**M.A. History**

Syllabus

CENTRE FOR DISTANCE AND ONLINE EDUCATION

(SCHOOL OF DISTANCE EDUCATION)

**OPEN AND DISTANCE LEARNING**

 **2023– 2024 Onwards**

 **Modified & Approved for SDE vide SCAA Dated 18-06-24 (2022-23 Onwards)**

**BHARATHIARUNIVERSITY**

**AStateUniversity,Accreditedwith“A++”Gradeby NAACRanked21stamongIndianUniversitiesby MHRD-NIRF**

**Coimbatore-641 046, TamilNadu,India**

PROGRAMEDUCATIONALOBJECTIVE(PEOs)are:

|  |
| --- |
| **ProgramEducationalObjectives(PEOs)** |
| **THEM.A. HISTORYPROGRAM(AffiliatedColleges)**(describeaccomplishmentsthatgraduatesareexpectedtoattainwithinfivetosevenyearsaftergraduation) |
| To construct the vision of students to recognize the historical diversity of humanexperiencein timeandspacewithoutany distinction of countries,ethnicity,religion,caste,class,language,sexetc.andtomakethemworktowards universal brotherhood. |
| To equip the students with a set of professional dispositions and abilities requiredtobeahistorian,teacher,professor,archivist,archaeologist,museologist,epigraphist,writer,politician,orator,lawyer,journalist,touristguideand administrators. |
| To motivate the students to acquire the competencies in the skills and tools ofhistorical research and analysis to take up higher studies of research in the diversefieldsofhistorylikepolitical,social,economic,andculturalaswellas Archaeology,Museology,Epigraphyetc. |
| Toendowthegraduateswiththeknowledgeofrecenttrendsandsequencein historyandtopromotetheirabilitytointerpret,analyze,writeandcommunicatehistoricalknowledgeinexcellence. |

Instruction::ProgramSpecificOutcomes(PSOs)

.

|  |
| --- |
| **ProgramSpecificOutcomes(PSOs)** |
| After thesuccessfulcompletionofM.A.Historyprogram,thestudentsareexpected |
|  |
| To acquiremasteryoftheknowledgein historyand its variouspoliticaland socialstructures,cultures,specificevents,facts,terminologies,conventions,andmethodology. |
| Toobtainadeepunderstandingofhistorywiththeabilitytocomprehendthefactsandprinciplesofdifferenthistoricaltimesandmakeanadvance explorationinspecifichistoricaltopics. |
| Toassessthevaluesofunityindiversityandconstructahumanitarian approachtowardssocietytobecomebettercitizensoftheirnationandworld. |
| Toanalyzethehistoryofdifferentsocieties,civilizations,culturesandtheir interconnectionand classify, compare and contrast the events, facts, concepts,ideasandphilosophies. |
| To evaluateand recognizethevaluesofhistory. |
| Tointegratetheirlearningfromdifferentfieldsofhistorytodevelopascientific,secularapproach towardshistoryandadvanceargumentsinsupport ofrighthistoricalcontention. |
| Toequip withtheessentialitiesoftheirchoiceofchosencareer. |

Instruction: ProgrammeOutcomes

|  |
| --- |
| **ProgramOutcomes(POs)** |
| OnsuccessfulcompletionoftheM.A.Historyprogramthelearnerwill: |
| Acquiremasteryof thehistoricalknowledgeofthediversityofhumanexperienceinpolitical,social,cultural,economic,scientificfieldsandeventsover aperiod oftimeand space. |
| Understandthesimilarities,differencesand interconnectionsofdifferenthistories oftheworld andacquiremulticulturalsensitivitybyexploringthepastindifferentangles. |
| DemonstratemasteryofinformationliteracythroughwritingabouttheIndianHistory,WorldHistory,HistoryofTamilNadu,Archaeology,Museologyand Tourism. |
| Communicatehistoricalknowledge,interpretations,andargumentsclearlyinoralpresentationsandhistoryprojects. |
| Illustrateanattitudeofresearchofsocialrelevanceanddevelopasecular,scientific approachtowards history. |
| Analyzethepolitical,socialandculturalaspectsofdifferenttimes,regimesanddynasties. |
| Compareandcontrastdifferentevents,ideas,thoughts,philosophiesandinstitutions ofhistorytoconstructacoherentnarrative. |
| Identifyandappreciatethecontributionsofcivilizations,empiresandnationstates. |
| Recognizeandevaluatetheachievementsof maninhistoryandprogressofideas. |
| Developworthyintellectualattitudeandwillacquirethemodernskills,aptitudeandpotentialitiesofmostcreativemodeinhistory. |

SCHOOL OF DISTANCE EDUCATION

BHARATHIAR UNIVERSITY, COIMBATORE-641 046

OPEN AND DISTANCE LEARNING PROGRAMME (ODL)

**M.A. HistoryCurriculum**

*(Forthe studentsadmitted duringthe academicyear2023–24 onwards)*

**SCHEME OF EXAMINATIONS**

|  |  |  |
| --- | --- | --- |
| **TitleoftheCourse** | **Credits** | **MaximumMarks** |
| **CIA** | **ESE** | **Total** |
| **FIRSTSEMESTER** |  |  |  |  |
| CORE– 1 SocialandCulturalHistoryofIndiaupto1206A.D. | 4 | 25 | 75 | 100 |
| CORE–2Historyofthe DelhiSultanatefrom1206A.D.to1526A.D. | 4 | 25 | 75 | 100 |
| CORE – 3 History of theMughalsfrom1526A.D.to1773 A.D. | 4 | 25 | 75 | 100 |
| CORE–4ConstitutionalHistoryofIndiafrom1773A.D.to1950 A.D. | 4 | 25 | 75 | 100 |
| CORE – 5 History of IndianNationalMovement since1885A.D. | 4 | 25 | 75 | 100 |
| ElectiveI- Epigraphy | 4 | 25 | 75 | 100 |
| **SECONDSEMESTER** |  |  |  |  |
| CORE–6SocialandCulturalHistory of Tamil Nadu fromSangam Ageto1800A.D. | 4 | 25 | 75 | 100 |
| CORE– 7 Socialand CulturalHistory of Tamil Nadu from1800A.D. to1916A.D. | 4 | 25 | 75 | 100 |
| CORE–8PanchayatRaj | 4 | 25 | 75 | 100 |
| CORE –9HistoryofKonguNadu | 4 | 25 | 75 | 100 |
| CORE-10 ContemporaryHistoryofIndiafrom1947A.D.to 2014 A.D. | 4 | 25 | 75 | 100 |
| ElectiveII– Office Automation and its Application (Industry 4.0) | 4 | 25 | 75 | 100 |



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **THIRDSEMESTER** |  |  |  |  |
| CORE – 11 History of AncientCivilization upto476A.D.(ExcludingIndia) | 4 | 25 | 75 | 100 |
| CORE–12HistoryofMedievalCivilizationfrom476A.D.to 1453 A.D. | 4 | 25 | 75 | 100 |
| CORE–13Historiography:TheoryandMethods | 4 | 25 | 75 | 100 |
| CORE– 14 HistoryofFarEastfrom1800A.D. to1989A.D. | 4 | 25 | 75 | 100 |
| CORE– 15 SocialandCulturalHistoryofTamilNadufrom1916A.D.to2001A.D. | 4 | 25 | 75 | 100 |
| ElectiveIII– | 4 | 25 | 75 | 100 |
| **FOURTHSEMESTER** |  |  |  |  |
| CORE–16InternationalRelationsandDiplomacyfrom1914 A.D.to1991A.D. | 4 | 25 | 75 | 100 |
| CORE –17ProjectandVivaVoce\*\*\* | 4 | 25 | 75 | 100 |
| SpecialElective–1## | 3 | 20 | 55 | 75 |
| SpecialElective–2## | 3 | 20 | 55 | 75 |
| ElectiveIV– | 4 | 25 | 75 | 100 |
| **GrandTotal** | 90 |  |  | 2250 |

|  |
| --- |
| \*\*\*AProjectis tobedoneintheIVSemesterwithviva-voceexaminationattheend ofthe IVSemester. |
| * **A Project on any historical topic pertaining to any period of students interest tobe done under the supervision of a guide and submita project report of 50pages**(The***TimesNewRoman***fontsized12 (1.5spaced)in A4sizepaper)
* **Aviva-voceexaminationmusttheconductedattheendoftheIVsemester.**
* **TheCIAoftheprojectmustbeonthebasisofthestudentsfieldvisits,collections of sources and his overall performance as a new researcher and viva-voce.**
* Projectmustberelatedtoatopicrelevanttothehistory.
* TheProjectshouldbesubmitted***before***theendofthe4thSemesterExamination.
* **Viva-voce** and the evaluation of the project shall be conducted by a Panel of teachersnotless thantwo(one Externalandone Internal).
 |



FirstSemester



FIRSTSEMESTER

|  |  |  |
| --- | --- | --- |
| COURSECODE | **SOCIALANDCULTURALHISTORYOFINDIA UPTO1206A.D.** | **CORE-1** |
| **Pre-requisite** | AbasichistoricalknowledgeaboutIndianhistoryatundergraduatelevel |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. Tounderstandthesocialstructure,religionandcultureofIndia.
2. TolearnaboutthebirthofnewreligionsinancientIndiaandimportanceofsocialharmony.
3. To devote greaterattentiontonon-politicalaspectsofhistorybyintroducingconceptswithaview toenablingcomprehensionratherthantheretentionoffacts
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletionofthecourse,studentwillbe able to: |
| Rememberandfollowclues,traces leftbypeoplewholivedinthepast. |
| Understandtheproblemsoftheirtimes,theirlegacy,literature,inventionsanddiscoveriesthatslowlytransformedhumansocieties. |
| Applytheconcepts forcontemplationandpromotinguniversalbrotherhoodandharmony. |
| Analyzetheimpactofforeigninvasionsonsocietyandculture. |
| EvaluatethecontributionofJainismandBuddhismtoIndianCulture |
|  |
| **Unit:I** | **SOCIALAND CULTURALLIFEOFHARAPPANSAND DRAVIDIANS** |
| Pre-historicculture-Socio-CulturallifeoftheIndusValleypeople–IndusScript-Religion–EconomyandTrade-CausesforthedeclineoftheIndusValleyCivilization-DravidianSocietyandCulture. |
|  |
| **Unit:II** | **SOCIALINSTITUTIONSUNDERARYANS** |
| TheAdventoftheAryans-SocialandculturallifeoftheRigVedicandLaterVedicAryans–Religiousideas,ritualsandpractices-EvolutionofSocialInstitutions-Originandgrowthofcastesystemandits impactonsociety-Positionofwomen. |
|  |
| **Unit:III** | **RELIGIOUSUNRESTANDITSIMPACT** |
| Religious unrestin 6th Century B.C.–Racial, Social, Economic and Religious factors- Jainismand Buddhism-Contribution to Indian culture-Language, Literature, Art and Architecture-PersianandGreekinfluence-TheRiseofUrbanCentres-CulturalinteractionbetweenIndiaandneighboringcountries(CentralAsia, SouthEastAsia,China) |
|  |
| **Unit:IV** | **LEGACYOFMAURYASANDSATAVAHANAS** |
| MauryanLegacy-AsokaandhisPolicyofDharma-AsokanEdicts-BrahmiandKharosthiscripts-SpreadofBuddhism–-MauryanArtandArchitecture-TransformationofBuddhism–RiseofMahayanism-GandharaSchoolofArt-CulturallegacyoftheSatavahanas. |

|  |  |  |
| --- | --- | --- |
| **Unit:V** | **AGEOF GUPTASDOWN TOHARSHA** |  |
| Golden Age ofthe Guptas-Revival of Hinduism during the Gupta period - Its impact onSociety - Progress of Science and Literature-Art and Architecture-Paintings-Coinage ofGuptas-GreatEducationalCentres-NalandaandVikramasila-AgeofHarsha-Society andCulture. |
|  |
| **Book(s)forStudy** |
| 1 | Jayapalan,N., *HistoryofIndianCulture,*Atlantic Publishers&Distributors,NewDelhi,2001. |
| 2 | Kosambi,D.D., *TheCultureandCivilisationofAncientIndiainHistoricalOutline,*VikasPublishingHousePvt.Ltd.,NewDelhi,1977. |
| 3 | Mahajan,V.D.,*TheHistoryofIndiaupto1206A.D*,SChand&CoNewDelhi,1970. |
| **Book(s)forReference** |
| 1 | Basham,A.L, *Cultural History of India, Ed.* Oxford UniversityPress,NewDelhi,1975. |
| 2 | Nilakantasastri,K.A.,*HistoryofIndia*,OxfordUniversityPress,NewDelhi,.1950 |
| 3 | Smith,V.A.,*OxfordHistoryofIndia,*OUP, NewDelhi. |

FIRSTSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **HISTORYOFTHEDELHISULTANATEFROM1206A.D.TO1526A.D.** | **CORE-2** |
| **Pre-requisite** | **KnowledgeofIndianHistoryatU.G.level** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. ToacquaintstudentswiththenewdevelopmentsinthedifferentspheresoflifeduringtheperiodofDelhiSultanate
2. Toprovidestudentswithacomprehensiveunderstandingoftheeventsbetween1206A.D.to1526A.D.
3. Tocreateawarenessamongstudentsaboutthesocio-politicalandculturalchangesIndiahad

undergoneduringthemedievalperiod. |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthe course,students willbe able to: |
| Continuetoenhancetheirknowledgethroughindependentworkandpractice. |
| Understand the administrationanddisintegrationofDelhiSultanate. |
| Applytheirknowledge andcriticalunderstandingofhistorytoa greaterextent. |
| Actautonomouslyforplanningandexecutingresearchandwriting. |
| Criticallyevaluatethecurrentresearch,practice,anddebateinMedievalhistory.ofIndia |
|  |
| **Unit:I** | **SLAVEDYANASTY** |
| Sources - India on the eve of the Muslim conquest - Arab, Ghaznavidand Ghorid Invasions:Nature and Impact-Qutb-ud-din-Aibek -Iltutmish -Nobles – Ulema – The Forty- Raziya –Balban-TheoryofKingship-Successors ofBalban. |
|  |
| **Unit:II** | **KHILJIDYNASTY** |
| The KhiljiRevolution- Jalal-ud-din-Khilji- Ala-ud-din-Khilji- Theory ofkingship- ConquestsandTerritorialExpansion-AdministrativeSystem-PriceControlandMarketRegulations-Agrarian measures –Military reforms- Foreign policy- southern conquest- Mongol invasions anditseffects. |
|  |
| **Unit:III** | **TUGHLUQDYNASTY** |
| Ghiyas-ud-din Tughluq- Mohammed-bin-Tughluq –Administrative experiments – The disordersof his reign - Firoz Tughluq –Foreign policy-Administration- Humanitarian measures-Timur'sinvasionofIndiaanditsimpact. |
|  |
| **Unit:IV** | **SAYYIDANDLODIDYNASTY** |
| KhizrKhan-MubarakShah-AlamShah-BahlolLodi-SikanderLodi-IbrahimLodi-DeclineanddisintegrationoftheDelhiSultanate-AdministrationofDelhiSultanate |
|  |
| **Unit:V** | **SOCIETYANDCULTURE** |



