

M.A. HISTORY
SYLLABUS - 2014

SCHOOLS OF EXCELLENCE
with
CHOICE BASED CREDIT SYSTEM (CBCS)



SCHOOL OF LANGUAGES AND CULTURE
St. JOSEPH'S COLLEGE (Autonomous)

Accredited at 'A' Grade (3rd Cycle) by NAAC
College with Potential for Excellence by UGC
TIRUCHIRAPPALLI - 620 002, INDIA

SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS)

POST GRADUATE COURSES

St. Joseph's College (Autonomous), a pioneer in higher education in India, strives to work towards the academic excellence. In this regard, it has initiated the implementation of five "Schools of Excellence" from this academic year 2014 – 15, to standup to the challenges of the 21st century.

Each School integrates related disciplines under one roof. The school system allows the enhanced academic mobility and enriched employability of the students. At the same time this system preserves the identity, autonomy and uniqueness of every department and reinforces their efforts to be student centric in curriculum designing and skill imparting. These five schools will work concertedly to achieve and accomplish the following objectives.

- Optimal utilization of resources both human and material for the academic flexibility leading to excellence.
- Students experience or enjoy their choice of courses and credits for their horizontal mobility.
- The existing curricular structure as specified by TANSCHÉ and other higher educational institutions facilitate the Credit-Transfer Across the Disciplines (CTAD) - a uniqueness of the choice based credit system.
- Human excellence in specialized areas
- Thrust in internship and / or projects as a lead towards research and
- The **multi-discipline** nature of the newly evolved structure (School System) caters to the needs of stake-holders, especially the employers.

What is Credit system?

Weightage to a course is given in relation to the hours assigned for the course. Generally one hour per week has one credit. For viability and conformity to the guidelines credits are awarded irrespective of the teaching hours. The following Table shows the correlation between credits and hours. However, there could be some flexibility because of practical, field visits, tutorials and nature of project work.

For PG courses a student must earn a minimum of 110 credits. The total number of courses offered by a department is given above. However within their working hours few departments / School can offer extra credit courses.

SUMMARY OF HOURS AND CREDITS PG COURSES - HISTORY

Part	Semester	Specification	No. of Courses	Hours	Credits	Total Credits
1	I-IV	Core Courses Theory Field Exposure & Internship	15	84	67	81
	II	Self Paced Learning	1	-	2	
	III	Common Core	1	6	5	
	IV	Comprehensive Examination	1	-	2	
	IV	Dissertation & Viva Voce	1	6	5	
2	III-IV	Core Electives	1	4	4	4
		Core Electives (WS)	2	8	8	8
3	I-III	IDC (WS)	1	4	4	12
		IDC (Common)	1	4	4	
		IDC (BS)	1	4	4	
4	I-IV	Additional Core Courses	-	-	-	
5	IV	SHEPHERD & Gender Studies	1	-	5	5
		TOTAL		120		110

IDC – Inter Departmental Courses

BS – Between School

WS – Within School

Total Hours : 120

Total Credits : 110

However, there could be some flexibility because of practicals, field visits, tutorials and nature of project work. For PG courses a student must earn a minimum of 110 credits. The total number of courses offered by a department is given above. However within their working hours few departments / School can offer extra credit courses.

Course Pattern

The Post Graduate degree course consists of five vital components. They are core courses, core electives, additional core courses, IDC's and SHEPHERD. Additional Core courses are purely optional on the part of the student. SHEPHERD, the extension components are mandatory.

CORE COURSE

A core course is the course offered by the parent department related to the major subjects, components like theories, practicals, self paced learning, common core, comprehensive examinations, dissertations & viva – voce, field visits, library record form part of the core courses.

CORE ELECTIVE

The core elective course is also offered by the parent department. The objective is to provide choice and flexibility within the School. There are three core electives. It is offered in different semester according to the choice of the school.

ADDITIONAL CORE COURSES (If any)

In order to facilitate the students gaining extra credit, the additional core courses are given. The students are encouraged to avail this option of enriching with the extra credits.

INTERDEPARTMENTAL COURSES (IDC)

IDC is an interdepartmental course offered by a department / School for the students belonging to other departments / school. The objective is to provide mobility and flexibility outside the parent department / School. This is introduced to make every course multi-disciplinary in nature. It is to be chosen from a list of courses offered by various departments.

There are three IDC's. Among three, one is the Soft-Skill course offered by the JASS in the II Semester for the students of all the Departments. The other one is offered "With-in the school" (WS) and the third one is offered "Between the school" (BS). The IDC's are of application oriented and inter disciplinary in nature.

Subject Code Fixation

The following code system (9 characters) is adopted for Post Graduate courses:

14	PXX	X	X	XX
↓	↓	↓	↓	↓
Year of Revision	PG Code of the Dept	Semester of the Part	Specification of Part	Running number in the part
14	PHS	1	1	01

For Example :

I M.A. History, first semester Socio-Political and Cultural History of India
The code of the paper is 14PHS1101.

Thus, the subject code is fixed for other subjects.

Specification of the Part

1. Core Courses: (Theory, Practical, Self paced Learning, Common Core, Comprehensive Examination, Dissertation and Viva-voce)
2. Core Electives
3. Additional Core Courses (if any)
4. Inter Departmental Courses (WS, Soft Skill & BS)
5. SHEPHERD & Gender Studies

EXAMINATION

Continuous Internal Assessment (CIA):

PG - Distribution of CIA Marks	
Passing Minimum: 50 Marks	
Library Referencing	5
3 Components	35
Mid-Semester Test	30
End-Semester Test	30
CIA	100

MID-SEM & END – SEM TEST

Centralised – Conducted by the office of COE

1. Mid-Sem Test & End-Sem Test: (2 Hours each); will have Objective + Descriptive elements; with the existing question pattern PART-A; PART-B; and PART-C
2. CIA Component III for UG & PG will be of 15 marks and compulsorily objective multiple choice question type.
3. The CIA Component III must be conducted by the department / faculty concerned at a suitable computer centres.
4. The 10 marks of PART-A of Mid-Sem and End-Sem Tests will comprise only: OBJECTIVE MULTIPLE CHOICE QUESTIONS; TRUE / FALSE; and FILL-IN BLANKS.
5. The number of hours for the 5 marks allotted for Library Referencing/ work would be 30 hours per semester. The marks scored out of 5 will be given to all the courses (Courses) of the Semester.

SEMESTER EXAMINATION

Testing with Objective and Descriptive questions

Part-A: 30 Marks

Objective MCQs only

Answers are to be marked on OMR score-sheet. The OMR score-sheets will be supplied along with the Main Answer Book. 40 minutes after the start of the examination the OMR score-sheets will be collected

Part-B + C = 70 Marks

Descriptive

Part-B: 5 x 5 = 25 marks; inbuilt choice;

Part-C: 3 x 15 = 45 marks; 3 out of 5 questions, open choice.

The Accounts Paper of Commerce will have

Part-A: Objective = 25

Part-B: 25 x 3 = 75 marks.

Duration of Examination must be rational; proportional to teaching hours
90 minute-examination / 50 Marks for courses of 2/3 hours/week (all Part IV UG Courses) 3-hours examination for courses of 4-6 hours/week.

EVALUATION

Percentage Marks, Grades & Grade Points

UG (Passing minimum 40 Marks)

Qualitative Assessment	Grade Points	Grade	Mark Range (%)
Exemplary	10	S	90 & above
Outstanding	9	A+	85-89.99
Excellent	8	A	80-84.99
Very Good	7	B	70-79.99
Good	6	C	60-69.99
Pass (PG)	5	D	50-59.99
RA (PG)	0	RA	< 50

CGPA - Calculation

Grade Point Average for a semester is calculated as indicated here under:

$$\frac{\text{Sum total of weighted Grade Points}}{\text{Sum of Credits}}$$

Weighted Grade Points is *Grade point x Course Credits*. The final CGPA will only include: Core, Core Electives & IDCs.

A Pass in SHEPHERD will continue to be mandatory although the marks will not count for the calculation of the CGPA.

POSTGRADUATE		
CLASS	Mark Range (%)	
	ARTS	SCIENCES
Distinction	75 & above, first attempt	80 & above, first attempt
First	60 - 74.99	60 - 79.99
Second	50 - 59.99	50 - 59.99

Declaration of Result:

Mr./Ms. _____ has successfully completed the Post Graduate in _____ programme. The candidate's Cumulative Grade Point Average (CGPA) is _____ and the class secured _____ by completing the minimum of 110 credits.

The candidate has also acquired _____ (if any) additional credits from courses offered by the parent department.

