

LADY DOAK COLLEGE
DEPARTMENT OF HISTORY
COURSE PROFILE
B.A. HISTORY

FROM 2022 BATCH ONWARDS

| Sem | Course Code | Course Title | Course Type | Hrs./Wk | | Cr. | New / Revised course | % of revision | Passed in AC | Offered to | Offered by |
|-----|-------------------------|--|-------------|---------|-----|-------|----------------------|---------------|--------------------|------------------------|-----------------|
| | | | | TH | L A | | | | | | |
| I | PART – I | TAMIL / HINDI / FRENCH | TH | 6 | | 3 / 4 | | | | | TAM / HIN / FRE |
| | PART – II | ENGLISH | TH | 6 | | 3 / 4 | | | | | ENG |
| | HIS1203FS | LEARNING ENGLISH THROUGH HISTORY – I | TH | 2 | | 2 | - | | BJ2022 | AUHIS | HIS |
| | HIS1302FM | GLIMPSES OF HUMAN HERITAGE | TH | 4 | | 3 | - | | BJ2022 | AUHIS | HIS |
| | HIS1402CM | HISTORY OF INDIA – I (UPTO 700 A.D.) | TH | 5 | | 4 | 50% | | BJ2022 | AUHIS | HIS |
| | HIS1301AA | INDIAN GEOGRAPHY | TH | 5 | | 3 | - | | | AUHIS | HIS |
| | VBC1101FV/ UIV1101FV | HEALTHY TRANSITION FROM ADOLESCENCE TO ADULTHOOD / BIBLICAL ESSENTIALS FOR EMERGING ADULTS | TH | 2 | | 1 | | | BA2018 / BB2019 | ALLM/ AUCH/ SUCH | Centre for VE |
| | | PART- V | | | | 1 | | | | | |
| | | TOTAL | | | 30 | | 20/22 | | | | |
| II | PART – I | TAMIL / HINDI / FRENCH | TH | 6 | | 3 / 4 | | | | | TAM / HIN / FRE |
| | PART – II | ENGLISH | TH | 6 | | 3 / 4 | | | | | ENG |
| | HIS2203FS | LEARNING ENGLISH THROUGH HISTORY – II | TH | 2 | | 2 | - | | | AUHIS | HIS |
| | HIS2403CM | HISTORY OF INDIA – II (FROM 701 – 1526 A.D.) | TH | 4 | | 4 | 20% | | | AUHIS | HIS |
| | HIS2404CM | WORLD HISTORY – I (UPTO 1453 A.D.) | TH | 4 | | 4 | 10% | | | AUHIS | HIS |

| | | | | | | | | | | |
|---------------------------------------|---|----|-----------|--|---------------|---|--|-----------------|------------------------|---------------|
| HIS2301AA | ARCHAEOLOGY AND ART (WITH SPECIAL REFERENCE TO TAMIL NADU) | TH | 5 | | 3 | - | | | AUHIS | HIS |
| HIS2202NI | INTRODUCTION TO ENVIRONMENTAL HISTORY | TH | 2 | | 2 | - | | | ALLM | HIS |
| VBC0102FV/ VBC0103FV/ UIV2101FI | CIVIC EDUCATION / FAMILY LIFE EDUCATION / BIBLICAL FOUNDATION FOR FAMILY LIFE | TH | 1 | | 1 | | | AV2014 / BA2018 | ALLM/ AUCH/ SUCH | Centre for VE |
| | TOTAL | | 30 | | 22/ 24 | | | | | |

EXTRA CREDIT COURSE

| Sem. | Course Code | Course Title | Course Type | Hrs./Wk | | Cr. | New / Revised course | % of revision | Passed in AC | Offered to | Offered by |
|------|-------------|---------------------|-------------|---------|-----|-----|----------------------|---------------|--------------|------------|------------|
| | | | | TH | L A | | | | | | |
| II | HIS2101CE | ANNUAL e-ASSESSMENT | LA | - | - | 1 | | | BJ2022 | AUHIS | HIS |

COURSES OFFERED TO STUDENTS OF OTHER DEPARTMENTS

SELF LEARNING COURSES

| Sem. | Course Code | Course Title | Course Type | Hrs./Wk | | Cr. | New / Revised course | % of revision | Passed in AC | Offered to | Offered by |
|------|-------------|----------------------------|-------------|---------|-----|-----|----------------------|---------------|--------------|------------|------------|
| | | | | TH | L A | | | | | | |
| ALL | HIS0201CD | CULTURAL HERITAGE OF INDIA | TH | - | - | 2 | | | BJ2022 | ALLM | HIS |
| | HIS0202CD | MAKERS OF MODERN INDIA | TH | - | - | 2 | | | BJ2022 | ALLM | HIS |

HIS1202FS LEARNING ENGLISH THROUGH HISTORY – I (THEORY)

| | | | |
|---|-----------------|-------------|-----------------------|
| Class: I B.A. History | | Semester: I | Hours per week: 2 hrs |
| COs | COURSE OUTCOMES | | COGNITIVE LEVEL |
| On successful completion of the course, the student will be able to | | | |

| | | |
|-----|--|---------------|
| CO1 | acquire skills to listen, comprehend and paraphrase historical speeches | K1 Remember |
| CO2 | summarise the historical events as depicted in the films | K2 Understand |
| CO3 | develop vocabulary, learn spellings and understand its meaning | K3 Apply |
| CO4 | improve reading fluency by reading passages related to historical events | K6 Create |

COURSE CONTENT:

UNIT I: LISTENING COMPREHENSION

8 hrs.

Following the passage and identifying key points – Listening to Historical speeches – Note-making.

UNIT II: INTENSIVE LISTENING SKILLS

7 hrs.

Listening to Radio/TV News Broadcast – Watching Historical Films.

