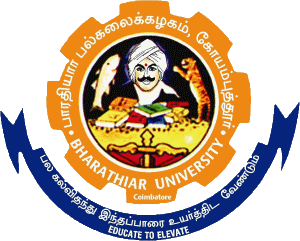
**M. A. HISTORY**

**Syllabus**

**Program Code:HISA**

**2022 – 2023 ONWARDS**

****

**BHARATHIAR UNIVERSITY**

**DEPARTMENT OF HISTORY AND TOURISM**

**(A State University, Accredited with “A” Grade by NAAC and**

**15th Rank among Indian Universities by MHRD-NIRF)**

**Coimbatore 641 046, INDIA**

**DEPARTMENT OF HISORY AND TOURISM**

**BHARATHIAR UNIVERSITY**

**BOARD OF STUDIES IN HISTORY & TOURISM (ADHOC-UD)**

**BOARD OF STUDIES MEETING 2022-2023 MINUTES**

**The Board of Studies meeting for M.A. History the year 2022-2023 was held on 26th April 2022 at 11.00 AM and the following members were present**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S.No** | **NAME** | **Mobile & Phone Nos.** | | **Signature** |
| **Chairman** | | | |  |
| 1 | **Dr. S.BOOPATHI**  Professor & Head i/c Department of History & Tourism Bharathiar University  Coimbatore -46 | Email: somuboopathi@gmail.com  Phone: 98 42 09 86 96  0422 24283527 | |  |
| **Subject Experts** | | | |  |
| 2 | **Dr.R.UDAIACHANDRAN**  Member  Course Co -ordinator  Associate Professor  Department of History and Tourism  Bharathiar University  Coimbatore -46 | | Email:  sheelaudaiachandran@gmail.com  Phone: 94 43 79 87 05 |  |
| 3 | **Dr. V.SELVAKUMAR**  Member –Other Universtiy Associate Professor & Head, Department of Maritime History and Marine Archaeology  Tamil University, Thanjavur -10 | | Email: [selvakumarodi@gmail.com](mailto:selvakumarodi@gmail.com) Phone: 94 42 11 26 01 |  |
| 4 | **Dr.P.SIVADASAN**  Member –Other Universtiy  Professor  Department of History  University of Calicut  Calicut University PO., Malappuram Dt.,  Kerala, India, 673635 | | Email: sivadasan@live.in  Phone: 94 47 10 11 58 |  |
| **Industrialists** | | | |  |
| 5 | **Mr.E.JANARTHANAN**  Member – Industrial Expert  Vice President  Business Transformation  Accenture , Chennai |  | |  |
| 6 | **Dr.R.JEGATHISAN** Epigraphist and Coordinator  The Vananarayar Foundation Coimbatore – 02 | Phone: 99 42 98 66 68  E-mail: [jagadeesan2kongu@gmail.com](mailto:jagadeesan2kongu@gmail.com99%2042%2098%2066%2068) | |  |
| **Student Alumni** | | | |  |
| 7 | **T.MATHIVADHANA**  Member – Student Alumni  Pt Assistant Teacher  Bharathiya Vidya Bhavan  Matriculation School  Thindal, Erode – 63 80 12 | E-mail: mathimanu99@gmail.com  Phone: 63 83 80 89 14 | |  |
| **Student Representation** | | | |  |
| 8 | **K.A.RAVI SANKARAN**  II Year PG Student  Representative  Department of History and Tourism  Bharathiar University  Coimbatore -46 | E-mail: [ravisankaran802@gmail.com](mailto:ravisankaran802@gmail.com)  Phone : 80723 62130 | |  |

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| 80 | S.No | The BoS in **History and Tourism** (UD) recommended and the Chairperson**, *Dr.S.Boopathi****,* will move that.  The Board of Studies of History and Tourism resolved to approve the regulations and modifications in the syllabus with effects from the academic year 2022-2023 onwards |
|  | a. | **Resolved that**  The modification of existing evaluation pattern of marks as CIA: 25 and ESA 75 into are CIA 50 and ESA 50. The distribution of marks for internal assessment (CIA) .The distribution of marks in the content carry 50 marks as CIA in the distribution of 30 for Internal Test, 10 for assignment, 5 for seminar and 5 for others. The whole idea is students centered to make them have practical knowledge of application of Historical lessons to solve the social problems. |
| b. | It is resolved to carry forward the core paper **History of Kongu Nadu upto 1800 C.E** from **Fourth semester** to **Third Semester** and the paper **History of China C.E. 1800-C.E.2000** is to be placed there in the **Fourth Semester** |
| c. | * It is resolved to modify **BCE and CE instead of B.C and AD** respectively for all the papers. * It is resolved to incorporate the ancient Maritime Activities of China in Indian Ocean and the invasion of Kumarakambanas and Madurai Sultanate in the core paper **History of Tamil Nadu up to 1565 C,E** in the **Ist semester**. * It is resolved to include Japanese Imperialism and Role of Japan in world War II in the Core paper **History of Modern Europe form C.E 1789-1945** in the Ist semester. * It is resolved to add Tourism Principles and Practices in the Elective paper I **Cultural Tourism in India** in the **Ist semester** * It is resolved to incorporate Iconography in the Elective paper II **Indian Architectures** in the **Ist** **semester.** * It is resolved to shift the IV Units to V unit and vice versa in the supportive   paper -I **History and Civil service Examination.** |
| d. | * It is resolved to include the Poligari Rebellion and Poligari System in the core paper **History of TamilNadu from 1565 C.E to 2011 C.E** in the **II semester** |
| e. | * It is resolved to furnish global context to the Elective paper III **Principles and Methods of Archaeology** in the **III semester**, new Archaeology is added. * It is resolved to include the History of Dharamangalam temple in the IV unit of the core paper **History of Kongu Nadu upto 1800 C.E** in the **III semester** |
| f. | It is resolved to have **SWAYAM or BU MOOCS** with 2 credit, studied from online under Choice Based Credit System (CBCS) in the Department of History and Tourism of the Universityfrom the academic year *2021- 2022* onwards.The syllabus for this course is also enclosed herewith. |
| g. | It is resolved to have uniformity in the years given in each papers in the context. For the paper history of USA, it was resolved to extend the years from |
|  |  |
| h. | It is resolved to have internship or industrial visit to anyone of the following for 2 credits     1. **Archives** 2. **Museum** 3. **Archaeological sites** 4. **Tourism industry** 5. **State Archaeological Department**   The following are the suggestions given by experts of the Board of Studies. In the value Added Programmes , it was decided to include ,   1. Global Business Foundation Skills 2. Tamil Epigraphy   The following are the suggestions given by experts of the Board of Studies. In the Job oriented certificate course, it was decided to include  1)Historical studies, Travel, And Tourism (NAAN MUDHALVAN SCHEME) Government of Tamilnadu,  2) Indian Iconography ( Bronze Making) |
| i. | It is resolved to approve the content and one unit taken from ***epathsala*** is in the UGC portal in the Department of History and Tourism of the University with effects from the academic year *2021- 2022*onwards.The syllabus for this course is also enclosed herewith. |
| j. | It is resolved to modify the **Text books and Reference books under Choice Based Credit System (CBCS)** in the Department of History of the Universityfrom the academic year *2021- 2022* onwards. |
| k. | It is resolved to approve the qualification for appointments of faculty selection as per UGC norms. |
| l. | It is resolved to approve the panel of experts for question paper setting and panel of experts for selection committee of the faculty members. |
| m. | Resolved to maintain the existing university norms for the eligibility conditions for admissions to the course M.A History and Tourism. |
|  | **The Board Chairperson’s recommendation were carried** |

**BHARATHIAR UNIVERSITY: COIMBATORE 641046**

**DEPARTMENT OF HISORY AND TOURISM**

**MISSION**

1. To preserve our tradition and culture.

2. To impart knowledge of the past and reinterpret with the present.

3. To acquire a strong theoretical base to understand various issues at local, regional, and global levels and play a legitimate role.

4. To inculcate consciousness of national needs and commitment towards selfless service.

5. To equip them become competent leaders.

6. To pursue research.

7. To equip for employability.

The **M. A. HISTORY** program describe accomplishments that graduates are expected to attain within five to seven years after graduation

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| **Program Educational Objectives (PEOs)** | |
| PEO1 | To qualify the students with significance of history by developing an awareness of different political, Social, Cultural and economic structures in the past societies and their inter relationship. |
| PEO2 | To impart the real value and efficiency of history by fostering a sense of responsibility towards nation building. |
| PEO3 | To enlighten the students on the formation of kingdoms and contributions and sacrifices of Indian freedom fighters. Inculcating love for the nation. |
| PEO4 | To motivate the students to explore the unexplored history there by developing research skill. |
| PEO5 | To mould them become good citizens, virtuous and competent leaders. |
| PEO6 | To promote consciousness of national needs and commitment towards service |
| PEO7 | To train the students to attend all competitive examinations with positive approach. |

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| **Program Specific Outcomes (PSOs)** | |
| After the successful completion of **M.A History** program, the students are expected to | |
| PSO1 | Work without direct supervision, to discuss ideas in groups and to negotiate question and summarize. |
| PSO2 | Undertake research. |
| PSO3 | Take up teaching profession. |
| PSO4 | Play a leading role in solving social issues |
| PSO5 | Appear for competitive examination. |
|  | |

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| **Program Outcomes (POs)** | |
| The successful completion of the **M.A History** program will | |
| PO1 | Impart knowledge in political and social setup at national and global level. |
| PO2 | Demonstrate the knowledge of the concepts in political and social History. |
| PO3 | Provide knowledge in cultural History |
| PO4 | Create the sense of responsibility in nation building |
| PO5 | Facilate for excelling in teaching |
| PO6 | Enable to undertake research |
| PO7 | Equip to appear for all competitive Examinations. |
| PO8 | Provide capability of being employed in Government offices |
| PO9 | Develop the spirit of Co-operation and team work |
| PO10 | Create leadership quality |
|  | |

**பாரதியார்பல்கலைக்கழகம்**  **BHARATHIAR UNIVERSITY**

**COIMBATORE – 641 046, TAMILNADU, INDIA**

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| **State University** | **Re-Accredited with “A” Grade by NAAC** | **Ranked 13th among Indian Universities by MHRD-NIRF** |

**Panel of Question Paper Setters**

Board of Studies in **HISTORY**

|  |  |  |
| --- | --- | --- |
| **Sl.No** | **Name & Address** | **Mobile & E-mail ID** |
| 1 | **Dr.M.RAVICHANDRAN**  Associate Professor & Head  Department of History  Saraswathi Narayanan College of Arts,Madurai | Mobile : 97 90 29 60 65  Emil :[ravichandran20562@gmail.com](mailto:ravichandran20562@gmail.com) |
| 2 | **Dr. PUSHPALATHA**  Associate Professor in History  DDE Madurai Kamarajar University  Madurai-21 | 1. Mobile : 97 88 81 98 65   Email : [pushpa\_srini2010@yahoo.co.in](mailto:pushpa_srini2010@yahoo.co.in) |
| 3 | **Dr. PARANTHAMAN**  Assistant Professor  Department of History  Alagappa University  Karaikudi. | Mobile: 99 42 27 46 85  Email:paranthamangp7@gmail.com |
| 4 | **Dr.S.NAPOLEAN**  Assistant Professor  Govt.Arts College  Thiruverumpur  Thiruchi - 22 | Mobile: 96 26 65 77 03  Email : napoleonk1979@gmail.com |
| 5 | **Dr V.RAVICHANDRAN**  Associate Professor & Head  Department of History  A.V.V.P.Pushpam College(Autonomous)  Poondi 613 503  Thanjavur | Mobile: 94 43 27 69 44  Emil : [ravi64history@gmail.com](mailto:ravi64history@gmail.com) |
| 6 | **Dr.S.RAJADURAI**  Assistant Professor  Department of History  Rani Anna Govt. Arts college  Thirunelvili | Mobile: 94 86 32 99 5  Email : rajadurais72@gmail.com |
| 7 | **Dr.P.JEYABALA KRISHNAN**  Associate Professor in History  T.K.Govt.Arts College  Virdhachalam. | Mobile: 88 38 46 83 95  Email : drpjbkds@gmail.com |
| 8 | **Dr. A.RAJENDRAN**   1. Associate Professor & Head 2. Department of History   Bishop Heber College  Thiruchirappalli | Mobile: 97 86 28 36 48  Email : redittmalr.com |
| 9 | **Dr.R.SATHYABHAMA**  Assistant Professor  Department of History  Thiru.Vi.Ka.Govt. Arts College  Thiruvarur | Mobile: 94 43 70 06 60  Email :ponadhavan@gmail.com |
| 10 | **Dr.L.THILAGAVATHI**  Assistant Professor  Department of History  Arulmigu Palaniandavar Arts College  For Women  Palani | Mobile:98 65 56 49 06  Email: [sravichandran@gmail.com](mailto:sravichandran@gmail.com) |
| 11 | **Dr.S.RAVICHANDRAN**  Assistant Professor  Department of History  Periyar University  Salem | Mobile:96 00 08 62 60  Email :sravichandran@gmail.com |
| 12 | **Dr.A.MAHALINGAM**  Assistant Professor  Department of Medieval History  Madurai Kamaraj University  Palkalai Nagar , Madurai-625 021 | Mobile : 9486958146  E.Mail :drmahalingam.history@mkuniversity  [drmahalingam2009@gmail.com](mailto:drmahalingam2009@gmail.com) |
| 13 | **Dr.R.MUTHULAKSHMI**  Assistant professor  Department of history  Lady Doak college  Madurai | Mobile: 85258 32275  Email : [muthulakshmi@ldc.edu.in](mailto:muthulakshmi@ldc.edu.in) |
| 14 | **Dr.D.LESLLIN**  Associate Professor  Department of History  Sacred Heart College(Autonomous)  Vellore, Tirupattur-01 | Mobile: 94 43 20 50 05  Email : [leslin@shctpt.edu](mailto:leslin@shctpt.edu) |
| 15 | **Dr. T. ASOKAN**  Assistant Professor  Department of History  Bharathidasan University  Palkalaiperur Main Campus Tiruchirappalli-620 024 | Mobile: 97 87 79 43 48  E-mail:asokan.bard@gmail.com |
| 16 | **Dr.S.JAYANTHI MALA**  Assistant Professor  Arulmigu Palaniandavar College for Women, Palani | Mobile: 97 51 57 29 20  Email : |
| 17 | **Dr.S.NAPOLEAN**  Assistant Professor  Govt.Arts College  Thiruverumpur  Thiruchi – 22 | Mobile: 96 26 65 77 03  Email : napoleonk1979@gmail.com |
| 18 | **Dr.J.MURUGAN**  Associate Professor  Department of History  Annamalai University  Annamalai Nagar - 608 002.  Tamil Nadu. | Mobile: 99429 90530  Email : jeymurugan1965@gamil.com |
| 19 | **Dr.P.RAJAN**  **Professor & Head**  Department of History  History Wing,  DDE Annamalai University  Annamalai Nagar - 608 002.  Chidamparam -608 002. | Mobile: 9942990522  Email :rajanbabu1963@Gmail.Com |

**BOS - Chairman**

** பாரதியார் பல்கலைக்கழகம்**

**BHARATHIAR UNIVERSITY**

**COIMBATORE – 641 046, TAMILNADU, INDIA**

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| --- | --- | --- |
| **State University** | **Re-Accredited with “A” Grade by NAAC** | **Ranked 13th among Indian Universities by MHRD-NIRF** |

**Panel of Expert for appointment of Faculty Members**

Board of Studies in **History**

|  |  |  |
| --- | --- | --- |
| **S.No** | **NAME** | **Mobile & Phone Nos.** |
| 1 | **Dr.P.SIVADASAN**  Professor  Department of History  University of Calicut  Calicut University (PO)  Malappuram (Dist)  Kerala - 673635 | Email: sivadasan@live.in  Phone: 94 47 10 11 58 |
| 2 | **Dr.SHEELA**  Professor & Head  Dean of Arts  Department of Sculpture  Tamil University, Thanjavur -10 | Email: sheelaudaiachandran@gmail.com Phone: 97502 51588 |
| 3 | **Dr.M.C.RAJA**  Professor Department of History  Annamalai University  Annamalai Nagar - 608 002.  Tamil Nadu. | Email: drraja25@gmail.com  Phone: 94 43 41 27 46 |
| 4 | **Dr. V.SELVAKUMAR**  Associate Professor & Head, Department of Maritime History and Marine Archaeology  Tamil University, Thanjavur -10 | Email: [selvakumarodi@gmail.com](mailto:selvakumarodi@gmail.com) Phone: 94 42 11 26 01 |
| 5 | Dr. S.S.SUNDARAMProfessor and Head Department of Indian History,  University of Madras.  Chennai- 600005 | Email: ssshistory@gamil.com  Mobile: 95660 80351 |
| 6 | **Dr.P.GANESAN**  Professor  Department of Ancient History  School of Historical Studies  Madurai Kamaraj University  Madurai - 625021 | Email : [yamugan@gmail.com](mailto:yamugan@gmail.com)  Mobile: 9384115625,  9489773918 |

