M.A. History

Syllabus

UNIVERSITY DEPARTMENT

Program Code: HISA

2023 – 2024 onwards

BHARATHIAR UNIVERSITY

(A State University, Accredited with "A++" Grade by NAAC,
Ranked 21st among Indian Universities by MHRD-NIRF)

Coimbatore - 641 046, Tamil Nadu, India

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.

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.

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.

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

BHARATHIAR UNIVERSITY: COIMBATORE 641 046

M.A HISTORY Curriculum (University Department)

(For the students admitted during the academic year 2023- 24 onwards)

Scheme of Examination- CBCS pattern

Course Code	Title of the Course	Credits	Hours	Maximum Marks		
			Theory	CIA	ESE	Total
	FIRST SEMESTER					
23HIAC01	History of Ancient India upto 6th century B.C.E	4	4	25	75	100
23HIAC02	History of Ancient India B.C.E 600 - C.E 647	4	4	25	75	100
23HIAC03	History of Tamil Nadu up to C.E 1565	4	4	25	75	100
23HIAC04	Modern Europe C.E 1789 – C.E 1945	4	4	25	75	100
23HIAE01	Elective: 1 Cultural Tourism in India	4	4			100
23HIAE02	Elective : 2 Indian Art and Architecture			25	75	
GS111	Supportive : I History and Civil Service Examinations	2	2	12	38	50
	Total	22	-	-	-	550
	SECOND SEMESTER					
23HIAC05	History of Medieval India up to C.E 1526	4	4	25	75	100
23HIAC06	History of the Mughals C.E 1526 – C.E 1707	4	4	25	75	100
23HIAC07	History of Tamil Nadu from C.E 1565 to C.E 2011	4	4	25	75	100
23HIAC08	History of USA, C.E 1900 - C.E 2000	4	4	25	75	100
23HIAE03	Elective: 1. Panchayat Raj	4	4	25	75	100
23HIAE04	Elective : 2.Intoduction to Industry					
GS112	Supportive - II Working of The Indian Constitution	2	2	12	38	50
	Total	22	-	-	-	550
	THIRD SEMESTER					
23HIAC09	Modern India up to C.E 1857	4	4	25	75	100
23HIAC10	Indian National Movement C.E 1857 - C.E 1947	4	4	25	75	100
23HIAC11	History of Kongu Nadu up to C.E. 1800	4	4	25	75	100
23HIAC12	Historiography : Theory and Methods	4	4	25	75	100
23HIAE05	Elective:1.Principles and Methods of Archaeology	4	4	25	75	100
23HIAE06	Elective:2.Archives Keeping					
GS107	Supportive - III History for Competitive Examinations	2	2	12	38	50
	Total	22	-	-	-	550
	FOURTH SEMESTER					
23HIAC13	Contemporary India C.E 1947- C.E 2000	4	4	25	75	100
23HIAC14	History of China C.E.1800-C.E.2000	4	4	25	75	100
23HIAC15	International Relations Since C.E 1945	4	4	25	75	100
23HIAC16	Indian Polity and Governance	4	4	25	75	100
	Project work &Viva-Voce / Guide evaluation	8	-	50	150	200
	Total	24	-	-	-	600
	Grand Total	90	-	-	-	2250
	ONLINE COURSES					
	Swayam (MOOC-Online)	2	-	-	-	50
	VALUE ADDED COURSES					
23VACGFS-1	Global Business Foundation Skills I-Semester	2	-	-	-	50
23VACTE-2	Tamil Epigraphy II-Semester	2	-	-	-	50
	Total	4	-	-	-	100
	JOB ORIENTED COURSES					
23JOCTT-1	Historical Studies, Travel and Tourism (Naan Mudhalvan Scheme – Govt. of Tamil Nadu) NPTEL/ IIT Kharagpur III- Semester	2	-	-	-	50
23JOCIT-2	Indian Iconography (Bronze Making) IV-Semester	2	-	-	-	50
	Total	4	-	-	-	100

BHARATHIAR UNIVERSITY
Coimbatore
EDUCATE TO ELEVATE

Course code	23HIAC01	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		2023-24	

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.

