



# HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

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

Re-Accredited with A++ Grade by NAAC (3<sup>rd</sup> Cycle)

Uthamapalayam - 625 533.

## PG & RESEARCH DEPARTMENT OF HISTORY

MASTER OF ARTS - HISTORY

SYLLABUS

Choice Based Credit System – CBCS

With

Outcome Based Education (OBE)

# **HAJEE KARUTHA ROWTHER HOWDIA COLLEGE**

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## **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 Hajee Karutha Rowther.

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

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## **Department Vision and Mission**

### **Vision**

- To visualise Academic Excellence in teaching, research and Extension activities.
- To facilitate the student's 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 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

### Programme Outcomes (PO)

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

<b>PO1</b>	Evaluate the Socio-Economic and Political History of India and Tamilnadu and to preserve and promote the rich heritage of India.
<b>PO2</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>PO3</b>	Under take the research projects, making use of archival and epigraphic materials.
<b>PO4</b>	Implement Science and Technology for the welfare of Humanity.
<b>PO5</b>	Get employment in the state and central Government services.

## Program Specific Outcomes(PSO)

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

<b>PSO1</b>	To inculcate the understanding of diverse and complex in the field of History.
<b>PSO2</b>	To provide an appropriate foundation for a career and for various challenges of the society.
<b>PSO3</b>	To train academically sound researchers and intellectuals in the area of History.
<b>PSO4</b>	To impart modern research and technological skills amongst the Masters students in order to become professionals and leaders in the society.
<b>PSO5</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 - Generic Elective papers in semesters I and II respectively
- Part III - Discipline Elective Papers in semesters III and IV respectively
- Part IV - Skill Enhancement Course (NME) Paper in Semester III respectively
- Part IV - Summer Internship/Industrial Training Paper in semester III respectively
- Part IV - Skill Enhancement Course (Professional Competency Skill) Paper in Semester IV respectively
- Part V - Extension activity in semester IV

#### 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
Assignment	- 05 Marks
Total	- 25 Marks

#### Pattern of Term End Examinations (Max. Marks: 75 / Time: 3 Hours)

#### External Examinations Question Paper Pattern for Part III and Part IV (Non- Major Elective & Skill based Subject)

#### Section - A (10 X 2 = 20 Marks)

Answer ALL questions.

- Questions 1 - 10
- One question from each unit
- Short answer questions

**Section - B (5 X 5 = 25 Marks)**

Answer ALL questions (Choose either a or b).

- Questions 11 - 15
- One question from each unit
- Paragraph

**Section - C (3 X 10 = 30 Marks)**

Answer any THREE out of five questions.

- Questions 16 - 20
- One question from each unit
- Essay type

**Part V (Extension Activities)**

- Internal Evaluation only

**Passing Marks**

Minimum 34 for External Exam

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

**Practical Examination**

Internal – 40 marks

External – 60 marks (minimum 27 marks)

Total – 100 marks

Passing minimum is **50%**

**Weightage**

Weightage for Bloom's Taxonomy	Percentage	Marks	
		CIAE	TEE
Knowledge (Remembering) – K1	8	2	6
Understanding – K2	9	2	7
Applying – K3	12	3	9
Analyzing – K4	12	3	9
Evaluate – K5	40	10	30
Create – K6	19	5(Seminar)	14
<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)	1(2)	-	-	<b>Total 25 marks</b>
Understanding(K2)	1(2)	-	-	
Apply(K3)	-	1(3)	-	
Analyzing (K4)	-	1(3)	-	
Evaluate (K5)	-	-	2(10)	
Create (K6)	<b>Seminar (5)</b>			

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

Bloom's Taxonomy	Section A	Section B	Section C	Total
Knowledge(K1)	3(6)	-	-	<b>Total 75 Marks</b>
Understanding(K2)	1(2)	1(5)	-	
Apply(K3)	2(4)	1(5)	-	
Analyzing (K4)	2(4)	1(5)	-	
Evaluate (K5)	-	-	3(30)	
Create (K6)	2(4)	2(10)	-	

**Note: Figures in parenthesis are Marks**

**Credits Distribution**

S.No	Part	Category	No of Courses	No of Credits
1	Part - III	Core (Theory / Practical / Project)	15	72
		Discipline Elective (Theory / Practical)	2	6
		Generic Elective (Theory / Practical )	2	6
2	Part - IV	NME	1	2
		Professional Competency	1	2
		Internship	1	2
3	Part - V	Extension Activity	1	1
<b>Total</b>			<b>23</b>	<b>91</b>

**M.A., HISTORY**

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

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max. Marks	Credits
<b>Semester - I</b>							
<b>Part - III</b>							
Core - I	26PHICC11	State and Society in Tamilnadu up to 1565 C.E.	6	25	75	100	5
Core - II	26PHICC12	Socio-Economic History of India up to 1206 C.E.	6	25	75	100	5
Core - III	26PHICC13	Freedom Struggle in India, 1800-1947 C.E.	6	25	75	100	5
Core - IV	26PHICC14	History of Science and Technology	6	25	75	100	4
Generic Elective - I	26PHIGE11	Environmental History of India	6	25	75	100	3
<b>TOTAL</b>			<b>30</b>				<b>22</b>

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max. Marks	Credits
<b>Semester - II</b>							
<b>Part - III</b>							
Core - V	26PHICC21	State and Society in Tamil Nadu, 1565- 2000 C.E.	6	25	75	100	5
Core - VI	26PHICC22	Socio - Economic History of India, 1206- 1900 C.E.	6	25	75	100	5
Core - VII	26PHICC23	General Studies for Competitive Examinations	6	25	75	100	5
Core - VIII	26PHICC24	History of the USA, 1865- 1945 C.E.	6	25	75	100	4
Generic Elective - II	26PHIGE21	Public Administration	6	25	75	100	3
<b>TOTAL</b>			<b>30</b>				<b>22</b>

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26PHICC11	STATE AND SOCIETY IN TAMILNADU UP TO 1565 C.E.	Core - I	6	5	25	75	100

Course Objectives		
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.		
UNIT	Contents	No. of Hours
I	<b>Evolution of State and Society</b> – Pre-Historic Tamilaham up to 600 B.C.E. - Land and Races - Historic Tamilaham: Sources - Archaeological Remains - Numismatic Evidences - Epigraphic Records - Literature - Foreign Accounts.	13
II	<b>Society and Culture during Sangam Age</b> - Physiographic Divisions: People's occupations, Spread of Caste System - Post-Sangam Period - Age of Kalabhras, 300 – 600 C.E.	10
III	<b>Tamil State and Society (600 – 900 C.E.)</b> – Pandya Age – Pallava Age - Inscriptions and Copper Plates – Coins – Archaeological and Architectural Evidences – Literature - Devadanas and Bramadeyas – Administration - Divisions - Kottam – Nadu - Sabha – Ur – Court – Royal Titles - Reaction to Jainism and Buddhism – Contributions of Alwars and Nayanmars - Sectarian Wrangles.	22
IV	<b>Imperial Age (900 – 1200 C.E.)</b> - Chola State System - Debate on Ritual Monarchy – Centralized State – Segmentary State - Struggle for Mastery – Imperial Wars - Naval Expeditions – Empire concept - Devaraya Cult – Meykirthis – codification of Tirumarais – Inter and Intra State Relations – Court – Officials – Advisers – Judicial System Society: Caste System – Valangai and Idangai conflicts – Slavery: Agrestic Labour– Temple – Monastic – Dowry – Devadasi System – Peasant Economy: Agriculture Temple Centric Culture – Craftsmen – Domestic and Foreign Trade - Trade Guilds.	25
V	<b>State and society in the Second Pandyas Pandya (1200 – 1325 C.E.)</b> - Decline of the Cholas - Hoysala - Sri Lankan Interventions – Emergence of Second Pandyas – Accounts of Marco Polo - Social and Economic conditions - Malik Kafur Invasion – Rise of Madurai Sultanate – Administration – Darghas - Vijayanagara – Southward Expeditions.	20
<b>Total</b>		<b>90</b>
Course Outcomes		Knowledge Level
CO	On completion of this course, students will be able to	
1	Demonstrate the rise of pre historic Tamilagam and its	K1,K2,K3,K4

	sources.	
2	Bring out the history of the Kalabhras.	K1,K2
3	Explain the different dynasties and their administration.	K1,K2,K3,K4
4	Trace the knowledge about Devadasi system and Guild System.	K1,K2,K3,K4,K5,K6
5	Evaluate the Delhi Sultanate and the spread of Islam.	K1,K2,K3,K4,K5,K6
<b>K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze, K5- Evaluate, K6- Create</b>		
<b>Textbooks</b>		
1.	K.Rajayyan, <i>History of Tamil Nadu, 1562-1982</i> , Raj Publishers, Madurai, 1982.	
2.	Subrahmanian, N., <i>History of Tamilnadu</i> . Ennes Publications, Udumalpet, 1980.	
<b>Reference Books</b>		
1.	NilakantaSastri, K.A., <i>A History of South India: from Pre-historic Times to the Fall of Vijayanagar</i> . Oxford University Press, 1975.	
2.	S. Chandni Bi, <i>Epigraphical Reading in the Chola History</i> , Random Publishers, NewDelhi, 2014.	
3.	Rajalakshmi, R. <i>Tamil Polity, CAD 600-C. AD 1300</i> . Ennes Publications, 1983.	
4.	Subrahmanian, N., <i>Sangam Polity: The Administration and Social Life of the Sangam Tamils</i> . Ennes Publications, Udumalpet, 1980.	
5.	Madhavan, Chithra, <i>History and Culture of Tamil Nadu: C. 1310-C. 1885</i> , D. K. Print world, 2005.	
6.	Swaminathan A, <i>Social and Cultural History of Tamil Nadu</i> , Deepa Pathippagam, Chennai, 1991.	
<b>e-Resources</b>		
1.	<a href="https://archive.org/stream/K.A.NilakantaSastriBooks/K.%20A.%20Nilakanta%20Sastri/A-History-of-South-India_djvu.txt">https://archive.org/stream/K.A.NilakantaSastriBooks/K.%20A.%20Nilakanta%20Sastri/A-History-of-South-India_djvu.txt</a>	