UNIT III: READING COMPREHENSION

8 hrs.

Subject specific vocabulary expansion (using dictionary) – Spelling practice – Sequencing the Past.

UNIT IV: READING FLUENCY

7 hrs.

Practicing reading passage from text books, newspapers – This day/week in History.

REFERENCE BOOK(S):

Murphy, Julia. 100 Ideas for Teaching History. Continuum, 2005.

Smith, Neil. The History Teacher's Hand Book. Continuum, 2010.

Learning History Through English, A CLIL (Content and Integrated Language Learning) Approach.

University of Cambridge, 2011.

MAPPING: COs consistency with PSOs

| HIS1202FS LEARNING ENGLISH THROUGH HISTORY – I | | | | | | | |
|--|-----|---|---|---|---|---|---|
| CO | PSO | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CO 1 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| CO 4 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)

HIS1301FM GLIMPSES OF HUMAN HERITAGE

(THEORY)

| | | |
|------------------------------|------------------------|------------------------------|
| Class: I B.A. History | Semester: I | Hours per week: 4 hrs |
| COs | COURSE OUTCOMES | COGNITIVE LEVEL |

| | | |
|---|--|---------------|
| On successful completion of the course, the student will be able to | | |
| CO1 | describe the progress of humankind from a hunter to a cultivator | K2 Understand |
| CO2 | summarise the stages in the development of agriculture | K2 Understand |
| CO3 | examine the growth of industry and trade | K4 Analyse |
| CO4 | explain the need for organisation and formation of governments | K5 Evaluate |
| CO5 | estimate the growth of culture and the forms of art | K6 Create |

COURSE CONTENT:

UNIT I: FROM HUNTER TO CULTIVATOR

12 hrs.

Meaning of the term 'Heritage' – Evolution of the Earth – Distribution of people – The Stone Age – The Metal Age – Evolution of River Valley Civilizations – Common and Distinctive Features – Impact of Geographical Discoveries

UNIT II: DEVELOPMENT OF AGRICULTURE

12 hrs.

Cultivation for basic food needs – For Exchange – Strip Cultivation – Large Fields –The Manorial System – Modern Agriculture – Irrigation – Mechanization – The Green Revolution – Environmental Impacts – Organic Farming

UNIT III: DEVELOPMENT OF SKILLS

12 hrs.

Crafts – Guilds – From Barter System to Money Economy – Banking – Commercial Revolution – The Industrial Revolution – Advantages and Disadvantages of Machine Production – Environmental Degradation – From Cottage Production to Factories – Rise of Capitalism – Rise and Decline of Trade Unions – Growth of Socialism – Globalization – Information Revolution

UNIT IV: ORGANISATION OF GOVERNMENT

12 hrs.

Need for Organization – Types of Government – Tribal – City States (Greece) – Growth of the Roman Empire – Impact of the Glorious, American and French Revolutions, Russian Revolution – Rise of Democratic Form of Government: America, India – Totalitarian Dictatorships

UNIT V: CULTURAL DEVELOPMENT

12 hrs.

Religion and Culture in Human Development – Forms of Art: Painting, Sculpture, Music, Dance, Drama, Literature and Architecture – Different Styles – Development of Science and Technology – Impact on Culture

TEXT BOOK(S):

David, M.D. *Landmarks in World History*. Himalaya Publishing House, 1993.

Gokhale. *Introduction to Western Civilization*. S.Chand Publication, 1993.

Swain, James Edgar. *A History of World Civilization*. Eurasia Publishing House, 1997.

Venkatraman, R. *History of Science and Technology*. Ennes Publication, 1988.

REFERENCE BOOK(S):

Balasubramanian, D. and Rao, Appaji, N. *The Indian Human Heritage*. University Press, 1998.

Durant, Will, *Our Oriental Heritage*. Simon and Schuster, 1954.

Fleming, William. *Arts and Ideas*. Holot and Rinehart, 1961.

Jeyaraj, Varghese, S. *History of Science and Technology*. Anns Publications, 2004.

Pearce, F.G. *An Outline History of Civilization*. Oxford University Press, 1965.

Wright, Edmond. *A Dictionary of the World History*. Oxford University Press, 2007.

MAPPING: COs consistency with PSOs

| HIS1301FM GLIMPSES OF HUMAN HERITAGE | | | | | | | |
|--------------------------------------|-----|---|---|---|---|---|---|
| CO | PSO | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CO 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 |

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)

HIS1402CM HISTORY OF INDIA – I (UPTO 700 A.D.)

(THEORY)

| Class: I B.A. History | | Semester: I | Hours per week: 5 hrs. |
|---|---|--------------------|-------------------------------|
| COs | COURSE OUTCOMES | COGNITIVE LEVEL | |
| On successful completion of the course, the student will be able to | | | |
| CO1 | acquire knowledge of India from pre-historic period to Vedic age | K1 Remember | |
| CO2 | summarise the rise of states and religions in India during the 6 th century B.C. | K2 Understand | |
| CO3 | analyse the socio - political conditions of India from Mauryan period to post Mauryan period | K4 Analyse | |
| CO4 | examine the socio - political conditions and developments of art and architecture in India from Gupta period to post Gupta period | K5 Evaluate | |
| CO5 | assess the socio - political and cultural contributions of dynasties in the Eastern, Deccan and Southern India to Indian culture | K5 Evaluate | |

COURSE CONTENT:

UNIT I: PRE-HISTORIC PERIOD TO VEDIC AGE

15 hrs.

Physical Features of India – Sources: Archaeology, Literary – Prehistory and Protohistory – Indus Valley Civilization: Origin and Extent, Characteristics, Decline, Survival and Significance – Vedic Period – Evolution of Social and Political Institutions: Sabha and Samiti – Religious and Philosophical Ideas : Varnasarma, Purusharthas, RTA, RNA, Samsakaras, Doctrine of Karma – Rituals and Practices : Yajna.

