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# VIVEKANANDA COLLEGE

**College with Potential for Excellence**

Residential & Autonomous – A Gurukula Institute of Life-Training  
Re-accredited (3<sup>rd</sup> Cycle) with 'A' Grade (CGPA 3.59 out of 4.00) by NAAC

Affiliated to Madurai Kamaraj University

(Managed by Sri Ramakrishna Tapovanam, Tirupparaitturai, Trichy)

**TIRUVEDAKAM WEST, MADURAI DISTRICT- 625 234**

**[www.vivekanandacollege.ac.in](http://www.vivekanandacollege.ac.in)**



**Department of History**

**Programme: B.A History**

## **Learning Outcomes based Curriculum Framework (LOCF)**

**(For those students admitted during the Academic Year 2018-19 and after)**

## DEPARTMENT OF HISTORY

Programme: B.A. History

### VISION

- To envision a School of Historical Studies, that through the lessons of History is to produce capable young men - vibrant, competent, well informed and socially responsible.

### MISSION

- To design a course integrating curriculum, career and community.
- To offer a well-developed programme that forms the basis for pursuing higher studies and research in History and related courses.
- To make History a vocational subject. History major is ideal for students who wish to become Teachers, Archaeologists, Epigraphists, Museum Keepers, Civil servants, Lawyers, Journalists etc.
- To create the historical conscience in students; help them identify the link between the past and present; teach them to respect our culture and tradition and to preserve relics of our past.

### ABOUT THE PROGRAMME

The under graduate programme of History was started in the year 1980. This programme includes Part I-Tamil or Sanskrit (chosen by students) and Part II-English; Part III-Core, Elective & Allied Courses; Part IV-Non-major Elective & Skill based courses; Part V-Value Education & Environmental studies. The total credit of the programme is 140.

History being the study of the human past is closely associated with human activity and is the only subject that is linked with varied fields. A major in History is an excellent preparation for a career in Teaching, Public Administration, Diplomacy, Library, Archives, Archaeology, Museum, Journalism, Tourism and other areas. Besides, the study of History provides intellectual satisfaction and enjoyment in its own right.

The Department offer courses in ancient, medieval and modern periods on areas - regional (Tamil Nadu), national (India) and international (World) history, and allied subjects like Economics, Geography, Modern Governments, Archaeology, Epigraphy, Museology, Numismatics, Temple Studies, Iconography and Tourism.

In the method of teaching, besides lecturing, audio and visual aids are used to bring the lessons alive and interesting. Frequent tours and trips are conducted to places of educational importance to make the student learn through direct observation.

### PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

<b>PEO 1</b>	Make students knowledgeable about the past and of Historical periods.
<b>PEO 2</b>	Make students understand the concepts of History and have the ability to apply Historical knowledge to current issues and suggest solutions.
<b>PEO 3</b>	Equip the students with Research and Vocational skills for higher education and employability.
<b>PEO 4</b>	Make them identify and conserve historical and archaeological relics.
<b>PEO 5</b>	Make students prepare for life and become responsible citizens.

### PROGRAMME OUTCOMES (PO)

A graduate of B.A. History Programme after three years will

<b>PO 1</b>	Be familiar with regional (Tamil Nadu), national (India) and international (World) history, and allied subjects like Economics, Geography, Modern Governments, Archaeology, Epigraphy, Museology, and Numismatics.
<b>PO 2</b>	Have the presentation skills - both verbal and using digital tools, and interpretative skill to explain the historical events and the influence of the past over the present.
<b>PO 3</b>	Have inclination towards research; professional competence and ability to get through competitive examinations.
<b>PO 4</b>	Able to identify and conserve historical sources and archaeological relics.
<b>PO 5</b>	Understand the need to be moral to make a better society, patriotic to build a nation, compassionate to serve humanity.

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**PROGRAMME SPECIFIC OUTCOMES (PSOs)**

Upon completion of B.A. History programme, the student will be able to

PSO1	Gain profound knowledge of historical time periods and key concepts. Understand the present political, social, religious and economic conditions in the light of past events.
PSO2	Enhance communication skills; Able to acquire basic historical research skills, including the effective use of libraries, archives and data bases.
PSO3	Pursue higher studies and be employed
PSO4	Perceive the importance of the conservation of Historical Materials.
PSO5	Disseminate knowledge of history through community engagement

**GRADUATE ATTRIBUTES (GA)**

No.	Attribute	Description
GA 1	Knowledge base	Proficient in History - Historical events & concepts.
GA 2	Problem Analysis	Explore how the present is affected by past events.
GA 3	Problem Solving	Solve present problems with past experiences.
GA 4	Modern Tool Usage	Create, select, and apply appropriate techniques to understand the events and process of History.
GA 5	Graduate and society	Engage the general public in historical programmes to kindle their interest in history, culture & heritage.
GA 6	Ethics and Values	Commit to professional ethics, responsibilities and norms of the life through value oriented life training.
GA 7	Leadership Quality	Function effectively as an individual, and as a member or leader in diverse teams and in multi-disciplinary settings.
GA 8	Project Management and Finance	Apply historical knowledge to one's own work, as a member and leader in a team, to manage project and finance.
GA 9	Communication	Communicate in clear and convincing prose the causes of historical change.
GA 10	Life Long Learning	Recognize the need for, and have the preparation and ability to engage in independent and life-long learning coping with technological change.
GA 11	Entrepreneurial Skills	Create confidence to become an entrepreneur by providing entrepreneurial skills and technical skills.
GA 12	Harmonious Development of Individual	Make an individual as perfect man through the harmonious development of physical, emotional and intellectual cultures.

**Mapping of PEO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
PEO 1					
PEO 2					
PEO 3					
PEO 4					
PEO 5					

**Mapping of PO with GA**

	GA 1	GA 2	GA 3	GA 4	GA 5	GA 6	GA 7	GA 8	GA 9	GA 10	GA 11	GA 12
PO 1												
PO 2												
PO 3												
PO 4												
PO 5												

**ASSESSMENT**

Continuous Internal Assessment (CIA) - Distribution of Marks		
Part - I, II, III	Test (Best 2)	15 Marks
	Cycle Test (5x1=5)	5 Marks
	Assignment (5x1=5)	5 Marks
	Total	25 Marks
Part- IV	Test (For Skill Based Subjects - Best 2 out of 3)	20 Marks
	Assignment	5 Marks
	Total	25 Marks

**QUESTION PATTERN - PART-III: CORE, ALLIED & ELECTIVE**

<b>Continuous Internal Assessment (CIA) 3 Tests per semester - 2 Hours</b>			<b>Bloom's Taxonomy</b>
Section A	MCQs (Compulsory)	10x1=10 Marks	Knowledge
Section B	Very Short Answer (5 out of 7)	5 x2=10 Marks	Understanding
Section C	Short Answer (3 out of 5)	3x6=18 Marks	Apply, Analyze, Evaluate
Section D	Long Answer (1 out of 2)	1x12=12 Marks	
Total		50 Marks	
<b>End Semester Examination (ESI) - 3 Hours</b>			<b>Bloom's Taxonomy</b>
Section A	MCQ (From question bank prepared by course teacher)	10x1=10 Marks	Knowledge
Section B	Very Short Answer (5 out of 7)	5x2=10 Marks	Understanding
Section C	Short Answer (Either-Or Type)	5x5=25 Marks	Apply, Analyze, Evaluate
Section D	Long Answer (3 out of 5)	3x10=30 Marks	
Total		75 Marks	

**QUESTION PATTERN - PART-IV: Skill-based Subjects (SBS)**

<b>Continuous Internal Assessment (CIA): 3 Tests per semester - 1 Hour (at Department Level)</b>			<b>Bloom's Taxonomy</b>
Section A	MCQs (Compulsory)	5x1=5 Marks	Knowledge
Section B	Very Short Answer (2 out of 4)	2x2=4 Marks	Understanding
Section C	Short Answer (1 out of 2)	1x6=6 Marks	Apply, Analyze, Evaluate
Section D	Long Answer (1 out of 2)	1x10=10 Marks	
Total		25 Marks	
<b>End Semester Examination (ESI) - 2 Hours</b>			<b>Bloom's Taxonomy</b>
Section A	MCQ (From question bank prepared by course teacher)	10x1=10 Marks	Knowledge
Section B	Very Short Answer (5 out of 7)	5x2=10 Marks	Understanding
Section C	Short Answer (Either-Or Type)	3x9=27 Marks	Apply, Analyze, Evaluate
Section D	Long Answer (2 out of 4)	2x14=28 Marks	
Total		75 Marks	

**QUESTION PATTERN - PART-IV: Non-Major Elective (NME)**

<b>Continuous Internal Assessment (CIA): 1 Test per semester - 2 Hours</b>			<b>Bloom's Taxonomy</b>
Section A	MCQ (Compulsory)	10x1=10 Marks	Knowledge
Section B	Very Short Answer (2 out of 4)	5x2=10 Marks	Understanding
Section C	Short Answer (3 out of 5)	3x6=18 Marks	Apply, Analyze, Evaluate
Section D	Long Answer (1 out of 2)	1x12=12 Marks	
Total		50 Marks	
<b>End Semester Examination (ESI) - 2 Hours</b>			<b>Bloom's Taxonomy</b>
Section A	MCQ (From question bank given by course teacher)	10x1=10 Marks	Knowledge
Section B	Very Short Answer (5 out of 7)	5x2=10 Marks	Understanding
Section C	Short Answer (Either-Or Type)	3x9=27 Marks	Apply, Analyze, Evaluate
Section D	Long Answer (2 out of 4)	2x14=28 Marks	
Total		75 Marks	

**VIVEKANANDA COLLEGE, TIRUVEDAKAM WEST**  
**DEPARTMENT OF HISTORY**  
**SCHEME OF EXAMINATION**

Programme: B.A. History (Under CBCS and OBE)  
(For those students admitted during the Academic Year 2018-19 and after)

**FIRST SEMESTER**

Part	Study Comp.	Course Code	Course Title	Hrs	Credit	CIA Marks	ESE Marks	Total
I	Tamil	P1LT11	இக்கால கவிதையும், உரை நடையும்	6	3	25	75	100
	Sanskrit	P1LS11	Fundamental Grammar & History of Sanskrit Literature -I					
II	English	P2LE11	General English - I	6	3	25	75	100
III	Core	02CT11	History of India (Up to 900 AD)	5	4	25	75	100
	Core	02CT12	History of Tamil Nadu (Up to 1529AD)	5	4	25	75	100
	Allied	01AT01	General Economics - I	6	5	25	75	100
IV	NM	02NE11	History for Competitive Examinations	2	2	25	75	100
<b>TOTAL</b>				<b>30</b>	<b>21</b>			<b>600</b>

**SECOND SEMESTER**

Part	Study Comp.	Course Code	Course Title	Hrs	Credit	CIA Marks	ESE Marks	Total
I	Tamil	P1LT21	இக்கால கதை இலக்கியமும், மக்கள் தகவலியலும்	6	3	25	75	100
	Sanskrit	P1LS21	Poetry & History of Sanskrit Literature-II					
II	English	P2LE21	General English - II	6	3	25	75	100
III	Core	02CT21	History of India (AD 900 – 1707)	5	4	25	75	100
	Core	02CT22	History of Tamil Nadu (AD 1529 - 1987)	5	4	25	75	100
	Allied	01AT02	General Economics - II	6	5	25	75	100
IV	NM	02NE21	Constitution of India	2	2	25	75	100
<b>TOTAL</b>				<b>30</b>	<b>21</b>			<b>600</b>

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**THIRD SEMESTER**

Part	Study Comp.	Course Code	Course Title	Hrs.	Credit	CIA Marks	ESE Marks	Total
I	Tamil	P1LT31	காப்பியமும், பக்தி இலக்கியமும், நாடகமும்	6	3	25	75	100
	Sanskrit	P1LS31	Prose, Poetics & History of Sanskrit Literature-III					
II	English	P2LE31	English for Academic and Professional Excellence - I	6	3	25	75	100
III	Core	02CT31	History of India (AD 1707-1858)	5	4	25	75	100
	Core	02CT32	History of Europe (AD 1453-1789)	5	4	25	75	100
	Allied	02AT31	Modern Governments - I	6	5	25	75	100
IV	SB	02SB31	Temple Architecture in Tamil Nadu	2	2	25	75	100
			<b>TOTAL</b>	<b>30</b>	<b>21</b>			<b>600</b>

