



# **HAJEE KARUTHA ROWTHER HOWDIA COLLEGE**

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)

**Uthamapalayam, Theni District. Pin Code: 625 533.**

## **DEPARTMENT OF HISTORY**

### **MASTER OF ARTS – HISTORY**

### **SYLLABUS**

### **Choice Based Credit System – CBCS**

**(As per TANSCHÉ/MKU Guidelines)**

with

### **Outcome Based Education (OBE)**

**(Academic Year 2020 -2021 onwards)**

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**Name of the Programme: M.A. History**

**Choice Based Credit System (CBCS)**

**(As per TANSCH/ MKU Guidelines)**

**with**

**Outcome Based Education (OBE)**

(with effect from the Academic Year 2020 – 2021)

## **College Vision and Mission**

### **Vision**

Our vision is to provide the best type of higher education to all, especially to students hailing from minority Muslim community, rural agricultural families and other deprived, under privileged sections of the society, inculcating the sense of social responsibility in them. Our college is committed to produce talented, duty-bound citizens to take up the challenges of the changing times.

### **Mission**

Our mission is to impart and inculcate social values, spirit of service and religious tolerance as envisioned by our beloved Founder President HajeeKaruthaRowther.

The Vision beckons ..... the Mission continues forever.

## Programme Educational Objectives (PEO)

Our graduates will be progressive, efficient, value based, academically excellent, creative, collaborative, empowered and globally competent literates with the skills required for societal change.

They will demonstrate

|             |  |
|-------------|--|
| <b>PEO1</b> | Comprehensive knowledge and expertise, employability, the acumen of creative and critical thinking, the spirit of enquiry and professional attitude required for a successful career |
| <b>PEO2</b> | Accountability, linguistic competence and communication skills in the work environment and beyond  |
| <b>PEO3</b> | Perseverance, effective collaboration, team spirit, leadership and problem solving skills  |
| <b>PEO4</b> | Keen sense of civility, professional ethics, receptivity and moral righteousness   |
| <b>PEO5</b> | Commitment to address social and environmental threats and to act as responsible service-minded, duty-bound global citizens  |

## Department Vision and Mission

### Vision

- To visualise Academic Excellence in teaching, research and Extension activities.
- To facilitate the students' skill in employability and intellectual curiosity through historical studies.
- To bring social transformation and public awareness through historical research.

### Mission

- To strive and achieve excellent standards of quality education through a well prepared curriculum with the latest developments to face future.
- To realise the sacrifice of the freedom struggle and protect its importance for future generations.
- To prepare the young students as dutiful citizens of India and place them in high positions.

### **Programme Outcomes (P0)**

On completion (after two years) of M.A. History programme, the students are able to

|            |   |
|------------|---|
| <b>P01</b> | Evaluate the Socio-Economic and Political History of India and Tamilnadu and to preserve and promote the rich heritage of India.                  |
| <b>P02</b> | Uphold the essence of religions, the value of freedom movement and to preserve the unity, integrity and solidarity of our Nation and World Peace. |
| <b>P03</b> | Under take the research projects, making use of archival and epigraphic materials.  |
| <b>P04</b> | Implement Science and Technology for the welfare of Humanity.   |
| <b>P05</b> | Get employment sin the state and central Government services.   |

### **Program Specific Outcomes(PSO)**

A graduate of M.A. History after two years will

|             |  |
|-------------|--|
| <b>PS01</b> | To inculcate the understanding of diverse and complex in the field of History.   |
| <b>PS02</b> | To provide an appropriate foundation for a career and for various challenges of the society.   |
| <b>PS03</b> | To train academically sound researchers and intellectuals in the area of History.  |
| <b>PS04</b> | To impart modern research and technological skills amongst the Masters students in order to become professionals and leaders in the society. |
| <b>PS05</b> | To participate and succeed in various states and national competitive examinations like civil services, NET, SET, TNPSC.etc.                 |



## **Programme Scheme**

### **Eligibility**

Passed in B.A.,History or any other Examination accepted by the Syndicate as Equivalent.

### **For Programme Completion**

A Candidate shall complete:

- Part III - Core papers in semesters I, II, III and IV respectively
- Part III - Elective papers in semesters I, II, III and IV respectively
- Part IV - Non- Major Elective papers in semester III

### **Scheme of Examinations under Choice Based Credit System**

|  |             |
|--|-------------|
| Term End Examinations (TEE)                        | - 75 Marks  |
| Continuous Internal Assessment Examinations (CIAE) | - 25 Marks  |
| Total  | - 100 Marks |

### **Pattern of Continuous Internal Assessment Examinations (CIAE)**

|   |            |
|---|------------|
| Average of Two Internal Tests (each 20 marks) | - 20 Marks |
| Seminar / Quiz / Assignment                   | - 05 Marks |
| Total   | - 25 Marks |

### **Pattern of Term End Examinations**

**(Max. Marks: 75 / Time: 3 Hours)**

### **External Examinations Question Paper Pattern**

Section – A (10 X 1 = 10 Marks)

Answer ALL questions.

- Questions 1 - 10
- Two questions from each unit
- Multiple choice questions and each question carries Four choices

Section – B (5 X 7 = 35 Marks)

Answer ALL questions choosing either A or B.

- Questions 11 - 15
- Two questions from each unit (either.... or.... type)
- Descriptive Type

Section – C (3 X 10 = 30 Marks)

Answer any THREE out of five questions.

- Questions 16 - 20
- One question from each unit
- Descriptive Type

## Passing Marks

Minimum 34 for External Exam

Eligibility for the degree – passing minimum is **50%**

## Project

Internal - 40 marks

External - 60 marks

Total - 100 marks

Passing minimum is 50%

## Weightage

| Weightage for Bloom's Taxonomy | Percentage | Marks     |           |
|--------------------------------|------------|-----------|-----------|
|                                |            | CIAE      | TEE       |
| Knowledge (Remembering) – K1   | 10         | 2         | 7         |
| Understanding – K2             | 10         | 3         | 8         |
| Applying – K3                  | 20         | 5         | 15        |
| Analyzing – K4                 | 20         | 5         | 15        |
| Evaluating – K5                | 40         | 10        | 30        |
| <b>Gross Total</b>             | <b>100</b> | <b>25</b> | <b>75</b> |

## Assessment

### Distribution of questions and marks for Continuous Internal Assessment

### Examinations

| Bloom's Taxonomy  | Section A                 | Section B            | Section C | Total            |
|---|---------------------------|----------------------|-----------|------------------|
| Knowledge(K1)   | 3<br>(3)                  | 1<br>(a or b)<br>(4) | -----     | <b>40 Marks</b>  |
| Understanding(K2)   | 3<br>(3)                  | 1<br>(a or b)<br>(4) | -----     |                  |
| Apply(K3)   | 1<br>(1)                  | 1<br>(a or b)<br>(4) | 1<br>(8)  |                  |
| Analyzing (K4)  | 1<br>(1)                  | 1<br>(a or b)<br>(4) | 1<br>(8)  |                  |
| CIA Examinations conducted for 40 marks and converted to 20 marks |                           |                      |           | <b>40/2 = 20</b> |
| Evaluating (K5)   | Seminar, Quiz/Assignments |                      |           | <b>10/2 = 5</b>  |

**Distribution of questions and marks for Term End Examinations**

| <b>Bloom's Taxonomy</b> | <b>Section A</b> | <b>Section B</b>      | <b>Section C</b>   | <b>Total</b>              |
|-------------------------|------------------|-----------------------|--------------------|---------------------------|
| Knowledge(K1)           | 7<br>(7)         | -----                 | -----              | <b>Total<br/>75 Marks</b> |
| Understanding(K2)       | 1<br>(1)         | 1<br>(a or b)<br>(7)  | -----              |                           |
| Apply(K3)               | 1<br>(1)         | 2<br>(a or b)<br>(14) | -----              |                           |
| Analyzing (K4)          | 1<br>(1)         | 2<br>(a or b)<br>(14) | -----              |                           |
| Evaluating (K5)         | -----            | -----                 | 3 out of 5<br>(30) |                           |

**Note: Figures in parenthesis are Marks**

## Details of Course Category, Code, Credits & Title

| Course Category  | Course Code | Course Title                                       | Hrs | CIAE | TEE | Max. Marks | Credits |
|------------------|-------------|--|-----|------|-----|------------|---------|
| Semester – I     |             |  |     |      |     |            |         |
| Part – III(OBE)  |             |  |     |      |     |            |         |
| Core – I         | 20PHIC11    | State and Society inTamil Nadu upto A.D.1565       | 6   | 25   | 75  | 100        | 5       |
| Core – II        | 20PHIC12    | Socio–Economic History of India upto A.D.1206      | 6   | 25   | 75  | 100        | 5       |
| Core – III       | 20PHIC13    | Freedom Struggle in India, 1800-1947 A.D.          | 6   | 25   | 75  | 100        | 4       |
| Core – IV        | 20PHIC14    | History of Science and Technology.                 | 6   | 25   | 75  | 100        | 4       |
| Elective - I     | 20PHIE11    | History of Europe, 1789– 1918 A.D.                 | 6   | 25   | 75  | 100        | 4       |
|                  | 20PHIE12    | Archaeology  |     |      |     |            |         |
| Total            |             |  | 30  |      |     | 500        | 22      |
| Semester –II     |             |  |     |      |     |            |         |
| Part – III (OBE) |             |  |     |      |     |            |         |
| Core – V         | 20PHIC21    | State and Society in Tamil Nadu, 1565– 2000A.D.    | 6   | 25   | 75  | 100        | 5       |
| Core – VI        | 20PHIC22    | Socio - Economic History of India, 1206– 1857 A.D. | 6   | 25   | 75  | 100        | 5       |
| Core – VII       | 20PHIC23    | General Studies for Competitive Examinations       | 6   | 25   | 75  | 100        | 4       |
| Core – VIII      | 20PHIC24    | History of the USA, 1865– 1945 A.D.                | 6   | 25   | 75  | 100        | 4       |
| Elective - II    | 20PHIE21    | Public Administration                              | 6   | 25   | 75  | 100        | 4       |
|                  | 20PHIE22    | History of Indian Art and Architecture             |     |      |     |            |         |
| Total            |             |  | 30  |      |     | 500        | 22      |

| Course Category  | Course Code | Course Title  | Hrs | CIAE | TEE | Max. Marks | Credits |
|------------------|-------------|---|-----|------|-----|------------|---------|
| Semester – III   |             |   |     |      |     |            |         |
| Part – III(OBE)  |             |   |     |      |     |            |         |
| Core – IX        | 20PHIC31    | History of the Arabs, 570– 750 C.E.                 | 6   | 25   | 75  | 100        | 4       |
| Core – X         | 20PHIC32    | International Relations, 1945– 2005 C.E.            | 6   | 25   | 75  | 100        | 4       |
| Core – XI        | 20PHIC33    | Theory of History and Methods of Research           | 6   | 25   | 75  | 100        | 4       |
| Elective - III   | 20PHIE31    | Constitutional History of India, 1773-1950C.E.      | 6   | 25   | 75  | 100        | 4       |
|                  | 20PHIE32    | Women Studies inIndia                               |     |      |     |            |         |
| Part –IV         |             |   |     |      |     |            |         |
| NME              | 20PHIN31    | History of Freedom Struggle in India,1800–1947 C.E. | 6   | 25   | 75  | 100        | 3       |
| Total            |             |   | 30  |      |     | 500        | 19      |
| Semester –IV     |             |   |     |      |     |            |         |
| Part – III (OBE) |             |   |     |      |     |            |         |
| Core – XII       | 20PHIC41    | History of the Arabs, 750 -1258 C.E.                | 6   | 25   | 75  | 100        | 6       |
| Core – XIII      | 20PHIC42    | National Heritage of India.                         | 6   | 25   | 75  | 100        | 6       |
| Core – XIV       | 20PHIC43    | Contemporary India, 1947 –2014 C.E.                 | 6   | 25   | 75  | 100        | 6       |
| Core – XV        | 20PECP41    | Project work  | 6   | 40   | 60  | 100        | 5       |
| Elective - IV    | 20PHIE41    | History of World Civilizations upto 1453 C.E.       | 6   | 25   | 75  | 100        | 4       |
|                  | 20PHIE42    | Epigraphy   |     |      |     |            |         |
| Total            |             |   | 30  |      |     | 500        | 27      |
| Grand Total      |             |   | 120 |      |     | 2000       | 90      |

| Course Code | Course Title                                    | Category | Total Hours | Credits |
|-------------|---|----------|-------------|---------|
| 20PHIC11    | State and Society in Tamil Nadu up to A.D. 1565 | Core - I | 90          | 5       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         | ✓ |
| National         |   |
| Global           |   |

## Preamble

Inculcate the students to know about pre-historic Tamilagam and its sources. Enable the students to learn more about the Sangam Age, the Cholas, the Pandyas and the Pallavas and recognize the significance of Delhi Sultanate.

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No.        | Course Outcome  | Knowledge Level       |
|------------|---|-----------------------|
| <b>CO1</b> | Demonstrate the rise of pre historic Tamilagam and its sources. | <b>K1,K2,K3,K4</b>    |
| <b>CO2</b> | Bringout the history of the Kalabhras.                          | <b>K1,K2</b>          |
| <b>CO3</b> | Explain the different dynasties and their administration.       | <b>K1,K2,K3,K4</b>    |
| <b>CO4</b> | Trace the knowledge about Devadasi system and guild system.     | <b>K1,K2,K3,K4,K5</b> |
| <b>CO5</b> | Evaluate the Delhi Sultanate and the spread of Islam.           | <b>K1,K2,K3,K4,K5</b> |

**K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate**

## Mapping of CO with PO

|            | P01      | P02      | P03      | P04      | P05      |
|------------|----------|----------|----------|----------|----------|
| <b>CO1</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>1</b> | <b>3</b> |
| <b>CO2</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>1</b> | <b>3</b> |
| <b>CO3</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>1</b> | <b>3</b> |
| <b>CO4</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>1</b> | <b>3</b> |
| <b>CO5</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>3</b> | <b>3</b> |

**1-Low**

**2-Medium**

**3-Strong**

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 2    | 2    | 3    |
| CO2 | 3    | 3    | 1    | 2    | 3    |
| CO3 | 3    | 3    | 1    | 2    | 3    |
| CO4 | 3    | 3    | 1    | 2    | 3    |
| CO5 | 3    | 3    | 1    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

13 Hours

Evolution of State and Society – Pre-Historic Tamilaham up to B.C. 600 - Land and Races - Historic Tamilaham : State and Society, B.C. 600 to 300 A.D. - Sources - Archaeological Remains - Numismatic Evidence - Epigraphic Records – Literature - Foreign Notices.

### UNIT II

10 Hours

Society and Culture during Sangam Period– Physiographic Divisions: People's Professions – Spread of Caste System – Post-Sangam Period - Age of Kalabhras, 300 – 600 A.D., a Survey.

### UNIT III

22 Hours

Tamil State and Society in the Pallava Age – Pandya Age 600 – 900 AD - Sources - Inscriptions and Copper Plates – Coins – Archaeological and Architectural Evidences – Literature : Devadanas and Bramadeyas – Administration - Divisions - Kottam – Nadu - Sabha – Ur – Court – Royal Titles - Age of Tamil Bhakti, 500 – 900 AD - Reaction to Jainism and Buddshism – Alwars and Nayanmars – Visit to Sacred Centres – Surrender to God – Literary Outpourings \_ Patronage to Temples – Monasteries and Brahmins and Devadasi System – Sectarian Wrangles.

### UNIT IV

25 Hours

Imperial Age : 900 – 1200 AD : Chola State System - Sources - Debate on Ritual Monarchy – Centralized State – Segmentary State - Struggle for Master – Imperial Wars – Empire concept -Devaraya Cult – Devaraya Temple – Meykirthis – codification of Tirumarais – Inter and Intra State Relations – Ur – Royal Titles – Court – Officials – Advisers – Dispensation of Justice.

Society in the Chola Imperial Age, 900 – 1200 AD: Caste and Sub – Caste Divisions – Valangai and Idangai conflicts – Slavery: Agrestic Labour– Temple – Monastic – Prostitution – Dowry – Devadasi System – Peasant Economy: Agriculture Temple – Centred Culture – Craftsmen – Internal and External Trade : Trade Guilds.

## UNIT V

20 Hours

State and society in the Pandya Imperial Age 1200 – 1325 A.D. - Sources - Inscriptions and Copper Plates – Coins – Literature – Foreign Notices – Decline of the Cholas : Hoysala - Sri Lankan Interventions – Emergence of Imperial Pandyas - Caste System.

State and Society in the Age of Invasions, 1311, 1376 - Imperial Decline – Malik Kafur – Plunders and Raids – Social Tension – Consolidation of the Sultanate Power – Ma'bar as one of the 24 Divisions of Delhi Sultanate – Madurai Sultanate – Spread of Islam – Darghas, Madrasas - Vijayanagara – Southward Expeditions

### Text Books

K.Rajayyan, *History of Tamil Nadu, 1562-1982*, Raj Publishers, Madurai, 1982.  
Subrahmanian, N., *History of Tamilnadu*. Ennes Publications, Udumalpet, 1980.

### Reference Books

NilakantaSastri, K.A., *A History of South India: from prehistoric times to the Fall of Vijayanagar*. Oxford University Press, 1975.  
Sastri, Nilakanta. K.A., *The Colas*, University of Madras, Madras,1955.  
Stein, Burton. *Peasant state and society in medieval South India, OUP*, New Delhi,1980.  
Stein, Burton. *Essays on South India, University Press of Hawaii*, Asian Studies atHawaii, 1975.  
Subrahmanian, N., *Sangam polity: the Administration and Social Life of the Sangam Tamils*. Ennes Publications, Udumalpet, 1980.  
Noboru, *South Indian History and Society: Studies from Inscriptions, A.D. 850-1800 OUP*, New Delhi, 1984.  
R. Champakalakshmi, *Trade, Ideology and Urbanization: South India 300 BC to AD1300*, OUP, New Delhi, 1996.  
Madhavan,Chithra, *History and Culture of Tamil Nadu: C. 1310-C. 1885*, D. K. Print world, 2005.  
Rajalakshmi, R. *Tamil Polity, CAD 600-C. AD 1300*. Ennes Publications, 1983.  
Gurukkal,Rajan, *Social Formations of Early South India*, OUP, New Delhi, 2012.  
Kulke, Hermann, *The State in India, 1000-1700*, Oxford University Press, New Delhi, 1995.  
S. Chandni Bi, *Epigraphical Reading in the Chola History*, Random Publishers, NewDelhi, 2014.

### Pedagogy

Chalk & Talk, E-Resources, Group Discussion



## Teaching aids

Black Board, LCD Projector

### Course Contents and Lecture Schedule

| Module No.        | Topic  | No. of Lectures | Content Delivery Methods |
|-------------------|--|-----------------|--------------------------|
| <b>UNIT - I</b>   |  |                 |                          |
| 1.1               | Evolution of State and Society.  | 3               | Chalk & Talk             |
| 1.2               | Pre-Historic Tamilaham up to B.C. 600 - Land and Races.  | 2               | Chalk & Talk             |
| 1.3               | Historic Tamilaham, State and Society, B.C. 600 to 300 A.D.  | 2               | Chalk & Talk             |
| 1.4               | Sources, Archaeological Remains.   | 2               | Chalk & Talk             |
| 1.5               | Numismatic Evidence.   | 2               | Discussion               |
| 1.6               | Epigraphic Records, Literature, Foreign Notices.   | 2               | Discussion               |
| <b>UNIT - II</b>  |  |                 |                          |
| 2.1               | Society and Culture during Sangam Period.  | 3               | Discussion               |
| 2.2               | Physiographic Divisions: People's Professions, Spread of Caste System.   | 4               | Chalk & Talk             |
| 2.3               | Post-Sangam Period - Age of Kalabhras, 300 – 600 A.D., Survey.   | 3               | E-Resources              |
| <b>UNIT - III</b> |  |                 |                          |
| 3.1               | Tamil State and Society in the Pallava Age, Pandya Age 600 – 900 AD.   | 4               | Chalk & Talk             |
| 3.2               | Sources, Inscriptions and Copper Plates, Coins.  | 2               | Discussion               |
| 3.3               | Archaeological and Architectural Evidences, Literature.  | 2               | Discussion               |
| 3.4               | Devadanas and Bramadeyas, Administration, Divisions, Kottam, Nadu, Sabha, Ur, Court Royal Titles, Age of Tamil Bhakti, 500 – 900 AD. | 4               | Chalk & Talk             |
| 3.5               | Reaction to Jainism and Buddhism, Alvars and Nayanmars.  | 3               | Discussion               |
| 3.6               | Visit to Sacred Centres, Surrender to God, Literary Outpourings.   | 3               | Chalk & Talk             |

|           |  |   |              |
|-----------|--|---|--------------|
| 3.7       | Patronage to Temples, Monasteries and Brahmins and Devadasi System, Sectarian Wrangles.  | 4 | E-Resources  |
| UNIT - IV |  |   |              |
| 4.1       | Imperial Age 900 – 1200 AD, Chola State System, Sources.   | 3 | Chalk & Talk |
| 4.2       | Debate on Ritual Monarchy, Centralized State, Segmentary State, Struggle for Master, Imperial Wars, Empire concept, Devaraya Cult. | 3 | Chalk & Talk |
| 4.3       | Devaraya Temple, Meykirthis, codification of Tirumara's, Inter and Intra State Relations, Ur, Royal Titles.                        | 4 | Discussion   |
| 4.4       | Court, Officials, Advisers, Dispensation of Justice.   | 3 | Discussion   |
| 4.5       | Society in the Chola Imperial Age, 900 – 1200 AD. Caste and Sub Caste Divisions.   | 4 | E-Resources  |
| 4.6       | Valangai and Idangai conflicts, Slavery, Agrarian Labour, Temple, Monastic, Prostitution, Dowry, Devadasi System, Peasant Economy. | 4 | Chalk & Talk |
| 4.7       | Agriculture, Temple, Centred Culture, Craftsmen, Internal and External Trade, Trade Guilds.  | 4 | Chalk & Talk |
| UNIT - V  |  |   |              |
| 5.1       | State and society in the Pandya Imperial Age 1200 – 1325 A.D.  | 2 | Chalk & Talk |
| 5.2       | Sources - Inscriptions and Copper Plates, Coins, Literature, Foreign Notices, Decline of the Cholas, Hoysala.                      | 3 | Discussion   |
| 5.3       | Sri Lankan Interventions, Emergence of Imperial Pandyas, Caste System.   | 3 | Discussion   |
| 5.4       | State and Society in the Age of Invasions, 1311, 1376 - Imperial Decline, Malik Kafur.   | 4 | Discussion   |

|              |  |           |              |
|--------------|--|-----------|--------------|
| 5.5          | Plunders and Raids, Social Tension,<br>Consolidation of the Sultanate Power. | 3         | Chalk & Talk |
| 5.6          | Ma'bar as one of the 24 Divisions of Delhi<br>Sultanate, Madurai Sultanate.  | 3         | Discussion   |
| 5.7          | Spread of Islam, Darghas, Madrasas,<br>Vijayanagara, Southward Expeditions.  | 2         | Chalk & Talk |
| <b>Total</b> |  | <b>90</b> |              |

**Course Designer**

**Dr. M. Peer Mohamed**

Associate Professor of History

| Course Code | Course Title                                       | Category  | Total Hours | Credits |
|-------------|--|-----------|-------------|---------|
| 20PHIC12    | Socio – Economic History of India up to A.D. 1206. | Core - II | 90          | 5       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         | ✓ |
| Global           |   |

### Preamble

To enable the students to understand the Socio - Economic History of India from pre-historic period to the establishment of Delhi Sultanate.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome   | Knowledge Level |
|-----|--|-----------------|
| CO1 | Define the society and economy in the period of hunting gathering, beginning of Agriculture and Indus Valley Civilization. | K1,K2           |
| CO2 | Analyse the social and economic life and the transformation in the Pastoral Age.   | K1,K2,K3,K4,K5  |
| CO3 | Identify the socio- economic changes during the age of second Urbanisation.  | K1,K2,K3,K4,K5  |
| CO4 | Estimate the Ascendency of Brahmins, trade and monetary system during the classical age.                                   | K1,K2           |
| CO5 | Discuss the Feudalism and its Impact on early medieval Indian society and economy.   | K1,K2,K3,K4     |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 2   | 1   | 3   |
| CO2 | 3   | 3   | 2   | 1   | 3   |
| CO3 | 3   | 3   | 2   | 1   | 3   |
| CO4 | 3   | 3   | 2   | 1   | 3   |
| CO5 | 3   | 3   | 2   | 2   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 1    | 3    | 2    | 3    |
| CO2 | 3    | 1    | 3    | 2    | 3    |
| CO3 | 3    | 1    | 3    | 2    | 3    |
| CO4 | 3    | 1    | 3    | 2    | 3    |
| CO5 | 3    | 1    | 3    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

24 Hours

Introduction – Primitive life in the Pre-historic age – Paleolithic – Migratory – Neolithic age – Permanent Settlements – Evolution of Tribal Society – The Age of Metals – Races in India and their Impact – The Social Structure in the Harappan Civilization.

