

**ANNAMALAI UNIVERSITY
DEPARTMENT OF HISTORY**

**M.A.,
HISTORY
(TWO YEAR PROGRAMME)**

Regulations, Curricula and Syllabi-2023

July-2023


ANNAMALAI UNIVERSITY

**FACULTY OF ARTS
DEPARTMENT OF HISTORY
M.A. HISTORY (TWO YEAR PROGRAMME)
Programme Code: AHIS 21**

These rules and regulations shall govern the two year post graduate studies leading to the award of degree of **M.A. HISTORY** in the Faculty of Arts. These academic Regulations shall be called “**Annamalai University, Faculty of Arts, Two Year M.A HISTORY Regulations 2023**”. This shall come into force with effect from the academic year 2023-2024.

1. Definitions and Nomenclature

- 1.1 **University** refers to Annamalai University.
- 1.2 **Department** means any of the academic departments and academic centers at the University.
- 1.3 **Discipline** refers to the specialization or branch of knowledge taught and research in higher education. For example, Botany is a discipline in Natural Sciences, while History is a discipline in Social Sciences.
- 1.4 **Programme** encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.
- 1.5 **Course** is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.
- 1.6 **Curriculum** encompasses the totality of student experiences that occur during the educational process.
- 1.7 **Syllabus** is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.
- 1.8 **Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.
- 1.9 **Semester** is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.
- 1.10 **Choice Based Credit System:** A mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.
- 1.11 **Core Course** is mandatory and an essential requirement to qualify for the Degree.
- 1.12 **Elective Course** is a course that a student can choose from a range of alternatives.
- 1.13 **Skill Enhancement Course** A Course designed to provide value based or skill based knowledge and should contain both theory and lab / Hands – on / training / field work
- 1.14 **Professional Competency Course** are knowledge, skills, and abilities that will equip you for success in the work place and lifelong career management
- 1.15 **Ability Enhancement Compulsory Course** designed to help students to enhance their skills in communication, Language and personality development
- 1.16 **Internship** is a professional learning experience that offers meaningful, practical work related to a student’s field of study or career interest
- 1.17 **Extension Activity** is an aspect of education which emphasizes community services
- 1.18 **Credit** refers to the quantum of course work in terms of number of class hours in a semester

- required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.
- 1.19 **Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.
 - 1.20 **Programme Outcomes (POs)** are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.
 - 1.21 **Programme Specific Outcomes (PSOs)** are statements that list what the graduate of a specific programme should be able to do at the end of the programme.
 - 1.22 **Learning Objectives** also known as are statements that define the expected goal of a course in **Course Objectives** terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
 - 1.23 **Course Outcomes (COs)** are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.
 - 1.24 **Grade Point Average (GPA)** is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in section 11.3
 - 1.25 **Cumulative Grade Point Average (CGPA)** is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.
 - 1.26 **Letter Grade** is an index of the performance of a student in a particular course. Grades are denoted by the letters S, A, B, C, D, E, RA, and W.
 2. **Programme Offered and Eligibility Criteria:** The Department of History offers a Two Year M.A. History Programme A Pass in Bachelor's Degree (10+2+3 pattern) in any subject including the Professional courses of this University or an examination of any other University accepted by the Syndicate as equivalent thereto.
 3. **Reservation Policy:** Admission to the various programmes will be strictly based on the reservation policy of the Government of Tamil Nadu.
 4. **Programme Duration**
 - 4.1 The Two Year Master's Programme consists of two academic years.
 - 4.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.
 - 4.3 Each semester will have 90 working days (18 weeks).
 5. **Programme Structure**
 - 5.1 The Two Year Master's Programme consists of Core Courses, Elective Courses (Departmental & Interdepartmental), Skill Enhancement Course, Professional Competency Course, Ability Enhancement Compulsory Course, Internship, Extension Activity and Dissertation.
 - 5.2 **Core courses**
 - 5.2.1 These are a set of compulsory courses essential for each programme.
 - 5.2.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.
 - 5.3 **Elective courses**
 - 5.3.1 Departmental Electives (DEs) are the Electives that students can choose from a range of Electives offered within the Department.
 - 5.3.2 Interdepartmental Electives (IDEs) are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.
 - 5.3.3 Students shall take a combination of both DEs and IDEs.

5.4 **Experiential Learning**

5.4.1 Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.

5.4.2 In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

5.4.3 Experiential learning is categorized as Core.

5.5 **Dissertation**

5.5.1 Each student shall undertake a Dissertation work (Project) in the final semester.

5.5.2 The Head of the Department shall assign a Research Supervisor to the student.

5.5.3 The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.

5.5.4 Students who wish to undertake project work in recognized institutions/industry shall obtain prior permission from the University. The Research Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

5.6 **Online Courses**

5.6.1 The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.

5.6.2 Students who successfully complete a course in the MOOCs platform shall be exempted from one elective course of the programme.

5.7 **Credit Distribution:** The credit distribution is organized as follows:

	Credits
Core Courses	57
Elective Courses	18
Skill Enhancement Courses	06
Dissertation (Project & Viva)	07
Internship/ Industrial Activity	02
Extension Activity	01
Total	91

5.9 **Credit Assignment**

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as 1 / more hour of lecture time in class per week

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

1 Practical/Dissertation (Project) period of two hours (depending on the discipline) per week over a semester.

6 **Attendance**

6.1 Each faculty handling a course shall be responsible for the maintenance of Attendance and Assessment Record for candidates who have registered for the course.

6.2 The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition the Record shall also contain the organization of lesson plan of the Course Instructor.

6.3 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.

6.4 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.

6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.

6.6 Each student shall have a minimum of 75% attendance in all the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.

6.7 relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC/NSS/YRC/RRC.

7 **Mentor-Mentee System**

7.1 To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.

7.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.

7.3 The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extracurricular activities.

8 **Examinations**

8.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).

8.2 There will be two CIA Tests and one ESE in each semester.

8.3 The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.

8.4 **Continuous Internal Assessment Tests**

8.4.1 The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable to the course. This requires an element of openness.

8.4.2 The students are to be informed in advance about the assessment procedures.

8.4.3 The pattern of question paper will be decided by the respective faculty.

8.4.4 CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.

8.4.5 CIA Tests will be for two to three hours duration depending on the quantum of syllabus.

8.4.6 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

8.5 **End Semester Examinations (ESE)**

8.5.1 The ESE for the first/third semester will be conducted in November and for the second/fourth semester in May.

8.6 A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.

9 The ESE will be of three hours duration and will cover the entire syllabus of the Course

10 **Evaluation**

10.1 **Marks Distribution**

10.1.1 Each course, both Theory and Practical as well as Dissertation (Project)/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

10.1.2 For the theory courses, CIA Tests will carry 25% and the ESE 75% of the marks.

10.1.3 For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

10.2 Assessment of CIA Tests

10.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

10.2.2 For the Theory Courses, the break-up of marks shall be as follows:

	Marks
Test-I & Test-II	15
Seminar	5
Assignment	5
Total	25

10.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test-I	15
Test-II	15
Viva-voce and Record	10
Total	40

10.3 Assessment of End-Semester Examinations

10.3.1 Evaluation for the ESE is done by both External and Internal examiners (Double Evaluation).

10.3.2 In case of a discrepancy of more than 10% between the two examiners in awarding marks, third evaluation will be resorted to.

