

**M.A.,  
HISTORY**

**SYLLABUS**

**FROM THE ACADEMIC YEAR**

**2023 - 2024**

**PERIYAR UNIVERSITY, SALEM-636011**

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<b>TANSICHE REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION</b>	
<b>Programme</b>	<b>M.A., History</b>
<b>Programme Code</b>	
<b>Duration</b>	PG – Two Years
<b>Programme Outcomes (Pos)</b>	<p><b>PO1:</b> Apply the knowledge of history and its fundamentals for findings solution for complex problems.</p> <p><b>PO2:</b> Ensure the use of contemporary tools and techniques in understanding the scope and significance of History.</p> <p><b>PO3:</b> Develop the scientific problem solving skills during research projects, analysis and interpretation of data.</p> <p><b>PO4:</b> Exploration of diverse social-forms.</p> <p><b>PO5:</b> Enhanced capacity to think critically; ability to design and execute experiments independently and/or team under multidisciplinary settings.</p> <p><b>PO6:</b> Design and standardize protocols for cultural, societal, and environmental considerations.</p> <p><b>PO7:</b> Apply appropriate techniques, resources, and modern ICT tools for understanding societal change.</p> <p><b>PO8:</b> Demonstrate the contextual knowledge in sustainable way as per the Archeological survey of India Act.</p> <p><b>PO 9</b> Follow the concept of professional ethics.</p> <p><b>PO 10:</b> Communicate proficiently with various stakeholders and society, to comprehend and to write and present reports effectively.</p>

<p><b>Programme Specific Outcomes (PSOs)</b></p>	<p><b>PSO1</b> Implement the concept of history and historical method to foster the tradition.</p> <p><b>PSO 2</b> Be more curious towards society and environmental protection in context with cultural and societal development.</p> <p><b>PSO3</b> Design and execute experiments in academia and industries using appropriate techniques.</p> <p><b>PSO4</b> Apply the ethical principles and social responsibilities along with socio-economic innovations to understand the value of historical studies.</p> <p><b>PSO 5</b> Know the contextual knowledge in historical research and communicate effectively with stakeholders with the society at large for enhancing the quality of life.</p>
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### Credit Distribution for PG Programme

Semester-I	Credit	Semester-II	Credit	Semester-III	Credit	Semester-IV	Credit
1.1. Core-I	5	2.1. Core-IV	5	3.1. Core-VII	5	4.1. Core-XI	5
1.2 Core-II	5	2.2 Core-V	5	3.2 Core-VII	5	4.2 Core-XII	5
1.3 Core – III	4	2.3 Core – VI	4	3.3 Core – IX	5	4.5 Project with Viva-Voce	7
1.4 Elective (Generic / Discipline Centric)- I	3	2.4 Elective (Generic / Discipline Centric) – III	3	3.5 Core –X Industry Module	4	4.4 Elective (Generic / Discipline Centric) – VI	3
1.5 Elective (Generic / Discipline Centric)-II	3	2.5 Elective (Generic / Discipline Centric)-IV	3	3.4 Elective (Generic / Discipline Centric) – V	3	4.7 Skill Enhancement Course - Professional Competency Skill	2
						4.8 Extension Activity	1
		2.7 NME 1	2	NME 2	2		
		Human Rights (Common Paper)	1	Internship/ Industrial Activity	2		
	20		23		26		23
	<b>Total Credit Points</b>						<b>92</b>

<b>Core- Papers</b>	<b>9 x 5 = 45</b>
<b>Core- Papers</b>	<b>3 x 4 = 12</b>
<b>Elective (Generic / Discipline Centric)</b>	<b>6 x 3 = 18</b>
<b>Skill Enhancement Course -</b>	<b>2 x 2 = 4</b>
<b>Internship/ Industrial Activity</b>	<b>1 x 2 = 2</b>
<b>Human Rights</b>	<b>1 x1 = 1</b>
<b>Extension Activity</b>	<b>1 x 1 = 1</b>
<b>Total Credits</b>	<b><u>92</u></b>

**Component wise Credit Distribution**

<b>Credits</b>	<b>SemI</b>	<b>SemII</b>	<b>SemIII</b>	<b>SemIV</b>	<b>Total</b>
<b>PartA</b>	<b>20</b>	<b>20</b>	<b>22</b>	<b>20</b>	<b>82</b>
<b>Part B</b>					
<b>(i)Discipline- Centric/Generic Skill</b>		<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>
<b>(iii)Summer Internship/Industrial Training</b>			<b>2</b>		<b>2</b>
<b>Extension Activity Human Rights</b>		<b>1</b>		<b>1</b>	<b>2</b>
<b>Total</b>	<b>20</b>	<b>23</b>	<b>26</b>	<b>23</b>	<b>92</b>

<b>METHODS OF EVALUATION</b>			
<b>Internal Evaluation</b>	Continuous Internal Assessment Test	<b>10</b>	<b>25 Marks</b>
	Assignments / Snap Test / Quiz	<b>5</b>	
	Seminars	<b>5</b>	
	Attendance and Class Participation	<b>5</b>	
<b>External Evaluation</b>	End Semester Examination		<b>75 Marks</b>
<b>Total</b>			<b>100 Marks</b>
<b>METHODS OF ASSESSMENT</b>			
<b>Remembering (K1)</b>	<ul style="list-style-type: none"> <li>• The lowest level of questions require students to recall information from the course content</li> <li>• Knowledge questions usually require students to identify information in the textbook.</li> </ul>		
<b>Understanding (K2)</b>	<ul style="list-style-type: none"> <li>• Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words.</li> <li>• The questions go beyond simple recall and require students to combine data together</li> </ul>		
<b>Application (K3)</b>	<ul style="list-style-type: none"> <li>• Students have to solve problems by using / applying a concept learned in the classroom.</li> <li>• Students must use their knowledge to determine an exact response.</li> </ul>		
<b>Analyze (K4)</b>	<ul style="list-style-type: none"> <li>• Analyzing the question is one that asks the students to break down something into its component parts.</li> <li>• Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations.</li> </ul>		
<b>Evaluate (K5)</b>	<ul style="list-style-type: none"> <li>• Evaluation requires an individual to make judgment on something.</li> <li>• Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem.</li> <li>• Students are engaged in decision-making and problem – solving.</li> <li>• Evaluation questions do not have single right answers.</li> </ul>		
<b>Create (K6)</b>	<ul style="list-style-type: none"> <li>• The questions of this category challenge students to get engaged in creative and original thinking.</li> <li>• Developing original ideas and problem solving skills</li> </ul>		

