

H.H. THE RAJAH'S COLLEGE (AUTONOMOUS)  
(Re-accredited with B+ by NAAC)  
PUDUKKOTTAI – 622 001

DEPARTMENT OF HISTORY

M.A HISTORY



BOARD OF STUDIES 2021- 2024  
(Under Common CBCS Pattern)

H.H. THE RAJAH'S COLLEGE (AUTONOMOUS)  
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PUDUKKOTTAI – 622 001

DEPARTMENT OF HISTORY  
BOARD OF STUDIES 2021 -2024

The Meeting of the Board of Studies was held on 11-08-2021. The proposed new syllabi were presented before the board.

The presentations of the proposals are enclosed.

- i. Brief
- ii. Distribution of hours and marks and credits for PG (Annexure-1)
- iii. Title of the courses proposed for PG (Annexure-2)
- iv. Question paper pattern PG
- v. Syllabus for PG

**REVISION OF SYLLABUS PG  
BRIEF**

- As per the instruction from the Director of Collegiate Education Chennai and from the Registrar, Bharathidasan University, Trichy, it has been decided to have a uniform pattern for all subjects as detailed below.

Program	Total No. of Papers	Total Max. Marks	Total Credits
PG MA	18	1800	90

- ❖ P.G distributing the available 30 hours / week for various papers as shown in Annexure -1
- ❖ Title of courses proposed for new syllabi is shown in Annexure – 2 for P.G
- ❖ The question paper pattern for P.G is shown in Annexure -3
- ❖ The syllabi for the all semester's courses for PG is given in Annexure -4.

Whenever there is an urge for change and up gradation for syllabi, the revisions are made and the proposed new syllabi and copy of the old syllabi are submitted herewith.

Skill based and value based courses are included as per the suggestions by the University and Tamil Nadu Government.

## QUESTION PAPER PATTERN

M.A

### CREDIT CUM SEMESTER PATTERN

(EFFECTIVE FROM THE ACADEMIC YEAR 2021-2022 ONWARDS)

PG External Pattern

Maximum Marks: 100

Internal Marks : 25

External Marks : 75

Passing Minimum Marks: CIA – 13 UE - 37

Part – A Answer all the Questions 10 x 2 = 20 Marks	Part – B Internal Choice Type 5x5 = 25 Marks	Part – C Answer any 3 Questions 3x10 = 30 Marks
Question 1.2 – I Unit 3.4 – II Unit 5.6 – III Unit 7.8 – IV Unit 9.10 – V Unit	Question 11a (or) 11b – I Unit 12a (or) 12b – II Unit 13a (or) 13b – III Unit 14a (or) 14b – IV Unit 15a (or) 15b – V Unit	Question 16 – I Unit 17 – II Unit 18 – III Unit 19 – IV Unit 20- V Unit

ED Paper Objective type Questions (25 Marks CIA & 75 Marks End Semester)

Mid Term Test - 50 Marks  
Assignment – 1 & 2 (10+10) - 20 Marks  
Seminar - 05  
Model Examination - 75 Marks  
**Total Marks - 150 Marks**

**Internal Assessment Reduced to 25 Marks**

## OVERALL TOTAL BASED ON PG COURSES

Sl. No	Part	No. of Courses	Instruction Hours	Maximum Marks	Credits
1	Core Courses	14	70	1400	70
2	Elective Courses	3	15	300	15
3	Extra Disciplinary Course	1	5	100	5
	<b>Total</b>	<b>18</b>	<b>90</b>	<b>1800</b>	<b>90</b>

**H.H. THE RAJAH'S COLLEGE (AUTONOMOUS), PUDUKKOTTAI**  
**M.A COURSE STRUCTURE UNDER CBCS**  
 (FOR THE CANDIDATES ADMITTED FROM  
 THE ACADEMIC YEAR 2021-2022 ONWARDS)

S.NO	SUBJECT CODE	CODE	TITLE OF THE PAPERS	CREDITS
<b>CORE COURSE (14)</b>				
1	21PHS1	CC1	SOCIO CULTURAL HSITORY OF INDIA PRE-HISTORY TO 1206 C.E.	5
2	21PHS2	CC2	HSITORY OF WORLD CIVILIZATION UPTO 476 C.E.	5
3	21PHS3	CC3	INDIA AND HER NEIGHBOURS	5
4	21PHS4	CC4	SOCIO CULTURAL HSITORY OF MEDIEVAL INDIA FROM 1206 TO 1857 C.E	5
5	21PHS5	CC5	FREEDOM MOVEMENT IN TAMIL NADU 1800 - 1947	5
6	21PHS6	CC6	HISTORY OF PUDUKKOTTAI	5
7	21PHS7	CC7	FREEDOM MOVEMENT IN INDIA FROM 1858 TO 1947 C.E	5
8	21PHS8	CC8	CONTEMPORARY INDIA SINCE 1947 C.E.	5
9	21PHS9	CC9	CONTEMPORARY TAMIL NADU	5
10	21PHS10	CC10	HISTORIOGRAPHY : THEORY AND METHOD	5
11	21PHS11	CC11	INTERNATIONAL RELATIONS FROM 1919 C.E. TO THE PRESENT DAY	5
12	21PHS12	CC12	HISTORY OF USA 1865 TO PRESENT DAY	5
13	21PHS13	CC13	HISTORY FOR COMPETITIVE EXAMINATIONS (Objective online examination)	5
14	21PHS14	CC14	PROJECT	5
				70
<b>ELECTIVE COURSES (3)</b>				
1	21PHSE1A 21PHSE1B 21PHSE1C	EC 1	PRINCIPLES AND METHODS OF ARCHAEOLOGY ARCHIVES KEEPING HISTORY OF SCIENCE AND TECHNOLOGY	5
2	21PHSE2A 21PHSE2B 21PHSE2C	EC 2	HUMAN RIGHTS CONSTITUTIONAL HISTORY OF INDIA 1773 to 1947 C.E WOMEN STUDIES	5
3	21PHSE3A 21PHSE3B 21PHSE3C	EC 3	POLITICAL THOUGHT (or) PANCHAYAT RAJ IN IDIA (or)INTELLECTUAL HISTORY OF MODERN INDIA	5
				15
<b>EXTRA DISCIPLINARY COURSE (1)</b>				
1	21PHSED1	ED1	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS (Objective online examination)	5
				90

## MA HISTORY

Sl.No	SEM	Sub Code	Title of the Paper	Hours	Credit	Exam Hours	Internal Marks	External Marks	Marks
1	I	21PHS1	SOCIO CULTURAL HSITORY OF INDIA PRE-HISTORY TO 1206 C.E.	7	5	3	25	75	100
2	I	21PHS2	HSITORY OF WORLD CIVILIZATION UPTO 476 C.E.	7	5	3	25	75	100
3	I	21PHS3	INDIA AND HER NEIGHBOURS	7	5	3	25	75	100
		21PHSED1	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS (Objective Type online examination)	1	5	3			
4	I	21PHSE1A 21PHSE1B 21PHSE1C	PRINCIPLES AND METHODS OF ARCHAEOLOGY ARCHIVES KEEPING HISTORY OF SCIENCE AND TECHNOLOGY	7	5	3	25	75	100
5	II	21PHS4	SOCIO CULTURAL HSITORY OF MEDIEVAL INDIA FROM 1206 TO 1857 C.E	6	5	3	25	75	100
6	II	21PHS5	FREEDOM MOVEMENT IN TAMIL NADU 1800 - 1947	6	5	3	25	75	100
7	II	21PHS6	HISTORY OF PUDUKKOTTAI	6	5	3	25	75	100
8	II	21PHSE2A 21PHSE2B 21PHSE2C	HUMAN RIGHTS CONSTITUTIONAL HISTORY OF INDIA 1773 to 1947 C.E WOMEN STUDIES	6	5	3	25	75	100
9	II	21PHSED1	GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS (Objective Type)	6	5	3	25	75	100
10	III	21PHS7	INTERNATIONAL RELATIONS FROM 1919 C.E. TO THE PRESENT DAY	6	5	3	25	75	100
11	III	21PHS8	CONTEMPORARY INDIA SINCE 1947 C.E.	6	5	3	25	75	100
12	III	21PHS9	CONTEMPORARY TAMIL NADU	6	5	3	25	75	100
13	III	21PHS10	HISTORIOGRAPHY : THEORY AND METHOD	6	5	3	25	75	100
14	III	21PHSE3A 21PHSE3B 21PHSE3C	POLITICAL THOUGHT PANCHAYAT RAJ IN IDIA INTELLECTUAL HISTORY OF MODERN INDIA	6	5	3	25	75	100
15	IV	21PHS11	HISTORY OF USA 1865 C.E. TO PRESENT DAY	6	5	3	25	75	100
16	IV	21PHS12	FREEDOM MOVEMENT IN INDIA FROM 1858 TO 1947C.E	6	5	3	25	75	100
17	IV	21PHS13	HISTORY FOR COMPETITIVE EXAMINATIONS ((Objective Type online examination)	6	5	3	25	75	100
18	IV	21PHS14	PROJECT	12	5	3	25	75	100
				120	90				1800

<b>Program Educational Objectives (PEOs)</b>	
The M.A. History program describe accomplishments that graduates are expected to attain within five to seven years after graduation	
<b>PEO1</b>	To construct the vision of students to recognize the historical diversity of human experience in time and space without any distinction of countries, ethnicity, religion, caste, class, language, sex etc. and to make them work towards universal brotherhood.
<b>PEO2</b>	To equip the students with a set of professional dispositions and abilities required to be a historian, teacher, professor, archivist, archaeologist, epigraphist, writer, politician, orator, lawyer, journalist, tourist guide and administrators.
<b>PEO3</b>	To motivate the students to acquire the competencies in the skills and tools of historical research and analysis to take up higher studies of research in the diverse fields of history like political, social, economic, and cultural as well as Archaeology, Epigraphy etc.
<b>PEO4</b>	To endow the graduates with the knowledge of recent trends and sequence in history and to promote their ability to interpret, analyze, write and communicate historical knowledge in excellence.

<b>Program Specific Outcomes (PSOs)</b>	
After the successful completion of M.A. History program, the students are expected	
<b>PSO1</b>	To acquire mastery of the knowledge in history and its various political and social structures, cultures, specific events, facts, terminologies, conventions, and methodology.
<b>PSO2</b>	To obtain a deep understanding of history with the ability to comprehend the facts and principles of different historical times and make an advance exploration in specific historical topics.
<b>PSO3</b>	To assess the values of unity in diversity and construct a humanitarian approach towards society to become better citizens of their nation and world.
<b>PSO4</b>	To analyze the history of different societies, civilizations, cultures and their interconnection and classify, compare and contrast the events, facts, concepts, ideas and philosophies.
<b>PSO5</b>	To evaluate and recognize the values of history.
<b>PSO6</b>	To integrate their learning from different fields of history to develop a scientific, secular approach towards history and advance arguments in support of right historical contention.
<b>PSO7</b>	To equip with the essentialities of their choice of chosen career.

### Program Outcomes (POs)

On successful completion of the M.A. History program the learner will

<b>PO1</b>	Acquire mastery of the historical knowledge of the diversity of human experience in political, social, cultural, economic, scientific fields and events over a period of time and space.
<b>PO2</b>	Understand the similarities, differences and interconnections of different histories of the world and acquire multicultural sensitivity by exploring the past in different angles.
<b>PO3</b>	Demonstrate mastery of information literacy through writing about the Indian History, World History, History of Tamil Nadu and Archaeology.
<b>PO4</b>	Communicate historical knowledge, interpretations, and arguments clearly in oral presentations and history projects.
<b>PO5</b>	Illustrate an attitude of research of social relevance and develop a secular, scientific approach towards history.
<b>PO6</b>	Analyze the political, social and cultural aspects of different times, regimes and dynasties.
<b>PO7</b>	Develop worthy intellectual attitude and will acquire the modern skills, aptitude and potentialities of most creative mode in history.