10.4 Assessment of Project/Dissertation

10.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

10.4.2 The Dissertation (Project) Work/shall carry a maximum of 100 marks.

10.4.3 CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance etc.

10.4.4 The Dissertation (Project) Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

10.4.5 The Project Evaluation Committee will comprise the Head of the Department, Project Supervisor, and a senior faculty.

10.4.6 **The marks shall be distributed as follows:**

Continuous Internal Assessment (25 Marks)		End Semester Examination (75 Marks)	
Review-I 10	Review-II: 15	Project / Dissertation Evaluation	Viva-voce
		50	25

10.5 Assessment of Value-added Courses

10.5.1 Assessment of VACs shall be internal.

10.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

10.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

10.5.4 The grades obtained in VACs will not be included for calculating the GPA.

10.6 Passing Minimum

10.6.1 A student is declared to have passed in each course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

10.6.2 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

10.6.3 Conferment of the Master's Degree

A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master's Programme.

11. Marks and Grading

- 11.1 The performance of students in each course is evaluated in terms Grade Point (GP).
- 11.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.
- 11.3 **The GPA** is calculated by the formula

$$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where, C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

- 11.4 **CGPA** is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$CGPA = \frac{\sum_{i=1}^m \sum_{i=1}^n C_i G_i}{\sum_{i=1}^m \sum_{i=1}^n C_i}$$

Where, C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

m is the number of semesters.

- 11.5 **Evaluation of the performance of the student will be rated as shown in the Table.**

Range of Marks	Grade Points	Letter Grade
90 and above	10	S
80-89	9	A
70-79	8	B
60-69	7	C
55-59	6	D
50-54	5	E
Less than 50	0	RA
Withdrawn from the examination	0	W

- 11.6 **Classification of Results.** The successful candidates are classified as follows:
- 11.6.1 **For First Class with Distinction: Candidates** who have passed all the courses prescribed in the Programme in the first attempt with a CGPA of 8.25 and above within the programme duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (See Section 12 for details).
- 11.6.2 **For First Class:** Candidates who have passed all the courses with a CGPA of 6.5 and above.
- 11.6.3 **For Second Class:** Candidates who have passed all the courses with a CGPA between 5.0 and less than 6.5.
- 11.6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.
- 11.7 **Course-Wise Letter Grades**

- 11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.
- 11.7.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.
- 11.7.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.
- 11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.
- 11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.
12. **Provision for Withdrawal from the End Semester Examination**
- 12.1 The letter grade W indicates that a candidate has withdrawn from the examination.
- 12.2 A candidate is permitted to withdraw from appearing in the ESE for one course or courses in ANY ONE of the semesters ONLY for exigencies deemed valid by the University authorities.
- 12.3 Permission for withdrawal from the examination shall be granted only once during the entire duration of the programme.
- 12.4 Application for withdrawal shall be considered only if the student has registered for the course(s), and fulfilled the requirements for attendance and CIA tests.
- 12.5 The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.
- 12.6 Withdrawal is not granted for arrear examinations of courses in previous semesters and for the final semester examinations.
- 12.7 Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.
- 12.8 Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the candidate to qualify for First Class with Distinction.
13. **Academic misconduct:** Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students' work, removing/defacing library or computer resources, stealing other students' notes/assignments, and electronically interfering with other students'/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitised on issues of academic integrity and ethics.
14. **Transitory Regulations:** Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted for two consecutive years after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that, the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.
15. Notwithstanding anything contained in the above pages as Rules and Regulations governing the Two Year Master's Programmes at Annamalai University, the Syndicate is vested with the powers to revise them from time to time on the recommendations of the Academic Council.

**M.A., HISTORY-TWO YEAR
PROGRAMME STRUCTURE
With Effect From 2023-2024**

S.No	Course Code	Course Titles	Credit	Hours	Marks	
					CIA	ESE
Semester-I						
1.1	23HISC101	Core 1:History of Ancient and Early Medieval India - Prehistory to 1206 CE	5	7	25	75
1.2	23HISC102	Core 2:Socio- Cultural History of Tamil Nadu upto 1565 CE	5	7	25	75
1.3	23HISC103	Core 3:History of World Civilizations (Excluding India)	4	6	25	75
1.4	23HISE104 23HISE105	Department Elective-1 Freedom Struggle in Tamil Nadu (or) Indian Art and Architecture	3	5	25	75
1.5	23HISAX01 23HISAX02	Inter Department Elective-1 Administrative History of Tamil Nadu (or) Cultural Heritage of India	3	5	25	75
Total			20	30	125	375
Semester-II						
2.1	23HISC201	Core 4:History of Medieval India - 1206 - 1707 CE	5	6	25	75
2.2	23HISC202	Core 5: Socio -Cultural History of Tamil Nadu 1565 - 2000 CE	5	6	25	75
2.3	23HISC203	Core 6:Historiography and Historical Methods	4	6	25	75
2.4	23HISE204 23HISE205	Department Elective-2 History of Journalism (or) International Migrations and Diasporic Studies	3	4	25	75
2.5	23HISAX03 23HISAX04	Inter Department Elective-2 Indian Constitution (or) Environmental History of India	3	4	25	75
2.6	23TSSC200	SEC 1:Academic Writing Skill	2	4	25	75
Total			22	30	150	450
Semester-III						
3.1	23HISC301	Core 7:Colonialism and Nationalism in India	5	6	25	75
3.2	23HISC302	Core 8:Intellectual History of India	5	6	25	75
3.3	23HISC303	Core 9:Economic History of India Since 1857 CE	5	6	25	75
3.4	23HISC304	Core 10:Contemporary India	4	6	25	75
3.5	23HISE305 23HISE306	Department Elective-3 Principles and Techniques of Archaeology (or) Studies in Human Rights	3	3	25	75
3.6	23HSEC300	SEC 2:Archives Keeping	2	3	25	75
3.7	23HISI307	Internship	2	-	25	75
Total			26	30	175	525
Semester-IV						
4.1	23HISC401	Core 11:Peasant and Labour Movements in India	5	6	25	75
4.2	23HISC402	Core 12:International Relations since 1945 CE	5	6	25	75
4.3	23HISP403	Project with Viva Voce	7	10	25	75
4.4	23HISE404	Department Elective-4 Tourism in Tamil Nadu	3	4	25	75
4.5	23HSEC400	SEC 3 :Museology	2	4	25	75
4.6	23HISX405	Extension Activity	1		25	75
Total			23	30	150	450
Grand Total			91	120	600	1800