UNIT II: FORMATION OF STATES AND RISE OF RELIGIONS IN THE 6th CENTURY B.C.

15 hrs.

Mahajanapadas – Republics and Monarchies – Rise of Urban Centres – Trade Routes Economic Growth – Introduction of Coinage – Spread of Jainism and Buddhism – Rise of Magadha and Nandas – Iranian and Macedonian Invasions and their Impact.

UNIT III: MAURYAN AND POST MAURYAN PERIOD

15 hrs.

Foundation – Chandragupta – Kautilya: Arthashastra, Saptanga – Ashoka: Concept of Dhamma – Digvijaya, Dhamavijaya – Edicts: Brahmi and Kharosthi Scripts – Administration – Economy – Art and Architecture – Disintegration of the Empire.

Post – Mauryan Period: Sungas and Kanvas – Contact with the Outside World : Indo-Greeks, Sakas, Kushanas, Western Kshatrapas – Growth of Urban Centres – Economy – Coinage – Schism in Buddhism – Social Conditions – Art – Architecture – Culture – Literature and Science.

UNIT IV: IMPERIAL GUPTAS TO POST GUPTA PERIOD

15 hrs.

Guptas – Vakatakas – Vardhanas – Administration – Economic Condition – Coinage – Education and Society – Literature – Art and Architecture : Nagara – Indian Feudalism – Caste System – Position of Women – Education and Literature – Science and Technology – Contact with neighboring countries: Central Asia, South Asia, South-East Asia and China.

UNIT V: EARLY STATE AND SOCIETY IN EASTERN INDIA, DECCAN AND SOUTH INDIA

15 hrs.

Kharavela of Kalinga – Satavahanas – Sangam Age – Polity – Economy – Literature and Culture – Kalabhara Interregnum – Pallavas – First Pandyan Empire – Chalukyas – Dynastic conflicts – Cultural fusions – Art and Architecture – Dravida and Vesara style of Architecture.

MAP(S):

Indus Valley Civilization

Vedic India

Mauryan Empire

Gupta Empire

Early Kingdoms of the South

TEXT BOOK(S):

Majumdar, R.C. *Ancient India*. Motilal Banarsidass, 1982.

Sharma, L.P. *History of Ancient India*. Konark Publishers Private Limited, 1997.

REFERENCE BOOK(S):

Bhattacharjee, Arun. *History of Ancient India*. Sterling Publishers, 1982.

Chopra P.N. & Others. *History of South India. Vol. II., Medieval Period*, S.Chand & Co. Ltd., 1979.

Champakalskshmi, R. *The Illustrated History of South India*. Oxford University Press, 2009.

Luniya, B.N. *Evolution of Indian Culture*. Lakshmi Narayan Agarwal, 2008.

Majumdar, R.C., Raychaudhuri. H.C. and Datta. K. *An Advanced History of India. (4th Ed.)*, Mac Millan, 2001.

Prakash, Om. *Cultural History of India*. New Age International Pvt. Ltd, 2004.

Sastri, K.A.N. *A History of South India*. Oxford University Press, 1999.

Tomory, Edith. *History of Fine Arts in India and the West*. Orient Longman, 1997.

Singh, Upinder. *A History of Ancient and Early Medieval India: from the Stone Age to the 12th Century*. Pearson Publications, 2019.

Venkataramanappa, M.N. *Outlines of South Indian History*. Vikas Publishing House, 1977.

MAPPING: COs consistency with PSOs

| HIS1402CM HISTORY OF INDIA – I (UPTO 700 A.D.) | | | | | | | |
|--|-----|---|---|---|---|---|---|
| CO | PSO | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CO 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)

HIS1301AA INDIAN GEOGRAPHY

(THEORY)

| Class: I B.A. History | | Semester: I | Hours per week: 5hrs |
|---|---|-------------|----------------------|
| COs | COURSE OUTCOMES | | COGNITIVE LEVEL |
| On successful completion of the course, the student will be able to | | | |
| CO1 | explain the terms, key concepts and basic principles of geography | | K2 Understand |
| CO2 | summarize the features of the physical geography of India | | K2 Understand |
| CO3 | categorize the various resources, its utilization and conservation in India | | K4 Analyse |
| CO4 | assess the role of Geography in the economic development of India | | K5 Evaluate |
| CO5 | discuss the racial and ethnic factors that are responsible for the promotion of cultural setting in India | | K6 Create |

COURSE CONTENT:

UNIT I: PRINCIPLES OF GEOGRAPHY

15 hrs.

Solar System – Earth – Shape and Size – Rotation, Revolution and its effects, Inclination of Earth's axis – Latitude, Longitude, Types of Maps. Time: Time Zone – International Dateline – Change of seasons, Varying length of a Day and Night – Structure of the Earth.

UNIT II: PHYSICAL GEOGRAPHY OF INDIA

15 hrs.

Physiography: Mountain, Plateaus, Plains, Seas and Lakes. Drainage System and Watersheds. Climate, Monsoons, Climatic Regions, Natural Vegetation, Wildlife, Forest.

UNIT III: RESOURCES

15 hrs.

Natural Resources: Land, Surface and Groundwater, Energy, Minerals and Biotic Resources – Their Distribution, Utilization and Conservation – Its Impact on Economy – Soil Types and their Distribution.

UNIT IV: ECONOMIC DEVELOPMENT

15 hrs.

Agriculture, Irrigation, Green Revolution, Food Crops and Commercial / Cash Crops – Industries: Small Scale, Large Scale and Agro Based, Cottage Industry, Transport, Communication and Trade: Road, Railways, Waterways, Airways, Pipeline Networks, Multipurpose Projects and their complementary roles in regional development.

