P G – SYLLABUS 2016

P G AND RESEARCH DEPARTMENT OF HISTORY
ST. JOSEPH’S COLLEGE (AUTONOMOUS)
TIRUCHIRAPPALLI – 2.
## PG HISTORY – COURSE PATTERN 2016

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Code</th>
<th>COURSE</th>
<th>Hours</th>
<th>Credit</th>
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<tbody>
<tr>
<td>I</td>
<td>16PHS1101</td>
<td>Socio – Political and Cultural History of Ancient India (Up to AD 1000)</td>
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<td>6</td>
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<td>16PHS1102</td>
<td>Socio-Cultural History of Tamil Nadu – I (From Pre-History to AD 1675)</td>
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<td>16PHS1103</td>
<td>History of World – I (AD 1453 – AD1815)</td>
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<td>16PHS1104</td>
<td>History of Science and Technology <em>(Online Course)</em>*</td>
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<td>16PHS1201A</td>
<td>Elective – I: Indian Geography / or</td>
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<td>16PHS1201B</td>
<td>Elective – I: Archives Keeping</td>
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**Total for Semester 1**  
30  28

| II   | 16PHS2105| Socio-Political and Cultural History of Medieval India (AD 1000- AD1707) | 8     | 6      |
|      | 16PHS2106| Socio-Cultural History of Tamil Nadu – II (AD 1675 to AD 2010)          | 7     | 5      |
|      | 16PHS2107| History of World – II (AD 1815 – AD1945)                                 | 7     | 6      |
|      | 16PHS 2108| Self-paced Learning                                                      | --    | 2      |
|      | 16PHS2202A| Elective – II: Human Rights / or                                         | 4     | 4      |
|      | 16PHS2202B| Elective – II: Economic History of Modern India                          |       |        |
|      | 16PSS2401| IDC: Soft Skills                                                         | 4     | 4      |

**Total for Semester 2**  
30  27

| III  | 16PHS3109| History of Modern India (AD 1707 – AD 1947)                             | 7     | 5      |
|      | 16PHS3110| Historiography                                                          |       | 4      |
|      | 16PHS3111| Project Dissertation & *Viva Voce*                                       | 5     | 5      |
|      | 16PHS3203A| Elective – III: Women Studies in India/ Or                               |       | 4      |
|      | 16PHS3203B| Elective – III: General Studies for Competitive Examinations            | 4     | 4      |
|      | 16PHS3402| IDC – WS: Indian Polity                                                  | 4     | 4      |
|      | 16PHS3403| IDC – BS: Indian Constitution                                            | 4     | 4      |

**Total for Semester 3**  
30  26

| IV   | 16PHS4112| Contemporary India (AD 1947 – AD 2014)                                   | 6     | 5      |
|      | 16PHS4113| Modern Indian Administration                                            | 7     | 6      |
|      | 16PHS4114| History of World Civilizations                                          | 6     | 4      |
|      | 16PHS4115| Archaeology                                                             | 5     | 3      |
|      | 14PHS4116| Introduction to Journalism *(Online Course)**                           | 6     | 4      |
|      | 16PHS4117| Comprehensive Examination                                               | --    | 2      |

**Total for Semester 4**  
30  24

| I-IV | 16PHS4601| Community work (SHEPHERD) & Gender Studies                              |       | 5      |

**Total for all Semesters**  
120  110

*WS – IDC within School  BS – IDC between Schools  
** The entire syllabus is through online
Sem. I  Hours / Week: 7
16PHS1101  Credit: 6

SOCIO – POLITICAL AND CULTURAL HISTORY OF ANCIENT INDIA
(UPTO AD 1000)

Objectives
➢ To inculcate historical consciousness in the minds of students
➢ To impart knowledge on the Indian Heritage
➢ To train the students to face the competitive examinations

Learning Activities
❖ Writing assignments analytically using different sources
❖ Conducting Group Discussion on relevant topics
❖ Collecting information regarding Aasivagam sites

Skill Component
• To develop the skill of presenting the historical events in a chronological order
• To acquire the skill of critical outlook on the historical events

Unit-1
Concepts, Ideas and Sources:
Bharatvarsha, Sabha and Samiti, Varnasrama, Purusharthas, Rina, Samskaras, Yajna, Doctrine of Karma, Dandaniti, Arthasastra, Saptanga, Dharmavijaya, Stupa, Chaitya. Sources and approaches to the study of ancient Indian history – Pre-historic cultures in India - Indus Civilization - Aryan invasion and Vedic Society - Evolution of Monarchy and Varna System.