Semester I Core 1

Course Title	History of Ancient and Early Medieval India - Prehistory to 1206 CE						
Course Type	Core Course 1	Course Code	23HISC101				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			7	0	0	0	7

Learning Objectives

By introducing the course, it is intended to:

LO 1-Explain the sources and the features of Pre and Proto history at the national and regional level

LO 2-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

LO 3-The chief features of the Age of Guptas and its legacy

LO 4-Knowledge of the history of the Peninsular India under various dynasties

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 Arthasastra – 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 Mahmud of Ghazni and Muhammad Ghori, and their impact

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

Recommended Books

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)

References

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:

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

Course Outcomes:

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

CO 1 - Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization

CO 2 - Know the various theories of origin of Aryans, and their socio-economic life

CO 3 –Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions

CO 4 - Give a detailed account of the Age of Guptas and Harsha's administration

CO 5 – explain the history of Peninsular India under various dynasties

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)

Semester I Core 2

Course Title	Socio- Cultural History of Tamil Nadu upto1565 CE						
Course Type	Core Course 2	Course Code	23HISC102				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			7	0	0	0	7

Learning Objectives

By introducing the course, it is intended to:

- LO 1-** Present the early history of Tamil Nadu
- LO 2-** Detail the history of Pallavas and their contribution
- LO 3-** Highlight the impact of the Chola rulers's administration
- LO 4-** Give an account of the history of Pandyas of Madurai
- LO 5-** Explain the society and culture under Madurai Sultanate and Vijayanagara rulers

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 theState – 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: Accounts of Marco Polo and Wassaf – Saivism and Vaishnavism – Art and Architecture: Pillaiyar Patti – Kazhugu Malai – Society: Valangai and Idangai – Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism.

UNIT V

Later Pandyas: – Thekasi Temple – Royal Patronage of Literature, Art and Architecture – Religious and Social Life – Position of Women

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

Recommended Books

Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014

Subramanian, N., *Social and Cultural History of Tamilnadu (upto 1336 A.D.)*, 2011

Sastri, K.A.Nilakanta, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, OUP, Chennai, 1997

References

Kanakasabhai,V., *The Tamils Eighteen Hundred Years Ago*, The South India Saiva Siddhantha Works Publishing Society, Tinnevely, 1956.

Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008

Sastri, K.A.Nilakanta, *The Colas*, University of Madras, Madras, 1955

Web sources

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

Course Outcomes

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

CO 1 - Detail the early history of Tamil Nadu

CO 2 - Give an account of the history of Pallavas and their contribution

CO 3 - Highlight the impact of the Chola rulers's administration

CO 4 - Present an account of the history of Pandyas of Madurai

CO 5 - Explain the society and culture under Madurai Sultanate and Vijayanagara

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

1. S-Strong(3)

M-Medium (2)

L-Low (1)

Semester I Core 3

Course Title	History of World Civilizations (Excluding India)						
Course Type	Core Course 3	Course Code	23HISC103				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			6	0	0	0	6

Learning Objectives

By introducing the course, it is intended to:

LO 1- Explain the concepts of civilization and culture and brief history of pre- historic period

LO 2- Present different features of various ancient civilizations

LO 3- Explain the main West Asian civilizations

LO 4- Compare the features of Chinese and Japanese civilizations

LO 5- Study and compare Greek and Roman Civilizations

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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

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

References

- 1 Judd, G.P, *History of Civilization, Macmillan, New York, 1966.*
- 2 Rebello , *World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.*
- 3 Scarre C. and Brian Fagan, *Ancient Civilizations, New Jersey: Pearson, 2008.*
- 4 Finley M.I, *Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.*
- 5 Brunt P.A. , *Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971*
- 6 Joshel P, *Slavery in the Roman World. Cambridge, Cambridge University Press, 2010*

Web sources

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://www.ancienthistorylists.com>

Course Outcomes

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

CO 1- Compare the concepts of civilization and culture and brief history of pre- historic period

CO 2- Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations

CO 3- Study about origin and growth of river valley civilizations

CO 4- Describe the features of Chinese and Japanese civilizations

CO 5- Explain the contributions of Greek and Roman civilizations

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)

Semester I

Course Title	Freedom Struggle in Tamil Nadu						
Course Type	Elective Course 1.4.1	Course Code	23HISE104				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			5	0	0	0	5

Learning Objectives

By introducing the course, it is intended to:

LO 1- To present the early resistance to colonial rule

LO 2- To detail the factors for the emergence of national consciousness and the role of socio-political organisations

LO 3- To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press

LO 4- To detail the activities of moderate and revolutionary leaders and the impact of Gandhi

LO 5- To point out the role of Tamil Nadu in the latter phase of the freedom struggle

UNIT I

Poligar Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – 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- - Vijaya-Chakravardhini- Bala Bharatham- Nava Sakthi- Swantira Sangu-

UNIT IV

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.Subramiayalier-V.O. Chidamabaram – Subramania Bharathi – Kadalur Anjaliammal-Soundaram Ammayar.

Revolutionary Movement in Tamil Nadu – Vanchinathan – Tirupur Kumaran - Subramania Siva- Neelakanta Brahmachari

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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

Learning Resources

Recommended Books

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*

References

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:

1.https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf

2.<https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

Course Outcomes:

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

CO 1 –Appreciate the contribution of early resistance against British rule in Tamil Nadu.

CO 2 –Describe the role of organizations in increasing nationalist consciousness

CO 3 –Assess the role of press in Tamil Nadu towards the nationalist cause.

CO 4 –Evaluate the contribution of various leaders to India's freedom struggle.