## MA HISTORY

<b>SEMESTER</b>	I	<b>CORE COURSE</b>	Sub Code	21PHS1
<b>CORE COURSE</b>	CC-I		Credits	5
<b>SOCIAL AND CULTURAL HISTORY OF INDIA UP TO 1206 C.E</b>				
<b><u>Course Objectives:</u></b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To inculcate historical consciousness in the minds of students</li> <li>• To impart knowledge on the Indian Heritage</li> <li>• To train the students to face the competitive examinations</li> </ul>				

<b>UNIT I Pre – Historic Period</b>	
Social – Cultural life of the Indus Valley people – Indus Script – Religion – Economy and Trade – Causes for the decline of the Indus Valley civilization – Dravidian Society and Culture –The early Tamils – Religion.	
<b>UNIT II Vedic Period</b>	
The Coming of the Aryans – Social and cultural life of the Rig Vedic and Later Vedic Aryans – Religious ideas, rituals and practices – Evolution of Social Institutions – Origin and growth of caste system and its impact on society.	
<b>UNIT III Pre Mauriyan Period</b>	
Religious unrest in 6th Century C.E. – Causes – Racial, Social, Economic and Religious factors – Jainism and Buddhism – Contribution to Indian culture – Language, Literature, Art and Architecture – Causes for the Decline of Buddhism – The Rise of Urban Centres – Cultural interaction between India and neighboring countries (Central Asia, South East Asia, China)	
<b>UNIT IV Mauriyan Period</b>	
Mauryan Legacy – Asoka and his Policy of Dharma – Asokan Edicts – Brahmi and Kharosthi scripts – Spread of Buddhism – Observations of Megasthenes – Mauryan Art and Architecture – Transformation of Buddhism –Rise of Mahayanism – Gandhara School of Art – Cultural legacy of the Satavahanas.	
<b>UNIT V Gupta Period</b>	
Revival of Hinduism during the Gupta period – Its impact on Society – Golden Age of the Guptas – Science and Literature – Art and Architecture – Paintings – Coinage of Guptas – Great Educational Centres – Nalanda and Vikramasila – Rajput Society and Culture.	

### Books for Reference :

1. R.Sathianathier : A Political and Cultural History of India Vol-I
2. R.C.Majumdar, Raychoudhury and Datta : Advanced History of India
3. R.C.Majumdar : History and Culture of the Indian of Indian people
4. Romila Thaper : A History of India Vol.I
5. D.D.Kosambi : An Introduction to the study of Indian History
6. R.K.Mookeji : The Gupta Empire
7. B.N.Sharma : Social Life in Northern India
8. L.Gopal : Economic Life in Northern India

9. A.L.Basham : A Cultural History of India  
 10.K.A.Nilakanta Sastri : A History of South India

- 1 [https://en.wikipedia.org/wiki/History\\_of\\_India](https://en.wikipedia.org/wiki/History_of_India)  
 2 <https://ndl.iitkgp.ac.in/homestudy/humanities>  
 3 <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=829>  
 4 <http://egyankosh.ac.in/handle/123456789/53713>

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Remember and follow clues, traces left by people who lived in the past.	<b>K1</b>
<b>2</b>	Understand the problems of their times, their legacy, literature, inventions and discoveries that slowly transformed human societies.	<b>K2</b>
<b>3</b>	Apply the concepts for contemplation and promoting universal brotherhood and harmony.	<b>K3</b>
<b>4</b>	Analyze the impact of foreign invasions on society and culture.	<b>K4</b>
<b>5</b>	Evaluate the contribution of Jainism and Buddhism to Indian Culture	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	3	9	3	3	9	3
<b>CO2</b>	9	3	9	9	3	3	3
<b>CO3</b>	9	3	3	9	9	3	9
<b>CO4</b>	3	3	9	3	9	9	3
<b>CO5</b>	9	9	3	9	9	3	9
<b>Weightage</b>	39	21	33	33	33	27	27
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	3.317536	5.882353	5.759162	5.365854	4.918033	4.522613

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation  
 Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	I	CORE COURSE	Sub Code	21PHS2
CORE COURSE	CC-II		Credits	5
<b>HISTORY OF WORLD CIVILIZATION UPTO 476 C.E</b>				
<p><b>Objectives Course Objectives:</b>            The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To provide well balanced coverage of the all key factors comprising the world civilization</li> <li>• To help the students with broad based knowledge and understanding of the concept of evolution of Mankind and Culture</li> <li>• To provide impact on human lives today through the ancient civilization</li> </ul>				

<b>UNIT – I Meaning and growth of Civilization:</b>	
Meaning – Civilization and Culture – Salient features of Civilization – Theories of Civilization – Factors which contribute for the growth of Civilization - Prehistoric civilization – Paleolithic and Neolithic Civilization – Egyptian	
<b>UNIT – II Historic Civilization:</b>	
Sumerian civilization – Babylonian civilization – Assyrian civilization – Assyrian Contributions to the world – Legacy of Babylonia	
<b>UNIT – III The Earliest World Civilizations</b>	
Hebrew civilization – Ethical Monotheism – Phoenician civilization – Phoenician Alphabet – Persian civilization – Syrus the Great.	
<b>UNIT – IV Classical Civilization - I</b>	
Chinese civilization – Han Age as the Golden Age – Features of Ancient Chinese culture and civilization – Great Wall of China – Mayan civilization – Azteches and Incas Civilization – Strings which talk about Incas Civilization.	
<b>UNIT – V Classical Civilization - II</b>	
Aegean civilization – Greek civilization – Athenian Democracy Religion – Roman civilization – Julius Ceaser – Golden Age of Augustus marked by reforms – The Legacy of Rome.	

### Books for Reference :

- |                     |   |                                     |
|---------------------|---|-------------------------------------|
| 1. J.S.Swain        | : | A History of World Civilization     |
| 2. B.R.Gokhale      | : | A History of Western Civilization   |
| 3. H.C. Wall        | : | A Short History of the World        |
| 4. H.S.Lucas        | : | A Short History of Civilization     |
| 5. K.R.Hanumathan   | : | Pandya Nagariga Varalaru            |
| 6. Will Durant      | : | The Story of Civilization           |
| 7. Max Savelle (Ed) | : | A History of World Civilization     |
| 8. H.E.Barnes       | : | The History of Western Civilization |

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Acquire the knowledge of the early History of the World. .	<b>K1</b>
<b>2</b>	Get knowledge and understanding of the concept of evolution of mankind and culture through the ages and their impact on human lives today.	<b>K2</b>
<b>3</b>	Identify and construct and idea about the tools used by the Stone Age men.	<b>K3</b>
<b>4</b>	Compare and contrast the society and culture of different civilization	<b>K4</b>
<b>5</b>	Recognise the contribution of different civilizations	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	9	3	9	3	3
<b>CO2</b>	9	3	3	9	9	3	9
<b>CO3</b>	3	3	9	9	3	9	3
<b>CO4</b>	9	9	3	9	3	9	3
<b>CO5</b>	3	9	3	9	9	3	9
<b>Weightage</b>	33	33	27	39	33	27	27
<b>Weighted Percentage of Course Contribution of PO's</b>	5.31401	5.21327	4.812834	6.806283	5.365854	4.918033	4.522613

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	I	CORE COURSE	Sub Code	21PHS3
CORE COURSE	CC-III		Credits	5
<b>INDIA AND HER NEIGHBOURS</b>				
<b>Course Objectives:</b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To Study Indian diplomacy towards neighbourhood</li> <li>• To understand the role of India in the regional organizations</li> <li>• To learn the role of India to keeping world peace</li> </ul>				

<b>UNIT – I India's Foreign Policy since Independence</b>	
Evolution of India's foreign policy – Determinants of India's foreign policy: National Interest, Ideology, elements of National Power – Cold war era - India and Pakistan – Factors Influencing Indo-Pak relations – Areas of Conflict – Crisis and Co-operation – Kargil Issues	
<b>UNIT – II India, Bangladesh and China</b>	
Brief survey of Past History and development – Genesis – Mujibur Rahman – Areas of Co-operation and crisis – Farakka Barrage dispute – India and China – Chinese action in Tibet – Sino-Indian relations – Panchasheel Agreement – Strains in Sino-Indian Relations – Normalisation process – Sino-Indian relations – present status	
<b>UNIT – III India, Nepal and Srilanka</b>	
political developments in Nepal and interaction between India and Nepal – Indo-Nepal Economic Co-operation – India and Bhutan – India and Srilanka – Srilanka since Independence – Ethic problems of Srilanka – Civil war and its impact on Srilanka - IPKF	
<b>UNIT – IV India, Maldives and Burma</b>	
India and Maldives - Government – Political Relations – Cultural contact – India and Burma – Historical ties – Indo-Burma Relations over the years – Indian Minority – Burma's foreign policy	
<b>UNIT – V India's role in the Regional Organisations:</b>	
NAM - Evolution of Non-Aligned Movement and its role in international relations – Relevance of NAM – SAARC the question of nuclear weapons – Arms race in the sub continent, disarmament – conventional and nuclear – ASEAN – BRICS – Common wealth Nations	

### Books for Reference :

1. B.H.Farmer : An Introduction to South Asia
2. Deb Arinda : Bhutan and India – a Study in Frontier Political relation
3. Gupta Shanti Swarup : British Relations with Bhutan
4. Nagendra Singh : Bhutan, A Kingdom in the Himalayas
5. Rishinkesh Shah : An Introduction to Nepal
6. K.M.De Silva : The History of Sri Lanka
- 7.N.Rajendran : National Movement in Tamil Nadu 1905-1914
8. Wriggins Howard : A Ceylon: Dilemmas of New Nations
9. Phadhis Urmila Et.al : Winds of Changes in an A toil State

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Recall the history of foreign policy in India	<b>K1</b>
<b>2</b>	Understand the features of India's foreign policy.	<b>K2</b>
<b>3</b>	Identify the problems and challenges of India with neighbouring countries	<b>K3</b>
<b>4</b>	Get the knowledge of the role of Indira Gandhi in the liberation of Bangladesh	<b>K4</b>
<b>5</b>	Evaluate the ethnic issues of Sri Lanka	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	3	9	3	9	9
<b>CO2</b>	3	9	9	9	3	9	3
<b>CO3</b>	9	9	9	3	3	9	9
<b>CO4</b>	9	3	9	3	9	3	3
<b>CO5</b>	9	9	3	9	9	3	9
<b>Weightage</b>	39	39	33	33	27	33	33
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	6.161137	5.882353	5.759162	4.390244	6.010929	5.527638

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	II	CORE COURSE	Sub Code	21PHS4
CORE COURSE	CC-IV		Credits	5
<b>SOCIO-ECONOMIC HISTORY OF INDIA FROM 1206 TO 1857 C.E</b>				
<b>Objectives Course Objectives:</b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To provide knowledge on the cultural contribution of Muslim rulers</li> <li>• To impart an quest to know deeply the unexplored areas of medieval history</li> <li>• To imbibe the moral values given by different religions and the Bhakti Saints</li> <li>• To understand the transition of Hindu society to Muslim society</li> </ul>				

<b>Unit – I Society Under the Sultanate :</b>	
Transformation of Indian society – Social stratification and Caste system – the Muslim aristocracy – Status of women – Slavery – untouchability – Social customs and manners. Economy in the sultanate: Agriculture – various industries – Economic policies of the sultanate – Zagirdari system- Market regulations of Alauddin Khalji - Revenue and Taxation.	
<b>Unit – II Social and Economic Conditions under the Vijayanagar Empire :</b>	
Society in the Vijaynagar Empire – Caste system – Status of women – Social customs and manners – Feudal economy – industries – Guilds – internal and external trade. Society under the Mughals: The life of the nobles – Social stratification – Caste system – social evils – Social customs and manners.	
<b>Unit – III Economy under the Mughals:</b>	
Village economy – Agrarian system -Revenue system Handicrafts – Challenges to the Mughal economy from the west. Society under the Marathas – Social stratification – Revival of Hinduism – Bhakti Movement - Hindu practices - woman – slavery – festival – economy under the Marathas – revenue administration and commerce.	
<b>Unit – IV Society under the Company’s administrations:</b>	
Social evils in the Indian Society and the eradication – Socio – Religious Reform Movement – Brahma Samaj – Sikhs – Revivalist Movement – Arya Samaj – Ramakrishna Mission. Economy under the company: The drain of wealth –Colonial economy - de-industrialization of Indian handicraft - Commercialization of Indian agriculture –Permanent Revenue Settlement – Mahalawari Settlement – Ryotwari Settlement.	
<b>Unit – V Education:</b>	
Education under the Muslim rulers – Hindu educational institutions Women’s education – Education under the company – Role of Christian Missionaries -Introduction of English Education – Woods Despatch. Religion and Bhakti Movement – Chief Saints of the Bhakti Movement – Sufism in India - Sikhism – Synthesis of Hindu and Islamic thoughts.	