M. A. HISTORY
Course Pattern - 2014 Set

Sem	Code	Course	Hrs	Crs
I	14PHS1101	Socio – Political and Cultural History of India – I (upto AD 1206)	7	6
	14PHS1102	Socio Cultural History of Tamil Nadu (AD 1800 – AD 2000)	7	7
	14PHS1103	Socio – Political and Cultural History of World – I (AD 1453 – AD 1815)	6	6
	14PHS1104	Archives Keeping	6	6
	14PHS1201 A	Elective – I: Indian Geography OR	4	4
	14PHS1201 B	Elective – I: History of Science and Technology		
Total for Semester I			30	29
II	14PHS2105	Socio – Political and Cultural History of India under Delhi Sultanate	8	6
	14PHS2106	Socio – Political and Cultural History of World – II (AD 1815 – AD 1945)	7	6
	14PHS2107	Historiography	7	6
	14PHS 2108	<i>Self-paced Learning</i>	--	2
	14PHS2202 A	Elective – II: Human Rights OR	4	4
	14PHS2202 B	Elective – II: Economic History of Modern India		
	14PSS2401	IDC: Soft Skills	4	4
Total for Semester II			30	28
III	14PHS3109	Socio – Political and Cultural History of India under Mughals	7	6
	14PHS3110	Indian Freedom Struggle	6	4
	14PHS3111	Dissertation & <i>Viva Voce</i>	5	5
	14PHS3203 A	Women Studies in India/ OR	4	4
	14PHS3203 B	General Studies for Competitive Examinations		
	14PHS3401	IDC – WS: Indian Constitution	4	4
	14PHS3402	IDC – BS: History of Science and Technology (to School of Physical Sciences) & Indian Administration (to School of Management)	4	4
Total for Semester III			30	27
IV	14PHS4112	Contemporary History of India (Since AD 1947)	6	4
	14PHS4113	Indian Administration	7	4
	14PHS4114	Polity and Constitution of India	6	4
	14PHS4115	Archaeology	5	3
	14PHS4116	International Relations (Since AD 1945)	6	4
	14PHS4117	Comprehensive Examination	--	2
I-IV	14PCW4501	SHEPHERD & Gender Studies		5
Total for Semester IV			30	26
Total for all Semesters			120	110

WS – IDC Within School

BS – IDC Between Schools

Sem. I
14PHS1101

Hours/Week: 7
Credits: 6

SOCIO-POLITICAL AND CULTURAL HISTORY
OF INDIA - I (UPTO 1206 AD)

Objectives

- * To impart knowledge on the Indian Heritage
- * To train the students to face the competitive examinations
- * To understand recent trends in history

Learning Activities

- * Writing assignments analytically using different sources.
- * Conducting Group Discussion on relevant topics
- * *Collecting pictures of Ancient Travelers*

Unit-1: Concepts, Ideas and Sources:

Race: Bharatvarsha, Sabha and Samiti, Varnasrama, Purusharthas, Rina, Samskaras, Yajna, Doctrine of Karma, Dandaniti, Arthasastra, Saptanga, Dharmavijaya, Stupa, Chaitya. Sources -Sangam Literature and approaches to the study of ancient Indian History - Evolution of Monarchy and Varna System - State.

Unit-2: Pre-Mauryas and Mauryas:

Prehistoric Cultures in India - Indus Civilization - Sangam Society - Aryan Invasion and Vedic Society Formation of States (Mahajanapathas) - Rise of Asivagam, Jainism and Buddhism - Rise of Magadas and Nandas - Alexander's Invasion - Mauryan Empire: Chandragupta - Asoka's Dhamma and His Inscriptions - Mauryan Administration - Art and Architecture.

Unit-3: Post Mauryan Period:

Evolution of Jatis - Sathavahanas and State Formation in the Peninsula - Indo-Greeks, Sakas, Parthians, Kushanas: Kanishka, Culture and Art

Unit-4: Imperial Guptas:

Guptas: Changes in political organisation of empire - Decline in foreign trade and economy-Decay of towns - Revival of Sanskrit language; literature - Science - Art and architecture - Harshavarthana - Educational Institutions: Nalanda, Vikramasila, Vallabhi - Golden Age: a critical analysis.

Unit-5: Regional States:

The Kadambas - Gangas - Pallavas & Chalukyas of Badami, Nagara Style & Drividian Style - Gujarat and Kalyana - Administrations, Trade guilds - Growth

of Vaishnava and Saiva religions - Varmanas of Kamrup: Palas, Senas, Rashtrakutas, Pratiharas - Imperial Cholas - Arab and Ghanavid conquests - Kalhana and Alberuni.

Books for Study

1. Khurana. K.L. *History of India: Earliest times to 1761 A.D.*, Lakshmi Narain Agarwal, Agra, 2001.
2. Majumdar.R.C. *An Advanced History of India*, Mac Millan, New Delhi, 2002.

Reference Books

1. Jha.D.N. *Ancient India: In Historical Outline*, Manohar Publication, New Delhi, 2004.
2. Sharma.R.S., *Shudras in Ancient India, A Social History of the Lower Order Down to AD 600*, New Delhi, 1980.
3. Vincent A., Smith, *The Oxford History of India*, OUP, New Delhi, 2002.
4. Romila Thapar, *Early India*, Penguin, New Delhi, 2002.
5. Basham. AL., *The Wonder that was India*, Rupa & Co., New Delhi, 2003.
6. Sharma. S. *Aspects of Political Ideas and Institutions in Ancient India*, New Delhi, 1991.
7. Romila Thapar, *Interpreting Early India*, OUP, New Delhi, 1992.

Sem. I
14PHS1102

Hours/Week: 7
Credits: 7

SOCIO-CULTURAL HISTORY OF TAMIL NADU (AD 1800-2000)

Objectives

- * To analyze the relevance of socio-religious movements of 19th century in the context of today
- * To study the Dravidian movement and the growth of Tamil consciousness
- * To discuss the role of Christian Missionaries in education

Learning Activities

- * *Preparing portraits of women and men social reformers*
- * *Preparing a chart showing the works of different political parties*
- * *Conducting group discussion on emergence of Dravidian Movement*

Unit – 1: Reforming Tamilnadu

Social and Cultural Background of Tamil Nadu on the eve of 19th Century - The Socio Religious Reform Movements in the 19th Century: The role of Missionaries and their contributions - Vaikunda Swamikal - Ramalinga Adigal - Theosophical Society - Women Reformers: Muthulakshmi Reddy, Dharmambal and Arundale - The impact of the British Rule on Society and Culture.

Unit – 2: Dravidian Movements

Factors leading to the growth of Dravidian Movement - South Indian Liberal Federation - Justice Party – Self-Respect Movement - Dravida Kazhagam : Periyar EVR., - Annadurai - Socio-Cultural contributions of Dravidian Parties.

Unit – 3: Congress Governments

Tamil Nadu under Congress Rule: Rajaji and his policies, Kamaraj: Rural Education, Noon-Meal Scheme, Industrialization and Irrigation - Bakthavatchalam.

Unit – 4: Social Movements

Upper Garment Movement - Temple Entry Movement- Pure Tamil Movement: Maraimalai Adigal and Thiru. Vi. Ka. - Anti Hindi Agitation Movement- Subaltern Movement: Ayothidasa Pandithar - Dalit Movement - Works of Singaravelar.

Unit-5: Cultural Tamilnadu

Revival of Tamil Literature: Thaninayagam Adigal - Growth of Education and Health - Growth of Fine-Arts: Influence of Tamil Cinema on Society - Festivals: Pongal, Chitrai Thiruvizha, Masi Thiruvizha, Aadi Perukku, Karthigai Deepam, Margazhi Thirunal and Masana Kollai.

BOOKS FOR STUDY

1. Chellam, VT, *History of Tamil Nadu*, Kudal Publications, Madras, 1995.
2. Devanesan, *History of Tamil Nadu*, Benu Publications, Madurai. 1990.
3. Rajayyan K., *History of Tamil Nadu*, Ratna Publications, Trivandrum, 1989.
4. Subramanian, T, *Social and Cultural History of Tamil Nadu*, Madras, 1985.
5. Yesudhasan, V & Isaac Jayadhas, *History of Tamil Society and Culture Since 1336*, McL Roy Publications, Martandam, 2002.
6. Thangavelu, *Tamilaga Varalatu Varisai – Thamilaga Samooga Panpattu Varalaru*, Amiltham Pathippagam, Chennai, 2008.

Reference Books

1. Arockiasamy, *History of Tamil Nadu*, Kudal Publications, Madras, 1958.
2. Arnold David, *The Congress in Tamil Nadu Nationalist Politics in South India*, Koodal Publications, Madras, 1980.
3. Nambi Aroran, T, *Tamil Renaissance and Dravidian Nationalism*, Kudal Publications, Madras, 1980.
4. Baker, C. J & Washbrook, D. A, *South India Political Institution & Political Change*,
5. Irschic, Eugene, F, *Politics and Social Conflict in South India: The Non – Brahmin Movement and Tamil Separation 1916 – 1929*, 1969.
6. Thangavelu, *Tharkala Tamilar Varalaru*, Maduari, 1999

Sem. I
14PHS1103

Hours/Week: 6
Credits: 6

SOCIO-POLITICAL AND CULTURAL HISTORY OF WORLD - I (AD 1453-1815)

Objectives

- * To prepare the students for Civil Services Examinations
- * To make students understand the concepts like Feudalism, Socialism, Absolutism, Parliamentary Democracy etc
- * To inculcate the spirit of Universal brotherhood

Learning Activities

- * Preparing a map showing the route and the countries discovered
- * Collecting the pictures of the art and architectural features of Renaissance
- * Collecting the pictures of the Leaders of French Revolution

Unit – 1: Dawn of Modern Europe

Medieval Society in Europe: Rise of Monasticism - Universities - Urban Centres - Art and Architecture - Decline of Feudalism - Geographical Discoveries - Renaissance and Reformation in Europe- Industrial Revolution - Rise of Capitalism.

