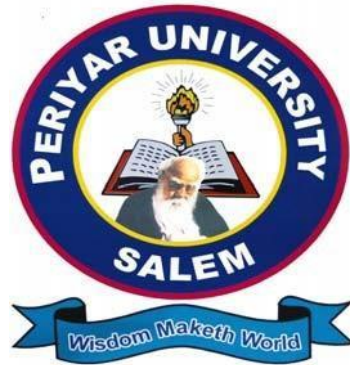


PERIYAR UNIVERSITY
SALEM – 636 011



SYLLABUS FOR M.A. HISTORY

(Semester Pattern)

CHOICE BASED CREDIT SYSTEM

and

Outcome-Based Education [OBE]

**FOR THE STUDENTS ADMITTED FROM THE
ACADEMIC YEAR 2022 – 2023**

Regulations and Syllabus

PERIYAR UNIVERSITY, SALEM– 620 024

**M.A. History Syllabus under CBCS and Outcome-Based Education [OBE]
(Applicable to the candidates admitted from the academic year 2022- 2023 onwards)**

Sem ester	Course	Course Title	Inst Hours/ Week	Credits	Exam Hours	Marks		Total
						Int.	Ext.	
I	Core Course – I (CC)	History of Ancient India upto 1206 CE (22PGHIC01)	4	4	3	25	75	100
	Core Course – II (CC)	History of Medieval India 1206 to 1707 CE (22 PGHIC02)	4	4	3	25	75	100
	Core Course – III (CC)	Social and Cultural History of Tamil Nadu upto 1565 CE(22PGHIC03)	4	4	3	25	75	100
	Core Course – IV (CC)	India's Struggle for Independence (Pre-Gandhian Era)(22PGHIC04)	4	4	3	25	75	100
	Core Course – V(CC)	History of World Civilizations Excluding India (22 PGHIC05)	4	4	3	25	75	100
		Total	20	20	15	125	375	500
II	Core Course – V I(CC)	History of Modern Europe 1453-1789 CE(22PGHIC06)	4	4	3	25	75	100
	Core Course – VII (CC)	Gandhian Era of Indian National Movement (1920-1947) (22PGHIC07)	4	4	3	25	75	100
	Core Course – VIII(CC)	Socio-Cultural History of Tamil Nadu 1800-1967 CE (22PGHIC08)	4	4	3	25	75	100
	Elective Course - I (EC)	British Administration in India,1757 C.E. – 1857 C.E(22PGHIEC01)/ Social and Cultural Heritage of The Tamils (22PGHIEC05)	4	4	3	25	75	100
	Elective Course - II(EC)	British Administration in India, 1857 C.E. – 1947 C.E(22PGHIEC02)/ Colonialism and Nationalism in Tamil Nadu(22PGHIEC06)	4	4	3	25	75	100
	Swayyam Course	Swayyam / MOOCs Courses	2	2	3			100
	Human Rights	Human Rights	2	2	3	25	75	100
		Total	24	24	15	125	375	600
III	Core Course -IX(CC)	History of Modern World – 1789 -1945CE (22PGHIC08)	4	4	3	25	75	100
	Core Course – X (CC)	History of Science, Technology Medicine in India (22PGHIC10)	4	4	3	25	75	100
	Core Course – XI(CC)	History of Contemporary India 1952- 2002 (22PGHIC11)	4	4	3	25	75	100
	Core Course – XII(CC)	Research Methods in History (22PGHIC12)	4	4	3	25	75	100
	Elective Course III	Colonialism and Resistance to Colonial Rule in India,1757 C.E. – 1858 C.E(22PGHIEC03)/ Dravidian Movement in Tamil Nadu I (upto 1947CE)(22PGHIEC07)	4	4	3	25	75	100
	Elective Course IV	Indian Constitution (22PGHIEC04)/ Dravidian Movement in Tamil Nadu II(CE 1947- 2000 CE)(22PGHIEC08)	4	4	3	25	75	100
	Supportive course – I	History for Competitive Examination/ India's Struggle for Independence (22PGHISC02)	4	4	3	25	75	100
		Total	28	28	15	125	375	700

IV	Core Course – XIII CC)	Historiography (22 PGHIC13)	4	4	3	25	75	100
	Core Course – XIV CC)	Environmental History [With reference to India] (22PGHIC14)	4	4	3	25	75	100
	Core Course – XV CC)	International Relation Since 1945 CE(22 PGHIC15)	4	4	3	25	75	100
	Project Work Viva voce 50 marks Dissertation 150	(22 PGHIC16)	10	10	--	50	150	200
		Total	22	22	9	100	300	500
		Grand Total	94	94	541	475	1425	2300

The details of credits are as follows

Core course	15	60 Credits
Elective Course	4	16 Credits
Non Major Elective	1	4 Credits
Project	1	10 Credits
Swayyam / MOOCs Courses	1	2 Credits
Human Rights	1	2 Credits
Total	=	94 Credits

EXAMINATIONS

The examinations shall be 3 hours' duration for each paper at the end of each semester. The examination consists of Internal Assessment (IA) and Semester Examination (SE).

IA marks for Theory Paper

1.	Attendance	-	5 Marks
2.	Test	-	10 Marks
3.	Seminar	-	5 Marks
4.	Assignment	-	<u>5 Marks</u>
		-	<u>25 Marks</u>

PASSING MINIMUM

A candidate shall be declared to have passed the examination if the candidate secures not less than 50% marks in semester examinations and internal assessment in each course - A minimum of 38 marks out of 75 in semester examinations and a minimum of 12 marks out of 25 in the internal assessment. For the project work and viva - voce, a candidate should secure 50% the marks for a pass. The candidate should compulsorily attend the viva-voce to secure a pass in the paper. Candidates who do not obtain the required minimum marks for a pass in a course or a project report shall be required to appear and pass the same at a subsequent appearance. A candidate has to secure 90 credits to pass the M.A. History Degree Programme.

ELIGIBILITY - Any Graduate/ Preference will be given to History Graduates.

Bloom's Taxonomy Based Assessment Pattern

K1-Remember; K2- Understanding; K3- Apply; K4-Analyze; K5- Evaluate

QUESTIONS PAPER PATTERN

a. For Theory

Time: 3 Hours

Maximum Marks: 75

Knowledge Level		Section	Marks	Description	Total
K1 to K6	01 to 20	A (Answer all)	20x01=20	Twenty objective type questions	75
K1 to K6	21 to 25	B(Answer 3 out of 5)	03x05=15	Answer each question in 100 words	
K1 to K6	25 to 30	C (Either or pattern)	05x8=40	Answer each question in 500 words.	

PART - A

Twenty objective type questions

Answer all Questions

(All question carry equal marks)

(20 x 1 = 20 marks)

PART - B

Answer any THREE Questions Answer

each question in 100 words

(All questions carry equal marks)

(3 x5 = 15 marks)

PART C

Answer any FIVE Questions Answer each

question in 500 words.

(All questions carry equal marks)

(5 x 8 = 40 marks)

b. For Project

Evaluation : 150 Marks

Viva - Voce : 50 Marks

CLASSIFICATION OF SUCCESSFUL CANDIDATE

Candidates who secured not less than 60% of aggregate marks in the whole examinations shall be declared to have passed the examination with FIRST Class. All other successful candidates shall be declared to have passed with SECOND CLASS.

Candidates who have obtained 75% of the marks in aggregate shall be deemed to have passed the examination in FIRST CLASS WITH DISTINCTION, provided they passed all the examinations prescribed for the course in the first appearance.

RANKING

A candidate who passed all the examinations prescribed for the course in the FIRST ATTEMPT ONLY is eligible for classification/ Ranking/ Distinction.

VISION

To mould future citizens, who could appreciate the rich heritage and culture of our society. To provide a platform for secular, harmonious society inculcating ethical and human values with a sense of commitment to the society and nation.

MISSION

Transform the Department of History in stages to a pioneering School of Historical Studies in South India with emphasis on Research and Teaching. To give historical content and professional skills to students preparing for careers in fields such as education, law, religion, international affairs, social service, journalism, and government.

PROGRAMME OBJECTIVES

- PO1: To provide a comprehensive understanding of History of India as well as the World.
- PO2: To inculcate the consciousness of the rich cultural heritage of India.
- PO3: To highlight the utility of the subject in the present scenario.
- PO4: To focus upon a multidisciplinary approach towards the teaching and the reading methodology.
- PO5: To develop knowledge, skills, attitude, ethics and values among the students.
- PO6: To promote a zeal of historical enquiry among the future generation.

PROGRAMME OUTCOMES

- PSO1: To enable the student to understand the importance of the study of History to comprehend the day to day happenings of the world.
- PSO2: To stress the need to understand the significance of Individuals in the promotion of an effective state and society
- PSO3: To promote the skills required like critical thinking and objective understanding for becoming a scientific historian.
- PSO4: To provide the students with ample opportunities to build their careers.
- PSO5: To enable the students to develop their skills related to competitive examinations.
- PSO6: To make the student select a career in historical research

Programme Code : HIS03

Programme Title : M.A. History

Core course Title : HISTORY OF ANCIENT INDIA (Up to 1206 CE)

Core course Code: 22PGHIC01

Semester : I Hrs/Week: 4 Credit: 4

Course Objectives

To develop historical consciousness in the minds of students

To impart knowledge on the Indian Heritage

To make a comparative study of Harappan culture and Vedic culture.

To study about social transformation from Magadha empire to Guptas

To train the students to face competitive examinations.

COURSE SPECIFIC OBJECTIVES

The course seeks to impart to the student's comprehensive knowledge and understanding of historical change in early ancient Indian society and politics.

Unit-I

sources of the Ancient Indian History - Geographical factors and their influences – Indus Valley Civilization – Early & Later Vedic Age- Polity – the origin of the state – Vedic Assemblies – oligarchies – Republic – councilors and officials.

UNIT – II

Pre- Mauryan India – Political life – Rise of Magadha – Sisunagas and Nandas – Invasion of Alexander and its impact – Religious reformation – Jainism and Buddhism.

UNIT – III

Mauryas: paternal despotism – Chandra Gupta – Bindusara – Asoka's welfare state.-Kingship - Army – Judiciary, Interstate relations. Post Mauryan period – Sungas and Kanvas – Greek, Saka and Parthian culture – Kharavela of Kalinga.

UNIT – IV

Kushan invasion – Kanishka – Mahayanism- social and Economic conditions- Gandhara Art – Satavahanas – Guptas – important rulers and the achievements – Administration – Social and Economical life – Golden Age – Huns invasion – Decline of Guptas.

