

**ARULMIGU PALANIANDAVAR ARTS COLLEGE FOR WOMEN, PALANI
(AUTONOMOUS)**

RE-ACCREDITED WITH 'B++' GRADE BY NAAC IN 3rd CYCLE

(Affiliated to Mother Teresa Women's University, Kodaikanal)



**SYLLABI FOR
M. A., HISTORY**

PG AND RESEARCH DEPARTMENT OF HISTORY

**UNDER CHOICE BASED CREDIT SYSTEM
2023 ONWARDS**

**TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION,
CHENNAI – 600 005.**

TANSCHÉ REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION	
Programme	M.A., History
Programme Code	
Duration	PG – Two Years
Programme Outcomes (Pos)	<p>PO1: Problem Solving Skill Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.</p> <p>PO2: Decision Making Skill Foster analytical and critical thinking abilities for data-based decision -making.</p> <p>PO3: Ethical Value Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.</p> <p>PO4: Communication Skill Ability to develop communication, managerial and interpersonal skills.</p> <p>PO5: Individual and Team Leadership Skill Capability to lead themselves and the team to achieve organizational goals.</p> <p>PO6: Employability Skill Inculcate contemporary business practices to enhance employability skills in the competitive environment.</p> <p>PO7: Entrepreneurial Skill Equip with skills and competencies to become an entrepreneur.</p> <p>PO8: Contribution to Society Succeed in career endeavors and contribute significantly to society.</p> <p>PO9: Multicultural competence Possess knowledge of the values and beliefs of multiple cultures and a global perspective.</p> <p>PO10: Moral and ethical awareness/reasoning Ability to embrace moral / ethical values in conducting one's life.</p>

<p>Programme Specific Outcomes (PSOs)</p>	<p>PSO 1 – Placement To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviours, beliefs and apply diverse frames of reference to decisions and actions.</p> <p>PSO 2 - Entrepreneur To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p>PSO 3 – Research and Development Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p>PSO 4 – Contribution to Business World To produce employable, ethical and innovative professionals to sustain in the dynamic business world.</p> <p>PSO 5 – Contribution to the Society To contribute to the development of the society by collaborating with stake holders for mutual benefit.</p>
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1.Eligibility:

A Candidate who has passed and secured 55% in PG degree courses of this University or any other University accepted by the syndicate is eligible for admission to the M.A Programme. A relaxation of 5% in the total percentage will be given to SC, ST candidates.

2. General Guidelines for PG Programme:

i.Duration: The programme shall extend through a period of 4 consecutive Semesters and the duration of a semester shall normally be 90 days or 120 hours. Examinations shall be conducted at the end of each semester for the respective subjects.

ii.Medium of Instruction :English

[illegible]

Component wise Credit Distribution

Credits	Sem I	Sem II	Sem III	Sem IV	Total
Part A	14	14	19	17	64
Part B					
(i) Discipline– Centric/Generic Skill	6	6	3	3	18
(ii) Soft Skill		2	2	2	8
(iii) Summer Internship/Industrial Training			2		
Part C				1	1
Total	20	22	26	23	91

METHODS OF EVALUATION		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks

Question Paper Pattern for External examination for all course papers. Max. Marks:

75

Time: 3Hrs.

S.No	Part	Type	Marks
1	A	5X7= 35 Two questions from each Unit with Internal Choice (Either / or)	35
2	B	4X10= 40 Two questions from each Unit with Internal Choice (Either / or)	40
Total Marks			75

*** Minimum credits required to pass: 90**

Project Evaluation

There is a Viva Voce Examination for Project Work. The Guide shall evaluate the Project External Examiner shall conduct the Viva Voce Examination. The project work carries 100 marks.

Internal: 25 Marks;

External (Viva): 75 Mark

METHODS OF ASSESSMENT	
Remembering (K1)	<p>The lowest level of questions require students to recall information from the course content.</p> <p>Knowledge questions usually require students to identify information in the textbook.</p>
Understanding (K2)	<p>Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words.</p> <p>The questions go beyond simple recall and require students to combine data together.</p>
Application(K3)	<p>Students have to solve problems by using / applying a concept learned in the classroom.</p> <p>Students must use their knowledge to determine a exact response.</p>
Analyze (K4)	<p>Analyzing the question is one that asks the students to break down something in to its component parts.</p> <p>Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations.</p>
Evaluate (K5)	<p>Evaluation requires an individual to make judge mention something. Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem.</p> <p>Students are engaged in decision – making and problem – solving. Evaluation questions do not have single right answers.</p>
Create (K6)	<p>The questions of this category challenge students to get engaged in creative and original thinking.</p> <p>Developing original ideas and problem solving skills</p>

M.A., HISTORY CURRICULUM						
COURSE TYPE	COURSES	CREDITS	HOURS CREDITS	EXAM DURATION	MAX. MARKS	
					CIA	EXT
SEMESTER I						
Core 1	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)	5	7	3	25	75
Core 2	Socio Cultural History of Tamil Nadu up to 1565 CE	5	7	3	25	75
Core 3	History of World Civilizations (Excluding India)	4	6	3	25	75
Elective – I	1.Indian Art and Architecture 2.Freedom Struggle in Tamil Nadu	3	5	3	25	75
Elective – II	1.Administrative History of Tamil Nadu 2.Cultural Heritage of India	3	5	3	25	75
	Total	20	30			
SEMESTER II						
Core 4	History of Medieval India - 1206 - 1707 CE	5	6	3	25	75
Core 5	Socio Cultural History of Tamil Nadu - 1565 - 1956 CE	5	6	3	25	75
Core 6	Historiography and Historical Methods	4	6	3	25	75
Elective – III	1. History of Journalism 2. International Migrations and Diasporic Studies	3	4	3	25	75
Elective – IV	1. Indian Constitution 2. Environmental History of India	3	4	3	25	75
Skill Enhancement Course – 1 (NME)	Introduction to Epigraphy	2	4	3	25	75
	Total	22	30			
Internship/Industrial Activity during the Summer Vacation after I Year						

Internship/Industrial Activity during the Summer Vacation after I Year

SEMESTER III						
Core 7	Colonialism and Nationalism in India	5	6	3	25	75
Core 8	Intellectual History of India	5	6	3	25	75
Core 9	Economic History of India since 1857 CE	5	6	3	25	75
Core 10	Contemporary India	4	6	3	25	75
Elective – V	1. Principles and Techniques of Archaeology 2. Studies in Human Rights	3	3	3	25	75
Skill Enhancement Course – II (NME)	Cargo and Logistics	2	3	3	25	75
Internship/Industrial Activity	Internship/Industrial Activity	2	-			
	Total	26	30			
SEMESTER IV						
Core 11	Peasant and Labour Movements in India	5	6			
Core 12	International Relations since 1945 CE	5	6	3	25	75
Project with Viva	Project	7	10	3	25	75
Elective – VI	1. Women in India through the Ages 2. Science and Technology in India since 1947 CE	3	4	3	25	75
Skill Enhancement Course – III Professional Competency Skill	Research and Report Writing	2	4	3	25	75
Extension Activity	Extension Activity	1	-			
	Total	23	30			
	Grand Total	91	120			

Internal - 25 External – 75 Total - 100

Programme: M.A.,

Subject: History

Semester: I

Course: History of Ancient and Early Medieval India - Prehistory to 1206 CE

Course Type: Core Paper – 1

Course Code: CC 1

Contact Hours: 7 hours / week

Credits: 5

CIA: 25

CE: 75

Learning Objectives

- Explain the sources and the features of Pre and Proto history at the national and regional level
- Understanding of the social, political and economic life in the Vedic age and the post - Vedic polity and religion
- An account of Mauryan and Post - Mauryan period
- The chief features of the Age of Guptas and its legacy
- Knowledge of the history of the Peninsular India under various dynasties

COURSE CONTENT

UNIT - I

Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic – Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts ; Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai

UNIT - II

Vedic Period: Debate on the original home of the Aryans – Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism – their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander's Invasion and its impact

UNIT - III

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion; Mauryan Administration: Kautilya and Arthashastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture

UNIT - IV

Guptas – Polity and Administration – Patronage to Art, Architecture and Literature – Educational Institutions: Nalanda - Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj – Hiuen - Tsung's account of India

UNIT - V

Peninsular India: Tamil country up to 12th Century – Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, Prathikaras and Palas; Arab conquest of Sind; Campaigns of Muhammad of Ghazni and Muhammad Ghori, and their impact

Books for Study

- Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, Delhi, 2009
- Chakravarty, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016
- Thapar, Romila, *Early India: From the Origins to A.D. 1300*, Penguin, Delhi, 2003 (Tamil Translation)

Suggested Readings

- Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi, 1997
- Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016
- Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014
- Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004

Web sources:

- <https://sourcebooks.fordham.edu/india/indiasbook.asp>
- <https://www.pbs.org/thestoryofindia/resources/websites/>
- <https://archive.org/details/IndiaHistory>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization	<i>Knowledge (Level K1)</i>
CO 2	Know the various theories of origin of Aryans, and their socio-economic life	<i>Knowledge (Level K1)</i>
CO 3	Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions	<i>Comprehension (Level K2)</i>
CO 4	Give a detailed account of the Age of Guptas and Harsha's administration	<i>Analysis (Level K4)</i>
CO 5	Explain the history of Peninsular India under various dynasties	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: I

Course: Socio Cultural History of Tamil Nadu upto 1565 CE

Course Type: Core Paper – 2

Course Code: CC 2

Contact Hours: 7 hours / week

Credits: 5

CIA: 25

CE: 75

Learning Objectives

- Present the early history of Tamil Nadu
- Detail the history of Pallavas and their contribution
- Highlight the impact of the Chola rulers's administration
- Give an account of the history of Pandyas of Madurai
- Explain the society and culture under Madurai Sultanate and Vijayanagara rulers

COURSE CONTENT

UNIT - I

Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai – Social and Economic life – Roman Trade Contacts and their impact – Religious life – Murugan and Korraivai – Nadukal