## M.A., HISTORY SYLLABUS M.A., HISTORY SYLLABUS

S.No.	Courses	Titles
1	Core 1	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)
2	Core 2	Socio Cultural History of Tamil Nadu up to 1565 CE
3	Core 3	History of World Civilizations (Excluding India)
4/5	Elective 1/2	Freedom Struggle in Tamil Nadu / Indian Art and Architecture
6/7	Elective 3/4	Administrative History of Tamil Nadu / Cultural Heritage of India
8	Core 4	History of Medieval India - 1206 - 1707 CE
9	Core 5	Socio Cultural History of Tamil Nadu - 1565 - 1956 CE
10	Core 6	Historiography and Historical Methods
11/12	Elective 5/6	History of Journalism / International Migrations and Diasporic Studies
13/14	Elective 7/8	Indian Constitution / Environmental History of India
15	NME-I	Intellectual History of Tamilnadu
16	Common Paper	Human Rights
17	Core 7	Colonialism and Nationalism in India
18	Core 8	Intellectual History of India
19	Core 9	Economic History of India since 1857 CE
20	Core 10 Industry Module	Tourism in Tamilnadu
21/22	Elective 9/10	Principles and Techniques of Archaeology / Study of Numismatics
23	NME-II	Temples in Tamilnadu
24	Internship / Industrial Activity	Internship / Industrial Activity
25	Core 11	Contemporary India
26	Core 12	International Relations since 1945 CE
27	Project with Viva	Project
28/29	Elective 11/12	Women in India through the Ages / Science and Technology in India since 1947 CE
30	Professional Competency Skill	Cargo and Logistics
31	Extension Activity	Extension Activity



<b>M.A., HISTORY CURRICULUM</b>						
<b>COURSE TYPE</b>	<b>COURSES</b>	<b>HO URS</b>	<b>CR EDI TS</b>	<b>E X A M I N A T I O N</b>	<b>MAX. MARKS</b>	
					<b>CI A</b>	<b>EX T</b>
<b>SEMESTER I</b>						
<b>Core 1</b>	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)	7	5	3	25	75
Core 2	Socio Cultural History of Tamil Nadu up to 1565 CE	7	5	3	25	75
Core 3	History of World Civilizations (Excluding India)	6	4	3	25	75
Elective 1/2	Freedom Struggle in Tamil Nadu / Indian Art and Architecture	5	3	3	25	75
Elective 3/4	Administrative History of Tamil Nadu / Cultural Heritage of India	5	3	3	25	75
	<b>Total</b>	<b>30</b>	<b>20</b>			
<b>SEMESTER II</b>						
Core 4	History of Medieval India - 1206 - 1707 CE	6	5	3	25	75
Core 5	Socio Cultural History of Tamil Nadu - 1565 - 1956 CE	5	5	3	25	75
Core 6	Historiography and Historical Methods	5	4	3	25	75
Elective 5/6	History of Journalism / International Migrations and Diasporic Studies	4	3	3	25	75
Elective 7/8	Indian Constitution / Environmental History of India	4	3	3	25	75
NME-I	Intellectual History of Tamilnadu	4	2	3	25	75
Common Paper	Fundamental Study of Human Rights	2	1			
	<b>Total</b>	<b>30</b>	<b>23</b>			
<b>Internship/Industrial Activity during the Summer Vacation after I Year</b>						

SEMESTER III						
Core 7	Colonialism and Nationalism in India	6	5	3	25	75
Core 8	Intellectual History of India	6	5	3	25	75
Core 9	Economic History of India since 1857 CE	6	5	3	25	75
Core Industry Module 10	Tourism in Tamilnadu	6	4	3	25	75
Elective 9/10	Principles and Techniques of Archaeology / Study on Numismatics	3	3	3	25	75
NME-II	Temples in Tamilnadu	3	2	3	25	75
Internship/Industrial Activity	Internship/Industrial Activity	-	2			
	<b>Total</b>	<b>30</b>	<b>26</b>			
SEMESTER IV						
Core 11	Contemporary India	6	5	3	25	75
Core 12	International Relations since 1945 CE	6	5	3	25	75
Project with Viva	Project	10	7	3	25	75
Elective 11/12	Women in India through the Ages / Science and Technology in India since 1947 CE	4	3	3	25	75
Professional competency skill	Cargo and Logistics	4	2	3	25	75
Extension Activity	Extension Activity	-	1			
	<b>Total</b>	<b>30</b>	<b>23</b>			
	<b>Grand Total</b>	<b>120</b>	<b>92</b>			

**Internal -25 External – 75 Total - 100**

## Semester I Core 1

<b>Course Title</b>	<b>History of Ancient and Early Medieval India - Prehistory to 1206 CE</b>						
<b>Course Type</b>	Core Course 1	<b>Course Code</b>	CC 1				
<b>Year</b>	I	<b>Semester</b>	I				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			5	2	0	0	7

### Learning Objectives

1. Explain the sources and the features of Pre and Proto history at the national and regional level
2. Understanding of the social, political and economic life in the Vedic age and the post- Vedic polity and religion
3. An account of Mauryan and Post- Mauryan period
4. The chief features of the Age of Guptas and its legacy
5. 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, Pratiharas and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact

**Books for Study**

Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*, Pearson, Delhi, 2009

Chakravarthy, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016

Thapar, Romila, *Early India: From the Origins to A.D. 1300*, Penguin, Delhi, 2003 (Tamil Translation)

**Suggested Readings**

Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi, 1997

Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016

Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014

Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004

**Web sources:**

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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	Socio Cultural History of Tamil Nadu upto 1565 CE						
Course Type	Core Course 2	Course Code	CC 2				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	2	0	0	7

### Learning Objectives

1. Present the early history of Tamil Nadu
2. Detail the history of Pallavas and their contribution
3. Highlight the impact of the Cholarulers's administration
4. Give an account of the history of Pandyas of Madurai
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 the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature

### UNIT III

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

### UNIT IV

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

### UNIT V

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

### Books for Study

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

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

### Suggested Readings:

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

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

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

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

### Web sources

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

### Course Outcomes

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 Cholarulers'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
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

