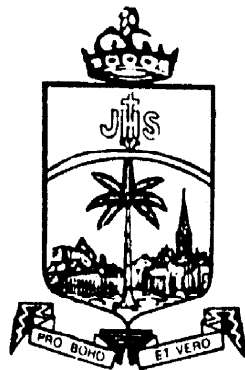


**M.A. HISTORY**  
**SYLLABUS : 2012**

**CHOICE BASED CREDIT SYSTEM**  
**(CBCS)**



**St. JOSEPH'S COLLEGE (Autonomous)**

*Re-accredited with 'A' Grade (3<sup>rd</sup> Cycle) by NAAC*

*College with Potential for Excellence by UGC*

**TIRUCHIRAPPALLI - 620 002, INDIA.**



## FEATURES OF CHOICE BASED CREDIT SYSTEM

### PG COURSES

The Autonomous (1978) St. Joseph's College, accredited with Five Star status in 2001, Re-accredited with **A+ Grade** from NAAC (2006), Re-accredited with **A Grade** from NAAC (3<sup>rd</sup> cycle), had introduced the Choice Based Credit System (CBCS) for PG courses from the academic year 2001-2002. As per the guidelines of Tamil Nadu State Council of Higher Education (TANSICHE) and the Bharathidasan University, the College has reformulated the CBCS in 2008-2009 by incorporating the uniqueness and integrity of the college.

### OBJECTIVES OF THE CREDIT SYSTEM

- \* To provide mobility and flexibility for students within and outside the parent department as well as to migrate between institutions
- \* To provide broad-based education
- \* To help students learn at their own pace
- \* To provide students scope for acquiring extra credits
- \* To impart more job oriented skills to students
- \* To make any course multi-disciplinary in approach

### What is credit system?

Weightage to a course is given in relation to the hours assigned for the course. Generally one hour per week has one credit. For viability and conformity to the guidelines credits are awarded irrespective of the teaching hours. The following Table shows the relation between credits and hours.

Sem.	Specification	No. of Papers	Hour	Credit	Total Credits
I - IV	Core Courses (Theory & Practical)	14	6	14 x 5	70
	Project	1	--	1 x 5	05
I - IV	3 - Core Electives	3	4	3 x 4	12
	1 - Soft Skill Course (Common) (IDC-1)				
	1 - Inter Dept. Courses (IDC-2)	2	4	2 x 4	08
I - IV	SHEPHERD - Extension Activity	~	70	5	05

**Total Minimum Credits** **100**

**Other Additional Credits (Dept. Specific)** **....**

However, there could be some flexibility because of practicals, field visits, tutorials and nature of project work.

For PG courses a student must earn a minimum of 100 credits. The total number of courses offered by a department is 20. However within their working hours a few departments can offer extra credit courses.

### **Course Pattern**

The Post Graduate degree course consists of three major components. They are Core Course, Elective Course and Inter Departmental Course (IDC). Also 2 compulsory components namely Project / Project related items and SHEPHERD, the extension components are mandatory.

### **Core Course**

A core course is the course offered by the parent department, totally related to the major subject, components like Practical, Projects, Group Discussions, Viva, Field Visits, Library Record form part of the core course.

### **Elective Course**

The course is also offered by the parent department. The objective is to provide choice and flexibility within the department. The student can choose his/her elective paper. Elective is related to the major subject. The difference between core course and elective course is that there is choice for the student. The department is at liberty to offer three elective courses any semester. It must be offered at least in two different semesters. The staff too may experiment with diverse courses.

### **Inter Departmental Course (IDC)**

IDC is an inter departmental course offered by a department for the students belonging to other departments. The objective is to provide mobility and flexibility outside the parent department. This is introduced to make every course multi-disciplinary in nature. It is to be chosen from a list of courses offered by various departments. The list is given at the end of the syllabus copies. Two IDCs must be taken by students which are offered in Semester II & III. In

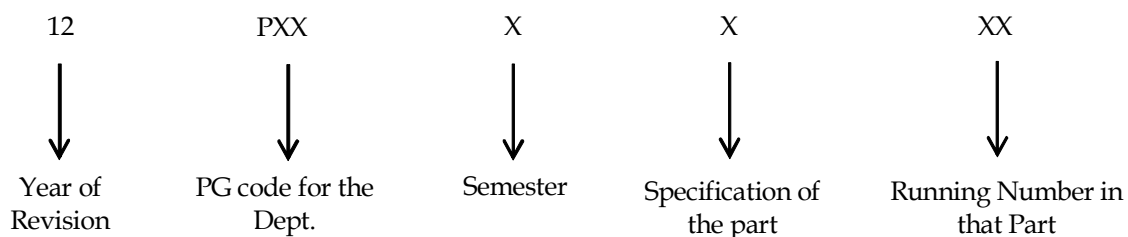
semester II, a common IDC, Soft Skills is to be offered by JASS (Joseph Academy of Soft Skills).

**Day College (Shift-I) student may also take an IDC-2 from SFS (Shift-II) course and vice versa**

The IDC are of application oriented and inter-disciplinary in nature.

**Subject Code Fixation**

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



- 01 – Core Courses: Theory & Practical
- 02 – Core electives
- 03 – Additional Core Papers (if any)
- 04 – Inter Departmental Courses
- 05 – Project
- 06 – SHEPHERD

**CIA Components**

The CIA Components would comprise of two parts: (1) Test Components conducted by Controller of Examination (COE) and (2) Teacher specific component. The two centralized tests will be conducted by the COE (Mid-Semester Test & End-Semester Test) for 30% each administered for 2 hours duration. The remaining 40% would comprise of any three components as listed below and will be carried out by the faculty concerned for that paper.