Economy : Paleolithic age – Nomadic – Food - Hunting – Neolithic Age – Pastoral and Agrarian Economy – Surplus means of Production – Specialization in Art and Crafts in the Age of Metals – Economy in the Indus Valley – Urbanisation – Trade and Commerce – Barter System – Industrial development – Textiles, Weaving and Pottery.

### UNIT II

17 Hours

Society and Economy in the Pastoral Age - Tribal Society – Adjustment – Accommodation – Assimilation – Social Stratification – Rig Vedic – Horizontal Stratification – Later Vedic – Vertical Stratification – Epic Age – Rigidity – Villages – Families – Rights and Duties of Women – Marriage – Social life - Customs and manners.

Economy: Rural – Agrarian – Trade and Industry – Weights and Measurements – Co- existence of Barter System – Development of Coinage.

### UNIT III

18 Hours

Society and Economy in the age of Urbanisation (800 B.C.E. – 400 C.E.) - Society: Caste system – Occupational Caste – Untouchability – Emergence of New Classes – Free Peasants – Farmers – Women and their Duties.

Economy - Changes in the production Pattern – Governments Control over Production – Pataliputra Council – Control over Production. Trade and Commerce - Sreshti – Sreni – Trade Guilds – Emergence of trade routes and Centres – Development of Coinage – Punch marked Coins.

### UNIT IV

Age (400 - 700 C.E.)

15 Hours

Society and economy in the Classical Society – Urban – Emergence of Great Cities – Period of Revival – Rigid Caste System – Ascendancy of Brahmins – Untouchability – Status of Women.

Economy - Urban Economy – Diversification of Production – Industry – Textiles – Leather – Metallurgy – Jewellery – Trade and Commerce – Monetary System.

## **UNIT V**

16 Hours

Society and Economy in the Feudal age (700 – 1206 C.E.): Fragmentation of Society -Feudal Society – Social life - Customs and Manners - Social Evils - Status of Women – Impact of Muslim invasions on Indian Society.

Economy: Feudal Economy – Village Economy – Economic Condition after the Muslim Invasions - Art in Ancient India : Pre – Historic Art – Painting – Indus Art – Town Planning – Mauryan Art – Stupa – Pillars – Caves – Palaces - Gandhara and Madhura Schools – Gupta Art – Iconography – Post Guptan Art - Satavahanas – Chalukyans –Rashtrakutas.

## **Text Books**

IGNOU, M.A. *History Study Materials*

## **Reference Books**

Basham, B.L., *The Wonder that was India A Survey of the History and Culture of the Indian Sub-continent Before the Coming of the Muslims*, Rupa, 1994

Majumdar, Ramesh Chandra, Kalikinkar Datta, and Hemchandra C. Raychaudhuri, *An advanced history of India*, Mcmillan & Co., 1967.

Sharma, S.R., *Ancient Indian History and Culture*, Hind Kitab Ltd., Bombay, 1947.

Srivatsava, B., *Trade and Commerce in Ancient India: From the Earliest Times to A.D. 300*, the Chowkhamba Sanskrit, Varanasi, 1968.

Sathianathaie, R., *A Political and Cultural History of India*, S. Viswanathan, 1952.

Karashima, Noboru, *South Indian History and Society: Studies from Inscriptions, A.D. 850-1800*, OUP, New Delhi, 1984.

R. Champakalakshmi, *Trade, Ideology and Urbanization: South India 300 BC to AD1300*, OUP, New Delhi, 1996.

Kenneth R. Hall, *State and Statecraft in the Age of Colas*, Abhinav Publications, Delhi, 1980.

## **Pedagogy**

Chalk & Talk, E-Resources, Group Discussion

**Teaching aids**

Black Board, LCD Projector

**Course Contents and Lecture Schedule**

| <b>Module No.</b> | <b>Topic</b>   | <b>No. of Lectures</b> | <b>Content Delivery Methods</b> |
|-------------------|--|------------------------|---------------------------------|
| <b>UNIT - I</b>   |  |                        |                                 |
| 1.1               | Introduction, Primitive life in the Pre-historic age, Paleolithic, Migratory, Neolithic age.                       | 4                      | Chalk & Talk                    |
| 1.2               | Permanent Settlements, Evolution of Tribal Society, The Age of Metals.   | 4                      | E-Resources                     |
| 1.3               | Races in India and their Impact, The Social Structure in the Harappan Civilization.                                | 3                      | Discussion                      |
| 1.4               | Paleolithic age, Nomadic, Food, Hunting, Neolithic Age.  | 3                      | Chalk & Talk                    |
| 1.5               | Pastoral and Agrarian Economy, Surplus means of Production, Specialization in Art and Crafts in the Age of Metals. | 4                      | E-Resources                     |
| 1.6               | Economy in the Indus Valley, Urbanisation, Trade and Commerce.   | 3                      | Discussion                      |
| 1.7               | Barter System, Industrial development, Textiles, Weaving and Pottery.  | 3                      | Discussion                      |
| <b>UNIT - II</b>  |  |                        |                                 |
| 2.1               | Society and Economy in the Pastoral Age, Tribal Society, Adjustment, Accommodation, Assimilation.                  | 4                      | Discussion                      |
| 2.2               | Social Stratification, Rig Vedic, Horizontal Stratification, Later Vedic, Vertical Stratification, Epic Age.       | 4                      | Chalk & Talk                    |
| 2.3               | Rigidity, Villages, Families, Rights and Duties of Women, Marriage, Social life, Customs and manners.              | 3                      | E-Resources                     |
| 2.4               | Rural, Agrarian, Trade and Industry  | 3                      | E-Resources                     |
| 2.5               | Weights and Measurements, Co-existence of Barter System, Development of Coinage.                                   | 3                      | Chalk & Talk                    |
| <b>UNIT - III</b> |  |                        |                                 |
| 3.1               | Society and Economy in the age of  | 3                      | E-Resources                     |

|                  |   |   |              |
|------------------|---|---|--------------|
|                  | Urbanisation (800 B.C.E. – 400 C.E.)  |   |              |
| 3.2              | Caste system, Occupational Caste, Untouchability, Emergence of New Classes.                     | 3 | Chalk & Talk |
| 3.3              | Free Peasants, Farmers, Women and their Duties.   | 3 | Discussion   |
| 3.4              | Economy, Changes in the production Pattern, Governments Control over Production.                | 3 | Chalk & Talk |
| 3.5              | Pataliputra Council, Control over Production. Trade and Commerce, Sreshti, Sreni, Trade Guilds. | 3 | E-Resources  |
| 3.6              | Emergence of trade routes and Centres, Development of Coinage, Punch marked Coins.              | 3 | Discussion   |
| <b>UNIT - IV</b> |   |   |              |
| 4.1              | Society and economy in the Classical Age (400 - 700 C.E.)                                       | 3 | Discussion   |
| 4.2              | Society, Urban, Emergence of Great Cities, Period of Revival, Rigid Caste System.               | 3 | E-Resources  |
| 4.3              | Ascendancy of Brahmins, Untouchability, Status of Women.  | 3 | Chalk & Talk |
| 4.4              | Economy, Urban Economy, Diversification of Production.  | 3 | E-Resources  |
| 4.5              | Industry, Textiles, Leather, Metallurgy, Jewellery, Trade and Commerce, Monetary System.        | 3 | Discussion   |
| <b>UNIT - V</b>  |   |   |              |
| 5.1              | Society and Economy in the Feudal age (700 – 1206 C.E.): Fragmentation of Society.              | 3 | E-Resources  |
| 5.2              | Feudal Society, Social life, Customs and Manners, Social Evils.                                 | 3 | Chalk & Talk |
| 5.3              | Status of Women – Impact of Muslim invasions on Indian Society.                                 | 3 | Discussion   |
| 5.4              | Feudal Economy, Village Economy, Economic Condition after the Muslim Invasions.                 | 3 | Chalk & Talk |



|              |   |           |            |
|--------------|---|-----------|------------|
| 5.5          | Art in Ancient India, Pre – Historic Art, Painting, Indus Art, Town Planning, Mauryan Art, Stupa, Pillars, Caves, Palaces - Gandhara and Madhura Schools, Gupta Art, Iconography, Post Guptan Art, Satavahanas, Chalukyans, Rashtrakutas. | 4         | Discussion |
| <b>Total</b> |   | <b>90</b> |            |

### **Course Designer**

**Mr. C.P. Muhammed Kabeer**

Assistant Professor of History

| Course Code | Course Title                                | Category   | Total Hours | Credits |
|-------------|---|------------|-------------|---------|
| 20PHIC13    | Freedom Struggle in India, 1800 – 1947 A.D. | Core - III | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         | ✓ |
| Global           |   |

### Preamble

To enable the students to acquire knowledge on the freedom struggle in India and understand sacrifices and services rendered by the freedom fighters.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome   | Knowledge Level |
|-----|--|-----------------|
| CO1 | Estimate the Great Revolt in India and the emergence of nation.  | K1,K2           |
| CO2 | Illustrate the formation of Indian National Congress and compare the ideologies of moderates and extremists.           | K1,K2,K3,K4     |
| CO3 | Analyse the role of Mahatma Gandhi in National movement.   | K1,K2,K3,K4     |
| CO4 | Examine the impact of the Second World War in Indian National Movement.  | K1,K2           |
| CO5 | Assess how the partition of India happened and examine the role of press, theatre and cinema in the National movement. | K1,K2,K3,K4,K5  |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 1   | 2   | 3   |
| CO2 | 3   | 3   | 1   | 2   | 5   |
| CO3 | 3   | 3   | 2   | 2   | 3   |
| CO4 | 3   | 3   | 2   | 1   | 3   |
| CO5 | 3   | 3   | 3   | 1   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 2    | 2    | 3    |
| CO2 | 3    | 3    | 2    | 1    | 3    |
| CO3 | 3    | 3    | 2    | 1    | 3    |
| CO4 | 3    | 3    | 1    | 2    | 3    |
| CO5 | 3    | 3    | 1    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

16 Hours

South Indian Rebellion, 1800 – 1801 - Vellore Mutiny of 1806 - Revolt of 1857 – Causes, Course and Results – Queen Victoria's Proclamation. Emergence of Nationalism – Impact of Western Education – Socio-Religious Reform Movements of the 19<sup>th</sup> Century.

### UNIT II

20 Hours

Birth of Indian National Congress – Objectives and Conferences - A.O. Hume - Moderate Phase – Moderate Ideology – Emergence of Extremism - Extremist Ideology – Prominent Leaders of both Schools of Thought - Gokhale and Tilak - Lord Curzon and the Partition of Bengal – Swadeshi Movement – Emergence of Revolutionary Movements – Prominent Leaders.

### UNIT III

22 Hours

Rise of Muslim Communalism - Formation of Muslim League – First World War and Freedom Struggle – Home Rule Movement – Dr. Annie Besant – B.G.Tilak - Gandhian Era – His Ideology – Early Satyagrahas of Gandhi – Rowlatt Act – Jallianwalabagh Massacre – Khilafat Movement – Non - Co-operation Movement – Lucknow Pact - The Swarajya Party – Simon Commission – Nehru Report and Jinnah's Fourteen Points - Purna Swaraj Resolution – Civil Disobedience Movement, 1930 -34 - Dandi March – Gandhi-Irwin Pact – Round Table Conferences – Communal Award and Poona Pact.

### UNIT IV

14 Hours

Impact of Second World War – August Declaration of 1940 - Individual Satyagraha -Quit India Movement -- Cripps Mission – Muslim League and demand for Pakistan – Liaquat Pact – C.R. Formula- Cabinet Mission, 1946 – Netaji and Indian National Army(INA).

### UNIT V

18 Hours

Towards Transfer of Power: Wavell Plan – Simla Conference - Mountbatten Plan – Indian Independence Act – Role of Press - Theatre - Cinema in the National Movement – Role of Tamil Nadu in the Freedom Movement.

## Text Books

G. Venkatesan, *History of Indian Freedom Struggle*, V.C. Publications, Rajapalayam, 2010.

B.L.Grover and Alka Mehta, *A New Look at Modern Indian History, From 1707 to the Modern Times*, S.Chand and Company, New Delhi, 2018.

K. Rajayyan, *Freedom Struggle in India*.

## Reference Books

Shekhar Bandyopadhyay, *From Plassey to Partition, A History of Modern India*, Orient Longman, New Delhi, 2006.

Sumit Sarkar, *Modern India 1885-1947*, Pearson, Chennai, 2014.

Bipin Chandra & others, *India's Struggle for Independence 1857-1947*, Penguin Publications, New Delhi, 1989.

M.M. Ahluwalia, *Freedom Movement in India 1858 to 1909*, Rajit Printers & Publishers, 1965.

R.C. Majumdar, *History of the Freedom Movement in India*, 3. Vols., Firma K. L.Mukhopadhyay, Calcutta, 1971.

S.R. Mehrotra, *The Emergence of the Indian National Congress*, Rupa & Company, Delhi, 2007.

K. Rajayyan, *South Indian Rebellion: First War of Independence, 1800-1801*, Rao and Raghavan, Mysore, 1971.

Tara Chand, *History of the Freedom Movement in India*, 3. Vols., Publications Division- Government of India, New Delhi, 1983.

Lawrence James, *The Making and Unmaking of British India*, Hachette Digital, London, 1997.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No. | Topic  | No. of Lectures | Content Delivery Methods |
|------------|--|-----------------|--------------------------|
| UNIT - I   |  |                 |                          |
| 1.1        | South Indian Rebellion, 1800 – 1801 -                                | 3               | Chalk & Talk             |
| 1.2        | Vellore Mutiny of 1806 - Revolt of 1857 – Causes, Course and Results | 4               | E-Resources              |
| 1.3        | Queen Victoria's Proclamation.                                       | 3               | Discussion               |

|                   |  |   |              |
|-------------------|--|---|--------------|
| 1.4               | Emergence of Nationalism   | 2 | E-Resources  |
| 1.5               | Impact of Western Education – Socio-Religious Reform Movements of the 19 <sup>th</sup> Century.                                    | 4 | Discussion   |
| <b>UNIT - II</b>  |  |   |              |
| 2.1               | Birth of Indian National Congress  | 3 | Discussion   |
| 2.2               | Objectives and Conferences - A.O. Hume - Moderate Phase – Moderate Ideology  | 4 | Chalk & Talk |
| 2.3               | Emergence of Extremism - Extremist Ideology  | 4 | E-Resources  |
| 2.4               | Prominent Leaders of both Schools of Thought - Gokhale and Tilak   | 3 | Chalk & Talk |
| 2.5               | Lord Curzon and the Partition of Bengal – Swadeshi Movement  | 3 | E-Resources  |
| 2.6               | Emergence of Revolutionary Movements – Prominent Leaders.  | 3 | Discussion   |
| <b>UNIT - III</b> |  |   |              |
| 3.1               | Rise of Muslim Communalism - Formation of Muslim League  | 2 | E-Resources  |
| 3.2               | First World War and Freedom Struggle – Home Rule Movement  | 4 | Chalk & Talk |
| 3.3               | Dr. Annie Besant – B.G.Tilak - Gandhian Era – His Ideology – Early Satyagrahas of Gandhi   | 4 | Discussion   |
| 3.4               | Rowlatt Act – Jallianwalabagh Massacre – Khilafat Movement – Non - Co-operation Movement – Lucknow Pact                            | 4 | Chalk & Talk |
| 3.5               | The Swarajya Party – Simon Commission – Nehru Report and Jinnah’s Fourteen Points - Purna Swaraj Resolution                        | 4 | Discussion   |
| 3.6               | Civil Disobedience Movement, 1930 -34 - Dandi March – Gandhi-Irwin Pact – Round Table Conferences – Communal Award and Poona Pact. | 4 | E-Resources  |
| <b>UNIT - IV</b>  |  |   |              |
| 4.1               | Impact of Second World War   | 2 | Discussion   |
| 4.2               | August Declaration of 1940 - Individual Satyagraha -   | 3 | E-Resources  |
| 4.3               | Quit India Movement – Cripps Mission   | 3 | Chalk & Talk |

|                 |  |           |              |
|-----------------|--|-----------|--------------|
| 4.4             | Muslim League and demand for Pakistan – Liaquat Pact                         | 3         | E-Resources  |
| 4.5             | C.R. Formula– Cabinet Mission, 1946 – Netaji and Indian National Army (INA). | 3         | Chalk & Talk |
| <b>UNIT - V</b> |  |           |              |
| 5.1             | Towards Transfer of Power  | 3         | E-Resources  |
| 5.2             | Wavell Plan – Simla Conference   | 3         | Chalk & Talk |
| 5.3             | Mountbatten Plan – Indian Independence Act                                   | 4         | Discussion   |
| 5.4             | Role of Press - Theatre - Cinema in the National Movement                    | 4         | E-Resources  |
| 5.5             | Role of Tamil Nadu in the Freedom Movement.                                  | 4         | Chalk & Talk |
| <b>Total</b>    |  | <b>90</b> |              |

**Course Designer**

**Ms. L. Pandiammal**

Assistant Professor of History

| Course Code | Course Title                      | Category  | Total Hours | Credits |
|-------------|-----------------------------------|-----------|-------------|---------|
| 20PHIC14    | History of Science and Technology | Core - IV | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

### Preamble

The Students are able to gain knowledge on scientific and Technological developments from pre historic period to present period which helps them to understand the scientific knowledge in all the fields.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome  | Knowledge Level |
|-----|---|-----------------|
| CO1 | Interpret the meaning of science and technology and contributions of Ancient scientists.                                | K1,K2           |
| CO2 | Recall the scientific developments of Renaissance period.   | K1,K2,K3,K4,K5  |
| CO3 | Explain the developments in the field of medical science and industrial revolution which brought revolutionary changes. | K1,K2,K3,K4     |
| CO4 | Explain the impact of communication and transportation developments in the Nineteenth century.                          | K1,K2           |
| CO5 | Describe the impact of Radio, Television, and Information Technology.   | K1,K2,K3,K4     |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 1   | 2   | 3   | 3   |
| CO2 | 2   | 1   | 3   | 3   | 3   |
| CO3 | 3   | 1   | 3   | 3   | 3   |
| CO4 | 2   | 2   | 2   | 3   | 3   |
| CO5 | 3   | 1   | 3   | 3   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 2    | 3    | 3    |
| CO2 | 3    | 3    | 2    | 3    | 3    |
| CO3 | 3    | 3    | 1    | 3    | 3    |
| CO4 | 3    | 3    | 1    | 3    | 3    |
| CO5 | 3    | 3    | 2    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

18 Hours

Introduction – Science Technology in the Pre – Historic Age– stone implements – Potteries – Specialisation in arts and crafts – Technology in the river valleys - Mesopotamian, Egyptian and Harappan. Science and Technological developments in the classical Age – Greece – Plato – Aristotle – Rome – Galen – Ptolemy – Archimedes – India – Aryabhatta – Brahmagupta - Bhaskara – Varahamihira – Dhanvantri – Sushruta – Charaka. Science and Technological developments in China and Arabia.European Science in the Middle Ages – Roger Bacon.

### UNIT II

18 Hours

Progress in Astronomy - Nicholas Copernicus –Tycho Brahe - Johannes Kepler -Galileo Galilei - Progress in Medical Science – Andreas Vesalius – Amproise Pare - Paracelsus. Progress in Technology – Johannes Gutenberg – Leonardo-Da-Vinci. Science and Technology in the Seventeenth Century – Foundation of Scientific Academies – Royal Society in London – French Royal Academy of Science.Progress in science - Sir Isaac Newton – Robert Boyle – William Harvey – Marcello Malpighi.

### UNIT III

18 Hours

Inventions in Textile Industry – Transportation – Steam engine Progress in Mathematics – Leonard Priestley – Joseph Louis - Chemistry – Hendry Cavendish – Joseph Priestley – Antoine Lavoisier – Astronomy –William Hershel – Simon Laplace – Medical Science – John Hunter – Edward Jenner.

### UNIT IV

18 Hours

Biology – Charles Darwin – Physics – Michael Faraday – James Clerk Maxwell – William Thomas Kelvin - Chemistry – John Dalton – Mendeleev – Medicine – Sir James Simpson – Louis Pasteur – Joseph Lister – Elias Metchnikoff – Sir Patric Manson. Progressin Technology – Transportation and Communication – Samuel Morse – Railways -Alexander Graham Bell – Thomas Alva Edison– Alfred Nobel and Nobel Prizes.



## UNIT V

xx Hours

Albert Einstein and Theory of Relativity – Impact of World Wars – Weapon Technology - Lord Rutherford – Atom Bombs – Progress in Medical Science – Roentgen – Mary Curie. Communication and Information Technology – Radio – Radar – Television – Computer – E-mail, Internet – E.com – Artificial Intelligence in Robotics – Laser Technology – Gene Technology. Space Research and Space Missions in the U.S.S.R , the U.S.A and in India – Atomic Energy Commission – ISRO – Technological Development in Agriculture – Green Revolution -Defence- DRDO. Pioneers in Modern Science in India – Srinivasa Ramanujam – C.V. Raman – Homi Jehangir Bhaba – Hargobind Khorana – S. Chandrasekhar – M.S. Swaminathan – Abdul Kalam.

### Text Books

- Rao, B.V., *History of Modern Europe AD 1789-2013*, Sterling Publishers, New Delhi, 2014.
- Mahajan, V.D., *History of Modern Europe Since 1789*, S.Chand & Co. New Delhi, 2010.
- K.L. Khurana, *Modern Europe (789-1956)*, Lakshmi Narain Agarwal, Delhi, 2018.

### Reference Books

- Abro, A.D., *The Evolution of Scientific Thought from Newton to Einstein*, Dover Publications, New York, 1950.
- Anthony H.D., *Science and Its Backgrounds*, Macmillan & Co., New York, 1948.
- Arthur Eddington, *New Pathways in Science*, Cambridge University Press, Cambridge, 1935.
- Forbes, R.J., *Studies in Ancient Technology*, E.J. Brill, Leiden, 1955.
- Green, J.E., 100, *Great Scientists*, Washington Square Press, Washington, 1964.
- Edward Cressey, *Discoveries and Inventions in the Twentieth Century*, Routledge, London, 1914.
- Junger Thorwald, *Science and Secret Medicine*, Harcourt & World, New Delhi, 1962.
- Partick Pringle, *Great Discoveries in Modern Science*, Roy Publications, 1955.
- S. Varghese Jeyaraj, *History of Science and Technology*, Anns Publications, Chennai, 1997.
- R. Parthasarathy, *Paths of Innovators in Science, Engineering and Technology*, East West Books, Madras, 2000.