**BHARATHIAR UNIVERSITY: COIMBATORE 641 046**

**M.A HISTORY Curriculum (University Department)**

***(For the students admitted during the academic year 2022- 23 onwards)***

**Scheme of Examination- CBCS pattern**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Code** | **Title of the Course** | **Credits** | **Hours** | **Maximum Marks** | | |
| **Theory** | **CIA** | **ESE** | **Total** |
| **FIRST SEMESTER** | | | | | | |
| **22HIAC01** | **History of Ancient India upto 6th century B.C.E** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC02** | **History of Ancient India B.C.E 600 - C.E 647** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC03** | **History of Tamil Nadu up to C.E 1565** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC04** | **Modern Europe C.E 1789 – C.E 1945** | **4** | **4** | **50** | **50** | **100** |
| **22HIAE01** | **Elective: 1 Cultural Tourism in India** | **4** | **4** | **50** | **50** | **100** |
| **22HIAE02** | **Elective : 2 Indian Art and Architecture** |
| **GS111** | **Supportive : I History and Civil Service**  **Examinations** | **2** | **2** | **25** | **25** | **50** |
| **Total** | | **22** | **-** | **275** | **275** | **550** |
| **SECOND SEMESTER** | | | | | | |
| **22HIAC05** | **History of Medieval India up to C.E 1526** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC06** | **History of the Mughals C.E 1526 – C.E 1707** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC07** | **History of Tamil Nadu from C.E 1565 to C.E 2011** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC08** | **History of USA, C.E 1900 - C.E 2000** | **4** | **4** | **50** | **50** | **100** |
| **22HIAE03** | **Elective: 1. Panchayat Raj** | **4** | **4** | **50** | **50** | **100** |
| **22HIAE04** | **Elective : 2.Intoduction to** **Industry** |
| **GS112** | **Supportive - II Working of The Indian Constitution** | **2** | **2** | **25** | **25** | **50** |
| **Total** | | **22** | **-** | **275** | **275** | **550** |
| **THIRD SEMESTER** | | | | | | |
| **22HIAC09** | **Modern India up to C.E 1857** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC10** | **Indian National Movement C.E 1857 - C.E 1947** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC11** | **History of** **Kongu Nadu up to C.E. 1800** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC12** | **Historiography : Theory and Methods** | **4** | **4** | **50** | **50** | **100** |
| **22HIAE05** | **Elective:1.Principles and Methods of Archaeology** | **4** | **4** | **50** | **50** | **100** |
| **22HIAE06** | **Elective:2.Archives Keeping** |
| **GS107** | **Supportive - III History for Competitive**  **Examinations** | **2** | **2** | **25** | **25** | **50** |
| **Total** | | **22** | **-** | **275** | **275** | **550** |
| **FOURTH SEMESTER** | | | | | | |
| **22HIAC13** | **Contemporary India C.E 1947- C.E 2000** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC14** | **History of China C.E.1800-C.E.2000** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC15** | **International Relations Since C.E 1945** | **4** | **4** | **50** | **50** | **100** |
| **22HIAC16** | **Indian Polity and Governance** | **4** | **4** | **50** | **50** | **100** |
|  | **Project work &Viva-Voce / Guide evaluation** | **8** | **-** | **50** | **150** | **200** |
| **Total** | | **24** | **-** | **250** | **350** | **600** |
| **Grand Total** | | **90** | **-** | **-** | **-** | **2250** |
| **ONLINE COURSES** | | | | | | |
|  | **Swayam (MOOC-Online)** | **2** | **-** | **-** | **-** | **50** |
| **VALUE ADDED COURSES** | | | | | | |
| **22VACGFS-1** | **Global Business Foundation Skills I-semester** | **2** | **-** | **-** | **-** | **50** |
| **22VACTE-2** | **Tamil Epigraphy II-Semester** | **2** | **-** | **-** | **-** | **50** |
| **Total** | | **4** | **-** | **-** | **-** | **100** |
| **JOB ORIENTED COURSES** | | | | | | |
| **22JOCTT-1** | **Historical Studies, Travel and Tourism**  **(Naan Mudhalvan Scheme – Govt. of Tamil Nadu)**  **NPTEL/ IIT Kharagpur III- Semester** | **2** | **-** | **-** | **-** | **50** |
| **22JOCIT-2** | **Indian Iconography ( Bronze Making) IV- Semester** | **2** | **-** | **-** | **-** | **50** |
| **Total** | | **4** | **-** | **-** | **-** | **100** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEMESTER-I** | | | | | | | | | | | | | | |
| **Course code** | | | | **22HIAC01** | **HISTORY OF ANCIENT INDIA UP TO B.C.E 6th CENTURY** | | | | | **L** | **T** | **P** | | **C** |
| **Core** | | | | | **4** | **-** | **-** | | **4** |
| **Pre-requisite** | | | | | **Provides the background to understand the History of India of the successive years** | | | | | **Syllabus Version** | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| **The main objectives of this course :**  1.To acquire knowledge on the various Sources of Ancient History  2.To learn about pre-historic sites, tools  3. To understand the unique features of Harappan civilization and Vedic culture.  4. To focus on Megalithic culture and settlements.  5.To study the significance of Vedic age and its social and economic system | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | List all kinds of sources for the history of Ancient India and their nature | | | | | | | | | | K1 | |
| 2 | | | Describe the evolution of humans and their progress in different stages of stone age. | | | | | | | | | | K1 | |
| 3 | | | Interpret the origin and development of Indus Civilization and its urban culture. | | | | | | | | | | K2 | |
| 4 | | | Identify the social changes and development of Iron Age Megalithic culture. | | | | | | | | | | K4 | |
| 5 | | | Explain the factors that led to the formation of Vedic society and its contribution to Indian history | | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | **Sources** | | | | | **12 hours** | | | | | |
| Sources: Archaeological sources - excavation, epigraphy, numismatics, monuments. Literary sources - Indigenous: Poetry, Scientific literature, Literature in regional languages, Religious literature, Foreign accounts – Greek, Chinese and Arab writers. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:2** | | | | **Pre - History & Proto - History** | | | | **12 hours** | | | | | | |
| Pre - History & Proto - History : Geographical Factors - Hunting and gathering (Paleolithic & Mesolithic) - Beginning of Agriculture (Neolithic cultures). | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:3** | | | | **Indus Valley Civilization** | | | **12 hours** | | | | | | | |
| Indus Valley Civilization: Origin - chronology - Extent - characteristics - Town planning - Nature of state – Economy: Trade - dockyard - decline - Survival - significance - Art and Architecture. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:4** | | | | **Chalcolithic and Megalithic cultures** | | | **12 hours** | | | | | | | |
| Distribution of pastoral and farming culture outside the Indus, Post-Harappan Chalcolithic Cultures: OCP Culture; PGW Culture - Megalithic culture of South India and Iron Age: Development of community life - Settlements - Development of Agriculture – crafts - pottery and iron industry - Society and Economy in Iron Age South India | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:5** | | | | **Aryans & Vedic period** | | **12 hours** | | | | | | | | |
| Aryans & Vedic period: Expansion of Aryans in India - Vedic period - religious & philosophical literature - transformation from Rig Vedic period to Later Vedic period - political - social - economic life - Significance of Vedic age - Evolution of Monarchy and Varna System. | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | | |
| 1 | Majumdar.R.C., *History and culture of Indian people*, Bharatiya Vidya Bhavan, Bombay,1960 | | | | | | | | | | | | | |
| 2 | Kosambi.D.D., *The culture and civilization of Ancient India:In Historical outline,* Vikas, New Delhi, 1971. | | | | | | | | | | | | | |
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| **Books(s) for Reference** | | | | | | | | | | | | | | |
| 1 | Basham.A.L., *The wonder that was India,* Newyork, Grows press, 1954. | | | | | | | | | | | | | |
| 2 | Sharma,R.S., *Material culture and social formation in Ancient India*, Mac millan,1983. | | | | | | | | | | | | | |
| 3 | Thapar Romila., A *History of India,* Vol. I., Penguin Books, New Delhi, 1990. | | | | | | | | | | | | | |
| 4 | Thapar Romila., *Early India: From the Origins to C.E 1300,* Penguin India, New Delhi, 2002. | | | | | | | | | | | | | |
| 5 | Misra.V.N, Prehistoric human colonization of India, 2001. | | | | | | | | | | | | | |
| 6 | Ghosh. *An*Encyclopaedia of Indian Archaeology*is a significant reference work on*archaeology*in India*. | | | | | | | | | | | | | |
| 7 | Dilip K Chakrabarti*, The*Oxford Companion to Indian Archaeology*: The Archaeological Foundations of Ancient India* , 2006. | | | | | | | | | | | | | |
| 8 | Upinder singh , *Ancient and Medieval India,* 2008 | | | | | | | | | | | | | |
| 9 | Rajan Gurukkal, *Social formation in Early South India, Oxford Press, New Delhi,* 2012 | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | | |
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| Course Designed By : **Dr R.UDAIACHANDRAN** **E-Mail:** **sheelaudaiachandran@gmail.com** | | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **M** | **S** | **S** | **L** | **L** |
| **CO2** | **S** | **S** | **M** | **S** | **S** | **L** | **L** |
| **CO3** | **S** | **S** | **M** | **S** | **S** | **L** | **L** |
| **CO4** | **S** | **S** | **M** | **S** | **S** | **L** | **L** |
| **CO5** | **S** | **S** | **M** | **S** | **S** | **L** | **L** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAC02** | **HISTORY OF ANCIENT INDIA B.C.E 600- C.E 647** | | | | | **L** | **T** | **P** | | **C** |
| **Core** | | | | | **4** | **-** | **-** | | **4** |
| **Pre-requisite** | | | | | **Enables to shine in teaching from primary to higher level and also to prepare for Competitive examination.** | | | | | **Syllabus Version** | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| **The main objectives of this course :**  1. To study about the period of Mahajanapadas and second urbanization of India  2. To enlighten the students on the significance of the Mauryan empire and State formation.  3. To impart knowledge on the political condition of India during the post Mauryan period  4. To focus the south Indian polity state formation and society.  5.To know the political and social condition of India during the Gupta period | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | Summarise the rise of Magadha and Nandas and the socio-economic formations | | | | | | | | | | K2 | |
| 2 | | | Analyse the emergence of new religions and their impacts onsociety. | | | | | | | | | | K4 | |
| 3 | | | Interpret the royal edicts which constitute the primary sources for the history of Ancient India. | | | | | | | | | | K2 | |
| 4 | | | Examine the role of early south Indian kingdoms in the political history of India. | | | | | | | | | | K3 | |
| 5 | | | Appraise the development of society art, architecture, emergence of educational institutions and patronage of royal people. | | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Age of Mahajanapadas** | | | | | **12 hours** | | | | | |
| Period of Mahajanapadas : Formation of States, Republics and Monarchies; Second Urbanization: rise of urban centers; trade routes; economic growth; Introduction of coinage; Spread of Jainism and Buddhism; Rise of Magadha and Nandas. Iranian and Macedonian Invasions and their impact. | | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Mauryan Empire** | | | | **12 hours** | | | | | | |
| Mauryan empire: Sources - Rise of the Mauryan - Ashoka, concept of dharma, Ashokan edicts, Brahmi and Kharosthi scripts - Spread of Buddhism. Polity, State and Administration- Economy - Art and Architecture - Indo - Greek contacts. Disintegration of the empire; Sungas and Kanvas. | | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Post - Mauryan Period** | | | **12 hours** | | | | | | | |
| Post Mauryan Period: Sakas- Kushanas - Western Kshatrapas - Contact with outside world; Economy- coinage - Social conditions - Gandhara Art - literature and science - Mahayanism. | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Early State and Society** | | | **12 hours** | | | | | | | |
| Early state and society in Eastern India, Deccan and South India – Kharavela, The Satavahanas, Tamil States of Sangam Age - Administration - Economy - coinage – trade guilds - Indo-Roman and Indian Ocean Trade – Buddhist centers – Sangam literature, culture; Art and Architecture. | | | | | | | | | | | | | | |
| |  |  |  | | --- | --- | --- | | **Unit:5** | **Gupta period and Harshavardhana** | **12 hours** | | | | | | | | | | | | | | | |
| Guptas - Vakatakas - Harshavadhana - Harsha - Polity & Administration - Economic conditions - coinage of Guptas - Decline of urban centers Indian feudalism - Caste system - position of women - Educational Institutions - Nalanda, Vikramasila, Vallabhi, Kanchi, Sanskrit literature - Scientific literature, Art and Architecture. | | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | | |
| 1 | Basham.,A.L. *The wonder that was India,* Newyork, Grow press, 1954. | | | | | | | | | | | | | |
| 2 | Kosambi.D.D., *The culture and civilization of Ancient India: In Historical outline ,*Vikas New Delhi,1971. | | | | | | | | | | | | | |
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| **Books(s) for Reference** | | | | | | | | | | | | | | |
| 1 | Sharma,R.S., *Material culture and social formation in Ancient India*, Mac millan,New Delhi,1983. | | | | | | | | | | | | | |
| 2 | Majumdar R.C (ed)., *History and culture of Indian people*, Bharatiya Vidya Bhavan, Bombay, 1960. | | | | | | | | | | | | | |
| 3 | Thapar Romila., A *History of India,* Vol. I .Penguin Books, New Delhi, New Delhi, 1990. | | | | | | | | | | | | | |
| 4 | Thapar Romila., Ashoka and the Decline of the Mauryas, Penguin Books, 1961. | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | | |
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| Course Designed By : **Dr M.SENTHURPANDIAN** **E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **M** | **M** | **S** | **S** | **M** | **L** |
| **CO2** | **S** | **M** | **M** | **S** | **S** | **M** | **L** |
| **CO3** | **S** | **M** | **M** | **S** | **S** | **M** | **L** |
| **CO4** | **S** | **S** | **M** | **S** | **S** | **M** | **L** |
| **CO5** | **S** | **S** | **L** | **S** | **S** | **M** | **L** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | **22HIAC03** | **HISTORY OF TAMIL NADU UP TO C.E 1565** | | | | | | **L** | **T** | **P** | **C** |
| **Core** | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | **Helpful to prepare for TNPSC examination** | | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | |
| **The main objectives of this course:**  1. To study the historical values of sources for the study of History of Tamil Nadu.  2. To enlighten the students on the contribution of the Pallavas to art, architecture, religion and literature.  3. To impart knowledge on the achievement of the Cholas.  4. To enable the students know the Muslim arrivals in Tamilnadu and its impact.  5. To focus on the Pandyan and Vijayanagar rule in Tamilnadu | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | Recognise the importance of Tamil literature, Society, Economy and Culture during the Sangam period. | | | | | | | | | K1 | |
| 2 | Discuss the role of Pallavas in the history of Tamilnad and the significance of Bahakti movement. | | | | | | | | | K2 | |
| 3 | Assess the contribution the Cholas and Pandyas to Tamil Society and couture. | | | | | | | | | K5 | |
| 4 | Explain the circumstances leaning to Muslim Invasions and the references relating to Tamil Culture in Foreign Accounts. | | | | | | | | | K3 | |
| 5 | Analyze the factors for the rise of Vijayanagar Kingdom and revival of Hindu culture. | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | **Sources and Nature of Sangam Society** | | | | | | **12 hours** | | | | |
| Sources : Geography - Pre Historic Period- Sangam Literature - Sangam Polity - Sangam Society - Religion and Culture - Economic Life - Foreign Trade- Indian Ocean Trade . | | | | | | | | | | | |
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| **Unit:2** | **Pallavas and their Cultural Contributions** | | | | **12 hours** | | | | | | |
| Kalabhras - Later Pallavas - Simha Vishnu - Pallava’s Contribution to Art- Architecture -Literature - Pallava Religion : Bhakthi Movement : Saivism - Vaishnavism | | | | | | | | | | | |
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| **Unit:3** | **Cholas and their Achievements** | | | **12 hours** | | | | | | | |
| Political History : Later Cholas - Society : Religion under the Cholas - Administration of Cholas - Cholas Contribution : Art – Architecture - Paintings - Literature | | | | | | | | | | | |
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| **Unit:4** | **Pandyas and Muslim Arrivals in Tamil Nadu** | | | **12 hours** | | | | | | | |
| Political History : Later Pandyas - Foreign account : Marco Polo - Wassaf - Pandyas Contribution: Art - Architecture - Muslim Invasion | | | | | | | | | | | |
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| **Unit:5** | **Revival of New Kingdom under Vijayanagar** | | | | | **12 hours** | | | | | |
| Political History: Vijayanagar Rule under Tamil Nadu - Kumara Kampana Expedition - Madurai Sultanate -Nayankara System- Battle of Talaikota. | | | | | | | | | | | |
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| **Unit:6** | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | |
|  | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | |
| 1 | N.Subramanian., Social Cultural History of Tamil Nadu, Asian Printers, Coimbatore,2007 | | | | | | | | | | |
| 2 | K.Rajjayan, Early Tamil Nadu History, Society and Culture, | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | |
| 1 | Pillai.K.K., History of Tamil Nadu People and Culture (Tamil), [Mukil E Publishing And solutions Private Limited](https://www.google.co.in/search?tbo=p&tbm=bks&q=inauthor:%22Mukil+E+Publishing+And+solutions+Private+Limited%22), Chennai,2015 | | | | | | | | | | |
| 2 | NilakandaSastri.K.A., A History of South India: from Prehistoric times to The fall of Vijayanagar, Oxford University press., New Delhi,1997. | | | | | | | | | | |
| 3 | NilakandaSastri.K.A., The Cholas, University of Madras, Madras,1935 | | | | | | | | | | |
| 4 | Noboru Karashima, A Concise History of South India, Oxford press, New Delhi, 2015 | | | | | | | | | | |
| 5 | Subbarayalu.Y., South India under the Cholas, Oxford press, New Delhi, 2012 | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | |
| 1 | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | |
| 2 | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | |
| 3 | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | |
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| Course Designed By : **Dr M.SENTHURPANDIAN** **E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **M** | **S** | **S** | **L** | **M** |
| **CO2** | **S** | **S** | **M** | **S** | **S** | **L** | **M** |
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| **CO4** | **S** | **S** | **M** | **S** | **M** | **L** | **L** |
| **CO5** | **S** | **S** | **M** | **S** | **M** | **L** | **L** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAC04** | **MODERN EUROPE C.E 1789 - C.E 1945** | | | | | **L** | **T** | **P** | **C** |
| **Core** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Need to familiarise the important landmark in foreign history papers** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course :**  1. To equip the students with the knowledge of various Revolutions movements and developments in Modern Europe.  2. To study the various phases in the unification Italy and Germany.  3. To trace the causes and consequences of the world wars and the polices of Fascism and Nazism.  4. To understand the emergence of two power Blacks and the factors for the emergence of UNO.  5. To know the liberation of countries from Colonial Rule. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Define the key themes, events and revolutions in Modern Europe an History | | | | | | | | | K1 | |
| 2 | | | Analyse the factors for the unification of Italy and Germany | | | | | | | | | K4 | |
| 3 | | | Evaluate the important historical political, cultural, social and Economic impacts of World Wars. | | | | | | | | | K5 | |
| 4 | | | Assess the reasons for the emergence of two power blocs and formation of UNO. | | | | | | | | | K5 | |
| 5 | | | Describe the origin and nature of various countries liberation from colonial rule around the world. | | | | | | | | | K1 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **Revolutions in Europe** | | | | | **12 hours** | | | | |
| The French Revolution and Napoleonic Era (1789-1815) - Vienna Congress, 1815- Revolutions of 1830 and 1848; Industrial Revolution in Europe - Socialist and Labour Movements in Europe. | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Unification of Italy and Germany** | | | | **12 hours** | | | | | |
| Napoleon III- The Unification of Italy and the foundation of the German Empire - The Russian Revolution- 1917. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:3** | | | | **Europe and World Wars** | | | **12 hours** | | | | | | |
| World wars: First world war - causes and consequences; Fascism and Nazism; Second World war - causes and consequences –Japanese Imperialism- Role of Japan in World War-II | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Emergence of New Europe and World** | | | **12 hours** | | | | | | |
| Emergence of two Power Blocs; Emergence of the third world and non-alignment; UNO and the  global disputes. | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Liberation from Colonial Rule** | | **12 hours** | | | | | | | |
| Liberation from colonial rule: Latin America: Bolivia; Arab world: Egypt; Africa: Apartheid to Democracy, Southeast Asia: Vietnam | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Davis.H.A., D.H.C. Blount, *An Outline History of the World*, Oxford University Press, New Delhi, 1968. | | | | | | | | | | | | |
| 2 | Mckinley., Albert E.Arthur C. Howland & Matttew L. Dawn, World History Vol I & II, Atlantic Publishers, New Delhi, 1994. | | | | | | | | | | | | |
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| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Hobsbawm.E.J, *The Age of Revolution* 1789-1848, Phoenix press, London, 1977. | | | | | | | | | | | | |
| 2 | Hobsbawm.E.J., *The Age of Capital* 1848-1875, Phoenix press, London, 2010. | | | | | | | | | | | | |
| 3 | Hobsbawm, E.J., *The Age of Empire*, 1875-1914, Phoenix press, London, 2011. | | | | | | | | | | | | |
| 4 | The Age of Extremes: The Short Twentieth Century, London, 1914-1991. | | | | | | | | | | | | |
| 5 | Ketelbey.C.D.M., A History of Modern Times [from 1789], OUP, London, 1973. | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
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|  | | | | | | | | | | | | | |
| Course Designed By : **Dr M.SENTHURPANDIAN** **E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **M** | **S** | **S** | **S** | **L** | **L** | **L** |
| **CO2** | **M** | **S** | **S** | **S** | **L** | **L** | **L** |
| **CO3** | **M** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO4** | **M** | **S** | **M** | **S** | **L** | **M** | **L** |
| **CO5** | **M** | **S** | **M** | **S** | **L** | **M** | **L** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAE01** | **CULTURAL TOURISM IN INDIA** | | | | | **L** | **T** | **P** | **C** |
| **Elective : 1** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Cultural Tourism: Highlights the value of India as a Cultural Tourist destination** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course:**  1. To study the scope and evolution of Tourism in India.  2. To know the importance of Cultural tourism.  3. To focus the pilgrim sites and tourism.  4. To learn how tourism is promoted by Arts, Architecture and handicrafts.  5. To provide knowledge on the role of fairs and festivals of India in Tourism. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Interpret the origin and development of tourism in India | | | | | | | | | K2 | |
| 2 | | | Define and understand the concepts related to cultural tourism. | | | | | | | | | K1 | |
| 3 | | | Analyse the religious centers of India and their role in promoting cultural tourism. | | | | | | | | | K4 | |
| 4 | | | Appraise the contribution of Indian art, architecture and handicrafts for the development of cultural tourism. | | | | | | | | | K5 | |
| 5 | | | Examine the impact of Indian fairs and festivals on tourism. | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **Principles of Tourism** | | | | | **12 hours** | | | | |
| Tourism Definition- Nature and importance- Components of Tourism-Types of Tourism- Elements of Tourism- Evolution and Development of Tourism in India. | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Cultural Tourism** | | | | **12 hours** | | | | | |
| Culture : Cultural Tourism - Meaning, Definition –Features of Cultural Tourism - Scope of Cultural Tourism in India - Impact of Cultural Tourism - History of Cultural and Pilgrimage Tourism in India | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Religious Sites in India** | | | **12 hours** | | | | | | |
| Religious Sites: Varanasi-Kailash-Manasorovar-Rishikesh-Badrinath- Ketharinath- Rameshwaram-Sanchi-Nalanda-Saranath-Lumbini- Mt.Abu-Saravana Belagolo - Nagore Dargah- Amiritsaras - Velankanni Church. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Art, Architecture and Handicrafts** | | | **12 hours** | | | | | | |
| Architecture: Forts - Palaces - Indian Paintings- Performing Arts of India - Dances: classical -folk -Indian Music - Musical instruments – Handicrafts : Textiles - clay works - stone works - woodworks - Craft Melas- Craft Villages of India. | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Fairs and Festivals** | | **12 hours** | | | | | | | |
| Fairs : Kumbhamela - Pushkar Fair - Ganga Sagar - Baneshwar - Sonepur Cattle - Tarnetar - Banganga - **Festivals** : National Festivals - Bikaner - Ladakh - Lucknow - National Kite - Gangaur - Diwali - Ramzan - Christmas- State : Festivals - Pongal - Buddha purnima- Mahavir Jayanthi - Baisakhi, Dhashara - Pooram. | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars - webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Gupta. S.P., Lal. K., Bhattacharya.M., *Cultural Tourism in India* , DK Print, 2002. | | | | | | | | | | | | |
| 2 | Hussain.S.A., *The national culture of India*, National Book Trust, New Delhi, 1987. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Brown Percy, *Indian Architecture (Buddhist and Hindu),* D.B. Taraporevala Sons & Company Bombay, 2010. | | | | | | | | | | | | |
| 2 | Brown Percy, Indian Architecture (Islamic period), D.B. Taraporevala Sons & Company, Bombay, 2010. | | | | | | | | | | | | |
| 3 | Jain, Jyotindra & Arti, Aggrawala : National Handicrafts and Handlooms Museum, Mapin Publishing, New Delhi, 1989. | | | | | | | | | | | | |
| 4 | Jain, Jyotindra & Arti, Aggrawala : National Handicrafts and Handlooms Museum, Mapin Publishing, New Delhi, 1989. | | | | | | | | | | | | |
| 5 | Mehta.R.J., Handicrafts & Industrial Arts of India, New York, | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By : **Dr.R.Udaiachandran E-Mail:sheelaudaiachandran@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **M** | **S** | **L** | **S** | **S** | **S** | **S** |
| **CO2** | **M** | **S** | **L** | **S** | **S** | **S** | **S** |
| **CO3** | **M** | **S** | **L** | **S** | **S** | **S** | **S** |
| **CO4** | **M** | **S** | **L** | **S** | **S** | **S** | **S** |
| **CO5** | **M** | **S** | **L** | **S** | **S** | **S** | **S** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAE02** | **INDIAN ART AND ARCHITECTURE** | | | | **L** | **T** | **P** | **C** |
| **Elective :2** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Creates an interest in Temple Studies** | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | |
| **The main objectives of this course:**  1.To study the architecture of Early India.  2.To learn the architectural style of Guptas, Vakatakas and Chalukyas.  3.The know the Pallava and early Pandya Architecture.  4.To focus the architecture of Imperial Cholas, later Pandyas .  5.To study the architecture of Rashtrakutas, Hoysalas and Vijayanagar. | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | |
| 1 | | | Distinguish between the Indus architecture and the Mauryan architecture | | | | | | | | K4 | |
| 2 | | | Explain the characteristics of Gupta architecture and paintings | | | | | | | | K2 | |
| 3 | | | Identify the unique features of Pallava architecture and sculpture | | | | | | | | K4 | |
| 4 | | | Examine the architectural style of the Cholas especially the Tanjavur big temple. | | | | | | | | K3 | |
| 5 | | | Find out the similarities and contrasts among the Rashtrakutas, Hoysala and Vijayanagar architecture. | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:1** | | | | **Early Architectural Styles** | | | | | **12 hours** | | | |
| Indus Civilization - architecture - Nagara, Dravida and Vesara styles Mauryan Architecture - Asokan Pillars- Rock cut caves- Stupas, Chaityas and Viharas- Buddhist and Jain Iconography | | | | | | | | | | | | |
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| **Unit:2** | | | | **Gupta Architecture** | | | | **12 hours** | | | | |
| Gupta Architecture - Vakataka Architecture - Ajantha and Ellora. - Deccan Architecture - Chalukyan Architecture- - Aihole, Pattatakkal and Badami – Iconography | | | | | | | | | | | | |
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| **Unit:3** | | | | **Architecture of Tamilnad** | | | **12 hours** | | | | | |
| Architecture of Sangam period, secular and religious, Pallava Architecture - Rock-cut caves - Mandagapattu, Mamandur, Thalavanur, Mamallapuram- Monolithic temples - Mamallapuram - Structural temples - Shore temple - Kailasanatha temple - Vaikunthaperumal temple - Early Pandyas: Rock-cut caves temples - Pillayarpatti - Sittannavasal - Malaiyadipatti - Kudimiyanmalai – Tiruchirapalli- Paitnings and Iconography | | | | | | | | | | | | |
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| **Unit:4** | | | | **Chola period** | | | **12 hours** | | | | | |
| Early Chola Architecture: Nartamalai - Vijayalesvarara temple , Kodumbalur - Muvar kovil - Kumbakonam - Nageshvarar temple, Middle Chola Architecture: Brihadeeswarar temple (Big temple at Thanjavur) and Gangaikondacholapuram Later Chola Architecture: Darasuram, Pandya Architecture- Paintinggs and Iconography Under the Cholas | | | | | | | | | | | | |
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| **Unit:5** | | | | **Architecture of South Indian Kingdom** | | **12 hours** | | | | | | |
| Rastrakuta Architecture - Ellora - Hoysala Architecture - Belur, Halabid , Orissan Architecture - Bhuvaneshwar, Konark - Chandella Architecture - Khajuraho - Vijayanagara Architecture - Hampi -Development of Gopuram , Iconography and sculptures, Paintings | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | |
| 1 | Soundara Rajan.K.V., Art of South India- Tamil Nadu and Kerala, New Delhi, 1978 | | | | | | | | | | | |
| 2 | Srinivasan.K.R., Temples of South India, National Book Trust, India, New Delhi, 1972 | | | | | | | | | | | |
| 3 | Suresh.B.Pillai., Introduction to the Study of Temple Art, Equator and Meridian, Thanjavur, 1976. | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | |
| 1 | Acharya Prasanna Kumar., An Encyclopaedia of Hindu Architecture, Manasara Series 7, Oxford University Press, New Delhi, 1946. | | | | | | | | | | | |
| 2 | Fergusson.J., History of Indian and Eastern Architecture, 2 vols, John Murray, London,1910. | | | | | | | | | | | |
| 3 | Gopinatha Rao.T.A., Elements of Hindu Iconography, Motilal Banarsidass, New Delhi, 1914. | | | | | | | | | | | |
| 4 | Harle. J.C., The Art and Architecture of the Indian Subcontinent, The Pelican History of Art, Penguin Books,1986. | | | | | | | | | | | |
| 5 | Percy Brown., Indian Architecture (Buddhist and Hindu Period), D.B.Taraporevala Sons and Co., Bombay,1976. | | | | | | | | | | | |
| 6 | Rajavelu.S., Tamilnattu Kudavaraigal, Panpattu veliyeettagam, Chennai, | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | |
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| Course Designed By : **Dr M.SENTHURPANDIAN** **E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **M** | **S** | **M** | **S** | **S** | **S** | **M** |
| **CO2** | **M** | **S** | **M** | **S** | **S** | **S** | **M** |
| **CO3** | **L** | **S** | **L** | **S** | **S** | **S** | **M** |
| **CO4** | **M** | **S** | **M** | **S** | **S** | **S** | **M** |
| **CO5** | **L** | **S** | **L** | **S** | **S** | **S** | **M** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **GS111** | **HISTORY AND CIVIL SERVICE EXAMINATIONS** | | | **L** | | | **T** | **P** | **C** |
| **Supportive I** | | | | | **4** | | | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Awareness and Motivation to propone for all competitive examination** | | | **Syllabus Version** | | | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course:**  1. To appear for Civil Service Examinations  2. To study the events of national and international importance  3. To study about the various stages of Indian National Movement  4. To learn the history of India during post-independence period and the effects of globalization in Indian society. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Describe the origin and development of Civil Services in India | | | | | | | | | K1 | |
| 2 | | | Assess the significance and role of Civil Servants in the administration of the country | | | | | | | | | K5 | |
| 3 | | | Examine the process and functions of civil service exams and Preparation for competitive exams. | | | | | | | | | K3 | |
| 4 | | | Interpret the present administrative system with ancient methods and regulate **their** society with power of constitutions. | | | | | | | | | K2 | |
| 5 | | | Point out the ideas for developing their nations for global competitions and thegoal to achieve developed nation. | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
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| **Unit:1** | | | | **India under British Rule** | | | | | | **6 hours** | | | |
| History of Civil Service - Indian Administration - pre-colonial - under British rule - Administrative Reforms | | | | | | | | | | | | | |
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| **Unit:2** | | | | **All India Service** | | | | | **6 hours** | | | | |
| IAS, IPS, IFS, IRS- Union Public Service Commission - Composition and Function. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Selection Method** | | | **6 hours** | | | | | | |
| Nature of Civil Service Examinations - Preparation Methods for Preliminary and Main Examination - Interview - Interpersonal skills including communication skills-State Services Commission and Selection Process. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **General Studies** | | | **6 hours** | | | | | | |
| The Freedom Struggle - its various stages and important or contributions from different parts of the country - Post-independence consolidation and reorganization within the country-Effects of globalization on Indian society - Social empowerment, communalism, regionalism & secularism. | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Civil Services Aptitude Test** | | **6hours** | | | | | | | |
| Events of national and international importance - Indian Polity and Governance - Constitution, Political System, Panchayat Raj, Public Policy, Rights and Issues - Comprehension - Linguistic & Numerical Skills. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **32 hours** | | | | | | | |
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| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | Aggarwala.R.N., *National Movement and Constitutional Development of India*, Messers Metropolitan Book Co, New Delhi, 1956. | | | | | | | | | | | | |
| 2 | Grover.B.L.Grover.S.*A., New Look at Modern Indian History From 1707 to the Modern Times,* S.Chand&Company, New Delhi, 2008. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Michael Edwardes., *British India 1772-1947,Rupa Publications*, New Delhi,2011. | | | | | | | | | | | | |
| 2 | Vishnu Bhagavan, Vidhya Bhushan., *Indian Administration*  IV ed, S.Chand& Co, New Delhi, 2005. | | | | | | | | | | | | |
| 3 | Basu,D.D., *Introduction to the Constitution of India*, Wadhwa Nagpur, New Delhi, 2003. | | | | | | | | | | | | |
| 4 | Maheshwari.S.R., *Indian Administration*, Orient Blackswan, New Delhi, 2001. | | | | | | | | | | | | |
| 5 | Sharma.P.D.,Sharma.B.M., *Indian Administration Retrospect and Prospect*, Rawat Publications, New Delhi, 2009. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| Course Designed By : **Dr M.SENTHURPANDIAN** **E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **Cos** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO2** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO3** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
| **CO4** | **S** | **S** | **S** | **S** | **S** | **S** | **S** |
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\*S-Strong; M-Medium; L-Low