|  |
| --- |
| Sociallifeofthepeople-SlaveryandNon-Muslimssubjectsunderthesultanate-AgrarianrelationsandtaxationduringtheSultanateperiod–BhakthiMovement-ArtandArchitecture-Rise ofurbaneconomy -Tradeandcommerce |
|  |
| **Book(s)forStudy** |
| 1 | MahajanV.D., HistoryofMedievalIndia,SChandpublication,Delhi,1991. |
| 2 | MukerjeeL,AstudyofHistoryofIndia:MedievalPeriod,SurjeetPublications,Delhi,2018. |
| 3 | PrasadIswari, HistoryofMedievalIndia, IndiaPress, Allahabad, 1940. |
|  |
| **Book(s)forReference** |
| 1 | Colonel Sir Wolseley Haig, *Cambridge History of India. Volume III,*TurksandAfghans,TheUniversityPress,Macmillan,NewYork,1928. |
| 2 | Ishwari Prasad, *History of Medieval India (from 647 to 1526 A. D.)*, Surjeet publicationsDelhi-110052,2018 |
| 4 | MajumdarR.C.,*DelhiSultanate,*Vol-VI,BharathiVidyaBhavan,1967. |
| 5 | Maqbul Ahmad,S., *Indo-Arab Relations: An Account of India's Relations with the ArabWorld from Ancient UptoModern Times,*IndianCouncil forCulturalRelations,NewDelhi-2,1969. |
| 6 | MehtaJ.L.,*AdvancedStudyintheHistoryof MedievalIndia*,Volume-I ,SterlingPublicationsPrivateLimited, Delhi,110020, 2019. |
| 7 | RizviS.A.A.,*TheWonderthatwasIndia,*Vol-2,PanMacmillanPublishingIndiaPrivateLimited,NewDelhi-1,2005. |
| 8 | SathisChandra,*HistoryofMedievalIndia(800-1700A.D.),*OrientBlackswan,Delhi-02,2007. |
| 9 | SrivastavaA.L.,*TheSultanateofDelhi(711-1526A.D),*ShivalalAgarwala&Company,Agra,1977. |
|  |



FIRSTSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **HISTORY OF THE MUGHALS FROM1526A.DTO1773A.D.** | **CORE-3** |
| **Pre-requisite** | **BasicknowledgeofHistoryatU.G.level** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. TounderstandtheMughalerawarfare,religiouscondition,culturalvariablesandIndianresponsestothechallengesfacedfromoutside.
2. To understandthecontributionofBaburforthefoundationofthe MughalRule.
3. To explainthereignofAkbartheGreatinConsolidationofthe MughalRule.
4. ToappreciatethegrowthofartandarchitectureundertheMughals.
5. ToacquaintthelearnersthepoliciesofAurangzebanditsimpact.
6. Toacquireknowledgeaboutthesocio,economicandculturalconditionduringthe Mughalrule.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Recallthe politicalconditionofIndia asgleanedfromBaburNama. |
| SummarizethecontributionofSherShahtoMughaladministration. |
| RecognizetheimportanceofAkbar'sPolicyinconsolidationoftheMughalRule. |
| UnderstandthedevelopmentofArtandArchitectureduringtheperiodofShahJahan. |
| EvaluateAurangzebandhispolicies. |
| AnalysethefactorsleadingtotheestablishmentofBritishruleinIndia. |
|  |
| **Unit-1** | **SOURCES OF THEMUGHALEMPIRE** |
| Sources – Literary sources-Archaeological, epigraphic and numismatic materials- Foreigner’sAccounts – Political condition of India on theeve of Babur’sinvasion– Thefoundation ofMughalEmpire–Babur-BaburNama-Humayun–Causesforhisfailure-ShershahandhisAdministrativeReforms. |
|  |
| **Unit-2** | **AKBAR THEGREAT** |
| Akbar–Conquestandconsolidationof empire–Religiouspolicy-RajputPolicy–RevenueAdministration-Raja Todarmal-TheMansabdariSystem |
|  |
| **Unit-3** | **ARTAND ARCHITECTUREOFMUGHALEMPIRE** |
| Jahangir–TheNurjahanJunta–Shahjahan–Warof succession–ArtandArchitectureundertheMughals-MughalschoolofPaintings-Sikhism–AdiGranth-TheKhalsa |
|  |
| **Unit-4** | **AURANGAZEBANDHISPOLICIES** |
| Aurangazeb–Religiouspolicy–Deccanpolicy–RiseofMarathas–Shivaji-Marathaadministration-Astapradan,ChauthandSardeshmukhi |



|  |
| --- |
|  |
| **Unit-5** | **SOCIETYANDCULTUREUNDERMUGHALS** |
| LaterMughals–Society,economyandcultureduringMughalperiod–Socialclassifications-Positionofwomen–SystemofEducation-DeclineofMughalEmpire-Causes-LegacyofMughals. |
|  |
| **Book(s)forStudy** |
| 1 | Gomathinayagam.P,*HistoryofIndia*PremPublications, Rajapalayam, 1999. |
| 2 | Mahajan, V.D.,*ModernIndianHistory,*S.Chand&CompanyLtd,NewDelhi, 2012. |
| 3 | RamalingamT.S,*HistoryofIndiaTSRPublication,*Madurai,1994 |
| 4 | Swaminathan,A.,*HistoryofIndia,*DeepaPathippagam,Chennai,2002. |
|  |
| **Book(s)forReference** |
| 1. | AnimeshMullick,*MedievalIndianHistory,*DominantPublishers,NewDelhi,2011. |
| 2. | Athar Ali,M.,*MughalIndia,*OxfordUniversityPress. |
| 3. | Choudhary,B.P.,*HistoryofIndia,*AbhijeetPublication,NewDelhi,2012. |
| 4. | GoalenPaul,*IndiafromMughalEmpiretoBritishRaj,*CambridgeUniversityPress,1993. |
| 5. | Majumdar,R.C.,*TheMughalEmpire,* VolVII,BharathiVidyaBhavan,1977. |
| 6. | Majumdar, R.C.&Raychoudri, H.C.,*AnAdvancedHistoryofIndia,*MacmillianPublishers,IndiaLtd,NewDelhi,1978. |
| 7. | Sharma,S.R.,*MughalEmpireinIndia,*LakshmiNaraianAgarwal,EducationalPublishers,Agra,1934. |
| 8. | SmithV.A.,*AkbartheGreatMoghul,*Chand&CompanyLtd,RamNagar,NewDelhi,1966. |
| 9. | Srivastava, A.L.,*MughalEmpire,*ShivalalAgarwala&Company,EducationalPublishers,Agra,1977. |

FIRSTSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **CONSTITUTIONALHISTORYOFINDIA****FROM1773 A.D.TO 1950 A.D.** | **CORE-4** |
| **Pre-requisite** | **BasicknowledgeofConstitutional development at U.G.level** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourseareto:1. Toenablethestudentstolearnthefundamentalconceptsoftheconstitutionandunderstandthe evolutionofIndianconstitution.
2. ToacquaintthestudentsabouttheirrightsandresponsibilitiesascitizensofIndia.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| RemembertheprovisionsofCharter ActsandGovernmentofIndiaActspassedbytheBritishgovernmentandlearnabout thehistoricalevolutionoftheIndian Constitutionof1950. |
| UnderstandtheoriginanddevelopmentRepublicanGovernmentofIndia. |
| Analyzethehistoricalbackground oftheconstitution. |
| EvaluatetheimportanceofFundamentalRightsandDuties. |
|  |
| **Unit:1** | **CONSTITUTIONALDEVELOPMENTDURINGEASTINDIA COMPANY(1773-1857)** |
| RegulatingAct(1773)– Pitt’s IndiaAct(1784)-Causes,Provisions and Significance-CharterActsof1813,1833,1853-Provisions andSignificance. |
|  |
| **Unit:2** | **CONSTITUTIONALDEVELOPMENTUNDER BRITISHCROWN(1857-1919)** |
| GovernmentofIndiaAct1858-Indian CouncilActsof1861and1892-Minto-MorleyReforms,(1909)andMontagueChelmsfordReforms(1919). |
|  |
| **Unit:3** | **GOVERNMENTOFINDIAACT1935** |
| GovernmentofIndiaAct(1935):Salientfeatures-NatureofFederalGovernment-ProvincialAutonomy-Itsmeaningandworking-IndianReactions. |
|  |
| **Unit:4** | **NATIONALMOVEMENTANDCONSTITUTION** |
| DevelopmentsduringWorldWarII-CrippsProposals(1942)-WavellPlan(1945)-CabinetMissionPlan(1946)-MountbattenPlans(1947)-IndianIndependenceAct of1947. |
|  |
| **Unit:5** | **FRAMINGOFINDIANCONSTITUTION** |
| FormationofConstituentAssembly-DraftingCommittee-SalientFeaturesofIndianConstitution-Preamble-FundamentalRightsandDuties-DirectivePrinciplesofStatePolicy-Legislature-Judiciary-JudicialReview-Executive. |

|  |
| --- |
| **Book(s)forstudy** |
| 1 | Agarwal, R.C., *ConstitutionalDevelopmentofIndiaandNationalMovement,*S.ChandandCompanyLtd,NewDelhi,1999. |
| 2 | Austin,Granville.,*TheIndianConstitution,* NewDelhi,OxfordUniversityPress,1966. |
|  |  |
|  |
| **Book(s)forReference** |
| 1 | Rao,BShiva.,(Ed).,*TheFramingofIndia’sConstitution:SelectDocuments,*Volume1,Delhi, UniversalLawPublishingCompany,1967. |
| 2 | VishnuBhagavan,*IndianConstitutionalDevelopment:1600to1947,*SterlingPublishers,Pvt.Ltd,NewDelhi,2001. |

FIRSTSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **HISTORYOFINDIANNATIONAL****MOVEMENTSINCE1885 A.D** | **CORE-5** |
| **Pre-requisite** | **BasicknowledgeofIndian Historyat****U.G.level** |
| **CourseObjectives:** |
| 1. ToacquaintthestudentsabouttheFreedommovementinIndiasinceA.D.1885.
2. Tounderstandthefactorsleading totheriseofNationalism.
3. To acquire the knowledge of the role of Indian National Congress and the nature of thedifferentmovements.
4. Toevaluatetheroleoffreedomfightersandtheircontribution.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Acquireindepthknowledge offreedomstruggleinIndia. |
| Understandthefactorsleading totheriseofnationalismand tracetheemergenceof IndianNationalCongress. |
| Contributeto thesocietybylearning principlesofnon-violence,sathyagraha, service,sacrificeandpatriotism. |
| AnalysetheimplicationsofColonialismandCommunalism. |
| Evaluatetheimportanceofcommunalharmony. |
|  |
| **Unit:1** | **EMERGENCEOFNATIONLISMANDTHEINDIAN****NATIONALCONGRESS** |  |
| Rise of Indian Nationalism –Causes- Birth of the Indian National Congress –various theories-Moderates (1885 to 1905) – Gopala Krishna Gokhale –Birth of Extremist movement- SwadeshiMovement-B.G.Tilak. |
|  |
| **Unit:2** | **FORMATIONOFMUSLIMLEAGUE –****REVOLUTIONARYMOVEMENT** |  |
| MuslimLeague–CommunalRepresentation-PoliticalImpact-RevolutionariesinFreedomMovement: V.D.Savarkar-Ram Prasad Bismil-Ashfaq Ullah Khan-Sardar Bhagat Singh-Mrs.AnnieBesantandHomeRuleMovement-GhadarMovement-RowlattAct-JallianwalabaghTragedy. |
|  |
| **Unit:3** | **GANDHIANERA** |  |
| Khilafat Question-Gandhiji and Non-Co-operation Movement-Swarajist Interlude-CivilDisobedienceMovement–SimonCommission-RoundTableconferences–CommunalAward-Gandhi-IrwinPact. |
|  |
| **Unit:4** | **INDIA’SFREEDOMSTRUGGLE(1930–1940)** |  |
| TwoNationTheory-SecondWorldWarandtheresignationofCongressMinistriesin1939-IndianNationalArmy-SubashChandraBose-AugustDeclarationof1940 |
|  |



|  |  |  |
| --- | --- | --- |
| **Unit:5** | **TOWARDSINDEPENDENCE** |  |
| CrippsMission-QuitIndiaMovement- CabinetMission–DirectActionofMuslimLeague-CommunalStrife-MountbattenPlan– IndianIndependenceAct-PartitionofIndiaanditsimpactonIndianHistory. |
|  |
| **Book(s)forstudy** |
| 1 | BipanChandra,*India’sstruggleforIndependence.* |
| 2 | Mahajan,V.D.,*Indian FreedomStruggle.* |
|  |
| **Book(s)forReference** |
| 1 | AyeshaJalal,*Jinnah: TheSoleSpokesman*,CambridgeUniversityPress. |
| 2 | BipanChandra,*CommunalisminModern India*. |
| 3 | BipanChandra,*India’sStruggleforIndependence*,Penguin,1989. |
| 4 | Chattarjee,A.C., *India ‘sStruggleforFreedom,*Chattarjee&Co.,Ltd..,Calcutta1947 |
| 5 | Desai,A.R.,*SocialBackgroundofIndianNationalism,*PopularPrakashan,Bombay. |
| 6 | Gandhi.M.K.,*TheSelectedWorksofMahatmaGandh,*Ahmedabad,NavajivanPublishingHouse,1968. |
| 7 | Majumdar,R.C.,*ThreePhasesofIndia’sFreedomStruggle,*Bombay,BharatiyaVidyaBhavan,1961. |
| 8 | Mushirul Hasan, *Nationalism and Communal Politics in Modern India, 1885-1930*,Manohar,Delhi(revised&updatededition). |
| 9 | SekharBandyopadhyay,*FromPlasseytoPartitionandAfter*. |
| 10 | SumitSarkar, *Modern India1885-1947*(1983). |
| 11 | Sumit Sarkar,*SwadeshiMovement.* |
|  |