### Pedagogy

Chalk & Talk, E-Resources, Group Discussion

**Teaching aids**

Black Board, LCD Projector

**Course Contents and Lecture Schedule**

| <b>Module No.</b> | <b>Topic</b>   | <b>No. of Lectures</b> | <b>Content Delivery Methods</b> |
|-------------------|--|------------------------|---------------------------------|
| <b>UNIT - I</b>   |  |                        |                                 |
| 1.1               | Introduction – Science Technology in the Pre – Historic Age– stone implements – Potteries – Specialisation in arts and crafts                      | 3                      | Chalk & Talk                    |
| 1.2               | Technology in the river valleys - Mesopotamian, Egyptian and Harappan. Science and Technological developments in the classical Age                 | 3                      | E-Resources                     |
| 1.3               | Greece – Plato – Aristotle – Rome – Galen – Ptolemy – Archimedes   | 3                      | Discussion                      |
| 1.4               | India – Aryabhatta – Brahmagupta - Bhaskara  | 2                      | E-Resources                     |
| 1.5               | Varahamihira – Dhanvantri – Sushruta   | 2                      | Discussion                      |
| 1.6               | Charaka. Science and Technological developments in China and Arabia.   | 3                      | Chalk & Talk                    |
| 1.7               | European Science in the Middle Ages – Roger Bacon.   | 2                      | Chalk & Talk                    |
| <b>UNIT - II</b>  |  |                        |                                 |
| 2.1               | Progress in Astronomy - Nicholas Copernicus – Tycho Brahe  | 3                      | Discussion                      |
| 2.2               | Johannes Kepler -Galileo Galilei - Progress in Medical Science – Andreas Vesalius  | 3                      | Chalk & Talk                    |
| 2.3               | Amproise Pare - Paracelsus. Progress in Technology – Johannes Gutenberg – Leonardo – Da - Vinci. Science and Technology in the Seventeenth Century | 3                      | E-Resources                     |
| 2.4               | Foundation of Scientific Academies – Royal Society in London – French Royal Academy of Science.  | 3                      | Discussion                      |
| 2.5               | Progress in science - Sir Isaac Newton   | 2                      | Chalk & Talk                    |
| 2.6               | Robert Boyle – William Harvey  | 2                      | E-Resources                     |
| 2.7               | Marcello Malpighi.   | 2                      | Chalk & Talk                    |

| UNIT - III |  |   |              |
|------------|--|---|--------------|
| 3.1        | Inventions in Textile Industry – Transportation  | 3 | E-Resources  |
| 3.2        | Steam engine Progress in Mathematics – Leonard Priestley   | 3 | Chalk & Talk |
| 3.3        | Joseph Louis - Chemistry – Hendry Cavendish  | 3 | Discussion   |
| 3.4        | Joseph Priestley – Antoine Lavoisier – Astronomy   | 3 | E-Resources  |
| 3.5        | William Hershel – Simon Laplace  | 3 | Chalk & Talk |
| 3.6        | Medical Science – John Hunter – Edward Jenner.   | 3 | Discussion   |
| UNIT - IV  |  |   |              |
| 4.1        | Biology – Charles Darwin – Physics   | 3 | Discussion   |
| 4.2        | Michael Faraday – James Clerk Maxwell  | 3 | E-Resources  |
| 4.3        | William Thomas Kelvin - Chemistry – John Dalton – Mendeleev  | 3 | Chalk & Talk |
| 4.4        | Medicine – Sir James Simpson – Louis Pasteur – Joseph Lister – Elias Metchnikoff   | 3 | E-Resources  |
| 4.5        | Sir Patric Manson. Progress in Technology – Transportation and Communication   | 2 | Chalk & Talk |
| 4.6        | Samuel Morse – Railways -Alexander Graham Bell   | 2 | E-Resources  |
| 4.7        | Thomas Alva Edison– Alfred Nobel and Nobel Prizes.   | 2 | Chalk & Talk |
| UNIT - V   |  |   |              |
| 5.1        | Albert Einstein and Theory of Relativity – Impact of World Wars  | 2 | E-Resources  |
| 5.2        | Weapon Technology -Lord Rutherford – Atom Bombs – Progress in Medical Science  | 2 | Chalk & Talk |
| 5.3        | Roentgen – Mary Curie. Communication and Information Technology – Radio – Radar – Television – Computer – E-mail, Internet – E.com – Artificial Intelligence in Robotics – Laser Technology – Gene Technology. | 4 | Discussion   |

|              |   |           |              |
|--------------|---|-----------|--------------|
| 5.4          | Space Research and Space Missions in the U.S.S.R , theU.S.A and in India – Atomic Energy Commission | 3         | E-Resources  |
| 5.5          | ISRO – Technological Development in Agriculture – Green Revolution -Defence– DRDO.                  | 3         | Chalk & Talk |
| 5.6          | Pioneers in Modern Science in India – Srinivasa Ramanujam – C.V. Raman                              | 2         | Discussion   |
| 5.7          | Homi Jehangir Bhaba – Hargobind Khorana – S. Chandrasekhar – M.S. Swaminathan – Abdul Kalam.        | 2         | Chalk & Talk |
| <b>Total</b> |   | <b>90</b> |              |

### **Course Designer**

**Mr. A. Aboobacker Siddiq**

Assistant Professor of History

| Course Code | Course Title                        | Category     | Total Hours | Credits |
|-------------|-------------------------------------|--------------|-------------|---------|
| 20PHIE11    | History of Europe, 1789 – 1918 A.D. | Elective - I | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

## Preamble

To make the students to understand the rising of Nationalism in the modern European polity and its effects in the world.

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome  | Knowledge Level |
|-----|---|-----------------|
| CO1 | Analyse the importance of French Revolution and the rise of Napoleon Bonaparte.     | K1,K2,K3,K4     |
| CO2 | Identify the achievements of Metternich and Vienna Congress.                        | K1,K2           |
| CO3 | Estimate France under Napoleon – III.   | K1,K2,K3,K4,K5  |
| CO4 | Examine the rise of nationalism in Europe and the unification of Germany and Italy. | K1,K2,K3,K4     |
| CO5 | Distinguish the role of Europe in Global Scenario in the First World War.           | K1,K2,K3,K4,K5  |

K1-Knowledge

K2-Understand

K3-Apply

K4- Analyse

K5- Evaluate

## Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 1   | 3   | 2   | 3   | 3   |
| CO2 | 1   | 3   | 2   | 3   | 3   |
| CO3 | 1   | 3   | 2   | 3   | 3   |
| CO4 | 1   | 3   | 2   | 3   | 3   |
| CO5 | 2   | 3   | 3   | 3   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 2    | 3    | 1    | 3    |
| CO2 | 3    | 2    | 3    | 1    | 3    |
| CO3 | 3    | 2    | 3    | 1    | 3    |
| CO4 | 3    | 2    | 3    | 1    | 3    |
| CO5 | 3    | 3    | 3    | 2    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

20 Hours

French Revolution – Causes - Course - Results – The Directory – Napoleon Bonaparte – Conquest - Domestic Reforms- Foreign Policy - Continental System - Causes for the failure of Napoleon.

### UNIT II

22 Hours

Vienna Congress and Settlement (1815) - Concert of Europe – Holy Alliance - Quadruple Alliance - Congresses at Aix – La - Chapelle, Troppau, Laibach and Verona - Causes for the Failure – Metternich – Louis XVIII – Charles X – Revolutions of 1830 and 1848 – Results – Louis Philippe.

### UNIT III

13 Hours

Louis Napoleon - Napoleon III – Achievements – Causes for the Failure – Third Republic of France.

### UNIT IV

19 Hours

Liberal Movements - Unification of Italy – Mazzini - Count Cavour – Garibaldi – Victor Immanuel II -Unification of Germany – Bismarck – Foreign Policy – Reforms - Fall of Bismarck.

### UNIT V

16 Hours

Eastern Question - Greek War of Independence – Crimean War – First Balkan War – Second Balkan War - First World War – Causes - Course - Results.

## Text Books

Rao, B.V., *History of Modern Europe AD 1789-2013*, Sterling Publishers, New Delhi, 2014.

Mahajan, V.D., *History of Modern Europe Since 1789*, S.Chand & Co. New Delhi, 2010.

K.L. Khurana, *Modern Europe (789-1956)*, Lakshmi Narain Agarwal, Delhi, 2018.

## Reference Books

Fisher, H.A.L., *History of Europe: Renaissance, Reformation*, Reason, Eyre and Spottiswoode, London, 1938.

Hazen, C.D., *Modern Europe Since 1815*, Henry Holt and Company, New York, 1910.

Grant, A.J., *A History of Europe*, Longmans Green and Co., New York, 1920.

Southgate, *A Text Book on Modern European History 1789-1930*, J.M. Dent and Sons., London, 1932.

Ketelbey, C.D.M., *History of Modern Europe From 1789*, George G. Harrap & Co., London, 1923.

Herbert L. Peacock, *A History of Modern Europe 1789-1970*, Heinemann, 1971.

Asa Briggs, Patricia Clavin, *Modern Europe, 1789-present*, Pearson, New Delhi, 2003.

S. Mason, *A Concise History of Modern Europe: Liberty, Equality, Solidarity*, Rowman & Littlefield Publishers, Maryland, 2011.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.       | Topic  | No. of Lectures | Content Delivery Methods |
|------------------|--|-----------------|--------------------------|
| <b>UNIT - I</b>  |  |                 |                          |
| 1.1              | French Revolution  | 4               | Chalk & Talk             |
| 1.2              | Causes - Course - Results                                      | 4               | E-Resources              |
| 1.3              | The Directory – Napoleon Bonaparte – Conquest                  | 4               | Discussion               |
| 1.4              | Domestic Reforms- Foreign Policy - Continental System          | 4               | Chalk & Talk             |
| 1.5              | Causes for the failure of Napoleon.                            | 4               | E-Resources              |
| <b>UNIT - II</b> |  |                 |                          |
| 2.1              | Vienna Congress and Settlement (1815)                          | 4               | Discussion               |
| 2.2              | Concert of Europe – Holy Alliance - Quadruple Alliance         | 4               | Chalk & Talk             |
| 2.3              | Congresses at Aix – La – Chapelle, Troppau, Laibach and Verona | 4               | E-Resources              |

|                   |  |           |              |
|-------------------|--|-----------|--------------|
| 2.4               | Causes for the Failure   | 3         | Discussion   |
| 2.5               | Metternich   | 4         | Chalk & Talk |
| 2.6               | Louis XVIII – Charles X – Revolutions of 1830 and 1848 – Results – Louis Philippe. | 3         | E-Resources  |
| <b>UNIT - III</b> |  |           |              |
| 3.1               | Louis Napoleon   | 3         | E-Resources  |
| 3.2               | Napoleon III   | 3         | Chalk & Talk |
| 3.3               | Achievements – Causes for the Failure  | 4         | Discussion   |
| 3.4               | Third Republic of France   | 3         | Discussion   |
| <b>UNIT - IV</b>  |  |           |              |
| 4.1               | Liberal Movements  | 3         | Discussion   |
| 4.2               | Unification of Italy – Mazzini   | 4         | E-Resources  |
| 4.3               | Count Cavour – Garibaldi – Victor Immanuel II                                      | 4         | Chalk & Talk |
| 4.4               | Unification of Germany – Bismarck  | 4         | Discussion   |
| 4.5               | Foreign Policy – Reforms – Fall of Bismarck.                                       | 4         | E-Resources  |
| <b>UNIT - V</b>   |  |           |              |
| 5.1               | Eastern Question – Greek War of Independence – Crimean War                         | 4         | E-Resources  |
| 5.2               | First Balkan War – Second Balkan War   | 4         | Chalk & Talk |
| 5.3               | First World War  | 4         | Discussion   |
| 5.4               | Causes – Course – Results.   | 4         | Chalk & Talk |
| <b>Total</b>      |  | <b>90</b> |              |

**Course Designer**

**Mr. S. Shack Abdullah**

Assistant Professor of History



| Course Code | Course Title | Category     | Total Hours | Credits |
|-------------|--------------|--------------|-------------|---------|
| 20PHIE12    | Archaeology  | Elective – I | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        |   |
| Skill Oriented            | ✓ |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

## Preamble

To enable the students to evince a broad knowledge of the Archaeology and develop a professional skill in Archaeology and get understanding of the major cultures during pre-historic, Proto-historic and historic period.

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No.        | Course Outcome   | Knowledge Level       |
|------------|--|-----------------------|
| <b>CO1</b> | Recall the meaning of archaeology and trace out the purpose of Archaeology and its multi disciplinary relations. | <b>K1,K2,K3,K4,K5</b> |
| <b>CO2</b> | Classify different methods applied for archaeological examinations.  | <b>K1,K2,K3,K4</b>    |
| <b>CO3</b> | Identify the archaeological excavations in Megalithic, Chalcolithic, Bronze and Iron age cultures.               | <b>K1,K2,K3,K4,K5</b> |
| <b>CO4</b> | Trace out the major contributions of the British Archaeological excavations.                                     | <b>K1,K2,K3,K4</b>    |
| <b>CO5</b> | Analyse the importance of inscriptions and coins in the reconstruction of the past.                              | <b>K1,K2,K3,K4,K5</b> |

**K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate**

## Mapping of CO with PO

|            | P01      | P02      | P03      | P04      | P05      |
|------------|----------|----------|----------|----------|----------|
| <b>CO1</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>1</b> | <b>3</b> |
| <b>CO2</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>1</b> | <b>3</b> |
| <b>CO3</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>1</b> | <b>3</b> |
| <b>CO4</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>1</b> | <b>3</b> |
| <b>CO5</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>2</b> | <b>3</b> |

**1-Low**

**2-Medium**

**3-Strong**

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 2    | 3    | 1    | 3    |
| CO2 | 3    | 2    | 3    | 1    | 3    |
| CO3 | 3    | 2    | 3    | 1    | 3    |
| CO4 | 3    | 2    | 3    | 1    | 3    |
| CO5 | 3    | 3    | 3    | 2    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

18 Hours

Archaeology - Meaning - Importance – Archaeology as a Source of History – Kinds of Archaeology – Purpose of Archaeology – Archaeology its correlation with other Subjects – Functions of Archaeologists.

### UNIT II

16 Hours

Exploration – Methods of site Survey – Excavation – Kinds of Excavation – Pre- history: Palaeolithic culture in India – Mesolithic Age – Neolithic Culture.

### UNIT III

20 Hours

Proto – History: Megalithic Culture and Chalcolithic Culture in India – Excavations of Indus sites – Harappa, Mohanjadaro – Iron age Culture in India.

### UNIT IV

18 Hours

Ware cultures of India – Indian Pottery – Foreign Pottery Found in India – Archaeological Survey of India (A.S.I) – British Archaeologists – Alexander Cunningham – Robert Bruce Foote – James Burgess – Sir John Marshall – Mortimer Wheeler.

### UNIT V

18 Hours

Epigraphy - Meaning - Importance - Kinds of Inscriptions – Source for History – Numismatics – Meaning and importance – Numismatics as a source of History – Coins of the Mauryas, Kushanas, Guptas, Pallavas, Pandyas, Cholas and Vijayanagar rulers - Foreign Coins found in India.

## Text Books

T.V.Mahalingam, *Early South Indian Paleography*, Issue 1 of Madras University Archaeological Series, University of Madras, Madras, 1967.

C. Sivaramamoorthy, *Indian Epigraphy and South Indian Scripts*, Madras, 1957.

## Reference Books

- Ramaswamy Iyer Venkataraman, & N.Subramanian, *Tamil Epigraphy: A Survey, Volume 1 of the Tamils series*, Ennes Pblcation, 1980.
- C.Brown, *The Coins of India*, Oxford University Press, Calcutta, 1922.
- A.Cunningham, *Coins of Ancient India from Earliest Times to the 7<sup>th</sup> Century A.D.*
- A.L. Basham, *The Wonder that Was India*, Fontana Books in Association with Rupa & Co., Delhi, London, 1967.
- Colin Renfrew and Paul G. Bahn, *Archaeology: Theories, Methods and Practice*, Thames & Hudson, London, 2004.
- Dilip. K. Chakrabarti, *India: An Archaeological History Palaeolithic Beginnings to Early Historic Foundations*, Oxford University Press, New Delhi, 1999.
- K. Paddaya, *Theoretical Perspectives in Indian Archaeology – An historical view In Theory in Archaeology*, A World Perspective, (ed.) PeterJ. Ucko, Routledge, London, 1995.
- Surindranath Roy, *The Story of Indian Archaeology: 1784 - 1947*, New Delhi, 1961.
- Kathelen Kenyon, *Beginning Archaeology*, London, 1952
- K.S. Ramachanidran, *A Bibliography of South Indian Megalithic, The State Department of Archaeology*, Government of Tamil nadu, 1971.
- A. Aiyappan and S.T. Satyamurti, *Handbook A Museum Technique*, Madras, 1971.
- B.B. Lal, *Archaeology, Motilal Babarsidas*, Delhi, 1964.
- K.Rajan, *Archaeology: Principles and Methods*, Manoo Pathippakam, Thnajavur, 2002.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No. | Topic   | No. of Lectures | Content Delivery Methods |
|------------|---|-----------------|--------------------------|
| UNIT - I   |   |                 |                          |
| 1.1        | Archaeology   | 4               | Chalk & Talk             |
| 1.2        | Meaning - Importance – Archaeology as a Source of History | 4               | E-Resources              |
| 1.3        | Kinds of Archaeology – Purpose of Archaeology             | 4               | Discussion               |

|                   |  |           |              |
|-------------------|--|-----------|--------------|
| 1.4               | Archaeology its correlation with other Subjects  | 3         | E-Resources  |
| 1.5               | Functions of Archaeologists.   | 3         | Discussion   |
| <b>UNIT - II</b>  |  |           |              |
| 2.1               | Exploration – Methods of site Survey   | 4         | Discussion   |
| 2.2               | Excavation – Kinds of Excavation   | 4         | Chalk & Talk |
| 2.3               | Pre- history: Palaeolithic culture in India  | 4         | E-Resources  |
| 2.4               | Mesolithic Age – Neolithic Culture.  | 4         | Chalk & Talk |
| <b>UNIT - III</b> |  |           |              |
| 3.1               | Proto – History  | 4         | E-Resources  |
| 3.2               | Megalithic Culture   | 3         | Chalk & Talk |
| 3.3               | Chalcolithic Culture in India  | 4         | Discussion   |
| 3.4               | Excavations of Indus sites   | 3         | E-Resources  |
| 3.5               | Harappa, Mohanjadaro   | 4         | Chalk & Talk |
| 3.6               | Iron age Culture in India.   | 2         | Discussion   |
| <b>UNIT - IV</b>  |  |           |              |
| 4.1               | Ware cultures of India   | 3         | Discussion   |
| 4.2               | Indian Pottery – Foreign Pottery Found in India  | 4         | E-Resources  |
| 4.3               | Archaeological Survey of India (A.S.I)   | 3         | Chalk & Talk |
| 4.4               | British Archaeologists – Alexander Cunningham  | 3         | Discussion   |
| 4.5               | Robert Bruce Foote – James Burgess   | 3         | E-Resources  |
| 4.6               | Sir John Marshall – Mortimer Wheeler.  | 2         | Chalk & Talk |
| <b>UNIT - V</b>   |  |           |              |
| 5.1               | Epigraphy - Meaning - Importance - Kinds of Inscriptions                                 | 4         | E-Resources  |
| 5.2               | Source for History – Numismatics – Meaning and importance                                | 4         | Chalk & Talk |
| 5.3               | Numismatics as a source of History   | 3         | Discussion   |
| 5.4               | Coins of the Mauryas, Kushanas, Guptas, Pallavas, Pandyas, Cholas and Vijayanagar rulers | 4         | Chalk & Talk |
| 5.5               | Foreign Coins found in India.  | 3         | Discussion   |
| <b>Total</b>      |  | <b>90</b> |              |

**Course Designer**

**Dr. S. Varghese Jeyaraj**

Head & Associate Professor of History

| Course Code | Course Title                                     | Category | Total Hours | Credits |
|-------------|--|----------|-------------|---------|
| 20PHIC21    | State and Society in Tamil Nadu, 1565 -2000 A.D. | Core - V | 90          | 5       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         | ✓ |
| National         |   |
| Global           |   |

## Preamble

To enable the students to acquire knowledge about the Nayaks and Poligari System which explain the structure, social life, culture of the people. It helps to understand the British Administration and the rise of political parties and their administration.

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome   | Knowledge Level |
|-----|--|-----------------|
| CO1 | Trace the evolution of Nayaks and Poligars.  | K1,K2           |
| CO2 | Examine the Marathas administrations and theeconomic conditions of the people.       | K1,K2,K3,K4     |
| CO3 | Demonstrate the knowledge about the Nawabsand his Revenue system.                    | K1,K2,K3,K4     |
| CO4 | Compare the Zamindari and Ryotwari Systems.  | K1,K2           |
| CO5 | Understand the skills of various political leaders and chief ministers of Tamilnadu. | K1,K2,K3,K4,K5  |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

## Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 2   | 1   | 3   |
| CO2 | 3   | 3   | 2   | 1   | 3   |
| CO3 | 3   | 3   | 2   | 1   | 3   |
| CO4 | 3   | 3   | 2   | 1   | 3   |
| CO5 | 3   | 3   | 3   | 2   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 2    | 1    | 3    |
| CO2 | 3    | 3    | 2    | 1    | 3    |
| CO3 | 3    | 3    | 2    | 1    | 3    |
| CO4 | 3    | 3    | 2    | 1    | 3    |
| CO5 | 3    | 3    | 3    | 2    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

18 Hours

Nayaks of Madurai – Senji – Tanjore – Administration – Revenue System – Poligari System – Rights and duties of the Poligars – Revenue of the Poligars – Kaval System – Society under the Nayaks – Caste System – Status of Women – Economic Condition – Religious condition.

### UNIT II

18 Hours

Marathas of Tanjore – Administration – Revenue System – Army – Society under Marathas – Caste System – Status of Women – Economic and religious Condition – The Maravas of Ramnad and Sivaganga – Administration – Revenue System – Society – Caste System – Status of Women – Economic and Religious Condition – Spread of Christianity.

### UNIT III

14 Hours

Administration of the Nawabs – Revenue – Army – Judiciary – Village Administration – Society – Famines and Diseases – Caste System – Status of Women – Economic and Religious condition – Impact of Islam.

### UNIT IV

20 Hours

Madras Presidency under the British - Office of the Governor – Emergence and Development of Legislature – Western Education - Revenue System under the British – Zamindari System – Ryotwari System - Dyarchy – Administration of the Justice Party – Self Respect Movement – Development of Judiciary – Social Reforms of the British Rule – Economic and Religious Conditions.

### UNIT V

20 Hours

Tamil Nadu after Independence – Constitutional provisions for the administration – Congress rule – Administration of Rajaji – Administration of Kamaraj – Anti-Hindi agitation of 1965 – Rule of DMK – Administration of Annadurai – Karunanidhi – Rise of AIADMK to Power – Administration of M.G.R. – Administration of Jayalalitha – Communal Clashes in the Southern Districts – Economic Development - Education and Industrial Developments.

## **Text Books**

- K. Rajayan, *History of Madurai (1736 – 1801 A.D)*, Madurai, 1974.  
N. Subramanian, *Social and Cultural History of Tamil Nadu*, Sarvodaya Ilakiya Pannai, Madurai, 1982.

## **Reference Books**

- K. Rajayyan, *History of Tamil Nadu, 1562-1982*, Raj Publishers, Madurai, 1982.  
K. Rajayan, *Administration and Society in the Carnatic 1701-1801 A.D.*, Triupathi, 1966.  
K. Rajayan, *History of Tamil Nadu 1565 – 1982*, Raj Publication, Madurai, 1982.  
K. Rajayan, *British Diplomacy in Tanjore*, Rao and Ragavan Company, 1969.  
K. Rajayan, *Rise and Fall of the Poligars of Tamil Nadu*, University of Madras 1974.  
A. Krisnasamy Pillai, *Tamil Nadu under Vijayanager*, Annamalai Nagar, 1964.  
R. Sathianathier, *History of Nayaks of Madurai*, Oxford, 1924.  
R. Sathianathier, *Tamilaham in the 17<sup>th</sup> Century*, Madras 1956.  
Bishop Robert Cald well, *A History of Tinnavelley*, Asian Educational Society, Delhi, 1982.  
B.S. Baliga, *Studies in Madras Administration*, 2. Vols., Madras, 1960.  
Varghese Jeyaraj, S., *Socio-Economic History of Tamil Nadu, 1565-1967*, Uthamapalayam, 2017.  
K. Rajayan, *Tamilnadu- A Real History*, Retna Publication, Trivandram, 2005.  
K.K.Pillai, *Tamizhaha varalaru- Makkal Panpaadum*, Madras, 1972.  
K.K.Pillai, *Studies in the History of India with special reference to Tamilnadu*. Rathinam Press, Madurai, 1979.

