (1875)- Moplah Uprising.

**Unit- II**

The Great Upheaval of 1857: Causes and Course - Rani LaxmiBai of Jhansi - Tantia Tope - Nana Patnaviz- Nature of the Revolt- Results -Queen’s Proclamation.

**Unit- III**

Growth of Nationalism: Causes- Birth of Indian National Congress- Moderate Nationalism 1885- 1905-Partition of Bengal- Swadeshi Movement- Day of National Mourning – Boycott of Foreign Goods - Government Repression - Birth of Muslim League -Surat Split 1907- Rise and Growth of Militant Nationalism 1907- 1916- Lucknow Pact and Home Rule Movement – August Declaration.



#### **Unit-IV**

Gandhian Era: Rowlatt Satyagraha of 1919 – JallianWalaBagh Massacre -Khilafath Movement- Non-Co-Operation Movement –ChauriChaura Incident - The Swaraj Movement- V.O.C Steam Navigation Company - Simon Commission and its aftermath - PoornaSwaraj Resolution - Civil Disobedience Movement- Salt Satyagraha- Round Table Conferences– Gandhi- Irwin Pact - Communal Award – Poona Pact.

#### **Unit-V**

India Towards Freedom: Individual Satyagraha - Impact of II World War –Quit India Movement –August Offer– Rash Bihari Bose – Trial of Indian Naval Officers- Subash Chandra Bose – Indian National Army -Muslim League and Demand for Pakistan – Direct Action Day – Towards Transfer of power – Mountbatten Plan – Indian Independence Act of 1947.

#### **Text Books**

1. Rajayyan, K.(1981).*History of freedom struggle in India*.Madurai, Ratna Publications.
2. Venkatesan, K.(1985).*History of Indian Freedom Movement*.Madurai, J.J. Publications.

#### **Reference Books**

1. BibinChandra,(1989).*India's Struggle for Independence1857-1947*. New Delhi, Penguin Books.
2. Khurana, K.L. (1994). *History of India 1526-1947 A.D.* Agra, Lakshmi NarainAgarwal Educational Publisher.
3. Mahajan, V.D.(1991).*Medieval India*. New Delhi, S. Chand & Co. Ltd.
4. Mahajan, V.D. (1985). *India Since 1526*.New Delhi, Chand & Co. Ltd.
5. Majumdar, R.C. (1952).*MedievalIndia*.Banaras, MotilalBarsidars Publishers.
6. Nanda, S.P.(2014).*Freedom Movement and Constitutional Development in India*. New Delhi, Dominant Publishers.
7. NilakantaSastri, K. A. (1952). *History of India*. Madras, Viswanathan Central Art Press.
8. Pandey,B.N.(2000).*The Breakup of British India*.New Delhi, Anmol publication.
9. Sharma, I.P. (1981).*Medieval History of India*. New Delhi, Vikas Publishing House Pvt Ltd.
10. Venkatesan.G. (1991).*History of India*.Rajapalayam, V.C.Publication.

**Semester III**  
**Core – XI: Research Methodology**  
**Course Code: PH2033**

Hours / week	Credits	Total Hour	Marks
6	4	90	100

**Objectives**

1. To understand the methods of Historical Research.
2. To develop the necessary skills to write Historical research projects.

**Course Outcomes**

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Define the concept of Research	PSO-4	R
CO-2	Analyze the requirements needed for the researcher, selection of a research guide and topic.	PSO-4	An
CO-3	Test the importance of sources in Historical Research	PSO-4	Ev
CO-4	Develop the necessary skills to write a historical research project	PSO-4	C
CO-5	Discuss the framing of the Thesis.	PSO-4	U

**Unit-I**

Introduction: Define Research- Meaning- Scope of Research- Types of Research- Historical- Comparative- Correlative- Experimental- Methods of Research - Historical Method- Scientific Method- Inductive and Deductive Methods- Organizations of Research works - Characteristics- Limitations.

**Unit-II**

Choice of the Topic: Pre-requisites of a Researcher- Selection of Research Guide- Selection of the Topic- Criteria for selecting a Topic- Review of Literature- Hypothesis- Objectives- Designing the Study- Thesis Outline.

**Unit-III**

Analysis of Sources: Sources- Primary- Secondary- Oral- Use of Digital Library- Online Sources- Survey- Interview- Personal Diaries- Questionnaire- Collection of Data - Historical Analysis – Criticism- Internal and External Criticism - Subjectivity- Barriers to Objectivity- Objectivity- Pre-requisites for Objectivity.

#### **Unit-IV**

Synthesis of Facts: Synthetic Operation- Historical Facts- Role of Reasoning- Checklist for Synthesis- Emphasis - Exposition of the Subject- Meaning of Exposition- Interpretation- Statistical Method.

#### **Unit-V**

Framing of the Thesis: Documentation- Meaning- Purpose – Content- Thesis Design- Footnotes – Styles of Footnote – Preparation of Tables - Modern Language Association (MLA) Style – Chicago style – American Psychological Association (APA) Style - Bibliography - Arrangements of Thesis.

#### **Text Books**

1. Rajayyan, K. (1987). *History in Theory and Method*. Madurai, Rathna Publications
2. Subramanian, N. (1973). *Historiography*. Madurai, Kodel Publications.

#### **Reference Books**

1. Arnold Toynbee, (1972). *A Study of History*. London, Oxford University Press.
2. Arumugam, N. (2014). *Research Methodology*. Nagercoil, Saras Publication.
3. Colling Wood, R.G. (1992). *The Idea of History*. Oxford, Oxford University Press.
4. Krishnaswamy, A. (1975). *An Introduction to Toynbee's Study of History*. Chidambaram, Paari Printers.
5. Rajayyan, K. (1976). *History in Theory and Methods*. Madurai, Raj Publishers.
6. Selvaraj, C. (2011). *Historiography with Special Reference to India*. Udhayamarthandam, C.S.R. Publications.
7. Shaik Ali, B. (1978). *History: Its Theory and Method*. Madras, Macmillan India Press.
8. Subramanian, N. (1993). *Historiography and Historical Methods*. Vadipatty, Ajanthaa Atchagam
9. Venkatesan, G. (2004). *Historiography*. Rajapalayam, V.C. Publications.
10. Venkatesan, K. (2011). *Historiography*. Rajapalayam, V.C. Publications.

**Semester III**  
**Elective: III (a): History of the World from 1789 A.D. to 1945 A.D.**  
**Course Code: PH2034**

Hours /Week	Credits	Total Hours	Marks
<b>6</b>	<b>4</b>	<b>90</b>	<b>100</b>

**Objectives**

1. To understand the causes and impacts of the French Revolution.
2. To acquire more knowledge about the important political figures and events of Europe.