Unit-2
Mahajanapathas and Mauryas:
Formation of States (Mahajanapathas) - Rise of Aseevagam, 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 – Sangam Literature and society - Indo-Greeks, Sakas, Parthians, Kushanas: Kanishka, Culture and Art

Unit-4
Gupta Period:

Unit-5
Regional States:

Books for Study
2. Majumdar R.C, An Advanced History of India, Mac Millan, New Delhi, 2002. (Unit 1-5)

Reference Books

Sem. I

16PHS1102

SOCIO-CULTURAL HISTORY OF TAMILNADU - I
(From Pre-History to AD 1675)

Objectives
➢ To analyze the Ancient Tamil Civilization
➢ To reveal the achievements of Kalabras and Pallavas
➢ To discuss the uniqueness of Chola’s Society

Learning Activities
➢ Collecting remains of Archaeological evidences in Tamil Nadu
➢ Preparing a chart showing the chronological order of Ancient Tamil Nadu
➢ Conducting group discussion on Ayyanaar and Aasevagam

Skill Component
➢ To develop the skill of equipping in preserving historical monuments
➢ To acquire the skill of understanding the socio-cultural aspects of Tamil Nadu through observing cultural practices in Tamil Nadu

Unit-1

Unit-2

Unit-3
Imperial Cholas: Society - Economy - Religion - Art and Architecture

Unit-4
Unit-5


BOOKS FOR STUDY
4. SubramanianT Social and Cultural History of Tamil Nadu, Madras, 1985 (Unit – 2)

Reference Books

Sem. I
16PHS1103

HISTORY OF WORLD – I (AD 1453 – AD 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

Skill Component
• Students to learn the skill of teaching the routes of Geographers
• To enhance the skill of comprehending historical developments of the world in its totality

*****
Unit – 1
Decline of Feudalism – Geographical Discoveries – Renaissance and Reformation in Europe – Industrial Revolution - Rise of Capitalism

Unit – 2
Age of Enlightenment- France-Spain- Austria-Russia-Prussia- Emergence of Nation States England – France - Russia

Unit – 3
Commercial Revolution in Western Europe – Mercantilism – Theocracy in India – Policy of Isolation in China (Close Door Policy)

Unit-4
Growth of Parliamentary Institutions in England – Thirty Years War – Its significance in European History – Ascendancy of France

Unit – 5
The French Revolution and Napoleonic Era (AD 1789 to 1815) – Its significance in the World History – Vienna Congress.(1815)

Books for Study

Reference Books

Sem. I
16PHS1104

HISTORY OF SCIENCE AND TECHNOLOGY

(Online Course)

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
Skill Component

- The skill of developing scientific enquiry

Unit – 1

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


Unit – 3


Unit – 4


Unit – 5


References: (Web Sources)

Unit I

https://en.wikipedia.org/wiki/Ancient_technology
https://en.wikipedia.org/wiki/History_of_science_and_technology_in_the_Indian_subcontinent
http://www.cryystalinks.com/egyptscience.html
http://www.civilserviceindia.com/subject/History/prelims/science-technology.html
http://www.ducksters.com/history/mesopotamia/science_and_technology.php
http://www.newworldencyclopedia.org/entry/History_of_science_and_technology_in_China
http://www.mhs.ox.ac.uk/scienceislam_education/docs/Science_and_technology_in_Medieval_Islam-Teachers_notes.pdf
http://www.iisc.ernet.in/prasthu/pages/PP_data/105.pdf
https://books.google.co.in/books?id=9oZsCwAAQBAJ&pg=PT1389&lpg=PT1389&dq=development+of+science+and+technology+in+ancient+world&source=bl&ots=Ebwp8LYU2k&sig=NCy0yMPtNhSRGtCUt_9HFEIfaM8&hl=en&sa=X&ved=0ahUKEwio07T0uzLAhXBCY4KH
Unit II

https://www.loc.gov/rr/scitech/tracer-bullets/scitech18tb.html
http://www.daviddarling.info/encyclopedia/S/science_in_the_eighteenth_century.html
http://inventors.about.com/od/timelines/a/Eighteenth.htm
http://www.scaruffi.com/science/18th.html
https://en.wikipedia.org/wiki/Science_and_technology_in_the_United_States
http://theinventors.org/library/inventors/bl1700s.htm