### Mapping with Programme Outcomes:

CO /PO	PO1	PO2	PO3	PO4	PO5
C01	3	2	3	1	3
C02	3	2	3	1	3
C03	3	2	3	1	3
C04	3	2	3	1	3
C05	3	2	3	3	3

Strong-3      Medium-2      Low-1

### Level of Correlation between PSO's and CO's

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
C01	3	3	2	2	3
C02	3	3	1	2	3
C03	3	3	1	2	3
C04	3	3	1	2	3
C05	3	3	1	3	3

Strong-3      Medium-2      Low-1

**COURSE CONTENTS AND LECTURE SCHEDULE**

<b>Module No.</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>UNIT - I</b>		
1.1	Evolution of State and Society – Pre-Historic Tamilaham up to 600 B.C.E.	3
1.2	Land and Races - Historic Tamilaham:	2
1.3	Sources – Archaeological Remains	2
1.4	Numismatic Evidences	2
1.5	Epigraphic Records.	2
1.6	Literature – Foreign Accounts	2
<b>UNIT - II</b>		
2.1	Society and Culture during Sangam Age	3
2.2	Physiographic Divisions: People’s occupations, Spread of Caste System	4
2.3	Post-Sangam Period - Age of Kalabhras, 300 – 600 C.E.	3
<b>UNIT - III</b>		
3.1	Tamil State and Society (600 – 900 C.E.) – Pandya Age – Pallava Age	4
3.2	Inscriptions and Copper Plates	2
3.3	Coins – Archaeological and Architectural Evidences – Literature	2
3.4	Devadanas and Bramadeyas – Administration - Divisions -	4
3.5	Kottam – Nadu - Sabha – Ur – Court – Royal Titles -	2
3.6	Reaction to Jainism and Buddhism	4
3.7	Contributions of Alwars and Nayanmars - Sectarian Wrangles.	4
<b>UNIT - IV</b>		
4.1	Imperial Age (900 – 1200 C.E.) - Chola State System	3
4.2	Debate on Ritual Monarchy – Centralized State – Segmentary State	3
4.3	Struggle for Mastery – Imperial Wars - Naval Expeditions – Empire concept -Devaraya Cult – Meykirthis	4
4.4	codification of Tirumarais – Inter and Intra State Relations – Court – Officials – Advisers	3
4.5	Judicial System Society: Caste System – Valangai and Idangai conflicts – Slavery: Agrestic Labour– Temple	4
4.6	Monastic – Dowry – Devadasi System – Peasant Economy:	4
4.7	Agriculture Temple Centric Culture – Craftsmen – Domestic and Foreign Trade - Trade Guilds.	4
<b>UNIT - V</b>		
5.1	State and society in the Second Pandyas Pandya (1200 – 1325 C.E.)	4

5.2	Decline of the Cholas - Hoysala - Sri Lankan Interventions - Emergence of Second Pandyas	3
5.3	Accounts of Marco Polo - Social and Economic conditions -	3
5.4	Malik Kafur Invasion – Rise of Madurai Sultanate	4
5.5	Administration – Darghas	3
5.6	Vijayanagara – Southward Expeditions.	3
<b>Total</b>		<b>90</b>

**Course Designer**

**Name: Dr. M. Basheer Ahamed Meeran**

Associate Professor of History

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26PHICC12	<b>SOCIO-ECONOMIC HISTORY OF INDIA UP TO 1206 C.E.</b>	Core - II	6	5	25	75	100

Course Objectives		
To enable the students to understand the Socio - Economic History of India from pre-historic period to the establishment of Delhi Sultanate.		
UNIT	Contents	No. of Hours
I	<b>Prehistoric and Proto Historic India:</b> Prehistoric society – Paleolithic and Mesolithic – Nomadic life – Hunting and gathering – Neolithic Revolution – Agrarian society – Domestication of animals – Specialisation of labour – Proto-historic Period – Indus Valley Civilisation – Urban planning – Social structure – Harappan economy – Agriculture – Industries – Trade and commerce – Exchange system.	18
II	<b>Early and Later Vedic Period:</b> Early Vedic period – Pastoral society – Tribal organisation – Sabha and Samiti – Later Vedic Period – Agrarian society – Varna system – Family and marriage – Position of women – Vedic economy – Agriculture – Crafts – Trade – Barter system.	18
III	<b>Second Urbanisation (800 B.C.E-400 C.E):</b> Emergence of Mahajanapadas – Jainism and Buddhism – Caste system – New social classes – Status of women – Changes in production – State control over economy – Trade routes – Trading communities – Guilds (Srenis) – Sreshti – Coinage – Craft- Art and architecture.	18
IV	<b>Classical Age (400-700 C.E):</b> Urban revival – Growth of cities – Caste proliferation – Religious condition- Brahmanical dominance – Education – Status of women – Industrial diversification – Textiles – Metallurgy – Guild organisation – Trade and commerce – Transport and communication – Coinage – Cultural developments – Art and architecture.	18
V	<b>Early Medieval Age (700-1206 C.E):</b> Feudal Society – Fragmentation of Society – Land grants – Intermediaries – Social life – customs and practices – Status of women – Feudal economy – Village economy – Decline of trade and its impacts – Impact of Muslim invasions – Socio-economic changes – Cultural interaction – post-Gupta and early medieval art and architecture.	18
<b>Total</b>		<b>90</b>
Course Outcomes		Knowledge Level
CO	On completion of this course, students will be able to	
1	Define the society and economy in the period of hunting gathering, beginning of Agriculture and Indus Valley Civilization.	K1,K2,K3,K4

2	Analyse the social and economic life and the transformation in the Pastoral Age.	K1,K2,K3,K4,K5,K6
3	Identify the socio- economic changes during the age of second Urbanisation.	K1,K2,K3,K4,K5,K6
4	Estimate the Ascendency of Brahmins, trade and monetary system during the classical age.	K1,K2,K3,K4
5	Discuss the Feudalism and its Impact on early medieval Indian society and economy.	K1,K2,K3,K4
<b>K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze, K5- Evaluate, K6- Create</b>		
<b>Textbooks</b>		
1.	Upindra Singh, <b>A History of Ancient and Early Medieval India: From the stone age to the 12<sup>th</sup> century</b> , Pearson India Education, Chennai, 2008.	
<b>Reference Books</b>		
1.	Basham, B.L., <i>The Wonder that was India A Survey of the History and Culture of the Indian Sub-continent Before the Coming of the Muslims</i> , Rupa, 1994.	
2.	Majumdar, Ramesh Chandra, Kalikinkar Datta, and Hemchandra C. Raychaudhuri, <b>An advanced history of India</b> , Mcmillan & Co., 1967.	
3.	Sharma, S.R., <b>Ancient Indian History and Culture</b> , Hind Kitab Ltd., Bombay, 1947.	
4.	Srivatsava, B., <b>Trade and Commerce in Ancient India: From the Earliest Times to A.D. 300</b> , the Chowkhamba Sanskrit, Varanasi, 1968.	
5.	Kenneth R. Hall, <b>State and Statecraft in the Age of Colas</b> , Abhinav Publications, Delhi, 1980.	
<b>e-Resources</b>		
1.	<a href="https://archive.org/details/in.ernet.dli.2015.142665">https://archive.org/details/in.ernet.dli.2015.142665</a>	