**Course Outcomes**

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Analyze the impact of French Revolution.	PSO-3	An
CO-2	Compare and contrast the unification of Italy and unification of Germany.	PSO-3	An
CO-3	Identify the causes and effects of First World War.	PSO-3	R
CO-4	Estimate the despotic rule of Turkey, Russia, Italy and Germany.	PSO-3	Ev
CO -5	Discuss the formation of UNO and its agencies.	PSO-3	U

**Unit- I**

France on the eve of the French Revolution- Causes, Courses, Results of the French Revolution- Napoleonic Era- Domestic and Foreign Policy of Napoleon- Congress of Vienna – The Revolution of 1830 and 1848 - Unification of Italy- Unification of Germany- Balkan Problem - The Greek war of Independence (1821 – 1829) – Mehemet Ali Affair (1833 – 1840) - Crimean War (1854 – 1856) – Franco-Prussian War (1870-1871) – Russo-Turkish War (1876-1878) - Congress of Berlin

**Unit- II**

Rise of America– Civil War – Reconstruction- Rise of Industries – Spanish -American War - Rise of Japan – Sino-Japanese Wars - Russian Revolution – Menshevik Revolution – Bolshevik Revolution

**Unit- III**

The First World War: Causes, Course and Results- Wilson’s Fourteen Points -Treaty of Versailles- League of Nations-Great Depression - Washington Conference – London Conference – Three Power Treaty – Four Power Treaty - Five Power Treaty – Six Power Treaty – Kellog - Bryand Pact.

#### **Unit- IV**

Turkey, Mustafa Kamal Pasha- Stalinism in Russia- Fascism in Italy, Mussolini- Nazism in Germany, Adolf Hitler – Emergence of America as World Power – New Deal – Rise of Japan – Manchurian Crisis – Korean Problem

#### **Unit- V**

Rome- Berlin- Tokyo Axis- The Second World War- Causes, Course and Results- Yalta Conference - UNO- Origin – Organization and Specialized Agencies: UNESCO, UNICEF, ILO, FAO, ESCO, IPRD, IMF and WHO.

#### **Text Books**

1. Rebello, I. (1960). *World History*. Mangalore, Codialbail Press.
2. Subramanian, M.V. (1956). *World History*. Madras, M. Seshachalam&Co. Publishers.

#### **References Books**

1. ChandranDevanesan&Krishnaswamy, S. (1960). *An Outline of World History*. Madras, East India Book House.
2. Chawla I. J. (1979). *History of Europe Since 1789*. New Delhi, Sudha Publications.
3. Cromwell, R.D.(1969). *World History in the Twentieth Century*. London,Replika Press Private Limited.
4. Fisher H.L. (1936). *A History of Europe*. London, Fantance Classics.
5. Gokhale, B.K. (1982). *History of Modern World*. Bombay, Himalaya Publishing House.
6. Mahajan, V. D. (2012). *History of Modern Europe Since 1789*. New Delhi, S. Chand and Co.
7. Mishra V. N. (2011). *European History*. New Delhi, DSP Publishing House.
8. Strong, C.F. (1967). *The World of the Middle Ages*. London, University of London Press Ltd.
9. Subramanian, M.V. (1956). *World History*. Madras, M. Seshachalam&Co. Publishers.
10. Varma S. K. (2011). *History of Medieval Europe*. New Delhi, DSP Publishing House.

**Semester III**  
**Elective – III (b):History of the Middle East 1900A.D -1967 A.D**  
**Course Code: PH2035**

Hours / Week	Credit	Total Hours	Marks
6	4	90	100

**Objectives**

1. To assess the features and impacts of Arab nationalism
2. To discuss the causes for the Arab-Israel conflicts.

**Course Outcomes**

CO. No	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Understand the Emergence of Arabs.	PSO-3	U
CO-2	Analyze the effects of Second World War in the Middle East.	PSO-3	An
CO-3	Explain the Colonial Policy of Great Britain.	PSO-3	Ev
CO-4	Compare the impact of Nationalism and Communism	PSO-3	An
CO-5	Discuss the importance of oil imperialism.	PSO-3	Ev

**Unit-I**

Definition of the term Middle East - meaning of the words “Arab” “Islam”- Birth of Arab Nationalism - Role of Islam - Social forces brought out by colonial rule -Political awakening following World War I - Birth of political parties in Saudi Arabia, Iraq, Palestine, Syria, Egypt, Libya, Morocco, Tunisia and Persia.

**Unit-II**

Second World War and Nationalism - post - war upheavals and assertion of Nationalism in Syria, Lebanon, Jordan, Morocco, Libya, Sudan - Towards Unity-Great Britain as catalyst of Arab unity movement - Arab League - The UAR.

**Unit-III**

Great Britain’s Palestine policy - Zionist politics and involvement of Western powers-Birth of Israel - Arab Refugees - Arab Israeli tension - 1956 crisis - Suez War and its aftermath.

**Unit-IV**

Nationalism and Communism - Egyptian Revolution and anti-communism - Iraqi revolution- Pan Arabism - Baghdad pact and Replacement of Britain with US -Practice of Eisenhower Doctrine.

## Unit-V

Oil imperialism - Importance of Oil - Nature of Oil operation - Arab Nationalism and oil -Arabs retaliation to Israel offensive – outbreak of Arab – Israeli war of 1967 -The fall out of the War.

### Text Books

1. Khanna, V. N. (2010). *International Relation*. New Delhi, A.I.T.B.S. Publishers.
2. Mahajan, V. D. (1959). *History of Modern Europe since 1789*. New Delhi, S. Chand & Company Ltd.

### Reference Books

1. Agwani, M.S. (1978). *Politics in the Gulf*. New Delhi, Vihas Publishing House Pvt. Ltd.
2. Galal El-Rashidi, (1977). *The Arabs and the World of the Seventies*, New Delhi, Vihas Publishing House Pvt. Ltd.
3. Hodgkin, E. C. (1996). *The Arabs*, London, Oxford University Press.
4. Shavit, D. (1988). *The United States and the Middle East: A Historical Dictionary*. New York, Greenwood Press.
5. Hitti, Philip, K. (1970). *History of the Arabs*. (10<sup>th</sup>ed.). London, Macmillan.
6. Sydney Nettleton Fisher, (1971). *The Middle East*. London, Routledge&Kegan Paul Publication.
7. Strong, C.F. (1967). *The World of the Middle Ages*. London, University of London Press Ltd.
8. ChandranDevanesan&Krishnaswamy, S. (1960). *An Outline of World History*. Madras, East India Book House.
9. Subramanian, M.V. (1956). *World History*. Madras, M. Seshachalam&Co. Publishers.
10. Cromwell, R.D.(1969).*World History in the Twentieth Century*. London,Replika Press Private Limited.

**Semester III**  
**Elective – III (c): History of Far East from 1839 A.D. to 1979 A.D**  
**Course Code: PH2036**

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

**Objectives**

1. To detect early European contact in China and Japan.
2. To construct the knowledge about the development of China and Japan.