UNIT V: CULTURAL SETTING

15 hrs.

Races and Ethnicity: Major tribes, tribal areas and their problems; Role of Linguistic, Religious and Cultural Heritage – Growth, Distribution and Density of Population – Settlement: Urban and Rural – Growth of Cities – Problems of Urbanization – Town Planning and its Impact.

MAP(S):

Physical Features

Political Map of India

India and her Neighbours

River system

Distribution of Natural Vegetation

Soil types

Mineral deposits

Industrial Regions

Important Roads, Railways, Waterways, Airways and Pipeline networks in India.

TEXT BOOK:

Nigam, V.N. *A Complete Course in Certificate Geography*. Pitambar Publication, 2002.

REFERENCE BOOK(S):

Majid, Husain. *Geography of India, Evolution of Geographical Thought, and World Geography*. Rawat Publications, 2011.

Majid, Husain. *Fundamentals of Physical Geography*. Rawat Publications, 2009.

Negi, B.S. *Economic and Commercial Geography*. Kadarnath Ramnath Publication, 1989.

Sharma and Curtino. *Economic and Commercial Geography of India*. Vikas Publication, 2002.

Sharma, T.C. *Economic and Commercial Geography of India*. Johns Hopkins University Press, 1999.

WEBSITE(S):

<https://www.indianmirror.com/geography/geography.html>

<https://www.mapsofindia.com/geography/>

MAPPING: COs consistency with PSOs

| HIS1301AA INDIAN GEOGRAPHY | | | | | | | |
|----------------------------|-----|---|---|---|---|---|---|
| CO | PSO | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CO 1 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO 2 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |
| CO 3 | 2 | 3 | 3 | 3 | 3 | 2 | 3 |
| CO 4 | 2 | 2 | 2 | 3 | 3 | 2 | 3 |
| CO 5 | 2 | 3 | 2 | 3 | 3 | 2 | 3 |

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1).

HIS2202FS LEARNING ENGLISH THROUGH HISTORY – II (THEORY)

| Class: I B.A. History | | Semester: II | Hours per week: 2 hrs. |
|---|--|--------------|------------------------|
| COs | COURSE OUTCOMES | | COGNITIVE LEVEL |
| On successful completion of the course, the student will be able to | | | |
| CO1 | acquire speaking skills | | K1 Remember |
| CO2 | demonstrate their ability in public speaking | | K2 Understand |
| CO3 | make use of relevant grammatical components | | K3 Apply |
| CO4 | write paragraphs and essays on historical themes | | K6 Create |

COURSE CONTENT:

UNIT I: SPEAKING PRACTICES

7 hrs.

Speaking on a particular historical topic – Describe pictures of historical events – Talk on traditional eating habits: Food Recipes and Menus.

UNIT II: INTERACTIVE SPEAKING SKILLS

8 hrs.

Conversations on specific topics in history – Group Discussion – Debate – Role Plays.

UNIT III: FUNDAMENTALS OF GRAMMAR AND PUNCTUATION

7 hrs.

Parts of Speech, Syntax – Framing sentences using the words learnt.

UNITIV: COMPOSITION

8 hrs.

Framing Timelines – Paragraph writing on historical personalities – Essay writing (for ex: description of Museum visits) – Formal and Informal letters.

TEXT BOOK:

Learning History Through English, A CLIL (Content and Integrated Language Learning) Approach.
University of Cambridge, 2011.

REFERENCE BOOK(S):

Coomaraswamy, Ananda Kentish. *The Dance of Śiva: Fourteen Indian essays.* Fb & C. Limited, 2017.

Murphy, Julia. *100 Ideas for Teaching History.* Continuum, 2005.

Smith, Neil. *The History Teacher's Hand Book.* Continuum, 2010.

MAPPING: COs consistency with PSOs

| |
|---|
| HIS2202FS LEARNING ENGLISH THROUGH HISTORY – II |
|---|

| CO | PSO | | | | | | |
|------|-----|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CO 1 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO 3 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO 4 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO 5 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)

HIS2403CM HISTORY OF INDIA – II (FROM 701 – 1526 A.D.)

(THEORY)

| Class: I B.A. History | | Semester: II | Hours per week: 4hrs |
|---|---|--------------|----------------------|
| COs | COURSE OUTCOMES | | COGNITIVE LEVEL |
| On successful completion of the course, the student will be able to | | | |
| CO1 | recognise the condition of Northern India during the Muslim invasions | | K1 Remember |
| CO2 | discuss the establishment and expansion of the Delhi Sultanate | | K2 Understand |
| CO3 | examine the consolidation and decline of the Delhi Sultanate | | K4 Analyse |
| CO4 | explain the socio-economic conditions and contributions of Delhi Sultanate to Indian culture | | K5 Evaluate |
| CO5 | assess the socio-political conditions and cultural contributions of the South Indian Kingdoms | | K5 Evaluate |

COURSE CONTENT:

UNIT I: MUSLIM INVASIONS IN INDIA

12 hrs.

Sources: archaeological, epigraphic, numismatic, literary sources and accounts of foreign travellers
 – Arab Conquest of Sindh – Invasions of the Turks – Mahmud of Ghazni and Muhammad of Ghur
 – Major dynasties of North India: The Rajputs, Palas and Senas.

UNIT II: ESTABLISHMENT AND EXPANSION OF THE DELHI SULTANATE

12 hrs.

Slave Dynasty: Qutb-ud-din Aibak, Iltutmish, Razia and Balban – Khalji Dyansty: Jalal-ud-din Khalji, Ala-ud-din Khalji – Mongol Invasions and its effects.

UNIT III: CONSOLIDATION AND DECLINE OF THE DELHI SULTANATE

12 hrs.