1. S-Strong(3)

M-Medium (2)

L-Low (1)

<b>Course Title</b>	<b>History of World Civilizations (Excluding India)</b>						
<b>Course Type</b>	Core Course 3	<b>Course Code</b>			CC 3		
<b>Year</b>	I	<b>Semester</b>			I		
<b>Credits</b>	4	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			5	1	0	0	6

### Learning Objectives

- 1.Explain the concepts of civilization and culture and brief history of pre- historic period
- 2.Present different features of variousancientcivilizations
- 3.Explain the main West Asian civilizations
- 4,compare the features of Chinese and Japanese civilizations
- 5.studyand 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 PaxRomana – Administration and expansion under Augustus



## LEARNING RESOURCES

### Text 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.

### Reference Books

- 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

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

### Web sources

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

### Course Outcomes

- 1.compare the concepts of civilization, culture and brief history of pre- historic period
2. understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations
3. study about origin and growth of river valley civilizations
- 4.describe the features of Chinese and Japanese civilizations
- 5explain the contributions of Greek and Roman civilizations

**CO Mapping with Programme Outcomes**

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

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

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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

## Elective paper 1

Course Title	Freedom Struggle in Tamil Nadu						
Course Type	Elective Course 1	Course Code	EC 1				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

**Course Objectives**

1. To present the early resistance to colonial rule
2. To detail the factors for the emergence of national consciousness and the role of socio-political organisations
3. To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press
4. To detail the activities of moderate and revolutionary leaders and the impact of Gandhi
5. To point out the role of Tamil Nadu in the latter phase of the freedom struggle

**UNIT I**

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

**UNIT II**

Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – –Madras MahajanaSabha- 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- BalaBharatham- Nava Sakthi- SwantiraSangu-

**UNIT IV**

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

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

**UNIT V**

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

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

## Learning Resources

### Recommended Books for Study

Rajayyan, K : Rise and fall of Poligars& South Indian Rebellion

Rajayyan, K. : South Indian Rebellion, The First War of Independence,1800- 1801.

Rajayyan, K.: Tamil Nadu: A Real History

Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion

G. Venkatesan, History of Indian Freedom Struggle

### Reference

Narasimhan V.K. : Kamaraj – A Study

Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.

Suntharalingam, R. : Politics and Nationalist Awakening in South India,1852-1891.

### Web Sources:

1. [https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs\\_Vol\\_5\\_06\\_03\\_2019.pdf](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:

**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 of 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**

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

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

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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

## Elective Paper 2

<b>Course Title</b>	<b>Indian Art and Architecture</b>						
<b>Course Type</b>	Elective Course 2	<b>Course Code</b>		EC 2			
<b>Year</b>	I	<b>Semester</b>		I			
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F S</b>	<b>Total</b>
			4	1	0	0	5

### Learning Objectives

1. detail the art and architectural forms during the Harappan and Mauryan periods
2. explain the impact of Buddhism on art forms
3. discuss the evolution of art and architecture under Pallavas and the Cholas
4. highlight the features of Islamic architecture particularly under Mughlas
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 (Bhubaneswar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)

### UNIT IV:

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

### UNIT V:

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

## Learning Resources

### Recommended Books for Study

Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976

Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002

Tomory, Edith, A History of Fine Art in India and the West, Orient Black Swan; Reprinted edition (1989)

### References

Banerjee.J.N., Development of Hindu Iconography, Munshiram Manoharlal; 3rd edition, 2002

Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003

Deva, Krishna, Temples of North India, National Book Trust, 2002

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

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

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

### Web sources:

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

### Course Outcomes:

**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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



### Elective Paper 3

Course Title	Administrative History of Tamil Nadu						
Course Type	Elective Course 3	Course Code	EC 3				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

#### Course objectives:

1. To examine the administration of Justice party
2. To highlight the achievements of Congress rule
3. To explain the major achievements of government after 1967
4. To point out working of government under AIADMK party
5. To highlight the cumulative impact since independence

#### Unit I

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

#### Unit 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 Annnnadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaignar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission-implementation of reservation policy - Salem Steel plant.ManuNeethiThittam- 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- AmmaUnavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting

## **Unit V**

Policies and programmes– economic- social and demographic impact

### **LEARNING RESOURCES**

#### **Recommended Books**

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

Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

Rajmohan Gandhi., Rajaji:A Life

Narasimhan.V.K., Kamaraj A Study

SandhyaRavishankar.,Karunanidhi: A Life in Politics

Vasanthi., A Lone Empress:A Portrait of Jayalalitha

#### **Reference**

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

#### **Web Source**

[www.jetir.org](http://www.jetir.org)

<https://www.inc.in>

<https://dmk.in>

Course outcomes:

1. Appreciate the administration of Justice Party
2. Evaluate the Congress Administration
3. Interpret DMK administration
4. Compare AIADMK administration
5. Assess the impact of various administrations

**CO Mapping with Programme Outcomes**

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

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

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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

## Elective Paper 4

Course Title	Cultural Heritage of India						
Course Type	Elective Course 4	Course Code	EC 4				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

**Learning Objectives:**

1. explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
2. highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
3. throw light on the importance of Royalty and its patronage on cultural transformation
4. analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture
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

## LEARNING RESOURCES

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

### Web sources:

<https://indiaculture.gov.in>

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

<http://www.intach.org>

<https://www.exoticindiaart.com>

### Course Outcomes:

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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Semester II

### Core 4

<b>Course Title</b>	<b>History of Medieval India - 1206 - 1707 CE</b>						
<b>Course Type</b>	Core Course 4	<b>Course Code</b>	CC 4				
<b>Year</b>	I	<b>Semester</b>	II				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			5	1	0	0	<b>6</b>

#### Learning Objectives

1. Examine the establishment of centralized monarchy
2. Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq
3. Analyse the Mughal religious and Deccan policy.
4. Outline the advancements in art and architecture
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 – NurJahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.

#### UNIT IV

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

**UNIT V**

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

**LEARNING RESOURCES****Recommended Books**

Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.

Chandra, Satish, *Medieval India: From Sultanat to the Mughals*, Har-Anand Pub., Delhi, 1998.

Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.

Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*, Sterling Pub., New Delhi, 1986

Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 1990

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

**References**

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

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

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

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

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

Nigam, S.B.P., *Nobility under the Sultans of Delhi*, Munshiram Manoharlal, New Delhi, 1968

Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976

Qureshi, *Administration of the Mughal Empire*, Low Price Publications, 1990.

Qureshi, *Administration of the Sultanate of Delhi*, 1942.

**Web sources:**

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

<https://studoc.com>

<https://indiaolddays.com>

**Course Outcomes:**

**CO 1** –understand the establishment of centralized monarchy

**CO 2** –Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq

**CO 3** –Analyse the religious and Deccan policy of Mughals .

**CO 4** –Outline the advancements in art and architecture

**CO 5** – detail the facets of economic and socio-cultural life in Medieval India

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



## Core 5

Course Title	Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E.						
Course Type	Core Course 5	Course Code	CC 5				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			4	1	0	0	5

**Learning Objectives:**

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

**UNIT I**

The Nayaks of Madurai – ThirumalaiNayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – – contribution of Nayaks to art and architecture and Tamil culture.

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

**LEARNING RESOURCES****Recommended Books**

Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986

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

### References

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

### Web Sources:

1. [https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu\\_djvu.txt](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:

- CO 1** –Narrate the social condition during the Nayak period
- CO 2** –Evaluate the contributions of Marathas to the culture of the Tamil region
- CO 3** –Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
- CO 4** – Appreciate the Growth of Western Education
- CO 5** – assess 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Core 6

Course Title	Historiography and Historical Methods						
Course Type	Core Course 6	Course Code	CC 6				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			4	1	0	0	5

### Learning Objectives:

1. To explain the concepts related to history and its relationship with other disciplines; y
2. To discuss various philosophies and interpretations of history
3. To explain the processes and procedures involved in the conduct of historical research
4. To examine the evolution of historical writing in the West
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, IbnKhalidun, L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm

### UNIT V

Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai

## LEARNING RESOURCES

### Recommended Books

Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019

Carr, E.H., *What is History?*, Penguin Books Ltd., New Delhi, 2018.

Manikam, S., *On History & Historiography*, Padumam Publishers, Madurai

Rajayyan, K, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982

Sreedharan, E., *A Textbook of Historiography: 500 BC to AD 2000*, Orient Longman, New Delhi, 2004

### References

Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017

Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994

Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964

Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999

Sen, S.P., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973

Sreedharan, E., *A Manual of Historical Research Methodology*, Centre for South Indian Studies, Trivandrum, 2007

Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, Routledge, New York, 2015

Webster, John C.B., *Studying History*, Primus Books, Delhi, 2019

### Web sources:

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

**CO 1** - Explain the meaning and scope of history

**CO 2** –Outline the various theories and philosophical approaches to history

**CO 3** –Undertake historical research

**CO 4** - Analyse the contribution of western historians

**CO 5**- Highlight the historical writings of important Indian historians

**CO Mapping with Programme Outcomes**

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

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

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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

## Elective 5

Course Title	History of Journalism						
Course Type	Elective Course 5	Course Code	EC 5				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

**Learning objectives:**

1. To explain the origins and the role of press in social awakening
2. To present the role of the press in the freedom movement
3. To explain the government reaction to the role of the press
4. To present the role of prominent personalities for the growth of journalism
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: BalaGangadharTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer- Peiryar-Aditanar-Kalaignar

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

**LEARNING RESOURCES****Recommended Books**

1. Nadig Krishna Murthy : Indian Journalism, Mysore University Press
2. . R. Parthasarathi: Modern Journalism in India. Sterling Publishers.
3. J. V. SeshagiriRao. Studies in the history of journalism
4. MohitMoitra: A History of Indian Journalism; National Book Agency.

5. J. Natarajan: History of Indian Journalism; Publication Division

6. J.N. Basu: Romance of Indian Journalism; University of Calcutta

Web sources:

[https://www.publicationsdivision.nic.in/index.php?route=product/product&product\\_id=2150](https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150)

[https://www.epw.in/system/files/pdf/1955\\_7/11/the\\_story\\_of\\_the\\_indian\\_press.pdf](https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf)

<https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>

### Course Outcomes

1. explain the origins and the and role of press in social awakening
2. present the role of the press in the freedom movement at the national level
3. explain the government reaction to the role of the press
4. assess the role of prominent personalities for the growth of journalism
5. understand 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



## Elective 6

<b>Course Title</b>	<b>International Migrations and Diasporic Studies</b>							
<b>Course Type</b>	Elective Course 6	<b>Course Code</b>	EC 6					
<b>Year</b>	I	<b>Semester</b>	II					
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F</b>	<b>S</b>	<b>Total</b>
			3	1	0	0	4	

**Learning Objectives:**

- 1 –Explain the theories of international migrations and diaspora
- 2 –Outline the position of Indian diaspora worldwide
- 3 –Examine the issues of identity among the Indian diaspora
- 4 –Evaluate the policies towards diaspora
- 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

**LEARNING RESOURCES****Recommended Books**

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

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

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

EleonoreKofman, Annie Phizacklea, ParvatiRaghuram, Rosemary Sales. 2000. *Gender and*

*International Migration in Europe: Employment, Welfare and Politics*. London:Routledge.  
 Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*.  
 London: Edward Elgar. [Introduction]  
 Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press: Cambridge.

## References

Lal, 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, BrijMaharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.  
 Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. 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. [Chapter1,3,5]  
 Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.  
 Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

Web sources:

1. [www.iom.int](http://www.iom.int)
2. [https://www.researchgate.net/publication/260096281\\_Theories\\_and\\_Typologies\\_of\\_Migration\\_An\\_Overview\\_and\\_A\\_Primer](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:

CO 1 –Explain the theories of international migrations and diaspora  
 CO 2 –Outline the position of Indian diaspora worldwide  
 CO 3 –Examine the issues of identity among the Indian diaspora  
 CO 4 –Evaluate the Indian policies towards diaspora  
 CO 5 – understand the perspectives and policies of receiving countries

**CO Mapping with Programme Outcomes**

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

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

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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

**Elective-7**

Course Title	Indian Constitution						
Course Type	Elective Course 7	Course Code	EC 7				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

**Learning Objectives:**

- 1 –Explain the historical background of the Indian Constitution.
- 2 –Compare and contrast the fundamental rights, directive principles of state policy and fundamental duties.
- 3 –Evaluate the nature of Indian federalism and the rationale for emergency provisions.
- 4 –Describe the powers and functions of the various units of the government.
- 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 –