Unit III

http://www.localhistories.org/victech.html
http://www2.sunysuffolk.edu/westn/scitech.html
http://www.iun.edu/~hisdcl/h114_2002/nineteenthcentury.htm
http://www.mzwtg.mwn.tum.de/fileadmin/w00bmt/www/Arbeitspapiere/Wenganroth_sci-tech-ind-19c.pdf
http://teachinghistory.org/history-content/ask-a-historian/24470
http://www.scaruffi.com/science/19th.html
http://inventors.about.com/od/timelines/a/Nineteenth.htm

Unit IV

http://www.scaruffi.com/science/20th.html
http://www.unesco.org/bpi/science/content/press/anglo/6.htm
http://www.slideshare.net/sushmitamaeleones/technology-in-the-20th-century
http://content.time.com/time/photogallery/0,29307,2026224,00.html
http://www.toptenz.net/top-10-inventions-of-the-20th-century.php
Unit V

https://en.wikipedia.org/wiki/Science_and_technology_in_India
https://india.gov.in/topics/science-technology
http://www.frontline.in/science-and-technology/
http://www.imsc.res.in/~jayaram/Articles/1frontline/node3.html
http://www.slideshare.net/sandhyapillai5201/technological-advancements-in-india-34507898
https://www.youtube.com/watch?v=bt4mJLTt_AU

PPTs will be prepared and uploaded in college website www.sjctni.edu for all the units...

Sem. I
16PHS1201A

Elective I: 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.

Skill Component

• To develop the skill of understanding history in its geographical background
• To acquire the skill to understand the relationship between history and geography and to realize the impact of geography on history

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

Unit - 3

Unit - 4

Unit - 5

Books for Study:

Reference Books

Sem. I Hours / Week: 4
16PHS1201B Credits: 4
Elective I: ARCHIVES KEEPING

Objectives
➢ To realize the importance of Archives
➢ To know the practice of archives keeping
➢ To study different types of preservation techniques
➢ To elucidate the different types of documentation procedures

Learning activities
➢ Field trip to ShembaganurJesuit Madurai Province Archives, Madras State Archives and TiruchirappalliDistrict Record Centre
➢ Assignments by using government records & Archival materials

Skill Component
• Students are to equip the skill of preserving archival sources
*****
Unit – 1
Archives: Definition - Creation – Uses – Archives and Library - Various types of Archives – Materials used for creation – Birth of a document

Unit – 2
History of Archives in Europe and India - Preservation Techniques – Enemies of Records – Rehabilitation of Records – Functions of Archivists

Unit – 3
Functions and Administration: – 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
National Archives of India and Tamil Nadu State Archives – Administration of Tamil Nadu Archives – SarfojiSaraswathiMahal Library of Tanjore – Jesuits Madurai Province Archives in Shembaganur – Field Work

Books for Study:

Reference Books
SOCIO AND CULTURAL HISTORY OF MEDIEVAL INDIA
(AD 1000 TO AD 1707)

Objectives

- To provide knowledge on the cultural contribution of Muslim rulers
- To impart an quest to know deeply the unexplored areas of medieval history
- To imbibe the moral values given by different religions and the Bhakti Saints

Learning Activities

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

Skill Component

- To develop the skill of presenting historical events in a chronological order so as to appear in competitive examinations
- To develop the skill of situating past historical events in today’s context
- To develop the skill of understanding the pluralistic past in India

Unit – 1
Turkish Invasions
Expeditions of Mahmud of Gazni - Alberuni - Muhammad of Ghor and his invasions – Impact of Battles of Tarain

Unit – 2
Delhi Sultanate
Theory of Kingship - Central and Provincial Administration - Iqta System - Agrarian Measures - Market Control - Currency System

Unit – 3
Regional States in Southern India
Malik Kafur’s Invasion – Vijayanagara Empire: Administration - Society – Economy – Art and Architecture - Bahmini Kingdom – Marathas

Unit – 4
The Mughals

Unit – 5
Religious Ideas and Believes
Sikhs – Bhakti – Saivites and Vaishnavites - Sufi Movements – Din-I-lahis