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| **SEMESTER II** | | | | | | | | | | | | | | |
| **Course code** | | | | **22HIAC05** | **HISTORY OF MEDIEVAL INDIA UPTO C.E 1526** | | | | | **L** | **T** | **P** | | **C** |
| **Core** | | | | | **4** | **-** | **-** | | **4** |
| **Pre-requisite** | | | | | **Provides the background to understand the History of India of the successive years** | | | | | **Syllabus Version** | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| **The main objectives of this course:**  1.To shed light on the Political history of India during the period of study.  2.To provide knowledge on the rich cultural contribution of Muslim rulers  3.To study the administrative reforms introduced by the Delhi Sultanate  4.To know the contribution of Delhi sultans for the development of society and culture.  5.To acquire knowledge on the causes for the decline of various dynasties in the medieval period. | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | Evaluate the unique features of the five different dynasties and the importance of the Sultanate under each dynasty. | | | | | | | | | | K5 | |
| 2 | | | Examine the development of Political Institutions and the strategies of military control and resource mobilization. | | | | | | | | | | K3 | |
| 3 | | | Appraise and criticize the administrative measures of the Tughulg rulers. | | | | | | | | | | K5 | |
| 4 | | | Estimate the various spheres of Delhi Sultanate. | | | | | | | | | | K2 | |
| 5 | | | Illustrate how Traveler’s accounts, court chronicles and monuments are used to write History. | | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | **Slave Dynasty** | | | | | **12 hours** | | | | | |
| Archaeological, Epigraphic and Numismatic sources, Chronicles, Foundation of Delhi Sultanate: Political condition of North Indian – Arab Conquest of Sindh – Muhammeden Invasions –Battle of Tarain – Foundation of Muslim rule in India - Slave Dynasty – Qutb-ud-din Aibak – Iltutmish – consolidation of empire - Raziya – Balban; Domestic and Foreign policy of the sultans. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:2** | | | | **The Khalji Dynasty** | | | | **12 hours** | | | | | | |
| The Khalji revolution – Jalal-ud-din Khalji – Alauddin Khalji – Market and Administrative reforms – Expeditions – Malik- Kafur and Expedition of South India. | | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Tughluq Dynasty** | | | **12 hours** | | | | | | | |
| Tughluq Dynasty : Ghiasud din Tughluq – Muhammed bin Tughluq – Transfer of Capital - Token Currency – Firuz Tughluq – Agrarian Measures – Charity Endowment. | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Various Spheres of Delhi Sultanate** | | | **12 hours** | | | | | | | |
| Administration : Civil, Judicial, Revenue, Fiscal and Military; Economy – agriculture - Trade – Industry - Hundi ; Social condition - position of women - culture – literature – Art and Architecture under the Delhi Sultanate.Medieval Historians – Ibn Battuta, Amir Khusrau, Alberuni, and others; Foreign Travellers’ Accounts. | | | | | | | | | | | | | | |
| **Unit:5** | | | | **Decline of Delhi Sultanate** | | **12 hours** | | | | | | | | |
| The Sayyids and the Lodis – Decline of Delhi Sultanate - Rise of the Bahmanis and Provincial Kingdoms - Bijapur - Golkonda - Ahmadnagar - Berar and Bidar | | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | | |
| 1 | Pandey.A.B., *Early Medieval India*, Central Book Depot, Allahabad,1970. | | | | | | | | | | | | | |
| 2 | Ishwari Prasad., *History of Medieval India*, Shelly Press ltd, Allahabad, Indian, 1976 | | | | | | | | | | | | | |
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| **Books(s) for Reference** | | | | | | | | | | | | | | |
| 1 | Desai.A., Indo-lslamic Architecture, Publication Division, Delhi, 1976 | | | | | | | | | | | | | |
| 2 | Gordon, Stewart., *The Marathas 1600-1818,* The New Cambridge History of India, Foundation Books, Delhi,1994. | | | | | | | | | | | | | |
| 3 | Rizvi.S.A.A., *The Wonder that was India -Vol 2*, Delhi, Foundation Books, London,1987. | | | | | | | | | | | | | |
| 4 | Satish Chandra.,*Medieval India from Sultanate to the Mughals*, Har Anand Publications, Delhi,1997. | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | | |
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| Course Designed By : **Dr.R.Udaiachandran E-Mail:sheelaudaiachandran@gmail.com** | | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | S | S | S | S | M | L | M |
| **CO2** | S | S | S | S | M | L | M |
| **CO3** | S | S | S | S | M | L | M |
| **CO4** | S | S | S | S | M | L | M |
| **CO5** | S | S | S | S | M | L | M |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAC06** | **HISTORY OF THE MUGHALS C.E 1526 - C.E 1707** | | | **L** | | | **T** | **P** | **C** |
| **Core** | | | | | **4** | | | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Provides the background to understand the History of India of the successive years** | | | **Syllabus Version** | | | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course:**  1.To study the various sources for the history of the Mughals  2.To know the consolidation of the Mughal empire.  3.To throw light on the political, economic and social condition during the Mughal period.  4.To understand the impact of Mughal Rule in India and the penetration of European powers in the Indian soil.  5.To impart the reasons for the decline of Mughals. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Trace the origin and foundation of the Mughal empire in India. | | | | | | | | | K1 | |
| 2 | | | Asses about the qualities that made Babur and Akbar the great successful emperors. | | | | | | | | | K5 | |
| 3 | | | Discuss the economic, social and religiou conditions during various Mughal rulers in this period. | | | | | | | | | K2 | |
| 4 | | | Distinguish the policies of all the Mughal rulers | | | | | | | | | K4 | |
| 5 | | | Discriminate the new techniques used in art architecture, painting and music during the period of study. | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Mughal Empire** | | | | | | **12 hours** | | | |
| Sources of the study - Foundation of the Mughal Empire – Babur – Humayun - Sur dynasty - Sher Shah Sur - administrative reforms. | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Expansion of Mughal Empire** | | | | | **12 hours** | | | | |
| Expansion of the Mughal Empire under Akbar – Conquests– Rajput policy – Consolidation of the empire – Reforms – Religious Policy - Sulh –i-kul & Din-i-ilahi. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Mughal Administration** | | | **12 hours** | | | | | | |
| Jahangir - Expansion during 1611- 1621 - Nur Jahan Junta - Shah Jahan - War of succenion | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Decline of the Mughal Empire**. | | | **12 hours** | | | | | | |
| Aurangazeb - Deccan policy - Religious policy - Rise of Marathas – Shivaji - Causes for the decline of the Mughal Empire | | | | | | | | | | | | | |
| **Unit:5** | | | | **Art and Architecture** | | **12 hours** | | | | | | | |
| Mughal administration – land revenue: Mansabdari and Jagirdari systems - Bhakti and Sufi Movements -Society, culture, position of women, literary developments - Mughal Art, Architecture and paintings. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Pandey, A.B., Early Medieval India, Central Book Depot, Allahabad,1970. | | | | | | | | | | | | |
| 2 | [Ishwari Prasad](http://www.worldcat.org/search?q=au%3APrasad%2C+Ishwari.&qt=hot_author)., *A Short History of Muslim Rule in India*, The Indian Press Ltd., Allahabad, 1965 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Gordon. Stewart., *The Marathas* 1600-1818 : The New Cambridge History of India, Foundation Books, Delhi,1994. | | | | | | | | | | | | |
| 2 | Karashima.N., *Towards A New Formation, South Indian Society under Vijaynagar Rule*, GUP, Delhi, 1992. | | | | | | | | | | | | |
| 3 | Satish Chandra., History Of Medieval India, Har Anand Publications, Delhi,1997 | | | | | | | | | | | | |
| 4 | Sharma.L.P., Medieval history of India (1000-1707 C.E), Vikas, New Delhi, 1981. | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By : **Dr M.SENTHURPANDIAN E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **M** | **L** | **S** |
| **CO2** | **S** | **S** | **S** | **S** | **M** | **L** | **S** |
| **CO3** | **S** | **S** | **S** | **S** | **M** | **L** | **S** |
| **CO4** | **S** | **S** | **S** | **S** | **M** | **L** | **S** |
| **CO5** | **S** | **S** | **S** | **S** | **M** | **L** | **S** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAC07** | **HISTORY OF TAMIL NADU FROM C.E 1565 TO C.E 2011** | | | | | **L** | **T** | **P** | **C** |
| **Core** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Helpful to prepare for TNPSC examination** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course:**  1. To enlighten the students on the political history of the Nayaks and Sethupathis in Tamil Nadu.  2. To know the influence of Christian Missionaries and the rise of rebellions in Tamil Nadu.  3. To study the regional history and its significance.  4. To know the rise of Political Parties.  5. To focus on the contribution of the eminent leaders for the development of Tamilnadu. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Analyze various factors leading to the formation of Nayaks and Sethupathis in  TamilNadu. | | | | | | | | | K4 | |
| 2 | | | Estimate the role of Christian Missionaries and their services. | | | | | | | | | K2 | |
| 3 | | | Relate the background for the emergence of Political Parties in Tamil Nadu | | | | | | | | | K4 | |
| 4 | | | Discuss the genesis and role of Justice Party | | | | | | | | | K3 | |
| 5 | | | Appraise and criticize the administrative measures of the Chief Ministers of Tamil Nadu | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Nayaks and Sethupathis of Tamil Nadu** | | | | | **12 hours** | | | | |
| Political History : Post- Vijayanagar political conditions and Nayankara system - Madurai - Senji - Tanjore - Ramnad Sethupathis - Tanjore Marathas - Arcot Nawabs - Carnatic Wars- Poligari System- Poligari Rebellion | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Great Rebellions of Tamil Nadu** | | | | **12 hours** | | | | | |
| Christian Missionaries - Services - Colonial Coimbatore - Fall of Tipu - Acquisition by British - South Indian Rebellion - Vellore Mutiny | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Emergence of Political Parties in Tamil Nadu** | | | **12 hours** | | | | | | |
| Justice Party: Periyar - Self Respect Movement - Temple Entry Movement - Role of Tamil Nadu in Freedom Movement. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Developments in Tamil Nadu Administration** | | | **12 hours** | | | | | | |
| Rajaji Kamaraj - Annadurai - Karunanithi - M.G.Ramachandran - Social Welfare Programmes from 1947 to 1987. | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Social welfare schemes of Tamil Nadu** | | **12 hours** | | | | | | | |
| State planning commission - Economic progress - Educational and Information Technology - Sector Development - Working of Panachayat Raj - Social welfare schemes of State Government Since 1987. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
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|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Rajayyan.K, Tamil Nadu A Real History, Ratna publication, Trivantrum, 2005 | | | | | | | | | | | | |
| 2 | Manoranjithamoni.C., History Of Tamil Nadu: From 1529 C.E To 1801 C.E, Dave-Beryl Publication, Thirunelveli, | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Subramanian.P., Social History of the Tamils 1707-1947, D.K. Print World Ltd, Chennai, | | | | | | | | | | | | |
| 2 | Caldwell.R, History of Tinnevelly, Asian Educational Services, Madras 1989 | | | | | | | | | | | | |
| 3 | Subrahmanian.N., History of Tamilnad, Koodal Publishers,Madurai,1972 | | | | | | | | | | | | |
| 4 | Subramanian.N., Social and Cultural History of Tamilnad, Asian Printers, Coimbatore,2007 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By : **Dr.R.Udaiachandran E-Mail:sheelaudaiachandran@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **M** | **M** | **S** |
| **CO2** | **S** | **S** | **S** | **S** | **M** | **M** | **S** |
| **CO3** | **S** | **S** | **S** | **S** | **M** | **M** | **S** |
| **CO4** | **S** | **S** | **S** | **S** | **M** | **M** | **S** |
| **CO5** | **S** | **S** | **S** | **S** | **M** | **M** | **S** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAC08** | **HISTORY OF USA C.E 1900 -C.E 2000** | | | | | **L** | **T** | **P** | **C** |
| **Core** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Need of the hour to know the policy followed by U.S.A. to become a super power** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course :**  1.To know the strategy adopted by U.S.A to become a super power.  2.To study the reforms introduced by the Presidents for the economic development of U.S.A.  3.To understand the circumstances for Cold War.  4.To learn the progress of America under L.B. Johnson and Richard Nixon.  5.To present the latest trends in American politics. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Sketch the developments in the progressive era | | | | | | | | | K3 | |
| 2 | | | Examine the significance of the New Deal policy | | | | | | | | | K3 | |
| 3 | | | Analyse the causes and consequences of cold war | | | | | | | | | K4 | |
| 4 | | | Determine the progress of U.S.A | | | | | | | | | K5 | |
| 5 | | | Assess the domestic and foreign policy of the modern American presidents. | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **Progressive Era** | | | | | **12 hours** | | | | |
| Progressive Era - Theodore Roosevelt and the Square Deal Policy - Big Stick Policy - William Taft - Woodrow Wilson - New Freedom - Role of USA in the First World War. | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Political Leaders and their policies** | | | | **12 hours** | | | | | |
| Warren Hardinge - Washington Conference - Coolidge - Hoover - Great Depression - F.D.Roosevelt and New Deal - USA in the Second World War. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Cold War Period** | | | **12 hours** | | | | | | |
| Truman - Fair Deal - Truman Doctrine - N.A.T.O - Cold War – Eisenhower - John. F. Kennedy - New Frontier - Civil Rights Movement - Martin Luther King | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Progress of USA** | | | **12 hours** | | | | | | |
| LB.Johnson - Great Society - Foreign Policy - Richard Nixon - Watergate Scandal - Ping Pong Diplomacy - Man on the Moon. | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Modern American Presidents** | | **12 hours** | | | | | | | |
| America under President - Jimmy Carter - Ronald Reagan - George Bush ( Sr ) - Bill Clinton. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars - webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Rajayyan, K. : *A History of the USA*, Madurai Publishing House, Madurai, 1978. | | | | | | | | | | | | |
| 2 | Subramanian, N. *A History of the USA*, Ennes Publication, Udumalpet, 1986 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Ralph, W.Steen , *The United States - A History*, INC, Engle Wood, Cliffs, New Jersey, 1959. | | | | | | | | | | | | |
| 2 | Beard and Beard , *New Basic History of the United States*, New York, USA, 1985. | | | | | | | | | | | | |
| 3 | Krishnamurthi, *History of the United States of America*, 1492-1965, Madurai Printers, Madurai, 1980. | | | | | | | | | | | | |
| 4 | Majumdar, R.K . & Srivastva, A.N: *History of the United States of America - From 1845 to Present Day*, SBD Publishers and Distributors, New Delhi, 1998 | | | | | | | | | | | | |
| 5 | Marshall Smelsor, American History, Barnes and Noble, INC, New York, 1962. | | | | | | | | | | | | |
| 6 | Parkes, H.B, *The United States of America - A History*, Scientific Book Agency, Calcutta, 1975. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By : **Dr R.UDAIACHANDRAN** **E-Mail:** **sheelaudaiachandran@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **M** | **L** | **S** |
| **CO2** | **S** | **S** | **S** | **S** | **M** | **L** | **S** |
| **CO3** | **S** | **S** | **S** | **S** | **M** | **L** | **S** |
| **CO4** | **S** | **S** | **S** | **S** | **M** | **L** | **S** |
| **CO5** | **S** | **S** | **S** | **S** | **M** | **L** | **S** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAE03** | **PANCHAYAT RAJ** | | | | | **L** | **T** | **P** | **C** |
| **Elective :1** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Encouragement to the younger generation to play a vital role in rural governance** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course are :**  1. To know the meaning and definition of Panchayat Raj.  2. To know about the system of democratic decentralizations.  3. To enhance the understanding of the students towards rural governance at grassroots level.  4. To understand the functioning of three tier system in India.  5. To emphasis on the role of the institutions in the development of villages. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Define the concept of Panchayat Raj. | | | | | | | | | K1 | |
| 2 | | | Discuss the views and ideas of personalities and committees | | | | | | | | | K2 | |
| 3 | | | Analyse the constitutional amendments related to Panchayat Raj | | | | | | | | | K4 | |
| 4 | | | Examine the evolution of Panchayat raj in Tamilnadu | | | | | | | | | K3 | |
| 5 | | | Demonstrate Panchayat raj system and its different layers | | | | | | | | | K2 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Definition and meaning of Panchayat Raj.** | | | | | **12 hours** | | | | |
| The concept of Panchayat Raj - Views of Mahatma Gandhi and Sarvodaya leaders. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:2** | | | | **Evolution of democratic decentralisation of India.** | | | | **12 hours** | | | | | |
| Brief history of the evolution of democratic Decentralization of India since 1947 with special reference to the debate in the constituent Assembly-Bulwantrai Mehta and Naik committees- Constitutional Amendments- Nagar Palika | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Genesis of Panchayat Raj in Tamilnadu.** | | | **12 hours** | | | | | | |
| The Evolution of Panchayat Raj in Tamil Nadu since 1950-Organization of Panchayat Raj-Village Panchayats and Panchayat unions-The different types of Panchayat councils | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:4** | | | | **Finance and administration** | | | **12 hours** | | | | | | |
| Panchayat Finance - Sources of Income and Expenditure Problem of Panchayat- Administration and management-Panchayat Raj and Community Development. | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Role of Panchayat Raj in villages** | | **12 hours** | | | | | | | |
| Gram Sabha: Meetings – Roles & Responsibilities Role of Panchayat Raj is in Rural Development,  cases of successful Panchayats | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars - webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Srivastva.L.N , *A simple Study of local Self Government in India,* Surjeet Book Depot, New Delhi,1997 | | | | | | | | | | | | |
| 2 | Bhargava B.S, *Political-Administration Dynamics in Panchayat Raj System,* Ashish Publishing House, New Delhi,1978. | | | | | | | | | | | | |
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| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | V.Venkata Rao, *Local Self Government in India,* S.Chand & CompanyLtd, 1979 | | | | | | | | | | | | |
| 2 | Maheshwari S.R, *Local Government in India,* Lakshmi Narayan Agarwal Education Publisher,Agra, 1973 | | | | | | | | | | | | |
| 3 | Pankaj Singh, *Rural Local Government In India,* Kitab Mahal, Mumbai, 2017. | | | | | | | | | | | | |
| 4 | Myneni.S.R., *Local Self Government,* Allahabad Law Agency, Allahabad, 2016. | | | | | | | | | | | | |
| 5 | Barthwal.C.P., *Understanding Local Self Government,* Bharat Book Centre,Luckow, 2018 | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By : **Dr M.SENTHURPANDIAN E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **M** | **S** | **M** | **S** | **S** | **S** | **S** |
| **CO2** | **M** | **S** | **M** | **S** | **S** | **S** | **S** |
| **CO3** | **M** | **S** | **M** | **S** | **S** | **S** | **S** |
| **CO4** | **M** | **S** | **M** | **S** | **S** | **S** | **S** |
| **CO5** | **M** | **S** | **M** | **S** | **S** | **S** | **S** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAE04** | **INTRODUCTION TO INDUSTRY 4.0** | | | | **L** | **T** | **P** | **C** |
| **Elective :2** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Provides background to know industry 4.0** | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | |
| **The main objectives of this course are :**  1.To study the reasons for adopting 4.0  2.To know the Artificial intelligence and associated Technologies  3.To understand the Bib Data Definitions and Evaluations  4.Toenhance the understanding of Industry 4.0  5.To learn the 4.0 education and intelligence jobs in 2030 | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | |
| 1 | | | Examine the need for Industry 4.0 | | | | | | | | K2 | |
| 2 | | | Relate the background of Artificial intelligence | | | | | | | | K3 | |
| 3 | | | Discuss the Big Data Evolution and Characteristics | | | | | | | | K5 | |
| 4 | | | Analyze the application and impact of industry 4.0 | | | | | | | | K4 | |
| 5 | | | Illustrate the Industry 4.0 education and jobs in 2030 | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:1** | | | | **Industry 4.0** | | | | | **12 hours** | | | |
| Need-Reason for Adopting Industry 4.0-Definition-Goals and Design principles - Technologies of Industry 4.0-Big Data - Artificial Intelligence (AI) –Industrial Internet of Things-Cyber Security-Cloud -Augmented Reality. | | | | | | | | | | | | |
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| **Unit:2** | | | | **Artificial Intelligence** | | | | **12 hours** | | | | |
| Artificial Intelligence : Artificial Intelligence (AI) -What &Why? -History of AI- Foundations of AI-The AI - Environment-Societal Influences of AI-Application Domains and Tools -Associated Technologies of AI-Future Prospects of AI - Challenges of AI | | | | | | | | | | | | |
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| **Unit:3** | | | | **Big Data -and 1 0 T** | | | **12 hours** | | | | | |
| Big Data : Evolution-Data Evolution- Data : Terminologies -Big Data Definitions-Essential of Big Data in Industry 4.0-Big Data Merits and Advantages-Big Data Components : Big Data Characteristics - Big Data processing framework - Big Data applications - Big Data tools - Big Data domain stack : Big Data in science -Big Data in 10t -Big Data in machine learning - Big Data in Databases - Big Data use cases: Big Data in social causes - Big Data for Industry- Big data roles and skills - Big data roles -learning platforms : internet of things (10T): Introduction to I OT – Architecture of IOT—technologies for IOT - Developing IOT applications—applications of I0T -Applications of IOT – SECURITY IN iot | | | | | | | | | | | | |
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| **Unit:4** | | | | **Applications and Tools of Industry 4.0** | | | **12 hours** | | | | | |
| Applications of I OT - Manufacturing - healthcare-Education -Aerospace and Defense- Agriculture -Transportation and Logistics – Impact of industry 4.0 on society : Impact on Business , Government, people . Tools for artificial intelligence, Big data and data analytics virtual reality, Augmented reality , IOT Robotics. | | | | | | | | | | | | |
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| **Unit:5** | | | | **Jobs 2030** | | **12 hours** | | | | | | |
| Industry 4.0-Education 4.0 -Curriculam4.0-faculty 4.0-Skills required for Future - Tools for Education -Artificial Intelligence jobs in 2030 -Framework for aligning Education with Industry 4.0. | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | |
| **Expert lectures, online seminars - webinars** | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | |
| 1 | P.kaliraj, T.Devi, Higher education for industry 4.0 and Transformation to education 5.o.2020. | | | | | | | | | | | |
| 2 |  | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | |
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| 4 |  | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | |
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| Course Designed By : | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **M** | **M** | **M** | **S** | **S** | L | **S** |
| **CO2** | **M** | **M** | **M** | **S** | **S** | L | **S** |
| **CO3** | **M** | **M** | **M** | **S** | **S** | L | **S** |
| **CO4** | **M** | **M** | **M** | **S** | **S** | L | **S** |
| **CO5** | **M** | **M** | **M** | **S** | **S** | L | **S** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **GS112** | **WORKING OF THE INDIAN CONSTITUTION** | | | **L** | **T** | **P** | **C** |
| **SUPPORTIVE II** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Knowledge in the political structure of India-both Constitutional and administrative is required to become a responsible citizen.** | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | |
| **The main objectives of this course are :**  1.To introduce the Constitution of India in its structural and functional aspect.  2.To make the learners aware of their rights and duties as citizens of India.  3.To acknowledge about the powers and functions of Union Government  4.To know the powers and functions of Supreme Court, High Court and Election Commission.  5.To Learn the powers and function of state Government and council of Ministers. | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | | | Discuss the origin and basic concepts of Indian Constitution and various provisions. | | | | | | | K2 | |
| 2 | | | Identify the difference between fundamental right and duties. | | | | | | | K4 | |
| 3 | | | Understand the Indian Constitution as a custodian to safeguard democracy and to maintain unity, integrity and harmony in our country. | | | | | | | K2 | |
| 4 | | | Illustrate the importance of various schedules, articles and amendments in Indian constitution. | | | | | | | K5 | |
| 5 | | | Difference for various competitive exams such as UPSC, TNPSC, SSC, SSB, NET, SET. | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | | | | **Introduction to Indian Constitution** | | | | **6 hours** | | | |
| The Making of India’s Constitution and its sources - Basic Features of Indian Constitution. | | | | | | | | | | | |
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| **Unit:2** | | | | **Features of Indian Constitution** | | | | **6 hours** | | | |
| Preamble - Fundamental Rights and Duties - Directive Principles of State Policy. | | | | | | | | | | | |
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| **Unit:3** | | | | **Powers and Functions of Union Government** | | | **6 hours** | | | | |
| Union Government: President, Parliament, Cabinet and Prime Minister | | | | | | | | | | | |
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| **Unit:4** | | | | **Powers and Functions of State Government** | | | **6 hours** | | | | |
| The State Government: Governor, Council of Ministers and the Chief Minister - Centre-State Relations. | | | | | | | | | | | |
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| **Unit:5** | | | | **Judicial System and Election Commission** | | **6 hours** | | | | | |
| Supreme Court and High Court and the Constitutional Process – Emergency – Amendments to the Constitution – Election Commission. | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | |
| **Expert lectures, online seminars - webinars** | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **32 hours** | | | | | |
| **Book(s) for Study** | | | | | | | | | | | |
| 1 | G. Austin, *The Indian Constitution, Corner Stone of a Nation*, Oxford, Oxford University Press, 1966. | | | | | | | | | | |
| 2 | *Working a Democratic Constitution, The Indian Experience*, Oxford University Press, Delhi, 2000. | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | |
| 1 | D. D. Basu, *An Introduction to the Constitution of India*, Prentice Hall, New Delhi, 1994. | | | | | | | | | | |
| 2 | Ambedkar. B.R., *The Constitution of India,* Ministry of Law and Justice, Government of India, New Delhi, 2020. | | | | | | | | | | |
| 3 | Basu.D.D., *Introduction to the Constitution of India,* LexisNexis, New Delhi, 2018. | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | |
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| Course Designed By : **Dr M.SENTHURPANDIAN E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **S** | **M** | **M** |
| **CO2** | **S** | **S** | **S** | **S** | **S** | **M** | **M** |
| **CO3** | **S** | **S** | **S** | **S** | **S** | **M** | **M** |
| **CO4** | **S** | **S** | **S** | **S** | **S** | **M** | **M** |
| **CO5** | **S** | **S** | **S** | **S** | **S** | **M** | **M** |
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\*S-Strong; M-Medium; L-Low