**FOURTH SEMESTER**

Part	Study Comp.	Course Code	Course Title	Hrs.	Credit	CIA Marks	ESE Marks	Total
I	Tamil	P1LT41	சங்க இலக்கியமும், நீதி இலக்கியமும்	6	3	25	75	100
	Sanskrit	P1LS41	Drama, Spoken Sanskrit & History of Sanskrit Literature-IV					
II	English	P2LE41	English for Academic and Professional Excellence - II	6	3	25	75	100
III	Core	02CT41	History of India (AD 1858-1950)	5	4	25	75	100
	Core	02CT42	History of Europe (AD 1789-1914)	5	4	25	75	100
	Allied	02AT41	Modern Governments - II	6	5	25	75	100
IV	SB	02SB41	Archives Keeping	2	2	25	75	100
			<b>TOTAL</b>	<b>30</b>	<b>21</b>			<b>600</b>

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**VIVEKANANDA COLLEGE, TIRUVEDAKAM WEST****DEPARTMENT OF HISTORY****SCHEME OF EXAMINATION**

Programme: B.A. History (Under CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

**FIFTH SEMESTER**

Part	Study Comp.	Course Code	Course Title	Hrs	Credit	CIA Marks	ESE Marks	Total
III	Core	02CT51	History of India (AD 1950-2000)	5	5	25	75	100
	Core	02CT52	History of Europe (AD 1914-1945)	5	5	25	75	100
	Core	02CT53	History of Science and Technology - I	6	5	25	75	100
	Core	02CT54	Principles of Tourism	5	5	25	75	100
	Elective	02EP51	Cultural-Heritage & Eco Tourism	5	5	25	75	100
IV	SB	02SB51	Fundamentals of Computer	2	2	25	75	100
IV	ES	ESUG51	Environmental Studies	2	2	25	75	100
			<b>TOTAL</b>	<b>30</b>	<b>29</b>			<b>700</b>

**SIXTH SEMESTER**

Part	Study Comp.	Course Code	Course Title	Hrs	Credit	CIA Marks	ESE Marks	Total
III	Core	02CT61	History of Science and Technology -II	6	4	25	75	100
	Core	02CT62	Principles of Archaeology	5	4	25	75	100
	Elective	02EP61	Geography of India	6	5	25	75	100
	Elective	02EP62	Contemporary World (AD 1945-2000)	5	5	25	75	100
IV	SB	02SB61	Epigraphy	2	2	25	75	100
	SB	02SB62	Museology	2	2	25	75	100
	SB	02SB63	Numismatics	2	2	25	75	100
IV	VE	VEUG61	Value Education	2	2	25	75	100
V	EA		Extension Activities		1	-	100	100
			<b>TOTAL</b>	<b>30</b>	<b>27</b>			<b>900</b>
			<b>TOTAL NUMBER OF HOURS /CREDIT / MARKS</b>	<b>180</b>	<b>140</b>			<b>4000</b>



**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : Core Theory</b>		<b>SEMESTER - I</b>
Course Title : <b>HISTORY OF INDIA (UP TO 900 A.D)</b>		
Course Code: <b>02CT11</b>	Hours per week: <b>5</b>	Credit: <b>4</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To acquaint the students with the political condition of Ancient India.
- To familiarize the students with the basic features of Indian culture and religion.
- To trace the evolution of Indian art and architecture.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	List out the literary and archaeological sources of Ancient India. Recall the various dynasties and their achievements.	K1
CO 2	Explain the Vedic religion and literature; compare and contrast Buddhism and Jainism.	K1, K3
CO 3	Describe the features of the art and architecture of the Indo-Bacterians, Mauryas and Guptas.	K2
CO 4	Portray Asoka, Kanishka and Harshavardhana – their achievements and their patronage to Buddhism.	K2
CO 5	Elaborate on the administrative systems of the Mauryas, Guptas and Harshavardhana.	K3

K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate

**Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	M	S	M	M
CO 2	S	S	M	M	S
CO 3	S	M	S	S	M
CO 4	S	M	M	M	S
CO 5	S	S	S	M	S

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

Unit-1	Sources of Ancient Indian History – Prehistoric Indian Culture	15 Hrs
Unit-2	The Indus Valley Civilization: Date - Sites - Town planning - Script and Language -Socio-Economic and Religious conditions - The Aryans: Early Vedic Age - Later Vedic Age.	15 Hrs
Unit-3	India in the 6 <sup>th</sup> Century BC: Dawn of New kingdoms - Mahajanapadas – Rise of Magadha - Religious movements - Buddhism - Jainism - Foreign Invasions -Alexander's invasion.	15 Hrs
Unit-4	The Mauryan Empire: Chandra Gupta Maurya - Asoka - Mauryan Administration - Socio-Economic and Religious conditions - Art and Architecture - The Kushans: Kanishka - Gandhara Art.	15 Hrs
Unit-5	The Gupta Empire: Chandra Gupta I - Samudra Gupta - Chandra Gupta II - Administration - Golden Age – Downfall of the Guptas - The Vardhana Empire: Harshavardhana - The Arab conquest of Sind – Effects.	15 Hrs

**TEXT BOOK**

- Jayapalan, N., *History of India up to 1206 AD*, Atlantic Publishers & Distributors, New Delhi, 2001

**REFERENCE BOOKS**

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1. Basham, A.L., *The Wonder that was India*, Picadar India, New Delhi, 2014.
  2. Khurana, K.L., *Ancient India*, Lakshmi Narain Agarwal Publications, Agra, 2010.
  3. Luniya, B.N., *Evolution of Indian Culture*, Lakshmi Narain Agarwal Publications, Agra, 2010
  4. Mahajan, V.D., *Ancient India*, S. Chand & Company, New Delhi, 2007.
  5. Raychoudhary, S.C., *Social Cultural and Economic History of India*, Surjeet Publications, New Delhi, 2002
  6. Tomar, J.K., *History of Ancient India*, Mahaveer & Sons, New Delhi

#### **PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

#### **TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. History, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : Core Theory</b>		<b>SEMESTER - I</b>
Course Title : <b>HISTORY OF TAMIL NADU (UP TO 1529 A.D)</b>		
Course Code: <b>02CT12</b>	Hours per week: <b>5</b>	Credit: <b>4</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To acquaint the students with the history of Ancient Tamil Nadu.
- To enable the students understand the cultural heritage of the Sangam Tamils.
- To recall the achievements of various Tamil dynasties.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	List out the Sangam Literature. Name the important Chera, Chola Pandya, Pallava rulers and recall their achievements.	K1
CO 2	Explain the Socio-Economic and Religious condition of the Ancient Tamils and tell about their Administrative systems.	K1
CO 3	Describe the Pallava and Chola art and architecture.	K2
CO 4	Explain the rivalry that prevailed between the Chalukyas, Pallavas, Cholas and Pandyas; the battles fought and analyze the effects.	K2
CO 5	Estimate the effects of Muslim invasions over Tamil Nadu.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
<b>CO 1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO 2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>CO 3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO 4</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO 5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

Unit-1	Sangam Age: Frontier of the ancient Tamil country – Sources of study: Literary and archaeological - Date of the Sangam age - Sangam literature - Political condition: Chera, Chola and Pandyas - Important rulers - Minor Chieftains	15 Hrs
Unit-2	Sangam Age: Administration, Socio-Economic and Religious conditions - Kalabhra Interregnum: Effects - First Pandyan Empire: Important rulers.	15 Hrs
Unit-3	Pallavas: Origin - Great Pallavas: Mahendravarman I - Narasimhavarman I - Pallava Chalukya conflict – Pallava Pandya conflict – Pallava art and Architecture.	15 Hrs
Unit-4	Imperial Cholas - Raja Raja I - Rajendra I - Kulottunga I - Kulottunga III - Chola Administration - Contribution to Art and Architecture.	15 Hrs
Unit-5	The Second Pandyan Empire: Muslim invasions - Effects - Madurai Sultanate - Kumara Kampana's invasion.	15 Hrs

**FIELD VISIT**

To any of the Rock cut or Monolithic or Structural Temples built during the Pallava, Chola and Pandya period in Tamil Nadu.

**TEXT BOOK**

1. Manoranjithamoni, C., *History of Tamil Nadu up to 1565 A.D.*, Dave Beryl Publications, Tirunelveli, 2012

**REFERENCE BOOKS**

1. Kanakasabhai, V., *The Tamils Eighteen Hundred Years Ago*, Saiva Siddhanta Works, Tirunelveli, 1966.
2. Nilakanta Sastri, K.A., *Cholarhal*, New Century Book House, Chennai, 2007.
3. Rasamanickanar, M., *Tamilnaattu Varalaaru*, Kaavya, Chennai, 2008.
4. Srinivasa Iyengar, *History of the Tamils from the earliest times to 600 A.D.*, Asian Educational Services, New Delhi, 1983
5. Subrahmanian, N., *History of Tamilnad (to A.D. 1565)*, Koodal Publisher, Madurai, 1996.
6. Venkatesan, K., *Murkkala Tamilnattu Varalaru*, V.C. Pub, Rajapalayam, 2012

**PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. History, (CBCS and OBE)

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<b>PART - IV : Non Major Elective</b>		<b>SEMESTER - I</b>
Course Title : <b>HISTORY FOR COMPETITIVE EXAMINATIONS</b>		
Course Code: <b>02NE11</b>	Hours per week: <b>2</b>	Credit: <b>2</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- a) To present the History of India in a nutshell to Non-Major students.
- b) To enable the students remember the important dates and events of Indian History.
- c) To help the students prepare for Competitive Examinations and Placement Tests.

**SYLLABUS**

Unit-1	India: Geographical Features - Unity in Diversity - Sources - Indus valley Civilization - Vedic period – Buddhism – Jainism	6 Hrs.
Unit-2	Mauryas – Kushans – Buddhist Councils – Gandhara Art – Guptas – Golden Age of the Guptas	6 Hrs.
Unit-3	Delhi Sultanate – Mughal empire – Important rulers – Wars – Achievements – Art and Architecture	6 Hrs.
Unit-4	British period – Carnatic, Mysore and Maratha wars - Important Governor Generals and Viceroys – Warren Hastings, Wellesley, William Bentinck, Dalhousie, Curzon and their policies – Social and Religious reform Movements.	6 Hrs.
Unit-5	Indian National Movement: The rising of 1857 – Indian National Congress – Gandhian era – Important personalities	6 Hrs.

**TEXT BOOK**

1. Jayapalan, N., *History of India*, Atlantic Publishers, New Delhi, 2001.

**REFERENCE BOOKS**

1. Allied Publishers, *Indian History for Civil Services Examination*,
2. Arvind M. Dwivedi, *Data Bank on Indian History*,
3. Mohammad Tarique, *Modern Indian History for Civil Service Examinations*, Tata McGraw Hill Education Pvt. Ltd., New Delhi, 2008.
4. Pratiyogita Darpan, *Indian History for Central & State Civil Services and Other Competitive Exams* (Series: 1, 3, 4, 12-17)
5. Upkar, *History for UGC- NET/JRF/SLET*

**PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

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(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : Core Theory</b>		<b>SEMESTER - II</b>
Course Title : <b>HISTORY OF INDIA (900 A.D-1707)</b>		
Course Code: 02CT21	Hours per week: 5	Credit: 4
CIA Marks: 25	ESE Marks: 75	CIA Marks: 25

**PREAMBLE**

- To acquaint the students with the political history of Medieval India.
- To understand the role played by Vijayanagar and Bahmani in Medieval History.
- To assess the legacy of Muslim rule in India.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Recall the invasions of Mahmud of Ghazni and Muhammad of Ghor; Name the successive dynasties of the Delhi Sultanate; their important rulers and the Great Mughals.	K1
CO 2	Describe the art and architecture of the Delhi Sultanate and the Mughals.	K1
CO 3	Summarize the factors that led to the decline of the Delhi Sultanate and the Mughal Empire; and explain the causes for the rise of the Vijaynagar and Maratha Empires.	K2
CO 4	Evaluate the administrative systems of Ala-ud-din Khilji, Sher Shah and the Mughals.	K2
CO 5	Account for Akbar's Rajput policy and its consequences. Elaborate on the Bhakti movement and Din-i-Ilahi.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate**

**Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	S	S	M	S
CO 2	S	S	M	S	S
CO 3	S	S	M	M	S
CO 4	S	M	S	M	S
CO 5	S	S	M	M	S

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

**SYLLABUS**

Unit-1	Turkish invasions of North India: Mahmud of Ghazni - Muhammad of Ghor.	15 Hrs
Unit-2	Slave Dynasty: Qutub-ud-din Aibak - Iltutmish – Razia Sultana - Balban	15 Hrs
Unit-3	Khilji Dynasty: Ala-ud-din Khilji – His administration - Tughluq Dynasty: Muhammad-bin-Tughluq - Firuz Shah Tughluq – Sayyid and Lodhi - Causes for the downfall of the Delhi Sultanate	15 Hrs
Unit-4	Bhakti Movement - Bahmani Sultanate: Muhammad Gawan - Vijayanagar Empire: Krishna Devaraya.	15 Hrs
Unit-5	The Mughal Empire: Babur – Humayun - Sher Shah - Akbar - Shah Jahan - Aurangzeb – Mughal Art and Architecture - Mughal Administration - Social and Economic conditions - Downfall of the Mughals – Rise of the Marathas: Shivaji.	15 Hrs

**TEXTBOOK**

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1. Swaminathan, A., *History of India up to 1707*, Deepa Pathipagam, Chennai, 2004.

