

M.A. HISTORY

**CHOICE BASED CREDIT SYSTEM - LEARNING OUTCOMES BASED
CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted form the academic year 2022-23 onwards)

Sem.	Types of the Courses	Title of the Paper	Ins. Hrs.	Credits	Maximum Marks		
					CIA	ESE	Total
I	Core Course-I (CC)	Indian Civilization and Culture from Pre history to 1206 C.E	6	5	25	75	100
	Core Course-II (CC)	Indian Civilization and Culture from 1206 C.E to 1707 C.E	6	5	25	75	100
	Core Course-III (CC)	Socio - Cultural History of Tamilnadu From Sangam Age to 1800 C.E	6	5	25	75	100
	Core Choice Course-I (CCC)	1. History of World Civilizations up to 1453 C.E (or) 2. Ideas in History	6	4	25	75	100
	Elective Course-I (EC)	1 Archives Keeping (or) 2, Sociology	6	3	25	75	100
	Value Added Course -I (VAC)*	Indian History for Competitive Examinations	-	2*	25	75	100*
	Total			30	22		
II	Core Course-IV (CC)	Socio - Cultural History of India from 1707 C.E to 1857 C.E	6	5	25	75	100
	Core Course-V (CC)	Socio - Cultural History of Tamilnadu From 1800 C.E to 2000 C.E	6	5	25	75	100
	Core Course-VI (CC)	Freedom Struggle in India	5	5	25	75	100
	Core Choice Course-II - (CCC)	1. Economic History of Modern India (or) 2. India and Her Neighbours	5	4	25	75	100
	Elective Course-II (EC)	1. Introduction to Museology (or) 2. Indian Art and Architecture.	5	3	25	75	100
	Non Major Elective Course-I (NME)	The Constitution of India	3	2	25	75	100
	Total			30	24		

III	Core Course-VII (CC)	Women's Studies	6	5	25	75	100
	Core Course-VIII (CC)	Constitutional History of India	6	5	25	75	100
	Core Course –IX (CC)	Historiography and Research Methodology	5	5	25	75	100
	Core Choices Course-III (CCC)	1. Human Rights and Duties (or) 2. Intellectual Property Rights	5	4	25	75	100
	Elective Course –III (At least Two Choices)	1. Epigraphy (or) 2. History of Science and Technology	5	3	25	75	100
	Non-Major Elective Course-II (NME)	Heritage Tourism in India	3	2	25	75	100
	Total		30	24			600
IV	Core Course–X (CC)	India Since 1947 C.E	6	5	25	75	100
	Core Course-XI (CC)	International Relations Since 1945 C.E.	6	5	25	75	100
	Entrepreneurship / Industry Based Course	General Studies for Competitive Examinations	6	5	25	75	100
	Project	Project	12	5	20	80	100
	Value Added Course –II (VAC)*	Introduction to Indian Polity	-	2*	25	75	100
	Total		30	20			400
Grand Total			120	90			2100

SUMMARY OF CURRICULUM STRUCTURE OF PG PROGRAMMES – ARTS

Sl.No.	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	Core Courses	11	55	1100
2.	Core Choice Courses	3	12	300
3.	Elective Courses	3	9	300
4.	Entrepreneurship/ Industry Based Course	1	5	100
5.	Project	1	5	100
6.	Non-Major Elective Courses	2	4	200
7.	Total	21	90	2100
8.	Value Added Courses *	2*	4*	200*

* The value added courses credit will not be included in the total CGPA.

These courses are extra-credit courses.

Instruction hours for these courses are 30 hours.

PROGRAMME OBJECTIVES:

- Give students the knowledge to identify the multitude of different cultures and historical diversity of human experience in time and space without any discrimination of countries, ethnicity, religion, caste, class, language, sex, etc.,
- Equip the students with an academic skills and abilities required to be a historian, teacher, professor, archivist, archaeologist, musicologist, epigraphist, writer, politician, orator, lawyer, journalist, tourist guide, and an administrator.
- To endow the graduates with the knowledge of recent trends and sequence in history and to promote their ability to interpret, analyze, write and communicate historical knowledge with excellence.
- Provide an integrated approach to understand the social and cultural values of gender that molds the experiences of men and women in society.
- It aims to expose students to a substantial body of knowledge about the social construction of gender in various cultural contexts from a variety of disciplinary perspectives. It also provides the analytic tools for understanding the lives and experiences of women in various cultural contexts.

PROGRAMME OUTCOMES:

- Students will demonstrate the ability to present and support extended oral arguments about important ideas and the concepts of history.
- Succeed the students with the significance of history by increasing consciousness of diverse political, Social, Cultural, and economic structures in the past societies.
- Motivate the students to explore unexplored history thereby developing research skill and mold them to become good quality citizens, honorable and capable leaders.
- Integrate their learning from different fields of history to extend a scientific, secular move towards history and advance argument in support of right historical debate.
- Train the students to attend all competitive examinations with a positive approach.

PROGRAMME SPECIFIC OUTCOMES:

- Identify and summarize the mastery of the knowledge of history and its various political and social structures, cultures, specific events, facts, terminologies, conventions, and methodology.
- To obtain a deep understanding of history with the ability to comprehend the facts and principles of different historical times and make an advanced exploration of specific historical topics.
- To assess the values of unity in diversity and construct a humanitarian approach towards society to become better citizens of their nation and world.
- To analyze the history of different societies, civilizations, and cultures and their Interconnection and classify, compare and contrast the events, facts, concepts, ideas, and philosophies.
- The goal of feminism is to challenge the systemic inequalities women face on a daily basis. Contrary to popular belief feminism has nothing to do with belittling men; in fact, feminism does not support sexism against either gender. Feminism works towards equality, not female superiority.

First Year

**CORE COURSE-I
INDIAN CIVILIZATION AND CULTURE FROM
PRE HISTORY TO 1206 C.E.**

Semester-I

Code:

(Theory)

Credit: 5

OBJECTIVES: To enable the students to

- Know the scope of the study of ancient history of India.
- Know the political ideas and institutions.
- Know the study of origin of the religion.
- Learn the socio economic life of ancient India.
- Know the art and architecture during ancient period.

UNIT-I PRE- HISTORY AND PROTO- HISTORY OF INDIA:

Introduction of Prehistory and Proto history-Pre-historic and Proto-historic archaeological sources - Other sources of the Ancient Indian History –Beginning of Food production –Early domestication- Merger and its significance -Indus Valley - Beginning of Iron and the Transition to history.

UNIT-II POLITICAL IDEAS AND INSTITUTIONS:

Origin of the State-Vedic Assemblies–Oligarchies– Republic - Councilors and officials - Post Vedic & Pre Mauryan - The SaptangatheoryofKautilya–Nandas-Mauryas;Paternaldespotism-Asoka'swelfarestate:Kingship – Army - Judiciary, Interstate relations - Post Mauryan period; Satavahanas, Kushans and Guptas – Harsha and their Political Institutions.

UNIT-III DEVELOPMENT OF INDIAN RELIGIONS:

Approaches to the Study of religions-Pre-historic religions: Religion of the Harappa's - Development of religious thought in Vedic and epic literature -Religious ideas andpracticesinthe6thcenturyB.C.RiseofBuddhismandJainism–Bhagavathism-GrowthofSaivism-Vaishnavism in Gupta period.

UNIT-IV SOCIO-ECONOMIC LIFE:

Primitive man-Agriculture and animal husbandry - Urban Harappa - trade relations -Society and Economy in the Early Vedic Period - Formation of Caste and classes in the Post Vedic Period - Mauryan Economy – Post-Mauryan economy-Land system-Trade-Position of women-Guilds and social change-Feudalism in the post Gupta period.

UNIT –V ART AND EDUCATION:

Primitive art – Terracotta's – Minor arts - Mauryan art – Kushans- Gandhara- Mathura-Sarnath-Amravati and other schools - Gupta art - Vedic education and Educational Centers: Nalanda, Vikramashila University, Vallabi, Kanchipuram-Literature in Gupta period.

UNIT – VI CURRENT CONTOURS: (For Continuous Internal Assessment Only):

Expert Lectures-seminars-webinars Presentation through PPT, , U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Jayapalan, N., History of Indian Culture, Atlantic Publishers & Distributors, New Delhi, 2001.
2. Kosambi,D.D., The Culture and Civilization of Ancient India in Historical Outline, Vikas Publishing House Pvt.Ltd., New Delhi, 1977.
3. Mahajan,V.D., The History of India up to 1206 A.D, S Chand & Co New Delhi,1970.

REFERENCE BOOKS:

1. Basham,A.L, Cultural History of India, Ed. Oxford University Press, New Delhi, 1975.
2. Nilakantasastry,K.A., History of India , Oxford University Press,New Delhi,.1950Smith,V.A., Oxford History of India, OUP, New Delhi.
3. A.L. Basham,The wonder that was India,Grow Press,New York,1954.
4. D.D.Koasambi, theCultureandCivilizationofAncientIndia: InHistoricalOutlineikas, NewDelhi, 1971.
5. R.S.Sharma, material Culture and Social Formation in Ancient India, MacMillan, NewDelhi, 1983.
6. R.C.Majumdar(ed) History and Culture of Indian People. Bharatiya Vidya Bhavan Bombay, 1960.
7. R.C.Majumdar and Srivastva, History of India (from the earliest times to320A.D.Surjeet Book Depot, New Delhi, 1996.
8. A.ThaparRomila. History of India, Vol.I, Orient Longman, New Delhi, 1978.
9. V.Shinde, EarlySettlementsintheCentralTapiBasin, MunshiramManoharlal, New Delhi, 1998.
10. J.SE.Swain,A History of World Civilization, Eurasia Publishing House Pvt.Ltd, New Delhi,1994.

E-LEARNING RESOURCES:

1. https://en.wikipedia.org/wiki/History_of_India
2. <https://ndl.iitkgp.ac.in/homestudy/humanities>
3. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829>
4. <http://egyankosh.ac.in/handle/123456789/53713>

COURSE OUTCOMES:

Upon successful completion of this course the students would be able to

- Understand the sources of ancient India. Identify the Pre-historic and Indus sites.
- Illustrate the evolution of the administrative system in ancient India
- Determine the rise of various religions and their socio-cultural impacts.
- Understand the social changes and economic development under different dynasties.
- Understand the growth of art, architecture and literature in ancient India.

First Year

**CORE COURSE-II
INDIAN CIVILIZATION AND CULTURE
FROM 1206 C.E. TO 1707 C.E.**

Semester-I

Code:

(Theory)

Credit: 5

OBJECTIVES:

- Know the scope of the study of medieval history of India.
- Know the establishment of Mughal Empire.
- Learn about the religion and state during medieval period.
- Know the growth of population and land system in medieval India.
- Know the social dissent in historical perspectives.

UNIT-I ESTABLISHMENT OF DELHI SULTANATE AND VIJAYANAGARA EMPIRE:

Sources for the study of Medieval History -Trends in medieval Indian historiography - The concept of sovereignty: the growth of centralized state polity under Balban, Ala-ud-din Khilji and Muhamad-bin-Tughlaq- Art and Architecture under Sultanate - Rise of Vijayanagar and Bamini kingdoms and their contribution to Art and Architecture - India on the eve of Babur's Invasion - Assessment of Babur's Memoirs - Political problems of Humayun - Afghan resistance.

UNIT-II RE-ESTABLISHMENT THE MUGHAL EMPIRE:

The Second Afgan Empire - nature of the State - The Sur Administrative system - Akbar's theory of Kingship: Akbar's relations with the Rajputs - Evolution of Din-illa-hi - ShahJahan - Golden Age – art and architecture - The Mughal Empire and the Deccan - Mughal Administration - Mansabdari system - Society and Economy under the Mughals- Contribution to Literature, Art and Architecture

UNIT-III RELIGION AND STATE:

Orthodox Muslim opposition to Akbar's policies- its impact on the reign of Jahangir and Shahjahan - Success of Aurangzeb and the failure of Mughal Deccan Policy – Mughal and Maratha relations - The Maratha Administration under Shivaji - Revolts of the Jats Satnamis, Sikhs and the Bundelas, nature of their challenge to the central authority - The decline of the Mughal Empire.

UNIT-IV THE GROWTH OF POPULATION:

The rural class structure and nature of land rights-village organization-Iqtadars- The chieftains Zamindars and Jagirdars - The land system-Revenue and the Tax structure - The growth of the cities and towns - Centers of large scale production - Important ports - Inland and sea trade route - Urban life- social and economic base- stratification within the Urban society-regional shifts.

UNIT-V

SOCIAL DISSENT IN HISTORICAL PERSPECTIVE:

Rise and Growth of non- conformist movements; Siddhas and Nathpanthis; social and religious practices - Continuity and intensification of socio-religious movement: Kabir, Dadu, Raidas, Nanak, Namdev, Tulsidas, Mira, Surdas - Sufism and the Development of languages- literature and culture - Interaction between Bhakti, Sufi and Yogic traditions.

UNIT – VI CURRENT CONTOURS: (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Satish Chandra (1984), History of Medieval India, Mac Millan, New Delhi,
2. Srivastava and Majumdar, (1990), History of Medieval India, New Delhi.
3. Basham. A. L (Ed.), (2001), A Cultural History of India, OUP, New Delhi.
4. .Robert Sewell, (2001), A Forgotten Empire, New Delhi.
5. Mehta. J.L., (2002),An Advanced Study in the History of Medieval India (3 Vols), Sterling Publication, New Delhi.
6. Vincent A. Smith, (2002), The Oxford History of India, OUP, New Delhi.
7. Majumdar.R.C., (2002),An Advanced History of India, Mac Millan, New Delhi.
8. Khurana.K.L., (2007), Medieval India, Lakshmi Narayan Agarwal, Agra.

REFERENCE BOOKS:

1. S.M. Edwards, The History of India as Told by its Own Historians, 8Vols, Trubner, London, 1877.
2. Irfan Habib, (ed), Researches in the History of India 1200-1750, Oxford University Press, Delhi, 1992.
3. Lane-pool. Babur, Oxford University Press, London, 1899.
4. W.H. Moreland, From Akbar to Aurangzeb, Macmillan, London, 1923.
5. H.K. Naqui, History of Mughal Government and Administration, Kanishka, Delhi, 1990.
6. H.C. Ray, The Dynastic History of Northern India, Vol. II, Munshiram Manoharlal, New Delhi, 1973.
7. S.R. Sharma, Mughal Empire in India Lakshmi Narain Agarwal, Agra.
8. N,D. Srivastava, The Sultanate of Delhi [711-1526 A.D.], Shiva Lal Agarwala, Agra, 1976.
9. R.C. Majumdar,(ed), History and Culture of Indian People. Bharatiya Vidya Bhavan, Bombay, 1960.
10. R.C. Majumdar and Srivastva, History of India (from 1206 to 1526 A.D.) Surjeet Book Depot, New Delhi, 1996.
11. B.N. Luniya, Evolution of Indian Culture, Laxshmi Narain Agarwal, Agra, 2001.
12. S. Abid Husain, The National Culture of India, National Book Trust- India, New Delhi, 2000.
13. Jawaharlal Nehru, Discovery of India, Oxford University Press, New Delhi, 2012.

E-LEARNING RESOURCES:

1. https://nios.ac.in/media/documents/SrSec315NEW/315_History_Eng/315_History_Eng_Lesson9.pdf
2. <http://countrystudies.us/india/91.htm>
3. <https://classic.iclrs.org/content/blurbs/files/India.rev.2011.05.16.pdf>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Understand the literary works and authors of medieval India. Explain the growth of centralized state policy and administrative measures under Sultanate.
- Learned the salient features of Mughal administrative system. Criticize Akbar's religious polity.
- Illustrated the impact of the religious policy of the Mughals and trace the Mughal and Maratha relationship. Evaluate the Deccan policy of the Mughals.
- Analyzed the revenue system adopted by Delhi Sultans and Mughals. Debate on the nature of economy under the Mughals.
- Understand the cultural heritage of India in terms of values and beliefs.

First Year

**CORE COURSE-III
SOCIO – CULTURAL HISTORY OF
TAMILNADU FROM SANGAM AGE
TO 1800 C.E.**

Semester-I

Code:

(Theory)

Credit: 5

OBJECTIVES: To enable the students to

- To learn Ancient History of Tamil Nadu.
- Know the socio-cultural activities of the kalabaras and pallavas.
- To provide the knowledge on trade and commerce of the Cholas.
- Know the urbanization of Pandiyan Empire.
- To acquaint the learners about the development of art and architecture under nayaks and vijayanagara rulers.

UNIT-I SOURCES:

Archaeology- Epigraphy-Literature and Numismatics- Ethnography-Geography [for the entire period] Sangam Age: Tamil Society and Culture-social institutions- Position of Women- Religious life-Trade and Commerce.

UNIT-II SOCIAL AND CULTURAL LIFE UNDER KALABHRAS AND PALLAVAS:

Kalabhra Interregnum - Influence of Jainism and Buddhism - Pallavas: Social life under the Pallavas, Progress of Education, Contribution of Pallavas to Art and Architecture - Cave Temples: Mamallapuram - Bhakti Movement: Alvars and Nayanmars.

UNIT-III SOCIETY AND CULTURE UNDER CHOLAS:

Society and Culture - Idankai Valankai divisions - Religion-Art and Architecture: Brahadiswara Temple, Role of Temple in Society, Economic Life - Segmentation of lands- Inland and Foreign Trade-Trade Guilds-Markets-Monetary System- Coinage-Features of Feudalism-Urbanization

UNIT-IV SOCIETY AND CULTURE UNDER PANDIYAS:

Society- Art and Architecture-Economic life: Land Classification, Ownership of Land, Features of Feudalism, Coinage and Urbanization - Accounts of Marco polo - Social and cultural impact of Muslim invasion.