UNIT – V

The age of Harsha – Extent of the empire – Religious policy – Socio economic and literature –Political condition during post Harsha period - Arab invasion of Sindh – Rajput Kingdoms society and culture – Deccan Kingdoms – the Chalukyas and the Rashtrakutas – contribution to art and literature – Turkish Invasion – Mahmud of Ghazni – Mohammed of Ghor- impact of Indian politics.

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Web Resources:

- <https://www.jstor.org/stable/pdf/26491236.pdf?refreqid=excelsior%3A8606de3a7b741c6db2d02ced85a8ec14>
- <https://www.jstor.org/stable/pdf/29757421.pdf?refreqid=excelsior%3Afd771029abbe651f30f863e1>

dc35187

<https://www.jstor.org/stable/pdf/3596376.pdf?refreqid=excelsior%3A64ded81bbcdba1c78a2e905020f2aa9c>

https://link.springer.com/chapter/10.1007/978-94-017-6283-0_4

<https://www.jstor.org/stable/pdf/41702162.pdf?refreqid=excelsior%3Af6f3db9d8b41a0bc1a607363666ce30c>

<https://www.jstor.org/stable/pdf/44147488.pdf?refreqid=excelsior%3A61cd335763463dd26eb6075b290fa145>

Course outcome

On successful completion of the course, the students will be able

CO Number	CO	Knowledge Level
CO1	To Remember Ancient Indian civilization	K1
CO2	To Highlight the significance of Buddhism	K2
CO3	To Assess the significance of Mauryan administration	K4
CO4	To Highlights the cultural evolution of various dynasties.	K2
CO5	To inculcate historical understanding on the process of Ancient Indian society	K5

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	S	M	S	S
CO2	S	M	S	S	S	M
CO3	S	S	S	S	S	S
CO4	S	S	S	M	S	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03

Programme Title : M.A. History

Core course Title : HISTORY OF MEDIEVAL INDIA 1206 to 1707 CE

Core course Code : 22PGHIC02

Semester : I Hrs/Week: 4 Credit: 4

Course objectives

To impart knowledge on the cultural contribution of Muslim rulers.

To develop knowledge and understanding of medieval India.

To analyse medieval Indian society.

To realize the general development during the Mughal period.

To understand the political transformations in medieval India.

UNIT – I

Sources – Documentary and Non-documentary – Literary Sources – Trends in Medieval Indian Historiography – Establishment of Muslim rule – Slave Dynasty – Qutb –ud-din-Aibak – Iltutmish – Sultana Razia – Balban- The Concept of Sovereignty; the Growth of Centralized State Policy.

UNIT – II

Khaljis Dynasty – Jalaluddin Khalji -Alauddin Khalji – Economic measures – Religious policy – military exploits – The rise of Tughlaqs – Mohammad Bin Tughlaq – His Administrative measures and their impact – The Sayyids and Lodies – Delhi Sultanate Administration – Social and Economical Life – Bakhti Movement – Art and Architecture.

UNIT – III

Emergence of the Rajputs as a political force – and their social system. The Deccan – the rise and fall of Bahmini Kingdom – History of Vijaya Nagar Empire – Administration – Social life – Religion- Art and Architecture – Early Mughals- Invasion of Babur – Humayun- Afghan interlude – Sher Sha Sur – his administrative and military reforms.

UNIT – IV

Re –establishment and consolidation of the Mughal Empire – Akbar’s theory of kingship; emancipation of the state from the logical tutelage emergence of a no-sectarian state - Akbar’s Rajputs policy – Impact on the reins of Jahangir to Aurangzeb.

UNIT – V

The Mughals- North West Frontier and Deccan policy- Art and Architecture – the Decline of the Mughals- Rise of Sikhism – Guru Nanak and his Successors.

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Web Resources:

- <https://www.jstor.org/stable/pdf/20839068.pdf?refreqid=excelsior%3A27166160a23b17abd3ad8536465858c0>
- <https://www.jstor.org/stable/pdf/25655997.pdf?refreqid=excelsior%3A00d072dcb9caefddf6254b443f880a02>
- <https://www.jstor.org/stable/pdf/3632447.pdf?refreqid=excelsior%3A9a0862f6934310f53080b90643ef34b9>

<https://www.jstor.org/stable/pdf/25655998.pdf>

<https://www.jstor.org/stable/pdf/3517956.pdf?refreqid=excelsior%3A7d973dd3313dd7e64345129b08546290>

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To Remember the Establishment of Muslim rule	K1
CO2	To understand the importance of Din-e-Ilahi	K2
CO3	To assess the significance of Muslim administration.	K4
CO4	To Analyze the contribution made to the overall architectural development in the Muslim rule.	K5
CO5	To Evaluate the cultural amalgamation resulting out from various communal groups	K5

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	S	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	S	S	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03

Programme Title : M.A. History

Core course Title : SOCIAL AND CULTURAL HISTORY OF TAMIL NADU UPTO 1565 CE

Core course Code: 22PGHIC03

Semester : I Hrs/Week: 4 Credit: 4

Course objectives

To analyze the Ancient Tamil Civilization

To reveal the achievements of Pallavas

To discuss the uniqueness of Chola's Society

To trace the emergence of Vijayanagar rule in Tamil Nadu

To enable students to gain an in-depth knowledge about the contribution of the Pandyas to Tamil culture.

UNIT - I

Sources: Archaeology, Epigraphy, Literature and Numismatics - Pre Sangam: Neolithic and Megalithic Age - Sangam and Post Sangam: Social Institutions - Customs and Practices - Economy: Agriculture and Trade - Roman Trade - Industries - Revenue - Coinage - Religion - Cultural life.

UNIT - II

Pallavas: Administrative System - Society - Economy: Agriculture and crops - Irrigation - Trade and Industry - Revenue system - Features of Feudalism - Coinage and Urbanisation - Religion and Bhakthi Movement - Education and Literature - Development of Art and Architecture.

UNIT - III

Cholas: Administrative system - Society - Religion and Role of Temples - Economy: Land system - Trade - Inland and Foreign Trade - Coinage - Art, Architecture and Literature - Iconography - Sculpture and paintings under Cholas.

UNIT - IV

Pandyas: Foreign accounts - Society - Economy - Agriculture - Irrigation - Revenue system – Trade and commerce - Religion- Arts, Architecture and Literature.

UNIT - V

Vijayanagar and Nayaks: Society - Economy - Land system - Agriculture and Trade - Religion - Art and Literature.

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Web Resources:

<https://www.jstor.org/stable/pdf/27644261.pdf?refreqid=excelsior%3A20afbfb9f31e9684346c48dd17320c18>

<https://www.jstor.org/stable/pdf/44141115.pdf?refreqid=excelsior%3A76e7a64c30469e24433746076f2c4295>

<https://www.jstor.org/stable/pdf/24642343.pdf?refreqid=excelsior%3A65004bdb209c4ce8ffd656e7d54af240>

<https://www.jstor.org/stable/pdf/44140195.pdf?refreqid=excelsior%3Ae3dbddbdc287f907cd1dca71883659e>

<https://www.jstor.org/stable/pdf/44147170.pdf?refreqid=excelsior%3A875cde11b628f750c00070fd9a4ab895>

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To Remember the remains of Archaeological evidences in Tamil Nadu	K1
CO2	To Trace the origin of Local self-Government in Tamil Nadu	K3
CO3	To analyse the Art and Architecture of Cholas and Pandyas in Tamil Nadu.	K4
CO4	To summarise the socio- economic and religious conditions of Pallavas, Cholas and Pandiyan empire.	K5
CO5	To Evaluate the social and political background of the emergence of Nayaks	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	S	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	S	S	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03

Programme Title : M.A. History

Core course Title : INDIA'S STRUGGLE FOR INDEPENDENCE (PRE – GANDHIAN ERA)

Elective Course Code: 22PGHIC04

Semester : I Hrs/Week: 4 Credit: 4

Course objectives

The present course focuses on freedom movement in India in the pre-Gandhian era.

To study origin and growth of a national consciousness in India.

To understand the role of the early nationalists movements.

To study the swadeshi, home rule and revolutionary movements in India.

To understand the nature of colonialism in India.

UNIT- I: Beginnings of Organized Nationalism

The conception of India: Modern or pre – modern? Approaches to Indian Nationalism: Nationalist, Marxist, Elitist and Subaltern – Early resistance to colonial rule - The nature of the 1857 Revolt - Rise of National Consciousness – Cultural Awakening - Growth of a Middle Class.

UNIT- II: Early Nationalists

The growth of professions and the emergence of new leadership – Newspapers and Journals - Political associations before 1885- Formation of the Indian National Congress –Debates regarding its origin - The programme and methods of the Moderates - Economic critique of colonialism – Rise of militant nationalism – The programme and methods of the Extremists – Conflict and split.

UNIT- III: The Swadeshi Movement

The partition of Bengal – Boycott, swadeshi and national education – The samitis and political trends – Participation of different sections of the people – Regional Variations - The communal tangle and the birth of the Muslim League – Minto – Morley Reforms.

UNIT- IV: Revolutionary Movement

Factors leading to revolutionary trends - Swadeshi agitation and underground revolutionary organizations - Muzaffarpur conspiracy - Alipore bomb case - Ashe murder - Attempt on Viceroy Lord Hardinge - Suppression of revolutionary nationalism - The Ghadar Movement and the failed Insurrection of 1915.

UNIT- V: Home Rule Movement

Tilak, Annie Besant and the Home Rule leagues – Montague Chelmsford Reforms - The Rowlett Act- Jallianwala bagh tragedy –The road to non- cooperation.

References

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Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To comprehend the resistance demonstrated by natives against alien rule.	K1
CO2	To bring out the social and cultural changes during British India.	K2
CO3	To recapitulate the ideas and movements of Indian Freedom struggle.	K3
CO4	To Assess the methods and means of achieving independence	K5
CO5	Evaluate the ways and means of the exploitation of India by colonial government	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	S	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	S	S	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03

Programme Title : M.A. History

Elective course Title : HISTORY OF WORLD CIVILIZATIONS EXCLUDING INDIA

Core Course Code : 22PGHIC05

Semester : II Hrs/Week: 4 Credit: 4

Objectives

To understand the study of Antiquities.

To understand the scope of the study of ancient civilizations

To understand the political ideas.

To study the origin of the religion.

UNIT I: Meaning and Definition–Rise and growth of civilizations - Development of arts, writings – Economy, Society and religious belief – Technology.