UNIT - II

Pallavas: Origin, history and contribution to South Indian culture – Socio-religious condition – Bhakti Movement and the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature

UNIT - III

Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture – Overseas expansion and cultural impact

UNIT - IV

Pandyas of Madurai: Social Classes – Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo's Account – Society: Valangai and Idangai – Religion – Art and Architecture: Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism

UNIT - V

Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women

Books for Study

- Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014
- Subramanian, N., *Social and Cultural History of Tamilnad (upto 1336 A.D.)*, 2011

Suggested Readings:

- Kanakasabhai, V., *The Tamils Eighteen Hundred Years Ago*, The South India Saiva Siddhantha Works Publishing Society, Tinnevely, 1956.
- Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008
- Sastri, K.A. Nilakanta, *The Cholas*, University of Madras, Madras, 1955
- Sastri, K.A. Nilakanta, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, OUP, Chennai, 1997

Web sources

- <https://www.tn.gov.in/tamilnadustate>
- <https://diksha.gov.in/tn/>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO1	Detail the early history of Tamil Nadu	<i>Comprehension (Level K2)</i>
CO2	Give an account of the history of Pallavas and their contribution	<i>Analysis (Level K4)</i>
CO3	Highlight the impact of the Cholarulers's administration	<i>Analysis (Level K4)</i>
CO4	Present an account of the history of Pandyas of Madurai	<i>Evaluation (Level K5)</i>
CO5	Explain the society and culture under Madurai Sultanate and Vijayanagara	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: I

Course: History of World Civilizations (Excluding India)

Course Type: Core Paper – 3

Course Code:CC 3

Contact Hours: 6 hours / week

Credits: 4

CIA: 25

CE: 75

Learning Objectives

- Explain the concepts of civilization and culture and brief history of pre-historic period
- Present different features of various Ancient Civilizations
- Explain the main West Asian Civilizations
- Compare the features of Chinese and Japanese Civilizations
- Study and compare Greek and Roman Civilizations

COURSE CONTENT

UNIT - I

Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations

UNIT - II

The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures

UNIT - III

The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia's World Empire.

UNIT - IV

China's Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations

UNIT - V

Greek Civilization – the Minoans and Mycenaeans – Homer - the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science and philosophy – The Roman republic – the Pax Romana – Administration and expansion under Augustus

Learning Resources

Text Books

- Swain J.E., *A History of World Civilization*, Eurasia Publishing House, New Delhi, 1938.
- Will Durant., *The Story of Civilization I and II* (Simon and Schuster, New York, 1966)
- Gokale, B.K., *Introduction to Western Civilization*, S.Chand& Company, New Delhi, 1999.
- Hayes C.J., *History of Western Civilization*, Macmillan, New York, 1967.
- Manoj Sharma, *History of World Civilization*, Anmol Publication Pvt.Ltd, New Delhi, 2005.

Reference Books

- Judd, G.P., *History of Civilization*, Macmillan, New York, 1966.
- Rebello., *World Civilization – Ancient and Medieval*, Part II, Mangalore, 1969.
- Scarre C. and Brian Fagan, *Ancient Civilizations*, New Jersey: Pearson, 2008.
- Finley M.I., *Ancient Slavery: Modern Ideology*, London: Chatto and Windus 1980.
- Brunt P.A., *Social Conflicts in the Roman Republic*, London: Chatto and Windus, 1971
- Joshel P., *Slavery in the Roman World*, Cambridge, Cambridge University Press, 2010
- Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

Web sources

- <https://www.worldhistory.org/civilization/>
- <https://www.historyworld.net>
- <https://www.ancienthistorylists.com>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Compare the concepts of civilization and culture and brief history of pre-historic period	<i>Analysis (Level K4)</i>
CO 2	Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations	<i>Comprehension (Level K2)</i>
CO 3	Study about origin and growth of river valley civilizations	<i>Knowledge (Level K1)</i>
CO 4	Describe the features of Chinese and Japanese civilizations	<i>Knowledge (Level K1)</i>
CO 5	Explain the contributions of Greek and Roman civilizations	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: I

Course: Indian Art and Architecture

Course Type: Elective Course –1 (Optional -1)

Course Code: EC 2

Contact Hours: 5 hours / week

Credits: 3

CIA: 25

CE: 75

Learning Objectives

- Detail the art and architectural forms during the Harappan and Mauryan periods
- Explain the impact of Buddhism on art forms
- Discuss the evolution of art and architecture under Pallavas and the Cholas
- Highlight the features of Islamic architecture particularly under Mughals
- Point out the salient features of colonial architecture

COURSE CONTENT

UNIT- I

Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars

UNIT - II

Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art - Amaravathi School of Art - Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola

UNIT- III

Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple(Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)

UNIT - IV

Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque - QutubMinar - Mughal Art and Architecture: Humayun's Tomb - FatehpurSikri, - Red Fort - TajMahal - Mughal Paintings

UNIT- V

Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: Chatrapati Shivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai

Learning Resources

Recommended Books for Study

- Craven, Roy, *A concise history of Indian Art*, Thames and Hudson; London; 1976
- Hardy, Adam, *The Indian Temple Architecture*, Abhinav Publications, 2002
- Tomory, Edith, *A History of Fine Art in India and the West*, Orient Black Swan; Reprinted edition (1989)

References

- Banerjee, J.N., *Development of Hindu Iconography*, Munshiram Manoharlal; 3rd edition, 2002
- Coomaraswamy, A.K., *History of Indian and Indonesian Art*, Kessinger Publishing, LLC, 2003
- Deva, Krishna, *Temples of North India*, National Book Trust, 2002
- Gupta, R.S., *Iconography of the Buddhist, Hindu and Jain*, Stosius Inc/Advent Books Division; Subsequent edition, 1980
- Sivaramamurthy, C., *South Indian Bronzes*, Lalit Kala Akademi, 1981
- Srinivasan, K.R., *Temples of South India*, National Book Trust; Fourth edition, 2010

Web sources:

- <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
- https://ignca.gov.in/Asi_data/18060.pdf
- <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Explain the various forms of Indus and Mauryan Art.	<i>Comprehension (Level K2)</i>
CO 2	Compare and contrast the Gandhara and Mathura Schools of Art.	<i>Analysis (Level K4)</i>
CO 3	Examine the similarities and differences between temple architectural styles.	<i>Analysis (Level K4)</i>
CO 4	Discuss the relation between the five pillars of Islam and Islamic architecture.	<i>Comprehension (Level K2)</i>
CO 5	Appreciate the features of colonial architecture	<i>Analysis (Level K4)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: I

Course: Freedom Struggle in Tamil Nadu

Course Type: Elective Course – I (Optional - 2)

Course Code: EC 1

Contact Hours: 5 hours / week

Credits: 3

CIA: 25

CE: 75

Learning Objectives

- Present the early resistance to colonial rule
- Detail the factors for the emergence of national consciousness and the role of socio - political organisations
- Explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press
- Detail the activities of moderate and revolutionary leaders and the impact of Gandhi
- Point out the role of Tamil Nadu in the latter phase of the freedom struggle

COURSE CONTENT

UNIT - I

Poligar Revolt – PuliThevan – VeeraPandiya Kattabomman – VeluNachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact

UNIT - II

Emergence of Nationalist Consciousness – Socio - Political Organizations – Madras Native Association – Madras Mahajana Sabha - Impact of Gandhi Visit Tamilnadu

UNIT - III

Press and Nationalism –The 'Hindu', Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya ; Salem Desabhimani – Desabhaktan - Sooryodhayam - VijayaChakravardhini – BalaBharatham - Nava Sakthi– SwantirSangu

UNIT - IV

Moderate Phase and Extremist Phase – Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer - V.O.Chidamabaram – Subramania Bharathi – KadalurAnjaliammal – SoundaramAmmayar.

Revolutionary Movement in Tamil Nadu – Vanchinathan – TirupurKumaran - Subramania Siva - NeelakantaBrahmmachari

UNIT - V

Impact of Gandhi – Role of Rajaji – Vedaranyam March – S. Satyamurthi

Quit India Movement in Tamil Nadu – K.Kamaraj - Participation of Tamils in Indian National Army – Popular Participation of Tamils

Learning Resources

Recommended Books for Study

- Rajayyan, K : *Rise and fall of Poligars & South Indian Rebellion*
- Rajayyan, K : *South Indian Rebellion, The First War of Independence, 1800- 1801.*
- Rajayyan, K.: *Tamil Nadu: A Real History*
- Rajendran, N.K.: *The National Movement in Tamil Nadu, 1905 - 1914: Agitational Politics and State Coercion*
- G. Venkatesan, *History of Indian Freedom Struggle*

Reference

- Narasimhan V.K. : *Kamaraj – A Study*
- Sundarajan, Saroja. : *March to Freedom in Madras Presidency, 1885-1915.*
- Suntharalingam, R : *Politics and Nationalist Awakening in South India, 1852 -1891.*

Web Sources:

- https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf
- <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Appreciate the contribution of early resistance against British rule in Tamil Nadu	<i>Analysis (Level K4)</i>
CO 2	Describe the role of organizations in increasing nationalist consciousness	<i>Knowledge (Level K1)</i>
CO 3	Assess the role of press in Tamil Nadu towards the nationalist cause.	<i>Evaluation (Level K5)</i>
CO 4	Evaluate the contribution of various leaders to India's freedom struggle.	<i>Evaluation (Level K5)</i>
CO 5	Understand the role of Tamil Nadu in the final phase of the freedom struggle.	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: I

Course: Administrative History of Tamil Nadu

Course Type: Elective Course – II (Optional – 1)

Course Code: EC 3

Contact Hours: 5 hours / week

Credits: 3

CIA: 25

CE: 75

Learning Objectives

- Examine the administration of Justice party
- Highlight the achievements of Congress rule
- Explain the major achievements of governments after 1967
- Point out working of governments under AIADMK party
- Highlight the cumulative impact since independence