**Course Outcomes**

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSO addressed	CL
CO- 1	Define the theory of OpenDoor Policy and its applications.	PSO-3	R
CO- 2	Detect the causes for the end of Manchu dynasty in China.	PSO-3	An
CO- 3	Estimate the emergence of Communism in China.	PSO-3	Ev
CO- 4	Construct the knowledge about the development of Japan during the 19 <sup>th</sup> century	PSO-3	C
CO- 5	Discuss the foreign policy of Japan between the II world wars	PSO-3	U

**Unit- I**

China's Early European contacts – First Opium war (1839-42) - Taiping Rebellion (1850-1864) – Second Opium war (1856-1860) - The First Sino – Japanese war (1894- 1860) – Hundred Days Reforms - Open door policy(1899) - Boxer Rebellion – Empress Dowager - Manchu Reforms.

**Unit- II**

The Rebellion of 1911 - Causes – Course – Results - Sun YatSen – Tung MengHui - Origin of the Kuomintang party –Yuan Shi Kai – China and the First World War –Twenty One Demands of Japan – China and the Paris Peace Conference – May Fourth movement.

**Unit- III**

Chiang Kai Sheik – Kuomintang –Communist problems – Mao – Tse –Tung – Long March – Civil war - The Communist Revolution of 1949 - Cultural Revolution – Circumstances – Spread of the Cultural Revolution – Foreign policy of China since 1949 - India and China – Russia and China

**Unit- IV**



Foreign contacts with Japan – Perry Mission - Treaty of Kanagawa – Meiji Restoration – Mutshihito – Social Reforms – Administrative changes - Educational Reforms – Laws – Religion - Military and Economic Development - Anglo – Japanese Convention (1902) - Russo – Japanese war (1904-1905).

#### **Unit- V**

The Washington Conference – Four Power Treaty – Five Power Treaty - Nine Power Treaty – Estimate – Manchurian Issue (1931) - Tanaka Memorial – Lytton Commission – Japan and the Second World War – Attack on Pearl Harbour – Surrender of Japan – Results - Foreign policy of Japan – China and Japan – America and Japan

#### **Text Books**

1. Thiagarajan, J. *History of China and Japan*. Madurai, Pavai Pathippagam.
2. Jeyapalan, N. (1989). *History of Japan*. Madras, Mohan Pathippagam.

#### **References Books**

1. Alfred Crofts. (1961). *A History of Far East*. Bombay, Allied Pacific Pvt. Ltd.
2. Fred Greene, *The Far East*. New York, Holt Rinehart and Wilson Publication.
3. James Wabash Ford. (1919). *China an Interpretation*, New York, The Alingdon Press.
4. Majumdar, R.K. & Srivastva, A.N. (1993). *History of Far East*. Delhi, SBD Publishers Distributors.
5. Majumdar, R.K. & Srivastva, A.N. (1994). *History of Japan*. Delhi, SBD Publishers Distributors.
6. Paul, H. Clyde. & Burton F. Beers. (1974). *The Far East*. New Delhi, Frenie Private Limited.
7. Sexena, S.K. (2013). *History of China*. New Delhi, Omega Publications.
8. Sexena, S.K. (2013). *History of Japan*. New Delhi, Omega Publications.
9. Shiv Kumar, & Saroj Jain. (1978). *History of Far East in Modern Times*. New Delhi, S.Chand & Company.
10. Tikhvinsky, S.L. (1983). *Modern History of China*. Moscow, Progress Publishers.

**Semester III**  
**Project**  
**Course Code: PH20PR**

<b>Hours/ Week</b>	<b>Credits</b>	<b>Total / Hours</b>	<b>Marks</b>
6	4	90	100

**Objectives**

1. To develop the necessary skills to write a historical research project
2. To get an employability as a history teacher and to become an historical writer

**Norms Regarding the Subject Project**

1. Topic related to **History** should be taken.
2. Project is to be done by group of **two** or **three** students.
3. The Project Report should be submitted in English.
4. The Project report should have minimum 60 pages in A4 size paper.
5. Primary sources should be referred.
6. Foot-note is compulsory.
7. The Viva-Voce is compulsory. For those who do not complete Viva-Voce, results will not be declared.
8. External Evaluation is Compulsory.
9. Marks for the Project Report will be 100. (Report 60; Viva 40)
10. Minimum ten books should be listed in the Bibliography.

**Semester III**  
**Life Skill Training (LST) – II**  
**Values in Family Life - I**  
**Course Code: LST202**

No. of hours per week	Credit	Total no. of hours	Marks
1	1	30	100

**Objectives:**

- To develop values on Indian family, culture, Inter personal relationship and socialization.
- To develop skills necessary to lead a happy life.

**Course Outcomes (COs)**

CO No.	<i>Upon completion of this course, the students will be able to:</i>	Cognitive Level
CO-1	recognise the importance values of relationship within the family and the society.	U
CO-2	analyse different values, relationships and responsibility	A
CO-3	develop the skill of adjustment and problem solving	C

**Unit I:**

Family Life Education - Definition - Objective - Aim - Value and Choice - Commitment to Values - Sources and Categories of Values - Professional and Operational Values - Personal and Social Values - Abdication of Responsibility.

**Unit II:**

Family- Meaning - Types - Indian Family - Types of Family Pattern - Joint Family - Advantages, disadvantages - Social Functions of the Family - Indian Ideal of Family Life - Family as a Unit of Society - Family as a Custodian and Transmitter of Values.

**Unit III:**

Relationship - Types - Relationship with the Mother - Adolescent - Meaning - Adolescence - Meaning - Needs of the Adolescent - Obstacles to Adolescent - Effects of Non-satisfaction of Needs.

**Unit IV:**

Socialisation - Process - Friendship - Infatuation - Peer Groups - Harmful Friendship - Signs of Affection.

**Unit V:**

Women and Men - Status of Women - Indian Woman - Man as Husband and Father - Husband's role in Marriage - Dowry - Divorce.

**Text Book:**

Marie Mignon Mascarenhas, *Family Life Education*, A Publication of All India Association for Christian Higher Education, Bangalore.

**Semester III**  
**Self-Learning Course I**  
**History for Civil Service Examinations**  
**Course Code: PH20S1**

<b>Credits</b>	<b>Marks</b>
2	100

**Objectives:**

1. To trace the history of India
2. To evaluate the contributions of various rulers of India

**Course Outcomes**

<b>CO. No.</b>	<b>Upon Completion of this Course, the students will be able to</b>	<b>PSOs addressed</b>	<b>CL</b>
CO -1	Discuss about the various Civilizations	PSO-1	Un
CO-2	Estimate the features of Gupta Empire	PSO-1	Ev
CO-3	Elucidate the contributions of Social reforms in India	PSO-1	An
CO-4	Assess the impact of Muslim rule in India	PSO-1	Ev
CO-5	Discuss about the British rule in India	PSO-1	Un

**Unit : I**

**Ancient Indian History** -Sources: Archaeological Sources - Exploration, excavation, epigraphy, numismatics, monuments - Literary Sources - Indigenous: Primary and Secondary – problems of dating, myths, legends, poetry, scientific literature, literature in regional languages, religious literature - Foreign accounts: Greek, Chinese and Arab writers. - Pre – history and Proto – history - Man and Environment – geographical factors. Hunting and gathering (Paleolithic and Mesolithic ) ; Beginning of agriculture ( Neolithic and Chalcolithic ) - Indus Valley Civilization – origin, date, extent, characteristics, decline, survival and significance - Iron age; Second urbanization -Vedic Period - Migrations and settlements ; dating the Vedic – Literary and archaeological, evidences, evolution of social and political institutions ; religious and philosophical ideas, rituals and practices - Period of Mahajanapadas - Formation of States ( Mahajanapadas ) ; Republics and Monarchies ; rise of urban centres ; trade routes ; economic

growth ; introduction of coinage ; spread of Jainism and Buddhism ; rise of Magadha and Nandas - Iranian and Macedonian Invasions and their impact - Malayan Empire.