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| **SEMESTER-III** | | | | | | | | | | | | | | |
| **Course code** | | | | **22HIAC09** | **MODERN INDIA UPTO C.E 1857** | | | | | **L** | **T** | **P** | | **C** |
| **Core** | | | | | **4** | **-** | **-** | | **4** |
| **Pre-requisite** | | | | | **Provides the background to understand the History of India of the successive years** | | | | | **Syllabus Version** | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| **The main objectives of this course are:**  1.To know the early settlements of the European powers in India.  2.To study the struggle for supremacy among the Europeans.  3.To provide knowledge on the policies of British and their impact on Indian economy.  4.To focus the development of communication during British period.  5.To trace the educational development during the British Raj. | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | Locate the European settlements in India | | | | | | | | | | K1 | |
| 2 | | | Examine the conflict between the Nawabs of Bengal and the British | | | | | | | | | | K3 | |
| 3 | | | Analyse the administrative structure provided by the British from the year 1773- 1853. | | | | | | | | | | K4 | |
| 4 | | | Discuss the land revenue settlements made by the British and the economic impact | | | | | | | | | | K2 | |
| 5 | | | Assess the social progress and the development of transport and communication | | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Early European settlements** | | | | | **12 hours** | | | | | |
| The Early European settlements: Portuguese - Dutch - Danes - English - French East India Companies - Carnatic Wars - Anglo-French rivalry in Bengal – Siraj ud Daula - English - Battle of Plassey & its significance. | | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Nawabs of Bengal and Wars** | | | | **12 hours** | | | | | | |
| Nawabs of Bengal - Mir Jafar - Mir Qasim - Battle of Buxar - (Anglo – Mysore wars) - Marathas - (Anglo-Maratha wars). | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:3** | | | | **Early Administrative Structure** | | | **12 hours** | | | | | | | |
| The early administrative structure: From Diarchy to direct control - Regulating Act of 1773 - Pitt’s India Act 1784 - Charter Act of 1813 and 1833 - Free trade and the changing character of the British colonial rule – Charter Act of 1853 | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Economic impacts and Developments** | | | **12 hours** | | | | | | | |
| Economic impact - Land Revenue Settlement - the Permanent, Ryotwari, Mahalwari and their impact - commercialization of Agriculture - The Rights of Landless labourers - Dislocation of Traditional Trade & commerce - the Industrialization - Decline of Traditional crafts - Drain of wealth - Famine & poverty - Development of Communication: Railways - Road ways - Telegraph - Postal Services - European business and Enterprises and its limitations. | | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Social & Cultural Development** | | **12 hours** | | | | | | | | |
| Social & cultural development - Indigenous education - Orientalist - Anglicist controversy - Introduction of Western Education - press, literature & public opinion - progress of science, Christian missionary activities in India. | | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | | |
| **Expert lectures, online seminars - webinars** | | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | | |
| 1 | Chhabra.G.S., *Advanced Study in the History of Modern India Vol.I,II,III 1707-1947,* Sterling Publishers, New Delhi, 1971. | | | | | | | | | | | | | |
| 2 | [Majumdar](https://www.amazon.in/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=R.C.+Majumdar&search-alias=stripbooks).R.C., [Raychaudhuri](https://www.amazon.in/s/ref=dp_byline_sr_book_2?ie=UTF8&field-author=H.C.+Raychaudhuri&search-alias=stripbooks).H.C, [Kalikinkar Datta](https://www.amazon.in/s/ref=dp_byline_sr_book_3?ie=UTF8&field-author=Kalikinkar+Datta&search-alias=stripbooks),   *An Advanced History of India,* Macmillan, London, 1960. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | | |
| 1 | Desai, A.R, *Social Background of Indian Nationalism,* Sage publications, 2005. | | | | | | | | | | | | | |
| 2 | Grover, B.L., *A New Look on Modern Indian History,* S.Chand & Co, New Delhi,1998. | | | | | | | | | | | | | |
| 3 | Chandra Bipan., *A History of Modern India*, Orient Blackswan, New Delhi, 2009. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | | |
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| Course Designed By : **Dr R.UDAIACHANDRAN** **E-Mail:** **sheelaudaiachandran@gmail.com** | | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **M** | **M** | **S** | **S** | **L** | **L** |
| **CO2** | **S** | **M** | **M** | **S** | **S** | **L** | **L** |
| **CO3** | **S** | **M** | **M** | **S** | **S** | **L** | **L** |
| **CO4** | **S** | **M** | **M** | **S** | **S** | **L** | **L** |
| **CO5** | **S** | **M** | **M** | **S** | **S** | **L** | **L** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAC10** | **INDIAN NATIONAL MOVEMENT C.E 1857 to C.E 1947** | | | | | **L** | **T** | **P** | **C** |
| **Core** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Throws light on the growth of nationalist spirit and the right of Self-determination** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course are :**  1. To know the rise of nationalism and the contributions of Moderates and Extremists.  2. To provide knowledge on the various phases of freedom movements.  3. To study the role of Gandhiji and various movements launched by him.  4. To focus on the cabinet Mission and Mountbatten plan.  5. To Make the students know the Indian Independence Act. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Examine the rise of Nationalism and Socio – religious movements | | | | | | | | | K3 | |
| 2 | | | Assess the role of moderates and extremists during Indian National Movement. | | | | | | | | | K5 | |
| 3 | | | Illustrate the causes and results of Non co-operation movement, civil disobedience movement and Quit India movement. | | | | | | | | | K2 | |
| 4 | | | Outline the history of various freedom fighters and their role and hardships faced by them | | | | | | | | | K1 | |
| 5 | | | Analyse the various policies of the British to attain freedom. | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Nationalism and Reform Movements** | | | | | **12 hours** | | | | |
| Rise of Nationalism in India: Revolt of 1857 – causes, course & consequences - Queen’s proclamation of 1858 – change of power from the company to the crown. Socio-religious reform movements of the 19th century – Impact of Western Education. | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Pre Gandhian Era** | | | | **12 hours** | | | | | |
| Tribal and peasant uprisings – Moderates and Extremists – Indian Revolutionaries - Partition of Bengal – Swadeshi movement – Formation of Muslim League - Surat split. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Gandhian Era** | | | **12 hours** | | | | | | |
| Gandhian Era - Rowlett Act - Jallianwala Bagh tragedy - Non - cooperation Movement Swarajya party - Civil disobedience movement - Salt satyagraha - Round Table Conference - Quit India movement - Indian National Army. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **India Towards Independence** | | | **12 hours** | | | | | | |
| India towards independence - Two-Nation Theory - Leftist Movements - Demand for Partition of India - Cabinet Mission. | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Indian Independence** | | **12 hours** | | | | | | | |
| Mountbatten Plan - Rajaji Formula - Partition of India - Indian Independence Act 1947. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Grover B.L. & Sethi R.R*., Studies in Modern Indian History from 1707 to the present day*, S. Chand, New, Delhi, 1963. | | | | | | | | | | | | |
| 2 | Majumdar R.C., *History of Freedom movement in India,* Government Central Press, Mumbai, 1957. | | | | | | | | | | | | |
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| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Chandra Bipan., *India’s Struggle for Independence,* Penguin Random House India, New Delhi,1972. | | | | | | | | | | | | |
| 2 | Dutta K.K., *A Survey of Socio-economic Conditions in India, Eighteenth Century*, Bookland, Calcutta, 1961. | | | | | | | | | | | | |
| 3 | Sarkar Sumit., *Modern India 1885-1947*, Macmillan, New Delhi,1983. | | | | | | | | | | | | |
| 4 | Dutta K.K., *Renaissance ,Nationalism and social changes in Modern India,* Bookland, Calcutta,1967. | | | | | | | | | | | | |
| 5 | Chandra Bipan., *A History of Modern India,* Orient Blackswan, New Delhi, 2009. | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By: **Dr M.SENTHURPANDIAN E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **S** | **L** | **M** |
| **CO2** | **S** | **S** | **S** | **S** | **S** | **L** | **M** |
| **CO3** | **S** | **S** | **S** | **S** | **S** | **L** | **M** |
| **CO4** | **S** | **S** | **S** | **S** | **S** | **L** | **M** |
| **CO5** | **S** | **S** | **S** | **S** | **S** | **L** | **M** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAC11** | **HISTORY OF KONGU NADU UPTO C.E 1800** | | | | | **L** | **T** | **P** | **C** |
| **Core** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Emphasises the importance of Regional History** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course:**  1.To provide comprehensive knowledge about the Sources for the history of Kongunad  2.To study the early history of Kongu region.  3.To focus the political history of the Kongu rulers during the medieval period.  4. To introduce the heritage sites of Kongu region  5. To know the Social, economic and cultural life of the natives of Kongunad. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Identify the archaeological and literary sources for the history of Kongunad | | | | | | | | | K1 | |
| 2 | | | Determine the political, social and economic status of the Kongu people during the early period. | | | | | | | | | K5 | |
| 3 | | | Summarises the political history of the Hoysala and Kongu Cholas | | | | | | | | | K2 | |
| 4 | | | Identify the historical temples of heritage and culture in Kongunad | | | | | | | | | K1 | |
| 5 | | | Analyse the social, economic and cultural life of the tribes of Kongu | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Sources** | | | | | **12 hours** | | | | |
| Geographical features - Pre History : Paleolithic - Mesolithic - Neolithic Age - Megalithic - Inscription - Literary and Archaeological site in Kongu region - Pre- Historical Society - culture and Burial Customs. | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Early History** | | | | **12 hours** | | | | | |
| Sangam period: Chera territory - Dynasty - Chieftain - Political and Social life - Economic life: Industrial development -Trade and Commerce - Kalabhras. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Medieval Political History** | | | **12 hours** | | | | | | |
| Rashtrakutas - Hoysala - Kongu Cholas - Early Pandyas - Veera Keralas - Later Pandyas Society - Culture - Economy - Bhakthi Movement: Saivism. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Art and Architecture** | | | **12 hours** | | | | | | |
| Kongu Chola Temples: Perur - Thirumuruganpoondi – Karur – Venjamangudalur - Thirupoondi Kodumudi –Thiruchengode - Avinasi - Bhavani – Dharamangalam | | | | | | | | | | | | | |
| **Unit:5** | | | | **Indigenous People** | | **12 hours** | | | | | | | |
| Tribes of Kongu - Kolli Kills - Socio Economic Cultural life - Tribes of the western Ghats – Society, Culture Economic condition changes – Kongu Society in the 18 Century – Socio Economic Transformation. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Kovakitlur, Kongs Nattu Faralar (in Tamil, Centenarycelebrations of Kovakishur, Coimbature, 1967 | | | | | | | | | | | | |
| 2 | Arokiawany,M. The Kongu Country University of Madrac, 1956 | | | | | | | | | | | | |
| 3 | Manickam.V. History of Kungmade upto 1400 A.D (m English & in Tamil), Makal Veliyeeds, Chema 2001 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Ramamoothy, v . The Hotory of Kong (Part-I Pre-Historic period to 1300 AD. International Society for the Investigation for Ancient Civilization, Madras 1956 | | | | | | | | | | | | |
| 2 | Karuppusamy, G. Kongu Natti Fanalare (Tamil) Abinaya Press, Chithode, Erode, 2020 | | | | | | | | | | | | |
| 3 | Vaidyanathan,K.S., Ancient Geography of the Kongu Country, Govt of India, Department of Culture, 1983 | | | | | | | | | | | | |
| 4 |  | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By : **Dr.R.Thillanayagi E-Mail:thillai.nayagi@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **M** | **S** | **M** | **M** | **M** |
| **CO2** | **S** | **S** | **M** | **S** | **M** | **M** | **M** |
| **CO3** | **S** | **S** | **M** | **S** | **M** | **M** | **M** |
| **CO4** | **M** | **S** | **M** | **S** | **M** | **M** | **M** |
| **CO5** | **S** | **S** | **M** | **S** | **M** | **M** | **M** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAC12** | **HISTORIOGRAPHY: THEORY AND METHODS** | | | | | **L** | **T** | **P** | **C** |
| **Core** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Imparts the value of History and develops the methods of historical writing** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course :**  1. To learn the meaning, value and classification of History.  2. To study the forerunners of Historiography  3.To impart knowledge in historical writings in India  4. To focus the significance of historical research and selection of topics  5. To equip with research methodology | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | define the meaning, and explain the nature and scope of History | | | | | | | | | K4 | |
| 2 | | | Trace the genesis of historical writing in Greece, Rome and Arabia | | | | | | | | | K2 | |
| 3 | | | Discuss the role of Indian historians | | | | | | | | | K2 | |
| 4 | | | Undertake research with confidence | | | | | | | | | K1 | |
| 5 | | | Apply the methodology in research work project or thesis | | | | | | | | | K1 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
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| **Unit:1** | | | | **History - The Master** | | | | | **12 hours** | | | | |
| Definition and meaning of History - nature & scope of History - Use & Abuse of History - History and allied disciplines - Branches of History - History as a science and Art | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Ages of Historiography:** | | | | **12 hours** | | | | | |
| Greek Historiography: Herodotus- Thucydides- Polybius. Roman Historiography: Livy,Tacitus, Arab Historiography: Ibn Khaldun. Ancient Indian Historiography: Bana-Bilhana- Kalhana. Medieval Indian Historiography: Alberuni- AmirKhusru-Barani- AbulFazl. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Enlightenment Historiography and role of Indian historians** | | | **12 hours** | | | | | | |
