

**A.VEERIYA VANDAYAR MEMORIAL
SRI PUSHPAM COLLEGE (AUTONOMOUS)**

POONDI-613 503, THANJAVUR (DT)



SYLLABUS

M.A., History

(From 2020 - 2021 onwards)



Programme Outcomes of M.A. History

1. Students can understand academic history, a concept presented to them in all history classes.
2. Students can understand the value of diversity.
3. A conceptual understanding that enables the student to evaluate critically, scholarly writing in history and to undertake informed source criticism.
4. The ability to reflect deeply on historical knowledge and to demonstrate an awareness of current historical debates.
5. The ability to identify an area of historical enquiry and engage in independent historical research.

Programme Specific Outcomes of M.A. History

1. Entire study of discipline.
2. Mastery of Subject Knowledge.
3. Mature personality for employability.
4. Skills of Employment.
5. Ability to work (or) Serve.
6. Critical thinking.
7. Sense of creativity.
8. Research talent (or) Spirit,
9. Interview technique and team spirit.
10. Language skills.

M.A. History

M.A. HISTORY (2020 – 2021)

S. No.	Semester	Category	Course Code	Title of the Course	Maximum Marks			Minimum Marks for Pass			Hours Week	Credits
					CIA	E.E.	Total	CIA	E.E.	Total		
1	I	Core	20P1HYC1	Society and Economy In Ancient India upto 1206C.E.	25	75	100	10	30	50	6	4
2		Core	20P1HYC2	State and Society in Tamilnadu upto 900 C.E.	25	75	100	10	30	50	6	5
3		Core	20P1HYC3	State and Society in Tamil Nadu from 900 C.E. to 1565 C.E.	25	75	100	10	30	50	6	4
4		Core	20P1HYC4	World History from 1453 to 1789 C.E.	25	75	100	10	30	50	6	4
5		Major Elective	20P1HYEL1A 20P1HYEL1B	Principles and Methods of Archaeology Museology	25	75	100	10	30	50	6	4
6	II	Core	20P2HYC5	Society and Economy in Medieval India from 1206 C.E. to 1757 C.E.	25	75	100	10	30	50	5	4
7		Core	20P2HYC6	State and Society of Tamilnadu from 1565 C.E.to 1947 C.E.	25	75	100	10	30	50	6	5
8		Core	20P2HYC7	History of Imperial Cholas from 815 C.E. to 1280 C.E.	25	75	100	10	30	50	5	5
9		Core	20P2HYC8	History of Freedom movement in India from 1858 to 1947 C.E.	25	75	100	10	30	50	5	4
10		Core	20P2HYC9	History of the USA upto 1865 C.E.	25	75	100	10	30	50	5	4
11		Major Elective	20P2HYEL2A 20P3HYEL2B	World History from 1789 C.E.to 1945 C.E. World Civilization upto 1453 C.E.	25	75	100	10	30	50	4	4
		Online		MOOC/SWAYAM	-	-	-	-	-	-	-	-
12	III	Core	20P3HYC10	Indian since 1947 C.E.	25	75	100	10	30	50	5	4
13		Core	20P3HYC11	History of Tamilnadu Since 1947 C.E.	25	75	100	10	30	50	5	5
14		Core	20P3HYC12	History of the U.S.A. Since 1865 C.E.	25	75	100	10	30	50	5	4
15		Core	20P3HYC13	International Relations Since 1945 C.E.	25	75	100	10	30	50	5	4
16		Core	20P3HYC14	Historiography	25	75	100	10	30	50	5	4
17		EDC	20P3HYEDC	Extra Disciplinary Course	25	75	100	10	30	50	4	-
					Communicative skill and personality development	-	-	-	-	-	-	1
		online		MOOC/SWAYAM	-	-	-	-	-	-	-	-
18	IV	Core	20P4HYC15	Human Rights and International System	25	75	100	10	30	50	6	4
19		Core	20P4HYC16	Women and Society in India	25	75	100	10	30	50	6	4
20		Core	20P4HYC17	History of Science and Technology	25	75	100	10	30	50	6	4
21		Major Elective	20P4HYEL3A 20P4HYEL3B	Archives Keeping Journalism	25	75	100	10	30	50	6	4
22		CN	20P4HYCN	Comprehension	-	-	100	-	-	50	5	2
23		PR	20P4HYPR	Project	40	60	100	16	24	50	-	4
				Communicative skill and personality development	-	-	-	-	-	-	1	-

EDC- Title (offered by Dept of History) - "**Indian Administration**"

M.A. History

M.A. HISTROY (2020 - 2021)

Course Code	Total No. Of Courses	Total Marks	Total Credits
Core	17	1700	72
Elective	3	300	12
E.D.C	1	100	-
Project	1	100	4
Comprehension	1	100	2
Soft skill using Language lab	-	-	-
Total	23	2300	90

GRADING OF COURSE PERFORMANCE (10 POINT SCALE)

Aggregate Marks	Grade	Grade Point
96 and above	S+	10
91-95	S	9.5
86-90	D++	9.0
81-85	D+	9.0
76-80	D	8.0
71-75	A++	7.5
66-70	A+	7.0
61-65	A	6.5
56-60	B	6.0
50-55	C	6.5

Comprehensive Knowledge Test: Objective type question pattern with 100 compulsory questions carrying 100 marks to be answered in 3 Hours with 2 credits. The portion is entire core courses.

Industrial Internship: Students have to undergo In-Plant training in Industry or Organization where any process related to History is going on. The period of training should be minimum 10 days. Students have to submit the report of the training underwent with the certificate from the concerned authority of the Industry / Organization.

Industrial Visit: Students have to attach a report on the Industrial visit made with the counter signature of Staff in charge for the Industrial visit while submitting the Project / Industrial Internship report

MOOC: Massive Open Online Course is introduced in the second and third semester as an extra credit course from this academic year 2020-2021. Students can avail any one or more of the courses available in MOOC to equip their skill and knowledge themselves.

Field Visit / Industrial Visit / Hands on Training Programme having minimum 15 hours of contact time as Extra credit course is introduced for I year PG students to gain experiential learning.

Evaluation of the visit report will be held at the end of II Semester

Components of Evaluation

Internal Marks 40

External Marks 60

Total 100

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**Question Pattern for UG and PG Programmes for students to
be admitted during 2020 – 2021 and afterwards**

Total Marks: 75

QUESTIONS PATTERN

**SECTION – A
(Question 1 to 10)**

10 x 2 = 20 Marks

1. Short Answer Questions
2. Two Questions from each units (All are answerable)

**SECTION – B
(Question 11 to 15)**

5 x 5 = 25 Marks

1. 5 Paragraph type questions with "either / or" type choice.
2. One question from each unit of the Syllabus.
3. Answer all the questions.

**SECTION – C
(Question 16 to 20)**

3 x 10 = 30 Marks

1. 5 Essay type questions – any three are answerable.
2. One questions from each unit of the Syllabus.

Semester	Course Code	Title of the Course	Hours of Teaching /Week	No. of Credits
I	20P1HYC1	Society and Economy in Ancient India Up to 1206 C.E.	6	4

Objectives:

1. To understand the early salient features of ancient civilizations.
2. To know the social change in early India.
3. To understand the scientific knowledge of the early Indian people.
4. To know the trade and maritime activities of the Indian people.
5. To understand the General cultural trends of the ancient people.

Unit I

Hrs 24

Sources - The Indus Civilization:- the extent – distinctive features – Trade and Commerce the major cities –Causes for decline.

The Vedic age: Vedic culture – socio – economic patterns – later Vedic age – compare and contrast between Indus and Vedic civilization.

Unit II

Hrs 24

The Pre-Mauryan India: Social background for the origin of Buddhism and Jainism – The spread of the heterodox sects; – Socio-economic conditions under Magadhan imperialism - Impact of Foreign invasions.

The Mauryan Epoch: sources– Socio-economic and cultural activities – Asoka’s Dhamma and reforms – Art and architecture.

Society and Economy during the period Post Mauriyan period–Brahmanical revival under the Sungas–Rise of Mahayana Sect–Gandhara& Mathura Schools of Art.

Unit III

Hrs 24

The Gupta age: Society and Economy – development of Art and Literature – Development of Hinduism –progress in Science and Technology.

Unit IV

Hrs 24

North India from 7th to 12th century: Culture under the Pushyabhutis and the Maukaris–Harshavardhana -Hiuen- Tsang – Religious development – social structure of the Rajputs – Trade and commerce – maritime activities – The contacts with the Arabs – Indian society on the eve of Mahmud of Ghazni’s invasions.

Unit V

Hrs 24

The Deccan: The Sathavahanas: Society and Economy – Religion, Literature and Art; The early Chalukyas of Badami: Religion – Art and Architecture; The Rashtrakutas–The Hoysalas - Cultural contributions.

Course Outcome

On the successful completion of the course, students will be able to:

- remember and follow clues, traces left by people who lived in the past.
- understand the problems of their times, their legacy, literature, inventions and discoveries that slowly transformed human societies.
- apply the concepts for contemplation and promoting universal brotherhood and harmony.
- analyze the impact of foreign invasions on society and culture.
- evaluate the contribution of Jainism and Buddhism to Indian Culture

General References:

1. Basham, A.L. - Aspects of Ancient Indian Culture.
2. Jha, D.N. - Ancient India – An introductory Outline.
3. Kosambi, D.D. - Culture and Civilization of Ancient India.
4. Lallanji Gopal. - Economic Life in North India, 600-1000 C.E.
5. Majumdar, R.C.(ed) - History and culture of the Indian people (relevant Volumes)
6. Majumdar, R.C. - The Gupta Vakataka Age.
7. Mookerjee, R.K. - The Gupta Empire.
8. Nilakanta Sastri, K.A. - A History of South India.
9. Nilakanta Sastri, K.A. - The Age of the Nandas and Mauryas.
10. Romila Thapar - Ancient India.
11. Romila Thapar - Ancient India's Social history.
12. Romila Thapar - Asoka and the Decline of the Mauryas.

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
I	20P1HYC2	State and Society in Tamil Nadu up to 900 C.E.	6	5

Objectives:

1. To identify the sources for the period of study.
2. To trace the evolution of state in the early historic period.
3. To study the social formation in the early period.
4. To study the nature of the state in ancient Tamilnadu.
5. To understand the nature- structure of society in the Pallavas period.

Unit I

Hrs 24

Land and people Sources: – Archaeological Epigraphical and Literary – Pre-history and Proto-history – Tribal beliefs and practices.

Unit II

Hrs 24

Evolution of State (C.E. 400-C.E.300): Tribalism to Culturalism: kinship and kingship – Political expansion: Three crowned monarchs – concept of territoriality – Chieftainship – Administrative institutions.

Unit III

Hrs 24

Social formation in Tamilnadu in the Sangam age: Sangam literature – Nature and Chronology–Physiographic divisions – Society and Economy– Religion and Art- Post- Sangam age: The Kalabhras – origin and spread – Political expansion – The question of Dark Age– Dominance of Jainism and Buddhism – Effects of the Kalabhra rule on the Tamil country.

Unit IV

Hrs 24

The Pallava and pandyaage : (500-900 C.E.): Origin of the Pallavas – Nature of the Pallava State – Nature of the I Pandya State – Concept of territoriality – wars and consolidation of Power – issue of legitimization – Royal courts – Royal titles – Dharma, Dhana and Dhanda– Devadanas – Brahmadeyas – Administrative divisions – Emergence of local institutions –Bhakti concept.

Unit V

Hrs 24

Society in the Pallava – Pandya age (500-900C.E): Agriculture and irrigation – agrarian economy – Trade and commerce – Reaction to Jainism and Buddhism – Rise of Brahminism – Emergence of Bhakti movement – Temples and Monasteries – Philosophical trends – Learning and Education – Evolution of Art and Architecture under the Pallavas and the Pandyas.

Course Outcome

On the successful completion of the course, students will be able to:

- remember the important historical developments of Kalabhra rule.
- understand the Bhakti movement and their impact.
- remember the social and economic development of people from the Sangam Age. .
- understand and recognize the administration of the Pallavas and art of making sculpture during that period
- apply the ideas and culture of Tamils in their life

General References:

1. Arunachalam.M - History of the Kalabhras.
2. Basham,A.L. - A Cultural History of India.
3. Chopra,P.N,Ravindran,T.K
And Subramanian,N. - History of South India (Relevant volume)
4. Govindasamy,M. - The Feudatories of the Pallava Period.
5. KrishnasamyPillai,A. - History of South India.
6. Mahalingam,T.V. - South Indian Polity.
7. Meenakshi,C. - Administration and Social life under the Pallavas.
8. NilakantaSastri,K.A. - A History of South India, The Pandyan Kingdom.
9. Pillai,K.K. - Social History of the Tamils.
10. Raman,K.V. - PandiyarVaralaru (Tamil).
11. SathiyanaathaIyer,R - A Political and Cultural History of India.
12. Srinivasan,K.R. - Cave temples of Pallavas, Temples of South
India and Encyclopedia of Temples.
13. Subramanian,N. - History of Tamilnadu Sangam Polity.
14. Chitra Mahadevan - History and Culture of Tamil Nadu Vol.I

Semester	Course Code	Title of the Course	Hours of Teaching/Week	No. of Credits
I	20P1HYC3	State and Society in Tamil Nadu from 900 C.E. to 1565 C.E.	6	4

Objectives:

1. To know about the various ruling dynasties during the period under study.
2. To understand the Chola, Pandya and Vijayanagar state systems.
3. To know about the social structure during the period understudy.
4. To know about the socio-economic condition in Tamilnadu during the period between 900 C.E. to 1565 C.E.
5. To know about the contributions of the Chola, Pandya and Vijayanagar rulers and the impacts of the Muslim invasions.