COURSE CONTENT

UNIT - I

Justice Party - A.SubbarayuluReddiyar - Raja of Panangal - P.Subburayan – Raja of Bobbili - achievements - reservation- Communal GO - creation of staff selection board - right to vote for women - regulation of temples - mid-day meal scheme

UNIT - I

Congress rule: C.Rajagoplachari - K.Kamaraj - M.Bhakhathsavalam - achievements: free mid-day meal scheme - opening of new schools - Increase in irrigation facilities - industrial growth

UNIT - III

DMK administration - C.N.Annnnadurai - renaming of Madras state as Tamil Nadu - Two language policy - free education for all till P.U.C - Kalaignar M.karunanithi - Slum clearance board - beggar rehabilitation scheme - Formation of Backward Class Commission - implementation of reservation policy - Salem Steel plant. Manu NeethiThittam - Free electricity for farmers - property rights to women; creation of universities - 33 percent reservation for women in local body elections – 30 percent reservation for women in government jobs - Samathuvapuram scheme - Tidel park - financial assistance for marriage of poor girls - increase of infrastructure - Industrial development

UNIT - IV

AIADMK administration: MGR - Nutritious Meal scheme - educational reforms - introduction of Plus Two in Higher Secondary schools - Krishna water project - establishment of new universities - Tamil University at Tanjore - Mother Teresa university at Kodaikkanal - J.Jayalalitha - welfare measures - AmmaUnavagam - free laptop for students - Cradle Baby Scheme - infrastructure development - rain water harvesting

UNIT - V

Policies and programmes – Economic - Social and demographic impact

Learning Resources

Recommended Books

- Rajaram .P., *The justice Party:A Historical Perspective*, 1916-1937
- Venkatesan.G., *TharkalaThamizhagaVaralaru(Tamil)*
- Rajmohan Gandhi., *Rajaji:A Life*
- Narasimhan.V.K., *Kamaraj A Study*
- SandhyaRavishankar., *Karunanidhi: A Life in Politics*
- Vasanthi., *A Lone Empress:A Portrait of Jayalalitha*

Reference

- Subramanian.N., *History of Tamilnadu Vol.2*

Web Source

- www.jetir.org
- <https://www.inc.in>
- <https://dmk.in>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Appreciate the administration of Justice Party	<i>Analysis (Level K4)</i>
CO 2	Evaluate the Congress Administration	<i>Evaluation (Level K5)</i>
CO 3	Interpret DMK administration	<i>Application (Level K3)</i>
CO 4	Compare AIADMK administration	<i>Analysis (Level K4)</i>
CO 5	Assess the impact of various administrations	<i>Evaluation (Level K5)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: I

Course: Cultural Heritage of India

Course Type: Elective Course – II (Optional – 2)

Course Code: EC 4

Contact Hours: 5 hours / week

Credits: 3

CIA: 25

CE: 75

Learning Objectives

- Explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
- Highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
- Throw light on the importance of Royalty and its patronage on cultural transformation
- Analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture
- Critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

COURSE CONTENT

UNIT - I

Meaning of Culture, Heritage – linkages - dynamism - Evolution and continuities - Indian Culture in the Harappan and Vedic Ages

UNIT - II

Religious ferment in the Sixth century B.C - Jainism and Buddhism and their impact on Art, Architecture and literature

UNIT - III

Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement

UNIT - IV

Advent of Islam – Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period

UNIT - V

Colonial Rule and the westernisation of Culture - Amalgamation of the old and new artforms. Education and the enduring legacy of the colonial rule – Impact of Western Literature

Learning Resources

- Luniya, B.N. : *Evolution of Indian Culture*
- Wolport, S. : *Introduction to India*
- Hussain, S.A. : *The National Culture of India*
- Tomery, E. : *History of Fine Arts in India and West*
- Basham, A.L. : *The Wonder that was India*
- Brown, Percy : *Indian Architecture – Buddhist and Hindu, Vol. I*
- Coomaraswamy, A.K.: *History of Indian and Indonesian Art*
- Kramrish, Stella : *Art of India*
- Poande, Susmita : *Medieval Bhakti Movement*

Web sources:

- <https://indiaculture.gov.in>
- <https://www.india.gov.in>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Explain the concepts and the dynamism involved in the Evolution of culture	<i>Comprehension (Level K2)</i>
CO 2	Describe critical role of religions in the growth of Art and architectural forms	<i>Knowledge (Level K1)</i>
CO 3	Examine the importance of Royal patronage for the progress of various art forms	<i>Analysis (Level K4)</i>
CO 4	Appreciate the advent of new art forms	<i>Analysis (Level K4)</i>
CO 5	Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: II

Course: History of Medieval India - 1206 - 1707 CE

Course Type: Core Course 4

Course Code: CC 4

Contact Hours: 6 hours / week

Credits: 5

CIA: 25

CE: 75

Learning Objectives

- Examine the establishment of centralized monarchy
- Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq
- Analyse the Mughal religious and Deccan policy.
- Outline the advancements in art and architecture
- Explain the economic and socio - cultural life in medieval India

COURSE CONTENT

UNIT - I

Establishment of the Delhi Sultanate: Qutbuddin Aibak and Iltutmish – Iqta System - Centralised Monarchy: Sultana Raziya and Period of Instability - Age of Balban – Chihalganib - Theory of Kingship – Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion - Jalaluddin and Alauddin Khalji's approaches to the State – Changes among the ruling Classes – Conquest and Annexation.

UNIT- II

Problems of a Centralized State: Ghiyasuddin and Muhammad bin Tughlaq – Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital – Firoz Tughlaq - Economic reforms - Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate

UNIT - III

The Foundation of Mughal Empire: Central Asian experience of Babur - India on the eve of Babur's invasion – Struggle for empire in North India – Significance of the Afghan despotism - Rise of Sher Shah Sur; **Expansion and Consolidation** – Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system - Jagirdari system – NurJahan Junta – The Mughals and the North - Western frontier – Shah Jahan and his contribution.

UNIT - IV

Ideology and State in Mughal India: Akbar's imperial agenda - Suh-i-kul – Akbar's religion - Din ilahi; Aurangzeb's relation with religious groups and institutions; Mughal - Rajput Relations – Mughal administration: Aurangzeb - the Imperial elite - Deccan wars - Rise of Marathas under Shivaji - Popular revolts within the Mughal empire – Decline of the Mughal empire.

UNIT - V

Economic and Socio - Cultural Life in Medieval India: Economy: Agricultural Production, Village Society and the Revenue System – Trade – relations with the Europeans – Society - Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious Ideas and Beliefs- The Sufi Movement– The Bhakti Movement in North India – Culture - Architecture – Literature – Fine Arts – Music.

LEARNING RESOURCES

Recommended Books

- Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.
- Chandra, Satish, *Medieval India: From Sultanat to the Mughals*, Har-Anand Pub., Delhi, 1998.
- Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.
- Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*, Sterling Pub., New Delhi, 1986
- Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 1990
- Raychaudhuri, Tapan and Irfan Habib, ed., *The Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750*, Cambridge University Press, London, 1982.

References

- Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007
- Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005
- Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016
- Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967
- Hasan, NurulS., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008
- Nigam, S.B.P., *Nobility under the Sultans of Delhi*, Munshiram Manoharlal, New Delhi, 1968
- Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976
- Qureshi, *Administration of the Mughal Empire*, Low Price Publications, 1990.
- Qureshi, *Administration of the Sultanate of Delhi*, 1942.

Web sources:

- <https://core.ac.uk.in>
- <https://studoc.com>
- <https://indiaolddays.com>

Course Outcomes:*At the end of the course students will be able to:*

CO.No	CO Statement	Cognitive Level
CO 1	Understand the establishment of centralized monarchy	<i>Comprehension (Level K2)</i>
CO 2	Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq	<i>Evaluation (Level K5)</i>
CO 3	Analyse the religious and Deccan policy of Mughals	<i>Analysis (Level K4)</i>
CO 4	Outline the advancements in art and architecture	<i>Knowledge (Level K1)</i>
CO 5	Detail the facets of economic and socio - cultural life in Medieval India	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)**M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)**M-Medium (2)****L-Low (1)**

Programme: M.A.,

Subject: History

Semester: II

Course: Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E.

Course Type: Core Course 5

Course Code: CC 5

Contact Hours: 6 hours / week

Credits: 5

CIA: 25

CE: 75

Learning Objectives

- Narrate the social condition during the Nayak period
- Describe the contributions of Marathas to the culture of the Tamil region
- Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
- Appreciate the Growth of Western Education
- Examine the contribution of Dravidian movement to social transformation

COURSE CONTENT

UNIT - I

The Nayaks of Madurai – Thirumalai Nayak – the Nayaks of Senji – The Nayaks of Tanjore – Social and cultural condition under the Nayaks – contribution of Nayaks to Art and Architecture and Tamil culture.

UNIT - II

Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – Saraswathi Mahal Library – Development of Art and Architecture under the Marathas

UNIT - III

The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism: St.Ramalinga - Vaishnavism: the Schism

UNIT - IV

Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education – Female education.