| Enlightenment Historiography: Voltaire- EdwardGibbon- Ranke-E.H.Carr- Indian historians: R.C.Dutt-Jadunath Sirkar-K.P. Jayaswall- K.A.NilakantaSastri- K.K.Pillai-D.D.Kosambi- RomilaThape | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Concept of Research** | | | **12 hours** | | | | | | |
| Concept- Objectives- Reasons for research- Types-Historical research-Requisites of the research scholar- Selection of topic: The criteria for selection- Types of topics- Formulation of hypothesis | | | | | | | | | | | | | |
| **Unit:5** | | | | **Research Methodology** | | **12 hours** | | | | | | | |
| Collection of Data: Nature and Kinds of Sources- Primary and Secondary- Internal and external Criticism- Objectivity and Subjectivity in writing history- Arrangement of Thesis: Synthesis- Footnotes-Bibliography- Appendices- Chart- Tables. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Ali, Sheik, *History: Its Theory and Method,*. New Delhi, Macmillan, 1980. | | | | | | | | | | | | |
| 2 | Carr, E.H. *What is History,* Harmonds worth, 1977. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Barzun, Jacques and Graff, Henry F., *The Modern Researcher*, San Diego : Harcourt Brace, 1985. | | | | | | | | | | | | |
| 2 | Collingwood, R.G. *The Idea of History*, Oxford 1977. | | | | | | | | | | | | |
| 3 | Clark,S. "The Annales Historians", in Q.Skinner ed., *The Return of Grand Theory in the Human Sciences*, Cambridge 1985. | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By: **Dr M.SENTHURPANDIAN E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO2** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO3** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO4** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO5** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAE05** | **PRINCIPLES AND METHODS OF ARCHAEOLOGY** | | | | | **L** | **T** | **P** | **C** |
| **Elective :1** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Knowledge in archaeology and excavation is highly needed to explore the unexplored.** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course are :**  1.To know the scope of Archaeology.  2.To study the history of Archaeology.  3.To focus the archaeological exploration method  4.To impart knowledge on the methods of excavation  5.To understand the site survey and Field methods. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Define the concept and scope of Archaeology. | | | | | | | | | K1 | |
| 2 | | | Compare the contribution and finding of eminent archaeologists. | | | | | | | | | K5 | |
| 3 | | | Identify and locate the site and Excavation methods | | | | | | | | | K1 | |
| 4 | | | Discuss the Epigraphy and Copper plate study | | | | | | | | | K2 | |
| 5 | | | Analyse the study of Coins | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **Definition, Aims and Scope of Archaeology** | | | | | **12 hours** | | | | |
| Archaeology : Definition – Kinds of Archaeology-Archaeology and other disciplines - Archaeology and other sciences | | | | | | | | | | | | | |
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| **Unit:2** | | | | **History of Indian Archaeology** | | | | **12 hours** | | | | | |
| Foundation of Indological Studies-The Development of Indological Studies - Sir William Jones- Asiatic Society-James Prinsep - Alexander Cunningham - James Burgess- Robert Bruce Foote - John Marshal - Mortimer Wheeler- K.N. Dikshit - N.G. Majumdar-Post Independence Era. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Archaeological Exploration Excavation Methods** | | | **12 hours** | | | | | | |
| Explorations- Methods of Exploration, Sampling Methods-Kind of Exploration ; Excavations : Vertical and Horizontal -Trench, Staratigraphy ; Dating methods: Radiocarbon dating - Thermolunisence,- Potassiom Argon method – Dendrochrnology - Scientific analysis of Excavated remains, Documentation and publication . | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Epigraphy and Copper Plate Inscription** | | | **12 hours** | | | | | | |
| Epigraphy: Definition - Origin and Evolution of Scripts: Asokan Brahmi and North India script - Tamil Brahmi- Vatteluttu - Tamil – Grantha - Nature and Types of inscriptions. Copper plate Inscription : Pallava - Chola – Pandiya | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:5** | | | | **Numismatics** | | **12 hours** | | | | | | | |
| Numismatics: Definition - Coins for the study - Early coins of North India : Punchmarked coins- Gupta coins - Coins age of Sangam : Chera - Chola - Pandya – Chieftains ; Pallava coins - Chola coins- Vijayanagara coins - Coins of Delhi Sultanate and Mughals | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - Webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Raman.K. V.,*Principles and Methods in Archaeology*, Parthajan Publication, Madras, 1991 | | | | | | | | | | | | |
| 2 | Rajan.K., *Archaeology: Principles and Methods,*Manoo Pathippakam, Thanjavur, 2002. | | | | | | | | | | | | |
| 3 | Mahadevan, Iravatham, *Early Tamil Epigraphy, From the Earliest Times to the Sixth Century C.E.*, Revised and Enlarged Edition, Vol.I Central Institute of Classical Tamil, Chennai,2013 | | | | | | | | | | | | |
| 4 | Chitharaman.Arumuga., Tamil Kasukal, Thanalakshmi patippakam, Thanjavur, 2014 | | | | | | | | | | | | |
| 5 | Sircar.D.C., *Inscription of Asoka*, Ministry of Information of and Broadcasting, Government of India, New Delhi,(FE1957),1975 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Ali.B. Shaik., *History: Its Theory and Method,* Macmillan India Ltd, Madras, 1978. | | | | | | | | | | | | |
| 2 | Bhattacharya.N. N., *Ancient Indian History and Civilization*, Manohar, New Delhi, 1988. | | | | | | | | | | | | |
| 3 | Crawford.O.G.S., *Archaeology in the Field,* Phoenix, London,1953. | | | | | | | | | | | | |
| 4 | Barker.P. *Techniques of Archaeological Excavation*, Batsford, London,1982 | | | | | | | | | | | | |
| 5 | Nagaswami.R.,*Kalvetiyal*,TamilNadu State Department ofArchaeology, Chennai,1972. | | | | | | | | | | | | |
| 6 | Rajan,K., *Kalvetiyal,* Mano Pathippgam, Thanjavur, 2006. | | | | | | | | | | | | |
| 7 | Sircar. D.e., *Indian Epigraphy,* Motilal Banarsidass Publications, New Delhi, 1965. | | | | | | | | | | | | |
| 8 | Krishnamurthy.R.,*Sangam*:N*umismatics and cultural history, (New* Era Publications, California, USA, 2006 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By :  **Dr M.SENTHURPANDIAN E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **M** | **S** | **L** | **S** | **S** | **S** | **S** |
| **CO2** | **M** | **S** | **L** | **S** | **S** | **S** | **S** |
| **CO3** | **M** | **S** | **L** | **S** | **S** | **S** | **S** |
| **CO4** | **M** | **S** | **L** | **S** | **S** | **S** | **S** |
| **CO5** | **M** | **S** | **L** | **S** | **S** | **S** | **S** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAE06** | **ARCHIVES KEEPING** | | | | | **L** | **T** | **P** | **C** |
| **Elective :2** | | | | | **4** | **-** | **-** | **4** |
| Pre-requisite | | | | | Provides an awareness on research value of Archival materials | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course:**  1.To acquire knowledge on the utilisation of records for research in Modern History.  2.To focus the role of Archives in research.  3.To enlighten the students on the functioning of the Archives at national, provincial, and regional level.  4. To study the administration of Archives  5. To understand the value of archival material and its preservation. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Summarises the history of Archives and Record management | | | | | | | | | K2 | |
| 2 | | | Realise the value of archival materials for research in modern history | | | | | | | | | K1 | |
| 3 | | | Appraise the research service provided by the National Archives Delhi, Tamilnad Archives Chennai, Regional archives-- Tanjore and Coimbatore. | | | | | | | | | K5 | |
| 4 | | | Analyse the Archives management and the role of Archival officers. | | | | | | | | | K4 | |
| 5 | | | Apply the methods of preservation of Archives | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **Origin and Development of Archives** | | | | | **12 hours** | | | | |
| Definition - Scope - Origin and Development of Archives - Manuscripts - Documents - Records importance - History of Archives - Record Management. | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Types of Archives and their role in Research** | | | | **12 hours** | | | | | |
| Types of Archives: Role of Archives in Education – Research works - Classification of Archives : World Archives : London(UK)- Indian Office Records- National – Provincial – Regional - Government - College - Universities. Palm Leaf Manuscript Archives:Missions for Manuscript - Oriental Library Chennai - Sarasvathimahal Library, Thanjavur - Tamil University, Thanjavur - Gowmaramadalyam, Coimbatore. Paper Manuscript Archives : National Archives, Delhi - Madras Archives, Cehennai - Sarasvathimahal Library, Thanjavur - Tamil University, Thanjavur – Regional Archives, Perur. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Contribution of Archives** | | | **12 hours** | | | | | | |
| Educational activities: Lecture - Seminars - workshops - Use of Archives studies - Research work - Manuscript collections - Publications - Catalogue -Guide. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Archives Administrative Structure** | | | **12 hours** | | | | | | |
| Archives Management: Administration - Commissioner - Director - Co-ordinating National and International organisations related to Archives- Role of Curator - Research Officer - Technical and Administrative staffs - conservator - Security - Public safety - fire Safety. | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Conservation and Preservation of Archives** | | **12 hours** | | | | | | | |
| Preservation of Archival Materials : Treatment against Fungi and insects – Liquid Ammonia method - Calcium Hydroxide method - Physical forms of Archives - Records, Film, Video Tapes, Sound records, Machine readable records. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Jayaraj.V, Care of Archival Materials and Manuscripts, Government Museum, Chennai,2007 | | | | | | | | | | | | |
| 2 | Agrawal.O.P., Conservation Manuscripts and paintings of South-east Asia,Butterworeth&Co, Lucknow,1931 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | J. DharmaRajan, Tensy publication,Sivakasi,2008 | | | | | | | | | | | | |
| 2 | Sundara Raj., Manual of Archival System and World of Architecture, Siva publicatios,Chennai,1999. | | | | | | | | | | | | |
| 3 | Sridhar.R., Kalai Padaippukalaiyum Nulagap Porutkalaiyum Paramarithal, Government Museum, Chennai, 2007 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By : **Dr R.UDAIACHANDRAN** **E-Mail:** **sheelaudaiachandran@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **L** | **S** | **L** | **S** | **S** | **M** | **S** |
| **CO2** | **L** | **S** | **L** | **S** | **S** | **M** | **S** |
| **CO3** | **L** | **S** | **L** | **S** | **S** | **M** | **S** |
| **CO4** | **L** | **S** | **L** | **S** | **S** | **M** | **S** |
| **CO5** | **L** | **S** | **L** | **S** | **S** | **M** | **S** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **GS107** | **HISTORY FOR COMPETITIVE EXAMINATIONS** | | | **L** | | | **T** | **P** | **C** |
| **SUPPORTIVE : III** | | | | | **4** | | | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Promotes the core competency skills and augment citizenship values.** | | | **Syllabus Version** | | | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course are :**  1.To acquire thorough knowledge in the main aspects of Indian history  2. To understand the pre historic period, Vedic Age and the rise of empires  3.To learn Muhammedan invasion and Delhi Sultanate.  4.To know the British administration under Governor Generals  5.To study India’s freedom struggle in Gandhian era and Indian constitution | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Recall the Ancient Indian History and the development of civilizations | | | | | | | | | K1 | |
| 2 | | | Discuss the important features of Delhi Sultanate | | | | | | | | | K2 | |
| 3 | | | Examine the formation of Mughal dynasty and their contribution to the development of art and architecture. | | | | | | | | | K3 | |
| 4 | | | Aanalyze the British administration and their expansion policies in India | | | | | | | | | K4 | |
| 5 | | | Appraise the role of various national leaders and nationalism for the cause of Indian freedom. | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Ancient History** | | | | | | **6 hours** | | | |
| Sources - Prehistoric Age - Indus Valley Civilization - Vedic Age- Alexander’s Invasion- Religions in 6th century BC – Rise of Magada Mauryas - Guptas- Harshavardhana | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Medieval History** | | | | | **6 hours** | | | | |
| Muhammeden Invasions - Delhi Sultanate -Vijayanagar – Bahmini | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Mughal Empire** | | | **6 hours** | | | | | | |
| Mughal Rule **-** Babur - Sher Shah - Akbar - Shahjahan - Aurangzeb **-** Decline of the Mughals. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Advent of the Europeans** | | | **6 hours** | | | | | | |
| Advent of the Europeans -Robert Clive -Warren Hastings - Cornwallis - Wellesley - Bentinck - Dalhousie - Sepoy Mutiny. | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Pre and Post Gandhian Era** | | **6 hours** | | | | | | | |
| Nationalism-Moderates - Extremists - Gandhian Era - Indian Independence Act of 1947 - Indian Constitution. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars - webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **32 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Shailesh Chandra - Medieval India (1200 – 1800), Alfa Publicatios, NewDelhi,2009. | | | | | | | | | | | | |
| 2 | J.C. Aggarwal - The Ancient, Medieval & Modern Indian History, S.Chand&Co, New Delhi, 2009 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Pramod Singh Parashar -Trueman’s Indian History, KanishkaPublications,New Delhi, | | | | | | | | | | | | |
| 2 | Chakravarthy - Freedom Fighters of India,Crest Publishing House, Delhi,1999 | | | | | | | | | | | | |
| 3 | Sarkar Sumit, Modern India 1885 –1947,Macmillan, New Delhi,1983 | | | | | | | | | | | | |
| 4 | Chandra Bipan et al, India’s Struggle for Independence, New Delhi,1972 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By : **Dr R.UDAIACHANDRAN** **E-Mail:** [**sheelaudaiachandran@gmail.com**](mailto:sheelaudaiachandran@gmail.com) | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO2** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO3** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO4** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO5** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
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\*S-Strong; M-Medium; L-Low