## **Pedagogy**

Chalk & Talk, E-Resources, Group Discussion

## **Teaching aids**

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.        | Topic   | No. of Lectures | Content Delivery Methods |
|-------------------|---|-----------------|--------------------------|
| <b>UNIT - I</b>   |   |                 |                          |
| 1.1               | Nayaks of Madurai – Senji   | 2               | Chalk & Talk             |
| 1.2               | Tanjore – Administration – Revenue System                                       | 3               | E-Resources              |
| 1.3               | Poligari System – Rights and duties of the Poligars                             | 3               | Discussion               |
| 1.4               | Revenue of the Poligars - Kaval System  | 2               | Chalk & Talk             |
| 1.5               | Society under the Nayaks – Caste System   | 2               | E-Resources              |
| 1.6               | Status of Women   | 3               | Discussion               |
| 1.7               | Economic Condition – Religious condition.                                       | 3               | Chalk & Talk             |
| <b>UNIT - II</b>  |   |                 |                          |
| 2.1               | Marathas of Tanjore – Administration  | 2               | Discussion               |
| 2.2               | Revenue System – Army – Society under Marathas – Caste System – Status of Women | 4               | Chalk & Talk             |
| 2.3               | Economic and religious Condition – The Maravas of Ramnad and Sivaganga          | 4               | E-Resources              |
| 2.4               | Administration – Revenue System – Society – Caste System                        | 3               | Chalk & Talk             |
| 2.5               | Status of Women – Economic and Religious Condition                              | 3               | E-Resources              |
| 2.6               | Spread of Christianity.   | 2               | Discussion               |
| <b>UNIT - III</b> |   |                 |                          |
| 3.1               | Administration of the Nawabs  | 2               | E-Resources              |
| 3.2               | Revenue – Army – Judiciary  | 3               | Chalk & Talk             |
| 3.3               | Village Administration – Society  | 2               | Discussion               |
| 3.4               | Famines and Diseases – Caste System   | 2               | E-Resources              |
| 3.5               | Status of Women – Economic and Religious condition                              | 3               | Chalk & Talk             |
| 3.6               | Impact of Islam.  | 2               | Discussion               |
| <b>UNIT - IV</b>  |   |                 |                          |
| 4.1               | Madras Presidency under the British   | 2               | Discussion               |
| 4.2               | Office of the Governor – Emergence and Development of Legislature               | 3               | E-Resources              |



|                 |   |           |              |
|-----------------|---|-----------|--------------|
| 4.3             | Western Education - Revenue System under the British – Zamindari System                                   | 3         | Chalk & Talk |
| 4.4             | Ryotwari System - Dyarchy – Administration of the Justice Party   | 4         | Chalk & Talk |
| 4.5             | Self Respect Movement – Development of Judiciary  | 4         | Chalk & Talk |
| 4.6             | Social Reforms of the British Rule – Economic and Religious Conditions.                                   | 4         | Discussion   |
| <b>UNIT - V</b> |   |           |              |
| 5.1             | Tamil Nadu after Independence   | 3         | E-Resources  |
| 5.2             | Constitutional provisions for the administration – Congress rule  | 3         | Chalk & Talk |
| 5.3             | Administration of Rajaji – Administration of Kamaraj  | 3         | Discussion   |
| 5.4             | Anti-Hindi agitation of 1965 – Rule of DMK – Administration of Annadurai – Karunanidhi                    | 3         | Chalk & Talk |
| 5.5             | Rise of AIADMK to Power – Administration of M.G.R. – Administration of Jayalalitha                        | 4         | Discussion   |
| 5.6             | Communal Clashes in the Southern Districts – Economic Development - Education and Industrial Developments | 4         | E-Resources  |
| <b>Total</b>    |   | <b>90</b> |              |

**Course Designer**

**Dr. M. Peer Mohamed**

Associate Professor of History

| Course Code | Course Title  | Category  | Total Hours | Credits |
|-------------|---|-----------|-------------|---------|
| 20PHIC22    | Socio – Economic History of India, 1206 – 1900 A.D. | Core – VI | 90          | 5       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         | ✓ |
| Global           |   |

### Preamble

To enable the students to recognise the socio-economic developments during the medieval period under Sultanate, Vijayanagar, Mughals and European rule.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome   | Knowledge Level |
|-----|--|-----------------|
| CO1 | Analyse the transformation of Indian society and economy during the Delhi Sultanate and assess their contribution to art and architecture. | K1,K2,K3,K4     |
| CO2 | Assess the socio - economic changes under the Vijayanagar rulers and identify their contribution to art and architecture.                  | K1,K2           |
| CO3 | Evaluate the society under the Mughals and compare the development of agriculture, trade and commerce.                                     | K1,K2,K3,K4     |
| CO4 | Explain the social condition under the British rule and evaluate the deindustrialisation and commercialisation of agriculture.             | K1,K2,K3,K4,K5  |
| CO5 | Discuss the rise of socio-religious reform movements in India.   | K1,K2           |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 2   | 3   | 1   | 3   |
| CO2 | 3   | 2   | 3   | 1   | 3   |
| CO3 | 3   | 2   | 3   | 1   | 3   |
| CO4 | 3   | 2   | 3   | 1   | 3   |
| CO5 | 3   | 3   | 3   | 2   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 1    | 3    | 2    | 3    |
| CO2 | 3    | 1    | 3    | 2    | 3    |
| CO3 | 3    | 1    | 3    | 2    | 3    |
| CO4 | 3    | 1    | 3    | 2    | 3    |
| CO5 | 3    | 2    | 3    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

20 Hours

Society under the Sultanate - Transformation of Indian Society – Social Stratification and Caste System – Muslim Aristocracy – Social Conflict – Position of Women – Development of Muslim Education – Social Customs and Manners – Social Evils – Untouchability – Slavery – Art and Architecture – Religion - Economy under the Sultanate: Agriculture – Industries – Iqtadari System – Taxation and Revenue Policies of the Sultans – Market Regulations of Alauddin Khilji.

### UNIT II

20 Hours

Society under the Vijayanagar Empire - Caste System – Status of Women – customs and manners – custodian of the Hindu Culture – Art and Architecture – Education – Literature – Religion -Economy under the Vijayanagar Empire: Feudal Economy – Industries – Internal and External trade – professional and Merchant Guilds.

### UNIT III

16 Hours

Society under the Mughals: Social Co-existence – Mughal nobility – Marriages beyond religions and castes – Caste system – Social Evils – Education – Madrasas and other Institutions – Religion – Art and Architecture - Economy under the Mughals: Village Economy – Ryotwari System – Industries – stone and brick industries – Leather Industries – Textile Industries – Sugar Industries – Handicrafts.

### UNIT IV

19 Hours

Society under the Company's Regime: Social life in India – Social Evils – Social Legislations – Western Education – Christian Missions – Macaulay's – Minute – Downward Filtration Theory – Wood's Dispatch - Economy under the Company's Regime: Trade Settlements – Inequality on Trade – De-industrialization – Drain of Wealth – Commercialization of Indian Agriculture – Rise of Indian Capitalist Class – Economic setback of the Indians.

## UNIT V

15 Hours

Socio – Religious Reform Movements – Jyothi bai Phule - Brahma Samaj – Prarthana Samaj – Wahabi Movement – Aligarh Movement – Sikh Movement – Arya Samaj – Ramakrishna Mission – Bhakti Movement – Sufism – Christianity.

### Text Books

B.L.Grover and Alka Mehta, *A New Look at Modern Indian History, From 1707 to the Modern Times*, S.Chand and Company, New Delhi, 2018.

Mahajan, V.D., *Modern Indian History*, S. Chand Limited, Delhi, 1995.

Mahajan. V.D., *History of Medieval India (Sultanate Period, Mughal Period)*, S.Chand Limited, Delhi, 2007.

IGNOU, *M.A. History Study Materials*

### Reference Books

Majumdar, R. C., Kalikinkar Datta, and Hemchandra C. R, *An advanced history of India*, Mcmillan &Co., 1967.

Irfan Habib, *The Agrarian System of Mughal India 1556-1707*, Oxford university Press, New Delhi, 2001.

Tapan Raychaudhuri and Irfan Habib eds. *The Cambridge Economic History of India, Vol.1, C. 1200-1750*, Cambridge University Press, Cambridge, 1982.

Muhammad Habib and Nizami K.A., *A Comprehensive History of India*, 5.Vols., Peoples Publishing House, Delhi, 1970.

Satish Chandra, *Medieval India*, 2. Parts, Har-Anand Publications, New Delhi, 2006.

Chitnis K.N., *Socio-Economic History of Medieval India*, Asiatic Publishers, 2009.

Tirthankar Roy, *An Economic History of Early Modern India*, Routledge, New York, 2013.

Jayapalan. N., *Economic History of India: Ancient to Present Day*, Atlantic Publishers, New Delhi, 2008.

Ravinder Kumar, *Essays in the Social History*, O.U.P, New Delhi, 1983

Shekhar Bandyopadhyay, *From Plassey to Partition, A History of Modern India*, Orient Longman, New Delhi, 2006.

### Pedagogy

Chalk & Talk, E-Resources, Group Discussion

### Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.        | Topic   | No. of Lectures | Content Delivery Methods |
|-------------------|---|-----------------|--------------------------|
| <b>UNIT - I</b>   |   |                 |                          |
| 1.1               | Society under the Sultanate - Transformation of Indian Society – Social Stratification and Caste System             | 4               | Chalk & Talk             |
| 1.2               | Muslim Aristocracy – Social Conflict – Position of Women – Development of Muslim Education                          | 4               | E-Resources              |
| 1.3               | Social Customs and Manners – Social Evils – Untouchability – Slavery – Art and Architecture – Religion              | 4               | Discussion               |
| 1.4               | Economy under the Sultanate: Agriculture – Industries – Iqtadari System   | 4               | E-Resources              |
| 1.5               | Taxation and Revenue Policies of the Sultans – Market Regulations of Alauddin Khilji.                               | 4               | Discussion               |
| <b>UNIT - II</b>  |   |                 |                          |
| 2.1               | Society under the Vijayanagar Empire - Caste System   | 4               | Discussion               |
| 2.2               | Status of Women – customs and manners – custodian of the Hindu Culture  | 4               | Chalk & Talk             |
| 2.3               | Art and Architecture – Education – Literature – Religion  | 4               | E-Resources              |
| 2.4               | Economy under the Vijayanagar Empire: Feudal Economy  | 4               | Discussion               |
| 2.5               | Industries – Internal and External trade – professional and Merchant Guilds.  | 4               | Chalk & Talk             |
| <b>UNIT - III</b> |   |                 |                          |
| 3.1               | Society under the Mughals: Social Co-existence – Mughal nobility Marriages beyond religions and castes              | 4               | E-Resources              |
| 3.2               | Caste system – Social Evils – Education – Madrasas and other Institutions   | 4               | Chalk & Talk             |
| 3.3               | Religion – Art and Architecture - Economy under the Mughals: Village Economy – Ryotwari System                      | 4               | Discussion               |
| 3.4               | Industries – stone and brick industries – Leather Industries – Textile Industries – Sugar Industries – Handicrafts. | 4               | Chalk & Talk             |

| UNIT - IV    |  |           |              |
|--------------|--|-----------|--------------|
| 4.1          | Society under the Company's Regime:<br>Social life in India – Social Evils   | 4         | Discussion   |
| 4.2          | Social Legislations – Western Education –<br>Christian Missions – Macaulay's – Minute<br>– Downward Filtration Theory – Wood's<br>Dispatch | 4         | E-Resources  |
| 4.3          | Economy under the Company's Regime:<br>Trade Settlements – Inequality on Trade –<br>De-industrialization                                   | 4         | Chalk & Talk |
| 4.4          | Drain of Wealth – Commercialization of<br>Indian Agriculture   | 4         | E-Resources  |
| 4.5          | Rise of Indian Capitalist Class – Economic<br>setback of the Indians.  | 3         | Chalk & Talk |
| UNIT - V     |  |           |              |
| 5.1          | Socio – Religious Reform Movements   | 3         | E-Resources  |
| 5.2          | Jyothi bai Phule - Brahma Samaj –<br>PrarthanaSamaj  | 3         | Chalk & Talk |
| 5.3          | Wahabi Movement – Aligarh Movement   | 3         | Discussion   |
| 5.4          | Sikh Movement – Arya Samaj   | 3         | Chalk & Talk |
| 5.5          | Ramakrishna Mission – Bhakti Movement<br>– Sufism – Christianity.  | 3         | Discussion   |
| <b>Total</b> |  | <b>90</b> |              |

### Course Designer

**Mr. C.P. Muhammed Kabeer**

Assistant Professor of History

| Course Code | Course Title                                 | Category   | Total Hours | Credits |
|-------------|--|------------|-------------|---------|
| 20PHIC23    | General Studies for Competitive Examinations | Core - VII | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        |   |
| Skill Oriented            |   |
| Employability Oriented    | ✓ |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

## Preamble

To enable the students to acquire knowledge on the Indian Polity, Economy, Geography, Science and current affairs.

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No.        | Course Outcome   | Knowledge Level       |
|------------|--|-----------------------|
| <b>CO1</b> | Trace the knowledge about Solar System and Indian Geography. | <b>K1,K2</b>          |
| <b>CO2</b> | Bringout the importance of Indian Economy.                   | <b>K1,K2,K3,K4,K5</b> |
| <b>CO3</b> | Recall the scientific developments in recent times.          | <b>K1,K2,K3,K4,K5</b> |
| <b>CO4</b> | Examine the importance of Indian Polity.                     | <b>K1,K2</b>          |
| <b>CO5</b> | Analyse the importance of various organisations.             | <b>K1,K2,K3,K4</b>    |

**K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate**

## Mapping of CO with PO

|            | P01      | P02      | P03      | P04      | P05      |
|------------|----------|----------|----------|----------|----------|
| <b>CO1</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>3</b> | <b>3</b> |
| <b>CO2</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>3</b> | <b>3</b> |
| <b>CO3</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>3</b> | <b>3</b> |
| <b>CO4</b> | <b>3</b> | <b>2</b> | <b>2</b> | <b>3</b> | <b>3</b> |
| <b>CO5</b> | <b>3</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>3</b> |

**1-Low**

**2-Medium**

**3-Strong**

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 1    | 2    | 3    |
| CO2 | 3    | 3    | 1    | 2    | 3    |
| CO3 | 3    | 3    | 1    | 2    | 3    |
| CO4 | 3    | 3    | 1    | 2    | 3    |
| CO5 | 3    | 3    | 2    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

24 Hours

Geography – Solar System – The Earth – Dimension of Earth – Earth's Motions – Earth's Atmosphere – Economic Geography of the Earth - India: Minerals of India Crops in India – Types of Soils – Types of Forests – Monsoon Pattern – Mountain Ranges - National Highways – Airports – Ports – Indian Rivers – National Wildlife.

### UNIT II

17 Hours

Indian Economy: Planning in India – Planning Commission (NITI AYOJ) - Objectives – Merits – Role of National Development Council – New Economic Policy –Industrial India.

### UNIT III

12 Hours

Everyday Science – Hygiene and Physiology – Biology – Space Research in India -Green Revolution – Atomic Research in India.

### UNIT IV

15 Hours

Indian Polity – Indian Constitution – Sources – Salient Features – Fundamental Rights – Fundamental Duties – The President – Vice - President – Union Cabinet – The Prime Minister – The Parliament – The Supreme Court – Electoral System – The Governor of the State – The Chief Minister of the State.

### UNIT V

22 Hours

Present - day India and World – Indian States – Census – Flag – Emblems – Indian Defense – National Laboratories – River Valley projects – Arts and Music – Railways – Awards in India and World – Sports and major events in India and World – Who is Who - Literature – UNO (United Nations Organization).

## Text Books

***General Studies Manual***, Tata McGraw Hill, New Delhi, 2012.



## Reference Books

**General Studies**, V & S Publishers, New Delhi, 2015.

**General Studies Manual**, Spectrum, New Delhi, 2019.

**General Science**, Disha Publishers, New Delhi, 2015.

**Manorama Year book, 2015-2020**, Manorama Publishing House, Kottayam.

**India, India A Comprehensive Geography**, D.R. Khullar Books, New Delhi, 2019.

Datta & Sundaram, **Indian Economy**, S. Chand Publication, New Delhi, 2008.

Edgar Thorpe and Showick Thorpe, **The Pearson General Studies Manual**, Pearson, New Delhi, 2009.

M. Laxmikanth, **Indian Polity**, McGraw Hill Education, Chennai, 2017.

Madhur M. Mahajan, **Indian Economy**, Pearson, Noida, 2019.

**Indian Polity and Governance**, Pratiyogita Darpan, Agra, 2018.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.       | Topic   | No. of Lectures | Content Delivery Methods |
|------------------|---|-----------------|--------------------------|
| <b>UNIT - I</b>  |   |                 |                          |
| 1.1              | Geography – Solar System  | 3               | Chalk & Talk             |
| 1.2              | The Earth – Dimension of Earth – Earth's Motions                          | 3               | E-Resources              |
| 1.3              | Earth's Atmosphere  | 3               | Discussion               |
| 1.4              | Economic Geography of the Earth   | 3               | Chalk & Talk             |
| 1.5              | Minerals of India - Crops in India  | 3               | E-Resources              |
| 1.6              | Types of Soils – Types of Forests   | 3               | Discussion               |
| 1.7              | Monsoon Pattern – Mountain Ranges   | 3               | E-Resources              |
| 1.8              | National Highways – Airports – Ports – Indian Rivers – National Wildlife. | 3               | Discussion               |
| <b>UNIT - II</b> |   |                 |                          |
| 2.1              | Indian Economy  | 2               | Discussion               |
| 2.2              | Planning in India   | 2               | Chalk & Talk             |
| 2.3              | Planning Commission (NITI AYOOG)  | 3               | E-Resources              |
| 2.4              | Objectives of Economic Planning   | 2               | Discussion               |
| 2.5              | Merits of Economic Planning   | 2               | Chalk & Talk             |
| 2.6              | Role of National Development Council                                      | 2               | E-Resources              |

|                   |  |           |              |
|-------------------|--|-----------|--------------|
| 2.7               | New Economic Policy  | 2         | Discussion   |
| 2.8               | Industrial India.  | 2         | Chalk & Talk |
| <b>UNIT - III</b> |  |           |              |
| 3.1               | Everyday Science   | 2         | E-Resources  |
| 3.2               | Hygiene and Physiology   | 2         | Chalk & Talk |
| 3.3               | Biology  | 2         | Discussion   |
| 3.4               | Space Research in India  | 2         | E-Resources  |
| 3.5               | Green Revolution   | 2         | Chalk & Talk |
| 3.6               | Atomic Research in India.  | 2         | Discussion   |
| <b>UNIT - IV</b>  |  |           |              |
| 4.1               | Indian Polity – Indian Constitution – Sources                          | 2         | Discussion   |
| 4.2               | Salient Features   | 2         | E-Resources  |
| 4.3               | Fundamental Rights – Fundamental Duties                                | 2         | Chalk & Talk |
| 4.4               | The President – Vice - President – Union Cabinet – The Prime Minister  | 3         | Discussion   |
| 4.5               | The Parliament – The Supreme Court                                     | 2         | E-Resources  |
| 4.6               | Electoral System – The Governor of the State                           | 2         | Chalk & Talk |
| 4.7               | The Chief Minister of the State.                                       | 2         | Discussion   |
| <b>UNIT - V</b>   |  |           |              |
| 5.1               | Present - day India and World  | 2         | E-Resources  |
| 5.2               | Indian States  | 2         | Chalk & Talk |
| 5.3               | Census – Flag – Emblems  | 3         | Discussion   |
| 5.4               | Indian Defence – National Laboratories                                 | 3         | E-Resources  |
| 5.5               | River Valley projects  | 3         | Chalk & Talk |
| 5.6               | Arts and Music – Railways  | 3         | Discussion   |
| 5.7               | Awards in India and World – Sports and major events in India and World | 3         | Chalk & Talk |
| 5.8               | Who is Who - Literature – UNO (United Nations Organization).           | 3         | Discussion   |
| <b>Total</b>      |  | <b>90</b> |              |

**Course Designer**

**Mr. S. Shack Abdullah**

Assistant Professor of History

| Course Code | Course Title                            | Category    | Total Hours | Credits |
|-------------|---|-------------|-------------|---------|
| 20PHIC24    | History of the USA,<br>1865 – 1945 A.D. | Core - VIII | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

## Preamble

To enable the students to acquire the knowledge on the history of the USA after civil war and evaluate the growth of America as a super power.

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome  | Knowledge Level |
|-----|---|-----------------|
| CO1 | Analyse the impact of civil war and the economic transformation of USA as a super- power.             | K1,K2,K3,K4,K5  |
| CO2 | Examine the evolution of American policy during the period of Theodore Roosevelt.                     | K1,K2           |
| CO3 | Estimate the role of the USA in the First World War and Woodrow Wilson.                               | K1,K2,K3,K4     |
| CO4 | Evaluate the role of America in the Second World War and the administration of Franklin D. Roosevelt. | K1,K2           |
| CO5 | Explain the role of USA in the peace keeping efforts and the formation of U.N.O.                      | K1,K2,K3,K4,K5  |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

## Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 2   | 1   | 3   |
| CO2 | 3   | 3   | 2   | 1   | 3   |
| CO3 | 3   | 3   | 2   | 1   | 3   |
| CO4 | 3   | 3   | 2   | 1   | 3   |
| CO5 | 3   | 3   | 3   | 2   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 2    | 3    | 3    | 1    |
| CO2 | 3    | 2    | 3    | 3    | 1    |
| CO3 | 3    | 2    | 3    | 3    | 1    |
| CO4 | 3    | 2    | 3    | 3    | 1    |
| CO5 | 3    | 3    | 3    | 3    | 2    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

22 Hours

Civil War – Causes - Course - Results – Abraham Lincoln – Reconstruction - Problems of Reconstruction – Plans of Reconstruction – Plans of President – Plan of the Congress – Ku Klux Klan – Failure of Reconstruction – Estimate - Economic Development : Industrial Development – Effect of Industrial Growth – Rise of Trusts – Impact – Anti – Sherman Trust – Results – Labour Movement – Agricultural Development – Populist Party.

### UNIT II

15 Hours

Rise of Imperialism - Territorial Expansion – Spanish American War of 1898 – Pan - Americanism – Open Door Policy - Theodore Roosevelt - Life Sketch – Internal Policy – Square Deal – Social Welfare - Labour Welfare Measures – Foreign Policy and Big Stick Diplomacy – Panama Canal – Corollary – Relations with the East.

### UNIT III

13 Hours

U.S.A., and the First World War - Circumstances that led the USA to the War – Its Role – Woodrow Wilson's Administration – New Independence – Fourteen Points – Paris Peace Conference - Dollar Diplomacy.

### UNIT IV

22 Hours

Franklin D. Roosevelt: Life Sketch – Internal Policy – Hundred Days – Foreign Policy – Good Neighbourly Policy - The USA in the Second World War - Circumstances that led to the War – Pearl Harbour Attack - Impact - The Fall of the Axis Powers - The U.S. Attack on Hiroshima and Nagasaki - The Aftermath of the War.

### UNIT V

18 Hours

Quest for Peace – Peace efforts during the World War II – San Francisco Conference - The role of the USA in founding of the UNO – Policy towards the Far-East – The Policy of Neutrality - Movements for Civil Rights -- Movement for Women's Franchise; Problems of Equality of the Blacks - Acts of Segregation - Various Acts passed by the Congress - Martin Luther King.

## Text Books

Majumdar A.K and Srivastava A.N. *History of the United States of America from 1845 to Present Day*, SBD Publishers, Delhi, 2007.

Rajayyan, K., *A History of the United States*, Madurai Publishing House, Madurai, 1978.

Subramanian N, *A History of the USA*, Ennes Publications, Udumelpet, 1995.

## Reference Books

Robert V. Remini, *A Short History of the United States: From the Arrival of Native American Tribes to the Obama Presidency*, Happer Collins, New York, 2008.

Emma Willard, *History of the United States or Republic of America*, White, Gallaher & White, New York, 1828.

Hill C.P., *A History of the United States*, Edward Arnold, London, 1964.

Henry Parker, *The United States of America, A History*, Alfred A. Knope, New York, 1953.

Woodrow Wilson, *A History of American People*, 5. Vols., Haper and Brothers Publishers, 1902.