UNIT - V

Emergence of Administrative and Professional Elites – Justice Party and Non - Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation – Socio - Cultural impact of the Dravidian parties

LEARNING RESOURCES

Recommended Books

- Irschick, Eugene F., *Tamil Revivalism in the 1930s*, Cre-A, Madras, 1986
- Jagadeesan, P., *Marriage and Social Legislations in Tamil Nadu*, Elatchaiappan Pub., 1990
- Murugesan, Mangala N.K., *Self-Respect Movement in Tamil Nadu, 1920-40*, Koodal Pub., Madurai, 1981
- Rajaraman, P., *Justice Party: A Historical Perspective, 1916-37*, Poompozhi Publishers, Madras, 1988
- Rangaswamy, M., *Tamil Nationalism*, Hema Pub., Chennai, 2006
- Sastri, V.S. Ramasamy., *The Tamils, The People, Their History and Culture in 5 Volumes*, Cosmo Pub., New Delhi, 2002
- Singaravelu, S., *Social Life of the Tamils*, Dept. of Indian Studies, Kuala Lumpur
- Subramaniam, P., *Social History of the Tamils, 1707 – 1947*, D.K. Printworld (P) Ltd., New Delhi, 1996
- Swaminathan, S., Karunanidhi., *Man of Destiny*, Affiliated East-West Press Pvt.Ltd., New Delhi, 1974

References

- K.A.N.Sastri : *The Pandyan Kingdom* (London.1929)
- Kalidos.R : *History and Culture of Tamils (From Prehistoric Times to Present rule)*
- KrishnaswamyDr.A. : *The Tamil country under Vijayanagar*
- Rajaraman, P., *Chennai through the Ages*, PoompozhiPub.,Chennai, 1997.
- RajayyanDr.K : *History of Tamil Nadu (1565 – 1982)*
- Sathianatheir.R. : *History of Nayaks of Madurai*
- Subramanian N : *History of Tamil Nadu Vol.II*
- *The culture and History of the Tamils*, 1964
- Varghese JeyarajS : *Socio Economic History of Tamil Nadu*

Web Sources:

- https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt
- <https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Narrate the social condition during the Nayak period	Knowledge (Level K1)
CO 2	Evaluate the contributions of Marathas to the culture of the Tamil region	Evaluation (Level K5)
CO 3	Analyse the Contribution of Sethupathis of Ramnad to Tamil society.	Analysis (Level K4)
CO 4	Appreciate the Growth of Western Education	Knowledge (Level K1)
CO 5	Assess the contribution of Dravidian movement to social transformation	Evaluation (Level K5)

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2) L-Low (1)

Programme: M.A.,

Subject: History

Semester: II

Course: Historiography and Historical Methods

Course Type: Core Course 6

Course Code: CC 6

Contact Hours: 6 hours / week

Credits: 4

CIA: 25

CE: 75

Learning Objectives

- Explain the concepts related to history and its relationship with other disciplines; y
- Discuss various philosophies and interpretations of history
- Explain the processes and procedures involved in the conduct of historical research
- Examine the evolution of historical writing in the West
- Examine the contribution of various historians to the development of Indian historiography

COURSE CONTENT

UNIT - I

Meaning, Nature and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History

UNIT - II

Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History

UNIT - III

Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History – External and Internal Criticism of Sources – Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography

UNIT - IV

Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, IbnKhaldun, L.V.Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm

UNIT - V

Historians of India – V.A.Smith, D.D.Kosambi, RomilaThapar, JadunathSarkar, Bipan Chandra, RanajitGuha, K.A.NilankantaSastri, R.Sathianatha Ayyar, S.Krishnaswami Ayyangar, C.S.Srinivasachari, K.K.Pillai

LEARNING RESOURCES

Recommended Books

- Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019
- Carr, E.H., *What is History?* Penguin Books Ltd., New Delhi, 2018.
- Manikam, S., *On History & Historiography*, Padumam Publishers, Madurai
- Rajayyan, K, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982
- Sreedharan, E., *A Textbook of Historiography: 500 BC to AD 2000*, Orient Longman, New Delhi, 2004
- **References**
- Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017
- Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994
- Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964
- Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999
- Sen, S.P., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973
- Sreedharan, E., *A Manual of Historical Research Methodology*, Centre for South Indian Studies, Trivandrum, 2007
- Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, Routledge, New York, 2015
- Webster, John C.B., *Studying History*, Primus Books, Delhi, 2019

Web sources:

- <https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf>
- <http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf>
- <https://www.britannica.com/biographies/history/history>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Explain the meaning and scope of history	<i>Comprehension (Level K2)</i>
CO 2	Outline the various theories and philosophical approaches to history	<i>Knowledge (Level K1)</i>
CO 3	Undertake historical research	<i>Comprehension (Level K2)</i>
CO 4	Analyse the contribution of western historians	<i>Evaluation (Level K5)</i>
CO 5	Highlight the historical writings of important Indian historians	<i>Analysis (Level K4)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: II

Course: History of Journalism

Course Type: Elective Course – III (Optional - 1)

Course Code: EC 5

Contact Hours: 4 hours / week

Credits: 3

CIA: 25

CE: 75

Learning Objectives

- Explain the origins and the role of press in social awakening
- Present the role of the press in the freedom movement
- Explain the government reaction to the role of the press
- Present the role of prominent personalities for the growth of journalism
- Explain the contribution of various newspapers

COURSE CONTENT

UNIT - I

The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies.

UNIT - II

Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo - Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India

Unit - III

Government and the press: reaction and regulation – Press laws

Unit - IV

Contribution of Eminent Personalities to Indian Journalism: BalaGangadhara Tilak – Gandhi – S.Sadanand; Contributions of Eminent personalities to Tamil journalism - G.SubramaniaIyer – Peiryar – Aditanar - Kalaiggar

Unit - V

Contribution of Important News Papers: AmritBazarPatrika, The Times of India – The Hindu; Contemporary News Papers in Tamil - Dinamani – DhinaThanthi – Dinamalar – Dinakaran - Viduthalai - Murasoli

LEARNING RESOURCES

Recommended Books

- Nadig Krishna Murthy : *Indian Journalism*, Mysore University Press
- R. Parthasarathi: *Modern Journalism in India*, Sterling Publishers.
- J. V. SeshagiriRao., *Studies in the history of journalism*
- MohitMoitra: *A History of Indian Journalism*; National Book Agency.
- J. Natarajan: *History of Indian Journalism*; Publication Division
- J.N. Basu: *Romance of Indian Journalism*; University of Calcutta

Web sources:

- https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150
- https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf
- <https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Explain the origins and the and role of press in social awakening	<i>Comprehension (Level K2)</i>
CO 2	Present the role of the press in the freedom movement at the national level	<i>Evaluation (Level K5)</i>
CO 3	Explain the government reaction to the role of the press	<i>Comprehension (Level K2)</i>
CO 4	Assess the role of prominent personalities for the growth of journalism	<i>Evaluation (Level K5)</i>
CO 5	Understand the contribution of various newspapers	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Semester: II

Course: International Migrations and Diasporic Studies

Course Type: Elective Course – III (Optional – 2)

Contact Hours: 4 hours / week

CIA: 25

Subject: History

Course Code: EC 6

Credits: 3

CE: 75

Learning Objectives

- Explain the theories of international migrations and diaspora
- Outline the position of Indian diaspora worldwide
- Examine the issues of identity among the Indian diaspora
- Evaluate the policies towards diaspora
- Present the perspectives of sending and receiving countries

COURSE CONTENT

UNIT – I: International Migrations

Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations

UNIT - II: Theories of Diaspora

Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora

UNIT - III: The Indian Diaspora: A Survey

The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia

UNIT - IV: Issues of Identity in the Indian Diaspora

Religion and Caste – Language and Culture – Institutions and Associations

UNIT - V: Indian Diaspora and Policy Perspective

Sending Country's Perspective – Receiving Country's Perspective

LEARNING RESOURCES

Recommended Books

- Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations*
- *Movements in the Modern World*. London: Macmillan.
- Ajaya Kumar Sahoo and Brij Maharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.
- Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.
- Eleonore Kofman, Annie Phizacklea, Parvati Raghuram, Rosemary Sales. 2000. *Gender and*
- *International Migration in Europe: Employment, Welfare and Politics*. London: Routledge.
- Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*.
- London: Edward Elgar. [Introduction]
- Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press: Cambridge.

References

- Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet
- Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.
- Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.
- Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.
- Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.
- Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.
- Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter 1, 3, 5]
- Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.
- Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

Web sources:

- www.iom.int
- https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer
- <https://www.mea.gov.in/images/pdf/1-executive-summary.pdf>

Course Outcomes:*At the end of the course students will be able to:*

CO.No	CO Statement	Cognitive Level
CO 1	Explain the theories of international migrations and diaspora	<i>Comprehension (Level K2)</i>
CO 2	Outline the position of Indian diaspora worldwide	<i>Knowledge (Level K1)</i>
CO 3	Examine the issues of identity among the Indian diaspora	<i>Analysis (Level K4)</i>
CO 4	Evaluate the Indian policies towards diaspora	<i>Evaluation (Level K5)</i>
CO 5	Understand the perspectives and policies of receiving countries	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)**M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)**M-Medium (2)****L-Low (1)**

Programme: M.A.,

Subject: History

Semester: II

Course: Indian Constitution

Course Type: Elective Course – IV (Optional – 1)

Course Code: EC 7

Contact Hours: 4 hours / week

Credits: 3

CIA: 25

CE: 75

Learning Objectives

- Explain the historical background of the Indian Constitution.
- Compare and contrast the fundamental rights, directive principles of state policy and fundamental duties.
- Evaluate the nature of Indian federalism and the rationale for emergency provisions.
- Describe the powers and functions of the various units of the government.
- Evaluate the nature of the State constitutional machinery and its functions

COURSE CONTENT

UNIT- I

Historical background - Sources of the Indian Constitution - Preamble - Citizenship

UNIT - II

Fundamental Rights – Directive Principles of State Policy – Fundamental Duties - important amendments to the Constitution

UNIT - III

Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation - Emergency Provisions

UNIT - IV

Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers and functions - Process of lawmaking – Speaker – Parliamentary Committees – Supreme Court of India: Composition, powers and functions

UNIT - V

State Government: Role of the Governor - State Legislature – Cabinet - High Courts

LEARNING RESOURCES

Recommended Books

- Austin Granville, *The Indian Constitution: Cornerstone of A Nation*, Oxford University Press, 1999
- Agarwal, R.C., *Constitutional Development and National Movement of India*, S. Chand & Co, 1996
- DurgaDas Basu., *An Introduction to Indian Constitution*, Wadha & Company, 2001
- Shukla, V.N., *The Constitution of India*, Eastern Book Company, 1977
- 5. Khanna, V.N., *Constitution and Government of India*, S. Chand & Co., 1981

References

- Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University, 2009
- Durga Das Basu, *Commentary on the Constitution of India*, Wadha & Company, 2000
- Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019
- Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952

Web Sources:

- <https://legislative.gov.in/constitution-of-india>
- https://www.constitutionofindia.net/constitution_of_india
- <https://www.loc.gov/item/57026883>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Understand the historical background of the Indian Constitution.	<i>Comprehension (Level K2)</i>
CO 2	Compare and contrast basic features of the constitution	<i>Analysis (Level K4)</i>
CO 3	Evaluate the nature of Indian federalism and the rationale for emergency provisions.	<i>Evaluation (Level K5)</i>
CO 4	Describe the powers and functions of the various units of the government.	<i>Knowledge (Level K1)</i>
CO 5	Explain the structure at the state level	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: II

Course: Environmental History of India

Course Type: Elective Course – IV (Optional - 2)

Course Code: EC 8

Contact Hours: 4 hours / week

Credits: 3

CIA: 25

CE: 75

Learning Objectives

- Examine the various schools of thought in ecological studies.
- Trace the impact of eco systems from a historical perspective.
- Evaluate the impact of British ecological imperialism.
- Detail India's environmental policy
- Examine the role and impact of various movements

COURSE CONTENT

Unit - I

Introduction to Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhian, Eco - Feminism, Anthropocene.