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
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 R.UDAIACHANDRAN** **E-Mail: sheelaudaiachandran@gmail.com**	

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**

*S-Strong; M-Medium; L-Low

Course code	23HIAC02	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		2023-24	

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

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 on society.	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

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.

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.

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.

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.

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.	
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.	
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**

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**

*S-Strong; M-Medium; L-Low

Course code	23HIAC03	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		2023-24	

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

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 .

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

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

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

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.

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, 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/
Course Designed By :**Dr M.SENTHURPANDIAN** **E-Mail:senthurpandian19@gmail.com**	

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**
CO3	**S**	**S**	**M**	**S**	**S**	**L**	**L**
CO4	**S**	**S**	**M**	**S**	**M**	**L**	**L**
CO5	**S**	**S**	**M**	**S**	**M**	**L**	**L**

*S-Strong; M-Medium; L-Low

Course code	23HIAC04	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		2023-24	

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.

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.

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

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.

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

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.

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.
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**

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**

*S-Strong; M-Medium; L-Low

Course code	23HIAE01	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		2023-24	

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.

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.

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

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.

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.

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,
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.R.Udaiachandran**	**E-Mail:sheelaudaiachandran@gmail.com**

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**

*S-Strong; M-Medium; L-Low

Course code	23HIAE02	INDIAN ART AND ARCHITECTURE	L	T	P	C
Elective :2			4	-	-	4
Pre-requisite		Creates an interest in Temple Studies	Syllabus Version		2023-24	

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.

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

Unit:2	Gupta Architecture	12 hours

Gupta Architecture - Vakataka Architecture - Ajantha and Ellora. - Deccan Architecture - Chalukyan Architecture- - Aihole, Pattatakkal and Badami – Iconography

Unit:3	Architecture of Tamilnadu	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

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

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.]	
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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**

*S-Strong; M-Medium; L-Low

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		2023-24	

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.

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 the goal to achieve developed nation.	K4

K1 - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create

Unit:1	**India under British Rule**	**6 hours**

History of Civil Service - Indian Administration - pre-colonial - under British rule - Administrative Reforms

Unit:2	**All India Service**	**6 hours**

IAS, IPS, IFS, IRS- Union Public Service Commission - Composition and Function.

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.

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.

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.

Unit:6	**Contemporary Issues**	**2 hours**

Expert lectures, online seminars – webinars

Online Seminars - webinars- Internal Assessment Seminars.

	Total Lecture hours	**32 hours**

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.
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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**
CO5	**S**	**S**	**S**	**S**	**S**	**S**	**S**

*S-Strong; M-Medium; L-Low

Course code	23HIAC05	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		2023-24	

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.

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.

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.

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

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

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.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
1	SWAYAM : https://swayam.gov.in/
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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

*S-Strong; M-Medium; L-Low

Course code	23HIAC06	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		2023-24	

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.

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 religious 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

Unit:1	Mughal Empire	12 hours

Sources of the study - Foundation of the Mughal Empire – Babur – Humayun - Sur dynasty - Sher Shah Sur - administrative reforms.

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.

Unit:3	Mughal Administration	12 hours

Jahangir - Expansion during 1611- 1621 - Nur Jahan Junta - Shah Jahan - War of succession

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.

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., *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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Course Designed By : **Dr M.SENTHURPANDIAN** **E-Mail:senthurpandian19@gmail.com**	

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**

*S-Strong; M-Medium; L-Low

Course code	23HIAC07	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		2023-24	

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.

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

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

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

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.

Unit:4	Developments in Tamil Nadu Administration	12 hours

Rajaji Kamaraj - Annadurai - Karunanithi - M.G.Ramachandran - Social Welfare Programmes from 1947 to 1987.

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.

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, 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
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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**

*S-Strong; M-Medium; L-Low

Course code	23HIAC08	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		2023-24	

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.

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.

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.