### Mapping with Programme Outcomes:

CO /PO	P01	P02	P03	P04	P05
C01	3	3	2	1	3
C02	3	3	2	1	3
C03	3	3	2	1	3
C04	3	3	2	1	3
C05	3	3	2	2	3

**Strong-3      Medium-2      Low-1**

### Level of Correlation between PSO's and CO's

CO /PSO	PS01	PS02	PS03	PS04	PS05
C01	3	1	3	2	3
C02	3	1	3	2	3
C03	3	1	3	2	3
C04	3	1	3	2	3
C05	3	1	3	3	3

**Strong-3      Medium-2      Low-1**

### COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
<b>UNIT - I</b>		
1.1	Prehistoric and Proto Historic India: Prehistoric society	3
1.2	Paleolithic and Mesolithic – Nomadic life – Hunting and gathering - Neolithic Revolution.	3
1.3	Agrarian society –Domestication of animals– Specialisation of labour – Proto-historic Period -	3
1.4	Indus Valley Civilisation –Urban planning – Social structure	3
1.5	Harappan economy – Agriculture – Industries –	3
1.6	Trade and commerce – Exchange system	3
<b>UNIT - II</b>		
2.1	Early and Later Vedic Period: Early Vedic period – Pastoral society - Tribal organisation	5
2.2	Sabha and Samiti – Later Vedic Period .	3
2.3	Agrarian society – Varna system – Family and marriage	4
2.4	Position of women – Vedic economy –	3
2.5	Agriculture – Crafts – Trade – Barter system	3
<b>UNIT - III</b>		
3.1	Second Urbanisation (800 B.C.E–400 C.E): Emergence of Mahajanapadas	5
3.2	Jainism and Buddhism - Caste system – New social classes – Status of women	4
3.3	Changes in production – State control over economy – Trade routes – Trading communities	4
3.4	Guilds (Srenis) – Sreshti – Coinage – Craft- Art and architecture.	5
<b>UNIT - IV</b>		
4.1	Classical Age (400–700 C.E): Urban revival – Growth of cities – Caste proliferation	4
4.2	Religious condition- Brahmanical dominance – Education – Status of women – Industrial diversification	5
4.3	Textiles – Metallurgy – Guild organisation –	3
4.4	Trade and commerce – Transport and communication	3
4.5	Coinage – Cultural developments – Art and architecture.	3
<b>UNIT - V</b>		
5.1	Early Medieval Age (700–1206 C.E): Feudal Society – Fragmentation of Society	4
5.2	Land grants – Intermediaries – Social life – customs and practices – Status of women	4
5.3	Feudal economy – Village economy – Decline of trade and its impacts	3
5.4	Impact of Muslim invasions – Socio-economic changes –	4

	Cultural interaction	
5.5	Post-Gupta and early medieval art and architecture.	3
<b>Total</b>		<b>90</b>

**Course Designer**

**Name: Mr. C. P. Muhammed Kabeer**

Assistant Professor of History

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26PHICC13	FREEDOM STRUGGLE IN INDIA, 1800 - 1947 C.E.	Core - III	6	5	25	75	100

Course Objectives		
To enable the students to acquire knowledge on the freedom struggle in India and understand sacrifices and services rendered by the freedom fighters.		
UNIT	Contents	No. of Hours
I	<b>Early Resistance:</b> South Indian Rebellion 1800-1801 - Vellore Mutiny of 1806 - Peasant Uprising: Indigo revolt - Mappila Rebellion - Tribal rebellions: Santhal uprising - Munda rebellion-Revolt of 1857 - Causes, Course and Results - Queen Victoria's Proclamation - Early Political Organizations: Landholders Society - British India Association - East India Association	18
II	<b>Emergence of Nationalism:</b> Birth of Indian National Congress - Moderates - Extremists - Surat split - Lucknow Pact - Home Rule Movement - Partition of Bengal - Swadeshi Movement - Formation of Muslim League - Revolutionary Movements: Anushilan Samiti - Bharatmata Society - Hindustan Socialist Republican Association.	18
III	<b>Gandhian Era:</b> Early Satyagrahas of Gandhi - Rowlatt Act - Jallianwalabagh Massacre - Khilafat Movement - Non - Cooperation Movement - Swaraj Party - Simon Commission - Nehru Report - Jinnah's Fourteen Points - Purna Swaraj Resolution - Civil Disobedience Movement, 1930-34 - Dandi March - Gandhi-Irwin Pact - Round Table Conferences - Communal Award - Poona Pact.	22
IV	<b>Towards Independence:</b> August Declaration - Individual Satyagraha - Quit India Movement - Cripps Mission - Muslim League and demand for Pakistan - Lahore declaration - Liaquat Pact - C.R. Formula- Cabinet Mission - Netaji and Indian National Army (INA).	16
V	<b>Towards Transfer of Power:</b> Wavell Plan - Simla Conference - Mountbatten Plan - Indian Independence Act - Partition - Role of Press - Theatre - Cinema in the National Movement.	16
<b>Total</b>		<b>90</b>
Course Outcomes		Knowledge Level
CO	On completion of this course, students will be able to	
1	Estimate the Great Revolt in India and the emergence of Nation.	K1,K2,K3,K4
2	Illustrate the formation of Indian National Congress and compare the ideologies of moderates and extremists.	K1,K2,K3,K4
3	Analyse the role of Mahatma Gandhi in National Movement.	K1,K2,K3,K4
4	Examine the impact of the Second World War in Indian National Movement.	K1,K2,K3,K4,K5,K6

5	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,K6
<b>K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze, K5- Evaluate, K6- Create</b>		
<b>Textbooks</b>		
1.	G.Venkatesan, <i>History of Indian Freedom Struggle</i> , V.C. Publications, Rajapalayam, 2010.	
2.	B.L.Grover and Alka Mehta, <i>A New Look at Modern Indian History, From 1707 to the Modern Times</i> , S.Chand and Company, New Delhi, 2018.	
<b>Reference Books</b>		
1.	Shekhar Bandyopadhyay, <i>From Plassey to Partition, A History of Modern India</i> , Orient Longman, New Delhi, 2006.	
2.	Bipin Chandra & other, <i>India's Struggle for Independence 1857-1947</i> , Penguin Publications, New Delhi, 1989.	
3.	K. Rajayyan, <i>South Indian Rebellion: First War of Independence, 1800-1801</i> , Raoand Raghavan, Mysore, 1971.	
4.	S.R. Mehrotra, <i>The Emergence of the Indian National Congress</i> , Rupa & Company, Delhi, 2007.	
5.	R.C. Majumdar, <i>History of the Freedom Movement in India</i> , 3. Vols., Firma K. L.Mukhopadhyay, Calcutta, 1971.	
<b>e-Resources</b>		
1.	<a href="https://archive.org/details/SouthIndianRebellion">https://archive.org/details/SouthIndianRebellion</a>	

**Mapping with Programme Outcomes:**

CO / PO	PO1	PO2	PO3	PO4	PO5
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

**Strong-3      Medium-2      Low-1**

**Level of Correlation between PSO's and CO's**

CO / 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

**Strong-3      Medium-2      Low-1**

**COURSE CONTENTS AND LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures
<b>UNIT - I</b>		
1.1	Early Resistance: South Indian Rebellion 1800-1801 - Vellore Mutiny of 1806 - Peasant Uprising: Indeigo revolt	5

1.2	Mappila Rebellion – Tribal rebellions: Santhal uprising – Munda rebellion- Revolt of 1857	4
1.3	Causes, Course and Results – Queen Victoria’s Proclamation, Early Political Organizations:	4
1.4	Landholders Society – British India Association – East India Association	5
<b>UNIT - II</b>		
2.1	Emergence of Nationalism: Birth of Indian National Congress	3
2.2	Moderates – Extremists – Surat split – Lucknow Pact - Home Rule Movement - Partition of Bengal	4
2.3	Swadeshi Movement – Formation of Muslim League - Revolutionary Movements:	4
2.4	Anushilan Samiti – Bharatmata Society	4
2.5	Hindustan Socialist Republican Association.	3
<b>UNIT - III</b>		
3.1	Gandhian Era: Early Satyagrahas of Gandhi – Rowlatt Act – Jallianwalabagh Massacre	4
3.2	Khilafat Movement – Non - Cooperation Movement – Swaraj Party – Simon Commission	4
3.3	Nehru Report - Jinnah’s Fourteen Points - Purna Swaraj Resolution	4
3.4	Civil Disobedience Movement, 1930-34 - Dandi March – Gandhi-Irwin Pact	5
3.5	Round Table Conferences – Communal Award - Poona Pact.	5
<b>UNIT - IV</b>		
4.1	Towards Independence: August Declaration	3
4.2	Individual Satyagraha - Quit India Movement	3
4.3	Cripps Mission – Muslim League and demand for Pakistan	3
4.4	Lahore declaration - Liaquat Pact – C.R. Formula–	3
4.5	Cabinet Mission – Netaji and Indian National Army (INA).	4
<b>UNIT - V</b>		
5.1	Towards Transfer of Power: Wavell Plan	3
5.2	Simla Conference, Mountbatten Plan	3
5.3	Indian Independence Act	3
5.4	Partition - Role of Press - Theatre	4
5.5	Cinema in the National Movement.	3
<b>Total</b>		<b>90</b>

**Course Designer**

**Name: Dr. M. Amzad Ali**

Assistant Professor of History

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26PHICC14	HISTORY OF SCIENCE AND TECHNOLOGY	Core - IV	6	4	25	75	100

### Course Objectives

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.