Unit I

Hrs 24

The Chola characteristic of State system(C.E.900-1200 C.E.): Sources: Archeological, Literary, and Epigraphical 'Centralized State', 'Segmentary State', 'Imperial wars, concept of land Devadana Temple – Meykiritis – Codification of Tirumurais – Inter and Intra state Relations – Matrimonial Diplomacy – Punitive Expeditions – Colonization of South-East Asia Administration: Divisions – Royal titles – Courts – Officials – Advisers – Dispensation of Justice – Revenue system and taxes.

Unit II

Hrs 24

Society in the Chola times: Economic Development: Agriculture and irrigation–Reclamation–Land Tenures–Industries and Trade–The village self-governing institutions–Endowments Social structure: Caste system–Valangai – Idangai divisions – slavery– position of women–Social life; Religion: Sects of Saivism and Vaisnavism, Jainism, and Buddhism–Bhakti movement and Temple Culture – Mathas – Temple urbanism – Literature – Philosophy – Art and Architecture.

Unit III

Hrs 24

State in the Pandya Imperial Age: Sources: Archaeological Epigraphical andLiterary,– Foreign notices–Decline of the Cholas–Hoysala and Sri Lankan Intervention–Emergence of Imperial Pandyas:Consolidation of Power–Territoriality–Administration: Village committees– Civil wars – Muslim invasions.

Unit IV

Hrs 24

Society in the period of the Second Pandyan Empire: Social structure–Caste system–Valangai and Idangai problem–Slavery–position of women–Economic Development: Peasant economy Revenue system and Taxes – Trade and guilds, Development of religion and religious institutions – Literary legacy – Art and Architecture.

Unit V

Hrs 24

State and Society (C.E.1325-1565C.E.):Imperial Decline–Muslim invasions and its impact–Consolidation of Sultanate-Mabarregion–Madurai Sultanate–The Hoysalas–Vijayanagar rule in the Tamil country–the end of Madurai Sultanate –Revival of casteism and Hinduism.

Course Outcome

On the successful completion of the course, students will be able to:

- remember the historical events of the period.
- understand the nayak rule in tamilnadu.
- analyse the impact of malik kafur's invasion
- evaluate the development of art and architecture in ancient tamilagam

General References:

1. Basham,A.L. - A Cultural History of India
2. Chopra, P.N, Ravindran,
T.K. andSubramanian,N. - History of South India (Relevant volume)
3. JouveauDubreuil,G. - Dravidian Architecture
4. Karoshima,N. - South Indian History and Society
5. NilakantaSastri,K.A. - A History of South India, The Pandyan Kingdom
6. Sivaramamurthy,C. - South Indian Bronzes.
7. Subramanian.P. - Social History of Tamils (1707-1947)
8. Chitra Mahadevan - History and Culture of Tamil Nadu – (Vol.2)

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
I	20P1HYC4	World History from 1453 C.E. to 1789 C.E.	6	4

Objectives:

1. To understand the process of Europe changing in Transition
2. To understand the religious ways of Europe in the 17th century and their impact on political History of Western Europe.
3. To trace the history of Enlightened despots in Europe.
4. To survey the history of commercial revolution in "Western Europe and consequent European expansion in Asia.
5. To survey the cultural trends in all their aspects.

Unit I

Hrs 24

The beginning of Modern World – Geographical Discoveries -Renaissance – Humanism – Reformation – Counter Reformation – Colonialism – The emergence of nation states – Charles V and Philip II.

Unit II

Hrs 24

The Thirty years war – Treaty of Westphalia – Colonialism of England and France – Netherlands – The Dutch War of Independence – Rise of Sweden & Prussia – Absolute Monarchies in France – Henry IV, Louis XIV.

Unit III

Hrs 24

Rise of Russia – Peter the Great, Catharine II – The Enlightened despotism – Frederick the Great of Prussia – Joseph II of Austria.

Unit IV

Hrs 24

Growth of Parliamentary institutions in England – Struggle between Parliament and Stuarts – Glorious Revolution – Bill of Rights, Commercial rivalry in Western Europe – Mercantilism – European expansion in Asia.

Unit V

Hrs 24

Cultural trends in Europe – Baroque Age – Literature – Art – Architecture -- The Age of Enlightenment- (Scientific theories and progress of the world)

Course Outcome

On the successful completion of the course, students will be able to:

- enlighten how Renaissance was a time of rebirth and the changes it brought in Arts, Science, Literature, Politics and Religion in Europe.
- differentiate between the Reformation and Counter-Reformation and how they affected Christian Church in Europe
- explain the causes, course and results of the Dutch War of Independence and the Thirty Years War.
- analyze the role of the enlightened despots - Louis XIV of France, Peter the Great and Catherine II of Russia who led their country to the modern world.
- evaluate the regime of Frederick the Great of Prussia and Joseph II of Austria.

General References:

1. Andersan - Europe in the 18th century
2. Arun Bavacany - History of Europe
3. Hayest Moon - Modern History
4. Fergusson - Europe in Transition
5. Ogg.D - Europe in 17th century
6. Majumdar R.K. & Srivastava A.N. - History of Medieval and Modern World (1500-1950)

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
I	20P1HYEL1A	Elective-I - Principles and Methods of Archaeology	6	4

Objectives:

1. To understand the scope of the study of Archaeology.
2. To involve the student in understanding the field methods of exploration.
3. To understand the field method of excavation.
4. To study the methods of recording the data and the need for publication.
5. To understand the preservation, conservation techniques.

Unit I

Hrs24

Archaeology: Meaning – Definition – Scope – Kinds of Archaeology – Archaeology and other sciences – History of Archaeology in India.

Unit II

Hrs24

Field method-I: Exploration – Surveying – Aerial survey – Mapping – Photography – Aerial Photography – Surface indications – Scientific instruments in explorations.

Unit III

Hrs24

Field method-II: Archaeological excavations – Excavation equipments – Method of excavations – Principle of Stratiography – Kinds of excavations – Underwater Archaeology- Visit to Archaeological excavated sites- GangaiKondaCholapuram, Darasuram,Arikkamedu, Kodumanal and Keezhadi.

Unit IV

Hrs24

Recording of excavations: Three-dimensional measurement – Recording of antiquities and pottery – Interpretation of archaeological data – Scientific dating methods – Pottery types in India.

Unit V

Hrs24

Archaeological Reporting and Publications: Reporting excavation – Archaeological publications – Conservation of monuments – Preservation of antiquities – their importance and techniques.

Course Outcome

On the successful completion of the course, students will be able to:

- develop the skill of methods in archaeological excavations
- identify and understand key themes and concepts in archaeology and its development.
- apply their knowledge to find out archaeological sites and artifacts
- analyze the origin and nature of national and state department of archaeology in india.
- employment of the conservation, Heritage manager.

General References:

1. Atkinson, R.J.C. - Field Archaeology
2. Brothwell and Higs - Science in Archaeology
3. Dikshit, S.K. - An Introduction to Archaeology
4. Ekambaranathan.A and Ponnusamy.A. - TolliyalAgalaivuNerimuraigal (Tamil)
5. Gorden Childe - An Introduction to Archaeology
6. Kenyon - Beginnings in Archaeology
7. Lourier, F.E. - Dating the Past
8. Marshall, J. - Conservation Manual
9. Raman, K.V. - Principles and methods of Archaeology
10. Sankalia, H.D. - Indian Archaeology Today
11. Wheeler, R.E.M. - Archaeology from the Earth.
12. Sridharan - Excavated sites in Tamil Nadu.
13. Rajah, K - Understanding Archaeology

Semester	Course Code	Title of the Course	Hours of Teaching/Week	No. of Credits
I	20P1HYEL1B	Elective – I – Museology	6	4

Objectives:

- 1.To understand the definition and scope of Museology.
- 2.To know the important Museums of the World.
- 3.To know the Museum architecture.
- 4.To study the preservation and conservation techniques.
- 5.To know about National and Tamilnadu Archives.

Unit I

Hrs24

Museum and Museology: Definition of Museum – Scope of Museology – Aims and Functions of Museums – Types of Museums – Functions of Museum Keeper and other functionaries.

Unit II

Hrs24

Important museums: A History of Museums – Important Museums of the World – Indian Museums – their significance, locations – Rare collections –

Unit III

Hrs24

Museum display: Museum Architecture – Kinds of Display – Primary and Secondary display – Display techniques – Varying materials and techniques – Museum Exhibition – Mobile exhibition.

Unit IV

Hrs24

Preservation and conservation techniques: Need for preservation and conservation – Legislation on the protection of monuments – Conservation of Museum exhibits – Importance of conservation methods – varying techniques Visit to Thanjavur,Pudukkottai, Chennai Museum.

Unit V

Hrs24

National Archives of India: History – Organizations – Functions – Powers – Tamilnadu Archives – Private Archives – British Museum Library – India Office Library, London – Archives.

Course Outcome

On the successful completion of the course, students will be able to:

- recall the beginning and evolution of museology.
- understand the importance of museum in human society
- apply the museum as education resources especially educational activities.
- employment of museology aspect in archeology, history, research and archiving.
- evaluate the functions and administrative setup of museum

General References:

1. Jenkinson, Hilary - A Manual of Archives Administration.
2. Sundarajan - Tamil Nadu Archives.

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
II	20P2HYC5	Society and Economy in Medieval India from 1206 C.E. to 1757 C.E.	5	4

Objectives:

1. To trace the Islamic influence of Hinduism and Vice versa.
2. To reveal socio-economic and cultural changes occurred in the Deccanic kingdoms.
3. To understand the impact of Western contact with India.
4. To study the Salient features of the Western and Eastern influence.
5. To highlight the influence of Bakthi movement on Indian Society.

Unit I

Hrs15

The period of Delhi Sultanate: Sources : Society and Culture – Economic policy of the Sultans – Agrarian Structure– Trade and commerce – Crafts, Industry and Technology under the Sultanate – Influence of Islam on society.

Unit II

Hrs15

Deccan: Society under the Chalukyas and Hoysalas – Temple Architecture under the Chalukyas, the Hoysalas and the Kakatiyas: Bahmani Kingdom: Literature – Education and Architecture: Vijayanagar Empire: Socio-Economic life – Religion and Art – Literature.

Unit III

Hrs15

Mughal Empire: Sources-Society, Social structure–Hindu–Muslim relations–Religious policy of the Great Mughals–Sikhism.

Unit IV

Hrs15

Economic structure of the Mughal period: Land and Agrarian System – Peasant Protests(Jats and Satnamis) – Growth of urban centers – Industry and Economy – Revenue administration – Trade and Commerce – The Mughals and the European trading companies – Economy under the Marathas.

Unit V

Hrs15

Culture under the Delhi Sultanate and the Mughals: Literature and Education in Medieval India; Muslim mystic movements – Bhakti movement: Development of Art and Architecture – advent of Europeans.

Course Outcome

On the successful completion of the course, students will be able to:

- continue to enhance their knowledge through independent work and practice
- understand the socio economic life of medieval period.
- apply their knowledge and critical understanding of history to a greater extent
- analyse the factors leading to the establishment of British rule in India.
- evaluate the educational development of from 1206 to 1757

General References:

1. Fergusson James - History of Indian and Eastern Architecture
2. Gupta, N.S. - Industrial structure of India during the Medieval period.
3. Habib, M.D. - Politics and Society in Early Medieval India.
4. Havell, E.B. - Indian Architecture.
5. Irfan Habib - Land Revenue system during Mughal India.
6. Ishwari Prasad - A short History of Muslim rule in India: The Mughal Empire.
7. Kosambi, D.D. - An Introduction to the study of Indian History.
8. Lane-Poole, S. - Muhammadan Dynasties.
9. Moreland, W.H. - A study in Indian Economic history.
10. Mukherjee, R.K. - Economic History of (1600-1800), India.