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| **SEMESTER – IV** | | | | | | | | | | | | | | |
| **Course code** | | | | | **22HIAC13** | **CONTEMPORARY INDIA, C.E 1947-**  **C.E 2000** | | | | **L** | **T** | **P** | | **C** |
| **Core** | | | | | | **4** | **-** | **-** | | **4** |
| **Pre-requisite** | | | | | | **Motivates the students for critical and analytical study of free India.** | | | | **Syllabus Version** | | **2022-23** | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| **The main objectives of this course:**  1.Impart know ledge on the making of the Indian constitution, economic planning and the linguistic reorganization of Indian states.  2.Ggive a picture of how India’s political and economic agenda and basics of foreign policy were evolved and developed since independence.  3.Focuses on the development of education, science, technology and also the contemporary issues related to religion, caste and politics in India.  4.To know the role of political leaders in various aspects.  5.To study the economic development and program of science in contemporary India. | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | | Estimate the role of Sardar Patel in the integration of princely state | | | | | | | | | | K2 | |
| 2 | | | Compare the administrative measures taken by the Congress and Janatha party Government in the beginning years post - independence period | | | | | | | | | | K5 | |
| 3 | | | Distinguish between the administration of Rajiv Gandhi and Narasimha Rao | | | | | | | | | | K4 | |
| 4 | | | Identify the changes in contemporary Indian Society. | | | | | | | | | | K1 | |
| 5 | | | Explain the economic development and progress of science in contemporary India. | | | | | | | | | | K2 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Consolidation as a Nation** | | | | | | **12 hours** | | | | |
| Consolidation as a nation: Integration of Princely states - Sardar Vallabhai Patel - princes in electoral politics - Framing of Indian Constitution - linguistic reorganization of states - regionalization & regional inequality - the questions of national language - Nehru’s Foreign policy. | | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Congress and Non Congress Government** | | | | | **12 hours** | | | | | |
| Lal Bahadur Sastri - Indira Gandhi - Emergency - General Elections of 1977 - Non-congress government - Jaya Prakash Narayanan - Janata Government - the elections of 1980 - Coalition Politics and Governance - Conflict Zones: Punjab- Kashmir-Jharkhand- Telengana - North East. | | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Contribution of Prime Ministers** | | | | **12 hours** | | | | | | |
| Rajiv Gandhi - National Front government (1989- 91) – Narasimha Rao - BJP government - United Front - Congress till 2000 | | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Movements and Commissions** | | | | **12 hours** | | | | | | |
| Caste & Ethnicity after 1947 - Backward Castes & Tribes in post-colonial electoral politics - Dalit movement - Mandal commission | | | | | | | | | | | | | | |
| **Unit:5** | | | | **Various Developments** | | | **12 hours** | | | | | | | |
| Economic development & Political change; land reforms - the planning and rural reconstruction - equality & environmental policy in post-colonial India - progress of science. | | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | | |
| 1 | Venkatesan.G, History of Contemporary India, V.C. Publications, Madurai, 2012 | | | | | | | | | | | | | |
| 2 | Acharya, K.R. & et.al Perspectives on Indian Government and Politics, Chand & Co., New Delhi, 1993. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | | |
| 1 | Basu, D.D. Contemporary on the Constitution of India. Vol.1&2, Tata-Mcgraw Hill, New Delhi, 1990. | | | | | | | | | | | | | |
| 2 | Bose, D.M., S.N. Sen., B.V. Subbarayappa.eds. A Concise History of Science in India. Indian National Science Academy, New Delhi, 1989. | | | | | | | | | | | | | |
| 3 | Chandra, Bipan and et.al. Indian After Independence, Penguin, New Delhi, 1997. | | | | | | | | | | | | | |
| 4 | Saberwal, Satish, Roots of Crisis: Interpreting Contemporary Indian Society, Sage, New Delhi, 1996. | | | | | | | | | | | | | |
| 5 | Thakur, Ramesh. The Government and Politics of India. Houndenville: Macmillan, 1995. | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | | |
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| Course Designed By : **Dr R.UDAIACHANDRAN** **E-Mail:** [**sheelaudaiachandran@gmail.com**](mailto:sheelaudaiachandran@gmail.com) | | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO2** | **S** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO3** | **S** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO4** | **S** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO5** | **S** | **S** | **S** | **S** | **S** | **M** | **S** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAC14** | **HISTORY OF CHINA C.E 1800 - C.E 2000** | | | | | **L** | **T** | **P** | **C** |
| **Core** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Historical knowledge at global level is the need of the time especially the role of China in World affairs** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course are :**  1.To Study the advent of Europeans and western impact on china.  2. To understand the Political, Social and Economic conditions and various movements in China.  3.To learn the Intellectual and Cultural Progress of China.  4.To know the Role of China in world war and Reorganization of Communism and its Foreign Policy.  5.To throw light on people’s republic of China and its foreign policy. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Analyze the advent of westerners and various movement against it. | | | | | | | | | K4 | |
| 2 | | | Compare several conferences and demands of China. | | | | | | | | | K5 | |
| 3 | | | Discuss the economic, religious and social structures of China. | | | | | | | | | K2 | |
| 4 | | | Describe about the growth of communism and Mao - Tse - Tung. | | | | | | | | | K1 | |
| 5 | | | Explain about the Republic of China. | | | | | | | | | K3 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **Manchu Rule in China** | | | | | **12 hours** | | | | |
| Opening of China to the West - Opium Wars - First Sino - Japanes War - Taiping Rebellion - China under the Manchus - Boxer Movement - Manchu Reforms - Political, Social and Economic conditions - Revolution of 1911 - Fall of Monarchy – Dr. Sun Yat Sen. | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:2** | | | | **Wars and Movements** | | | | **12 hours** | | | | | |
| Yuan Shi Kai’s Presidency - First World War and China - Twenty one Demands - The Paris Peace Conference and China - May Fourth Movement - War Lords - Washington Conference. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Policies and Progress of China** | | | **12 hours** | | | | | | |
| The Kuomintang - Economic, Social, Intellectual and Cultural Progress of China upto 1931 - The Nationalist Government - Domestic Policies from 1929 - 33- Chiang- Kai Shek. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Growth of Communism** | | | **12 hours** | | | | | | |
| Second Sino - Japanese War - China and World War II - Growth of Communism - Civil War - Rise of Mao - Tse-Tung - People’s Republic of Taiwan. | | | | | | | | | | | | | |
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| **Unit:5** | | | | **Republic of China and its Foreign Policy** | | **12 hours** | | | | | | | |
| The establishment of people’s Republic of China - Political, Social and Economic and Cultural Revolution - Deng Ziao - Peng - Reorganization of Communism - 1982 Constitution - Foreign Policy upto 2000 C.E | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | Shiv Kumar., *History of Modern China(1839-1980)*, S.Chand & company LTDm New Delhi.1976. | | | | | | | | | | | | |
| 2 | Gupta.R.S., *History of Modern China,* Sterling Publishers, New Delhi,1974. | | | | | | | | | | | | |
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| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Rajaram.V., *History of China , Japan and South East Asia* (In Tamil), Tamilnadu Text Book Society, Chennai. | | | | | | | | | | | | |
| 2 | Clyde and Beers., *The Far East,* Prentice Hall of India Pvt Ltd, New Delhi,1977. | | | | | | | | | | | | |
| 3 | Chatterji.B.R., *Moden China,* Meenakshi Prakashan, Meerut,1974. | | | | | | | | | | | | |
| 4 | Hsu.C.Y., *The Rise of Modern China,* Oxford University Press, Hong Kong,1983. | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By: **Dr M.SENTHURPANDIAN E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO2** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO3** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO4** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
| **CO5** | **S** | **S** | **S** | **S** | **L** | **L** | **M** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HIAC15** | **INTERNATIONAL RELATIONS SINCE C.E 1945** | | | | | **L** | **T** | **P** | **C** |
| **Core** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Updates the knowledge of the students on**  **world affairs** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course:**  1.To make the students understand the theories and concepts of international politics.  2.To highlight the foreign policies of the world economic order.  3. To focus the world impact of globalisation .  4.To enlighten the student on the aims and functions of the international organisatons.  5.To impart knowledge on India’s relations with the super powers. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Define the theories of international relations. | | | | | | | | | K1 | |
| 2 | | | Explain the concepts of international politics. | | | | | | | | | K2 | |
| 3 | | | Compare the foreign policy of the major powers | | | | | | | | | K5 | |
| 4 | | | Examine the impact of globalisation. | | | | | | | | | K3 | |
| 5 | | | Analyse the global issues and the role of U.N and the specialized agencies in maintain world peace. | | | | | | | | | K4 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | **Introduction to International Relations** | | | | | **12 hours** | | | | |
| Definition and scope - Theories of international Politics: The Realist Theory, Systems Theory, Decision Making-Game Theory | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:2** | | | | **Concepts of International Politics** | | | | **12 hours** | | | | | |
| Concepts of international Politics: Power - National interest - Balance of power -Collective Security: NATO - CENTO - Warsaw Pact - SEATO - ANZUS - Old and New Diplomacy-practice. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Various Policies and Programmes** | | | **12 hours** | | | | | | |
| Foreign policies of the major powers (Post II World War): United States, Soviet Union & China. India’s foreign policy and relations: Non - Alignment and Panchasheel India and the super Powers - Oil Diplomacy - Palestine - Israel conflicts - The Nuclear Non - Proliferation Treaty (NPT) : Comprehensive Test Ban Treaty [CTBT]- India’s - Nuclear Policy. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Economic Order and Globalisation** | | | **12 hours** | | | | | | |
| New International Economic order; GATT, IMF and World Bank/WTO and its implications. The North-South ‘Dialogue- in the United Nations and Outside - Impact of Globalisation. | | | | | | | | | | | | | |
| **Unit:5** | | | | **International Organizations** | | **12 hours** | | | | | | | |
| Origin and Development of International Organizations: The United Nations and its Specialized Agencies : OAS - OAU - Arab League - ASEAN - EEC - IBSA – BRICS - G8- G20- SAARC. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Carr.E.H, Britain.,A Study of Foreign Policy from the Versailles Treaty to the Outbreak of the War.1947, | | | | | | | | | | | | |
| 2 | Dutt.V.P., India's Foreign Policy, Vani Educational Books, New Delhi,1984 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Feller, McLellan, David.S., William C. Olson., Fred A. Sondermann., The Theory and Practice of International Relations, Printice -Hall of India, New Delhi,1977. | | | | | | | | | | | | |
| 2 | Priestly,Palmer, Perkins., International Relations, Calcutta,1969 | | | | | | | | | | | | |
| 3 | Sprout,Harold,Margaret Sprout., Foundations of International Politics, Affiliated East West Press Pvt.Ltd, New Delhi,1964. | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By : **Dr R.UDAIACHANDRAN** **E-Mail:** **sheelaudaiachandran@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **M** | **L** | **M** |
| **CO2** | **S** | **S** | **S** | **S** | **M** | **L** | **M** |
| **CO3** | **S** | **S** | **S** | **S** | **M** | **L** | **M** |
| **CO4** | **S** | **S** | **S** | **S** | **M** | **L** | **M** |
| **CO5** | **S** | **S** | **S** | **S** | **M** | **L** | **M** |
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\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **22HISAC16** | **INDIAN POLITY AND GOVERNANCE** | | | | | **L** | **T** | **P** | **C** |
| **Core** | | | | | **4** | **-** | **-** | **4** |
| **Pre-requisite** | | | | | **Same point given for the paper Indian Constitution** | | | | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | | | | |
| **The main objectives of this course:**  1.To impart basic knowledge of Indian constitution.  2.To make the students aware of the Principal organs of the union Government.  3.To introduce the idea of various statutory commissions.  4.To make the students aware of interstate relation.  5.To learn the political parties at national and regional level. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | | Recall the Historical background of Making of the Indian Constitution. | | | | | | | | | K1 | |
| 2 | | | Illustrate the Principal Organs of the Union Government. | | | | | | | | | K4 | |
| 3 | | | Examine the functions and powers of Statutory Institutions and various Commissions. | | | | | | | | | K3 | |
| 4 | | | Interpret the centre state Relation and disputes | | | | | | | | | K2 | |
| 5 | | | Assess the role of national and regional parties in Indian politics. | | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
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| **Unit:1** | | | | **Making of the Indian Constitution** | | | | | **12 hours** | | | | |
| The Constituent Assembly and its role in the making of the Indian Constitution- Salient features of the Indian Constitution- The Preamble-Fundamental r ights- Fundamental duties- Directive Principles of State Policy | | | | | | | | | | | | | |
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| **Unit:2** | | | | **Principal Organs of the Union Government** | | | | **12 hours** | | | | | |
| Executive: President : position- Qualification ‐ powers. Vice President- Prime Minister and Council of Ministers -legislature: Union Parliament: Lok Sabha and Rajya Sabha- Amendment Procedure. Judiciary: Supreme Court-powers. | | | | | | | | | | | | | |
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| **Unit:3** | | | | **Government of the State** | | | **12 hours** | | | | | | |
| Governor: position and powers. Chief Minister- Council of Ministers-State legislature-High Court: organisation and powers-Local Municipal administration- Village Panchayat- lok Adalat- Family Courts. | | | | | | | | | | | | | |
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| **Unit:4** | | | | **Federalism** | | | **12 hours** | | | | | | |
| Elements of federation- Center State relations- Interstate disputes- Role of party System in Democracy-National and regional parties- Patterns of Coalition Politics-Election System. | | | | | | | | | | | | | |
| **Unit:5** | | | | **Center State Commissions** | | **12 hours** | | | | | | | |
| Statutory Institution Commissions: Comptroller and Auditor General-Election Commission- National Commissions for: Finance-Scheduled Castes and Tribes- Women- Human Rights- Minorities- Backward Classes Commission. | | | | | | | | | | | | | |
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| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | | |
| **Expert lectures, online seminars – webinars** | | | | | | | | | | | | | |
| Online Seminars - webinars- Internal Assessment Seminars. | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **62 hours** | | | | | | | |
| **Book(s) for Study** | | | | | | | | | | | | | |
| 1 | Arora. N.D., Political Science for Civil Services Mains Examination, Tata McGraw Hill, New Delhi, 2016. | | | | | | | | | | | | |
| 2 | Ganguly Sumit., India’s foreign Policy : Retrospect and Prospect, Oxford, 2011. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | | | | |
| 1 | Mehta.V.R., Foundations of Indian Political Thought: An Interpretation - From Manu to the Present Day. | | | | | | | | | | | | |
| 2 | Heywood Andrew., Political theory: An introduction, Palgrave Macmillan series, 2015. | | | | | | | | | | | | |
| 3 | Fadia.B.L. Indian Government and Politics, Sahitya Bhawan, 2017. | | | | | | | | | | | | |
| 4 | Kothari Rajni., Politics in India, Orient Blackswan, 2012. | | | | | | | | | | | | |
| 5 | Laxmikanth.M., Governance in India, McGraw Hill, New Delhi, 2014. | | | | | | | | | | | | |
| 6 | Kothari Rajni., Caste in Indian Politics, Orient Blackswan, New Delhi, 2010. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |
| 1 | | SWAYAM : https://swayam.gov.in/ | | | | | | | | | | | |
| 2 | | NPTEL : https://onlinecourses.nptel.ac.in/ | | | | | | | | | | | |
| 3 | | e-PG- Pathshala  : https://epgp.inflibnet.ac.in/ | | | | | | | | | | | |
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| Course Designed By : **Dr M.SENTHURPANDIAN E-Mail:senthurpandian19@gmail.com** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** |
| **CO1** | **S** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO2** | **S** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO3** | **S** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO4** | **S** | **S** | **S** | **S** | **S** | **M** | **S** |
| **CO5** | **S** | **S** | **S** | **S** | **S** | **M** | **S** |
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\*S-Strong; M-Medium; L-Low

