

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)

PG AND RESEARCH DEPARTMENT OF HISTORY

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

UNDER CHOICE BASED CREDIT SYSTEM

2023 – 2024 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

Credit Distribution for PG Programme

Semester-I	C	H	Semester-II	C	H	Semester-III	C	H	Semester-IV	C	H
1.2. Core-I History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)	5	7	2.1. Core-IV History of Medieval India - 1206 - 1707 CE	5	6	3.1. Core-VII Colonialism and Nationalism in India	5	6	4.1. Core-XI Peasant and Labour Movements in India	5	6
1.2 Core-II Socio Cultural History of Tamil Nadu up to 1565 CE	5	7	2.2 Core-V Socio Cultural History of Tamil Nadu - 1565 - 1956 CE	5	6	3.2 Core-VII Intellectual History of India	5	6	4.2 Core-XII International Relations since 1945 CE	5	6
1.3 Core – III History of World Civilizations (Excluding India)	4	6	2.3 Core – VI Historiography and Historical Methods	4	6	3.3 Core – IX Economic History of India since 1857 CE	5	6	4.3 Project with Viva Voce	7	10
1.4 Elective – I 1.Indian Art and Architecture 2.Freedom Struggle in Tamil Nadu	3	5	2.4 Elective – III 1.History of Journalism 2.International Migrations and Diasporic Studies	3	4	3.4. Core-X Contemporary India	4	6	4.4 Elective – VI 1.Women in India through the Ages 2. Science and Technology in India since	3	4
1.5 Elective -II 1.Administrative History of Tamil Nadu 2.Cultural Heritage of India	3	5	2.5 Elective -IV 1.Indian Constitution 2.Environmental History of India	3	4	3.4 Elective – V 1.Principles and Techniques of Archaeology 2. Studies in Human Rights	3	3	4.5 Skill Enhancement Course - Professional Competency Skill Research and Report Writing	2	4
			2.6 Skill Enhancement Course I (NME) Introduction to Epigraphy	2	4	3.6 Skill Enhancement Course II (NM E) Cargo and Logistics	2	3	4.6 Extension Activity	1	
						3.7 Internship/ Industrial	2				

						Activity					
	20	30		22	30		26	30		23	30
Total Credit Points – 91 Hours – 120											

Component wise Credit Distribution

Credits	Sem I	Sem II	Sem III	Sem IV	Total
PartA	14	14	19	17	64
Part B					
(i)Discipline– Centric/GenericSkill	6	6	3	3	18
(ii)SoftSkill		2	2	2	8
(iii)SummerInternship/Industrial Training			2		
PartC				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 Marks

METHODS OF ASSESSMENT	
Remembering (K1)	<ul style="list-style-type: none"> • The lowest level of questions require students to recall information from the course content. • Knowledge questions usually require students to identify information in the textbook.
Understanding (K2)	<ul style="list-style-type: none"> • Understanding of facts and ideas by comprehending, organizing, comparing, translating, interpolating and interpreting in their own words. • The questions go beyond simple recall and require students to combine data together.
Application (K3)	<ul style="list-style-type: none"> • Students have to solve problems by using / applying a concept learned in the classroom. • Students must use their knowledge to determine an exact response.
Analyze (K4)	<ul style="list-style-type: none"> • Analyzing the question is one that asks the students to break down something into its component parts. • Analyzing requires students to identify reasons, causes or motives and reach conclusions or generalizations.
Evaluate (K5)	<ul style="list-style-type: none"> • Evaluation requires an individual to make a judgment on something. • Questions are asked to judge the value of an idea, a character, a work of art, or a solution to a problem. • Students are engaged in decision – making and problem – solving. • Evaluation questions do not have single right answers.
Create (K6)	<ul style="list-style-type: none"> • The questions of this category challenge students to get engaged in creative and original thinking. • Developing original ideas and problem solving skills

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						

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
- Chakravarthy, 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 Cholarulers'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 Korravai – 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 SaivaSiddhantha Works Publishing Society, Tinnevely, 1956.
- Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008
- Sastri, K.A.Nilakanta, *The Colas*, 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*, OrientBlackSwan; Reprinted edition (1989)

References

- Banerjee.J.N., *Development of Hindu Iconography*, MunshiramManoharlal; 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*, StosiusInc/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.Annadurai - 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. ManuNeethiThittam - 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.,
Semester: I
Course: Cultural Heritage of India
Course Type: Elective Course 4
Contact Hours: 5 hours / week
CIA: 25

Subject: History

Course Code: EC 4
Credits: 3
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 - Suhl-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, Nurul S., *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 Alauddin Khalji 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*, Poompozhi Pub., Chennai, 1997.
- RajayyanDr.K : *History of Tamil Nadu (1565 – 1982)*
- Sathianathair.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, IbnKhalidun, 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 - Kalaigarnar

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.,

Subject: History

Semester: II

Course: International Migrations and Diasporic Studies

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

Course Code: EC 6

Contact Hours: 4 hours / week

Credits: 3

CIA: 25

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 BrijMaharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.
- Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.
- EleonoreKofman, Annie Phizacklea, ParvatiRaghuram, 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, BrijV., 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 theIndian Diaspora*. London: Routledge.
- Raghuram, Parvati, Ajaya Kumar Sahoo, BrijMaharaj 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*. NewYork: 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. [Chapter1,3,5]
- 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., MunshiramManoharlal 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.Brodovov : *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: DadabhaiNaoroji – AmartyaSen - 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' Byrne, 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.
- Chakrabarty, 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.	Comprehension (Level K2)
CO2	Trace the nature of peasant struggles in India.	Knowledge (Level K1)
CO3	Detail the rise of industries and the emergence of working class in India.	Comprehension (Level K2)
CO4	Evaluate the contribution of trade unions towards the amelioration of the working	Evaluation (Level K5)
CO5	Assess the significance of labour laws and various recommendations	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: 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.,

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.
- Parthasarath, 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, Jahnavi 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.,

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: 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)