**REFERENCE BOOKS**

1. Edwardes & Garrett, *Mughal Rule in India*, S. Chand & Co, New Delhi, 1974.
2. Majumdar, R.C., *The Delhi Sultanate*, Bharatiya Vidya Bhavan, Bombay, 1980.
3. Mahajan V.D., *History of India since 1526 AD*, South Asian Books, Madras, 1972.
4. Mehta, J.L. & Sarita Mehta, *History of Medieval India*, Lotus Press, Delhi, 2014.
5. Robert Sewell, *A Forgotten Empire (Vijayanagar)*, Asian Educational Services, New Delhi, 1982
6. Solomon Bernard Shaw & Muthukumaran, P., *Indiya Islamiya Kalai Varalaru*, New Century Book House, Chennai, 2014.

**PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

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**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : CORE THEORY</b>		<b>SEMESTER - II</b>
Course Title : <b>HISTORY OF TAMIL NADU (AD 1529 - 1987)</b>		
Course Code: <b>02CT22</b>	Hours per week: <b>5</b>	Credit: <b>4</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To get an overview of the Nayaks rule in Tamil Nadu.
- To appraise the role of Tamil Nadu in the Freedom Struggle Movement of India.
- To trace the important political events of Tamil Nadu since 1947.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Recall the Senji, Tanjore and Madurai Nayak of Tamil Nadu and the important rulers and battles fought.	K1
CO 2	Define the Nayankara System and Poligari System.	K1
CO 3	Describe the Nayak and Sethupathi art and architecture.	K2
CO 4	Explain the outcomes of the Carnatic War.	K2
CO 5	Evaluate the Social Reform Movements and the Social Welfare Schemes of Tamil Nadu	K3
CO 6	Elaborate on the pros and cons of the Anti-Hindi Agitation.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	S	M	M	M
CO 2	S	S	S	M	M
CO 3	S	S	S	S	S
CO 4	S	S	S	M	S
CO 5	S	S	S	M	S

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

## SYLLABUS

Unit-1	Tamil Nadu under the Nayaks: Sources - Madurai Nayaks: Tirumalai Nayak, Contribution to art and architecture - Sethupathis of Ramnad: Kilavan Sethupathi.	15 Hrs
Unit-2	Tamil Nadu during the 18 <sup>th</sup> Century: Advent of Europeans - Carnatic wars - Poligar Rebellion - Pulithevar - Kattabomman - Maruthu Brothers - Vellore Mutiny	15 Hrs
Unit-3	Tamil Nadu in the National Movement: The emergence of Native Associations – Indian National Congress – Annie Besant and Home Rule Movement - V.O.C. - Bharathi – Tamil Nadu under the Gandhian era.	15 Hrs
Unit-4	Struggle for Social Equality: Vallalar – Vaikuntha Swami - Dr. Muthulakshmi Reddy - Justice Party - EVR and Self Respect Movement	15 Hrs
Unit-5	Post Independent Tamil Nadu: Tamil Nadu under Congress - Rajaji - Kamaraj - Anti Hindi Agitations - DMK and ADMK administration - Social Welfare schemes	15 Hrs

## TEXTBOOK

1. Rajayyan, K., Tamil Nadu—A Real History, Ratna Publications, Trivandrum, 2005.

## REFERENCE BOOKS

1. Sathyanatha Aiyar, R., *History of the Nayaks of Madura*, Asian Educational Services, New Delhi, 2001
2. Rajayyan, K., *South Indian Rebellion*, Ratna Publications, Madurai, 2000.
3. Kandaswamy, P., *The Political Career of K. Kamaraj*, Concept Publishing Company, New Delhi, 2001.
4. Mangalamurugesan, N.K., *Self-Respect Movement in Tamilnadu 1920-1940*
5. Stalin Gunasekaran, T., *Viduthalai Velviyil Tamizaham* Vol. 1 & 2, Nivethitha Pathipagam, Erode, 2000.
6. Venkatesan, G., *Tharkala Tamilnattu Varalaaru* V.C. Publishers, Rajapalayam, 2016.

## PEDAGOGY

Chalk & Talk, Group Discussion, PowerPoint Presentation

## TEACHING AIDS

Green Board, Maps, Interactive White Board, LCD Projector



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**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : Non Major Elective</b>		<b>SEMESTER - II</b>
Course Title : <b>CONSTITUTION OF INDIA</b>		
Course Code: <b>02NE21</b>	Hours per week: <b>2</b>	Credit: <b>2</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To present the Constitution of India in a nutshell to Non-Major students.
- To enable the students know the important features of the Constitution of India.
- To help the students prepare for Competitive Examinations and Placement Tests.

**SYLLABUS**

Unit-1	Constitutional Development: Framing of the Indian Constitution Salient features	6 Hrs.
Unit-2	Executive: President – Vice President – Prime Minister - Cabinet	6 Hrs.
Unit-3	Legislature : Parliament – Lok Sabha and Rajya Sabha – Powers and functions – Process of law making – Amendments	6 Hrs.
Unit-4	Judiciary – Supreme Court – High Court – Powers and function- Judicial Review	6 Hrs.
Unit-5	Fundamental Rights and Duties – Directive Principles of State Policy – Centre- State Relation – Party system – Pressure group – Election Commission	6 Hrs.

**TEXT BOOK**

- Gomathinayagam, Modern Governments, Tensy Publication, Sivakasi, 2007.

**REFERENCE BOOKS**

- Bhagwan & Bhushan, World Constitution, Sterling Publishers, New Delhi 1982
- Durgadas Babu, Introduction to the Constitution of India, Leis Neis, Chennai, 2013.
- Gupta B.G., Comparative Study of Living Constitution, Sterling Publishers, New Delhi, 1978.
- Kashyap, S.C., Our Constitution, National Book Trust, New Delhi, India, 2011.

**PEDAGOGY**

Chalk &amp; Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : Core Theory</b>		<b>SEMESTER - III</b>
Course Title : <b>HISTORY OF INDIA (AD 1707 - 1858)</b>		
Course Code: <b>02CT31</b>	Hours per week: <b>5</b>	Credit: <b>4</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To analyze the factors that helped to established the British Empire in India.
- To outline the Constitutional development from 1773 to 1857 AD.
- To trace the evolution of Indian National Movement.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
<b>CO 1</b>	Recall the advent of European powers, their early settlements and rivalry in India and how the English East India Company emerged from a mercantile company to a territorial power in India.	<b>K1</b>
<b>CO 2</b>	Explain how the English East India Company managed to colonize India with the imperial policies like the Permanent Land Revenue Settlement, Subsidiary System and Doctrine of Lapse.	<b>K2</b>
<b>CO 3</b>	Identify the causes and effects of the Anglo-Maratha Wars, Anglo-Mysore Wars and Anglo-Sikh Wars	<b>K3</b>
<b>CO 4</b>	Examine the causes and results of the Poligary Rebellion (1799), South Indian Rebellion (1800-1801), Vellore Mutiny (1806) and the Uprising of 1857	<b>K4</b>
<b>CO 5</b>	Evaluate the Constitutional developments from 1773-1858.	<b>K5</b>

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO 2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO 3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO 4</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO 5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

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

Unit-1	The Advent of Europeans – Portuguese – Dutch – English and French – Anglo-French rivalry in the Carnatic – The Establishment of English power in Bengal – Robert Clive – Double government in Bengal.	15 Hrs
Unit-2	India under the English East India Company: Warren Hastings: Administrative Reforms and foreign Policy - Cornwallis: Permanent Land Revenue Settlement - Lord Wellesley and Subsidiary System – Lord Hastings - Reforms of William Bentinck - Lord Dalhousie: Administrative Reforms and foreign Policy – Lord Canning.	15 Hrs
Unit-3	Anglo-Maratha Wars - Anglo-Mysore Wars - Anglo-Sikh Wars	15 Hrs

Unit-4	Internal resistances: Poligary Rebellion (1799) – The South Indian Rebellion (1800-1801) – Vellore Mutiny (1806) – The Uprising of 1857 – End of Company’s rule.	15 Hrs
Unit-5	Constitutional developments from 1773-1858 AD: Regulating Act of 1773 – Pitt’s India Act of 1784 – Charter Acts (1813, 1833 and 1853) – Queen’s Proclamation	15 Hrs

#### **TEXT BOOK**

1. Four Authors . *Simple History of India since 1526*, SBD Publishers, Delhi, 2010.

#### **REFERENCE BOOKS**

1. Agarwal A.C. *Constitutional History of India*, Wiley Eastern, New Delhi, 1986.
2. Grover & Grover. *History of Modern India*, S. Chand and Co., New Delhi, 2001.
3. Mahajan V.D. *History of India since 1526*, S. Chand and Publication; New Delhi, 1976.
4. Rajayyan K. *South Indian Rebellion*, Ratna Publications, Madurai, 2000.
5. Roy Choudry, S.C. *History of Modern India*, Surjeet Publications, Delhi, 1995.

#### **PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

#### **TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : CORE THEORY</b>		<b>SEMESTER - III</b>
Course Title : <b>HISTORY OF EUROPE (AD 1453 - 1789)</b>		
Course Code: <b>02CT32</b>	Hours per week: <b>5</b>	Credit: <b>4</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To acquaint the students with the History of Early Modern Europe.
- To understand the differences between Medieval and Modern Periods.
- To have a clear idea about Renaissance, Reformation, Colonialism, Imperialism and Enlightened Despotism.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Enlighten how Renaissance was a time of rebirth and the changes it brought in Arts, Science, Literature, Politics and Religion in Europe.	K1
CO 2	Tell about the difference between the Reformation and Counter-Reformation and how they affected Christian Church in Europe.	K1
CO 3	Explain the causes, course and results of the Dutch War of Independence and the Thirty Years War.	K2
CO 4	Analyze the role of the enlightened despots - Louis XIV of France, Peter the Great and Catherine II of Russia who led their country to the modern world.	K2
CO 5	Evaluate the regime of Frederick the Great of Prussia and Joseph II of Austria.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	S	S	S	S
CO 2	S	S	S	S	S
CO 3	S	S	M	M	M
CO 4	S	S	S	M	S
CO 5	S	S	M	M	S

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

Unit-1	Geographical Discoveries of the 15 <sup>th</sup> and 16 <sup>th</sup> centuries: Causes – Important Discoveries – Results. The Renaissance: Meaning – Causes – Impact on Art, Literature and Science	15 Hrs
Unit-2	The Reformation : Meaning, Causes and Results – Martin Luther – Counter Reformation – Society of Jesus – Council of Trent – The Inquisition - Results	15 Hrs
Unit-3	The Dutch War of Independence : Causes, Course and Results – The Thirty Years War - Causes, Course and Results – Treaty of Westphalia (1648)	15 Hrs
Unit-4	Louis XIV of France: Reforms of Colbert, Domestic and Foreign policies, Estimate - Peter the Great of Russia: His policy, Europeanization of Russia, Wars, Estimate; Catherine II: Accession, Domestic and Foreign policies, Estimate.	15 Hrs
Unit-5	Frederic the Great of Prussia: Domestic and Foreign policy, Estimate - Joseph II of Austria: Reforms – Causes for his failure.	15 Hrs