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

Unit:4	**Progress of USA**	**12 hours**

LB.Johnson - Great Society - Foreign Policy - Richard Nixon - Watergate Scandal - Ping Pong Diplomacy - Man on the Moon.

Unit:5	**Modern American Presidents**	**12 hours**

America under President - Jimmy Carter - Ronald Reagan - George Bush (Sr) - Bill Clinton.

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.
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Course Designed By : **Dr R.UDAIACHANDRAN** **E-Mail: sheelaudaiachandran@gmail.com**	

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**

*S-Strong; M-Medium; L-Low

Course code	23HIAE03	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		2023-24	

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.

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

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

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.

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

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.

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
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**	

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**

*S-Strong; M-Medium; L-Low

Course code	23HIAE04	INTRODUCTION TO INDUSTRY 4.0	L	T	P	C
Elective :2			4	-	-	4
Pre-requisite		Provides background to know industry 4.0	Syllabus Version		2023-24	

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

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.

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

Unit:3	Big Data -and IOT	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 IOT -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 (I0T): Introduction to IOT – Architecture of IOT—technologies for IOT - Developing IOT applications—applications of I0T -Applications of IOT – SECURITY IN iot

Unit:4	Applications and Tools of Industry 4.0	12 hours

Applications of IOT - 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.

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.

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	
1	
2	
3	
4	
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
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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**

*S-Strong; M-Medium; L-Low

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		2023-24	

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.

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.

Unit:2	**Features of Indian Constitution**	**6 hours**

Preamble - Fundamental Rights and Duties - Directive Principles of State Policy.

Unit:3	**Powers and Functions of Union Government**	**6 hours**

Union Government: President, Parliament, Cabinet and Prime Minister

Unit:4	**Powers and Functions of State Government**	**6 hours**

The State Government: Governor, Council of Ministers and the Chief Minister - Centre-State Relations.

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.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
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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**

*S-Strong; M-Medium; L-Low

Course code	23HIAC09	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		2023-24	

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.

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

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.

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

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.

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.

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.R.C., Raychaudhuri.H.C, Kalikinkar Datta, *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.
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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**

*S-Strong; M-Medium; L-Low

Course code	23HIAC10	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		2023-24	

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.

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

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.

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.

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.

Unit:4	India Towards Independence	12 hours

India towards independence - Two-Nation Theory - Leftist Movements - Demand for Partition of India - Cabinet Mission.

Unit:5	Indian Independence	12 hours

Mountbatten Plan - Rajaji Formula - Partition of India - Indian Independence Act 1947.

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.

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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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**

*S-Strong; M-Medium; L-Low

Course code	23HIAC11	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		2023-24	

Course Objectives:

The main objectives of this course:

1.To provide comprehensive knowledge about the Sources for the history of Kongunadu
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 Kongunadu.

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 Kongunadu	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 Kongunadu	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

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.

Unit:2	**Early History**	**12 hours**

Sangam period: Chera territory - Dynasty - Chieftain - Political and Social life - Economic life: Industrial development -Trade and Commerce - Kalabhras.

Unit:3	**Medieval Political History**	**12 hours**

Rashtrakutas - Hoysala - Kongu Cholas - Early Pandyas - Veera Keralas - Later Pandyas Society - Culture - Economy - Bhakthi Movement: Saivism.

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 hills - Socio Economic Cultural life - Tribes of the western Ghats – Society, Culture Economic condition changes – Kongu Society in the 18 Century – Socio Economic Transformation.

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	Kovakilar, Kongu Nattu varalaru (in Tamil, Centenary celebrations of Kovakilar, Coimbatore, 1967
2	Arokiawany,M. The Kongu Country University of Madrac, 1956
3	Manickam.V. History of Kongunadu upto 1400 A.D (m English & in Tamil), Makal Veliyeedu, Chema, 2001

Books(s) for Reference

1	Ramamoothy. V, The History of Kongu (Part-I Pre-Historic period to 1300 AD. International Society for the Investigation for Ancient Civilization, Madras 1956
2	Karuppusamy, G. Kongu Nattu varalaru (Tamil) Abinaya Press, Chithode, Erode, 2020
3	Vaidyanathan,K.S., Ancient Geography of the Kongu Country, Govt of India, Department of Culture, 1983

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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**

*S-Strong; M-Medium; L-Low

Course code	23HIAC12	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		2023-24	

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

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

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

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.