Birdsall S. Viault, *American History since 1865*, McGraw - Hill, New York, 1989.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.      | Topic   | No. of Lectures | Content Delivery Methods |
|-----------------|---|-----------------|--------------------------|
| <b>UNIT - I</b> |   |                 |                          |
| 1.1             | Civil War – Causes - Course - Results   | 4               | Chalk & Talk             |
| 1.2             | Abraham Lincoln – Reconstruction - Problems of Reconstruction – Plans of Reconstruction – Plans of President – Plan of the Congress | 4               | E-Resources              |
| 1.3             | Ku Klux Klan – Failure of Reconstruction – Estimate - Economic Development  | 4               | Discussion               |
| 1.4             | Industrial Development – Effect of Industrial Growth  | 4               | Chalk & Talk             |

|                   |   |   |              |
|-------------------|---|---|--------------|
| 1.5               | Rise of Trusts – Impact – Anti – Sherman Trust – Results                  | 3 | E-Resources  |
| 1.6               | Labour Movement – Agricultural Development – Populist Party.              | 3 | Discussion   |
| <b>UNIT - II</b>  |   |   |              |
| 2.1               | Rise of Imperialism - Territorial Expansion                               | 2 | Discussion   |
| 2.2               | Spanish American War of 1898 – Pan - Americanism                          | 3 | Chalk & Talk |
| 2.3               | Open Door Policy - Theodore Roosevelt - Life Sketch                       | 3 | E-Resources  |
| 2.4               | Internal Policy – Square Deal – Social Welfare - Labour Welfare Measures  | 3 | Discussion   |
| 2.5               | Foreign Policy and Big Stick Diplomacy                                    | 2 | Chalk & Talk |
| 2.6               | Panama Canal – Corollary – Relations with the East.                       | 2 | E-Resources  |
| <b>UNIT - III</b> |   |   |              |
| 3.1               | U.S.A., and the First World War   | 3 | E-Resources  |
| 3.2               | Circumstances that led the USA to the War – Its Role                      | 3 | Chalk & Talk |
| 3.3               | Woodrow Wilson’s Administration   | 2 | Discussion   |
| 3.4               | New Independence – Fourteen Points  | 2 | E-Resources  |
| 3.5               | Paris PeaceConference - Dollar Diplomacy.                                 | 3 | Chalk & Talk |
| <b>UNIT - IV</b>  |   |   |              |
| 4.1               | Franklin D. Roosevelt: Life Sketch  | 3 | Discussion   |
| 4.2               | Internal Policy – Hundred Days – Foreign Policy – Good Neighbourly Policy | 4 | E-Resources  |
| 4.3               | The USA in the Second World War - Circumstances that led to the War       | 4 | Chalk & Talk |
| 4.4               | Pearl Harbour Attack - Impact - The Fall of the Axis Powers               | 4 | Discussion   |
| 4.5               | The U.S. Attack on Hiroshima and Nagasaki                                 | 4 | E-Resources  |
| 4.6               | The Aftermath of the War.   | 3 | Chalk & Talk |

| <b>UNIT - V</b> |   |           |              |
|-----------------|---|-----------|--------------|
| 5.1             | Quest for Peace – Peace efforts during the World War II   | 3         | E-Resources  |
| 5.2             | San Francisco Conference - The role of the USA in founding of the UNO                           | 3         | Chalk & Talk |
| 5.3             | Policy towards the Far-East – The Policy of Neutrality  | 3         | Discussion   |
| 5.4             | Movements for Civil Rights - Movement for Women's Franchise; Problems of Equality of the Blacks | 4         | Chalk & Talk |
| 5.5             | Acts of Segregation - Various Acts passed by the Congress                                       | 3         | Discussion   |
| 5.6             | Martin Luther King.   | 2         | E-Resources  |
| <b>Total</b>    |   | <b>90</b> |              |

**Course Designer**

**Ms. K.C. Raihanth**

Assistant Professor of History

| Course Code | Course Title          | Category      | Total Hours | Credits |
|-------------|-----------------------|---------------|-------------|---------|
| 20PHIE21    | Public Administration | Elective - II | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        |   |
| Skill Oriented            |   |
| Employability Oriented    | ✓ |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

## Preamble

To analyse the importance of public administration which enables the students to understand the day to day affairs of the governments and different aspects of public administration.

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No.        | Course Outcome  | Knowledge Level       |
|------------|---|-----------------------|
| <b>CO1</b> | Evaluate the meaning of public administration and its importance in the public and private sectors. | <b>K1,K2</b>          |
| <b>CO2</b> | Analyse the various steps of personnel administration and Employer and Employee relations.          | <b>K1,K2,K3,K4</b>    |
| <b>CO3</b> | Explain the nature and status of civil services and other Examinations.                             | <b>K1,K2,K3,K4,K5</b> |
| <b>CO4</b> | Assess the Law enforcing Agencies/organisations   | <b>K1,K2</b>          |
| <b>CO5</b> | Define the structure of the Union and State Governments.  | <b>K1,K2,K3,K4</b>    |

**K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate**

## Mapping of CO with PO

|            | P01      | P02      | P03      | P04      | P05      |
|------------|----------|----------|----------|----------|----------|
| <b>CO1</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>3</b> | <b>3</b> |
| <b>CO2</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>3</b> | <b>3</b> |
| <b>CO3</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>3</b> | <b>3</b> |
| <b>CO4</b> | <b>3</b> | <b>2</b> | <b>3</b> | <b>3</b> | <b>3</b> |
| <b>CO5</b> | <b>3</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>3</b> |

**1-Low**

**2-Medium**

**3-Strong**



## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 1    | 3    | 2    | 3    | 3    |
| CO2 | 1    | 3    | 2    | 3    | 3    |
| CO3 | 2    | 3    | 1    | 3    | 3    |
| CO4 | 2    | 3    | 1    | 3    | 3    |
| CO5 | 3    | 3    | 2    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

18 Hours

Introduction - Meaning, origin – Definitions – Scope – POSDCORB System - Significance and nature of public Administration – Similarities and differences between Public and Private Administration.

### UNIT II

20 Hours

Personnel Administration - Aims of Personnel Administration – Recruitment – Training – Training centres for civil services in India – Career development – Position – Classification – Discipline – Performance – Promotion – Pass and Service Conditions – Employer – Employee relations – Grievance Redressal Mechanism - Code of Conduct.

### UNIT III

20 Hours

Public Services - Meaning of Bureaucracy - Civil Services in India – Union Public Service Commission (UPSC) - Staff Selection Commission (SSC) - Railway Recruitment Board (RRB) - Institute of Banking Personnel Selection (IBPS) - Tamilnadu Public Service Commission (TNPSC) - Teachers Recruitment Board of Tamilnadu (TRB)

### UNIT IV

16 Hours

Administration Of Law And Order - Central Army – Navy – Air force – Para Military Forces – CRPF- BSF – RPF – CISF – ITBP – NSG – IB – RAW – NIA- CBI – States Agencies – State Police – CBCID – Corruption in Administration.

### UNIT V

16 Hours

Union And State Administration - The President – Union Cabinet - The Prime Minister – Indian Parliament - Governor – Council of Ministers – Chief Minister - State Legislative - District Collector.

## Text Books

Ramesh K. Arora and Rajni Goyal, ***Indian Public Administration***, Institutes and Issues, Wishwa Prakashan, New Delhi, 2005.

Siuli Sarkar, ***Public Administration in India***, PHI Learning, Delhi, 2018.

## Reference Books

Chakrabarty, B. and Prakash Chand, *Indian Administration: Evolution and Practice*, Sage Publication, 2019.

Maheshwari, S.R., *Indian Administration*, Orient Longman, Chennai, 2004.

Maheshwari, S.R., *Local Administration*, Orient Longman, Delhi, 1971.

Hoshir Sing and Pankaj Sing, *Indian Administration*, Pearson, Delhi

Jayapalan N., *Indian Administration*, 2. Vols., Atlantic Publishers, New Delhi, 2001.

Shukla J.D., *State and District Administration in India*, National Publishing House, New Delhi, 1976.

Chaturvedi, T.N., *Development of Administration*, Indian Institute of Public Administration, New Delhi, 1954.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.       | Topic   | No. of Lectures | Content Delivery Methods |
|------------------|---|-----------------|--------------------------|
| <b>UNIT - I</b>  |   |                 |                          |
| 1.1              | Introduction - Meaning  | 3               | Chalk & Talk             |
| 1.2              | Origin  | 2               | E-Resources              |
| 1.3              | Definitions   | 2               | Discussion               |
| 1.4              | Scope   | 3               | E-Resources              |
| 1.5              | POSDCORB System - Significance and nature of public Administration      | 4               | Discussion               |
| 1.6              | Similarities and differences between Public and Private Administration. | 4               | Chalk & Talk             |
| <b>UNIT - II</b> |   |                 |                          |
| 2.1              | Personnel Administration - Aims of Personnel Administration             | 4               | Discussion               |
| 2.2              | Recruitment – Training – Training centres for civil services in India   | 4               | Chalk & Talk             |
| 2.3              | Career development – Position – Classification – Discipline             | 4               | E-Resources              |

|                   |   |           |              |
|-------------------|---|-----------|--------------|
| 2.4               | Performance – Promotion – Pass and Service Conditions                                       | 3         | Discussion   |
| 2.5               | Employer – Employee relations   | 3         | Chalk & Talk |
| 2.6               | Grievance Redressal Mechanism - Code of Conduct.  | 2         | E-Resources  |
| <b>UNIT - III</b> |   |           |              |
| 3.1               | Public Services - Meaning of Bureaucracy  | 3         | E-Resources  |
| 3.2               | Civil Services in India   | 4         | Chalk & Talk |
| 3.3               | Union Public Service Commission (UPSC)  | 4         | Discussion   |
| 3.4               | Staff Selection Commission (SSC)  | 3         | Discussion   |
| 3.5               | Railway Recruitment Board (RRB) - Institute of Banking Personnel Selection (IBPS)           | 3         | Chalk & Talk |
| 3.6               | Tamilnadu Public Service Commission (TNPSC) - Teachers Recruitment Board of Tamilnadu (TRB) | 3         | E-Resources  |
| <b>UNIT - IV</b>  |   |           |              |
| 4.1               | Administration Of Law And Order   | 2         | Discussion   |
| 4.2               | Central Army – Navy – Air force   | 2         | E-Resources  |
| 4.3               | Para Military Forces – CRPF- BSF – RPF  | 3         | Chalk & Talk |
| 4.4               | CISF – ITBP – NSG – IB – RAW – NIA- CBI   | 3         | E-Resources  |
| 4.5               | States Agencies – State Police  | 3         | Chalk & Talk |
| 4.6               | CBCID – Corruption in Administration.   | 3         | Discussion   |
| <b>UNIT - V</b>   |   |           |              |
| 5.1               | Union And State Administration  | 3         | E-Resources  |
| 5.2               | The President – Union Cabinet   | 3         | Chalk & Talk |
| 5.3               | The Prime Minister – Indian Parliament  | 3         | Discussion   |
| 5.4               | Governor – Council of Ministers   | 3         | E-Resources  |
| 5.5               | Chief Minister – State Legislative - District Collector.                                    | 4         | Discussion   |
| <b>Total</b>      |   | <b>90</b> |              |

### Course Designer

**Mr. A. Aboobacker Siddiq**

Assistant Professor of History

| Course Code | Course Title                           | Category      | Total Hours | Credits |
|-------------|--|---------------|-------------|---------|
| 20PHIE22    | History of Indian Art and Architecture | Elective – II | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            | ✓ |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         | ✓ |
| Global           |   |

### Preamble

To enable the students to understand the basic history of Indian Art and Architecture and explain the contributions made by the Indian rulers for the cultural development.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome  | Knowledge Level |
|-----|---|-----------------|
| CO1 | Explain the different sources for the study of Art and Architecture.                                    | K1,K2           |
| CO2 | Analyse the emergence of different schools of Art during Post Mauryan Period.                           | K1,K2,K3,K4,K5  |
| CO3 | Evaluate the development of Art and Architecture during Early Medieval Period.                          | K1,K2,K3,K4     |
| CO4 | Discuss the evolution of different forms of Art and Architecture in Deccan under the various dynasties. | K1,K2,K3,K4,K5  |
| CO5 | Identify the structural temple Architecture of Pallavas and Vijayanagar Rulers.                         | K1,K2           |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 2   | 1   | 3   | 3   |
| CO2 | 3   | 2   | 1   | 3   | 3   |
| CO3 | 3   | 2   | 1   | 3   | 3   |
| CO4 | 3   | 2   | 1   | 3   | 3   |
| CO5 | 3   | 3   | 2   | 3   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 2    | 1    | 3    |
| CO2 | 3    | 3    | 2    | 1    | 3    |
| CO3 | 3    | 3    | 2    | 1    | 3    |
| CO4 | 3    | 3    | 2    | 1    | 3    |
| CO5 | 3    | 3    | 3    | 2    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

18 Hours

Sources for the study of art and architecture- Silpasastras – Agamas – inscriptions – coins – Early Indian art – Harappan architecture – sculpture – paintings – bronzes – seals – Mauryan architecture – caves – stupas pillars – sculpture.

### UNIT II

20 Hours

Architecture and art of the Sungas – Kanvas – Satavahanas – Kushanas, Vakatakas – Guptas (Architecture, sculpture, paintings)- Gandhara – Mathura – Amaravathi schools. Ajantha paintings.

### UNIT III

20 Hours

Art of the Palas – Senas – Chandelas – Architecture – Sculpture – Paintings – Terracotta art – bronzes.

### UNIT IV

16 Hours

Chalukyan art – Badami – Pattadakal – Aihole – Rashtrakutas art – Ellora – Elephanta – Pallava -Art – Architecture – caves – monolithic rathas – Structural temples – Chola art and architecture – South Indian Bronzes – temples at Thanjavur – Gangaikonda cholapuram – Darasuram – Tirubhuvanam.

### UNIT V

16 Hours

Art and architecture of the Pandyas – cave temples – monolithic temples – structural temples – Hoysala art – Halebed – Vijayanagar and Nayak period – Hambli – Madurai – Srivilliputtur

## Text Books

Srinivasan, K.R, *Temples of South India*, National Book Trust; Fourth edition, Manipur, 2010.

## Reference Books

Percy Brown, *Indian Architecture, Buddhist and Hindu*, CBS Publications, New Delhi, 2016.

Sivaramamurti.C, *Indian Paintings*, Publication Division, New Delhi, 1994.

Vidya Dehejia, *Chola: Sacred Bronzed of Southern India*, Royal Academy Books Publication, London, 2007.

Syed Ali Nadeem Rezavi, *Medieval Indian Architecture: Its History & Evolution*, Indian History Congress, 73<sup>rd</sup> Session, Mumbai, 2012.

Edith Tomory, *History of Fine Arts in India & the West (CC)*, Orient Black Swan Publications, Hyderabad, 1989.

Ananaya Gandotra, *Indian Temple Architecture: Analysis of Plans, Elevations and Roof Forms*, Shubhi Publications, New Delhi, 2008.

George Michell, *The Great Temple at Thanjavur: One Thousand Years, 1010-2010*, Marg Publications, Mumbai, 2017.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.       | Topic   | No. of Lectures | Content Delivery Methods |
|------------------|---|-----------------|--------------------------|
| <b>UNIT - I</b>  |   |                 |                          |
| 1.1              | Sources for the study of art and architecture                 | 3               | Chalk & Talk             |
| 1.2              | Silpasastras - Agamas- inspections – coins – Early Indian art | 2               | E-Resources              |
| 1.3              | Harappan Architecture   | 2               | Discussion               |
| 1.4              | Sculpture – paintings   | 3               | Chalk & Talk             |
| 1.5              | Bronzes-seals- Mauryan architecture                           | 4               | E-Resources              |
| 1.6              | Caves-stupas pillars- sculpture.                              | 4               | Discussion               |
| <b>UNIT - II</b> |   |                 |                          |
| 2.1              | Architecture and art of the Sungas                            | 4               | Discussion               |
| 2.2              | Kanvas - Satavahanas - Kushanas, Vakatakas                    | 4               | Chalk & Talk             |
| 2.3              | Guptas (Architecture, sculpture,paintings)                    | 4               | E-Resources              |
| 2.4              | Gandhara - Mathura  | 3               | Chalk & Talk             |

|                   |  |           |              |
|-------------------|--|-----------|--------------|
| 2.5               | Amaravathi schools.  | 3         | E-Resources  |
| 2.6               | Ajantha paintings.   | 2         | Chalk & Talk |
| <b>UNIT - III</b> |  |           |              |
| 3.1               | Art of the Palas   | 3         | E-Resources  |
| 3.2               | Senas – Chandelas  | 4         | Chalk & Talk |
| 3.3               | Architecture   | 4         | Discussion   |
| 3.4               | Sculpture  | 3         | E-Resources  |
| 3.5               | Paintings  | 3         | Chalk & Talk |
| 3.6               | Terracotta art – bronzes.  | 3         | Discussion   |
| <b>UNIT - IV</b>  |  |           |              |
| 4.1               | Chalukyan Art  | 2         | Discussion   |
| 4.2               | Badami – Pattadakkal   | 2         | E-Resources  |
| 4.3               | Aihole – Rashtrakutas art – Ellora – Elephanta – Pallava -Art – Architecture | 3         | Chalk & Talk |
| 4.4               | Caves – monolithic rathas – Structural temples                               | 3         | Chalk & Talk |
| 4.5               | Chola art and architecture – South Indian Bronzes – temples at Thanjavur     | 3         | E-Resources  |
| 4.6               | Gangaikonda Cholapuram - Darasuram – Tirubhuvanam.                           | 3         | Discussion   |
| <b>UNIT - V</b>   |  |           |              |
| 5.1               | Art and architecture of the Pandyas  | 3         | E-Resources  |
| 5.2               | Cave temples – monolithic temples  | 3         | Chalk & Talk |
| 5.3               | Structural temples – Hoysala art   | 3         | Discussion   |
| 5.4               | Halebed – Vijayanagar and Nayak period                                       | 3         | E-Resources  |
| 5.5               | Hambi – Madurai – Srivilliputtur   | 4         | Chalk & Talk |
| <b>Total</b>      |  | <b>90</b> |              |

**Course Designer**

**Mr. T. Anas Babu**

Assistant Professor of History

| Course Code | Course Title                           | Category  | Total Hours | Credits |
|-------------|--|-----------|-------------|---------|
| 20PHIC31    | History of The Arabs<br>570 – 750 C.E. | Core - IX | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

### Preamble

To make the students to acquire knowledge on Geography of Arabian peninsula, pre-Islamic Arabs and the life of the last Prophet of Islam and to study the various aspects of Islam, Orthodox Caliphate, and Umayyad Caliphate.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome   | Knowledge Level |
|-----|--|-----------------|
| CO1 | Adopt themselves with the life of the Arabs when they happened to be pilgrims and employees in the countries of Arabian Peninsula. | K1,K2           |
| CO2 | Lead the Islamic life in correct perspective so as to establish peace and harmony in the society.                                  | K1,K2,K3        |
| CO3 | Fulfill their administrative responsibilities in an honest manner as administrators in future.                                     | K1,K2,K3,K4     |
| CO4 | Face the different administrative problems in a bold manner.   | K1,K2,K3,K4,K5  |
| CO5 | Learn efficient administrative setup under Umayyeds.   | K1,K2,K3,K4,K5  |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 1   | 2   | 3   | 3   | 3   |
| CO2 | 1   | 2   | 3   | 3   | 3   |
| CO3 | 1   | 2   | 3   | 3   | 3   |
| CO4 | 1   | 2   | 3   | 3   | 3   |
| CO5 | 2   | 3   | 3   | 3   | 3   |

1-Low

2-Medium

3-Strong



## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 1    | 3    | 2    | 3    |
| CO2 | 3    | 1    | 3    | 2    | 3    |
| CO3 | 3    | 1    | 3    | 2    | 3    |
| CO4 | 3    | 1    | 3    | 2    | 3    |
| CO5 | 3    | 2    | 3    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

20 Hours

Geographical features of Arabian Peninsula – Location, Deserts, Camel, Horse and Date Palm – Pre-Islamic Arabia Bedouins, Tribal Life and Battles, Socio-Economic and Religious life - Contribution to Literature - Muallaqat (Seven Odes) Quraish Tribe – Holy Cities of Islam – Makkah and Madinah – Kaaba, Structure and History.

### UNIT II

24 Hours

Life of the Holy Prophet Muhammed (PBUH) – Life at Makkah – Birth, Year of Elephant - Early life – Attainment of Prophethood. Spread of Islam – Early converts, Persecution – Migration to Madinah – Life at Madinah – Ansars - Foundation of Islamic State - Constitution of Madinah – Battles - Treaty of Hudaibiyah - Conquest of Makkah and Farewell pilgrimage – Quran, the Holy Book of Islam - final revelation - compilation of the Quran – Ahadith - compilation - Five pillars of Islam.

### UNIT III

18 Hours

Orthodox Caliphate – Caliph Abubackar – Election - Riddah Wars – Umar, the Great – Expansion of Islamic Empire – administration - Emancipation of slaves and women – Introduction of Islamic Calendar – Caliph Uthuman – Compilation of Holy Quran and his assassination – Caliph Ali – Battle of Camel - Struggle between Caliph Ali and Muawiyah – Battle of Siffin – arbitration - rise of Kharijites and assassination.

### UNIT IV

16 Hours

Umayyad Caliphate – Establishment and features – Muawiyah - conquest of Africa - Reforms – Imam Hussain – Yazid - Tragedy of Karbala - Emergence of Shia Sects – Abdul Malik - re-conquest of Africa and reforms – Al-Walid - Conquest of Sind - Multan and Spain - Umar bin Abdul Aziz - revival of Islamic rule and reforms – Marwan II - Rise of Abbasids, Battle of Zab – Causes for the fall of Ummayyads.

## UNIT V

12 Hours

Administration of the Umayyads – The Caliph – Central, Revenue, Military and Provincial Administration – Contribution of Ummayyads to Literature – Science - Art and Architecture – The City of Damascus.

### Text Books

Ali, K., *A Study of Islamic History*, Adam Publishers and Distributors, New Delhi, 1963.

Hussaini, S.A.Q., *Arab Administration*, Kazi Publications, 1985.

Basheer Ahamed Jamali, A., *Glimpses of Modern Arab World*, (Country Profiles), Manak Publication Private Limited, New Delhi, 2006.

Ahsanullah, M., *History of the Islamic World*, Stosiusing Advent Books division, 1987.

Gulam Sarwar., *Islam Beliefs and Teachings*, Muslim Educational Trust, 2006.

### Reference Books

Hitti, P.K., *History of the Arab*, Mac Millan International College Edition, London, 1937.

Ameer Ali., *A Short History of the Saracens*, Apex Books Concern, New Edition, 1981.

Ameer Ali., *Spirit of Islam*, Cosimo Classics, Nov 2010.

Syed Mahmudun Nasir., *Islam Its Concepts and History*, KitabBhavan, New Delhi, 1981.

Immamuddin., *Arab Muslim Administration*, KitabBhavan, New Delhi, 1976.