- \* Assignment, Quiz (Written / Objective), Snap Test, Viva-Voce, Seminar, Listening Comprehension, Reading Comprehension, Problem Solving, Map Reading, Group Discussion, Panel Discussion, Field Visit, Creative Writing, Open Book Test, Library Record, Case Study, etc.

- \* As a special consideration, students who publish papers in referred journals would be exempted from one of the teacher specific internal components in one of the papers. At the beginning of each semester, the four internal components would be informed to the students and the staff will administer those components on the date specified and the marks acquired for the same will be forwarded to the Office of COE.

### Evaluation

For each course there are formative continuous internal assessment (CIA) and semester examinations (SE) in the weightage ratio 50:50.

Once the marks of CIA and SE for each course are available, the Overall Percentage Mark (OPM) for a student in the programme will be calculated as shown below:

$$OPM = \frac{\sum_i C_i M_i}{\sum_i C_i} \text{ where } C_i \text{ is the credit earned for that course in any}$$

semester and  $M_i$  is the marks obtained in that course.

The Scheme of Over-all Results is as follows:

Class	PG	
	Arts (OPM)	Science (OPM)
SECOND	50 to 59.99	50 to 59.99
FIRST	60 to 74.99	60 to 79.99
DISTINCTION	75 & Above	80 & Above

### Declaration of Result

Mr./Ms. \_\_\_\_\_ has successfully completed M.Sc./M.A. degree course in \_\_\_\_\_. The student's overall average percentage of marks is \_\_\_\_\_ and has completed the minimum 100 credits. The student has also acquired \_\_\_\_\_ (if any) additional credits from courses offered by the parent department.

## M.A. History - Course Pattern

Sem	Code	Subject Title	Hrs	Cr	
I	12PHS1101	Socio - Political and Cultural History of India - I (up to AD 1206)	6	5	
	12PHS1102	Socio Cultural History of Tamil Nadu (AD 1800 -2000)	7	5	
	12PHS1103	Socio - Political and Cultural History of World - I (AD 1453 - 1815)	6	5	
	12PHS1104	History of Science and Technology	6	5	
	12PHS1201A	Elective - I: Indian Geography / or	5	4	
	12PHS1201B	Elective - I: Archives Keeping	(5)	(4)	
	<b>Total for Semester I</b>			<b>30</b>	<b>24</b>
II	12PHS2105	Socio - Political and Cultural History of India under Delhi Sultanate	7	5	
	12PHS2106	Socio - Political and Cultural History of World - II (AD 1815 -1945)	7	5	
	12PHS2107	Historiography	7	5	
	12PHS3202A	Elective - II: Human Rights / or	5	4	
	12PHS3202B	Elective - II: Economic History of Modern India	(5)	(4)	
	12PSK2401	Soft Skills (IDC-I)	4	4	
	<b>Total for Semester II</b>			<b>30</b>	<b>23</b>
III	12PHS3108	Socio-Political and Cultural History of India under Mughals	7	5	
	12PHS3109	Indian Freedom Struggle	7	5	
	12PHS3501	Project Work	7	5	
	12PHS3203A	Elective - III: Women Studies in India / or	5	4	
	12PHS3203B	Elective - III: General Studies for Competitive Examinations	(5)	(4)	
	12PHS3402	IDC - II: Indian Constitution	4	4	
	<b>Total for Semester III</b>			<b>30</b>	<b>23</b>
IV	12PHS4110	Contemporary India	6	5	
	12PHS4111	Indian Administration	6	5	
	12PHS4112	Archaeology	6	5	
	12PHS4113	International Relations (Since AD 1945)	6	5	
	12PHS4114	Polity and the Constitution of India	6	5	
	<b>Total for Semester IV</b>			<b>30</b>	<b>25</b>
	12PHS4601	SHEPHERD		5	
I-IV	<b>Total for all Semesters</b>		<b>120</b>	<b>100</b>	

**SOCIO-POLITICAL AND CULTURAL  
HISTORY OF INDIA – I (UPTO 1206 A.D.)**

**Objectives**

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

**Learning Activities**

- ✦ Writing assignments analytically using different sources.
- ✦ Preparing charts on Ancient Indian History
- ✦ Conducting Group Discussion on relevant topics
- ✦ Collecting pictures of Ancient Travelers

**Unit-1**

Sources and approaches to the study of ancient Indian history - Prehistoric cultures in India - Indus Civilization - Aryan invasion and Vedic Society - Evolution of Monarchy and Varna System.

**Unit-2**

State formation and urbanization from Mahajanapadas to the Nandas - Rise of Jainism and Buddhism - Minor sects - Alexander's Invasion - Mauryan Empire: Chandragupta - Asoka's Dhamma and his inscriptions -Mauryan Administration-Art and Architecture.

**Unit-3**

Post-Mauryan India - Evolution of Jatas - Sathavahanas and State Formation in the Peninsula - Sangam Literature and society - Indo-Greeks, Sakas, Parthians, Kushanas: Kanishka, Culture and Art

**Unit-4**

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



## Unit-5

Harsha Vardhana: His administration - Indian Feudalism - Rise of Rajputs - Imperial Cholas: Village Autonomy - Society - Arab conquest of Sind - Turkish Invasions: Ghazni and Ghori - Kalhana - Alberuni.