M.A. History

11. Nurul Hasen - Thoughts on Agrarian Relations in Mughal India.
12. Pandey,A.B. - History of Early Medieval India. History of Later Medieval India.
13. Sardesai,G.S. - The Main Currents of Maratha History.
14. Sarkar,J.N. - History of Aurangzeb.
15. Sathianathier,R. - Political and Cultural History of India, Vol.II.
16. Sharma,R.S. - Indian Feudalism (Revised Edition).

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
II	20P2HYC6	State and Society in Tamil Nadu from 1565 C.E. to 1947C.E.	5	5

Objectives:

1. To know about the Poligari and Kaval System.
2. To study the Maratha rule in Thanjavur.
3. To study about the advent of Europeans.
4. To understand the Self Respect Movement and other Movements.
5. To know about the NGO's.

Hrs 15

Unit I

Tamilnadu under Vijayanagar – Nayaks of Tanjore – Madurai and Chenji – Social, Economic and cultural life– Poligari system and kaval system.

Hrs 15

Unit II

Maratha Rulers of Thanjavur – Social, Economic and cultural life – Their contribution to Literature – art and architecture.

Unit III Hrs 15

Advent of Europeans – Spread of Christianity – Impact of west – Formation of Madras Presidency- Progress in education.

Unit IV Hrs 15

Self Respect movement – Non – Brahmin movement –Justice party- Tamil Renaissance- Dravidian movement.

Unit V Hrs 15

Social, Economic and Cultural life of the 20th century –Non Governmental Organisations- Position of women – Industrial progress – Development of Agriculture- Social, Economic condition in Tamil Nadu.

Course Outcome

On the successful completion of the course, students will be able to:

- understand the British administration in Tamil Nadu
- explain the introduction of Western Education and its impact in Tamil Nadu.
- analyze the contribution of various leaders in freedom movement.
- explain the administrative development in Nayak and Marathas.
- realize the origin of freedom struggle in Tamilagam
- evaluate the establishment of the British rule in Tamil Nadu

General References:

1. N.Subramaniam : Social and cultural History of Tamilnadu II
2. AlalaSundram : History of Tamilnadu.
3. V.T. Chellam : A History and culture of Tamilnadu.
4. NambiArooran : Tamil Renaissance – Non Brahmin movement
social conflict in south India.
5. P.N.Chopra, T.K. Ravindran
N.Subramaniam : History of South India.
6. K.A. NilakantaSastri : A History of South India.
7. Subramanian.P. : Social History of Tamils (1707-1947)
8. Chitra Mahadevan : History and Culture of Tamil Nadu – (Vol.2)
9. A.K. Pillai : Tamil Country under Vijayanagar.
10. K.R. Srinivasan : The History of Marathas.
11. SathayanathaIyer : History of Nayaks.

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
II	20P2HYC7	History of Imperial Cholas from 815 C.E TO 1280 C.E	5	5

Objectives:

6. To know about the Chola dynasty
7. To understand about the Cholas state system.
8. To know about the social structure during the period.
9. To understand the socio –economic conditions during this period.
10. To know about the contributions of imperial Cholas.

Unit I

Hrs 15

Sources–Archeological, Sources–Literary Sources–Epigraphical sources–Early Cholas.

Unit II

Hrs 15

Founding Chola Dynesty – Vijayalaya Chola (848 -871 C.E.) – Aditya Chola I (871 -907 CE). Parantaka Chola I (907 – 950 CE), - Gandaraditya Chola (950 – 957 CE) – Arinjaya Chola (956 – 957 CE) – Sundara Chola (957 – 970 CE) – Uthama Chola (970 – 985 CE) – Rajaraja Chola I (985-1014 CE) – His expeditions and expansion – Administration: Divisions – Royal titles – courts – officials – advisers –Revenue system – Rajendra Chola I (1012-1014 CE) – conquest on pala dynasty of Bengal –conquest on Srilanka.

Unit III Hrs 15

Vira Rajendra Chola – (1063–1067 CE) – Adi Rajendra Chola – (1067–1070 CE) – Chalukya Cholas: Kulothunga Chola (1070–1120 CE) – Vikrama Chola (1120–1035 CE) – Kulothunga Chola II (1035–1150 CE) – Rajendra Chola II (1146–1173 CE) – Rajathi Raja II (1166–1178 CE) – Kulothunga III (1178–1218 CE) Rajaraja Chola III (1216–1256 CE) - conquest and Administration.

Unit IV Hrs 15

Administration system in the Cholas Times – Inter and Intra state relations – Matrimonial diplomacy – military – Economic development – Foreign Trade – irrigation and Agriculture – position of women.

Unit V

Hrs 15

Chola's cultural contributions – Art and Architecture – social life– religion– Saivism and Vaishnavism–Jainism and Buddhism– Bhakti Movement – Literature and philosophy.

Course Outcome:

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

- remember the social structure
- understand and recognize cholas administration, their contributions, etc.
- apply the ideas and cultural of Thanjavur in their use.
- evaluate the development of art and architecture in cholas period.
- analyse the economic development in cholas period.

General References:

1. Sastri K.A.N. : The Cholas
2. Sastri, K.A.N. : A history of southIndia : From Pre historic Times to the fall of vijayanagar.
3. Badham. A.L., : A Cultural History of India.
4. Chopra P.N., Ravindran T.K. And Subramanian : History of South India.
5. Karoshima, N. : South Indian History and society.
6. P.N.Chopra, T.K. Ravindran N.Subramaniam : Social History of Tamil, (1707 – 1947).
7. Vidya Dehejia : The Art of the Imperial Colas.
8. Subbarayalu, : Political Geographly of Chola Country.
9. Subbarayalu, : South India under Cholas.

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
II	20P2HYC8	History of Freedom Movement in India from 1858 to 1947 C.E.	5	4

Objectives:

1. To know about Colonialism, Nationalism.
2. To understand the origin of the Indian National Congress and its policies and programmes.
3. To know about Gandhian policies, programmes, constitutional development.
4. To understand Nationalist Movement in the final phase.
5. To understand the partition and Indian Independence.

Unit I

Hrs 15

Genesis of Nationalism: Factors – Vice regal attitude – Colonial Economy – Administrative measures. Relations with Princely States – Socio-cultural background of Indian Nationalism; Provincial Political Associations – Birth of Indian National Congress.

Unit III

Hrs 15

Moderate and Extremist policies : Swadeshi movement. Surat Congress split – Rise of Extremism – Annie Besant and Home Rule movement – Growth of Representative Institutions up to 1909.

Unit III

Hrs 15

Mass nationalism: Gandhian Era – Muslim League – Khilafat – Popular ministries in the Provinces – Non-Cooperation – Peasant Movement – Constructive programme – Civil disobedience – Simon commission – Round Table conferences – Gandhi – Irwin Pact – Government of India Acts of 1919 and 1935.

Unit IV

Hrs 15

Nationalist Advances towards independence – Second World War and Indian Politics – Quit India movement – Subhas Chandra Bose and Indian National Army – Cabinet mission – Communal problems – Mountbatten plan – Partition of India.

Unit V

Hrs 15

Mountbatten plan – Partition of India - Transfer of Power- India Independence Act of 1947 – The role Press in Freedom Movement.

Course Outcome

On the successful completion of the course, students will be able to:

- acquire in depth knowledge of freedom struggle in India.
- contribute to the society by learning principles of non-violence, sathyagraha, service, sacrifice and patriotism
- explain the introduction of western education and its impact in India.
- analyze the contribution of various leaders in freedom movement.
- evaluate the role of India in freedom movement .

General References:

1. Brown Judith - Gandhi's Rise to power-Indian Politics Peasant Struggles in India.
2. Gopal,S. - British Policy in India 1858-1905.
3. Low,D.A. - Studies in Modern Asian History.
4. Sumit Sarkar. - Modern India 1885-1947.
5. Srinivas,M.N. - Social Change in Modern India.
6. Guha, Ranjit - Subaltern Studies I: Writings on South Asian History and Society.
7. Vengatesan.G - History of Indian Freedom Struggle
8. Bipan Chandra, Amales Tripathi, Barun De - Freedom Struggle
9. Grover R.L. & Grover - Constitutional Development & National Movement.

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
II	20P2HYC9	History of the USA upto 1865 C.E.	5	4

Objectives:

- 1.To understand about Colonization.
- 2.To study the Era of Federation.
- 3.To know about Manroe’s Doctrine and Administration.
- 4.To study the Civil War in USA.
- 5.To know the administration of Abraham Lincoln.

Unit I

Hrs15

Colonization:Rivalry for empire-Colonial Society- American Revolution – Causes and Results – Confederationand making of the Constitution

Unit II

Hrs15

The Era of Federation – Washington and John Adam –Contribution of Federalist Revolution of Republic 1808 – Jefferson – Democracy and Administration.

Unit III

Hrs15

The war of 1812 – Causes and Results – ideas of early Republicans -The era of Good Feelings – Monroe’s Administration and Doctrine – SectionalDifferences.-Mexican war.

Unit IV

Hrs15

The Age of Jackson – The emergence of Social Democracy – John Marshall – The Westward Movement - Manifest Destiny

Unit V

Hrs15

Sectionalism and Secession – Disruption and American Democracy 1850 to 1860-anti slavery– The Civil War – Abraham Lincoln.

Course Outcome

On the successful completion of the course, students will be able to:

- understand the effects of the colonization of usa.
- analyze the causes and significance of american war of independence.
- infer the making of american constitution.
- perceive various democratic practices.
- dissent the system of slavery and racism.

General References:

1. Allan Nevins and Henry State Commager - A Pocket History of United States, New York, 1968.
2. Canfield,H. - The Making of Modern America, Massachusetts, 1970.
3. Samuel Steinburg - The United States, San Francisco.
4. Subramanian .N. - A History of the U.S.A.
5. Morrison, S.E. - Oxford History of the American People.
6. Nevin and Commager - Short History of the United States

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
II	20P2HYEL2A	Elective – II World History from 1789 C.E. to 1945 C.E	4	4

Objectives:

1. To understand the circumstances leading to the then rise of noble ideas in the beginning of the 18th Century, which played a great role in the future History of the world.
2. To understand the growth of liberal and socialist ideas and the impact.
3. To study the impact of the colonialism and imperialism on the South East Asia and Africa.
4. To study the rise of communist revolution in Russia and its impact.
5. To trace the circumstances leading to the first World War.

Unit I

Hrs12

Condition of France on the eve of the French Revolution – The French Revolution – Napoleon Bonaparte – The Vienna Settlement and the Concert of Europe – The Revolutions of 1830 and 1848.

Unit II

Hrs12

Growth of Liberalism in Western Europe – Parliamentary Democracy in United Kingdom – Industrial Revolution – The rise of Socialism – Labour movement in Europe – France under Napoleon III – Nationalism in Italy , Germany – The American Civil War.

Unit III

Hrs12

Colonialism and Imperialism in East Asia, and South Africa in the 19th and 20th centuries: The modernization of Japan – Meiji Restoration –Constitution of 1890; China under the Manchus– Opium war – Taiping Rebellion – Boxer Rebellion – Revolution of 1911; - European imperialism in South Africa.

Unit IV

Hrs12

Russia under the Tsars – Alexander II – Nicholas I – Russian Revolution: Causes, Course and results.

Unit V

Hrs12

The Eastern Question – The Diplomatic Alliance in Europe – The first World war – The Paris Peace settlement– Nazism, Fascism – Second World War – UNO.

Course Outcome:

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

- understand about the growth of liberal and socialist ideas
- analysecolonization and imperialism on South East Asia and Africa.
- impact of communist revolution on Russia, world wars, Nazism and Fascism.
- understand the Russian revaluation and their impact.
- evaluate the efforts of UNO in promoting world peace.

General References:

1. Carlyle - The French Revolution
2. Clyde,P.H.& Beers, B.F.- The Far East
3. Fisher, H.A.L - Napoleon Bonaparte
4. Grant and Temperley - Europe in the 19th and 20th centuries
5. Hall,D.G.E - A History of South East Asia
6. Hayes, C.J.H. - A Political Cultural History of Europe
7. Hazen,C.D. - Modern Europe since 1789
8. Headlaw,J.W. - Bismarck and the Foundation of the GermanEmpire

M.A. History

9. Johnson - The Colonization of Africa.
10. Ketelbey, C.D.M. - A History of Modern Times since 1789
11. Latourette, K.S. - Development of China, Development of Japan
12. Rao, B.V. - History of Modern Europe; World History
13. Trevelyan, G.M. - Garibaldi
14. Thayer, W.R. - The Life and Times of Cavour.
15. Majumdar R.K. & Srivastava A.N. - History of Medieval and Modern World(1500-1950)

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
II	20P2HYEL2B	Elective II – World Civilization Upto 1453 C.E.	4	4

Objectives:

1. To study the features of the earliest civilizations of the world.
2. To understand the Greek civilization and its legacy.
3. To study the contributions of Romans to world civilizations.
4. To trace the rise of Major religions and their impact.
5. To understand the features of the medieval socio-economic institutions.