Tuqhlacq Dynasty: Ghiyas-ud-din Tughlaq, Muhammad-bin Tughlaq, Firoz Shah Tughlaq – Downfall of the Tughlaq dynasty – Sayyid Dynasty – Lodhi Dynasty – Causes for the downfall of the Delhi Sultanate.

UNIT IV: ADMINISTRATION, SOCIO-ECONOMIC AND CULTURAL DEVELOPMENT

12 hrs.

Administration – Socio-economic condition – Religious condition – Bhakthi Movement in Northern India: Sufism – Literature – Art and Architecture – Synthesis of Hindu and Muslim Cultures.

UNIT V: SOUTH INDIAN KINGDOMS

12 hrs.

Rashtrakutas (753 – 982 A.D.) – Imperial Cholas (850 – 1200 A.D.) – Hoysalas of Dwarasamudra (1006 – 1346 A.D.) – Kakatiyas of Warrangal (1083 – 1323 A.D.) – Yadavas of Devagiri (1187 –

1317 A.D) – Second Pandyan Empire (1190 – 1310 A.D.) – Bahmini (1347 – 1527 A.D.) and Vijayanagar Kingdoms (1336 – 1646 A.D.) – Administration – Society – Economy – Education – Art and Architecture.

MAP(S):

- India on the Eve of Arab Invasion of Sindh
- Mahmud of Ghazni's Invasions
- Ala-ud-din Khalji's Empire
- Mohammed-bin-Tughlaq's Empire
- South Indian Kingdoms

TEXT BOOK(S):

Sharma, L.P. *History of Medieval India*. Konark Publishers Private Limited, 1997.

REFERENCE BOOK(S):

- Champakalskshmi, R. *The Illustrated History of South India*. Oxford University Press, 2009.
- Majumdar, R.C. Raychaudhuri, H.C. and Datta, Kalikinkar. *An Advanced History of India*. Laxmi Publications Pvt. Ltd., 2016.
- Sastri, Nilakanta K. A. *A History of South India*. Oxford University Press, 1999.
- Singh, Upinder. *A History of Ancient and Early Medieval India: from the Stone Age to the 12th Century*. Pearson, 2019.
- Thapar, Romila. *History of India, Vol. I*. Penguin Books, 2003.

WEBSITE(S):

e-BOOK(S):

<https://archive.org/stream/K.A.NilakantaSastriBooks/K.%20A.%20Nilakanta%20Sastri/A-History-of-South-India#mode/2up>

MAPPING: COs consistency with PSOs

| HIS2403CM HISTORY OF INDIA – II (FROM 701 – 1526 A.D.) | | | | | | | |
|--|-----|---|---|---|---|---|---|
| CO | PSO | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CO 1 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO 2 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| CO 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)

HIS2404CM WORLD HISTORY – I (UPTO 1453 A.D.)

(THEORY)

| | | | |
|---|---|--------------|-----------------------|
| Class: I B.A. History | | Semester: II | Hours per week: 4 hrs |
| COs | COURSE OUTCOMES | | COGNITIVE LEVEL |
| On successful completion of the course, the student will be able to | | | |
| CO1 | compare the salient features of ancient civilizations | | K2 Understand |

| | | |
|-----|--|---------------|
| CO2 | describe the unique contributions of the ancient Greeks | K2 Understand |
| CO3 | assess the legacy of the Roman civilization | K5 Evaluate |
| CO4 | estimate the Medieval political system and politics | K5 Evaluate |
| CO5 | elaborate on the social and cultural life in Medieval Europe | K6 Create |

COURSE CONTENT:

UNIT I: ANCIENT CIVILIZATIONS

12 hrs.

Introduction – Definition of Culture and Civilization – Ancient Civilizations: Egyptian, Indus Valley, Chinese, Mesopotamian, Sumerian, Babylonian, Assyrian, Persian, Aegean, Crete, Hebrew, Phoenician, Mayas, Aztecs and Incas.

UNIT II: GREEK CIVILIZATION

12 hrs.

Its expansion – City-States – Athenian Democracy and Spartan Militarism – Hellenistic Civilization – Philosophical and cultural contributions.

UNIT III: ROMAN CIVILIZATION

12 hrs.

Roman Republic to Empire – Byzantine – Social life – Roman Law – Culture – Rise of Christianity.

UNIT IV: MEDIEVAL POLITY

12 hrs.

Growth of Christianity – Holy Roman Empire – Conflict between the Church and the State – Arabs and the Expansion of Islam – Islamic Civilization – Crusades.

UNIT V: MEDIEVAL SOCIETY AND CULTURE

12 hrs.

Economy and Culture: Feudalism – Manorial System – Rise of Towns – Monasticism – Rise of Universities – Art and Architecture.

MAP(S):

- Centres of Ancient River Valley Civilizations
- Centres of Greek Civilization
- Centres of Roman Civilization
- Incas, Mayan and Aztec Civilizations
- Spread of Christianity in Europe
- Spread of Islam

TEXT BOOK(S):

- Sharma, H.C. and Singh, D. *World Civilizations*. Alfa Publications, 2008.
- Swain, James Edgar. *A History of World Civilization*. Eurasia Publishing House, 1997.

REFERENCE BOOK(S):

- Hayes and Moon. *Ancient and Medieval History*. The Macmillan Company, 1958.
- King, Margaret L. *Western Civilization: A Social and Cultural History*. Prentice Hall Inc, 2002,
- Roberts, J.M. *A Short History of the World*. Oxford University Press, 1997.
- Roberts, J.M. *Ancient History: From the First Civilizations to the Renaissance*. Duncan Baird Publishers, 2004,
- Spielvogel, Jackson J. *Western Civilization: A Brief History*. Cengage Learning, 2017,
- Winks, Robin W., Brinton, Crane, Christopher, John B. and Wolff, Robert Lee. *History of Civilization: Renaissance to the Present*. Prentice Hall, 1995.