### Books for Study

1. Khurana. K.L. *History of India: Earliest times to 1761 A.D.*, Lakshmi Narain Agarwal, Agra, 2001. (Unit - 1-5)
2. Majumdar. R.C. *An Advanced History of India*, Mac Millan, New Delhi, 2002. (Unit (1-5))

### Reference Books

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

## **SOCIO-CULTURAL HISTORY OF TAMILNADU (AD 1800-2000)**

### **Objectives**

- \* To analyze the relevance of socio-religious movements of 19<sup>th</sup> century in the context of today.
- \* To study the Dravidian Movement and growth of Tamil Literature.
- \* To understand the growth of Tamil consciousness.
- \* To discuss the role of Christian Missionaries in education.

### **Learning Activities**

- ✦ Preparing portraits of women and men social reformers
- ✦ Preparing a chart showing the works of different political parties
- ✦ Organizing a Educational trip
- ✦ Conducting Group Discussion on the emergence of Dravidian Movement

### **Unit - 1**

Social and Cultural background of Tamil Nadu on the eve of 19<sup>th</sup> Century - The Socio-Religious Reform Movements in the 19<sup>th</sup> Century: The role of Missionaries and their contributions- Vaikunda Swamigal - Ramalinga Adigal - Theosophical Society - Women Reformers - Muthulakshmi Reddy, Lady Doak and Arundale - The impact of British rule on Society and Culture.

### **Unit - 2**

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

### **Unit - 3**

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

## Unit - 4

Upper Garment Movement - Temple Entry Movement- Pure Tamil Movement - Marai Malai Adigal - Anti-Hindi Agitation Movement - Ayothi Dasa Pandithar - Subaltern Movement - Dalit Movement.

## Unit-5

Revival of Tamil Literature: Growth of Education and Health  
Growth of Fine-Arts: Influence of Tamil Cinema on Society Festivals:  
Pongal, Chitrai Thiruvizha Masi Thiruvizha, Aadi Perukku, Diwali.

## BOOKS FOR STUDY

1. Chellam, VT, *History of Tamil Nadu*, Madras: Kudal Publications.
2. Devanesan, *History of Tamil Nadu*, Madurai. (Unit - 1 & 3)
3. Rajayyan K., *History of Tamil Nadu*, Madurai (Unit - 3)
4. Subramanian, T *Social and Cultural History of Tamil Nadu*. (Unit - 2)
5. Yesudhasan, V & Isaac Jayadhas, *History of Tamil Society and Culture Since 1336*, McL Roy Publications, Martandam, 2002, (Unit - 3 & 5)
6. Thangavelu, *Tamilaga Varalatra Varisai - Thamilaaga Samooga Panpattu Varalaru*, Amiltham Pathippagam, Chennai, 2008.

## Reference Books

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

Sem. I  
12PHS1103

Hours / Week: 6  
Credits: 5

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

### **Objectives**

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

### **Learning Activities**

- ✦ Preparing a map showing the route and the countries discovered.
- ✦ Collecting the pictures of the art and architectural features of Renaissance.
- ✦ Collecting the pictures of the Leaders of French Revolution.
- ✦ Training them to submit net based assignments.

### **Unit - 1**

Decline of Feudalism - Geographical Discoveries - Renaissance and Reformation in Europe - Industrial Revolution - Rise of Capitalism.

### **Unit - 2**

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

### **Unit - 3**

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

### **Unit-4**

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

## Unit - 5

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

### Books for Study

1. Khurana. K.L., *World History (AD1453-1966)*, (Unit - I & 2)
2. Weech. W.N. *History of the World*, Odhamas Press, 2001  
(Unit - 3, 4 & 5)

### Reference Books

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

## **HISTORY OF SCIENCE AND TECHNOLOGY**

### **Objectives**

- \* To study the scientific and technical inventions of ancient civilizations.
- \* To illustrate the technological growth in nineteenth century.
- \* To estimate the services of scientists in developing India.
- \* To enable the students to participate in competitive examinations.

### **Learning activities**

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

### **Unit - 1**

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

### **Unit - 2**

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

### **Unit - 3**

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

#### **Unit - 4**

Science and Technology in the 20<sup>th</sup> Century : X - Ray - Radium  
- Atom Bomb - Radio - Radar - Television - Computers & Internet  
- Space Research in Russia & America.

#### **Unit - 5**

Progress of Science and Technology in Modern India: Progress  
in Astronomy - Space Research - Atomic Energy Commission -  
Green Revolution - Defence Research and Development  
Organisation - Pioneers of Modern Science in India: JC Bose - PC  
Roy - Srinivasa Ramanujam - Sir CV Raman - Bhaba - Hargobind  
Khorana - S. Chandra Sekar - Abdul Kalam - Chidambaram -  
Mayilsamy Annadurai - Ramakrishna Venkatraman.

#### **Books for Study**

1. Varghese Jeyaraj, *History of Science and Technology*, Uthamapalayam, 2010. (Unit - 1-5)
2. Venkataraman, R, *History of Science and Technology*, Madurai, 1999. (Unit - 1-4)

#### **Reference Books**

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

## **Elective I: INDIAN GEOGRAPHY**

### **Objectives**

- \* To understand the Physical nature of the world.
- \* To study the change in Climate.
- \* To appreciate the significance of Bio-diversity.
- \* To know the importance of ecology.

### **Learning Activities**

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

### **Unit - 1**

**Physical Geography:** Geological History of India – Location: Area and Boundaries – Major Physical Features – Islands of India – Drainage System of India – Climate: The Seasons, Monsoon, Climatic Regions.

### **Unit - 2**

**Bio - Geography:** Soil: Important Types, Erosion and Conservation – Natural Vegetation: Major Types, Problems of Deforestation and Conservation Measures, Social Forestry, Agro-Forestry- Wild Life.