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**TEXTBOOK**

1. Rao, B.V. *History of Europe (A.D. 1450 – 1815)*, Sterling Publishers, Delhi, 2012.

**REFERENCE BOOKS**

1. Arun Bhattacharjee. *A History of Europe 1453-1789*, Sterling Publishers, New Delhi, 1981
2. Mahajan, V.D. *History of Modern Europe since 1789*, S. Chand & Co., New Delhi, 2004.
3. Ketelbey, *A History of Modern Times from 1789*, Oxford University Press, Chennai, 1979.
4. Will and Ariel Durant, *The Renaissance*, Simon and Schuster, New York, 1975
5. Will and Ariel Durant, *The Reformation*, Simon and Schuster, New York, 1975

**PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : Allied Subject Theory</b>		<b>SEMESTER - III</b>	
Course Title : <b>MODERN GOVERNMENTS - I</b>			
Course Code: <b>02AT31</b>	Hours per week: <b>6</b>	Credit: <b>5</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

**PREAMBLE**

- To have a clear idea about 'Constitution and Government'.
- To learn about the powers and functions of the three branches of Government.
- To get the students acquainted with the Constitutions of England and the USA.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Tell about Constitution and its kinds, Government and its three branches, Judiciary and its two types, Political parties and Pressure groups.	K1
CO 2	Describe the Constitution of England and its uniqueness, the position, powers and functions of the Crown and the Prime Minister.	K1
CO 3	Explain the bi-cameral legislature of the British Parliament and how they work.	K2
CO 4	Distinguish the US Constitution from the British Constitution and highlight on the differences.	K2
CO 5	Analyze the position, power and functions of the House of Representative and Senate in the Congress.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S				
CO 2					
CO 3					
CO 4					
CO 5					

S-Strong; M-Medium; L-Low

**SYLLABUS**

Unit-1	Basic Concepts – Constitution: Classification - Written and Unwritten - Rigid and Flexible - Forms of Governments: Parliamentary and Presidential - Unitary and Federal – Separation of Powers - Rule of Law and Administrative Law - Political Parties - Pressure Groups	15 Hrs
Unit-2	Constitution of England: Salient Features - Conventions – Monarchy - Cabinet - Prime Minister.	15 Hrs
Unit-3	House of Commons - Speaker - House of Lords - Parliamentary Sovereignty - Process of Law making - Committee system - Judiciary - Party System	15 Hrs
Unit-4	Constitution of the USA: Salient features - Federalism - Amendments – President: Powers and Functions - Vice-President	15 Hrs
Unit-5	House of Representatives – Speaker – Senate – Process of Law Making – Committee system – Judiciary	15 Hrs

**TEXTBOOK**

- Gomathinayagam, *Modern Governments*, Tensy Publications, Sivakasi, 2007.

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**REFERENCE BOOKS**

1. Bhagwan & Bhushan, *World Constitutions*, Sterling Publishers, New Delhi, 1982
2. Bhagwan & Bhushan, *The Constitution of Great Britain*, Sterling Publishers, New Delhi, 1984
3. Bhagwan & Bhushan, *The Constitution of United States of America*, Sterling Publishers, New Delhi, 1982
4. Gupta B.G., *Comparative Study of Six Living Constitution*, Sterling Publishers, New Delhi, 1978.
5. Mahajan VD, *Select Modern Governments*, S. Chand & Co., New Delhi, 1970

**PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector

## DEPARTMENT OF HISTORY

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - IV : Skill based Subject</b>		<b>SEMESTER - III</b>	
Course Title : <b>TEMPLE ARCHITECTURE IN TAMIL NADU</b>			
Course Code: <b>02SB31</b>		Hours per week: <b>2</b>	Credit: <b>2</b>
CIA Marks: <b>25</b>		ESE Marks: <b>75</b>	Total Marks: <b>100</b>

### PREAMBLE

- To trace the Evolution of Temple architecture in Tamil Nadu.
- To know the contribution of various Tamil dynasties to Temple architecture.
- To understand the features of South Indian Temples.

### SYLLABUS

Unit-1	Evolution of Temples in Sangam period – Cult of Dead – Megalithic Monuments – Memorial stones	6 Hrs.
Unit-2	Pallava and Early Pandya Temples: Rock cut Cave Temples – Monolithic Temples – Structural Temples	6 Hrs.
Unit-3	Chola temples – Features – Pullamangai – Moovar Kovil – Pragadeshwara temple (Rajarajeswaram) – Gangai Konda Cholapuram – Thirupuvanam – Dharasuram	6 Hrs.
Unit-4	Vimana features and types - Iconography	6 Hrs.
Unit-5	Vijayanagar and Nayaks Temples – Development of Gopuras – Thousand pillared Mandapas – Temple Tanks.	6 Hrs.

### EDUCATIONAL TOUR

To any of the Rock cut or Monolithic or Structural Temples built during the Pallava, Chola, Pandya and Nayak period in Tamil Nadu.

### TEXTBOOK

- Srinivasan, K.R., *Temple of South India*, National Book Trust, India, New Delhi, 1972

### REFERENCE BOOKS

- Jagdisa Ayyar P.V., *South Indian Shrines*, Asian Educational Services, New Delhi, 1982
- Ramasamy N.S., *Temples of South India*, Maps and Agencies, Madras; 1994.
- Ramachandra Rao S.K., *Art and Architecture of Indian Temples*, Vol. I & II; Kalpatharu Research Academy, Bangalore, 1993
- Prasanna Kumar Acharya, *Encyclopedia of Hindu Architecture*, Vol. I & II; Cosmo Publications, New Delhi, 1994
- Santhalingam, C., *Tirukkoil Ula*, Tirukkural Pathippagam, Chennai, 2009

### PEDAGOGY

Chalk & Talk, Group Discussion, PowerPoint Presentation

### TEACHING AIDS

Green Board, Maps, Interactive White Board, LCD Projector



**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : Core Theory</b>		<b>SEMESTER - IV</b>
Course Title : <b>HISTORY OF INDIA (A.D 1858-1950)</b>		
Course Code: <b>02CT41</b>	Hours per week: <b>5</b>	Credit: <b>4</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To highlight the British Administration in India from 1858 to 1947 AD.
- To recall the Social and Religious Reform Movement in the 19<sup>th</sup> Century India.
- To study the economic impact of the British Rule in India and the Planned Economy of Independent India.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Recall the Administrative Reforms and Foreign Policy of Lord Canning, Ripon and Curzon – List out the causes and results of the Anglo-Afghan wars and Anglo-Burmese wars.	K1
CO 2	Explain the Social and Religious Reform Movements of 19 <sup>th</sup> century and their impact on Modern India.	K2
CO 3	Identify the early phases of the Indian National movement and the role of the extremists and moderates.	K3
CO 4	Assess the role of Gandhi in obtaining Indian Independence and the role of Patel in the Political integration of India.	K4
CO 5	Evaluate the constitutional development from 1861 to 1947 and the impact of British rule in India.	K5

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	S	S	S	S
CO 2	S	S	S	S	S
CO 3	S	S	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	S	S	S

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

Unit-1	India under British Crown: Canning, Ripon, Curzon – The Anglo-Afghan Wars – The Burmese Wars.	15 Hrs
Unit-2	Social and Religious Reforms – the Brahma Samaj – The Prarthana Samaj – The Arya Samaj – The Ramakrishna Mission – The Theosophical Society – Other individual reformers	15 Hrs
Unit-3	Indian National Movement: Nationalism in India – Indian National Congress – Moderate and Extremist Movements – Home Rule Movement	15 Hrs
Unit-4	Gandhian Era: Non-Cooperation Movement, Civil Disobedience Movement, Quit India Movement – Muslim League - Demand for Pakistan – Partition – Independence of India - Integration of Princely states - Republic of India	15 Hrs
Unit-5	Constitutional Developments: Indian Council Act of 1861 and 1892 - Acts of 1909, 1919 and 1935 – Growth of Education – Impact of British Rule in India.	15 Hrs

**TEXTBOOK**

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1. Venkatesan, G. *History of Indian Freedom Struggle*, VC Publications, 2006.

#### **REFERENCE BOOKS**

1. Agarwal. *Constitutional History of India*, S. Chand & Co., New Delhi, 1965.
2. Bipan Chandra. *History of Modern India*, Orient Black Swan, New Delhi, 2010.
3. Grover, B.L. *A New look on Modern Indian History*, S. Chand & Co., Delhi, 1993.
4. Hansraj. *Advanced History of India*, Surjeet Publications, New Delhi, 2010.
5. Mahajan V.D. *Modern Indian History*, S. Chand & Co., New Delhi, 2007.
6. Raychoudhary. *History of Modern India*, Surjeet Publications, Delhi, 2002.

#### **PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

#### **TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : Core Theory</b>		<b>SEMESTER - IV</b>	
Course Title : <b>HISTORY OF EUROPE (AD 1789-1914)</b>			
Course Code: <b>02CT42</b>	Hours per week: <b>6</b>	Credit: <b>4</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

**PREAMBLE**

- To explore the causes, course and effects of the French Revolution.
- To study the rise and fall of Napoleon Bonaparte.
- To learn about the Unification of Germany and Italy.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Narrate the causes, course and results of the French Revolution of 1789 and the events concerned.	K1
CO 2	Tell about the rise and fall of Napoleon Bonaparte along with his battles and reforms which had great impact on Europe.	K1
CO 3	Trace the efforts of the Vienna Congress and the causes, course and results of the French Revolutions of 1830 and 1848.	K2
CO 4	Analyze how the spirit of nationalism played a vital role in the unification of Italy and the unification of Germany and the role played by Victor Emmanuel, Cavour, Garibaldi and Bismarck in the unification.	K2
CO 5	Evaluate the Eastern Question as a consequence of the decline of Ottoman Empire and the concern of the European powers over the Balkan region.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
<b>CO 1</b>	S	S	S	M	S
<b>CO 2</b>	S	S	S	M	S
<b>CO 3</b>	S	S	S	M	S
<b>CO 4</b>	S	S	S	M	S
<b>CO 5</b>	S	S	S	M	S

S-Strong; M-Medium; L-Low

**SYLLABUS**

Unit-1	The French Revolution of 1789 – Causes – Course – Results.	15 Hrs
Unit-2	Napoleon Bonaparte: Early life – Rise and fall – Major Wars and Treaties – Continental system – Russian campaign – Reforms.	15 Hrs
Unit-3	Vienna Congress – Aims – Settlements – Criticism – The July Revolution of 1830 – Results – The February Revolution of 1848 – Results.	15 Hrs
Unit-4	Unification of Germany – Policy of Bismarck – War with Denmark, Austria and France – Estimate – Unification of Italy – Victor Emmanuel II – Cavour – Mazzini – Garibaldi.	15 Hrs
Unit-5	The Eastern Question – Greek War of Independence – Crimean War – Russo-Turkish War – Balkan Wars – Europe between 1871 and 1914.	15 Hrs

**TEXTBOOK**

- Rao, B.V., *History of Modern Europe 1789-1992*, Sterling Publishers, New Delhi, 2002

**REFERENCE BOOKS**

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1. Ramalingam, T.S., *History of Europe (A.D. 1789 to the Present Day)*, TSR Publications, Madurai, 1981
  2. Grant and Temporally, *Europe in the Nineteenth and Twentieth Centuries 1789-1950*, A Longman Paperback, London, 1980
  3. Ketelbey, C.D.M., *A History of Modern Times from 1789*, Oxford University Press, New Delhi, 1979
  4. Mahajan, V.D., *History of Modern Europe since 1789*, S. Chand & Co., New Delhi, 2004.
  5. Will and Ariel Durant, *The Age of Napoleon*, Simon and Schuster, New York, 1975

#### **PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

#### **TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART – III : Allied Subject Theory</b>		<b>SEMESTER - IV</b>	
Course Title : <b>MODERN GOVERNMENTS - II</b>			
Course Code: <b>02AT41</b>	Hours per week: <b>6</b>	Credit: <b>5</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