MAPPING: COs consistency with PSOs

| HIS2404CM WORLD HISTORY – I (UPTO 1453 A.D.) | | | | | | | |
|--|-----|---|---|---|---|---|---|
| CO | PSO | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CO 1 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| CO 4 | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| CO 5 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)

HIS2301AA ARCHAEOLOGY AND ART (WITH SPECIAL REFERENCE TO TAMILNADU) (THEORY)

| Class: I.B.A. History | | Semester: II | Hours per week: 5hrs |
|---|---|--------------|----------------------|
| COs | COURSE OUTCOMES | | COGNITIVE LEVEL |
| On successful completion of the course, the student will be able to | | | |
| CO1 | explain the concepts and principles of archaeology | | K2 Understand |
| CO2 | illustrate the difference between archaeological exploration and excavation | | K3 Apply |
| CO3 | analyse the significance of archaeological sites | | K4 Analyse |
| CO4 | assess the development of art and architecture over the period | | K5 Evaluate |
| CO5 | estimate the importance of inscription to historical writing | | K6 Create |

COURSE CONTENT:

UNIT I: PRINCIPLES OF ARCHAEOLOGY

15 hrs.

Definition – Kinds of Archaeology – Development of Archaeology in India – Eminent Archaeologists – Important Archaeological Institutions – Geology and Geography – Chronology: Various Eras, Kali Era, Saka Era, Kollam Era, Gupta Era, Hejiri Era and Conversion of Eras.

UNIT II: ARCHAEOLOGICAL EXPLORATION AND EXCAVATION

15 hrs.

Exploration – Types and methods of Excavation: Horizontal excavation, Vertical excavation (Sondage, Quadrant, Grid, Denudation, Trial Trench etc., Stratigraphy) – Dating Methods: Carbon 14 Method, Thermoluminescence – Study of Potteries – Preservation and Conservation Methods.

UNIT III: PRE-HISTORY AND PROTO HISTORY

15 hrs.

Study of Important Archaeological Sites – Pre-Historic Sites: Gudiam, Vadamadurai, Attirambakkam – Proto-Historic Sites: Mohenjodaro and Harappan sites, Adichanallur, Keeladi – Excavated Historic Sites in Tamil Nadu: Arikamedu, Alagankulam, Madurai (Kovalanpottal), Poompuhar, Kodumanal, Porunthal, Pattinam, Korkai.

UNIT IV: ART AND ARCHITECTURE

15 hrs.

Basics of Architecture – Iron Age Burial – Pallava Art and Architecture – Pandyan Cave and Structural Temples – Chola Temple Architecture – Later Pandya – Vijayanagar and Nayak Architecture – Features – Bronzes and Paintings of Tamil Nadu – Numismatics: Uses of the study of Numismatics – Varieties of Coins: Punch Marked Coins, Sangam Coins, Roman Coins, Pallava, Pandya, Chola and Vijayanagar Coins

UNIT V: EPIGRAPHY**15 hrs.**

Form and Content of Inscriptions – Script: Grantha, Ashokan, Brahmi, Tamil Brahmi and Vattezhuthu – Inscriptions in and around Madurai: Anaimalai, Arittapatti, Tirupparankundram, Mangulam, Pillaiyarpatti – Copper Plates: Velvikkudi, Sinnamanur – Contribution of Archaeology to Indian Culture.

TEXT BOOK(S):

Rajan, K. *Understanding Archaeology – Field Methods, Theories and Practices*. Manoo Pathippakam, 2016.

Rajendran, R. and Santhalingam, C. *An Introduction to Archaeology*. Pandya Nadu Centre for Historical Research, 2017.

Venkatraman, R. *Indian Archaeology: A Survey*. Ennes Publications, 1985.

Venkatraman, R. *Tamil Epigraphy*. Koodal Publishers, 1980..

REFERENCE BOOK(S):

Ghosh, A. *Archaeological Remains Monuments and Museums*. Archaeological Survey of India, 1996.

Kramrisch, Stella. *Indian sculpture: ancient, classical and mediaeval*. Motilal Banarsidass, 2013..

Nagaswamy, R. *Tamil Coins: A Survey*. Tamil Nadu State Department of Archaeology, 1981.

Rajan, K. *Principles and Methods of Archaeology*. Mano Padipaham, 2004.

Ramachandran, K.S. *Archaeology of South India*: Sundeep Prakashan,

Sivaramamurti, C. *Indian Painting*, National Book Trust, 2013.

Swaminathan, S. *The Early Cholas: History, Art and Culture*. Sharada Publishing House, 1998.

WEBSITE(S):**e- BOOK(S):**

http://ignca.gov.in/Asi_data/76267.pdf

<https://archive.org/details/Acc.No.24635TemplesOfSouthIndia1971/mode/2up>

<https://archive.org/details/archaeologicalre00newd/page/n7/mode/2up>

<https://www.tamildigitallibrary.in/book>

[detail.php?id=jZY9lup2kZl6TuXGIZQdjZt8l0td&tag=Tamil%20Coins#book1/3](http://www.tamildigitallibrary.in/book/detail.php?id=jZY9lup2kZl6TuXGIZQdjZt8l0td&tag=Tamil%20Coins#book1/3)

MAPPING: COs consistency with PSOs

| HIS2302AA ARCHAEOLOGY AND ART (WITH SPECIAL REFERENCE TO TAMIL NADU) | | | | | | | |
|--|-----|---|---|---|---|---|---|
| CO | PSO | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| CO1 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO2 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO4 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| CO5 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |

Strongly correlated (3), Moderately correlated (2), Weakly correlated (1)