### **Unit - 3**

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



#### **Unit - 4**

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

#### **Unit - 5**

**Major Issues:** Environmental Degradation - Earthquake and Tsunami - Disaster Management - Pollution: Land, Air and Water - Population Control - Poverty - Critical analysis: Government Policies and Programmes on Environmental Protection-Nuclear weapon - Atomic Explosion- Construction of Mega Dams- Globalization.

#### **Books for Study**

1. Surender Singh, *Geography, Tata McGraw Hills General Studies Manual, 2002.*
2. Tara Chand, *Tata McGraw Hills General Studies Manual, 2001.* (Unit 1-5)
3. Indian Geography, *Tata McGraw Hills General Studies Manual, 2002.*

#### **Reference Books**

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

## **Elective I: ARCHIVES KEEPING**

### **Objectives**

- \* To know the practice of archives keeping.
- \* To study different types of preservation techniques.
- \* To understand the rules to access the records in archives.
- \* To elucidate the different types of documentation procedures.

### **Learning activities**

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

### **Unit - 1**

Archives: Definition - Creation - Uses - Archives and Library - Various types of Archives - Materials used for creation - Birth of a document.

### **Unit - 2**

History of Archives in Europe and India - Preservation Techniques - Enemies of Records - Rehabilitation of Records - Functions of Archivists.

### **Unit - 3**

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

### **Unit - 4**

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

## Unit - 5

National Archives of India and Tamil Nadu State Archives –  
Administration of Tamil Nadu Archives – Sarfoji Saraswathi Mahal  
Library of Tanjore – Jesuits Archives in Shembaganur – Field Work

### Books for Study

1. Thyagarajan. J., *Archives Keeping*, Tensy Publications, Sivakasi, 2009. (Unit - 1-5)

### Reference Books

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

## **SOCIO-POLITICAL AND CULTURAL HISTORY OF INDIA UNDER DELHI SULTANATE**

### **Objectives**

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

### **Learning Activities**

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

### **Unit - 1**

Tripartite Struggle - The Turkish Conquest - Battles of Tarain, Turkish Conquest on Doab Valley - Rajput Society and Culture - Contribution towards architecture.

### **Unit - 2**

The Mamluk Sultans: Qutbuddin Aibak - Iltumish; Consolidation and conquest - Raziya; Struggle against Chahalgani - Balban and his Administration - The Mongols threat to India - Art and Architectural development under Sultans: Quawat-ul-Islam, Qutab Minar, Arhai Din ka Jhonpra.

### **Unit - 3**

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

### **Unit - 4**

Cultural Development from 13<sup>th</sup> to 15<sup>th</sup> Century: Architecture - Religious Beliefs - The Sufi Movement - The Chishti and

Suharwardi Silsilahs – The Bhakti Movement – The Vaishnavite Movement – Arabic and Persian Literature – Regional Languages – Fine Arts.

### **Unit – 5**

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

### **Books for Study**

1. Mahalingam. T.V., *Economic life in the Vijayanagar Empire*, (Unit – 2)
2. Srivastava and Majumdar, *History of Medieval India*, (Unit – 1)
3. Khurana. K.L., *Medieval India*, Lakshmi Narayan Agarwal, Agra, 2007 (Unit – 3-5)

### **Reference Books**

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

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

**Objectives**

- \* To prepare the students for the competitive examinations.
- \* To realise the impact of colonialism and imperialism.
- \* To understand the consequences of global wars, world depression.
- \* To critically assess Fascism & Nazism.
- \* To make them understand the ideas of Liberalism, Nationalism and Communism.

**Learning Activities**

- ✦ By organising a symposium on the growth of Democracy.
- ✦ By discussion on League of Nations.
- ✦ By marking the Important battle fields of the Second World War in a Map.

**Unit - 1**

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

**Unit - 2**

Colonialism and Imperialism in Asia and Africa in the 19th and 20<sup>th</sup> Centuries - China and the Western Powers - Modernisation of Japan and its emergence as a great power - The European powers and the Ottoman Empire (1815 - 1914).

**Unit - 3**

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

#### **Unit - 4**

Awakening in the Arab World - Struggle for Freedom and Reform in Egypt - Emergence of Modern Turkey under Mustafa Kamal Basha - Rise of Arab Nationalism - Communism in China - PRC and Role of Mao-Tse-Tung.

#### **Unit - 5**

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

#### **Books for Study**

1. Khurana. A.L., *World History (1453-1966AD)*, Lakshmi Narayan Agarwal, Agra, 2007. (Unit-3-5)
2. Cromwell. R.D., *World History in the 20th Century*, London, 1969. (Unit - 1-2)

#### **Reference Books**

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

Sem. II  
12PHS2107

Hours / Week: 7  
Credits: 5

## **HISTORIOGRAPHY**

### **Objectives**

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

### **Learning activities**

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

### **Unit - 1**

Definition - Nature - Scope and Purpose - Uses and Abuses of History - Kinds of History - History and Allied Subjects - History: Science or an Art.

### **Unit - 2**

Development of Historiography - Historical writing in Ancient Greece: Herodotus - Thucydides - Roman Historiography - Titus Livy, Medieval Historiography: St. Augustine; Arab Historiography: Ibn Khaldun; Enlightenment Era - Romanticist Historiography - Carlyle - Positivist Historiography - Hegel - Ranke - Spengler - Toyenbee.

### **Unit - 3**

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



#### **Unit - 4**

Indian Historiographers - RC Dutt - JN Sarkar - Muhammad Habib - KM Pannikar - DD Kosambi - KA Nilakanta Sastri - R. Sathianatha Iyer - K. Rajayyan - T. Sundararaj.