Unit I

Hrs 12

The earliest Centres of Civilization: The Egyptian, Sumerian, Chinese Civilization.

Unit II

Hrs 12

Greek Civilization: City States, Political experiments. Age of Pericles – Legacy of Greece.

Unit III

Hrs 12

Roman Civilization : Roman Empire – Augustan age of Rome – The contributions of Empire to Law, Government and Civilization.

Unit IV

Hrs 12

Rise and growth of Major religions: Christianity – Islam – The Caliphate of Islam – the influence of Islam on Social life.

Unit V

Hrs 12

The middle ages in Europe : Feudalism – The Church – Monastic orders – The Crusades – Guild system – The Renaissance.

Course Outcome

On the successful completion of the course, students will be able to:

- acquire the knowledge of the early history of the world. .
- get knowledge and understanding of the concept of evolution of mankind and culture through the ages and their impact on human lives today.
- understand the Rise and growth of major religions.
- evaluate the efforts of Islam on society.

General References:

1. Eoston, C. Steward - A Heritage of the Past
2. H.S. Lucay - A Short History of Civilization
3. H.G. Wells - A Short History of the World
4. B.R. Gokhale - A History of Western Civilization
5. J.E. Swain - A History of World Civilization

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
III	20P3HYC10	India Since 1947 C.E	5	4

Objectives:

1. To understand free India's development under the Prime Ministership of Nehru.
2. To know the political condition of India and the subsequent developments.
3. To understand India to foreign relations with Major powers.
4. To understand Indian Planning and its results.
5. To understand regional issues, social issues and legislations, and India's advance in the field of science and Technology.

Unit I

Hrs15

Integration of Indian States – The era Nehru: Democratic Socialism – Re-organisation of States; Lal Bahadur Sastri: Internal and External policy

Unit II

Hrs15

The Emergence of Indira Gandhi – Congress Split in 1969 – Emergency and Constitutional Amendments – Janata Government – Re-emergence of Indira Gandhi – Punjab issue – Rajiv and Assam Accord, Sri Lankan Issue – Kashmir Issue- Babri Masjid Issue- Steps by Narendra Modi.

Unit III

Hrs15

India's Foreign Policy: Basic elements – India and Pakistan-Emergence of Bangladesh – India and China – India and the Soviet Union – India and the U.S.A. – India and UNO – India and the Third World – SAARC – Foreign Policy of Narendra Modi.

Unit IV

Hrs15

The evolution of economy since 1947: Planning for progress – problem of unemployment – Agricultural and industrial development – New economic policy- NITI Aayog- Digital India.

Unit V

Hrs15

Centre – State relations – Regional issues (Jharkand,Bodo) – Secularism in India: Rise of Communalism – Rise of women – Social welfare Legislations – Development of Science and Technology – Development of Social media – secular India.

Course Outcome

On the successful completion of the course, students will be able to:

- recall the political events since independence.
- understand the centre - state relations and rise of regional parties.
- assess the significance of popular movements after independence.
- analyse the reservation policy, new economic policy and the impact of science & technology
- evaluate the major issues that challenge indian democracy.

General References:

1. A.Appadurai - Studies in Social and Political developments.
2. A.N.Agarwal - Indian Economy: Problems of Development and planning.
3. K.K.Datta - A Survey of Recent Studies on Modern IndianHistory.
4. S.Gopal - Jawaharlal Nehru.
5. Michael Edwards - Nehru, Political Biography.
6. Percival Spear - Modern India (OUP).
7. J.S.Upal (Ed) - India's Economic Problems. An analyticalApproach.
8. Appadurai - Essays on Indian Politics and Foreign Policy
9. Dixit.J.N. - India's Foreign Policy 1947 to 2003

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
III	20P3HYC11	History of Tamilnadu Since 1947 C.E.	5	5

Objectives:

1. To understand the sources for the study.
2. To study the development of Tamilnadu under congress rule.
3. To know about the rise of DMK and ADMK in Tamilnadu.
4. To study about educational, socio – economic development after Independence.
5. To study about the political history of Tamilnadu since 1947 C.E.

Unit I

Hrs15

Sources – Literary sources – Archival sources – Gazetteers, Manuals and Legislative proceedings – Development of Tamilnadu under congress rule –K.Kamaraj – Educational Development : Mid- day Meals scheme, Industrial and agrarian development – Bakthavatchalam – Anti Hindi Agitation.

Unit II

Hrs15

DMK rule – Chief Ministership of C.N. Annadurai – Administration – socio cultural development – Chief Ministership of M. Karunanidhi – development of Tamil and culture – split in DMK – Emergency rule.

Unit III

Hrs15

AIADMK rule – Chief Ministership of M.G. Ramachandran (1977 – 1980), (1980 – 1984), (1984 -1988) – Educational progress: Noon Meal Scheme – Socio Economic development.

Unit IV

Hrs15

Chief Ministership of M. Karunanidhi (1989 – 1991) – J. Jayalalitha (1991 – 1996) – schemes for socio, cultural and women development – All Women Police Station – M. Karunanidhi (1996 – 2001): SHG, Samathuvapuram, Farmers market – J. Jayalalitha (2001- 2006) – Welfare schemes – M. Karunanidhi (2006 – 2011) – J. Jayalalitha (2011 – 2016), (2016 – 2017) – Amma Unavagamam, Amma Marunthagam and other schemes- Edappadi Palanichamy.

Unit V

Hrs 24

Development of Industries – Progress of Higher education – development of Dramas, Films, Press and Media Press and Media – Women Development – Socio Cultural development Family system – Jallikattu of Tamils.

Course Outcome

On the successful completion of the course, students will be able to:

- recall the historical events in the period
- understand the different issues in contemporary tamilnadu.
- analyze the rise of various political parties and contribution of leaders
- elaborate on the pros and cons of the anti-hindi agitation
- evaluate the social welfare schemes of tamilnadu

General References:

1. Rajayyan. K. - History of Tamilnadu
2. Chellam V.T. - History of Tamilnadu
3. Subramanian. N - History of Tamilnadu
4. Nubor Karashima - A concise history of south India.

M.A. History

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
III	20P3HYC12	History of the USA Since 1865 C.E.	5	4

Objectives:

1. To understand the domestic and foreign policies of T.Roosevelt and Woodrow Wilson.
2. To know the role of U.S.A in the first and Second World War and the economic conditions of the U.S.A.
3. To understand the domestic policy of F.D.Roosevelt and the foreign policy of Harvey S.Truman.
4. To know the superpower rivalry.
5. To understand the domestic and foreign policies of the U.S.A during the 1970s to 1980s.

Unit I

Hrs15

Andrew Johnson – Reconstruction – Lincoln Reconstruction– Big business - The Presidential Election of 1900 – Theodore Roosevelt – His progressive Era – Square Deal – His foreign policy –William Howard Taft’s administration – Dollar Diplomacy – Woodrow Wilson – Domestic Policy – New Freedom, Foreign affairs.

Unit II

Hrs15

U.S. and World War I – Fourteen points – The treaty of Versailles – The League of Nations and the U.S.A – Conditions of U.S.A. between the World Wars – Warren G. Harding – Colvin, Coolidge – Herbert Hoover – The Great Depression.

Unit III

Hrs15

F.D.Roosevelt and New Deal – His foreign policy – U.S. and the II World war – Harry S. Truman – The Fair Deal – Truman Doctrine – Marshall Plan – Korean war.

Unit IV

Hrs15

Eisenhower and John F. Kennedy – Super power rivalry – Civil Rights movement – Lyndon B. Johnson: Domestic policy – The great society – Foreign policy – The Vietnam war.

Unit V

Hrs15

Richard Nixon: Domestic policy – New Federalism – Foreign affairs – Watergate scandal – Presidencies of Gerald Ford – Jimmy Carter – Ronald Reagan – George W.Bush – Bill Clinton – George W. Bush (Jr.) – Barak Obama.

Course Outcome

On the successful completion of the course, students will be able to:

- recall the events of civil war, reconstruction, rise of big business, cold war
- understand the impact of civil war, world war I & II and the cold war in world history.
- explain the American imperialism and its emergence as a super power.
- analyze the policies of the various presidents of USA and its impacts
- evaluate the role of USA in world politics.

General References:

1. Allan Nevins and Henry State Commager - A Pocket History of United States, New York, 1968.
2. Canfield,H. - The Making of Modern America, Massachusetts, 1970.
3. Samuel Steinburg - The United States, San Francisco.
4. Subramanian .N. - A History of the U.S.A.

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
III	20P3HYC13	International Relations Since 1945 C.E.	6	4

Objectives:

1. To make the students familiar with the scope of the study of International Relations, Theories of the study of the same and impact of modernisms on them.
2. To understand the International developments during the period between two wars, second great wars and the cold war and its impact.
3. To understand the U.N.O.'s impact on the Relations of the nations and to study the regional organizations.
4. To understand the peace- making process in the world.
5. To study India's role in the world politics and maintaining peace.

Unit I

Hrs 24

International Relations as a field Study – Element – Structure – Ideology and International Relations – Nationalism – National Character – Communism and Nationalism – Diplomacy – Kinds of Diplomacy – Theory and Practice – Determinants of Foreign Policy – The Balance of Power – Nature of the Balance of Power – Collective Security and the Balance of Power – Effects of Balance of Power.

Unit II

Hrs 24

The New Power Structure – The Emergence of the New Nations in Asia and Africa – Rise of China – The Spread of Communism – Origin and Development of UNO – The U.N. Charter - Specialized Agencies – Regionalism and United Nations – The U.N. and the Peaceful Settlement – Security Council and Collective Security – The Concept of World Government.

Unit III

Hrs 24

The idea of Regionalism – NATO – SEATO – CENTO- WARSAW Pact – West European Union – The Organisation of American States – The Arab League – The Organization of African Unity and Commonwealth – The East West Struggle – The East West Military Confrontation – Arms Race – General Factors – Disarmament and Arms Control – The Nuclear Powers – The Impact of Nuclear Weapons on International Politics – The Partial Test Ban Treaty – The Nuclear Non-Proliferation Treaty.

Unit IV

Hrs 24

The Cold War – Its impact on International Relations – Super Power Rivalry – Sino-Soviet Rift – End of the Cold War – Collapse of the Soviet Union – reunification of Germany – Terrorism in International Politics.

Unit V

Hrs 24

Role of U.S. in World Affairs – West Asia – Indo-China – Congo – Cuban Crisis – Korean War – Vietnam War – Arab – Israel Conflict – Iran – Iraq – China – Indo – Pakistan – India and Non-Alignment and the Third World – SAARC.

Course Outcome

On the successful completion of the course, students will be able to:

- recall the political events and their effects on international relations.
- understand the concept of balance of power.
- explain the rise of dictatorship and its evil effects on world politics.
- analyze the historical background of international relations between two world wars.
- evaluate the importance of world peace.

General References:

1. Carr, E.H - International relations between the two World wars.
2. Charles.P.Schleisher - International Relations Co-operation and conflict.
3. Schumann - International Politics.
4. Joshi.P.S. &Gholkar.S.V. - History of United States of America 1900 to 1945
5. Subramanian.N. - International Relations.

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
III	20P3HYC14	Core – Historiography	5	4

Objectives:

1. To make the student understand the scope of Historiography.
2. To understand the tendency in Western Historiography.
3. To make the student familiar with trends in Indian Historiography.
4. To understand the evolution of Historians.
5. To make the student familiar with Historical method.

Unit I

Hrs 24

Definition, Philosophy, Nature, Scope, Value and Uses of History – History as a Science or an art.

Unit II

Hrs 24

History and Social Sciences: – History and its ancillary fields: Politics, Economics, Geography, Archaeology, Epigraphy, Numismatics and Manuscriptology.

Unit III

Hrs 24

Western Historiography: Theory and Interpretation of History – Herodotus, Thucydides, Livy, St. Augustine, Thomas Aquinas, Voltaire, Gibbon, Ranke, Marx, Spengler, Toynbee, Ibn-Kadun; French Historiography: March Bloch, Lucien Febvre and Fernand Braudel; English Historiography: Habbsbawn, E.P. Thomsen. The Subaltern School – Antonio Gramsci, Marxian school.

Unit IV

Hrs 24

Indian Historiography: Kalhana, Alberuni, Abulfozal Barani, James Mill, Vincent Smith, K.P. Jayaswal, J.N. Sarcar, A.L. Basham, D.D. Kosambi, Romila Thaper, K.A.N. Sastri, T.V. Mahalingam, K.K. Pillai, R. Sathianathaier.

Unit V

Hrs 24

Methodology: Selection of topic – Primary and Secondary sources – Internet sources (internet) – Internal and external criticism – Subjectivity – Objectivity – computer application in research – Different methods in History – Exposition – Description – Analytical – Critical – Documentation, Footnotes – Charts – Tables – Bibliography – Appendices.