**PREAMBLE**

- To enable the students understand the Swiss and French Constitutions.
- To enable the students understand the Indian Constitution in its right perspective.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Tell about the Constitution of France, its salient features, President, Parliament and Party System	K1
CO 2	Speak about the Constitution of Switzerland and its uniqueness as Direct Democracy	K1
CO 3	Explain the Indian Constitution as the merit of world constitutions.	K2
CO 4	Analyze the position, power and functions of the President, Vice President, Prime Minister, Cabinet, Parliament and Speaker.	K2
CO 5	Evaluate the Judicial System in India, Party System, and the relationship between the Central and State Governments.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
<b>CO 1</b>	S	S	S	M	S
<b>CO 2</b>	S	S	S	M	S
<b>CO 3</b>	S	S	S	M	S
<b>CO 4</b>	S	S	S	M	S
<b>CO 5</b>	S	S	S	M	S

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

Unit-1	Constitution of France: The Fourth and Fifth Republics – Salient features – President – Cabinet – Parliament – Party System	15 Hrs
Unit-2	Constitution of Switzerland: Salient Features – Constitutional amendment – Federal Council – the Council of States – National Council – Judiciary – Direct Democracy	15 Hrs
Unit-3	Indian Constitution: Framing of Indian Constitution – Sources - Salient features – Federation in India - Fundamental Rights and Duties - Directive Principles of State Policy	15 Hrs
Unit-4	President and Vice President – Prime Minister and the Cabinet – Parliament – Rajya Sabha – Lok Sabha – Speaker – Process of Law Making and Amendments.	15 Hrs
Unit-5	The Supreme Court – Party System – Pressure groups – Centre State Relations – State Governments.	15 Hrs

**TEXTBOOK**

- Gomathinayagam, *Modern Governments*, Tensy Publications, Sivakasi, 2007

**REFERENCE BOOKS**

- Bhagwan & Bhushan, *The Constitutions of Switzerland, Canada, Japan & Australia*, Sterling Publishers (P) Ltd., New Delhi, 1982
- Durgadas Basu, *Introduction to the Constitution of India*, Lexis Nexis, Chennai, 2013

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3. Gupta B.G., *Comparative Study of Six Living Constitution*, Sterling Publishers, New Delhi, 1978.
  4. Kashyap, S.C., *Our Constitution*, National Book Trust, New Delhi, India, 2011
  5. Kashyap, S.C., *Our Parliament*, National Book Trust, New Delhi, India, 2011
  6. Mahajan V.D., *Select Modern Governments*, S. Chand & Co., New Delhi, 1970

#### **PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

#### **TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector

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**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - IV : Skill based Subject</b>		<b>SEMESTER - IV</b>	
<b>Course Title : ARCHIVES KEEPING</b>			
Course Code: <b>02SB41</b>	Hours per week: <b>2</b>	Credit: <b>2</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

**PREAMBLE**

- a) To enlighten the students on the purpose of Archives.
- b) To let them know about the functions of Archives.
- c) To explain them on the preservation of Records.

**SYLLABUS**

Unit-1	Archives - Definition - Types - Characteristics - Nature of Modern Archives	6 Hrs.
Unit-2	History of Archives Keeping in Europe and India	6 Hrs.
Unit-3	India: National Archives - Tamil Nadu Archives	6 Hrs.
Unit-4	Creation of Archives – Materials needed – Collection of Records - Registry System - Record room - Racks, Shelves and Containers	6 Hrs.
Unit-5	Functions of Archives - Acquisition of Historical Material - Preservation - Allied functions - Uses of Archives	6 Hrs.

**TEXTBOOK**

1. Thiyagarajan, J., *Archives Keeping*, Prabha Publications, Madurai, 2007

**REFERENCE BOOKS**

1. Baliga, B.S., *Guide to the Records Preserved in the Madras Record Office*, Madras, 1951.
2. Basu Purnendu, *Common Enemies of Records*, The Indian Archives, Delhi, 1951.
3. Longwel, W.H., *The Conservation of Books and Documents*, London, 1957.
4. Sundara Raj, M., *A Manual of Archives System and the World of Archives*, Siva Publications, Chennai, 1999
5. Thorat, B.R., *Principles of Museology, Archaeology, Archival and Library Science*, Himalaya Publishing House, Mumbai, 2000

**PEDAGOGY**

Chalk &amp; Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**Programme: **B.A. Economics**, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : Allied Subject Theory</b>		<b>SEMESTER - III</b>	
Course Title : <b>HISTORY OF INDIA (AD 1707 - 1858)</b>			
Course Code: <b>02AT01</b>	Hours per week: 6	Credit: <b>5</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

**PREAMBLE**

- To analyze the factors that helped to established the British Empire in India.
- To outline the Constitutional development from 1773 to 1857 AD.
- To trace the evolution of Indian National Movement.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowl edge Level
<b>CO 1</b>	Recall the advent of European powers, their early settlements and rivalry in India and how the English East India Company emerged from a mercantile trading company to a territorial power in India.	<b>K1</b>
<b>CO 2</b>	Explain how the English East India Company managed to colonize India with the imperial policies like the Permanent Land Revenue Settlement, Subsidiary System and Doctrine of Lapse.	<b>K2</b>
<b>CO 3</b>	Identify the causes and effects of the Anglo-Maratha Wars, Anglo-Mysore Wars and Anglo-Sikh Wars	<b>K3</b>
<b>CO 4</b>	Examine the causes and results of the Poligary Rebellion (1799), South Indian Rebellion (1800-1801), Vellore Mutiny (1806) and the Uprising of 1857	<b>K4</b>
<b>CO 5</b>	Evaluate the Constitutional developments from 1773-1858.	<b>K5</b>

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>
<b>CO 1</b>	S	S	S	M	S
<b>CO 2</b>	S	S	S	M	S
<b>CO 3</b>	S	S	S	M	S
<b>CO 4</b>	S	S	S	M	S
<b>CO 5</b>	S	S	S	M	S

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

Unit-1	The Advent of Europeans – Portuguese – Dutch – English and French – Anglo-French rivalry in the Carnatic – The Establishment of English power in Bengal – Robert Clive – Double government in Bengal.	15 Hrs
Unit-2	India under the English East India Company: Warren Hastings: Administrative Reforms and foreign Policy - Cornwallis: Permanent Land Revenue Settlement - Lord Wellesley and Subsidiary System – Lord Hastings - Reforms of William Bentinck - Lord Dalhousie: Administrative Reforms and foreign Policy – Lord Canning.	15 Hrs
Unit-3	Anglo-Maratha Wars - Anglo-Mysore Wars - Anglo-Sikh Wars	15 Hrs



Unit-4	Internal resistances: Poligary Rebellion (1799) – The South Indian Rebellion (1800-1801) – Vellore Mutiny (1806) – The Uprising of 1857 – End of Company’s rule.	15 Hrs
Unit-5	Constitutional developments from 1773-1858 AD: Regulating Act of 1773 – Pitt’s India Act of 1784 – Charter Acts (1813, 1833 and 1853) – Queen’s Proclamation	15 Hrs

#### **TEXT BOOK**

1. Four Authors . *Simple History of India since 1526*, SBD Publishers, Delhi, 2010.

#### **REFERENCE BOOKS**

1. Agarwal A.C. *Constitutional History of India*, Wiley Eastern, New Delhi, 1986.
2. Grover & Grover. *History of Modern India*, S. Chand and Co., New Delhi, 2001.
3. Mahajan V.D. *History of India since 1526*, S. Chand and Publication; New Delhi, 1976.
4. Rajayyan K. *South Indian Rebellion*, Ratna Publications, Madurai, 2000.
5. Roy Choudry, S.C. *History of Modern India*, Surjeet Publications, Delhi, 1995.

#### **PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

#### **TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**Programme: **B.A. ECONOMICS**, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - III : Allied Subject Theory</b>		<b>SEMESTER - IV</b>
Course Title : <b>HISTORY OF INDIA (A.D 1858-1971)</b>		
Course Code: <b>02AT02</b>	Hours per week: <b>6</b>	Credit: <b>5</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To highlight the British Administration in India from 1858 to 1947 AD.
- To recall the Social and Religious Reform Movement in the 19<sup>th</sup> Century India.
- To study the economic impact of the British Rule in India and the Planned Economy of Independent India.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Recall the Administrative Reforms and Foreign Policy of Lord Canning, Ripon and Curzon – List out the causes and results of the Anglo-Afghan wars and Anglo-Burmese wars.	K1
CO 2	Explain the Social and Religious Reform Movements of 19 <sup>th</sup> century and their impact on Modern India.	K2
CO 3	Identify the various phases of the Indian National movement.	K3
CO 4	Evaluate the constitutional developments from 1861 to 1935 and assess the impact of British rule in India.	K4
CO 5	Trace the events following Indian independence, Political integration of India, Reorganization of Indian states, India's foreign and economic policies.	K5

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
<b>CO 1</b>	S	S	S	M	S
<b>CO 2</b>	S	S	S	M	S
<b>CO 3</b>	S	S	S	M	S
<b>CO 4</b>	S	S	S	M	S
<b>CO 5</b>	S	S	S	M	S

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

Unit-1	India under British Crown: Canning, Ripon, Curzon – The Anglo-Afghan Wars – The Burmese Wars.	15 Hrs
Unit-2	Social and Religious Reforms – the Brahma Samaj – The Prarthana Samaj – The Arya Samaj – The Ramakrishna Mission – The Theosophical Society – Other individual reformers	15 Hrs
Unit-3	Indian National Movement: Nationalism in India – Indian National Congress – Moderate and Extremist Movements – Home Rule Movement – Mahatma Gandhi and Non-Cooperation Movement, Civil Disobedience Movement, Quit India Movement – Role of Tamil Nadu in Indian Freedom Movement	15 Hrs
Unit-4	Constitutional Developments: Indian Council Act of 1861 and 1892 - Acts of 1909, 1919 and 1935 – Growth of Education – Impact of British Rule in India.	15 Hrs

Unit-5	Integration of Princely states and Foreign possessions – Reorganisation of Indian States – India’s Foreign Policy – India’s Planned Economy.	15 Hrs
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### TEXTBOOK

1. Venkatesan, G. *History of Indian Freedom Struggle*, VC Publications, 2006.

### REFERENCE BOOKS

1. Agarwal. *Constitutional History of India*, S. Chand & Co., New Delhi, 1965.
2. Bipan Chandra. *History of Modern India*, Orient Black Swan, New Delhi, 2010.
3. Grover, B.L. *A New look on Modern Indian History*, S. Chand & Co., Delhi, 1993.
4. Hansraj. *Advanced History of India*, Surjeet Publications, New Delhi, 2010.
5. Mahajan V.D. *Modern Indian History*, S. Chand & Co., New Delhi, 2007.
6. Raychoudhary. *History of Modern India*, Surjeet Publications, Delhi, 2002.

### PEDAGOGY

Chalk & Talk, Group Discussion, PowerPoint Presentation

### TEACHING AIDS

Green Board, Maps, Interactive White Board, LCD Projector

## DEPARTMENT OF HISTORY

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART – III : Core Theory</b>		<b>SEMESTER - V</b>	
Course Title : <b>HISTORY OF INDIA (AD 1950-2000 )</b>			
Course Code: <b>02CT51</b>	Hours per week: <b>5</b>	Credit: <b>5</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

### PREAMBLE

- a) To highlight the history of India after Independence.
- b) To trace the growth of Education, Science and Technology of India since independence.
- c) To recall the foreign policy of India since Independence.