CO 5- Understand the role of Tamil Nadu in the final phase of the freedom struggle

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)

Semester I

Course Title	Indian Art and Architecture						
Course Type	Elective Course 1.4.2	Course Code	23HISE105				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			5	0	0	0	5

Learning Objectives

By introducing the course, it is intended to:

LO 1- Detail the art and architectural forms during the Harappan and Mauryan periods

LO 2- Explain the impact of Buddhism on art forms

LO 3- Discuss the evolution of art and architecture under Pallavas and the Cholas

LO 4- Highlight the features of Islamic architecture particularly under Mughlas

LO 5- To point out the salient features of colonial architecture

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 - Qutub Minar - Mughal Art and Architecture: Humayun's Tomb - Fatehpur Sikri, -Red Fort- Taj Mahal - 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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

Learning Resources

Recommended Books

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 Indian National Book Trust, 2002*

Gupta.R.S., *Iconography of the Buddhist, Hindu and Jain, Stosius Inc/Advent Books Division; Subsequent edition,1980*

Sivaramamurthy.C. , *South Indian Bronzes, Lalit Kala Akademi, 1981*

Srinivasan.K.R., *Temples of South India,National Book Trust; Fourth edition,2010*

Web sources:

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

Course Outcomes:

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

CO 1 Explain the various forms of Indus and Mauryan Art.

CO 2 Compare and contrast the Gandhara and Mathura Schools of Art.

CO 3 Examine the similarities and differences between temple architectural styles.

CO 4 Discuss the relation between the five pillars of Islam and Islamic architecture.

CO 5 Appreciate the features of colonial architecture

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)

Semester I

Course Title	Administrative History of Tamil Nadu						
Course Type	Elective Course 1.5.1	Course Code	23HISAX01				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			5	0	0	0	5

Learning objectives:

By introducing the course, it is intended to:

LO 1- To examine the administration of Justice party

LO 2- To highlight the achievements of Congress rule

LO 3- To explain the major achievements of governments after 1967

LO 4- To highlight the cumulative impact since independence

Unit I

Justice Party- A.Subbarayulu Reddiyar- 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 II

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 -Kalaingar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission-implementation of reservation policy - Salem Steel plant. Manu NeethiThittam- Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections-30percent 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- Amma Unavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting

Unit V

Policies and programmes– economic- social and demographic impact

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

Venkatesan.G.*TharkalaThamizhagaVaralaru*(Tamil)

Rajmohan Gandhi., *Rajaji:A Life*

Narasimhan.V.K., *Kamaraj A Study*

Sandhya Ravishankar.,*Karunanidhi: A Life in Politics*

References

Rajaram .P *The justice Party:A Historical Perspective,1916-1937*

Subramanian.N *History of Tamilnadu Vol.2*

Web Source

1.www.jetir.org

2.<https://www.inc.in>

3.<https://dmk.in>

Course outcomes:

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

CO 1-Appreciate the administration of Justice Party.

CO 2-Evaluate the Congress Administration.

CO 3-Understanding of Administration after 1967.

CO 4-Assess the impact of various administrations.

CO 5-Compare and contrast between various government policies

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)

Semester I

Course Title	Cultural Heritage of India						
Course Type	Elective Course 1.5.2	Course Code	23HISAX02				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			5	0	0	0	5

Learning Objectives:

By introducing the course, it is intended to:

LO 1- Explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages

LO 2- Highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism

LO 3- Throw light on the importance of Royalty and its patronage on cultural transformation

LO 4- Analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture

LO 5- Critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

- 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*

References

- 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:

1. <https://indiaculture.gov.in>
2. <https://www.india.gov.in>
3. <http://www.intach.org>
4. <https://www.exoticindiaart.com>

Course Outcomes:

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

- CO 1** -Explain the concepts and the dynamism involved in the Evolution of culture
CO 2 -Describe critical role of religions in the growth of Art and architectural forms
CO 3 -Examine the importance of Royal patronage for the progress of various art forms
CO 4 -Appreciate the advent of new art forms
CO 5 -Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms

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)

Semester II Core 4

Course Title	History of Medieval India - 1206 - 1707 CE						
Course Type	Core Course 4	Course Code	23HISC201				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			6	0	0	0	6

Learning Objectives

By introducing the course, it is intended to:

LO 1- Examine the establishment of centralized monarchy

LO 2- Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq

LO 3- Analyse the Mughal religious and Deccan policy.

LO 4- Outline the advancements in art and architecture

LO 5- Explain the economic and socio-cultural life in medieval India

UNIT I

Establishment of the Delhi Sultanate: Qutbuddin Aibak and Iltutmish — *Iqta* System - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban- *Chihalgani*- 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– Nur Jahan 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.

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

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, Tapanand Irfan Habib, ed., *The Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750*, Cambridge University Press, London, 1982.

References

Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007

Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005

Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016

Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967

Hasan, NurulS., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008

Nigam, S.B.P., *Nobility under the Sultans of Delhi*, MunshiramManoharlal, 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:

1. <https://core.ac.uk.in>

2. <https://studoc.com>

3. <https://indiaolddays.com>

Course Outcomes:

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

CO 1 – Understood the establishment of centralized monarchy

CO 2 – Evaluated the contributions of Alauddin Khalji and Muhammad bin Tughlaq

CO 3 – Analysed the religious and Deccan policy of Mughals .

CO 4 – Understood the advancements in art and architecture

CO 5 – Understood the details of the facets of economic and socio-cultural life in Medieval India

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)

Semester II Core 5

Course Title	Socio-Cultural History of Tamil Nadu - 1565 – 2000 C.E.						
Course Type	Core Course 5	Course Code	23HISC202				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			6	0	0	0	6

Learning Objectives:

By introducing the course, it is intended to:

LO 1-Narrate the social condition during the Nayak period

LO 2-Describe the contributions of Marathas to the culture of the Tamil region

LO 3-Analyse the Contribution of Sethupathis of Ramnad to Tamil society.

LO 4-Appreciate the Growth of Western Education

LO 5-Examine the contribution of Dravidian movement to social transformation

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

Tamil Nadu 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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

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*, Poompozhil 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)

Krishnaswamy Dr.A. : *The Tamil country under Vijayanagar*

Rajaraman, P., *Chennai through the Ages*, Poompozhil Pub., Chennai, 1997.

RajayyanDr.K : *History of Tamil Nadu (1565 – 1982)*

Sathianatheir. R. : *History of Nayaks of Madurai*

Subramanian N : *History of Tamil Nadu Vol.II*

Varghese Jeyaraj S : *Socio Economic History of Tamil Nadu*

Web Sources:

1. https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt
2. <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 1** – Understood the social condition during the Nayak period
CO 2 – Understood the contributions of Marathas to the culture of the Tamil region
CO 3 – Understood the Contribution of Sethupathis of Ramnad to Tamil society.
CO 4 – Appreciated the Growth of Western Education
CO 5 – Understood and assessed the contribution of Dravidian movement to social transformation

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)

Semester II Core 6

Course Title	Historiography and Historical Methods						
Course Type	Core Course 6	Course Code	23HISC203				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			6	0	0	0	6

Learning Objectives:

By introducing the course, it is intended to:

LO 1-To explain the concepts related to history and its relationship with other disciplines.