**Books for Reference :**

- 1.Nanda, S.P., Economic, Social History of India,
- 2.Ray Choudari, S.C., Social, Cultural and Economic History of India,
3. A.L.Srivastava, The Delhi Sultanate
4. A.L.Srivastava, The Mughal Empire
5. J.N.Sarkar, History of the Aurangzeb
6. J.N.Sarkar, Shivaji and his Times
7. S.R.Sharma,Mughal Government and Administration
- 8 R.Sathianathier, A Political and Cultural History of India Vol-II
9. Lanepool, Medieval India under Mohamedan

Course Outcome		
On the successful completion of the course, student will be able to:		
1	Continue to enhance their knowledge through independent work and practice	<b>K1</b>
2	Understand the socio economic life of medieval period.	<b>K2</b>
3	Apply their knowledge and critical understanding of history to a greater extent	<b>K3</b>
4	Analyse the factors leading to the establishment of British rule in India.	<b>K4</b>
5	Evaluate the Educational development of from 1206 to 1857	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	3	9	3	3	9
CO2	3	9	9	3	9	9	9
CO3	3	9	9	3	3	9	9
CO4	3	9	9	9	9	3	9
CO5	3	3	9	9	9	3	3
<b>Weightage</b>	21	39	39	33	33	27	39
<b>Weighted Percentage of Course Contribution of PO's</b>	3.381643	6.161137	6.951872	5.759162	5.365854	4.918033	6.532663

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix



## MA HISTORY

SEMESTER	II	CORE COURSE	Sub Code	21PHS5
CORE COURSE	CC-V		Credits	5
<b>FREEDOM MOVEMENT IN TAMIL NADU FROM 1800 TO 1947 C.E</b>				
<b>Course Objectives:</b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To acquaint the students about the Freedom movement in India since C.E.1885.</li> <li>• To understand the British Administration system in Tamil Nadu</li> <li>• To acquire the knowledge of the role of Indian National Congress and the nature of the different movements.</li> <li>• To evaluate the role of freedom fighters and their contribution</li> <li>• To know about the role of Christian Missionaries in education</li> </ul>				

<b>UNIT I Resistance movements in Tamil Nadu</b>	
Resistance movements in Tamil Nadu – Poligar System – British Expansion – Confederacy – South Indian Rebellion 1800 to 1801 – Vellore Mutiny of 1806 C.E – The British land Revenue Administration – Ryotwari system – Judicial reorganization	
<b>UNIT II Associations and Indian National Congress</b>	
Introduction of Western Education – Christian Missionary Activities – Reaction against Conversion to Christianity – Formation of Madras Native Association – Madras Mahajana Sabha-Political awakening- Indian National Congress -	
<b>UNIT III The Early Phase of Indian Movements</b>	
The Early Phase of Indian National Congress – Swadeshi Movement and V. O. Chidambaram – Extremist politics –Vanchinathan – Siva – Role of the press – Subramaniya Bharathi.	
<b>UNIT IV Reform Movements</b>	
Home Rule Movement – Formation of South Indian Liberal Federation – Justice Party in Power – Communal G O – Achievements of Justice Party – Temple Entry Movement –The Self Respect Movement – Civil disobedience Movement – the Congress in Power – Quit India Movement.	
<b>UNIT V Rise of Dravida Kazhagam</b>	
Dravidian identity Politics – Rise of the Dravida Kazhagam – Periyar E.V.R – Demand for Dravidanad – Language and Politics – Press – Cinema – C.N.Annadurai.	

### Books for Reference:

1. R.Sundaralingam : Politics and Nationalist awakening in South India 1852-1891
2. K.Gowri : Madurai under the East India Company 1801-1857
3. R.Kalidas : History and Culture of the Tamils
4. Man Mohan Kaur : Women in Indian Freedom Struggle
5. P.Rajaraman : Justice Party: A Historical Perspective 1961-1937
6. K.Rajayyan : South Indian Rebellion – The first war of Independence
- 7.N.Rajendran : National Movement in Tamil Nadu 1905-1914

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Acquire in depth knowledge of freedom struggle in India.	<b>K1</b>
<b>2</b>	Contribute to the society by learning principles of non-violence, sathyagraha, service, sacrifice and patriotism	<b>K2</b>
<b>3</b>	Explain the introduction of Western Education and its impact in Tamil Nadu.	<b>K3</b>
<b>4</b>	Analyze the contribution of various leaders in freedom movement.	<b>K4</b>
<b>5</b>	Evaluate the role of Tamils in Freedom movement .	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 – Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	3	3	9	9	3
<b>CO2</b>	9	9	3	9	9	3	9
<b>CO3</b>	3	9	9	3	3	9	9
<b>CO4</b>	9	9	9	3	9	9	3
<b>CO5</b>	9	9	3	9	9	3	9
<b>Weightage</b>	39	45	27	27	39	33	33
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	7.109005	4.812834	4.712042	6.341463	6.010929	5.527638

Level of Correlation

1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's  
Matrix

- As suggested by the UGC as per Six Sigma Tool – Cause & Effect

## MA HISTORY

SEMESTER	II	CORE COURSE	Sub Code	21PHS6
CORE COURSE	CC-VI		Credits	5
<b>HISTORY OF PUDUKKOTTAI</b>				
<b><u>Course Objectives:</u></b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To understand the local history and historical importance of the locality</li> <li>• To impart knowledge of the administration and social life of the native state</li> <li>• To study the rise and fall of the Princely State of Pudukkottai.</li> </ul>				

<b>UNIT – I Early and Medieval Pudukkottai</b>	
Physical features – Sources – Pre-Historic period – Early History – Sangam, Kalabhras, Pallavas, Pandyas – Medieval period – Cholas, Irukkuvels Muttataiyar (Konadu), Kanadu Chieftains – The Second Pandiyar Empire – Art and Architecture.	
<b>UNIT – II Vijayanagar Empire and Local Chieftains</b>	
Vijayanagar period – Nayaks – Local Chieftains – (Power Vacuum) Important temples in Pudukkottai State: Kudumiyannalai – Avudaiyarkoil – Kodumbalur – Madattukovil – Northamalai – Sittannavasal – Nirppalani – Thirumayam – Kunnaandar koil – Ancient Townships of Pudukkottai	
<b>UNIT – III Pudukkottai under the Tondaimans</b>	
Vijayaragunatha Tondaiman – Relation with British – Role of Pudukkottai in the Poligar war – Ragunatha Tondaiman – Ramachandra Tondaiman – Sashiah Shastri – Town Planning – Later Tondaimans – Alexander Loftus Tottenham – National Movement in Pudukkottai State – Merger with Indian Union – formation of Pudukkottai District – Aranthangi Tondaimans	
<b>UNIT – IV Social stratification and its impact</b>	
Economic condition in the beginning of 20 <sup>th</sup> century – Development of Representative Institution – Education – Public Health Services – Agriculture – Irrigation – Commerce - Judiciary	
<b>UNIT – V Pudukkottai Post Independence</b>	
Socio, Economic change in the Post-Independence Period – Spread of Christianity - progress of Education.- Important Tourist centre – Monuments – Government Museum – Freedom fighters of Pudukkottai – Important personalities in various fields	

### Books for Reference:

- |                           |   |   |
|---------------------------|---|---|
| 1. M.Arokiasamy           | : | The Early History of Vellar Basin                         |
| 2. Gopalakrishnan Gandhi  | : | Tamil Nadu District Gazetteer, Pudukkottai                |
| 3. Nicholas Dirks         | : | The Hollow Crown  |
| 4. S.Radhakrishna Ayyar   | : | A General History of Pudukkottai State                    |
| 5. R.Tirumalai            | : | Studies in the History of Ancient Township of Pudukkottai |
| 6. K.R.Venkataraman Ayyar | : | A Manual of Pudukkottai State Vol.II                      |

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Remember the historical events that happened in Pudukkottai region.	<b>K1</b>
<b>2</b>	Understand the local history and historical importance of the locality	<b>K2</b>
<b>3</b>	Develop the skill of comparing the local historical events in a fruitful way	<b>K3</b>
<b>4</b>	Impart the knowledge of ancient monuments and culture	<b>K4</b>
<b>5</b>	Evaluate and recognize economic development of Pudukkottai presidency	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	9	3	9	3	9
<b>CO2</b>	3	9	9	9	3	9	3
<b>CO3</b>	9	9	9	3	9	3	3
<b>CO4</b>	9	9	9	3	9	3	9
<b>CO5</b>	9	3	9	9	9	9	3
<b>Weightage</b>	39	39	45	27	39	27	27
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	6.161137	8.02139	4.712042	6.341463	4.918033	4.522613

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	III	CORE COURSE	Sub Code	21PHS7
CORE COURSE	CC-VII		Credits	5
<b>INTERNATIONAL RELATIONS FROM 1919 C.E. TO THE PRESENT DAY</b>				
<b>Course Objectives:</b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To prepare the students for the competitive examinations.</li> <li>• To realize the impact of colonialism and imperialism.</li> <li>• To make them understand the ideas of Liberalism, Nationalism and Communism</li> <li>• To know about the different diplomacy and different peace keeping organizations</li> </ul>				

<b>UNIT – I    Meaning and Theory</b>	
Meaning – Scope – Various Approaches to International Relations – System theory – Game theory – National power – Diplomacy – Ideology – Balance of power – League of Nations – Collection security, Birds Eye view on the events till Second World War	
<b>UNIT – II    Second World War</b>	
Causes and Effects – UNO – Achievements – Specified Agencies of UNO – Korean and Vietnam Conflicts – INR in Middle East – South Asia – Suez Canal Affairs – Cuban Crisis – Peace Making	
<b>UNIT – III    Cold War Period</b>	
German problem – NATO – CENTO – Warsaw pact – Regional Organization: Organizations of American States – The Arab League – Organization of petroleum Exporting countries – Organization of African Unity – The Common Wealth – Non-Alignment – SAARC – Third World Countries	
<b>UNIT – IV    World and Peace Making</b>	
Détente – Disarmament and Arms control – Nuclear Policy – Terrorism – Approaches of terrorists – steps taken by World countries to eradicate terrorism – Peace making and UNO – Integration of Germany – Disintegration of USSR – Oil Diplomacy – Arab – Israel Relations – Iran-Iraq war – North-South dialogue – South-south Dialogue – GATT – G7	
<b>UNIT – V    Foreign Policy of India Since 1950</b>	
Relation of India with other countries – Foreign policy of USA from 1945 to 2000 towards Russia, China, India, Latin America - Middle East – West Asia – south East Asia – Developments in Eastern Europe.	