UNIT	Contents	No. of Hours
I	<b>Science and Technology from Pre-Historic to Medieval Period:</b> Pre-Historic Ages – Stone implements – Potteries – Specialisation in arts and crafts – Technology in the river valleys: Mesopotamian – Egyptian – Harappan – Classical Age – Greece: Hippocrates – Plato – Aristotle – Rome: Galen – Ptolemy – Archimedes – India: Aryabhatta – Brahmagupta – Bhaskara – Varahamihira – Dhanvantri – Sushruta – Charaka – China: Cai Lun – Arabia – Avicenna – Roger Bacon.	18
II	<b>Science and Technology in 16<sup>th</sup> and 17<sup>th</sup> Centuries:</b> 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– 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.	18
III	<b>Science and Technology in 18<sup>th</sup> Century</b> - 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.	18
IV	<b>Science and Technology in 19<sup>th</sup> Century:</b> Biology: Charles Darwin – Physics: Michael Faraday – James Clerk Maxwell – William Thomas Kelvin – Thomas Alva Edison– Alfred Nobel - Chemistry: John Dalton – Mendeleev – Medical Science: Sir James Simpson – Louis Pasteur – Joseph Lister – Elias Metchnikoff – Sir Patric Manson – Progress in Technology – Communication Technology: Samuel Morse – Alexander Graham Bell – Development of Scientific Psychology – James William – Sigmund Freud - Transportation – Railways: George Stephenson	18
V	<b>Science and Technology in the 20<sup>th</sup> Early 21<sup>st</sup> Century:</b> Albert Einstein and Theory of Relativity – Impact of World Wars – Weapon Technology – Lord Rutherford – Atom Bombs – Progress in Medical Science – Roentgen – Mary Curie – Cloning – Communication and	18

	Information Technology – Radio – Radar –Television – Computer – Internet – E-mail – E.com –Artificial Intelligence – Laser Technology – Gene Technology – Space Research and Space Missions in the U.S.S.R and U.S.A. – 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.	
<b>Total</b>		<b>90</b>

<b>Course Outcomes</b>		<b>Knowledge Level</b>
<b>CO</b>	<b>On completion of this course, students will be able to</b>	
1	Interpret the meaning of science and technology and contributions of Ancient scientists.	K1,K2,K3,K4
2	Recall the scientific developments of Renaissance period	K1,K2,K3,K4,K5,K6
3	Explain the developments in the field of medical science and industrial revolution which brought revolutionary changes.	K1,K2,K3,K4
4	Explain the impact of communication and transportation developments in the Nineteenth century.	K1,K2,K3,K4
5	Describe the impact of Radio, Television, and Information Technology.	K1,K2,K3,K4

**K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze, K5- Evaluate, K6- Create**

**Textbooks**

1.	S. Varghese Jeyaraj, <i>History of Science and Technology</i> , Anns Publications, Chennai,1997.
2.	Junger Thorwald, <i>Science and Secret Medicine</i> , Harcourt & World, New Delhi, 1962.

**Reference Books**

1.	Abro, A.D., <i>The Evolution of Scientific Thought from Newton to Einstein</i> , Dover Publications,New York, 1950.
2.	Anthony H.D., <i>Science and Its Backgrounds</i> , Macmillan & Co., New York, 1948.
3	R. Parthasarathy, <i>Paths of Innovators in Science, Engineering and Technology</i> , East West Books, Madras, 2000.
4	Edward Cressey, <i>Discoveries and Inventions in the Twentieth Century</i> , Routledge,London, 1914.
5	Partick Pringle, <i>Great Discoveries in Modern Science</i> , Roy Publications, 1955

**e-Resources**

1.	<a href="https://archive.org/details/historyofscience0000unse_z4b9">https://archive.org/details/historyofscience0000unse_z4b9</a>
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**Mapping with Programme Outcomes:**

<b>CO /PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	1	2	3	3
<b>CO2</b>	2	1	3	3	3
<b>CO3</b>	3	1	3	3	3
<b>CO4</b>	2	2	2	3	3
<b>CO5</b>	3	1	3	3	3

**Strong-3**

**Medium-2**

**Low-1**

**Level of Correlation between PSO's and CO's**

CO /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

**Strong-3      Medium-2      Low-1**

**COURSE CONTENTS AND LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures
<b>UNIT - I</b>		
1.1	Science and Technology from Pre-Historic to Medieval Period: Pre-Historic Ages	3
1.2	Stone implements – Potteries – Specialisation in arts and crafts – Technology in the river valleys	3
1.3	Mesopotamian - Egyptian – Harappan - Classical Age – Greece: Hippocrates	3
1.4	Plato – Aristotle – Rome: Galen – Ptolemy – Archimedes	3
1.5	India: Aryabhatta – Brahmagupta - Bhaskara	2
1.6	Varahamihira – Dhanvantri – Sushruta – Charaka – China	2
1.7	Cai Lun – Arabia – Avicenna -Roger Bacon.	2
<b>UNIT - II</b>		
2.1	Science and Technology in 16 <sup>th</sup> and 17 <sup>th</sup> Centuries: Progress in Astronomy	3
2.2	Nicholas Copernicus –Tycho Brahe - Johannes Kepler - Galileo Galilei	3
2.3	Progress in Medical Science: Andreas Vesalius – Amproise Pare – Paracelsus	3
2.4	Progress in Technology: Johannes Gutenberg – Leonardo-Da-Vinci- Foundation of Scientific Academies	3
2.5	Royal Society in London – French Royal Academy of Science.	2
2.6	Progress in science - Sir Isaac Newton – Robert Boyle	2
2.7	William Harvey – Marcello Malpighi.	2
<b>UNIT - III</b>		
3.1	Science and Technology in 18 <sup>th</sup> Century - Inventions in Textile Industry	3
3.2	Transportation – Steam Engine - Progress in Mathematics	3
3.3	Leonard Priestley – Joseph Louis – Chemistry: Hendry Cavendish	3
2.4	Joseph Priestley – Antoine Lavoisier – Astronomy: William	3
3.5	Hershel – Simon Laplace – Medical Science	3

3.6	John Hunter – Edward Jenner.	3
<b>UNIT - IV</b>		
4.1	Science and Technology in 19 <sup>th</sup> Century: Biology: Charles Darwin	2
4.2	Physics: Michael Faraday – James Clerk Maxwell – William Thomas Kelvin	2
4.3	Thomas Alva Edison– Alfred Nobel - Chemistry: John Dalton	2
4.4	Mendeleev – Medical Science: Sir James Simpson – Louis Pasteur – Joseph Lister	3
4.5	Elias Metchnikoff – Sir Patric Manson – Progress in Technology – Communication Technology	3
4.6	Samuel Morse –Alexander Graham Bell – Development of	2
4.7	Scientific Psychology –James William – Sigmund Freud - Transportation – Railways: George Stephenson.	4
<b>UNIT - V</b>		
5.1	Science and Technology in the 20 <sup>th</sup> Early 21 <sup>st</sup> Century: Albert Einstein and Theory of Relativity	2
5.2	Impact of World Wars – Weapon Technology - Lord Rutherford	2
5.3	Atom Bombs – Progress in Medical Science – Roentgen – Mary Curie – Cloning - Communication and Information Technology	3
5.4	Radio – Radar –Television – Computer - Internet – E-mail - E.com –Artificial Intelligence – Laser Technology	3
5.5	Gene Technology - Space Research and Space Missions in the U.S.S.R and U.S.A. – India: Atomic Energy Commission – ISRO	3
5.6	Technological Development in Agriculture – Green Revolution -Defence– DRDO - Pioneers in Modern Science in India – Srinivasa Ramanujam	2
5.7	C.V. Raman – Homi Jehangir Bhaba – Hargobind Khorana – S. Chandrasekhar – M.S. Swaminathan – Abdul Kalam.	3
<b>Total</b>		<b>90</b>

**Course Designer**

**Name: Mr. A. Aboobacker Siddiq**

Assistant Professor of History

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26PHIGE11	ENVIRONMENTAL HISTORY OF INDIA	Generic Elective - I	6	3	25	75	100