HIS2202NI INTRODUCTION TO ENVIRONMENTAL HISTORY

(THEORY)

| Class: I B.A and B.Sc All Major | Semester: II | Hours per week: 2 hrs |
|---|---|-----------------------|
| COs | COURSE OUTCOMES | COGNITIVE LEVEL |
| On successful completion of the course, the student will be able to | | |
| CO1 | recall the basic concepts and principles in Environmental Studies and Environmental History and the central ideas concerning nature and humans in the Pre-historic period | K1 Remember |
| CO2 | discuss the effects of the human interaction with the environment in the ancient and medieval periods | K2 Understand |
| CO3 | analyze the environmental implications of the Historical events in the modern period | K4 Analyse |
| CO4 | evaluate the constructive response of agencies to the environmental concerns at various levels: Governmental, Non-Governmental, Inter-Governmental, local and national levels | K5 Evaluate |

COURSE CONTENT:

UNIT I: ENVIRONMENTAL CONCEPTS AND PRINCIPLES

8 hrs.

Definition of Environmental Studies and Environmental History – Multidisciplinary Nature – Scope and Importance – Components of Environment – Ecosystem, Biodiversity, Energy Sources – Concept of Sustainable Development, The Seven Environmental Principles – Environment in the Age of Nature – Prehistoric Period: Pleistocene and Holocene Epochs – Neolithic Agricultural Revolution.

Case Study: Visit to an area to document environmental assets or locally polluted sites.

UNIT II: ENVIRONMENTAL HISTORY TIMELINE: ANCIENT AND MEDIEVAL PERIOD

7 hrs.

Ancient Civilizations and Urban Culture – Ecological Ethics in Ancient Indian, Chinese and Native American Traditions – Emperor Ashoka's Environmentalism – Bishnoi Cult – Land Based Medieval Economy in Europe: Manorial System and Feudalism – Trade Routes: Bubonic Plague and Black Death – Public Health System – Medieval Warm Period (1000 – 1300 A.D.).

Case Study: Study the conservation ethics in traditional rural communities.

UNIT III: HISTORICAL EVENTS IN MODERN PERIOD AND ENVIRONMENTAL IMPACT

8 hrs.

Columbian Exchange (Biological Exchange) – Agrarian and Industrial Revolutions – Colonialism – Wars and Environment: World Wars, Vietnam War, Gulf War – Biological, Chemical and Nuclear Warfare, Bombing of Nagasaki and Hiroshima – Radio-Active pollution – Nuclear Accidents/ Disasters: Chernobyl, Fukushima.

Case Study: Collect information about the changing environmental conditions of their native place for a period of 25 years through interviews and literature.

UNIT IV: ENVIRONMENTAL PROTECTION AGENCIES

7 hrs.

Governmental: Ministry of Environment and Forests (India), EPA, (USA) Environmental Legislations – Pollution Control Acts – Role of NGOs : Green Peace, World Wide Fund for Nature (WWF) – Inter-Governmental – UN Initiatives – UNEP – Stockholm Conference 1972 – Earth

Summit – Climate Summits – 1987 Montreal Protocol and 1997 Kyoto Protocol – 2002 Conservation of Biological Diversity (CBD) – Environmental Movements: Aims and Functions – Eminent Environmentalists.

Case Study: Study the contributions of a local NGO to environment and important environmentalists.

Debate: Topic: Can environment and development go together?

TEXT BOOK(S):

Bharucha, Erach. *Text Book of Environmental Studies for Under Graduate Courses*. University Press Private Ltd., 2005.

Gunaseeli, R. Jebaselvi, J.R. and Priyatharshini, R. (eds.) *Essentials of Environmental Education*. Lady Doak College, 2014.

Thangamani, A. and Thangamani, Shyamala. *A Text Book of Environmental Studies*. Pranav Syndicate, 2003.

REFERENCE BOOK(S):

Gadgil, Madhav and Guha, Ramachandra. *The Use and Abuse of Nature*. 3rd edition. Oxford University Press, 2002.

Gore, Al. *Earth in the Balance, Ecology and the Human Spirit*. Plume Penguin Books, 1992.

Guha, Ramachandra. *Environmentalism - A Global History*. Penguin Random House, 2016.

Habib, Irfan. *Man and Environment: The Ecological History of India, Vol. 36 of the Peoples History of India*. Tulika Books, 2015.

Wagner, Richard H. *Environment and Man*. W.W. Norton & Company, 1971.

WEBSITE(S):

<http://www.legalserviceindia.com/articles/brenv.htm> 6.1.2022

<http://environmentalhistory.org/> 6.1.2022

<https://www.britannica.com/topic/international-law/Historical-development> 6.1.2022

<https://www.tandfonline.com/doi/full/10.1080/15693430600688831> 6.1.2022

HIS0201CD CULTURAL HERITAGE OF INDIA

(THEORY)

| Class: I B.A and B.Sc All Major | | Semester: All | Hours per week: - |
|---|--|----------------------|--------------------------|
| COs | COURSE OUTCOMES | | COGNITIVE LEVEL |
| On successful completion of the course, the student will be able to | | | |
| CO1 | recall the evolution and background of Indian culture | | K1 Remember |
| CO2 | explain the rise of religions and social organisations in India | | K2 Understand |
| CO3 | illustrate the growth of Indian art through the ages | | K3 Apply |
| CO4 | analyse the important features of Tamil Culture | | K4 Analyse |
| CO5 | discuss the cultural interaction between India and the Outside World | | K5 Create |

COURSE CONTENT:

UNIT I: BACKGROUND OF INDIAN CULTURE

Geographic, Racial, Linguistic and Historical.

UNIT II: DEVELOPMENT OF RELIGION AND SOCIAL ORGANISATION

Indus Religion – Vedic Religion – Evolution of Hinduism – Rise of Jainism and Buddhism – Islam and Its Impact – Bhakti Cult – Christianity in India – Family – Position of Women – Caste System – Social Beliefs, Practices and Values

UNIT III: INDIAN ART THROUGH THE AGES

Pre-Mauryan Art – Mauryan Art – Gandhara Art – Gupta Art – Literature – Islamic Style of Art and Architecture, Growth of Modern Art.