Course Outcome

On the successful completion of the course, students will be able to:

- remember the various definitions and terminologies of history.
- understand the meaning of history and acquire the knowledge of history of historiography
- apply the concepts of history in future historical research and will offer explanations about analytical historical writings.
- extract the evidence from primary and secondary sources to evaluate them in historical context.
- create an idea of recent trends in historiography.

General References:

1. Byrsun, Jacques & Graff Hendry, F: - The Modern Researcher, Sen Dieua, New York, 1985.
2. Bloch Marc - The Historian's craft, Village Books, New York, 1964.
3. Elton, G.R. - The Practice of History, London, 1965.
4. Hexter, J.H. - The History Primer, Basic Books, New York, 1971.
5. Vijayalakshmi. G & Sivaprakasam. C. - Research methods Tips and Techniques
6. Subramanian. N. - Historiography and Historical Methods
7. Sreedharan. E. - A Text Book of Historiography.
8. Vengatesan. G. - A Study of Historiography.
9. Kothari. C.R. - Research Methodology
10. Manikam. V. - On History and Historiography.
11. Sathyamurthy. K. - Hand Book of Research Methodology in History
12. Edward Sherter - The Historian and the Computer—A practical Guide.
13. Tandan. B.C. - Research Methodology in Social Science.

Semester	Course Code	Title of the Course	Hours of Teaching /Week	No. of Credits
III	20P3HYEDC	Extra Departmental Course – Indian Administration	5	--

Objectives:

1. To know the evolution of Indian Administration.
2. To prepare the students for the competitive examination.
3. To give up-to-date knowledge on Indian administration.
4. To trace economic planning of India, through which the students may get practical knowledge on budget, etc.
5. To expose the state administration and the latest issues like Lok Ayukt and LokPal through which the students may get awareness about the latest issues.

Unit I

Hrs 15

The evolution of Indian administration: Structure and Functions–Mauryan and Mughal legacy; British Indian system: Company’s experiments–Warren Hastings, Lord Cornwallis, Lord Hastings and Lord Dalhousie; Administrative consolidation since 1861 – Famine policy - Financial, Police and judicial administration.

Unit II

Hrs 15

Indian Administration since 1950: Parliamentary Democracy–Federation–Structure of Central Administration–Central Secretariat–Cabinet Secretariat, Ministries–Department of Boards.

Unit III

Hrs 15

Machinery for planning: Plan formulation at the National level – National Development Council – Planning Commission – Public undertaking – Controls of Public expenditure.

Unit IV

Hrs 15

State Administration–Executives–Secretariat–Chief Secretary–Directorates–District and Local Administration–District Rural Development Agency–Special development programmes.

Unit V

Hrs 15

Center-State relations – Public services – Police and Judicial administration – Lok Ayukt – Lok Pal – issues on Indian administration – Integrity in administration – Administrative reforms.

Course Outcome

On the successful completion of the course, students will be able to:

- understand the framing of constitution in legislative assembly.
- expertise the indian judicial system.
- acquire knowledge on the functions of election commission.
- realize the significance of fundamental rights and duties.
- employment of the most important subject for the UPSC Exam.

General References:

1. Altekar, A.S., State and Government in Ancient India, 1958.
2. Bhambri, C.H., Public Administration in India.
3. Vidya Bhushan, Indian Administration, Delhi, 2000.
4. VishnooBhagawan& Vidhya Bhushan., Indian Administration, New Delhi, 1996.

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
IV	20P4HYC15	Human Rights and International System	6	4

Objectives:

1. To know the evolution of concepts of Human Rights through the ages and to understand theories of Human Rights studies.
2. To study the UN mechanism for the promotion of Human Rights of World citizen.
3. To study the mechanism at regional lands and in India.
4. To know the humanitarian laws promoting Human Rights.
5. To study the UN institutions and NGO'S and their role in promoting Human Rights Violation.

Unit I

Hrs 24

Historical Background: Theories on Human rights – The origin and development of the concept of human rights in western political thought and other civilizations – First historic experiences (Magna Carta, French Revolution)

The Internationalization of human rights: The expansion of Humanitarian Laws (anti-slavery laws, Geneva Convention on Law of wars) and Institutions (Red Cross): The impact of World War II on International Human Rights concern – Human Rights in the International Politics.

Unit II

Hrs 24

International protection of Human Rights: Human Rights and U.N.O- U.N. Human Rights Commission – Universal Declaration of Human Rights – International Convention on Civil, Political, Economic, Social and Cultural Rights – Human rights violations and remedies.

Unit III

Hrs 24

European and Indian efforts: European Convention on Human Rights – Mexican Declaration – Helsinki charter – India and Human Rights – National Human Rights Commission in India --State Human Rights Commission

Unit IV

Hrs24

Ideological Issues–Contemporary issues in International level- Intervention in domestic affairs and the rights of the international community – Human Rights and Social evolution – Human rights and development –

Unit V

Hrs24

The International Community: International Governmental Organizations (IGOSs) – UN Institutions; Non-Governmental Organizations (NGOs) – NGO's strategies and composition – Amnesty International- Commission of Jurists – International League for the Rights of Man – the work of the Red Cross – Asia Watch.

Course Outcome

On the successful completion of the course, students will be able to:

- remember the concept of natural rights.
- understand the historical growth of the idea of human rights.
- assess the importance of human rights and respect the rights of others.
- analyze the issues and challenges of human rights.
- evaluate the role of various organization in protection of human rights

General References:

1. Donnelly, Jerk, *The Concept of Human Rights* (London: Croom Helm, 1985).
2. Dyke, Verran, Van. *Human Rights The United States and World Community* (London, OUP, 1970).
3. Green, James, Fredrick, *The United States and Human Rights* (Washington, D.C., Brookings Institution, 1956).
4. Henkin, Louis, *The Rights of Man Today* (London: Stevens & Sons, 1978).
5. Krishna Iyer, V.R., *Human Rights and Law* (Indore: Vedpal Law House, 1984).
6. Krishna Iyer, V.R., *Human Rights and Wrongs*.
7. Schuster, Edward James, *Human Rights Today: Evolution or Revolution*, New York: Philosophical Library, 1981.
8. Karthikeyan.D.R., *Human Rights – problems and solutions*.

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
IV	20P4HYC16	Women in Indian Society	6	4

Objectives:

1. To understand the Feminist Theories.
2. To know the status of women through the ages.
3. To understand the Empowerment of Women.
4. To understand the women's rights and problems.
5. To understand the role of organizations.

Unit I

Hrs24

Importance of women studies – Women role in society: Girlhood, womanhood and motherhood – Feminist theories: liberal, social, Marxist and radical.

Unit II

Hrs24

Condition of women in ancient and medieval society – their right – changes – Factors leading to their development – Women in Freedom Struggle.

Unit III

Hrs24

Status of women in the modern Indian society – Emergence of women organization – Women's Indian Association (WIA), National council of Women in India(NCWI) – Tamil Nadu and All India women's conference (AIWC).

Unit IV

Hrs24

Women and Development: Economic – Agriculture – Industry – Politics – Education – Empowerment of women.

Unit V

Hrs24

Women rights and problems, socio – economic and political rights – Infanticide, child marriage- raping, dowry – torture - social legislation –Domestic violation act.- role of governmental and non – governmental organizations.

Course Outcome

On the successful completion of the course, students will be able to:

- remember the important social legislations concerning women.
- understand the ideals of feminism.
- apply their wisdom in promotion of women's rights.
- analyze the importance of the multidimensional role of women in society
- extend support in the creation of an erudite society respecting human rights

General References:

1. Neera Desai, Krishna raj - Women and society in India, Ajantha Publications Delhi, 1987.
2. ICSSR, - Status of women.
3. Anandavalli Mahadevan and Jayakothaipollai (Ed). - Feminist (Tamil) AnnaiThersa women University, Kodaikanal 2004.
4. Maithreyi Krishna Raj (Ed) - Women studies in India.
5. Jayabalan. N. - Women and Human Rights, Atlantic Publishers and Distributors, Delhi, 2001.
6. Chadially (Ed) - Women in Indian Society, Encyclopedia of Britannica.
7. Rathod - Women and Development
8. Bakshi.S.R.& Sharma - Modern History and Social status of Women (Nationalism and Women's Awakening)
9. Geraldine Forbes - The New Cambridge History of India IV.2 (Womenin Modern India)

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
IV	20P4HYC17	History of Science and Technology	6	4

Objectives:

1. To know about the origin of the science and Technology – how nature helped to understand – pre-historic men.
2. To understand the evolution of Science and Technology in the civilization of Ancient times.
3. To know the development of Indian Science and Technological ideas from the period of Indus Valley to Indira Gandhi and after.
4. To make the students to understand the development of Science and technology from renaissance to modern period.
5. To understand the Effects of Science and Technology on Human Society, how Science has provided conducive life.

Unit I

Hrs 24

Definition and scope of History of Science and Technology: Science and Technology of Pre-historic man.

Unit II

Hrs 24

Science and Technology of ancient civilizations – Egypt, Mesopotamia, China, Greece and Rome.

Unit III

Hrs 24

Science and Technology in India since Indus Period: Building technology of Indus period – Metallurgy of the Mauryas – Science and technology of the Guptas – Military technology of the Mughals – Modern Indian science.

Unit IV

Hrs 24

Modern western science and technology since Renaissance – Milestones – Scientific thought Archimedes, Copernicus, Newton, Darwin, Freud, Einstein.

Unit V

Hrs 24

Impact of Science and Technology on Human Society – Information Technology –Social Media and its Impact –Environmental Pollution.

Course Outcome

On the successful completion of the course, students will be able to:

- recall the discoveries and inventions made in the 18th and 19th centuries in physics, chemistry, natural science and medicine.
- trace the growth of science and technology in the 17th and 18th centuries;
- explain the history of aviation and space exploration with important milestone events
- analyze the condition of science in modern india and portray the life of important indian scientists along with their contribution to modern science.
- explore the history of communication, computer, nuclear science and robotics and tell about the advances made in medical science

General References:

1. Baldwin - Technology and Man, London, 1986.
2. Hamilton.H. - Technology and Progress, London, 1983.
3. Killoct.E. - History of Science and Technology, New York, 1985.
4. Vargheese Jeyaraj - History of Science and Technology, Chennai, 2010.

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
IV	20P4HYEL3A	Elective – III. Archives Keeping	6	4

Objectives:

1. To understand the definition and history of archives.
2. To know the administration, organization and archival laws.
3. To understand the modern method of preservation of Archives.
4. To understand the rules and functions.
5. To understand the National and International archives.

Unit I

Hrs24

Definition – History of Archives – Creation of Archives.

Unit II

Hrs24

Organization of Archives – infrastructure – materials – Administration of Archives – Administrative machinery – International machinery in U.N.O. – Archival Laws.

Unit III

Hrs24

Preservation methods – Storage of material conditions – Restoration and Duplicating methods – Micro-filming.

Unit IV

Hrs24

Functions of Archives – Uses of Archives– Rules on the access of the public.

Unit V

Hrs24

Selected Museums in India, National Museum in Delhi, Museum at Madurai-Prince of Wales museum (Mumbai) Salar Jung Museum, Hyderabad-Indian Museum, Kolkata-Government Museum Madras.

Course Outcome

On the successful completion of the course, students will be able to:

- recall the origin and development of archives
- understand the documentation of the early periods.
- know the preventive measures and precautionary methods.
- educate and public outreach specialists curator and other museum professionals

General References:

1. Jenkinson, Hilary - A Manual of Archives Administration.
2. Sundarrajan - Tamil Nadu Archives.

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
IV	20P4HYEL3B	Elective – III Journalism	6	4

Objectives:

- 1.To understand the scope and aim of Journalism.
- 2.To know the history of Journalism in India.
- 3.To understand the reporting and interviewing.
- 4.To study the Editorial Policy.
- 5.To understand the Journalism and Public Relations.

Unit I

Hrs24

Scope, Aim and Development of Journalism–Impact of mass media–News Agencies–Distortion of News.

Unit II

Hrs24

History of Journalism in India and Press Laws – Brief history of the press from Hicky to 1947 – Press council – Indian Acts – Defamation – Contempt of court – National and vernacular press – Official Secrets Act.

Unit III

Hrs24

Reporting – Interviewing – Inverted Pyramid form of writing – Reporting crimes– Public meetings – Investigative journalism.

Unit IV

Hrs24

Editorial policy – Editing – functions of Editor and sub editors – page make- up- Computer techniques.

Unit V

Hrs24

Different forms of writing – Features – Editorial forms and functions of leads – Journalism and public relations.

Course Outcome

On the successful completion of the course, students will be able to:

- remember the historical significance of journalism in indian freedom struggle.
- understand the press laws
- apply their knowledge in news writing; news editing and choose careers in journalism
- analyze more about newspapers, editing pages.
- employment of news analysts reporters and journalist.