### Books for Reference:

1. H.DanaAllin            :    Cold War Illusions: America, Europe and Soviet Power 1969-89
2. E.H.Carr                :    International Relations between the Two Wars
3. Charles F.Schesther:    International Relations Co-operation and conflict
4. Louis Henkin         :    The Right of Man To-Day
5. Ogg D.Zink            :    Theory of International Relations
6. Palmer and Perkins :    International Relations
7. K.M.Panikkar         :    The Theory and Practice of Diplomacy

8. Patrick Clanson : US Security Challenges in Transition

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Recall the political events and their effects on international relations.	<b>K1</b>
<b>2</b>	Understand the concept of balance of power.	<b>K2</b>
<b>3</b>	Explain the rise of dictatorship and its evil effects on world politics.	<b>K3</b>
<b>4</b>	Analyze the historical background of international relations between two World Wars.	<b>K4</b>
<b>5</b>	Evaluate the importance of world peace.	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>CO1</b>	9	9	3	9	9	3	9
<b>CO2</b>	3	9	9	3	9	9	9
<b>CO3</b>	3	9	9	3	9	9	9
<b>CO4</b>	9	3	9	3	9	9	9
<b>CO5</b>	3	9	9	9	3	9	9
<b>Weightage</b>	27	39	39	27	39	39	45
<b>Weighted Percentage of Course Contribution of PO's</b>	4.347826	6.161137	6.951872	4.712042	6.341463	7.103825	7.537688

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	III	CORE COURSE	Sub Code	21PHS8
CORE COURSE	CC-VIII		Credits	5
<b>CONTEMPORARY INDIA SINCE 1947 C.E</b>				
<b>Course Objectives:</b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To understand the achievements of the independent India in different fields.</li> <li>• To learn about the role of makers of modern India.</li> <li>• To know about the political trends in India.</li> <li>• To get knowledge on the challenges faced by India.</li> <li>• To study about the development process and national growth.</li> </ul>				

<b>UNIT – I Political Development since Independence I</b>	
Nehru Era – Partition and its impact – Sardar Patel and Integration of Indian States – Reorganization of States – Lal Bahadur Shastri and Language problem – Indra Gandhi: split in the congress – Twenty point programme – Emergency – J.P.Narayan’s Movement – Morarji Desai and Janata Government – Operation Blue star.	
<b>UNIT – II Political Development since Independence II</b>	
Rajiv Gandhi – anti Defection Bill – V.P.Singh and Mandal issues – Narasimma Rao and Babri Majit issue – New Panchayat Raj – United Front Government: Deve Gowda – I.K.Gujral – Vajpayee and BJP rule – UPA Manmohan Singh.	
<b>UNIT – III Economic Development since Independence</b>	
Five-years plans – Mixed Economy – Industrial Development – Poverty Alleviation programmes – Nationalisation of Banks – New Economic Policy: Globalization, Privatization Liberalization – Population policy – Green Revolution – White Revolution – Blue Revolution.	
<b>UNIT – IV Social Legislation and Welfare</b>	
Factors of social change – Social Legislations – Backward classes – Welfare of the SC and Sts – Minorities – Reservation for women – Growth of Education and New Education policy- Sports – Cinema.	
<b>UNIT – V India and the World</b>	
Foreign policy perspective – Non-Alignment and its relevance – India’s relations with Pakistan: Indo-Pak war 1965, 1971 – Simla Agreement – Lahore proposals – Kargil war – Vajpayee – Taskhant pact– India’s relations with China Srilanka – India’s relations with USA – Common wealth – SAARC – WTO – Indian Nuclear policy and CTBT – India and UNO.	

### Text Books Recommended

- |                 |   |                                    |
|-----------------|---|------------------------------------|
| 1. K.B.Keswani  | : | History of Modern India 1800-1984  |
| 2. N.L.Madan    | : | Indian Political System            |
| 3. C.P.Bhanbhri | : | Indian Politics since Independence |

**Books for Reference :**

1. Jawaharlal Nehru : Indian's Foreign Policy
2. D.D.Basu : Introduction to the Indian Constitution
3. Bipan Chandra : India after Independence
4. B.S.Khanna : Panchayat Raj in India
5. B.Kuppusamy : Social Change in India
6. Dharma Kumar : The Cambridge Economic History of India Vol.2
7. India Reference Annual : Published every year by Govt. of India.

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Recall the political events since Independence.	<b>K1</b>
<b>2</b>	Understand the Centre - State Relations and rise of regional parties.	<b>K2</b>
<b>3</b>	Assess the significance of popular movements after Independence.	<b>K3</b>
<b>4</b>	Analyse the reservation policy, New Economic policy and the impact of Science & Technology	<b>K4</b>
<b>5</b>	Evaluate the major issues that challenge Indian democracy.	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	3	9	9	9	9	3
<b>CO2</b>	9	9	9	3	9	9	3
<b>CO3</b>	3	9	9	9	9	3	9
<b>CO4</b>	9	9	3	9	3	9	9
<b>CO5</b>	3	9	9	9	3	9	9
<b>Weightage</b>	33	39	39	39	33	39	33
<b>Weighted Percentage of Course Contribution of PO's</b>	5.31401	6.161137	6.951872	6.806283	5.365854	7.103825	5.527638

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix



## MA HISTORY

SEMESTER	III	CORE COURSE	Sub Code	21PHS9
CORE COURSE	CC-IX		Credits	5
<b>CONTEMPORARY TAMIL NADU</b>				
<b>Course Objectives:</b>				
The main objectives of this course are :				
1. To enable the learners to interpret the social and cultural history of Tamil Nadu.				
2. To acquaint the importance of Dravidian movement in promoting social justice.				
3. To develop a healthy social attitude by recognizing the historical facts of period				

<b>Unit I Madras Presidency 1947-1949</b>	
Ommandur Ramaswamy – T.S. Prakasam – Temple Authourisation Act, Devadasi Dedication Abolition Act, Anti-Hindi Protest, 1948 – P.S. Kumaraswamy Raja (1949-1952) Beginning of Five Year Plans – Anti-liquor Policy (Prohibition), Three Language Formula and Division of Powers between Executive and Judiciary.	
<b>Unit II Congress Rule</b>	
C.Rajagopalachari ( 1952-54) – Madras Legislative Council – Separation of Andhra from Madras Presidency – Protest over Kulakalvi Thittam – Emergence of K Kamaraj – Universalization of primary Education – Mid-day meal scheme – Land reforms – agricultural – Industrial – educational development – Madras University – IIT – 1962 Elections – M. Baktavachalam (1962-67) – Food position – Famine – Price Rise, Anti-Hindi Protest (1963)	
<b>Unit III Emergence of the rule of Dravidian Party</b>	
Two-Language Formula-Rise of DMK- CN. Annadurai – Poverty Alleviation schemes, Development of Agriculture – Zamindari Abolition Act, Industries, ‘Veeranam Lake Project’ – Social Legislations – change of the name from Madras State to Tamilnadu.	
<b>Unit IV Dravidian Party Rules</b>	
M. Karunanidhi Ministry (1969-1976) – Administration – Policies and Plans – Centre –State relations – Katchatheevu Issue – Emergency - Emergence of AIADMK (1972) – M. G. Ramachandran Ministry (1977-1987) - Administration, Policies and Plans. Return of DMK to power – Emergence of J. Jayalalitha (1991-1996) – Political developments in Tamil Nadu since 1996.	
<b>Unit V Cultural Development</b>	
Promotion of Language and literature – International Tamil Conferences – Erection of Thiruvallur statute at Kanya Kumari – Development of Press and visual Media –Paintings – Cholamandal – Dance – Kalakshetra – Music – Tamil Isai and Folk Arts – Drama and films.	

### BOOKS FOR REFERENCE

- 1.Hardgrave, R The Dravidian Movement (Popular Prakasam, Bombay)
- 2.Kandaswamy A Political Career of K Kamarai (Concept Publishing, New Delhi)
- 3.P. Subramanian Social and Cultural History of Tamil Nadu, A.D. 1330-A.D 1989
- 4.Nedunzeshian R Dravida Iyakka Varalaru, Chennai, 1974
- 5.M.S. S. Pandian The ImageTrap: A Biography of M.G. Ramachandran, New Delhi, 1996
- 6.Sprat. P DMK in Power, Bombay, 1970
- 7.Swaminathan S Karunanidhi, Man of Destiny, East West Press
8. Thandavan R All India Anna Dravida Munnetra Kazhagam
- 9.Thandavan R Dr. J. Jayalalitha A. Phenomenon
- 10.R.Muthukumar Dravidya Iyyakka Varalauru, Vol.II, Chennai 2014

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Remember the important leaders and reformers of the period of study.	<b>K1</b>
<b>2</b>	Understand the contribution of Dravidian Movement to establish social justice.	<b>K2</b>
<b>3</b>	Assess the role of Kamaraj in the field of education and its impact.	<b>K3</b>
<b>4</b>	Compare and contrast the society and culture of various periods of history in Tamil Nadu.	<b>K4</b>
<b>5</b>	Judge the importance of social welfare measures.	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	3	9	9	9	3	3	9
<b>CO2</b>	9	9	3	9	9	9	3
<b>CO3</b>	9	9	3	3	9	3	9
<b>CO4</b>	9	9	3	9	9	9	3
<b>CO5</b>	3	9	9	9	3	9	3
<b>Weightage</b>	33	45	27	39	33	33	27
<b>Weighted Percentage of Course Contribution of PO's</b>	5.31401	7.109005	4.812834	6.806283	5.365854	6.010929	4.522613

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's Matrix } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect

## MA HISTORY

SEMESTER	III		Sub Code	21PHS10
CORE COURSE	CC-X	CORE COURSE	Credits	5
<b>HISTORIOGRAPHY : THEORY AND METHOD</b>				
<b>Course Objectives:</b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To understand the meaning of History and Historiography</li> <li>• To compare and contrast the different trends in historical writing</li> <li>• To analyze the importance of philosophy of history</li> <li>• To develop proper skills in research methodology</li> </ul>				

<b>UNIT – I Meaning and Nature</b>	
Nature of History – The Philosophy of History – History as Social Science – History as a Social Necessity – The uses and abuses of History	
<b>UNIT – II Ancient Historiography:</b>	
Ancient Historiography – Herodotus – Thucydides – Medieval Historiography – St. Thomas Aquinas – Ibn Kaldun – Modern Historiography Europe: Voltaire	
<b>UNIT – III Western Historiography:</b>	
French Historiography: the Annales Historiography: Marc Bloch, Fernand Braudel – Historical Materialism – English Historiography: E.P.Thomason – Subaltern Studies: Origin – Subaltern Perspective – Criticism – Cliometricians: Definition – Case Studies – R.W.Fogel – Post Modernism: Michel Foucault – Asian mode of production – Interdisciplinary approach.	
<b>UNIT – IV Indian Historiography:</b>	
Kalhana - Banabhata – Barani – James Mill – Vincent Smith – Romila Thaper – D.D.Kosambi – Jadunath Sarkar – Ranke - R.C.Dutt – R.C.Majumdar – Nilakanta Sastry – K.K.Pillai – K.Rajayyan – R.S.Sharma	
<b>UNIT – V Thesis Writing:</b>	
Research in History – Selection of Topic – Sources – Primary, Secondary – Hypothesis – Internal, External Criticism – Synthesis Classification and Analysis – Quantitative Techniques – Statistical methods – SPSS Package - Computation: Use of Computers in Historical Studies – Internet – Definition of terms, data-variables, the data Matrix, correlation and regression – Documentation Charts, Figure, Foot note, Bibliography	

### Books for Reference:

- |                      |   |  |
|----------------------|---|--|
| 1. Sheik Ali         | : | History: Its Theory and Methods        |
| 2. Marc Bloch        | : | The Historian's Craft                  |
| 3. Jand Burzan Et.al | : | Modern Researchers                     |
| 4. E.H.Carr          | : | What is History?                       |
| 5. R.G.Collingwood   | : | The Idea of History                    |
| 6. S.Manickam        | : | Theory of History & Method of Research |
| 7. S.P.Sen           | : | Historians and Historiography          |
| 8. Jerzy Topolski    | : | Methodology of History                 |
| 9. Ranajit Guha      | : | Subaltern Studies Vol.I, IV and VI     |

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Remember the various definitions and terminologies of History.	<b>K1</b>
<b>2</b>	Understand the meaning of history and acquire the knowledge of history of historiography	<b>K2</b>
<b>3</b>	Apply the concepts of history in future historical research and will offer explanations about analytical historical writings.	<b>K3</b>
<b>4</b>	Able to extract the evidence from primary and secondary sources to evaluate them in historical context.	<b>K4</b>
<b>5</b>	Create an idea of recent trends in historiography. .	<b>K6</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	9	3	3	9	9
<b>CO2</b>	3	9	9	9	3	9	9
<b>CO3</b>	9	9	3	9	9	3	9
<b>CO4</b>	9	9	3	3	9	9	9
<b>CO5</b>	9	3	9	9	3	9	9
<b>Weightage</b>	39	39	33	33	27	39	45
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	6.161137	5.882353	5.759162	4.390244	7.103825	7.537688

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	IV	CORE COURSE	Sub Code	21PHS11
CORE COURSE	CC-XI		Credits	5
<b>HISTORY OF USA 1865 C.E TO PRESENT DAY</b>				
<p><b><u>Course Objectives:</u></b>            The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To know about the works and efforts of American Presidents and officials.</li> <li>• To understand the problems faced by the American natives at the hands of white Americans.</li> <li>• To learn the Civil Rights Movements of black people and efforts of anti-slavery societies.</li> <li>• To impart the knowledge of growth of Imperialism in America</li> </ul>				

<b>UNIT – I Civil War and After</b>	
Civil War – Period of Reconstruction – Different Phases of Reconstruction programme – Abraham Lincoln – Johnson – Restoration of White Supremacy – American Presidents – General Ulysses to Mc Kinley.	
<b>UNIT – II Industrial Era and Its Impact</b>	
Guided Age – Rise and Growth of Big Business – Trend towards Monopoly – Anti-Trust Legislation – Growth of Labour Movement – Granger Movement – Rise and Fall of Populist Party – Social and Economic Changes during the industrial Era.	
<b>UNIT – III Growth of imperialism</b>	
American Expansion in the Pacific – Spanish-American War – Problems of Governing overseas Territories – the Progressive Era – Theodore Roosevelt – William Howard Taft and Woodrow Wilson – World War I and USA – Wilson and the peace settlement	
<b>UNIT – IV America between the two world wars</b>	
Period of Normalcy – Domestic and Foreign policy – The Great Depression of 1919 – FD Roosevelt and the New Deal – Role of USA in second world war.	
<b>UNIT – V Post war period</b>	
Truman’s Fair Deal – Eisenhower to Bill Clinton – Domestic policy – Social and Economic Changes in USA in 20 <sup>th</sup> Century – Birds Eye view on USA in World Affairs – Checking the Communist Menace – Cold war and Emergence of USA as Uni-polar Nation – US and Military pacts – Us policy towards West Asia, China, Vietnam, Korea, India - USA and CTPT - Civil Rights Movement – Race for Space – Scientific and Technological Revolution in the 20 <sup>th</sup> century.	