UNIT II: River Valley Civilization – Nile- Egyptian-The Sumerians- The Babylonians- Assyrian- Mesopotamia – Hwang He(Chinese Civilizations) – Their Legacies

UNIT III: European Civilizations: Greece – City States – Political experiments – Age of Pericles – Legacy of Greece- Roman Civilization – Augustan Age – Legacy – Contributions of Roman Empire to the World.

UNIT IV: American Civilizations: The Land and People – Maya- Political Institutions –Art-Religion-Literature and Learning- The Incas- Contributions of American civilizations to the World.

Unit V: Rise and growth of Major Religions – Confucianism – Christianity –Zoroastrianism – Islam.

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Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To understand Rise and growth of civilizations.	K1 & K2
CO2	To assess the River Valley Civilization	K3
CO3	To Understand the European Civilizations	K2
CO4	To assess American Civilizations	K5
CO5	To examine Rise and growth of Major Religions	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03

Programme Title : M.A. History

Core course Title :HISTORY OF MODERN EUROPE (CE 1453 TO 1789CE)

Core Course Code: 22PGHIC06

Semester : II Hrs/Week: 4 Credit: 4

Course objectives

To know the fall of Constantinople in 1453.

To analyse renaissance and its impact in Europe

To explain political despotism in different countries

To trace the history of Parliamentary institution in England

UNIT - I

Fall of Eastern Roman Empire-Ottoman Turks-Geographical Discoveries-Divide of feudalism - Beginning of Capitalism.

UNIT - II

Renaissance and Reformation - Counter Reformation — Thirty Years War in Europe.

UNIT - III

Emergence of the Nation States - The rise of New Absolute Monarchies – Louis XIV – Peter the great, Catherine and Charles XV, Maria Theresa, Frederick of Prussia

UNIT - IV

Growth of Parliamentary Institutions in England - Civil War 1649 - Glorious Revolution.

UNIT - V

The Emergence of a Scientific View of the World. - Industrial Revolution- The Age of Enlightenment

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Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To critically evaluate different events in world history	K6
CO2	To comprehend the influence of Renaissance in making of world history	K2
CO3	To figure out the impactful events in the Transition of world History	K3
CO4	To summarise the causes and effects of Renaissance, Reformation and Revolutions of Europe.	K5
CO5	To Evaluate the various scientific developments during Enlightenment period and its contributions for emergence of new scientific world .	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03
Programme Title : M.A. History
Core course Title : **GANDHIAN ERA OF INDIAN NATIONAL MOVEMENT (1920-1947)**
Core Course Code : 22PGHIC07
Semester : II **Hrs/Week: 4 Credit: 4**

Course objectives

The Gandhian Era of Indian National Movement was characterised with the prolonged struggle on moral, political and ideological levels.

The students will be benefitted from the deeper understanding of this phase of National Movement as it provide clues for the questions of how the diversity and tensions did not actually weaken the movement, instead became the major source of strength.

UNIT-I: Gandhian Movements

Gandhi and the Peasantry – Khilafat and Non-Cooperation Movements and its result – Swarajists and Constructive work - Simon Commission - Civil Disobedience Movement - Gandhi-Irwin Pact – Second Round Table Conference - Communal Award - Ambedkar.

UNIT-II: Revolutionary and Left Movements

Emergence of Communist and Socialist Groups - Growth of Revolutionary socialism in the Interwar period – Activities of the Hindustan Socialist Republican Association - The Ideology and Leadership of Baghat Singh –The Chittagong Armoury Raid – Trade Union Movement and Working Class Struggles.

UNIT-III: Peasant Movements and People’s Movements in Princely States.

Hard Ships of the Peasantry – Peasant Movements in the 1920s in Malabar, United Provinces, Bengal and Gujarat - Formation of the All India Kisan Sabha – No- Tax and No – Rent Movements in the 1930s –People’s Movements in Princely States.

UNIT-IV: World War II and the Upsurge of Nationalism

Failure of the Cripps Mission - The Quit India Movement: Background, Responses and Impact – Formation of the Indian National Army – Leadership and Ideology of Subash Candra Bose – Actions of the INA – Impact of World War II on British Policy towards India.

UNIT-V: Towards Independence and Partition

Elections and the Cabinet Mission – INA Trials – RIN Mutiny – Peasant Struggles: The Worli, Tebhaga and Bakasht Movements – Movement for Pakistan and the outbreak of Communal Violence - The Interim Government – Mountbatten Plan - The Partition and Independence of India.

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Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To know about the rise of National leaders and Nationalism.	K1
CO2	To Understand the bitter experience faced by India during this Period.	K2
CO3	To analyzing the role of moderates and extremist in during Indian National Movement.	K5
CO4	To recapitulate the ideas and movements of Indian Freedom struggle.	K5
CO5	To examine the causes and impacts of Partition and its aftermath.	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03
Programme Title : M.A. History
Core course Title : SOCIO-CULTURAL HISTORY OF TAMIL NADU, 1800-1967 CE.
Core Course Code : 22PGHIC08
Semester : II **Hrs/Week: 4 Credit: 4**

Course objectives

To understand the social and Religious conditions of Tamil Nadu.

To study the literary growth

To learn the contributions of Dravidian Movement

To inculcate the spirit of Self-Respect Movement

To enrich the students' skill of knowledge and confidence.

To explain the socio- cultural aspects in Tamil Nadu

UNIT- I: Social and Religious Conditions

Sources: Archival - institutional papers - private papers - literature-folklore - newspapers and journals. Social Conditions: Caste system origin and growth - Castes conflicts. Family: Emigrations-Joint family- break up-position of women-sati-child marriage-devadasi system- infanticide-changes in the 19th and 20th centuries. Social beliefs and social practices: social ceremonies, festivals, entertainments and superstitions. Religion: Saivism, Vaishnavism, Village Gods and Deities - Christianity: Policy of the Company, growth and impact - Islam: growth and impact.

UNIT- II: Land Systems

Zamindari to Ryotwari-General economic conditions: agriculture and industry during colonial and post-colonial periods- Landlords-Peasants - small tenant-serfdom-trading classes. Rise of indigenous commercial Elite- the Dubashis.

UNIT- III: Growth of Education

Indigenous institutions of learning - Introduction of Western education – Role of Missionaries and the Colonial Government - Munro's Scheme of Education- Professional and Technical education - Education of Depressed Classes - Muslim education - Female education- Rise of Administrative and Professional Elites.

UNIT- IV: Modern Socio-Religious Movements:

St. Ramalingar and the Samarasa Sanmarga Sangam- Theosophical Society - Ramakrishna Mission - Radical social reform movements: Concept of Dravidian culture- Non-Brahmin Movement-Periyar E. V. R and Self- Respect Movement-Temple Entry Movement: Dalit Movement: Ayothidhasar - M. C. Raja - Erattamalai Srinivasan.

UNIT- V: Cultural Developments

Music: folk and classical - Tamil Literature: Subramania Bharathi - Bharathidasan - Namakkal Ramalingam Pillai - Kavimani Desika Vinayakam Pillai- Maraimalai Adigal - Films: Impact on society and politics.

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- <https://www.jstor.org/stable/pdf/4400205.pdf?refreqid=excelsior%3A883d87819dd8558a7700849dec39c139>
- <https://www.jstor.org/stable/pdf/2645314.pdf?refreqid=excelsior%3Af0cdec3f63d2dedada8e7c11f5b81efe>
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Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To Preparing portraits of women and men social reformers	K1
CO2	To obtain knowledge on the various reform movements.	K2
CO3	To know the emergence of Dravidian Movement	K3
CO4	To Examine the 20th century Tamil Nadu political condition.	K5
CO5	To provide a detail Survey of different facts of Modern Tamil Nadu.	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03

Programme Title : M.A. History

Elective Course Title : BRITISH ADMINISTRATION IN INDIA, 1757 C.E. – 1857 C.E.

Elective Course Code: 22PGHIEC01

Semester : II Hrs/Week: 4 Credit: 4

Course Objectives

This Course imparts following skills and knowledge to the students:

- To understand the congenial condition for the coming of the Europeans and the establishment of their settlements.
- To understand the struggle for supremacy among the Europeans.
- To appreciate reforms of the various Governors Generals and to recognize the administrative developments during the British period.
- To analyse the factors and the circumstances that led to the outbreak of the Revolt of 1857 and to admire the role of the heroes of the revolt.

Unit-I Administration and domestic policy of : Robert Clive - Warren Hastings - Lord Cornwallis - Lord Wellesley - Lord William Bentinck - Lord Dalhousie - Lord Canning.

Unit-II British government and its control over Indian administration - central, provincial Relations - Princely States - governing foreign relations.

Unit-III Constitutional Developments till 1857: Regulating Act (1773) - Pitt's India Act (1784) - Charter Act (1793) - Charter Act (1813) - Charter Act (1833) - Charter Act (1853).

Unit-IV East India Company: Administrative Policies till 1857 - Judicial Organisation - Social Reform - Spread of Modern Education.

Unit- V Economic Policies of British till 1857 - Economic Drain in India - Industry: Domestic and craft industry;- Land Revenue Settlements - Irrigation - Famines in India and Development of Famine Policy.

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Bayly, C.A., Indian Society and the making of the British Empire (New Cambridge History of India). 11.1 (Cambridge University Press, 1987).

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India Readings). (Delhi, OUP, 1993).

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Naoroji, Dadabhai, Poverty and Un-British Rule in India (London 1901, Delhi Commonwealth, 1988).

Panigrahi, D.N. (ed.). Economy, Society and Politics in Modern India (Delhi, Vikas, 1985).

Ray, Rajat K., Entrepreneurship and Industry: 1800-1947 (Oxford in India Readings) (Delhi, OUP, 1992).

Roy, Tirthankar, The Economic History of India, 1857-1947 (OUP, 2000).

Siddiqi, Asiya, (ed.). Trade and Finance in Colonial India 1750-1860 (Oxford in India Readings) (Delhi, OUP, 1995).

Stokes, Eric, Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India (Delhi, Vikas, 1978).

....., The English Utilitarians and India (Delhi, OUP, 1959).

In the Department Library:

Micheal Edward. British India, 1772-1947. Rupa & Co, 2006, Dept Lib Acc. No. 2176

Thirthankar Roy. The Economic History of India. 1857-1947, OUP, 2007, Dept Lib Acc. No. 1415.

Sumit Sarkar, Modern India, 1857-1947. New Delhi: Mac Millan, 1985, Dept Lib Acc. No

Edward Thompson. History of British Rule in India. New Delhi: Atlantic,1999, Dept Lib Acc. 1029

Course outcome:

- Assess the assimilation of the precolonial administrative methods into colonial
- Height the features of permanent settlement system
- Understand the significance of subsidiary alliance policy
- Assess the significance of legal reforms
- Point out the methods and means of administering the social and cultural spheres in colonial India
- Bring out the role of the local royals or aristocrats in the administering India
- Point out the significance of social reforms
- Assess the significance of reforms on education

Web Resources

<http://www.jstor.org/stable/2639124>. Accessed 27 Feb. 2023.

