

  
**ANNAMALAI UNIVERSITY**  
**303 - M.A HISTORY**

**Programme Structure and Scheme of Examination (under CBCS)**  
 (Applicable to the candidates admitted in Affiliated Colleges from the academic year  
 2022 -2023 onwards)

Course Code	Study Components & Course Title	Hours/Week	Credit	Maximum Marks		
				CIA	ESE	Total
<b>SEMESTER - I</b>						
22PHISC11	Core Course -I: Social and Cultural History of India upto 1206 C.E.	6	4	25	75	100
22PHISC12	Core Course -II: History of Tamil Society and Culture upto 1336 C.E.	6	4	25	75	100
22PHISC13	Core Course -III: History of Ancient Civilizations (Excluding India)	5	4	25	75	100
22PHISC14	Core Course -IV: History of Europe 1789 C.E to 1919 C.E	5	4	25	75	100
	Core Elective -I	5	4	25	75	100
	Open Elective -I	3	3	25	75	100
	<b>Total</b>	<b>30</b>	<b>23</b>			<b>600</b>
<b>SEMESTER - II</b>						
22PHISC21	Core Course -V: Social and Cultural History of India from 1206 C.E. to 1773 C.E.	6	4	25	75	100
22PHISC22	Core Course -VI: History of Tamil Society and Culture from 1336 C.E. to 1800 C.E.	6	4	25	75	100
22PHISC23	Core Course -VII: History of World Civilizations (Medieval and Modern period)	6	4	25	75	100
22PHISC24	Core Course -VIII: International Relations from 1945 C.E. to 2020 C.E.	5	4	25	75	100
	Core Elective -II	5	4	25	75	100
22PFLDC26	Field Study	-	2	25	75	100
22PHUM27	Compulsory Course: Human Rights	2	2	25	75	100
	<b>Total</b>	<b>30</b>	<b>24</b>			<b>700</b>

**List of Core Electives (Internal Elective for Same Major Students)  
(Choose 1 out of 3 in each semester)**

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>H/W</b>	<b>C</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
I	22PHISE15-1	Principles and Methods of Archaeology	5	4	25	75	100
	22PHISE15-2	Tourism and Heritage Management	5	4	25	75	100
	22PHISE15-3	Economic History of India upto 1526 C.E	5	4	25	75	100
II	22PHISE25-1	Achieves Keeping	5	4	25	75	100
	22PHISE25-2	Museology	5	4	25	75	100
	22PHISE25-3	History of China and Japan from 1900	5	4	25	75	100

**List of Open Electives  
External Elective for Other Major Students – Inter/Multi-Disciplinary Courses)  
(Choose 1 out of 3 in each semester)**

<b>Semester</b>	<b>Course Code</b>	<b>Course Title</b>	<b>H/W</b>	<b>C</b>	<b>CIA</b>	<b>ESE</b>	<b>Total</b>
I	22PHISO16-1	Women Studies in India	3	3	25	75	100
	22PHISO16-2	Panchayat Raj Institutions in India	3	3	25	75	100
	22PHISO16-3	Indian Constitution	3	3	25	75	100

<b>SEMESTER: I</b>	<b>22PHISC11: SOCIAL AND CULTURAL</b>	<b>CREDIT: 4</b>
<b>CORE: I</b>	<b>HISTORY OF INDIA UPTO 1206 C.E.</b>	<b>HOURS: 6</b>

### Learning Objectives (LOs)

The main objectives of the course are to

- LO1:** Know the social and cultural history of ancient India.
- LO2:** Understand the Indus Civilization, Vedic culture and principles of Buddhism and Jainism.
- LO3:** Study the society and culture during the age of Mauryas, Sathavahanas and Kushans.
- LO4:** Learn the contributions of Gupta Empire to the development of education, art and architecture.
- LO5:** Acquire knowledge about the socio-cultural conditions on the eve of Arab invasions in India.

### UNIT-1

Sources of Ancient Indian History: Literary and Archaeological Sources, Foreign Accounts – Indus Valley Civilisation: excavations and extent – Indus Cities - social and economic life - Trade– Agriculture –Religion – Vedic Period: Culture – Society – Position of Women - Religion – Literature - Economy – Jainism: Tirthankaras – principles and practices - Digambaras and Śvētāmbaras – Buddhism: Teachings of Buddha - Mahayana and Hinayana.

### UNIT-2

Age of Mauryas: Society – Economy - Art and Architecture – Ashoka’s Dharma - Buddhist missions - India between 2<sup>nd</sup> century B.C.E to 3<sup>rd</sup> century C.E. - Shunga art – Satavahanas: Arts and Architecture – Coinage – Religion

### UNIT-3

Kushans: Contacts with Rome and China – Silk Road - Transmission of Buddhism- Coinage – Gandhara and Madura School of Art- Kanishka and Buddhism - Culture.

### UNIT-4

Gupta Empire – Art and Architecture – Religion and Society – Economy and Trade - Paintings –Sculpture – Education – Nalanda University - Literature - Science and Technology: Varahamihira – Aryabhata – Sushruta – Nagarjuna - Foreign Accounts about the Gupta Empire: Fa-Hien.

### UNIT-5

Vardhana Dynasty - Indian Feudalism – Imperial Cholas, Village Autonomy – Society - Arab Invasion in India and its impacts - Alberuni’s observation of Indian society- Art and literature – Kalhana

### Course outcomes (Cos)

**On successful completion of the course, the student will be able to**

- CO1:** Obtain knowledge about the Indus Valley Civilisation, Vedic culture and the emergence and impact of Buddhism and Jainism.
- CO2:** Realise the significance of the rule of Mauryas, Satavahanas and Kushans.
- CO3:** Understand the social, cultural, religious and economic condition of the Gupta Empire.
- CO4:** Learn about the impacts of Arab invasions and the social, cultural and economic life during the Delhi Sultanate period.
- CO5:** Know the society, culture and economy during the Vardhana dynasty and the impact of Arabs’ conquest of Sindh.

### Text Books

1. Chandra Satish (2004), *Essays on Medieval Indian History*. New Delhi: Oxford University Press.
2. Chandra Satish, (1975), *Medieval India from Sultanate to Moghal Part1 1206 to 1526*. New Delhi: Murnad Publications.
3. Majumdar, R.C. (1948), *An Advanced History of India*. London: Macmillan Publication.
4. Chopra, P.N. (ed.), (2005), *A Comprehensive History of Ancient India Vol. 3*. New Delhi: Sterling Publishers.

### Supplementary Readings

1. Nilkanta Shastri, K.A. (1970), *A Comprehensive History of India: Vol.2*. New Delhi: Orient Longmans.
2. Rizvi, S.A. (2000), *The Wonder that was India Vol.II*. New Delhi: Penguin Books.
3. Sathyanathaiyer, R. (1944), *A Political and Cultural History of India Vol.1*. Chennai: S.Viswanathan Printers and Publishers.
4. Romila Thapar, (2004.), *Early India: From the Origins to AD 1300*. Los Angeles: University of California Press.
5. [\*Indian Historical Review\*](#)

6. Sharma, S.R., *Ancient Indian History and Culture*, 1947.

<https://archive.org/details/in.ernet.dli.2015.281950/mode/2up>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	3				
<b>C02</b>		3	2	2	3
<b>C03</b>		2		2	
<b>C04</b>	3	2			
<b>C05</b>	3	2		2	

<b>SEMESTER: I</b>	<b>22PHISC12: HISTORY OF TAMIL</b>	<b>CREDIT: 4</b>
<b>CORE: II</b>	<b>SOCIETY AND CULTURE UPTO 1336 C.E.</b>	<b>HOURS: 6</b>

### Learning Objectives (LOs)

The main objectives of the course are to

- LO1:** Know the sources for the history of ancient Tamilnadu.
- LO2:** Learn the social, economic and cultural achievements of Sangam age.
- LO3:** Study the importance of Kalabhra interregnum.
- LO4:** Understand the contributions of Pallavas to the development of art and architecture.
- LO5:** Acquire knowledge about the First and Second Pandiyan Empires and legacy of Cholas.