Unit – 2: Era of Enlightenment

Age of Enlightenment: France- Spain- Austria- Russia- Prussia- Emergence of Nation States

Unit – 3: Birth of Commercial World

Commercial Revolution in Western Europe - Mercantilism - Theocracy in India - Policy of Isolation in China (Closed Door Policy)

Unit-4: Anglo French Rivalry

Growth of Parliamentary Institutions in England - Thirty Years War - Significance in European History - Ascendancy of France.

Unit – 5: Dimensions of France

French Revolution- Significance in World History - Napoleonic Era (AD 1789 to AD 1815) - Vienna Congress (1815).

Books for Study

1. Khurana.K.L., *World History (AD1453-1966)*, Agra, 1997
2. Weech. W.N. *History of the World*, Odhamas Press, 2001.

Reference Books

1. Arun Battacharya, *History of Europe(1453-1789)*, New Delhi, 2001
2. Cocking. D.C., *History of Europe*, Mangaldeep Publications, Jaipur, 2004.
3. Derbek Wood, *The Modern World*, Heinemann Educational Books Ltd., London, 1970.
4. Fisher, H.A.L., *History of Europe*, Fantane Classics, 1936.
5. Manoj Sharma, *History of World Civilization*, Anmol Publications P. Ltd., New Delhi, 2005.
6. Swain, J. E, *A History of World Civilisation*, Eurasia Publishing House (Pvt.) Ltd, New Delhi, 1997.

Sem. I
14PHS1104

Hours/Week: 6
Credits: 6

ARCHIVES KEEPING

Objectives

- * To know the practice of archives keeping
- * To study different types of preservation techniques
- * To elucidate the different types of documentation procedures

Learning activities

- * Preparing assignment by using government records
- * Field trip to Tiruchirappalli Archives, Shembaganur Jesuit Archives
- * *Field Work in Madras State Archives*

Unit – 1

Archives: Definition - Types – Uses - Archives and Library - Materials Required for Creation - Birth of a Document

Unit – 2

History of Archives in Europe and India; Ancient, Medieval and Modern - Enemies of Records - Preservation Techniques - Rehabilitation of Records.

Unit – 3

Functions and Administration: Archivist - Rules relating to Accession of Records in Archives - Appraisal of Records - Retention Schedule - Compilation and Publication - Role of IT in the development of Archives.

Unit – 4

Records Management: Requirements of Record Room - Documentation Practices and Filing System, Life cycle of a file and Nature of Modern Records - Classification of Records and Methods of control on Mass Production.

Unit – 5

Archives in India and World: National Archives of India - Tamil Nadu State Archives - Administration of Tamil Nadu Archives - Sarfoji Saraswathi Mahal Library of Tanjore - Jesuits Archives in Shembaganur - UN Archives (New York), Vatican Archives (Rome) - British Museum Library (London) - Film Archives - Field Work.

Books for Study

1. Thyagarajan.J. *Archives Keeping*, Tensy Publications, Sivakasi, 2009.
2. Sundararaj, M., *A Manuel of Archival System and the World of Archives*, Siva Publications, Chennai. 2005

Reference Books

1. Cook, Michael, *Archives Administration*, Dawson UK Ltd London. 2000
2. Hodson, John, VK, *An Introduction to use of Public Records*, Oxford Clarendon Press, London 1934.
3. Jenkinson Hilary, *An Introduction to use of Public records*, Oxford Clarendon Press, London 1934.
4. Kahn, Gilbert, *Filing System and Record Management*, New York, 1971.
5. Mac Millan, David (ed), *Archives, Techniques and Functions in a Modern Society*, Sydney, 1957.
6. Muller, Samuel, Feith, JA, Frunin, R, *Manual for the Arrangement and Description of Archives*, New York. 1995

Sem. I**14PHS1201A****Hours/Week: 4****Credits: 4**

**Elective-1:
INDIAN GEOGRAPHY**

Objectives

- * To know the Physical nature of India.
- * To study the changes in Climate.
- * To appreciate the significance of Bio-diversity.

Learning Activities

- * Preparing charts showing the landscape
- * Preparing power point presentation on ecosystem, environmental hazards
- * Making field visits to neighboring industries and farm lands.

Unit - 1

Physical Geography: Geological History of India - Location: Area and Boundaries - Major Physical Features - Islands of India - Drainage System of India - Climate: The Seasons, Monsoon, Climatic Regions -Remote sensing

Unit - 2

Bio - Geography: Soil: Mineral and forming process- Important Types, Erosion and Conservation - Natural Vegetation: Major Types, Problems of Deforestation and Conservation Measures, Chipko movement, Social Forestry, Agro-Forestry- Wild Life.

Unit - 3

Economic Geography : Resources and their Classification - Agriculture : Agricultural Regions - Crop Groups - Types of Cultivation - Intensive and Extensive Farming - Important Crops - Agricultural Development in India - Irrigation - Animal Husbandry - Fishing - Mineral Resources : Classification and Distribution - Industries - Transport and Communication.

Unit - 4

Human Geography: Demographic Structure: Racial Groups - Composition - Distribution and Density - Population Explosion - Poverty - India's role on climatic changes.

Unit - 5

Major Issues: Environmental Degradation - Earthquake and Tsunami - Disaster Management - Pollution: Land, Air and Water - Government policies and Programmes on Environmental protection.

Books for Study

1. Surender Singh, *Geography*, Tata McGraw Hills *General Studies Manual*, New Delhi, 2002.
2. Tara Chand, *Tata McGraw Hills General Studies Manual*, New Delhi, 2001.
3. Indian Geography, *Tata McGraw Hills General Studies Manual*, New Delhi, 2002.

Reference Books

1. Chauhan, R. N, *Geography*, New Delhi, 2000.
2. Alan Strahler & Arthur Strahler, *Physical Geography*, II Edition. New York, 2005
3. Sushil Kumar and Sharma, *Environmental Management*. New Delhi, 2000
4. Singh. R.B. and Thakur. D.K, *Environmental Management*. Mumbai, 2000

Sem. I
14PHS1201B

Hours/Week: 4
Credits: 4

Elective-1:

HISTORY OF SCIENCE AND TECHNOLOGY

Objectives

- * To study the scientific and technical inventions of ancient civilizations
- * To illustrate the technological growth in nineteenth century
- * To estimate the services of scientists in developing India

Learning activities

- * Creating ability to search materials from internet
- * Field trip to Tiruchirappalli Planetarium
- * Collecting newspaper clippings on recent Science and Technological growth

Unit – 1

Development of Science and Technology: Definitions - Elements of Science and Technology - Science and Technology in Ancient and Medieval Period: Greece, Rome, India, China, Europe and Arabia - Birth of Scientific inventions in Astronomy: Copernicus, Kepler, Galileo - Progress in Medical Science: Andreas Vesalius, Ambroise Pare, Paracelsus.

Unit – 2

Science and Technology in 18th Century: Royal Society of London - Royal Asiatic Society of France - Progress in Physics and Mathematics, Chemistry and Medical Science - Invention in Textile Industry .

Unit – 3

Science and Technology in 19th Century: Charles Darwin - Michael Faraday - Sigmund Freud - Maxwell - Kelvin - Louis Pasteur - Patrick Manson - Progress in technology, Transport - Steam Navigation - Automobiles - Modern Chemical Industry - Alfred Nobel - Communication: Telegraphs and Telephones

Unit – 4

Science and Technology in 20th Century: X - Ray - Radium - Atom Bomb - Radio - Radar - Television - Computers & Internet - History of Aviation - Space Research in Russia & America.

Unit – 5

Science and Technology in Modern India: Astronomy - Space Research - Atomic Energy Commission - Green Revolution - Defense Research and Development Organization.

Books for Study

1. Varghese Jeyaraj, *History of Science and Technology*, Uthamapalayam, 2010.
2. Venkataraman, R, *History of Science and Technology*, Madurai, 1999.

Reference Books

1. Antony, HD, *Science and Background*, London, 1963.
2. Edgar Thorpe, *General Knowledge Manual*, New Delhi, 1995.
3. John Canning, *100 Great Modern Lives*, Calicut, 1972.
4. Kalpana Rajaram, *Science and Technology in India*, New Delhi, 1993.
5. Patrick Pringle, *Great Discoveries in Modern Science*, London, 1957.
6. Philip Leonard, *Great Men of Science*, London, 1950.
7. Sachdeu, SK, *Competition Success Review*, New Delhi, 1996.