Unit - II

Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals and Hunting.

Unit - III

Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways – Hill Stations – Systematic Conservation versus Exploitation Debate.

Unit - IV

Independent India's Environmental Policy– Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment – Big Dams And Hydro - Electric Power Projects – Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal – National Green Tribunal.

Unit - V

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BachaoAndolan – Silent Valley Movement – Jungle BachaoAndolan

LEARNING RESOURCES

Recommended Books

- Irfan Habib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011
- Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.
- Madhav Gadgil and Ramchandra Guha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992
- Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period Vol 1*, Permanent Black: Ranikhet, India, 2012
- *Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.
- Ramachandra Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP, 1989
- Donald Worster. "Doing Environmental History." In *The Ends of the Earth: Perspectives on*

References

- Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008
- Crosby, Alfred. "Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon." In *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.
- David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,
- Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.
- Guha, Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.
- Joakim Radkau, *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA, 2008
- Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

Web sources

- https://www.mids.ac.in/assets/doc/WP_203.pdf
- https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE
- <https://www.jstor.org/stable/41949868>

Course Outcomes:*At the end of the course students will be able to:*

CO.No	CO Statement	Knowledge
CO 1	Understand the various schools of thought in ecological studies.	<i>Comprehension (Level K2)</i>
CO 2	Trace the impact of eco systems from a historical perspective.	<i>Knowledge (Level K1)</i>
CO 3	Evaluate the impact of British ecological imperialism.	<i>Evaluation (Level K5)</i>
CO 4	Examine the impact of various environmental movements in India	<i>Evaluation (Level K5)</i>
CO 5	Examine the role of various movements	<i>Analysis (Level K4)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)**M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)**M-Medium (2)****L-Low (1)**

Programme: M.A.,

Semester: II

Course: Introduction to Epigraphy

Course Type: Skill Enhancement Course - 1 (NME)

Contact Hours: 4 hours / week

CIA: 25

Subject: History

Course Code: SEC 1

Credits: 2

CE: 75

Learning Objectives

- Define epigraphy and explain its significance.
- Identify the varieties of materials used
- Explain the types of inscriptions
- Trace the origin of writing in South India
- Explain the use of inscriptions as historical sources

COURSE CONTENT

UNIT - I

Epigraphy - Definition – Importance of epigraphy for writing history – Format of Inscription
- Authenticity

UNIT - II

Nature of the material - stone, metal, clay, terra - cota, pottery, wood, papyrus, parchment

Unit -III

Types of inscriptions – monumental – archival - Incidental

UNIT - III

Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script

UNIT - IV

Origin of Writing in South India – Tamili-Tamil Brahmi – Vattezhuthu – Grantha Script

UNIT - V

Inscriptions as historical source material - Inscriptions of Indus civilization - Asokan Pillar inscriptions - inscriptions of Gupta period- Inscriptions in Tamilnadu - Mangulam - Sittannavasal

LEARNING RESOURCES

Recommended Books

- Buhler, George, *Indian Paleography, Indian Studies Past and Present*; Calcutta; 1959
- Dani. A.H., Munshiram Manoharlal Publishers; 3 edition, 2011
- Sivaramamurthy. C., *Indian Epigraphy and South Indian Scripts*, Bulletin of the Madras Government Museum, 1952

Web Sources:

- <https://www.britannica.com/topic/epigraphy>
- https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History
- https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Define epigraphy and explain its significance.	<i>Knowledge (Level K1)</i>
CO 2	Identify the varieties of materials used	<i>Comprehension (Level K2)</i>
CO 3	Explain the types of inscriptions	<i>Comprehension (Level K2)</i>
CO 4	Trace the origin of writing in South India	<i>Knowledge (Level K1)</i>
CO 5	Explain the use of inscriptions as historical source	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: III

Course: Colonialism and Nationalism in India

Course Type: Core Course 7

Course Code: CC 7

Contact Hours: 6 hours / week

Credits: 5

CIA: 25

CE: 75

Learning Objectives

- Trace the process of colonization
- Explain the rise of nationalism
- Highlight the transition to self - rule
- Examine the role of masses in the freedom struggle
- Detail the process of transfer of power and the attainment of independence

COURSE CONTENT

UNIT - I

Colonialism: European Settlements in India: Portuguese – Dutch – French – English – Anglo - French Conflict – Acquisition of Bengal – Relationship with other Indian states – British imperialism and its impact.

UNIT - II

Emergence of Nationalism in India: Manifestation of Discontent against British Rule – Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - Civil Rebellions - Causes, Nature, and Impact – Socio - Religious Reform Movements: Ideological Base for the national movement - Predecessors of the Indian National Congress - Factors leading to the origin of Indian National Movement

UNIT - III

From Representative politics to the idea of Self-rule: Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British – Evaluation of the Early Phase of the National Movement - Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements - Reactions to the Morley - Minto Reforms - Home Rule Movements – Montague - Chelmsford Reforms – Government of India Act 1919

UNIT - IV

Era of Mass Movements: Early political activities of Gandhi– Rowlatt Satyagraha – Non - Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences - Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Congress and World Affairs - Growth of Communalism.

UNIT - V

Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps' Mission – Quit India Movement - Indian National Army - Last years of Freedom Struggle (1945 – 47) - Simla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.

LEARNING RESOURCES

Recommended Readings

- Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, New Delhi, 2006
- Chandra, Bipan, et. al., ed., *India's Struggle for Independence*, Penguin Random House India, New Delhi, 2016
- Grover, B.L. and Alka Mehta, ed., *A New Look at Modern Indian History: From 1707 to the Modern Times*, S. Chand & Co. Ltd., New Delhi, 2018
- Masselos, Jim, *Indian Nationalism: A History*, New Dawn Press, 2005
- Sarkar, Sumit, *Modern India, 1885-1947*, Laxmi Pub., New Delhi, 2008

References

- Chand, Tara, *History of Freedom Movement in India, Vol. I - IV*, Pub. Div., New Delhi, 2017
- Dutt, R.P., *India Today*, Read Books, 2008
- Hasan, Mushirul, ed., *India's Partition - Process Strategy and Mobilization*, OUP, New Delhi, 1993
- Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa & Co., 2007
- Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1885- 1935*, Indian National Congress Working Committee, 1935
- Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1935- 1947*, Padma Pub., 1947

Web sources

- <https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-Alam/p/book/9781032159676>
- <https://www.jstor.org/stable/44140761>
- <https://www.jstor.org/stable/44141769>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Evaluate the impact of British imperialism.	Evaluation (Level K5)
CO 2	Examine the nature of early resistance against British rule in India.	Analysis (Level K4)
CO 3	Compare the relative merits of different methods of anti - British struggle	Analysis (Level K4)
CO 4	Evaluate the Gandhian Non - cooperation movement and its influence on the masses.	Evaluation (Level K5)
CO 5	Explain the process of partition	Comprehension (Level K2)

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: III

Course: Intellectual History of India

Course Type: Core Course 8

Course Code: CC 8

Contact Hours: 6 hours / week

Credits: 5

CIA: 25

CE: 75

Learning Objectives

- Appreciate the intellectual contribution of socio- religious reformers.
- Evaluate the contributions of economic nationalists.
- Examine the Gandhian views on political movements.
- Appreciate the various contributions of prominent leaders

COURSE CONTENT

UNIT - I

Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – Dayananda Saraswati – Syed Ahmed Khan – Vivekananda – Annie Besant

UNIT - II

Economic thought of Early Nationalists – Dadabhai Naoroji – R.C.Dutt – M.G.Ranade - J.C.Kumarappa

UNIT - III

BalaGangadhar Tilak – Aurobindo Ghosh – Subramanya Bharati – M.A.Jinnah

UNIT - IV

Social Thinkers: JyothiRao Phule - Periyar E.V.Ramasamy - B.R.Ambedkar, AyothiDasPandithar – M.N.Roy

UNIT - V:

Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution

LEARNING RESOURCES

Recommended Books

Guha, Ramachandra, *Makers of Modern India*, Harvard University Press, Harvard, 2013.