**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](https://www.constitutionofindia.net/constitution_of_india)
3. <https://www.loc.gov/item/57026883>

## Learning Objectives:

- 1 –Examine the various schools of thought in ecological studies.
- 2 –Trace the impact of eco systems from a historical perspective.
- 3 –Evaluate the impact of British ecological imperialism.
- 4 –Detail India’s environmental policy
- 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 –

## 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.

Joachim Radkau, *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA, 2008

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

Web sources:

1. [https://www.mids.ac.in/assets/doc/WP\\_203.pdf](https://www.mids.ac.in/assets/doc/WP_203.pdf)
2. [https://www.researchgate.net/publication/343547680\\_ENVIRONMENT\\_IN\\_EARLY\\_INDIA\\_A\\_HISTORICAL\\_PERSPECTIVE](https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE)
3. <https://www.jstor.org/stable/41949868>

### Course Outcomes:

**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**

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

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

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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

**Elective-8**

<b>Course Title</b>	<b>Environmental History of India</b>						
<b>Course Type</b>	Elective Course 8	<b>Course Code</b>	EC 8				
<b>Year</b>	I	<b>Semester</b>	II				
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F S</b>	<b>Total</b>
			3	1	0	0	4

**Learning Objectives:**

- 1 –Examine the various schools of thought in ecological studies.
- 2 –Trace the impact of eco systems from a historical perspective.
- 3 –Evaluate the impact of British ecological imperialism.
- 4 –Detail India’s environmental policy
- 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 BacchaoAndolan – Silent Valley Movement – Jungle BachaoAndolan –



## LEARNING RESOURCES

### Recommended Books

Irfan Habib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011

Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.

Madhav Gadgil and Ramchandra Guha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992

Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period* Vol 1, Permanent Black: Ranikhet, India, 2012

*Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.

Ramachandra Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP, 1989

Donald Worster .“*Doing Environmental History.*” In *The Ends of the Earth: Perspectives on*

### References

Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008

Crosby, Alfred. “*Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon.*” In *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.

David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,

Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.

Guha, Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.

Joachim Radkau, *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA, 2008

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

Web sources:

1. [https://www.mids.ac.in/assets/doc/WP\\_203.pdf](https://www.mids.ac.in/assets/doc/WP_203.pdf)
2. [https://www.researchgate.net/publication/343547680\\_ENVIRONMENT\\_IN\\_EARLY\\_INDIA\\_A\\_HISTORICAL\\_PERSPECTIVE](https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE)
3. <https://www.jstor.org/stable/41949868>

### Course Outcomes:

**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**

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

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

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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

## NME-I

Course Title	Intellectual History of Tamilnadu							
Course Type	EDC	Course Code	NME-I					
Year	I	Semester	II					
Credits	2	Hours	L	T	P	F	S	Total
			3	1	0	0	4	

**Objectives:**

1. To make the students to know the contribution of the intellectuals to Tamil society.
2. To secure for the personality development of the students.

**Unit-I: Importance of Intellectual History and Sangam Age**

Modernization Process in Tamilnadu The impact of Intellectuals on Modernization -  
Emergence of Social Reforms - Sangam Literature - Sangam Society Thirukkural.

Unit-II : Role of Religion for Modernisation.

Theosophical Society - Annie Besant - Christian Missionary Activities.

**Unit-111: Role of Tamil Scholars for Modernization**

Tamil Renaissance - Sundarampillai - Thiru Vi. Ka - Maraimalai Adigal Pure  
Tamil Movement.

**Unit - IV: Role of Freedom Fighters for Modernization**

Bharathi - V.O.C. - Subramanya Siva -Bharathidasan.

**Unit-V: Social Reform Movements**

Sanmarga Movement - Vallalar - Self Respect Movement - Justice Party -  
Dravidian movement - E.V.R. & C.A.Annadurai - Swami Sahajananda.

**Text Books**

1. Anaimuthu, V., 1974. Thoughts of Periyar B. V.R., 3 vols., Thinker's Forum, Trichy.
2. Irschick and Eugene, F., 1986. Tamil Revivalism in 1930 s Cre-A Publication, Madras.
3. Kundrakudi Adigalar, 1981, Thiruvalluvar, Annamalai University,
4. Shanmugam and R.Vinayagamurthy, 1983. Thiru Vi.Ka., Oru Palkalaikazhakam (Tamil), Manivasagar Pathipakam, Chidambaram.
5. Sivagnanam, M.P., 1967. Vallalar Kanda Orumaipadu (Tamil), Inba Nilayam, Madras.

## References

1. Hardgrave, R.L., 1965, The Dravidian Movement, Bombay,
2. Mahakavi Bharathi Centenary Souvenir, 1982. Annamalai University.
3. Phillips, C.H. and Wainwright, M.O. (eds.), 1976. Indian Society and the Beginning of Modernization, London.
4. Schweitzer and Albert, 1951. Indian Thought and its Development, Adam and Charles Black, London.
5. Teachers of Tamil Department, 1-979. Thirukkural Sinthanaikal (Tamil), Annamalai University.

### **CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### **CO Mapping with Programme Specific Outcomes**

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

<b>Course Title</b>	<b>Human Rights</b>						
<b>Course Type</b>	Common Paper - I	<b>Course Code</b>	CP I				
<b>Year</b>	II	<b>Semester</b>	III				
<b>Credits</b>	1	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F S</b>	<b>Total</b>
			1	1	0	0	2

**Semester -III**

Core - 7

<b>Course Title</b>	<b>Colonialism and Nationalism in India</b>						
<b>Course Type</b>	Core Course 7	<b>Course Code</b>	CC 7				
<b>Year</b>	II	<b>Semester</b>	III				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			5	1	0	0	<b>6</b>

**Learning objectives**

- 1 – to trace the process of colonization
- 2 – to explain the rise of nationalism
- 3 –To highlight the transition to self-rule
- 4 –to examine the role of masses in the freedom struggle
- 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.