UNIT-V TAMILAGAM UNDER VIJAYANAGAR AND NAYAKS:

Social and Religious condition- Economic Life: Agriculture and Trade- Contribution to Art and Architecture-Growth of Literature.

UNIT – VI CURRENT CONTOURS: (For Continuous Internal Assessment Only):

Recent Excavation, Expert lectures, online seminars - webinars Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Pillay K.K., Social History of the Tamils, Madras University, Madras, 1975
2. Subramanian, N., Social and Cultural History of TamilNad, 9th ed, Ennes Publications, Udumalpet, 2005.
3. Monographs, (Alvars, Nayanmars) Sahitya Academi (National Academy of Letter), An Autonomous Organisation of Government of India, Ministry of Culture

REFERENCE BOOKS:

1. Burton Stein, Peasant state and society in Medieval South India, Oxford University Press, Delhi, 1999.
2. Mahalingam T.V., Economic life in the Vijayanagar Empire, Madras University, Madras, 1951.
3. Minakshi C., Administration and social life under the Pallavas, Madras, 1977.
4. Neelakanta Sastri K.A., The Colas, University of Madras, 1975
5. Neelakanta Sastri K.A., Social History of South India, Oxford university press Madras, 1980.
6. Sathyanatha Aiyar R., - History of the Tamils, Madras University, Madras, 1975.
7. Shanmugam P., The Revenue System under the Cholas, New Era, Madras, 1924.
8. Meenakshi, Administration and Social Life Under the Pallavas Madras University, Madras, 1977
9. Kenneth. R. Hall, Trade and Statecraft in the Age of the Cholas. New Delhi, 1980
10. A. Nilakanta Sastri, Social History of South India, Oxford University Press, Madras, 1980.
11. - -----, The Colas, Madras University, Madras, 1978. R. Sathyanatha Aiyar, History of the Nayaks of Madura, Oxford University Press, Madras, 1924.
12. P. Shanmugam, The Revenue System Under the Cholas. New Era, Madras, 1988.
13. P.T. Srinivasa Iyengar, History of Tamils. C. Coomaraswamy and Sons, Madras, 1929.
14. K.R. Srinivasan, Temples of South India. NBT, New Delhi: 1995.
15. Y. Subbarayalu, Political Geography of the Chola Country, Tamil Nadu State Department of Archaeology, Madras, 1973.
16. N. Subramanian, Sangam Polity. Asia Publishing House, Madras, 1966.
17. Burton Stein, Peasant State and Society in Medieval South India, Oxford University Press, Delhi, 1994.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, Websites etc.]

1. https://en.wikipedia.org/wiki/History_of_Tamil_Nadu
2. <https://tamilnation.org/heritage/pandya/index.htm>
3. <https://study.com/learn/lesson/chola-dynasty-india-culture-art-architecture.html>

COURSE OUTCOMES:

- Tabulate the sources for the study of Tamilnadu. Understand social and religious condition under various dynasties of Tamilnadu. Indicate the role of temples in the preservation of Tamil culture.
- Outline the growth of agriculture and trade of ancient Tamilakam.
- Explain about the classification of land, types of crops and irrigation system adopted by the Pallavas and Pandyas.
- Estimate the development of inland and foreign trade during the rule of the Cholas. Categorize the coins of the Cholas.
- Trace the land revenue system of the Nayaks and vijayanara rulers.

First Year

CORE CHOICE COURSE-I

Semester-I

1. HISTORY OF WORLD CIVILIZATIONS

UP TO 1453 C.E.

Code:

(Theory)

Credit: 4

OBJECTIVES: To enable the students to

- know the scope of the study of ancient civilizations
- study the oldest civilization of Mesopotamia
- Study the ancient Chinese civilization.
- Study the ancient Egyptian civilization.
- study the Iranian and Byzantine civilization

UNIT-I ORIGIN AND DEVELOPMENT OF CIVILIZATION:

The Origin of Life – Factors that favored the origin and development of civilization-Pre Historic Man – Paleolithic Age – Neolithic Age – Bronze Age – Iron Age – Human Races and their Movement.

UNIT-II MESOPOTAMIAN CIVILIZATION:

Important cities- Royal cemetery – Sargon the Great of Akkad – Social and Economic Life – Sumerian Law and Religion – Babylon and its Empire's : Hammurabi the Great –The code of Hammurabi – Nebuchadnezzar II – Architecture – Religion – Literature and Learning. Egyptian civilization: The first king or pharaohs – Contribution to religion, art, architecture, Maths and Medicine – Chinese civilization – The land and the People – Political Institutions – Economic and Social Developments – Arts – Religion and Philosophy – Literature and Learning.

UNIT-III ANCIENT EGYPT CIVILIZATION:

The-First Intermediate Period-The Middle Kingdom-The Second Intermediate Period-The New Kingdom-Hatshepsut-The Third Intermediate Period-The Decline of Ancient Egypt-Ancient Egyptian Religion-Ancient Egyptian Art-Ancient Egyptian Monuments-Ancient Egyptian Trade-Ancient Egyptian Culture-Nubia and Ancient Culture.

UNIT-IV CHINESE CIVILIZATION:

Ancient Chinese Culture (1600–221 BC) — Development and Features-The Origins of Chinese Culture- China The Distinctiveness of the Ancient Cultures- Pictographic Characters for Writing- A High Esteem for Writing, Literature and Historical Records- The Style of Arts and Crafts-A Preference for Jade- Tea Culture- The Silk Culture- invention of paper and ink-Worship of Heaven and Rulers- Folk Religion and Daoism- A Tradition of Mega Building Projects.

UNIT-V THE IRANIAN AND BYZANTINE CIVILIZATION:

Cyrus the Great – Darius the Great – Social – Economic and Religious condition – Art and Architecture- The Greek Civilization: City States – War between Athens and Sparta – Contribution to World Civilization – The Roman Civilization: Monarchy – Early Republic – Rise of Dictatorship – Julius Caesar – The Golden Age of Augustus – Contribution of the Romans. Medieval Period: Byzantine – Government – Art – Religion and Philosophy – Literature – Justinian code – St.Sophia – Importance of Byzantine civilization – Christianity – Role of the Church – Services of the Church– Monasteries – Papacy – Contribution of Papacy to World Civilization..

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Unit-Expert lectures- seminars- webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. J.E Swain-“A History of World Civilization”-Eurasia Publishing House pvt,Ramnagar,New Delhi
2. Majundar R.K –“History of World Civilization.
3. H.A.L.Fisher, A History of Europe,Vol.I
4. V.G.GordanChilde,What happened in History?
5. M.I.Finely, Studies in Ancient Societies
6. W. Watson, Early Civilization in China.

REFERENCE BOOKS:

1. BRIER, BOB, AND HOBBS, HOYT. Daily Life of the Ancient Egyptians (Greenwood, 2008).
2. CHRISP, PETER. Atlas of Ancient Worlds (DK, 2009).
3. CONNOLLY, SEAN. The Americas and the Pacific (Zak, 2009).
4. CROY, ANITA, ED. Ancient Aztec and Maya (Brown Bear, 2010).
5. DALAL, ANITA, ED. Ancient Egypt; Ancient Mesopotamia (Brown Bear, 2009).
6. FLETCHER, JOANN. Exploring the Life, Myth, and Art of Ancient Egypt (Rosen, 2010).
7. GRANT, NEIL. Ancient Egypt and Greece (Zak, 2009).
8. HAZEN, W.A. Everyday Life: Ancient Times (Good Year, 2006).
9. HURDMAN, CHARLOTTE, AND OTHERS. Life in the Ancient World (Lorenz, 2008).
10. LONG, C.J. Ancient America (Lucent, 2002).
11. MCNEILL, W.H. The Rise of the West (Univ. of Chicago Press, 2001).
12. MARTELL, HAZEL. The Kingfisher Book of the Ancient World (Kingfisher, 2006).
13. MORRIS, NEIL. Asian Civilizations; Mesopotamia and the Bible Lands (Zak, 2009).NARDO, DON. Ancient Egypt; Ancient India (Lucent, 2007; 2008).
14. NEMET-NEJAT, K.R. Daily Life in Ancient Mesopotamia (Hendrickson/Roundhouse, 2003).
15. SHAUGHNESSY, E.L. Exploring the Life, Myth, and Art of Ancient China (Rosen, 2010).
16. J.E. Swain,The world Civilization
17. Wall BankTaylor,History of World Civilization
18. H.G.WellsAShort History of the World.

E-LEARNING BOOKS:

1. <https://kids.britannica.com/students/article/ancient-civilization/272856>
2. [https://www.historians.org/about-aha-and-membership/aha-history-and-archives/gi-roundtable-series/pamphlets/em-42-our-chinese-ally-\(1944\)/the-oldest-living-civilization](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/gi-roundtable-series/pamphlets/em-42-our-chinese-ally-(1944)/the-oldest-living-civilization)
3. <https://rowman.com/ISBN/9780939693283/World-Civilization-A-Brief-History-Second-Edition>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Understand Factors that favored the origin and development of civilization.
- Understand the oldest civilization of Mesopotamia and code of Hammurabi.
- Ancient Egypt set a precedent and inspired other cultures.
- Understand the pupil Papermaking, printing, gunpowder and the compass.
- The most important legacy of the Byzantine Empire is the preservation of Greek and Roman civilization during the Middle Ages. Byzantine civilization blended Christian religious beliefs with Greek science, philosophy, arts, and literature. They also extended Roman achievements in engineering and law.

First Year

CORE CHOICE COURSE-I

Semester-I

2. IDEAS IN HISTORY

Code:

(Theory)

Credit: 4

OBJECTIVES: To enable the students to

- study basic understanding of the concepts
- know the necessity of the study of the concepts
- Learn the origin of the various political ideas.
- Assess the relevance of various ideas to the current scenario.
- study the role of ideas in understanding the nature of history

UNIT-I CAUSATION IN HISTORY:

Causation in Ancient Greece - Causation in the Middle Ages - Causation in Modern Philosophy - Crisis in History - Determinism in History : Senses of Determinism, historical inevitability, scientific determinism.

UNIT-II POSITIVISM:

Social positivism- Evolutionism: Evolutionary Positivism- influence of evolutionary positivism- critical positivism: Empiric criticism - Dialectical Materialism – Historicism.

UNIT-III LIBERALISM:

Liberalism - Democracy - Nationalism - Socialism - Imperialism -International Peace - Ethics of Peace: Progress in the Modern Times.

UNIT-IV POLITICAL IDEOLOGIES WITH DIFFERENT BELIEF SYSTEMS:

Non-violence and Satyagraha- Three Pillars of Satyagraha- Communalism –Dimension of Communalism– Secularism: Ancient, Medieval and Modern period- Secularism and Indian constitution -Indian Secularism Philosophy.

UNIT-V MODERNISM:

Characteristics-The Forces That Shaped Modernism -Post Modernism: Precursor, Genealogy and subjectivity, Post modern Hermeneutics -Structuralism - Post Structuralism – Globalism: Concept, Wright wing usage.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars Presentation through PPTU-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Rajayyan, K., A Study in Historiography: History in Theory and Method
2. R.G. Collingwood, The Idea of History, Parts III, IV, V, Oxford 1977.

REFERENCE BOOKS:

1. Robin Blackburn, (ed), Ideology in Social Sciences, Fontana 1972.
2. Marc Bloch, The Historian's Craft, New York 1953
3. E.H. Carr, What is History, Harmondsworth, 1977.
4. S. Clark, "The Annales Historians", in Skinner (ed), The Return of Grand Theory in the Human Sciences, Cambridge, 1985.
5. R.G. Collingwood, The Idea of History, Parts III, IV, V, Oxford 1977.
6. Harvey Kay, The British Marxist Historians.
7. Arthur Marwick, The Nature of History, Macmillan, Hong Kong, 1984.
8. Jerzy, Methodology of History, Reidal Publishing, Holland Co., (1976)
9. Dictionary of The History of Ideas Vol.I, II & III, Charles scribner's Sons, New York..

E-LEARNING RESOURCES:

1. <https://www.jetir.org/papers/JETIR2003411.pdf>
2. <https://www.britannica.com/topic/dialectical-materialism>
3. <https://www.drishtiiias.com/to-the-points/paper1/communalism>
4. <https://literariness.org/2016/03/20/structuralism/>
5. <https://plato.stanford.edu/entries/postmodernism/>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Understand basic understanding of the concepts of ideas in history.
- Known the necessity of the study of the concepts
- Understand the origin of the various political ideas.
- Assess the relevance of various ideas to the current scenario.
- Understand the role of ideas in understanding the nature of history

First Year

**ELECTIVE COURSE-I
1. ARCHIVES KEEPING
(Theory)**

Semester-I

Code:

Credit: 3

OBJECTIVES: To enable the students to

- To know the history of the archives.
- To study the establishment of archives.
- Know the preservative methods of archives.
- Know the function of archives in India.
- Study the National Archives in India.

UNIT-I HISTORY OF ARCHIVES:

Meaning – Origin and Growth of Archives - History of Archives – Archives keeping in Europe through the ages – Ancient, Medieval and Modern archives - International Archives – Archives in India – Archival Keeping in India - Importance of Archives.

UNIT-II ESTABLISHMENT OF ARCHIVES:

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

UNIT-III PRESERVATION OF ARCHIVES:

Preservation of Archival sources – Methods of Preservation – Preliminary and precautionary measures – Preventive measures – Factors of deterioration – Atmospheric factors – Temperature – Humidity – Sunlight – Dust – Impurities - Micro-organisms and pest – Pests - Wood Borer, other insects – Methods of Preservation and repair of Archival material.

UNIT-IV FUNCTIONS OF ARCHIVES:

Functions of Archives - National Archives – Tamil Nadu Archives - Uses of Archives - Preservation of Archives - Record Room and Equipment - control of Insects and Mildew - Dust removal - Thymol fumigation - control of Acidity - Tissue Repair - Chiffon Repair - Lamination - Repair of Maps and Charts - Palm leaf Manuscripts.

UNIT-V NATIONAL ARCHIVES:

Origin, growth and activities – Tamil Nadu Archives: Its origin, growth and activities - Private Archives: Definition – Difference between private and public archives – Categories of Private Archives – Nehru Memorial Museum – IUCIS, Hyderabad – Parry and Company, Chennai – Asiatic Society of Bengal – Bengal Club – Vishva Bharathi – Sringeri Mutt – Indo-Portuguese Archive, Goa – Arch Diocese of Madras – Archives of Shenbaganoor, Kodaikanal – Problem of private archives – National Registrar of Private Records.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Recent trends in archives keeping- expert lectures-seminars-webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOK

1. M. Sampathkumar, —Nature and Scope of Archieve – A Study in Historical Research Letter, Vol.18, IISTE, 2015.
2. C.L. Prajapathi, Conservation of Documents: Problems and Solutions, A Mittal Publication, New Delhi, 2005.
3. B.B. Mukherjee, Preservation of Library Materials, Archives and Documents, World Press, Calcutta, 1973.
4. Nelly Balloffet, Preservation and Conservation of Libraries and Archives, American Library Association, Chicago, 2005.
5. T.R. Schellenberg, Modern Archives - Principle and Techniques, The Society of American Archivists, Chicago, 2003.
6. Vijayalakshmi and S.C. Jindal, Digital Libraries and Digital Library Principles and Practivces, Vol.I, S.C. Jindal Isha Books, New Delhi, 2004.

REFERENCE:

1. B.S. Baliga, A Guide to the records preserved in the Madras Record Office, Superintendent, Government Press, Madras, 1936.
2. A Guide to the Archival Care of Architectural Records: 19th-20th Centuries, International Council on Archives Section on Architectural Records, ICA, Paris, 2000.
3. Purendu Basu, Archives and Records: What are they?, National Archives of India, New Delhi, 1960.
4. R.H. Phillimore, Historical Records of Survey of India, Vols. 1-3, Survey of India, Dehra Dun, 1945.
5. H. Dodwell, Report on the Madras Records, Madras, 1916.
6. C.L. Prajapathi, Conservation of Documents: Problems and Solutions, A Mittal Publication, New Delhi, 2005.
7. N. Harinarayana, Science of Archives Keeping, State Archives, Hyderabad, 1969.
8. Sir Hilary Jenkinson, *A manual of archives administration* including the problems of wararchieves and archive making, The Clarendon Press, Oxford, 1922.
9. F.L. Marsh, Problems of Archival Book Restoration, UNESCO, Paris, 1985.
10. B.B. Mukherjee, *Preservation of Library Materials, Archives and Documents*, World Press, Calcutta, 1973.
11. R.K. Perti, Repair and Preservation of Records, National Archives of India, New Delhi, 1988.
12. Nelly Balloffet, Preservation and Conservation of Libraries and Archives, American Library Association, Chicago, 2005.
13. Vanessa Carr, -The Public Record Office, The National Archives and the historian, in Making History, London.
14. -The Public Record Office and its Problem I in Historical Research (online journal) Vol. 42, Issue. 105, May 1969.
15. Ranbir Kishore and C.P. Mehra, —Preservation and Repair of Palm leaf Manuscripts, *The Indian Archives*, Vol. XIV.