### COURSE OUTCOMES (CO)

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

No.	Course Outcome	Knowledge Level
CO 1	Trace the integration of Indian State and the Linguistic reorganization of States and Union Territories.	K1
CO 2	Explain the internal policies of Jawaharlal Nehru up to Indira Gandhi and their effects on the Indian nation.	K1
CO 3	Explore the domestic policies of Rajiv Gandhi and the succeeding Prime Ministers up to Vajpayee.	K2
CO 4	Evaluate the condition of Education, Science and Technology in India since 1950.	K2
CO 5	Assess the foreign policy of India from 1950 to 2000.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate**

### Mapping of CO with PO

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	S	S	M	S
CO 2	S	S	S	M	S
CO 3	S	S	S	M	S
CO 4	S	S	S	M	S
CO 5	S	S	S	M	S

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

### SYLLABUS

Unit-1	Integration of Indian States: Linguistic reorganization of States and Union territories – Economic Plans – Planning Commission – NDC	15 Hrs
Unit-2	Indian Prime Ministers' Internal Policy and its effect: Nehru - Lal Bahadur Sastri - Indira Gandhi - March towards Democratic Socialism – Abolition of Privy Purses – Nationalisation of Banks – Internal Emergency - 20 Point Programme – Janata Interregnum – Punjab crisis – Operation Blue Star	15 Hrs
Unit-3	Rajiv Gandhi: Punjab Accord – Assam Accord – Internal Reforms - V.P. Singh: Implementation of Mandal Recommendations - P.V. Narasimha Rao: New Economic Policy –Vajpayee – Operation Shakti – Kargil War	15 Hrs
Unit-4	Education: Policy – Growth of Education since 1950 to 2000 – Panchayat Raj – Growth of Science and Technology in India	15 Hrs
Unit-5	Foreign Policy of India: Policy of Non Alignment – Panch Sheel – India and her Neighbours: Relations with Pakistan, China and Sri Lanka – India and UNO – SAARC	15 Hrs

#### **TEXTBOOK**

1. Venkatesan G., *History of Contemporary India 1947-2007*, V.C Publications, Rajapalayam, 2007

#### **REFERENCE BOOKS**

1. Anjali Ghosh (Ed)., *India's Foreign Policy*, Pearson, Delhi, 2009.
2. Bhambhri, C.P., *Indian Politics since Independence (Vol.1-2)*, Shipra Publications, Delhi, 1999
3. Bipan Chandra, *India after Independence*, Penguin Books, New Delhi, 1999.
4. Grover & Arora, *India: 50 Years of Independence*, Deep & Deep Publications, New Delhi, 2004
5. Mohan, K.T.J., *Independence to Indira & After*, Chand & Co., New Delhi, 1977.

#### **PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

#### **TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART – III : Core Theory</b>		<b>SEMESTER - V</b>
Course Title : <b>HISTORY OF EUROPE (AD 1914-1945 )</b>		
Course Code: <b>02CT52</b>	Hours per week: <b>5</b>	Credit: <b>5</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To enlighten the students with the important events of the 20<sup>th</sup> Century.
- To analyze the causes, course and results of the two world wars.
- To assess the role of the League of Nations and UNO in achieving world peace.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	List out the causes and results of the First World War; Give an account of the 14 points of Woodrow Wilson; Assess the importance of the Treaty of Versailles and Critically analyze the origin and failure of the League of Nations.	K1
CO 2	Trace the circumstances leading to the Russian Revolution; Estimate the role of Lenin in Russia and that of Mustapha Kemal Pasha in Turkey.	K1
CO 3	Explain the principles of the Nazi party and the Fascist party; Evaluate the domestic and foreign Policy of Adolf Hitler and Benito Mussolini; their achievements and failures.	K2
CO 4	Analyze the Causes, Course and results of the Second World War.	K2
CO 5	Elaborate on the composition and functions of the UNO and evaluate on its achievements.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
<b>CO 1</b>	S	S	S	M	S
<b>CO 2</b>	S	S	S	M	S
<b>CO 3</b>	S	S	S	M	S
<b>CO 4</b>	S	S	S	M	S
<b>CO 5</b>	S	S	S	M	S

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

Unit-1	World War I: Causes, Course and Results, Paris Peace Conference - 14 points of Woodrow Wilson - Versailles Treaty - The League of Nations: Aims, Organs, Functions and Causes for the failure	15 Hrs
Unit-2	The Russian Revolution: Causes, Course and significance – Mensheviks and Bolsheviks - Lenin - Turkey after World War I: Mustapha Kemal Pasha - Reforms - Estimate.	15 Hrs
Unit-3	Nazism and Fascism: Nazi Party: Features - Adolf Hitler: Domestic and Foreign policy; Downfall – Fascist Party: Features – Benito Mussolini: Achievements and Failures; Downfall.	15 Hrs
Unit-4	World War II: Causes, Course and Results	15 Hrs
Unit-5	UNO: Aims, Organs, Specialized Agencies - Achievements	15 Hrs

**TEXTBOOK**

- Rao, B.V. *History of Modern Europe 1789-1992*, Sterling Publishers, Delhi, 2002

**REFERENCE BOOKS**

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1. Ketelbey, C.D.M. *A History of Modern Times from 1789*, Oxford University Press, Calcutta, 1993
  2. Lipson, E. *Europe in the 19<sup>th</sup> 20<sup>th</sup> Centuries*, Allies Publishers, 1960
  3. Carr, E.H. *International Relations between the Two World Wars*, McMillan Co., London, 1951
  4. Mahajan, V.D. *History of Modern Europe since 1789*, S. Chand & Co., 2004
  5. Ramalingam, T.S. *History of Europe from 1789 to the present day*, TSR Publications, Madurai, 1980.

#### **PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

#### **TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART – III : Core Theory</b>		<b>SEMESTER - V</b>
Course Title : <b>HISTORY OF SCIENCE AND TECHNOLOGY-I</b>		
Course Code: <b>02CT53</b>	Hours per week: <b>6</b>	Credit: <b>5</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To examine the origin and development of science and technology.
- To make students understand how science has helped in the progress of human society.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Trace the origin of science and technology and explain how pre-historic findings helped early humans to survive against all odds.	K1
CO 2	List the discoveries and inventions that resulted in the birth of civilization and human progress.	K1
CO 3	Recall the greatest minds of Ancient Greece and their contribution to various branches of Science and how they were formed around evidence and reason than myth.	K2
CO 4	Elaborate the achievements of Ancient and Medieval India in Astronomy, Mathematics, Medicine and Metallurgy.	K2
CO 5	Explain the Renaissance in Europe and how it impacted modern science.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	S	S	M	S
CO 2	S	S	S	M	S
CO 3	S	S	S	M	S
CO 4	S	S	S	M	S
CO 5	S	S	S	M	S

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

Unit-1	<u>Science and Technology in the Pre-historic age</u> Meaning and Origin of Science and Technology - Man, the Tool making animal - Discovery of Fire - Principles of Cultivation	15 Hrs
Unit-2	<u>Science and Technology with the birth of Civilizations</u> Invention of Writing - Invention of Wheel - Discovery of Metal - Science and Technology in the Egyptian, Mesopotamian, Indus Valley and Chinese Civilizations - Engineering Achievements	15 Hrs
Unit-3	<u>Science and Technology in Ancient Greece and Rome</u> Greek contribution to Medicine, Mathematics and Astronomy - Thales, Pythagoras, Hippocrates, Aristotle, Theophrastus, Archimedes, Ptolemy and Galen – Alexandrian Library - Roman Roads and Aqueducts	15 Hrs
Unit-4	<u>Science and Technology in the Ancient and Medieval India</u> Contribution to Astronomy, Mathematics, Medicine and Technology - Aryabhatta, Varahamihira, Brahmagupta, Baskara II, Charaka and Susruta - Indian Texts translated into Arabic.	15 Hrs
Unit-5	<u>Renaissance and the Birth of Modern Science</u>	15 Hrs

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Renaissance begins a new era - Leonardo da Vinci - Invention of Compass and Printing machine - Geo-Centric vs. Helio-Centric system: Copernicus, Brahe, Bruno, Galileo and Kepler - Andreus Vesalius and William Harvey.	
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**TEXTBOOK**

1. Venkatraman, R., *History of Science and Technology*, Ennes Publications, Madurai, 1988

**REFERENCE BOOKS**

1. Colin A. Ronan, *World's Science*, Cambridge University Press, Cambridge, 1983
2. Clark, J.O.E., *Timelines of Science and Technology* (10 Vol.), London, the Brown Reference Group, 2006.
3. Isaac Asimov, *Biographical Encyclopedia of Science and Technology*, Doubleday, 1982.
4. *Science and Technology in Ancient India*, Vijnan Bharati, Mumbai, 2002.

**PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector



**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART – III : Core Theory</b>		<b>SEMESTER - V</b>
Course Title : <b>PRINCIPLES OF TOURISM</b>		
Course Code: <b>02CT54</b>	Hours per week: <b>5</b>	Credit: <b>5</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To make students understand the basics of Tourism industry.
- To motivate students to become self-employed through tourism related activities.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Define Tourism; Distinguish the various kinds of Tour.	K1
CO 2	Identify the basic components of Tourism and describe their varieties.	K1
CO 3	Tell about Tourist organizations, Travel Agencies and Tourist Guide and their roll in the development of Tourism.	K2
CO 4	Explain the Travel regulations and requirements like Passport, Visa, Permits, Custom regulations plus Travel literature and maps.	K2
CO 5	Analyze the positive and negative effects of Tourism.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
<b>CO 1</b>	S	S	S	M	S
<b>CO 2</b>	S	S	S	M	S
<b>CO 3</b>	S	S	S	M	S
<b>CO 4</b>	S	S	S	M	S
<b>CO 5</b>	S	S	S	M	S

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

Unit-1	<u>Tour - Introduction</u> Definition of Tour and Tourist - History of Travel and Tour – Kinds: Domestic and International Tours - Types: Recreational, Cultural, Sports or Adventure, Health, Conventional and Incentive Tours – Emerging trends: Agri and Eco Tourism, Dark and Disaster Tourism, Medical and Mystical Tourism, Space Tourism	15 Hrs
Unit-2	<u>Basic Components of Tourism</u> Locale: Socio, Cultural, Natural and Entertainmental based - Transport: Roadways, Railways, Airways and Waterways - Accommodation and Supplementary Accommodation	15 Hrs
Unit-3	<u>Tour Promoters</u> Tourist Organizations: WTO, PATA, ITDC and TTDC - Travel Agency: Origin, Types and Functions - Tourist Guide: Qualification and Functions	15 Hrs
Unit-4	<u>Travel Regulations and Requirements</u> Pass Port - Visa and its kinds: Tourist, Entry, Transit, Long term Visas, Landing and Special Permits - Custom and Economic Regulations - Travel literature: Tourist Guide Books, Brochures and Maps.	15 Hrs
Unit-5	<u>Tourism as an Industry and Pollutant</u>	15 Hrs

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	Benefits of Tourism: Socio, Cultural, and Economic - Adverse effects of Tourism.	
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**TEXTBOOK**

1. Pran Nath Seth, *An Introduction to Travel and Tourism*, Sterling Pub., Delhi, 1993

**REFERENCE BOOKS**

1. Aseem Anand, *Advance Dictionary of Tourism*, Sarup & Sons, New Delhi, 1997.
2. Bhatia, A.K., *Tourism Development*, Sterling Publishers, New Delhi, 2002.
3. Goeldner and Ritchie, *Tourism*, Wiley India Pvt. Ltd., New Delhi, 2006.
4. Pran Nath Seth, *Fundamentals of Tourism*, Sterling Publishers, New Delhi, 2006.
5. Shastri Prabha Sharma, *Tourism Education*, Kanishka Publishers, Delhi, 2002.

**PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART – III : Elective Subject</b>		<b>SEMESTER - V</b>
Course Title : <b>CULTURAL-HERITAGE &amp; ECO TOURISM</b>		
Course Code: <b>02EP51</b>	Hours per week: <b>5</b>	Credit: <b>5</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To make students aware of the potential for cultural and Eco Tourism in India.
- To motivate students to become self-employed through tourism related activities.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Identify India as a destination of Cultural & Eco Tourism; Explain the role of the Indian Government and Indian Railways in the promotion of Tourism in India.	K1
CO 2	List the major pilgrim centres belonging to various faiths in India and how they are much sought after.	K1
CO 3	Describe the Cultural mosaic of India and how tourists are baffled by its variety.	K2
CO 4	Explain the flora and fauna of India, its rich biodiversity and habitat variety and how they form an important Tourism attraction.	K2
CO 5	Portray the Scenic and Climatic spots of India and how they charm and lure Tourists.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	S	S	S	S
CO 2	S	S	S	S	S
CO 3	S	S	S	S	S
CO 4	S	S	S	S	S
CO 5	S	S	S	S	S

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

Unit-1	<u>Cultural –Heritage &amp; Eco Tourism</u> India as a destination of Cultural & Eco Tourism - A land for all seasons and all reasons – The role of the Indian Government and Indian Railways in the promotion of Cultural & Eco Tourism – Incredible India – Atithi Devo Bhava – Tourism festivals - Special Tourist Trains	15 Hrs
Unit-2	<u>Pilgrim Centres</u> Major Hindu, Buddhist, Jain, Sikh, Parsi, Jewish, Christian and Islamic Pilgrim centres in India	15 Hrs
Unit-3	<u>Cultural and Heritage Attractions</u> Major Historical monuments, Forts, Palaces, Museums & Art Galleries in India - Fairs & Festivals - Indian Dance, Music, Handicraft and Cuisine	15 Hrs
Unit-4	<u>Wildlife Centres</u> The Flora & Fauna of India - Important Sanctuaries, National Parks and Tiger Reserves - Facilities available to view animals.	15 Hrs
Unit-5	<u>Scenic and Climatic Attractions</u> Hill Stations, Beach Resorts and Scenic Spots of India.	15 Hrs

**EDUCATIONAL TOUR**

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To any places of Cultural and Natural tourist attractions in India

**TEXTBOOK**

1. Pran Nath Seth, *An Introduction to Travel & Tourism*, Sterling Publishers, Delhi, 1993

**REFERENCE BOOKS**

1. Aseem Anand, *Advance Dictionary of Tourism*, Sarup & Sons, New Delhi, 1997.
2. Bhatia, A.K., *Tourism Development*, Sterling Publishers, New Delhi, 2002.
3. Goeldner and Ritchie, *Tourism*, Wiley India Pvt. Ltd., New Delhi, 2006.
4. Pran Nath Seth, *Fundamentals of Tourism*, Sterling Publishers, New Delhi, 2006.
5. Shastri Prabha Sharma *Tourism Education*, Kanishka Pub., New Delhi, 2002

**PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Maps, Interactive White Board, LCD Projector

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**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - IV : Skill based Subject</b>		<b>SEMESTER - V</b>	
Course Title : <b>FUNDAMENTALS OF COMPUTER</b>			
Course Code: <b>02SB51</b>	Hours per week: <b>2</b>	Credit: <b>2</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

**PREAMBLE**

- To make the students of History computer literate.
- To equip the students with a professional skill.
- To enable the students use computers and internet for their study and research purposes.

**SYLLABUS**

Unit-1	Introduction of the Computer: Features and Uses – Types: Desktop, Laptop and Palmtop - Input and Output devices – Storage devices - Computer languages – Operating Systems	6 Hrs.
Unit-2	History of Computers: Primitive Computers – Mechanical Computers – Boole and Binary Logic – Lady Ada, the first Computer programmer - Electronic Computers – Generations of Computers.	6 Hrs.
Unit-3	MS-Word: Home menu – Insert options – View menu – Formatting tools – Tables - Help.	6 Hrs.
Unit-4	MS-PowerPoint – How to make slides – Home menu – Insert menu – Design menu – Customs animation – Slide show – View menu - Help.	6 Hrs.
Unit-5	Internet and World Wide Web – Web browsing – Searching – E-Mail – E-Chat – Video conferencing - Cyber ethics – Prevention strategies for Internet addiction- Interactive learning sites – Virtual Tours and Museums	6 Hrs.

**TEXTBOOK**

- Goel, Anita, *Computer Fundamentals*, Pearson Education India, 2010

**REFERENCE BOOKS**

- Adams, Cynthia G., *Exploring the World on the Net*, Good Year Books, USA, 1998.
- Goel, Anita, *E-World: Computers-Basics and Applications*, Pearson Education India, 2012
- Murray, Katherine, *Microsoft Office 2010: Plain & Simple*, Pearson Education, 2010.
- Saravanan, T., *The World of Internet*, APH Publishing Corporation, Delhi, 2008.
- \_\_\_\_\_ *Absolute Beginners Guide to Computer Basics*, Pearson Education, 2010

**PEDAGOGY**

Chalk &amp; Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector, Computer Laboratory

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART – III : Core Theory</b>		<b>SEMESTER - VI</b>
Course Title : <b>HISTORY OF SCIENCE AND TECHNOLOGY-II</b>		
Course Code: <b>02CT61</b>	Hours per week: <b>6</b>	Credit: <b>4</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To tell about important discoveries and inventions and to explain how science and history affect each other.
- To examine how science has helped or hindered the progress of human society.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Trace the growth of Science and Technology in the 17 <sup>th</sup> and 18 <sup>th</sup> centuries; Explain the work of great scientists like Newton, Leeuwenhoek, Lavoisier and James Watt.	K1
CO 2	Recall the discoveries and inventions made in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries in Physics, Chemistry, Natural Science and Medicine.	K1
CO 3	Explore the history of Communication, Computer, Nuclear Science and Robotics and tell about the advances made in Medical Science like Transplant Surgeries and Test Tube Babies.	K2
CO 4	Explain the history of Aviation and Space Exploration with important milestone events.	K2
CO 5	Analyze the condition of Science in Modern India and Portray the life of important Indian scientists along with their contribution to modern science.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
<b>CO 1</b>	S	S	S	M	S
<b>CO 2</b>	S	S	S	M	S
<b>CO 3</b>	S	S	S	M	S
<b>CO 4</b>	S	S	S	M	S
<b>CO 5</b>	S	S	S	M	S

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

Unit-1	<u>Science and Technology in the 17<sup>th</sup> and 18<sup>th</sup> centuries</u> Foundation of Scientific Academies - Newton - Leeuwenhoek - Birth of Modern Chemistry: Boyle, Lavoisier and Mendeleev - The Story of Electricity - The Age of Steam Engines: Impact on Textiles & Transport	15 Hrs
Unit-2	<u>Science and Technology in the 18<sup>th</sup> and 19<sup>th</sup> centuries</u> Linnaeus and Cuvier - Darwin and the Theory of Evolution - Progress in Medical Science: Jenner, Pasteur, Lister, Simpson, Roentgen, Marie curie - Faraday, Nobel and Edison	15 Hrs
Unit-3	<u>Science and Technology in the 19<sup>th</sup> and 20<sup>th</sup> centuries:</u> Communication Revolution: Invention of Telegraph, Telephone, Radio, Radar and T.V – History of Computer – Atom: Dalton and Einstein - Laser - Robots - Antibiotics, Transplant Surgery and Test Tube Babies	15 Hrs
Unit-4	<u>Aviation and Space Exploration</u>	15 Hrs

	History of Aviation: Montgolfier brothers, Zeppelin, Wright brothers - Space Exploration: Sputnik to Space Shuttle – Lunar Missions and Space Probes – Communication Satellites.	
Unit-5	<u>Science in Modern India</u> Indian Pioneers of Modern Science: J.C. Bose, C.V. Raman, Homi J. Baba, Vikram Sarabai, Ramanujan, Khorana, Chandra Sekhar, Salim Ali and Abdul Kalam - AEC – ISRO.	15 Hrs

#### **TEXTBOOK**

1. Venkatraman, R., *History of Science and Technology*, Ennes Publications, Madurai, 1988

#### **REFERENCE BOOKS**

1. Clark, J.O.E., *Timelines of Science and Technology* (10 Vol.), Brown Reference Group, London, 2006.
2. Isaac Asimov, *Biographical Encyclopedia of Science and Technology*, Doubleday Inc., New York, 1982
3. *Encyclopedia of World Great Scientists* (8 Vol.), Anmol Publications, New Delhi, 1992.
4. *50 Years of Space*, University Press, Hyderabad, 2007.
5. *Science and Technology in India*, Spectrum India, New Delhi, 1992.

#### **PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

#### **TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART – III : Core Theory</b>		<b>SEMESTER - VI</b>
Course Title : <b>PRINCIPLES OF ARCHAEOLOGY</b>		
Course Code: <b>02CT62</b>	Hours per week: <b>5</b>	Credit: <b>4</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

**PREAMBLE**

- To understand the basics of Archaeology & Pre-history
- To know how history is deduced from archaeological remains.
- To motivate students to become an archaeologist.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Define Archaeology, its aim and scope, its relation with History and its various branches.	K1
CO 2	Narrate the History of Archaeology and the important discoveries so far made.	K1
CO 3	Trace the origin and growth of Indian Archaeology; Tell about the important excavations and discoveries made by Western and Indian Scholars in Indian Archaeology.	K2
CO 4	Explain the various methods of Archaeology relating to Site Survey, Excavation, Recording, Dating and Conservation.	K2
CO 5	Assess the importance of Archaeology in the study of Pre-history; Distinguish the various types of Pre-historic burials, monuments and cave art.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S	S	S	M	S
CO 2	S	S	S	M	S
CO 3	S	S	S	M	S
CO 4	S	S	S	M	S
CO 5	S	S	S	M	S

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

Unit-1	<u>Archaeology - Introduction</u> Definition of Archaeology - Aim and Scope - Relation with History - Kinds of Archaeology based on Geography, Time, Method and Subject.	15 Hrs
Unit-2	<u>History of Archaeology</u> Ancient and Middle ages – Renaissance – Birth of Classical archaeology, Egyptology, Mesopotamian archaeology, Mayan archaeology, Pre-historic archaeology and Scientific archaeology - Discovery of Troy, Mycenae, Knossos, Nineveh, Chitzen Itza, Lascaux, Tomb of Tut-Ankh-Amun - Decipherment of Hieroglyphics, Cuneiform and Mayan scripts.	15 Hrs
Unit-3	<u>Archaeology in India</u> Sir William Jones, Collin McKenzie, James Prinsep, Alexander Cunningham, Robert Bruce Foote, James Burgess, Sir John Marshall and Mortimer Wheeler - Development since Independence.	15 Hrs
Unit-4	<u>Methods of Archaeology</u>	15 Hrs



	Site Survey: Air Photography - Excavation methods: Open Denudation, Trench, Grid and Quadrant - Dating Techniques: Stratigraphy, C14 datin, Thermoluminiscence, Dendrochronology - Conservation Methods	
Unit-5	<u>Prehistory</u> Stone Tools - Burials: Menhirs, Cist Burials: Transcepted and Dolmenoid, Stone Circle, Urn burial, Sarcophagus, Memorial Stones - Cave Art	15 Hrs

### **EDUCATIONAL TOUR**

To any archaeological site or ancient monument located in India

### **TEXTBOOK**

1. Venkatraman, R., *Indian Archaeology*, Ennes Publications, Madurai, 1985

### **REFERENCE BOOKS**

1. Kaur, H., *Archaeology: Techniques & Methods*, Rupa & Co, New Delhi, 2006.
2. Jim Grant, *The Archaeology Course Book*, Routledge Textbook, London, 2006.
3. Lesley & Adkins, *An Introduction to Archeology*, Grange Books, Rochester, 1996.
4. Raman, K.V., *Principles and Methods of Archaeology*, Parthajan Pub., Madras, 1986
5. Whitehouse, R.D., *Dictionary of Archaeology*, Macmillan Press, London, 1983

### **PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

### **TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector

## DEPARTMENT OF HISTORY

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART – III : Elective Subject</b>		<b>SEMESTER - VI</b>
Course Title : <b>GEOGRAPHY OF INDIA</b>		
Course Code: <b>02EP61</b>	Hours per week: <b>6</b>	Credit: <b>5</b>
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>

### PREAMBLE

- To understand the physical aspects of Indian Geography.
- To estimate the progress made in Agriculture and Transport in India.
- To analyze the impact of population growth on economic development.

### COURSE OUTCOMES (CO)

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

No.	Course Outcome	Knowledge Level
CO 1	Describe the Physical features of India.	K1
CO 2	Tell about the importance of major Indian rivers, monsoon, Irrigation and Power Projects.	K1
CO 3	Explain the natural wealth of India, its different types of forest, cropping pattern and food sources available.	K2
CO 4	Identify the importance of Transport to Indian economy.	K2
CO 5	Analyze the impact of population growth contributing to various problems and Policies affecting India.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate**

### Mapping of CO with PO

	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	S				
CO 2					
CO 3					
CO 4					
CO 5					

S-Strong; M-Medium; L-Low

### SYLLABUS

Unit-1	Physiography of India: Major Mountain Ranges – Indo-Gangetic Plain – Thar Desert - Deccan Plateau – Coastal Plains	15 Hrs
Unit-2	Indian Rivers: Indus River System – Gangetic River System – Peninsular Rivers – Rainfall – Monsoon – Flood and Drought – Irrigation and Power Projects	15 Hrs
Unit-3	Indian Forests - Types: Evergreen forest, Deciduous forest, Alpine forest, Mangrove forest, Scrub jungle - Deforestation -.Agriculture: Crop pattern – Major food crops - Livestock – Dairy – Poultry – Fisheries	15 Hrs
Unit-4	Transport in India: Roadways – Railways – Airways - Water Transport	15 Hrs
Unit-5	Population of India – Size, Density and Growth rate – Tribal population – Literacy rate – Problems and Policies	15 Hrs

### TEXTBOOK

- Majid Husain., Indian and World Geography; Tata McGraw-Hill Education India, New Delhi, 2014

### REFERENCE BOOKS

- Bagulia, A.M., *Indian Geography*; Anmol Publishers, New Delhi, 2002.
- Gautam, P.S., *Transport: Geography of India*, Mittal Publications, New Delhi, 1992.
- Khullar, D.R., *India-A Comprehensive Geography*, Kalyani Publishers, New Delhi, 2011.
- Majid Husain, *Geography of India*, Tata McGraw-Hill Education India, New Delhi, 2012.