## LEARNING RESOURCES

### Recommended Readings

Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, New Delhi, 2006

Chandra, Bipan, et. al., ed., *India's Struggle for Independence*, Penguin Random House India, New Delhi, 2016

Grover, B.L. and Alka Mehta, ed., *A New Look at Modern Indian History: From 1707 to the Modern Times*, S. Chand & Co. Ltd., New Delhi, 2018

Masselos, Jim, *Indian Nationalism: A History*, New Dawn Press, 2005

Sarkar, Sumit, *Modern India, 1885-1947*, Laxmi Pub., New Delhi, 2008

### References

Chand, Tara, *History of Freedom Movement in India, Vol. I - IV*, Pub. Div., New Delhi, 2017

Dutt, R.P., *India Today*, Read Books, 2008

Hasan, Mushirul, ed., *India's Partition - Process Strategy and Mobilization*, OUP, New Delhi, 1993

Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa & Co., 2007

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1885-1935*, Indian National Congress Working Committee, 1935

Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1935-1947*, Padma Pub., 1947

### Web sources

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:

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**

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

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

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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

Core 8

<b>Course Title</b>	<b>Intellectual History of India</b>
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<b>Course Type</b>	Core Course 8	<b>Course Code</b>	CC 8				
<b>Year</b>	II	<b>Semester</b>	III				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>	<b>Total</b>
			5	1	0	0	6

### Course Objectives

**CO 1** – Appreciate the intellectual contribution of socio-religious reformers.

**CO 2** – Evaluate the contributions of economic nationalists.

**CO 3** – .

**CO 4** – Examine the Gandhian views on political movements.

**CO 5**- Appreciate the various contributions of prominent leaders

### UNIT I

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

### UNIT II

Economic thought of Early Nationalists – DadabhaiNaoroji – R.C. Dutt – M.G. Ranade – J.C.Kumarappa

### UNIT III

BalaGangadharTilak – AurobindoGhosh – SubramanyaBharati – M.A. Jinnah

### UNIT IV

Social Thinkers: JyothiRaoPhule-Periyar E.V. Ramasamy- B.R. Ambedkar ,AyothiDasPandithar ——— M.N. Roy

### UNIT V:

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

### LEARNING RESOURCES

#### Recommended Books

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

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

Bhagwan, 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=.](https://books.google.com/books/about/Makers_of_Modern_India.html?id=)
2. [https://www.researchgate.net/publication/291936187\\_An\\_intellectual\\_history\\_for\\_India](https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India)

### Course Outcomes.

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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	Economic History of India since 1857 CE						
Course Type	Core Course 9	Course Code	CC 9				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

**Learning Objectives:**

- 1 –Examine the agrarian condition and the impact of commercialization of agriculture.
- 2 –Assess the impact of international linkages on the growth of industries in colonial India.
- 3 – Explain the trade and monetary policy of colonial India.
- 4 – Examine the development of various transportinfrastructure and the growth of cities
- 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: DadabhaiNaoroji – AmartyaSen- Raja Chelliah– C. Rangarajan

**LEARNING RESOURCES****Recommended Books**

Desai, S.S.M., et. al., *Economic History of India*, Himalaya Pub. House, 2010

Dutt, R.C., *The Economic History of India*, Vols. I & II, Publications Division, New Delhi, 2006

Dutt, R.P., *India Today*, Read Books, 2008

Roy, Tirthankar, *The Economic History of India, 1857-1947*, OUP India, New Delhi, 2010

Singh, V.B., *Economic History of India, 1857-1956*, Allied Pub. Pvt. Ltd., New Delhi, 1965

**Reference:**

Rothermund, Dietmar, *An Economic History of India: From Pre-Colonial Times to 1991*, Routledge, 1993.

Kumar, Dharma, ed., *The Cambridge Economic History of India, c. 1757-2003, Vol. II*, Cambridge University Press, Cambridge, 2008

### Web sources

1. <http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf>

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

### Course Outcomes:

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

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

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

**CO 4** –Examine the development of various transport systems.

**CO 5**- Critique 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Tourism in Tamilnadu

Course Title	Tourism in Tamil Nadu						
Course Type	Core Industry	Course Code	CI				
Year	II	Semester	III				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

### Learning Objectives:

- 1 –Explain the types of tourism in Tamil Nadu.
- 2 –Describe the role of Tamil Nadu government in the promotion of Tourism.
- 3 –List out the various training facilities.
- 4 –Describe the tourist attractions in Tamil Nadu.
- 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

### 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 – Kaniyakumari – 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

## 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:

**CO 1** –Explain the types of tourism in Tamil Nadu.

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

**CO 3** –List out the various training facilities associated with Tourism industry

**CO 4** –Describe the tourist attractions in Tamil Nadu.

**CO 5** –Examine 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

Elective

Course Title	Principles and Techniques of Archaeology						
Course Type	Elective Course 9	Course Code	EC 9				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	F S	Total
			2	1	0	0	3

**Learning Objectives:**

- 1 –Explain the meaning of archaeology and the importance of its relations with allied disciplines.
- 2 –Describe the development of archaeology in India and the West.
- 3 –Describe the methods and techniques of excavation.
- 4 –List the Archaeological study centres
- 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.

## LEARNING RESOURCES

### Recommended Books

Raman, K.V. : Principles and Methods of Archaeology

Rajan.K : Archaeology: Principles and Methods

### References

Atkinson.R.J.C : Field Archaeology, 2nd edn

Barker Philip : Understanding Archaeological Excavation

Fleming.S. : Dating in Archaeology

Renfrew, C and Bhan : “Archaeology”

Robert.f.Heizer(ed.,) : The Archaeologist at Work: A source Book in Archaeological Method and Interpretation

Roy.Sourindranath :The Story of Indian Archaeology

Renfrew, C &Paul Bahn : Archaeology: Theories, Methods and Practicals

### Web Sources

1.<https://www.britannica.com/science/archaeology>

2.<https://asi.nic.in>

### Course Outcomes:

**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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

Elective

Course Title	Study of Numismatics						
Course Type	Elective	Course Code	SEC 1				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			2	1	0	0	3

**Objectives:**

The course aimed to introduce the currency system of ancient India and acquaint the development in the coinage.

- The basic thrust of this course is to establish the relevance and significance of Numismatic studies in ancient Indian history.
- Beginning with the antiquity of coins, early Indian coinage, coins of Indo-Greeks, Śakas and Kusānas , features of Sātavāhana and Gupta coins are discussed.
- The coins of the Chola, , Vijayanagara dynasties and also coins of Delhi sultanates, Mughal emperors , British and modern currency system are dealt in detail.