16. S. Chockalingam, *Role of the State Archives Administration*.
17. Sailen Ghose, *Archives in India, History and Assets*, Calcutta, 1963.
18. P. Sarvaswaran, *Archives Keeping*.
19. T.R. Schellenberg, *Modern Archives - Principle and Techniques*, The Society of American Archivists, Chicago, 2003.
20. J. Tolboys Wheeler, *Early Records of British India: A History of the English Settlements of India*, W. Newman and Company, Calcutta, 1878..
21. Vijayalakshmi and S.C. Jindal, *Digital Libraries and Digital Library Principles and Practives*, Vol.I, S.C. Jindal Isha Books, New Delhi, 2004.

E-LEARNING RESOURCES:

1. https://nationalarchives.govmu.org/nationalarchives/?page_id=1355
2. https://en.wikipedia.org/wiki/National_Archives_of_India
3. <https://egyankosh.ac.in/bitstream/123456789/38858/1/Unit-2.pdf>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Traced the origin of archives and determine the need and importance of archives
- Illustrated the role Private and public archives in India. Explain how to establish archives.
- Understand the internal and external agents of deterioration, demonstrate preservation techniques.
- Understand the administrative machinery of archives. Summarize the functions of archives and its role in historical research.
- Known the origin and development of National archives and Tamilnadu archives,
- Appreciate the contributions of some of the important archives in preserving archival records.

First Year

**ELECTIVE COURSE-I
2. SOCIOLOGY
(Theory)**

Semester-I

Code:

Credit: 3

OBJECTIVES: To enable the students to

- Know about sociology and relationship with other subjects.
- Learn about the sociological thinkers.
- Know the system of kinship.
- Know the religion and society.
- Learn the culture and personality formation.

UNIT-I INTRODUCTION:

Sociology as a Science and as an interpretive discipline- Impact of industrial and French Revolution on the emergence of Sociology; Sociology and its relationship with History, Economics, Political science, Psychology and Anthropology- Relationship with other Social Sciences - Social groups - Social Control.

UNIT-II SOCIOLOGICAL THINKERS:

Karl Marx- Historical materialism, mode of production, alienation, class struggle- Emile Durkheim- Division of labor- social fact- suicide,-religion and society- Max Weber- Social action ideal types, authority, bureaucracy, protestant ethic and the spirit of capitalism- Talcott Parsons- Social system, pattern variables-Robert K. Merton- Latent and manifest functions, conformity and deviance, reference groups - Mead - Self and identity.

UNIT-III SYSTEMS OF KINSHIP:

Types- Family- household- marriage- Importance of Kinship in Rural Society- Changes in the Kinship Relations in Rural Society- Economic Institution - Political Institutions.

UNIT-IV RELIGION AND SOCIETY:

Sociological theories of religion-Religious communities in India- Religion in modern society - Problems of religious minorities.

UNIT-V CULTURE AND PERSONALITYFORMATION:

Cultural Lag-Culture Traits and Patterns-Variability and Uniformity of Culture Constituents of Personality -Factors Affecting the Formation of Personality of an Individual- Methods of research - Unity and Diversity - Social Demography

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Amit Kumar Sharma, Structure of Indian Society, NCERT, New Delhi, 2003.
2. Boopendra K. Nagla and Sheo Bahal Singh, Introducing Sociology, NCERT, New Delhi, 2002.

REFERENCE BOOKS:

1. George Ritzer, Sociological Theory, Fifth edition, McGraw-Hill, 2011.
2. Haralambos M, Heald R.M., Sociology: Themes and Perspectives, Oxford Publication, 1997.
3. Dr. Sartaj Ahmad, A Textbook of Sociology, University Book House Pvt. Ltd., 2019.
4. Shankar Rao C.N., Sociology Principles Of Sociology, S Chand, 2019.
5. Vidya Bhushan and Sachdeva D R, Fundamentals of Sociology, Pearson Publication, 2016.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, Websites etc.]

1. https://swayam.gov.in/nd2_nce19_sc24/preview
2. <https://en.wikipedia.org/wiki/Sociology>
3. https://www.youtube.com/watch?v=TryHsjdV6_Y
4. <https://www.yourarticlelibrary.com/sociology/kinship-and-family/kinship-meaning-types-and-other-details/34960>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Identified how social structures create and reproduce different forms of social inequality, locally and globally.
- Understand sociological knowledge to inform public understanding and policy debates.
- Understand sociological concepts and theories to understand social phenomena.
- Analyzed social scientific data and quantitative data.
- Evaluated explanations of human behaviour, social phenomena, and social processes locally and globally.

First Year

**VLAUE ADDED COURSE-I
INDIAN HISTORY FOR COMPETITIVE
EXAMINATIONS**

Semester-I

Code:

(THEORY)

Credit: 2

OBJECTIVES: To enable the students to

- To get thorough knowledge of the main aspects of Indian history and its values.
- To know about Medieval Indian history and its significance.
- To about the Mughal Empire and the advent of Europeans.
- To study the growth of nationalism and the making of the Indian constitution.
- Students are able to appear in competitive examinations.

UNIT- I ANCIENT HISTORY:

Sources – Prehistoric Age - Indus Valley Civilization - Vedic Age- Sangam Age – Alexander’s Invasion- Religions in 6th century BC – Rise of Magada - Mauryas – Guptas- Harshavardhana

UNIT- II MEDIEVAL HISTORY:

Muhammeden Invasions - Delhi Sultanate – Vijayanagar – Bahmini - Pallavas – Cholas - Bhakthi Movement.

UNIT- III MUGHAL EMPIRE:

Condition of India on the eve of Babar’s invasion – SherShah – Akbar – Shahjahan – Aurangzeb – Decline of the Mughals – Contribution to culture

UNIT –IV ADVENT OF THE EUROPEANS:

Robert Clive –Warren Hastings – Cornwallis – Wellesley – Bentinck – Dalhousie – Sepoy Mutiny.

UNIT –V PRE AND POST GANDHIAN ERA:

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

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Recent trends in archives keeping- expert lectures-seminars-webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Aggarwal, J.C. The Ancient, Medieval & Modern Indian History, New Delhi: S.Chand & Co , 2009
2. Sathianathier.R., Political and Cultural History of India, Vols. I,II& III, Madras, Mohan Pathipagam, 2002.

REFERENCE:

1. Chakravarthy - Freedom Fighters of India, New Delhi: Crest Publishing House, 1999.
2. Chandra Bipan et al, India's Struggle for Independence, New Delhi: Penguin Publications 1972
3. Sarkar Sumit, Modern India 1885 –1947, New Delhi: Macmillan, 1983
4. Shailesh Chandra - Medieval India (1200 – 1800), New Delhi: Alfa Publicatios, 2009.

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Understand about the Ancient Indian History and its importance towards the development of civilizations
- Understand the Medieval Indian History and its significance.
- Understand the political, social, economic, cultural and religious contribution to Muslim rule in India
- Interpret about the British administration towards educational and industrial developments during colonial period
- Explained various national leaders and national parties and their policies and impacts for the development of India

First Year

**CORE COURSE-IV
SOCIO-CULTURAL HISTORY OF INDIA
FROM 1707 C.E. TO 1857 C.E.**

Semester-II

Code:

(Theory)

Credit: 5

OBJECTIVES: To enable the students to

- know the disintegration of Mughals and the advent of Europeans in India
- Know the war with other states by the British.
- Know the British governor general and their policies in India.
- Know the legislation introduced by the British during 1707-1857.
- Know the spread of socio religious movement in India.

UNIT-I DISINTEGRATION OF THE MUGHAL EMPIRE:

Advent of the Europeans-Trading Centers of European companies in India-Portuguese, Dutch and French in India -Competition and Rivalry-British Supremacy in Bengal-The Battle of Plassy and Buxar-The Treaty of Allahabad (1765)- Dual System.

UNIT-II THE WARS:

Rohilla war -Anglo-Mysore Wars (1766-1799)-Anglo Maratha Wars (1775-1818) Gurka war - Pindari war -Anglo Burmese wars – Anglo Afghan wars and Anglo afghan relations - Annexation of Sind and Punjab- Anglo-Sikh wars (1845-1849) .

UNIT-III GOVERNOR GENERAL AND THEIR REFORMS:

Warren Hastings (1773-1785)-Cornwallis (1786-1793)-Sir John Shore (1793-1798)-Lord Wellesley (1798-1805)-Lord Minto (I) (1807 -13)-Lord Hastings (1813-1823)-Lord Amherst (1823-28)- Bentinck (1828-35) Sir Charles (Lord) Metcalfe (1834-1836)-Lord Ellen borough (1842-1844)-Lord Hardinge (1844-48)-Lord Dalhousie (1848-56) and their Reforms.

UNIT-IV LEGISLATIONS IN BRITISH INDIA (1707-1857):

Hindu Personal Law, 1772-[Regulating Act of 1773](#)-[Pitt's India Act of 1784](#)-[Charter Act of 1793](#)-[Charter Act of 1813](#)-[Charter Act of 1833](#)-[Charter Act of 1853](#)-Bengal Regulation Act, 1818-[Bengal Sati Regulation Act, 1829](#)-[Thugee and Dacoit Suppressions Acts, 1836](#)-Indian Slavery Act, 1843-Caste Disabilities Removal Act, 1850-[Hindu Widow's Remarriage Act, 1856](#).

UNIT-V SOCIO-RELIGIOUS MOVEMENTS OF THE 19TH CENTURY:

Reformist Movements: Brahma Samaj-Aligarh Movement-Prarthana Samaj-Revivalist Movements- Arya Samaj-The Theosophical Movement - Ramakrishna Mission Satyashodhak Samaj-Young Bengal Movement-Widow Remarriage Association-Akali Movement -The Impact of Socio-Religious Movements on Indians -The negative aspects of the Socio-Religious movements in India.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures – seminars-webinars Presentation through PPT, , U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS

1. Mahajan. V.D.,An Advanced History of India, Mac Milan, New Delhi, 2002.
2. Khurana A. L.,Modern India (1707 A.D-1967 A.D.), Lakshmi Narain Agarwal, 2017.
3. Sharma, L.P, History of Modern India, Konark Publishers Pvt Ltd, Delhi, 2000
4. Majumdar, R. C, An Advanced History of India, Macmillan, New Delhi, 2002
5. Chhabra, G.S.Advanced Study in the History of Modern India Vol.I,II,III 1707 –1947
6. Desai, A.R.Social Background of India Nationalism
7. Grover, B.L.A New Look on Modern Indian History
8. Nanda, B.R.and V.C.Joshi, Studies in Modern Indian History
9. Roberts, P.E.History of British India
10. Spear, Percival, The Oxford History of Modern India 1740-1975
11. Sumit sarkar, Modern India 1885-1947.
12. P.N.Chopra, T.K.Ravindran and N.Subramanian, History of South India

REFERENCE BOOKS:

1. G.S. Chhabra, Advanced Study in the History of Modern India: 1707-1813, Sterling Publisher, Mumbai, 1971.
2. A.R, Desai, Social Background of India Nationalism, Popular Prakashan, Mumbai, 2010.
3. B.L. Grover and R.R. Sethi, A New Look on Modern Indian History: From 1707 to the Present Day, S, Chand Publishing, Dhera Dun, 1979.
4. John Keay, India: A History, Grove Press, New York, 2000.
5. R.C. Majumdar, Hemchandra Ray Chaudhuri and Kalikinkar Datta, An Advanced History of India, Macmillan India, 1973.
6. B.R. Nanda, and V.C. Joshi, Studies in Modern Indian History, Issue 1, Lawrence Verry Incorporated, 1973
7. P.E. Roberts, History of British India under the Company and the Crown, Textbook Publishers, London, 2003
8. Thomas George Percival Spear, The Oxford History of Modern India 1740-1947, Clarendon Press, Oxford, 1965.
9. Sumit Sarkar, Modern India 1885-1947, Pearson, Delhi, 2014.
10. P.N. Chopra, T.K.Ravindran and N.Subramanian, History of South India (Ancient, Medieval, Modern), S. Chand Limited, New Delhi, 2003.
11. Jawaharlal Nehru, The Discovery of India, Oxford University Press, New Delhi, 2011.
12. S. Abid Husain, The National Culture of India, national Book Trust, New Delhi, 1978.
13. B.N. Lunia, Evolution of Indian Culture, Lakshmi Narain Agarwal, Agra, 2001.

RELATED ONLINE CONTENTS [MOOC, SWAYAM, NPTEL, Websites etc.]

1. https://en.wikipedia.org/wiki/The_History_of_British_India
2. https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf
3. https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_tutorial.pdf
4. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829>
5. <https://www.drishtiias.com/to-the-points/paper1/governors-general-viceeroys-of-india>

COURSE OUTCOMES:

Upon successful completion of this course the students would be able to

- Understand the advent of Europeans, debate their commercial activities and their rivalries, Summarize the establishment of British and expansionist policy.
- Understand the advent of Europeans, debate their commercial activities and their rivalries, Summarize the establishment of British and expansionist policy.
- Valued the administrative reforms of early governor generals.
- Determined the consolidation of British rule in India by adopting different policies towards the Indian states.
- Understand The British passed various legislations in India with the motivation to preserve their commercial and economic interests along with preserving their own power in the Indian subcontinent
- Understand the role of socio-religious movements of 19th century in the eradication of social evils.

First Year

**CORE COURSE-V
SOCIO-CULTURAL HISTORY OF
TAMILNADU FROM 1800 C.E TO 2000 C.E.**

Semester-II

Code:

(Theory)

Credit: 5

OBJECTIVES: To enable the students to

- Know the social condition of Tamilnadu since 1800AD.
- Know the Land Systems in Tamilnadu
- Know about the growth of Educational in Tamilnadu.
- Learn the socio and political institution in tamilnadu.
- To know the welfare schemes during the period of DMK and ADMK period up to 2000

UNIT-I SOURCES:

Archival-institutional papers- Private papers- literature- folklore – newspapers and journals- Social Conditions: Caste system origin and growth-Castes conflicts- Family: Emigrations-Joint family-break up- position of women-sati-childmarriage-Devadasisystem-infanticide-changesinthe19thand20thcenturies-Socialbeliefsandsocialpractices: social ceremonies-festivals-entertainments- superstitions. Religion: Saivism-Vaishnavism-Schism- village gods and deities - Christianity: Policy of the Company- growth and impact- Islam: growth and impact:

UNIT-II LAND SYSTEMS:

Land Tenure- Zamindari and Ryotwari Systems- Economic conditions- Agriculture and Industry during colonial period –Landlords –Peasants- Small tenant–Trading classes-Rise ofIndigenous Commercial Elite – The Dubashies-Laborers- Commercialization of Agriculture-Famine of 1876 and its impact.

UNIT-III EDUCATION IN TAMIL NADU:

Indigenous Institutions of learning –Introduction of Western Education –Munro’s Scheme of Education – Contribution of Christian Missionaries in field of Education -Education of Depressed classes –Growth of Literature- Vedanayagam Pillai-U.V. Swaminatha Iyer-Robert Caldwell-G.U. Pope - Subramania Bharathi – Bharathidasan –Namakkal Ramalingam Pillai – Kavimani Desika Vinayagampillai-MaraimalaiAdigal- Gorwth of Universities- –Growth of Tamil Press and cinema since 1800-Impact on society and politics-Stage plays- fandom Culture-Impact of Information Technology on Tamil culture and society.

UNIT-IV SOCIO AND POLITICAL ASSOCIATIONS:

Emergence of political Association- Madras Native Association-Madras Mahajana Sabha. Causes- Concept of Dravidian Culture –Justice Party and its achievements-Non –Brahmin

Movement –Dr. Natesa Mudaliar- Sir P. Thyagaraja Chettiar-T.M. Nair-Periyar E.V.R and the Self –Respect Movement-Temple Entry Movement-The Dravida Kazhagam-Dalit movement:- –

M.C.Rajah- Erattamalai-Srinivasan - Muthulakshmi Reddy-Abolition of Devadasi system-Home Rule Movement in Madras Presidency-Prohibition movement- St. Ramalinga and his teachings-Sudha Sanmarga Sangam-Vaikundasamy and his teachings-Theosophical Society-Ramakrishna Mission- Ayothidasar -Rise of regional politics and it impact-Anti Hindi Agitations.

UNIT-V SOCIAL WELFARE SCHEMES:

D.M.K and ADMK-Nutritious Meal Scheme-Social Welfare Schemes- Contribution to the growth of Tamil Language-Reservation-Women Welfare Schemes and Social Legislations-LabourWelfare Scheme -Cauvery river water dispute and social implication-Agriculture and Industry.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Swaminathan, A., Social and Cultural History of Tamilnadu, Deepa Pathippagam, 1984. Venkatesan. G., History of Modern Tamilnadu, 2011.
2. Devanesan, A., History of Tamilnadu, Renu Publication, Marthandam, 1997.
3. Jayabalan, N., Social and Cultural History of Tamil Nadu.
4. Nadarajan.C., Social History of Modern Tamilnadu, Ulaga Tamizhppadaippalar Nool
5. Veliyeetagam, Trichy, 2013.
6. Nilakanta Sastri, K.A., A History of South India: From Prehistoric Times to the Fall of
7. Vijayanagar, New Delhi: Oxford University Press, 2000.
8. Rajjayan, K., A Real History of Tamil Nadu, Upto 2004 A.D., Trivandrum, 2005.
9. Subramanian, N., Social and Cultural History of Tamilnadu, 1336 to 1984, Ennes Publication, Udumalpet.