<http://www.jstor.org/stable/44138517>. Accessed 27 Feb. 2023.

<http://www.jstor.org/stable/24863503>. Accessed 27 Feb. 2023.

<http://www.jstor.org/stable/24409217>. Accessed 27 Feb. 2023.

<https://doi.org/10.2307/3517499>. Accessed 27 Feb. 2023.

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To understand the struggle for supremacy among the Europeans.	K1
CO2	To obtain knowledge on the various reform movements.	K2
CO3	To know the emergence of Dravidian Movement	K3

CO4	To Examine the 20th century Tamil Nadu political condition.	K5
CO5	To provide a detail Survey of different facts of Modern Tamil Nadu.	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03

Programme Title : M.A. History

Elective Course Title : BRITISH ADMINISTRATION IN INDIA, 1857 C.E. – 1947 C.E.

Elective Course Code: 22PGHIEC02

Semester : II Hrs/Week: 4 Credit: 4

Course Objectives

This Course imparts following skills and knowledge to the students:

- To understand the congenial condition for the coming of the Europeans and the establishment of their settlements.
- To understand the struggle for supremacy among the Europeans.
- To appreciate reforms of the various Governors Generals and to recognize the administrative developments during the British period.
- To analyse the factors and the circumstances that led to the outbreak of the Revolt of 1857 and to admire the role of the heroes of the revolt.

Unit-I British Administration under Viceroys (1857-1947): Lord Canning - - Lord Lytton - Lord Ripon - Lord Curzon.

Unit-II Constitutional Developments after 1858: Indian Councils Act, 1858 or Government of India Act, 1858 - Queen's Proclamation of 1858 - Indian Councils Act, 1861 - Indian Councils Act, 1892.

Unit-III Indian Councils Act, 1909 - The Government of India Act, 1919 - Government of India Act, 1935 - Indian Independence Act, 1947.

Unit-IV The Growth of Local Self-Government in India: Mayo's Resolution of 1870 - Ripon's Resolution of 1882 - The Decentralization Commission Report, 1908 - The Resolution of May 1918.

Unit-V The Impact and Legacy of British Rule in India: British Impact on Law and Administration - British Impact on Education, Socio- religious reform movements- Economic Impact and Society.

References:

Arnold, David and Ramachandra Guha (eds.), Nature, Culture, Imperialism: Essays on the environmental history of South Asia (Delhi, OUP, 1995).

Bayly, C.A., Indian Society and the making of the British Empire (New Cambridge History of India). 11.1 (Cambridge University Press, 1987).

Bipan Chandra, Communalism in Modern India (2nd edn) (Delhi, Vikas, 1987).

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Chakravarty, Suhash, The Raj Syndrome: A Study in imperial Perception (Delhi, Penguin Overseas, 1991).

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Panigrahi, D.N. (ed.). Economy, Society and Politics in Modern India (Delhi, Vikas, 1985).

Ray, Rajat K., Entrepreneurship and Industry: 1800-1947 (Oxford in India Readings) (Delhi, OUP, 1992).

Roy, Tirthankar, The Economic History of India, 1857-1947 (OUP, 2000).

Sarkar, Sumit, Modern India, 1885-1947 (Delhi, Macmillan, 1985).

Siddiqi, Asiya, (ed.). Trade and Finance in Colonial India 1750-1860 (Oxford in India Readings) (Delhi, OUP, 1995).

Stokes, Eric, Peasants and the Raj: Studies in Agrarian Society and Peasant Rebellion in Colonial India (Delhi, Vikas, 1978).

....., The English Utilitarians and India (Delhi, OUP, 1959).

Course outcome:

- Explain the evolution of institutions of governance
- Understand evolution of modern judicial institutions
- Assess the significance of mint-to-morely reforms
- Highlight the salient features of constitutional reforms
- analyze the significance of resident system
- Understand the reasons behind Bengal division
- Highlight the significance of railways and new modern economy
- Elaborate on the concept of deindustrialization

Programme Code : HIS03

Programme Title : M.A. History

Elective Course Title : SOCIAL AND CULTURAL HERITAGE OF THE TAMILS

Elective Course Code: 22PGHIEC05

Semester : II Hrs/Week: 4 Credit: 4

Unit-I

The Sangam Period - Sources - Society in the Sangam Age - Economic condition - Trade and Commerce - Slavery - Cultural condition - Growth of Literature - Art and Architecture- Fine Arts.

Unit-II

Age of the Pallavas - Sources - Social condition - Economic condition Religious condition- Bakthi Movement - Nayanmars and Alwars cultural development - Fine Arts - Painting, Music, Dance - Education and Literature.

Unit-III

Tamil Nadu under the Imperial Chola period - Social condition - Economic condition - Development of Literature under the Imperial Cholas - Religious condition - Growth of Art and Architecture.

Unit-IV

The Second Pandyan Empire - Social condition - Economic condition - Religious condition- Fine Arts - Education and Literature. Muslim Invasions of Tamil Nadu - Their effects - The Sultanate of Madurai - Social condition - Religious condition - Cultural condition.

Unit-V

Tamilagam under the Nayaks - Madurai - Tanjore - Gengi - Cultural Development - Art and Architecture - Literature.

References

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.... *A Social History of the Tamils*, University of Madras, Chennai, 1975.
Srinivasa Iyengar P.T. *History of the Tamils*, Asian Educational Services, New Delhi, 1983.
Subramanian N. *History of Tamilnadu (To AD 1336)*, Koodal Publishers, Madurai 1972.
Thangavelu G. *Indhiyakkalai Varalaru (Tamil)*, 2 Vols., Tamilnadu Text Book Society, Chennai, 1976.
Vaithialingam S. *Tamil Panpattu Varalaru*, 4 Vols., Annamalai University Publication, Annamalai Nagar, 2000.

Programme Code : HIS03

Programme Title : M.A. History

Elective Course Title : COLONIALISM AND NATIONALISM IN TAMIL NADU

Elective Course Code: 22PGHIEC06

Semester : II Hrs/Week: 4 Credit: 4

Unit -I

Sources: archival- institutional papers -Private papers-literature-folklore- newspapers and journals.

Unit- II

Early Challenges Colonialism: Carnatic Wars - Poligar revolt – Vellore Mutiny — Early Modern Nationalist Movement in Tamil Nadu – Madras Mahajana Sabha – Madras Provincial Conference.

Unit -III

Role of Tamil Nadu during the freedom struggle,1885-1919: First Phase of the Congress, 1885-1905 – Impact of Partition of Bengal- Swadeshi Movement- Swadeshi Steam Navigation Company – Bharathi – V.O.Chidamparam Pillai – Subramania Siva- Home Rule Movement and its impact.

Unit- IV

Role of Tamil Nadu during the freedom struggle,1919-1947: Non Co-operation Movement – Simon Commission – Civil Disobedience Movement –Vedaranyam salt satyagraha

Unit -V

1935 Act – Formation of Congress Government, 1937 under C. Rajagopalachari–Impact of World War II- Role of Tamil People in INA- Quit India Movement – Independence.

References:

- Ganeshram, S. *Pathways to nationalism: social transformation and nationalist consciousness in colonial Tamil Nadu, 1858-1918*. London, Routledge, 2017.
- Rajayyan K. *History of Tamil Nadu, 1565-1982*, Raj Publishers, 1982
- Rajendran,N. *Agitational Politics and State Coercion, National Movement in Tamil Nadu,1905-1914*, Madras, Oxford University Press, 1994.
- Subramanian. P. *Social History of the Tamils*, New Delhi, B.I.Publications, 1995.
- Sundaralingam R. *Politics and Nationalists Awakending in South India 1852-1891*, Tucson, University of Arizona Press ,1974.
- Sundararajan, Saroja. *March to freedom in Madras Presidency, 1916-1947*, Madras, Lalitha Publications, 1989.
- Washbrook, D.A. *The emergence of Provincial Politics: The Madras Presidency 1870-1920*, New Delhi, 1977.

Programme Code : HIS03

Programme Title : M.A. History

Core course Title : Swayyam course

Core Course Code :

Semester : II **Hrs/Week:** 2 **Credit:** 2

Programme Code : HIS03

Programme Title : M.A. History

Core course Title : Human Rights

Core Course Code : 06PHR01

Semester : II **Hrs/Week:** 2 **Credit:** 2

Programme Code : HIS03

Programme Title : M.A. History

Core course Title : HISTORY OF MODERN WORLD 1789 – 1945CE

Core Course Code : 22PGHISC09

Semester : III Hrs/Week: 4 Credit: 4

UNIT - I

French Revolution - Napoleonic Era - American Revolution – 1830 and 1848 Revolutions in Europe

UNIT – II

Rise and Growth of Nationalism in Europe - Unification of Italy - Unification of Germany - Balkan Revolts.

UNIT – III

Emergence of Modern Japan - Meiji Restoration – Japan’s Role in I & II World War - Modern China - Opium War - Revolution of 1911 - Dr. Sun-yat-sen - Establishment of Peoples Republic in China.

UNIT - IV

First World War: Causes – Courses – Results – League of Nations - Russian Revolution and its Impacts – Political activities in Europe during the Inter-War Period (1919-1939)

UNIT - V

Second World War- Causes – Courses - Results – Formation of UNO and its agencies -

References

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Bianco, Lucien, *Origins of the Chinese Revolution, 1915-1949*, London, OUP, 1971.

Doyle William. *The French Revolution A Very Short Introduction*, New York, Oxford University Press,2001.

Fay, Sidney Bradshaw. *The Origins of World War*, New Delhi, Eurasia, 1958.

Hazen, Charles Downer. *Contemporary Europe since 1870*, Delhi, Surjeet, 1981.

Hobsbawm, E.J. *the Age of Revolution, 1789-1848*, Hachette UK, 2010 .

..... *The Age of Capital, 1848-1875*, Hachette UK, 2010.

..... *The Age of Empire, 1875-1914*, Hachette UK, 2010.

..... *The Age of Extremes: The Short Twentieth Century, 1914-1991*, Peter Smith Publisher, Incorporated, 2000.

Howard Michael. *The First World War A Very Short Introduction*, New York, Oxford University Press,2002.

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Magdoff, H.H. *Imperialism from the Colonial Age to the Present : Essays*, Monthly Review Press, 1978.