Course Objectives		
Acquire knowledge of environmental history and forest management in India.		
UNIT	Contents	No. of Hours
I	<b>Introduction to Environmental History</b> – Definition and Scope – Evolution of Earth - Habitats in Human History - Modes of Production and Resources– Schools of Thought in Ecology: Marxist – Gandhian - Eco-Feminism - Anthropocene.	18
II	<b>Pre-historic Environment in India</b> – Role of Climate in Indus Valley Civilization – Forest in Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age – Asoka And Ecology – Mughals and Hunting.	18
III	<b>Ecological Imperialism</b> – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies– Plantation – Public Works – Railways –Hill Stations – Systematic Conservation versus Exploitation Debate – Pollutions: Water - Land - Air and E-wastages.	18
IV	<b>Independent India’s Environmental Policy</b> – Forest Policy – Resolutions and Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment: Big Dams and Hydro-Electric Power Projects – Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development: National Environment Policy – National Conservation Strategy - Policy Statement of Environment and Development, 1992 – National Environment Tribunal – National Green Tribunal.	18
V	<b>Resistance to Forest Management and Environmental Movements:</b> Kumaun and Garhwars region - The Utar and Forest Movement, 1921 – social protest in UP (1921-1942) - Forest Satyagraha - Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada Bacchao Andolan – Silent Valley Movement – Jungle Bachao Andolan.	18
<b>Total</b>		<b>90</b>
Course Outcomes		Knowledge Level
CO	On completion of this course, students will be able to	
1	Recall the importance of bondage between human civilization and Ecology	K1,K2,K3,K4
2	Demonstrate the various provisions of colonial environment policy	K1,K2,K3,K4
3	Illustrate various non violent ecological movements in India	K1,K2,K3,K4,K5,K6

4	Explain different types of pollutions and its impact on society.	K1,K2,K3,K4
5	Express the role of environmental activist to protect environment	K1,K2,K3,K4,K5,K6
<b>K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze, K5- Evaluate, K6- Create</b>		
<b>Textbooks</b>		
1.	Donald Hughes.J., <i>What is Environmental History?</i> , Polity Press: Cambridge, U.K. 2006.	
2.	Irfan Habib, <i>Man and Environment: Vol-36: Ecological History of India</i> , New Delhi: Tulika Books, 2011.	
<b>Reference Books</b>		
1.	K.C. Roy and A. Tisdeli Clement (Eds.), <i>Economic Development and Environment: A Case Study of India</i> , Oxford University of Press, Calcutta, 1992.	
2.	Srinivas, M.N. On Living in a Revolution and Other Essays, Oxford University Press, Delhi, 1992.	
3	S.K. Agarwal et.al., <i>Biodiversity and Environment</i> , APH. Publication Corporation, New Delhi, 1996.	
4	Madhav Gadgil and Ramachandra Guha, <i>The Fissured Land: An Ecological History of India</i> , Oxford, 1992	
5	Pravin Sheth, Narmada Project: <i>Politics of Eco Development</i> , Har, Anand Publication, New Delhi, 1994.	
<b>e-Resources</b>		
1.	<a href="https://archive.org/details/isbn_9789353883140">https://archive.org/details/isbn_9789353883140</a>	

### Mapping with Programme Outcomes:

CO /PO	P01	P02	P03	P04	P05
C01	3	2	3	2	3
C02	1	1	3	3	3
C03	3	3	2	3	1
C04	2	3	3	3	3
C05	3	1	3	2	3

**Strong-3      Medium-2      Low-1**

### Level of Correlation between PSO's and CO's

CO /PSO	PS01	PS02	PS03	PS04	PS05
C01	2	3	3	3	3
C02	3	3	3	2	3
C03	3	3	1	3	2
C04	3	2	3	3	3
C05	1	3	2	1	1

**Strong-3      Medium-2      Low-1**

### COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
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<b>UNIT - I</b>		
1.1	Introduction to Environmental History	3
1.2	Definition and Scope – Evolution of Earth	4
1.3	Habitats in Human History - Modes of Production	4
1.4	Resources– Schools of Thought in Ecology: Marxist	4
1.5	Gandhian - Eco-Feminism - Anthropocene	3
<b>UNIT - II</b>		
2.1	Pre-historic Environment in India – Role of Climate in Indus Valley Civilization	6
2.2	Forest in Ancient India – Iron Tools and Deforestation in the Vedic Period	6
2.3	Eco-Systems of the Sangam Age – Asoka And Ecology – Mughals and Hunting.	6
<b>UNIT - III</b>		
3.1	Ecological Imperialism – Forest Policy: Forest Acts of 1865,	3
3.2	1878 and 1927 – Protest Against British Forest Acts and Policies– Plantation	5
3.3	Public Works – Railways –Hill Stations	3
3.4	Systematic Conservation versus Exploitation Debate	3
3.5	Pollutions: Water - Land - Air and E-wastages.	4
<b>UNIT - IV</b>		
4.1	Independent India’s Environmental Policy– Forest Policy – Resolutions and Acts of 1952, 1980, 1988 and 2018	4
4.2	Development Versus Environment: Big Dams and Hydro-Electric Power Projects –Bhopal Gas Tragedy	4
4.3	Tsunami and its Impact –Move Towards Sustainable Development	3
4.4	National Environment Policy – National Conservation Strategy - Policy Statement of Environment and Development, 1992	4
4.5	National Environment Tribunal – National Green Tribunal.	3
<b>UNIT - V</b>		
5.1	Resistance to Forest Management and Environmental Movements:	3
5.2	Kumaun and Garhwars region - The Utar and Forest Movement, 1921	4
5.3	social protest in UP (1921-1942) - Forest Satyagraha - Environmental Movements.	3
5.4	Bishnoi Movement – Chipko Movement	3
5.5	Appiko Movement – Narmada Bacchao Andolan	3
5.6	Silent Valley Movement – Jungle Bachao Andolan.	2
<b>Total</b>		<b>90</b>

**Course Designer**

**Name: Mr. M. Jamal Mohideen**

Assistant Professor of History

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26PHICC21	STATE AND SOCIETY IN TAMIL NADU, 1565 -2000 C.E.	Core - V	6	5	25	75	100

### Course Objectives

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.

UNIT	Contents	No. of Hours
I	<b>Nayaks:</b> Madurai – Senji – Tanjore – Administration – Revenue System – Poligari System –Kaval System – Society under the Nayaks – Socio-Economic and Religious conditions - Maravas of Ramnad and Sivaganga – Administration – Revenue System – Socio-Economic, Cultural and Religious Conditions	18
II	<b>Marathas of Tanjore:</b> Serfoji – Maratha Administration – Revenue System – Army – Socio-Economic and religious Conditions –Literature - Saraswati Mahal Library – Art and Architecture - Spread of Christianity	18
III	<b>Rise of Nawabs:</b> Zulfikar Ali Khan – Saadatullah Khan 1 - Muhammad Ali Khan Wallajah – Administration - Revenue – Army – Judiciary -- Society: Famines and Health Hazards – Status of Women – Economic, Religious and Cultural conditions – Impact of Islam.	14
IV	<b>Tamil Nadu under the British</b> - Governors – Emergence and Development of Legislature – Revenue System – Zamindari Settlement – Ryotwari Settlement - Dyarchy – Western Education - Justice Party – Self Respect Movement – Development of Judiciary – Social Reforms of the British Rule – Economic and Religious Conditions.	20
V	<b>Tamil Nadu after Independence</b> – Constitutional Development-Administration of Congress – Rajaji – Kamaraj – Anti-Hindi agitation of 1965 – Rise of DMK – Administration - Annadurai – Karunanidhi –Split of DMK and rise of AIADMK – Administration - M.G.Ramachandran - Jayalalitha – Communal Clashes in the Southern Districts – Education, Industrial and Economic Developments.	20
<b>Total</b>		<b>90</b>
Course Outcomes		Knowledge Level
CO	On completion of this course, students will be able to	
1	Trace the evolution of Nayaks and Poligars.	K1,K2,K3,K4
2	Examine the Marathas administrations and the economic conditions of the people	K1,K2,K3,K4
3	Demonstrate the knowledge about the Nawabsand his Revenue system.	K1,K2,K3,K4

4	Compare the Zamindari and Ryotwari Systems.	K1,K2,K3,K4,K5,K6
5	Understand the skills of various political leaders and chief ministers of Tamilnadu.	K1,K2,K3,K4,K5,K6
<b>K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze, K5- Evaluate, K6- Create</b>		
<b>Textbooks</b>		
1.	K. Rajayan, <i>History of Madurai (1736 – 1801 A.D)</i> , Madurai, 1974.	
2.	N. Subramanian, <i>Social and Cultural History of Tamil Nadu</i> , Sarvodaya Ilakiya Pannai, Madurai, 1982.	
<b>Reference Books</b>		
1.	K. Rajayyan, <i>History of Tamil Nadu, 1562-1982</i> , Raj Publishers, Madurai, 1982.	
2.	A. Krisnasamy Pillai, <i>Tamil Nadu under Vijayanager</i> , Annamalai Nagar, 1964.	
3.	R. Sathianathier, <i>Tamilaham in the 17<sup>th</sup> Century</i> , Madras 1956.	
4.	K. Rajayan, Administration and Society in the Carnatic 1701-1801 A.D., Triupathi, 1966	
5.	K.K.Pillai, <i>Tamizhaha Varalaru- Makkal Panpaadum</i> , Madras, 1972.	
<b>e-Resources</b>		
1.	<a href="https://archive.org/search.php?query=State+and+Society+Tamil+Nadu+1565+2000">https://archive.org/search.php?query=State+and+Society+Tamil+Nadu+1565+2000</a>	