REFERENCE BOOKS:

1. Abdul Khader Fakhri, S.M., Dravidian Sahibs and Brahmin Maulanas: The Politics of the Muslims of Tamil Nadu 1930-1967, 2008.
2. Baker,C.J., The Politics of South India 1920-1937,Cambridge, 1976.
3. Geetha ,V., & S.V.Rajadurai, Dalits and Non –Brahmin Consciousness in Tamilnadu,E.P.W., 25,SEP 1993.
4. Hardgrave, R.L., The Dravidian Movement, Bombay, 1965.
5. Irschick, E.F., Politics and social conflicts in south India,Berkeley, 1969.
6. Kumar, D., Land And Caste In South India, Agriculturallabour In The Madras Presidency During Nineteenth Century,Cambridge, 1965.
7. Mepherson, K., “The Social Background And Politics Of The Muslims Of Tamilnadu 1901-
8. Rajaraman, P., The Justice Party.Madras, 1985.
9. Rajendran,N.(1994) Agitation Politics and State Coercion, National Movement in Tamilnadu,1905-1914.Oxford University Press,Madras.
10. Saskia C., Kersenboom, Nityasumangali: Devadasi Tradition in South India.

11. Sobhanan, Temple Entry Movement and Sivakasi Riots, Madurai.
 12. Berekley Beck, B.E.F, "The Right –left Division of South Indian Society" journal of Asian studies xxix:4, 1970.
 13. Jeevanandam, S., & Rekha Pande, Devadasis in South India: A Journey from sacred to a Profane Spaces.
 14. Kumar, D., Land and Caste in South India, Agricultural labour In The Madras Presidency During Nineteenth Century, Cambridge, (1965).
 15. Mahalingam, A., Land, Society and Art in Tamil Nadu.
 16. Mepherston, K.(1969) "The Social Background And Politics Of The Muslims Of
 17. Tamilnadu 1901-1937", Indian Social and Economic History Review, Vol 4.
 18. Mohan, P.E., Scheduled Castes: History of Elevation, Tamil Nadu 1900-1995, Madras, New Era, 1993.
 19. Paramarthalingam, C., Social Reform Movement in Tamil Nadu in the 19th Century with
 20. Special Reference to St. Ramalinga, Rajakumari Publications, Tamil Nadu, 1995.
 21. Pillay, K.K., Social History of the Tamils, University of Madras, 1975.
 22. Rajendran, N., Agitation Politics and State Coercion, National Movement in Tamilnadu, 1905-1914, Oxford University Press, Madras, 1994.
 23. Saskia C. Kersenboom, Nityasumangali: Devadasi Tradition in South India.
 24. Sivagnanam, M.P., Vallalar Kanda Orumaipadu (Tamil), Inba Nilayam, Madras, 1967.
 25. Sobhanan, Temple Entry Movement and Sivakasi Riots, Madurai.
 26. V.T. Chellam, History and Culture of Tamilnadu, Manivasagar Publication, Chennai, 2006.
- Varghese Jeyaraj, S., Socio-Economic History of Tamilnadu.

E- LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=NmSA6J3r4XQ>
2. <http://www.ndl.gov.in/document/VE9DYWh0SnNFc3VnT3Z2d1h5aVM1M2Uza3doMmxFUfIWXdYb3JyZUNGZz0>
3. <http://www.samarthbharat.com/files/devadasihistory.pdf>
4. https://en.wikipedia.org/wiki/Devadasi#External_links,
https://en.wikipedia.org/wiki/Periyar_E._V._Ramasamy
5. https://en.wikipedia.org/wiki/Iyothee_Thass
6. <https://www.tn.gov.in/tamilnadustate> <https://en.wikipedia.org>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Understand the socio-economic and religious condition of Tamilnadu during the advent of Europeans. Summarize the growth of Christianity and Islam and its impact.
- Known the advancement of agriculture and trade and explain the rise of indigenous commercial elite and dubashies in the 19th century.
- Illustrated the impact of western education. Estimate the role of Christian missionaries for the growth of education. Enlist different types of education introduced in Tamilnadu.
- Understand the role of socio-religious movements with special reference to Self-respect movement. Point out the important social reformers and their contribution in the upliftment of the society.
- Understand the contributions of intellectuals like Bharathi and others in the national movement and trace the impact of films on society and politics.

First Year

**CORE COURSE-VI
FREEDOM STRUGGLE IN INDIA
(Theory)**

Semester-II

Code:

Credit: 5

OBJECTIVES: To enable the students to

- Know the early nationalism and need of freedom movement
- Know the courses of freedom movement.
- Know the Growth and Development of Indian National Movement.
- Know the history of Swaraj and non-cooperation movement during the period
- To know Reality while partition of India before independence and to understand, how we won our independence

UNIT-I NATIONALISM:

Emergence of Indian Nationalism-The first war of Indian Independence 1857 – Political, Social, Religious, Economic and Military causes – Proclamation of Queen Victoria - Act of 1858.

UNIT-II PREDECESSORS OF THE CONGRESS:

Causes of the Nationalist Movement - Predecessors of the congress – Landholders' Society - Bengal British Indian Society -British India society- British Indian Association – Bombay Association – Madras Native Association – The Indian Association – Madras Mahajana Sabha – Bombay Presidency Association -Indian Association of Calcutta.

UNIT-III GROWTH AND DEVELOPMENT OF INDIAN NATIONALIST MOVEMENT:

Indian National Congress - Rise of Moderates and Extremists - Surat Split - Swedish Movement -Minto-Morley Reforms 1909 - Lucknow Pact 1916 – Home Rule Movement -Montague-Chelmsford Reforms 1919.

UNIT-IV STRUGGLE FOR INDEPENDENCE:

Non Cooperation Movement 1920-1922 – Chauri Chaura- Swaraj party Simon Commission1927- Dandi March1930 - Gandhi-Irwin Pact 1931-Round Table Conferences 1930-1932– Civil Disobedience Movement1930-1934-Government of India Act 1935 - Provincial Autonomy –1937 elections – Tripuri Crisis – Cripps Mission- – Muslim League 1906-Khilafat movement- Two Nation theory – Role of Jinnah.

UNIT-V WAY TO INDEPENDENCE:

August Offer 1940 - INA - RIN Strike - Cripps Mission 1942 – Quit India Movement 1942 5.2 CR Formula 1944 – Wavell Plan 1945 5.3 Cabinet Mission Plan 1946 – The Mountbatten Plan - The Indian Independence Act, 1947- Partition of India and its impact on Indian History.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Chandra, Bipan., India's Struggle for Independence, (London, 1989).
2. Keswani, K.B.A, History of Modern India, (London, 1986).
3. Sen, S.N, History Of Freedom Movement In India (1857-1947), (New Delhi, 2009).

REFERENCE BOOKS:

1. Abel, M., Glimpses of Indian National Movement, (Hyderabad, 2005).
2. Agarwal, R.C., Constitutional Development and national Movement of India, (Calcutta, 2005).
3. Ahluwalia, M.M, Freedom Struggle in India, 1858 to 1909, (Delhi, 1965).
4. Chand, Tara., History of Freedom Movement in India, (New Delhi, 1992).
5. Chandra, Bipan: Nationalism and Colonialism in Modern India
6. Heehs, Peter, India's Freedom Struggle, 1857-1947: A Short History, (London, 1988).
7. Mahajan V.D., Constitutional History of India. (New Delhi, 1998).
8. Mahajan, V.D., Modern India, (New Delhi, 1987).
9. Sarkar, Sumit: Modern India 1885 – 1947, (New Delhi, 2003)
10. Spear, Percival: The Oxford History of Modern India, (New Delhi, 2002)

E-LEARNING RESOURCES:

1. <http://www.historydiscussion.net/history-of-india/growth-of-indian-nationalism-10-factors/3184>
2. <http://www.historydiscussion.net/history-of-india/rise-of-nationalism-in-india-indianhistory/648>
3. [http://www.mentorstudypoint.in/downloads/\(Bipan_Chandra.pdf](http://www.mentorstudypoint.in/downloads/(Bipan_Chandra.pdf)
4. <https://scroll.in/article/814074/the-forgotten-past-sir-syed-and-the-birth-of-muslimnationalism-in-south-asia>
5. <https://www.culturalindia.net/indian-history/modern-history/indian-independence.html>

COURSE OUTCOMES: Upon successful completion of this course the students would be able:

- Examined the Emergence of Indian Nationalism.
- Examine the growth of Nationalism in India.
- Know the Growth And Development of Nationalist Movement
- Recognizes the Struggle for Independence and the proposals given by the British to Indians.
- Explores the efficiency of India on the threshold of Independence.

First Year

**CORE CHOICE COURSE-II
ECONOMIC HISTORY OF MODERN
INDIA.**

Semester-II

Code:

(Theory)

Credit: 4

OBJECTIVES: To enable the students to

- Know the Economic policy of the British Government
- Review the status of agriculture development in India
- Know the process of De industrialization, migration of laborers and the rise of modern industries
- Assess the transport and communication system in India
- Know the development educational sector in India also equip the students with knowledge needed to face competitive examinations.

UNIT-I DEVELOPMENT OF ECONOMY:

Indian Economy on the eve of the British Rule – Commercial and trade policies of the East India company- The Economic Policies of the British - The Economic Drain and backwardness- Revenue Settlements under the British Rule –Population of India during the British Rule- Traditional industries- De- industrialization-Collapse of cottage industries Export of raw materials and import of finished products- Industrialization

UNIT-II AGRICULTURAL SECTOR:

Agriculture -Land - Crop and Soil diversity- Agricultural Techniques and Methods used in British India-Agriculture production and productivity in the colonial rule- Land Revenue Settlement of India during the British Rule- Agrarian trends in India during the Colonial period - Plantations in India Famines in Colonial India- Irrigation and water management – Construction of Dams -Cattle Wealth – Taxes –Commercialization of Agriculture – Cultivation of Cotton for export-Famines- Famine Administration –Condition of peasants and laborers

UNIT-III THE RISE OF THE MODERN INDUSTRIAL SECTOR:

Characteristics of Indian Industries at the time of British rule -Rise of large scale industries in Colonial India-Industrialization -State Policies on Trade - Chief Trading Centers in North and South India – Trading Communities - Trading Networks - Indigenous and Major Industries – Cotton Industries , Textile , Jute , Iron and Steel , Sugar and Chemical – Occupational Structure of Colonial India- Supply of industrial labour- Labour problems – Women Labour disputes – Child Labour - Labour Legislations - Urbanization in The Colonial Period- Migration of Laborers to overseas-Internal migration

UNIT-IV TRANSPORTATION AND COMMUNICATION:

Transportation - Various Trade Routes - Important Trading Centers - Chief Ports - Important Markets – Store houses - Transport and Communication – Roadways –Introduction of Railways Waterways – Communication network- Post and Telegraph- Parcel service's - Modernizationand Development – Internal and external trade- .Capital flows and the colonial economy – changes and continuities.

UNIT-V EDUCATION:

Development of Education, Science and technology Spread of education- Higher education- Starting of Universities- Health Policy-Development of medical infrastructure and medical education-Science and Technology - Foreign Capital Government and fiscal policy - impact of British Economic Policy in India- economic nationalism- Indian economy at the eve of independence

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures-seminars- webinars Presentation through PPT, , U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Dharma Kumar: The Cambridge Economic History of India 1757-1970, Orient Longman, New Delhi, 1982
2. Nanda S.P: Economic and Social History of Modern India, Anmol Publications Pvt. Ltd., New Delhi, 1999.

REFERENCE BOOKS:

1. Dharma Kumar and T.RayChaudhuri,ed(1982), The Cambridge Economic History of India, Vol II, 1757-1970) Orient Longman & Cambridge Univ. Press, Hyderabad
2. Gill.K.S.(1978), Evolution of the Indian Economy, NCERT, New Delhi
3. Dutt.R.C(1989)., History of Economic India, VOL. 1&2, New Delhi, Pubication Division
4. Tirthankar Roy(2000), The Economic History of India,1857-1947,OUP, Madras, S.N.Pandey(2008).,Economic History of Modern India 1757-1947,Readworthy Publications Pvt.Ltd
5. Dietmar Rothermund(2013)., An Economic History of India from pre-colonial times to 1991, Cambridge Publishing House
6. Grover : A New Look at Modern Indian History, S. Chand & Co., Ltd., New Delhi, 1999
7. Mehta Balraj : Crisis of Indian Economy, Sterling Publishers Pvt. Ltd., New Delhi, 1973
8. UshaSingh , Economy: Thought of Indian Society, Deep& Deep Publications, New Delhi, 1985.
9. Chandra, Satish (ed.), The Indian Ocean: Explorations in History,Sage publication, New Delhi 1979.
10. T.M. Srinivasan, Irrigation and Water Supply, New Era Publications, 1991

E-Learning Resources:

1. <https://www.asianstudies.org/publications/ea/archives/the-history-of-economic-development-in-india-since-independence/>
2. <https://www.environmentandsociety.org/exhibitions/famines-india/changing-land-ownership-agricultural-and-economic-systems>
3. <https://www.gktoday.in/topic/impact-of-british-policy-on-indian-agriculture-and-land/>
4. https://www.tutorialspoint.com/modern_indian_history/modern_indian_history_transport_and_communication.htm
5. <https://www.encyclopedia.com/international/encyclopedias-almanacs-transcripts-and-maps/infrastructure-and-transportation-1857-1947>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Understand the process of economic exploitation and collapse of cottage industries
- Understand the development of modern industrial sector
- Reviewed the impact of migration and entry of women into labour force
- Examined the development of education and intellectual awakening
- Understand the knowledge to get jobs in private or public sector

First Year

CORE CHOICE COURSE-II
2. INDIA AND HER NEIGHBOURS
(Theory)

Semester-II

Code:

Credit: 4

OBJECTIVES:

- To study the Foreign policy of India.
- To trace the relationship of India with Pakistan
- Learn the relationship with china.
- Know the India relation with srilanka and other nations.
- To know the role of non alignment movement to international relations.

UNIT-I THE SUB- CONTINENT OF INDIA:

Determinants of India's foreign policy: Historical factors - Geographical factors -Economic factors - National Interest, Ideologies: World peace-Anti-colonialism -Anti-racism-PanchaSheel-NAM.

UNIT-II INDIA AND PAKISTAN:

Areas of Conflict – Kashmir and Border issues – Afghan Crisis – Its Impact on Indo- Pak Relations – Kargil War – Terrorist attacks in India – Recent trends in the Indo-Pak relationship:- [Border dispute and security issues-Ceasefires – implementation and implications-](#) [Role of Pakistan's non-state actors-Indus-water treaty](#)-recent developments.

UNIT-III INDIA AND CHINA:

Sino-Indian relations – Panch sheel Agreement - Chinese action in Tibet - Strains in Sino- Indian Relations - Normalization process in the Sino- Indian Relations- Bilateral Relations-[Border dispute and Security issues-Brahmaputra issue](#)
[Economic relations-China's Debt-Trap diplomacy-China's BRI- potential, challenges, measures with respect to India-China's Maritime strategy and its implications on India](#)

UNIT-IV INDIA AND SRI LANKA:

Policy towards India-Ethnic Problem and its impact - IPKF. India-Sri Lanka relations-importance Developmental-[Commercial relations-Fishermen issues](#)-major challenges in indo Srilanka Relations-India and Nepal: Interaction between India and Nepal -Indo-Nepal economic co-operation-Territorial disputes- Friendship treaty-Infrastructure projects-India's political and economic relations with Bangladesh, Bhutan, Maldives, Burma [Myanmar]; Cultural contacts

UNIT-V INDIA AND THE NON-ALIGNED MOVEMENT:

India's role in international relations – Indian Ocean being made a zone of peace - Problems and Prospects - SAARC and Co-operation in South Asia - Trade and economic development U.N. and India- Human Rights in South Asian Countries.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Recent treaties with neighbors-expert lectures-seminars-webinars Presentation Through PPT, , U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned.

REFERENCES:

1. Agwani, M.S. South Asia, Stability & Regional Co-operation, New Delhi, 1983.
2. Frankel, Joseph, International Relations in the Changing World, New Delhi; Oxford, 1993.
3. Gupta, Bhabani Sen, The fulcrum of Asia, Relations among China, India, Pakistan and the U.S.S.R. New Delhi, 1988.
4. Hussain, T. Karki. Sino-Indian Conflict and International Politics in the Indian Sub-Continent, Haryana, Delhi, 1977.

E-LEARNING:

1. <https://byjus.com/free-ias-prep/india-sri-lanka-relations/>
2. https://mea.gov.in/Portal/ForeignRelation/China_October_2017.pdf
3. <https://www.efsas.org/topics/indo-pak-relations.html>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Understand the major internal factors that determine the foreign policy of India and indicate the features of Panchasheel and NAM.
- Known India's desire for the peaceful, friendly and cooperative relations with Pakistan. Explain Kashmir issue.
- Traced the early friendly relations and later strains in Indo-china relations. Say how normalization process is in progress.
- Assessed the factors responsible for the ethnic problem in Sri Lanka. Examine India's relations with her neighboring countries.
- Evaluated the role of India in promoting the welfare of South Asian countries through SAARC. Identify the problems and prospects advocated by India in following Non-Aligned movement.

First Year

ELECTIVE COURSE-II
1. INTRODUCTION TO MUSEOLOGY
(Theory)

Semester-II

Code:

Credit: 3

OBJECTIVES: To enable the students to

- Educate the students about the development and growth of Museum and Museology.
- Train the students for curatorial work, research and preservation
- Impart knowledge of conservation of cultural, natural and national heritage.
- Acquainted with the significance of exhibit the excavated materials.
- Induce the students to visit central and state level museum.