### Pedagogy

Chalk & Talk, E-Resources, Group Discussion

### Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.        | Topic  | No. of Lectures | Content Delivery Methods |
|-------------------|--|-----------------|--------------------------|
| <b>UNIT - I</b>   |  |                 |                          |
| 1.1               | Geographical features of Arabian Peninsula   | 4               | Chalk & Talk             |
| 1.2               | Location, Deserts, Camel, Horse and Date Palm  | 4               | Chalk & Talk             |
| 1.3               | Pre-Islamic Arabia Bedouins, Tribal Life and Battles, Socio-Economic and Religious life  | 4               | Chalk & Talk             |
| 1.4               | Contribution to Literature - Muallaqat (Seven Odes) Quraish Tribe  | 4               | Chalk & Talk             |
| 1.5               | Holy Cities of Islam – Makkah and Madinah – Kaaba, Structure and History.  | 4               | Chalk & Talk             |
| <b>UNIT - II</b>  |  |                 |                          |
| 2.1               | Life of the Holy Prophet Muhammed (PBUH)   | 4               | Chalk & Talk             |
| 2.2               | Life at Makkah – Birth, Year of Elephant - Early life  | 4               | Chalk & Talk             |
| 2.3               | Attainment of Prophethood. Spread of Islam – Early converts, Persecution – Migration to Madinah  | 4               | Discussion               |
| 2.4               | Life at Madinah – Ansars - Foundation of Islamic State - Constitution of Madinah – Battles - Treaty of Hudaibiyah                                | 4               | Discussion               |
| 2.5               | Conquest of Makkah and Farewell pilgrimage – Quran, the Holy Book of Islam - final revelation - compilation of the Quran – Ahadith - compilation | 4               | Discussion               |
| 2.6               | Five pillars of Islam.   | 4               | Chalk & Talk             |
| <b>UNIT - III</b> |  |                 |                          |
| 3.1               | Orthodox Caliphate – Caliph Abubackar  | 4               | Chalk & Talk             |
| 3.2               | Election - Riddah Wars   | 3               | Chalk & Talk             |
| 3.3               | Umar, the Great – Expansion of Islamic Empire – administration - Emancipation of slaves and women – Introduction of Islamic Calendar             | 4               | Discussion               |

|                  |  |           |              |
|------------------|--|-----------|--------------|
| 3.4              | Caliph Uthuman – Compilation of Holy Quran and his assassination – Caliph Ali – Battle of Camel - Struggle between Caliph Ali and Muawiyah | 4         | Discussion   |
| 3.5              | Battle of Siffin – arbitration - rise of Kharijites and assassination.   | 3         | Discussion   |
| <b>UNIT - IV</b> |  |           |              |
| 4.1              | Umayyad Caliphate – Establishment and features – Muawiyah - conquest of Africa - Reforms   | 4         | Chalk & Talk |
| 4.2              | Imam Hussain – Yazid - Tragedy of Karbala - Emergence of Shia Sects – Abdul Malik - re-conquest of Africa and reforms                      | 4         | Chalk & Talk |
| 4.3              | Al-Walid - Conquest of Sind - Multan and Spain - Umar bin Abdul Aziz - revival of Islamic rule and reforms                                 | 3         | Chalk & Talk |
| 4.4              | Marwan II - Rise of Abbasids, Battle of Zab  | 3         | Chalk & Talk |
| 4.5              | Causes for the fall of Ummayyads.  | 2         | Discussion   |
| <b>UNIT - V</b>  |  |           |              |
| 5.1              | Administration of the Umayyads   | 3         | Chalk & Talk |
| 5.2              | The Caliph – Central, Revenue, Military and Provincial Administration  | 3         | Chalk & Talk |
| 5.3              | Contribution of Ummayyads to Literature – Science - Art and Architecture   | 3         | Chalk & Talk |
| 5.4              | The City of Damascus.  | 3         | Chalk & Talk |
| <b>Total</b>     |  | <b>90</b> |              |

**Course Designer**

**Dr. M. Basheer Ahamed Meeran**

Associate Professor of History

| Course Code | Course Title                                 | Category | Total Hours | Credits |
|-------------|--|----------|-------------|---------|
| 20PHIC32    | International Relations,<br>1945 – 2005 C.E. | Core – X | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

### Preamble

To enable the student to demonstrate the importance of various international organization in the peace keeping operations.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome  | Knowledge Level |
|-----|---|-----------------|
| CO1 | Analyse different terminologies related with International Relations and recall various theories in International theories.     | K1,K2           |
| CO2 | Assess the formation of military alliances which led to the beginning of second world war and analyse the establishment of UNO. | K1,K2,K3,K4     |
| CO3 | Estimate the emergence of power blocks in the cold war background and explain the emergence of Third world countries.           | K1,K2,K3,K4,K5  |
| CO4 | Evaluate the importance of different International organisations and Regional Associations.                                     | K1,K2,K3,K4,K5  |
| CO5 | Recognize the issues of social Justice and terrorism in global contest.   | K1,K2,K3,K4,K5  |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 1   | 3   | 3   | 2   | 3   |
| CO2 | 1   | 3   | 3   | 2   | 3   |
| CO3 | 1   | 3   | 3   | 2   | 3   |
| CO4 | 1   | 3   | 3   | 2   | 3   |
| CO5 | 2   | 3   | 3   | 2   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 1    | 3    | 2    | 3    |
| CO2 | 3    | 1    | 3    | 2    | 3    |
| CO3 | 3    | 1    | 3    | 2    | 3    |
| CO4 | 3    | 1    | 3    | 2    | 3    |
| CO5 | 3    | 2    | 3    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

18 Hours

Definition – Nature - Scope – Significance of International Relations – Elements of National Power – Diplomacy – Balance of Power – Collective Security – Theories of International Relations.

### UNIT II

18 Hours

Overview of 20<sup>th</sup> Century International Relations: Formation of Military Alliances – Results of Second World War – U.N.O. and its Specialized Agencies – Achievements of U.N.O. – Disarmament.

### UNIT III

18 Hours

The Cold War – Emergence of Two Blocks – North Atlantic Treaty Organization (NATO) – Central Treaty Organization (CENTO) – South East Asian Treaty Organization (SEATO) – Warsaw Pact – De-colonisation - Emergence of Third World Countries – Non-Alignment – Association of South East Asian Nations (ASEAN) – South Asian Association of Regional Cooperation (SAARC) – Organization of Petroleum Exporting Countries (OPEC) – The Arab League – Commonwealth of Nations.

### UNIT IV

18 Hours

European Union – Organization of African Union (OAU) – Organization of Islamic Countries (OIC) - Gulf Wars – Disintegration of Soviet Union – End of Cold War – Uni-polar World – Reunion of Germany.

### UNIT V

18 Hours

New International Economic Order – World Trade Organisation - Liberalisation – Globalisation – Privatisation – Global Terrorism – Look East Policy – Attack on World Trade Centre and its Impact.

## Text Books

Gopi, V.K., *History of Modern World, 1848 to the present Day*, Calicut University Central Co-Operative Store Limited, Calicut, 2009.

Palmer & Perkins., *International Relations*, CBS Publishers and distributors, ND, 1985.

Bartlett, C. J., *The Global Conflict 1880 –1970*, London, 1984.

Cromwell, R. D., *World History in the Twentieth Century*, Longman publishers, London, 1981.

Johari, J. C., *International Relations and Politics*, Sterling Publications, New York, 2019.

### Reference Books

Milkote, R., *International Relations and Politics*, New Delhi, 1980.

Muhammad Shamsal Huq., *International Politics*, New Delhi, 1987.

Jagmohan Singh., *Emerging International Order and Non-Aligned Movement*, Kanishka Publishers, New Delhi, 1996.

Ghai, K.K., *International Relations*, Kalyani Publishers, New Delhi, 2007.

### Pedagogy

Chalk & Talk, E-Resources, Group Discussion

### Teaching aids

Black Board, LCD Projector

### Course Contents and Lecture Schedule

| Module No.       | Topic   | No. of Lectures | Content Delivery Methods |
|------------------|---|-----------------|--------------------------|
| <b>UNIT - I</b>  |   |                 |                          |
| 1.1              | Definition, Nature, Scope.                                    | 3               | Chalk & Talk             |
| 1.2              | Significance of International Relations.                      | 4               | Chalk & Talk             |
| 1.3              | Elements of National Power, Diplomacy.                        | 4               | E-Resources              |
| 1.4              | Balance of Power, Collective Security                         | 3               | Chalk & Talk             |
| 1.5              | Theories of International Relations.                          | 4               | Chalk & Talk             |
| <b>UNIT - II</b> |   |                 |                          |
| 2.1              | Overview of 20 <sup>th</sup> Century International Relations. | 3               | Chalk & Talk             |
| 2.2              | Formation of Military Alliances                               | 3               | E-Resources              |
| 2.3              | Results of Second World War                                   | 4               | Discussion               |
| 2.4              | U.N.O. and its Specialized Agencies                           | 4               | E-Resources              |
| 2.5              | Achievements of U.N.O., Disarmament                           | 4               | Discussion               |

| UNIT - III   |  |           |              |
|--------------|--|-----------|--------------|
| 3.1          | The Cold War, Emergence of Two Blocks.   | 4         | Chalk & Talk |
| 3.2          | North Atlantic Treaty Organization (NATO), Central Treaty Organization (CENTO), South East Asian Treaty Organization (SEATO)                                   | 3         | E-Resources  |
| 3.3          | Warsaw Pact, De-colonisation.  | 2         | Discussion   |
| 3.4          | Emergence of Third World Countries, Non-Alignment.   | 3         | Discussion   |
| 3.5          | Association of South East Asian Nations (ASEAN), South Asian Association of Regional Cooperation (SAARC), Organization of Petroleum Exporting Countries (OPEC) | 3         | E-Resources  |
| 3.6          | The Arab League, Commonwealth of Nations   | 3         | Chalk & Talk |
| UNIT - IV    |  |           |              |
| 4.1          | European Union   | 3         | Chalk & Talk |
| 4.2          | Organization of African Union (OAU), Organization of Islamic Countries (OIC), Gulf Wars.   | 3         | E-Resources  |
| 4.3          | Disintegration of Soviet Union   | 4         | Chalk & Talk |
| 4.4          | End of Cold War.   | 4         | Chalk & Talk |
| 4.5          | Unipolar World, Reunion of Germany   | 4         | Discussion   |
| UNIT - V     |  |           |              |
| 5.1          | New International Economic Order.  | 3         | Chalk & Talk |
| 5.2          | World Trade Organisation, Liberalisation.  | 4         | Chalk & Talk |
| 5.3          | Globalisation, Privatisation   | 4         | E-Resources  |
| 5.4          | Global Terrorism.  | 4         | Discussion   |
| 5.5          | Look East Policy Attack on World Trade Centre and its Impact.  | 3         | Discussion   |
| <b>Total</b> |  | <b>90</b> |              |

**Course Designer**

**Ms. K.C. Raihanath**

Assistant Professor of History



| Course Code | Course Title                              | Category  | Total Hours | Credits |
|-------------|---|-----------|-------------|---------|
| 20PHIC33    | Theory of History and Methods of Research | Core - XI | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

## Preamble

Assess the theories of history and writings of historians which facilitate the students to understand the research methodology to pursue research in history.

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome   | Knowledge Level |
|-----|--|-----------------|
| CO1 | Compare the definitions and theories in history.   | K1,K2           |
| CO2 | Evaluate the role of ancient and medieval historians and their contributions to history. | K1,K2,K3,K4,K5  |
| CO3 | Appraise the different theories of modern historical writings.                           | K1,K2,K3,K4,K5  |
| CO4 | Interpret the contributions of world famous historians to historical writings.           | K1,K2,K3,K4     |
| CO5 | Formulate research methodology and the practice of thesis writing.                       | K1,K2,K3,K4,K5  |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

## Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 2   | 3   | 1   | 3   |
| CO2 | 3   | 2   | 3   | 1   | 3   |
| CO3 | 3   | 2   | 3   | 1   | 3   |
| CO4 | 3   | 2   | 3   | 1   | 3   |
| CO5 | 3   | 2   | 3   | 1   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 3    | 1    | 2    |
| CO2 | 3    | 3    | 3    | 1    | 2    |
| CO3 | 3    | 3    | 3    | 1    | 2    |
| CO4 | 3    | 3    | 3    | 1    | 2    |
| CO5 | 3    | 3    | 3    | 3    | 2    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

xx Hours

Meaning of History – Definitions – Scope and Purpose – History and Allied Subjects – Kinds of History – History an “Art” or a “Science” – Lessons of History - Annal Schools - Subaltern Studies – Postmodernism.

### UNIT II

xx Hours

Ancient Period – Greek Historians – Herodotus - Thucydides – Xenophon – Polibius – Roman Historians – Titus Livy – Cornellius Tacitus – Eusebius - St. Augustine – Arab historians Ibn Khaldun - India – Kalhana – Alberuni – Abul Fazl – Renaissance – Machiavelli.

### UNIT III

xx Hours

Development of Modern European Historiography– Cartesianism – Montesquieu – Anti-Cartesianism – Vico – Enlightenment – Voltaire – Edward Gibbon – Romanticism – Immanuel Kant – Utilitarianism – James Mill.

### UNIT IV

xx Hours

Modern Historiography– Philosophy of History – Hegel, Karl Marx - Dialectical Materialism – Germany – Ranke – Oswald Spengler – Great Britain – G.M. Trevalyan – Arnold J. Toynbee – V.A. Smith – Jadunath Sarkar – Romila Thapar – Irfan Habib – D.D. Kosambi - K.A. Nilakanta Sastri - K.Rajayyan.

### UNIT V

xx Hours

Historical Research – Selection of Topic – Collection of Data – External and Internal Criticism – Writing of History – Objectivity and Subjectivity – Footnotes – Documentation – Bibliography – Methods of Thesis Writing – Digital Library – Internet Archives- DEL NET – Shodhganga (Reservoir of Indian Thesis) and Google Scholar.

## **Text Books**

- Rajayyan. K., *History in Theory and Method, A study of Historiography*, Raj Publishers, Madurai, 1982.
- Venkatesan. G., *Historiography*, V.C. Publications, Rajapalayam, 2005.
- Khurana, K.L., *Concept & Methods of Historiography*, Lakshmi Narain Agarwal, Agra, 2010.
- E. Sreedaran., *A Text Book of Historiography 500 BC to A.D. 2000*, Orient Blackswan Pvt. Ltd., New Delhi, 2004.
- Rajayyan. K., *History in Theory and Method*, Raj Publishers, Madurai, 1982.
- Sheik Ali, B., *History: its Theory and Method*, Trinity Press, New Delhi, 1978.
- Manickam, S., *Theory of History and Methods of Research*, Padumam Publications, Madurai, 1997.

## **Reference Books**

- Sen. S.P., *Historians and Historiography in Modern India*
- Colling Wood. R.G., *The Idea of History*, Oxford Publications, London, 1994.
- Venkatesan. G., *A Study of Historiography*, V.C. Publications, Madurai, 2018.
- Irfan Habib., *Essays in Indian History: Towards a Marxian Perception*, Anthem Press, London, 2002.
- Tej Ram Sharma., *Historiography: A History of Historical Writings*. Concept Publishing Company, New Delhi, 1970.
- Rowse, A.L., *The Uses of History*, Macmillan Co., New York, 1948.
- Louis Gottsalk., *Understanding History: A Primer of Historical Method*, University of Chicago, New York, 1950.
- E.H. Carr., *What is History*, Penguin Book, University of Cambridge, U.K., 1961.
- Harbans Mukhia., *Historians and History During the Reign of Akbar*, Vikas Publishing House, New Delhi, 1976.
- RomilaThapar., *Recent Perspectives of Early Indian History*, Popular Books, London,1998.

## **Pedagogy**

Chalk & Talk, E-Resources, Group Discussion

## **Teaching aids**

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.        | Topic   | No. of Lectures | Content Delivery Methods |
|-------------------|---|-----------------|--------------------------|
| <b>UNIT - I</b>   |   |                 |                          |
| 1.1               | Meaning of History, Definitions                                     | 3               | Chalk & Talk             |
| 1.2               | Scope and Purpose.  | 3               | Chalk & Talk             |
| 1.3               | History and Allied Subjects, Kinds of History.                      | 4               | Chalk & Talk             |
| 1.4               | History an “Art” or a “Science”, Lessons of History.                | 4               | Chalk & Talk             |
| 1.5               | Annal Schools - Subaltern Studies - Postmodernism.                  | 4               | Chalk & Talk             |
| <b>UNIT - II</b>  |   |                 |                          |
| 2.1               | Ancient Period,Greek Historians.                                    | 2               | Chalk & Talk             |
| 2.2               | Herodotus, Thucydides, Xenophon.                                    | 4               | Chalk & Talk             |
| 2.3               | Polibius, Roman Historians, Titus Livy,Cornellius Tacitus.          | 4               | Discussion               |
| 2.4               | Eusebius - St. Augustine – Arab historians Ibn Khaldun.             | 3               | Discussion               |
| 2.5               | India,Kalhana,Alberuni.   | 2               | Discussion               |
| 2.6               | Abul Fazl, Renaissance, Machiavelli.                                | 3               | Discussion               |
| <b>UNIT - III</b> |   |                 |                          |
| 3.1               | Development of Modern European Historiography,Cartesianism.         | 3               | Chalk & Talk             |
| 3.2               | Montesquieu, Anti Cartesianism.                                     | 4               | Chalk & Talk             |
| 3.3               | Vico, Enlightenment.  | 4               | Discussion               |
| 3.4               | Voltaire – Edward Gibbon.   | 3               | Discussion               |
| 3.5               | Romanticism, Immanuel Kant.   | 3               | Discussion               |
| 3.6               | Utilitarianism, James Mill.   | 4               | Chalk & Talk             |
| <b>UNIT - IV</b>  |   |                 |                          |
| 4.1               | Modern Historiography, Philosophy of History.                       | 4               | Chalk & Talk             |
| 4.2               | Hegel, Karl Marx, Dialectical Materialism, Germany, Ranke.          | 3               | Chalk & Talk             |
| 4.3               | Oswald Spengler, Great Britain, G.M. Trevalyan.                     | 4               | Chalk & Talk             |
| 4.4               | Arnold J. Toynbee.  | 3               | Discussion               |
| 4.5               | V.A. Smith,Jadunath Sarkar, RomilaThapar, Irfan Habib, D.D. Kosambi | 3               | Chalk & Talk             |

|                 |  |           |              |
|-----------------|--|-----------|--------------|
| 4.6             | K.A. Nilakanta Sastri, K. Rajayyan   | 3         | Discussion   |
| <b>UNIT - V</b> |  |           |              |
| 5.1             | Historical Research - Selection of Topic, Collection of Data.                          | 3         | Discussion   |
| 5.2             | External and Internal Criticism, Writing of History, Objectivity and Subjectivity.     | 4         | Chalk & Talk |
| 5.3             | Footnotes, Documentation, Bibliography, Methods of Thesis Writing, Digital Library.    | 4         | Chalk & Talk |
| 5.4             | Internet Archives- DEL NET, Sodhganga (Reservoir of Indian Theses) and Google scholar. | 2         | Discussion   |
| <b>Total</b>    |  | <b>60</b> |              |

**Course Designer**

**Mr. T. Anas Babu**

Assistant Professor of History

| Course Code | Course Title                                      | Category       | Total Hours | Credits |
|-------------|---|----------------|-------------|---------|
| 20PHIE31    | Constitutional History of India, 1773 - 1950 C.E. | Elective - III | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         | ✓ |
| Global           |   |

## Preamble

To enable the students to understand the constitutional development of India from the British regime and formation of constitution of India

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome  | Knowledge Level |
|-----|---|-----------------|
| CO1 | Establishment of the English East India Company and the regulations made by the British regime.                     | K1,K2           |
| CO2 | Learn more about the rights of the East India Company and the power of British Government through the Charter Acts. | K1,K2           |
| CO3 | Elucidate the constitutional changes through the Councils Acts and reforms.   | K1,K2,K3,K4     |
| CO4 | Describe the major constitutional formation through the Acts.   | K1,K2           |
| CO5 | Explain the creation of Indian constitution and its role in State.  | K1,K2,K3,K4,K5  |

K1-Knowledge

K2-Understand

K3-Apply

K4- Analyse

K5- Evaluate

## Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 2   | 1   | 3   |
| CO2 | 3   | 2   | 2   | 1   | 3   |
| CO3 | 3   | 3   | 2   | 1   | 3   |
| CO4 | 3   | 2   | 2   | 1   | 3   |
| CO5 | 3   | 3   | 1   | 2   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 2    | 1    | 3    |
| CO2 | 3    | 3    | 2    | 1    | 3    |
| CO3 | 3    | 3    | 2    | 1    | 3    |
| CO4 | 3    | 3    | 2    | 1    | 3    |
| CO5 | 3    | 3    | 3    | 2    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

20 Hours

Establishment of the English East India Company – The Regulating Act of 1773 – Bengal Judicature Act, 1781 – Dundas Bill (1783) - Provisions of Pitts India Act 1784 – Significance – Criticism.

### UNIT II

16 Hours

The Charter Act of 1793 – the Charter Act of 1813 – the Charter Act of 1833 - The Charter Act of 1853 – Queen Victoria's Proclamation – Government of India Act of 1858.

### UNIT III

12 Hours

The Indian Councils Act of 1861 – The Indian Councils Act of 1892 – Minto-Morley Reforms of 1909.

### UNIT IV

14 Hours

The Montague-Chelmsford Reforms of 1919 – The Government of India Act of 1935 – Provincial Autonomy – The Indian Independence Act of 1947.

### UNIT V

28 Hours

Constituent Assembly – Indian Constitution – Sources – Preamble – Features - Fundamental Rights – Fundamental Duties - Directive Principles of State Policy – Indian Parliament – President of India – Prime Minister and Union Cabinet – Judiciary – Judicial Review - Constitutional Amendments.

## Text Books

Agarwal, R.C., *Constitutional Development and National Movement of India*, S. Chand and Company limited, New Delhi, 2005.

Narang A.S., *Indian Government and Politics*, Gitanjali Publishing House, New Delhi, 2000.

Kapoor, A.C., *Constitutional History of India*, Prakashan Publishers, 1970.

Kulshrestha., *Land marks in Indian Legal and Constitutional History*, Eastern Book Company, Lucknow, 2016.

## Reference Books

Arthur Berriedale Keith., *A Constitutional History of India, 1600-1935*, Rutledge Publishers, 2018.

Basu. D.D., *Introduction to the Constitution of India*, Lexis Nexis, New York, 2019.

Subash C. Kashyap., *Our Constitution*, National Book Trust, New Delhi, 2001.

Shukla V.N., *The Constitution of India*, Eastern Book Company, Lucknow, 2001.

Pylee M.V., *Constitutional History of India, 1600-2010*, S. Chand Publishers, New Delhi, 2014.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.        | Topic   | No. of Lectures | Content Delivery Methods |
|-------------------|---|-----------------|--------------------------|
| <b>UNIT - I</b>   |   |                 |                          |
| 1.1               | Growth and Development of the British East India Company. | 4               | Chalk & Talk             |
| 1.2               | The Regulating Act of 1773.                               | 4               | Chalk & Talk             |
| 1.3               | Bengal Judicature Act, 1781.                              | 4               | Chalk & Talk             |
| 1.4               | Dundas Bill (1783), Provisions of Pitts India Act 1784.   | 4               | Chalk & Talk             |
| 1.5               | Significance, Criticism.                                  | 4               | Chalk & Talk             |
| <b>UNIT - II</b>  |   |                 |                          |
| 2.1               | The Charter Act of 1793, the Charter Act of 1813.         | 4               | Chalk & Talk             |
| 2.2               | The Charter Act of 1833 - The Charter Act of 1853.        | 4               | Chalk & Talk             |
| 2.3               | Queen Victoria's Proclamation.                            | 4               | Discussion               |
| 2.4               | Government of India Act of 1858.                          | 4               | Discussion               |
| <b>UNIT - III</b> |   |                 |                          |
| 3.1               | The Indian Councils Act of 1861.                          | 4               | Chalk & Talk             |
| 3.2               | The Indian Councils Act of 1892.                          | 4               | Chalk & Talk             |
| 3.3               | Minto-Morley Reforms of 1909.                             | 4               | Discussion               |
| <b>UNIT - IV</b>  |   |                 |                          |



|                 |   |           |              |
|-----------------|---|-----------|--------------|
| 4.1             | The Montague-Chelmsford Reforms of 1919.              | 3         | Chalk & Talk |
| 4.2             | The Government of India Act of 1935.                  | 4         | Chalk & Talk |
| 4.3             | Provincial Autonomy.                                  | 3         | Chalk & Talk |
| 4.4             | The Indian Independence Act of 1947.                  | 4         | Discussion   |
| <b>UNIT - V</b> |   |           |              |
| 5.1             | Constituent Assembly.                                 | 4         | Discussion   |
| 5.2             | Indian Constitution, Sources, Preamble, Features.     | 4         | Chalk & Talk |
| 5.3             | Fundamental Rights, Fundamental Duties.               | 4         | Chalk & Talk |
| 5.4             | Directive Principles of State Policy.                 | 4         | Discussion   |
| 5.5             | Indian Parliament, President of India.                | 4         | Discussion   |
| 5.6             | Prime Minister and Union Cabinet.                     | 4         | Discussion   |
| 5.7             | Judiciary, Judicial Review, Constitutional Amendments | 4         | Chalk & Talk |
| <b>Total</b>    |   | <b>90</b> |              |

**Course Designer**

**Dr. M. Amzad Ali**

Assistant Professor of History

| Course Code | Course Title           | Category       | Total Hours | Credits |
|-------------|------------------------|----------------|-------------|---------|
| 20PHIE32    | Women Studies in India | Elective – III | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         | ✓ |
| Global           |   |

## Preamble

To enable the students to understand the material and ideological structure of women through Ages, Women's oppression, and concepts of women liberalism.