### **Unit : II**

Foundation of the Mauryan Empire, Chandragupta, Kautilya and Arthashastra ; Ashoka ; Concept of Dharma ; Edicts ; Brahmi and Kharosthi scripts - Administration ; economy ; architecture and sculpture ; external contacts - Disintegration of the empire ; Sungas and Kanvas - Post – Mauryan Period ( Indo – Greeks, Sakas, Kushanas, Western Kshatrapas ) - Contact with outside world ; growth of urban centres, economy, coinage, development of religions, Mahayana, social conditions, art and architecture, literature and science. - Early state and society – in Eastern India, Deccan and South India - Kharavela, The Satavahanas, Tamil States of the Sangam Age. Administration ; economy, land grants, coinage, trade guilds and urban centres, Buddhist centres, Sangam literature and culture; art and architecture - Imperial Guptas and Regional States of India - Guptas and Vakatakas, Harsha, Administration, economic conditions, coinage of the Guptas, land grants, decline of urban centres, Indian feudalism, caste system, position of women, education and educational institutions – Nalanda, Vikramshila and Vallabhi, contact with neighbouring countries – Central Asia, South – East Asia and China, Sanskrit literature, scientific literature, art and architecture.

### **Unit : III**

North India after Harsha: The Kadambas, Gangas, Pallavas and Chalukyas of Badami – Administration, trade guilds, Sanskrit literature and growth of regional languages and scripts ; growth of Vaishnava and Saiva religions. Tamil Bhakti Movement, Shankaracharya – Vedanta ; Institutions of temple and temple architecture -Varmanas of Kamrup ; Palas and Senas, Rashtrakutas, Pratiharas, Kalachuri – Chedis ; Paramaras ; Chalukyas of Gujarat. Arab contacts – Ghaznavi Conquest, Alberuni - The Chalukyas of Kalyani, Cholas, Cheras, Hoysalas, Pandyas – Administration and local Government, growth of art and architecture, religious sects, Institution of temple and Mathas, Agraharas, education and literature, economy and society, contact with Sri Lanka and South – East Asia.

### **Unit : IV**

Age of Muslim Invasions – Sources - Archaeological, epigraphic and numismatic materials and monuments – Chronicles - Literary sources – Persian, Sanskrit and Regional languages - Archival materials - Foreign travellers’ accounts - Political Developments.

The Sultanate – the Ghorids, the Turks, the Khaljis, the Tughlaqs, the Sayyids and the Lodis.

Foundation of the Mughal Empire – Babur, Humayun and the Suris ; expansion from Akbar to Aurangzeb - Decline of the Mughal empire Administration under the Sultanate – civil, judicial, revenue, fiscal and military - Sher Shah’s administrative reforms ; Mughal administration – land revenue and other sources of income ; Mansabdari and Jagirdari - Administrative system in the Deccan– political, administrative and economic causes. Later Mughals and disintegration of the Mughal empire - The Vijayanagara and the Bahmanis – rise, expansion and disintegration - The

Maratha movement, the foundation of Swaraj by Shivaji ; its expansion under the Peshwas ; Maratha Confederacy – causes of decline – Administration.

### **Unit: V**

The Vijayanagara, the Bahmanis and the Marathas - Economic Aspects - Agricultural production – village economy ; peasantry - Urban centres and population - Industries – cotton textiles, handicrafts, agro – based industries, organisation, factories, technology - Trade and commerce – State policies, internal and external trade ; European trade, trade centres and ports, transport and communication.

Financing trade, commerce and industries ; Hundi ( Bills of Exchange ) and Insurance.

Currency Socio – religious Movements -The Sufis – their orders, beliefs and practices, the leading Sufi saints Bhakti cult – Shaivism and its branches ; Vajshnavism and its branches.

The Saints of the medieval period – north and south – their impact on socio – political and religious life The Sikh movement – Guru Nanak Dev and his teachings and practices, Adi Granth the Khalsa Society -Classification – ruling class, major religious groups, the mercantile and professional classes Rural society – petty chieftains, village officials, cultivators and non-cultivating classes, artisans - Position of women - Cultural Life - System of Educational and its motivations - Literature – Persian, Sanskrit and Regional languages -Fine Arts – Major schools of painting ; music - Architectural developments of North and South India ; Indo-Islamic architecture.

### **Reference Books:**

1. Khurana, K.L. (1993). *History of India Earliest times to 1526 A.D.* Agra, LekshmiNaryan Agarwal's Educational Publishers.
2. Sathianathaier, R. and Viswanathan, S. (1952). *A Political and Cultural History of India.* Vol. II and III. Madras, Central Art Press.
3. Sharma, I.P. (1981). *Medieval History of India.* New Delhi, Vikas Publishing House Pvt. Ltd.
4. NilakantaSastri, K. A. and Viswanathan, S. (1952). *History of India, Part II &III.* Madras. Central Art Press.
5. Majumdar, R.C. (2000). *India.* New Delhi, MacMillan.

**Semester IV**  
**Core – XII: Constitutional History of India from 1773 A.D.**  
**to 1950 A.D**  
**Course Code: PH2041**

Hours / week	Credits	Total Hour	Marks
6	5	90	100

**Objectives**

1. To trace the constitutional development in India
2. To evaluate the functioning of various administrative departments in the central and state level in India.

**Course Outcomes**

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSO addressed	CL
CO- 1	Explain the formation of the English East India Company in India.	PSO - 2	An
CO- 2	Identify the provisions of Parliamentary acts of government	PSO - 2	U
CO- 3	Describe the Constitutional developments in India	PSO - 2	R
CO- 4	Evaluate the salient features of Government of India Act of 1935.	PSO - 2	Ev
CO- 5	Discuss the framing of the Constitution of India	PSO - 2	U

**Unit-I**

Formation of English East India Company: Its Arrival – Establishment of Bombay – Calcutta and Madras Presidencies -Regulating Act of 1773-Board of Directors-Its significance - Pitt’s India Act of 1784- Board of Control- Dual Government- Robert Clive and Act of 1786.

**Unit-II**

Parliamentary Acts: Charter Acts of 1793, 1813, 1833, 1853 - Queen’s Proclamation-End of Company’s Rule-The Government of India Act of 1858- Council Acts of 1861 and 1892.

**Unit-III**

Constitutional Developments - Phase I: Minto-Morley Reforms Act of 1909-Communal Electorate – Montague Chelmsford Reforms Act of 1919-Governor General and his Executive – Central Legislature-Dyarchy in Provinces –Critical Analysis – Election – Working of Dyarchy.