Passmore Kevin. *Fascism A Very Short Introduction*, New York, Oxford University Press, 2002.

Rao, B.V. *History of Modern Europe AD 1789-2013*, New Delhi, Sterling Publishers, 2014.

.... *History of Modern World from AD1500-AD2011*, New Delhi, Sterling Publishers, 2014.

...History of Asia from Early Times to the Present, New Delhi, Sterling Publishers, 2014.

Rauchway Eric. *The Great Depression & the New Deal A Very Short Introduction*, New York, Oxford University Press, 2008.

Roberts, J.M. *Europe: 1880-1945*, Longman, 2001.

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Smith, S. A. *The Russian Revolution A Very Short Introduction*, New York, Oxford University Press, 2002.

Southern, R.W. *Western Society and the Church in the Middle Ages*, Middlesex, 1973.

Web Resources

<https://www.history.com/topics/world-war-i/world-war-i-history>

<https://www.bl.uk/russian-revolution>

<http://www.bbc.co.uk/history/worldwars/wwtwo/>

<https://www.un.org/en/>

https://scholar.princeton.edu/sites/default/files/gji3/files/introduction_unipolarity.pdf

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To understand the different principles like imperialism and nationalism	K1
CO2	To expound the great war and aftermath of world politics.	K4
CO3	To assess the significance of UNO to promote peace among world countries.	K5
CO4	To Evaluate the development of Unipolar system.	K6

CO5	To provided students to elucidate the world countries policies and their approach toward developing and under developing countries.	K6
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Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Title : M.A. History
Core course Title : SCIENCE, TECHNOLOGY AND MEDICINE IN MODERN INDIA
Core Course Code : 21PGHIC10
Semester : III **Hrs/Week:** 4 **Credit:** 4

Course Objectives

This course aims to provide a new platform for students to evaluate the spread and practice of western science, technology and medicine in colonial India.

To elucidate the theoretical understanding of colonial science concept.

To explicit the science under the company and its explorations.

To understand the encounters with western medicine and women.

To explicate the newly introduced technologies of the steam age.

To access the Indian response to western science and technology and medicine.

UNIT- I: Science and Empire: Theoretical Perspectives

The Concept of Colonial Science - Debate regarding the Spread of Western Science among Non-Western Peoples - The Role of Science in the Colonial Process.

UNIT- II: Science and Colonial Explorations

East India Company and Scientific Explorations - Science and Orientalism -Early European Scientists: Surveyors, Botanists, Doctors under the Company's Service - The "Tropicality" of India.

UNIT- III: Western Medicine

The Indian Medical Service - Epidemic Diseases, Medical Topographies and Imperial Policy - Women, Missions and Medicine.

UNIT- IV: Technologies of the Steam Age

Textiles, Mining and Ship Building - Roads, Railways and Canals - Technology, Ideology and Resistance.

UNIT- V: Indian Response to Western Science

Indian Response to New Scientific Knowledge: Interactions and Predicaments - Science and Indian Nationalism: Emergence of National Science; Mahendra Lal Sarkar, P.C.Ray, J.C.Bose – Ideas of Mahatma Gandhi, Jawaharlal Nehru and other Indian Nationalists.

References

- Arnold, David. *Science, Technology and Medicine in Colonial India. The New Cambridge History of India Series*, Cambridge, 1999.
- Bandyopadhyaya, Arun (ed.), *Science, and Society*, Delhi: Manohar Publications, 2009.
- Dasgupta, Subatra. *Jagdish Chandra Bose and the Indian Response to Western Science*. Delhi: Oxford UP, 1999. Kumar, Deepak. *Science and the Raj*, Delhi, Oxford UP, 1995.
- Kumar, Deepak. *Disease and Medicine in India: A Historical Overview*, Delhi: Tulika, 2000. Lourdusamy, John Bosco. *Science and National Consciousness in Bengal*, Orient Longman, 2004.
- Sangwan, S. *Science, Technology and Colonisation: Indian Experience*, Delhi, Anamika, 1990.

Web Resources:

- <https://www.jstor.org/stable/pdf/3518179.pdf?refreqid=excelsior%3A259bb8d9606ff1a23ab41d3b904038de>
- <https://www.jstor.org/stable/pdf/10.1086/430678.pdf?refreqid=excelsior%3A38bc91e7161700e0b9afad1559e8ae93>
- <https://www.jstor.org/stable/pdf/41498566.pdf?refreqid=excelsior%3Aac445e3bed222602e2eccc8a53b7e672>
- <https://www.jstor.org/stable/pdf/1050143.pdf?refreqid=excelsior%3A70d7da023b803b8a23b01a6899eb205f>
- https://horizon.documentation.ird.fr/exl-doc/pleins_textes/pleins_textes_7/carton07/010008835.pdf

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To understanding of the Diffusion of Western Science Technology and Medicine.	K1
CO2	To estimate of Science and the company and Crown.	K4
CO3	To assess the role of western medicine to eradicate diseases.	K5
CO4	To Evaluate the Indian Response to Western Science	K6
CO5	To induce the students to make research in the history of science, technology and medicine in colonial and post-colonial India.	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Title : M.A. History
Core course Title : HISTORY OF CONTEMPORARY INDIA (Since 1947)
Core Course Code : 21PGHIC11
Semester : III **Hrs/Week:** 4 **Credit:** 4

Course Objectives

Students can understand early challenges in post independent India

To expose India's foreign policies of various governments.

To evaluate economic policies and development of science and technology

To study social changes which transformed the Indian society

To analyze the issues and challenges in contemporary India.

This course attempts to understand contemporary India through political, economic and social changes by the different governments.

UNIT – I: The Making of Modern India

The Aftermath of Partition – The Integration of Princely States - Reorganization of States-

UNIT – II: India's Foreign Policy: Origins, Continuity and Changes

Prime objectives of India's Foreign Policy ; Policy with super powers (USA, former USSR) – Policy with neighboring states -Panch Sheel - Issues in India-Pakistan Relations - Chinese Aggression - Non-Alignment– India stand on Nuclear Policy

UNIT – III: Economic Policies and Progress in Science and Technology

Beginnings of Planned Economy – Five Year Plans - Land Reform Legislations
Industrial Policy – Green Revolution – Liberalization of Economy – Economic transformation - Progress in Science and Technology in the Nehruvian and post - Nehruvian Era

UNIT – IV: Social Change and Transformation

Land Marks in the Progress of Education - Hindu Code Bills - Changes in Family Structure, Caste and Stratification - Assertion of Dalits and Backward castes — Civil Society Activism: Bhoodan, Chipko and Save Narmada Movements.

UNIT – V: Contemporary Issues and Challenges

Regional Issues– Identity Politics in India – Left Wing Extremism and Insurgency – Corruption in Indian Public Life: Scams and Scandals — Women and Personal Laws – The Affirmative Action Debate in India.

References

Bayly Susan. *The New Cambridge History of India*, Iv.3, *Caste, Society and Politics*, Cambridge, 1999. Brass,

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Metcalf, Barbara D. & Thomas R. Metcalf. *A Concise History of Modern India*, Cambridge University Press, 2006.

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Web Resources:

<https://www.jstor.org/stable/pdf/3866051.pdf?refreqid=excelsior%3Aaddc9c6821f5ac94410fd3c0040e56d>

<https://www.jstor.org/stable/pdf/40278723.pdf?refreqid=excelsior%3A63037ea69ede1e1b5e9895c1195f8bff>

<https://www.jstor.org/stable/pdf/3019064.pdf>

<https://www.jstor.org/stable/pdf/4406782.pdf?refreqid=excelsior%3A501308d804cf68ec6b3ce466bdf3e098>

<https://www.jstor.org/stable/pdf/4395232.pdf?refreqid=excelsior%3A46f26a18046bef0781c4a05a05e8eca9>

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To acquired the knowledge on Making of Contemporary India	K1
CO2	To obtain the role of political parties to built secular democracy.	K2
CO3	To assess the significance of India's Foreign Policy	K5

CO4	To highlight the development of Indian Economy in the Global context.	K4
CO5	To Evaluate the students into historical understanding of contemporary Indian politics, economic and social conditions.	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Title : M.A. History
Core course Title : RESEARCH METHODS IN HISTORY
Core Course Code : 22PGHIC12
Semester : III Hrs/Week: 4 Credit: 4

Course Objectives

This Course imparts following skills and knowledge to the students:

To know the scope and purpose of History

- To study the relation between History and other social sciences.
- To analyse the research techniques in History
- To estimate the contributions of Historians.

UNIT-I – Meaning and Definition-Significance and Scope of Research – Approaches in Research: Analytical and Scientific.

UNIT –II – Objectivity – Subjectivity – Causation in History.

UNIT-III – Historical Research: Essential Qualities- Choice of Research Topic-Criteria for Selecting a Topic Scientific Enquiry-Limitations of Historical Research-Requisites for a Research Scholar.

UNIT-IV –Methods of Historical Research: Research Procedures-Collection of Evidences Critical Evaluation of Sources-Methods of Criticism–External Criticism-Internal Criticism.

UNIT –V –Documentation – Footnotes – Bibliography – Tables and Charts – Preparation of Thesis.

References:

Ali, Sheik B. *History: Its Theory and Method*, Delhi, 1978.

Bridget Somekh and Cathy Lewin. *Research Methods in the Social Sciences*, New Delhi, Vistaar Publications, 2005.

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Majumdar, R.C. *Historiography in Modern India*, Bombay, 1970.

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Malcolm Williams, *Science and Social Science: An Introduction*, London and New York,Routledge, 2000.

Martin Hollis.The Philosophy of Social Science: An Introduction, New Delhi, Cambridge University Press, 2000.

M.L.A. Hand Book for Researchers Thesis & Assignment Writing,New Delhi, Wily Eastern,1990.

Rajayyan, K. *Historiography*, Madurai, 1999.

Sreedharan, E. *A Text book of Historiography 500 B.C. to 2000 A.D.*, Delhi, 2004

Topolski, Jerzy.Methodology of History, Holland: Reidal Publishing Co,1976.

Watson, George . Writing a thesis: A Guide to Long Essays and Dissertations, Longman, London, 1987.

Programme Code : HIS03

Programme Title : M.A. History
Elective Course Title : COLONIALISM AND RESISTANCE TO COLONIAL RULE IN INDIA, 1757 C.E. – 1858 C.E.
Elective Course Code : 22PGHIEC03
Semester : III **Hrs/Week:** 4 **Credit:** 4

Course Objectives

This Course imparts following skills and knowledge to the students:

- The purpose of this course is to help the students understand India's colonial past.
- The importance and relevance of understanding this past is the fact that the roots of many political institutions and ideas, social and economic structures that are central to politics in India today can be traced back to this past.
- The course seeks to achieve this understanding by studying colonialism in India from different perspectives that reveal different facets of colonialism in India: social-economic, political, religious, legal, and educational.