Sem. II
14PHS2105

Hours/Week: 8
Credits: 6

**SOCIO-POLITICAL AND CULTURAL HISTORY
OF INDIA UNDER DELHI SULTANTATE**

Objectives

- * To provide knowledge on the cultural contribution of Muslim rulers
- * To encourage students to undertake research in the unexplored areas of medieval history
- * To impart the moral values given by the Bhakti Saints

Learning Activities

- * Field visits to the important monuments
- * Assignments using articles on Medieval History

Unit – 1:

Concepts and Ideas of Medieval History: Dravida, Nagara, Vesara, Bodhisattva, Tirthankara, Alvara, Nayanars, Sreni, Kara, Vishti, Stridhana, Agraharas, Khilafat, Sulah-i-kul, Maharashtra Dharma, Chahalghani, Watan, Baluta, Iqta, Jizyah, Madad-i-maash, Amaram, Raya-Rekho, Jangama. Chauth, Hundi, Sarraf, Polygars, Jagir, Dastur, Mansab, Deshmukh, Nadu, Pargana, Bengal Vaishnavism, Shahna-i-Mandi, Mercantilism. Tripartite Struggle - The Turkish Conquest - Battles of Tarain, Turkish Conquest on Doab Valley - Rajput Society and Culture - contribution towards architecture.

Unit – 2

The Mamluk Sultans: Qutbuddin Aibak - Iltumish; Conquests and Consolidation - Raziya; Struggle against Chahalghani – Balban - The role of 'forty' and his Administration - The Mongols threat to India - Art and Architectural development under Sultans: Quawat-ul-Islam, QutabMinar, Arhai Din ka Jhonpra.

Unit – 3

The Khalji Dynasty: Jalaluddin Khalji - Alauddin Khalji - Market Control and Agrarian Policy - Malik Kafur - Tughlaq Dynasty: Muhammad Tughlaq and Firoz Tughlaq - Sayyid brothers and Lodi Dynasty - Disintegration of Delhi Sultanate.

Unit – 4

Cultural Development from 13th to 15th Century: Architecture - Religious Beliefs: The Sufi Movement - The Chishti and Suharwardi Silsilahs - The

Bhakti Movement - The Vaishnavite Movement - Arabic and Persian Literature - Regional Languages - Fine Arts.

Unit – 5

Administration: Central and Local - Economic and social Life - Peasants - Merchants - Currency System - Life of Slaves and Artisans - Caste System - Social Manners - Customs - Religious Condition - Impact of Muslim Rule on Indian Society.

Books for Study

1. Mahalingam. T.V., *Economic life in the Vijayanagar Empire*. Madras, 1995
2. Srivastava and Majumdar, *History of Medieval India*, New Delhi, 1990
3. Khurana.K.L., *Medieval India*, Lakshmi Narayan Agarwal, Agra, 2007.

Reference Books

1. Mehta. J.L., *An Advanced Study in the History of Medieval India* (3 Vols), Sterling Publication, New Delhi, 2002.
2. Satish Chandra, *History of Medieval India*, Mac Millan, New Delhi, 1984.
3. Vincent A. Smith, *The Oxford History of India*, OUP, New Delhi, 2002.
4. Majumdar.R.C., *An Advanced History of India*, Mac Millan, New Delhi, 2002.
5. Basham. A. L (Ed.), *A Cultural History of India*, OUP, New Delhi, 2001.
6. Sathiyanaatha Iyer, *A History of India*, Chennai, 2002.
7. Robert Sewell, *A Forgotten Empire*, New Delhi, 2000.

Sem. II
14PHS2106

Hours/Week: 7
Credits: 6

**SOCIO-POLITICAL AND CULTURAL HISTORY
OF WORLD - II (AD 1815-1945)**

Objectives

- * To prepare the students for the competitive examinations.
- * To realise the impact of colonialism and imperialism.
- * To make them understand the ideas of Liberalism, Nationalism and Communism

Learning Activities

- * Organising a symposium on the growth of Democracy
- * Discussion on League of Nations
- * Marking the Important battle fields of the Second World War in a Map

Unit – 1: Liberalism and Democracy

Growth of Liberalism and Democracy in Western Europe (1815 – 1914) - Socialist and Labour Movements in Europe - Emergence of Marxism

Unit – 2: Colonialism and Imperialism

Colonialism and Imperialism in Asia, Africa and Latin America in the 19th and 20th Centuries - China and the Western Powers - Modernisation of Japan and its emergence as a great power - The European powers and the Ottoman Empire (1815 – 1914)

Unit – 3: Enlighten Movements

Unification of Italy and Germany - World War I - Causes and Consequences - Russian Revolution of 1917 - League of Nations - Economic and Social Reconstruction in Soviet Union - Rise of National Movements in Indo-China and Indonesia.

Unit – 4: Evolutionary Nationalism

Awakening in the Arab World - Rise of Egypt - Emergence of Modern Turkey under Mustafa Kamal Basha - Rise of Arab Nationalism – PLO - Communism in China - PRC and Role of Mao.

Unit – 5: Modern World

The Great Depression - Fascism in Italy - Nazism in Germany - USSR between the Wars - World War II - Causes and Consequences.

Books for Study

1. Khurana.A.L., *World History (1453-1966AD)*, Lakshmi Narayan Agarwal, Agra, 2007.
2. Cromwell. R.D., *World History in the 20th Century*, London, 1969.

Reference Books

1. Fisher, HAL, *History of Europe*, Fontaine Classics, London, 1936.
2. Grant, AJ, *Europe the story of last five centuries*, Longmans, New York, 1921.
3. Grant and Temperly, *History of Europe*, G. Bell & Son, London, 1936.
4. Hayes, CD, *Modern Europe*, Madras: S. Chand & Co., New Delhi 1979.
5. Swain, J. E, *A History of World Civilisation*, Eurasia Publishing House (Pvt.) Ltd. New Delhi, 1997.
6. Weech. W.N., *History of the World*, Oldhams Press, New York, 2001.
7. Dharam Singh, *History of Modern World (1919-1945)*, Sonali Publications, New Delhi, 2005.

Sem. II
14PHS2107

Hours/Week: 7
Credits: 6

HISTORIOGRAPHY

Objectives

- * To understand the meaning of History and Historiography
- * To compare and contrast the different trends in historical writing
- * To analyse the importance of philosophy of history
- * To develop proper skills in research methodology

Learning activities

- Writing Research Articles
- A chart showing the uses of history
- Use of modern technology in teaching history

Unit – 1 Introducing Historiography:

Definition - Nature - Scope and Purpose - Uses and Abuses of History - Kinds of History - History and Allied Subjects - Characteristic Features of History.

Unit – 2 Development of Historiography:

Historical writing in Ancient Greece: Herodotus - Thusydides - Roman Historiography - Titus Livy, Medieval Historiography: St. Augustine; Arab

Historiography: Ibn Khaldun; Enlightenment Era - Romanticist Historiography - Carlyle - Positivist Historiography - Hegel - Ranke - Spengler - Arnold Toynbee

Unit – 3 Philosophy of History:

Philosophical Traditions - Theological and Secular Interpretations - Historical Determinism - Historicism and Relativism - Hegelian Dialects - Dialectical Materialism of Marx - Annales School (France) - Cliometrics (USA) - Subaltern Studies (India) - Oral Traditions.

Unit – 4 Indian Historiographers:

RC Dutt - JN Sarkar - Muhammad Habib - K.M. Pannikar - DD Kosambi - Romila Thaper - K.A. Nilakanta Sastri - R. Sathianatha Iyer - K. Rajayyan - T. Sundararaj.

Unit – 5 Methodology of History:

Writing of History - Selection of Topic - Collection of Data - Types of Sources - Heuristics (External Criticism) - Hermeneutics (Internal Criticism) - Objectivity and Subjectivity - Conclusion - Arrangement of Thesis - Synthesis - Documentation - Footnotes - Bibliography - Exposition.

Books for Study

1. Sreedharan. E, *A Text Book of Historiography (500 BC – AD 2000)*. New Delhi, 2004
2. Manickam, V, *On History and Historiography*, Clio Publications, Madurai, 2003.
3. Rajayyan, K, *History in Theory and Method*, Madurai: Ratna Publications, 1999.

Reference Books

1. Carr, EH, *What is History?* Mac Millan & Co Ltd, London, 1961.
2. Sheik Ali, B, *History its Theory and Method*, Mac Millan India Ltd, Madras, 1984.
3. Subramanian, N, *Historiography and Historical Methods*, Ennes Publications, Vadipatti, 1993.
4. Manickam, S, *Theory of History & Method of Research*, Second Edition, Padumam Publishers, Madurai, 2000.
5. Collingwood, AG, *The Idea of History*, Oxford Publication, London 1946.

Sem. II
14PHS2108

Credits: 2

SELF-PACED LEARNING (Topics for Self-Paced Learning)

1. Option 1. History of Tiruchirappalli

Unit. I. Early Thiruchirappalli: Antiquity - Native Dynasties - Muslim Conquests.

Unit. II. Medieval Thiruchirappalli: Vijayanagara Rule - Muslim Rule.

Unit. III. Modern Thiruchirappalli: British Period - Economic System - Educational Development.

Reference Book: Sundararaj, T., *History of Thiruchirappalli*, Sundar Publication, Thiruchirappalli, 2003.

2. Option 2. Life and Mission of Periyar EVR

Unit. I. Personal Life

Unit. II. Public Life

Unit. III. Reform Movement

Reference Book: Kannanantham, *Thanthai Periyar*, VOC Noolagam Publication, Chennai, 2007.