### UNIT-1

Physical features of Thamizhagam - Sources: Archaeological, Epigraphical, Literary and Numismatics - Sangam Age: First Sangam, Second Sangam and Third Sangam - Socio, Cultural and Religious life - Economy of Sangam Age: Roman trade - Mercantile organisation - Foreign trade - Imports and exports.

### UNIT-2

Kalabhras: identity, religion, literature and legacy - Pallavas of Kanchi: Society, Economy and Education - Pallava Literature - Pallava Coinage - Pallava Architecture: rock-cut phase and the structural phase - Bhakti Movement: Alvars and Nayanmars.

### UNIT-3

First Pandiyan Empire: Society, Economy, Culture, Art and Architecture - Foreign Trade - Pandiya coinage - Pearl fishing and pearl trade - Rise of Imperial Cholas: Society, Culture, Literature and Economy - Trade and Commerce - Art and Architecture.

### UNIT-4

Second Pandiyan Empire: Literature - Society - Culture - Economy - Art and Architecture - Domestic and Overseas Trade - Merchant Guilds - Port Cities - Muslim Invasions: Malik Kafur (1311), Khusro Khan (1314) and Ulugh Khan (1323) - Decline of the Second Pandiyan Empire .

### UNIT-5

Madurai Sultanate: Society, Economy and Culture –Trade and Commerce- coinage- Architecture- Kumara Kampanna’s invasion – Harihara – Bukka, Establishment of Vijayanagara Rule- Madura Vijayam -Gangadevi

### Course outcomes (Cos)

#### On successful completion of the course , the student will be able to

- CO1:** Understand the social, cultural, religious and economic life during the Sangam age.
- CO2:** Realise the significance of Kalabhra interregnum and the contributions of Pallavas.
- CO3:** Obtain knowledge about the First Pandiyan Empire and the legacy of Imperial Cholas.
- CO4:** Learn about the Second Pandiyan Empire and the impacts of Muslim invasions.
- CO5:** Know the emergence of Vijayanagara rule and its impact on Tamil society and culture.

### Text Books

1. Balasubramanian, C. (1992), *The Status of Women in Tamil Nadu during the Sangam Age*. Madras: Marumalar Pathipakam.
2. Rajayyan, K. (2005) *Tamil Nadu -A Real History*. Trivandrum: Ratna Publications,
3. Pillay, K.K. (1969), *A Social History of the Tamils*. Chennai: University of Madras,
4. Pillay, K.K. (2008), *Historical Heritage of the Tamils*. Chennai: M.J.P. Publishers.

### Supplementary Readings

1. Mahalingam, T.V. (1975), *Administration and Social Life under Vijayanagar*. Chennai: University of Madras,
2. Minakshi, C. (197), *Administration and Social Life under the Pallavas*. Chennai: University of Madras,
3. Nagaswamy, R.(1997), *Studies in South Indian History and Culture*. Chennai: V.R. Ramachandra Dikshitar Centenary Committee.
4. Robert Sewell and Fernao Nunes. (2000), *A Forgotten Empire: (Vijayanagar) a Contribution to the History of India*. New Delhi: Asian Educational Services.

5. *Journal of Tamil Civilisation*
6. Nilakanta Sastri, K.A., *Pandyan Kingdom*, 1929.  
<https://archive.org/details/in.ernet.dli.2015.277110/mode/2up>
7. Sesha Aiyar, K.G., *Chera Kings of the Sangam Period*, 1937  
<https://archive.org/details/in.ernet.dli.2015.277483/page/n3/mode/2up>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>		2		3	3
<b>C02</b>				2	
<b>C03</b>	3				
<b>C04</b>	3		3		2
<b>C05</b>	3	2	2		3



<b>SEMESTER: I</b> <b>CORE: III</b>	<b>22PHISC13: HISTORY OF ANCIENT CIVILIZATIONS (EXCLUDING INDIA)</b>	<b>CREDIT: 4</b> <b>HOURS: 75</b>
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### **Learning Objectives (LOs)**

**The main objectives of the course are to**

**LO1:** Understand the origin and growth of the ancient civilizations of the world.

**LO2:** Learn the significance of river valley civilizations.

**LO3:** Know the Persian and Hebrew Civilizations.

**LO4:** Explain the key features of classical civilizations.

**LO5:** Acquire knowledge about Chinese, Japanese Civilizations and comprehend the characteristics of Maya, Aztec and Inca Civilizations.

### **UNIT-1**

**Hours:15**

Civilisation: Definition – Characteristics - Comparison between culture and Civilization – Origin and Growth of Civilization – Pre-Historic Culture: Paleolithic, Mesolithic and Neolithic Culture.

### **UNIT-2**

**Hours:15**

Egyptian Civilisation: Egyptian Dynasties - Egyptian Culture and Religion – Mesopotamian Civilization: – Sumerian Civilisation - City-states in Mesopotamia - Akkadian Empire – Babylonian Civilisation - Neo-Babylonian Culture – Assyrian Civilisation - Macedonian and Seleucid Assyria - Chaldean Culture.

### **UNIT-3**

**Hours:15**

Persian Civilisation: Cyrus the Great - Persian Society – Culture – Zoroastrianism - Persian Art and Architecture – Fall of the Persian Empire - Hebrew Civilization: origin – phases – society – culture and religion.

### **UNIT-4**

**Hours:15**

Classical Civilization – Ancient Greek Civilization: Archaic Greece - formation city-states – Sparta and Athens - Society - Symposia and gymnasia - The Persian Wars - The Peloponnesian War - The rise of Macedon - Greece Hellenistic Civilization – Roman Civilization: Beginnings of Rome – Hannibal - Civil Wars - Julius Caesar - Augustus Caesar – society – religion art and architecture - Fall of the Empire.

**UNIT-5****Hours:15**

Chinese Civilization: Social structure – Religion – Buddhism – Martial arts – Art and Architecture - Tea and Food culture – Chinese language - Japanese Civilization: Jōmon culture – Tumulus period and the unification of the nation – Religion - Shinto – Buddhism – Arts and Architecture - Maya, Aztec and Inca Civilizations.

**Course outcomes (Cos)****On successful completion of the course, the student will be able to**

- CO1:** Understand the pre-historic cultures and the origin and growth of civilizations as well as the difference between culture and civilization.
- CO2:** Realise the significance of Egyptian, Mesopotamian, Sumerian, Akkadian, Babylonian and Assyrian civilisations.
- CO3:** Obtain knowledge about the phases of the Persian and Hebrew Civilizations.
- CO4:** Learn about the Classical Civilizations of Ancient Greece and Rome.
- CO5:** Know the development of Chinese and Japanese Civilizations as well as the characteristics of Maya, Aztec and Inca Civilizations.

**Text Books**

1. Brinton, Christopher. (1984), *Wolf: A History of Civilization, Vol.I & II*. New Jersey: Prentice-hall.
2. Edward, d. and Cruz, S.J(1970) *A Survey of World Civilization*. Bombay: Lalvani Publishers.
3. Edward Macnall Burns (1980), *Western Civilizations, Their History and Their Culture*. New York: Norton Publication.
4. Gokhale, B.K. (1973), *Introduction to Western Civilizations*. New Delhi: S. Chand & Co,

**Supplementary Readings**

1. Phul, R.K. (1987), *World Civilization*. New Delhi: Prentice-Hall of India,
2. Swain, J.E. (1994), *A History of World Civilization*. New Delhi: Eurasia Publishing House,
3. Toynbee, A.J. (1948), *A Study of History* (12 Volumes). London: Oxford Press.
4. Will Durant, (1993), *The Story of Civilization (Vol.I & II)*. New York: MJF Books.
5. *Journal of World History*
6. Joseph McCabe, *Prehistoric man*, 1910.  
<https://archive.org/details/prehistoricman00mccarich/page/n7/mode/2up>
7. Harris Hawthorne Wilder, *Man's prehistoric past*, 1923.