Unit- I Nature of colonialism– Upsurge in the South: Poligari Uprisings- Vellore Mutiny.

Unit-II Mysore Under Haider Ali and Tipu Sultan: The First Anglo-Mysore war, 1767-69 The Second Anglo-Mysore War, 1780-84 The Third Anglo-Mysore War, 1790-92 The Fourth Anglo-Mysore War, 1799 - Anglo-Maratha Struggle for Supremacy: The First Anglo-Maratha War, 1775-82 The Second Anglo-Maratha War, 1803-1805 The Treaty of Bassein, 31 December 1802 The Third Anglo-Maratha War, 1817-1818.

Unit- III Ranjit Singh and aftermath in Punjab The Punjab Politics after 1839 - The First Anglo-Sikh War, 1845-46 -The Second Anglo-Sikh War, 1848-49 The Annexation of the Punjab.

Unit- IV Revolt of 1857: causes; course; nature; and results – repercussions in the South.

Unit-V Revolts in Bengal and Eastern India - Peasant movements and tribal uprisings in the 18th and 19th centuries including the Rangpur Dhing (1783), Kol Rebellion (1832), Santal Hul (1855).

References:

- Baker, Johnson, Seal.(eds.) Power, Profit and Politics: Essays on Imperialism, Nationalism and Change in 20th Century India, Cambridge, 1981.
Chandra, Bipin. Nationalism and Colonialism in Modern India. New Delhi, 1984.
Desai, A.R. Social Background to Indian Nationalism. Delhi: Vikas, 1978.
Kumar, Kapil. Peasants in Revolt-Tenants Landlords Congress and the Raj in Oudh, 1886-1922. New Delhi: Manohar, 1984.
Majumdar, R.C. (ed) History and Culture of Indian People. Bombay: Bharatiya Vidya Bhavan, 1960. Relevant Vol.
Nanda, B.R. and V.C. Joshi. Studies in Modern Indian History, Bombay: Orient Longman, 1972.
Rajendran, N. Nationalist Movement in Tamil Nadu, 1905-1914. Oup, 1994.
Seal, Anil. The Emergence of Indian Nationalism. Cambridge, 1968.
Sumit, Sarkar. Modern India 1885-1947. Delhi: Macmillan, 1983.

Course outcome:

- Assess the early forms of resistance against colonial government
- Point out regional variations in the resistance
- List out the leaders how lead the resistance
- Enumerate the reasons for the emergence of 1857 revolt
- Assess the significance of regional revolts
- Highlight the significance of swadeshi movement
- Assess the significance of poligar rebellion
- Point out the significance of peasant movements

Programme Code : HIS03

Programme Title : M.A. History
Elective course Code : CONSTITUTIONAL HISTORY OF INDIA: 1773-1947 CE
Elective course Code : 22PGHIEC04
Semester : III **Hrs/Week:** 4 **Credit:** 4

Course objectives

To know the history of the Indian constitution and its basic features.

To expound the Fundamental rights and fundamental duties of the citizens.

To understand the powers and functions of President, Prime Minister and Parliament.

To perceive state governments and centre-state relations.

To obtain the role of judiciary and process for amendments.

This course aims to help the students to acquire prominent facts of the Indian constitution to appear the competitive examinations.

Unit I Constitutional Development and making of the Constitution: Regulating Act, 1773- Pitt's India Act, 1784- Charter Acts 1793, 1813, 1833 and 1853- Government of India Act of 1858- First Council Act of 1861- Second Council Act of 1892-Morley- Minto Act, 1909- Montagu- Chelmsford Act, 1919- Nehru Report- Round Table Conferences Government India Act of 1935- Making of the Constitution: Constituent Assembly - Preamble-Salient features of the Constitution.

Unit II Rights and Duties: Fundamental Rights - Directive Principles of State Policy – Fundamental Duties-Emergency Provision.

Unit-III Government: Union Government: President, Vice- President, Cabinet- Parliament. State Government: Governor- Cabinet- State Assembly- Centre-State Relationship.

Unit-IV Judiciary: Supreme Court- High Court.

Unit-V Other aspects of Constitution: Election Commission - Language Issues - Finance Commission- Contingency Fund of India- Consolidate Fund of India- UPSC- Panchayat Raj- Constitutional Amendments.

References

Austin, G. *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.

..... *Working a Democratic Constitution: The Indian Experience*, Delhi, Oxford University Press, 2000. Basu, D.

D. *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 1994.

Baxi, U. *The Indian Supreme Court and Politics*, Delhi, Eastern Book Company, 1980.

Chaube, S. K. *Constituent Assembly of India: Springboard of Revolution*, New Delhi, Peoples' Publishing House, 1973.

Hardgrave, R. L. *India: Government and Politics in a Developing Nation*, New York, Harcourt, Brace and World, 1965.

Kashyap, S. *Our Parliament*, New Delhi, National Book Trust, 1992.

Krishna Shetty, M. P. *Fundamental Rights and Socio-Economic Justice in the Indian Constitution*, Allahabad, Chaitanya Publishing House, 1969.

Mallya, N. N. *Indian Parliament*, New Delhi, National Book Trust, 1970.

Munshi, K. M. *The President Under the Indian Constitution*, Bombay, Bharatiya Vidya Bhavan, 1963. Noorani, A. G. *Constitutional Questions in India: The President, Parliament and the States*, Delhi, Oxford University Press, 2000.

Pylee, M. V. *Constitutional Government in India*, Bombay, Asia, Publishing House, 1977.

.... *An Introduction to the Constitution of India*, New Delhi, Vikas, 1998.

Ray, A. *Tension Areas in India's Federal System*, Calcutta, The World Press, 1970. Setalvad, M.

C. *Union and State Relations under the Indian Constitution*, Calcutta, Eastern Law House, Calcutta, 1975

Sharma, L. N. *The Indian Prime Minister: Office and Powers of India*, New Delhi, Macmillan, 1976. Sharma, S. R.

The Indian Federal Structure, Allahabad, Central Book Depot, 1967.

Web Resources:

https://www.india.gov.in/sites/upload_files/npi/files/coi_part_full.pdf

<http://legislative.gov.in/constitution-of-india>

<http://constitutionnet.org/country/constitutional-history-india>

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To understanding of the constitutional history and role of the constituent assembly.	K1 & K2
CO2	To assess of salient features of the Indian constitution.	K5
CO3	To Evaluate the role of Legislative, Executive and Judiciary to protect the democracy.	K6
CO4	To analyse of federal government setup through centre-state relations.	K4
CO5	To encourage the student to face the competitive examinations and help them to crack the constitution portions.	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03

Programme Title : M.A. History
Elective course Code : **DRAVIDIAN MOVEMENT IN TAMILNADU - I UPTO 1947**
Elective course Code : 22PGHIEC07
Semester : III **Hrs/Week:** 4 **Credit:** 4

UNIT- I

Dravidians - Anthropological definition - Indo Aryan Race and Dravidians - British Caldwell's contribution - western Education and Indian Renaissance Early Dravidian Leaders - Madurai Pillai - P.V. Subramanin Pillai - Chinna Thambi Pillai - Attempt of Ayothidasa Pandithar - Rettai malai Srinivasan for consolidation - Founding of Adi Davida Mahajana Sabha 1894.

UNIT-II

South Indian Liberal federation 1916 - P.T. Theaganayachetti - Dr. C. Natesa Mudali - Dr. T.M. Nair - Founding of Dravidan - Justice and Andhra Prakasika - Non Brahmin Manifesto - Justice Party - Demand for Communal Award - Sathbough commission - Mestran Award - 1919.

UNIT-III

Election of 1920 - Justice Party Government - Elections of 1923, 1926, 1929, and 1932 - changing affiliations - services of the Justice Government - Socio educational - economic sectors - demand for separate electorate by Depressed class leaders - M.C. Raja - Rev. D. John Rathinam - N. Sivaraj. 1934 - EVR and 16 points accepted for Justice party.

UNIT-IV

Elections of 1937 - Fall of the Justice party - Rajaji as congress premier - Hindi imposition - E.V. Ramasamy Periyar - Self Respect and Rationalist Association - leader of Justice party 1938 - Anti Hindi struggle - Demand for separate Dravidasthan 1939.

UNIT-V

II World War and Justice party - demand for Dravidasthan 1944 - Justice party renamed as Dravida kazhagam - Emergence of young leaders in Dravida kazhagam - C.N. Annadurai WPA Soundrapandian - Indian Independence and D.K stands 1947.

Reference

Nambi Areoran K. *Tamil Renaissance and Dravidian Nationalism*
Sivagananam. M.P. *Viduthalai Poril Taulagam* (in Tamil) (Two parts)
Stalin Gunsekaran .T. *Viduthalai Velviul Tamilakam* (in tamil) (Two parts)
Pavathravathy. *Dravida Jyakka Vavalaru* (in Tamil)
Devanandan . P.D. *The Dravida Kashagam. A revolt against Movement*
Grschick Engine.F. *Tamil Revivalism in the 1930's*
E.S.K . Viswanathan. *The Political career of E.V.R*
Sami Chidambaran. *Tamil Thalaivar* (in Tamil)

Programme Code : HIS03

Programme Title : M.A. History
Elective course Code : **DRAVIDIAN MOVEMENT IN TAMILNADU - II (AD 1947 - 2000 AD)**
Elective course Code : 22PGHIEC08
Semester : III **Hrs/Week:** 4 **Credit:** 4

UNIT-I

Meeting of Rajaji and Periyar 1949 - Split in Dravida Kazhagam and the birth of DMK - Young dynamic followers of C.N. Annadurai - New style in press - stage - film worlds - struggle of DMK - 1952 Elections - 1954 Bye election and support to Kamaraj - Kallakudi - Thiruttani - Devikulam Peermedu struggle - 1957 entry into election and 15 MLAs.

UNIT-II

1962 Elections - 50 MLAs - Good growth - Indo Chinese war - Defence of India Rules - Abandoning of separate Dravida Nadu demands - Anti Hindi and Anti price rise agitations - large scale unrest - 1964 - 65, 1967 - Elections - New Alliance formula of seat adjustment - DMK won and C.N. Annadurai became CM.

UNIT-III

The Administration and death of C.N. Annadurai - succession crisis and M. Karunanidhi becomes CM - various welfare measures - development activities - Congress split and DMK's support to Congress - I. Demand for state Autonomy - 1971 Elections - continuance of Alliance - M.G.Ramachandran and split in DMK - Birth of ADMK - Emergency and after math in Tamil Nadu.