3. Option 3. Contribution of Ayothidasa Pandithar

4. Option 4. Festivals of Tamil Nadu

Unit. I. Religious Festivals

Unit. II. Secular Festivals

Unit. III. Significance of Festivals

Reference Book: Latha Anantharaman, *Tamil Nadu*, Roli Book Publication, New Delhi, 2001.

5. Option 5. Aasivagamum Aiyanaar Varalarum

Unit. I. Origin of Asivagam

Unit. II. Spread of Asivagam

Unit. III. Rise and Fall of Asivagam

Reference Book: Nedumchezhiyan, K., *Asivagamum Aiyanaar Varalarum*, Palam Publications, Thiruchirappalli, 2014.

Sem. II
14PHS2202A

Hours/Week: 4
Credits: 4

Elective-II:
HUMAN RIGHTS

Objectives

- * To study and understand various human rights violations in the present society
- * To assess the human rights issues in the context of globalization
- * To know the various International and National human rights documents
- * To inculcate the spirit of human rights consciousness and awareness

Learning Activities

- * Encourage to prepare an album on newspapers cutting materials
- * Case study to record victims' interviews
- * Group level mini project work on issues of human rights violations
- * Field Visits to court, prison, NGOs, etc.,

Unit – 1 Human Rights

Meaning - History - Origin and Growth - Theories of Human Rights - Universal Declaration of Human Rights (UDHR)

Unit – 2 International Human Rights Documents:

International Covenant on Civil and Political Rights (ICCPR) - Optional Protocol to ICCPR - International Convention on Elimination of all forms of Discrimination Against Women (CEDAW) - Convention on the Rights of the Child.

Unit – 3 Human Rights in Context of Globalisation:

North - South Conflict - Subaltern Movements - Human Rights Vs Globalisation - Human Rights Vs Fundamentalism.

Unit – 4 National & International Mechanisms:

Constitution of India - Preamble - Fundamental Rights - Directive Principles of State Policy - National Human Rights Commission - SC / ST Commission - Minority Commission - Blacks and Trans genders - International Civil Liberty Movements

Unit – 5 Human Rights Violations:

Torture, Custodial Death, Encounter Death and Judicial Killings - Death Penalty, Child Trafficking - Few Methods of Responses to Challenges: Fact Finding - Intervention - Advocacy Campaigning - HR Education.

Books for Study

1. Indian Institute of Human Rights, *ABC of Human Rights – Study Materials*, New Delhi.
2. Krishna Iyer, V.R., *Human Rights*, BR. Publications Corporative, New Delhi, 1995.

Reference Books

1. *Atrocities Against Dalits in India*, Madurai: National Public Hearing Report, People's Watch, 1999.
2. Indian Institute of Human Rights, *ABC of Human Rights – Study Materials*, New Delhi.
3. Lobo George, V, *Human Rights in Indian Situation*, The Commission for Justice, Peace and Development, New Delhi 1991.
4. Sharma, OC, *Crime Against Women*, Ashish Publishing House, New Delhi 1994.
5. Thomas, MA, *The Struggle for Human Rights*, Asian Trading Corporation, Bangalore 1992.

Sem. II
14PHS2202B

Hours/Week: 4
Credits: 4

Elective-II:
ECONOMIC HISTORY OF MODERN INDIA

Objectives

- * To study the origin and growth of various economic systems in India
- * To analyze the transition of economic system from the British to free India
- * To examine the role of free India to achieve the economic stability
- * To study the impact of globalization, privatization and liberalization on Indian Economy

Learning Activities

- * Preparing charts on the economic systems in India.
- * Listing out the economic planning in the Five Year Plans and the proposed project

Unit – 1: Nature of Modern Indian Economy

Economy in the Mid Eighteenth Century - Self Sufficient Communities - Towns - Trade - Banking - Nascent Capitalism

Unit – 2: Economy of British India

Colonial Exploitation - Exactions by the Company Servants - Oppression of Artisans by Planters - Unequal Trade - Manipulation of Exchange Rates - Wars at India's Cost - Preferential Tariffs - Gandhian Economy (JC. Kumarappa)

Unit – 3: Economy on the Eve of Independence

Economic Consequences of the British Rule - Semi Feudal Economy - Backward Economy - Depleted Economy - Mixed Economy - Stagnation and Poverty.

Unit – 4: Economy of Indian Republic

Economic Planning in India - Globalization and Indian Economy - Emergence and Growth of Indian Capitalist Enterprise

Unit – 5: Contemporary Economic Trends

Trends towards a Market Economy - Competition and Contract - Growth of External and Internal Trade - Commercialization of Agriculture - National Market - Centralized Administrative System

Books for Study

1. Gill.K.S., *Evolution of the Indian Economy*, NCERT, New Delhi, 1978.
2. Tirthankar Roy, *The Economic History of India, 1857-1947*, OUP, Madras, 2000.
3. Dharma Kumar and T. Raychaudhuri, ed., *The Cambridge Economic History of India, Vol II, 1757-1970*) Orient Longman & Cambridge Univ. Press, Hyderabad, 1982.

Books for Reference

1. Dutt.R.C., *History of Economic India, Vol. 1 & 2*, New Delhi, PublicationDivision, 1989.
2. Singh. V.B., *Economic History of India 1857-1956*, 1975, Allied Publishers. Bombay, 1990
3. Bhattacharya, Dines – *A Concise Economic History o India*. Calcutta, 1950
4. Dutt.R.C., *India Today*, Bombay 1949.
5. Buchanan.D.H., *The Development of Capitalist Enterprises in India*, New York, 1934.
6. Gadgil, D.R., *Industrial of India in Recent Times*, Evolution New Delhi, OUP, 1974.
7. Bagchi A.K., *Private Investment in India*, Cambridge, 1972.

Sem. II
14PSS2401

Hours/Week: 4
Credits: 4

IDC-1: SOFT SKILLS

Objectives

* *Introducing learners to the relevant soft skills at the territory level in order to make them gain competitive advantage both professionally and personally.*

Module 1: Basics of communication and Effective communication

Basics of communication: Definition of communication, Process of Communication, Barriers of Communication, Non-verbal Communication. Effective communication: Johari Window, The Art of Listening, Kinesthetic, Production of Speech, Organization of Speech, Modes of delivery, Conversation Techniques, Dialogue, Good manners and Etiquettes.

Module II. Resume writing and Interview skills

Resume Writing: What is Resume? Types of Resume? Chronological, Functional and Mixed Resume, Steps in preparation of Resume. Interview Skills: Common interview questions, Attitude, Body Language, The mock interviews, Phone interviews, Behavioral interviews.

Module III: Group discussion and team building

Group Discussion: Group Discussion Basics, GD Topics for Practice, Points for GD Topics, Case-Based and Article based Group Discussions, Points for Case Studies, and Notes on Current Issues for GDS. Team Building: Team Vs Group – synergy, Stages of Team Formation, the Dabbawala. Leadership – Styles, Work ethics. Personal Effectiveness: Personal Effectiveness: Self Discovery, Self Esteem, and Goal setting. Conflict and Stress Management.

Module IV: Numerical Ability

Average, Percentage, Profit and Loss, Simple Interest, Compound Interest, Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Boats and Streams Calendar, Rations and Proportions.

Module V: Test of reasoning

Verbal Reasoning: Series Completion, Analogy, Data Sufficiency, Assertion and Reasoning, Logical Deduction. Non-Verbal Reasoning: Series, Classification

References

1. Aggarwal, R.S. 2010 *Quantitative Aptitude*, S.Chand & Sons
2. Aggarwal, R.S. 2010. *A Modern Approach to Verbal and Non Verbal Reasoning*. S.Chand
3. Covey, Stephen. 2004. *7 Habits of Highly effective people*, Free Press.
4. Egan, Gerard. 1994. *The Skilled Helper* (5th Ed). Pacific Grove, Brooks / Cole.
5. Khera, Shiv 2003. *You Can Win*. Macmillan Books , Revised Edition
6. Murphy, Raymond. 1998. *Essential English Grammar*. 2nd ed., Cambridge Univ. Press.
7. Prasad, L. M. 2000. *Organizational Behaviour*, S.Chand
8. Sankaran, K., & Kumar, M. 2010 *Group Discussion and Public Speaking*. M.I. Pub, Agra, Adams Media.
9. Schuller, Robert. (2010). *Positive Attitudes*. Jaico Books.
10. Trishna's (2006). *How to do well in GDs & Interviews*, Trishna Knowledge Systems.
11. Yate, Martin. (2005). *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting*.

Sem. III
14PHS3109

Hours/Week: 7
Credits: 6

SOCIO-POLITICAL AND CULTURAL HISTORY OF INDIA UNDER MUGHALS

Objectives

- * To provide knowledge on the cultural contribution of Muslim rulers
- * To create awareness on the values of secularism
- * To undertake research in the unexplored areas of medieval history

Learning Activities

- * Visiting the important Islamic monuments
- * Preparing Power Point Presentation of Medieval Historians
- * Assignments using articles on medieval history

Unit-1: Sources

Tuzuk-i-Babri - Aini-Akbari - Akbar Nama – Badshah nama - Tuzuk-i-Jahangiri - Central Asia and Babur - Conquest of India - Significance - Humayun's Tussle with Sher Khan - Sur Empire - Sher Shah and his Administration.