#### **Unit-IV**

Constitutional Developments - Phase II: Mudiman Committee-Simon Commission-Nehru Report- Jinnah's Fourteen Points-White Paper-Government of India Act of 1935-Salient features-All India Federation-Dyarchy in the Centre-Provincial Autonomy.

#### **Unit-V**

Framing of the Constitution: Cripps Mission-CR Formula –Cabinet Mission- Simla Conference – Wavell Plan - Interim Government- Mount Batten Plan-Independence Act of 1947-Constituent Assembly – Indian Constitution-Salient Features.

#### **Text Books**

1. Srivatsava, L.N.(1986).*Constitutional History of India and National Movement*.Delhi,Surjeet Book Depot.
2. Agarwal, R.C. (1984). *National Movement and Constitutional Development in India*, Delhi,Sterling Book House.

#### **Reference Books**

1. Agarwal, R.C. & Dr. Mahesh Bhatnagar (2013).*Constitutional Development and National Movement of India*.New Delhi, S.Chand and Company Pvt. Ltd.
2. Arthur Berriedale Keith, A. B. (2011). *Constitutional History of India 1600 – 1935*. Delhi,Low Price Publications.
3. BibanChandra,(1989).*India's Struggle for Independence 1857-1947*.Delhi, Penguin Books.
4. Johary, J.C.(1996).*Indian Political Systems*.NewDelhi,Annual Publishers.
5. LaxmiKanth,(2004). *Indian Polity*. New Delhi,TateMcGraw Hill.
6. Manoj Singh,(2017). *Make in India*. New Delhi, Pearl Books.
7. Prof. Pylee, M.V. (2007).*Constitutional Government in India*. New Delhi,S.Chand and Company Ltd.
8. Raman, B.S. (2011). *Indian Constitution*. Mangalore, United Publishers.
9. SachinKundra, (2013). *India Since Independence*. New Delhi,Mohit Publications.
10. Sivastava, G.N.(1988).*History of India*. Delhi, Surjeet Book Depot.

**Semester IV**  
**Core –XIII: Contemporary History of India since Independence**  
**Course Code: PH2042**

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

**Objectives**

1. To estimate the development of India after independence.
2. To develop the knowledge about the internal and external policies of India.

**Course Outcomes**

CO.NO	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Review the functioning democracy in India	PSO-1	U
CO-2	Analyze the internal and external policy of Prime Minister Indira Gandhi.	PSO -1	An
CO-3	Evaluate the emergence of various political parties in India.	PSO-1	Ev
CO- 4	Discuss the international and national disputes of India.	PSO-1	Ev
CO-5	Generalize the Five Year plan and its impacts.	PSO-1	R

**Unit -I**

Independent India: Riots on the eve of Independence- Integration of Indian States - Death of Gandhiji- Shaping of India's Foreign Policy-Nehru- Panchasheel- NAM- General Election - State Reorganization - War with China (1965) - Causes and Results - Split in the Congress - Emergence of Indira Gandhi- Abolition of Privy Purses - Nationalization of Banks - Indo-Pakistan War (1972) - Emergence of Bangladesh - Indo - Soviet Treaty- India and Disarmament

**Unit - II**

Emergency - Rise of Janatha Government - Morarji Desai - Charan Singh - Indira Gandhi's return to power - Sikh problem –Death of Indhira Gandhi - Emergence of Rajiv Gandhi- Assassination- Janatha Dal- V.P. Singh- UPA – NDA.

**Unit -III**

Assam Accord - Bodo Problem - Mizoram Accord - Indo - Srilanka agreement - Babur Masjid - Rama Janmaboome problem - The Reservation policy and problems - Interstate water disputes.

#### **Unit -IV**

Indian Agriculture - Green Revolution - M.S. Swaminathan - Dairy Development - White Revolution - Blue Revolution - Five year plans - India and the World Bank. New Economic Reform- GATT – WTO - Policy of privatization

#### **Unit -V**

Growth of Education - UGC - NCERT - ICHR - ICSSR - Development of Science - AEC - ISRO - DRDO – H.J. Bhaba- APJ. Abdul Kalam.

#### **Text Books**

1. AnletSobithaBai, W. (2005). *Contemporary History of India 1947-2004 A,D.* Tirunelveli, Sharon Publications.
2. Venkatesan, K.(2014). *History of India.* Rajapalayam ,V.C Publications.

#### **References Books**

1. AbhaySrivastav, (2011). *India's Foreign Policy.* New Delhi, Mohit Publications.
2. AnkitaKapoor, (2018). *History of Modern India and Contemporary World.* New Delhi, Anjali Publishers & Distributers.
3. Bipin Chandra, Mridula Mukherjee &Aditya Mukherjee, (2000). *India After Independence (1947 – 2000),* New Delhi, Penguin Books Ltd.
4. John Gilbert, G. (2006). *Contemporary History of India.* New Delhi, Anmol Publications Pvt. Ltd.
5. Kapoor, A.C.(1963).*Select Constitutions.* New Delhi, Fourth Edition, S. Chand & Co.
6. Mahajan, V.D.(2000).*Modern India.* New Delhi,S. Chand and Co.
7. Majumdar, R.C.(2000). *Modern India.* Delhi, Mac Millan Publications.
8. SachinKundra,(2013). *India Since Independence.* New Delhi, Mohit Publications.
9. Sathish C. Aggarwala&Adish C. Aggarwala, (1985). *Legacy of Indhira Gandhi.* New Delhi, Socialist Age Publications.
10. Sharma, M.P. (1968).*The Government of Indian Republic.* Allahabad, Fifth Edition, KitabMahal.

**Semester IV**  
**Core- XIV: Intellectual History of India**  
**Course Code: PH2043**

Hours / week	Credits	Total Hours	Marks
6	4	90	100

**Objectives**

1. To create the knowledge of social reformers of India.
2. To understand the ideologies of liberal and secular thinkers.

**Course Outcomes**

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSO Addressed	CL
CO- 1	Trace the emergence of western education and its impacts.	PSO-1	U
CO- 2	Evaluate the role of North Indian social reformers.	PSO-1	Ev
CO- 3	Explain the role of social reformers of South India.	PSO-1	An
CO- 4	Discuss the ideologies of liberal thinkers.	PSO-1	U
CO- 5	Describe the important secular ideologists.	PSO-1	U

**Unit-I**

Background: Modernization- Western Education- Social Legislations- Printing- Emergence of Associations- Socio- political and economic transition.

**Unit-II**

Social Perspective: Raja Ram Mohan Roy- Thinker, Philosopher and Social Reformer- M.N. Roy- Militant Activist- Radical Humanism - Periyar E.V. Ramasamy- Self Respect Movement- DravidaKazhagam- Rationalist Thought - Jaya Prakash Narayan- Total Revolution and Sarvodaya Movement.

**Unit-III**

Liberal Perspective: Gopala Krishna Gokhale – Teacher- Writer- Legislator- Servants of India Society- Sir Syed Ahmed Khan- Contribution to Muslim Education- Aligarh Movement- Rabindranath Tagore- A Political Social Theorist- Philosopher.