<https://archive.org/details/mansprehistoricp00wild/page/n9/mode/2up>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3	2	2		
<b>CO2</b>		2			3
<b>CO3</b>					3
<b>CO4</b>				2	2
<b>CO5</b>				2	2

<b>SEMESTER: I</b>	<b>22PHISC14: HISTORY OF EUROPE</b>	<b>CREDIT: 4</b>
<b>CORE: IV</b>	<b>1789 C.E TO 1919 C.E</b>	<b>HOURS: 75</b>

### Learning Objectives (LOs)

#### The main objectives of the course are to

- LO1:** Understand the French Revolution and the revolutions of 1830 and 1848 and their impacts.
- LO2:** Learn about the Industrial Revolution and the socialist and labour movements in Europe.
- LO3:** Know the Bismarck's diplomacy and the new balance of power.
- LO4:** Understand the European powers and the Ottoman Empire.
- LO5:** Acquire knowledge about the Russian Revolution and the First World War.

### UNIT-1

#### Hours: 15

The French Revolution: causes, course and results - Napoleonic Era (1789-1815) - Reforms and foreign policy, Continental System, Spanish Ulcer, Moscow campaign - Fall of Napoleon - Impact of French Revolution on Europe and abroad -Vienna Congress, 1815- Metternich - The Holy Alliance - Concert of Europe - Revolutions of 1830 and 1848 and their impacts on other European Countries.

### UNIT-2

#### Hours: 15

Industrial Revolution: Definition and characteristics -Stages of Industrial Revolution in Europe-Impact on society, economy and politics – Spread of Industrial Revolution: France, Germany, Japan and the United States of America - Socialist and Labour Movements in Europe.

### UNIT-3

#### Hours: 15

Napoleon III: Foreign Policy - Social and Economic policies -Third Republic of France - The Unification of Italy and the founding of the German Empire – Bismarck's diplomacy and the new balance of power; Kaiser William II and Weltpolitik.

### UNIT-4

#### Hours: 15

The European powers and the Ottoman Empire (1815-1914): The Eastern Question- Decline of Ottoman Empire- Serbian Revolutions- Greek war of Independence- Crimean war- Treaty of Paris, 1856 - Balkan Nationalism - Balkan Wars.

**UNIT-5****Hours: 15**

The Russian Revolution, 1917: causes, course and effects - The First World War - The Economic and Social Impact of the War - The Peace of Paris, 1919- League of Nations: purpose, success and failures – Collective Security: meaning, nature, features and criticisms.

**Course outcomes (Cos)****On successful completion of the course, the student will be able to**

- CO1:** Understand the causes, course and results of the French Revolution and the revolutions of 1830 and 1848.
- CO2:** Realise the significance and impact of the Industrial Revolution and the socialist and labour movements in modern Europe.
- CO3:** Obtain knowledge about Napoleon III as well as the Bismarck's diplomacy and the new balance of power.
- CO4:** Learn about the Eastern Question, the decline of the Ottoman Empire and the Balkan Wars.
- CO5:** Know the causes, course and consequences of the Russian Revolution and the First World War.

**Text Books**

1. Gooch, G.P.(1976.) *History of Modern Europe 1878-1919*. New Delhi: S. Chand & Co,
2. Hayes, C.J.H.(1981)*Contemporary Europe Since A.D.1870*. New Delhi: Surjeet Publications.
3. Anderson, M.G.(1968)*The Eastern for Question*. London: Macmillan.
4. Fisher, H.A.L.(1986)*A History of Europe*. Oxford: Harper Collins Publishers.
5. Gooch, G.P.(1923)*History of Modern Europe*. New York: Henry Holt and Company.

**Supplementary Readings**

1. Charles Downer Hazen.(1984).*Modern Europe Since 1870*. Delhi: Surjeet Publication.
2. Ketelbey, C.D.M(1970). *A History of Modern Times*. Delhi:Oxford University Press.

3. Langer, William.(1935).*Diplomacy of Imperialism*. New York: Alfred, A. Knopf. Publication.
4. Thomson, David.(2018).*Europe Since Napoleon*. New Delhi: Surjeet Publication.
5. [\*European History Quarterly\*](#)
6. Archibald Alison, *History of Europe from the Commencement of the French Revolution*, 1835.  
<https://archive.org/details/historyeuropefr01unkngoog/page/n5/mode/2up>
7. D.C. Knowlton and S.B. Howe, *Essentials in Modern European History*, 1917.  
<https://archive.org/details/essentialsinmod01howegoog/page/n4/mode/2up>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>			2		3
<b>C02</b>		3	2		3
<b>C03</b>				2	3
<b>C04</b>	3			2	
<b>C05</b>				2	

<b>SEMESTER: I</b> <b>CORE ELECTIVE: I</b>	<b>22PHISE15-1: PRINCIPLES AND METHODS OF ARCHAEOLOGY</b>	<b>CREDIT: 4</b> <b>HOURS: 75</b>
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### **Learning Objectives (LOs)**

**The main objectives of the course are to**

- LO1:** Explain the meaning and the scope of the study of Archaeology.
- LO2:** Comprehend the various aspects of Archaeology.
- LO3:** Study how the past is derived from the archaeological remains.
- LO4:** Understand the methods of exploration and excavation.
- LO5:** Acquire knowledge about the important archaeological sites in India.

### **UNIT-1**

**Hours:15**

Definition - Scope and value of Archaeology - History of Archaeology – Antiquarianism – Development of Indian Archaeology, Excavated remains Inscriptions, Coins- Monuments- Memorial Stones-Ware Culture Understanding our Heritage.

### **UNIT-2**

**Hours:15**

Types of archaeology – Ethno archaeology, Biblical archaeology, Salvage archaeology; Useful sciences- Biological, Physical and Chemical sciences – other sciences, Indian Archaeologists.

### **UNIT-3**

**Hours:15**

Methods of Exploration – Field survey, Topo maps, Trial digging; Methods of Excavation; Horizontal, Vertical, Quadrant – Equipment and Staff; methods – planning, stratigraphy, collection of antiquities, documentation - Remote sensing, Underwater Archaeology

### **UNIT 4**

**Hours:15**

New Archaeology, Under water Archaeology, Remote sensing,; Dating methods – relative and absolute methods. Indian Archaeological sites Kalibangan-Lothal-Dhowlavira-Nalanda-Dwaraka-Arikkamedu - Kaveripumpattinam-Adichanallur-Kodumanal-Keladi.

### **UNIT 5**

**Hours:15**

Documentation; conservation – physical and chemical; Preservation in museum; Museum Display Publication of report – preparation of charts, drawings and photographs.

### Course outcomes (Cos)

#### On successful completion of the course, the student will be able to

- CO1:** Understand the definition, aim and scope of Archaeology and its relation with History.
- CO2:** Realise the significance of the history of Archaeology.
- CO3:** Obtain knowledge about the history of Indian Archaeology and the contributions of prominent archaeologists.
- CO4:** Learn about the methods of Archaeology and the techniques of Explorations and Excavations.
- CO5:** Know the important archaeological sites in India with particular reference to Tamil Nadu.

### Text Books

1. Chakrabarti, D.K. (1995), *A History of Indian Archaeology*. New Delhi: M.M. Publishers.
2. Rajan, K. (2002), *Archaeology: Principles and Methods*. Thanjavur: Manoo Pathippakam,
3. Raman, K.V. (1986), *Principles and Methods of Archaeology*. Madras: Parthajan Publications.
4. Dilip Kumar Ganguly. (1994), *Ancient India, History and Archaeology*. New Delhi: Abhinav Pub.