LO 2-To discuss various philosophies and interpretations of history

LO 3-To explain the processes and procedures involved in the conduct of historical research

LO 4-To examine the evolution of historical writing in the West

LO 5-To examine the contribution of various historians to the development of Indian historiography

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, Ibn Khaldun, 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, Romila Thapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

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:

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

Course Outcome

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

CO 1 - Explained the meaning and scope of history

CO 2 – Understood the various theories and philosophical approaches to history

CO 3 –Motivated to undertakes historical research

CO 4 – Taught to analyse the contribution of western historians

CO 5– Understood the historical writings of important Indian historians

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)

Semester II

Course Title	History of Journalism						
Course Type	Elective Course 2.4.3	Course Code	23HISE204				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	0	0	0	4

Learning objectives:

By introducing the course, it is intended to:

LO 1-To explain the origins and the role of press in social awakening

LO 2-To present the role of the press in the freedom movement

LO 3-To explain the government reaction to the role of the press

LO 4-To present the role of prominent personalities for the growth of journalism

LO 5-To explain the contribution of various newspapers

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: Bala Gangadhara Tilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. Subramania Iyer- Peiryar-Aditanar-Kalaighnar

Unit V Contribution of Important News Papers: Amrit Bazar Patrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- Dhina Thanthi-Dinamalar- Dinakaran- Viduthalai-Murasoli

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

1. Nadig Krishna Murthy : *Indian Journalism, Mysore University Press*
2. R. Parthasarathi: *Modern Journalism in India. Sterling Publishers.*
3. J. V. Seshagiri Rao. *Studies in the history of journalism*

References

1. Mohit Moitra: *A History of Indian Journalism*; National Book Agency.
2. J. Natarajan: *History of Indian Journalism*; Publication Division
3. J.N. Basu: *Romance of Indian Journalism*; University of Calcutta

Web sources:

- 1.<https://www.publicationsdivision.nic.in/index.php?route=product/product&productid=2150>
- 2.https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf
- 3.<https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>
- 4.[history/growth-of-press-in-india/21000143](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 1**-Understood the origins and the and role of press in social awakening
- CO 2**-Understood the role of the press in the freedom movement at the national level
- CO 3**-Understood the government reaction to the role of the press
- CO 4**-Understood the role of prominent personalities for the growth of journalism
- CO 5**-Understood the contribution of various newspapers

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)

Semester II

Course Title	International Migrations and Diasporic Studies						
Course Type	Elective Course 2.4.4	Course Code	23HISE205				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	0	0	0	4

Learning Objectives:

By introducing the course, it is intended to:

LO 1-Explain the theories of international migrations and diaspora

LO 2-Outline the position of Indian diaspora worldwide

LO 3-Examine the issues of identity among the Indian diaspora

LO 4-Evaluate the policies towards diaspora

LO 5-present the perspectives of sending and receiving countries

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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations Movements in the Modern World*. London: Macmillan.

Ajaya Kumar Sahoo and Brij Maharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.

Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.

Eleonore Kofman, Annie Phizacklea, Parvati Raghuram, Rosemary Sales. 2000. *Gender and International Migration in Europe: Employment, Welfare and Politics*. London:Routledge.

Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*. London: Edward Elgar. [Introduction]

Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press: Cambridge.

References

Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet

Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.

Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.

Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.

Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.

Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.

Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter 1,3,5]

Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.

Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

Web sources:

1. www.iom.int
2. https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer
3. <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 1 – Understood the theories of international migrations and diaspora
- CO 2 – Understood the outline of the position of Indian diaspora worldwide
- CO 3 – Examinee the issues of identity among the Indian diaspora
- CO 4 – Evaluated the Indian policies towards diaspora
- CO 5 – Understood the perspectives and policies of receiving countries

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)

Semester II

Course Title	Indian Constitution						
Course Type	Elective Course 2.5.3	Course Code	23HISAX03				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	0	0	0	4

Learning Objectives:

By introducing the course, it is intended to:

LO 1-Explain the historical background of the Indian Constitution.

LO 2 –Compare and contrast the fundamental rights, directive principles of state policy and fundamental duties.

LO 3–Evaluate the nature of Indian federalism and the rationale for emergency provisions.

LO 4–Describe the powers and functions of the various units of the government.

LO 5-Evaluate the nature of the State constitutional machinery and its functions

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 –

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

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

Durga Das 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:

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

Course Outcomes:

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

CO 1 –Understand the historical background of the Indian Constitution.

CO 2 – Understood the basic features of the constitution

CO 3 – Understood the nature of Indian federalism and the rationale for emergency provisions.

CO 4 – Understood the powers and functions of the various units of the government.

CO 5-- Understood the structure at the state level

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)

Semester II

Course Title	Environmental History of India						
Course Type	Elective Course 2.5.4	Course Code	23HISAX04				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	FS	Total
			4	0	0	0	4

Learning Objectives:

By introducing the course, it is intended to:

LO 1–Examine the various schools of thought in ecological studies.

LO 2-Trace the impact of eco systems from a historical perspective.

LO 3-Evaluate the impact of British ecological imperialism.

LO 4-Detail India's environmental policy

LO 5-Examine the role and impact of various movements

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 Bacchao Andolan – Silent Valley Movement – Jungle Bachao Andolan –

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

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 UniversityPress, New York, USA, 2008

Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

Web sources:

1. https://www.mids.ac.in/assets/doc/WP_203.pdf
2. https://www.researchgate.net/publication/343547680_environment_in_early_india_a_historical_perspective
3. <https://www.jstor.org/stable/41949868>

Course Outcomes:

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

CO 1 –Understand the various schools of thought in ecological studies.

CO 2 –Trace the impact of eco systems from a historical perspective.

CO 3 –Evaluate the impact of British ecological imperialism.

CO 4 –Examine the impact of various environmental movements in India

CO 5- Examine the role of various movements

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)

Semester II SEC 1

Course Title	Academic Writing Skill						
Course Type	Skill Enhancement Course 1	Course Code	23TSSC200				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	FS	Total
			4	0	0	0	4

Learning Objectives:

By introducing the course, it is intended to:

- LO 1**-Enable the students to acquire the skills of writing in English for literary and other purposes
- LO 2**-Enhance the students master the art of writing in English to fulfil their academic and professional goals
- LO 3**-Make the students understand the strategies involved in developing effective and coherent paragraphs
- LO 4**-Make the students get acquainted with the conventions of academic writing in English
- LO 5**-Help them analyse different sentence structures

Unit I

1. Organizing the Theme
2. Introduction and Conclusion

Unit II

1. The Paragraph
2. Logic

Unit III

3. Deadwood
4. Inflated Diction
5. Weak Word
6. Cliche

Unit IV

7. Sentence Structure: Sentence Fragment, Run-together Sentence, and Comma Splice
8. Sentence Structure: Faulty Pronoun Reference
9. Sentence Structure: Faulty Parallelism
10. Correct Usage
11. Agreement

Unit V

Punctuation and Mechanics

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

Text Book:

1. Kinsella, Paul. *The Techniques of Writing*. New York: Harcourt, 1975.

Supplementary Reading:

1. Krammer. G. Melinda, et al. *Prentice Hall Handbook for Writers*. New Jersey, 1995.
2. Langan, John. *Sentence Skills with Readings*. New York: McGraw-Hill, 2001.
3. Mohan, Krishna & Meenakshi Raman. *Effective English Communication*. New Delhi: McGraw-Hill, 2000.