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome  | Knowledge Level |
|-----|---|-----------------|
| CO1 | Familiarize the students with the status of women in India.                         | K1,K2           |
| CO2 | Develop Sensitivity towards gender issues and various violence's against women.     | K1,K2,K3,K4     |
| CO3 | Learn more about the women's movements and their participation in freedom movement. | K1,K2,K3,K4     |
| CO4 | Explain the women personalities and their role in politics.                         | K1,K2,K3,K4,K5  |
| CO5 | Demonstrate the women laws and their protection.                                    | K1,K2,K3,K4,K5  |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

## Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 2   | 1   | 3   |
| CO2 | 3   | 3   | 2   | 1   | 3   |
| CO3 | 3   | 3   | 2   | 1   | 3   |
| CO4 | 3   | 3   | 2   | 1   | 3   |
| CO5 | 3   | 3   | 3   | 2   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 2    | 1    | 3    |
| CO2 | 3    | 3    | 2    | 1    | 3    |
| CO3 | 3    | 3    | 2    | 1    | 3    |
| CO4 | 3    | 3    | 2    | 1    | 3    |
| CO5 | 3    | 3    | 3    | 2    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

16 Hours

Feminism: Concept and Theories – Kinds of Feminism - Evolution of gender studies - Women through the Ages.

### UNIT II

20 Hours

Struggle for equality - Sati - Polygamy - Child Marriage - Widowhood - Dowry System, Purdah System - Illegal Trafficking - Rape – Female infanticide - Foeticide - Devadasi System - Unequal wages – Domestic Violence against Women- Patriarchy - Caste System and Women Oppression.

### UNIT III

21 Hours

Women's Movements – Sarada Act - Women Education – Women Franchise - Abolition of Devadasi System - Self-Respect Marriages - Trade Union Movement - Freedom Movement - Role of Missionaries - Reservation for Women in Decision Making Bodies – Women literacy - The concept of Women Liberation and Empowerment.

### UNIT IV

20 Hours

Raja Ram Mohan Roy - Iswar Chandra Vidyasagar - Mahatma Jyotiba Phule - Savithri Bai Phule -Ambedkar - Muthulakshmi Reddy - EVR Periyar – Bharathiar – Bharathi Dasan.

### UNIT V

13 Hours

Indian Constitution and Women – Anti-Dowry Laws - Factory Acts - Laws on Inheritance - Divorce Act- Women Welfare (Protection) Acts in India.

## Text Books

Chandrababu S.B., *Social Protest and its Impact on Tamil Nadu*, Emerald Publishers, Madras, 1993.

Geraldine Forbes., *Women in Modern India*, OUP, New Delhi, 1998

## Reference Books

Altekar A.S., *The Position of Women in Hindu Civilization: from Prehistoric times to the Present Day*, Motilal Banarsidass, New Delhi, 2016.

Mohan P.E., *Anti -Dowry Resolve in Early Medieval South India*, Journal of Humanities, Annamalai University, 1997.

Jegadesan P., *Marriage and Social Legislation in Tamil Nadu*, Madras, 1990.

Neera Desai and Krishna Raj Maithreyi., *Women and Society in India*, Ajanta Publications, Delhi, 1987.

NeeraDesai (ed.), *A decade of women's movement in India*. Himalaya Publications, Bombay, 1988.

Nandha, B.R., *Indian Women: Purdah to Modernity*, Vikas Publications, New Delhi, 1976.

S. Chandnibi., *Kalvettukalil Devadasi*, Vidya Publishers, Coimbatore, 2019.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.       | Topic   | No. of Lectures | Content Delivery Methods |
|------------------|---|-----------------|--------------------------|
| <b>UNIT - I</b>  |   |                 |                          |
| 1.1              | Feminism, Concept and Theories.   | 3               | Chalk & Talk             |
| 1.2              | Kinds of Feminism.  | 3               | Chalk & Talk             |
| 1.3              | Evolution of gender studies.  | 4               | Chalk & Talk             |
| 1.4              | Women through the Ages.   | 4               | Chalk & Talk             |
| <b>UNIT - II</b> |   |                 |                          |
| 2.1              | Struggle for equality -, Sati, Polygamy.  | 3               | Chalk & Talk             |
| 2.2              | Child Marriage, Widowhood - Dowry System.                                       | 4               | Chalk & Talk             |
| 2.3              | Purdah System, Illegal Trafficking.   | 4               | Discussion               |
| 2.4              | Rape, Female infanticide, Foeticide.  | 3               | Discussion               |
| 2.5              | Devadasi System - Unequal wages.  | 3               | Discussion               |
| 2.6              | Domestic Violence against Women- Patriarchy, Caste System and Women Oppression. | 3               | Discussion               |

| UNIT - III   |  |           |              |
|--------------|--|-----------|--------------|
| 3.1          | Women's Movements.   | 3         | Chalk & Talk |
| 3.2          | Sarada Act, Women Education, Women Franchise, and Empowerment. | 4         | Chalk & Talk |
| 3.3          | Abolition of Devadasi System, Self-Respect Marriages.          | 4         | Discussion   |
| 3.4          | Trade Union Movement, Freedom Movement, Role of Missionaries.  | 3         | Discussion   |
| 3.5          | Reservation for Women in Decision Making Bodies.               | 3         | Discussion   |
| 3.6          | Women literacy, The concept of Women Liberation.               | 4         | Chalk & Talk |
| UNIT - IV    |  |           |              |
| 4.1          | Raja Ram Mohan Roy, Iswar Chandra Vidyasagar                   | 4         | Chalk & Talk |
| 4.2          | Mahatma Jyotiba Phule, Savithri Bai Phule.                     | 3         | Chalk & Talk |
| 4.3          | Ambedkar,  | 4         | Chalk & Talk |
| 4.4          | Muthulakshmi Reddy.  | 3         | Discussion   |
| 4.5          | EVR Periyar.   | 3         | Chalk & Talk |
| 4.6          | Bharathiar, Bharathidasan.                                     | 3         | Discussion   |
| UNIT - V     |  |           |              |
| 5.1          | Indian Constitution and Women.                                 | 3         | Discussion   |
| 5.2          | Anti-Dowry Laws, Factory Acts.                                 | 4         | Chalk & Talk |
| 5.3          | Laws on Inheritance, Divorce Act.                              | 4         | Chalk & Talk |
| 5.4          | Women Welfare (Protection) Acts in India.                      | 2         | Discussion   |
| <b>Total</b> |  | <b>90</b> |              |

**Course Designer**

**Ms. L. Pandiammal**

Assistant Professor of History

| Course Code | Course Title                            | Category   | Total Hours | Credits |
|-------------|---|------------|-------------|---------|
| 20PHIC41    | History of the Arabs<br>750 – 1258 C.E. | Core - XII | 90          | 6       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

### Preamble

To make the students to acquire knowledge on the history of the Abbasids, Ummayyads of Spain and Fatimid Caliphate and to impart knowledge on the Crusades, Sects in Islam and Schools of Islamic Law.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome   | Knowledge Level |
|-----|--|-----------------|
| CO1 | Learn the establishment of Abbassid Caliphate and implementation of welfare measures in the society.             | K1,K2           |
| CO2 | Implement the learnt administrative skills and to popularise the invensions of the Arab scholars and scientists. | K1,K2           |
| CO3 | Face the political challenges and to develop leadership qualities.   | K1,K2,K3,K4     |
| CO4 | Contribute in the fields of Science, Literature and Architecture.  | K1,K2,K3,K4,K5  |
| CO5 | Implement the Legacy of Islam.   | K1,K2,K3,K4,K5  |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 1   | 3   | 2   | 3   | 3   |
| CO2 | 1   | 3   | 2   | 3   | 3   |
| CO3 | 1   | 3   | 2   | 3   | 3   |
| CO4 | 1   | 3   | 2   | 3   | 3   |
| CO5 | 2   | 3   | 3   | 3   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 1    | 3    | 2    | 3    |
| CO2 | 3    | 1    | 3    | 2    | 3    |
| CO3 | 3    | 1    | 3    | 2    | 3    |
| CO4 | 3    | 1    | 3    | 2    | 3    |
| CO5 | 3    | 2    | 3    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

20 Hours

The Abbasids – Establishment of Abbasid Caliphate – Abu Muslim Khorasan - Abul Abbas Assaffah – Abu Jafar Al Mansur, Foundation of Baghdad - Haroon Al Rashid, Welfare measures – Rise and fall Barmekides – Empress Zubaida – Imam Abu Hanifa – Foreign Policy – Al-Mamun, rise of Babek, Rationalism and Caliph's court – Attack of the Mongols (1258)– Fall of Baghdad and Abbasid Caliphate.

### UNIT II

16 Hours

Administration of Abbasids – Centre – Revenue - Military – Provincial Administration – Society – Economy - Religion - Culture under the Abbasids – Contribution of Abbasids to Literature, Mathematics, Science, History, Geography, Philosophy and Medicine. Development of Fine Arts – Paintings - Architecture - Calligraphy.

### UNIT III

20 Hours

The Umayyads of Spain – Establishment– AbdurRahman I - Abdur Rahman II – AbdurRahman III - Contribution of Umayyads of Spain to Education – Science and Technology – Art and Architecture – City of Cordova – The Great Mosque - Azzahara.

### UNIT IV

14 Hours

The Fatimid Caliphate – Establishment – Ubaydullah Al Mahdi - Al Hakim Ismaili Movement - Fall of Fatimids – Contribution of Fatimids to Science - Literature and Architecture – City of Cairo – Al Azhar University.

### UNIT V

20 Hours

The Crusades – Causes – Course - Results and Significance - Causes for the failure of European forces – Sects in Islam, Shia and Sunni – Islamic Jurisprudence – Schools of Islamic Law, Hanafi, Imam Abu Hanifa – Shafi, Imam Al Shafi – Hanbali, Imam Ahamed bin Hanbal and Maliki, Imam Malik Ibn Anas.

## Text Books

Hussaini, S.A.Q., *Arab Administration*, Kazi Publications, 1985.

Basheer Ahamed Jamali, A., *Glimpses of Modern Arab World*, (Country Profiles), Manak Publication Private Limited, New Delhi, 2006.

Ahsanullah, M., *History of the Islamic World*, Stosiusing Advent Books division, 1987.

GulamSarwar., *Islam Beliefs and Teachings*, Muslim Educational Trust, 2006.

Ali, K., *A Study of Islamic History*, Adam Publishers and Distributors, New Delhi, 1963.

## Reference Books

Hitti, P.K., *History of the Arabs*, Mac Millan International College Edition, London, 1937.

Ameer Ali., *A Short History of the Saracens*, Apex Books Concern, New Ed edition, 1981.

Ameer Ali., *Spirit of Islam*, Cosimo Classics, Nov 2010

Syed Mahmudun Nasir., *Islam Its concepts and History*, Kitab Bhavan, New Delhi, 1981.

Immamuddin., *Arab Muslim Administration*, KitabBhavan, New Delhi, 1976.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No. | Topic  | No. of Lectures | Content Delivery Methods |
|------------|--|-----------------|--------------------------|
| UNIT - I   |  |                 |                          |
| 1.1        | The Abbasids, Establishment of Abbasid Caliphate.  | 4               | Chalk & Talk             |
| 1.2        | Abu Muslim Khorasan, Abdul Abbas Assaffah.   | 4               | Chalk & Talk             |
| 1.3        | Abu Jafar Al Mansur, Foundation of Baghdad, Haroon Al Rashid - Welfare measures, Rise and fall Barmekides. | 4               | Chalk & Talk             |
| 1.4        | Empress Zubaida, Imam Abu Hanifa, Foreign Policy, Al-Mamun, rise of Babek, Rationalism and Caliph's court. | 4               | Chalk & Talk             |



|                   |  |   |              |
|-------------------|--|---|--------------|
| 1.5               | Attack of the Mongols (1258), Fall of Baghdad and Abbasid Caliphate  | 4 | Chalk & Talk |
| <b>UNIT - II</b>  |  |   |              |
| 2.1               | Administration of Abbasids, Centre, Revenue, Military and Provincial Administration                        | 4 | E-Resources  |
| 2.2               | Society, Economy, Religion and Culture under the Abbasids.   | 4 | Chalk & Talk |
| 2.3               | Contribution of Abbasids to Literature, Mathematics, Science, History, Geography, Philosophy and Medicine. | 4 | Discussion   |
| 2.4               | Development of Fine Arts, Paintings, Architecture and Calligraphy.   | 4 | Discussion   |
| <b>UNIT - III</b> |  |   |              |
| 3.1               | The Umayyads of Spain, Establishment.  | 4 | Chalk & Talk |
| 3.2               | Abdur Rahman I and Abdur Rahman II,  | 4 | Chalk & Talk |
| 3.3               | Abdur Rahman III.  | 4 | Chalk & Talk |
| 3.4               | Contribution of Umayyads of Spain to Education, Science and Architecture.                                  | 4 | Discussion   |
| 3.5               | City of Cordova, The Great Mosque, Azzahara.   | 4 | E-Resources  |
| <b>UNIT - IV</b>  |  |   |              |
| 4.1               | The Fatimid Caliphate.   | 4 | Chalk & Talk |
| 4.2               | Establishment, Ubaydullah Al Mahdi, Al Hakim, Ismaili Movement.  | 4 | Chalk & Talk |
| 4.3               | Fall of Fatimids, Contribution of Fatimids to Science, Literature and Architecture.                        | 4 | Chalk & Talk |
| 4.4               | City of Cairo, Al Azhar University.  | 2 | E-Resources  |
| <b>UNIT - V</b>   |  |   |              |
| 5.1               | The Crusades, Causes, Course, Results and Significance,  | 4 | E-Resources  |
| 5.2               | Causes for the failure of European forces and Sects in Islam.  | 4 | Chalk & Talk |
| 5.3               | Shia and Sunni, Islamic Jurisprudence, Schools of Islamic Law, Hanafi, Imam Abu Hanifa                     | 4 | Chalk & Talk |

|              |   |           |            |
|--------------|---|-----------|------------|
| 5.4          | Shafi, Imam Al Shafi,   | <b>4</b>  | Discussion |
| 5.5          | Hanbali, Imam Ahamed bin Hanbal and<br>Maliki, Imam Malik Ibn Anas. | <b>4</b>  | Discussion |
| <b>Total</b> |   | <b>90</b> |            |

### **Course Designer**

**Dr. M. Basheer Ahamed Meeran**

Associate Professor of History

| Course Code | Course Title               | Category    | Total Hours | Credits |
|-------------|----------------------------|-------------|-------------|---------|
| 20PHIC42    | National Heritage of India | Core – XIII | 90          | 6       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         | ✓ |
| Global           |   |

### Preamble

To enable the students to understand the Geographical regions, Various Monuments, Sanctuaries, Wild parks, Valleys and Mountains and its impact of influence of heritage.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome  | Knowledge Level |
|-----|---|-----------------|
| CO1 | Analyze the different Geographical regions and its impact on Indian Culture.  | K1              |
| CO2 | Narrate the different monuments and heritage buildings.                       | K1,K2           |
| CO3 | Enumerate the important holiday destinations, sanctuaries and wildlife parks. | K1,K2,K3        |
| CO4 | Identify the adoring valleys and mountains in India.                          | K1,K2,K3        |
| CO5 | Examine the Impact of influence of heritage.                                  | K1,K2,K3,K4,K5  |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 1   | 2   | 3   |
| CO2 | 3   | 3   | 1   | 2   | 3   |
| CO3 | 3   | 3   | 1   | 2   | 3   |
| CO4 | 3   | 3   | 1   | 2   | 3   |
| CO5 | 3   | 3   | 3   | 2   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 1    | 2    | 3    |
| CO2 | 3    | 3    | 1    | 2    | 3    |
| CO3 | 3    | 3    | 1    | 2    | 3    |
| CO4 | 3    | 3    | 1    | 2    | 3    |
| CO5 | 3    | 3    | 2    | 3    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

24 Hours

National Heritage – Definition – Historically important Monuments – Sarnath Pillar – Sanchi Stupa – Ajanta and Ellora Caves – Khajuraho Temple- Sun Temple at Konark – Hampi and Shravanabelgola - Mahabalipuram Cave Architecture and Shore Temple – Tanjore Big Temple – Madurai Meenakshi Amman Temple - QutubMinar - PuranaQuila - Red Fort of Delhi -Agra Fort and Taj Mahal – Delhi Jama Masjid and Humayun Tomb– RashtrapatiBhawan- Parliament Building - India Gate - Gateway of India - Golden Temple, Amritsar - Victoria Memorial- National Museum at Kolkata

### UNIT II

20 Hours

The Himalayan Magic – Beautiful Valleys and Mysterious Snow Clad Himalayan Peaks – Shimla, Kullu, Manali, Dharmashala of Himachal Pradesh- The Mountains in the Mist – Jammu, Srinagar, Pehalgam, Gulmarg, Leh, Kargil of Jammu and Kashmir.

### UNIT III

15 Hours

The Mountain Vistas and View – Dehradun, Mussoorie, Nainital, Almora, Ranikhet of Uttarakhand, Resplendent Rajasthan – Lakes and Deserts – Jaipur, Jodhpur, Jaisalmer, Bikaner, Barmer, Udaipur and Mount Abu.

### UNIT IV

19 Hours

The Extensive Sun – Drenched Golden Beaches – Goa - Diu - Gopalpur (Orissa) – Puducherry - The Blue Mountains – Darjeeling of Bengal – Ooty – Coonoor - Kodaikanal and Yercaud (Tamilnadu) – Backwaters, Lagoons and Canals – Trivandrum - Cochin, Alappuzha – Quilon – Hills – Munnar - Thekkadi Periyar Dam (Kerala).

## UNIT V

12 Hours

A Pattern of Islands in the Bay of Bengal – Port Blair (Andaman and Nicobar), Kavaratti (Lakshadweep).

National Wild Life Sanctuaries and Parks:

- ✓ Dachigam Wild – Life Sanctuary (Jammu & Kashmir – Srinagar)
- ✓ Corbett National Park (Uttarkhand– Nainital, Garhwal)
- ✓ Dudhwa National Park (Uttar Pradesh – LakhimpurKheri)
- ✓ Tiger Project at Ranthambhor (Rajasthan – SawaiMadhopur)
- ✓ Kaziranga National Park (Assam – Jorbat)
- ✓ Kanha National Park (Madya Pradesh – Mandla and Balaghat)
- ✓ Gir National Park (Gujarat – Junagarh)
- ✓ Sundarbans National Park (West Bengal – 24 Pargannas)
- ✓ Bandipur National Park (Karnataka – Mysore)
- ✓ Mudumalai Wild – life Sanctuary (Tamil Nadu –Nilgiris)

### Text Books

Majumdar. R.C., Raychaudhari H.C., *An Advanced History of India*, Laxmi Publications, Bharatiya & Kali Kinkar Datta New Delhi, 2016.

Mishra P.K., and Varma J.K., *Tourism in India*, New Century Publications, New Delhi, 2019.

### Reference Books

Acharya Ram., *Tourist and Cultural Heritage of India*, Rosa Publications Pvt, Ltd, Jaipur, 1986.

A.L. Basham., *The Wonder That Was India*, Rupa and Co., Publisher Ltd., New Delhi, 1988.

Hussain A.A., *National Culture of India*. National Book Trust, New Delhi, 1989.

R.K. Mukharjee., *The Culture and Art of India*, Geo Allen Unwin Publishers Pvt. Ltd. London, 1959.

Shalini Singh., *Cultural Tourism and Heritage Management*, Rawath Publications, Jaipur, 1999.

Thomas. P., *Festival and Holidays of India*, Taraporvala son Pvt Ltd, Mumbai, 1984.

### Pedagogy

Chalk & Talk, E-Resources, Group Discussion

### Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.        | Topic  | No. of Lectures | Content Delivery Methods |
|-------------------|--|-----------------|--------------------------|
| <b>UNIT - I</b>   |  |                 |                          |
| 1.1               | National Heritage, Definition, Historically important Monuments, Sarnath Pillar, Sanchi Stupa.       | 4               | Chalk & Talk             |
| 1.2               | Ajanta and Ellora Caves, Khajuraho Temple, Sun Temple at Konark, Hampi and Shravanabelgola           | 4               | Chalk & Talk             |
| 1.3               | Mahabalipuram Cave Architecture and Shore Temple, Tanjore Big Temple, Madurai Meenakshi Amman Temple | 4               | E-Resources              |
| 1.4               | Qutub Minar, Purana Quila, Red Fort of Delhi, Agra Fort and Taj Mahal                                | 4               | Chalk & Talk             |
| 1.5               | Delhi Jama Masjid and Humayun Tomb, Rashtrapati Bhawan, Parliament Building.                         | 4               | Chalk & Talk             |
| 1.6               | India Gate, Gateway of India, Golden Temple, Amritsar, Victoria Memorial, National Museum at Kolkata | 4               | Discussion               |
| <b>UNIT - II</b>  |  |                 |                          |
| 2.1               | The Himalayan Magic, Beautiful Valleys and Mysterious Snow Clad Himalayan Peaks                      | 4               | Chalk & Talk             |
| 2.2               | Shimla, Kullu Manali,  | 4               | Chalk & Talk             |
| 2.3               | Dharmashala of Himachal Pradesh, The Mountains in the Mist.  | 4               | Discussion               |
| 2.4               | Jammu, Srinagar, Pehalgam, Gulmarg,  | 4               | Discussion               |
| 2.5               | Leh, Kargil of Jammu and Kashmir.  | 4               | Discussion               |
| <b>UNIT - III</b> |  |                 |                          |
| 3.1               | The Mountain Vistas and View.  | 3               | Chalk & Talk             |
| 3.2               | Dehradun, Mussoorie, Nainital, Almora, Ranikhet of Uttarakhand,                                      | 3               | Chalk & Talk             |
| 3.3               | Resplendent Rajasthan, Lakes and Deserts.  | 3               | Discussion               |
| 3.4               | Jaipur, Jodhpur, Jaisalmer, Bikaner  | 3               | Discussion               |
| 3.5               | Barmer, Udaipur and Mount Abu  | 3               | Discussion               |

| UNIT - IV    |  |           |              |
|--------------|--|-----------|--------------|
| 4.1          | The Extensive Sun. Drenched Golden Beaches, Goa and Diu  | 4         | Chalk & Talk |
| 4.2          | Mamallapuram (Tamil Nadu), Gopalpur (Orissa) ,Puducherry   | 4         | Chalk & Talk |
| 4.3          | The Blue Mountains, Darjeeling of Bengal, Ooty, Coonoor, Kodaikanal and Yercaud (Tamilnadu)  | 4         | Chalk & Talk |
| 4.4          | Backwaters, Lagoons and Canals   | 3         | Chalk & Talk |
| 4.5          | Trivandrum, Cochin, Alappuzha, Quilon, Hills- Munnar, ThekkadiPeriyar Dam (Kerala).  | 4         | Discussion   |
| UNIT - V     |  |           |              |
| 5.1          | A Pattern of Islands in the Bay of Bengal, Port Blair (Andaman and Nicobar), Kavaratti (Lakshadweep).  | 4         | Chalk & Talk |
| 5.2          | Dachigam Wild – Life Sanctuary (Jammu & Kashmir – Srinagar)<br>Corbett National Park (Uttarkhand–Nainital, Garhwal)<br>Dudhwa National Park (Uttar Pradesh – LakhimpurKheri)<br>Tiger Project at Ranthambhor (Rajasthan – SawaiMadhopur)<br>Kaziranga National Park (Assam – Jorbat) | 4         | Chalk & Talk |
| 5.3          | Kanha National Park (Madya Pradesh – Mandla and Balaghat)<br>Gir National Park (Gujarat – Junagarh)<br>Sundarbans National Park (West Bengal – 24 Pargannas) - Bandipur National Park (Karnataka – Mysore) - Mudumalai Wild – life Sanctuary (Tamil Nadu – Nilgiris)                 | 4         | Chalk & Talk |
| <b>Total</b> |  | <b>90</b> |              |

**Course Designer**

**Dr. M. Amzad Ali**

Assistant Professor of History

| Course Code | Course Title                            | Category   | Total Hours | Credits |
|-------------|---|------------|-------------|---------|
| 20PHIC43    | Contemporary India,<br>1947 – 2014 C.E. | Core – XIV | 90          | 6       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         | ✓ |
| Global           |   |

### Preamble

To Enrich the Contemporary History of India and Contributions by National Leaders for the Progress of our Nation

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome   | Knowledge Level |
|-----|--|-----------------|
| CO1 | Analyse the role played by national leaders for national integration during the post-independent period.                         | K1,K2           |
| CO2 | Evaluate the policies and programmes implemented by the Prime Ministers of India for the overall development of nation           | K1,K2,K3,K4     |
| CO3 | Assess the role played by India for the maintenance of peace and security through diplomatic strategy                            | K1,K2,K3,K4,K5  |
| CO4 | Enumerate the developments in the fields of economy, agriculture, industry and scientific research during post-independence era. | K1,K2,K3,K4,K5  |
| CO5 | Evaluate the growth of modern education by implementing various educational policies.  | K1,K2,K3,K4,K5  |

K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 1   | 2   | 3   |
| CO2 | 3   | 3   | 2   | 2   | 3   |
| CO3 | 3   | 3   | 1   | 2   | 3   |
| CO4 | 3   | 3   | 1   | 2   | 3   |
| CO5 | 3   | 3   | 1   | 3   | 3   |

1-Low

2-Medium

3-Strong



## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 2    | 1    | 3    |
| CO2 | 3    | 3    | 2    | 2    | 3    |
| CO3 | 3    | 3    | 2    | 1    | 3    |
| CO4 | 3    | 3    | 2    | 1    | 3    |
| CO5 | 3    | 3    | 3    | 1    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

20 Hours

Partition and its effects – Patel and Integration of Indian States – Linguistic Re- organisation of the States – Integration of French and Portuguese territories – creation of New States and Union Territories up to 2014.