**Unit-IV**

Secular Perspective: B.R. Ambedkar- Making of the Indian Constitution- Leader of the Oppressed- Neo Buddhism- J.N. Nehru- Ideas of Democracy- Secularism- Socialism- Maker of Modern India

#### **Unit-V**

M.K. Gandhi- Non- Violence and Satyagraha- Wardha Education – Concepts – Truth - Rural Reconstruction.

#### **Text Books**

1. Swaminathan, A. (2004). *Outlines of Political Theory*. Chennai, DeepaPathipagam.
2. Vandana Rani Sony, (2014). *Indian Political Thought*. New Delhi, Sonali Publications.

#### **Reference Books**

3. AmbikaPrashadVerma.(2015).*Political Theory and Thought*. Delhi, Mangalam publications.
4. AmbikaPrashadVerma.(2019).*Political Theory and Indian Politics*. Delhi, Mangalam publications.
5. ArunBhattacharjee. (2012).*An Introduction to Political Theory*, London,New Central Book Agency (P) Ltd.
6. Bipin Chandra, AmalesTripathi&Barun De, (2001). *Freedom Struggle*. New Delhi, National Book Trust Publications.
7. Chhabra, G.S. (2011). *Advanced Study in the History of Modern India, Vol.III, (1920-1947)*. New Delhi, Lotus Press.
8. Das, P.G. (2015).*Modern Political Theory*, London, New Central book Agency (P) Ltd.
9. Rajaram, M. (2009). *Constitution of India and Professional Ethics*. New Delhi, New Age International (P) Ltd. Publishers.
10. Raman, B.S. (2011). *Indian Constitution*. Mangalore, United Publications.
11. Rao, R.P. (1971). *The Congress Split*. Bombay, Lalvani Publishing House.
12. SachinKundra, (2013). *India Since Independence*. New Delhi, Mohit Publications.

**Semester IV**  
**Core – XV: Archives Keeping**  
**Course Code: PH2044**

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

**Objectives**

1. To understand about the history of Archives Keeping.
2. To acquire the knowledge of preservation and conservation of Archives.

**Course Outcomes**

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSO Addressed	CL
CO- 1	Trace the historical background of Archives Keeping.	PSO-1	U
CO- 2	Explain the creation of Archives and its administration.	PSO-1	C
CO- 3	Analyze the various steps for the preservation and conservation of Archives.	PSO-1	An
CO- 4	Evaluate the origin and development of National Archives and State Archives in India.	PSO-1	Ev
CO- 5	Discuss the organization of Archives and various commissions.	PSO-1	U

**Unit-I**

Introduction: Archives- Definition and scope- Basic Concepts- Types of Archives- Characteristics- History of Archives Keeping in the World-Ancient and Medieval period- Archives Keeping in India - Importance of Archives.

**Unit-II**

Creation of Archives: Palm Leaves- Birch Bark – Papyrus- Parchment and Vellum – Leather – Textile- Filing systems of Records Managements- Organization of Archives- Functions of Archives- Administration.

**Unit-III**

Preservation and Conservation: Agents of Deterioration- Preventive Measures- Biological Deterioration- Chemical Deterioration – Causes and Control- Principle of repair- Cleaning- Washing- Flattening- De-acidification- Wet Method- Non- Aqueous De-acidification- Dry methods- Vapor and Phase De-acidification- Special Problems in the restoration of documents.

#### **Unit-IV**

Archival Organization- Problems of Archives Keeping- Uses of Archives - International Commission on Archives (ICA)- Indian Historical Records Commission (IHRC)- The British Records Association- The Historical Manuscripts Commission.

#### **Unit-V**

National Archives of India: Growth and Development of National Archives after Independence- Regional Centre of National Archives- School of Archival Studies- Origin and Growth of Tamil Nadu Archives- Private Archives- Kinds of Private Archives – Field Trip.

#### **Text Books**

1. Thiyagarajan, J. (2002). *Archives Keeping*. Madurai, Prabha Publications.
2. Kumaraswamy, (2003). *Archives Keeping*. Madurai. Nalini Publications.

#### **Reference Books**

1. Helen Forde & Jonathan Rhys Lewis, (2013). *Preservation and Conservation of Archives*. London, Facet Publishing.
2. Alistair Tough & Michael Moss, (2006). *Record Keeping in a Hybrid Environment*. New York, Chandos Publishing.
3. Bruce W. Dearstyne, (2012). *Archivist's & Records Manager's Bookshelf*. Chicago, ALA Editions.
4. Geoffrey Yeo, (2018), *Records, Information and Data*. London, Facet Publishing.
5. Isaac Jeyadhas, R. (2012). *Archives Keeping*. Villukury, Mcl Roy Publications.
6. Jens Boel&EngSensavang, (2020). *Record Keeping in International Organizations*. New York, Routledge Publishers.
7. Maria Brosius, (2003). *Ancient Archives and Archival Traditions*. Oxford, Oxford Publishers.
8. Raj Sundaram, J. (1979), *Manual of Archival System and the World of Archives*, Siva Publications.
9. Thiyagarajan, J. (2014). *Archives Keeping*. Madurai. V.C. Publications.
10. Valedo Dent Goodman, (2009). *Keeping the User in Mind*. New York, Chandos Publishing.

## IV Semester

### Major Elective – IV (A): International Relations Since 1945 A.D.

#### Course Code: PH2045

Hours/Week	Credits	Total Hours	Marks
6	4	90	100

#### Objectives

1. To understand the formation of two Super Powers and their action and reaction.
2. To study the importance of various International Organizations.

#### Course Outcomes

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Define the International Relations and its theories.	PSO-3	R
CO-2	To acquire the knowledge of various treaties of the world	PSO-3	U
CO-3	Illustrate the effects of Cold war.	PSO-3	Ap
CO-4	To evaluate the various Regional Associations.	PSO-3	Ev
CO-5	To analyze the causes for the world disputes.	PSO-3	An

#### Unit I

Definition of International Relations-theories- Diplomacy-Kinds of Diplomacy- Collective Security system.

#### Unit II

International Law and disarmament under UNO - Test Ban Treaty 1963 – Non-Proliferation Treaty 1968 - Strategic Arms Limitation Treaty, SALT (1972) - START 1991 - Comprehensive Test Ban Treaty, CTBT 1996.

#### Unit III

Cold War: Causes -- Truman Doctrine – Marshall Plan – ANZUS Pact- NATO – SEATO – CENTO – Warsaw Pact-Variou Phases of Cold War-Korean problem-Cuban Crisis-Vietnam problem-U2 incident-End of Cold War-Demolition of Berlin Wall- Consequences of Cold War.

#### Unit IV

Regional Associations: Non – Alignment Movement – Doctrine – Growth – Achievements – South Asian Association for Regional Co-Operation (SAARC) - Origin– Aims –



Achievements-BRICS – ASEAN –Common Wealth – The role of Common Wealth in International politics-G-7, G-8,G-12,G-20.