UNIT-I INTRODUCTION TO MUSEUMS:

Definitions and Concepts of Museum- Classification and Types of Museums- Eco Museum, Community Museum, Virtual Museum, Neighborhood Museum-Functions and role of Museums Important International and Indian Museums.

UNIT-II COLLECTION AND DOCUMENTATION:

Collection- Types of Collection- Tangible and Intangible Cultural Heritage Modes of Collection: Fieldwork, purchase, donation/gift, loan, exchange etc. Specific issues related to collection. -- Types of documents – entry, accession, classified, and movement registers; Index and Catalogue cards. Digital documentation--Numbering the objects – numbering systems, procedure of applying numbers on objects-Bar coding

UNIT-III PREVENTIVE CONSERVATION:

Traditional methods of preventive Conservation --Preventive Conservation measures of inorganic, organic and composite objects: -Monitoring Museum Environment- Relative Humidity and temperature, light, air pollution, and biological agents-Guidelines for handling museum object Good housekeeping practices-Professional organizations related to conservation.

UNIT-IV DISPLAY AND EXHIBITIONS:

Purpose and principles - Display furniture and fixtures: cases, pedestals, stands, panels, mounts, structures, etc. - Lighting fixtures. - Circulation: random, suggestive, directional. - Labels: types, material, size, language, position, execution, evaluation, etc. Visual & verbal aids: charts, graphs/graphics, photographs, film/video, CDROM/DVD. Types of exhibits: original/fabricated, static/movable, models (scale/non-scale, working/nonworking), participatory/interactive, diorama/habitat group, tableaux, etc. Types of exhibitions: object-oriented/concept-oriented, thematic, contextual, chronological, geographical, integral, comparative, natural, synthetic, didactic, special, permanent/temporary/travelling g/circulating/mobile, etc.

UNIT-V EDUCATION AND PROFESSIONAL ORGANIZATIONS:

Education programmes and publications related to exhibitions for various audiences-Provisions for people with disabilities. Promotion of exhibitions.-Role of national and international professional organizations – Museums Association (U.K.), Museums Association of India, UNESCO, ICOM, ICCROM, Commonwealth Association of Museums, American Alliance of Museums, IASC, IIC, IUCN, UNESCO-ICOM Museum Information Centre.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars-Visit to Museums-Case study: Study/Evaluation of any one museum. Presentation through PPT, , U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned .

TEXT BOOKS:

1. Dilip Kumar Roy, Museology.
2. Jeyaraj, V., Museology Heritage Management, Chennai museum, 2005.
3. Vibha Upadhyaya, Archaeology, Museology and Conservation link Ed Vibha Upadhyaya

REFERENCE BOOKS:

1. Agrawal, O.P., Care and Preservation of Museum Objects, NRLC, New Delhi, 1977.
2. Nigam M.L., Fundamentals of Museology, Navahind Prakashan, 1966
3. Agarwal. V.S. - Museum studies, PrithiviPrakashan, Varanashi, 1978 2. Grace "Morley - "Museum today, Lucknow, 1981
4. H. Sarkar - Museum and Museology, SundeepPrakashan, New Delhi, 1981
5. Dr. V. Jayaraj - Museology - Heritage Management - SeawavesPrinters, Chennai - 86, 2005
6. M.L Nigam - Fundamentals of Museology, Deva Publications, Hyderabad, 198 7
7. Grace Morley - The Museum and rts functions, Ed. Saifur Rahmandar, Lahore Museum, Lahore, 1981

E- LEARNING RESOURCES:

1. <http://www.e-bookschennaiuseum.tn.gov.in/chennaiuseum/images/152/mobile/index.html#p=0>
2. <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/images/UNIT16.pdf>
3. https://www.youtube.com/watch?v=vNTYe22MEo&list=RDCMUCCUr096WDP86n62CXBeHIQw&start_radio=1&t=15

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Perused the context and concepts of Museum and Museology.
- Known the Preventive Conservation of museum objects
- Understand to Document and classify museum objects
- Acquire skills to manage and demonstrate them in museum
- Understand the importance of museums and education institutions

First Year

ELECTIVE COURSE-II
2. INDIAN ART AND ARCHITECTURE
(Theory)

Semester-II

Code:

Credit: 3

OBJECTIVES: To enable the students to

- Study the sources of Indian architectures.
- Learn about the architectural styles of various dynasties.
- Know the palaver art and architectures.
- Learn the indo-Turkish Architectures.
- Acquaint the knowledge of Mughal architectures..

UNIT-I SOURCES:

Sources for the study of Art and Architecture: Excavations, Silpa Sastras, Numismatics, Monuments, Agamas and Inscriptions – Early Indian Architecture – Harappan Architecture – Terracotta Art – Art and Architecture under the Mauryas – caves, stupas, Pillars and Sculpture - Buddhist Architecture – Origin, classification and essential elements, stupas at Sarnath, Bharhut and Sanchi-Jain Architecture – Techniques, Temples of Mount Abu and Statute of Mahavira at Saravnabelgola.

UNIT-II ARCHITECTURES OF VARIOUS DYNASTIES:

Architecture under Sungas, Kanvas, Satavahanas and Kushanas -Architecture, Sculptures and paintings under the Guptas - Gandhara and Mathura school of Arts – locations, specimen and features – Amaravathi and Ajanta paintings – Rashtrakutas Art- Ellora and Elephanta - Chalakya Art- Badami, Pattadakkal and Aihole.

UNIT-III PALLAVA AND CHOLA ART AND ARCHITECTURE:

Caves, Monolithicerathas and structural temples – Mahabalipuram - Cholas Temple Architecture –features, Temples at Tanjavur, GangaikondaCholapuram and Darasuram and Chidambaram Temple- Architecture under Viiayanagar rulers and Nayaks- Hambli, Madurai Meenakshi Temple, Thirumalai Nayakar Mahal, Srivilliputhur Andal Temple and Sri Rengam Temple.

UNIT-IV INDO – TURKISH ARCHITECTURE:

Features – Delhi Sultanate Qutubminar, Monuments in Qutub Complex – Quwatul Islam Mosque and Tomb of Ilutmish – Alai Darwaza and Fort of siri.

UNIT-V MUGHAL ARCHITECTURE:

Origin, Development and Architectural features – Humayun*s Tomb, Agra fort, Fatepur Sikri and its Architectural specimen, Tajmahal, Red fort and Jumma Masjid of Delhi – Mughal Paintings – Technical features and specimen – British Architecture

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Recent archeological excavations-expert lectures-seminars-webinars

TEXT BOOKS:

1. Percy Brown, Indian Architecture, D.B.Taraporevala, Bombay, 1959
2. Sethuraman, G Socio – Cultural Art History of Tamil Nadu, New Century Book House, Chennai, 2016.
3. Manivannan, Ambai Tamil Nadu Temple Art History, (Tamil) A R Publications, Madurai, 2014.

REFERENCE BOOKS:

1. Srinivasan, K.R. Temples of South India, NBT, New Delhi, 1972.
2. Srinivasan, P.R. Indian Temple Architecture, Mysore, 1971
3. Sivaramamurthi, C. Indian Painting, NBT, New Delhi, 1976.
4. BasilGrac, (ed.) The Art of India, 1981. Edith Tomory A History of fine Arts in India and West, Orient Longman, New Delhi, 1989
5. Harle, J.C. Art and Architecture of the Indian subcontinents, Penguin Books, 1990. Mahalingam, A(Ed) Land Society and Art in Tamil Nadu, New Delhi, 2016.
6. Goulas Barrett Early Chola Architecture and Sculpture, 1974. Saletore,
7. R.N. Vijayanagara Art Havell, E.B. Indian Architecture through the Ages, Chap X New Delhi, 1978.
8. Nath R History of Mughal Architecture Rizvi @Vincent, S.A.A Fatehpur Sikri, New Delhi, 1972
9. SoundaraRajan, K.V. Islam Builds in India, New Delhi, 1983.
10. Ebba Koch Mughal Architecture an outline of its history and development, 1526-1858, Munich, 1991.
11. Ebba Koch The complete TajMahal and It's River front Gardents of Agra, London, 2006.
12. Juneja, M. (ed) Architecture in Meidval India, New Delhi, 2001.
13. Satish Grover The Architecture of India (Islamic), New Delhi, 1981.
14. SoundaraRajan, K.V. Temples of South India, Tamilnadu and Kerala
15. Surendra Sahai Indian Architecture, Islamic period 1192-1857, New Delhi, 2004

E-LEARNING RESOURCES:

1. <https://www.clearias.com/hindu-temple-architecture-pallava/>
2. https://asi.nic.in/Ancient_India/Ancient_India_Volume_14/article_3.pdf
3. <https://www.responsibletravel.com/holidays/rajasthan/travel-guide/mughal-architecture>
4. <https://www.re-thinkingthefuture.com/architectural-styles/a5535-an-overview-of-turkish-architecture/>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Understood the historical significance of Art and Architecture in the history of India.
- The course has induced the students to protect the monuments of India→ thereby to be proud of Indian Cultural Heritage.
- It revealed the various dynasties art and architectures of india.
- The course has created employment opportunities to the students as guides in→ the department of Tourism.
- The course has provided basic knowledge to the students to carryout research→ works in the field of Indian Art and Architecture

First Year

**NON MAJOR ELECTIVE COURSE-I
THE CONSTITUTION OF INDIA
(Theory)**

Semester-II

Code:

Credit:2

OBJECTIVES: To enable the students to

- Acquaint their rights and responsibilities as citizens of India.
- Know about the working of union executive
- Acquaint the knowledge of judicial system in India
- Acquaint the students about power and function of the Supreme Court.
- Know the relation between the central and the states.

UNIT-I SOURCES OF THE CONSTITUTION:

Ideological Bases of Constitution of India - The Preamble - Basic Structure of the Constitution - Territory and Citizenship - Fundamental Rights and Fundamental Duties of Citizens - Directive Principles of State Policy.

UNIT-II THE UNION EXECUTIVE:

Union Government of India: The President and the Vice-President: Election, Powers and Functions - The Prime Minister and Council of Ministers - The Lok Sabha and the Speaker - The Rajya Sabha and the Chairperson - The Supreme Court of India: Independence of the Judiciary and Judicial Review - Amendment Procedures of the Constitution of India

UNIT-III STATE GOVERNMENT:

The Governor: Appointment, Powers and Functions - Chief Minister and the Council of Ministers - The Legislative Assembly and Speaker - The Legislative Council and the Chairperson - The High Court.

UNIT-IV FEDERALISM IN INDIA:

Nature of federation and Federal features of the Indian Constitution - Union-State : Legislative Relations, Administrative Relations and Judicial Relations - Division of Powers: Union List, State List, Concurrent List -Residual Powers - Control of All India Services over State Services - Inter-State Council.

UNIT-V UNION TERRITORIES AND TRIBAL COUNCILS:

Union Territories of India: Diversity of their Administration - Lieutenant Governor - Chief Minister - Legislative Council - Speaker - Tribal Identity - Provisions of the Panchayats Extension to Schedule V Areas (PESA) Act, 1996 - Central Act No.40 - Constitutional Safeguards for Autonomy for Tribals.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars, Current situation in Central and states.- Presentation through PPT, , U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned.

TEXT BOOKS

1. Austin, Granville, The Indian Constitution, New Delhi, Oxford University Press, 1966.
2. Johari, J.C. : The Constitution of India, Sterling Publishers Private Limited, New Delhi, 2004

REFERENCE BOOKS:

1. Agarwal, R.C. : Constitutional Development and National Movement, S. Chand & Company Ltd., New Delhi, 2005.
2. Basu, D.D. : Introduction to the Constitution of India, Wadhwa and Company, Agra, 2005.
3. Grover, B.L. & Grover, S. : The Evolution of Indian Constitution and Freedom Struggle, S.Chand & Company Ltd., New Delhi, 1985.
4. Johari, J.C. : The Constitution of India, Sterling Publishers Private Limited, New Delhi,2004.
5. Pylee, M.V. : India's Constitution, S. Chand & Company Ltd., New Delhi, 2005.
6. Rao, B Shiva., (Ed)., The Framing of India's Constitution: Select Documents, Volume 1, Delhi, Universal Law Publishing Company, 1967.
7. Vishnu Bhagavan, Indian Constitutional Development: 1600 to 1947, Sterling Publishers, Pvt.Ltd, New Delhi, 2001.

E-LEARNING RESOURCES:

1. SAKSHAT (<https://sakshat.ac.in/>)
2. e-PG Pathshala (<https://epgp.inflibnet.ac.in/>)
3. SWAYAM(<https://swayam.gov.in/>)

COURSE OUTCOMES: Upon successful completion of this course the students would be able:

- Evaluate the importance of Fundamental Rights and Duties.
- Illustrate the students working of union executive.
- Understand the judicial system in India
- Evaluate the powers of state Government.
- Understand the federal system of administration in India.

Second Year

**CORE COURSE-VII
WOMEN'S STUDIES
(Theory)**

Semester-III

Code:

Credit: 5

OBJECTIVES To enable the students to :

- Learn the important social legislations concerning Women.
- Know the women's movement in India.
- Know the wisdom in promotion of women's rights.
- Analyze the importance of the multidimensional role of women in society.
- Know the rights of women in India.

UNIT-I NEED AND SCOPE OF WOMEN STUDIES:

women studies-origin of feminism-types of feminism-Gender and Sex- Biological determinism- Sexual Stereotyping - Socialization- Patriarchy- Male Gaze-Glass Ceiling Gender Discrimination and social status of women - Violence against women-Crimes against women.

UNIT-II WOMEN'S MOVEMENTS:

Women's Movement in the West-Seneca Falls Convention-Declaration of Sentiments Suffragette Movement-Women in Politics - CEDAW-Beijing Conference – Women's Movement in India-Social Reformers-Ram Mohan Roy Savithri Phule- Women in the National Movement -Post-Independence Women's Movements.

UNIT-III WOMEN AND THE LAW:

Colonial Legal System and the Position of Women -Social Legislations for Women-Sati Prevention Widow Remarriage-Female Infanticide-Child Marriage Restraint -Personal Laws-Marriage- Divorce-Adoption -Equal Right to Property Sex Selective Abortions-Child Sex Ratio -Domestic Violence Dowry Prohibition- Trafficking In Women.

UNIT-IV WOMEN IN NATION BUILDING:

Role of Women in Nation Building-Vijayalakshmi Pandit - Indira Gandhi- Muthulakshmi Reddy-M.S.Subbulakshmi- Women Entrepreneurs - Women in Modern Society.

UNIT-V WOMEN'S RIGHTS:

Indian Constitution – Provisions Related to Women - Need for Reservation in the Parliament -Labour Laws – ILO Conventions related to Women Equal Pay for Equal Work – Maternity Benefit Act -Women Issues – Health – Nutrition – HIV /AIDS.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinar- Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Gokilavani, Women Studies, Principles Theories and Methodologies, 1999.
2. Agarwala, S. K., Directory of Women Studies in India, New Delhi – 1991.
3. Haksar, Demystification of Law for Women, (Lancer Press, 1986).
4. Sonia Bathla, Women, Democracy and the Media, (SAGE Publications, 1998).
5. Srinivas, Status of Women, (Oxford Press, New Delhi, 1981)

REFERENCES BOOKS:

1. Beteille, A., The Position of Women in Indian Society, Government of India, Ministry of Information and Broadcasting, Publications Division, New Delhi, 1975.
2. Guidelines for the Development of Women's Studies, New Delhi, UGL, 1993.
3. Jain D., (ed.) Indian Women, Government of India, Ministry of Information and Broadcasting, Publications Division, New Delhi, 1975.
4. Richardson, Diane and Victoria Robinson, Introduction to Women Studies Feminist Theory and Practice, London, 1983
5. Aftab Alam, Human Rights Issues and Challenges, (Raj Publications, 2000). 90
6. Ashine Roy, Human Rights of Women, (Rajat Publications, New Delhi, 2003).
7. Elizabeth Bumillre, May You be the mother of hundred sons, (Penguin Books, 1991).
8. Geraldine Forbes, Women in Modern India, (Cambridge University Press, 1991).
9. Jayapalan, D, Human Rights, (Atlantic Publishers and Distributors, 1999).
10. Konayainal Motilal Kapadia, Family And Marriage In India, (Oxford University Press, 1984).
11. Mehertaj Begum, S, Dr., Human Rights In India, Issues And Perspectives, (APH Publishing, 2000).
12. Naorem Sanajaoba, Human Rights, Principles, Practices and Abuses, (Omsons Publications, 1994).
13. Nayar, Sushila and Kamala Manekekar, Women Pioneers of India's Renaissance, (National Book Trust, New Delhi, 2002).
14. Rama Mehta, Socio-legal, Status of Women in India, (Mittal Publications, New Delhi, 1987).

E-LEARNING RESOURCES:

1. https://shodhganga.inflibnet.ac.in/bitstream/10603/118048/13/13_chapter%203.pdf
2. <https://courses.lumenlearning.com/alamo-sociology/chapter/reading-the-womensmovement/>
3. http://www.legalserviceindia.com/laws/women_issues.htm
4. <https://www.encyclopedia.com/history/dictionaries-thesauruses-pictures-and-pressreleases/women-public-life-business-and-professions>
5. https://www.iitk.ac.in/wc/data/Majlis_Legal-rights-of-women.pdf

COURSE OUTCOMES:

Upon successful completion of this course the students would be able to :

- Understand men and women to recognize the importance of multidimensional role of women in society.
- Understand the importance of empowerment of women and to acquaint the students about the Women Rights.
- Inspired a positive change in attitude towards the women in social structure
- Learned about the measures and initiative of National Commission of Women.
- Known the important women for nation building who is empowered the nation

Second Year

**CORE COURSE-VIII
CONSTITUTIONAL HISTORY OF INDIA
(Theory)**

Semester-III

Code:

Credit: 5

OBJECTIVES: To enable the students to:

- Know historical back ground of constitution
- Study the Constitutional Development Under British Crown
- Understand the political scenario behind the origin of the constitution
- Assess the relevance of various Acts pertaining to the emergence of Indian constitution.
- Know the formation of constitution and its significances.