Varma, V.P., *Indian Political Thought, Vol. II*, Laxmi Narayan Agarwal Educational Pub., Agra, 1959

Bhagwan, Vishnool, *Indian Political Thinkers*, Atma Ram Pub., Lucknow, 1999

References

- C.P.Andrews : *The Renaissance in India*
- P.K.Gopalakrishnan : *Development of Economic Ideas in India.*
- V.Brodov : *Indian Philosophy of Modern Times*
- Hanskohn : *History of Nationalism in the East*
- C.Y.Chintamani : *Indian Politics Since the Mutiny*
- Mujumdar.R.C. : *History of Political Thought from Mohan to Dayananda.*
- Beniprasad : *The Hindu – Muslim Questions*
- H.C.E.Zacharias : *Renascent India*
- G.A.Natesan&Co : *Ram Mohan Roy : Hist. Life, Writings and Speeches.*

Web sources

- https://books.google.com/books/about/Makers_of_Modern_India.html?id=.
- https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Understand the evolution of intellectual history of India	<i>Comprehension (Level K2)</i>
CO 2	Evaluate the contributions of economic nationalists.	<i>Evaluation (Level K5)</i>
CO 3	Appreciate the contribution of radical thinkers	<i>Analysis (Level K4)</i>
CO 4	Assess the role of social thinkers	<i>Evaluation (Level K5)</i>
CO 5	Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan	<i>Analysis (Level K4)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: III

Course: Economic History of India since 1857 CE

Course Type: Core Course 9

Course Code: CC 9

Contact Hours: 6 hours / week

Credits: 5

CIA: 25

CE: 75

Learning Objectives

- Examine the agrarian condition and the impact of commercialization of agriculture.
- Assess the impact of international linkages on the growth of industries in colonial India.
- Explain the trade and monetary policy of colonial India.
- Examine the development of various transport infrastructure and the growth of cities
- Critique the ideas of the economic nationalists

COURSE CONTENT

UNIT - I

Agriculture: Condition of Agricultural sector during 19th century - Zamindari, Ryotwari and Mahalwari Settlements – Agricultural Indebtedness: Role of Moneylenders and its Impact – Commercialization of Agriculture – Evolution of Irrigation Policy – Irrigation Commissions (1901 - 02 and 1927) – Famine Policy

UNIT - II

Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development

UNIT - III

Trade, Finance and Banking: Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks – Central Bank

UNIT - IV

Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports - Development and Growth of Cities: Kolkata – New Delhi - Chennai

UNIT - V

Nationalist Critique: Dadabhai Naoroji – Amartya Sen - Raja Chelliah – C. Rangarajan

LEARNING RESOURCES

Recommended Books

- Desai, S.S.M., et. al., *Economic History of India*, Himalaya Pub. House, 2010
- Dutt, R.C., *The Economic History of India*, Vols. I & II, Publications Division, New Delhi, 2006
- Dutt, R.P., *India Today*, Read Books, 2008
- Roy, Tirthankar, *The Economic History of India, 1857 - 1947*, OUP India, New Delhi, 2010
- Singh, V.B., *Economic History of India, 1857-1956*, Allied Pub. Pvt. Ltd., New Delhi, 1965

Reference:

- Rothermund, Dietmar, *An Economic History of India: From Pre-Colonial Times to 1991*, Routledge, 1993.
- Kumar, Dharma, ed., *The Cambridge Economic History of India, c. 1757 - 2003, Vol. II*, Cambridge University Press, Cambridge, 2008

Web sources

- <http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf>
- <https://indianculture.gov.in/ebooks/economic-history-india-1600-1800>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Examine the agrarian condition of Colonial India and the impact of commercialization	<i>Analysis (Level K4)</i>
CO 2	Assess the impact of international linkages on the growth of industries in colonial India.	<i>Evaluation (Level K5)</i>
CO 3	Explain the trade and monetary policy of colonial India.	<i>Comprehension (Level K2)</i>
CO 4	Examine the development of various transport systems.	<i>Analysis (Level K4)</i>
CO 5	Critique the ideas of the economic nationalists	<i>Synthesis (Level K6)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Semester: III

Course: Contemporary India

Course Type: Core Course 10

Contact Hours: 6 hours / week

CIA: 25

Subject: History

Course Code: CC 10

Credits: 4

CE: 75

Learning Objectives

- Evaluate the contribution of different governments.
- Assess the impact of government's policy on scientific advancements in India.
- Describe the India's economic development and foreign policy.
- Explain the uniqueness of Indian society and culture.
- Examine the culture and Arts in Independent India

COURSE CONTENT

UNIT - I

Demographic profile – characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population.

The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during Bharathiya Janata Party.

UNIT - II

Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes.

Transport and Communications – Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication – Landline –internet, Communication satellites – Mobile communication.

UNIT - III

The Economic Development – Planning Commission – National Development Council –State Plans – Five Year plans – Liberalization and Privatization and their impact.

The Foreign policycontext- objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia

UNIT - IV

Indian Society: Rural and Urban context – Constitutional framework for safeguarding the social interest

Education – Indian Education Commission – University Grants Commission – Kothari Commission – Progress of women education - growth of science education

UNIT - V

Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema - Folk Arts

LEARNING RESOURCES

Recommended Books

- S.C. Dube (Ed) : *India since Independence (1947-1977)*
- S. Gopal : *Jawaharlal Nerhu: Foreign policy of India 1960's, Vol. III.*
- M.J.Akbar : *The Siege within: Problems of Modern India*
- A. Appadurai : *Foreign policy (Consumer Library)*
- V.D. Mahajan : *History of Modern India up to 1980's*

References

- B. Kuppuswamy : *Social Change in India*
- R.N. Sharma : *Social problems in India*
- Ronald Segal : *The Crisis of India*
- Bipan Chandra, et. al.: *India After independence, 1947- 2000*

Web Sources

- <https://www.ddutkal.ac.in>
- [https:// www.jstor.org/contemporaryindia](https://www.jstor.org/contemporaryindia)

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Evaluate the contribution of different governments.	<i>Evaluation (Level K5)</i>
CO 2	Assess the impact of government's policy on scientific advancements in India.	<i>Evaluation (Level K5)</i>
CO 3	Describe the India's economic development and foreign policy.	<i>Knowledge (Level K1)</i>
CO 4	Explain the uniqueness of Indian society and culture.	<i>Comprehension (Level K2)</i>
CO 5	Examine the culture and Arts in Independent India	<i>Analysis (Level K4)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: III

Course: Principles and Techniques of Archaeology

Course Type: Elective Course – V (Optional - 1)

Course Code: EC 9

Contact Hours: 3 hours / week

Credits: 3

CIA: 25

CE: 75

Learning Objectives

- Explain the meaning of archaeology and the importance of its relations with allied disciplines.
- Describe the development of archaeology in India and the West.
- Describe the methods and techniques of excavation.
- List the Archaeological study centres
- Classify the excavated materials and explain the methods of interpretation

COURSE CONTENT

UNIT - I

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies - Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology etc., Archaeology – Its relation with other Sciences (Social and Exact)

UNIT - II

Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India - Development of Archaeological Survey of India,

UNIT - III

Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Stratigraphy : Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating.

UNIT - IV

Archaeological Studies in Universities and State Department of Archaeology and other Institutions: University of Madras, Deccan College Pune, Tamil University Tanjore - Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D.Sankalia.

UNIT - V

Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.

LEARNING RESOURCES

Recommended Books

- Raman, K.V. : *Principles and Methods of Archaeology*
- Rajan.K : *Archaeology: Principles and Methods*

References

- Atkinson.R.J.C : *Field Archaeology, 2nd edn*
- Barker Philip : *Understanding Archaeological Excavation*
- Fleming.S. : *Dating in Archaeology*
- Renfrew, C and Bhan : “Archaeology”
- Robert.f.Heizer(ed.,) : *The Archaeologist at Work: A source Book in Archaeological Method and Interpretation*
- Roy.Sourindranath : *The Story of Indian Archaeology*
- Renfrew, C &Paul Bahn : *Archaeology: Theories, Methods and Practicals*

Web Sources

- <https://www.britannica.com/science/archaeology>
- <https://asi.nic.in>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Understand the meaning of archaeology and the importance of its relations with allied disciplines.	<i>Comprehension (Level K2)</i>
CO 2	Describe the evolution of archaeology	<i>Knowledge (Level K1)</i>
CO 3	Describe the methods and techniques of excavation.	<i>Comprehension (Level K2)</i>
CO 4	List the Archaeological study centres	<i>Knowledge (Level K1)</i>
CO 5	Ability to interpret the artefacts	<i>Application (Level K3)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: III

Course: Studies in Human Rights

Course Type: Elective Course – V (Optional – 2)

Course Code: EC 10

Contact Hours: 3 hours / week

Credits: 2

CIA: 25

CE: 75

Learning Objectives

- Explain the definition and characteristics of human rights
- Examine the challenges to human rights protection
- Outline the constitutional safeguards for human rights
- Describe the contemporary challenges
- Evaluate the contribution of human rights organizations

COURSE CONTENT

UNIT - I

Introduction to Human Rights: Definition and Characteristics – Nature – Theories – Classification and Scope of Human Rights – Historical Development of Human Rights: Ancient, Medieval and Modern periods.

UNIT - II

The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights – The International Covenants on Economic, Social and Cultural Rights – Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration

UNIT - III

India and Human Rights: Indian Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies

UNIT - IV

Contemporary Challenges in Human rights – Violation of the Rights of Women and Children – Juvenile Delinquency – Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners – Bonded Labour – Capital Punishment – Custodial Torture.

UNIT - V

Organization for Human Rights: International, National, State Level Organizations – Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross – Asia Watch – International Commission of Jurist – Human Rights Watch – People's Union for Civil Liberties

LEARNING RESOURCES

Recommended Books

- Ishay, Micheline R., *The History of Human Rights: From Ancient Times to the Globalization Era*, University of California Press, Berkeley, 2008.
- Megret, Frederic & Philip Alston, *The United Nations and Human Rights: A Critical Appraisal*, OUP, Oxford, 2020
- Nirmal, C.J., *Human Rights in India: Historical, Social and Political Perspectives*, OUP, New Delhi, 2008
- O' Bryne, Darren J., *Human Rights: An Introduction*, Routledge, London, 2013
- Subbian, A, *Human Rights Complaints Systems: International and Regional*, Saujanya Books, New Delhi, 2013

References

- Cushman, Thomas, ed., *Handbook of Human Rights*, Routledge, New York, 2012
- Forsythe, David P., et. Al., *The International Committee of the Red Cross: A Neutral Humanitarian Actor*, Routledge, New York, 2007
- Human Rights Watch, *World Report*, Human Rights Watch, New York (Relevant Years)
- Landman, Todd, *Protecting Human Rights: A Comparative Study*, Georgetown University Press, Washington, D.C., 2005
- Power, Jonathan, *Amnesty International: The Human Rights Story*, Pergamon Press, Oxford, 1981.