SecondSemester



SECONDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **SOCIALANDCULTURALHISTORYOFTAMILNADU****FROMSANGAMAGETO 1800A.D.** | **CORE-6** |
| **Pre-requisite** | **Basicknowledgeofthe HistoryofTamilNadu** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. To learn AncientHistoryofTamilNadu.
2. ToknowtheethnologyoftheTamilsand theirsocio-culturalactivities.
3. Toprovidethe knowledgeontradeand commerceoftheancientTamilpeople.
4. Toacquaintthelearnersaboutthedevelopment ofartandarchitectureinTamilNadu.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentswillbe able to: |
| Inferthe sourcesavailable tostudythe ancientTamilHistoryand discussthe culturallifeduringSangamAge. |
| Outlinethedevelopmentofeducation,religionandarchitectureduringPallavaperiod. |
| AssesstheinfluenceoftempleonsocialandculturallifeofCholas. |
| EvaluatetheeconomiclifeofPandiyasand spreadofIslam inTamilNadu. |
| Compare,contrastandinspectthechangesinarchitectureanddevelopmentofliteratureduringPallava,Chola,Pandya,Vijayanagar and Nayaksperiods. |
|  |
| **Unit:1** | **SOURCESANDTHEAGEOFSANGAM** |  |
| Sources:Archaeology,Epigraphy,NumismaticsandLiterature–Ethonography-Geography-SangamAge:TamilSocietyandCulture,PositionofWomen,Religiouslife,TradeandCommerce,Literature. |
|  |
| **Unit:2** | **SOCIALANDCULTURALLIFE UNDER****KALABHRASANDPALLAVAS** |  |
| KalabhraInterregnum-InfluenceofJainismandBuddhism-Pallavas:SociallifeunderthePallavas,ProgressofEducation,ContributionofPallavastoArtandArchitecture-CaveTemples:Mamallapuram- BhaktiMovement:AlvarsandNayanmars. |
|  |
| **Unit:3** | **SOCIETYANDCULTUREUNDERCHOLAS** |  |
| Cholas:SocietyandCulture-IdankaiValankaidivisions-Religion-ArtandArchitecture:BrahadiswaraTemple,RoleofTempleinSociety,EconomicLife-Segmentationoflands,Trade InlandandForeign,Trade Guilds. |
| **Unit:4** | **SOCIETYANDCULTURE UNDERPANDIYAS** |  |
| SecondPandiyaEmpire:Society,ArtandArchitecture, Economiclife:LandClassification,OwnershipofLand,FeaturesofFeudalism,CoinageandUrbanization-AccountsofMarcopolo-Socialandculturalimpact ofMusliminvasion. |



|  |
| --- |
|  |
| **Unit:5** | **TAMILSOCIETYUNDERVIJAYANAGARANDNAYAKS** |  |
| TamilagamunderVijayanagarandNayaks: SocialandReligiouscondition,EconomicLife:AgricultureandTrade,ContributiontoArtandArchitecture,Literature. |
|  |
| **Book(s)forstudy** |
| 1 | PillayK.K.,*SocialHistoryoftheTamils,*MadrasUniversity,Madras,1975 |
| 2 | Subramanian,N.,*SocialandCulturalHistoryofTamilNad,*9thed*,*EnnesPublications,Udumalpet,2005. |
| 3 | *Monographs,*(Alvars,Nayanmars)SahityaAcademi(NationalAcademyofLetter),AnAutonomousOrganisationofGovernment ofIndia,MinistryofCulture. |
|  |
| **Book(s)forReference** |
| 1 | BurtonStein,*PeasantstateandsocietyinMedievalSouthIndia*,OxfordUniversityPress,Delhi,1999. |
| 2 | MahalingamT.V.,*EconomiclifeintheVijayanagarEmpire*,MadrasUniversity,Madras,1951. |
| 3 | MinakshiC.,*Administration andsocial lifeunderthePallavas*,Madras,1977. |
| 4 | NeelakantaSastriK.A.,*TheColas*,UniversityofMadras,1975 |
| 5 | NeelakantaSastriK.A.,*SocialHistoryofSouthIndia*,OxforduniversitypressMadras,1980. |
| 6 | SathyanathaAiyarR.,-*HistoryoftheTamils*, MadrasUniversity,Madras,1975. |
| 7 | ShanmugamP.,*TheRevenueSystemundertheCholas*,NewEra,Madras,1924. |
|  |

SECONDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **SOCIAL AND CULTURAL HISTORY OFTAMIL NADUFROM1800A.D.TO 1916A.D.** | **CORE-7** |
| **Pre-requisite** | **Basicknowledgeofhistory ofTamilNaduat****U.G.level.** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. Toacquiretheknowledgeaboutsources,facts,events, ideasandthoughtsoftheperiod.
2. Todevelopanunderstandingofthesocialissues, disgustingcustomsandthesocialreforms inTamilNadu.
3. To inculcate the abilityofcriticalandrationalthinking.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Recallthesources,facts, events,ideasandpersonalities. |
| Understandand acquireanindepthknowledgeofthesociallifeinTamilNaduduring19th Century. |
| Applyahumanitarianapproachtowardsallsocialproblems. |
| Analyze theimpactofwesternsystemofeducationinTamilNadu. |
| Evaluateandappreciatetheroleofreformsmovements. |
|  |
| **Unit:1** | **TAMILSOCIETYIN19THCENTURY** |  |
| Sources: Archival- Institutional papers –Private papers –Literature –Folklore-Newspapers andJournals-Social condition-Caste system and conflicts-Social Evils-Position of Women-DevadasiSystem-ImpactofWesternCulture-Religionin19thcenturyTamilNadu-Hinduism,IslamandChristianity. |
|  |
| **Unit:2** | **UNDERSTANDINGECONOMYINSOCIALTERMS** |  |
| LandTenure-ZamindariandRyotwariSystems–Economicconditions-AgricultureandIndustryduringcolonialperiod–Landlords–Peasants-Smalltenant–Tradingclasses-RiseofIndigenousCommercialElite–theDubashies-Labourers-CommercializationofAgriculture-Famine of1876anditsimpact. |
|  |
| **Unit:3** | **EDUCATIONINTAMILNADU** |  |
| IndigenousInstitutionsoflearning–IntroductionofWesternEducation–Munro’sSchemeofEducation–ContributionofChristianMissionariesinfield ofEducation-EducationofDepressedclasses-UniversityofMadras. |
|  |
| **Unit:4** | **SOCIO-RELIGIOUSREFORMMOVEMENTS** |  |
| St.Ramalingaandhisteachings-SudhaSanmargaSangam-Vaikundasamy andhisteachings-TheosophicalSociety-RamakrishnaMission-Ayothidasar |
|  |
| **Unit:5** | **LITERATUREANDPOLITICALASSOCIATIONS** |  |
| VedanayagamPillai-U.V.SwaminathaIyer-RobertCaldwell-G.U.Pope-Emergenceofpoliticalassociation-MadrasNativeAssociation-Madras Mahajana Sabha. |



|  |
| --- |
| **Book(s)forstudy** |
| 1 | Devanesan,A., *HistoryofTamilnadu,*RenuPublication,Marthandam,1997. |
| 2 | Jayabalan, N.,*SocialandCulturalHistoryofTamilNadu.* |
| 3 | Nadarajan.C.,*SocialHistoryofModernTamilnadu,*UlagaTamizhppadaippalarNoolVeliyeetagam,Trichy,2013. |
| 4 | NilakantaSastri,K.A.,*A HistoryofSouthIndia:FromPrehistoricTimestotheFallof**Vijayanagar,*NewDelhi:OxfordUniversityPress,2000. |
| 5 | Rajjayan,K*.,ARealHistoryofTamilNadu,Upto2004*A.D.,Trivandrum,2005. |
| 6 | Subramanian, N.,*SocialandCulturalHistoryofTamilnadu,*1336to1984,EnnesPublication,Udumalpet. |
|  |
| **Book(s)forReference** |
| 1 | BerekleyBeck,B.E.F,*“TheRight–left Divisionof South IndianSociety”*journalofAsianstudiesxxix:4,1970. |
| 2 | Beteille,*Acaste,ClassAndPower:ChangingPatternsOfStratificationInAThanjavur**Village,*1965. |
| 3 | Jeevanandam,S.,&RekhaPande,*DevadasisinSouthIndia:AJourneyfromsacredto a**ProfaneSpaces.* |
| 4 | Kumar,D.,*LandAndCasteInSouthIndia,AgriculturallabourInTheMadrasPresidency DuringNineteenthCentury,*Cambridge,(1965). |
| 5 | Mahalingam,A.,*Land,SocietyandArt inTamilNadu.* |
| 6 | Mepherson,K.(1969)*“TheSocialBackgroundAndPoliticsOfTheMuslimsOf**Tamilnadu1901-1937”*, IndianSocialandEconomicHistoryReview,Vol4. |
| 7 | Mohan,P.E.,*ScheduledCastes:HistoryofElevation*,TamilNadu1900-1995, Madras,New Era,1993. |
| 8 | Paramarthalingam, C.,*SocialReformMovementinTamilNaduinthe19thCenturywithSpecial Reference toSt.Ramalinga*,RajakumariPublications,TamilNadu,1995. |
| 9 | Pillay,K.K.,*Social HistoryoftheTamils,* UniversityofMadras,1975. |
| 10 | Rajendran,N.,*AgitationPoliticsandStateCoercion,* NationalMovementinTamilnadu,1905-1914, OxfordUniversityPress,Madras,1994. |
| 11 | SaskiaC.Kersenboom,*Nityasumangali: DevadasiTraditioninSouthIndia.* |
| 12 | Sivagnanam,M.P.,*VallalarKandaOrumaipadu(Tamil),*InbaNilayam, Madras,1967. |
| 13 | Sobhanan,*TempleEntryMovementandSivakasiRiots,*Madurai. |
| 14 | V.T.Chellam, *HistoryandCultureofTamilnadu,*ManivasagarPublication,Chennai,2006. |
| 15 | VargheseJeyaraj,S.,*Socio-EconomicHistoryofTamilnadu.* |

SECONDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **PANCHAYATRAJ** | **CORE-8** |
| **Pre-requisite** | AbasicknowledgelocalselfgovernmentinIndianHistory |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. TofamiliarizethestudentswiththeselfgoverningInstitutionsinIndia.
2. Tounderstandthe politicalaspectsaffectingtheruralpeople.
3. To make the students aware of the various local self institutions, their functions, compositionsandimportance.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentswillbe able to: |
| Rememberthe facts,termsandhistoryofPanchayatRajsysteminTamilnadu. |
| Understand the originofPanchayatRajSysteminIndia. |
| AnalysethefunctioningofPanchayatRajsysteminIndependentIndia. |
| Evaluatethecontributionsofselfgoverninginstitutionsforupliftmentoftheruralmasses. |
| Judgetheworking ofPanchayatRajsysteminIndiaatitsgrassroot levelandthebenefitofwelfareschemes. |
|  |
| **Unit:1** | **ORIGINOFPANCHAYATRAJ** |  |
| Evolution,Meaning,Features andSignificance.–Local Administration underthe Mauryas–ManramsandKuttambalamsinAncientTamilNadu–LocalselfgovernmentundertheCholas,thePandyasandtheBritish. |
|  |
| **Unit:2** | **PANCHAYATRAJAFTERINDEPENDENCE** |  |
| Mahatma Gandhi’s Concept of Panchayat Raj – Vinobhaji’s Views on Gramodhan and BoothanMovement – Committees on Panchayat Raj after independence – 73rd and 74th ConstitutionalAmendments-NagarPalikas–.StructuresandfunctionsofVillagePanchayat,PanchayatUnionand District Panchayat – Municipalities and corporation ,Notified Area committee,Town AreaCommittee ,CantonmentBoard,Township |
|  |
| **Unit:3** | **PANCHAYATRAJSYSTEMINTAMILNADU** |  |
| PanchayatRajsystemfrom1687to1920–ActionoftheBritishGovernmentbetween1920–1947Subsequentchangesfrom1947toPresentday–ConstitutionalAssembly–DebatesonPanchayatRaj–Two TiersystemunderKamarajand DirectElectionunderMGR. |
|  |
| **Unit:4** | **CENTRALRURALDEVELOPMENTPLANS** |  |
| IntegratedRuralDevelopmentProgramme(IRDP)–TrainingofRuralYouthforSelfEmployment (TRYSTEM) – Development of Women and children in Rural Areas (DWACRA) –JawaharRozhgarYojana,JawaharGramSamridhiYojana |
|  |

|  |  |  |
| --- | --- | --- |
| **Unit:5** | **STATERURALDEVELOPMENTPLANS** |  |
| AnnaMarumalarchiPlan-NamakuNameyPlan-KalaingarHousingScheme-PasumaiHousingPlan –Member of State Legislative Assembly Constituency Development Scheme –Samathuvapuram–Ulavar Sandhai– BiogasPlan. |
|  |
| **Book(s)forStudy** |
| 1 | Battacharya,B.,*UrbanDevelopmentinIndia,*ShreePublishingHouse:Delhi, 1979. |
| 2 | KuldeepMathur,*PanchayatiRaj: OxfordIndiaShortIntroductions*(Delhi:OUPIndia, 2013) |
| 3 | MaheswariS.R. andSriRammaheswari,*LocalSelfGovernmentinIndia,*OrientLongman,New Delhi,1971. |
| 4 | RaghavaRao,D.V.,*PanchayatandRuralDevelopment.* |
|  |
| **Book(s)forReference** |
| 1 | Gandhi, M.K.,*PanchayatiRaj,*NavjeevanPublishingHouse, Ahmedabad, 1959. |
| 2 | SivasankaranS.,andSelvakumarD.,*PanchayatRajyam,*NewCenturyBookHouseChennai,2007. |
| 3 | VenkataranagaiahM.,andPattabhiramM.,*Local GovernmentinIndia:SelectReadings,*Alliedpublications,NewDelhi,1969. |

SECONDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **HISTORY OF KONGUNADU** | **CORE-9** |
| **Pre-requisite** | **Passinanydegreeandbasicknowledgein****regionalhistory** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourseareto:1. Impart regionalhistorytothe students.
2. Introducethesocialandculturallife ofthe peopleofKongu Nadu.
3. MakethestudentstounderstandtheeconomicdevelopmentinKonguNadu.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Remember thehistoricaleventsthathappenedinKonguregion. |
| Understandthehistoryof KonguNaduunder theruleofvariousdynasties. |
| ConstructanideaaboutKongu regionasadistinctpartofTamilNaduinitsculture. |
| Identifytheimportantcitiesandtownsandanalzetheirhistoricalsignificance. |
| EvaluateandrecognizeeconomicdevelopmentofKonguNadu. |
|  |
| **Unit:1** | **FEATURESOFKONGUNADU** |  |
| SourcesforthestudyofKonguNadu–Pre-historicalsites–Literary–Epigraphicalsources-GeographicalfeaturesofKonguNadu–PoliticalGeography–RomanTrade-TradeRoutes–TradingCenters–RecentDiscoveries. |
|  |
| **Unit:2** | **SANGAMAGETOVIJAYANAGARRULERS** |  |
| HistoryofKonguNadufromSangamAgetoVijayanagarrulers–Cheras–ViraKeralas–Ratta-Ganga–PallavaPandiyaStruggle–ArtandCultureofKonguCholas–PandyasandVijayanagarrulers. |
|  |
| **Unit:3** | **KONGUNADUUNDERVARIOUS RULERS** |  |
| KonguNaduunderNayakrule–KettiMudali-KonguNaduunderHyderAli-TippuSultan–BritishoccupationofKongu Region– FreedomStrugglein KonguRegion–Important Forts. |
|  |
| **Unit:4** | **SOCIO-ECONOMICDEVELOPMENT** |  |
| Socio Economic and Religious Condition of the people of Kongu Nadu through the ages - GrowthofEducation-IndustryinKonguNadu. |
|  |
| **Unit:5** | **AGRICULTURALDEVELOPMENT** |  |
| Conditionofpeasants-AgricultureandIrrigationaldevelopment- Importantcities andtownsinKongu Region intheModernPeriod. |
|  |

|  |
| --- |
| **Book(s)forStudy** |
| 1 | ArokiaswamyM.,*TheKonguCountry,*UniversityofMadras, 1956. |
| 2 | Kovaikizhar, *KonguNattuVaralaru*(inTamil),CentenarycelebrationsofKovaikizhar,Coimbatore,1987. |
| 3 | Karuppusamy,G.,*KonguNattinVaralaru,* (Tamil)AbinayaPress,Chithode,Erode,2020. |
|  |
| **Book(s)forReference** |
| 1 | Manickam,V.,*AHistoryofKongunadu upto1400A.D*(inEnglish&inTamil),MakalVeliyeedu,Chennai,2001. |
| 2 | RajanK.,*Archaeologyof Coimbatore District* |
| 3 | Ramamoothy,V.,*TheHistoryofKongu,(Part-IPre-Historicperiodto1300A.D,**International SocietyfortheInvestigationforAncientCivilization,*Madras,1986. |
| 4 | Vaidyanathan. K.S.,*AncientGeographyoftheKonguCountry,*GovtofIndia,Department ofCulture,1983. |
|  |

SECONDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **CONTEMPORARYHISTORYOFINDIAFROM1947A.D.TO2014A.D.** | **CORE-10** |
| **Pre-requisite** | **BasicknowledgeofIndianHistoryatU.G.level** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. ToacquaintthelearnersabouttheIndianConstitution.
2. To familiarizewithcentre-staterelations and emergenceofregionalparties.
3. Togive insightaboutpopularmovementsandcoalitionerapolitics.
4. Tomakethemunderstandthemajor problemsfacedbyIndianDemocracy.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbeable to: |
| RecallthepoliticaleventssinceIndependence. |
| UnderstandtheCentre-StateRelationsandrise ofregionalparties. |
| AssessthesignificanceofpopularmovementsafterIndependence. |
| Analysethereservationpolicy,NewEconomicpolicyandtheimpactofScience &Technology. |
| EvaluatethemajorissuesthatchallengeIndiandemocracy. |
|  |
| **Unit:1** | **NEHRUERA** |  |
| MakingofParliamentaryDemocracy-IssuesandChallengeofIndependentIndia-IntegrationofIndia-SardarVallabhbhaiPatel-LinguisticReorganizationofStates-NehruvianDemocraticSocialism-MixedEconomy-Planning –Agriculturaland Industrialgrowth–Kashmirissue. |
|  |
| **Unit:2** | **POLITICALDEVELOPMENTSININDIA** |  |
| PoliticalDevelopmentinIndia–SubNationalism–Centre–StateRelations–EmergenceofRegionalparties–Dravidianparties–AntiHindiAgitation–TeluguDesam–ShiromaniAkaliDal–Punjabcrisis–StateAutonomy-SarkariaCommission-Article356ofIndianConstitution. |
|  |
| **Unit:3** | **POPULARMOVEMENTS** |  |
| PopularMovements–BhoodanMovement–AgrarianStruggles-ZamindariAbolition-Jayaprakash Narayan and Total Revolution –Dalit’s Assertion –Dr.B.R.Ambedkar –JyothibaPhule–Tradeunionsandpopularstrikes–Prohibitionmovement(Tamilnadu)–AntiCorruptionMovement. |
|  |
| **Unit:4** | **COALITIONERAPOLITICS** |  |
| Coalition Era Politics –Mandal Commission –New Economic Policy –Globalization and itsimpact–EmergenceofCorporates-ModernIndianMedia–RighttoInformationAct–Intelligentsia–AmartyaSen-ScienceandTechnology–Dr.M.S.Swaminathan–Dr.A.P.J.AbdulKalam. |
|  |



|  |  |  |
| --- | --- | --- |
| **Unit:5** | **CHALLENGESTOINDIANDEMOCRACY** |  |
| ChallengestoIndianDemocracy:Terrorism–Corruption–PseudoSecularism–ReligiousFundamentalism –Communalism and Casteism –Political violence –Water Crisis –Inter –StateWaterDisputes–Cauvery–problemsofPeasants-PopulationandProblemsofUrbanPoor-Poverty-Illiteracy-GenderDiscrimination. |
|  |
| **Book(s)forStudy** |
| 1 | Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee,*Indiasince Independence*,PenguinBooksIndia,New Delhi,2008. |
| 2 | Venkatesan,K.,*HistoryofContemporaryIndia*,VCPublications,Rajapalayam,2012 |
|  |
| **Book(s)forReference** |
| 1 | Bates,Crispin,andSubhoBasu,*ThePoliticsofModernIndiasinceIndependence*,Routledge/EdinburghSouthAsianStudies Series,2011. |
| 2 | Bras,Paul.,*ThePoliticsofIndiasinceIndependence*,2ndedition,CambridgeUniversityPress,1994. |
| 3 | Gopal, S.,*JawaharlalNehru -ABiography*,OxfordUniversityPress,2011. |
| 4 | Guha,Ramachandra,*IndiaAfterGandhi,TheHistoryoftheWorld`sLargestDemocracy*,PanMacmillan,2011. |
| 5 | Kapila,Uma(Ed),*IndianEconomySinceIndependence*,30thed,AcademicFoundation,2019. |
| 6 | SubhashC.Kashyap,*OurConstitution*,2nded,NationalBookTrust,India,2011. |
|  |



ThirdSemester

THIRDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **HISTORYOFANCIENTCIVILIZATION UP TO476****A.D.(EXCLUDINGINDIA)** | **CORE-11** |
| **Pre-requisite** | **BasicknowledgeofWorld Historyat U.G.****level. Ve** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. Toacquaintthelearnersabout theearlyhistoryoftheworld.
2. TounderstandtheHumanEvolution.
3. TostudythesalientfeaturesofAncientCivilizations.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbeable to: |
| Acquire theknowledgeoftheearlyHistoryoftheWorld. |
| Understandtheimpact ofgeographicalfeaturesonhistory. |
| Identifyand constructand ideaaboutthetoolsused bytheStoneAgemen. |
| Compareandcontrastthesocietyandcultureofdifferentcivilization. |
| Recognisethecontributionofdifferentcivilizations. |
|  |
| **Unit:1** | **PRE-HISTORICCIVILIZATION** |  |
| OriginoftheEarth–HumanEvolutionandMigration–CivilizationandCulture–Pre-historiccivilization–Paleolithic andNeolithic civilization–Egyptiancivilization. |
|  |
| **Unit:2** | **MESOPOTAMIANCIVILIZATIONS** |  |
| SalientfeaturesofSumeriancivilization–Babyloniancivilization–HammurabiCodeofLaw-Assyriancivilization. |
|  |
| **Unit:3** | **HEBREWCIVILIZATION** |  |
| SalientfeaturesofHebrewcivilization- Phoeniciancivilization–Persiancivilization. |
|  |
| **Unit:4** | **GREEK&ROMANCIVILIZATION** |  |
| Aegeancivilization–Greekcivilization–SocratesandAristotle –RomancivilizationanditsLegacy. |
|  |
| **Unit:5** | **CHINESE&AMERICANCIVILIZATION** |  |
| Chinesecivilization–Confucius-Mayancivilization–AztechesandIncascivilization. |
|  |
| **Book(s)forstudy** |
| 1 | Davis,A.G.,*HistoryoftheWorld,*OUP, Calcutta,1974. |
| 2 | Joshi,P.S. Pradhan,Kaisre,J.V.,*IntroductiontoAsianCivilizationsuptoA.D.1000,*SChand&Co,Ramnagar, NewDelhi. |

|  |
| --- |
|  |
| **Book(s)forReference** |
| 1 | Majumdar,R,K.Srivastava,A.N.,*HistoryofWorldCivilizations*,SBDPublishersanddistributors,4075,NaiSarak, Delhi. |
| 2 | McNeilandBurns,*AWorldHistory,*OUP,NewYork,1965,Ed-I. |
| 3 | McNeill,W.H,&Sedler,*TheOriginofCivilizations,*OUP,NewYork. |
| 4 | Ralph,Burnsandothers,*WorldCivilization,*Vol.I, 2011. |
| 5 | Swain,J.E.,*AHistoryofWorldCivilizations,*EurasiaPublishingHouse, NewDelhi. |
| 6 | Vishal, Sood,*AncientCivilizationsoftheWorld,*APH, PublishingCorporation,2012. |
|  |

THIRDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **HISTORYOFMEDIEVALCIVILIZATION****FROM476 A.D.TO 1453 A.D.** | **CORE–12** |
| **Pre-requisite** | **BasicknowledgeofCivilizations** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. Toteachandexplorethemedievalhistoryfrom thedownfall of ImperialRometotheconquest of Constantinople by Turks covering a variety of historical aspects of the periodandcultures,including Roman,Byzantine,Gothic,Frankish,Islamicand others.
2. To impart the social, cultural and political perceptions and influence of Christianity and Islamonworldcivilization.
3. To acquaint the student about the evolution of social hierarchy of rulers, aristocracy, peasants,townspeople,andclergyinthemedievalperiod.
4. Tolearnaboutthegrowthofcities,economicstructures,artandarchitecture,evolvedin

medievalEurope. |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbeable to: |
| Rememberandthinkcriticallyaboutthedevelopmentofnationalitiesandpeople politically,socially,andeconomicallyinmedievaltimes. |
| UnderstandthechangingsocialandpoliticalroleofreligionsinMedievalsociety andhowmixingofreligionwithpoliticsleadstofragmentationofpolityandsociety. |
| Analyzetheassimilationandtransformationofcultureandscienceandacquirethe historicalawarenessofhumanexperienceinrelationtoplaceandtime. |
| Tracetheevolution ofpolitical systemsandreligionsandevaluatetheircontribution toworldcivilization. |
|  |
| **Unit:1** | **BARBARIANINVASIONS** |  |
| BarbarianInvasions–CausesforthefallofRomanEmpire–BarbariansettlementsinWesternEurope–Franks,Visigoths,Ostrogoths-Vandals,Anglo-Saxons–ByzantineEmpire–Justinian-CodeofLaws-Contributionto culture. |
|  |
| **Unit:2** | **CHRISTIANITYANDITSIMPACT** |  |
| RiseofChristianity–TeachingsofJesus–ChurchintheMiddleAges–Monasticism–St.Benedict-ContributionofChristianitytoMedievalCivilization. |
|  |
| **Unit:3** | **THEHOLYROMANEMPIRE** |  |
| HolyRomanEmpire– Charlemagne –CarolingianRenaissance–StrugglebetweentheEmpireandthePapacy–Schism–RestorationofthePapacy–JohnHuss |
|  |
| **Unit:4** | **BIRTHOFISLAMANDITSIMPACT** |  |
| RiseofIslam–ContributionofIslamtoMedievalCivilization–Crusades–Causes-Results-MuslimsinSpain |
|  |

|  |  |  |
| --- | --- | --- |
| **Unit:5** | **MEDIEVALSOCIETYANDCULTURE** |  |
| MedievalSociety-Feudalism-MeritsandDemerit-Growthofcitiesandtowns–Guilds–Educationinthemiddleages–RiseofUniversities –ArtandArchitectureinthemiddleages. |
|  |
| **Book(s)forstudy** |
| 1 | HenriPirenne,*EconomicandSocialHistoryof MedievalEurope,*London,1949. |
| 2 | Ramalingam,T.S.,HistoryofEuropefrom476A.D.to 1453A.D., |
| 3 | SwainJ.E.,*HistoryofWorldcivilization*,EurasiaPublishingHousePvt.Ltd.,NewDelhi,1984. |
|  |
| **Book(s)forReference** |
| 1 | Davis,A.G.,*HistoryoftheWorld*, OUP,Calcutta,1974. |
| 2 | MarcBloch,*FeudalSociety,*London, 1961. |
| 3 | McNeiland Burns,*AWorld History,*,OUP,NewYork,1965,Ed-I. |
| 4 | SouthGate,H.W.,*AHistoryofEurope* Vol.ItoV, AldinePress,NewDelhi,1966,Ed.I. |
| 5 | WillDurant,*AgeofFaith*,SimonPublishers,New York,1966,Ed,II. |
|  |

THIRDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Course****code** | **HISTORIOGRAPHY:THEORYAND****METHODS** | **CORE-13** |
| **Pre-requisite** | **Basicknowledgeofhistoryat U.G.level** |
| **CourseObjectives:** |
| Themain objectivesofthiscourse are:1. Toacquaintthelearnersaboutthe historyofhistoriography.
2. Toenablethestudentstolearnthemajorresearchmethodsofthediscipline.
3. To acquireproficiency inthe art ofhistorywriting.
4. To make students to formulate judgments in terms understanding, analyzing, and evaluatingevidence.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| RememberthevariousdefinitionsandterminologiesofHistory. |
| Understandthemeaningofhistoryandacquiretheknowledgeofhistoryofhistoriography. |
| Applytheconceptsofhistoryinfuturehistoricalresearchandwillofferexplanationsaboutanalyticalhistoricalwritings. |
| Able toextracttheevidencefromprimaryandsecondarysources toevaluatetheminhistoricalcontext. |
| Createanideaofrecenttrendsinhistoriography. |
|  |
| **Unit:1** | **INTRODUCTIONTOHISTORY** |  |
| DefinitionofHistory–NatureandScopeofHistory–History–AnArtor Science–Uses andabusesofhistory–Branchesofhistory-AncillarySciences-Archaeology-Anthropology-OtheraidstoHistory:Palaeography,Epigraphy,Numismatics. |
|  |
| **Unit:2** | **ANCIENTHISTORIOGRAPHY** |  |
| OriginsofHistoricalnarrative-Greekhistoriography–HerodotusandThucydides–Romanhistoriography–Livyand Tacitus. |
|  |
| **Unit:3** | **CONCEPTSOFHISTORY** |  |
| PhilosophyofHistory(conceptsonly)–HistoricalMaterialism-Positivism–AnnalesSchool–Structuralism–Subalternstudies–Modernism–PostModernism. |
|  |
| **Unit:4** | **METHODOLOGYOFHISTORICALWRITING** |  |
| Methodology:Preliminaryoperations–Source-Primary andSecondary-Analytical operations–-ObjectivityandSubjectivityinhistoricalwriting-MethodsofReferencing-FootNotes-PreparationofBibliography-Concludingoperations. |
|  |
| **Unit:5** | **INDIANHISTORIOGRAPHY** |  |
| Kalhana-Ibnkhaldun–Barani-AbulFazal-R.C.Dutt-D.DKousambi-RomilaThapar-RanajitGuha-KrishnasamyIyengar –K.A.N.Sastri–Sathyanathaiyer,N.Subramanian. |



|  |
| --- |
| **Book(s)forStudy** |
|  | Rajayyan,K.,*A*S*tudyinHistoriography: HistoryinTheoryandMethod,*4thed.RathnaPublication,Dindugal,1988. |
|  | ShiekAli,B.,*History: ItsTheoryandMethod,2nded*.Macmillan, NewDelhi, 1981. |
|  | Subrahmanian,N.,*HistoricalResearchMethodology*,ENNESPublications,Madurai,1980. |
|  |
| **Book(s)forReference** |
|  | Carr,E.H., *WhatisHistory?*Middlesex, PenguinBooks,1975. |
|  | CollingwoodR.G.,*TheIdeaofHistory,*OUP,Oxford, 1993. |
|  | Irfan Habib , *Ziya Barani’s Theory of the History of the Delhi Sultanate*-*IndianHistoricalReview*,Vol.7,Nos.1-2. |
|  | Manickam, S.,*Facets of History, A spectrum of Thought*, Publication Division, MaduraiKamarajUniversity,1998. |
|  | RomilaThapar,*TheHistoricalIdeasofKalhanaasExpressedintheRajtarangini”*ined. M. Hasan,*HistoriansofMedievalIndia*, MeenakshiPrakashan, Meerut, 1968. |
|  | SenS.P.,*HistoriansandHistoriographyinModernIndia,*InstituteofHistoricalStudies,Calcutta,1969. |
|  | *SubalternStudiesII,Writingson SouthAsian HistoryandSociety,*AnmolPublications,NewDelhi,1983. |
|  | Thompson,J.W.,*HistoryofHistoricalWriting*.TheMacmillanCompany,1942. |
|  | Woolf,D.R., ed.*AGlobalEncyclopediaofHistorical, Writing,*2Vols.,GarlandPub.,NewYork,1998. |
|  |



THIRDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **HISTORYOFFAREASTFROM****1800A.D.TO1989A.D.** | **CORE-14** |
| **Pre-requisite** | **Basicknowledgeofworld history at U.G.level** |
| **CourseObjectives:** |
| Themain objectivesofthis courseare:1. Toacquaintthelearnersabouttheintrusionofthewesternersintheeastanditsrepercussions.
2. Toknowabouttheideasandinfluenceofleaderswhoemergedoutduringtheperiod.
3. ToenablethestudentstoknowaboutChino-Japaneserelations,theriseofCommunism,Militarismanditsimpacton foreignrelations.
4. Topresent theimpact ofWorldWarsandtheaftermathofatomicbombingsofJapan.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Remember thehistoricaleventsandinterpret theminhistoricalcontext. |
| UnderstandtheimpactofworldwarsonChinaandJapan,RiseofCommunismin Chinaandtheideologicalimpact, emergenceofChinaandJapaninModernworld. |
| Analyzetheinterconnectionofglobaleventsandtheireffectonnations. |
| Evaluatethecausalitiesofwarsandthe goodfortune ofpeace thatmade Japanan economicpower. |
|  |
| **Unit:1** | **CHINAANDTHEINTRUSIONOFWEST** |  |
| ChinaundertheManchus–OpiumWars–Causes-Commercialtreaties–Sphereofinfluence-The TaipingRebellion. |
|  |
| **Unit:2** | **OPENINGOFJAPANTOTHEWEST** |  |
| TheTokugawaShogunatesinJapan – The opening ofJapanto theWest–TheMeijiRestoration–SocialandeconomicdevelopmentofJapan–JapaneseConstitution. |
|  |
| **Unit:3** | **POLITICALUPHEALSINFAREAST** |  |
| TheSino–JapaneseWarof1894-95-theReformMovementinChina–theBoxerRebellion–theRusso–Japanese Warof1904–05–ChineseRevolutionof1911–YuanShikai–Dr.Sunyatsen–Kuomintangparty-NationalisminBurma-Indonesia. |
|  |
| **Unit:4** | **FIRSTWORLDWARANDITSIMPACT** |  |
| NationalisminIndo-China-TheFirstWorldWar–GrowthofChineseNationalism–RiseofMilitarism inJapan– ChiangkaiShek– ManchurianCrisis– Sino–JapaneseWarof1937-41. |
|  |
| **Unit:5** | **SECONDWORLDWARANDIDEOLOGICALIMPACT** |  |
| RoleofJapanandChinaintheSecondWorldWar–AlliedoccupationofJapan–Recoveryof |



|  |
| --- |
| Japan–Liberalization&Democratization-ThePeople’sGovernmentofPeking–ChinaunderMao- Tse–Tung- CulturalRevolution-DengXiaoping-Tiananmensquare,1989andtheCrisis ofCommunism. |
|  |
| **Book(s)forStudy** |
| 1 | Alexis Krausse,*TheFarEast:ItsHistoryandItsQuestion, ForgottenBooks,*2017. |
| 2 | HaroldM.Vinacke,*AHistoryoftheFarEastinModernTimes*, KalyaniPublisher,NewDelhi1982. |
| 3 | Jones, F.C.,*TheFarEast,*Ed.Pergamon,1966. |
| 4 | Majumdar,R.K.,&SrivastvaA.N.,*HistoryofFarEast,*SBDPublisher’s,NewDelhi,2006. |
| 5 | Shivkumar,S.,andJain,*HistoryofModernChina*, S.Chand&CoPVtLtd., |
|  |
| **Book(s)forReference** |
| 1 | Brown,D.M.,*NationalisminJapan.* |
| 2 | ClaudeABuss,*AsiaintheModern World*,OUP,NewYork1955. |
| 3 | Clydeand Beers,*TheFarEast*,PrinticeHallofIndiaPvt.Ltd.,NewDelhi,6thed.,1988. |
| 4 | Crofts&Buchanan,*AHistoryoftheFarEast*. |
| 5 | JanetE.Hunter,*TheEmergenceofModernJapan*. |
| 6 | Latourette,*AHistoryofJapan*OUP 1982. |
| 7 | MariusB.Jansen,Ed.,&PeterDuusEd.,*CambridgeHistoryofJapan,*Volume5&6,2008. |



THIRDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **SOCIAL AND CULTURAL HISTORY OFTAMILNADU FROM1916A.D.TO2001A.D.** | **CORE-15** |
| **Pre-requisite** | **BasicknowledgeofHistory ofTamilNaduat****U.G.level** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare :1. Toenablethelearners tointerpret thesocialand culturalhistoryofTamilNadu.
2. Toacquaintthe importanceofDravidianmovement inpromotingsocialjustice.
3. To developahealthysocialattitudebyrecognizingthehistoricalfactsofperiod.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Remembertheimportantleadersandreformersoftheperiodofstudy. |
| UnderstandthecontributionofDravidianMovementtoestablishsocialjustice. |
| AssesstheroleofKamarajinthefieldofeducationanditsimpact. |
| Compareandcontrastthe societyand culture ofvariousperiodsofhistoryin TamilNadu. |
| Judgetheimportanceofsocialwelfaremeasures. |
|  |
| **Unit:1** | **RADICALSOCIALREFORMMOVEMENT** |  |
| Causes-ConceptofDravidianCulture–JusticePartyanditsachievements-Non–BrahminMovement–Dr.NatesaMudaliar-SirP.ThyagarajaChettiar-T.M.Nair-PeriyarE.V.RandtheSelf–RespectMovement. |
|  |
| **Unit:2** | **SOCIALANDPOLITICALMOVEMENTS** |  |
| TempleEntryMovement-TheDravidaKazhagam-Dalitmovement:-–M.C.Rajah-ErattamalaiSrinivasan-MuthulakshmiReddy-AbolitionofDevadasisystem-HomeRuleMovementinMadrasPresidency-Prohibitionmovement. |
|  |
| **Unit:3** | **KAMARAJAND ANNADURAI** |  |
| ContributionsofKamaraj-GrowthofEducation-MiddayMealSchemeanditsimpact-LandreformsandSocialwelfare-Annadurai-Riseofregionalpoliticsanditimpact-AntiHindiAgitations. |
|  |
| **Unit:4** | **SOCIALWELFARE** |  |
| D.M.KandADMK-NutritiousMealScheme-SocialWelfareSchemes-ContributiontothegrowthofTamilLanguage-Reservation-WomenWelfareSchemesandSocialLegislations-LabourWelfareSchemes-Cauveryriver water disputeandsocialimplication-AgricultureandIndustry. |
|  |
| **Unit:5** | **EDUCATION, LITERATURE,ANDCULTURE** |  |
| Education-GrowthofUniversities-Literature-SubramaniaBharathi–Bharathidasan–NamakkalRamalingamPillai–KavimaniDesikaVinayagampillai-MaraimalaiAdigal–GrowthofTamil |



|  |
| --- |
| Presssince1916-Cinema:Impactonsocietyandpolitics-Stageplays-FanCulture-ImpactofInformationTechnologyonTamilcultureand society. |
|  |
| **Book(s)forStudy** |
| 1 | Swaminathan,A.,*SocialandCulturalHistoryofTamilnadu,*Deepa Pathippagam, 1984. |
| 2 | Venkatesan.G., *HistoryofModernTamilnadu,* 2011. |
|  |
| **Book(s)forReference** |
| 1 | AbdulKhader Fakhri, S.M.,*DravidianSahibsandBrahminMaulanas: ThePoliticsoftheMuslimsofTamilNadu1930-1967,*2008. |
| 2 | Baker,C.J.,*ThePoliticsof SouthIndia1920-1937,*Cambridge,1976. |
| 3 | Geetha,V.,&S.V.Rajadurai,*Dalitsand Non–BrahminConsciousnessin Tamilnadu,*E.P.W.,25,SEP1993. |
| 4 | Hardgrave,R.L.,*TheDravidianMovement*, Bombay,1965. |
| 5 | Irschick,E.F.,*PoliticsandsocialconflictsinsouthIndia,*Berkeley, 1969. |
| 6 | Jeevanandam,S.,&RekhaPande,*DevadasisinSouthIndia:AJourneyfromsacredto a**ProfaneSpaces.* |
| 7 | Kumar,D.,*LandAndCasteInSouthIndia,AgriculturallabourInTheMadrasPresidency**DuringNineteenthCentury,*Cambridge,1965. |
| 8 | Mepherson,K.,*“TheSocialBackgroundAndPoliticsOfTheMuslimsOfTamilnadu1901-**1937”*,IndiansocialandeconomicHistoryReviewVol4,1969. |
| 9 | Mohan,P.E.,*ScheduledCastes:HistoryofElevation*,Tamilnadu1900-1995,Madras, Newera,1993. |
| 10 | More,J.B.P.,*Political Evolutionof MuslimsinTamilnadu andMadras1930–1947.* |
| 11 | Paramarthalingam, C.,*SocialReformMovementinTamilNaduinthe19thCenturywithSpecial Reference toSt.Ramalinga*,RajakumariPublications,TamilNadu,1995. |
| 12 | Rajaraman, P.,*TheJusticeParty.Madras*, 1985. |
| 13 | Rajendran,N.(1994) Agitation Politics and State Coercion, National Movement inTamilnadu,1905-1914.OxfordUniversityPress,Madras. |
| 14 | SaskiaC.,Kersenboom,*Nityasumangali:DevadasiTraditioninSouthIndia.* |
| 15 | Sobhanan,*TempleEntryMovementandSivakasiRiots,*Madurai. |
| 16 | TheHindu,*TherkilirunduOruSuriyan,* (Tamil)Chennai. |
|  |



FourthSemester



FOURTHSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **INTERNATIONALRELATIONSANDDIPLOMACY****FROM1914A.D.TO 1991A.D.** | **CORE-16** |
| **Pre-requisite** | **BasicknowledgeofWorldHistoryatU.G.level** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourseare:1. Tomakestudentsunderstandtheconcept,natureandscopeofinternationalrelations.
2. Toacquaintthetheoriesandconceptswith anemphasison thedynamicsof powerininternationalrelations.
3. Tomakeanunderstandingaboutissuesinglobalpolitics.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Recallthepoliticaleventsand theireffectsoninternationalrelations. |
| Understand the conceptofbalanceofpower. |
| Explaintheriseofdictatorshipanditevileffectsonworldpolitics. |
| Analyzethehistoricalbackgroundofinternationalrelations betweentwoWorldWars. |
| Evaluatetheimportanceofworldpeace. |
|  |
| **Unit:1** | **INTRODUCTIONTOINTERNATIONALRELATIONS** |  |
| InternationalRelations-DefinitionandScope–KindsofDiplomacy-CommunismandNationalism |
|  |
| **Unit:2** | **FIRSTWORLDWARAND ITSIMPACT** |  |
| FirstWorldWar-LeagueofNations-NatureofBalanceofPowerin20thcentury-RiseofNazismandFascism-PeaceSettlements 1919-1923. |
|  |
| **Unit:3** | **SECONDWORLDWARANDDIPLOMACY** |  |
| SecondWorldWar-Causesandeffects–UNOanditsAchievements-Internationallawanditsenforcement– Peaceefforts-Specialized Agencies-ILO,FAO,UNESCO,WTO,WHO. |
|  |
| **Unit:4** | **COLDWARANDITSEFFECTSONFOREIGNRELATIONS** |  |
| ColdWar:NATO,SEATO,CENTOandWARSAWPACT-EEC(EuropeanEconomicCommunity)-The ArabLeagues(OPEC)-The OrganizationofAfricanUnity(OAU) |
|  |
| **Unit:5** | **TOWARDSWORLDPEACE** |  |
| Disarmament-Internationallaw–Non-AlignmentMovement-SAARC–ASEAN-EU-TheConceptofWorldState-Unipolar–Bipolar-Multipolar. |
|  |

|  |
| --- |
| **Book(s)forStudy** |
| 1 | Ghosh.P.,*InternationalRelations,*NewDelhi,LearningPvt.Ltd, 2013. |
| 2 | Gomathinayaham.P.,*International Relations:PoliticsandInstitutions*(T). |
| 3 | MahajanV.D.,*InternationalRelationsSince1900,*S.Chand &CompanyLtd.,New Delhi. |
| 4 | Srivastava, A.L.,*InternationalRelationfrom1945toPresentDay*, SBDPublication, NewDelhi,1991. |
|  |
| **Book(s)forReference** |
| 1 | Carr.E.H.,*InternationalRelationsBetweenTwoWorldWars.* |
| 2 | PalmerandPerkins,*InternationalRelations.* |
| 3 | PierreMarieMartin,*IntroductiontoInternationalRelations,*(TranslatedfromtheFrenchbyArtiSharma), ed.J.C.Johari, SterlingPublication,Pvt.Ltd, NewDelhi, 1981. |
|  |

FOURTH SEMESTERPROJECTANDVIVA-VOCE

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **PROJECTANDVIVA-VOCE** | **CORE-17** |
| **Pre-requisite** | **KnowledgeofResearch Methodology inthe****previoussemester.** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourseare:1. Tolearntheresearchmethodspracticallyandacquiretherequisitesofaresearcher.
2. To acquireproficiencyin historicalwriting.
3. Tounderstand,analyzeandevaluatethesourcescollectedfortheproject.
4. Toprepareaprojectinthefieldofinterestinhistory.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Remember the process of doing research and acquire knowledge of selection oftopic,collectionandanalysisofsources. |
| Understandthemethodologyofresearch. |
| Applytheacquiredknowledgein futureresearchstudies. |
| Compareandcontrastdifferenttypesofsources. |
| Evaluatethe sourcesonthe basisoftheirclosenesstotruthandderive aconclusion. |
| Documenttheproject. |

* **A Project on any historical topic pertaining to any period of students interest tobe done under the supervisionof a guide andsubmita projectreportof 50pages**(The***TimesNewRoman***fontsized12 (1.5spaced)in A4sizepaper)
* **Aviva-voceexamination must theconductedattheendoftheIVsemester.**
* **The CIA mustbe on the basis of the studentsfieldvisits,collections of sourcesandhisoverallperfomance as anewresearcher andviva-voce.**
* Projectmustberelatedtoatopicrelevanttothehistory.
* TheProjectshouldbesubmitted***before***theendofthe4thSemesterExamination.
* **Viva-voce** and the evaluation of the project shall be conducted by a Panel of teachersnotless thantwo(one Externalandone Internal).