### Supplementary Readings

1. Harpreet Kaur. (2006.), *Archaeology: Techniques & Methods*. New Delhi: Rupa & Co.
2. Whitehouse, R.D. (1983), *Dictionary of Archaeology*. London: Macmillan Press.
3. Madhukar Keshav Dhavalikar(1999), *Historical Archaeology of India*. Michigan: Books & Books
4. Shikaripur Ranganatha Rao. (2001), *Marine Archaeology in India*. New Delhi: Pub. Division.
5. *International Journal of Historical Archaeology*
6. Paul Bahn. (2000). *Archaeology-A Very Short Introduction*.  
<https://archive.org/details/ArchaeologyAVeryShortIntroductionVeryShortIntrodu>



- [ctions/page/n5/mode/2up](#)
7. Matthew Johnson. (2010). *Archaeological Theory -An Introduction*.  
<https://archive.org/details/MatthewJohnsonArchaeologicalTheoryAnIntroduction2010WileyBlackwell/page/n7/mode/2up>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	3				3
<b>C02</b>		2			
<b>C03</b>			2	2	
<b>C04</b>			2	2	
<b>C05</b>	3			2	2

<b>SEMESTER: I CORE ELECTIVE: I</b>	<b>22PHISE15-2: TOURISM AND HERITAGE MANAGEMENT</b>	<b>CREDIT: 4 HOURS: 75</b>
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### Learning Objectives (LOs)

#### The main objectives of the course are to

- LO1:** Impart knowledge about the origin and development of Tourism in India and principles of Heritage Management
- LO2:** Enrich the learners over the diversified culture and festivals of the India.
- LO3:** Enable the student to understand the significance of Tourism and its impact on the Economic Development of our Country.
- LO4:** Acquire knowledge on the impact of Heritage Tourism.
- LO5:** Understand the indicators of sustainable Tourism

### UNIT-1

#### Hours: 15

**Tourism:** Meaning and Definition of Tourism – Structure of Tourism – Types of Tourism – Sectors of Tourism – History of Tourism in India – Business Dimension of Tourism -Employment –potential of Tourism – Status of Institutions involved in heritage Management – outreach – Promoting and Marketing of India’s heritage - principles of Heritage Management – Heritage Manager

### UNIT-2

#### Hours:15

**Cultural Heritage:** Glimpses of Major Indian Culture: Harappan and Aryan-Fair and Festivals in India-Harvest Festivals: Maha Shankaranthi – Pongal – Holi – Dussera – Onam - Deepavali - Kumbha Mela - Buddha Poornima, Christian and Ramzan-Performing Arts, Dance and Music and their role in Tourism – Role of Museum in preservation of Cultural Heritage.

### UNIT-3

#### Hours:15

**Religious Heritage:** Buddhism – Jainism - Hinduism - Sikhism - Islam and Christianity-Popular Religious Sites of Tourism-Varanasi, Bhubaneswar, Rameshwaram, Dwaraka, Amarnath, Kedarnath- Badrinath, Madurai, Tirupati, Bodhagaya, Saranat, Vishali, Kushinagar, Saravanabelagola, Dilwara - Golden Temple – Ajmeer – Jamma - Nagore Masjid - Haji Ali Mosque - St. Thomas Mount - Velankanni and St. Xavier Church.

### UNIT-4

#### Hours:15

**Natural Heritage:** Geographical features of India-Popular Nature Based Tourism Destinations – Beach Resorts - Mountain Resorts - Wild Life Sanctuaries- Birds Sanctuaries - National Parks – Nature Based Tourist Activities – Boating, Trekking, Dolphin Watch, Wild Life Safari - Birds Watching - Nature Walk - Hand gliding - Ballooning.

## UNIT-5

**Hours : 15**

**Sustainable Development:** Tourism Impact – Positive and Negative, Aspect of Economic, Socio-cultural and physical impact- Eco-Tourism and its impact – Sustainable Development – Concepts and Practices – Importance of Sustainable Development in Tourism.

### Course outcomes (Cos)

**On successful completion of the course , the student will be able to**

- CO1:** Gain knowledge on the merits of diversity in Indian Culture.
- CO2:** Understand impact on the influence of Tourism over the country's economy and other domains.
- CO3:** Receive the knowledge on various kinds of Tourism and Festivals of India
- CO4:** Get idea about various natural heritage destinations.
- CO5:** Realize the contribution of tourism for sustainable development.

### Text Books

1. Shalini Singh, (1999), *Cultural Tourism and Heritage Management*, Jaipur:Rawat Publications.
2. Crampon, L.T., (1963), *The Development of Tourism*, Colorado, Marshal Publications.
3. Anand, M.M., (1976), *Tourism and Hotel Industry in India*, New Delhi, Vishat Publications,
4. Kaul, R.N., (1985), *Dynamics of Tourism*, New Delhi, Ishath Publications.

### Supplementary Readings

1. Acharya Ram, (1986),*Tourism and Cultural Heritage of India*, ROSA. Jaipur: Publications, Pvt. Ltd.,
2. Basham, A.L.,( 1988), *The Wonder that was India*, New Delhi :Rupa and Co.

- Publishers, Pvt. Ltd,
3. Hussain.A.A., (1989), *The National Cultural of India*, New Delhi: National Book Trust,
  4. Mukerjee, R.K., (1959), *The Culture and Art of India*, Geo-Allen, London: Unwin Publishers, Pvt, Ltd.
  5. *Tamil Arasu*
  6. Types of Tourism  
<https://archive.org/search.php?query=tourism>
  7. festivals in India  
[https://archive.org/stream/in.ernet.dli.2015.108285/2015.108285.Festivals-Sports-And-Pastimes-Of-India\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.108285/2015.108285.Festivals-Sports-And-Pastimes-Of-India_djvu.txt)

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3		2	2	
<b>CO2</b>	2				
<b>CO3</b>					
<b>CO4</b>		2			
<b>CO5</b>		2		2	2

<b>SEMESTER: I</b> <b>CORE ELECTIVE: I</b>	<b>22PHISE15-3: ECONOMIC HISTORY OF INDIA UPTO 1526 C.E</b>	<b>CREDIT: 4</b> <b>HOURS: 75</b>
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### Learning Objectives (LOs)

#### The main objectives of the course are to

- LO1:** Know the Economic condition of Early Vedic and Later Vedic Period
- LO2:** Study the Economic condition of North India between 6<sup>th</sup> century B.C.E and 4<sup>th</sup> Century B.C.E
- LO3:** Learn the trade and commerce of Satavahanas
- LO4:** Understand the coinage and Economy of Pallavas, Cholas and Pallavas
- LO5:** Acquire knowledge about the trade and commerce under the Sultanate of Delhi

### UNIT-I

#### Hours:15

Early Vedic Age – Later Vedic Age – Economic condition – Trade and Means of Transport – Foreign trade in early times – Maritime trade – India’s trade relationship with Egypt.

### UNIT-II

#### Hours :15

Economic condition of North India from 6th Century B.C. to 3rd Century B.C. – Sisunaga - Economic Life – Trade and commerce under the Nandas- Economy – Agriculture- Trade routes – commerce – Industry – Marketing system under the Mauryas – Kushanas – Irrigation – Crop –raising – Livestock-breeding – handicrafts – Trade and commerce – Coinage – monetary system – Land ownership

### UNIT-III

#### Hours:15

Satavahanas – development of Agriculture – Kautilya’s village plan- Land classification – crops items – Major guilds – Eighteen Types – Industry – Trade – Guptas : Robust guild system – Industries – Revenue system – Land classification – Peasantry – Harsha : Decline of Trade centres – Handicrafts industry and Agriculture – Rashtrakutas: Agriculture – crops – cotton- Textile industry.

### UNIT-IV

#### Hours:15

Economic condition of South India- Sangam Age: Agriculture – Crop pattern – Industries – Weaving and Spinning- Handicrafts Day market- Evening Bazar – External Trade of Pallavas- Cotton Textiles – Export of Medicinal plants – Handicrafts – Internal Trade – Weights and measures- Cholas – Village economy –

Trade and Commerce – Merchant guilds – Pandyas – Agriculture – Roman Trade-  
Chalukyas –Agriculture- Land Tax Evolution

## UNIT-V

### Hours:15

Delhi Sultanate – Land Revenue – Peasantry – Agriculture – The Persian wheel –  
Transport and communication – cotton and silk industry – Textile industry – Paper  
making technology- Craft production – Trade and commerce – European Trade – Tax  
system – Transport and communication

### Course Outcomes (Cos)

**On successful completion of the course, the student will be able to**

- CO1:** Understand the India's trade with other countries in the ancient period
- CO2:** Learn India's economic growth between 6th and 4th Century BEC
- CO3:** Acquire knowledge on India's economy during the later- half of the ancient period
- CO4:** Get an insight of the economic conditions in the Southern India
- CO5:** Know the Economic condition of India during the Delhi Sultanate period

### Text Books

1. Appa Durai (1936), *Economic Conditions in South India*, (Vol I & II)Madras: University of Madras
2. Meera Abraham(1988), *Medieval Merchant Guilds*, New Delhi Publications.
3. Tripathi, R.S(1981), *History of Ancient India*, Banares :Motilal Banarasi das Publishers,
4. Srinivasan, T.M( 1991), *Irrigation and Water Supply*, New Era Publications.