### UNIT II

20 Hours

Administration of Prime Ministers - Jawaharlal Nehru – L.B. Shastri - Indira Gandhi – Moraji Desai – V.P. Singh – Rajiv Gandhi – Narasimha Rao – Vajpayee and Manmohan Singh

### UNIT III

16 Hours

Foreign Policy of Independent India – Salient Features – Indo-US Relations – Indo-Soviet Relations – Indo-Pak Relations – Indo-China Relations – India and SAARC – Non-Aligned Movement.

### UNIT IV

19 Hours

Five year Plans– Green Revolution – White Revolution – Blue Revolution – Industrial and Commercial Progress – Nuclear Research – Pokhran Nuclear Experiments – Bhabha Atomic Research Centre – Space Research – Space Missions – Atomic Energy Commission.

### UNIT V

15 Hours

Promotion of Education – Dr. Radhakrishnan Commission – A.L. Mudaliar Commission – Kothari Commission – New Education Policies – University Grants Commission (UGC) – National Council of Educational Research and Training (NCERT) - Navodhaya Schools- Kendriya Vidyalayas.

## Text Books

Dr. Varghese Jeyaraj. S., *History of Science and Technology*, Pavai Publication, Chennai, 2010.

Venkatesan, G., *History of contemporary India. 1947 - 2007*. V.C. Publications, Rajapalayam, 1991.

Grover, B,L. & Grover, S., *A New Look at Modern Indian History*, S. Chand Publications, Delhi, 2012.

## Reference Books

- Bipan Chandra., *India since Independence*, Penguin Books, London, 2008.
- Ramachandra Guha., *India After Gandhi*, Picador Publication, London, 2007.
- Partha Chatterjee., *The Nation and its Fragments*, Princeton University Press, New Delhi, 1994.
- Paul R. Brass., *The Politics of India Since Independence*, Foundation Books, Delhi, 1980.
- M.N. Srinivas., *Social Change in Modern India*, Orient Blackswan, New Delhi, 2011.
- Bidyut Chakravarty., *Indian Politics and Society since Independence: Events, Process and Ideology*. Abington: London, 2008.
- Vandhana Shiva., *The Violence of Green Revolution: Third world Agriculture, Ecology and Politics*. The University Press, Kentucky, U.S.A., 2016.
- D. Lapierre and Larry Collings., *Freedom at Midnight*, Vikas Publishing House, New Delhi, 2003.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.       | Topic   | No. of Lectures | Content Delivery Methods |
|------------------|---|-----------------|--------------------------|
| <b>UNIT - I</b>  |   |                 |                          |
| 1.1              | Partition and its effects.                              | 4               | E-Resources              |
| 1.2              | Patel and Integration of Indian States                  | 4               | Discussion               |
| 1.3              | Linguistic Re- organisation of the States.              | 4               | Discussion               |
| 1.4              | Integration of French and Portuguese territories.       | 4               | Chalk & Talk             |
| 1.5              | Creation of New States and Union territories upto 2014. | 4               | Discussion               |
| <b>UNIT - II</b> |   |                 |                          |
| 2.1              | Administration of Prime Ministers.                      | 4               | Chalk & Talk             |
| 2.2              | Jawaharlal Nehru, L.B. Shastri.                         | 4               | E-Resources              |
| 2.3              | Indira Gandhi, Moraji Desai.                            | 4               | Discussion               |
| 2.4              | V.P. Singh, Rajiv Gandhi.                               | 4               | Discussion               |

|                   |   |           |              |
|-------------------|---|-----------|--------------|
| 2.5               | Narasimha Rao, Vajpayee and Manmohan Singh  | 4         | Discussion   |
| <b>UNIT - III</b> |   |           |              |
| 3.1               | Foreign Policy of Independent India.  | 4         | Chalk & Talk |
| 3.2               | Salient Features, Indo-US Relations.  | 4         | Chalk & Talk |
| 3.3               | Indo-Soviet Relations, Indo-Pak Relations.  | 4         | Discussion   |
| 3.4               | Indo-China Relations, India and SAARC, Non-Aligned Movement.  | 4         | E-Resources  |
| <b>UNIT - IV</b>  |   |           |              |
| 4.1               | Five year Plans & NITI Aayog.   | 3         | E-Resources  |
| 4.2               | Green Revolution, White Revolution, Blue Revolution.  | 4         | Chalk & Talk |
| 4.3               | Industrial and Commercial Progress, Nuclear Research, Pokhran   | 4         | Chalk & Talk |
| 4.4               | Nuclear Experiments. Bhabha Atomic Research Centre.   | 4         | Chalk & Talk |
| 4.5               | Space Research, Space Missions, Atomic Energy Commission  | 4         | E-Resources  |
| <b>UNIT - V</b>   |   |           |              |
| 5.1               | Promotion of Education.   | 3         | Chalk & Talk |
| 5.2               | Dr. Radhakrishnan Commission, A.L. Mudaliar Commission, Kothari Commission                            | 4         | E-Resources  |
| 5.3               | New Education Policy, University Grants Commission (UGC)  | 4         | Chalk & Talk |
| 5.4               | National Council of Educational Research and Training (NCERT), Navodhaya Schools, Kendriya Vidyalayas | 4         | E-Resources  |
| <b>Total</b>      |   | <b>90</b> |              |

**Course Designer**

**Ms. L. Pandiammal**

Assistant Professor of History

| Course Code | Course Title | Category  | Total Hours | Credits |
|-------------|--------------|-----------|-------------|---------|
| 20PHIP41    | Project Work | Core – XV | 90          | 5       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            | ✓ |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            | ✓ |
| Regional         | ✓ |
| National         | ✓ |
| Global           | ✓ |

## Preamble

To enable the students about basic research methodology and stimulate them to identify appropriate research problems by which open the gateway for further research endeavour.

## Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No.        | Course Outcome  | Knowledge Level |
|------------|---|-----------------|
| <b>CO1</b> | Understand some basic concepts of Research and its Methodologies.     | K1,K2           |
| <b>CO2</b> | Select and define appropriate Research problems.                      | K1,K2,K3,K4     |
| <b>CO3</b> | Identify the area of Research topics                                  | K1,K2,K3,K4     |
| <b>CO4</b> | Motivate students to reconstruct history.                             | K1,K2,K3,K4,K5  |
| <b>CO5</b> | Analyse the facts collected by a researcher, into a meaningful order. | K1,K2,K3,K4,K5  |

**K1-Knowledge      K2-Understand      K3-Apply      K4- Analyse      K5- Evaluate**

## Mapping of CO with PO

|            | P01 | P02 | P03 | P04 | P05 |
|------------|-----|-----|-----|-----|-----|
| <b>CO1</b> | 3   | 3   | 2   | 3   | 1   |
| <b>CO2</b> | 3   | 3   | 3   | 3   | 1   |
| <b>CO3</b> | 3   | 3   | 3   | 1   | 2   |
| <b>CO4</b> | 3   | 2   | 3   | 1   | 2   |
| <b>CO5</b> | 2   | 3   | 3   | 1   | 2   |

**1-Low**

**2-Medium**

**3-Strong**

**Mapping of CO with PSO**

|            | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> | <b>PSO5</b> |
|------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO1</b> | <b>2</b>    | <b>3</b>    | <b>2</b>    | <b>3</b>    | <b>2</b>    |
| <b>CO2</b> | <b>2</b>    | <b>3</b>    | <b>2</b>    | <b>3</b>    | <b>3</b>    |
| <b>CO3</b> | <b>2</b>    | <b>2</b>    | <b>1</b>    | <b>3</b>    | <b>2</b>    |
| <b>CO4</b> | <b>1</b>    | <b>3</b>    | <b>3</b>    | <b>3</b>    | <b>3</b>    |
| <b>CO5</b> | <b>1</b>    | <b>3</b>    | <b>3</b>    | <b>3</b>    | <b>1</b>    |

**1-Low****2-Medium****3-Strong**

Project titles will be allotted by the Research guides (the teachers in the department) in areas related to the courses taught in the previous semester; they may also allot topics related to the other topics apart from the prescribed texts.

|                            |                                |                  |
|----------------------------|--------------------------------|------------------|
| <b>INTERNAL EVALUATION</b> | Internal marks<br>by the Guide | <b>40 MARKS</b>  |
| <b>EXTERNAL EVALUATION</b> | Viva-Voce                      | <b>60 MARKS</b>  |
| <b>TOTAL</b>               |                                | <b>100 MARKS</b> |

| Course Code | Course Title                                   | Category      | Total Hours | Credits |
|-------------|--|---------------|-------------|---------|
| 20PHIE41    | History of World Civilizations Up To 1453 C.E. | Elective - IV | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            |   |
| Employability Oriented    |   |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

### Preamble

To enable the students to make understand on the age-old civilization and religion in the world by which to realise the impacts on day to day life.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome  | Knowledge Level |
|-----|---|-----------------|
| CO1 | Evaluate the legacy of Egyptian civilization.   | K1,K2           |
| CO2 | Estimate the salient features of Mesopotamian and Chinese civilizations.              | K1,K2           |
| CO3 | Compare the classical Greco- Roman civilizations and its contributions.               | K1,K2,K3,K4     |
| CO4 | Estimate the evolution of Feudalism and its effects.                                  | K1,K2,K3,K4,K5  |
| CO5 | Evaluate the major religious doctrines and their contributions to mould world war II. | K1,K2,K3,K4,K5  |

K1-Knowledge

K2-Understand

K3-Apply

K4- Analyse

K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 3   | 2   | 1   | 3   |
| CO2 | 3   | 3   | 2   | 1   | 3   |
| CO3 | 3   | 3   | 2   | 1   | 3   |
| CO4 | 3   | 3   | 2   | 1   | 3   |
| CO5 | 3   | 3   | 3   | 2   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 2    | 1    | 3    |
| CO2 | 3    | 3    | 2    | 1    | 3    |
| CO3 | 3    | 3    | 2    | 1    | 3    |
| CO4 | 3    | 3    | 2    | 1    | 3    |
| CO5 | 3    | 3    | 3    | 2    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

20 Hours

Definition – Factors influencing the growth of Civilization – Civilization and Culture. Origin of the World and Species - Egyptian Civilization: Geography – The People – Government – Social and Economic conditions – Arts – Religion – Literature - Chinese Civilization: Geography – the People – Government – Legacy of the Chinese Civilization.

### UNIT II

23 Hours

Sumerian Civilization: Geography – the people – Government – Legacy of the Sumerian Civilization - Babylonian Civilization – Geography – the People – Government – Hammurabi – the Code of Hammurabi – Social and Economic conditions – Arts – Religion – Literature and learning – Indus Valley Civilization.

### UNIT III

15 Hours

Greek Civilization: Political Legacy – Legacy in the fields of Art, Architecture, Religion, Philosophy, Literature, Education and Science - Roman Civilization: Political Legacy – Roman Law – Legacy in the fields of Arts, Architecture, Religion, Philosophy, Literature, Education and Science.

### UNIT IV

20 Hours

The Byzantine Civilization: Government – Emperor Justinian – Social and Economic conditions – Contributions to Arts, Religion and Philosophy - Feudalism: Causes – features – feudal set-up – feudal services –feudal incidents – Merits - Demerits of feudalism – decline of feudalism – Manorial system.

### UNIT V

12 Hours

Religions - Christianity – Life and Teachings of Jesus Christ – Islam - Life and Teachings of Prophet Muhammad – Hinduism – Zoroastrianism – Confucianism.

## Text Books

Swain, J.E., *A History of World Civilization*. Eurasia Publishing House Pvt. Ltd., Ram Nagar, New Delhi, 1994.

## Reference Books

Will Durant., *A Story of Civilization*, 11 Vols., Simon & Schuster, USA, 1935-75.

Rollin. M., *Encyclopaedia of Great Ancient Civilizations*, 15 Vols., Cosmo Publications, New Delhi, 2012.

Yuval Noah Harari., *Sapiens: A Brief History of Mankind*, Penguin Random House, New York, 2015.

Schneider, H., *The History of World civilizations from prehistoric Times to the Middle Ages*, 2 Vols. George Rutledge and Sons, London, 1931.

Arnold J. Toynbee., *A Study of History*, 12 Vols., O.U.P., Oxford, 1934-1961.

William Hazlitt., *The History of Civilization from the Fall of the Roman empire to the French Revolution*, Appleton and Company, New York, 1878.

V. Gordon Childe., *Man Makes Himself*, New American Library, New York, 1939.

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No. | Topic  | No. of Lectures | Content Delivery Methods |
|------------|--|-----------------|--------------------------|
| UNIT - I   |  |                 |                          |
| 1.1        | Definition, Factors influencing the growth of Civilization.                                  | 4               | Chalk & Talk             |
| 1.2        | Civilization and Culture, Origin of the World and Species.                                   | 4               | E-Resources              |
| 1.3        | Egyptian Civilization: Geography The People, Government.                                     | 4               | Discussion               |
| 1.4        | Social and Economic conditions, Arts, Religion, Literature                                   | 4               | E-Resources              |
| 1.5        | Chinese Civilization: Geography, the People, Government, Legacy of the Chinese Civilization. | 4               | Chalk & Talk             |



| UNIT - II  |   |   |              |
|------------|---|---|--------------|
| 2.1        | Sumerian Civilization: Geography, the people, Government.   | 4 | Chalk & Talk |
| 2.2        | Legacy of the Sumerian Civilization, Babylonian Civilization.   | 4 | Chalk & Talk |
| 2.3        | Geography, the People, Government.  | 3 | E-Resources  |
| 2.4        | Hammurabi, the Code of Hammurabi – Social and Economic conditions.                                      | 4 | E-Resources  |
| 2.5        | Arts, Religion, Literature and learning.  | 4 | Chalk & Talk |
| 2.6        | Indus Valley Civilization.  | 4 | E-Resources  |
| UNIT - III |   |   |              |
| 3.1        | Greek Civilization.   | 2 | Chalk & Talk |
| 3.2        | Political Legacy.   | 2 | E-Resources  |
| 3.3        | Legacy in the fields of Art, Architecture, Religion, Philosophy, Literature, Education and Science.     | 4 | E-Resources  |
| 3.4        | Roman Civilization: Political Legacy, Roman Law.  | 3 | E-Resources  |
| 3.5        | Legacy in the fields of Arts, Architecture, Religion, Philosophy, Literature, Education and Science.    | 4 | Discussion   |
| UNIT - IV  |   |   |              |
| 4.1        | The Byzantine Civilization:   | 4 | Chalk & Talk |
| 4.2        | Government, Emperor Justinian, Social and Economic conditions.  | 4 | Chalk & Talk |
| 4.3        | Contributions to Arts, Religion and Philosophy.   | 4 | Chalk & Talk |
| 4.4        | Feudalism Causes, features, feudal set-up.  | 4 | E-Resources  |
| 4.5        | Feudal services, feudal incidents, Merits Demerits of feudalism, decline of feudalism, Manorial system. | 4 | E-Resources  |

| <b>UNIT - V</b> |  |           |             |
|-----------------|--|-----------|-------------|
| 5.1             | Religions, Christianity, Life and Teachings of Jesus Christ. | 4         | E-Resources |
| 5.2             | Islam, Life and Teachings of Prophet Muhammad.               | 4         | E-Resources |
| 5.3             | Hinduism, Zoroastrianism, Confucianism.                      | 4         | E-Resources |
| <b>Total</b>    |  | <b>90</b> |             |

**Course Designer**

**Mr. T. Anas Babu**

Assistant Professor of History

| Course Code | Course Title | Category      | Total Hours | Credits |
|-------------|--------------|---------------|-------------|---------|
| 20PHIE42    | Epigraphy    | Elective – IV | 90          | 4       |

| Nature of Course          |   |
|---------------------------|---|
| Knowledge Oriented        | ✓ |
| Skill Oriented            | ✓ |
| Employability Oriented    | ✓ |
| Entrepreneurship Oriented |   |

| Course Relevance |   |
|------------------|---|
| Local            |   |
| Regional         |   |
| National         |   |
| Global           | ✓ |

### Preamble

Enable the students to understand the evolution of Epigraphic document and contribution made by eminent Epigraphist to trace out the ancient history.

### Course Outcomes (CO)

On the successful completion of the course the students will be able to

| No. | Course Outcome   | Knowledge Level |
|-----|--|-----------------|
| CO1 | Analyse the evolution of scripts in India and great civilizations of the world.                          | K1,K2           |
| CO2 | Narrate the materials used in the inscriptions in South India.   | K1,K2,K3,K4     |
| CO3 | Trace out the different deciphering methods for the reconstruction of history.                           | K1,K2,K3,K4     |
| CO4 | Evaluate the epigraphical forms and contents and dating techniques to fix the period of differentiation. | K1,K2,K3,K4,K5  |
| CO5 | Narrate the contributions of outstanding epigraphist to reconstruct the history of India                 | K1,K2,K3,K4,K5  |

K1-Knowledge

K2-Understand

K3-Apply

K4- Analyse

K5- Evaluate

### Mapping of CO with PO

|     | P01 | P02 | P03 | P04 | P05 |
|-----|-----|-----|-----|-----|-----|
| CO1 | 3   | 1   | 3   | 2   | 3   |
| CO2 | 3   | 1   | 3   | 2   | 3   |
| CO3 | 3   | 1   | 3   | 2   | 3   |
| CO4 | 3   | 1   | 3   | 2   | 3   |
| CO5 | 3   | 2   | 3   | 2   | 3   |

1-Low

2-Medium

3-Strong

## Mapping of CO with PSO

|     | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|-----|------|------|------|------|------|
| CO1 | 3    | 3    | 2    | 1    | 3    |
| CO2 | 3    | 3    | 2    | 1    | 3    |
| CO3 | 3    | 3    | 2    | 2    | 3    |
| CO4 | 3    | 3    | 3    | 2    | 3    |
| CO5 | 3    | 3    | 3    | 1    | 3    |

1-Low

2-Medium

3-Strong

## Syllabus

### UNIT I

12 Hours

Epigraphy – Meaning – Importance – Evolution – Types of Scripts of India: Pictographic – Ideographic – Phonographic – Hieroglyphic – Cuneiform – Graft – Linear – Brahmi Script – Ashokan Brahmi and Tamizhi – Kharosti – Vattelluttu – Grantha.

### UNIT II

12 Hours

Antiquity of Writing in South India – Writing Materials – Metals & Stones.

### UNIT III

24 Hours

Deciphering: Palaeography – Facsimile – Photocopy – Comparison - Dating of Inscription – Epigraphical contents and conventions.

### UNIT IV

20 Hours

Eras (Saka, Vikrama, Gupta, etc.) - Dating of Inscriptions - Importance of Tamil Brahmin inscriptions – Keezhadi.

### UNIT V

22 Hours

Some Eminent Epigraphists: Hultzsch – James Prinsep – Buhler – Venkayya – T.A.Gopinatha Rao – D.C.Sircar – Robert Swell Practical Training: Estampaging and Reading Inscription: Mangalam – Manur - Sittanvasal – Velvikkudi Copper Plates –Chinnamanur Copper Plates –Poolankuruchi Inscription - Uttramerur Inscriptions – Kannanur Inscriptions

## Text Books

Satyamoorthy. K., *Text Book of Indian Epigraphy*, Low Price Publications, New Delhi, 1992.

Nagaswami. R., *Kalvattueyal (Tamil)*, Archaeological Department of Tamil Nadu, Chennai, 2009.

## Reference Books

Doni, Ahmod Hasan., *Indian Palaeography*, Munishiram Manohar Lal, New Delhi, 1984.

Mahalingam, T.V., *South Indian Palaeography*, University of Madras, 1974.

Epigraphica Indica, *Archaeological Survey of India*, New Delhi, 1882-1977.

N. Subramaniam & R. Venkataraman., *Tamil Epigraphy - A Survey*, Ennes Publications, Madurai, 1980

## Pedagogy

Chalk & Talk, E-Resources, Group Discussion

## Teaching aids

Black Board, LCD Projector

## Course Contents and Lecture Schedule

| Module No.        | Topic                                    | No. of Lectures | Content Delivery Methods |
|-------------------|--|-----------------|--------------------------|
| <b>UNIT - I</b>   |  |                 |                          |
| 1.1               | Epigraphy , Meaning                      | 4               | Chalk & Talk             |
| 1.2               | Importance                               | 4               | Discussion               |
| 1.3               | Types of Scripts of India                | 4               | Discussion               |
| <b>UNIT - II</b>  |  |                 |                          |
| 2.1               | Antiquity of Writing in South India      | 4               | Chalk & Talk             |
| 2.2               | Writing Materials                        | 4               | Chalk & Talk             |
| 2.3               | Metals & Stones.                         | 4               | Discussion               |
| <b>UNIT - III</b> |  |                 |                          |
| 3.1               | Deciphering                              | 4               | Chalk & Talk             |
| 3.2               | Palaeography                             | 4               | Chalk & Talk             |
| 3.3               | Facsimile, Photocopy                     | 4               | Discussion               |
| 3.4               | Comparison.                              | 4               | Discussion               |
| 3.5               | Dating of Inscription                    | 4               | Discussion               |
| 3.6               | Epigraphical contents and conventions.   | 4               | Chalk & Talk             |
| <b>UNIT - IV</b>  |  |                 |                          |
| 4.1               | Eras (Saka, Vikrama, Gupta, etc.)        | 4               | Chalk & Talk             |
| 4.2               | Epigraphical Conventions                 | 4               | Chalk & Talk             |
| 4.3               | Dating of Inscriptions                   | 4               | Chalk & Talk             |
| 4.4               | Importance of Tamil Brahmin inscriptions | 4               | Chalk & Talk             |
| 4.5               | Keezhadi.                                | 4               | Discussion               |
| <b>UNIT - V</b>   |  |                 |                          |
| 5.1               | Eminent Epigraphists, Hultzsch           | 4               | Chalk & Talk             |
| 5.2               | James Prinsep, Buhler, Venkayya          | 3               | Chalk & Talk             |
| 5.3               | T.A. Gopinatha Rao, D.C.Sircar           | 3               | Chalk & Talk             |

|              |  |           |            |
|--------------|--|-----------|------------|
| 5.4          | Robert Swell Practical Training  | 3         | Discussion |
| 5.5          | Estampaging and Reading Inscription  | 3         | Discussion |
| 5.6          | Mangualam , Manur, Sittanvasal,<br>Velvikkudi Copper plates -Chinnamanur<br>Copper Plates –Poolankuruchi Inscription | 3         | Discussion |
| 5.7          | Uttramerur Inscriptions,<br>KannanurInscriptions   | 3         | Discussion |
| <b>Total</b> |  | <b>90</b> |            |

### **Course Designer**

**Dr. M. Peer Mohamed**

Associate Professor