### Mapping with Programme Outcomes:

CO /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

Strong-3      Medium-2      Low-1

### Level of Correlation between PSO's and CO's

CO /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

Strong-3      Medium-2      Low-1

### COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
<b>UNIT - I</b>		
1.1	Nayaks: Madurai – Senji – Tanjore – Administration	3

1.2	Revenue System – Poligari System –Kaval System	3
1.3	Society under the Nayaks – Socio-Economic and Religious conditions	3
1.4	Maravas of Ramnad and Sivaganga	3
1.5	Administration – Revenue System	3
1.6	Socio-Economic, Cultural and Religious Conditions	3
<b>UNIT - II</b>		
2.1	Marathas of Tanjore: Serfoji	2
2.2	Maratha Administration – Revenue System	3
2.3	Army – Socio-Economic and religious Conditions	3
2.4	Literature - Saraswati Mahal Library	4
2.5	Art and Architecture	4
2.6	Spread of Christianity	2
<b>UNIT - III</b>		
3.1	Rise of Nawabs: Zulfikar Ali Khan – Saadatullah Khan 1	2
3.2	Muhammad Ali Khan Wallajah – Administration - Revenue	3
3.3	Army – Judiciary	2
3.4	Society: Famines and Health Hazards	2
3.5	Status of Women – Economic, Religious and Cultural conditions.	3
3.6	Impact of Islam	2
<b>UNIT - IV</b>		
4.1	Tamil Nadu under the British - Governors	2
4.2	Emergence and Development of Legislature – Revenue System	3
4.3	Zamindari Settlement – Ryotwari Settlement	3
4.4	Dyarchy – Western Education - Justice Party	4
4.5	Self Respect Movement – Development of Judiciary	4
4.6	Social Reforms of the British Rule – Economic and Religious Conditions.	4
<b>UNIT - V</b>		
5.1	Tamil Nadu after Independence – Constitutional Development	3
5.2	Administration of Congress – Rajaji – Kamaraj – Anti-Hindi agitation of 1965	4
5.3	Rise of DMK – Administration - Annadurai – Karunanidhi	4
5.4	Split of DMK and rise of AIADMK – Administration, M.G.Ramachandran	3
5.5	Jayalalitha – Communal Clashes in the Southern Districts	3
5.6	Education, Industrial and Economic Developments.	3
<b>Total</b>		<b>90</b>

**Course Designer**

**Name: Mr. F. Mohamed Khan**

Assistant Professor of History

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26PHICC22	<b>SOCIO - ECONOMIC HISTORY OF INDIA, 1206 - 1900 C.E.</b>	Core - VI	6	5	25	75	100

Course Objectives		
To enable the students to recognise the socio-economic developments during the medieval period under Sultanate, Vijayanagar, Mughals and European rule.		
UNIT	Contents	No. of Hours
I	<b>Delhi Sultanate (1206-1526):</b> Society - Transformation of Indian society - Social stratification and caste system - Muslim aristocracy - Slavery - Untouchability - Social conflict - Justice - Status of women - Education - Social customs and manners - Religion - Sufism - Art and architecture - Economy: Agrarian structure - Agriculture - Industries - Iqta system - Taxation and revenue policies - Market Control System of Alauddin Khilji - Coinage.	18
II	<b>Vijayanagar Empire (1336-1646):</b> Society - Caste system - Status of women - Slavery - Social customs and manners - Justice - Education - Literature - Religion - Bhakti movement - Art and architecture - Economy: Feudal economy - Agriculture - Industries - Internal and external trade - Commercial centres - Trading communities - Coinage.	18
III	<b>Mughal Period (1526-1707):</b> Society - Social coexistence - Mughal nobility - Caste system - Justice - Status of women - Education - Religion - Art and architecture - Economy: Agrarian relations - Zamindari system - Mansabdari system - Jagirdari system - Village economy - Industries - Internal and external trade - Transport and communication - Commercial centres - Trading communities - Coinage.	18
IV	<b>Company Rule in India (1757-1858):</b> Society: Social life - Social evils - Social legislations - Western Education - Christian missionary activities - Macaulay's Minute - Downward Filtration Theory - Wood's Despatch - Economy: Trade settlements - Inequality of trade - De-industrialisation - Drain of Wealth - Commercialisation of agriculture - Rise of Indian capitalist class - Economic impact on Indian society.	18
V	<b>Socio-Religious Reform Movements in 19<sup>th</sup> Century:</b> Society - Ideological background of reform movements - Young Bengal Movement - Brahma Samaj - Tattvabodhini Sabha - Prarthana Samaj - Satyashodhak Samaj - Arya Samaj - Ramakrishna Mission - Wahabi Movement - Deoband Movement - Aligarh Movement - Barelvi Movement - Ahmadiyya Movement - Economic ideas in social reforms - Impact of reform movements on agrarian, labour and	18

	education systems.	
<b>Total</b>		<b>90</b>
<b>Course Outcomes</b>		<b>Knowledge Level</b>
<b>CO</b>	<b>On completion of this course, students will be able to</b>	
1	Analyse the transformation of Indian society and economy during the Delhi Sultanate and assess their contribution to art and architecture.	K1,K2,K3,K4
2	Assess the socio - economic changes under the Vijayanagar rulers and identify their contribution to art and architecture.	K1,K2,K3,K4
3	Evaluate the society under the Mughals and compare the development of agriculture, trade and commerce.	K1,K2,K3,K4
4	Explain the social condition under the British rule and evaluate the de industrialisation and commercialisation of agriculture.	K1,K2,K3,K4,K5,K6
5	Discuss the rise of socio-religious reform movements in India.	K1,K2,K3,K4,K5,K6
<b>K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze, K5- Evaluate, K6- Create</b>		
<b>Textbooks</b>		
1.	B.L.Grover and Alka Mehta, <i>A New Look at Modern Indian History, From 1707 to the Modern Times</i> , S.Chand and Company, New Delhi, 2018.	
2.	Mahajan, V.D., <i>Modern Indian History</i> , S. Chand Limited, Delhi, 1995.	
3.	Mahajan. V.D., <i>History of Medieval India (Sultanate Period, Mughal Period)</i> , S.Chand Limited, Delhi, 2007. IGNOU, <i>M.A. History Study Materials</i>	
<b>Reference Books</b>		
1.	Majumdar, R. C., Kalikinkar Datta, and Hemchandra C. R, <i>An advanced history of India</i> , Mcmillan &Co., 1967.	
2.	Irfan Habib, <i>The Agrarian System of Mughal India 1556-1707</i> , Oxford university Press, New Delhi, 2001.	
3.	Ravinder Kumar, <i>Essays in the Social History</i> , O.U.P, New Delhi, 1983	
4.	Muhammad Habib and Nizami K.A., <i>A Comprehensive History of India</i> , 5.Vols., Peoples Publishing House, Delhi, 1970.	
5.	Jayapalan. N., <i>Economic History of India: Ancient to Present Day</i> , Atlantic Publishers, New Delhi, 2008.	
<b>e-Resources</b>		
1.	<a href="https://archive.org/search.php?query=History+of+India+1206+1900">https://archive.org/search.php?query=History+of+India+1206+1900</a>	

### Mapping with Programme Outcomes:

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

**Strong-3**

**Medium-2**

**Low-1**

**Level of Correlation between PSO's and CO's**

CO /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

**Strong-3      Medium-2      Low-1**

**COURSE CONTENTS AND LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures
<b>UNIT - I</b>		
1.1	Delhi Sultanate (1206–1526): Society - Transformation of Indian society	4
1.2	Social stratification and caste system – Muslim aristocracy – Slavery – Untouchability – Social conflict	4
1.3	Justice – Status of women – Education – Social customs and manners – Religion – Sufism – Art and architecture –	4
1.4	Economy: Agrarian structure – Agriculture – Industries – Iqta system	3
1.5	Taxation and revenue policies – Market Control System of Alauddin Khilji – Coinage.	3
<b>UNIT - II</b>		
2.1	Vijayanagar Empire (1336–1646) - Society - Caste system – Status of women	4
2.2	Slavery – Social customs and manners – Justice – Education – Literature – Religion	4
2.3	Bhakti movement – Art and architecture. Economy -Feudal economy	4
2.4	Agriculture – Industries – Internal and external trade – Commercial centres	4
2.5	Trading communities – Coinage	2
<b>UNIT - III</b>		
3.1	Mughal Period (1526–1707) - Society - Social coexistence – Mughal nobility – Caste system– Justice	4
3.2	Status of women – Education – Religion – Art and architecture.	4
3.3	Economy - Village economy – Agrarian relations – Zamindari system – Mansabdari system – Jagirdari system	5
3.4	Industries – Internal and external trade – Transport and communication Commercial centres – Trading communities – Coinage.	5
<b>UNIT - IV</b>		