#### **Unit - 5**

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

#### **Books for Study**

1. Sreedharan. E, *A Text Book of Historiography (500 BC - AD 2000)*. (Unit - 1&5)
2. Manickam, V, *On History and Historiography*, Clio Publications, Madurai, 2003. (Unit - 2,3 & 4)
3. Rajayyan, K, *History in Theory and Method*, Madurai: Ratna Publications, 1999. (Unit - 1-5)

#### **Reference Books**

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

## **Elective II: HUMAN RIGHTS**

### **Objectives**

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

### **Learning Activities**

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

### **Unit - 1**

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

### **Unit - 2**

International Human Rights Documents:- International Covenant on Civil and Political Rights (ICCPR) - Optional Protocol to ICCPR - International Convention on Elimination of all forms of Discrimination Against Women (CEDAW) - Convention on the Rights of the Child - International Convention on Elimination of Racial Discrimination (CERD) - Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) - Convention Related to the Status of Refugees- International Convention on Economic, Social and Cultural Rights.

### **Unit - 3**

Human Rights in Context of Globalisation: North - South Conflict -- Subaltern Movements- Human Rights Vs Globalisation - Human Rights Vs Fundamentalism.

### **Unit - 4**

National & International Mechanisms - Constitution of India - Preamble - Fundamental Rights - Directive Principles of State Policy - National Human Rights Commission - SC / ST Commission - Minority Commission - Group Rights Discrimination with special reference to Minorities, Blacks and Trans - genders - International Civil Liberty Movements

### **Unit - 5**

Human Rights Violations - Torture, Custodial Death, Encounter Death and Judicial Killings - Death Penalty, Child Trafficking- Anti-people Legislations - NSA, MISA, Goondas Act, TADA, POTA - Few Methods of Responses to Challenges:- Fact Finding - Intervention - Advocacy Campaigning - HR Education - Legal Procedures.

### **Books for Study**

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

### **Reference Books**

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

**Elective - II: ECONOMIC HISTORY OF  
MODERN INDIA**

**Objectives**

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

**Learning Activities**

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

**Unit - 1**

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

**Unit - 2**

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

**Unit - 3**

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

**Unit - 4**

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

## Unit - 5

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

### Books for Study

1. Gill. K.S., *Evolution of the Indian Economy*, NCERT, New Delhi, 1978. (Unit - 1)
2. Tirthankar Roy, *The Economic History of India, 1857-1947*, OUP, Madras, 2000. (Unit - 2 to3)
3. Dharma Kumar and T. Raychaudhuri, ed., *The Cambridge Economic History of India, Vol II, 1757-1970*) Orient Longman & Cambridge Univ. Press, Hyderabad, 1982. (Unit - 4 &5)

### Books for Reference

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

*Sem-II*

**12PSK2401**

*Hours/Week - 4*

*Credits - 4*

## **IDC-I: SOFT SKILLS**

### **Unit 1: Effective Communication & Resume Writing      12 Hours**

#### **Effective Communication**

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

#### **Resume Writing**

What is Resume? Types of Resume? Chronological, Functional and Mixed Resume, Steps in preparation of Resume.

### **Unit II: Group Discussion, Interview Skills & Team Building**

**18 hours**

#### **Group Discussion (GD)**

Group Discussion Basics, GD Topics for Practice, Points for GD Topics, Case-Based and Article based Group Discussions, Points for Case Studies, and Notes on Current Issues for GD.

#### **Interview Skills**

Common interview questions, Attitude, Body Language, The mock interviews, Phone interviews, Behavioral interviews.

#### **Team Building**

Team Vs Group - synergy, Stages of Team Formation, Dabbawala - Case Study - PPT, Broken Square - Exercise, Group dynamics, Win as much as you win - Exercise, Leadership - Styles, Work ethics.

### **Unit III: Personality Development, Attitude & Motivation      18 hours**

#### **Personality Development**

Self awareness, Assertiveness, Goal setting, Problem-solving, Conflict and Stress Management, Decision-making skills, Positive and Creative thinking, Lateral thinking, Time management.

## **Attitude**

Concept, Significance, Factors affecting attitudes, Positive attitude, Advantages, Negative attitude, Disadvantages, Ways to develop positive attitude, Difference between Personalities having positive and negative attitude.

## **Motivation**

Concept of motivation, Significance, Internal and external motives, Importance of self-motivation, Factors leading to demotivation.

## **Unit IV: Numerical Ability**

**8 hours**

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

## **Unit- V: Test of Reasoning**

**8 hours**

### **Verbal Reasoning**

- \* Series Completion, Analogy
- \* Data Sufficiency, Assertion and Reasoning
- \* Logical Deduction

### **Non-Verbal Reasoning**

- \* Series
- \* Classification

## **References**

- \* Aggarwal, R.S. *Quantitative Aptitude*, S.Chand & Sons.
- \* Aggarwal, R.S. (2010). *A Modern Approach to Verbal and Non Verbal Reasoning*, S.Chand & Co., Revised Edition.
- \* Alex, K. (2009). *Soft Skills*, New Delhi, S. Chand & Company Ltd.