**VALUE ADDED COURSES**

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|  | Name of the Course | 1. **GLOBAL BUSINESS FOUNDATION SKILLS**  2. **TAMIL EPIGRAPHY** |
| 2 | Name of the Department | HISTORY AND TOURISM |
| 3 | Name of the Faculty Member | Dr.R.UDAIACHANDRAN  Dr.M.SENTHURPANDIAN |
| 4 | Inter/Intra Department | Intra Department Course & MSME |
| 5 | Objectives of the Course |  |
| 6 | Topics to be Covered |  |
| 7 | Duration of the Course | 6 Month |
| 8 | Registration | Regular |

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| **Course code** | | | **22VACGFS** | **GLOBAL BUSINESS FOUNDATION SKILLS** | **L** | **T** | **P** | **C** |
| Core | | | |  | 2 | - | - | 2 |
| **Unit:1** | | **Overview of communication** | | | | | | |
| Overview of communication –English: Spoken Vs Written communication: Introduction to voice and accent – Phonetic rules – Fluency – Business communication – written – Reading Comprehension: Attention to details – Reading skills – Dealing with different kinds of customers | | | | | | | | |
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| **Unit:2** | | **Corporate Etiquettes** | | | | | | |
| Corporate culture – Corporate etiquette – importance of corporate etiquette in India UK and US Dressing and grooming skills – Workplace etiquette – Business etiquette – Email etiquette – Telephone and meeting etiquette – Presentation skills – Professional competencies: analytical thinking – listening skills – time management – team skills – stress management. | | | | | | | | |
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| **Unit:3** | | **PC and Data Skills** | | | | | | |
| PC and data skills – MS word – introduction – functions – formatting – graphics – spell check – printing. Data skills – MS excel – introduction – formatting data | | | | | | | | |
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| **Unit:4** | | **Analytical and Logical Reasoning** | | | | | | |
| Aptitude Appetizer – Analytical and logical reasoning – Quantitative Vs. verbal aptitude – practice – shortcut routes | | | | | | | | |
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| **Unit:5** | | **Employability readiness** | | | | | | |
| Resume preparation – Facing Group discussion- Face to Face interview | | | | | | | | |
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| **Book(s) for Study** | | | | | | | | |
| 1 | Vimala, A., (2016). Career Preparation and Talent Management, Oviya Publication, Coimbatore | | | | | | | |
| 2 | Urmilarai and S.M.Rai. (2011) –Communication skills Himalaya Publishing House | | | | | | | |
|  | | | | | | | | |
| **Book (s) for Reference** | | | | | | | | |
| 1 | Rajendra pal & J.S. Korlahalli,(2011) - Essentials of Business Communication S. Chand & sons. | | | | | | | |
| 2 | Ramesh, MS. & C.C Pattanshetti (2003) – Business Communication R. Chand & Co, New Delhi | | | | | | | |

**Professor and Head i/c**

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| **Course code** | | | | **22VACTE-2** | **TAMIL EPIGRAPHY** | | **L** | **T** | **P** | **C** |
| **Certificate** | | | | | **2** | **-** | **-** | **2** |
| **Pre-requisite** | | | | | Emphasises the study of History in scientific manner on the basis of epigraphy | | **Syllabus Version** | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | |
| **The main objectives of this course :**  1.To impart knowledge on epigraphy and paleography.  2.To focus the sites of Tamil Brahmi inscription.  3.To throw light on the Vattalettu inscription in Tamil Nadu.  4.To study the prominent Grandha inscriptions.  5.To leanr the significance of copper plates grants. | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | |
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| 1 | | | Define the concepts of epigraphy and paleography | | | | | | K1 | |
| 2 | | | Locate the sites of Brahmi inscription | | | | | | K1 | |
| 3 | | | Infer the content of Vatteluttu inscription | | | | | | K4 | |
| 4 | | | Decipher the Grandha inscription | | | | | | K3 | |
| 5 | | | Discuss the information in copper plates inscription. | | | | | | K2 | |
| **K1** - Remember; **K2** - Undestand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:1** | | | | **Origin and Evolution of Tamil Scripts** | | **05 hours** | | | | |
| Epigraphy: Definition-Scope- Value of Epigraphy - Antiquity of Writing system in Tamil Nadu : Origin and Evolution of Tamil Scripts : Graffiti Marks -Potsherd Inscription - Tamizhi (Brahmi) - Vatteluttu - Tamil - Grantha . | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:2** | | | | **Brahmi inscription** | | **10 hours** | | | | |
| Mangulam - Kilavalavu - Marukaltalai - Mettuppatti - Alagarmalai - Sittannavasal - Pugalur - Arachalur - Arittappatti - Pulimankombai- Thathapatti- Porpanikottai ; | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:3** | | | | **Vatteluttu Inscription** | | **10 hours** | | | | |
| Irattimali - Neganurpatti - Arasalpurm - Pappanpatti(Irulappatti) - Pariyanpatti - Thirunatharkunru - Indhalur - Koraiyaru - Komdayur - Thokaimalai; | | | | | | | | | | |
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| **Unit:4** | | | | **Grandha Inscription** | | **10 hours** | | | | |
| Mandagapattu - Pallavaram - Gurdimiyamali - Dalavanur - Thiruchirappli - Senthali ; | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:5** | | | | **Tamil Inscription & Copper plates Inscritpion** | | **10 hours** | | | | |
| **Tamil Inscription:** Pullamangai, Thanjavur, Darasuram **Copper plates Inscritpion** Pallankoil Copper Plate - Velvikudi - Chola copper plate : Anaimangalam - Karandhai | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | **45 hours** | | | | |
| **Book(s) for Study** | | | | | | | | | | |
| 1 | Sircar.D.C., *Indian Epigraphy,* Motilal Banarsidass Publications, New Delhi, 1965. | | | | | | | | | |
| 2 | Rajan,K., *Kalvetiyal,* Mano Pathippgam, Thanjavur, 2006. | | | | | | | | | |
|  | | | | | | | | | | |
| **Books(s) for Reference** | | | | | | | | | | |
| 1 | Mahadevan, Iravatham, *Early Tamil Epigraphy: From the Earliest Times to the Sixth Century A.D.*Cre-A Chennai, 2003. | | | | | | | | | |
| 2 | Mahadevan, Iravatham, *Early Tamil Epigraphy, From the Earliest Times to the Sixth Century C.E.*, Revised and Enlarged Edition, Vol.I Central Institute of Classical Tamil, Chennai,2013 | | | | | | | | | |
| 3 | Rajan,K.*Early Writing System*, Pandya Nadu Centre for Historical Research, Madurai, 2015. | | | | | | | | | |
| 4 | Nagaswami.R.,*Kalvetiyal*,TamilNadu State Department ofArchaeology, Chennai,1972. | | | | | | | | | |
| 5 | Sridhar.T.S.,*Tamil Brahmi-Kalvettugal,*Tamil Nadu State Department of Archaeology, Chennai,2006. | | | | | | | | | |
|  | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | |
| 1 | | e-PG- Pathshala | | | | | | | | |
|  | | | | | | | | | | |
| Course Designed By : **Dr.M.SENTHURPANDIAN E-Mail:adhavan.balu@gamail.com** | | | | | | | | | | |

**JOB ORIENTED CERTIFICATE COURSES**

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| 1 | Name of the Course | 1. **HISTORICAL STUDIES, TRAVEL AND TOURISM (NAAN MUDHALVAN SCHEME) - GOVT.OF TAMIL NADU**  2.**INDIAN ICONOGRAPHY ( BRONZE MAKING)** |
| 2 | Name of the Department | HISTORY AND TOURISM |
| 3 | Name of the Faculty Member | Dr.R.UDAIACHANDRAN  Dr.M.SENTHURPANDIAN |
| 4 | Inter/Intra Department | Intra Department Course & MSME |
| 5 | Objectives of the Course | To understand the evolution of writing  Origin and development of Art forms. |
| 6 | Topics to be Covered | Brahmi , Vatteluttu , Grandha , Copper plates Inscriptions and |
| 7 | Duration of the Course | 6 Month |
| 8 | Registration | Regular |
| 9 | Description of the Course | Enclosed |
| JOB OPPORTUNITIES: | | |
|  | 1. Historical studies,Travel and Tourism- ( Naan Mudhalvan Scheme)- Govt. Of Tamil Nadu | The course facilitates job opportunities in State Government Tourist offices and Hotel Tamil Nadu. The candidates after the completion of the course can act as Tourist guide in Tourism industry and Travel Agencies. In addition they can act as guides of their own in religious institutions after getting registered. |
|  | 2. Indian Iconography | This course would profoundly enable the students to learn the techniques of idol making. This would facilitate the learners to get mastery in that field and can organize an idol making industry of their own. |

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| **Course code** | | | **22JOCII-2** | **INDIAN ICONOGRAPHY**  **( BRONZE MAKING)** | | **L** | **T** | | **P** | **C** |
| **Core** | | | |  | | 2 | - | | - | 2 |
| **Pre-requisite** | | | |  | **Syllabus Version** | | | | **2022-23** | |
| **Course Objectives:** | | | | | | | | | | |
| 1. To acquire knowledge on the Indian Iconography. 2. To enlighten the students on the significance of Iconography. 3. To impart knowledge on Iconography and Iconometry. 4. To learn about north Indian sculptures. 5. To understand the unique features of South Indian sculptures | | | | | | | | | | |
| **Expected course outcome:** | | | | | | | | | | |
| **1.** Define the concepts of Iconography.  **2**. Analyze the method of preparation of images.  **3**. Identify the various ingredients for making idols.  **4**. Discuss the origin and evolution of South Indian sculptures | | | | | | | | | | |
| **Unit:1** | | **Introduction to Indian sculptures** | | | | | | **10 Hours** | | |
| Iconography – Definition and Scope – Origin and Development of sculpture in India- Image worship in India – Basic elements of Indian sculptural art – Raw materials and techniques – Sculpture as a mode of religious communications – Socio-Cultural significance of Indian sculptures | | | | | | | | | | |
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| **Unit:2** | | **Puranic and Mythological Background of Indian sculpture** | | | | | | **10 Hours** | | |
| Hindu Mythology – Vedic Gods – Hindu Triad – Goddesses – Buddhist Mythology – Preaching and Death – Jain Mythology | | | | | | | | | | |
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| **Unit:3** | | **Iconography and Iconometry** | | | | | | **10 Hours** | | |
| Silpa Sastrs – Iconographic Terminology – Hastas and Asanas – Symbolism of Sculptures – Iconometry principles – Uttama Pasatalam ,Uttama Nava talam and Uttama Ashtatalam – Aesthetic Principle – Iconography of Siva – Different forms – Iconography of Vishnu – Brahma – Forms of Goddesses and Minor deities - Buddhist Iconogaphy Buddha and Bodhisatva – Jaina Iconography – Tirtankaras ,Yakshas and Yakshinis. | | | | | | | | | | |
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| **Unit:4** | | **North Indian Sculptures** | | | | | | **10 Hours** | | |
| Indus Valley Sculptures – Mauryan sculptures – Sunga Stonecarvings – Kushana Sculptures – Gandhara and Madhura schools of Art – Gupta Sculptures – Sculptures of Palas and Senas – Chandella Sculptures.. | | | | | | | | | | |
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| **Unit:5** | | **South Indian Sculptures** | | | | | | **05 Hours** | | |
| Pre and Proto historic Terracotta and Metal figurines – Sculptures of Satavahanas and Ikshavakus – Chalukyan sculptures – Sculptures of Pallavas and Rashtrakutas – Chola and Pandya sculptures – Hoysala Sculptures – Vijayanagar and Nayak Sculptures- South Indian Bronzes. | | | | | | | | | | |
|  | | | | | | | | | | |
| **Textbook** | | | | | | | | | | |
| 1.Agrawala, S.Vasudeva, The Heritage of Indian Art, Government of India, Delhi, 1984. | | | | | | | | | | |
| 2.Ekambaranathan, A.,Thamizhagach Cirppa, Oviyak Kalaigal (Tamil), Tinnavelly, 1984.  3.Harle, J.C.,The Art and Architecture of the Indian Sub Continent., London, 1990. | | | | | | | | | | |
| 4.Huntington, l., susan, The Art of Ancient India. New York, 1993. | | | | | | | | | | |
| 5.Banerjea, J.N., The Development of Hindu Iconography, Munshiram Manoharlal, New Delhi, 1974. | | | | | | | | | | |
| 6. Ganguly.O.C., South Indian Bronzes, Indian Society of Oriental Art. Calcutta, 1915. | | | | | | | | | | |
| 7.Saraswathi. S.k., A Survey of Indian Sculpture, Firma K.L.Mukhopadhyay, Calcutta, 1975. | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | |
| 1 | Commaraswamy, A.K., History of Indian and Indonesian Art, York, 1972. | | | | | | | | | |
| 2 | Ganapathi Sthapathi, V.,Cirpachchennul (Tamil), Pub. Madras, 1978. | | | | | | | | | |
| 3 | Gupta, R.S., Iconography of the Hindus, Buddhists and Jain, Pub. Bombay, 1980. | | | | | | | | | |
| 4 | Havell, E.B., Indian Sculpture and Paintings, Delhi, 1980. | | | | | | | | | |
| 5 | Stutley Margret, The Illustrated Dictionary of Hindu Iconography, London, 1985. | | | | | | | | | |
| 6 | Gopinatha Rao, T.A., Elements of Hindu Iconography, Motilal Bannassidass. Pubs., New Delhi 1985. | | | | | | | | | |
| 7 | Krishna Sastri, H., South Indian God and Goddesses, Medras Government Publication, Madras, 1916. | | | | | | | | | |

**BOS - Chairman**