4.1	Company Rule in India (1757–1858) - Society - Social life - Social evils - Social legislations	4
4.2	Western education - Christian missionary activities - Macaulay's Minute	4
4.3	Downward Filtration Theory - Wood's Despatch. Economy - Trade settlements - Inequality of trade.	4
4.4	De-industrialisation - Drain of wealth, Commercialisation of agriculture.	3
4.5	Rise of Indian capitalist class - Economic impact on Indian society	3
<b>UNIT - V</b>		
5.1	Socio-Religious Reform Movements in 19 <sup>th</sup> Century: Society - Ideological background of reform movements	4
5.2	Young Bengal Movement - Brahma Samaj - Tattvabodhini Sabha - Prarthana Samaj -- Satyashodhak Samaj	4
5.3	Arya Samaj - Ramakrishna Mission - Wahabi Movement - Deoband Movement	3
5.4	Aligarh Movement - Bareilly Movement - Ahmadiyya Movement	3
5.5	Economic ideas in social reforms - Impact of reform movements on agrarian, labour and education systems.	4
<b>Total</b>		<b>90</b>

**Course Designer**

**Name: Dr. T. Anas Babu**

Assistant Professor of History

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26PHICC23	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS	Core - VII	6	5	25	75	100

Course Objectives		
To enable the students to acquire knowledge on the Indian Polity, Economy, Geography, Science and current affairs.		
UNIT	Contents	No. of Hours
I	<b>Geography</b> – Solar System – The Earth: Dimension – Motions – Atmosphere – India: Minerals – Crops – Types of Soils – Forests – Monsoon Pattern – Mountain Ranges – National Highways – Airports – Ports – Indian Rivers – National Wildlife.	18
II	<b>Indian Economy:</b> Planning in India – Planning Commission (NITI AYOJ) – Objectives – Merits – Role of National Development Council – New Economic Policy – Industrial growth.	18
III	<b>Agriculture and Biotechnological Development</b> – CSIR – Blue Revolution – Green Revolution – White Revolution – Strategic and Defense Development – Space Research in India – Atomic Research in India.	18
IV	<b>Indian Polity</b> – Indian Constitution – Sources – Salient Features – Preamble – Fundamental Rights – Fundamental Duties – The President – The Vice-President – Union Cabinet – The Prime Minister – The Parliament – Supreme Court – Electoral System – The Governor – The Chief Minister.	18
V	<b>Present day India and World:</b> Indian States – Census – Flag – Emblems – Indian Defense – National Laboratories – River Valley projects – Arts and Music – Railways: Kongan Railway – Metro rail – Vande Bharat Express – India and World: Awards – Sports and major events – Literature – The UNO (United Nations Organization).	18
<b>Total</b>		<b>90</b>
Course Outcomes		Knowledge Level
CO	On completion of this course, students will be able to	
1	Trace the knowledge about Solar System and Indian Geography.	K1,K2,K3,K4
2	Bring out the importance of Indian Economy.	K1,K2,K3,K4,K5,K6
3	Recall the scientific developments in recent times.	K1,K2,K3,K4,K5,K6
4	Examine the importance of Indian Polity.	K1,K2, K4
5	Analyse the importance of various organisations.	K1,K2,K3,K4
<b>K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze, K5- Evaluate, K6- Create</b>		
Textbooks		
1.	<i>India, India A Comprehensive Geography</i> , D.R. Khullar Books, New Delhi, 2019.	

2.	<b>General Studies</b> , V & S Publishers, New Delhi, 2015.
<b>Reference Books</b>	
1.	<b>Manorama Year book, 2015-2020</b> , Manorama Publishing House, Kottayam.
2.	Datta & Sundaram, <b>Indian Economy</b> , S. Chand Publication, New Delhi, 2008.
3.	<b>General Studies Manual</b> , Spectrum, New Delhi, 2019.
4.	M. Laxmikanth, <b>Indian Polity</b> , McGraw Hill Education, Chennai, 2017.
5.	<b>Indian Polity and Governance</b> , Pratiyogita Darpan, Agra, 2018.
<b>e-Resources</b>	
1.	<a href="https://archive.org/search.php?query=Indian+History+General+Studies">https://archive.org/search.php?query=Indian+History+General+Studies</a>

### Mapping with Programme Outcomes:

CO / PO	PO1	PO2	PO3	PO4	PO5
CO1	3	2	1	3	3
CO2	3	2	1	3	3
CO3	3	2	1	3	3
CO4	3	2	2	3	3
CO5	3	1	2	3	3

**Strong-3      Medium-2      Low-1**

### Level of Correlation between PSO's and CO's

CO / 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

**Strong-3      Medium-2      Low-1**

### COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
<b>UNIT - I</b>		
1.1	Geography – Solar System	3
1.2	The Earth: Dimension – Motions – Atmosphere - India	3
1.3	Minerals – Crops – Types of Soils – Forests	3
1.4	Monsoon Pattern – Mountain Ranges	3
1.5	National Highways – Airports – Ports	3
1.6	Indian Rivers – National Wildlife.	3
<b>UNIT - II</b>		
2.1	<b>Indian Economy: Planning in India</b>	5

2.2	Planning Commission (NITI AYOJ)	4
2.3	Objectives – Merits – Role of National Development Council	5
2.4	New Economic Policy –Industrial growth.	4
<b>UNIT – III</b>		
3.1	Agriculture and Biotechnological Development – CSIR	4
3.2	Blue Revolution - Green Revolution	4
3.3	White Revolution - Strategic and Defense	3
3.4	Development - Space Research in India	4
3.5	Atomic Research in India.	3
<b>UNIT – IV</b>		
4.1	Indian Polity – Indian Constitution – Sources	4
4.2	Salient Features – Preamble - Fundamental Rights	4
4.3	Fundamental Duties – The President – The Vice-President – Union Cabinet	4
4.4	The Prime Minister – The Parliament – Supreme Court – Electoral System	3
4.5	The Governor – The Chief Minister.	3
<b>UNIT – V</b>		
5.1	Present day India and World: Indian States – Census – Flag – Emblems	3
5.2	Indian Defense – National Laboratories – River Valley projects	3
5.3	Arts and Music – Railways: Kongan Railway – Metro rail	3
5.4	Vande Bharat Express - India and World: Awards	3
5.5	Sports and major events– Literature	3
5.6	The UNO (United Nations Organization).	3
<b>Total</b>		<b>90</b>

**Course Designer**

**Name: Mr. S. Shack Abdullah**

Assistant Professor of History

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26PHICC24	HISTORY OF THE USA, 1865-1945 C.E.	Core - VIII	6	4	25	75	100

Course Objectives		
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.		
UNIT	Contents	No. of Hours
I	<b>Civil War</b> – Causes - Course - Results – Abraham Lincoln – Reconstruction - Problems of Reconstruction – Plans of Reconstruction – Plans of President – Plan of the Congress – 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.	22
II	<b>Rise of Imperialism</b> - 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.	15
III	<b>U.S.A. and the First World War</b> – Lusitania attack – Woodrow Wilson’s Administration – New Independence – Fourteen Points – Paris Peace Conference - Dollar Diplomacy – Great Depression.	13
IV	<b>Franklin D. Roosevelt:</b> Life Sketch – Internal Policy: Hundred Days – Foreign Policy: Good Neighbour Policy - The USA in the Second World War– Pearl Harbour Attack - Impact - The Fall of the Axis Powers - The U.S. Attack on Hiroshima and Nagasaki - Aftermath of the War.	20
V	<b>Quest for Peace</b> – Peace efforts during the World War II – War time Conferences: Atlandic Conference, 1941 -Yalta Conference, 1945 - San Francisco Conference, 1945 – Postdam Conference, 1945 - Role of USA in the foundation of 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.	20
<b>Total</b>		<b>90</b>
Course Outcomes		Knowledge Level
CO	On completion of this course, students will be able to	
1	Analyse the impact of civil war and the economic transformation of USA as a super- power.	K1,K2,K3,K4,K5,K6
2	Examine the evolution of American policy during the period of Theodore Roosevelt.	K1,K2,K3,K4
3	Estimate the role of the USA in the First World War and	K1,K2,K3,K4

	Woodrow Wilson.	
4	Evaluate the role of America in the Second World War and the administration of Franklin D. Roosevelt.	K1,K2,K3,K4
5	Explain the role of USA in the peace keeping efforts and the formation of U.N.O.	K1,K2,K3,K4,K5,K6

**K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze, K5- Evaluate, K6- Create**

**Textbooks**

1.	Majumdar A.K and Srivastava A.N. <i>History of the United States of America from 1845 to Present Day</i> , SBD Publishers, Delhi, 2007.
2.	Rajayyan,K., <i>A History of the United States</i> , Madurai Publishing House, Madurai, 1978.