### Supplementary Readings

1. Bhargava, P.L.( 1970.), *India in the Vedic Age*, New Delhi: S.Chand & Company
2. Nilakantasastri, K.A(1966), *A History of South India from Pre-Historic times to the fall of Vijayanagar*, Oxford University Press.
3. Romesh Dutt(1976), *Economic History of India*, New Delhi:Govt. of India Publications Division
4. Salepore, R.N(1973), *The Early Indian Economic History*, Tripathi Publications.
5. [www.JSTOR.org](http://www.JSTOR.org)
6. National Achieves  
<http://nationalarchives.nic.in/>
7. Tamil Nadu Achieves  
<https://www.tnarchives.tn.gov.in/>

**Outcome Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>		2	2		
<b>CO2</b>				2	2
<b>CO3</b>	2		2		
<b>CO4</b>			2		
<b>CO5</b>		2			2

<b>SEMESTER:II</b> <b>CORE: V</b>	<b>22PHISC21: SOCIAL AND CULTURAL HISTORY OF INDIA FROM 1206 C.E. TO 1773 C.E.</b>	<b>CREDIT: 4</b> <b>HOURS: 90</b>
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### Learning Objectives (LOs)

#### The main objectives of the course are to

- LO1: Know the social and cultural history of medieval India.
- LO2: Learn the social, economic and cultural achievements of the Mughal Empire.
- LO3: Study the development of arts and architecture in medieval India.
- LO4: Understand the social and economic conditions under the Marathas.
- LO5: Acquire knowledge about the Bhakti and religious reform movements and the impacts of European Penetration into India.

### UNIT-1

#### Hours: 18

Delhi Sultanate – Social Condition- Slave System- Literature- Art- Paintings- Coins- Vijayanagar Empire- Society – Culture- Art and Architecture- Bahamini Sultanate- Bhakthi Movement- India Under the Mughals: the Ruling Class - Mansibdars, Jagirdars, Zamindars - Status of Women - Religion - Sulh-i Kul - Economic Conditions – Coinage – Agriculture - Textile industry - Transport and Communication – Urbanisation.

### UNIT-2

#### Hours: 18

Cultural conditions under the Mughals – Literature: Persian, Sanskrit and Regional Languages – Education: Maktabas, Madarsas, Pathshalas and Vidyapiths – prominent centres of education - Painting: artists – miniatures and illustrated books – Music: Tansen - Naubat Khan - Amir Khusrau – Architecture: Mosques – Forts – Cities - Tombs – Gardens - Amalgamation of Persian, Turkish and Indian architecture.

### UNIT-3

#### Hours: 18

Marathas: Sources - Social Condition - Position of women - Education – Economic conditions – Taxes - Chauth and Sardeshmukhi - Agrarian system – Industry - Trade and Commerce - Religion and Culture - Pandharpur Movement - Maharashtra Dharma - Art and Architecture.

### UNIT-4

#### Hours: 18

Age of Religious Reformers: Vallabhacharya - Surdas - Mirabai - Chaitanya - Tulsidas – Eknath – Tukaram - Guru Nanak - Guru Arjan - Guru Gobind Singh - community kitchens - Khalsa tradition - Impact of Bhakti Movement.



**UNIT-5****Hours: 18**

European Penetration into India: European Trading Companies - policy of non-interference in the social, religious and cultural life – growth of Indology - Activities of Christian Missionaries: St.Francis Xavier and Jesuit mission - Robert De Nobili - Ziegenbalg - Constantine - Joseph Beschi.

**Course outcomes (Cos)****On successful completion of the course , the student will be able to**

- CO1:** Understand the social, religious and economic life during the Mughal period.
- CO2:** Realise the cultural conditions and the development of art and architecture under the Mughals.
- CO3:** Obtain knowledge about the social, religious and economic conditions under the rule of the Marathas.
- CO4:** Learn about the impact of Bhakti and religious reform movements in Medieval India.
- CO5:** Know the impacts of European penetration into India.

**Text Books**

1. Habib and Nizami (1970), *Delhi Sultanate*. New Delhi: Indian History Congress Publications,
2. Mahajan, V.D. (2000), *History of Delhi Sultanate*, New Delhi: Chand Publication.
3. Majumdar R.C., Ray Choudari, H.C. and Datta, K.K. (1970.), *An Advanced History of India*. New Delhi: Macmillan Publication.
4. Sharma, L.P. (1994.), *History of Medieval India 1000-1740*. New Delhi: Konark Publishers Pvt Ltd.

**Supplementary Readings**

1. Chandra Satish(2004), *Essays on Medieval Indian History*. New Delhi: Oxford University Press.
2. Ishwari Prasad. (1974), *The Mughal Empire*. New Delhi: Chugh Publications.
3. Luniya, B.N. (1960), *Evaluation of Indian Culture*. Agra: Educational Publishers.
4. Qureshi Ishtiaque Hussain(1980), *Administration under the Delhi Sultanate*. New Delhi: Kitab Bhavan.
5. *The Indian Economic & Social History Review*
6. Satish Chandra, *History of Medieval India (800-1700)*, 2007.

<https://archive.org/details/satishchandrahistoryofmedievalindia/page/n1/mode/2up/search/India+Under+Mughals?q=India+Under+Mughals>

7. Abraham Eraly, *The Mughal World*, 2007.

<https://archive.org/details/AbrahamEralyTheMughalWorldLifeInIndiasBookZZ.org/page/n3/mode/2up/search/The+Ruling+Class+Mazabdars%2C+Jagirdars%2C+Zaminadars?q=The+Ruling+Class+Mazabdars%2C+Jagirdars%2C+Zaminadars>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3		2		3
<b>CO2</b>			2		
<b>CO3</b>					
<b>CO4</b>				2	
<b>CO5</b>		2		2	3

<b>SEMESTER:II</b> <b>CORE: VI</b>	<b>22PHISC22: HISTORY OF TAMIL SOCIETY AND CULTURE FROM 1336 C.E. TO 1800 C.E.</b>	<b>CREDIT: 4</b> <b>HOURS: 90</b>
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### Learning Objectives (LOs)

#### The main objectives of the course are to

- LO1:** Gain knowledge on society during the Vijayanagar period.
- LO2:** Know the social and cultural conditions under the rule of Nayaks and Marathas.
- LO3:** Study the service of Christian Missionaries for the Tamil Language and socio-religious condition under the Nayaks of Thanjavur
- LO4:** Acquire knowledge about the Society, Education and Economy of the Nayaks of Senji
- LO5:** Understand the Society and Culture during the Nawabs and Sethupathis of Ramnad

### UNIT-1

#### Hours : 18

Vijayanagar Rule- Source of Information-Society- Culture –Education - Literature-Tamil- Telugu and Sanskrit- Art and Architecture- Sculpture -Agriculture – Trade and commerce –Currency system- Temple Administration- Provincial Administration- Local Administration, Nayankara System – Ayagar System.

### UNIT-2

#### Hours : 18

Nayaks of Madurai- Society – Status of women – Culture - Religious condition – Economic condition – Madurai Mission - – Agriculture – Commerce and trade – Education – Literature - Art and architecture- Buildings – Paintings – Madurai Nayakar Mahal- Charitable Works.

### UNIT- 3

#### Hours :18

Nayaks of Thanjavur: Origin of Tanjore Nayakship –Society –Culture – Tradition – Folk Music and Dance – Religion- Economy – Agriculture – Trade and commerce- Eduation – Saraswathi Mahal Library – Art and Architectue – Paintings – Administrative units – Marathas of Thanjavur- Society – Religion

### UNIT-4

#### Hours : 18

Nayaks of Senji – Society –Culture – Tradition – Religion –Religious tolerance – Temple culture – Art and Architecture – Paintings- Sculpture – Land Endowments –

Administration- Growth of Education – Literature – Dramas- Folk music – Economic condition- Industry – Trade and Commerce

## UNIT-5

### Hours : 18

Arcot Nawabs: society and culture - Sethupatahis of Ramanathapuram: society – religion – Christianity - European Missionaries – Service to Tamil Literature – Robert Caldwell – George Uglow Pope - impact on education - society under the British - spread of English education – development of Transport and Communication system – emergence of the press.