- \* Covey, Stephen. (2004). *7 Habits of Highly effective people*, Free Press.
- \* Egan, Gerard. (1994). *The Skilled Helper* (5<sup>th</sup> Ed), Pacific Grove, Brooks/Cole.
- \* Khera, Shiv (2003). *You Can Win*, Macmillan Books, Revised Edition.
- \* Murphy, Raymond. (1998). *Essential English Grammar*, 2<sup>nd</sup> ed., Cambridge University Press.
- \* Prasad, L. M. (2000). *Organizational Behaviour*, S.Chand & Sons.
- \* Ravindran, G., Elango, S.P.B., Arockiam, L. (2009). *Success through Soft skills*, IFCOT publications.
- \* Sankaran, K. & Kumar, M. *Group Discussion and Public Speaking*, M.I. Pub, Agra, 5<sup>th</sup> ed., Adams Media.
- \* Schuller, Robert. (2010). *Positive Attitudes*. Jaico Books.
- \* Thamburaj, Francis (2009). *Communication Soft skills*, Grace Publications.
- \* Trishna's (2006). *How to do well in GDs & Interviews*, Trishna Knowledge Systems.
- \*\* Yate, Martin. (2005). *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting\**





## **SOCIO-POLITICAL AND CULTURAL HISTORY OF INDIA UNDER MUGHALS**

### **Objectives**

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

### **Learning Activities**

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

### **Unit: 1**

Sources: Tuzuk-i-Babri - Ai-ni Akbari - Akbar Nama - Badshah Nama - Tuzuk-i-Jahangiri - Mughal and Sur dynasties: Central Asia and Babur - Conquest of India - Significance - Humayun's Tussle with Sher Khan.

### **Unit: 2**

Sur Empire - Sher Shah and his Administration - Age of Akbar: Contest with the Nobility - Administration - Mansabdari System - Rajput Policy - Policy of Integration - Akbar and the Uzbeks - Rise of Malik Ambar.

### **Unit: 3**

Jahangir - Nur Jahan - Shah Jahan's Rebellion - Mahabat Khan - Question of Qandhar - Balkh Campaign of Shah Jahan - Economic and Social Life - The Ruling Classes - The Middle Strata - Trade and Commerce - Aurangzeb.

### **Unit: 4**

Cultural and Religious Developments: Art and Architecture - Paintings - Literature - Religious Ideas and Beliefs - Aurangzeb's

Religious Policy – Disintegration of the Mughal Empire: Problems of Succession –Jats, Afghans and Sikhs Revolts.

**Unit: 5**

Rise of Marathas: Shivaji – Treaty of Purandar – Administration and Achievements of Shivaji – Deccan under the Mughals (1658 – 1707) – Decline of the Mughals – Impact of the Mughal Rule on Indian History.

**Books for Study**

1. Srivastava and Majumdar, *History of Medieval India*, (Unit – 1)
2. Khurana K.L., *Medieval India*, Lakshminarayan Agarwal, Agra, 2007 (Unit – 3-5)

**Reference Books**

1. Mehta J. L., *An Advanced Study in the History of Medieval India* (3 Vols), Sterling Publication, New Delhi, 2002.
2. Satish Chandra, *Jagirdari Crisis*, Mac Millan, New Delhi, 1984.
3. Mahajan V. D., *India Since 1526*, S. Chand & Co., New Delhi, 2000.
4. Vincent A. Smith., *The Oxford History of India*, New Delhi, OUP, New Delhi, 2002.
5. Majumdar R. C., *An Advanced History of India*, Mac Millan, New Delhi, 2002.
6. Basham. A. L. (Ed.), *A Cultural History of India*, OUP, New Delhi, 2001.
7. Sathiyathatha Iyer, *A History of India*, Chennai, 2002.
8. Burton Stein, *Vijayanagara*, New Delhi, 2002.
9. Burton Stein, *History of India*, OUP, 2002.
10. Robert Sewell, *A Forgotten Empire*, New Delhi, 2000.

## **INDIAN FREEDOM STRUGGLE**

### **Objectives**

- \* To understand the colonial hegemony in India.
- \* To Inculcate the knowledge of solidarity shown by Indians against British government.
- \* To arouse in the minds of students a sense of social justice by imparting the philosophies of various leaders.
- \* To encourage students to do research on national issues.

### **Learning activities**

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

### **Unit - 1**

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

### **Unit - 2**

Emergence of Gandhi: Satyagraha - Khilafat Movement- Non-Cooperation Movement-Violence at Chauri Chaura-Civil Disobedience Movement (1930-1934)

### **Unit - 3**

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

#### **Unit - 4**

Pluralistic aspects of Freedom Movement: Hindus - Muslims-Christians- Dalit- Women and Adivasi Groups

#### **Unit - 5**

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

#### **Books for Study**

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

#### **Reference Books**

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

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

### **Objectives**

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

### **Learning Activities**

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

### **Unit - 1: Importance of the Subject**

Relevance and need of the subject- Evolution of Gender Studies - Women through Ages- Ancient Medieval - Modern and Contemporary Period.

### **Unit -2: Discriminations and Violence:**

Gender Differences - Sati, Polygamy, Child Marriage, Dowry System, Purdah System- Widowhood - Prostitution - Illegal Trafficking - Rape - Female infanticide - Foeticide - Devadasi System - Unequal wages - Domestic Violence against Women- Patriarchy - Status of Women in Different Religious Communities - Role of Manu - Caste System and Women Oppression.

### **Unit - 3: Initiatives towards Women Liberation:**

Struggles for Equality of Women - Women's Movements - Women Education (Upper Garment Movement) - Abolition of Devadasi system - Self-Respect Marriages - Trade Union Movement - Freedom Movement - Role of Missionaries - Reservation for

Women in Decision Making Bodies – Women literacy – The concept of Women Liberation and Empowerment.

**Unit – 4: Modern Reformers and Thinkers:**

Sir Raja Ram Mohan Roy – Iswar Chandra Vidya Sagar – Mahatma Jyotiba Phule Savithri Bai Phule – Dr. B.R. Ambedkar – Dr. Muthulakshmi Reddy – EVR Periyar – Bharathiar – Bharathidasan.