Unit- 2 : Age of Akbar

Contest with the Nobility - Administration - Mansabdari System - Rise of Malik Ambar - Jahangir - Nur Jahan - Shah Jahan's Rebellion - Mahabat Khan - Question of Qandahar - Balkh Campaign of Shah Jahan. - Aurangzeb - Rise and fall of Marathas - Jats, Afghans and Sikhs Revolts - Decline of the Mughals.

Unit- 3: Social System

Society The Ruling Classes - The Middle Strata - Condition of Peasants and Artisans- Status of Women - Rajput Policy - Policy of Integration - Akbar and the Uzbeks - Trade and Commerce - Currency System - Impact of the Mughal Rule on Indian History.

Unit- 4 : Cultural and Religious Developments

Literature - Art and Architecture: Paintings - Music - Agra Fort, Fatehpur Sikri, Humayun Tomb - Red Fort - Shah Jahan Badh - Jamma Masjid - Taj Mahal.

Unit-5: Religious Ideas and Beliefs

Bhakti: Saivites and Vishnavites and Sufi Movements - Akbar and Din-i-Ilahi - Aurangzeb's Religious Policy.

Books for Study

1. Srivastava and Majumdar, *History of Medieval India*. New Delhi, 2001
2. Khurana K.L., *Medieval India*, Lakshmi narayan Agarwal, Agra, 2007.
3. Mahajan V. D., *India Since 1526*, S. Chand & Co., New Delhi, 2000.

Reference Books

1. Mehta J. L., *An Advanced Study in the History of Medieval India* (3 Vols), Sterling Publication, New Delhi, 2002.
2. Satish Chandra, *Jagirdari Crisis*, Mac Millan, New Delhi, 1984.
3. Vincent A. Smith., *The Oxford History of India*, New Delhi, OUP, New Delhi, 2002.
4. Majumdar R. C., *An Advanced History of India*, Mac Millan, New Delhi, 2002.
5. Basham. A. L. (Ed.), *A Cultural History of India*, OUP, New Delhi, 2001.
6. Sathiyanaatha Iyer, *A History of India*, Chennai, 2002.

Sem. III
14PHS3110

Hours/Week: 6
Credits: 4

INDIAN FREEDOM STRUGGLE

Objectives

- To understand the colonial hegemony in India.
- To Inculcate the knowledge of solidarity shown by Indians against British government.
- To encourage students to do research on national issues.

Learning activities

- Collecting the pictures of Freedom Fighters in India
- Collecting primary sources from archives and college library and analyzing them
- Writing assignments using various literature related to Freedom Movement

Unit – 1: Indian Nationalism

Early Nationalism - Revolt of 1857 - Formation of National Associations - Foundation of Indian National Congress - Moderate Phase - Rise of Extremism - Indian Council Act of 1909 - Home Rule Movement - Government of India Act of 1919

Unit – 2: Emergence of Gandhi

Satyagraha - Khilafat Movement- Non- Cooperation Movement - Violence at Chauri Chaura - Civil Disobedience Movement (1930-1934).

Unit – 3: Other strands in Nationalism

Revolutionary Movement – Causes- Their Methods- Formation of Secret Societies in India and Abroad- Socialist and Communalist Trends- Communal Strands: Hindu Mahasabha and Muslim League.

Unit – 4: Pluralistic Aspects of Freedom Movement

Hindus - Muslims - Christians - Dalit - Women and Adivasi Groups.

Unit – 5: Threshold of Independence

Quit India Movement (1942)- Subash Chandra Bose and INA - RIN Mutiny - Towards Transfer of Power - Constituent Assembly 1946 - June Third Plan 1947 - The Independence Act 1947.

Books for Study

1. Grover B.L. & S .Grover. *A New Look at Modern Indian History*, S. Chand & Company, New Delhi, 1996.
2. Chopra G.S., *Advanced Study in the History of Modern India*, Vol, III 1920-1947. New Delhi, 1980

Reference Books

1. Tara Chand, *History of the Freedom Movement in India*, Vol. II, New Delhi, 1983.
2. Bipan Chandra, *India's Struggle for Independence*, Penguin Books, New Delhi, 1989.
3. Chopra P.N., *Quit India Movement*, Publication Division, New Delhi, 1992.
4. Gandhi M. K., *My Experiments with Truth*, Navajivan, Adhmedabad, 2004.
5. Bipan Chandra, *Communalism in Modern India*, Vikas Publishing House, New Delhi, 1984.

Sem. III
14PHS3111

Hours/Week: 5
Credits: 5

PROJECT DISSERTATION & VIVA-VOCE

Sem. III
14PHS3203A

Hours/Week: 4
Credits: 4

**Elective-III:
WOMEN STUDIES IN INDIA**

Objectives

- * To know the status of women that reflects the progress of a civilization and culture of society
- * To understand the role of students towards empowerment of women
- * To gain the experiential knowledge of social reformers towards the emancipation of women

Learning Activities

- * Listing out the negative proverbs on women and converting them in to constructive ones
- * A debate on equality of women in administration
- * *Case study of a violation of women rights in order to sensitize Women Studies*

Unit – 1: Importance of the Subject

Relevance and need of the subject - Feminism: Concept and Theories - Evolution of gender studies - Women through ages - Ancient, medieval - modern and contemporary period.

Unit -2: Discriminations and Violence:

Gender differences - Sati, Polygamy, Child Marriage, Dowry System, Purdah System - Widowhood - Prostitution - Illegal Trafficking - Rape - Female infanticide - Foeticide - Devadasi System - Unequal wages - Domestic violence against Women- Patriarchy - Caste System and Women Oppression.

Unit – 3: Initiatives towards Women liberation:

Struggles for equality of women - Women's Movements - Women Education (Upper Garment Movement) - Abolition of Devadasi system - Self-Respect Marriages - Trade Union Movement - Freedom Movement - Role of Missionaries - Reservation for Women in Decision Making Bodies - Women literacy - The concept of Women Liberation and Empowerment.

Unit – 4: Modern Reformers and Thinkers:

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

Unit – 5: Women and Law:

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

Books for Study

1. Altekar A.S., *The Position of Women in Hindu Civilization from Ancient times to the Present Day*, New Delhi, 1996.
2. Chandrababu S.B., *Social Protest and its Impact on Tamil Nadu*, Emerald Publishers, Madras, 1993.
3. Mohan P.E., *Anti –Dowry Resolve in Early Medieval South India*, Journal of Humanities, Annamalai University, 1997.
4. Jegadesan p., *Marriage and Social Legislation in Tamil Nadu*, Madras, 1990.

Reference Books

1. Viswanathan E.S., *The Political Career of E.V.Ramasamy Naicker*, Madras, 1963.
2. *Towards Equality: Reports of the Committee on the Status of Women in India*, Government of India, Delhi, 1975.
3. Desai T., *Women in India*, New Delhi, 1997.
4. Anita Arya., *Indian Women Vols.1 – 3*, New Delhi, 2000.
5. Nanda. P.R, (Ed.), *Indian Women from Purdah to Modernity*, New Delhi, 1976.
6. Jayaswal K.P., *The Position of Women in Hindu Civilization*, Delhi, 1956.
7. Geraldine Forbes, *Women in Modern India*, OUP, New Delhi, 1999.

Sem. III
14PHS3203B

Hours/Week: 4
Credits: 4

Elective-III:
GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS

Objectives

- * To give an orientation for competitive examinations
- * To make the students to develop critical ability
- * To assess the effects of globalization
- * To understand the economic policy and principals of India

Learning Activities

- * Prepare a map showing the physical geography of India
- * Prepare a chart to locate Airports and ports of India
- * Organize a seminar on Constitutional Issues

Unit – I: Geography

Solar System - The Earth - Dimensions of Earth - Earth's motions - Earth's atmosphere - Economic Geography of the Earth. India: Minerals of India - Crops in India - Types of Soils - Types of Forests - Monsoon Pattern - Mountain Ranges - Indian Rivers - National Wildlife Sanctuaries.

Unit – II: Indian Economy

Planning in India - Planning Commission - Objectives of Planning - Merits of Economic Planning - Role of National Development Council - New Economic Policy - Industrial India - Indian Railways.

Unit – III: General Science

Science and Statistical Analysis - Everyday Science - Physiology - Biology - Basic Chemistry and Physics - Space Research in India.

Unit – IV: Indian Constitution

Nature - Preamble - Salient Features - Parliamentary Democracy - Fundamental Rights - Multi Party System - Pressure Groups - Directive Principles of State Policy - Statutory Bodies.

Unit – V: Present Day India

Indian States - Census - Flag - Emblem - Indian Defense - National Labs - River Valley Projects - Arts and Music - Awards in India - Sports in India - Influence of Media on the society - Mass communication.

Books for study

1. Surender Singh, *Geography*, Tata McGraw Hills General Studies Manual, New Delhi 2002.
2. Bakshi, *Indian Polity– Constitution of India*, New Delhi, 1996.
3. J.C Johari, *Indian Government and Politics*, Vishal Publication, New Delhi, 1979.