Books for Study:
1. Mahalingam T.V, Economic life in the Vijayanagar Empire, (Unit – 2)
2. Srivastava and Majumdar, History of Medieval India, (Unit – 1)
Reference Books:


Sem. II

716PHS2106

**SOCI-CULTURAL HISTORY OF TAMIL NADU – II (AD 1675 – AD 2010)**

**Objectives**

- To understand the contribution of Marathasto Tamilagam
- To learn the values for which the Socio- Religious Reform Movements emerged in Tamil Nadu
- To discuss the uniqueness of Chola’s Society

**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

**Skill Component**

- To develop the skill of comparing the historical events in a fruitful way
- To develop the skill of critiquing the historical issues

**Unit – 1**

**Thamizhagam under Marathas**


**Unit – 2**

**Socio-Religious Reform Movements**


**Unit – 3**

**Social Reform Movements**

Unit – 4
Growth of Tamil Literature (1800 - 1947)

Unit – 5
Thamizhagamsince Independence

Books for Study:

Reference Books:

Sem. II
16PHS2107

HISTORY OF WORLD – II (AD 1815 – AD1945)

Objectives
➢ To prepare the students for the competitive examinations.
➢ To realize the impact of colonialism and imperialism.
➢ To make them understand the ideas of Liberalism, Nationalism and Communism

Learning Activities
❖ Organizing a symposium on the growth of Democracy
❖ Group Discussion on League of Nations
❖ Marking the Important battle fields of the Second World War in a Map
Skill Component

- To cultivate the skill of looking at the international issues from the local point of view
- To develop the skill of critiquing the international issues

Unit – 1
Growth of Liberalism and Democracy in Western Europe (1815 – 1914) – Socialist and Labour Movements in Europe – Emergence of Marxism

Unit – 2
Colonialism and Imperialism in Asia and Africa 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

Unit – 4

Unit – 5
The Great Depression – Fascism in Italy – Nazism in Germany – USSR between the Wars – World War II – Causes and Consequences.

Books for Study

Reference Books
2. Grant AJ, Europe the story of last five centuries, Longmans, 1921.
SELF – PACED LEARNING

DRAVIDIAN MOVEMENT IN TAMILNADU

Objectives

➢ To understand the origin of the concept Dravidian
➢ To learn the contributions of Dravidian Movement
➢ To inculcate the spirit of Self-Respect Movement

Learning Activities

❖ Collecting speeches and writings of the leaders of Dravidian Movement and their contributions
❖ Organizing Group Discussion of Dravidian and Aryan debates

Unit – 1


Unit – 2

EVR Periyar and Self Respect Movement – Its principles and its social reforms – Efforts for establishing social justice - Anti–Hindi Agitation – Demand of Separate Dravidasthan 1939–

Unit – 3

Contributions of M.C. Raja, Rev. D. John Rathinam, Shivaraj and RettamalaiSeenivasan - Dravidian Movement and Depressed Class Leaders – Demand for separate electorate to depressed class.

Unit – 4


Unit – 5


Books for Study

Reference Books

Sem. II

**16PHS2202A**

**Elective II: HUMAN RIGHTS**

**Hours / Week:** 4  
**Credits:** 4

**Objectives**
- To inculcate the spirit of human rights consciousness and awareness
- To know 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

**Learning Activities**
- Encourage to prepare an album on newspapers cutting materials
- Case study to record victims’ interviews
- Group level mini project work of human rights issues
- Field Visits to District Court, Prison, NGOs working in this field etc.,

**Skill Component**
- To develop the skill of initiating meaningful discussion on human rights violations
- To acquire the skill of documenting the human rights violations
- To develop the skill of presenting the human rights violations in the media
- To acquire the skill of enlightening the human rights violation through documentary film

**Unit – 1**

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

**Unit – 2**


**Unit – 3**

Unit – 4

Unit – 5

Books for Study:

Reference Books

Sem: II
Hours/Week: 4
Credits: 4

Elective II: ECONOMIC HISTORYOF 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 achievements of India to attain economic stability
➢ To study the impact of liberalizationprivatization and globalization 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

Skill Component

● To develop a critical enquiry on the economic policies (mainly on the British).