**Unit – 5: Women and Law:**

Indian Constitution and Women – Anti-Dowry Laws – Factory Act – Laws on Inheritance – Divorce Act.

**Books for Study**

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

**Reference Books**

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

**Elective III: GENERAL STUDIES FOR  
COMPETITIVE EXAMINATIONS**

**Objectives**

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

**Learning Activities**

- ✦ Field visits to identify different types of soils
- ✦ Prepare a chart to locate Airports and Ports of India
- ✦ Organize a seminar on Constitutional Issues

**Unit - 1**

Geography - Solar System - The Earth - Dimensions of Earth - Earth's Motions - Earth's Atmosphere - Economic Geography of the Earth.

India: Minerals of India - Crops in India - Types of Soils - Types of Forests - Monsoon Pattern - Mountain Ranges - Indian Rivers - National Wildlife Sanctuaries.

**Unit - 2**

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

**Unit - 3**

Science and Statistical analysis - Everyday science - Physiology - Biology - Basic Chemistry and Physics - Space Research in India - Maps.

**Unit - 4**

Nature of the Constitution - Preamble - Salient Features of the Constitution - Parliamentary Democracy - Fundamental Rights



- Multi Party System - Pressure Groups - Directive Principles of State Policy - Statutory Bodies.

### **Unit - 5**

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

### **Books for study**

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

### **Reference Books**

1. Dutt R.C., *History of Economic India, Vol. 1 & 2*, New Delhi, Publication Division, 1989.
2. *General Essays for Competitive examinations*, Vikas Publishing House, New Delhi.
3. Bipan Chandra, *Indian History - India Struggle for Independence*, Penguin, New Delhi, 2002.
4. TATA Mc GRAW-HILL'S, *General Studies Manual*, New Delhi, 2009.

## **IDC: II – INDIAN CONSTITUTION**

### **Objectives**

- \* To make the students realize the significance of the Constitution.
- \* To make them familiarize the salient features of the Indian Constitution.
- \* To understand the Federal structure of the Indian Constitution.
- \* To inculcate the spirit of the constitution among the students.

### **Learning Objectives**

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

### **Unit: 1**

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

### **Unit: 2**

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

### **Unit: 3**

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

**Unit: 4**

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

**Unit: 5**

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

**Books for Study**

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

**Books for Reference**

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

## CONTEMPORARY INDIA

### Objectives

- \* To understand the achievements of independent India.
- \* To create awareness about the role of makers of modern India.
- \* To inculcate the knowledge on the challenges faced by India before and after globalisation and responses to it.
- \* To provide opportunity to analyse the plans of the Reservation policy.

### Learning Activities

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

### Unit - 1

Makers of Modern India - Rabindranath Tagore - Mahatma Gandhi - B.R. Ambedkar - M. N. Roy - J.P. Narayan - Periyar EVR - K. Kamaraj - Their Philosophies.

### Unit - 2

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

### Unit - 3

Prime Ministers of India: Nehru - Lal Bahadur Sastri - Indhira Gandhi: Abolition of Privy Purses - Emergency - Operation Blue Star - Janata Interregnum - Rajiv Gandhi - Rajiv & Jayawarthana Accord - Coalition Governments: V. P. Singh to Manmohan Singh.

### Unit - 4

Major Issues: Ayodya Issue - Reservation Policy - Reservation to Women - Water Disputes - Starvation Deaths - Agrarian Crisis - State Terrorism - Corruption.

## Unit - 5

Economic Development: Transport and Communication - Energy Sector - Agriculture - Green Revolution - White Revolution - Blue Revolution - India and World Bank - New Economic Reform - Policy of Privatization - Impact of WTO on India.

### Books for Study

1. Anlet Sobithabai W., *Contemporary History of India (1947-2009)*, Sharon Publication, Marthandam, 2009. (Unit - 1,2,3 & 5)
2. Venkatesan G., *Contemporary History of India*, V.C. Publication, Rajapalayam. (Unit-1- 5)
3. John Gilbert, G., *Contemporary History of India*, Anmol Publications, New Delhi, 2006.

### Reference Books

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

## **INDIAN ADMINISTRATION**

### **Objectives**

- \* To examine the evolution of Indian administration.
- \* To visualise the structure of Indian administration.
- \* To understand the importance of planning.
- \* To develop skills in participating Panchayatraj institution.

### **Learning Activities**

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

### **Unit - 1**

Evolution - Indian Constitution - Parliamentary Democracy - Federation - Planning - Political Executive at the Union level: President, Vice President, Prime Minister, Council of Ministers, Cabinet Committees.

### **Unit - 2**

Structure of Central Administration: Secretariat, Cabinet Secretariat - Ministries and Departments; Boards and Commissions - Public Services - All India Services, Central Services, State Services, Union and State Public Services Commission, Training of Civil Services.

### **Unit - 3**

Machinery for Planning: Planning Commission - Plan Formulation - National Development Council - Planning at the State and District levels - Controls of Public Expenditure: Parliamentary Control - Comptroller and Auditor General

#### **Unit - 4**

Administration of Law and Order: Role of Central and State Agencies - State Administration: Governor - Chief Minister - Council of Ministers - Chief Secretary Directorates - District Administration - District Collector - Developmental Functions - District Rural Development Agency - Special Development Programmes.

#### **Unit - 5**

Local Administration: Panchayat Raj - Urban Local Government - Features, forms, problems - Autonomy of Local Bodies; - Issues in Indian Administration - Generalists and Specialist in administration - People's participation in administration - Redressal of Citizens' Grievances - Lok Pal and Lok Ayuktas - Administrative Reforms in India.