General References:

1. James M.Neal and SexanneS.Brown - News Writing and Reporting–Surjeet publications.
2. Pathajali Seth - Professional Journalism. Orient congress.
3. Ramchandra Iyer - Quest for News, Macmillan.
4. George Hongenberg - The Professional Journalist, Oxford, IBH.
5. M.V.Kamath - Professional Journalism.
6. Bstian G.G.L.D. Care and F.K.Barkettly - Editing the Day’s News.
7. Rudolf Flesh - The Arts of Readable Writing.
8. S.Natarajan - A History of the press in India.
9. Mitchell Charnely - Reporting.
10. D.S.Metha Man - Communication and Journalism in India.
11. Parthasarathy &Rangasamy - Hundred years of Hindu. (Hindu, Madras).
12. Puri.G.K. - Journalism.

COMMUNICATION SKILL AND PERSONALITY DEVELOPMENT

SEMESTER	SUBJECT CODE	TITLE	HOURS OF TEACHING/ WEEK	NOOF CREDITS
IV	20P4-CPD	Communication Skill and Personality Development	1	

COURSE OBJECTIVES:

- To cultivate positive personality traits for successful life.
- To groom Winning Attitude among the learners.
- To assist the learners to identify their own potential and realize their aspirations.
- To enable a holistic development.
- To facilitate optimum means of improving personal performance.

UNIT 1

1. Personality- Definition.
2. Determinants of Personality.
3. Perceptual Process.
4. Personality Traits.
5. Developing Effective Habits.
6. Self Esteem (Freud and Erikson).
7. Self Appraisal and Self Development.
8. Dos and Don'ts to develop positive self esteem.
9. Interpersonal Relationship.
10. Difference between Aggressive, Submissive and Assertive behaviour.
11. Mind Mapping, Competency Mapping, 360 degree assessment.
12. Presentation Skills – Opening, ending, Handling nerves, Handling audience, Power Storytelling, Visual aids, Question and answer session

UNIT 2

1. Projecting Positive Body Language.
2. Conflict Management.
3. Change Management.
4. Stress Management.
5. Time Management.
6. Goal Setting.
7. Assertiveness and Negotiating Skill.
8. Problem Solving Skill.
9. Decision Making Skills.
10. Leadership Qualities of a Successful Leader.
11. Attitudes – Positive Attitudes.
12. Public Speaking – Engaging, Connecting, and Influencing the audiences.
13. Employability Skill – Group Discussion, Interview Questions, Psychometric analysis.

COURSE OUTCOMES:

After completion of the course, Students will be able to:

- Gain self confidence and broaden perception of life.
- Maximize their potential and steer that into their career choice.
- Enhance one's self image&self esteem.
- Find a means to achieve excellence and derive fulfilment.

References:

Hurlock.E.B (2006) : Personality Development, 28th Reprint. New Delhi: Tata McCraw Hill.

Stephen.P.Robbins and Timothy. A.Judge (2014) : Organisation Behaviour.16thEdition.Prentice Hall.

Andrews, Sudhir. How to Succeed at Interviews. 21st (rep) New Delhi.Tata McGrew Hill 1988.

Lucas, Stephen. Art of Publication. New Delhi. Tata McGrew Hill. 2001.

Kumar, Pravesh. All about Self Motivation. New Delhi. Goodwill Publication House. 2005.

EXTRA DISCIPLINARY COURSES

Sl. No.	Subject Code	Title of the Paper	Department
1.	20P3HYEDC	INDIAN ADMINISTRATION	History
2.	20P3ECEDC	ISSUES IN INDIAN ECONOMY	Economics
3.	20P3TAEDC	<i>தமிழ்மொழி வரலாறு</i>	Tamil
4.	20P3ENEDC	SHAKESPEARE STUDIES	English
5.	20P3CMEDC	ENTREPRENEURIAL DEVELOPMENT	Commerce
6.	20P3MAEDC	APPLICABLE MATHEMATICAL TECHNIQUES	Mathematics
7.	20P3PHEDC	FUNDAMENTALS OF NANOTECHNOLOGY	Physics
8.	20P3CHEDC	CHEMISTRY IN EVERY DAY LIFE	Chemistry
9.	20P3BOEDC	MEDICAL BOTANY AND PHARMACOGNOSY	Botany
10.	20P3MBEDC	MUSHROOM TECHNOLOGY	Microbiology
11.	20P3ZOEDC	CLINICAL LAB TECHNOLOGY	Zoology
12.	20P3BTEDC	RECENT TRENDS IN BIOTECHNOLOGY	Biotechnology
13.	20P3CSEDC 20P3ITEDC	E-LEARNING TECHNOLOGIES	Computer Science
14.	20P3LSEDC	DOCUMENTATION CENTERS IN INDIA	Library and Information Science

Semester	Course Code	Title of the Course	Hours of Teaching /Week	No. of Credits
III	20P3HYEDC	Extra Disciplinary Courses – Indian Administration	5	--

Objectives:

1. To know the evolution of Indian Administration.
2. To prepare the students for the competitive examination.
3. To give up-to-date knowledge on Indian administration.
4. To trace economic planning of India, through which the students may get practical knowledge on budget, etc.
5. To expose the state administration and the latest issues like Lok Ayukt and LokPal through which the students may get awareness about the latest issues.

Unit I

Hrs 15

The evolution of Indian administration: Structure and Functions–Mauryan and Mughal legacy; British Indian system: Company’s experiments–Warren Hastings, Lord Cornwallis, Lord Hastings and Lord Dalhousie; Administrative consolidation since 1861 – Famine policy – Financial, Police and judicial administration.

Unit II

Hrs 15

Indian Administration since 1950: Parliamentary Democracy–Federation–Structure of Central Administration–Central Secretariat–Cabinet Secretariat, Ministries–Department of Boards.

Unit III

Hrs 15

Machinery for planning: Plan formulation at the National level – National Development Council – Planning Commission – Public undertaking – Controls of Public expenditure.

Unit IV

Hrs 15

State Administration–Executives–Secretariat–Chief Secretary–Directorates–District and Local Administration–District Rural Development Agency–Special development programmes.

Unit V

Hrs 15

Center-State relations – Public services – Police and Judicial administration – Lok Ayukt – Lok Pal – issues on Indian administration – Integrity in administration – Administrative reforms.

General References:

1. Altekar, A.S., State and Government in Ancient India, 1958.
2. Bhambri, C.H., Public Administration in India.
3. Vidya Bhushan, Indian Administration, Delhi, 2000.
4. Vishnoo Bhagawan & Vidhya Bhushan., Indian Administration, New Delhi, 1996.

Course Outcome: The students have clearly understood about the evolution of Indian Administration, State and Central administration, police and judicial administration, Centre State relations, etc.

Semester	Subject code	Title of paper	Hours of Teaching / Week	No. of Credit
III	20P3ECEDC	Extra Disciplinary Courses – Issues in Indian Economy	4	-

Objective:

- This Elective paper is offered to the Non-Economics Students to make them familiar with the recent trends in Indian Economy. The syllabus is framed accordingly with the Civil Service Examination.

Course Outcomes

- To understand the status of Indian economy before the reforms
- To assess the rationale of introducing reforms in India
- To familiarize with the package of LPG
- to get insight on the recent trends in EXIM policy

Unit I

Hrs 15

Economic development and growth – determinants of growth and development – Market Economy – Indian Economy – a shift from mixed economy to Market economy – Reform measures introduced in India – First and second generation reforms – (Brief outline)

Unit-II

Hrs 15

Economic reforms in India – background, rationale – implementation – Trade policy – Industrial policy – exchange rate and capital market reforms

Unit-III

Hrs 15

Dis-investment of public enterprises – rationale – changing profile of PSUs comparison of public and private sector

Unit-IV

Hrs 15

Privatization – Meaning and scope – Globalization – impact on India – foreign capital – Types FDI and FII, Policies and pattern.

Unit-V

Hrs 15

Foreign Trade – Exim Policies – Recent exim policy – BOP- Trends in BOP – Economic reforms and BOP.

References:

- Uma kapila – Indian Economy (Issues in Development and Planning and Sectoral aspects) Fifth Edition, 2006-07, Academic Foundation, New Delhi
- Datt Rudder & Sundharam K.P.M. – Indian Economy (2007)
- Misrapuri – Indian Economy

Semester	Subject Code	Title of the Paper	Hours of Teaching/Week	No. of Credits
III	20P3TAEDC	கூடுதல் சிறப்புப் பாடம்: தமிழ்மொழி வரலாறு	4	-

கூறு: 1 இந்திய மொழிக் குடும்பங்கள்

நேரம்: 12

இந்தோ ஆரிய மொழிகள் - ஆஸ்டிக் மொழிகள் - சீன திபெத்திய மொழிகள் - திராவிட மொழிக் குடும்பம் - டாக்டர் கால்டுவெல், திராவிட மொழிகளின் சிறப்பியல்புகள் - தென் திராவிட மொழிகள் - தென் திராவிட மொழிகளில் தமிழ் - நடுத்திராவிட மொழிகள் - வட திராவிட மொழிகள்.

கூறு: 2 தமிழ்

நேரம்: 12

தமிழ் என்பதன் வடிவம் பற்றியும் பொருள் பற்றியும் பல்வேறு செய்திகள் - பெயரெச்சங்கள் - வினையெச்சம் - சங்க இலக்கியத்தில் வினையெச்சங்கள் - தொல்காப்பிய உரைகாரர்களும் வினையெச்சங்களும்.

கூறு: 3

நேரம்: 12

தமிழ் எழுத்தின் தோற்றமும் வளர்ச்சியும் - ஆய்வெழுத்து இராசியெழுத்து, நாள், எழுத்து - ஓவியம், பாளை ஓடுகள், இலங்கை முத்திரை முதலானவற்றில் காணப்படும் உருவ எழுத்துகள் - வட்டெழுத்து, பண்டைத் தமிழ் எழுத்து. தமிழ்மொழி வரலாறு: தமிழின் தொல் வரலாறு, தமிழ்மொழி வரலாறு - பழந்தமிழ்க் காலம், இடைத்தமிழ்.

கூறு: 4

நேரம்: 12

தொல்காப்பியமும் ஒலியியலும் - தொல்காப்பியமும் சொல்லியலும் - தமிழ் ஒலிகளின் பிறப்பு விளக்கம் - புணர்ச்சி வகை. தமிழ் உருபனியலும் தொடரியலும் - தலைமை இலக்கணக் கூறுகள் - தொடரமைப்பு இலக்கணம். பெயர்த்தொடர் அமைப்புகள்: மொழியின் பெருமை - எழுத்தும் பேச்சும் - கிளை மொழிகள் தோற்றம் - இலக்கியக் கிளைமொழி- வட்டாரக்கிளை மொழிகள்.

கூறு: 5

நேரம்: 12

தமிழ் வளர்ச்சி - தமிழ் ஆட்சிமொழி வரலாறு - தமிழ் கல்விமொழி வரலாறு - கலைச் சொல்லாக்கம் - அறிவியல் தமிழ் வளர்ச்சி-உலகத் தமிழ் மாநாடுகள்- உலக அரங்கில் தமிழ் - தமிழ் அமைப்புகள்- உலகத் தமிழாராய்ச்சி நிறுவனம் - தமிழ்ப்பல்கலைக் கழகம்-செம்மொழி ஆய்வுமையம் - அயல் மாநிலங்களில் தமிழ்.

பார்வை நூல்கள்:

1. தமிழ் வரலாறு - தேவநேயன். ஞா.
2. தமிழ் மொழி வரலாறு - பரிதிமாற்கலைஞர்
3. பழந்தமிழ் - இலக்குவனார் . சி
4. தமிழ் வரலாறு - குணா
5. தமிழ் மொழி வரலாறு - தமிழ் வளர்ச்சி இயக்ககம்
6. ஆட்சித் தமிழ் - புதுவை மொழியியல் பண்பாட்டுக் கழக வெளியீடு
7. இந்திய ஆட்சிப்பணி வழிகாட்டி - முனைவர் ரெ. குமரன்.
8. உலகத்தமிழ் மாநாடுகள் - சாலை இளந்திரையன்
9. தாய்மொழியில் படிக்க வைப்போம் - NCBH வெளியீடு.
10. தமிழ் ஆட்சி மொழி வரலாறு - தமிழ்ப்பல்கலைக்கழகம்.
11. தமிழ் ஆட்சிமொழி வரலாறு - தெ.பொ.மீ.
12. தமிழ் மொழி வரலாறு - சக்திவேல்

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
III	20P3ENEDC	Extra Disciplinary Course - Shakespeare Studies	4	

Objective

- To initiate the non English majoring students to study Shakespeare's plays, and his sonnets.