### Course outcomes (Cos)

**On successful completion of the course , the student will be able to**

- CO1:** Know about significance of Nayankara System
- CO2:** Understand the social, cultural, religious and economic conditions during the rule of Nayaks and Marathas.
- CO3:** Realise the social and cultural life under the rule of Nayaks of Thanjavur
- CO4:** Obtain knowledge about the importance Folk music and dances prevalent under Senji Nayaks
- CO5:** Learn about the Growth of English language and development of Transport and communication system

### Text Books

1. Chellam, V.T. (2005), *Thamizhaga Varalarum Panpadum*. Chennai: Manivasagar Pathippagam.
2. Pillay, K.K. (1969), *A Social History of the Tamils*. Madras: University of Madras.
3. Subramanian, P. (1999.), *Social history of the Tamils (1707-1947)*. New Delhi: D.K. Print world.
4. Subrahmanian, N. (1994), *Social and Cultural History of Tamilnadu A.D. 1336-1984*. Michigan: Ennes Publication.

### Supplementary Readings

1. Muthukumaraswamy, M.D. (2011) ,*Social History of Tamil*. Delhi: National Folklore Support Centre India.
2. Naraya, S. (2018.), *The Dravidian Years: Politics and Welfare in Tamil Nadu*. New Delhi: O.U.P.,

3. Subrahmanian, N. (2000), *Tamil Social History, Volume-3*. Madras: Institute of Asian Studies.
4. Subramanian, Pa. (1996), *Social history of the Tamils (1707-1947)*. New Delhi: D.K. Print world.
5. *Proceedings of the South Indian History Congress*
6. Sathyanatha Aiyar, *History of the Nayaks of Madura*, 1924.  
<https://archive.org/details/in.ernet.dli.2015.183822/page/n1/mode/2up>
7. Srinivasachari, C.S., *A History of Gingee and its Rulers*, 1948.  
<https://archive.org/details/in.ernet.dli.2015.500497/page/n5/mode/2up>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>		2			3
<b>C02</b>					
<b>C03</b>			3	2	
<b>C04</b>	3				
<b>C05</b>	3			2	

<b>SEMESTER:II</b> <b>CORE: VII</b>	<b>22PHISC23: HISTORY OF WORLD OF CIVILIZATIONS (MEDIEVAL AND MODERN PERIOD)</b>	<b>CREDIT: 4</b> <b>HOURS: 90</b>
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### Learning Objectives (LOs)

The main objectives of the course are to

- LO1:** Understand the characteristics of the middle ages.
- LO2:** Learn the transition process from the middle ages to the modern age.
- LO3:** Know the significance of geographical discoveries.
- LO4:** Understand the impacts of industrial and agrarian revolutions.
- LO5:** Acquire knowledge about the developments in science and technology and comprehend the history of the world civilizations in the medieval and modern period.

### UNIT-1

**Hours: 18**

Middle-Ages: Rise and Spread of Christianity – Teachings of Jesus – St.Paul and St.Peter – The Papacy – Church in the Middle Ages- its contribution to civilization - Byzantine Civilization – Rise and Spread of Islam – Legacy of Islam- Saracenic Civilization.

### UNIT-2

**Hours: 18**

Feudalism – Origin – Merits and Demerits – Crusades – Causes and Results – Monastic orders of Medieval Europe – Growth of Medieval Cities – progress of education and the rise of universities.

### UNIT-3

**Hours: 18**

Transition to Modern Age – Renaissance – Causes – Renaissance in Italy – Results of Renaissance – Geographical Discoveries of 15<sup>th</sup> and 16<sup>th</sup> Centuries – causes, Course and Results – Reformation in Germany, France and Switzerland – Counter-Reformation.

### UNIT-4

**Hours: 18**

Impact of French Revolution : Society – Culture – Economy – Literature - – Romanticism – Industrial and Agrarian Revolutions – Causes, Course and Results – Revolutions of the 20<sup>th</sup> Century – China, Russia, Latin America.

**UNIT-5****Hours: 18**

Nationalism Vs. Internationalism – League of Nations – United Nations Organization - De-Colonization –Nelson Mandela - Developments in modern science and technology and its implications.

**Course outcomes (Cos)****On successful completion of the course, the student will be able to**

- CO1:** Understand the Byzantine Civilization and the rise and spread of Christianity and Islam.
- CO2:** Realise the merits and demerits of Feudalism, the growth of medieval cities as well as the progress of education and the rise of universities.
- CO3:** Obtain knowledge about the significance of Renaissance, geographical discoveries, Reformation and the Counter-Reformation.
- CO4:** Learn about the French Revolution, Industrial and Agrarian Revolutions and the revolutions of the 20<sup>th</sup> century China, Russia and Latin America.
- CO5:** Know the League of Nations, United Nations Organization, De-Colonization process and the developments in science and technology.

**Text Books**

1. Edward, d. and Cruz,(1970), S.J. *A Survey of World Civilization*. Bombay: Lalvani Publishing House.
2. Gokhale, B.K(1973),*Introduction to Western Civilizations*. New Delhi: S. Chand & Co.
3. Israel Smith Calre, (1931), *The Standard History of the World (10 Volumes)*. Cincinnati: Standard historical Society.
4. Judd, G.P,(1966) *History of Civilization*. New York: Macmillan Publication

**Supplementary Readings**

1. Phul, R.K(1987), *World Civilization*. New Delhi: Prentice-Hall of India
2. Swain, J.E. (1994),*A History of World Civilization*. New Delhi: Eurasia Publishing House, Pvt.Ltd.,
3. Toynbee, A.J. (1948),*A Study of History* (12 Volumes). London: Oxford Press
4. Will Durant(1993), *The Story of Civilization (Vol. I & II)*. New York: MJF Books.
5. *Journal of Modern European History*
6. Hutton Webster, *Medieval and modern history*, 1919.

<https://archive.org/details/medievalandmode00websgoog/page/n7/mode/2up>

7. Baynes, Norman, H., *Byzantium - An Introduction to East Roman Civilization*, 1961.

<https://archive.org/details/in.ernet.dli.2015.462718/mode/2up>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>			2		3
<b>C02</b>	3				
<b>C03</b>		2			
<b>C04</b>	3			2	
<b>C05</b>				2	



<b>SEMESTER:II</b> <b>CORE: VIII</b>	<b>22PHISC24: INTERNATIONAL RELATAIONS</b> <b>FROM 1945 C.E TO 2020 C.E</b>	<b>CREDIT: 4</b> <b>HOURS: 75</b>
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### **Learning Objectives (LOs)**

#### **The main objectives of the course are to**

- LO1:** Understand the concepts and theories of international relations.
- LO2:** Learn the impact of the Cold War and the foreign policies of the major powers.
- LO3:** Know the crucial issues of world politics.
- LO4:** Understand the Third World Movements and the contemporary relevance of Non-alignment.
- LO5:** Study about regional organizations and their impact on international relations.

#### **UNIT-1**

##### **Hours:15**

Definition, scope and nature of International Relations - Theories of International Politics: Realist Theory, Systems Theory, Decision Making Theory and Game Theory - Concepts of International politics: Power, national interest, balance of power, national security, collective security and peace - Determinants of foreign policy: Domestic compulsions, geopolitics, geo-economics and global order – Diplomacy practices.

#### **UNIT-2**

##### **Hours:15**

The Interwar Years (1919-1938) – Reparation - World Economic Crisis - Rise of Dictatorship - Totalitarianism - Second World War – Peace Settlement – Military Alliances - Emergence of Power Blocs – Cold War – UNO – Détente - The post Second World War foreign policies of the major powers: the United States of America, Soviet Union & Russia, and China - India’s foreign policy and relations with Super Powers.

#### **UNIT-3**

##### **Hours:15**

Major issues of world politics: Cuban Missile Crisis; Vietnam War, Afghan Civil War, Gulf War, Collapse of the Soviet Union, Yugoslav Crisis - Oil Diplomacy - Palestine-Israel conflicts - Arms race - disarmament and arms control: the Partial Test-Ban Treaty - The Nuclear Non-Proliferation Treaty (NPT) - Comprehensive Test Ban Treaty (CTBT) - India’s Nuclear Policy - End of the Cold War - Disintegration of USSR - Emerging New World Order - Unipolar and Multipolar world.