#### **Books for Study**

Vishnoo Bhagwan and Vidya Bhushan, *Indian Administration*, S. Chand & Co., 2005.(Unit 1-5)

#### **Reference Books**

1. Altekar, AS, *State & Government in Ancient India*, Delhi, 1958.
2. Vidya Bhusan, *Indian Administration*, Delhi, S. Chand & Co. New Delhi, 2000.
3. Tyagi, *Public Administration: Principles & Practices*, Atma Ram & Sons, 1989.
4. Maheswari, SR, *The Evolution of Indian Administration*, Mac Millan, Delhi, 1950.

Sem. IV  
12PHS4112

Hours / Week: 6  
Credits: 5

## ARCHAEOLOGY

### Objectives

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

### Learning activities

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

### Unit - 1

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

### Unit - 2

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

### Unit - 3

Excavation Principles and Methods: Absolute and Relative Dating - Typological Method - Stratigraphical Method - Bench Level of Datum Line System. Lay out of Trenches: Trial Trenches and Sondages - Rectangular Trenching or Vertical excavation - Grid System or Horizontal Excavation - Open stripping - Quadrant Method.



#### **Unit - 4**

Archaeology and other Sciences and Dating Methods : Glacial Varve Chronology - Soil Science - Radio - Carbon Dating - Thermoluminescence Dating - Archaeology and Chemistry - Uranium Dating - Nitrogen or Collagen Dating - Phosphate Analysis - Dendrochronology - Archaeology and Geology, Physics, Anthropology, Physical Anthropology, Social and Cultural Anthropology, Paleobotany, Zoology

#### **Unit - 5**

Archaeological Survey of India - Excavated sites in Tamil Nadu: Arikamedu - Thirukkoyilur - Kaverippoompattinam, Kodumanal, Uraiyur, Adichanallur, Korkai and Pattanam.

#### **Text Books**

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

#### **Reference Books**

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

## **INTERNATIONAL RELATIONS (SINCE 1945)**

### **Objectives**

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

### **Learning Activities**

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

### **Unit -1**

Definition – Scope – Elements of National Power – Diplomacy – Balance of Power – Collective Security

### **Unit - 2**

UNO – Various Organs – Specialised Agencies – Work of UNO in Middle East – Africa – Far East – Disarmament and SALT

### **Unit - 3**

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

### **Unit - 4**

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

## Unit - 5

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

### Books for Study

1. Srivastava, LN, *International Relations*. (Unit - 2 to 5)
2. Palmer & Perkins, *International Relations*. (Unit - 1)

### Reference Books

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

## **POLITY AND THE CONSTITUTION OF INDIA**

### **Objectives**

- \* To make the students realize the significance of the Constitution.
- \* To make them familiarize the salient features of the Indian Constitution.
- \* To understand the Federal structure of the Indian Constitution.
- \* To inculcate the spirit of the constitution among the students.

### **Learning Objectives**

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

### **Unit: 1**

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

### **Unit: 2**

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

### **Unit: 3**

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

**Unit: 4**

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

**Unit: 5**

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

**Books for Study**

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

**Books for Reference**

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

## **INTER DEPARTMENTAL COURSE – IDC**

### **BIOCHEMISTRY**

12PSK2401	SOFT SKILLS
12PBI3402	FIRST AID MANAGEMENT

### **BIOTECHNOLOGY**

12PSK2401	SOFT SKILLS
12PBT3402	APPLIED BIOTECHNOLOGY

### **BOTANY**

12PSK2401	SOFT SKILLS
12PBO3402	HORTICULTURE & LANDSCAPING

### **CHEMISTRY**

12PSK2401	SOFT SKILLS
12PCH3402	HEALTH CHEMISTRY

### **COMMERCE**

12PSK2401	SOFT SKILLS
12PCO3402	FINANCIAL ACCOUNTING FOR MANAGERS

### **COMMERCE (CA)**

12PSK2401	SOFT SKILLS
12PCC3402	CAREER PLANNING AND MANAGEMENT

### **COMPUTER APPLICATIONS**

12PSK2401	SOFT SKILLS
12PCA3402	COMPUTER APPLICATIONS FOR SOCIAL SCIENCES
12PCA3403	FUNDAMENTALS OF PROGRAMMING

### **COMPUTER SCIENCE**

12PSK2401	SOFT SKILLS
12PCS3402A	FLASH
12PCS3402B	WEB DESIGN

## **ECONOMICS**

12PSK2401	SOFT SKILLS
12PEC3402	INDIAN ECONOMY

## **ELECTRONICS**

12PSK2401	SOFT SKILLS
12PEL3402	COMPUTER HARDWARE

## **ENGLISH**

12PSK2401	SOFT SKILLS
12PEN3402	ENGLISH FOR MEDIA STUDIES

## **HISTORY**

12PSK2401	SOFT SKILLS
12PHI3402	INDIAN CONSTITUTION

## **HUMAN RESOURCE MANAGEMENT**

12PSK2401	SOFT SKILLS
12PHR3402	FUNDAMENTALS OF HRM

## **INFORMATION TECHNOLOGY**

12PSK2401	SOFT SKILLS
12PIT3402A	FLASH
12PIT3402B	WEB DESIGN

## **MATHEMATICS**

12PSK2401	SOFT SKILLS
12PMA3402	OPERATIONS RESEARCH

## **PHYSICS**

12PSK2401	SOFT SKILLS
12PPH3402	MODERN PHOTOGRAPHY

## **TAMIL**

12PSK2401	நுண்வகைமைத்திறன்கள்
12PTA3402	அரசுப்பணித்தேர்வுத் தமிழ் - I