## **Unit V**

Fall of Communism in USSR- Dismemberment of the U.S.S.R and its Consequences- CIS - WTO – GATT – European Union - The Formation of Israel- Zionism– The Palestinian Problem - Gulf War - Afghan War.

### **Book for Study:**

1. Dharmaraj, J.(2011). *International Relations*. Sivakasi, Tensy Publications.
2. Subramanian, N. (1993). *International Relations (1914 to Present Day)*, Ennes Publication.

### **Books for References:**

1. Palmer Perkins,(2010).*International Relations*. New Delhi,AITBS Publishers.
2. Cromwell, R.D.(1969).*World History in the Twentieth Century*. London,Replika Press Private Limited.
3. AbhaySrivastav,(2011).*India's Foreign Policy*. New Delhi,Mohit Publications.
4. Malhotra, S. K. (2013).*International Relations*. New Delhi,Black Prints.
5. Baskaran, R.(2015). *Second World War (Tamil)*. Chennai, New Century Book House Private Limited.
6. Scott Burchill,(2005). *Theories of international Relations*, New York,Palgrave.
7. Arimardan Singh, (2008).*International Relations*. New Delhi,Alfa publications.
8. PhanindraNathChakrabarti,(2014). *History of International Relations*. London,New Central Book Agency (P) Ltd.
9. Abhilasha Singh, (2012). *International Relations*. Jaipur,Aadi Publications.
10. Laxmi Sharma, (2010). *International Relation (Theory and Challenges of India)*. Jaipur,Prateeksha Publications.

**Semester IV**  
**Elective- IV (b): Subaltern Studies**  
**Course Code: PH2046**

Hours/ Week	Credits	Total Hours	Marks
6	4	90	100

**Objectives**

1. To identify the subaltern groups in History.
2. To understand the history of the marginalized in order to empower them.

**Course Outcomes**

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO-1	Trace the origin of Subaltern Studies and its concepts	PSO- 2	R
CO-2	Identify the Subaltern groups in History.	PSO- 2	An
CO-3	Illustrate the position of minorities.	PSO- 2	An
CO-4	Discuss about the Dalit and Dalit Movement.	PSO- 2	U
CO-5	Narrate the history of caste clashes.	PSO- 2	U

**Unit- I**

Conceptual clarification on ‘Subaltern Studies’: Antonio Gramsci (1891 – 1937) – Gramscian Concept of ‘Hegemony’ – His influence on Historiography – Ranajit Guha – His influence on Subaltern Studies – Progress of Subaltern Thought – Gyan Pandey – Aravind Das – Dipesh Chakrabarty – Ramachandra Guha.

**Unit- II**

Identifying the subaltern groups in history: Indian women through the ages – Feminist theories – socio, economic, political and educational status of women – Colonial and Post Colonial period - Organizations and Movements – Towards Gender justice - Shah Banu Case – Rupkanwar Case (Rajasthan).

**Unit- III**

The Position of Minorities – Babri Masjid Demolition – Godhra Violence against Christians in Orissa – Legal System – National and International Mechanism.

**Unit- IV**

Dalits: History – Discrimination – Dalit Movements – Role Players- Dr. Ambedkar – Mahatma Phule, AyotidasPandithar, Narayana Guru - M.C. Rajah – political mobilization and assimilation – Legal Protection – National and International mechanisms.

### **Unit- V**

History of Caste Clashes –Violence against Dalits – Kilavenmali - Kodyankulam – Manjolai – Pappapatti – Keerippatti – Dalit Organizations and Movements – From caste bondage to liberation.

### **Text Books**

1. Ludden David.(2000).*Reading Subaltern Studies*. Delhi, Permanent Black.
2. RanajitGuha.(1994). *Subaltern Studies. Vol.1-6*. New Delhi, Oxford University Press .

### **Reference Books**

1. David Arnold and David Hardiman, (1994). *Subaltern Studies VII: Essays in Honour of RanajitGuha*. New Delhi, Oxford University Press.
2. GautamBhadra, GyanPrakash and Susie Tharu, (1999). *Subaltern Studies X*. New Delhi, Oxford University Press.
3. Guha, Ranajit and GayatriChakravortySpivak,..*Selected Subaltern Studies*. New York, Oxford University Press.
4. Guha, Ranajit,(1997).*A Subaltern Studies Reader: 1986- 1995*. Minneapolis, University of Minnesota Press.
5. NeeraDesai,*Women in Modern India*. New Delhi, Ajantha Publications.
6. ParthaChatterjee and PradeepJaganathan, (2000). *Subaltern Studies XI: Community, Gender and Violence*. New York, University Press.
7. PrathaChatterjee and GyanendraPandey, (1992). *Subaltern Studies VII*. New Delhi, Oxford University Press.
8. Sahid Amin and DipeshChakrabarty, (1996). *Subaltern Studies IX*. New Delhi, Oxford University Press.
9. ShailMayaram, M.S.S. Pandian, Ajay Skaria,(2005). *Subaltern Studies XII: Muslim, Dalits and the Fabrications of History*. New Delhi, Permanent Black and Ravi Dayal Publisher.
10. Sreedharan, E.(2000). *A Text Book of Historiography*. New Delhi, Orient Longman.

**Semester IV**  
**Elective – IV (c): History of the U.S.A from 1865 A.D to 2020 A.D**  
**Course Code: PH2047**

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

**Objectives**

1. To discuss the emergence of the USA as world power
2. To elucidate the contributions of various Presidents to make the USA as a super power of the world

**Course Outcomes**

CO. No.	Course Outcomes Upon completion of this course, students will be able to	PSOs addressed	CL
CO – 1	List the post war reconstructions and the rise of Progressivism in America.	PSO - 3	R
CO – 2	Compose the effects of the great depression of 1929	PSO - 3	C
CO – 3	Debate the cause, course and consequences of Cold War	PSO – 3	An
CO – 4	Critique the emergence of America as a world power	PSO – 3	Ev
CO – 5	Narrate the internal and external policy of presidents of America	PSO – 3	U

**Unit- I**

Abraham Lincoln- Civil War– Reconstructions– Rise of Industries– Emergence of Labor Movements– Spanish American war-Rise of Progressivism– Theodore Roosevelt– Internal and Foreign Policies– Sherman AntiTrust Act– Taft- Dollar Diplomacy- Woodrow Wilson Entry of America in first World War- Wilson’s Fourteen Points.

**Unit- II**

The Great Depression– Administration of Hoover– Franklin De Roosevelt– New Deal– Agrarian Reform– Industrial Recovery– Social Security Act– America and Second World War- Resurgence of US as World Power

**Unit- III**

Emergence of Cold War – John F. Kennedy – Rise of Liberalism– The Civil Rights Movement– Martin Luther King– Nixon and Vietnam War – Watergate Scandal- Reagan.

**Unit- IV**

New Republicanism– George Bush – Bill Clinton– Monica Case-Impeachment– George William Bush– Afghan war– Israel- Palestine War.

### **Unit- V**

Barack Obama-Internal and External Policy-Donald Trump-Election Controversy-Joe Biden.