Course Outcomes:

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

- CO1-** Construct a variety of flawless sentences in English using appropriate grammatical structures
- CO2-** Earn their skills in Technical Writing
- CO3-** Draft effective research proposals/reports
- CO4-** Exploit the resources of English language for professional development
- CO5-** Develop effective introduction and conclusion

Semester III Core 7

Course Title	Colonialism and Nationalism in India						
Course Type	Core Course 7	Course Code	23HISC301				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			6	0	0	0	6

Learning objectives

By introducing the course, it is intended to:

LO 1-To trace the process of colonization

LO 2-To explain the rise of nationalism

LO 3-To highlight the transition to self-rule

LO 4-To examine the role of masses in the freedom struggle

LO 5-To detail the process of transfer of power and the attainment of independence

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 - Popular Pre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the 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.

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

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

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

Course Outcomes:

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

CO 1 –Evaluate the impact of British imperialism.

CO 2 –Examine the nature of early resistance against British rule in India.

CO 3 -Compare the relative merits of different methods of anti-British struggle

CO 4 –Evaluate the Gandhian non-cooperation movement and its influence on the masses.

CO 5 - Explain the process of partition

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)

Semester III Core 8

Course Title	Intellectual History of India						
Course Type	Core Course 8	Course Code	23HISC302				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			6	0	0	0	6

Course Objectives

By introducing the course, it is intended to:

LO 1-Evolution of intellectual history of India.

LO 2-Appreciate the intellectual contribution of socio-religious reformers.

LO 3-Evaluate the contributions of economic nationalists.

LO 4-Examine the Gandhian views on political movements.

LO 5-Appreciate the various contributions of prominent leaders

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

Bala Gangadhar Tilak – Aurobindo Ghosh – Subramanya Bharati – M.A. Jinnah

UNIT IV

Social Thinkers: Jyothi Rao Phule- Periyar E.V. Ramasamy- B.R. Ambedkar , Ayothi Das Pandithar –M.N. Roy

UNIT V:

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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

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, Vishnoo, *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.Brodovo : *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

1. https://books.google.com/books/about/Makers_of_Modern_India.html?id=-.
2. 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 1 – Understand the evolution of intellectual history of India

CO 2 – Evaluate the contributions of economic nationalists.

CO 3 – Appreciate the contribution of radical thinkers

CO 4 – Assess the role of social thinkers

CO 5– Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan

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)

Semester III Core 9

Course Title	Economic History of India Since 1857 CE				
Course Type	Core Course 9	Course Code		23HISC303	
Year	II	Semester		III	
Credits	5	Hours			Total
		L	T	P	FS
		6	0	0	0

Learning Objectives:

By introducing the course, it is intended to:

LO 1-Examine the agrarian condition and the impact of commercialization of agriculture.

LO 2-Assess the impact of international linkages on the growth of industries in colonial India.

LO 3-Explain the trade and monetary policy of colonial India.

LO 4-Examine the development of various transport infrastructure and the growth of cities

LO 5-Critique the ideas of the economic nationalists

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 - Rise of Indian Capitalist Class

UNIT III:

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

UNIT IV:

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

UNIT V:

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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

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

1. <http://nationalarchives.nic.in>

2. <https://indianculture.gov.in/ebooks/economic-history-india-1600-1800>

Course Outcomes:

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

CO 1 –Understood the agrarian condition of Colonial India and the impact of commercialization

CO 2 –Assessed the impact of international linkages on the growth of industries in colonial India.

CO 3 – Understood the trade and monetary policy of colonial India.

CO 4 –Examined the development of various transport systems.

CO 5- Understood the ideas of the economic nationalists

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)

Semester III Core 10

Course Title	Contemporary India						
Course Type	Core Course 10	Course Code	23HISC304				
Year	II	Semester	III				
Credits	4	Hours	L	T	P	FS	Total
			6	0	0	0	6

Learning Objectives:

By introducing the course, it is intended to:

LO 1–Evaluate the contribution of different governments.

LO 2–Assess the impact of government’s policy on scientific advancements in India.

LO 3–Describe the India’s economic development and foreign policy.

LO 4 –Explain the uniqueness of Indian society and culture.

LO 5- Examine the culture and Arts in Independent India

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 policy- 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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

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*
V.D. Mahajan : *History of Modern India up to 1980's*

References

- B. Kuppaswamy : *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

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

Course Outcomes:

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

- CO 1 –Understood the contribution of different governments.
- CO 2 –Assessed the impact of government's policy on scientific advancements in India.
- CO 3 –Evaluated the India's economic development and foreign policy.
- CO 4 – Learned the uniqueness of Indian society and culture.
- CO 5- Understood the culture and Arts in Independent India

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)

Semester III

Course Title	Principles and Techniques of Archaeology						
Course Type	DE 3.5.5	Course Code	23HISE305				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	FS	Total
			3	0	0	0	3

Learning Objectives:

By introducing the course, it is intended to:

LO 1-Explain the meaning of archaeology and the importance of its relations with allied disciplines.

LO 2-Describe the development of archaeology in India and the West.

LO 3-Describe the methods and techniques of excavation.

LO 4-List the Archaeological study centres

LO 5-Classify the excavated materials and explain the methods of interpretation

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.

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

- Raman, K.V. : *Principles and Methods of Archaeology*
Rajan.K : *Archaeology: Principles and Methods*
Renfrew, C &Paul Bahn : *Archaeology: Theories, Methods and Practicals*

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*

Web Sources

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

Course Outcomes:

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

CO 1 –Understand the meaning of archaeology and the importance of its relations with allied disciplines.

CO 2 –Describe the evolution of archaeology

CO 3 –Describe the methods and techniques of excavation.