Reference Books

1. R.C Dutt, *History of Economic India*, Vol. 1 & 2, New Delhi, Publication Division, 1989.
2. *General Essays for Competitive examinations*, Vikas Publishing House, New Delhi.
3. Bipin Chandra, *Indian History – India Struggle for Independence*, Penguin, New Delhi, 2002.
4. Tata Mcgraw Hill, *General Studies Manual*, New Delhi, 2009.

Sem. III
14PHS3401

Hours/Week: 4
Credits: 4

IDC (WS):
INDIAN CONSTITUTION

Objectives

- * To make the students realize the significance of the Constitution
- * To make them familiarize the salient features of the Indian Constitution
- * To inculcate the spirit of the constitution among the students

Learning Objectives

- * By knowing the current affairs in politics
- * Group discussions and group works on functioning of Democracy
- * *Visits to Local courts to have field experience on the functioning of judiciary system*

Unit: 1: Evolution of Constitution

Brief Sketch on the Constitutional Development - Regulating Act 1773 - Charter Act of 1793 - Charter Act 1853 - Indian Councils Act 1861 - Minto-Morely Reforms Act 1909 - Mantagu - Chelmsford Reforms Act 1919 - Government of India Act 1935 - Making of the Constitution - Role of Constituent Assembly.

Unit: 2: Nature of the Constitution

Preamble - Salient Features of the Constitution - Parliamentary Democracy - Fundamental Rights and Duties - Multi Party System - Pressure Groups - Directive Principles of State Policy - Statutory Bodies.

Unit: 3: The Executive

The President - Vice-President - Governors - Election - Powers and Functions - Emergency Powers – Centre - State Relations - Article - 72, 161, 352, 356 & 360

Unit: 4: The Legislature

The Prime Minister - The Cabinet - The Parliament - Lok Sabha and Rajya Sabha - Speaker - Law Making Process - Distribution of Powers - Union List - State List - Concurrent List - Article 370 - Amendments.

Unit: 5: The Judiciary

Rule of Law - The Supreme Court - Powers- Jurisdiction - Judicial Review - Civil and Criminal Courts - High Courts

Books for Study

1. Johari, J.C., *Indian Political Systems*, New Delhi, Anmol Publications, 1996.
2. Laxmi Kanth, *Indian Polity*, New Delhi, Tate Mcgraw Hill 2004.
3. Mehta, Narindar, *Indian Political System: A Study in Government and Politics in India*, Jullundar. 1978.

Books for Reference

1. Avasti A.P., *Indian Political System*, Agra, 2002.
2. Basu, Durga Das, *An Introduction to Indian Constitution*, Agra, Wadha & Co, 2001.
3. Khanna, V.N., *Constitution and Government of India*, Book Well New Delhi, 1981.
4. Nainta, R. P., *The Government under the Constitution*, New Delhi, Deep & Deep, 2000.

Sem. III
14PHS3402

Hours/Week: 4
Credits: 4

**IDC (BS):
HISTORY OF SCIENCE AND TECHNOLOGY****Objectives**

- * To study the scientific and technical inventions of ancient civilizations
- * To illustrate the technological growth in nineteenth century
- * To estimate the services of scientists in developing India

Learning activities

- * Creating ability to search materials from internet
- * Field trip to Tiruchirappalli Planetarium
- * *Collecting newspaper clippings on recent Science and Technological growth*

Unit – 1: Development of Science and Technology

Definitions - Elements of Science and Technology - Science and Technology in Ancient and Medieval period in Greece, Rome, India, China, Europe and Arabia - Birth of Scientific inventions in Astronomy : Copernicus, Kepler, Galileo - Progress in Medical Science: Andreas Vesalius, Ambroise Pare, Paracelsus.

Unit – 2: Science and Technology in 18th Century

Foundations of Scientific Academics & Scientific growth in 18th Century: Royal Society of London and France - Progress in Physics and Mathematics, Chemistry and Medical Science - Invention in Textile Industry.

Unit – 3: Science and Technology in 19th Century

Science and Technology in the 19th Century: Charles Darwin - Michael Faraday - Sigmund Freud - Maxwell - Kelvin - Louis Pasteur - Patrick Manson - Progress in technology, transport - Steam Navigation - Automobiles - Modern Chemical Industry - Alfred Nobel - Communication: Telegraphs and Telephones.

Unit – 4: Science and Technology in 20th Century

Science and Technology in the 20th Century: X - Ray - Radium - Atom Bomb - Radio - Radar - Television - Computers & Internet - History of Aviation - Space Research in Russia & America.

Unit – 5: Science and Technology in Modern India

Progress of Science and Technology in Modern India: Progress in Astronomy - Space Research - Atomic Energy Commission - Green Revolution - Defense Research and Development Organization.

Books for Study

1. Varghese Jeyaraj, *History of Science and Technology*, Uthamapalayam, 2010.
2. Venkataraman, R, *History of Science and Technology*, Madurai, 1999.

Reference Books

1. Antony, HD, *Science and Background*, London, 1963.
2. Edgar Thorpe, *General Knowledge Manual*, New Delhi, 1995.
3. John Canning, *100 Great Modern Lives*, Calicut, 1972.
4. Kalpana Rajaram, *Science and Technology in India*, New Delhi, 1993.
5. Patrick Pringle, *Great Discoveries in Modern Science*, London, 1957.
6. Philip Leonard, *Great Men of Science*, London, 1950.
7. Sachdeu, SK, *Competition Success Review*, New Delhi, 1996.

Sem. IV
14PHS4112

Hours/Week: 6
Credits: 4

CONTEMPORARY HISTORY OF INDIA (SINCE AD 1947)

Objectives

- * To understand the achievements of independent India.
- * To create awareness about the role of makers of modern India.
- * To inculcate the knowledge on the challenges faced by India before and after globalization and responses to it.

Learning Activities

- * Articles on National Leaders.
- * Debate on Issues that peril India.
- * Group Discussion on India's Foreign Policy.

Unit – 1:

Contemporary Philosophers

Mahatma Gandhi - B.R. Ambedkar - J.P. Narayan - Periyar EVR – K.Kamaraj.

Unit – 2:

Internal and External Policies

Integration and Reorganisation of States - Foreign Policy - NAM - Relation with SAARC Countries - Indo-Chinese Relations - Kashmir Problem and Relation with Pakistan.

Unit – 3:

Prime Ministers of India

Nehru - Lal Bahadur Sastri - Indra Gandhi - Nationalization of Banks - Abolition of Privy Purses - Emergency - Operation Blue Star - Janata Interregnum - Coalition Governments: V. P. Singh to Manmohan Singh.

Unit – 4:

Major Issues

Ayodya Issue - Reservation Policy - Reservation to Women - Water Disputes - Poverty and unemployment - Starvation Deaths - Agrarian Crisis - State Terrorism - Corruption - Energy Crisis - Question of Nationality.

Unit – 5:

Economic Development

Transport and Communication - Agriculture - Green Revolution - White Revolution - Blue Revolution - India and World Bank - New Economic policy - Impact of WTO on India - Welfare Programme.

Books for Study

1. Anlet Sobithabai W., *Contemporary History of India (1947-2009)*, Sharon Publication, Marthandam, 2009.
2. Venkatesan G., *Contemporary History of India*, V.C. Publication, Rajapalayam. 2007
3. John Gilbert, G., *Contemporary History of India*, Anmol Publications, New Delhi, 2006.

Reference Books

1. Bipan Chandra, *India since Independence*, Penguin, New Delhi, 2002.
2. Murkan, J, (Ed.), *Poverty of India: Challenges and Responses*, Xavier Board Publication Thiruvananthapuram, 1988.
3. Prasad, BK, *Rural Development: Concept, Approach and Strategy*, Sarup and Sons, New Delhi, 2003.
4. Ram Puniyani, *Communal Politics: Facts Versus Myths*, Sage Publications, New Delhi, 2003.
5. Shashi Tharoor, *India: From Midnight to the Millennium*, Penguin Books, New Delhi, 2000.
6. Smita Narula, *Broken People: Caste Violence Against India's Untouchables*, Human Rights Watch, New York, 1999.

Sem. IV
14PHS4113**Hours/Week: 7**
Credits: 4**INDIAN ADMINISTRATION****Objectives**

- * To examine the evolution of Indian administration.
- * To understand the importance of planning.
- * To develop skills in participating Panchayat Raj institution.

Learning Activities

- * Listing the skills, abilities and attitudes required for an administrator.
- * Preparing a chart showing the administrative hierarchy.
- * Meeting village leaders and learn the method of administration

Unit – 1: Evolution of Indian Administration

Thiruvalluvar's Concept of Administration - Maurya - Cholas - Sultanate - Mughal Period - British Period - Administrative Environmental Setting: Constitution - Parliamentary Democracy - Federation - Planning - Socialism - Political Executive at the Union level: President, Vice President, Prime Minister, Council of Ministers, Cabinet Committees

Unit – 2: Structure of Central Administration

Secretariat, Cabinet Secretariat - Ministries and Departments - Boards and Commissions, Field Organizations, Centre State Relations - Legislative, Administrative, Planning and Financial - Public Services - All India Services Central Services, State Services, Union and State Public Services Commission, Training of Civil Servants

Unit – 3: Machinery for Planning

Planning Commission - Plan formulation - National Development Council - Planning at the State and District levels - Public Undertaking: Forms, management, control and problems - Controls of public expenditure: Parliamentary control - Role of Finance Ministry - Comptroller and Auditor General

Unit – 4: Administration of Law and Order

Role of Central and State agencies in maintenance of law and order - State administration: Governor - Chief Minister - Council of Ministers - Secretariat - Chief Secretary Directorates - District Administration: Role and Importance - District Collector - Land Revenue - Law and order - Developmental Functions - District Rural Development Agency - Special Development Programmes.