Unit - 1
Economy in the Mid-Eighteen Century –Self Sufficient Communities – Towns – Trade – Banking – Nascent Capitalism

Unit – 2
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
Unit – 3

Unit – 4
Economic Planning in India – Globalization and Indian Economy – Emergence and Growth of Indian Capitalist Enterprise

Unit – 5

Books for Study:

Books for Reference:
3. Bhattacharya, Dines – *A Concise Economic History of India*.

Sem: II
416PSS2401

IDC – 1: SOFT SKILLS
Sem. III  
16PHS3109  

HISTORY OF MODERN INDIA (AD 1707 – AD 1947)

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 Women Freedom Fighters in India
➢ Collecting primary sources from archives and college library and analyzing them
➢ Writing assignments using various literature related to Freedom Movement

Skill Component
• To develop the skill of critiquing national issues
• To develop the skill of viewing the national movement from the Subaltern perspective
• To develop the skill of comprehending the national movement in its totality (Pluralistic manner)
Unit – 1
Advent of Europeans – Carnatic Wars – Anglo-Mysore Wars – Anglo-Marathas War and Anglo-Sikh War.

Unit – 2

Unit – 3
Moderates – Extremists - Emergence of Gandhi: Satyagraha - Khilafat Movement- Non-Cooperation Movement-Violence at ChauriChaura-Civil Disobedience Movement (1930-1934) - Other strands in Nationalism: Revolutionary Movement – Causes- Their Methods- Formation of Secret Societies in India and Abroad- Socialist and Communalist Trends-

Unit – 4

Unit – 5

Books for Study

Reference Books
HISTORIOGRAPHY

Objectives

- To understand the meaning of History and Historiography
- To compare and contrast the different trends in historical writing
- To analyze 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
- Conducting Debate on History is a Science or an Art

Skill Component

- To acquire skill of methodology to write research articles
- To develop the analytical skill of viewing different schools of thought in historiography
- To equip the skill of scientific enquiry in analyzing historical events

Unit – 1
Definition – Nature – Scope and Purpose – Uses and Abuses of History – Kinds of History – History and Allied Subjects – History: Science or an Art

Unit – 2

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

Unit – 5
Books for Study:

Reference Books

Sem. III
16PHS3111

<table>
<thead>
<tr>
<th>Hours / Week: 5</th>
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<td>Credits: 5</td>
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PROJECT DISSERTATION & VIVA VOCE
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 into constructive ones
- A debate on equality of women in administration
- Case study of a violation of women's rights in order to sensitize Women Studies

Skill Component

- To develop the skill of presenting the human rights violations against women in media
- Students are to acquire the skill of enlightening the women’s rights through documentary film
- Skill to develop the methods of sensitizing human rights violations against women

Unit – 1: Importance of the Subject

Relevance and need of the subject– Evolution of gender studies– Women through ages-Ancient medieval- modern and contemporary period.

Unit – 2: Discriminations and Violence:


Unit – 3: Initiatives towards Women liberation:


Unit – 4: Modern Reformers and Thinkers:


Unit – 5: Women and Law:

Books for Study

Reference Books

Sem: III  Hours/week: 4  Credit: 4
16PHS3203B

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

Unit – II

Unit – III
Science and Statistical analysis – Everyday science – Physiology – Biology – Basic Chemistry and Physics – Space Research in India – Maps.
Unit – IV

Unit – V

Books for study
2. Bakshi, Indian Polity– Constitution of India, New Delhi, 1996.

Reference Books

Sem. III
16PHS3401

Hours/Week/: 4
Credits: 4

IDC: Within School: INDIAN POLITY

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

Skill Component
• To learn the skill of approaching the peoples’ representatives and decision making authorities
• To develop analytical skill of critiquing the organs of democracy and their functions

Unit-1
Approaches to the Study of Indian Politics: Liberal, Marxist and Gandhian - Nature of the State: Framework, Basic features, Fundamental Rights and Directive Principles of State Policy
Unit-2

Institutional Functioning: President - Prime Minister, Parliament and Judiciary - Power Structure in India: Caste – Class - Patriarchy - Religion and Politics: Secularism and Communalism

Unit-3


Unit-4


Unit-5

Social Movements: Labour, Peasant, Environment and Women Movements – Civil Society Groups - Pressure Groups: Meaning, Types, Difference between Political Parties and Pressure Groups

Books for Study
1. Johari J.C., Indian Political Systems, New Delhi, Anmol Publications, 1996.
2. LaxmiKanth, Indian Polity, New Delhi, Tate Mcgraw Hill 2004.