UNIT IV: FEATURES OF TAMIL CULTURE

Socio-Economic Impact on Religious Life – South Indian Temples: Different Styles – Fine Arts, Festivals and Literature.

UNIT V: INDIA AND THE WORLD

Cultural Interaction between India and Outside World – Greater India – Western Impact: Impact of Modernization – Indian Renaissance – Culture in Independent India – Agencies for Conservation of India's Heritage.

TEXT BOOK(S):

Luniya, B.N. *Evolution of Indian Culture*. Meerut: Lakshmi Narain Agarwal Publishers, 2008. Print.
Thiyagarajan, J. *Socio, Cultural History of India*. Madurai: Prabha Publications, 2003. Print.

REFERENCE BOOK(S):

Basham, A.L. *A Cultural History of India*. New Delhi: OUP, 2003.
Basham, A.L. *The Wonder That Was India*, India, Picador, 2014.
Nagaswami, R. *Art and Culture of Tamil Nadu*. Delhi, Sundeep Prakashan, 2004.
Tomory, Edith. *A History of Fine Arts in India and the West*. Chennai, Orient Longman, 2006.

OER-WEBSITE(S):

“Indus Valley Civilization”. *YouTube*, Uploaded by Khan Academy, 2 May 2017, <https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/v/indus-valley-civilization> CC BY license
“The Vedic Period “. *YouTube*, Uploaded by Khan Academy, 2 May 2017 <https://www.khanacademy.org/humanities/world-history/world-history-beginnings/ancient-india/v/introduction-to-the-vedic-period> CC BY license
“Gupta Empire”. *YouTube*, Uploaded by Khan Academy, 25 October 2018, <https://www.youtube.com/watch?v=8KrFLUkaxE&vI=en> CC BY license

HIS0202CD MAKERS OF MODERN INDIA

(THEORY)

| Class: I B.A and B.Sc All Major | Semester: All | Hours per week: - |
|---|---|-------------------|
| COs | COURSE OUTCOMES | COGNITIVE LEVEL |
| On successful completion of the course, the student will be able to | | |
| CO1 | recognize the contributions of great leaders in making free India | K1 Remember |
| CO2 | review the role played by Indian leaders in shaping modern India with liberal ideas | K2 Understand |

| | | |
|-----|---|-------------|
| CO3 | examine the implications of the ideas formulated by economic visionaries in the modern India | K4 Analyse |
| CO4 | evaluate the constructive thoughts articulated by Indian leaders which were taken into action | K5 Evaluate |
| CO5 | appraise the contributors to Indian art and culture | K5 Evaluate |

COURSE CONTENT:

UNIT I: EMERGENCE AND MAKING OF MODERN INDIA

Historical and Cultural Heritage: A Broad Perspective – Makers of Free India: Dadabhai Naoroji, A.O. Hume, Gopal Krishna Gokhale, Bal Gangadhar Tilak, Aurobindo, Madam Bhikaji Cama.

UNIT II: PEOPLE WHO SHAPED MODERN INDIA

Mahatma Gandhi, Jawaharlal Nehru, Vallabhbhai Patel, Muhammed Ali Jinnah, Maulana Azad, B.R. Ambedkar, V.K. Krishna Menon, M.N. Roy, Annie Besant, Sarojini Naidu, Rajkumari Amrit Kaur, Vijayalakshmi Pandit, Aruna Asaf Ali. Leaders of Modern Democracy: Prime Ministers – Chief Ministers of Tamil Nadu.

UNIT III: ECONOMIC VISIONARIES

T.T Krishnamachari, C. Subramaniam, M.S. Swaminathan (Green Revolution), J.R.D Tata, Ghanshyam Das Birla, Dhirubhai Ambani, Amartya Sen.

UNIT IV: MAKERS OF INDIAN THOUGHT AND ACTION

Raja Ram Mohan Roy, Sir Syed Ahmed Khan, Vivekananda, Vinobha Bhave, Jayaprakash Narayan, J. Krishnamoorthi, E.M.S. Namboodiripad, Mother Teresa, Ela Bhatt, Kiran Bedi – Science and Technology: C.V. Raman, Homi Bhabha, Vikram Sarabhai, Abdul Kalam.

UNIT V: CONTRIBUTORS TO INDIAN ART AND CULTURE

Music: Ravi Sankar, M.S. Subbulakshmi – Dance: Rukmini Devi, Balasaraswati – Literature: R.K. Narayan, Jayakanthan, Sujatha, Arunduthi Roy – Painting: Ravi Varma – Films: Satyajit Ray, Balachandar, Ilayaraja, Bharathi Raja, Deepa Metha (Fire, Earth & Water).

REFERENCE BOOK(S):

Bharathi, K.S. *Encyclopedia of Eminent Thinkers, Vol. I to XI*. New Delhi: Concept Publishers, 1998.

Guha, Ramachandra. *Makers of Modern India*. New Delhi: Penguin, 2012.

Menon, Narvin and Nair, Bhavan (ed.). *Remembering Our Leaders*. New Delhi: Children's Book Trust Publication, 1993.

Mohandas, K. *The Man and the Myth*. Bangalore: Panther Publishers, 1995.

Prakash, Chandra. *History of the Indian National Movement*. New Delhi: Vikas Publishing House, 1997.

STUDY MATERIAL(S):

The Best of India Today 1975-1990

Outlook, Little Men, A Great Cause, Aug 1997

India Today – Special Issue 1947 – 0 97

India Today Millennium Series – 100 People who shaped India 2000

Competition Success