**UNIT- I:**

Importance of the study of Coins - Origin and Evolution of Coinage Early Indian Coins – Punch Marked Coins

**UNIT-II:**

Coins of Foreign Invaders - Indo-Greeks - Romans and the Kushans

**UNIT-III:**

Coins of the Maurya, Gupta, Satavahana, Chalukya and Cholas

**UNIT -IV:**

Coinage of the Vijayanagaras – Coins of the sultanates of Delhi – Coins of the Mughal Emperors

**UNIT-V:**

Coins and Currency system under British and Post Independence

**Course Outcome:**

- Students will be able to identify and decipher the coins.
- They will also be able to understand the socio-political background that accure through the coinage of that time; thus getting holistic picture of economic and monetary system prevalent in ancient and medieval India

**SUGGESTED READINGS:**

1. Chattopadhyaya, B., - The Age of Kushanas - A Numismatic Study.
2. Chattopadhyaya, B.D., - Coins and Coinage in South India, New Delhi, 1977.

3. Gupta, P.L., - Coins, New Delhi, 1996.
4. Sarma, I.K., - Coinage of the Satavahana Empire, New Delhi, 1980.
5. Kosambi, D.D., - Indian Numismatics, Delhi, 1992.
6. Paula J Turner, Roman Coins branch India, 1989, London.
7. P. Srivastava, Encyclopaedia of Indian Coins – Vol. I & II, Delhi, 2012.
8. David R Sear, Roman Coins and their Values, London, 1988.

Durga Prasad, Silver Punch marked Coins of Ancient India [N.S. XLV, & LVII] S.K. Chakravarthi, Ancient Indian Numismatics

### Course Outcomes:

**CO 1 –understand** the historical background of the Indian Constitution.

**CO 2 –Compare and contrast** basic features of the constitution

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

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

**CO 5.- Explain** 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

**NME-II**

<b>Course Title</b>	<b>Temples in Tamilnadu</b>							
<b>Course Type</b>	NME-II	<b>Course Code</b>	NME-II					
<b>Year</b>	II	<b>Semester</b>	III					
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F</b>	<b>S</b>	<b>Total</b>
			2	1	0	0	0	3

**Unit-I****Arupadai Veedugal**

Palani - Pazhamudir Cholai - Tiruchendur - Tiruthani - Tirupparakundram - Swami malai - Mariyamman Temple Samayapuram.

**Unit - II****Saiva Temples**

Thillai Nataraja Temple, Chidambaram- Meenakshi Amman Temple, Madurai - Ramanathaswamy Temple, Rameswaram - Arunachaleswarar Temple, Tiruvannamalai.

**Unit - III****Vainava Temples**

Sri Ranganathaswamy Temple, Srirangam - Parthasarathy Temple, Tiruvallikeni - Andal Temple, Srivilliputhoor - Srivaikuntanathan Perumal Temple, Srivaikuntam

**Unit- IV****Jain Temples**

Trilokyanatha Temple, Kanchipuram - Jina Kanchi Jain Math, Mel Sithamur - Chitharal Jain Temple - Gingee Jain temple.

**Unit- V****Bhuddist Temples**

Mangala Buddha Vihar, Villupuram - Madurai - Kanchipuram- Nagapattinam - Uraiur- Kaveripattinam.

## Reference Books

Chandramoorthi.M. 2016, Tamilnadu Sivalayangal (Thokuthi-1), Manivasakar Padippagam, Chennai.

Chandramouli.C., 2003, Temples of Tamilnadu Volume-1, Controller of Publications, University of California.

Chittra Madhavan, Dr., Vishnu Temples of South India.

Seeni. Venkatasamy.Mayilai., 2007, *Bouthamum Thamilum*,

2007, Samanamum Thamilum, Pavai Publications, Chennai

Surendar Sahai - Temples of South India.

M.A.Chandramurthy - Temples of Tamilnadu - 2 Volume.

K.A.Nilakanda Sastri - A History of South India.

Bala Sarma - Temples of Tamilnadu - Tamil.

C.Vasanthi - Temples arts in Tamilnadu - Tamil.

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

S-Strong(3)

M-Medium (2)

L-Low (1)

**Semester - IV**

<b>Course Title</b>	<b>Contemporary India</b>							
<b>Course Type</b>	Core Course 10	<b>Course Code</b>	CC 10					
<b>Year</b>	II	<b>Semester</b>	IV					
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F</b>	<b>S</b>	<b>Total</b>
			5	1	0	0	0	

**Learning Objectives:**

- 1 –Evaluate the contribution of different governments.
- 2 –Assess the impact of government’s policy on scientific advancements in India.
- 3 –Describe the India’s economic development and foreign policy.
- 4 –Explain the uniqueness of Indian society and culture.
- 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 BharathiyaJanata 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

## **LEARNING RESOURCES**

### **Recommended Books**

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

### **References**

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

### **Web Sources**

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

### **Course Outcomes:**

- CO 1** –Evaluate the contribution of different governments.  
**CO 2** –Assess the impact of government's policy on scientific advancements in India.  
**CO 3** –Describe the India's economic development and foreign policy.  
**CO 4** –Explain the uniqueness of Indian society and culture.  
**CO5**- Examine 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



**Core-12**

<b>Course Title</b>	<b>International Relations since 1945 CE</b>							
<b>Course Type</b>	Core Course 12	<b>Course Code</b>		CC 12				
<b>Year</b>	II	<b>Semester</b>		IV				
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F</b>	<b>S</b>	<b>Total</b>
			5	1	0	0	0	6

**Learning objectives**

- 1 – Explain the various theories and concepts of International Relations.
- 2 – Evaluate the impact of cold war.
- 3 – Assess the achievements of UNO and other regional organizations.
- 4 – Examine the role of international economic organisations
- 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

## 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:

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

**CO 2** –Evaluate the impact of cold war.

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

**CO 4** – Examine the role of international economic organisations

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

**CO Mapping with Programme Outcomes**

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

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

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

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

## Project

<b>Course Title</b>	<b>Project</b>						
<b>Course Type</b>	Project with Viva	<b>Course Code</b>			PT		
<b>Year</b>	II	<b>Semester</b>			IV		
<b>Credits</b>	7	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F S</b>	<b>Total</b>
			7	3	0	0	<b>10</b>

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.