Books for Reference

Sem. III

16PHS3402

IDC – Between School: 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
- 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

Skill Component
- To develop the skill of comprehending the secular nature of the constitution
- To enhance an analytical mind to compare ours with other constitutions
Unit: 1

Unit: 2

Unit: 3
The Executive - The President- Vice-President- Governors - Election – Powers and Functions - Emergency Powers – Centre - State Relations- Article 352, 356, 360& 370

Unit: 4

Unit: 5

Books for Study
2. LaxmiKanth, Indian Polity, New Delhi, Tate Mcgraw Hill 2004.

Books for Reference

Sem. IV
16PHS4112

CONTEMPORARY INDIA (AD 1947 – AD 2014)

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

Skill Component

- Developing the skill of analyzing national issues in their proper perspective
- Acquiring the skill of comprehending the national issues in their totality
- Enhancing scientific temper among the students

Unit – 1

Unit – 2
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: Jawaharlal Nehru – Lal Bahadur Sastri – Indira Gandhi — PMs of the Coalition Governments: Moraji Desai - V. P. Singh - AB Vajpayee to Manmohan Singh

Unit – 4

Unit – 5

Books for Study

1. Anlet Sobithabai W, Contemporary History of India (1947-2009), Sharon Publication, Marthandam, 2009. (Unit – 1,2,3 & 5)
2. Venkatesan G, Contemporary History of India, V.C. Publication, Rajapalayam. (Unit – 1- 5)

Reference Books

MODERN 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

Skill Component
• To learn the skill of approaching the peoples’ representatives and decision making authorities
• To develop analytical skill of critiquing the organs of democracy and their functions

Unit – 1
Political Executive at the Union level: President, Vice President, Prime Minister, Council of Ministers, Cabinet Committees -Structure of Central Administration: Secretariat, Cabinet Secretariat – Ministers and Department Boards and Commissions, Field Organisations.

Unit – 2
Centre State Relations – Legislative, Administrative, Planning and Financial – Public Services – All India Services Central Services, State Services, Local Civil Services, Union and State Public Services Commission, Training of civil services

Unit – 3

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 – 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 – People’s participation in administration – redressal of Citizens’ Grievances – Lok Pal and LokAyuktas – Administrative Reforms in India
Books for Study


Reference Books


Sem. IV
16PHS4114

**HISTORY OF WORLD CIVILIZATIONS**

**Objectives**

- To provide well balanced coverage of the all key factors comprising the world civilization
- To help the students with broad based knowledge and understanding of the concept of evolution of Mankind and Culture
- To provide impact on human lives today through the ancient civilization

**Learning Activities**

- Mapping the River Valley Civilizations
- Group discussions on impact of ancient civilizations on today
- Visit to Archaeological excavation sites

**Learning Activities**

- To develop the skill of methods in archaeological excavations
- To develop the skill of interest in preserving the archaeological artifacts

**UNIT-I**

Definition of Civilization - Comparison between culture and Civilization - Origin and Growth of Civilization - Pre-Historic Culture - Paleolithic and Neolithic Culture

**UNIT-II**


**UNIT-III**

Sumerian, Babylonian, Assyrian and Chaldean Civilizations - Persian Civilization - Hebrew Civilization
UNIT-IV

Classical Civilization - Ancient Greece - Hellenistic Civilization its legacy - Ancient Rome - Roman Civilization its legacy

UNIT-V

Japanese Civilization - Maya, Aztec and Inca Civilizations

Books for Study

Reference Books
3. Edward MacnallBurns, *Western Civilization - Their History and their Culture*.
Sem. IV  
16PHS4115  

**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

**Skill Component**
- To develop the skill of methods in archaeological excavations  
- To develop the skill of interest in preserving the archaeological artifacts

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**Unit – 1**

**Unit – 2**

**Unit – 3**
Excavation Principles and Methods: Absolute and Relative Dating – 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**

**Unit – 5**
Text Books


Reference Books


Sem. IV

16PHS4116

Introduction to Journalism (Online Course)

Hours / Week: 6

Credits: 4

Objectives

➢ To make the students understand the historical background of Journalism
➢ To facilitate the students to develop a rational approach towards present media
➢ To equip the students to acquire the caliber of reading between lines

Learning Activities

➢ Newspaper clippings on Media’s role on Society
➢ Field trips to News Press
➢ Involving students in the conservation with journalists

Unit-1

Understanding News - Ingredients of news - News: meaning, definition, nature
The news process: from the event to the reader (how news is carried from event to reader)
Hard news vs. Soft news, basic components of a news story - Attribution, embargo, verification, balance and fairness, brevity, dateline, credit line, byline.