ELECTIVESUBJECTS

COLLEGESCANCHOOSE

ANYONEELECTIVEFROMTHECHOICESPERSEMESTER

ELECTIVE PAPER I /FIRSTSEMESTERTOURISMANDTRAVELMANAGEMENT(OR)EPIGRAPHY

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **TOURISMANDTRAVELMANAGEMENT** | **Elective-I** |
| **Pre-requisite** | **BasicKnowlegdeofTourism.** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourseareto:1. To acquaintthe learnersaboutthe potentialityoftourismindustryinIndia.
2. Toequipthelearner withbusinessskillsoftourismindustry.
3. ToknowaboutthenationalandinternationalorganizationofTourism,TravelAgencies,
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbeable to: |
| RemembertheimportanttouristdestinationsofIndia. |
| Understandtheroleandresponsibilitiesoftravelagency,travelagentandtheguide. |
| ApplythehistoricalknowledgeinthefieldofTourism. |
| Analyze theroleoftourismorganizationsinpromotionoftourism. |
| Recognizetheimportanceofmoderntechnologiesintourismandtravelmanagement. |
|  |
| **Unit:1** | **TOURISMININDIA** |  |
| Definition,MeaningandNatureofTourism-HistoricalBackgroundofTourismandTravel-ProspectiveIndianTourismIndustry-HeritageMonuments-Socio-culturalfacetsofIndia-Festivals andfairsofIndia-EcotourisminIndia. |
|  |
| **Unit:2** | **ORGANISATIONSOFTOURISM** |  |
| WTO – IATA– UFTAA– PATA– ICAO – ASTA-TAAI-ITDC–TTDC |
|  |
| **Unit:3** | **TOURISMBUSINESS** |  |
| Travel Agency and Tour Operators – Travel Agency– Structure – Functions – Types of TravelAgency–Settingupof TravelAgency-Source of Income-Wholesaler-RetailerandTourOperators–DistinctionbetweenWholesaleTravelAgencyandTourOperator-IndianTravelAgents-Tourguiding-Roleandresponsibilities-occupationalskills-Groupguiding. |
|  |
| **Unit:4** | **TRAVELMANAGEMENT** |  |



|  |
| --- |
| DefinitionofTravelManagement-Travelprocedures-Itinerary-Types-TravelDocumentation-Types-HealthRegulation, CurrencyRegulation,Customs-TravelInsurance. |
|  |
| **Unit:5** | **MODERNIZATIONOFTOURISM** |  |
| ModernTechnologiesinTourism-ComputerReservationSystem -ImpactofInternetinTourismIndustry–ModeofPayments-Ticketing-ReservationandCancellation-Request-InvoicingandAccounts-OnlineBooking-Airlines,Hotel,Railwaysandothertransportationfacilities-Modernmediaandtourismpromotion. |
|  |
| **Book(s) forStudy** |
| 1 | Bhatia,A.K.,*TourismDevelopment–PrinciplesandPractices,*SterlingPublishersPvtLtd,New Delhi,2003 |
| 2 | MohinderChand,*TravelAgencyManagement,*AnmolPublicationsPvtLtd, NewDelhi,2000 |
|  |
| **Book(s)forReference** |
| 1 | Dr.Thandavan&Dr.RevathyGirish,*TourismProduct,*Volume1,DominantPublishers,Delhi,2005. |
| 2 | *FairsandFestivalsofIndia,*HindoologyBooks,Delhi,2006. |
| 3 | MarioD’Souza,*TourismDevelopmentandManagement,*MangalDeepPublications,Jaipur,2003. |
| 4 | PranNathSeth,*AnIntroductiontoTravelandTourism,*SterlingPublishersPvtLtd,Delhi,1998. |
| 5 | PranNathSeth,*SuccessfulTourismManagement,*SterlingPublishersPvtLtd,Delhi,1997. |
| 6 | RabindraSethOmGupta,*TourisminIndia,*KalpazPublications, NewDelhi, 2005. |
| 7 | Sati,V.P.,*TourismDevelopmentinIndia,*PointerPublications, Jaipur,2001. |
| 8 | SinhaP.C.,*TourismMarketing,*AnmolPublications,Delhi, 2003. |
|  |



ElectiveCourse

ELECTIVEPAPERI/FIRSTSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **EPIGRAPHY** | **Elective-I** |
| **Pre-requisite** | **BasicknowledgeofArchaeology atU.G.level** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourseareto:1. Studyabouttheevolutionanddevelopmentofinscriptions inIndia.
2. Teachtheknowledgeoftheart ofancientwriting.
3. Acquaintthestudentsaboutthevarioustypesofscriptsandinscriptions.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbeable to: |
| RemembertheimportantinscriptionsofIndia. |
| UnderstandthemeaningandevolutionofEpigraphy. |
| Identifyancientscriptsandalsofindout newinscriptions. |
| Demonstratetheabilitytoapplyhisknowledgeinrecognizingthescripts. |
| Evaluatetheimportanceof inscriptionsinthestudyofhistory. |
|  |
| **Unit:1** | **EVOLUTIONOFINSCRIPTIONS** |  |
| MeaningandDefinition–Evolution,Natureandimportanceofinscriptions–TypesofInscriptions. |
|  |
| **Unit:2** | **ANCIENTSCRIPTS** |  |
| Harappanscript- Kharoshti- BrahmiScript- AsokanEdicts. |
|  |
| **Unit:3** | **ARTOFWRITINGINSOUTHINDIA** |  |
| ArtofWritinginSouthIndia-TamilBrahmi,Vatteluttu&Tamizh. |
|  |
| **Unit:4** | **NORTHINDIANINSCRIPTIONS** |  |
| NorthIndianInscriptions:(AllahabadInscriptionsofSamudragupta,HathigumpahInscriptionsofKharavela) |
|  |
| **Unit:5** | **SOUTHINDIANINSCRIPTIONS** |  |
| SouthIndianInscriptions:Pallavas-KuramPlate,Cholas-Uttiramerur,Pandyas-VelvikudiPlates. |
|  |
| **Book(s)forStudy** |
| 1 | Buhler, G.,*IndianPaleography,*Ideologicalbookhouse, Delhi, 1968. |
| 2 | Sircar D.C.,*IndianEpigraphy,*NewDelhi,1966. |
|  |

|  |
| --- |
| **Book(s)forReference** |
| 1 | Govindaraj,R.,*EvolutionScriptsinTamilnadu,*TamilnaduArchaeologicalSocietySpecialIssue,No.1.1994. |
| 2 | Kasinathan,*NatanaKalleluttukalai*(inTamil). |
| 3 | Mahadevan,I.,*EarlyTamilEpigraphy,*Cre-A, Chennai,2003. |
| 4 | Mahalingam, T.V.,*EarlySouthIndianPaleography,*UniversityofMadras, Chennai,1967. |
| 5 | Rajan,K.,*Kalvettiyal*(inTamil). |
| 6 | Sivaramamurthy,*IndianEpigraphyandSouthIndianScripts,* |
| 7 | Subramanian. T.N.,*PandaiyaTamilEluttukkal*(inTamil). |
|  |



SECONDSEMESTER

ELECTIVEPAPERII/SECONDSEMESTER

OFFICE AUTOMATION AND ITS APPLICATIONS(Industry 4.0)(OR)

PRINCIPLESANDMETHODSOFARCHAEOLOGY

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **OFFICEAUTOMATIONANDITSAPPLICATIONS(Industry4.0)** | **Elective-II** |
| **Pre-requisite** | **BasicknowledgeofcomputeratU.G.level. Ve** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourseareto:1. Toacquaintthelearnersabouttheofficeautomationanditsutility.
2. TomakethelearnersproficientintheapplicationofMSword,Spreadsheet,powerpointpresentation,google applications andthe basics ofInternetofthings.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthesuccessfulcompletionofthecourse,studentwillbe able to: |
| Remembertheimportantshortcutkeyoperationsandformulasinoperating computer. |
| Understand theusesofcomputerinthefield ofhistory. |
| Apply the knowledge of computer in learning, writing, documentation, powerpointpresentation,projectpreparationand thesiswriting ofhistory. |
| Evaluatethe recenttrendsin Industry4.0. |
|  |
| **Unit:1** | **WINDOWSAND MSWORD** |  |
| **Windows:** Definition of Operating System, Functions of OS, types of OS. Desktop icons andtheir functions: My computer, My documents, My Network Place, Recycle Bin, Files, Folder,LocalDiskDrive,CD/DVDDrive,PenDrive.**MS Word:** Features, creating, saving and opening documents in word, interface, toolbars, ruler,menus,keyboardshortcutkeys,Editing,previewing,printingandformattingadocument,advancedfeaturesofMSWord, findandreplace.. |
|  |
| **Unit:2** | **SPREADSHEET** |  |
| Creating worksheet, entering and editing text, Saving, modifying worksheet, range selection,copying and moving data, inserting and deleting rows and columns, naming Worksheet. SettingFormula:Findingtotalinacolumnorrow,mathematicaloperationslikeaddition,subtraction,multiplication,divisionusingformulas.Printingworksheet,Creatingcharts,Pivottables. |
|  |
| **Unit:3** | **POWERPOINTPRESENTATION** |  |
| Basicofpowerpoint,creatingandeditingslides,formattingslides,Masterslides,Templates,coloringtextandobjects,Transitions,headingslides,usingclipartgallery,chartcreations,managingfiles. |



|  |  |  |
| --- | --- | --- |
| **Unit:4** | **GOOGLEAPPLICATIONS** |  |
| BasicsofGooglePlaystore,GoogleCalendar,GoogleContacts,GoogleDocs,GoogleSheets,GoogleSlides, GoogleDrive, GoogleMeet. |
|  |
| **Unit:5** | **INTERNETOFTHINGS** |  |
| Introduction, Definition & characteristics of IOT, IOT in everyday life, Internet of everything.IOT Applications: Intelligent Traffic systems, Smart Parking, Smart cities and location sharing,Smart Agriculture, IOT in education. Development of India in IOT: Aadhaar Card System, IOTin health care industry, IOT in financial sectors, IOT in rural empowerment. Challenges in IOT:BigDataManagement,Connectivitychallenges. **SocialMediaApplications:**AboutWhatsApp,Facebook,Twitter,YouTube,Instagram. |
|  |
| **Book(s)forstudy** |
| 1 | JoyceCox&PollyUrban,*Quick Course in MicrosoftOffice*-GOLGOTIA Publications. |
| 2 | ArshdeepBahga,VijayMadisetti,*InternetofThings-AhandsonApproach Authors,**Universitiespress.* |
|  |
| **Book(s)forReference** |
| 1 | Taxali,R.K.,*PCSoftwareforWindowsMadeSimple,*TataMcGrawHillPublishingCompany,1998. |
| 2 | Srinivasa, K.G., Siddesh G.M.,Hanumantha Raju R., *“Internet of Things”* Cengage LearningIndia pvt.Ltd.,2018. |

ELECTIVEPAPERII/SECONDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **PRINCIPLES AND METHODS OFARCHAEOLOGY** | **Elective-II** |
| **Pre-requisite** | **BasicKnowledge ofHistoryat U.G.level.** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. ToimparttheprinciplesandmethodsofArchaeology.
2. To acquaint the learner about the excavations, dating methods and other aspect ofArchaeology.
3. Totrainthestudentsto understandtheimportanceofarchaeologythroughfield visitstoexcavationsites andheritagemonuments.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| MasterthearchaeologicalaspectsofPre-historicalculturesandcontributionofvariousarchaeological experts. |
| IdentifyandunderstandkeythemesandconceptsinArchaeologyandits development. |
| Applyhisknowledgetofindoutarchaeologicalsitesandartifacts. |
| AnalyzetheoriginandnatureofNationaland StateDepartment ofArchaeologyin India. |
| Evaluateexcavation,datingmethodsandothertechniquesusedinArchaeology. |
|  |
| **Unit:1** | **CONTRIBUTIONOFVARIOUSARCHAEOLOGISTS** |  |
| ContributionofJamesPrincep- Sir WilliamJones-Alexander Cunningham–Sir JohnMarshall-MortimerWheeler-ArchaeologicalSurveyofIndia. |
|  |
| **Unit:2** | **EXPLORATION** |  |
| Explorationmethods-Methodsandobjectives–Sources–Literary-Inscription –AerialSurvey-ScientificinstrumentsinExploration. |
|  |
| **Unit:3** | **EXCAVATION** |  |
| Excavation Methods- Surveyingandmapping–Staff–Equipments–Stratigraphy–Analysis–Documentation. |
|  |
| **Unit:4** | **DATINGMETHODS** |  |
| Datingmethods:AbsoluteandRelativedating–Carbon14method–Thermoluminiscence–Potassium–Argon method– ArchaeoMagnetism–DendroChronology–Fluorinemethod. |
|  |
| **Unit:5** | **FEATURESOFARCHAEOLOGY** |  |
| Preservation and Conservation methods in Archaeology - Archaeology in Post Independent India.-FunctionsofArchaeologicalSurveyofIndia–StateDepartmentofArchaeology |
|  |

|  |
| --- |
| **Book(s) forStudy** |
| 1 | RamanK.V.,*PrincipleandMethodsofArchaeology,*ParthajanPublication,Chennai1998. |
| 2 | Vengatraman,R.,*IndianArchaeology(ASurvey)*,AjantaAchagam, Vadipatty. |
|  |
| **Book(s)forReference** |
| 1 | Barker, Philip, *TechnicsofArchaeologicalExcavation,*London1977. |
| 2 | Childe,V.Gordon,*AShortIntroductiontoArchaeology,*NewYork,1960. |
| 3 | Ekambaranathan.A.,&Ponnusamy. R.,*TholliyalAkalaivuNermuraikal*(inTamil),Chennai,2002. |
| 4 | Rajan,K., *Archaeology, PrincipleandMethods,*Tanjore, 2002. |
| 5 | Shankalia,A.D.,*NewArchaeology–ItsScope andApplicationinIndia,*OUP,1954. |
|  |