### Elective -11

<b>Course Title</b>	<b>Women in India through the Ages</b>							
<b>Course Type</b>	Elective Course 11	<b>Course Code</b>	EC 11					
<b>Year</b>	II	<b>Semester</b>	IV					
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F</b>	<b>S</b>	<b>Total</b>
			3	1	0	0	4	

#### Larning Objectives:

- 1 –Explain the various perspectives on women’s issues
- 2 - Appreciate the contribution of social reformers to women’s cause
- 3 –Outline the constitutional safeguards for women
- 4 –Examine the position of women in society
- 5 –Examine the women welfare organisations and its schemes

#### UNIT I

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

#### UNIT II

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

#### Unit III

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

#### Unit IV

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

## Unit V

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

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

## LEARNING RESOURCES

### Recommended Books

Anil Kumar Jha, “Gender Inequality and Women Empowerment”, Axis Books, New Delhi, 2012.

NandalSantosh , “Women and Development”, A Mittal Publications, New Delhi, 2012

Rani Sandhya, “Development of Women – Issues and Challenges”, Discover Publishing House Pvt Ltd, New Delhi, 2012.

### References

Elson Diane, et al. “Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development”, UN Women, 2019

Jenny Edwards, Andrea Cornwall, et al., “Feminisms, Empowerment and Development: Changing Women’s Lives”, Kindle Edition, 2014.

Priyanka Sharma Gurnani, “Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India” Educreation Publishing House, New Delhi, 2016.

Rao, Pulla, “Political Empowerment of Women in India – Challenges and Strategies”, ABD Publishers, New Delhi, 2012.

### Web sources

1.<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/>

2.<https://www.sociologydiscussion.com>

### Course Outcomes:

**CO 1** –Explain the various perspectives on women’s issues

**CO 2** - Appreciate the contribution of social reformers to women’s cause

**CO 3** –Outline the constitutional safeguards for women

**CO 4** –Examine the position of women in society

**CO 5** –Examine the women welfare Organisations and schemes

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

**Elective-12**

<b>Course Title</b>	<b>Science and Technology in India since 1947 CE</b>							
<b>Course Type</b>	Elective Course 12	<b>Course Code</b>	EC 12					
<b>Year</b>	II	<b>Semester</b>	IV					
<b>Credits</b>	3	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F</b>	<b>S</b>	<b>Total</b>
			3	1	0	0	4	

**Learning Objectives:**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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



**UNIT V**

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

**LEARNING RESOURCES****Recommended Books**

Abraham, Itty 1998. *The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State*. Hyderabad. Orient Longman Limited.

Alam, Ghayur 1993. *Research and Development in Indian Industry: A study of the Determinants of its Size and Scope* (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.

Joshi, Padmanabh 1992. *Vikram Sarabhai: The Man and the Vision*. Ahmedabad: Mapin Publishing Pvt. Ltd.

Nayar, Baldev Raj 1983. *India's Quest for Technological Independence: 2 Vols*. New Delhi: Lancer Publications.

Parthasarath, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". *Economic & Political Weekly*, Bombay, VOL.XXVII, NO.35, August 29.

Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". *Economic and Political Weekly*, Vol. XXII, No.48, November 28.

Raj, Gopal 2000. *Reach for the STARS: The Evolution of India's Rocket Programme*. New Delhi, Viking, Penguin Books India (P) Ltd.

India Year Book, Publications Division, Government of India

**References**

Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". *Nature* 221(5184), March 8, pp. 909-911.

Parthasarathi, Ashok 1972. *Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST)*, Government of India Special Assistant for S & T to Prime Minister, New Delhi, March.

Phalkey, Jahnvi 2013. *Atomic State: Big Science in Twentieth-Century India*. Ranikhet: Permanent Black

Prakash, Gyan 1999. *Another Reason: Science and the Imagination of Modern India*. New Delhi: Oxford University Press.

Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi

Sundram, C.V. et al (ed.). *Atomic Energy in India: 50 Years*. New Delhi: Dept. of Atomic Energy

Tyabji, Nasir 2000. *Industrialization and Innovation: The Indian Experience*. New Delhi: Sage Publications.

Udganokar, B.M. 1985. *Science, Technology and Economic Development*. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation.

Web source

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

**Course Outcomes:**

- CO 1 –Describe the evolution of India’s Science & Technology Policy  
 CO2 –Evaluate the contribution of Green, White, and Blue Revolutions  
 CO 3 –understand the advancements in the field of atomic and space research  
 CO 4 –Outline India’s progress in the frontier areas of scientific research  
 CO 5 -Examine the social and economic impact of scientific advancements.

**CO Mapping with Programme Outcomes**

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

<b>Course Title</b>	<b>Cargo and Logistics</b>						
<b>Course Type</b>	Professional competency skill	<b>Course Code</b>	PCS 1				
<b>Year</b>	II	<b>Semester</b>	IV				
<b>Credits</b>	2	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>F</b>	<b>Total</b>
			3	1	0	0	

### **Learning Objectives:**

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

### **UNIT I**

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

### **UNIT II**

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

### **UNIT III**

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

### **UNIT IV**

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

### **UNIT V**

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

## **LEARNING RESOURCES**

### **Recommended Books**

Kotler, Philip. Kevin Lane Keller Marketing Management

Tourism, Transport and Travel Management

Airport Business - R. Boganis

All you wanted to know about Airlines Functions K. Sikdar

Gupta S. K. International Air Fare and Ticketing, UDH Publishers Delhi.

### **References**

Gene Kropf, Airline Procedures.

Wilson & Bryon, Air Transportation.

Philip Locklin D, Economics of Transportation.

Indian Aircraft manual – DGCA Pub.

Alexander T Wells, Air Transportation, Wadsworth Publishing Company, California, 1993

### **Web Resources**

<https://transportgeography.org/contents/applications/tourism-transport/>

<https://www.mckinsey.com/industries/travel-logistics-and-infrastructure/our-insights>

### **Course Outcomes:**

**CO 1** – List the definitions of cargo and logistics and its evolutions

**CO 2** Describe the cargo handling in the ports and airports

**CO 3** –Describe the functions of logistics management

**CO 3** – Describe provision and carriage of loading accessories.

**CO 4** – Explain the role of IATA

**CO 5** –Discuss the challenges in logistics management

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**