### Books for Reference :

1. H.B.Parkes : A History of the United States of America
2. Thomas A Bailey : The American Pegeant
3. Henry Williams : History of United States of America
4. L.D.Baldwin : Survey of American History
5. Charming Edward : A History of the United States
6. Williams Miller : A New History of the United States
7. H.Allin Dana : Cold War Illusion: America, Europe and Soviet Union Power

Course Outcome		
On the successful completion of the course, student will be able to:		
1	Recall the events of Civil War, Reconstruction, Rise of Big Business, Cold War	<b>K1</b>
2	Understand the impact of Civil War, World War I & II and the Cold War in world history.	<b>K2</b>
3	Explain the American Imperialism and its emergence as a super power.	<b>K3</b>
4	Analyze the policies of the various presidents of USA and its impacts	<b>K4</b>
5	Evaluate the role of USA in world politics.	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	3	3	9	9	9
CO2	3	9	9	3	9	9	9
CO3	9	9	9	3	9	9	3
CO4	9	9	3	9	9	3	9
CO5	9	9	9	3	9	9	9
<b>Weightage</b>	39	45	33	21	45	39	39
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	7.109005	5.882353	3.664921	7.317073	7.103825	6.532663

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	IV	CORE COURSE	Sub Code	21PHS12
CORE COURSE	CC-XII		Credits	5
<b>FREEDOM MOVEMENT IN INDIA FROM 1858 TO 1947 C.E.</b>				
<b>Course Objectives:</b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To know the nature of Indian National Movement.</li> <li>• To understand the process of national struggle for Indian Independence.</li> <li>• To learn the process of mobilization of the people to fight for freedom.</li> <li>• To study the services rendered by martyrs for Indian freedom</li> </ul>				

<b>UNIT – I Emergence of Nationalism and the Indian National Congress</b>	
The Revolt of 1857 –causes, Courses and results. Emergence of Nationalism – Impact of Western Education – reaction exploitation - Socio – religious reform movements in the second half of the 19 <sup>th</sup> Century – The rise of Middle Classes – Associations and movements in Calcutta, Bombay and Madras – agitations prior to birth of Indian National Congress – Its Origin – Its objective – and growth – early leadership and its ideology	
<b>UNIT – II Revolutionary Movement and Foundation of Muslim League</b>	
Tilak variant of nationalism – Resistance to colonial state’s intervention in social policy – Curzon’s rule and its impact – Partition of Bengal – Swadeshi Movement – conflict between Moderates and Extremists – The foundation of Muslim League – the Gadder Party. Revolutionary nationalism- Indias role in World War I – Demand for Home Rule Movement – Rowlett Act – Jalianwalabagh Massacre	
<b>UNIT – III Gandhian Era -I</b>	
The Gandian Era – the Non-Co-operation Movement – Reaction against Government of India Act of 1919 – The Swarajaya Party. Simon Commission – Nehru Report and Jinnah’s Fourteen Points	
<b>UNIT – IV Towards Independence – I</b>	
Demand for Purna Swarj – Civil Disobedience Movement – Round Table Conferences – Poona Pact – Rise of leftist movements – rise of peasant movements – Labour Movement – Forward Block.	
<b>UNIT – V Towards Independence – II</b>	
The Congress Ministry and its accomplishments – Cripps Proposals – Quit India Movement – Muslim League and demand for Pakistan – Communal carnage – Simla Conference, 1945 – Cabinet Mission Plan, 1946 – Mountbatten Plan – Indian Independence Act, 1947.	

### Books for Reference:

- |                  |   |   |
|------------------|---|---|
| 1. Bipan Chandra | : | Rise and Growth of Nationalism in India |
| 2. A.R.Desai     | : | Social Background of Indian Nationalism |
| 3. S.Gopal       | : | British policy in India 1858 – 1905     |
| 4. R.Lnanda.     | : | History of Freedom Movement             |
| 5. J.R.Machame   | : | Indian Nationalism                      |
| 6. Sumit Sarkar  | : | Modern India 1858 – 1947                |
| 7. Sundhralingam | : | Politics and Nationalist Agitation      |
| 8. P.E.Rohuts    | : | British India                           |

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Acquire in depth knowledge of freedom struggle in India. .	<b>K1</b>
<b>2</b>	Understand the factors leading to the rise of nationalism and trace the emergence of Indian National Congress	<b>K2</b>
<b>3</b>	Contribute to the society by learning principles of non-violence, sathyagraha, service, sacrifice and patriotism	<b>K3</b>
<b>4</b>	Analyse the implications of Colonialism and Communalism	<b>K4</b>
<b>5</b>	Evaluate the importance of communal harmony.	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	3	9	9	3	9
<b>CO2</b>	9	3	3	9	9	9	3
<b>CO3</b>	9	9	3	9	9	3	9
<b>CO4</b>	9	9	9	3	9	9	9
<b>CO5</b>	9	9	3	9	9	3	9
<b>Weightage</b>	45	39	21	39	45	27	39
<b>Weighted Percentage of Course Contribution of PO's</b>	7.246377	6.161137	3.743316	6.806283	7.317073	4.918033	6.532663

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix



## MA HISTORY

SEMESTER	IV	CORE COURSE	Sub Code	21PHS13
CORE COURSE	CC-XIII		Credits	5
<b>HISTORY FOR COMPETITIVE EXAMINATIONS</b> (Objective Type online examination)				
<p><b>Course Objectives:</b> The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To prepare the students for the competitive examinations</li> <li>• To impart knowledge about the concepts, ideas and terms in history</li> <li>• To learn the Indian history on the competitive perspective</li> </ul>				

<b>UNIT: I Concepts, Ideas and Terms</b>	
<p>Bharatvarsha, Kara/Vishti, Sabha and Samiti, Stridhana, Varnasrama, Memorial Stones, Prusharthas, Agraharas, Rina, Khilafat, Samslaras, Sulah-i-kul, Yajma, Doctrine of Karma, Turkan-i-Chahlghani, Dandanti/Arthasastra, Watan, Saptanga, Baluta, Dharmavijaya, Iqta, Stupa/Chaitya, Jizyah, Nagara/Dravida/Vesara, Madad-imaash, Bodhisativa/Tirthankara, Amaram, Alvars/Nayanars, Raya-Rekho, Sreni, Jangama, Chauth, Dyarchy, Hundi (Bills of Exchange), Federalism, Sarraf, Utilitarianism, Polygars, Filtration Theory, Jagir, Forward Policy, Dastur, Doctrine of Lapse, Mansab (Rank), Satyagraha, Deshmikh, Swadeshi, Nadu, Revivalism, Pargana, Communalism, Bangal, Vaishnavism, Orientalism, Alt magha De-industrialisation, Shahna-i-mamdi, Subsidiary Alliance, Mercantilism, Economic Nationalism, Indian Renaissance, Panchsheel, Economic Drain, Mixed Economy, Colonialism, Paramountcy, Hindu Code Bill</p> <p><b>World History: Concepts, Ideas and Terms</b> Pre-history, Humanism, Burial Practices, Enlightened Despotism, Mother-Goddess, Divine Right, Law Codes, Supremacy of Church, Athenian Democracy, Holy Roman Empire, Imperial Rome, Social Contract and eneral Will, Slavery, Nation States, Aristocracy, Renaissance, Confucianism, Reformation, Manorial System, Darwinism, Black Death, Great Depression (1929), Feudalism, Feminism, Non-alignment, Parliamentary Democracy, Nazism, Commonwealth, Imperialism, Socialism, Balance of Power, Apartheid, Rights of Man, Cold War, Postmodernism</p>	
<b>UNIT : II ANCIENT INDIAN HISTORY</b>	

<p>Sources:-archaeological Sources- Literary Sources-Indigenous: Primary and Secondary – Problems of dating, myths, legends, poetry, scientific literature, literature in regional languages, religious literature Foreign accounts, Pre-history and pro-history:Man and Environment – geographical factors. Paleolithic and Mesolithic -Neolithic and Chalcolithic -Indus Valley Civilization – Iron age Vedic Period: Migrations and settlements; dating the Vedic Age., literary and archaeological evidences, evolutions of social and ;Political institutions; religious and philosophical ideas, rituals and practices.</p>	
<p>Period of Mahajanapadas:Formation of States (Mahajanapadas) : Republics and Monarchies; rise of urban centres; trade routes economic growth ;introduction of coinage; spread of Jainism and Buddhism; rise of Magadha and Nandas Persian and Macedonian Invasions and their impact.Manuryan Empire: Foundation of the Mauryan Empire, Chandragupta, Kautilya and Arthasastr: Ashoka; Concept of Dharma; Edicts; Brahmi and Kharosthi scripts.Administration; economy; architecture and sculpture; external contacts.Disintegration of the empire; Sungas and Kanvas</p>	
<p>Post-Mauryan Period(Indo-Greeks, Sakas, Kushanas, Western Kshatrapas)Contact with outside World; growth of urban centres, economy, coinage, development of religions, Mahayana, social conditions, art and architecture, literature and science.Early state and society – In Eastern India, Deccan and South India Kharaveka, The Satavahanas, Tamil States of the Sangam Age, , Sangam literature and culture; Buddhist centres art and architecture.Imperial Guptas and Regional State of India: Harsha, The Kadambas, Gangas, Pallavas and Chalukyas of Badami, Tamil Bhakti Movement,Rashtrakutas, Arab contacts, Ghaznavi Conquest, The Chalukyas of Kalyana, Cholas, Hoysalas, Pandyas</p>	
<b>UNIT :III MEDIEVAL INDIAN HISTORY</b>	
<p>Sources: Archaeological - Chronicle-Literary sources:– Persian, Sanskrit and Regional Languages- Archival materials-Foreign travelers’ accounts-Political Developments: The Delhi Sultanate: Foundation of the Mughal Empire – Babur, Humayun and Suris; expansion from Akbar to Aurangzeb- Decline of the Mughal empire -- political, administrative and economic causes-Later Mughals and disintegration of the Mughal empire</p>	
<p>The Vijayanagara and Bahmanis – rise, expansion and disintegration-The Maratha movement - Administration-Administration under the Sultanate – Civil, judicial, revenue, fiscal and military- Economic Aspects Social-religious Movements: The Safis- Shaivism and its branches; Vaishnavism and its branches –The Sikh movement – Guru Nanak Dev and his teachings and practices, Adi Granth; the Khalsa-Society- Cultural Life</p>	
<b>UNIT:IV MODERN INDIAN HISTORY</b>	