Outcome

- Gaining appreciative and analytical understanding of Shakespeare's dramas and sonnets.
- Achieving potentiality to situate and relate Shakespeare's wisdom in various current disciplines and media cultures.
- Obtaining a profound perspectives on handling racism, class divisions, gender roles, crime, love, war, death betrayal, hope, loyalty etc., derived from the works

Unit – I

Shakespeare's Sonnets 1, 18, 29, 33, 35, 65 and 130

Unit – II

The Merchant of Venice

Unit – III

Henry IV, Part I

Unit – IV

Othello

Unit – V

Antony and Cleopatra

References:

- Bates, Jonathan. *The Genius of Shakespeare*. London: Picador, 1997.
- Leishman, J.B. *The Theme and Variation in Shakespeare's sonnets*. London: Routledge, 2005.

Semester	Subject Code	Title of the paper	Hours of Teaching/ Week	No. of Credits
III	20P3CMEDC	Entrepreneurial Development	4	-

Objective:

- To make the students to become a successful entrepreneur and to know the process involved in entrepreneurship.

Course Outcome:

- Learn the incentives and subsidies provided to budding entrepreneurs and Become familiar with institutions offering various forms of assistances.

Unit - I

Entrepreneurship - Nature and Characteristics of an Entrepreneur - Difference between Entrepreneur and Manager - Qualities, Types, and Functions of an Entrepreneur - Role of Entrepreneur in Economic Development.

Unit - II

Business Ideas - Sources of Idea - Idea Processing and Selection - Start up Process - Project Identification and Selection - Project Formulation - Project Appraisal.

Unit - III

Factory Design and Layout - Importance - Factors affecting Factory Design - Factory Layout - Objectives - Types - Consideration in Designing Layout - Design Requirements.

Unit - IV

Institutions Assisting to Entrepreneurs - NSIC - SIDCO - SSIB - DIC - TIIC - KVIC - TCO - ITCOT - Commercial Banks and New Entrepreneurial Development Agency.

Unit - V

Entrepreneurship Development Programmes - Need - Objectives - Institutional efforts in Developing Entrepreneurship - Evaluation of EDPs - Problems in the conduct of EDPs - Suggestions to make EDPs effective - Planning EDPs - Role of SISI, SIPCOT and SIDBI - Recent Development in Small Enterprises in India - Government rules and regulations - Rural Entrepreneurship - Need for Rural Entrepreneurship Problems - SHGs and Rural Development - MUDRA Banking /MSME Loans.

Text book:

1. C.B.Gupta., N.P.Srinivasan, (2018), Entrepreneurial Development, Sultan Chand & Sons, New Delhi.

Reference Books

1. Khanka S.S., (2019) Entrepreneurial Development, S.Chand & Co, New Delhi.
2. Saravanavel, P. (2016), Entrepreneurial Development, Principles, Policies and Programmes, Ess Pee Kay Publishing House, Tanjore.
3. Renu Arora, Sood S.K., (2018) Fundamentals of Entrepreneurship and Small Business, Kalyani Publications, Ludhiana.
4. Jayashree Suresh, (2019) Entrepreneurial Development, Margham Publications, Chennai.

Semester	Subject Code	Title of the Paper	House of Teaching / Week	No. of Credits
III	20P3MAEDC	Extra Disciplinary Course- Applicable Mathematical Techniques	4	-

Objectives:

- To discuss various methods of Interpolation

Out comes:After studying this course the student will be able to

- Student will demonstrate the ability to solve financial math problem.

Unit I

12 Hrs

Interpolation with unequal intervals: Newton's divided difference formula - Lagrange's interpolation formula and inverse interpolation. (Only simple Problems)

Unit II

12 Hrs

Assignment problems

Unit III

12 Hrs

Replacement problems (Only simple Problems)

Unit IV

12 Hrs

Decision Analysis

Unit- V

12 Hrs

Game Theory

Text Book:

1. For unit I, **Numerical Methods** – P. Kandasamy, K. Thilagavathy, K. Gunavathy, S.Chand
2. For units II to V, **Operation Research 12th Edition 2004**:KanthiSwarap, P.K. Gupta and Manmohan, Sultan Chanda and sons, New Delhi.

Unit I	:	Chapter - 8 (Sec: 8.5, 8.7)
Unit II	:	Chapter - 11 (Sec: 11.1 to 11.4)
Unit III	:	Chapter - 18 (Sec: 18.1 to18.3)
Unit IV	:	Chapter - 16 (Sec: 16.1 to 16.5)
Unit V	:	Chapter - 17 (Sec: 17.1 to 17.6)

General Reference:

1. S.S. Sastry *Introductory Methods of Numerical Analysis* Prentice Hall of India 2000.
2. H.A. Taha *Operation Research* Prentice Hall of India 1995.

Semester	Subject Code	Title of the paper	Hours of Teaching / Week	No. of Credits
III	20P3PHEDC	Extra Disciplinary Course- Fundamentals of Nanotechnology	4	-

Unit – I Introduction to Nanotechnology

Nanotechnology – Definitions - History of nanotechnology – Nanomaterials: classification – zero, one and two dimensional nanomaterials – Classification based on the composition of materials (metal, semiconductor, ceramic, polymeric and carbon-based nanomaterials) - Properties of nanomaterials – Surface area to volume ratio (S.A/V) – Quantum dots - Challenges in nanotechnology.

Unit – II Preparation Methods

Top-down and Bottom-up approaches – Top down methods: Ball milling - Electron beam lithography – Advantages – Limitations. Bottom-up methods: Vacuum evaporation - Sputter deposition process - Laser ablation – Advantages – Limitations.

Unit – III Fullerenes

Fullerenes – Types of fullerenes – Bucky ball/Buckminster fullerene - Carbon nano tubes (CNTs) - Single walled CNTs – Multi walled CNTs – Differences – mechanical and electrical properties of CNTs - preparation of CNTs – Plasma discharge method – Applications.

Unit – IV Characterization Techniques

Construction, working principle, merits and demerits of X-ray diffractometer - Scanning Electron Microscope (SEM) – Atomic Force Microscope (AFM) - UV-Vis–NIR double beam spectro photometer – Energy dispersive X-ray analysis (EDAX) .

Unit – V Applications

Nanoelectronics – Nanophotonics – Nanomaterials in energy conversion and storage – Nanomaterials as antibacterial agents – Nanomaterials as photocatalysts – Nanomaterial in industrial applications – Bio-medical applications : Targeted drug delivery – Nanomaterial based radiation therapy – Photodynamic therapy (PDT) – Bio imaging.

Books for Study

1. K. Ravichandran, K. Swaminathan, P.K. Praseetha, P. Kavitha, Introduction to Nanotechnology, JAZYM publications.
2. M.Ratner.et al., Nanotechnology; A Gentle intro Practices – hall ISBN 0-13-101400-5, 2003.
3. Nanotechnology; Basic Science and Emerging Technologies, CRC Press

Books for Reference

1. Charles P.Poole Jr and Frank J.Owens. "Introduction to Nanotechnology" Wiley, 2003.
2. A. S. Edelstien and R.C. Cornmarata, Nanomaterials; synthesis, Properties and Applications, 2ed, Iop (U.K), 1996.

Semester	Subject code	Title of the paper	Hours of Teaching/Week	No. of Credits
III	20P3CHEDC	Extra Disciplinary Course - Chemistry in Every Day Life	4	

OBJECTIVES

Students learn about the scientific and chemical principles underlying in everyday life.

- Students learn about the cleaning agents and water chemistry,
- Students understand about the food chemistry,
- Students shall learn about the cosmetic and their effect in health aspects
- Students shall know about the green chemistry and their significance for clean environments
- Students learn about the nano technology and their importance.

Unit-I

Cleaning agents - manufacture and uses of soaps, detergents, baking powder, shampoo, washing powder and bleaching powder **Water** – uses of water Characteristics' of water, soft water and hard water - removal of hardness – ion exchange method. Reverse osmosis method, Water pollution, causes and prevention.

Unit-II

Food – importance – spoilages – causes, preservation – additives – colouring and flavouring agents, beverages. Soft drinks aerated water – manufacturing – mineral water. Fruits, vegetables, dairy product – storage, preservation. Minerals in food and anti oxidants. Preparation of fruit Jam and pickle.

Unit-III

Cosmetics – Face powder – constituents, uses – side – effects. Nail polish, hair dye – composition and side effects. Tooth powder – lotions. Preparation of phenyl, liquid blue and incense sticks.

Unit-IV

Basic concepts of Green chemistry and its significance in day to day life. Polymers – Classification – Types of polymerization – plastics – classification – types of plastics – PVC, Teflon, PET, Bakelite – Rubber – Natural and synthetic – Buna rubber, Butyl Rubber. Vulcanization of rubber, neoprene rubber, Plastic pollution and prevention.

Unit-V

Basic concepts of Nano Technology and its importance in day to day life.

Dyes – importance of food colours – PFA (Prevention of Food Adulteration Act) Natural dyes – Synthetic Classification importances – Uses of the following Synthetic dyes - Direct dyes, acid dye, Basic dye, mordant dye, Reactive dye, Disperse dye, Fastness – Light and Washing. Application of dyes in food, paper, plastic and lather.

COURSE OUTCOME:

- Students should able to learn about the cleaning agents and water chemistry,
- Students should able to understand about the food chemistry,
- Students should able to learn about the cosmetic
- Students should able to know about the green chemistry
- Students should able to learn about the nano technology

References:

1. Norrish Shreave. R. and Joseph A. Brink Jr Chemical Process Industries, McGraw Hill, Industrial Book Company London 1978.
2. Brain A.C.S. Reinhold, Production and properties of Industrial chemicals 11th Ed, John Wiley & Sons, New York.
3. Burgh, A. Fermentation Industries, Inter science, 4th Ed, 1983, A *Inter science*, New York.
4. Ramani,V. Alex, Food Chemistry(2009),MJP publishers.

Semester	Subject Code	Title of the Paper	Hours of Teaching / Week	No. of Credits
III	20P3BOEDC	Extra Disciplinary Course – Medicinal Botany and Pharmacognosy	4	-

Objectives

- ❖ To enable the students to identify local medicinal plants.
- ❖ To enable the students to prepare herbal medicines for curing human ailments.
- ❖ To impart knowledge to students on Botany and Phyto chemistry of medicinal plants.

Unit I

Medicinal Botany: Definition, Introduction, History, – Classification – Common medicinal plants cultivation, storage, collection and habitats of medicinal plants (*Catharanthus, Coleus, Aloe*) – Importance of medicinal plants.

Unit II

Indian systems of medicine – AYUSH - Siddha, Ayurveda, Homeopathy and Unani – Indigenous medicinal plants – Useful parts – Chemical constituents – medicinal uses – medicinal plant drugs.

Unit III

Herbal medicines for human ailments – Heart, kidney, liver, eye, skin, hair, stomach problems, diabetics, blood pressure, headache, cough, cold, fever, digestive problems, joint pains and wounds.

Unit IV

Pharmacognosy – History, Introduction, commercial drugs, crude drugs – classification of drugs – Chemistry of drug and drug evaluation of natural products.

Unit V

Drug adulteration and detection – Substitution – Detection of Adulterations – Elementary knowledge on alkaloids and flavonoids – Preparation of herbal oil, herbal tooth powder, herbal soup, herbal immune boosters.

Books for Reference

- Kumar, N.C., (1993). An introduction to Medical Botany and Pharmacognosy.
- Shah, S.C. and Quadry (1990). A text book of Pharmacognosy.
- Nadkarni, (1981). Indian MateriaMedica.
- Jain, S.K., (1980). Indian Medicinal Plants.
- Balu, S., Murugan, R. and Pandiyan, P., (2005). Herbal Technology.

Outcome

After completion of this course, students would be able to

- Understand the various Indian system of medicine
- Learn about the vital role of herbal medicines for human ailments
- Outline and classify the crud drugs
- Trained about drugs adulteration and direction

Semester	Subject Code	Title of the Paper	Hours of Teaching / Week	No. of Credits
III	20P3MBEDC	Extra Disciplinary Course – Mushroom Technology	4	-

Objectives

- ❖ To know the various types of edible mushroom and their nutritional value.
- ❖ To understand the methods of cultivation of mushrooms.
- ❖ To know the types of food prepared from mushroom and their importance in human health.
- ❖ Marketing of mushrooms in India and abroad.
- ❖ Mushroom cultivation unit visit- mandatory –Neighbouring District –one day.

Unit I

Introduction – history – scope of edible mushroom cultivation – Types of edible mushrooms available in India – *Calocybeindica*, *Volvariellavolvacea*, *Pleurotuscitrinopileatus*, and *Agaricusbisporus*.

Unit II

Pure culture – preparation of medium (PDA and Oatmeal agar medium) sterilization – preparation of test tube slants to store mother culture – culturing of *Pleurotusmycelium* on petriplates, preparation of mother spawn in saline bottle and polypropylene bag and their multiplication.