#### **UNIT-4**

##### **Hours:15**

Non-alignment: Concept and movement - Third World Movements for global justice - Non-alignment in the post-cold war era - The evolution of the international economic system from Bretton Woods to WTO - the North-South dimension - UN and its specialized agencies: ILO, UNICEF, WHO, UNESCO - International Court of Justice.

## **UNIT-5**

### **Hours:15**

Regional organizations: SAARC, BIMSTEC, ASEAN, EU, APEC, Arab League, OAS, OAU, OECD, IBSA, BRICS, BIMSTEC, G-15, G-77 - Contemporary Global Concerns: Democracy, Human Rights, Ecology, Gender Justice, Global Communication - Terrorism – Globalisation and its impacts – Global Space Mission and International Politics Climate change summit – Global Rightward Shift.

### **Course outcomes (Cos)**

#### **On successful completion of the course, the student will be able to**

- CO1:** Understand the concepts and theories of international politics as well as the determinants of foreign Policy.
- CO2:** Realise the impact of the Cold War and the foreign policies of the major powers.
- CO3:** Obtain knowledge about the significant issues of world politics and the emerging New World Order.
- CO4:** Learn about the Third World Movements and the relevance of Non-alignment in the Post-Cold War era.
- CO5:** Know the significance of regional organizations and their impact on international relations.

### **Text Books**

1. Sen, A.K. (1993.), *International Relations Since 1919*. New Delhi: S.Chand & Co.,
2. Prakash Chander and Prem Arora, (2014), *International Relations*. Gurgaon: Cosmos Bookhive Ltd.
3. Dutt, V.P. (1984), *India's Foreign Policy*. New Delhi: Vani Educational Books,
4. David, S., William, C. Olson and Fred A. Sonderrmann, (1977), *The Theory and Practice of International Relations*. New Delhi: Printice-Hall of India,

### Supplementary Readings

1. Palmer and Perkins, (2000), *International Relations*. Delhi: AITBS Publishers,
2. Schleicher, C.P. (1963), *International Relations*. New Delhi: Prentice-Hall of India,
3. Carr, E.H ,(1966), *International Relations between the two world wars, 1919-1939*. New York: Harper & Row.
4. Morgenthau, Hans, J. (1973), *Politics among nations, The struggle for Power and Peace*. New York: Alfred A. Knopf.
5. *International Relations*
6. Understanding International Relation, 2013.  
<https://www.youtube.com/watch?v=N4Df8VtL9Vw>
7. James Bryce, *International Relations*,1922.  
<https://archive.org/details/in.ernet.dli.2015.276653/page/n1/mode/2up>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3		2	2	
<b>CO2</b>			2		
<b>CO3</b>					2
<b>CO4</b>		2		2	
<b>CO5</b>	3	2			2

<b>SEMESTER:II</b> <b>CORE ELECTIVE: II</b>	<b>22PHISE25-1: ARCHIVES</b> <b>KEEPING</b>	<b>CREDIT: 4</b> <b>HOURS: 75</b>
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### Learning Objectives (LOs)

The main objectives of the course are to

- LO1:** Know the birth of records and practice of archives keeping.
- LO2:** Learn the different types of preservation techniques.
- LO3:** Understand the rules to access the records in archives.
- LO4:** Study the different types of documentation procedures.
- LO5:** Acquire knowledge about the importance of national and state archives and administration of the archives.

### UNIT-1

**Hours: 15**

Definition of Archives – Evolution and nature of written communications - Materials used for creation – Birth of a document - Creation of Archives: Establishment of Registry – Racking – Shelves and other materials – Archives and Libraries - Uses of Archives – History of Archives in Europe and India - Various types of Archives - Difference between private and public archives - International Archives -Archives as a primary source of history.

### UNIT-2

**Hours: 15**

Preservation of Archives - Preservation methods and techniques – Preliminary and Precautionary measures - Preventive measures - Enemies of Records and Factors of deterioration – Atmospheric factors: Temperature, Humidity- Sunlight, Dust- Impurities- Microorganisms and pest: Pests- Silverfish, Termites or White Ants- Wood Warm- other insects - Rehabilitation and Repair of Archival material- Thymol-fumigation

### UNIT-3

**Hours: 15**

Functions and Administration: Functions of Archivist - Forms, formats and genres of records - Archival Rules – rights and restrictions to access records and archival materials Appraisal of Records - Retention Schedule – Compilation and Publication – Role of digitisation in the development of Archives - Disaster planning, preparedness and response.

### UNIT-4

**Hours: 15**

Organisation of Archives in India: Court Archives – Public Department – Revenue Department – Secret Department – Central Government Archives – Organisation of Archives in European Countries: France, England – Archives in the U.S.A. and Canada.

## UNIT-5

### Hours: 15

National Archives of India and Tamil Nadu State Archives: origin, growth and activities – Nehru Memorial Museum New Delhi – Asiatic Society of Bengal - Saraswathi Mahal Library, Thanjavur – Jesuits Archives, Shenbaganur – Roja Muthiah Research Library, Chennai - Archives and records management as professions.

### Course outcomes (Cos)

**On successful completion of the course, the student will be able to**

- CO1:** Understand the history of and evolution of archives in Europe and India.
- CO2:** Realise the methods and techniques of the preservation of archives.
- CO3:** Obtain knowledge about the functions and administration of archives.
- CO4:** Learn about the organisation of archives in India, Europe, U.S.A. and Canada.
- CO5:** Know the importance of national, state and local archives in India.

### Text Books

1. Cook, Michael, (1999.), *Archives Administration*. London: Dawson U.K.I. Ltd,
2. Hodson, John. V.K. (1993.), *An Introduction to use of Public Records*. London: O.U.P.
3. Kahn, Gilbert. (1971), *Filing System and Record Management*. New York: Filing Inc.
4. Kathleen Roe, (2005), *Arranging and Describing Archives and Manuscripts Volume 2 of Archival fundamentals series*. America: Society of American Archivists,

### Supplementary Materials

1. Mac Millan, David. (ed.), (1957), *Archives and Techniques and Functions in a Modern Society*. Sydney: Macmillan Publications.
2. Muller, Samuel., Feith, J.A. and Frunin, R. (1968), *Manual for the arrangement and description of Archives*. New York: H.W. Wilson Company.
3. David W. (2012), Carmicheal, *Organising Archival Records: A Practical Method of Arrangement and Description for Small Archives*. United Kingdom: AltaMira Press,
4. Kathleen Roe, (1991), *Guidelines for Arrangement and Description of Archives and Manuscripts*. New York: New York State Archives and Records Administration.

5. *Collections, A Journal for Museum and Archives Professionals*
6. Hilary Jenkinson, *Archive Administration*, 1937.  
<https://archive.org/details/in.ernet.dli.2015.279404/page/n3/mode/2up>
7. *The Indian Archives Vol. II*, 1948.  
<https://archive.org/details/in.ernet.dli.2015.99761/page/n7/mode/2up>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>		2	2		3
<b>C02</b>		2			
<b>C03</b>	3	2		2	
<b>C04</b>	3				
<b>C05</b>	3		2		

<b>SEMESTER:II</b> <b>CORE ELECTIVE: II</b>	<b>22PHISE25-2: MUSEOLOGY</b>	<b>CREDIT: 3</b> <b>HOURS: 75</b>
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### Learning Objectives (LOs)

The main objectives of the course are to

- LO1:** Understand the concept of museology and the functions of museums.
- LO2:** Learn the purposes and scope of museum collections.
- LO3:** Know the legal provisions related to museums.
- LO4:** Understand the museum exhibition as a communication system.
- LO5:** Study the museum-related organizations and the famous museums in India.

### UNIT-1

**Hours:15**

Definitions and concepts of museum and museology - History of Museum - Museum Architecture and Buildings - Classification and types of museums: National - Regional - State - District - Site - Private Museums – ecomuseum - community museum - virtual museum - Functions and role of museums.

### UNIT-2

**Hours:15**

Purposes and scope of museum collections – Methods of collecting tangible and intangible heritage - Storage - Conservation - Preservation Techniques - Causes and types of deterioration - Purposes of documenting museum collections - Education – Research - Museum publication – purpose and types.