Web Sources

- <https://nhrc.nic.in>
- <https://www.un.org/en/global-issues/human-rights>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Understand the concepts and evolution of human rights	<i>Comprehension (Level K2)</i>
CO 2	Appreciate the role of UN in promoting human rights	<i>Analysis (Level K4)</i>
CO 3	Understand the the status of human rights in India	<i>Comprehension (Level K2)</i>
CO 4	Analyse the challenges to human rights	<i>Analysis (Level K4)</i>
CO 5	Assess the role of non-governmental organizations	<i>Evaluation (Level K5)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: III

Course: Cargo and Logistics

Course Type: Skill Enhancement Course – II (NME)

Course Code: SEC 3

Contact Hours: 3 hours / week

Credits: 2

CIA: 25

CE: 75

Learning Objectives

- List the definitions of cargo and logistics and its evolutions
- Describe the cargo handling in the ports and airports
- Describe the functions of logistics management
- Describe provision and carriage of loading accessories.
- Discuss the challenges in logistics management

COURSE CONTENT

UNIT - I

Definition of Cargo and Logistics - History and Evolution – Objectives – Elements

UNIT - II

Ports - Handling of Cargo in Major and Minor – The cargo handling organisations in Ports - Types of Cargo in Shipping - Handling of Cargo in Airport – The cargo handling organisations in Airport - Types of Air Cargo - Cargo needing Special Attention

UNIT - III

Logistics Management - Definition - Role of Tourism Logistics management - Functions of Logistics Management

UNIT - IV

Concept of IATA cargo agent – Formation – IATA Recognition – Agents – Duties & Responsibilities – Payment Procedures

UNIT - V

Logistic management challenges - Customer Service - Transportation cost Control - Planning and Risk Management – supplier / partner relationship - Governmental and environmental regulations

LEARNING RESOURCES

Recommended Books

- Kotler, Philip. Kevin Lane Keller Marketing Management
- Tourism, Transport and Travel Management
- Airport Business - R. Boganis
- All you wanted to know about Airlines Functions K. Sikdar
- Gupta S. K., *International Air Fare and Ticketing*, UDH Publishers Delhi.

References

- Gene Kropf, Airline Procedures.
- Wilson & Bryon, Air Transportation.
- Philip Locklin D, Economics of Transportation.
- Indian Aircraft manual – DGCA Pub.
- Alexander T Wells, Air Transportation, Wadsworth Publishing Company, California, 1993

Web Resources

- <https://transportgeography.org/contents/applications/tourism-transport/>
- <https://www.mckinsey.com/industries/travel-logistics-and-infrastructure/our-insights>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	List the definitions of cargo and logistics and its evolutions	<i>Knowledge (Level K1)</i>
CO 2	Describe the cargo handling in the ports and airports	<i>Comprehension (Level K2)</i>
CO 3	Describe the functions of logistics management	<i>Comprehension (Level K2)</i>
CO 4	Describe provision and carriage of loading accessories.	<i>Knowledge (Level K1)</i>
CO 5	Explain the role of IATA	<i>Comprehension (Level K2)</i>
CO 6	Discuss the challenges in logistics management	<i>Comprehension (Level K2)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: IV

Course: Peasant and Labour Movements in India

Course Type: Core Course 11

Course Code: CC 11

Contact Hours: 6 hours / week

Credits: 5

CIA: 25

CE: 75

Learning Objectives

- Explain the impact of the agrarian change brought about by colonial government.
- Examine the nature of peasant struggles in India.
- Describe the rise of industries and the emergence of working class in India.
- Evaluate the contribution of trade unions towards the amelioration of the working class.
- Assess the significance of labour laws and various recommendations

COURSE CONTENT

UNIT - I

Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour - Bonded labour - Plantation labour

UNIT - II

Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Indigo Revolt – Phulaguri Dawa - Maratha Uprising – Champaran Satyagraha - Kisan Sabha Movement - Tebhaga Movement - Thanjavur.

UNIT - III

Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class

UNIT - IV

Trade Unionism & Labour Movement: Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism – Problems of organizing Union in India - Unorganized Sector

UNIT - V

Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout – Labour Strikes ILO's Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour - Modern Challenges.

LEARNING RESOURCES

Recommended Books

- Chandra, Bipan., *Colonialism and Nationalism in India*, New Delhi, 1979.
- Dange, S.A., *Origins of Trade Union Movement in India*, New Delhi, 1973.
- Desai, A.R., *Peasant struggles in India*, Oxford University Press, Bombay, 1986.
- Dhanagare, D.N., *Peasant Movements in India*, Oxford University Press, Delhi, 1983.
- Guha, Ranajit., *Aspects of Peasant Insurgency in Colonial India*, Oxford University Press, Delhi, 1983.
- Chakrabarthy, Dipesh., *Rethinking Working Class History*, Princeton University Press, 2002.
- Mathur, A.S. and Mathur, S.J., *Trade Union Movement in India*, Allahabad.

References

- Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". *Social Scientist* 117. (February, 1983): 43–54.
- Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946*, New Delhi, Sage Publications, 1995.
- Basu, Deepika., *The Working Class in Bengal: Formative Years*, Calcutta, 1993.
- Bose, Sugata. *Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947*. Cambridge University Press, Cambridge, 1986.
- Chandavarkar, Rajnarayana., *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940*, Delhi, 1989.
- Chattergi, Rakhahari., *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984
- Hardiman, David., *Peasant Resistance in India 1858 - 1914*, Oxford University Press, 1992.
- Stein, Burton., *Making of Agrarian Policy in British India 1770 -1900*, Oxford University Press, 1992

Web Source

- <https://www.historydiscussion.net>
- <https://www.jstor.org/peasantmovementinindia>
- <https://www.jstor.org/stable/27768140>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO1	Understand the impact of the agrarian changes brought about by colonial government.	<i>Comprehension (Level K2)</i>
CO2	Trace the nature of peasant struggles in India.	<i>Knowledge (Level K1)</i>
CO3	Detail the rise of industries and the emergence of working class in India.	<i>Comprehension (Level K2)</i>
CO4	Evaluate the contribution of trade unions towards the amelioration of the working	<i>Evaluation (Level K5)</i>
CO5	Assess the significance of labour laws and various recommendations	<i>Evaluation (Level K5)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3
S-Strong (3)			M-Medium (2)			L-Low (1)		

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6
S-Strong (3)		M-Medium (2)		L-Low (1)	

Programme: M.A.,

Subject: History

Semester: IV

Course: International Relations since 1945 CE

Course Type: Core Course 12

Course Code: CC 12

Contact Hours: 6 hours / week

Credits: 5

CIA: 25

CE: 75

Learning Objectives

- Explain the various theories and concepts of International Relations.
- Evaluate the impact of cold war.
- Assess the achievements of UNO and other regional organizations.
- Examine the role of international economic organisations
- Examine the key international issues with special reference to India's concerns

COURSE CONTENT

UNIT - I

Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats

UNIT - II

Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India's Role; Middle East: Arab Israeli Conflict – Oil Crisis

UNIT - III

United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC

UNIT - IV

Brettonwoods Institutions: World Bank and IMF –UNCTAD – North – South Dialogue – NIEO – GATT – WTO

UNIT - V

Nuclear Politics: IAEA – NPT – CTBT – Concepts – India's Nuclear Policy; International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India's Concerns; Environmental Concerns: Rio – Kyoto – Green Peace

LEARNING RESOURCES

Recommended Books

- Palmer and Perkins ., *International Relations: World Community in Transition*
- Hans J. Morgenthau., *Politics among Nations*
- Peter Calvocoressi., *World Politics since 1945*
- AsitSen ., *International Politics*
- Prakash Chandra., *International Relations: Foreign Policy of Major Powers and Regional Systems*

References

- Joseph Frankel : *International Relations in a Changing World*
- Michael Dockrill : *The Cold War: 1945-196*
- K.P. Misra & K.R. Narayanan, ed. : *Non-Alignment in Contemporary International Relations*
- Rasul B. Rais : *The Indian Ocean and the Superpowers*
- K.R. Singh : *The Indian Ocean: Big Power Presence and Local Response*

Web Source

- <https://www.britannica.com/topic/international-relations>
- <https://www.futurelearn.com/experttracks/global-studies-international-relations>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Explain the various theories and concepts of International Relations.	<i>Comprehension (Level K2)</i>
CO 2	Evaluate the impact of Cold war.	<i>Evaluation (Level K5)</i>
CO 3	Assess the achievements of UNO and other regional organizations.	<i>Evaluation (Level K5)</i>
CO 4	Examine the role of international economic organisations	<i>Analysis (Level K4)</i>
CO 5	Examine the key international issues with special reference to India's concerns	<i>Analysis (Level K4)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Semester: IV

Course: Project

Course Type: Project with Viva

Contact Hours: 10 hours / week

CIA: 25

Subject: History

Course Code: PT

Credits: 7

CE: 75

Project at P.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source- based study. It also facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

Each student has to do a project/ dissertation in the range of 9,000 – 10,000 words including references and excluding Bibliography.

Each student should work under a faculty allotted by the Department. After completion of the project there will be a Viva Voce Examination.

Programme: M.A.,

Subject: History

Semester: IV

Course: Women in India through the Ages

Course Type: Elective Course – VI (Optional – 1)

Course Code: EC 11

Contact Hours: 4 hours / week

Credits: 3

CIA: 25

CE: 75

Learning Objectives

- Explain the various perspectives on women's issues
- Appreciate the contribution of social reformers to women's cause
- Outline the constitutional safeguards for women
- Examine the position of women in society
- Examine the women welfare organisations and its schemes

COURSE CONTENT

UNIT - I

Perspectives on Women's Issues: Liberal – Radical – Socialist – Marxist – **Historical Aspects:** Women in Ancient India – Women in Medieval India – Women in Modern India – Role of women in India's Freedom Struggle.