Unit III

Cultivation Technology: Infra structure – Mushroom bed preparation – paddy straw, sugarcane thrash, maize straw, banana leaves. Factors affecting the mushroom bed preparation – Low cost technology. Composting technology in Mushroom production.

Unit IV

Storage and nutrition: Short-term storage (Refrigeration – upto 24 hours) Long term Storage (canning, pickles, papads), drying, storage in salt solutions. Nutritive value – proteins – amino acids, mineral elements – Carbohydrates, Crude fibre content – Vitamins.

Unit V

Food Preparation – Types of food prepared from mushroom; Soup, Cutlet, Omlette, Samosa, Pickles, Curry – Research Centres – National level and Regional level – Cost benefit ratio – Marketing in India and abroad, Export value.

Books for Reference:-

- Marimuthu, T., Krishnamoorthy, A.S., Sivaprakasam, K. and Jayaranjan, R., (1991). Oyster Mushrooms, Department of Plant Pathology, Tamil Nadu Agricultural University, Coimbatore.
- Swaminathan, M., (1960). Food and Nutrition. Bappco, The Bangalore Printing and Publishing Co. Ltd., No.88, Mysore Road, Bangalore 560 018.
- Tewari, Pankaj Kapoor, S.C., (1988). Mushroom Cultivation, Mittal Publications, Delhi.
- Nita Bahi (1984-1988). Handbook of Mushrooms, II Ed, Vol. I & II.
- Paul Stamets, J.S and Chilton J.s (2004). Mushroom cultivation. A practical guide to graining mushroom at home Agarikon Press.

Semester	Subject Code	Title of the Paper	Hours of Teaching / Week	No. of Credits
III	20P3ZOEDC	Extra Disciplinary Course – Clinical Lab Technology	4	-

Objectives:

1. To study the various sterilization techniques.
2. To know the disposal of waste.
3. To identify the blood group and urine sugar.
4. To identify the bacteria and fungus.
5. To know the various diagnostic equipment.

Unit I **12 Hrs**

Scope for study of Clinical Technology. Sterilization – Methods of Sterilization – Dry heat method – Wet heat method – Chemical method of sterilization – Disposal of hospital wastes and infected material - Disinfection laboratory glassware and equipments.

Unit II **12 Hrs**

Composition of blood–ABO blood typing–Rh blood typing–Blood cells counting – Total erythrocyte count, total WBC count and differential count – Sugar level in Blood – Hypoglycemia, Hyperglycemia conditions. Composition of urine – Physical characters of urine–Method of urine analysis for sugars.

Unit III **12 Hrs**

Analysis of Semen, Sputum and stool, Identification of blood parasites, Bacterial culture in NA medium, Fungal culture in PDA medium, Histological study of cells – Histological procedure for the preparation of tissue slides.

Unit IV **12 Hrs**

Diagnostic equipment and apparatus – ECG, EEG, Colorimeter, pH meter, PCR, laminar airflow inoculation chamber, Binocular microscope and Incubator.

Unit V **12 Hrs**

Immuno techniques – ELISA, HLA typing, VDRL Test.

Viral , bacterial and fungal diseases, First aid- definition and types and applications

Reference:

1. Medical Laboratory Technology (1994) (4th edition), By Ramik Sood, Jaypee Brother Medical Publishers (P) Ltd., New Delhi 110 002.
2. Medical Laboratory Technology, K.M. Samuel.
3. Clinical Pharmacology (1987), by Dr. Lawrance and P.N. Bennett (Sixth Edition), ELBS, English Language Book Society, Churchil Livingstone, England.
4. District Laboratory Practice in Tropical countries, part I, By Mouica Cheesbrough, Cambridge Las Priced Edition, Cambridge University Press, Cambridge, U.K.
5. Basic Clinical Paraitology (1993), W.Harold Brown and A.Franklin Neva (5th edition), Prntice Hall Internation Edition.
6. Biological Chemistry – Leringer.

7. Human Physiology by Pearse.
 8. The Biology of Animal Parasites (1984), Cheng, T. Toppan C9 Ltd., Japan.
 9. Medical Laboratory Technology: A procedure manual for routine diagnostic tests Volume – I-II By Kanai, L. Mukherjee, Tata McGraw – Hill Publishers, New Delhi.
 10. Basic Clinical Parasitology 5th Edn, Harrold, W. Harold Brown and A. Franklin Neva-prentice Hall International Editions, U.S.A.
-

Web Links:

https://www.sunydutchess.edu/academics/catalog/current/courses/medical_laboratory_technology/index.pdf (Dutchess Community College, New York).

<https://www.sunydutchess.edu/academics/catalog/current/programs/medicalandalliedhealth/mlt.pdf> (Dutchess Community College, New York).

[https://makautwb.ac.in/syllabus/BSc%20\(Medical%20Lab%20Technology\)28.02.2018.pdf](https://makautwb.ac.in/syllabus/BSc%20(Medical%20Lab%20Technology)28.02.2018.pdf)

Course Outcome

- Prepare the way for basic idea of various aseptic technique.
- Understanding the significance of waste disposal.
- Knowledge on Blood grouping and Blood sugar & urine sugar level.
- Gaining knowledge on culture of Bacteria, fungi and expertise on histological slide preparation.
- Operation technique of Diagnostic apparatus.
- Understanding for various immune techniques.

Semester	Subject Code	Title of the Paper	Hours of Teaching / Week	No. of Credits
III	20P3BTEDC	Extra Disciplinary Course – Trends in Biotechnology	4	-

Objectives:

1. To study the concept and scope of Biotechnology.
2. To Understand r-DNA Technology.
3. To aware the programmes of cell culture, preparations of hormones and vaccines, transgenic animals and human genome project.
4. To study the Bioprocess technology and their applications.
5. To study the Environment Biotechnology and aware the biodiversity and their conservation.

Unit I

Hrs12

Biotechnology – Introduction and Scope of Biotechnology – Gene Cloning, Cell –free protein production – Production of Health care Products, Medical and Forensic application (RFLP, RAPD, DNA finger printing). Applications of PCR and LCR in disease diagnosis.

Unit II

Hrs12

Nuclear transplantation, Transgenic Animals Development and uses – mice, goat, fish and sheep. Tendered meat production. Transgenic Plant: Insect resistance, fungus resistance, virus resistance, drought, cold resistance, saline resistance, Transgenic plant with vitamin A, Gene Production of therapeutic antibodies and edible vaccine.

Unit III

Hrs12

Bioprocess technology – Scope – Fermentor –Bioprocess products: Organic acids – Citric acid, Lactic acid, acetic acid. Antibiotics – Wide and Narrow specxtrum antibiotics. Aminoacids – Glutamic acid, Lysine, Isoleucine, Aspartic acid and Proline. Production of SCP. Enzyme Production – Amylase, Pectinase and Cellulase. Dairy products and Biofuel production.

Unit IV

Hrs12

Biofertilizers – N₂ fixing microbes (Azolla, Azatobacter, Azospirillum) for use in Agriculture – A. tumifasciens for crop improvement – Biopesticides. Biopolymer and its Application – Biosensor and its application – Bioleaching- Biomining – Biotechnology in oil recovery – Bioremediation of Xenobiotics – superbug – its application. Biodegradation.

Unit V

Hrs12

Regulations of Biosafety: possible dangers of GEO, Biohazards of rDNA technology. National and International biosafety guidelines, Primary and secondary containments and implementation. Web based information of biosafety on GMO.

Reference:

1. Dubey, R.C. – A Text Book of Biotechnology, S. Chand & Co., Ltd, New Delhi, 1996.
2. Gupta, P.K. – Elements of Biotechnology, Rastogi and Co., Meerut, 1994.
3. Kumar, H.F. A text book on Biotechnology, Affiliated East & West Press Pvt., Ltd, N-Delhi.
4. D.Balasubramanian *et. al.*, - Concepts in Biotechnology.
5. Singh, R.S. – Introductory Biotechnology, Central book deport, Allahabad.
6. Primrose, R. – Molecular Biotechnolgy, ASM Press.
7. Lick, E.R. and Pastenak – J.J. Molecular Biotechnology.
8. Ignachimuthu – Plant biotechnology, Oxford IBH Publishers, New Delhi.
9. Ranga – Fishery Biotechnology.
10. Primrose, R. – Molecular Biotechnology, ASM Press.
11. Purohit – A Text Book of Biotechnology, Agrobions, Jodhpur.

Semester	Subject code	Title of the course	Hours of Teaching/ Week	No. of Credits
III	20P3CSEDC/ 20P3ITEDC	Extra Disciplinary Course- E-Learning Technologies	4	-

Objective

- To learn the various E-learning approaches and components.
- To understand the types of design models of E-Learning.
- To explore the models for E-learning courseware development.
- To learn about E-learning authoring tools.
- To know about evaluation and management of E-learning solutions.

UNIT I INTRODUCTION

Need for E-Learning – Approaches of E-Learning – Components of E-Learning – Synchronous and Asynchronous Modes of Learning – Quality of E-Learning – Blended Learning: Activities, Team and Technology – Work Flow to Produce and Deliver E-Learning Content – Basics of Design Thinking.

UNIT II DESIGNING E-LEARNING COURSE CONTENT

Design Models of E-Learning – Identifying and Organizing E-Learning Course Content: Needs Analysis – Analyzing the Target Audience – Identifying Course Content – Defining Learning Objectives – Defining the Course Sequence – Defining Instructional Methods – Defining Evaluation and Delivery Strategies – Case Study.

UNIT III CREATING INTERACTIVE CONTENT

Preparing Content: Tips for Content Development and Language Style – Creating Storyboards: Structure of an Interactive E-Lesson – Techniques for Presenting Content – Adding Examples – Integrating Multimedia Elements – Adding Examples – Developing Practice and Assessment Tests – Adding Additional Resources– Courseware Development Authoring Tools – Types of Authoring Tools – Selecting an Authoring Tool

UNIT IV LEARNING PLATFORMS

Types of Learning Platforms – Proprietary Vs. Open – Source LMS – LMS Vs LCMS – Internally Handled and Hosted LMS – LMS Solutions – Functional Areas of LMS.

UNIT V COURSE DELIVERY AND EVALUATION

Components of an Instructor-Led or Facilitated Course – Planning and Documenting Activities – Facilitating Learners Activities – E-Learning Methods and Delivery Formats – Using Communication Tools for E-Learning – Course Evaluation.

REFERENCES:

1. Clark, R. C. and Mayer, R. E, "eLearning and the Science of Instruction", Third Edition, John Wiley, 2016.
2. Means, B., Toyama, Y., and Murphy, R, "Evaluation of Evidence – Based Practices in Online Learning: A Meta – Analysis and Review of Online Learning Studies", Centre for Learning Technologies, 2010.
3. Crews, T. B., Sheth, S. N., and Horne, T. M, "Understanding the Learning Personalities of Successful Online Students", Educause Review, 2014.
4. Johnny Schneider, "Understanding Design Thinking, Lean and Agile", O'Riley Media, 2011.
5. Madhuri Dubey, "Effective E – learning Design, Development and Delivery", University Press, 2011.

Course Outcomes:

On completion of the course, the students will be able to:

- Distinguish the phases of activities in the models of E-learning.
- Identify appropriate instructional methods and delivery strategies.
- Choose appropriate E-learning authoring tools, Create interactive E-Learning courseware, Evaluate the E-learning courseware, Manage the E-learning courseware.

Semester	Subject Code	Title of the Paper	Hours of Teaching / Week	No. of Credits
III	20P3LSEDC	Extra Disciplinary course Documentation Centers in India	4	-

Objectives:

- To promote and support adoption of standards in library operations.
- To coordinate with other regional, national & international network for exchange of information and documents

Unit I

Components of information systems-Libraries, Documentation centers, Information centers.

Unit II

Data banks, Information analysis centers, Referral centers, Clearing Houses, Reprographic and translation centers-Their function and services.

Unit III

National Information systems: DESIDOC, NASSDOC, SENDOC, NISCAIR and INFLIBNET.

Unit IV

Information Aggregators, Databases Proquest, EBscohost, J-gate, POPLINE, Shodhganga, NDL,.

Unit V

Information products and series – Newsletters, House Bulletins in – house Journals, state of art reports, digest and Technical Digest.

Outcome:

The students shall be able to:

- Know the standards in library operations.
- Understand the regional, national & international network for exchange of information and documents

Reference:

1. Date, C.J. An Introduction to Database System, ed.7, Delhi: Pearson Education (Singapore), 2002
2. Desai, Bipin C. An Introduction to Database System, New Delhi, Galgetia, 2001
3. Karts Henry F, DBS Computer, New Delhi, McGraw Hill, 2000.
4. Raghu Ramakrishnan, DBMSS, New Delhi, McGraw Hill, 2000.
5. Gangadharaiah G, Management of Information Products and Services in University Libraries, Common Wealth, New Delhi, 2012.