UNIT-IV

Alliance Politics in Tamil Nadu - M.G.Ramachandran first ADMK Govt. 1977 - 80 - 1980 - 84 and 1984 - 88. Welfare measures and development activities of ADMK - Srilankan issue and political changes in Tamil Nadu - Death of M.G.Ramachandran 1987 and split in ADMK - return of ADMK to - administration 1989 - 91.

UNIT-V

Rajiv Gandhi's Assassination and Political changes 1991 - Ms. J. Jayalalitha as CM of AIADMK - References of welfare activities charges and criticism - 1996 - Return of M. Karunanidhi as CM for the fourth time - Changed affiliations and alliance - Tamil Nadu under development path - soft ware - IT and Tamil Nadu.

Balasundaram, N. *The Dravidian Movement in Madras.*
Devanandan. P.D. *The Dravida Kazhagam A revolt against Brahmins*
Grschick Engene.F . *Tamil Revivalism in the 1930's*
Hardgave L. Robert. *The Dravidian Movement*
Ramamoorthy. P. *The Freedom Struggle of the Dravidian Movement*
Grilbert Stater. *Dravidian Elements in Indian culture*
Venkatesan. *History of contemporary India.*

Programme Code : HIS03
Programme Title : M.A. History

Core course Title : INDIA'S STRUGGLE FOR INDEPENDENCE

Supportive Course Code : 22PGHISC01

Semester : II Hrs/Week: 4 Credit: 4

Course objectives

To analyse the causes of native political failures against company rule.

To bring out the social and cultural changes during British India.

To review the circumstances that led to the establishment of colonialism in India

To examine the trends of linguistic and racial identities.

To bring out the impact of colonial rule in India with particular reference to socio-religious, political and economic fields.

UNIT - I

Anti-Colonial Struggles: Poligar Mutiny in Tamil Nadu 1799, 1801- Vellore Munity in 1806- Revolt of 1857.

UNIT - II

Foundation of Indian National Congress - Moderates - Partition of Bengal - Boycott and Swadeshi - National Education - The Congress Split - Muslim League - Revolutionary Movement - Home Rule Agitation.

UNIT - III

Gandhian Era - Champaran - Non-Cooperation and Khilafat Movement - Swarajists.

UNIT - IV

Simon Commission and Nehru Report - From Dominion State to Purna Swaraj, Civil Disobedience: 1930-1931 - Press - Films Forging Nationalism.

UNIT - V

States Peoples Movement - The Left in the Congress - The Tripuri Crisis 1939 - The Muslim League and Pakistan - Cripps Proposals - Quit India - The Role of INA - Independence.

References

Arnold, David. *The Congress in Tamilnad: Nationalist Politics in South India: 1919 – 1937*, Delhi: Manohar, 1977.

Brown, Judith. *Gandhi's Rise to Power, Indian Politics 1915-22*, Cambridge, Cambridge University Press, 1972.

.... *Gandhi and Civil Disobedience: The Mahatma in Indian Politics 1928-34*, Cambridge Publications, 1977.

Bhattacharya, Sabyasachi. *Rethinking 1857*, New Delhi, Orient Longman, 2007. Bandyopadhyay, Sekhar. *From Plassey to Partition and After: A History of Modern India*, New Delhi, Orient Blackswan, 2004.

.... *Nationalist Movement in India, A Reader*, Delhi, Oxford University Press, 2009.

Chandra, Bipan, *India's Struggle for Independence 1857-1947*, Delhi, Penguin 1996.

.... *History of Modern India*, New Delhi, Orient Blackswan, 2009.

Desai, A.R. *Social Background to Indian Nationalism*, Delhi, Vikas Publications, 1978.

Dube, Ishita Banerjee. *A History of Modern India*, New Delhi, Cambridge University Press, 2014. Grover, S. *A New Look on Modern Indian History: From 1707 to the Present Day; Special Feature: Nine Maps with Descriptive Notes, Who's who in Modern India*, New Delhi, Chand and Company, 1986.

Lapierre, Dominique & Larry Collins. *Freedom at Midnight*, New Delhi, South Asia Books, 2009.

Mahajan, Sucheta. *Independence and Partition: The Erosion of Colonial Power in India*, New Delhi, Sage Publications, 2000.

Roy, Kaushik. *Partition of India Why 1947?* New Delhi, Oxford University Press, 2011.

Sarkar, Sumit. *The Swadeshi Movement in Bengal, 1903-1908*, Hyderabad, Orient Black Swan, 2010.

.... *Modern India: 1885-1947*, New Delhi, Pearson Education India, 2012.

Stokes, Eric. *The Peasant Armed: Indian Revolt of 1857*, Oxford, Clarendon Press, 1986.

Web Resources:

<https://www.gktoday.in/quizbase/modern-indian-history-freedom-struggle>

<https://www.edudose.com/gk/modern-indian-history-quiz/>

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To analyse the genesis and progress of the resistance movements against the British.	K6
CO2	To understand the impact of 1857 revolt.	K2 & K3
CO3	To examining the rise of National leaders and Nationalism.	K4
CO4	To assess the role of moderates and extremist in during Indian National Movement.	K5
CO5	To recapitulate the ideas and movements of Indian Freedom struggle.	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03

Programme Title : M.A. History

Supportive Paper Title : HISTORY FOR COMPETITIVE EXAMINATION

Supportive Course Code : 22PGHISC01

Semester : III Hrs/Week:4 Credit:4

Course objectives

To understand the history of ancient India through its empires.

To study the Delhi sultanate, Mughal and South Indian kingdoms.

To know the significant role of the national movement from company rule to pre-Gandhian era.

To perceive the life and mission of many martyrs of India.

To possess knowledge in the making of contemporary India.

This course aims to disseminate the importance of Indian History to appear the competitive examinations.

UNIT-I - Ancient India

Pre-history - Indus valley - Mauryas - Sathavahana- Guptas - Pallavas - Cholas.

UNIT-II - Medieval India

Delhi Sultanate - Vijayanagar - Mughals - Marathas - Nayaks.

UNIT-III- Modern India I

Company rule - South Indian Rebellion - Revolt of 1857 - INC - Pre Gandhian era.

UNIT-IV- Modern India II

Partition of Bengal - Non cooperation movement - Civil Disobedience - INA - Indian Independence Act.

UNIT-V- Contemporary India

Indian Constitution - - Five year plans - The Emergency.

References

Habib, Irfan. *Prehistory*. Delhi, Tulika, 2001.

Thaper, Romila., *Early India: From the Origins to AD 1300*, New Delhi, Penguin Books, 2005.

Rizvi, S.A.A. *The Wonder that was India. Vol 2*, Delhi, Foundation Books,1993.

Chandra, Bipan., *History of Modern India*, New Delhi, Orient Blackswan, 2009.

Sarkar, Sumit., *Modern India: 1885-1947*, New Delhi, Pearson Education India, 2012.

Chandra Bipan, Mukherjee Aditya, Mukherjee Mridula. *India since Independence*, Penguin Books,2008.

Guha, Ramachandra., *Makers of Modern India*, Penguin Books,2012.

Web Resources:

<https://www.jagranjosh.com/general-knowledge/1000-gk-questions-answers-on-indian-history-1464671919-1>

<https://iasexamportal.com/mcq/Indian-History-Objective-Questions-for-Competitive-Exams>

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To analyse of prehistory and Indus valley civilization in ancient India.	K5
CO2	To Evaluate of Medieval Indian empires and their achievements.	K6
CO3	To Understanding the importance of the struggle for freedom and its results.	K2
CO4	To Assess the role of governments towards the development of a nation since independence.	K6
CO5	To stimulate the student to understand the need of Indian history for contemporary competitive examinations.	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Code : HIS03

Programme Title : M.A. History

Core course Title : HISTORIOGRAPHY
Core Course Code : 22PGHIC13
Semester : IV Hrs/Week: 4 Credit: 4

Course objectives

The broad aim is to make students aware about the development of history writing in different historical phases continuing till present days.

To understand the meaning of History and Historiography.

To know the beginning of history writing.

To know the progress of history writing in different ages.

To compare and contrast the different trends in historical writing

To analyze the importance of philosophy of history

To understand the growth of numerous philosophical, intellectual and ideological constructs in all these phases.

To understand the growth of historiography in the given historical milieu.

UNIT-I- Evolution of the discipline of History: Greco-Roman History – HerodotusThucydides –Livy - Church Historiography - St. Augustine -Medieval Arab Historiography: Ibn Khaldun.

UNIT –II- Ancient Indian Historiographers: Bana, Kalhana – Medieval Indian Historiography: Alberuni, Barani.

UNIT –III- Modern Indian Historians: K.P. Jayaswal, R.C. Dutt, J.N. Sarkar, D.D. Kosambi, R.S. Sharma - A.L. Basham.

UNIT -IV - French Historiography: Annales and Mentalities – Mark Bloch- Fernand Braudel -British Marxist Historians – E.P. Thomson – Eric Hobsbawm.

UNIT–V- Impact of Modernism: Namier- Structuralism: Claude Levi Straus Postmodernism: Jacques Derrida, Michel Foucault- Subaltern Studies-Women Historiography -Dalit Historiography

References:

Ali, Sheik. *History: Its Theory and Methods*, New Delhi, Macmillan, 1980.

Barzun, Jacques and Graff, Henry F. *The Modern Researcher*, San Dieg, Harcourt Brace,1985.

Carr, E.H. *What is History*, Harmonds worth ,1977.

Clark,S. "The Annales Historians", in Q.Skinner ed., *The Return of Grand Theory in the Human Sciences* ,Cambridge 1985.

Collingwood, R.G. *The Idea of History*, Oxford 1977, Parts III, IV, V

Dictionary of the History of Ideas Vol.I II, III, New York; Charles Scribner's Sons Arvind

Sharma, *Our Religions*, New York: Harper Collins Floud, Roderick,1993.

An Introduction to Quantitative Methods for Historians. London, Methuen(R.P.)

Guha, Ranajit, *Subaltern Studies* Vol. I, IV and VI, Delhi: OUP,1994.

Hobsbawm, E.J. "Karl Marx's Contribution to Historiography in Ideology and Social Science", Suffolk 1972 .

Jones, R.G. "History the Poverty of Empiricism", in Robin Blackburn ed., *Ideology in Social Science*, Fontana 1972.

Journal of Modern History, Special No. on Annales. Kay, Harvey,"The British Marxist Historians Polity",1972.