Unit-2


Unit-3

Understanding the structure and construction of news - Organising a news story, 5W’s and 1H, Inverted pyramid - Criteria for news worthiness, principles of news selection
Use of archives, sources of news, use of internet

Unit-4

Different mediums-a comparison - Language and principles of writing: Basic differences between the print, electronic - and online journalism - Citizen Journalism
Unit-5

Role of Media in a Democracy - Responsibility to Society - Press and Democracy – P T A – Contemporary debates and issues relating to media - Ethics in journalism

References: (Web Sources)

Unit-1

http://journalism.utexas.edu/
https://news.morningstar.com
http://www.schooljournalism.org/news-gathering-tips/
https://processofwritingnews.wordpress.com/
https://en.wikipedia.org/wiki/News
http://www.slideshare.net/helpingmedia/the-news-production-process-10429014
http://www.newsu.org/courses/understanding-media-process-and-principles
http://www.slideshare.net/asiyasiddika28/hard-news-vs-soft-news
https://www.youtube.com/watch?v=NHjSZE0SLTM

Unit-2

https://en.wikipedia.org/wiki/Yellow_journalism
https://history.state.gov/milestones/1866-1898/yellow-journalism
http://iml.jou.ufl.edu/projects/spring04/vance/yellowjournalism.html
http://www.newworldencyclopedia.org/entry/Yellow_journalism
http://www.britannica.com/topic/yellow-journalism
https://www.youtube.com/watch?v=0wFrAny77UY
http://extension.missouri.edu/p/CM201
https://righthat.com/assets/Perspectives/RightHatClearWriting.pdf
http://darwin.eeb.uconn.edu/eeb245w/clear-writing.html
https://www.youtube.com/watch?v=JGJ7Qv17w0k

Unit-3

https://www.google.co.in/search?q=5ws&biw
https://en.wikipedia.org/wiki/Five_Ws
https://stevebuttry.wordpress.com/2015/02/20/how-can-archives-add-value-for-newspapers-and-tv/
http://www.bl.uk/reshelp/findhelpprestype/news/bna/
https://www.youtube.com/watch?v=cGRLwh2uW6M
http://www.discourses.org/OldArticles/Structures%20of%20news%20in%20the%20press.pdf
http://jsp.psychopen.eu/article/view/96/37
https://books.google.co.in/books?id=RVR_yGdjZ8gC&pg=PA148&lpg=PA148&dq
Unit-4
http://www.collinsdictionary.com/dictionary/english/mediums
http://grammarist.com/usage/media-mediums/
https://www.archives.gov/open/plain-writing/10-principles.html
http://www.slideshare.net/ujjwalacharya/online-journalism-11227880
https://en.wikipedia.org/wiki/Citizen_journalism
http://cj.ibnlive.in.com/
https://www.techopedia.com/definition/2386/citizen-journalism
https://www.youtube.com/watch?v=9APO9_yNbg

Unit-5
http://theviewspaper.net/role-of-the-media-in-democracy/
https://en.wikipedia.org/wiki/Media_democracy
https://www.google.co.in/search
https://in.answers.yahoo.com/question/index?qid=20090303035752AACdZYF
http://www.caluniv.ac.in/global-mdia
https://www.youtube.com/watch?v=zCkalT4JFCg
https://www.youtube.com/watch?v=FXYS95J0RAM
https://www.spj.org/pdf/ethicscode.pdf
http://www.newsu.org/courses/ethics-journalism
http://ethicnet.uta.fi/belarus/journalists_ethics_code
https://www.youtube.com/watch?v=Jv-J_ArEJ8w
https://www.youtube.com/watch?v=Vb70x5VSVS4
https://www.youtube.com/watch?v=JQ1GaqyHkU

PPTs will be prepared and uploaded in college website www.sjctni.edu for all the units…
COMPREHENSIVE EXAMINATION