### **Text Books**

1. Dharma Raj,J.(2012).*History of America 1865- 2012 AD* (Tamil). Sivakasi,Tensy Publications.
2. Thangaswamy,S. A.(1994). *History of United States of America*. Madurai, PannaiPathipagam.

### **References Books**

1. Krishnamurthy, V. M.(1986). *History of U.S.A*. Madurai, Ennes Publications.
2. Majumdar, R.K. &Srivastva, A.N.(1994).*History of United States of America*.Delhi, Surjeet Publication.
3. Marshall Smelser, (1966). *American History at a Glance*. New York, Barnes & Noble Publishers.
4. Marquis James.(1937). *The Life of Andrew Jackson*. New York, TheBobbsMerill Company.
5. Pratt,(1965).*A History of USA*.NewJersy, Prentic Hall.
6. Ralph W. Sleen,(1959).*The United States*. New Jersey, Prentic Hall.
7. Richard Hotsadte William Miller DametAaroa,*The American Republic Since 1865*. Vol.II, Prentice Hall, Englewood Cliff Publisher.
8. ShamaMahmood.(2012).*The History of America From Pre- Colonial Times to World War II*. New Delhi,Pearson Publishers.
9. Subramanian,N.(1986).*A History of the USA*. Madurai,Ennes Publications.
10. Thomas, Y.(1963).*American History – Recent Interpretations*. New York, Crowell Company.

**Semester IV**  
**Life Skill Training (LST) – II**  
**Values in Family Life - II**  
**Sub. Code: LST202**

No. of hours per week	Credit	Total no. of hours	Marks
1	1	30	100

**Objectives:**

- To recognize importance of marriage, diet and hygiene, role of working wife and mother.
- To develop skills necessary to cope up with family problems.

**Course Outcomes (COs)**

CO No.	<i>Upon completion of this course, the students will be able to:</i>	Cognitive Level
CO-1	compare marriages in different religion, problems of working wife and mother, family problem, barriers to good listening.	U
CO-2	analyse problems marriage relationship,	A
CO-3	apply the skills obtained through counselling for married life and to coping with family problem.	C

**Unit I:**

Marriage Preparation - Indian Culture - Stage of Preparation for Marriage - Myths before Marriage - Essential Values - Marriage Beatitudes Delayed and Late Marriage - Christian Marriage, Hindu Marriage and Muslim Marriage.

**Unit II:**

Working Wife and Mother - Pros and Cons - Health, Diet and Hygiene.

**Unit III:**

Marital Pathology, Breakdown, Counselling for Reconciliation - Principle Facilitating Relationship.

**Unit IV:**

Counselling - Definition - Process - Goals - Coping with Family Problem.

**Unit V:**

Counselor - Meaning - Characteristics - Assumption ship of the Helping Relation - Barriers to Good Listening - Guidelines to Listening - Problem Solving Process - Principles in Problem Solving.

**Text Book:**

Marie Mignon Mascarenhas, *Family Life Education*, A Publication of All India Association for Christian Higher Education, Bangalore.

**Semester IV**  
**Self-Learning Course II**  
**History for NET Examinations**  
**Course Code: PH20S2**

<b>Credits</b>	<b>Marks</b>
2	100

**Objectives:**

3. To trace the history of India
4. To evaluate the contributions of various rulers of India

**Course Outcomes**

<b>CO. No.</b>	<b>Upon Completion of this Course, the students will be able to</b>	<b>PSOs addressed</b>	<b>CL</b>
CO -1	Create an awareness about European traders in India in the 17th and 18th centuries	PSO-1	C
CO-2	Evaluate the importance British Industrial Policy	PSO-1	Ev
CO-3	Discuss about the socio – religious reforms	PSO-1	Ev
CO-4	Discuss about the Rise of Indian nationalism	PSO-1	U
CO-5	Explain the necessary making of the Indian Constitution	PSO-1	An

**Unit : I**

European traders in India in the 17th and 18th centuries – Portuguese, Dutch, French and the British - The establishment and expansion of British dominion in India -British relations with and subjugation of the principal Indian Powers – Bengal, Oudh, Hyderabad, Mysore, Marathas and the Sikhs - Administration of the Company and Crown - Evolution of central and provincial structure under the East India Company, 1773 – 1853 - Paramountcy, Civil Service, Judiciary, Police and the Army under the Company and Crown - Local Self – Government - Constitutional changes, 1909 – 1935

**Unit : II**

Economic History - Changing composition, volume and direction of trade; The Tribute. Expansion and commercialisation of agriculture, land rights, land settlements, rural indebtedness, landless labour - Decline of industries – changing socio – economic conditions of artisans ; De – urbanization - British Industrial Policy; major modern industries ; nature of factory legislation ; labour and trade union movements - Monetary policy, banking, currency and exchange, Railways and Road Transport - Growth of new urban centres ; new features of town planning and architecture - Famines, and epidemics and the government policy - Economic Thought – English utilitarians; Indian economic historians ; the Drain theory..

**Unit : III**



Indian Society in Transition - Contact with Christianity – the Missions; critique of Indian social and economic practices and religious beliefs ; educational and other activities - The New Education – Government policy; levels and contents .English language ; modern science ; Indian initiatives in education - Raja Rammohan Roy socio – religious reforms ; emergence of middle class ; caste associations and caste mobility - Women’s Question – Nationalist Discourse; Women’s Organisations ; British legislation concerning women ; Constitutional position

#### **Unit : IV**

The Printing Press – journalistic activity and the public opinion - Modernisation of Indian languages and literary forms – reorientation in painting, music and performing arts - National Movement - Rise of Indian nationalism, social and economic bases of nationalism - Revolt of 1857 and different social classes - Tribal and peasant movements - Ideologies and programs of the Indian National Congress, 1885 – 1920 - Trends in Swadeshi movement - Ideologies and programs of Indian revolutionaries in India and abroad.

#### **Unit : V**

Gandhian Mass Movements - Ideology and program of the Justice Party - Left Wing Politics - Movement of the Depressed classes - Communal politics and genesis of Pakistan - Towards Independence and Partition - India after Independence (1947 – 1964) - Rehabilitation after Partition - Integration of the Indian States ; The Kashmir Question -The making of the Indian Constitution - The structure of Bureaucracy and the Policy - The demographic trends - Economic policies and the planning process - Linguistic reorganisation of States - Foreign policy initiatives.

#### **Reference Books:**

1. Khurana, K.L. (1993). *History of India Earliest times to 1526 A.D.* Agra, Lekshmi Naryan Agarwal’s Educational Publishers.
2. Sathianathaier, R. and Viswanathan, S. (1952). *A Political and Cultural History of India.* Vol. II and III. Madras, Central Art Press.
3. Sharma, I.P. (1981). *Medieval History of India.* New Delhi, Vikas Publishing House Pvt. Ltd.
4. NilakantaSastri, K. A. and Viswanathan, S. (1952). *History of India, Part II &III.* Madras. Central Art Press.
5. Majumdar, R.C. (2000). *India.* New Delhi, MacMillan.