**Reference Books**

1.	Robert V. Remini, <i>A Short History of the United States: From the Arrival of Native American Tribes to the Obama Presidency</i> , Happer Collins, New York, 2008.
2.	Hill C.P., <i>A History of the United States</i> , Edward Arnold, London, 1964.
3.	Henry Parker, <i>The United States of America, A History</i> , Alfred A. Knope, New York, 1953.
4.	Woodrow Wilson, <i>A History of American People</i> , 5. Vols., Haper and Brothers Publishers, 1902.
5.	Birdsall S. Viault, <i>American History since 1865</i> , McGraw - Hill, New York, 1989.

**e-Resources**

1.	<a href="https://archive.org/download/AGuideToDocumentarySources/AGuideToDocumentarySources.pdf?utm_source=chatgpt.com">https://archive.org/download/AGuideToDocumentarySources/AGuideToDocumentarySources.pdf?utm_source=chatgpt.com</a>
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**Mapping with Programme Outcomes:**

CO /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

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

**Level of Correlation between PSO's and CO's**

CO /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

**Strong-3 Medium-2 Low-12**

**COURSE CONTENTS AND LECTURE SCHEDULE**

Module No.	Topic	No. of Lectures
<b>UNIT - I</b>		
1.1	Civil War – Causes - Course – Results	4
1.2	Abraham Lincoln – Reconstruction - Problems of	4

	Reconstruction – Plans of Reconstruction – Plans of President – Plan of the Congress	
1.3	Ku Klux Klan – Failure of Reconstruction – Estimate - Economic Development	4
1.4	Industrial Development – Effect of Industrial Growth	4
1.5	Rise of Trusts – Impact – Anti – Sherman Trust – Results	3
1.6	Labour Movement–Agricultural Development – Populist Party.	3
<b>UNIT – II</b>		
2.1	Rise of Imperialism, Territorial Expansion	2
2.2	Spanish American War of 1898 – Pan – Americanism	3
2.3	Open Door Policy - Theodore Roosevelt - Life Sketch	3
2.4	Internal Policy – Square Deal – Social Welfare - Labour Welfare Measures	3
2.5	Foreign Policy and Big Stick Diplomacy	2
2.6	Panama Canal – Corollary – Relations with the East.	2
<b>UNIT – III</b>		
3.1	U.S.A., and the First World War	3
3.2	Lusitania attack, Woodrow Wilson’s Administration	4
3.3	New Independence – Fourteen Points	3
3.4	Paris Peace Conference – Dollar Diplomacy – Great Depression.	3
<b>UNIT – IV</b>		
4.1	Franklin D. Roosevelt: Life Sketch	2
4.2	Internal Policy – Hundred Days – Foreign Policy – Good Neighbourly Policy	4
4.3	The USA in the Second World War	4
4.4	Pearl Harbour Attack - Impact - The Fall of the Axis Powers	4
4.5	The U.S. Attack on Hiroshima and Nagasaki	3
4.6	Aftermath of the War.	3
<b>UNIT – V</b>		
5.1	Quest for Peace – Peace efforts during the World War II – War time Conferences: Atlantic Conference, 1941	3
5.2	Yalta Conference, 1945 - San Francisco Conference, 1945 – Postdam Conference, 1945 - Role of USA in the foundation of UNO	4
5.3	Policy towards the Far-East – The Policy of Neutrality -	4
5.4	Movements for Civil Rights Problems of Equality of theBlacks	4
5.5	Acts of Segregation - Various Acts passed by the Congress -	3
5.6	Martin Luther King.	2
<b>Total</b>		<b>90</b>

**Course Designer**

**Name: Ms. K.C. Raihanth**

Assistant Professor of History

Course Code	Course Title	Category	Hours	Credits	Marks		
					CIAE	TEE	Total
26PHIGE21	PUBLIC ADMINISTRATION	Generic Elective - II	6	3	25	75	100

Course Objectives		
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.		
UNIT	Contents	No. of Hours
I	<b>Fundamentals of Public Administration:</b> Meaning – Definitions - origin – Scope – POSDCORB System - Significance and nature of public Administration – Similarities and differences between Public and Private Administration	18
II	<b>Personnel Administration</b> - Aims– Recruitment –Training – Training centers 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.	20
III	<b>Public Services</b> - 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)	20
IV	<b>Administration Of Law and Order</b> - Central Army – Navy – Air force – Para Military Forces – CRPF- BSF – RPF – CISF – ITBP – NSG – IB – RAW – NIA- CBI – E.D. - State Police – CBCID – Corruption in Administration	16
V	<b>Union And State Administration</b> - The President – Union Cabinet - The Prime Minister – Indian Parliament – States – Union Territories - Governor – Council of Ministers – Chief Minister – State Legislative - District Collector.	16
<b>Total</b>		<b>90</b>
Course Outcomes		Knowledge Level
CO	On completion of this course, students will be able to	
1	Evaluate the meaning of public administration and its importance in the public and private sectors.	K1,K2,K3,K4
2	Analyse the various steps of personnel administration and Employer and Employee relations	K1,K2,K3,K4
3	Explain the nature and status of civil services and other Examinations	K1,K2,K3,K4,K5,K6
4	Assess the Law enforcing Agencies/organisations	K1,K2,K3,K4,K5,K6
5	Define the structure of the Union and State Governments.	K1,K2,K3,K4

<b>K1-Knowledge, K2-Understand, K3-Apply, K4- Analyze, K5- Evaluate, K6- Create</b>	
<b>Textbooks</b>	
1.	Ramesh K. Arora and Rajni Goyal, <i>Indian Public Administration</i> , Institutes and Issues, Wishwa Prakashan, New Delhi, 2005.
2.	Siuli Sarkar, <i>Public Administration in India</i> , PHI Learning, Delhi, 2018.
<b>Reference Books</b>	
1.	Chakrabarty, B. and Prakash Chand, <i>Indian Administration: Evolution and Practice</i> , Sage Publication, 2019.
2.	Maheshwari, S.R., <i>Indian Administration</i> , Orient Longman, Chennai, 2004.
3	Maheshwari, S.R., <i>Local Administration</i> , Orient Longman, Delhi, 1971.
4	Shukla J.D., <i>State and District Administration in India</i> , National Publishing House, New Delhi, 1976.
5	Chaturvedi, T.N., <i>Development of Administration</i> , Indian Institute of Public Administration, New Delhi, 1954.
<b>e-Resources</b>	
1.	<a href="https://archive.org/details/isbn_9781412945394?utm_source=chatgpt.com">https://archive.org/details/isbn_9781412945394?utm_source=chatgpt.com</a>

### Mapping with Programme Outcomes:

CO /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	3	3	3
CO5	3	1	2	3	3

**Strong-3      Medium-2      Low-1**

### Level of Correlation between PSO's and CO's

CO /PSO	PS01	PS02	PS03	PS04	PS05
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

**Strong-3      Medium-2      Low-1**

### COURSE CONTENTS AND LECTURE SCHEDULE

Module No.	Topic	No. of Lectures
<b>UNIT - I</b>		
1.1	Introduction - Meaning	4
1.2	Definitions - origin - Scope	4
1.3	POSDCORB System - Significance and nature of public	5

	Administration	
1.4	Similarities and differences between Public and Private Administration	5
<b>UNIT - II</b>		
2.1	Personnel Administration - Aims	4
2.2	Recruitment – Training – Training centres for civil services in India	4
2.3	Career development, Position, Classification, Discipline	4
2.4	Performance – Promotion – Pass and Service Conditions	3
2.5	Employer – Employee relations	3
2.6	Grievance Redressal Mechanism - Code of Conduct	2
<b>UNIT - III</b>		
3.1	Public Services - Meaning of Bureaucracy	3
3.2	Civil Services in India	4
3.3	Union Public Service Commission (UPSC)	4
3.4	Staff Selection Commission (SSC)	3
3.5	Railway Recruitment Board (RRB) - Institute of Banking Personnel Selection (IBPS)	3
3.6	Tamilnadu Public Service Commission (TNPSC) - Teachers Recruitment Board of Tamilnadu (TRB)	3
<b>UNIT - IV</b>		
4.1	Administration Of Law and Order	2
4.2	Central Army – Navy – Air force	2
4.3	Para Military Forces – CRPF- BSF – RPF	3
4.4	CISF – ITBP – NSG – IB – RAW – NIA- CBI - ED	3
4.5	States Agencies – State Police	3
4.6	CBCID – Corruption in Administration	3
<b>UNIT - V</b>		
5.1	Union And State Administration	3
5.2	The President – Union Cabinet	3
5.3	The Prime Minister – Indian Parliament	3
5.4	Governor – Council of Ministers	3
5.5	Chief Minister – State Legislative – District Collector.	4
<b>Total</b>		<b>90</b>

**Course Designer**

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