<p>Rise of British Power European traders in India in the 17<sup>th</sup> and 18<sup>th</sup> centuries – Portuguese, Dutch, French and the British-The establishment and expansion of British dominion in India- Administration of the Company and Crown- Evolution of central and provincial structure under the East India Company, 1773-1853- Paramountcy, Civil Service, Judiciary, Police and the Army under the Company and Crown- Local Self-Government-Constitutional changes, 1909-1935 –</p> <p>Economic History: Expansion and commercialization of agriculture, land settlements-Divide of industries ,British Industrial policy; Monetary policy, Growth of new urban centres, Famines and epidemics and the government policy, Economic Thought- English utilitarian; Indian economic historians; the Drain theory Indian Society in Transition: Contact with Christianity-The New Education- Raja Rammohan Roy – Women’s Question - The Printing Press</p> <p>National Movement: Rise of Indian nationalism, Revolt of 1857 and different social classes, Ideologies and programmes of the Indian National Congress, 1885-1920, Trends in Swadeshi movement, Ideologies and Programmes of Indian revolutionaries in India and abroad, Gandhian Mass Movement, Ideology and programme of the Justice Party, Movement of the Depressed classes, Communal politics and genesis of Pakistan, Towards Independence and Partition India after Independences (1947-1964):Integration of the Indian States; the Kashmir Question, The making of the Indian Constitution, Economic Policies and the planning process, Linguistic reorganization of States, Foreign policy initiatives</p>	
<b>UNIT : V RESEARCH IN HISTORY</b>	
<p>Sources and Historiography: Archival materials, biographies and memories, newspapers, Oral evidences, creative literature and painting Concerns in Modern Indian Historiography – Imperialist, Nationalist, Marxist and Subaltern- Scope and value of History, Objectivity and Bias in History, Causation in History, History and its auxiliary sciences-, Area of research — significance of Regional history-Modern Historical Writing in the researcher’s area of research, Recent Trends in Indian History</p>	

### **Reference Books**

1. A.L.Basham : The Wonders that was India
2. Romila Thaper : A History of India Vol.I
3. R.Sathianathier : A Political and Cultural History of India Vol-I
4. P.E.Robert : History of British India
5. Tara Chand : History of the Freedom Movement in India Vol.I
6. R.C.Majumdar,  
Raychoudhury and Datta : Advanced History of India
7. Sumit Sarkar : Modern India 1858 – 1947
8. Bipan Chandra : Rise and Growth of Nationalism in India
9. Govt. of India Publication : Gazetteers of India

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Remember the Indian and global events in history.	<b>K1</b>
<b>2</b>	Understand history subject and opt it as an optional subject in competitive examination	<b>K2</b>
<b>3</b>	Apply the acquired knowledge to successfully qualify in competitive examination	<b>K3</b>
<b>4</b>	Scrutinize all the fact and information for competitive examinations	<b>K4</b>
<b>5</b>	Evaluate his/her capability of answering to multiple choice questions in competitive exam.	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	3	9	9	9	3
<b>CO2</b>	9	3	9	9	9	3	9
<b>CO3</b>	3	9	9	3	9	9	9
<b>CO4</b>	9	3	9	9	3	9	9
<b>CO5</b>	9	3	9	9	9	3	9
<b>Weightage</b>	39	27	39	39	39	33	39
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	4.265403	6.951872	6.806283	6.341463	6.010929	6.532663

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	I	ELECTIVE CORE COURSE	Sub Code	21PHSE1A
CORE COURSE	EC-I		Credits	5
<b>PRINCIPLES AND METHODS OF ARCHAEOLOGY</b>				
<b><u>Course Objectives:</u></b> The main objectives of this course are: <ul style="list-style-type: none"><li>• To study the fundamentals of archaeology</li><li>• To assess the different scientific techniques associated with archaeology</li><li>• To update the information on recent archaeological excavation</li></ul>				

<b>UNIT – I Meaning and History</b>	
Meaning and Aims of Archaeology – Value of Archaeology – History of Archaeology – Archaeology in India – Archaeology Survey of India – Tamil Nadu State Archaeological Department.	
<b>UNIT – II Explorations</b>	
Surface Explorations – Objectives – Methods of site survey – Aerial Survey- Scientific Aids in Exploration.	
<b>UNIT – III Excavation</b>	
Excavation – Staff and their functions – Excavation Equipment – Principles and Methods of Excavation – Excavation of Structure – Excavation of Towns and Burial - – Analysis – Documentation – Publication of Excavated materials.	
<b>UNIT – IV Dating Method</b>	
Dating methods: Absolute and Relative dating – Carbon 14 method – Thermoluminescence – Potassium – Argon method – Archaeo Magnetism – Dendro Chronology – Fluorine method.	
<b>UNIT –V FEATURES OF ARCHAEOLOGY</b>	
Preservation and Conservation methods in Archaeology - Archaeology in Post Independent India.- Functions of Archaeological Survey of India – State Department of Archaeology - Historical value of Archaeological sites	

### **Books for Reference:**

1. William S. Dan : Archaeological Field Methods and Introduction
2. K.V.Raman : Principles and Methods of Archaeology
3. Jowkousky Martha : A Complete Manuals of Field Archaeology
4. Andrew Sherrat : The Cambridge Encyclopedia of Archaeology
5. K.Rajan : Archaeology: Principles and Methods

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Develop the skill of methods in archaeological excavations	<b>K1</b>
<b>2</b>	Identify and understand key themes and concepts in Archaeology and its development.	<b>K2</b>
<b>3</b>	Apply his knowledge to find out archaeological sites and artifacts	<b>K3</b>
<b>4</b>	Analyze the origin and nature of National and State Department of Archaeology in India.	<b>K4</b>
<b>5</b>	Evaluate excavation, dating methods and other techniques used in Archaeology	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	3	9	9	3	9
<b>CO2</b>	3	9	9	9	3	9	3
<b>CO3</b>	9	9	3	9	9	3	9
<b>CO4</b>	9	3	9	9	3	9	9
<b>CO5</b>	9	3	9	9	3	9	3
<b>Weightage</b>	39	33	33	45	27	33	33
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	5.21327	5.882353	7.853403	4.390244	6.010929	5.527638

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	I	ELECTIVE CORE COURSE	Sub Code	21PHSE1B
CORE COURSE	EC-I		Credits	5
<b>ARCHIVES KEEPING</b>				
<b>Course Objectives:</b> The main objectives of this course are: <ul style="list-style-type: none"><li>• To realize the importance of Archives</li><li>• To know the practice of archives keeping</li><li>• To study different types of preservation techniques</li></ul>				

<b>UNIT – I Origin and development of Archives</b>	
Definition – Nature – Need for Archival Establishment – Differences between Archives and Library – Origin and development of Archives in Europe and India	
<b>UNIT – II Types and Functions of Archives</b>	
Types of Archives - Creation of Archives – classification – recent developments – Racking – shelves and the materials.	
<b>UNIT – III Preservation and conservation of records</b>	
Preservation of Archival materials – Preventive measures – methods of preservation – Lamination – Docketing – Book-Bindings – Factors of deterioration – Repair of Archival material.	
<b>UNIT - IV Administration of Archives</b>	
Administration of Archives – Functions of archives – publication Facilities to Research – maintenance of Archives – uses of Archives.	
<b>Unit - V Archives organizations</b>	
Tamil Nadu Archives – Private Archives – Indian Historical Records Commission – Historical Manuscripts Commission – Role of Archives in the present day world – National Archives – Tamil Nadu State Archives: Private Archives – Categories of Private Archives.	

### **Books for Reference :**

1. B.S.Baliga, Guide to the Records preserved in the Madras Records Office
2. K.D.Bhargava, An Introduction to National Archives
3. Michael Cook, Archives Administration
4. Ghose Sailer, Archives in India
5. V.K.Harinarayanan, The Science of Archives Keeping
6. John Hodson, An Introduction to use of Public Records
7. Gilbert Kahn, Filing system and Records Management
8. Hilary Jenkinson, A Manual of Archives Administration
9. David Macmillan (Ed), Archives, Techniques and Functions in a Modern Society
10. Schellenberg, Modern Archives: Principles and Techniques
11. M.Sundara Raj, A Manual of Archival system and the World of Archives
12. H.L.White, Trends in Archival Administration

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Recall the origin and development of Achieves	<b>K1</b>
<b>2</b>	understand the documentation of the early periods.	<b>K2</b>
<b>3</b>	Know the preventive measures and precautionary methods.	<b>K3</b>
<b>4</b>	Realize the materials and equipments used in Archives.	<b>K4</b>
<b>5</b>	Evaluate the functions of Archives	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	3	9	9	3	9
<b>CO2</b>	3	9	9	9	3	9	3
<b>CO3</b>	9	9	3	9	9	3	9
<b>CO4</b>	9	3	9	9	3	9	9
<b>CO5</b>	9	3	9	9	3	9	3
<b>Weightage</b>	39	33	33	45	27	33	33
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	5.21327	5.882353	7.853403	4.390244	6.010929	5.527638

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix



## MA HISTORY

SEMESTER	I	ELECTIVE CORE COURSE	Sub Code	21PHSE1C
CORE COURSE	EC-I		Credits	5
<b>HISTORY OF SCIENCE AND TECHNOLOGY</b>				
<b>Course Objectives:</b>				
The main objectives of this course are to:				
<ul style="list-style-type: none"> <li>• To tell about important discoveries and inventions and to explain how science and history affect each other.</li> <li>• To examine how science has helped or hindered the progress of human society.</li> <li>• To illustrate the technological growth in nineteenth century</li> <li>• To estimate the services of scientists in developing India</li> </ul>				

<b>Unit-1 Science and Technology in the 17<sup>th</sup> and 18<sup>th</sup> centuries</b>	
Foundation of Scientific Academies - Newton - Leeuwenhoek - Birth of Modern Chemistry: Boyle, Lavoisier and Mendeleev - The Story of Electricity - The Age of Steam Engines: Impact on Textiles & Transport	
<b>Unit-2 Science and Technology in the 18<sup>th</sup> and 19<sup>th</sup> centuries</b>	
Linnaeus and Cuvier - Darwin and the Theory of Evolution - Progress in Medical Science: Jenner, Pasteur, Lister, Simpson, Roentgen, Marie curie - Faraday, Nobel and Edison	
<b>Unit-3 Science and Technology in the 19<sup>th</sup> and 20<sup>th</sup> centuries:</b>	
Communication Revolution: Invention of Telegraph, Telephone, Radio, Radar and T.V – History of Computer – Atom: Dalton and Einstein - Laser - Robots - Antibiotics, Transplant Surgery and Test Tube Babies	
<b>Unit-4 Aviation and Space Exploration</b>	
History of Aviation: Montgolfier brothers, Zeppelin, Wright brothers - Space Exploration: Sputnik to Space Shuttle – Lunar Missions and Space Probes – Communication Satellites.	
<b>Unit-5 Science in Modern India</b>	
Indian Pioneers of Modern Science: J.C. Bose, C.V. Raman, Homi J. Baba, Vikram Sarabai, Ramanujan, Khorana, Chandra Sekhar, Salim Ali and Abdul Kalam - AEC – ISRO.	

### Books for Reference:

- |                     |   |  |
|---------------------|---|--|
| 1. Chattopadhyaya   | : | History of Science and Technology in India                 |
| 2. Egon Larsen      | : | History of Inventions                                      |
| 3. Varghese Jeyaraj | : | History of Science and Technology                          |
| 4. Deepak Kumar     | : | Science and the Raj  |
| 5. Kalpana Rajaram  | : | Science and Technology in India                            |
| 6. B.Hamilton       | : | Technology and Progress                                    |
| 7.J.G.Crowther      | : | Discoveries and Inventions of the 20 <sup>th</sup> Century |

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Recall the discoveries and inventions made in the 18 <sup>th</sup> and 19 <sup>th</sup> centuries in Physics, Chemistry, Natural Science and Medicine.	<b>K1</b>
<b>2</b>	Trace the growth of Science and Technology in the 17 <sup>th</sup> and 18 <sup>th</sup> centuries;	<b>K2</b>
<b>3</b>	Explain the history of Aviation and Space Exploration with important milestone events	<b>K3</b>
<b>4</b>	Analyze the condition of Science in Modern India and Portray the life of important Indian scientists along with their contribution to modern science.	<b>K4</b>
<b>5</b>	Explore the history of Communication, Computer, Nuclear Science and Robotics and tell about the advances made in Medical Science	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	3	9	9	3	9
<b>CO2</b>	3	9	9	9	3	9	3
<b>CO3</b>	9	9	3	9	9	3	9
<b>CO4</b>	9	3	9	9	3	9	9
<b>CO5</b>	9	3	9	9	3	9	3
<b>Weightage</b>	39	33	33	45	27	33	33
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	5.21327	5.882353	7.853403	4.390244	6.010929	5.527638

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	II	ELECTIVE CORE COURSE	Sub Code	21PHSE2A
CORE COURSE	EC-II		Credits	5
<b>HUMAN RIGHTS</b>				
<b>Course Objectives:</b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To inculcate the spirit of human rights consciousness and awareness</li> <li>• To know various human rights violations in the present society</li> <li>• To assess the human rights issues in the context of globalization</li> <li>• To know the various International and National human rights documents</li> </ul>				