CO 4 –List the Archaeological study centres

CO 5 –Ability to interpret the artefacts

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)

Semester III

Course Title	Studies in Human Rights						
Course Type	DE 3.5.6	Course Code	23HISE306				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	FS	Total
			3	0	0	0	3

Learning Objectives:

By introducing the course, it is intended to:

LO 1-Explain the definition and characteristics of human rights

LO 2-Examine the challenges to human rights protection

LO 3-Outline the constitutional safeguards for human rights

LO 4-Describe the contemporary challenges

LO 5-Evaluate the contribution of human rights organizations

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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

Ishay, Micheline R., *The History of Human Rights: From Ancient Times to the Globalization Era*, University of California Press, Berkeley, 2008.

Megret, Frederic & Philip Alston, *The United Nations and Human Rights: A Critical Appraisal*, OUP, Oxford, 2020

Nirmal, C.J., *Human Rights in India: Historical, Social and Political Perspectives*, OUP, New Delhi, 2008

O' Bryne, Darren J., *Human Rights: An Introduction*, Routledge, London, 2013

Subbian, A, *Human Rights Complaints Systems: International and Regional*, Saujanya Books, New Delhi, 2013

References

Cushman, Thomas, ed., *Handbook of Human Rights*, Routledge, New York, 2012

Forsythe, David P., et. Al., *The International Committee of the Red Cross: A Neutral Humanitarian Actor*, Routledge, New York, 2007

Human Rights Watch, *World Report*, Human Rights Watch, New York (Relevant Years)

Landman, Todd, *Protecting Human Rights: A Comparative Study*, Georgetown University Press, Washington, D.C., 2005

Power, Jonathan, *Amnesty International: The Human Rights Story*, Pergamon Press, Oxford, 1981.

Web Sources

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

Course Outcomes:

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

CO 1-Understand the concepts and evolution of human rights

CO 2-Appreciate the role of UN in promoting human rights

CO 3-Understand the status of human rights in India

CO 4-Analyse the challenges to human rights

CO 5-Assess the role of non-governmental organizations

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

3. S-Strong(3)

M-Medium (2)

L-Low (1)

Semester III

Course Title	Archives Keeping						
Course Type	SEC 2	Course Code	23HSEC300				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	F S	Total
			3	0	0	0	3

Learning Objectives:

By introducing the course, it is intended to:

LO 1-To explain the importance of Archival Studies

LO 2-To understand the origin and growth of Archives

LO 3-To explain the administrative aspects of Archives

LO 4-To explain the methods of conservation and preservation of archival material

LO 5-To explore the Employability in archival intuitions

UNIT I

Archives-Meaning-Definitions– History of Archives - Ancient, Medieval and Modern – World and India – Need for Archival Studies – Employability in Archival sector-Requisites of an Archivist .

UNIT II

Creation of Archival- Archival materials – Classification –Registry. Racking – Shelves.

UNIT III

Preservation of Archival Materials: Preventive Measures – Methods of Preservation – Lamination – Docketing – Book Bindings – Reprography – Records Maintenance-Digitalization.

UNIT IV

Administration of Archives – Personnel-Powers and Duties– Functions Publication Facilities– Modern Methods in Archives Keeping –Rules and Regulations

UNIT V

Archival Organizations – National Archives of India – Tamil Nadu Archives – Private Archives – Indian Historical Council of Archives – Indian Historical Records Commission (IHRC) – Role of Archives in the present day World-Uses of Archives.

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

Jenkinson Hilary *A Manual of Archives Administration* Oxford, London 1937

Michael Cook *Archives Administration – A Manual for Intermediate and Smaller Organizations and for Local Government*, Dawson & Sons Ltd., Kent, England 1977

References

Dodwell H. Henry *The Madras Weavers under the Company Indian Historical Records Commission, Proceedings, Government of India*, Calcutta 1922

Baliga B.S. *Studies in Madras Administration, Government of Madras Madras*, 2 Vols 1962

Christopher Jeffrelot *Hindu Nationalism* Permanent Black, Ranikhet 2009

Sundararaj M *A Manual of Archival Systems and the World of Archives Siva Publications*, Chennai 1999

Web Source

1.<http://www.nationalarchives.nic.in/>

2.<https://cdn.nationalarchives.gov.uk/documents/information-management/web-archiving-guidance.pdf>

Course Outcomes:

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

CO 1-Able to significance of Archival Studies

CO 2-Understand the technique of creation of Archives.

CO 3-Know the method conservation and preservation of archival material.

CO 4-know the history of Archives across the world.

CO 5-Enable to get employment as Archives.

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

1. S-Strong(3)

M-Medium (2)

L-Low (1)

Semester III Internship

Course Title	Internship						
Course Type	Internship 3.7	Course Code	23HISI307				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	FS	Total
			0	0	0	0	0

The Internship covers 2 credits. The students would be involved in getting training / practical experience in Museums / Archives / Heritage centers / Tourism and Travel agencies and the like for a period of two weeks. During the internship the students would gain knowledge / skills / training on the above organizations with special reference to employability in the sectors. The Internship would enable the students to acquire knowledge on teamwork, organizational ModesOperandi, and problem-solving etc.

Semester IV Core 11

Course Title	Peasant and Labour Movements in India				
Course Type	Core Course 11	Course Code		23HISC401	
Year	II	Semester		IV	
Credits	5	Hours			Total
		L	T	P	
		6	0	0	0
					6

Learning Objectives:

By introducing the course, it is intended to:

LO 1- –Explain the impact of the agrarian change brought about by colonial government.

LO 2 –Examine the nature of peasant struggles in India.

LO 3 –Describe the rise of industries and the emergence of working class in India.

LO 4 –Evaluate the contribution of trade unions towards the amelioration of the working class.

LO 5-Assess the significance of labour laws and various recommendations

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 - Santhal - Indigo Revolt – PhulaguriDawa - Pabna Agrarian League - Maratha Uprising – Champaran Satyagraha - Kisan Sabha Movement - Tebhaga Movement - Telangana 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.

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

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

References

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

Web Source

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

Course Outcomes

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

- CO 1** –Understand the impact of the agrarian changes brought about by colonial government.
- CO 2** –Trace the nature of peasant struggles in India.
- CO 3** –Detail the rise of industries and the emergence of working class in India.
- CO 4** –Understood the contribution of trade unions towards the amelioration of the working class.
- CO 5**- Understood the significance of labour laws and various recommendations

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)

Semester IV Core 12

Course Title	International Relations since 1945 CE							
Course Type	Core Course 12	Course Code	23HISC402					
Year	II	Semester	IV					
Credits	5	Hours	L	T	P	F	S	Total
			6	0	0	0	0	6

Learning objectives

By introducing the course, it is intended to:

LO 1–Explain the various theories and concepts of International Relations.

LO 2–Evaluate the impact of cold war.

LO 3–Assess the achievements of UNO and other regional organizations.