UNIT-I CONSTITUTIONAL DEVELOPMENT DURING EAST INDIA COMPANY:

The East India Company - the Regulating Act 1773 - Provisions - Defects of the Act - Bengal Judicature Act 1781 – Pitt’s India Act 1784 - Circumstances – Provisions – Significance Charter Act of 1813, Charter Act of 1833, and Charter Act of 1853- Provisions – significance

UNIT-II CONSTITUTIONAL DEVELOPMENT UNDER BRITISH CROWN:

Act of 1858, - Queen’s Proclamation- Indian Council Acts of 1861 and 1892.

UNIT-III NATIONAL MOVEMENT AND CONSTITUTION:

Minto – Morely Reforms Act. 1909 – Montague Chelmsford Reform Act, 1919 – Simon Commission – Nehru Report – Jinnah’s Fourteen Points - Round Table Conferences – Communal Award.

UNIT-IV THRESHOLD INDEPENDENCE:

Indian Government Act, 1935 – August Offer – Cripps Mission – Formation of Constituent Assembly – Bhulabhai Desai and Liaquat Ali Pact – Wevell Plan – Rajagoplalachari Formula – Simla conference-Cabinet Mission – Mountbatten Plan – Indian Independence Act

UNIT-V FRAMING OF INDIAN CONSTITUTION:

Formation of Constituent Assembly-Drafting Committee-Salient Features of Indian Constitution Preamble-Fundamental Rights and Duties-Directive Principles of State Policy-Constitutional Amendments.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars –Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Agarwal, R.C., Constitutional Development of India and National Movement, S.Chand and Company Ltd,New Delhi,1999.
2. Austin, Granville., The Indian Constitution, New Delhi, Oxford University Press, 1966

REFERENCE BOOKS:

1. R.C. Agarwal and Mahesh Bhatnagar, Constitutional Development and National Movement of India, S. Chand & Company Ltd., New Delhi, 2006.
2. Sumita Singh, Constitutional Development in British India, Pragun Publications, New Delhi, 1012.
3. . M.V. Pylee, Constitutional Government in India, Asia Publishing, Bombay, 1967.
4. —————, An Introduction to the Constitution of India, 5th Edition, Vikas Publishing House Pvt. Ltd., Noida, 2007.
5. Dharam Chand Gupta, Indian National Movement and Constitutional Development, Vikas Publishing House Pvt. Ltd., Noida, 1983.
6. A.C. Banerjee, Constitutional History of India, Vol. I, Mukherjee & Co, Calcutta, 1948.
7. Sibarajan Chatterjee, The Governor in the Indian Constitution, Mittal Publication, Calcutta, 1973.
8. Illbert Courtenan, The Government of India, The Clarendon Press, Oxford, 1977.
9. . Manik Lal Gupta, Constitutional Developments in India, Atlantic Publishers, New Delhi, 1989.
10. A.C. Kapoor, Constitutional History of India, S, Chand & Co, New Delhi, 1985.
11. A.B. Kieth, Constitutional History of India, Central Book Depot, Allahabad, 1961.
12. Jagdish Swarup, Constitution of India, Vol. 2, Modern Law Publication, New Delhi, 2006.
13. Pon Thangamani, Indian Constitutional History – A.D. 1773 to 1950, Ponnaiah Pathipakam, Chennai, 2001.
14. N. Rajagopala Aiyangar, The Government of India Act 1935.
15. Mahendra Kumar Talware, History of National Movement and Constitutional Development of India

E-LEARNING RESOURCES:

1. SAKSHAT (<https://sakshat.ac.in/>)
2. e-PG Pathshala (<https://epgp.inflibnet.ac.in/>)
3. SWAYAM(<https://swayam.gov.in/>)

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:

- Understand the Constitutional Developments during British period.
- Constitutional development under crowns.
- Understand the origin and development Republican Government of India.
- Understand Reason for the announcement of independence act.
- Features of Indian Constitution Act of 1950and its significance.

Second Year

**CORE COURSE-IX
HISTORIOGRAPHY AND RESEARCH
METHODOLOGY
(Theory)**

Semester-III

Code:

Credit: 5

OBJECTIVES To enable the students to :

- Learn history of historiography and eminent historians study.
- Learn the medieval historians and their contribution to history.
- Know the historical interpretation of history.
- Develop skills and gain knowledge on various aspects of research
- Acquire proficiency in the art of history writing.

UNIT-I INTRODUCTION TO HISTORY:

Meaning of History – Definition – Scope - Purpose – Art or Science – Kinds of History – History and Allied Subjects - Uses and abuses of History – Lessons of History – Causation and Change- Role of Individuals – Role of Ideas – Concept of progress- Eminent Foreign Historians -Herodotus – Thucydides– Toynbee- Titus Livy, Ranke- Spengler -Tacitus -St. Augustine- Machiavelli - Gibbon –Kant, Hegel - James Mill - John Stuart Mill.

UNIT-II MEDIEVAL HISTORIANS:

Heading Eminent Indian Historians and their contributions- Ancient Period - Medieval Period - Modern Period-Kalhana –AbulFazl -- JadunathSarkar-V.A.Smith. –Nilakanta Sastri.- K.Rajayyan-Recent trends- Marxist Historiography- Subaltern Studies – Women’s history.

UNIT-III HISTORICAL INTERPRETATION:

Philosophy of History-Theological Interpretation-Secular Interpretation-Historical Determinism-Meaning-Free wills Doctrine-Historicism and Relativism-Meaning-Merits and Defects-Dialectical Materialism-Dialectic of Marx-Fallacies of the Doctrine.

UNIT-IV HISTORICAL WRITING METHODS OF HISTORICAL RESEARCH:

Selection of Topic –Identification-Requirements- Sources of History – Kinds of Sources– Primary Sources – Secondary Sources – Conventional and Non conventional- Legends and Ballads-Archaeological Sources- Literary Sources - Sources of History of India – Sources of Ancient History – Sources of Medieval History – Sources of Modern History - Methodology of Research – Methods and Techniques - Research Problem – Hypothesis.

UNIT-V METHODS OF DATA COLLECTION:

Pre-test-Pilot study-Research Design – Research Proposal – Collection of Data –Interview- Questionnaire method -Heuristics – Requisites for Investigation – Recording of Evidence – Card File - Analysis of Data - Authenticity of Facts – External Criticism – Meaning – Application of External Criticism – Internal Criticism – Negative Criticism – Positive

Criticism - Objectivity and Subjectivity – Need for Objectivity– Bias and Subjectivity – Essentials for Objectivity -Synthesis- interpretation- Exposition – Presentation of Thesis— Preparation of Tables - Foot Notes – Abbreviations – Italics – Dates and Figures - MLA-APA Guidelines – Bibliography – Abbreviation.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Internet History-Digital Sources-Authenticity-Expert Lectures-Webinars-Seminars- Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Rajayyan K, History: Its Theory and Method Raj Publishers 1982
2. Sheikh Ali History: Its Theory and Method B MacMillan 1978
- 3 N.Subramaniam History of Tamilnadu Madurai 1985

REFERENCE BOOKS:

1. Barracclough, G, Main Trends in History, Holmes & Meier, New York, 1979.
2. Carr, E.H, What is History, Penguin Publishers , 2008 Fritz Stern , The Varieties of History: From Voltaire to the Present, Macmillan , 1970
3. Haggis Jane, Gendering Colonialism and Feminist Historiography, University of Waikato, 1992 5. Hock.H.Homer , The critical method in Historical Writing, Penguin, 1955.
4. Jacques Barzun, Henry Franklin Graff, Modern Researcher, Harcourt Brace, 1985
5. Philips.C.H, Historians of India, Pakistan and Ceylon, Oxford University Press, 1961
6. Sen. S. P, Historians and Historiography in Modern India, New Delhi, 1973.
7. Walsh W.H, Philosophy of History, Universal Library, 1961 . Khurana K.L, Concepts and Methods of Historiography, LNA Publications, 2001
8. Chakravarty, History, Historical Thought and Historiography. Pearson Education Indiap publishers, Delhi, 2012.
9. Ernst Breisach, Historiography, Chicago: The University of Chicago Press, New Delhi, 2007
10. Gorge, H. S. Research Methodology In History. Alpha Publishing Corporation, New Delhi, 2011
11. Sreedharan, E, A Text Book of Historiography (500 B.C. – A.D. 2000), Orient Black Swan publishers, Delhi, 2004.
12. Venkatesan, G. Historiography, Narmatha Publication, Chennai, 2017.

E-LEARNING RESOURCES:

1. <https://nptel.ac.in/course.html>- (Humanities and Social Sciences)
2. <http://www.nptelvideos.in/2012/12/history-of-economic-theory.html>
3. <https://en.wikipedia.org/wiki/Historiography>
4. <https://nptel.ac.in/courses/109/106/109106137/>
5. <http://vidymitra.inflibnet.ac.in/index.php/content/index/5a5dcb208007be02c2bc2ff3>

6. https://www.youtube.com/watch?v=5T_Q_VWjZGU (Historiography of Indian Nationalism)

COURSE OUTCOMES:

On the successful completion of the course, student will be able to:

- Understand the meaning of history and acquire the knowledge of history of historiography.
- Understand the medieval historian's contribution to history.
- Apply the concepts of history in future historical research and will offer explanations about analytical historical writings.
- Able to extract the evidence from primary and secondary sources to evaluate them in historical context.
- Understand the method data collection which is very useful for successful historical writings.

Second Year

**CORE CHOICE COURSE-III
1. HUMAN RIGHTS AND DUTIES**

Semester-III

Code:

(Theory)

Credit: 4

OBJECTIVES To enable the students to:

- Know the origin of human rights in India
- Know the evolution of human rights in India.
- Learn about the international organization on human rights in India.
- Know the human rights violation.
- Learn the activities of human rights in India.

UNIT-I ORIGIN:

Concept of Human Rights -Definition of Human Rights –Theories and Classification of Human Rights -The origin and development – Nation Law And Nation Rights In Ancient, Medieval And Modern Periods.

UNIT-II EVOLUTION OF THE CONCEPT OF HUMAN RIGHTS:

Ideologies and Issues: Human Rights as a product of Western Ideologies - Human - Rights and Social Revolution - Human Rights and Development - Domestic and International wars - the Liberal Conservative and Socialist Marxist outlook - from Magna Carat to Universal Declaration of Human Rights - The US Declaration of Independence - The French Declaration of Rights - US Bill of Rights - Geneva Convention 1864 – International Covenant on Civil - Political -Economic - Social and Cultural Rights.

UNIT-III INTERNATIONAL ORGANIZATIONS ON HUMAN RIGHTS:

United Nation Organization - International Human Rights Documents and Declarations - Social - Economic, Civil and Political rights - Major International Human rights documents and declarations -UDHR -International - Covenants on Economic and Social Rights - International Covenants on Political and Civil - Rights and other Covenant- UN Charter – UNESCO - Declaration of the Responsibilities of the Present Generations towards future generation of 1997- UN Commission on Human Rights – U N High Commission for Refugees –UNICEF - European Convention on Human Rights – Mexico Declaration on Human Rights – Helsinki Charter – Role of N.G.O’s in the Protection of Human Rights.

UNIT-IV HUMAN RIGHT VIOLATIONS AND RIGHTS:

Human Rights and Social Justice - Basic and fundamental principles of Social Justice and Human Rights - Improvement in the advancement of the Principles of Social Justice and Human Rights - Emerging Issues and Human Rights - Globalization Environment and Livelihood issues - Terrorism and Human Right - violation of Rights of women –bonded laborers – rights of the children – Fundamental Rights - Constitutional safeguards - Contemporary Challenges - Child Laborer – Women’s Right – Problem of Refugees – Capital Punishment.

UNIT-V ACTIVITIES OF HUMAN RIGHTS IN INDIA:

Human Rights in India - National Human Rights Organizations - the Government agencies - Judicial Activism and Protection of Human Rights in India - Evolution of commissions of Human Rights - National SC/ST Commission - National Commission for Minorities - National Commission for Women - Protection of Human Rights Act 1993- National and State Human Rights Commission -Right to information Act - Human Rights Organizations and Movements - Sectorial Rights - Issues and Legal Protections - Women, Children, Dalits - Tribal's and Rights of Differently abled.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures-seminars-webinars –Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOK:

1. Brij Kishore Sharma Human Rights Covenants and Indian Law PHI Learning Pvt Ltd., New Delhi, 2010
2. Deshmukh, K.L Human Rights and International Law Swasthik Publications, Delhi, 2011
3. MadhusudanPandit , Human Rights and Social Justice Swastik, Publications, Delhi, 2011
4. 4. Rajeev, N.Pradhan, Human Rights and Civil Liberties Navyug Books, International, Delhi, 2011
5. Nirmal, C. J. Human Rights in India: Historical, Social and Political Perspectives, Oxford University Press, New Delhi, 2000.

REFERENCE BOOKS:

1. Adil-ul-Yasin, Archana Upadhyay - Human Rights, Akansha Publishing House,
2. Andrews, J.A. Hins. W - International Protection of Human Rights, Bombay 1986.
3. Desai A.R. (ed) -Violations of Democratic Rights in London. 1987,New Delhi.
4. P.K.Meena - Human Rights – Theory and Practice, MurariLal and sons, New Delhi 2008. 5. Nirmal. C. J (ed) -Human Rights in India Historical Social and Political Perspective. New Delhi. 1999.
5. Suriendar Khanna - Violence against women and Human Rights, Swastic Publishers Delhi 2009.
6. J.A. Andrews, and W.D. Hines, International Protection of Human Rights. Mansell Publishing Ltd.London, 1987.
7. Maurice Carnston, What are Human Rights?, The Bodlay Head Ltd, London,1973.
8. A.R. Desai, (ed.), Violations of Democratic Rights in India, Popular Prakashan, Bombay, 1986.
9. Jack Donnelly, The Concept of Human Rights. Croom Helm, London 1985.
10. Lovis Henkin, The Rights of Man today. Stevens & Sons, London, 1978.
11. M. Rama Jois, Human Rights and Indian Values. NETE, Delhi, 1997.
12. V.R. Krishna Iyer, Human Rights And Law. Vedpal Law House, Indore, 1984.

13. — — , Human Rights - A Judge's Miscellany, B.R.Publication, Delhi,1995.
14. C.J. Nimal, (ed.), Human Rights in India : Historical, Social and Political Perspectives, Oxford University Press, New Delhi, 1999.
15. R.S. Pathak, (ed.), Human Rights in the Changing World, International Law Association, New Delhi,1988.
16. Sivagami Paramasivam, Studies in Human Rights, Salem.2000.
17. Amartya Sen., Development As Freedom, Oxford University Press, New Delhi, 1999.
18. Edward James Schuster, Human Rights Today: Evolution or Revolution, Philosophical Library, NewYork, 1981.
19. Subbian, A Human Rights Systems, New Delhi, 2000.

E-LEARNING RESOURCES:

1. <http://www.legalservicesindia.com/article/138/Historical-Development-of-Human-Rights.html>
2. https://www.researchgate.net/publication/343151437_HUMAN_RIGHTS_EDUCATION_IN_INDIA_IMPORTANCE_PRESENT_STATUS_AND_FUTURE_ACTIONS
3. ojana.gov.in/public-account3jan.asp

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:

- Understand Human rights education teaches both about human rights and for human rights. Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights.
- Understand that human dignity required more than the minimal lack of interference proposed by the civil and political rights. Social rights.
- It works to promote human rights under the international law, specified by the Universal Declaration of Human Rights in 1948.
- Understand A human rights violation is the disallowance of the freedom of thought and movement to which all humans legally have a right.
- Understand Human Rights are the basic rights which form the essential part of development of human being. Constitution acts as a protector of those basic rights as Fundamental Rights and duties.

Second Year

CORE CHOICE COURSE-III
2. INTELLECTUAL PROPERTY RIGHTS
(Theory)

Semester-III

Code:

Credit: 4

OBJECTIVES To enable the students to:

- Know the basic concept of IPRs.
- Know the registration of IPRs
- Learn the agreements and legislation of IPRs.
- Know the digital product and law.
- Learn about enforcement of IPRs

UNIT-I INTRODUCTION:

Introduction to IPRs- Basic concepts and need for Intellectual Property – Patents- Copyrights- Geographical Indications- IPR in India and Abroad – Genesis and Development – the way from WTO to WIPO –TRIPS, Nature of Intellectual Property, Industrial Property, technological Research, Inventions and Innovations – Important examples of IPR.

UNIT-II REGISTRATION OF IPRS:

Meaning and practical aspects of registration of Copy Rights, Trademarks, Patents, Geographical Indications, Trade Secrets and Industrial Design registration in India and Abroad.

UNIT-III AGREEMENTS AND LEGISLATIONS:

International Treaties and Conventions on IPRs, TRIPS Agreement, PCT Agreement, Patent Act of India, Patent Amendment Act, Design Act, Trademark Act, Geographical

UNIT-IV DIGITAL PRODUCTS AND LAW:

Digital Innovations and Developments as Knowledge Assets – IP Laws, Cyber Law and Digital Content Protection – Unfair Competition – Meaning and Relationship between Unfair Competition and IP Laws.