UNIT - II

Social Reform Movements and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, JyotibaPhule and SavitribaiPhule, Pandita Rama Bai, Periyar E.V.Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – MoovalurRamamirtham Ammaiyar

UNIT - III

Constitution, Laws and the changing status of women: Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance, - Constitutional and Legal Safeguards for Women – Fundamental Rights, Directive Principles and Fundamental Duties – Laws related to Inheritance – Dowry Related Laws

UNIT - IV

Women's Welfare Organizations and Schemes: Women's Indian Association – National Commission for Women and State Commission for Women – Women Development Corporation – women welfare Schemes of the Government of India

UNIT - V

Women and Economy: Women and Economic Growth – Women in Unorganised Sector – Impact of Globalisation on Women's Employment – Women Entrepreneurs – Poverty and Developmental Issues: Self Help Groups

Women and Media: Women in Print - Visual and Social Media

LEARNING RESOURCES

Recommended Books

- Anil Kumar Jha., *"Gender Inequality and Women Empowerment"*, Axis Books, New Delhi, 2012.
- NandalSantosh., *"Women and Development"*, A Mittal Publications, New Delhi, 2012
- Rani Sandhya, *"Development of Women – Issues and Challenges"*, Discover Publishing House Pvt Ltd, New Delhi, 2012.

References

- Elson Diane, et al., *"Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development"*, UN Women, 2019
- Jenny Edwards., Andrea Cornwall, et al., *"Feminisms, Empowerment and Development: Changing Women's Lives"*, Kindle Edition, 2014.
- Priyanka Sharma Gurnani., *"Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India"* Educreation Publishing House, New Delhi, 2016.
- Rao, Pulla, *"Political Empowerment of Women in India – Challenges and Strategies"*, ABD Publishers, New Delhi, 2012.

Web sources

- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/>
- <https://www.sociologydiscussion.com>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Explain the various perspectives on women's issues	<i>Comprehension (Level K2)</i>
CO 2	Appreciate the contribution of social reformers to women's cause	<i>Analysis (Level K4)</i>
CO 3	Outline the constitutional safeguards for women	<i>Knowledge (Level K1)</i>
CO 4	Examine the position of women in society	<i>Analysis (Level K4)</i>
CO 5	Examine the women welfare Organisations and schemes	<i>Analysis (Level K4)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

Programme: M.A.,

Subject: History

Semester: IV

Course: Science and Technology in India since 1947 CE

Course Type: Elective Course – VI (Optional – 2)

Course Code: EC 12

Contact Hours: 4 hours / week

Credits: 3

CIA: 25

CE: 75

Learning Objectives

- Describe the evolution of India's Science & Technology Policy
- Evaluate the contribution of Green Revolution, White Revolution and Blue Revolution
- Examine the advancements in the field of atomic and space research
- Outline India's progress in the frontier areas of scientific research
- Examine the social and economic impact of scientific advancements.

COURSE CONTENT

UNIT I

Establishment of Science and Technology Ministry – Establishment of Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs – Evolution of Government of India's Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013.

UNIT II

Development of Agricultural Science – Green Revolution – M.S.Swaminathan – White Revolution – VergheseKurien – Blue Revolution

UNIT III

Atomic Energy and Nuclear Power Generation Programme – HomiBhabha – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India Space Research: ISRO – Development of INSAT system – Remote Sensing Applications– PSLV – Chandrayaan – Mangalyaan – Space Applications – DRDO – India's Missile Programmes – A.P.J. Abdul Kalam – India's Ballistic Missile Defence System

UNIT IV

Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council.

UNIT V

IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology, and Innovation eco-systems – Social and Economic Impact of Scientific advancements.

LEARNING RESOURCES

Recommended Books

- Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State. Hyderabad. Orient Longman Limited.
- Alam, Ghayur 1993. Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.
- Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. Ltd.
- Nayar, Baldev Raj 1983. India's Quest for Technological Independence: 2 Vols. New Delhi: Lancer Publications.
- Parthasarathi, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29.
- Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". Economic and Political Weekly, Vol. XXII, No.48, November 28.
- Raj, Gopal 2000. Reach for the STARS: The Evolution of India's Rocket Programme. New Delhi, Viking, Penguin Books India (P) Ltd.
India Year Book, Publications Division, Government of India

References

- Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.
- Parthasarathi, Ashok 1972. Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST), Government of India Special Assistant for S & T to Prime Minister, New Delhi, March.
- Phalkey, Jahnvi 2013. Atomic State: Big Science in Twentieth-Century India. Ranikhet: Permanent Black
- Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.
- Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi
- Sundram, C.V. et al (ed.). Atomic Energy in India: 50 Years. New Delhi: Dept. of Atomic Energy
- Tyabji, Nasir 2000. Industrialization and Innovation: The Indian Experience. New Delhi: Sage Publications.
- Udganokar, B.M. 1985. Science, Technology and Economic Development. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation.

Web source

- <https://dst.gov.in/>
- <https://www.india.gov.in/topics/science-technology>

Course Outcomes:*At the end of the course students will be able to:*

CO.No	CO Statement	Cognitive Level
CO 1	Describe the evolution of India's Science & Technology Policy	<i>Comprehension (Level K2)</i>
CO 2	Evaluate the contribution of Green,White,and Blue Revolutions	<i>Evaluation (Level K5)</i>
CO 3	Understand the advancements in the field of atomic and space research	<i>Comprehension (Level K2)</i>
CO 4	Outline India's progress in the frontier areas of scientific research	<i>Knowledge (Level K1)</i>
CO 5	Examine the social and economic impact of scientific advancements.	<i>Analysis (Level K4)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)**M-Medium (2)****L-Low (1)****CO Mapping with Programme Specific Outcomes**

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)**M-Medium (2)****L-Low (1)**

Programme: M.A.,

Subject: History

Semester: IV

Course: Research and Report Writing

Course Type: Skill Enhancement Course – III Professional Competency Skill

Course Code: PCS

Contact Hours: 4 hours / week

Credits: 2

CIA: 25

CE: 75

Learning Objectives

- Explain the importance of report Writing
- Point out the method of research writing
- Explain the methods of writing research proposals
- Point out the importance of ethics in research
- Highlight the best practices

COURSE CONTENT

UNIT - I

Introduction: Significance of Report Writing in academics and research - Requirement of report writing - research goals. Various kinds of Reports and its presentations - Characteristics of Academic and Research Reports / Presentations.

UNIT - II

Research Writing

Types of Research Papers, Structure of research papers - Research Paper Formats - Abstract writing – Methodology - Results and discussions - Uses of plagiarism detection tools.

UNIT - III

Report Writing

Writings project proposals - Lecture notes - Progress reports - Utilization reports - Scientific Reports – Analyse One Government report from the Library

Unit - IV

Ethics and research – Fabrication – Plagiarism - Misrepresentation

UNIT - V

Best practices - formulating the focus of the research - possess and develop cultural knowledge - importance of socially beneficial research

LEARNING RESOURCES

Recommended Books

- A Step-by-Step Guide to Writing Academic Papers by Anne Whitaker September 2009
- On Writing a Thesis by C P Ravikumar, IETE Journal of Education, 2000
- Microsoft Office 2016, by Joan Lambert and Curtis Frye, Microsoft Press, Washington 98052-6399
- LATEX for Beginners, Edition 5, March 2014 Document Reference: 3722-2014
- Essential LATEX ++, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Web sources

- <http://www.library.cornell.edu/resrch/citmanage/mla>
- <https://files.eric.ed.gov/fulltext/EJ1196755.pdf>
- <http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf>

Course Outcomes:

At the end of the course students will be able to:

CO.No	CO Statement	Cognitive Level
CO 1	Explain the importance of report Writing	<i>Comprehension (Level K2)</i>
CO 2	Examine the method of research writing	<i>Analysis (Level K4)</i>
CO 3	Explain the methods of writing research proposals	<i>Comprehension (Level K2)</i>
CO 4	Assess the importance of ethics in research	<i>Analysis (Level K4)</i>
CO 5	Highlight the best practices	<i>Analysis (Level K4)</i>

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

M.A HISTORY
QUESTION PAPER PATTERN

SUMMATIVE EXAMINATION

Maximum : 75 Marks

Duration : 3 Hours

Section – A (5X7=35) Either (or)

Five questions are to be given, with alternate choice. Each question carries Seven marks.

Section – B(4X10=40) Either (or)

Four questions are to be given, with alternate choice. Each question carries Ten marks.

INTERNAL MARKS

Test	- 15
Assignment	- 5
Seminar	- 5
Total	- 25

M.A. HISTORY
INTERNAL QUESTION PATTERN

Maximum : 30 Marks

Duration : 2 Hour

Section – A (4X 2 ½ = 10) Open Choice

Five questions are to be given. Four questions are to be answered . Each question carries 2½ marks.

Section – B (2X10=20) Either (or)

Two questions are to be given, with alternate choice. Each questions carries Ten mark

QUESTION PAPER PATTERN
FOR SUMMATIVE EXAMINATION
SEC PAPERS (NME I & NME II)

Maximum: 75 Marks

Duration: 3 Hour

Section – A **(5X3= 15) Open Choice**

Seven questions are to be given. Five questions are to be answered. Each question carries
Three marks.

Section – B **(5X6= 30) Open Choice**

Seven questions are to be given. Five questions are to be answered. Each question carries
Six marks.

Section – C **(3X10=30) Open Choice**

Five questions are to be given. Three questions are to be answered. Each question carries
Ten marks.

QUESTION PAPER PATTERN

FOR INTERNAL EXAMINATION

SEC PAPERS (NME I & NME II)

Duration: 2 Hour

Total Marks – 30

Section – A (2X3= 6) **Open Choice**

Three questions are to be given. Two questions are to be answered. Each question carries
Three marks.

Section – B (2X5= 10) **Open Choice**

Three questions are to be given. Two questions are to be answered. Each question carries Five marks.

Section – B **(2X7=14)** **Open Choice**

Three questions are to be given. Two questions are to be answered. Each question carries Seven marks.