Unit – 5: Local Administration

Panchayat Raj - Urban Local Government - Features, forms, problems - Autonomy of Local Bodies - Issues in Indian Administration - Relationship between political and permanent executives - Generalists and Specialist in administration - integrity in administration - people's participation in administration - Redressal of Citizens' Grievances - Lok Pal and Lok Ayuktas - Administrative Reforms in India.

Books for Study

1. Madhvi Yasin, *Indian Administration*, New Delhi 1979.
2. VishnooBhagwan and VidyaBhushan, *Indian Administration*, S. Chand & Co. New Delhi, 2005.
3. Maheswari, SR, *The Evolution of Indian Administration*, Mac Millan, New Delhi 1980.

Reference Books

1. Altekar, AS, *State & Government in Ancient India*, Delhi, 1958.
2. VidyaBhusan, *Indian Administration*,: S. Chand & Co., Delhi 2000.
3. Tyagi, *Public Administration: Principles & Practices*, Atma Ram & Sons, Mumbai 1989.
4. Avasthi & Avasthi, *Indian Administration*, Lakshmi Naraian Agarwal Publication, Agra, 1993.

Sem. IV
14PHS4114

Hours/Week: 6
Credits: 4

POLITY AND CONSTITUTION OF INDIA

Objectives

- * To make the students realize the significance of the Constitution
- * To make them familiarize the salient features of the Indian Constitution
- * *To inculcate the spirit of the constitution among the students*

Learning Objectives

- * Knowing the current affairs in politics
- * Group discussion and group works
- * *Visits to Local courts to have field experience on the functioning of the judiciary*

Unit: 1: Evolution of Constitution

Brief sketch on the Constitutional Development - Regulating Act 1773 - Charter Act of 1793 - Charter Act 1853 - Indian Councils Act 1861 - Minto-Morley Reforms Act 1909 - Montague – Chelmsford Reforms Act 1919 - Government of India Act 1935 - Making of the Constitution - Constituent Assembly - Its Role.

Unit: 2: Nature of the Constitution

Nature of the Constitution - Preamble - Salient Features of the Constitution - Parliamentary Democracy - Fundamental Rights and Duties - Multi Party System - Pressure Groups - Directive Principles of State Policy - Statutory Bodies.

Unit: 3: The Executive

The President- Vice-President - Governors - Election - Powers and Functions - Emergency Powers - Centre - State Relations - Article 352, 356 & 360.

Unit: 4: The Legislature

The Prime Minister - The Cabinet - The Parliament - Lok Sabha and Rajya Sabha - Speaker - Law Making Process - Distribution of Powers - Union List - State List - Concurrent List - Article 370.

Unit: 5: The Judiciary

Rule of Law - The Supreme Court - Powers- Jurisdiction - Judicial Review - Civil and Criminal Courts - High Courts

Books for Study

1. Johari, J.C., *Indian Political Systems*, , Anmol Publications, New Delhi 1996.
2. Laxmi Kanth, *Indian Polity*, , Tata Mcgraw Hill New Delhi 2004.
3. Mehta, Narindar, *Indian Political System: A Study in Government and Politics in India*, Jullundar, 1978.

Books for Reference

1. Avasti A.P., *Indian Political System*, Agra, 2002.
2. Basu, Durga Das, *An Introduction to Indian Constitution*, Wadha & Co, Agra, 2001.
3. Khanna, V.N., *Constitution and Government of India*, , Book Well, New Delhi 1981.
4. Nainta, R. P., *The Government under the Constitution*, , Deep & Deep, New Delhi 2000.

**Sem. IV
14PHS4115****Hours/Week: 5
Credits: 3****ARCHAEOLOGY****Objectives**

- * To study the fundamentals of archaeology.
- * To assess the different scientific techniques associated with archaeology.
- * To create awareness and skills on the excavation procedures.
- * To update the information on recent archaeological excavation.

Learning activities

- * Newspaper clippings on archaeological excavations and new findings.
- * Field trips to archaeological sites.
- * Involving students in the conservation of monuments.

Unit – 1:**Definition and Scope**

Value of Archaeology - New Archaeology - Archaeology and Natural Science: Culture - Environment- Kinds of Archaeology: Ethnic Archaeology - Under Water Archaeology - Aerial Archaeology - Salvage Archaeology - Functions of an Archaeologist

Unit – 2:**Methods of Site Survey**

Map Reading - Physical Features - Ethnographic data - Historical literature - Field Observation and Recording of Data - Tools and Equipments: Camp Equipment - Surveyor's Equipment - Excavation Equipment - Photo Equipment.

Unit – 3:**Excavation Principles and Methods**

Typological Method - Stratigraphical Method - Bench level of Datum Line System. Lay out of Trenches: Trial Trenches and Sondages - Rectangular Trenching or Vertical Excavation - Grid System or Horizontal Excavation - Open Stripping - Quadrant Method.

Unit – 4:**Archaeology and other Sciences and Dating Methods**

Absolute and Relative Dating - Glacial Varve Chronology - Soil Science - Radio Carbon Dating - Thermoluminescence Dating - Archaeology and

Chemistry - Uranium Dating - Nitrogen or Collagen Dating - Phosphate Analysis - Dendrochronology - Archaeology and Geology.

Unit – 5:

Archaeological Survey of India

Excavated sites in Tamil Nadu: Arikamedu - Thirukkoyilur – Kaverippoompattinam - Mahaballipuram – Kodumanal – Uraiyur – Adichanallur - Korkai - Pattanam.

Text Books

1. Raman, KV, *Principle and Methods of Archaeology*, Parar's Magazines Co, 1991.
2. Venkatraman, R, *Indian Archaeology – A Survey*, Ennes Publishers, Chennai, 1999.

Reference Books

1. James Steward, *Archaeological Guide and Glossary*, New York, 1998
 2. Krishnamurthy, K, *Introducing Archaeology*, Ajantha Publishers, New Delhi, 1995.
 3. Krishnamurthy, K, *Introducing Archaeology*, Ajantha Publishers, New Delhi, 1995
 4. Maxwell T.S., *Eastern Approaches, Essays on Asian Art and Archaeology*. London, 2000
 5. Raman K.V., *Excavations at Uraiyur*, University of Madras, 1988.
 6. Thangamani Ma. Ra., *Tholporul Aivum Panpadum*. Maduari, 1999.
 7. Tamg Stewars, *Archaeological Guide and Glossary*. New York, 2000.
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Sem. IV
14PHS4116

Hours/Week: 6
Credits: 4

INTERNATIONAL RELATIONS
(SINCE AD 1945)

Objectives

- * To understand various concepts in International Relations.
- * To identify significant International trends and issues.
- * To analyze factors involved in the relations between and among nations.
- * *To locate various countries in the world map*

Learning Activities

- * Preparing chart showing the structure of UNO
- * Initiating discussion on current issues and develop perspective on world affairs
- * *Dramatize the effects of Globalization*

Unit-1: Concepts

Definition - Scope - Determinant of International Relations - Elements of National Power - Diplomacy - Balance of Power - Collective Security.

Unit-2: UNO and IR

UNO - Various Organs - Specialized Agencies - Work of UNO; Social, Cultural, Environmental and Political Aspects - Disarmament and SALT.

Unit-3: Cold War and IR

Cold War - Emergence of Two Blocks - NATO, CENTO, SEATO, Warsaw Pact - Integration of West Europe and US containment policy - Communist East Europe - Emergence of Third World and Non-Alignment - SAARC.

Unit-4: Post Cold War Era

European Hegemony and Awakening in Asia and Africa - The Arab League – Oil Politics - The Common Wealth - European Community: Consolidation and Expansion of European Community & European Union.

Unit-5: Recent Trends

Soviet Disintegration and the Emergence of Unipolar World - End of the Cold War and US Ascendancy in the World - Neo Colonialism : Liberalization, Privatization, Globalization - New Economic World Order, WTO - Global Terrorism and its impact - Global Environmental Issues.

Books for Study

1. Srivastava, L.N, *International Relations*, Surjeet Publications, Mumbai 1999.
2. Palmer & Perkins, *International Relations*. London, 2000

Reference Books

1. Bartlett, C. J, *The Global Conflict 1880 – 1970*, London, 1984
 2. Cromwell, R. D, *World History in the Twentieth Century*, London, 1969.
 3. Johari, J. C, *International Relations and Politics*, New Delhi, 1984.
 4. Milkote, R, *International Relations and Politics*, New Delhi, 1980.
 5. Muhammad Shamsal Huq, *International Politics*, New Delhi, 1987.
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