<b>UNIT-I Definition and Human rights through the ages</b>	
Definition and Nature of Human Rights - Evolution of the concept of Human Rights - Magna Carta (1215) - Petition of Rights - Bill of Rights(1689) - American Declaration of Independence - French Declaration of the Rights of Man and Citizen -Theories of rights - Principles of Human Rights	
<b>UNIT-II UNO and Human Rights</b>	
Universal Declaration of Human Rights - International Covenant on Civil and Political Rights - International Covenant on Economic, Social and Cultural Rights - U.N. Human Rights Commission - U.N. High Commission for Human Rights - U.N.Human Rights Committee - Role of NGOs	
<b>UNIT-III Human Rights in Indian Context</b>	
Fundamental Rights - Directive Principles of State Policy Fundamental Duties - Right to Information Act - Protection of Human rights Act 1993 – Habeas Corpus, Mandamus, Certiorari, Quo Warranto	
<b>UNIT-IV Human Rights Institutions in India</b>	
National and State Human Rights Commissions - Structure and Functions - Minority Commission - National Commission of Women – National Backward Class Commission - National Commission of SC's and ST's - Human Rights Courts.	
<b>UNIT-V Contemporary Challenges</b>	
Child Labour - Women Rights - Female Infanticide - Eve Teasing - Bonded Labour - Depressed Classes - Problem of Refugees - Capital Punishment	

### Book for Reference:

- |                       |   |  |
|-----------------------|---|--|
| 1. Praveen Vadkar     | : | Concepts Theories and Practices of Human Rights  |
| 2. Singh Sehgal, B.P  | : | Human Rights in India                            |
| 3. Krishna Iyer, V.R. | : | Dialectics and dynamics of Human rights in India |
| 4. Nirmal, C.J.       | : | Human Rights in India                            |
| 5. Saksena, K.P.      | : | Human Rights Fifty Years of India's Independence |
| 6. C.Iyadurai         | : | Human rights                                     |
| 7. Desai A.R          | : | Violations of Democratic Rights in India         |
| 8. Jack Donnely       | : | The Concept of Human Rights                      |
| 9. Maurice            | : | What are Human Rights?                           |

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Remember the concept of natural rights.	<b>K1</b>
<b>2</b>	Understand the historical growth of the idea of human rights.	<b>K2</b>
<b>3</b>	Assess the importance of Human Rights and respect the rights of others.	<b>K3</b>
<b>4</b>	Analyze the issues and challenges of Human Rights.	<b>K4</b>
<b>5</b>	Evaluate the role of various organization in protection of Human Rights	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	3	9	9	3	9	9
<b>CO2</b>	9	9	3	9	9	3	9
<b>CO3</b>	9	3	9	9	9	3	9
<b>CO4</b>	9	3	9	9	9	3	3
<b>CO5</b>	9	9	3	9	9	3	9
<b>Weightage</b>	45	27	33	45	39	21	39
<b>Weighted Percentage of Course Contribution of PO's</b>	7.246377	4.265403	5.882353	7.853403	6.341463	3.825137	6.532663

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	II	CORE COURSE	Sub Code	21PHSE2B
CORE COURSE	EC-II		Credits	5
<b>WOMEN STUDIES</b>				
<b><u>Course Objectives:</u></b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To sensitize men and women to recognize the importance of multidimensional role of women in society.</li> <li>• To inculcate the importance of empowerment of women and to acquaint the students about the Women Rights.</li> <li>• To inspire a positive change in attitude towards the women in social structure.</li> <li>• To learn about the measures and initiative of National Commission of Women.</li> </ul>				

<b>Unit I Introduction to Women Studies</b>	
Nature and scope – Relevance and purpose of Women Studies- Definition and theories of Feminism – Women Movements in the US and UK – Status of Women in India – Vedic Period – Childhood, Marriage and education – Widowhood, women in public life, women and rituals – later Vedic period – Epic period.	
<b>Unit II Status of women in Medieval</b>	
Status of women in Medieval Purdah, Sati, Jauhar Women poets in Medieval period – Akkammadevi, Mira Bai, Lal Deb, Jahanara Begum – Iswar Chandra Vidya Sagar – Virasalingam – Karve	
<b>Unit III Political awakening and status of women in modern period</b>	
Political awakening and status of women in modern period – Role of Missionaries –Women in National Movement – Bharathiyar –Annie Besant – Periyar E. V. R. – Margaret Cousins – Muthulakshmi Reddy.	
<b>Unit IV Women's Organizations and services:</b>	
Indian Women Association-National Council of Women in Indian Association - All India Women's Conference -Women in Medicine: Women in Education - Women in Media	
<b>Unit V Women and Law</b>	
Constitutional Rights of Women in India – Abolition of Sati – Widow Remarriage Act – Sarada Act, Suppression of Immoral traffic Act – Equal Remuneration Act – Ant-Dowry Acts – Family Court Act – Eve Teasing and Sexual Harassment (Prevention) of Women Act, 2004 – Domestic Violence Act, 2005 -The Protection of Children from Sexual Offences (POCSO) Act, 2012.	

### **BOOKS FOR REFERENCE:**

1. Aparna Basu, Women's Struggle: A history of the All India Women's Conferences 1927, 2002, Manohat Publication, New Delhi, 2003
2. Brinda Bose, The Politics of Gender and Culture in India, Katha Publishers, New Delhi, 2002
3. Janaki. D, Women's Issues Perspectives from Social History, Dhana Publication, Chennai
4. Iesodhara Bagchi, Indian women, Myth and Reality, Sangam books, Hyderabad, 1998
5. Kiran Devendra, Changing status of Women in India, Vikas Publishing House, New Delhi, 1994
6. Leela Fernandes, Routledge Handbook of Gender in South India, New Delhi, 2014

7. Neera Desai, Women in Modern India, Ajanta Publishers, New Delhi 1987  
 8. Prinees, I, Contributions of European Women to Tamil Nadu, Kavin Publication, 2012

Web Reference:

1. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=456> Paper 01 to 15 (All modules)  
 2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=828> Subject-Human Rights and Duties, Paper 1 to 35, Module 1 to 22.  
 3. [https://shodhganga.inflibnet.ac.in/bitstream/10603/118048/13/13\\_chapter%203.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/118048/13/13_chapter%203.pdf)  
 Women Studies its concepts and Growth in India.

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Remember the important social legislations concerning Women.	<b>K1</b>
<b>2</b>	Understand the ideals of feminism.	<b>K2</b>
<b>3</b>	Apply his wisdom in promotion of women's rights.	<b>K3</b>
<b>4</b>	Analyze the importance of the multidimensional role of women in society	<b>K4</b>
<b>5</b>	Extend support in the creation of an erudite society respecting human rights	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	3	9	9	3	9	9
<b>CO2</b>	9	9	3	9	9	3	9
<b>CO3</b>	9	3	9	9	9	3	9
<b>CO4</b>	9	3	9	9	9	3	3
<b>CO5</b>	9	9	3	9	9	3	9
<b>Weightage</b>	45	27	33	45	39	21	39
<b>Weighted Percentage of Course Contribution of PO's</b>	7.246377	4.265403	5.882353	7.853403	6.341463	3.825137	6.532663

Level of Correlation } 1 – Low 3 – Medium 9 – High 0 – No Correlation  
 Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	II	CORE COURSE	Sub Code	21PHSE2C
CORE COURSE	EC-II		Credits	5
<b>CONSTITUTIONAL HISTORY OF INDIA FROM A.D 1773 -1947</b>				
<b>Course Objectives:</b>				
<ul style="list-style-type: none"> <li>• The main objectives of this course are:</li> <li>• To enable the students to learn the fundamental concepts of the constitution and understand the evolution of Indian constitution.</li> <li>• To acquaint the students about their rights and responsibilities as citizens of India</li> <li>• To learn the constitutional legacy of the British rule in India</li> </ul>				

<b>Unit - I Constitutional development between 1773 and 1784</b>	
The East India Company - the Regulating Act, 1773 - Provisions - Defects of the Act - Bengal Judicature Act, 1781 - Pitt's India Act, 1784 - Provisions and significance.	
<b>Unit - II Constitutional Development between 1784 and 1857</b>	
The Charter Acts of 1793, 1813, 1833 and 1853 - Their Provisions and significance. Queen Victoria's Proclamation, Government of India Act of 1858 - significance - Indian Councils Act 1861 and 1892 - Provisions - importance - Minto-Morley Reforms, 1909 - Provisions - significance.	
<b>Unit - III Constitutional development between 1919 and 1935</b>	
Government of India Act, 1919 –circumstances to introduce the Act - Provisions - Nature & working of Dyarchy in the Provinces - importance - Government of India Act 1935 - circumstances to introduce the Act - Provinces - All India federation - Provincial Autonomy.	
<b>Unit - IV The constitutional development between 1935 and 1947</b>	
the August offer - Cripps Proposal - Wavell Plan - The Cabinet Mission Plan - Mountbatten Plan - The Indian Independence Act, 1947. 2616	
<b>Unit - V Formation of Constituent Assembly</b>	
Its works -The salient features of the Indian Constitution - the Sources - Federation - Fundamental Rights - Fundamental Duties - The Directive Principles of State Policy - the party system - Emergency Provisions - Amendments.	

### **Books for Reference:**

Agarwal R.C Constitutional development and National movement in India  
Desikachari S.V Readings in the constitutional history of India  
Gangules N Constitutional development in India Gupta  
D.G Indian National Movement and Constitutional Development.  
Joshi G.N Constitutional History of India  
Kapoor A.C Select Constitutions Mahajan V.D Constitutional History of India  
Pylee M.V Constitutional History of India  
Sikri S.L A Constitutional History of India T  
Text Books: Dharmaraj, J Constitutional History of India, (Tamil)

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Remember the Queen's Proclamation guaranteed to the Indians.	<b>K1</b>
<b>2</b>	Understand the provisions of Charter Acts.	<b>K2</b>
<b>3</b>	Know the Indian councils as the law making bodies.	<b>K3</b>
<b>4</b>	Analyze the historical background of the constitution	<b>K4</b>
<b>5</b>	Evaluate the importance of Fundamental Rights and Duties	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	3	9	9	3	9	9
<b>CO2</b>	9	9	3	9	9	3	9
<b>CO3</b>	9	3	9	9	9	3	9
<b>CO4</b>	9	3	9	9	9	3	3
<b>CO5</b>	9	9	3	9	9	3	9
<b>Weightage</b>	45	27	33	45	39	21	39
<b>Weighted Percentage of Course Contribution of PO's</b>	7.246377	4.265403	5.882353	7.853403	6.341463	3.825137	6.532663

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix



## MA HISTORY

SEMESTER	III	ELECTIVE CORE COURSE	Sub Code	21PHSE3A
CORE COURSE	EC-III		Credits	5
<b>POLITICAL THOUGHT</b>				
<b>Course Objectives:</b> The main objectives of this course are: <ul style="list-style-type: none"><li>• To understand the political ideas of Plato and Aristotle</li><li>• To learn the ideas of Indian political thinkers</li><li>• To impart the knowledge about the socialist ideology</li></ul>				

<b>UNIT – I Political thought in Ancient period</b>	
Introduction to Political thought Plato – Aristotle	
<b>UNIT – II Political thought in Medieval period</b>	
Machiavelli – Thomas Hobbes – John Lock – Rousseau	
<b>UNIT – III Political thought in Modern period</b>	
Edmund Burke – Utilitarianism – Jeremy Bentham – J.S. Mill - Hegel	
<b>UNIT – IV Socialist political thought</b>	
Karl Marx – Lenin – Laski	
<b>UNIT – V Political Thought in India</b>	
Kautilya – Tiruvalluvar – Tagore – Vivekananda - Mahatma Gandhi – Jawarhalal Nehru – Character of Indian Political Thought- E.V.R. Periyar – S.Radhakirushnan.	