UNIT-V ENFORCEMENT OF IPRS:

Infringement of IPRs, Enforcement Measures, Emerging issues .

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Presentation through PPT, Webinars, Seminars, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. V. Scople Vinod, Managing Intellectual Property, Prentice Hall of India pvt Ltd, 2012
S. V. Satakar, “Intellectual Property Rights and Copy Rights, Ess Ess Publications, New Delhi, 2002

REFERENCE BOOKS:

1. Deborah E. Bouchoux, “Intellectual Property: The Law of Trademarks, Copyrights, Patents and Trade Secrets”, Cengage Learning, Third Edition, 2012.
2. Prabuddha Ganguli, “Intellectual Property Rights: Unleashing the Knowledge Economy”, McGraw Hill Education, 2011.
3. Edited by Derek Bosworth and Elizabeth Webster, The Management of Intellectual Property, Edward Elgar Publishing Ltd., 2013.
4. P.Naryan, “Intellectual Property Law”, 3rd Ed, Eastern Law House, 2007.
5. Dr. S.R.Myneni, “Law of Intellectual Property”, 9th Ed, Asia law House, 2019

E-LEARNING RESOURCES:

1. <https://blog.ipleaders.in/benefits-intellectual-property-rights-modern-era/>
2. <https://online.yu.edu/cardozo/blog/intellectual-property-rights-2021>
3. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3217699/>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to:

- Understand the importance of IP and to educate the pupils on basic concepts of Intellectual Property Rights.
- Understand the significance of practice and procedure of Patents.
- Understand the statutory provisions of different forms of IPRs in simple forms.
- Learned the procedure of obtaining Patents, Copyrights, Trade Marks & Industrial Design
- Maintained the students to keep their IP rights alive.

Second Year

ELECTIVE COURSE-III

Semester-III

1. EPIGRAPHY

Code:

(Theory)

Credit: 3

OBJECTIVES To enable the students to :

- Study about the evolution and development of inscriptions in India.
- Know the students the familiar epigraphists in India.
- Teach the knowledge of the art of ancient writing.
- Acquaint the students about the various types of scripts
- Acquaint the students about Cholas Inscriptions.

UNIT-I EVOLUTION OF INSCRIPTIONS:

Meaning and Definition –Evolution, Nature and importance of inscriptions – Types of Inscriptions.

UNIT-II TAMIL INSCRIPTIONS:

Nature- Kinds- Dating of inscriptions-Tamil inscriptions outside Tamilnadu- Mallam (andhraPradesh)-Simhachalam (NearVishak)-Vishakapatnam-Uttanur (Kolar Dt.)-Bhubaneswar

UNIT-III EPIGRAPHISTS:

George Buhler-J.F. Fleet-James Burgess-H.Krishna Sastri-V.Venkayya-Robert Sewell-Eugen Hultzsch-K.V. Subbramanya Ayyar-Dr. O.C. Ganguly-Mortimer Sir Wheeler.

UNIT-IV SELECT INSCRIPTIONS:

Pallavas Mandagapattu inscription-Kudumiyanmalai inscription-Tiruchirapalli Cave inscription-Kurram Copper Plates-Bahur Copper Plates-PandyasVelvikudi Copper Plates-Tirupparankuntram Stone inscription-Manur Stone inscription-Sinnamanur Copper Plates-Anamalai inscriptions-Tiruppur inscriptions.

UNIT-V CHOLAS:

Uttiramerur inscriptions-Thanjavur inscription of Raja Raja-I-The Thiruvallangadu Copper Plates-Tamil inscriptions outside India-Pagan(Burma)-The'uan Chou saka(China)-Galle and Polonnaruva(Srilanka)-LoboeToewa(Sumatra)-Takua-Pa(Thailand)-Wellington (Newzealand).

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars- Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Buhler, G., Indian Paleography, Ideological book house, Delhi, 1968.
2. Sircar D.C., Indian Epigraphy, New Delhi, 1966.

REFERENCE BOOKS:

1. Prof. Shrinivas Ritti Pratnakirti: Recent Studies in Indian Epigraphy, History, Archaeology and Art Essays
2. Thapa Romilar- Asoka inscription.
3. . ----- Indian Epigraphical glossary
4. Govindaraj, R., Evolution Scripts in Tamilnadu, Tamilnadu Archaeological Society Special Issue, No.1. 1994.
5. Kasinathan, Natana Kalleluttukalai (in Tamil).
6. Mahadevan, I., Early Tamil Epigraphy, Cre-A, Chennai, 2003.
7. Mahalingam, T. V., Early South Indian Paleography, University of Madras, Chennai, 1967
8. Rajan, K., Kalvettiyal (in Tamil)
9. Sivaramamurthy, Indian Epigraphy and South Indian Scripts
10. Subramanian. T.N., Pandaiya Tamil Eluttukkal (in Tamil).

E-LEARNING RESOURCES:

1. <https://www.youtube.com/watch?v=dIm5itnOBZM>>> e-Pathsala
2. <https://www.youtube.com/watch?v=7mEkIpqKSwA>>> e-Pathsala
3. <https://www.youtube.com/watch?v=kdotSUbYZQk>>> e-Pathsala
4. <https://en.wikipedia.org/wiki/Epigraphy>
5. https://en.wikipedia.org/wiki/Edicts_of_Ashoka

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:

- Understand the meaning and evolution of Epigraphy.
- Illustrate the important inscriptions of India.
- Identify ancient scripts and also find out new inscriptions.
- Demonstrate the ability to apply his knowledge in recognizing the scripts
- Evaluate the importance of inscriptions in during the time cholas.

Second Year

**ELECTIVE COURSE-III
2. HISTORY OF SCIENCE AND
TECHNOLOGY
(Theory)**

Semester-III

Code:

Credit: 3

OBJECTIVES To enable the students to:

- Know about the origin of the Science and Technology.
- Learn the evolution of Science and Technology.
- Know the development of Indian Science.
- Know the development of Science and Technology in Medieval and Modern period.
- Know about the Effects of Science and Technology.

UNIT-I SCIENCE AS AN INSTITUTION:

The Emergence and Character of Science- The Methods of Science—The Cumulative Tradition of Science — Science and the Means of Production – Natural Science as a Source of Ideas- Interactions of Science and Society.

UNIT-II SCIENCE IN THE ANCIENT WORLD:

Agriculture and Civilization: Civilization-The Techniques of Civilization - The Origin of Quantitative Science - The Legacy of Early Civilization - The Origins of Iron age Cultures - Early Greek Science –Rome and the Decadence of Classical Science - The Legacy of the Classical World -History of Science and Technology in Ancient India -Astronomy, Medicine and Metallurgy.

UNIT-III SCIENCE IN THE AGE OF FAITH:

Dogma and Science - Islamic Science – Medieval Science -The Revolution in Science and Society - The Future of the Physical Sciences-Science and Ideas in an Age of Transition.

UNIT-IV THE BIRTH OF MODERN SCIENCE:

The Renaissance (1440-1540) - The New Philosophy –Science Comes of Age (1650-90)- The Character of Science in the Industrial Revolution -The Nineteenth Century Advances of Science- The World's Need of Science.

UNIT-V SCIENCE IN COLONIAL INDIA:

Colonial Science Policy - Science in Education - Indian response - Indian Advancement Science and Technology since 1947.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Recent trends in technology-expert lectures-seminars-webinars-Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
2. D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997, Paperback.
3. Chattopadhyay, D.D., History of Science and Technology in Ancient India: 1986.
4. Kumar, Deepak Science and the Raj (1857-1905). 2000. Roy, A and Bagchi, S.K. Technology in Ancient and Medieval India, Delhi, 1986.
5. Jaggi, O.P., Dawn of Indian Technology - Delhi, 1969.

REFERENCES:

1. Anthony H.D.(1963)Science and its Back ground, Macmillan & Co. Ltd.,
2. London Arthur Eddington, (1947)New Pathways in Science, University Press,
3. Cambridge BernalJ.D. (1969) Science in HistoryVol.I,Vol.II,Vol.III,Vol.IV. AllIndia Peoples NetWork,NewDelhi.
4. Baldwin (1986), Technology and Man, London.
5. Chant, Colin, John Fauvel (1980) eds., Darwin to Einstein Historical Studies on Science and Belief (NewYork, Longman).
6. Chattopadhyaya, Debiprasad (1991) History of Science and Technology in India, FirmaKLM, Calcutta.
7. Egon Larsen,(1975),History of Inventions, Horst Erdmann Verlag Thomson Press, Faridabad.
8. GrowtherJ.G.Routledge & KeganPaul (1959), Discoveries and Inventions of the Twentieth Century, London
9. Hamilton,B.(1983),Technology and Progress. London.
10. Kuppuram & Kumudhamani, History of SOT. 1-12, Vols.
11. O.P.Jagsi, History of Science&Technology,1-15,Vols.
12. HorrabinJ.F,(1959),Science for the Citizen, George Allen &Unwin Ltd.,
13. LondonJamesR.Newman(ed),(1965),TheInternationalEncyclopediaofScience,Vols1 to 4,ThomasNelson&Sons ltd., Nairobi
14. Kalpana Rajaram (1993), Science and Technology in India, Spectrum India, NewDelhi.
15. Kumar, Deepak (1995)Science and the Raj, Oxford University Press, Delhi
16. LawrenceM.Levin(ed),(1956)TheBookofPopularScience,Vols1 to10,TheCrolierSocietyINC,NewYork
17. Patrick Pringle,(1956), Great Discoveries in Modern Science, George H.Harrap &Co.Ltd., London.
18. Philip Lenard, Stafford HateldH. DacAndradeE.N.(1950), Great Men of Science, G.Belland Sons Ltd., London.
19. VargheseJeyaraj,S.(1997)HistoryofScienceandTechnology,AnnsPub.,Uthamapalayam.
20. White headA.N.,(1953) Science and the Modern World, University Press,Cambridge

E- LEARNING RESOURCES:

1. [https://www.sciencebuddies.org/science-fair-projects/science-fair/steps-of-the-scientific-method#:~:text=The%20six%20steps%20of%20the%20scientific%20method%20include%3A%201\)%20asking,and%20drawing%20conclusions%2C%20and%206\)](https://www.sciencebuddies.org/science-fair-projects/science-fair/steps-of-the-scientific-method#:~:text=The%20six%20steps%20of%20the%20scientific%20method%20include%3A%201)%20asking,and%20drawing%20conclusions%2C%20and%206)
2. https://en.wikipedia.org/wiki/Relationship_between_religion_and_science
3. <https://ndpr.nd.edu/reviews/science-and-spirituality-making-room-for-faith-in-the-age-of-science/>

COURSE OUTCOMES: Upon successful completion of this course the students would be able to

- Explained how science emerged as an institution. Value the importance of the interactions of science in the society.
- Traced the nature of science in the ancient world. Assess the findings of ancient Indian scientists.
- Explained the role of science in the age of faith and analyze the growth of science in the age of transition. Determine the future of physical sciences.
- Understand the factors led to the industrial revolution. Scrutinize the need of science in the 19th century world.
- Understand the advancement of science and technology in the colonial period. Summarize its development in Modern India and List out the Indian Scientists and their contributions.

Second Year

**NON MAJOR ELECTIVE COURSE-II
HERITAGE TOURISM IN INDIA**

Semester-III

Code:

(Theory)

Credit: 2

OBJECTIVES: To enable the students to:

- Know the concept and meaning of Tourism in India
- Acquaint the heritage of India and explain how it attracts architectural tourist spot.
- Know about the important sculptural centers in India.
- Know about different types of music in India.
- Reveal scope of employability in the field of tourism

UNIT-I CONCEPT:

Definition, Meaning and Features of Indian Heritage–Heritage, a Major Tourism potential - In India –Definition, Meaning and Scope of Tourism in India

UNIT-II ARCHITECTURE:

Rock Cut Temples at Mamallapuram – Structural Temples at Thanjavur, Darasuram, Gangaikondacholapuram, Kancheepuram etc, Khajuraho Temple – Danish Fort at Tranquebar – Palaces at Delhi, Jaipur, Udaipur, Ajmer, Mysore and Tajmahal at Agra.

UNIT-III SCULPTURE:

The Dancing Girl of Mohen- Jo-Daro - Ashoka Pillar - Buddha Statue, Sarnath - Nataraj, Chola Bronze Painting: Ajanta and Ellora Paintings– Thanjavur Chola Paintings- Sithannaval, Ravi Varma Paintings – Mughal and Rajput Paintings.

UNIT-IV MUSIC:

Hindustani, Carnatic and Folk – Dance: Bharatanatyam, Kathakali, Kathak, Kuchipudi, Manipuri, Odissi - Popular Culture: Narratives, Oral Discourse, Folk Drama – Fairs and Festivals – Textile and Crafts – Culture of Food.

UNIT-V ROLE OF HERITAGE IN PROMOTING TOURISM:

Definition, Types and Scope of Tourism Measures for Promotion of Tourism - ITDC - TTDC - Mode of Travel – Accommodation - Requisites of Travel Guide .

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Field Visit to Nearby Heritage Destinations- Presentation through PPT, Webinars, Seminars, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Asher, Catherine Blanshard, Catherine Ella Blanshard Asher, and Catherine B. Asher. Architecture of Mughal India. Vol. 4. Cambridge University Press, 1992.
2. Basham, Arthur Llewellyn and SaiyidAthar Abbas Rizvi. The Wonder that was India. London: Sidgwick and Jackson, 1956.
3. 3. Huntington, SusanL. andJohnC.Huntington.TheArt of AncientIndia: Buddhi st,Hindu, Jain. New Delhi: MotilalBanarsidass, 2014. Supplementary Readings:
4. Acharya, Ram. "Tourism and cultural heritage of India."(1980).
5. Bhatia, Arjun Kumar. Tourism Development: Principles and Practices. New Delhi: Sterling Publishers Pvt. Ltd, 2002.
6. Jha, S. M. Services Marketing.New Delhi: Himalaya Publishing House,2000.

COURSE OUTCOMES Upon successful completion of this course the students would be able to :

- Understand the Heritage tourism **creates jobs**, provides new business opportunities, helps protect natural resources, and improves the quality of life for residents.
- Explore heritage of India and explain how it attracts architectural tourist spot. High value buildings can be seen as the basis for the touristic success of a destination, and therefore influence its economy and society.
- Understand the important sculptural centres in India which is attract and reflect critically on their own work and those by others. They learn to act and think like designers and artists, working intelligently and creatively.
- Understand different types of music in India and Gain knowledge on heritage on potential in which is improve children's memory, cognitive development, learning skills and expressive ability.
- Understand the economic effects of tourism include improved tax revenue and personal income, increased standards of living, and more employment opportunities

Second Year

**CORE COURSE-X
INDIA SINCE 1947 C.E.
(Theory)**

Semester-IV

Code:

Credit: 5

OBJECTIVES: To enable the students to:

- Give an updated knowledge on various Governments.
- Know the development of science and technology after 1947.
- Give knowledge of five year plans and its significances
- Know the Educational policies and various Economic Movements after 1947
- Know about the makers of modern India.

UNIT-I POLITY:

Partition and its impact – The making of Parliamentary Democracy Architects of Modern India: Jawaharlal Nehru, India's Foreign Policy Lal Bahadur Sastri and Indira Gandhi - Emergency - General Elections of 1977 - J.Prakash Narayanan - Janata Government – Rajiv Gandhi - Coalition Politics and Governance – Movement towards state revolutionary: Tamil Nadu - Punjab - Kashmir - Assam Jharkhand - NEFA

UNIT-II SCIENCE AND TECHNOLOGY:

Energy – Atomic Energy Commission (AEC) and its Programs – Electricity subsector -Dams –Telecom Revolution - ISRO and Allied units - Achievements in Space Research - Nuclear Research- DRDO- Development of Communications :Railways, Roadways, Airways.

UNIT-III ECONOMY:

Five Year Planning - Panchayat Raj - Agrarian Reform- Industrial Development-Green Revolution - White Revolution - Rolling plan - New Economic Policy and Globalisation- Socio Economic Movements: Peasant Movement: Labour Movement – Tribal Movement – Jharkand – Chipko Movement – Changing status of women – Media and its impact.

UNIT-IV SOCIETY AND CULTURE:

Educational Policy in Free India - Literacy Movement - Formal and Non-Formal Education – Population, Poverty and Unemployment Policy - Socio - Political Scenario - Reservation Policy and Mandal Commission - Communalism, Secularism and national integration .

UNIT-V MAKERS OF MODERN INDIA:

Makers of Contemporary India : Nehru, Patel, Indira Gandhi, CV Raman, Radhakrishnan, Visveswarayya, H.J. Bhaba, Vikram Sarabhai, H.N. Sethna, Shanthi Swarup Bhatnagar, B.C. Roy, M.S. Swaminathan, Vargheese Kurian and A.P.J. Abdul Kalam.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Water Disputes, Problems of Peasants, Eexpert lectures, online seminars – webinars

Presentation through PPT, U-tube videos, e-quizz etc., related to this subject may be suggested by the teacher concerned-

TEXT BOOKS:

1. Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, India since Independence, Penguin Books India, New Delhi, 2008.
2. Venkatesan, K., History of Contemporary India, V C Publications, Rajapalayam, 2012
3. Mukherjee And Mridula Mukherjee, India After Independence 1947-2000, (South Asia Books, 2nd Edition 2002).
4. John Webster, C.B., History of Contemporary India, (Asia Publishing House, 1971).