Ladurie, Le Roy. "The Event and the 'Long Term' on Social History", in the Territory of the Historian.

Manickam S. *Theory of History & Method of Research*, Madurai, Paduman Pub, 1977.

Marwick, Aurther, *The Nature of History*, Hong Kong: Macmillan, Reprint, 1984.

Marc Bloch, *The Historian's Craft*, New York 1953.

Maurice Aymard and Harbans Mukhia, eds., *French Studies in History*, New Delhi, 1988 .

M.L.A. *Hand Book for Researchers Thesis & Assignment Writing*, New Delhi, Willy Eastern,1990.

Sen. S.P. *Historians and Historiography*, Calcutta: Institute of Historical Studies.1980.

Stern, Fritz. *Varieties of History*, New York: Vintage Books, 1973.

Stone ,Lawrence. *The Past and the Present*. Boston, 1983.

Methodology of History. Holland: Reidal Publishing Co. Watson, George ,1987.

Writing a thesis: A Guide to Long Essays and Dissertations, Longman, London.

Web Resources:

<https://www.jstor.org/stable/pdf/4544077.pdf?refreqid=excelsior%3A995dc2a47353eeb1e1a4924c69e51004>

<https://www.jstor.org/stable/pdf/25183349.pdf?refreqid=excelsior%3A7a29bbfddda3cf50f365b996704f8dc>

<https://www.jstor.org/stable/pdf/4376762.pdf?refreqid=excelsior%3A9bc2507ba5f3adb666a72e9dc40cdd8d>

<https://www.jstor.org/stable/pdf/4412215.pdf?refreqid=excelsior%3A390c9b62f53992829c03fe88b6bad0b9>

<https://www.jstor.org/stable/pdf/25011528.pdf?refreqid=excelsior%3A7a4c024e8f3505262cb2d0b90d9b4991>

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To look for historical sources and to acquire the ability to differentiate between the primary and secondary sources	K4 & K5
CO2	To acquire skill of methodology to write research articles	K3
CO3	To develop the analytical skill of viewing different schools of thought in historiography	K6
CO4	To equip the skill of scientific enquiry in analyzing historical events.	K5
CO5	To learn the components of research methodology.	K2

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Title : M.A. History
Elective course Title : Environmental History [With reference to India]
Core Course Code : 22PGHIC014
Semester : III **Hrs/Week: 4 Credit: 4**

Course objectives

To Understand the nature.

To Describe the nature-human interface.

To Understand the landscape perceptions.

To Develop understanding between social thoughts and environmental issues in traditional and modern societies.

To Enable to understand environmental politics in contemporary India, and issues in global environmentalism.

Unit -I : Definition - Scope - Bondage between human civilization and Ecology, Bio- diversity - Preservation - Conservation –Global warming.

Unit -II: Environment in the Indian Cultural Tradition: - Colonial environment policy - Forest Management.

Unit -III: Resistance to Forest Management: Kumaun and Garhwar's region - The Utar and forest Movements of 1921 - Social Protest in U.P., 1921-42 - Impact on Nationalism – Forest satyagraha – Karnataka.

Unit -IV: Environmental threats: Water Pollution - Air Pollution- Land Degradation –Hazardous Wastes management.

Unit -V: Environmental Movements –Chipko Movement – Protest against Narmada Project –Activists: Babha Amte -Metha Patkar .

References:

Armin Rosencrazz et.al., *Environmental Law and Policy in India: Cases, Materials and Status*, Bombay, Tripathi, 1991.

Chauhan I.S. and Arun Chauhan, *Environmental Degradation*, New Delhi, Rawat Pub.,1998.

Deependar Basu, Ed., *Environment and Ecology: The Global Challenge*, Jaipur, Printwell, 1995.

Gore,Al. *Earth in the Balance*, New Delhi, Viva books Ltd., 1992)

Goreth Porter and Janet Welsh Prrows, *Global Environmental Politics*, Oxford, Westview Press,1991.

Kamal Nath, *India's Environmental Concerns*, New Delhi, MEF, 1995.

K.C. Roy and Clement A. Tisdeli Eds., *Economic Development and Environment: A Case Study of India*, Calcutta, Oxford University of Press, 1992.

Krantadarshi Yuva Sanga, *Chilika: The Voice of the People*, Puri, 1992

Le Roy Ladurie, *Emmanuel. Times of Feast, Times of Famine: A History of climate since the year 1000*,New York, Doubleday, 1971.

Madhav Gadgil and Ramachandra Guha, *The Fissured Land: An Ecological History of India*, Oxford, 1992.

Pravin sheth, *Narmada Project: Politics of Eco-Development*, New Delhi, Har-Anand Pub., 1994.

Ramachandra Guha, *The Unquiet Woods*, OUP, Delhi, 1994.

Srinivas, M.N. *On Living in a Revolution and Other Essays* ,Delhi, OUP, 1992.

S.K. Agarwal et.al.Eds., *Biodiversity and Environment*, New Delhi, A.P.H. Pub., Corporation, ,1996.

Vandana Asthana, *Politics of Environment*, New Delhi, Ashish Pub, 1992.

Vandana Shiva, *Staying Alive*, London, Zed Books, 1989.

Vandana Shiva, *Ecology and Politics of Survival*, Sage Pub. 1990.

Victor Papanax, *The Green Imperative: Practical Solutions for a Greener Planet: Ecology and Ethics*, London, Thames and Hudson, 1996.

Web Resources:

<https://www.jstor.org/stable/20723676>

<https://www.jstor.org/stable/26241265>

<https://www.jstor.org/stable/20723651>

<https://www.jstor.org/stable/4403103>

<https://www.jstor.org/stable/41498728>

<https://www.jstor.org/stable/3517025>

<https://www.jstor.org/stable/4401646>

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To Develop a comprehensive historical perspective on the interactions between human societies in relationship to ecosystems in ancient to modern societies.□	K5
CO2	To Debate on environmental policies and regulations and environmental movements in India.	K6
CO3	To	K2
CO4	To Empower to develop model hazards and learn methods of disaster management.	K6
CO5	To Develop evolutionary perspective on the relationship between and evolution of technology and environment.	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy :Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

Programme Title : M.A. History
Elective Paper Title : INTERNATIONAL RELATIONS SINCE 1945 CE
Elective Course Code : 22PGHIC15
Semester : IV **Hrs/Week: 4 Credit: 4**

Course objectives

The broad aim is to make students aware about the International relations since 1945 to present days.

To highlight the Theories on International Relations

To approach analytically the challenges of International Relations

To disseminate the Challenges and responses of International Relations

UNIT- 1 Introduction to International Relations

Nature and Scope of International Relations – Theories of International Politics – National Power and National Interest – Balance of Power and its relevance – Collective Security – Determinants of Foreign Policy and Diplomacy.

UNIT- II United Nations Organization

Structure, Power and Functions of U.N.O – Specialized Agencies of U.N.O. – Reformation and Revision of the U.N.O – Challenges before the U.N.O – Evaluation of the U.N.O.

UNIT- III Contemporary Relevance of Cold war

Origin, Meaning and Basis of Cold War – Different Phases of Cold War – Implications and Impact of Cold War – End of Cold War - Collapse of the Soviet Union and the Unipolar World System – Foreign Policies of USA, USSR, China and India.

UNIT- IV Arms Race, Nuclear Disarmament and Terrorism

General factors pertaining to Arms Race and Nuclear Disarmament – Arms Control Treaties: PTBT, NPT, CTBT, SALT – I & II, START etc., East West Military Confrontation – Impact of Nuclear Weapons on International Politics – History of Terrorism – Definitions of Terrorism – Terrorism and Counter Terrorism on International Politics.

UNIT- V Regional Organizations

Military Pacts: NATO, SEATO, CENTO, ANZUS, Warsaw Treaty, COMECON etc., Idea of Regionalism: OAS, APEC, NAFTA, E.U, BRICS, G7, G15, Arab League, OPEC, OAU, Common Wealth, ASEAN, NAM and the Third World Countries.

References

Carr E.H. *International Relations between two Worlds War*, Macmillan & Co, 1966.

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Jha, Nalini Kant. *India's Foreign Policy in a Changing World*, New Delhi, South Asia Publishers, 2000.

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Kauti Bajpai. *International Relations in India Bringing theory back home*, Hyderabad, Orient Longmans, 2005.

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Frederick Lewis. *International Politics: An Introduction to the Western State System*, McGraw-Hill Book Company, 1933.

Stephen, P Cohen. *India Emerging Power*, New Delhi, Oxford University Press, 2001. Stephanie Lawson. *International Relations*, UK, Polity, 2003.

Vinay Kumar Malhotra. *Theories and Approaches to International Relations*, New Delhi, Anmol Publications Pvt. Ltd, 2001.

Web Resources:

<https://www.jstor.org/stable/j.ctvdf09vd>

<https://www.un.org/en/>

<https://www.jstor.org/stable/pdf/20039280.pdf?refreqid=excelsior%3A090cd7daa7a5bf04efcd11a23767aaba>

<https://www.jstor.org/stable/pdf/26294401.pdf?refreqid=excelsior%3Ade62ede386d0e1732c6343c00e9cf49b>

<https://www.jstor.org/stable/pdf/41854857.pdf>

Course outcome

On successful completion of the course the students will be able

CO Number	CO	Knowledge Level
CO1	To analyse various institutions started in the world to maintain peace.	K5
CO2	To evaluate the peace making process of the international peace lovers.	K6
CO3	To approach the countries that have real challenges to make good relations.	K2
CO4	To discuss the power blocks in the world and its impact on developing countries.	K5
CO5	To demonstrate their comprehension and an in-depth orientation to understand of the character of contemporary international relations.	K6

Mapping of COs with PSOs

PO/PSO CO	PSO					
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	S	S	M	S	S	S
CO2	S	M	S	M	S	M
CO3	S	S	S	S	S	M
CO4	S	S	M	M	M	S
CO5	S	M	S	S	S	S

S- Strong, M-Medium, L- Low

Pedagogy

Lecture Method, Power Point Presentation, Group Discussion, Assignment, Seminar and Quiz Programme.

PERIYAR UNIVERSITY
DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM (CBCS) PATTERN
(For the students admitted from the year 2022-23 onwards)

Programme Code : HIS03
Programme Title : M.A. History
Elective Paper Title : PROJECT
Elective Course Code : 22PGHIC16
Semester : IV Hrs/Week: 4 Credit: 10

Project Work: 150 marks

Viva voce : 50 marks

The students are entitled to do a project work on any social problem relevant the study of history. The project work contains introduction, review of literature, methodology, analysis, along with conclusion and bibliography.

PROJECT