LO 4– Examine the role of international economic organisations

LO 5- Examine the key international issues with special reference to India’s concerns

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

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

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 an 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

1.<https://www.britannica.com/topic/international-relations>

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

Course Outcomes:

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

CO 1 –Understood various theories and concepts of International Relations.

CO 2 –Evaluated the impact of cold war.

CO 3 –Assessed the achievements of UNO and other regional organizations.

CO 4 – Examined the role of international economic organisations

CO 5- Understood the key international issues with special reference to India’s concerns

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)

Semester IV Project

Course Title	Project						
Course Type	Project with Viva	Course Code	23HISP403				
Year	II	Semester	IV				
Credits	7	Hours	L	T	P	FS	Total
			10	0	0	0	10

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.

Semester IV

Course Title	Tourism in Tamil Nadu						
Course Type	DE 4.4	Course Code	23HISE404				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	FS	Total
			4	0	0	0	4

Learning Objectives:

By introducing the course, it is intended to:

LO 1–Explain the types of tourism in Tamil Nadu.

LO 2–Describe the role of Tamil Nadu government in the promotion of Tourism.

LO 3–List out the various training facilities.

LO 4–Describe the tourist attractions in Tamil Nadu.

LO 5–Examine the employment and entrepreneurial opportunities in Tamil Nadu.

UNIT I

Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals-Tourism an Industry- Self employment- Wage Employment

UNIT II

Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions

UNIT III

Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai – State Institute of Hotel Management and Catering Technology, Tiruchirappalli

UNIT IV

Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kanniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram

UNIT V

Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities - entrepreneurial opportunities in Tourism Industry – Tourist Guides – Chauffeurs – Interpreter

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

Bhatia, A.K., *Tourism Development, Principles and Practices*, Sterling Publishers, New Delhi, 1987

Kannammal, Geetha, et. al, *An Introduction to Tourism in Tamil Nadu*, University of Madras, Chennai, 2007

Seth, Pran, *Successful Tourism Management, Vol. II: Tourism Practices*, Sterling Publishers, New Delhi, 1997

References

Citizen's Charter, Tourism Department, Government of Tamil Nadu, 2002

Enchanting Tamil Nadu, Tamil Nadu Tourism, September 2005

Selvam, M., *Tourism Industry in India*, Himalaya Publishing House, Bombay, 1989

Web Sources

1. <https://www.tamilnadutourism.tn.gov.in>

2. <https://www.e-unwto.org/>

Course Outcomes:

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

CO 1 –Explained the types of tourism in Tamil Nadu.

CO 2 –Described the role of Tamil Nadu government in the promotion of Tourism.

CO 3 –Understood the various training facilities associated with Tourism industry

CO 4 –Described the tourist attractions in Tamil Nadu.

CO 5 –Will get benefit from the employment and entrepreneurial opportunities in Tamil Nadu.

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)

Semester IV

Course Title	Museology						
Course Type	DE 4.5	Course Code	23HSEC400				
Year	II	Semester	IV				
Credits	2	Hours	L	T	P	FS	Total
			4	0	0	0	4

Learning Objectives

By introducing the course, it is intended to:

LO 1--To know the importance of Museology as a study..

LO 2-To understand the aspects of Museum like types and uses.

LO 3-To explain the features of Museum administration.

LO 4-To explain the skill required for employability in Museums as an industry.

LO 5-To know the policy planning and quality development of Museums.

Unit -1

Definition-Museum, Museology / Museography- Types of Museums –Museums and Historical research- Role of Museum in Society

Unit – 2

History of Museums– World-India- Methods of Museum Collection-Types of collection,Fieldcollection,Excavation,Treasuretroves,Donations,Gifts,Purchases,Loan, Exchange, Confiscation, Ethics of Collection-/ Indexing / Cataloguing

Unit – 3

General Principles of presentation- Organization and planning of gallery / exhibition- Nature and types of exhibition- Permanent / temporary exhibition- Types of Museum Lighting – Natural and Artificial – their merits and demerits- Effects of light on textiles, paintings, natural history specimens- Preparation of blue print and stages of work.

Unit – 4

Conservation and Preservation of Museum objects - Factors of Deterioration- Lining / Darning- Lighting-Pest Control -Insurance / Other Safeguards-Museum Security against fire, theft and burglary, armed conflict.

Unit – 5

Principles of Museum Management- Administrative Structures of Museum- Museum Administration Personnel Finance- Policy Planning and Quality Development- Museum Security and Maintenance.

The faculty will impart current details at the end of each course. This will not be credited in the examinations.

LEARNING RESOURCES

Recommended Books

Agarwal, O.P., *Preservation of Art Objects and Library Materials*, New Delhi : National Book Trust, 1993.

Harinarayana.N & Jeyaraj.V, *Care of Museum Objects, Madras :Government Museum, 1995.*

Punja, Shobita, *Museums of India, Hongkong :The Guide Book Company Ltd., 1990.*

References

Basham, A.L., *The Wonder that was India, London : Sidgwick & Jackson, 1954.*

Ghosh Arun., *Conservation and Restoration of Cultural Heritage*, New Delhi: Agam Kala Prakashan, 1989.

Nigam, M.L., *Fundamental of Museology*, Hyderabad: Deva Publications, 1985.

Sarkar, H., *Museums and Protection of Monuments and Antiquities in India*, New Delhi: Sundeep Prakashan, 1981.

Web Sources

1. <https://indiaculture.gov.in/about-us/autonomus-bodies/museum>

2. <https://traveltriangle.com/blog/famous-museums-in-india/>

3. <https://www.treebo.com/blog/museums-in-india/>

Course Outcomes:

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

CO 1 –Learn the skills associated with Museum as an institution of employability.

CO 2 –Understand the strategy of promoting Museum objectives and utility .

CO 3 –Explore the accessibility of Museum collections.

CO 4 –Understand the features if Museum administration .

CO 5 –Assess the value and use of Museums to the society .

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	2	3	3	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	3	2	3	2	2	3
CO 5	2	3	2	2	3	3	2	3
Total	13	15	12	10	15	14	10	15
Average	2.5	3	2.5	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)

Semester IV 4.6 Extension Activity

Course Title	Extension Activity						
Course Type	E.A	Course Code	23HISX405				
Year	II	Semester	IV				
Credits	1	Hours	L	T	P	FS	Total
			0	0	0	0	0

The Extension Activity for the P.G course with 1 credit is aimed at sensitizing students to social issues and to create impact/awareness on neighborhood community. The students will be involved on conservation and preservation of heritage monuments like temples, palaces, etc in order to instill Indian value system. They may be involved in cleaning of temple tanks and other public utility institutions. Even the extension activity would involve the students in the excavations and explorations carried out by Government intuitions. The students would submit report on their learning out come with reference to their extension activity highlighting social impact.