### **Books for Reference:**

1. Eibenstein : Great Political Thinkers (Plato to the Present)
2. Dunning : Political Theories
3. Wayper C.L : Political Thought
4. Gupta R.C : Great Political Thinkers
5. Varma. V.P : Modern Indian Political Thought
6. Sabine : A History of Political Theory
7. Barker.E : A Text Book of Political Theory
8. Panday.Y : Political Thought from Plato to Machivelli

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Recall the basic concepts and distinguish the different sources for the study of Indian History.	<b>K1</b>
<b>2</b>	Understand the broad streams of Indian thought	<b>K2</b>
<b>3</b>	Know the impact of western political ideology in Indian democracy	<b>K3</b>
<b>4</b>	Realize the transcendental unity of all religions of the world to keep world in peace.	<b>K4</b>
<b>5</b>	Analyse the theory of ethics and spiritual transformation	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	3	9	9	3	9
<b>CO2</b>	3	9	9	3	9	3	9
<b>CO3</b>	9	3	9	3	9	9	9
<b>CO4</b>	9	9	3	9	9	3	9
<b>CO5</b>	9	9	3	3	9	9	9
<b>Weightage</b>	39	39	27	27	45	27	45
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	6.161137	4.812834	4.712042	7.317073	4.918033	7.537688

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	III	ELECTIVE CORE COURSE	Sub Code	21PHSE3B
CORE COURSE	EC-III		Credits	5
<b>INTELLECTUAL HISTORY OF MODERN INDIA</b>				
<b>Course Objectives:</b>				
The main objectives of this course are:				
<ul style="list-style-type: none"> <li>• To learn about the broad streams of Indian thought.</li> <li>• To understand the evolution of ideas through the ages.</li> </ul>				

<b>Unit I: Political</b>
Mahatma Gandhi: Satyagraha (Civil Disobedience & Non Cooperation) - Non Violence as Political Weapon; Jawarhalal Nehru: Panchsheel - Democratic Socialism - Subash Chandra Bose: Samyavad - Kamaraj Plan.
<b>Unit II: Socio Cultural</b>
Ram Mohan Roy: Fight against Social Evils; B R Ambedkar: Annihilation of caste - Dharma Revolution; Periyar EVR: Self Respect Movement; Jayaprakash Narayanan: Total Revolution.
<b>Unit III: Literary</b>
Rabindranath Tagore: Internationalism - Shantiniketan - Gitanjali; Bharathi: Poetry as a Weapon of Nationalism: Bharathidasan: Towards New World ('Pudiyathor Ulagam Seivom') - Ayothidasa Pandithar: 'Oru Paisa Thamilan'.
<b>Unit IV: Religious</b>
Ramakrishna; Transcendental Unity of All Religions- Vivekananda; Theory of Ethics- Theory of Purity (inner transformation) Shri Narayana Guru; Social Transformation Ramana Maha Rishi: Spiritual Transformation- Vallalar's Samarasa Sutha Sanmargam.
<b>Unit V: Prominent Women &amp; their thought (or) Women Empowerment</b>
Muthulakshmi Reddy: Abolition of the Devadasi & Pottukatu system- Sarojini Naidu; Cosmopolitanism and Internationalism - Annie Besant: Social Activism- Mehta Patkar: Narmada Movement.

### References:

1. Taylor, Anne, *Annie Besant – A Biography*.
2. Bali, Dev Raj, *Modern Political Thought (From Ram Mohan Roy to Jayaprakash Narayan)*, Delhi, 1993.
3. Publication Division Series on Great Men and Women of India.
4. Sen, S.N., *Dictionary of National Biography*, Vols. 1 – 4.
5. Viswanathan, Esa. *Periyar E.V. Ramasamy*.
6. Vishnoo Bhagwan, *Indian Political Thinkers* Delhi, 1996
7. Shruti Kapila, *Intellectual History for An India*, Cambridge University Press, 2010.
8. Sankar Ghose, *Leaders of Modern India*, Allied Publications, New Delhi, 1980.

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Acquire general themes that have been produced by thinkers from varied social and temporal contexts	<b>K1</b>
<b>2</b>	Understand the social reformers and reform movements fought against the social evils.	<b>K2</b>
<b>3</b>	Know the idea of literary in Modern India	<b>K3</b>
<b>4</b>	Analyse the theory of ethics and spiritual transformation	<b>K4</b>
<b>5</b>	Evaluate the role of political leaders in nation building	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	3	9	9	3	9
<b>CO2</b>	3	9	9	3	9	3	9
<b>CO3</b>	9	3	9	3	9	9	9
<b>CO4</b>	9	9	3	9	9	3	9
<b>CO5</b>	9	9	3	3	9	9	9
<b>Weightage</b>	39	39	27	27	45	27	45
<b>Weighted Percentage of Course Contribution of PO's</b>	6.280193	6.161137	4.812834	4.712042	7.317073	4.918033	7.537688

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	III	ELECTIVE CORE COURSE	Sub Code	21PHSE3C
CORE COURSE	EC-III		Credits	5
<b>PANCHAYAT RAJ IN INDIA</b>				
<p><b>Course Objectives:</b> The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To understand the evolution of the local bodies.</li> <li>• To know the reasons for the decline of the glory of the Panchayats.</li> <li>• To understand various women empowerment programmes</li> </ul>				

<b>UNIT-I Panchayat Development after Independence (National Perspective)</b>	
Gandhiji's concept of Gramswaraj and its relevance – Provision in the Indian Constitution – Community Development Programme National Extension Programme – Genesis of Panchayat Raj (1957-61) – Balwantray Metha Committee Report (1957) and its impact – V.P.Naik Committee Report (1961).	
<b>UNIT-II Implications of the Panchayat Raj system</b>	
20 Points Programme – Ashok Mehta Committee recommendations (1977-78) – Experiments in Karnataka State – Sarkaria Commission's recommendation of Decentralization – 73 <sup>rd</sup> Constitutional Amendment Act and Panchayat Raj Act 1992.	
<b>UNIT-III Panchayat Raj in Tamil Nadu:</b>	
Local-self Government during Chola period - Madras Village Panchayat Act 1920 – Madras Local Board (Amendment) Act, 1930 – Tamil Nadu Panchayat Act 1958 and its applications – creation of the Panchayats and Panchayat union council – Tamil Nadu Panchayat Raj Act 1994 – Formation of the Panchayats, Panchayat union council and District Panchayat council – Elections of 1996 and 2001.	
<b>UNIT-IV Panchayat Administration:</b>	
Operation of Panchayat Raj system – Five Year Plans and Rural Development – Implementation of the Rural Development Schemes (Centrally sponsored Schemes and Tamil Nadu State Schemes) through panchayat	
<b>UNIT-V Panchayats and the Women Empowerment Programmes</b>	
Role of DRDA, Tamil Nadu Women's Development Corporation and TAHDCO – NGOs and the Panchayat system – problems faced by panchayats – Issues over decentralization of powers – Working of the panchayat system in Pudukkottai.	

### Text Book

1. Palanithurai, G., *Dynamics of New Panchayati Raj Systems in India, Volumes I & II*, Concept Publishing Company, New Delhi, 2002.

## Reference Books

1. B.S.Khanna, Panchayat Raj in India
2. S. Adisehiah Malcm and et.a., Decentralise Planning an Panchayat Raj
3. AVARD, Panchayat Raj as the absis of Indian Policy: An Exploration into the proceedings of the constituent Assembly
4. B.S.Bhargava, Panchayat Raj Institution: An analysis of Issues, Problems and Recommendations of Ashok Mehta Committee.
5. B.S Bhargava and S. Rama Rao, Indian Local Government – A Study
6. G. Palanithurai (Ed), New Panchayat Raj System in India.
7. Mathew George, Panchyat Raj System : From Legislation to Movement
8. M. Venkatarangaiya and M. Pattabiraman, Local Government in India.
9. Government of India, 73<sup>rd</sup> Amendment to the Constitution of India

Course Outcome		
On the successful completion of the course, student will be able to:		
1	Remember the facts, terms and history of Panchayat Raj system in Tamilnadu.	K1
2	Understand the origin of Panchayat Raj System in India	K2
3	Analyse the functioning of Panchayat Raj system in Independent India.	K3
4	Evaluate the contributions of self governing institutions for upliftment of the rural masses.	K4
5	Judge the working of Panchayat Raj system in India at its grass root level and the benefit of welfare schemes	K5

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

Mapping with Programme Outcomes							
COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	9	9	3	9	9	3	9
CO2	3	9	9	3	9	3	9
CO3	9	3	9	3	9	9	9
CO4	9	9	3	9	9	3	9
CO5	9	9	3	3	9	9	9
Weightage	39	39	27	27	45	27	45
Weighted Percentage of Course Contribution of PO's	6.280193	6.161137	4.812834	4.712042	7.317073	4.918033	7.537688

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix

## MA HISTORY

SEMESTER	II	EXTRA	Sub Code	21PHSED1
CORE COURSE	EDC-I	DISCIPLINARY COURSE	Credits	5
<b>GENERAL STUDIES FOR COMPETITIVE EXAMINATIONS</b> (Objective Type online examination)				
<p><b>Course Objectives:</b> The main objectives of this course are:</p> <ul style="list-style-type: none"> <li>• To give an orientation for competitive examinations</li> <li>• To make the students to develop critical ability</li> <li>• To learn the research and analytical aptitude</li> </ul>				

<b>UNIT-I</b>	
<p><b>Teaching Aptitude:</b> Teaching : Nature, objectives, characteristics and basic requirements; Learner’s characteristics; Factors affecting teaching; Methods of teaching; Teaching aids; Evaluation systems.</p> <p><b>Research Aptitude:</b> Research: Meaning, characteristics and types; Steps of research; Methods of research; Research Ethics; Paper, article, workshop, seminar, conference and symposium; Thesis writing: its characteristics and format.</p>	
<b>UNIT-II</b>	
<p><b>Reading Comprehension:</b> A passage to be set with questions to be answered.</p> <p><b>Communication:</b> Communication: Nature, characteristics, types, barriers and effective classroom communication.</p>	
<b>UNIT-III</b>	
<p><b>Reasoning</b> (Including Mathematical) Number series; letter series; codes; Relationships; classification</p> <p><b>Logical Reasoning:</b> Understanding the structure of arguments; Evaluating and distinguishing deductive and inductive reasoning; Verbal analogies: Word analogy - Applied analogy; Verbal classification. Reasoning Logical Diagrams : Simple diagrammatic relationship, multidiagrammatic relationship; Venn diagram; Analytical Reasoning</p>	
<b>UNIT-IV</b>	
<p><b>Data Interpretation:</b> Sources, acquisition and interpretation of data - Quantitative and qualitative data; - Graphical representation and mapping of data.</p> <p><b>Information and Communicating Technology (ICT):</b> ICT: meaning, advantages, disadvantages and uses; General abbreviations and terminology; Basics of internet and e-mailing.</p>	
<b>UNIT-V</b>	
<p><b>People and Environment:</b> People and environment interaction; Sources of pollution; Pollutants and their impact on human life, exploitation of natural and energy resources; Natural hazards and mitigation</p> <p><b>Higher Education System:</b> Governance Polity And Administration; Structure of the institutions for higher learning and research in India; formal and distance education; professional/technical and general education; value education: governance, polity and administration; concept, institutions and their interactions.</p>	

<b>Course Outcome</b>		
On the successful completion of the course, student will be able to:		
<b>1</b>	Understand the effective class room communication	<b>K1</b>
<b>2</b>	Understand the people's environment and higher education system in India	<b>K2</b>
<b>3</b>	Develop the skill of test of reasoning and logical reasoning.	<b>K3</b>
<b>4</b>	Develop the skill of data interpretation and information and communicative technology.	<b>K4</b>
<b>5</b>	Create the research and analytical aptitude	<b>K5</b>

K1- Remember, K2 – Understand, K3 – Apply, K4 – Analyse, K5 – Evaluate, K6 - Create

<b>Mapping with Programme Outcomes</b>							
<b>COs</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>
<b>CO1</b>	9	9	3	9	9	9	3
<b>CO2</b>	3	9	9	3	9	9	3
<b>CO3</b>	9	9	9	3	9	9	9
<b>CO4</b>	3	9	9	9	3	9	9
<b>CO5</b>	9	9	3	3	9	9	3
<b>Weightage</b>	33	45	33	27	39	45	27
<b>Weighted Percentage of Course Contribution of PO's</b>	5.31401	7.109005	5.882353	4.712042	6.341463	8.196721	4.522613

Level of Correlation } 1 – Low 3 – Medium 9 –High 0 – No Correlation

Between CO's & PO's } - As suggested by the UGC as per Six Sigma Tool – Cause & Effect Matrix