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

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.

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.
Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]	
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Course Designed By: **Dr M.SENTHURPANDIAN** **E-Mail:senthurpandian19@gmail.com**	

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**
	S	**S**	**S**	**S**	**L**	**L**	**M**

*S-Strong; M-Medium; L-Low

Course code	23HIAE05	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		2023-24	

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.

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

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.

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 .

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

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.]	
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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**

*S-Strong; M-Medium; L-Low

Course code	23HIAE06	ARCHIVES KEEPING	L	T	P	C
Elective :2			4	-	-	4
Pre-requisite		Provides an awareness on research value of Archival materials	Syllabus Version		2023-24	

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.

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.

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.

Unit:3	Contribution of Archives	12 hours

Educational activities: Lecture - Seminars - workshops - Use of Archives studies - Research work - Manuscript collections - Publications - Catalogue -Guide.

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.

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.

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.]	
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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**

*S-Strong; M-Medium; L-Low

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		2023-24	

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

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

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

Unit:2	Medieval History	6 hours

Muhammeden Invasions - Delhi Sultanate -Vijayanagar – Bahmini

Unit:3	Mughal Empire	6 hours

Mughal Rule - Babur - Sher Shah - Akbar - Shahjahan - Aurangzeb - Decline of the Mughals.

Unit:4	Advent of the Europeans	6 hours

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

Unit:5	Pre and Post Gandhian Era	6 hours

Nationalism-Moderates - Extremists - Gandhian Era - Indian Independence Act of 1947 - Indian Constitution.

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
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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**
	S	**S**	**S**	**S**	**L**	**L**	**M**

*S-Strong; M-Medium; L-Low

Course code	23HIAC13	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		2023-24	

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.

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

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.

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.

Unit:3	Contribution of Prime Ministers	12 hours

Rajiv Gandhi - National Front government (1989- 91) – Narasimha Rao - BJP government - United Front - Congress till 2000

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.

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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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**

*S-Strong; M-Medium; L-Low

Course code	23HIAC14	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		2023-24	

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.

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.

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.

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.

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

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.

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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Course Designed By: **Dr M.SENTHURPANDIAN**	**E-Mail:senthurpandian19@gmail.com**

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**

*S-Strong; M-Medium; L-Low

Course code	23HIAC15	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		2023-24	

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.

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.

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.

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.

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.
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 R.UDAIACHANDRAN**	**E-Mail: sheelaudaiachandran@gmail.com**

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**

*S-Strong; M-Medium; L-Low

Course code	23HISAC16	INDIAN POLITY AND GOVERNANCE	L	T	P	C
Core			4	-	-	4
Pre-requisite		Same point given for the paper Indian Constitution	Syllabus Version		2023-24	

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.

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

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

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.

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.

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.

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/
Course Designed By : **Dr M.SENTHURPANDIAN**	**E-Mail:senthurpandian19@gmail.com**

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**

*S-Strong; M-Medium; L-Low

VALUE ADDED COURSES

GLOBAL BUSINESS FOUNDATION SKILLS

Course code	23VACGFS	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

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.

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

Unit:4	Analytical and Logical Reasoning

Aptitude Appetizer – Analytical and logical reasoning – Quantitative Vs. verbal aptitude – practice – shortcut routes

Unit:5	Employability readiness

Resume preparation – Facing Group discussion- Face to Face interview

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.

Course code	23VACTE-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		2023-24	

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.

Expected Course Outcomes:

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;

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: senthurpandian19@gmail.com**

JOB ORIENTED CERTIFICATE COURSES

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.

Course code	23JOCII-2	INDIAN ICONOGRAPHY (BRONZE MAKING)	L	T	P	C
Core			2	-	-	2
Pre-requisite			Syllabus Version		2023-24	

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

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

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.

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..

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.