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5. Rupali Chatterjee, *Geography of India*, Global Vision, New Delhi, 2010.
  6. *Population, Gender and Health in India*, Academic Foundation, New Delhi, 2010.

**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART – III : Elective Subject</b>		<b>SEMESTER - VI</b>	
<b>Course Title : CONTEMPORARY WORLD (AD 1945-2000)</b>			
Course Code: <b>02EP62</b>	Hours per week: <b>5</b>	Credit: <b>5</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

**PREAMBLE**

- To highlight the impact of Cold War.
- To trace the major political developments after 1945.
- To understand the contemporary world problems.

**COURSE OUTCOMES (CO)**

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

No.	Course Outcome	Knowledge Level
CO 1	Trace the origin of Cold War; its impact and important events.	K1
CO 2	Analyze the impact of Nuclear Arms Race on world politics and tell about the disarmament efforts to achieve world peace.	K1
CO 3	Explain the racial segregation and discrimination practiced in the US and South Africa and the Non-violent protests made and victories achieved by Martin Luther King and Mandela.	K2
CO 4	Explore the origin of Zionism and the Arab-Israeli conflict that followed.	K2
CO 5	Evaluate the impact of Women's suffrage on modern society and the importance of European Union and Globalization in Contemporary World.	K3

**K1-Knowledge; K2-Understand; K3-Apply, Analyze, Evaluate****Mapping of CO with PO**

	PO 1	PO 2	PO 3	PO 4	PO 5
<b>CO 1</b>	S	S	S	M	S
<b>CO 2</b>	S	S	S	M	S
<b>CO 3</b>	S	S	S	M	S
<b>CO 4</b>	S	S	S	M	S
<b>CO 5</b>	S	S	S	M	S

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

Unit-1	Cold War: Meaning - Origin – Military blocks - Major events in Europe, China, Korea, Cuba, Vietnam and Afghanistan - Non Aligned Nations – Gorbachev reforms: Collapse of Communism in USSR and Eastern Europe – Break up of the Soviet Union	15 Hrs
Unit-2	Dawn of the Atomic Age – Nuclear arms race – Nuclear weapon states - Disarmament under UNO - SALT – NPT – CTBT	15 Hrs
Unit-3	Racial segregation and discrimination – The American Civil Rights Movement (1954-1968) – Martin Luther King - Apartheid in South Africa – ANC and Mandela - AU	15 Hrs
Unit-4	The Arab-Israeli Conflict: Origin - Zionism – Balfour declaration - Birth of Israel – Pan Arabism - The Six day War – Camp David Accords – PLO and Arafat- Oslo Accords - Hamas	15 Hrs
Unit-5	Women's suffrage - Women leaders - The European Union – G8 – Globalization.	15 Hrs

**TEXTBOOK**

- Joshi & Srivatsava, International Relations, Goel Publishing House, Meerat, 1991.

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**REFERENCE BOOKS**

1. Asit Kumar Sen, *International Relations*, S. Chand and Company, Delhi, 1995.
2. Carr E.H., *International Relations between the Two Worlds Wars*, Mac Milan Company, London, 1951.
3. Dhar, *International Relations since 1950*, South Asian Books, Madras, 1900.
4. Khanna V.N., *International Relations*, Vikas Publishing House, Delhi, 1993.
5. Mahajan V.D., *International Politics*, Sultan Chand, New Delhi, 1982.
6. Palmer & Perkins, *International Relations*, BS Publishers, New Delhi, 1985.

**PEDAGOGY**

Chalk & Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector

## DEPARTMENT OF HISTORY

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - IV : Skill based Subject</b>		<b>SEMESTER - VI</b>	
Course Title : <b>EPIGRAPHY</b>			
Course Code: <b>02SB61</b>	Hours per week: <b>2</b>	Credit: <b>2</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

### PREAMBLE

- To understand Epigraphy as a source of History
- To aware of the important inscriptions of India and their contents
- To motivate students to become amateur or professional Epigraphists

### SYLLABUS

Unit-1	Introduction a) Epigraphy-Meaning: Writing materials: Stone, Metal, Palm Leaf and Pottery b) Types: Literary, Political, Religious, Legal, Monumental and Welfare c) Forms and contents - Dates in the inscriptions	6 Hrs.
Unit-2	Important Inscriptions of North India a) Indus scripts, Piprahwa and Bhattiprolu inscriptions b) Inscriptions of Asoka-Language, Date and Contents c) Hathigumpha, Besnagar, Girnar, Allahabad and Aihole inscriptions	6 Hrs.
Unit-3	Important Inscriptions of South India a) Tamil Epigraphy: Introduction - Tamil Brahmi inscriptions b) Pallavas: Mandagappattu, Vallam and Kudumiyamalai Inscriptions c) Pandyas: Tirupparankunram inscription d) Cholas: Uttaramerur and Thanjavur inscriptions	6 Hrs.
Unit-4	Tamil Copper Plates a) Pallavas: Kuram, Kasakudi and Udayendram Plates b) Pandyas: Velvikkudi and Sinnamannur copper plates c) Cholas: Anbil Plates, Leyden Plates, Thiruvallangadu and Karandai Plates	6 Hrs.
Unit-5	Eminent Epigraphists a) Georg Buhler, James Burgess, J.F. Fleet, Hultzeh b) V. Venkayya, H. Krishna Sastry and K.V. Subrahmanya Ayyar c) Irvatham Mahadevan and Noboru Karashima	6 Hrs.

### TEXTBOOK

- Subrahmanian, N. & Venkatraman, R., *Tamil Epigraphy-A Survey*, Ennes Publications, Madurai, 2000

### REFERENCE BOOKS

- Mahalingam, T.V., *Early South Indian Palaeography*, University of Madras, Chennai, 2011
- Irvatham Mahadevan, *Early Tamil Epigraph*, Cre-A, Chennai, 2003.
- Rajan, K., *Early Writing System*, Pandyanadu centre for Historical Research, Madurai, 2015
- ஸ்ரீதர், தி. ஸ்ரீ., *தமிழ்-பிராமி கல்வெட்டுகள், தமிழ்நாடு அரசியல் தொல்லியல் துறை, சென்னை, 2006.*
- செந்தீ நடராஜன், *தொல்தமிழ் எழுத்துக்கள், நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை, 2013.*

### PEDAGOGY

Chalk & Talk, Group Discussion, PowerPoint Presentation

### TEACHING AIDS

Green Board, Interactive White Board, LCD Projector

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**DEPARTMENT OF HISTORY**

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - IV : Skill based Subject</b>		<b>SEMESTER - VI</b>	
Course Title : <b>MUSEOLOGY</b>			
Course Code: <b>02SB62</b>	Hours per week: <b>2</b>	Credit: <b>2</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

**PREAMBLE**

- To make students understand the basics of Museology.
- To seek opportunities for employment in Archives and Museums

**SYLLABUS**

Unit-1	Museum - Meaning and Definition - Kinds of Museum - History of Museum	6 Hrs.
Unit-2	Functions of Museum - Collection, Cataloguing, Conservation, Exhibition, Help Research Activities - School Services - Guide Tours - Film Shows - Mobile Exhibitions.	6 Hrs.
Unit-3	Conservation of Museum Objects - Causes of Deterioration - Treatment of Wood Carvings, Paintings, Bronze Icons, Stone Sculpture, Terracotta, Textiles, Ivory, Bones, Manuscripts, Leather and Glass.	6 Hrs.
Unit-4	Museum Display - Space - Show cases - Light Arrangement - Labels and Charts.	6 Hrs.
Unit-5	Important Museums and their Collection The British Museum - The Louvre - The Hermitage - The Uffizi - Vatican Museum - The American Museum of Natural History - The Smithsonian National Museum - The National Museum, New Delhi - The Indian Museum, Kolkotta - The Chatrapati Shivaji Museum, Mumbai - The Government Museum, Chennai - The Salar Jung Museum, Hyderabad	6 Hrs.

**TEXTBOOK**

- Sethuraman, G., *Museology*, Sastha Publications, Madurai, 1996.

**REFERENCE BOOKS**

- Thorat, B.R., *Principles of Museology, Archaeology, Archival and Library Science*, Himalaya Publishing House, Mumbai, 2000
- Punja, Shobita *Museums of India*, Penguin Books India Pvt., Ltd., 1998.
- Raman, K.V., *Principles and Methods of Archaeology*, Parthajan Publications, Madras, 1986.
- Venkatraman, R., *Indian Archaeology*, Ennes Publications, Madurai, 1985
- \_\_\_\_\_ *100 most beautiful Museums of the World*, Rebo Publishers, Hamburg

**PEDAGOGY**

Chalk &amp; Talk, Group Discussion, PowerPoint Presentation

**TEACHING AIDS**

Green Board, Interactive White Board, LCD Projector

## DEPARTMENT OF HISTORY

Programme: B.A. HISTORY, (CBCS and OBE)

(For those students admitted during the Academic Year 2018-19 and after)

<b>PART - IV : Skill based Subject</b>		<b>SEMESTER - VI</b>	
Course Title : <b>NUMISMATICS</b>			
Course Code: <b>02SB63</b>	Hours per week: <b>2</b>	Credit: <b>2</b>	
CIA Marks: <b>25</b>	ESE Marks: <b>75</b>	Total Marks: <b>100</b>	

### PREAMBLE

- To understand the importance of Numismatics as a Source of History.
- To know the details of Indian coinage
- To encourage the collection and study of coins as History material

### SYLLABUS

Unit-1	Introduction a) Numismatics-Meaning and Definition b) Coins, an important source of History c) Coins and currencies - Collection and Preservation	6 Hrs.
Unit-2	History of Money a) Invention of money b) Primitive forms of money c) Metal, Paper and Plastic money, E-cash	6 Hrs.
Unit-3	History of Indian Coinage-I a) Coinage in Ancient India b) Punch-marked puranas and the coins of the Sangam Tamils c) Coins of Indo-Bacteria, Kushan and Gupta.	6 Hrs.
Unit-4	History of Indian Coinage-II a) Coins of Sher Shah and the Mughals b) Coins of Vijayanagar and Nayaks of Tamil country c) Coins of Sethupathis of Ramnad and Arcot Nawab.	6 Hrs.
Unit-5	Coins of Modern India and the World a) Colonial coins – Portuguese, Dutch, French and English. b) Coins of Indian Republic c) Coins and currencies of different countries	6 Hrs.

### TEXTBOOK

- Parameshwarilal Gupta, *Coins*, National Book Trust, New Delhi, 2013.

### REFERENCE BOOKS

- Mackay, James. *Coins & Coin Collecting*, Annes Publishing Ltd., London, 2007.
- Shaikh & Sandhya., *The Paper & the Promise*, Reserve Bank of India, Mumbai, 2001
- Narasimha Murthy, A.V., *Indian Coin Heritage*, Bharatiya Vidya Bhavan, Mumbai, 2004.
- ஜெகந்நாதன், K., *நாணயவியலும் அஞ்சலியலும்*, Tamilnadu State Council for Higher Education, Chennai, 2007
- காசிநாதன், நடன., *தமிழர் காச இயல், உலகத் தமிழாராய்ச்சி நிறுவனம், சென்னை, 2003*

### PEDAGOGY

Chalk & Talk, Group Discussion, PowerPoint Presentation

### TEACHING AIDS

Green Board, Interactive White Board, LCD Projector, Old coins and Banknotes