REFERENCE BOOKS:

1. K.R. Acharya, (et.al.), Perspectives on Indian Government and Politics, Chand & Co., New Delhi, 1993.
2. D.D. Basu, Contemporary on the Constitution of India. Vol.1&2, Tata-Mcgraw Hill, New Delhi, 1990.
3. D.M. Bose, S.N. Sen and B.V. Subbarayappa.(eds.), A Concise History of Science in India. Indian National Science Academy, New Delhi, 1989.
4. Bipan Chandra (et.al.), India After Independence. Penguin, New Delhi, 1997.
5. Bipan Chandra, History of Modern India, Orient Blackswan, New Delhi, 2009
6. G. John Gilbert, Contemporary History of India, Anmol Publications, New Delhi, 2006
6. Satish Saberwal, Roots of Crisis: Interpreting Contemporary Indian Society. Sage, New Delhi, 1996.
7. Ramesh Thakur, The Government and Politics of India. Macmillan, Houndenville, 1995.
8. G. Venkatesan, History of Contemporary India 1947-2007, V.C. Publication, Sivakasi, 2010.
9. Bipan Chandra, History of Modern India, Orient Blackswan, First Edition, 2009.
10. S.B. Jain, India's Foreign Policy and Non-Alignment, Anamika Publishers, New Delhi, 2000.
11. Jayantanuja Bandyopadhyaya, The Making of India's Foreign Policy, Third Edition, Allied publishers Pvt. Limited, Bangalore, 2003.
12. Hoveyda Abbas,, Ranjay Kumar and Mohammed Aftab Alam, Indian Government and Politics, Pearson Education India, New Delhi, 2010.
13. Pushpesh Pant, International Relations in the 21st Century, Seventh Print, McGraw Hill Education (India) Pvt. Limited, New Delhi, 2014.

E-LEARNING RESOURCES:

1. <https://www.thehindubusinessline.com/opinion/The-foundations-of-ourdemocracy/article20500893.ece>
2. <https://erenow.net/exams/indiasinceindependence/18.php>
3. <https://www.toppr.com/guides/economics/liberalization-privatisation-andglobalisation/indian-economy-during-reforms/>
4. <https://www.pmindia.gov.in/en/former-prime-ministers/>
5. <http://www.planningcommission.gov.in/sitemap/index.php?poli=newdoc.htm>

COURSE OUTCOMES:

Upon successful completion of this course the students would be able to:

- Understand the foreign policy of India aims to maintain international peace and security, to oppose imperialism.
- Developed technology-enabled assessment and evaluation strategies.
- Analyzed the reservation policy, New Economic policy.
- Understanding cultural diversity means students will have broad exposure to a variety of social cultures
- Learned the important leaders who make the development of India.

Second Year

**CORE COURSE-XI
INTERNATIONAL RELATIONS
SINCE 1945 C.E
(Theory)**

Semester-IV

Code:

Credit: 5

OBJECTIVES To enable the students to

- Study the definition and scope of the International Politics.
- To know the various theories of International politics.
- Analyses the post World War II scenario in International relations
- Know the impact of World War II in the Global Economics.
- Acquire the role of world organizations in peace making process.

UNIT-I INTRODUCTION TO INTERNATIONAL RELATIONS:

Definition and scope - Theories of international Politics: The Realist Theory, Systems Theory, Decision Making-Game Theory.

UNIT-II CONCEPTS OF INTERNATIONAL POLITICS:

Power - National interest - Balance of Power - Collective Security: NATO, CENTO, Warsaw Pact, SEATO, ANZ US.-Old and New Diplomacy-practice

UNIT-III THE (POST-II WORLD WAR) FOREIGN POLICIES OF THE MAJOR POWERS:

United States, Soviet Union - China. and India's foreign policy and relations; India and the Super Powers-Oil Diplomacy, Palestine-Israel conflicts, West Asian conflict Palestine- Israel , Arms race-disarmament and arms control: - The Partial Test-Ban Treaty - The Nuclear Non-Proliferation Treaty (NPT)- Comprehensive Test Ban Treaty [CTBT]- India's-Nuclear Policy — Terrorism its impact — Afghanistan , Iraq — US War-Russia-Ukraine war.

UNIT-IV NEW INTERNATIONAL ECONOMIC ORDER:

GATT and its implications- Free Trade Agreement (FTA), countries with which India has FTAs, Regional Comprehensive Economic Partnership (RCEP), CECPA, SAFTA, and APTA.-Comprehensive Economic Partnership Agreement (CEPA)

UNIT-V ORIGIN AND DEVELOPMENT OF INTERNATIONAL ORGANIZATIONS:

The United Nations and its Specialized Agencies; OAS, OAU, the Arab League, The ASEAN, the EEC, SAARC, BRICS,G20 SUMMIT- their role in international relations.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars Terrorism, Environment issues, Globalization, Nuclear Proliferation, Energy crisis, Food crisis- Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Ghosh.P., International Relations, New Delhi, Learning Pvt. Ltd, 2013.
2. Gomathinayaham. P., International Relations: Politics and Institutions (T).
3. Mahajan V.D., International Relations Since1900, S.Chand & Company Ltd., New Delhi.
4. Srivastava, A.L., International Relation from 1945 to Present Day, SBD Publication, New Delhi,1991

REFERENCE BOOKS:

1. Carr. E.H., International Relations Between Two World Wars.
2. Palmer and Perkins, International Relations.
3. Pierre Marie Martin, Introduction to International Relations, (Translated from the French by Arti Sharma), ed. J.C. Johari, Sterling Publication, Pvt. Ltd, New Delhi, 1981.
4. Robert E Asher, United Nations and Promotion of the General Welfare, Washington, 1957.
5. C.P. Bhamdhari, Foreign Policy of India. New Delhi. 1977.
6. W. Norman Brown, The United Nations and India and Pakistan, 1963.
7. E.H. Carr, Britain: A Study of Foreign Policy from the Versailles Treaty to the Outbreak of the War , 1939 .
8. V.P. Dutt, India's Foreign Policy, Vani Educational Books, New Delhi, 1984.
9. A.H, Feller, United Nations and the World Community, Boston, 1952.
10. Indumati, (ed) The United Nations (1945-1995), University of Mysore, Mysore, 1995.
11. David S. McLellan, William C. Olson and Fred A. Sondermann, The Theory and Practice of International Relations. Printice - Hall of India, New Delhi, 1977.
12. Shrikant Paranjpe, U S Nonproliferation Policy in Action: South Asia. Sterling, New Delhi, 1987.
13. Palmer Priestly and Perkins, Intemational Relations. Calcutta, 1969.
14. Harold Sprout and Margaret Sprout, Foundations of International Politics. Affiliated East West Press Pvt. Ltd, New Delhi, 1964.
15. Pushpesh Pant, International Relations in the 21st Century, McGraw Hill Education(India) Pvt. Ltd., New Delhi, 2014.

E-LEARNING RESOURCES:

1. SAKSHAT (<https://sakshat.ac.in/>)
2. e-PG Pathshala (<https://epgp.inflibnet.ac.in/>)
3. SWAYAM(<https://swayam.gov.in/>)
4. <http://brics2022.mfa.gov.cn/eng/>
5. <https://sdg.iisd.org/events/g20-leaders-summit-2022/>

COURSE OUTCOMES:

Upon successful completion of this course the students would be able to:

- Understand the political events and their effects on international relations.
- Understand the concept of International politics.
- Understand the rise of dictatorship and its evil effects on world politics.
- Analyzed the Origin and development of New Economic order.
- Illustrated the Development of International Organizations.

Second Year

**ENTREPRENEURSHIP /
INDUSTRY BASED COURSE
GENERAL STUDIES FOR COMPETITIVE
EXAMINATIONS**

Semester-IV

Code:

(Theory)

Credit: 5

OBJECTIVES To enable the students to :

- Understand the functions of solar system
- To understand the significant features of constitution
- Study the importance of Indian economic plan
- Acquire the knowledge of science and technology
- Know about present condition of India and world.

UNIT-I SOLAR SYSTEM:

The Earth – Dimensions of Earth – Earth Motions – Earth's Atmosphere - Indian Geography: Monsoons - Mountain Ranges – Rivers - Types of Soils – Minerals – Crops – Forests — National Highways and Railways – Airports and Harbours – National Wild Life Sanctuaries – Tribes in India.

UNIT-II INDIAN CONSTITUTION:

Framing the Constitution – Preamble – Schedules – Amendments - Salient Features – Fundamental Rights and Duties – Directive Principles of State Policy – The President – Prime Minister - Parliament – Supreme Court – The Attorney General – Comptroller and Auditor General – Governor – State Legislature - Regional Issues

UNIT-III INDIAN ECONOMY:

Planning Commission – Role of National Development Council – Five Year Plans – Economic Policy – Agricultural and Industrial Development in India.

UNIT-IV SCIENCE AND TECHNOLOGY IN INDIA:

Development – Nuclear Science – Space Research – Information Technology – Every day Science – Hygiene and Physiology

UNIT-V PRESENT DAY INDIA AND WORLD:

Indian States – Census (2011) – Flag – Emblem – Indian Defense – Indian Labs – River Valley Projects - Art and Music – Awards in India and World – Sports – Major events in India and World –WHO – U.N.O

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars- Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Agarwal, R.S., Quantitative Aptitude for Competitive Exams, S. Chand, 2017
2. Indian Heritage and Culture, General Studies-I, Publisher Lexis Nexis.
2. Krishna Reddy, Indian Histories for Civil Service Examination, Mc Graw Hill.
3. Manohar Pandey, General Knowledge, Arihant, 2019.
4. Sheelwant Singh, Kriti Rastogi & Sarika, NCERT General Studies for Civil Services & Preliminary Examinations, Mc Graw Hill India, 2020

REFERENCE BOOKS:

1. Ashok Singh, Science and Technology, McGraw Hill Education India Pvt. Ltd, New Delhi, 2007.
2. Maniram Agarwal and Mohan K., General Knowledge Digest and General Studies, S.Chand & Company Ltd, New Delhi, 2014.
2. Madhav Khosla, The Indian Constitution, Jain Book Agencies, New Delhi, 2014.
3. M.V. Pylee, Our Constitution Government & Politics, Universal Law Publishing Co. Pvt. Ltd. Delhi, 2002.
4. Ramesh Singh, Indian Economy, Sixth Edition, McGraw Hill Education India Pvt. Ltd, New Delhi, 2015.
5. .Kalpana Rajaram (ed), Development of Science and Technology, Spectrum Books Pvt. Ltd., New Delhi, 2014.
6. Year Books, Journals and News Paper: Manorama Year Book, General Studies, Competition Success Review, Science Today, India Today, News Papers, Current Affairs Quarterly issue, Made Easy Publication, General Knowledge Today, India's Daily E-Magazine etc.

E-LEARNING RESOURCES:

1. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829> Indian Culture.
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=17> Geography.
3. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=453> Population Studies.
4. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=30> Public Administration, Public Policy.
5. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=11> Economic Planning in India.

COURSE OUTCOMES:

Upon successful completion of this course the students would be able to

- Understand the properties of different planets and classify them into rocky and gassy. Students will be able to name the planets in order of distance from the Sun.
- Understand economic planning in India is to increase national and per capita incomes.
- Understand what a Constitution is and why it is necessary also how Constitutions embody certain ideals. Understand the difference between monarchy, dictatorship and democracy. Learn why there is a need for limits on power in a democratic form of government.
- Understanding about the nature of scientific knowledge..
- Understand the condition of present India and world

Code:

Credit: 5

Each candidate shall be required to take up a Project Work and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the student in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

ASSESSMENT /EVALUATION /VIVA-VOCE:**1. PROJECT REPORT EVALUATION (Both Internal & External):**

- | | |
|--|------------|
| I. Plan of the Project | - 20 marks |
| II. Execution of the Plan/collection of Data / Organisation of Materials / Hypothesis, Testing etc and presentation of the report. | - 45 marks |
| III. Individual initiative | - 15 marks |

2. VIVA-VOCE / INTERNAL& EXTERNAL - 20 marks**TOTAL** - 100 marks**PASSING MINIMUM:**

Project	Vivo-Voce 20 Marks 40% out of 20 Marks (i.e. 8 Marks)	Dissertation 80 Marks 40% out of 80 marks(i.e. 32 marks)
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A candidate shall be declared to have passed in the Project work if he/she gets not less than 40% in each of the Project Report and Viva-voce but not less than 50% in the aggregate of both the marks for Project Report and Viva-voce.

A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

Second Year

**VLAUE ADDED COURSE-II
INTRODUCTIONS TO INDIAN POLITY
(Theory)**

Semester-IV

Code:

Credit: 2

COURSE OBJECTIVES To enable the students to :

- Know the evolution of the Indian Constitution;
- Study basic structure of the Indian Constitution;
- Study the state and central government.
- Know about Federalism in India
- Study the constitutional and non constitutional bodies in India.

UNIT-I INTRODUCTION IDEOLOGICAL BASES OF CONSTITUTION OF INDIA:

The Preamble- Basic Structure of the Constitution- Territory and Citizenship- Fundamental Rights and Fundamental Duties of Citizens- Directive Principles of State Policy.

UNIT –II UNION GOVERNMENT:

The President and the Vice-President-Election, Powers and Functions- The Prime Minister and Council of Ministers;-The Lok Sabha and the Speaker-The Rajya Sabha and the Chairperson- The Supreme Court of India- Independence of the Judiciary and Judicial Review- Amendment Procedures of the Constitution.

UNIT –III STATE GOVERNMENT:

The Governor- Appointment, Powers and Functions; Chief Minister and the Council of Ministers; The Legislative Assembly and Speaker; The Legislative Council and the Chairperson; The High Court.

UNIT –IV FEDERALISM IN INDIA:

Nature of federation and Federal features of the Indian Constitution-Union-State Legislative Relations-Administrative Relations and Judicial Relations- Division of Powers- Union List, State List, Concurrent List; Residual Powers-Control of All India Services over State Services- Inter-State Council.

UNIT -V CONSTITUTIONAL & NON CONSTITUTIONAL BODIES:

Finance Commission- Comptroller and Auditor General of India- Attorney General of India- Union Public Service Commission (UPSC)- State Public Service Commission (SPSC)- Joint State Public Service Commission (JSPSC)- National Commission for SCs- National Commission for STs- Special Officer for Linguistic Minority- The Advocate General- Non-Constitutional Bodies - Special officer for linguistic Minorities, Central Information Commission- State Information Commission- Lokpal and Lok Ayukta, National Human Rights Commission, State Human Right Commission, CVC (Central Vigilance Commission)- Other bodies.

UNIT-VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Expert lectures, online seminars – webinars- Presentation through PPT, U-tube videos, e-quiz etc., related to this subject may be suggested by the teacher concerned

TEXT BOOKS:

1. Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain Aggarwal, Agra.
2. Basu, D.D. (2000), Introduction to the Constitution of India, Wadhwa and Company, New Delhi.
3. Fadia and Fadia, (2012), Indian Administration, Sahitya Bhavan Publications, Agra. Granville Austin (1999),
4. The Indian Constitution – Corner Stone of a Nation, OUP, New Delhi. Laxmikanth M. (2020),
5. Indian Polity, Sixth Ed., McGraw Hill India. Maheswari, S.R. (2001),
6. Indian Administration, Orient Blackswan, Hyderabad Pylee, M.V (2009), An Introduction to the Constitution of India, Vikas, New Delhi

REFERENCE BOOKS:

1. Avasthi and Avasthi (2002), Indian Administration, Laxmi Narain Aggarwal, Agra.
2. Basu, D.D. (2000), Introduction to the Constitution of India, Wadhwa and Company, New Delhi.
3. Fadia and Fadia, (2012), Indian Administration, Sahitya Bhavan Publications, Agra.
4. Granville Austin (1999), The Indian Constitution – Corner Stone of a Nation, OUP, New Delhi.
5. Laxmikanth M. (2020), Indian Polity, Sixth Ed., McGraw Hill India.
6. Maheswari, S.R. (2001), Indian Administration, Orient Blackswan, Hyderabad Pylee, M.V (2009),
7. An Introduction to the Constitution of India, Vikas, New Delhi Ramesh K. Arora and Rajni Goyal (2002), Indian Public Administration, Vishwa Parkashan, New Delhi.
8. Sarkar Jadunath (2009), The Mughal Administration, Six Lectures, BiblioLife, Sathe, S.P. (2002), Judicial Activism in India, New Delhi: Oxford University Press.
9. Sibranjana Chatterjee (1997), Restructuring Centre-State Relations: The Sarkaria Commission and Beyond, Minerva Associates, Calcutta.
10. Subash C. Kashyap (1989), Indian Polity: Retrospect and Prospect, Allahabad University Alumni Association, National Public House
11. Subash C. Kashyap (1994), Our Constitution: An Introduction to India's Constitution and Constitutional Law, National Book Trust, New Delhi.
12. Tummala K. Krishna (1996), Public Administration in India, Allied Publications, New Delhi

E – LEARNING RESOURCES:

1. SAKSHAT (<https://sakshat.ac.in/>)
2. e-PG Pathshala (<https://epgp.inflibnet.ac.in/>)
3. SWAYAM(<https://swayam.gov.in/>)

COURSE OUTCOMES:

Upon successful completion of this course the students would be able to:

- Understand the evolution of the Indian Constitution;
- Studied basic structure of the Indian Constitution;
- Explored the state and central government administration.
- Understand about Federalism in India
- Understand the constitutional and non constitutional bodies in India.