THIRDSEMESTER

ELECTIVEPAPERIII/THIRDSEMESTER

INTERVIEWSKILLSANDTECHNIQUES(OR)

MUSEOLOGY

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **INTERVIEWSKILLSANDTECHNIQUES** | **Elective-III** |
| **Pre-requisite** | **NoPre-requisiteisrequired** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourseareto:1. Toinculcatethepotentialskillsandtechniquesinthelearnersand topreparethemtofaceinterviewsconfidently.
2. Todevelopthedynamicqualitiesofenthusiasm, selfconfidence,senseofresponsibilityanddetermination.
3. Toteachwhatinterviewersexpectfromaninterviewee.
4. Tofacilitatethestudentstodeveloptheir personality.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Remembertheetiquetteand mannerism. |
| Understandthemeaningandnatureofinterviews. |
| Applythesoftskillsandtheknowledgeacquiredinreallifesituations. |
| AnalyseandIdentifythestrengthsandweakness. |
| RecognizetheimportanceoftheInterviewskillsandTechniques. |
| Writeagoodapplicationandcurriculumvitae. |
|  |
| **Unit:1** | **INTRODUCTIONTOINTERVIEW** |  |
| Meaning andnatureofInterview-TypesofJobInterviews-Screening and SelectionInterviews-Traditional One to One Interview, Panel Interview, Behavioural Interview, Stress Interview,Followupinterview,TelephoneInterview,OnSiteInterview-VideoConferencing.. |
|  |
| **Unit:2** | **INTERVIEWPREPARATION** |  |
| Job application and curriculum vitae-Preparing for interview-Knowing the Organization-Typesofinterviewquestions-CommonQuestions-BehaviourbasedQuestions-SituationalQuestions-NegativeQuestions-ExpectedQuestions. |



|  |  |  |
| --- | --- | --- |
| **Unit:3** | **SKILLDEVELOPMENT** |  |
| Introduction to Soft skills-Presentation skills-Effective Presentation-Group Discussion-ImportanceofCommunicationSkills-EffectiveTalking-EffectiveListening-BodyLanguage-e-CommunicativeSkills-EtiquetteandMannerism-Cleanliness |
|  |
| **Unit:4** | **PERSONALITYDEVELOPMENT** |  |
| Personality-How to Develop the Personality-Positive Attitude-Motivation-Self Motivation- -Leadership Qualities-Life Skills-Self Awareness, Critical and Creative Thinking-SocialAdjustment- Social Effectiveness-Initiative- Self-Confidence – Decision Making-TimeManagement-SelfEsteem. |
|  |
| **Unit:5** | **INTERVIEWTIPS** |  |
| Checklist-PreparationbeforeInterview-UponArrival-PreparationduringInterview-Appearance-Power of Expression-Level of Intelligence-Strengths and Weakness-Interview DosandDon’ts. |
|  |
| **Book(s)forStudy** |
| 1 | AndrewsSudhir,*HowtoSuceedatInterview,*McGrawHillIndia. |
| 2 | Jain,J.S.,&Gupta,*Interviewand Group Discussion,*Upkars. |
| 3 | Madhukar KumarBhagat,*Civil ServiceInterviewHowtoExcel,*McGrawHillEducation. |
| 4 | Paul,D.S.,&ManpreetKaur,*InterviewSkillsAPractical GuidefortheInterviewerand**Interviewee,* Goodwill, 2019. |
|  |
| **Book(s)forReference** |
| 1 | AmeerAli,P.,*SizzlingSoftSkillsforSpectacularSuccess: APractical Guideon**PersonalityDevelopment,*NotionPress,Chennai,2017. |
| 2 | JulieGray,*InterviewSuccess: Get theEdge:ATeachYourselfGuide.Teach Yourself.*NewYork,McGraw-Hilleditions,2012. |
| 3 | NitinBhatnagar &MamtaBhatnagar,*EffectiveCommunicationandSoftSkillsStratergiesforsuccess,*Pearson,KindleEdition. |
| 4 | Philip Charsley, *Interview Preparation: Deconstructing the Interview Process,* CreateSpaceIndependentPublishingPlatform,2014. |
| 5 | Verma,*Enhancing Employability @Soft Skills.* |

ELECTIVEPAPERIII/THIRDSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **MUSEOLOGY** | **Elective-III** |
| **Pre-requisite** | **Ainquisitiveinterestin artifacts& museum** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. Toeducatethestudentsabout thedevelopmentandgrowthofMuseumand Museology.
2. Totrainthe studentsforcuratorialwork,research and preservation
3. Toimpartknowledgeofconservationofcultural,naturalandnational heritage.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Rememberthe contextandconceptsofMuseumandMuseology. |
| Understandtheimportanceofmuseumsandeducationinstitutions. |
| Documentandclassifymuseumobjectsandacquireskillstomanageanddemonstratetheminmuseum. |
|  |
| **Unit:1** |  **INTRODUCTIONTOMUSEUMS**  |  |
| DefinitionsandConceptsofMuseum-ClassificationandTypes ofMuseums-EcoMuseum,CommunityMuseum,VirtualMuseum,Neighbourhood Museum-FunctionsandroleofMuseums-ImportantInternational andIndianMuseums. |
|  |
| **Unit:2** |  **COLLECTIONANDDOCUMENTATION**  |  |
| Collection- Types of Collection- Tangible and Intangible Cultural Heritage Modes of Collection:Fieldwork, purchase, donation/gift, loan, exchange etc. Specific issues related to collection.--Typesofdocuments–entry,accession,classified,andmovementregisters;IndexandCataloguecards. Digital documentation--Numbering the objects – numbering systems, procedure of applyingnumbersonobjects-Barcoding. |
|  |
| **Unit:3** | **PREVENTIVECONSERVATION** |  |
| Traditional methods of preventive Conservation --Preventive Conservation measures of inorganic,organicandcompositeobjects:-MonitoringMuseumEnvironment-RelativeHumidityandtemperature, light, air pollution, and biological agents-Guidelines for handling museum object-Goodhousekeepingpractices-Professionalorganizationsrelatedtoconservatione.g.NRLC,INTACH,ICCROM. |
|  |
| **Unit:4** | **DISPLAYANDEXHIBITIONS** |  |
| Purpose and principles - Display furniture and fixtures: cases, pedestals, stands, panels, mounts,structures, etc. - Lighting fixtures. - Circulation: random, suggestive, directional. - Labels: types,material,size,language,position,execution,evaluation,etc.Visual&verbalaids:charts,graphs/graphics,photographs,film/video,CDROM/DVD.Typesofexhibits:original/fabricated,static/movable,models(scale/non-scale,working/non-working),participatory/interactive,diorama/habitatgroup,tableaux,etc.Typesofexhibitions:object-oriented/concept-oriented,thematic,contextual,chronological, |



|  |
| --- |
| geographical,integral,comparative,natural,synthetic,didactic,special,permanent/temporary/travelling/circulating/mobile,etc. |
|  |
| **Unit:5** | **EDUCATIONANDPROFESSIONALORGANISATIONS** |  |
| Education programmes and publications related to exhibitions for various audiences-Provisions forpeople with disabilities. Promotion of exhibitions.-Role of national and international professionalorganizations – Museums Association (U.K.), Museums Association of India, UNESCO, ICOM,ICCROM,CommonwealthAssociationofMuseums,AmericanAllianceof Museums,IASC,IIC,IUCN, UNESCO-ICOMMuseumInformationCenter,etc.--ICOMcodeofethics. |
|  |
| **Book(s)forStudy** |
| 1 | DilipKumarRoy,*Museology.* |
| 2 | Jeyaraj,V.,*MuseologyHeritageManagement,*Chennaimuseum, 2005. |
| 3 | VibhaUpadhayaya,*Archaeology, MuseologyandConservationlink*[EdVibhaUpadhyaya](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Ed%2BVibha%2BUpadhyaya&search-alias=stripbooks) |
|  |
| **Book(s)forReference** |
| 1 | UshaAgarwal,*MuseumsofIndia* |
| 2 | Agrawal,O.P.,*CareandPreservationofMuseumObjects,*NRLC, NewDelhi, 1977. |
| 3 | NigamM.L.,*FundamentalsofMuseology*, NavahindPrakashan, 1966. |

FOURTHSEMESTER

ELECTIVEPAPER IV/FOURTH SEMESTERGENERALSTUDIESFORCOMPETITIVEEXAMINATIONS

(OR)

TEMPLEARTAND ARCHITECTUREOFTAMILNADU

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **GENERALSTUDIESFORCOMPETITIVEEXAMINATIONS** | **Elective-IV** |
| **Pre-requisite** | **Basic GeneralKnowledge** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourseareto:1. Tocoachthelearnersingeneralstudies forcompetitiveexaminations.
2. Todevelopthelanguageskillandgeneralaptitude.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| RecalltheIndianHeritage,Culture,GeographyandScientificlaws |
| Understandtheconceptsofscienceandarthematics. |
| ExplaintheconceptsofGlobalization,Liberalization, Socialempowerment |
| Analysethe importanceofPlanning,landreforms,PDS,andsocialwelfareschemes. |
| IdentifythegeographicalfeaturesandlocationsinIndia |
|  |
| **Unit:1** | **INDIANHERITAGEANDCULTURE** |  |
| Art Forms-Literature-Architecture(Ancient,MedievalandModern)-SalientfeaturesofIndianSociety-DiversityofIndia-Effects ofGlobalizationonIndianSociety. |
|  |
| **Unit:2** | **GEOGRAPHY** |  |
| TheEarthandSolarsystem-SalientfeaturesofphysicalGeography-Landforms-Atmosphere-Climate-ImportantGeophysicalphenomena-Earthquakes,Tsunami,Volcanicactivity,Cyclone–Geographicalfeaturesandtheirlocation(India)-Indianfloraandfauna–ForestsofIndia-MineralResourcesofIndia. |
|  |
| **Unit:3** | **INDIANECONOMY** |  |
| Planning-Five Year Plans- New Economic Policy (1991)-Liberalization and its effects- ConceptofInclusiveGrowth-LandReformsinIndia-Major CropingPatternsinIndia-TypesofIrrigationandIrrigationSystem-Transport-E-Technologyintheaidoffarmers-PDS(PublicDistributionSystem)-Industry |
|  |
| **Unit:4** | **SCIENCEANDGENERALAPTITUDE** |  |
| **Basic Science**-Scientific laws-Newton’s Law of Motion-Energy resources- -Classification oflivingorganisms-SystemsofHumanBody-Diseases-VitaminsandMinerals-Acids,Salts,Elementsand Compounds-AchievementsofIndiainthefield ofScienceand Technology.**GeneralAptitude**-BasicNumeracy-Number Series-Percentage-SimpleandCompoundInterest- |



|  |
| --- |
| TimeandWork-RatioandProposals.**Language:**Learner towriteessayonanygeneraltopic,OfficialLetters |
|  |
| **Unit:5** | **GENERALAWARENESS** |  |
| Poverty-PopulationGrowthandIssues-Urbanizationanditproblems-SocialEmpowerment-Welfare Schemes for vulnerable sections of Population by Centre and State-Rural WelfareProgrammes-E-Governance-RoleofCivilServiceinDemocracy-ThreatstoNationalSecurity. |
|  |
| **Book(s) forStudy** |
| 1 | Agarwal,R.S.,Quantitative AptitudeforCompetitiveExams,S.Chand,2017 |
| 2 | IndianHeritageandCulture, GeneralStudies-I, PublisherLexisNexis. |
| 3 | KrishnaReddy,*IndianHistoryforCivilServiceExamination,*McGrawHill. |
| 4 | ManoharPandey, *GeneralKnowledge,* Arihant,2019. |
| 5 | SheelwantSingh,KritiRastogi&Sarika,NCERT GeneralStudies forCivilServices&PreliminaryExaminations,McGrawHillIndia,2020. |
|  |
| **Book(s) forReference** |
| 1 | EdgarThorpe&Showick Thorpe,*GeneralStudiesforCivilServicePreliminaryExam,*Pearson,2020 |
| 2 | Hartshorne&Alexander,*EconomicGeography* |
| 3 | MajidHusain, *AgriculturalGeography,HumanGeography* |
| 4 | NCERTBooks. |
| 5 | Ramachandran,*Urbanization&Urban Systemsin India* |
| 6 | RameshSingh,*IndianEconomy,*McGrawHill,2020 |
| 7 | RomilaThapar,*History of India(Volume-I)* |
| 8 | SathishChandra,*HistoryofMedievalIndia* |
| 9 | Sharma,R.S.,AncientIndia(NCERT) |



ELECTIVEPAPERIV/ FOURTHSEMESTER

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **TEMPLEARTANDARCHITECTUREOFTAMILNADU** | **Elective-IV** |
| **Pre-requisite** | **BasicknowledgeofArt andArchitectureof****TamilNadu at U.G.level. Ve** |
| **CourseObjectives:**Themainobjectivesofthiscourseare: |
| 1. ToacquaintthelearnersaboutrichnessoftheTempleArtandArchitectureofTamilNadu
2. To enable the students to understand contribution of various dynasties to the development ofArtandArchitecture.
3. ToacquireadeepknowledgeofdifferentstylesofTempleArtandArchitecture
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| RemembertheimportanttemplesofTamilnadu. |
| Understandtheartand architecturalfeaturesofthetemplesofvariousdynasties. |
| Choosetemplestudyasasubjectfor research. |
| Differentiatetheartandarchitectureofdifferentdynastiesandperiod. |
| Evaluate the skill of artisans in producing the marvels of temple art andarchitecture. |
|  |
| **Unit:1** | **ARTANDARCHITECTUREOFPALLAVAS** |  |
| PallavaArchitecture-RockCutArchitecture-Caves-MonolithsandstructuralTemplesofPallava-PallavaArt. |
|  |
| **Unit:2** | **ARTANDARCHITECTUREOFPANDYAS** |  |
| Pandayas-CavesandMonoliths(VettuvanKoil)andstructuraltemples. |
|  |
| **Unit:3** | **CHOLAARTANDARCHITECTURE** |  |
| CholaArchitecture-StructuralTemplesofCholas-CholaArt |
|  |
| **Unit:4** | **VIJAYANAGAR ART AND ARCHITECTURE INTAMILNADU** |  |
| StructuraltemplesofVijayanagar-ArchitecturalcontributionsatKanchipuram,Tiruvanamalai,SriVilliputur,Srirangam. |
|  |
| **Unit:5** | **TEMPLEICONOGRAPHY** |  |
| IconographicfeaturesofTemples-PallavaSculptures-CholaSculptures. |
|  |
| **Book(s) forStudy** |
| 1 | Balasubramaniam, S.R.,*ArchitectureofEarlyMedievalIndia.* |



|  |  |
| --- | --- |
| 2 | PercyBrown,*IndianArchitecture.* |
| 3 | Dayalan,D.,*EarlyTemplesof Tamilnadu:TheirRolein Socio-EconomicLife(A.D.550-925),*HarmanPublishingHouse,NewDelhi. |
|  |
| **Book(s)forReference** |
| 1 | GeorgeMichell,*TheNewCambridgeHistoryofIndia,*CambridgeUniversityPress,Cambrdige,1995. |
| 2 | JouveauDubreuil,G.,*IconographyofSouthernIndia,*CosmoPublications,NewDelhi,2001. |
| 3 | MohinderSinghRandhawaandDorisSchreierRandhawa,*IndianSculpture,* Vakils,FeffersSimonsLtd.,Bombay,1985. |
| 4 | SoundaraRajan, K. V.,*TheArtofsouthIndia-TamilnaduandKerala*,SundeepPrakashan,NewDelhi, 1978. |
| 5 | SoundaraRajan, K. V.,*CaveTemplesoftheDeccan, ArchitecturalSurveyofTemples,*No.3,ArchaeologicalSurveyofIndia,NewDelhi, 1981. |
| 6 | SoundaraRajan,K.V.,*RockCutTempleStyles,EarlyPandyanArtandtheElloraShrines,*SowmaiyaPublicationPvt.Ltd. |
| 7 | Srinivasan,K. R.,*Cave-TemplesofthePallavas, ArchitecturalSurveyofTemples,*No.I,ArchaeologicalSurveyofIndia,NewDelhi, 1964. |
| 8 | Srinivasan,K. R.,*TemplesofSouthIndia,*NationalBookTrust, Delhi1972. |
|  |

FOURTHSEMESTER

PAPERSFORSPECIALELECTIVE1AND2INFOURTHSEMESTER

(Chooseanytwoofthe followingfrompaperslisted1-4)

1. WOMENSTUDIES
2. HUMANRIGHTS
3. INTRODUCTIONTOJOURNALISMANDMASSCOMMUNICATION
4. HISTORYOFTHEU.S.A.FROM1865 A.D.TO1974 A.D.