### UNIT-3

**Hours:15**

Legislation and Conventions Related to Museums: The Indian Treasure Trove Act, 1878 - The Ancient Monuments and Archaeological Sites and Remains Act, 1958 - The Antiquities and Art Treasures Act, 1972 - The Wild Life Protection Act, 1972 - UNESCO World Heritage Convention, 1972 - Convention on International Trade in Endangered species of Wild Flora and Fauna (CITES), 1973 - The Venice Charter, 1964 - The UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage, 2003.

### UNIT-4

**Hours:15**

Museum exhibition as a communication system - Exhibition policy - Types of exhibitions - Ethics of exhibitions - Museum Administration - Organization Design - Security - Museum Library - Reproduction of Museum objects - Disaster management in Museum: preparation, prevention, response and recovery.

**UNIT-5****Hours:15**

Museum related organizations: Museums Association (U.K.), Museums Association of India, ICCROM, Commonwealth Association of Museums, American Alliance of Museums, Indian Association for the Study of Conservation of Cultural Property, International Institute for Conservation, IUCN, UNESCO-ICOM Museum Information Centre - Indian Museums in the promotion of Tourism – study of select Museums in India: National Museum, Delhi - Salar Jung Museum, Hyderabad - Government Museum, Chennai.

**Course outcomes (Cos)**

**On successful completion of the course, the student will be able to**

- CO1:** Understand the concept of museology and the functions and roles of museums.
- CO2:** Realise the purposes and scope of museum collections as well as the methods of collecting tangible and intangible heritage.
- CO3:** Obtain knowledge about various relevant national and international legislation and conventions related to museums.
- CO4:** Learn how the museum exhibition is functioning as an effective communication system about culture and heritage.
- CO5:** Know the various museum-related organizations and the famous museums in India.

**Text Books**

1. Jayaraj, V. (1995), *Handbook on Conservation in Museums*. Chennai: Commissioner of Museums.
2. Smita, J. Baxi, J. and Vinod P. and Dwivedi, (1985), *Museum Storage, Modern Museum*. New Delhi: V.P. Abhinav Publications.
3. Agarwala. V.S. *Museum Studies*( 1978), Varanashi: Prithivi Prakashan.
4. Grace Morley *Museum Today*(1981)Lucknow: Lucknow Museum Publication.

**Supplementary Readings**

1. Nigam, M.L (1985), *Fundamentals of Museology*. Hyderabad: Deva Publications.
2. Grace Morley( 1981), *The Museum and its functions*. Lahore: Lahore Museum.
3. John Howard Falk. (1992.), *The Museum Experience*. Cambridge: Howells House.
4. Naoko Sonoda. (2016), *New Horizons for Asian Museums and Museology*. London: Springer.



5. *Museum Management and Curatorship*
6. Kannan, R., *Present Trends in Museology*, 2004.  
<https://archive.org/details/PresentTrendsInMUSEOLOGY2003/page/n1/mode/2up>
7. Howe Winifred, E., *A history of the Metropolitan Museum of Art*.  
<https://archive.org/details/historyofmetropo1lhowe/page/n5/mode/2up>

### Outcome Mapping

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	3		2	2	
<b>CO2</b>			2		
<b>CO3</b>					3
<b>CO4</b>	3				3
<b>CO5</b>		2		2	

<b>SEMESTER:II</b> <b>CORE ELECTIVE: II</b>	<b>22PHISE25-3: HISTORY OF CHINA AND JAPAN 1900 C.E. TO 2000 C.E.</b>	<b>CREDIT: 4</b> <b>HOURS: 75</b>
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### **Learning Objectives (LOs)**

#### **The main objectives of the course are to**

- LO1:** Understand the political condition of China under the Manchus.
- LO2:** Learn the significance of Tokugawa Shogunate and the Meiji Restoration.
- LO3:** Know the conflicts and war between China and Japan in modern times.
- LO4:** Understand the role of China and Japan in the First and Second World Wars.
- LO5:** Study the emergence of the People's Republic of China and the New Constitution of Japan and History of the Far East in modern times.

#### **UNIT - I**

##### **Hours :15**

Advent of Europeans – Impact on China and Japan – Opium Wars (1839 – 1860)  
Taiping Rebellion – Open door policy – First Sino – Japanese war - Boxer rebellion - Manchu reforms - 1911 Revolution - Decline of Manchus - Dr. Sun Yat Sen - Yuan Shi Kai.

#### **UNIT - II**

##### **Hours :15**

China and the First World War - May 4<sup>th</sup> Movement - Washington Conference - Rise of Kuoming - Tang Party- Chaing Kai Sheik – The Nationalist Government - Birth of Civil War in China - Manchurian Crisis - Second Sino - Japanese war.

#### **UNIT - III**

##### **Hours :15**

China –Emergence of Communism – Mao – Tse – Tung - Mao's era - Establishment of Peoples Republic of China (PRC) - Cultural Revolution in China - Estimate of Mao – Foreign policy of china – USA and USSR - Post Mao era - China in the World affairs till 2000 C.E.

#### **UNIT - IV**

##### **Hours :15**

Japan – Shogunate – Meiji Restoration 1868 and Reformed - Rise of Imperialism - Anglo, Japanese Alliance ; Russo - Japanese War - First World War and Japan – 21 Demands - Japan and Treaty of Versailles - London Naval Conference.

#### **UNIT - V**

##### **Hours :15**

Rise of Militarism - Japan and Second World War – Allied occupation - Social - Economic and Political Changes in Japan from 1919 to 1950 – New constitution of Japan – Reconstruction of Japan – Technological Development – Post War politics in Japan - Foreign Policy of Japan from 1950 to 2020.

### Course outcomes (Cos)

**On successful completion of the course , the student will be able to**

- CO1:** Know about the factors for the Boxer rebellion
- CO2:** Learn about the birth of civil war in China
- CO3:** Equip the knowledge about the cultural revolution in China
- CO4:** An idea on the role of Japan in first World War
- CO5:** Get a view on the economic and political changes erupted in Japan after 1919.

### Text Books

1. David, M.D.(1993), *the Making of Modern China*. Bombay, Himalaya Publishing House,
2. Paul.H.Clyde & Burton.F.Beers, (1988), *The Far East - A History of Western Impact and Eastern Responses 1830 - 1975*. New Delhi, Pentice Hall of India [p] Ltd.
3. Ross Terrill, (1987), *The Future of China after Mao*. Delhi, Clarion Books.
4. Vinacke.H.M.A (1989), *History of the Far East in Modern Times*. New Delhi, Kalayani Publishers.

### Supplementary Readings

1. Ahamed L.L (1981), *A Comprehensive History of the Far East*. New Delhi, S. Chand and Co.,Ltd,
2. Sukaiming (1986), *Modern China - A Topical History*, Beijing, New World press.
3. Rana Mitter, (2013), *Forgotten Ally*, London, Dall Street Journal.
4. Peter Frankopan, (2017), *The Silk Roads*, London, International Best Seller.
5. *Journal of the History Collection*
6. Boxer Rebellion  
<https://www.archives.gov/publications/prologue/1999/winter/boxer-rebellion-1.html>

7. Sun yat Sen  
<https://archive.org/details/drsunyatsenhisli00sunnyuft>

**Outcome Mapping**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>C01</b>	3		2		
<b>C02</b>		2		2	
<b>C03</b>	3				3
<b>C04</b>			2	2	
<b>C05</b>		2		2	3

<b>SEMESTER:II</b>	<b>22PFLDC26: FIELD STUDY</b>	<b>CREDIT: 2 HOURS: 30</b>
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There will be field study for all PG courses with 2 credits. This field study should be related to the subject concerned with social impact. Field Selection and Topic should be registered by the students in the First Semester of their study along with the name of a mentor before the end of the month of August. The report with problem identification and proposed solution should be written in not less than 25 pages in a standard format and it should be submitted at the end of Second Semester. The period for undergoing the field study is 30 hours beyond the instructional hours of the respective programme. Students shall consult their mentors within the campus and experts outside the campus for selecting the field and topic of the field study.

The following members may be nominated for confirming the topic and evaluation of the field study report.

- (i). Head of the respective department
- (ii). Mentor
- (iii). One faculty Member from other department