FOURTH SEMESTERSPECIALELECTIVEOPTION-1

WOMENSTUDIES

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **WOMENSTUDIES** | **SpecialElective(Option-1)** |
| **Pre-requisite** | **Basicknowledge ofWomenStudies** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourseareto:1. Tosensitizemenandwomentorecognizetheimportanceofmultidimensionalroleofwomeninsociety.
2. Toinculcatetheimportanceofempowermentofwomen andtoacquaintthestudentsaboutthe WomenRights.
3. Toinspireapositivechangeinattitudetowardsthewomen insocialstructure.
4. TolearnaboutthemeasuresandinitiativeofNationalCommissionofWomen.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| RemembertheimportantsociallegislationsconcerningWomen. |
| Understandthe idealsoffeminism. |
| Applyhiswisdominpromotionofwomen’srights. |
| Analyzetheimportanceofthemultidimensionalroleofwomeninsociety. |
| Extendsupportinthecreationofaneruditesocietyrespecting humanrights. |
|  |
| **Unit:1** | **INTRODUCTIONTOWOMENSTUDIES** |  |
| Definition-Relevance andpurpose ofWomenStudies-StatusofWomenthroughAges-Women'sMovementsintheWest-Women’sMovementsinIndia. |
|  |
| **Unit:2** | **FEMINISM** |  |
| Definition-OriginofFeminism-TypesofFeminism:Liberal-Marxist-Socialist-Cultural-DomesticandPhilosophical-Women'sLiberationMovements-ViewsofSubramaniaBharathiandE.V.R.PeriyaronWomen’sRights. |
|  |



|  |  |  |
| --- | --- | --- |
| **Unit:3** | **SOCIALLEGILATIONS** |  |
| SocialLegislationofBristishRule-Women'sRights-RighttoInheritance-RighttoDivorce,RighttoRemarry-Rightto EqualityinEducation,Training andEmployment. |
|  |
| **Unit:4** | **ISSUESANDSOLUTIONS** |  |
| ContemporaryissuesrelatedtoWomen-Femaleinfanticide-Dowry–DomesticeViolence-HonourKillings-ProblemsofRuralWomen–LegislationsandLegalprovisionsinfavourofWomensinceIndependence -NationalandStateCommissionsforWomen |
|  |
| **Unit:5** | **WOMENINNATIONBUILDING** |  |
| RoleofWomeninNationBuilding-VijayalakshimiPandit-IndiraGandhi-MuthulakshmiReddy-M.S.Subbulakshmi-WomenEntrepreneurs-WomeninModernSociety |
|  |
| **Book(s) forStudy** |
| 1 | Gokilavani,*WomenStudies,PrinciplesTheoriesandMethodologies*, 1999. |
| 2 | Agarwala, S. K.,*DirectoryofWomenStudiesinIndia,*NewDelhi–1991. |
|  |
| **Book(s)forReference** |
| 1 | Beteille,A.,*ThePositionofWomeninIndianSociety,*GovernmentofIndia,MinistryofInformationandBroadcasting,PublicationsDivision,NewDelhi,1975. |
| 2 | *Guidelines fortheDevelopmentofWomenStudiesinIndianUniversitiesandCollege*,NewDelhiUGL1997. |
| 3 | *GuidelinesfortheDevelopmentofWomen’sStudies,*NewDelhi, UGL,1993. |
| 4 | JainD.,(ed.,)*IndianWomen,*GovernmentofIndia,MinistryofInformationandBroadcasting,PublicationsDivision,NewDelhi,1975. |
| 5 | Richardson,DianeandVictoriaRobinson,*IntroductiontoWomenStudiesFeministTheory**andPractice,*London,1983. |
|  |

FOURTHSEMESTERSPECIALELECTIVEOPTION-2

HUMANRIGHTS

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **HUMAN RIGHTS** | **SpecialElective(Option-2)** |
| **Pre-requisite** | **Basicknowledgein Human rights** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. Toacquaintthestudentsabouttheconceptofhumanrightsanditsimportance.
2. Tolearntheimportanceofhumanrightsandselfrespect.
3. Tounderstandtheprinciplesofliberty, equalityandsocialjustice.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Rememberthe conceptofnaturalrights. |
| Understand thehistoricalgrowthoftheideaofhumanrights. |
| AssesstheimportanceofHumanRightsand respect therightsofothers. |
| AnalyzetheissuesandchallengesofHumanRights. |
| Evaluatethe role ofvariousorganizationinprotectionofHumanRights. |
|  |
| **Unit:1** | **THEORIES OFHUMANRIGHTS &UDHR** |  |
| ConceptsandtheoriesofHumanRights–UniversalDeclarationofHumanRights–InternationalCovenantsonEconomic,Social,andCulturalRights–OptionalProtocols. |
|  |
| **Unit:2** | **INDIANCONSTITUTION & HUMANRIGHTS** |  |
| IndianConstitutionalGuaranteeonHumanRights–DirectivePrinciplesofStatePolicy–CivilandPoliticalRights. |
|  |
| **Unit:3** | **WOMEN’SRIGHTS&RIGHTTOINFROMATION** |  |
| Women’srights–Prisoner’sRights–Children’sRights–JudiciaryandHumanRights-RighttoInformation. |
|  |
| **Unit:4** | **NON-GOVERNMENTHUMANRIGHTS****ORGANISATIONS** |  |
| HumanRightsandInternationalorganizations:AmnestyInternational–AsiaWatch-HotLine-HumanRightsandNationalOrganizations– Mediaand HumanRights. |
|  |
| **Unit:5** | **UNO & NATIONAL HUMAN RIGHTSCOMMISSION IN INDIA** |  |
| UnitedNationsandenforcementofHumanRights–ProtectionofHumanRightsAct1993–NationalHumanRightsCommission–State HumanRightsCommission-HumanRightsCourts. |



|  |
| --- |
| **Book(s) forStudy** |
| 1 | AdilYasin, ArchanaUpadhyay,*HumanRights*, AkanshaPublishingHouse, NewDelhi, 2004. |
| 2 | *Human Rights*,NationalBookTrust,NewDelhi,1998. |
|  |
| **Book(s)forReference** |
| 1 | DasJatindraKumar,*Human RightsLawandPractice,*PHI,2016. |
| 2 | LinaGonsalves,*WomenandHumanRights*, APHPublishingCorporation, 2001. |
| 3 | Nirmal,C.J.,*HumanRightsinIndia:Historical,socialandPolitical,*Oxford&IBH,NewDelhi, 2000. |
| 4 | SudhiKapoor,*HumanRightsinthe21stCentury,* Mangaldeep Publications,Jaipur,2003. |
| **Magazines** |
| 1 | *Economicand Political Weekly,Bombay.* |
| 2 | *TheLawer, Bombay.* |
| 3 | *HumanRightsToday,ColombiaUniversity.* |
| 4 | *InternationalInstrumentsofHumanRights,UNPublication.* |
| 5 | *DalitVoice.* |
| 6 | *AmnestyInternationalReport* |
|  |

FOURTH SEMESTERSPECIALELECTIVEOPTION-3

**JOURNALISMANDMASSCOMMUNICATION**

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **JOURNALISMANDMASSCOMMUNICATION** | **SpecialElective(Option-3)** |
| **Pre-requisite** | **Basic knowledge aboutjournalismatundergraduatelevel** |
| **CourseObjectives:** |
| Themainobjectivesofthiscourse areto:1. ToeducatethestudentsaboutdevelopmentandgrowthofJournalismandMasscommunication.
2. Totrainthestudentsforreporting, newswritingandediting.
3. Toacquaintabouttheroleofpressin freedomstruggleandfreedomofpress.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| Toremembertheroleofpressinobtaining, preservingandexercisingfreedomof expressionand thought. |
| TounderstandthecourseofIndianjournalism. |
| Toapplythetoolsofjournalismandmasscommunication. |
| Toanalyzethecomponentsand genuenityofthenewsand socialmedia. |
| Tocreatenewsagencyortotakeupfreelancejournalism. |
|  |
| **Unit:1** | **EVOLUTIONOFINDIANJOURNALISM** |  |
| Basic concepts-HistoryofthepressinIndia.-Roleofthe PressinFreedomMovement.. |
|  |
| **Unit:2** | **COURSEOFINDIANJOURNALISM** |  |
| LeadingNewspapersofIndia(Tamil -English)-Freedom of the Press- Brief history ofTamilJournalism. |
|  |
| **Unit:3** | **REPORTINGANDEDITING** |  |
| PrinciplesofReporting-Definitions, Componentsandsourcesofnews. Writingthenews-typesofLead,body.PrinciplesofEditing- Editingtechniques. |
|  |
| **Unit:4** | **WRITINGANDTRENDS** |  |
| WritingHeadlinesandtypesofHeadlines.LawofDefamation.RecenttrendsinIndianpress-newsagencies. |
|  |
| **Unit:5** | **TOOLSOFMASSCOMMUNICATION** |  |
| ToolsofMassCommunication:Newspapers,Magazines,Radio,TV,Films,Internet,mobiles.Advertising, Public Relations & Public Affairs, Traditional & Folk Media, Media and modern society,Mediaanddemocracy. |
|  |

|  |
| --- |
| **Book(s) forStudy** |
| 1 | Sinha,K.K.,*BusinessCommunication*,Galgotia PublishingCompany. |
| 2 | Mehta, D.S.,*MassCommunicationJournalisminIndia*. |
| 3 | Kamath,M.V.,*ProfessionalJournalism*,VikasPublishing, NewDelhi. |
|  |
| **Book(s)forReference** |
| 1 | MohitMoitra,*AHistoryofIndianJournalism,*NationalBookAgency. |
| 2 | Srivastava, K.M.,*NewsReportingandEditing,* SterlingPublishersPvt.Ltd., 2003. |
| 3 | RangaswamyParthasarathi,*JournalisminIndia,*SterlingPublishing, NewDelhi. |

FOURTHSEMESTER

SPECIAL ELECTIVE OPTION-4HISTORYOFU.S.AFROM1865A.D.TO1974 A.D.

|  |  |  |
| --- | --- | --- |
| **Coursecode** | **HISTORY OF U.S.A****FROM1865 A.D.TO1974A.D.** | **SpecialElective(Option-4)** |
| **Pre-requisite** | **Basicknowledgeofworld history atU.G.level Ve** |
| **CourseObjectives:** |
| Themain objectivesofthiscourseare:1. To acquaintthelearnersabout thehistoryoftheemergenceofU.S.A.asa world power.
2. TogiveinsightaboutthegrowthofBigBusiness.
3. TolearnaboutthepoliciesofAmericanPresidentsandtheirroleinmakingUSAasapowerfulnation.
 |
|  |
| **ExpectedCourseOutcomes:** |
| Onthe successfulcompletionofthecourse,studentwillbe able to: |
| RecalltheeventsofCivil War,Reconstruction,RiseofBigBusiness, ColdWar. |
| UnderstandtheimpactofCivilWar,WorldWarI&IIandtheColdWarinworldhistory. |
| ExplaintheAmericanImperialismanditsemergenceasasuperpower. |
| AnalyzethepoliciesofthevariouspresidentsofUSAanditsimpacts. |
| EvaluatetheroleofUSA inworldpolitics. |
|  |
| **Unit:1** | **RECONSTRUCTION** |  |
| AmericaafterCivilWar: Reconstruction–EmancipationoftheNegroes. |
|  |
| **Unit:2** | **RISEOFBIG BUSINESS** |  |
| RiseofBigBusiness:Railroad–Oil–Steel–John D.Rockfeller–AndrewCarnegie–PopulistMovement |
|  |
| **Unit:3** | **AMERICANIMPERIALISM** |  |
| LabourMovement–Urbanizationanditsimpact–GrowthofAmericanImperialism–TheSpanishAmericanWar. |
|  |
| **Unit:4** | **PROGRESSIVEERA** |  |
| Theodore Roosevelt–William HowardTaft– Woodrow Wilson –America andFirstWorldWar–theGreatCrash–F.D.RooseveltandNewDeal. |
|  |
| **Unit:5** | **COLD WAR** |  |
| AmericaandSecondWorldWar–ColdWar-Truman–D.Eisenhower–JohnF.Kennedy–Nixon–Water GateScandal. |

|  |
| --- |
| **Book(s) forStudy** |
| 1 | Subrhamanian,N.,*HistoryoftheUnitedStatesofAmerica*,EnnesPublications, Madurai,1990,2nd Ed. |
| 2 | Majumdar, R.K, & Srivastava,A.N., *History of United States of America*, SBD Publications &Distributors,NewDelhi,2001 |
|  |
| **Book(s)forReference** |
| 1 | David,A.Shannon, *Twentieth Century America, The Progressive Era* Vol.I,RandMcNolly,1977. |
| 2 | HendryBamfordParkes,*TheUnitedStatesofAmerica*:AHistory,ScientificBookAgency,1975. |
| 3 | Joshi,P.S., Gholkar,*HistoryofUnitedStatesofAmerica,1900–1945*.*A.D.*S.Chand&Co.,NewDelhi,1980 |
| 4 | RichardHofstadler,Ed,*TheAmericanRepublicVol.II*,PenticeHalofIndia,NewDelhi,1965. |
| 5 | RichardN.Current,HarryWilliams,&FrankFreidel-*AmericanHistory:ASurveySince1865,VolII*,Scientific BookSociety,NewDelhi,1975. |